



MONTANA'S  
SCHOOL OF FORESTRY  
**HIGHLIGHTS**  
**OF 100 YEARS**



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A special publication of the College of Forestry and Conservation written by Minnie Smith

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# PREFACE

This booklet offers readers a brief overview of the University of Montana's Forestry School during its first hundred years by highlighting some of the events and people who played a significant role in its history. This is not a definitive history of the school, but it will touch on some highlights, and perhaps stir some memories or bring to the forefront some of the history of the school. It should be noted that, for the first 90 years of its existence, the institution was called the School of Forestry. Only in 2003 did it change to become the College of Forestry and Conservation, thus the majority of references in the booklet will be to the school.

There have been a few other attempts to tackle this project, beginning with a student Walt Nelson around 1927, an article in the *Forestry Kaimin* in 1931 by Joe Woolfolk ('32), and information prepared by the Xi Sigma Pi in 1962. Reflections on the first 50 years, again printed in *Forestry Kaimins*, came from both the long-time range professor, Mel Morris and Dean Ross Williams.<sup>1</sup> A publication from the 50<sup>th</sup> celebration includes *Historical Highlights of American Forestry* by David T. Mason who had taught at the Ranger School in 1909 and later went on to form the forestry consulting firm of Mason, Bruce and Girard.<sup>2</sup> There were undoubtedly other accounts. With the 100<sup>th</sup> anniversary in 2013, the College of Forestry and Conservation sought assistance from Archives and Special Collections at the Mansfield Library. Carlie Magill poured through many of their archival boxes to develop the history and timeline that exists on the web site (<http://exhibits.lib.umt.edu/forestry>), along with an excellent exhibit in the library with memorabilia from the school's past.

Histories of the entire University of Montana that contain references to the School of Forestry were written by Mary Clapp, English professor and wife of the former President, in the late 1930s (unpublished) and H.G Merriam's *The University of Montana, A History* (published by the University of Montana Press) in 1970, and there may have been more. Nevertheless a full 100-year history of the School of Forestry remains an opportunity for someone, perhaps, an ambitious alumnus to undertake at some future date. The hope here is that the following pages will spur others to send to the School memories or events that should at some point be incorporated into such a richer collection of the School's past.

I encourage readers to add to this start and certainly make corrections to the accounts I have chosen to include. I appreciate the numerous people who have been willing to share their thoughts and only wish that I had had more time to talk to more of those who have been associated with the school. Special thanks go to those I have bombarded with questions: Jim Burchfield, Leana Schelvan, Carlie Magill, Ron Wakimoto, Dick Behan, Earl Willard, Jim Habeck and to Alan McQuillan for his careful reading of drafts.

Minie Smith  
Missoula, Montana  
September 2013

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<sup>1</sup> Prof. Mel Morris's article is in the 1963 *Kaimin*. He began teaching in 1936, retiring in 1972. Dean Williams' (1949-1962) article appeared in the 1962 *Forestry Kaimin*.

<sup>2</sup> Forestry's Fifty at MSU Commemorative Papers, Special Publication No. 1



# THE BEGINNINGS OF THE SCHOOL OF FORESTRY

## 1. THE RANGER SCHOOL

Montana's School of Forestry roots go back to 1908, a few years before the actual establishment of the School by the Montana legislature in 1913. The university had itself only begun in 1895, then called Montana State University (MSU). The other new kid in town was the U.S. Forest Service (USFS), whose first district (No. 1, later Region 1) began in Missoula in 1908 (three years after the USFS itself was established). From this came the impetus for forestry education in the West.

As the Forest Service began to put rangers in the field, it became apparent that these men needed additional skills; being able to survive in the woods was not enough.<sup>3</sup> They turned to the University of Montana. In his 1907 report to Congress as Chief Forester in the Department of Agriculture, Gifford Pinchot outlined his goal to have "local institutions" help with short winter courses "affording rangers opportunity to receive instruction along lines which will add to their efficiency."<sup>4</sup> In 1899, Pinchot wrote extensively on the state of forest education in the United States noting particularly Cornell, Biltmore on the Vanderbilt estate in North Carolina, Berea in Kentucky, and the University of Minnesota as already having strong programs.<sup>5</sup>

Pinchot himself became involved in the effort to establish a school in Montana. Clyde V. Duniway, MSU President from 1908-1912, actively sought Pinchot's support for establishing a school, discussing forestry education in Montana with Pinchot in Washington in 1908.<sup>6</sup> Pinchot was no stranger to Missoula and had been in Montana at least twice, in 1895 and 1897.

The *Missoulian* reported "Forester Pinchot Finds Enthusiastic Welcoming in Montana's Garden City" when he came in 1909. He stayed at the Florence Hotel and was given a luncheon there, which included President Duniway among the dignitaries.<sup>7</sup> Pinchot spoke and explained the University of Montana's "contemplated forestry course," noting that "This is to be done without a cent or expense to the University or to the state. I call it a magnificent piece of cooperation." Pinchot later assured Missoulians that the dissention that is "supposed to have existed between him and the Secretary of the Interior is about to be settled." Unfortunately neither of these things would turn out to be true; Pinchot would lose his job and the university would end up footing the bill for the Ranger School.

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<sup>3</sup> According to the USFS Northern Region web site: "In those days, field employees had to know woodcraft and horsemanship. Its field officers were called "forest rangers." For the Ranger exam, men had to shoot, ride, use an ax, throw a diamond hitch, lash freight on a mule or horse, and take a written test. Rangers cleared forest trails, strung telephone wire, and built lookout towers as well as their own residence. Additionally, one of the duties of early forest rangers was to assure that the multiple use idea did not compromise forest, stream or range health."

<sup>4</sup> Report of the Forester, USDA Forest Service Dec.3, 1907 p.14 Work for the Ensuing Year

<sup>5</sup> 1899 Yearbook of the Dept. of Agriculture, p. 305-6.

<sup>6</sup> Clapp, Mary Brennan, Narrative of Montana State University, 1893-1935 (unpublished, p.16)

<sup>7</sup> C.H. McLeod, the manager of the Missoula Mercantile, was also present representing lumber baron A.B. Hammond's interests in Missoula. The Florence was also a Hammond enterprise.



*Morton J. Elrod in 1952. From Archives and Special Collections in the Mansfield Library at UM.*

In 1908, Montana State University's only academic department remotely related to forestry was the Biology Department, which offered courses in botany taught by an energetic new professor, Morton Elrod.<sup>8</sup> He endorsed the opportunity presented as is seen in the next official registry of classes, which appeared in August 1909, and outlined the course offerings for the year 1909-1910. Elrod's department was now described as biology and forestry where students could major not only in biology, but also in botany and in forestry.

Dr. Joseph Kirkwood was hired as Assistant Professor of Botany and Forestry to provide instruction. Kirkwood, with assistance from Elrod, became the guiding force in this progression, and it is Kirkwood who should be given credit for starting what would become the School of Forestry.

Kirkwood soon became head of the Botany and Forestry Department, where students could now major in either subject. USFS employees taught additional lectures on national forests, public land laws, and state forests. The registry catalog announced that some of these lectures would be "illustrated with the stereopticon," indicating they used the latest in visual technology. In the years before 1913, one or two students each year were listed as Forestry graduates. In 1911, Arthur Fowler Bishop completed a degree in Forestry; Ernest Hubert, and Fred Thieme following in 1912, and Jocelyn Whitaker in December of 1914.

It is clear from the official description in the registry that an official School of Forestry was not far away. It is worth looking closely at their words.<sup>9</sup>

The importance of training in Forestry directs special attention to this field in the University. Unusual advantages for such a development are presented by reason of the location of the headquarters of District No. 1 of the Forest Service in Missoula, and also by the proximity of large National Forests and private forest industries.

A thorough preparation for the profession of Forestry requires a liberal education in language, economics, psychology, mathematics, surveying, engineering as well as the collateral sciences of geology, physics, chemistry and biology.

Montana's School of Forestry developed in a liberal arts university, unlike most of its fellow forestry schools whose roots were in agriculture and land grant institutions. Urged on by the Forest Service, Kirkwood also worked out an agreement to provide the rangers with a special short course in January through March of 1910, although the course was not limited to

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<sup>8</sup> H.G. Merriam in his book, *The University of Montana, a History*, describes him as "a restless man of great energy, alert intelligence and high vision." (p. 6) In 1897, Lt. George P. Ahern, a close friend of Gifford Pinchot, taught military science and forestry at the College of Agriculture in Bozeman, but this did not develop into a full program; hence, Missoula's was the first.

<sup>9</sup> Registry of Classes 1908-1908, Montana State University p. 67

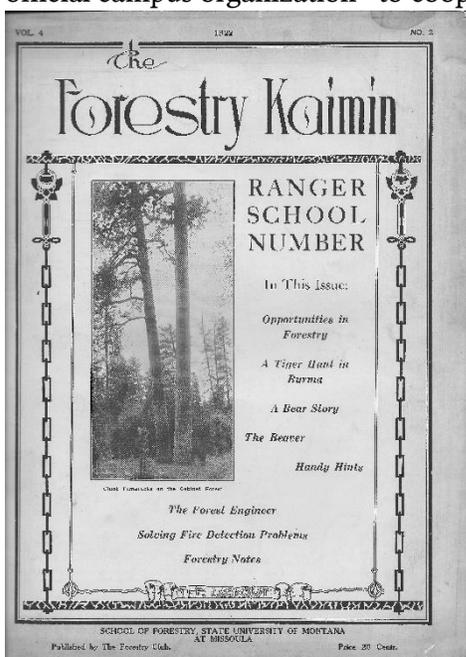
USFS employees and there were a number of so-called special students.<sup>10</sup> The plan was that courses would be given both by the USFS and existing faculty of the university in addition to their regular workload. For the university, Kirkwood was to teach dendrology and siviculture; Prof. L.C. Plant, the mathematics of forestry, and Prof. J.P. Rowe, geology and mineralogy. Six USFS men (primarily supervisors) were engaged to teach other courses as was the State Veterinarian.<sup>11</sup> Some 50 rangers signed up to come to the school in Missoula.

Unfortunately, the Ranger School started just as Pinchot fell out of favor and was fired from his position as Chief Forester by the new U.S. president William Howard Taft.<sup>12</sup> A decision by the Treasury Department made the expenditure of public money to pay the rangers to go to school, illegal, and this caused more than half to not be able to afford the course. This decision also affected schools in Colorado, Utah, and Washington who similarly offered short courses for rangers. Nevertheless 20 students decided to pay their own way and, more significantly, the university resolved to offer the course irrespective of the government's decision. The rangers who came adapted easily to into campus life and set about forming an official campus organization "to cooperate with the District Office in making the ranger

course the most valuable to those attended it and to promote good fellowship."<sup>13</sup>

By 1911, the new Chief Forester Henry Graves (who had been second under Pinchot and was now appointed to replace him), hailed the "very valuable work" of the universities in providing these short courses and stated that he had no problem with the rangers taking time off to take the courses (although they still could not receive wages during that period) and the USFS contribution would provide part of the instruction as their contribution. "One beneficial effect of these schools is to provide the means, which nowhere existed previously, for the training of prospective rangers."<sup>14</sup>

By 1919, the Ranger School curriculum had adjusted to the needs of the USFS. All students were required to take credit hours in surveying and mapping, improvement construction, forest botany and forest administration. Additionally, students from



Cover of *Forestry Kaimin* from the 1922 Ranger School.

<sup>10</sup> The course was open to men over 19 who could prove they could study successfully. For example, Grant Higgins, grandson of the founder of Missoula, was one of these special students.

<sup>11</sup> Subjects included Dendrology, Silviculture, Forest Management, Surveying and Mapping, Mathematics, Geology and Mineralogy, Lumbering, Measurements, Timber Sales and Planting, Stock Grazing, and Office Administration.

<sup>12</sup> See Pinchot-Ballenger controversy for background, a subject outside of this booklet's purview.

<sup>13</sup> *Kaimin*, Jan 13, 1910. David Mason, who would speak at the 50<sup>th</sup> Anniversary of the School of Forestry was among the USFS men who lectured at the Ranger School.

<sup>14</sup> Report of the Forester, USDA Nov. 24, 1911, p.76. David Mason, who would go on to found Mason, Bruce, and Girard, and who spoke at the 50<sup>th</sup> Anniversary of the School of Forestry, was among the USFS men who lectured at the Ranger School.

Western Montana and Idaho forests had to take scaling and cruising while the eastern grassland forester rangers had to take range botany and range management. The university also offered a second year of advanced ranger courses. Except for the years around WWI the numbers of men in the courses ranged from 30 to 50.

By 1926, however, things had begun to change; there had been not only a national growth in forestry schools, but also a growing general interest in forestry. The rangers working for the USFS no longer came in untrained, so the need for special schools to bring them up to par was less important. Mostly the university found that its own enrollment in forestry students was seeing huge growth, and it was no longer possible to accommodate both programs successfully. Dean Thomas Spaulding wrote to President C.H. Clapp in October 1926:

If this school is to become the strongest Forest School as it has become the strongest secondary School [i.e. training the rangers as a secondary goal], it must devote its entire energy to the undergraduate and research. The phenomenal growth in attendance will not permit a divided responsibility.<sup>15</sup>

It was thus not a surprise to read in the next *Kaimin* of the concurrence of the Chancellor, the President, and the Dean as well as the District Forester in discontinuing the Short Course Ranger School at the State University of Missoula.<sup>16</sup> Nevertheless, this long association provided a strong working relationship between the school and the U.S. Forest Service that continued for many years to come.

## 2. FOUNDING OF THE SCHOOL OF FORESTRY AND ITS BEGINNINGS

During the period of the Ranger School, the actual School of Forestry was founded. In 1913, two different pieces of legislation were introduced to do just that; one in the Montana House by Ronald Higgins, R-Missoula, whose father C. P. Higgins was one of the founders of Missoula and who had also contributed land to enable the university to be established. The bill included the sum of \$6,000 for set up costs and maintenance for two years. Thus, the School of Forestry, like the Law School two years earlier, was established in 1913 by the 12<sup>th</sup> Legislature of Montana.

U.S. Senator Joseph Dixon, also from Missoula, and a long supporter of the university, introduced a second bill into Congress, which would provide that five percent of the annual income from timber sales on forest reserves would go to forestry schools in those states that contained forest reserves.<sup>17</sup> This later bill, however, never passed Congress.<sup>18</sup>

An additional source of funding came from the Montana Larch and Pine Manufacturers Association who voted for a five cents tax per acre of the land in their association in order to endow a logging engineering chair at the new forestry school. Clearly

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<sup>15</sup> RG 001 Presidential Files Box 32 Forestry 1914-1937 Short Course, Letter from T.C. Spaulding to C. H. Clapp Oct. 2, 1926.

<sup>16</sup> *Kaimin*, Oct. 5, 1926.

<sup>17</sup> Forest reserves, the predecessors to national forests, established by the Forest Reserve Act of 1891 and were created from the public domain.

<sup>18</sup> Clapp, p.54-5

industry was aware of and interested in the new school, as is also indicated by one of their spokesmen who said:

The School of Forestry in any University should be so highly developed that the lumbering men of the country could look to it as a scientific indicator of methods most useful in handling their products. It should turn out men technically and practically trained in forest management and it should be equipped with research laboratories in order that original scientific investigations might be conducted.<sup>19</sup>

In announcing the new School of Forestry in a press release, President Craighead projected a school far different from today:

The School proposes to specialize strongly in Forestry and in Logging Engineering. Its mission will be, on one hand, to train men for better care and protection of the forests particularly in the State and National Forest Services, and, on the other hand, for efficiency in lumber operations.<sup>20</sup>

#### A) LEADERSHIP FOR THE SCHOOL

The first dean of the new School of Forestry was drawn from the ranks of the USFS. Dorr Skeels was the supervisor on the Kootenai National Forest. Since his term there have been nine other Deans of the School of Forestry in its 100 years, and seven periods when acting deans took the reins for various reasons ranging from WWI to resignations for other positions. Dean Spaulding served the longest: 22 years, followed by Perry Brown (14), Ross Williams (13), Arnold Bolle (10), and Dorr Skeels (eight). The current Dean, James Burchfield served as interim Dean for three years before becoming dean in 2011.<sup>21</sup>

#### DEANS OF THE SCHOOL OF FORESTRY/COLLEGE OF FORESTRY AND CONSERVATION

1909 February 2 • J.E. KIRKWOOD, Head of Department of Biology and Forestry

1914 September 9 • DORR SKEELS, Dean, School of Forestry

1918 January 3 • JAMES H. BONNER, Acting Dean

1918 January 19 • RICHARD FENSKA, Acting Dean

1918 July 24 • JAMES H. BONNER, Acting Dean

1919 April 9 • T.C. SPAULDING, Acting Dean

1919 September 4 • DORR SKEELS, Dean

1923 September 27 - 1924 Spring • T.C. SPAULDING, Acting Dean (no exact dates available)

1924 September 25 - August 31, 1945 • T.C. SPAULDING, Dean

1945 September 1 - September 1, 1949 • KENNETH P. DAVIS, Dean

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<sup>19</sup> *Forestry Kaimin*, 1929, p. 26

<sup>20</sup> RG 001, Presidential Files Box 2, Annual Report of the President, 1911-1937

<sup>21</sup> List compiled by Carlie Magill, Archives and Special Collections, University of Montana

1949 September 19 - June 30, 1962 • ROSS A. WILLIAMS, Dean  
1962 July 1 - June 30, 1972 • ARNOLD BOLLE, Dean  
1972 July 1 - December 30, 1976 • ROBERT F. WAMBACH, Dean  
1977 January 1 - June 30, 1977 • LARRY K. FORCIER, Acting Dean  
1977 July 1 - June 30, 1978 • ARNOLD BOLLE, Acting Dean  
1978 July 1- November 1, 1985 • BENJAMIN B. STOUT, Dean  
1985 October 21 - June 30, 1986 • SIDNEY FRISSELL, Acting Dean  
1986 July 1 - July 31, 1993 • SIDNEY FRISSELL, Dean  
1993 August 1 - August 31, 1994 • ROBERT REAM, Acting Dean  
1994 September 1 - June 30, 2008 • PERRY BROWN, Dean  
2008 July 1 - June 30, 2011 • JAMES BURCHFIELD, Interim Dean  
2011 July 1 – present • JAMES BURCHFIELD, Dean

#### B) SUMMER WORK

In the initial years of the school, two sessions of summer work in forestry were required of students. Most students worked for the USFS, often as fire lookouts, some on the Flathead Indian Reservation, while a few went into industry, usually the nearby Anaconda Company.<sup>22</sup>

#### C) EARLY RELATIONS WITH INDUSTRY

The fledgling school maintained a close relation with industry in the early years. Trips to the Anaconda sawmill at Bonner and also to its logging camps were frequent and provided valuable field experience. As noted in regular announcements of the school program, three large mills were within reach of campus and all “placed their plants at the use of the School of Forestry for laboratory purposes.”<sup>23</sup> These were in Missoula (Polleys), Bonner (Anaconda) and Libby (J. Neils). In 1923, as part of the Intercollegiate Association of Forestry Clubs (I.A.F.C.) convention held on campus, some 125 forestry students from all over the country were taken by Anaconda to their Nine-Mile logging camp by train.

In 1917, an Advisory Committee was set up for the School by the Pacific Coast Logging Congress, which determined that each of the forestry schools in the West should have one. The Montana Board of Education in December, 1917, authorized the “creation of a board representing the lumbering interests and forest activities to cooperate with officers of the school of forestry.” The goal was to “formulate policies to provide an adequate training for the student and cooperation in the solution of the state’s forestry problems.”<sup>24</sup> In 1924, the members included: Kenneth Ross, Gen. Manager Lumber Department of Anaconda Copper

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<sup>22</sup> *Forestry Kaimin*, 1925, p.88.

<sup>23</sup> Announcement of the School of Forestry 1924-25

<sup>24</sup> *ibid*

Mining Company; W.R. Ballard, Gen. Mgr. Somers Lumber Co.; Fred Morrell, District Forester District 1 and E.G. Polleys, Polleys Lumber Co. in Missoula. Mention of the Board was dropped in the 1927 Registry of Classes. Such an omission might go along with the dissolution of the Ranger School and the wish of the school to be seen as independent of outside influence.

An Advisory Board still exists today. The new advisory board includes many graduates who are in forestry-related business, retired faculty and professional members from the USFS and Montana Fish Wildlife and Parks. It meets twice a year, to be updated on developments and also advise on college programs and activities. It currently has 12 members.<sup>25</sup>

Starting in 1929, and for several years after, the Caterpillar Tractor Company donated the latest model of Caterpillar tractor to the school. The school was the first Forestry school in the country to receive this donation. Dubbed “Paul’s New Ox,” the School used the Cat to teach everything from driving one, to its repair and construction.<sup>26</sup>

#### D) FORESTRY SPRING CAMPS

Spring camp was a required element of the early School of Forestry and held each year for a week at the Biological Station at Yellow Bay on Flathead Lake, founded by biology professor Dr. Martin Elrod in 1899. Regular forestry classes were held as well as field trips to the Stoltze lumber mill at Somers, the state fish hatchery, logging operations and also Wild Horse Island. It was not all work; log rolling contests and horseshoe tossing (apparently an annual challenge by Prof. Thomas Spaulding) were featured! Some students it is said, were unable to withstand the rigors of being away from Missoula and hiked some 20 miles to take the train back to Missoula, leaving camp early.<sup>27</sup>

### 3. PINCHOT’S HALL

When there were actually two forestry programs running, the location for classes began to be a problem. Initially classes were held in Main Hall, but with growing registration, it soon became clear that the school needed a building of its own, although there was no money for one. Dorr Skeels, as dean, used some of the \$6,000 state appropriation for this



purpose. In 1914, a wooden structure known as “The Shack” was constructed. It was a two-story timber frame building, 32’ X 54’, and contained classrooms and offices, with the second floor being an open space for engineering classes. The word “Forestry” was carved over the front door.

*The Shack, constructed in 1914 and used as the forestry building until 1923. Photo from Archives and Special Collections, Mansfield Library, UM.*

<sup>25</sup> Forestry and Conservation News, Sept. 2010, p. 7

<sup>26</sup> Forestry and Conservation News, Sept. 2010, p. 7

<sup>27</sup> *Forestry Kaimin*, 1924 pp 55-6.

The Shack served as the school's home until it was possible to get a state bond issue passed for a proper forestry building in 1922. The Shack was later used for the ASUM store and then, in the 1960s, torn down with little mention, as noted by then Dean Ross Williams.<sup>28</sup>

The new building was planned to have room for 140 students and was designed by Ole Bakke, the Missoula architect who had worked in the firm of Missoula's premier architect A.J. Gibson before he retired. Like a number of large buildings in Missoula, it was built by R. C. Hugenin of Butte, and cost \$135,000. Formal opening of the building was delayed by a railroad strike, but was open for classes by the fall of 1922. In March of 1923, when the Intercollegiate Association of Forestry Clubs (I.A.F.C.) was hosted by the School, there was what the *Missoulian* described as an "informal" dedication of the building by President Clapp. However, it does not appear that the building was actually named until July of that year when the Board of Education (predecessor to the Board of Regents) passed a unanimous resolution naming the building for Gifford Pinchot.<sup>29</sup> The resolution envisioned a formal dedication with Pinchot, then Governor of Pennsylvania present, but it does not appear that the dedication ceremony ever occurred. Prof. Spaulding, who was dean from 1924-1945, advised the Women's Club giving campus tours in 1932, "no mention be made of the name of the building." His memo explained that Montana's "Gov. Dixon designated it as Pinchot Hall through political friendship for Pinchot, but the name has not generally used."<sup>30</sup> It was however, not Gov. Dixon but the Montana Board of Education as evidenced above that bestowed the name, and so the lack of a dedication remains unclear. Over time some campus maps identified the building as Pinchot Hall, others simply as the Forestry building.

The actual building was named to the National Register of Historic places in 1992 as part of the University of Montana Historic District and a plaque on the side entrance acknowledges this fact. The completed registration form describes the architectural features in detail as required: the building being 56' X 130' and three stories high built in the Renaissance-Revival style with a green tile roof. It notes the "brightly painted raised relief of the Forestry Club, an evergreen tree with a superimposed M. Axes, the identified tool of a forester when the building was built, are on either side of the tree. "And it notes this design is repeated 37 times around the building. The building, like the Shack, has the word "Forestry" over the entrance.<sup>31</sup> The Registration also records that the placement of the building in relation to the Oval is in accordance with existing and approved landscape plans.

## A) OTHER BUILDING PROJECTS

Following its establishment, the School of Forestry did not have any designated area for field experiences and they were dependent on the Forest Service and industry, primarily the Anaconda Company whose lumber operations were centered at nearby Bonner. The state-owned section of land containing Mount Sentinel had been designated as university land and early students worked to improve the rough trail leading to the summit. Under the supervision

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<sup>28</sup> *Forestry Kaimin*, 1962 p. 6.

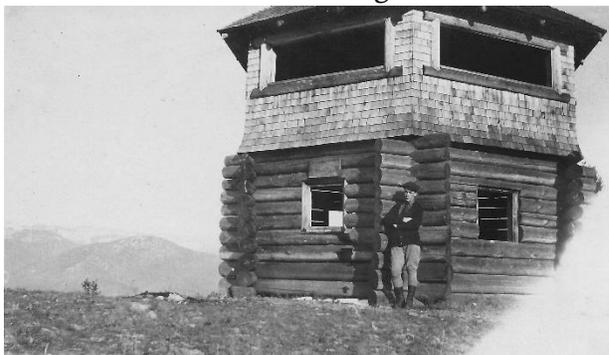
<sup>29</sup> Board of Education minutes, July 20, 1923, pp 281-283

<sup>30</sup> Spaulding's Forestry Building notes for Faculty Women's Club 1932 in RG 001 Presidential Files, Box 32, Forestry 1914-1934

<sup>31</sup> National Historic Register form University of Montana Historic District 1992

of Engineering Prof. James Bonner, the trail was reconstructed with level stretches every ½ mile to take advantage of the view.

Once students made access to the summit, they envisioned a lookout station there.<sup>32</sup> The USFS partnered with the school, which agreed to build and equip the station and then turn it over to the USFS during fire season. The station was built like a two-story blockhouse



*The lookout on Mt. Sentinel in 1921. Photo from the collection of William Sutherland Allan, 1923 alumnus.*

and cost \$500. Students received 20 cents an hour for their labor on the trail and the lookout, an amount of money which was welcome at the time. The USFS gave special lectures to the students on firefighting during the year in exchange for their help. Forestry students, such as C.V. Wingett, manned the station during fire season but much of his time was spent explaining fire suppression to visitors to the lookout.<sup>33</sup>

The students saw the station as a monument to the Forestry School and the University.<sup>34</sup> Dorr Skeels, now former dean who had returned to teaching, noted that in 1929, the lookout burned by an unknown cause and that he doubted that there was much interest in rebuilding it: “Because of the difficulty of construction on the mountain summit and the decline in hiking as a student recreation, it is not probable that the lookout will be replaced.”<sup>35</sup> He felt that the automobile had taken over student interest in hiking. Prof. Skeels would no doubt be surprised at the constant traffic up and down the M today.

#### 4. PIONEER TEACHERS: JOSEPH KIRKWOOD, DORR SKEELS, FAY CLARK, TOM SPAULDING AND THE GERMAN FORESTER, CARL SCHENCK<sup>36</sup>

In the early days of the school, the actual forestry faculty was small. Faculty from other departments were called on to help carry the teaching load. Following are profiles of four of these early faculty members.

a) **Joseph Kirkwood** who came to the University in 1909 as assistant professor of botany and forestry, taught forestry classes before the school was organized. And, as noted, he was the prime mover behind establishing the Ranger School and the School of Forestry. When forestry became its own school, he moved into being Chair of the Botany Department but continued to be involved with the school and taught courses for the school. He published more

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<sup>32</sup> *Forestry Kaimin*, 1916, p 14-15

<sup>33</sup> *Forestry Kaimin*, 1916, p.14-15

<sup>34</sup> *Forestry Kaimin*, 1916 .14-15

<sup>35</sup> *Forestry Kaimin*, 1929, p. 45-46

<sup>36</sup> “Pioneer teachers” was a phrase used by Mel Morris in his own description of the School on the occasion of its 50<sup>th</sup> anniversary, printed in the *Forestry Kaimin*, 1963 p. 8-9.

than twenty volumes, the last, *Northern Rocky Mountains Trees and Shrubs*, was published by the Stanford Press two years after his untimely death in 1928.

A memorial grove on campus was dedicated to him by the Forestry Club at the north



Placing the boulder at Kirkwood Grove. Photo from the collection of 1929 alumnus Emil Ernst.

end of the Forestry Nursery, near today's walking bridge. A ten-ton boulder was moved to the site by the bulldozer that was donated to the school each year by the Caterpillar Company. A brass memorial plaque was placed on the stone that remains today. Sadly, Kirkwood's obituary in the *Montana Alumnus* in 1928 omits any reference to his role in either the Ranger School or the School of Forestry, although the *Forestry Kaimin* of 1929 is dedicated to him, "a true Forester and man of inspiring ideals, do we, the members of the Forestry Club, respectfully

dedicate this volume."<sup>37</sup>

**b) Dorr Skeels** brought skills as a logging engineer and supervisor of the Kootenai National Forest when he came to the university as the school's first dean. Mary Clapp's



First Dean of the school, Dorr Skeels, shown here in 1918. Photo from Archives and Special Collections at the Mansfield Library, UM.

university history notes that he "had brought the School of Forestry to a grade of work where it was said only Michigan and Yale were ranked above it."<sup>38</sup> She went on to mention that he had "able colleagues" in Dr. Kirkwood and Thomas Spaulding. During WWI Skeels took a leave of absence from MSU to take a position as Captain in the 10<sup>th</sup> Regiment of the Corps of Engineers. This was a special forestry unit from the Northwest, which brought American logging and sawmill equipment to France to help the French provide timbers for the trenches and bridges. Many USFS foresters joined up including Chief Forester (Lt. Col. ) Graves, and (Major) David T. Mason, who had taught in the Ranger School.<sup>39</sup> Interestingly

Arnold Bolle owned a biography of Skeels, which is now among his now archived papers.<sup>40</sup>

**c) Fay Clark** came to the University in 1922 from the Forest Service, most recently as Supervisor of the Deer Lodge National Forest. He taught forest mensuration, management, and valuation until 1953. Mel Morris would later recount that Skeels, Spaulding and Clark, characterized the School of Forestry to the university faculty, to the people of Montana and

<sup>37</sup> *Forestry Kaimin*, 1929, pp. 2-3.

<sup>38</sup> Clapp, p. 20

<sup>39</sup> How the American Army got its wood, by Percival Sheldon Risedale in *American Forestry Magazine* (nd)

<sup>40</sup> MSS 600 Box 8 No. 1

the profession generally. They were practical foresters. They were ones a student could count on when help was needed.<sup>41</sup>

Clark took students on many of the spring trips to the West, and led many of the research projects in Pattee Canyon when it was the school forest. A memorial scholarship was established by his widow in 1988.

**d) Thomas Spaulding** obtained his undergraduate degree in biology at MSU in 1906, and came back after obtaining a Master of Forestry in Michigan, to teach at the new School of Forestry in 1916. He was one of the first range professors in the country. Spaulding served as Dean for some 22 years. Under his tenure, he was finally able to secure the school a forest (Lubrecht) and an experiment station to enable research. His concerns about research and the academic direction of the school illustrate a tireless record for improvement. He worked with students to establish the Forestry Club and the Druids. The Forestry Alumni Association established a scholarship to honor him in 1979.<sup>42</sup>

**e) Carl Schenck**, the renowned German forester who founded the first forestry school in America on Biltmore, the Vanderbilt Estate in North Carolina, in 1898, had a great influence on the early Montana School of Forestry. Schenck published some of the early textbooks used in the teaching of forestry in the United States. He spent at least two quarters



Carl Schenk. From the CFC collection.

at Missoula as a special lecturer in the 1920s, and made other visits, and he also took a group of forestry students on a tour of Europe in 1931. Articles by him appeared in the *Forestry Kaimin* (1925, 1929). The 1927 *Forestry Kaimin* included a full-page tribute to him by Dean A. L. Stone of the School of Journalism. "The School of Forestry is better for his presence and so is the entire University."<sup>43</sup> Schenck was still in touch with the Druids in 1937 when he sent a Christmas letter from his native Germany, regretting that he had "had to decline an invitation for the spring term from his dear and beloved University of Montana."<sup>44</sup> Merriam in his history of the university considered the presence of the forester significant enough to devote space to his activities on campus.<sup>45</sup> And it was Carl Schenck who gave Bertha the moose to the Forestry Club, after it was shot by a friend of his near Hamilton. Her antlers were added at some later time.

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<sup>41</sup> Mel Morris, *Forestry Kaimin*, 1963 p.8

<sup>42</sup> There is no collection of Dr. Spaulding's papers, although some do exist in the Presidential Files (RG 001)

<sup>43</sup> *Forestry Kaimin*, 1927, p. 7

<sup>44</sup> *Forestry Kaimin*, 1938, p. 18

<sup>45</sup> Merriam, p. 78

# THE EMERGING SCHOOL

## 5. FIRST WOMAN GRADUATE AND THE ROLE OF WOMEN

### A) JOSEPHINE DARLINGTON

Jo Darlington of Dillon, Montana, holds the title for the first woman graduate of the School of Forestry, with a BS in Forestry degree granted in 1928 along with nine men. In fact she appears to be tied for the first woman forestry graduate in the country, a claim also made by the California Alumni Foresters of Berkeley in favor of Alice Craig – also in 1928. Jo Darlington, according to her son, had six brothers and seemingly had no problem being the only woman in the school. She did her required summer work as a forest Lookout on the St



Josephine Darlington, first female graduate of the forestry school, in 1925. Photo from Montana Historical Society Research Center Photograph Archives, Helena, Mont.

Joe National Forest in Idaho, a position described in the *Forestry Kaimin* as “adventurous.” Although she did go on to get a PhD in Botany at Washington University in St. Louis, she did not pursue a career in forestry. In later life she became Superintendent of Schools in Dillon and lived until 1996. There were a couple of women before the School officially opened who had taken forestry classes, but opted for the botany option.

### B) EARLY WOMEN GRADUATES

The next women in the school do not appear until the mid-1940s when Jean Hamre and Colleen McCarthy attended school at the same time. Jean graduated in 1947 and Colleen the next year. In an article in the *Montana Kaimin*, Hamre said, “We were very well received. They teased me a bit, but overall they seemed to like it. A lot of the men had come back from WWII and seemed to be happy to be back in civilian life.”<sup>46</sup> Both women went on to work in forestry for at least part of their lives. In 1952, Doris Luckman was identified as “the female contingent at the Forestry School.” In 1955, Joanne Golden and Jean Campbell were the sole women students.

In the 1960s there were a few more women. Kathy Davis and Debbie Trenerry were the subjects of a *Missoulian* article describing their work on western and subalpine larch in Carlton Creek under silviculture professor George Blake. A separate article described the life of Sue Ruder, who was the first woman to take part in spring camp at Lubrecht. She apparently worked hard at dispelling the notion that a “lady has no business being a forester.” The article stated that there have only been four women forestry graduates in 50 years; it was clearly a hard barrier to break.<sup>47</sup>

By the 1970s there were more women in the ranks. Karen Zollman who graduated in 1978, went on to work in forestry as did Candance Johnson who became Assistant Region Manager for Washington Department of Natural Resources Northwest Region. Zollman

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<sup>46</sup> *Montana Kaimin*, March 22, 2013

<sup>47</sup> *Missoulian*, May 15, 1967

noted that the school had only just remodeled the bathrooms.<sup>48</sup> Ellen Michaels wrote in the *Forestry Kaimin* in 1976, however, what a wonderful experience the revival of spring camp was.<sup>49</sup> It appears that there was a stronger core of women going into forestry but it is fair to say that their ranks were also helped by the broadening of degree offerings to include Resource Conservation, Recreation and Wilderness.

### C) WOMEN ON THE FACULTY

In the late 1940s a librarian was appointed for the Montana Forest and Conservation Experiment Station, part of the mission of the station. Originally combined with a secretarial position, it was first held by Margaret Hornby, then Edna Holding Campbell, Maida Guenther and Helen Ettinger, and finally the beloved Irene Evers in 1959 until she retired in 1997.



*Professor Nellie Stark, first female faculty member at the forestry school. Photo courtesy of former faculty member Dick Behan.*

For many years, Dr. Nellie Stark was the only female forestry faculty, beginning in the 1970s as a Research Associate; in 1989 she was a Professor of Forest Ecology, a position she retained until she retired in 1992. Among other things she had a significant role in keeping the spring camp program going at Lubrecht. The next woman faculty member was Professor Claire Montgomery (1992-95), now department head of forest engineering, resources, and management at Oregon State University. Professor Norma Nickerson arrived in 1995 to work with the Institute for Tourism and Recreation Research, of which she is now

director, at a time “when forestry was not into tourism.”<sup>50</sup>

By 1997, things had changed dramatically as there were seven women listed among the faculty, although not all were tenured positions. One of these women was Diana Six, an entomologist, who recently commented on the inclusion of women in the School, “It wasn’t and still isn’t easy, but for women to be able to break into this male dominated world and be able to be role models for those to come has been huge.”<sup>51</sup> Forestry professor Jill Belsky, who also directs the Bolle Center for People and Forests, came to the school when there were few other women faculty members. At the time of the centennial celebration, there were 11 women faculty at the college.

### D) FORESTRY WIVES CLUB

Many of the men who flocked to the School of Forestry after WWII came as married men. In 1946, those women who found themselves on campus soon joined together for companionship and conversation. The Forestry Wives Club met twice monthly and although

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<sup>48</sup> *Missoulian*, March 23, 2013

<sup>49</sup> *Forestry Kaimin*, 1977, p. 67

<sup>50</sup> Interview with Norma Nickerson, July 2013

<sup>51</sup> Email, June 29, 2013

there are no official records of their activities except an occasional picture in the *Forestry Kaimin*, they appear to have continued into the 1960s. Helen Bolle, wife of the former dean, remembers the club as having been important to the wives.<sup>52</sup>

## 6. MEL MORRIS AND THE RANGE PROGRAM



*Professor Melvin Morris on the senior range management trip in 1940. Photo from CFC collection.*

For more than 36 years Mel Morris ran the range program at the School of Forestry (1936-72). Range management, as noted, was a program included in the Ranger School curriculum and was originally taught by Prof. Tom Spaulding before he became Dean, as well as by USFS range specialists. Mel Morris's dedication to the students is evidenced in many ways but especially by his taking students year after year on month-long spring range trips to the southwest, an invaluable experience for them.

In 1940, there was a huge jump in range management students: there were 41 range management graduates, and only 22 forest management with similar results the next year, a trend which would be reversed after WWII. When the school acquired Lubrecht in 1937, as its experimental forest, one of the first areas of concern was its range management. The jump in graduates may have been due to the availability of School land on which to actually conduct research. Range management was initially a big component of Lubrecht forest activities.

In 1938, incorporating all the surrounding lands (intermingled school land and adjacent private lands) which were utilized for grazing purposes, the total acreage available was considerable. It was divided into three grazing units – one for cattle and two for sheep or 3,341 cattle AUMs and 6737 sheep AUMs.<sup>53</sup> This land was described as transition range created by heavy cutting. According to Hank Goetz, who managed Lubrecht from 1969-2005, today there are still three allotments on Lubrecht “basically the same that Mel [Morris] established.”<sup>54</sup>

In 1987, the school was given a working cattle ranch by Ed Bandy, which it shares with the agricultural program at Bozeman. The Bandy Ranch is close to Lubrecht Experimental Forest in the Blackfoot Valley.

Earl Willard, range professor for 34 years at the school, compiled this short overview of the range program.

Introductory courses in range management were first taught in the School of Forestry at Montana State University (now University of Montana) in the 1916-1917 academic year. These were the first range courses offered at any college or university. They were taught at the request

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<sup>52</sup> Helen Bolle interview, Sept. 2013

<sup>53</sup> *Forestry Kaimin*, 1939, p 28-29

<sup>54</sup> Interview, Hank Goetz, July 13, 2013

of the Forest Service to prepare forestry graduates to manage livestock grazing on National Forest lands.

Other western universities soon followed, offering range related courses in forestry and agriculture departments. Range management professionals were members of the Society of American Foresters until 1948, when they formed their own American Society of Range Management. Professor Melvin Morris of the University of Montana was the first president.

I have no record of the faculty who first taught the range courses. Professor Mel Morris was hired around 1936 to direct the program and retired in 1972. Professor Lee Eddleman was hired to assist with the program for the last few years of Professor Morris' tenure. Lee was joined by Professor Earl Willard in 1973, then he left to join the range faculty at Oregon State University in 1981.

Professor Don Bedunah was hired in 1981 to replace Lee Eddleman. Earl and Don continued to offer the Range Resources Management degree until 2006, at which time Earl retired after 34 years of service. With the declining job market for range graduates, it was decided that the range program would be dropped with Earl's retirement. Basic range courses were still offered by Don; however, he directed his professional activities toward a reclamation ecology emphasis until his untimely death in 2012.

## 7. THE WILD LIFE MINOR BECOMES THE WILDLIFE BIOLOGY PROGRAM

In 1936, the program was known as Wild Life Management [two words at that time] and was established within the School of Forestry as a minor offered with the Dept. of Zoology. A year later Wild Life Technology was established within the (predecessor to) College of Arts and Sciences, which included botany and zoology. Finally, at the request of students who found this dichotomy of biology curriculum confusing, all this changed. Bypassing several years of discussion and reorganization, the current arrangement is that Wildlife Biology is now a cooperative program between the College of Forestry and Conservation, the Division of Biological Sciences (in the College of Arts and Sciences), and the Montana Cooperative Wildlife Unit. The director can be from either of the two academic departments, but the program is housed with forestry.

Dan Pletscher, who recently retired as head of the Wildlife Biology Program, indicated that the focus on biology helps inform conservation decision-making and has brought the program to national significance.<sup>55</sup> A lot of students are attracted to the program because its lab facilities are the wildlands surrounding Missoula. A film prepared for their 75<sup>th</sup> anniversary highlights the founders of the program including Les Pengelly, Phil Wright, and Dick Taber. It notes that students come from 37 states and eight countries and is recognized as second nationally by the Academic Analytics, out of a total of 80 programs. It is also recognized by the University of Montana as one of its three programs of national distinction along with creative writing and organismal biology.

The third arm of the program, the Cooperative Wildlife Unit, Pletscher considers vitally important, citing its former director John Craighead who worked with students at the university for 25 years. His groundbreaking work on radio tracking of large mammals and his

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<sup>55</sup> Interview with Dan Pletscher July 2013

and his brother's work on Yellowstone's grizzly populations brought national attention to both the Cooperative Wildlife Unit and the school. John Craighead was named by National Geographic as one of the most eminent scientists in the last hundred years.<sup>56</sup>

A significant aspect of the wildlife program is the two endowed chairs, which also attract top-notch faculty and graduate students. These are the only fully endowed chairs in the university. The first is the Boone and Crockett chair and the second honors John Craighead. The endowment for the second chair was raised by the University in the 1990s and totals \$2.5 million.

A PhD degree was added in 1996 further enhancing the Wildlife Biology program. An article in the *Forestry Kaimin* in 1977, prompted by the chair of the Wildlife Biology Department Les Pengelly to define the mission of the department, suggests that one of the strengths of the school has been that Wildlife Biology did not only deal with game species, but all aspects of wildlife and their habitat. This has allowed the program to appeal to a much broader audience and be receptive to a broader range of ideas.<sup>57</sup>

#### A) GRIZZLY BEARS AND WOLVES

There have been many research projects in the Wildlife Biology Program on species and habitats worldwide. Just two projects are mentioned here for illustration.

Housed in the School of Forestry and partnered with the School of Forestry is the U.S. Fish and Wildlife Service Grizzly Bear Recovery Program, working to implement the Grizzly Bear Recovery Plan, which was released in 1982. The program is headed by Dr. Chris Servheen who has been a pioneer in this research.

Wildlife professor Bob Ream began researching wolves in 1973, and in 1979 captured and radio colored the first wolf in the North Fork of the Flathead. His work has been invaluable as the western states struggle with the many issues regarding the reintroduction of wolves.

## 8. MONTANA FOREST AND CONSERVATION EXPERIMENT STATION

Although the legislature created the School of Forestry in 1913, and funded its permanent home in 1922, for the next few years, the body in Helena had had little to do with the institution it created. But Dean Spaulding never forgot that the School had only a limited ability to do research and no place to do it. The School in cooperation with the USFS, did utilize their Priest River Experiment Station, which had been established in Idaho in 1911, but it was a long way from Missoula. In 1937, Spaulding with the support of the university, succeeded in getting the Montana Forest and Conservation Experiment Station (MFCES) established by the 25<sup>th</sup> Montana Legislature. This was the arm of the school that would handle and enable research. There are 11 purposes for the station, reprinted here because of their importance to the school's mission.<sup>58</sup> The dean of the College of Forestry and Conservation is,

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<sup>56</sup> *Missoulian*, June 4, 2013

<sup>57</sup> *Forestry Kaimin*, 1977, p. 19-22, from an article by Prof. Jonkel, Behan and Jennings.

<sup>58</sup> Chapter 3, section 28-303 of the Revised Code of Montana.

according to the legislation, the Director of the Experiment Station; the faculty of the school is the staff of the station.

The diversity incorporated within the points has allowed for changing research goals.

- 1) To study forest resources of the state so that Montanans may attain the highest economic and social benefits from them.
- 2) To study the growth and utilization of timber so that the supply can be maintained and markets improved.
- 3) To determine the relationship of forest land to water conservation, livestock pasture, wildlife habitat, and recreation.
- 4) To help Montana farmers establish windbreaks, shelter belts, and woodlots for the conservation of moisture, the prevention of erosion, and the production of wood for farm use
- 5) To coordinate data produced by various agencies on the growth, management, and utilization of Montana forests and to protect them against damage by fire, insects, and disease.
- 6) To publish information and statistics on forestry in Montana for use by interested persons.
- 7) To maintain a forestry library.
- 8) To study logging, lumbering, and milling operations in order to improve them, and to study and test Montana forest products to improve the market for the state's timber harvest.
- 9) To consider other forestry-related scientific and economic problems of importance to Montanans.
- 10) To cooperate with other departments of the university and with departments of state and federal government.
- 11) To establish field experiment stations where necessary.

This last point permitted Spaulding to achieve his goal of establishing a school forest. He worked with the Anaconda Company and its Bonner mill director, W.C. Lubrecht, for more than 10 years to arrange the gift of land, which came in December of 1937, known today as Lubrecht Experimental Forest (LEF), a permanent research station for the School of Forestry.

In 1979, the Legislature removed the station budget from the University's budget, so that like the other Montana experiment stations (agriculture and mines) their budgets would be separately appropriated. It took at least two tries in the legislature to accomplish this, but the school also wished to preserve its forest for its own projects, as well as the management and maintenance of Lubrecht and not have its timber harvested for other university-wide projects. Now the Station Director appears independently before the Montana Legislature every two years and submits a report on the research activities of the station. In 1978, the station received \$249,000 from the state's general fund. According to its 2011-12 report, the

MFCES now manages almost \$35 million in grants and contracts. That supported some 200 research projects, and the publication of more than 175 scientific articles.<sup>59</sup>

A further source of funding for the MFCES came from the passage of federal legislation assisting forest research in each state, known by the name of its congressional sponsors McIntire and Stennis. The cooperative research program provides annual federal funds for forestry and rangeland research with a requirement of 50% non-federal matching funds.

Through the experiment station, the school has been able to conduct an impressive array of projects, from biomass to ecosystems, climate change, fish and wildlife biology, forest management, policy and economics, recreation and tourism, ecological restoration, social and community studies, water, and wilderness.

The Montana Legislature increased state funding for the School of Forestry in 1981 when it approved the Mission-Oriented Research Program (MORP), to facilitate research on second-growth trees in Montana. This provided, in the words of former director Robert Pfister, “practical management-oriented research” on a problem the legislature deemed vital: an inventory, estimates of “multi-resource productivity,” and “evaluation of alternative stand management treatments to increase the long-term yields from Montana’s forests.”<sup>60</sup>

In the 1980s the station also supported the faculty with one or two staff positions and a station biometrician, a position held for many years by Prof. Kelsey Milner, now retired. Prof. David Affleck is the current biometrician. For many years there was a station editor who oversaw publication of research results and published the quarterly journal, *Western Wildlands* from January, 1974, to the fall of 1992. The journal tackled resources issues pertinent to the west, but ceased publication after its last editor, Jennifer O’Laughlin, moved on.

The first publication of the School of Forestry was a joint publication with the USFS in February 1926, *Montana Forest and Timber Handbook* by R.N. Cunningham, S.V. Fullaway, Jr. by C.N. Whitney.<sup>61</sup> It was State University of Montana Series No.1, published long before the station existed, but since the establishment of the station, hundreds of publications have been produced through the school.

In 1983, a new research building at Lubrecht was dedicated, funded by the M.J. Murdock Foundation and private industry. This concept had been in the works since 1966, but never been brought to fruition. The new building was dedicated as the Castles Center in honor of Castles brothers James, Wesley, John, Tom, and William.

## B) RESEARCH INSTITUTES AND PROGRAMS

The following is a partial list of the groups and labs providing research opportunities through the MFCES, to show the wide expanse of programs now available.

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<sup>59</sup> Montana Forest and Conservation Experiment Station, Report to the Legislature 2011-2012.

<sup>60</sup> Mission-Oriented Research Program, Robert Pfister, Director RG 001, Box 134, School of Forestry; also described in Montana Forest and Conservation Experiment Station Biennial Report for Fiscal Years 1999-2000, p. 6.

<sup>61</sup> University of Montana Bulletin No. 278

The Applied Forest Management Program  
The Bolle Center for People and Forests  
Boone and Crockett Wildlife Conservation Research Program  
Inland Northwest Growth and Yield Cooperative  
Institute for Tourism and Recreation Research  
Montana Climate Office  
National Center for Landscape Fire Analysis  
Numerical Terradynamic Simulation Group  
U.S. Fish and Wildlife Service Grizzly Bear Recovery Program  
Rocky Mountain Cooperative Ecosystem Studies Unit (RM-CESU)  
Wilderness Institute

## 9. THE ELUSIVE SCHOOL FOREST

### A) THE FIRST SCHOOL FOREST: PATTEE CANYON

Dean Spaulding deserves credit for establishing the first school forest as well as its current school forest. Calling a school forest the “workshop of the forester,” Dean Spaulding in 1927 negotiated with the War Department and the Forest Service to lease the Pattee Canyon Timber Reserve for 50 years. When a bill introduced into Congress in 1924 to actually transfer the land to the State of Montana for the forestry school was not successful, he was nevertheless happy to accept lease of the land.

When Fort Missoula was built in 1878, it required a timber reserve to provide building materials for the Fort. This reserve, established in 1879, encompassed some 1,500 acres. Stands of Ponderosa pine, Douglas fir and western larch as well as a varied terrain made it an ideal for a school forest, particularly as it was only a couple of miles from campus. Spaulding was, however, already envisioning a permanent experiment station and he described Pattee Canyon as “a good beginning for the School’s eventual ownership of many times that area of forest land.”<sup>62</sup> The area was to be used as a laboratory, a demonstration forest, and as an auxiliary experiment station, augmenting the cooperative work of the school and the Forest Service at the USFS Experiment Station at Priest River, Idaho. One of the purposes of the research, Spaulding stated, was of “determining whether or not the management of a forest area can be made profitable to a private timberland owner in this region.” A secondary objective was “learning the habits of regeneration of Montana species.”<sup>63</sup>

Unfortunately, in 1938, the Forest Service determined to cancel this special use permit with the university because of increasingly heavy recreational use of Pattee Canyon. The area was technically part of the Lolo National Forest having been transferred from the War Department to the USFS in 1926 under the Clark-McNary Act. The Dean’s protests were of no avail even though he could prove that students and faculty had actively used Pattee Canyon for research and projects. Dean Spaulding estimated that Prof. Fay Clark had spent 10% of his time there over the previous 10 years in addition to work by Professors Cook and

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<sup>62</sup> *Forestry Kaimin*, 1927, p. 23

<sup>63</sup> *Missoulian*, Sept. 23, 1926

Nelson. The university also paid the annual fee to the regional fire-fighting agency, the Blackfoot Forest Protection Agency.<sup>64</sup>

The school maintained an interest in the Pattee Canyon area, and it continued to be a destination for class field trips well into the 1980s. In the 1970s, botany professor Richard Sheridan and his students submitted a proposal to designate a 150-acre research natural area within the forest, a designation allowable within national forests under Title 36, Code of Federal Regulations. The Forest Service, however, did not adopt this designation.<sup>65</sup>

## B) A PERMANENT SCHOOL FOREST FOR RESEARCH

Dean Spaulding had been meanwhile working on a more permanent solution for the School. Merriam, in his history, states that Spaulding began to negotiate with the Anaconda Company as early as 1927.<sup>66</sup> A letter from President Clapp to Anaconda in 1927, indicated that the university was not in a position to buy the land and thus it would have to be a gift.

Clapp suggested to Anaconda that they continue to remove merchantable timber from the property and that the university would assume ownership after it had been cut over.<sup>67</sup> Spaulding's efforts, supported by President Clapp, came to fruition in 1937. This happened in two phases.

First, the Montana Legislature approved the Montana Forest and Conservation Experiment Station. This legislation allowed the School of Forestry to "accept land or other donations as may be made to the state for the purposes of this act."<sup>68</sup> Thus, when Dean Spaulding was able to complete his negotiations with the Anaconda Copper Mining Company for the gift of Lubrecht, the mechanism was already in place for the School of Forestry to accept it. The gift



*The Lubrecht Forest sign in 1961. Photo courtesy of 1964 alumnus Dave Fauss.*

occurred on December 24, 1937. Anaconda had largely cut trees over 12 inches in diameter, but the land did have ample potential for regeneration.<sup>69</sup> Both Spaulding and the ACM wanted the forest to be under the control of the school, not the university as a whole. The deed is specific in this regard.

<sup>64</sup> RG 001 Box 33 Forestry 1937-41

Correspondence with President Simmons from TD Spaulding March 15, 1938

<sup>65</sup> Proposal for a Research Natural Area at Pattee Canyon, Richard Sheridan, 1976

<sup>66</sup> Merriam p. 78. Actually the date should have been 1926.

<sup>67</sup> RG 001, Box 32, Letter from President Charles Clapp to J.R. Hobbs, Vice President Anaconda Copper Mining Company, Dec. 6, 1927

<sup>68</sup> Chapter 3 Section 28-303 of the Revised Code of Montana

<sup>69</sup> Interview with Alan McQuillan, Aug., 2013

A letter from W.C. Lubrecht, the general manager of the Anaconda Copper Mining Company's Lumber Division in Bonner, for whom the gift was later named, describes the process. This letter gives Anaconda's point of view regarding the significance of the gift.<sup>70</sup>

About eleven years ago Mr. T. C. Spaulding, Dean of The School of Forestry, Montana State University, registered a fervent request for assistance in securing a grant to the University covering a sizeable tract of forest lands in Western Montana.

In preliminary discussions several areas were suggested to Dean Spaulding, but these did not seem to appeal to him principally on account of limited acreage and uniform character of the terrane (sic).

It became rather apparent that Dean Spaulding had his mind set on one particular district and, although the consideration of this area would occasion a delay of some years, yet the Dean displayed considerable patience and awaited the opportunity to secure the land of his desire.

A conference was arranged between officials of the Anaconda Cooper Mining Company and the Montana State University at which time an area of eight to nine thousand acres was discussed and encouragement was given to the end that in due time grant of this territory would probably be given.

When the time arrived to reconsider this grant for definite conclusion, Dean Spaulding displayed an increase in his ambition and raised the request to an increased area of about seventeen thousand acres and, through his persistence, a deed was recently given to the Montana State University covering practically all the timber lands in the Elk Creek Drainage. The location is tributary to the Blackfoot River in Missoula County, about thirty miles from Missoula.

The total area of the grant covers sixteen thousand, nine hundred, sixty-two acres and all excepting a small percentage of the fire damaged lands is in good reproductive and advanced reproductive stages, including several million feet of mature timber.

From a financial view the tract is self-sustaining now and certainly will be a valuable asset to the University for all future years.

In addition to sound values from this property, in the future the School of Forestry will have an extensive area of diversified forest lands for practical study, experimentation and development, all of which should prove of future interest to the lumber industry and the State of Montana, particularly that section located west of the Continental Divide.

William C. Lubrecht

To augment this gift, the Northern Pacific Railway gave the school an additional 1,210 acres in 1938. This association of Anaconda and the Northern Pacific went back many years beginning when lumber baron A.B. Hammond built the sawmill at Bonner, and received lucrative contracts to supply the Northern Pacific with timber and goods for its railroad building. Marcus Daly subsequently bought the Bonner mill and lands from Hammond and Daly's company became the powerful Anaconda Copper Mining Company that controlled so much of Montana.<sup>71</sup>

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<sup>70</sup> *Forestry Kaimin*, 1938, p. 20

<sup>71</sup> For more information see K. Ross Toole, *Twentieth Century Montana*, University of Oklahoma Press, 1983.

Since 1938, additional inholdings have been obtained. Also managed cooperatively as part of the experimental forest are some 6,000 acres of intermingled state land, bringing the total to just over 28,000 acres.<sup>72</sup> According to newspaper reports at the time, the gift provided the school with “the most extensive holdings of any such school in the United States and compares favorably with the largest of such areas in the world.” The article continues, “In the United States only Yale University’s holdings can be compared with Montana’s as a result of the gift.”<sup>73</sup> The deed interestingly spells out the advantages of the gift, not only to the School of Forestry, but also to the Anaconda Company. The Company clearly envisioned benefitting from the information collected in research done on the Forest and it also retained the mineral rights. In addition, it retained the right of first refusal to buy the timber offered at fair market value, a right passed on to its successors and assigns.

A plaque of appreciation was given to Anaconda in 1960, both for the initial gift and the subsequent donation of 12 buildings (the railroad cars) from their Bear Creek logging camp. The school had had an influx of forestry students in the 1960s due to the national demand for timber and was having a hard time housing all who wanted to study at Lubrecht. The railroad cars were quickly incorporated as dorm space to make that possible. The initial buildings at Lubrecht had been constructed from wood cut and sawed by the students from the property. Anaconda returned the plaque for permanent installation in the Lubrecht headquarters building (now the Castles Center). At the presentation, then Dean Ross Williams noted that the forest was then able to sustain cutting of 1,250,000 board feet per year.

### C) MANAGING THE FOREST AND ITS OPPORTUNITIES

From its beginning, Lubrecht has provided land for a variety of research projects initiated by the school, and in cooperation with other agencies and groups, including the USFS, Bureau of Land Management, Champion International, the Fire Lab, the Montana



*A fuels reduction treatment at Lubrecht in 2013, conducted by college faculty and students. Photo from the CFC collection.*

Dept. of State Lands and the Montana Dept. of Fish Wildlife and Parks. By 1973, it was the largest piece of land devoted to forestry research in the central Rockies.<sup>74</sup> The ability to establish permanent plots enhanced research in thinning, and treatments in hazard reduction and ecosystem restoration, for example. The School’s Carl Fiedler who became Professor of Silviculture, was the primary researcher and site coordinator of these activities, now a position taken on by Professor Chris Keyes.

Overall responsibility for Lubrecht was for 36 years given Hank Goetz who was hired by Dean Arnie Bolle in 1969 to be the first resident manager. He managed the timber and also the grazing as well as the various programs and research that took place along with the camp

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<sup>72</sup> Revenue from State lands goes into the School Trust Fund

<sup>73</sup> *Missoulian*, Dec. 4, 1937

<sup>74</sup> *Forestry Kaimin*, 1973-4 p. 23

facilities. When the Bandy Ranch was donated to the school in 1989, it became a second experiment field station for the MFCES, and part of his management responsibilities.

A significant portion of Hank Goetz's job was to work with the community and ensure working relations with the neighbors, such as the adjacent ranches, including E Bar L, Lindberg, and Hacker. Programs like the early adoption of FWP's walk-in hunting and cross-country ski trails were part of that effort. As time went on Goetz played a key role in the larger cooperative conservation programs, particularly the Blackfoot Challenge,<sup>75</sup> which has led both to protection and managed use along the Blackfoot River, which runs through the property. In an interview he commented, "If Lubrecht is an active member of the conservation community, then it is fulfilling its mission."<sup>76</sup>

The forest has been actively managed over the years, with some commercial thinning done particularly for the mountain pine beetle in the 1970s and 80s. Goetz noted that it was still possible to recognize remnants of the three earlier Anaconda Company cuts of the late 1800s, 1916, and 1925 to 1926 and associated railroad grades as well as two clearcut areas from the 1960s. Small amounts of timber are offered for sale annually, with the proceeds going to support further projects on the forest, as well as the maintenance and management of Lubrecht.

Lubrecht's management has changed over the years from an emphasis on tree growing and harvesting to more planning and collaborative work, especially on fire. Goetz noted that, in the 1960s, the forester was more field oriented so that spring and summer camp experiences at Lubrecht were emphasized. Until 1969, spring camp was mandatory for forestry students and possible because the university was on a quarter-term system. In 1976, spring camp returned when Professor Nellie Stark created the Resource Evaluation Program, which, in the words of the co-director Professor Bob Steele, was to give "Forestry students a chance to learn theory and practice in the art of forest resource evaluation." Students worked in three-person crews, learning about selected 20-acre forest sites, quantifying its logging and land use history, vegetative patterns, wildlife and other resources, a "problem oriented practical field training."<sup>77</sup> In the process, students learned surveying and timber cruising.

The quarter spent at Lubrecht was highly valued by many of the students, but it was discontinued when the University changed to semesters in 1992. Currently, there is no residential camp experience required for forestry students, although forestry students still have many opportunities to spend time at Lubrecht. Special courses and field laboratories are regularly held at the forest.

In 1971, one section of 640 acres was given to the Forestry Club to manage. Known as Section 13, the students are responsible for management decisions on recreation, fire, timber, range, water, soils, and wildlife. In 1996, a 32-bed lodge was built at Lubrecht, enabling conferences and group events to be held there. There are also two small apartments for research projects.

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<sup>75</sup> <http://blackfootchallenge.org/Articles>

<sup>76</sup> Interview July 13, 2013

<sup>77</sup> *Forestry Kaimin*, 1977, p. 67-9; Interview with Ron Wakimoto July, 2013.

## D) NEILS CAMP

For a brief period in the late 1950s, the school owned a logging camp near Libby, Montana, donated by the J. Neils Lumber Company. The school since 1948 used private industry and USFS logging camps for a senior field site in forest engineering and



*Dedication of the J. Neils camp in 1959. Photo from the CFC collection.*

management, but by the 1950s, logging camps were disappearing. The hope expressed by J. Neils was that the campsite would be used to “plant a new crop of men that would someday be able to take over the reins of management in the lumber industry.”<sup>78</sup> The site was envisioned for training as well as research. The site was chosen for its proximity to a highway (Hwy. 2), which would make it accessible in the spring when seniors would spend seven weeks at the center. The buildings, (actually a complete logging camp,) were sold to the school by J. Neils Lumber (by then St. Regis Paper Company), and moved to the site, which was known as the Lions Spring Camp. The camp continued to be used

until 1965, when it was found that although it was useful for instruction, very little research had been undertaken. The property was ultimately returned to St. Regis as provided in the deed.

## 10. GROWING TREES: THE SCHOOL NURSERY

James Kirkwood founded the school nursery in 1911, when he and his botany students planted trees along the Clark Fork River on the north side of the campus.<sup>79</sup> It was less than ¼ acre. The next rendition of the nursery expanded it to 20 acres and was made possible by the Clark-McNary Act (1924) and funding from the sale of nursery stock. The purpose was to help farmers who needed shelterbelts, especially during the droughts of the 1920s and 30s. Dean Spaulding felt that the nursery would increase the scope of the forestry school and its service to Montana’s people.<sup>80</sup> Just three years later, the trees were being shipped across the state. Five years later an article in the *Forest Kaimin* explained the reason for the school’s involvement:

Probably the most important reason for the location of the Clark McNary nursery at the University under the direct administration of the Forest School was that its purpose being to raise trees, the faculty silviculturist would better understand its needs and management. It would at the same time afford a special opportunity for the training of Forestry students in practical silviculture and nursery work.<sup>81</sup>

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<sup>78</sup> *Forestry Kaimin*, 1965 p. 26-7; “Dedicate Neils Forest Camp” *Daily Interlake*, Aug. 10, 1958; *Forestry Kaimin*, 1967, p.33

<sup>79</sup> *Kaimin*, Sept. 21, 1913 p.3

<sup>80</sup> *Forestry Kaimin*, 1927 p.90

<sup>81</sup> *Forestry Kaimin*, 1929, p. 21

They raised trees and flowers, as a photo of flower beds states; these were available for



*The original nursery at UM. Photo from the collection of Emil Ernst, 1929 alumnus.*

dormitories, a side benefit of this project. Nearly a half million trees were ready to plant at the University Forestry Nursery, the *Missoulian* announced in 1943.<sup>82</sup> In 1940, these trees had gone to 2,000 farms. The trees were raised from seeds and then moved outside. Major improvements to the site were made in the 1930s with an overhead sprinkler, and a packing shed, and fencing along John Street where the nursery was located.<sup>83</sup>

The nursery declined during WWII when it was hard to find workers.

The nursery had been manned by students who had enlisted in WWII. In order to get labor, the school made an agreement with the federal government that internees from the Internment Center at Fort Missoula would take care of the plants.<sup>84</sup> But soon, the university was eyeing the space used by the nursery. Eventually, through the efforts of Senator Mike Mansfield, a law was passed transferring 200 acres at Fort Missoula to the University at \$50/acre and the Nursery's trees could be moved there<sup>85</sup> Some of the trees were moved and some relocated around campus. In 1955, the university got out of the nursery business and turned the tree planting over to the state which moved the trees yet again, this time to Spurgin Road where it remains.<sup>86</sup> The area where the nursery had been on campus became a parking lot.

As part of the five-year New Forests Initiative program of the Applied Forest Management Program, the concept of a seedling nursery is being revived, this time for restoration projects. It is based at the Memorial Greenhouse on campus.

## A) THE ARBORETUM

An arboretum was established along the edge of John Street in the 1930s with some 1,200 species, but this had been reduced to 80 species over time, and the arboretum suffered the same fate as the nursery, succumbing to growth of parking lots.<sup>87</sup>

The arboretum was revived by the Legislature who in 1991 declared the entire main campus as the arboretum, but appropriated no money with the responsibility. Today there is a Campus Arboretum Committee which is responsible for advising on the maintenance of trees on campus. The school is still involved through Forestry Club, which is responsible for the

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<sup>82</sup> *Missoulian* March 2, 1943

<sup>83</sup> *Forestry Kaimin*, 1934 p.45

<sup>84</sup> 100 Years of Forestry at the University of Montana-Missoula, Carlie Magill, Archives and Special Collections, p.13-14

<sup>85</sup> PL 232, 1949

<sup>86</sup> Floren, Alia, *The Dynamic University of Montana Arboretum*, 2009, p. 6-7

<sup>87</sup> Floren, p.8

Kirkwood Grove and an English oak planted by the Druids at the northeast corner of the old journalism building in memory of Varna O’Lary, a former member of the Montana Druids.<sup>88</sup>

## B) MEMORIAL GREENHOUSE

Another aspect of the school’s tree raising projects was the establishment of a greenhouse. It was built in 1929, a shared project of forestry and pharmacy, but by the 1940s



*The newly constructed greenhouse in 1953. Photo courtesy of 1955 alumnus Zane Smith.*

the school was again looking for greenhouse space. Dean Kenneth Davis argued for years that a greenhouse was essential to teaching and he told President McCain, “Ours is one of the few schools in the country that has attempted Forestry instruction without access to the facilities of a greenhouse.”<sup>89</sup> The school had recently embarked on master’s programs and Davis felt that these would be jeopardized.<sup>90</sup>

The Board of Education allocated \$35,678 from a bond issue to construct the greenhouse in 1951. At the instigation of

the Forestry Club the building was dedicated to the three of the six UM students who died in the Mann Gulch fire who were forestry students and officially called the Memorial Greenhouse by the Board of Education, which had a plaque installed.

## 11. ACCREDITATION AND THE DEVELOPMENT OF GRADUATE PROGRAMS

Maintaining the quality of forestry education has been a topic of discussion at the School of Forestry since its beginnings. As early as 1916, a graduate course in forest engineering was anticipated. A master’s degree in forestry was offered in 1930.

The first PhD program in forestry, was approved by the Board of Regents in 1964, and by 1966, Dean Bolle reported that there were two PhD candidates. Today there are three PhD Programs: in Forest and Conservation Sciences, Fish and Wildlife Biology, and Systems Ecology.

Accreditation of forestry curriculum was begun by the Society of American Foresters in 1935, and the Montana school was one of those first accredited. Accreditation is a process involving an on-site visit and is re-done every ten years. In 1968, the school was only one of 32 accredited schools in the country. At that time, Dean Arnold Bolle explained the importance of the SAF action. “The accreditation reflects the high opinion the professional foresters group has for the University of Montana faculty as well as the forestry faculty.”<sup>91</sup>

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<sup>88</sup> Information on the Arboretum from Michael Sweet and Ron Wakimoto

<sup>89</sup> Letter from Dean Kenneth Davis to President James A. McCain, Nov. 3, 1947, RG 001 Box 99, Forestry Greenhouse

<sup>90</sup> Magill, p. 13

<sup>91</sup> Missoulian 10/23/68

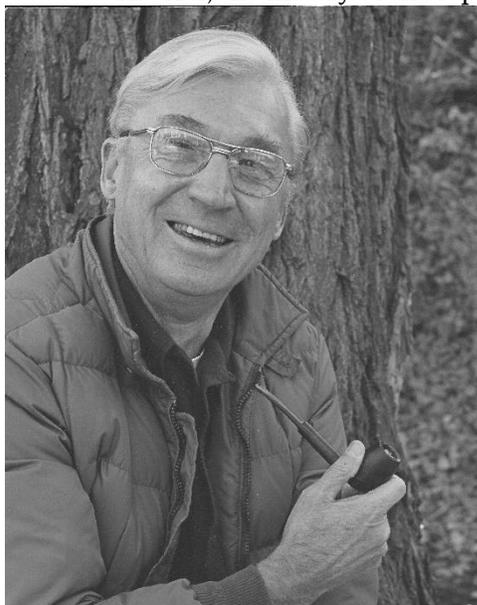
The major criticism of the school at that time was its lack of space. Pinchot Hall had been designed for five faculty and 140 students while the program in 1972 had 23 faculty and 500 students. They would soon receive additional space in the new Science Complex (now named for former UM President Charles H. Clapp). The college curriculum is currently accredited until 2019, a continuous stretch from 1935.

## THE BOLLE REPORT AND THE 1970S

### 12. THE BOLLE REPORT

Most alumni and former faculty cite the most significant event of the school's last 100 years to be the Bolle Report. The report's effect on the school was generally seen as a positive and independent academic stand. Many students and innovative faculty were drawn to the school in subsequent years, because of the report's wide influence. The report was, however, controversial.

In brief, the history of the report is that Arnold Bolle, dean of the School of Forestry



*Arnold Bolle. Photo courtesy of former faculty member Dick Behan.*

from 1962-1972,<sup>92</sup> was asked in 1969 by Montana's Senator Lee Metcalf to convene and chair a committee to advise on the controversial management practices of the Forest Service on the Bitterroot National Forest. These practices included "the long-range effects of clearcutting and the dominant role of timber production in Forest Service policy, to the detriment of other uses of these national resources."<sup>93</sup> Bolle chose six faculty members versed in policy and economics: Richard Shannon, Professor of Forest Economics; Robert Wambach, Associate Professor of Forest Economics; Thomas Payne, Professor of Political Science; Richard W. Behan, Associate Professor of Natural Resource Policy and Administration; W. Leslie "Les" Pengelly, Professor of Wildlife Management; and Gordon Browder, Professor of Sociology and Executive Director of the Institute for Social Science Research. The group gathered information and, in

November 1970, submitted its report to Metcalf. Metcalf promptly released the 33-page report to the press. Ultimately, 100,000 copies were made, thus making the report widely available. The 15 points contained in the report largely criticized Forest Service activities and the organization's focus on timber at the expense of other forest-related activities, and particularly not being responsive to the dictates of the 1960 Multiple Use Sustained Yield Act.

The report brought national attention to the school. From the beginning of the School of Forestry it had a close relationship with the USFS. Bolle, in an oral interview, clarified that

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<sup>92</sup> Bolle also served as Acting Dean for a year from 1977-1978

<sup>93</sup> Dale Burk, quoting Senator Lee Metcalf, *Missoulian*, Nov. 18, 1970.

the committee was not condemning: “We thought we were being straight forward and honest,” and, “just putting down the facts as we saw them.”<sup>94</sup> Some foresters reacted strongly including alumni, industry representatives and Forest Service employees and even today the Report stirs comments and emotions. Richard Behan is the only living member of the committee, and he agreed to share his thoughts some 40 years later.<sup>95</sup>

The Bolle Report was a textbook case. It criticized not only the contemporary behavior of the U.S. Forest Service, but also the ideological drivers: the core discipline of professional forestry, the production of commercial timber.

Serving on the Bolle Committee was certainly one of the highlights of my career, and it was never exceeded as an experience in controversy and excitement. The forestry faculty was sharply divided; the Forest Service was stunned (but gracious and professional in its response); and the forest products industry was apoplectic. The local trade association hired an attorney to lobby the Board of Regents, asking to have the Bolle Committee members discharged from the university. (President Bob Pantzer immediately and publicly denounced the action, explaining and defending the practice of academic freedom.)

Arnold Bolle had been my major professor in my master’s degree work; he asked me to join his faculty in 1963; in every respect he was my professional mentor. Observing his handling of the Bolle Committee work, I learned by his example a philosophy of administration that served me well in my own experience years later as a forestry dean. “There are heroes and helpers,” Arnie once wrote, describing two ways of working with a group of colleagues. You can lead the heroic charge, or you can encourage and help the group to function collectively and far more productively. Arnie helped the Committee work that way, asking questions far more often than making suggestions, and never insisting on his own course of action. As the group moved ever closer to explicit and candid criticism of Forest Service practice, Arnie made clear doing so would call for a great deal of professional courage. More than anyone else, I believe, Bob Wambach accepted the challenge unequivocally, and with forceful argument supporting the critique, developed the Committee’s resolve – and backbone.

The Bolle Report and subsequent inquiries did indeed lead to institutional revision and renewal, in both the management of the national forests and in the development of professional forestry. It was a privilege to work with the group that produced it.

Much more could be written about the report and its effects on forest policy, but there is not the opportunity here. Bolle himself wrote a *Public Land Law Review* article in 1989 entitled, *The Bitterroot Revisited: A University Re-view of the Forest Service* in which he reviews the process of the report and reflects on the state of forest management almost twenty some years later. “What we sought in our report was change...”<sup>96</sup> His closing advice to upcoming foresters: “So, you young ones, there will always be a battle going on. Get used to it, never give up, lose your energy, your devotion or your sense of humor.”<sup>97</sup>

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<sup>94</sup> A. Bolle, Archives and Special Collections, Oral history # 249

<sup>95</sup> Richard Behan, email, July 29, 2013

<sup>96</sup> 10 Pub.Land L. Rev. I (1989) p. 16.

<sup>97</sup> Ibid p. 18. A new book by Frederick H. Swanson, *The Bitterroot and Mr. Brandborg*, (Salt Lake: University of Utah Press, 2011) gives an excellent and detailed account of this period. The Bolle report is online at the CFC web site [www.cfc.umt.edu](http://www.cfc.umt.edu)

## A) THE SCHOOL FOR ADMINISTRATIVE LEADERSHIP (SAL)



*Ranger W. R. Bud Moore talking to members of the School for Administrative Leadership (including Melvin Morris) at the Powell Ranger Station, Lolo National Forest, in Sept. 1954. Photo from CFC collection*

Several of members of the Bolle Committee were also professors in the Administrative Leadership School at the forestry school. Described as the only one of its kind in the nation, SAL was established in 1940 by the USFS and MSU (Missoula) to “provide continuing education for personnel actively engaged in natural resource management.”<sup>98</sup> It was a month-long program offered once or twice annually. WWII interrupted the annual school, but it was resumed in 1948. The concept came from the USFS, who together with Guy Brandborg, then supervisor of the Bitterroot National Forest, felt that the University could

help Agency employees in the areas of human relations and administration. Originally just for USFS employees, it was expanded after the war to include other natural resource agencies. By 1956 over 200 men and 4 women had participated in the month long courses. The curriculum involved course work and field trips to witness administration in action.

The staff of the school was professors at the university, including a significant number from the School of Forestry. Arnold Bolle, Fred Gerlach, Richard Behan, Richard Shannon (as Chair), and several others were involved. The SAL continued until 1970, when it was discontinued.

## 13. CHANGING PERSPECTIVES

Dick Behan offered this thoughtful response to my query on other major events in the school’s history. Others expressed similar feelings, so it is included here.<sup>99</sup>

Largely through Arnie Bolle’s initiative (by “helping” the Council of Forestry School Executives to propose it), and with his subsequent enthusiastic support, the Society of American Foresters launched and funded the “Forestry Curriculum Development Project.” (Probably in 1972 or 1973.) The major thrust was to redefine “forest management,” to observe and treat the forest as an interacting biophysical system, not just a collection of commercially valuable trees. The consequences for forestry education were profound, as textbooks were written, coursework was redesigned, and research redirected, to gain a better understanding of forest ecosystems and their response to various management regimes. In the field, the practice of professional forestry was revolutionized, probably nowhere more conspicuously than in fire protection activities. No longer were forest fires seen as demonic destroyers of commercial timber, to be suppressed without question and as quickly as possible. Now fire was seen as a necessary component of the forest system, to be incorporated into a far more sophisticated paradigm of forest management.

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<sup>98</sup> *Spokesman Review*, Dec. 26, 1957

<sup>99</sup> Richard Behan, email July 29, 2013

This redefinition of forestry professionalism was not exclusively a product of the UM School of Forestry, but it was a significant event in its history, and the school played a major role in the effort.

#### 14. THE FORESTRY LIBRARY AND IRENE EVERS

Many of the older faculty and alumni speak warmly of Irene Evers, whom they knew personally and was the woman who served as the forestry librarian for 38 years. She devoted her life to helping forestry students and faculty find answers to their questions. She was the longest serving faculty member retiring at age 81 in 1997. Once, asked by her friends why she did not retire and do what she liked to do, she responded, “Well, this is what I like to do.”<sup>100</sup>

She began working for the University in 1959. Then the forestry library was housed in an old clubroom of Pinchot Hall, having been moved there in 1923. At that time it was still a small collection, the first library having been organized in 1914. Reportedly, she was a jack of all trades, including rescuing a pigeon from the air conditioning system! She followed the collection as it grew to a substantial size, to the Science Complex and ultimately when the Forestry Library was merged into the Mansfield Library in 1976, she became the Assistant Science Librarian. Mrs. Ivers was described as a “walking inventory of forestry-related material,” who always found reference questions an enjoyable challenge.<sup>101</sup> “I really don’t like not being able to find the answers. It can be frustrating, because you know it’s out there. And if you don’t find the answer, you’re apt to get the question again.”<sup>102</sup>

Just before the library moved in 1976, it held 6,000 books, 33,000 bulletins, and 312 journal subscriptions, with a world-wide weekly coverage of forestry literature prepared on cards by Oxford University. It was open 71 hours a week.<sup>103</sup>



*Irene Evers in 1995. Photo retrieved from UM web site.*

The Forestry Library was significantly different from other collections in the Mansfield Library as it contained thousands of unbound pamphlets catalogued in the Oxford System.”<sup>104</sup> In 1957, the library was reorganized as a cooperative effort under the Montana Forest and Conservation Experiment Station and grew to include the library of Region 1 of the USFS, and could be used by their employees as well as the Forestry Division of the Montana Department of Natural Resources.

Mrs. Ivers was honored many times in her life. The Mansfield Library created the Irene Evers Award for Outstanding Staff Member in 1993 to honor her long service to the

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<sup>100</sup> *Librarian Sets High Standards for Job Performance*, article by Rita Munzenrider, c.1996, in un-cataloged collection of Irene Evers papers, Archives and Special Collections, Mansfield Library, University of Montana-Missoula

<sup>101</sup> *Staff Sketches* by Annette Trinity, nd, in un-cataloged collection of Irene Evers papers, Archives and Special Collections, Mansfield Library, University of Montana-Missoula

<sup>102</sup> *Ibid*

<sup>103</sup> Un-cataloged collection of Irene Evers papers, Archives and Special Collections, Mansfield Library, University of Montana-Missoula

<sup>104</sup> A system of library organization differing from those organized according to the Library of Congress and the Dewey decimal systems

University. In 1995 on her 80<sup>th</sup> birthday, faculty, staff, and former students sent monies to start an endowment for the library to purchase forestry books, in thanks for all her help over the years. She died in 1999, and left her entire estate of over \$600,000 to the library to purchase books, journals and other information related to forestry. A special bookplate was created for this purpose. Further, she funded significant annual scholarships for graduate students.

## CONTINUING PROGRAMS, PEOPLE AND OPPORTUNITIES

### 15. WILDERNESS PROGRAMS

In 1975, a group of 19 scientists, conservationists, educators, and land agency folks met to address the issue of wilderness management. The Wilderness Act had been passed in 1964, officially creating wilderness areas but there were not enough personnel trained in the specifics of wilderness to manage them. This led to the evolution of the Wilderness Institute, which the Board of Regents dictated in 1975 would be an official part of the School of Forestry. The Wilderness and Civilization program was created as an interdisciplinary semester for 25 students that focused on all aspects of wilderness including human values and interaction with people. This innovative program was designed to take place both on campus and in the field. Wilderness and Civilization has become part of the core program of the university and continues strong today. Professor Bob Ream, a forestry faculty member and also later elected to the State Legislature, directed the institute from its inception until 1989. In 1990, the Board of Regents approved a Wilderness Studies Minor, initiated by Professor Alan McQuillan after he became director. Faculty members teaching in the program come from all over campus to this unique program, which attracts students nationwide. The director of WI, a faculty member of the school, runs the program. The institute's first woman director was Laurie Yung. WI has its own advisory council to guide its operation.

In addition to the core W&C program, the institute has sponsored at least four national conferences, including the 1978 national RARE II Conference and the Limits to Acceptable Change Conference in 1993, and sponsors workshops and annual programs on a variety of wilderness issues. In the 1970s, the institute conducted field studies for proposed wilderness areas in Montana and later developed methodology for inventorying BLM wilderness areas.

WI's Matthew Hansen endowment, as a memorial to this former student, provides small grants to individuals for historic research, creative writing and wilderness studies in Montana.

### 16. NUMERICAL TERRADYNAMIC SIMULATION GROUP

As stated in their website:

The **Numerical Terradynamic Simulation Group** (NTSG) is a research laboratory pioneering new approaches for landscape ecological and hydrological analyses. The primary focus of NTSG is to understand how terrestrial vegetation responds to climate variability and influences energy, water and carbon cycles.

Since the 1980s, Steve Running, UM's Regent's Professor of Ecology has been developing concepts of how to measure plant life on earth. In 1989, his computer modeling proposal for daily observation of photosynthesis and evaporation was submitted to NASA and was funded in 1990. This was the biggest contract ever awarded the Montana University System and allowed the development of a lab with numerous graduate students. Ultimately, by 2000, the program launched a satellite, Terra, which continues to broadcast data to earth. Terra has now been joined by a second satellite.

This grant has enabled a permanent staff and regularly supports two to three post-doctoral students. Running noted that the project first brought the Internet to campus, as NASA needed to communicate by email.<sup>105</sup> He added that the size of the program has meant the ability to graduate 23 PhD students, a major achievement for the school and the university. NTSG has also received grants from the National Science Foundation, the National Park Service, USDA Forest Service, U.S. Dept. of Energy, U.S. Fish and Wildlife Service, and the Montana Dept. of Revenue, among others.<sup>106</sup>

Running's work brought him together with the Intergovernmental Panel on Climate Change (IPCC). He became one of the lead authors for the 4<sup>th</sup> Assessment Report's Working Group II.<sup>107</sup> For this work, Steve Running and the other 200 authors of the report shared the Nobel Peace Prize in 2007.

Running's work has facilitated a greater involvement of the school in remote sensing, GIS, and climate change studies. In 1988, the school set up a Geographic Information Systems Laboratory. The college and UM's Department of Geography now offer a certificate in GIS Sciences and Technologies.

In addition, a coordinated effort with hydrologist and professor Don Potts brought about the revival of the Montana Climate Office, which had faltered since the previous State Climatologist retired. In 2006, the Montana Climate Office, now within the school, was named by Governor Schweitzer as the official state climate office. Today, professor Kelsey Jencso serves as the state climatologist and his vision has re-energized the office's research programs.

Further, a Climate Change Studies Minor was established in 2007 as an interdisciplinary curriculum, one of the first in the country. It offers opportunities to undergraduate student for study both in Montana and abroad.<sup>108</sup>

## 17. FOSTERING COOPERATION – THREE EXAMPLES

Around 1980, there was an attempt by industry to start a growth and yield cooperative in the inland northwest, similar to a group that existed on the west coast. By 1984, the **Inland**

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<sup>105</sup> Interview, Steve Running Aug.9, 2013

<sup>106</sup> <sup>106</sup> Montana Forest and Conservation Experiment Station Biennial Report for the 1993-1994 Fiscal Years, p xv

<sup>107</sup> Field, C.B., L.D. Mortsch,, M. Brklacich, D.L. Forbes, P. Kovacs, J.A. Patz, S.W. Running and M.J. Scott, 2007: North America. Climate Change 2007: Impacts, Adaptation and Vulnerability. Contribution of Working Group II to the Fourth Assessment Report of the Intergovernmental Panel on Climate Change, M.L. Parry, O.F. Canziani, J.P. Palutikof, P.J. van der Linden and C.E. Hanson, Eds., Cambridge University Press, Cambridge, UK, 617-652.

<sup>108</sup> Based on information from the CFC website

**Northwest Growth and Yield Cooperative (INGY)** had been formed, a loosely connected organization comprised of timber industry, tribal representatives, and consultants and government agencies, which came to be based at the School of Forestry. Governmental agencies joined later. Its purpose is to provide a forum to evaluate growth and yield data and knowledge in the Inland Northwest, and to develop yield tables for the major species on managed land, and generally share information on growth and yield. A small assessment on landowners of \$0.01/acre/year with a limit of \$5,000 provided some research funds.<sup>109</sup> Over time the membership has changed, and the goals have been adjusted to focus on small trees and components of biomass in conifers. The fee has risen to \$0.015 with a limit of \$7,500. In the late 1980s, the school received a grant from INGY of \$30,000 funding mensuration research. This organization remains active with Forestry professor David Affleck as its current director.

Part of a national program of cooperation, **the Rocky Mountain Cooperative Ecosystem Studies Unit (RM-CESU)** was established in 1999 as a regional consortium of university and federal agencies to apply science-based solutions to issues facing federal land managers. The college is the host university for the Rocky Mountain CESU, the most active of these consortia across the nation.

The **Natural Resource Leadership Development Program**, started in 2003, offers training in leadership development to USFS employees in Regions 1, 2, 3 and 4. Senior USFS employees co-teach classes with University of Montana faculty and some private consultants in three one-week sessions. The program is geared at mid-level managers and made particularly important as the fact that 40% of the USFS employees are eligible to retire in the next five years, so there will be many senior level positions to be filled.<sup>110</sup> The program has been quite successful and has expanded to meet an increasing demand. It is interesting to note that near its 100<sup>th</sup> year, the school entered into a program to help augment USFS employees training in perhaps a similar manner that they were able to do with the Ranger School started in 1909.

## 18. GROWTH OF RECREATION

Recreation and its role in forestry had been a topic of discussion for many years within the forestry community. In 1938, at the meeting of the Education Committee of the Society of American Foresters a focal point was “Recreational Use of Forest Lands as a subject for inclusion in professional forestry curricula.”<sup>111</sup> The first graduates in Recreation at the university were two who completed their course work in the class of 1959.<sup>112</sup> While the forestry curriculum was being revised in 1964, Professor Lee Merriam sent a memo to the forestry staff outlining the need more courses in wildlife management, watershed management, and recreation for inclusion in the forestry core. There was slow but steady growth in the Recreation Program and by 1978, eighteen graduated with a B.S. in Recreation

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<sup>109</sup> Interview Alan McQuillan, Aug. 31, 2013

<sup>110</sup> Natural Resource Leadership Program Executive Summary

<sup>111</sup> Memo to Members of the Division of Education of the Society of American Foresters from chair Prof. D.M. Matthews Nov. 30, 1938

<sup>112</sup> This may not have been a degree in recreation, but a specialization of a B.S. in Forestry

Management. From then on student numbers steadily increased from a low at 21 to a high of 30. Master's degrees awarded in recreation management rose to eight in 1997.<sup>113</sup>

In 1981, Professor Joel Meier started a new program for upper-level recreation majors. Known as C.O.R.E. or the Conservation Outdoor Recreation Education Program, it lasted for 15 years and combined classroom discussions with field experience in federal land management agencies. The program ceased when the school incorporated much of the program into the regular curriculum. Today the college offers a B.S. in Parks, Tourism and Recreation Management with either a recreation resources management option or a nature-based tourism option. Over 100 students choose this major within the college and many take advantage of several study abroad opportunities in sustainable tourism, led by professor Keith Bosak.

One significant feature of the recreation program was the establishment by the Legislature in 1987 of the **Institute for Tourism and Recreation Research**. It administers the University Travel Research Program, a legislative mandate. Bob Ream helped shepherd the development of the institute. The bill was proposed using the Lodging Facility Use Tax, known as the "bed tax," to fund the institute. It ultimately passed over opposition of the tourist industry, although now they are supportive of the program. The institute collects information that helps the tourist industry better plan and manage tourism. Now retired Professor Steve McCool was the first director of the institute from 1987 to '93, and a strong supporter from its beginning. The current director is Professor Norma Nickerson. The institute has also conducted tourism analysis for the Forest Service and the Montana Department of Fish Wildlife and Parks, among other agencies.

## 19. BOONE AND CROCKETT CLUB CONNECTION

The Boone and Crockett Club, founded in 1887, by Theodore Roosevelt, determined that the way to commemorate its 100<sup>th</sup> anniversary was to make a substantial investment in a university wildlife program. The involvement of the Boone and Crockett Club in partnership with the university was another important influence on change in the school's program, coupled with the emergence of the school's wildlife program as one of the premier wildlife programs in the country.

Thanks to the diligent efforts of Boone and Crockett's Montana professional members, including Dan Pletscher, Phil Wright (both professors at UM), Dan Poole, John Poston and others, Montana was chosen. First the club purchased a 6,000-acre ranch three hours west of Great Falls, ultimately named the Theodore Roosevelt Memorial Ranch (TRM Ranch) and then agreed to raise money for an endowed chair in wildlife at UM. The faculty member chosen would also be the director of programs at the ranch. Further, the university agreed to raise additional monies to match the Boone and Crockett's endowment, bringing the total to \$3 million, and providing the first fully endowed chair in the School of Forestry.<sup>114</sup> Hal Salwasser was selected as the first professor from the U.S. Forest Service where he had been instrumental in the national development of ecosystem management. Salwasser promoted

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<sup>113</sup> These numbers obtained from an initial review of Commencement programs and may be subject to corrections.

<sup>114</sup> Boone and Crockett Club has since created two additional chairs at Texas A&M and Michigan State but Montana was the first

these concepts when he came to the school. Salwasser was followed as Boone and Crockett professor in 1996 by recently retired Chief of the U.S. Forest Service and wildlife researcher Jack Ward Thomas who served for six years (1996 to 2005). Thomas provided significant assistance establishing the current wildlife program within the school. The current Boone and Crockett professor is Paul Krausman.

## 20. THE BOLLE CENTER FOR PEOPLE AND FORESTS

This center was created in 1994, as a tribute to the school's former dean and conservationist, Arnold Bolle, thanks to a major gift from the Liz Claiborne and Art Ortenberg Foundation. David Jackson, forest economics professor and its original acting director, described the center's goals as:

Developing interdisciplinary educational products that integrate the social sciences, the humanities, the natural and physical sciences and fostering research on how the interaction between humans and forests affects the future and stability of Montana's ecosystems and communities.<sup>115</sup>

The Center has gone on to introduce new courses in community forestry, collaboration and sociology as well as at least two graduate policy courses. Since 2006, the Center has partnered with the Ugyen Wangchuck Institute for Conservation and Environment in Bhutan in developing programs in sustainable forestry and conservation, as well as running a program in Chile. It has sponsored numerous conferences on sustainability and provided training in participatory research (such as in the Upper Swan Valley addressing wildfire impacts), particularly with state and regional organizations on forestry and conservation issues, as well as addressing forest policy issues with the participation of fellow faculty Professor Martin Nie. The existence of the center has brought new opportunities for research and cooperation both local and international, to the school. Dean Jim Burchfield was the first full-time director until leaving to become interim dean and later dean. Professor Jill Belsky is the current director.

## 21. NATIONAL CENTER FOR LANDSCAPE FIRE ANALYSIS

Professor LLOYD Queen founded the National Center for Landscape Fire Analysis in 2001. The center was initially funded through the USFS appropriation, the next year through BLM (Dept. of Interior) and continues to be funded annually through a Wildland Fire Science Partnership. The partnership involves the University of Idaho and the Rocky Mountain Research Station of the USFS.

The Fire Center has three principal parts: remote sensing, incident support, and fire management research. They recently produced a mobile application to transmit information about the fire conditions from positions close to the fire. The center has shared this technology around the country with national parks and forests as well as NGOs like The Nature Conservancy by bringing their remote sensing cameras, called the Fire Intelligence Module, to fires to collect information.

The center provides professional development opportunities for student firefighters. Recently, students formed their own Student chapter of the Association of Fire Ecology and Management. In 2012, the Wildland Fire Sciences and Management Minor was created at the

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<sup>115</sup> MFCES 1993-94 Biennial Report

college. The college also offers a Prescribed Fire Practicum, using prescribed burns both in Florida and at Lubrecht as teaching tools.

As the fires in the west are becoming more frequent and more intense, the value of this program continues to increase and the center brings national recognition to the college for its work.

## 22. CONVERSION TO COLLEGE OF FORESTRY AND CONSERVATION

After about 90 years, the faculty of the School of Forestry spent many months deciding what form their new organization might take. Everything from a new name to the courses to be offered was on the table for discussion. When finished and approved by the Board of Regents, the School became the College of Forestry and Conservation (CFC) and it had divided itself from one unit into three departments: Ecosystem and Conservation Sciences; Forest Management; and Society and Conservation. The programs and degrees offered have changed significantly in the past 100 years from forestry and forest engineering as the only degree options. The college now offers five undergraduate majors: Forestry; Parks, Tourism, and Recreation Management; Resource Conservation; Wildland Restoration; and Wildlife Biology. It also administers academic minors in Climate Change Studies, Wilderness Studies, Wildland Fire Sciences and Management, Wildland Restoration, and Wildlife Biology.

## 23. INTERNATIONAL PROGRAMS

International programs and partnerships have been around since the very beginnings of the school. George P. Ahern led Gifford Pinchot on tours of Montana and then went on, at Pinchot's request, to become the director for the Philippines Bureau of Forestry and established a school of forestry there. There were several years when Philippine students attended the fledgling School of Forestry and, after graduation, took their new knowledge home.

Over the years, especially as the graduate programs increased, foreign student attended the school. Since 1990, the school has focused on helping students study in other parts of the world on a regular basis. Steve Siebert, Professor of Tropical Forestry, was hired as the director of the International Conservation and Development master's program, which "integrates graduate study and international field work." To date, 61 grad students who have completed the program, while another nine are currently working on projects in South America, Africa and Asia towards their degrees. The degree is an M.S. in Resource Conservation with an International Option.

For the past 13 years Professor Wayne Freimund has provided leadership to the International Seminar on Protected Area Management, which brings parks and protected area managers from around the world to Montana each summer. In a three- week program that explores issues of administration, planning, and community integration into protected areas. ISPAM has been recognized as the world's premier mid-career training program for park leaders.

As noted, undergraduate international study is also being encouraged in general study abroad programs. Much of the research being undertaken also has an international component.

## 24. ORGANIZATION FROM WITHIN: CLUBS AND PUBLICATIONS

Early on in the history of the School of Forestry, many of the clubs which exist today were formed. The **Forestry Club** was established in 1914 with a small membership of 12 and meetings were held in the homes of either Dean Skeels or Professor James Bonner. By 1925 there were over 100 members, including many of the Ranger School attendees. In 1963, it was reported as 200. The Forestry Club is perhaps best known for its Foresters' Ball, the first of which was held February 15, 1915, following the example of dances held by the Ranger School. A highlight was that in 1954, the ball was featured in a *Life Magazine* article. Until the new field house floor was installed in the 1970s, heavy equipment was brought in for a log rolling contest and assisting with other temporary construction for the ball.<sup>116</sup> Money raised by the ball goes into a scholarship fund for students who have over 80 hours credit in the Forestry School.

Other annual events sponsored by the forestry club included winter lectures, as well as social activities including fall hikes, a fall dance, a spring picnic which was originally given to honor the seniors before they went off on their spring trip, described earlier.<sup>117</sup> The forestry club smoker, was originally given, according the 1936 *Forestry Kaimin* "as a courtesy to the members of the Forest Service, lumbermen of the community and Forestry Kaimin advertisers in return for the support they give to the Forestry Club." It included a boxing match. The fall smoker re-emerged in the 1960s held at Lubrecht in the fall to bring new and old students together. In 1963, for example, it was combined with a Freshman Weekend and a barbecue put together by Monk DeJarnette, who was famous at the school for his BBQ at these events and at Lubrecht, which had a permanent BBQ pit. In 1948, the club sponsored a "Practical Course," given on Saturday afternoons that included horsemanship and packing, demolitions and care and handling of equipment, with films on fire fighting and telephone repair. These were all deemed necessary for upcoming summer work. The school maintained a close relationship with outfitter Smoke Elser who taught a horse packing course for students.

Finally a brief mention of Bertha the moose is in order. Bertha was the gift of Dr. Carl Schenck in the 1920s and has become the mascot of the Forestry School, despite her forced forays into the Law School. She has recently been "re-furbished" and hangs at the entrance of the forestry building.

To explain more about the club and its past activities, the club is planning its own publication for their centennial. This organization has been the backbone of the forestry students since its inception in 1914. Its existence was touted in the early School Registry, as not all school had such an organization.

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<sup>116</sup> Interview with Alan McQuillan, Sept., 2013

<sup>117</sup> *Forestry Kaimin*, 1933, p. 33

Much valuable information about the School of Forestry and its students, particularly in the early days can be found in the *Forestry Kaimin*, an annual publication started by the Forestry Club in 1915. Except for a few years, it has been published ever since. Its name, following the name of the University newspaper, is a Salish word meaning “anything written.” The format has largely been 6” x 9” though in 1917 and 1922 (when two issues were published) it grew to 9” x 12” and an attempt was made to make it more a research journal. Since the late 1930s it has been 8.5” x 11”. Perhaps the most unusual binding appeared in 1962 and 1962 when Wellwood Industrial Flexwood was used. This was a product of U.S. Plywood Corp., which donated the material as a means of advertising. Initially, the *Forestry Kaimin* contained articles related to forestry, often by authors from the Forest Service, State Forestry or other agencies, as well as articles about the school’s clubs and organizations. Humor and a variety of poetry were also standard fare. In recent years it has become more of a yearbook, with snapshot photos of students and less information about the school or the profession of forestry. It is published by the forestry club, and its fortunes rests with the major commitment of time by the students to produce it in addition to the costs of publishing, which is supported through advertising. Both the college and the university’s Archives and Special Collections at the Mansfield Library have a complete set of these interesting publications.

In this brief summary of Forestry School organizations, mention must be made of the **Montana Druids**, an honorary society that was formed in 1923 for junior/senior forestry students with a grade average of C and above and at least 95 credit hours. Faculty and alumni membership were also included. The *Forestry Kaimin* explained that they were named after the “ancient tree worshipers or Druids of the British Isles and a shield bearing an M and the leaf of a white oak was chosen as the emblem.”<sup>118</sup> In the 1930s, the Druids produced a newsletter for alumni, which became especially important to them during WWII. Interestingly, as they delved into the alumni lists, the first forestry graduate now appears to have graduated in 1904, prior to any forestry courses being offered at the university. Years after, as each succeeding *Forestry Kaimin* proudly listed its alumni, Page Bunker leads the list. He did indeed have a career in forestry including being the first municipal forester in the country (Fitchburg, Mass.) and later the first state forester of Alabama. His degree from Montana was a classical B.A. The other three graduates, John Jones (1906), James Bonner (1907), and Charles Farmer (1909) were all engineering graduates. Both Charles Farmer and James Bonner went on to teach in the forestry school.

Athletics figured early as an important activity of the foresters. A rifle club was formed in 1920, mostly spurred on by the men in the Ranger School. Although that school was discontinued, the club re-grouped and continued on through the 1930s. It does not appear to have been revived after WWII. Football, basketball, track, and boxing as well as intra-mural sports all were represented by the forestry students. The forestry school baseball team won the Inter-Collegiate contest of 1927-28. In 1974, the first Annual Winter Olympics took place at Lubrecht, though it appears to have been limited to forestry students.

In 1927, lacking the annual rivalry between the Shorthorns (Ranger School) and the Longhorn (regular students,) there was a competition set up between the lumber industry, the

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<sup>118</sup> *Forestry Kaimin*, 1924, p. 54

Forest Service, and the forestry school including sawing and chopping contests.<sup>119</sup> Today these contests are carried out by the Woodsman's Team at intercollegiate gatherings (Conclaves of Western Forestry Clubs) or at the Annual Forestry Days hosted at the Historical Museum at Fort Missoula.

The national forestry honorary Society, Xi Sigma Pi, formed a chapter on the Missoula campus in 1960. The organization had been founded on the University of Washington Campus in 1908. As stated the objectives were to "secure and maintain a high standard of scholarship in forestry education, to work for the up building of Forestry, and to promote fraternal relations among earnest workers engaged in forestry activities."<sup>120</sup>

Various disciplines within the school have had their own clubs. There was a Range Club, a student chapter of the Wildlife Society, the Student Recreation Association, and the Forestry Graduate Student Organization. The organizations depend on student and faculty enthusiasm. In recent years the student chapter of the Society of American Foresters has been active. Current student clubs include American Fisheries Society, UM Student Association of Fire Ecology and Management, Forestry Student Association, Montana Druids, Society of American Foresters Student Chapter, Student Recreation Association, UM Society for Ecological Restoration; Wildlife Society Student Chapter; and the Woodsman Team.

## 25. SCHOLARSHIPS AND AWARDS

Scholarships for forestry students deserves a brief mention in this overview of because the college offers a large number of awards to students. Some honor past professors including Mel Morris, Tom Spaulding, Fay Clark, Ken Davis, and Les Pengelly. Others honor forestry students who have passed away. Some, such as the Society of American Foresters award, come from external organizations. There are more than 70 listed on the CFC web site which in 2012 totaled \$88,000 in awards to students.

## 26. REMEMBERING

Professors also answered the call for participating in WWI. As noted in the Announcement of 1918, some fifty students, and half of the faculty (Dean Skeels, Thomas Spaulding and James Bonner) were all serving in the armed forces.<sup>121</sup> But as the announcement noted, there was an unprecedented demand for lumber in America as well, and therefore a need for trained foresters. It urged prospective students to consider Montana State University. And to further accommodate students, the university the year before had adopted a four-quarter system to allow students to leave at the close of a quarter without losing credits. The school had more men serving overseas than any other comparably sized school in the country.<sup>122</sup>

When the veterans returned from the war, the forestry school was there as well. It was among the first schools to participate in vocational programs under the Veterans Bureau for returning veterans. Some 137 men enrolled in MSU's program although a number went on to

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<sup>119</sup> *Forestry Kaimin*, 1927, p. 60-64

<sup>120</sup> *Forestry Kaimin*, 1973-4, p.22.

<sup>121</sup> The School of Forestry Its Plans and Purposes – University of Montana Booklet No. 17 (1918)

<sup>122</sup> 100 Years of Forestry at the University of Montana-Missoula 1913-2013, Carlie Magill, Archives & Special Collections, University of Montana, p. 7.

other forms of vocational training or had to return to hospitals for more rehabilitation. Many had not attended formal school for 10 or more years. A small sample of how well they did, compared to the regular forestry students is below.

**Participants in the Veteran’s Vocational Training program compared to Regular Students**<sup>123</sup>

Date	# of Veterans	# on Honor role	# of Regular Students	# on Honor role
<b>Fall 1923</b>	25	6	62	4
<b>Fall 1924</b>	15	4	71	2
<b>Winter 1924</b>	29	11	n/a	n/a
<b>Winter 1925</b>	22	7	58	3
<b>Spring 1925</b>	15	4	68	4

During World War II, again most of the students signed up and went to war. Some 31 faculty from all over campus went to war.<sup>124</sup> Merriam’s history tells us that three months after the war was declared some 700 men from the 317 College Training Corps of the Army Air Force were stationed on campus and had to be housed and trained which caused major disruptions on campus. He goes on to say that the Schools of Forestry, Business, Law, and Pharmacy “especially suffered loss of students as their work appealed primarily to men.” However, at the end of the war, “Forestry flourished,” attributable to the boom in building after the war, and the population increases which created a demand for lumber among other things.<sup>125</sup>

The school dedicated a bronze bell in the Main Hall tower in memory of the students who died in WWII, with an inscription that reads, “To the inspiration and devotion of all those foresters whose fight for conservation protects our birthright.”<sup>126</sup>

The Mann Gulch fire in 1949 killed 13 men, of which three were forestry students. In 1953, the school together with the Region I office of the USFS, also dedicated a bell to the memory of all 13 men.<sup>127</sup>

**27. THE PATH AHEAD– SOME THOUGHTS FROM DEAN JIM BURCHFIELD**

The first hundred years of the College of Forestry and Conservation traversed one of humanity’s greatest achievements – a commitment to apply forethought to our relationship with nature. From our beginnings as a Ranger School ensuring that our lands were surveyed and inventoried, to our present dedication to the sustainable management of our lands and waters, we encouraged people to participate in shaping their futures. We have applied our most powerful tool for common understanding – science – to help light the path ahead, and we have shared this learning freely and openly with those around us. We have dedicated

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<sup>123</sup> *Forestry Kaimin*, 1925

<sup>124</sup> Merriam, p.105

<sup>125</sup> Merriam, p. 105

<sup>126</sup> Magill, p.10

<sup>127</sup> Magill, p.11

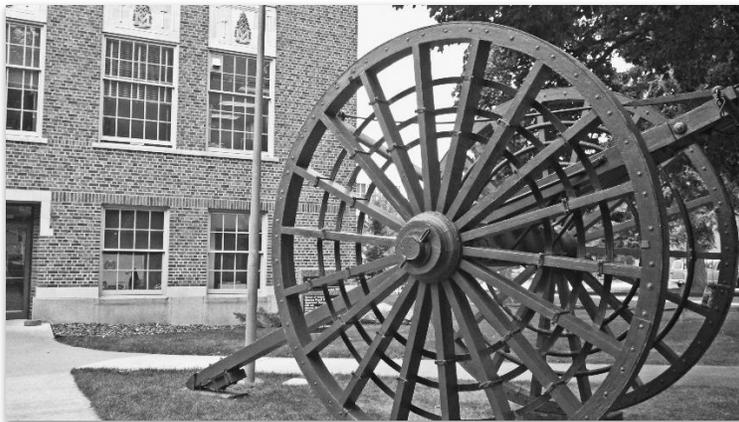
ourselves to future generations by teaching those who come as either students or friends. We celebrate our alumni whose careers have led the way to sustain our common heritage. Throughout history, people who arrive in Montana have recognized the special beauty and power of this land. Those who have graced this college embrace the responsibility to spread this inspiration.

The management of natural resources has and always will invite controversy. We do not shy away from these debates, but encourage them. We are not afraid of the hardest questions. Courageous giants like Spaulding and Bolle did not back down under pressure, but spoke forcefully of the truth that they could see. Our tradition welcomes skepticism because we know that only through experimentation and clear-eyed observation can we manage the challenges ahead. Although we may disagree, we will always show respect; although we may be uncertain, we will continue to strive; although we might err, we will always try again; although we may discover, we will always be humble.

As we look toward the next 100 years we see that our work is far from over. We have much to learn and much to do. Like the natural systems we study and cherish, we must remain resilient and adaptive to the coming upheavals of a dynamic biosphere and the societies that inhabit it. Our strategy will be characterized by an active curiosity and a hands-on approach where our students engage in real problems, our faculty extend the reach of our knowledge, and our neighbors trust us as reliable colleagues. We will do our tasks with joy, since this is joyful work. This was expressed well years ago by Dean Ross Williams, who advised incoming students in his *Montana Forester's Book*, "Foresters are a friendly people, strong in cooperation and group spirit." We will keep this group spirit strong for we are all in this together, sharing a fragile planet that requires dedicated conservation leaders. From the sturdy foundation of our first century, we move ahead with confidence.



*Moving the High Wheels onto campus in 1933.*



*The High Wheels today.*

In 1932, the Anaconda Company Greenough Lumber Camp donated a set of Michigan logging wheels, or high wheels, to the School of Forestry. These specially designed large wooden wagon wheels were invented in 1875 by Silas Overpack to drag logs through the forest. This extended the logging season in northern Michigan, which was the nation's leading producer of timber in the late 1800s. Authentic Overpack high wheels are identified by their red color.

Here at the College of Forestry and Conservation, the high wheels have traditionally been used to help publicize Foresters' Ball. In the past, the high wheels were brought to the Oval the week before the Ball. The high wheels also used to roll in the UM Homecoming parade. Over the years, much of the original wooden structure has been replaced; today only the iron is original. In 2013, the Druids club re-painted the wheels in the traditional red color.



Montana historian and author Minie Smith researched and wrote this history of the University of Montana's College of Forestry and Conservation on the occasion of our centennial in 2013-2014.

As noted in this history, the Montana legislature approved the school in 1913. The first official classes were held in September, 1914.

The college celebrated its centennial in September, 2013, with more than 150 alumni returning to campus. We look forward to our next 100 years!

**MONTANA'S SCHOOL OF FORESTRY: HIGHLIGHTS OF 100 YEARS**

Written by Minie Smith

Published in 2014

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