

MAURICE RAYMOND CULLEN, JR.

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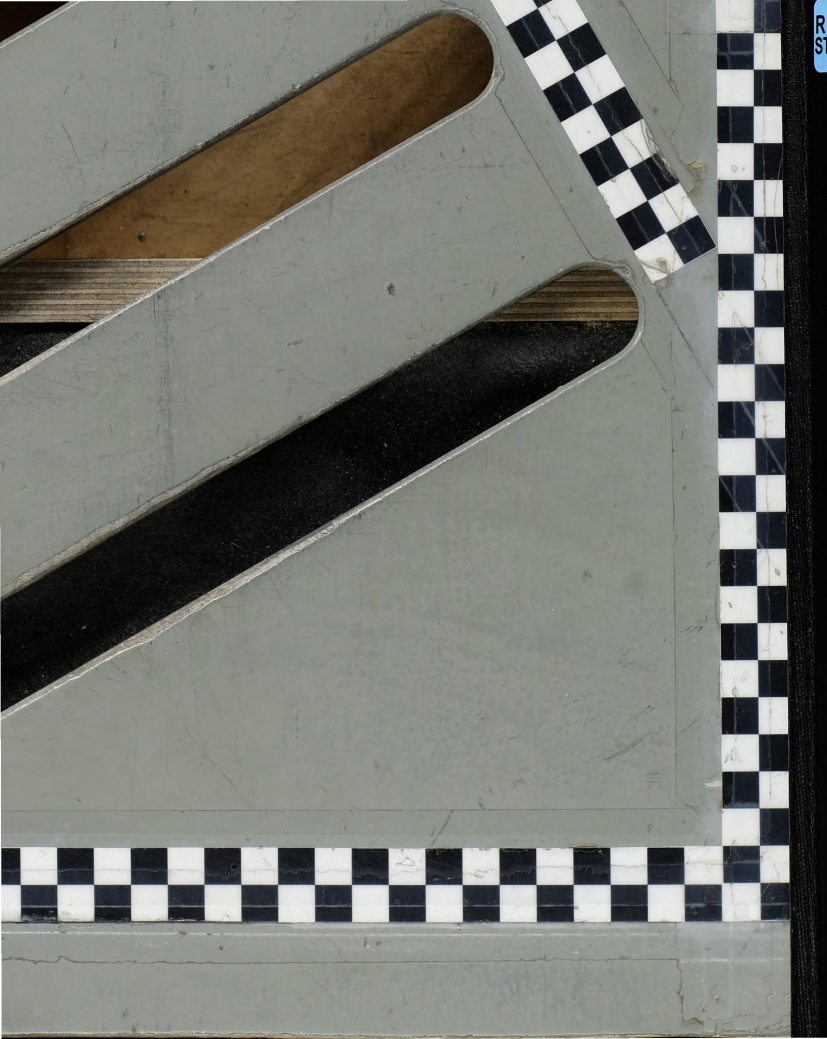


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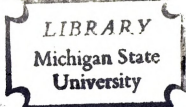




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THE PRESIDENCY OF JONATHAN LEMOYNE SNYDER
AT MICHIGAN AGRICULTURAL COLLEGE, 1896-1915

Thesis for the Degree of Ph. D.
MICHIGAN STATE UNIVERSITY
Maurice Raymond Cullen, Jr.
1966



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The Presidency of Jonathan LeMoyne Snyder

At Michigan Agricultural College, 1896-1915

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ABSTRACT

THE PRESIDENCY OF JONATHAN LEMOYNE SNYDER AT MICHIGAN AGRICULTURAL COLLEGE, 1896-1915

by Maurice Raymond Cullen, Jr.

This study of Jonathan LeMoyne Snyder is significant because of what it reveals about American higher education during a time of difficult social and economic changes, and how one college president, through his flair for creative, dramatic leadership, succeeded in meeting them.

Snyder was born into a large but poor farming family near Slippery Rock, Pennsylvania, on October 29, 1859. Each of the eleven Snyder children assisted the others until ten had secured college degrees. Jonathan Snyder received the B. A. from Westminster College, and became principal of a local village school. A year later he was elected Butler County Superintendent of Schools, and became one of the founders of Slippery Rock Normal School. Later, as principal of the Fifth Ward School, in Alleghany, one of the nation's largest schools, his work in manual training and home economics earned for him a reputation as an educational innovator and sound planner. In 1891, he received the Ph. D. degree in philosophy and psychology from Westminster.

Meanwhile, the progress of higher education in America had slackened due to economic depression and general public apathy. At the Michigan Agricultural College, enrollments were down, public confidence in its

programs had all but disappeared, students were in open rebellion, and some opinion leaders advocated abandoning the college entirely. In 1896, after a succession of presidents had failed to stem the tide, the Board of Agriculture turned to 36-year-old Jonathan LeMoyne Snyder.

Drawing on his varied experiences, Snyder's efforts to revive the institution met with immediate success. He instituted a Women's Department in the fall of 1896 to support a growing interest in higher education for women. He also developed offerings in forestry and veterinary medicine, and strengthened existing programs. In addition, he undertook a massive program of advertising and public relations to bring the college closer to the farmers of the state. Annual excursions brought thousands of farmers and their families to the campus each August to see first-hand what the institution had to offer. He discontinued required student labor, changed the long annual vacation from winter to summer, expanded institute work, short courses, and experimental and extension activities. Entrance requirements were brought up to par with the State University, curricula were improved, and the instructional staff was strengthened, and equipment improved. Enrollments increased during the first year, and continued to grow throughout Snyder's administration. The economic boom of 1897 assisted Snyder's planning significantly, and the entire posture of the institution underwent dramatic changes.

By 1914, the one-tenth of a mill tax revenue which helped support the college proved inadequate. Snyder and the Board appealed for an increase to one-fifth of a mill. Led by a legislator, who, while a student at MAC, had run counter to Snyder's discipline code, the House Committee

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cut the increase to one-sixth, and included a crippling ceiling on expenditures for the engineering program, long a contentious element to some farming interests. Those close to developments recognized the moves as a means of embarrassing Snyder. Then the State Supreme Court ruled that the Board alone could regulate college funds, that the entire bill was unconstitutional, and MAC had to return to the original one-tenth of a mill plan. Rumors hinted that unless Snyder resigned, the Legislature would be even more punitive when considering future appropriations for the college.

To avoid having harm brought to MAC, President Snyder submitted his resignation, effective June, 1915. The Board elected him President-Emeritus, and Snyder retired to his farm in East Lansing. He died on October 22, 1919.

THE PRESIDENCY OF JONATHAN LEMOYNE SNYDER
AT MICHIGAN AGRICULTURAL COLLEGE, 1896-1915

By

Maurice Raymond Cullen, Jr.

A THESIS

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1966

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CHAPTER I

A PRESIDENT IS ELECTED

When the State Board of Agriculture, the governing body of Michigan Agricultural College, met on February 10, 1896 it was for the purpose of electing a new president for the institution. The minutes of the meeting state only that "J. L. Snyder had six votes and F. W. Marbury had one vote. J. L. Snyder of Alleghany, Pennsylvania was declared elected president of the college at \$3200 per annum and house, salary to begin when he takes charge."¹ It was a terse announcement which veiled much that could not be gleaned from the minutes themselves. For Jonathan LeMoine Snyder had been elected president of the college at what was probably the most critical point in its history, a time when the college had seemingly lost its way.² Over the years its enrollment had been decreasing,³ many of its faculty were moving to greater opportunities elsewhere, the institution had all but lost the support of

¹Minutes of the Meeting, February 10, 1896, Michigan State Board of Agriculture, Lansing, Michigan.

²The Wolverine, Published by the Class of 1901, Michigan Agricultural College, Lansing, Michigan, 1900, p. 27.

³Board Minutes, September 10, 1895.

public opinion,⁴ and some impassioned critics advocated turning the campus into a prison farm or even an insane asylum.⁵

If that were not enough to shake the confidence of President-elect Snyder, a glimpse of the trials of his immediate predecessors must have given birth to a covey of qualms. Not since the administration of Edwin Willits, who succeeded President Theophilus Capen Abbot in 1884, had a record of achievement characterized the fortunes of the college. In the seven years that intervened between Willits departure and the election of Snyder, two presidents--Clute and Gorton--had failed to ward off the deteriorating influences which threatened to completely discredit the institution.

Edwin Willits, principal of the State Normal School and a former congressman, succeeded President Abbot on July 1, 1885. His administration was a prosperous one for the college as enrollment and services increased. New faculty with impressive credentials joined the staff, a number of new buildings went up, and new mechanical and engineering programs were developed.⁶ In April, 1889, President Willits's resigned to become Assistant Secretary of Agriculture in Washington.

Oscar Clute assumed the presidency of MAC in May, 1889. A graduate of the college and a former clergyman, he was unfortunate

⁴Howard Edwards, Clinton D. Smith, F. S. Kedzie, "Report of Committee Appointed to Investigate Attendance at the Agricultural College," Made to the Board of Agriculture of the State of Michigan, Feb. 21, 1896.

⁵News Clipping, University Historian's Collection. Hereafter referred to as UHC.

⁶W. J. Beal, History of the Michigan Agricultural College (East Lansing: Published by the Michigan Agricultural College, 1915) p. 82.

enough to take over the responsibilities of chief executive officer just as internal dissension became rife and the college came under bitter attack from without. Students rose up in near rebellion against Samuel Johnson, a professor of agriculture, who seemed to have a talent for inciting the worst in his charges. A variety of faculty problems erupted as well and three members tendered their resignations. Worst of all, the reputation of the college itself came under direct fire from the agricultural interests of the state who claimed that the institution was placing too much stress on science and engineering and too little on agriculture.⁷ In 1891 the Senate cut appropriations for the college by \$7,000. (Four years later it would provide no funds at all beyond what was needed for building repairs, institutes, student labor, and weather services.) Chaos was averted with the passage of the Second Morrill Act by Congress in 1890. This provided the school with \$15,000 per year which was to be increased gradually to a maximum of \$25,000. In spite of this windfall, enrollments continued to fall off as farm incomes declined. But the economic problems, of themselves, were not sufficient cause for MAC's drooping attendance. Other colleges in the state were increasing their enrollment figures at the same time. The poor public image projected by MAC at this time, particularly as reflected in the statewide press, contributed a lion's share to the plight in which the institution found

⁷The M.A.C. Record, I, No. 16 (April 28, 1896), p. 2. Hereafter referred to as MACR.

itself.⁸ If all this were not enough to break Clute, epidemics of diptheria and measles hit the campus, laying low both students and faculty, and giving the place the reputation of a pesthole. The Botanical Laboratory was destroyed by fire, and faculty raiding by other colleges cost MAC ten of its teaching staff. Oscar Clute became president only to be overwhelmed by an avalanche of crises which, in the end, drove him to less stress-filled climes. In 1893 he resigned to become president of the Florida Agricultural College.⁹

With Clute's departure came the third president in eight years. Lewis Griffin Gorton, a bulky six-feet, two-inches in height and two hundred and fifty pounds heavy, came to the presidency from public school work. He was thirty-three years of age. With no knowledge of agricultural education and no college administrative experience whatever, Gorton, the evidence indicated, stood little chance of improving on Clute's record. Still he was a man of some ability, and appeared to have earned the respect of the student body from the outset. But trouble continued to brew from the deep-seated discontent of the students until it climaxed in open rebellion over the Gallup Case in the fall of 1895. The general spirit of dissatisfaction burst into open hostility when the faculty expelled E. E. Gallup, a college senior, for staying away from classes in order to work on a speech he was to deliver for an oratorical contest.

⁸The Union Lit., Publication of the Union Literary Society, Michigan Agricultural College, III, No. 10 (Dec. 7, 1895), p. 4

⁹Michigan State Board of Agriculture (now Board of Trustees) Annual Report, 1893, p. 25. Hereafter referred to as MSBAR

The student body circulated a petition calling for reconsideration of the decision and a revision of some of the MAC regulations. When presented to the faculty, the petition--bearing the signatures of almost the entire senior class--was rejected outright. Some students resigned from the college in protest, and others threatened to follow suit.¹⁰

The storm of controversy that quickly developed over the Gallup incident, added to a bevy of other existing problems, spelled the end for President Gorton's regime. No president's report is included in the official volume published by the Board for the 1895-96 academic year, and whatever clashes of personalities might have been connected with the change in administration are difficult to determine.¹¹ The report referred only to the dismissal of President Gorton due to "lack of harmony in the faculty" and "lax discipline".¹² The minutes of the November 11th meeting of the Board reveal only that certain action was taken: "Resolved that L. G. Gorton, president of this college, is hereby given indefinite leave of absence from this day and that his salary continue until December 31, 1895." Mr. C. J. Monroe, a Board member, was appointed to serve as temporary president until a new selection could be made.¹³

¹⁰The Speculum, Student Literary Magazine, Michigan Agricultural College, XIV, No. 4 (Nov. 15, 1895), p. 72.

¹¹MSBAR, 1896.

¹²The Michigan Farmer, XXVIII, No. 20 (Nov. 16, 1895), p. 312.

¹³Board Minutes, Nov. 11, 1895.

The departure of President Gorton--seemingly another file in what promised to be an endless parade of presidents for MAC--opened the wounds of controversy anew and the college came under a barrage of public wrath which threatened to outdo all that had gone on before. The severity of these assaults--coming from all quarters--was aptly reflected in an editorial published in The Union Lit., a publication of the Union Literary Society of the College which customarily restricted itself to less bellicose commentary. The editorial pointed out that, while the attacks by the press were aimed at the State Board, they could not help but spend themselves on the college as well, that "the accumulated venom of years has been poured forth upon the college in one huge torrent." So clouded were the issues, so confused was the public, that it would be impossible for fair-minded citizens to recognize the truth.¹⁴ In its regular meeting held on December 21st, the Union Literary Society concluded that if confidence in a new president were to be forthcoming, the man selected must of necessity have broad experience as a college administrator.¹⁵ If that statement reflected the views of any sizable number of MAC students and supporters, especially as it called for a man well established in higher education, there must have been some disillusioned souls on the campus the following February when Jonathan LeMoyné Snyder became president. While his academic and professional experiences were impressive, the new leader, like Gorton before him, brought no

¹⁴The Union Lit., III, No. 10 (Dec. 7, 1895), p. 4.

¹⁵The Union Lit., III, No. 11 (Jan. 4, 1896), p. 6.

background in college-level work to the agricultural institution. And, for many accustomed to seeing presidents come and go with the regularity of the seasons, he must have appeared as another link in a battered chain that stretched off into an unknown and precarious future.

But Snyder's background was deceiving. At thirty-six, he already had a reputation as an educational innovator, a superb planner, a doer of academic deeds surprising for his time. And he had succeeded in implementing his ideas.

Jonathan LeMoyne Snyder was born on October 29, 1859, on a farm near Slippery Rock, Pennsylvania, a town so named because a horse slipped on a rock in a nearby stream.¹⁶ Reared in an environment which placed great store by learning, each of the eleven Snyder children helped the others both academically and materially until ten of the eleven received college training. Jonathan attended the Preparatory Division of Grove City College before moving on to Westminster College where he proved to be an outstanding athlete and debater. After earning his B. A. degree with the Class of 1886, he became principal of a local village school until, a year later, he moved up to become Superintendent of Schools for Butler County. Almost immediately he set about trying to find ways and means of increasing the effectiveness of his teachers and, in this pursuit, he became a leader in the group which founded Slippery Rock Normal School, now Slippery Rock State College. In addition, he introduced into his rural schools a graded course of study which became something of

¹⁶William Young Brady, "Brodhead's Trail Up the Alleghany, 1779;" The Western Pennsylvania Historical Magazine (Pittsburgh: The Historical Society of Western Pennsylvania, 1954-55), XXXVII, p. 19.

a novelty for that period. He resigned the superintendency before his three-year term expired to become principal of the Fifth Ward School in Alleghany (now part of the City of Pittsburgh), one of the largest schools in the nation. Here again he proved himself to be an innovator and sound planner by establishing a free kindergarten and programs in home economics and manual training. A separate building was constructed to house the manual training facilities, the first of its type in that section of the United States. While devoting the major portion of his time and effort to his work, he managed to give enough of each to further study in psychology and philosophy at Westminster, and in 1891 he received the Doctor of Philosophy degree from that institution. The following year he married Clara Maud Mifflin of North Washington, Pennsylvania, by whom he would have three sons.¹⁷ With all his educational and professional achievements, Snyder kept up his interest in agriculture, its problems and promises, and continued to work the family farm at Slippery Rock during vacation periods.

When the general discontent which characterized the Michigan Agricultural College in the mid-1890's culminated in the dismissal of President Gorton, the story received wide circulation in the statewide press. Mrs. Snyder's brother, Elgin Mifflin, resided in Lansing at the time, and when the Gorton story broke, he promptly sent one of the news clippings to Dr. Snyder and urged him to apply for the position. Snyder was interested. He requested colleagues and friends, some of them known to the Board, to submit letters of recommendation for him. Some who wrote on his behalf were President Francis W. Parker of the Cook County

¹⁷MACR, I, No. 6 (Feb. 18, 1896), p. 1.

Normal School, Mr. Albert Maltby, Principal of the State Normal School at Slippery Rock, Mr. N. C. Schaeffer, Superintendent of Public Instruction for Pennsylvania, and about ten others.¹⁸ In his own letter to the Board, his views were expressed clearly and to the point. On the matter of the Board's interest in a candidate having broad experience in college work, Snyder replied: "It seems to me that my training has fitted me much better for such a position as the presidency of your college than experience in a professor's chair would have done" He pointed out, too, that his family had been engaged in farming for many years, that he still worked the Slippery Rock farm each summer, and that he owned farm land in Nebraska and Iowa. In addition, he urged the Board members to visit with him in Alleghany to appraise, on the scene, the work he was doing there.¹⁹ During the 1895 Christmas vacation, he traveled to Lansing to visit each Board member at his home.²⁰ It is evident that Dr. Snyder possessed certain abilities sorely needed by the college, and which Board members weighed heavily on their way to selecting him for the presidency. His work in vocational education, though not on the college level, had equipped him with an abundance of practical experience of considerable value to MAC. For this was an institution primarily concerned with vocational education; the recommendations of the Edwards Committee sought to establish greater rapport between the college and the agricultural interests. Snyder had also

¹⁸Recommendations for Jonathan LeMoyne Snyder, Presidency of MAC, 1895-96, UHC.

¹⁹Application letter, 1896, UHC.

²⁰Biographical data on Jonathan LeMoyne Snyder, Unpublished Manuscript, UHC.

developed a successful program in home economics education at Alleghany, and the Edwards Committee had urged the establishment of a program for women at MAC; again, Snyder's practical experience proved to be a major factor. His active participation in the founding of Slippery Rock Normal School indicated his appreciation for and competence in the construction of worthwhile academic programs based on existing needs, another strong point in his favor. And certainly his record of achievement as a public school administrator stood him in good stead with the Board as a candidate who would be able to work with the public school officials of Michigan in order to boost enrollments at the college. Hence the man had a great deal to offer as chief executive of MAC, and the Board quickly recognized it.

When J. L. Snyder accepted the presidency of MAC in February, 1896, he became the first president in the institution's history to hold an earned doctorate. His was only the second doctoral degree on the existing faculty, and the other, belonging to Prof. W. J. Beal, was an honorary degree. After his election, he and Mrs. Snyder remained in Lansing for several weeks so that he could meet his faculty and members of the student body. Semmingly he impressed most of them. At a function held at the chapel, he told the assembled students that "a board of trustees and a faculty can not make a college; it takes students,"²¹ which must have electrified his audience with the Gallup incident still smouldering in the background. On Friday evening, February 21st, a reception was held in the library for President-elect and Mrs. Snyder

²¹ The Union Lit., IV, No. 1 (March 2, 1896), p. 4.

and one hundred persons attended.²² And when he officially took charge of the college in March, 1896, The M.A.C. Record, a college publication, saluted the event with a healthy optimism which suggests that J. L. Snyder had indeed made his mark on the MAC community: "In assuming the duties of President of this College he comes among strangers, but strangers who welcome heartily their new leader, and who are ready to bear with him his burdens and to rejoice in his successful achievements."²³

²²MACR, I, No. 7 (Feb. 25, 1896), p. 2.

²³MACR, I, No. 11 (March 24, 1896), p. 2.

CHAPTER II

DESIGN FOR CHANGE: THE FIRST YEAR

When Jonathan LeMoyne Snyder took over the presidency of Michigan Agricultural College in the spring of 1896, he applied himself to his tasks with a vigor that had not been recognized in that office for some time. Snyder believed in an active presidency, in the "personal touch" approach to administration in which the executive officer must personally involve himself on every level; this he carried out during his entire nineteen years in office. Much of the voluminous paper work he handled himself. His personal notes went out to any and all who indicated even a slight interest in the college. He wrote to the parents of potential students;¹ he wrote to parents about student problems when he felt it appropriate to do so or when the parents themselves had intervened.² And he responded in the same manner to complaints and attacks from outside the college, always with a firm grasp of the problem, always probing the troubled spot in a friendly, cooperative manner.

A man of deep moral and religious convictions, Snyder served

¹Letter to Mr. V. V. Newell, Holyoke, Mass., Dec. 19, 1898, University Historian's Collection. Hereafter referred to as UHC'.

²Letter to Mrs. May Knaggs, Bay City, Mich., Dec. 12, 1898, UHC.



for a number of years as an elder of the First Presbyterian Church in Lansing.³ He interested himself in the proper overall development of the young people in his charge.⁴ So convinced was he that his students should be exposed to no unsavory or questionable experiences that he once dismissed a woman instructor for having danced at student gatherings.⁵ Yet the image of strict moralist would not accurately portray the real man. One acquaintance described him as possessing "the gentleness of a child, yet has the firmness characteristic of great minds."⁶ There was a kindliness about him and a sensitivity which indicates that he could readily empathize with others as well as suffer when aggravations and disappointments were thrust upon him.⁷ With the enormity of his responsibilities he remained devoted to his wife and three young sons who lived with him in the rambling president's house at the heart of the campus.⁸ With all these things, he was first an educator dedicated to the progress of his students, a man who worked diligently to bring about change when old ways no longer sufficed. He became president of Michigan Agricultural College at a time when change must serve as the force to raise the institution out of the doldrums. He accepted the challenges

³"Mrs. Clara Maud Mifflin Snyder," Unpublished Manuscript, UHC.

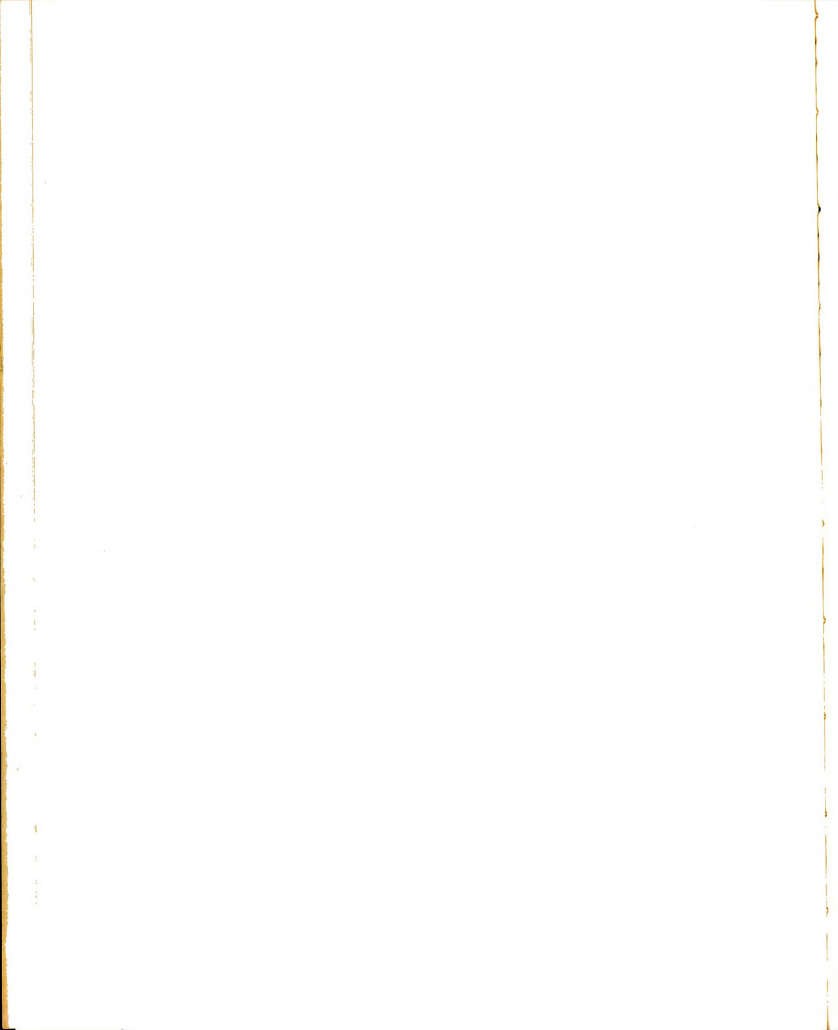
⁴Letter to Mrs. Sickles, Oct. 2, 1899. UHC.

⁵Letter to President E. A. Bryan, Pullman, Wash., March 11, 1903, UHC.

⁶Letter from Mr. R. A. Clark to The Union Lit., IV, No. 2 (April 3, 1896), p. 3.

⁷Letter to Prof. George H. Lamb, Youngstown, Ohio, Dec. 2, 1898, HC.

⁸Beal, Agricultural College, p. 396.



from the outset; he was prepared to bring major changes to the campus.

In the early years of the twentieth century, Professor William J. Beal wrote his history of the Agricultural College after a lifetime of service to the institution. Looking back through his forty-year association with the college, he saw fit to underline some of the root problems which had plagued MAC back to the administration of President Abbot and, even now, confronted the new order under J. L. Snyder. To create and implement the changes necessary if the college were to take a new, positive direction, Snyder had to cope with problems deeply imbedded in the past. In his history Beal wrote:

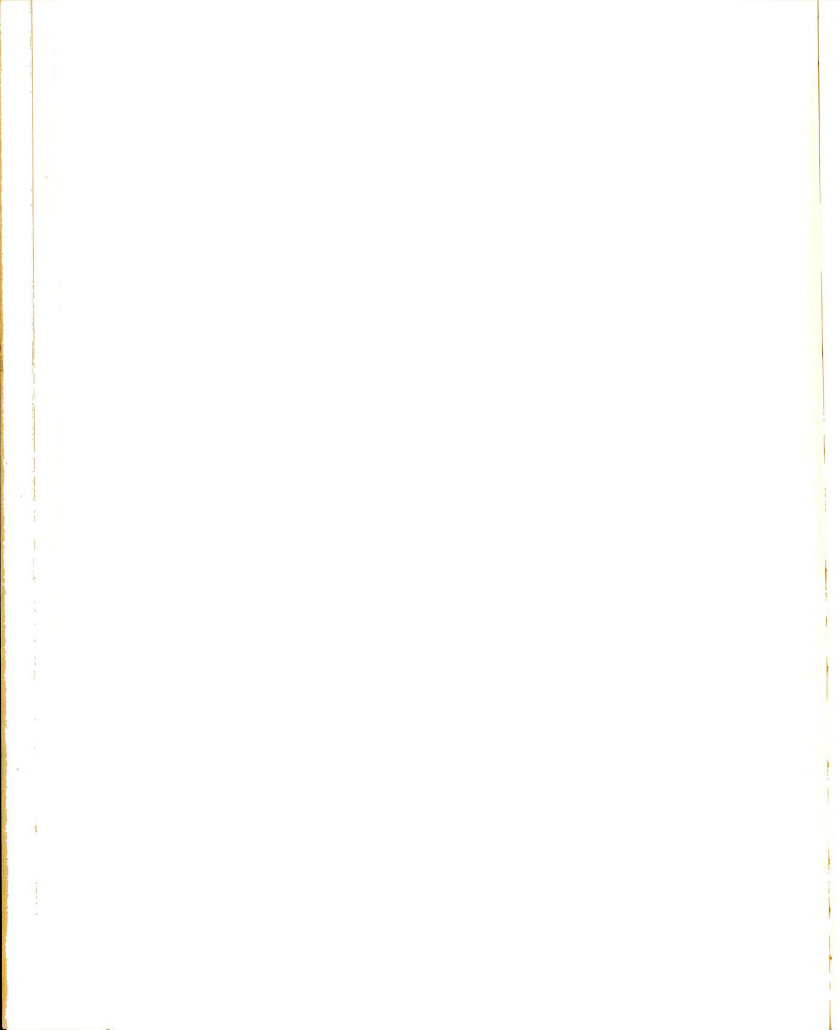
The College was embarrassed by starting in the woods nearly thirty miles from a railroad, with horrid wagon roads intervening, and by having no model to follow. It was sorely pinched for means for growth; it was rent by the civil war; it was harassed by efforts to make it a school of the university. For most of his (Abbot's) term of office, there was but one course of study for all, with no electives. Trouble came from the employment of a number of men ill fitted for the work they attempted; the management of compulsory student labor added much to the difficulties; the teachers were overworked for fifty-two weeks in the year ...⁹

These were grievances of long standing which, if anything, had worsened over the years until, by the time Snyder arrived, the situation was bleak.

While there was much that was good about the campus in the 1890's, much required drastic improvement, and it became Snyder's responsibility to bring this about.

The slow growth and development of MAC during its early years came about as a result of many factors, some of them sketched above by Beal. Other factors existed as well. One of the major trouble spots

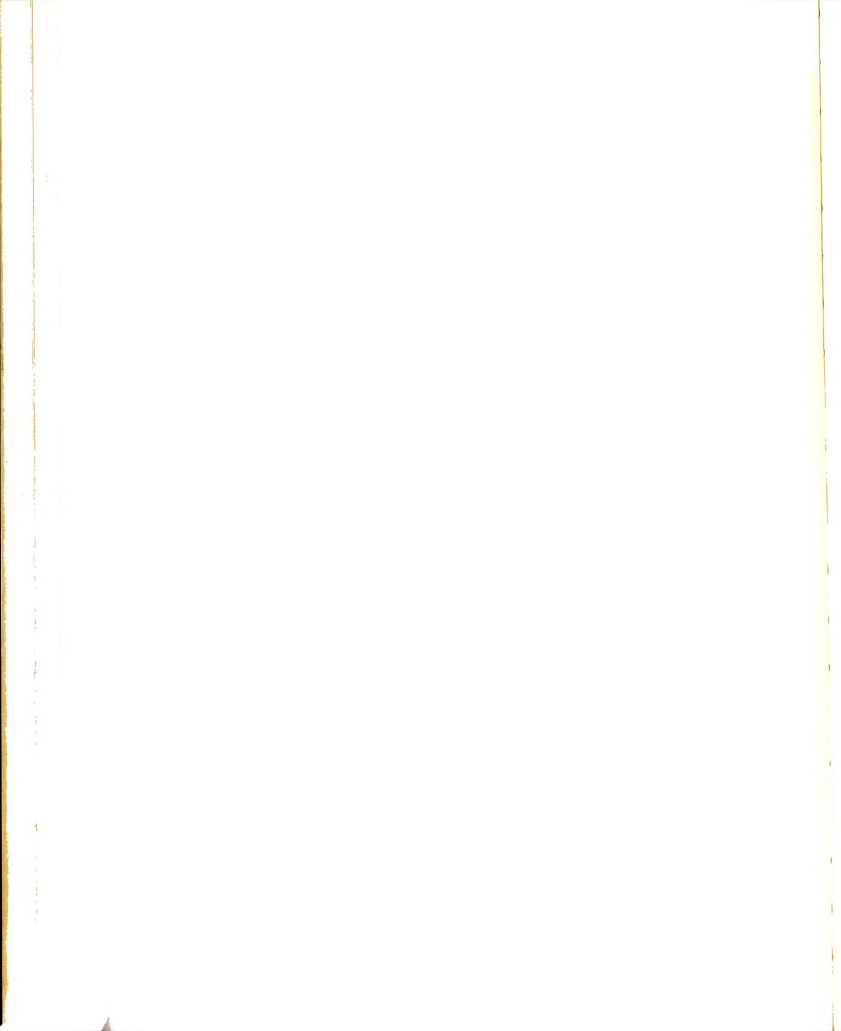
⁹Beal, Agricultural College, p. 81



lay in the administration of the college itself. The State Board of Agriculture and the State Legislature had insisted on restricting the academic work of the institution almost entirely to agriculture. These two divisions of government controlled the administration and they controlled the purse strings. A president could do little under such circumstances, even a competent, determined president, to bring about constructive changes and sound, creative leadership. The frequent departures in the office of president since Abbot's day offer some indication of the complexities and frustrations of the office. And these frequent changes, in turn, weakened the image of the college itself, caused the public to lose confidence in it, and reduced to a trickle the flow of new students to its doors.¹⁰

Around the turn of the century it became apparent to those seriously concerned with the overall operation and development of Michigan Agricultural College that the old ways were no longer good enough, that sweeping changes must come in the courses of study, in the administrative structure, and in other aspects of management if the school were to prosper. Even the Board recognized the looming crisis and appointed a faculty committee in the fall of 1895--made up of Howard Edwards, C. D. Smith, and F. S. Kedzie--to study the problems which had stymied the college for so long, and to recommend measures to put the institution on solid footing. The Edwards Committee reported back to the Board with their findings and recommendations a week after the election of J. L. Snyder to the presidency. And while the committee's work predated his

¹⁰Board Minutes, Sept. 10, 1895.

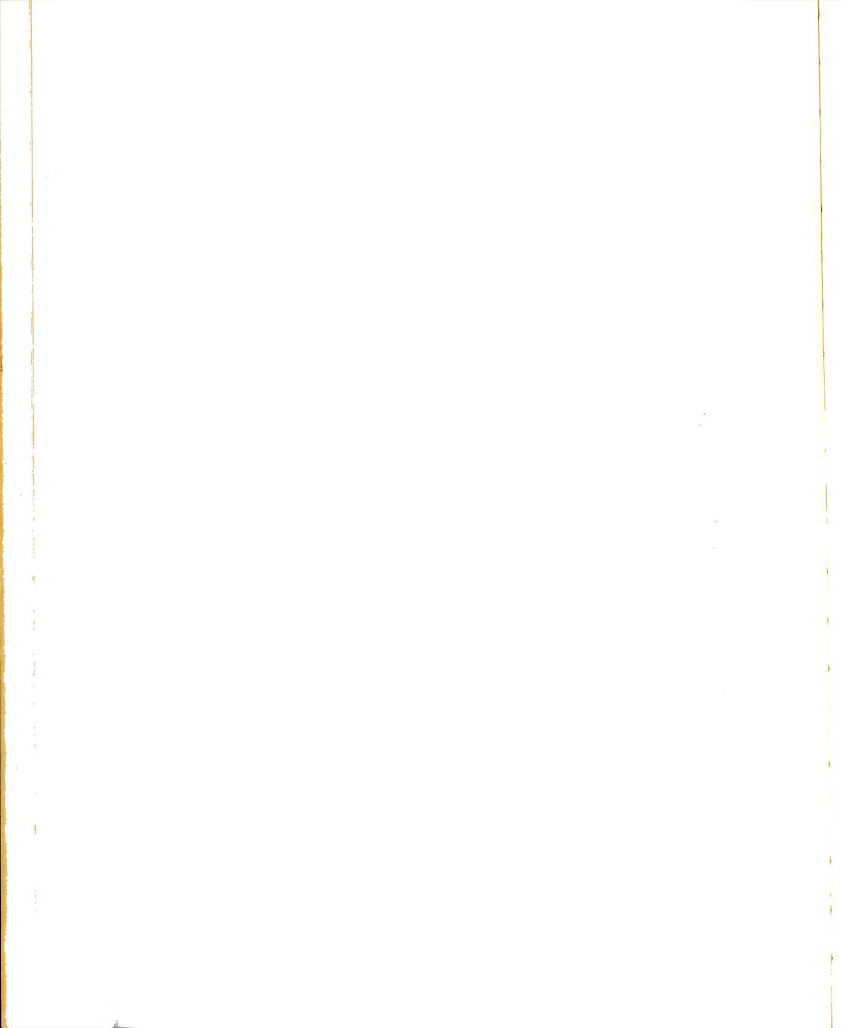


election, their recommendations would require dynamic leadership if they were to bear fruit. Snyder was prepared to provide such leadership. He supported the recommendations generally, and even found that most of them were in keeping with his own thinking. When he took office in March, 1896, he set about to put the new programs into action.¹¹

The Edwards Committee gathered together individual and group opinions relating to the problems and practices of the college as the basis for their recommendations. Newspaper articles published since the inception of the institution were carefully examined; interviews were conducted with prominent people; recent students and current faculty members were questioned--no opportunity for gathering helpful, constructive views was by-passed. As a result of this painstaking effort, the committee was able to determine that the flagging support of public opinion, now at an all-time low, had developed as the direct result of certain negative influences:

- (1) A distrust of the technical features of the college course and the feeling that the college had soared above the farmers expected to support it.
- (2) An alleged tendency on the part of the college to divert young men from the farm.
- (3) The depressed condition of agriculture at the time, and the existing view that farming brought few material rewards.
- (4) Ignorance of the work done at the college and its sources of revenue.

¹¹The Wolverine, Published by the Class of 1901, Michigan Agricultural College, Lansing, Mich., 1900, p. 27.



(5) The lack of a "feeder line" from secondary and primary schools whose teachers were alumni of the State University or the State Normal School, and who funneled graduates into those institutions and away from the Agricultural College.

(6) The antagonisms of the public press due to its ignorance of the work actually done at the college.

(7) Too great a cash investment required of the new student at the outset.¹²

With an eye to overcoming these problems as a prerequisite to launching MAC into a brighter and more meaningful future, the Edwards Committee submitted ten recommendations to the Board, summarized as follows:

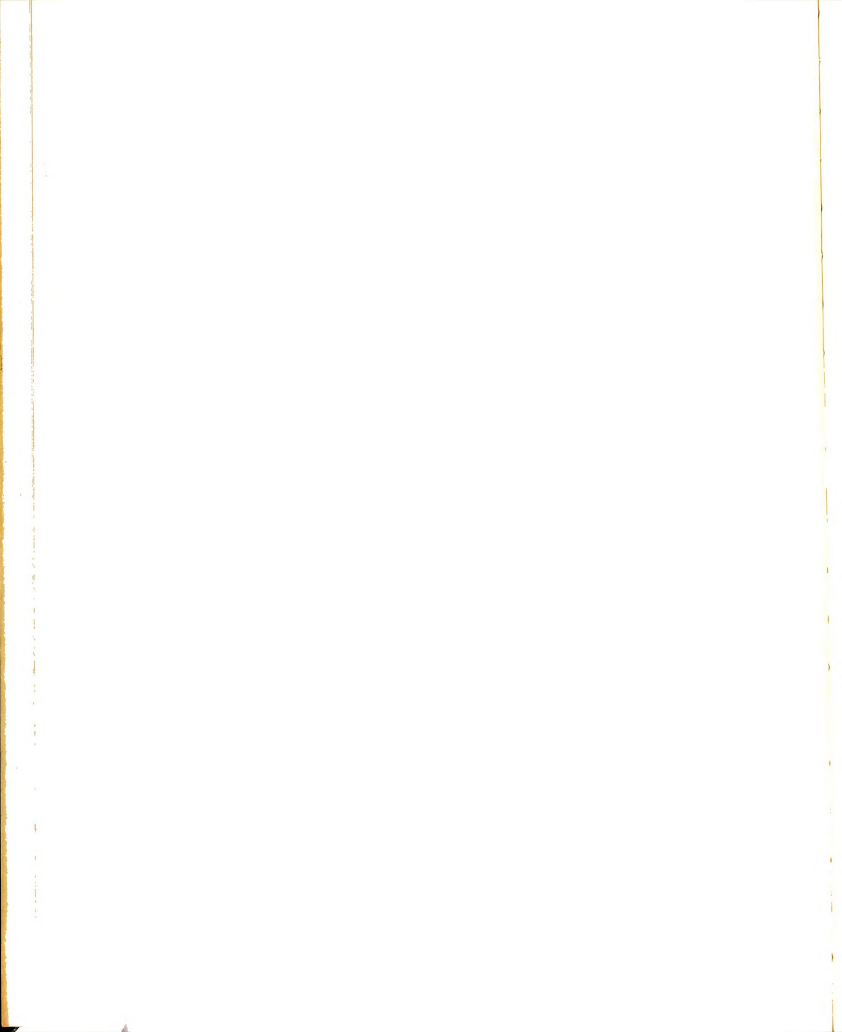
(1) The character of the courses offered by the institution should be clearly defined and a continuing campaign of advertising and education aimed at the public should be undertaken to ensure that this definition would become firmly fixed in the public mind.

(2) The earlier years of study at MAC should be made more technical to serve appropriately as a foundation for subsequent study in agriculture.

(3) Special winter courses should be offered.

(4) The long school vacation should be changed from winter to summer. The existing plan forced many MAC students to seek teaching positions in winter to which many returned on a full-time basis after graduation. The new plan would encourage them to seek summer employment on

¹²Board Minutes, Feb. 20, 1896.



farms.

(5) Effort should be expended toward instilling an interest in agriculture among students in rural schools.

(6) A course of study in domestic economy should be organized for women students.

(7) A preparatory course of six months' duration should be established for beginning students to help them overcome academic deficiencies, and thus curtail the number who were forced to drop out each year.

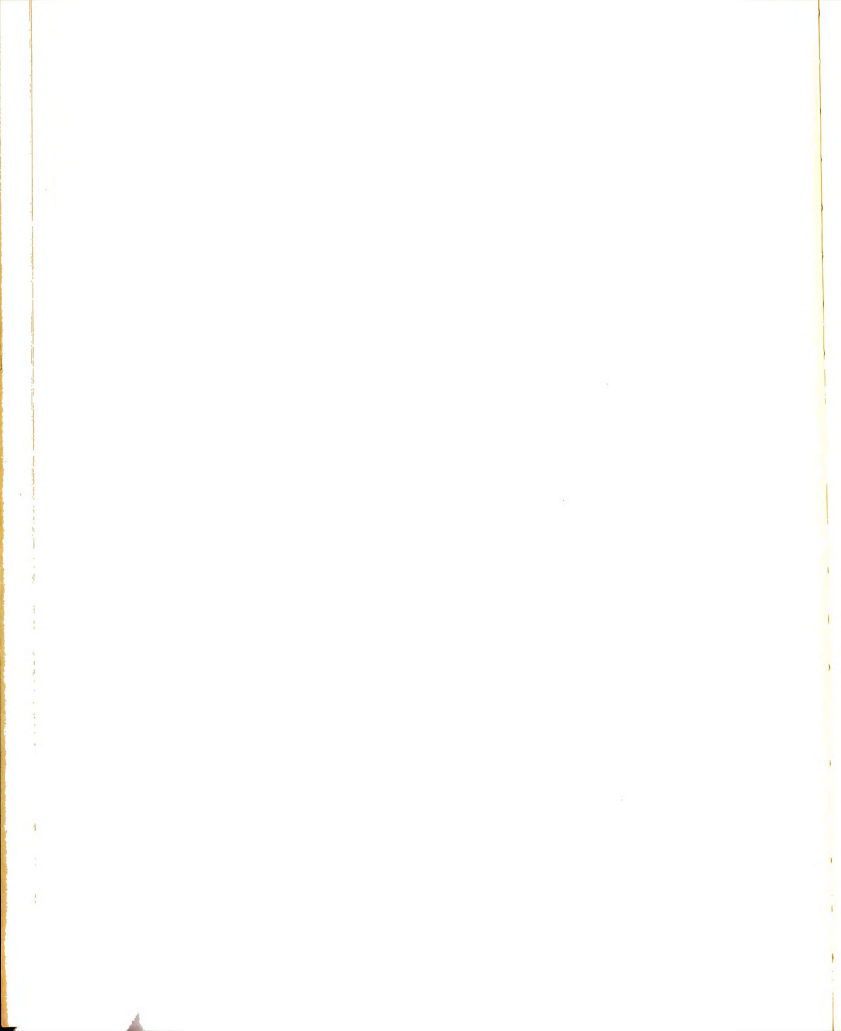
(8) The matriculation fee should be reduced to one dollar or should even be abolished altogether, and board should be set at a maximum cost of two dollars per week.

(9) The dormitory system should gradually be abolished.

(10) The college should develop a sound, continuous program of advertising in order to "carry the school to the people, tell them where we are, what our equipment is, and what we can do for the farmer and the mechanic."¹³

The work of the Edwards Committee opened the door for major reforms at the Agricultural College, reforms sorely needed if the institution were to be placed on a new, more vigorous course. The committee members succeeded in their work by going to the people of the state--many of them highly vocal critics--and bringing the scars of controversy to light. It was daring in the sense that polls often create opinions as well as reflect them, and oftentimes permit the clamor of discontent to rise to the surface again after much of it has passed. The search for

¹³ Board Minutes, Feb. 20, 1896.



truth, therefore, might have presented Edwards and his team with results on which they had not planned. Still there was no other way. And as the committee members talked with people around the state, crucial problems were identified, and they gave birth to recommendations; from these came the guidelines that would link the institution to a more promising future.

With the exception of the recommendation to outlaw the dormitory system--the new president believed completely in the use of dormitories--Dr. Snyder was prepared to pilot the demoralized institution into a more prosperous future along the lines recommended by the Committee and approved by the Board of Agriculture.

But before he could give his attention to emerging academic changes, Snyder had to face important administrative innovations. Institutional public relations was to become standard practice at MAC in order to keep the public abreast of the changes that would come. Public information, the Edwards Committee had discovered, had to be the major instrument in establishing public endorsement and support. The college advertising program, therefore, became the first order of business.

An advertising committee was organized, comprised of the college president, the secretary, and the college field agent. Under Snyder's direction, Kenyon L. Butterfield, the field agent, developed plans for increasing student enrollments by a series of well-designed advertising campaigns aimed at "selling" Michigan Agricultural College to a variety of important publics. Butterfield recommended such activities as:

- (1) The preparation of ten thousand leaflets advertising



special winter courses to be sent to sympathetic persons and groups, e.g. the Grange, farm clubs, alumni, school commissioners, and so forth. Materials would, therefore, be distributed locally and the names of potential students forwarded to the college.

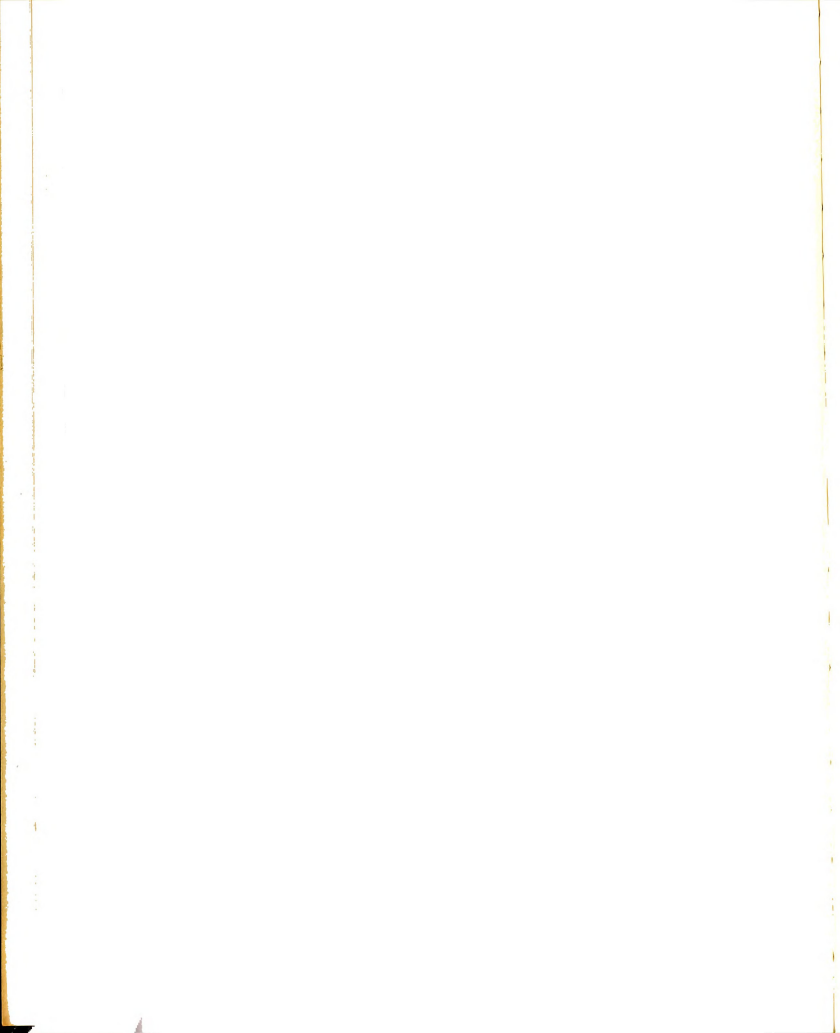
(2) Visits by Butterfield himself to various parts of the state to meet with and speak to citizens on the advantages of a MAC education, as a means of developing additional interest in the school.

(3) The preparation of circulars advertising the women's program to be mailed out with a circular letter to each Grange in Michigan.

Butterfield further urged that the Agricultural College be represented at all appropriate institutes, and that there be on hand printed materials about the college along with application forms for those of school age who might be interested in eventually enrolling at MAC. Each form, once filled in, was to be kept on file until an applicant entered MAC, enrolled at another college, or passed beyond college age. Appeals to alumni for assistance in recruiting new students were to be continued along with such assistance from the Grange and Farmer's Clubs in the distribution of MAC materials and publications. Exhibits at all state and county fairs, with printed materials on hand, would further tell the MAC story to the public.¹⁴

The M.A.C. Record, the college newspaper, a thriving enterprise since January 14, 1896 with Howard Edwards as its editor, served as a means of drawing together the college and the public. Its basic identity was established in the first issue when it called for closer ties with

¹⁴Board Minutes, Oct. 14, 1896.

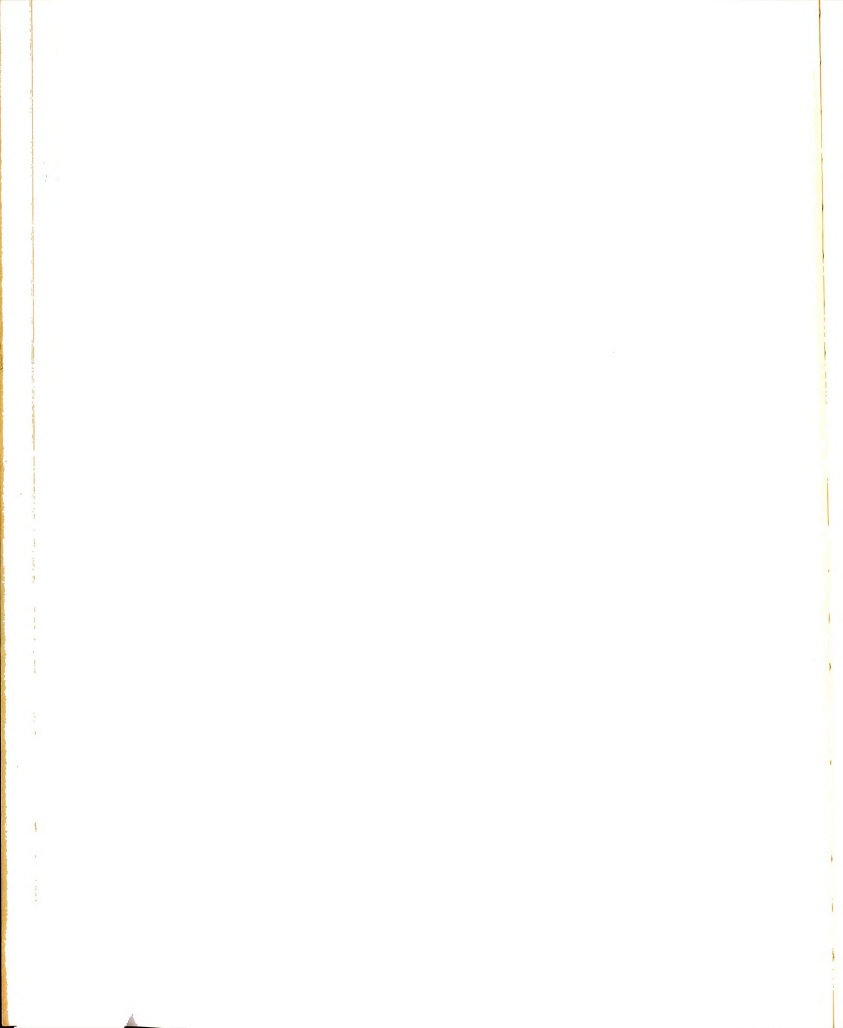


its major publics--farmers, alumni, and parents of regular students--and solicited their confidence and criticism.¹⁵

With President Snyder serving as ex-officio chairman of the publications committee of the college, The M.A.C. Record developed as more than a news medium once the public relations effort was formalized and put to work in earnest. Large sections of the paper--often full pages--advertised the college, its various departments and programs, with photographs and explanatory details attractively displayed to interest readers.¹⁶ Under Snyder's leadership, the Record took on a new lustre and served as a vital link between the institution and the public. That the college had to establish a network of communications with the people of Michigan, on all levels, became apparent and, once established, this line of communication had to be maintained. The major media of the time--print media--served as the initial vehicle (as opposed to other channels to be utilized later). Developing and successfully projecting the image of the "new" MAC was a subtle effort, attired in the habit of timely tips to farmers, news notes to old grads, information for women, and a multitude of similar messages which would permit readers to recognize that interesting things happened at MAC, things that could at once be scholarly and practical to those who learned of them. This is what Snyder and his associates succeeded in accomplishing with their publications.

¹⁵The M.A.C. Record, I, No. 1 (Jan. 14, 1896), p. 2. Hereafter referred to as MACR.

¹⁶There are many fine examples of the Record as an advertising medium. The issues of Jan. 28, 1896 (p. 4), and April 21, 1896 (p. 4), are but two of them.



There was also a well-planned effort on the part of the college to develop closer ties with the public schools of the state. One program in support of this end was launched in the spring of 1896; MAC made arrangements to distribute flower seeds to any interested school district in Michigan with the sole provision that the district would report back on its success with the planting. More than five hundred applications came in, and to each was sent a group of twenty-five seed varieties along with information on preparing the earth, planting, and so forth. Although most participating school districts did not report back at all, those which did indicated an enthusiastic endorsement of the program, which helped to improve the appearances of school grounds throughout the state.¹⁷

Once the public relations arm of the college became firmly established, President Snyder turned his attention to other crucial problems. Soon after assuming the presidency, he submitted three major administrative changes to the Board and won approval on all of them. Each had been among the recommendations of the Edwards Committee:

(1) The long annual vacation was changed from winter to summer.

(2) A course for young women was outlined and adopted and

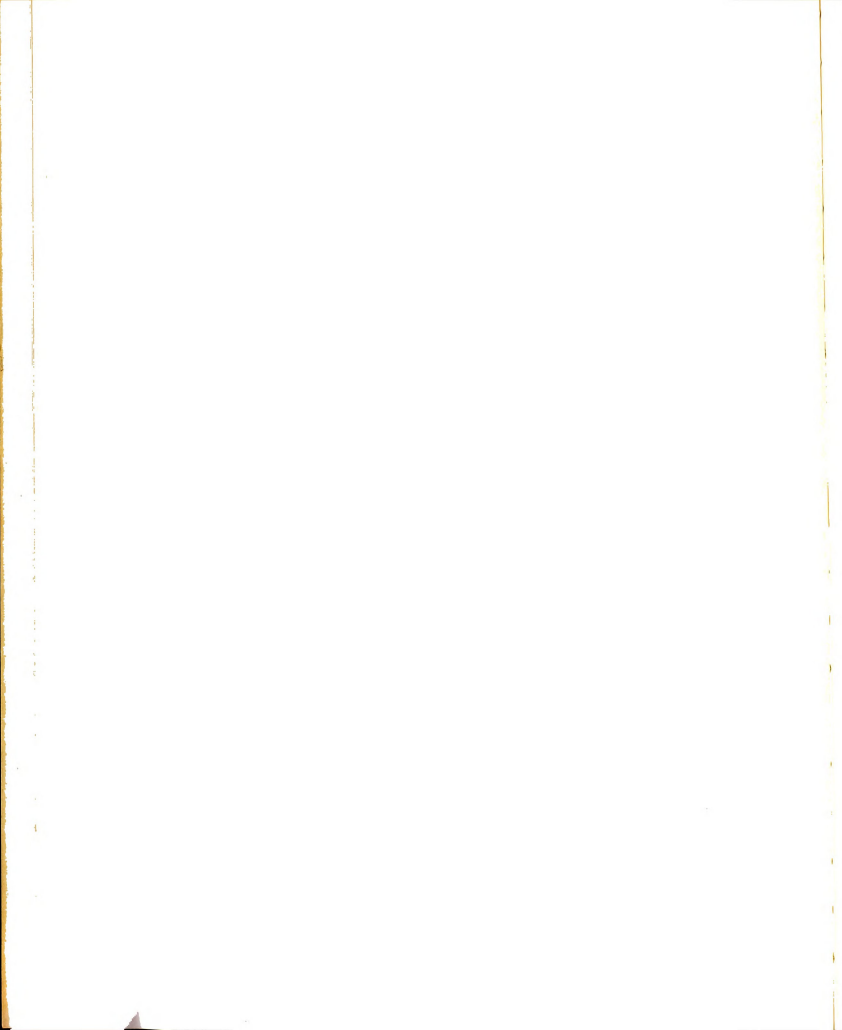
Abbot Hall was turned over to the exclusive use of the women students.

(3) The college was to offer four special six-week courses

during the winter months.¹⁸

¹⁷Michigan State Board of Agriculture (now Board of Trustees) Annual Report, 1897, p. 37. Hereafter referred to as MSBAR

¹⁸MSBAR, 1897, p. 26.



"These changes," Snyder wrote, "have been under consideration for several years and seem to meet the approval of the faculty, as well as many influential citizens of the state."¹⁹

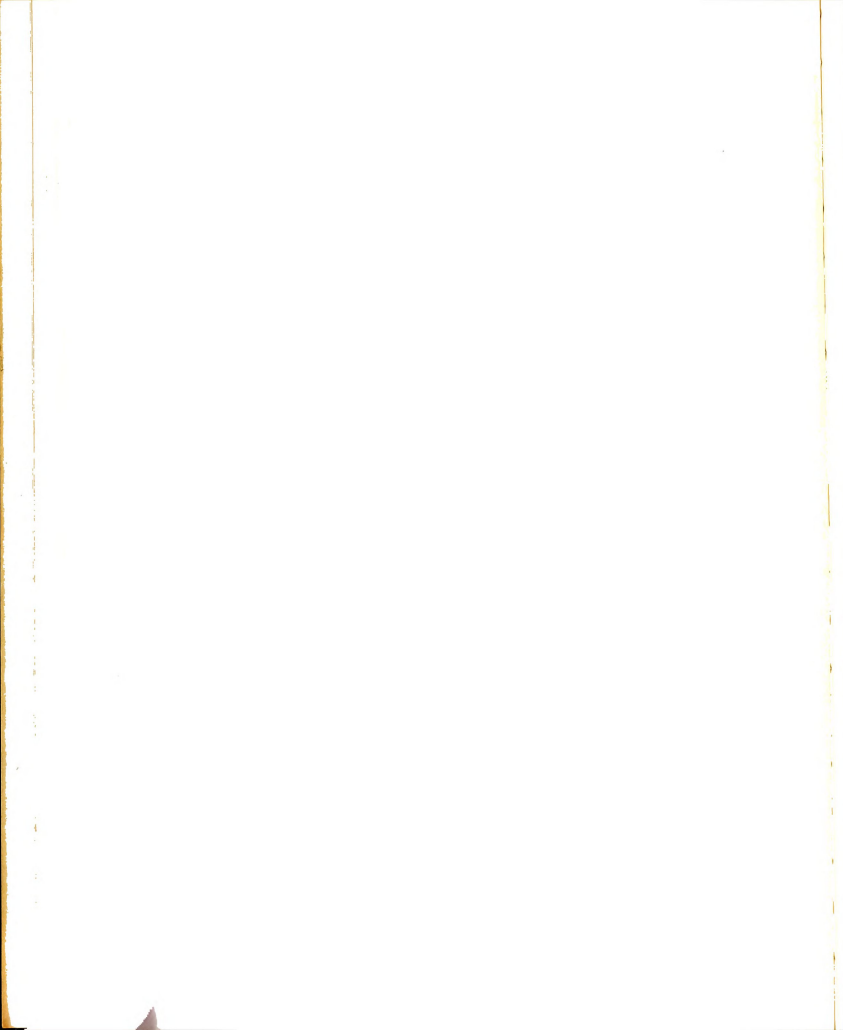
The motion to change MAC's long vacation from winter to summer took effect with the new academic year beginning in September, 1896. For almost forty years the college calendar had begun in late February, and closed down about the tenth of November when the long annual vacation would begin.²⁰ Under Snyder's new plan, Fall Term would run for fourteen weeks; Winter Term, beginning January 4th, would run for twelve weeks; Spring Term would begin on April 5th and run for twelve weeks. All future school years would follow the same pattern.²¹

Practical considerations required altering the college calendar in this manner, considerations which, for one thing, favored the student. Since on-the-job training had long been considered a practical adjunct to classroom and laboratory experience at the college, a summer vacation permitted the student to do farm work at home and thus have the opportunity to apply theory to practical problems in a way most meaningful to him and even to his family. Under the old system, this summer experience had been gleaned on the college farm under the watchful eyes of the faculty; as such, it had become merely an extension of laboratory work. And while misgivings about the change were firmly fixed in the minds of some, the plan received warm support from others, including

¹⁹MSBAR, 1897, p. 26.

²⁰Beal, Agricultural College, p. 141.

²¹Board Minutes, April 15, 1896.



the college community, as exemplified by endorsements published in campus publications.²²

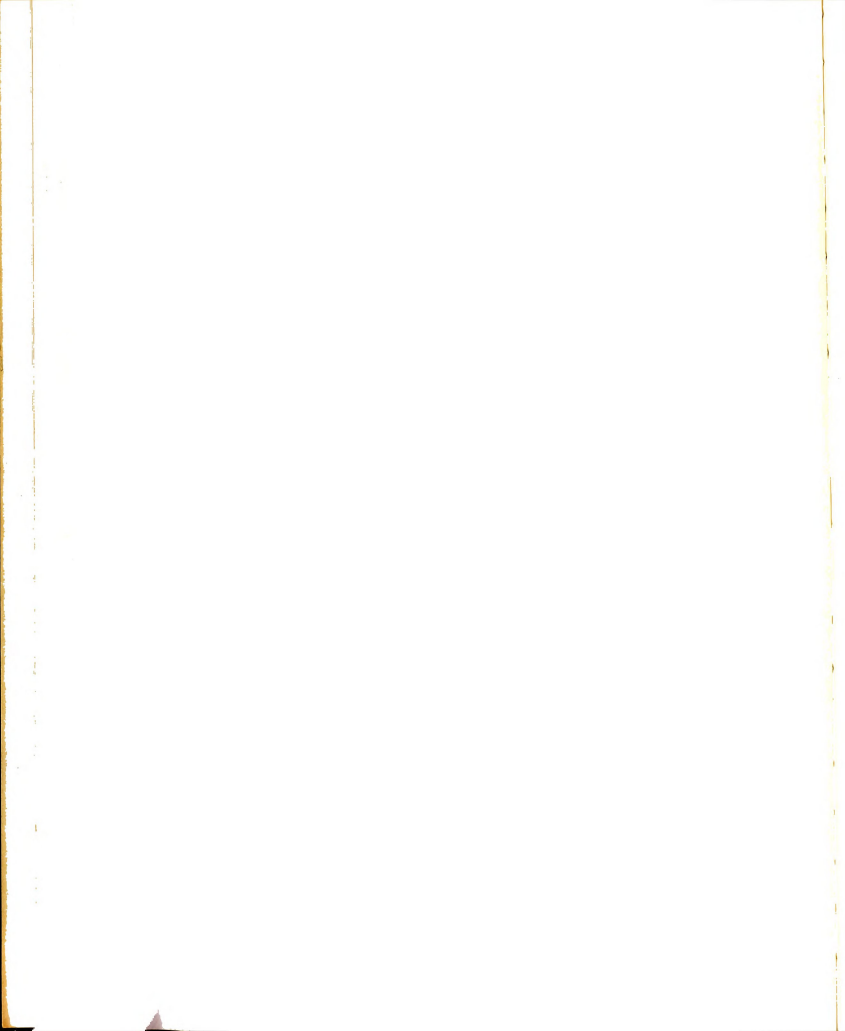
In setting up the academic year under the new plan, J. L. Snyder also spelled doom for a MAC institution as old as the college itself--required manual labor. For by releasing the students from academic work during the summer, the operation of the college farm with student labor became difficult. The change came about in spite of the fact that as recently as June, 1895, the State Board of Agriculture had reaffirmed its support of required manual labor for all students and called upon the faculty to enforce it.²³

The student labor system came in with the founding of Michigan Agricultural College in 1855 by means of legislative enactment. The system required from twelve to fifteen hours per week of manual labor by students. They worked on the college farm, the garden, or at certain mechanical chores for a specified amount of time each day. Considered a fine mode of discipline, the system was also geared to provide practical training to complement the regular academic work. Pay was low (Liberty Hyde Bailey earned eight cents per hour²⁴), and discontent over the plan was rampant from its earliest days. In his history of the college, Beal pointed out that in his forty years' experience, "There has been no one thing at the College which has been the cause of so much

²²MACR, I, No. 15 (April 21, 1896), p. 2; The Union Lit., IV, No. 3, (May 2, 1896).

²³Beal, Agricultural College, p. 202.

²⁴Philip Dorf, Liberty Hyde Bailey (Ithaca, N. Y. : Cornell University Press, 1956), p. 38.



trouble . . . "25 During Liberty Hyde Bailey's undergraduate days at MAC, students labored through a Spartan schedule which began with the 6:00 A.M. bell. Classes were held only in the morning hours; afternoons were kept free for manual labor. The college library remained open from 4:00 P.M. until 6:00 P.M. and again after the evening meal. Saturday was a partial holiday with classes ending at 11:00 A.M. On Sundays students could sleep until 6:39 A.M.²⁶ But in spite of its shortcomings, manual labor, according to Beal and others, might have developed beneficial results had it been properly implemented.²⁷

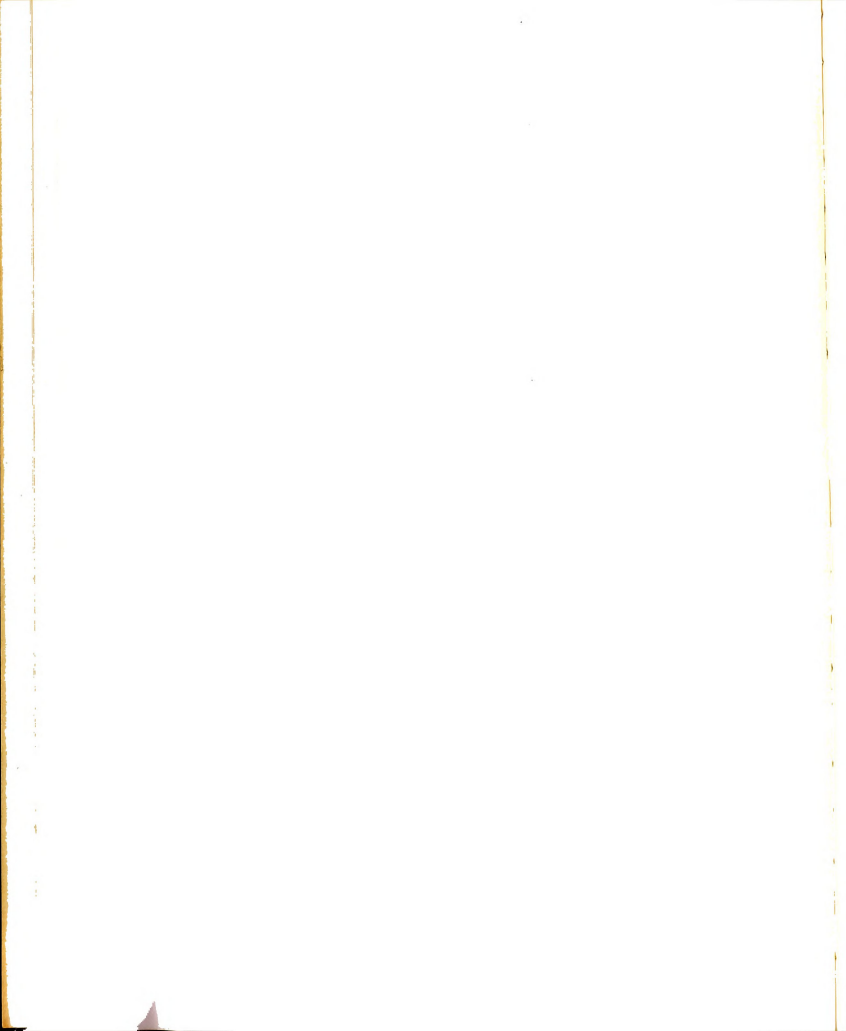
Once the vacation change had been adopted, it became necessary to revamp the class schedule at MAC. In the spring of 1896, President Snyder presented to the Board a new "scheme of study and work" for the agricultural course. It was immediately approved and adopted. While modernized considerably over the structure of manual labor days, the new plan proved to be rigorous enough for the most capable student.²⁸ It offered a good deal of exposure to "culture" courses, along with vocational work; practical laboratory sessions filled in the afternoon hours heretofore devoted to manual labor. The MAC student now had the opportunity to study subjects, other than agriculture, which were becoming of greater importance in the changing world around him. (The complete program is presented on the following pages.)

²⁵Beal, Agricultural College, p. 194.

²⁶Dorf, Bailey, p. 37.

²⁷Beal, Agricultural College, p. 194.

²⁸Board Minutes, April 15, 1896.



NEW CURRICULUM FOR MENFRESHMEN YEARFALL TERMA.M.Algebra - 5 hrs.Grammar - 5 hrs.English - 2 hrs.Drawing - 2½ hrs.WINTER TERMA.M.Algebra - 5 hrs.Physics - 5 hrs.Botany of
flowers,
fruits &
grains - 5 hrs.English - 2 hrs.SPRING TERMA.M.Geometry - 5 hrs.Physics - 5 hrs.Elementary
Chemistry - 5 hrs.English - 2 hrs.P.M.1st Half-Term

- a) History of Breeds
& Their Characteristics - 2½
hrs. a day

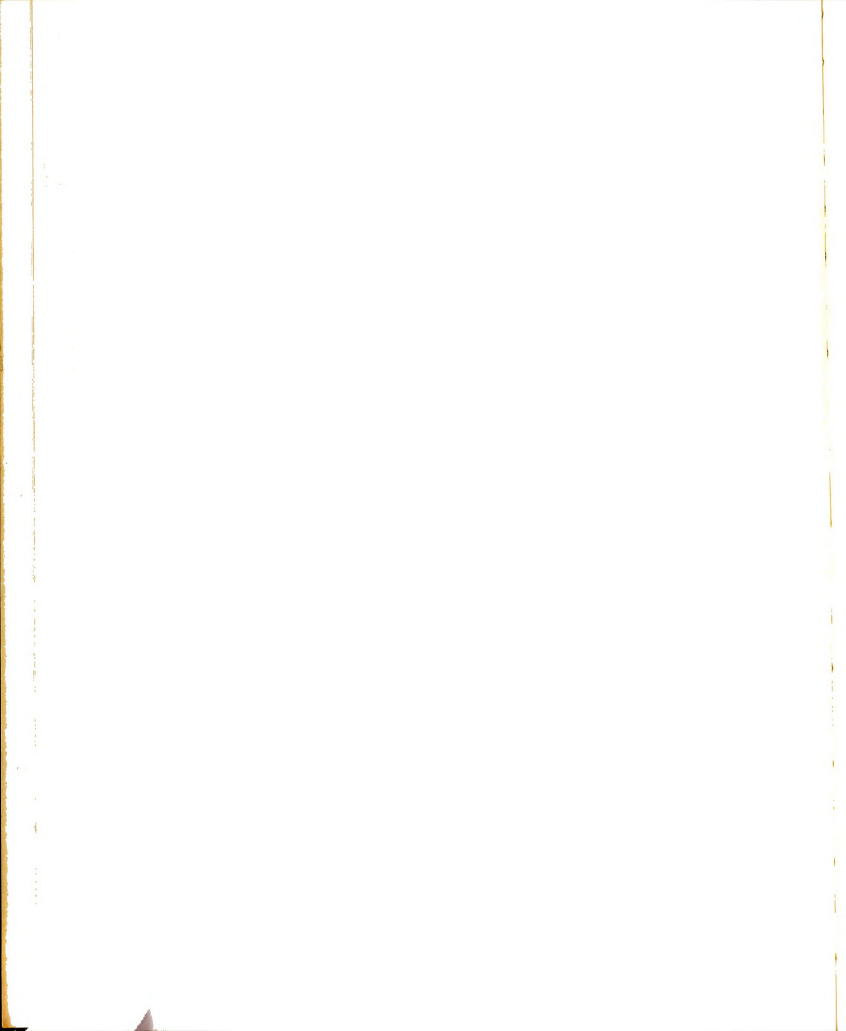
- b) Judging Stock

P.M.Soils - 2½ hrs. a
week for 4 weeksShopwork - 2½ hrs. a
week for 3 weeksP.M.Soil PhysicsTillage 2½ hrs.
per
Drainage dayFarm Crops2nd Half-Term

Laboratory work with
seeds, seedlings,
roots, stems, and
leaves - 2½ hrs. a
day

Drill-3 hrs. per week Drill-3 hrs. per week Drill-3 hrs. per week

Desire some time each week for gymnastics, especially in inclement weather.



SOPHOMORE YEARFALL TERMA.M.Geometry - 5 hrs.AnalyticChemistry - 2½ hrs.Entomology -3 lectures;
4 hours in lab
per weekEnglish - 2 hrsWINTER TERMA.M.OrganicChemistry - 5 hrs.Anatomy - 2 lectures;
2 hrs. in lab
per weekVeterinary - 5 lectures
per weekPlant Histology &Physiology -
2 lessons; 6 hrs
in lab per weekEnglish - 1 hr per weekSPRING TERMA.M.Trigonometry& Surveying - 5 hrs.Physiology -3 lectures; 4 hrs
in lab per weekTrees & Shrubs

- 3 hrs

VegetableGardening -
½ term; 5 hrsLandscapeGardening - 2 hrsEnglish - 2 hrsP.M.Work of prior term
in agriculture
continued - ½ term
2½ hrs per dayPhysics Lab - ½ termDrill - ½ term; 3 hrs
per weekP.M.Stock Feeding - ½ termDairy - ½ term; 2½ hrs
per dayDrill - ½ term; 3 hrsP.M.Horticulture Lab.- 4 hrs a week
2½ hrs a daySurveying

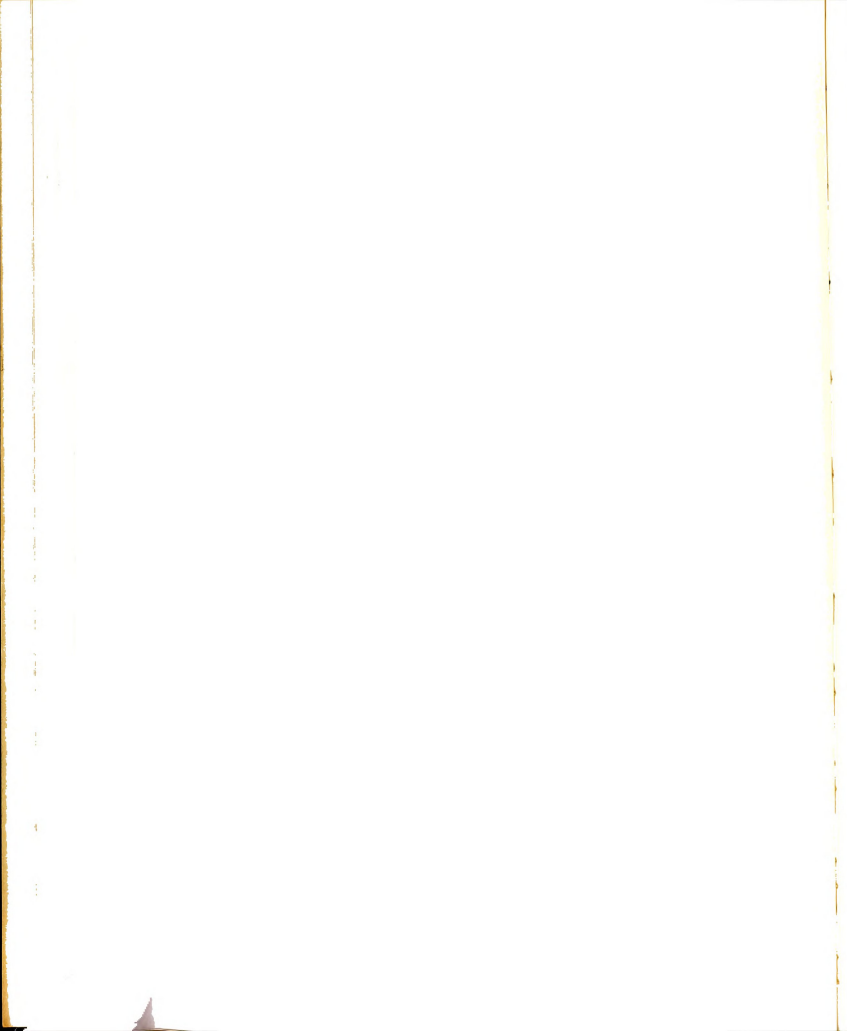
- 2½ hrs a week



JUNIOR YEARFALL TERMA. M.AgriculturalChemistry - 5 hrs.Pomology - 5 hrsRhetoric - 5 hrsParasitic Fungi- 1 lesson, lab
3 hrsP. M.

Work in Horticulture

Drill - $\frac{1}{2}$ term;
3 hrs a weekWINTER TERMA. M.Greenhouse, floriculture,
& Spraying - elect this
or the following - 5 hrsStock Feeding - 5 hrsEnglish History - 5 hrsLiterature - 5 hrsShakespeare - 1 hr.P. M.Those in agriculture
per dayThose in horticulture
per dayLivestockDairy 2 $\frac{1}{2}$ hrs
per
daySheepDrill - 3 hrs per weekSPRING TERMA. M.Elect either:
Agriculture
Horticulture
- 5 hrs a weekCivics - 5 hrsForestry $\frac{1}{2}$ term; 5 hrsSystematicBotany - $\frac{1}{2}$ term;
5 hrsShakespeare - 1 hrP. M.Those in agricul-
ture per dayThose in horticul-
ture per dayLivestockDairy 2 $\frac{1}{2}$ hrs
per
daySheepDrill - 3 hrs a week



SENIOR YEARFALL TERMA. M.

Agriculture Elective
- Elect one - 5 hrs

Horticulture

Veterinary

Meteorology

Geology

Bacteria
- 4 hrs in lab

Constitutional
History

German or French
elective as a
fourth study
by student of
good standing
- 5 hrs

P. M.

For those electing
agriculture:

a) Livestock

b) Dairy 2½ hrs
per

c) Field Work day

d) Veterinary

For those electing
horticulture - 2½
hours per day

WINTER TERMA. M.

Agriculture Elective
- Elect one - 5 hrs

Horticulture

Veterinary

Economic Zoology

English Masterpieces

Psychology

Engineering Meth. -
5 hrs

German or French
as in previous
term - 5 hrs

P. M.

For those electing
agriculture:

a) Livestock

b) Bacteria in 2½ hrs
Dairy per

c) Field Work day

d) Veterinary

For those electing
horticulture - 2½
hours per day

SPRING TERMA. M.

Agriculture Elective
- Elect one - 5 hrs

Horticulture

Veterinary

Political Economy

Logic

Domestic
Engineering -
5 hrs

German or French
as in previous
term - 5 hrs

P. M.

For those electing
agriculture:

a) Bacteria in
Dairy 2½ hrs
per

b) Field Work day

c) Veterinary

For those electing
horticulture -
2½ hrs per day



In June, 1896, President Snyder submitted to the Board an outline of a four-year academic course for women students. Along with traditional disciplines, it included such practical course work as cooking, chemical manipulation, trees and shrubs, landscape, household economy, sewing, and calisthenics.²⁹ While the overall theme of the proposed program centered on homemaking, such traditional studies as English, mathematics, history, literature, French, German, botany, chemistry, entomology, and natural philosophy were stressed. Snyder was careful to avoid giving the new program any trade school taint. As he put it: "While the practical work as been emphasized, it has not been the intention to despise what are called the accomplishments."³⁰

The basic idea of having a program especially geared for women students was not new to Michigan Agricultural College; its roots went far back into the college's history.³¹ But this latest plan, initiated by the work of the Edwards Committee and organized by President Snyder, was something unique. It created a bonafide Women's Department with a curriculum geared to the needs and interests of women; heretofore the ladies had to study the courses designed essentially for men. In its issue of October 15, 1895, The Speculum, the MAC literary publication, had called for such a specialized program as a way of increasing

²⁹ Board Minutes, June 8, 1896.

³⁰ MSBAR, 1897, p. 27.

³¹ Minutes of the Meeting, March 14, 1870, Faculty of Michigan Agricultural College, Lansing, Michigan.



student enrollments.³² The M.A.C. Record also supported the idea when initially recommended by the Edwards Committee. An editorial published in April, 1896 stated: "If our young women were thoroughly skilled in cooking, physiology, hygiene, the proper care of children and the home, many of the social and poor problems would be solved."³³ In its next issue the Record called for offering the ladies educational advantages equal to those of men so that they might prepare "in a scientific, accurate and intelligent manner" for taking on womanly responsibilities.³⁴ Such agricultural forces as the State Grange, the Agricultural Society, Farmers' Clubs, and other groups had agitated for a women's program for some time prior to the report of the Edwards Committee.³⁵ The interest displayed by agricultural factions in the state stemmed from a desire that the daughters of farmers be offered the same opportunities for advanced education as those offered their sons.³⁶ Another contributing factor became the evolving national interest in higher education for women, based on social and economic developments, which will be presented in a later chapter.

The special winter courses which Snyder presented to the Board

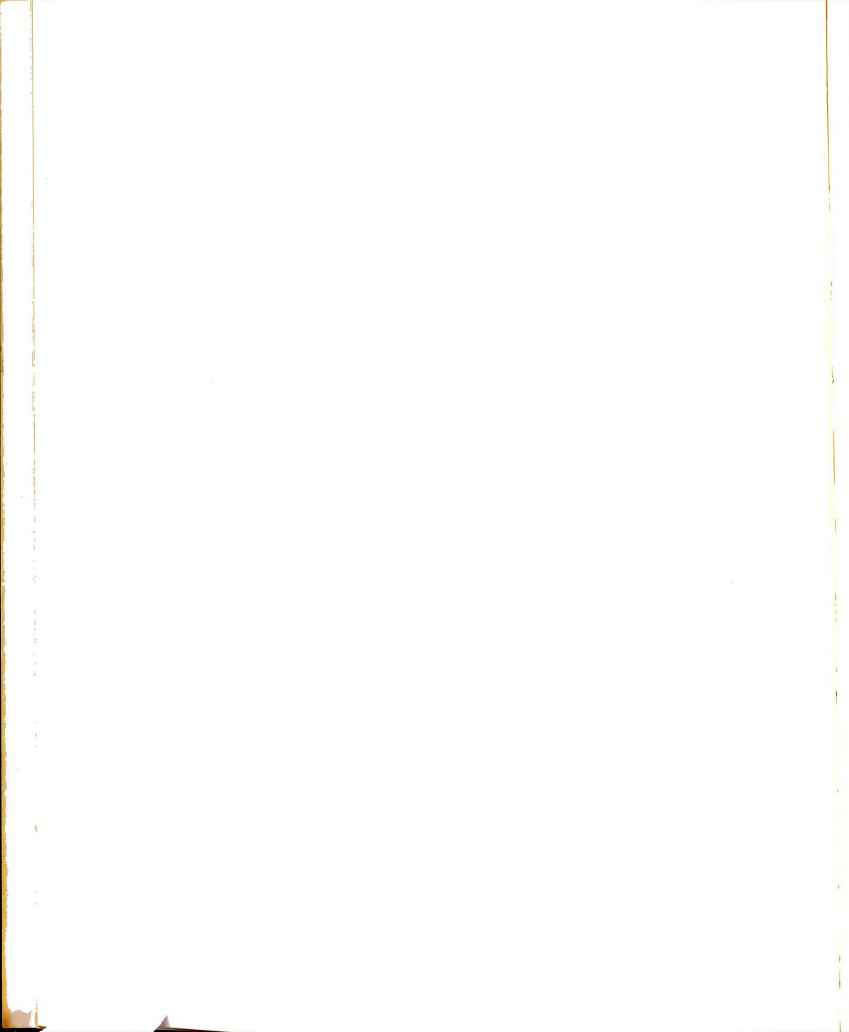
³²The Speculum, Published by the Student Body of Michigan Agricultural College, Lansing, Mich.

³³MACR, I, No. 14 (April 14, 1896), p. 2.

³⁴MACR, I, No. 15 (April 21, 1896), p. 2.

³⁵Maude Gilchrist, The First Three Decades of Home Economics at Michigan State College, 1896-1925, Published by the School of Home Economics as Part of the Observance of the 50th Anniversary of the Beginnings of Home Economics at Michigan State College, May, 1947.

³⁶MACR, I, No. 20 (June 2, 1896), p. 1.

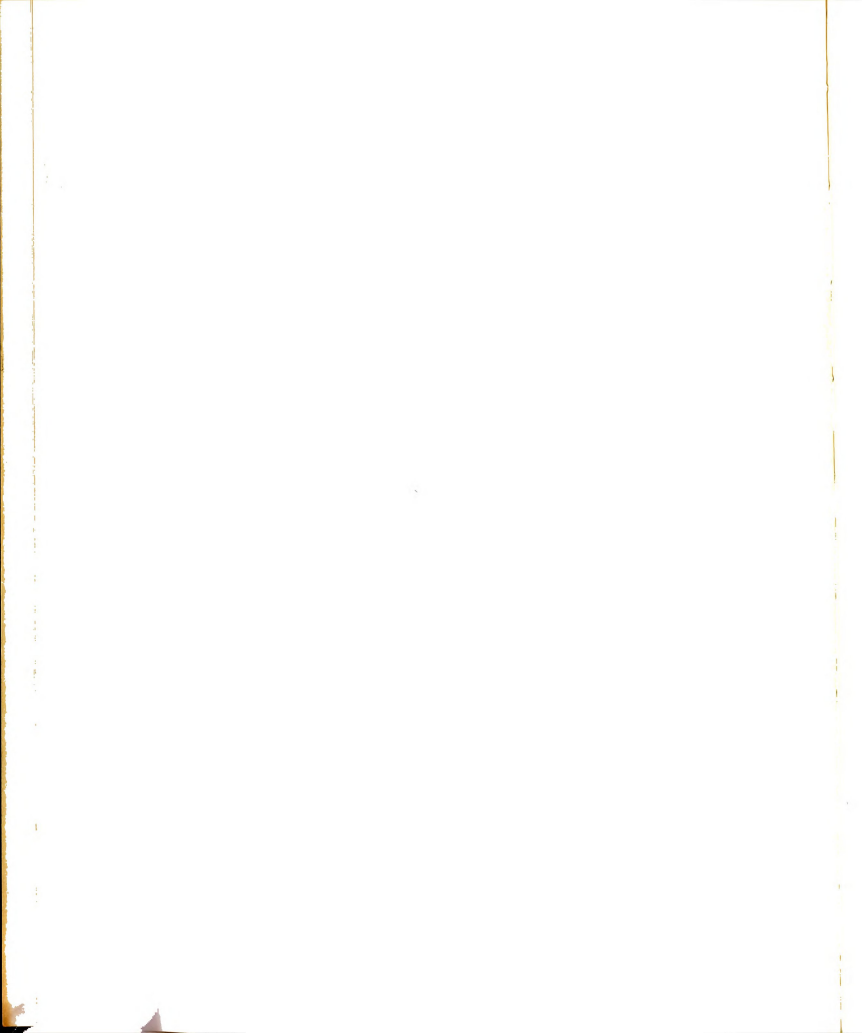


that spring as his third major recommendation were to benefit working farmers who could not afford full-time study. The proposal fitted in perfectly with the change in the annual long vacation for the college in that its facilities and staff would be available for short courses for farmers during the seasonal lull in farming activity. Many of those engaged in agriculture were happy to spend these slack months improving their knowledge and practice of farming. During the first year eighteen enrolled in the six-week course in dairying, fifteen in livestock husbandry, ten in fruit culture, two in floriculture, and one in vegetable gardening.³⁷ Snyder noted that farmers "entered into the work with enthusiasm and expressed great satisfaction with the results."³⁸ Again the college developed a segment of its academic offerings in terms of the needs of the people with whom it was most directly concerned, needs that could be fulfilled at a time most opportune for the interested parties. The new administration stressed the idea that course work, especially vocational work, should be geared to the practical interests of students.

Another change instituted by President Snyder during his first year in office was the establishment of a music program. Fond of music himself, he saw to it that free piano lessons were made available as part of the new women's program. He felt that an appreciation for music, as well as the ability to "make music", were important assets in the

³⁷MSBAR, 1897, p. 27.

³⁸MSBAR, 1897, p. 27.



home. In 1896 the Agricultural College offered its first course in music, and Mrs. Maude Marshall, wife of a MAC bacteriology professor, became the first piano teacher in the new department.³⁹

When Michigan Agricultural College opened its doors in September, 1896 for the beginning of the new academic year, returning students and faculty found it difficult to recognize the new climate which had succeeded the old. Tradition had been altered by the guiding hand of J. L. Snyder to the extent that most were impressed, some overawed.⁴⁰ A hint of optimism that had not been in evidence on the campus in some time scented the brisk fall air. This was a new school year; MAC was, in a very direct sense, a new institution. That September 342 regular students came to enroll, plus eleven graduate students, and forty-four others enrolled in special courses.⁴¹ These were impressive beginnings for a new idea, a new chapter in the development of the college.

The Fortieth Anniversary of the opening of the institution occurred the following spring. Appropriate exercises were held, and a queue of speakers paid eloquent tributes to progress and prosperity, including an original thirty-stanza poem delivered by Mr. Frank Hodgman, of the Class of 1862. But the speech that seemed to catch the temper of change that characterized the new MAC was delivered by Mr. C. B. Collingwood of the Class of 1882. He urged, for one thing, that the Agricul-

³⁹"A General Outline of the History of Music and Its Development at Michigan Agricultural College, 1855 to 1919," Rare Book Collection, Michigan State University, p. 10.

⁴⁰MACR, I, No. 33 (Sept. 22, 1896), p. 4.

⁴¹MSBAR, 1897, p. 27.



tural College devise a new, a broader name for itself, that the institution move away from the restrictions of purely agricultural education and offer sound programs in other academic areas.⁴² Though Collingwood's aim was to see the college turned into a good secondary school along the lines of Rugby and Harrow,⁴³ he, like Snyder and others seated before him, sounded the need for change, significant change on all levels: if the college were to contribute in full measure to the economic and social betterment of Michigan and her people for the present and the future.

The changes brought about during the first year of Snyder's presidency not only provided the institution with the initial thrust which would move it toward new educational horizons, but also prepared the way for more changes to be developed in the years ahead. The Agricultural College had stood too long in the shadow of mid-nineteenth century mores, and when the new changes came they appeared vast and even destructive to those wedded to outdated notions of what higher education should be. But these people saw catastrophe in other changes as well, changes brought on by economic and social advances which altered American life down to the level of the individual. It remained for the MAC leadership to hush the clamor and the catcalls with sound, efficient planning and impressive results. The problem, then, became one of disseminating information on the need for changes which is why the public

⁴²MSBAR, 1897, p. 465.

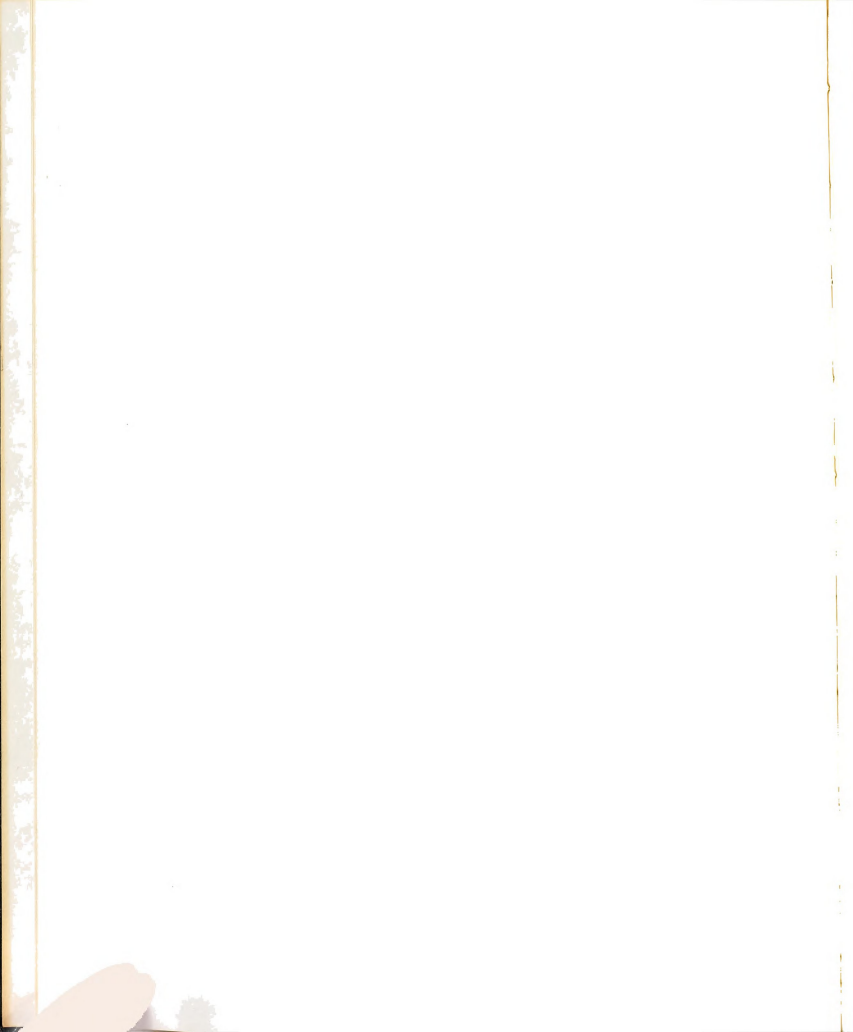
⁴³MSBAR, 1897, p. 465.



information activity was the first change instituted. That the many alterations to the face and spirit of the college came to gain routine acceptance less than twenty years later when Snyder left office, testifies to the wisdom of his planning. And proper planning was at the root of it all.

At the end of his first year as president, Jonathan LeMoyne Snyder closed his annual report to the Board of Agriculture on the same optimistic note that had permeated the entire campus throughout that first year: "The general condition of the College is good and the future prospects of the institution are bright. The best of feeling has prevailed in the Faculty, and all seem determined to make the College meet the highest expectations of its friends."⁴⁴

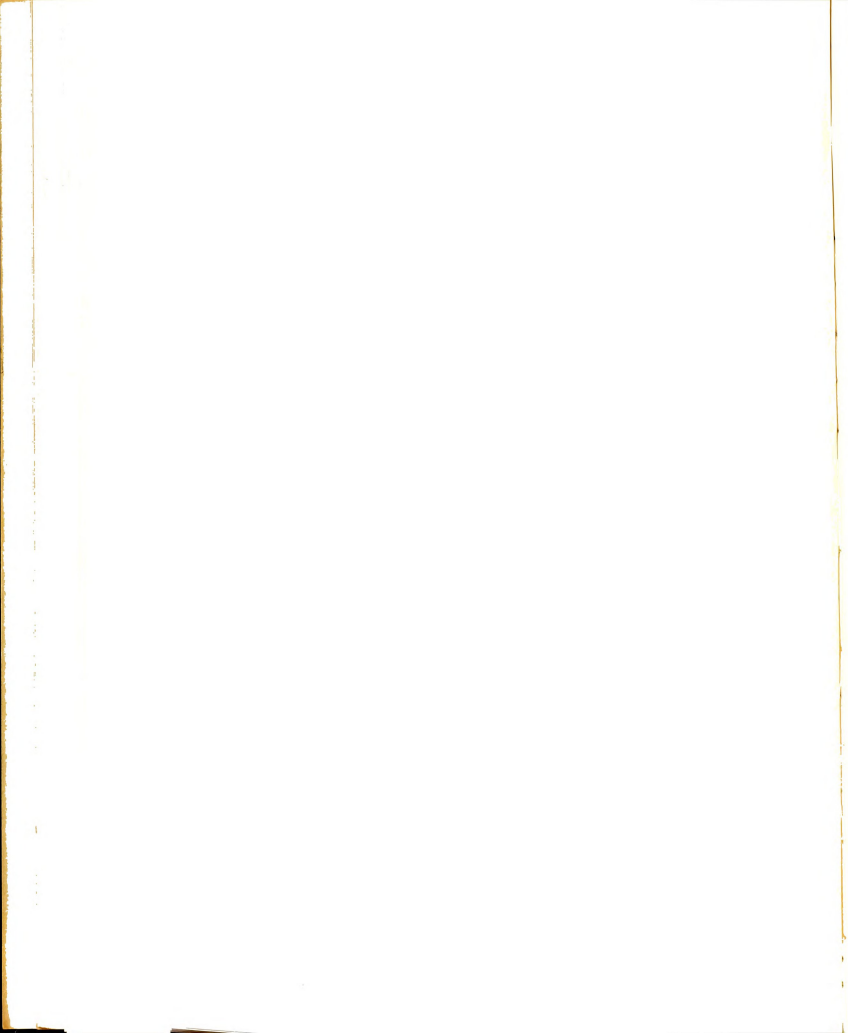
⁴⁴MSBAR, 1897, p. 28.



CHAPTER III

PUBLIC RELATIONS AT M. A. C.

The improved economic climate which set in during the late 1890's aided significantly the efforts of President Snyder to place the college on the ascendency. Without this meaningful assistance, the outcome of his administration might well have been different. The latter remains a matter of conjecture, but that the difficult times prior to 1897 wrought desolation on many an academic development plan is a matter of record. For the critical problems which weighed heavily on the MAC campus before Snyder's arrival had plagued other institutions as well. And while these problems had been sufficient to oust Presidents Clute and Gorton from their positions, the outcome at other colleges often differed in appearance. In many cases the presidents who held office during the bleak, depression years--the Clute-Gorton period--were the same presidents who guided their institutions into prosperity at the turn of the century. The times themselves, therefore, did not dictate entirely who would succeed or who would fail. Whether Snyder would have succeeded at MAC ten years earlier is problematical; certainly they were difficult years for most college presidents. The difference was that some foundered in the tempest of the times while others, seemingly cut from stronger oak, managed to hold fast, and bring their institutions firmly into the new prosperity when times were more receptive to the designs of higher education. Hence, while hard times numbed the abilities of many college presidents,



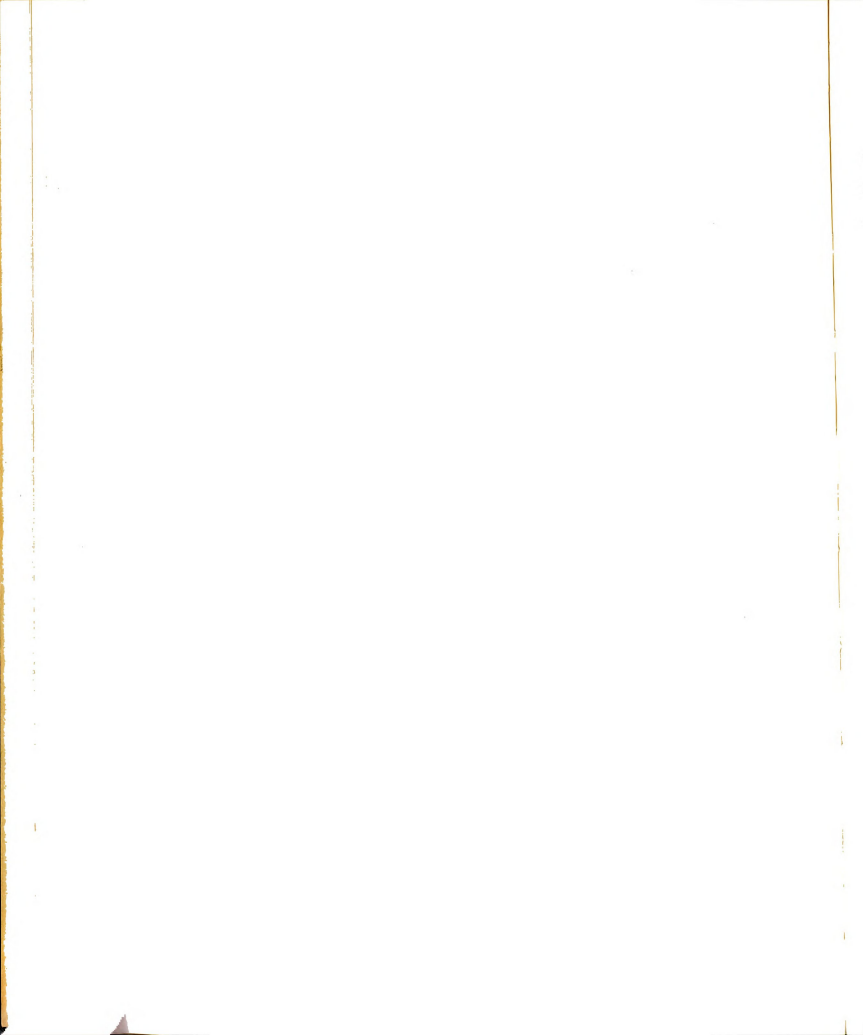
the prosperous times that followed assisted them mightily.

The difficult economic fortunes of the 1890's spent themselves devastatingly on higher education in general. At the University of North Dakota the collapse of agricultural prices in 1893 provided a cogent argument for economic diversification in the state. This led, in turn, to "support of utilitarian technology and engineering" at the expense of the theoretical approach to science. Under existing conditions it was exceedingly difficult to get increases in appropriations, certainly no such sums as the \$10,000 requested for a new mining school.¹ At the University of Missouri, the 1897-98 academic year was most difficult financially. Faculty salaries were cut, and little remained for books or laboratory supplies.² The climate at Purdue seemed every bit as stormy. There "public apathy resulted in frequent failure of appropriations for essential objects."³ But while these and other institutions labored to overcome their problems, just as the Board of Agriculture and the Edwards Committee worked to get MAC on solid footing, there came a time, suddenly, almost abruptly, when the storm clouds cleared and a fresh breeze gave new vigor to America's economy. Society began to view things in a different light. The "new era" had implications for higher education which was to raise itself to unprecedented heights.

¹Louis G. Geiger, University of the Northern Plains: A History of the University of North Dakota, 1803-1958 (Grand Forks: The University of North Dakota Press, 1958), p. 115.

²Frank F. Stephens, A History of the University of Missouri (Columbia, Mo.: The University of Missouri Press, 1962), p. 368.

³William Murray Hepburn and Louis Martin Sears, Purdue University: Fifty Years of Progress (Indianapolis: The Hollenbeck Press, 1925), p. 76.

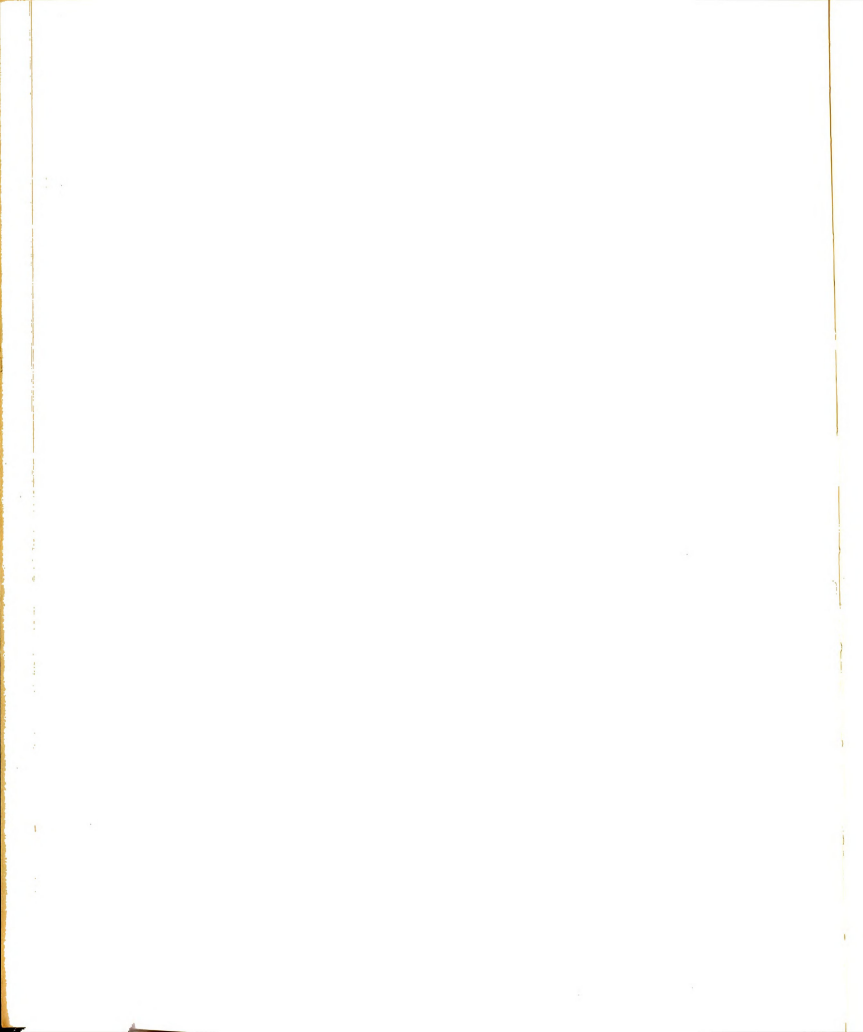


This "new era" of prosperity appeared in the fall of 1897 with a wheat crop that outmeasured any harvest in years. At the same time, Russia and India suffered severely from famine, their wheat crops failed, and these and other European nations were forced to turn to the United States for assistance. Prices soared. Ray Stannard Baker, a distinguished MAC alumnus, wrote in his Our New Prosperity: "Here was not only the largest crop of years; but the highest prices per bushel." With vast sums of money pouring into the pockets of hard-pressed farmers, spending for long required commodities spurted upward. Demands for manufactured goods sent factories into capacity production, the railroads increased freight haulage, and throngs of men and women were hired to keep business humming. In 1898 the United States exported more domestic products than did Great Britain for the first time in history; the following year foreign trade exceeded two billion dollars for the first time, and profits amounted to more than four hundred and seventy-six million dollars. The entire nation spruced up as it had not been able to do in some time.⁴

In the year 1898-99, the University of North Dakota sensed the tremors of change. Suddenly the struggle for survival ended. Enrollments started to increase and the institution undertook expansion planning to meet new demands. Soon seven new buildings went up and three more took shape on the drawing boards.⁵ William Albert Locy was president of Northwestern University from 1890 to 1900, and impressive developments marked

⁴Ray Stannard Baker, Our New Prosperity (New York: Doubleday and McClure Co., 1900), pp. 3-21.

⁵Geiger, Northern Plains, p. 139.



the closing years of his administration.⁶ Growth and development characterized North Carolina State College at Raleigh at the turn of the century.⁷ Its sister-institution, the University of North Carolina, benefitted by improvements on the statewide industrial scene, especially in tobacco, cotton, and furniture manufacturing; now "there were individuals whose accumulation of wealth was such that their assistance could be counted on occasionally."⁸ Pennsylvania State College, between 1892 and 1907, had "passed well out of the critical period when its survival was problematical, and had become one of the more important institutions of learning in the Commonwealth."⁹ In 1900-1901, Purdue shook itself out of the doldrums to welcome skyrocketing enrollments which would continue far into the future.¹⁰ Enrollments proved to be a major measure of success during these years, and increased enrollments were based, at least partially, on the economic picture and the optimism and ideas about reform which characterized the Progressive Era. The renewed value now being attached to higher education was also responsible. In 1900, some 240,000 students enrolled in American colleges and universities. During the next fifty years, while the national population was doubling, enrollments

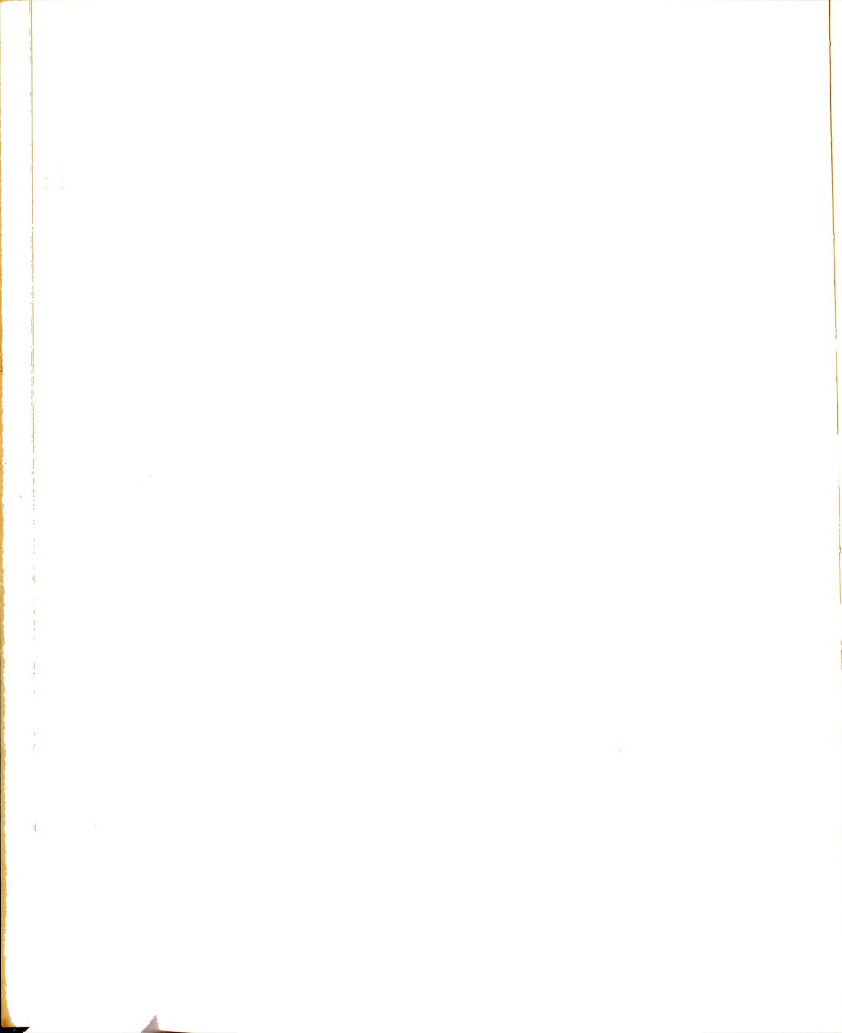
⁶Arthur Herbert Wilde, Northwestern University: A History, 1855-1905 (New York: The University Publishing Society, 1905), p. 338.

⁷David A. Lockmiller, History of the North Carolina State College, 1889-1939 (Raleigh: Edwards & Broughton, 1939), p. 72.

⁸Louis R. Wilson, The University of North Carolina; 1900-1930 (Chapel Hill, N.C.: The University of North Carolina Press, 1957), p. 116.

⁹Wayland Fuller Dunaway, History of the Pennsylvania State College (Lancaster Pa.: Lancaster Press, Inc., 1946), p. 138.

¹⁰Hepburn and Sears, Purdue, p. 101.



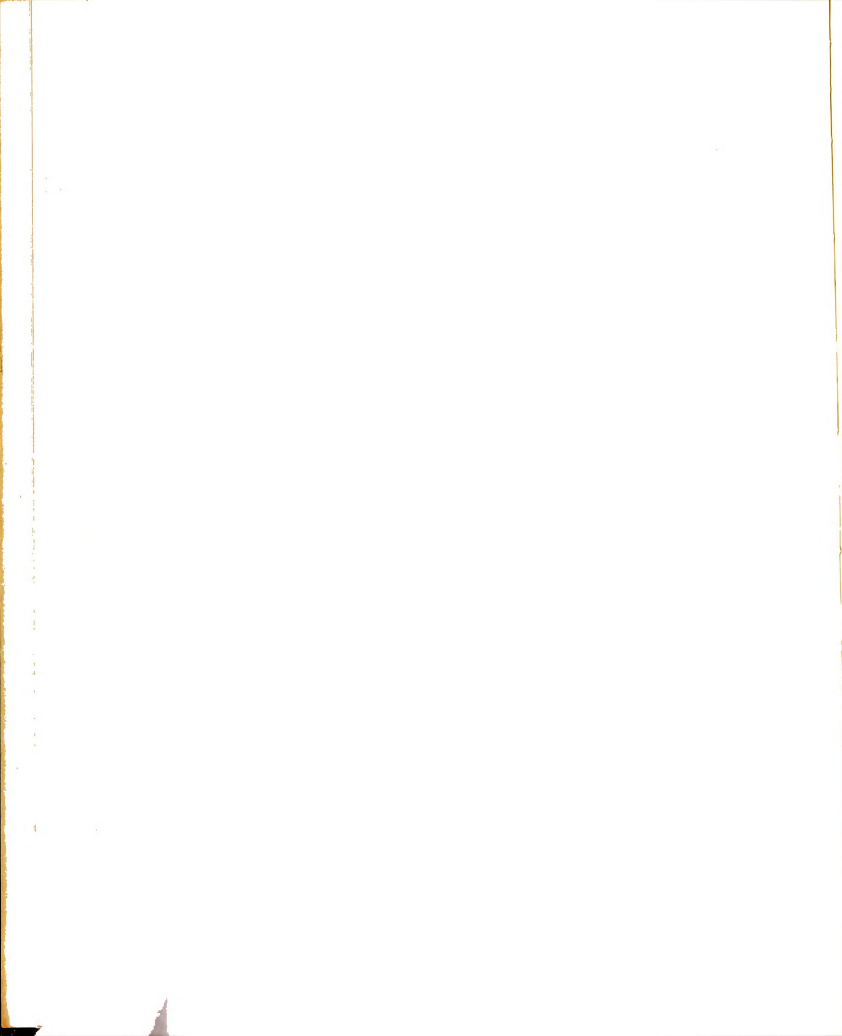
would increase ten times. Good times had returned and higher education rode the crest of the new wave.¹¹

While the economic boom unquestionably enabled many college presidents to undertake plans for expansion which, only a short time before, would have been unrealistic, the element of executive leadership remained a vital ingredient in executing such plans. The times alone could not guarantee success. Growth and development still required vision and creative leadership to guide each institution toward future opportunities. And J. L. Snyder was president of Michigan Agricultural College at the time when possibilities for growth and development presented themselves. Under his direction the college seized the many benefits of the new prosperity, and made them an instrument of success. Success was achieved largely by applying appropriate measures and techniques to specific problems. Not all the colleges encountered the same problems, or even solved similar problems in the same manner. The fact that so many presidents wrote to Snyder to inquire about some of the techniques he found indispensable suggests that not only were many of MAC's problems uniquely its own, but many of Snyder's corrective measures were uniquely his own.¹²

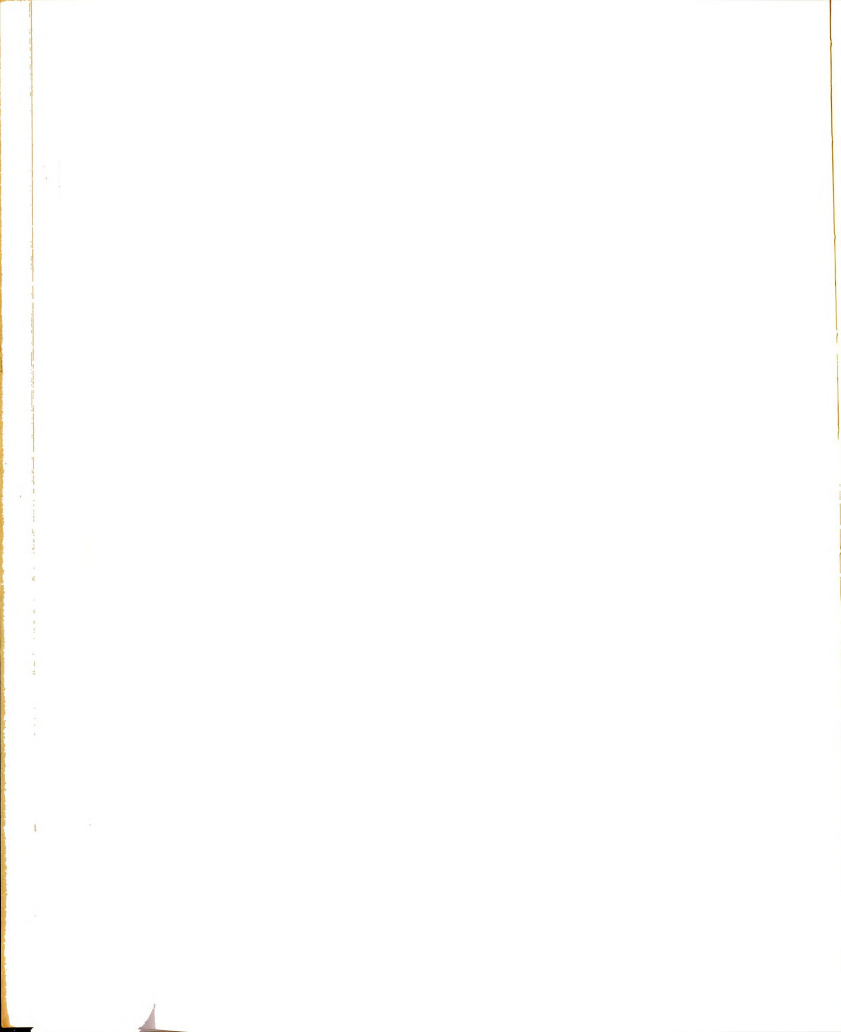
One of the most potent measures implemented by President Snyder to help correct MAC's problems and start the institution on a new path

¹¹Geiger, Northern Plains, p. 139.

¹²Letters from Pres. R. W. Sylvester, Maryland Agricultural College, Jan. 11, 1900; from Pres. J. H. Worst, North Dakota Agricultural College, Sept. 16, 1899, and others, University Historian's Collection, hereafter referred to as UHC.



was what in later years became institutional public relations, an administrative tool which attempts to correct local problems by applying local techniques. Snyder saw clearly that improved economic conditions could not, alone, project the plans and hopes of the college into the future. Fence-mending was still necessary, now more than ever before, if the institution hoped to capture and hold the support of the public on any long-term basis. Following through on a recommendation of the Edwards Committee, the president recognized public relations as a massive program of education and information aimed at creating and maintaining support for the Agricultural College. It has already been shown that MAC suffered critically from a lack of response to its plans and programs principally because its primary public--agricultural groups and individual farmers--were not completely aware of these plans and programs and what they were designed to accomplish. In addition, this public, as well as the press and the public-at-large, nurtured harmful negative attitudes about the worth of the college, about the value of its courses, the quality of its equipment and livestock, its buildings, its faculty, and, as a direct result, of its graduates. This misdirected "concern" led, in too many instances, to open condemnation. Hence, if measures were to be taken to correct the poor existing image of the institution, and to supplant it with a new, positive image, they would have to transcend the limitations of advertising, per se, and carefully indoctrinate the people of the State in terms of precisely what the college was worth to them. The plan would take many forms, including publications, personal public relations (letters, interviews, and so forth), forthrightly dealing with complaints, public tours of the campus, and other image-building techniques.

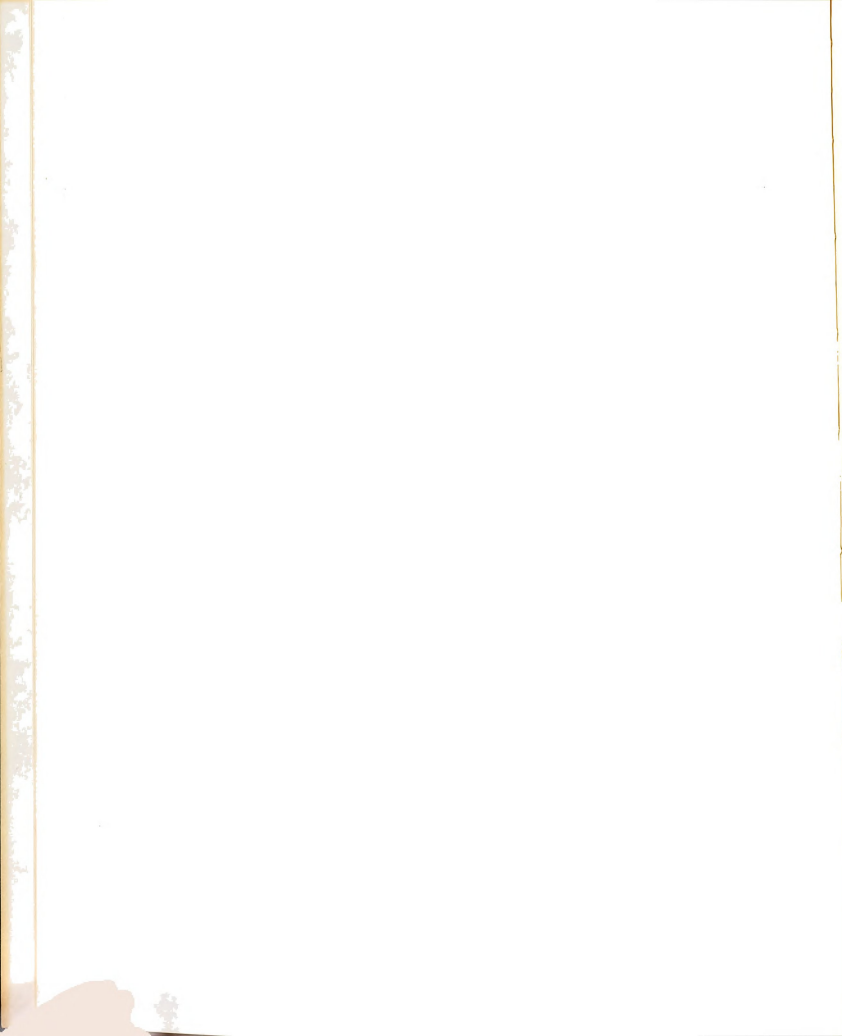


The "Snyder Plan", as it might be called, bore a striking resemblance to those employed by the public relations organizations of schools and colleges at the present time.¹³

Snyder's working plan was as broad as it was simple. Designed to cover all "publics" from the State Board and State Legislature all the way down to the faculty and students and the general Michigan public, it attempted to tell the MAC story completely and accurately, and thereby reap significant benefits. No stone could be left unturned.

Special calendars were designed and, during the Christmas-New Year holiday period, they were sent out to individuals, institutions, and groups, mostly in the state, but, to a limited degree, to individuals in other parts of the nation. At the beginning of February each year, quarterly bulletins containing the program of the Farmers Institutes and additional information on the college were mailed out to five thousand farmers connected in some way with the Institute's work. High school principals, ministers, agricultural organizations, and so forth, provided a list of from 6,000 to 8,000 names of young people for use in student recruitment programs. The May Issue of the college bulletin, designed specifically for these audiences, contained information on MAC's courses of study, admission requirements, expenses, and the like. Prospective students also received special issues of the M.A.C. Record. Another bulletin, issued in August of each year, furnished information on the annual excursions to the college grounds. This too, was distributed to young people as well

¹³The author draws from his ten years' experience as a journalism faculty member and observer of institutional public relations at three universities.



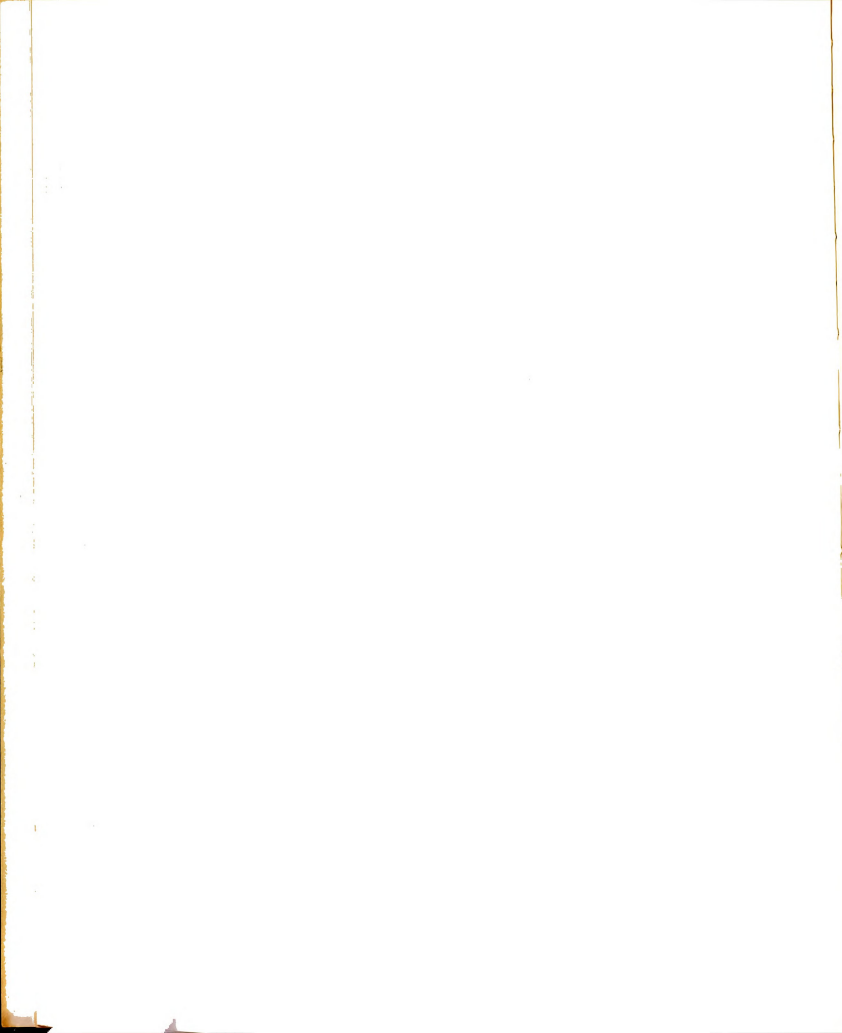
as to others interested in visiting the campus. The excursions themselves were held during the third week of August each year. For these annual outings, various railroads ran special excursion trains at reduced fares from outlying points directly to the campus. By 1904 the number of visitors to MAC during Excursion Week exceeded eight thousand, most of them farmers.¹⁴ Having so many visitors on hand each year was of special significance to the college in that all were permitted first-hand glimpses of the buildings, equipment, and facilities which went into the training and education of Michigan youth. The excursions resembled the "open house" technique successfully employed by industries at the present time.

Publications

Much has been said in the previous chapter about publications at the Agricultural College. It will be the purpose here to provide further detailed insight into them as a public relations tool, their impact, how they were organized, published, and distributed, and how, in general, they helped tell the MAC story to the people of Michigan.

The first publication and the eldest of the "new era" publications was the M.A.C. Record. Its first issue, published in January, 1896, predated President Snyder's arrival. But in it the new president recognized unlimited possibilities for uniting agricultural groups, private citizens, alumni, and prospective students in a common interest -- the college itself. The Record, a well edited and designed publication, matched almost any professional journal of the day in every way. Four pages in length,

¹⁴Letter to Prof. E. Davenport, Urbana, Ill., Oct. 22, 1904, UHC.



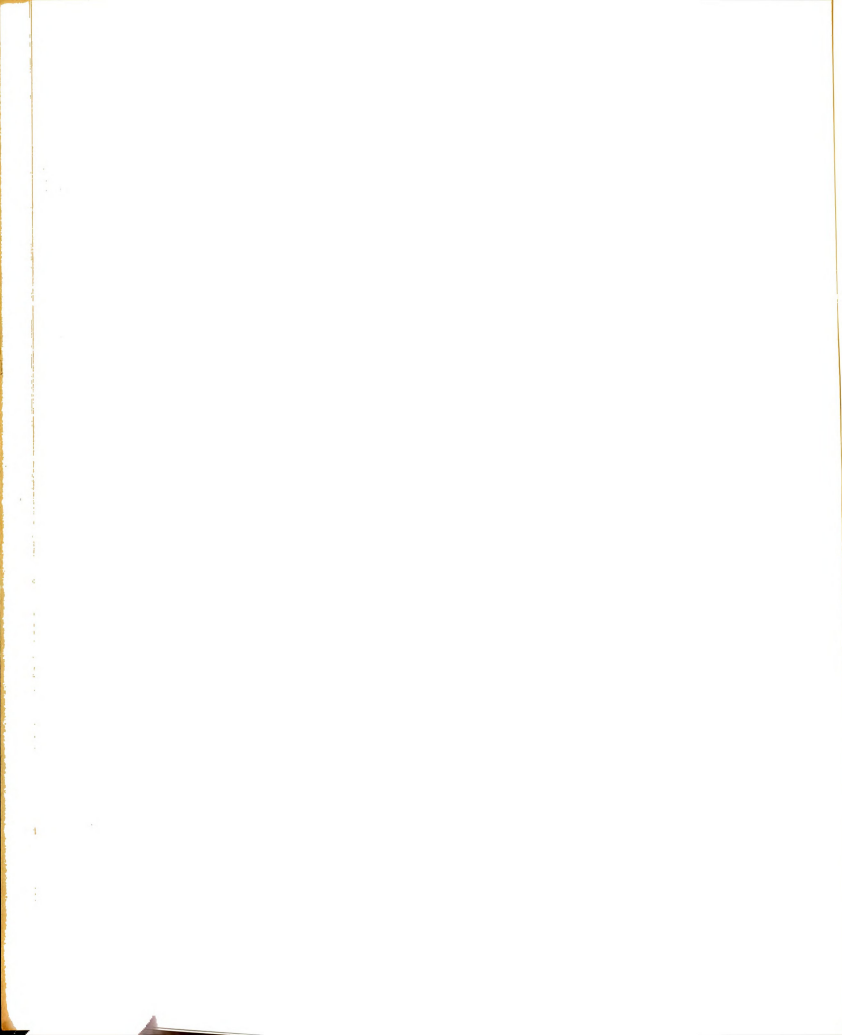
it ran four columns per page. Approximately one-half of Page Three was devoted to advertising and almost all of Page Four. The advertisements were varied in size, shape, general appearance, and in the products and services advertised; about half the Page Four ads were classifieds. As for its content, Page One contained significant news stories of the week; column four was given over entirely to alumni news as a rule. The total content of Page Two, the editorial page, offered interpretative treatment of timely topics. The non-advertising matter on Page Three dealt with sports news and feature articles. Page Four was given over to short features, poetry, and so forth, as space left over from advertisements permitted.¹⁵

Along with being distributed to those publics mentioned above, the Record went out on an exchange basis to newspapers and magazines, professional organizations, and colleges and universities all over the country.

In soliciting subscriptions, the paper employed a variety of promotional ideas. One came in the form of a heavy paperboard "card" which bore the name and return address of the college, and a special slot on one side where the subscriber could insert a fifty-cent piece--the cost of a year's subscription--and seal it in with a special label.¹⁶ Special subscription letters also went to potential subscribers which, by themselves, helped to tell part of the MAC story while endeavoring to gain greater readership for the college newspaper. The following letter,

¹⁵This "average" issue of the Record is based on an examination of many issues of the paper.

¹⁶UHC.



mailed en masse to alumni in 1900, bears a striking resemblance to newspaper and magazine promotion letters mailed out today by commercial publishers:

I am certain you would enjoy reading the College paper, the M.A.C. RECORD, the coming year. It will be carefully edited by Faculty and students. It will give you a weekly epitome of present life at M.A.C.; of the great improvements taking place; of the general prosperity of everything pertaining to your old college home. New buildings costing \$111,000 have been erected the past year. Six hundred twenty-seven students have been in attendance. Every department has been enlarged and improved. There is every indication that the coming year will witness a continuation of this splendid growth.

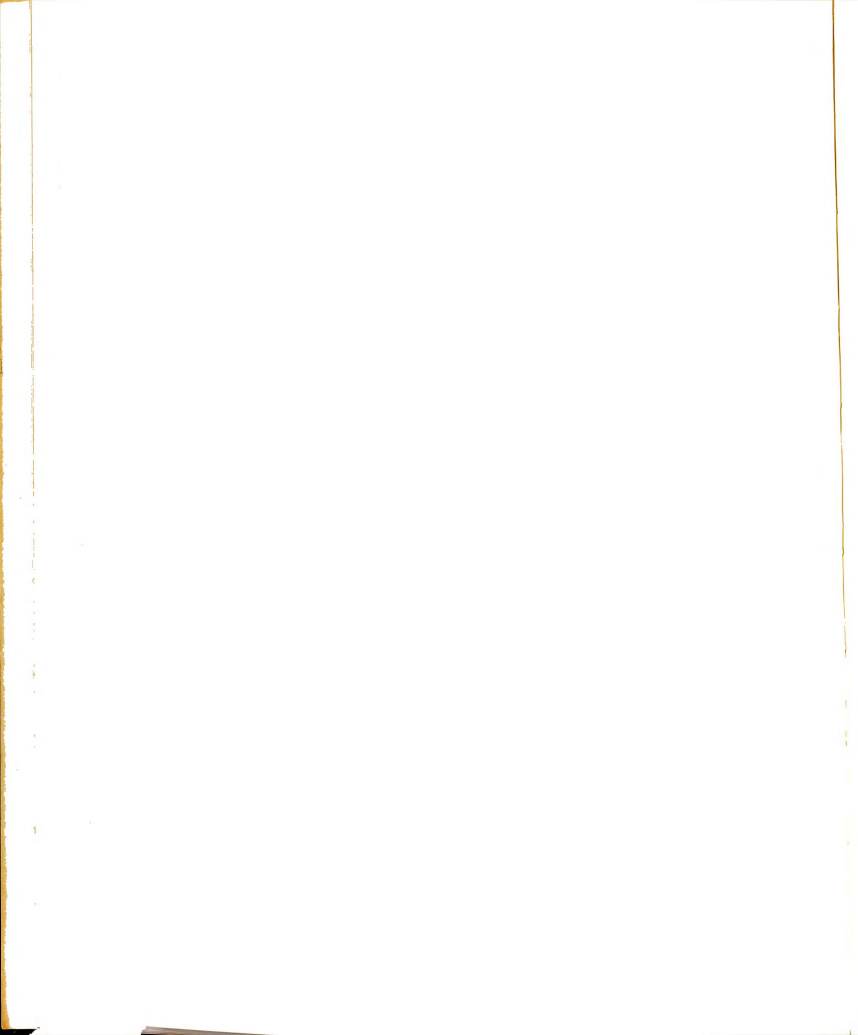
The M.A.C. RECORD will tell you all this in its weekly visit to your home. Its illustrations will present to you the M.A.C. of 1900-1901. And best of all it will tell you of the M.A.C. boys of your own time; where they are living and what they are doing.¹⁷

The annual college calendar proved to be one of the most successful promotional instruments devised under Snyder's direction. Mailed out all over the nation each year, it served as an impressive, attractive reminder of the Agricultural College. The calendars were in great demand, and letters from other colleges came steadily to inquire about printing costs, anticipated results, and so forth.¹⁸ Of the success of the calendar program, President Snyder once commented: "I do not think that we have spent money to better advantage in advertising the College."¹⁹ An idea of the widespread distribution of the calendars--which promised

¹⁷UHC.

¹⁸Letters from Presidents Sylvester and Worst.

¹⁹Letter to Pres. J. H. Worst, North Dakota Agricultural College, Fargo, N.D., Sept. 31, 1899, UHC.



exposure for twelve months of the year--can be gleaned from examining the mailing list for the year 1900:

1. 900 - to faculty, students, and parents of students
2. 1000 - to alumni and former students
3. 1000 - to clergy
4. 130 - to Farmers Institutes
5. 63 - to land grant colleges
6. 132 - to members of the legislature
7. 50 - to state officers and boards
8. 100 - to state Granges and Farmer's Clubs
9. 830 - to public school men, superintendents, county commissioners, and principals of high schools
10. 400 - to Michigan newspapers

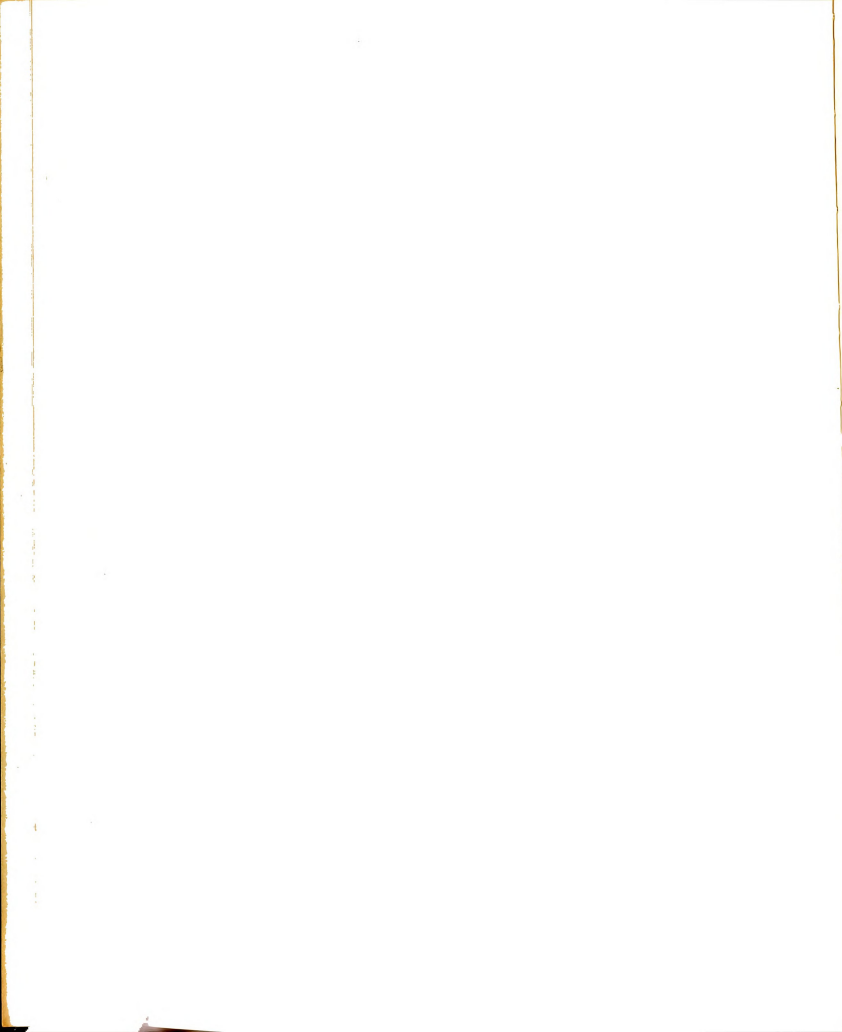
The actual cost for this particular mailing: \$35 per 1,000 copies for printing; \$100 for mailing. Five thousand copies were printed for 1900.²⁰

On the purpose of the annual calendar program, President Snyder said: "The object of the calendar is to keep these people from whom I expect favors feeling good toward the College. Outside of this it is a splendid method of bringing the College before the people."²¹ In brief, an excellent public relations instrument!

On February 8, 1909 the MAC faculty approved the founding of a second newspaper for the Agricultural College. Named The Holcad, this student publication would "help enhance the reputation of the college." Originally set up as a bi-weekly (eventually to become a weekly), The Holcad published on alternate Fridays during the academic year and contained twelve pages of literary matter and eight pages of advertising.

²⁰Letter to Pres. R. W. Sylvester, Maryland Agricultural College, College Park, Md., Jan. 15, 1900, UHC.

²¹Letter to Pres. Sylvester.



The editor-in-chief and the business manager received a maximum of \$100 per year for their services.²² Four years after the paper's founding, Professor Beal called it "a most excellent publication."²³ The Holcad, then, joined the ranks of MAC publications which served the overall public relations effort by providing information to the people of the state, and by serving as a showcase for the activities of the college.

If a program of education and information can be judged in terms of the number and variety of pieces of material distributed to the various publics involved--and to a great extent it can be so judged--then MAC's effort must be judged successful. If nothing else, this measure determines how many persons or groups, including many opinion leaders, were exposed to the information contained therein. The degree to which some were influenced will be discussed later in this chapter. Snyder's effort during these years was prodigious. During the year 1898-99 alone, the college distributed five thousand college calendars, eighteen thousand envelope catalogues, and ten thousand copies of the college year book. Close to five thousand copies of the regular college catalogue were distributed, and almost always on request. "Many thousands" of circulars were also distributed. Special editions of the M.A.C. Record went out to over six thousand young people of the state whose names had been submitted by "responsible parties". In addition, advertisements which highlighted MAC's educational assets appeared in the agricultural

²²"Relative to a College Student Newspaper," Unpublished Manuscript, UHC.

²³Beal, Agricultural College, p. 240.



religious, and educational newspapers of the state. Every request for a college catalogue was honored, along with a personal letter sent from Snyder to the interested party.²⁴

The college turned out a wide variety of publications on a regular basis, some of them for general consumption, others of a more specialized nature. But all of them brought the name of the college and its functions and purposes into sharper focus for the public-at-large. And since printed materials contributed significantly to the public relations effort, a brief examination of the major publications is in order:

A. COLLEGE PUBLICATIONS

I Experiment Station Publications

1. Popular bulletins sent to farmers of the state with material of general interest. By 1913 the mailing list numbered about 65,000 names.
2. Special bulletins contained information of local interest only, e.g. sub-station reports, etc., which dealt with topics of limited interest.
3. Technical bulletins contained reports of scientific research usually sent out only to those engaged in such work.
4. Circulars were made up of from four to six pages and dealt with practical topics when there was a special demand for certain information.
5. Press bulletins--news releases to newspapers, etc.--usually from 200 to 500 words dealing with topics of general interest.

²⁴ Michigan State Board of Agriculture (now Board of Trustees) Annual Report, 1898, p. 41. Hereafter referred to as MSBAR.



II The College Catalogue

Published annually and contained historical data, the purpose and philosophy of the college, information relating to its equipment, methods, courses of study, its scope, requirements for admission, expenses, and so forth.

III Alumni Catalogue

Contained the names of all officers and graduates and was published sporadically.

IV General Catalogue

Published in 1900 and contained the names of all officers, graduates and non-graduates.

V Farmers Institutes Annual

Published yearly beginning in 1894.

VI Semi-Centennial Celebration of M.A.C.

Bound volume 337 pages in length containing speeches, letters of congratulations, and other data on the 50th Anniversary of the opening of the Agricultural College.

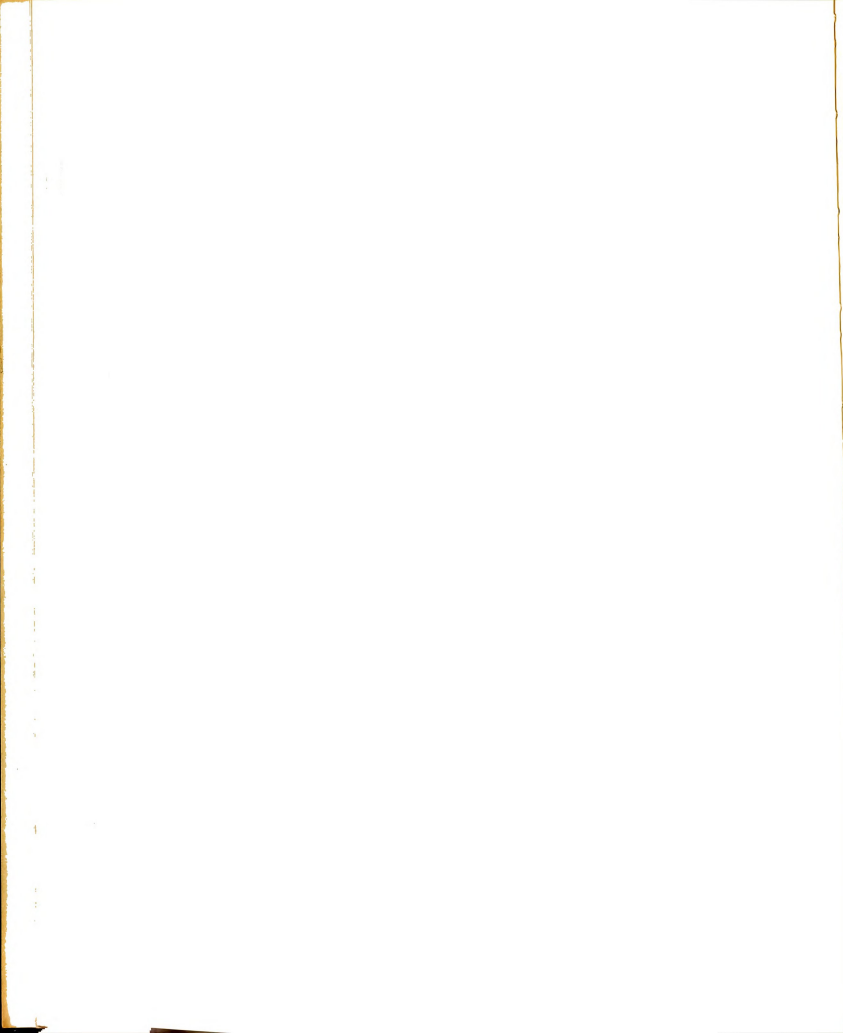
B. STUDENT PUBLICATIONS

I The Speculum

Published from Aug. 1, 1881 to Nov. 15, 1895. At first a quarterly, it eventually became a monthly containing literary works. It went into debt, lost its popularity, and finally ceased publication.

II The M.A.C. Record

A weekly newspaper put out by faculty assisted by students. It did not publish during the long vacation period. Its first issue was January 14, 1896.



III The Annual

Published by the Junior Class, it had various names through the years; finally it became The Wolverine.

IV The Holcad

A student newspaper started in 1909; issued every two weeks initially, then became a weekly.²⁵

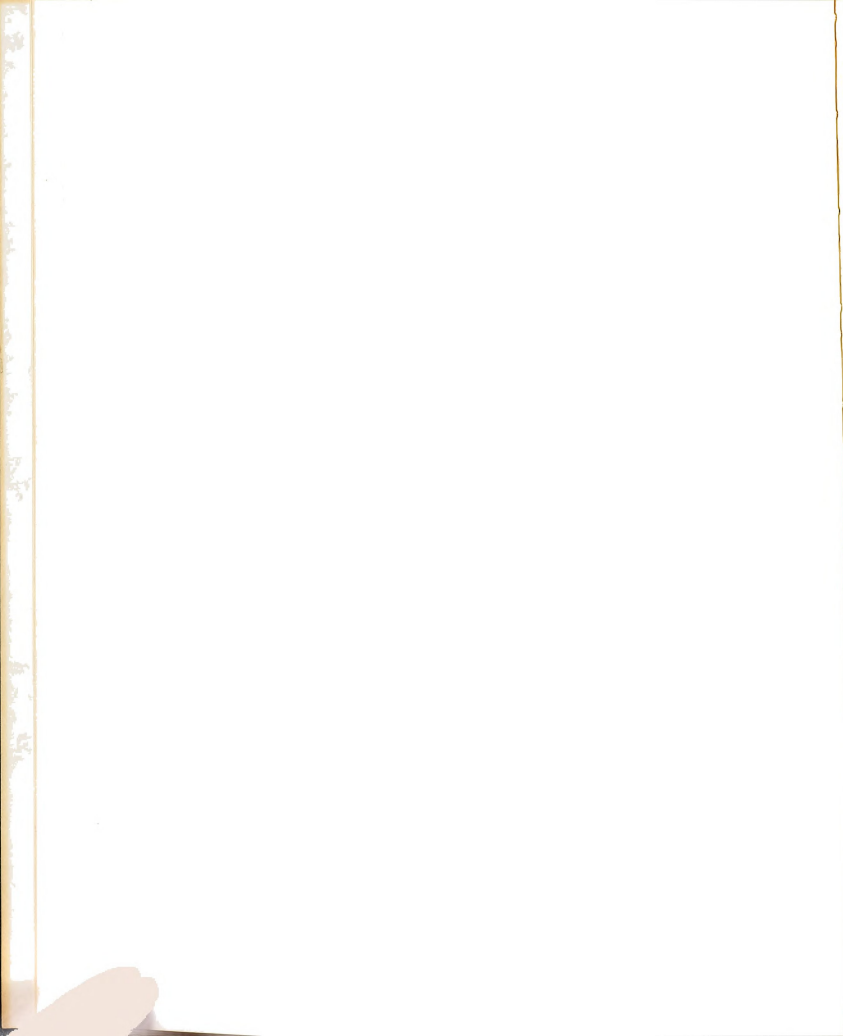
There were other publications as well, such as brochures and booklets on various events, academic programs, summer activities, Farmer's Week, and so forth. The output was voluminous in number and variety; there was something for just about every occasion.

There can be no doubt of the value of the publications produced by the college during these years. Taken together as a single operation of the public relations program, they brought a vast amount of news and practical, helpful information to a great number of people. And since the college had performed the initial experiments, had organized the activities, had written, designed, and printed the publications, each of which carried the college's endorsement, readers could not help but identify the new techniques and information with the college itself.

Personal Correspondence

Aside from Snyder's participation in formal public relations activities such as special events, campus visits, speeches, exhibits, and his interest in and support of publications, he undertook a significant amount of personal public relations responsibility through his

²⁵ Beal, Agricultural College, pp. 236-241.



dealings with many people. As has already been mentioned, the MAC president sent a personal letter with every catalogue requested, and also wrote numerous letters to any and all who asked for information about the college regardless of the intensity of interest displayed. Inquiries came from the idly curious, from those actively seeking to associate with the college in any of a variety of ways, from groups desiring to visit the campus, from some registering complaints--a wide range of interests stimulated such correspondence. President Snyder carefully and promptly replied to all, and he did so clearly, candidly, and personably.

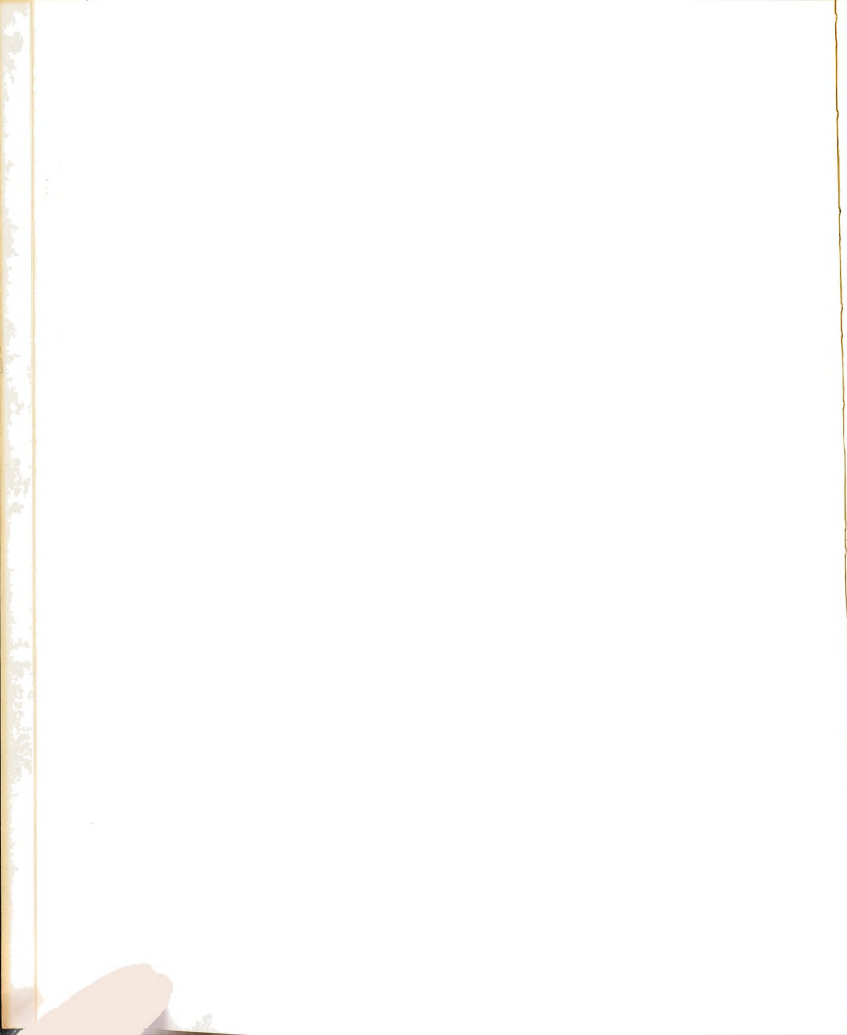
His major concentration centered on encouraging potential students to apply for admission to the Agricultural College, for increasing the enrollment of the institution was of paramount importance. The following personal letter (not a form) he wrote to a young lady in August, 1899; it serves as a good example of Snyder's personal brand of persuasion, seasoned with a well-rounded appraisal of what MAC had to offer:

Your name has been handed to me as a young person who would probably be interested in the Woman's department of our College, and I take the liberty to mail you under another cover a catalogue of our College also a circular of our Woman's department.

We are certainly in a position to give young women a very thorough practical training. Our laboratories for work in Chemistry, Botany, Physics, Bacteriology are not surpassed anywhere in this country. Our departments of English, Mathematics and modern languages are also very strong.

We have a very strong faculty our institution being well endowed we are able to pay such salaries as to bring to us the best men in the country.

We give in connection with the other work of the Woman's department two years of work on the piano free of charge. The course also contains splendid work in art on the practical side, domestic science and domestic art are given careful attention. The Woman's department is presided over by Miss Keller a graduate of Wellsley Sic :



the domestic science is in the hands of Miss Rushmore a graduate of Drexel Institute, Philadelphia, the domestic art is taught by Mrs. Hane a graduate of Pratt Institute, Brooklyn. I mention these simply to show the --- of our teaching force.

On the completion of the course the Degree of Bachelor of Science is awarded the graduate.

Next year our young women will occupy a new building, which with the furnishings will cost nearly \$100,000. The last Legislature appropriated \$95,000 for the erection of this building. We had in attendance last year ninety-three [sic] (93) young women, we expect more this year. They come from the best families of the state.

As you perhaps already know we have the most beautiful campus in the country while the surroundings are all that could be desired.

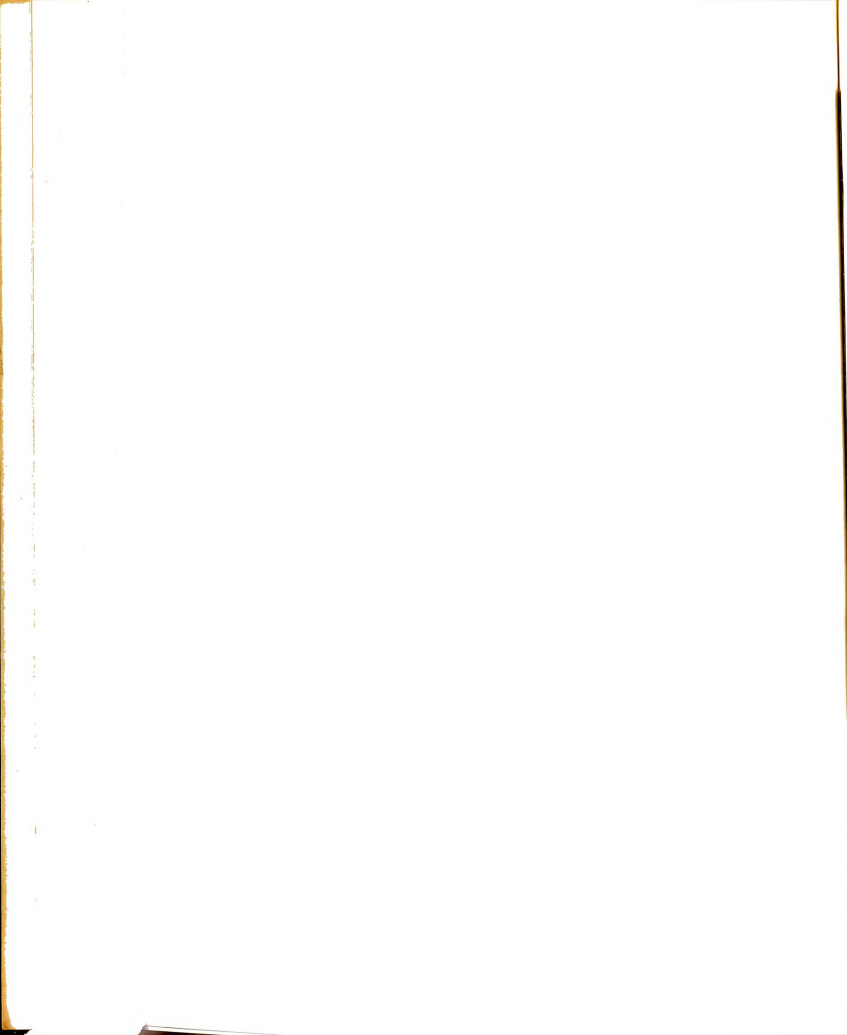
I would be very glad indeed to have you and your friends visit the College, and see for yourself what we are able to do for young women committed to our care.²⁶

If the Agricultural College did not offer work in a particular area, Snyder was not above informing the prospective student to that effect, and at times he even recommended other colleges where such programs could be found. And when it seemed appropriate, he offered advice to a prospective student, perhaps urging him to do work in other than one concentration in order to reap the greatest possible rewards from his education.²⁷ But when MAC offered what a particular student required for his education, the president expended considerable time and effort acquainting him with that fact.

Snyder's personal correspondence often dealt with strengthening the image of the institution, especially if it had been subjected to

²⁶Letter to Miss Floy Selby, Bronson, Mich., Aug. 11, 1899, UHC.

²⁷Letter to Mr. John Schmaltz, Elk Rapids, Mich., Aug. 4, 1896, UHC.



attack from without. Frequently the complaints that came to him from outsiders were based on ignorance of MAC's overall purpose or functions, lack of information about its courses and programs, and even on erroneous and ill-founded rumors circulated among professional groups and individuals who lacked the insight to counter them. On one occasion a letter from a Farmer's Club presented a battery of complaints lodged by several of its members who had recently visited the campus. One member complained of having seen inferior stock at the college farm, doors loose from their tracks, and "a general untidy and extravagant appearance" about the place. He had also seen, much to his concern, three hundred dollars worth of furniture, purchased for the women's building and, found to be inferior (he was informed), secreted away in the building where "it would probably be a loss to the college." Other club members, the letter went on, had seen fit to denounce the "negligence on the part of the college people to show them around at the time the delegates of state association visited there" And yet another member had been told by machinists, he said, that graduates of MAC's mechanical course were "inefficient, and of no good to employ as moulders, etc."²⁸

Snyder replied to the charges, as he felt he must, in his customary forthright and tactful manner. Farmers and farmers organizations were important to the college, and while he tried to cull their favor, he would not permit the college to be the victim of harmful, inaccurate gossip. In replying to the letter, he first extended regrets that the

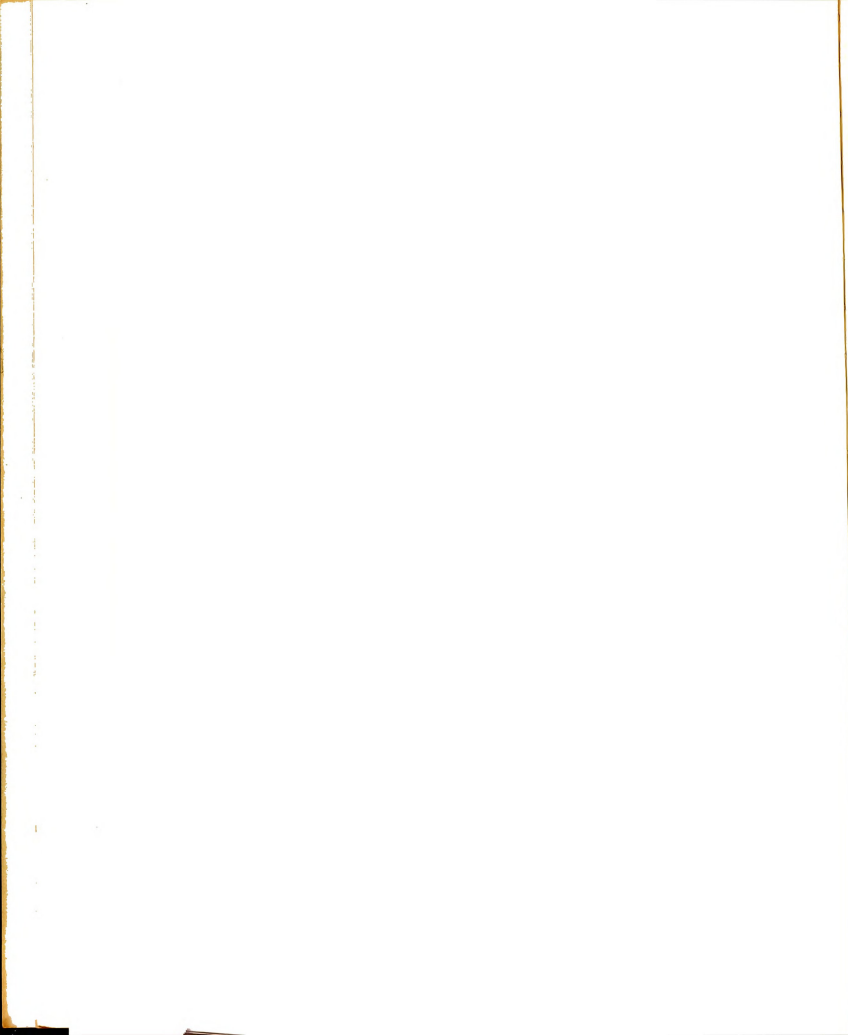
²⁸Letter from Mr. Jay Sessions, Fowler, Mich. March 19, 1901, UHC.



Farmer's Club in question had an inadequate knowledge of the college and its activities, and invited the membership to hold a picnic on the grounds during the coming summer to look the place over for themselves. And since he had served on the committee which purchased the furnishings for the Women's Building and, therefore, knew first-hand of its quality, cost, and current location, he quickly pointed out that some of it was being stored in vacant rooms in the structure until the remaining rooms were ready to be furnished. As to the condition of the college livestock, Snyder merely pointed to the awards received and the endorsements of leading stockmen to clear the air on the matter. He handled the remaining complaints in a similar manner--straightforward but cordial--and in the final reading there could be little doubt in the minds of the complainants that their information had been erroneous.²⁹

Another time an irate merchant sent a letter to the editor of the Michigan Farmer, an influential farm journal, complaining that the Agricultural College had shown favoritism in selling livestock to private citizens during a recent sale. Instead of printing the letter in the pending issue, Robert Gibbons, the editor, sent a copy of it to Snyder, affording him the opportunity to investigate the charge. The college had announced the sale of some of its stock to the public, the president discovered, and the complainant, according to his letter, went to the college farm where a staff member allegedly informed him that there was no stock for sale. The man mentioned the incident to a Lansing butcher who visited the campus himself and bought eleven hogs which he, in turn,

²⁹ Letter to Mr. Jay Sessions, Fowler, Mich., March 29, 1901, UHC.



sold to the complainant at a profit. The indignant merchant closed his letter by stating: "When it gets so State institutions will offer their stock for sale to only one man, then I think it is time us taxpayers called a halt."³⁰

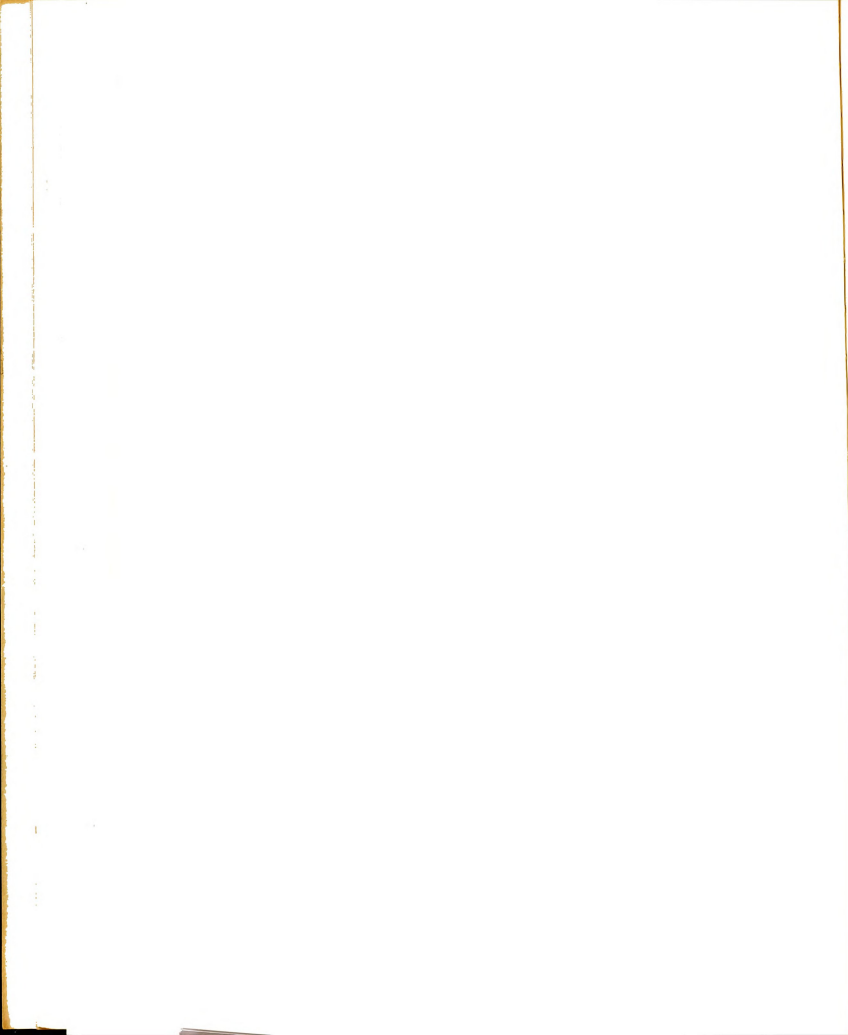
From a public relations standpoint, President Snyder faced two major problems in this matter: first and perhaps foremost, he had to satisfy the editor of a leading agricultural journal that the State Agricultural College had not employed improper measures in the sale of state property; secondly, he had to reassure a single but vocal citizen that the institution was as much interested in cultivating his support as it was that of any other individual. After a thorough investigation Snyder determined that a misunderstanding stood at the root of the problem, and the affair was smoothed over to the satisfaction of all concerned.³¹

Snyder's interest in advancing the cause of the college above all else, and his practical flair for maintaining good relations with the many publics affecting the college, succeeded in warding off what would otherwise have become a difficult and injurious situation. And the MAC president recognized public relations opportunities in other areas as well.

In June, 1899, the Ladies' Home Journal, the influential national magazine for women, published an article on education for women at some

³⁰Letter from Mr. Robert Gibbons, Editor, The Michigan Farmer, May 10, 1897, with enclosure, UHC.

³¹Letter to Mr. Robert Gibbons, Editor, The Michigan Farmer, May 18, 1897, UHC.

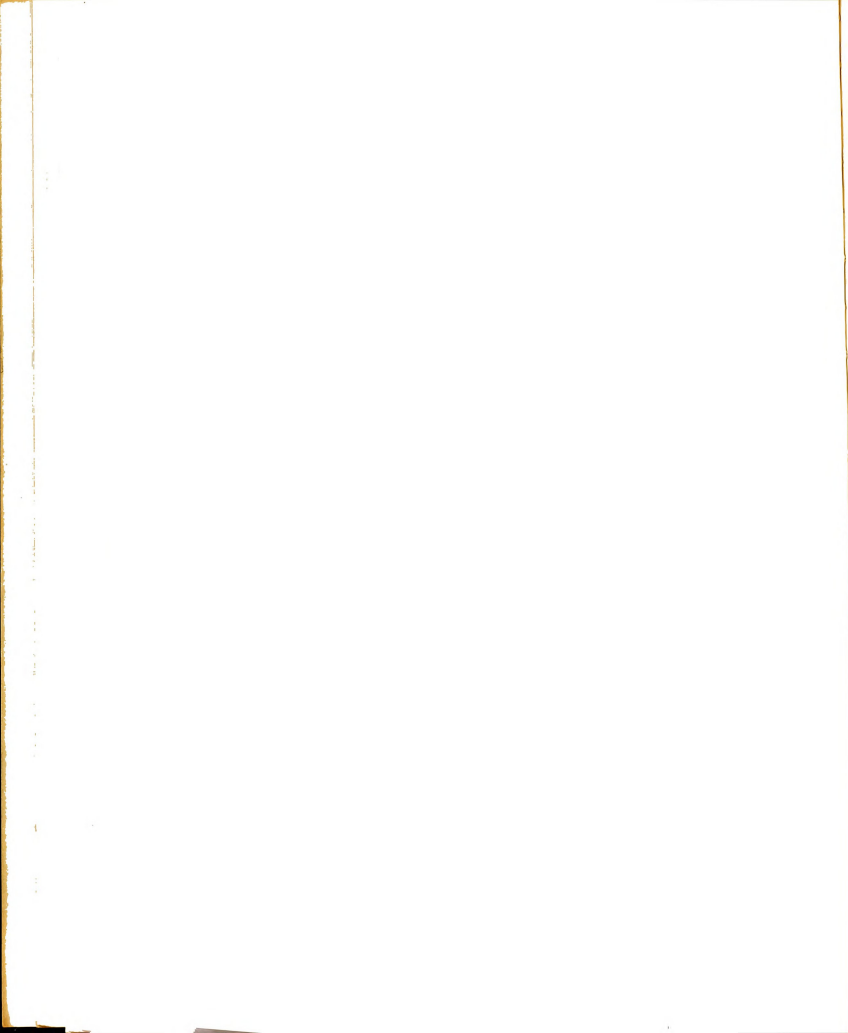


of the state agricultural colleges. President Snyder, impressed with the article, expressed his satisfaction in a letter to the Journal's editor. He also enclosed a circular which outlined MAC's program for women. "Should you desire further information," he wrote, "it will be very cheerfully given."³² On another occasion, the Michigan Grower and Practical Farmer published an article on the Michigan Agricultural College, and Snyder conveyed his appreciation in a similar manner. The story, he said, was "a very valuable article for the college and we appreciate it very much."³³ Just how much these niceties impressed editors is difficult to measure. But certainly they impressed these harried professionals to the extent that such letters of appreciation are rare indeed; the name of the sender and his institution would register in the mind of an editor. Snyder enjoyed good relations with the press, generally, and his willingness to pen a note of thanks for a job well done could not help but be pleasing to a man who rarely found such messages addressed to him.

An important factor in the structure of any public relations program is the dissemination of information through local, regional, and even national mass media. While the college's output of newspapers, bulletins, circulars, and so forth, was prodigious, there still remained the need to reach people not exposed to the regular line of MAC publications. The daily and weekly newspapers of the state were received by a

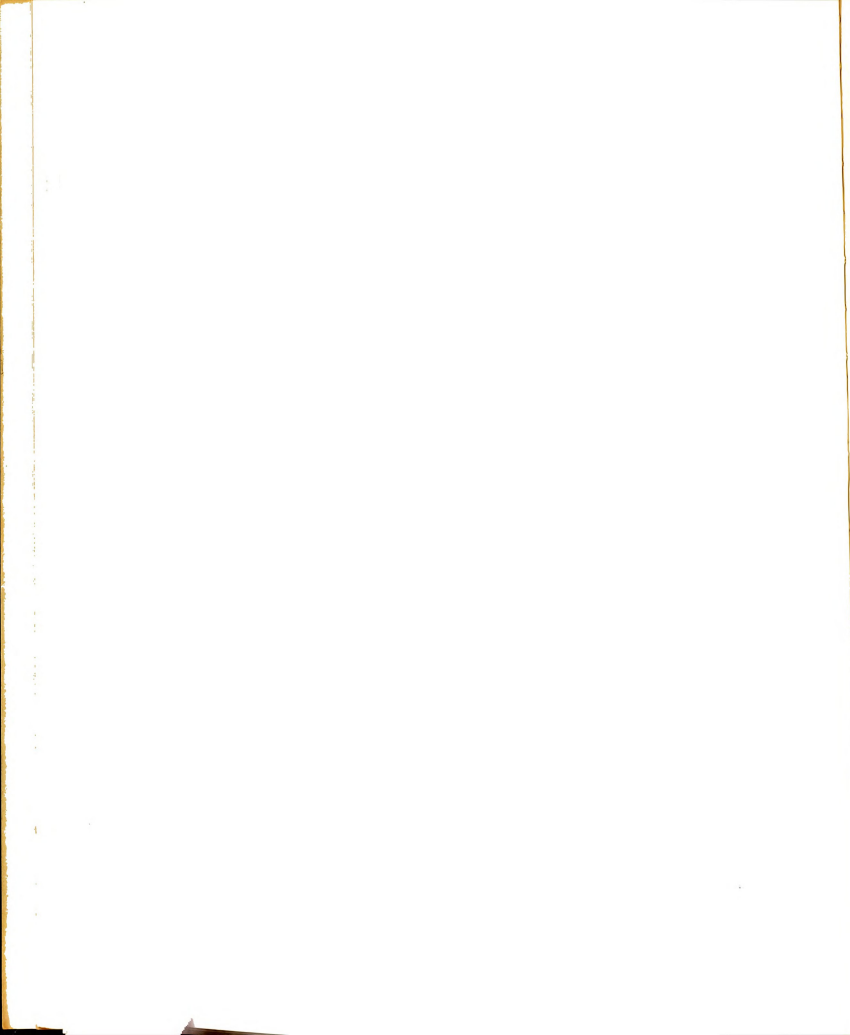
³²Letter to Mr. Erbin E. Rexford, Ladies' Home Journal, Philadelphia, Pa., July 6, 1899, UHC.

³³Letter to Mr. O. W. Braman, Grand Rapids, Mich., May 25, 1897, UHC.



great number of private citizens. Hence it was to MAC's advantage to have its story carried in the press. There would be some overlapping among those who read both the college publications and the public press, but to have so many outlets carrying stories about the activities of the Agricultural College could only help the cause.

Snyder recognized the importance of the news release--news and feature material written according to accepted, professional form and standards--as a means of telling part of the MAC story. He also recognized and appreciated the problems of editors--deadlines, space limitations, etc.--and the negative attitudes harbored by many towards submissions of publicity matter by groups and individuals. Many editors viewed publicity (as many do today) as an underhanded attempt by outside agencies to garner free space for material which, in reality, should be submitted as advertising matter and paid for at standard rates. While most newspapers and magazines made a practice of publishing such material if it contained sufficient reader interest to warrant publication, it was often done begrudgingly and under a cloud of suspicion and distrust. So Snyder's awareness of the problems of editors, and his willingness to go more than halfway to meet their requirements and needs gave him an advantage. He attempted to woo editors to his side by adhering as much as possible to professional practice and standards. He sent to them only those stories he considered to be of genuine interest to the public. And he surrendered his material to the judgment of the editors--for better or worse--without attempting to apply pressures or to otherwise influence their decisions. Often he sent a cover letter along with material being submitted; one such letter, sent to the Michigan Farmer,



displays the president's awareness of the complications:

If you care to publish this, you can do so in whatever way you think best. Nothing would suit me better than to have you use it without my name on the editorial page. Or you can give it as an extract from a letter to you, or as a communication from me. Any way you may desire will be satisfactory to me, and if you do not have room for it I will not feel offended.³⁴

But cover letters to editors, regardless of how well phrased or intended, did not always succeed in winning over each and every editor. This was especially true of small newspapers and magazines where advertising lineage was crucially linked with the very life of the publication. One letter sent to Snyder by the editor of the Pontiac Gazette reflects the efforts of at least one journalist to resist the avalanche of publicity matter which came regularly to his desk:

In re enclosed letter, I wish to inquire if you work for nothing? Do you expect the Gazette to? Isn't it about time all this sort-of begging business was stopped?³⁵

Since news and feature stories submitted to editors as publicity matter were often received with misgivings, editors of the day who normally provided space for them sometimes expected some sort of patronage in return, either in paid subscriptions or in regular paid advertising. This created additional problems for the MAC president. For while his

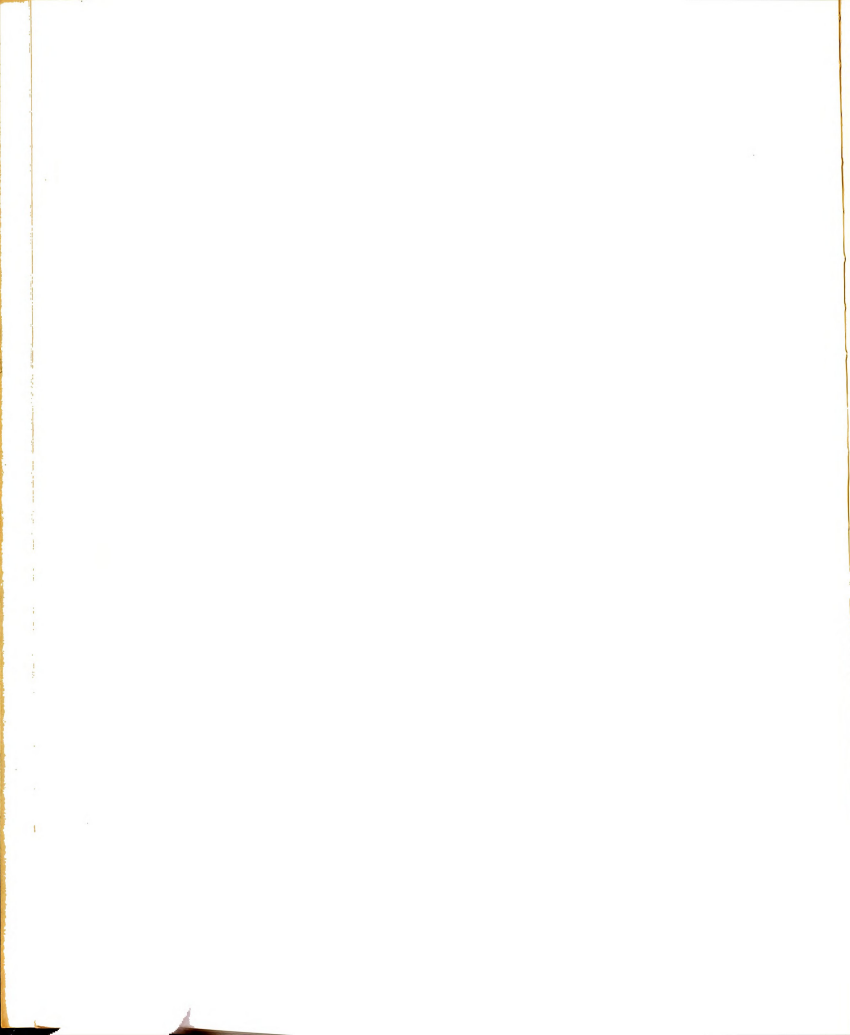
³⁴Letter to Mr. Robert Gibbons, Editor, The Michigan Farmer, Nov. 26, 1897, UHC.

³⁵Letter from S. J. Tomlinson, The Pontiac Gazette, Aug. 10, 1899, UHC. There is no actual evidence that this letter was in reference to Snyder's publicity efforts. But since he was an active publicist, it is likely that this letter was written in response to a request for space; it follows an almost historical pattern.



public relations efforts required the dissemination of large quantities of information on and about the college, his limited advertising budget precluded appreciable expenditures in this area. (Most of the MAC ads were published in publications of the college itself.) Again, Snyder's ability to keep most editors mollified in an attitude of friendly cooperation with the college succeeded where, with one less aware of the value of maintaining proper press relations, the situation might have been different. The Michigan Farmer had long sympathized with the needs of the Agricultural College, and with President Snyder's efforts to improve its academic and professional posture. It published a good deal of editorial matter relating to the institution and its activities. Even so, the publication's management saw fit, at least on one occasion, to inquire into why the college had not placed a greater number of advertisements in the publication when it appeared that other newspapers and magazines regularly ran MAC ads.³⁶ The situation was a difficult one and Snyder recognized in it the root of potential discord between the publication and the institution. He could ill afford to alienate the management of an important publication which had regularly expressed its willingness to cooperate. Yet his budget would not permit extensive advertising in the publication because so much of the available funds went to support other facets of the public relations venture. In the hope of easing the problem, then, Snyder wrote to the Farmer, again displaying his talent for dealing with a touchy situation in a forthright and convincing manner. He pointed out that the college had

³⁶Letter from Mr. G. J. Munsell, The Michigan Farmer June 4, 1897, UHC.



placed more advertising with that publication than any other though its rates were higher than most. He extended thanks for the many favors of the past, and promised that when the new advertising budget received approval, the Farmer would receive a proper share of college business.³⁷

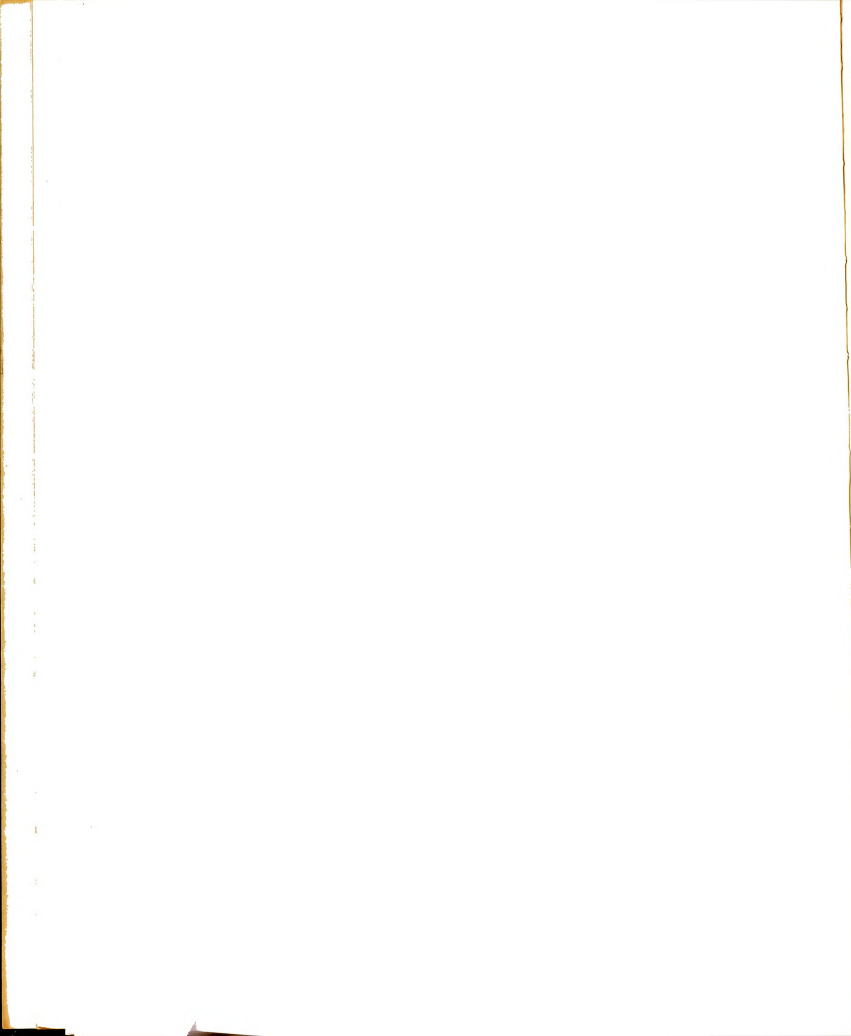
In addition to the large variety of official college publications, personal correspondence, and the press releases, Snyder also made use of slide presentations to bring the Agricultural College closer to the public. The slides were circulated throughout the state to clubs and gatherings of many types. The popularity of the medium proved so great that bookings ran far ahead of schedules.³⁸

Annual Excursions

One of the major facets of the institutional public relations programs was the development of the excursion plan which brought thousands of visitors to the campus each year. Here the people of Michigan were exposed to the institution directly, to its facilities and its people. Here wrong impressions could be righted and, even more important, accurate impressions could be instilled in the young from the outset. The excursions served, too, as an excellent student recruitment outlet, for by bringing the young people into personal, physical contact with the campus, the faculty, and student body, the available educational opportunities became immediately apparent.

³⁷ Letter to Mr. G. J. Munsell, The Michigan Farmer June 9, 1897, UHC.

³⁸ Letter to Mr. Charles B. Finch, Petersburg, Mich., Jan. 27, 1898, UHC.

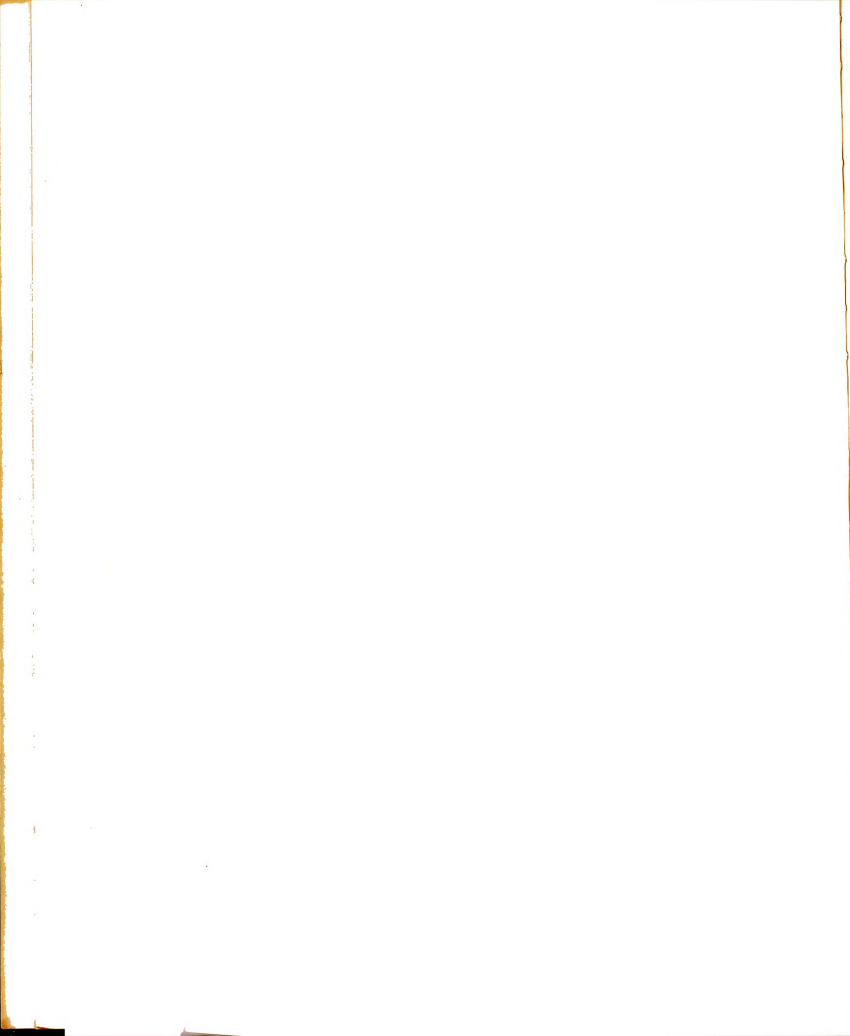


Again, the basic plan was a simple one though it sometimes became complicated in the execution. In early spring of each year, postal cards went out to Granges, Farmers' Clubs, and to officers of institutions in the cities and towns from which Snyder wished to run excursions during August. The cards attempted to sound out local opinion concerning the degree of popular interest in the upcoming outing, the number of visitors to be expected, and so forth. Armed with such information, the MAC president would then approach the railroads and attempt to work out special rates for the visitors and even special trains, if the situation warranted. The various railroads involved were assigned different days during Excursion Week so that the crowds could be properly accommodated. "It is hard work but good work for the College," Snyder commented.³⁹

To help develop public enthusiasm for the trips, large handbills printed by the participating railroads were put up in railroad stations and at other central points in the communities where response was likely to be good. Many bills were sent to local Granges and clubs as well. One such handbill, ten and one-half inches wide and twenty-eight inches deep, announced in large, red type: "Grand Excursion to the Agricultural College, Lansing via Michigan Central. Wednesday, August 16, 1899," followed by a complete timetable.⁴⁰ Even those individuals not interested in joining the annual trek to the campus were exposed to the handbills, with MAC's name displayed prominently.

³⁹ Letter to Prof. R. A. Moore, Madison, Wisc., Aug. 19, 1899, UHC.

⁴⁰ UHC.



The public responded enthusiastically from the outset, though in the beginning the handling of large numbers of visitors to the campus proved to be troublesome. To improve conditions, Snyder arranged to have uniformed cadets board the incoming trains some distance outside of Lansing to instruct the excursionists about procedure, to distribute guidebooks, to answer questions, and to assist the passengers in disembarking at the college.⁴¹ For the 1898 excursion the Michigan Central Railroad alone carried a thousand people from Bay City and intermediate stops to the college, and another 1,025 from Wayne.⁴² The following year, one train brought 1,180 gathered up between Grand Rapids and the campus, and a second train brought fifteen hundred from the shore of Western Michigan. On a single day in 1899 some two thousand visitors arrived, almost all of them farmers and their families, the principal public of interest to MAC's public relations venture. College personnel distributed campus maps to the excursionists; every building was numbered with a large sign that could be seen from a distance.⁴³

One railroad, the Detroit, Grand Rapids and Western, reported the following numbers of tickets sold along its line for the 1898 excursion:⁴⁴

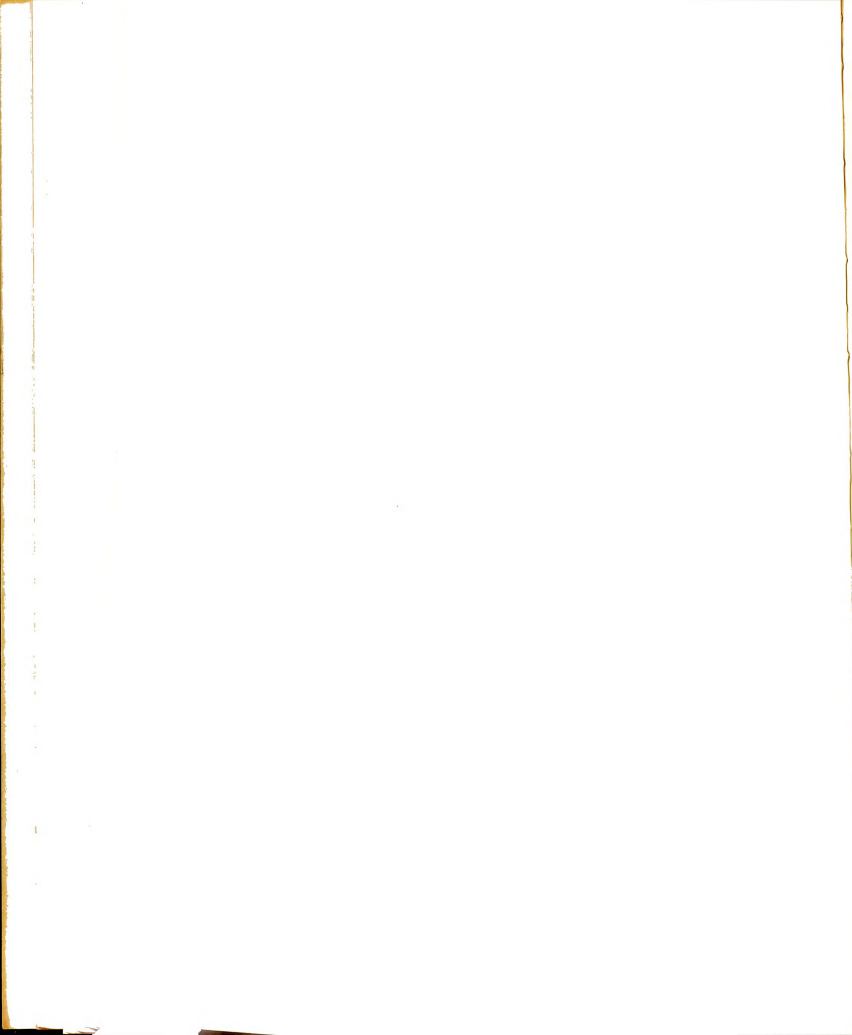
Grand Junction	10
Bravo	2

⁴¹Letter to Mr. Joseph S. Hall, Michigan Central Railroad, Detroit, Mich., Aug. 12, 1899, UHC.

⁴²Letter from Mr. Joseph S. Hall, Michigan Central Railroad, Detroit, Mich., Sept. 9, 1898, UHC.

⁴³Letter to Prof. R. A. Moore, Madison, Wisc., Aug. 19, 1899, UHC.

⁴⁴Letter from Mr. George DeHaven, Detroit, Grand Rapids and Western Railroad, Aug. 25, 1898, UHC.



Fenneville	14½*
New Richmond	1
East Saugatuck	1
Holland	40
Zeeland	91
Vriesland	41
Hudsonville	57
Jenison	2
Grand Rapids	145
Alpine	1
Sparta	17½
Kent City	9
Casnovia	7
Bailey	3
Grant	10
Newaygo	17
White Cloud	2
Allegan	13½
Hamilton	4
Filmore	6
Miscellaneous	7

*Children under twelve rode at half fare.

The same railroad, in 1899, offered the following schedule and rate system for the excursion on three separate days of Excursion Week:

Tuesday, August 15th: From Grand Rapids, Edmore, Stanton, etc., and Lakeview, Howard City, Greenville, Belding, etc., combining at Ionia. The fare from Big Rapids was \$2.00; Lakeview and Howard City \$1.50; and proportionate rates from other stations.

Thursday, August 17th: From St. Joseph, Benton Harbor, Muskegon, Grand Haven, Holland, Hart, Pentwater, Shelby, etc., all combining at Grand Rapids. Rate from St. Joseph and Benton Harbor to Grant Junction, inclusive, \$2.00; Muskegon, Grand Haven, etc., \$2.00; Hart and Pentwater, \$2.50; and proportionate rates from other stations.

Saturday, August 19th: From Detroit and intermediate stations.



Rate was from \$1.80 down to 25 cents.⁴⁵

The new spur track extending from the regular rail line to a spot behind the campus boilerhouse was completed in time for the 1899 excursion. On August 18th, nearly three thousand persons arrived on the new spur, and twenty-seven railroad coaches were backed up to the river.⁴⁶ The publicity given to the excursions throughout the area led to additional requests by professional groups, schools, and clubs to hold picnics and holidays on the MAC campus at times other than during Excursion Week. For example, the North Middlesex Farmers' Institute from Ontario, Canada, held its annual meeting on the campus in June, 1899. The gathering included several members of Parliament, educators, and other honored guests, and featured a speech by the Governor of Michigan.⁴⁷

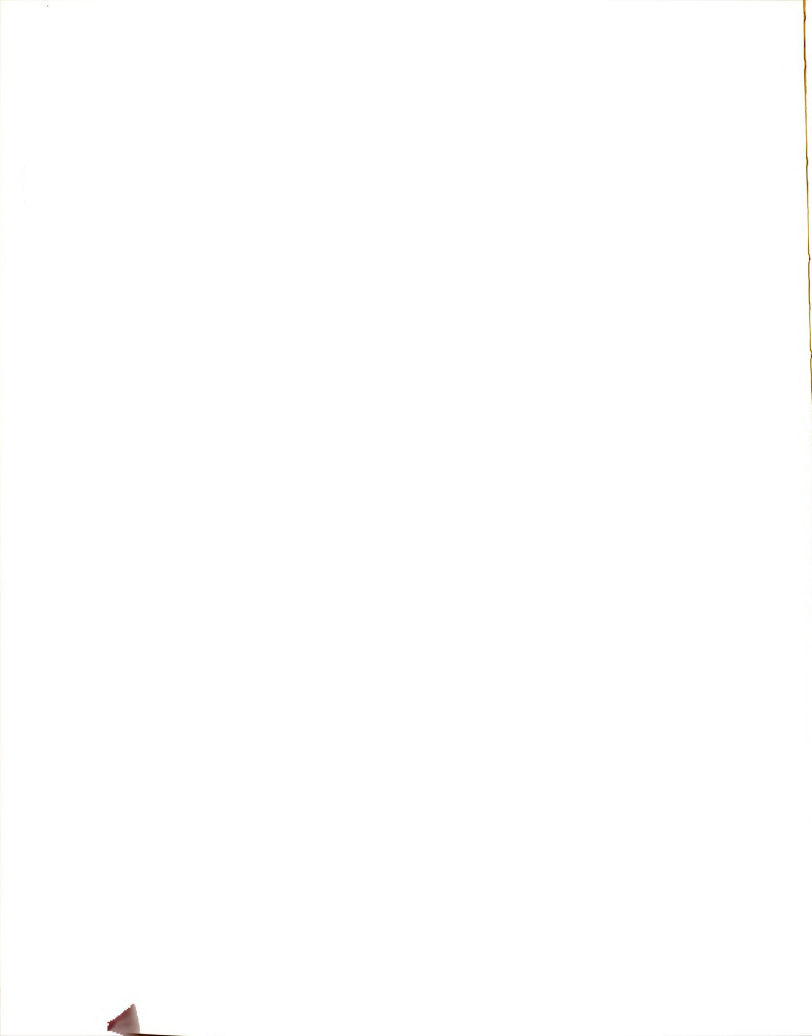
The excursion idea, while eminently successful, was not without its trouble spots. For one thing, a touch of scandal threatened to detract from the plan--chaotic for any public relations venture--when several families lodged complaints with President Snyder about the theft of lunch baskets from campus picnic areas. The story even reached the press.⁴⁸ Snyder devised a trap for the thief and eventually caught him red-handed. News of the coup was immediately transferred to the injured

⁴⁵Letter from Mr. George DeHaven, Detroit, Grand Rapids and Western Railroad, May 27, 1899, UHC.

⁴⁶Letter to Hon. L. Whitney Watkins, Manchester, Mich., Aug. 19, 1899, UHC.

⁴⁷Letter from Mr. E. B. Smith, Ailsa Craig, Ontario, Canada, May 12, 1899, UHC.

⁴⁸Letter from Mr. O. W. Halstead, Mason, Mich., Aug. 29, 1901, UHC.



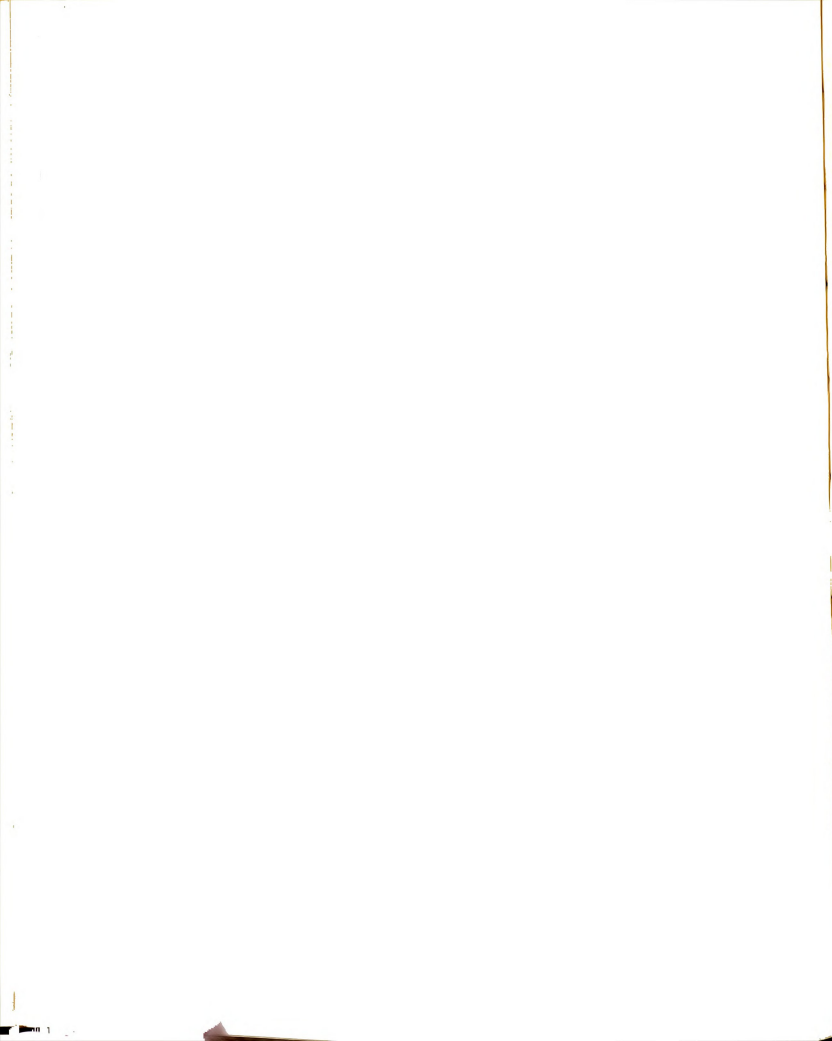
parties.⁴⁹

In spite of the successes realized, President Snyder tried to improve upon the excursion plan each year, and at the same time, to improve the image of the college. He knew that the image projected by the events would in large measure contribute to the image projected by the college itself. Therefore all events had to be of high quality. By 1905, "hawking and crying goods" had been outlawed on the college grounds during Excursion Week. The selling of popcorn was permitted provided the vendor did not "cry his wares in a loud manner." The same was true of selling sandwiches at the trains at departure time. Megaphones were suppressed, as were "acid lemonade" and "syrup drinks" of all kinds which had rendered some visitors ill. All souvenirs to be sold to the visitors had to win approval, in advance, from the college because of the efforts of certain outsiders to sell cheap, undignified items which cast improper reflections on the college.⁵⁰

In many respects the excursion plan became the high point of Snyder's public relations program. A basic problem which plagued the college in earlier times was the lack of understanding which existed between the institution and the public. While print media succeeded in bringing the MAC story directly to the people, it is one thing to write about progress and quite another to show it off. By bringing thousands of Michigan residents to the campus each year, by permitting them to peer into classrooms and laboratories, to examine equipment and see it

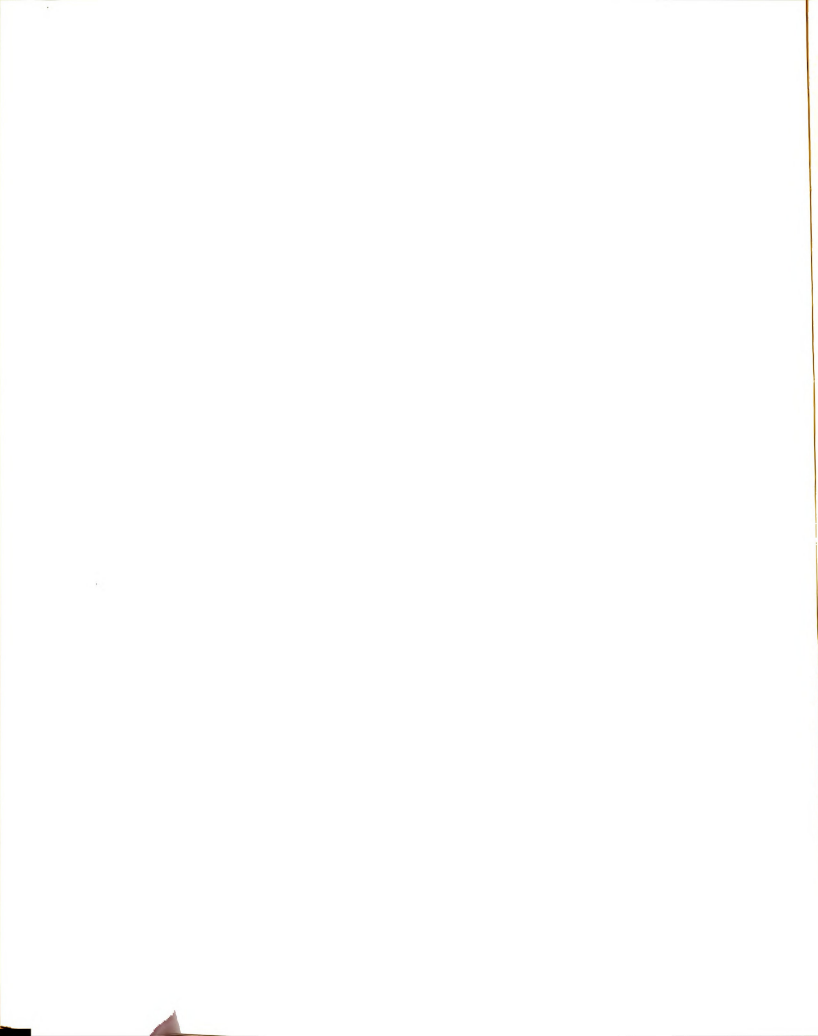
⁴⁹Letter to Mr. O. W. Halstead, Mason, Mich., Oct. 9, 1901, UHC.

⁵⁰Letter to Mr. C. A. McCue, Aug. 12, 1905, UHC.



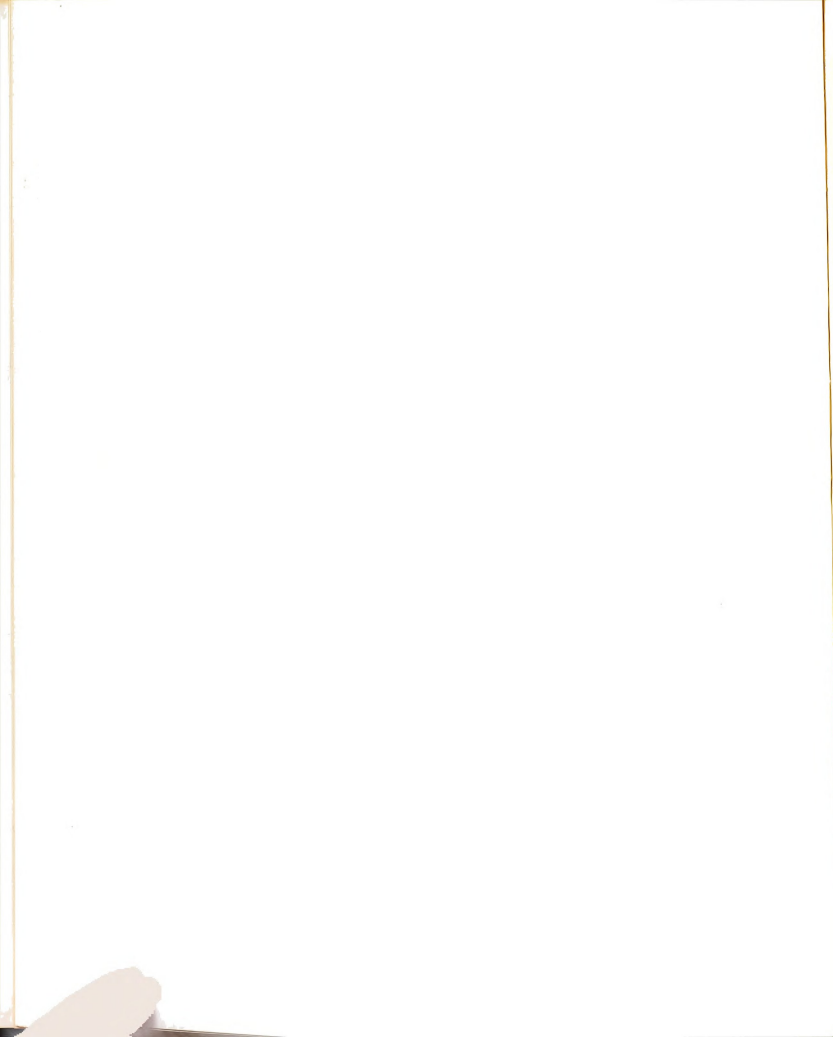
operate, to listen to faculty members who made themselves available, and by all the other influences to which excursionists were exposed, the college made it abundantly clear that it not only took advantage of progress, but directly contributed to it. So even though the excursions necessitated a major preparation on the part of the entire MAC community over a period of many months, the good achieved in implanting a positive image of the college in the minds of those who came--who in turn went home and talked with others about their visits--proved well worth the effort.

Other public relations ventures undertaken in an effort to improve the stance of the Agricultural College before the public came in the form of exhibits set up at fairs and institutes, and an abundance of blue ribbons affixed to well-bred MAC livestock. Speeches by MAC faculty delivered at other colleges and universities, and faculty participation in seminars, extension work, and in the activities of the Experiment Station also helped the cause. While many of these functions may not have been conceived within the framework of public relations, they contributed, nonetheless. In the main, the tools and techniques outlined in this chapter made up the bulk of the public relations endeavor. And just as President Snyder knew that every faculty member, every student, and every staff employee served as a representative of the institution, he recognized that every event, every publication, every award received, carried with it the reputation of the college, for better or worse. As the techniques increased numerically and in sophistication, so did the stature of the institution increase.



During the 1912-13 academic year, the college polled MAC freshmen to determine the major influences which had made them decide to enter the college.⁵¹ The results indicated that the strongest influences were people--alumni, former students, current students, school teachers, members of formal groups, and private citizens. Otherwise the college catalogue made a strong showing, especially as it maintained a continuing link between prospective students and the college. Visits to the campus, too, was a heavily influential factor. But the campus newspaper, advertisements of the college, and college circulars ranked among those selected least of all as prime influences; yet Snyder and others considered these instruments to be among the major public relations assets. On the surface, then, it would appear that expenditures to support printed media of this variety were simply thrown away; yet it must be remembered that they played a very special role in keeping people informed of developments at MAC. (The M.A.C. Record, for example, was popular reading fare among old grads, former students, and private citizens all over the state.) Hence these instruments, while accorded a minor place in the results of the poll, went a long way toward successfully implanting a positive imprint of the college on the public mind. While potential students might not have been directly influenced by the regular line of publications--to which few of them would have been exposed--those persons sympathetic to the college who did influence potential students were kept informed of MAC developments through the articles, stories and editorials read in the college publications. So each element in the overall plan contributed substantially to the growth and development of the institution.

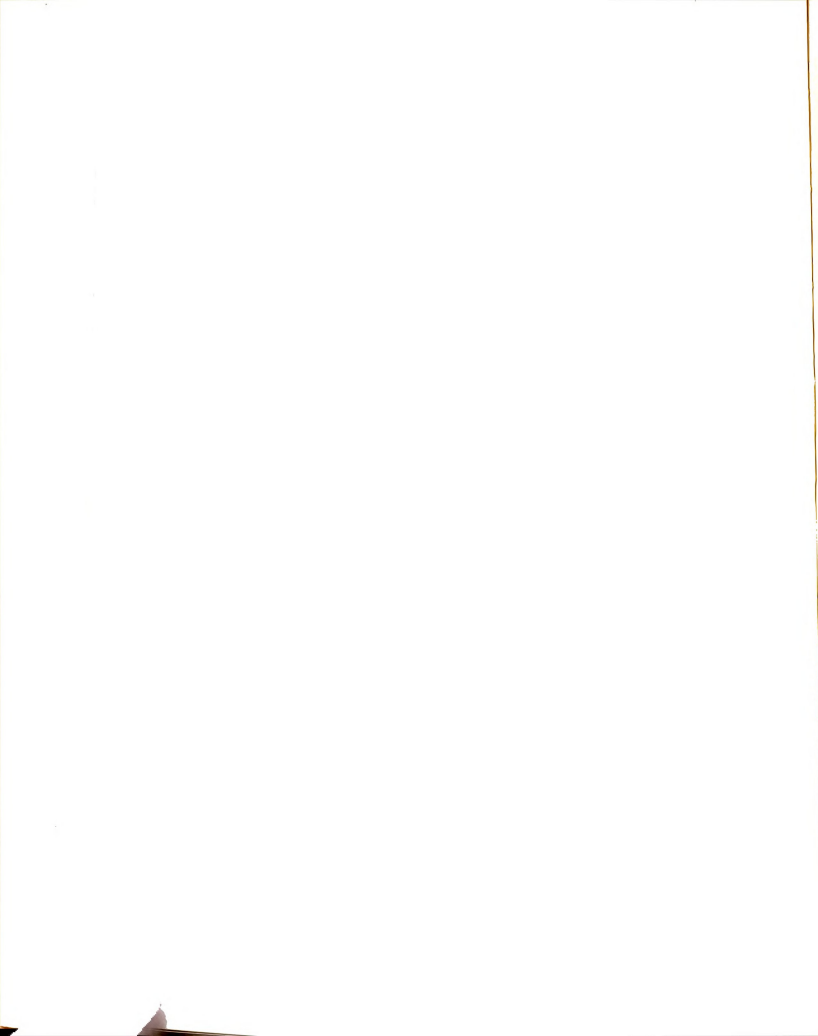
⁵¹Poll Taken During the 1912-13 Academic Year, UHC.



CHAPTER IV

THE WOMEN'S DEPARTMENT

Mary Bryant Mayo was a wise and capable woman who possessed an abiding desire to be of service to the people of Michigan. A farm woman, she sought to better the lot of rural and farm people throughout the state, and in their behalf she expended much of her effort and ability. Mrs. Mayo became a leader in the powerful State Grange and in farm and women's groups; in meetings and addresses before the public she called for change, especially in the role of women on the farm, always stressing the value of education and good training. Traveling to every county in the state over a period of years, she lectured eloquently in Grange halls, civic gatherings, and at church socials urging rural and farm women to heed opportunities for improving their lives and the lives of their families through education and local institutes and programs. As chairman of the Woman's Work Committee of the State Grange, she launched the "Fresh Air" program which annually brought countless children of the poor from their city slums to summer vacations on Michigan farms. And she instituted programs for women through the Michigan Farmers' Institutes and other organized movements. But the activity closest to her heart, to which she devoted the bulk of her energies, was the establishment of a women's department at Michigan Agricultural College. For almost fifteen years she delivered speeches and wrote articles for publication under-



scoring the need for such a department.¹

Mary Mayo's interest in the establishment of sound educational opportunities for women was firmly based in the belief that such training would aid future homemakers in the rearing of children, in caring for and assisting their husbands, and in placing the home on its proper level as a major social institution. She believed that young women should be as thoroughly trained as men for their future roles in society, that the demands to be made of them would require, "skilled hands and trained minds."²

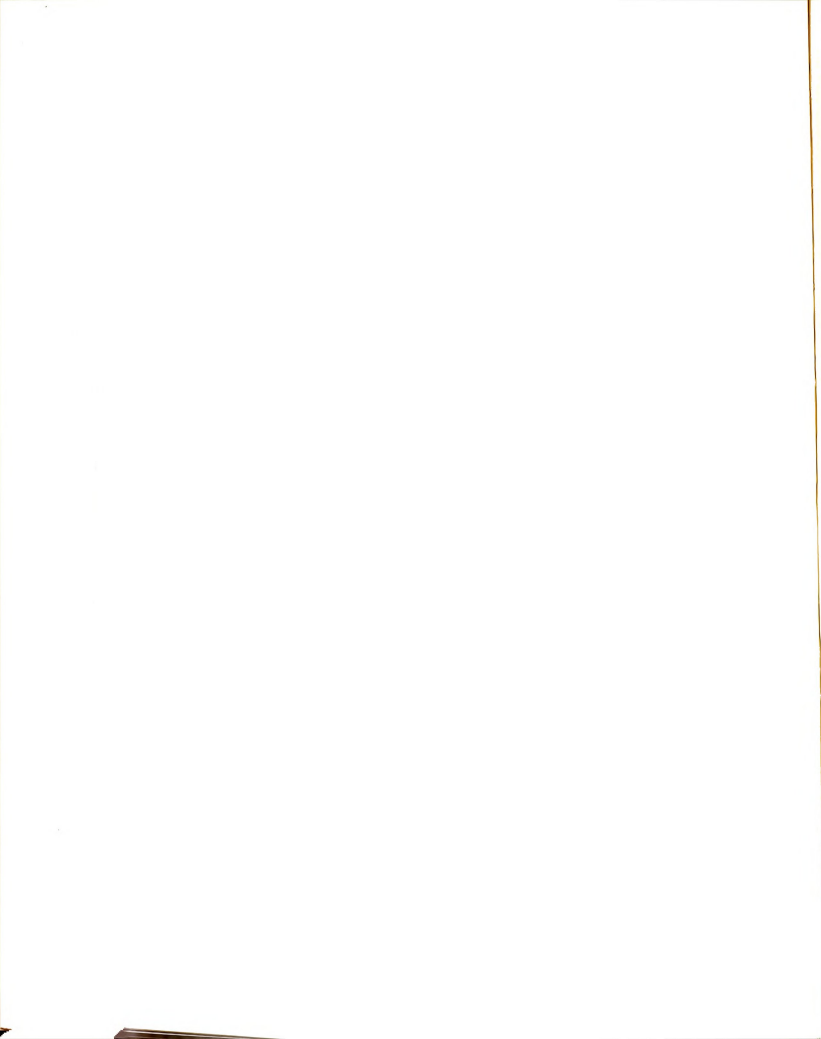
The State Grange, the Agricultural Society, Farmers' Clubs, and other organizations had agitated for years for the development of a women's program at MAC. But Mary Mayo, according to Maude Gilchrist, who served as one of the early directors of the program, was "the influential, energetic leader for the cause, and her work was rewarded."³ Her reward came when the Edwards Committee recommended to the Board that such a program be organized at the Agricultural College at the earliest opportunity. She was further rewarded when the Women's Building was formally dedicated in October, 1900.

Actually the interest in developing college-level programs for women at the turn of the century extended beyond the borders of Michigan.

¹Claribel R. Barnett, "Mrs. Mary Anne (Bryant) Mayo," Unpublished Manuscript, University Historian's Collection. Hereafter referred to as UHC.

²Mary A. Mayo, "Practical Education for Young Women, April 14, 1896," Unpublished Manuscript, UHC.

³Gilchrist, Home Economics, p. 4.



There developed a steady movement throughout the country to provide such opportunities. In the twenty-year period from 1890 to 1910, female enrollments in women's colleges increased 348.4 per cent; in coeducational institutions it was even greater--438 per cent, while the male enrollments climbed 214.2 per cent for the same period.⁴

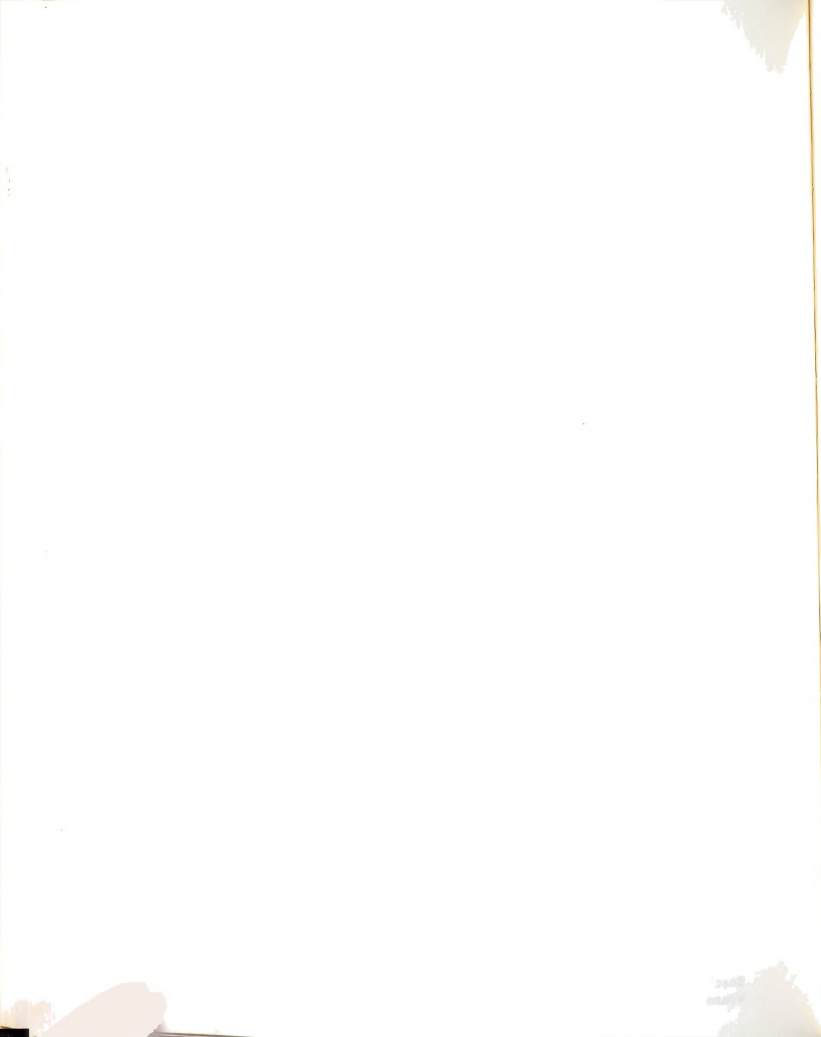
Although the first bonafide program for women at MAC did not develop until 1896, female students had been taking classes at the college for more than twenty-five years. In 1870 ten young women petitioned President Abbot for permission to enroll, and in 1879 Miss Eva D. Coryell became the first female graduate of the institution.⁵ But enrollments fluctuated widely in those early years when the young women had no program geared for their particular needs and interests; they studied the same subjects in the same programs designed for men. The following enrollment figures for women prior to 1896 indicate to what extent attendance varied:⁶

<u>Year</u>	<u>Enrolled</u>
1875	0
1876	4
1877	6
1878	12
1879	11
1881	7
1882	7
1883	5
1884	5

⁴Willystine Goodsell, The Education of Women: Its Social Background and Its Problems (New York: The Macmillan Co., 1924), p. 26.

⁵Gilchrist, Home Economics, p. 3.

⁶"A Report Tracing the History of the Activities of Faculty, the State Board of Agriculture, and the State Legislature in Establishing the Woman's Course at Michigan State College," UHC.



<u>Year</u>	<u>Enrolled</u>
1885	8
1886	11
1887	17
1888	19
1889	18
1890	28
1891	35
1892	28
1893	25
1894	23
1895	29

Not until the new program was set up to meet the specific needs and requirements of women did enrollments develop appreciably and steadily. In 1896, the first year of the new program, over forty girls enrolled, the greatest number of women students in the institution's history. Thus once the college presented them with curricula which were meaningful to them, the women of the state responded strongly.

While initial interest in the program for young women predated President Snyder's arrival at the Agricultural College, he proved to be the motivating force which put it into motion. His earlier successes in pioneering new programs in Alleghany enabled him to draw from practical experience in organizing the Women's Department.⁷ Few others on the scene had such experience to guide them.

When he submitted the outline for the four-year program to the Board, the president included in it a variety of educational experiences which provided breadth without sacrificing the in-depth training he felt was necessary. The freshman year included a major course in cooking "to familiarize students with the most healthful, attractive, and at the same

⁷ Gilchrist, Home Economics, p. 5.

time economical methods of preparing such articles of food as are found at a well appointed table."⁸ As sophomores the ladies were exposed to a course in domestic science along with work in the sewing room with instruction in sewing, and cutting and fitting. A course in millinery was offered as an elective in the junior year. But the overall program strongly emphasized work in the arts and sciences, with but a fraction of the total being devoted to practical courses.⁹ The complete program as approved by the Board is presented on the following pages.¹⁰

Courses in drawing were also made available along with work in graphic arts, history of art, and elective work in painting. Two years of free instruction in piano were offered along with instruction in choral singing. Upon completing the program the student would receive the Bachelor of Science degree.

When the Board approved the outline it also voted to turn Abbot Hall over to the exclusive use of the new Woman's Department. Determined at the same meeting was the title to be bestowed on the new head of the department--"Professor of Domestic Economy and Household Sciences." ¹¹

⁸ Michigan State Board of Agriculture (now Board of Trustees) Annual Report, 1897, p. 27. Hereafter referred to as MSBAR.

⁹ MSBAR, 1897, p. 27.

¹⁰ Minutes of the Meeting of the State Board of Agriculture, June 8, 1896.

¹¹ Board Minutes, June 30, 1896.

FRESHMAN YEAR*FALL TERMA.M.Algebra, 5 hrs.English, 5 hrs.Botany, 5 hrs.P.M.Cooking, 5 hrs.Mechanics, 2 hrs.CalisthenicsWINTER TERMA. M.Algebra, 5 hrs.Physics, 4 hrs.English, 2 hrs.Drawing, 10 hrs.P. M.Cooking, 5 hrs.Laboratory, 2 hrs.CalisthenicsSPRING TERMA. M.Geometry, 5 hrs.Physics, 4 hrs.Elementary
Chemistry, 6 hrs.English, 5 hrs.P. M.Cooking, 5 hrs.Chemical
ManipulationCalisthenics

*The source does not include the number of hours for all the courses listed.

SOPHOMORE YEARFALL TERMA.M.Geometry, 5 hrs.AnalyticalChemistry, 10 hrsAnatomy, 2 hrs

Laboratory, 4 hrs

English, 2 hrsP.M.HouseholdEconomy, 1 hr.Sewing (Plain)

4 hrs

DrawingCalisthenicsWINTER TERMA.M.Physics, 3 hrs

Laboratory, 4 hrs.

Plant Histology -

10 hrs

Organic Chemistry

5 hrs

English, 1 hrP.M.Household Economy

1 hr

Cutting & Fitting

4 hrs

Drawing, 2 hrsCalisthenicsSPRING TERMA.M.Entomology, 5 hrsTrees & Shrubs

3 hrs

Vegetable Gar-dening, 5 hrsLandscape Gar-dening,English 2 hrs.P.M.Household EconomyFloricultureDrawingCalisthenics

JUNIOR YEARFALL TERMA.M.Literature

(American) 5 hrs

English History, 5 hrsGerman, 5 hrs.Graphic Art, 2 hrsP.M.Elect One:

Floriculture

Pomology

CalisthenicsWINTER TERMA.M.Horticulture, 5 hrsRhetoric, 5 hrsGerman, 5 hrs.Shakespeare, 1 hr.CalisthenicsP.M.Elect One:

Dairy

Millinery

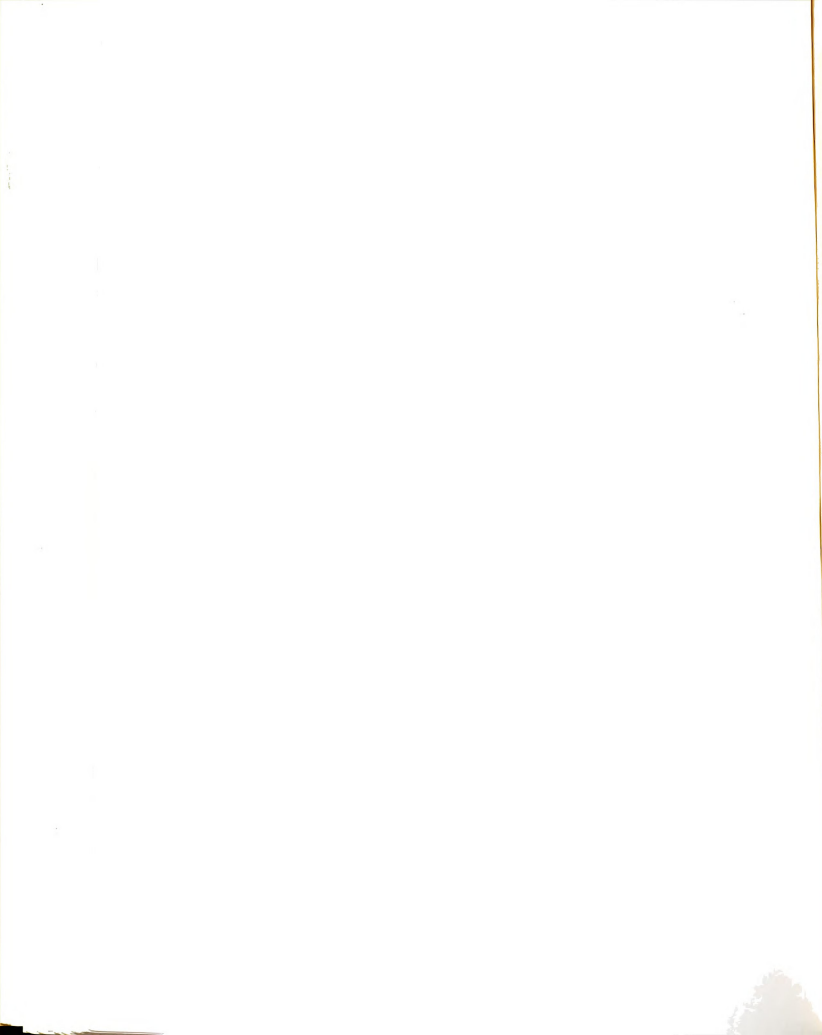
Pomology

SPRING TERMA.M.History of Art

5 hrs

Civics, 5 hrs.German, 5 hrs.Shakespeare, 1 hr.CalisthenicsP.M.Elect One:Kitchen
gardeningPoultry
Raising

Floriculture



SENIOR YEARFALL TERMA.M.Elect Three:

Agriculture

Horticulture

Meteorology

Logic, Bacteria

Physics

Constitutional
History

German, French

WINTER TERMA.M.Elect Three:

Agriculture

Horticulture

Economic Zoology

English Masterpieces

Psychology

German, French

SPRING TERMA.M.Elect Three:

Agriculture

Horticulture

Political
Economy

Geology

Domestic
Engineering

German, French

P.M.Elect One:

Floriculture

Pomology

Kitchen
GardeningP.M.Elect One:

Dairying

Floriculture

Pomology

P.M.Elect One:

Floriculture

Pomology

Kitchen
GardeningPoultry
Raising

The curriculum in domestic economy emphasized the following points:

I THE HOUSE.--Its site, construction, sanitation; heating, ventilating, lighting, water supply and drainage; disposal of waste; furnishing; cleaning and general care; administration of household affairs; the keeping of household accounts; the relations of income to expenditure; the significance of the "home"--its relation to the municipality.

II FOODS.--Their nature, composition, and nutritive value; discrimination in purchasing; preparation and physiological effects; foods for the sick; foods for the well; for growing people; for adults.

III THE PRESERVATION OF HEALTH.--The functions of the body; the care of the body; diets for different periods and conditions of life; work and rest; sleep.

IV CLOTHING.--Features of healthy garments; sanitary considerations; night clothes; clothing for children and infants; dress materials; principles of construction of dress; artistic considerations of dress.

V EMERGENCIES.--A course of lessons in the application of the facts of anatomy and physiology, intended to fit one to render that "first aid" so often indispensable in cases of accident or sudden illness when there may be delay in summoning a physician.¹²

In general the curriculum designed for the women's program was calculated to meet specific needs of the time. The practical vocational work was aimed at developing and maintaining skills to be used in and about the home, while traditional course work in the arts and sciences matched the needs brought about by social and economic changes which directly affected women. For in turn-of-the-century America the community, as a social unit, preempted many of the functions and responsibilities

¹²Catalogue, Officers and Students of the Michigan Agricultural College for the Year 1897-8 (Lansing: Published by the College, 1898), p. 65.

heretofore relegated to the home. Better schools for her children became a prime concern of the homemaker as did improved sanitary conditions, clean streets, pure food and water, medical advances, and a multitude of similar pursuits, which would bring about a safer, more promising climate for her family than ever before. The community, too, assumed many of the housewife's personal activities--in her name and to her advantage--as industry began supplying her with products, materials, and services formerly produced in the home, thereby providing her with time to devote to self-improvement and outside activities. Gradually she came to own property, to earn an income of her own, and to exercise joint control, with her husband, over her children. She became an active, contributing member of her society, dedicated to community betterment, which, in turn, provided increased standards of living for her family. She became interested in hospitals, sewerage, schools, poverty and health, and she developed an interest in government which eventually spawned a desire to participate in government at all levels, principally through the ballot box. These interests and activities brought an end to much of the independence of the individual home, and provided a major force behind woman's desire for intellectual advancement. She needed the kind of training which would provide greater insight into her times.¹³ And at MAC the training for women soon began fulfilling the requirements of women from the farms, from rural villages and towns, and from the cities as well.

¹³ Marion Talbot, The Education of Women (Chicago: University of Chicago Press, 1910), pp. 32-48.

In the official MAC Catalogue for 1897-98, the section devoted to the Women's Department summed up the basic philosophy which supported education for women at the time. Science, the passage pointed out, is the knowledge of the laws of the time which can be applied to all facets of life--the bedroom, dressing room, nursery, dining room, and kitchen--and help to improve conditions in each by "simplifying and systematizing" the duties of women which held them "in practical slavery, bring on premature exhaustion and old age and take away from life all dignity and sweetness." If women were to be emancipated from a life of drudgery, applied science would be the instrument of emancipation.¹⁴

In spite of the need for a new program for women and the support given it by the agricultural interests around the state, not everyone associated with the college was convinced that it should be brought about. Some highly vocal individuals denounced the whole plan of educating women, but their protestations were overcome by President Snyder and the plan became a reality.¹⁵ As a matter of record, some were completely opposed to any changes whatever in the traditional agricultural makeup of the institution.¹⁶

One of the major problems with which President Snyder had to contend once the women's course received approval was that of staffing

¹⁴M. A. C. Catalogue, 1897-98, p. 32. Hereafter referred to as MACC.

¹⁵The Wolverine, 1915, p. 6.

¹⁶Letter from Prof. Clinton D. Smith to Gov. Chase S. Osborn, May 26, 1912, UHC.

it with competent, well-trained faculty. Although midwestern colleges had been offering work in home economics for some time, there existed a critical shortage of instructional personnel. The first head of the program was Miss Edith McDermott, an acquaintance of Snyder from his Alleghany days. She was an experienced teacher who had studied at Alleghany College, Drexel Institute, and Cornell University.¹⁷ In the first year, forty-five women students registered in the domestic science program, an impressive figure when one considers that only twenty-two women had been graduated from the college in the twenty-five years since the first females had enrolled.¹⁸ The new program would be a crucial test for Miss McDermott, who had never before held such a position of responsibility in educational administration.

At the start of the 1897-98 academic year, Mrs. Harriet Bacon joined the staff of the Women's Department as matron, thereby permitting Miss McDermott to devote more of her time to administrative matters. In the same year Mrs. Jennie L. K. Haner became head of domestic art. Mrs. Maude Marshall, placed in charge of the music department, was the third member of the staff. While these individuals possessed qualifications sufficient to meet the demands of the first years, President Snyder soon recognized that personnel problems in the Women's Department would be chronic throughout the remainder of his administration. The first major crisis developed shortly after Maude McDermott assumed her duties.

¹⁷ Gilchrist, Home Economics, p. 11.

¹⁸ MSBAR, 1897, p. 27.

Miss McDermott, a young woman of some accomplishment in education, had served with distinction under Snyder at the Fifth Ward School in Alleghany. During her first year in charge of the women's program at MAC, she appeared to be a capable administrator. But she resigned suddenly in the spring of 1898, and there remains only sketchy evidence to explain her departure. In a letter to the President of the University of Washington, Snyder offered some hint as to the cause of the trouble; the letter also sheds some light on the standards set, and the way in which the president dealt with at least one member of his faculty:

She was with us here two years. The latter year she lost her head. The department was visited by many people and received a great deal of praise. She interpreted this as complimentary to herself and soon began to solicit advice from other people, and before long I did not have much influence with her. As a result I let her go. She failed, not as a teacher of Domestic Science, but rather in her duties as matron of the young women. She was full of life, and entirely too young for such a place. I realized this and became nervous and of course looked after her very carefully. Perhaps my vigilance was annoying to her. She was a conscientious young woman and rather religiously inclined. She took part in the young people's meetings quite earnestly. On the other hand she danced, and in spite of all I could do continued to dance. I do not object seriously to dancing but I did not wish a person in her position to lead off in that form of amusement.¹⁹

Snyder felt that a faculty member should go beyond established norms--especially women faculty--in his or her personal dealings with others. In this case he did not question Miss McDermott's moral stature, only her judgment.

¹⁹ Letter to Pres. E. A. Bryan, Pullman, Wash., March 11, 1903, UHC.

Miss McDermott departed in 1898, and was replaced by Miss Maude Ryland Keller who was given the title Dean of Women. Dean Keller held the B.A. and M.A. degrees from Wellesley College, and while she guided the Women's Department through one of its important phases--the completion and dedication of the new Women's Building--she resigned in 1901 because of a personality clash within the department. Again Dr. Snyder found it necessary to exert his authority in the personal and professional behavior of staff members. This incident exasperated the president. According to Beal, on the scene at the time, Snyder once remarked that nothing in connection with the college raised more perplexing problems than the presence of women.²⁰

The trouble arose between Dean Keller and Mrs. Maude Marshall of the Music Department. Mrs. Marshall felt she was entitled to a room to be used as an office, and a piano to be reserved for her exclusive use. When Dean Keller resisted the demands, Mrs. Marshall appealed to Dr. Snyder.²¹ He urged the pair to work out the problem between themselves. There was little room for agreement, however, and finally the ladies refused to speak to each other. Then Miss Keller, too, appealed to the president.²² Snyder, hoping to end the dispute once and for all, recommended that Miss Keller grant Mrs. Marshall her requests. But the Dean

²⁰Beal, Agricultural College, p. 153.

²¹Letter from Mrs. Maude Marshall, Jan. 7, 1901, UHC.

²²Letter from Mrs. Maude Marshall to Dean Maude Keller, March 6, 1901, UHC.

of Women became adamant. She replied by denouncing the whole idea, and by insisting that Mrs. Marshall had exceeded her authority. "I can recognize the instructor in music on no other footing than that of other instructors," she retorted, and went on to remind the president that she directed the Women's Department, and that all administrative decisions were hers to make.²³ Since the feuding pair refused to speak to each other, Snyder suggested that they work out the problem by mail. So concerned was he that the dispute might damage the academic program itself, that he warned the ladies to keep their differences to themselves, and to show each other the respect and courtesy which their positions demanded.²⁴ In the same letter he urged the Dean to permit Mrs. Marshall complete freedom in doing as she wished with the department's pianos. Dean Keller continued to pursue the issue and more letters were exchanged. The situation became so tense that finally on April 20, 1901, Dean Keller submitted her resignation.²⁵ Snyder, exhausted and at wit's end, notified her that her letter would be presented to the Board at its coming meeting.²⁶

But brief as her administration was, Maude Keller served as dean when the first plateau in the infant program was attained--the dedication of the Women's Building. This goal had been zealously pursued by the staff and faculty of the college, by Mrs. Mayo, and others outside the

²³Letter from Dean Maude Keller, April 20, 1901, UHC.

²⁴Letter to Dean Maude Keller, March 28, 1901, UHC.

²⁵Letter from Dean Maude Keller, April 20, 1901, UHC.

²⁶Letter to Dean Maude Keller, April 26, 1901, UHC.

college community who had supported the move from the beginning.

The State Legislature appropriated \$95,000 for the new building during the 1898-99 academic year; completion of the structure took place in time for the arrival of students in the fall of 1900. In September of that year it housed sixty-six women students and several staff members. Built of red sandstone and pressed brick, it stood four stories high and contained the offices and private rooms of the Dean and the department officers and instructors. A suite of four rooms served the domestic art program with an additional room set aside for woodworking. A cooking laboratory was provided along with an adjacent practice dining room and a pantry. In addition there were a large reception room, a gymnasium with dressing rooms and shower baths, a student laundry, music practice rooms, waiting rooms equipped with lockers for day students, and parlor and reception rooms. The building also contained a large dining room, serving room and kitchen, bathrooms, and living rooms for one hundred and twenty young women. Lighted by electricity, the building came equipped with a ventilating system, steam heat from the central power plant, and an electric freight elevator.²⁷ Three sewing rooms were set aside for the home economics program. Each included display cases and dress forms, a skirt marker, sewing machines, an electric motor, a gas stove, electric iron, a collection of samples of oriental rugs, and various cabinets illustrating the manufacture of textile fibers and their adulterations. The domestic science laboratory included desks and utensils for twenty-four students in each section. Each desk had a sink, hot and cold water, four

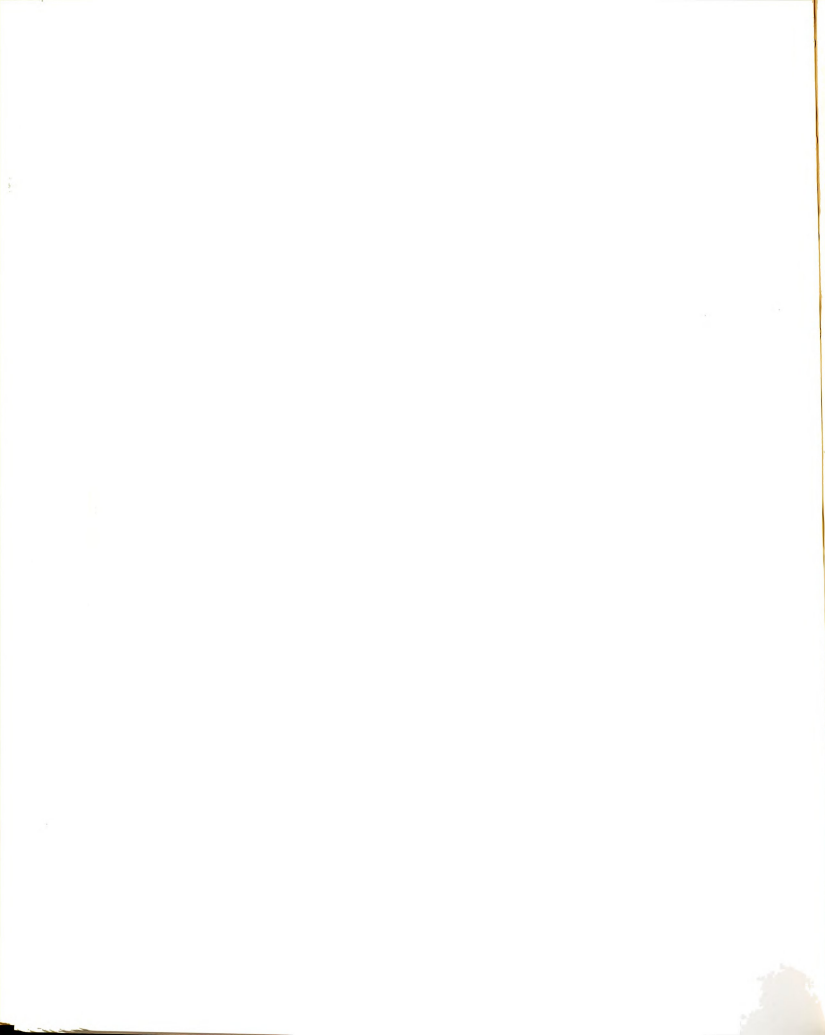
²⁷MACC, 1912-13, p. 27.

gas plates, and equipment and utensils for four students. The laboratory also contained two ranges, a modern gas range and a fireless range, and several other fireless cookers. Also included were a case with chemical reagents, balances and thermometers for technical experimental work, sanitary table tops, illustrative material depicting the composition of foods and manufacturing processes, labor-saving devices, and so forth. The pantry, storeroom, and oak-furnished practice dining room adjoined.²⁸ Student's rooms were furnished with single beds, mattresses and pillows, dresser, wash stand with bowl and pitcher, table and chairs, bookcase, and "a commodious closet". Each girl provided her own bedding, towels, rugs, curtains, and whatever pictures or other decorations she desired.²⁹ In other living areas the Women's Building was equipped with assorted pictures and statuary "for the purpose of stimulating good taste in art and house-furnishing". Full-sized reproductions of Diana, Minerva, the Winged Victory, and smaller ones of Lorenzo de Medici, and the equestrian Colleoni graced the halls and living rooms. Copies of Tadema's "Reading from Homer," Rembrandt's "Syndics," a Corot landscape, Inness's "Peace and Plenty," other photographs of classic paintings and the best in ancient and modern architecture, and a set of copies of cathedral etchings, served as "a constant source of pleasure and training."³⁰ Hence the new building was well equipped to take on the requirements of

²⁸MACC, 1912-13, pp. 36-37.

²⁹MACC, 1912-13, p. 45.

³⁰MACC, 1912-13, p. 45.



the women's program and to provide a congenial, relaxed atmosphere.

Early in the existence of the Women's Building certain regulations were promulgated to make for safe and comfortable living for all residents. Only shoes with rubber heels were permitted. No matches were allowed nor were kerosene or oil lamps. Along with a Bible and dictionary, students could keep only reference books in their rooms. In addition, the girls were permitted to stroll with young men only in certain prescribed areas of the college grounds, approximately three-quarters of a mile from the Women's Building at the farthest point.³²

The dedication of the new building took place on October 25, 1900, and President Snyder prepared an elaborate program to usher in this latest adjunct to the growing institution. Invitations to the dedication went out to all Granges and Farmers' Clubs throughout the state. The annual meeting of the State Federation of Women's Clubs, to be held in Lansing, was scheduled to coincide with the dedication. Speakers included the president of Lake Erie College for Women, Professor Nellie Kedzie, of Bradley Institute, Peoria, Illinois, and a host of other women from education and other fields.³³ An invitation was extended to Mrs. Mayo to deliver a major address; she declined it because of serious illness of her daughter, her husband, and herself. In her response to Snyder, she said: "I am thankful to the friends who have worked with me for the securance of this Woman's Building; thankful to the State Board for the

³²Letter to Miss Helen Ashley, M.A.C., April 30, 1907, UHC.

³³Letter to Mrs. Anna Palmer, Saginaw, Mich., Sept. 21, 1900, UHC.

care and unselfish attention that they have bestowed on it--and now I am looking for the harvest in the girls [sic] lives that shall throng its halls."³⁴

The day was a major success for Snyder as president, and for the institution as a whole. More than a thousand people filled the campus armory and, later in the day, over four hundred sat at dinner in the new structure. Extra tables were placed in various rooms and corridors to accomodate the throng. After the dinner, Snyder paid tribute to the zeal and personal dedication of Mary Mayo, now seriously ill at home. He told the guests that "no woman in the state had felt a greater interest in our women's department and had done more for it, and for the securing of a women's building" than Mrs. Mayo. The audience responded enthusiastically.³⁵

The women's program, now housed under its own roof with its own living facilities, classrooms, and laboratories, took on a new lustre and continued to thrive. By the 1902-03 school year the building was filled to capacity, and some girls had to seek housing with private families.³⁶ Later, Howard Terrace, standing adjacent to the Women's Building, was taken over by the department partly for classroom use, and partly for living space for women students. But in spite of this additional facility, some young women were still forced to seek off-

³⁴Letter from Mrs. Mary A. Mayo, Ceresco, Mich., Nov. 13, 1900, UHC.

³⁵Letter to Mrs. Mary A. Mayo, Ceresco, Mich., Oct. 29, 1900, UHC.

³⁶Gilchrist, Home Economics, p. 20.

campus accomodations.³⁷

In a letter to Dr. Snyder shortly after the dedication, Mrs. Mayo expressed the hope that the building would soon be given a fitting name.³⁸ Professor R. C. Kedzie suggested calling it "Morrill Hall."³⁹ The Board agreed to naming the building for Justin Morrill, the father of land grant colleges, and it was so dedicated.

The resignation of Dean Keller, as a result of her dispute with Mrs. Marshall, created a storm of protest among the students of the department. The girls submitted a petition, with forty-one signatures affixed to it, to the State Board of Agriculture requesting a review of the case.⁴⁰ But in spite of the earnest plea, Maude Keller left the college, and returned to private school work in the East. She was replaced as Dean of Women by Miss Maude Gilchrist.

Miss Gilchrist brought to the Agricultural College an impressive academic and professional background. After earning the B. S. degree from Iowa State Teachers College, and the M. A. from the University of Michigan, Miss Gilchrist taught botany at Wellesley College for ten years, and later served for four years as Dean at Illinois Women's College (now MacMurray College). The Women's Department continued to develop under Dean Gilchrist; enrollments increased annually to the point where se-

³⁷MACC, 1912-13, p. 45.

³⁸Letter from Mrs. Mary A. Mayo, Ceresco, Mich., Nov. 13, 1900 UHC.

³⁹Letter from Prof. R. C. Kedzie, April 23, 1900, UHC.

⁴⁰Petition submitted to the State Board of Agriculture, April 22, 1901, UHC.

curing suitable quarters for the students became a continuing problem. Dean Gilchrist remained at the college until the spring of 1913, when she returned to Wellesley to teach.

Miss Georgia L. White became Dean of Women in June, 1913, though she did not officially assume her duties until 1914. Mrs. Lillian Peppard, head of the Domestic Arts Department, served as interim dean until Miss White arrived. Dean White held the B. A. and Ph. D. degrees from Cornell; she had also studied at Fredonia Normal School, Lake Erie Seminary, and Halle University in Germany. An associate professor of sociology at Smith College, she resigned that position in 1911 to become Dean of Women at Olivet College in Michigan, prior to accepting the deanship at Michigan Agricultural College. Under her direction new development took hold in the Women's Department: a summer conference for housekeepers was held on the MAC campus two days per week for three weeks; a four-day conference for teachers of home economics was also offered during the summer months; a third one-day conference was held each summer for the Home Economics Section of the State Federation of Women's Clubs. In 1918 Dean White resigned to become Dean of Women at Cornell University. She was the final Dean of Women to Serve MAC during J. L. Snyder's administration.

Another important staff member during these years was Miss Louise Freyhofer. With B. S. and Mus. B. degrees from Baldwin-Wallace College, she succeeded Mrs. Marshall as head of the Music Department in 1902, and developed the choir, chorus, and glee club to unprecedented heights of proficiency and popularity throughout the state. In 1910 Mr. Fred Killeen

arrived to assist the music program by taking over direction of the MAC chorus.⁴¹

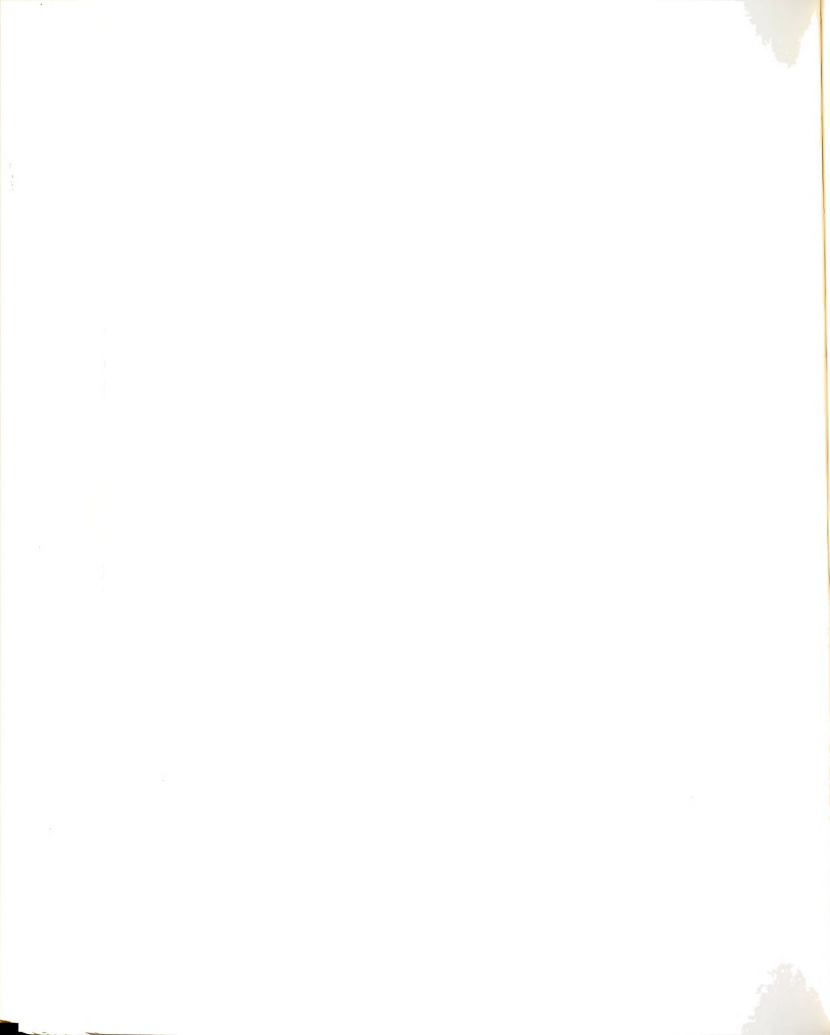
The program for women developed from simple, pioneer beginnings rooted in turn-of-the-century social and economic requirements. It equipped young women from all social climes with practical skills still necessary for proper, responsible homemaking, and with intellectual skills which enabled them to evaluate and influence the lives of those around them. Spokesmen for the program were many: agricultural factions, women's groups, the Edwards Committee, the Board of Agriculture, and individuals such as Jonathan LeMoyne Snyder and Mrs. Mary Mayo, who personally believed in the need for educated women at a time when they were a rarity. Society was changing; the world was changing and women were assuming a more important role in new developments. Education for women was a key to the future.

The services rendered by Mary Mayo were highly significant in bringing about the establishment of both the program and the Women's Building. Much of her life had been dedicated to achieving these ends. Her own crusader's philosophy, which quickly became the philosophy of the department itself, can best be expressed in her own words written in the spring of 1896:

Let our girls have a well developed mind, a strong body, every faculty trained to its best, a firm will and a skilled hand that shall do good service wherever they may be placed, coupled with a moral nature whose love of right and justice and adherence to all that is highest and holiest, gives to womanhood its crowning glory. Let this be something of the plan for our girls at M.A.C.⁴²

⁴¹Gilchrist, Home Economics, pp. 12-26.

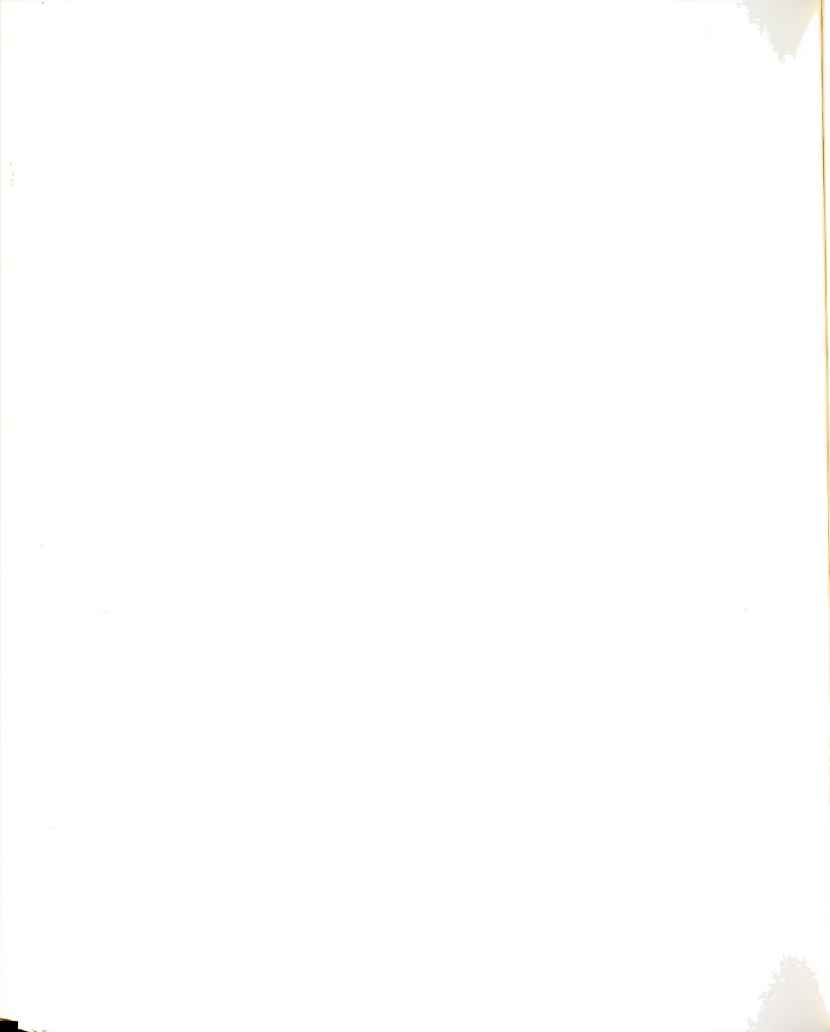
⁴²Mary A. Mayo, "Special Studies for Young Women at M.A.C.," June 2, 1896, Unpublished Manuscript, UHC.



CHAPTER V

SHORT COURSES, SUMMER STUDY, INSTITUTES, EXTENSION, AND THE EXPERIMENT STATION

While the regular full-time academic schedule at the Agricultural College consumed much of President Snyder's time, there remained other vitally important academic programs requiring his attention. The regular courses served as the hub about which all other business revolved; the need to instill quality in all phases of academic activity was paramount. This J. L. Snyder sought to do at every opportunity and with every instrument at his command. Part-time and off-campus programs, offered through short courses, Farmers' Institutes, extension work, and the Experiment Station, presented opportunities for educational enrichment for those persons unable to attend regular classes--farmers and rural citizens who required certain types of instruction for maintaining their livelihood and improving their living standards. These programs, while fulfilling the overall functions of the Agricultural College, also contributed to the image which Snyder endeavored to establish for the institution. Hence the value of part-time and off-campus programs to MAC, and to the people of Michigan, proved to be significant.



Short Courses

A form of short course work was developed in the earliest days of the institution. Called "select courses," the program offered work in special subjects related to agriculture for those "persons of suitable age and acquirements who desire to pursue one or more branches of study," such as chemistry, botany, animal husbandry, and so forth. In brief, persons interested in advancing their knowledge in the general field of agriculture were permitted to enroll in a course or courses as special students, providing they could pass the entrance examinations. But the courses made available to them were the regular line of courses offered to full-time students, and were part of the regular college calendar. They were "short" courses only in that they extended over a particular term or terms rather than for the entire four or more years required of full-time students. And they were not organized on the basis of need or popular demand as would be the offerings subsequently developed.¹ But for the 1895-96 academic year, a bonafide program of short courses was added to the curriculum in order to aid farmers, hard-pressed through a decline in prices, in reaping greater rewards from their labors. The courses, offered over a six-week period, included dairly husbandry, livestock husbandry, fruit culture, and floriculture and winter vegetable gardening.² At the end of Snyder's first year as president, the number of short courses had in-

¹Catalogue of the Officers and Students of the State Agricultural College (Lansing, Mich.: John A. Kerr & Co., 1861), p. 13. Hereafter referred to as MACC.

²MACC, 1895-96, p. 27.

creased to six with the addition of courses in creamery and cheese-making offered over a four-week period.³ The short course plan prospered under Snyder's administration, and by 1900, that section of the MAC Catalogue devoted to this area of study had increased from two paragraphs to almost eight pages of course descriptions.⁴

When President Snyder came to the college in 1896, he sought from the outset to strengthen the short course idea, and to develop offerings based on the actual needs of farmers who required assistance in improving and systematizing their work. A basic function of the land grant college, to the new president's way of thinking, was to be of practical service to those engaged in agricultural work. When the long vacation change took place, thereby employing the full college faculty on the campus during the winter months, the opportunity for strengthening the short course program had arrived. Snyder organized his student recruitment plan with care.

Shortly after the opening of fall term, a list of names of those who might be interested in short courses was gathered from a variety of sources, including farmers' organizations, institute workers, census enumerators, and so forth. To each name went a copy of the special November Bulletin of the college, containing detailed information on short courses for the coming winter. Special editions of the M.A.C. Record were sent out, and the course offerings were advertised in newspapers all over the

³MACC, 1897-98, p. 33.

⁴MACC, 1900-01, pp. 114-122.

state.⁵

During the winter of 1897-98, additions to the program included a course in creamery management, enrolling twenty-seven students, and another in cheese-making. For the latter, a Wisconsin cheese manufacturer served as instructor, and the class managed to convert over thirty thousand pounds of milk into 2,928 pounds of cheese.⁶ The cheese-making course filled to capacity the following year, and some applicants had to be turned away.⁷ Another course designed to train people for the developing beet sugar industry was added in 1897 because of popular demand for such instruction.

The short course idea soon caught on and a wide variety of subjects were offered annually. In 1904-05, eighty men took a course in livestock, forty-nine enrolled in the creamery course, twenty-six in cheese-making, and seven in fruit growing.⁹ In 1906, short courses were offered in the following areas: stock judging, veterinary, feeds and feeding, soils, shop work, horticulture, botany, butter making, milk lecture, bacteriology, farm engineering, advanced soils, advanced judging,

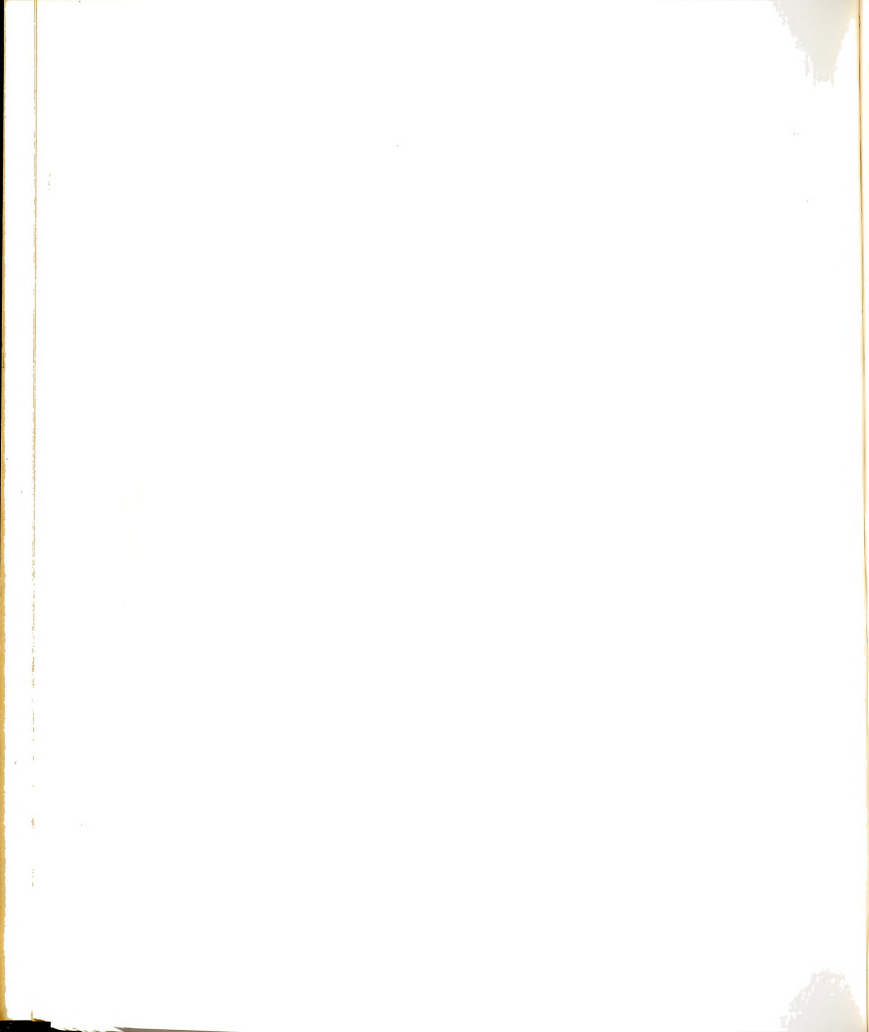
⁵"What Can and Should be Done to Increase the Interest In and Appreciation for the Agricultural Side of Technical Education." Speech delivered before the 18th Annual Convention of the Association of American Agricultural Colleges and Experiment Stations, U. S. Department of Agriculture, Bulletin 153, Undated.

⁶Michigan State Board of Agriculture (now Board of Trustees) Annual Report, 1898, pp. 55-56. Hereafter referred to as MSBAR.

⁷Letter to Mr. E. M. Dewey, Canadiagua, Mich., Nov. 23, 1897, University Historian's Collection. Hereafter referred to as UHC.

⁸"Special Course in Sugar Beet Industry," Unpublished Manuscript, UHC.

⁹MSBAR, 1905, p. 67.



advanced veterinary, entomology, forestry, physics, chemistry, bookkeeping (agricultural), bookkeeping (dairy), dairy bacteriology, butter judging, creamery mechanics, and greenhouse.¹⁰ During the winter of 1910-11, 330 students took short courses at the college. The total number of enrollees since the inception of the program in 1896-97 now reached 2,299.¹¹ Some who completed short course work expressed interest in receiving diplomas or certificates. But Snyder decided against the practice and in favor of letters of recommendation from instructors for those requesting them.¹² The short course movement at MAC developed quickly during the Snyder administration just as the institution in general developed. Its programs were based on the needs of those who enrolled, and this proved to be a successful formula.

To Snyder's mind, vocational education meant practical education, and practical education strongly implied offering courses for which there were essential needs. The idea of offering the same vocational work year after year, out of sheer habit, was alien to his ideal of vocational education. As Snyder saw it, vocational courses must be flexible enough to adjust to new demands; new stresses must be placed on standard offerings, and new offerings must replace the old as changes dictate. To keep up to date meant keeping in touch with practicing farmers and their requirements.

¹⁰Letter from Prof. C. D. Smith, Dec. 14, 1906, UHC.

¹¹MACC, 1910-11, p. 90.

¹²Letter to Mr. B. F. Hadley, Hadley, Mich., Nov. 23, 1898, UHC.

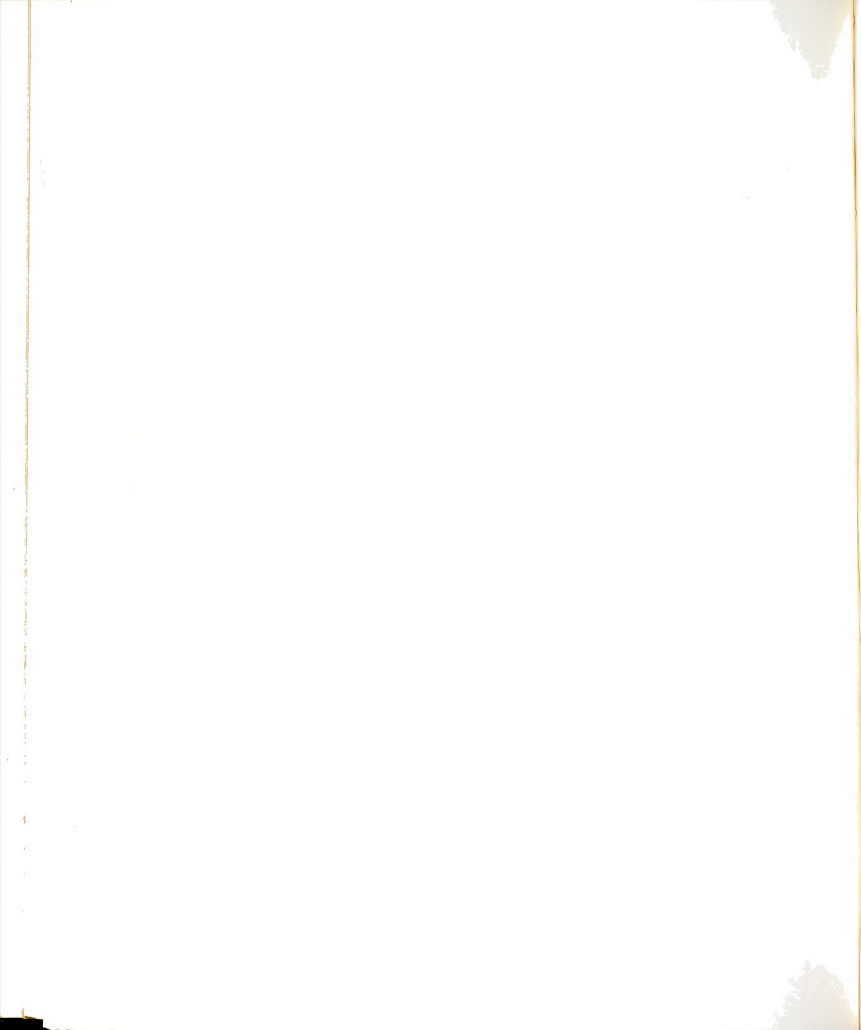
Snyder believed that the land grant college should offer practical training to farmers through winter short courses, institutes, "and in various other ways to as large a number as possible."¹³

The Summer School

In 1913, the college faculty approved a proposal to institute a program of summer courses. These were offered to regular MAC students handicapped with academic deficiencies, to regular MAC students having irregular schedules due to transfers from other colleges or from one MAC program to another, and finally to all other qualified persons interested in undertaking summer study.¹⁴ President Snyder quickly recognized the value of summer study for those individuals requiring it, and he lent his enthusiastic support to it. Directed by Prof. E. H. Ryder, the Summer School met an immediate swell of student interest. By 1914, the regular full-time faculty received an additional ten per cent of their annual salaries for summer teaching, and thirty-one of them taught that particular summer. A report on the progress of the summer program was submitted to the State Board by President Snyder in August, 1914, in which the particulars of the 1914 session were outlined: of the 122 students enrolled, thirty were teachers, thirty were graduates of other institutions, nine were graduates of MAC, and twenty-four came from states other than Michigan. In addition, ten MAC instructors enrolled for courses as summer

¹³"Entrance Requirements for Land Grant Colleges." Speech delivered in 1909, UHC.

¹⁴Report to the Faculty by the Faculty Committee on Summer Courses, Feb. 15, 1913, UHC.



students, along with a large number of regular MAC undergraduates. While impressed with the success of the summer program, Snyder saw that there remained ample room for improvement. He investigated the Summer Schools at the Universities of Minnesota, Missouri, and Wisconsin, and sent Prof. Ryder to visit with officials at the University of Massachusetts and Cornell University to observe the organization and implementation of their programs. An avid supporter of the Summer School idea, Snyder especially favored offering work for those who had failed courses during the regular academic year, as well as for elementary and secondary school teachers who taught agriculture in the public schools. He also favored holding special conferences "for people who are interested in various phases of country life." In closing his 1914 report to the Board, the MAC president summed up his hopes for the future of the summer program: "We believe that we can develop a school which will attract the attention of all the other agricultural colleges of the country."¹⁵

Farmers' Institutes

While Institutes had been held in various parts of the state beginning in January, 1876, it was not until 1890 that a plan was devised whereby the Agricultural College could reach the greatest number of farmers within the limits of the operating budget. Prior to 1890, six meetings were held annually at scattered points in the state; from 1890 on, Institutes were developed in "series" format, with four scheduled in the east,

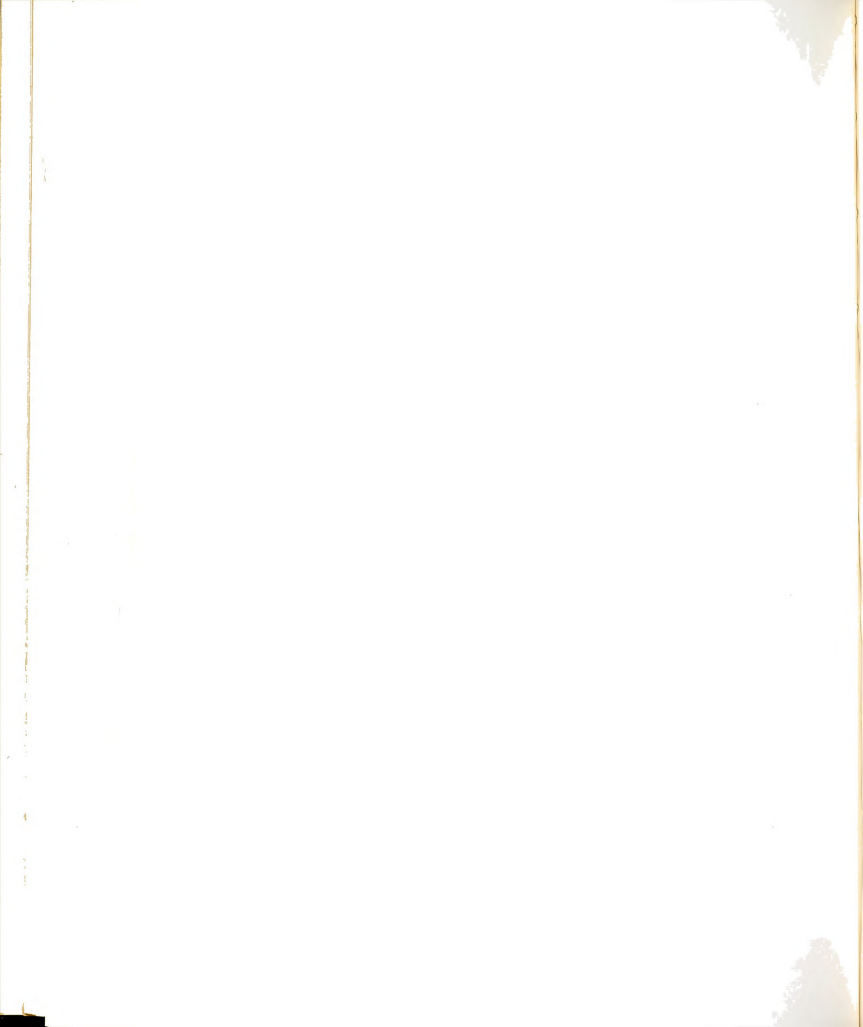
¹⁵Report to the State Board of Agriculture, Aug. 10, 1914, UHC.

four in the west, and three in the north. These Institute "centers" permitted staff members to move from one area to another, each series opening on a different evening. In this way, four separate Institutes could be held each week, Monday through Friday. The plan worked so well that sixteen highly successful Institutes were held in 1891.

Financing the Institutes had been a major problem for years. Appropriations were small enough to restrict desired activities. It was not until the State Legislature established the Institute system in 1895, with an appropriation of five thousand dollars per year, that Institute work began to fulfill its purposes on a large scale. (The appropriation was raised to \$5,500 in 1899.) On June 8, 1895, Professor Kenyon L. Butterfield became Superintendent of Institutes at Michigan Agricultural College.¹⁶ These developments combined to meet--in a way not achieved before--the vital needs of farmers stifled by outdated and inadequate means of servicing their land, raising their stock, and even caring for their families. The Institutes schooled them in modern practices, emerging techniques, and in the use of up-to-date equipment.

Before the long vacation change took effect, shortly after President Snyder's arrival, regular courses were not held on the campus during winter, thereby permitting faculty members to participate in off-campus Institute work. There can be little doubt of the value of the exposure available for farmers, although the activities of the Institutes were re-

¹⁶ MSBAR, 1896, p. 53.

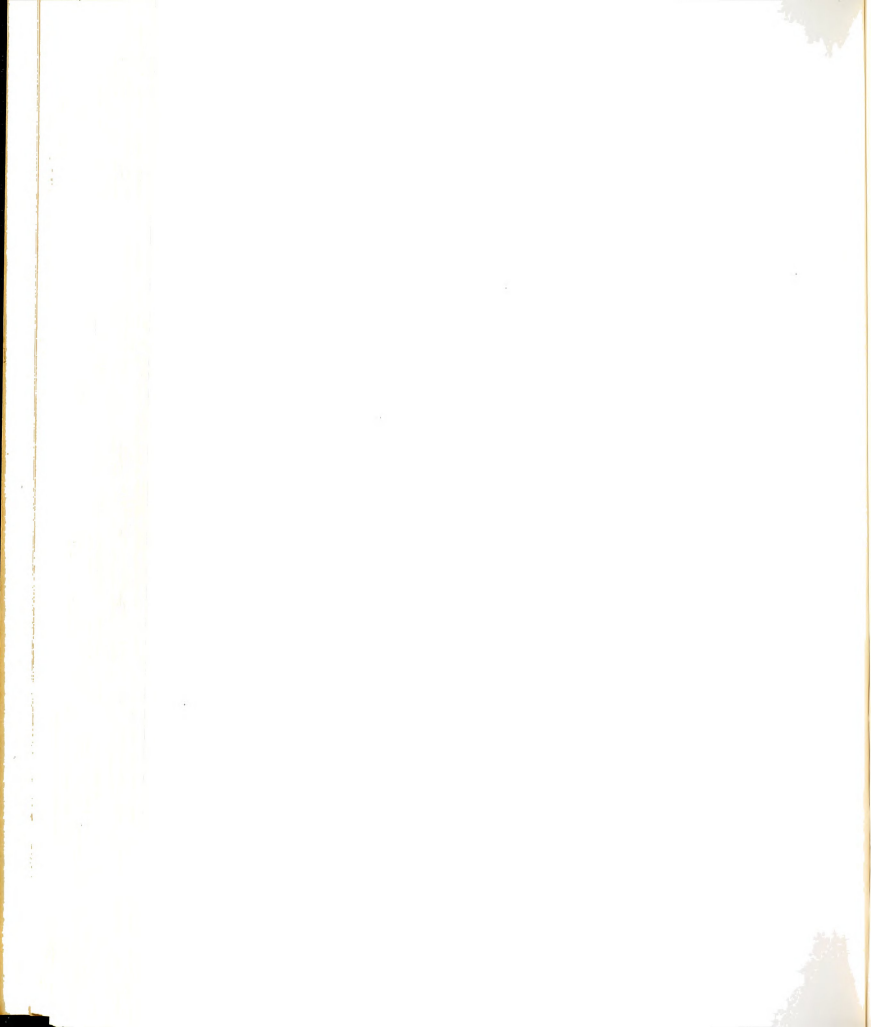


stricted by a critical lack of supporting funds. Even so, the picture was bright enough for those involved to issue the following statement at the termination of the 1894-95 Institute schedule: "The long institutes have been a marked success from every point of view. At each one of them there has been a decided growth in attendance, interest and freedom in discussion from the first session to the last."¹⁷ This reflected the dire need on the part of the farmers for information dealing with modern agricultural developments. And now that the Legislature had appropriated new funds, albeit still insufficient to finance the ambitions of the Institute planners, the proper step had been taken; the renewed interest and activities between the college and the farmers would produce untold rewards for both. Butterfield wasted no time in getting the program under way.

To implement the Institute plan under the requirements of the law, a Farmers' Institute Society was organized in each county where local farmers indicated an interest in taking part in Institute work. Programs were arranged on the local level to meet local needs, and a final "Round-Up" Institute was held at the end of the season. By October, 1895, sixty-seven counties had organized societies. That year Institutes were held in series of two weeks, covering dates from October 28th to November 5th; November 12th to the 22nd, and January 8th to the 31st. The average attendance at the sixty-eight Institutes held that first year was 223 per meeting.¹⁸ While the college maintained close working relations with

¹⁷Report of the Conference of Institute Managers Held at Michigan Agricultural College, April 6, 1895, UHC.

¹⁸MSBAR, 1896, p. 53.



the Institutes, actually participating heavily in their activities, the two organizations worked under separate state appropriations and separate leadership.¹⁹ Still, they functioned as a single entity in their common endeavor to bring a better yield to the farmers of the state and to their families.

As it turned out, the Farmers' Institutes enjoyed the good times that developed at MAC shortly after Snyder's arrival. At the end of the second year of Institute work under the new program, Butterfield wrote that the program "was in the main extremely satisfactory. In but a few cases was there lack of interest in planning the Institutes, and in many instances there was manifested positive enthusiasm."²⁰

Presumably, the early programs developed under Butterfield had farmers in mind, but to a lesser degree did planning include the wives and daughters of farmers. While the topics covered in Institute meetings offered in-depth analysis of agricultural problems and practices, only a few of them were offered for the benefit of women, and then only indirectly. For even these were also of importance to men. For example, the daytime program arranged for the four-day Fruit Institute at Shelby, Oceana County, in December, 1896, dealt, in the main, with fruit growing and care, fruit diseases, and soil science. Evening sessions were devoted to such general interest topics as schools and education, the farm home, and so forth, which, while possibly of interest to many farm women, were not

¹⁹ Letter to Mr. B. J. Fuller, Pontiac, Mich., Feb. 12, 1898, UHC.

²⁰ MSBAR, 1897, p. 380.

designed specifically for their betterment. Once he recognized this limitation, Butterfield appealed to Mary Bryant Mayo to develop a special "Women's Section." Mrs. Mayo was delighted with the idea, sure that it would be of inestimable value to rural and farm women all over the state; her hopes were borne out by the large, responsive audiences these sessions subsequently attracted. At the Round-Up Institute held at Grand Rapids in February, 1896, the program for the Women's Section offered a variety of interesting topics for the ladies.²¹

WOMEN'S SECTION

Conductor, Mrs. Mary A. Mayo, Battle Creek

Wednesday Afternoon, Feb. 12th

THE KITCHEN

- 1:30-"Kitchen Economy," illustrated with kitchen appliances,
Miss Margaret M. Sill, Detroit.
- Discussion led by Mrs. Mary A. Mayo
- 3:00-"The Chemistry of the Kitchen," Prof. F. S. Kedzie
- 3:45-Discussion led by Mrs. M. M. Koon, Grand Rapids.

Thursday Afternoon, Feb. 13th

THE RURAL HOME

- 1:30-"Making Housework Easier," Mrs. Mary A. Mayo
- 2:00-Discussion, led by Mrs. H. Gaylord Holt, Cascade
- 2:30-"Saving Steps," Mrs. William T. Adams, Paris
- 3:00-"Art in the Rural Home," Prof. W. S. Holdsworth
- 3:45-Discussion, led by Mrs. Sarah Smith, Grand Rapids

²¹
MSBAR, 1896, p. 485.

Friday Afternoon, Feb. 14th

MOTHER AND DAUGHTER

1:30-"Mother and Daughter," Mrs. Mary Mayo
 "A Mother's View,: Mrs. James B. Smith, Grand Rapids
 "The Daughter's Side," Mrs. Myrtle Koon Cherryman and
 others
 "A Physician's Counsel," Dr. Maria W. Norris
 General Discussion

Institute topics were usually selected by members of the County Institute Societies who were familiar with local problems and needs. Lectures lasted about thirty minutes, followed by general discussion sessions. And music was provided to entertain the audience between meetings.²² A high school composition contest, held in connection with the Institutes, offered as First Prize free room rent for one year at the Agricultural College.²³ Similar competitive activities developed over the years.

Butterfield referred to the 1897-98 Institute year as "the most successful of all".²⁴ Thus, it appeared, each year brought new, more diversified programs to farmers and, in turn, greater and more interested audiences than the previous year.

As was mentioned earlier, the long vacation change instituted in 1896 under President Snyder's direction required the Agricultural College to offer a full schedule of courses during the winter months,

²²MSBAR, 1897, p. 382.

²³Letter to Mr. Amil Nerlinger, Traverse City, Mich. May 11, 1898, UHC.

²⁴MSBAR, 1898, p. 603.

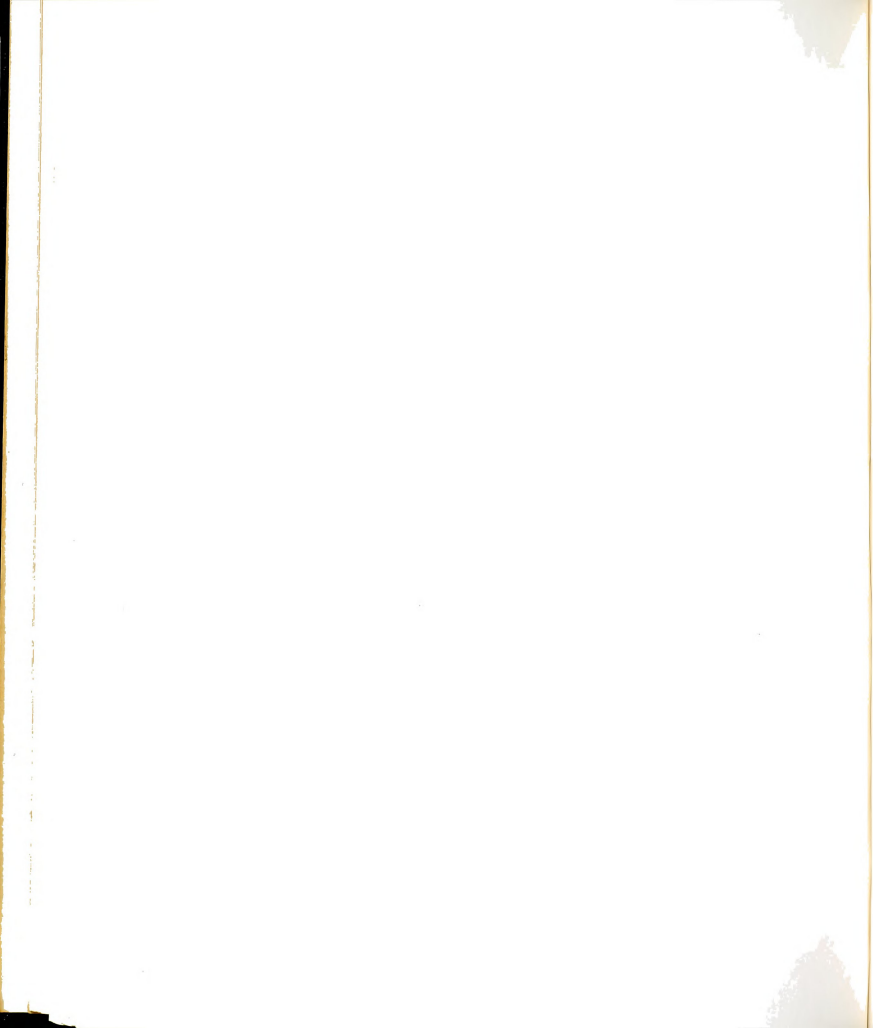
thereby finally limiting the time that most faculty could devote to riding the Institute circuit. But in spite of such restrictions, some faculty, President Snyder included, managed to notch impressive records in meeting Institute commitments around the state. Between January 16th and the 31st, 1900, for example, President Snyder spoke at sessions in seven different counties. Secretary Bird spoke at nine county meetings between January 12th and February 20th, and other faculty members were even more actively involved.²⁵

The ever-increasing teaching commitments of faculty members to their regular courses at the college remained a thorny problem to those responsible for planning Institute programs. Eventually the Superintendent had to select speakers from among successful farmers and others affiliated with agriculture. This plan proved to be increasingly difficult to implement as the audiences became better informed because of the Institutes themselves, and, hence, required a continually higher level of instruction. The problem became critical to the point where, in 1906, President Snyder urged the State Board to hire reputable and articulate farmers to serve as regular Institute speakers, and to so plan the Institutes as to guarantee the speakers selected a reasonably stable income for their efforts.²⁶

Funds were almost always short of Institute needs. In 1913, Prof. Levi Taft, who succeeded Butterfield as Superintendent of Insti-

²⁵Letter from Prof. C. D. Smith, Aug. 7, 1900, UHC.

²⁶MSBAR, 1906, p. 38.



tutes, complained bitterly about the limitations imposed by his working budget. While he had to work within the \$5,500 state appropriation, he noted that "nearly all of the neighboring states are spending from \$15,000 to \$40,000 for this work. Only three, New York, Ohio, and Pennsylvania, have a larger attendance, although they have four to five times as large an appropriation."²⁷ That the Institutes could continue, with accolades from the farmers and rural people, served as a testimonial to the organizational abilities and good judgment of the planners. For attendance figures, to mention but one gauge, indicated that the programs were roundly applauded by those most deeply concerned with the problems of agriculture--the farmers themselves. During the 1905-06 school year, for example, seventy-four two-day Institutes were held around the state with a total attendance of 65,285. There were also 257 one-day meetings with an attendance of 57,148.²⁸ The following year included seventy Institutes of two and three days' duration, along with 248 one-day meetings. And over ten thousand persons attended the four-day Round-Up meeting held at Ionia.²⁹

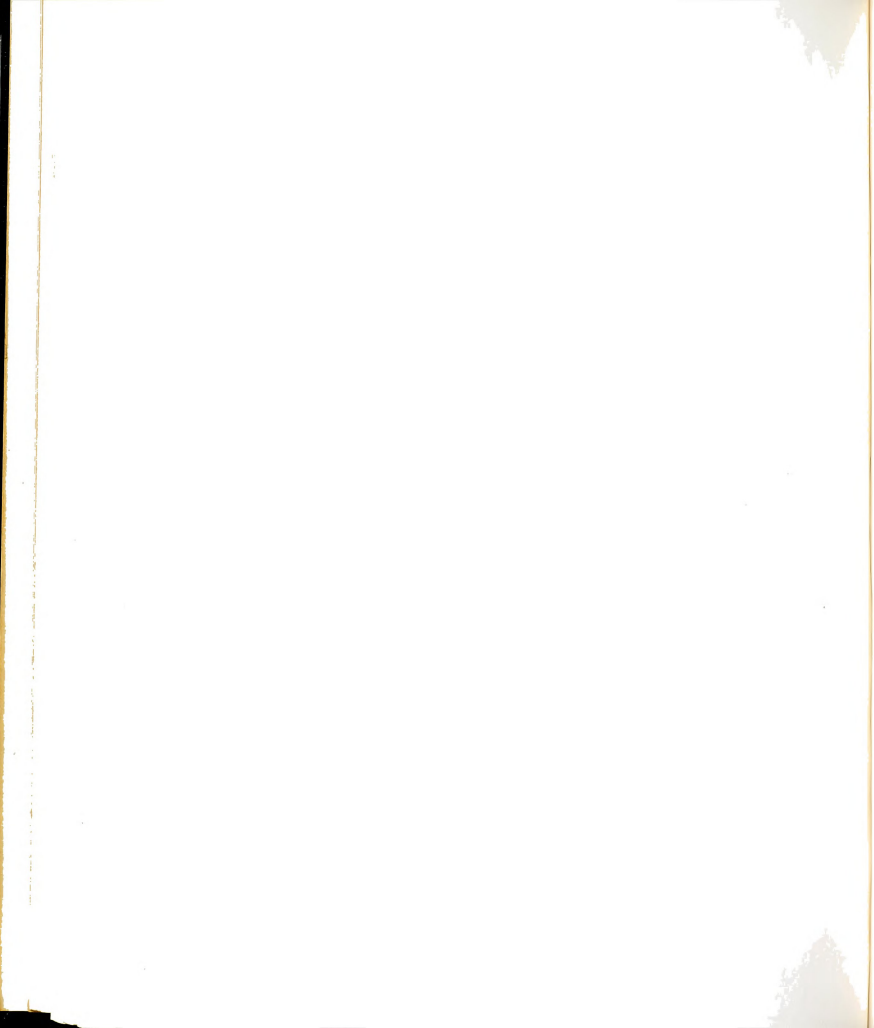
Exhibits became standard fare at Farmers' Institutes; they included samples of corn, grain, potatoes, and other vegetables, bread, butter, sewing, drawing, and a myriad of such categories. Many were made up by boys and girls; some were developed by the Corn Club and other organizations for youth. Prizes, some of them valuable, were awarded for outstanding exhibits.³⁰

²⁷Letter from Prof. L. R. Taft, Superintendent of Farmers' Institutes, March 12, 1913, UHC.

²⁸MSBAR, 1906, p. 37.

²⁹MSBAR, 1907, pp. 109-110.

³⁰MSBAR, 1913, p. 138.



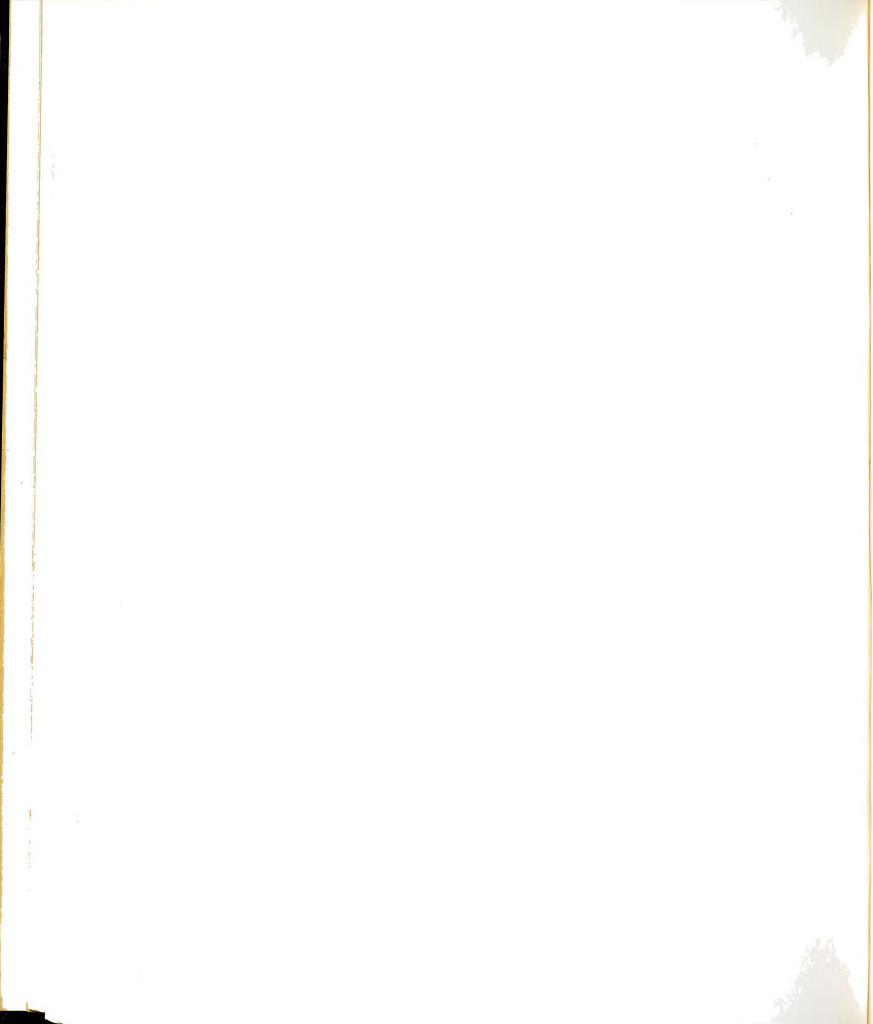
An adjunct to the regular Institute programs was developed in the spring of 1906 in the form of "railroad institutes." With the cooperation of the Lake Shore & Michigan Southern, and the Michigan Central Railroads, special institute trains, or "corn trains," as they were called, were made up of two coaches and a baggage car; the latter equipped with special exhibits. The coaches served as lecture headquarters, and usually filled to capacity at every stop with people eager to participate. After completion of the lecture, the localites filed into the baggage car to view the exhibits. The institute train, always well advertised in advance of its arrival, spent from one to one and one-half hours at each stop. Corn selection and culture (hence the name "corn trains") usually comprised the topic for lectures and discussions. In April, 1906, the Lake Shore & Michigan Central Railroad completed thirty tours, and the Michigan Central seventeen, for a total attendance of 3,962.³¹ President Snyder, duly impressed with the overall success of the Institutes and the corn trains, actively supported both in his desire to bring the benefits of agricultural advances to the farm people of the state in any way possible.³²

Extension

President Snyder once characterized extension work as "the natural outgrowth of the college and experiment station." As he saw it, the

³¹MSBAR, 1906, pp. 37-38.

³²"Entrance Requirements for Land Grant Colleges." Speech delivered in 1909, UHC.

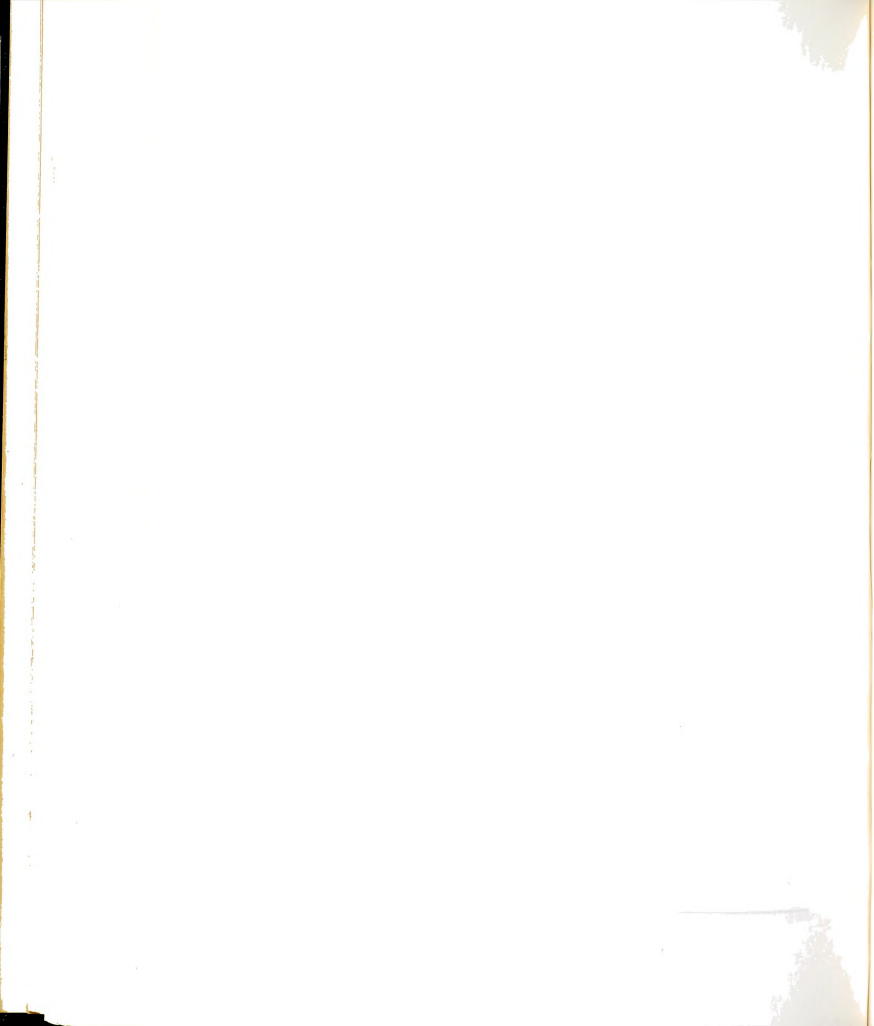


development of men was the first work of the college; their further development depended in large part on the institution's extension activities, which must also cater to the needs of all farmers, educated or not. The means of accomplishing this involved the dissemination of practical, useful information to the farmer. "If the farmers cannot come to the college for this new information--and but few of them can--the college must take it to them." The vehicle for bringing much of this about was extension work.³³

Herein President Snyder outlined the need for additional programs to assist farmers in modernizing their techniques in tilling the soil, raising livestock, and the sundry other duties involved in general agriculture. While the Farmers' Institutes went a long way toward bringing valuable information to farmers, an additional step was required to demonstrate on the farm itself, of necessary, the advances of science and technology geared especially for agriculture. Demonstration was the key word. For while the distribution of bulletins went on with clock-like frequency, and from a variety of sources, what the farmer often needed was to see how new developments worked, to learn, first-hand, about new processes and equipment, and how they could be practically applied to farming. This could be achieved only by demonstrating the applications of such developments before the farmers themselves.

Extension work in such forms as Institutes, special field work in horticulture (1910), extension classes in political economy (1892), and so forth, had been going on under the guidance of the Agricultural

³³
MSBAR, 1914, p. 47.



College since the 1870's, and undoubtedly made significant contributions to the welfare of farmers.³⁴ Over the years, techniques and methods were improved and brought into line with the agricultural needs of the state. In 1910-11, for example, the college organized a special reading course under existing extension activities aimed at covering four years of "systematic reading." The course ran from November 15th to April 15th each year; two books were presented for study for men and two for women. At year's end, special examination questions went out to each student, and written reports had to be submitted before June 1st. The college also encouraged the formation of reading clubs in Granges, Farmers' Clubs, and other agricultural organizations.³⁵ The Agricultural College, in cooperation with the U. S. Department of Agriculture, conducted a program of farm-management field studies during the 1912-13 academic year with considerable success.³⁶ And during the same year another significant change took place in the development of the Junior Agricultural Association of Michigan, an organization for farm children designed to bring the school work of the young people directly into their everyday lives on the farm. This program was an extension of the work in agricultural education directed by Professor Walter French, who served as the Association's secretary.³⁷

³⁴ Beal, Agricultural College, p. 170.

³⁵ MACC, 1910-11, p. 63.

³⁶ Report from Prof. Eben Mumford on Farm-Management Field Studies and Demonstrations, April 15, 1913, UHC.

³⁷ Report of the Michigan Agricultural College, Department of Agricultural Education, on the Junior Agricultural Association of Michigan, Dec. 1912, UHC.

One particular piece of federal legislation, introduced by Senator Asbury F. Lever, and which became effective on July 1, 1914, paved the way for expansion of extension work. It was the kind of legislation which Snyder and others involved in short courses and Institute work appreciated, and the MAC president supported it as it developed through the Congress. In a letter to Senator Lever in 1912, Snyder indicated his support of the legislation and his opposition to the Page Bill, a substitute plan under consideration. Snyder believed that each state should be permitted to operate its schools as it saw fit, that the national government should not interfere in this matter by affixing to federal appropriations for public education any qualifications whatever which could lead to outside supervision of school management. He supported the Lever Bill because it required no such concessions from the states, no federal involvement in school affairs.³⁸

A sizable number of Michigan farmers, farmers' organizations, agricultural groups, and MAC alumni gave active support to the Lever Bill within the borders of Michigan.³⁹ And the interest was as keen outside the state. The National Soil Fertility League, for example, organized drives on the Bill's behalf in Pennsylvania, five New England states, Kansas, Missouri, North Dakota, Iowa, Wisconsin, Indiana, and West Virginia.⁴⁰ Once passed and put into operation, the Bill proved to

³⁸Letter to Hon. Asbury F. Lever, U. S. Senate, Washington, D.C., Feb. 10, 1912, UHC.

³⁹Letter from Mr. Leo M. Geismar, Marquette, Mich., Dec. 1, 1912, UHC.

⁴⁰Letter from Mr. Howard H. Gross, President, National Soil Fertility League, Chicago, Ill., Dec. 3, 1912, UHC.

be a boon to agriculture throughout the United States.

The Smith-Lever Act, as it came to be called, provided for co-operative extension work in agriculture and home economics between the U. S. Department of Agriculture and the agricultural colleges of the various states. Initially the act gave to Michigan a basal appropriation of ten thousand dollars per year. An additional grant of \$18,032.97, would be made available for the next year provided the state earmarked a like amount for the same activities. During each succeeding year until 1923, \$15,002 would be added to the amount received the preceding year if the state appropriated an equal sum. Funds were to be awarded by the federal government on the basis of rural population figures. Work undertaken for any particular year had to be presented in the form of specific projects and approved by the U. S. Secretary of Agriculture. All projects had to include bonafide demonstration work "intended to disseminate practical information on agriculture and home economics to rural people on the farm and in the home." No more than five per cent of such federal funds could be used for the printing and distribution of reports and, at the same time, lectures had to be secondary to actual demonstrations.⁴¹

President Snyder moved to implement the provisions of the new legislation as quickly and as efficiently as possible. In pursuit of this end, it was necessary to have appointed to each county an extension worker, known as the "County Agricultural Agent," to assume the role of demonstrator. This was vitally important to the spirit of the Act. Congress had passed the legislation in order to provide funds for

⁴¹
MSBAR, 1915, p. 62.

work of a practical nature, "for employment of men to meet farmers and give advice and assistance right on the farm."⁴² Snyder viewed this provision warily because of the shortage of competent, well-trained people to assume this responsibility. But, he reasoned, in time "we shall be able to develop men and methods which will, I believe, prove very satisfactory in the way of agricultural development."⁴³

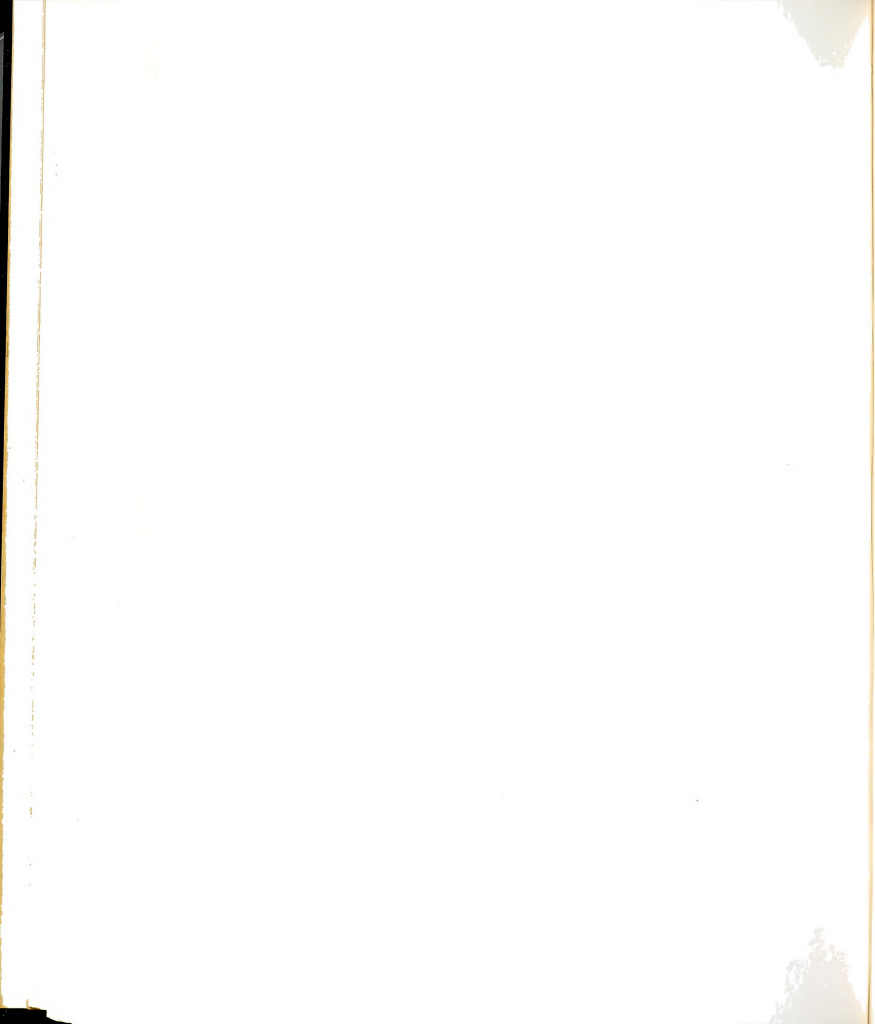
Dr. Beal, an active participant in extension work during the Snyder administration, listed thirty-four types of extension work approved by the Department of Agriculture in the early days of the Smith-Lever Act. These included equipping and conducting demonstration trains, carrying on field demonstrations, conducting farm inspection work, holding district short courses in agriculture and domestic science, inspecting nurseries, organizing boys' and girls' clubs, and a seemingly endless list of similar activities.⁴⁴ Extension work in Michigan included the thirty-four types listed, plus additional demonstrations and lectures in cooking, management of children, and other features of household economy.⁴⁵ Some of the extension work completed during the year ending June 30, 1915, for example, involved approved projects in administration, home economics, movable schools, boys' and girls' clubs, farm crops, horticulture,

⁴²Letter from Hon. J. C. McLaughlin, U. S. House of Representatives, Washington, D.C., Feb. 10, 1914, UHC.

⁴³Letter to Hon. J. C. McLaughlin, U. S. House of Representatives, Washington, D.C., Feb. 13, 1914, UHC.

⁴⁴Beal, Agricultural College, p. 158.

⁴⁵Beal, Agricultural College, p. 158.

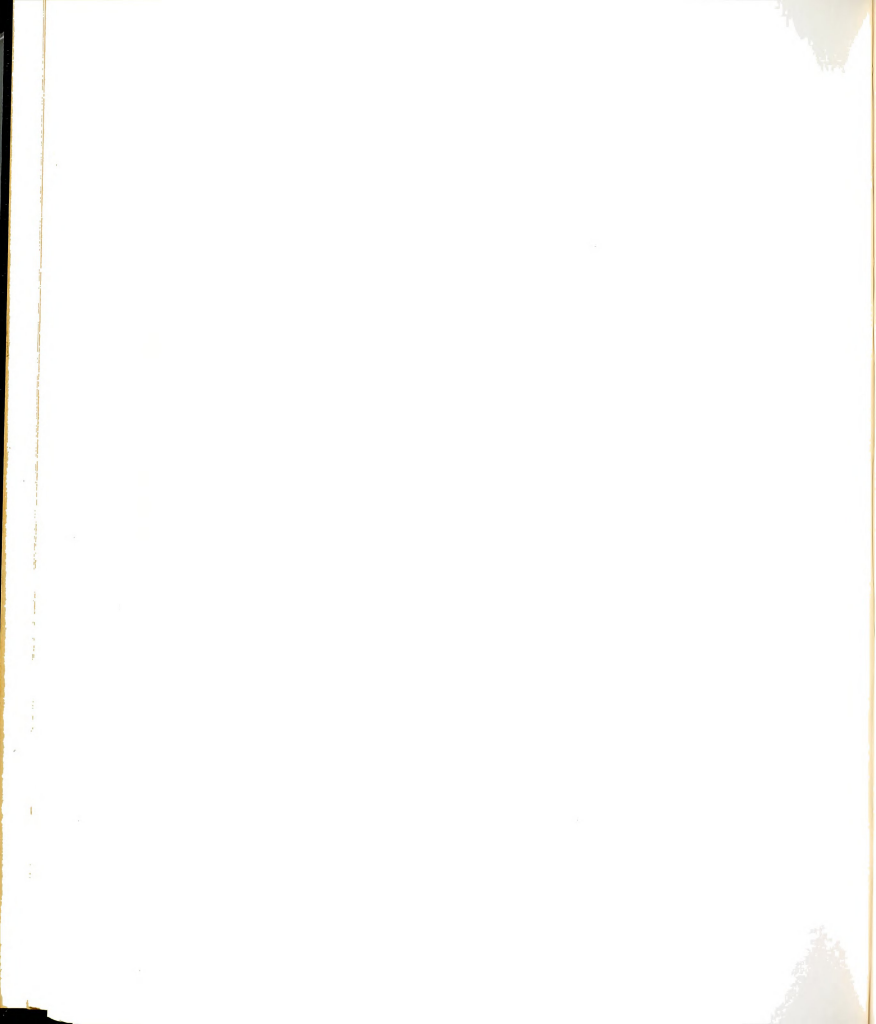


livestock, potatoes and vegetables, farm management, insect control, household engineering, and forestry. These demonstrations drew a total of 44,351 farm people, and another 1,983 farmers received personal help for their farm problems.⁴⁶ That same year, special "Extension Schools" of from three to five days' duration were held at various places in the state from December 1st to March 1st. Demonstrations, again, formed the major part of the instruction, including the use of charts, specimens, sample rations, orchard equipment, gasoline engines, models of farm structures, and so forth. Farm produce and livestock brought by farmers were also used for demonstration purposes as conditions required. The schools covered such topics as animal husbandry, dairying, farm crops, soil fertility, horticulture, farm mechanics, poultry, and animal diseases. There were 826 demonstrations and lectures given this year, and forty-nine extension schools held before a total enrollment of 2,730.⁴⁷ As was the case with so many developments implemented during Dr. Snyder's term of office, extension work, based on the needs of the state's farm and rural citizens, lifted to new heights by federal legislation and guided by the Agricultural College, continued to grow in the breadth and depth of its offerings.

The value of MAC's extension activities, to President Snyder's mind, was considerable, especially when viewed in terms of the regular flow of useful information to those engaged in agriculture. "Many farmers are taking advantage of these opportunities and the results are seen not

⁴⁶MSBAR, 1915, p. 63.

⁴⁷MSBAR, 1915, pp. 69-70.



only in better returns for the labor expended, but in renewed interest, more enjoyment and keener appreciation of the possibilities and pleasures of rural life."⁴⁸

The Experiment Station

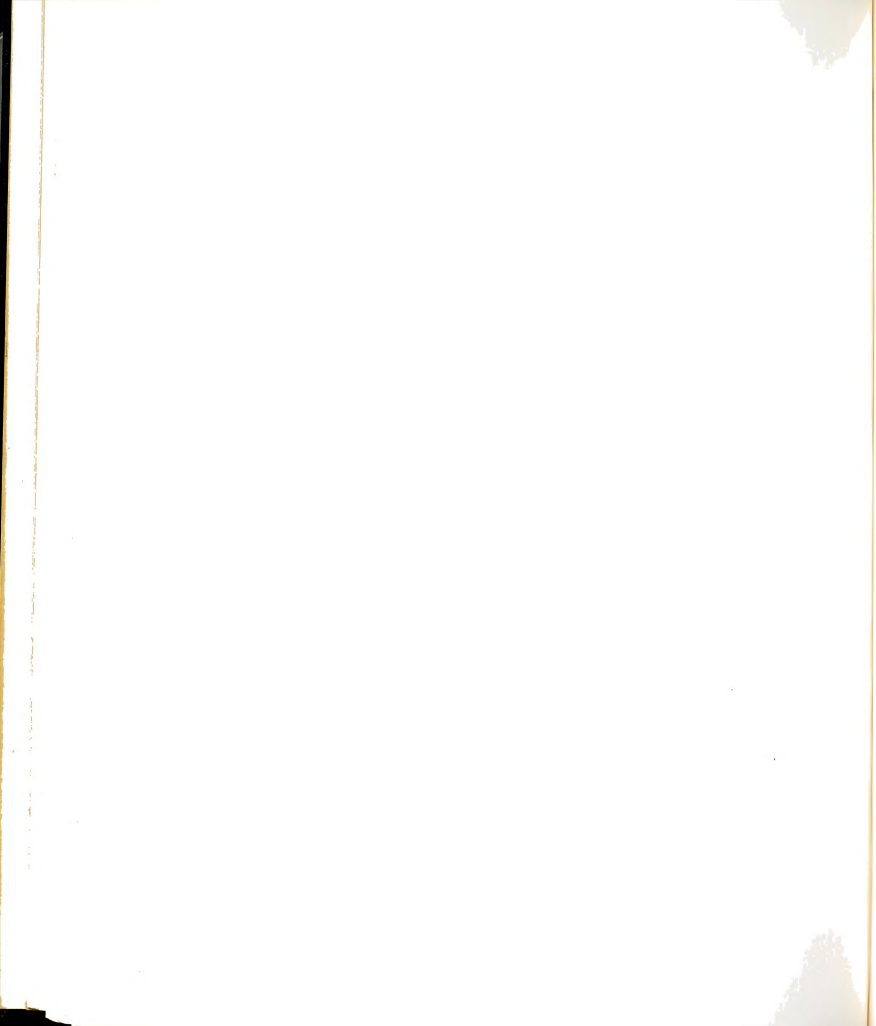
Experimental work in agriculture in Michigan began under the legislative act of February 12, 1855, which created the Agricultural College. The work in experimentation was strengthened when MAC was re-organized in 1861. At that time the Secretary of the State Board of Agriculture "was instructed to gather information from all sources and disseminate it among farmers of the state."⁴⁹ While MAC faculty members undertook a variety of research projects during the early years, the result of the cooperative efforts between the college and farmers left something to be desired. In 1885, the State Legislature enacted a law which provided for the dissemination of information in the form of bulletins to be based on the results of experiments completed at the Agricultural College. And in 1887, the United States Congress passed the Hatch Act which provided annual grants of \$15,000 for experiment station activities around the nation.⁵⁰ The federal monies were further increased through passage of the Adams Act in 1905, with the stipulation that such funds be spent for research work.⁵¹ These developments gave

⁴⁸"Education of the Farmer," speech delivered before the Farmers' Congress, St. Louis, Sept. 24, 1904, UHC.

⁴⁹MSBAR, 1905, p. 35.

⁵⁰MSBAR, 1905, p. 36

⁵¹Report on the Experiment Station, 1908, UHC.



greater impetus to MAC's work in agricultural research than had been realized previously. In time a substation was established at South Haven, and another in the Upper Peninsula, and state appropriations for experimental work were increased to maintain them.⁵²

While experimental work was successfully pursued in a variety of research areas, the results of which were published in bulletin form, money was always short to the extent that, at one point, the Director's salary was reduced.⁵³ In addition, many of the Station employees also held down full-time teaching positions at the college, thereby restricting their availability for experimental and scientific research projects.⁵⁴ For the year ending June 30, 1903, the Experiment Station received a total income of \$17,300 from government appropriations, fertilizer fees, and the sale of certain products. Expenditures for the same period amounted to exactly \$17,300 as an itemized report revealed.⁵⁵

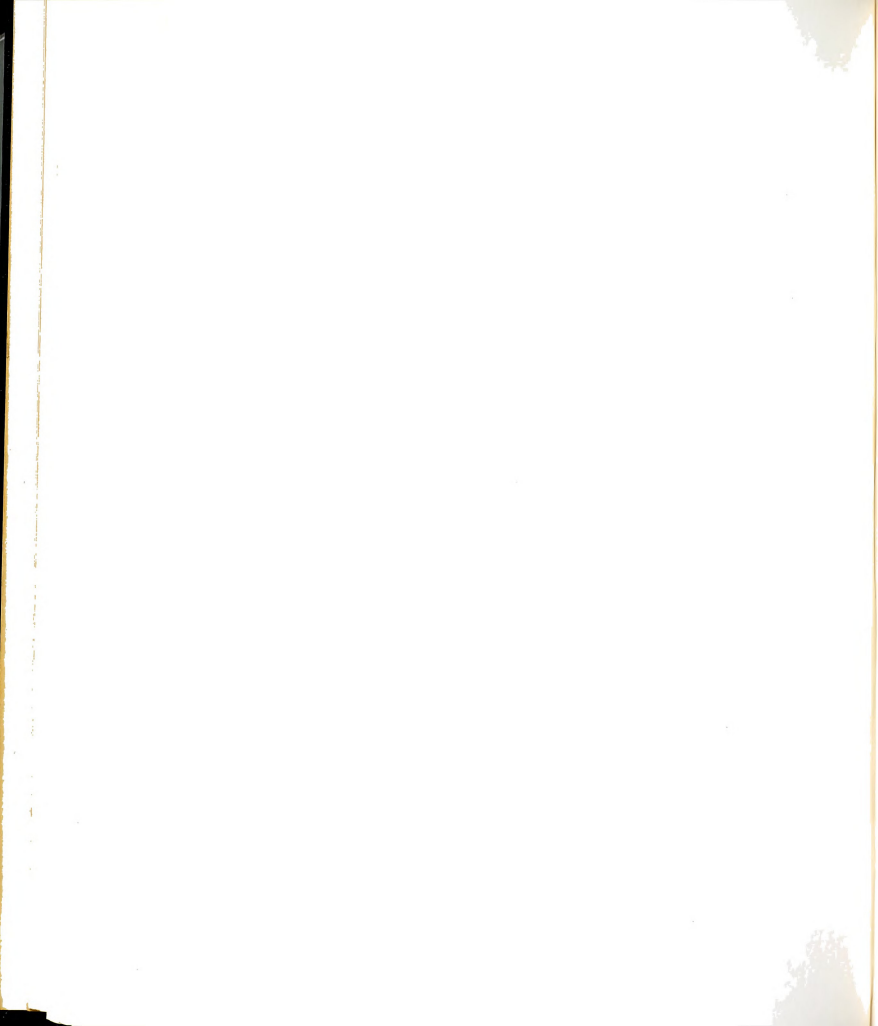
But in spite of the financial difficulties which plagued the efforts of the Station throughout President Snyder's Administration, an impressive amount of work was carried out. By the 1910-11 academic year, the Station received thirty thousand dollars from the federal government for experimental and scientific research. A twelve-man staff operated the Station, supported by a consulting staff of seventeen. Work was being

⁵²Report on the Experiment Station, 1910, UHC.

⁵³Letter from Prof. C. D. Smith, June 14, 1901, UHC.

⁵⁴Letter from Prof. C. D. Smith, June 14, 1901, UHC.

⁵⁵"Schedule of the Finances of the Experiment Station for the Year Ending June 30, 1903," UHC.

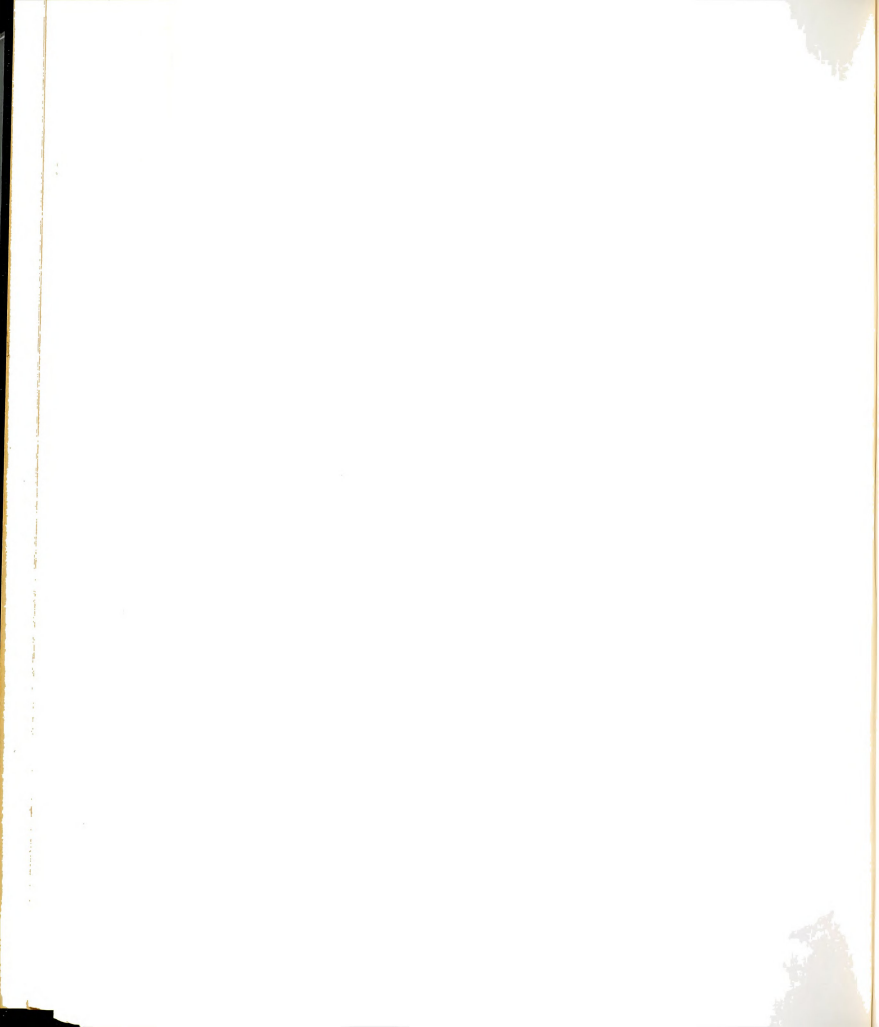


carried out in soils, farm crops, animal husbandry, dairy husbandry, poultry, horticulture, forestry, botany, bacteriology, entomology, and chemistry. The mailing list for the Experiment Station Bulletins reached fifty thousand names, and additional copies went out free of charge to all Michigan newspapers and to any private party who requested them.⁵⁶ President Snyder readily recognized the value of the work carried on by the Experiment Station, but as quickly, he saw that only a small portion of the total demand could be dealt with because of financial limitations.⁵⁷

That same year, the president listed a number of the more important projects being carried on by the staff of the Station which appear especially significant in view of the constant fiscal manipulations brought on by the inadequacy of the operating budget. The research people explored the bacteriological factors involved in the "keeping qualities" of butter and milk; infectious animal diseases; methods of application and results of legume inoculation; sanitary aspects of water and sewage disposal relating to the farm and rural village; soils and their temperatures and the effects of soluble salts on moisture movements in soils; organic matter in soils; contact insecticides and how they kill; plant diseases in celery, gingseng, and cucumbers; sprays to control destructive fungus diseases; breeding experiments on various fruits and vegetables, and a

⁵⁶MACC, 1910-11, p. 17.

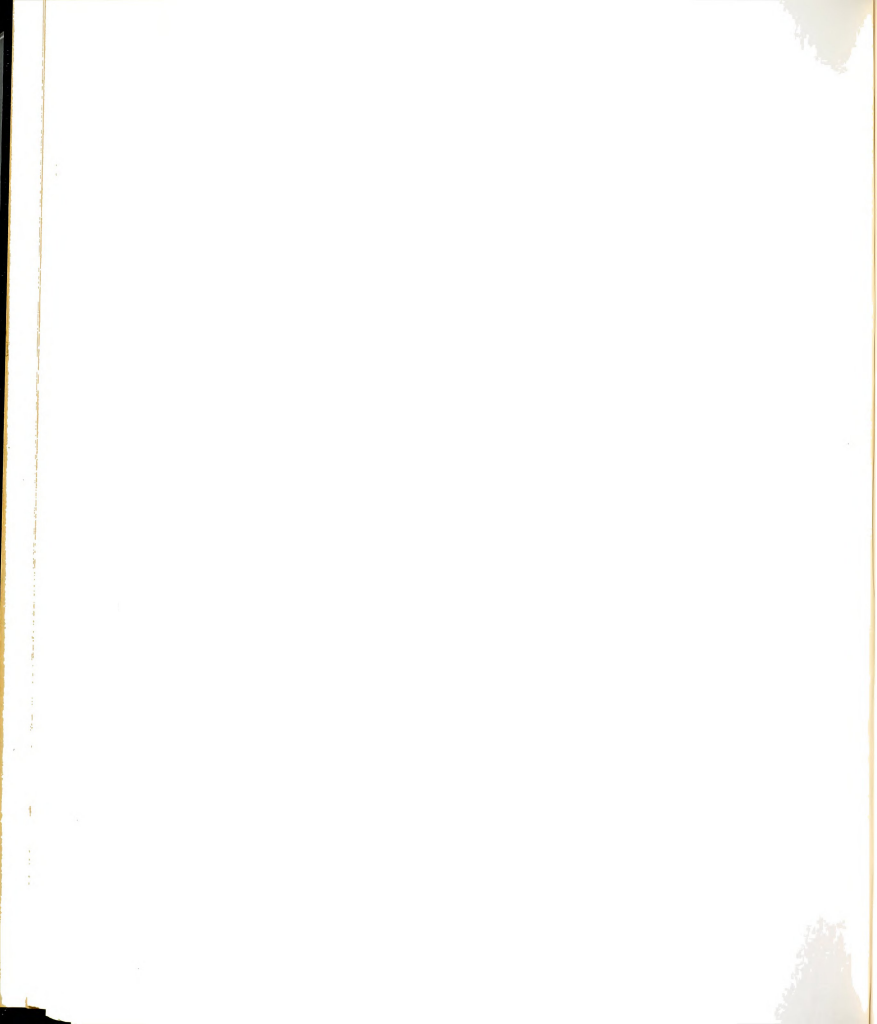
⁵⁷MSBAR, 1914, p. 44.



wide variety of other studies in chemistry, farm crops, forestry, dairy and animal husbandry.⁵⁸

It is clear that while money to support projects was in critically short supply, the Experiment Station turned out an abundance of valuable research to assist farmers and rural homemakers in improving their labors and their lives. The picture is reflective of the strides made in allied academic spheres governed by the college during Snyder's administration--short courses, Farmers' Institutes, and extension activities. The administrator of each of the four provinces was forced to work within a budget that often threatened to stifle the initiative and productivity required. Yet in each case the work was done, not adequately but amazingly well, considering the handicaps. The people of Michigan reaped an abundant harvest of knowledge which made for improved living standards, and more promising futures for them all.

⁵⁸
MSBAR, 1914, pp. 44-47.



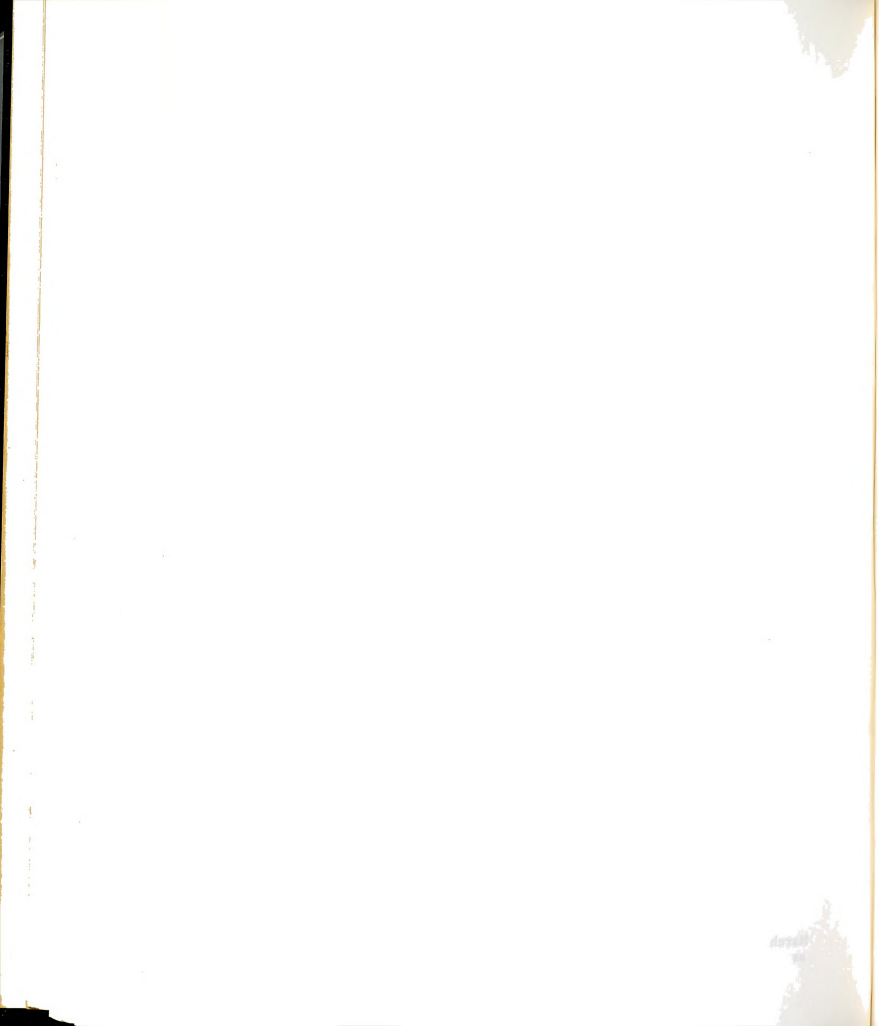
CHAPTER VI

OTHER CHANGES

In the spring of 1906, Jonathan LeMoyne Snyder marked his tenth year as President of the Michigan Agricultural College. They had been good years characterized by unprecedented growth and development which would continue into the coming years. Many of the important changes have already been recorded in previous chapters; others can best be determined by exploring certain specialized facets of MAC activity, such as the student health program, religion, student discipline, faculty duties, and other topics, which contributed to the overall makeup of the institution. These and other segments of the MAC story created certain problems for the president which had to be overcome if the major plans and programs were to function smoothly and with a respectable degree of public acceptance. Snyder had a genius for sizing up troublesome matters, for developing corrective and preventive measures, and for letting the public know that corrections had been made, and that things were better because of it. And since these were times of change, change became standard operating procedure on all levels.

Entrance requirements for freshmen were raised in the fall of 1899 to the level maintained by the University of Michigan, and in 1910 they were further strengthened.¹ These changes brought greater stature

¹Report to the faculty on "Admission to the Five-Year Program," March 7, 1910, University Historian's Collection. Hereafter referred to as UHC.



to the college and enabled its graduates to gain acceptance in graduate programs at other institutions heretofore closed to them. By 1906 the college was granting the Master of Agriculture and Master of Horticulture degrees "for exceptional success in agriculture and horticulture in the widest sense of the term and never as a degree in course." The institution was also granting the Master of Science degree and the degree of Mechanical Engineer.² At the same time, the college had been organized into specific divisions: the Agricultural Course, the Forestry Course (begun in 1902³), the Mechanical Course, the Women's Course, and Special Short Courses.⁴ In addition, the Department of Military Science and Tactics instructed young men in military procedures and practices. Military training had been incorporated into land grant legislation and was required of all physically qualified male students. An officer of the regular U. S. Army was in charge, and in the program, "the virtues of patriotism, honor and truthfulness are cultivated, and habits of neatness, promptness, and obedience are insisted upon."⁵ A School of Forestry was established in September, 1902.⁶ An expansion of the old Forestry Department, it was aided substantially by the college arboretum, which con-

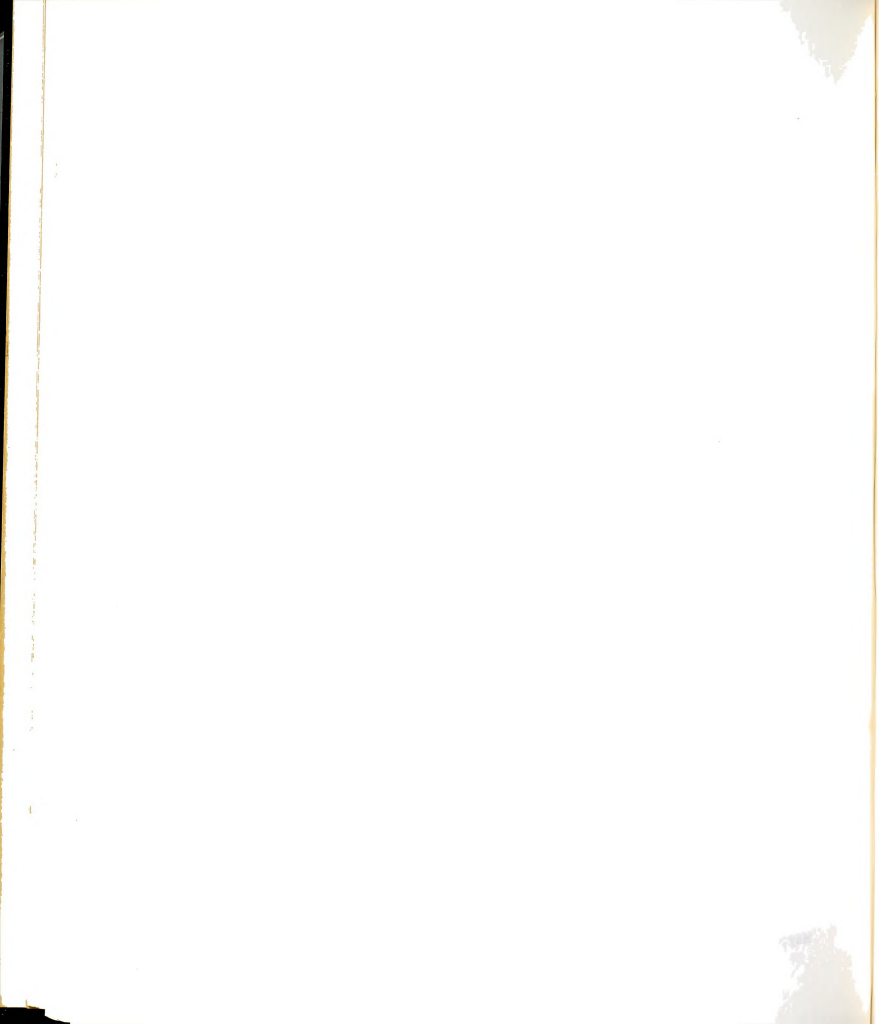
²M.A.C. Catalogue, 1905-06, pp. 49-50. Hereafter referred to as MACC.

³Michigan State Board of Agriculture (now Board of Trustees) Annual Report, 1903, p. 21. Hereafter referred to as MSBAR

⁴MACC, 1905-06, p. 40.

⁵MACC, 1896-97, pp. 73-75.

⁶"Data on Forestry Graduates of the Michigan Agricultural College," May, 1913, Unpublished Manuscript, UHC.



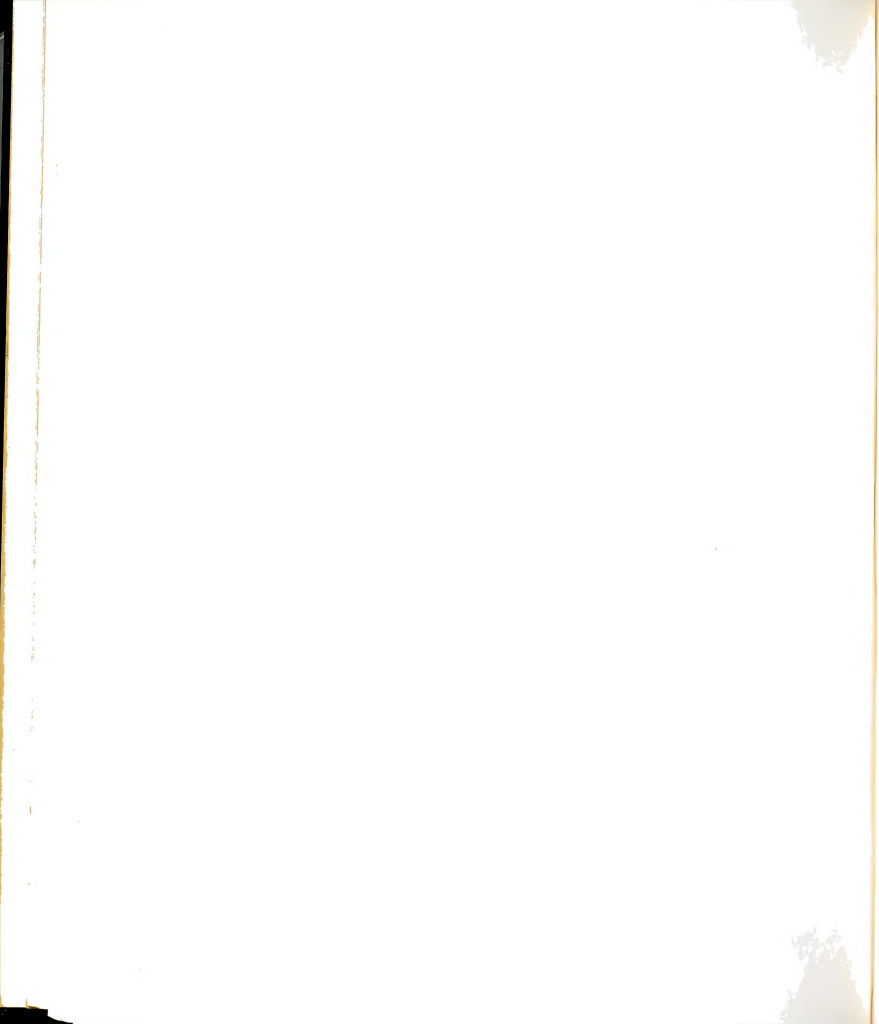
tained one hundred and fifty varieties of trees, along with large tracts of timberland owned by the institution. "There are few places in the country where forestry can be taught so effectively and thoroughly as here," Snyder commented.⁷ In 1908 a Department of Agricultural Education was organized to prepare qualified students to teach agriculture in the state's high schools. At that time no high school in Michigan offered a systematic course in agriculture, but by 1914, thanks to Snyder's foresight, forty-three secondary schools were giving such instruction.⁸ And while courses in veterinary medicine had been taught for some time at MAC as an aid to farmers in caring for their livestock, there was no program designed to train qualified veterinarians. This was corrected in 1907 when the legislature authorized a course in veterinary science leading to the Doctor of Veterinary Science degree.⁹

These changes brought new breadth to the programs offered by the Agricultural College, greater depth to its role of training citizens for careers in modern agriculture, and greater meaning to agriculture itself. A basic purpose of the college was to aid farmers by bringing new, improved techniques to light, and to train them in the application of new findings to practical situations. In expanding its offerings, MAC forged closer, more intimate ties between faculty and students and the agricultural interests of the state. The institution's image was improving all the time.

⁷Letter to Hon. R. D. Graham, Grand Rapids, Mich., Aug. 19, 1907, UHC.

⁸Letter to Pres. E. T. Fairchild, New Hampshire College, Durham, N. H., Oct. 23, 1914, UHC.

⁹Data on "Veterinary," UHC.



In 1906, President Snyder wrote that faculty opinion at MAC favored retaining "in its courses certain general culture studies, such as English, history, political economy, etc."¹⁰ But the MAC faculty generally opposed the elective system which, as they saw it, made it possible for a student to earn a degree without studying mathematics or other culture studies which would provide him with "a degree of ease in expressing his own thoughts, and a fair appreciation of the great fields of knowledge that lie outside his own narrow profession."¹¹ And while culture studies were very much in favor, as a single academic entity they were not yet accorded a place equal to other divisions. Along with holding down the responsibilities of the presidency, Dr. Snyder was Dean of General Science and Liberal Arts. In his view this academic division existed "for the sake of the other divisions and must be conducted as far as possible to minister to their needs." For that reasons he did not encourage reorganization of that segment of the academic program.¹² As a vocational institution, then, the college had not yet arrived at the point where it was ready to offer major programs in areas other than vocational.

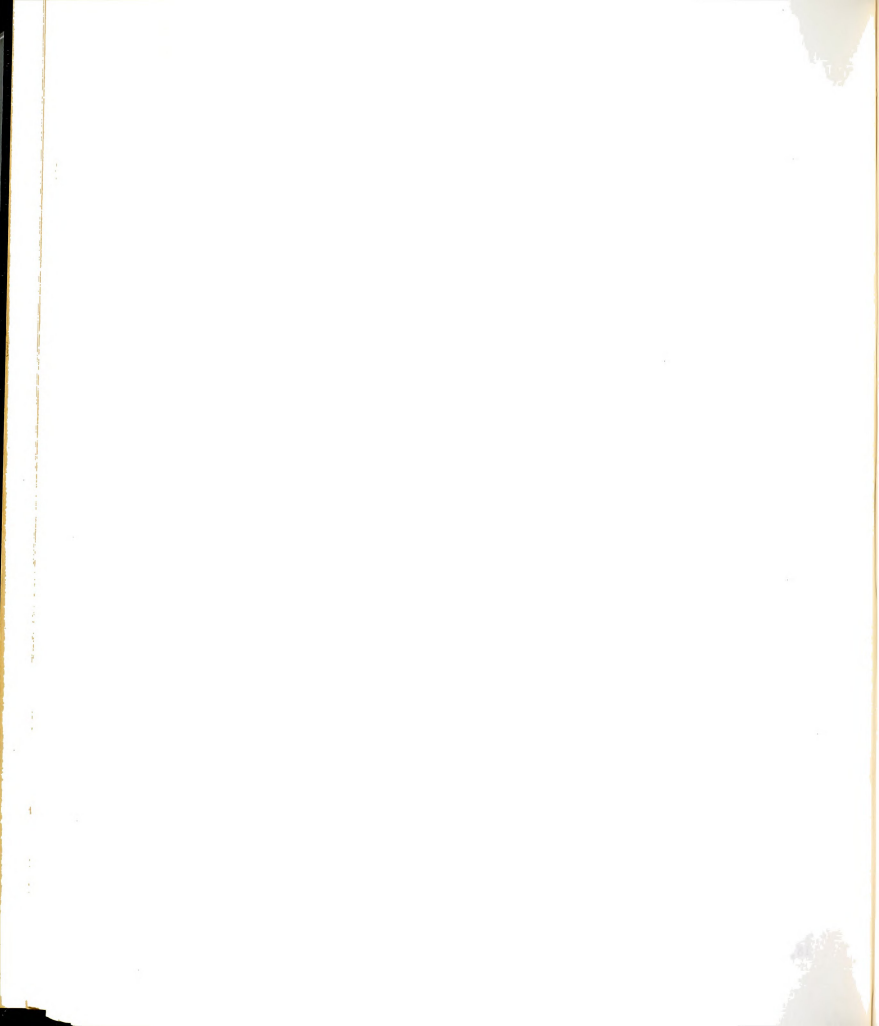
Total attendance had grown from 393 in 1896 to 950 in 1906 (a slight drop from the 1905 figure due to the destruction of Wells Hall by fire and the resultant loss of living space for students.)¹³ But the impressive increases in enrollment created problems which would have to

¹⁰MSBAR, 1906, p. 32.

¹¹MSBAR, 1906, p. 32

¹²Letter to Mr. John Ise, Iowa State College, Ames, Iowa, March 18, 1915, UHC.

¹³MSBAR, 1906, p. 32.



be solved in the immediate future if current development trends were to be accelerated or even maintained. For now the institution was overcrowded. An auditorium was sorely needed, as were enlarged, fireproof library facilities. There was no gymnasium, and the armory, which had served this function, could no longer accomodate the requirements of the student body. The Women's Department had grown to the point where a new wing was needed for Morrill Hall.¹⁴ These and others were critical needs brought about by expansion which threatened to seriously hamper the institution's activities. But Snyder was not overawed; a growing college would always have needs. He sought to develop remedies primarily through recommendations to the State Board of Agriculture. In his annual report for 1905, he urged the state to provide the teachers and equipment needed to meet current demands, and to follow a more liberal policy in these areas for the future. He called for increased opportunities for the sons and daughters of Michigan by the development of educational training in a wide variety of areas.¹⁵ "Our educational system should be organized by the people and for the people. Not for a few who expect to enter professions, but for all."¹⁶

¹⁴MSBAR, 1906, p. 22.

¹⁵MSBAR, 1905, p. 21.

¹⁶"Education of the Farmer," speech delivered before the Farmer's Congress, St. Louis, Sept. 29, 1904.



Religious Activities

Religious activities played a significant part in the daily student-faculty routine at MAC. Brief religious exercises began the work of each day, and were conducted by either President Snyder himself or by members of the faculty. These services were comprised mainly of scriptural readings, hymns, and prayer. In the fall of 1897, when the Lansing street car line was extended to the campus, students were urged to attend Sunday services in Lansing. At this time the standard practice of holding Sunday services in the campus chapel was discontinued. In its place a special devotional exercise along with an address were held at 9:00 each Sunday morning. These services, too, were conducted by faculty members or by guest speakers from outside the college. (Guest clergymen usually received a five dollar honorarium.¹⁷) Faculty participation was stressed, and this included the president himself. On one Sunday during the winter of 1897-98, Dr. Snyder spoke on "Martin Luther and the Reformation." On another occasion, Howard Edwards selected "John Knox" for a topic; then Dr. R. C. Kedzie and "The Forgiveness of Sin;" C. D. Smith and "Roger Williams;" and Prof. A. B. Noble on "Cardinal Newman," on successive Sundays.

According to Snyder, the MAC faculty was composed of Christian men and women who realized "that better than knowledge gained from books or in the laboratories is a strong Christian character and above all other

¹⁷Letter to Rev. C. F. Swift, Lansing, Mich., April 21, 1900, UHC.



considerations they endeavor to impress their students with a keen sense of the realization of this great truth."¹⁸ Proper religious development was, in Snyder's terms, an important adjunct to education, and throughout his years at the Agricultural College, he tried to instill a strong religious spirit and understanding in the students, to mold them into constructive, industrious, God-fearing men and women.

Snyder noted carefully those students and members of the faculty who attended daily chapel services, or, more directly, those who did not. On one occasion when he felt that staff members of the Mechanical Department had been shirking their religious responsibilities, he penned a brisk note to the department head, enjoining him and his faculty to serve as more positive influences on their students by attending services regularly and seeing to it that the students followed suit.¹⁹ On the same day, he found sufficient cause to write on the same subject to Dean Maude Keller of the Women's Department.²⁰ His convictions would not permit him to turn his attention from this particular responsibility which he felt keenly.

But some faculty members resisted the role of conductor of chapel exercises, and not because they were irreligious or opposed in any way to such services in general. Many felt emotionally or intellectually inadequate to the task, or felt that it required too much time away from other duties.²¹ But even with the personal shortcomings of a few indi-

¹⁸MSBAR, 1898, p. 33.

¹⁹Letter to Prof. Charles L. Weil, March 13, 1901, UHC.

²⁰Letter to Dean Maude R. Keller, March 13, 1901, UHC.

²¹Letter from Prof. Charles L. Weil, March 14, 1901; Letter from Prof. Walter G. Sackett, Oct. 3, 1907, UHC.

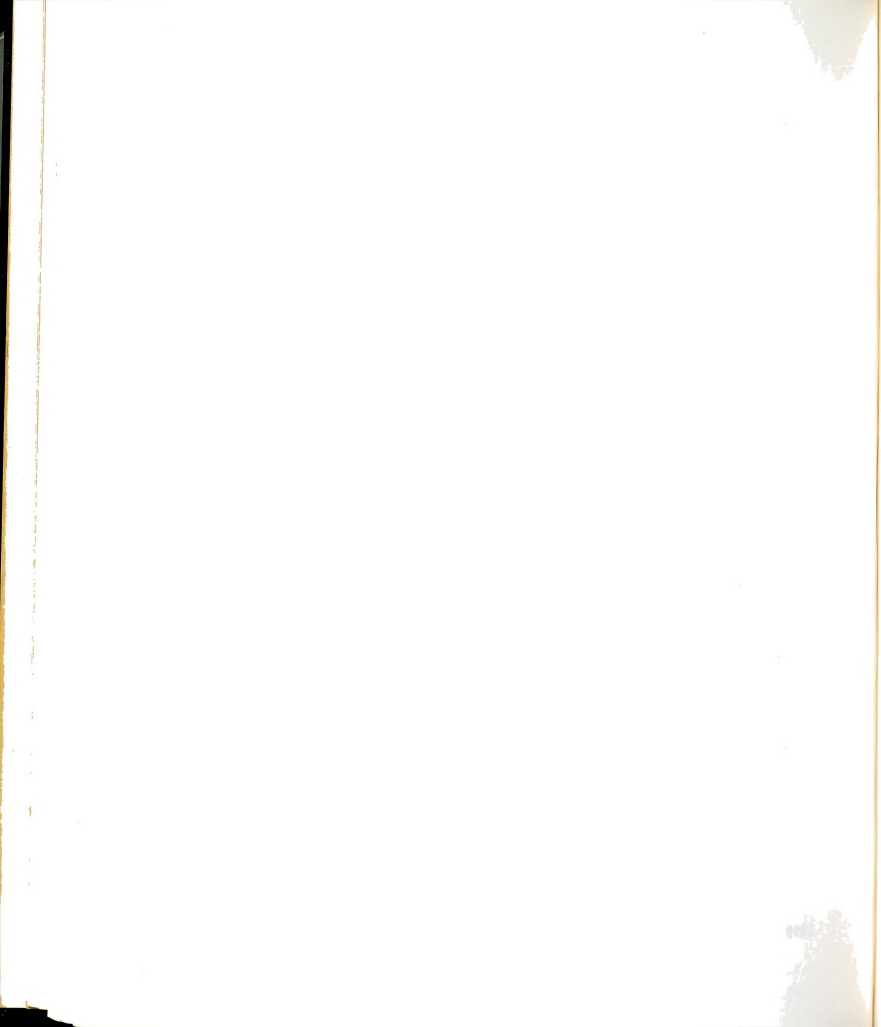
vidual staff members, Snyder felt that the basic religious program was orderly and workable. Two years after assuming the presidency he sensed that the religious and moral standards among students were high, that obscene language and boisterous conduct were rare occurrences indeed.²²

Health Facilities

The MAC hospital, built in 1894, predated Snyder's arrival at the college, but it had not gone very far in contributing measurably to the physical well-being of the student body during the intervening years. The hospital was a two-story structure; on the first floor were located a parlor, dining room, kitchen, toilet, and bathroom. The second floor contained three regular sleeping rooms, and one smaller sleeping room, a bath and toilet room. So while the building maintained adequate space for treating the sick, it was not until 1900 that a trained nurse was hired to staff the hospital. In a letter to an applicant for the nursing position, Snyder wrote that the college would furnish the two best rooms on the second floor, but "no furniture will be provided for any other part of the building." He further stated that the nurse selected would be required to provide whatever furniture she desired for personal use, and to heat and light the building at her own expense.²³ During the 1900-01 school year, Miss Rowena Ketcham became the first nurse. She received a base salary of three hundred dollars, plus the right to

²²MSBAR, 1898, p. 34.

²³Letter to Mrs. A. D. Metz, Harbor Springs, Mich., Aug. 22, 1899, UHC.



collect five dollars per week "from such students as were confined in the hospital."²⁴ The Board of Agriculture seemingly relented on the requirement that the nurse pay for heating the hospital, but still required that she furnish a portion of it.²⁵ The five dollar fee paid by infirm students did not include physician's fees or the costs of medicine, a combination which the student themselves did not seem to think prohibitive. In connection with this, the M.A.C. Record stated: "Considering the home care and comforts, this rate of five dollars must be regarded as absurdly low, and within the reach of anyone who may be suffering from the ailments of the body."²⁶

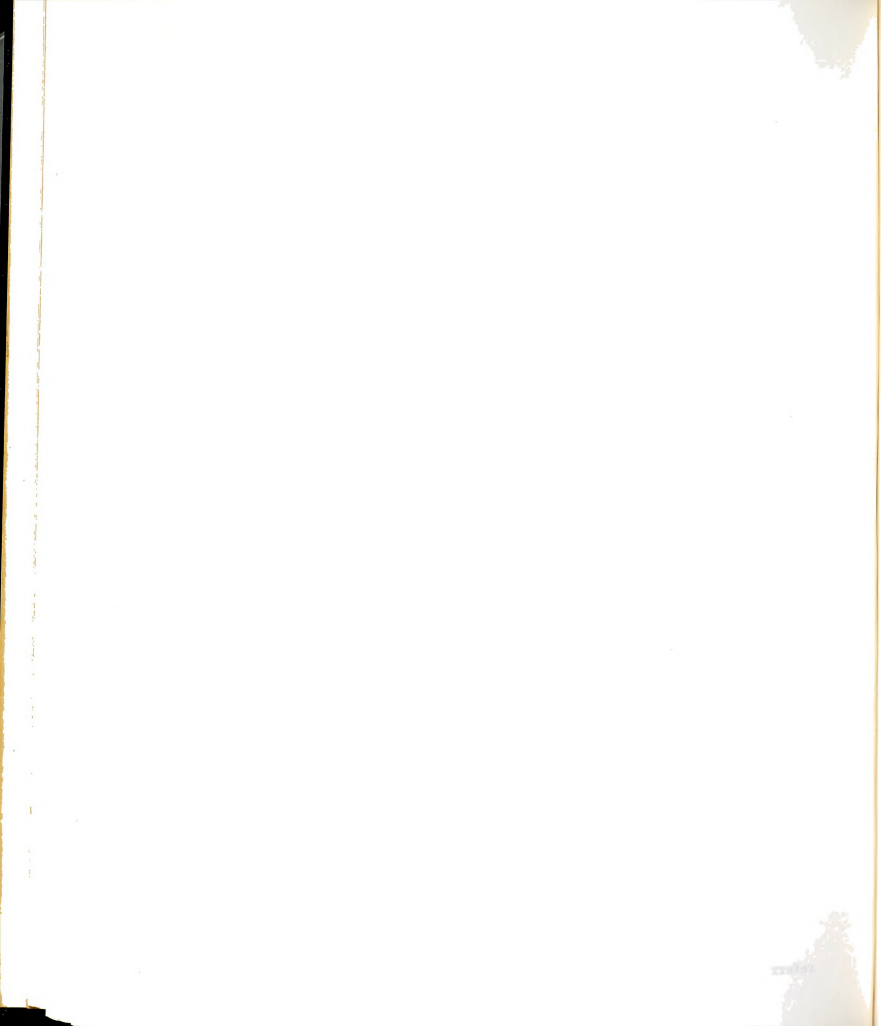
Student Discipline

From 1876 to 1896 discipline at MAC was administered by the students themselves under the direction and with the support of the faculty. This mode of self-government was based on a constitution, by-laws, and other regulations and was undertaken seriously and with great care by early student leaders. Enrollment at the time students originally received this responsibility numbered less than two hundred. And because of the small number involved an effective student discipline plan could be implemented. Almost all the students lived on the campus and could be summoned together on short notice when the need arose. When Jonathan LeMoyne Snyder became president in 1896, this long-established plan was

²⁴MSBAR, 1900, p. 22.

²⁵Minutes of the Meeting, State Board of Agriculture (now Board of Trustees), Sept. 25, 1900.

²⁶M. A. C. Record, VI, No. 6 (Oct. 23, 1900), p. 4. Hereafter referred to as MACR.



drastically altered.²⁷

Soon after his arrival, Snyder noted that the student government operated smoothly and efficiently when strong, popular student leaders were selected to positions of responsibility. "On the other hand," he wrote, "it is quite evident that very often the organization drifted into the hands of those least fitted to control such matters. When this occurred discipline became lax and often the Faculty was compelled to mete out punishment regardless of the wishes of the organization."²⁸

With general campus morale at an all-time low in 1896, the students themselves expressed an interest in turning the matter of discipline over to the faculty who, in turn, indicated a willingness to accept the responsibility; the student government passed out of existence without any resistance whatever on the part of the student body.

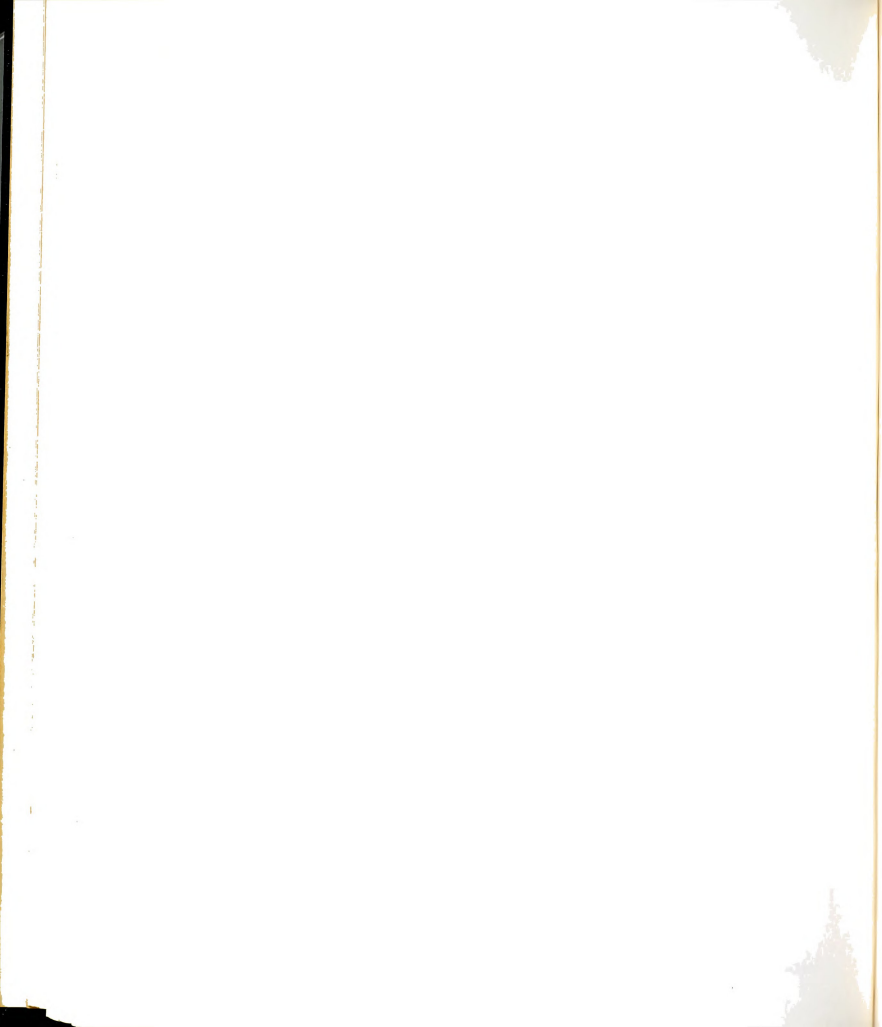
Snyder believed that the function of government in a college properly belonged to the president and the faculty, that they possessed more adequate, more mature judgment in important matters than did any body of students no matter how well intended or objective the latter might be.²⁹ Hence keeping the controls in the hands of the administration and staff was only using good sense.

So President Snyder became the chief disciplinarian at the Agricultural College and, throughout his administration, he kept in close

²⁷MSBAR, 1898, p. 35.

²⁸MSBAR, 1898, p. 35.

²⁹MSBAR, 1898, p. 35.



personal touch with such matters. The faculty empowered him with the authority to call together a committee of faculty members to investigate disciplinary cases, and to inflict appropriate punishment, and to make a report to the faculty on the facts involved.³⁰ To help insure that student discipline would be a thorough, orderly process, the president instituted a plan whereby older students were employed to serve as "inspectors" in the campus living units at a salary of eight dollars per term. Their responsibilities lay chiefly in maintaining order in the dormitories. As far as actual campus rules were concerned, the college relied more on the good sense of the students than on a bevy of regulations, though certain general rules were firmly and justifiably established, such as the general ban on smoking around the campus (even for faculty) except in the living quarters.³¹ And drinking under any circumstances was forbidden. In 1899 Snyder told an acquaintance at the North Carolina Agricultural College: "We have very few rules, but when a student fails to do his work and act in a gentlemanly manner, we give him notice and if there is no improvement he is sent away at once. It is generally understood in the faculty that if a student frequents a saloon, he must leave College."³² Snyder's personal code would permit no exception to this final item.

While the president was firm on the matter of smoking, it is

³⁰MSBAR, 1898, p. 37.

³¹Letter from Mr. D. G. L. Macdougall, Sept. 21, 1899, UHC.

³²Letter to Prof. George T. Winston, West Raleigh, N. C. Aug. 19, 1899, UHC.



evident that his views on the use of tobacco were not strictly based on any moral theme.³³ On the contrary, he felt that smoking should be discouraged, especially among the young people, because of its effects on health.³⁴ He was not alone in his attempts to curtail smoking and drinking among the students; many letters from parents of students came to his desk in support of his stand.³⁵ So determined was the MAC president to keep his charges from the temptations of drink that in 1898 he wrote a stinging letter to various saloon keepers in Lansing, warning them to avoid trading with MAC students, some of whom occasionally strayed into local watering places where they received prompt service. Snyder emphasized that "the next man who sells in violation of the law, to any student under my care, will be prosecuted to the utmost extent of the law regardless of cost."³⁶

Aside from Snyder's own views on the avoidance of tobacco and alcoholic spirits, the dictates of the reform-minded public of his time saw little to be gained by indulging in either, but especially in the latter. Saloons were considered to be dens of evil, the hatching places of great social problems, and the best way to clean up society was to clean out the saloons.³⁷ Prohibition was on the increase, and the nation

³³Letter to Mr. George W. Clark, Coldwater, Mich., Sept. 29, 1898, UHC.

³⁴Letter to Mr. W. M. Davenport, Bellaire, Mich., Sept. 5, 1901, UHC.

³⁵Letter from Mr. E. V. Davis, Neal, Mich., March 22, 1898, UHC. (Many other letters contained similar sentiments.)

³⁶Letters to Mr. Jacob Gansley, Mr. Louis Ehinger, Mr. John Schwartz, and others, Lansing, Mich., Feb. 5, 1898, UHC.

³⁷Walter Lord, The Good Years (New York: Harper and Brothers, 1960) p. 88.

maintained its faith in moral cure-alls. Henry Clay Frick ordered his steelworkers to avoid drink even at home, and in New York City, the Sullivan Law forbade women to smoke in public.³⁸ Hence, in the early years of the twentieth century, abstention from smoking and drinking was almost a mark of good citizenship.

Many recognized student functions at MAC were almost co-curricular in makeup, and all formal societies on the campus offered periodic programs which rigidly adhered to a set pattern. One program, produced by the Eclectic Society included a talk on nursery inspection, a trumpet solo, a selected reading, a piano solo, and other assorted entertainments.³⁹ The Ero Alphan Literary Society, on another occasion, featured original rhymes on "How I Spent My Vacation," a paper titled "Seeing Things," an instrumental solo, a paper devoted to "What Education Does For Us," and so forth.⁴⁰ Permission to hold social functions had to be obtained from the president or the Faculty Committee on Entertainments. A chaperon was required for all functions which included guests of the opposite sex, and all entertainment had to end by 11:00 in the evening, unless special permission for a later closing hour had been granted beforehand.⁴¹

³⁸Lord, The Good Years, p. 218.

³⁹Report of the Eclectic Society, Dec. 18, 1908, UHC.

⁴⁰Report of the Ero Alphan Literary Society, Fall Term, 1908, UHC.

⁴¹"Rules Governing Society Entertainments," Unpublished Manuscript, UHC.



Although it appears that President Snyder held an exceedingly tight rein over student activities in general, at least from a mid-twentieth century view, it must be kept in mind that his deep concern for the welfare of those in his charge was reflective of the times. Idealism was still a significant influence in American education and it recognized the study of Western religious, moral, intellectual, and literary traditions as the essential means for developing the student. There was an especially strong emphasis on Christian orientation, and a preoccupation with the spiritual life and the absolute values of truth and right.⁴² While the MAC president was guided by his own personal moral convictions, the moral and spiritual currents of the time provided an even greater force in his dealings with his students. The public expected a college to enhance the proper values of society within the bosoms of the young, not to detract from them, and in this Snyder felt a keen responsibility. He was a "good" man, and he recognized his mission to be, at least in part, the development of "good" men and women to further the aims of society.

Hazing freshmen students was a popular upperclass sport at MAC, and more than once the practice became severe enough to require disciplinary action. On one occasion in 1906, a young freshman, described by Snyder as "a good, honest, country boy" completely out of his element among the older and wiser upperclassmen, was manhandled in an especially brutal fashion. Eggs were rubbed into his hair which was then shaved to the scalp, and eggs were placed in the pockets of his new suit and crushed,

⁴² R. Freeman Butts and Lawrence A. Cremin, A History of Education in American Culture (New York: Holt, Rinehart and Winston, 1953), p. 493.

suitably filling the fabric with yoke. Next the boy was taken to the river where a sack was placed over his head, and his tormentors immersed him into the cold water, head-first, while keeping a firm grip on his feet. But their grip relaxed, the farm boy slipped away, and almost drowned while struggling free of the sack. Snyder immediately suspended the upperclassmen.⁴³

Snyder never acted recklessly when disciplining a student, regardless of the offense or the punishment. He went to great pains to gather facts and to provide the erring student, and his parents if need be, with a full explanation of the evidence supporting the action. At times he even offered advice in the hope of steering the delinquent to the proper path.⁴⁴

Non-academic discipline problems involved a wide variety of pranks, occasional fights, some cases of theft, hunting and shooting on the college grounds, tossing water-filled bags from dormitory windows on passersby, promoting disorder during study hours, and other violations of college rules. (One exuberant group detached a door from its hinges, and hurled it down a flight of stairs for some reason not explained in the inspector's report.⁴⁵) But at times campus disciplinary cases involved individuals from outside the college, and complaints to the president and even to the Board were loud. Early in 1899, a phrenologist turned up on the

⁴³Letter to Mr. James A. Dean, Parma, Mich., July 12, 1906, UHC.

⁴⁴Letter to Mr. DeFrenn, Nov. 30, 1897, UHC.

⁴⁵Report to the Inspector of Dormitories, Feb. 15, 1900, UHC.



campus, and went from room to room in dormitory buildings in the hope of drumming up business among the student body. He advertised his mystic talents in the form of handbills affixed to bulletin boards, and so made his presence felt that at least on professor, in a fit of disdain, branded him a charlatan.⁴⁶ The students took this as a cue for action, and when the unsuspecting phrenologist returned, he received a thorough soaking from a brigade of water buckets wielded by the students. He complained bitterly to President Snyder, suggesting that the faculty member in question had urged the students into the act, a faculty member who would never go to heaven where "all Phrenologists are destined to go."⁴⁷ Though there is no record of the final disposition of the case, Snyder replied that he would investigate the matter, and severely punish those in the MAC family found wanting.⁴⁸

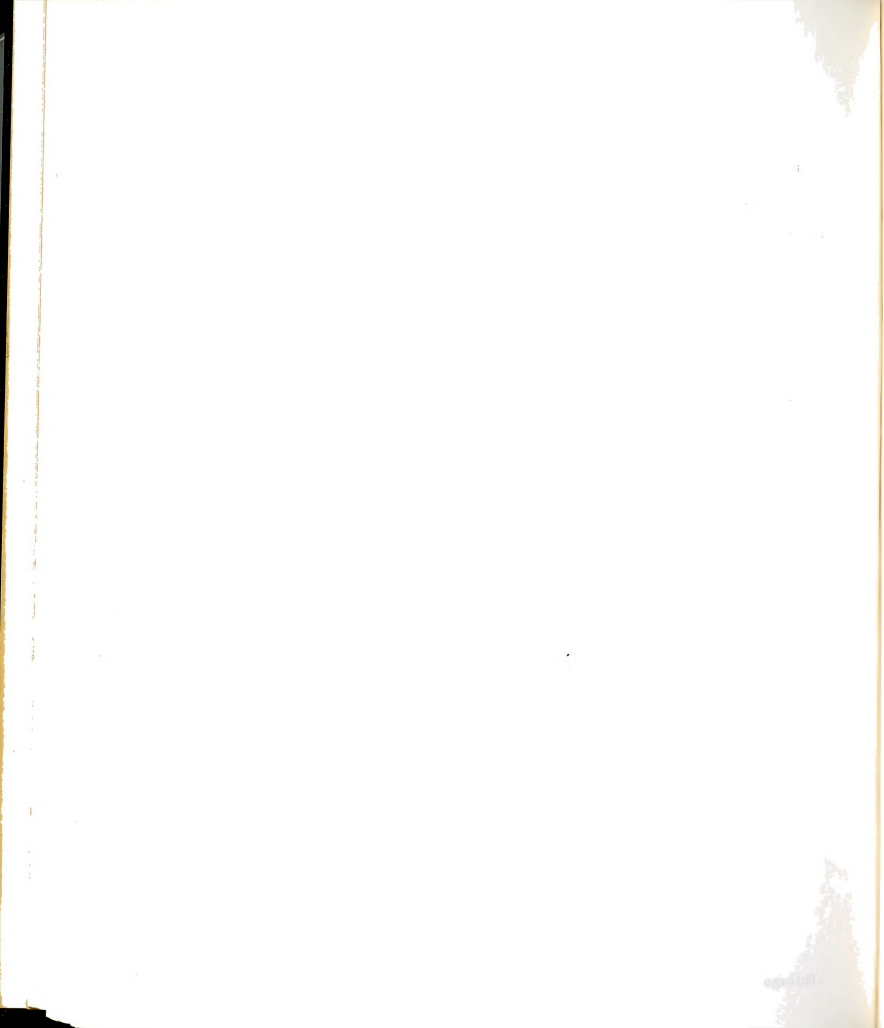
At times the actions of some students went beyond the norms of youthful exuberance and created severe problems for President Snyder and the college. In the spring of 1909, a group of young men damaged college property, stole equipment and supplies, drank to excess, and held secret games of chance in campus buildings. Unable to learn the identities of those involved, President Snyder hired a Pinkerton detective, who entered the college as a student and eventually exposed the offenders.⁴⁹ And in 1902 Snyder attempted to put an end to student "scraps" because of the

⁴⁶"From Lecture on Physical Measurements Before Class in Physics," Jan. 9, 1899, UHC.

⁴⁷Letter from Prof. Otto Hatry, Phrenologist, Jan. 19, 1899, UHC.

⁴⁸Letter to Prof. Otto Hatry, Jan. 23, 1899, UHC.

⁴⁹Letter from Mr. I. Stiefel, Pinkerton National Detective Agency, Chicago, Ill., June 12, 1909, UHC.



serious injuries suffered by many. Campus scraps were inter-class wars dressed in the garb of harmless fun-making. Often they were brutal gang fights, and some participants had been permanently crippled. In October, 1902, the president issued a warning to the effect that any students encouraging or participating in class scraps would be expelled. In spite of the warning, two student groups met, away from the college grounds, and squared off in combat. Snyder suspended seventeen of them for the remainder of the school year.⁵⁰ In reprisal, the student body gathered in the chapel and voted to boycott their classes until the convicted scrappers had been reinstated. Snyder and the Faculty Committee on Discipline agreed to hear grievances and receive petitions if the students would return to classes. The students assented. The strike died after a week of tension during which outsiders submitted impassioned appeals to the president on behalf of the student body. In spite of all the pleas, Snyder remained firm. He wrote that the suspensions "will have to stand though the heavens fall."⁵¹

Discipline problems were not confined to men students only. Students in the Women's Department contributed their share of bending and breaking college rules as well. In addition to standard regulations, the women had to observe a second set of rules established for the Department itself; these dealt primarily with keeping respectable hours, and regulating social activities with young men. But one girl received permission to visit overnight in Lansing with friends of her family, then

⁵⁰ Report of Faculty Committee on Discipline, Oct., 1902, UHC.

⁵¹ Letter to Mr. Franklin Wells, Constantine, Mich., Nov. 1, 1902, UHC.



went sleigh-riding with a male companion, and then on to an all-night party in Williamston. When she arrived back at Morrill Hall in time for breakfast, her nefarious activities were brought to light, and Miss McDermott reported her to Dr. Snyder. Her case was duly considered and appropriate punishment meted out: the young lady would be deprived of all social privileges for the remainder of the school year; she would be limited to two school parties during the latter half of Spring Term and none at all until that point. All other entertainments, such as dances, lectures, and other activities not of a scholarly or religious nature, would be forbidden, and she would be limited to one visit per week from friends.⁵² There were other cases similar to this.

Absence from class for other than legitimate reasons was considered a serious breach of college rules, and was dealt with severely.⁵³ Infrequent absences were punished by restricting the offender's privileges; repeated violations resulted in dismissal. And when dismissal was in order, President Snyder did not mince words when notifying the offender to that effect. One chronic absentee was told to "sever your connection with the college and leave for home."⁵⁴

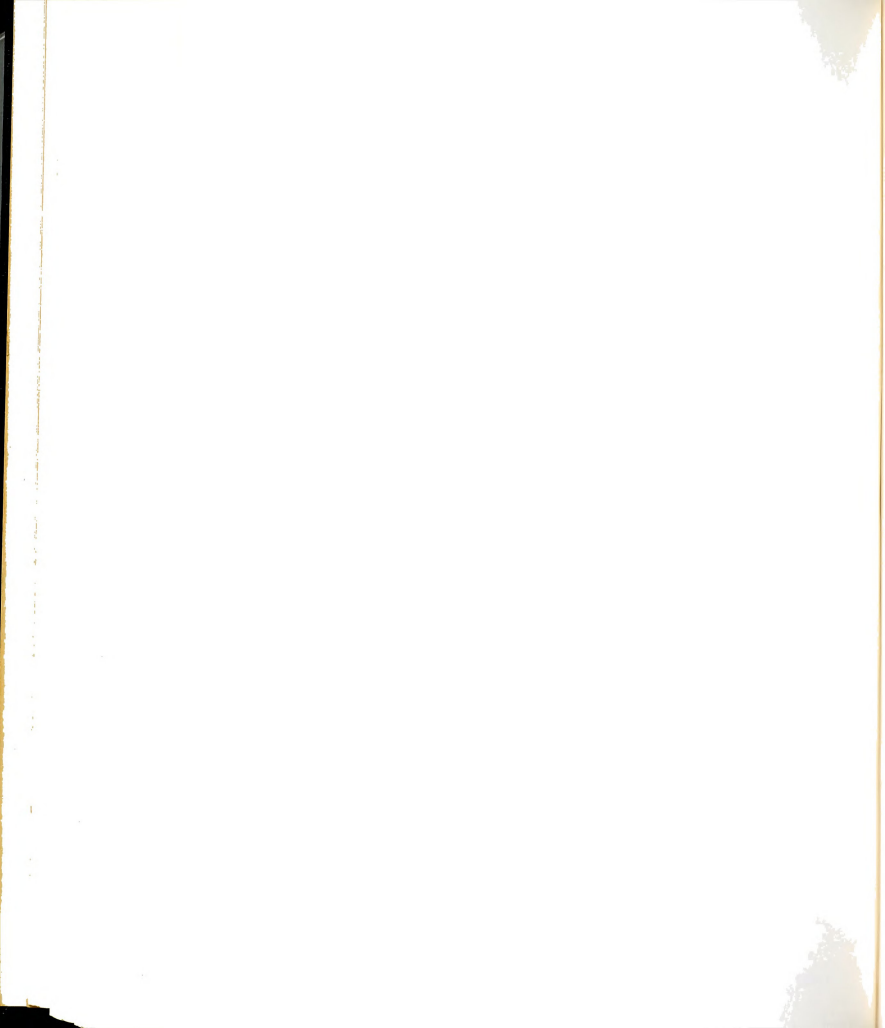
The Faculty

From the time J. L. Snyder took office as president, the faculty of the Agricultural College gave him full support in the measures he

⁵²Letter to Miss Alma DeFrenn, Jan. 19, 1903, UHC.

⁵³Report from Prof. Frank S. Kedzie, May 20, 1898, UHC.

⁵⁴Letter to Mr. Clifford Stringham, Feb. 15, 1898, UHC.



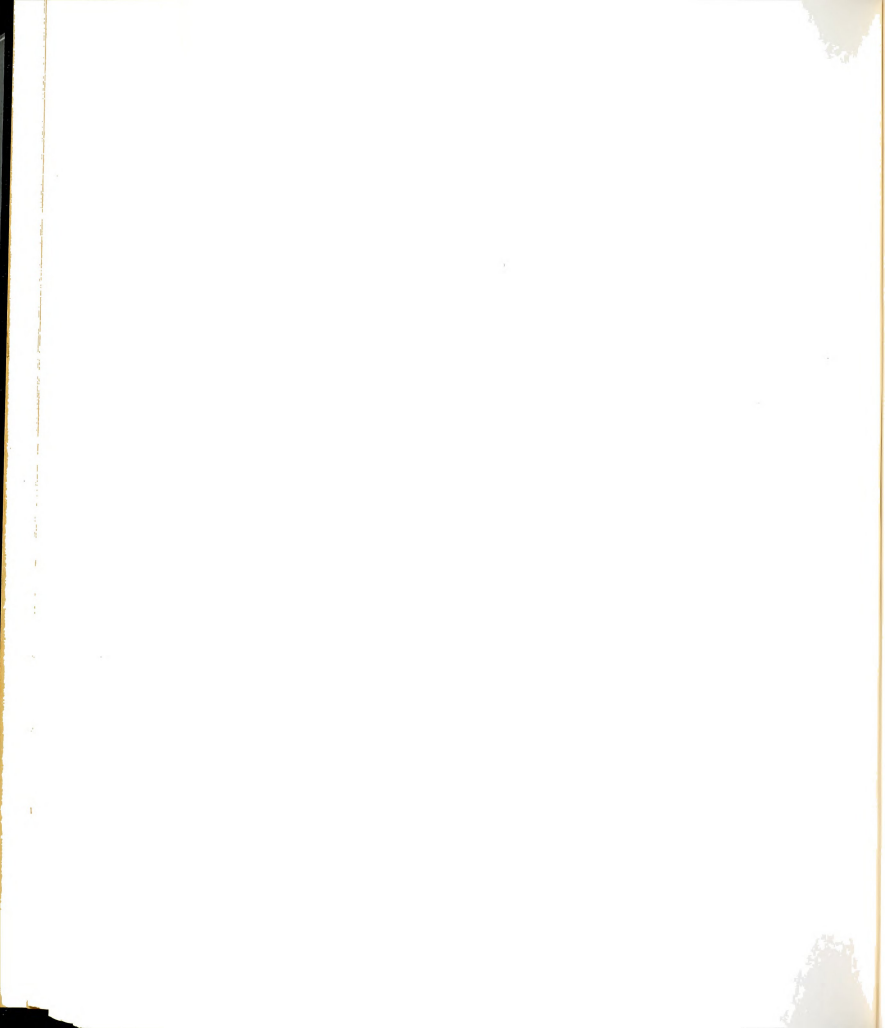
instituted to put the school on proper footing. The teaching force thereby gave support to the changes necessary to bring the college into the light of a new era in Michigan higher education. In 1898 Snyder wrote that his faculty had indicated a willingness to implement his plans and "have spared no efforts to make the College successful in all its undertakings."⁵⁵

Almost immediately upon assuming office, Snyder effected certain administrative alterations which dealt with the faculty specifically. For one thing, the practice of holding weekly faculty meetings was abandoned during the new president's first year, and by 1898, faculty meetings were held on the first Monday of each month. Special meetings were called by the president as circumstances required. Under the new system, business to be considered by the faculty was submitted to an appropriate committee or if need be, to a special committee appointed by the president. The committee made its recommendations to the faculty at the regular monthly meeting, and these were customarily adopted without discussion. The system of employing committees, according to Snyder, meant that as a rule "the work is better done than when discussed at length and settled by the faculty as a whole."⁵⁶ In 1898, the regular committees and their members were as follows:

Library - Edwards, Beal, F. S. Kedzie, Taft, Weil (Sec.)
Catalogue - Edwards, Taft, Butterfield
M. S. Degree - Kedzie, Vedder, Smith, Miss McDermott
Entrance Examinations - Barrows, Noble, Babcock

⁵⁵MSBAR, 1898, p. 32.

⁵⁶MSBAR, 1898, p. 32.



Labor and Wages - Pres. Snyder, Butterfield, Smith
Excuse for Drill - Bandholtz, F. S. Kedzie, Weil
Senior Courses - Pres. Snyder, Smith, R. C. Kedzie, Edwards
Excuse from Work - Taft, Smith, Weil
Athletics - Vedder, Weil, Bandholtz
Uniforms - Bandholtz, Butterfield
Society and Entertainment - Edwards, Weil, Miss McDermott⁵⁷

Another change directly effecting the MAC faculty concerned a weekly meeting of teachers to discuss the progress and problems of students. Those members of the instructional staff responsible for freshmen met on the second Monday of each month from five to six o'clock in the evening; the teachers of sophomores met on the third Monday, and those teaching juniors and seniors on the fourth Monday. During the meetings the teachers compared notes, and discussed the weaknesses and peculiarities of the various students. According to Snyder, this enabled the faculty "to give encouragement and help where it is most needed." The president also pointed out that these meetings brought "professors and assistants of the different departments together and gives each a better understanding of the work of the College outside his own department."⁵⁸ Hence, implementing a workable system of executing faculty business became one of the first efforts of the new president to modernize the work and services of the college. This was a basic undertaking, on which would be built many of the changes to come.

Keeping good faculty was a constant problem for Dr. Snyder, as other institutions submitted tempting offers which MAC could not usually counter. In his 1906 annual report, Snyder aired the problem of retaining

⁵⁷MSBAR, 1898, p. 32.

⁵⁸MSBAR, 1898, p. 32.

good but underpaid faculty: "So many changes are to be deplored; but it is solely a business proposition."⁵⁹ The problem of holding well qualified teachers was of paramount importance to Snyder who firmly believed that they were vital to gaining and keeping public support for MAC's programs.⁶⁰ Recruiting good faculty was as difficult as maintaining them once they joined the MAC community and for much the same reasons--low salaries. Recruitment responsibility was in the hands of a committee of the State Board of Agriculture, made up of President Snyder and two other Board members. When a vacancy developed, the president discussed the qualifications of the various candidates with his committee members who usually endorsed his recommendations. The committee then made its final recommendation to the Board, which, in turn, normally approved the appointment as a matter of course.⁶¹

Faculty salaries created a problem of enormous proportions for Snyder. For while the income of the institution increased steadily over the years, the monies realized went into new planning and additional faculty to staff new courses required by increasing enrollments. By 1907, MAC was substantially behind the University of Michigan and the State Normal School both in regular faculty salaries, and in pay for department heads. In some cases, members of the instructional staff received lower salaries in 1907 than they had received many years before when the budget was reduced for reasons of economy. Professor Beal, for

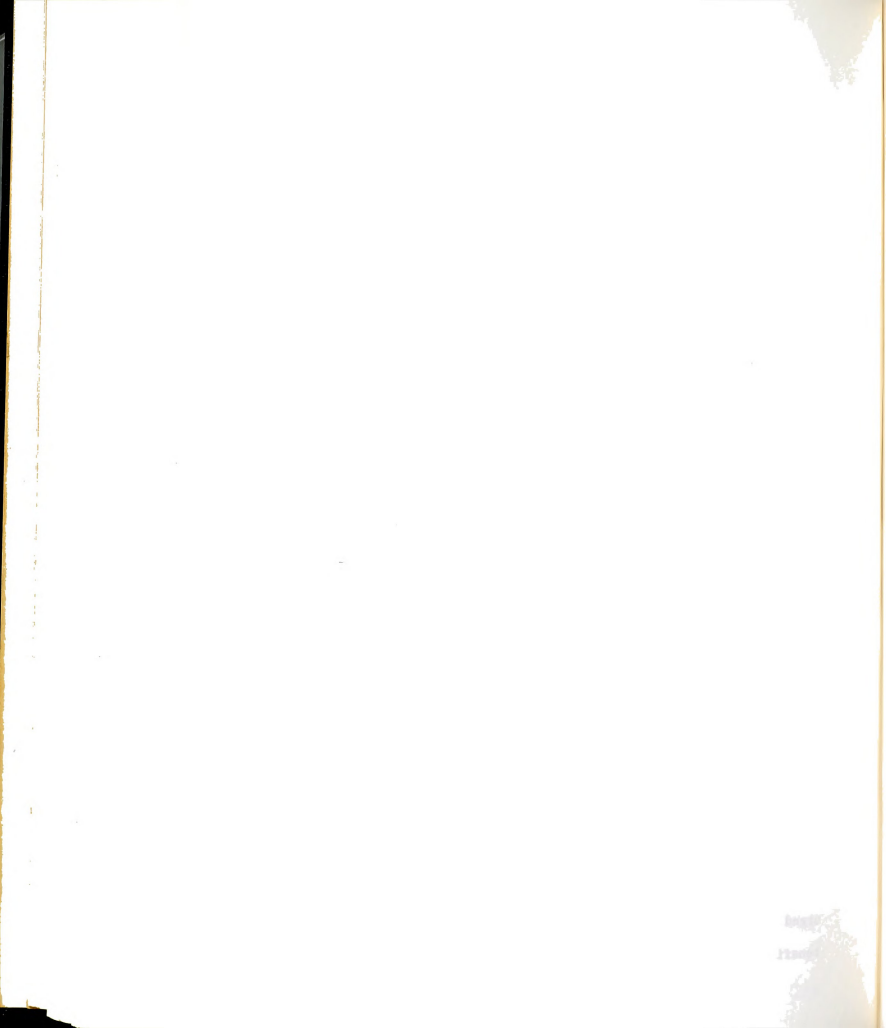
⁵⁹MSBAR, 1906, p. 31.

⁶⁰J. L. Snyder, "What Can and Should be Done to Increase the Interest in and Appreciation for the Agricultural Side of Technical Education" (Washington: U. S. Department of Agriculture, Undated), p. 107.

⁶¹Letter to Mr. Donald Macpherson, Washington, D.C. Feb. 4, 1915, UHC.

example, had received a salary of \$2,500 a quarter of a century earlier; his income in 1907 amounted to \$1,800 plus a house. The salaries for some twenty-five department heads had not advanced at all in the same period despite notable increases in duties and responsibilities. Snyder reminded the Board in his 1907 report that the time when faculty members could supplement their incomes by maintaining their own gardens, and even keeping livestock, had long ago ceased to exist. Now produce had to be purchased at regular market prices; the college no longer provided fuel at cost to heat faculty homes, and social demands now required additional expenditures for staff members. The president pointed to the changes in salary structure initiated by business and industry during the same period, and in other educational institutions around the country. "I do not know of another institution of similar rank paying anything like as low salaries as we do." The salary problem had repercussions beyond the obvious one of forcing good, productive professors to seek equitable remuneration at other campuses; young but gifted instructors saw little future in staying on at the Agricultural College after gaining needed experience. Starting salaries for them were usually less than a thousand dollars per year, and often their mentors did not earn much more. Hence, MAC found itself engaged in the highly questionable practice of providing valuable experience to talented instructors who would soon move on to other institutions. In brief, MAC planted the crop; other colleges reaped the harvest.

While presenting the salary question to the Board, Snyder also urged the adoption of a faculty retirement plan. At a time when fringe benefits were all but unknown, the president pointed to Andrew Carnegie's



concern for "old and worn-out college professors," which had led to the establishment of a ten million dollar pension fund for them. But Carnegie's benefits went only to senior faculty at private colleges and universities; state institutions had to fend for themselves. Snyder felt that a man who had devoted his life to the Agricultural College should have more to look forward to than to be "cast aside when he becomes too old for service." With salaries as inadequate as they were, he went on, one could not be expected to save enough for the retirement years. He recommended to the Board that a faculty member be permitted to retire on half-salary upon reaching the age of sixty-eight, and, if health permitted, to be retained by the college on a year-to-year basis, if he so desired.⁶²

If low pay was a major factor in the retention of good faculty members, the severity of the work load assigned to most contributed almost as much. Combining recitation periods with laboratory duties, one member of the Soils Department carried over twenty-five hours per week of classroom work; a man in the farm mechanics area had twenty-four, and another twenty-nine. Heavy commitments of time were commonplace.⁶³ And members of the instructional staff were delegated responsibilities over and above regular classroom activities. Prof. Babcock served on several important faculty committees, and as president of the Book Buying

⁶² Report to the State Board of Agriculture, July 9, 1907, UHC.

⁶³ Letters to Dr. Howard Edwards, Aug. 19, 1898, Capt. E. P. Allen, Ypsilanti, Mich., June 29, 1900, Mr. John H. Barr, Syracuse, N. Y., June 9, 1903, and others, UHC.

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Association, as well. Dr. Edwards, in addition to being a department head, prepared the annual MAC Catalogue, and was editor of the M.A.C. Record. Prof. Clinton D. Smith devoted much of his time and energies to the Agricultural Department, directed the work of the Experiment Station, lectured at Farmers' Institutes, and served on a number of faculty committees. Other teachers were as heavily involved in such non-instructional duties.⁶⁴

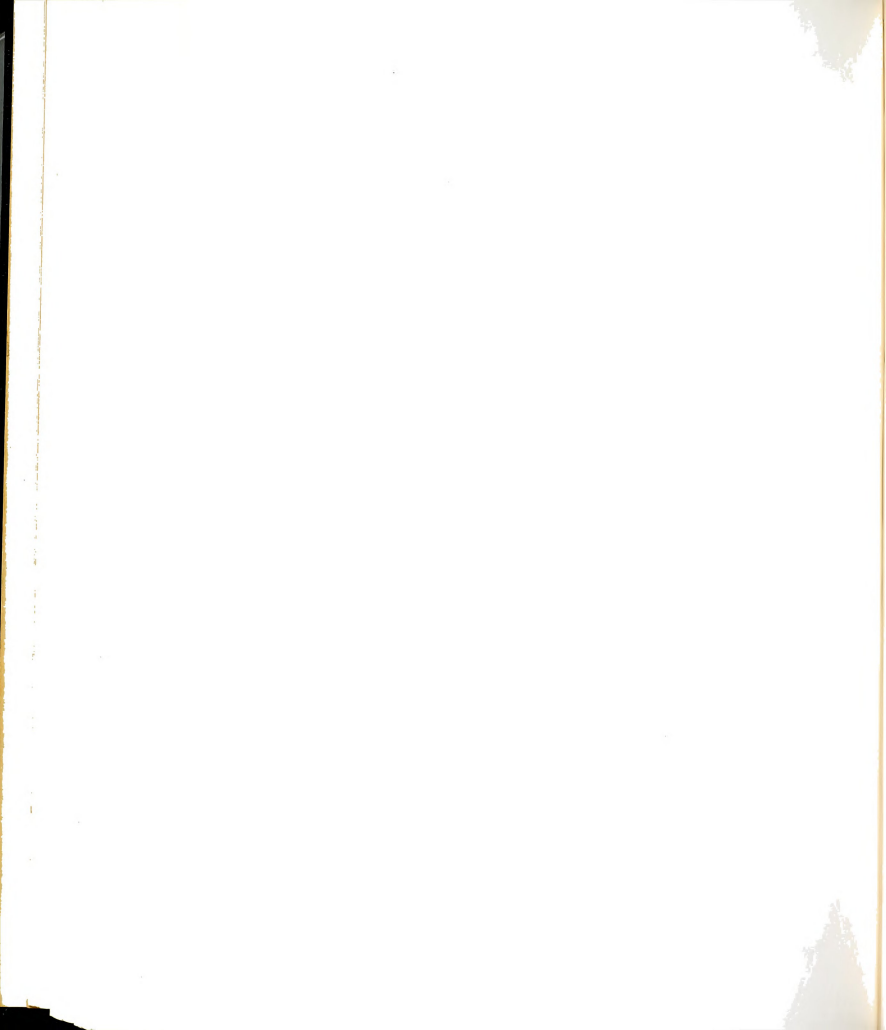
Candidates for appointment to the MAC faculty had to meet rigid standards determined mainly by the department involved, but also by the requirements of President Snyder who felt that staff members should be well prepared in their specialities, of high moral caliber, and capable of assuming roles of leadership among their students.⁶⁵ An example of the high standards set is contained in the following job specification letter composed by Snyder in seeking an assistant professor at a starting salary of \$1,200 per year:

He should be thoroughly familiar with agricultural subjects related to soil physics and farm crops, so that he would be able to teach the subjects in the class-room. That there might be no question as to this point he ought to have experience as a teacher. A man who has proven ability in the management of students.

That we want a man who has taken a degree from the agricultural course of one of our leading agricultural colleges would go without saying. We would consider it almost a necessary qualification that a man should have considerable experience either as a proprietor or manager of a farm and have fully demonstrated his ability as a practical agriculturalist.

⁶⁴Data on faculty teaching loads, UHC.

⁶⁵Data on faculty responsibilities, UHC.



We do not want an experimenter; we want man [sic] to teach well established principles and facts, above all the personal character of the man must be above reproach; would prefer a man of positive Christian Character. He must be a persistent, willing worker who will gladly do faithfully whatever work may be assigned him by the head of the department.⁶⁶

While standards were high in terms of recruiting new faculty, they remained as rigid once the candidate joined the teaching staff. It was assumed that each teacher would completely dedicate himself to his work, and that he would instruct his students thoroughly and in a competent manner; it was a foregone conclusion that he would possess such selfless traits. Thus the standards most in evidence among faculty regulations promulgated during these years had to do more with personal behavior than anything else. As was mentioned earlier, the campus smoking ban included teachers as well as students, and faculty members were forbidden to enter saloons or to otherwise consume beer or liquor in public. In 1907 President Snyder sent the following notice to all department heads:

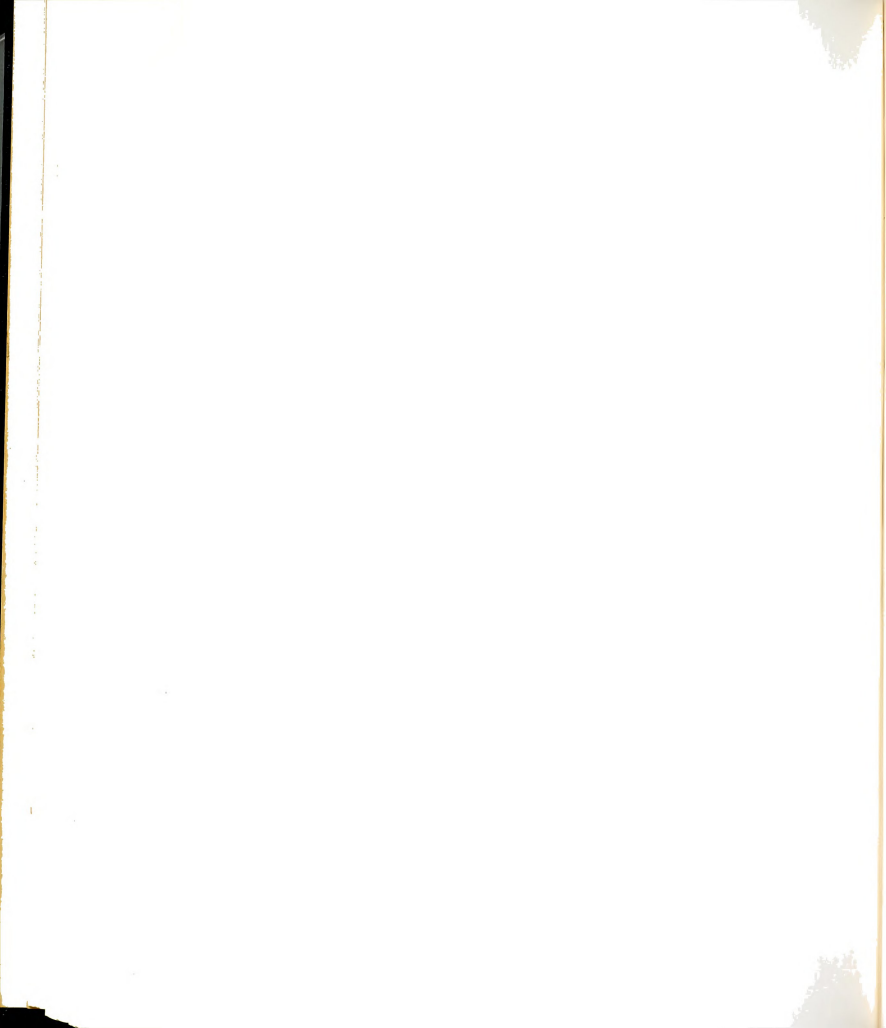
I am informed that some of our instructors need special caution as to the smoking question.

There has been a rumor afloat that an instructor has visited saloons. If I could verify this we would take action at once. Caution may be necessary along this line also.

Every member of the teaching force, I trust, will feel a personal responsibility in helping to secure the observance of all College regulations. Good discipline means eternal vigilance on the part of every member of the faculty.⁶⁷

⁶⁶Letter to Mr. A. C. True, Department of Agriculture, Washington, D. C., June 20, 1899, UHC.

⁶⁷Notice to faculty members on faculty conduct, Dec. 2, 1906, UHC.



Most members of the instructional staff supported the sentiments expressed herein, though certainly not all, as evidenced by the fact that several instructors were discharged by Snyder in 1915 for having taken beer in a saloon.⁶⁸

And while male members of the faculty were expected to comport themselves in a gentlemanly manner, female instructors were expected to be ladies on a full-time basis. On one occasion, President Snyder urged the head of the Women's Department to remind her staff members of this fact, especially as they engaged in such social enterprises as boating, automobiling, "and other matters which might be mentioned."⁶⁹

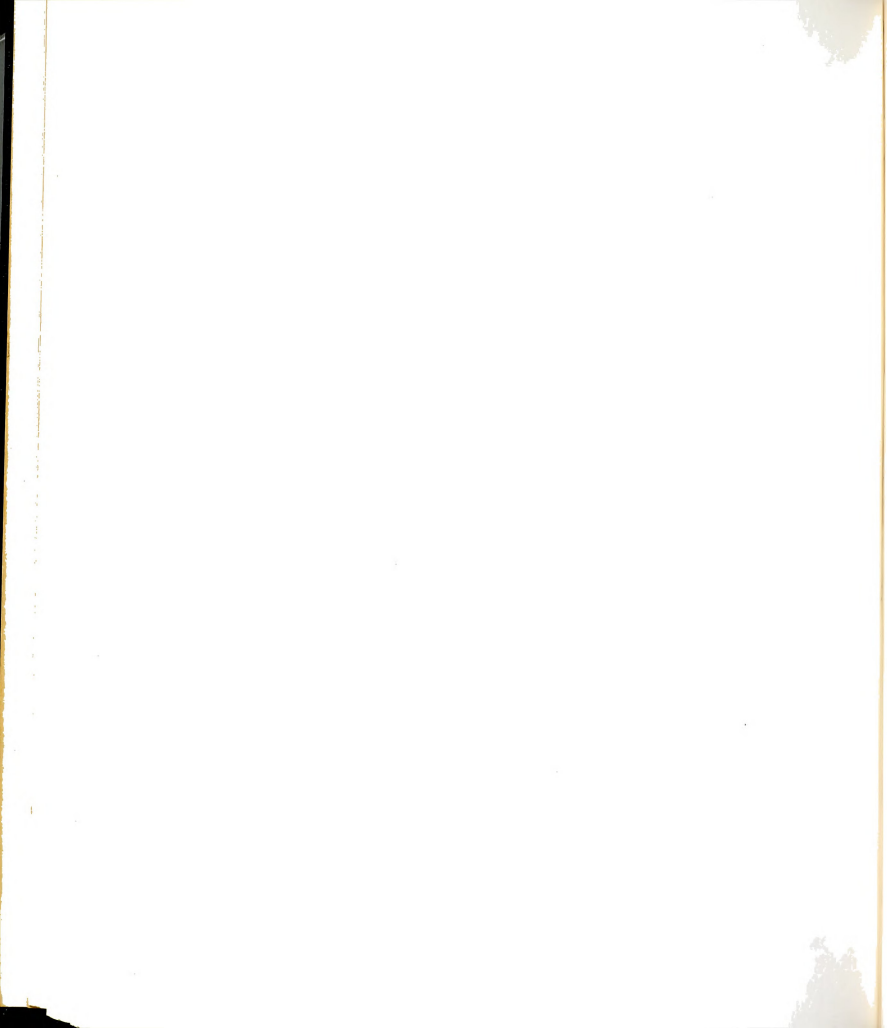
Again, restrictions placed on faculty behavior must be evaluated in terms of the times, and in view of the president's profound feeling of responsibility in the development of his students. To Snyder, teachers were a major force, a prime influence, on the young, immature minds of those who came to learn. If teachers were to serve as a force for good, their conduct must be exemplary, their dedication beyond question.

Other Aspects

The changing of the long annual vacation from winter to summer was a powerful stimulus to the development of MAC's athletic program. The college football team played its first schedule in the fall of 1896, and while intercollegiate baseball, track, and other teams competed with neighboring institutions, football earned a degree of popular support which

⁶⁸Letter to Hon. R. D. Graham, Grand Rapids, Mich., July 1, 1915, UHC.

⁶⁹Letter to Miss Maude Gilchrist, Nov. 9, 1911, UHC.



outshone the others. Schedules were rugged, and included some of the emerging giants of the game. In 1902, for example, the "Aggies" played an eleven-game schedule against Notre Dame, Detroit, the University of Michigan, DePauw, and some lesser lights.⁷⁰ The sport was rough-and-tumble during those years and the MAC contests were as bone-crushing as most. Snyder viewed football and other sports as a proper means of recreation for the students, but doubted that athletics in general provided any physical gains for participants, or that it brought an appreciable number of students to the college.⁷¹ He became concerned at one point when John F. Macklin, Director of Athletics, encouraged football players to join the college basketball team during the winter months. The president felt that football had already taken a great deal of time away from studies, and that athletes should be given the opportunity to catch up.⁷² Faculty members had mixed feelings about athletics, but especially about football. Prof. J. A. Jeffery considered football to be a dangerous game which should be abolished. Prof. Taft called it "an unsafe sport, injurious to health and scholarship." Prof. Marshall was more pointed with this acid comment: "Nobody but a dam fool would play football."⁷³ But in spite of the resistance of some, the game gained popularity and the Agricultural College ran up some impressive records. The college had excelled in track and field competition for many years prior to Snyder's

⁷⁰"M.A.C. Foot Ball Schedule for Fall Term--1902," UHC.

⁷¹Letter to Mr. Glen H. Frazer, Ypsilanti, Mich. Jan 30, 1915, UHC.

⁷²Letter to Prof. J. F. Macklin, Nov. 1, 1914, UHC.

⁷³Faculty comments on football, Unpublished Manuscript, UHC.



arrival, and continued to do so afterward. Other sports thrived as well.⁷⁴

The Athletic Department at MAC was run by a faculty committee on athletics, with the athletic director serving as chairman. It was the committee's responsibility to draw up schedules of games, regulations on student eligibility, and so forth. In addition, the college maintained an Athletic Association comprised mostly of students, but including some faculty members, to lend support to the athletic program. A financial secretary was in charge of the general business of gate receipts, the printing of programs, and all other financial transactions which dealt with athletic events.⁷⁵ The college was a member of the Michigan Inter-Collegiate Athletic Association; all conference and college regulations governing athletics were strictly enforced at MAC, especially where they concerned the eligibility of players.⁷⁶ MAC students became thoroughly emotional about their teams on the athletic field, just as they did about other embroilments.

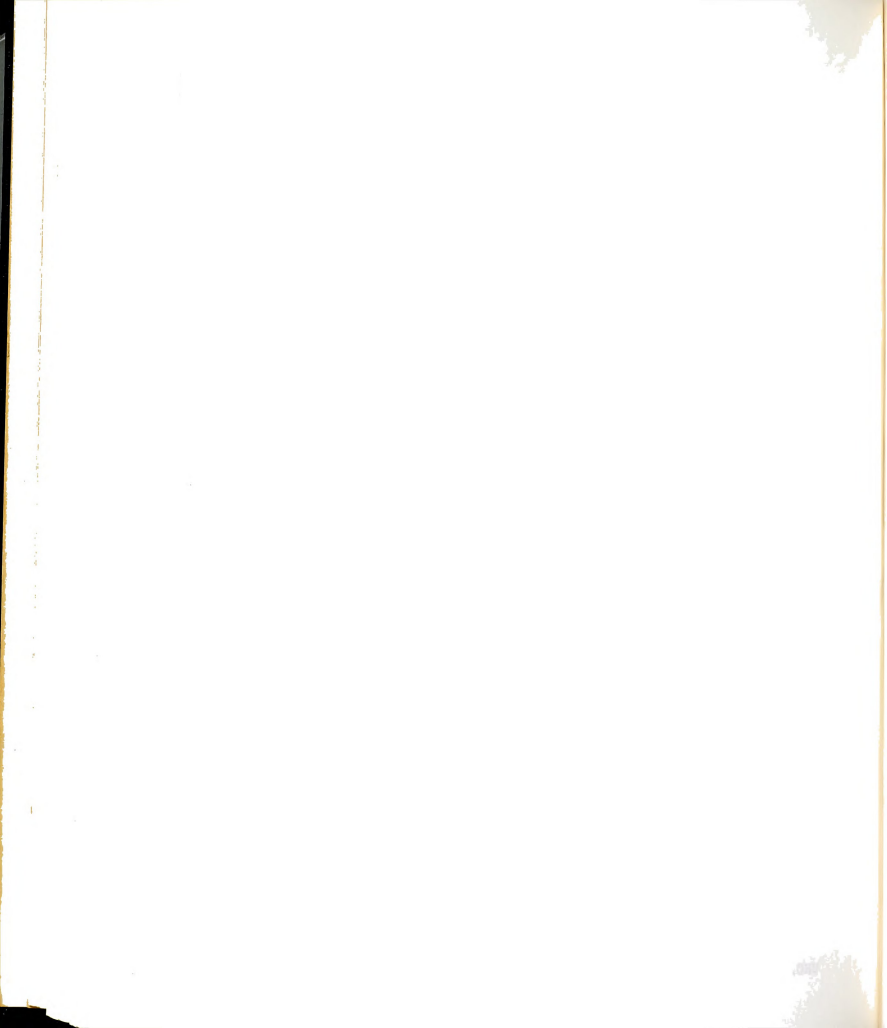
When the Spanish-American War broke out in April, 1898, the MAC students greeted the news with a huge bonfire and patriotic speeches by faculty members. In Lansing, five hundred people marched with flags unfurled to the spine-tingling beat of drums. "I have never seen so much patriotism in my life before," President Snyder commented.⁷⁷ Army Lieutenant Harry H. Bandholtz, of the campus military contingent, took

⁷⁴Beal, Agricultural College, pp. 219-227.

⁷⁵Letter to Dean William H. Hurd, Orono, Maine, May 18, 1900, UHC.

⁷⁶"Resolutions Adopted by the College Conference on Athletics, Saturday, June 2, 1906," Unpublished Manuscript, UHC.

⁷⁷Letter to Mr. Scott J. Redfern, Hampton, Va. April 22, 1898, UHC.



advantage of the emotional upheaval by organizing a company of student volunteers--separate from the regular cadet group--which he promptly offered to the army for service in Cuba. Since the recruitment activity was undertaken without the knowledge of the college administration, President Snyder was incensed.⁷⁸ The student body was well represented in the armed forces, however, and Snyder heard frequently from a number of his former charges.⁷⁹

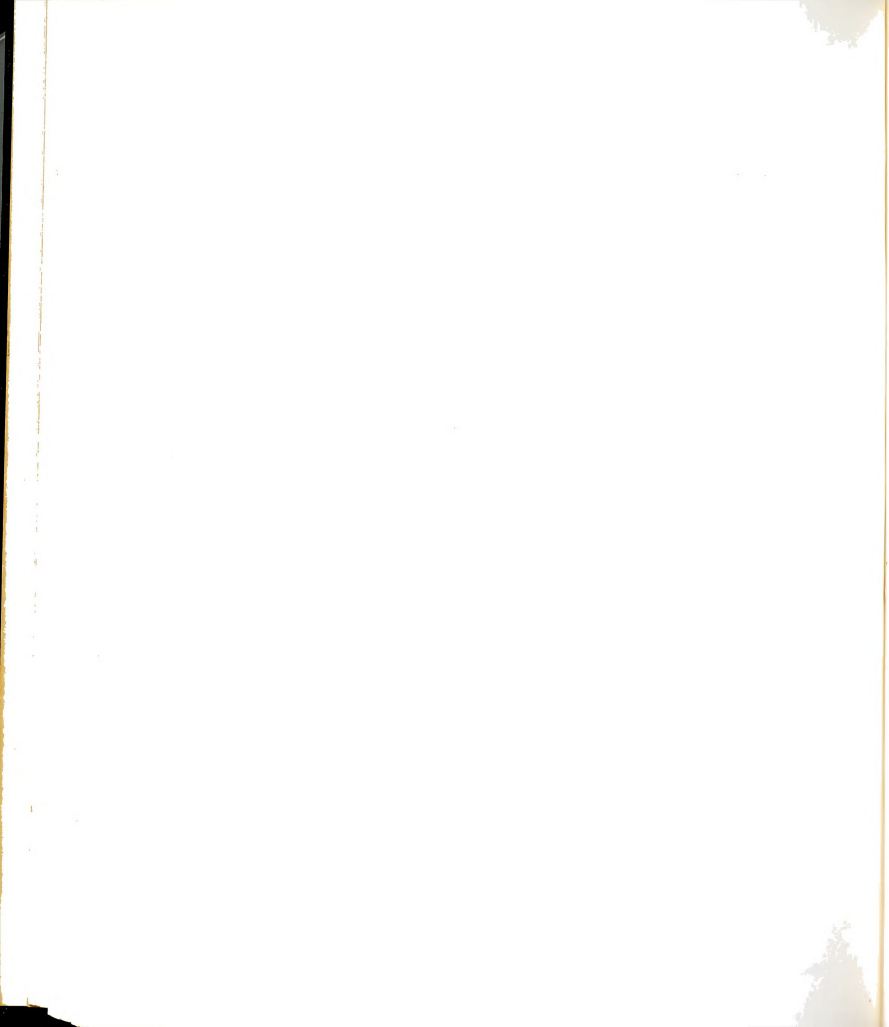
In many respects the most significant achievement of Snyder's first ten years could be measured in the physical growth of the campus. For the innovations brought about in that period changed the profile of the campus drastically and provided a tangible measure of progress and prosperity for all to see. During the 1905-06 school year, for example, the central heating and lighting plant was completed; three-quarters of a mile of concrete piping carried electric power to all points.⁸⁰ The following year a new stone road, fifteen feet wide, was constructed from the township line road north of the campus to the city limits.⁸¹ A new dairy building and a barn went up in 1900, the year the Women's Building was dedicated. In 1902 came the new bacteriological laboratory, the waiting room and post office, and the following year the new bath house was opened. A new Wells Hall was built to replace the old structure destroyed by fire in 1905. The poultry plant and the new engineering

⁷⁸Letter to Mr. Franklin Wells, May 3, 1898, UHC.

⁷⁹Data on "Spanish-American War," UHC.

⁸⁰MSBAR, 1906, p. 33.

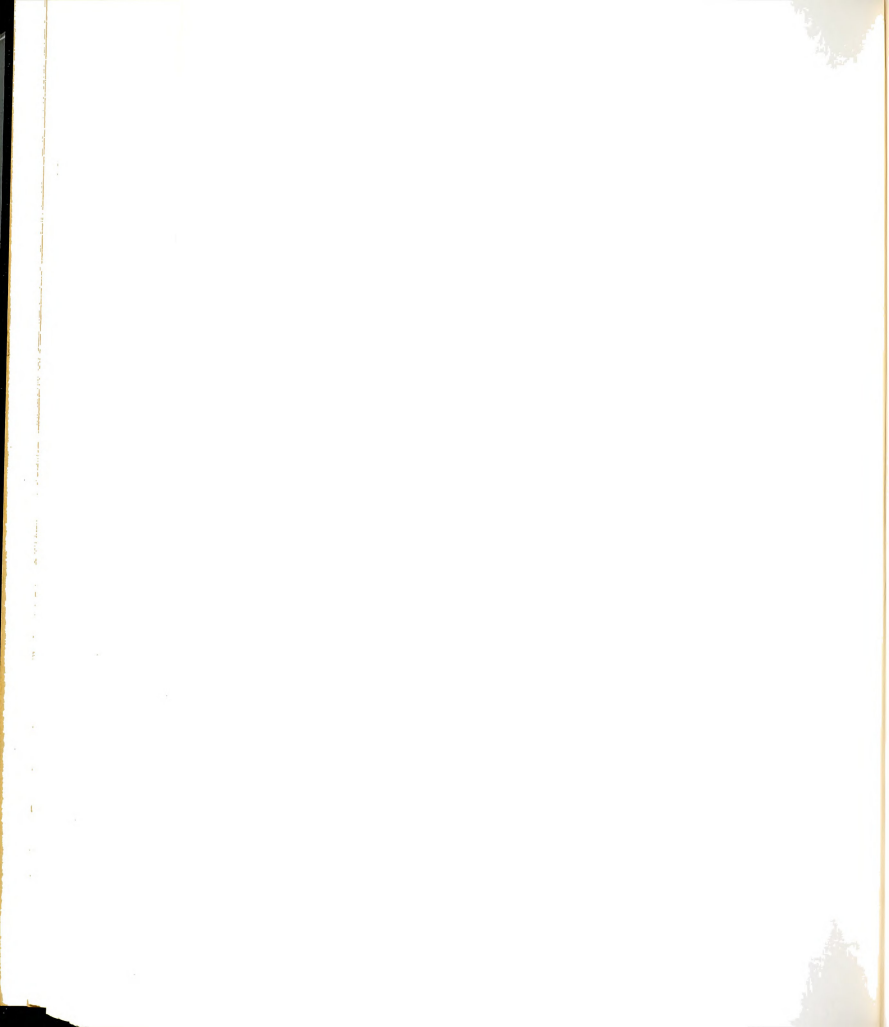
⁸¹MSBAR, 1907, p. 28.



building were impressive additions as well. Other improvements came in the form of revitalized athletic facilities, three new wells, extension of the Lansing street car line to the campus, and a myriad of similar developments. In all the changes cost \$473,360, and the overall program of physical expansion launched the Agricultural College into a new era.⁸²

By the time the 1906-07 academic year drew to a close, the stamp of Jonathan LeMoyné Snyder was everywhere--in the courses offered, in the institution's physical facilities, both new and old, and perhaps most of all in the general spirit of optimism which carried the college toward greater achievements in the years ahead. Not only were enrollments five times what they were in 1896, not only were more programs and services bringing more knowledge and information to more people, and that new and refurbished quarters added grace and character to the landscape, but a new "thinking" permeated every facet of the operation of the college. It had evolved from the need for change, a gnawing certainty before the century turned that the old ways were no longer sufficient to meet the challenges of a new social order. In a very direct sense, Snyder was responsible for this. The basic outlook had to be altered on all levels from the State Legislature to the individual farmer, and this required tact, a flair for organization, and the ability to get things done. Snyder directed the plans and programs which brought new meaning, new dimensions to the institution and to its image beyond the campus. The man believed in moving mountains. He believed in himself, but he also believed in others, and he readily sought their counsel. And when plans were ready, he im-

⁸²
MSBAR, 1906, p. 32.



plemented them, knowing well that they would offend some, but executed they were regardless of the weight of resistance to change. In the long run, Snyder's ideas gained acceptance because he displayed them before the people who could then see for themselves that they were good and proper, and that they were needed.



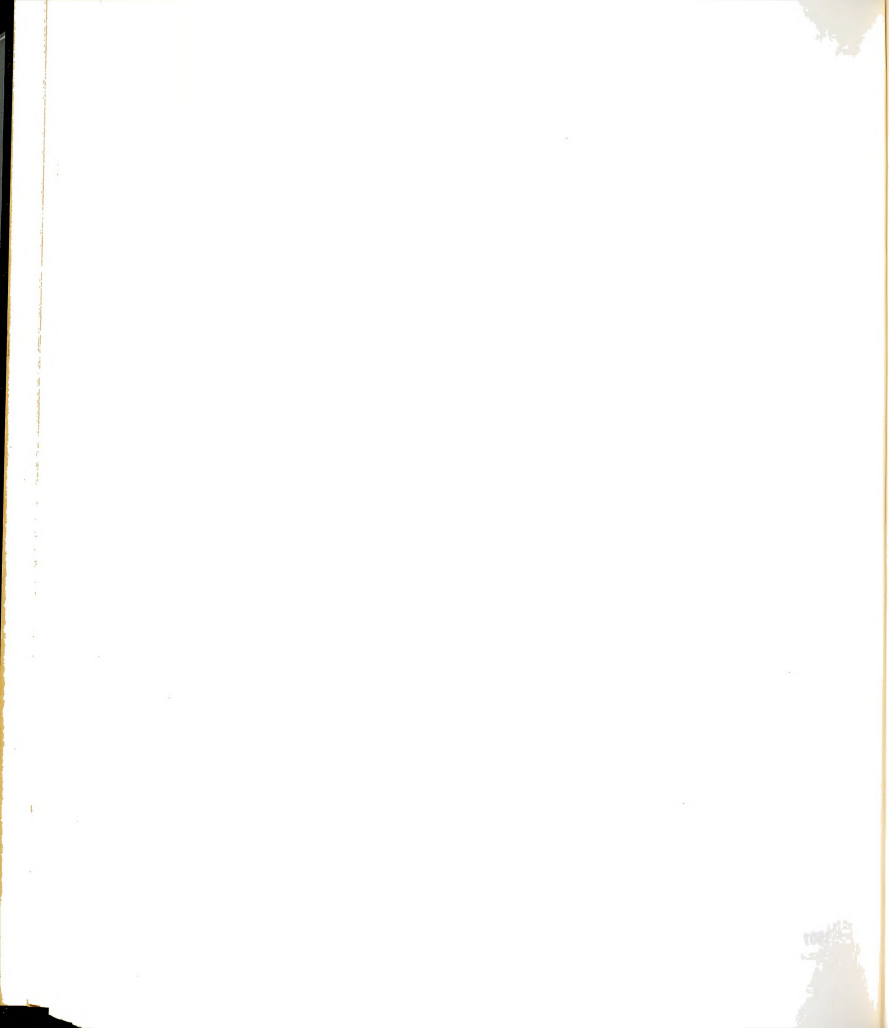
CHAPTER VII

SEMI-CENTENNIAL CELEBRATION

President Snyder's active interest in institutional public relations as a means of projecting the new face of the Agricultural College to the people of Michigan, reached a climax in May, 1907, with the coming of the Semi-Centennial Celebration. The fiftieth anniversary of the opening of the college was the appropriate time to take note of progress and change, and since most of the significant changes had taken place within the previous ten years, an air of immediacy and newness was apparent. And many of those individuals most deeply interested in the progress of the institution realized only too well that the occasion might have been more cautiously approached, more casually noted, had not the time and the leadership of the college combined to bring about the many notable changes which came to characterize the "new" MAC. For this reason alone a celebration was in order.

That this would be an extra special event on the MAC calendar there was no doubt, and to insure that arrangements would get off on the right footing, the State Legislature passed a joint resolution which provided an eight thousand dollar appropriation to cover expenses.¹ J. L. Snyder gathered together all his energies, his talent for organization, and set

¹Letter to Hon. Samuel W. Smith, Washington, D. C., Feb. 16, 1907, University Historian's Collection. Hereafter referred to as UHC.



to work in earnest to develop a program which would assign the anniversary celebration a major position in the history of the institution. To this end he dedicated himself.

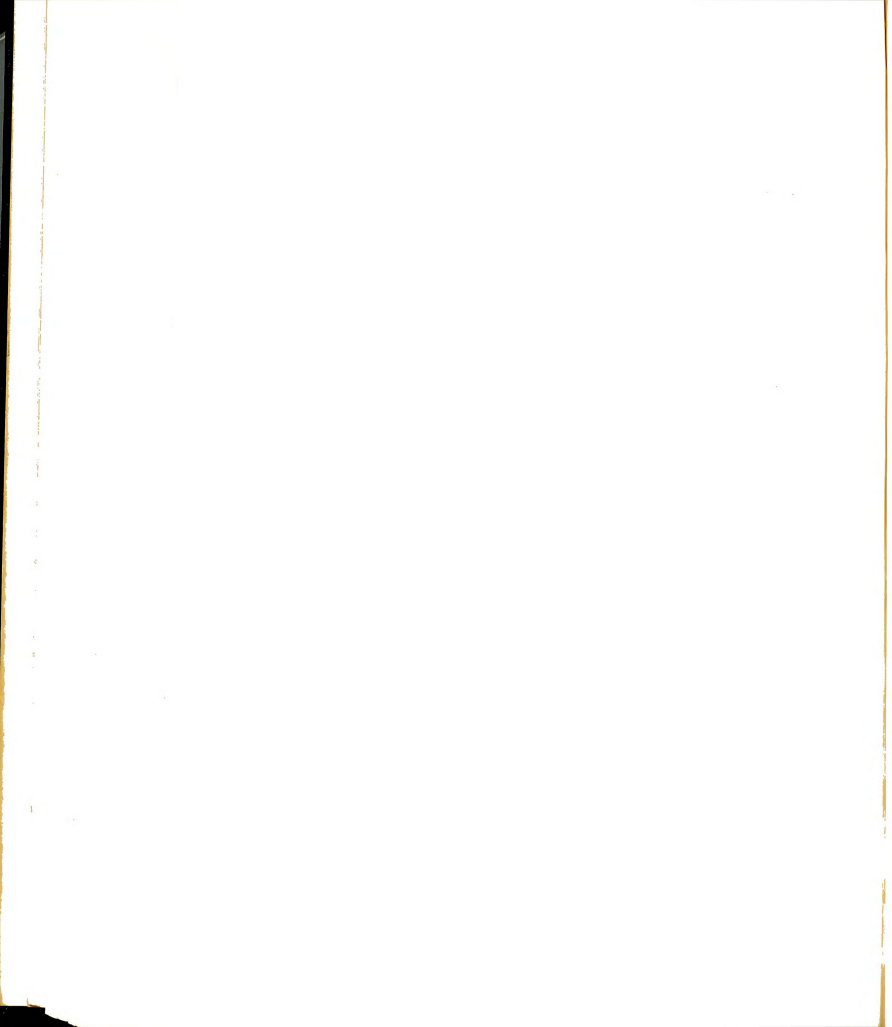
First came the designation of faculty committees to assist in the planning, committees to take charge of such responsibilities as finance, program, decorations, autos for visitors, parade and band music, carriages, arch, street arrangements, special car, street cars, and rooms for visitors.² Each committee was given the authority to appoint sub-committees. In addition, a special committee was appointed to develop a college song. Prof. A. J. Patton, chaired this committee, assisted by Miss Louise Freyhofer, of the Music Department, and Prof. A. J. Clark, director of the college band. Poems were submitted by a great number of people, and the one authored by Mr. Addison Makepeace Brown, MAC Secretary, was judged the best of the lot. Fitted to the melody of an English folk song titled, Annie Lisle, the end product became the official Alma Mater for the Agricultural College; it would be caroled by students and alumni for forty years.³

Arrangements were made to hold the annual meeting of the American Association of Agricultural Colleges and Experiment Stations (of which Snyder was a member of the executive committee) in Lansing to coincide with the semi-centennial observance. One hundred and forty rooms in the refurbished Downey House were reserved for the exclusive use of this body.⁴

²"Committees for the Roosevelt Day Celebration," UHC.

³"Alma Mater," Unpublished Manuscript, UHC.

⁴Michigan State Board of Agriculture (now Board of Trustees) Annual Report, 1907, p. 31. Hereafter referred to as MSBAR.



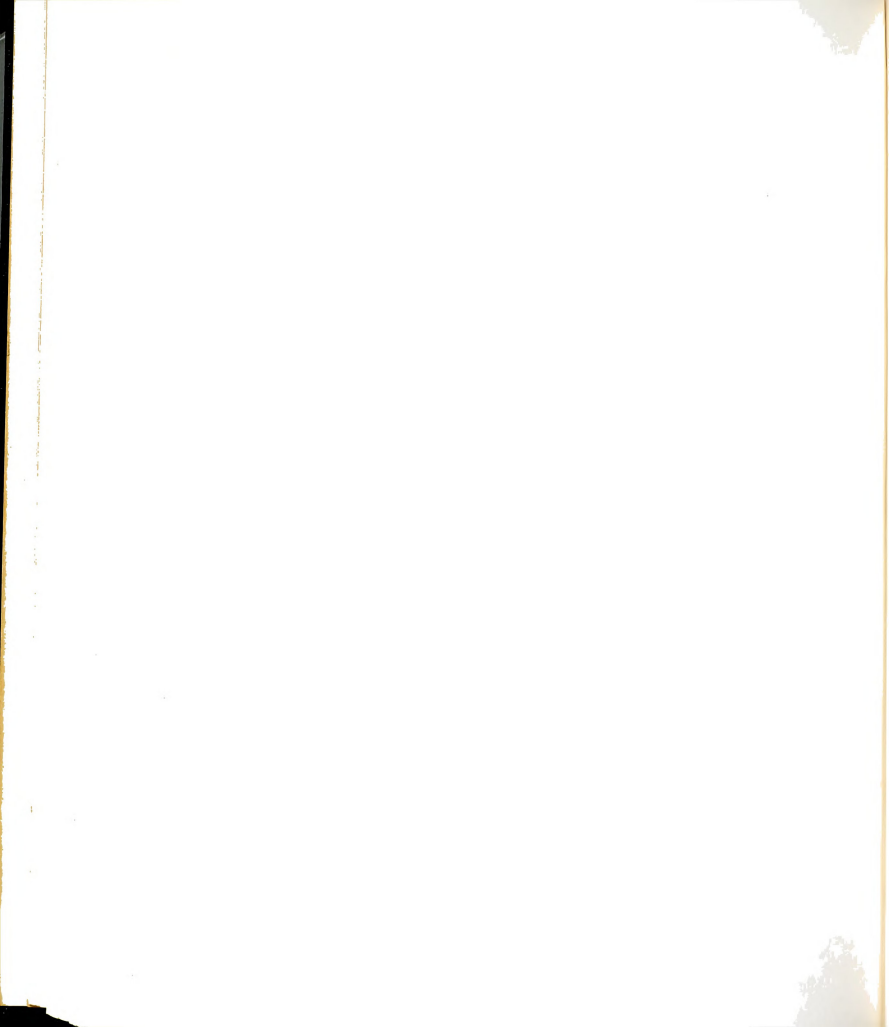
Housing for the large number of expected guests and visitors was certain to be a problem if not expedited with great care, and to insure that nobody would be left without a roof over his head, a great campaign was undertaken. Advertisements run in local newspapers requested those having available rooms and boarding privileges to communicate directly with the college. And a team of three women canvassed the entire city for desirable accommodations in private homes as well. When Jubilee Week finally dawned, and a great swell of humanity descended on the college town, every available room was taken by the loyal sons of MAC and their guests. Wells Hall and other campus buildings quartered some of the crowd on sleeping cots placed in every usable space. The college bore board and room costs for official delegates assigned to rooming houses, hotels, and private homes in the surrounding area.⁵

Utilizing a tried-and-true public relations instrument, the college arranged to have special excursion trains run directly to the campus for "Roosevelt Day." This became the greatest excursion of them all. Handbills and billboards tacked up in railroad stations advertised the event all over the state;⁶ public response dwarfed all such promotions of the past as some twenty-five thousand souls, attired in their Sunday best, came to see their President in the flesh.

The exact date to be celebrated was May 13th, but since it conflicted with the regular business of the institution, the celebrations

⁵ Letter from Prof. Frank S. Kedzie, Sept. 14, 1907, UHC.

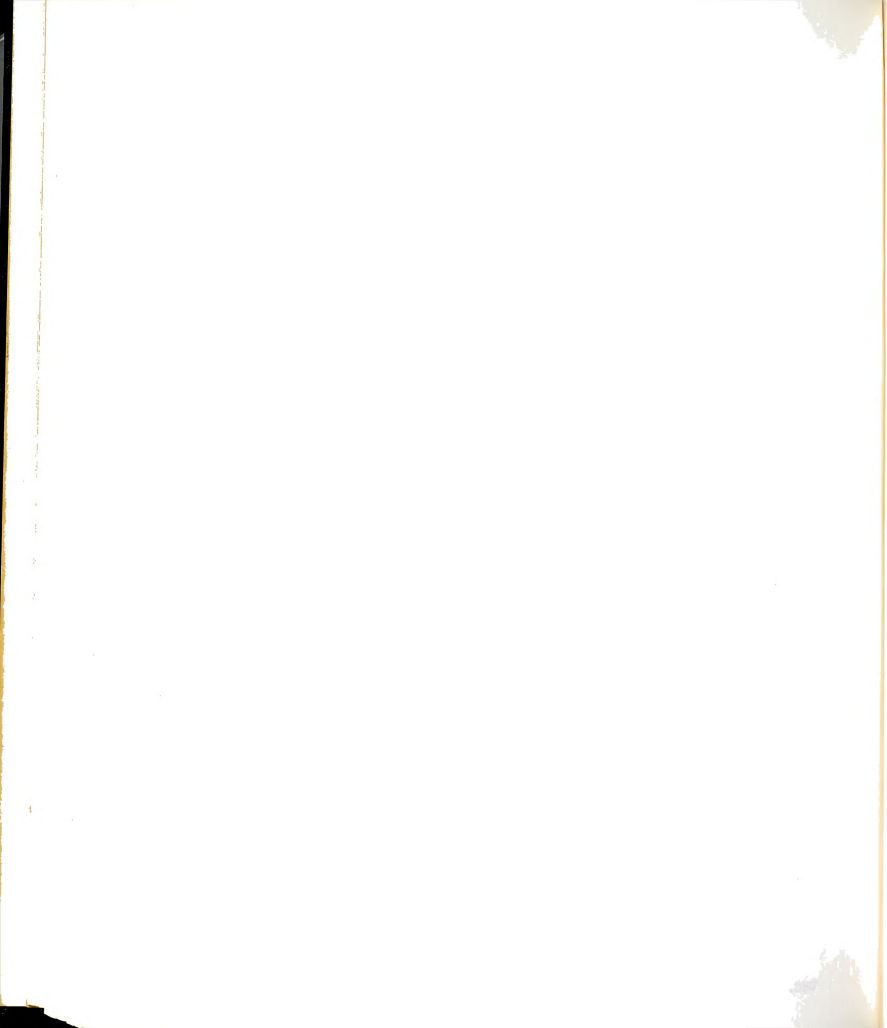
⁶ Letter to Mr. H. F. Moeller, Detroit, Mich., April 20, 1907, UHC.



were scheduled for Wednesday, Thursday, and Friday during the final week of May.

Even before basic planning had begun, Dr. Snyder recognized that a speaker of major national reputation and following would cap the festivities off in a grand manner, and the most celebrated speaker of the time was the President of the United States, Theodore Roosevelt, a popular figure among Michiganders. Although the possibility of actually bringing the President to the campus appeared slim indeed, Snyder was game enough to make the attempt. Working through the good offices of influential friends and members of the Michigan Congressional delegation, he found his way to those having the confidence and counsel of the President, and found that "T. R." was not unreceptive to the idea. On April 12, 1906, the State Board of Agriculture passed a resolution supporting the move to invite the President of the United States to the celebration, and instructed Dr. Snyder to go to Washington and present the invitation in person. Snyder entrained for the capital with the strength of the State Board behind him; for added insurance, he carried with him supporting letters from the master of the State Grange, the president of the State Association of Farmers' Clubs, and the Secretary of the State Horticultural Society. President Roosevelt met with Snyder and indicated a positive interest in visiting the MAC campus during Centennial Week. He wished to make a final speech to the nation's farmers before leaving office, and, as he saw it, the MAC semi-centennial would be an opportune time to do so, especially since he planned to be traveling in the Midwest at about that time.⁷

⁷ Letter to Hon. L. Whitney Watkins, Manchester, Mich., May 7, 1906, UHC.



News of T. R.'s acceptance gave added impetus to committees and their activities. Preparations moved into high gear, and Snyder, sensing the enthusiasm of his workers, commented: "It is impossible, of course, to describe the cordial friendship and exuberance of good feeling manifested on such an occasion. It can come but a few times in the life of any individual."⁸

The college could only gain stature by thorough, proper planning of the program itself. The bevy of invited guests--college presidents and other administrators, officials of the federal government, the President of the United States--would bring national attention to the institution, which could now boast of significant contributions to higher education over and beyond its place as the first agricultural college in the country. Here was an institution on the move, a college with up-dated programs, an increasing enrollment, an institution whose research activities contributed markedly to the welfare of its own people, and to others beyond its statewide borders. Its alumni held positions of responsibility at other institutions, in state and national government, and in business and industry. And as sectional and national interest became focused on the Lansing campus--even for this brief three-day period--many people would certainly learn good things about it.

As the days set aside for Jubilee Week came upon them, the committees began to set into motion the plans so carefully developed over the past weeks and months, and a festive air set in about the campus. Professor Taft's group busied itself in readying the grounds. A tent

⁸MSBAR, 1907, p. 33.

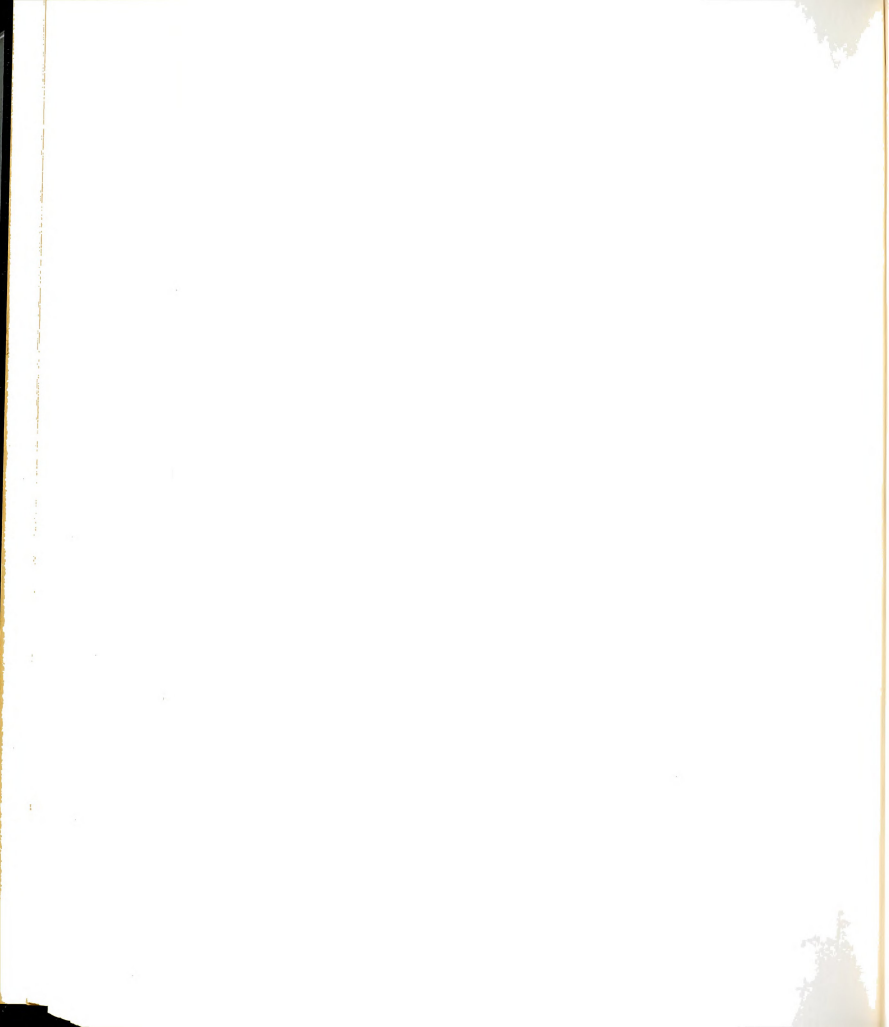


two hundred feet in length and a hundred feet wide was set up to serve as an auditorium. Another, 130' X 70' was erected to handle overflow visitors and guests during regular meetings, and to house the alumni banquet. A third tent placed on the west side of the parade ground served as a refreshment center, and a small tent, set aside for the members of the press, stood on the south side. In front of the president's house, workers constructed a giant platform to accomodate six thousand persons at commencement exercises.⁹ In addition, rows of incandescent lights brightened roof tops, corners, and edges of campus buildings, until the structures "fairly glowed." And faculty row was festooned with brightly colored Japanese lanterns.¹⁰

Each of the three days set aside for "Jubilee Week" emphasized certain aspects of the institution's development. Wednesday, May 29th, featured the State Meeting during which addresses were presented by the governor, the master of the State Grange, the president of the State Farmer's Clubs, and representatives of other groups with which the college had been associated over the years. A series of addresses delivered that afternoon traced the early days of the institution, its students, faculty, State Board activities, and instructional methods employed. The day's festivities closed with the one-hundred-voice MAC Chorus singing Mendelssohn's oratorio, "Elijah," accompanied by the Bach Orchestra of Milwaukee, with Christopher Bach conducting. Thursday was Memorial Day.

⁹Report from Prof. L. R. Taft, Oct. 15, 1907, UHC.

¹⁰MSBAR, 1907, p. 33.



The business of the American Association of Agricultural Colleges and Experiment Stations filled out the morning's schedule, with Prof. Liberty Hyde Bailey, of Cornell, presiding. Later a procession of alumni, faculty, and students moved over the campus green in what was planned to be a stirring march, except that several members of the MAC Band failed to make an appearance, and the procession stepped off without benefit of music. The erring bandsmen were summarily suspended from the college for a full term.¹¹ At four o'clock in the afternoon a Memorial Day program was held in the assembly tent. The college battalion paraded for the assembled visitors, and Congressman Washington Gardner delivered an address in keeping with the occasion. In the evening, students paraded about the campus singing college songs, pausing long enough in the general merriment to set the torch to a giant bonfire in front of Wells Hall.

The climax to the Semi-Centennial Celebration came on Friday, "Roosevelt Day." Twenty-five thousand persons thronged the campus to witness T. R.'s speech which immediately preceded the afternoon commencement program.¹² Following the principal speech, honorary degrees were presented to certain outstanding individuals who Snyder and others at MAC considered worthy of the honor (in spite of Snyder's general opposition to the practice.¹³)

¹¹"A Report of the Disciplinary Committee Concerning J. A. Cavanaugh, F. H. Wade and Maurice Dewey," 1907, UHC.

¹²Thomas C. Blaisdell, ed., Semi-Centennial Celebration of Michigan State Agricultural College (Chicago: University of Chicago Press, 1908, pp. 3-12)

¹³Letter to Prof. Clarence M. Weed, State Normal School, Lowell, Mass., Oct. 12, 1904. UHC.

The honorary degree of Doctor of Laws was conferred upon James Burrill Angell, President of the University of Michigan; Eugene Davenport, Dean of the Agricultural College and Director of the Experiment Station of the University of Illinois; Winthrop Ellsworth Stone, President of Purdue University; Herbert Winslow Collingwood, Editor of The Rural New Yorker; Mortimer Elwyn Cooley, of the Engineering Department of the University of Michigan; Whitman Howard Jordan, Director of the Experiment Station at Geneva, N. Y.; Enoch Albert Bryan, President of the Agricultural College of the State of Washington; Rolla Clinton Carpenter, of the Engineering Department of Cornell University, and James Wilson, Secretary of the Department of Agriculture.

The honorary degree of Doctor of Science was conferred upon William Arnon Henry, President of the Agricultural College of Wisconsin; Charles Fay Wheeler, of the U. S. Department of Agriculture; Henry Clay White, President of the Agricultural College of Georgia; Charles Franklin Curtiss, Dean of the Agricultural Department and Director of the Experiment Station of the State College of Iowa; Thomas Forsyth Hunt, Dean of the Agricultural Department and Director of the Experiment Station of Pennsylvania State College; William Warner Tracy, of the U. S. Department of Agriculture, and Gifford Pinchot, Chief Forester of the U. S. Department of Agriculture.¹⁴ But with all the celebrated educators, statesmen, and scientists, with all the programming, and holiday trappings, this day clearly belonged to Theodore Roosevelt.

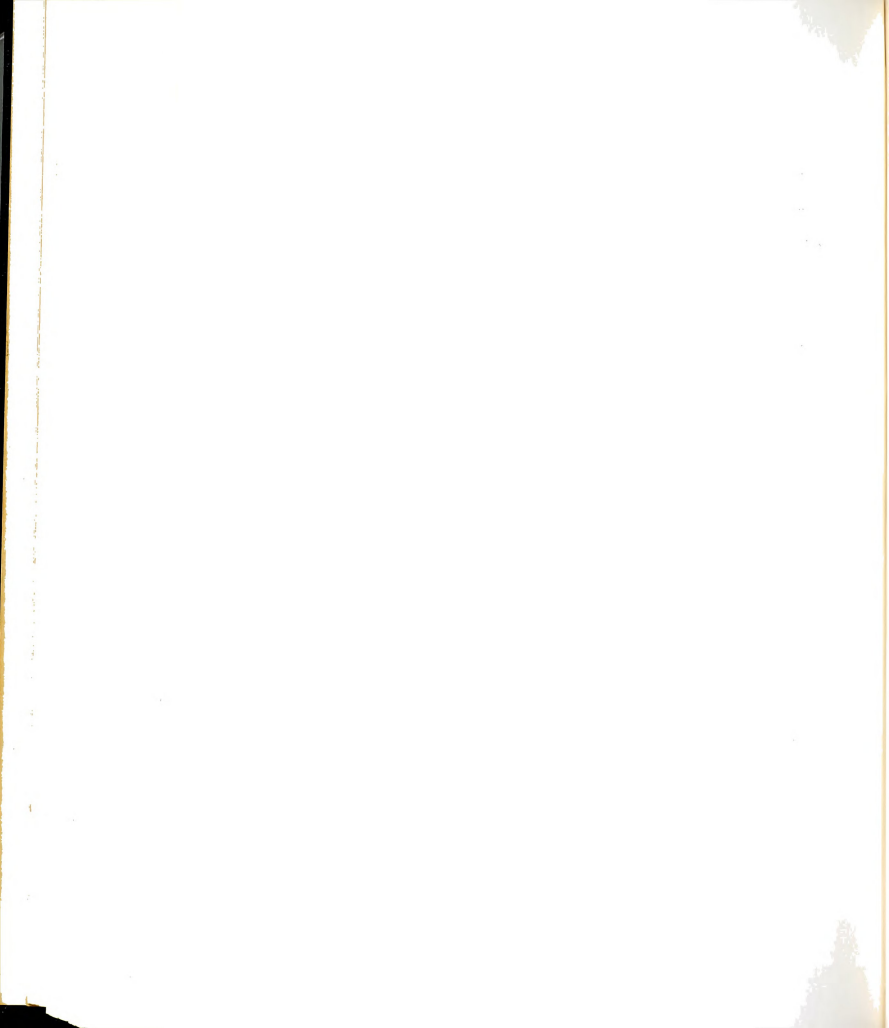
¹⁴ Blaisdell, Semi-Centennial, p. 257.

Roosevelt's swing through Michigan was, as the New York Times called it "triumphant" in every way.¹⁵ After successful stops in Ohio and Indiana, the presidential entourage entered the Wolverine State to find throngs of farmers and their families, railroad personnel--all manner of men, women, and children--waiting at railroad stations along the route to cheer the Chief Executive. In sparsely populated communities, T. R. left his private car to shake hands with the people; where the crowds were large, he restricted his show of appreciation to a short speech from the observation platform of the car. "They are a fine type," he wrote to his son Kermit, "rugged people, hard working, self-respecting, and on the whole with good ideals of duty and conduct." The residents of one town along the way telegraphed ahead to ask the President to stop. And as the train squealed to a halt at the station, the townspeople rushed forward, hoisting an old man up on their shoulders. He was Bob McClellan who had bunked with Roosevelt during a Western roundup twenty years before. The President and the cowpuncher held an impromptu reunion on the spot to the delight of the crowd.

Arriving at Lansing at ten o'clock in the morning on the 31st, President Roosevelt was whisked to the capital where he spoke briefly to a mass of people from the balcony. He then addressed both houses of the Legislature, and, at the same time, "repressing or evading loud outcries" that he run for a third term.¹⁶

¹⁵New York Times, LVI, No. 18,026 (June 2, 1907), p. 3.

¹⁶Elting E. Morison, ed., The Letters of Theodore Roosevelt, Vol. 5 (Cambridge, Mass.: Harvard University Press, 1952), pp. 677-678.



From the capitol the official party started out for the campus. An impressive sight, the long column of automobiles was flanked by a company of cavalymen who escorted the parade to the college grounds. A second cavalry unit waited at the West Entrance to the campus to guide the party the remainder of the way. The Reo automobile firm provided ten cars for the party, and the Olds company another ten. In the first car rode the Mayor of Lansing, police officials, and members of the Secret Service. President Roosevelt, President Snyder, and T. R.'s secretary rode in the second, with Mr. R. E. Olds himself at the wheel. Upon arriving at Snyder's house on the campus, the official party sat down to a five-course fish luncheon, and, later in the day, T. R. planted an elm tree on the grounds. Four companies of militia maintained order throughout the President's visit to the college.¹⁷

At about four o'clock President Roosevelt, Dr. Snyder, and other officials moved to the commencement platform. The great swarm of people greeted the President of the United States with a rousing "Rah, rah, rah!" to which T. R. responded by shouting "Touchdown!" and twenty-five thousand onlookers cheered wildly.¹⁸ The speech lasted approximately one hour and fifteen minutes; the Chief Executive spoke slowly, "in a high, penetrating tone of voice," and often gestured with both hands.¹⁹

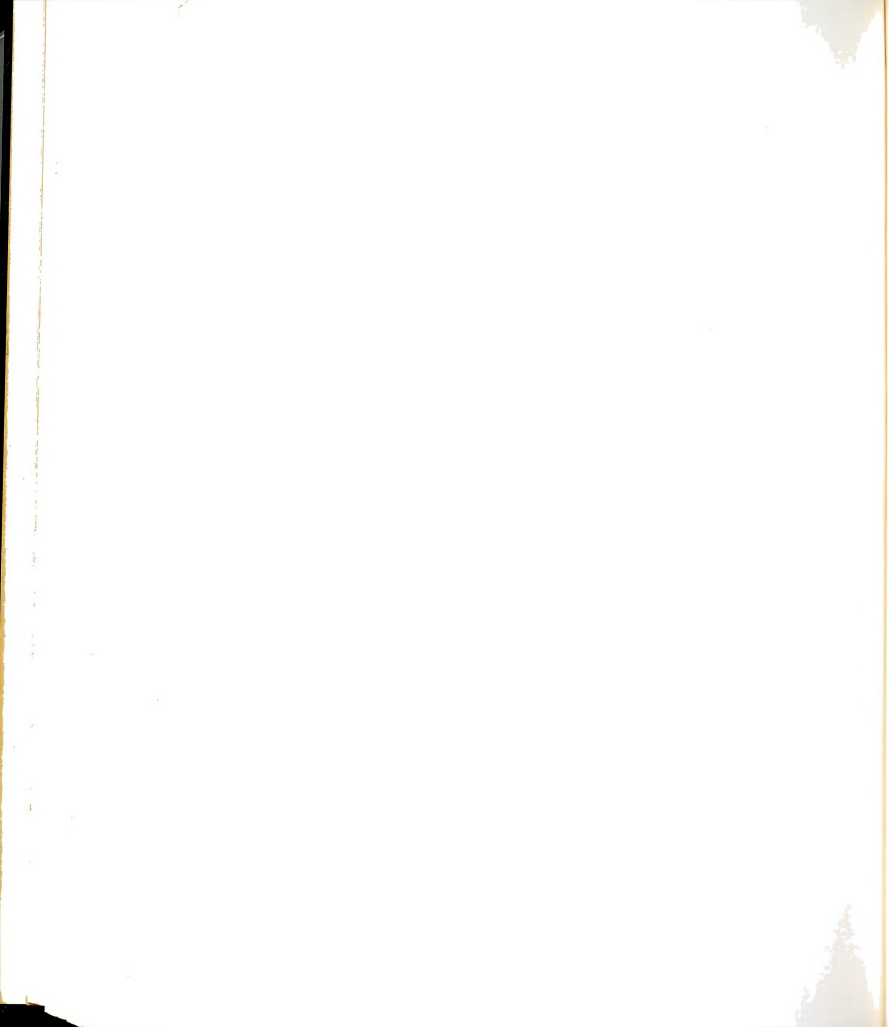
¹⁷MSBAR, 1907, pp. 35 and 36.

¹⁸New York Times, LVI, No. 18,025 (June 1, 1907), p. 3.

¹⁹MSBAR, 1907, pp. 35 and 36.

President Roosevelt began his address by saluting the MAC anniversary as an event of national significance. While pointing with pride to the American system of public education, he called for even greater educational opportunities, especially in industrial education, both to assist the nation's development and to provide each citizen with improved economic opportunities. "We have tended to regard education as a matter of the head only, and the result is that a great many of our people, themselves the sons of men who worked with their hands, seem to think that they rise in the world if they get into a position where they do no hard manual work whatever; where their hands will grow soft, and their working-clothes will be kept clean. Such a conception is both false and mischievous." The President stressed the point that physical labor must not be abandoned in the name of progress, but should represent "the work of the trained mind in the trained body." He urged the nation to place the skilled farmer and the skilled mechanic on the same level with doctors, lawyers, bankers, and members of the trades.

Turning to the role of the farmer, he stated that no nation in history ever achieved prosperity without farmers and farming. Farming, he went on, had been the backbone of America: from its earliest days when "the ordinary citizen was in some way connected with it." And, the President commented, "we cannot afford to lose that pre-eminently typical American, the farmer who owns his own farm." From here, Roosevelt's speech centered on farm problems, problems which had brought about a decrease in farm population since the Civil War, and which stemmed from increased industrialization, development of railroads, and the introduction



of new kinds of machinery. Changes in the makeup of rural society, he cited as another contributing factor in the dwindling interest in farming. As a result, and because of the importance of the farm to the national well-being, T. R. called for a resurgence of national interest in rural America; better schools and better teachers must be available to farm families, he warned; the country church must be revived as a powerful religious and social force; better roads must be built, telephone systems installed; "everything should be done to make it easier for the farmer to lead the most active and effective intellectual, political, and economic life." Roosevelt further stated that scientific measures applied to agriculture had already accomplished much in modernizing farming, but more had to be done by way of research and the development of sound techniques to be applied to various sections of the country. He pleaded for greater cooperation among farmers, and between farmers and the government through farmers' associations. Through such organizations, the individual farmer would gain access to large quantities of information of great value to him, but working alone, much of this information would never reach him. Farming, the President emphasized, could best be protected by cooperative efforts.

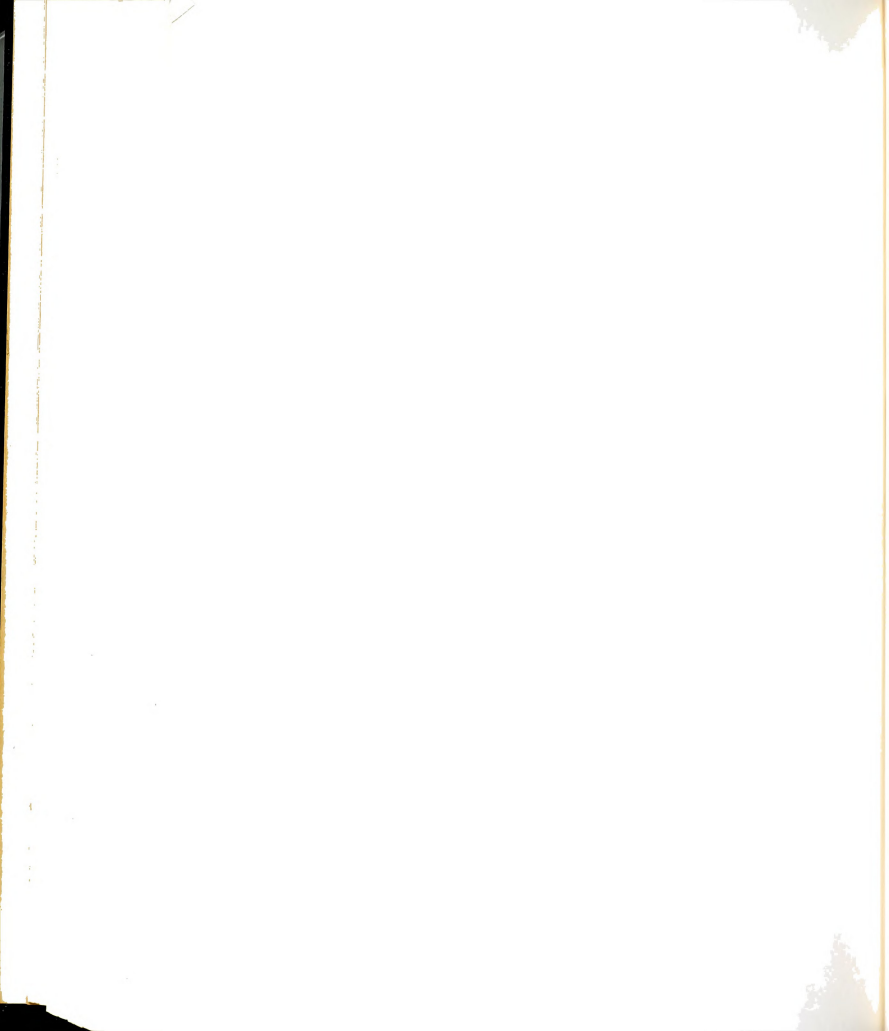
Turning to the agricultural colleges and farmers' institutes as a means of aiding the farmer, Roosevelt urged educators to maintain a proper relationship between the theory of learning and the facts of actual life, "to be constantly aware of the differences between strict book-learning and a well-rounded, purposeful education."

And finally the President saluted the person he called the "hardest worked laborer on the farm--the farmer's wife." Reform, like charity, he

said, should begin at home, and he cautioned American farmers who sought better social and economic conditions for the nation to see that such conditions prevailed first in their homes. "The best crop is the crop of children," he went on; "The best products of the farm are the men and women raised thereon."²⁰

It was a strongly pointed speech, one with which the MAC audience could identify in terms of their personal interests, hopes, plans, and even disappointments. And much of what the President said must have rung familiarly to the ear of J. L. Snyder--the role of practical education, the basic soundness of rural society, and the need to revitalize it, the need for developing new techniques, new treatments, new planning and implementation of new ideas for the farm, and for disseminating information through farmers' organizations which would make the farmer's lot more fruitful, more secure. These were contributions which the Agricultural College had been making for many years, but especially in the past decade. And while Snyder could not help but enjoy a degree of satisfaction with MAC's recent record, he was enough of a practical educator to cast a long, probing look at the horizon, and know that much yet remained to be done.

²⁰ Blaisdell, Semi-Centennial, p. 239.



CHAPTER VIII

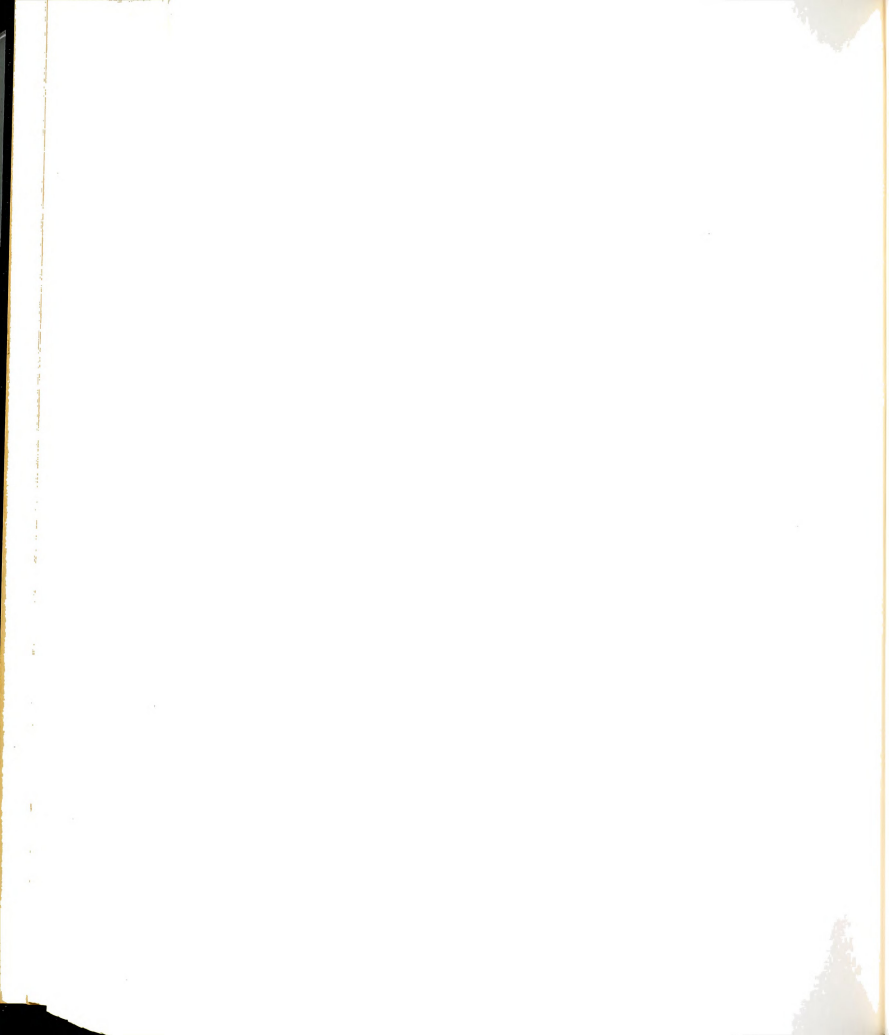
END OF THE REIGN

Financial support for the Michigan Agricultural College came from three main sources: (1) various grants from the federal government; (2) appropriations from the State Legislature, and (3) student fees and the sale of products from the college farm.¹ Much has already been said about the financial contributions of the federal government through the Morrill Act, the Hatch Act, and other major legislation which directly enriched land grant education in the various states. But in the early history of MAC, the State Legislature's monetary support of the college stood in stark contrast to the material aid extended by the national government.

The pre-Snyder years were lean years; state appropriations were slim, and from 1885 to 1900, the state provided no funds whatever for current expenses.² In fact the college narrowly escaped a financial situation of chaotic proportions by passage of the Second Morrill Act by Congress in 1890. The State Legislature's lack of vigor in supporting

¹Michigan State Board of Agriculture (now Board of Trustees) Annual Report, 1914, p. 35. Hereafter referred to as MSBAR.

²MSBAR, 1913, p. 24.



Mac in the early years was due, primarily, to a lack of interest in the institution on the part of the tax-paying public, especially farmers, a shortage of funds, imaginary or real, for educational spending, and a general misunderstanding of the purposes of the college entertained both by the public and by various political leaders of the time. With the advent of improved economic conditions in 1897, the subsequent birth of popular interest in the institution, and a marked increase in enrollments, the Legislature awakened to the needs of the college, and participated more actively in sustaining it.

In February, 1899, President Snyder submitted a trenchant summation of MAC's needs to the Legislature. It covered only current needs; the future, he hoped, would be cared for in due course. In that year, five hundred and twenty-nine men and women enrolled in the four-year course, and another sixty-eight men participated in winter short courses. The three dormitories--Williams, Wells, and Abbot Halls--accommodated but two hundred and fifty-four students, and Station Terrace, a makeshift arrangement at best, could handle but an additional nine. The remainder had to seek out housing with private families off-campus, a condition which in itself soon became critical. "Every available space for young women," Dr. Snyder wrote in his report, "both on the campus and adjacent to the College grounds is now taken." The needs of the college called for immediate, drastic action. A new building for the Women's Department received top priority on the president's list of needs. Next came a new dairy building to replace the "poorly lighted and badly ventilated" quarters for those students involved in special course work. Then came a new barn, and heating facilities and fire escapes for Williams and

Wells Halls. In 1899, MAC realized an annual income of about \$74,000 from the Morrill Acts, plus another \$15,000 for experimental work. No part of these funds could be used for new construction; they went for salaries, and to carry on the regular activities of the institution. And although the responsibility of the state to provide the physical facilities required to house the programs paid for from federal funds seemed abundantly clear, the state, during the previous six years, had provided an average of \$13,300 for student labor, building repairs, a small amount of new construction, and so forth. But in 1899, the time had come for far greater financial involvement by the state if the college were to fulfill its commitments. "Since the National Government provides the means to carry on the work of the College," Snyder queried, "cannot the state afford to furnish the necessary buildings?"³ The Legislature responded with unprecedented generosity, and provided the funds required for the physical expansion of the campus, including \$95,000 for a new Women's Building.

By 1901, Snyder and the Board of Agriculture recognized the need for having a regular, established income for the college to insure that further expansion would be possible without the necessity of appealing to the Legislature for special appropriations each time a new building was needed. In this pursuit, the Board asked the Legislature to approve tax funds based on one-fifteenth of a mill to help meet such expenses. The House committee, chaired by Mr. B. A. Nevins, a MAC graduate of 1874,

³"Michigan Agricultural College: A Plain Statement of Facts as to Present Conditions and Needs," Feb. 10, 1899, University Historian's Collection. Hereafter referred to as UHC.

boosted it to one-tenth of a mill, and included in the bill funds to cover movies for farmers' institutes, student labor, the Northern Peninsula Experiment Station, and other special expenses. A limit of \$100,000 per annum on the tax income was written into the legislation, but, in spite of it, the college could now look forward to a specific income each year which would permit long-range planning for new construction and other important projects.⁴

In the years that followed, the Legislature proved itself even more generous by providing special appropriations over and above the income provided by the mill tax. In 1905, for example, it made available to the college \$9,000 for the Northern Peninsula Experiment Station; \$20,000 for experimental work with livestock; \$15,000 for a new barn and repairs to existing barns; \$55,000 for a new dormitory, and \$157,810 for a new building appropriated by temporarily lifting the \$100,000 ceiling.⁵

The same year, the Nelson Amendment to the Morrill Act received Congressional approval, giving the college an additional \$5,000 grant, to be increased at the rate of \$5,000 each year until the \$25,000 maximum was reached.

And, in 1906-97, the Legislature saw fit to remove permanently the \$100,000 limit on the mill tax revenues. As a result, the college received \$173,000 in state funds the first year.⁶ By 1912-13, the income from the state had risen to \$228,800. Hence the increase permitted

⁴MSBAR, 1901, p. 24.

⁵MSBAR, 1905, p. 22.

⁶MSBAR, 1907, p. 30.

President Snyder to construct an engineering building in 1907, and a new building for agriculture in 1909.⁷ In his annual report for 1907, Snyder commented: "The college, for the first time in its history, is on a sound financial basis."⁸

By 1910, the one-tenth millage, still the sole regular support from the state, had become inadequate. The income realized from it amounted to approximately \$175,000 annually, from which the institution had to construct new buildings and operate its programs. No special appropriation existed for new construction, for institute work, printing, or other similar activities.⁹ And by this time operating expenses had increased, the college had outgrown many of its facilities, and it was apparent that existing demands on these facilities required an increase in the millage if the institution were to continue to fulfill its obligations to the state. In February, 1913, a bill was introduced in the Legislature to raise the millage from one-tenth to one-fifth. And though it appeared to be a routine matter, the proceeding was tinted with treachery; nobody close to Snyder and the college could sense the uproar that would come of it.

The bill passed in the Senate, to everyone's delight, but when it reached the House Ways and Means Committee, it was announced that the bill would not be reported out. Snyder, accompanied by members of the Board, and a phalanx of influential citizens, requested a hearing. On March

⁷MSBAR, 1913, p. 24.

⁸MSBAR, 1907, p. 30.

⁹"Statement of Dr. J. L. Snyder, President of the Michigan Agricultural College," Increase of Appropriations to Agricultural College, House of Representatives, Committee on Agriculture, Feb. 24, 1910, p. 171.

13, 1913, the Committee heard their grievances and, under heavy pressure, agreed to report the bill out. But in the process its provisions were so drastically altered that it was difficult to recognize the remains from the original. The Committee cut the millage increase from one-fifth to one-sixth, and attached to the bill an annual ceiling of \$35,000 for Engineering Department expenses. The Committee further stated that if expenditures for engineering exceeded that sum, the entire appropriation bill would be void. A howl of indignation went up from the college forces.

Ill feeling aimed at MAC's engineering course was not new. The notion that engineering did not belong at the Agricultural College had been smouldering for a decade.¹⁰ Some individuals felt that the program should properly be moved to the University of Michigan as an economy measure, although that institution protested that if such a move developed, additional funds would be required to cope with the increased enrollment. Others opposed the engineering course on the grounds that it had long received preferential treatment over the agriculture program. And both views received substantial support from a third group of farmers and students who denounced a campaign initiated by engineering alumni to have the name of the institution changed to Michigan State College. But to Snyder's mind these objections were superfluous; they cloaked the real issue which prompted the punitive action of the House Committee. To Snyder this was a personal vendetta waged by one Fred Woodworth, a member of the Legislature, and a MAC graduate, Class of

¹⁰ Letter from Mr. L. G. Carpenter, Denver, Colo., July 31, 1914, UHC.

1898. An upperclassman during Snyder's first years as president, Woodworth had become a problem student, and Snyder had been forced to deal harshly with him. Woodworth had developed an immediate dislike for the president, a dislike which he nurtured through the years. When the new appropriation bill came along in 1913, he saw his opportunity to even the score. "His fight was against me rather than against the College," Snyder commented, "and when the Board would not heed his suggestion for my removal, he worked underhandedly and I think is largely responsible for the restriction placed on our appropriation relative to the amount expended on our Engineering Department."¹¹ Hence, in the president's view, Woodworth and his group utilized the anti-engineering sentiments of long standing in order to bring about their actual objective--the removal of J. L. Snyder.

Those, both within and without the Legislature, who opposed the millage increase argued that the agricultural course had been shunted aside in Snyder's illicit desire to make the college into something of his own choosing, something that Michigan did not need, and did not want. And engineering was the target at which their charges were aimed. In spite of overwhelming evidence to the contrary, this group insisted that engineering had no place in the agricultural college, that it should be transported, lock, stock, and barrel, to Ann Arbor. Snyder insisted that the Morrill Act, which had established land grant colleges, had provided for equal treatment and financial support for both agriculture and engineering; he readily provided data to show that engineering had actually

¹¹ Letter to Mr. L. G. Carpenter, Denver, Colo., July 31, 1914, UHC.

been the poor step-child of agriculture at MAC. As a field of study it had received considerably less support from public monies than had agriculture.¹² Snyder attempted to explain to his adversaries, and to the public at large, that land grant colleges, as defined by the Morrill Act, were meant to train two types of students: those who planned careers in agriculture, and those who desired to work in mechanical or electrical engineering. The Act clearly expressed these sentiments, the president emphasized repeatedly, and all the states had interpreted the law in this fashion. In no instance where disputes had arisen between any state's land grant college and its university had the decision been made to remove engineering from the agricultural institution.¹³ Snyder argued soundly that the program had received the support of both federal and state law since passage of the Morrill Act, and that, since the Michigan Legislature had passed an act in 1863 indicating its willingness to comply with the federal law, and had continued to fulfill these requirements, the premise that MAC's engineering course was alien to agricultural education was specious.

Snyder's point was well taken. Both federal and state legislation had, over the years, endorsed engineering programs at land grant colleges. The state constitution adopted in 1908 reiterated this official approval,

¹²Data on the Agricultural Division and the Engineering Division, Unpublished Manuscript, UHC.

¹³Letter to the Editor, Bay City Times, Bay City, Mich., April 15, 1914, UHC.

and the mill tax passed in 1901 named the Mechanical Department as one of the recognized courses of study at the college. It did "not leave the matter optional but compels the Board to continue the Engineering department on a par with other departments and prescribes a penalty if the Board should fail to do so."

As for engineering being stressed over agriculture, President Snyder again went to the records. Expenditures in support of agriculture far outweighed those given to engineering. And in the previous six years, enrollments in engineering had increased by only thirty-six students, while those in agriculture had nearly doubled. "In this institution the agricultural students very much outnumber the engineering students," Snyder stated. "The opposite is true in the land grant colleges in our neighboring states--Wisconsin, Iowa, Illinois and Indiana." To the charge that MAC's engineering program was merely a duplicate of that at the University, the president stated that the programs differed markedly. MAC's engineering course emphasized shop work, drawing, drafting, and so forth, as part of what might be termed "industrial engineering," while the course at Ann Arbor was in professional engineering, per se.¹⁴

The drive to change the name of the institution opened old wounds among those who saw the college as a training school for agriculture--nothing more. And as this phase of the dispute gathered momentum, the engineers came to represent all that was reprehensible to the uninformed public mind. Here were engineering people--who did not belong on the campus in the first place--attempting to remove the word "Agricultural"

¹⁴"Why Engineering at MAC?" MSBAR, 1914, pp. 38-44.

from the hallowed name of a college originally organized to teach agriculture. And since the bulk of MAC alumni were engaged in farming activities of one type or another, the enemies of engineering increased as the dispute wore on. There is evidence to support the notion that Snyder actually favored changing the name to Michigan State College, but he did not openly endorse the efforts of those who campaigned to bring the change about. His most active role was his sympathetic understanding of the plight of engineering graduates who frequently had to affix explanations to their professional credentials to affirm that the Agricultural College did, in fact, sustain a bonafide program in engineering.¹⁵ But agriculture students at the college opposed, with equal vigor, changing the name, stating that "the time has come when the agricultural students will no longer be misrepresented, stigmatized and baited by the backers of this propaganda."¹⁶

Throughout the weeks of haranguing, the Lansing State Journal placed its support solidly behind President Snyder and the college. In one editorial it stated firmly: "In the minds of some an agricultural college should teach nothing outside of ploughing, sowing and reaping, with perhaps a course in wood cutting thrown in." Fortunately, the paper went on, this was not a widely accepted view.¹⁷

¹⁵Letter to Mr. L. G. Carpenter, Denver, Colo., July 31, 1914, UHC.

¹⁶"To the Members of the State Board of Agriculture," from Kedzie Chapter of Alpha Zeta, Undated, UHC.

¹⁷Lansing State Journal, XLV, No. 187, (Feb. 4, 1913), p. 4.

J. L. Snyder's opponents in the Legislature attempted to curry public favor from the turmoil. Their sacrosanct utterances on behalf of the public good seemed convincing as they applied knives to the appropriation bill. Assuredly they had no desire to bring harm to the college, only to its willful leader. They spoke often of the growing hostility to Snyder among House members, to which the State Journal retorted: "If a majority of the house committee is antagonistic, a majority are keeping the fact pretty much to themselves."¹⁸ Actually, Snyder continued to enjoy the endorsement of a host of followers, some of whom served on the Ways and Means Committee itself. The State Board, almost to a man, stood behind its president, and quickly affirmed that no evidence could be found to substantiate the charge that the people of Michigan had tired of the MAC president.¹⁹ But Fred Woodworth kept up a steady, increasingly abusive personal attack. He described Dr. Snyder as "an icicle", a man who could claim no warm friendships, and whose student body, along with a large number of graduates, were unalterably opposed to his continuing on as president. Other legislators charged that Snyder was "a poor mixer," whose "influence was of little value in securing anything for the college," to which Snyder men pointed to the record of accomplishment wrought by the president over the preceding eighteen years.²⁰ Even in the face of evidence, Woodworth remained undeterred: "It has become very evident to

¹⁸ Lansing State Journal, XLV, No. 213 (March 6, 1913), p. 1.

¹⁹ Lansing State Journal, XLV, No. 220 (March 14, 1913), p. 1.

²⁰ Lansing State Journal, XLV, No. 220 (March 14, 1913), p. 10.

me that the Michigan Agricultural college cannot prosper or be useful as it should unless it has the confidence and support of the farmers of the state. The administration of President Snyder has not won the college this confidence and support and I believe the college will never be able to get the hearty cooperation of the farmers of the state while under his management."²¹

As the debate became more bellicose, as lines were more clearly drawn and sides chosen, it became evident that Woodworth and his camp would not stop until President Snyder was removed from office. Rumors made their appointed rounds to the effect that if Dr. Snyder did not resign, the appropriation increase would not be forthcoming.²² And when Snyder refused to resign, and the State Board resisted all efforts to force him to do so, the bill was enacted into law, with the increase to one-sixth of a mill rather than the one-fifth requested. The bill also carried with it the rider which limited spending for the Engineering Department to \$35,000 per year.

This action by the legislature was the most prohibitive in twenty years, or even in the institution's history. Addison Makepeace Brown, the able MAC Secretary, who had labored long and hard in the college's interest, was moved to comment: "It is most unfortunate that two or three men, unacquainted with conditions, and with an assurance born of ignorance and prejudice, should be able to disturb the established policies of a great educational institution."²³

²¹Lansing State Journal, XLV, No. 213 (March 6, 1913), p. 1.

²²Lansing State Journal, XLV, No. 213 (March 6, 1913), p. 1.

²³Beal, Agricultural College, p. 304.

During the 1913-14 academic year, President Snyder channeled the college's funds as best he could in order to maintain the engineering program in spite of the ceiling on expenditures imposed by the new bill. For had these restrictions been honored to the letter, the effectiveness of engineering at MAC would have been drastically curtailed or even destroyed. And although the din finally subsided and people turned to other pursuits, the controversy between Snyder and the Legislature was far from over.

The post-session calm was disturbed early in 1914 when William L. Carpenter, a Detroit attorney, an alumnus of the college and a former Board member, brought the case before the State Supreme Court for adjudication. Carpenter and others had claimed all along that the State Legislature did not possess the authority to restrict federal grants to the college, that such monies were the responsibility of the Board of Agriculture, a constitutional body in its own right, and therefore not subject to the dictates of other constitutional bodies. In March of that year, the Supreme Court ruled in favor of the plaintiffs, stating that while the Legislature was required to maintain the Agricultural College, the State Board of Agriculture controlled and supervised the institution's funds under the law. The Legislature, the decision went on, had exceeded its authority in limiting the amount which the Board wished to spend to maintain any segment of the college, such as the Engineering Department. But at the same time the Court ruled that since the portion of the legislative act which restricted the funds for engineering was invalid, the whole act was invalid. Hence, the college was forced to return to the original 1901 appropriation and its one-tenth of a mill subsidy. So

while the anti-Snyder forces in the Legislature lost out, Snyder and his followers could hardly claim victory.²⁴ The appropriation was back where it had begun, and in 1914, the college received only about a thousand dollars more from the mill tax than it had received two years before.²⁵

In the time that followed the court decision, Woodworth and his group let it be known that unless President Snyder resigned, new legislation aimed at increasing the millage would be more restrictive than in 1913. Snyder quickly recognized that the forces aligned against him were too formidable to combat, that the college itself would suffer irreparable harm if he continued to resist. So on June 10, 1914, he submitted his resignation to the Board. In his official letter, the uproar and disputes which had brought him to this point were muted by solemn, dignified language:

The class of over two hundred to whom I shall have the honor to hand diplomas in a few days is the nineteenth class to graduate under my administration.

For some time Mrs. Snyder and I have felt that we would wish to retire from this strenuous life upon the completion of twenty years of service. As this is the last Board meeting of the college year, I therefore tender my resignation thus far in advance that you may have ample time to select my successor to take charge at the beginning of the college year, September first, 1915.

On the motion of Board member Robert Graham, the resignation was "laid upon the table."²⁶ But for all intents and purposes, Jonathan

²⁴Michigan Reports: Cases Decided in the Supreme Court of Michigan from March 28 to June 1, 1914, CLXXX (Chicago: Callaghan & Co., 1915), p. 349.

²⁵MSBAR, 1914, p. 24.

²⁶Minutes of the Meeting, State Board of Agriculture, June 10, 1914.

LeMoyne Snyder would no longer be president after June, 1915.

The news of his resignation must have been received with satisfaction in the chambers of the State Legislature. For before long that body again took up the business of a millage increase for MAC, and voted to raise it not merely to one-sixth, but to one-fifth for the 1915-16 school year. That would mean that the institution's income would leap from \$469,532 to \$869,000 in a single year. Through it all, J. L. Snyder must have viewed proceedings with a heavy heart.²⁷

That Woodworth and his accomplices had carefully engineered legislation in their own favor, and to the disadvantage of Snyder, was painfully clear to those close to the dispute. But it was less evident to a large segment of the populace who recognized the legislators to be elected officials guarding the public trust. The anti-Snyder arguments were sounded and resounded, and were heeded by many in spite of counter-arguments and sound reason. An element of emotion flavored the charges presented; there was none in the rebuttals offered. In the end, then, when the real purpose of the dispute was achieved--the removal of the college president--the arguments and the emotion subsided and were not brought back again. The entire proceeding was aimed at the head of a man; when it had concluded, the head had fallen.

²⁷MSBAR, 1915, p. 38.

CHAPTER IX

THE LAST YEARS

In March, 1915, Professor Frank Kedzie addressed the MAC Alumni Association in Washington, D. C. With President Snyder's departure but a few months away, it seemed appropriate for him to turn to the events of the previous twenty years. "I feel you will all agree with me," Kedzie told his audience, "realizing that President Snyder, coming to M. S. C. [sic] in 1896 and adding a clear head and sound judgment, an immense amount of energy, has in the twenty years of his connection with the college, made a record of which we all might be proud."¹

J. L. Snyder's record of achievement at the Michigan Agricultural College was impressive, and nobody associated with the man or the institution during that period could argue otherwise. And when his resignation was announced, it brought the list of his accomplishments into sharp focus: prior to 1896, the college had graduated 676 students; between 1896 and 1915, the institution had turned out 1,755 graduates. In 1896, the total valuation of the college and its properties amounted to two hundred thousand dollars, and by 1915, it had climbed to seven hundred thousand dollars. Total income, similarly, had increased sharply from less than eighty thousand dollars to eight hundred thousand. And enrollments at the college during Snyder's final year as president were six times

¹Maude Gilchrist, Home Economics, p. 8.

what they were at the time of his arrival. Faculty salaries had increased from thirty to fifty per cent over 1896 figures. Entrance requirements, too, had undergone dramatic changes. In 1896, a student could gain admittance to the college on the strength of an eighth grade education; in 1915, a high school diploma was mandatory. Extension work had taken firm hold during the twenty-year Snyder period, and the activities of the Experiment Station boomed as never before. In addition, the Women's Department, the Veterinary course and the Forestry course had become valuable additions to the program.² The entire character of the Agricultural College had undergone significant alterations, and Dr. Snyder's flair for leadership and sound planning had brought the changes about.

Many persons must have questioned the wisdom of permitting the man to cast himself adrift with much of the work yet undone. At fifty-five years of age, he was not old by any standards, and yet the years of invaluable experience would be lost to the college, the dedication to its further development abandoned due to the turmoil of the previous year. Hence many both on and off the campus must have sympathized with Kedzie's sentiments, and perhaps cast troubled eyes back to the pre-Snyder days to wonder if the institution might return to that morass of confusion and mediocrity. That the college still had its enemies had been made abundantly clear only a few months before. Who was to say with what success a new president would stand up against them?

² Michigan State Board of Agriculture (now Board of Trustees) Annual Report, 1915, p. 39. Hereafter referred to as MSBAR.

Snyder, badly buffeted by the stormy legislative session of 1914, had recovered from surface wounds by the time spring, 1915, had dissipated the last winter snow. But fatigue had set in, a kind of mental exhaustion that made him seek escape from the pressures of office. And by the time the school year ended, he sought retirement eagerly. It was his hope that the Board of Agriculture would act on his resignation immediately and employ a successor in time for the beginning of new college activity in September. But as strongly as he wished himself away, he would not leave the presidency without finding somebody on hand to succeed him. "The College is larger than any of us," he wrote that spring, "and its interests stand first."³

The Board failed to take action, however, and as spring turned to summer with no sign of a replacement, it appeared likely that Snyder would be asked to remain in office for another year. He had grave misgivings about such an arrangement, and notified the Board that, should he agree to stay on, it would have to be at the official invitation of the Board itself, and with the full powers of the office granted to him.⁴ He would not accept the designation of "Acting President," nor the assignment of any similar title which would indicate that his continuing role carried less authority than the presidency required. "If the students and faculty felt that my resignation had been accepted and that I was

³ Copy of Letter to Mr. C. F. Schneider, Grand Rapids, Mich., July 23, 1915, University Historian's Collection. Hereafter referred to as UHC.

⁴ Letter to Hon. R. D. Graham, Grand Rapids, Mich., July 23, 1915, UHC.

here simply to hold the place until the new man took charge, I fear a condition would soon develop which would be difficult to control and which would probably greatly discredit my administration."⁵ But Snyder's heart was not warm to the idea of extending his presidency through an additional year, and as the weeks passed, he became more and more determined to avoid it. In mid-September, he wrote again to the Board, pressing hard for acceptance of his resignation. This time the Board recognized the hopelessness of keeping him against his will. And yet the members were unwilling to sever old ties completely. They elected Snyder President Emeritus at a salary of \$2,500 per year. This action fulfilled the Board's desire to "express officially its appreciation of his earnest, active and efficient work in developing this great institution and furthering the cause of technical education in the State and Nation."⁶ The Board further approved Snyder's request that he be assigned duties of some sort so that his salary would be "earned" and not come to him in the form of a dole. At the same meeting, Professor Kedzie was appointed temporary president, though America's entry into World War I brought the army to the campus in force, disrupting normal college business for the duration, and it would not be until the end of hostilities that he would be replaced.

The Junior Class dedicated the 1915 yearbook to Dr. Snyder, a president who "hands on to his successor a College worthy to stand among

⁵ Letter to Hon. J. W. Beaumont, Detroit, Mich., July 19, 1915, UHC.

⁶ Minutes of the Meeting, State Board of Agriculture (now Board of Trustees), Sept. 15, 1915.

the best of its kind in the land." Somebody in the Class, stricken by the emotion of the occasion, composed a poem included in the dedication, and which seemed to voice student sentiment:

He always stood for what was right,
Honest, inspiring, and true;
He worked for us with will and might,
And guided us safely through
The seas of rough adversity,
Though oft as black as night,
Till at dawn in the harbor safely lay
Triumphant--the Green and White.⁷

At the end of the year, the Snyders moved from the President's House on the campus to a spacious home on Michigan Avenue built by Dr. Snyder fifteen years earlier as an investment. It was the first house to stand on the old "Delta" property, once part of the original college land grant, now rapidly becoming a latter-day faculty row.

The year 1915 marked the end of J. L. Snyder's presidency; it also brought honor to his achievements when Syracuse University awarded him the first honorary Doctor of Agriculture degree in America (a fine companion for the honorary Doctor of Laws degree conferred upon him by the University of Michigan in 1908).⁸

His hair and beard were white now, and much of the zest had gone out of him; yet he was not a man to take to his porch and rocker. His talents and time he now turned to other projects. He owned a dairy farm on Grand River Avenue where an excellent herd of Guernseys supported a thriving milk business, and the man, accustomed to days filled with many

⁷The Wolverine, Published by the Class of 1916, Michigan Agricultural College, East Lansing, Mich., 1915, pp. 6 and 7.

⁸"President Snyder Honored at Syracuse University With the Degree of Doctor of Agriculture," Unpublished Manuscript, UHC.

activities, spent much of his time here. He also increased his correspondence with members of his far-flung family, who had left the Slippery Rock home years before to find success in various parts of the west. Always thoroughly devoted to his wife and three sons, he now gave liberally of his time and attention in a way he had not been able to do in the past. He also took special interest in furthering the education of his nieces and nephews, some of whom he brought to MAC for study. But with all these enterprises, and his zealous pursuit of them, working the farm became almost a full-time occupation.⁹

Trouble brewed briefly in late 1916 when certain Board members talked of removing Dr. Snyder's \$2,500 salary. John W. Beaumont, a Detroit lawyer and a member of the Board, came to Snyder's defense, insisting that such action would not only bring public wrath down on their heads, but it would be unjust. "President Snyder gave the institution twenty-five years [sic] of the best part of his life, and it would seem to me to be almost brutal now to terminate his salary." He asked President Kedzie to provide some appropriate duties at MAC for Dr. Snyder in order to protect the salary for the future.¹⁰

But the income proved to be a burden to Snyder himself a few months later, when Kedzie failed to provide responsibilities for him commensurate with the salary. Snyder was accustomed to earning his keep, and he had no desire to change lifetime patterns now. In early 1917,

⁹Interview with Mr. Robert Snyder, son of President Snyder, March 25, 1966.

¹⁰Letter from Mr. John Beaumont, Detroit, Mich., to President Frank S. Kedzie, Dec. 30, 1916, UHC.

he wrote to the Board: "While I have performed various functions and cooperated in many efforts, there has not opened up that broad field for constructive work which we both had in mind at the time. I feel, therefore, in honor bound to tender my resignation" On the motion of R. D. Graham, the Board adopted a resolution which stated that the resignation would not be accepted, but that the salary would be discontinued at Dr. Snyder's request.¹¹

In spite of having spent forty years in a sedentary occupation, Dr. Snyder had managed to keep himself physically fit. But after his retirement from active college work, he took on the rigors of farm work suddenly, without gradually conditioning himself to it. He went to the farm early each day, and returned to his home when the working day had ended. And while he enjoyed the vigorous activity and felt capable of participating in it, it eventually proved to be too much for him. In early October, 1919, he honored a request by President Kedzie to represent the college at the funeral of C. J. Monroe, a former member of the State Board. An acquaintance who accompanied him reported that Dr. Snyder showed signs of poor health, that "his head did not appear to be working clearly."¹² Several days later, he became ill at the farm, although he managed to drive home in his automobile. The family physician ordered him to bed, and showed increasing concern as the former president's condition deteriorated rapidly. During the week which followed, he suffered

¹¹Board Minutes, Feb. 22, 1917.

¹²Letter from President Frank S. Kedzie to the State Board of Agriculture, Oct. 20, 1919.

a series of strokes, and lingered close to death; consulting physicians were brought in, including a specialist from the University of Michigan, who worked around the clock to revive him. No outside visitors were permitted access to the sick room. Then, on the 22nd of October, he died with his wife and sons at his bedside; it was just a week before his sixtieth birthday.¹³

In the ensuing days and weeks, there came to the house on Michigan Avenue a great outpouring of letters and cards bearing expressions of sympathy for the bereaved widow and her sons, testimonials to the greatness of the deceased, and his dedication to the college and the people of Michigan. And sympathizers from all over the state found their way to the Snyder home, and later shuffled mournfully along the narrow paths of Mt. Hope Cemetery to the gravesite. All conveyed appropriate messages to the family and to each other. The press joined in as well: an educational journal referred to Dr. Snyder as "a man of the highest moral standards;"¹⁴ the Michigan Farmer editorialized eloquently about the man's contributions, noting that "in future days his headstone in Mt. Hope cemetery near Lansing can be designated as the material remembrance of one of Michigan's greatest agricultural educators."¹⁵ The New York Times mentioned his passing in its special "Obituary Notes."¹⁶

¹³Interview with Mr. Robert Snyder.

¹⁴School and Society, X, No. 255 (Nov. 15, 1919), p. 574.

¹⁵The Michigan Farmer, CLIII, No. 18. (Oct. 25, 1919), p. 2.

¹⁶New York Times, LXIX, No. 22, 553 (Oct. 24, 1919), p. 13.

But with all the meaningful and well-intentioned utterances, Jonathan LeMoyne Snyder had passed into history, the enormity of his contributions filed in the memory bank of the college vault. People went on to other things; new people came and the old went away. J. L. Snyder became a name to be spoken only occasionally as the institution moved rapidly away from the infant years of the twentieth century, and fortified itself to meet the rigors of the jazz age and the chaos that would follow. Justifiably, perhaps, there was not time enough to devote to deeds known only to an ever-shrinking number of elders on the college faculty. But many years later the institution did remember and fittingly. In the fall of 1949, a new dormitory was dedicated on the expanding North Campus, a short distance from the Red Cedar River. And those responsible determined that it should be called Snyder Hall.

BIBLIOGRAPHICAL NOTES

A major portion of the primary sources contained in this study was gathered from the files of the Michigan State University Historian's Collection. Its vaults yielded a wealth of essential items, including official documents, personal correspondence, special reports, exhibits, and other treasures covering an untold number of topics. Other primary sources include annual reports, Board minutes, personal reminiscences, newspapers, and journals available on microfilm or in bound volumes at both the University Library and the State Library at Lansing.

President Snyder's personal letters are most revealing, both for the factual information they contain, and for what they say about the man himself, how he dealt with others, and how they responded to him. Snyder wrote voluminously to prospective students, to students, their parents, to farmers, educators, political leaders, and to others, and they, in turn wrote to him. From it all emerges the sum and substance of a personality who labored selflessly and with dignity in pursuit of specific ideals.

Other matter contained in the collection contributed immeasurably to the narrative. The unpublished writings of Mary Mayo gauge the temper of early interest in education for women at the Agricultural College; Mrs. Snyder's notes reconstruct much of the detail required to portray the thoughts and hopes of her husband. Special faculty reports, and reports to the Board of Agriculture underscore specific problems and prac-

tices, rules and regulations, and sound the notes of change that marked the Snyder years.

Much of Dr. Snyder's views on education can be gleaned from his speeches and from published monographs, with the exception that but a small number have been preserved. The Board of Agriculture Annual Reports help fill in the gaps that remain, and provide valuable data relative to the president's policies and plans, his achievements, and the development of the institution through its departments and divisions.

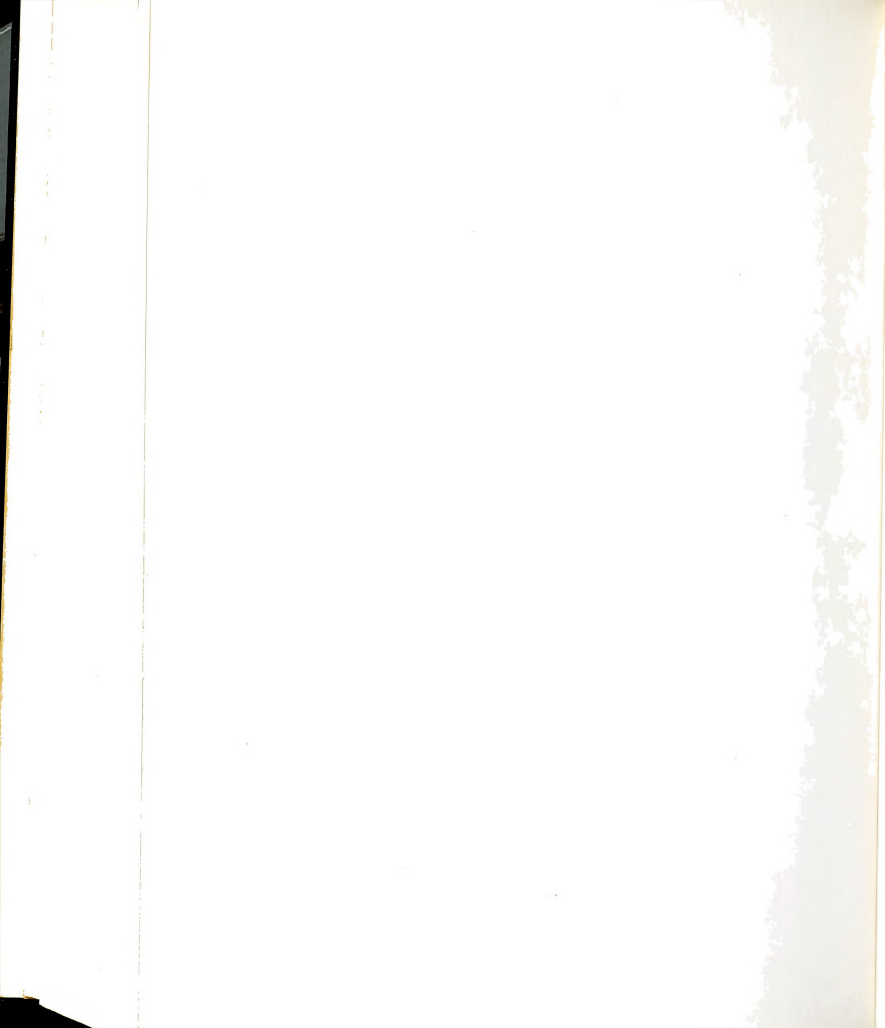
Campus publications such as Union Lit., Speculum, the M. A. C. Record, Holcad, and others, contain vast amounts of valuable information in the form of news items, articles, and letters to the editor which help to recreate the institution, the individuals, and the events of the times. Though some publications were essentially public relations organs for the college, and, therefore, attempted to portray its activities in a favorable light, they offer a variety of pertinent facts nonetheless.

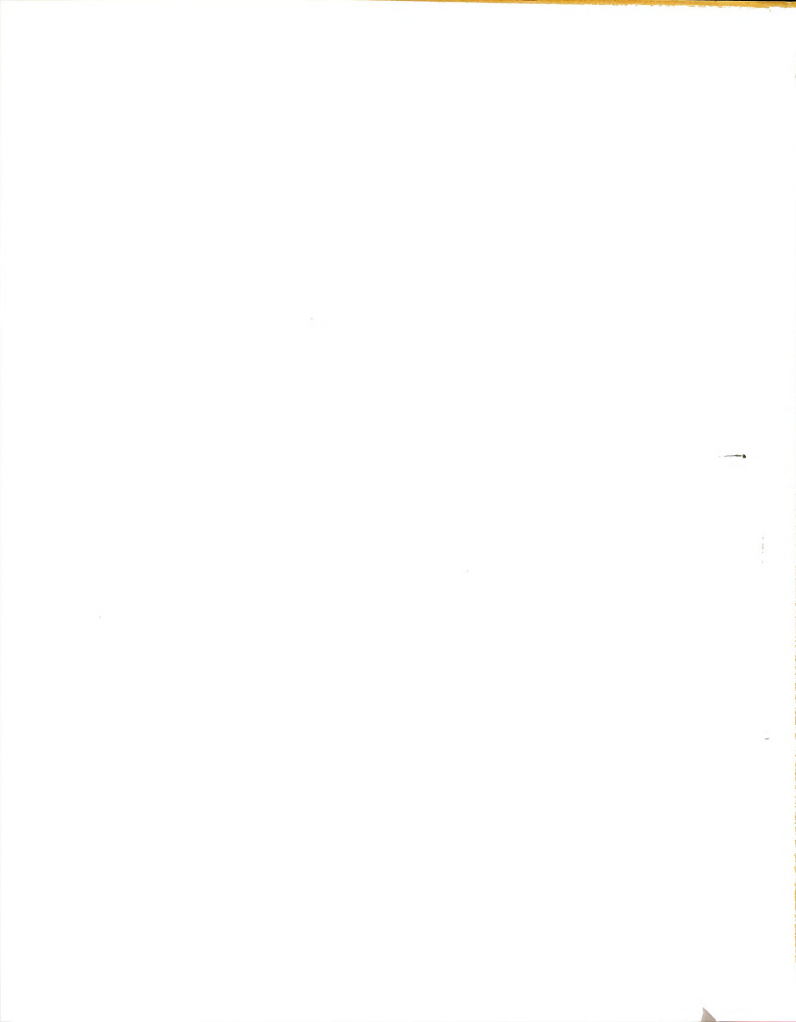
Among the books which deal with Snyder's presidency, two stand out: the value of William J. Beal's History of the Michigan Agricultural College, published in 1915, is to be found in the detail devoted to college memorabilia--programs, personalities, and events from the founding of the institution through the late years of Snyder's term in office. But the author makes no attempt to offer commentary on the vagaries of the times, and, generally, avoids the controversial elements which played a significant part in the college's development. To some extent, this detracts from the overall effort. Professor Madison Kuhn wrote

his Michigan State: The First Hundred Years (published in 1955) to coincide with the centennial observance of the institution, and includes in it an impressive amount of material from original sources either unavailable to Beal or neglected by him. Kuhn evaluates and comments upon the activities and the people which helped shape the destiny of the college. Thomas Blaisdell edited a volume of material covering the entire proceedings of the semi-centennial observance in 1907, including speeches, congratulatory messages, and so forth. In the main, specialized histories, such as Maude Gilchrist's The First Three Decades of Home Economics at Michigan State College, 1896-1926 explore the emergence and development of various academic programs at the college; they also contain notes and observations on other aspects of the college during the Snyder period. And such volumes as Ray Stannard Baker's Our New Prosperity bring together the social, economic, and educational framework within which the Snyder story is portrayed.

Other sources which contributed to the study include journals devoted to farming and agriculture in Michigan, and statewide newspapers which filled in those segments of the narrative not treated by other sources. For example, the State Journal, often critical of the college, contains a fairly objective account of the 1914 mill tax controversy. And Mr. Robert Snyder, eldest son of President Snyder, provided valuable and helpful information about his father's post-retirement activities.









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