

CHAPTER NINE

TRADITIONS OLD & NEW

Student Life & Interests



In many ways the life and interests of the early A. and M. students were very similar to those of other colleges of their time. This was true especially of a state like Iowa with its high degree of economic and social unity. The great proportion of all college students came from rural homes differing only in non-essentials by custom and attitudes of certain special racial groups. The peculiar characteristics of the "agricultural college" student body were in a greater desire for a more directly vocational training and a distaste for the more conventional collegiate ways. Here as elsewhere, it is true, the influence of location was often determining, and in the early days probably the greater number of students, men and women, were seeking their only opportunity for higher education and desired a "general" rather than a technical education as they understood it, as a preparation for a profession, business, politics, or homemaking. The proportion of students forced to earn their way was high but probably no greater than in many of the old-line colleges. But the emphasis upon manual labor seemed to give a guarantee of such support. Higher education of any type or degree was comparatively rare and the new state institution brought it within the range of a group to whom it would otherwise have been closed.

THE SIMPLE LIFE

Costs to the students were in harmony with the standards of pioneer agricultural communities. Tuition was free, and

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all the necessities were kept to the minimum. There was no charge for rooms until 1876, when a rental of from \$3 to \$4 a month was made, board was provided at from \$2.00 to \$2.50 a week, and books were sold at wholesale prices. Even the railroads for the first decade provided special student rates. To meet these very modest charges a student might earn from a quarter to a third of his total expenses by the college labor, required and special. In the early days when labor needs were great, industrious students might be self-supporting. The report for 1870-71 estimated an average expenditure of from \$123 to \$149 and an average earning of \$50 "including the young, the sick, and the inexperienced." While total expenditures were to increase and labor opportunity to become less, the financial outlay was exceedingly moderate, even for those simple days. The average expenditure for a four-year course for 76 graduates before 1880 was only \$760. In 1880 with the increasing congestion of the main building, "boarding cottages" for men were opened in which equipment and living conditions were reduced to the primitive with corresponding reduction in cost. With the opportunities for earning during the winter vacation mainly in country school teaching (in which a large proportion of the students regularly engaged), no ambitious, able-bodied youth need be deprived of the benefits of higher learning.

Living conditions were in harmony with rural background and modesty of expenditure. The College constituted a little society in itself, and it was a community of simple ways and plain living. Food was wholesome and abundant. There were the inevitable complaints of successive student generations at the monotony of the fare, with the repetition of the traditional boardinghouse text, *Hebrews* 13:8 ("the same yesterday, today, and forever"), but reported menus reminiscent of rural abundance and substantiality, if unmindful of calorie balance and vitamin content, afford slight inducement for sympathy,

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especially when one of the complaints had to do with the over-abundance of blueberry pies! That in spite of grumblings both as to quantity and variety, extending at times to threatened "grub strikes," there was a temptation to over-indulgence is indicated by the faculty order in 1870 that the steward provide a special table "for such students as have been reported for wastefulness or gluttony." Every effort was made, according to prevailing standards, to secure a pure and uncontaminated food supply. The celebrated poisoning case in 1875—probably of ptomaine origin—was an affliction that might have come upon any well-regulated institution and fortunately brought no casualties.

SANITATION PROBLEMS

In spite of the prevailing limited knowledge of the principles and practices of sanitation, special efforts were made not only to combat disease but to safeguard health. There was need of constant vigilance. Infectious diseases like malaria and typhoid occurred periodically as well as epidemics of the virulent contagious afflictions. As early as 1877, investigations of the sewerage systems and water supplies indicated, according to current notions of sanitation, most dangerous conditions; but while certain more obvious remedial measures were taken, the beginnings of modern sanitary control came only in the late nineties with the construction of a water works and a system of sewage disposal. The first two professors of chemistry, who were medical practitioners, served as college physicians in the midst of long hours in classroom and laboratory. Dr. David S. Fairchild, a well-trained physician, began established general practice in Ames in 1872 and was often employed by students and at times consulted by college authorities on sanitary conditions. In December, 1879, when he was elected lecturer in the veterinary school, he was also made "College Physician, to serve without compensation from the

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College," but as a member of the sanitary committee he was allowed fifty dollars.

A material achievement of Dr. Fairchild's service was the establishment of the first college hospital. Through personal friendship with influential leaders in the legislature and in return for his influence in the location of the hospital for the insane, the college physician was able to secure a modest appropriation. Objection from legislators and college authorities to the word "hospital," as indicating unhealthful conditions at the College, was met by the designation "Sanitary Department." The establishment under any name was modest enough; it shared a two-story frame building on the site of the future Memorial Union with the Veterinary Department, was supported by small student fees—sixty to seventy-five cents per term—and was conducted by the part-time service of the physician. Student caretakers and "practical nurses" were secured when emergencies demanded. In these restricted quarters, including five rooms for patients, a laboratory, and an operating room, student health work centered for a decade during which, in addition to the treatment of medical patients, there were several appendectomys, two amputations, two tumor removals, and numerous minor operations and treatments of fractures. Dr. Fairchild made a worthy if modest beginning of the future student health service.

STUDENT ACTIVITIES

Social life was as simple and rudimentary as the physical. Amusements and recreations were limited; outside contacts, especially in the early years, were little disturbing and slightly determining. After making allowances for sentimental reminiscences of the "good old college days," one may conclude that there was unquestionably a wholesomeness and sincerity of attitude, and a seriousness of purpose. At the same time there were the limitations of pioneering. Hard physical labor, in spite of the theories regarding its conduciveness to mental

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effort, could not be carried on without a let-down of intellectual achievement. Separation from cultural opportunities had its narrowing effect upon intellectual outlook as remoteness from industrial activity had upon social contact. The problem was to conserve and foster the elements of growth and spontaneity and overcome those of narrowing and limiting effect.

Organized student interests, significantly as curiously called "activities," were in this seriously purposed undertaking made to supplement the instructional program. The literary society in the land-grant college, as in the sectarian college, was approved and positively promoted as an agency to give outlet to student energy and initiative in a way that would afford training in writing, speaking, and parliamentary procedure as well as incidentally in urbane deportment. The time-honored institution, combining, in theory certainly, restraint and intellectual and social improvement, seemed a providential organization to harassed administrators. The agricultural colleges, following precedent and usage in this as in other respects, reproduced the societies in their usual form and with their high sounding classical names. Such societies grew up with the Iowa Agricultural College. The Philomathean for both men and women was organized during the pre-collegiate term in November, 1868, with the sponsorship of Dr. Townshend. Inevitable, and probably inconsequential, differences brought division and secession with the formation of a Crescent society by a dozen bolters in 1870. The same year the Bachelor Society indicated masculine consciousness which was challenged in 1871 by the women's Cliolian. The Welch Eclectic was added in 1888 and the Philaleutheroi in 1890.

In the early years, when competing interests and distractions were slight, society activity was carried on with as great interest and at times as serious application as that given to studies. Essays were read, declamations and original orations delivered, and debates contested. Procedure was given as

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much concern as proceedings. The Crescents felt that they were making a major innovation in 1876 in substituting Robert's *Rules* for Cushing's *Manual*. The most pretentious enterprise of the literary societies, however, was the publication of the first student paper, the *Aurora*, which issued its first number in June, 1873, under a board of student editors headed by Millikan Stalker. The paper had a small amount of college news but was mainly literary and contained articles by members of the faculty as well as the more outstanding essays and orations presented in the literary societies, the junior exhibitions, and the intercollegiate contests.

Oratorical and literary exercises were a part of the required program. The summer Junior Exhibition was one of the great events of the year with, as an early account recorded, "subjects as diversified as the ingenious brains of young America can invent," and marred only by the unseemly "procs" issued by the sophomores on these occasions. Commencement was a climactic oratorical or literary demonstration. In the early years, with small classes, all the members delivered original productions. Later only a select ten appeared before the general audience and the others read their "theses" to the Board—in what must have been one of the ordeals of that dignity. The outside speakers at commencement time, on the preceding evenings, delivered the annual address to the joint literary societies and the address to the trustees. The speaker for the societies was frequently a prominent alumnus; for the Board he was the governor, a United States senator, or some other prominent official.

This field of effort provided the only intercollege rivalry before the nineties. An Iowa oratorical association was formed in the seventies to hold an annual state contest, the winner of which would participate in an interstate gathering. Preceding the state meeting there was a home contest. The state and interstate contests called forth much rivalry. There were charges of incompetency and partiality on the part of the

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judges and of political combinations to control the offices. In 1884 because of alleged irregularity in the selection of judges, the association declared the contest void and arranged for a second at which not all of the member colleges were represented. There were consequently rival claimants from the state at the regional meeting.

In addition to these general societies there were various departmental organizations. Most notable was the highly occupation-conscious Agricultural and Horticultural Association which at the suggestion of Professor S. A. Knapp to confound their detractors, adopted the name "Hayseeds." This society undertook the responsibility of publishing its own paper, the *Students' Farm Journal*, which issued three volumes (Sept., 1884—Aug., 1887). It had sufficient circulation to attract a considerable body of advertising and won the cordial support of state agricultural organizations. Among the members of the editorial board of this short-lived student journal were at least a half dozen who were to gain nation-wide recognition: Spencer A. Beach, horticulturist; John Craig, horticulturist; Charles F. Curtiss, animal husbandryman and dean; Willet M. Hays, assistant secretary of agriculture; William B. Niles, serum-therapist, and Henry C. Wallace, agricultural editor and secretary of agriculture. Its demise was one of the evidences of the temporary decline in emphasis on agriculture. Other departments did not lack for organization. During the eighties engineering, veterinary medicine, and domestic economy associations were formed as well as science, economics, and glee clubs, and a college band.

To supplement their own efforts lectures for the students were provided by talent on and off the campus. In the seventies the societies secured speakers not only for their commencement meetings but occasionally at other times. A lecture association was formed in 1880 and continued through the decade with the usual ups and downs of such organizations. In 1887 the faculty provided a lecture series of its own. The

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subjects of the lectures ranged from the universe at large to intimate campus problems, from the most abstract to travelogues, and from the highly oratorical to the professionally humorous. As extreme examples John A. Kasson spoke before the societies in 1875 on "The Chief Characteristics of American Civilization," and four years later while on a visit to the campus President Folwell of Minnesota discussed informally topics suggested by the students themselves such as the function of public education, coeducation, and classical and scientific courses. Among the lecturers of the period were Bob Burdette, Will Carleton, Professor Swing, and the unctuous Schuyler Colfax whose lecture on "Landmarks of Life" gave "general satisfaction" to the student audience. In 1881 Bronson Alcott gave a "conversation" at the President's house to which the senior class was invited.

Faculty talent—according to the reports of the student paper—could be matched with the professionals. In his description of European travels in a special chapel talk of two and a half hours Professor Stalker's "quaint style of describing various incidents and scenes reminded one strongly of Mark Twain's Innocence [sic] Abroad." Professor Welch's lecture on "Animal Intelligence" was an "intellectual feast." General Lincoln described the Battle of Gettysburg with remarkable "vividness and impartiality." President Chamberlain, in explaining what the American boy should do for a living, chose his words "not for beauty of sound but for clearness and force with which to express his ideas," and according to report, in a single lecture Professor Stanton presented "The Railway as a Factor and a Problem in Civilization." To vary the program, the rendition of Ben Hur by the professor of elocution "would have done credit to any elocutionist in the United States."

RUDIMENTARY ATHLETICS

With such instructive forms of entertainment there was little time, along with the day's work, physical and intellectual,

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for sports. This limitation did not trouble the authorities as industrial education traditionally had frowned on games as youthful, frivolous, and distracting—particularly when, it was felt, useful labor supplemented by military drill could better provide all the benefits that might be secured from them.

Athletics, as a matter of fact, in these years were most informal and were organized much as they were in country schools and small towns. The brief recreation period after supper and on occasional Saturday afternoons afforded little time for the actual games to say nothing of opportunity for practice. The main competitive sport was baseball. Games were played among classes and with teams of neighboring towns. The initial class developed a nine that claimed the regional championship. In later years this team came to be noted not so much for its athletic achievement as for the distinction of the members who composed it. J. K. Macomber was a pitcher and first baseman, O. H. Cessna played at third base, E. W. Stanton at shortstop, and LaVerne W. Noyes, John L. Stevens, and John D. Grant were other members. The reports and summaries in the student paper indicate the typically rudimentary status of the national game. The greatest interest was in interclass contests and in an occasional game with the faculty.

Football was given comparatively little attention, though it was reported in 1878 that it was absorbing playing interest to the neglect of other games and that even members of the faculty were participating in the novel sport. There were rumors of state intercollegiate associations, but it was only in the nineties that such organizations were effected.

THE LONG VACATION AND STUDENT TEACHING

If term time afforded little opportunity for recreation, the vacations were no less occupied. The "long winter vacation" was counted upon by most students as an opportunity to earn the bulk of the funds needed for the following college year. The most available and congenial method of employment was

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that of country-school teaching. This practice had been long developed among the older eastern and middle-western colleges and was naturally continued by students in land-grant institutions. Their familiarity with country schools and country people made them especially adaptable for their positions. The long continuance of the system—to the beginning of the present century—indicates that in general the service gave satisfaction to both sides. The contact brought something of the College's aims and spirit to the country region, and not a few country children were influenced by their student teachers to seek the adventures and opportunities of the new type college at Ames. An important but unforeseen effect of these experiences was to lead a surprisingly large number of students, both men and women, to adopt teaching as a life career. If the claim was verified that actual teaching interspersed with study provided a training far more effective than that of the average normal school, the system must have made a real contribution to public education.

SOCIAL DEMOCRACY

College aims and practices combined with the social background of the students made for a true spirit of democracy in the group. It was a democracy that with typical western attitude resented any marked departure from the norm of the region and the ways of the group and especially any assumption of superiority or special position. Even the traditional deference to upper classmen was not stressed in the early years. The *Aurora's* suggestion in 1878 that, in accord with eastern practice, upper and lower class literary societies be organized, as the "abstruse and involved problems" that appealed so directly to the upper class mentality were largely lost on the immature underclassmen and "preps" was not acted upon, and seniors and sub-freshmen continued to meet in the social and intellectual fellowship. This democratic attitude was manifested also in a general and vigorous oppo-

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sition to secret fraternities. Contrary to the situation in most other colleges, the anti-fraternity movement came from the students rather than the administration. As a small minority group the Greek brothers and sisters were on the defensive through the early years; they were forced to hold their meetings at early hours and in such places as might be granted to them, in contrast to the established organization of the literary societies.

The first fraternity, Delta Tau Delta, was founded as Omega chapter in 1875. Two years later Iowa Gamma of Pi Beta Phi became the first sorority. There was from the first strong student opposition. In 1882 a committee of students appeared before the Board asking that secret societies be prohibited. No action was taken at this time. The tone of the college paper reflecting popular student sentiment was consistently hostile. The administrations were generally favorable. Welch granted permission for meetings in his classroom, and Chamberlain, whose sons were fraternity members, was sympathetic. He advised the formation of additional societies as a means of extending the influence, and as a result the second sorority, a chapter of the Delta Delta Delta, was organized in 1889.

Meanwhile student opposition had precipitated a crisis in a raid upon a fraternity banquet in May, 1888, in which gas was turned upon the banqueters. The resulting action, following extended faculty investigation, was indecisive. There was a fraternity element among the faculty who sought to give the organizations all possible aid, but it was evident that their continued activity caused constant student strife. The leaders of the riot were suspended, but the Board was promptly petitioned to abolish all secret societies. The Board in turn passed the matter to the faculty for reconsideration, and the decision was to deny all special privileges in college buildings to such organizations. The *Aurora* continued its demand for complete abolition. Such was the situation to the end of the

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Chamberlain administration in 1890. The successful establishment and functioning of a fraternity system awaited a period of larger enrollment, wider contacts, and the consequent replacement of a paternalistic supervision with one of cooperative relationships and student responsibility.

A balanced social program awaited the same modernizing and socializing influences. The main society event of the year and of the college course for the first two decades was the junior "walk around," as at first sedately designated, or "trot." This humble ancestor of the gorgeous and glamorous "junior prom" was inaugurated by the junior class in 1872 in honor of the first outgoing seniors and by 1891 had reached its full development in the pristine form as attested by an appreciative report of that year's grand soiree:

"One Friday evening, the gentlemen of the junior class, resplendent in knee breeches, low shoes, black hats with yellow bands, yellow ties, elaborate shirt fronts, black and yellow sashes and canes tied with yellow ribbon, marched out in force to take their annual trot. After displaying their colors and arousing the envy and admiration of the other boys, they returned to the bachelor's room for the junior ladies, who wore black skirts, tan colored blouses, black ties, hats same as the gentlemen, and carried fans ornamented with black and yellow ribbon. They marched across the campus to President Beardshear's house, where falling into line, three hearty cheers were given for him. They then sang, 'Don't you wish you were a tad-pole?' and gave the college yell. President Beardshear, in a short speech, told them that he appreciated and was pleased with the class enthusiasm exhibited. Upon returning, they adjourned to the senior and freshmen rooms, where, after having a short social time, cake, coffee, and fruit were served. The junior gentlemen received many compliments upon the success of their trot."

MORAL STANDARDS AND CONDITIONS

The carefully regulated and regimented day with its combinations of physical and mental work, the isolation of the campus, and the wholesome rural backgrounds of the great majority of the students all tended to make disciplinary problems less serious than in the older institutions, particularly those of the East. In his second report President Welch

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served notice that the new education was not for the idle and vicious.

"The young men and women are expected to do all the duties assigned them, whether of labor or study, promptly and regularly. If they cannot bring to such duties an earnest zeal and a hearty good will they would far better stay at home. The president and faculty cannot give their energies, already overtaxed, to reforming disorderly boys or urging unwilling ones to study. The Iowa Agricultural College is in no sense a reform school. Its province is to instruct and encourage those who are earnest seekers for higher education and not to reform those who are idle and morally perverse. A few law-breakers destroy the harmony of the entire institution, and become an intolerable burden to the officers. If any such are found among our numbers, we shall require them to withdraw as soon as kindly advice and patient admonition are found to be of no avail. The State and national bounty must not be wasted on thoughtless boys and girls who do not appreciate it, and will not profit by it, and parents are earnestly advised not to send children here, who have proved unmanageable at home."

The environment, whatever its limitations in other respects, did not present serious temptations to immorality and depravity. There was nothing here to call forth such denunciations as Governor Larabee made of the intemperate conditions at the State University city in his inaugural address in 1886 and again in his biennial message in 1888. But the earnestness of purpose and standards of conduct which a large proportion of the students brought provided a more effective inhibition. These standards were reinforced by the sanction and motivation of active religious conviction and participation. The general attitude reflected a state in which there was a large proportion of devoted church members. Occasional charges that this technical institution was undermining students' faith were not verified. An investigation by the *Aurora* in 1879 indicated that more than nine-tenths of the students were "believers" and about one-third "professors." Only one case was ~~found~~ where a student's faith, according to his own claim, had been weakened during his college course. Materialistic or rationalistic interpretations of the new science were offset by

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the teachings of the philosophy courses usually taught by clergyman, and in articles by faculty and students in the college paper. In 1879 Professor Wynn issued a series of pamphlets—reprints from articles in a sectarian journal—to combat the prevailing trend toward materialism in scientific thought. Naturally his challenges brought vigorous rejoinders from some of his scientific colleagues.

Opportunities for worship were not lacking. Chapel was compulsory on week days and Sunday. Bible classes were held on Sunday and in 1878 a Christian Association for both men and women was formed. This was divided in 1890 into separate Y. M. C. A. and Y. W. C. A. organizations. At the same time participation in outside ecclesiastical meetings for improvement or recreation was not allowed to interfere with college regulations. In 1870 the President reported that of a group of students who had attended without permission an evening session of a camp meeting, thirty had given a pledge “not to be guilty of a like offense in the future.” Twelve years later two students were found guilty, by a divided vote, and given five demerits for attending a church sociable and returning to quarters by way of a chapel window.

DISCIPLINE AND STUDENT GOVERNMENT

These salutary attitudes, surroundings, and restraints did not prevent disturbers, rebels, and an occasional stray degenerate. The repression to which the student body was subjected without natural outlet in adequate recreation invited pranks and disobedience. The nature of the cases that filled the dockets of the student council or occupied long hours of committee and faculty meetings indicates such reactions—disorder of various sorts and degrees in the living and dining halls, and less often in classroom, chapel, and laboratories, leaving the college domain without permission, taking fruit from the orchards and provisions from the kitchen. Smoking, drinking, shooting pistols and fire crackers,

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and petty larceny—aside from foraging—give infrequent variation to the court records.

Obviously, under the existing conditions of living and instruction, disturbances in the dormitories necessitated the main applications of institutional social control. The first official faculty meeting was called for the sole purpose of considering the case of a student "accused of being generally disorderly and especially of entering other persons' rooms and blowing out their lights . . ." This first offender was found guilty as charged but owing to "extenuating circumstances," which are not indicated in the record, was let off with a "public warning." But warnings of any time, place, or degree were to be futile to check the ingenious infractions of specified rules and the creation of the need for new ones. The supervising officers might properly class themselves as wardens without the power that is usually associated with that authority. President Chamberlain might well characterize the preceptress' position as "anxious, unpleasant, and laborious." The proctorship was exercised by junior staff members and senior students with about equal ineffectiveness, to judge by complaints from both sides. The exception in the conduct of the office was the service of a special official who was physically and temperamentally an ideal proctor, H. D. Harlow (1878-81). Harlow, who had been in the employment of the College as farm laborer and janitor since the fall of 1868, was tall and vigorous, able to stand up against any trouble maker, but at the same time a man of tact and understanding. Regarding his position constructively he saved many a student from serious trouble by timely advice and admonition. He attended student gatherings, including those of literary societies and spent his spare time—mainly during vacation periods—in the library. Shortly before he retired, the student body held a mass meeting in the Chapel and presented him with a watch, and the Board passed resolutions of appreciation. Harlow was a college character in the best sense, and alumni

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of his period referred to him with respect and affection. The continuance of such a liaison official between students and faculty might have eased many tense situations during the pioneer years.

To regulate student life and conduct at all points, from the rising to the retiring bell, an elaborate set of college laws was enacted by the faculty which were added to or altered to circumvent unforeseen delinquencies or to adjust inconsistencies and complications in the enforcement. The "rules" were codified periodically to keep them in harmony with Board decrees and faculty legislation. So elaborate and specific were these enactments that they left little room for the application of customary practices or judicial interpretation. As early as 1870 the "principal rules of government" extended to twenty-seven headings. Aside from administrative and judicial procedure, the early rules dealt with such matters as study hours, hours for sleep, Saturday and Sunday evenings, general order in the college building, communication between the sexes, leave of absence, the library, the dining hall, recitations and lectures, work (manual labor), examinations, kitchen, supply rooms and fields, the use of tobacco and intoxicating liquors, college dues, chapel exercises, excuses, and public property.

Institutional regulation at times was carried too far for faculty convenience. In 1870 on motion of the steward the rule was enacted that slippers or noiseless shoes be worn by students and faculty in dining hall, chapel and library and that it be the duty of the supervisor of the dining hall and of the librarian to prevent the entrance of persons failing to comply with this regulation. After the chapel was excluded from the areas of restricted footgear, the regulation was adopted. Five months later there is the significant entry in the minutes: "After a prolonged discussion the law relating to the wearing of slippers in dining room and library was suspended by vote of the faculty."

There were also differences of opinion within the faculty,

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between faculty and board, and the college authorities in general and the legislature as to the desirability of certain regulations of conduct. In 1876 in the *Progressive Farmer*, Mrs. Welch expressed the opinion that dancing, at least for children, was a harmless and desirable amusement. The following year Professor Bessey offered the following condemnatory resolutions: "*Whereas*, dancing is entirely foreign to the purposes of this institution and calculated to produce and promote an excitement which is injurious to the progress of the student, and *Whereas*, it is not regarded by many of the friends and patrons of the college as a proper amusement for young people situated as our students are to indulge in, therefore *Resolved*, that it be forbidden as an amusement or pastime to students of the college." The resolutions, in spite of fervency of preamble and expediency of argument, were rejected by a vote of three to eleven. Bessey, Wynn, and Thomson were the only supporters. But in November, 1882, the Board summarily ordered that "dancing by students upon the College grounds is hereby forbidden." The general assembly in addition to biennial reports by its committees, periodical general investigations, and frequent criticism in debate, sought at times to regulate the government. In 1886 a bill passed the Senate but was defeated in the House to require a majority vote of the faculty for the expulsion of a student.

To administer the elaborate code and to adjudicate the cases arising under it, a no less elaborate and ambitious governmental system was devised. In his second year President Welch essayed an experiment in student government that for the time involved about equal vision and temerity, though the system was subjected to various controls and limitations. Each section of the hall selected captains and lieutenants who reported offenders for trial before a student council presided over by the president of that body, with a member serving as prosecutor and another, if desired, representing the accused. The findings of the council were subject to review by the

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faculty with final appeal to the judiciary committee appointed by the Board. The more serious offenses and all those involving a member of the Council went directly to the faculty for trial or to the judiciary committee which in some periods seems to have exercised trial as well as appellate jurisdiction. In 1870 a system of demerits, arranged according to a regular schedule for anticipated offenses and adjusted for others according to judicial discretion, was substituted for other penalties although for certain offenses, like pilfering and smoking, fines were imposed in addition to the marks. When a student's demerits reached five he was to be warned in private by the president; when they rose to ten he was again admonished and "his friends advised" of his delinquencies; and when the fatal fifteen was reached the offender was suspended. Unless the sentence carried with it a decree of permanent expulsion, the student upon showing proper penitence might be reinstated. The records of the judiciary committee contain exhibits of petitions so fittingly and ingeniously worded as to suggest that the appellant had taken counsel of unusual academic expertness and understanding.

Evidently to call attention to mutual rights and obligations, to secure a formal acceptance of rules and to encourage continuous attendance, a unique contract signed by the president for the faculty and by each student at the term registration was in force for nine years (1880-89):

"We, the Faculty of the Iowa Agricultural College, hereby agree that we will guarantee to the students all the privileges and instruction set forth in the College Catalogue, and that the laws we make shall be simply for their advancement and the good government of the institution.

"We, the Students, hereby agree on entering the College, that we will respect its laws, and, except in case of illness, unforeseen misfortune, or the necessity of leaving to teach school, remain the entire term on which we enter."

Such an agreement was at the least a pleasing gesture toward the recognition of mutual rights and responsibilities

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and no doubt did something to create a spirit of understanding and good will, though this would depend mainly upon the fairness with which the whole system was administered.

This early trial of student self-government—which paralleled similar experiments in various land-grant and old-line colleges, East and West—has left contradictory reports as to its wholesomeness and effectiveness. Welch naturally was highly enthusiastic regarding it and his friend and admirer, I. P. Roberts, who witnessed its operation only at the initial stage, was “convinced that this method was the most just, expedient, and satisfactory of any I am acquainted with.” Certain alumni opinion, while more reserved, is in general favorable. In contrast there is much contemporary and reminiscent testimony to the abuses and perversions of the system. This opinion was succinctly and racily stated by W. T. Hornaday in an interview in 1929, “At Ames everything was to the good except the Bolshevik plan of student self-government; which is a world-beater system for the payment of personal grudges against students who do not sufficiently kow-tow.” Like all governments of laws it was administered by men—or boys and girls—with human limitations, and like representative institutions in general, this one was subject to various diverting and devitalizing influences. Too often designing cliques elected officers whom they could control. Naturally, complaints of extremes, both of laxity and severity, were numerous. The faculty participated more and more in the selections and finally substituted appointed proctors. Council decisions were increasingly rewritten by faculty decision, until the student council went out of existence in 1877, more by lack of serious interest than from faculty jealousy of authority.

Even faculty rule proved too bothersome and dissentient for the purposes of Leigh Hunt, who secured a decree from compliant trustees that the college government was “executive”—a euphemism for an academic dictatorship. President Chamberlain, in part as a conciliatory cooperative gesture

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and in part to share the burdens and responsibilities, secured a return to "faculty government" but with certain qualifications—imposed supposedly for speeding up the process of justice. "The Government of the college shall be that which is known as Faculty government, but the President and sub-judiciary of Faculty, however, shall have authority to suspend temporarily, but immediately, any student found deliberately disobeying the rules of the College or wilfully disturbing its peace and good order, the duration of such suspension to be fixed by the President and sub-judiciary committee."

STUDENT ATTITUDES AND OPINIONS

Whether or not they were directly participating in the government of the College, the students' opinions and desires on educational policies did not lack for expression—in student papers, society discussions, and petitions. While the superiority of the new education to the old was loyally and unyieldingly maintained, there was much the same division within the student body as in the constituency over the scope and emphasis of industrial education. The *Aurora*, edited usually by students in the general courses, advocated a broader and more liberal course of study with a wider range of electives, particularly in literature and the social sciences, in contrast to the *Students' Farm Journal* which, during its brief career, supported the claims of the technical and vocational. Much of this discussion was influenced and directed by rival groups of professors who inspired or suggested their students' ideas of educational philosophy and practice.

In such a democratic, pioneering institution the faculty themselves were fully subjected to appraisal, as to manners, methods, and general competence. The attitude of the trustees, as well as that of public opinion, toward a people's college encouraged such an attitude. In January, 1870, the Board resolved that "The intercourse between the Professors

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and Pupils in the Iowa Agricultural College should be regulated by the principal [sic] of propriety and courtesy and that the President be requested to see that the resolution is strictly complied with." Welch could be counted on to be tireless in instilling propriety and courtesy in the student body by precept and example, but the students felt that certain members of the staff were too indifferent to the amenities of life. One such, having passed a student with characteristic academic absentmindedness or careless disregard of the polite conventions, was called back and greeted with an ostentatiously formal salutation. Classroom manner perhaps, as being more readily subject to evaluation, was often more criticized than method. But general competence, in learning, technique, and experience did not escape the student censors. Comment was fully passed in the student papers on outgoing and incoming staff members. Retiring professors must have been reassured to read that they had conducted their courses in a manner satisfactory to their students, and incoming ones have been gratified to have the community informed that they were highly recommended and seemed, from all reports, competent to carry on the work of their departments. But when they were established their teaching methods and personal mannerisms were commented on with the frankness of the modern student column.

Beyond a certain range of tolerance in unpopular instruction there was revolt in some form. During the first years as revealed by the investigation of 1874 there were at least two cases in which classes had been boycotted and protests made to the president. In one instance a petition for the removal of an objectionable instructor met sympathetic response from the Board. In fact, dissatisfied students often found a direct appeal to a politically constituted governing body the most effective means for securing the relief sought. In 1876 there was a series of appeals to a rather pliant Board by an inde-

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pendent group of juniors. The first petition, to be relieved from the class of a professor held to be incompetent and ill mannered, was granted; but one from a student seeking an impartial examiner in place of an alleged unfair professor; and another from a group asking to be relieved from the classes of a professor whom, they alleged, experience and tradition condemned (offset by a counter petition of a group who certified to the professor's character and competence), were received and considered but not allowed. The Board itself was not freed from the censure of student journalists. Specially unpopular policies like the Welch removal met condemnation both inside and outside the walls, and a lady editor took sarcastic flings at a governing body who decreed a non-smoking ordinance and then violated it so flagrantly at its meetings.

Such assertiveness should not lead to the impression that this generation of students was especially subject to a spirit of revolt and of social intransigency. In their reactions to the issues of the day in literary society or commencement oration or journalistic essay, they tended to follow the sentiments and prejudices of their time and region. Support of agrarian interests, as understood, and opposition to eastern domination were orthodox appeals. Here and there, to be sure, would be rebels who more daringly would champion the activities of labor and defend left-wing financial proposals, but they constituted a small minority. Party division followed prevailing traditions of loyalty to organization and slogans. Interest in political discussion was shown in debates, mock conventions, attendance at political rallies, and efforts to exercise the suffrage by challenging college law in going home, or that of the state in local voting. When two students were convicted on the latter charge in 1881, a fund of \$150 was raised to make a test appeal. In general, student social and political reactions showed the same conservative tendencies as those of the early graduates whose political, religious, and social

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opinions were polled from time to time by an alumni association committee.

THE FIRST "OLD GRADS"

Alumni consciousness developed early. After a preliminary meeting in 1876 an association was formed on November 12, 1878, with E. W. Stanton as president and functioned continuously from that time, though for some years meetings were held only biennially. Divisions in the college and state in the early period were reflected in factions among the alumni, but gradually there developed a spirit of united loyalty for the College.

The best evidence of the achievement of the College in realizing its avowed objectives in the pioneering period was to be in the careers of the 502 students graduated in the nineteen classes from 1872 to 1890 along with those of numerous others who had not finished their course or had transferred to other institutions. The showing to this time was one of promise which the years were to fulfill. If the number of those engaged directly in agricultural and mechanical pursuits was less than the enthusiasts had desired, the shortage was more than met by the training of leaders who would further the work of these occupations. In addition all the other leading occupations had worthy representatives.

Among those whose names were to be outstandingly notable in their respective fields were: in agriculture—Francis L. Harvey, Luther Foster, Charles D. Boardman, George W. Curtis, Willet M. Hays, Charles F. Curtiss, Peter H. Rolfs; in veterinary science—Millikan Stalker, William B. Niles, and Myron H. Reynolds; in engineering—LaVerne W. Noyes, Thomas L. Smith, William C. Armstrong, George W. Catt, Elwood Mead, Morris J. Riggs, and George R. Chatburn; among general scientists—William T. Hornaday, the world famed naturalist (an ex-student); Herbert Osborn in entomology; Joseph C. Arthur and Albert S. Hitchcock in botany;

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Spencer A. Beach, Niels E. Hanson, and Evert S. Richman in horticulture; Virgil Snyder in mathematics; and Edwin A. Kirkpatrick in psychology. Education was to be represented by such teachers and administrators as E. W. Stanton, Orange H. Cessna, John K. Macomber, Julius C. Hainer, Herman Knapp, Isaac B. Schreckengast, Samuel W. Beyer, Joseph T. Chamberlain, and Maria M. Roberts. Carrie Chapman Catt was to be a distinguished champion of the suffragist and peace causes. Governors of Iowa, Colorado, and Illinois, in training among the non-graduating students, were Frank D. Jackson, John D. Grant, and Frank O. Lowden. Eugene J. Hainer and Charles H. Sloan were to be members of Congress, both from Nebraska districts. In addition there were numerous public school teachers, lawyers, physicians, journalists, bankers, and merchants, as well as a fair proportion of operating farmers. Here in the initial stages of such careers was a showing which might well have given any college real satisfaction and assurance for the future. But in most cases these future prophets of the new education had little honor in their native state. And there was a growing feeling in influential quarters that by past showing and present trends the institution was failing to measure up to its true mission as an industrial college.