

CHAPTER ELEVEN

THE SHAPE OF THINGS TO COME

Modernizing Plant, Program, and Control



PROBLEM OF BEARDSHEAR'S SUCCESSOR

The selection of a successor to so dominating a personality would have been a hard task under any circumstances, but there were conditions and influences at the time of Beardshear's sudden and premature death that made the choice unusually difficult and delicate. The new program—scholastic, administrative, and financial—had been inaugurated but not fully or firmly established; there was danger of slipping back, marking time, or diverting effort. The basic functional question was not finally answered; the rival forces had been held in control but not reconciled. If the old dissension and instability were not to be repeated, a president acceptable to both factions must be secured. This would take time, and there were immediate problems of teaching, research, and building. Again as a safe and competent director in an emergency, Professor Stanton was immediately placed in temporary charge. So pronounced and determined were the rival interests that the interregnum extended to more than a year. With a change of conditions and leadership the cleavage was again along the lines of "agricultural college" versus general technological institution.

FACTIONAL RIVALRY

The agricultural faction, led by Secretary Wilson and Professor Curtiss, were avowed champions of a dominant agricultural emphasis, in line supposedly with the main interest

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and opportunity of the state. Wilson was quoted as an advocate of the transfer of engineering and other non-agricultural work to the University, and though he denied so bold an assertion, the engineering and science alumni feared that such a devastating curtailment was definitely in contemplation. For a time Wilson himself appeared to be a receptive candidate for the presidency, but soundings of opinion on and off the campus indicated a feeling that he was more serviceable to the cause at Washington—that his talents were administrative rather than academic. A far more available and appealing candidate—one who combined scientific training with organizing capacity, and professional assurance with a collegiate consciousness and balance which his political mentor lacked—was Wilson's successor at the College, Professor Charles F. Curtiss. By definite achievements, particularly in dairying and stock raising, he had won undisputed recognition as an outstanding agricultural leader in state and nation, and as such he had the enthusiastic support of the agricultural alumni, most of whom were recent graduates and division-conscious, and of the organized farm interests of the state—the state board of agriculture, state and local societies, the farm press, even the *Homestead* and *Wallace's Farmer* were for once in agreement—and of influential newspapers. The young professor was held to have been the man mainly responsible for bringing the College to assured position and the one who could best direct its policies in line with the interests and desires of the growing commonwealth. Richard E. Clarkson, the veteran journalist, expressed the belief that Beardshear had hoped to have Curtiss as his successor, and he gave his own opinion that it was primarily as an agricultural school that the aims of the founders like Gue and Father Clarkson could be realized.

The other faction, drawn largely from the older alumni representing especially the engineering and science groups, were strongly opposed to a narrowing and curtailing of the

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college program. Stanton was their avowed candidate. Still in his prime, he had the advantages of experience, administrative competence, undying devotion, and, it was held, breadth of vision. The revered "father," Benjamin F. Gue, thought Stanton the logical choice for president, whereas Curtiss would be more valuable to the College in his present position.

The sharp and increasingly bitter division indicated the likelihood of a compromise, and numerous suggestions appeared in the press and elsewhere. At the state teachers' convention in the winter of 1902 the vacancy was the occasion of much solicitude, and by the Board meeting the following March there was a recognized group of aspirants each of whom had support of one or more trustees, either as first or later choice. President Shelton of Simpson, just retired from the presidency of the state association, was more than willing; and ex-Chancellor Craig of Drake, who had been somewhat active in local politics and had the support of Governor Cummins, was reported to be no less so. President Homer H. Seerley of the State Normal School, Dean Alderson of Armour Institute, and two prominent clergymen, Isaac B. Schreckengast, '85, and Albert B. Storms of Des Moines, were also mentioned. It was generally agreed that if the vote were forced at this meeting Stanton would be chosen. The election was not held, but instead a committee headed by the state superintendent of public instruction, Richard C. Barrett, was directed to investigate all the possibilities.

At the meeting at the College on July 2 it appeared that, after eliminating "favorite sons" of certain members, the division was six to six with an absentee who had indicated by letter a preference for Stanton. The odd vote was challenged as irregular, and without decision an adjournment was taken for an evening session at Des Moines where a group of prominent alumni were assembled to await, and possibly influence, the decision. With the receipt of a telegraphed formal vote from the absent member Stanton's majority of one was verified.

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But while the long-sought prize was seemingly within his grasp, its attractiveness was gone. To force the decision under the circumstances meant certain disaster for his administration. So embittered had the feeling become that the selection of the leader of either faction must mean the withdrawal of the rival from the College with intensified conflict within the faculty, the alumni, and the general public at an inestimable cost to institutional support. Certain of Stanton's leading supporters advised him to end the disrupting contest, and their counsel along with his own good judgment led him to agree to a compromise. In an impassioned statement in which he admitted that for thirty years the presidency of his alma mater had been his ambition he withdrew his name from further consideration. Tearfully his supporters shook his hand and, according to a reporter's observation, "there was enacted in that room one of the most pathetic scenes ever witnessed in this state . . ."

COMPROMISE CHOICE

With the main rivalry removed there were presented the duty and opportunity of securing the most available and effective compromise. Several names had been under serious consideration. J. J. McConnell, superintendent of schools at Cedar Rapids, and President Enoch A. Bryan, of the Washington State College, had been interviewed at the afternoon session, and it was understood that either would be acceptable to the Stanton group. But the choice was to be determined by deliberate and careful planning. Since the March meeting Barrett had been urging the qualifications of his friend and pastor, the Reverend Doctor Albert B. Storms, and with strong local backing he was able to win over both sides for a candidate who was not identified in any way with either. The apocryphal story—that has gained a certain credence by repetition—that Storms' support was due to the impressiveness of his opening prayer at the Republican state convention that day,

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disregards the deliberate presentation of his candidacy by his admirers. After a conference with the candidate the vote was unanimous.

The choice seemed, as a local paper put it, in many ways "a happy compromise," and the reactions were favorable. Stanton sent his congratulations with the exhortation, "You are called to a great work. May it prosper in your hands," and Curtiss wired "Sincere congratulations and assurances of loyal support." Neither had lost in real influence and opportunity by the outcome. To Stanton it had been a tragic disappointment, not only because it was the final blow to his great personal ambition, but with his consciousness of life-long devotion to all the interests of the College, as he conceived them, he felt that the opposition to him from one division evidenced a lack of appreciation and a sense of ingratitude. But had he but realized it, he was destined during the next two decades to make unique contributions to the college life and organization such as no president could make. Like Mr. Chips, he was to become in himself an institution and a tradition.

Curtiss' real influence and contribution was also to be greater and more far-reaching than it could have been in a premature administrative position. Disregarding attractive calls to academic, journalistic, and commercial positions in other states, he was to raise his division to a foremost place among the agricultural schools of the nation and of the world. In shaping and directing the policies of a division which was peculiarly his creation, he was to exercise through several administrations the determining authority of a chief executive and the influence of an agricultural statesman.

The press generally was highly commendatory. Supporters of the rival leaders had the consolation of knowing that the services of both would be retained by the College. What was known of the new executive seemed favorable: he was an inspiring speaker, he had a winning personality, and he was

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not committed to any group or faction at the College. *The Register and Leader* from intimate acquaintance predicted that Dr. Storms would come to rank among the country's greatest college presidents. His career thus far, while not in the academic realm, had been eminently successful.

STORMS' CAREER AND EDUCATIONAL IDEAS

Albert Boynton Storms was born in Michigan in 1860 and thus, like his predecessor, was a young man when he assumed the headship of the College. He was a graduate of the University of Michigan with A.B. in 1884 and A.M. in 1893. Lawrence University had given him a D.D. in 1898 and Drake conferred an LL.D. in 1903. He had entered the Methodist ministry in 1884, and had held pastorates in Detroit, Michigan, and Madison, Wisconsin, before coming to Des Moines in 1910. He had published two collections of sermons and was an occasional contributor to religious and general periodicals. As a student he was especially interested in American history and while at Madison had been a member of Frederick J. Turner's seminar. Storms was of impressive stature and bearing and was an attractive preacher with a melodious voice. He was in great demand as a chautauqua and lyceum lecturer. His ability to attract warm and devoted friends and to arouse in them confidence in his ability to handle a big task was demonstrated in the support which he received for the new position under such tense conditions as have been indicated. His educational philosophy and program were summarized in his inaugural address on June 6, 1904, significantly entitled "The Outlook."

The address was a somewhat hortatory restatement of the liberalized industrial education philosophy—a plea for a democratic education enriched by the sciences and socialized by their applications. The prevalent ideals in American education were held to be "that culture, the enrichment of life, the disciplining of brain power, should be the privilege,

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not of a few, but of all the people who will take advantage of such privilege," and "that the means of culture and of discipline shall be more than ever before or than anywhere else the sciences that deal with nature and that deal with the real world in which men must live." On this occasion it was reassuring to hear not only the admission but the eager assertion of a professional theologian and amateur historian that with all the values and virtues of the humanities it was "the new and wondrous discovery of our age that a like mental discipline accompanied by an intenser human interest may, and often does, apply to a study of science. A problem is no less valuable as a problem when it pertains to the sanitation of a city or a home, or to the conservation of the fertility of the soil, or to the production of a better variety of corn and wheat, or to the breeding of better stock, or to the question of wholesome living, or to the construction of a bridge or waterworks system or sewage disposal plant, or the erection of a modern mammoth building, than the problems of metaphysics and of scholastic theology. . . . The student in animal husbandry or in the physics and chemistry of the soil, or in the practical problems of the civil engineer or the electrician, not only may find, but is quite as likely to find, wholesome and healthful discipline in his scientific study in these fields as the classical student in Belle [sic] Lettres. This kind of discipline will not produce the same type of mind. It is sterner; more realistic; less self-centered; more intense; more practical."

But rendering his tribute to the utilitarian, he hastened to assure that it was in no sense incompatible with the ideal, "that finer discipline of the imagination and the heart, and that finer sense of the beauty of the world, the delicacy of sentiment, the strength of spiritual faith, which has always been the finer flower of true culture. Indeed, the so-called conflict or antagonism between science and religion, between classical and scientific culture, is rather an artificial warfare of provincialists than a real battle of principles. Literature,

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which is the fine breath of the spirit of man at his best, will never lose its value, and may never be depreciated. Through literature, the rich representative personalities of the past speak to us and inspire us. Its influence is immortal. No man can more appropriately turn to the pages of literature for refreshment, for uplift and inspiration, than the man whose more serious and constant business is in the realm of science, and the man of literature may find the fresh and fruitful facts, the raw material for his creative genius, in the laboratories of sciences." Thus was the balance maintained; the technical training was magnified and the general study justified.

The real danger confronting the technological institution, he gave salutary and timely warning, was not in lessened mental culture and discipline but in failing to meet its own standards, to be true to the scientific method, that "the spirit of haste, the merely mercenary estimate of so-called practical results, shall lead to a superficial treatment. Science is a stern mistress. Those who would know her secrets must be her devotees. The scientific method and spirit, so remorseless to prepossessions, so destructive of pet hypotheses, so humiliating to over-confident conceit, so ruthless in handling the cherished conventionalities and the inherited prejudices of tradition, first humble and master the minds of men, and then become men's servants. Patient, sincere, and thorough study of the basal sciences—this is the province of the college in scientific education. All shallow and superficial work must be sternly discountenanced. The temptation of a cheap popularity must be resisted, and can be easily resisted when the educational ideals are strong and true. This is the conception and the scope of the educational task confronting the institutes of technology and the schools of science as related to the industries. Of necessity, we are still in the period of the pioneer, but the ideal has been established. The heavenly vision haunts us; the standard has been lifted."

He closed on a note of inspiration and challenge. "Our

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college of the sciences and of the sciences related to the industries, stands at a fortunate focus point. . . . We believe that science is here touching the nerve lines of the divine purpose, making its progress through the ages, and never before forging forward with such power and such rapid achievements as in this, our day. It is our purpose and our prayer that this 'College of the People' may serve a high and unique and ever increasingly useful purpose, in carrying forward this work of the age and of the ages. . . . We believe that here and this moment, if anywhere, are represented the sentiments and the future of democratic civilization."

The basic ideas and aims thus forcefully and felicitously expressed by the new executive were essentially those of Welch and Beardshear as well as of forward-looking contemporary land-grant leaders like Schurman of Cornell. As such they were doubtless intended to be reassuring and inspiring to all groups in the College and its constituency. The assurance and challenge were opportune as the tasks ahead were large and exacting.

BUILDING CRISIS AND THE NEW CAMPUS

The demand immediately pressing was the material one of a major building program and the modernizing of the entire college plant. The burning of the remaining wing of Old Main in August, 1902, was creating housing and instructional demands that the existing buildings and the temporary structure, dubbed "emergency hall," could not meet. With rapidly mounting enrollment the institution was confronted with a building crisis. Beardshear had secured the funds for the engineering building and the initial appropriations for the new main, but there were needed, sooner than appropriation acts and construction agencies would permit, other permanent arterial structures and corresponding modernizing improvements that would involve nothing short of replanning—a new campus.

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Engineering Hall was occupied in January, 1903, and appropriately dedicated on May 23. Acting President Stanton, himself an engineering graduate, presided, and addresses were given by W. Clyde Jones, '91, on "The Engineer," by M. J. Riggs, '85, on "The Making of an Engineer," and by Dean Robert W. Thurston, of Cornell, on "Functions of Technical Science in Education."

Meanwhile, plans and provisions for the new main building went forward without undue delay. The cornerstone was laid by Governor Cummins at the Harvest Home Festival in September, 1905, and the dedication took place the following June with J. B. Hungerford, '78, president of the Board, as the main speaker. At Stanton's urgent insistence, to lend dignity and give balance to this central structure, a dome had been added. Certain members of the Board were a bit critical of the increased expenditure for "Stanton's cheesebox" but, as that experienced planner predicted, the added structural adornment was never regretted. As a fitting recognition of the promoting and guiding spirit of the new college and campus, there was a persistent agitation voiced in the *Student*, the *Alumnus*, and the *Midland Schools* to christen the key building "Beardshear Hall." It was also proposed that the engineering building be named "Thurston Hall" and the projected agricultural structure "Wilson Hall." The Board, however, was not willing to establish a precedent for such designations for anyone except the traditional father of the land-grant system and adopted the obvious and prosaic descriptive name "Central Building." It was not until thirty-five years later that the well-used hall, now with a history of its own, was rechristened for the revered President at the time of the unveiling of his portrait. This commodious and impressive building—like Engineering Hall and the later major buildings of Bedford limestone—housed the administrative offices, the departments of English, mathematics, modern languages, and the social

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sciences, and temporarily the botanical laboratories and the library.

Needs of other divisions and of special activities soon became no less urgent. Agriculture especially had outgrown available facilities. An addition to Agricultural Hall in 1903 and the Dairy Building (later Agricultural Annex) in 1905 did not meet the modern instructional and research requirements, and in 1908 provision was made for a Hall of Agriculture as one of the major group of stone buildings, on the eastern side of the main quadrangle facing Central Building.

THE OLMSTED REPORT

The location of the new agricultural building raised the question of permanent planning. Upon recommendation of the chairman of the committee on grounds, Professor A. T. Erwin of the Department of Horticulture, Olmsted Brothers of Boston, the distinguished landscape architecture firm who had designed many campuses, were employed by the Board for expert advice. Mr. John C. Olmsted, the senior member, gave his personal attention to the plan. His subsequent recommendation, which with slight alteration was followed, as modifying Welch's "naturalistic park" scheme, was heatedly opposed by a group of alumni—some of whom had a sentimental fondness for the results of student labor which provided little thrill at the time—and old residents. To the editor of the *Ames Intelligencer* the breaking of the old circular landscaping was nothing less than a desecration. The expert's statement was that the old plan, which in its pristine entity belonged to a different stage of development, had already been abandoned in adopting a new, more substantial type of architecture which required a replanning for proper balance. The alarmist rumors that a conventionalized design of straight-rowed trees and checkerboard walks and drives was to replace the natural scheme was wholly imaginary. The new plan involved the

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efforts of artistic designers to preserve the best features of the old campus in the new.

With the foundations of the modernized campus thus established, other building needs both general and special were being met. Engineering shops were constructed, and the claims of veterinary science and domestic science were recognized in 1910 in provision for their own particular buildings, which were to be completed in the next two years. Joint efforts of the alumni and of the Y's on and off the Campus brought to completion in 1907 the long sought Alumni Hall, a project that went back to schemes of the literary societies. In 1907-08 there was a definite plan for a college library, and the delegates from the Board to the meeting of the Association of Agricultural Colleges were requested to visit leading eastern libraries with a view to perfecting the plans. Fortunately, in view of existing ideas as to library facilities, growth, and equipment needs, this project was not carried out.

MODERNIZED UTILITIES

The provision of basic modernized utilities was necessitated by the new campus. After a water shortage in 1895 that necessitated closing the fall term two weeks ahead of the calendar, a system of supply was completed two years later that involved deep wells, a new type round bottom high tank designed by Professor Anson Marston, and an extension of pipe lines that supplied the needs of all buildings and afforded for the first time adequate fire protection. The following year a long-needed sewage disposal plant, also planned by Professor Marston, was installed. To complete the modernization, a central heating and lighting plant was completed in 1908, under the supervision of Professor W. H. Meeker.

Accessibility to the campus was facilitated in 1907 by the abandonment of the old dinkey line, which had served its purpose long and effectively, for the new electrified interurban which provided connections to cities south and northwest as well as to Ames. Upon the opportune and emphatic advice

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of Mr. Olmsted, the road-bed was located to the north of the main quadrangle.

NEW STUDENT FREEDOM

Even with improved transportation the city was not readily available for rooming, and with the abandonment of the old dormitory system the housing problem was acute. This was one of the influences in the restoration of the fraternity system. Upon recommendation of President Storms, in 1904 the Board voted to legalize such societies under certain established rules. Fraternities were listed in the *Bomb* of 1905, and the next year the first of the sororities to be recognized since 1892 was reorganized. The popular student opposition lingered for a time, but as the increase and extension of the chapters widened the opportunity for entering the mystic ranks the feeling rapidly disappeared. Fraternities, their housing and social systems, from this time became a characteristic feature of college life.

The restoration of fraternities was but one evidence of the reaction, which had started in the previous administration, against the old paternalism. Unhappily, the "new freedom" did not always involve a corresponding recognition of responsibility. Among the unblessed organizations was a chapter of the disturbing T. N. E., and of the train-bumming brotherhood, Quo Vadis—abolished some years later after several accidents and one death had resulted from the qualifying activity of illicit travel. Over-convivial parties in neighboring cities brought discrediting publicity. Within the classroom cheating became so prevalent and flagrant that a student mass meeting was called in the spring of 1905 to consider the demoralizing situation. The student speakers were frank in admitting the abuses, and in their communication to the faculty asking cooperation in establishing an honor system, they were equally frank in placing the blame. They alleged that the work of the sophomore year generally was excessively heavy; in relation to the standards for graduation, entrance

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requirements were low; too much emphasis was placed upon examinations as compared with daily recitations; finally, certain instructors were incompetent or ineffective and others used poor judgment in assignments. The various allegations were referred to "appropriate" faculty committees and from the considerations came the enactment of penalties for cheating. From time to time in succeeding years there were suggestions of an honor system, and in 1909 a student governing council representing the different classes was instituted.

CARDINAL GUILD FOUNDED

The initiation of these movements for reform and positive participation came largely from the Cardinal Guild, which had been founded by the class of 1904 to preserve and extend the true spirit and traditions of Iowa State College. The avowed objectives were most wholesome and commendable: "to preserve and promote desirable traditions and customs; to suggest and advocate such changes and reforms as it may deem advisable; to foster and promote a healthy and democratic college spirit at all times; to welcome and extend the courtesies of the College to visitors from other colleges and to other visitors whenever such welcome may seem advisable; to bring into close touch and harmony the various branches of college activity, serving as a medium of communication between students, alumni and governing bodies of the College; to promote the welfare of and protect the good name of the Iowa State College, at the college and elsewhere." The eleven charter members were selected by the faculty, and according to the original constitution the body was to be perpetuated by class election at the end of the junior year. Among the charter members were William A. Bevan and Fred M. Hansen. The first class election for 1905 included T. R. Agg, R. K. Bliss, M. L. Bowman, and B. G. Budge. For 1904-05 the president of the organization could report these varied efforts and achievements: an agitation for the honor system, the restriction of the sale of the college pin to the three upper classes and

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the alumni; supervision of the refreshment booth at the Harvest Home Excursion; and the institution of a "College Day" in the fall.

There were other evidences of seriousness of attitude and purpose. Discussions of current issues in student paper, orations, and debates became more socially realistic if at times verging on the cynical. Student thinking as well as conduct was in transition. Institutional consciousness and loyalty—expressively if somewhat indiscriminatingly designated "college spirit"—found fullest expression in "activities" that in this period emphasized intercollege rivalry.

AN ERA OF CONTESTS

The latter half of the first decade of the new century marked the height of competitive zeal in which the dominant student interest found expression, directly or vicariously. In every line of endeavor—judging, debating, and sport—victories were secured which in accord with prevailing standards brought elation to the undergraduates, gratification to the staff, assurance to the alumni, and pride, if sometimes a bit grudging, to the constituency. In heralding the winning of the state oratorical contest in 1907, by the very cumulation of triumphs, the *Student* was constrained to tell

Of battles fought and victories won
Beneath the Cardinal and Gold.

"The victory of Indianola," the issue of February 25 exulted, "rounds out a list of triumphs for I. S. C. hitherto unequalled by Ames or any other school in the state. Stock judging, corn judging, football, base ball, debating and stock exhibiting, have all lavished their chief honors upon Ames. Ames has won three state championships in twelve months. Two of them she never won before. These are exclusive of the world championships she plucked at the International. This last championship is peculiarly one over which we may rejoice, because it has been denied us so long and we now know that

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I. S. C. can produce orators as well as athletes, debaters, stock judges, grain judges, good engineers and fine stock." There was evidence, too, that the College could produce poets, as that same month Edward N. Wentworth, a senior in animal husbandry, submitted a prize song which was to be adopted as the official alma mater, "State College of Iowa."

An editorial review of this year with its "string of victories . . . unprecedented" attributed the achievements to an awakened spirit of devotion to the College and added, in proper sentiment, that this same loyalty demanded that scholastic records be maintained on a par with the others. The eyes of the state were upon the College, and the organ of student opinion was confident that the scrutiny would meet with increasing approval.

The climactic competitive achievement was not to be reached until 1911, when a journalistic feature proclaimed the "biggest year in college history"—a simply "remarkable showing for a technical school," with a brace of championships in judging, basketball, and track. With somewhat re-adjusted emphasis the attainment was now attributed to thorough training under "great" coaching. For the modern coach had arrived to become alternately the institutional lion and goat.

PHYSICAL EDUCATION

Modern athletics, with characteristic organization, control, and emphasis, appeared in these eventful years. In this rivalry Iowa State assumed a leading place, as evidenced by the inauguration of modern training and coaching, three successive state championships in football (1905-08), affiliation with one of the major regional conferences, and the development of an up-to-date plant.

This athletic program was developed as a part—albeit a dominant one in student and public interest—of a general physical education department which was founded in 1904. In that year John Piper Watson was secured as "physical

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director" and Winifred R. Tilden, a graduate of Mount Holyoke College, was appointed "instructor in physical education for women." Watson was a professional athlete who had broken several records in track and gymnastics in national meets, including that at the Columbian Exposition. He had had seven years of highly successful coaching at Grinnell. At Iowa State he served as director, athletic trainer, and coach of track. His salary was provided jointly by the Athletic Council and the College. Miss Tilden gave the courses in a department of "physical culture for women" in the division of science and directed the women's sports which in 1915 were organized in a "Girls' Athletic Club."

By the end of the first year President Storms could report a most auspicious beginning of the work of both directors. Not only was Watson proving to be a careful and skilled trainer of the teams, but he was supervising and promoting the general sports activities in a way to bring physical benefit to the largest number of men. In spite of the lack of an equipped gymnasium "incalculable good" had been achieved. Miss Tilden's competent and enthusiastic instruction was combining spontaneous recreation with definite physical benefit. The modern physical education program was thus inaugurated and needed only modernized equipment and enlarged staff. For the men, competitive athletics hastened these developments. The new State Field was opened in 1910, and three years later the State Gymnasium was completed. In the utilization of the new equipment both administration and staff were agreed that the physical education department should direct and have full responsibility for the conduct of the entire program of competitive athletics, which by that time had come to assured and recognized position.

CONFERENCE ATHLETICS

Following the two lean years that attended the withdrawal of "Pop" Warner from early season aid, improvement came with the employment of Albert N. Ristine, a Harvard letter

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man, as football coach for five successful seasons (1902-06), culminating in the state championship in 1906. During his last three years Ristine was aided effectively by A. R. Buckley, '04, and by Professor W. F. Coover, a letter man of Ohio State University who coached teams for interclass contests so thoroughly that they provided recruits for the varsity squad.

In 1907 the new Missouri Valley Conference, with which Iowa State was in process of affiliation, required the employment of full-time football coaches in place of the seasonal recruits of the past, and the College secured for its first coach of record a man who was to make athletic history and create lasting traditions. Clyde Williams, a graduate of the State University with an outstanding record in football, baseball, and track and with experience in professional baseball, was brought to Ames in the spring of 1906 to coach baseball until he joined a professional club for the season. In the fall he was recalled as assistant football coach, and with Ristine's retirement at the end of that season, he was made the first full-time coach, in conformity with conference ruling. From the formal organization of the Missouri Valley Inter-Collegiate Athletic Association on April 1, 1908, the Iowa State College took an active part in the formation and administration of policies. The College's representative was the manager of athletics, S. W. Beyer, whom in 1908 the *Des Moines Register and Leader* termed the "Nestor of Ames Athletics."

CURRICULA BROADENED AND SYSTEMATIZED

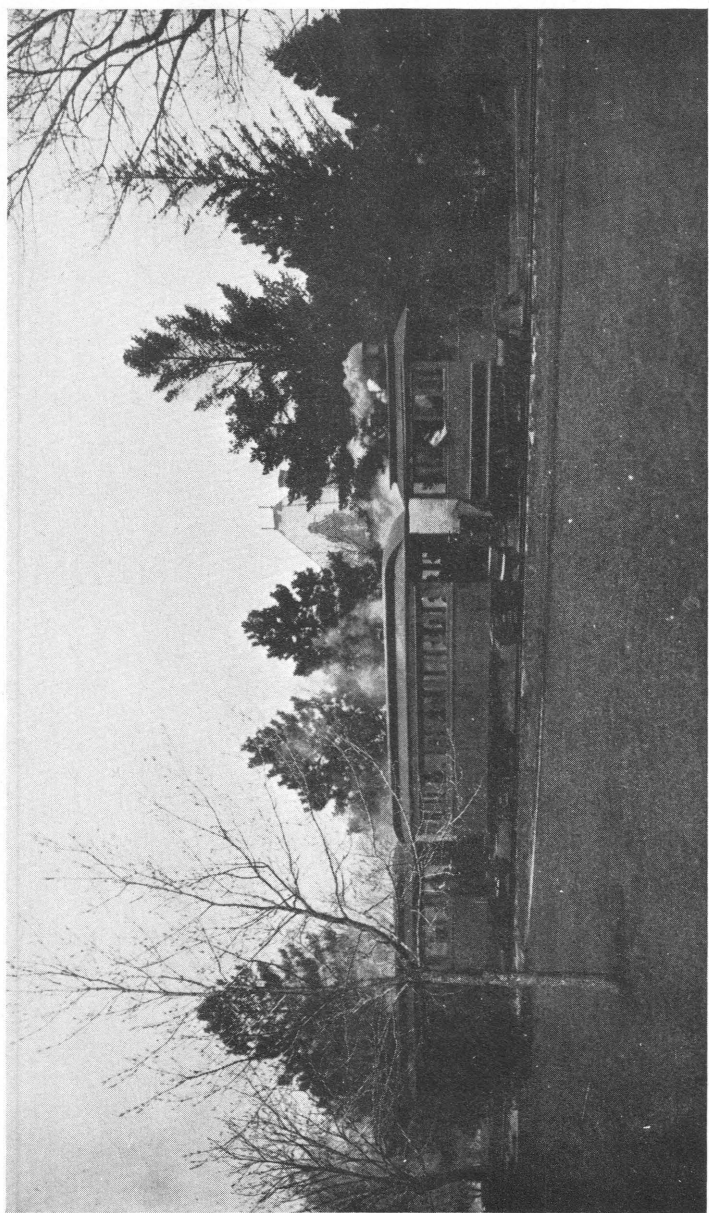
For the students' supposedly main interests and efforts, there was an unprecedented increase and diversification of courses in the established departments and the founding of new lines of study. The conditions were indicative of changing trends and emphasis. Farm mechanics of 1903, taught by C. J. Zintheo, grew by 1906 to a supplemental engineering year, for which the degree bachelor of agricultural engineering was awarded, and by 1908 to a full four-year curriculum.



THE FIRST CYCLONES



EARLY EXTENSION SCENE



THE "DINKEY"

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Professor J. Brownlee Davidson, one of the outstanding authorities in this branch of engineering, was the real founder of the department. Growing professional interests were reflected in the addition of mining, ceramic, and architectural engineering. Dean Curtiss' suggestion to John Clay, the Scotch commission merchant, led to a subsidy, later to become an endowment, for a chair of agricultural journalism. The courses were first taught in 1908 by the station bulletin editor, Will H. Ogilvie; and they were developed to professional status in the following years under the direction of the well-known agricultural journalists, Clifford V. Gregory, '10, and Fred W. Beckman. Forestry came to professional status in 1904 in charge of Hugh P. Baker, whose noted teaching and administrative career was just beginning. Bacteriology was added to the general sciences in 1908 under the direction of R. E. Buchanan, '04, who had previously taught the courses in the botany department. A four-year domestic science curriculum was established in 1909 leading to the degree of bachelor of domestic science. Agricultural education was organized in 1909 to meet a growing demand for vocational teachers in high schools.

Along with the expansion of technical and supporting subjects there was an effort to delimit and systematize the college program. Because of both the growing consciousness of science within and the concern over "duplications" without, the subordination and service status of the "liberal" subjects was proclaimed. In March, 1905, the faculty adopted the curt recommendation of the committee on course of study "that Latin be stricken out of all college courses." The preceding November the committee on post-graduate study had referred to the faculty petitions of two students for candidacy for the degree of master of science in history and literature "with the statement that the Committee was unable to see its way clear to grant a petition for the degree of Master of Science for studies, which are not science."

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This period marked the adoption of uniform degrees. In 1900, the catalogue committee recommended that the degree master of philosophy be not offered henceforth and that "all mention of it be stricken from the catalogue." It was, however, later given in five cases as an honorary award, 1903 (2), 1906, 1907, and 1908. In June, 1909, after investigating the practices of other institutions, the graduate committee recommended to the general faculty that doctor of science be the only honorary degree granted by the College and that it be "conferred only on persons of exceptional merit"—supposedly in pure or applied sciences. The initial recommendation for this degree of James W. Robertson, Norman J. Colman, and Seaman A. Knapp was an evidence of sound intent. A year later President Storms informed a correspondent that the "prevailing opinion" of the faculty was "that no honorary degrees whatever should be given." The same year the uniform bachelor of science was adopted as a first degree in all courses but Veterinary Medicine, and in 1911 the advanced agricultural degree was changed to Master of Science. The former degree of master of scientific agriculture was conferred for the last time in 1913.

DIVISIONAL ORGANIZATION

The administrative organization by divisions started under Beardshear was now completed by the appointment of deans. In 1902 Curtiss was given such a title for Agriculture and Dr. McNeil for Veterinary Science, and in 1904 Marston was made dean of Engineering and the President acting dean of Science as related to the Industries, including domestic science. The Junior College was established in 1903 with Stanton at the head. At the opposite end of the academic scale the graduate work was developing under committee supervision.

On November 2, 1899, President Beardshear had appointed as the first "committee on post-graduate studies": Weems of agricultural chemistry, Spinney of physics, Bennett of chem-

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istry, Pammel of botany, and Noble of English. The composition of the committee indicated personal interest of the members rather than departmental balance of the leading fields of study. The following year Weems and Pammel continued, with Curtiss of agriculture, Marston of civil engineering, Miss Sabin of domestic economy, Summers of zoology, and Bissell of mechanical engineering. Professors Summers and Pammel were especially active in the work of the committee.

The committee's function was to make recommendations regarding general standards and procedures and their application to particular programs. Its administrative authority was increased in 1902 when a rule was passed to have all applications for graduate work referred by the president directly to the committee without waiting for faculty action. From the beginning the committee was zealous in formulating standards as high as conditions would permit.

The main requirements and procedures for the master's degree were revised and formulated: resident graduate study was a privilege granted upon recommendation of the president and the professors in charge of the departments concerned; two years must elapse between the conferring of the bachelor's and the master's degree and at least one be devoted to resident study; two lines of work, major and minor, must be pursued, the major covering two-thirds of the credit and involving actual research, with the results incorporated in the thesis; the candidate must have a reading knowledge of French or German; definite regulations were made regarding the presentation of a program of study and application for and completion of examinations. The following year, in response to a faculty request for rules regarding the admission of graduates from other colleges, it was recommended that such students be required to present to the committee evidence of undergraduate work equivalent to the corresponding courses of the College and to satisfy any deficiencies before admittance to full standing. These requirements reflected a high conception

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of the graduate function by the members of the committee—even though at certain points they might involve a standard of hopeful endeavor rather than one of immediate attainment.

RESEARCH, INDIVIDUAL AND ORGANIZED

Research, personal and organized, was encouraged, promoted, and systematized. Membership and participation in professional societies were emphasized; a Science Club was formed by faculty members and experiment station staff members in 1910 with W. H. Stevenson as president and H. S. Summers as secretary; the graduate school of agriculture, sponsored by the Association of Agricultural Colleges and the Department of Agriculture, was held on the campus during July, 1910, with an attendance of over two hundred from thirty-nine states and six foreign countries; support for sabbatical leaves was sought (unavailingly then as later); and recognition was given to productive achievement. Beginning with the report of 1903-05 faculty publications were listed, and the President reviewed the more important bulletins and research papers of the biennium. The lists were sometimes criticized in private by members of the staff as containing too many popular entries and including addresses that had not been published at all, but the intent was commendable. The bulletins in most demand in 1905 were P. G. Holden's on seed corn, an "almost indispensable publication" which the President thought had received the widest and most enthusiastic attention of any station bulletin in the country; W. H. Stevenson's on the soils of Iowa, "an authority and a classic in this department of the State's agricultural work"; L. H. Pammel's on weeds of Iowa with identifying cuts; and a study of beef production in which John Gosling, the noted meat authority of Kansas City, collaborated. A regular bulletin editor was secured in 1904. During the biennium of 1906-08 the practice was adopted of employing full-time investigators in the different sections under the direction of the respective

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department heads. As organized in 1910 the sections were agronomy, animal husbandry, horticulture and forestry, agricultural engineering, dairy industry, botany, entomology, and chemistry.

In 1904, by act of the General Assembly, the Engineering Experiment Station was founded and placed under the directorship of Dean Anson Marston. Its purposes were to carry on scientific investigations, develop new devices and methods, conduct tests and analyses of materials, and disseminate technical information that would be of aid and service to the state's manufactures, mines, farms, and municipal enterprises. For so inclusive an undertaking the initial appropriations were so inadequate as to permit of no more than the barest beginnings. Of the \$15,000 sought for the biennium but \$6,000 was granted.

The same year the College was made a "State Highway Commission" under the joint direction of the deans of engineering and agriculture. The commission's duties were to devise plans and give demonstrations of the construction and maintenance of highways, and to give advice to counties regarding their highway problems. Thomas H. MacDonald, '04, later chief of the United States Bureau of Public Roads, was the first secretary and highway engineer of the commission.

HOLDEN AND EXTENSION BEGINNINGS

More direct state contacts multiplied with modern facilities for travel and demonstration. The harvest festival excursions to the campus became so popular that two days were devoted to them with attendances for a single day reaching 15,000. The modest short courses inaugurated in 1900 grew in scope and appeal. Contact was made with the high schools through the service of ex-Superintendent Barrett, who was brought to the College in 1904 as professor of civics and supervisor of admissions. Special demonstration activities throughout the

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state and the establishment of local short courses prepared the way for the founding of a definite extension service which was appropriately placed under the direction of the man whose promotive efforts had largely made possible such an establishment—P. G. Holden.

Perry Greeley Holden, a native of Minnesota, had received his education in the Michigan Agricultural College and taught in the schools of Michigan before being called to the University of Illinois as professor of agronomy. He had later entered commercial work and was head of a seed company when called to Iowa State College in 1902. Prominent agricultural leaders like Henry Wallace felt that there was need for a leader who could educate the farmers of the state in the necessity of seed improvement, and Holden's reputation indicated that he was the man. He was brought at a salary of \$2,600, \$1,000 from the Morrill Fund, \$1,000 from the station, and the remaining \$600 provided by three individuals. Holden's great forte was in direct popular appeal; the classroom and conventional teaching methods he found too restricting, and he was in his true element in a mass meeting of farmers. Two years after coming to Iowa he started county demonstration work, and there followed the corn trains and the establishment of regional short courses. This work prepared the way for the act of 1906, providing for a permanent extension department, of which Holden was made superintendent. His great message to the state, which with careful adaptation to the particular audience he delivered with evangelical fervor, was "the gospel of corn improvement." Holden and his followers emphasized the selection of ears of regular, artistic appearance, and their exhibits featured a certain dent variety of this sort as best adapted to the state. Contrary as this emphasis was to the later principles of breeding, Holden's influence dominated the corn shows that were held down to the World War period. In the February, 1912 issue of *Current Literature* Elbert Hubbard listed Holden seventeenth among the

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twenty greatest men of all times by reason of his contribution to the increased production of the world's food supply.

In spite of, probably in part because of, such notoriety and popular acclaim, Holden met strong opposition from certain elements at the College and out in the state. In the spring of 1912 he resigned to run for governor with the backing of *Wallace's Farmer*, and the bitter opposition of the rival *Homestead*, and after defeat in the primaries he removed to Chicago to enter upon industrial work. R. K. Bliss, who had been one of Holden's assistants, was put in temporary charge until called to the University of Nebraska. Willard J. Kennedy, the head of the animal husbandry department and the vice-director of the experiment Station, was then elected "head of the Extension Department."

STATE AND LOCAL MISUNDERSTANDINGS

These outside contacts and services, though they brought the College recognition and support, were also at times the occasion of disappointment, misunderstanding, and consequent denunciation and political opposition. Livestock judging contests at the International and other exhibitions, which were given great attention in these years and in which the Iowa State stock and other judging teams were highly successful, occasioned, in certain cases, serious charges from agricultural papers and stockmen of improper entries and unfair coaching methods. Though most of the charges were heatedly denied, some of the practices were held to be according to the "system"—what all the others were doing. In any case the controversy had a discrediting effect with the constituency upon instructors, departments, and the institution as a whole. Like intercollegiate athletics, judging contests awaited general agreement as to what constituted sound practices. In both realms of competition there was unquestionably an over-emphasis upon winning.

Misunderstandings of a special and local nature developed

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with the residents of Ames. Medical practitioners made protests in their county and state organizations, in newspaper discussions, and in representations to the Board against the alleged restrictive policies of the college physician in administering the hospital. Student sentiment proved to be overwhelmingly for the continuance of the existing service, and the Board upheld the physician, Dr. W. E. Harriman, making the concession, however, that students might employ accredited physicians at their own expense in the hospital or the halls. The perennial dispute over the campus-city road was also being waged. Beardshear had declared that he would desire such a thoroughfare as his monument, but it appeared that the most likely distinction to be gained from the enterprise was one of martyrdom. There began, too, the sectional differences between the college area and the downtown wards, with threats of secession and independent status from the residents of "Campustown." Local alumni journalists passed judgment upon appointments, removals, and college policies generally with the freedom and often the acerbity of a family critic. Other fratres and sorores in urbe were no less solicitous and critical.

ALUMNI INFLUENCE

The alumni in general were exercising an ever-increasing influence. President Storms recognized the essential place of alumni interest and support in the development of a modern college and urged the establishment of a periodical to keep the former students in touch with college activities. The Board readily agreed to provide the needed support, and their president, J. B. Hungerford, '78, and J. S. Dewell, '81, and A. U. Quint, '85, of the alumni association aided in the organization. Thus in 1905 the *Alumnus* was established as the official organ. By that time, in addition to the Iowa branches, there were organizations in Chicago, Washington, New York City,

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and Pittsburgh. The starting this same year of the observance of October 21—the beginning of the preparatory term—as “Founder’s Day” brought prominent alumni to the campus for reminiscences, observations, and admonitions. Since 1888 the alumni had had continuous representation on the board, at times with as many as five members: C. D. Boardman, ’74, 1888–94; C. F. Saylor, ’82, 1888–1900; W. O. McElroy, ’81, 1890–1909; A. B. Shaw, ’76, 1892–98; J. B. Hungerford, ’77, 1894–1909; L. B. Robinson, ’77, 1896–1902; Vincent Zmunt, ’92, 1904–09. The long services of McElroy, a Newton attorney, and Hungerford, a Carroll editor, were especially influential. Hungerford as president of the Board was credited with determining many of the larger administrative policies.

INSTITUTIONAL RIVALRY

This large and influential alumni representation on the governing body tended to increase the competitive spirit and intensify the rivalry with the other two institutions, contributing in this period of rapidly mounting costs, to charges of waste and unnecessary duplication and the consequent demand for administrative centralization. From the establishment of the Board of Control for penal and medical institutions in 1898, there was an agitation for a similar centralized governing body for the educational institutions.

THE WHIPPLE COMMITTEE’S FINDINGS

In 1904 the Thirtieth General Assembly appointed a joint committee to investigate “the entire system of management and affairs of said educational institutions, their business management and educational policies . . .” The committee was headed by Senator William P. Whipple of Benton, and among the members were Senator Thomas Lambert of Jackson, who became a member of the first finance committee under the new board, and Senator Dan Turner of Adams,

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later governor. The committee visited, in addition to the Iowa institutions, Northwestern University and the state universities of South Dakota, Minnesota, and Wisconsin. The governing systems and salary schedules of other representative state colleges and universities were tabulated as a basis of comparison. The findings were held to be decidedly unfavorable to the existing Iowa organization and policies. The investigators found a "considerable duplication" of work between the University and the State College, some of which was held to be wholly unnecessary. The existing system of control, through competitive rivalry, was encouraging such an undesirable tendency. "The governing boards and the presidents and faculties of each of our educational institutions press their respective claims upon the legislature without regard to the needs of the other institutions. A spirit of rivalry is engendered that is, in many respects detrimental to the educational interests of the state." They found evidences of waste and inefficiency in the administration of capital, operating, and instructional funds. The operation of the millage tax system, through lack of cooperation and uniformity, was leading to an extravagant building program. Greater care should be exercised in purchasing and in the letting of contracts. "There should be more uniformity in the tuition and other fees charged," and "without making specifications on this point," the committee found "room for improvement in the educational work at the several institutions."

The committee thus summarized the situation, financial, administrative, and instructional: "The problem is how to bring about harmony of action and uniformity of methods at our educational institutions; how to prevent waste and how to get the best results, allowing only such duplication in the work as is necessary to make each a first class institution. To bring about this condition of affairs there must be a change in the management. A system should be devised, that will remove

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from politics, as far as possible, the administration of our educational institutions and at the same time, secure to the state good and efficient business management." The solution proposed was a centralized policy-making board with a full-time salaried administrative committee to perform the duties of the existing financial officers.

CENTRAL BOARD CREATED

Sentiment in the state was sharply divided. *Wallace's Farmer* supported the proposal, and as usual, the *Homestead* was on the other side. Storms from the first had opposed the plan as tending to subject the State College, with its peculiar organization and function, to a misunderstanding and unsympathetic control. He wrote numerous letters to alumni and legislators and made an earnest appeal before a legislative committee. In the main, he held, the existing system was working well; why, therefore, enter upon a highly risky experiment? Members of the faculty, the supporters charged, were agitating and lobbying against the bill. The opposition could postpone the enactment, but not for long; the appeals to efficiency, economy, and hoped for harmony were too strong. The bill met defeat in the sessions of 1904 and 1907, but was passed in the next session and approved on March 31, 1909.

The new governing system provided a board of nine members—not more than five of whom could be of one party—to be appointed by the governor for a term of six years. To prevent packing of the board by the graduates of any one institution or the possibility of collusion by graduates of different institutions, it was provided that "not more than three alumni of the above institutions and but one alumnus from each institution may be members of the board at one time." The unique feature was the provision for a full-time, salaried finance committee of three to be selected by the Board of Education for a term of three years. The secretary of the committee was also to

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be secretary of the Board. The initial appointees indicated the appreciation of the dignity and importance of the new governing body, and gave assurance of competence, reliability, and fairness. Continuity and stability of policies were to be secured to an unusual degree by the long service of three key officials each of whom combined progressive outlook with a realistic understanding of the conditions and needs of the state's system of higher education. George T. Baker, a distinguished construction engineer who had been active in public affairs, state and municipal, was appointed to membership on the original Board and served continuously—the last seventeen years as its president—until his death in 1941. William H. Gemmill, '94, an experienced teacher and educational administrator, held the secretaryship of the Finance Committee from 1914 to 1936 when he became Superintendent of Documents in the experiment stations. William R. Boyd, journalist and financier has served as chairman of the Committee from the beginning to the present. Despite the reassuring beginning, those who viewed with apprehension any system of centralized government remained unreconciled.

STORMS RESIGNS

The new control, to which Storms had been so consistently opposed, was the final influence in the cumulation of difficulties under which he labored; and in March, 1910, he submitted his resignation to take effect August 31. His final report, prefaced by the observation that the present board could "doubtless work out the policies best with an executive head of their own choosing," gave a review of the achievements of his seven years. The record was an impressive one. Eighteen new buildings had been erected; the instructional divisions had been organized under deans, and an extension department established; the enrollment had steadily increased; income had become more adequate; and, finally, an efficient and loyal faculty had been built up. Referring felicitously to

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the two professions in which he had engaged he concluded, "Both the work of education and that of the ministry to which I expect to return are so full of interest and spell so large an opportunity that any man may well be willing to stay out of heaven to engage in either."

STORMS' CONTRIBUTION

In judging Storms' administration one must take account of the unusual difficulties of the times, general and special. The academic scene was peculiarly unstable; for all colleges the period was characterized by changing standards and practices, in curricula, methods, and student interests and activities. In the midst of these prevailing uncertainties there remained within this particular college the old factional division over aim and emphasis which only subject expansion and changing leadership could fully overcome. Furthermore, under the most favorable conditions, to carry on effectively the program and to bring to completion the projected enterprises of a dominating and aspiring personality like Beard-shear would have taxed the resourcefulness and directive genius of any executive. That Storms' talents were not administrative and that for the sake of internal harmony, he should have given up essential prerogative to more assertive personalities in the College and on the Board should not in any way overshadow his real influence upon the people of the state, the students, and the staff. If he met the problems of the transitional period less effectively in some respects than a more "efficient" administrator might have done, he brought to the task certain special qualifications that gave a balance and moderation to program and policies that might not otherwise have been attained. The technical emphasis was bound to come; the liberal leavening would not have been so certain. Following his service at Ames, Dr. Storms was for some years a pastor at Indianapolis and then became a successful president of the Baldwin-Wallace College at Berea, Ohio, where

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he remained until his death. He returned to the campus a number of times for baccalaureate and chapel addresses and was always held in esteem and respect by his former associates.

PROBLEM OF A SUCCESSOR

The selection of an executive of the new Board's "own choosing" was not an easy or quick task. There were special influences to resist and positive choices to weigh. Dean Curtiss' supporters, led by Secretary Wilson, again urged his claims, but though he had supporters on the Board he now met with opposition in quarters that had previously been favorable. There was a persistent rumor that, in case of the Dean's elevation to the presidency, Professor Willard J. Kennedy, head of the Department of Animal Husbandry and vice-director of the station, would succeed to the headship of the agricultural division. Kennedy's skill in coaching and his energy and enthusiasm in developing stock judging and exhibitions had contributed directly to the rapid growth of his department, but unfortunately, he had become the center of a controversy that divided the agricultural interests of the state. A group of agricultural journalists had brought charges of improper methods in stock judging and undesirable relations with commercial enterprises and had demanded the Professor's removal. In vigorous reply, Kennedy alleged that he was the victim of misrepresentation of fact and distortion of motive by disgruntled rivals. After a prolonged hearing occupying three full sessions in which both sides were represented by counsel the Board decided that the charges were "not sustained." But the controversy extending from September, 1910, to February, 1911, exciting much publicity and involving sharp differences of opinion, in itself and in addition to other complications made the selection of a president from the division concerned inadvisable.

STANTON CARRIES ON

Evidently an executive to guide the College's course in the new day and adjust policies to the plan of the new board must

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be sought widely, throughout the nation. Again, for the third time, Stanton was called upon for emergency service, but he too was regarded as unavailable for permanent tenure. This time the terms of his appointment specified that his service was to be temporary; his opportunity for the presidency had passed. But at the same time the reasons for and terms of the commission indicated the peculiar place of confidence and influence that he had come to hold. The formal resolution of August 19, 1910, read: "Whereas, many years of excellent service commend Dean E. W. Stanton to the full confidence and high regard of this board, Therefore, Be it Resolved: That he is hereby appointed acting-president of the State College of Agriculture and Mechanic Arts for the period of one year, or until such time within this period as a president shall have been elected and reported for duty. The salary of the acting-president shall be at the rate of \$5,000 per annum, this compensation to cover his services as dean of the junior college. This action is with the understanding that Dean Stanton has not been and is not a candidate for the presidency, it being the intention of the Board to elect to the temporary position a man not in consideration for the presidency." With the delay in selecting the new president, the appointment was extended for another year. The *Homestead* commented that the new Board had made an ideal choice and that the only regret was that Stanton was not to be "president in name as well as in fact."

PROGRESS UNDER STANTON

The two full years of Stanton's services at this time were by no means a period of marking time and merely awaiting a new administration. Material advances were under way, vital issues were presented for settlement, and no one was more understanding of the problems in hand than the veteran Dean. The building program continued with the erection of the home economics hall, the veterinary quadrangle, and the starting

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of the gymnasium, and instructional and research interests were advanced steadily and surely.

Stanton had been acting president in 1890 when the first non-collegiate courses in agriculture were planned, and he was now in charge when this grade of instruction was put on a more distinctive and systematic basis. In 1910 the new Board, responding to what was held to be a real demand, created a distinct non-collegiate two-year course for students who had completed the 'common branches' "but from which any student who is prepared to enter the regular college course in agriculture shall be excluded." In addition to the two-year course, the one-year courses for creamery operators and the two-quarter herdsmen courses were continued. The new work was placed in charge of Professor Jules C. Cunningham, a graduate of the Kansas State College who combined effectiveness in organization with an inspiring enthusiasm in leadership. He secured an unusually strong staff and built up a distinct group consciousness among the students. Special clubs, a mimeographed student paper, and other activities were organized, and regular alumni contacts were maintained. For nearly two decades these courses rendered a real service to Iowa agriculture; young men returned to the farm who were outstanding not only in better methods of cultivation and of business but in community leadership. At the same time specialists were trained for practical supervisory positions.

Another major innovation in the instructional realm during this interim administration was the establishment of the summer school. In March, 1911, a special committee of the agricultural division recommended that a ten-day summer school in agriculture be organized. The plan was evidently to conduct summer work comparable to the winter short course; but the instruction developed instead on a broader coordinate collegiate basis. The following May the acting-President recommended to the Board a two-weeks' course and asked a \$5,000 appropriation. There were three special classes, he

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urged, to whom such an opportunity for study would appeal: teachers in agricultural and the manual arts; veterinary practitioners who desired to keep abreast with the latest developments; and highway, city, and public utility engineers. The recommendation was made with the understanding that the work would not duplicate that of the county institutes but would be in lines appropriate to the work of the College. A superintendent should be in direct charge in consultation with the president, the deans concerned, and the special committee. About fifty superintendents and vocational high school teachers attended the short course that year. In 1912 a regular six-weeks session with courses in agriculture, home economics, and general supporting sciences was organized with A. V. Storm, of the department of agricultural education, as director. From this time the offerings and enrollment grew, until in 1915 with the addition of a second term a full quarter's work was provided.

Stanton's long and unique experience at the College as student, teacher, and administrator enabled him to act directly and effectively in removing undesirable conditions and encouraging wholesome and progressive tendencies. For instance an aggravating abuse long tolerated was now dealt with effectively. Hazing was a custom of long standing and of increasing disturbance. Certain recent flagrant cases involving short course students had had discrediting reactions in the state, and the local representative had been led to introduce a bill making such a practice a criminal offense. Stanton's sympathies were especially aroused by stories of students who had been intimidated and whose courses had been consequently interrupted. He was also concerned with such unseemly and inharmonious demonstrations in a technical institution at the very time when a major program of expansion was being launched. Possessed of power to act he used it to suspend offenders until all members of the sophomore class signed an agreement to refrain from hazing and from class

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scraps in general. For all wholesome student interests and activities he continued his enthusiastic support. But his deepest concern continued to be the encouragement and honoring of scholarship.

A notable recognition of scholarly standing was the installation, on October 23, 1911, of a chapter of Phi Kappa Phi by the president-general Edwin E. Sparks, of Pennsylvania State College. Iowa State College was the first institution west of the Alleghanies and the sixth in the country to become affiliated with this great national honor society. Twenty-nine charter members were elected from the faculty, and two years later alumni of intellectual achievement in varied fields were elected. At that time J. C. Arthur, '72, botanist, A. S. Hitchcock, '84, botanist, Frank Leverett, '85, geologist, and W. T. Hornaday, ex '75, zoologist, were made honorary members. First officers of the local chapter were president, L. H. Pammel, who was to become president-general of the society; secretary, L. B. Schmidt; and treasurer, Herman Knapp.

Stanton's relations with members of the staff were harmonious and understanding. A characteristic feature of his reports was the number of cases in which he gave special praise to the work of departments and of individual instructors. All in all his course as chief administrator during this period, as in other interims, bore out the estimate of an alumni trustee in 1907: "He was here at the beginning and is a stay and support, an anchor of safety Professor Stanton has never been 'the first by whom the new is tried; nor yet the last to cast the old aside.' Safe as a conservative and wise as a progressive, he has kept his eye on the middle course, and events have vindicated his wisdom in helping to shape the destiny of the college."

EFFORTS AT CONSOLIDATION FAIL

In the opinion of the College's supporters the true destiny was now put in jeopardy by the proposal of the new Board to give active demonstration of its business and administrative

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efficiency in an elimination of "duplications" by a consolidation of courses in the different state institutions. In July, 1912, the Board recommended that all engineering work be centered at the Iowa State College, that domestic science and general science be transferred to the University, and that the Teachers' College work be maintained only at the junior level. In justification, the arguments of needless duplication were brought forward and endorsements of the Board's action by leading educators presented.

The opposition was immediate and determined from all three institutions. University alumni printed an elaborate brief on the illegality of the removal of engineering, and the I. S. C. alumni association joined with local organizations to prevent the dismemberment of their institution. A fund of \$1,000 was raised for the campaign to retain home economics. The *Student* in an open letter to the Board demanded that representatives of the student body be heard on the proposed changes. Both candidates for the governorship that fall were on record as opposing the policy. The result was that after a heated debate before a joint session, the legislature requested that the order be withdrawn, and under this mandate the Board on April 4, 1913, resolved unanimously that in deference to the request of the General Assembly the action was rescinded.

In vain the president of the Carnegie Foundation inveighed against political obstruction of the true interest of Iowa education. Time was to indicate that public sentiment, even though subjected to special appeals, was in the long run sounder than the immediate demand for economy through consolidation. In any case it was evident that a centralized board would not interfere materially with the program of the state institutions as they had become established through the years in response to real demands and demonstrated service. The State College thus faced the modern period and the hopes and expectations of a new administration with determined purpose and with organization and program intact.