

Helena, Montana, January 23, 1913.

President Harry Pratt Judson,  
University of Chicago,  
Chicago, Ill.

My dear President Judson:-

I shall be greatly obliged if you can take time to wire the following extract by night letter to the President of the Senate and the Speaker of the House of Representatives: "The general proposition of consolidating the State Institutions meets with my ~~very~~ hearty approval. The States which have scattered these institutions, have done so to the advantage of localities, perhaps, but to the disadvantage of the efficiency of their educational work, undoubtedly. I should hope that Montana would see its way to a wiser and larger settlement of these important matters." It is important that this may be done as soon as possible and I trust that you may be glad to co-operate. The bill may be sent to me at Missoula.

Very cordially yours,

*E. B. Craighead*

Dictated but not read.







Chicago, January 31, 1913

Dear President Craighead:-

Your favor of the 23d inst.  
is received, and I have sent the despatches as re-  
quested, with the following sentence added: I cannot  
help interest in this problem as an important one in  
educational organization.

Very truly yours,

H. P. Judson

H. P. J. - L.

President H. B. Craighead,  
University of Montana,  
Missoula, Montana.



Chicago, January 21, 1912

Dear President Craighead:-

Your favor of the 22d inst.

is received, and I have sent the despatches as requested, with the following sentence added: I cannot help interest in this problem as an important one in educational organization.

Very truly yours,

H. P. Judson

H. P. J. - L.

President H. B. Craighead,  
University of Montana,  
Missoula, Montana.



UNIVERSITY OF MONTANA  
MISSOULA  
OFFICE OF PRESIDENT

77

January 9, 1913.

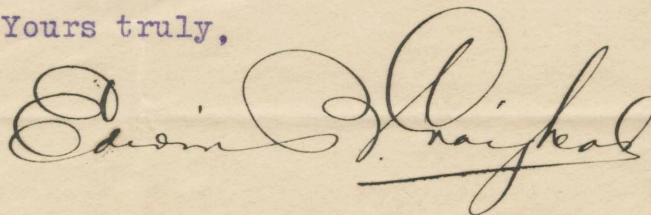
President Judson,  
University of Chicago,  
Chicago, Illinois.

My dear President Judson:-

Herewith I am sending you a paper, outlining a plan for the consolidation of our four State Institutions. The question is now before the Legislature of the state, and I would be very glad if you would send me your hearty endorsement of the plan.

Thanking you for your courtesy in this matter, ~~and~~ with best wishes, I am

Yours truly,

A handwritten signature in dark ink, appearing to read "Edwin J. Paigkal". The signature is written in a cursive style with a horizontal line underneath the name.

EPC-LSC

Encl.



UNIVERSITY OF MONTANA  
MISSOULA  
OFFICE OF PRESIDENT

January 9, 1913.

President Johnson,  
University of Chicago,  
Chicago, Illinois.

My dear President Johnson:-

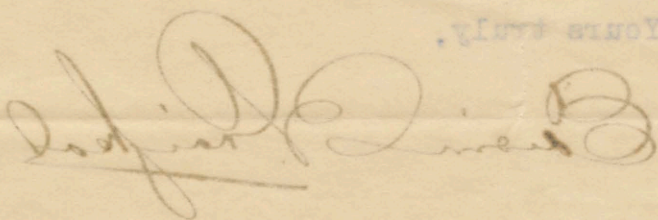
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of the plan.

Thanking you for your courtesy in this

matter, and with best wishes, I am

Yours truly,



W.D.H.

Encl.



Chicago, January 15, 1913

My dear President Craighead:-

Your favor of the 9th inst. received. I am not prepared to give an opinion on the details of affairs in your state as of course I have made no study of them. The general proposition of consolidating state institutions, however, meets with my very hearty approval. The states which have scattered these institutions have done so to the advantage of localities perhaps, but to the disadvantage of the efficiency of their educational work undoubtedly. I should hope that Montana would see its way to a wiser and larger settlement of these important affairs.

Very truly yours,

H.P.J. - L.

President Edwin B. Craighead,  
University of Montana,  
Missoula, Montana.



Chicago, January 15, 1913

My dear President Graighead:-

Your favor of the 9th inst. received. I am not prepared to give an opinion on the details of affairs in your state as of course I have made no study of them. The general proposition of consolidating state institutions, however, meets with my very hearty approval. The states which have scattered these institutions have done so to the advantage of localities perhaps, but to the disadvantage of the efficiency of their educational work undoubtedly. I should hope that Montana would see its way to a winner and larger settlement of these important affairs.

Very truly yours,

H. P. L. - L.

President Edwin B. Graighead,  
University of Montana,  
Missoula, Montana.



# PLAN FOR CREATION OF A GREATER UNIVERSITY

## Statement Made by the Association Which Proposed the Consolidation Plan and Which Inaugurated the Movement to Carry it Into Effect by Legislation.

**B**ETWEEN forty and fifty prominent citizens of all parts of the state of Montana met at Helena December 23rd, and organized the Association for the Creation of a Greater University of Montana. This is to be brought about by the consolidation of the present isolated institutions of higher learning, the university, the agricultural college, the normal school and the school of mines at some city which is desirably situated. The plan is supported by the proposed conversion of the plans and equipment that would otherwise be abandoned into a system of polytechnic high schools.

A comprehensive outline of the change sought to be effected is given in the constitution and by-laws of the association, organized at that time before the meeting of the board. This follows:

The name of the organization shall be "The Association for the Creation of a Greater University of Montana."

"The purpose of this association shall be:

"1. To consolidate the four higher educational institutions of the state in order to prevent the educational and financial waste brought about by the maintenance of separate and isolated institutions.

"2. To establish, instead of the four institutions, a greater University of Montana to be situated in or near some city suitable by reason of its railroad connections, climate and water and health conditions to be a great seat of learning.

"3. To work for the creation of a splendid system of polytechnic high schools which are at the present time so much needed; this to be brought about by means of (a) the utilization of all the present plants that would otherwise be abandoned, (b) the utilization of the military post at Fort Assiniboine if the government turns it over to the state; (c) the establishment of similar schools in other sections of the state as they may from time to time be needed.

"4. To impress on the attention of philanthropic persons, especially men of great means, the desirability of aiding the development of the University of Montana, through the provision of buildings and endowments.

"5. To arouse public sentiment in favor of education and to arouse the enthusiasm of the people to the unsurpassed educational possibilities of the great commonwealth of Montana.

"The temporary organization shall be: President, Lieutenant-Governor Allen of Deer Lodge; vice president, C. H. Morris of Havre; secretary, Miss Freda Fligelman of Helena; treasurer Edgar MacLay of Great Falls."

The state board of education, after giving a hearing to the representatives of this resolution, unanimously adopted resolutions recommending that the legislature consolidate the institutions and pledging the members to do all within their power to encompass the result sought.

Among those who addressed the state board were Bishop Naphthali Luccock of Helena, Judge O. F. Goddard of Billings, J. R. Wharton of Butte, O. S. Warden of Great Falls, Senator W. B. George of Billings, O. F. Wadsworth of Great Falls, C. F. Morris of Havre, Dr. Maria Dean of Helena.

Branches of this organization are being organized in every town in the state.

### To Hold Convention.

The association will hold a delegate convention at Helena some time in January to present the matter before the legislature, and urge the enactment of the legislation necessary to rebuild the educational system of Montana. According to the citizens advocating the change, the sentiment

of the state is overwhelmingly in favor of consolidation, and they are hopeful of success at the coming session.

### Endorsed by Teachers' Association.

At the meeting of the Montana State Teachers' association in Missoula, December 27, resolutions favoring the consolidation of the state institutions were reported by a committee consisting of President J. M. Hamilton of the Agricultural college, Mrs. Sara Morse, superintendent of schools of Yellowstone county, George F. Downer, superintendent of schools of Butte, G. T. Bramble, superintendent of schools of Philipsburg, and Professor L. C. Plant of the university. These resolutions which were adopted by the association with but one dissenting vote are as follows:

"Whereas, The state board of education has unanimously voted to recommend to the legislature the consolidation of the four institutions of higher learning in the state;

"We hereby reaffirm the recommendation of the State Teachers' association in a resolution passed 20 years ago that the location in different places in the state of the higher educational institutions have proved itself 'a great mistake,' if not, indeed, as then stated, 'a crime against the educational interests of the state, and that this association pledges itself to co-operate in every honorable way with the state board of education with the new association for the creation of a greater University of Montana, and with all good citizens to bring about the consolidation in some suitable city in the state of the four state educational institutions of higher learning. And

"Whereas, An appropriate, immediate as well as permanent income will be vitally essential to the success of the greater University of Montana,

"We hereby further recommend that there be submitted to the vote of the people of the state, as an integral part of the consolidation plan, a constitutional amendment providing an adequate mill tax for the support of higher education in Montana."

### The Plan for the University.

The plan for the new university, as read to the state board of education, is as follows:

It is almost universally admitted alike by thoughtful men throughout the state and by great educators everywhere that the location in different places of Montana's higher institutions of learning is a misfortune, if not indeed a calamity, to the cause of higher education. If the Agricultural and Mechanical college at Bozeman, the School of Mines at Butte, the Normal college at Dillon, and the University at Missoula, could be consolidated into one institution, the new University of Montana would become a great seat of learning. Largely because all the higher institutions (except normal schools) are consolidated in Minnesota, California, Illinois and Wisconsin, the universities of these states have during the past 25 years, entered the very first rank among the great universities, and are now not inferior to Harvard or Columbia.

In states like Virginia, Kansas, Iowa, Montana and other states where the higher institutions of learning are separated, the educational work is thrown into constant turmoil, there is lamentable waste of money, of equipment and of teaching ability.

In Montana, moreover, an unusually large number in proportion to our population of boys and girls fitted for college, are attracted to the greater and better equipped universities of other states. In cities such as Helena, Butte, Great Falls and Billings, an

overwhelming majority of high school graduates are going to the great universities of other states.

A glance at the catalogue of some of our leading universities shows the following figures:

Students from Montana for the year 1911—Chicago university, 13; University of California, 10; University of Minnesota, 12; University of Michigan, 37; University of Wisconsin, 13; University of Washington, 17; Stanford university, 16.

Figures covering the entire state are not at hand, but it may be asserted that there are more Montana students at the universities of other states than at our own university at Missoula or at the Agricultural and Mechanical college at Bozeman. If you ask for a reason, we refer you to Superintendent Largent, a member of the state board, who lives at Great Falls, and to Superintendent Nye, another member of this board who lives at Billings. They are both friends of the university and earnestly desire to see it advance, but they say our high school graduates receive the catalogues of the great universities and not unreasonably make up their minds to attend the best equipped institutions.

### Wastefulness of Present System.

We believe that this consolidation should be effected, even if the state continue its present antiquated policy of relying upon the legislature for adequate support of her educational institutions, because one consolidated institution may be maintained both more economically and more efficiently than four separate institutions. For example, Montana is now maintaining three schools of engineering, whereas, by the addition of one professor to the engineering faculty of the university, the other two schools could be abolished. By the addition of one professor to the engineering faculty of the Agricultural and Mechanical college the university school of engineering and the school of mines could be abolished without loss to the state. By the addition of two professors to the engineering faculty of the school of mines both the university engineering school and the Agricultural and Mechanical college engineering school could be abolished without loss to the state. Better still it would be for the state to take the money required for the maintenance and equipment of three schools and thereby secure more nearly adequate funds for the support of one first-class school of engineering. It is also an indisputable fact that it is possible to maintain as a university department a teachers' college for one-third the money that would be required to maintain a separate and independent institution.

The Agricultural and Mechanical college and the university are each offering a number of arts and science courses. If the money required to support two such colleges were concentrated in one, this college would be strong enough to attract a large number of students who now go to other states where better libraries and laboratories are accessible, where a greater variety of courses is offered and where a larger and abler teaching staff may be maintained. It is not necessary to point to the fact that one general library is sufficient for the needs of any university however great. Neither is it necessary to point out that the individual student may learn more and see more and hear more in the atmosphere of a great university center than in an isolated college. All these things and more are so generally conceded by educators that it seems a waste of time even to call attention to them. Indeed, it is easy to show that

as a pure business proposition it would pay the state to consolidate its higher institutions of learning, even if the present plants at Dillon, at Bozeman, at Butte and at Missoula, costing approximately \$1,000,000, had to be abandoned. Fortunately such an apparent waste of money is not at all necessary. The state needs for the perfection of a great school system all these plants—one university, but many polytechnic high schools.

The school of mines at Butte enrolls about 40 or 50 students. If this institution were converted into a first-class polytechnic institute, the city of Butte alone would send to the institution from 300 to 500 students. It is now necessary for a boy, before entering the school of mines, to graduate from a four-year high school, and after this there is offered to him at the school of mines preparation for only one career, that of a mining engineer. Both boys and girls, after finishing the grades, should be able to enter the polytechnic school, where preparation, not for one career, but for a score or more, would be offered. The normal school buildings at Dillon are none too large, nay, they are not half so large as many industrial-agricultural high schools of other states. As much might be said of the university plant at Missoula and of the agricultural and mechanical college at Bozeman. They are just such plants as would be required by a first-class industrial-agricultural institute, fitting the great mass of boys and girls for useful careers and the more energetic and ambitious ones for the freshman class of a good university. If the new university be located either at Missoula or Bozeman, the present plans and equipment would suffice perhaps for one department of the new consolidated university. If, however, the new university should be located at Billings, at Great Falls, at Helena, at Lewistown, or at some other city fit to be the seat of a great university, the plants of each of the four institutions would be still needed for the perfection of a great school system for the state. Indeed, Montana would need not only these secondary schools, but at least two or three more, one to meet present demands on the eastern side of the state, say at Miles City, Billings, or at some other suitable point; one at Kalispell, or at some other point in that beautiful and growing section, and one in the northern part of the state.

It may be mentioned in this connection that the military post at Assiniboine, upon which the government has expended \$2,000,000, is now abandoned to bats and desolation, and that there is now pending in congress a bill to turn over to the state these splendid buildings and suitable grounds for the use of a great agricultural-industrial institute. It should, however, be nothing more than a secondary school, all higher education being left to the state university alone. It may be claimed that to support five or six secondary schools and one university would cost the state more than is now required to maintain our four separate higher institutions. Such, however, is not the case. University education is always and everywhere expensive, but it does not require large sums of money to support a good high school, especially where the buildings including library and laboratories and other equipment are already provided. An annual income of from \$15,000 to \$25,000 is adequate for the maintenance of a good secondary school.

### Polytechnic High Schools.

Moreover, it would be possible for the state to donate out of its vast domain still remaining for public schools—a domain of 3,394,284 acres—25,000 acres for each of these secondary schools. Such an allotment of public lands would doubtless give to



each of them in time an endowment of a half million or more—an endowment larger than that of many good colleges. Indeed, if the four state institutions were consolidated, it would be possible to maintain the present efficiency in each of them and to save money enough for the support of five or six secondary schools. We do not, however, advocate for Montana a plan so mean and so unworthy of a great state.

#### Provision for Common Schools.

Without good common schools no great state university may be maintained. If these schools be inadequately supported, the very foundation upon which the university rests is inadequate and insecure. But Montana has magnificently provided for her common schools. Her pioneers fortunately received from the national government, for their support, 5,197,000 acres, of which 3,394,284 acres still remain unsold. During the past year the state has sold 189,258 acres for \$3,063,875 approximately, \$16.20 per acre. It may be safely asserted that if these lands and the endowment already at hand from their sale are wisely handled, Montana will eventually have for the support of public schools an endowment of from \$50,000,000 to \$100,000,000, possibly more. When one remembers that Massachusetts has an endowment of only \$5,000,000 and New York only \$10,000,000 for the support of public schools and that other eastern and southern states except Texas, have far less, one sees why Montana having such a princely endowment for common schools may reasonably be expected to do more for university education than states forced to maintain by taxation both public schools and a university.

#### Land Grants.

The four state educational institutions have still unsold 269,823.20 acres of public lands. These are the picked lands of the state and are worth from \$10 to \$100 an acre. Five thousand acres of these lands have been sold for more than \$300,000, more than \$60 per acre. It may be safely asserted that the remaining are worth at least \$25 an acre, making a total value of approximately \$7,000,000.

The four institutions now have an endowment from the sale of public lands of more than \$1,000,000. The agricultural and mechanical college and the experiment station are now receiving from the national government an income of \$105,000 a year, equivalent to an endowment of \$2,500,000. Bills now pending in congress will give the agricultural college, the school of mines and for the training of teachers an additional support of \$35,000 or \$40,000 a year. Not counting these not yet assured congressional funds, it will be seen that the consolidated University of Montana would eventually have from the national government and the sale of lands an endowment of more than \$10,000,000.

#### Mill Tax.

The great political parties of the state seem to favor a direct mill tax for the support of the higher institutions of learning. Our present governor is a vigorous and able advocate of a mill tax for the support of these institutions. He has stated that Montana should establish at least a one and one-half mill tax for the support of these schools. Other states such as Nebraska and Illinois whose public school endowment compared with Montana's is small have established a one mill tax for the support of their universities. In other progressive states like Michigan, Wisconsin and California, where the millage tax is not so large, the legislature makes special appropriations for the university of \$500,000 or more each year. Assuming that Montana will place herself in the rank of the most progressive states and establish a one and one-half mill tax for the support of the proposed university, the annual income from this source after the first year of its enactment (it will be two years before it could be enacted) would be approximately \$600,000. It is confidently believed that in 10 or 15 years the taxable wealth of the state will be doubled, and if this be true the university would have at the end of that period an annual income from this source of more than \$1,000,000, equal to an endowment of \$20,000,000.

Hence it will be seen that the consolidated University of Montana would have in 10 or 15 years from its open-

ing a financial backing of not less than \$30,000,000, a sum greater than the present endowment of Harvard or Columbia, and more than twice as great as that of Yale or of Cornell.

Nor is this all. The national government has in Montana approximately 18,000,000 acres in forest reserves. In the eastern and southern states the government has practically nothing in forest reserves, and, moreover, there are those who are constantly appealing to the government to buy certain parts of the Appalachian ranges for national forest reserves. The government has already spent some \$10,000,000 or \$12,000,000 for this purpose. Now, in view of these facts, it is scarcely believable that congress will refuse, if the matter is properly presented, to donate out of the 18,000,000 acres in Montana forest reserves at least a half a million acres for the maintenance at the university of a forestry school, a department of fisheries, and scientific laboratories established to discover the cause and cure of spotted fever and other diseases peculiar to Montana and the western states. But inasmuch as no one knows what congress may do, we do not count with the assets of the university this reasonably hoped for land grant.

#### Mistakes to Be Avoided—Campus and Grounds.

Each of the old and great universities of the east has made the colossal blunder of not providing an adequate campus. Harvard, Yale and Columbia have spent millions to enlarge their grounds and they are still seeking to enlarge them, but at an enormous cost. Even the great state of Michigan set aside for its university a campus of only forty acres. Every enlargement of that campus has been made at heavy expense. One would have expected Minnesota to avoid the mistakes of nearly all its predecessors, but Minnesota provided for her university a campus of only 40 or 50 acres. Recently the campus of that university has been enlarged to about 100 acres, but at a cost, we are told, of approximately \$1,000,000. Many millions more will doubtless have to be spent still further to enlarge the grounds of this great and growing university.

We consider that one indispensable condition in the creation of a great modern university is an ample campus and sufficient lands for the development of schools for forestry, of agriculture, of horticulture, of fruit raising, of dairying, and of other such things demanded by a progressive state. The University of Montana should be located on a domain of at least 5,000 acres; a 10,000 acres domain would be far better. A state that once boasted of a single county greater than the whole of New England, a state almost as vast in territory as the German empire, and as yet having upon this territory only 400,000 inhabitants, should be able to set aside for its university a domain of 10,000 acres or more.

The advantages that such a university domain would bring are incalculable. Here the citizens of the state would be able to see scientific farming at its best and in all its varieties, stock raising, fruit growing, horticulture, agriculture, dry farming, forestry, scientific laboratories, established to search out the secrets of nature, to develop the industries of the state, to study the cause and cure of disease, and to promote the health and happiness of the people.

At such a university the poorest boy or girl with brains and character and energy would be able to finish a university career, because on a domain so great it would be possible to provide employment on the farm or in the gardens or in the orchards or elsewhere, for all students willing to work with head or hand. The university farms and dairies and gardens would supply the tables and greatly reduce the cost of living to faculty and students.

#### Location.

Few state universities have been fortunately located. Many of them are in mean and miserable towns without even good railroad connections. We believe that the selection for a location for the university is a matter of supreme importance to the people of the state and that expert opinion secured after careful study of all conditions called for and after visiting competing cities will help to guide the general assembly in locating

the university near the city which offers, all things considered, the best location for the upbuilding of a great seat of learning. We therefore express the opinion that a committee consisting on the one hand two educators of national reputation and of large experience, men who by reason of their character and expert knowledge would command the respect not only of the state but of the nation (we suggest such men as ex-President Jesse, of the University of Missouri; ex-President Northrop, of the University of Minnesota; ex-President Angell of the University of Michigan; Dr. Jacob Gould Schurman of Cornell; Dr. Henry S. Pritchett, president of the Carnegie Foundation; ex-President Charles W. Eliot of Harvard; President Nicholas Murray Butler of Columbia university; President Van Hise of the University of Wisconsin; President Hill of the University of Missouri; President Bryan of the University of Indiana; President Wheeler of the University of California; President David Starr Jordan of Stanford university—any two of whom might be selected), and on the other hand two great citizens of the state known for their disinterested patriotism and preferably not living in any of the competing cities. These two men might be appointed by the legislature. The governor of the state should be chairman of this committee. This committee should have power to decide upon the location of the university. Of course, competing cities will have opportunity to present to the committee their claims for the location, together with such inducements as they may decide to offer.

We believe it possible for Montana to establish both a public school system and a university more perfectly organized to meet the needs of the people than may be found in any other state in the union. In the older states, such as Virginia, Indiana and Ohio, nothing short of a revolution could clear the ground for either an efficient or an economical reorganization of state schools.

The new University of Montana would be able to avoid the blunders of other universities, of even so great and so effectively organized a university as that of Illinois, of Wisconsin, of Minnesota or of California. It is known to educators that in states where the agricultural and mechanical college is at one place and the normal college at another and the university at another, one usually sees the spectacle of three institutions striving each to become a university in fact, if not in name. The educational work in such a state is thrown into constant turmoil. But even in states like Wisconsin, Minnesota and California, where all other professional schools have been grouped around the university the schools for the training of teachers are located in different parts of the state. In Missouri, in Indiana and in other state the normal schools are constantly raising their standards and are now giving college degrees and in so doing encroaching upon the work of the university. Nor may one reasonably find fault with the normal school. It must expand or die. Conditions, not theories, force it into conflict with the university.

#### Normal School Location.

The isolated normal school is necessarily provincial. The teacher, no less than the lawyer, the engineer, the physician, should be educated in the free liberalizing and inspiring atmosphere of the university. Here the prospective teacher meets the future great leaders of the state, sees, and learns to know the great professors who are pushing out the frontiers of knowledge; walks through the great libraries, art galleries and museums of the university; in short, lives in the noble and cosmopolitan atmosphere of the university with its great scholars and teachers working in many fields not in the stifling air of a narrow and provincial school. For example, the advantages to be gained by the teacher in a great school like that of teachers' college, a department of Columbia university, are immeasurably greater than can be had in any isolated normal school, however able its faculty. It is almost a liberal education to live for four years in the atmosphere of a great university such as Columbia. In the new University of Montana there should be established not only a college for lawyers, for engineers, for architects, for musicians, but also a college with equipment and teaching

staff adequate to train teachers for any and all positions in the educational work of the state and of the nation.

If it is important to train the physician, the lawyer, the engineer in the atmosphere of the university, it is equally important to give the teacher opportunities as good as are offered to persons preparing for the other professions.

In one other respect the new University of Montana would have advantage over nearly all state or independent universities in this country, namely, in the development of a great summer session. A summer school at Missoula, at Helena, at Bozeman, at Great Falls or at any other city likely to be recommended as a seat for the university, would furnish an ideal climate for a summer school. In the vast area from Minneapolis to New York, from New York to Florida, from Florida to Texas, from Texas to Missoula—in all this vast area there are no university centers that could offer a summer climate so delightful as that bracing, invigorating summer climate found in its perfection only in Montana, a climate known to all persons who have visited the Glacier park and the Yellowstone. Summer students would find here in Missoula a region as grand and inspiring as that of Switzerland—lofty and forest-covered mountains, unrivaled scenery, beautiful waterfalls, noble rivers and valleys as fertile as the valley of the Nile. Taking advantage of the cheap summer rates offered by great railway lines to the Yellowstone and Glacier parks, students would come from every section of the republic to find rest and recreation and opportunity for study at the great summer school of the university. Great professors from other universities, not so fortunately situated—the big men of the nation as well, ex-presidents, and members of the supreme court—would welcome the opportunity to rest and to teach in this soul-inspiring region.

Such a university would have in 10 years after its opening at least 4,000 or 5,000 students. It would thus be placed among the foremost universities of the world. If Montana is able to escape the mistakes of the older and greater universities, and this she may do if her citizens have foresight and wisdom, there are persons now living who shall see upon Montana's soil the largest, the greatest, the most splendidly endowed and equipped university of America, if not of the world—a university such as Francis Bacon, painting pictures upon the curtains of the future, saw upon an island in the far west, a university which would "have for the object of its foundation a study of the causes and the secret notions of things and the enlargement of the boundaries of the human empire to the attainment of all things possible." As a mere money proposition—and this we consider the lowest of all considerations for its establishment—such a university would be worth many millions to Montana.

We believe that all the progressive alumni of each of our state institutions—we venture to hope that all progressive citizens—will favor the proposed consolidation, because the alumni themselves will lose nothing—but, on the contrary, will greatly gain—should such a plan be effected. We think it just for the new university to consider as its alumni all graduates of each of the four state institutions the degrees and honors that were conferred by these institutions should be recognized forever by the board and faculty of the new. Immeasurable will be the gain even to the present generation. But a university is not for the present generation alone. It is a foundation for all time. It looks to the generations to come. It should be as enduring as the republic itself. Future generations for perhaps thousands of years will bless the men and women whose wisdom and foresight have made it possible for Montana youth to enjoy educational advantages as good as may be obtained anywhere on this earth. The consummation of the plan herein outlined will shed splendor upon the whole state of Montana and contribute to the commonwealth glory enough to satisfy the ambition of whole generations of men. This mountain empire now occupies geographically the top of this continent. The creation of such a university as we propose will place it intellectually at the top of the greatest republic of the world.