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REDEFINING THE FUNCTION
OF THE COLLEGE¹

Senator Sutton's Bill

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AN ACT TO REPEAL SECTION 1621 OF THE CODE OF 1873 CHAPTER 4, TITLE XII, AND TO ENACT A SUBSTITUTE THEREFOR RELATING TO A COURSE OF STUDY FOR THE STATE AGRICULTURAL COLLEGE, BY THE TWENTIETH GENERAL ASSEMBLY OF IOWA.

Be it enacted by the General Assembly of the State of Iowa:

SECTION 1. That section 1621 of the Code is hereby repealed, and the following is enacted in lieu thereof:

SEC. 1621. That there shall be adopted and taught at the State Agricultural College, a broad, liberal and practical course of study in which the leading branches of learning shall relate to agriculture and the mechanic arts, and which shall also embrace such other branches of learning as will most practically and liberally educate the agricultural and industrial classes in the several pursuits and professions of life, including military tactics.

SEC. 2. That all acts and parts of acts inconsistent with this act are hereby repealed. [Approved March 20, 1884.]

SENATOR SUTTON'S SPEECH IN BEHALF OF THE BILL
[March 7, 1884]

Mr. President:—This bill provides that there shall be adopted and taught at the Iowa State Agricultural College a broad, liberal and practical course of study, in which the leading branches of learning shall relate to agriculture and the mechanic arts, but which shall also include such other branches of learning as will most liberally and practically educate the agricultural and industrial classes in the several pursuits and professions in life, including military tactics. It proposes to enact this in lieu of section 1621, which it repeals, and which specifies as a course of study Geology, Minerology, Meteorology, Entomology, Zoology, animal and Vegetable Anatomy, Veterinary Surgery and Book-keeping, and permits no other studies except such as are directly connected with agriculture. It will

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thus be seen that this bill proposes to change the law so as to provide a general and liberal course of study in which agriculture and the mechanics' arts shall have a leading place, and to repeal the exclusive course that is now provided by the statute. When this change is proposed in regard to perhaps the most important educational institution in our state, I am aware that the bill proposing it should be based upon valid considerations, and considerations that look only to the permanent welfare of the institution. For this reason I desire to be heard somewhat fully, that I may have a fair opportunity to lay before the senate, with reasonable clearness, the reasons which have led me to offer this bill. It has received the careful consideration of the present faculty of the college, and has the approval, as I believe, of all the more particularly informed friends of the school of whatever faction (if there be different factions,) and comes to the senate with the unanimous approval of the committee on the Agricultural College. And while I would be willing to submit the bill upon the recommendation thus given it, I have been asked to state the exact reasons that have caused this proposed change in order that it may be known that the change is not asked by any faction as against any other faction, that it may also be understood that by asking this change no imputation is made against the past management of the college, but that for other and what is deemed good reasons this change is now desired in order to broaden the usefulness of the school and more fully to make it conform to the purpose of the Act of Congress which created it.

The Agricultural College is demanding especial attention of this legislature. It is the best endowed educational institution in this state. In fact it is the only educational institution in the state having a permanent endowment of any considerable amount. The endowment fund of this college is very close to three-quarters of a million of dollars. This fund and other property belonging to the college reaches beyond a million dollars. This endowment, when properly applied to the purpose for which it was made, will give us one of the grandest colleges this country has ever known. It is well, therefore, at this time, when this college is demanding our special attention that we should give it that patient and intelligent consideration which its importance entitles it to. There will probably be three bills before this honorable body relating to this college, one relating to the reorganization of the board of trustees. The source from which this bill may come I am not permitted to speak; a parliamentary usage will not permit me to speak of the other branch of this General Assembly. There is another bill now pending before the senate providing for the investment of the college fund. The bill now under consideration relates only to the course of study of the college and to defining the purpose and object of the college itself. It has no connection whatever with any other bill, and has purposely been

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kept free from all other matters. For whether this shall be adopted or rejected or some other bill adopted in its stead, it is desired that the people shall speak through their representatives in some more definite way than they have heretofore spoke, and settle for this college a well defined and general plan that its trustees can execute and that its faculty can work to. I have no selfish pride in this particular bill. As a legislator and citizen who expects to patronize this school I do have a deep and sincere desire that the energies of this college shall be no longer exhausted in trying to settle what manner of school it shall be, but that its great energies shall be used in the furtherance and completion of such a general plan as this Assembly, when informed, shall in its wisdom adopt. Expecting to patronize this school, I have visited it both this year and last, and the last time as one of the committee from the Assembly. I have made a careful study of the school and the statutes relating to it; and without desiring to be tedious I desire to call your attention to the fact that this endowment of three quarters of a million is not ours; that we hold it in trust only, and only for a specified purpose, that the State of Iowa is only the guardian of this fund, that the state only holds it in trust for the general government, that the state is bound to keep it unimpaired and is held to a strict account by the general government for the use of every dollar of that fund, and that the state is liable to the government for every dollar that is used for any other purpose than that specified by the government, that the government never imposed this fund upon us, that it left us to accept it or not, but specified the terms we should undertake if we chose to accept, that by accepting the trust as we did, we agreed to perform the conditions of the trust, that we are thus bound by the agreement and its conditions, and that the government, further to protect the purpose of this trust, has provided that it shall revert if we fail to perform its conditions. I then desire to call your attention to the purpose of the trust as defined by Congress, also as interpreted by the author of the Act of Congress. I then desire to call your attention to the fact that our state has never appropriated this fund fully to the purpose defined in the act of congress, and I desire to show you the trouble we have suffered because of this failure. I desire then to discuss briefly the wisdom of the purpose, I believe, this bill embraces; and to urge the desirability of adhering strictly to that purpose, and of so amending our statute that no one can doubt that we have fully and fairly complied with the act of congress.

THE FUND A TRUST FUND

That the fund is only a trust fund is shown by the first section of the act of congress granting the endowment. This Act of Congress is not found in

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the revised statutes of the United States, but is found in volume 12 of the statutes at large and at page 503. The first section begins with these words, "That there shall be granted to the several states for the purposes hereinafter stated, certain lands," etc. Thus, at the very outset of the act it is specified that the lands are not given to the several states to become the property of such states, but to be used by the states for a specified purpose; and then in the second section of this act, to make it more emphatic, it says that the proceeds of the lands and the land scrip which constitutes the entire fund, shall be applied to the uses and purposes specified in this act and for no other purpose whatever, and section three of the act provides that the entire proceeds of the lands shall be applied without any diminution whatever to the purpose hereinafter mentioned. Section four provides that the interest of the fund shall be inviolably appropriated for the purposes of the act. Section five provides that if any part of the fund, principal or interest shall be lost it shall be replaced by the state. The act then provides that no part of the fund shall be invested in perishable property. One-tenth of it may be invested in farms for the use of the college, but all buildings shall be built and kept in repair and furnished by the state, and the state must pay all expense of managing the fund. So that the fund, which is a trust fund in the hands of the state, shall be kept absolutely intact and the interest thereof applied for the one specified purpose set forth in the act itself. Now the state was not obliged to accept that trust, but it did so, and I contend it should be faithful to it, and apply the interest of the fund with absolute fidelity to the purposes for which it was intended, and I further insist that any other course may endanger our right to the fund itself.

THE PURPOSES OF THE COLLEGE,

as defined in the act of congress, and for which it says the interest of the fund shall be inviolably applied, is to promote the liberal and practical education of the industrial classes in the several pursuits and professions of life. This is the exact language of the act, I will read all that part of section four which defines the purposes of the act. This is the only section in the act which specifies the purposes of the grant and the purposes, when mentioned in other sections of the act, are spoken of as the purposes specified in section four. Section four reads as follows:

"The entire interest thereof," meaning the fund, "shall be inviolably appropriated to the endowment, support and maintenance of at least one college, the leading object of which shall be, without excluding other scientific or classical studies, and including military tactics, to teach such branches of learning as are related to agriculture and mechanic arts in such manner as the legislatures of the states may respectively prescribe, in

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order to promote the liberal and practical education of the industrial classes in the several pursuits and professions of life." As the Grecians prescribed an education and a training for their youth, in order that they might become the greatest heroes of the world, so would it seem that the author of this Act of Congress undertook to provide an education for the toiling sons of America that will enable them to attain to the highest possible citizenship,—not soulless bodies nor bodiless souls, but men who are strong physically, mentally and morally; men who by labor are allied to the laboring masses and whose learning enables them to grapple with all the questions of business, of science, and of state. All the great men of this country have come from the industrial classes, and this Act undertakes to place learning within the ready reach of that class upon which a free country must depend, not only for its producers, but also its statesmen and its soldiers as well. Hence this Act provides that the purpose of the Act shall be the liberal and practical education of the industrial classes in the several pursuits and professions of life, thus educating the sons of toil to the performance of duty that a citizen of a free country may be called upon to discharge. It provides that the college shall teach those branches of learning that relate to agriculture and the mechanic arts, but not to the exclusion of the classics and such other sciences as are necessary to a liberal and practical education. It wisely leaves it to the legislatures of the several states to say how these branches of learning shall be taught, but specifies that it shall be in such manner as will best promote the liberal and practical education of the industrial classes in the several pursuits and professions of life. Believing that each state may most wisely prescribe the methods of instruction that will best promote the liberal and practical education of its own industrial classes it leaves that discretion to the state, but it takes care to put it in those expressive words: "In such manner as the legislatures of the states may respectively prescribe in order to promote the liberal and practical education of the industrial classes in the several pursuits of life." It recognizes a fact well known in educational science that in order to give a person a practical education you must specially educate him in those sciences which relate to his calling. In order practically to educate the agricultural classes (for they are industrial classes) you must educate them specially in those sciences which relate to agriculture, but in order liberally to educate the agricultural classes you must educate them not only in the special sciences which directly relate to agriculture, but also in those sciences which show the relations of agriculture to all other pursuits and professions, and also to the government itself, upon which all pursuits, and happiness itself, depends. Now the Act says liberal and practical. It says both. The college must educate these classes not only in agriculture, but in all those matters

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that are essential to the well being of agriculture and of the country at large. It must educate the youth not only to successful agriculture, but to the highest citizenship as well. Thus the act requires that the liberal and practical education which it provides shall not be alone in the agricultural line, and the mechanical arts, but that it shall be in the several pursuits and professions of life. The act specifies it. It leaves no doubt. It speaks in unmistakable language. It acknowledges the usefulness and necessity of the several pursuits and professions in life, and also the desirableness of having those pursuits and professions filled by men who are well educated in, and who are in full sympathy with, the agricultural and mechanical interests of the country. I have accustomed myself, when desiring information, to go to those who could be presumed to be best informed in the matter concerned. I have therefore written, or rather telegraphed, Hon. Justin S. Morrill, one of the present United States Senators from Vermont, for an interpretation of the fourth section of this act. He was the original author of the bill that finally became enacted into this law. Mr. Morrill received a liberal education, and began life as a merchant, and was a successful business man. He quit the mercantile business, however, and began agriculture, not because he was educated for an agriculturist, nor that he could succeed at nothing else. He took up the pursuit of agriculture just as any free American should take up any pursuits. He took it up because it was his free choice. He was a very successful agriculturist and later was elected by the class of people which he joined to represent them in congress, and nearly if not quite a quarter of century he has been retained in the one branch or the other of the national legislature. Soon after entering congress he conceived the bill that finally became this law. He is now an old man, but he writes me this letter, which I am glad to be able to read to you. It is as follows:

UNITED STATE SENATE,
WASHINGTON, D. C.

FEB. 11TH, 1884

Dear Sir:—Senator Allison has handed me your telegram asking for a history and interpretation of section four of the Agricultural College Act, especially the clauses about not excluding the classics and other sciences, and the clauses to promote the liberal and practical education of the industrial classes in the several pursuits and professions of life. Of course I have not time to give you anything of the history of that act. It was intended to apply to states where the colleges would have large funds as well as those having very small sums, and it was intended also that a considerable prominence should be given to the practical sciences, such as are related to agriculture, chemistry, botany, etc., but it was not intended to limit the amount

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of education in any way so as to prevent a college from having the means and the efficiency of even a university as to languages and mathematics.

JUSTIN S. MORRILL

Hon. P. M. Sutton, Des Moines, Iowa

Each state was given 30,000 acres of land for each senator and representative in congress; so some of the states, like Rhode Island and Delaware, received very small endowments, while such states as New York and Pennsylvania and Iowa received munificent grants. The general government could not prescribe just what method could be best pursued in each state in order to attain the common object, but it could prescribe what kind of instruction should be given, and it did so in unmistakable terms.

Mr. Morrill says it was the intention to give prominence to the industries, but not to prevent states having a sufficient fund to give the school the efficiency of a university in the languages and mathematics. The education must be practical, and just as liberal as the funds of the state will permit. Now, I insist that Iowa with a fund of three-quarters of a million of dollars, has no excuse for clinging to a narrow course of study, for this is its richest and should be its best school. Its pupils should be taught agriculture, together with such other studies as will give them a liberal as well as a practical education. Or, in other words, the purpose of the grant as made by congress, and as accepted by the state, should be adhered to with strictest fidelity and without any attempt to avoid it.

There is a disposition among trustees to make trust funds their own. When an agent appropriates his principal's money to his own purpose it is a crime. When a trustee diverts the funds in his hands from the purpose for which he received them, he betrays the trust which he promised to perform. It has been contended that an endowment for a special purpose in the hands of trustees gives the trustees a discretion, but it is settled that the discretion thus conveyed pertains only to the manner in which the trust shall be performed, and not to changing the purpose of the trust. This was one of the doctrines settled in the celebrated Dartmouth College case. In that case the state of New Hampshire, in its sovereign capacity, sought by an act of legislature to change not only the board of trustees, but also the character of the college, and after one of the most remarkable contests of the kind in history, the supreme court of the United States decided that even a state had no right to divert a trust fund from the purpose of the trust. When a great fund is placed in the hands of trustees for special purposes it is but natural that they should claim a degree of freedom in the performance of their trust; and too often this freedom is abused,—not always with a wilful

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intent, but with an honest belief that they can better judge to what purposes the funds should be appropriated than he who made the appropriation. In this way the trustee forgets that he is only a trustee; forgets that he is only using the fund of another; forgets that the donor who made the appropriation alone has the right to say for what purposes and what purposes only the fund shall be used, and in place of performing the trust for the purposes for which it was made, misappropriates it to purposes of his own. Every trust has two elements its means and its purposes. When we accept the means belonging to a trust we accept also the purpose of the trust. We are trustees only so long as we are true to both. The means are given not to us but to the purpose. They belong to the purpose, and whenever we abandon the purpose in any degree we misappropriate the funds.

It is remarkable to what measures donors have resorted in order to prevent the misappropriation of funds which they bequeathed to special purposes. Some have been very eccentric. Perhaps one of the grandest endowments ever made in this country was that made by Stephen Girard for the education of orphan children. It was a bequest of millions. His whole thought and purpose was to rescue the fatherless from want and neglect and fit them for usefulness, "to feed the hungry and clothe the naked," to minister unto the wants of the needy. He was the good Samaritan that Christ commended, and yet he provided that his college for the education of the fatherless should be surrounded by a wall, and that no minister of Christ should be allowed to enter upon the grounds.

The class he excluded were the best class of people the world has ever known. The clergy of the country, who devote their lives, regardless of compensation, to the good of mankind, and yet this most devoted class is prohibited from the grounds of Girard College because it was feared that in their devoted zeal they might seek to divert the college from the one purpose he had in view—that of educating orphan children without teaching the doctrines of any particular creed. Knowing how liable the states might be to mistake the purpose of this grant, and how natural it would be for some to desire to substitute a purpose of their own for the one specified in the law, congress took every precaution to guard against any perversion of the fund, and made every possible provision to bind each state to the practical and liberal education of the industrial classes in the several pursuits and professions. Congress could not build a wall around these colleges, but it did everything that it could do; and yet I think I will show you that before we fairly got possession of these lands we sought to avoid the plain purpose for which they were given. Now a bequest from the general government should be just as sacred as that from an individual, and the state that receives it for a special purpose, should be just as strict in adhering to that

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purpose as any board or body of men. If our statute then fails to provide a course of study such as is required by the Act of Congress, we should not hesitate to correct it, and it should be put in such plain terms as to be unmistakable as the Act of Congress itself. Section 1621, I contend, does not at all comply with the Act of Congress as to a course of study, and it fails to state the object of the college in terms either general or special.

All that is said in our entire statute as to the purpose of this college is in section 1604 of the code, and in the following words.

"The lands, rights, powers and privileges granted to and conferred upon the State of Iowa by the Act of Congress, entitled "An act donating public lands to the several states and territories which may provide colleges for the benefit of agriculture and the mechanic arts, approved July 2, 1862, are hereby accepted by the State of Iowa, upon the terms, and conditions and restrictions of the said Act. And there is hereby established an Agricultural College and model farm to be connected with the entire agricultural and mechanical interests of the state."

So it will be seen that the only part of our statute which at all undertakes to define the purpose of the college, simply copies the title of the Act of Congress and omits for some reason that part of the Act, the body of it, which defines plainly the purpose thereof to be "liberal and practical education of the industrial classes in the several pursuits and professions of life."

The statute, which should comply with the Act of Congress, only says the college shall be connected with agricultural and mechanical interests of the state, but it fails to say how it shall be thus connected with those interests, or how those interests are to be benefitted. Now the Act of Congress specifies exactly how the agricultural and mechanical interests are to be benefitted, and that is by promoting "the liberal and practical education of the industrial classes in the several pursuits and professions of life."

It is true that the statute refers to the Act of Congress by its title, and says that the endowment is accepted upon the terms, conditions and restrictions of said act. If it then had stopped, or had copied the provisions of the Act itself, it would have been better, but it states a purpose or provision that is not in the language of the Act, and that permits the purpose, as stated in the Act of Congress, to be altogether misunderstood. That the college shall be connected with the agricultural and mechanical interests of the state, and all of them, is not enough. An exposition might do that, a school in which nothing but agricultural and mechanic arts were taught might do as much, but neither would be the purpose specified in the Act of Congress, for that purpose in express terms is education in the several pursuits and professions.

It may be that the legislature of 1862 thought that they could better

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benefit agriculture and the mechanic arts, in some other way than by educating farmers' sons and daughters in the several pursuits and professions, and it is possible they might; but they have no right to convert these lands to their own purpose when the very law under which the lands were accepted specifies another purpose.

The congress of 1862 evidently thought that agriculture and the mechanic arts could not be better benefited, than by so educating the agricultural and industrial classes, that they might be qualified to discharge any and all of the duties of life; and it was to this purpose that the lands were dedicated, and from that purpose we have no right to divert them.

Now, Section 1621, of the code, which provides a course of study and practice in said college shall include the following branches: Natural Philosophy, Chemistry, Botany, Horticulture, Fruit Growing, Forestry, Animal and Vegetable Anatomy, Geology, Mineralogy, Meteorology, Entomology, Zoology, the Veterinary art, Plain Mensuration, Leveling, Surveying, Book-keeping and such mechanic arts as are directly connected with agriculture; also such other studies as the trustees may from time to time prescribe, not inconsistent with the purpose of this act."

Why say "not inconsistent with the purpose of this act?" Why not say "not inconsistent with the purpose of the Act of Congress?"

I can see no reason, unless the legislature conceived a purpose different from the purpose specified in the Act of Congress. And it seems quite plain they did. Now the Act of Congress specifies two industries that it intends to benefit, agriculture and the mechanic arts, It nowhere subordinates the one to the other, but this section says: "Such mechanic arts as are directly connected with agriculture;" thus confining the benefits entirely to agriculture alone, and that which is directly connected with it.

But this is not the only divergence. This section specifies sixteen sciences and book-keeping and then stops short, except to say that the board of trustees may adopt such other studies as they from time to time may specify, not inconsistent with "the purposes of this act."

Now, the only purposes anywhere specified in this act—that is, the statute, is to establish an Agricultural College and model farm, to be connected with the entire agricultural and mechanical interests of the state. Then it excludes all mechanic arts except those directly connected with agriculture. So no study can be consistent with the purposes of this act of the legislature unless it serves to connect this agricultural college and model farm with agricultural interests, so that under the code everything is excluded except that which relates to agriculture, while the Act of Congress specifies that no study shall be excluded, not even the classics.

Now this act of the legislature expressly excludes the classics, and

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literature, and history, and other sciences that are necessary to learning and general usefulness, unless they serve directly to connect the agricultural college and farm with the agricultural interests of the state.

There seems to be running all through this statute an intent to serve some other purpose than the plain, unmistakable purpose of the Act of Congress and I think I can account for it without charging anyone with a wilful intent to evade the purpose which congress so carefully and expressly defined; at least I hope I can. I should be sorry to think that any one had been so dishonorable or so unwise, as to attempt to subvert a purpose so noble as that which congress has specified. The course of study now specified in the statute, and the purpose defined in the code, were both formulated by the legislature four years before the Act of Congress became a law. Neither one was formulated with reference to the Act of Congress, but were created for another and earlier enterprise, and were afterwards, without the change of a word or a letter, injected bodily into the provisions of the Act of Congress. It is not strange, therefore, that they should not be in keeping with it. The legislature of 1858, four years before the Act of Congress was passed, created by statute an Agricultural College and model farm, and specified its purpose, and formulated its course of study, and elected a board of commissioners to buy a farm and to erect a college, and also elected a board of trustees to select a faculty and to organize a college. This college and farm was entirely an Agricultural Institution. The statute of 1858 creating the same said. "There is hereby established a State Agricultural College and model farm, to be connected with the entire agricultural interest of the State."

There was nothing said about its being connected with mechanical interests at this time. It was a college for the sole purposes of agriculture and called the Agricultural College and farm, and from the date of its creation it was four years and a few months old when the Act of Congress passed, donating public lands to such states as would provide colleges for the "promotion of liberal, and practical education of the industrial classes, in the several pursuits, and professions in life." It was four years old and under charge of a board of trustees who had been appointed because of their known sympathy with the purpose of this purely Agricultural College and Farm. After they were thus appointed, it may be fairly presumed, that they became enthusiastic in the purpose for which the college was established.

Now the Act of Congress was passed July 2, 1862, when this college and farm was little over four years old. It was to create a college for the purpose of benefiting agriculture and the mechanic arts, by educating the agricultural and mechanical classes liberally for all the pursuits and professions

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in life. The Agricultural College board must have seen that the colleges required by the Act of Congress were to be for the benefit of agriculture, but it must have overlooked the kind of benefit it proposed to bestow upon agriculture. And the legislature, which met in special session on the 3d day of the following September, must have made the same mistake. The board wanted these lands, worth now more than half a million of dollars, but to do that must they give up the Agricultural College and farm connected with the entire agricultural interests of the state, for the purpose of a college of liberal education in all the pursuits and professions as provided in the Act of Congress? That question had to be solved. For this Act of Congress provided that those lands should be given to such states only as provided colleges for this liberal education, and should be used for that purpose alone and no other. The board wanted the lands, but it was hard for it to give up its pet ideas of special and technical education. The honorable gentlemen who composed that board, had planned a purely Agricultural College devoted wholly to agriculture, which they no doubt had good reason to believe would best benefit agriculture and stand as a lasting monument of what they had done for the greatest of all great industries. The college was their pride, and justly so. They had made it, and they had built their hopes upon it, and they wanted to see it stand just as they had planned it. But they wanted these lands. Now there came a struggle, and I have no doubt it was an honest one, but I must contend it was not a successful one. They desired to be the trustees of this great trust from the government, but wanted to avoid the plain expressed purpose of the trust, which was a liberal and practical education in the several pursuits in life, and misappropriate it to special and technical education in the sole pursuits of agriculture and such mechanic arts as are directly connected with agriculture. The legislature undertook to help the board out of their dilemma by getting up an act which would seem to turn the Agricultural College over to the purpose required by the Act of Congress and yet retain to the old college its original character. Now we will see if they succeeded. They took a part of the act of the legislature of 1858, and thus sought to unite the two so as to appear to embrace the provisions of both. I say that I have no doubt that it was an honest attempt, but I do say it was not a successful one. It was unsuccessful because it was impossible. They took out of the title of the Act of Congress, keeping well clear of the body of it, "colleges for the benefit of agriculture and the mechanic arts," and then took out of the act of the legislature, a "State Agricultural College and model farm, to be connected with the entire agricultural interests of the state," and then put these two together and adopted word for word the course of study prescribed in the act of the legislature, and thought they had solved the ques-

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tion. But in place of providing a college for "the liberal and practical education of the industrial classes in the several pursuits and professions in life," they only provided a college for technical education in the sole pursuits of agriculture, for here is the whole statute on this matter: "There shall be established an Agricultural College and model farm, to be connected with the entire agricultural and mechanical interests of the state, where nothing shall be taught except agriculture and that which directly connects the college and farm with the agricultural interests of the state." They had to insert the words "mechanic arts," but for fear they would rob the college of its exclusively agricultural character, they restricted the mechanic arts to such as were directly connected with agriculture. It would seem that the legislature could not have read more than the title of the Act of Congress. They seemed to think that all they were required to do was to provide a college that might in some manner benefit agriculture and the mechanic arts. After they had thus united in one a part of the Act of Congress and a part of the old act of the legislature they were satisfied. They read in the title of the act "Colleges for the benefit of agriculture and the mechanic arts." And from the old act of the legislature, "A college to be connected with the entire agricultural and mechanical interest of the state." Now, they reasoned, that if this college is connected with these interests, it will be a benefit to them, and, therefore, it complies with the Act of Congress, which in its title says, "Colleges for the benefit of agriculture and the mechanic arts." They stopped too soon. You can tell very little about the Act of Congress by simply reading its title. Had they read the Act of Congress through they would have seen that it required a particular and specially defined benefit for these industries. When the state accepted this trust it undertook to confer upon the industrial classes the one special benefit which the act defined—that of liberal and practical education in the several pursuits in life. The legislature of 1862 entirely overlooking the purpose of the Act of Congress, entirely ignored it and substituted in place of it the purpose of the old state college created by the legislature of 1858, and thus misappropriated the funds which the state received. I am not here to say that the Agricultural College has not been a benefit to agriculture and the mechanic arts, but I am here to contend that the purpose of the Act of Congress is different from that adopted by the legislature. Agriculture and the mechanic arts can be benefited in different ways. For instance, by schools of invention, by agricultural stations, by agricultural fairs and in many ways different and diverse. If the Act of Congress were silent as to the character of the benefit required, then we might consider whether some other kind of benefit might not do, but the Act of Congress is not silent. It speaks aloud, and it speaks with no uncertain sound. It says

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the benefit required is such as "to promote the liberal and practical education of the industrial classes in the several pursuits and professions of life."

Now, I have no quarrel to make with the honorable and philanthropic gentlemen who started out to give to Iowa an exclusively agricultural school. I have my own opinion whether any school can be made useful which is devoted technically to a single pursuit. These gentlemen had their opinions also, and they had a right to their opinions, and they had a right to insist that the one single purpose of the college should be strictly adhered to until they themselves turned it over to another and more liberal purpose. They turned the college to another and broader purpose in order to secure to it a great endowment. This endowment, however, was accepted upon the express condition that every dollar of it should be inviolably appropriated (that is the language of the law) to the promotion of the liberal and practical education in the several pursuits, and professions; and our Agricultural College today has no other fund whatever, except the fund we agreed to so appropriate. The whole plan of the congressional agricultural college was liberal and practical education. The plan of the old state agricultural college was technical and exclusive education. The two plans were entirely different, and when the legislature interposed the plan of the state college and applied this fund to its exclusive use, the legislature misappropriated these funds.

The one plan was for an exclusive and special education in a single pursuit and the other for a liberal education in the several pursuits. One was to teach exclusively agriculture and the other to teach such branches of learning as related to agriculture and the mechanic arts, together with such other studies as would give to the industrial classes a broad and liberal education. I say it was unwise to attempt a compromise between two plans, so absolutely different, and it has proved to have been very unwise.

By thus attempting to unite two plans so adverse in their character we have a plan partly of one and partly of the other, and still not wholly either the one plan or the other. It leaves it so that the friends of each plan can contend for conflicting measures. And for this very reason there has been an irrepressible conflict in this school. The energies of the school have been divided, and much of its strength exhausted in unfriendly and fruitless contention. Were it not too serious it would be almost amusing to witness the struggle that has gone on in this college between the old plan and the new. We would see one set of men reciting the Act of Congress and construing it for broad and liberal education, and then another set reading the act of the legislature and clinging with all the fondness of a father to the old farm. One side would read from the act of congress: "The branches of learning relating to agriculture and the mechanic arts, without "excluding"

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anything, not even the classics, necessary to promote the liberal and practical education of the industrial classes in the several pursuits and professions of life, and then insist that the funds devoted by the act of congress should be used for the purposes as herein set forth, and would beg that History and Literature might be made regular studies in the school so that the students could be taught the history of agriculture, the history of liberty, the history of their country, the history of all great causes, and the history of the world's great men. The other side would read from the act of the legislature the course of study provided for the old Legislative College of 1858, as follows: Mineralogy, Meteorology, Entomology, Zoology, Geology, etc., and such other studies only as will directly connect the college with the agricultural interest of the State, and that side would insist that History was a dangerous study that led the youths to long for other than agricultural pursuits, and thus would they contend for absolute technical agricultural education. To this day there is not a word of history to be found in any one of the five studies in this college for young men. Young ladies are allowed nine weeks of History, but no young man need apply. It seems to be concluded, I presume, that girls will read something besides Mineralogy, Geology, Entomology, Meteorology and Zoology, anyway. Girls will read, but they seldom read Geology, and so for fear they might read something worse, they give them a few weeks of History.

It has been suggested that History is properly a preparatory study, but it is not. It may be contended that History should be completed before entering college, but it cannot be. The best colleges and universities of the country admit it. There is not a respectable college in the country but makes History one of its leading and most essential studies. It is studied in our own State University for two years and a third out of the four years course. In the Illinois Industrial University, established under this very Act of Congress, they have an extensive course in History. This is what they say of it: "Our historical studies are designed to afford a general view of the history, social organization, and progress of the race. They embrace also the history of the arts and sciences, and of civilization, the principles of civil policy and law, the philosophy of history and the principles of political economy and constitutional law." And their course in History embraces the history of Greece, Rome, Mediaeval History, Modern European History, History of England, History of the United States, and History of Civilization, and this school was founded under the same Act of Congress that gave us our lands. Illinois, in her Industrial University, has shown a just conception of what the act means when it says "liberal and practical" education, and all these studies are taught in the Junior and Senior years in the Illinois Industrial University. Instead of being considered as only pre-

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paratory studies they are taught in the last half of the college course, when the student is best competent to give to the study of history that thought and reflection which it so richly deserves. In Cornell University, another college endowed by this Act of Congress, they began history in the spring term of the Freshman year, and continue a most complete course in Ancient, Modern, European and American History until the close of the Junior year, there being three Professors in history including President White. The University of Michigan has a very extensive course of history for its advanced students, closing with a history of political ideas and taught by Dr. Angell, the President of the University. This idea that History is a preparatory study is all wrong. Everything else might better be said to be preparatory to history. Old Harvard is not above teaching plain history. In her course of study we find mediaeval and modern European history, Roman history to the fall of the Republic, later Roman history and early Mediaeval history, the general history of Europe, the constitutional and legal history of France and of England, the history of the United States, political and constitutional. History is not only absolutely essential to learning but history may be said to be learning itself. Learning without history is Hamlet with Hamlet left out. The only learning that the artists of this capitol have personified is history. They have given us the beautiful picture of America relating her history. There is nothing that America is so proud of as of her history. Nothing so inspires the American heart to high ambition as the study of American history, and yet we have a college pretending to give a liberal education with her doors locked against history.

Now is this liberal education? I ask you is it even practical education? What is practical education? It certainly is not a bare technical knowledge of physical science. A man may read the rocks and all of the lessons they teach, and study the flowers till he can call them all by name, and be able to analyze all the minerals and measure their component parts, and be able to give the name and character of every specimen of animal or insect life and still not be able practically to apply his learning to the solution of a single problem in life. The German nation is a nation of scientists, who are possessed of most profound learning, but it is technical and in no degree practical or liberal. The learned men of Germany should have been its rulers, and would have been, had their schools been practical and liberal. The German schools have been technical. The German education has ever been of the most technical character. It has made profound scholars in the technical sciences, but it has failed to develop great men in the affairs of life or of state. It spent itself in the solution of abstract questions until Germany retrograded into absolute and iron monarchy. The framers of this great educational law were not in favor of that kind of

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education. The framers of this bill intended to educate the American sons of toil in all the affairs of life and state; to make them strong and trustworthy freemen, learned and capable freeman, free to choose the pursuit or the profession in life that God made them, and each of them, to fill, freemen possessed of a practical and liberal knowledge of the great industries of our country and a knowledge that should reach beyond these industries to the country itself. Such an education as may fill every useful pursuit and professions of life with men who understand our industries, our country and our people. The sons of toil when blessed with learning have always been our strongest and truest men. The framers of this law looked beyond the farm and forge, and saw their country and sought to prepare the sons of toil for every duty essential to their country's good. Otherwise why did they say these schools should teach military tactics?

If the purpose of these schools was to teach agriculture and the mechanic arts alone, why say they need teach warfare? It was because they intended these schools should teach the strong arm of labor to be strong in the cause of freedom as well. They were intended to open the eye of the toiler, to see his heart, to feel his hands and to uphold the country and its flag. These schools were not intended for technical education alone. The act says so. It says liberal and practical education. It was not intended to make farmers and mechanics alone, for it says so. It says the several pursuits and professions. It leaves no doubt about it. The framers of this law saw among the toiling sons of America what the poet saw in the country churchyards, "mute inglorious Miltons, Cromwells, guiltless of their country's blood." They saw them in the morning of life, however, with grand fields of usefulness lying open before them, fields which learning alone could place within their reach. The world's great men have been learned men. The object of this law was to place learning in the easy reach of honest ambition. The history of this country is full of instances in which men have been compelled to spend a great part of their lives in first acquiring the learning that fitted them for the field of usefulness to which they aspired. Such a man was the great and successful champion of this law, the son of a revolutionary father, who, after a most heroic and long-continued struggle, became at last the learned scholar, jurist and statesman—Benjamin F. Wade. Had Andrew Johnson been impeached he would have been president of these United States. He was only a poor farmer's boy. But his father had fought under Washington. This boy heard from his father's lips what freedom cost and what it meant, and he read its history. This farmer's boy read history, the history of the world, the history of mankind, the history of freedom, the history of great struggles, and the history of great men, and he longed for opportunities beyond his reach, for opportunities that learning alone could

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give, and then he longed for learning itself. There were colleges then as there are now, but then as now there were no colleges where a poor boy could go unaided and complete its course. Charity, it is true, had educated many, but Ben Wade was as proud as he was poor, and while God gave him hands to work he refused to beg. Like Abraham Lincoln he taught himself by the fires at night between the labor of the days, and was 28 years old before he had acquired the necessary learning to be permitted to enter upon the profession of the law—the ambition of his life—28 years old; just the age of Wm. Pitt when he was acknowledged to be the ablest lawyer in the world. When Benjamin F. Wade saw that in the bill for this act there was an effort to place learning within the easy reach of all the sons of toil—liberal, practical learning—he became at once its champion, and to him more than to any other one man do we owe its enactment into a law. It was a hard, long struggle, but it succeeded at last. It passed both Houses of Congress in 1860, and was vetoed by James Buchanan. The friends of the measure, with Wade at their head, pressed its cause again in the next Congress, and when it passed again Abraham Lincoln was President; a man who, unaided and alone, climbed from the lowest to the highest round in the ladder of learning. He signed the bill, and blessed it, and made it a law, and thus placed all the pursuits and professions in life in the easy reach of the laboring millions. What a grand provision! Useful professions are filled today by incompetent men whom nature never intended for the places, and who entered these professions simply because an education permitted them to do so. And many and many a naturally great man has been kept from great accomplishments just because a want of learning has shut the door to usefulness against him. Educate the toiling masses, not narrowly, not technically, but practically and liberally, just as this law provides, and then the industrial and agricultural pursuits will be as inviting to educated men as other pursuits, and the other pursuits and professions will be as open to the agricultural and industrial classes as any other. Men will be farmers then not from compulsion, but permitted, as he ought to be, freely to choose the pursuit for which he believes himself best fitted. It was not intended that the industrial classes should get their education half at these schools and half somewhere else. A college is not worth the name unless it gives a complete education. Liberal education means complete, well-rounded and practical education, and education that does not embrace a thorough and continued study of history and English literature is narrow, one-sided and technical. It is wrong to say that the student must learn his history before he enters the schools. Where will he learn it? Where can he learn more than a smattering of it? And what can be more valuable to any one in any pursuit than a full, complete and philosophical knowledge of history? What

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can a knowledge of rocks and insects, and meteors and minerals, give to the farmer that will compensate for the loss of history, and the loss of the world's literature—the one relating the events and the other embodying the sentiment and portraying the beauty of the ages? Why shut out all this from the sight of the youth and give him nothing that can supply its place and usefulness? Why, I ask you, shall we prescribe a course of study so filled with Mineralogy, Geology, Entomology, Meteorology and Zoology, that history and literature cannot be given a proper place? I asked the faculty of the Agricultural College when there as a member of your committee what possible reason they could give why history had been absolutely and literature practically banished from the school. They did not pretend to defend the fact. They all expressed themselves as regretting it, and excused it only by saying that the statute imposed upon them the course of study—so much of Mineralogy, and Geology, and Entomology and Zoology, and Meteorology, and the like—that there was no room for History and but little for Literature in the four allotted years. These colleges were intended for colleges of learning. It provides for the teaching of “branches of learning” that are settled and known. They were intended for colleges of learning just as broad as the funds will permit, even, as the author of the Act says, to the efficiency of a complete University. Our Agricultural College is altogether the best endowed institution of learning in the state, and we should not narrow or dwarf its powers. We should make it what it was intended to be and what it is so well capable of becoming, the most liberal and most practical institution of learning in Iowa. But it may be asked if this college is to be a college in which only the leading branches of learning shall relate to agriculture, and from which the other branches of learning shall not be excluded, how is it to be different from other colleges. Even if this college were no different from other colleges it would be no reason why we should violate the plain letter of the law that endowed it. We should faithfully perform the trust, and not seek to avoid its plain provisions. But it is different from other colleges. It is to be very different indeed. True it is that the state and country are full of colleges of general instruction, but they are not full of colleges in which the leading branches of learning are related to agriculture; nor colleges that are in any great degree such colleges as this Act of Congress requires. A poor boy who goes unaided through the common colleges of the country, is looked upon as a hero. It is so hard to do, and we have but few who have ever attempted to do it. The great Garfield was one. But how many Garfields have we? He earned his way by dint of perseverance. From necessity, for health, and for the love of it, he chose to work. He built the fires and cleaned the floors, and did the servile work about the college. There was no other kind for him to do. It might be said of him that he

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swept the very stairs that led up to learning in order that he might climb its steps. These common colleges furnish no labor to speak of, and what little they do furnish is of the most servile kind, and few enter them except those whose parents can pay their way. The idea of this new college is to furnish work to every boy. To furnish such work as combined with study will educate the mind and body together, and neither at the expense of the other, wholesome, honest, ennobling work, not scrubbing floors and sweeping stairs alone, but beautiful fields to be plowed and planted, ripened harvests to be gathered in, the finest of cattle to tend and feed, and the noblest of horses to care for and drive, work that the farmer's boy knows how and loves to do, remunerative work, a college where every boy and girl is expected to work, a college where work is made honorable and where work confers a dignity, a college where honest poverty even is welcome, a college where a poor boy can go without a dollar and proudly earn his way, as hundreds have already done, a college where labor can earn not only learning, but the most liberal and practical learning under the sun, that learning which, rightly wedded with labor, made a Franklin possible. He says of himself in his autobiography, "I dressed plain, and in order to show that I was not above my business I often brought home the paper I purchased at the store on a wheelbarrow." Thus did he court the honest name that labor always gives. Thus did he labor as he studied, and Harvard and Yale conferred their most learned degrees upon him and all Europe hailed him the philosopher and scholar of his age, and better than all this the laboring millions of the world claimed him as their common brother and friend. But this labor that the new college furnishes is not the only difference. The common college is in the city and in the towns, where baneful influences make hazing possible. The new temple of learning is a country home, which has always been the object of deepest love, and the subject of gladdest sentiment. Virgil's gladdest and truest verse was that in which he enshrined the Roman country home. In all ages and in all lands the country home has been the object of most sacred admiration and of deepest love. Heaven seems a little nearer there than any other spot on earth. And how lasting are the influences of a country home! They cling to us through all the after years. The Washington of the fireside, the field and the wood, was the same Washington that was first in war, first in peace, and first in the hearts of his countrymen. In his country home he learned to pray, and afterward, when general of all the armies, and while his armies slept, he would seek the seclusion of the wood, and commune in prayer with the God that rules the world. And when at last the work of his life was done, and the palaces of the world were eager to welcome him, he turned away from them all, moved by an influence greater than they all possessed—the influence of

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a country home in his early years. When the sentiments and habits of young men are being formed, how grand the thought to have them ever surrounded by the lasting sublime influences of a country home. When I visited our Agricultural College last fall, and saw its beautiful fields and herds of cattle, its lawns and its woods, and its commodious buildings, and its laboratories and libraries, and contemplated its magnificent endowment fast nearing a million, I thought I could see the possibility of one of the grandest institutions of learning that the world has ever known—a grand temple of learning where learning shall lead labor by the hand, and confer upon him all her manifold blessings. A college that may carry the broadest of learning into every toiler's home, and that may prepare the sons of toil for the broadest possible usefulness to all mankind. The providing of such a college I believe it to be the true purpose of the Act of Congress that gave us these lands. I believe by the acceptance of these lands we have pledged the honor of the state to the maintenance of that purpose alone. To that end I have in good faith offered the bill to which I have called your attention, and perhaps at too great length. I believe it truly and wisely settles the purpose of this college, which, for the good of the college, should have been settled long ago, and which cannot be settled too finally nor too soon. To the provisions of this bill I invite the conscientious and careful consideration of this honorable senate.