THE MILE HIGH COLLEGE

The History of Colorado A & M

by

Ruth Jocelyn Wattles
Dedication

In October 1944 I was going about Colorado gathering data for this book. A friend was with me and we talked to alumni here, there, and everywhere. Thinking aloud one day, I remarked, "The book simply can't be long enough to include all the alumni; it would not do to mention some and leave out others as outstanding. I'll have to omit them all."

The friend was indignant. "They are your college; they're intellectually and economically the backbone of Colorado. If the College has done nothing but train these very people we've visited, it has justified its existence."

I am proud to dedicate this history to such alumni.

Though some of the pioneer activities of the College bring a smile, the smile is one of affection and of respect for the courage and vision of the men who made the beginnings. And from that period when both State and College were pioneers, the College, reflecting the truly amazing strength and sometimes the weaknesses of its very human generals and enlisted men and women, has grown to a position of service to Colorado and of honor in the Nation.
Thank you

If I were to list all of the names of those who have been of great assistance to me in the preparation of this material, I would add many pages to the length of the book. Greater length is obviously undesirable; but I must express my appreciation to the hundreds of old and new friends who have stood ready to help, and in particular I must say thank you to: President Emeritus, Charles A. Lory; Dr. George H. Glover; Professor Alvin Kezer, and to Professor James G. Hodgson, and the Misses Laura Makepeace and Irene Coons of the College Library staff.

R.J.W.
Prefatory Note

In the interest of clearness I must explain that Colorado Agricultural College, Colorado State College, and Colorado Agricultural and Mechanical College are one and the same institution. In 1907 the name was changed to Colorado State University. Some of the other names by which the institution has been designated are:

1870 - 1879    Agricultural College of Colorado
(Used in the 1870 Act founding the College and in other Acts, both Territorial and State.)

1876    Agricultural College at Fort Collins
(In State constitution)

1877    The State Agricultural College

1879 - 1935    State Agricultural College of Colorado or State Agricultural College.
(Used in Acts during this period. Could be considered two names)

1901 - 1926    Colorado Agricultural College
(Laws and official publications)

1915    College of Agriculture and Mechanic Arts
(Used on the title page of the Silver Spruce)

1935 - 1944    Colorado State College of Agriculture and Mechanic Arts
(Made legal in 1935. Used by the students in 1902 and officially by the College in 1904)

1944    Colorado Agricultural and Mechanical College
(Official designation of the State Board of Agriculture. Has not yet been made a legal designation of the college)

Dr. Floyd Cross, speaking February 10, 1945 on the occasion of the ceremonies in honor of the seventy-fifth anniversary of the establishing of the College, summarized neatly the naming of the institution. He said, "The College was legally
organized; its birth certificate is on record; it is seventy-five years old and has attained a degree of maturity, but we've had a hell of a time naming the child."
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THE PIONEER PERIOD

Chapter I
Before the First Classes.
An Agricultural College. — A session of the Legislature of the Territory of Colorado opened at Denver on January 3, 1870. Denver was then, as now, 65 miles from Fort Collins; but the 1870 road was a dirt track twisting into creek bottoms and up over low hills. In those days but few farm houses broke the monotonous sweep of the plains east of the road, and the wind, cold and penetrating, swept down from Long's Peak and the Mummy and Never Summer Ranges west of the twisting dirt track.

There was no railroad between Denver and Fort Collins, travelers were few and stopping places fewer.

Messrs. Mathew L. Taylor and Judge Jesse M. Sherwood, representative and councilman respectively from the First District, which included Larimer County, drove a team or rode horseback those 65 cold miles to Denver. Possibly they camped out one night; people often did in those days. Possibly they spent the night at Burlington, later absorbed by Longmont.

Camping or stopping at a pioneer's hotel or a farm house, Mr. Taylor carried in his pocket a Bill to establish an agricultural college at Fort Collins.

The Larimer County men who were politicians of some experience "back in the states," nursed the bill through the House of Representatives and the Council, and on the evening of February 11 they slipped it under the adjournment dead line and saw it on its way to Governor McCook.

Governor McCook's signature on the printed law entitled "An act for the establishment and location of an Agricultural College" is not dated but in a letter to George W. Miller, Speaker of the House of
Representatives, the Governor states he has signed "this day," February 11, 1870, the act establishing the College.

(Facsimile of Governor McCook's letter.)

**Colorado in 1870.** - The fact that Governor McCook's signature to the bill is not dated is surprising; the fact that an agricultural college was established in Colorado in 1870 is amazing. The mountains of this Territory were known as mining country; the rest of the Territory was little known. Why did such an area as Colorado need an agriculture college? Was it agricultural country?

The Union Pacific Railroad had built a few miles of track across the northeastern corner of Colorado earlier than 1870; the Denver Pacific, between Denver and Cheyenne, began operation in June, 1870, four months after the law authorizing the College was passed; and the first train on the first railroad to enter Denver arrived August 15, 1870. The goal of this road was not Denver; it was the mines of Central City, Black Hawk and Golden. Ex-Governor Elias M. Ammons, speaking in 1921 on the fiftieth anniversary of his entrance into Colorado in 1871 said:

At Hugo we were snowed in for some twenty-four hours or more, and there, the next morning after the snow, I saw the largest bunch of animals I have ever seen in my life, anywhere, domestic or otherwise. They were antelope...

In 1872 when Dr. George R. Glover first entered Colorado he saw nothing more promising of agriculture or industry. He writes:

From the car windows we watched wolves and coyotes and prairie dogs. Once the train was stopped by a herd of 4,000 buffaloes that persisted in trying to cross the track. They ran parallel to the train for miles,

1. Ex-Governor Elias M. Ammons, *Speech as delivered to the Denver Lion's Club on the 50th anniversary of his arrival in State of Colorado.*
2. Dean Emeritus of the Veterinary Division of Colo. State College.
and then the conductor stopped the train and let them cross.

When there was nothing moving to watch, we stared out on miles of cactus, or bunch grass, or sage brush.

We got off the train at Erie and drove across country to Longmont. There wasn't a fence anywhere, and the only trees were along the river bottoms.¹

In 1924 Dr. Glover, recalling the 1870 law establishing the College said:

Colorado has been guilty of much freakish legislation, and at that time it seems to have been a much mooted question as to which should bear the laurel leaf of absurdity—a college to teach agriculture in the heart of the Great American Desert, or the loco weed bounty law which was a gold mine for the Mexicans but which threatened Colorado with bankruptcy.²

The Denver and Rio Grand Railroad which, launched in the fall of 1870, was built on faith in the future "through an unpopulated and undeveloped region."³ No Colorado was not thinly suited.

Colorado was Mining Country. — Colorado was known as mining country and only as mining country. The strikes began in the Central City-Black Hawk region in 1858 and were followed by finds in a score of other fields. From 1858 to 1867 Colorado Territory had produced more than a quarter of a billion in gold and nearly half a million in silver. This came from Gilpin, Lake, Chaffee, Summit, Clear Creek, and Boulder counties.⁴ In 1872 the silver mines of Custer County began and to produce and in 1873 the mines of Rio Grande, Routt, San Juan. In 1874 nearly four million dollars was taken from Gilpin, Park and Boulder Counties, and the "strikes" continued. In 1876 there were the Virginia Canon mines; 1877 saw the rush to Leadville; and "...that year

¹ Interview, Dean Emeritus of the Veterinary Division of Colo. State College.
² Dr. George H. Glover, Commencement address at C.S.C., 1924.
⁴ Baker & Hafen, History of Colorado, 4:544-545.
Clear Creek County produced $2,063,822; Gilpin $2,259,078; ...In 1878 Leadville astonished the state by producing $2,490,000...."1

The more than a quarter of a billion dollars produced by Colorado mines before 1870, by contrast made the establishing of an agricultural college in that year laughable. The continued spectacular mining development in the seventies and eighties fixed the belief both in Colorado and "back in the States," that Colorado was all mountains and the mountains were all silver and gold, and the mining made agriculture seem inconsequential and an agricultural college ridiculous. However, mining, because it provided markets, was a stimulus to farming. Mining men had money, and increasingly, as the years passed, food was not hauled in by ox teams "from the river" but was produced in Colorado.

Manufacturing and Cattle in Colorado in 1870. - But if mining stimulated agriculture some other conditions in the Territory retarded its development—and these conditions seemed to lessen the need for an agricultural college.

If the legislators of 1870 looked at that part of the Morrill Act of 1862 which authorized agricultural colleges to teach mechanic arts, they surely could see no great need for such arts in Colorado. Denver, the largest city in the Territory was not an industrial center. Manufacturing was barely represented by one or two companies making some parts of mining machinery but shipping most of it in from as far east as Burlington, Iowa, by train to "the end of steel" and hauling it over dirt roads by mule and ox teams the rest of the way. The demand for flour had resulted in the setting up of primitive grist mills in Colorado; but foundries, power plants, smelters, etc., were not as yet erected. In February, 1870, when the College was established, there

1. Ibid., 2:536-7.
were less than 300 miles of railroad in Colorado Territory.

Most of the area of the Territory south of the Arkansas River had been granted in huge acreages by the Mexican government to individuals and was so held and could not be taken up and developed as was other farm land. Thousands of acres of the western mountain and plateau sections of Colorado still belonged to the Indians. Ouray, Silverton and Lake City were built in the high country claimed by the Utes until 1873; and such towns as Aspen, Grand Junction, Delta and Montrose are on land which the Utes occupied until 1880. The eastern plains in 1870 came under the designation of the Great American Desert.

Even the cattle business, rightly a part of agriculture, seemed in 1870 antagonistic to the interests of the farmers, the reason being that the cattle men wanted open range and free water. This meant no farmers building fences, no farmers appropriating water, and no farmers taking up land. The cattle industry had started in the fifties and by 1870 herds of two or three thousand dun colored, long horned cattle, built more like race horses than beef animals, were being trailed north from Texas to shipping points which moved west through Kansas, Nebraska and into Colorado as the railroad was built west.

The first trainload that went east from Colorado was loaded out in 1869 at Kit Carson, then the terminus of the Kansas Pacific... This was the beginning of traffic that became important by 1872 when the cattle total exports by rail numbered 46,208 head, valued at over a million dollars... No record is available of the trail movement during the year, but far more cattle were trailed than shipped by rail.1

Cattle men in Colorado were handling not only the Texas Longhorn but better breeds, and in 1872 an attempt was made to organize a stock growers' association, its purpose being to protect the

interests alike of stockmen, ranchmen and farmers, and to harmonize... whatever might be conflicting in the great interest of agriculture and stock raising.\textsuperscript{1}

In 1871, the assessors' figures showed 142,178 cattle and 164,577 sheep in the state, and probably the actual count was higher. In 1872 "eighty-seven pedigreed Shorthorn, Devon, Jersey, Hereford and Galloway bulls had been brought into the State."\textsuperscript{2}

The cattle business was growing, but in those days more cow men meant fewer farmers.

\textbf{Early Farming in Colorado.} — If the cattle business had more than a start in 1870, we can say as much for farming. The first officially recorded ditches in Colorado were dug in 1852 and 1853, one to water 900 acres within the State.\textsuperscript{3} Others were dug and put into use by individuals or small groups through the fifties and sixties.

Records of crops being grown around forts or by farmers far from forts date back to 1850. All the early newspapers, especially \textit{The Denver News} carried many and perhaps exaggerated stories of crops raised here and there, but, though production probably did not keep pace with the newspaper reports, farming through the fifties and sixties made steady but inconspicuous growth. From 1869 to 1872 in Colorado, agricultural colonies, more or less successful, made history. They were:

- The Union Colony at Greeley
- The Chicago–Colorado Colony at Longmont
- German Colony in Wet Mountain Valley
- St. Louis and Western, Evans
- Kentucky Fountain at Colorado Springs
- Agricultural at Fort Collins
- Pueblo at Pueblo

\textsuperscript{1} Ibid. 2: 657.
\textsuperscript{3} Ibid. 2: 589.
All the colonies resulted in the developing of some permanent farms but the Greeley Colony was by far the most influential. "The Greeley men excelled in these respects [the ability to think and write and speak], and so their influence went farther than that of equally good farmers who lacked their special gifts as writers and speakers."¹

In the fall of 1870 the Greeley people formed a Farmers Club so that by discussion each man could profit by the experiences of the others. Other such clubs developed in other localities and by 1873 these were united as the Colorado Farmers' Union, its purpose being not political but "simply mutual benefit, protection and improvement."² The first Grange in Colorado was organized in March 1873.

However, though agriculture had made some growth in Colorado by 1870, no one dreamed the Territory would ever produce enough food for men and beasts within its borders. Mining attracted attention; it was noisy and spectacular. Farming was plodding and offered no millions on the turn of a shovel. Mining was like a thunderstorm in the mountains—lightning and crashing sound; farming was like a kerosene lamp in a homesteader's shack, where the pioneer farmer—and every farmer in Colorado was a pioneer—studied his seed catalogues and figured the cost of water and fencing.

Larimer County. — Granting that with mining, the Mexican grants, the Utes and even the cattle men crossing the existence of farmers in Colorado from public recognition, some agriculture had developed, why locate an agricultural college in Larimer County? This county in 1870 had a population of 338. One answer is that no other county wanted the College. The story is told that Canon City, ³

¹ See Alvin T. Baker & Hafen's History of Colorado, 2:599.
² A statement by the president of the Union, Ibid., 2:612.
having a choice of the agricultural college or the state penitentiary, 
in order to be sure of inmates, chose the latter. However, Larimer 
County men had made a determined effort to push through the Legislature 
the bill establishing the College, and it probably was the character 
not the number of the men around Fort Collins that determined the location of the institution.

The 1870 law included the names of a Board of Trustees who 
were to acquire land, erect buildings and engage a faculty; but the 
legislators, though most of them came from mining districts, were not 
imbued with the gambling spirit of a boom mining camp—they apportioned 
no money for the College. Men of Larimer County, however, donated 240 acres of land.

Robert Dalzell by deed dated January 23, 1871 gave 30 acres 
of land; on the same date Joseph Mason, R. C. Peterson and J. C. Mathews 
together gave 50 acres; on December 30, 1872 the Larimer County Land 
Improvement Company gave 80 acres; and on January 13, 1873 Arthur H. 
Patterson gave 80. In 1872 a new Board of Trustees was appointed, but 
still no money was appropriated. In the same legislative session a 
bill providing a gift of $10,000 to the first man to establish a sugar 
factory in Colorado failed by one vote. Obviously, those legislators 
saw no connection between sugar beets and an agricultural college.

It was in this year of 1872 that the military reservation 
which had surrounded Camp Collins was opened for settlement. Immediately the Agricultural Colony was organized under the leadership of 
General R. A. Cameron and W. E. Pabor, members of the Greeley Union 
Colony, and settlers moved in.

On February 13, 1874 a Territorial law was passed appropri-
ating $1,000 to aid in erecting buildings and making such other
improvements on the grounds now belonging to said institution (Colorado Agricultural College) at Fort Collins.

When the Board of Trustees of said College shall have raised by subscription, donation, or otherwise, the sum of one thousand ($1,000) dollars in money and shall have expended the same on building and grounds.

This was the first money provided for use of the College, but the site where it was to be expended - after the Larimer County thousand had been spent - was far from promising. Frank McClelland later described it:

My first view of the College grounds was in 1879, in the fall of that year. I was a boy of 12 years, and, in company with my father, the late J. S. McClelland, walked from Mountain Avenue in Fort Collins to Fossil Creek, which is five miles south. My father had taken up what is now the large fruit farm, or land lying between Mail and Fossil Creeks, and we went out to look it over, so that he might plan for the beginning of work the next spring.

As we passed the grounds where the College buildings have since been erected, he called my attention to the spot, saying that there was where I was expected to complete my education. As I was really interested in study and finding out things, that announcement carried more to me than it would to the boy who looks on the school house as a prison, and considers it his duty to keep up a feud with the teacher. But the prospect was not bright, even to my young eyes, for the small hills and the slope that runs through the center of the grounds gave no promise of school house or school books.

... The next spring my father took me on a hunting expedition down to the Cache la Poudre— it was one of those small trips of a few hours when a man goes out to shoot ducks and takes a boy along to carry whatever may be killed. My father owned a musket he had brought home from the Civil War. He was a good shot, too, so when he fired it was my duty to run over and pick up what had been shot at. Going up through what is now the College grounds he spied two ducks in a small pool or puddle in the little creek that trickled its way through the grounds. He fired and the duck took to the air, but it came down in the grass over on the small hill rim near where the machine shop is now built. Another winter I set figure- four traps for rabbits in the region in and around the College grounds, and caught a good many. I kept it up until some one stole my traps.


2. Written by Frank A. McClelland, son of J. S. McClelland, pioneer editor and orchardist of Larimer County. Taken from History of Agriculture in Colorado, 1858 to 1926, p. 592 by Alvin Steinel and D. W. Working.
The Claim Shanty. - Whether the trustees agreed with the boy that the land was more suitable for duck hunting and for trapping than for college, we do not know; but they made no immediate move to effect a building. They did, however, secure the following donations:

<table>
<thead>
<tr>
<th>Organization/Members</th>
<th>Amount</th>
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<tbody>
<tr>
<td>Fort Collins Grange</td>
<td>$100.00</td>
</tr>
<tr>
<td>Fort Collins Library Association</td>
<td>87.00</td>
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<tr>
<td>Wm. N. Bacheelder</td>
<td>25.00</td>
</tr>
<tr>
<td>W. F. Watrous</td>
<td>25.00</td>
</tr>
<tr>
<td>A. K. &amp; E. B. Yount</td>
<td>50.00</td>
</tr>
<tr>
<td>W. C. Stover</td>
<td>25.00</td>
</tr>
<tr>
<td>Masbut &amp; Roberts</td>
<td>50.00</td>
</tr>
<tr>
<td>J. Welch</td>
<td>25.00</td>
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<tr>
<td>F. W. Sherwood</td>
<td>25.00</td>
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<td>Augustin Mason (To be paid in posts &amp; lumber)</td>
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<tr>
<td>P. Sutler</td>
<td>5.00</td>
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<tr>
<td>J. Prendergast</td>
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<tr>
<td>Abner Loomis</td>
<td>25.00</td>
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<tr>
<td>J. L. Allen</td>
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<td>Andrew Armstrong</td>
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<td>James E. Arthur</td>
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<td>James Conroy</td>
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<td>M. E. Hooker</td>
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<td>F. C. Avery</td>
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<td>H. Hoyt</td>
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<tr>
<td>D. B. Bennett</td>
<td>5.00</td>
</tr>
<tr>
<td>Jay H. Boughton</td>
<td>5.00</td>
</tr>
<tr>
<td>S. D. Luke</td>
<td>5.00</td>
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<tr>
<td>H. B. Chubbock</td>
<td>5.00</td>
</tr>
<tr>
<td>W. T. Morgan &amp; Co.</td>
<td>10.00</td>
</tr>
<tr>
<td>Felix Michaud</td>
<td>10.00</td>
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<tr>
<td>L. R. Rhodes</td>
<td>5.00</td>
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<tr>
<td>D. Jon &amp; Brown (To be paid in lumber)</td>
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</tr>
<tr>
<td>R. B. Yount</td>
<td>696.00</td>
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We do not know the date on which men signed their names to this document, but the money was to be paid by July 21, 1874. Nothing more was done about a building until October, 1874, when for some unknown reason the Fort Collins men thought they had to have a college building completed in nine days.

At seven o'clock one evening in October, A. K. Yount, a banker and a member of the Board of Trustees of the College, hunted...

I. Subscription List, Agricultural College of Colorado, 1874.
Original Document in Librarians office, C.S.C.
up a half-breed, Indian Charlie or possibly Indian Clark, and ordered him to go to the mountains and bring down rock suitable for the foundation of a house. While he was gone, Jonas Boorse and Eph Love were engaged as builders. By seven A.M. Indian Charlie and his oxen were back with the rock, and in less than nine days, with everyone from the banker to the half-breed interested, a brick house 12 x 22 feet, or possibly 14 x 28 feet, (records disagree) with a stone foundation was erected on the northeast corner of the campus, between the present Music Building and College Avenue. Apparently this was an adequate "claim shanty," to use a homesteader's term, to keep the College in Fort Collins.

Tradition states that the Claim Shanty was built in such a hurry because Greeley and Boulder were at this time circulating petitions to have the site of the College moved to those towns, respectively. N. C. Meeker had planned to have the Agricultural College located at Greeley, and occasional efforts were made to combine the University and the Agricultural College at Boulder; but no record so far discovered accounts for the nine-day limit for erecting a building in October, 1874.

Writing of General Cameron and other members who led the Agricultural Colony which founded the town of Fort Collins in 1872, David Boyd says:

These gentlemen took steps to secure the location of the Agricultural College at Fort Collins, and procured for the State a donation of land for its site. This was a prize which N. C. Meeker had set his heart on obtaining for Greeley, but which was now wrested from him chiefly through the influence of Greeley men.¹

Mr. Boyd's date, 1872, being two years after the College was legally established, Mr. Boyd probably means that donating the

land kept this location of the College in Fort Collins, but this does not point to a reason for building the Claim Shanty in nine days in 1874.

First Work on the Campus. — Some work had been done on the College land before the Claim Shanty was built. December 14, 1873, the Collins Grange Number 7, Patrons of Husbandry was organized, and in April or May, 1874, the Grange members held a picnic on the north-east corner of what is now the campus and plowed and sowed twenty acres to wheat. For the plowing R. Q. Tenney, Master of the Grange, held the breaking plow, the only such plow in the community. J. A. C. Kissock, John (Happy Jack) Currie, Frank Michaud and a score of others were there helping. One of Mr. Michaud's mares had a colt and the mare refused to move without the colt, so Frank guided the horses and coaxed the colt while Happy Jack Currie held the plow.

Another account of this early work gives 1875 as the date, 30 as the number of acres planted and 67 bushels threshed. The grain was stored in the Claim Shanty.

Errecting the Claim Shanty, fencing a little ground and farming it, and purchasing of some, though not adequate, water rights for the land constituted the work done toward the development of a college before Colorado became a state in 1876.

Financial Statement, 1870-1876. — The secretary's statement for the years 1870 to 1876 is interesting.

Report of Secretary of the Agricultural College of Colorado 1870-1876

To His Excellency, John L. Routt, Governor of the State of Colorado:

The undersigned begs leave to submit for your consideration the following statement of the receipts and expenditures, assets and liabilities, of the Agricultural College of Colorado, established by

an act of the Legislature of A. D. 1870, from the time of its organization to the first day of October, A. D. 1876, and the particular object for which each sum of money has been expended:—

**AMOUNTS FOR WHICH ORDERS HAVE BEEN DRAWN AND PAID**

Larimer County Land Improvement Company, for water rights for the S 1/2 of N E 1/4 and N 1/2 of S E 1/4 and N 1/2 of S W 1/4 of Sec. 14, T. 7 N., R. 69 W.

$18.50

A. M. Patterson, abstracts of title and recording

5.00

Benedit and Phelps, attorneys' fees

15.00

L. M. Rhodes, attorney's fees

27.00

A. K. and F. E. Yount, procuring $1,000 appropriation

407.35

Burke and Smith, fence contract

3.00

Myrick and Sullivan, printing

5.00

P. C. Avery, surveying

220.00

Baronette and Boyd, building house on grounds

3.11

Wm. N. Byers, order book

$1,705.76

**TOTAL ASSETS**

Subscriptions from all sources

$1,23.00

Appropriation by Legislature

1,000.00

Interest on the balance ($417.24)

37.00

$2,160.00

**TOTAL LIABILITIES**

Orders paid as above mentioned

$1,705.76

Assets over and above indebtedness paid

454.24

I, James M. Galloway, Secretary of the Agricultural College of Colorado, do hereby certify that the above and foregoing is a true statement of the receipts and expenditures of the Agricultural College of Colorado, from the time of its organization to the first day of October, A. D. 1876, and that the balance in the hands of the Treasurer of the said Agricultural College, is $454.24; and I further certify by that in addition to the above, said Agricultural College is the owner of the following real estate (with improvements thereon), to-wit:

S 1/2 of N E 1/4 and N 1/2 of S E 1/4 and N 1/2 of S W 1/4 of Sec. 14, T. 7 N., R 69 W, containing 240 acres, valued at about $5,000, situate, lying and being in the County of Larimer and State of Colorado.

(Signed) James M. Galloway,

Secretary

1. Both newspaper accounts, not contemporary, and "old timers" give Boorse & Love as builders of this first structure on the campus.

2. As copied from "Report of Secretary of the Agricultural College of Colorado," 1870-1876. In Librarian's office O.S.C.
That the fence contract cost only slightly less than the house was true of the seventies in Colorado; it often cost more.

Colorado Becomes a State, and the College Becomes a State Institution. — In 1921 Ex-Governor Ilias Ammons speaking of Colorado's admission to the Union in 1876 said:

Colorado had yet to become a state, and its territorial institutions had yet to become state institutions...the main opposition to admitting Colorado to the Union came from the East on the ground that we were only a mining state, that mining was fleeting and transitory and not lasting and that agriculture was impossible in Colorado.¹

However, though Colorado was admitted to the Union and the "Colorado State College of Agriculture & Mechanic Arts" was recognized in the Constitution in 1876, a law organizing it as a State institution was necessary. The first State legislature met in 1877, but even here, there was opposition to the bill making the College a State institution and to a bill providing a 1/10 mill tax levy for financing it. Many in the legislature, because there was so little agriculture in Colorado, wanted to divert all funds from an agricultural to a mining school.²

"An Act to Establish a State Board of Agriculture and to Define Its Duties" was probably written by Harris Stratton of Fort Collins;³ it was introduced by Senator N. H. Meldrum, of Larimer County, and so vigorously supported by Representative N. C. Alford, that it became known as "Alford's Punkin Bill," and the legislature which finally passed the law was derisively called "the Punkin Vine Legislature."

¹ Ex. Gov. Ilias M. Ammons. Speech to Denver Lions Club on 50th anniversary of the arrival of Ammons in Colorado.
Alford, realizing that he lacked one vote to pass the mill levy measure labored most of a night with Jim Carlisle of Pueblo. Finally Carlisle agreed to vote for the bill but remarked, "I feel as if it was throwing money away for you never can make Colorado an agricultural state. It is only fit for cow pasture and mining."\(^1\)

With Carlisle's vote, the "State Agricultural College" became a State, not a Territorial institution, and on March 9, 1877, the bill providing a 1/10 mill tax for a College became a law.

The State Board of Agriculture. — When Governor Routt was ready to appoint a state board of agriculture a letter written by Harris Stratton of Fort Collins states that he asked Stratton to serve on the Board and said he would appoint John Armor of Arapahoe County, (Denver) and P. W. Hinman of Boulder County and any other good men Stratton would recommend. The others appointed were William A. Dean and John J. Ryan of Loveland, W. F. Watrous of Fort Collins, E. S. LaGrange of Greeley and N. W. Everett of Golden.\(^1\) Seven of these eight men were members of the Grange.

These men and others of their kind who had advocated the passing of a law establishing the College in 1870 and had kept the law in existence when nothing was in sight on the College ground but sloughs and prairie dogs; and since the College lacked everything in the way of a promising background, its success in these days of beginnings depended entirely upon the men in charge and on others in Larimer County.

The career of Governor Routt himself suggests that he may have been the kind of man who would put a particular value on public education in general, agricultural and technical education in particular. He was the orphan son of a Kentucky pioneer farmer and veteran of the War of 1812. After scant early schooling...

\(^2\) Harris Stratton, Letter written Feb. 23, 1881, to the St. Ed. of Agr. Stratton had just finished a term as Sec. of the Ed.
in Illinois, young Routt began his adult career at 14. He learned to be a machinist, architect, and builder in Bloomington, Illinois. He served as a captain and a colonel in the Union Army and held several fairly important federal positions, was appointed Colorado's last territorial governor and in 1876 was elected the first State Governor. He engaged in cattle ranching and mining in the Leadville area, and at one time owned some 2,000 acres of land on the Cache La Poudre.  

William F. Watrous was a member of the State Board of Agriculture for fourteen years and its president for four; John Ryan was a member twenty years and president two; Bryant La Grange was on the Board fifteen years. These men were the center of the Board which developed a college from a claim shanty, a prairie dog town, some dry land, and a reedy creek.

Mr. Watrous was born in Pennsylvania, educated in New York and later moved to northeastern Wisconsin where he was the one of the first to demonstrate that apples and other hardy fruits could be grown and to develop a fruit growing and market gardening business. After holding local offices and being a member of the Wisconsin Legislature he came to Larimer County in 1871. In Colorado he continued to be "a public-spirited, progressive citizen ... was one of the pioneers in fruit growing Colorado ... "

Bryant S. La Grange was a member of the Union Colony of Greeley but unlike those members of the Colony who wished to own a farm but live in town, he early moved on the land. He believed in large farms when Meeker, the leader of the Colony, thought five acres was sufficient. La Grange started with eighty acres of bunch grass and cactus and soon had two hundred and forty acres which, season by season, he got under cultivation. Others realizing that a farm, not a truck patch, was

1. David Watrous, grandson of W. F. Watrous. "Biographical Sketches of the First Members of the State Board of Agriculture." m.s.
needed in Colorado in the seventies followed the lead of La Grange.\textsuperscript{1}
He had much to do with constructing and administering the irrigation system of the Union Colony.

\begin{quote}
\textit{...He has been employed by the State Land Board to locate the greater part of the State lands, a most difficult task in a country where the value of the land depends upon its situation for irrigation and available water supply...His extensive travels in this last connection have made him familiar with nearly every nook and corner of agricultural land in the state.}\textsuperscript{2}
\end{quote}

John J. Ryan was a native of Ireland who had lived in St. Louis where he took a business course, and in Iowa. He came to the Big Thompson valley near Loveland in 1880, after failing in mining at Central City. He was one of twelve men who built the Big Thompson Irrigation and Manufacturing Company Ditch...He cut and hauled hay for the mining camps. Such work was a principal source of livelihood for first-comers. He kept the Namaqua stage station and helped to organize the Claim Club which supervised early land dealings in the Big Thompson and Cache la Poudre valleys. As his holdings developed, Mr. Ryan became a stock man as well as a farmer, and because "men of education, of business ability and integrity" were needed, he filled many positions of responsibility.\textsuperscript{3} He was one of the best poker players in northern Colorado.

Harris Stratton, though he was a member of the State Board

\begin{flushleft}
\textsuperscript{2} David Boyd, \textit{A History of Greeley and the Union Colony of Colorado}, pp. 398-399.
\textsuperscript{3} Ansel Watrous, \textit{History of Larimer County, Colorado}, pp. 303-305.
\end{flushleft}
of Agriculture only during its first two years, had written the 1877 law which prescribed the duties of the Board. He had been active in helping make Kansas a free state before the Civil War and had had legislative experience in those hectic days in Kansas. He came to Larimer County, Colorado in 1865, was a member of the Territorial Legislature in 1867-8 and sergeant-at-arms of the Senate in the first State legislature. He operated a farm and a dairy near Fort Collins and in 1884 won a sweepstake prize for the best display of agricultural products at the fair.

David Boyd, one of the first settlers with the Greeley Union Colony, was the only one of the early members of the Board (1881-1886) with a college degree. He was a leader in constructing and administering the irrigation projects of the Colony, but he also took an interest in college classes and activities. He was the one member of the Board who sat in class rooms and listened to the teaching, insisted upon and secured some good teachers, attended literary society meetings and found them "hotbeds of corruption."

Since the Morrill Act of 1862 had made colleges of agriculture and mechanic arts possible, the men who developed each college had been learning climate and soil factors of their State, and, now, in 1877, Coloradoans were to join this great procession of men who were making an effort to study agriculture as a science.

Duties of the State Board of Agriculture. - Harris Stratton, with the Michigan law and the experience of pioneer Colorado farmers in mind, wrote into the 1877 law establishing the State Board of Agriculture a fairly definite statement of the functions of the Board. Though the law does not specifically enumerate resident instruction, agricultural research, and extension work as the three main divisions of the
College which the Board was to develop, all are provided for.

The Board was, first, to organize a school; second, "all agricultural operations on the farm shall be carried on experimentally and for the instruction of the students and with a view to the improvement of the science of agriculture in the State of Colorado;" and, third, many of the secretary's duties were those of an off-campus worker.

The Campus. — While the members of the Board in 1877 could make the mustard-seed beginnings of what grew up to be the Experiment Station and the Extension Service (See those sections), such things as buildings, teachers and classes, in a word, the beginnings of resident instruction had to await funds, and money arising from the 1/10 mill levy would not become available until 1878. However, the Board met and organized in Governor Routt's office, Denver, March 19, 1877. The second meeting was held September 11, 1877 in the Masonic Hall, Fort Collins. Apparently the Claim Shanty erected on the "college farm" in 1874 was a better granary than office.

At this second meeting, the members of the Board, though because of lack of funds, they could not erect buildings or employ teachers, made a first attempt to deal with a problem of the campus of the future. W. F. Watrous was authorized to collect $100.00 damages from the Colorado Central Railroad for the right-of-way across the College farm. (Before classes were begun and frequently thereafter all College land was referred to as "the farm").

The Railroad. — On June 28, 1877 the city had passed an ordinance granting the railroad right-of-way on Mason street; the first
train, other than a construction train, arrived in Fort Collins October 17, 1877. When the ordinance granting the right-of-way was passed, the State Board of Agriculture had been organized (March 19, 1877) but had held no meeting other than the organization meeting.

On May 29, 1878, the Board ordered the secretary to correspond with Mr. William A. H. Loveland, the promoter and builder of the road from Longmont to Cheyenne, "in reference to the obstruction caused by the embankment on the College farm." What resulted, if anything, from this correspondence is not recorded.

In later years how townspeople and succeeding generations of college students have hurled anathemas at that railroad! At least once a year some student figures out the total amount of student time wasted while those in classes wait for trains to pass. If there are a thousand students in classes near the railroad track when a train goes by, and they wait two minutes for each train with a minimum of three trains a day, 6,000 minutes, 100 hours or 12½ student days of eight hours each are wasted every day. In a semester of 18 weeks, five days a week, 1,125 student days or more than three years of student time have been wasted.

Since the auditorium in Old Main was built within stones' throw of the railroad track which had been built earlier, audiences in that room from the very first have lost minutes of lecture or concert unless the performer realized he could not be heard and simply waited.

"Go dead, but stay in character," members of the College Drama Club have learned to say sotto voice to each other on the stage when they know a scene cannot be heard above the rumble and roar of a train with at least three long-drawn and well-timed blasts of the
whistle to kill the last few lines.

But back in 1877 and 1878, even had the members of the Board been crystal gazers and able to see that college classes and audiences cannot operate in opposition to a train, they probably could have done nothing about the railroad. Fort Collins had been too long without it for anyone to think of it as a disadvantage under any circumstances.

What matter if the road was not as smooth as the New York Central, or the rails very light, or the engines old, or the coaches antiquated—we had a railroad and could get to Denver in four hours instead of two days.¹

In 1870 the Kansas Pacific railroad had been built into Denver; the same year the Denver Pacific connected Denver and Cheyenne, and a subsidiary of the Kansas Pacific built from Denver to Golden; by 1874 this had reached Longmont and there it stopped. For two or three years it seemed Fort Collins was not to be on a railroad; and when A. A. H. Loveland of Golden secured control of the Colorado Central and persuaded Jay Gould of the Union Pacific to finance the completion of it to Cheyenne, no one asked questions or made protests as to the exact route through Fort Collins.

College Library. — Another act of the Board in 1877 was to begin the College library. The secretary was directed "to procure the annual reports of the different agricultural colleges, state boards of agriculture, state dairymen's associations and preserve the same as the nucleus for the College library."²

² State Board of Agriculture Minutes, December 26, 1877, 1:4
Meteorology. — Other college work, too, could be begun without waiting for a faculty. In May, 1879, the State Engineer, E. S. Nettleton, was present at the meeting of the Board and "transferred the use of a complete set of meteorological instruments, on condition that the record should be regularly transmitted to the Signal Service Department at Washington, D. C."1 The offer was accepted, and the instruments were to be in position in September, 1879, but in February, 1880, the Board authorized a requisition "for one self recording instrument to be used with anemometer, one rain gauge and one weather vane."2 For some years the work was in charge of first one person and then another. In 1887 the janitor was authorized to take charge of this work. In 1891 Robert E. Trimble was made meteorologist. Until 1936 when Maxwell Parshall was appointed, Bob Trimble kept records with a faithfulness and accuracy that have meant much to Colorado.

Old Main Erected. — In order to start the work on a building in 1878, the Board at the December, 1877, meeting employed an architect to draft plans, and in February, 1878, a two story building with basement was decided upon, the total cost not to exceed $5,000. After some difficulties with a Greeley contractor, it was voted at the May, 1878, meeting of the State Board of Agriculture to let the contract to Henry C. Baker of Boulder County for $7,000. The building site chosen was the "high ground south of the nursery," so, though the first students recall no trees on the campus, there must have been some twigs among the weeds about where the Music Building is.

Mr. Baker was not able to complete the building within the limits of $7,000 and the Board had to pay several claims before this


St, Bd. of Ag,
first building, other than the Claim Shanty, was accepted; but in
December, 1878, the Board unanimously adopted a resolution commend-
ing Mr. Baker "for the workmanlike way in which he had erected the
building."

**Laying the Corner Stone of Old Main.** — Some slight doubt
exists as to the date of the laying of the corner stone of Old Main,
or rather of the front part of the building which in time grew to be
the architectural labyrinth known as Old Main; but probably the date
is July 27, 1878. The ceremonies were in charge of the Grand Lodge
of A. F. and A. M. of Colorado. "Grand Master C. J. Hart of Pueblo,
Deputy Grand Master R. W. Woodbury, of Denver, and Senior Grand Warden
Byron L. Carr, of Longmont, were present, and Hon. W. C. Stover, of
Fort Collins, acted as Junior Grand Warden," constituted the principal
officers of the Grand Lodge, all of whom were present. (See list of
those present, see Appendix "Non"

Those in charge of the ceremonies formed a procession at
the Colorado Central (Colorado and Southern) Railroad station.

The time set for the ceremony was half past one o'clock in
the afternoon, but owing to some delay in getting the pro-
cession in marching order, it was fully ten before a start
was made. The procession then formed in the order agreed
upon previously, and as follows:

- Band.
- Citizens bearing the National Flag.
- The Board of Trustees and Town Officers.
- County Board of County Commissioners and County Officers.
- Patron of Husbandry in numerical order, each
  Grange bearing a banner with appropriate
- Members and Officers of the State Grange.
- Odd Fellows.
- Masonic Fraternity.
- Orator of the Day.
- State Officers and Citizens.

After the citizens on foot came a long line of wagons,
the entire procession being perhaps four hundred yards long.
The footmen walked in pairs, and as the rain was falling all the time, as about every other man carried an umbrella, the scene presented to an outsider was picturesque and peculiar. Hon. N. H. Meidrun acted as Grand Marshal, and succeeded, with the aid of efficient assistants, in keeping the body in the best of order 

Hon. W. P. Watrous, chairman of the Agricultural Board, acted as presiding officer of the meeting, and Mr. Hart, Grand Master, directed the ceremonies.

Superintendent J. C. Shattuck made the address of the day and said in part:

... I charge you, fling away ambition—if you have any—to erect here grand buildings; but let your ambition be rather to create here an educational influence that shall be felt on every farm; in every kitchen, in every work-shop, in every cattle camp of the State of Colorado. We will send you our boys and girls, that you may make of them more skilful men and women than are their fathers and mothers ... 

Not more than one farmer in ten raises a crop of potatoes. The graduates of Fort Collins must reverse this proportion—if they have to bring out a new potato to do it. ... 

Statistics tell us that the farm house sends more women to the insane asylum than other walk of life. Surely this will not be true of the generation that shall look back to this college as its Alma Mater.

According to the Denver Daily Tribune, under the cornerstone was placed a metallic box containing:

The Constitution of the United States and of Colorado.
Corbett's Legislative Manual.
All acts of the Legislature pertaining to the construction of the Agricultural College.
Grains of the State.
Bullion Ores of the State.
The Tribune and Colorado Farmer and other Newspapers.
Proceedings of the Masonic Grand Lodge of 1878.

After the address a quartet composed of John Everett Washburn, his wife, Albina L., their daughter Winona, and her husband.
Zachary Taylor, all of Big Thompson Grange Number Six sang the following words to the tune of "Columbia the Gem of the Ocean:"

The farmer's the chief of the nation,
The oldest of nobles is he
Oh blest beyond others his station,
From want and from envy how free!
His patent was granted in Eden
Long ages and ages ago
Oh the farmer, the farmer forever
Three cheers for the plough, spade and hoe.

A typical member of the audience was Mrs. T. H. Johnson who had lived since 1867 in Old St. Louis near what later became Loveland. She drove to Loveland that day for groceries. Said the store keeper, "Aren't you going to attend the cornerstone ceremonies at the College?"

"Today?" replied Mrs. Johnson. "I hadn't heard."

"I'll put your horse in the livery barn," the store keeper answered, "and you catch the freight for Fort Collins."

The train stopped only at the downtown station in Fort Collins, and Mrs. Johnson persuaded a delivery boy with a team of mules to take her out in the country to the spot where plank seats had been set up among the weeds and prairie dog holes.

A contemporary account of the occasion seriously records that the men and women, most of whom arrived in lumber wagons and sat through a drizzling rain to watch the ceremonies, "looked intelligent."
THE PIONEER PERIOD

Chapter II
President E. E. Edwards Begins
Old Main. - Old Main, the first part of it, was completed during the winter of 1878-1879 and opened for classes September 1, 1879; but faculty and classes had to be financed and tax levy funds were inadequate, so, tradition says, John Ryan and W. F. Watrous borrowed $3,000 on their personal note at a Denver Bank. They were later repaid from College funds. Before the first year ended the State Board of Agriculture had to resort to certificates of indebtedness to pay salaries.

In May, 1879, the Board selected as the first president of the College, Elijah Evan Edwards, Ph.D of McKendree College, Lebanon, Illinois, and in July A. E. O'Loone, A.M. was elected Professor of Practical Agriculture and F. J. Annis, M.S., became Professor of Chemistry. President Edwards came to Fort Collins in the summer of 1879; the salaries of the others seem to have begun September 1, 1879.

The president's temporary residence was regarded for some time as unsafe.

Describing the location of the first class-room building as it appeared when first used, Dr. George H. Glover says that "it was set in the most populous prairie dog town in Larimer County," that there were no trees in Fort Collins except along the river and that in front of the building were sod, a barbed wire fence and a dirt road. About where the Physics Building is a straw-covered shed stood. A duck pond was south of the Pre-school site and a cattail swamp extended in two directions from about where Ammons Hall is. One branch ran in a southeasterly direction to College Avenue and one in a southwesterly direction through the farm.

There were only a few scattered houses, according to
another account, between Oak Street and the campus.

The State Board of Agriculture had ordered a bell, but when it came it was too heavy for the tower, so it was mounted on a scaffold a few feet north of the front steps. Since Fort Collins had no water system in 1879 and all drinking water was bought in barrels at 50 cents a barrel, a barrel of water stood against the northwest corner of the building with the one tin cup fastened to the brick wall with a chain "big enough to hold a bull." Inside the building were coal stoves for heat and kerosene lamps for light.

Possibly because college classes were opening in 1879, possibly because Fort Collins at that time experienced one of the waves of reform common to western towns, the temperance forces in that year, according to a story told to and by Dr. George R. Glover, elected a temperance board of aldermen, threw all the liquor from Fort Collins' nine saloons into the Poudre River and held a banquet to celebrate. The first number on the program was, "Shall We Gather at the River?"

Whether we can accept this story is not certain, but even if it is true, the saloons were soon back in the town.

To make the building as well as the town as safe as possible for students and faculty, in November, 1879, the Board appointed a committee consisting of President Edwards and Mr. Annis to examine the lightning rod on "the college" (Old Main) and report whether it was properly installed. At a later meeting, setting a precedent, the committee asked for more time; but on May 26, 1880 reported that "the lightning rod is cemented to the iron work on the roof and therefore is of little utility."\(^1\) Apparently students

\(^1\) St. Ed. of Ag. Minutes, May 26, 1880, 1:37.
and faculty did nothing to call down a bolt of lightning, because it was not until 1882 that the Board set aside $50.00 to be paid to Mr. Wood after he had put the lightning rod in proper shape.

**Students.** — With the town and the State Board making all possible effort to prepare for the students, who were the students? The "Register of Students" for 1881-1882 lists 81 from ten communities in Colorado and from four other states. One type of student is indicated by George Henry Glover. Those who knew him when he registered in February, 1880, insist that he was far from being the "greenest" of the students. As he tells his own story, he omits none of the details of his unsophistication, and he unconsciously includes those details which show his courage and determination. He was working in the fields of his father's farm near Longmont one day in the summer of 1879 when a friend rode by and told him of this college that was to be opened in Fort Collins. "I'm going," said Davis.

"So'm I" responded Glover promptly, though he had never before heard of the college.

Glover wrote for a catalog and by correspondence got work as student janitor. He was the only boy in the Glover family and was needed on the farm; but his mother, for whose health the family had come to Colorado, insisted that the boy's ambition to go to school should be realized.

In February, 1880, he drove up in a lumber wagon from Longmont with his bedding, clothes and food for "hatching". February is cold in northern Colorado and this was a cold February. As George Henry turned in the gate at "the College" the horses,
sensing that they were at the end of a long, hard trip stepped forward briskly and turned at the gate so sharply the hub of the wheel caught on the gate post. Before the boy could stop the team, rods of wire fence lay flat. Clover thought he had wrecked the place. It was dark, "the "College" windows were lighted and the brilliance and magnificence added to the boy's misery; but as he climbed down from his wagon, Frank Watrous stepped out of the building, shook hands with the stranger and offered his barn, which was a block down College Avenue where Dr. Beebe's Clinic now stands, as shelter for the team.

When George Henry rang the front door bell, President E. E. Edwards came down the circular stairs to welcome the boy and took him to rooms where the College Photo Shop is now. Here the new student spent the night and in the morning for breakfast nibbled at a lunch which had frozen solid on the road from Longmont and had not thawed during the night.

It was a long day's drive and a cold drive to Longmont, but the team had to be taken home. Clover stood in the wagon most of that day and stamped his feet and swung his arms to keep from freezing. Returning to the College on the train, he went down to his basement room and stayed there. Through the half windows he could see the boys and girls coming and going. And how he envied them their freedom and ease and their friendships! At last President Edwards, wondering what had happened to the boy, came down and almost literally took him by the hand and led him upstairs to register.

"The agonies of unsophistication!" And through the
perspective of the years, Dr. George H. Glover, Dean Emeritus of
the Division of Veterinary Medicine, laughs with the courage and
sympathy characteristic of the man at the boy he used to be.

Those who knew George Henry as a student say that at
first he was very shy, was always studious, and the girls add,
"he had a nice wave in his hair." Not all of the students were of
the Glover type. A glance at the minutes of faculty meetings re-
veals that some of the boys were true to the drinking, uproarious
section of Colorado's citizens.

When Glover registered in 1880 all students took the
same course. The term in 1879 was preparatory; the 1880 term
began a reorganized college schedule, but it is doubtful if one
of the students had the equivalent of high school training.

Faculty and Courses. — The first faculty of Colorado
Agricultural College was an interesting group. President Edwards
and Professor Blount were Civil War veterans. Dr. Elijah Evan
Edwards was a Methodist minister who, after the war had taught
chemistry and physics at Hamline University, then at Red Wing,
Minnesota, and was Professor of Natural History, Chemistry and
English Literature at McKendree College, Lebanon, Illinois, when
elected to the presidency of Colorado Agricultural College in
1879. Between his two professorships he had been associate editor
of the "Christian Advocate." He wrote verse, doggerel for his
friends and something better that appeared in the elocution text
used at the College in those first years.

In answer to a request from Seaman of Beta Theta Pi for
verse for his forthcoming volume of songs, President Edwards wrote
and a chorus, I quote:

three stanzas, the chorus of which was:

These are the links that bind us,
Brothers to Woodlin true.
Emblems are they to remind us
Of honors to Woodlin due.
We sit at the table of Woodlin
Woodlin the seal and the true
And here at the table of Woodlin
Friendship and faith we renew.

Chorus:

Woodlin, O mystical Woodlin!
Smile on us now as of yore
Woodlin, O mystical Woodlin
Brighten our banquet once more.

For a time President Edwards and his wife and three of
their five children, one child was adopted, lived in the claim
shanty, after the tools which had been kept in it while "the
College" was in process of construction had been removed.

Describing the professor of agriculture, Dr. Glover says,

We can see Professor Blount, six feet four in his stock-
ing feet, sitting at his table in room 105, sorting wheat
a kernel at a time with destiny just around the corner.

For a time Professor Blount and his family lived in the
south basement rooms of Old Main, while George Glover and Charles
K. Davis were in one of the north basement rooms.

Professor Annis, the second member of the faculty, was
brilliant, cultured, highly educated; his air was "I know where
I'm going and no one is going to stop me." As a teacher he lacked
the talent of being friendly with the students; but later, as a
lawyer in Fort Collins, his ability, his honesty and his integrity
inspired the respect of everyone.

1. Recorded in one of Pres. Edward's diaries which are on file in the Colorado State College (C.S.C.) Library.
2. Dr. George H. Glover, "Commencement Address." C.S.C., 1924, M.S. 76. 2.
As needs on the campus arose, new duties and new titles were added unto the faculty. By November, 1879, two months after classes began, Mr. Blount who had been employed as Professor of Practical Agriculture was also "Superintendent of the Mechanical Department." Even so early was the dual purpose of the College indicated. Mr. Annis, the teacher of chemistry, somewhat to his surprise, probably, found himself without a class in chemistry and in charge of horticulture and the nursery. In the catalog for 1881 President Edwards is listed as Professor of Moral Science and English Literature; Professor Blount has agriculture and mechanic arts, and Professor Annis has chemistry, mathematics, and horticulture. In this catalog, too, P. M. Hinman is added to the list as farm manager and superintendent of the work in horticulture.

In 1881 Mr. Annis resigned, and during the first term of that year Mr. William R. Rist and his bride lived in the claim shanty while Mr. Rist taught mathematics. In April, 1881, Charles F. Davis came to the campus.

Mr. Davis was tall, energetic, quick with his tongue, and an inveterate reader. In classes the students greatly admired him, but they thought he needed initiation, acclimatization, or something of the sort. It was George Glover's duty as student janitor to ring the bell for classes. One night the students, not including Glover, turned the bell upside down and filled it with water. They warned George Henry, and he, pausing discreetly at the south side of the steps leading to the front door of Old

Main, was a minute late in ringing the first bell. Mr. Davis was always punctual. As he passed the bell he glanced at his watch, impatiently he seized the bell rope and gave it a vigorous pull.

The watching students roared but liked Davis better. They liked the way he took hold of their literary society, the way he developed "public rhetoricals," the way he made them work in classes, and he did make them work.

Mr. Davis has left his own account of the first work in chemistry:

Mr. Davis reached the college and commenced work on the first day of April, 1881, and continued his connection with the college until June, 1887. He conducted classes in mathematics, history, bookkeeping and one or two other subjects until the fall of 1881 when he commenced giving the first given at the college in chemistry. The chemical work consisted of a course of lectures in inorganic chemistry, the class room used for this being the westernmost of the two office rooms now used for the President's office.¹

In the spring of 1882 the Board made an appropriation of $75.00 to fit up and equip a chemical laboratory for eight students. For this purpose the small building was utilized which had been the first to be erected on the N. E. corner of the campus. In this building with crude, largely home-made apparatus instruction was given to eight students in blow-pipe analysis, qualitative analysis and synthetic formation of inorganic substances. This was in the summer of 1882. In 1883 a building that had been originally erected for use as a horse barn, now forming the south wing of the library building,² was converted into a chemical laboratory for the accommodation of 24 students.

The chemical course as given by Mr. Davis consisted, in addition to the divisions above named, a course of lectures in organic chemistry, a course of lectures on Agricultural Chemistry and a semester's work in chemical physics, using Miller Text book on that subject. The chemical instructor was also required to give a course in Geology.³

1. Room 104, Old Main.
2. In 1945, the Infirmary.
3. C. F. Davis, "Chemistry", ms.
However, in December, 1881, a committee composed of members of the Board and of the faculty recommended that because of lack of apparatus for chemistry we should substitute bookkeeping for the next term and elementary astronomy for the last term, and this recommendation was adopted by the Board.

**Student Activities.** - The students during President Edward's administration did not devote all their time to study and to the manual labor required of students at an agricultural college in that day. The first student organization was a literary society, the Philosophian. This met every Saturday night in the College chapel which was then the southwest room on the second floor of the part of Old Main first erected.

Dr. Glover says this literary society was organized in 1879 and Frank McClelland writes that the students of the day were deeply interested in literary societies, "so deeply that hardly was college life entered on—we were members of the first class—before agitation for the beginning of a literary society was the main matter under consideration."¹ Mr. McClelland presided at the meeting called to organize the Philosophian and, since he hoped to be its first president, he was much disappointed when he was made critic.

The *Express*, the local newspaper in those days carried a few column inches of "College Notes" in almost every issue, and for most weeks there was a comment on what "the society" was doing. In 1880 there are such notes as, "The Philosophes now publish [it was written with a pen] a weekly paper. Frank Chafee and Miss Althouse are the editors for this week.²

¹ Letter From Frank A. McClelland to Pres. B.O. Aylesworth, Jan. 4, 1908, dealing with Mr. McClelland's student life in the 80's.
² *The Express*, Nov. 4, 1880, p. 2.
The Philosophian Society met last Friday and elected the following officers: President, K. Patton; Vice-president, Miss Emigh; Secretary, Miss Effie Thomas; critic, Frank Watrous; treasurer, J. N. Braley; editor, A. M. Nicholas.1

Occasionally the paper published all or a part of the program. For example, the subject for a Philosophian debate was, "Resolved: That the Ute must be educated."2 This was about the date the Utes were finally driven from Colorado.

A debate was a part of almost every program, and the subjects are interesting:

"Is the present tendency of the country toward monarchy?"
"Is novel reading injurious to society?"
"Is lynch law justifiable?"
Affirmative—A. M. Nicholas, G. Carpenter
Negative—Knud Patton, George Glover
"Does the United States Government have more to fear from prosperity than from any other cause?" President E. E. Edwards was one of the affirmative speakers on this subject.
The programs closed with the reading of the paper, "The Literary Star."

Frank McClelland and George A. Glover were editors of one copy now on file in the College library.

At one time Senator Rhodes offered a prize for the best speech made in a debate or in the general discussion which followed it. The question was, "Resolved: That all the signs of the times indicate the downfall of the republic." Frank Watrous, according to the local paper, made a carefully prepared speech on the affirmative and A. M. Nicholas made an impromptu speech on the negative. John Braley then contributed an exhaustive argument on the negative but his, according to the paper, was not well delivered. Senator

1. Ibid., Jan. 27, 1881.
2. Ibid., Feb. 5, 1881.
Rhodes presented Frank Watrous with a copy of Macaulay's "Essays" and an unabridged dictionary.¹

A society which was the center of student activity outside the class rooms could not be without high and low spots. On February 11, 1881, President Edwards, after attending a meeting concluded that, "There is a tendency to too much fun. A spice of seriousness would improve the society."²

The program which he had heard consisted of essays, declamations, a reading and a debate on, "Is man the master of his destiny?" There was also a manuscript by William Nicholas which was "very spicy and somewhat personal, withal." The debate was a failure, no one being prepared.³

February 24, 1881, The Express contains the news "that the society has organized a dramatic club under the management of A. M. Nicholas and will soon bring out a drama." The program was given in April and consisted of two plays: the first an old time "meller drammer," Ten Nights in a Bar Room, and the second Robert Macaire, a serio-comic farce in two acts. The plays were given in the then new opera house which stood where Central Hall is now, and the proceeds, $60.00, were used to buy a Mason and Hamlin organ for the society.

Apparently there was no dramatic critic on the staff of The Express, since the only comment on this first college dramatic effort is that all did well, "and far exceeded the expectations of their most sanguine friends."³

3. The Express for Feb. 24, March 24, and Nov. 11, and April 14, 1881.
3. Ibid.
The cast of Ten Nights in a Bar Room:

Romaine (the traveler) C. H. Davis
Sample Switchel (the Yankee) Frank Watrous
Harvey Green (a gambler) F. A. Chaffee
Simon Slade (innkeeper) E. F. McClelland
Willie Hammond (a fast young man) Lon Loomis
Frank Slade (son of Simon) Elmer Edwards
Joe Morgan (the inebriate) A. M. Nicholas
Mrs. Morgan - Miss Mary Edwards
Little Mary Morgan - Miss Grace Patton
Mrs. Slade (wife of Simon) Miss Effie Thomas
Mehitable Cartright (a servant girl) Miss Jennie Markham

However praiseworthy some of the Philosophian programs were, by 1882 they seem to have been by standards of that day of questionable character. A committee of members of the State Board attended a meeting and reported that only one essay and one oration "were creditable and worthy of commendation—the general tone seems sadly deficient in earnestness and seriousness of purpose... Many of the pieces were positively indecent. ... There is danger that this Society may become a hotbed of moral corruption."¹

As a result of this report, the Board ruled that only regularly enrolled students were allowed to remain or become members of the society; State Board of Agriculture members and faculty could attend any time. The Board recommended that two societies be formed.

The students staged a sit-down strike because they preferred no literary to one for girls only and one for men only; but in 1883 there were two societies, the Aesthedian composed of girls and the Philo-Mathean with only male members.²

¹ The society was not, however, the only student activity
on the campus. A natural science club organized in 1880 by and under the direct supervision of the faculty was pronounced by the reporter for the local paper "successful and interesting."\(^1\)

In the following year, 1881, the hope is expressed that this will be reorganized.

The "College Notes" in The Express for April 21, 1881, announce that soon there will be a baseball team among the students, and in May of the same year E. McClalland is referred to as "Professor of Boxing."

The local paper is also the source of the statement that "a College glee club will be organized this term."\(^2\)

**Campus Changes.** — In 1881 a dormitory, now the building which houses the draft board, was completed and there both men and women students and some faculty members lived. The fact that the boys were on the second floor and the girls on the first suggested the favorite method of making dates. When the meeting of the literary society closed Saturday night, church Sunday night was the only occasion that verged on being social. To ask a girl to go to church with him, a young man wrote a note, tied it to a string, weighted it and, dangling it out a second story window, tapped the window of his lady with the weighted note. Of course she opened the window, tied her reply to the string and gave the string a jerk to indicate that it should be drawn up.

A barn which was furnished as a chemistry laboratory, now Health Service, was built in 1882-1883 and with its good lecture

\(^1\) "College Notes," The Express, Dec. 30, 1880.
\(^2\) Ibid., Sept. 29, 1881.
room with seating capacity for 35 students and a "work room" with twenty desks it was a great improvement over the chemistry laboratory in the claim shanty into which Professor Davis had carried a pail of water for his experiments.

Campus improvements, other than buildings, were largely tree plantings. The Larimer County Express for April 30, 1880, states that large numbers of fruit trees are being planted along the northern side of the College grounds. On September 16, 1880, The Express (same paper with a shortened title) records that "the forest trees have grown at least six feet this season, while the fruit trees have doubled in size."
THE PIONEER PERIOD

Chapter III

President Charles Lee Ingersoll,
A Man Who Built for the Future.
Charles Lee Ingersoll mentions that he came to Fort Collins in June 1882. Possibly in his frock coat and derby hat he walked along the board sidewalk from the Tadman Hotel on Linden Street to the end of the walk, and then trudged up the dirt road which was College Avenue to the campus where stood the first part of Old Main, tall and gaunt with no houses near but the newly completed dormitory and the claim shanty to the north, and a straw-covered shed for the one team of College-owned horses about where the Physics Building now stands.

In June the sun was warm, but no doubt the man from Indiana rejoiced in a breeze from the mountains, in the exhilaration of the altitude and in the song of the meadow larks on the hedge which P. N. Hinman had recently planted around the campus.
In Old Main Mr. Ingersoll found Professor Blount, acting president, six feet four in his stockings, slow of speech, giving a chapel talk to eleven students. The next day there was a total of these eleven and two others to attend classes.

When the doors of Old Main closed behind the departing boys and girls in June, 1882, many people believed those doors would never open to admit students. That summer a professor from the University asked a Fort Collins man to name the good students so they could be persuaded to attend the University.

**President Ingersoll.** — On August 1, 1882, Mr. Ingersoll officially entered upon his duties as President Ingersoll, and when the bell on the scaffold at the corner of Old Main rang, students reported for classes. Charles Lee Ingersoll was a man who knew the students and knew what classes should be doing. He was a tall man, modest, dignified, a student, and a Civil War veteran. He remembered his own college life, thought about college boys and talked their problems over with them. As the days of his nine years at the College passed, the students were convinced that he was like Abraham Lincoln, that he even looked a little like Lincoln, and they loved the man.

**William Kelly.** — A little incident exemplified Mr. Ingersoll's kindness and his ability to judge men. Mr. William Kelly had been stricken with lead poisoning in a mine, and he and his family were living in poverty when President Ingersoll found them. The President, "as fine and sensitive and scholarly a man as ever lived,"

recognized the dignity and integrity of the destitute miner and
brought him to the campus as the janitor. At first President Ingersoll helped Mr. Kelly carry the buckets of coal up the Old Main's
steep stairs, and the boys seeing this, helped also, and thus William
Kelly who was janitor, head janitor and College postman during 45
years of service, began his work. No employee of the institution was
ever more faithful, more loyal to the institution or more highly
valued the good name of the College.

President Charles A. Lory
Professor L D Crain
Director C. P. Gillette
Professor W. J. Morrill
Dean S. Arthur Johnson
Professor L. A. Echorouse

"There was a President," Earl Douglass, remembering Mr.
Ingersoll, exclaimed.

The new President was not a minister. He had been trained
at Michigan Agricultural College and came to Colorado from Purdue
where he had held the Chair of Agriculture. He was keenly alive to
the possibilities of Land-Grant Colleges and familiar with the national
development and difficulties of these institutions. Speaking for
the State Board of Agriculture he presented the goals he visioned
for Colorado Agricultural College:

The intention of the State Board of Agriculture now is to
make of this college a most thorough industrial and scientific
school, not only in name but in fact; and to this end the more
distinctive features of the course are to be advanced while not
forgetting to give a good English education... 1

Curricula in the Eighties. - In carrying out these aims,
President Ingersoll began with curricula. When he was offered the
presidency all classes were grouped in one department, and he made

1. Pres. Ingersoll, "Report to the Supt. of Public Instruction", 1881-82, p. 96 in Biannual Reports of the Supt. of Public Instruction Colorado, 1876-1890.
the establishing of a Department of Military Science and one of Mechanics and Drawing a condition of his acceptance. Theoretically, then, the work was divided into agriculture, mechanical engineering, then called mechanics and drawing, and the military work; actually until about 1888 there was little differentiation of courses. Girls and boys took much the same work. Velma Benson (Mrs. Alfred Beebe) graduating in 1890, had studied mechanical engineering and surprised her supper partner, a student at the University of Colorado, with a polite chit chat on mechanics.

A Thought of Women Students. — Land-Grant Colleges of the eighties had little to offer girls. Before he had been in office six months President Ingersoll was suggesting "the propriety of giving the young ladies a year of language other than English in their senior year, in place of stock breeding and veterinary medicine," and in 1883 the catalog lists French and veterinary medicine as alternatives.

A good English education was not to be neglected in Land-Grant Colleges and in the early eighties Professor Blount taught Big Word Analysis, while President Ingersoll himself perhaps struggled with the first comma splices.

Technical Subjects. — The Morrill Act of 1862 which provided for the establishing of Land-Grant Colleges specifically mentioned that the instruction should include military tactics and "such branches of learning as are related to agriculture and mechanic arts."

1. Harris Stratton, Letter to the State Board of Agriculture.
No doubt with these phrases of the law in mind and with a knowledge of what other Land-Grant Colleges were striving to do, Charles Lee Ingersoll founded firmly the work in agriculture, horticulture, botany, mechanical engineering, and irrigation engineering. He saw the need for forestry and veterinary medicine and made beginnings in these fields.

President Ingersoll began work on the campus with a faculty of two, A. E. Blount and Charles F. David, and quietly, certainly, he added other men who were much more than competent, men who organized and first taught basic lines of work. Agronomy, then under agriculture, was started before Mr. Ingersoll came to the campus. He added horticulture, irrigation engineering and mechanical engineering; he began the work in military science.

**Horticulture.** — When in 1882 James Cassidy joined the faculty he taught in his capacity as horticulturist, floriculture, fruit culture, vegetable culture, forestry and landscape gardening. As botanist he taught vegetable physiology, structural and systematic botany, microscopy, histology. His experimenting with grasses and vegetables was almost as extensive as Blount's work with grains. These men were learning some of the first answers to questions posed by Colorado's far-flung and high-piled miles. Neither man was an inspiring teacher, but they laid lasting foundations for work in their respective subjects.

**Forestry.** — Forestry is mentioned as part of the work in Horticulture as early as 1881, and during President Ingersoll's administration this received more emphasis, and work in geology was begun.

Mechanical Engineering. — In 1883 James W. Lawrence, beginning the real development of mechanical engineering, worked with a kit of tools in the basement of Old Main; in 1885–86 he took the first big step in "elevating the Course in Manual Training to a course in real mechanical engineering." This step was the addition of three new subjects: steam engines, power transmission, and special machines.

Other important steps in the growth of mechanical engineering during President Ingersoll's administration were:

1889, addition of higher algebra, analytic geometry, descriptive geometry, differential calculus, integral calculus and special chemistry.

1890–1891, addition of pattern making and foundry and a testing machine for testing strength of materials.

1891, C. R. Richards employed as assistant. Later he was Professor of Mechanics, University of Nebraska; Dean of Engineering, University of Illinois; President of Lehigh University.

Though mechanical engineering was growing rapidly under the guidance of Professor J. W. Lawrence, his goal was to teach boys, not only to add subjects to a curriculum.

When Dr. George H. Glover was asked what he considered the finest thing the students got from College during the years from 1880 to 1884, he replied promptly, "The close contact with the faculty." It seems the faculty felt the same way about the students, or about some of the students. Dr. Glover tells that while he was dressing in his room in the dormitory for commencement and practicing his oration at the top of his voice, there was a knock at the door.

J. Harry Schofield, "Condensed History of the Mechanical Engineering Department." ms j p. 5.
door. Expecting one of the other boys, Glover called "Come in if you're white, stay out if you're black." In came "dapper, handsome, gentlemanly Professor Lawrence."

The professor said he had heard George was interested in veterinary medicine and asked if he would like to do graduate work in this field at Ames. He offered to lend the boy the money on his personal note with no security and no interest.

George Glover was so amazed he stared and said nothing. "Well," the professor asked, "will you do it?"

"Will a duck swim?" responded the boy.

And George H. Glover had taken the second step in his chosen profession.

**Military Tactics.** — President Ingersoll, though not appointed by the War Department, as military commandant, was the first to hold military drill. Tall and soldierly, in his Civil War uniform, he took the boys, no one of them in uniform and all armed at first with broomsticks, out on the dirt road in front of Old Main.

The girls, not to be left out, insisted on drilling, so they, too, were armed with broomsticks and did "Forward, march" at President Ingersoll's command.

With the first guns the boys received, which were carbines, they practiced firing salutes and fired the first one Memorial Day at the old cemetery out where the Union Pacific round house is now. By this time they had all bought blue shirts and thus had made one step toward a uniform.

For the first target practice the boys stood about where the sidewalk on College Avenue east of the men's gymnasium is and
fired at a target set up on the railroad embankment. This, however, had to stop when people on the west side of town began to complain that the shots were going over the target and endangering people and stock.\footnote{Story told by Dr. George H. Glover.}

In 1884 Lieutenant Vasa E. Stolbrand was put in charge of the Department of Mathematics and Engineering, being selected for this position rather than L. G. Carpenter, who was an applicant, because he could teach military tactics. In 1885 mathematics and military science formed a department and engineering was grouped with physics.\footnote{Colorado Agricultural College "Seventh Annual Register," 1885-86, p. 46.}

Harvey H. Griffin, a member of the Class of 1888, says he was the first cadet captain, and was he justly proud of his company! As so often happens, romance both handicapped and hastened the development of affairs military. One commandant was interested in the librarian and found it convenient to be in the library at the hour scheduled for military drill. He called N. G. Garbutt, now Clerk of the Supreme Court in Denver, to him, gave the boy some books, named the parts of the old Civil War cannons, showed Garbutt how to operate them and told him to organize a battery to fire them. This, according to Mr. Garbutt, was the first Battery A at the College.

The boys took their duties seriously and soon were in demand to fire salutes on all possible occasions.

In 1886 Lieutenant Stolbrand recommended that an encampment of cadets be held for twenty days \textquotedblright somewhere on the College \textquotedblright.
grounds." Tents were to be secured from the National Guard, but this encampment did not materialize.

By 1890, with sixty-seven men in the military companies, the subject of a suitable parade ground was a puzzling one, but in April, 1891, Captain Dent, then commandant, refers to a new drill hall which can be used in bad weather. This was the armory in the basement of the first addition to Old Main.

In the early nineties the men students were organized as a fire fighting group, and though President Ingersoll refers to the fire fighting as one of the activities of the newly created athletic association, it seems to have been more definitely associated with the military drill.

*Irrigation and Irrigation Engineering.* — When Elwood Mead applied for a position at the Colorado Agricultural College the State Board of Agriculture was interested in him because he would accept a position without the promise of a professorship his second year on the campus. Doubtless the Board was thinking of a low salary, but throughout his life Elwood Mead was true to the belief that an opportunity to do good work was more important than rank.

Dr. George H. Glover who was a student at the College when Mead arrived in 1882 says of him:

The new professor of engineering made his debut when we were all seated for breakfast. Students and some of the faculty lived in the dormitory. He and his bride were


given a room on the first floor. Their first appearance was a memorable occasion. With an intriguing smile he bowed, introduced his wife, and made a friendly remark that then and there inspired our confidence and respect.

They were invariably late to breakfast and never failed to greet us, not collectively but individually, calling each by his given name. Elwood Mead always debonair, approachable, never failed to command respect and confidence of the faculty and students. Apparently he had mastered the art of making friends—by being one.

He was proverbially honest. When a course in physiology was added to his teaching schedule, he entered the class room and faced the students with his chronic grin, "I know a little about engineering," he said, "but this physiology—well, I'll do my best." He soon demonstrated that he knew no physiology, but he further endeared himself to the students when he and his wife were the first of the faculty to join in the very rare student dances.

Since 1870, the top problems in Weld and Larimer Counties had been how to get water onto land, how to measure water, how to build ditches, etc., etc. Immediately Elwood Mead, as a member of the faculty and as Assistant State Engineer was struggling with these difficulties and teaching "a course of lessons in measuring and flow of water for irrigation." Work in hydraulics, canals and dams followed. H. H. Griffin, Edwin Nettleton, the son of the State Engineer, and even the girls registered for these classes, possibly the first in the United States in irrigation engineering. Mr. Griffin tells of fighting his way into cat tails higher than his head when helping to survey for draining the swampy streams which ran through the campus.

1. Dr. George H. Glover’s comment on Elwood Mead.
With a few months on leave as Assistant State Engineer, Mead was on the campus until 1883. President Ingersoll and the State Board of Agriculture created the position of Professor of Irrigation Engineering and elected Elwood Mead to that position to hold him on the campus, but in 1883 he went to Wyoming and wrote the irrigation code for that Territory. (See Elwood Mead, Experiment Station)

Mr. Mead had more than started the work in irrigation on the campus, had shown what an engineer had to contribute to complicated off-campus difficulties. Men on the State Board of Agriculture had no intention of seeing the work discontinued.

It was Bryant Le Grange, the Union colonist who had plucked thorns from his wife's feet as they walked over the cactus-covered plains around Greeley, who had been a member of the State Board of Agriculture since its organization in 1877, and who had been a leader in developing irrigation around Greeley, who insisted that L. C. Carpenter organize a four-year course designed to train engineers in irrigation. The need for the course was evident and pressing; the professor was employed and boys had to register. La Grange provided the first boy, Lewis Stimson, his grandson, aged 15. Other boys were almost shanghaied and thrown into the class. Bryant Le Grange knew that irrigation had reached the stage in Colorado in which construction of canals, head gates, dams and reservoirs, the measuring of water, etc., demanded engineers; if farming in Colorado, his own farming included, were to continue to exist and possibly to develop, engineers were needed and La Grange proposed to supply the engineers.

Of the eight boys in the Class of 1892, five were the
first to complete at Colorado Agricultural College the four-year
course in engineering with emphasis on irrigation, and these were
the first men to be graduated from any school in the United States
in this work. They were: C. W. Beach, Frank Beach, Samuel B. H.
Bell, Porter I. Preston and Lewis L. Stimson. All of these except
Sam Bell, who became a physician, wrote their names in water and so
brought recognition to themselves and to their College. They and
Raymond Walter, Class of 1893, were men of destiny, men who found
the high, semi-arid States a wonderful place in which to live and
did much to leave them States in which to earn a living. A sum-
marized statement of the work of each follows:

\( \text{C. W., Division of Engineering of Irrigation} \)
\( \text{Division #2, Pueblo, Colorado.} \)

Frank Beach, Permanent Address, Burley, Idaho;
present title, Co. Surveyor, City Engineer, Burley, Idaho.
Graduated 1892, Course Civil Engineering, Colorado State
College, B.S., M.S. Also attended University of Nebraska.
Professional Societies; Idaho Society of Engineers.

1898-1903 Co. Surveyor, Bent Co., Colorado
1907 Co. Surveyor, Donley Co., Tex.
1910-1912 City Eng., Idaho Falls, Idaho
1912-1914 Eng. Fremont Highway Dist., Roberts, Idaho
1915 Dist. Eng., Idaho Highway
1917-1939 City Eng., Burley, Idaho
1918-1939 Co. Surveyor, Burley, Idaho

Lewis L. Stimson, had charge of the building of more
than 100 reservoirs in the Greeley area, and built enough
large irrigation canals to reach three times from the
Rockies to the eastern boundary of Colorado.

Porter Preston. Positions held since graduation are:

1893-1895 Hydrographer, State Engineer's Office, Colorado.
1896-1898 Division Engineer on canal construction
1898-1903 Surg., Fort Lyon Canal System
1903-1906 Assistant State Engineer for Colorado.
1907-1908 Chief Engineer, Lewiston Sweetwater Irrigation
1908-1910 Private engineering practice, Denver
1910-1911 Chief Engineer, North Sterling Irrigation
District
1912-1913  Private engineering practice, Denver
1914  On a Government Board investigating costs of
      Reclamation projects.
1915-1917  Private engineering practice, Denver
10/17 to 7/19  Investigation and report on All-American
      Canal for Bureau of Reclamation
9/19 to 6/20  Investigation Castle Peak Project, Utah
6/20 to 2/21  Superintendent, Uncompahgre Project, Colorado
2/21 to 3/22  Superintendent, Yuma Project, Arizona-California
3/23 to 3/31  Superintendent, Yakima Project, Washington
3/31 to 8/38  Senior Engineer in Charge of Colorado Big-Thompson
      River Project and Blue River Investigation.
9/38 to 1939  Supervising Engineer, Colorado Big-Thompson Project.

... Report on All-American Canal; Report on the Gila Project;
Report on the Colorado Big Thompson Project. Special work;
During latter part of 1926 to March 1927, on a Government Board
studying operation and maintenance costs on both private and
Government operated projects. March 1927 to May 1928, he was on
a Government Board studying a number of Reclamation and Indian
Projects.

Raymond Fowler Walter. - Class of 1893. The first work
Mr. Walter did after he graduated was to supervise the building of
a pipe line to bring water from the Anderson and Stover lands to the
College farm. He was paid by the State Board of Agriculture $2.50
a day, a total of $103.75 for the job.

From 1893 to 1903 Raymond F. Walter was associated with an
irrigation firm in Greeley. Here he had every opportunity in the
United States—that of visiting all field counties, Colorado. From
this work he continued as associated in what he is associated...

... Project engr., in charge construction Belle Fourche
(S.D.) irrigation project, 1903-08; supervising engr., in
charge constr., Bur. Reclamation, U. S. Dept. Interior,
on projects in Colo., Wyo., Neb., Okla., S. D., 1908-15;
Chief engr. for same bur. all Western States, since 1924;
also chief engr. Boulder Dam and Boulder Canyon Project
since 1929, Grand Coulee Dam and Columbia Basin project and 20
other reclamation and power projects since 1933. ...

1. Who's who in America, 1940-1941.
Samuel Boothroyd. - Graduating with Raymond F. Walter in 1893 was Samuel L. Boothroyd. He also had majored in irrigation engineering, but became, instead, an astronomer. Who's Who in America list his work:


Elwood Mead, L. C. Carpenter and these graduates first brought to the College world-wide recognition.

When President Ingersoll left the institution in 1891 he had enacted much of the physical and legal development of irrigation in Colorado, had seen the need of training boys to work in this tremendous field and had brought to the College faculty two men whose knowledge and service are recognized wherever men irrigate.

Experiment Station. - As Louis George Carpenter came to the campus and took hold of the work in irrigation in 1888, the State Board of Agriculture was organizing the Colorado Agricultural Experiment Station. President Ingersoll was the first Director and Professor Carpenter was head of the Engineering Section. (For more about these men and Elwood Mead, see Experiment Station.)

Entomology. - With a knowledge of courses offered at other colleges of agriculture and mechanic arts and with a truly amazing ability to invite to the campus faculty men who studied Colorado's agricultural problems even as they become problems, President Ingersoll in 1890 added the Department of Zoology, Entomology, and Physiology to
the College work. And, again demonstrating his knowledge of men, he selected Clarence Preston Gillette to take charge of this work. Professor Gillette took up his duties February 7, 1891,
and Mr. Ingersoll resigned in May of that year. Thus, two unusually able men had little opportunity to work together. (For Professor Gillette's work, see Experiment Station).

**Veterinary Medicine.** — Agriculture, horticulture, forestry, military science, entomology, irrigation—President Ingersoll saw the need for these. Dr. George H. Glover, Dean Emeritus of the Division of Veterinary Medicine, who knew President Ingersoll, well remembers that the President talked often about helping the farmers with agricultural information and about studying horticulture for the horticulturists; not Elwood Mead himself was more interested in irrigation or more conscious of the necessity for it in Colorado than was the President of the College. But President Ingersoll's vision did not stop here. One of his most used phrases was "Conservation of animal wealth and public health" and he brought two veterinarians to the campus during the decade of the eighties.

Because there were large numbers of horses in cities in those years, most veterinary schools, private schools in those days, were in the cities; but in Colorado the cattle business was second only to mining; horses were used on the farms and for freighting where there were no railroads; some swine and sheep were in the state.

The first veterinarian invited to the campus by President Ingersoll was George C. Faville, a member of the first class in veterinary medicine to be graduated in Ames. He was on the Colorado Agricultural College faculty from 1883 to 1886. The Colorado
Legislature made him State Veterinarian. Dr. William McEachran, the second veterinarian at the College, coming to the campus in 1888, remained a year and a month.

Often when President Ingersoll had no veterinarian on the faculty he called Dr. Glover from his practice in Denver to join a faculty group at a farmers' institute to answer questions on animal diseases.

If the counties of Larimer and Weld were nature's own laboratory in which men studied irrigation; if here at home President Ingersoll could see what a college-trained engineer could give to the development of turning water on land with a shovel, where could he turn for a knowledge of the cattle industry in Colorado? Beyond a little town in northern Colorado where President Ingersoll talked about "conservation of animal wealth and public health," was what sort of a cattle business?

Cattle in Colorado. — In 1877 Jim Carlisle said "Colorado is fit only for cow-pasture and mining." At the close of the seventies and in the early years of the following decade, a man had only to ride his cow pony over the trails threading the far-flung plains of Eastern Colorado to see that this was "cow pasture."

Old Main had not been built on the Colorado Agricultural College campus when in 1877 the Secretary of the Interior recommended to President Hayes that the desert lands west of the 100th meridian, which passes through Dodge City, Kansas, be administered under a system of "leasehold tenure"1 which would legalize the cattle barons' holdings of the public domain. In 1878 the Colorado Stock Growers Association memorialized Congress to set aside for lease or for sale 1. Alvin Steinel, D. W. Working, *History of Agric. in Colo.* p. 129.
at a low price "the vast region of country which, owing to climate and lack of rainfall, is unsuitable for any but pastoral purposes."

These ideas were true to the belief that eastern Colorado was a part of the Great American Desert, and, though the Secretary's recommendation and the Colorado Stock Growers'
requests were not enacted into law, the belief made it possible for
the cattle barons to use thousands of acres for pasture. A man
bought or "homesteaded" a few acres on a stream and used hundreds
of square miles for range. In those days one cattle company con-
trolled 3,500 square miles, and a law suit arose over a neat little
of cow range 150 by 120 miles.

Joseph Bowles tells of going to Trail City on the old
Chrisolom route, "the toughest town God ever let live" where Colorado
buyers met the Texas drovers. He says:

...we would buy maybe a thousand or two or three... and they would run around an average of $8 or $9 a head. We would drive them to the range, brand them and turn them loose, to be rounded up after double wintering them, and then sell off around $35 to $40. Yes, there was money in the business then. I used to hear my father say that if they ever got so they cost him a dollar head to finish, he would quit the business.

We had good grass, especially along the riger. When we first landed there my father turned the cattle out and after the folks had finished dinner not a hoof was in sight. He got scared; thought the Indians had sneaked up on him and driven them off, but he went over to the natural meadow there he had left them and there they were lying down, every head happy and contented in grass so high that when they did lay down you couldn't see them.1

The area described is near the head of the Republican River, west of Wray, but the cattle country included the Arkansas and Platte Valleys, North, South and Middle Parks and much of the Western Slope.

It was not only in eastern Colorado that "running cattle" was the dominant industry, and it was not only in eastern Colorado

that in the middle eighties better breeds were replacing the Long-
born. In the San Luis Valley, in the high country around Fairplay 
and on the Western Slope the raising of cattle and sheep paralleled 
the development of mines. Mines at Leadville, Creede, Aspen and 
Breckenridge meant that native hay in South Park was worth fifty 
dollars a ton in the stack. If a man got five cents for his wool, 
he "broke even"; anything above that was velvet.

While the mines were booming, railroads were building 
and both meant markets for cattle and sheep and farm products. 

Sam Hartsell took the first good cattle into South Park, 
but other men soon followed with both sheep and cattle. Hal Chalm-
ers, in preparing for the life of a sheep man in Colorado went, 
before he left London, to a Chinese laundryman to learn how to do 
up a dress shirt. Upon reaching Colorado Springs, he was given a 
six-mule team and wagon and told "seventy-five miles up Ute Pass is 
where you're going." He got there—and he knew good sheep and cattle 
when he saw them.

Another Englishman, soon after he had reached a cow ranch 
near Fairplay, donned a high silk hat and a cut-away coat and, driv-
ing his horses tandem, went to Fairplay for the mail. He returned 
"beating the whey out of his horses" in an effort to outrun Sam 
Hartsell's cowboys who were trying to rope him.

However, these Englishmen and others like them "made good." 
When the mines began to "play out," the native hay was worth seventy-
five dollars a ton to men feeding race horses in New Orleans, and 
other markets were opening.
In 1885 President Cleveland issued an executive order requiring all persons or corporations who had erected or were maintaining fences upon the lands of the United States to remove them within sixty days. 41

The cattle presented the order, but the fences were removed and thousands of acres which had once been cattle range were actually as well as legally open to settlement.

The farmers of Colorado had demanded help in irrigation from Colorado Agricultural College; and in the days when the Texas cattle in Colorado numbered nearly a thousand times a "thousand cattle on a thousand hills," the cattle men, because the Texas animals brought in Texas fever, asked the State Veterinarian and the United States Bureau of Annual Industry for an inspector to meet and quarantine these cattle at the Colorado border.

The inspector was trained and ready. George Henry Glover, a member of the first class graduated at Colorado Agricultural College, had, thanks to the generosity of Professor James W. Lawrence, attended Iowa State and come home with the degree D. V. M. He tells his own story of his first work as an inspector.

The spring of '86 found me practicing my profession at Longmont. I received my belated appointment as inspector on the National Cattle Trail late in May. Cattle herds were drifting slowly up the trail and were expected to reach the State line not earlier than June. I was making an uneventful recovery from typhoid but was still very weak when I enrolled for Coffeyville, Kansas, where I was to meet and receive instructions from the State Veterinarian, Dr. George C. Paville. The morning after arriving at Coffeyville I was informed that two herds had entered the State and were being held south of the Arkansas river.

My job was to inspect them for Texas Fever. Little was known about Texas fever further than the mere observation that cattle from the far south often transmitted the deadly disease to northern cattle while they themselves remained healthy. A quarantine line had been established running

east and west and all cattle from south of the line were barred from the north until after the expiration of ninety days from the time they had left the home ranch.

Supervision of these herds was really a Federal function since the cattle were crossing state lines, and from the standpoint of State interests, a deputy sheriff with a gun would have been more appropriate than a kid veterinarian armed with only a syringe and a "please-mister" attitude.

Well, I secured a saddle horse at the livery stable, crossed the bridge to the south side, rode two miles upstream and contacted the first chuck wagon. Some of the men were squatting around the cow chip camp fire eating their breakfast out of tin pans. I must have been a queer looking officer of the law. I was twenty-one years old and looked eighteen. I was pale, weighed only 135 pounds and I had a very manifest absence of self confidence.

I timidly inquired if the foraman were present. "Yes, I am the boss of this gang of degenerates. What do you want?"

"I am the Colorado-Montana health inspector."

They roared with laughter and one threw his pan of beans over his head, fell backwards and pawed the air with his spurs.

"Well, buddy, we have been inspected for lice, bedbugs and ticks, for cramps and an ornery disposition; we have been held up by bandits, homesteaders, and officers of the law; we have paid them all they asked. Now, how much do you want?"

"I am inspecting herds that enter the State for Texas fever, and the fee is 1½ cents per head."

They gave a cheer for the kid inspector.

The boss had a huge mustache and looked a typical Texan.

"We started from Corpus Christi, Texas, and we are headed for Montana, and we are not going to be robbed by any more squatters or bates in the woods."

I turned my horse to leave; I was discomfited, humiliated, beaten. Then I chanced to recall, "He who fights and runs away lives to fight another day." After a little I also remembered the adage, "God hates a quitter."

I turned back and spoke to the foraman, "You must have a health certificate before going further in Colorado; I heard you say that you started from Corpus Christi, and that is below the quarantine line. So consider your herds in quarantine."
"Better run along, sonny, and tell your ma she wants you," the Texan answered.

With a casual, "I am stopping at the Depot hotel in case you may want to see me later," I rode away.

The following morning both herds forded the river and were met on the north bank by deputy sheriffs and the foremen were placed under arrest. They were fined $500 for each herd and court costs. From that time on they were looking for the "kid inspector." In several instances they dispatched a cowboy scout days in advance to locate the inspector and have him at the State line.

Dr. Glover inspected more than 200,000 cattle in 1886 and returned to the work during the driving season of eight succeeding years, but while he was watching the Texas Longhorns, the cattle business in Colorado was changing.

Blizzards swept the ranges, and the unsheltered, underfed cattle died by the thousands. So great were the losses that men began to see the Longhorn as a liability, Lucius M. Wilcox wrote in the Field and Farm.

They [the Texas cattle] eat the grass that better cattle should eat, and poison that which they do not eat and after being paid for in good Colorado money, they seem to delight in wrapping their mangy hides about them and lying down to die.

The eastern plains, the country around Meeker and Rifle, San Luis Valley, South Park, and the Chisholm Trail — in this and other sections of Colorado, President Ingersoll watched the cattle business and saw the need for a Department of Veterinary Medicine as he had seen the need for irrigation engineers, but the two veterinarians he invited to the campus were not successful in establishing veterinary medicine as Elwood Mead was in laying the foundations.

1. As told by Dr. George H. Glover.
of irrigation engineering.

During the administration of President Ellis, 1891 to 1899, little was said about veterinary medicine, but soon after Barton O. Aylesworth was appointed President in 1899, he walked into Dr. George A. Glover's office in Denver and engaged him to come to the College Saturday mornings and lecture on the diseases of farm animals to the students in agriculture.

Charles Lee Ingersoll dreamed of a Department of Veterinary Medicine at Colorado Agricultural College; George Henry Glover established and developed one of the foremost Schools of Veterinary Medicine in the United States.

The First Commencement and the Alumni Association. - Two years after President Ingersoll came to the campus, in 1884, the College paused for the first commencement. The institution paused in its vigorous new growth in agronomy, horticulture, military science, in both irrigation and mechanical engineering, and in the first attempt to start work in veterinary medicine, to glance back at the struggles to establish an Agricultural College in Colorado.

The occasion was a milestone for both College and community. The three members of the graduating class had worked four years to earn the honors conferred that morning; some men and women in the audience had striven since 1870 to make this graduation possible. Some of the men were present who had forced the bill establishing the College through the Territorial Legislature of 1870; most of those who had donated the land for the College were present; those who had secured the first thousand dollar appropriation from the Legislature in 1874 and those who had donated the thousand dollars Larimer County raised were in the opera house. The men who had built the
Claim Shanty and the Fort Collins Grange members who had fenced and planted the first College land had a proud and proprietary interest in that graduating class. The State Board members who had begun work with a swamp, some dry and weed-grown land and the Claim Shanty now saw four buildings, grass and trees on the campus, some experimental and extension work in progress.

The other students, too, were proud of the seniors.

It was something to be a junior that day and usher for those three, and when I was asked to carry a bunch of lilacs, flowering currants, etc., to Libby Coy when she was through orating, my cup of happiness was full. Helen White Rigden wrote years later.

All in all it was a solemn, almost a reverent audience that packed the opera house to the doors. The lawyers and doctors, and business men were there; and both sides of the street were lined with the lumber wagons that had brought the country people to the exercises."

There were three in the graduating class: Elizabeth Coy, later Mrs. J. W. Lawrence, George H. Glover and Leonidas Loomis. All three lived to attend their sixtieth commencement in 1944 and attended many others, but that first one made history in their lives and for the College. George H. Glover is the only alumnus who has given a commencement address at Colorado Agricultural College, but in his mind this does not rank with the first commencement.

In 1884 Miss Coy gave an oration on "The Real and the Ideal;" Mr. Glover's oration was on "Scientific Agriculture," and that of Mr. Loomis was on "The Hero of Today." President David Boyd of the State Board of Agriculture gave the commencement address and a quartet composed of Miss Emigh, Mrs. Frank Avery, Newton Vosler and Dr. Faville sang, "Dancing Over the Waves."
After the exercises President Ingersoll invited the three graduates and their parents to dinner at the Linden Hotel and during the meal he suggested the forming of an Alumni Association. After eating, the newly graduated class and Mr. Ingersoll adjourned to the President's office in room 109, Old Main, and there President Ingersoll presented a constitution and by-laws which he had written and had ready for use. "Libby" Coy was elected secretary of the Alumni Association. Lon Loomis was made vice-president and George H. Glover, president.

After commencement in 1944 Libby Coy Lawrence invited these friends of more than sixty years to be her dinner guests.

Charles Lee Ingersoll found Colorado Agricultural College a campus with two buildings and a straw-covered shed; he left it with 6 buildings, 2 important additions and 2 more buildings planned. Mr. Ingersoll was asked to become the President of a college which consisted of one department; he left that College with eleven departments. He came to a State which was scarcely conscious of the existence of its Agricultural College; he left the College actively engaged in training students to change Colorado from a mining to an agricultural State.
During President Ingersoll's years on the campus, trees, flowers, and lawns were carefully tended, and the campus looked less and less like "the most populous prairie dog town in Larimer County."

The buildings erected during his administration were:

- Chemical laboratory, now Health Service 1882
- Mechanic shop 1883
- Greenhouse with curvilinear roof 1883
  (This was attached to the Claim Shanty)
- Addition to Old Main 1889-1890
- Botanical & Horticultural Laboratory, (now Music) 1890
- Chemical laboratory enlarged for Station work 1888
  (now Health Service)

All of these except the greenhouse with the curvilinear roof, most of them now the small structures on the campus, are still in use.

**Old Main.** - In 1889 the Seventh Assembly appropriated money for an addition to Old Main and work was begun, but in September, 1889, the auditor advised the Board that no more certificates issued on this fund would be honored—there was no money. Since work had been started and abandoning the building at this stage would have meant a loss both to the College and to the State, the building was completed in June, 1890, with an indebtedness of $9,554.96\(^1\) which the General Assembly covered with a special appropriation.

To all who have worked and suffered in Old Main because the place is ill-smelling, poorly lighted, and cannot be heated and ventilated at the same time, the contemporary description of this spaciousness and beauty of the 1889-1890 section are cause for helpless laughter. There were planned four classrooms each 28x 35 feet, an
assembly room 40 x 60, a corridor 20 feet wide, a trustees' room
14 x 20, secretary's room 14 x 16, cloak rooms. The basement contained an armory 40 x 72 feet and necessary coal and heating rooms.

This armory is the low-ceilinged section now used by the Drama Club for shop and store rooms. In the last decade of the nineteenth century military drill was held here in stormy weather and this was the scene of the military ball and the alumni reunion, this latter being the social event of the year. Later the students played basketball in this room.

The auditorium in the 1889-1890 addition to Old Main consisted of that part of the present auditorium which has a sloping floor. This floor was originally level, and a stage 13 x 21 feet occupied most of the east end of the room.

The 1899-1890 section was constructed in a style "approaching the Moorish":1 A general college tradition seems to have determined the style of the 1876 part of Old Main, and the same tradition dictated that the first president must be a minister. The style of the third addition, 1901-1903, which looks like a factory or a grain elevator, was probably suggested by the industrial growth in Colorado in the early nineteen hundreds. The exercises held to dedicated the 1889-1890 section were held:

...in the handsome new College chapel. The program embraced a paper by Professor Blount on the early days of the College and one by Professor Lawrence on its later history; a paper by Mr. Clarence Benson, class of 1890, on "Thoughts of the Alumnii"; Miss Alice Bell recited "Out of the Old House, into the New", and Mr. Harris Stratton.

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who was a member of the first State Board of Agriculture, related several incidents connected with the establishment, organization, and early history of the College. These exercises were interspersed with music by the College choir.

Memories of many alumni center around arriving from the little station which stood west of Old Main. There was built in 1892 and later burned.

Horticulture. — In connection with the new Horticultural building the Fort Collins Courier for July 31, 1890, records that "...the little brick building erected in 1876 [the correct date was 1874] as a nucleus of the College, has been torn." Again we must rely on the tradition which adds that the brick which had been in the walls of the Claim Shanty are now in the walls of the little annex to the horticultural group of buildings which is known as the potting shed.

Permanent Location of the College. — Every building added increased the probability that the location of the Agricultural College would continue to be Fort Collins. During the nineties so persistent and continuous was the effort to unite this College with one or another of the other state institutions that Mrs. O'Brine, wife of the Professor of Chemistry, never cleaned house in the spring, until after the Board meeting in June. She wanted to be sure the College would be in Fort Collins one more year.

By 1891 Acting President J. W. Lawrence could report to the Board, "the stone walks, contemplated last year, have been put in place, and are a great source of comfort to all passing to and fro among the northeast group of buildings."

The buildings were cleaner, he also reported, because less mud was tracked in.

**Student Activities**

The "Dorm" - In the years from 1884 to 1893 the dormitory was a center of student activity of a sort. Sometimes a faculty woman was matron; sometimes a man and his wife were in charge; but whoever served in this capacity was busy and soon asked to be relieved of his duties. When President Ingersoll first came to the campus, he and his wife lived in the dormitory and tried to keep the students from rolling barrels down stairs. They were followed by a Mr. Kimball who was "an awfully nice old man", but the students emptied a pail of water on him from a second story window and in other ways kept life in the dormitory from being monotonous. Professor Lawrence took his turn in charge of the dormitory, and Professor Mead was asked to do this duty but declined.

An alumnus returning to the campus in 1907 recalled that 20 years earlier John Campbell who had charge of the dorm at one time "used to get even in a way for student pranks by making study hours hideous with his practice on the cornet."

The ideas for annoying the dormitory supervisor sometimes made up in effectiveness what they lacked in cleverness and originality. One such scheme was to set a bucket of coal at the head of the stairs and connect it by a rope to the door knob. The perpetrators hoped to half bury the supervisor, but much to their chagrin it was President Ingersoll who opened the door.

In 1892 the girls only were in the dormitory on campus.

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1. *The Rocky Mountain Collegian*, June 15, 1907, p. 3.
and a building off-campus housed the boys. The Collegian for December 1892 records that "Dorm 2 has been forsaken by nearly all of its former occupants. The principal cause of this hegira was a Napoleon's March from Moscow every morning to breakfast."

By 1893, with a new president on the campus, the dormitory as a dormitory, ceased to exist. President Ellis writes:

It may be well to state briefly the reasons that led to the abandonment of the old dormitory. The attendance of students had outgrown the capacity of the building. Numbers who desired dormitory rooms could not be accommodated. The building was small, badly arranged, and poorly ventilated. Any board of health would have condemned it for the use to which it was put. Above the basement, which was used for kitchen and dining-room purposes, were two floors, each of which had nine rooms, 9 x 13 feet each. Into these rooms were crowded the members of the steward's family and twenty-nine students. Each of these small rooms, save one, was occupied by two students. It is not surprising that great as the demand for dormitory accommodations was, the rooms in the dormitory were frequently unoccupied. One student was taken from its walls last spring but to die of typhoid fever a few days later. Other students were prostrated by one illness or another and forced to leave College or seek quarters elsewhere.  

These old rooms for years housed electrical engineering, and here during World War II the members of the Selective Service Board, doing the hardest duty of their lives, interviewed boys for military service.

Athletics. — Under President Ingersoll athletics had not reached, either nationally or locally, its present importance. The boys played sand lot baseball and some intercollegiate games; basketball was unknown, football successes were few, and the year 1911-12 was followed by a few losses. President Ingersoll stopped the game instantly.

Entertainment. - Activities labeled entertainment and approved as such were not numerous during the eighties and early nineties. Possibly, had these been encouraged the dormitory would not have been so riotous. On one occasion when a dance was to be permitted in the dining room of the dormitory, one of the professors strongly urged the girls not to attend because dancing at the College would keep parents from sending their sons and daughters to this campus. However, very slowly, more and more dances were allowed. During one summer two girls made blue dresses and trimmed them with gold braid, the idea being a strictly feminine version of the boy's blue uniforms. These dresses were worn the first time to a dance held off campus, and were the girls popular!

The Spruce and The Collegian mention a number of "first" military balls, so no date is certain, but Newton C. Garbutt who registered in 1884, recalls that on one such occasion Horace McClelland rode in from the country generally resplendent as to clothes but especially glorified by a pair of light trousers. The other boys were as envious as Horace was proud. When Horace swung into his saddle to go home, he found the saddle smeared with tar.

In those days gentlemen never smoked before ladies, and we are assured, had a man taken a drink before going into the presence of the girls, he would have been instantly ostracized.

Members of the faculty attended dances because they liked to dance, but chaperones as such were unknown. "We knew how we should behave, and we were simply decent," one alumna summarized that.

In the middle eighties with only two or three dances a
year permitted, and the literary society meeting only once a week, pleasures were of necessity, simple. One lady who was at college at that time tells of selecting her light blue shawl because it was the most becoming when she had a date to walk with a boy down the railroad track. There wasn't any other place to walk.

That the traditional democracy of the Aggie campus began "way back there" is shown by the fact that the sister of the cook waited on tables in the dining room and went out with the boys just as any other girl did.

Occasionally Mrs. Ingersoll, when she and her husband were in charge of the dormitory, allowed some of the girls to entertain their boy friends in her parlor on Sunday evening. These were really occasions!

Chapel. — Chapel was held every day, and here notes (not music) flew in all directions, but the ones that were precious were hidden in a book in the library, and when chapel was dismissed and boys and girls came down the circular stairs of Old Main together the boy whispered to the girl the title and page of the book where she would find a note.

One alumna recalls that she played the organ in chapel for months, and she remembers with lasting chagrin that on the day when a boy who had been suspended for three months returned, she thoughtlessly selected for the hymn:

I was a wandering sheep;
I did not love the fold;
I did not love my father's voice;
I would not be controlled.

Road Shows. — Helen White Rigden, who was graduated in 1885, recalls that, though the College did not give many plays,
Uncle Tom's Cabin was given occasionally by a road troupe. On one such occasion the troupe's special car was on what are now the C. & S. tracks and the actors were camped near. They were both negro and white; three or four blood hounds were included and several sets of scenery, "cabin, forest, everything," were in the equipment. Mrs. Rigden recalls that Old Tom was a negro and that Topsy was a lady of sixty or more "but she looked fine on the stage."

On another occasion a road show group gave Macbeth and The Merchant of Venice. The first night, the only ones in the audience were: Judge Bouton, Professor C. F. Davis, a dentist whose name was Clark, Mr. James Cuthbertson and his niece, Helen White, but these six drafted an audience that almost filled the house the second night.

Books and Supplies. - In the eighties and the nineties there was considerable discussion as to whether the State Board should buy books and supplies which could be sold in the president's office to students. This was given a trial, but in 1894 a committee of the Board which had invoiced the stock on hand called attention,

... to the dangerous ground into which this practice of running a book store is likely to lead. You will observe the rapid accumulation of supplies above the demand therefor, and we recommend your earnest and careful consideration of this subject as to whether this system shall be continued. 1

Before long the "earnest and careful consideration" led to a discontinuing of the service.

Commencement 1885. - The members of the second class, the class of 1885 were: Cora Bell Blinn who was said to be the "brainy"

one among the girls; Grace E. Patton who both as student and later as a member of the faculty, was a colorful figure; Edna Rice; Helen White who, recently arrived from Scotland, gave much in addition to her readings from Burns to the campus; Lelia Loomis, now Mrs. T. H. Robertson and Robert Trimble who as meteorologist, irrigation engineer and Experiment Station employee was on the College faculty from April, 1891 to 1936. His weather records are the finest and most useful to be found anywhere, states Lewis Stimson of the Class of 1892.

Publications. - With Professor Carpenter's encouragement and Celia May Southworth as editor the first college paper, The Acequia, appeared. Since Professor Carpenter was developing the work in irrigation, the title, meaning a ditch dug by man for carrying water, was "a natural," but after a few numbers, The Rocky Mountain Collegian, appearing first in December, 1891, took its place. The Collegian is said to be the first continuously existing college student publication in Colorado.

The first staff of The Rocky Mountain Collegian, originally a monthly, consisted of:

A. J. Sedgwick, '92 Editor-in-Chief
F. H. Thomas, '92 Business Manager
Irene C. Edwards, '95 Society Editor
H. H. Williams, '93 Local & Exchange Editor
J. H. Cowen, '94 Advertising Editor
Celia M. Southworth '93 Literary Editor

True to the period, the first article in the first issue is a prize creation by John Walsh, and the first article in the January, 1892, issue is an oration by J. H. Cowen. The practice of printing orations did not continue, but things recorded in these first issues, such as picnics around a campfire, have become an
inherent part of Aggie student life. Daisy E. Stratton in a poem, "Camp-fire Fancies" in the first Collegian gives a bit of a picture Aggies from 1879 to World War II know:

The leaping red flames as they gleam and die,
Make castles in air, rose-hued as the sky.

Aggie Traditions. - Every Aggie can begin with that picture and recall steak fries and hikes. Most alumni remember climbing Horsetooth by moonlight, some remember coming down in the dark; only a few, fortunately, remember sitting down in a patch of cactus during the down-grade trip.

For a number of years the foresters had a cabin on Horsetooth and groups went out for week ends. On one such occasion the boys lay on the floor, all asleep except one who was looking out the open door at the magic of moonlight. As he looked, in through the door deliberately, with complete self-assurance, walked a skunk.

The one man awake could do nothing but awaken his fellows with vigorous jabs of his elbow, and all lay and watched the skunk. Deliberately, with unruffled certainty of purpose, the animal crossed the floor, got up on a bench by the table and then up on the table where the boys had left their food. With all the time in the world to decide which foods to eat and which to sample, the skunk made a good meal, got down to the floor and walked, still deliberately and undisturbed, out into the moonlight.

The boys' comment was, "It was bad enough to lie there and watch that animal fill up, but it was worse to have to eat for breakfast what he had left."

What Aggie who was in College does not remember the last picnics before the boys began leaving for World War II? The camp
fire, the pines, the moon rising over the mountains and the students singing "Clementine," "The Deacon Went Down in the Cellar to Pray" and "Three Itty Bitty Fitties and Mama Fitty Too"? Suddenly, made serious by the thought that Americans were the only students in the world who could gather in such groups, they changed, perhaps at "Stew" Case's suggestion and with "Liz" Bradley leading, to "America the Beautiful;" or as they poured water on the last spark of the camp fire and it was time to go home, everyone stopped in his tracks as Chuck Post alone sang "Ave Maria." Chuck will never sing before an audience more moved, nor will he sing against a better backdrop than the pines silhouetted against the moon.

Back in 1891 when The Collegian was first published the students knew nothing of two world wars, but they knew the pleasure of a picnic in the mountains and they knew the friendships that, begun around a camp fire, last.

Alumni Reunions. - Alumni reunions were from the first something to be remembered. The undergraduates were invited and looked forward to the occasion as the time when the girls wore their new dresses, and good music, good dancing, good food, and a good program were certain. Everyone knew everyone else, so no devices had to be planned to make people acquainted with each other and persuade them to talk.

By 1891 the only prerequisite for enjoyment of the annual reunion was apparently good digestion. Loomis Hall, Tuesday, December 15, were the place and the date. A. J. Sedgwick gave an address of welcome; Nellie Lund responded; there was a literary program and dancing. At midnight supper was served at the Tedman house. The menu follows:
Gysters - raw, fried, stewed
Roast Turkey
Boneless Turkey
Lobster Salad
Chicken Salad
Celery
Strawberry Jelly
Lemon Jelly
Charlotte Russe
Fancy Cake
Lemon Tartlets
Angel Food
Neapolitan Cake
Chocolate Cake
Fruit Cake
Swiss Cream Cheese
Edam Cheese
Oranges
Bananas
Grapes
Almonds
Raisins

When President Ingersoll resigned in 1891 to accept a position at the University of Nebraska, eleven departments had grown up on a campus where there had been one when he became.

No wonder those students and alumni were characterized by endurance, initiative and self reliance.

President Ingersoll resigned in 1891 and Professor James W. Lawrence served as Acting President from May 15, 1891 to February 1892. Alston Ellis, elected to succeed Charles Lee Ingersoll, was ill when he first came to Fort Collins and did not become active as President until 1892.

THE PIONEER PERIOD

Chapter IV

The College Under Alston Ellis
Campus Changes. - The major buildings erected during
the administration of President Ellis were:

- Agricultural Hall, now Agronomy, 1892
- Mechanical Engineering, an addition to the machine shop, 1892
- Farm House, now the President's residence, 1892
- Dormitory remodeled for Physics & Irrigation Engineering, 1893
- Horticulture Building, now music, remodeled for Domestic Economy, 1893
- Addition to Mechanical Engineering, funds donated by people of Fort Collins, 1896
- Chemical Laboratory, now Botany, 1898

In connection with the building now called Agronomy, a
note in the minutes of the State Board meeting for June 8 reads:

Some of the carving of animals on the new Agricultural Hall is inferior. It is believed a competent person can readily improve these forms at little expense, and it is recommended to be done.

The carvings - the figure of a bull, a lamb's head, a sheaf of wheat, an ear of corn and a pumpkin, made, and with the exception of the bull, still make the building unique. The figure of the bull has been removed; perhaps this was the improvement the Board desired.

In January 1894 President Ellis was authorized to investigate the cost of an electric plant to light college buildings, and six months later campus improvements included the placing of hitching posts in front of the Main Building driveway; and in June, 1894 the Board "Minutes" record that "the large electric light now sheds its rays over the pavement and ways to the principal buildings."

The first campus telephone, a system independent of the city lines, was installed in 1899 to connect the various departments with the President's office.

2. St. Bd. of Ag. Minutes, June 8, 1894, p. 412.
3. Ibid., Dec. 13, 1894, p. 447.
Newton C. Garbutt, Class of 1890, mentioned in an interview for The Collegian in 1907 that in his day an old dugout, which was then the Horticulture Building, stood about where Botany is now and that here the boys threshed beans with a flail and husked corn at ten cents an hour. This student labor required at a Land Grant College seems often, though not always, to have been one of the first forms of "boondoggling".

As a fitting close to the century Harlan Thomas, an alumnus, was requested "to draft a general campus plan for this institution". This was far from being the last such plan drafted.

The Faculty of the Campus 1892-1899. — One alumnus, speaking of the nineties as "the period of glory" of the College, says:

It was a small college in a small town. People could concentrate. Dr. Ellis' ideal was to make men, not necessarily to expand the college. He was a powerful speaker, knew history and literature, and could picture dramatic scenes in Congress and in National movements.

He gave each senior his photograph and when a girl asked him one morning after chapel to autograph his picture, he was trembling so from the emotion and concentration he had put into his talk that he could not write. Colonel Hess writes that:

Some of the chapel talks by Dr. Ellis probably were as indelibly impressed upon the memories of graduates as their most diligent studies. Ethics, ideals, highlights in history, great men, right-living, and sound-thinking were his favorite topics.

The professors were very much a part of student life.

Professor Blount's class in botany was the most popular on the campus.

Boys and girls alike worshipped Professor Carpenter. He was young, vivacious, and always pleasant.

1. St. Ed. Minutes, Dec. 15, 1899, 6:628
2. Margaret Prendergast McLean, Interview.
In the nineties Professor E. B. House was actively sponsoring literary programs and playing on the football team; J. D. Crain, the new instructor in Mechanics and Drawing, was referee for football games when the part of referee was neither safe nor pleasant; C. P. Gillette was arousing the first student interest in entomology, and, in his study of the insects of Colorado, he was laying the foundation for that knowledge which saved many a crop in the State. Professor J. W. Lawrence, much admired by the boys, was transforming the old work in mechanics and drawing into the Department of Mechanical Engineering; Theodosia Ammons, the friend of every student at Colorado Agricultural College and advisor to hundreds of the parents was beginning the work in Home Economics; Grace Espy Patton, brilliant, vivacious and charming, Professor of English and Stenography, was, both by virtue of her position and her personality, showing students how not to be dull in their writing. Maude Bell, Professor of History, Literature and Modern Language, was giving something of definite form and high standards to the English Department.

In 1892–93 W. H. Goddall was Instructor in Elocution and Calisthenics and Mattie Wulfjen, from 1894 to 1896, was Instructor in Oratory and Physical Culture. These two were specialists and were not members of the English Department.

The literary societies which were the dominant student activity well into the twentieth century, and debating, which dominated the literary societies, were not connected with any department; and the "public rhetoricals" required of all students were in the early days coached by first one and then another of the faculty; the
president helped as did the teachers of chemistry, history and mathematics. This training was started in the early eighties so states an alumnus, by Charles F. Davis who was at the time teaching chemistry.

Among the interesting members of the faculty was William J. Meyers who came to the campus first at the request of L. G. Carpenter in 1888. He was a genius in mathematics, liked to make his own clothes, and tradition falsely states he was asked to resign because he failed an entire class in analytic geometry. True, he was asked, years after he failed the class, to resign, probably because of difficulties with President Ellis.

Library. - The College library was always too big for its quarters and too limited for the demands made on it. An extra room in Old Main was assigned to it in 1890 and later shelves were put in a basement room. Miss Lerah Stratton, a graduate of the College in 1887 was appointed librarian that year, and in 1888 she reports that the library contained 1,461 books and the Experiment Station library, 132 volumes. These latter could not be taken from the building. In his report to the Board in 1891 Acting President Lawrence noted the need of more space for books. 1

In spite of the crowded conditions, some professors recommended in 1894 that a part of the library space be adapted "to the purpose of a museum of historical, geological and botanical rarities." 2

In this same year Mrs. Annie Jones died in Fort Collins and left property valued at $5,000 to the College, the funds to be

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used for books for the library. Most of the books purchased were in the humanities, but the demand for scientific books was beginning. In 1895, Professors C. P. Gillette, William P. Hedden, L. G. Carpenter and C. E. Crandall asked that the State Board spend $1,000 for books in botany, chemistry, irrigation engineering and zoology.\footnote{Ibid., May 1, 1895, 2:468.}

Though the accession records of the library do not reveal the spending of any such sum for scientific books, they do show that considerable money was spent a year or so later on binding scientific magazines. Apparently the scientific resources of the library had been strengthened by subscriptions to periodicals.

In the early days of the College the story is told that a legislator, a member of the legislative finance committee visiting the College, remarked as he looked at the library, "That's all the books the students can read in their spare time in four years," and one alumnus comments that there weren't more books than that, that most of them were not worthy of any time, but "libraries not being indigenous to the frontier, students were not conscious of the vacuum behind the doorplate across the hall from the President's office."\footnote{Ralph N. Hess, "History of Colorado State College, Administration of President Alston Ellis." mm., p. 6.}

President Ellis, eager to remedy this situation, urged more books, better books and more reading. He maintained that in a college rightly and properly devoted to scientific and technical training, to "what the world calls useful," the students who had a knowledge of only technical books were but half educated,\footnote{Alston Ellis, "Report" to St. Ed. of Ag. 1899, p. 51, Reports of the Colo. St. Ed. of Ag. 1881-1896.} and that...
Each college instructor should constitute himself, at times, a "Professor of Books" and by his well-timed advice and earnest effort seek to interest students in good literature and aid them... in recognizing it and knowing where to find it.1

Military Science & Tactics. — In 1892 the State Board authorized Captain Dent, then commandant, to organize a fire department and to give an occasional military drill hour to fire drill. The Friday hour was chosen.

(The equipment consisted of two hose carts and 1,000 feet of hose. The officers were:

A. J. Sedgwick, '92 Chief
John Bloomfield, '93 Assistant Chief
J. R. Cowen, '94 Treasurer
H. A. Calkins, '95 Secretary

Possibly the repeated authorizations and reorganizations of the fire companies indicate the boys were not enthusiastic about fire fighting. Nevertheless in April, 1893, the fire companies were called out twice, and though they had had no practice, they extinguished the fires before the city department arrived.2

Probably the first parade in Denver in which the cadets participated was held when Davis H. Waite was inaugurated as governor in 1893. The Union Pacific provided two extra cars; music was furnished by the Second Battalion Band of Greeley, and the boys were in the line of march on Larimer Street, then one of the finest of Denver's streets. The Denver News comment was:

Next came the Cadets of the Colorado Agricultural College at Fort Collins, under command of Captain Dent of the Twentieth United States Infantry. They were divided into two companies of about sixty boys each, commanded respectively by Captains Williams and Bloomfield. The young soldiers ranged in age from 16 to 21 years, and there was not a better drilled organization in the line.3

1. Ibid., p. 51.
2. The Rocky Mountain Collegian, April, 1893, p. 74.
3. Ibid., Jan. 1893, p. 43.
When war with Spain broke out in 1898, Lieutenant Davis, commandant at the College was recalled to active duty and the College cadets were left without a commanding officer. Major J. H. Cowen, an alumnus, at that time on the Horticulture Faculty, began the military work and President Ellis wrote to the Adjutant-General's office about the matter. The reply was, in part, "...possibly the services of a retired Army officer could be secured by advertisement in the Army and Navy Journal, New York City, and the Army and Navy Register, Washington, D.C." 1

President Ellis states that the opening of the Spanish-American War found Aggie students prepared and eager for military service but deprived of a commander; not only were national military authorities not interested in the College men as soldiers, but the State also told the cadet unit to wait until the mustering in of all divisions of the National Guard was completed. The cadets who enlisted did so as individuals, not as a unit and became "tail-enders" in some other organization. 2

"It was not possible for the Agricultural College Cadets to break into the Army by all the push, personal, political, and official, they could summon to their aid." 3

Throughout the war no demand was made on the College for men for the armed forces, but on October 8, 1898, President Ellis enumerated in a letter the names and home address of men who enlisted so far as he knew them.

2. Ibid., p. 72.
3. Ibid., p. 73.
Richard A. Maxfield, Class of 1896, was sent to Hawaii and was one of the men who did the first surveying at Pearl Harbor. He returned to the Colorado State College campus in 1899 as military commandant, and remained until 1906. Thus, he reorganized the work in Military Science and tactics and carried it into the new century.

Archie J. Harris, Class of 1897, entered the army as a second lieutenant July 9, 1898, and rose to major by 1904; by July 19, 1920, he was colonel and was retired in December, 1920, after having served in the Spanish-American War, the Philippine Insurrection and World War I.

Development of Curricula. — During the administration of President Ellis, Mechanics and Drawing was formally organized as Mechanical Engineering; Physics and Irrigation Engineering were separated and the engineering became officially Civil and Irrigation Engineering; the Commercial Department, the most thriving and popular course on the campus for its ten years of existence, was begun in 1895; a Department of Political Economy and Logic was a part of the curriculum from 1893 to 1899; and the Department of Domestic Economy was formally authorized in 1894 with classes opening in 1895; the Department of Entomology and Zoology was organized in 1891.

Entomology and Zoology. — In 1891 Clarence Preston Gillette became head of the Department of Entomology and Zoology. During the nineties he had two assistants who left their mark on the College. One of these resigned by request, his last act before leaving being
to change the labels on an extensive and valuable collection of insects. When he departed, he took with him many rare specimens from the entomology collection. These he said were his own. As a result the Board made a ruling, which is still in force, that members of the staff of the Entomology Department may not make or keep personal collections.

The other man, L. E. Burnett, left a very different track on the sands of College time. In the days before the first class was graduated, the museum which was in one of the upstairs rooms of "the college" (Old Main) consisted of an American eagle and a black bear. L. E. Burnett, as curator from 1891 until his death in 1904, made many mounts of native animals and birds, and also donated his own collection of mounted birds and a gray fox.

Luther C. Bragg who became curator in 1905 continued the work with birds until 1911 when he devoted his entire time to the collection of aphids, and William L. Burnett became curator. He prepared for the museum many skins of birds and rodents and contributed his own collection of these.

Maurice R. James, in 1934, became an instructor in entomology and zoology and curator of the museum and the insect collection. Here he contributed much that was individual and thoughtful as well as scientific.

Other collections which have been given to the museum are:

- The George E. Osterhout collection of 600 skins and a number of natural mounts of native birds
- E. G. Longyear collection of 83 Michigan birds
- L. G. Moore collection of minerals
- O. G. Babcock collection of fossils
- J. W. Lawrence collection of arrowheads

From 1890 to 1895 the museum was in the northwest room on
the second floor of the original Old Main. From 1905 to 1940 it was on the first floor of the old stone building north of the heating plant. In 1933 a flood followed the course of the stream which had once meandered through the campus and many museum specimens were seriously damaged. In 1940 the museum was moved into the basement of the new Agricultural building.1 (See Experiment Station for work in Entomology)

Home Economics, 1895-1899. — In the nineteenth century the last department organized which is now a division was Home Economics, or as it was at first called, Domestic Economy.

The Department of Domestic Economy was one of the departments established by the State Board rather than sanctioned after it had developed, and yet it was not without growing pains in the form of suggestions of subjects for girls and the establishment of a "ladies course" which the domestic economy finally supplanted.

At Colorado Agricultural College the early efforts to find subjects for the girls to study were similar to such efforts at other Land-Grant Colleges. Domestic economy here was first mentioned by Harris Stratton in 1881.2 Music, both in a class and private lessons, was offered for a time; President Ingersoll suggested a language other than English, and French and German appear in the catalogs before 1895.

That the women on the campus were interested in domestic economy is indicated by the fact that in 1893 one of the "lady members" of the senior class submitted to Professor Maud Bell a thesis on "Domestic Economy as Taught in Agricultural Colleges."3

2. Harris Stratton, Letter to the St. Ed. of Ag. In first volume of Minutes.
In 1894 Dr. W. W. Working, then secretary of the Board and of the faculty, stated in his list of College needs that there "had long been a growing demand for a Department of Domestic Economy."\(^1\)

The Junior year of the "ladies" course included: first term — drawing, German, physics, zoology, typewriting and geology. In the senior year the subjects were: landscape gardening, meteorology, astronomy, psychology, horticulture, logic, scientific German and political economy.

The first girls to receive the B.S. major in "ladies course" were Jenny McLain, (later Mrs. H. A. Corbett) and Josephine Lee who were the two girls in the Class of 1888.

Engineering and agriculture were designed to train boys to be economically independent, but this "ladies course" for the girls had no such purpose. The girls, the women faculty and the members of the Board realized the "ladies course" was antiquated, and

Incapacity is no longer considered a mark of gentle breeding. The struggle for existence is increasing with the advance of our present system of civilization; and woman has courageously entered the field of thought and labor with her brothers. She believes she has found the key to equality in financial independence. But at the outset she is hampered by her wearing apparel which retards all free movement, and at once places her at a physical disadvantage. While endeavoring to fill a responsible position many a woman breaks down in health, not because of overwork, but because of the strain on her nervous system and the unnecessary waste of strength caused by her false standard of dress.\(^2\)

In June of 1894 in the State Board meeting Mr. Kellogg moved that a Department of Domestic Economy be established. Mr. DuBois seconded the motion which was agreed to.\(^3\) Thus was a four

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3. St. Bd. of Ag. Minutes, June 9, 1894, 2:42L.
year college course leading to the B.S. degree and designated as Domestic Economy established at Colorado State College. In 1893 the title of the course was changed to Domestic Science.

This Board action in 1894 was the crystallizing at Colorado State of the belief that women should be trained to be as efficient in their work as men were in theirs. The movement was a part of the larger movement which was nation wide and had been gathering momentum for more than half a century—the movement to open economic fields to women, to train them for economic opportunities and to give them the vote. Slowly colleges had admitted women and even more slowly the vote was being granted. Wyoming as a Territory was the first to adopt equal suffrage; Colorado came next. The discussion of this question began in Colorado when it was organized as a Territory, and alert thinking women and many men did not cease to make an issue of the vote for women until equal suffrage was adopted in 1893.

Two of the women who had in the later years worked side by side for suffrage believed as thoroughly in practical education for women as in votes for them. They were Eliza Routt and Theodosia Grace Ammons. It was Eliza Routt, the first woman member of the State Board of Agriculture who, as Miss Ammons' sisters say, suggested Theodosia Ammons as the first head of the Department of Domestic Economy at Colorado State College.

Eliza Routt was the wife of John L. Routt who was the last Territorial governor of Colorado and was twice State governor, his last term being 1891 to 1893 when much of the equal suffrage work was being done. Davis H. Waite, however, was governor when the vote
was given to women, "but neither the governor [Waite] nor any member of his party gave such service as the Republican speaker, Elias W. Ammons." 1 Elias Ammons was Theodosia's brother. Mrs. John L. (Eliza) Routt was the first woman to register to vote.

In the women's suffrage movement Miss Ammons worked with Mrs. Routt, Mrs. Mary C. C. Bradford, Susan B. Anthony, Anna Shaw, Clara Barton and Dr. Carrie Chapman Catt. At one time Miss Ammons was secretary and in 1903 she was made president of the equal suffrage organization in Colorado.

Realizing that Theodosia Ammons participated in the most important political movement of her time, we naturally ask, what was her background, her preparation for this work?

She was the daughter of Reverend and Mrs. J. R. Ammons who moved to Colorado from North Carolina in 1871. The family being northern in sympathies and principles and living in a southern state, had never talked about political parties, so when Theodosia, aged ten, reached Denver and one of her new playmates asked, "Is your father a Republican or a Democrat?" Theodosia, shocked, replied, "Oh, neither. He's a Baptist."

In the light of her very active part later in the political life of Colorado, this represents the lowest depth of political ignorance. She attended school in Denver, and completed that part of her education at East Denver. After teaching in the country, she taught at Whittier and Gilpin schools and attended the University of Colorado and the University of Denver.

An exact and beautiful use of the English language Theodosia Ammons learned from her father. If one of the children in the Ammons family mispronounced a word or used it incorrectly, the speaker learned then and there not only the correct pronunciation and the exact meaning, but also the derivation and history of the word.

While Miss Ammons was teaching and at the same time much occupied with suffrage, her hours of work were long. Her sisters used to line up when Theodosia came in at night and recite in unison:

Her diurnal occupations were not calculated in themselves to injure her health, but when to these were added an in-veterate propensity to indulge in nocturnal revelries no constitution could be sufficiently robust to encounter and overcome such a strain on its vitality.

No doubt the father’s teaching appeared in the girls’ delight in long words, but as Theodosia’s sisters now tell the story the very evident family affection and companionship are even more delightful than the bit of fun.

Though it was Mrs. Eliza Routt who suggested Theodosia Ammons to take charge of the new Department of Domestic Economy at Colorado Agricultural College, it was Miss Ammons’ mother, who in teaching her children, had unconsciously been training Theodosia for this position. Mrs. Ammons belonged to the old school of behavior (probably spelled behaviour). There was no crossing of knees. “Good morning” was a courteous and ladylike greeting, not, “Hi, ya”. Mrs. Ammons believed that in order to be a good homemaker, a woman must be a good cook and she herself was excellent in this phase of homemaking. Her daughters learned to cook well the poorer cuts of meat, vegetables and bread. Above all, bread. She believed that any one could learn to make cakes and fancy deserts but good bread came first.
The mother believed that a meal that was suitable for her family was suitable for guests.

Mrs. Ammons' father had been a doctor who talked more about keeping people well than about curing them. Mrs. Ammons was germ conscious and taught her children such things as not using other people's combs and told them early a little about social diseases. She herself had attended a finishing school in the South, but she read much, especially history; and when she came to a new state, she saw the practical needs. She could look at a French "creation" and copy it, but she taught her daughters to darn and to remake hats.

In the national development of home economics three theories of what should be taught have been emphasized. One group of educators thought that

... manipulative activities had disciplinary value, and training the hand and eye was an educational process as valuable as training the mind. ... Another group believed that household skills were valuable in themselves and were worth having as such, without the justification of mental discipline. ... Another group believed that science had valuable contributions to make to daily home living and they were interested in developing that science and its resulting applications. This group included the colleges and experiment stations. 1

By taking summer courses in chemistry, Miss Ammons tried to keep in touch with this third theory, but science as applied to home making was not well developed during her day. This, and her own keen interest in women and their homes led her to stress the household skills.

Subject Matter of Home Economics

when she was put in charge of domestic economy at Colorado

Agricultural State College, Theodosia Ammons began at once to find out what other colleges were doing in this field and to accumulate material for her own teaching. The advice given her shows not only the material she presented here, but indicates also the national state of home economics teaching. A letter to her from Pratt Institute dated December 11, 1895, states that there is no good text book in Domestic Economy.

Pratt has special instructors in cookery, laundry, household economy, household art, dietaries, emergencies. Several little books such as 'The Expert Waitress' were mentioned but no text was recommended. A letter from Miss S. Kedzie of Manhattan, Kansas, states that she did not know of a good text on household economy. 1

Kansas Agricultural College had begun work in Domestic Science about 1875. A letter from the Professor of Household Economy and Hygiene at Manhattan to Mrs. Routt reported:

... sewing of all kinds, plain and fancy, with and without the machine; dressmaking, cutting and fitting according to the best systems; and plain and fancy knitting; cooking by the various methods of making substantial dishes as well as the forming of dainty dishes; also the making of preserves, jellies, pickles, mince meat, desserts of all kinds, cakes and plain and fancy broads. Students were taught to wait on table and art of serving. Dairying is taught — making, packing and preserving butter — household and factory cheese making. Everything is practical.

With such information Theodosia Ammons began work in the renovated Horticulture Building (now Music), where she used her own good common sense, her home training and all the bulletins and such things she could obtain. Mr. Horace Warren in Denver offered her a set of the dressmaking charts such as were used by the Pratt Institute; the Royal Baking Powder Company sent her "a hand case containing

1. These Letters are in the possession of Mrs. J. E. McLaughlin, Boulder.
supplies of the tartar products used in the manufacture of baking powder."

A letter from Lydia T. Robinson, 1896, states Miss Ammons titles and publishers of books she may find useful; A. C. True writes could secure copies of a bulletin on "Chemistry and Economy of Food" from the Superintendent of Documents. Mrs. Emma T. Ewing on stationery of the "Cooking School Teachers League" says her text book will be off the press next month and she has ordered a copy sent to Miss Ammons.¹

Alumnae, who as students worked under Miss Ammons, speak highly of a home nursing course, or possibly it was a course in emergencies. One woman says information she received in this course enabled her to save the life of her children when a doctor had given up hope. For this course Miss Ammons called in as instructor, doctors, nurses and others. A partial list of the topics she considered is:

Should the Germ Theory be very deeply studied by students?
Does it not spoil one's view of life?
Causes of Melancholia
A Lecture on Alcoholic and Narcotic Stimulants and their Effects.
Lecture by Dr. Love
Tuberculosis
Rheumatism
Nervous Prostration
Head Ache, just back of the Eyes
Contagious Diseases
Heredity
Exercises for Girls

In his report for 1895-96 President Ellis lists the topics considered in domestic economy:

1. Plain and fancy sewing
2. Cooking foods as related to health and disease....

¹ From Letters in possession of Mrs. J. E. McLaughlin, Boulder.
3. Dairying - all operations involved in butter and cheese making
4. Canning and preserving fruits
5. Lectures on hygiene, manner of dress...
6. Household sanitation; chemistry of sewer gases; use of
7. Disinfectants; what to do in emergencies
8. The laundry room
9. Ethics and aesthetics; morals and refined taste; manners
   of hostess and guest; home entertainments; behavior;
   tone of voice, rapidity of speech, gesticulation and
   gossip
10. Floriculture, horticulture

In the laundry the women students were taught the proper
laundering of all kinds of washable goods, and they wore white dresses
without aprons while they worked.

That Miss Ammons did not limit her discussions to cooking,
serve and laundry is indicated by the following partial list which
obviously was intended for class or lecture. Evidently she was for
the students the Emily Post of their day.

Etiquette

Should a young lady accept the attentions of a young man
when she is away from home if she has a friend at home?
How often should you call on your girl if you have one?
Should a lady speak first in meeting on the street?
How should you walk with a young lady in the day time and
evening?
What is a polite way to introduce a lady to a gentleman?
In what way should an introduction be received?
How should you introduce yourself to anyone?
How should you ask a young lady for her company?
When a young gentleman sees a young lady home, should she
ask him to call on her the first time or wait until he
has accompanied her home two or three times?
Is it customary and right that a girl should always speak
to a young gentleman first after having met him?

1. Alston Ellis, Report to St. Superintendent of Schools in 10th
   Biennial Report of Supt. of Public Instruction, 1885-86, p. 373.
2. This is less than a fourth of the items on the list in possession
   of Mrs. J. E. McLaughlin, Boulder, Colorado, sister of Miss
   Ammons.
The "L. C." (ladies course), is replaced in the registrar's records by the "D. S." (domestic science) in 1901. However, Margaret Prendergast McLean who graduated in 1899 insists with emphasis that the girls in that class did not consider that they were taking the ladies course; they were studying domestic economy and were the first graduates of the four-year course in that work.
Athletics. — All games and sports seem to have been completely overshadowed in the eighties by the color and vigor of the literary societies; the boys played baseball and attempted football, but President Ingersoll stopped that when one player broke his leg. In the nineties the girls had physical culture in connection with elocution; and the boys played baseball and football, but President Ellis frowned on athletics and so sports developed slowly.

Baseball. — Neston C. Garbutt, who also registered in 1884 but was out of college for a time and did not finish until 1890, remembers that a man on the farm was allowed to use a plow and scraper to get the worst rocks, brush and gulleys out of an area "somewhere east of the railroad track," to be used for baseball. Here again there was no coach, but though the boys paid their own transportation for off-campus games, they played often.

Football. — Harvey H. Griffin, who was a student at Colorado Agricultural College (CSU) from 1884 to 1888, says the boys in his day played football just as, when younger, they had played marbles; they simply got together and played. There was no coach, no prepared playing field and no off-campus games.

On February 15, 1892, President Ellis began his duties at the College and President Ellis was vocally and violently opposed to football. At one time he wrote, "At the rate we are going in the athletic phase of college life, a hospital will soon become a necessary adjunct to the College." At another time he said:

A lively war skirmish is but little more dangerous to life and limb than the game of football as now played.

Our students, I am glad to report, made but little effort to show their "slugging" power in the recent Inter-Collegiate match games.

1. Alston Ellis, "Report to St. Ed. of Ag.", 1894, p. 44 in Reports of the St. Ed. of Ag., 1881-1896.
2. Ibid., pp. 44-45.
However, on their own initiative and without benefit of College approval, the boys played football. On January 14, 1893, the Aggies and Longmont Academy played in Longmont. Many of the freshman boys rode to the neighboring town for the game under the coach chairs on the train, arrived, cramped but present and were hailed as heroes in the next issue of The Collegian. One professor arose at 4:30 A.M. to catch a fast freight, failed and had to take a later passenger train. When the team arrived in Longmont, the boys went to a local store and selected ribbon in green and gold as their colors. The Longmont girls wore these colors to the game. As informally as this, apparently, the green and gold became Colorado Agricultural College (C.A.C.) colors.

L.D. Crain, afterwards head of the Mechanical Engineering Department, acted as referee. Though the Aggies out-weighed their opponents, the score was 12 to 8 in favor of Longmont. Three weeks later in Fort Collins the College boys in a return game made 24 points and the Longmont Academy, 16. The next Aggie game two weeks later was lost to the University of Colorado.

Football was considered "degrading and treacherous," but in the summer of 1893 Jake Cowen who was captain went to Denver and arranged a schedule in what was known as the Inter-Collegiate Athletic Association:

Colorado Aggies vs. University at Boulder, Oct. 7, 1893
Colorado Aggies vs. D. U. at Fort Collins, Oct. 21, 1893
Colorado Aggies vs. C. C. at Fort Collins, Oct. 30, 1893

The Aggies won from D. U., 60 to 10; lost to Mines by a score of 12 to 6; lost to the University with a score of 44 to 6.

No record has been found of the C. C. game.

In the nineties, rules permitted much that is now out; officials were neither so numerous nor their function so well defined as now; inadequate head and shoulder protection was worn, and no idea of sportsmanship had been developed.¹

The games in which C. A. C. participated seem to have run true to the type of game of the period.

Thanksgiving Day our boys played football with University of Wyoming. The Wyoming people, including the referee, probably thought we were not civilized, but, nevertheless, we acted as gentlemen should act, and until we receive a written apology from the Wyoming team they can never play football on our gridiron, and we would suggest that they learn a little about football and get a referee who won’t be so absurd and disrespectful as to strike an official rule book from the hands of an honest umpire and bawl forth “damn the rules.”²

This occurred after the rules had been revised and football was supposedly somewhat “tamed down.” Incidentally the score of this game was 12 to 0 in favor of C. A. C.; which might indicate that Aggies were not too bad in standing up for themselves no matter how dirty the playing might be.

A free-for-all fight as an accompaniment of a football game or even as a substitute for one was common; the feeling between opposing teams was anything but friendly, and the conduct of guest teams was, to say the least, peculiar. Probably the Aggies were not without sin, and certainly they did not hesitate to cast stones. Wyoming accused them literally of throwing rocks at opposing players, but this, of course the Aggies denied. The Collegian

1. Coach Harry Hughes, Interview.
2. The Rocky Mountain Collegian, Dec. 9, 1899, p. 34.
figuratively heaves its share of missiles.

Those football players from Boulder, when here a week ago Saturday, stopped at the Commercial Hotel; the Athletic Association has bought a new carpet in consequence. The Boulderites smeared jam and jelly on the carpet and turned things loose generally.¹

In one formation called the wedge, or flying wedge, the men put their arms around each others waists, strung out in a rough V formation, the biggest man at apex, and began to walk and then to revolve. When two teams in this formation met, there was a pile-up and free-for-all fighting. ^

Off the gridiron the Aggies once made a wedge serve their own purposes. When in 1893 the "dorm" was abandoned as a dormitory, the boys in this formation wrecked all its interior walls.

E. B. House and others of the younger faculty men played football when there were not men students enough for a team. It was not until '97, '98 or '99 that the boys had even a poor coach. Earl Douglass, Class of 1900 tells of a game with the University of Colorado in which the C. A. C. boys were so completely ignorant of the rules that after many of the plays the University players stopped in amazement, and finally one of them said to Douglass, "Do you people have a coach?"

"Yes," replied Douglass, "there he is." This first coach was "a short, fat man who could play like anything when he was drunk."

Track. — If the records can be trusted, the first Aggie field day was held in 1892. On the program were seventeen events which included baseball throwing contest, a sack race, frog jump, high kick with one foot on the ground, and tug-of-war. The success

of this day did much to arouse and maintain interest in sports, and the track and field day became an annual event. In 1894 the Aggies took second in a State meet, and in the later nineties Bill Godsmark and Lewis C. Hall wrote their names in the Track Gallery of the Aggie Hall of Fame.

**Playing Fields.** — Though the students sent petitions to the Board, and student committees appeared before both the Board and the President to present the need of playing fields, the best they could secure before 1899 was the use of a plow and scraper to remove the worst of the rocks and brush from the area across College Avenue from the Men's Gymnasium. Not only were they denied an outdoor field; they were not permitted to use for indoor sports the armory in the first addition to Old Main.

**Physical Training for Women.** — Such physical training as the girls received was taught as a physical culture or even as a part of oratory. Mattie Wulfjen, who taught elocution so deeply influenced her students that Margaret Prendergast McLean, who became an international authority in certain phases of speech, says she never received better voice and dramatic training than under Miss Wulfjen. However, often the girls had no organized physical training in any form.

**Financing Athletics.** — Financing athletics was always a bottleneck. In the eighties and nineties players paid their own way for off-campus games; at first seniors were the coaches, then one or two so-called coaches were paid—when and if they were paid—by popular subscription. The football boys dug into their own pockets to pay the first man they thought was a coach $25 for the season.
Publications. - Beginning with the September, 1892 issue, Raymond Walter, who was to become internationally known in reclamation, was editor of The Collegian.

What seems to be the first "College Directory" was published in The Collegian for October, 1892. Activities listed are:

- Philo-Aesthesian Literary Society
  - John Bloomfield \(\ldots\) president
  - Lena Wills \(\ldots\) secretary

- The Scientific Club
  - Chas. S. Crandall \(\ldots\) president
  - May Southworth \(\ldots\) secretary

- Athletic Association
  - H. A. Calkins \(\ldots\) president
  - H. Howard \(\ldots\) secretary
  - Edgar Mead \(\ldots\) manager

- Base Ball Club
  - Edgar Mead \(\ldots\) captain
  - H. Howard \(\ldots\) secretary

- Fire Department
  - A. J. Sedgwick \(\ldots\) chief
  - H. A. Calkins \(\ldots\) secretary

Apparently the Columbian Literary Society was not organized early enough to be included, or possibly the officers of that newly organized society told The Collegian reporters in good student fashion that the Columbian was about the best society on the campus and should not be overlooked as it has been. However, that may be, the Columbian, Y.M.C.A. and Y.W.C.A. are listed in the November, 1892, issue with the following officers:

- Columbian Literary Society
  - J. H. Cowen \(\ldots\) president
  - A. J. Sedgwick \(\ldots\) secretary

- Y. M. C. A.
  - P. K. Blinn \(\ldots\) president
  - W. H. Fairfield \(\ldots\) secretary, recording
  - C. A. Parem \(\ldots\) secretary, corresponding

- Y. W. C. A.
  - May Southworth \(\ldots\) president
  - Ida Lewis \(\ldots\) secretary, recording
  - Nettie Evans \(\ldots\) secretary, corresponding
The Y. W. C. A. had been organized November 15, 1892, with ten active and fifteen associate members. 1 In December, 1892, an oratorical association was organized, the officers being:

J. H. Cowen . . . . . . . . president
Raymond Walter . . . . . . vice president
Harlan Thomas . . . . . . . secretary
Philo Blinn . . . . . . . . . treasurer

The record made by Cowen, Walter, Thomas, and Blinn after they had been graduated indicates they were able men in College, not merely popular.

Silver Spruce. — On June 8, 1894, Mr. W. W. Cooke who was Professor of Agriculture appeared before the State Board and asked that the Board's aid with "a publication which the class of '95 proposes to issue." After Mr. Cooke had brought before the Board books to illustrate the plan of his class, $50 was apportioned for advertising in the book. 3

A year later the Board voted to buy twenty-five copies at one dollar each of this first Silver Spruce. These twenty-five copies were to be distributed by the secretary. 4 This Silver Spruce was, according to The Rocky Mountain Collegian, "the first annual gotten out by any institution of the State." 5

The alumni tell of the unforgettable pride and thrill of seeing that first Silver Spruce. Margaret Prendergast (now Mrs. McLean) and her sisters looked and laughed and rejoiced, and then walked down the street to see in every doorway or on every porch.

1. The Rocky Mountain Collegian, Dec. 1892, p. 32.
2. Ibid., p. 36.
3. The St. Bd. Minutes; June 8, 1894, 2:400-402 and
4. Ibid., June 7, 1895, 2:486
5. The Rocky Mountain Collegian, June, 1895, p. 120.
groups examining this most wonderful Silver Spruce. The College was small; every student knew every other student and every faculty member. No one lost the point of a joke; no one was outside of the feeling that "We did this"; everyone knew the swelling pride in a friend's success.

Poetic Club. — Students were interested in types of writing other than those necessary to produce The Rocky Mountain Collegian and the Silver Spruce. A Poetic Club was organized with the following membership:

Maud Bell
G. W. Nelson
D. W. Working
Fannie Schalt
G. S. Norman
J. B. Balcomb
C. A. Woody
Edith Boothroyd
Mark H. Flinn

Literary Societies. — Student Activities until after 1900 continued to center in the literary societies of which there were two about 1884. According to the College catalogue in 1883-84, the names were Aesthesian and Philplethian. Whatever the names, in the spring of 1887 a petition signed by thirty-seven students asking that they be allowed to unite the two societies was presented to the Board and by the Board referred to the faculty which unanimously denied the request.

In spite of this action, in the fall of 1887, a committee from each society interviewed the faculty, and the two societies were united to form the Philo-Aesthian. This, then, seems to be the only literary society until 1892 when the Columbian was organized.

1. Silver Spruce, 1895, pages not numbered.
3. Ibid., June 9, 1887, p. 49.
5. Ibid., June 9, 1887, 2:29.
6. Silver Spruce, 1903, pages not numbered.
"Philo," then, was the oldest organization on the campus. Its meetings had been tremendously stimulating and trivial by turns; but when a new literary society sprang up and challenged it, the "Philos" met the newcomers head on, and the battle that followed and lasted more than ten years was worthy of the contestants. This new society was the Columbian.

In 1892, on October 12, the four hundredth anniversary of Columbus' discovery of America the Columbian Literary Society was founded. J. H. Cowen and Harlan Thomas, two men united by a Damon and Pythias friendship, broke away from the Philo-Aesthian and founded the Columbian. Thomas wrote to the Italian Government, asked for and received permission to use Columbus' coat-of-arms. E. S. C. Titus secured for the club drawings of the original shield and coat-of-arms which were at that time in the possession of the Duke of Vescogna at Seville. These became the Club's insignia.

In Columbus' coat-of-arms the letters F. H. C. stood for Friendship, Hope, Courage; but the Columbians made the letters the initials of Friendship, Honor, Courage. The emblem of the Club, the Rocky Mountain columbine, was later adopted as the Colorado State flower; the Club colors were black and gold, and the motto was "No excellence without great labor." The secret initiation ceremony built by Ralph Hess was one of those things men remember and treasure to this day, and the comradery and loyalty of the group, too, they cherish. The one man, Ralph Parshall, who has a copy of the initiation ceremony refused to let me see it until he had consulted other alumni members of the Club—and in the end I did not see it.
Margaret Prendergast McLean speaks of the years between 1890 and 1900 as the "years of glory" at the College. Men and women believed in work, in character, in ideals; the strength and worth of a college—"Harlan Thomas and Jake Cowen put their whole souls into the institution; it must be right, must grow, and others felt the same."

Harlan Thomas was one of the two organizers of Columbian and is one of the outstanding alumni of the College. Ralph Heba wrote the initiation ceremony. (See Appendix No.—— for biographies.)

Both literary societies developed intense loyalty among the members; both met every Saturday night, and at the best period of this work, no one dreamed of being late or absent. Between the two societies there was the keenest rivalry but of the right sort. Both strongly emphasized honor and integrity and both adhered rigidly to parliamentary rules and demanded from members a high degree of excellence in debate and extemporaneous speaking.

For the period when these societies were at their best, the list of members is the honor roll of College alumni.

In 1890 and 1891 the "public rhetoricals" were the form of entertainment everyone attended; even the nine-year-old daughter of President Ingersoll who must have suffered as much as did some of the performers, was compelled to go and stay awake. Such was the life of the daughter of the president.

Ralph Parshall tells of one grand climax early in the twentieth century in the rivalry between Philo and Columbian. The annual oratorical contests when members of the two societies were representing the junior and senior classes were preceded by days of conflict,
each group trying to nail its colors to the belfry of Old Main or some such conspicuous place and the other group tearing them down.

One evening as a last person squeezed himself into the only remaining space in the Old Main auditorium, the orchestra seated between audience and stage lowered their instruments and the first orator stepped forward, a hidden cord was pulled and the banner bearing the insignia of the opposing society, dropped between the orator and the audience.

With a howl the club supporting the speaker rose en masse and surged forward to rip the banner down. They were met by the owners of the banner; chairs were torn loose from the floor and broken, and the yelling, struggling mob swept over the orchestra breaking musical instruments.

One wonders when a degree of quiet was restored, how the orators had managed to retain the least memory of their speeches.

Obviously we cannot give here the after-college records of all the members of these societies whose names are nationally and internationally recognized, but Ralph Parshall was one of those who helped make the riots riotous and whose violin was broken in the Battle for the Banner. Any one who knows irrigation recognizes Mr. Parshall's name; those who know the work of the Experiment Station in chemistry recognize the name of Earl Douglass; and who would think of I. E. Newsom, Vice President, Dean of Veterinary Medicine, and Dean of the Graduate School as a rioter? Harlan

The conflicts between the two societies were never merely tests of brute strength; back of the physical action there was always cleverness, a surprising or subtle plan, daring and ingenuity.
Thomas, as a member of the State Board of Agriculture, 1899 to 1906, had much to do with the development of the work in domestic economy and in mechanical engineering; and, he it was, who suggested that the standards of the institution be raised by registering the entering sophomores, one fall, as freshmen and lowering in similar fashion all the other classes. This was done, and thus the institution raised itself by its own boot straps.

Mr. Thomas became Head of the School of Architecture, University of Washington, and Director and Director Emeritus of the Western Mountain District, School of Architecture, Seattle.

Edward Gaige Titus taught in the public schools of Colorado, became a special field agent in the Bureau of Entomology, U.S.D.A., was technologist in sugar plant investigations with the same Bureau; was Director of Agricultural Research, Utah-Idaho Sugar Company, and held many other similar positions. He is best known for his work in "economic entomology; sugar-beet breeding; inheritance of valuable human characters."1

Ralph Hess, who wrote the initiation ceremony for the Columbian taught in North Park, became instructor in mathematics at C. A. C., was on the faculty of the University of Wisconsin, volunteered and rose to the rank of colonel in World War I, served on the Reparations commission and represented the United States at the League of Nations. He returned to this country in the early twenties, but continued with the army as Colonel of Staff Officers in Washington until he was retired when he became a Professor of

Economics at the College of the City of New York. In 1942-1943 he was called again into active service with headquarters in San Francisco, and is now back in the college position. While at San Francisco he received the Citation for Legion of Merit, for exceptionally meritorious conduct in the performance of outstanding service as Chief Statistical Officer of the San Francisco Port of Embarkation. His analyses of supply and shipping data, his evaluation of logistic trends and his forecasts of future requirements were vital factors in the precise planning which enabled this port successfully to anticipate and execute all missions assigned to it.

Margaret Prendergast, entering the College at the age of seventeen was one of the most enthusiastic members of Columbian. She writes with amazing and revealing enthusiasm of her work in elocution and physical culture under Mattie Wulfjen whom she calls a "marvelous elocution teacher." Considering the girl's enthusiasm, it is small wonder that the woman has gone far. She did graduate work at Colorado Agricultural College, was engaged in social service with the Colorado Fuel and Iron Company for two years and then returned to the College in charge of sewing. Later she was made head of this phase of home economics. Leaving Colorado Agricultural College, she graduated at the Leland Powers School, studied under William Tilly, Daniel Jones, Walter Ripman, Elsie Fogerty, and others. She attended the Oxford English Verse-Speaking Contest and later coached the first American ever to win first place in this contest. She became teacher of English diction at Leland Powers, at the American Laboratory Theatre, at the Manhattan Theatre Colony, at the Maria Ouspenskaya School of Acting, and has held many other outstanding positions. She is the author of Good American Speech and Oral Interpretation of Forms of Literature, and two other texts
are nearly ready for publication. They are: Elementary Comparative Phonetics and Good English Dialects for the Radio, Stage and Screen.

The conflicts between the two societies were never merely tests of brute strength; back of the physical action there was always cleverness, a surprising or subtle plan, daring and ingenuity.
The records made after graduation indicate the quality these students contributed to student activity rivalry.

A new literary society, devoted almost entirely to debating, the Athenaeum, was organized in the nineties; those who were first graduated with diplomas from this society were: Messrs. Charles Meyers, Thomas Warren and Frank Garnick.¹

The interest in debating perhaps reached its climax before debating became modern under the term, forensics, in the Philo-Columbian Alumni Debating Association. Again the names make history. The first debate in which this group participated was December 22, 1897, when Harry F. Alps and Allen P. Greenacre of Philo defeated Jacob H. Cowen and Ralph E. Hess of Columbians. On May 30, 1901, Earl Douglass and Charles Gilkison, Columbians, won from the Philos represented by Mr. Garbutt (no initials given) and E. G. Buffum; a year later, May 31, 1902, the Columbians with F. O. Rasmussen and A. H. Hess representing them won over the Philos, Amos Jones and George H. Glover.²

Not knowing President Ellis' financial and political difficulties, or that the faculty writhed under low salaries, the students seemed to have felt for the College the most intense loyalty. Margaret Prendergast McLean writes:

I wish I might be near enough to you to discuss the history as you go along. From the two old janitors and the gardener to the president, the College was a part of the very soul of all who were students, or teachers, or laborers in those precious days before it became so large that it lost its personal grip on all who were a part of it. If you can only catch some of the sacred spirit of that time, you will do a wonderful thing.

1. Silver Spruce, 1903 (not paged)
2. Ibid., 1907.
Looking back at the years that closed the last century and began the present one, we see that it is those students whose names spatter the pages of The Collegian and appear on the literary, scientific and debating programs who did a wonderful thing. Their will to work, their determination to attain, and their loyalty to their school characterize a period in the development of the College.
Chapter V

President Ellis Finishes His Term
Colonel Ralph Hess of the Class of 1897 and now on the faculty of the School of Business and Civic Administration of The College of the City of New York summarizing conditions in Colorado in the nineties writes:

The year 1893 dated the lowest economic level experienced in the United States between 1873 and 1933. For reasons peculiar to the Rocky Mountain states, perhaps to Colorado more than others, the entire decade of the 90's was a record era of hard times and uncertainty. That is not to say that the State had ceased to drive ahead or, in its institutional development, had even slackened its pace. Rather, the end of an epoch had been reached. The conventional pattern of the Rocky Mountain Frontier, so well exemplified by the coming of age of the Centennial State, ended with the 90's. The pioneer span of exploration, settlement, bonanza mining, open range grazing and transcontinental railway construction had run out.¹

More specifically, by 1892 the open range for cattle had almost disappeared; in the early nineties silver mines in Creede, and gold discoveries at Cripple Creek and Leadville made these roaring Midas-towns, names, but these were the last of the spectacular mining strikes and the end of easy Eastern and European capital; the panic of 1893 and several dry years added unemployment and economic distress in Colorado.

Many blamed the money system of the United States for the panic and in the summer of 1893 Congress filed in special session to repeal the Silver Purchase Act. Since this State produced 56 per cent of the silver of the United States, Senators Teller and Wolcott fought long and bitterly, but unsuccessfully, against the repeal. In his final speech Senator Teller said:

We do not disguise the fact that we are to go through the valley of the shadow of death. We know what it means to

turn out our 20,000 silver miners in the fall of the year.

Not only silver and A. P. Bening

... camps were established for the unemployed on the outskirts of Denver, and these men were fed at the expense of the community.

The year 1894 was the worst of the drought years in eastern Colorado. Streams were dry; grass burned to powder; stock starved; towns became ghost towns, their empty frame buildings bleaching in the sun.

With all the hardships and upheaval, Colorado in the decade of the nineties had a population increase of 30.6 per cent, while the increase in the United States as a whole was 20.7 per cent.

Of necessity Colorado was shifting from mine-dominated life to emphasis on more varied occupations, and to a greater knowledge of agriculture, both irrigated and dry; but the nineties were a period of uncertainties, of untried beginnings, of failures, of successes; Colorado had a conflicting population of tired, pessimistic men who had failed and saw no future, and of energetic men, who with very little capital, still had the independence of the pioneer and the pioneer's daring and willingness to venture.

Dr. Alston Ellis, a classical scholar and lately president of Ohio University at Athens, Ohio, assumed his duties as President of Colorado Agricultural College in 1892. He was not, as is often stated, a minister. He was a student of political economy and especially of English and American institutions and had the imagination

2. Ibid., 2: 466.
to understand the economic unrest in Colorado in the nineties. A well dressed, fine looking man, he was an eloquent speaker and an aggressive advocate of College interests. "Dr. Ellis was an educational statesman," President Emeritus Chas. A. Lory exclaimed as he read the former chief's reports. "If I had read those reports when I first became president, I might have saved myself some bad mistakes."

However, though he was an exceptionally able man with vision as an educator, President Ellis did not work harmoniously with others. A story which may be an invention to illustrate a point, does illustrate the point:

If President Ellis heard that a faculty man disagreed with him, he called the man in:

Pres. Ellis: I hear you think thus and so.

Professor: Yes, sir. I do.

Pres. Ellis: My opinion is so and so. Do you still hold to your belief?

Professor: Yes, sir.

Pres. Ellis: What is your salary?

Professor: $1,800.

Pres. Ellis: Mine is $6,000, and the $6,000 opinion is going to prevail on this campus. Good morning.

President Ellis carried something of the dictator into his relations with the men of the press and of the Legislature, and this, together with the economic unrest in the State, made securing legislative appropriations difficult.

Alston Ellis was brilliant in debate and argument and often won in verbal conflicts before the Legislature with Presidents Baker and Snyder, but he did not secure generous appropriations. In his
seven years in office he made legislative requests amounting to $144,000 and received $16,500. President Ingersoll in his term of nine years worked in less occupational upheaval but under a mine-dominated economy received $28,000 out of requests for $75,000.

Handicapped by inadequate legislative appropriations, the growth of the College in the nineties was further restrained by declining tax income.

In 1893 the assessed valuation of property in Colorado was $238,722,417.05; in 1897 this had decreased year by year to $197,276,446.00. This meant an annual loss to the College of $10,000.1

From 1877 to 1891 the mill levy to provide for the College was as follows:

<table>
<thead>
<tr>
<th>Year</th>
<th>Mill Levy</th>
</tr>
</thead>
<tbody>
<tr>
<td>1877</td>
<td>.1000</td>
</tr>
<tr>
<td>1879</td>
<td>.2000</td>
</tr>
<tr>
<td>1881</td>
<td>.2000</td>
</tr>
<tr>
<td>1883</td>
<td>.2000</td>
</tr>
<tr>
<td>1891</td>
<td>changed by legislative act from one-fifth to one-sixth mill</td>
</tr>
</tbody>
</table>

In 1895 the change to one-sixth mill was declared unconstitutional, but that fall the State Board of Equalization, because of inadequate funds in the State treasury, reduced the College mill levy to one-sixth mill.2

With this decreasing income from both appropriations and tax levy, President Ellis had to finance an increasing enrollment and consequently expanded courses and larger faculty. His $16,500 in appropriations were used for a sewer system and for a part of the Horticulture Building. However, most of the money for nine buildings...
had to be squeezed out of the decreasing tax fund.

Beginning about 1896 the newspapers attacked the policies of President Ellis and the President personally. If the College needed funds for any purpose, the newspapers advocated that the Legislature should deny the request. Typical newspaper comments follow:

The expenditures at the State Agricultural College for the year just closed were $90,048.29, of which $38,484.81 was received from the general government. This is the institution from whose funds President Ellis draws $600 per month or $7,200 for ten months work. In other words, he takes for himself one-fifteenth of all the money raised to pay the fifty persons on the salary list, the building improvements, repairs, insurance, library, chemical apparatus, furniture, farmers' institutes, advertising, greenhouse, text-books and supplies. Many people have to work very cheap in order to leave enough for Mr. Ellis to draw his $600 per month. The state certainly ought to hire presidential brains at a lower rate.¹

With what sort of grace can a state institution that pays its president a salary of $6000 per annum—a sum nearly double the value of his services under the most favorable conditions—go before the legislature and ask for an appropriation for a new building, well knowing the state to be already burdened with a load of defaulted obligations? To ordinary mortals such an act would be an exhibition of cheek that should cause the blush of shame to mantle the face of a long suffering government mule.²

Contemporary men who knew President Ellis say he was worth $6,000 and was paid more than that when he left this campus, but few if any men on the faculty received more than $2,000, and the situation on the campus was as unhappy as was the relationship between the President and the newspapers.

For a time President Ellis continued to stand well with the State Board. On December, 1896, a committee was appointed by the Board to investigate salaries in general and adjust them "in conformation

with the prevailing financial conditions of the State; and because only the President's salary was high, the faculty and other employees resented the injustice of cutting all salaries. At the same time appropriations to the departments for equipment were suspended. This was increased cause for dissatisfaction on the campus.

The storm continued to rise. In 1897 a bill passed the Senate to limit the salaries of presidents of state institutions to $4,000, and to limit the pay of members of the boards of such institutions to actual expenses incurred in attending meetings. Because few of any of the other presidents were receiving as much as $6,000 a year this would have hurt President Ellis more than the others. When the bill passed the Senate but vanished, never to be found, before it reached the House, the newspapers accused President Ellis and some members of the State Board of Agriculture of hiring a lobbyist to defeat the bill. He, it was said, had defeated it by stealing it. Probably this was true.

In April, 1897, all salaries on the campus from that of the president to those of the poorly paid teachers, janitors, and gardeners were reduced. However, the President still received $5,400 and the newspapers of the State continued to assume that he was receiving $6,000 and they, therefore, attacked him more violently. By this time both Board and faculty were divided; united effort on the campus was increasingly lacking; but such people as C. P. Gillette, E. B. House, L. G. Carpenter, J. W. Lawrence, Theodosia Ammons and W. P. Beadden were truly giants in their own right, and it was they who taught the classes and did the research work.

2. Ibid., 25, 5-5-4.
In 1899, after a tie ballot and a new vote a few months later, Alston Ellis was not re-elected. L. G. Carpenter was for the second time considered for president, but declined to be a candidate,¹ and B. O. Aylesworth was elected.

¹. *Fort Collins Express*, June 1, 1899, p. 4. Quotes The Denver News.
THE PIONEER PERIOD

Chapter VI

Expansion Under Aylesworth
In the first years of President Aylesworth's administration the student enrollment increased, and largely because of the influence of Harlan Thomas, an alumnus who was on the Board, the standard of work was raised by discontinuing the sub-freshman course and advancing by a year the work of each of the College classes. In many lines of work sophomore courses were at a stroke put in the freshman year.

During these years two temporary but interesting departments existed briefly. One, Constitutional History and Irrigation Law was from 1902 to 1910 a continuation of work which had been offered intermittently since 1881; the other was the Department of Architecture, 1901 to 1905.

The Music Conservatory, which was not, strictly speaking, a department was organized in 1907 with Director Alexander Emslie in charge. The work was in a building on the campus, but it was entirely financed by student fees. Some students were registered for classes other than music, but many took only music.

Electrical Engineering. — From 1902 to 1905 Professor L D Grinn was in charge of a Department of Electrical Engineering which was more a department on paper than one in actual operation. Because of inadequate funds and equipment he resigned, and in 1905 Charles A. Lory came to the campus in charge of the Department of Physics and Applied Electricity.

In 1907 two young men, George Hl Glover and Charles A. Lory appeared before the Board and presented strong cases for the lines of work in which they were interested. As a result a Depart-
ment of Veterinary Medicine and one of Physics and Electrical Engineering were authorized.

Professor Lory with Ralph Parshall as an assistant had a room in the basement of Old Main. Here the young men taught classes in the day and built shelves, cupboards and equipment at night. The room was so small that the chairs occupied by students during lecture hours had to be moved outdoors, rain or no rain, during laboratory periods.

Veterinary Medicine. - In 1901 Dr. Glover moved to Fort Collins and began full-time work in Veterinary Medicine in "four large rooms" in the basement of the Commercial Building. (Now the Health Center.) By 1906 the rooms did not seem so large:

... fifty students were crowded into a stuffy little classroom in the basement of the library. ... six ... were standing taking notes. ... no room for them to sit down.

Since the only veterinary subjects were in the last two years, Dr. Glover taught all of these himself. Among the interested students were H. E. Kingman and I. E. Newsom. They were "nice kids" and promising. Of Ernest Newsom a classmate remarked in 1945, "He always knew where he was going. We knew he'd get somewhere."

H. E. Kingman was equally liked and respected. These promising youngsters were fortunate in beginning their work under George H. Glover, and fate was kind in giving Dr. Glover such assistants.

The first step both of these young men made in "getting somewhere" was that they, after earning veterinary degrees elsewhere,
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were Dr. Glover's staff when in 1907 three years of veterinary medicine leading to veterinary degree were established. Until 1935 both men continued on the Veterinary Faculty. At this time Dr. Kingman left to do research work at the Wyoming Hereford Ranch in Wyoming; Dr. Newsom continued at the College and is now Dean of Veterinary Medicine and Vice President.

One of the chief factors in Dean George H. Glover's success was his ability to pick good men. Doctors Kaupp, Barnes and others who were on the Veterinary Faculty as time passed were more than thoroughly competent men.

By 1906 the Commercial Department had been discontinued, and the library was above the basement which housed the veterinary laboratory and guinea pigs. Often fumes and odors emptied the library of all except the long-suffering Mr. Daniels and his assistants.

In 1908 the Board, wearied by Dr. Glover's much importunity, gave him the old horticulture barns which stood on the present site of Ammons Hall. With a barn, two classrooms in another building, and anatomy and bacteriology laboratories in the present pre-school building, the "vets" were really expanding—and everyone in the library rejoiced in their good fortune.

At this time, Dean Ernest I. Newsom reports, because the school had five veterinarians on its staff, it was accredited by the United States Bureau of Animal Industry.

**Domestic Science**, which had been formally initiated in 1895 grew vigorously under the pioneer but brilliant guidance of Theodosia Grace Ammons. In 1902 she was made "Dean of Women's Work and Professor
of Domestic Science," a position which she held until her death in 1907.

During the years 1899 to 1902 outstanding changes in the Domestic Science course of study were, as Miss Inga M. E. Allison points out: In the 1901-1902 catalog the announcement of a course in Philosophy of Home Making. "This study...is designed to treat the whole province of the home from a philosophical standpoint."1

In 1901-1902 Modern Language was a requirement in the second sub-Freshman year, with the choice of German, French or Spanish. Other subjects, somewhat unusual in domestic science were History of Architecture, Astronomy or Calculus, Evolution, Histology and Meteorology.2

In 1907-1908 there was marked emphasis on the biological sciences and somewhat less on physics and chemistry.3 In 1903-1904 a normal course which continued through 1907-1908 was begun. Of this Miss Ammons wrote in 1904:

The normal course in domestic science still attracts much attention, but on account of the prerequisites for entrance and heavy work in the sciences, many are unable to take advantage of its opportunities although they desire to do so.4

In addition to her campus work, Miss Ammons was very active in conducting the "women's work" at farmers' institutes and in preparing exhibits for and delivering lectures on the demonstration trains.

2. Ibid.
3. Ibid.
In the years between 1899 and 1907 much of the social life of the campus centered in the Department of Domestic Economy. If the "proof of the pudding is in the eating," the girls certainly had "proof" of their cooking. A week without meals served for guests seems to have been the exception. A few of the occasions reported in The Collegian are:

The young ladies of the cooking class remembered Dr. Ellis on his birthday, January 28, with a cake which they made in the department of Domestic Science. The Doctor expressed himself as being greatly pleased with the young ladies' kindness. Mrs. Ellis returned the thoughtfulness by leaving a cake at the department for the class. The young ladies wish to state that the cake was greatly appreciated and enjoyed.¹

What a pleasure it is to be a Senior, particularly when Miss Ammons sends invitations for your class to meet her at five o'clock dinner in the ever-pleasant Domestic Economy hall. In response to such an invitation, the Seniors repaired to that department on Friday, January 27th. They were greeted at the door by Miss Stratton. After spending a short time in the parlor looking at "antique" photographs, they were invited, by Mrs. W. W. Cooke, to the dining room, where an elegant dinner of five courses was served by Misses Cran-dall, Sharp, Coleman and Vezey. . . . The guests departed at an early hour to attend the rhetoricals given in the college chapel by the second division of the Sophomore class. The dinner was prepared by the young ladies of the Junior class and a few Irregulars, under the instruction of Mrs. W. W. Cooke. They justly deserve the full credit that was given them.²

On the evening of January 29, the Freshman girls entertained the young men of their class at six o'clock dinner, in Domestic Economy hall. The entertainment was given in honor of Austin Downey, the victor in the Sophomore-Freshman contest. The President of the class, Mr. Oliver Pennock, greeted Mr. Downey with a very pleasant address of welcome, expressing the appreciation of the class, regarding the honors so nobly won for them.³

On February 23, the members of the Faculty were invited to the Domestic Economy hall, to partake of a dinner, prepared

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¹ The Rocky Mountain Collegian, Feb., 1899, p. 64.
² Ibid.
³ Ibid., March, 1899, p. 73.
by the ladies of the Junior class.\textsuperscript{1}

The reception given to the Colorado College Glee Club by Prof. Ammons, in the Domestic Economy hall, on March 29 was a very pleasant affair. \textsuperscript{2}

Entertaining on the campus was not the only use to which the girls put their knowledge of cooking. Dinners at the homes were common. At one time Emma Hensel, nee Stuver; Nellie Arendt, nee Beach; Jessie Clark, nee Kissock; Matty Schureman, nee Markely; Mattie Atherly, nee Prendergast; and Ethel Schureman gave a progressive dinner—one course at each home. One guest changed his name as his hostess changed. George Morton, later head of the Animal Husbandry Department, had just entered college and was one of the boys invited. Since no girl knew his first name, they agreed that they should each call him a different name. Through a barrage of John, Bill, Tom, but never George, he laughed and answered, but kept his real name a dark secret.

The new century saw no diminution in the entertainment phase of the domestic science work. On Washington’s Birthday Professor Ammons and the junior cooking class entertained the senior class at an elegant breakfast. The young ladies wore Martha Washington costumes; the hall was beautifully decorated with flowers, potted plants, flags, drums, guns and eagles. The menu was on tiny hatchets.\textsuperscript{3}

This breakfast, given annually, was an occasion never forgotten. Alumni speak of it with pleased thrills of remembrance. In 1902 a colored mammy and butler said to have been imported from

\textsuperscript{1} Ibid., March, 1899, p. 73.
\textsuperscript{2} Ibid., April, 1899, p. 85.
\textsuperscript{3} The Rocky Mountain Collegian, March, 1900, p. 73.
"old Virginia" greeted the guests and after breakfast Pompey sang negro melodies.

In the fall of 1908, after Miss Rausch became head of the department, Mr. F. C. Grable, who was promoting the North Poudre Irrigation project, invited Miss Rausch, her staff and the senior girls to spend the afternoon and have dinner at his country home. Miss Rausch was glad to have her girls see beautiful homes and such new architectural features as windows in clothes closets, but a detail much more memorable to the girls was that the dinner was served by two colored men who wore white gloves.

On the occasion of the return dinner, served in the old Domestic Science Hall (now Music), President and Mrs. Aylesworth were among the guests. To Miss Allison was assigned the task of writing jungles for place cards. For Mr. Grable she produced:

A royal host was he
Who invited the maidens to tea
Where to?
Valley View,
In a tally ho, too,
So complete was the festivity.

Under Miss Ammons the girls not only entertained in Domestic Science Hall (the present Music Building), but they and their instructors canned fruit by the bushel for themselves and others and filled orders for weddings. At one time, soon after Miss Sarah Sutherland had arrived from New York to take charge of cooking, she agreed to make seventeen cakes for a wedding. To her intense chagrin, her repeated efforts were failures. Time was passing, and weddings don't wait. Miss Sutherland turned to her students to be who were accustomed to baking in this altitude, and Mattie Prendergast (Mrs. C. S. Atherly), Emma Stuver (Mrs. Hensel), and some girls in another
class began work. The girls who were not mixing, waited on those who were and cakes fairly rolled into the oven and out.

With all the cooking, sewing was not neglected.

Two very beautiful pieces of needle work were on exhibition for a few minutes at chapel one morning. Such exquisite productions of the needle are seldom seen outside of an art gallery. It was asserted by some who had visited the Pan-American exposition that there were no pieces on exhibition there equal to the two seen here. These two, a rose center piece and a pansy sofa pillow cover, were made by Mrs. Youtsey. Mrs. Youtsey is employed by the College in instructing the ladies in the Domestic Science Department in needle work. The College is very fortunate in securing such a proficient person as Mrs. Youtsey.1

Del Harris Coy has now in her sewing book samples of her work that truly must be seen to be appreciated; they are marvels of matching of small patterns in patching, and perfect in other details.

From 1903 to 1907 Margaret Prendergast (now Mrs. McLean) was in charge of sewing and it was during these years that men from the department stores in Denver came up to see the College style shows. Often one of the proprietors delivered in person an order Miss Prendergast had telephoned to Denver. Once Miss Rausch asked Dr. Corwin of the State Board if he would entertain the senior girls in his beautiful home in Pueblo. "Will they have the proper clothes and know when to wear them?" Dr. Corwin asked Miss Prendergast.

"They have the clothes. They made them in my classes, and they know when and how to wear them," Miss Prendergast replied.

The girls in Domestic Science learned things other than entertaining and serving meals. In 1907 members of the class in Home Nursing, accompanied by Miss Ammons, made a tour of inspection of

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1. The Rocky Mountain Collegian, Nov. 17, 1907, p. 9.
near-by hospitals and other institutions. In Boulder they visited a hospital, a sanitarium and the University; in Denver they were shown through the Underhill Overall Factory, St. Anthony's and St. Luke's hospitals, the County Hospital, the kitchen of the Savoy Hotel and the Agnes Memorial for Consumptives. In Colorado Springs the girls saw the State Institute for the Deaf and Blind and Colorado College. In Pueblo the places of interest were the C. F. and I. Hospital, the Insane Asylum and Dr. Works' Hospital for the Feeble-Minded.¹

In 1907 the death of Miss Ammons caused a pause in the busy life of the campus. Her place as head of a department was not an easy one to fill; it was impossible to fill her place in the State, on the campus and in the hearts of her students. A bit of verse on everyone's lips at the time of her death may serve as her campus epitaph:

To those who knew her not, no words could paint;  
To those who knew her, all words are faint.

Miss Mary F. Rausch was elected Professor of Domestic Economy. An alumna who had been on the faculty with Miss Ammons tells of meeting Miss Rausch at Iowa State and giving her some "pointers" concerning her personal application for a position at Colorado State (C.A.C.). "Be sure," she ended her admonitions, "that you wear white gloves and that every hair is in place." The same alumna insists that the advice reflected the meticulous dress and punctilious manners on the campus in that day. Years later, she says, when she returned to the campus, nothing so forcefully emphasized the complete change at Colorado State as the fact that

a professor wore brown shoes at a reception.

**Dean Corbett and Dean Johnson.** - President Aylesworth's administration is not marked as was that of Charles Lee Ingersoll by the founding of lines of work which are the bone and sinew of a Land-Grant College; but he did invite to the campus some men and women who helped pull the load when the going was hardest, and who wrote their names in the hearts of the students. In the places of honor which students hold sacred are Dean Virginia H. Corbett and Dean S. Arthur Johnson.

For more than thirty years Miss Corbett fought the good fight that the girls might have pleasant, cultured homes in which to live; she encouraged and supervised the first cooperative house for girls, and, at one time, with savings from her own inadequate salary bought a house so that she could provide quarters for a few of the girls. Religious in a wholesome, sincere way, with a sense of humor which brought sanity to many a troubled situation, Miss Corbett lives on in the hearts of alumnae.

Alice B. Curtis of the English Department who was associated long and closely with Miss Corbett wrote of her at the hint of her death:

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The light burns out!
From mountain peaks of snow,
Cold winds sweep low.

The light burns out!
How clear and far it shone;
As, high and bright,
You held the light.

Steadfast as star and sun,
Unswept by winds that veer,
Undimmed by fogs of fear.

Warm as the hearths of home;
Clean, golden, true—
The heart of you.
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A flame of selfless love!
The thousand tapers kindled at your shrine
Warm the world's heart, and mine.

The light goes out!
The lights burn on.

Alice Bertha Curtis

Dean S. Arthur Johnson was not trained in personnel work; he had no charts and tests with which to catalog and evaluate mental and emotional qualities; he simply knew and loved the genus, student. "The Dean" was never too busy to talk to students; they told him of their financial troubles and their love affairs. Many a boy is now a useful well-trained American citizen because Dean Johnson lent him money at the same time he gave advice, which kept him in college. Alumni everywhere still cherish letters—"the Dean" wrote them after they had graduated.

One alumnus writes, "In my memory of Aggies, Dean Johnson was the outstanding man on the campus, and by that I mean man, rather than teacher, ... " This student, now a man, with a daughter in college continues:

During their college years, many young men and women go through a period of considerable uncertainty and mental anguish ... occasioned by the fact that they have received certain religious training as children, and when they begin to study some of sciences, a conflict of ideas develops—Faith versus Fact. Apparently the Dean was aware of this problem, for one day he devoted all of the Zoology class period to a friendly discussion of religion and science. He used as an illustration the old prehistoric ruins in the Gila Valley of southern Arizona. Here, he explained, were definite evidences of an ancient civilization. Finger prints and foot marks in caliche mud, dried through the centuries, proved without a question of doubt the presence of Man. Here were the remains of his works. In a like manner, said the Dean, in the earth, the tides, the celestial accuracy of the stars, the amazing biotic
balances of Nature, we have evidence of a Mind and a Hand so all inclusive that it is impossible for us to understand more than the coarsest principles of Its manifestations. But the more we learn of science, the more we come to realize the wisdom and the power that controls it. Science, explained the Dean, is a study of the work of God, the Bible is some poorly translated scraps of the word of God. With a little liberality in translating the Word, there will be found that there is no controversy whatever between it and the Work.

Library, 1901-1910. - Mr. Joseph Daniels, the first trained librarian to serve in the College library, came to the campus in 1901. In 1902 he began instruction in library science; but, since he had neither class rooms nor laboratories, the work was done on the window sills.

At this time the library occupied 875 square feet of floor space, and here were placed 2,716 feet of shelving, periodical cases, reading room racks and tables and storage cases for documents and duplicates.¹

In 1902 Mr. Daniels began advocating a library fee; in 1903, because it was impossible to shelve more books in the main library, he opened departmental libraries. On January 1, 1904, the College library was designated a "Depository Library". This meant the addition of U. S. documents, many of which were of especial value for research in agriculture.

In 1905 Mr. Daniels was still modestly urging that a library requires space. He wrote:

The librarian had a desk once for two weeks in 1901, but the library was too small, and it was given up. Since that time the librarian has been keeping all papers in strawboard boxes which are now congested and impossible.²

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He urged that a committee be appointed to make long-time plans for the library, but this was not done until 1942.

In 1907 Mr. Daniels wrote:

"We have a very valuable collection of documents of the United States. It is probably second to none in the Rocky Mountain region, and, as a collection, it is unusual in the West... one portion alone (U. S. Dept. of Agriculture and the State Stations) is worth $2,000..."

Our collection of documents is worth about $10,000 at the lowest estimate, and it has cost us little more than $500 in money spent in market and freight. 1

In 1905 the library was moved to the building which now houses the health service... The basement was reserved for the rabbits and guinea pigs belonging to Veterinary Science. Most of the Veterinary laboratory work was in the basement. Sometimes odors arising therefrom emptied the library.

Mr. Daniels was the first librarian to center his efforts on the acquiring of technical and scientific books. Occasionally he made a collecting and buying trip, and in 1907 while on one of these trips, he sent home 10,500 pounds of books and magazines, most of them of scientific value. In all his buying he emphasized agriculture, engineering, domestic science and public health.

Occasional donations came to the library but it was always lacking in funds for the necessary books. Though Mr. Daniels had urged a library fee since 1901, he was so encouraged when such a fee of one dollar was assessed in 1908 that in 1909 he wrote:

I have always advocated a library fee, but the traditions of this institution are against all fees and I recommend

the fee without much hope—simply as a part of the duty of the librarian. This year it amounted to $375, and without it several departments might have gone without books.

The Music students had not paid the fee, since they were not registered as borrowers in the library. Without questioning, Governor Shafroth moved that the fee be increased to $2 a year per student; Mr. Corwin seconded the motion and it had carried.1

From this time on, though the amount varied, a library fee was assessed each student. However, the money was turned in to the general fund, and the amount which the library actually received was not the full amount arising from the assessment. Thus the library continued to be starved.

Mr. Daniels was the first librarian to save time and expense by purchasing printed catalog cards from the Library of Congress. In this, he followed a long-time plan. He bought cards for series which he did not have but hoped to buy later. Those cards, (without call numbers) were placed in the catalog with cards for books actually in the library. There, for nearly twenty years many of them were a nuisance to both library staff and the public.

Joseph Daniels resigned January 1, 1910, and Miss Charlotte A. Baker who had come to the campus as library assistant in 1906 became librarian.

The present librarian, Mr. James G. Hodgson, comments that Mr. Daniels by his buying and collecting laid an exceptional foundation for a State College library; Miss Baker took wonderful care of the Daniels acquisitions and added to them. He sees his duties as including both these lines of work and also as increasing the use of the library.

Campus and Buildings. - The buildings erected during President Aylesworth's administration were:

1899 - An addition to Mechanical Engineering.
1903 - The last addition to Old Main.
1903 - Electrical Engineering. Built for a heating plant but never used for that purpose.
1905 - Stock judging pavilion and barn.
1906 - Civil and Irrigation Engineering begun. [Completed in 1910.]

The Department of Mechanical Engineering began the administration of President Aylesworth with the one and only building on the funds for which were contributed by business men and other citizens of Fort Collins. This is the laboratory located just south of the main mechanical engineering building. The architects were Thomas and Thomas, Mr. Harlan Thomas of this firm having been graduated from the college in 1894.

When erected, each addition to Old Main seemed an economy and a necessity; but because of hodgepodge architecture and the many inconveniences, it is valued now chiefly by those who don't work there.

It was worth recording in 1903 that the ceiling was to be decorated steel and that it was called the most beautiful ceiling in Colorado. (Drama Club members, please don't comment that the steel and tin multiply the echoes in the room.) The stage in the east end of the old chapel was moved to the west end and an inclined floor put in the east end. Nine hundred and eight opera chairs were ordered, (The splintered remnants are still in use) and a gymnasium in the basement was a new and much-needed feature.

For the dedication of the last addition to Old Main, February 12, 1904, the room was lighted with more than 200 incandescent
The men and firms who made donations are:

<table>
<thead>
<tr>
<th>Name</th>
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<tr>
<td>Peter Anderson</td>
<td>James W. Lawrence</td>
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<td>Charles B. Andrews</td>
<td>Abner Loomis</td>
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<td>Andrew Armstrong</td>
<td>William B. Miner</td>
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<td>Frank C. Avery</td>
<td>August L. Rohling</td>
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<td>James A. Brown</td>
<td>Frank J. Schroeder</td>
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<td>Alston Ellis</td>
<td>Frank P. Stover</td>
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<td>Charles R. Evans</td>
<td>William C. Stover</td>
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<td>James C. Evans</td>
<td>Herbert E. Tedmon</td>
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<td>Benjamin F. Hottel</td>
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The Corbin and Black Lumber Company
Edwards, Budrow & Kissock
Fort Collins Courier
Fort Collins Express
The Fort Collins Hardware Company
Tyler, Stow & Company

1. List supplied by L D Crain in 1941, for a legend to be framed and hung in the building.
lamps! President Aylesworth spoke the dedicating words, and Colonel J. F. Tuttle, an orator whom the students much admired, centering his talk about Abraham Lincoln, gave the address of the day.

W. L. Carlyle spent two weeks in the East studying all the big horse barns before he could decide upon plans for the Stock Judging Pavilion.

The State Board, when an appropriation was made for the Civil and Irrigation Engineering Building, permitted Ralph Parshall and Horace Hubbell, (engineering graduated of 1904) to lay out the foundation for that building, and there the hole remained in the alfalfa field until 1910. The appropriation was not paid.

In 1904 the railroad siding for unloading coal was built, and thus we did away with the necessity of hauling coal in wagons; we also emphasized the nearness of the auditorium to the railroad.

In 1905 the campus telephone system which had not been a part of the city system was removed and new telephones which were a part of the city system were installed.

Flagpole. - Since the members of the Board wanted a single tree 100 feet long, they spent months finding a flagpole. Finally one lumber company wrote that it had one a 120 feet long but of course it could be cut. Bringing this pole around mountain curves was a task the railroads accomplished by fastening it at each end to a flat car but not fastening it to the intervening, supporting cars.

The dedication of the pole on September 11, 1901 was made the occasion for a Grange picnic on the campus, and nearly a thousand farmers and their families gathered for lunch in the walnut grove west of the Chemistry Building (now Health Service).

As the flag was unfurled 110 feet above the earth the
national salute was fired and the College band played "The Star
Spangled Banner". (Also in Silver Spruce, 1909, and one in
Nila.) Use under photograph,

"And for that flag, boy, never dream a dream but of serv-
ing her as she bids you, though the service carry you
thru a thousand hells."1

World’s Fairs. – The exhibits which the College sent to
various World’s fairs attracted many visitors to the campus and in-
terested men at other colleges from India and Persia to Germany, Eng-
land and Canada in the work done at Colorado Agricultural College.

Mechanical Engineering, Entomology, Agriculture won medals.

A relief map of the mountains west of Fort Collins and a
section of the State from these mountains to the eastern boundary,
made by Lewis L. Stimson, class of 1892, and sent to the Columbian
Exposition in 1893 attracted much attention.

In 1901 Experiment Station workers accepted with pride and
pleasure a grand prize award for an exhibit sent to Paris.

To the St. Louis Exposition the College sent: a car load
exhibit of grains and grasses and in response to a special request,
an exhibit of native Colorado woods prepared by Prof. Crandall for
the Chicago fair; photographs of the domestic science work; a me-
chanical engineering exhibit, an entomological exhibit, etc. The
State of Colorado won five grand prizes at St. Louis and 150 gold
medals, the largest award given to any state in the agricultural
building. Four of the grand prizes went to College exhibits.2

Had the College kept a guest book during the first few

1. Silver Spruce, 1909, frontispiece
years of the century, famous names would have dotted its pages. In August, 1904, a commissioner and a prince from Ceylon and a Representative from Egypt came to learn of Colorado agriculture and irrigation. In December, the same year, more than a thousand persons welcomed William Jennings Bryan as a thinker and an orator, and each left the meeting "... with a determination to use all his influence to speed the time when that flag... shall be defended with the brain and not with the sword."

At a banquet for Bryan, Margaret Prendergast was asked without previous warning to respond to a toast.

It was on the occasion of this visit that Bryan, being shown over the College farm, saw a fine young bull and offered to trade one of his for it, sight unseen. W. L. Carlyle who was in charge of the stock hesitated, but was urged on with elbow nudgings by the Democratic Party members of the State Board. When the Bryan calf arrived, it was such a scrawny, pitiful specimen that the same Board members advised Carlyle to "feed it up quick, get it fat and sell it," but feeding it was like pouring grain into a hopper; no fat appeared on the hopper.

In May, 1905, Governor McDonald was welcomed with a seventeen round salute.

In May, 1906...

La Follette held the closest attention of his great audience for over three hours—not by the eloquence of a Wolcott nor by the magnetism of a Bryan, but by the personality of a man who has something to say, and is in deadly earnest about it.

And so the list of congressmen, the Secretary of Agriculture, livestock men, and others continues.

B. O. Aylesworth who became President in 1899 favored athletics. Soon after he came to the campus, he delivered a speech "that made even the girls want to play football," and he was as much in favor of other games. Believing that the presidential support meant much, Pat Hurley wrote for *The Collegian*:

We've started in afresh this time  
For a new and prosperous year,  
The football craze is all alert  
We see our way more clear.  
We'll bury memories of the past,  
We thrrob with coming joys,  
For at the head of C. A. C.  
Our president's with the boys.  
We honor him; his praise we sing,  
And sing it with a vim;  
We'll do just as our "leader" says,  
And put full trust in him.  
He's with us, boys, for all that's good,  
So lift our banners high;  
We shout our victory loud and long,  
The crowning day is nigh.  

**Baseball.** — In the nineties the baseball players caused less comment than those attempting football and won more games.

In 1903 the senior-faculty commencement game was unique among baseball games, the umpire being armed with a Winchester rifle.

Such an exhibition of the national game will probably never again be witnessed at the College. The faculty lined up as follows: Prof. House, catcher; Prof. Boyd, pitcher; Prof. Rawley, short stop; A. H. Orth, first base; Prof. Gillette, second base; Dr. Aylesworth, left field; Prof. Lawrence, center field; Dr. Headen, third base; Dr. Thomas was on the hospital list and his place in right field was taken by Hadley. Prof. Traber was water-carrier for the victorious faculty and Prof. Theodosia Ammons acted as chief of the hospital corps. Hon. Alva Adams armed himself with a Winchester rifle and made his first and probably

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his last appearance as umpire. His decisions were not disputed on a single point. The game was full of sensational plays. Er. Aylesworth's perfect batting score and Prof. Gillette's great fielding being features of the game. The only reason why every member of the faculty team did not take an inning in the pitcher's box was because the game only lasted seven innings. Score: Faculty 14, Seniors 10.

In 1905 the Aggies won the championship in baseball with Gump and Grant as pitcher and catcher, Rice and Thomas as brilliant fielders and Charlie McMillan on first base and as one of the "heavy stick" men of the season.

In 1906 the high hopes for another championship were dashed by the formation of the Faculty Athletic Conference and the adoption of rules which disqualified some of the best players.

The names of players in a business men-faculty game in 1908 again caused "old timers" of both town and gown to say "I knew them when . . . ."

The Collegian tells the story:

From Courier: Hard luck—that's all. That tells the story of the defeat of the Business Men's baseball nine by the College Faculty team on Durkee Field Monday afternoon, April 27th, in one of the snappiest and fastest games of ball ever played in Colorado—if you don't care what you say. The drouth and the financial stringency were the two chief elements in contributing to the defeat of the business men, along with a few errors in the field.

President Aylesworth officiated as umpire and, on the whole, there was little kicking on his decisions, as he favored each side alternately in order to save his own hide. The features of the game for the business men were the long and runs made in deep left by H. M. Balmer, who thought he was playing football, the easy restfulness by Pat Hurley in the right garden, the rapidity with which L. R. Temple on first base shed his glove every time he threw the ball. For the faculty, the features

included the good stick work by Prof. House, who, in overalls and a bald head looked like anything but a ball player and did nothing to deceive appearances; the pretty catches by Kingman in the left and the home run by Rothgeb.

Blackmer and Len Hoffman did the battery work for the business men, Blackmer striking out fifteen men and allowing but six hits. For the faculty Cammack pitched, striking out 12 men and giving his opponents eight hits. House was his backstop and he did well till he hurt his finger. The umpire refused to let him go home for his arnica and he had to play out the game in injured condition.

The final result:

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<tr>
<th>Business men</th>
<th>Prof.</th>
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<td>Dwyre</td>
<td>Hurley</td>
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Track. — About 1903 or 1904 a student registered for the spring term who could really run and interest in track grew magically. Business men clocked him and found he could do 100 yards in 9 3/5.

Thereupon, business men, students, faculty and, it was reported even Dr. Aylesworth, put up money on him and there were plenty of takers.

Two students held stakes.

The runner lost and never returned to the campus—fortunately for him. The stake holders did return and were met at the train by a delegation of students and taken to the gym in the basement of Old Main where a kangaroo court was held. The prisoners insisted they had been only stake holders and had turned over the money as

they were supposed to do, but the students told them they had better leave the campus on one way tickets.

They took the advice.

However, the mother of one of these boys appeared before the faculty to protest the student action. The faculty listened but did not reverse the kangaroo court decision. The mother came out from the meeting declaring, "I thought the faculty was composed of Christians and Unitarians, but I was mistaken."

Records of which the College can be proud were made in 1907 by Jack Nelson who ran the 100-yard dash in ten seconds and the 220 in twenty-two seconds.

There was no student body organization or a poor one and "Smokers" with programs of music, dramatic and athletic stunts were the means used to finance the track and field meets.

Celebrations after games were not unknown. The boys who through successive college generations had fired the old cannon for all kinds of salutes and celebrations "did themselves proud" when after the Mines game, the Aggies dragged the cannon to the side of the railroad track, crammed the old guns to the limit and beyond and fired a parting shot to give the visitors a good send-off.

With unusual under-statement the *Weekly Courier*—records: "It is supposed that they heard it all right. It is said that the concussion was too much for the car windows."¹

The fact is that almost every car window was broken, and money to pay the bill had to be found on the campus.

President Aylesworth helped the boys improve their field, helped the financing with personal contributions and by giving his support to the assessing of fees for athletics; but for some years the Aggie football team existed so other teams would have something to defeat. The Collegian records show that in 1902 they won one game in six; in 1903 two out of four; one out of five in 1904; 2 out five in 1905, one out of four in 1906. In 1907 the Aggies lost the three games they played; in 1908 they played two and lost both; in 1909 they lost one and won one; and in 1910 they won one in six games.¹

George Toomey, the first man recognized as coach came in 1900; Giffith coached in 1901 to 1903; John H. McIntosh was here in 1904 to 1905; and Claude J. Rothgeb from 1906 to 1910. Harry Hughes joined the Aggies in 1911.²

Physical Training for Women 1899 – 1909. — When Miss Ammons came to the College to establish work in Domestic Science, she helped the girls with calisthenics for a time; but they were left without physical training of any sort when she was on leave because of illness.

When in January, 1899, the use of the gymnasium was given to the boys, the girls were excluded and practiced basketball, under the leadership of Margaret Prendergast (Mrs. McLean), in Loomis Hall down town.³

In 1900 Miss Ammons returned to her college duties, one of

2. Ibid.
which was instructing the "young ladies" in physical culture; in
the same year, Mr. Toomey, the football coach, coached the women
in basketball and physical culture.

In 1902 the girls under Miss Mabel Mead practiced basket-
ball in the new college barn, but played on the athletic field.
That the male support of the girls team was poor is indicated by
the fact that "... after ten minutes of the game there were a
half dozen footballs and as many boys inside the lines all the time."1

In 1903 we could "point with pride" to the girls basketball
team. The Collegian for April 20, 1903 states: "... C.A.C. girls
may rightfully claim the state championship as they have challenged
every team in the state and have won from all that have played them. ..."

The games and scores were:

Wolfe Hall  U. C.  9  10
Wolfe Hall  U. C.  17  15
Wolfe Hall  M. T. H. S.  5  10
Fort Collins High School  4  13
U. C.  11  12

When in 1904 the gymnasium in the basement of Old Main had
been equipped, the girls played there without, we hope, any inter-
fERENCE FROM THE BOYS PLAYING FOOTBALL.

In 1908 Mrs. Agnes Upson, wife of a local physician, took
charge of physical training for women. This year the College Tennis
Association was formed and secured grounds east of the Mechanical
Engineering Building. This year, too, the first of a series of gyn-
masium exhibitions was given. In 1908, for the first time, the girls
taking gymnasium and exhibition games, played cricket.

1. Ibid., p. 3.
2. The Rocky Mountain Collegian, Apr. 20, 1903.
In the spring of 1909 thirty-two young women, dressed in white gave a May Pole Drill at the May Night Cranival on May 1. The middle of May the gymnasium work was discontinued and the girls reported "to Miss Corbett every Tuesday evening for a profitable half hour listening to accounts of her travels."

Basketball and Baseball. Probably because of the lack of a gymnasium, basketball was not started until 1901, but even then the gymnasium was not well equipped and the sport for boys did not flourish. The girls did better in finding a place to practice. However, in 1905 the boys were State basketball champions. This being the first championship the college had won in an organized sport, the faculty shared in the rejoicing and the men on the team were awarded blue enameled pins and for one year the team had possession of the Spalding Baseball Trophy award to the champions of the State.  

Golf. - That the faculty interest in sports was not confined to an occasional baseball game is indicated by a golf club promoted and organized in 1902 by Dr. George H. Glover and E. C. Buffum. The links, located west of the barns, extended to Shields Street. Miss W. H. Corbett was chairman of the Green Committee.

Playing Fields. - In 1899, encouraged by the sympathy of the new president, B. O. Aylesworth, the boys looked about them and decided that an orchard of dead and dying trees which occupied the ground between the present Botany and Agronomy buildings should be

2. Coach Harry Hughes, ms. 1893-1919.
3. Silver Spruce, 1907.
rooted out and the ground devoted to athletics. The cat tail swamp which crossed the campus deepened into quite a gulch about where the men's gymnasium now stands. The students surveyed the area through which this ran and presented their plans to the Board. In spite of some criticism from the Grange because of the removal of the orchard, the plan was approved.

Farm teams, farm wagons suitable for moving dirt and accompanied by farm shovels, appeared on the edges of the gulch. Every afternoon fifty to one hundred students manned the shovels and drove the teams. Wagons were filled on the south margin of the gulch, driven around to the north side, dumped, and the circle repeated.

"The way we moved dirt would astonish any present day contractor. . .\[1

The State Board put in an underground drainage system, and the first athletic field on the campus was completed. At first everyone enjoyed it—the players, and the crowd who stood or sat on all four sides of the field to watch a game; but, taking up a collection was a poor substitute for paid admissions, and paid admissions being impossible because the field was not enclosed, athletics continued to languish for lack of funds.

In 1901 Charles Durkee, a former student, gave $650 for a tight board fence six and a half feet high to enclose the field. The money was accepted, the field was named Durkee Field, and the fence was built around three sides of it. On the fourth side was the railroad track, and with three sides of the field fenced, the "deadheads" now settled on the railroad tracks.
After considerable negotiation, the railroad company gave the students permission to keep the track clear during a game. For a time the local police did this, and, presumably, gate receipts went up; but the police became weary of well doing, and their successors were faculty men interested in athletics. "I don't think I ever had a real 'knockdown and drag out,' but very often it didn't lack much of it," writes Professor E. B. House who often served as policeman.

That President Aylesworth recognized the inadequacies of Durkee Field, fence and all, is indicated by his motion in State Board meeting in December, 1904,

... that the Farm Department be ordered to break up the ground south of the walnut grove for a new athletic field and that the athletic field be moved one year from now if deemed advisable. 2

The walnut grove was then where it is now, east of Ammons Hall and, since at that time, Mechanical Engineering and the present Infirmary were the only buildings west of the railroad track, a lack of space was not the consideration that killed the president's motion. However, it did not pass.

In 1907 the students helped to build a grandstand on Durkee field. It seated only about 200 but was far more than 200 times better than no grandstand. Professor J. W. Lawrence said of it,

The construction is certainly superb, the best of fir having been used and the most skillful mechanics employed. The students liberally and cheerfully gave their time and labor in settling the foundation stones. 3

3. The Rocky Mountain Collegian, Nov. 1, 1907, p. 10.
The First Track. — The approval of the president, cooperation, and willingness to work on the part of the students meant in 1903 a cinder track on Durkee Field. On February 27, Professor Bainer of the Farm Department drove the "large Reeves steam traction engine drawing a large dirt excavator," on the field and began work.

On March 13 the work was completed.

... over twenty-five teams were busy hauling cinders the entire afternoon. The cinders were donated by the sugar factory and the teams, some of which were loaned by public spirited citizens and others hired with money donated by other prominent men of the city, were hauled from the factory to the college.

The students were separated into groups and while one crowd went to the factory and loaded up the wagons, the others were at the athletic field spreading as the wagons brought the cinders. Boys from the Civil Engineering department did the surveying and the grader and other machinery necessary to such work were taken from the college.

After all the work and enthusiasm put on Durkee Field, much of it was a bed of rocks in all seasons, except when in winter the drainage was inadequate and the field became a lake. When this was frozen, the skating was excellent.

Rocky or flooded, Durkee Field was the Aggies had until Colorado Field was built in 1912.

Financing Athletics. — The real turning point was in securing money when Dr. Aylesworth smiled upon physical exercise. In 1902 the Board appropriated $350 for use of the Athletic Association, and in 1903 Dave Roach headed a student committee which asked

1. Ibid., March 7, 1908, p. 11.
2. Ibid., March 21, 1908, p. 4.
the Board to collect from each student a fee of $3 which, together with admissions, was to finance the games. When the gymnasium in the basement of Old Main was nearing completion in 1903, the Board voted a $3 gymnasium fee, but the State Grange protested against this and the fee was put into the general fund, with the understanding that it was to be used to pay the physical director.

In 1905 President Aylesworth suggested that the student body petition the State Board for permission to collect an athletic fee from each entering student, the fee to be a student fee but collected by the faculty with the sanction of the Board. This was the first approach to adequate financing.

In 1909 Carl Horn led a movement to require every student to purchase a $5 season athletic ticket.

Student Activities other than Athletics. — The administration of President Aylesworth is the first in which athletics overshadows other student activities. The literary societies in the early years of the new century were still vigorous; in fact the Battle of the Banner was in this period, but before 1909 these societies were on their way to oblivion. Debating and oratory as conducted in the old days were changing and were on the way to be called forensics.

In 1906, E. J. Iddings, now Dean and Director of the College of Agriculture and the Agricultural Experiment Station of the University of Idaho, won the State oratorical contest in Denver in competition with all the colleges in the State, and thus repre-

2. B. L. Macdonald, "Notes on Athletics", p. 2. MS.
sented the College and Colorado at the interstate contest in Topeka where the winner in the National contest was selected.

Dramatics was a constant but not regular activity.

**Dancing.** - The attitude of the campus toward dancing was, in the first decade of the century, showing almost a complete about face. Though the word does appear in The Collegian for April 1, 1903, that "All students who participated in the dance in the main building after the basketball game Friday evening, March 20, were suspended until further notice," yet dancing was more and more tolerated and even encouraged. One wonders if the dance after the basketball game was objectionable for reasons other than merely dancing, for the Silver Spruce, 1903, records the organization of the cadet social club whose main purpose was dancing.

Military balls were not uncommon and banquets were the order of the day. In 1906 guests to the number of 234 sat down to an "elegant banquet" served in the Armory by ladies of the Unity Circle. Harvey Riddell was toastmaster, speakers were David Roach, 1903; Dr. Geo. H. Glover, 1884; Miss Ida Wadsworth, 1907; and E. J. Iddings, 1907.

**College Band.** - Few organizations on the Colorado State College campus are more deservedly popular than is the Aggie Band. Student rallies, athletic contests, ceremonies of state find the band present with its martial strains to cement more firmly the bonds that bind Aggies together—that fraternal bond known everywhere so well under the name of "Aggie Spirit."

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Because of its relation to the military training unit it was organized on the lines of a United States army band; it is never-the-less strictly an Aggie organization and one in which every college man and woman and townsman takes a justifiable pride.

The college band is an outgrowth of an old-fashioned drum and bugle corps which served with the cadet corps in the early days. Impressed with the inadequacy of this form of music and imbued with the belief that Aggies should and could have a real band, a group of students who were playing in the Fort Collins city band met in the fall of 1901 and laid plans toward this end. Dr. Charles Jones, who was then a student called upon the faculty and secured their permission for its organization, this being granted with the stipulation that the students must be able to demonstrate their ability to perform in public concert within six weeks. Needless to say, the boys made good, and Aggies have had an organized band ever since.

Rehearsals were first held in the Mechanical Building; later in the library. The first director was Albert Baylis of Grand Junction, a student. About thirteen men comprised the original membership; among them was Dr. Jones, who played trombone, and has been associated with the band almost continuously. He has been the business manager since 1913. All names and addresses of the thirteen charter members are not known. The ones known are: the late Ray Baxter, former U. S. Park Commissioner, Ambrose Sherbino of Silverton, Colo.; Bernard Hensil of Grand Junction, now an electrician in Los Angeles; Lew Martin and John Littlefield both of Fort Collins; Ezra Baer, now a successful cattle raiser in Meeker, Colorado; Rankin Jones and D. L. Carver; addresses unknown.

The first college concert tour was made by the band, orchestra, and glee clubs in April, 1902. The following story is taken from the Rocky Mountain Collegian of April 8, 1902:

"The most gratifying accounts come to us of the progress of the glee club, orchestra, and band on tour through the state. At every entertainment so far given they have appeared before crowded houses. The Denver papers are especially loud in praising the boys." From the same copy of the Collegian

1. Gregory Brecheisen gleaned most of the information about musical organizations from The College Catalogs and The Collegian.
we quote: "Parshall thought Florence the nicest place only the cases did get heavy....C. E. in Denver: "Say, how do you do when you want to talk over one of those telephones"?....B. Hensel spent most of the time shining his horn and studying calculus....Sharp, who was director of the orchestra bet a dollar that Kennedy could not climb to the top of Castle Rock and back in half an hour—he did it in just twelve minutes."

The following fall the band was under the leadership of H. G. Petty, a Fort Collins jeweler and then the director of the city band, who conducted the college band until a regular director was secured.

The following spring, 1903, the combined orchestra, band, and glee clubs again toured the state. The program, participants, and itinerary follow:

**Program**

**Part I**

1. Selection from Bohemian Girl
   College Orchestra
   *Halfe*

2. Pilgrim’s Chorus, from Tannhauser
   Glee Club
   *Wagner*

3. Monologue
   Mr. Henry H. Orth

4. Chalk Talk
   Mr. W. T. Rosenberg

5. A Vocal Combat
   Glee Club
   *Halfe—Buck*

6. Overture—"Idealistic"
   College Band
   *Brooks*

**Part II**

1. College Songs
   Glee Club

2. Tenor Solo—"In Love’s Tender Keeping"
   Mr. Frank H. Ormsby
   *Roy L. Smith*

3. Irene Waltzes
   College Orchestra
   *Bennett*

4. "You Are a Soldier Boy"
   Mr. Orth and Glee Club
   *Doty*
5. Quartette—"On the Sea"  
Buck

Messrs. Ormsby, Auld, Schureman and Veachey

6. Waltz—"The Beautiful Blue Danube"  
Strauss

Glee Club

Glee Club


Orchestra


Band


The dates for performances are scheduled as follows:
Fort Collins, March 30 and 31; Longmont, April 4; Leadville, April 6; Buena Vista, April 7; Grand Junction, April 8; Delta, April 9; Gunnison, April 10; Salida, April 13; Canon City, April 14; Florence, April 15; Pueblo, April 16; Denver, April 17; Loveland, April 18; Greeley, April 19.

Band directors who followed Mr. Barton were:
1906; Henry Giller, 1905-06; W. E. Runge 1906-1917; Dr. W. H. Feldman, 1917-1927; Dr.
Richard Bourne, 1927-1937; Gregory Busche 1937 to the present.

Drs. Feldman and Bourne were members of the veterinary faculty.

W. E. Runge is a music dealer in Fort Collins, and his son, Bill, who played clarinet four years in the band is a teacher in New Mexico.

While Dr. Feldman was director, the R.O.T.C. band club petitioned Kappa Kappa Psi, national honorary band fraternity and a local chapter was installed in May 1924. The student band members who comprised the club were:

James E. Wiley; C. D. Clark; Warren V. Turner; Secretary-treasurer; G. B. Blukendorfer; John R. Little; Hugh Pennock; Maurice Little; E. F. Turner; Hubert C. Rieder; C. A. Cazaly; Robert T. Turner; Lester E. Griswold; Kenneth D. Arbuthnot; J. Alberta Sutcliffe; Harold O. Peter; and L. F. Butler. The qualifications for membership in Kappa Kappa Psi are: first, musical aptness and ability; second, personality and ability to do and lead; third, scholarship.

... Dr. Bourne not only raised the standard of the Aggie band but contributed much in building character among his men. He was beloved by every band man who performed under him.

In 1933 the Intercollegiate Band was organized. This organization was comprised of the best instrumentalists from the University of Colorado, Colorado State Teachers' College, Colorado Agricultural College, Colorado College, and Denver University. Two years later Wyoming University was added to this group. Each year in the spring three concerts were given. Every other year concerts were given in Fort Collins; these concerts aroused much interest in the student body and townspeople. This organization also generated much enthusiasm among college band directors and their men. Because of its professional personnel and fine instrumentation it raised the standard of band music in Colorado. C. A. C. was represented in the first concert given in Denver by thirty-two men. They were as follows: Gordon Ayres, in 1940 Gordon became director of instrumental music in Fort Collins schools serving for two years; Marion Faer; Clyde Bean; Harry Balingir; Meredith Knight; Louis Liedman; William Runge; Maurice Scriven; Paul Thompson; Joe Weber; Harry Lancaster; Wilson Longmore; Ralph
Mathews; Clarence Johnston; William Edwards; Fred Johnson; Max Sisson; Carrol Wade; Robert Weldon; Joe Foster; Frederick Ryan; Joseph Fry; Donald Jarvis; Bernard Riddel; Ray Maley; Raymond Fawin; Fred Sabott; Stanley Zeger; Howard Beard; Charles Nicholson; and Carl Ritter.

Y. W. C. A. and Y. M. C. A. — The Y. M. and Y. W. were active on the campus in the first years of the new century. Miss Virginia Corbett who came to the campus in 1900, was on the faculty thirty-two years and was Dean of Women twenty of the thirty-two, from the first took a great interest in the girls. It was her idea to give a May Morning breakfast to earn money to send a delegate to the National Y. W. convention. One of these, May 9, 1903, in the Domestic Science Hall. (Now Music Building). Mrs. Harry E. Kingsman (Edna Garbutt) tells of rising at five a.m. to make biscuit for her class table. Each class had a table decorated in class colors, the band furnished music and the guests enjoyed hot biscuit and butter, home made jam, ham, eggs and coffee.

"Chapel" was still required, but the type of pranks indulged in had changed. Back in the eighties the students threw notes hither and yon. In the middle nineties the boys soaked a dog in carbon disulphide and turned him loose in chapel. President Aylesworth rose and quietly, with perfect composure and dignity, adjourned the faculty to another room for faculty meeting, thus leaving the students with the dog.

At the next chapel meeting, as President Aylesworth finished introducing the speaker, Harvey Riddel adjourned the students to another room for a student body meeting, thus leaving the faculty alone with the speaker.
It was in the middle nineties, too, that the first local sororities were organized.

**Clubs and Fraternities, 1899-1907.** - In President Aylesworth’s administration Alpha Zeta, the first honorary fraternity, appeared on the campus. Organized in 1906, its purpose was to recognize scholarly attainment in agriculture.

An important feature of student life early in the new century was the organizing of technical clubs such as, The Colorado Civil and Irrigation Engineering Society in 1902, Domestic Science in 1903, Modern Language in 1904, the Engineering Society in 1907.

The engineering group meant business. At the first meeting a committee was appointed to draft a constitution and by-laws, and it was agreed that papers read should be kept on file. The graduates of the Civil Engineering course who had been active members of this society received with their diplomas a certificate from this society. *(For names of those who to 1907 had received this certificate, see appendix No.)*

The Agricultural Club, organized in 1900, began with a program "scientific and musical" and finished the evening with games in which members and their guests participated. Within four or five years the amusement features were dropped and training in speaking was emphasized.

About 1906 or 1907 the Ag Club began the custom of welcoming annually the Short Course students *(Not C.S.A.)* with a "feed," the purpose being to make these boys acquainted with the work in agriculture. When Professor Cottrell refused to give one of his
pigs to be roasted for the meal, the committee was "up against it," but whether the piggery was short a hog, both roast pork and roast lamb in bounteous quantities were carved by Dean Carlyle as chief carver and Prof. Johnson (S. Arthur) as assistant. 1

Burt C. Buffum, Professor of Agriculture from 1900 to 1902 published *Agricola Anidus*, a strictly agricultural periodical. Worthy papers given by the Agricultural Club were included in this; 2 in 1914 the Club obtained a chapter in the Collegiate Country Life Club of America. 3

A Junior Chapter of the American Veterinary Medical Association was organized in June, 1907. Like the engineers, the "vets" were strictly business.

That the Domestic Science Club was anything but strictly scientific is shown by a program which the members, having in mind, the "... social and literary lines of their work" gave in 1903. The entertainment, given by the Domestic Science Club, at the opera house, March 7, was a most decided success. The house was well filled and everybody present enjoyed the program very much as the character of the entertainment was so entirely different from anything heretofore given. Mr. Spaulding is to be congratulated on the fine taste which he showed in arranging the groups, tableaux and pantomimes. Although the lights were not the best, the general effect was splendid. The statue groups could hardly be distinguished from real marble and the tableaux set one to dreaming of events which happened centuries ago. The rendition of Meyerbeer's aria, "Most Noble Lords," *Les Huguenots*, by Miss Paulyne Perry, is beyond criticism and the enthusiasm with which she was encouraged proved her to be an artist as a vocalist. The pantomimes were beautiful. A better effect could not have been produced. The farce was short and rather odd, but at the same time it was well produced, with plenty of funny things to keep the audience laughing most of the time. 4

2. *Silver Spruce*, 1903, (not paged)
3. Ibid., 1917, p. 154.
The Modern Language Association of the Agricultural College of Colorado did not adhere to its basic subject matter any more closely than did the domestic science girls. The membership of the language group was over 100. The first program, given in the chapel (Old Main auditorium) October 28, 1904, included both vocal and band music, a lecture on Goethe by Dr. Moench and an opening address by President Aylesworth.

After this meeting the treasurer reported a surplus in the treasury. This was too much! Professor Ammons gave the Domestic Science Hall to the Club for November 15. The "frauleins," "senoritas" and "mademoiselles" were responsible for decoration. After several musical numbers and short speeches, Miss Ammons capped the climax by a fine address on the importance of the study of modern languages, and recited in German, French and Spanish. We believe, also in Spanish.

The program concluded, club members and guests ate five to ten gallons of ice cream with comparable quantities of cake. (How much and how often they ate in the good old days!) Then the students went home to prepare for final tests in German, French and Spanish. (Another old custom which continues to the present!)

The band, as distinct from an earlier drum and bugle corps, was organized in 1901. (See Music).

In President Aylesworth's administration the first fraternities and sororities appeared on the campus. The fraternities which through evolutionary changes became nationals were: the O. B. Club, organized in 1902, became Alpha Kappa Epsilon and in its final The Rocky Mountain Collegian, Nov. 16, 1904, pp. 7-8.
stage in 1915 was Sigma Nu; the Tree Apes became Tau Alpha in 1905, and in 1915 Sigma Phi Epsilon; Sigma Delta first appearing in 1906 became Alpha Tau Omega in 1920.

While three local sororities were strong between 1899 and 1909, only one of these, Tau Epsilon Tau, organized in 1902, became a national. In 1917 it became Kappa Alpha Theta.

Certainly the students at the end of the nineteenth and the beginning of the twentieth centuries were energetic, mentally able and vocal; they organized, and they talked about their organizations. One group, prompted by the fundamental need for food and the economic need to keep the price down, was the San Juan Boarding Club. The Collegian says of this modest group:

We, the rip-ram-snorter pumpkin-huskers, tachymeter squinters, and caliper manipulators of the San Juan Boarding Club, in order to form a more satisfactory cuisine, establish boarding felicity, insure domestic equanimity, provide for the summum bonum, promote the general welfare, and secure the blessings of mastication to ourselves and our (future) posterity, do ordain and establish this boarding club for the students who are the recipients of an abundance of sympathetic assistance, but who need something more substantial; or, in other words, for the sole purpose of reducing the price of chuck... 

Ralph Parshall, whom the irrigation world recognizes as an expert in his field, was once steward of this group; Charlie Burnheimer, now in a bank in Brickenridge, learned his first lessons in financing the same position.

The Grub Club, organized in 1904, was a similar group. Its great object is to give the students of this institution three square meals a day, and we can truthfully say that it is full-filling its mission, although we can always tell Grubb Club boarders on account of the numerous complaints with which they are afflicted, among the most serious of

1. The Rocky Mountain Collegian, June 1899.
these are: worn out teeth, swollen gums, ulcerated jaw bones, and blistered tongues, together with severe attacks of indigestion, colic, biliousness, and occasional bloat.
THE PIONEER PERIOD

Chapter VII

The Aylesworth Disaster.
While courses of training which were of practical value to the young men and women of Colorado had been inaugurated and firmly established under President Ingersoll and had been continued and expanded by President Ellis, people of Colorado did not realize their own need of this training or its function in building the State. Colonel Ralph H. Hess, Class of 1897, and now on the faculty of the School of Business and Civic Administration of the College of the City of New York comments on the fine development of the College in 1899, but adds that the work

... had not been geared into the resources of the State and Nation. ... the legislative and administrative agencies of the State; including the State Board of Agriculture had not become fully aware of the realistic potentialities of the College. They had yet to learn how to utilize its facilities as intended by its Charter and to understand the powers in the progressive technological development of the State. ... with Aylesworth to stir it into action, the sinecure Board of Agriculture discovered that it really had a mission in the progress of the State.

President Aylesworth, a minister, was genial, a fine speaker, and a good presiding officer; he had a sense of humor and a genuine liking for people. Last but not least, he tried to avoid political controversy. However, though he made it his first task to open the eyes of men of Colorado to the fact that it was the characteristic and natural function of the College of Agriculture and Mechanic Arts to contribute to the agricultural and industrial development of the State, he succeeded only in a measure. He faced and was the victim of a movement common in the growth of Land-Grant Colleges, a movement to stress agriculture and greatly minimize other lines of work. In President Aylesworth's administration some of the State
Board members were determined to make the College an agricultural college with heavy emphasis on agriculture.

Learning Colorado was no small task. Its area, its altitude rising from 3,385 feet to the greatest number of peaks over 14,000 of any state in the union, its diverse topographical features, its light rainfall—all these conditions made much of the agricultural knowledge accumulated in the humid, low altitude states useless in Colorado, and made facts learned in one section of the State of little value in another section.

At the College, engineering had grown more rapidly than had agriculture because of a very urgent demand for engineers in irrigation, and because engineering as a profession had long been standardized and agriculture had not been. Men in the State said, "If my boy wants to study engineering, I'll send him to college; if he wants to farm, I'll teach him all he needs to know."

Engineering could make use of a body of accumulated and tested principles; agriculture did not have this background either nationally or in the State, and the agricultural facts available were frequently inapplicable in Colorado. Acquiring a body of knowledge concerning the mile-high State was no small task.

By 1900 some men on the Board, possibly not knowing they were recapitulating the race history of Land-Grant Colleges, determined to make Colorado State an agricultural college; other members of the Board agreed that agriculture should be more stressed, but not to the extent of sacrificing other things.

Two strong men, W. L. Carlyle, an animal husbandry expert, and Walter H. Olin, an agronomist, were employed on the faculty.
Quickly, resident instruction funds seem to have been in good measure channelled to these men; but Professor Carpenter was Director of the Experiment Station. The bulletins published show that he was fair in apportioning funds to various lines of research, but the agricultural forces claimed that all the money went to engineering. Before Mr. Carlyle came to the campus he had been promised that he should be Director of the Experiment Station. This was top-flight mistake number one.

Professor Carpenter had been on the faculty since 1888; he was State Engineer and was well and widely known. Any plan to dismiss him contained dynamite—and the dynamite exploded. He was an able man on the campus and more able in his contacts with cattle men and farmers. He was aggressive in expanding his work and in attacking Mr. Carpenter. Division appeared in the Board and the division widened; some members favored Mr. Carlyle's line of action; others saw it as narrowing the College to agriculture only. Factions based on principles and made irreconcilable by scandal appeared among the faculty; the air of the campus was contaminated by gossip, accusation and counter accusation.

Though the attack on President Ellis in the nineties had brought the College much unsavory publicity, it was a child's story compared to the venom and destructiveness of the controversy of the Aylesworth administration. With the Board and the faculty divided, the differences were not kept on the campus; violent sectional and personal attacks filled columns of the newspapers. It is said that many of the newspaper attacks on President Aylesworth originated on the campus.
The agricultural forces, in order to show that agriculture had been neglected poured poison on engineering, veterinary medicine and even home economics; the opposition vociferated that agriculturists would make of the College a trade school, "a place where a farmer boy would learn nothing but how to irrigate a patch of beets or curry a horse."

A bill was introduced into the Legislature which would have so minimized work other than agriculture on the campus that Judge Brush, speaking to the Fort Collins Chamber of Commerce, meeting at the Northern Hotel, said it would

... cut the College down to merely a farmers' institute. To make it simply an agricultural college would be the same. You have a right to demand that the college be conducted as provided by law. ... We are not teaching a single thing not provided in the charter from the United States government.

Frank J. Annis, speaking at the same meeting, said:

They hammer that an agricultural college is a place to raise only hogs and sheep. I tell you it is a college for the people, for the farmers' sons. ... this is no time to say the functions of the college should be changed.

Those who wished to stress agriculture threatened that if the College continued to tend toward liberal arts training, well known men were willing and financially able to establish in the State a truly agricultural school. Nothing came of this.

When Professor Carpenter was attacked because he was engaged in irrigation studies off the campus men of the State who knew the work he, his staff, and his students had done in irrigation defended him, editorial writer declaring one of the boys trained in

irrigation was worth all the institution had ever cost.

President Aylesworth was at first willing to develop agriculture, but he was no extremist. When he refused to go all the way, a barrage was directed, first, against his policies and then against him personally. If we state the accusations mildly, we can say he was accused of being an immoral liar who did not pay his debts. Some newspapers, some members of the Board and of the faculty and at least one evil-mouthed but influential male gossip out in the State contributed to the dirt and the noise which made impossible a clear vision of the issues involved.

The students, not knowing the background of politics and policies, but indignant because of what the newspapers printed, paid with their own donations for a special train to bring the members of the Legislature to the campus. Here, in order to show that the work was of standard quality, some of the boys gave a military drill, some guided the visitors to the laboratories where other students were at work; and the girls cooked and served lunch in Domestic Science Hall, now the Music Building.

Members of the Chamber of Commerce took the visitors to the College farm and to see the results of Experiment Station studies.

The legislators approved of the College and the students and promised appropriations; but newspaper attacks became more scurrilous, and the Board irrevocably divided against itself. The faculty, caught in the maelstrom, attacked each other, and gossip and division were rife.

Finally, at carefully guarded meetings of the Executive
Committee of the Board—during one meeting a reporter in a tree outside an open window—President Aylesworth, on whom the attack had focussed, was found to be entirely innocent of charges of drunkenness and immorality, but he was admittedly a poor financier. There was no suspicion that he was dishonest; he simply did not have a grasp of the finances of the institution.

To stop the contention, President Aylesworth and one or two of the most able men on the faculty were asked to resign. Several others resigned voluntarily because they saw no professional future at Colorado State (now Colorado Agricultural) College.

In the end, policies had been forgotten; agriculture was no more emphasized in 1909 than it had been in 1900. The work of the College "had not been geared into the resources of the State and Nation." The one fact that had been emphasized was that "a house divided against itself cannot stand;" and the College was in a more dangerous condition that it had been at any time since 1882 when President Ingersoll had rescued it from becoming only a few paragraphs in a history of education in Colorado.

So unfavorable had been the advertising given the College in all the controversy, the Board found it impossible to persuade a man who was well established in his profession and nationally recognized as an administrator to become President of the Colorado Agricultural College. It was necessary to find some one whose courage and ability the members of the Board knew from personal contact. That man was Charles A. Lory. He became President in June 1909.
COMING OF AGE

Chapter VIII.

Student Life, 1909-1919
From about 1904 to 1909 the mud thrown from off-campus and the much publicized dissention on-campus had greatly besmirched the reputation of Colorado Agricultural College. At the end of the college year 1908-1909 only about 100 students were registered and both these few students and the faculty members who had not resigned or been dismissed were ashamed to admit a connection with the Institution. Since a college is not a college without a student body, the new President, Charles A. Lory and the faculty undertook with determination and enthusiasm to make the students proud of Aggies.

Men who were teaching then say they required more in both quantity and quality of the boys in their classes than had been required in their own undergraduate days. Consequently the work stood up well in comparison as Aggies talked it over with students from another campus's.

But the faculty knew that the classroom was not all of college to a student; by faculty interest and actual participation the students were encouraged to develop group activities and a student body morale. Athletics, dramatics, debating, and technical societies made college life as colorful as the College lawn in dandelion season. Students did not come to the campus as they went to a dentist—expecting only to open their mouths, sit still, complain and receive all benefits; they worked individually and as a group for what they wanted, enjoyed the work, and took pride in the finished product.

All-College Activities. — Activities in which all students
participated were: The May Night Carnival, College Day, the Y. M. and the Y. W. C. A., Student Strikes, etc.

The Y. M. and the Y. W. were the centers of religious interest, but they served more than this purpose; they were the all-college organizations which sponsored many student body movements.

Apparently the May Night Carnival was an annual affair beginning in 1909 and sponsored by the Y. W. C. A. The 1912 program seems to have been typical: A tent for Alexander’s Ragtime band was erected as were booths of all colors and sizes. Back of the old electrical building (now housing the Draft Board) was a merry-go-round. Lights had been strung all over the campus and puffing, corpulent clowns and shivering, dwarf clowns chased and belabored each other. The May Queen clad in white with her arms full of white roses was crowned on the steps of the Electrical Building. From here she was led by a procession of white clad girls carrying Japanese lanterns on wands above their heads to the gymnasium in the basement of Old Main. Then, while the queen sat in state with a flowered canopy above her head, the freshmen girls danced about the May pole.

This ceremony over, everybody was urged by the most raucous voice on the campus: "Everybody go to the big show upstairs. In the chapel. Everybody go to the big show."

The Collegian reporter says, "...of all the general and side splitting laughs; I stored up enough to last me a year if left forlorn on a desert island." After the show, out in the open,
students were urged to buy "Lemonade, ice cold lemonade and ice cream," and out of loyalty they bought, though the night was cold and they preferred to have boiling food and drink.

Alexander's Ragtime Band proved to be a "sell", but "Professor Pumpernickel's humanaphone" was pronounced a vast improvement over the graphaphone and it was thought it might even replace the megaphone.

Two negroes, one in a chicken wire cage, the other sitting on a bar just outside it, invited the by-stander to hit the one on the bar with balls. The one in the cage was to return the balls, and he returned them with better aim than that of those outside.

College Day began with a petition signed by representative of the Y. M. C. A. and presented to President Lory. The boys stated in part:

We believe that if such a day were established annually, it would be beneficial to the College in that it would increase college spirit and loyalty to C.A.C. In after years the remembrances of such an event would stand forth in the minds of the alumni as one of the most pleasant remembrances of their college days.¹

Though the first College Day was Friday the thirteenth, in May, 1910, the occasion was without disaster. Two hundred and fourteen students and faculty boarded a Colorado and Southern train and rode up beyond Bellevue.

To the comment on the day, "The things not done were not worth doing,"² we can only say amen. Two couples played in the sand; one young lady pushed her escort into the river; one couple sat on the headgate and forgot to go to dinner; Professor House gave an exhibition in eating, bachelor style. Among the number initiated

¹. The Rocky Mountain Collegian, April 2, 1910, p. 3.
by the spanking machine was Professor Coen. Professors Charles Jones and Longyear found unknown bugs and new species of plants, and on this first College Day, Miriam Palmer found a lady beetle which made entomological history. (See under Entomology) Two engagements were recognized; several flirtations and a romance or two progressed satisfactorily.

The memory of the dinner served by Miss Allison is enough to bring tears of joy to the hardest hearted creature. The story of the newspaper men that it would require three flat cars to haul it all proved to be nearly correct. . . .

The committee in charge of this first College Day consisted of Douglas Stewart, O. M. Sumer, Marcus Bey, a Mr. Grant, and John Dennis.

Student Strike. - In March, 1912, the students decided they should have a spring vacation. Marcus Bey who had been one of the promoters of the all-college picnic, telephoned Dr. Lory asking for a week off. Later he and three other students appeared before the President to outline their case. The President explained that, since the days selected were before the close of the School of Agriculture, the faculty could not take that time off, and since many boys wanted to leave early in the spring to go to jobs, he thought the vacation undesirable; he gave his answer in writing a few days later. However, the students did not wait for the written communication. Before they had received that, they had unanimously walked out.

Though they were notified that each student would receive a zero for each class missed, the most of the students stuck to the

1. Ibid., May 21, 1910, p. 1.
written agreement which each had signed and remained away from class. In The Collegian the students stated their case:

We have the best president (Dr. Lory) of any institution in the State and we know it. He has raised the college to a higher plane than it has ever reached under any of his predecessors. For the first two years of his presidency his word was law with the students because he courted student ideas and suggestions and tried to see things through a student's eyes wherever possible.

Faculty and students are here for the same purpose. We are all interested in making our college the best of its kind...

As to a spring vacation, we are certainly entitled to one. Our college opens earlier in the fall and closes later in the spring than any other state institution. We have twenty consecutive weeks of study in our spring semester. The state university has but eighteen weeks in the spring semester with a week's rest intervening. Every other institution in the state has a spring vacation, why should not we? Twenty weeks of study night and day is too much. Our professors admit it and even the ministers who were so free in their censure of the students last Sunday, concede it. It is maintained by some we already have a week's vacation during the stock show. This year only about twenty of the agriculture students attended the stock show and every one of them was required to make up his work before going.

Let's stick together and work for a greater C.A.C.--one to be built by cooperation of faculty and students.¹

When President Lory faced the students in assembly after the strike, he faced them with that sportsmanship which he was trying hard to teach them and remarked with a grin, "I would have bet my life that you would be back before the end of the week, but now I see I would have had to increase my life insurance."

After that the President had again the support of a unified student body, and the next year a spring vacation was accepted as the regular thing.

¹. Ibid., March 28, 1912, pp. 3-4
Large Groups: - Student activities which involved large groups, though not the entire student body were: dinners at President Lory's, the Senior Sneak, the Peace Pipe Ceremony, the Co-ed Prom, the Candle Light Service, and the movement for better living conditions for girls.

April 2, 1910, saw the beginning of the annual Senior Sneak. The transportation was two hay racks on wagons drawn by horses and the destination was Rist Canyon. The program from romances to food seems to have been typical of Senior Sneaks.

The Peace Pipe Ceremony was a camp fire occasion on Durkee Field when the freshmen and sophomores listened to talks on college life and traditions by their leaders, upper classmen and members of the faculty. The burying of the hatchet used on each other by the freshmen and sophomores during the year was symbolized at the end of the ceremony by the smoking of the pipe of peace.

The first Co-ed Prom, which was for many years one of the unique features of the campus, was in April, 1913. Here, half the girls dressed as boys and escorted other girls. Costumes of both those impersonating men and of the fair ladies always made history and amusement; rivalry between girls and faculty women for the most ridiculous or unique costume always being a feature of the party.

Dean Corbett: - Miss Virginia Corbett, Dean of Women, suggested the Co-ed Prom and sponsored also a Christmas Candle Light Service which was for many years an annual feature of the Christmas week. Alumnae still thrill to the beauty and religious significance
of the ceremony which has been discontinued only in recent years when it was replaced by the Christmas "Sing" held annually.

During these years from 1909 to 1919, Dean Corbett was striving in every way with not much cooperation from the male members of the faculty to improve the living conditions of the girls at the college and to offer them more of the finer things of life during their stay on the campus. She urged the establishment of the girls cooperative boarding club, which opened in the fall of 1917 at 219 West Mulberry. She reported often to the Executive Committee of the faculty concerning unsatisfactory conditions in the homes. At one time she wrote:

1 regret that girls who come here seeking for cultural advantages must be exposed to the language ideals of the woman who tells me how her rooms 'are neat', that others are in homes where dirt and disorder may discount all they learn of housekeeping, and worst of all, that gossip and smutty information in certain homes that offer all physical comfort may lower ideals and standards of life . . . 1

Under Miss Corbett's leadership a Big Sister movement was organized in 1915 and became a successful and essential part of the life of the girls on the campus; in 1917 the Women's Self Government Association was organized; in 1918 a social room of a sort with a part time hostess was opened. Student commendation of this last was hearty. The Women's Student Government Board as the governing body of the Women's Student Government Association, all women students being members, was organized in the spring of 1917. The Board was composed of the presidents of the Y.W.C.A. and the Home Economics Club together with five other senior girls

and four juniors. The Girls Upper Class Council had been the fore-
runner of this Board.

**Smaller Groups.** — New organizations or reorganized old
activities were such groups as: The Owl Debating Society, The En-
tomology Club, Veterinary Medical Association, the Livestock Club,
Dramatics Club, Scribblers Club, and Agricultural Club.

The Drama Club had been organized in 1881 for the pro-
duction of the first student play and had been a continually re-
curring feature of campus life; alumni of every generation mention
the plays of their period. Giving a Shakespearean play was some-
thing of a tradition. Reorganized in 1912 as the Colorado State
College (not Colorado Agricultural College) Dramatic Club, the
group has continued an unbroken annual series of plays to the
present. The first of these was a farce, "The Elevator" by Willi-
am Dean Howells, given on the stage of what in now the America
Theatre.

The second play by the newly reorganized club was given
on the lawn south of Old Main.

The Club immediately established a custom of giving two
or three plays a year and never postponing a date once set. By
the first World War this had become a tradition and though two or
three groups of men were trained for one cast before the play could
be given, and girls had to take men's parts in another, the tradi-
tion was maintained.

From the first the Club gave one play a year as a benefit
for some other organization, or to earn money for a gift to the
campus. Almost the first money so earned was $50 to help the Ath-
letic Association out of debt. Annually the Club cooperated with
the seniors in producing a spring play given out doors. The profits of these plays in 1916 and 1917 paid for the gateway at the north entrance to the campus.

Student initiative was responsible for the 1912 reorganization as it had been for the earlier versions of the Club back to 1881. Deciding that those interested in dramatics should form a club for the production of plays, these students asked Miss Margaret Durward to become sponsor and "coach." They were most fortunate in their selection. Miss Durward, in charge from 1912 to 1919, exercised rare ability in developing a club of strong individuals who were intensely loyal to the group and unique among playing groups in being almost without personal jealousy. Probably the students who suggested the club were:

Louise Gaboury  
Maryetta Wilson  
Marjorie James  
Martha Townsend  
Annabel Anderson  
Forrest Limbocker  
Leroy Decker  
Claude Wakeland  
T. A. Allen  
Neil B. McGrath  
Thos. McCarthy  
Clay Gates  
Dorsey F. Richardson

Miss Durward came to the campus as an instructor in mathematics and rose successively to Principal of the School of Agriculture and to Assistant Dean of the Faculty. In every position she revealed exceptional organizing and administrative ability, but she never lost the human touch. She was "coach" of Drama Club and house mother of the S.A.E. fraternity, but every student knew her as a friend who took an interest in his own particular problems.

At the time of her death President Lory wrote,

1. Silver Spruce, 1914.
Institutions like ours are the summation of the contributions made by individual workers. Large and splendid and of superior quality is the contribution of Margaret Durward to the Colorado Agriculture College.

When Miss Durward became Principal of the School of Agriculture, Arthur Ross and Wayne Akin walked into the office of Ruth Jocelyn Wattles, a new instructor in English, and asked her to sponsor the Dramatic Club and "coach" the plays.

Both girls and boys' clubs were reorganized, the girls in 1914 and the boys in 1915. Matthew Auld was director of both and Mrs. Alexander Emalie, at first, later Miss Dorothy Finger were accompanists. In 1915 the boys made an off-campus trip and gave concerts in many northern Colorado towns.¹

Scribblers Club. — Scribblers Club, organized in 1912 by Alfred Westfall, was for years one of the most stimulating clubs on the campus. Twelve students and three or four of the faculty, all of whom had been bitten by the bug to write, were members. The fellowship was something to remember—and so was the criticism.

No Scribbler was lacking in originality or ambition.

There were, for example: Matt Dodge who later initiated, wrote and edited a magazine for the National Park Service and writes frequently for outdoor magazines; Bernie Flannagan who became an Associated Press correspondent; John Kretzschmer who earned his way around the world as a journalist and actor, his first job of the series being in Tokyo; David Watrous who has made a living as a journalist; and Roy Ames Williams had been a radio man in World War I and later earned his living writing fiction, etc.

¹ Silver Spruce, 1916, p. 137.
It was Natt Dodge who as a freshman in the S.A.T.C. during World War I nearly lost his life in the influenza epidemic and later wrote "The Death Room Door," but the hospital experience did not make him gloomy. As a senior he was editor of the Silver Spruce. By this time the girls physical education director had moved from the windowless cubby hole in the basement of Old Main and this office now belonged to the Spruce. Prompted by an obvious happening Natt wrote:

Ode to a Dead Mouse

Dear Little mouse, why did you die? Why does your tiny body lie In some dark corner dust-entombed? By what sad fate were you thus doomed? Dear Little mouse, please tell me why You had to crawl away and die.

Oh little mouse, how did you die? Did Death's dark dagger drawing nigh Warn you to hide from light of day? Or, did some peril come your way And stamp your life out? So I sigh And ask, How, Mousie, did you die?

Oh silent mouse, when did you die? A week at least has laborcd by. Your fast-decaying carcass throws An odor worse than any nose Should stand. My thoughts you stupefy. Oh worthless mouse, when did you die?

Oh subtle mouse, where did you die? I've hunted low; I've hunted high. In every corner, every drawer I've looked or felt, and all the floor I've swept, and still I peek and pry. Oh hateful mouse, where DID you die?

The cry of more than one writer, Elizabeth Bowen voiced in a poem quite unlike Natt's in sentiment.

FAILURE

Why must I always be choked and protesting? Why must my lips be forever sealed dumb?
Why must those playthings of words all forsake me,     
Mock me, deride me, refusing to come?  
Why must my heart leap at breath-stealing beauty,     
Only to find that the call of the reed     
Cannot be answered or satisfied ever?  
Harvest will never be reaped from the seed;     
Nothing but husks. For I seek to snare moonlight,     
Stars, a red flower, and the mountains' blue haze.     
Trying to snare them in smooth traps of language     
I tear down their glory with wooden, smug lays.     
Nothing remains but the earth for the garden—     
Garden of sunlight and hush and deep spell     
Growing because of the great right of beauty—     
Garden of song that I long to sing well.

One ambition of Scribblers Club was to hold a joint outdoor meeting with a similar club at the University of Wyoming. Twice the two groups sat around a camp fire together, but often both clubs hunted each other in the canyons around Virginia Dale and "never the twain did meet."

**Athletics Other Than Football.** — The second decade of the new century saw improvement in all sports, especially in football. Baseball and tennis at this time showed the least life. In 1917, 1918 and 1919 baseball was discontinued as an intercollegiate sport, intramural games only being played. However, the Aggies won championships in 1922 and 1923.

Boys' basketball, handicapped by the physical limitations of the gymnasium in the basement of Old Main, was scarcely more than an interesting recreation until the new gymnasium was built in 1925.

**Tennis** struggled along as did basketball and baseball. In some years the men played and in some years, they forgot it. Apparently one of the forgetful periods when there was no tennis for men was most of the time from 1912 to 1928. Individuals con-
continued to play tennis, but it was not, if we can believe The Collegian, ranked as an organized sport. Faculty men played more than did the male students.

**Track.** - Track was more outstanding for an occasional spectacular event than for regularity. In 1909 an intramural meet was run off before a crowd of ten.

Cross country runs were a feature on the Aggie campus in 1910 when Harry Willis, a junior, won against a freshman competitor. In 1915 Humphrey and Tucker won in a cross country contest with the University. Since this was the third time Aggies had won in three successive years, they became the permanent holders of a silver loving cup; and the win was repeated in 1916 and again in 1917.

Though the records in track were not spectacular, the Aggies were interested in this sport. In 1914, the freshmen and sophomore class assessed themselves $2 per person to build a cinder track on Colorado Field. The students organized themselves by military companies. Companies A and B worked during the forenoon and Companies C. and D, in the afternoon. The railroad company furnished the cinders and two divisions of students shoveled cinders into the wagons of hired teamsters and the third division shoveled them out of the wagons before a roller on the athletic field. Boys of the Colorado School of Agriculture completed the work the following day.

**Physical Education for Girls.** - From 1909 to 1915 physical training for girls consisted chiefly of gymnastics and the May Carnival, but bombshells of excitement were such things as an indoor baseball game of five innings in 1912 and the organization of tennis for girls in 1913.
In 1913, the men having moved to Colorado field, they loudly insisted that they wanted no part in the "old hole in the ground" which was Durkee Field. Immediately the girls were given permission to use Durkee and made elaborate plans which were only in part realized.

There is first the arbor covered seats, then the twelve tennis courts. These for the present will not be turfed. The rest of the field will be in turf and as shown will consist of hockey field, and inside of that two baseball diamonds. East of the hockey field in the center are two volleyball fields, with a basketball field on either side of them. South of the hockey field are two LaCrosse fields and north are two quoits fields. Around all these is the track. Just outside the track on the west is the grandstand which we propose to make of steel. South of the main field on the hill back of the Agricultural Hall the new Women's Gymnasium is to be built. A most alluring dream which some of our faculty have conceived is the building of a swimming pool between the men's and women's gymnasium.1

Tennis in inter-class tournaments was the only organized sport for girls. In 1912 the question of awarding sweaters to the winners came up, but it was decided to delay such awards until the sport was established on an intercollegiate basis. In 1914 the girls did play in both singles and doubles with University girls and lost in both.

In 1915 eight new tennis courts being ready for use on Durkee Field, the girls formed their own Athletic Association. That the boys sometimes followed their old bad habit of crowding the girls off their playing fields is indicated by the fact that the boys were never to appear on these courts except when invited by the girls.

Seventy-five women were present at the organization of the Girls' Athletic Association when Henrietta Paulsen was elected

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1. Quoted from The Collegian by Elizabeth Forbes, "History of Physical Education for Women in Colorado State College."
president and Gladys Moore, secretary. These girls, together with Miss Layman, who in 1915 became physical director for the girls, Mr. Macdonald and Mr. Commack made up the girls' athletic council. The girls were to receive one-tenth of the athletic fund for the purchase of equipment.

The point basis adopted by the girls provided that 100 points earned a numeral. These were divided as follows: 50 points for making a first team, 25 for second, 25 for a grade of 85 and above in gym, 25 for five 5-mile walks and 25 for special dancing.

In 1915 under the leadership of Professor Charles Jones, a faculty group interested in tennis built four new courts west of those on the "Ladies Athletic Field."

Though the girls in 1915 named their field "The Field of the Green and Gold" and planned to work the colors of green and gold into the landscape design, a hedge of yellow roses furnishing the gold, the name "Ladies Athletic Field" seems to have been in more common use.

One wonders if the particularly vigorous variety of dandelion on the Aggie campus was not sufficient for the gold.

By 1916 so many outsiders were attending the May Carnival and introducing so much rowdymism that a committee was appointed to plan a May Day program which would eliminate such guests and such additions to the program. The committee members were Miss Edwina M. Layman, Sarah I. Kettle, Dean Virginia H. Corbett, Margaret E. Durward, Grace Koppe, Roy G. Coffin, Henrietta Paulsen, Helen Whiting, Gladys Hobaugh, and Charlotte E. Carpenter.
The girls were much interested in gym work and outdoor sports which would lead to earning letters, but there was no gym for the girls, and Miss Layman's office was the windowless cubby-hole in the basement of Old Main now used for storing stage-lighting equipment. Since there appeared to be no way of permitting the girls an adequate participation in sports, it was suggested "that the girls work out a solution." This is a good example of the old game of "passing the buck." Probably, the girls needed a "votes-for-women" leadership.

Giving up their dreams of earning letters in sports did not please the girls, and since to assure an artistic May Fête they must start training for that months ahead, both parents and students grumbled and asked for a broader program of physical activities.

In 1917 rain caused the postponement of the second annual May Fête. In 1918 war conditions necessitated the substitution of an indoor gym demonstration which netted the girls loan fund $81. In 1919 the weather being ideal, 100 co-eds gave an outdoor night performance of "The Dream of the World" to an audience of 1500. Miss Layman, assisted by Laura Swett, directed this May Fete.

Football. — In the first decade of the Twentieth century, the Aggie scores in all sports, but especially in football, looked like tombstones where lay buried hopes. Athletics had no recognized status; coaches came and went like day and night, but victories were not numerous.

Before 1909 Athletics were under a campus committee of which for years Professor E. E. House was chairman and treasurer,
Professor C. A. Lory succeeded him about 1907, and in 1909 Professor S. L. Macdonald followed him. Top honors go to these men for their interest and encouragement which helped Aggie students to forget the tombstone scores!

Of these early days Professor Macdonald writes,

Before the coming of Harry Hughes in 1911, the tenure of the athletic coach was of short duration. Among the incumbents of that time, 1900 to 1910, I recall the names of Toomey, McIntosh, Rothgeb, and Cassidy. I remember well the faces of at least three others whose names escape me. The hiring and firing of these coaches was in the hands of a committee of students and faculty members, and this arrangement, no doubt, accounted for the short tenure. But Hughes was not the man to submit long to this arrangement. He soon succeeded in getting the President and State Board to recognize Athletics as a collegiate department; and as head of that department he was given the same status as other department heads. This proved more satisfactory all around and is surely largely responsible for the long and happy tenure of Harry Hughes.

Before Mr. Hughes joined the Colorado State faculty, some improvement had been made in the athletic situation both on and off the campus. In the late nineteenth century apparently there had been very little talk of clean playing and good sportsmanship. Those things were at least advocated in the early twentieth century. Coaches McIntosh and Rothgeb developed some fair teams, but had no history-making successes.

The financing of athletics was improved when the students voted to assess themselves an annual fee. By 1917 this had become $10. Two dollars of this was a library fee, $1 Collegian subscription, and $7 went to the Athletic Association. Three dollars of this seven had been collected for some years, but the $4 was a new assessment.

1. Letter from S. L. Macdonald.
Early in the century a faculty intercollegiate conference was organized with the idea of doing away with some of the bickering and antagonism between teams. This conference attempted to establish rules of eligibility, make schedules, etc., but growing pains almost wrecked it. In 1905 it was said to be a thing of the past because, the University having withdrawn in 1904 and the Mines having withdrawn in 1905, Aggies, D.U., and C.C. were scarcely enough for a league.

At first the Aggies considered the disbanding an advantage. During the past year the league has not stood for much. . . . It would meet, wrangle, finally come to some set rule and then proceed to break the rule. The one-year rule is an example.¹

In this period it was not unusual for a good football player to register in five different colleges during five successive football seasons. At the end of the season he quietly faded between sums from each campus.

This first faculty intercollegiate conference was a forerunner of the Rocky Mountain Faculty Conference which was organized January 3 and 4, 1906, with S. L. Macdonald representative for Aggies. On the campus the control of athletics was vested in an athletic council consisting of three faculty members and two students. In the conference the schools represented were C.A.C., C.C., D.U., Mines and U. of C. At first J. E. Ekeby of the University of Colorado was the president of the conference and J. W. Lawrence, Colorado Agricultural College, was secretary. The actions of the committee were only advisory, but the cooperation with their decisions

¹ The Rocky Mountain Collegian, Dec. 22, 1905, pp. 7-8.
was urged. Among the first rules laid down were: (1) Freshman
candidate requires fourteen units, (2) eligibility lists to be
certified and mailed five days before a game, (3) regular students
only permitted to play, preparatory and special course students
barred, (4) candidate may play if he registers at least two weeks
previous to the term or semester of the occurring contest.

With the selection of Charles A. Lory as president in
June, 1909, a new era began at Colorado State College, a new era
much more definitely marked than are most historical periods; but
in athletics, failure and defeat did not cease on June 1, 1909, the
last day of the old regime, and hope for victory did not begin on
June 2, 1909.

The football season of 1910 included five games, no
score and no victory.

At the end of the 1910 season, even The Collegian ad-
mitted that factions in the student body had prevented the develop-
ment of a united and co-operating team.

It was in 1910 that the Freshmen beat the College team
even though the College coach had urged his team "... to go in
there and kill the damned freshmen."

Had that coach remained, not a man would have gone out
for football the next fall; but it was in 1911 that Harry Hughes
came to C.A.C. His coming was quiet and friendly. From the first
he preached good sportsmanship and clean playing. Often he said

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1. Ibid., Jan. 25, 1909, p. 8.
quietly to a player, "If there is any fighting or cussing to do, I'll do it. You're in there to play football." But the coach never used profanity and never fought. He was unbiased in his decisions and fearless of public sentiment. Before the end of the season the men felt it was an honor to play under Harry Hughes. But the 1911 season was again a no score season.

Financial Statement of Athletic Association Sept. 1, 1911.

Amount brought forward from previous year 25
Receipts from Student Fees 1767.50
Receipts from games 1386.70
Receipt from Smoker 189.40
Total Receipts 3343.85

Disbursements
Football 1051.73
Basketball 501.26
Track 266.50
Baseball 1227.50
General Athletics 253.20
Total Disbursements 3300.19

Amount in Bank Sept. 1st 43.66

Unpaid Bills
Victor Sporting Goods Co., ("A" sweaters for track and basketball) 104.00
To Farm Dept. (Work on Athletic Field) 2.55
Total 106.55

Deficit for year 1910-1911 65.89

This first year of Harry Hughes' regime, the boys were still playing on the old Durkee Field, rocks were near its surface; injuries and infection were common. On January 12, 1912, a committee of faculty and students appeared before the Executive Committee of the State Board of Agriculture and

... asked permission to use the plot of ground south of the Agricultural Hall for an athletic field, whereupon Mr. Brush moved that the plan be approved and a committee appointed to look into the subject.  

When President Edwards of the Board and Dr. Lory were appointed "with power to act", the request for the new athletic field was as good as granted. The committee consisted of Professor Macdonald, Coach Hughes, Edgar Fuller and Allen Cummer.

In May The Collegian indicates that the Aggies still believed that "God helps those who help themselves." As the paper for May 23, 1912, went to press, 133 students and professors were working on the new athletic field. Twenty-four teams were there; civil engineers were at work with levels and grade stakes; three men carried water for the men with the shovels. In order to make the field level, about eighteen inches of the dirt had to be moved from the south end to the north end. Professor Ralph Parshall was general engineer and received high credit for keeping everyone busy without being in each other's way.

Of course, we can depend upon it that Dr. Lory is on the job this morning. When the reporter was there, he was busy fixing a plow which had gotten out of order. If he gets the opportunity, he will be on the end of a long-handled shovel and we are willing to bet that he can move as much dirt as any two men on the field.

The girls of the Domestic Science Department served a lunch at 10:30 to the men on the field. Ham sandwiches, and lemonade.

This was the first sod football field in the Rocky Mountain region. The first year it was planted to perennial rye; however, by 1915 this had been plowed under and the field seeded to bluegrass and clover.

As late as 1905 Aggie football players had been at the bottom of a long, steep stairway—they had even been lower than

1. The Rocky Mountain Collegian, May 23, 1912, pp. 15-16
One of the men who had much to do with building Colorado Field was Billy O'Brien, the farm manager. He it was who had charge of sodding the field, of putting in curbing, erecting the grandstand, cinderling the track, building the club house and fences.

Between President Lory, Coach Hughes and Billy O'Brien there was a firm but silent agreement that Billy should give time to the athletic field, and so the work progressed.

However, this field is not the only monument on the campus to Billy O'Brien. He watched and helped the College grow up. An immigrant from Scotland, he landed in Boston in 1887, and, seeing a shipment of horses from his own home on the docks, he inquired who the importer was. He found they belonged to Jesse Harris of Fort Collins, and he came West with them.

From 1900 to 1918, he was manager of the College farm; from 1918 to 1933 he was on a farm of his own but on the latter date returned to the college as caretaker and keeper on the farm.

Among Mr. O'Brien's many contributions to the College are: supervising the laying out of drives, the building of the heating plant, and of the Soils, Home Economics, and Civil Engineering Buildings. He had charge of the building of the rifle range and of fencing the 1500 acres of foothill pasture; he piped the water to the Jesse Harris Spring and through all his work held the respect and friendship of faculty and students.

In October 1944, at the age of 82, Mr. O'Brien retired but did not lose his interest in the College.

As late as 1905 Aggie football players had been at the bottom of a long, steep stairway—they had even been lower than
that—they had been in the sub-basement. By the time Coach Hughes arrived in 1911, finances being on a better basis and the Rocky Mountain Conference beginning to function, Aggie football was on its first step up. Another step was the way in which Coach Hughes united the team and the student body. A third step was the new field. In spirit and in belief in themselves, the Aggies leaped halfway up the stairs to a championship when in the first game on the new Colorado Field they defeated the University of Colorado team 21-0. Eight years before the Aggies had succeeded in holding the University to a tie score, but never before had they defeated the players from Boulder.\(^1\)

The names of members of the 1912 team began to be names to conjure with on anybody's campus: Captain Ed Divelbiss, Floyd Cross, L. Comers, Tub Allen, Atner Johnson, John Grant, Pat Murphy, Bill Leigh, Joe Brill, Lester Coiner, Dorsey Richardson, Dick Strong, John Hammond and Woods.\(^2\)

Of Floyd Cross, the new captain, the Fort Collins Express said:

Though very light, Cross was one of the fastest backs in the State last fall and should prove an excellent leader for the eleven . . . His light weight is offset . . . by his phenomenal speed.\(^3\)

Ed Divelbiss, Captain in 1912, was recognized for his good backfield work and his all-around ability as a utility man. As fullback, he was placed in the lineup of the All Rocky Mountain Football team. Other Aggies to receive honorable mention were

1. The Rocky Mountain Collegian, Dec. 27, 1912, p. 1
Shaffer, Doke, Cross, and Richardson.

Another step up the stairs toward championship was the organization in 1913 of the A Club, composed of all men who had won a letter in any branch of athletics. As other colleges imitated the Aggies in forming such a club, the Aggie pride in their own organization soared. In 1912 the Aggies won one-half or more of all their games and field meets.¹

The 1913 football season was another long leap up the stairs. The schedule follows:

<table>
<thead>
<tr>
<th>Date</th>
<th>Team 1</th>
<th>Score</th>
<th>Team 2</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oct. 18</td>
<td>Aggies</td>
<td>20</td>
<td>D. U.</td>
<td>6</td>
</tr>
<tr>
<td>Oct. 25</td>
<td>Aggies</td>
<td>7</td>
<td>C. U.</td>
<td>16</td>
</tr>
<tr>
<td>Nov. 1</td>
<td>Aggies</td>
<td>7</td>
<td>Mines</td>
<td>14</td>
</tr>
<tr>
<td>Nov. 11</td>
<td>Aggies</td>
<td>20</td>
<td>Utah Aggies</td>
<td>7</td>
</tr>
<tr>
<td>Nov. 15</td>
<td>Aggies</td>
<td>61</td>
<td>Wyoming</td>
<td>0</td>
</tr>
</tbody>
</table>

These scores did not represent a championship, but they filled the Aggies with hope and fight.

The season of 1915 took the Aggies to the top and to a championship. The record stands:

<table>
<thead>
<tr>
<th>Date</th>
<th>Team 1</th>
<th>Score</th>
<th>Team 2</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oct. 9</td>
<td>Aggies</td>
<td>9</td>
<td>C. U.</td>
<td>6</td>
</tr>
<tr>
<td>Oct. 16</td>
<td>Aggies</td>
<td>21</td>
<td>Utah U.</td>
<td>9</td>
</tr>
<tr>
<td>Oct. 23</td>
<td>Aggies</td>
<td>59</td>
<td>Utah Aggies</td>
<td>0</td>
</tr>
<tr>
<td>Oct. 30</td>
<td>Aggies</td>
<td>35</td>
<td>Mines</td>
<td>0</td>
</tr>
<tr>
<td>Nov. 5</td>
<td>Aggies</td>
<td>48</td>
<td>Wyoming</td>
<td>0</td>
</tr>
<tr>
<td>Nov. 13</td>
<td>Aggies</td>
<td>24</td>
<td>C. C.</td>
<td>13</td>
</tr>
<tr>
<td>Nov. 27</td>
<td>Aggies</td>
<td>33</td>
<td>D. U.</td>
<td>3</td>
</tr>
</tbody>
</table>

Before the final whistle blew down at Boulder, the business men in Fort Collins, led by T. J. Warren and D. L. Harris, began preparations for a reception for the victorious players in Fort Collins. The band and hundreds of automobiles greeted the

¹ Ibid., May 15, 1913, p. 6.
students' special with fireworks and a bonfire illuminating the rejoicing. The *Fort Collins Express* reports that 500 rooters had gone to Boulder and that the team had out-classed the University on straight football, line bucking, and end runs. The work of Nye, Paxton, and Bill Strong was especially commended. Governor Carlson complimented Sutton for his ability to handle Henry Nelson's punts without a slip or a bobble.1

The business men of Fort Collins continued to show their enthusiasm by taking up a subscription to build a score board for the Aggies. It is this score board which is still in use.

In the Utah Aggie game Klemmedson and Strong were the stars in the kicking department, with Strong kicking eight goals in succession without missing one. Knowing that they had the championship when they defeated C. C. on November 13, students and townspeople met the team returning after that game. The Aggie special reached Fort Collins at 1:40 A.M., but townspeople and college students were on hand with a bonfire, a salute of dynamite and the fire department to lead a procession up College Avenue. After the final victory on November 27, Fort Collins residents could testify that the freshmen rang the bell in the tower of Old Main unceasingly for twelve hours. December 3 was a holiday in honor of the championship. A parade a mile and three quarters long headed by the band and cadets in uniform led eight floats, one representing each of the seven games and one representing the championship. One hundred automobiles transported the co-eds; men doing all kinds of stunts which represented pay-offs on bets furnished.

the clown feature of the parade. The faculty men marched the entire thirty-one blocks, and all the way Professor LD Crain pushed Professor Rayner in a wheelbarrow.

On the football field Forrest Limbocker of the class of 1915, presented the class gift to the College which was the west column of the present gateway to the field. Professor S. L. McDonald dedicated the gateway. Henrietta Paulsen of the Women's Athletic Association christened old Durkee Field, the Green and Gold Field. Miss Virginia Corbett, Dean of Women, dedicated this field; Mrs. J. W. Lawrence spoke on the value of athletics to girls; Professor E. B. House spoke in appreciation of the championship football team, Clay Gates thanked the business men for their interest; F. J. Annis told of the class which entered in 1879 when he was a member of the faculty of three; W. P. Hurley spoke in behalf of the business men, 112 of whom had each contributed a dollar, the money being used to buy a watch for each member of the team. The business men presented Coach Hughes with a complete golfing outfit which was said to be the finest in the State. Other speeches were made by Coach Hughes, Captain Creigh Moore, and Lee Foster; Dr. Lory made the final address.


Charles Newell, sports writer for The Denver Express

placed eight Aggies on his All-State team; Shepardson, Robinson, Doke, West, Klemmedson, Hutton, Morrison and Strong.

Glen Crowley of The Denver Post selected five Aggie men for the All-State team; Shepardson, center; West, guard; Doke, tackle; Robinson and Klemmedson, ends.

The official All-Colorado and All-Conference football teams chosen by the coaches of the conference and compiled by Pyke Johnson, Western editor for The Spalding Annual, included Robinson, West, and Shepardson.

The Aggies elected Charles Shepardson captain for 1916. He also was the all-conference selection and every sports writer's selection for the position of center. Because Captain Creigh Moore was unable to play during most of the 1915 season, Shepardson had acted as Captain and was known for using his brain as well as his brawn to win games.

On one occasion a dispute arose between the referee and the two captains. The referee said, "Where's my rule book? I'll look it up."

"Don't bother about getting the rule book," shouted Shepardson. "Listen, I'll quote it to you."

He won his point and the Aggies won fifteen yards more towards the opponent's goal. Repeatedly "Shep" was able to gain advantages for his team because of his thorough knowledge of the game.

In 1916 he led the Aggies to their second conference football championship.
Before one of the 1916 games, the Aggies staged a parade with embellishments in Denver.

The Denver Post, of Saturday evening carried a three-column display telling about this demonstration and headed 'Cow College Gang in Town to Pick on Poor Ministers.' Following five very excellent pictures of the parade and the rooters, the following, evidently from the pen of Riley Cooper, was printed:

'By heck - wow! Did you see them gosh-danged farmers peed-rade up the thoroughfare with that sky pilot in tow? Sure shows what scientific farming will do. Why 'twas only last week that these same rubes twisted the Tiger's tail. Pe-yep, an' that ain't all—they tied two knots in it. Well, Hiram says to me says he that this afternoon that Aggie squad is going to hitch up the D. U. Ministers to a 10-20 tractor and plow up this Union Park field. What fer—Why to sow their championship grain.

'Hiram says he and Miranda got up right smart early this morn, slickered up the chores, dressed some hundred kids and hired a whole train all ter theirselves fer to come see this brandin-iron or some kind of an iron game. They call it a "pigskin", but Hiram tells me sort of confidential that they ain't got no pig around Fort Collins that looked like the thing they kick around in that newfangled game.

'Those there Cow College students are great. Why, when you get 'em with cultivated heads they are rare specimens. There ain't nothing they can't do.

'Why, there never was a college Pee-rade around these city streets that could touch that one this morning. That there Cow College is a great place. The band looked like a million dollars and I'll tell you Sousee sin't got a thing on Tucker. Yep, he's the guy that twirls the broomstick. Did you know that he's the same Tucker that tucked the Intercollegiate five-mile run from Boulder last Saturday? Now there's another sample of this training in a rube school. When that boy starts in the cattle business he won't need to tie up any money in a cow pony—he just can go out and round 'em up his self.'

Shepardson was freshman coach from 1917 through 1931. In

1932 Dr. Floyd Cross took over this job. Both men were as fine coaches as they had been players.

Other championships followed in 1919, 1920, 1925, 1927, 1933 and 1934.

In 1918, World War I and the influenza wrecked the football season. Most of the Aggie football players were called into the Army. Colorado Agricultural College was honored by the envy of other educational institutions, and the Aggies extracted comfort from this situation:

...no news was received here that other football teams were being broken up in the same manner and now it is learned that the other colleges did not even suffer a broken student body. The SATC from C.A.C. furnished practically all of the candidates for officers training camps. This is the cause for envy and it outweighs the losses suffered in the football game.

Forty men were sent to aviation school; forty to artillery school; a squad to the infantry; another to machine gun school; another to coast artillery; and other squads were sent to other officers schools.

Associated Students. — The most important event in student life between 1909 and 1919 was the development of a good organization of the student body.

In the year 1912 and 1913 an associated students organization had been perfected with a student council at the head. The council had been composed of four seniors, three juniors, two sophomores, one freshman, each holding office for two years. In 1914 a student court seems to have been organized. For a time, the students were satisfied with this government of the many by a few, "Up to the present time the council has done very efficient work and has eliminated,

almost entirely the necessity of having general student body meetings.  

By 1917 the need for reorganization and the student ability to see and remedy defects came together on the campus. The three men who led the new movement were Charles N. Shepardson, then President of the Athletic Association, now Dean of Agriculture, Agricultural and Mechanical College of Texas; N. Lee Foster, realtor, then President of the Denver; and Alfred Falk, Director of the Bureau of Research and Education of the Advertising Federation of America.

Mr. Foster remembers little of the excitement and conscientious care that accompanied the writing of the new constitution. Probably, as he says, he undertook too much in the years 1916 and 1917 to permit him to remember details clearly.

He says:

For example, my senior year was preceded by a summer of service with the federalized national guard in the Mexican trouble; then upon returning to college I headed seven student organizations including the Student Body, the Student Council, Alpha Zeta, Sigma Alpha Epsilon, Scabbard and Blade, and the Horticultural Club, and in addition taught a class in botany for the Short Course students, handled a freshmen laboratory botany class, illustrated a text book and Extension Service bulletins for Dr. Robbins, carried a heavy course, took extra military work and made many speeches. I am not too surprised to find that all details are hazy.

Mr. Falk presents some of the more specific details,

Regarding the origin of the student body constitution. I do remember undertaking a tremendous search for a constitution that was then alleged to be in existence, but of which there seemed to be no trace anywhere. Every authority on such matters assured us that certainly there was a constitution; otherwise how could we be having all those student body activities; how could we be electing officers every year; how could we be collecting and spending money and managing activities on a large scale. . . .

. . . Eventually our fact-finding research brought us to the conclusion that there was no constitution.

1. Ibid.
Actually, the student body seemed to have gotten along pretty well without a governing document. There was a Student Council, which knew what it was supposed to do. There was also an Athletic Association and everybody belonged to it automatically, which admittedly seemed a bit peculiar. The Athletic Association got a certain small part of our registration fee.

There was a vaguely existing Cadet Association with a semi-autonomous group of officials who arranged for and managed a series of dances for the students. It was not clear whether only members of the student cadet corps made up the membership of the Cadet Association or whether the whole student body belonged to it in the same manner as to the Athletic Association. It really made little difference, for 90% of the students were unaware of any possibility of being actual members of either or both of these organizations.

Then there was the Dramatic Club, which gave all the appearance of independent, exclusive existence, without responsibility to the student body or its representatives. There were glee clubs, too, and debating teams, all of which had student support and were supposed in some vague way to be representative of the students as a whole, or so we assumed.

One important feature of each of these activities was the fact that money was handled. There were receipts and expenditures, sometimes in fairly large amounts, and yet there was no financial accountability, no rules as to who had authority or who was legal owner of the funds or what they could be used for. There were possibilities of serious pitfalls but I can say with no small pride that during the entire time I was at C.S.C. and, so far as I knew, for many years before, there was not discovered a single instance of embezzling or dishonest management.

The Rocky Mountain Collegian was, for all practical purposes, a private enterprise with subscriptions guaranteed and no ceiling on profits. Of course, there wasn't much made in the way of profits, but what there was did not seem to belong to anybody in particular and generally was divided by the editor and business manager. When I was editor, "Bog" Robinson, the business manager, and I found this very satisfactory. Our earnings were considerably higher than had hitherto been the case on The Collegian, due to Bog's exceptional business acumen.

This was the same Ralph R. Robinson of the famous "Million Dollar Play," Coach Hughes' favorite end run which had so
much to do with getting us the Conference championship. Whether the "Million Dollar Play" had anything to do with it or not, it was deemed that The Collegian was making too much money for two people to divide between them, even though they were hard-working students. Confidentially, we didn't make very much, and now the constitution guarantees that no one in the future will, either.

It was a pretty hard job, writing that constitution, and we felt it to be extremely important, which it no doubt was. The committee used to meet in our Collegian office, taking care to avoid conflicts with Professor Morrill, who had a habit of holding forestry classes there from time to time. This was the basement room underneath the library, accessible through a side door.

Chuck (Charles N.) Shepardson, captain of our champion football team, was chairman of the committee deliberating the ins and outs of our new constitution. What I remember best, of course, is the fact that I did the writing, the revising, reconstructing, and the rewriting, over and over again. We had lengthy debates about all the important points in the document and when we were finally through, we felt justified in believing that we had a sound and well-considered charter of operations. I still have the finally approved official copy as typed by myself and submitted to the printer. It was adopted by the student body on May 3, 1917. Seven days later, the telegraph came. I was among the fortunate ones to be ordered on active duty in the Army and eventually went overseas.

It is to Professor Charles Shepardson that we owe the final details of perfecting the organization of the Associated Students:

The student body constitution was adopted in the spring of 1917. Prior to that time, there was no general student activities organization.

In the fall of 1916, as president of the Athletic Association, I discussed the idea with Lee Foster, president of the Associated Students, and Alfred Falk, editor of The Collegian, who agreed that it should be presented to the student body. This was done and the appointment of a committee to draft a plan for such an organization was authorized. As I recall, there were fifteen members of the committee representing the various student activities. I was general chairman and Falk was chairman of the editing committee which finally drafted the proposed constitution.

A general student activity fee was agreed on and apportioned on a percentage basis to the various participating groups according to their needs. While provision was made for student managing committees for each activity, I think one of the most important things was the provision for a general student activity manager to be chosen from the faculty.

... The plan was unanimously adopted in the spring of 1917 and Professor S. L. Macdonald was elected Student Activity Manager.

In preparing this constitution, we studied student organizations in many other schools and, as far as we could tell, we had the most complete and comprehensive student organization at that time. As I remember, there is a framed copy of the original constitution in the College library. ... Every member of the committee certainly deserves recognition for his part in drafting the constitution and in putting it over with the student body.

... Personally I have always been as proud of my part in that work as anything I did while a student at Aggies in spite of the fact that I had the privilege of playing on the first two championship football teams and capturing one of them ...

Professor S. L. Macdonald of the Mathematics Department was chosen by the students as activity manager and continued in this position until 1941. With his Scotch conscience, his meticulous Scotch honesty, his very American interest in athletics, and his great willingness to work for the good of the students, he is one of the men who contributed his life work to the institution. To such men, the College is a memorial.

Following S. L. Macdonald as activity managers were:


Over a period of nearly thirty years since the consti-

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Ruth Jocelyn
tution of the Associated Students was adopted, its adequacy and
workability have been proved time and again. Of course, some
amendments and additions have been necessary, but in general the
document was found good, and the College now without the Asso-
ciated Students would be unthinkable.
Scholarships

The idea of establishing scholarships and many of the scholarships now available to students are a memorial to Mrs. Charles A. Lory. Early in President Lory's administration, Mrs. Lory, realizing that $25 or $50 a year meant to many students the difference between remaining in college or dropping out because of lack of funds, began the task of securing money for scholarships. One of the first funds, which through Carrie Lory's efforts became available to students, was the John C. Osgood Loan Fund. As early as 1913, four boys, all of whom became outstanding alumni, received from $60 to $100 each from this fund.

Often Mrs. Lory accumulated funds for a particular scholarship or fellowship a dollar or five dollars at a time; again, larger amounts were given. When Mrs. Lory asked Benjamin F. Hottel for $10 or $15 for the Student Loan Fund, Mr. Hottel replied, "You and the President have never asked me for anything in my life," and he handed her a bond for $500. He attached only one string to the gift, his name was not to be mentioned. After Mrs. Hottel's death, the fund was known as the Emma M. Hottel Fund and when Mr. Hottel had passed on, as the Benjamin F. and Emma M. Hottel Fund.

Mrs. Lory had long known Mr. and Mrs. Edwin D. Hendrie, and one day after Mrs. Hendrie's death, Mrs. Lory asked Mr. Hendrie if he cared to put in his will a bequest for the student loan fund in memory of his wife. He asked the sort of questions a businessman asks, and then said, "I will give now." So another scholarship came into being. The Aileen Rockwell Memorial Loan Fund was a gift of $20,000 made by Representative Robert F. Rockwell in memory of his wife.
Whether the scholarship and loan funds were accumulated dollar by dollar or in larger gifts, back of each is the human touch, the desire to give one of the boys or girls of Colorado a better chance, the desire to help when the need was great.

The scholarships and fellowships now listed in the catalog are: Joint Honor, Recognition-of-Merit, Music, Sears-Roebuck, Carl Raymond Gray, Junior-Senior, Junior College, Peitersen, Marion Carnes Hendrie, Road McCann, Scholarships for children of Veterans, Osgood Loan Fund, Aileen Rockwell Memorial Loan Fund, Veterans Loan Fund, and funds under Carrie R. Lory, Virginia Corbett, Benjamin F. and Emma H. Hottel, A. E. Humphrey, School of Agriculture, Wednesday Bridge Club, Memorial and Nathanael C. Alford.

Three inactive funds are: the Lory Days Fund, the John C. Bell Fund and the Inga M. K. Allison Fund. The first of these, which the alumni plan to build up, is composed of the balance on Lory Days, the days honoring President Lory on the occasion of his retirement; the second is money which John Bell Stivers has willed to the College as a "Loan-scholarship" fund in memory of his grandfather, John C. Bell who was for years a member of the State Board of Agriculture; the third of the inactive funds is that collected by the alumnae in honor of Miss Allison who was for many Head and later Dean of Home Economics.
COMING OF AGE

Chapter IX

The College Interest in the Rural Boys and Girls.
On the occasion of the Summer Session banquet in honor of the Seventy-fifth Anniversary of the founding of the College, Dr. Charles Allen Prosser in introducing President Emeritus, Charles A. Lory, the speaker of the evening, presented him as the leader in the United States in developing vocational education, as the general who in spite of campus and national opposition had planned and executed a strategy which meant vocational education for the State and for the Nation; it was Dr. Lory who had believed in this type of training, who had persisted and had "fought the good fight."

Dr. Lory began his talk modestly with:

The doctor, Dr. Prosser, has been most generous in his praise of the work. May I add that the work is the work of a team, not of a single man. I was simply the business manager of the team composed of Dr. Prosser, Dr. Allen and others. It was the work of the team that made possible what we have been able to do in furthering vocational education.1

The day following the banquet Dr. Prosser, with the fine sense of justice of one man bowing to another, said in speaking of Dr. Lory, "There was something magnificent about the man standing there telling that story, never mentioning himself, never giving himself credit."

It is truly an amazing story, a story of pioneering courage and of the desire to serve – this tale of the development of vocational education at the Colorado Land-Grant College.

Heaven is not reached at a single bound
We build the ladder by which we rise
From the lowly earth to the vaulted skies,
And we mount to its summit round by round.2

2. "Gradatim" by Josiah Gilbert Holland.
Rungs of the Ladder. — Very literally Colorado Agricultural College thus built its ladder at vocational education, and during the building often stood on one round not knowing what the next must be. The rounds built and climbed before the passage of the National Vocational Education Act in 1917 were: the first work with boys and girls clubs, the improvement of rural schools, the experience with Extension work, the Colorado School of Agriculture, the Fort Lewis School, and the summer sessions which began in 1912.

Advocating nature study, agriculture and vocational subjects at teachers' institutes was a faculty habit before Charles A. Lory became president. Men from Washington talked to county superintendents on agriculture; the State Teachers Association published and sent to all school districts a manual on vocational education.

In 1909 when Charles A. Lory became president of the Agricultural College there were no calf clubs, pigs clubs, sewing or canning clubs for rural boys and girls. If country children attended school, the dilapidated building and the training offered leaned upon each other for support and found none. Children of farm parents who valued education rode miles horseback through foot-deep mud or in zero weather to high school.

President Lory had lived on a Colorado farm, and he had attended the "Normal School" at Greeley. President Snyder of that school preached the doctrine that "there is as much education in knowing beet roots as in knowing Latin roots." President Lory believed that rural boys and girls should contribute greatly to rural life and they should find it greatly rewarding.
Boys and Girls Clubs. — Boys and girls clubs were the first part of the answer. Responding to a natural interest, the country children flocked in, and in 1910 fifty-two agricultural and home making clubs beaconed the trail of the organizers W. E. Vaplon and T. M. Netherton, who visited ninety-six schools and talked to 3,740 children. Farmers and their wives often joined the clubs as honorary members; the commercial clubs of many towns such as Julesburg, Sedgwick and Ovid offered to double the one, two and three dollar prizes the College had suggested that individual business men offer.

Such was the interest in the work. But, because of lack of local leaders, most of the clubs flourished briefly and died. Logan County was one of the conspicuous exceptions. Here J. A. Sexson, superintendent of the Logan County High School and D. C. Bascom, the first county agent in the State, encouraged the boys and girls in canning, sewing, cooking, corn and beet clubs. C. B. Goddard offered a top buggy as first prize in a Corn Club and the Great Western Sugar Company gave $125 in prizes.

Leadership in Logan County was conspicuous; in most counties interest wilted with the untended club crops. The College urged that each community pay a teacher to teach in the winter and as a club leader in the summer, but most school districts could not see this and State-wide failure with only local success seemed imminent. The boys-and-girls-club idea was saved by the establishment in 1915 of the Extension Service, which made available funds and personnel, and by the great needs of World War I.
While the College strove to educate country children vocationally in their home communities, the State Board of Agriculture was organizing and operating on the campus a vocational high school.

**Colorado School of Agriculture 1909-1927**

In the eighteenth century in Europe a demand had existed for training in agriculture; in American colonial times such a demand was partly met by agricultural and technical societies and schools, and before the Morrill Act of 1862 had made Land-Grant Colleges possible, some college departments of agriculture, some technical and agricultural colleges, and some secondary work had been established in the United States.  

By 1862 most of this secondary work had disappeared, but by the first decade of the twentieth century the returning tide of demand for such work had resulted in secondary courses at Michigan, Wisconsin, Minnesota, and at other schools.

At Colorado Agricultural College President Aylesworth and Mr. Carlyle had continued various short courses with which the College had always abounded, and had established new ones for students who had not completed high school work.  

(That young people and some older ones continued year after year to register for such courses showed the need for the work in Colorado, and it was this need that led to the establishment of the Colorado School of Agriculture on the campus and eventually to the

2. Ibid., p. 322.
3. Ibid., p. 346.
State-wide offering of vocational agriculture and home economics in high schools.

In 1903, after much discussion of the subject in institutes, President Aylesworth appointed a committee consisting of Professors Paddock, Lory, Paul, and the public school superintendents of Fort Collins and Eaton, to study the project of a vocation high school.

These men, believing in the work, studied the problem thoroughly and submitted a report to President Aylesworth, but at this point one of those campus disagreements which go far toward wrecking an institution came to a climax, and nothing was done.

The next year, with Charles A. Lory placed in the president's chair on June 2, in State Board of Agriculture meeting on June 3, Elias Ammons moved that the president and the faculty be authorized to establish the agricultural high school. The motion was seconded by Mr. Corwin and carried.

Though the months between June and October offered insufficient time for advertising, and Mr. Ammons was telling President Lory he wouldn't have 200 pupils in the school "... even if he dragged them in from under the culverts," the Colorado School of Agriculture opened in October and in November Mr. Ammons paid his bet. Before the end of the year 202 boys and 89 girls had registered.

No other similar school in the United States had a larger registration its first year, and this, those in charge felt, proved the need for the work.

The courses first offered were domestic science and agriculture with mechanic arts added on Principal T. M. Methington's
recommendation in 1911-1912.

The work for the boys included: soils; increasing of yields; methods of raising, harvesting and marketing crops; the selection, breeding, feeding and management of livestock together with some instruction in maintaining the health of farm animals, and in other such subjects. On the mechanical side the boys studied the principles of farm machinery and how to select, operate and repair all machines used on the farm. Instruction was given in dairying, in carpentry and blacksmithing, and in planting, budding, grafting, pruning and spraying. In addition to the vocational subjects the courses included military drill, English, sciences, civics, and mathematics.

The courses for the girls were as specifically vocational as for the boys and were planned for better home making and the teaching of higher ideals and standards.

The young people so trained, as they returned to their home communities, assisted greatly with the boys and girls club work which the College was attempting. As the rural schools were consolidated, in these and in town and city high schools, the requests for teachers of vocational subjects could not be met. There were no teachers trained. Because no other source of supply existed, a training course for rural teachers was included in the C. S. A. work; but this was discontinued when World War I disrupted campus activities.

Three years, a six month term each year, at first included all the work offered; but a fourth year was added for those who wanted to prepare for college entrance.

Many of the graduates, making use of their training,
became successful farmers; others found work with the United States Biological Survey; some were selected to do experimental work on the State Experiment Farms of Wyoming, and still others became county agents.

That these young people were the kind who carried their share of responsibility is shown by the fact that 266 were in World War I, eleven of whom failed to return.

The C. S. A. students enjoyed their full quota of activities. They had a student body organization, and drama, debating, writers, stock judging and musical clubs. They wrote their own newspaper, The Hornet.1

The greatest number enrolled was 418 for the year 1913-1914. Principal T. M. Netherton resigned in 1919, and Miss Margaret Durward served in this position until Miss Mabel Hoyt was appointed. Miss Hoyt served until the school was closed in 1923. When C. S. A. was established in 1909 not a Smith-Hughes high school existed in the State; by 1927 there were 52, the need for the work on the College campus had ceased, and the Colorado School of Agriculture closed March 31, 1927.2

The Teller School

Boys and girls clubs in home communities and a vocational high school on the College campus were two rungs in the ladder of vocational education. Neither was easy to finance; but President Lory and the State Board saw the inestimable value of both to Colo-

1. "The Colorado School of Agriculture," ms. is the source of most of the material on C. S. A.
rado, and they saw more than this. Colorado was a big State. The Colorado School of Agriculture at Fort Collins was far in miles and farther by poor roads from the Western Slope and Southwestern Colorado and so when Indian schools at Grand Junction and Fort Lewis were closed, and the properties taken over by the State, the College agreed to establish on these sites industrial and agricultural schools.

Drainage difficulties which the Federal Government had met and failed to overcome soaked up the small sums which the Legislature appropriated for establishing the school at Grand Junction. After a few years of digging up forgotten pipe lines laid by the Federal men, and watching sink holes appear in fields or under the foundations of the Indian school buildings, the College released the Grand Junction site for a school for the feeble minded.
Agriculture and Home Economics in the High Schools. -
The State Board of Agriculture, President Lory and some members of
the faculty of the Colorado Agricultural College encouraged the
teaching of agriculture and home economics in the regular high
schools of the State. Men who encouraged boys and girls clubs
talked at institutes and to high school assemblies, to principals
and superintendents.

During her early years as Head of the Department of Home
Economics at the Colorado Land-Grant College, Miss Inga M. K. Allison did much to encourage the teach-
ing of home economics in the high schools. For example, as Presi-
dent of the Domestic Science Section of the Colorado Teachers Asso-
ciation in 1914 she asked such outstanding high school men as Roscoe
C. Hill of Colorado Springs and J. A. Sexson of Sterling to talk
at the Association meeting on some topic connected with the place
of home economics in the high school. Not trusting mere men to
know too much about such a subject, she and her committee of the
Domestic Science Section of the Teachers Association were publish-
ing in the "Colorado School Journal" articles outlining the require-
ments of such a course.

Improvement of Rural Schools. - Looking at the forlorn
rural school buildings in the weed-grown yards and thinking of the
equally desolate mental outlook offered the rural boys and girls,
President Lory and the State Board of Agriculture determined to
improve rural schools. With the strong support of the Farmers
Union, Dr. Lory spoke in July 1910 to the County Superintendents
Association meeting in Grand Junction on practical education in small town and rural schools; he pointed out that the College had done much to improve the crops and livestock of the State, and it was time to do something for the boys and girls.

Discussion of the speech surged through the convention hall and beyond its walls to the lobbies of the delegates' hotels. The University had a high school visitor; the State College of Education (then the Normal School) sent out a grade school visitor. No one paid attention to the rural schools. Why should not Colorado Agricultural College employ a rural school visitor?

By 1911 those supporting the idea persuaded the Legislature to apportion $10,000 for the rural school betterment program. The governor cut this fifty per cent and, under the limping and halting tax appropriation system of the time, $2500 finally was available for use.

C. G. Sargent, Superintendent of Schools in Mesa County who was working with Mr. Mahoney, the secretary of the Grand Junction Chamber of Commerce for the consolidation of schools in Mesa County, was made rural school visitor in 1912. He had not found it easy to present consolidation to Mesa County school patrons. Seeing transportation and other costs as prohibitive, they had at first fought the idea to a standstill. Five court actions, three of them heard and two thrown out, were brought before the Appleton School in Mesa County was dedicated in November 1912.

Before the Appleton School was consolidated, Mr. Sargent had made a survey of rural schools in Mesa County; now under College auspices he surveyed eight representative counties in Colorado.
and, following this, he undertook an eight-year survey of all the
school districts of the State which had a school population of
less that 350 each. He learned such facts as that in one district
in one county
not one pupil had completed the eighth grade in the eight years
covered in the survey; he learned that seventy-eight percent of
the average enrollment of all districts surveyed did not complete
the work of this grade.

Quarrels were typical of early conditions, and a rural
school quarrel, a small town church quarrel, and a cat fight seem
to have been equally productive of noise and damage, and of little
else.

For a time the rural school improvement seemed
as unproductive of results as cutting off a dog's tail an inch
at a time, but by 1926 Mr. Sargent's 24-hour a day program began to
show changes in the State. By 1926, 37,000 grade school and 6,500
high school pupils were attending in forty-three counties. A quar-
ter of a century earlier there were not 6,500 in all the high schools
in Colorado. All of the districts were proud of their new schools;
some of them pointed to unique features. In the mountain area of
the State one Del Norte bus picked up children at an altitude of
3200 feet; the New Raymer area in the dry land section claimed to
be the largest district in the United States to consolidate its
schools. 2 In 1921 all the children in Rio Grande County except
attended consolidated schools.

1. C. G. Sargent, "Consolidated Schools of Mountains, Valleys
In the old buildings and the old type of school the country child could receive neither vocational nor any other training comparable to the training of the city child. In the consolidated school the changes in courses offered, in percentage of attendance and in work standards matched the changes in the school plant. No longer was the rural school a place of both mental and physical desolation. Though the Farmers Union, the Grange and the State Educational Association had supported the movement for rural school improvement, it was the vision of President Charles A. Iorns that had tremendously broadened the mental horizons of the country child and had made possible through the schools a complete change in rural child life.

Teacher Training at Colorado Agricultural College

Early steps in teacher training were the offering of a "Normal Course in Domestic Science," 1903-1904, a short lived two-year course in the same subject later, and, after additional funds for the preparation of instructors in agriculture and home economics became available under the Nelson Amendment to the Morrill Land-Grant College Act, 1907, education courses were offered under Professor B. F. Coen in the Department of English and History.

In asking his students to write an application for a teaching position in Loveland and having Superintendent Truscott come and discuss these letters with the students, Professor Coen took the first step toward the later "job conference."

The second beginning of a teachers course in Home Economics was in the fall of 1912. Miss Allison taught this phase of the work until Miss Maude Williamson came to the campus in 1926.
Department of Rural Vocational Education. — At first the campus authority in charge of the rural school improvement program was the Committee of Rural and Industrial Education. To gear the work on campus more closely with the off campus program, President Lory urged the creation of a department; the State Board authorized this in 1915, and it was organized in 1916 as the Department of Rural and Vocational Education. C. G. Sargent was the first head of this department and the first State Director of Vocational Education. Miss Margaret Durward was added to the staff in 1916 and George T. Avery in 1917.

Newton Van Dalsem and Lewis F. Garey were respectively the first supervisors of Trade and Industrial Education and Agricultural Education.

In 1919 C. A. Schmidt was added to the staff as agricultural teacher trainer, a position he retained until July 1, 1945 when he was officially retired.

Chapter X

Fort Lewis: From Indians to Agriculture
**Historical Background.** - Against a backdrop of scenery and circumstances theatrical in beauty and unique characteristics is Fort Lewis, established to protect the white man from the Indian, maintained later as a school for Indian children, and in its third stage, the Fort Lewis Branch of the Colorado State College of Agriculture and Mechanic Arts.

Fort Lewis is located in the San Juan Basin, an area 150 by 300 miles, which constitutes about one-sixth of the State. This College, at an altitude of 7,600 feet is the highest college in the world. North of it are the La Plata Mountains, rugged and magnificent, thirty miles west are the Mesa Verde cliff ruins, once teeming homes of prehistoric thousands, where now one stands in a silence that can be felt and listens to the centuries passing over. Another day's drive west and one reaches the Grand Canyon of the Colorado, of which one writer said it is a relief to know that "...in a world so strenuous with obvious duties and conscientious impulses, no man has got to describe the Grand Canyon." From Fort Lewis Mesa on clear days one sees Shiprock, the mystery sailing vessel of the desert. The Aztec ruins with their great kiva, and Pueblo Bonita in Chaco Canyon are south of the Fort Lewis Branch of Colorado State College. South, too, are the modern Navahos and east are the Jicorilla Apaches and Utes.

No richer archeological and geological field exists than the San Juan Basin, the contemporary inhabitants are making of it one of the finest agricultural and mining regions of the State.

In 1861 the white men pushed over the mountains into the San Juan Basin, the Ute hunters' paradise, and aroused the fears of the Utes that their hunting grounds would be taken from them. In 1868 a treaty setting aside for these Indians an area almost 200 by

300 miles was signed but this did not stop the infiltration of whites. By 1874 Chief Ouray of the Utes was instrumental in securing another treaty which, giving the mining regions to white men and the valleys to the Utes, was a foundation for further trouble. The whites took the mining areas and whatever else they wanted; the Utes, who never understood a treaty, roamed over the entire region and took what they could.

On October 15, 1878, a fort called Fort Lewis was established where the Indian and military trails crossed the San Juan River at Pagosa Springs. In 1879 General Phil Sheridan made a tour of inspection of the West. He visited Meeker, Ouray, Silverton, Animas Valley, Pinkerton Springs and Fort Lewis and recommended that the fort be moved to a more central location. Before this could be done, Meeker was massacred on September 29, 1879 a few days after classes had opened in Old Main—and the fear of an Indian uprising gripped western Colorado.

Chief Ouray and decisive action by the Government averted an Indian war, and thereafter, over a period of years, the Utes were gradually moved to reservations—but not without bloodshed to mark the steps of the removal.

While in Fort Collins, college and townspeople, because sidewalks did not exist, walked the railroad track between town and campus, while Elwood Mead was beginning his work in irrigation; while the work in mechanics was beginning; while the first experiments in feeding and in plant breeding were in progress; when penalties were imposed on students who returned late from church, and the first commencement was held; while these things happened in Fort Collins people of the Southwestern Colorado dipped their hands in blood.

1. Military Record, "Fort Lewis, La Plata County, Colorado."
The soldiers at Fort Lewis were noted for their military ability; but, because some of the early commandants had mistreated the Indians, the troops were not permitted to move against the red men without orders from Washington. As a result the cowboy became the Indian fighter.

"I can't let you have my big gun," the Captain said to an Indian who had asked for the weapon. "You would shoot my soldiers."

"No," grunted the Indian. "He shoot cowboy with big gun; squaw beat off soldier with a stick."!

On May 1, 1881, the Indians burned the ranch house of John Thurman near Dolores, and after killing Thurman, Richard May and Frank Smith, stole 140 horses and headed for the San Miguel. William May, brother of Richard, rode to Fort Lewis for help but was told the soldiers could do nothing. When he persisted, he was informed the soldiers were there primarily for the protection of the Indians.

For the next five years white men and Indians stood ready to attack, or to defend themselves. The Indians continued to steal and the white man to break treaties and promises. Signal fires burned on the hills around Mancos.

In July, 1884, the year of the first commencement at Aggies, a Ute rode into a cow camp in the Southwest leading a branded horse. Since Indians did not brand their horses, and the animal was presumably stolen, a cowboy reached for a knife to cut the horse loose. The Indian, thinking he was reaching for a gun, shot him and fled. Cowboys and cavalry from Fort Lewis followed the Indians to the Elk Mountains in Utah where an appeal was made for volunteers to
explore the region. Worthington, a government scout, and Rowdy, a cowboy volunteered, and both were killed as they started up the rocks ahead.

At another time cowboys killed all the Indians in a peaceful camp except one squaw. Such conflict between races, Fort Lewis was established to hold to a minimum.

In July, 1880, five companies of the Thirteenth Infantry commanded by Lieutenant R. E. A. Crofton arrived at the present site of Fort Lewis with a saw mill and a hundred government wagons, each drawn by six mules.1 At first, probably, the troops were housed in tents.

The old parade ground, one of the largest and one of the best in the country, is today the campus of Fort Lewis College. At the northern end of this stood the commissary for the troops, the post trader's store, the theater and dance hall (which is now a part of the horse barn), the guard house (which is now a part of the dairy), the headquarters, office and other buildings. On the east side were the barracks for the troops, these, the space now vacant, extended from the present site of the faculty house to the north road of the campus. East of the barracks, near the river bank, were the stables for the horses. The well which was dug there in the early 80's is still intact as is some of the pumping machinery. Facing the barracks across the parade ground on the west were the officers' houses, some of which are now occupied by college employees.2

The new Fort Lewis Military Reservation was declared January 27, 1882.3 Probably the erecting of the military buildings falls into two periods: (1) barracks and officers houses, (2) prison and hospital. By 1886 some thirty buildings were grouped around the parade ground.4

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2. Ibid., ms.
4. Ibid., p. 9.
Four of the officers' houses are still standing and are used by college personnel. One has been divided into two apartments, one into four apartments, and one is a dormitory. One of the officers' houses was burned in 1917; one was dismantled the same year and the materials were used in constructing the gymnasium and the machinery shed.

These military houses were exceptionally well built. The stairways in the officers' homes were of walnut that was hauled in with ox teams, and the carpenters who tore down the house in 1917 were amazed at the quality of workmanship and the quantity and quality of material used in its construction.

In the days of army occupation, senior officers had their choice of residences, and, since changes in officers were frequent, changes in homes were too common for the comfort or the friendship of officers' wives. On one occasion an officer's wife, Mrs. A., after arranging her home to her liking, attended a tea in Durango. Her conveyance was the army ambulance, and riding in this was an endurance test of the first order. At the end of the return fifteen miles of jolting over rough roads behind a mule team, she found the wife of a higher officer had arrived, had taken possession of Mrs. A's home and Mrs. A's goods were in the street. The record ends here, but no doubt the story does not.

In military days Fort Lewis with its two fine bands was the center of social life for the whole surrounding area. Dances, amateur dramatic productions, lectures, and concerts brought crowds of officers, their wives and friends to the building which in now the horse barn.
The other side of the gay picture is a padded cell in the hospital. Possibly because of the isolation, melancholia was not uncommon among the soldiers.

The first guard house, a wooden structure without a foundation, was replaced by a stone building because on one occasion when the "bull pen" was so crowded with "drunks" the men had to stand, one cut a hole in the floor and all escaped. The new guard house, stone with a stone foundation and walls three feet thick contained cells four by six feet in size.

The site of Fort Lewis was selected by General Buell of Civil War fame and at one time, says Mrs. Kitosh, six troops of infantry and two of cavalry were stationed there. Probably 600 soldiers was the maximum number at the Fort, but the average was about 200.

Durango was founded in anticipation of the railroad which was building that way and reached Durango in 1881.\(^1\) About this date the smelter was built in Durango, and the town and the Fort became the markets for hay, grain, meat, dairy products, fruit and vegetables—the Southwest was booming.

In 1891 came orders to abandon Fort Lewis as a military post, and Joe Coppinger with two six-mule teams spent the summer and fall hauling back to Durango all supplies which he had once hauled the other way. Tradition has it that one six-mule load of drugs was bought for a song by Henry Strater and sold at unbelievable prices—and that he used the funds so obtained to build the Strater Hotel.

Another six-mule load was five gallon oil cans which, when opened at a fort in Oklahoma, contained water.

The soldiers gone from Fort Lewis, for a few months the buildings stood empty or were inhabited only by skunks, rabbits, rats and mice. Weeds grew on the parade ground, windows were broken—and then in 1891 the three Damon boys (half Navaho and half Irish) and two Navahoes arrived to clean up the place for an Indian school.  

The school opened in 1892. In the years that followed and other Indians, Navahoes, Apaches, Papagoes, Utes, Mexicans, etc., attended the school, a maximum enrollment of about 400 but an average of half that.

The pupils and employees occupied the military buildings and shops were erected: blacksmith, tailor, shoe and carpenter shops, and a sewing room.  

Pupils were in school half a day and worked in shops, kitchen, dairy, dining room, gardens, etc. the other half day.

In 1895 Dr. T. H. Breen became head of the Indian School. He believed pupils should be happy as well as busy. Breakfast was at seven, but the rising bell was an hour earlier so the old timers among the Indian children could help the newcomers dress in the new and peculiar white man's clothes.

Indians love to sing and many evening hours were given to singing white man's songs and to band practice. Since some pupils were at the school ten years, two very fine bands were

1. F. A. Pollock, "History of Fort Lewis."  
2. Ibid.
developed. Some of the pupils became soloists and directors and all learned light operettas, which they took to Hesperus and Winscos.

Finding the Indian names impossible to pronounce and worse to spell, Dr. Breen permitted the children to choose their own names and as they read the white man's history, they chose such names as George Washington, Abraham Lincoln, Thomas Jefferson—names of men they admired. Chester A. Arthur and Abraham Lincoln were brothers. George Washington is now a silversmith near Shiprock, and is a well known singer in the Southwest.

Parties and dances, were given by pupils, teachers, matrons, etc. Indian dances were not encouraged, but Dr. Breen required teachers and other employees to dance with the Indian pupils and teach them the polka, the waltz, the schottische.

Miss Juanita Monroe, later Mrs. Kétosh, a Crow by adoption but a Blackfoot by blood went to Fort Lewis as a matron in the little boys' dormitory. She had charge of seventy-two little fellows housed in the old military hospital, a large yellow building west of the present tennis courts. Her youngest charge was a Mexican boy of three who slept in a basket by her bed.

Miss Monroe had attended school in Virginia, in Andover, Massachusetts and in Lawrence, Kansas. She and another Indian girl found being an example to the children too much of a strain. They had been at the school two weeks when, in their first free moment, the other girl said, "Let's get out of this."

3. Ibid., pp. 2-3.
They ran down to the river and there free from restraint among the trees, they lay on the ground and kicked and screamed. When they felt relieved of the strain of being models of conduct, they sat on the ground and looked at each other; but they looked, too, at the farmer coming toward them.

Instantly they were true Indian girls, impassive and unresponsive.

"Did you scream?" the farmer asked.

"Yes," The girls offered no explanation.

"Is anything the matter? Are you hurt?" The farmer was solicitous.

"No. We just screamed."

Realizing that no more information was forthcoming from Indian girls, the farmer turned and left; but he told the story in the dining hall so that when the girls, again models of deportment, entered, they were met by howls of laughter.¹

Miss Monroe's (Mrs. Ketosh) own father was killed by the Sioux, but her stepfather, an M.D., gave her every educational advantage. Mr. Ketosh had been assistant engineer at Lawrence, Kansas, and was engineer at Fort Lewis.

Miss Sadie P. Price, who was girls' matron at the school for fourteen months and then a teacher, was married there on January 7, 1897. She and Mr. Hans Aspaa had intended to run away and be married, but Dr. Ereen learned of this plan and objected. They were married in the chapel, an L-shaped building which stood about where the vocational dormitory is now. The pupils marched in first

¹ Mrs. Juanita Ketosh, Interview
and then the bride and groom came down the aisle to the strains of Lohengrin.

Charles Lee Ingersoll was completing his years as President of Colorado State College (C.A.C.) at the time the troops were removed from Fort Lewis, and Mr. Ellis and Barton O. Aylesworth served as presidents while the little group of buildings in the mountain-rimmed valley of the Southwest housed an Indian school.

On June 2, 1909, Charles A. Lory became president of Colorado State College.

On December 4, 1908, F. E. Leupp, Commissioner of Indian Affairs, wrote to the Speaker of the House of Representatives saying that in compliance with the law (Indian Appropriation Act for fiscal year 1909), he had moved to dispose of non-reservation Indian schools which were no longer needed. Governor Buchtel had written that his State, Colorado, could use the Fort Lewis and Teller properties as the State needed normal schools.

April 4, 1910, the Federal Indian Appropriation Bill gave Fort Lewis to Colorado to be used as an institute of learning, on the condition that Indian pupils were to be admitted free of tuition charge and on terms of equality with white children.

When John F. Shafroth became governor, he was not antagonistic to Colorado State College (C.A.C.) and so asked President Lory to examine the properties with the idea that schools of agriculture and mechanic arts might be established. On October 31, 1910, President Lory reported to the State Board of Agriculture.

2. U. S. Statutes at Large 36, 367.
that he and Professor Alvin Kezer had been to Fort Lewis and that people of the San Juan Basin would be satisfied with an experiment station, but the Federal law giving the property to the State specified that an educational institution should be maintained. He added that establishing a school involved many difficulties, but the property was valuable and would become more so.¹

Dec. 1910. Representative Weaver of La Plata County and W. B. Ebbert of Montezuma appeared before the State Board to urge the acceptance of Fort Lewis and the establishing there of a school of agriculture and a demonstration farm.²

Dec. 1910. The State Board passed a resolution expressing willingness to assume charge of Fort Lewis and Teller schools, provided the Legislature accept these properties as gifts from the Government and appropriate money necessary for operation.³

Jan. 1911. Coal having been discovered on the Fort Lewis land, a bill was introduced into Congress to repeal the grant of this property to the State. At the time this was being rushed through Congress, the State's formal acceptance of Fort Lewis was presented to the Secretary of the Interior together with the information that the State Legislature had made an appropriation of $60,000 for the Fort Lewis School. On motion of Senator Guggenheim the bill in Congress to repeal the grant was dropped, and the school seemed to be off to a good start.

Legally what was left of the Indian school buildings,
the furniture that had not been sold and 6,400 acres of the land were now the property of Colorado; and on paper a legislative appropriation of $60,000 was easy, but the work was yet to be done. On April 18, 1911, A. E. Edwards and Jared L. Brush, President and Vice President of the Board accompanied by L. M. Taylor and Principal Netherton took formal possession of the property.

In May, 1911, G. F. Snyder was made principal of the Fort Lewis school.

As work began it was immediately evident that the $60,000 was not forthcoming, and the dark days at the school were only beginning. Until 1919 Fort Lewis scarcely moved out of the debris of rocks, broken sidewalks, leaky roofs, parts of military wagons, walnut stairways, padded cells, etc. etc. left by a military post and an Indian school.

The $60,000 was made third class and in 1911 only $2,500 of it was turned over for Fort Lewis. Financially and legally the College at Fort Collins was in no position to pay bills for Fort Lewis. When Charles A. Lory became president in 1909 the institution was $120,000 in debt. In July, 1911, when Principal Snyder did not have money to pay the men building fence, President Lory was reporting to the State Board that the College was facing the necessity of closing out the off-campus (later called Extension) work and the agricultural experiments conducted on State funds.

The $2,500 in the Fort Lewis budget was not enough for wages and modest salaries, and there was less than nothing left over to clean mud out of the reservoirs, fix holes in the sidewalks, or buy fire fighting equipment.
Fort Lewis is fourteen miles from Durango, four from Hesperus. The school must comprise not only class rooms and laboratories but also dormitories for students, homes for faculty and workmen, a farm, a dairy, and water, heat and light systems.

Principal Snyder's reports are revealing.

July 18, 1911.

I had hoped at this time to be able to report a large hay crop gathered but the constant rains have prevented any such report. For a time it rained but once a day, then twice a day and now it rains all day and all night.

The fence men... find many places where the fence has been cut and there is much mending to do. The pasture is good and we shall find it necessary to watch the fences with a good deal of care to keep them from being out again. It takes nearly a half day to ride that fence and we should have a boy and pony to do that work every morning or afternoon.

I advised the fence men (Mr. Carroll and Mr. Davis) to stop work on July 15th as I did the extra farm man, Mr. Michaels. They were not pleased to quit without pay. Mr. Michaels has had no pay for June or July... The rain has caused some loss of time and today it will not be possible to do any work on the fences. The men must get out in the rain to take care of the ditches, reservoir, etc. The reservoir is a lake of muddy water wholly unfit for house use.

The water main is leaking so badly that I doubt if we would have sufficient pressure to handle a fire even if we had the hose.

About fifty boys and girls are now enrolled and others will enroll as soon as the catalogs are sent out and we are able to get out among the people.

The next month, August, 1911, Principal Snyder reported that he had funds on hand to care for 65 pupils and this number was registered a week ago. The State Board wired the Board of Trade in Durango that the State Board of Agriculture would raise

another $1,200 if the Board in Durango would do likewise. Durango raised $1,800.¹

After such exertions, only eighteen pupils registered on October 11, 1911, but people near Fort Lewis believed a hundred would register before the end of the term. On the contrary, the school was crowded with calamities, not with students.

President Lory went to Fort Lewis for the opening and in leaving was only just ahead of the most disastrous flood in the history of the southwestern Colorado. Roads and bridges were washed out and the school isolated until they could be rebuilt. Not all material essential for the opening of the school had arrived before the flood, and some of it was located weeks later in the San Luis Valley and some in Iowa.²

The people at Fort Lewis were not waiting with hands clasped for communications to be restored with the outside world. In his October 24, 1911, report Principal Snyder wrote:

We have hauled stone and brush, built some sidewalk, hauled coal to the power house, dwellings, dairy and dining hall, built two fords across the river, put in a part of our winter supply of groceries, raked up and burned rubbish, set up stoves and oiled floors in the teachers' rooms, hung lamps, cut a few trees, cut the old telephone poles on the campus and trimmed several trees. We overhauled and repaired the boilers, engine, pumps, washing machine, bricked up the end of the kitchen stove, placed a vent in the kitchen grease trap, made moulding boards for the kitchen, painted a blackboard in the sewing room, fitted beds with castors, bronzed beds, pipes and tanks, replaced broken window glass, moved one out house and one coal house, opened the ditch to the reservoir, made 148 pounds of butter and cared for 5686 pounds of milk, butchcred a veal, set and painted lamp posts, laid sewer pipe from the dairy, burned weeds and collected tools, dug out the cellar ways under the

¹ The Weekly Courier. August 11, 1911, p. 3.
² President Lory's "Report to the Ex. Comm. X (Oct. 31, 1911, p. 457."
kitchen, cared for a part of our second crop of hay, completed the porch of the girls' dormitory and dining hall, oiled the floors and painted the other portions, put in three down spouts, placed a tin roof on the dining hall porch and painted the same, cleaned windows, scrubbed floors and oiled several not mentioned above, rebuilt the wagon scales, placed skylights in the work shop and remodeled the interior, set up forges and anvils, built a floor in the cow barn and made stanchions and mangers for sixteen cows, cut and hauled about twelve acres of oats, barley and peas, dug and stored eight tons of potatoes and gathered cabbage, turnips, onions, etc.

As I look around and see the many things left to do I wonder if visitors do not think we have been playing out here.1

Only one man, a teacher from Chicago, quit and left Fort Lewis on the first train out of Durango after forty days when trains did not run.

By December, Principal Snyder reports another incident which demanded cash and added to discomfort.

The water pipes have frozen so in the boys' dormitory that we are obliged to turn the water off. The pipes froze and burst in the daytime as well as at night.

As the reservoir fills up and the pressure becomes greater new leaks develop in the water main.1

Though Mr. Snyder emphasizes in almost every report the fact that the fire hose would not stand the pressure of a head of water and Fort Lewis carried no insurance, it was not until November 1912, that the State Board had money for the new equipment.

At one time confronted with mounting needs and an empty treasury, Principal Snyder and President Lory said to Mr. Ammons,

"The situation is impossible, Governor Ammons, and we see no way of continuing."1

"I don't know, gentlemen, how we shall proceed but we must go ahead," Mr. Ammons replied.1

Early in 1912 President Lory and Elias Ammons were jolt-

Early in 1912 President Lory and Elias Ammons were jolt-
ing over the Denver and Rio Grande Southern toward Fort Lewis. This was at the end of a year-long struggle to open the school and keep it open, and as the train twisted down the canyons from Telluride to Hesperus, Dr. Lory considered the financial situation at the College and at last said: "Mr. Ammons, it can't be done. No funds exist for Fort Lewis. It will have to be closed."

"--I--I--I Lory, as long as you and I work together, don't ever say anything to me again about closing a school. --I We're in the business of running 'em, not closing 'em," replied Elias Ammons.

At three that morning President Lory rose from his cot bed in the office at Fort Lewis and went out under the million stars of a high-altitude night. The thought that came to him as he walked alone about the old parade ground was to ask the business men of Durango if they cared to help. They would be repaid if and when State Appropriations were paid; if none were paid the young president decided that he could and would go before the Legislature and ask for a deficiency Appropriation.

Mr. Ammons approved the idea, and it was presented to the Durango Board of Trade. This body,

... after discussing ways and means of providing funds for the carrying on of the work at the Fort Lewis School... the following resolution passed unanimously, there being present President and Director Edgar Buchanan and Directors T. C. Graden, J. D. Adams, Dr. A. L. Davis and Frank Eldridge:

Resolved, that the Durango Board of Trade undertake to furnish a guarantee for the payment or a loan of two thirds of the deficiency that may arise from the state revenues for running the Fort Lewis school the coming year, not to exceed ten thousand ($10,000) dollars.¹

¹ Ex. Comm. Minutes, Durango. Included in Minutes May 31, 1912, p. 261; Durango Ed. of Trade action on May 11, 1912.
A committee of three was appointed to raise the $10,000, but A. P. Camp, speaking for the First National Bank of Durango, guaranteed on the spot a thousand dollars. At once Messrs. Graden, Eldridge, Davis, Buchanan and others "promised and guaranteed" the Board their proportion of the fund.1

Such men kept the Fort Lewis School from going out like an Indian torch with scarcely so much as a light smoke thinning out above the mountains to indicate its brief existence. Obviously the men of the San Juan Basin wanted the school and believed in it.

The $60,000 apportioned by the Legislature in 1911 was an effective gesture in convincing the Federal authorities that Fort Lewis should be turned over to Colorado, but in the biennium, 1911-1913, only $33,000 was paid.2 The uncertainty if and when any amount other than the first $2,500 would be in the coffers to pay bills made effective work in the present and planning for the future impossible.

Another of the 1912-1913 headaches connected with Fort Lewis was the fact that the Secretary of the Interior was trying to hold for the Federal Government the coal with which the land was underlaid. It was Senator H. M. Teller of Colorado who finally presented to him forcefully the fact that Fort Lewis, land, water rights (these were uncertain) and coal had been given by Congress to Colorado.

Though the men in charge scarcely knew from day to day whether the school would continue, they made some progress. The

first ten day course for farmers and their wives was held January 31
to February 9, 1912. Much to everyone's surprise the school term
opened in 1912, 1913, 1914, but the enrollment continued small.

Establishing Courses and Building A Campus,

People were uncertain as to whether the school would open,

and discontinuing the course for girls for a time because of lack

of funds for home economics equipment made them even more uncertain.

No money was on hand for a shop man, and the boys particularly

wanted shop. Each instructor was teaching six or seven subjects,

and dormitory conditions were bad. In April, 1913, President Lory

wrote: "Fort Lewis presents a serious problem to us now. We hope

it will be possible soon to know whether or not we can go ahead

next winter."2

When Dr. Lory was asked, "Under the conditions that ex-

isted in the early days of Fort Lewis, how did you keep the school

going?" He replied,

Mr. Edwards, Mr. Brush, and Mr. Ammons were the Executive

Committee of the Board. They did not have college degrees,

but they had several degrees, including doctorates in the

school of experience. They were interested in Colorado

and in its boys and girls. Men like that can do the

impossible.

A 1913 Ford car was typical of the quality at Fort Lewis

which enabled men and machines to keep going under adversity. It

was the one and only car at the school. When Mr. Rodecker was

learning to drive he sent the Ford over the sidewalk and through

a plate glass window in Durango. Later he and the Ford had a

head-on collision west of Point Lookout Camp. Principal Snyder,

1. Prin. & F. Snyder, "Report of Fort Lewis School for the 6 months


trying to make a train in Durango, hit a rock heap on top of Fort Lewis Mesa but did not turn over. (He missed the train.) The lights on the car were poor and Mr. Bader, driving one night with a load of Extension workers, hit a rock and jammed the fly wheel case against the fly wheel. One winter a shed collapsed under a load of snow and pinned the top of the car. After this it was Mr. Klinefelter who bent the front axle into a U. Whoever drove the car knew before he reached home he would have to clean the spark plugs, or change a tire.

In 1916 Principal Snyder made three or four trips to Durango and as many home in one day to take students to the fair and back. The same day Mr. Bader with the big team and a lumber wagon cared for as many students in one day-long trip.

Finally the Ford was given a rucksteel axle and continued its activity grinding silage and as a truck.

Fort Lewis was established as a school only because men and machines kept going no matter what the crack-ups and obstacles. Principal Snyder's report for March, 1914, shows that life at Fort Lewis had not changed greatly in the three years he had been there.

He writes:

The usual routine has been continued at the school. We have hauled manure and coal, butchered, taken care of the stock, made butter, shoveled snow off roofs, taught our classes, and held extension meetings in the Montezuma Valley.¹

In the summers of 1916, 1917, and 1918 Mr. Bader, then the farm manager, and the boys hauled ton after ton of rocks, boards and brick from the old parade ground, hauled in dirt and planted

¹ Ex. Committee Minutes, March, 1914.
grass. Inch by inch the parade ground was becoming a campus.

In 1915 there was a rift in the darkness at the school. A sawmill engine and two of the sawmill boilers were purchased and became the minimum essentials of an electric light plant. Though the electricity was generated at 440 volts and the lights were on only in the evening and early morning hours and were never steady, they were better than kerosene lamps. In spite of such modern improvement, the old lamps were kept handy in the homes on the campus where the parents had to get up at night to care for small children.

The saw mill engine and the kerosene lamps had to supply light until 1919 when a central heating and power plant was installed; in 1927 the Western Colorado Power Company began supplying electricity to the campus, and in 1936 the Durango Natural Gas Company began supplying gas for heating, cooking, etc.

A 1915 mill levy for Fort Lewis and a building and improvements appropriation of $15,000 became available in 1916, and the impossible conditions at the school became only hard times. Conditions were on the upgrade, but, since developing Fort Lewis as a school, meant establishing the services of a town and the work of a farm, funds continued to be inadequate.

In 1917 the fact that Fort Lewis was still handicapped by lack of money is indicated by the variety of work one man must perform. Principal Snyder needed a man on the faculty to replace Mr. Klinefelter who was leaving. He asked for

... a man who uses neither tobacco nor alcoholic liquor, who sings, leads in singing and helps in Sunday School work, acts as Assistant Principal, super-
vises the boys' dormitory, helps with picnics and general exercises and teaches forge and shop work, wood turning, steel forging, irrigation and leveling, farm machinery, farm motors, arithmetic, algebra and geometry.1

The salary was $1100 to $1300 for forty-eight weeks.

For his work as President of the Fort Lewis School, Dr. Lory received as compensation between 1911 and 1927 only the padlock from the door of the old military guardhouse.

In April, 1916, President Lory recommended that experimental work in high altitude agriculture be conducted at Fort Lewis, the elevation there being 7,400 to 8,000 feet. J. T. Copeland was put in charge of agronomy and R. A. McGanity of horticulture. In 1923 a conference was held with men of the Southwest who criticized the slow development of farming methods at Fort Lewis. Apparently this was another chapter in the long story of sending out men who did not know soils, altitude or climate of the section where they worked.

The demand in the Southwest for rural teachers and the fact that many who would be candidates for such positions had not the money to attend schools far from home meant the development at Fort Lewis of an exceptional teacher training course in this field. At first, in order to maintain pleasant relations with other schools, President Lory sought out the presidents of Adams State and Western State and the three men reached an agreement that Fort Lewis was to offer the first two years of this training and, since no more was offered there, the girls would probably complete their work at one of the other schools.

However, the Board of Trustees, governing board of the State College of Education, disapproved the agreement, and Fort Lewis went its way alone in offering work for rural teachers. The school is now well known in this field and its trainees are in demand.

The enrollment did not increase greatly until the work offered was of junior college grade; other high schools were developing so rapidly, there was no great demand for high school work at Fort Lewis. Principal Snyder had been in teacher training work before he went to Fort Lewis, and it was he who urged this work; it was he, too, who realized the need for a college in the San Juan Basin.

Changes in length and date of the term at Fort Lewis show the effort to build up the enrollment by finding the months when the students could best attend. From the opening of the school to March 1916 — a six months winter term
1916 — April 17 to September 30
1917 — April 9 to September 28.
1918—1920 — 12 months continuous each year
1920 — a six months winter term
Fall of 1920 was beginning of the 9-months teachers course.
1924 — Nine months for both agriculture and teachers.

Changes in the State Certification Law made the establishment of junior college a necessity if Fort Lewis continued to train rural teachers. President Lory in his report to the Executive Committee, March 20, 1924, writes:

... it looks as though we would have to choose between continuing as a secondary school and giving up our teacher training work in a year or two, or discontinue as a secondary school and to on a junior college basis.

Southwestern Colorado

People of the Southwest were demanding a college near home for their young people. When Fort Lewis was established in 1911, high schools were not numerous in the San Juan Basin; but
these developed, and a part of their curricula was work in vocational agriculture. All this lessened the need for a state supported high school emphasizing agriculture and mechanic arts.

Fort Lewis Becomes a Junior College

In 1925 more than a thousand names of residents of the San Juan basin were signed to a petition requesting the Twenty-sixth General Assembly to establish a college at Fort Lewis.

In September 1927, the first twenty students were registered at Fort Lewis for college work.

The junior college at Fort Lewis opened its doors in 1927 and existed side by side with the high school until 1933 when the high school was discontinued and full time college work offered.

Now the College has thirty substantial, modern buildings—15 for educational purposes and 15 for residences for housing stock, etc. The buildings are electrically lighted and gas heated; the military parade ground is lawn and tennis courts; the water system, including pipes and reservoirs, is in good repair.

The graduates of the institution are among the finest farmers, teachers, business men etc. in Colorado. The students who transfer to other colleges are the best evidence of the quality of the undergraduates.

A visitor to the campus is impressed by the interest every faculty person takes in his job and by the friendship between faculty and students.

Professor F. A. Pollock summarizes some of the work at Fort Lewis as follows:
1. To provide food and food products to make the institution as nearly self-sustaining as possible.
   (a) Vegetables and fruits.
   (b) Poultry and poultry products.
   (c) Dairy products.
   (d) Meat products

2. Through experimentation to do the following:
   (a) Test adaptability of varieties of farm garden and fruit crops.
   (b) Carry on through breeding practices, crop and plant improvements.
   (c) Increase and distribute adaptable varieties.
   (d) Demonstrate cultural and suitable practices with crops and livestock.
   (e) Study ways and means for the best use of irrigation waters.
   (f) Investigate possible methods for range and forest improvement.

3. To assist the people of the surrounding communities by doing the following services:
   (a) To cooperate with the extension service agencies in the state in bringing to the people of the San Juan Basin outside talent for institutes and other meetings.
   (b) To cooperate in fostering 4-H clubs and other similar activities for the youth of the region.
   (c) To support and assist in the formation of organizations for the conservation of regional resources.
   (d) To serve as a fountain for assistance to the high schools, and other organizations in carrying on their yearly programs and activities.
   (e) To serve as a center for the training of people to go into the rural or public schools, businesses and industries of the region.

In the San Juan Basin, Fort Lewis is known best, possibly, by the quality of its students. That people in general might have an opportunity to know the campus a senior day was inaugurated in 1931. All high school seniors of the Basin are invited and the occasion is made as collegiate as possible.

The Fort Lewis faculty, now a faculty that knows the San Juan Basin, takes special pains to make the annual three-day farmers

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institute valuable to farmers and their wives. The work offered is constructive, definite and of immediate use.

Visitors Day is August 1. That people of the Basin are interested in Fort Lewis and the work done there is attested by a maximum attendance of 1,200 and even a war time attendance of 400. Visitors Day has also been 4-H Club Day, but now two days are to be given to 4-H recognition.

Men go to Fort Lewis on business as well as for pleasure. Dean Bader is secretary of the La Plata Water Conservancy District. The group of men in this organization are interested in canals, reservoirs, etc., for an area of 150,000.

The San Juan Empire Builders, a Basin-wide organization was initiated at a dinner at Fort Lewis. Fort Lewis was neutral territory; all men could meet there and be free from local jealousy and loyalty. At the dinner three representations of each of the seven counties in the San Juan Basin were chosen. These men met and selected one of the three from each county to form a central committee. This committee is to present by-laws, etc., at a dinner meeting at Fort Lewis this month.

No institution grows from a group of leaky old buildings surrounding a heap of rocks, boards and broken brick to a modern college, unless the lives of men are built into the new structure. Elias Ammons, A. A. Edwards and Jared Brush, the members of the Executive Committee of the State Board who had doctorates in the School of Experience, Dean G. F. Snyder, Dean Ernest H. Bader, and President Charles A. Lory have left much of themselves at Fort Lewis.

"The time they gave to it!" Dr. Lory exclaimed as he looked back at the work of Messrs. Ammons, Brush and Edwards.
With the College at Fort Collins $120,000 in debt, with the tax system of the State such that State schools were inadequately supported, courage, an interest in the boys and girls of Colorado, and a belief that the Southwest—because of transportation difficulties one of the most isolated sections of the State—was entitled to a school, had to be tremendous to make men undertake the establishing of the Fort Lewis School.

F. A. Pollock of the Fort Lewis faculty writes that Fort Lewis found Dr. Lory

... deeply interested, a fine counselor, and a great planner. [He] was the constant guide of the development here. He built wisely and economically, and made possible... a maximum load of serviceable activities on a minimum budget.¹

George F. Snyder, the first Principal of the Fort Lewis High School and the first Dean of the College "laid the foundation upon which Fort Lewis is built... he fought an uphill fight... Hundreds of men and women owe their education and success to him... [He] was a man of great vision, who had the utmost faith in the future development of the San Juan Basin and of Fort Lewis College... He was an active member of the Orange, and was secretary of the San Juan Basin Water Users Association. For many years he was a member of the Board of Directors of the Durango Chambers of Commerce, and for two years was president of the organizations, in which position he rendered invaluable service to Durango and Southwest Colorado.

If in Fort Lewis training is practical and cultural, this is due to Dean Bader.

Ernest Bader sees a great future for the San Juan Basin and sees how to build step by step for that future.²

¹ F. A. Pollock, "History of Fort Lewis", ms.
² Ibid.
COMING OF AGE

Chapter XI

The College and World War I
Off-campus activities.

War was declared shortly after the adjournment of the Twenty-first General Assembly and immediately the college was called upon to take an active part in the campaign for increased food production planned by the Federal Department of Agriculture.

At a meeting in St. Louis the general program was worked out by Secretary Houston and representatives of the several states. Fortunately the season in Colorado was a very late one, so that planting could still be done in response to the request for increase in acreage of food products. From the institution standpoint, a plan was first worked out, based upon the resources made available by the 21st General Assembly; these consisting of an appropriation of ten thousand dollars and the increase millage for the maintenance of the college and the experiment station which would become available after December first.

We divided the agricultural counties of the state, which did not employ county agricultural agents, into four districts and placed a member of the faculty in each to serve as district agricultural agent. These men gave their full time to working with the farmers in their efforts of increased production. A very vigorous campaign of education was carried on through the press, through bulletins and special circulars and special meetings. The college tried to respond to the calls of the Ways and Means Committee of the State War Council and later did all in its power to carry out the part assigned to it in the program of the State Council of Defense. The State Office of Markets carried on in cooperation with the U. S. Department of Agriculture was materially strengthened, some of the funds provided for extension service being used for this.

Much time was given to the task of finding proper seed stocks and assisting the farmers with their labor difficulties. The cooperation in the labor difficulties continued throughout the year. When the funds provided for by emergency food production act of the Federal Congress became available the number of county agricultural agents was increased and several women demonstration agents provided. During the fall and winter of 1917 the college did a world of work in building of the morale of the farmers; through special meetings in which the problems of the war were discussed and especially the part that the farmers had to carry emphasized; through extension schools; through regional conferences, and through assistance in the storing and marketing of crops. The County Agricultural Agents were increased to twenty-nine. The Home Demonstration Agents to nine. The Experiment Station gave special attention
to the storage of farm products and to the control of insect and rodent pests. Students were called on in the utilization of by-products and the dehydrations of food products.

Immediately after the declaration of war an extremely vigorous campaign for the establishment of gardens and the organization of boys' and girls' agricultural clubs was undertaken and a world of work was done in teaching, gardening, canning, and food conservation. We cooperated vigorously and energetically with the food administration in its campaigns for the elimination of waste and in instructing our people how to use substitutes.

Campus Activities — Other Than Regular Teaching. — A partial list of the war time activities of the faculty follows:

Dr. Lory:
Member of Colorado Council of Defense; Chairman, Advisory Council Committee on Food Production.
Chairman of one committee for Liberty Loan drive.
Assistant to Draft Board in all matters pertaining to College students.
Member of Executive Committee of State Food Administration.

Professor Keser:
Chairman of Seed Committee of the Advisory Council on Food Production.
Chairman of Tractor Committee.

Professor Morton:
Vice Chairman of Live Stock Committee.

Director French:
A member of the Advisory Council Committee on County Organizations.

Professor Allison:
Member of Woman's Committee of the Council of Defense
Home Economics director of Woman's Work in Colorado.

Administrative head of the work in Denver, Pueblo and Colorado Springs; and Miss Anne Evans, and Mrs. J. F. Welborn took over organization and conservation in smaller towns. These two ladies went by car all over the State.

Dr. Glover:
President, Larimer County Red Cross.

Mr. L. M. Taylor:
Chairman of County Thrift and War Savings Campaign

Many members of faculty gave unstinted time to four minute speeches. Five gave time freely in connection with military instruction; there was one special class in French. Many gave special service in connection with student problems.

Buildings on the Campus.—Summarizing the building during World War I, President Lory wrote:

Altogether the institution has put up buildings directly for war training purposes at costs totaling $117,000.00 and it has done this under the stress of war time and under the most terrific pressure for time.¹

Speaking of the financing of World War I program President Lory summarized:

This war training work could not have been done without the mill levy for buildings and the increased levy for maintenance. The college was able to render good service to the Nation and to the State, because of this financial resource. In fact, the college was able to carry on an effective program in war service, in food production, conservation and marketing, in supporting the morale of the State under the weight of war, in training students for leadership and in training soldiers for special service, because of the finances given it by the 21st General Assembly.²

Trainees.—Trainees on the campus in World War I were of two groups: Section A composed of men of collegiate rank, Section B including the men below the college level.

The first Section B men arrived June 15, 1918. College authorities had signed in April the contract to train these men, and between April and June additions to the shops and a dining

² Ibid.
hall had been built and equipped. Barracks came later.

The men of Section B were kept in training two months, a total of 729 being trained at Colorado Agricultural College as:

- General Mechanics: 182
- Machinists: 22
- Truck drivers: 20
- Auto mechanics and drivers: 193
- Radio operators: 128
- Surveyors: 45
- Horseshoers: 66
- Concrete workers: 58

College and military officials thought this work was well done. The military training and discipline had a stimulating effect on the trainees and results and morale were highly satisfactory.¹

S.A.T.C. - In August the College was called upon to plan for the Students' Army Training Corps. This meant an additional 300 men and the building of more barracks. Working under high speed and great pressure, the workmen still did not have the barracks completed when the students arrived.

Influenza. - The men of Section A were inducted into the S.A.T.C. on October 1, 1918. As the exercises closed the Federal officer in charge said quietly to President Lory, "Is there any influenza in the group?"

Dr. Lory then could answer, "No."

On October 4, three possible cases had developed; on October 12, thirty cases; on October 14, ninety-four cases.² One hundred and fifty men arrived one evening, and within twenty-four hours half of them were in the hospital and one was dead. At

¹. President Charles A. Lory, "Report of Student Army Training Corps," Typed ms. "Battery A and College" in President's office.
². Ibid.
first the south half of the west barracks was used as a hospital and then the entire building. Cots came from anywhere and everywhere. Major Hardin, military commandant, with the remark, "If the army doesn't pay for them, I will," ordered 300 blankets from the Daniels and Fisher Store Company. (Use photo of barracks hospital in folder in "Military" file in President's office.)

On October 10, a hospital for civilian students was set up on the top floor of the Civil and Irrigation Engineering Building. Here the number of patients jumped from one to seven, to thirteen, to fourteen and then to a room full. Professor W. J. Morrill was in general charge of this hospital and gave endless hours, intelligence and sympathy to the work.

Each hospital had a diet kitchen with junior and senior Home Economics girls in charge.

Every person on the campus, irrespective of age, rank or training did what he could to help and did it where help was needed. Typical of this attitude was the fact that Miss Allison and the S.A.E. housemother emptied garbage cans and did janitor work in the Civil Building when the janitor became ill. Because they believed that in the janitor work the danger of contracting influenza was greater than in preparing meals, they did it and left the girls to work in the diet kitchen. Mrs. Lory, writing letters, sending telegrams, greeting parents, was constantly beside the hospital cots.

Mrs. Grace Anderson, head nurse, did a wonderful work. Civilian doctors came to the aid of Major Mills. A civilian
hospital was opened down town, and volunteer nurses, disregarding
the possibility of infection and death, served in both hospitals
on the campus as well as down town. The community, determined that
the patients should lack nothing they needed, sent in such quanti-
ties of delicacies to eat that people had to be asked not to send
so much.

Mrs. Mary Shepardson, whose son Charles was a captain in
France, provided the recipe for food that the sickest of the boys
could eat when they had recovered sufficiently to eat anything.

The student soldiers were expected to attend classes if
they were not ill. Teachers were required to keep careful records
of attendance; but they learned, on the morning when the flag was
at half mast, not to ask why a man was absent. The reply too often
was, "He died last night."

But the epidemic was not all tragedy. Among the boys in
the hopeless ward and in the Civil Building, two of those who lived
and became student leaders on the campus were Natt Dodge and John
Kretschmer. Both were members of Dramatics Club and Scribblers Club;
John was editor of The Collegian and Natt of Silver Spruce and a
member of a record-breaking debate squad. Later John worked his
way around the world as an actor and journalist, went on a cruise
to gather lepers, hunted tigers with a maharaja and raced an Arab
to the top of the great pyramid.

Natt commemorated his experience in the hopeless ward in
verse:

THE DEATH WARD DOOR

See, over there in the corner
At the end of the fourth row of cots
Right near where that young nurse is standing,
That door, the wood full of knots?
I have lain here in bed for a fortnight
With my eyes ever turned toward that door,
I have watched all its openings and closings—
See there! It has opened once more.
Look—a nurse and four soldiers—
They have turned up the row to the right.
Good Lord! They are stopping by Cristy
That boy was sure raving last night.
See—now they raise the bed gently,
The nurse goes ahead of the men,
The bed scrapes the side of the doorway,
Ah—the old door has closed once again.
I've seen fourteen men, just like Cristy
Carried in through that door over there,
I've seen fourteen cots, just like Cristy's
Carried out; all empty and bare;
And nights while I've lain here in torture
Wide eyed and sleepless with pain,
I have heard autos come to the side door,
Stop (hushed voices), then go on again;
And then, when the eastern horizon
Growing grey showed the night to be past,
I have seen, across there through the window,
The flag raised and left drooped at half mast.
Last night I thought I was dying,
I knew I was off in my head;
I thought a knife was thrust through me
And was pinning me down to the bed,
They came, the nurse and four soldiers,
And started to lift up my cot,
I threw off the blankets— they held me,
Although weak, I twisted and fought,
For I'd seen fourteen men, just like Cristy
Carried in through that door over there,
I had seen fourteen cots, just like Cristy's
Carried out, all empty and bare.
The nurse said to rest and be quiet.
They left me alone here at last.
Thank God, I am better this morning,
The flag does not hang at half mast.

Readjustment. — Though there was a fine spirit of co-
operation between the faculty and the military officers in command
of the S.A.T.C., the results were unsatisfactory. Because of the
influenza epidemic this program was never really in operation.¹

Civilian students who had been sent home during the

¹ Pres. Charles A. Lory, "Report of Student Army Training Corps"
Typed ms in folder, "Battery A and College" in President's office.
epidemic returned to the campus November 18, 1918.

When the Armistice was signed, the College had sent 693 men into the Service. Of these 634 were in France or had completed their training and were awaiting orders to go over. One hundred and nineteen were commissioned officers. This number included four majors, four captains and 111 first lieutenants. Forty-five were non-commissioned officers, and on November 11, 1918, there were 359 men at the College in the S.A.T.C.¹

At first the plan was to continue the S.A.T.C. and possibly Section B also to the end of the term, but on November 26 a telegram came ordering the demobilization of both. This was accomplished by December 21.

In 1917–1918 College attendance dropped from the 1916–1917 figure of 671 to 594, a loss of a little less than 25%. In the School of Agriculture, (high school group), the drop was from 382 to 352, a loss of 8%.²

When College opened in September, 1918, 443 men over eighteen applied for admission, but before induction into S.A.T.C. began, 117 of these including almost all of the seniors were in the army or had been called to training camps.

Battery A. – The record of Battery A, composed largely of Aggies, and the records of students who were not members of this group show that College participation in World War I was not limited to home front activities.

² Charles A. Lory, "Report of the Soldier Training at Colorado Agricultural College," brown folder "Battery A and College."
Remembering that the first group called Battery A had been drilled by a student, remembering that it was the firing of the old cannon by another group called Battery A that broke all the windows in a football special train, we turn with a smile to the next chapter; but this chapter does not bring smiles. During the years the battery had ceased to be a College organization, had been strictly a National Guard unit, and then had ceased to exist altogether.

In 1915-1916 Lieutenant Joe Rogers resurrected it from the discard and reorganized it with entirely Aggie personnel but still as a unit in the National Guard. This membership made the Battery seem to be a College unit.

It was in Federal service at the time of the Mexican trouble, but the men were mustered out without having been sent to the border. In August 1917, Battery A again became part of the United States Army, a unit in the 148th Field Artillery, and the men completed their training at Camp Merritt, New Jersey, where this battery had the highest record of the twenty-four batteries stationed there— in addition, not one man had been in the guard house.

As the men of Battery A moved from camp to camp they took with them their mascot and pal, Peanuts.

(Peanuts was a white English bulldog who belonged at first to Professor Crabbe, and then to Dr. Floyd Cross. Dr. Cross gave him to the A.P.E. fraternity in 1912. From the first the dog made friends and influenced people.

He was not one of those whose attendance was required
at assemblies in Old Main, but frequently he was there. One day during a band program he walked up on the platform and patted the slide trombone soloist's hand every time it came down within his reach. The solo was a failure; the audience was delighted, but President Lory decreed the dog must be killed.

One of the dog's student friends, "Bernie" Flanagan, saved him with:

We didn't raise poor "Nuts" for peanut butter
We've trained him for a mascot since a pup;
How proudly he would lead the Aggie rooters
When they had finished clearing C. C. up.
He's lost his teeth in fighting Aggie battles,
He is the truest Aggie of them all!
Oh, there'll sure be war today,
If Prexy takes away
Poor "Nuts" and grinds him into peanut butter.

From that time on he was the A.P.L. dog, everybody's friend and the College mascot. In a green blanket with a yellow "A" on the side, he supported the team in defeats and finally in two tremendous conference championships. He became the mascot of Battery A, followed the boys to Golden where they were trained for the Mexican trouble and returned a veteran among his buddies.

During their training for World War I Peanuts followed the boys through three training camps and at last to Camp Mills. Now he was not only the Mascot of Battery A but in reviews and parades he walked proudly at the head of the regiment and was featured in the New York papers. He would have done his part on the battlefields of Flanders, but that honor was denied him. Instead he was crated and sent back to Fort Collins to await the return of his beloved Battery A; but on April 28, 1918, he was poisoned. Beneath his picture in "The Collegian" appeared,
Peanuts, mascot of the Aggie team for six years and for a year the pride of Battery A, was found poisoned last Saturday. There is no use wasting good American cusswords on the person who did the trick.

His real epitaph was another poem:

Peanuts

Peanuts, you're a dog, and an ugly one at that
But there's a mighty lot of human in your soul
You were gritty, game, and snapping,
No one ever caught you napping,
You were with our team a-scrapping,
Just beneath the Aggie goal.

Even as a canine, Peanuts, you were never much for looks,
But you had a certain something we admire.
You were always up and coming,
And you kept things ever humming,
No one ever saw you running
Or quitting under fire.

Peanuts, you're a dog, but your heart is solid gold.
You were loyal from your ugly nose to tail.
You have "Gone out West" in glory,
Let when we are old and hoary
We will tell our boys your story—

Without fail.

Battery A

As was left for France via the British Isles, the officers were: Captain Roy G. Coffin; first lieutenants Floyd Cross and C. M. Weller; second lieutenants Paul C. Putty and Harold Nichols.

In July, 1918, Battery A reached the firing line, but under his command during these major battles—engage Major Coffin had been returned to the United States to serve as instructor and Floyd Cross had been put in charge of a mule depot at Clevers, France.

These men were in action at St. Mihiel, Chateau Thierry, Epiels, Cherry Chartreuse, Vesle, Fismes, the Meuse, the Argonne, and other places. Passages from citations won by units of which Battery A was a part, true to military style, omit heroics, but
they do not conceal heroism:

General Orders, No. 8, September 17, 1918, reads in part:

Please accept my sincere congratulations on the successful and important part taken by the officers and men of the 4th Corps in the first offensive of the American Army on September 12th and 13th. The courageous dash and vigor of our troops has thrilled our countrymen and evoked the enthusiasm of our Allies. Please convey to your command my heartfelt appreciation of their splendid work. I am proud of you all. —

Pershing

Paris, France
15 April, 1919

It fought through all four great American offensives, and together with the 148th Regiment Field Artillery, Field Artillery fired about 60% of all ammunition of the calibre expended by the American Army —

Johnson Hagaod
Brigadier General, U.S.A.

This brigade (66th F. A.) was always to be depended upon when in the region of the Marne and Aisne Rivers, in the St. Mihiel Battle and the Meuse-Argonne Offensives.

John J. Pershing
General, U.S. Army

R.O.T.C.

As soon as the Armistice was signed, negotiations began for the establishment of a unit of Field Artillery of the Reserve Officers Training Corps, and formal application went to Washington December 13, 1918. Following this there was a reaction against military training and a wave of foolish pacifism difficult to overcome, but the vision and courage of President Lory with the fine spirit, patience and wise counsel of the military officers who have been with us during the last ten years, and especially since Major Lucas came to us . . .

1. "Battery A - National Guard." In President’s office.
2. Unsigned, undated yellow page clipped to Battery A material. In President’s office.
COMING OF AGE

Chapter XII

Financing the College
Colorado and the New President. - Beginning with 1858, the first decade in Colorado history not advertised by a spectacular mining strike, was the first ten years of the twentieth century. By this time mines were declining and agriculture was developing, but the value of farm crops was below the Midas-wealth of the mines; and the industries attendant upon farms such as processing of foods, meant a negligible income as compared with, for example, the payrolls of smelters.

Railroads had been built primarily in Colorado to reach mines; therefore, the decline in mining meant the end of the great railroad building boom, and in 1900 "horseless carriages" did yet require surfaced roads.

Many Colorado citizens remembered the more prosperous mining days, and Colorado farmers and livestock men felt the loss of the mining centers as markets.

When Barton O. Aylesworth became president of the College in 1899, he travelled almost constantly to make himself familiar with the State; he studied conscientiously such essentials to Colorado as irrigation. When Charles A. Lory became President in 1909, he was familiar with Colorado and its needs; he knew the dry land farmers had to produce better crops or move; he knew the man on irrigated land must have more water and water at the proper season; he knew the mountain farmer was in need of high altitude varieties of crops. In the sugar beet areas, the growing of beets, the sugar industry and the feeding of sheep had not been planned to supplement each other; and animal and plant diseases were not
well known and certainly were not controlled.

President Lory knew the mining of Colorado and its agriculture. He knew the State's transportation system and its markets, or lack of them, and the rock upon which he built his whole policy as president was that the function of the tax-supported Colorado Land-Grant College was to assist by research in solving the agricultural, mechanical and industrial problems of the State to carry the findings of the research men to every mountain valley and dry land farm, and to train young men and women to be broad minded, intelligent citizens.

To do this Charles A. Lory's policy included improving campus facilities and securing the right men to teach the youth of the State those practical things prescribed in the Morrill Act of 1862. He planned to strengthen the work in agronomy, horticulture, animal husbandry, civil and irrigation engineering; in fact, all livestock work on the campus. The Experiment Station, he knew, must develop the answers to many of Colorado's agricultural problems, and the Extension work, entirely State financed until 1915, must find ways to carry information to farmers and housewives.

In the distance, President Lory saw the establishing at Land-Grant Colleges of engineering or industrial experiment stations; Elias Ammons, a member of the State Board of Agriculture and President Lory saw the need of studies of range and pastures and they early and late advocated economic studies and especially emphasized the need of accurate and extensive agricultural statistics and of investigations in marketing.
Much of this in 1909 was a vision of the future, of things to be done. Dr. Lory found that things other than charity, work, for example, began at home, on the campus.

**Campus Reforms.** - One of the first tasks put upon him in 1909 by the State Board of Agriculture was that of bringing harmony and team work out of the discord and dissention at the College. To aid in this the Board offered to discharge every member of the faculty and give the new president an opportunity to select his own working force. President Lory refused to permit the wholesale house cleaning, and, though he must later have doubted the wisdom of his decision in one or two instances, he still insists that he began work as president with a "wonderful faculty."

These men on the faculty saw the possibility of rebuilding and expanding a strong institution and they crowded into room 100, President Lory's office in Old Main, asking, "What can I do?" until the young president had to answer, "Stay out of the office and let me plan."

On the other hand, campus organization was poor. President Aylesworth's answer had not been the final word on anything, and faculty members ran to President A. A. Edwards of the State Board of Agriculture. Mr. Edwards stopped that by sending such men back to the young man in room 100, Old Main.

Because of snarling and discord with regard to construction, hauling, ownership of tools, and labor, all that side of campus life had to be organized.

A pressing problem in 1909 was the low enrollment; in the years of the Aylesworth-Carllyle feud the College had lost prestige to such an extent that for the last term of 1908-1909 only about
100 students had been registered. This caused many an anxious conference in the President's office and stimulated such work as could be done on extremely limited funds. By 1912-1913 the enrollment had risen to more than 500.

Debts! Debts! Debts! - In those days, through, under, and over all considerations of "What shall we do?" was the ever present, "Can we pay for it?" The institution in 1909 was $120,000 in debt, $67,000 of this being on College land purchased, and $53,000 on maintenance and operation. The dollars that went into that debt could not be spent to stimulate development in resident instruction, off-campus, or experimental work. The debt was a ball and chain on every project, but it was more than that.

Some men in the State, who knew the financial condition of the College resorted to blackmailing the Institution. For example, if Mr. A. wanted to sell a tract of land for irrigated farming, he asked to have a man from the College examine the land and the water supply and state that there was sufficient water and that canals were ready for use in getting the water to the land. Mr. A. could and did say that the professor was to make a favorable report or else... Thus, dishonest men threatened to expose the financial condition of the Institution and by so doing imperilled its very existence. Such demands, though the dictated report was never made when it could not honestly be made, were considerably more than merely disturbing.

The indebtedness on land was the amount due on what is now called the College farm, the Andrews place or east farm, and the foothill pastures. The original price paid was $119,209.1

1. W. C. Domeier. Figures from College records.
In April, 1912, President Lory wrote:

It looks like a great big proposition to clear up the debt on our land, but it must be done some time. It means a little sacrifice, it means that we will not grow as rapidly as we would like, it means that we cannot equip the departments as well as we should like. It means that our service out over the State will have to be cut down some.

Thus at the price of handicapping every tendency to grow and of making heavy demands on a poorly paid faculty, the debt had to be paid. For years, every time President Lory asked the Legislature for funds, he was given his choice of money for farmers' institutes, research on potatoes, the heating plant, classroom buildings, salaries, or something to apply on indebtedness. He always chose money to pay debts.

Cost Studies. — The indebtedness was not due to a perverse and prevailing unwillingness on the part of the lawmakers to finance the institution. Only in the long-time view could these men be held responsible. The root of this flourishing baying tree of evil was in the revenue system of the State and in the method of handling funds on the campus.

Neither Colorado Agricultural College nor the neighboring State schools had established in 1909 the budget system of doing business. On all the campuses a man who needed money for any purpose went to the president with the "Papa—I-want-a-quarter" type of request. In the business office at the Agricultural College there was a painstaking record of every expenditure; but since these expenditures were unclassified, determining the previous cost and therefore the possible future cost of any one project or department was impossible.

That he might know what funds each department needed and what economies were possible, and if we were to stimulate growth and pay off an indebtedness of $120,000 all economies were necessary, President Lory insisted upon departmental reports and began a series of cost studies. He realized very early in his career that all college presidents have some time to walk the plank, but he vowed he would not walk the plank of financial incompetence. His cost studies were one of the first steps in acquiring an exact knowledge of the needs and costs of the institution.

Beginning these cost studies in 1909, the first year he was president, Dr. Lory examined both College and School of Agriculture (The vocational high school on the campus). His figures for the years 1911-12 through 1933-34 are careful, detailed, and illuminating when their light is turned on the financing of the institution.

In 1914 he presented at the annual convention of the Association of American Agricultural Colleges and Experiment Stations, a paper on "Instruction Costs in Agricultural Colleges." The paper was printed in full—an honor not often accorded to a man who had been a college president only five years—in the Proceedings of the Association, and the charts used were on motion ordered included in the printed report. Also

...the program committee was instructed to hear in mind the interest which the section has taken in the discussion of cost accounting and to provide for a continuance thereof next year.

The following tables, a small part of the report for 1913-1914, show the kind of studies President Lory found valuable.

2. Ibid., p. 215.
Table XIV. Total Departmental Costs, 1913-14

<table>
<thead>
<tr>
<th>Department</th>
<th>COLLEGE</th>
<th>SCHOOL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Per Semester Credit</td>
<td>Per stu. Semester Credit</td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>----------</td>
<td>--------</td>
</tr>
<tr>
<td>Agronomy</td>
<td>$121.26</td>
<td>$5.16</td>
</tr>
<tr>
<td>Animal Husbandry</td>
<td>271.65</td>
<td>13.34</td>
</tr>
<tr>
<td>Botany and Forestry</td>
<td>102.49</td>
<td>4.62</td>
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<tr>
<td>Chemistry</td>
<td>153.58</td>
<td>5.09</td>
</tr>
<tr>
<td>Civil and Irrig. Engin'er'g</td>
<td>130.64</td>
<td>5.45</td>
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<tr>
<td>English and History</td>
<td>116.97</td>
<td>3.65</td>
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<tr>
<td>Entomology and Zoology</td>
<td>137.84</td>
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<tr>
<td>Home Economics</td>
<td>132.23</td>
<td>4.38</td>
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<tr>
<td>Horticulture</td>
<td>168.09</td>
<td>6.51</td>
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<tr>
<td>Language</td>
<td>94.78</td>
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<td>Mathematics</td>
<td>102.39</td>
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<tr>
<td>Mechanical Engineering</td>
<td>175.65</td>
<td>7.26</td>
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<tr>
<td>Military Drill</td>
<td>297.65</td>
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<td>Physical Culture</td>
<td>831.23</td>
<td>8.75</td>
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<tr>
<td>Physics &amp; Elect. Engin'er'g</td>
<td>132.07</td>
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<tr>
<td>Veterinary Science</td>
<td>150.87</td>
<td>3.91</td>
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</table>

Table XI. Enrollment, Credit-Hours, Semester-Credit-Hours and Student-Recitation-Hours

<table>
<thead>
<tr>
<th></th>
<th>College</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total enrollment, 1913-14</td>
<td>530</td>
<td>418</td>
</tr>
<tr>
<td>Total credit-hours, 1913-14</td>
<td>768.5</td>
<td>542</td>
</tr>
<tr>
<td>Total semester-credit-hours</td>
<td>20,458</td>
<td>17,183</td>
</tr>
<tr>
<td>Total student-recitation-hours, 1913-14</td>
<td>451,122</td>
<td>239,683</td>
</tr>
<tr>
<td>Total student-recitation-hours, college and school, 1913-14</td>
<td>690,305</td>
<td></td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Department</th>
<th>College Enrollment</th>
<th>College Recitation</th>
<th>School Enrollment</th>
<th>School Recitation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agronomy</td>
<td>361 52</td>
<td>1,068</td>
<td>28,620 550</td>
<td>59</td>
</tr>
<tr>
<td>Animal Husbandry</td>
<td>370 42.5</td>
<td>805.5</td>
<td>21,942 461</td>
<td>42</td>
</tr>
<tr>
<td>Botany and Forestry</td>
<td>320 70</td>
<td>1,194</td>
<td>29,556 92</td>
<td>20</td>
</tr>
<tr>
<td>Chemistry</td>
<td>523 36.5</td>
<td>1,439</td>
<td>33,903 156</td>
<td>20</td>
</tr>
<tr>
<td>Civil &amp; Irrig. Engin'g</td>
<td>510 60.5</td>
<td>1,313.5</td>
<td>23,651 89</td>
<td>9</td>
</tr>
<tr>
<td>English and History</td>
<td>1,360 87</td>
<td>3,757</td>
<td>65,624 1,023</td>
<td>95</td>
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<tr>
<td>Entomology and Zoology</td>
<td>400 32</td>
<td>1,067</td>
<td>17,076 65</td>
<td>3</td>
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<tr>
<td>Home Economics</td>
<td>703 57</td>
<td>1,973</td>
<td>46,758 482</td>
<td>68</td>
</tr>
<tr>
<td>Horticulture</td>
<td>139 18</td>
<td>305</td>
<td>6,966 302</td>
<td>24</td>
</tr>
<tr>
<td>Language</td>
<td>152 47</td>
<td>691</td>
<td>1,610 37</td>
<td>10</td>
</tr>
<tr>
<td>Mathematics</td>
<td>546 31</td>
<td>1,404</td>
<td>25,272 488</td>
<td>73</td>
</tr>
<tr>
<td>Mechanical Engineering</td>
<td>557 66.5</td>
<td>1,523</td>
<td>49,034 472</td>
<td>76</td>
</tr>
<tr>
<td>Military Engin'g</td>
<td>306 2</td>
<td>612</td>
<td>11,016 314</td>
<td>2</td>
</tr>
<tr>
<td>Physics &amp; Elec. Engin'g</td>
<td>638 53</td>
<td>1,592</td>
<td>40,300 309</td>
<td>29</td>
</tr>
<tr>
<td>Physical Culture</td>
<td>241 2</td>
<td>241</td>
<td>43,388 167</td>
<td>4</td>
</tr>
<tr>
<td>Veterinary Science</td>
<td>603 111.5</td>
<td>1,473</td>
<td>36,306 54</td>
<td>3</td>
</tr>
</tbody>
</table>

|                | 7,729      |       | 5,061      |       |

Such figures yielded a knowledge of needs which formed a basis for the apportioning on the campus of campus funds. They also enabled President Lory to say to a legislative committee, "At our institution it costs so much to train a boy in animal husbandry, or a girl in home economics," and this was language legislators understood.

President Lory had dreams of what the Agricultural College could do for Colorado, but legislative appropriations were the only magic that could change the dreams to facts.

**Legislative Appropriations.** - Before the convening of the Legislature in 1911, his first General Assembly, President Lory had made only a good beginning on budgeting of funds; but he had made more than a beginning in the study of previous legislative financing.

In 1883, in 1887 and through the nineties College authorities had asked for appropriations for agricultural inspectors, to establish experimental substations, and for other needs, but it seems $2500 for the station at Cheyenne Wells was the only amount appropriated before 1900, and it was never paid.

From 1900 to 1910 the appropriations and the amounts paid changed somewhat. The situation with regard to agricultural experimental work in 1907-1908 is fairly typical:

<table>
<thead>
<tr>
<th>Amount requested</th>
<th>Appropriated</th>
<th>Paid</th>
</tr>
</thead>
<tbody>
<tr>
<td>$10,000 feeding</td>
<td>$ 6,000</td>
<td></td>
</tr>
<tr>
<td>6,000 grain, grass, etc.</td>
<td>4,000</td>
<td></td>
</tr>
<tr>
<td>3,000 seed house &amp; lab.</td>
<td>2,000</td>
<td></td>
</tr>
<tr>
<td>5,500 farm mach. &amp; roads</td>
<td>2,000</td>
<td></td>
</tr>
<tr>
<td>Amount requested</td>
<td>Appropriated</td>
<td>Paid</td>
</tr>
<tr>
<td>------------------</td>
<td>--------------</td>
<td>------</td>
</tr>
<tr>
<td>$2,000 animal diseases</td>
<td>$500</td>
<td></td>
</tr>
<tr>
<td>20,000 fruit diseases &amp; insect pests</td>
<td>8,000</td>
<td></td>
</tr>
<tr>
<td>5,000 crop breeding exps. with U.S.D.A.</td>
<td>5,000</td>
<td></td>
</tr>
<tr>
<td>$51,500</td>
<td>$27,500</td>
<td>$12,750</td>
</tr>
</tbody>
</table>

The 1909 Legislature appropriated for Colorado Agricultural College:

- $56,372.38 for the College. This included $40,000 for the civil and Irrigation Engineering Building.
- 53,000 State-Financed experimenting
- 10,000 Extension
- $119,372.38 Total

Unto this was added $2,000 for the experimental substation at Cheyenne Wells.

For the first time all appropriations were paid. The exceptional amount in the State treasury was probably due to unusually large receipts from the inheritance tax.

Knowing that appropriations for educational institutions were normally not paid at all, or were "too little and too late", President Lory sent out during the summer of 1910 to the people of Colorado copies of the appropriation bills for the college which would be presented in the Legislature in 1911. These were bills providing funds for agricultural experimental work other than that covered by Federal funds; and they were sent to dairymen, potato growers, dry farmers, to all men who were trying to earn a living by unproved methods, who too frequently were paying interest on borrowed money to cover the cost of their experimenting and were losing their farms on mortgages.

1. Session Laws, 1909, pp. 41-43
To a man, they were back of legislation to finance work which might save the potato crop, eradicate insect pests, or develop a wheat for high altitudes.

To most of the legislators this man Lory of the Agricultural College was a new experience. He could sign after his name as many letters as could most college presidents. In this he was not unique, but in addition here was a man who had lived on a Colorado farm, had supervised the building of ditches and had been a ditch rider. He knew what irrigation meant and how to feed cattle, but he also knew something of the dollars and cents costs of educational projects. All this made sense to business men in the Legislature.

In 1911 the requests President Lory made of the Legislature were for $250,000\(^1\) and appropriations for $200,000 were voted.

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Appropriation</th>
<th>Gov. Approved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Campus Improvements</td>
<td>2,000.00</td>
<td>2,000.00</td>
</tr>
<tr>
<td>Heating plant</td>
<td>30,000.00</td>
<td>20,000.00</td>
</tr>
<tr>
<td>Interest &amp; Prin. on land purchases</td>
<td>20,320.79</td>
<td>20,320.79</td>
</tr>
<tr>
<td>before 1909</td>
<td></td>
<td></td>
</tr>
<tr>
<td>To furnish Guggenheim Institutes, short</td>
<td>5,000.00</td>
<td>5,000.00</td>
</tr>
<tr>
<td>courses, etc.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dairying, animal diseases</td>
<td>20,000.00</td>
<td>10,000.00</td>
</tr>
<tr>
<td>Horticulture</td>
<td>20,000.00</td>
<td>10,000.00</td>
</tr>
<tr>
<td>Potatoes</td>
<td>10,000.00</td>
<td>6,000.00</td>
</tr>
<tr>
<td>Alfalfa, grain, etc.</td>
<td>10,000.00</td>
<td>5,500.00</td>
</tr>
<tr>
<td>Dry farming</td>
<td>7,000.00</td>
<td>5,000.00</td>
</tr>
<tr>
<td>Forestry</td>
<td>5,000.00</td>
<td>3,500.00</td>
</tr>
<tr>
<td>Poultry</td>
<td>5,000.00</td>
<td>5,000.00</td>
</tr>
<tr>
<td>Rural sch. visitor</td>
<td>10,000.00</td>
<td>5,000.00</td>
</tr>
<tr>
<td>Horse breeding</td>
<td>5,000.00</td>
<td>5,000.00</td>
</tr>
<tr>
<td>Irrigation &amp; drainage</td>
<td>10,000.00</td>
<td>5,000.00</td>
</tr>
<tr>
<td>Deficiency in operating expenses</td>
<td>32,679.21</td>
<td>32,679.21</td>
</tr>
<tr>
<td></td>
<td>520,000.00(^\d)</td>
<td>140,000.00(^\d)</td>
</tr>
</tbody>
</table>
These appropriations as classified showed:

- $45,000 for Experiment Station
- 15,000 for Extension
- 80,000 for College
- $140,000

$140,000 was not the $250,000 the College needed, but with this amount in addition to the regular income a good start could have been made on changing dreams of what the Institution could do for the State into accomplishments; but what happened to those College appropriation in this particular year forms a typical example of the way in which Colorado's financing of State educational institutions worked—or didn't work.

Extracts from reports made by President Lory, members of the State Board of Agriculture and the Director of the Experiment Station show how the soaring clouds of hope became the hard bedrock of defeat. Here follows the progressive epitaph of the appropriations of 1911:

While the Legislature was in session President Lory reported to the Executive Committee:

Feb. 27, A letter from Representative Teller informs me that the hold over committee has recommended an appropriation of $200,000 for our Institution while this is quite generous, I still hope that we can hold to the original $250,000. . .

Apr. 29, If the assembly does not give us at least $200,000 people all over the State will be greatly disappointed.

May 27, The General Assembly cut only one item in our appropriation bill—that for the heating plant.

The governor cut $60,000 from the legislative appropriation.

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2. Ibid., April 29, 1911.
3. Ibid., May 27, 1911.
June 1911 Unfortunately for us more was appropriated than the State has money to pay, so Governor Shafter cut down the appropriation bills until the amount called for was within the estimated income. The most of it was taken from the Extension and Station sections. The original $75,000 for a heating plant was reduced by the Assembly to $30,000 and further reduced by the Governor to $20,000. This will give us only enough to start the work.\(^1\)

Director Gillette and President Lory outlined a letter to be sent to friends and organizations out over the State

July 29, 1911 ...that are interested in our work showing them what the conditions are and why the work of the Station, and Extension Departments cannot be pushed with more vigor.\(^2\)

Treasurer Kenan has promised nothing definite, although the Governor claims that enough funds are available to pay 50% of the third-class appropriations now. . . .

Aug. 30, 1911 We are facing the necessity of a shut-down in all our Station activities depending upon special appropriations, and the discontinuance of all Extension work.\(^3\) (Extension work was at this date entirely financed by the State.)

Sept. 26, 1911 C. P. Gillette, Director of the Experiment Station reported that no money from the projects had been received, that all work on these projects was to stop December 1, unless by that time part of the appropriation had been paid.\(^4\)

Sept. 1911 It seems to me that it is essential that we ought to have an understanding with our bank at this meeting. . . .\(^5\)

Oct. 31, 1911 We should plan to discontinue all Extension and Station activities paid for out of special appropriations at the end of the fiscal year.\(^6\)

Nov. 27, 1911 Accordingly, the men who were still paid from the special appropriations were notified early in November that we could not promise them their salaries after the end of the fiscal year.\(^7\)

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3. Ibid., Aug. 30, 1911.
6. Ibid., Oct. 31, 1911.
July 1912 Senator West feels confident that half of the third class appropriation will be paid. State Examiner Leddy thinks that thirty per cent will be paid, while the auditor thinks that some will be paid but he did not know just how much. Treasurer Kenan stated early in July that no more of the third class appropriations would be paid.

Officers of State institutions do not know what to do when government officials vary so in their estimates. 1

By January 1912, nearly all experimental work begun in that fabulous 1909-1911 biennium when appropriations were paid had been discontinued or greatly reduced; Extension work was curtailed. President Lory's dream that one function of the College was to help solve agricultural problems of the State seemed beyond realization.

Financing Buildings, 1909-1915. - At first glance the building program on the campus fared better than did the other College interests which were State-financed. The $40,000 had been appropriated by the 1903 Legislature, and in the spring of 1904 Ralph Parshall and Horace Hubbell had surveyed the foundation for the building. The hole for the basement had been dug and the concrete work done, and there, because the appropriation was not paid, the hole remained in the alfalfa field until 1906. During the year 1906-1907 inheritance taxes swelled the revenue of Colorado and when $16,633.84 of the 1903 appropriation was paid, 3 the walls and roof of the Civil and Irrigation Engineering Building were constructed. With the 1909 appropriation paid in full the building, without a heating plant, was completed in 1910.

"Hope springs eternal in the human breast": and so no

furnace was installed. Hope was not to heat the building, not in northern Colorado. Heat was piped over from the furnace in the Entomology Building. The hope centered about a central heating plant which as time passed was also erected piecemeal.

In 1911 President Lory requested a legislature appropriation of $75,000 for a heating plant; the Legislature appropriated $30,000; the Governor cut this to $20,000, and $10,000 was paid. Erecting a heating plant with such an amount was impossible. A boiler was bought. In 1913 another $60,000 was requested but not paid; in 1915, $50,000 was paid, and a heating plant of a sort was built.

Truly, the heat went up by degrees on this campus.

Financing Secondary Schools of Agriculture and Mechanic Arts. — Obviously the thread of finances at Colorado State was not a silk strand, smooth and easy to handle; it was more like barbed wire with a pointed knot every few inches. In the first decade of President Lory’s administration, Extension, Station and building problems were not the only financial puzzles.

Another was the Fort Lewis School. January 25, 1911 the State Board of Agriculture, encouraged by a legislative appropriation of $60,000, had agreed to open a school of agriculture and mechanic arts on the site of the old Indian school at Fort Lewis. They had also agreed to open another such school at Grand Junction, and, beginning in 1909 were operating such a school in Fort Collins.

No part of the appropriations for these new enterprises was paid promptly and more than half was never paid; this made a heavy drain on funds that normally would have been used on the

1. Session Laws, 1911, pp. 20-22 (Senate bill No. 129)
Fort Collins campus. This barbed knot in the financial thread is presented in a report to the State Board.

The State Board of Agriculture in establishing the Fort Lewis School had to carry this institution on College funds for nearly a year before any funds were available. We had to provide a custodian for the Grand Junction School for seven months before any funds were available. We had to carry on the special investigations of the Experiment Station for thirteen months before any of the appropriation became available. We had to carry the Extension Service idea for the same length of time. We had absolutely no idea as to how much money would be paid, the estimates varying from 100% on the part of Governor Shafrroth to 10% on the part of Treasurer Kennahan.1

Federal Funds. — Another essential in the education of a Land-Grant College president which Dr. Lory learned early was the way in which legislators usually figured Land-Grant College finances. They took the total cost of the institution as given in a financial report, a cost that included resident instruction, Extension and Experiment Station, divided this by the number of students and proclaimed the result as the cost of educating a boy at the Agricultural College. Legislators also totaled the number of the teaching faculty, the Experiment and Extension staffs and pointed to this total as an extravagantly large teaching faculty in proportion to the number of students.

Another example of legislative amnesia was inability to remember the ways in which Federal funds could be used.

These funds were: the Land Income Fund arising from sale of land granted under the Morrill Act of 1862, the funds provided by the law called the Second Morrill Act of 1890, the Nelson Amendment of 1907, the Smith-Lever Act of 1915, the Hatch Act of 1887 and the

Adams Act of 1906.

In 1862 the Morrill Act which made possible the establishing of Land-Grant colleges provided:

...that there be granted to the several states, for the purposes hereinafter mentioned (land grant colleges), an amount of public land, to be apportioned to each State a quantity equal to thirty thousand acres for each Senator and Representative in Congress. 1

No mineral land could be included in this grant, and in states in which there was no public land which came under the provisions of the Act, land scrip was made available. Colorado was not concerned with the scrip.

The moneys derived from the sale of this land were to be invested in safe stocks

...yielding not less than five per centum upon the par value of said stocks; and that the moneys so invested shall constitute a perpetual fund, the capital of which shall remain forever undiminished. 2

To "make assurance doubly sure" that this land Income Fund should be used to carry out the spirit and intention of the Act, another section stated that if any portion of the fund were diminished or lost the state concerned should make up the loss, that ten percent of the principal could be used for the purchase of experimental farms, that

No portion of said fund, nor the interest thereon, shall be applied directly or indirectly, under any pretense whatever, to the purchase, erection, preservation or repair of any building or buildings. 3

Colorado did not accept the provisions of the Morrill Act until 1879, and even in the acceptance act of 1879 no pro-

3. Ibid. p. 39.
vision was made for the investment of the Land Income Fund. The result of this omission was that this fund was invested at a lower rate of interest than the five percent stipulated in the Federal law. In 1914 President Lory called attention to the fact that the income from this source had declined in fifteen years from about $18,000 annually to $9,000. A State law governing the investment of the Land-Grant fund was passed; but, since deficits were not made up, the College permanently lost a considerable sum that should have been available annually beginning 1879 or 1880.

The Second Morrill Act, that of 1890, provided funds which, beginning with $15,000 annually, amounted to $25,000 by 1900. These moneys could be used only for instruction in specified subjects,

...the English language and the various branches of mathematical, physical, natural and economic science with special reference to their applications in the industries of life.

No part of this fund could be used for buildings or repairs.¹

Under the Nelson Amendment of 1907 funds amounting in the College fiscal year 1911 to $50,000 and continuing at this amount thereafter were restricted as were the moneys provided by the Morrill Acts of 1862 and 1890, except that it was specifically mentioned that a portion of the money might be used for training teachers of agriculture and mechanic arts.

In 1915 the Colorado Legislature accepted the provisions of the Smith-Lever Act which provided federal money for "co-opera-

¹ Morrill Act of 1890. Laws Relating to the State Ed. of Ag., The St. Ag. College & The Agricultural Experiment Stations., pp. 48-9.
tive agricultural extension work." The State law accepting the Smith-Lever Act made the State appropriation first class and continuing, and this arrangement was in force until 1933 when the State appropriation became biennial.

Continuing or biennial, the State appropriation which matched Smith-Lever federal funds could be used only for Extension work.

In 1917 the Legislature authorized and directed that the State Board of Agriculture meet the Federal appropriation for the training of teachers of vocational subjects "...with money on a dollar for dollar basis, to be paid out of funds appropriated for the maintenance and support of the institutions under its control."1

No special State provision for matching the Federal vocational funds was made until 1919 when a $10,000 continuing appropriation which increased annually to $62,680 in 1925 or 1926. These appropriations were not only continuing, they were declared to be first class.2

Legislative provision was made in 19253 for the investment of a Fort Lewis land income fund, but only a small amount ever became available. At that time a Los Angeles firm was planning to use coal with which much of the Fort Lewis land is underlaid, but the plans were not carried through, and thus there was very little to invest.

The Hatch and Adams Acts provided funds for the Experiment Station. The Hatch Act, 1887, made the establishing of experiment stations possible. At first the Hatch funds could be used for

2. Ibid., pp. 286-7, 1919.
3. Ibid., pp. 260-1, 1925.
strictly experimental work, for printing and distributing the 
results of such work, and for demonstrations; but as the years 
passed more and more restrictions were placed on the Hatch funds; 
but in the most liberal period, this money could never be used for 
buildings, maintenance, etc.

The Adams Act funds, 1906, could be used only for strictly 
research work.

The Hatch and Adams Acts, providing funds for experimental 
work, appropriated the same amount for each State. This meant 
that Rhode Island with its small area and comparative uniformity 
of climate and altitude received the same amount as Colorado 
which contained counties as large as Rhode Island. This extent 
of territory and the great variations in geographic features made 
substations necessary in Colorado and yet these could not be 
financed by Federal funds.

The total Federal funds left unfinanced a large part 
of the instruction, buildings and maintenance, until 1915 all of 
the Extension work, and until 1889 all of research and always 
a part of the work in this field. All this it was difficult for 
legislators and often for representatives of other institutions 
to see; the usual rule was to deny the Colorado Agricultural 
College a request for an appropriation for buildings, for example, 
because this College had Federal funds.

Colorado Agricultural College and the Colorado Revenue 
System. - The lack of funds for State institutions was not an 
unusual or temporary condition; it was the regular order of busi-
ness in Colorado. The situation was discussed by successive 
governors and legislatures. In 1901 Governor Charles S. Thomas
pointed to some of the chief causes of the never-enough State funds. He spoke of "... a so-called revenue system under which the bulk of taxable personal property escapes assessment..."\(^1\)

He called attention to the fact that in 1891 a law was passed "... removing the limit of taxing power of counties, thereby enabling them to realize all needed revenue, regardless of the valuations."\(^2\)

Under this law, from 1892 to 1898, the assessed valuation in the hands of county assessors decreased from $236,884,449 to $187,000,000. In 1897 a statistician placed the wealth of Colorado at $1,100,000,000 but the valuation returned under oath was $215,000,000\(^3\)

Because they could raise the rate of the tax levy, counties paid their obligations, but the State was limited by the constitution to four mills,\(^4\) so as valuations went down the inability of the State to meet its obligations went up. Back in 1901 Governor Thomas summarized his report to the General Assembly with "Need we marvel at an exhausted treasury and famished public institutions?"\(^5\)

**Classified Funds.** - A corollary of this system of financing was the classification of appropriations. Those placed in first class were paid, but educational appropriations were nearly always third class and there was little or no money in this class.

Together with other State schools, the Colorado Agricul-

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2. Ibid.
3. Ibid., pp. 22-23
4. Ibid.
5. Ibid.
tural College was caught in the gears of this inadequate revenue system.

Cooperation. - Before 1909 the presidents, respectively, of Colorado Aggies, the State Teachers College and the University seemed to prefer to lose an appropriation rather than share State funds with one of the other schools. Dr. Lory was a graduate of two of the institutions and president of the third; he did not believe that an appearance before a legislative committee was, first, an opportunity to cut the other fellow's throat, and only secondarily, an opportunity to finance his own college. He saw the needs not only of other colleges, but of the State as a whole and worked always on the theory that what caused Colorado to grow was good for the College.

In 1912 the three presidents tried to agree on a joint request to present to the Legislature. President Baker of the University advocated a bond issue for buildings at the three schools. Dr. Snyder automatically stood for appropriations rather than agree with Dr. Baker. The School of Mines did not need buildings, and President Lory, though he was not heartily in favor of either the bond issue or of appropriations, accepted the bond issue. However, in 1913 this was defeated in the Legislature.

Before this Legislature met, the educational institutions had attempted to lay one plank across the shifting sands of Colorado's educational funds. They wrote each county assessor and asked that property be assessed at full cost value.¹

Full Valuation. - The Legislature took up this idea and

in 1913 under the leadership of Governor Elias Ammons a law was passed which provided that assessments should be at full cash value and that there should be a decrease in the tax rate.¹ To secure the passage of this measure Governor Ammons had to promise that the rate of taxation should be so reduced in 1913 that the total amount of taxes collected in the State would not be greatly increased. However, the 1913 law did make possible increasing the mill levy without raising it beyond the four mill limit.

**New Senatorial and Representative Districts.** - The 1913 Legislature passed another law which was basic to State growth. When boundaries of senatorial and representative districts had first been fixed in Colorado, the population was greatest in the mining districts; these were, therefore, given the largest numbers of senators and representatives. By 1913 the population had so shifted that two or three thousand people in a mining district were electing the same number of members of the Legislators as six or eight thousand farmers and stockmen in another district could elect.

Men from declining mining camps, some almost ghost towns, men who were watching everything "peter out", were pessimistic; yet they controlled the Legislature but in general they knew nothing about agriculture and cared less. To them Colorado had a past but no future.

In 1915, with a greater number of senators and representatives from the farming and livestock districts, and with the tax system slightly improved, the Legislature appropriated $96,000 of the $170,000 requested for the College and $86,500 of this became
available for use. 1

Even the farmers and stockmen in the Legislature of 1915 appropriated only $10,000 of the $50,000 requested for the Experiment Station, 2 however, they embodied in laws a mill levy of .0225 mill for the Station, 3 and .0275 mill for the College. 4 With the resultant increase in tax funds, the fact that none of the $10,000 appropriated for the Station was paid was not so damaging a blow. In 1915, too, a mill levy of .02 mill for Fort Lewis was made into law, and that struggling school could for the first time look forward to lifting its head above the debris of the past.5

First Mill Levy for Buildings. - By 1917 President Baker of the University had been succeeded by Dr. Livingston Ferrand, and Dr. Lory had no difficulty in selling his idea of a time-limited mill levy for buildings to the State Board of Agriculture, then to the other presidents. Governor Gunter was interested. The time, the key men, and destiny met in Governor Gunter’s study for a superb turkey dinner. The host was as perfect as the dinner; the guests were, in addition to Dr. Lory and Dr. Ferrand representing the presidents of State institutions of higher learning, the speaker of the house, the lieutenant governor, the chairmen of the Finance Committee of the Senate and the Appropriation Committee of the House, the majority and minority leaders of both houses, and others. All the men were interested, and the legislators then and there agreed to the mill-levy or at least to give it careful study.

The bill passed both houses as introduced except that the

2. Ibid., p. 22.
3. Ibid., p. 13.
4. Ibid., p. 15.
5. Ibid., p. 249.
levy was made 3/10 instead of 1/2 mill. The time limit was ten years and the funds were allocated as follows:

- 8/20 mill for the university
- 6/20 mill for Colorado State (C.A.C.) Agricultural College
- 4/20 mill for Teachers College
- 1/20 mill for the Gunnison State Normal School
- 1/20 mill unassigned.

The last amount was

...to be used as the State Superintendent of Public Instruction and the State Auditing Board should direct for buildings at the School of Mines, at Fort Lewis and other institutions.1

The first buildings financed from this fund at Colorado Agricultural College were the World War I buildings erected in 1918: two barracks, an auto shop, a blacksmith shop, the dining hall, and the completion of the central Heating Plant.

Out of Debt. - In 1919, quietly in Board meeting, without the booming of guns or a band, President Lory announced the freedom of the College from the bondage of indebtedness. He wrote:

I now come to a statement that I have been eager to make for the last ten years. ...The Board and the institutions under its control are now entirely free from debt.

In June, 1909, the debt was:

- $53,000 on maintenance
- 67,000 on land
- $120,000 total2

Another Financial Problem. - Though President Lory's idea of time-limited mill levies for buildings grew into the physical plant on every State-supported campus in Colorado, it was not intended to produce funds to defray other expenses; it was strictly limited to buildings, and the need for money for other College

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expenses was great.

**Constitutional Amendment.** - By 1920 the enrollment at the Agricultural College had increased, old courses had been extended and new courses established; but salaries remained stationary. Faculty remuneration had been low before the war. In 1910 President Lory refused a raise because he said members of the faculty were as much entitled to it as he was. In 1916, 1917 and 1919 the low salary scale was discussed, in 1917 Dr. Lory reporting that salaries at Colorado State were lower than at the University, the School of Mines and the Teachers College. A very small increase granted in 1919 was inadequate, and in 1920 the Faculty Self Improvement Committee report presented strongly to the President and the Board the urgency of the situation, and in addition a member of the Committee talked personally with Dr. Lory. The reply was always that there were no funds. By careful examination of the books another member of the Committee found about $60,000 that could be used and presented this fact to the Board.

Board members were indignant and resentful. The $60,000 had been accumulated over a period of years; it was not a sum that would be available annually or semi-annually; if it were used, salaries would have to go back to the old scale when it was exhausted. Board members felt they had their backs to the wall, the wall of the constitutional four mill limit on State taxation.

Finally, in April, 1920, it was agreed that this money should be used and the faculty should receive a 30 percent increase.

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which was to be in effect until May 31, 1921,\textsuperscript{1} and beyond that, if funds were available. Here Professor Alvin Kezer came forth with a suggestion which made the continuing of the salary increase and the temporary easing of the other financial stringencies possible. He conceived the idea of a constitutional amendment permitting the increase of the State mill levy to five mills, the fifth mill to be used only for State educational institutions. Talking to farmers, doctors, mechanics, and others, he took a little poll of his own to get voter reaction, and then he appeared before the State Board.

The men of the Board had just been told by a faculty member of the $60,000; they had been told that they could raise salaries if they would. Redfaced and profane, because of the argument, the members of the Board called Professor Kezer in. The general attitude was that they would enjoy picking his bones, but Mr. Parker did ask him to be seated.

"Thank you, gentlemen. I can talk better on my feet," and Mr. Kezer explained his plan. The Board was interested. How did voters feel about this? What would the other institutions do?

In the end all of the State schools joined in submitting the constitutional amendment to the people. Ralph L. Crosman, Editor of Publications at Colorado State was put in charge of an educational program. Institutional cooperation was such as had been impossible ten years earlier, and yet the campaign neared the deadline with an insufficient number of signatures in Mr. Crosman's office to put the amendment on the ballot. As the mad activity of the last day draw to a close, the Secretary of State agreed to go to his office at any hour before midnight to receive

\textsuperscript{1} The Rocky Mountain Collegian, April 22, 1920, p. 1.
the petitions; but Mr. Crosman did not have to run panting up the steps of the capitol at 11:59 P.M.; he had the requisite number of signatures at 10 p.m.

In the election not another measure or candidate received the approximately 101,000 majority of the Educational Amendment.

Again the State schools were on a foundation that permitted growth and the Land-Grant College had contributed the idea of the constitutional amendment and the manager of the campaign, Ralph L. Crosman. So brilliantly did Mr. Crosman execute his commission that Aggies lost him to the University.

The first year the amendment was in effect the Governor asked the State schools to hold their requests within the funds which might arise from 1/2 of this additional mill, and with the exception of .2 of a mill for the biennium 1921-1923 for buildings for the University Medical School this was done.1

The University deficiency at this time and the $350,000 for the University psycopathic hospital were appropriations, separate and distinct from the new one mill levy.2

With money arising under the new mill levy, salaries at the Agricultural College were raised. With individual increases here and there going above the schedule, and with general cuts during depression years, the salary schedule adopted in the early twenties remained the basic schedule until 1945. On July 1, 1945 which did not mean a general increase a revised schedule went into effect. Though the College has never attracted its good men by exceptional salaries, it was the first College in Colorado to return to its normal salary level after the depression cuts.

2. Ibid., p. 107.
Maturity

Chapter VIII

Growth and Recognition
The New Campus, A Monument to President Lory. - On the campus, the years of the twenties were years of unprecedented growth! The Experiment Station was well organized and vigorous; research men were interested and trained, and enough work had previously been done in the State so that men understood many of the water, soil and altitude problems. The Extension Service had been tried out in World War I and now, with some background of experience, was ready to push helpful tentacles into every section of Colorado. Both the Station and Extension were in sound financial condition and under especially strong leadership, and thanks to President Lory, the work on the campus was better financed than it had ever been before.

Debts had been paid; continuing appropriations cared for many lines of work; money from the 1917 mill levy for buildings was available; salaries had been increased. Old courses of study were strengthened and new ones were added; the boys were home from the war; the men in charge of the College were young, vigorous and in some instances were receiving some professional recognition for their work and were therefore interested in the College. Pioneer days and handicaps were in the past. All in all, though depression and drought were present and increasing problems in the State the decade of the twenties was for the College a decade of maturity and progress.

The building of a new campus is the glory of the decade and a monument to President Lory. A student who left the College in 1920 and did not return until 1930 scarcely recognized his alma mater.

The buildings financed by the first time-limited mill
levy were:

- 6 World War I training buildings.
- 1919 Physics
- 1920 Veterinary Hospital
- 1921 Ammons Hall
- 1922 Old Chemistry Building (remodeled)
- 1922 Chemistry Building
- 1924 Administration Building
- 1924 Men's Gymnasium
- 1925 Dairy Laboratory
- 1927 Library
- 1929 Military Science
- 1930 Botany Annex

The list seems impressive, but it includes about half of the buildings President Lory hoped for from the first building mill levy; he had envisioned 30 buildings the size of Guggenheim. The tremendous increase in the cost of materials and labor after World War I accounted for the difference between hope and fulfillment.

In the decade of the twenties two fire losses seriously handicapped the institution. The inside of the old Chemistry Building, now Botany, burned and later two barracks built during World War I burned to the ground. Because these buildings at the time they burned housed Animal Husbandry and Military Science and Tactics, the loss was considerable.

**Ammons Hall.** - The dedication of Ammons Hall, named for Elias Ammons, a member of the State Board of Agriculture, 1909-1912 and always a friend to the College, was made a landmark and a turning point in the lives of the women students.

For the dedication, February 10, 1922, Delphine Harris Coy, a former student, wrote a pageant, "The House of Dreams Come True" which was produced by the girls. It was so effective and so adequately expressed the purposes of the building and the dreams that had gone into that the Executive Committee of the Board ruled
that the pageant should be repeated once each four years so that all the College girls might see it.

**Buildings in the Thirties.** - The first ten-year mill levy for buildings expired in 1927 and the second such mill levy was not enacted into law until 1937. However, with student fees for the Union and P.W.A. projects, the major building program continued.

| 1935-1936 | First Unit, Student Union |
| 1936     | Forestry |
| 1939-1940 | Aileen Rockwell Hall |
| 1939-1940 | Agricultural Hall |
| 1940-1941 | Veterinary Medicine |

The last four of these were in part financed as P.W.A. projects.

The first unit of Johnson Hall (Student Union) was largely financed by self-assessed student fees; no Federal funds applied on Forestry; but, beginning in 1939 the four buildings thereafter erected were in part P.W.A. projects. The Student Union and Aileen Rockwell Hall, the first dormitory on the campus, were self-liquidating. The dormitory which set a new standard for living quarters for women students was named in memory of the wife of Representative Robert F. Rockwell.

**Other Structures.** - The year 1935 marked the retirement of Professor L. D. Crain who had for years been Head of Mechanical Engineering and Building Superintendent, and later Building Superintendent only. In this year, 1935, E. G. Whitehead was put in charge of the Construction and Maintenance Department.

From 1938 to 1942, fifteen Federal relief projects representing $350,000 and providing employment for more than 200 men, were executed under Mr. Whitehead's supervision. During the first two years of this period the College buildings were painted
and redecorated; a new steam tunnel connecting buildings with the
heating plant was constructed. Other structures were:

... roads, curbs and gutters, sidewalks, water lines, fire
protection, gas lines, cement walls around the athletic
field, a new addition to the stadium, balconies in the
gym... The Arthur Ditch was enclosed in concrete to allow
for the construction of the girl's dormitory on the old
ditch site.¹

Additions or remodeling projects gave more space to:
the Hydraulic Laboratory, Chemistry, Home Economics, and Farm
and Machine Shops. Duplicates of the plans for the Animal
Husbandry Building were requested by two other States and by other
schools.

On Christian Field were erected: three hangars, a class-
room and office building and a central heating plant.

The work in maintenance included: "procurement and
operation of the physical plant."² In training boys to build and
to maintain buildings, Mr. Whitehead felt that he was giving them
something more than technical skill. In the years of World War II
he thought with satisfaction of the boys he had trained who would
know how to build and care for homes of their own, "when the lights
come on all over the world."³

Charles A. Lory
Irrigation and Reclamation

Though the decade of the thirties was in many respects
an unhappy period for President Lory, it was in these years that
his life-long interest in irrigation and reclamation was most
signally recognized.

When the Lory family first came to Colorado, they farmed

¹. E.G. Whitehead, "The Origin of the Present Construction and
   Maintenance Department," ms, p. 2.
². Ibid., p. 3.
³. Ibid.
an old and badly seeped place and got experience but no crop. The
next year they burned out on another place. The Oklahoma District
east of Loveland was then a growing area and Charlie Lory suggested
to his father that the family should homestead. The father bought
out a man who wanted to relinquish his filing.

In order to get water, the Lorys and their neighbors had
to finance and construct the "big cut." The superintendent selected
for this project proved to be outstandingly able only at getting
everything into an almost hopeless tangle. At Christmas Charles Lory
was elected timekeeper; this meant he was superintendent in fact
but not in name. In this job he was adding some knowledge of men
and of construction of canals to what he knew of seepage and drought.

For three years, Charles Lory was Superintendent of the
Hillsboro, but in 1893 he had to give up this work when he was taken
home with a severe attack of typhoid. In 1894 he became Superinten-
dent of the Big Cut Lateral and Reservoir, and on this job for six
years he worked his way through the Normal School at Greeley and
paid a part of his expenses at the University of Colorado.

More Experience. - In 1907, after Mr. Lory came to the
Agricultural College, he was recommended to Elwood Mead for work
in the Big Horn Basin. He met Elwood Mead in Cheyenne, received his
instructions and spent three months on the Big Horn. The U.S.D.A.
then offered him work in Irrigation Investigations.

So sure was President Aylesworth that his teacher of
physics and electrical engineering was leaving that he employed
another man to teach Mr. Lory's classes. Just at this time Mr.
Mead was leaving for Australia, and, though Mr. Cottrell walked
home from the campus with Charles Lory one afternoon and told him
every step of the way what a fool he was to stay with the College,
Charles Lory decided against the irrigation work under any chief other than Elwood Mead.

When he became President of the College, Dr. Lory used his background to further irrigation in every possible way.

In 1911 he and A. A. Edwards, President of the State Board of Agriculture went to Washington when they learned that Irrigation Investigations was planning to build an experimental laboratory at Cornell. Mr. Edwards and Dr. Lory thought such a laboratory should be built in the West, and when Messrs. Ausons and Brush, also members of the Board, agreed, it was decided to build the hydraulics laboratory at the College.

The laboratory was at first under V. M. Cone, but he and Professor House could not get along together, and Mr. Cone left. Ralph Parshall transferred from the Department of Civil and Irrigation Engineering to Irrigation Investigations, and both he and the investigations were on the way to real accomplishments.

When the Bureau of Reclamation needed a research laboratory for the Norris Dam, a part of the I.V.A. project, the hydraulics laboratory was enlarged and used for this purpose. In the meantime, President Lory had heard about snow surveys in Nevada and Utah. He invited the Utah director to the campus and so well did he talk that he sold Director Sandsten of the Station on the idea. Again Ralph Parshall was called in and as a Federal man cooperating with the Colorado Experiment Station, he undertook the surveys.

As a member of the Executive Committee of Land-Grant Colleges Dr. Lory frequently called men together to discuss irrigation problems. He was greatly interested in the diversion of water in Colorado from the Eastern to the Western Slope.
When the depression was at its gloomiest, Arthur Moinat, a foster son of Mrs. Lory's sister, was for a time making his home with the Lorys. Urged by Dr. Lory, Dr. Moinat made a study of tree rings on the Cache la Poudre and Big Thompson, and correlated these with weather and stream records. Dr. Moinat was convinced that there had been little change in climate on the Eastern Slope in 300 years. This meant that even if reservoirs were built on the drainage basins of the Poudre and the Thompson, they would often be empty.

With these facts in mind, President Lory was strongly in favor of the Colorado-Big Thompson Diversion Project.

When the Northern Colorado Water Users Association had been organized, Elwood Mead, now in charge of Reclamation in the United States, supported the diversion idea because he knew President Lory.

To get money for the necessary survey, Dr. Lory had his one and only conference with Secretary Ickes. "Good Morning, Mr. Secretary," the College man began the interview. "I came to talk to you about money for the Colorado-Big Thompson Diversion Project."

Mr. Ickes replied, "Money has been allowed, $50,000. Good morning."

And the interview was terminated.

From the first, President Lory insisted that the College as a State institution could be interested in the diversion only if the project was so handled as to deal fairly with both Eastern and Western slope water users. For a time the lawyers wrangled over scores of differences between men on the east and men on the west of the Continental Divide, but at last the water users themselves sat down at conference tables and reached agreements.
On the financing of the project, President Lory suggested one idea which was new in reclamation and irrigation financing. The idea was that towns and cities which would benefit by the existence of the reclamation structures should assess and collect a small tax for the construction. This fund, though small, has meant much in expediting the work of the Colorado-Big Thompson.

Chairman, Reclamation Repayments Commission. - In 1938, Secretary Ickes appointed President Lory as chairman of a commission to study reclamation repayments. As a result of these studies in the Western States, Congress enacted legislation providing a more satisfactory basis on which farmers could repay the Government for reclamation projects.

Being asked to serve as chairman of the Repayment Commission was a recognition of President Lory's long study of irrigation problems; the recognition was an honor to him personally and to the institution he represented. The salary he earned on this commission, he gave to the College Library for books. (See Library)

After his retirement in 1940, Dr. Lory continued his service to agriculture by serving on State and National committees but found time whenever he was needed to be a member of the Board of Northern Colorado Water Conservancy District.
MATURITY

Chapter XIV.

Student Life, 1920-1925
After 1920 student and faculty organizations became so numerous that an account of each and every one requires more space than is here available. We list these activities with such dates and information as are obtainable during war time when many of the organizers, promoters and participants are absent from the campus. For the convenience of users the list includes activities which antedate 1920, but not all activities that have at one time or another existed on the campus are included.

**Student and Faculty Organizations**

I. National Honor Societies:

- Phi Kappa Phi; a Scholastic Fraternity; students and faculty eligible for election, organized March 13, 1927.

Specialized Honoraries

- Alpha Chi Alpha, Journalism (women)
- Alpha Phi, 1910, Veterinary Medicine
- Alpha Tau Alpha, 1930, Agricultural Education
- Ag. Ed. Club, 1925.
- Alpha Zeta, 1906, Agriculture
- Beta Beta Beta, 1931, Biology
- Delta Omicron, Music (women)
- Kappa Kappa Psi, 1924, Band
- Omicron Nu, 1920, Home Economics
- Pi Gamma Mu, 1932, Social Science
- Pi Kappa Alpha, 1915, Forensic
- Scabbard and Blade, 1923, Military
- Sigma Tau, 1936, Engineering
  - Formerly, Sigma Eta Epsilon, 1931
- Xi Sigma Pi, 1943, Forestry
  - Formerly, The Axemen, 1937

Election to these specialized honoraries depends on scholarship and personality. Each group promotes better scholarship; extension of its field; a closer bond between faculty and students; gives awards for high rating and essays; seeks to spread intelligent information concerning its special field.
II. National Technical Societies:

The National Technical Societies have meetings with papers or lectures, usually by faculty or students with some outside speakers. The purpose is to promote professional development. The engineering groups sponsor an engineering day on the campus when the Honor Engineer is announced.

American Chemical Society, 1937
Charter received by the Students Chemistry Club, organized in 1922.
American Institute of Electrical Engineers, 1904
American Society of Civil Engineers, 1939
Colorado State Students Chapter, organized from a local group, Student Society of Civil Engineers, 1938.
In 1902, a Civil and Irrigation Engineering Club was organized with 35 students and faculty signing the Constitution as charter members.
American Society of Mechanical Engineers, 1915
American Veterinary Medical Association, 1907

III. General Student Organizations and Those Sponsored by Divisions or Departments:

Associated Students, Associated Women Students and their elected councils are the governing groups for the general student activities. The present constitution was drawn in 1917, although previously there had been several constitutions which had been abandoned or lost.

Athletic Association, early 1900's
A cappella Choir, 1938
A selected group of fine voices to perform the finest social music. Sing for many college functions and for the Associated Students Christmas Carol Program. The first Glee Club was organized in 1881.
Ancient and Honorable Order of Hoboes of America
Cadet Social, 1904
Had regular dances, attended by members only with the men always in uniform. It was discontinued in 1935 by vote of the Student Council.
College Orchestra, present organization 1937
Several earlier orchestras have existed.
Columbian Literary Society, 1892.
Cosmopolitan Club, 1915
Organized to unite socially and intellectually men and women of all nationalities; to give an opportunity to students to understand backgrounds and problems different from their own. Membership, limited to twice the number of races and foreign students in the organization.

Counsellettes, 1939
An activity of Tio; the purpose of Counsellettes is to orient new women students on the campus. Girls are chosen from the three upper classes, each to help 4 or 5 freshmen girls.

Departmental Clubs:
Smaller specialized groups form clubs sponsored by departments. They have papers or talks to increase interest in each club. Usually each decorates a float for the College Day Parade. Some social affairs. The epidemic of organization of these was about 1912-1913.

"AA" Club is composed of men who have won their letters. They had a "tag" day September 1913 to raise money for a training table.

Other clubs are the Agronomy, Animal Husbandry, Chemistry, Domestic Science, Engineering, Entomology, Environ (mathematics), Forestry, Home Economics, Horticulture, Livestock and Veterinary, etc.

Drama Club, 1881, reorganized 1912
Organized first in 1881. Today has a large membership and aims to give training in acting and in all stage crafts and encourages play production in rural communities. It presents each year, a series of plays on the campus.

Future Farmers of America, 1939
(Colorado Collegiate Chapter)
Helps conduct State High School Vocational Agriculture. Contests on campus; assists teachers of vocational agriculture.

Hesperia, 1936
An honor society for junior girls who are elected in the spring of their sophomore year.

International Relations Club, 1937
An enlargement of the Amity Club, 1936, which was created for Christian fellowship and to promote a friendly spirit on the campus. With the guidance of Dr. James G. Hodgson, Chairman, it became a large social and discussion group, to encourage understanding among students of different races.

Lancers
Sophomore pep club for men.

Little International Livestock and Horse Show, 1939
Sponsored by the Livestock Club, to create a greater interest in fitting livestock and showmanship.
Lyceum, 1899
Brought lecturers, concerts, etc. to the campus, under the sponsorship of the R.O.T.C. Band, to raise money for its activities.

Newman, 1915
Promotes religious and social life among Catholic students and other interested students.

Philosophian Literary Society, 1879
Became Philo-Aestheesian

Rocky Mountain Collegian, 1891
A student newspaper, issued weekly.

R.O.T.C. Band, 1900
Replaced the Drum and Bugle Corps. Sponsored the College Lyceum. Plays for college events and over the State to aid in advertising the College.

Scribblers Club, 1915 to 1939
8 charter members - To encourage original and creative writing among students and faculty. Published a magazine and sponsored a short story contest for members of the English composition classes.

Silver Spruce, 1894
Student Annual

Sponsors, 1928
Girls elected annually by the R.O.T.C.; one regimental sponsor and one girl for each battalion and battery.

Spur, 1931
An honor society for sophomore girls, who are elected in the spring of their freshman year. The "Snappy Thirty", 1929, was the original pep group.

Swan, 1935
"Star Mermaids" who promote interest in swimming, water pageants and meets, with particular interest on water safety programs.

Tau Iota Omega, 1936
Called Tio. An honorary for senior girls who are elected the last quarter of their junior year on a basis of scholarship, leadership and character. Sponsors the Counsellettes; has teas for upper class women students; awards the outstanding sophomore girl each year and assists the Dean of Women whenever possible. During the war, knitted and provided entertainment for the local detachment of soldiers.

Woman's Athletic Association, 1922
National Charter in 1924. Any girl who has a C average or better and has earned one or more points in any one or more of about 12 sports offered, may belong.

Yellow Jackets, 1937
A men's pep club of 40 members. Has charge of campus traditions, acts as hosts for special events and advertizes the College. The first pep club was the Howling Sixty, 1929, later called Green Knights.
IV. Social Organizations:

A. Fraternities and Sororities

**National**
- Alpha Gamma Rho, 1921
- An agricultural fraternity
- Alpha Tau Omega, 1920
- Delta Delta Delta, 1917
- Delta Zeta, 1941
  - originally Beta Phi Alpha
- Gamma Phi Beta, 1915
- Kappa Alpha Theta, 1917
- Kappa Delta, 1916
- Lambda Chi Alpha, 1922
- Phi Delta Theta, 1921
- Phi Kappa Tau, 1929
- Sigma Alpha Epsilon, 1917
- Sigma Chi, 1919
- Sigma Nu, 1915
- Sigma Phi Epsilon, 1915

**Local**
- Argonauts Club
  - month old
- Sigma Delta, 1906
- Delta Phi, 1913
- Kappa Phi Alpha, 1922
- Tau Kappa Sigma, 1905
- Tau Epsilon Tau, 1906
- Phi Epsilon, 1909
- Alpha Tau Mu, 1919
- Alpha Pi Lambda, 1909
- Alpha Kappa, 1921
- Sigma Theta Pi, 1911
- Sigma Rho Delta, 1913
- Alpha Kappa Epsilon, 1903
- Tau Alpha

The earliest recorded secret social group, 1909, had 12 members, engineers, called Tree Apes. In September 1915, Sigma Nu granted a charter to a group of boys who were Tree Apes; in November 1915, Sigma Phi Epsilon gave a charter to another group of the Tree Apes. The first national sorority was Gamma Phi Beta, October, 1915.

These groups cooperate in campus drives and movements. Several give awards to high scholastic members; support scholarship funds; buy War Bonds.

The Interfraternity Council and Pan Hellenic Association, 1917, establish local governing regulations. Each Greek group has a faculty or alumni advisor.

B. Independent Students Association, 1935

A member of the National Independent Students Association

The I.S.A. promotes the interests and social activities of students not affiliated with the Greek organizations on
the campus. This organization enters into social and athletic competitions; it gives all-school dances such as "The Shabby Shag" and "Snow Ball", and bi-monthly tea deances. I.S.A. gives also an annual Easter Tea for the faculty.

As early as 1919, an independent student group organized, then vanished. In 1925 the forerunners of the I.S.A. were organized: the Valkyries, (for non-sorority girls), for friendship, social life and raising the scholastic standing of the College; the College Commoners Club, (for non-fraternity men) with 50 members, to develop leaders, create friendship and assist in campus life.

V. Faculty Organizations:

College Woman's Association, 1910
Social Meetings with program, open to all faculty women and wives of faculty men.
Faculty Club
Holds a monthly meeting for faculty and wives, usually dinner meetings.
Faculty Dance Club, 1936
Faculty Women's Club
Men's Science Club, 1923
Scientific programs given by members, usually at dinner meetings. Desire to obtain co-operation in and better understanding of research.
Sigma Xi Club, 1927
Fosters scientific research and has papers by members and brings important scientists to the campus for scientific programs. From 11 members in 1927 has grown to 50 members in 1945.

The student participants in these activities continued after 1920 in general to be true to the type of student that had made Aggies known for democracy, for the ability to pull together and for that quality in each student which enabled him to stand on his own feet.

The early part of the twenties saw on the campus about one candle power of the "flaming youth" so advertised in the period. Most Aggie students, unlike many of their age, were not hopelessly
thrown off balance by bootlegging and similar characteristics of these years. Always there were some students who drank too long and too well for success in any line but the drinking; there were girls who made learning to smoke, when smoking was questionable for women, the chief end of their existence; and there were those who forgot the code of decency usually adhered to by Aggies, but the student group as a whole was up-to-the-minute modern but not confused. As taxes rose, farm prices declined and home finances tightened, many a student and parents who were no less than heroic sacrificed even to limiting the food they ate in order that the boy or girl might attend college.

In the early thirties N.Y.A. and W.P.A. enabled many students to remain in school; and these were not people given to laziness, to posing, or to artificiality. These young people were intent on securing an education; they wanted the cultural background and the scientific training offered at a Land-Grant College, the Colorado Land-Grant College, and they kept their goal in mind.

Faculty men who came to the campus in the thirties say they were amazed at the type of school spirit existing on the campus. There was little of the rah, rah hysteria that at many colleges led spasmodically to discipline; instead, school spirit was characterized by a determination to succeed, co-operation and a mental maturity.

It was this co-operation that had built the athletic field in 1912, that built the "A" in 1923 and rebuilt it in 1924, that in the twenties and thirties made a success of the Inter-collegiate Rodeo, of College Day, of the honor system in the
Veterinary Division, of the Forestry camp, of an outstanding play producing group on a campus almost exclusively devoted to science, of the building of the Student Union and of the changing the name of the College.

**Athletics.** — For this phase of student life, see Physical Education in the Division of Science and Arts.

**Drama Club.** — For several years during the twenties, selected members of the Drama Club made an annual tour of some section of the State. They chartered a bus, packed minimum essentials in lighting equipment, costumes and scenery and went on the road for two weeks of playing twice a day, a vaudeville show every afternoon and one or the other of two three-act plays on alternate nights.

In general the road shows and home performances were financially successful and the Club saved money to apply on improving the stage in Old Main. With the State Board adding an amount equal to that the Club had saved, funds were available in August 1930 to enlarge the platform about a third, install a permanent curtain, a modest gridiron and some lighting equipment. Auditorium chairs so close to the stage on the sides that occupants sat with their feet on the lowest step leading up to the platform were removed. Thus, some space, woefully inadequate but a god-send, was available for dressing rooms and scene changes.

The improvements did not transform the auditorium in Old Main into a theatre; magic, not merely improvements would have been necessary for that. The normal time consumed in producing an amateur play continued to be double and trebled, the extra time going...
into overcoming physical handicaps, and the results being somewhat short of metropolitan.

**Forensics.** — Debating continued after 1909 as an activity, but not as part of the old literary societies. Now under a new man, Alfred Westfall, the debates were under forensics. H. S. Looper, for years superintendent of the Great Western Sugar Company's factory in Fort Collins, was one of the first of the debaters under the new program. Ralph C. Smith, 1917, debated compulsory military service against Oklahoma A & M; "The Forensic" for March, 1944 reported him as the only Major General in the American Army who wore a Pi Kappa Delta key. Mary Schofield was one of the first women debaters. In 1916, for the first time, the affirmative and negative of the debates of our teams were published in Volume VI of Intercollegiate Debates; the debaters who won this honor being Mary Schofield, Bruce McKeown, Raymond Miller, and Ralph Smith.

In 1922 a team consisting of Edward House, Oliver Waggoner, Matt Dodge and David Shepard traveled as far east as Pennsylvania State College, winning twelve debates and losing two on their way. The victories included "wins" over such institutions as Creighton University, Drake, Marquette, Michigan State, Pennsylvania State, Colby of Maine, Kansas State and Oklahoma A & M. It was on this trip that the debaters closed an upper berth with Dr. Westfall in it and listened briefly to his muffled but slightly frantic protests.

At Michigan State Teachers College the boys were an hour late because they crossed into a different time zone and did not realize it. Without going to a hotel to clean up, they filed on to a platform before 2,000 feminine eyes and listened to the titter

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of amusement that swept the audience as the Aggie debaters dug
their books and references out of their suitcases and removed the
wrappings of soiled shirts and socks.

These students, being one of the first teams in American
intercollegiate forensics to debate both sides of a question, made
their trip possible by allowing their opponents to choose the side
of the question they desired, the questions debated being The Closed
Shop, The Freedom of the Philippines and The Towney-Sterling Edu-
cational Bill. This last was at Penn State. The teams met, decided
on a question and had twenty-four hours in which to prepare. Again
Aggies won the honor of having their speeches published in

In 1924 the girls were showing so much interest in debat-
ing that "Coach" Westfall arranged a trip for them. A team consist-
ing of Edith Todd, Helen Temple, and Izad White debated on a trip
East both sides of the proposal to have the United States join the
League of Nations and the affirmative of the World Court question.
At Peoria, Illinois, the girls participated in the National Pi
Kappa Delta contest in which Edith won a third in oratory and Helen
second in extempore.

Work in forensics has continued to be the sort of activity
in which selected students take great pleasure. The spirit of par-
ticipants does not now lead to oratory and rioting as in the first
years of the century, but it does lead to clear thinking and con-
scientious study.
Technical Clubs

Space limitations reduce to two the accounts of technical organizations after 1920 which were typical of Aggie spirit.

Livestock Club. - September, 1913, saw the students and professors of the Animal Husbandry Department organizing the Livestock Club.¹ In the kindness of their hearts they at first admitted a few "Ags".

Since 1920 a definite aim to attain has infused vim, vigor and vitality into this club. In this year, the A.H. boys, having decided to send a stock judging team to the International in Chicago, "propositioned" the student body for funds. However, since the interest was strictly departmental and not a general student body interest, some students could not see that the livestock people should be cut in on the activity fee.

These forces defeated an amendment to the constitution which would have given the stock judges a share of the student fee.

Some of the vets, so the story goes, opposed the A.H. boys but others formed a coalition with them, and this coalition, being composed of good, though young, politicians, "railroaded" a motion through student body meeting to divert for one year only the College Day picnic money to the coffers of the Livestock Club. Some livestock men made donations to the fund, and boys on the judging team made up the balance necessary.

The team members were: Joe Snyder, John Goz, Harold Larcelles, Charles Stoker, Charles McDaniel and Kenneth Chalmers. The coach was C. L. Pray and the assistant coach, "Doug" Fairbanks.

¹ Silver Spruce, Class of 1924, pages not numbered. 1713. (not dated)
The boys competed with twenty other teams and stood seventh; they were fifth in horse judging, and Charles Steker was fourteenth among the 105 competing students.

Thereafter, the success of the team having been so much greater than any one expected, the A.H. boys secured a unanimous student body vote to turn College Day over permanently to the A.H. Department. The students other than A.H. majors agreed that each fraternity and each sorority should build a float for the parade and each would give a stunt for stunt night, all money above expenses to be used for student stock judging trips. Thus, the all-college picnic ceased to be and College Day came to mean a rodeo, a stunt program and a dance, the proceeds going to finance the stock judging teams.

Annually, since this first trip, a team has gone to Chicago until World War II forced the discontinuance of intercollegiate judging contests and left the Livestock Club with something more than $800 to invest in war bonds. The Club temporarily ceased activity at the peak of success. In 1942 at the Southwestern Stock Show in Fort Worth, Texas, the junior judging team coached by Melvin Hazaleus, later an officer in the Marines, won first place each in horse, mule, and cattle judging. To this team also was awarded the plaque given to the winning team of the contest. Setting a new record for judging contests, the Aggies, out of eighty contestants, held four of the first six placings.¹

At the thirty-third annual meeting of the American Society of Animal Production in 1940 the Aggie Livestock Club was rated as

¹ Information from Kenneth Chalmers, Johnny Matsushima and Eldon Anderson. *Livestock Club.* (Names sp?)}
one of the outstanding animal husbandry clubs in the United States.

Axemen. — The 1939-1940 College Catalog page 150 gives the following account of the Axemen:

The Axemen (Colorado State Society of Foresters) honorary forestry fraternity was organized in 1936 to promote scholarship, encourage practical experience and to develop personality. Membership is limited to ten junior and fifteen senior forestry students and members of the forestry faculty. Student members are chosen from those in the upper two-fifths of their classes who have desirable personalities and a minimum of five months of forestry experience, towards which military and forestry summer camps may apply.

The germ idea of the Axemen originated with Hubert D. Burke (B.S.F. 1936) who suggested the new society to Professor Wagar in the winter of 1936-1937. John Bradshaw, Ernest Field, and George Gorsuch are usually referred to as the founders of the society.

The initiation was an impressive ritual conducted in dark woods lighted only by open fires by each of which masked and green robed members of the fraternity presented "necessary attributes of skilled foresters and woodsmen."

The activities of the Axemen included everything from hikes, midnight feasts of chili, doughnuts and cider on top of Horsetooth Mountain, banquets, skiing, and "a program of constructive criticism of all forestry courses." The criticisms were put in writing and presented to faculty members who discussed each course and indicated to the Axemen that they would apply the criticisms toward the improvement of the work in forestry. "On May 25, 1943 the Axemen became Omicron Chapter of XI Sigma Pi, national
honorary forestry fraternity, in recognition of the advantages of a national honorary organization.¹

The foresters’ activities have not been limited to what could be done by the small group of the Axemen. The foresters were responsible for the Colorado Forester published from 1925 to 1938, for Beetle Borings which took the place of the Forester, and ran from February 1939 to May 1939, the main issue coming out under the title of Colorado Cruiser.

Of the banquets served by and for foresters the following seems to be typical:

Hurry! Hurry! Hurry!
This ticket will admit you to the
COLORADO ROOK FEED
(They were crows but we rooked 'em)
Saturday, March 26, 6:30 P. M.

Pension for Politicians ..........25¢
Pension for Fishermen ..........25¢
Pension for Game Wardens ..........25¢
Crow bait, etc. .................25¢
DINNER ................................FREE
Total ............................. $1.00

On somewhat more formal occasions the foresters food is of the conventional type, even on the menu; but the entertainment is still strongly tainted with cleverness and originality. One of the features of the annual banquet is the awarding of the toothless saw to the person in forestry who has pulled the greatest boner during the past year. One year the contestants were Dean Deen who had worn his red vest under all his other coats while he was deer hunting; Professor Nelson who had tapped a birch for a maple tree and obtained birch beer instead of maple syrup; and Jo Taylor who when asked what instrument was used to insert screws replied, "a hammer of course." Jo won the toothless saw.

¹. Ibid., p. 5.
Corsages for the Foresters Ball are always made by the students and are typical of the foresters. They may consist of sprays of Douglas fir foliage and cones, Juniper foliage with ribbons and...

One of the favorite activities of both foresters and engineers is the feud between these two groups of students which takes the form of baseball, football or a general and all inclusive scrimmage.

All-College Co-operation

The Student Union. — Another example of the mental maturity of students and of their ability to pull together was the building of the Student Union. In 1930 Wayne Balsam, President of Associated Students, suggested that each undergraduate pay $2.50 a semester into a fund for a student building. The Board approved the suggestion and appointed a committee to request the same amount of former students and alumni. The committee consisted of: Thomas J. Warren to represent the Board, C. W. Ferguson to represent the Alumni, Eugene Ball to represent Associated Students, and Virginia Brown to represent the Associated Women Students.

In 1935–1936 when the first section of the building was erected, it was financed by this student fund and a bond issue. Ground for this unit was broken November 26, 1935. When the second unit of the building was erected, 1938–1939, 45% of the money needed was a P.W.A. grant. Student fees and a bond issue made up the other 55%. Student fees and fees for use of the building apply on running expenses and on the liquidation of bond issues.

When the Union was completed it was named for a man whom
every student on the campus from 1902 to 1935 had known and loved, Dean S. Arthur Johnson.

**Changing the Name of the College, 1910.** - Changing the name from Colorado Agricultural College to Colorado State College of Agriculture and Mechanic Arts was not an idea originated in the thirties. As Dr. Floyd Cross remarked on the seventy-fifth birthday of the institution "The College is seventy-five years old and has attained a degree of maturity, but we've had a hell of a time naming the child."

In the act establishing the college the name used was Agricultural College of Colorado, and variations of this title had designated the institution in later laws. Though Colorado Agricultural College was generally accepted, the title page of catalogs from 1903-1904 to 1909-1910 inclusive, carry Colorado State College of Agriculture and Mechanic Arts. In 1908 The Collegian indicates the student approval of this name. The article reads in part:

There is a growing desire among the friends of the College and the students of all departments to see the official name of the institution changed from Colorado Agriculture College to Colorado State College. They feel that the former name is not broad enough; that while the science of agriculture is one of the leading courses of instruction, there are eight other courses equally strong and equally important and along entirely different lines. To those unfamiliar with the work of the College the word "Agricultural" implies that agriculture alone is taught and hence is misleading. This idea of making the name more comprehensive is only in line with the example set by other agricultural colleges, for instance, Iowa and Pennsylvania . . .

The Silver Swarm for 1909 and also that for 1910 carry the name Colorado State College of Agriculture and Mechanic Arts. In 1912 the Drama Club was reorganized as the Colorado State College
Before 1935, the law which states in effect that the name of the Institution shall be thus and so is the Act of 1870 which established the college. The law reads, "There shall be established an agricultural college to be called and named the Agricultural College of Colorado (Colorado), which shall be located in the county of Larimer, at or near Fort Collins." (Session Laws, 1870, p. 158.) Variations of this title designated the Institution in later laws.
Dramatic Club, and off and on throughout the years, Colorado State appeared on play programs.

By 1924 someone was suggesting that the name "Aggies" be changed to "Oilers," but the idea lost favor in such ridicule as:

I'm thankful that the sun and moon
Are both hung up so high
That no pretentious hand can stretch
And pull them from the sky.
If they were not, I have no doubt
But some reforming ass
Would recommend to take them down
And light the world with gas.

In the decade of the thirties the agitation to make legal the name Colorado State College of Agriculture and Mechanic Arts, Colorado State for informal use, reached a climax. Students attending off-campus student conferences found that they were all supposed to be majoring in agriculture because they came from an agricultural college; again students at other institutions assumed that an agricultural college was the college of agriculture on a State university campus. Repeatedly Colorado Land-Grant College students emphasized the idea that since engineering, veterinary medicine, home economics and other courses were as much stressed as was agriculture the name of the Colorado Institution should not be so misleading as to indicate that only agriculture was taught.

Bill Riddell, with Bob Crites as a close second, led the final student movement which after receiving the approval of the State Board of Agriculture and the student body in 1934, led to the legalizing of the new name. Mr. James R. Miller, now Secretary of the State Board of Agriculture, was in 1935 a member of the State Senate. A bill which he introduced and which the Legislature passed
made Colorado State College of Agriculture and Mechanic Arts the only name which has been given by a specific law to the college.

The same Legislature which changed the legal designation of the Colorado Land-Grant College also passed a law changing the name of the Colorado State Teachers College at Greeley to Colorado State College of Education. Thereafter, some newspapers used the title Colorado State for both schools.

In 1945 the State Board of Agriculture ruled that the name of the Institution should be Colorado Agricultural and Mechanical College, but this name has not as yet been made a legal title.

The suggestion has been made that Colorado Land-Grant University is the distinctive name which could be applied to the Institution; the divisions would then become colleges, such as the College of Agriculture, the College of Home Economics. For a shortened title Colorado L.G.U. has been suggested.

The term university means a college devoted to arts and science, a group of specialized technical schools, strong units of research, and a graduate school. The Colorado Land-Grant institution is strong in research and in the technical schools, it has been pointed out, and the Division of Science and Arts and the graduate school are growing rapidly.
Student Life During World War II

During World War II student life on the campus was an existence which no preceding generation of students would have recognized, unless possibly it was the World War I group. The activity of organizations was much curtailed or in many instances entirely suspended. Because most men in a Land-Grant College receive military training, the students from such a campus were among the first to be called to the armed services. The boys who had been registered for the advanced work at the Colorado Land-Grant Institution went as officers. Football and many other sports were discontinued while still others were of necessity reduced because of the lack of participants.

Social life was greatly changed. Instead of the usual two or three boys to one girl on the campus, there were now almost no boys except those in the army training programs. It was the girls who held the line and kept some semblance of student life intact. Most of the girls did their best to participate in Red Cross, and other war activities and to keep The Collegian, the Silver Spruce, the Drama Club and a few other organizations alive and functioning. A few of the female of the species sat around the girls' dormitory and wailed, but these were in the very small minority.

Among the girls who were leaders on the campus were:
President Associated Students --- Mary Louise Bowles
and
Sylvia Gardels
President of A.W.S. --- Ruth Lund
and
Cozette Hapney
Independent Student Association --- Esther Cooper
Silver Sage
Robert Kennedy
and
Betty Jane Pyke
Editor of The Collegian --- Cozette Hapney
and
Betty Ann Stahl
Drama Club — — — — — — — — — — Eldoris Wilson
D. Club and Forensics — — — — — Carolyn Werth Mathias

True to the spirit of the women on the campus during
World War II is a letter written February 11, 1942 which was to be
opened when the war ended. It was addressed to Colorado State
Women of Tomorrow and reads in part:

To do the job in hand as well as it can be done is the
best pledge we can give of our readiness to do anything
that we shall be asked to do. But we feel that the real
service that we, the women of Colorado State, can render
our country is a long range service, not for the duration
alone, but for "the peace that comes after" the war. It
is upon you girls who are listening to this letter that
this responsibility rests.

In light of our pledge to give the best that is in us
to win the war for you, we charge you in turn to pledge
yourselves to work toward not only the establishment of a
just peace, but of a better social order, a society from
which it may be possible to eliminate all war.

The letter is signed by Hope Hapney and Genevieve Bishoff,
President and Secretary respectively of The Associated Women Stu-
dents, by Dora Anne Champion, Chairman of Resolution Committee and
by Amy O. Parmelee, Dean of Women.

Much of the fineness, the poise, the leadership, and, in
war time, the brave waiting for news from the armed services, the
girls learned from the Mrs. Amy O. Parmelee, Dean of Women.
In addition to a sane and wholesome social life on the campus, the College owes to Mrs. Parmelee much of the planning which makes Rockwell Hall functionally adequate. That building erected and in service, Mrs. Parmelee has so managed it that, contrary to the expectations of some and to the general experience on other campuses, the girls' dormitory has always been financially solvent. It has paid rich dividends in better housing for women, and in opening the eyes of administrators to the fact that dormitories, at least under Mrs. Parmelee's management, need not be a financial drain on the institution.

In the plans for the immediate future are two dormitories for men. For the first of these William, stockman, has given $20,000 in memory of his son William Braiden who died while he was a student at the College. $12,000 has been given anonymously as the beginning of a fund for a second dormitory for boys.

The Entomology Department, as a greeting to the boys overseas published an especially fine edition of the annual "Gillette Infestation." The Chemistry Department and others published news letters; faculty members made an effort to write to boys overseas.

Off-campus trips were during the war, because of the shortage of gasoline, almost discontinued. Many of the girls as well as the boys were in the service of their country.

Looking back at President Ellis's account of the efforts made by the students to get into the War with Spain in 1898, one is amazed at the Federal change in the attitude between 1898 and World War II toward students as soldiers.
While the campus was quiet beyond belief, the students who made its normal life continued to demonstrate in the jungles and deserts and on the beach-heads of World War II their ability to pull together and their ability to think for themselves. Many of those who were not on the battlefields were in executive and organizing positions. For an inadequate but typical record of the work done, refer to the accounts of departments on the campus.
Chapter XV

Division of Agriculture
Chapter XV

Division of Agriculture
Divisions

In 1945 work on the campus was grouped under seven divisions. Five of these had been officially organized in 1933, the divisions and the deans being as follows:

Division of Agriculture
Division of Engineering
Division of Home Economics
Division of Science and Arts
Division of Veterinary Medicine

Dean Emil P. Sandsten
Dean E. E. House
Dean Inga M. K. Allison
Dean G. H. Whiteford
Dean George H. Glover

The Division of Forestry was created in 1936 and later Range Management was added, so that the title became Forestry and Range Management. J. Lee Deen was named Dean in 1936. The Division of Vocational Education and Guidance was created in 1942 with James A. McCain as Dean; in January 1946 this division was dissolved and the departments again reported directly to the President. In 1945 Dean Allison retiring, was succeeded by Dr. Flora Slocum; and Dean G. H. Whiteford was succeeded by Dr. L. W. Durrell. Dean Glover retired in 1934 and was followed by Dr. I. E. Newsom.

Division of Agriculture

In the Division of Agriculture the class work in 1945 was organized under the following departments: Agronomy, Animal Husbandry, Entomology, Horticulture, General Agriculture, Vocational Agriculture, Poultry Husbandry. The last of these was a young department which had come into existence in 1937 and had scarcely more than started on a career when World War II broke out. The work in Vocational Agriculture was greatly influenced by the vocational education program of the College. (See Vocational Education).

From 1879 to 1909 the most of the work offered in what
is now the Division of Agriculture was grouped in two departments: Agriculture and Horticulture, the one exception being the formation in 1891 of the Department of Entomology, Zoology, Physiology. Zoology had been first a part of veterinary medicine in the two abortive efforts of the eighties to organize that department; in the summer of 1945 it was returned to its original grouping under veterinary medicine. In 1909 the departments of Agronomy, Animal Husbandry, and Farm Mechanics were created but within a year Farm Mechanics had been re-grouped under Agronomy; in 1910 the Department of Horticulture pushed botany and forestry from its confines and they existed together as a department until 1915 when each became a separate department.

As chairman of these departments in 1909 were:

<table>
<thead>
<tr>
<th>Department</th>
<th>Chairman</th>
</tr>
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<tbody>
<tr>
<td>Agronomy</td>
<td>Alvin Kezer</td>
</tr>
<tr>
<td>Animal Husbandry</td>
<td>George E. Morton</td>
</tr>
<tr>
<td>Farm Mechanics</td>
<td>H. M. Bainer</td>
</tr>
</tbody>
</table>

In 1915 Emil P. Sandsten became the Head of the Department of Horticulture, W. W. Robbins of Botany and W. J. Morrill of Forestry. C. P. Gillette had been in charge of Zoology, Entomology, and Physiology since its organization in 1891 and was made Director of the Experiment Station in 1910.

E. B. House was made Head of Civil and Irrigation Engineering, and in the same year Inga M. K. Allison became Head of Home Economics.

It was these heads of departments who came in during the first few years of President Charles A. Lory's administration who guided the destinies of the institution for thirty years. They were young, ambitious and for twenty years worked together, with
considerably less than the normal amount of official jealousy.

Agronomy

When the Carlyle-Aylesworth controversy and scandal had been ended by the State Board of Agriculture in 1909, persuading good men to join the Colorado Agricultural College faculty was no easy task. Outstanding men were not eager to ally themselves with a college which had an unsavory reputation. However, after repeated efforts, the Board persuaded Alvin Kezer, a young agronomist at the University of Nebraska to become the first head of the newly created Department of Agronomy.

He arrived in 1909 in time to meet with the members of the Board and hear much of their effort to secure a new president. He saw them receive telegram after telegram from men who declined to accept their offer of the presidency of the Colorado Agricultural College. He heard Mr. Brush of the Board say "Go ahead, send your telegrams. When you get through I have the right man in mind for president;" and when in answer to a telephone call from Mr. Brush, Charles A. Lory, the Professor of Physics and Electrical Engineering, ascended the stairs of the Northern Hotel to a fateful meeting with the Board, he met Alvin Kezer descending.

Historical Background. — Mr. Kezer, taking hold of the disturbed and contention-ridden Department of Agronomy was working in a State in which there was more agriculture than mining. For thirty years, 1879 to 1909 pioneer farmers and men at the College had studied agronomic problems in Colorado, and the research men had been a factor in swinging the Centennial State over from a mining
to a farm economy. Among the men who had led this movement were: Ainsworth E. Blount, Frank L. Watrous, Harvey H. Griffin, George E. Brehninger, Walter J. Quick, Fred A. Huntley, Wells Woodbridge Cooke, James E. Payne, Burt C. Buffum, and Philo K. Blinn. (See Experiment Station.)

These men had been the pioneer research men and had contributed greatly to making agriculture in Colorado possible and profitable; but the agronomic work at the College in 1909 was at a low ebb. This was due in part to the controversy and scandal in which Professor Carlyle, the Head of the Department of Agriculture, had been involved, and in part to the fact that the need for graduates in agronomy and positions for these boys had not been recognized and established.

**Mr. Kezer's Program.** — Alvin Kezer was to serve the State and the College as Head of the Department of Agronomy for 37 years. In 1909 he inaugurated and as the years passed, he developed vigorously a four-ply program: research, classes, carrying information to farmers, and creating a demand for boys trained in agronomy.

"I must have facts to teach these boys: dry land facts, farming-under-irrigation facts, mile-high facts," and Mr. Kezer encouraged research.

"Got to talk to these farmers until they make dirt farming scientific farming," and Mr. Kezer and his staff joined the suit-case brigade of off-campus workers.

Research was basic in Mr. Kezer's program, research on dry land, on irrigated land, in Colorado's lowest altitudes and in the highest mountain valleys. He added to facts he and his staff
learned about Colorado, a thorough knowledge of crops and soils outside the State. All of this information was carried to classes and spread abroad to men on the land.

While he was doing these things, Mr. Kezer's boys found their training in agronomy fitted them for positions in agriculture and industry. By 1923 the classes in "Ag Hall" were divided into two or three sections each, and the boys were finding positions in their line of training.

**Crops.**—Mr. Kezer saw that the first need in Colorado was for varieties of crops that were suited to certain soils, others to dry land, and still others to high altitudes. He saw it as his work to produce or to bring in from other States the best possible varieties for Colorado. The result is that nearly all the agronomic crops now grown in Colorado are not those which were grown in 1909. Alfalfa, corn, wheat and oats growing in the State are of varieties produced or recommended by the agronomists of the College. While these agronomists have also done much with barley, Tevbi was introduced by James Morrison, now of the Extension Service. However, one of the outstanding faculty men who dealt with crops is Dr. D. W. Robertson who came to the College in 1920, and doing his work mostly on barley, is now recognized as a leader in genetic research with emphasis on barley. Dr. Warren H. Leonard became a first class teacher in crops and has published texts on "Field Crops", "Advanced Field Crops," "Plat Technique," "Irrigation Farming." When Mr. Leonard entered the army during World War II he had nearly completed a book which was to be published by Macmillan Publishing Company.
Soils. — Mr. Kezer had not been long in Colorado when he realized that while farmers recognized their need for crops, undoubtedly work on soils was equally necessary. Some of the first men who worked in this field were F. B. Smith and Rudger H. Walker. These men were followed by Roy D. Hockensmith who "developed the beginnings of the present quick soil tests and showed the essential fallacies of the bacteria logical or azotabacter tests." 1

It was Robert Gardner who, coming to the College in 1929, made the first great strides in the study of soils. Before his time the theory was that the greatest soil problem in Colorado was an excess of nitrates. By 1934 Gardner was ready to publish Technical Bulletin No. 6 which showed that nitrates were not likely to be troublesome in soils except where there was a high water table due to seepage or other causes or in cases where the subsoil close to the surface was impervious so that water movement could not take place downward. 2

He showed that alfalfa, small grains and sugar beets were likely to reduce the nitrate content of the soil and that "nitrogen was the most frequently limited element of fertility because of its scarcity." 3

Other Work in Agronomy. — Other research projects in agronomy which were carried over as up-to-date subject matter into classes included studies of the effect of water on various soils, silos and silage, the use of soils as building materials, and range, and pasture studies carried on for about twelve years in co-operation with the Department of Botany. (For more details as to the research work which supplied material for subject matter in classes, see Experiment Station. For the off-campus work in agronomy, see Extension service.)

2. Ibid., p. 8.
3. Ibid., p. 8.
Representative of the graduates in agronomy who helped make world history during World War II were in January 1945:
Warren H. Leonard, a veteran of World War I who after studying military government at the University of Chicago was asked to rewrite the Agricultural Manual for Japan. After this he was sent to Japan as Chief of the Agricultural Division of the National Resources Section of the Military Government. Here he had charge of agrarian reform and had seven experiment stations under his direction. First Lieutenant Robert S. Whitney was a meterologist in the air corps on the German front, and Major Ralph M. Weihing was in the field artillery at Camp Bowie.

Civilian occupations of the graduates in agronomy may be indicated as follows:

I. Agricultural Work

   (a) Agronomists

   State Experiment Stations        7      3.3
   College Professors              4      2.4
   State Extension Staffs          4      1.9
   Soil Conservation Service       39     16.5
   Other Federal Agricultural Work 45     8.1
   Agronomy Fieldmen               4      1.9
   Commercial Agronomy             4      1.9
   (Salesmen, etc.)                12     5.7
   Graduate Students               1      0.5
   Miscellaneous                  93     44.1

   Total in Agricultural Work      150    71.1

   (b) Other Agricultural Work

   Total in Agricultural Work      57     27

   Non-Agricultural Work           34     16.1

   Other Classifications           27     12.8

   Grand Total Graduated          211

   Individuals representative of the work done by agronomy majors are:
Percy A. Davies, Professor of Biology, University of Louisville, Louisville, Kentucky
Jesse A. DeFrance, Research Professor of Agronomy, R.I. State College, Kingston, R.I.
Nolan A. Farris, Soil Conservationist, S.C.S. State College, Pennsylvania
Alexander N. Granovsky, Associate Professor of Entomology, University of Minnesota, St. Paul, Minnesota.
Jalil Hashimzade, Director of Experiment Station, Persian Government.
Waldo Kidder, American Agricultural Chemical Company, Detroit Michigan.
Dwight Koonce, Associate Agronomist, Fort Lewis Substation Hesperus, Colorado.
Glenn S. Ray, Senior Statistician, Division of Agricultural Statistics, Columbus, Ohio.
Walter J. Roth, Principal Agricultural Economist, Chief Division of Economic Research, Soil Conservation Service, Washington D.C.

Colorado State graduates with majors in agronomy have always been welcome in all the top graduate schools in the United States, and many are now on the faculties of the colleges and universities.

Professor Alvin Kezer. - Because of his personal knowledge of soils, of crops and of irrigation, Professor Kezer gave in large measure to the College, to Colorado, and to the Nation; but he knew the need of the State and of the world for men well trained in agronomy, and he knew the need for the results of agronomic research. He knew, too, that he alone could not do all that was necessary. Knowing these things, Mr. Kezer put first the building up of a staff of exceptional men; having found these men, he did his best as an administrator to give them an opportunity to do good work, and he and his staff have exercised a tremendous influence on the agronomy of the State. Though Mr. Kezer had, by virtue of his position, to give more time to administrative duties than to research, he was always the champion of scholarship.
for the results of agronomic research. Knowing these things, Mr.
Keser put first the building up of a staff of exceptional men.

Animal Husbandry

Historical Background. — Between 1879, when the Colo-
rado Agricultural College opened, and 1909, the animal industry
of the State changed vastly. In the nineteenth century the pic-
turesque Texas Longhorn ruled the range and "fattened" on native
grasses; in the twentieth century he had become a curiosity rather
than the source of beefsteak of the leather variety. In 1929 two
men found 37 of the ungainly animals in the Big Bend country of
Texas and took them to the Wichita Wild Life Preserve in Oklahoma.
For years Joe Nealof Meeker, an old time cattle man, kept two of
the Longhorns in his Red Cliff private game park.\(^1\)

By 1909 the war between the range men and the squatters
was tapering off as the two groups developed common interests;
cattle men saw the necessity of growing feed, and the squatters
owned cattle. Slowly, no pioneer knew how or where, the old days
of the Texas trail and of cattle starving in winter blizzards, had
gone. New ways of doing things and new occupations, the ways and
occupations of 1909 had replaced those of 1879. The slow tread of
thirty years had changed the Colorado way of life, but other and
greater changes were in the making.

In the ten years beginning 1909 the number of sheep and
poultry on Colorado farms increased 40 per cent each; cattle in-
creased 65 and hogs 100 per cent.\(^2\) The Animal Husbandry Depart-
Department responded to the needs of this new industry and stimulated

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1. Joe Neal of Meeker, Interview.
the raising of domestic animals.

When George E. Morton became Head of the Department of Animal Husbandry riding the range of the changing animal industries in Colorado was as demanding a job as were the old fall roundups. The men of the Animal Husbandry staff rolled out of their blankets early, and the same men were day and night herders. George E. Morton was boss of the outfit which in 1909 began working under a new brand; or, academically speaking, a new department, that of Animal Husbandry, with Mr. Morton as Head appeared on the campus. E. J. Iddings, his assistant, is now Dean and Director of Agriculture, at the University of Idaho. Because he knew W. L. Carlyle to be an outstanding man in animal husbandry, Mr. Morton had come to Colorado Agricultural College as a student. After graduation he had been with the University of Wyoming and had returned to the College as a member of the faculty under Mr. Carlyle.

First Degrees. — The first men granted degrees in animal husbandry came near to rustling them; at least they earned them before the department was organized. Alfred E. Chace, Roy W. Rice, W. E. Runge and A. H. Tedmon were students in agriculture who in their senior year majored in animal husbandry and received degrees in 1908.

By 1916 The Collegian reported twenty-nine students, more than in any other course for men, graduating in A.H. Colorado had so long been stock country that stock was obvious. the need for men trained to know stock was obvious.

Off-Campus Policy. — Professor Morton's off-campus policy

was dictated by the immediate needs of stockmen and limited by
the near-bankruptcy of the State treasury. In 1912, he wrote:

In looking to the development of the Department work I
feel that the field work is decidedly the most valuable
factor of our endeavor to benefit the stock grower of
the state, even in other lines than dairying. While
experiments and the results of experiments are called
for, I believe that in the next two years more good can
be done by carrying known results to those producing
the various classes of livestock than by any very large
amount of experimentation. It would be well if we could
carry both lines extensively, but undoubtedly it will
not be possible to do this because of the lack of funds. 1

Though in the years following 1909, President Lory’s genius
as a financier put the College and the State on a firmer money basis,
Professor Morton broadened his policy but continued to emphasize
the message-to-Garcia type of service.

Poultry. — One of George E. Morton’s first field projects
was to make Coloradans conscious of the need of poultry other than
on the Sunday dinner table. The program attracted the attention
of even the National poultry journals, but the educational propa-
ganda necessary to put poultry on Colorado farms hit the snag of
inadequate funds and the work had to be discontinued for a period
of several years. By 1920 O. C. Ufford was convincing farmers that hiddy
and her brood were valuable from the standpoint of food and income;
in 1925 Mr. Ufford was transferred to Extension, and in 1937 with
Dr. Herbert S. Wilgus as chairman, the Department of Poultry Hus-
bandry came into existence. Mr. Ufford continued his work with
demonstrations in the chicken yards and with radio schools.

Feeders Days at the College. — In 1917 more than 250

ranchers and stockmen gathered at the College for the first cattle feeders' day and by 1923 the first lamb feeders' day attracted almost an equal number of men. Throughout the years to the present these days when men came to the stock-pens at the College to see the results of feeding experiments have been an annual event.

The extensive feeding experiments began when in 1920 E. J. Maynard became the Specialist in Animal Investigations. (See Experiment Station.)

Livestock Associations Organized. — Continuing field work, Professor Morton could point in 1923 to the fact that the Animal Husbandry Department had organized off-campus twenty-five livestock shipping associations, many associations of breeders and five for cow testing.

State Dairy Inspector. — In 1913 a State law made the Professor of Animal Husbandry the State Dairy Inspector, and until 1929 George E. Morton served in this capacity. By 1923 he had under him a deputy, four inspectors and a chemist; but all faculty men required by law to assume regulatory duties frequently reaped from them more denunciation than co-operation; the man who continued to do good work under these conditions had courage and determination.

On one occasion a nabob of Colorado imported into the State a herd of tubercular cattle. Professor Morton as Dairy Inspector condemned the herd and won the undying enmity of the importer and his friends. Such experiences were all too common, but George E. Morton was not the kind of man to quit under fire.

Often in his early days he attempted to show cattle men the advantages of the Black Angus Cattle. When they were unresponsive, he desisted only to be condemned in later years because he
did not like "the little black cows."

The evil that men do lives after them;
The good is oft interred with their bones.

Stock Judging. - The scrub stock silhouetted against Colorado's sky lines and feeding on Colorado's grasses, together with the trend of the times emphasized the necessity for a knowledge of good stock. Livestock clubs and stock judging contests on the campus and off made judging a motto and a fetish. The College Livestock Club, beginning life about 1913 with a dozen or so members in its corral, by 1923 could round up and brand nearly a hundred; it was sending a judging team to the International Stock Show in Chicago; it was managing a freshman-sophomore judging contest and publishing an annual livestock edition of The Collegian.

Truly this was a new day. The old range, much distorted, began to appear in the movies; but in the cattle business in actuality the man on the haystack with a pitchfork and cattle in feedlots were replacing the long trails and the stampedes.

Beginning in 1916 the Animal Husbandry Department sponsored a yearly high school judging contest at the College; Governor Elias Ammons and T. H. Netherton, the principal of the Colorado School of Agriculture originated a C.S.A. School of Agriculture judging contest at the Denver stock show; in 1920 the College team coached by Charles I. Bray stood seventh at Chicago, with twenty-one teams competing.

An unusual judging contest, held in the winter of 1944-1945, when World War II had called most of the students into the armed services showed the A.H. students true to the traditions of
the Department. Travel was restricted, but still there was a
judging contest.

The Colorado A & M College dairy-judging team won
first place in a contest conducted by mail last winter by
the Holstein-Friesian Association of America, according
to word received at the college in Fort Collins recently.

Photographs of holstein dairy stock, showing various
types, were supplied to college teams who then selected
the first, second, and third-place winners for each class.
The Colorado A & M boys "knew their holsteins" and out-
pointed teams from all other colleges competing by a wide
margin, reports Dr. Howard C. Dickey, their instructor.
Teams from the University of Idaho, Texas Technological
College, and Michigan State College placed second, third
and fourth.

Highest individual score was made by Pedro A. Labarthe
of Colorado A & M, whose home is in Lima, Peru. Other
members of the Aggie team were Jim Oxley, Monte Vista, who
placed third in the individual ratings, Johnny Matsushima,
Pt. Lupton, fifth; and Byron C. Grebe, Rock Port, Mo.,
sixth.¹

Also announced by the Holstein-Friesian Association were
Betty Jane Moore of La Veta and Lee R. Cranson of La Junta
as State 4-H Holstein champions for 1944.

College Herds. — The men in the Department not only taught
students to judge stock, they also raised animals worth judging. By
1913 the College owned small flocks of Hampshire, Shropshire, Cotswold
and Rambouillet sheep and a few good hones; but it had made
a name by winning such championships as:

Grand Champion Poland China Boar
Reserve Grand Champion Polana China Boar
Reserve Grand Champion Polana China Sow
Senior Champion Poland China Boar
Junior Champion Poland China Boar
Junior Champion Poland China Sow

The Polana China herd was started in 1913 when the College
bought "the Grand Champion sow of the Denver show from R. B. Broad,

¹ "News Notes", July 30, 1945.
later College herdsman. Nearly all Poland China hogs bred and raised in Colorado trace back to this sow.¹

In 1929 the super porker of the nationally recognized Duroc Jersey herd, was a sow weighing 1135 pounds, the largest sow in the world.

Swine 1930

The College herd of swine competed in eastern shows up to 1931 and in State shows until 1942 and always made a good showing.

In the decade of the forties the College continued to maintain herds of Poland China, Duroc Jerseys and Berkshire breeds. The breeding of each breed is controlled by using fine sires and dams. At present (1945) these are:

<table>
<thead>
<tr>
<th>Breed</th>
<th>Herd Name</th>
<th>Sows used last year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poland China</td>
<td>Broad's Star</td>
<td>Western Hope</td>
</tr>
<tr>
<td>Duroc</td>
<td>Gold Bar</td>
<td>Richard's Opaline</td>
</tr>
<tr>
<td>Berkshire</td>
<td>Iowa State College</td>
<td>Silver Way Lad</td>
</tr>
</tbody>
</table>

The men who have had charge of swine are: Messrs. W. L. Carlyle, Charles H. Kick, Herbert E. Osland, R. C. Tom, Melvin H. Hazaleus, Roy Wilkes, A. Lamar Esplin and Allen Heidebrecht. The herdsmen have been Messrs. -----Hutchins, Paul Eaton, Samuel Lawson, Robert Broad, Ed Kolb, ---- Buel, and Fred Betz. To the herdsmen goes much of the credit for the stock, and Mr. Broad now has nearly a trunk full of ribbons won while he was herdsmen.

In almost all of his reports to the President, or to the Dean of Agriculture after the divisions were organized, Professor Morton complained of inadequate funds and pointed out that breeding

¹ A. Lamar Esplin,
was neglected; but by 1936 the College owned: 65 beef cattle in 2 herds; 62 dairy cattle, 2 herds; 130 sheep, 5 herds; 156 swine, 2 herds,—all purebred stock.\textsuperscript{1}

Until recently, the most outstanding of the programs in Animal Husbandry have been the feeding experiments by E. J. Maynard and others. Here the Department made a contribution to the State and to the Nation. (See Experiment Station.)

Well-known men who served for many years on the A.H. staff include in addition to George H. Morton, Charles I. Bray, E. J. Maynard, E. W. Fairbanks, O. C. Ufford, H. H. Smith and Charles W. Shepardson, Mr. Shepardson, an alumnus, is now Dean of Agriculture at Texas A & M.

In 1938 Herbert S. Osland as Acting Head of Animal Husbandry succeeded Professor Morton, and a few months later Dr. Charles H. Kick was made Head. After Dr. Kick's death, R. C. Tom served as Acting Head from 1942 until 1945 when Dr. Sherman S. Wheeler was put in charge. Under these men, particularly under Drs. Kick and Wheeler, research rather than the demonstration and extension type of work has been more stressed. (See Experiment Station.)

\textbf{Entomology and Zoology}

So closely has the coursework in the Department of Entomology and Zoology been tied up with the research work in these fields that recording the changes in curriculum is in many respects a repetition of the research work.

However, even though it is repetition, we mention here some of the names who have brought the Department recognition.

\textsuperscript{1} \textit{Texas A & M, "Report," Nov. 25, 1936.}
Clarence Preston Gillette became head of the Department in 1891 and served until 1933. In 1910 Dr. Gillette was made Director of the Experiment Station. Miss Miriam Palmer, joining his staff in 1904, continues in the work up to the present. Both Miss Palmer and Director Gillette have received world wide recognition for work on aphids. In 1902 E. Arthur Johnson was added to the staff in Entomology and Zoology and continued with this work until 1927 when he gave up his duties in the department to give full time as Dean of the College. From 1905 to 1919 Luther C. Bragg as curator of the museum and assistant on the Experiment Station was one of the most zealous in making the very extensive collection of aphids which has meant so much to the College and the State. From 1911 to 1934 L. W. Burnett was curator of the museum and was, as deputy State Entomologist, a power in rodent control. Charles R. Jones, joining Dr. Gillette's staff in 1913 was made head of the Department when Dr. Gillette retired in 1933 and continued in that position until 1945. He was succeeded by Dr. George M. List who had also joined the staff of the Department in 1913. Other entomologists who have brought recognition to the College are: Sam C. McCampbell, Roy C. Richmond, and Leslie E. Daniels, and Maurice T. James. Almost all members of the staff were part of full time research men.

The Department of Entomology and Zoology, being one of those organized early, resided from 1891 to 1905 on the second story of the original part of Old Main. Here the entomologists and zoologists occupied four rooms: one a museum, one a classroom, one an office, one the student and class laboratory. Basement rooms in the
same section of Old Main were storerooms and workrooms for the museum. From 1905 to 1940 the department was in the building north of the heating plant. In 1940 quarters were assigned in Agricultural Hall.

Rivalry between departments on the campus as to which has best trained men to serve their country in time of such an emergency as a world war is keen. The Department of Entomology and Zoology reports that 41 of its graduates up to 1945 were in World War II, most of these being in the medical corps and working on control of insect pests that affect man and beasts. For example, Lawrence Taylor of Paonia was reported as the first lieutenant in sanitation work in the South Pacific. Robert Hawkins from La Junta was listed in 1945 as a captain in control of mosquito work in New Guinea. Sam Howe, Fort Lupton, was a private first class in charge of insect control in New Guinea. Major-General Ralph C. Smith, commanding general of the 27th Infantry Division, class of 1919, "led his troops in the surprise invasion of the Gilbert Islands," 1

Many others were in State and Federal positions which made agricultural production during the war years a possibility. Dr. P. N. Annand, chief of the Bureau of Entomology, Washington D. C., graduate in entomology, was selected to receive the honorary Doctor of Science degree at the April commencement in 1945.

If we talk to the entomologists, they tell us of their research work and sometimes seem scarcely conscious that during all the years classes were meeting; but if we turn to the long list of graduates in entomology who are among the leaders in the United States in their respective fields, we are sure the teaching was well

done. In 1943, names of graduates selected, hit or miss, from a list prepared by Professor Charlie Jones are:

Annand, P. N., Chief of the Bureau of Entomology and Plant Quarantine, Washington, D. C. Mr. Annand, in 1945 was awarded an honorary Doctor of Science degree by his alma mater.

Bishop, Fred C., N.A. Assistant Chief of the Bureau of Entomology and Plant Quarantine, in charge of Research, U.S.D.A. Noted for his work on animal parasites in general.


Daniels, L. E., N.A. Associate Entomologist Colorado Experiment Station, and the Department of Entomology and Zoology. Establishment of the vector of peach mosaic.

Ellis, Earl, B.S. Lima, Peru. Manager, Fleishmann, Peruna Inc. Development of yeast cultures.

Granovsky, A. A. Associate Professor of Entomology and Economic Zoology at the University of Minnesota, St. Paul, Minnesota. Attraction of insects to colored lights.

Hoerner, John L., N.A. Ft. Collins, Colorado. Associate Professor Colorado State College and Entomology Section of the Experiment Station. Perfected a squash bug control for Hubbard squash.

Jones, Chas. R., Head of the Department of Entomology and Zoology and Station Entomologist, Fort Collins, Colorado. Specialist in Syrphidae and Ants.

Langford, George S., N.A. Specialist in Insect Control of the University of Maryland. Noted for his technic to determine the amount of leaf surface consumed by various leaf-eating insects.


List, George M., Fort Collins, Colorado. Economic work on various insects and insecticides. In 1945 Head of Department of Entomology and Zoology, Colorado Agricultural and Mechanical College.

McCormick, Sam W., Extension Entomologist, Colorado State College. Development of Mormon cricket control.


Paddock, Floyd B., Extension Apiarist, State Apiarist of Iowa State. Authority on beekeeping.
Palmer, W. A., Fort Collins, Colorado. Assistant Professor and Delineator in the Department of Entomology and Zoology, Colorado State College. Delineation and systematic work on plant lice.

Potts, Merlin K., M.S. '32, U.S. National Park Service, Mineral, California. As far as National Park service goes he is tops as a wildlife ranger.

Sampson, Frank W., B.S. '35, Columbus, Missouri. Junior District Agent, Fish and Wild Life Service, Dept. of Interior, working through extension service at Missouri University. The first entomologist of the U. S. Shelter Belt project.

Sweetman, Harvey L., Ass't. Professor of Entomology and Ecology, Amherst, Massachusetts. Control of insect pests in army camps.

Taylor, Estes Park, B.S. '02, Editor and Publisher of the Agricultural Leaders' Digest. Editing and publishing articles of vital interest to agricultural pursuits.


Wagner, Richard D., Noted for his work on the effect of radio waves on insects and studies on "Radar."

Zettel, W. F., Jr. Noted for development of hootch trap to determine the time to apply sprays for codling moth, and other phases useful in fruit insect control.

Horticulture

In the Department of Horticulture, as in other departments that did research work in connection with the Experiment Station, much of the subject matter for classes was greatly influenced by the background of research. For this reason the history of the Experiment Station is, in many respects, an outline of the classwork.

However, though we turn to the Experiment Station for knowledge of the subject matter offered, a summary of the work in horticulture as it affected students is possible.

Courses. — The courses have emphasized fruit production, vegetable crop production, floriculture, landscape design and nursery practices. Graduates have been trained as research scientists in specialized fields as teachers, business men, fruit growers, farmers and seedsmen.

A survey made of the graduates of the College in horticulture in 1941 showed the following:

- 3% growing special potatoe, vegetable, and fruit crops
- 23% commercial positions with seed companies, canning companies, landscape architects, etc.
- 23% educational work—high schools, colleges
- 18% government service
- 5% of government men in Extension
- 3% Experiment Station men
- 12% on active duty with the armed forces
- 8% in State Department of Agriculture
- 2% dead
- 1% unknown

Many of the College graduates in horticulture are granted graduate fellowships, "this being one of the few departments that places men on fellowships to Harvard University."¹ About 20% of the graduates have attained the degree of Master of Science; and about 25% have their Ph.D.

Could the graduates in horticulture return for homecoming, they would bring news from many quarters of the globe and of many phases of horticultural and other work. For example, Lieutenant Colonel Chester G. Cruikshank could talk of the North African campaign and of the landings at Salerno and Anzio Beachhead; Dr. James E. Kreus would tell about the plant breeding work of the California Packing Corporation; James L. Musser, Production Manager, Cornelis Seed Company, St. Louis, Missouri, would discuss the wholesale marketing of field and vegetable seed; Lester E. Evans, a recognized authority in Pyrethrum production could talk of his work in Mexico City; Leon A. Quiñlan, in charge of Landscape Instruction, Kansas State College might wear his fellow alumni with talk of landscaping; but W. Walter Pesman, Landscape Architect and Planning Consultant

¹. Ibid., p. 7.
of Denver could join in that talk; E. H. Divelbiss, outstanding fruit grower of the Western Slope and Richard Saulcy of Campion would no doubt exchange horticultural chit chat with Emery F. McCune, Supervisor of Inspection, Colorado Fruit and Vegetabel Service who is a national authority on fruits and vegetables.

If the talk at this mythical homecoming became too local Chai uk Wyung could tell of educational work at the Union Christian College in Pyeng, Yan, Korea, and Rodolfo S. Sajonas could tell of research in the Philippines.

The students in horticulture are trained to prepare horticulture exhibits, trained in judging, and have put on a annual horticulture show on the campus. Field trips to study canning factories, markets, greenhouses, nurseries and such things are common.

Until about 1918 early Experimental work dealt largely with fruit. More emphasis was given to vegetables about 1920 and at this time so much work was done that the high-altitude vegetable crop of the State was established. From the date of the establishment of the College, faculty men were called upon to study diseases of potatoes. From 1906 to the present time, work has required more and more attention. As fruit, vegetables, potatoes were studied in research project work, this new subject matter was incorporated in the work offered students.

Another phase of work added to the department was in landscape design.

State Policies. — The horticulturists on the campus have been influential in developing legislation on:

2. County horticultural inspection legislation.
(3) Market/legislation.
(4) Plant quarantine, greenhouse and nursery instruction laws.\footnote{1}

**Recent Developments in the Department of Horticulture.** -
During the thirties more optional courses were listed in horticulture so that students could specialize in such majors as fruit production, vegetable production, floral culture, and landscape design. The department has also scheduled many short courses to keep off-campus people informed of developments in their respective fields. Some of these conferences are:

1. Canners conferences.
2. Potato growers' short course.
3. Colorado florists' short course.
5. Greenskeepers' short course.

Another program added to the work of the Department is landscape design.

**Campus Developments.** - The Department of Horticulture has always had charge of grounds and maintenance. At first, trees and shrubs were planted in straight lines. Now when the theory is that trees should be planted in groups, the Head of the Department was trying to follow this idea. However, the many campus plans for buildings have never been carefully followed and, therefore, abrupt changes have had to be made in landscaping. Since 1935, about 40 new species of native and exotic shrubs and trees have been added to the campus.

"The present campus plan is to make a survey of the buildings, roadways, parking areas, new building sites, drainage problems, removal of old buildings and to develop a plan for 25 years ahead."\footnote{2}

\footnote{1}{Ibid., p. 6.}
\footnote{2}{Ibid., p. 5.}
Wendell Paddock, Head of Horticulture, though he liked the work at Colorado Agricultural College and saw a future for horticulture in Colorado, was one of the men who left the College rather than try to work in the aftermath of the Aylesworth-Carlyle controversy. He was followed by E. R. Bennett and he, in turn, by Emil Sandsten as Head of Horticulture. When Dr. Sandsten retired in 1940 Almond M. Binkley became Head of the Department.
MATURE

Chapter XVI.

Division of Engineering
Mechanical Engineering

Mechanical engineering, one of the first departments established at the College and developed by Professor J. W. Lawrence, grew as did the other engineering departments, largely because of the demand made by a western pioneer country for engineers. Professor Lawrence coming to the campus in 1883 gave most of his time to mechanical engineering until 1915 when he gave full time to the supervision of the building of the heat plant. In 1918, because of ill health, he, the founder and builder of Mechanical Engineering Department, was forced into retirement. In 1917 L. D. Crain became Professor and Head of the Department of Mechanical Engineering. In 1916 he was, in addition to his other duties, made building superintendent. From 1936 to 1942 he was building superintendent only. Professor J. Taylor Strate followed Mr. Crain as head of the Mechanical Engineering Department and continues in this position to the present.

In World War I this mechanical engineering Department was probably the most successful on the campus in training men of the student army corps. In addition to training men of college grade, this department was responsible for the training of 206 men in general mechanics, motor mechanics, radio and concrete work. This detachment while working on practical projects, built many new walks around the campus and put a floor in the Old Main basement and in the entomology greenhouse. After the war many ex-servicemen came to the campus for training in mechanical engineering. One course which was popular was the repairing of automobiles and tractors. The ex-servicemen in this department after World War I also built
as practical projects in carpentry the homes of E. F. Coen and Alice B. Curtis.

In 1918 as a part of the work in vocational education, courses in trades and industry were set up on the campus with L. D. Crain as director.

Professor Lawrence was chiefly responsible for bringing to the campus a student branch of the American Society of Mechanical Engineers, the thirty-first college chapter organized in the United States. The first student officers were: Adolph Johnson, Chairman; W. K. Morrison, Vice-chairman; T. Sackett, Secretary-treasurer. In addition to these officers the members of the group were: Professor J. W. Lawrence, Dorsey Richardson, Lee Klinefelter, Harry Dimmitt, Ernest Edmondson, Ross Stevens, Stephen Conrey, George Law, Leon Raber, Glen Kinghorn, Edward Murray and Herbert England.

During World War II the Mechanical Engineering Department was under J. T. Strate who was in charge of the training in flying given to the college students; and after the war this training was continued. It consisted "of instruction in civil air regulations, meteorology, navigation, maintenance of aircraft, aircraft engines, the theory of flight."¹ The four year course in mechanical engineering, designed to fit men for employment in "The fields of manufacturing, sales engineering, automotive and airplane engineering, refrigeration, steam and diesel power plants, heating, ventilation, and air conditioning."

Mechanical engineering was high contender for the honor of having graduates best fitted to serve in World War II. Figures were unavailable concerning the graduates before 1940. After that

the total number of graduates in the armed service was as follows:

Number holding officers commissions in army - 23 (37%)
Number holding officers commissions in navy - 4 (6%)
Number in war production work - 36 (57%)

These figures account for all of the graduates in mechanical engineering from 1940 to 1944. A few of the boys who gave outstanding work on heavy-tower engines used in heavy bombers service are Lawrence Wilkins, 1943, Redick, 1943, Wayne Sneddon, 1942, Sibley, 1942, Lee McKittrick, 1942, William Gray, 1942, Johnson, and Earl Fletcher, a student 1937-1938, who also saw extensive service.

Abner McKee and Harlan Thomas, majors in mechanical engineering are representative of the service graduates in this field have rendered in civil life. Mr. McKee is one of those who has made fruit growing on the Western Slope a thriving business. As an engineer he did pioneer work on irrigation projects of that region, and though he has retired as a horticulturist, he still continues his work as an engineer.

Harlan Thomas, having served as architect for many Fort Collins and Denver buildings, became later Professor of Architecture of the University of Washington. He was President of the American Institute of Architects and was made a fellow of the American Institute of Architects and was made a fellow of the American Institute of Architects.

Professor J. Taylor Strate, a good organizer and a forward-looking man, in addition to the work in flying, and all the standard and long-accepted phases of mechanical engineering, stresses research along the lines of developing and improving farm machinery. His staff has for many years included such outstanding men as George Henry, J. Harry Scofield, Joseph Pinsky, and Howard Kob.
Civil and Irrigation Engineering

The Civil and Irrigation Engineering Building, which had been in process of erection for some five or six years, was completed on February 1, 1910. The building was planned by Professor L. G. Carpenter

... after 22 years experience and study of the methods and equipment... in the leading institutions in America and Europe. An expert sent by the Chilean government to study methods of irrigation and instruction in irrigation engineering in Europe, America, India and Egypt reported that there was only one other institution in the world that had an equipment for teaching and investigation in irrigation engineering equal to that of the Colorado Agriculture College.¹

At the time civil engineering moved into the new building, Professor Robert W. Gay was teaching most of the classes. However, he was one of those who left the institution in 1910; in 1906, E. B. House transferred from the Department of Mathematics to Civil and Irrigation Engineering. From 1907 to 1913 Ralph L. Parshall taught in the Department. In 1909 he and George C. Kreutzer were responsible for moving the old equipment into the new building. They borrowed from the College farm a flat wagon with low broad wheels and a span of fine gray horses. Back and forth they drove across the oval until everything had been moved.

From 1905 to 1907 Ralph Parshall had worked with Charles Lory in Physics and Electrical Engineering. George Kreutzer, who at the time of the big moving job was also an instructor in civil engineering, had been graduated in June, 1908. At that time he was High Limb in the famous campus fraternity of Tree Apes.

¹ Catalog 1910-1911, p. 18.
Field camps were required of engineers in those days and Kreutzer and Parshall were frequently in charge. After one camp, most of the boys in a hurry to reach home and a bathtub, hiked down the Big Thompson on a road that was scarcely wide enough for a wagon. Near the mouth of the canyon the front wheels of the second wagon collapsed beyond the possibility of repair. George and Ralph were in charge of the wagon. All the others had gone on, and night was approaching. They unhitched the team, tied the horses to the rear of the wagon and used their drawing boards to serve as road barriers both upstream and downstream. What little grub had been left over from the camp in Estes Park was in the first wagon, and it was far ahead and out of sight when the wreck occurred. However, though the young men had no food, they did have their bedrolls and each made up his bed in a wheel rut which was deep enough so that there was no possibility that the sleeping men would roll into the Big Thompson River.

One of the projects of the field camps was measuring the height of Longs Peak. This project was begun in 1901 and finished in the later years. Bench marks were installed and the height found to be 14,255 feet.

In 1910 L. G. Carpenter resigned as Director of the Experiment Station and Head of the Civil and Irrigation Engineering Department. Professor E. B. House succeeded Mr. Carpenter as Head of the Department, which then had a national and even an international reputation, and remained in this position until his retirement in 1939; he was the first Dean of the Division of Engineering when divisions
were organized in 1933. Ralph Parshall transferred from Civil engineering in 1913 to Irrigation Investigations under the United States Department of Agriculture. Since then his work has been irrigation investigations in co-operation with the Colorado Agricultural Experiment Station in Fort Collins. This same year, 1913, O. P. Pennock joined the staff of Civil and Irrigation engineering and continued in this work until July 1, 1946. Dr. N. A. Christensen came to the campus as head of the Department of Civil Engineering and Dean of the Engineering School in 1938. For more than ten years Minor R. Huckey was a member of the Department and Robert Lewis, joining the staff in 1936, became head of the Department of Civil Engineering ten years later. Otto V. Adams, a member of the staff from 1918 to 1927 and an alumnus of the Colorado Agricultural College, became testing engineer in charge of testing highway materials for the State Highway Department and other highway agencies. In the April commencement in 1945 Mr. Adams was the honored engineer granted a Doctor of Science degree by his Alma Mater.

Such internationally known men as Porter Preston and Raymond Walter and dozens of others who graduated with a major in irrigation represent the Department of Civil Engineering, but not all graduates in "Civil" became irrigation men. Equally representative of their group are D. J. Roach who became assistant general manager and vice president of the Great Western Sugar Company; H. Spurgeon Looper who was manager of the Fort Collins Sugar Factory; and Samuel Boothroyd who became internationally known as an astronomer and was Professor of Astronomy and Geodesy at Cornell from 1921-1942.

During World War II while Dean Christensen was absent
from the campus on war work, Professor O. Pennock was head of the Department of Civil Engineering. Professor Pennock, "Ollie" to his friends, had for many years been as essential to the Department as a slide rule is to an engineer.

In the Department of Civil and Irrigation Engineering as it existed under Professor E. B. House, fundamentals of mechanics and engineering were emphasized in the work he offered. "Prof" held his students to high standards, too high they sometimes thought; but many of them lived to find his teaching practical and thorough.

**Electrical Engineering**

During the winter of 1890 the first commercial high-voltage, alternating-current, electrical-power transmission in the world was installed in the mining district surrounding Telluride, San Miguel County, Colorado. In the ten years following this event the use of electrical power brought about great development and expansion in the mining industry of San Miguel County. This demonstration of the usefulness of electrical energy in the developing of the natural resources of Colorado prompted the State Board of Agriculture to have established in the year 1902 the Department of Electrical Engineering on the campus of Colorado State College.\(^1\)

L D Crain was the first head of the Department of Electrical Engineering. Headquarters for this work was on the second floor of the heating plant which later became the Entomology Building; the electrical machinery laboratory work was in the Mechanical Engineering Building. In 1910 the electrical engineers moved to the old Civil Engineering Building which had originally been a dormitory and now houses the draft board.

In October 1904, Mr. Crain established on the campus a student branch of the National Professional Society of the American

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Institute of Electrical Engineers. The first meeting was December 21, 1904 and the student officers were: Bert A. Snow, Chairman; and E. Aubrey Smith, Secretary. This branch of A.I.E.E. has been continuously active to the present. Because of lack of equipment, Mr. Crain left the campus and work in electrical engineering seemed dead; but students were alive to their needs.

In 1907 students petitioned the State Board of Agriculture to re-organize work in electrical engineering and Charles A. Lory was made Professor of Physics and Applied Electricity. As part of their reasons for requesting the work, the students stated:

We call your attention to the increasing use of electricity in all forms of industrial enterprise. Students in engineering, agriculture and domestic science must have a liberal knowledge of applied electricity in order to use intelligently this new element that is becoming important in their respective lines . . . this work could be better done if a full course in electrical engineering were offered.¹

When Mr. Lory became president of the College, F. A. DeLay became head of the Department. In the winter of 1913-1914 he was succeeded by Fred G. Person. In 1919 Electrical Engineering and Physics were separated and became individual departments with Professor Person as Head of Physics and Professor L. S. Foltz as Head of Electrical Engineering. In September 1921, Henry G. Jordan became Professor of Electrical Engineering and Head of the Department.

During the lifetime of the Department of Electrical Engineering, the State of Colorado had grown rapidly in industry requiring the use of electricity so that graduates of the Department of Electrical Engineering have always found work awaiting them. They

¹ Petition to State Board of Agriculture. p. 1.
have been an important factor in the "application and use of electrical energy in the development of mining, irrigation, rural electrification, manufacturing, and public utilities." 1

In World War II, 90% of the graduates from this College in electrical engineering for the past 25 years were engaged in scientific fields basic to the national defense. Many were high ranking officers in the armed forces overseas. Among these were such men as Bice Johnson, John Fallon and Luther Curs who received almost every decoration there was to earn. Representative of the students who entered the armed services before they had completed their college work were William Rosse, David Poundstone, Harry Nuce and Joe Lehr.

On the campus, students in engineering have always been known for their interest in sports activities, which make for good citizenship.

Industrial Arts

A major in Industrial Arts was first offered in the summer session in 1928. (Vocational Education). In the regular term a major was opened in this field in 1937 or 1938. From the first, both summer and winter classes have been under the direction of George P. Henry, and, representative of the graduates are Stewart Case and Paul Knight, now in the U.S. Navy, respectively, and Perry F. Gifford, job analyst in the United States Department of Agriculture.
