

## CHAPTER TEN

### FROM I. A. C. TO I. S. C.

#### *State & College Get Together*



The organized agricultural discontent with the course of study and leadership of the College had the cumulative force of a local "green rising." The opposition showed itself unmistakably during the latter part of the college year, 1890. In October the Farmers' Alliance appointed a committee to visit and report on college conditions. The committee made its visit at commencement time and consulted with the Board. Its report on the agricultural work was most unfavorable. The resignations of President Chamberlain and Professor Smith at the November meeting offered the opportunity for a change of policy and a campaign was conducted by the opposition throughout November and December with the *Homestead*, then under the editorship of Henry Wallace, as the organ.

#### THE FARMERS' PROTEST

Letters and editorials charged that in the agricultural work the College had been steadily getting away from its true original purpose. The act of 1884 redefining the objective had been taken advantage of, said the protestors, to offer general theoretical courses at the expense of the practical. According to these critics the work in engineering and veterinary science was highly satisfactory, but there had been no real agricultural course since the Knapp administration. The claim that the course of study in the sciences related to agriculture was in any way professional was ridiculed by a student correspondent, who found the requirement of general and cultural subjects

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in this curriculum an unfavorable discrimination. "Is it more necessary," he demanded to know, "that a farmer should understand ethics and civics, German, astronomy, etc., than a merchant or a horse doctor? Is it necessary that a farmer should master the calculus and analytical geometry, which are two of the higher branches of mathematics?" This alleged conspiracy to subordinate the state's basic occupational interest in its own special College was depicted graphically by a cartoonist in the *Homestead*. A dehorned bull labelled "Agriculture" stood dejectedly in a corner of a field in front of the main hall awaiting the charge of long-horned cattle labeled "Civics," "Astronomy," "Calculus," "German," "Latin," and "Psychology." The caption voiced the moral protest, "Dehorned and cornered in his own pasture lot. This is 'Ethics' (?)."

The plan of the Board adopted at the November meeting to divide the station fund among half a dozen departments rather than to continue it according to the original plan as a separate and distinct establishment was held to be a scheme for promoting certain personal interests at the expense of the direct interest of the farmers for which the experimental work was undertaken. The meeting of the Stock Breeders' Association in December under the leadership of Henry Wallace and James Wilson adopted resolutions for a "distinctly agricultural and mechanical course in which no place will be found for purely academic and scientific subjects," the establishment of a dairy school, and an experiment station as a "distinct department directly for the benefit of farmers, incidentally of students."

The immediate concern of the protestors was to secure the "right" men for the presidency and the agricultural professorship. There was manifested at this time an extreme occupational and state consciousness. This was expressed in an open letter to the Board published in the December 12 issue of the *Homestead*. The College, the writer contended, should be

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strictly an Iowa farmers' institution, "managed by Iowa men—from the president down to the janitor—men whose every interest is in Iowa, and who are thoroughly imbued with the spirit of progress now extant in this state; men who have a greater interest in the institution than simply drawing their salary." Acting on this suggestion, several successful practical farmers with no particular academic training or competence in the basic sciences offered their services for the professorship either through friends or directly to the Board. Meanwhile, leaders in the farmers' organizations were planning for constructive and competent selections.

### NEW LEADERS CHOSEN

The choice centered on two individuals felt to be unusually well adapted to meet the critical turn at the College and to command general confidence in the state. The Reverend William M. Beardshear, then superintendent of the West Des Moines school district, was brought forward by his supporters, led by C. D. Boardmen, '74, and C. F. Saylor, '82, as a man of experience, adaptability, and personal appeal who would meet ideally the executive demands. For the agricultural work overtures were made to Henry Wallace, but he did not wish to leave his work in agricultural journalism and suggested James Wilson for the position. Shortly before the meeting of the Board Wallace and Wilson conferred. The latter agreed to accept the position if he were the unanimous choice. The endorsement of these key men by the leading organizations was then shrewdly arranged. Wallace insured this by cleverly drawing away the force of the opposition in the Alliance by purporting to oppose Wilson's selection.

The day before the Board meeting in Des Moines, January 8, 1891, the Alliance, The Dairymen's Association, The Improved Stock Breeders, and The Butter, Cheese, and Egg Association met and endorsed resolutions presented by an Alliance committee. The address emphasized the neglect of

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agriculture, which had reached the point where it could "no longer be fairly considered an important feature of the course." At the same time they found "the higher mathematics, ancient and modern languages, and other studies, which are at most permissive under the law, occupying the time and attention of the student to the almost entire exclusion of studies that by the same law are made one of the chief objects for which the college received its munificent endowment." They were convinced that "the agricultural interest of the State emphatically demands, in addition to the complete course of graduation, a two years' course and a three months' winter course, to which students shall be eligible without regard to age or education." In addition the dairy interest was demanding a special school.

But "of equal importance with the reconstruction of the course of study" was the selection of an "understanding and sympathetic president." The delegates were alarmed at the suggestion of the selection "of any officer of the college or any alumnus who has not been recognized in the past as thoroughly imbued with the farm spirit, or who has not earnestly protested in time past against the measures that have brought the department of agriculture of the College into its present deplorable condition." No man should be chosen who sympathized with the aim of certain of the alumni to use the funds granted for an industrial college to develop a general university. On the contrary, they believed that "an entirely new man should be chosen, one of well-known executive ability in the management of an educational institution and in entire harmony with the objects sought by the Farmers' Alliance in the appointment of this committee." Beardshear was endorsed as a candidate having these qualifications. If the recommendations of these representative bodies to recognize the curricula "by excluding all scientific and classical studies that are not absolutely necessary to the successful pursuit and highest attainment of a practical agricultural, mechanical,

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and business education, not only from the course but from all the courses, and make the college distinctly industrial and agricultural” according to the intent of the law, to establish a dairy school and to elect a suitable president were heeded, they were prepared further to ask the election of James Wilson as professor of agriculture. “If, however,” they concluded ominously, “the present course is to be retained and the present conditions at the College are to continue, we withdraw all recommendations.”

The following day these recommendations, in essentials, were enacted. A full agricultural curriculum was re-established with a two-year short course, and a dairy school. Beardshear and Wilson were unanimously elected. On the experiment station organization there was a compromise. The existing system was continued, and by a vote of five to four Director Spear was displaced by Wilson, who thus headed the experimental as well as the teaching work.

While thus recognizing in the main this mandate from the organized farmers, the Board issued a reply to the Alliance communication—prepared by a committee representing both alleged factions—in which they sought to correct certain misapprehensions. The Board had not known of the change in the agricultural course until too late to alter it before it was embodied in the catalogue. The allegation that the agricultural work had hitherto been a failure was disproved by the number and standing of graduates in the profession. Any alarm over the selection of an alumnus to head the institution was removed by the action now taken. But the Board took this opportunity to make clear “that Professor E. W. Stanton whose name was mentioned for the place but who was never a candidate for the position has been a warm and faithful friend of the College, always ready to uphold and defend and has uniformly advocated the distinctively agricultural features of the College.” Any implied reflection on the Professor would thus be most unjust to “one of the ablest and best friends of the

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College and Agricultural Education that Iowa has ever had . . .” Furthermore, the alumni on the faculty and Board had “been among the strongest advocates of a distinctively Agricultural course in the College.”

On the matter of the experiment station, after an examination of the organization in the various states, the Board was convinced that their plan of combining teaching and research was the most practicable, and they urged that final judgment be withheld until the plan was considered more fully.

Whatever the immediate influences in effecting the change of policy and of leadership, it unquestionably reflected the prevailing sentiment of the state regarding the College's work. The action marked a turning point in the relations internal and external. It came in a period of transition in the land-grant college movement resulting from the research impetus given by the experiment stations, the increased endowment of the second Morrill Act, and the standardizing influence of the Association of Agricultural Colleges and Experiment Stations. The new leadership was worthy of the opportunity of this transitional era.

### BEARDSHEAR'S CAREER AND PERSONALITY

William Miller Beardshear well exemplified the spirit of western utilitarian idealism. His tireless, driving energy was directed to the realization of his ideals. This showed itself early when as a lad of fourteen—large for his age—he left his Ohio farm home to enlist in the Union army. On his return from the war he attended Otterbein University to prepare for the ministry and supplemented this course by two years in the Yale Divinity School. After service in the ministry of the United Brethren Church he was called in 1881 to the presidency of Western College, at Toledo, Iowa. Through his able and energetic leadership he was enabled to win support which brought this small college to relative prosperity. He soon became known for his appeal in public address, and had

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been one of the most popular preachers at the Agricultural College chapel. In 1889 he had come to Des Moines to head the West side school district. Thus, for his personal characteristics and demonstrated leadership he was sought as the man most likely to reconcile differences within the College and to gain favor and support without. Only forty at the time of his election, he was at the full height of his dynamic power and nervous energy. He was impressive in appearance and manner, tall, broad shouldered, with black hair and beard and piercing eyes. He was an adaptable speaker with a powerful voice, and his whole presence radiated vitality and energy. With a pioneer practicality he combined a pioneer idealism—expressed in a sincere love of nature and in a broad, unaffected humanitarianism. He had long been a student of Burns, and during his connection with the College became a Whitman devotee. He had a sincerity that brought conviction and a straightforward manner of expression, often in racy and colloquial phrase, that aroused and held the interest of his audiences and the readers of his reports. Behind his rugged simplicity was evidence of determination and latent power which gave assurance that the College had a leader with whom it could go forward.

### THE “OLD QUESTION”

The basic problem that confronted the new administration in this transitional era was really the one that had existed from the beginning, that of establishing the College in the state educational system by an adjustment of the place and emphasis of the technical and general studies. The veteran educator, Leonard F. Parker, in concluding his sketch of higher education in Iowa for the Bureau of Education in 1891 observed, “The elements of the old question ‘Shall the agricultural college aim to prepare pupils for citizenship as well as for business?’ still remain.” Upon the answering of this persisting question, then as always, internal harmony and

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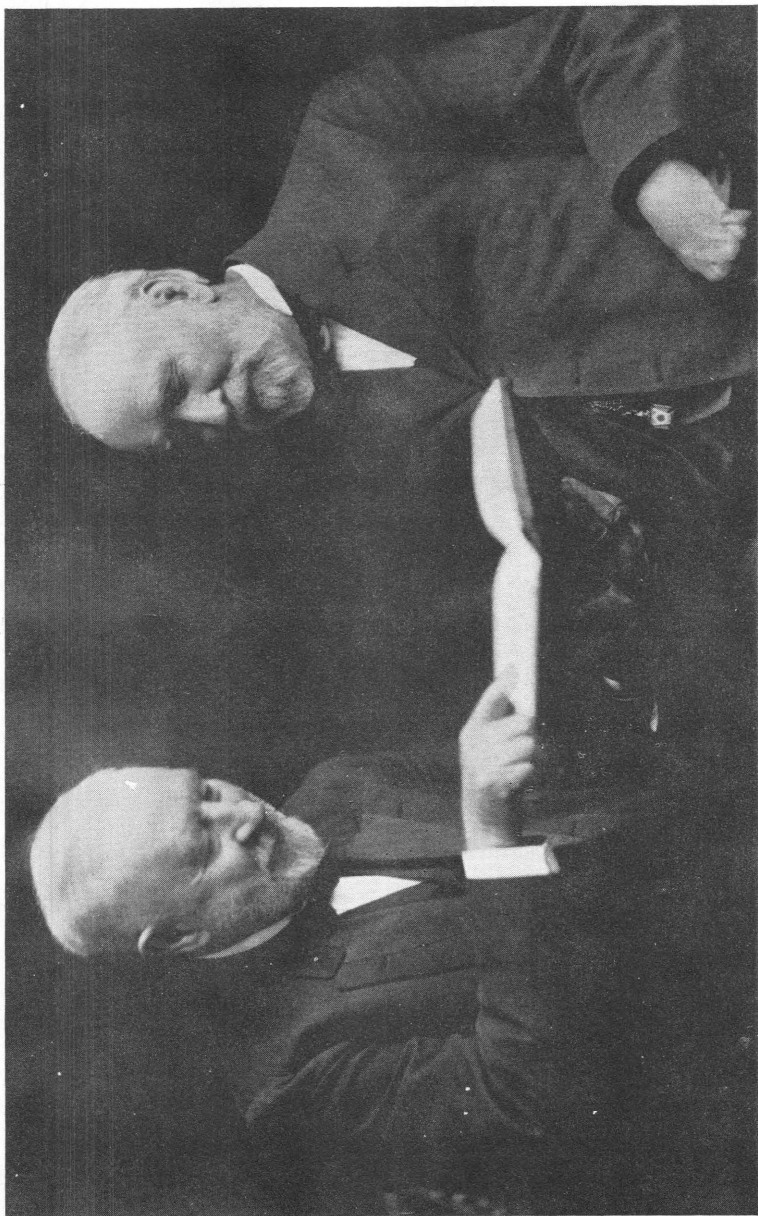
progress and state-wide confidence and support depended. The immediate need was to reassure and conciliate the farmers. In direct recognition of this major interest a man had been chosen equal to the president himself in strength of personality, vigor of purpose, and prominence in public service.

### TAMA JIM

James Wilson—"Tama Jim" as he was popularly known to distinguish him from James F., or "Jefferson Jim," who had opposed the College bill in the 'fifties, and from James H., or "Prairie Jim," who was a College trustee from 1902 to 1909—was a Scotchman who, with limited educational opportunities, had combined with unusual success agricultural and political leadership. He had been influential in farm organizations, a contributor to agricultural papers, and had served in the General Assembly, on the state railroad commission, and in Congress. Hitherto he had been a vigorous critic of the college program and had been one of the most pronounced advocates of a practical, vocational organization and emphasis. Now he had the unenviable task of reorganizing the instruction and directing the experimental program in a way to meet the desires of the occupational groups and the approval of educators and scientists. That he would at all times be zealous for the farmers' interests, as he understood them, there could be no doubt.

### NEW AGRICULTURAL PROGRAM

Efforts at appeasement in a reorganized and popularized program had been started by acting-President Stanton, and in his first report Beardshear could give the sweeping assurance that with one of the very best agricultural courses in the country, non-collegiate and short courses, and the special dairy school, the College was "now ready to supply every need in imparting agricultural education to the farming indus-



HENRY WALLACE

JAMES WILSON



ALBERT B. STORMS



WILLIAM M. BEARDSHEAR

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try of Iowa." Special groups of producers were recognized in the establishment of new departments of dairying, animal husbandry, and farm crops. The station was organized with a combination of special research workers and the part-time service of the teaching force, with the aim of getting the best results of both systems of recruitment.

Unhappily the new agricultural program was disturbed by dissensions and controversies that were symptomatic of professional and scientific rivalries and jealousies of the period. With the rise of the modern creamery system, the dairy interest was especially active. Henry C. Wallace, the son of the veteran journalist, was made assistant professor of dairying in 1892—the same year that he completed the work for his degree, after five years of practical farming between his under and upper class study. Shortly afterward Professor Wallace, his brother John P. Wallace, and Professor Curtiss secured control of a small agricultural paper at Cedar Rapids, which they brought to Ames and rechristened the *Farm and Dairy*, planning to make it primarily a dairy paper with special attention to the work at the College. Under such auspices the paper proved an organ of controversy. In May, 1894, the paper brought charges to the Board against the station chemist, G. E. Patrick, alleging that certain of his findings on dairy investigations were unsound and unfair. At the same time the state dairy commissioner charged Professor Henry C. Wallace of plagiarism in neglecting in a station bulletin to give due credit for the findings of other investigations. The Board found both sets of charges wholly without warrant or justification; but because of the unfortunate effect of the rivalry upon the public attitude toward the research program, Patrick, Wallace, D. A. Kent, an assistant professor of agriculture, and F. A. Leighton, an instructor in dairying, were requested to present their resignations to take effect at the end of the year. Professor Curtiss was ordered to sever his connection with *Farm and Dairy*. The paper was reorganized

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the following year as *Wallace's Farmer* under the editorship of Henry Wallace, who had just withdrawn from the *Homestead* after bitter disagreement with the publisher over editorial policies.

In 1896 Curtiss, whose reputation as a livestock authority was growing steadily and whose organizing capacity was being felt, was promoted to a professorship of animal husbandry and made assistant director of the station. The following year, Wilson became secretary of agriculture, with the understanding that Curtiss would be made his successor as head of the department and station. Wilson was given an indefinite leave of absence and kept a nominal connection with the staff and a real one with college policies throughout his four-term service at Washington.

### FACULTY REORGANIZATION

The other main technical fields, engineering, veterinary science, and to some degree domestic economy, through subject specialization and modernized equipment, were coming to coordinate and stabilized positions. Both in the technical and general departments the administration was marked by unusually strong appointments.

Beardshear's administrative genius showed nowhere to better advantage than in making appointments—where he was free to do so unrestricted. Not a specialist in any particular field, he had the breadth of view to appreciate all fields of learning and the social vision to sense their applications. His ability to judge people made for sound selections, and his enthusiasm and appreciation won loyalty and cooperation. Modern leadership and direction came to engineering at the beginning of his term with the selection of G. W. Bissell and W. H. Meeker in mechanical engineering, Anson Marston in civil engineering, W. S. Franklin and L. B. Spinney, '91, in physics and electrical engineering, and S. W. Beyer, '89, in geology and mining engineering. The agricultural work

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was strengthened by J. B. Weems in agricultural chemistry, G. L. McKay in dairying, and P. G. Holden in agronomy. Veterinary science was developed in teaching and research by J. J. Repp, J. H. McNeil, and W. B. Niles. In the general science field, H. E. Summers in zoology, A. B. Noble in English, and O. H. Cessna, '72, in history and psychology were notable appointees. No less vision was shown in the selection and encouragement of certain young instructors, a number of them alumni, who were destined to give the institution life-long service—Maria M. Roberts, '90, E. A. Pattengill, '97, Annie Fleming, '94, and Julia Colpitts in mathematics; A. T. Erwin, '02, in horticulture; J. E. Guthrie in zoology; and W. H. Stevenson, '05, in soils.

There were certain unfortunate conditions of appointment and tenure that, belonging to the time and system, were beyond the President's control. The main cultural chair involved such a case. In 1894, ex-President Chamberlain was able to realize a long-standing aim in securing a call for Barrows to the Ohio State University. Among the applicants for the vacant chair of English and history, the venerable Dr. Wynn had sufficient influence with alumni board members to be recalled to his old position. To many this seemed an act of belated justice, and the veteran professor was cordially received, but his later years were disappointing. He was past his prime, and though for a few students he had something of his old appeal, for most his lectures tended to be rambling and discursive; the vein of sentimentality that he had drawn upon effectively in earlier days now flowed unrestrained. In 1899 the chair was divided. Professor Alvin B. Noble, a graduate of the State University who had had outstanding success in teaching English at the Michigan Agricultural College, was selected for the work in English, and Wynn continued for a short time as professor of history. With the election in 1900 of Orange H. Cessna, '72, to a new chair of history and psychology Wynn was dropped, and he retired

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to the Pacific Coast with a feeling of deep bitterness for the administration and certain colleagues of the institution that he had served so long and faithfully. Beardshear declared in private that the episode was one of the most distressing in his career. A regular provision, even though modest, for honorable retirement, should have prevented this and similar cases of embarrassment and unhappiness. Factional groups and interests in certain departments—mostly in agriculture and veterinary science—influenced appointments that, however competent the appointees, were to have a disturbing and unsettling influence and at times bring serious criticism upon the work and policies of the College.

Another influence militating in some cases against the freest selection, fairest advancement, and securest tenure of staff members was that of nepotism. The legislative investigating committee of 1898, "found that members of the families, or near relatives, of four members of the Board were employed at the College. This was unusual, for inquiry at other Iowa institutions developed that a like condition did not exist. We are satisfied that the trustees secured their relatives the places on the payroll, and it is probable that such parties render value for the compensation paid. This practice, however, cannot be commended. It exposes the Board to a distrust and criticism that works no good to the College. It can readily be seen how a member of the Board who has a relative on the payroll, will sustain such relations to the management as will prevent that just and ready criticism, that disinterestedness and impartial inquiry into the affairs of the College which the state has a right to expect from the Board of Trustees." This abuse which President James of Illinois held to be "of all the forms of illegitimate influence in the working of a great university, the most subtle, the most disintegrating, the most corrupting" was one with which all land-grant colleges had to contend and was a reflection of a political governing body some members of which sought to bring educational

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appointments within the range of the spoils system. That abuses were not more frequent speaks well for the majority of the trustees, the administration, and the opinion of the constituency. Hopeful signs were a lessened employment of relatives of college officials and leading professors as compared with the practice of the early days and a checking of the tendency toward unbalanced "inbreeding" of graduates on the college staff.

### DUPLICATION ISSUE APPEARS

With the rise of the main technical fields to a dominant position, the adjustment of the general subjects—hitherto rather unsystematically developed—both as supporting and service studies for the technical lines and as fields of training in themselves, remained to be made. An appraisal of subjects, courses, and degrees was stimulated by the appearance of the modern agitation over duplications and jurisdictional encroachment among the three state institutions. The investigating committee of 1898 found no material duplications between the State College and the University and gave assurance that there was no rivalry or friction between them. But to insure against misunderstanding and needless expenditure, the committee renewed a suggestion "frequently made" that "some board or committee should be created for the purpose of arriving in an impartial manner between the agricultural college and the State University, so like chairs for like purposes shall not be maintained at both places, unless the instruction at one institution is inadequate for the demands upon it. This seems to be a practical suggestion made, we confess, from a pecuniary standpoint."

Attitudes toward duplication altered with the changed emphasis or specialization of the different institutions. Governor Jackson in 1896 and Governor Drake in 1898 recommended a chair of pedagogy at the State College, but Governor Shaw favored having all teacher training in a group of normal

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schools. His views on the subject of duplication in higher education in general were stated with characteristic incisiveness in his message in 1900: "I doubt the wisdom of duplicating unnecessarily the departments of our three great educational institutions. They should be in no sense rivals. The university should not be a school of poly-technics, but in fact a university. The normal schools, assuming we must have more than one, should not be colleges of liberal arts, and neither the University nor the College of Agriculture and Mechanic Arts has place or room for chairs of pedagogy. Let the special field of each be kept distinct, and each perfected by special appropriations. Then all shall know where the object of their quest can be obtained, and the state will be able to furnish as good as the market affords." As a general proposition, the Governor's statement was incontrovertible—the whole issue concerned the determining of the "special field of each" and deciding what was necessary for its adequate development.

Beardshear sensed both the dangers of rivalry in the general subject field—even when clearly "within the law"—and the opportunity that the new professional technological consciousness afforded. In his report for 1898-99 he gave assurance that there was no disposition to take advantage of the permission in the federal act to include "so-called liberal studies," but rather it was the "purpose and ambition of the college to build up a great technological institution, such as will be a credit to the state, an inspiration to all industries, and an honor to the nation" In the same report he explained that the course in letters and philosophy was restricted to the women students "to avoid conflict of interest with any other state institution." The change of the designation of the general division from "Science and Philosophy" to "Science as Related to Industries" was made directly to provide an adequate general training that was clearly within the recognized aim of the land-grant college. These courses were planned "to lay a broad foundation in scientific facts and principles

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in order to fit the graduate to fill his place in the affairs of the world. There can be no better preparation for the duties of life, and for citizenship than the knowledge and mental training given by a genuine study of the sciences." The efforts of the literary departments in these years to show their practical benefits in facilitating expression and personality development were in line with the prevailing emphasis.

### DIVISIONAL ADMINISTRATION STARTED

The growth of specialization and professional status in the main technical fields and the systematizing of the general subjects and their coordination with the technical called for more elaborate administrative organization. In the catalogue of 1898-99, four divisional groupings were made—agriculture, veterinary science, engineering, and science and philosophy, which included the general sciences, literature, domestic economy, military science, music, and the library. The original grouping was curricular rather than governmental; the only deans listed were Wilson for agriculture, on leave, and Stalker for veterinary science. For 1901-02 the only official head of a division was the president, who was listed as "acting dean" of veterinary science. In 1899, as noted, the general division was rechristened "Science as Related to the Industries," which was generally abbreviated to "Division of Science." In the course for women, which included required work in domestic economy throughout the four years, the degree of bachelor of letters was dropped after 1898, and that of bachelor of philosophy was conferred from 1899 to 1901. From 1902 the bachelor of science was conferred on both men and women in the division. The expansion of the domestic economy to degree status a few years later removed the demand for the special women's course.

### NAME AND CALENDAR MODERNIZED

Elaborating of curricula and systematizing of organization led to the broadening of the college name to indicate the more

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complete program and the more extended state relations. In this as in other land-grant colleges there had long been growing protest against a designation, which, perpetuating the original interest, emphasized but one of the major lines of work. As early as 1879 a student contributor to the *Aurora* held that the name agricultural college was a "misnomer" and recommended the designation used by the Bureau of Education, "National school of science," as most comprehensive and expressive. The editor commented that if this article could be read by all the people of the state many erroneous views about the College might be corrected. However desirable a broader and more expressive name, in view of the College's origin a national designation would not have found favor at that time and would have seemed increasingly inappropriate and objectionable with the growth of state support. In his report for 1880-81 President Welch called attention to an increasing "public protest" against the restricted name, on the ground that the congressional act designated "two great series of industries." The name, it was felt, was creating an incorrect impression as to the scope of the College. Welch, while paying tribute to the dominance of the agricultural interest of the state, suggested as the most appropriate designation "Industrial." In June, 1882, the faculty recommended to the Board that in the next catalogue the name be changed to "Iowa State College of Agriculture and Mechanic Arts." The alteration was not made until the catalogue of 1886, and it was not until a decade later in the report for 1896-97 that the new name was officially adopted by the Board. Chamberlain had used the A. and M. designation in his first report, and in his second urged that the existing title was inadequate and misleading and not in harmony with the College's objectives as stated in the act of 1884. In his report for 1890-91, C. W. Scribner, the ambitious young professor of mechanical engineering, sought to set the record straight and give proper standing to his work by point-

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ing out that "our school is essentially the Iowa State College of Agriculture and Mechanic Arts, the last part of this title being recognized as equally important with the agriculture."

The legislature made the alteration in a routine manner. The appropriation act of 1896 was to the "Iowa State Agricultural College," that of 1898 to the "State College of Agriculture and Mechanic Arts." The code of 1897 gave the new title to its chapter but the old to the page heading. Certain agricultural papers and leaders viewed the modernization with disfavor, especially when the name was contracted to "State College," as tending to a lack of proper recognition of the great interest. In practice the designations were varied. In student intercollegiate contests as well as in general journalistic parlance it was most frequently "Ames." The possibilities of descriptive terms were indicated by a history of Story County published in 1890 by an alumnus and with the chapter on the College written by Professor J. C. Hainer, in which references were made to the "Industrial College," the "Iowa Agricultural College," and the "Iowa State Agricultural College." There remained the further confusion of the designations, the University of Iowa, the Iowa State College, and Iowa College. The final official sanction was given to the college name, motto, and insignia by the adoption by the Board on June 16, 1898, of the official seal with the inscription "Iowa State College of Agriculture and the Mechanic Arts—Science with Practice."

A further modernization was in the change of the college year. The passing of the old manual labor requirement and of the primitive housing conditions that had made the winter vacation expedient, along with the general practice of June commencements, made the old schedule out of date. Iowa was said to be the last of the land-grant colleges to make the change. In 1898 the legislature changed the end of the fiscal year from November to June 30, and the adjustment of the teaching year was soon to be brought in line. Upon faculty

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recommendation the Board decreed that the 1900-01 year should begin on September 1 with commencements in November and June. From 1901 the regular commencements were in June, in accord with the general practice.

Indications of growing collegiate consciousness were the adoption in 1891 of college colors, silver, gold, and black, which proving too abundant and contrasting, were changed in 1899 to the permanent cardinal and gold, and an official "yell" which was subject to periodical revision. The President's suggestion to the music club that songs should be written reflecting the spirit and customs of the College was well received but apparently called forth no inspired production worthy of permanent adoption. The feeling of need for such expressions was an outgrowth of the beginnings of modern student activities.

### RISE OF INTERCOLLEGIATE ATHLETICS

Iowa State's participation in intercollegiate athletics dates from the awakening nineties. As confidently reported in the '95 *Bomb*, "the spirit of progress, which has characterized the college as a whole, has made itself manifest equally in athletics as in other lines." With the passing of the manual labor regimen and the practical occupational zeal that had maintained it, and with the increasing preparatory "school spirit" of the entering classes, the rise of organized college sports in the East, and the growth of intercollegiate relations and rivalries at all points of contact, a competitive athletic consciousness was aroused. Student enthusiasm for organization found another outlet in athletic associations general and special; the complete student initiative in early sport activity gave full opportunity for budding, promotive talent and leadership.

A preliminary organization was started in 1889, and the next year the College sent six representatives to a state field day. Definite participation dates from 1891 when a track

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association was formed to conduct the home field days and to select representatives for the state meets. The initial organization was followed during the next two years by those for baseball, football, and tennis. To unify and systematize the effort a consolidation was effected in 1894. Representatives of the different organizations drew up a constitution for a Union Athletic Association which was ratified by a student mass meeting on April 25. This organization, student controlled—with four student representatives, two from the faculty, and two from the town—directed the athletic program until replaced by the Athletic Council in 1899. The Council was composed of one student representative from each class, four faculty representatives, two alumni, two Ames business men, and the president and graduate manager as members ex officio. This composition secured in effect a faculty controlled governing body. The award of the "A," the early athletic insignia, was one of the duties of the Council.

Baseball here, as in other colleges, was the pioneer competitive sport. Played informally from the first years, the national game was given regular status in 1892. That spring the Iowa Inter-Collegiate Base Ball Association was formed. The charter members were Drake University, Iowa College at Grinnell, the Iowa Agricultural College, and the State University of Iowa. Cornell College joined the next year. A silver bat trophy was awarded to the team winning it three years in succession. The Agricultural College made an auspicious beginning with a championship team the first year. Vincent Zmunt as pitcher and Ira C. Brownlie at second base were far above the prevailing standard of college players. Zmunt struck out nineteen batters in one game, and his batting average for the season was .439; Brownlie was a close runner-up with .422. Zmunt was a senior, and his like was not seen again for some years. After his collegiate career as athlete and student leader he became a successful lawyer and

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served the college as a trustee. Brownlie's contribution to I.S.C. athletics was even greater in his relation to the beginning of football.

That dominant college game had been played on the campus informally from the late seventies, but the first competitive team under the Rugby system was organized in 1892 without benefit of expert training and coaching. Brownlie, who had played the game at Eureka College, was the moving spirit, serving as captain and providing such coaching as his experience suggested and as his team mates would tolerate. Evidently in spite of growing enthusiasm for the new game there was a reluctance on the part of the "squad" to engage in regular training. The *Student* reported in August that they had an "association, plenty of ground, two foot balls and a hundred dollars—in fact everything but players," and some weeks later there was complaint that the team was not willing to devote adequate time and effort to the regular practice.

The first recorded game was with State Center; it was played just south of the present Campanile and resulted in a 6 to 6 tie. An 8 to 0 victory over the Des Moines Y. M. C. A. was heartening. The next season Brownlie was absent until late in the fall, and the military trip to the Columbian Exposition disrupted athletics no less than class schedules. In 1894 the first professional coach was secured—W. P. Finney, who had starred both at Purdue and Chicago. He was able to introduce something of the varsity technique of the game in preparation for "fast company" participation.

The year 1895 is a doubled starred one in the annals of Iowa State athletics. That season marked the first of five in which a great master of the game, Glenn S. ("Pop") Warner, late captain of the Cornell University team and just entering upon his famed coaching career, came to Ames for a month or six weeks before beginning his regular duties at eastern universities, (Georgia and Cornell in this period). This season marked a full hard schedule with some of the leading teams

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of the Middle West. The showing was a credit to the early season drilling of the inspiring young mentor. The achievement that more than any other put the College on the athletic map was the defeat of Northwestern on September 28 by a score of 36 to 0. A phrase used in the *Chicago Tribune's* story of the game contributed the popular designation of the college teams—the “Cyclones.” According to the *Tribune's* sports writer, “Northwestern might as well have tried to play football with an Iowa cyclone as with the Iowa team it met yesterday. At the end of fifty minutes’ play the big husky farmers from Iowa’s Agricultural College had rolled up 36 points, while the 15 yard line was the nearest Northwestern got to Iowa’s goal.” The remainder of the season was not all so glorious, as the Ames cyclone was halted both by the Badger and the Gopher attacks, but these reverses were more than offset by the defeat of their own state university by a score of 24 to 0 in the final game. During Warner’s first two years Captains Brownlie and Burt German continued the training according to his directions, and in the last three the coaching was continued by J. H. Meyers, ’95, a young attorney, who left brief-drawing for gridiron strategy.

When Warner went to Carlisle in 1900 his connection with Iowa State ceased, and for the next two years under temporary coaches football slumped badly. After the recognition that the institution had received in the sport columns the descent to mediocrity was most unpleasant to the student and alumni backers. Both the alumni on the council and the president were favorable to securing Warner for a full-time position, and he indicated a willingness to make the connection—beginning with the season of 1902—even at considerable financial sacrifice, since he had “always liked Ames and the boys there” and was confident that he could bring the College “to the front in athletics.” There was no doubt in his mind that “athletics do more than anything else for a college,” and the Board, he felt, should consequently be willing to pay a reason-

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able salary for a competent director. But apparently the required sum, modest as it seems today, could not be secured at this time. "Pop" Warner's services at this time would undoubtedly have hastened the coming of age of the College's athletics, and as it was he made a distinct contribution to their formative establishment. On several occasions during the next decade, Warner advised President Beardshear and the athletic council regarding the filling of coaching positions.

### ATHLETIC PROBLEMS

With the emergence of modern competitive athletics there appeared the attendant problems of equipment, support, and standards of participation. In 1893 the Board set aside a tract of twelve acres west of Morrill Hall for an athletic field and appropriated \$200 for its development. Pioneering Cyclones had their training quarters in a basement room equipped with an iron tank supplied from a cold water hydrant. Playing equipment was bought on credit from sympathetic merchants. Funds to meet obligations were secured from gate receipts—often scanty, individual subscriptions, donations, and the returns from lectures and entertainments devoted to this cause. With such precarious sources of income the association was insolvent when the Council took over the management in 1899. The chief financial innovation of this body was the selling of season tickets.

Standards of eligibility among colleges generally in the nineties were uncertain and inconsistent and, such as they were, they were honored mainly in the breach. The line between professional and amateur was inadequately determined in theory and generally disregarded in practice. College teams scheduled games indiscriminately with rival institutions, town organizations, and "athletic clubs" of professional or semi-professional players. Hired players were freely imported to strengthen teams, and students from one college joined with the team of a neighbor institution on a

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barn-storming trip. In certain cases, especially in games with professionals, the coach himself would play a key position. At the beginning of the famous 1895 season Warner took part in a game with a Butte, Montana, team of professionals which involved a general fight and the withdrawal of the Ames contingent from the field of battle in protest against alleged openly violated rules. In a neighboring state college as late as 1901 the coach played on the eleven against opposing college teams that were held to be strengthened by imported players. The standards of umpiring were often lacking in competence and reliability; too many officials were incompetent, timid, or venally partial. At the same time, the rules were not clearly defined, and wide latitude was left for discretion. Disputed decisions, player encounters, and spectator interference were frequent; a certain number of protested and forfeited games was expected each season.

The latitude of the nominal regulations indicated a recognition of the impossibility of attaining to a sound amateur status. The rules of the Iowa Inter-Collegiate Baseball Association of 1892 provided that players should be limited to five years of participation, be bona fide students of the college that they represented carrying at least ten hours of classwork, and if challenged present an affidavit endorsed by three members of their faculty. National league rules were to govern, and in case of dispute each side should present its argument in writing to the New York *Clipper*, whose decision would be final.

The I. A. C. faculty, greatly concerned at the notorious abuses of the early years of intercollegiate sport, made a commendable effort to "clean up" the situation. Their resolutions of March 15, 1894, after deploring the prevalence of professionalism of the past season among the colleges of the state, including their own, and expressing their deep interest in the College's "athletic achievements," suggested specific reforms to take effect the coming fall: participation to be restricted to

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enrolled students carrying fifteen hours whose record for the past term was "creditable" and who had a health certificate from the college physician. To administer these regulations, standing faculty committees were recommended. The resolutions were sent to the State University, Cornell College, Iowa College, and Drake University, and all the administrations expressed a cordial desire to cooperate. But the effective realization of even such reasonable and moderate requirements awaited the growth of a saner and more salutary public attitude toward college sport and an acceptance of a full institutional responsibility and obligation for athletics as a regular part of the collegiate program.

The faculty generally was sympathetic to competitive athletics. Beardshear manifested his characteristic ebullience as a rooter, and Stanton at home games and on trips with the teams showed the elation or depression of a freshman at the outcome of a game. Barrows served as the first president of the track association, and Stalker and General Lincoln contributed the returns from public lectures to the support of the general athletic fund. The most active promoter of athletics on the staff both in early and later years was Professor Samuel W. Beyer, '89. He was a faculty representative on the Union Athletic Association, a member of the committee of 1898 that drafted the constitution for the new council, and chairman of the games committee until 1903, when he became general manager of athletics.

### SPORTS FOR ALL

Both faculty and student organizations placed great emphasis upon general participation in some branch of sport by both men and women. The variety of games, the graduation of competition provided by the home field meets, and class and "Y" contests provided an activity that anticipated the modern intramural program. Degrees of hardiness as well as talent were recognized if not always appropriately. In

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March, 1893, a new sport was welcomed to the campus with great understatement: "Our Y.M.C.A. is about to introduce the game of basket ball among the sports of the campus. For the many who do not indulge in football because of the roughness and danger of the game this will be just the substitute wanted."

Certainly not because of its proved gentleness, this game became a favorite in women's interclass competition. In 1897 the *Student* felt "assured that our Basket Ball Girls could win a game from any team in the state" and hoped they would soon "issue a challenge to some sister college." From the start the *Student* was a champion of girls' athletics and gymnastics, especially when at the turn of the century the paper came under aggressive female editorship.

### PHYSICAL TRAINING

Gymnastics, as the training was understood, was given all the attention that the limited facilities and equipment permitted. "Physical culture" was made compulsory for freshmen in 1891, and a few years later the college physician, Dr. Smith, gave physical examinations using a scale of measurements developed at Yale. General Lincoln seems to have conducted the classes in gymnastics as early as 1894; an instructor in physical culture for women was secured in 1898; and two years later C. E. Woodruff held the position of "director of physical culture and instructor in Latin." Both of these positions, however, were temporary and indicated a premature plan.

The main handicap to a physical education program both in athletics and gymnastics was a suitable plant. Basement rooms in the Main or Morrill halls were little removed from the improvisations of the country school and the village sand lot. A real gymnasium was on the standing agenda of the *Student*, and the President was fully agreed as to the need. In his report for 1894-95 he observed that the new play field had

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“added greatly to the spirit of our athletics and a maturer physical manhood and womanhood,” and in his askings for 1900-01 he included an appeal for a gymnasium. The burning of the main building and other emergency demands delayed this essential addition for over a decade, but with all the limitations of plant and inadequacy of staff, the sure beginnings of this essential branch of modern education were made.

### MILITARY TRAINING MOTIVATED

Captain Lincoln was able to direct some of this zeal for organization to his department, combining with the instructional aspects the interests of an “activity.” Sham battles had the excitement and thrill of a football contest. Demonstrational maneuvers of both men and women companies at state fairs and other gatherings provided pleasing excursions. The high point in the exhibitional events of the department was the trip to the Columbian Exposition at Chicago in 1893 for special demonstrations by both the men’s and the women’s battalions. The trip was made by a special train appropriately decorated. The President, several members of the faculty, and townspeople accompanied the students. The trip was rather disrupting to the regular program but none the less appealing to the students and to their sympathetic president.

### MULTIPLYING STUDENT ORGANIZATIONS

Organizations multiplied in the nineties. The literary societies increased to seven. There were also lecture, oratorical, musical, and athletic associations, as well as the divisional and departmental clubs. The reorganized separate Y’s flourished. Inspirational meetings were addressed by leaders like John R. Mott, delegates were sent to Lake Geneva, and a membership was attained that topped the colleges of the state. In 1898 John C. Prall, who combined with an inspiring leadership an

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outstanding athletic record at Stanford and the University of Iowa, was chosen as the first full time secretary. So real was the enthusiasm for the work on and off the campus that during Beardshear's last year a definite movement was launched for a Y-Alumni building.

Forensic contests, oratorical and argumentative, were at the height of their interest. The lecture association, of which the future philosopher, William E. Hocking, was vice-president in 1895, provided as distinguished and varied talent in the years from 1894 to 1902, as Dr. Frank W. Gunsalus, Henry Watterson, Albion Tourgee, John J. Ingalls, Richard T. Ely, Booker Washington, Ben Tillman, and Elbert Hubbard. The modern practice of an outside commencement speaker brought to the campus such distinguished university presidents as Northrop, of Minnesota; Draper, of Illinois; Harper, of Chicago; and Jesse, of Missouri.

## MODERN STUDENT PUBLICATIONS

To report more adequately these varied activities and interests and to give fuller outlet for student opinion, new publications were launched. In the spring of 1890 a resourceful group led by F. E. Davidson started a student news sheet known as the *Clipper* on their own initiative, without official support or sanction. This proved the forerunner of the I.A.C. and I.S.C. *Student*, which was issued with formal recognition on August 7, 1890. The paper was usually a weekly, though in the hard times of the nineties it was forced to semi-monthly publication. Athletic and other student activities were now reported with modern style and emphasis. The sedate, literary *Aurora* continued into 1891. When confronted with the tastes and emphasis of a new age it suspended. The paper had rendered a useful and praiseworthy purpose and in general had remained serious and dignified. The rare files constitute an indispensable source for student and faculty ideas and opinions in the College's pioneer period.

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
After several years of agitation the resourceful class of '94 brought out a college annual in the fall of 1893 with the disturbingly suggestive title, the *Bomb*. In originality, information, and artistic embellishment the early issues compared favorably with the college yearbooks of the period. Among the members of the staff of the initial annual were such well-known alumni as William H. Gemmill, C. G. Lee, and Charles D. Reed. The President, who read all the copy, was a tolerant censor, particularly in passing the cartoons of Robert S. Beecher, which caricatured faculty eccentricities and mannerisms with the frankness of the later Sunday supplement. Even "Prexy," as "Father Jonathan," appeared in overalls and smoking a clay pipe. With candor and understanding, he appraised the effort of the class of '95 as a compendium of "something of the wit, a portion of the sense, a modicum of nonsense, somewhat of the beautiful, a little of the ugly, all commended with the standard literature, biography and criticism of our college life." The annual, like the official paper, was subsidized modestly by the Board. The class of '97, with unusual initiative and enterprise, instead of the usual yearbook, prepared a volume of "History and Reminiscences of I.A.C.." This compilation, containing a chronological yearly record, recollections of alumni, sketches of the professors, histories of the departments—usually by the ranking professor, and an account of student organizations and activities, provides a convenient and at some points indispensable source of facts and contemporary point of view.

Divisional interest and consciousness were reflected in the founding of permanent technical journals. The I.A.C. *Engineer*, sponsored by the Society of Engineers in 1894 as a semi-annual publication, suspended with the two numbers of the first year. The articles, written mainly by staff members and alumni, were rather too advanced for student appeal. The *Iowa Engineer* was started in 1901 as a quarterly student publication. The next year the agricultural students made their

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second and permanent venture into journalism in the *Iowa Agriculturist*. All of these varied activities were evidences and manifestations of a unified college program—the students' contribution to the new State College. The '95 *Bomb* in emphasizing current student achievements gave expression to this college point of view. While the legislature, the trustees, and the faculty had been doing their several parts for the cause, the students, the editor reminded, had not been backward. One strong athletic association had been formed in the place of a number of weak ones; grounds were laid out and regular and systematic practice conducted. The work of the literary societies had been invigorated by a new society, a debating league, and a marked improvement in the standard of the programs. The *I. A. C. Student* had taken rank among the best undergraduate periodicals.

### THE NEW COLLEGE SPIRIT

This expansion in activities and organizations, though due in part to general modernizing conditions and the influence of growing academic contacts, was none the less a reflection of the new spirit which the President was arousing in the student body. After the years of internal dissension and outside attack, with governing policies alternating from anarchistic indecision to dictatorial regimentation, a strong, understanding leadership was heartily welcomed. The students showed unfeigned pride in a chief who was full master of the situation. The *Aurora* ran his picture as frontispiece for two successive issues, and the *Student* accorded it similar place of honor no less than five times in the first volume. In September, 1891, the *Aurora* gave succinct expression of campus opinion: "In the history of the College 1891 will stand at the head of a page which will bear every imprint of a successful year, probably the most successful. . . . One has but to be present to feel this thrill of life which has come to stay at the I. A. C." 

The removal of the old paternalistic restraints was wholly

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in line with the modern temper. The *Student* "looking backward" in 1894 could refer with condescension to the primitive and naive paternalism of the earlier days. The growth of enrollment which led to the abolition of the college boarding system and to outside rooming for men necessitated a marked departure from the old control, but the positive emphasis upon student freedom and responsibility was appreciated. The off-campus ban was lifted, dancing was allowed, class parties—properly chaperoned—in and out of town were permitted, chapel attendance was made voluntary. The inquisitorial judiciary committee was abolished.

The President's understanding of youthful psychology, his sympathy with student exuberance—within appropriate bounds—and his natural, unaffected friendliness went far to meet the disciplinary situations in a period of transition. To the average student his straightforward, earnest appeals made real impressions. His "special chapels," whether occasions of institutional jubilation or seasons of stern heart-searching for untoward conduct, were events in a student's career to be remembered. He could be effectively dramatic both in impassioned appeal and in studied restraint. After a destructive escapade during his absence on a crucial legislative session, his reading of the "Fool's Prayer" to an expectant student assembly was far more effective than heated denunciations or elaborate espionage.

Beardshear's rare ability to remember names and his unassumed interest in individuals, their families, and their home towns made loyal friends of many a student. His tireless, nervous energy and his love of the outdoors made him an appreciative spectator at games and a participant in student hikes and other activities of which many conflicting tales have been handed down in reminiscent writing or by oral tradition.

### THE FRATERNITY FIGHT

But presidential understanding, sympathy, and tolerance did not mean weakness and laxity. Prexy's uncanny under-

standing of what was going on and his facility for appearing and interfering with socially undesirable escapades were proverbial. And with all his tolerance, on a vital issue involving real college welfare, he could be relentlessly determined—in fact, as hard as nails. Such an issue appeared in the fraternity controversy which had been one of the most disrupting influences in past administrations, dividing students, alumni, and to some extent faculty. The fights between the two groups had reached open and at times violent manifestations. A new literary society formed in 1890 of fraternity and sorority recruits had met strong opposition from the existing societies and was forced to appeal for faculty protection in order to secure the usual privileges. The majority student group was demanding drastic action by the Board. That authority early in 1891 submitted the matter to the faculty with full power to act, and that body in turn freely and fully delegated their authority in the matter to the President “to the end that he might make settlement of all questions relating thereto in such manner as his judgment might determine.” Feeling that the continuation of these institutions threatened basic college unity and solidarity, Beardshear met the issue squarely with the decree delivered at a tense and expectant special chapel, that “All members of college secret fraternities belonging at this date shall have the same relations as hitherto authorized by the board of trustees, but from this date onward no other student of this college shall be permitted to join a secret college fraternity.” The Board approved the action and pledged their full support in enforcing the rule.

The editor of the *Aurora*, expressing the majority opinion, rejoiced that by the action of “our noble President” the disturbing matter was finally adjusted. He forecasted a new harmonious day for the College. “The anti-division are determined from now on to lose sight of all wrangle and work for this institution as it has never been worked for before, and one of the first things which will likely be done will be extending an open invitation for all those opposing us in the past to

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join us in the work." But with all this magnanimity of the victor, the spokesman of the popular cause could not refrain from asserting the hopelessness of the minority position: "The anti-fraternity element is a determined one and would never lose sight of its convictions."

The fraternity element, from its side, was not convinced that its cause was a lost one. The following year, encouraged no doubt by favorable judicial decisions in other states, two students made a test by openly announcing their affiliation with a fraternity and upon suspension sought a court injunction to restrain the administration from excluding them. The question heard by the district court without jury involved the issue as to whether as a matter of fact the existence of fraternities had constituted a menace to the successful conduct of the College. After submission of testimony by students and staff members, the court held that there was proper ground for the rule and refused to issue the injunction. An appeal was planned, but the case was settled in 1894 by the Board's assuming the court costs upon surrender of the fraternity's charter.

The episode left its feeling within and without. At a fraternity banquet at which the President was the honored guest to be "roasted," he had asserted his determination to rid the institution of the disturbing influence regardless of the effect upon his position; and the ill feeling continued to some extent, with a limited number of the faculty, students, and alumni, throughout his administration. With the state-wide constituency the determined stand against a special group could but enhance an already unexampled popularity for an educational leader.

### STATE CONTACTS EXTENDED

The devotion of most of the staff and the student body to their leader was shared by the people of the state. His earnestness, sincerity, and humanity made friends for him and his

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institution wherever he went, and he went about a great deal. He spoke with equal facility and appeal to Sunday congregations, teachers' institutes and conventions, farmers' organizations and societies, old soldiers' reunions, and community gatherings.

The College program was brought to the attention of the state as never before. Students were encouraged to become missionaries for the new education in their home communities. Traveling salesmen distributed circulars for a president who was a real fellow. Attractive illustrated booklets set forth the opportunities for country young people. The campus became a meeting place for grangers and special producer groups. Plowing matches and sheep-shearings still combined entertainment with instruction. From a suggestion that Professor Curtiss had secured at the Guelf Agricultural College, the college excursions or "harvest festivals" were instituted in the fall of 1898. With the cooperation of the railroads special excursion trains were run. The first year there was an attendance of 6,000, and the interest grew. The main meetings were held in a large tent, with the president, the governor, and prominent agricultural leaders as speakers. Music by various town bands as well as that of the College, recitals, and athletics provided entertainment. The forerunner of the great all-state gathering of farm and home week was a two-week course in stock judging in 1900 at the time when the international and other expositions were creating a demand for such training. The program was soon widened, and the attendance increased steadily.

### STATE SUPPORT

These contacts on and off the campus provided a strategic background for the requests for state support in the biennial reports. These were phrased and pitched with nice understanding; they were tactful, conciliatory yet firm, persistent, and logically convincing. The material effectiveness of these

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contacts and appeals, brought to focus at the legislative sessions, through formal representation and informal persuasion by the President and leading professors, was shown in the biennial appropriations.

The provision for buildings and improvements was a forecast of the new campus that was to appear during the first decade of the new century. Morrill Hall—"chapel, library, museum," as proclaimed on the stone facing—was dedicated with appropriate ceremony in June, 1891. Professor Bessey brought personal recollections of the opening years; Johnson Brigham, then an editor at Cedar Rapids, gave his impressions of Agassiz's lectures at Cornell; Congressman John A. T. Hull reminded the audience of the state's liberality to education; and Senator Morrill sent a letter of greetings with a characteristic statement of the place and purpose of the land-grant college. Beardshear in his first report showed almost boyish enthusiasm for the new building. The "gem of a chapel" would aid greatly "in the social, intellectual and moral phases of our college work." The "crowning service" was "a most admirable library room . . . one of the most inviting rooms of the kind in the state." Immediate, well-nigh emergency needs were met by the old agricultural hall (later Botany Hall), the creamery building in 1892, and the first residence for women in 1895, named Margaret Hall in memory of Margaret McDonald Stanton, whose untimely death was mourned that year. As a private memorial Professor Stanton made a gift of chimes, which in 1899 were placed in a separate bell tower.

The early nineties were not a propitious period to seek appropriations from the legislature in an agricultural state. The hard times brought critical investigations of all public activities—including education. At the special session of 1897 a joint resolution provided for a committee to investigate the policies and finances of all the state institutions. The committee was composed of Senator Thomas D. Healy of Fort Dodge,

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Representatives Frank Merriam of Hopkinton, later governor of California, and Claude R. Porter of Centerville, later candidate for governor and United States senator, a member of the state board of education, and an interstate commerce commissioner. The general financial policy of the College was highly commended, but certain specific reductions and adjustments of expenditures were recommended. The veterinary department should be reduced to one regular professor until an increased price of horses brought larger enrollment. The practice of board members in accumulating expense accounts that exceeded the per diem legal total was felt to be contrary to the intent of the law, and it was suggested that the statute be made more specific on this point. The committee had reviewed the evidence collected by the Board in 1897 in an investigation of salaries and services of the employees of the College and were convinced that the Board would "correct any abuses found to exist."

By the turn of the century the "new prosperity" had entered and penetrated Iowa so fully that Governor Shaw could make the complaisant assertion: "The state is in a flourishing condition. Her people are prosperous. If there be discontent anywhere or among any class, it is not manifest." The College shared in the general well being. The enrollment had almost tripled within the past decade. While support was not commensurate with this growth, owing to enhanced reputation of the College and the direct evidence of its services, there was a more adequate provision both for buildings and support that involved greater security for the future. In 1900 Governor Shaw declared "on the highest authority" that Iowa State conformed more fully to the purpose of the land-grant act than any other college in the country, and again in 1902 that it was "admittedly the best of its class in the United States." Such attainment could not be denied legislative support.

The year 1900 inaugurated the modern building program. The long-needed president's residence, "The Knoll," a com-

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modious brick house in harmonious setting was constructed from a special appropriation. In February of that year the legislature extended to the State College the one-tenth mill tax that had been granted to the University four years before. The first use of this levy was in the partial financing of Engineering Hall, which was started in 1900. The burning of the north wing of Old Main in December of this same year, which necessitated the early displacement of this central building, prepared the way for a new, modernized campus. In view of this major program, in 1902 Beardshear was able to secure an increase of the building levy to one-fifth of a mill.

Still more significant in state recognition and aid was the securing of annual appropriations for collegiate support. In the biennium 1900-02 \$25,000 per year was granted, to be increased in the next fiscal period to \$60,000. This was the crowning achievement of Beardshear's material provision for the College and the one that more than any of his previous accomplishments insured its adequate permanent maintenance.

### NATIONAL RECOGNITION

These same transitional years, in which the state assumed responsibility for the support of this promising offspring, were marked also by a national recognition such as the College had never previously enjoyed. James Wilson's position at the head of the Department of Agriculture and his appointment of alumni to leading positions in the federal service—most notably Willet M. Hays, '85, assistant secretary, Charles D. Boardman, '74, chief of the Dairy Division, Carleton R. Ball, '98, Bureau of Plant Industry, and Clyde W. Warburton, '02, Bureau of Farm Management and Plant Industry—brought continuous recognition and prestige. In the department yearbook for 1899 Dr. A. C. True of the Office of Experiment Stations referred to the Iowa State College as especially outstanding in the development of a real agricultural program.

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Beardshear was prominent in educational organizations, state and national. He was especially interested in relating the work of the land-grant college to general associations. When a group in the State Teachers' Association proposed to make a classification of colleges that seemed to subordinate the technical, he insisted vigorously and decisively on the full and equal recognition of the State College as a condition of continued cooperation. As a leader in the National Educational Association he was influential in securing closer relationships between that organization and the Association of Agricultural Colleges. After serving on various committees of the N. E. A. he was given the great distinction in national education of election to the presidency for 1902. He felt that this was not only a personal recognition but a tribute to the College, as he was the first land-grant executive to be so honored. The selection of President Charles W. Eliot as his successor indicates the standing which the position had in this period. The College was to be further honored at the annual meeting in Minneapolis by addresses at one of the general sessions by Carrie Chapman Catt on "The Home in Higher Education" and by James Wilson on "The Education of the American Farmer."

## DEATH OF BEARDSHEAR

But the occasion proved instead one of sorrow; Beardshear was taken seriously ill shortly before the opening and was unable to give his address on "The Three H's in Education" or to attend any of the sessions. In the spring he had suffered a heart attack that necessitated a southern trip with his most intimate friend. With his persistent courage he was hoping against hope that he might be able to carry on his great work. It was from this illness that he died on the campus less than a month later, August 5, stricken in his full prime; his nervous energy and appreciation of the great work to be accomplished in the growing college had driven him at full speed almost to

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the end. The conclusion of his last biennial report, submitted in November, 1901, is typical of his benevolence, practicality, and optimistic vision.

"We still float the banner of goodwill to all the other educational institutions of Iowa, state, denominational, and private. We delight in the thrift and efficiency of all institutions of the state that better humanity. The prosperity of all these is our joy, as we would have our own growth their pleasure. It would take a long roster in the hall of fame to list the names of the friends who have made the last biennial period of the Iowa State College a chronicle of manly effort and endurance, effective growth, and realization in the betterment of the state and the world. We aspire to fill our bits of destiny as a college upon enduring foundations through worthy ideals for a higher life of the commonwealth and the people. Our fathers used to sing in camp-meeting days (hallowed to their memories):

'I am a pilgrim, I am a stranger,  
I can tarry, I can tarry but a night.'

"There is still a vast patch of this world to compass in education. The mind is a pilgrim and a stranger. The undertaking of education is to make this stranger at home in the earth, to make this pilgrim a permanent resident of the universe, and to convert the night of the old song into a day of eternal hope and life. This may be sentiment, but what is home, country, or man without sentiment, and what can a college do without money?"

The tributes paid by his associates, at the College and throughout the state—collected in a memorial volume which includes his leading essays and addresses—have in the main been sustained by later judgment. His administration came at a critical time in the life of the College; he met the crisis and went forward to achievements which definitely inaugurated the modern trends. And at the same time he left the lasting impress of a great personality. To his contemporaries he was a heroic figure and to posterity, in the tribute of S. H. M. Byers, he remains

"The lofty mind that strove for human good  
That saw all men as brothers and as kin,  
In storm or sun, an oak that ever stood  
Strong-limbed without, a heart of oak within."