

## Chapter 3

### Reconciling Liberal and Practical

THE VERY REAL ATTAINMENTS of land-grant education in Iowa during the first two decades — in training useful and in some cases distinguished scientists, teachers, business and professional men, and public officials — in the views of a depressed farmer constituency seemed but a travesty on the true mission of an “agricultural college.” Bankers, lawyers, and industrialists generally were regarded as parasitic, so why train more of them? The increasing enrollment in engineering, which would have been welcomed in an industrial state, was regarded as a disproportioned emphasis upon a subordinate interest.

Unquestionably the instruction in the title role subject had been disappointing — here as elsewhere. Following the resignation of Seaman Knapp in 1886, there had been no adequate instruction in the main branches of the profession. Chamberlain’s practical lectures to students and farmers based upon his experiences in Ohio did not take

well in Iowa. His young eastern professor, Loren Smith, was not familiar with prairie practices and seemed unsympathetic to the practical. His course in "science and agriculture" was regarded as a subterfuge. It was felt advantage had been taken of the Sutton Act to change the farmers' college into an old-line "classical" institution. In the late eighties there was but one student taking a straight agricultural course of study.

As noted, the immediate occasion of Chamberlain's resignation was campus unrest, involving among other disturbances his dealing with fraternity disorder. Basically the opposition of organized farmers was the determining influence. At the same time Smith, Mount, and six other staff members resigned.

Chamberlain's four-year term, while disappointing to himself and to his supporters, was not lacking in conscientious service. In a time of unrest he had in the main held together a competent faculty and kept the program on an even keel. In more settled times he might have prolonged his administration with a fair degree of success. But the situation demanded unusually strong and inspiring leadership. Plant, organization, and curriculum were becoming outgrown and the full and balanced land-grant program was being challenged. Such urgent problems called for an executive of unusual vision and personal appeal, to campus and state.

Pending the search for such a leader, Stanton was named for the first of his *ad interim* services. The confidence of the trustees in his judgment, which was to increase through the years, was shown in a request for his opinion regarding administrative functions and relations. He responded curtly and to the point that the best guide was in the law itself. The College had been going steadily forward and

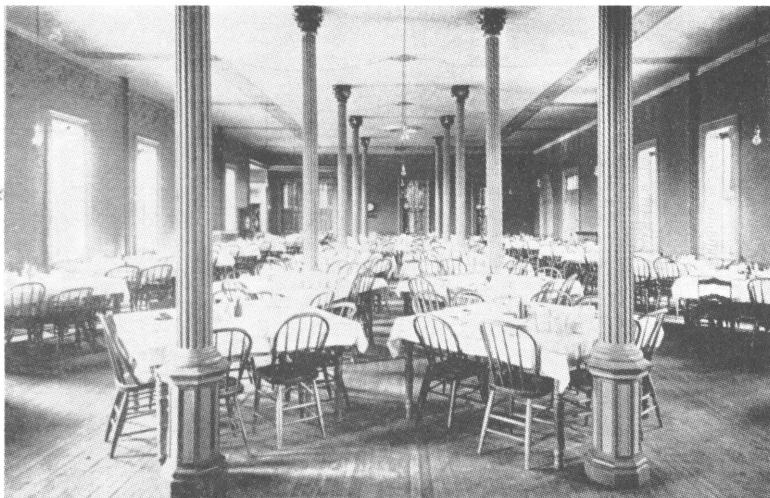
Acting President E. W. Stanton served from November 13, 1890, to February 1, 1891, when President Chamberlain resigned. He served again from August 6, 1902, to August 31, 1903, after the death of President Beardshear. He served from September 1, 1910, when President Storms resigned, to August 31, 1912. He served again for the fourth and last time from April 20, 1917, to November 21, 1918, while President Pearson was in Washington, D.C.



the immediate need was to follow positive unified rather than negative divisive policies. Unhappily the spirit of the time tended toward overturning and replacing — a trend not well adapted to balanced construction.

The opposition was spearheaded by the Alliance and the leading commodity cooperatives, as that of the seventies had been by the Grange. The main organ in both cases was the *Homestead*, now under the editorship of Henry Wallace. His ally, James Wilson, in addresses at farm gatherings and in his page in weekly papers had long denounced and ridiculed the pretensions to practical agriculture at Ames. The crowning affront was held to be the action of the board at its 1890 fall meeting in utilizing professors of the leading departments for experiment station work rather than employing a separate staff. The vacating of the key positions opened the way for the new deal sought.

As related in the recollections of Henry Wallace, plans



College meals for students were served in these surroundings, known as "Andersonville" — the term bestowed on the dining room in the basement of Main Building at the time of this picture, 1894. It was so called by the students because C. V. Anderson was steward.

were carefully laid and the stage set for remaking the College according to the practical pattern. The opposition group found sympathizers among the trustees. A committee of Alliance men met with the board in November, 1890, to acquaint the members with their general desires. In December at the meeting of the stock breeders association, under the management of Wallace and Wilson, open challenge was given in resolutions demanding "a distinctly agricultural and mechanical course in which no place will be found for purely academic and scientific subjects," the establishment of a special dairy school, and an experiment station as a "distinct department for the benefit of farmers, incidentally of students." This farmer-centered system of instruction and research was to be implemented by a president and professor of agriculture in full accord with its objectives.

Finally a specific bill of grievances and a corrective plan of action was drawn up by a joint committee of the Alliance and the leading producers associations the day before the January meeting of the board. The resolutions were endorsed by the organizations represented and a few days later by the State Agricultural Society. The accusers purported to find "the higher mathematics, ancient and modern languages, and other studies which are at most permissive under the law, occupying the time and attention of the



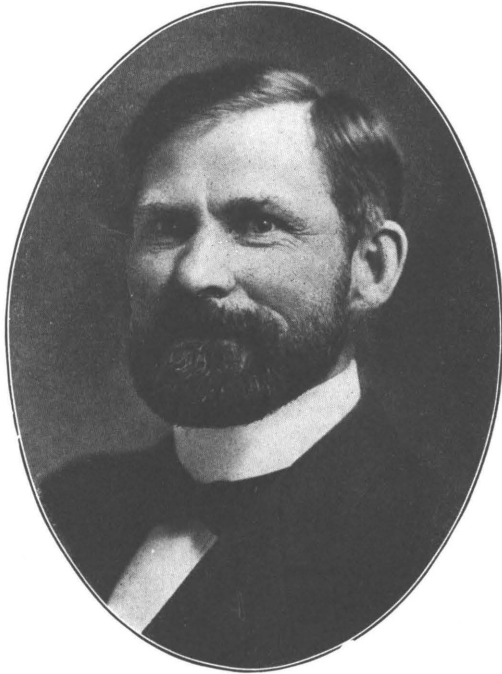
At the Centennial, Linden Hall dining room was typical of those in operation by the College. This unit, although located in a women's dormitory, served both men and women and had a seating capacity of 525. Breakfast and lunch were served cafeteria style, but for dinner there was table service. Linden Hall was completed in 1957 with a normal occupancy of 373, at an approximate cost of \$2,000,000.

student to the almost entire exclusion of studies that by the same law are made one of the chief objects for which the college received its munificent endowment.”

To restore the proper balance, according to their notion of land-grant education, the agrarian spokesmen would have gone to the extreme of practical vocationalism. Their demand was that in addition to the regular degree course in agriculture, a two-year strictly professional course, a three-month winter course — open to anyone regardless of age or preparation, and a special dairy school be provided. Furthermore, as a negative safeguard, quite oblivious of the redefining act of 1884 under which the College was functioning, these proponents would exclude “all scientific and classical studies that are not absolutely necessary to the successful pursuit and highest attainment of a practical agricultural, mechanical, and business education, not only from the course but from all the courses, and make the college distinctly industrial and agricultural.”

Equally important for the new look was a president and faculty who were “understanding and sympathetic” to the Alliance and kindred programs. This extreme vocational and provincial consciousness was expressed in a letter to the board from an impatient agitator contending that the College should be strictly an institution for Iowa farmers “managed by Iowa men — from the president down to the janitor — men whose every interest is in Iowa, and who are thoroughly imbued with the spirit of progress now extant in this state; men who have a greater interest in the institution than simply drawing their salary.” Prompted by this proposal, several non-academic farmers actually offered their services as “professor of practical agriculture.”

As a rebuke to the reported alumni support of Stanton,



President William M. Beardshear served as president from February 1, 1891, until his death August 5, 1902.

the committee deprecated the suggestion of the selection of any staff member or alumnus not "thoroughly imbued with the farm spirit" and who would countenance the design of certain alumni to divert the funds of an industrial college to promote a "general university."

On the contrary the position called for a man who had demonstrated high ability in educational administration and who was fully in accord with the aims of the committee. Providentially, such a man for the time and place was at hand in the person of the superintendent of the West Des Moines school district, the Rev. William M. Beardshear.

No less essential was a successful operating farmer to head the key department. Again fate aided a good selection in a true son of the soil who combined success in stock-



These were the facilities of the library when it was housed in Morrill Hall — from 1891 until 1913. This photograph was taken in 1894. From the beginning of the College until 1891 the library was housed in the Main Building. From 1913 until 1925, the library was in Beard-shear Hall. Since 1925 it has been in its own building.

raising with ability to impart his experiences in a popular manner. Additionally, and by no means least, he was a clever politician — the canny James Wilson. (Henry Wallace in his memoirs modestly confesses that he was the first choice, but skillfully maneuvered his friend into it.)

In essentials the board bowed to the will of the organized groups who spoke for the farmers and thus for the dominant public opinion. After brief interviews, the dictated candidates were elected. By a majority of one, Speer was replaced as director of the station by Wilson — an early precedent for combining teaching and research. In the matter of the staff of the station, the board still was convinced that the combination of teaching and research was preferable and respectfully asked for a longer trial. As to subject emphasis, the customers were indubitably right. The plea in abatement that the trustees had not been aware

of the change in the course in agriculture before it was printed in the catalogue was more a confession of negligence. In reply to the reflections on Stanton and other prominent alumni, the spokesmen, purporting to represent both factions, made their one corrective denial. The acting president and the other alumni on the staff, they asserted, had been among the truest supporters of the agricultural cause.

The new program and leadership marked a turning point for the College as the attending conditions did for the land-grant movement generally. The departures synchronized with the establishment of experiment stations; the raising of the federal Department of Agriculture to executive status and the systematizing of its research and regulatory work; the beginning of the standardizing and cooperative services of the Association of Agricultural Colleges and Experiment Stations; and the high point in the organization of farmers before the World War I era. Industrially and commercially the impact of modern technology and business consolidation were beginning to dominate the scene. How far and in what directions the new forces would shape the destinies of this particular land-grant institution depended largely upon the new leadership.

An early maturing Buckeye lad, Beardshear, after serving in the Union army throughout the war, had studied for the ministry at Otterbein University, filled several pastorates, and spent a couple of years in the Yale school of divinity before coming to Iowa, in 1881, to head Western College at Toledo. His conspicuous success in bringing vitality to this dubious venture in sectarian education and his energetic participation in state educational organizations led to his selection to head the school district on the "right" side of the river in the Capital city — probably the most desirable public school position in the state. Two of the trustees,

impressed by his organizing skill and his facility in public relations, had been able to sell the preacher-schoolman to the impatient farmers. Beardshear took office February 1, 1891. He was impressive in appearance and manner — tall and heavily built with bushy black hair and full beard. He had a nervous energy that drove him to the limit, on the campus and around the state. In temperament he combined hard common sense with a large vein of sentimentality, a combination which appears throughout his addresses and even in his formal reports. He could discuss buildings, budgets, and courses of study with the conventional vocabulary, but at the same time he had a fondness for the household poets and could give homilies on the old verities. A powerful speaking voice, a racy diction, and a homeliness of idiom gave him a ready approach and welcome hearing by student and public audiences. He could voice the varied languages of education, religion, business, and farming. Teachers' institutes, and regional and state associations, church suppers, harvest festivals, and old soldier gatherings were all on his busy circuit. The new executive needed all of these elements of understanding and adaptability to adjust and balance rival differences within the College and to win the confidence and support of a disaffected constituency.

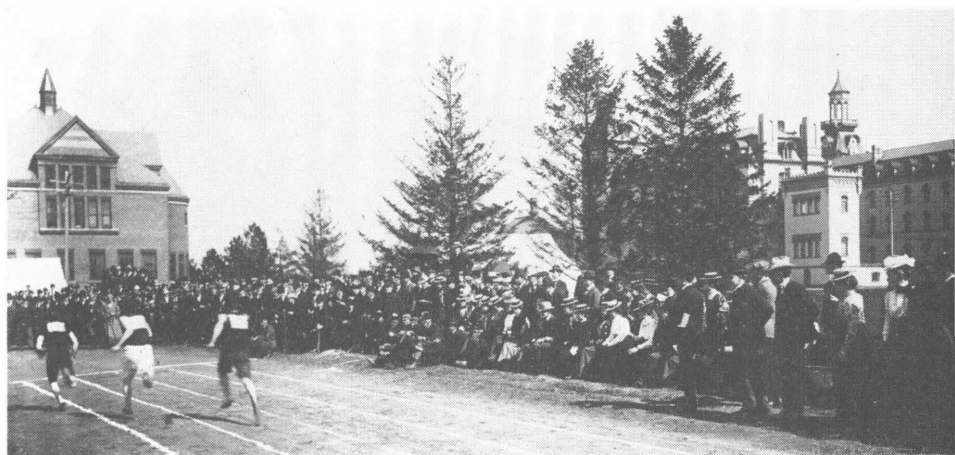
The immediately demanding problem was to conciliate the farm groups who had staged their intended *coup d'etat*, without sacrificing the essential program and standards of a true land-grant college. Wilson's appointment to head the work gave assurance to the farmers that teaching and experimentation were again under safe and understanding direction. James Wilson (popularly known as "Tama Jim" to distinguish him from two or three other Iowa public men of the same name) belonged to a family of Scotch



Botany Hall was built in 1892. The lower stories are composed of stone from the state quarries at Anamosa. It was called Agricultural Hall and housed Horticulture, Agriculture, Agricultural Chemistry Experiment Station work, and Veterinary Medicine. Handrails on the entrance steps and outside fire escape and a heavier growth of surrounding foliage mark the only exterior changes of Botany Hall by the Centennial.

immigrants who had migrated to central Iowa in 1855 and become extensive land-holders. Largely self-educated, he had attained a success as a stock grower that had given him a state-wide and regional reputation. His experiences had been the basis of his practical talks to farm gatherings and his farm page in a group of weekly newspapers. His reputation and skillful leadership had brought political recognition in election to the General Assembly and to Congress, and as a member of the state railroad commission. His interests and ambitions, as was soon to be demonstrated, were more political than academic.

His was frankly the empirical approach and within the



Student body interest in athletics has in some instances run as high in rivalry between classes as in inter-collegiate competition. This photograph shows the turnout for a track meet in the 1890's. At the Centennial, runners on these same spots would be in lane along the south edge of the Beardshear parking lot — going east.

limits of his experiences and observations he apparently presented his ideas with considerable effectiveness. He was admirably suited to give the “practical” tone that was so much desired while trained scientists developed the special branches and conducted the investigations. By the time that he was called to national service, the “main interest” was well provided for.

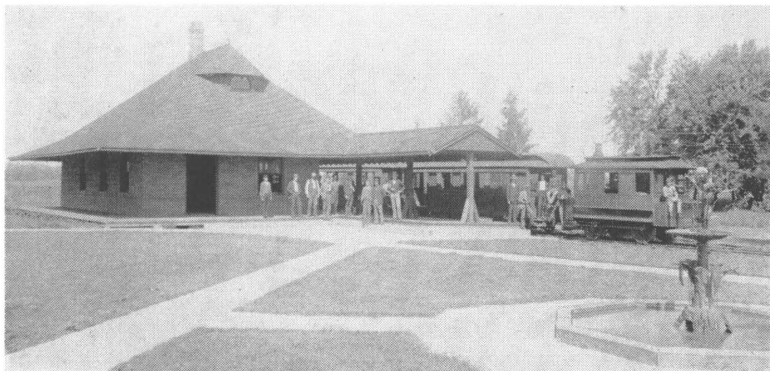
With the reorganized curricula in agriculture the president could boast that the College was now prepared to meet every need. The degree course was opened to boys with “good country schooling.” Algebra, previously required in all courses but veterinary science, could now be secured by the eighth grade Ags at the College. Wilson was incensed that this subject was proposed as a requirement by the agricultural college association, declaring that his college got boys “20 miles from where algebra was taught” and that the students who made up this deficiency had as good records as those presenting credit for it. For those who

lacked “good” elemental schooling, non-collegiate and special courses—including the much-sought dairy school—were provided. The needs of major lines of production were recognized in the creation of departments of farm crops, animal husbandry, and dairying.

The station was organized with both full-time investigators and part-time members of the teaching staff. For the new departments and the expansion of the existing ones, notable recruits were secured from graduates and imported talent, including George E. Patrick and Julius B. Weems in agricultural chemistry, Perry G. Holden in farm crops, Henry C. Wallace, '92, and George L. McKay in dairying, and Homer C. Price and Arthur T. Erwin in horticulture. Charles F. Curtiss, '87, started his long and distinguished career in 1891 as a station assistant and by 1896 had advanced to professor of animal husbandry and assistant director of the station. The veterinary program in teaching and research was expanded and strengthened by the addition of men like John H. McNeil, John J. Repp, and William B. Niles, '85.



In 1893 this athletic field was built west of Morrill Hall and north of Marston Hall. Tennis courts, baseball diamond and football field, and track can be seen, as well as the cemetery in the distance, also the horticulture barn at the right. This field was used until 1913.



The "dinkey" was the steam motor line which operated between Ames and the College from 1891 until 1907. Its station on campus — shown here — was located north of Beardshear Hall. When the dinkey was discontinued in 1907 the station building was moved a little farther north and remodeled but continued to serve as a post office and bookstore, as had been true even when the dinkey was in operation. This was a dual role it continued until expansion of the Memorial Union included bookstore facilities in the Centennial year.

Engineering in the early nineties entered the modern era in specialization, standardization, and leadership. George W. Bissell and Warren H. Meeker in mechanical engineering and Anson Marston in civil engineering all came from Cornell. William S. Franklin, of youthful appearance, brought from Kansas, Berlin, and Harvard the latest findings in physics and the developing electrical application that quite overwhelmed the average undergraduate. Louis B. Spinney, '91, of the same department, after special studies in electricity at Berlin, Zurich, and Cornell could still "get it across" with rare effectiveness. Samuel W. Beyer, '89, with graduate work at Johns Hopkins — from which he secured one of the first two or three Ph. D.s on the staff — headed geology and mining engineering.

Markedly increased enrollment and the dependence of

the technical groups upon the maligned "scientific studies" necessitated the expansion of the general sciences, in staff and equipment. Promising graduates were utilized as instructors in the junior college classes. Thus Stanton in his basic department secured sterling recruits in Maria Roberts, '90, Annie Fleming, '94, Ernest Pattengill, '97, along with Julia Colpitts, from Mt. Allison (Canada) and Cornell.

In the revision of the technical curricula to meet the desires of the vocationalists, it developed that the general subjects essential to the "successful pursuit and highest attainment of farming, engineering, and business management" were very considerable. In agriculture, history and English were required of the under-classmen and the history of civilization of the upper, with American literature, economics, history, and psychology in the rather wide range of electives. The tighter packed engineering curricula found place for English, elocution, history, and in two instances, French or German.

The farmed-out social sciences came a step nearer to stability and specialties. When Barrows answered a call to Ohio in 1894, the venerable Dr. Wynn had sufficient influence with alumni to be restored to his old position. But the old-time appeal was lacking and his eccentricities had become accentuated with the years. His work was divided in 1899 when Alvin B. Noble, of the famed Howe Academy and the State University of Iowa, took the English work under his competent direction. Two years later, with the calling of the Rev. Orange Howard Cessna, '72, to a new professorship of history and psychology, the good be-whiskered preacher-professor Wynn was dropped with a feeling of injustice for which the group of memorial trees just east of his seat of labor was a tardy and inadequate recompense.

With the divisive and disrupting controversy over subject emphasis adjusted for the time being at least, and a measure of security attained, the way was cleared for long overdue modernizing. After extended agitation the official name was broadened (with the adoption of a college seal in 1898) to the more realistic "Iowa State College of Agriculture and Mechanic Arts" which was to be more expressive in the shortened form which could imply the general as well as the technical. The same year, in seeking to emphasize the distinctiveness of the agricultural areas, nominal divisions with deans were created: Wilson in absentia for Agriculture, and Stalker for Veterinary Science. The following year, after varied chromatic trials, cardinal and gold were adopted as the official colors. From the year 1900–1901 the obsolete calendar was changed to the prevalent, September–June year.

The student body of increasing size and more varied representation manifested their own modernizing trends and departures; "collegiate" interests and attitudes were becoming standard in the "gay nineties," in technical as well as in the old-line institutions. As an expression of the new consciousness and sophistication and supposedly to voice student opinion, the *I. S. C. Student* was started in 1890 and soon superseded the sedate *Aurora*. The class of 1894 had the further initiative to issue an annual in their senior year with the startling title, *Bomb* — suggested, perhaps, by the current labor riots. The early numbers were characterized by an unusual artistic skill, and by the freedom with which it was used to caricature the administration and staff. Especially was this true in the drawings of Robert Beecher and William E. Hocking, the later world-famed philosopher. Both features might well be the envy of their current suc-

cessors. Professional consciousness was manifested in an *Iowa Engineer* (1901) and an *Iowa Agriculturist* (1902).

With growing inter-collegiate contacts the literary societies were losing their centrality as intellectual activities, but forensic contests were at their height. Lecture com-



Members of the editorial staff of the Iowa Agricultural College "Student" were in a capricious mood as they assumed this pose to introduce themselves to fellow students in 1894. The publication started in 1890 and at the Centennial appeared as the "Iowa State Daily" each morning of the week except Sunday and Monday.

mittees brought highlights of the lyceum and filled in with professorial talent.

Inter-collegiate athletics, as through the country generally, came alive in the early nineties. The "national game" of baseball was the first to appear on the campuses and provide inter-college contests. An improvised team had played against country towns in the early years but regular "varsity" performance came with a baseball league in which I. A. C. skill and endurance won a fair share of the high-

As an undergraduate, William Ernest Hocking, '97, later noted professor of philosophy at Harvard, enlivened the pages of campus publications with his caricatures of campus personalities. This page from the "Bomb" shows his impressions of some of the staff members of his day.

Top row, left to right:

**A. A.  
Bennett,**  
chemistry

**General James  
Rush Lincoln,**  
military science

**Mrs. Eliza  
Owens,**  
domestic economy

**W. S.  
Franklin,**  
physics and  
electrical engineering

Middle row, left to right:

**Herbert  
Osborn,**  
zoology and  
entomology

**E. W.  
Stanton,**  
mathematics and  
economic science

**President  
Wm. M.  
Beardshear**

**Miss  
Margaret  
Doolittle,**  
English, Latin,  
and rhetoric

**W. H.  
Wynn,**  
English  
literature and  
history

Bottom row, left to right:

**M.  
Stalker,**  
veterinary science

**Miss Marie  
Chambers,**  
elocution,  
director of music  
and vocalist

**James "Tama Jim"  
Wilson,**  
director of the  
experiment  
station

**L. H.  
Pammel,**  
botany



THE COURT.

score games. Football was not far behind, due to the organizing and training initiative of student enthusiasts, like Ira Brownlie and Burt German, with some early season briefing by the famous "Pop" Warner. By the middle of the decade the schedule was running according to form. Equipment was elemental and budgets precarious but many of the problems of big time games had already appeared.

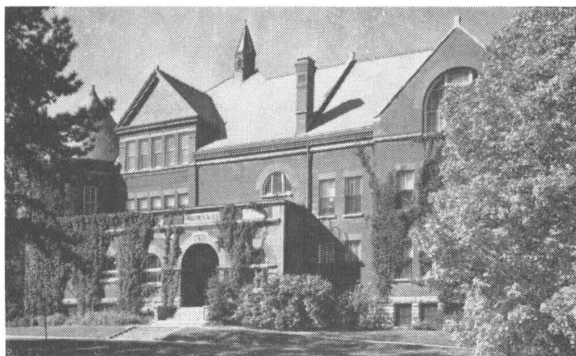
Far less spectacular but more constructive and far reaching in benefits were to be the organized intramural sports and systematic programs of instruction and guidance in physical training, both of which date from this era.

Beardshear's student relations were generally understanding and up to a point, tolerant. With his tireless activity in getting around the campus and community, he could foresee and often head off disturbances and infractions of regulations. Some of these episodes have been the basis of stories that have grown by repetition and have entered into the accumulating body of college tradition.

However, there was one regulatory issue, involving a special group of students, that was to constitute a major test of administrative skill—the old but ever present in some form "fraternity problem." Instead of being in influential position, the first fraternity and sorority that came in the early days had to struggle for existence. Regarded by the generality of students as an aloof aristocratic clique, the small bands of Greeks became a persecuted minority; they were excluded from the existing literary societies and forced to form new ones. The fraternity would have lacked a meeting place but for the asylum that Welch gave in his classroom. Their banquets were subject to attack from the superior "barbs." Both Welch and Chamberlain were



Morrill Hall was completed in 1891. It housed the library, chapel, museum, lecture rooms, and laboratory of the department of natural history and geology. It was named for Justin S. Morrill who sponsored the Land-Grant or Morrill Act of 1862. At the Centennial it continued in use in basically the same form except for relatively slight interior remodeling.



sympathetic to the organization, and were hopeful that the societies would increase.

Meanwhile the division made for dissension and disturbance. Without considering the values of such organization, prevailing opinion was reflected in the *Student* as intransigently abolitionist. The trustees were called upon to

take prompt drastic action. They acted promptly but only to pass the hot potato to the faculty, "with full power to act." That body, in turn, freely and fully delegated its authority to the president to the end that he would settle the whole matter "in such manner as his judgment might determine." The decision was thus left fully to Beardshear and he did not seek to evade it. His decree was that while existing members might retain their status, no future elections should be made, upon penalty of expulsion. In a subsequent test case the courts upheld the authority of the College. So sweeping a condemnation showed a lack of understanding of the constructive possibilities of such organizations. In view of the steadily mounting housing demands the policy was short-sighted. The solution, as his predecessors had recognized, was for multiplication, under proper regulations, rather than prohibition. While the drastic action brought bitter and enduring opposition to the administration and, according to old timers, was disregarded on the q.t., unquestionably it was in accord with the existing desires of the bulk of the students and their parents and the majority of other citizens. On the whole, the widely publicized episode enhanced the president's standing over the state. And the rating was high indeed for the inspiring executive and his College.

The Beardshear regime set a record for state contact before the fully organized extension service. The president left his classroom, office routine, budget making, and scheduled conferences to mingle with the large constituency at the grassroots and the street corners and town halls, and he encouraged the staff to do likewise. Strategic organizations like the state agricultural and horticultural societies and the stock growers association were infiltrated by college



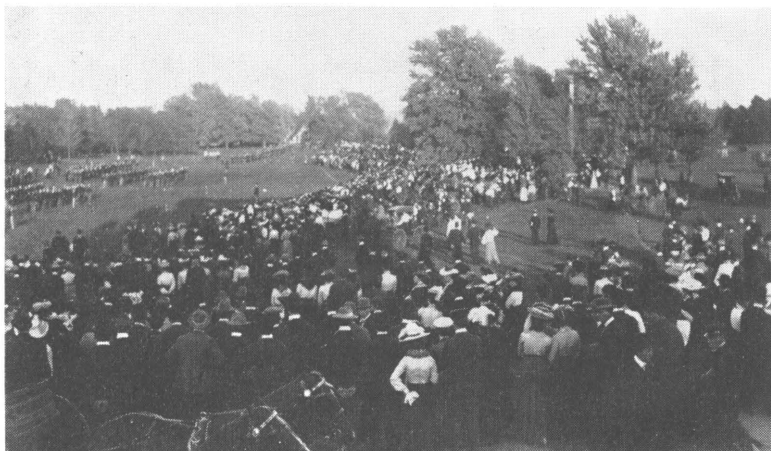
A group of livestock men in 1904 voiced the need for college-trained agricultural writers. As an outgrowth of this preliminary discussion, these interested agricultural leaders and editors met on the Iowa State College campus on May 30, 1905, to formulate plans for the first course in agricultural journalism, opening in the fall of 1905: (back row, left to right) Alvin H. Sanders, C. F. Curtiss, J. A. Rutherford, Will H. Ogilvie, Mr. Farwell, R. Merrick, W. J. Kennedy, W. E. Skinner, R. B. Ogilvie; (front row) John Rigg, W. A. Harris, Mortimer Levering, Arthur G. Leonard, John Clay.

experts, and educational gatherings were not allowed to forget that the state had a College as well as a University. The College was not content with merely going to the citizens; they were brought to the campus in general and special assemblages. The college excursions from 1898 brought thousands to be instructed and entertained. A fortnight stock judging course, in 1900, was the forerunner of the famous farm and home week. Special groups were appealed to in sheep shearing festivals, plowing matches,

and the campus meetings of the state Grange and the dairy-men's association. City-campus relations were greatly furthered by the substitution in 1890-1891 of a steam railroad — the famous "dinkey" — for the cumbersome stage.

Such intimate relations with the citizenry in general and cooperation with special groups, along with the growing number of influential alumni, facilitated getting appropriations both for pressing capital needs and for operation. The depressed conditions during most of the decade made large undertakings and advanced projects of any sort out of the question. But by the turn of the century there came the "new prosperity" in which even education could share.

The period marked the erection of a number of buildings, intermediate to the more "permanent halls"; a lasting campus memorial; and provision for the beginning of the



The first Excursion Day or Harvest Home Festival was held in 1898. Railroads gave excursion rates until 1906. The first Excursion Day drew 6,000 people and one in 1905 drew 12,000. All departments of the College were on exhibition as well as the garden, the herbarium, and museum. In the afternoon there were speeches and music, at a general assembly in a large tent. Part of the program was a dress parade by the military department.



A glimpse at the adaptation of circumstances to facilities is shown here in these temporary quarters of botany department in Margaret Hall in the early 1900's. Botany had occupied rooms on the first floor of Main until it burned in 1900. It moved into Central (later Beardshear) when it was completed in 1906. Dr. Herman Pammel, head of department of botany, is standing.

modern campus. In 1891 the triple purpose Morrill Hall — as proclaimed on the stone facing “chapel, library, museum” — was dedicated with ceremonies befitting the name. Soon after came the curiously designed and arranged “old ag.” hall. In 1895 the first residence for women was provided. This pleasingly lined and appointed building was named Margaret Hall in memory of Margaret McDonald Stanton. As a personal memorial to his wife, Dean Stanton contributed chimes, which proving unadapted to the hall, were hung in a separate bell tower. A commodious presidential residence on an eminence east of the meandering brook at the south of the campus was occupied though not fully completed at the time of Beardshear's death. With a major

building program accentuated by the partial destruction of Old Main, the legislature in February, 1900, extended to the State College the one-tenth mill tax that had been granted to the University four years previously. Even more significant for the future was the securing from the legislature, the same year, of the first biennial educational support fund. In the biennium 1900-1902, \$25,000 per year was granted.

Not only in the state but nationally, the College was steadily gaining recognition in this fruitful decade. The military department secured metropolitan publicity in a trip by special train to the Columbian exhibition where intricate drills were executed both by the men's and women's companies. Two years later the Chicago papers were to feature the decisive football victory of the I. A. C. squad — the first "cyclones" — over Northwestern.

Even more far-reaching was the prestige gained by the record-breaking tenure of Professor and Dean Wilson as head of the U. S. Department of Agriculture. To this rapidly expanding government service he brought a number of alumni, including the assistant secretary and heads of leading bureaus. In a centennial survey in 1899 A. C. True, head of the Office of Experiment Stations, referred to I. S. C. as outstanding in the development of its agricultural program.

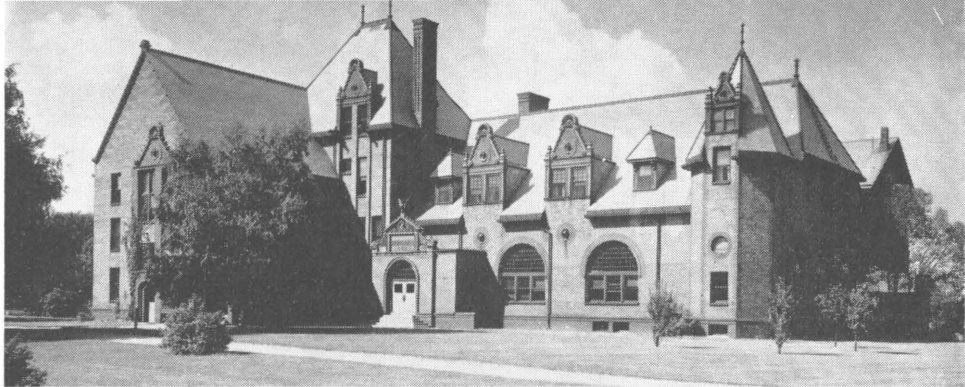
Both Beardshear and leading department heads were active in the agricultural college association. In 1900 Beardshear was delegated to present to the division of superintendence of the N. E. A. a statement of the aims and functions of the land-grant colleges. He had long been active in the N. E. A. and was president in 1902, the year of his death.

An estimate of such an energetic and picturesque personality who impressed students and fellow workers so greatly as to have become something of a tradition is not



Football had its beginnings on the campus in 1892. This 1895 team beat Northwestern 36 to 0. A sportswriter said that Northwestern might as well have tried to play football "with an Iowa cyclone" as with the Iowa team it met. So the Iowa State Cyclones were born. Over the course of years the photograph of this football team probably has had more wide-spread distribution than that of any other athletic team in the school's history — and undoubtedly a major share of this attention has come toward the latter end of the first century of Iowa State College as this valiant band has advanced to almost legendary stature.

easy to make, especially as sudden death left his program very incomplete — "his tale half told." The immediate crisis had been met in placating the organized farmers, and in gaining public favor, for the time being at least. In this he had made certain concessions to popular desires, as in the lowering of entrance requirements for the agricultural course and in the abolition of fraternities. When the cry



Margaret Hall, the first women's dormitory outside of Main Building, was built in 1895 and was named for Margaret McDonald Stanton, a preceptress before her marriage to Professor E. W. Stanton. It stood on the approximate site of the new wing to Home Economics Hall which carries the Centennial year date. Margaret Hall burned in a spectacular fire on the Saturday night of the Bomb Beauty Ball in 1938. At that time it was being used as a graduate women's dormitory.

for economy and the possibility of duplication was raised in the legislature, he prudentially hastened to change the designation of the general division from the liberal sounding "science and philosophy" to the more practical connotation of "science as related to the industries." At the same time he was aware of the danger from special interests. With broadening name safely secured he could refer sardonically to the "demagogic period of fishing for votes with the names of these colleges as fly baits. . . ."

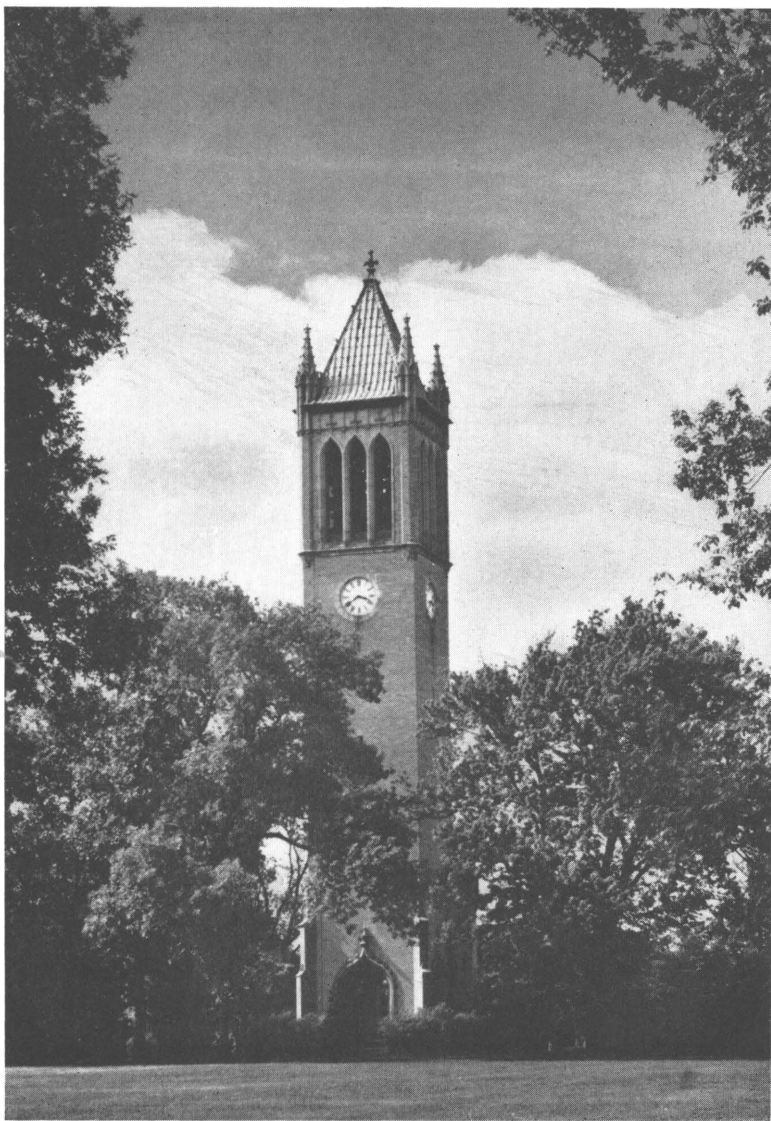
But he had kept clear from one tempting form of the last infirmity. Unlike a considerable number of popular land-grant leaders in this era of agrarian unrest, he had not sought political office. To be sure, he had an active interest in public affairs and in 1898 had headed the county delegation to the Republican state convention, as Welch had before him and Storms would after. But he apparently had no designs or desires for either the state house or the national capitol. Wisely, he sought no such release from his academic trials.

To speculate on Beardshear's capacity to deal with the metamorphic changes of the next two decades had he been destined to live out the full span would be interesting but wholly futile. The record is that he had brought the College to the threshold of the modern era without either full commitment or prejudice to the land-grant idea. The basic issue of the technical and general, the practical and the liberal, remained unresolved.

The choice of a successor to so strong a personality would at any time have been difficult. As it was, the removal at this juncture of a stabilizing and balancing influence precipitated a direct and bitter contest between rival interests that had kept a tacit truce but had never been reconciled. Stanton was put in charge for a year and as usual kept the program at all points moving along steadily, but with no opportunity to alter or innovate.

The selection of a permanent head involved a contest of agriculture versus all other interests of the College — an effort, in effect, to return to the narrow "agricultural college" status. The leaders of this group were Secretary Wilson and Professor Curtiss. For a time Wilson, with his distinction as a national administrator, was regarded as the most available candidate. But the general feeling was that





The stately Campanile was built in 1899. A Carillon of 10 bells manufactured in England was donated by Professor E. W. Stanton, '72, in memory of his wife, Margaret McDonald Stanton. In 1929, 26 bells were added, and in 1956, 13 more were added to make a total of 49.

he was of more service in Washington and that his young successor who had gained a reputation as a practicing scientist and a dependable leader seemed the farmers' best hope. Curtiss had an energetic campaign manager in his colleague, Professor Willard Kennedy. His candidacy was supported by farm organizations and press and by the agricultural alumni, most of whom were recent graduates and ardently divisional conscious. Richard Clarkson of the *State Register* claimed to have evidence that Beardshear had been so favorably impressed by Curtiss' leadership that he had sought to build him up as his successor. "Uncle Dick" himself was convinced that the intent of the founders like his father was to have the college remain an "agricultural school."

The opposing group was recruited from the older alumni, especially the graduates in general science and engineering, who resented such a belated effort to narrow the scope of the College. It was a fatal tactical error of the agricultural interest not to have made alliance with the other technical groups. Wilson was widely quoted as saying that all the work but agriculture should be sent to Iowa City. While such a sweeping reduction was denied, every one knew that with Tama Jim the eastern side of the campus was the real college, to which all the rest was subordinate, when not superfluous.

The conglomerate alliance found the most appropriate and available candidate in Stanton, the teacher and counselor of all of them. In dealing with college problems, he had the direct advantage of his long experience as secretary of the board, and acceptable service as temporary president. Gue, speaking as a founder and one of the most enlightened of the early trustees, was convinced that Stanton would be



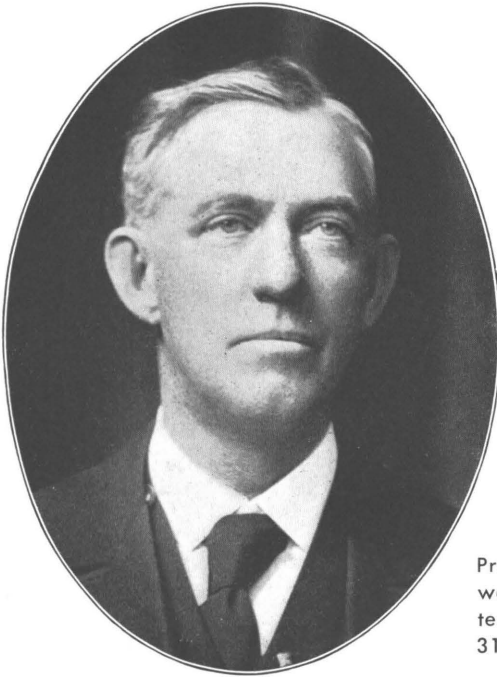
The Knoll was built for President Beardshear in 1900. He died shortly thereafter. When the Storms moved into the house in 1903, Mrs. Storms, who read extensively, gave the house a name as was the custom in those days. She named it the "Knole" after one of the finest baronial castles in Kent, England, near Sevenoaks. President Pearson changed the spelling of the name to Knoll. At the Centennial the Knoll continued to be the residence of the president of Iowa State College.



the logical executive, while Curtiss could better serve the cause in his existing position. No wonder, in retrospection, the agricultural protagonists held Gue mainly responsible for starting off the College with "the wrong emphasis."

Naturally both sides brought all possible pressure upon the trustees who were known to represent the rival interests. After long delay and schemings worthy of the cleverest political management, the election was made at the meeting on July 2, 1903 — at the same time and place, by design or otherwise, of the Republican state convention. The preliminary poll showed that Stanton had a majority of one, and his election could thus have been put through. But as Stanton's supporters recognized, the victory under the circumstances would have been a futile one. The opponents were so equally matched and so fully committed that the opposing side would not have accepted the result, and in consequence the College would have been disastrously divided. Stanton, following the advice of his calmer advisers, withdrew his name.

Compromise was necessitated and it remained to determine who from the large field of entrants would best unite the opposing interests. The choice was not a matter of chance or offhand whim; it was carefully planned and engineered by a man who understood practical educational politics. Richard C. Barrett, retiring as superintendent of public instruction — a position which made him a trustee of the College, presented and pressed the claims of his pastor, the Rev. A. B. Storms, of the First Methodist Church of Des Moines. Barrett pictured him as a popular young scholar of pleasing address and attractive personal qualities and with no prejudicial academic or occupational involvements. The rare availability of the candidate was recog-



President Albert B. Storms was president from September 1, 1903, to August 31, 1910.

nized by both factions and, after a brief personal conference, he was elected unanimously.

The unanimity of praise with which the choice was received by press and public was a tribute to the young clergyman's standing at the capital city and in the state. Added to this was the general feeling of relief that the distressing and divisive conflict had been adjusted so satisfactorily. The choice was a face-saving out for the leaders of the rival camps, both of whom hastened to tender congratulations and pledges of full support. Whatever the immediate disappointment, both in the longer view could have the satisfaction of knowing that they had not been forced to abandon their positions and that their influence was not weakened. Stanton had come to occupy a unique position on the campus and among the alumni as teacher, student counselor,

and organizer that executive power could not have enhanced but might conceivably have weakened. Curtiss faced a professional opportunity as a key leader in the "new agriculture," in state and nation, that should have been more inspiring than the burdens and uncertainties of executive dignity.

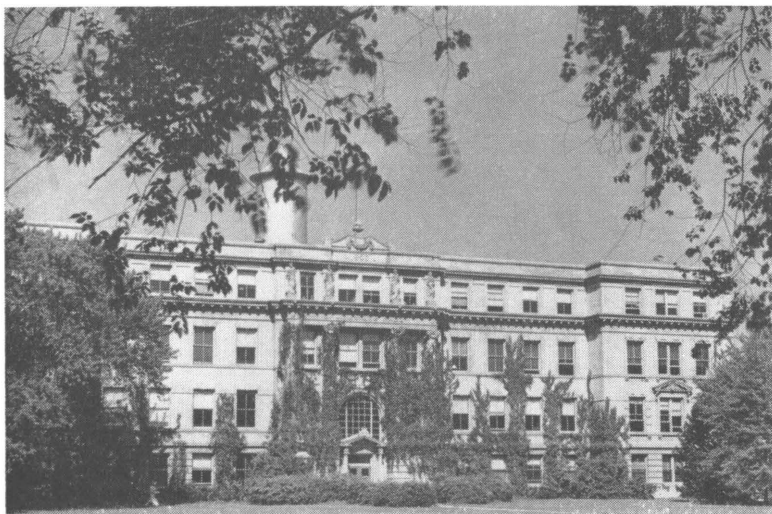
The young president at forty-three was in the prime of an energetic career. From a Michigan farm home he had gone to the classic halls at Ann Arbor where he earned his A. B. and A. M., to which Lawrence was to add a D. D. and Drake an LL.D. He had held pastorates in Detroit and Madison, Wisconsin, before coming to Des Moines. His diction, manner and voice made him welcome not only in the pulpit but on the lecture platform of chautauqua and lyceum. His special scholarly interest was in American history and at Madison he had attended the seminar of the famed Frederick J. Turner. He had published several volumes of sermons and essays.

Storms' views of land-grant education were unusually definite and realistic. His general beliefs and aims were stated in his inaugural address and elaborated in his annual reports. His convictions were to be confirmed by rigorous experience. In 1909, a year before his resignation, he presented a frank, well reasoned paper before the land-grant association on "The distinctive work of the Land-Grant Colleges: their function, growth, and organization." His position was that of the liberal-minded land-grant educators: an understanding recognition of the essential place of technological education in an industrial age, but with the broad view of such education, as firmly grounded upon the general sciences and enriched by the humanities. His interpretation of the organic act not only embraced the general sciences, including the social, but gave legitimacy to the

“liberal arts,” as then understood — although he recognized that such an extension at that stage would be inexpedient. The young president’s convictions on teaching and research approached closely to the ideal. He would allow departments the fullest possible control over appropriations, and the organization and conduct of their teaching and research.

With such a breadth of outlook and freedom in supervision, Storms was admirably fitted to secure the reorganization of the College on a divisional basis. Curtiss became the active dean of Agriculture in 1902, McNeil headed the Veterinary division until 1909 when the youthful Charles H. Stange took charge, and Marston, in 1904, was given this status in Engineering. The group of sciences related to the industries, including domestic science, was still in uncertain and more or less probationary status, as administered in a tentative division under the acting deanship of the president himself with the abbreviated designation, “Science and General and Domestic Science.” This title was calculated to include everything of collegiate rank not otherwise organized. Graduate study was continued under committee supervision.

Indicative of advances into new fields of training was the creation of a number of new departments. One of the first departments of farm mechanics was organized by Jay Brownlee Davidson. Forestry was made a distinct profession by Hugh P. Baker at the beginning of his notable career. In 1908, the year that he received his doctorate at the University of Chicago, bacteriology was added to the general sciences under the direction of Robert E. Buchanan, '04, who previously had taught the course in the department of botany. Financed initially by a gift from John Clay, a Chicago commission merchant, a course in technical journalism was offered in 1905 by Will Ogilvie, the bulletin



Engineering Hall — a rugged structure forming the western perimeter of a circle of Bedford Stone buildings on central campus — was built in 1903. In 1947 it was renamed "Marston Hall" in honor of Anson Marston who joined the engineering faculty in 1892, served as dean from 1904 to 1932, and subsequently as dean emeritus until his death in 1949. At the Centennial the ivy had effected great change from its original appearance.

editor. In later years this training was brought to full professional recognition by masters of the craft like Clifford V. Gregory, '10, and Fred W. Beckman. To meet a growing demand for the training of high school teachers in applied subjects, a department of vocational education was introduced in 1909.



This is a typical scene from one of the various short courses staged at Ames. At the end of the two week short course on Corn and Livestock judging in 1903, "Uncle" John Gosling from Kansas City gave an illustrated lecture on beef cutting. It was a popular part of the short course.

This period of adjustment that involved such decided advances in the systematizing of the natural and physical sciences and their applications marked the distinct formulation of the main social sciences. The more conventional subjects of the group had been included in land-grant programs from the beginning, largely as convenient fillers before the technical disciplines were sufficiently established to stand by themselves. But the reasoned serious study of social phenomena had a real and vital place in the land-grant objectives.

Training for citizenship, then as later not generally clearly defined, was accorded major emphasis by Morrill and such representative educators as White of Cornell, Gilman of the Sheffield School and California, Peabody of Illinois, Patterson of Kentucky, and Fairchild of Michigan and Kansas. The Iowa leaders were continuous and consistent champions of this training. Gue had stressed the training of leaders for the public service no less than for the industries. Welch with his social mindedness and experience in practical politics had an understanding appreciation, and

Knapp, Chamberlain, and Storms were no less committed to the training. Unhappily for such a socially-purposed design, appreciation far outran provision in the new colleges as in most of the old. Senator Sutton in 1884 in his plea for liberalization had emphasized the essential place of this group, and history, in particular, he declared to be the Hamlet of the whole play. However, it was only in the middle 1920's that this subject was accorded separate status, and the others of the group, with more obvious relation with current affairs, were slow in getting full recognition. In previous administrations, as noted, these studies of mankind had been fitted into the homework of the presidents or lumped together with various of the humanities.

The establishment of Cessna's chair of history and psychology in 1900 was a step toward subject differentiation. In exchanging the pulpit for the desk, the new professor sought persistently to acquire professional attitude and familiarity in the twin disciplines by attendance at summer schools and professional meetings, and by voracious reading. He was assisted in the history courses for a couple of years by Paul S. Peirce, a graduate of Cornell University and Yale. On his resignation in 1906, Peirce was replaced by Louis B. Schmidt, a superior student of Cornell College with graduate study at the universities of Chicago, Iowa, and Wisconsin. Schmidt proved to be an effective, inspiring teacher and a popular public lecturer.

Government, under the term "civics," had been taught by Welch and Chamberlain. To justify his appointment, Barrett, in addition to his service as chairman of the committee on entrance and secondary school relations, was given a professorship of civics, evidently in recognition of an LL.B. that he had acquired during his service in the statehouse.

Without systematic training, Barrett's teaching apparently tended to be inspirational and hortatory rather than analytical and expository. Storm's obituary tribute that, "his classroom was always a school of patriotism," seems to be verified by the course descriptions of his department.

"Economic science," as it was long termed, continued to be the junior partner in Stanton's dual department. Considering the later emphasis upon econometrics, the combination might seem to have been a logical anticipation. In the one advanced subject, however, the student was invited to venture directly from a general introductory course into the abstractions and imponderables of the history of economic thought. In 1902, a former asisstant, Benjamin H. Hibbard, '98 (who had just received his doctorate at Wisconsin) became an instructor and courses were added in economic history, money and banking, public finance, and labor problems. In 1906 Stanton relinquished the subject to his associate who thus was able to organize a separate department. When Hibbard was called to Wisconsin in 1912, John E. Brindley, a graduate of Wisconsin with a Ph. D. from Iowa, headed the expanding department.

Sociology had been taught from time to time in the potporri of Welch and Knapp but it was not recognized as a special branch of study until the following administration. Due largely to the interest in rural life aroused by the report of the country life commission, in 1913, George H. Von Tungeln, who had studied with T. N. Carver at Harvard, was made an assistant professor in rural sociology.

With increased federal aid and the enthusiastic support of the administration, the work of the agricultural experiment station became more fully organized into the main sections of investigation, and the findings greatly extended



In the early years of the 20th century, one of the means of sharing knowledge across the state was through "extension trains." The Apple Special was just one of these. Besides P. G. Holden's famous corn trains there also were oat trains, alfalfa trains, potato trains, baby beef trains, hog trains, and dairy trains.

and perfected to the advantage of the economy of the state. For corresponding service to the industries an engineering station was established in 1904 as a state supported research center. The same year, as a special phase of such research, the College was made a "state highway commission" under the joint direction of the deans of Agriculture and Engineering.

This period marked the centralizing and systematizing of the College's long and varied contacts with the farmers of the state. An extension department within the Division of Agriculture was established in 1906 under the supervision of the dynamic P. G. Holden, who had become famous in state and nation for his demonstration train and short course campaign for the improvement of seed corn.

Increasing enrollment and the expansion of courses and research projects, together with the gap left by the destruction of Old Main, created demands for buildings that no

makeshift adjustment could satisfy. A thorough long-time campus planning was clearly indicated. This became especially imperative as the first "permanent" major stone buildings began to appear. The new engineering building for which Beardshear had secured appropriation was available in the spring of 1903. The central building — long to be the special pride of the College — was ready for dedication at the commencement in 1906. Like the city halls, court houses, and capitols of the period, the imposing domed structure displayed spacious halls and ornate design at the expense of functional utility.

The growing needs of the Agricultural Division were not met adequately by a "fireproof" addition to the old hall, a substantial dairy building, and various special structures. A general purpose structure comparably commensurate with the provision for engineering and general administration was clearly overdue. The location of this major building on the eastern side of the campus precipitated the issue of future designing. On the advice of Professor Erwin, chairman of the grounds committee, the College employed the senior member of the noted firm of landscape architects, Olmsted Brothers. His report, which reflected throughout an appreciative understanding of the background and existing situation, pointed out that the naturalistic design of Welch had been broken up by the new permanent buildings which should constitute the main quadrangle of a modernized campus. Such a design, as he explained in detail, did not necessitate artificial conventionality and made possible the preservation of the natural growths on the bordering areas.

Convincing as the recommendation would seem to be, it was met by a barrage of protests from old grads. They



The first short course held away from Ames was one on corn judging at Red Oak in 1905.

regarded the abandonment of the plantings, on which some of them had labored no doubt with little enthusiasm, as nothing short of desecration in what was represented to be a stilted checker-board layout as artificial and formal as a draftsman design. Such nostalgic regret has attended the working of time and change on all large campuses relentlessly expanding to meet enrollment and functional needs. The reaction was but another evidence that sentimental emotions could be as strong among the graduates of a technical institution as with those of an old-line college.

Modernized utilities were no less imperative. Water, sewage, and central heating and lighting plants were planned and designed by the engineering staff. In 1907 an electric line replaced the picturesque steam dinkey.

Student life and attitudes were becoming as modernized and sophisticated as plant and program. The period was marked by freedom and increased individual initiative. The old paternalistic regulation and supervision were replaced by counseling and attempted constructive motivation. The ban on fraternities was lifted and the Greek letter societies became a recognized part of the college community.

Inevitably the new freedom was abused by a small but disturbing minority, in personal and group indulgences and troublesome and often destructive demonstrations. Such conduct was not only disruptive to the orderly campus program but was highly discrediting in the state, especially as academic irregularities invariably receive an exaggerated journalistic emphasis. As an agency of self-improvement, a group of able and serious minded students of the class of 1904 formed a student government organization known as the Cardinal Guild. It sought to promote high standards of conduct on the campus by turning youthful energy into constructive manifestations of "college spirit," and to uphold and advance the public standing of the College. The truly commendable aspirations kept the reach far above the attainable grasp. A special abuse of these years was an orgy of classroom cheating. The demoralizing practice led to a periodical crusade for an honor system, then as later frustrated by the besetting weakness of all self-government — the failure to assume adequate responsibility. For the average student, religious and social activities centered in the YMCA and YWCA which in 1907 moved into the relatively commodious and well equipped building, named Alumni Hall for the main donors.

Whatever his other interests, desirable or otherwise, the modern student was greatly concerned with inter-collegiate athletics which really came alive with membership in the Missouri Valley Association. Under the enthusiastic but well balanced guidance of staff members like S. W. Beyer and W. F. Coover and the skillful coaching of Clyde Williams, the Cyclone teams won honorable place in state and conference. Achievements in this realm brought pride and satisfaction to the alumni no less than to the student body.



Alumni Hall was started in 1904. It stood in this unfinished state until more funds were forthcoming from alumni, faculty, and friends, then was completed in 1907. This view is looking north—so actually is looking toward the back of the building.

Emergency Hall, the temporary classroom building constructed after Main burned, can be seen just north of Alumni Hall. In the background Beardshear Hall is under construction. At the right the English Office Building is visible through the trees.

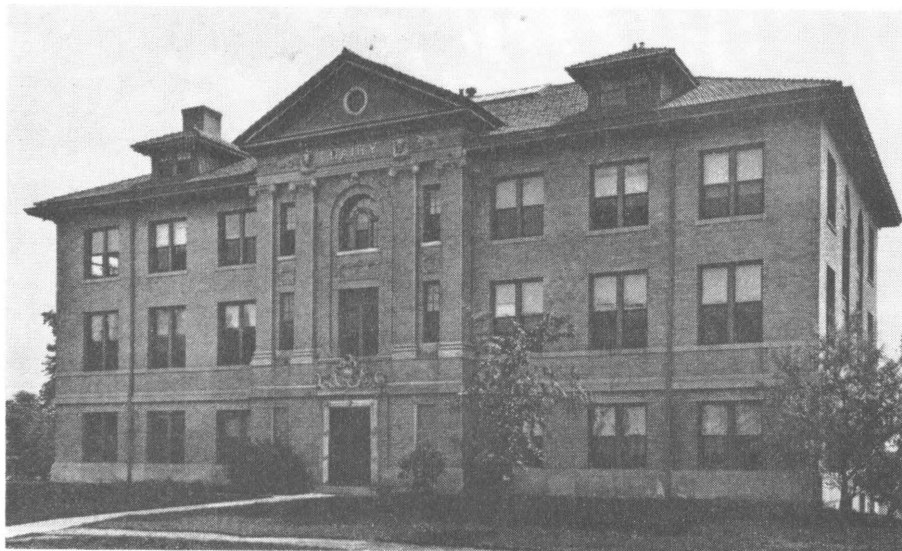
The first decade of the century was marked by an awakening interest and participation of the alumni in college affairs generally. An official journal, the *Alumnus*, was founded in 1905 to keep former students in touch with the College and with one another. By that time alumni clubs had been formed. They met not only in the leading Iowa towns but in strategic centers about the country. From the late eighties there had been continuous alumni representation on the board that came increasingly to influence policies and appointments.

As exercised, this control was bringing the board into marked disfavor with the legislature. The Healy committee in 1898 denounced the employment of close relatives of trustees as well as a looseness in financial accounting. The establishment that year of a central board of control for the state's custodial institutions suggested a similar system for the educational. Institutional consciousness postponed such

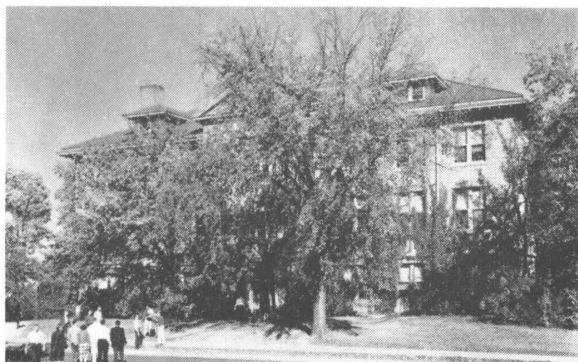
a centralization, but with the demands of increasing size and improving standards, the rivalry for support and recognition reached a point where the legislature felt a halt should be called. In 1904 the Whipple committee was authorized to make a thorough survey of Iowa's public higher education and to include visits to the institutions of neighboring states for comparison. The findings were strongly condemnatory of the existing system. Separate boards, they found, led to duplication of work and intense competition for appropriations. This unseemly rivalry was intensified by the alumni among the trustees. By reason of lack of cooperation and uniformity, the expenditure of the millage levy involved needless extravagance. Student fees were not uniform. Without going into specifications, the committee was confident that the educational programs could be improved. The only solution for these deficiencies and derelictions, in the judgment of the committee, was a centralized policy-making board with a full-time administrative committee whose main function would be to handle the financing, for which there was such obvious need.

Storms and vocal alumni were strongly opposed to the change of control. As a special type of institution with peculiar objectives and program, it was essential for the College to have its own understanding board to safeguard these interests. Instead of contributing to greater harmony and understanding, it was contended, the proposed control would bring political scheming to determine personnel and policies.

Public opinion was so divided that the bill failed in two sessions but was finally enacted in 1909. In certain respects the new board was an innovation in educational administration. The nine members were appointed for six years on



Dairy Building, later called Agricultural Annex, was built in 1905. At the Centennial it was housing the economics and sociology department, extension home economics, and a strictly up-to-date journalism photographic laboratory.



a bipartisan basis. To prevent undue institutional influence, but three of the members at any time could be graduates of the state's institutions and not more than one could come from a given institution. The main function of this "lay board" was to formulate general policies; of necessity much of their nominal authority was delegated to the presidents of the institutions and their staffs. A peculiar feature

was the three member finance committee appointed by the board, one of whose numbers would be the secretary of the committee and board.

Educational leaders generally viewed the Iowa system as an administrative advance. It stopped short of complete consolidation of the higher institutions as it did of integration of all levels of public education. As frequently happens, the most uncertain feature was in the most original provision: the finance committee whose authority and prerogatives were never clearly defined, with consequent possibilities of exertion of unanticipated influence by ambitious members. In general the board members were persons of ability and recognized standing. Women were included from 1921. Continuity of policy was afforded in the formative years by the notably long tenures of certain strong minded members. No less significant was the forty-five years' chairmanship of William R. Boyd and the twenty-two years' secretaryship of William H. Gemmill, '94, of the finance committee. The large proportion of lawyers and businessmen gave assurance of stability and a generally conservative trend of policy.

From the conditions and influences leading to its creation, the new board had a virtual mandate to promote efficiency and economy by preventing duplications and abolishing courses regarded as inappropriate to the needs of the state. Essential to these ends were presidents generally agreeable to the efficiency line. The heads of the University and Teachers College could be counted upon for compliance, at least when their own programs were not too directly involved, but the College's executive remained more dubious. The board's objection to Storms, as represented at the time and by its spokesman years later, was not his

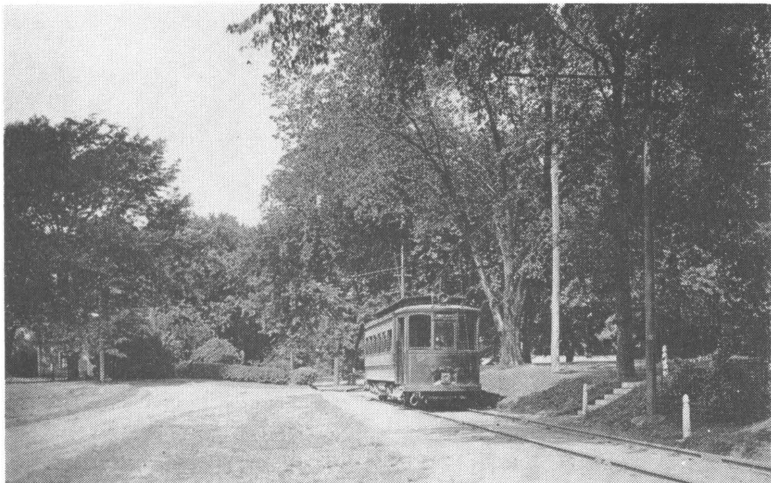


Central Hall came onto the horizon in 1906 as the administration building for Iowa State College. In 1938 it was renamed Beardshear Hall, and at the Centennial was continuing as administrative headquarters.



outspoken opposition to the new control, but rather that he did not provide the “forceful administration” that the College needed. Undoubtedly both were involved in an untenable situation as Storms recognized in stating in his dignified letter of resignation, to take effect in the fall of 1910, that the board in carrying out the contemplated changes should have a president of their own choosing.

Storms had labored under the handicaps of following an unusually popular president and of inheriting a program of expansion and reorganization of which no part had been brought to completion. Added to these difficulties was the



From 1907 until 1929 the artery of communication between downtown Ames and the campus was the electric trolley. This view looks west from a vantage point in front of what at the Centennial is the south entrance to the Press Building. The Farm House is visible in the trees at the left and the Landscape Architecture Building is the one up the steps on the right.

unsettlement of a new governing authority. Even so, Storms' seven years exhibited definite advances and permanent achievements: the campus delimited, the main divisions organized, a marked growth in enrollment, increased support, and a strengthened staff. If he had given the technical divisions too free a hand in seeking their special interests, at the same time by reason of his appreciation for the general sciences and the humanities he had maintained a salutary balance of the curricula that a narrower visioned executive would not have secured. He had thus helped to preserve the essential bases of the land-grant idea for the years of critical testing that were just ahead.

At this crucial juncture for higher education in Iowa,

the board used care and deliberation as it sought a new president, in accord with its standards. Neither of the previous rivals was available. Secretary Wilson again used his influence for Curtiss, but in addition to the feeling that the dean was of more service to College and state in his present key position, his candidacy was prejudiced by the likelihood that his successor as dean would be his close associate Professor Kennedy, who had become involved in controversies regarding stock judging practices and relations with commercial enterprises. Stanton was no less out of the running. In laudatory resolution he was again appointed acting president but with the renunciatory condition that he was not a candidate for the permanent position.

These two full years of the dependable relief man — 1910-1912 — were by no means ones of marking time and avoiding positive action. On the contrary, they showed definite expansion and advance. The home economics, veterinary, and gymnasium buildings were completed. The plan for an agricultural short course, started in Stanton's first administrative service in 1890, was completed in 1910 by the creation of a two year program distinct from the degree curriculum in subject matter, aim, and supervision. Throughout its years of useful training the reorganized course was to be under the enthusiastic and inspiring guidance of Jules C. Cunningham.

From a short course in 1911, a general summer session emerged which was to evolve to the dignity of a regular quarter.

A signal recognition of the national standing of the College and an unexampled stimulus to high scholarship in all of its divisions was the installing, in October, 1911, of a chapter of the honor society of Phi Kappa Phi, open to



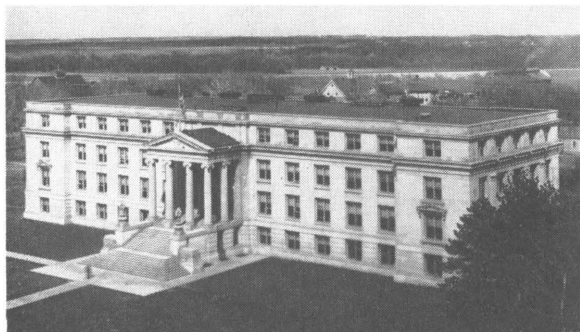
students in all divisions. The establishment was peculiarly appropriate as the society was founded and has always been especially strong in land-grant colleges and universities.

With all his kindness of manner and conciliatory temperament, in a cause to which he was thoroughly committed, Stanton could assert himself forcefully and fearlessly. Thus he took advantage of his temporary authority to abolish, for his time at least, the long-standing barbaric practice of hazing. While there were to be sporadic appearances in later years, this collegiate abuse was never revived in its more objectionable aspects.

#### ► **RECOGNIZED STAFF EFFORTS**

Unlike too many in temporary command, he showed rare tact and appreciation in his relations with the staff. Skillful in adjusting differences and misunderstandings, he was quick to give generous commendations in his official reports and elsewhere for services and achievements too frequently taken for granted.

Altogether Stanton's administration in these changeful years, at the height of his vigor and enthusiasm and with his unequaled understanding of the aims and needs of his College, went far to verify the claims of his supporters as to his executive adaptability and consequently to occasion regret that the service was not to be prolonged.



Agricultural Hall took its place on campus in 1909. Since 1947 it has been called Curtiss Hall in honor of former dean Charles F. Curtiss.

However, the board believed that the new era of restored prosperity and industrial expansion in which "greater Iowa" was participating called for a new promotive executive of national standing for a greater Iowa State College. After long searching, sifting, and screening, the members were convinced that such a leader had been found in the retiring commissioner of agriculture in New York, Raymond Allen Pearson.

The candidate certainly seemed in many ways well fitted to guide the destinies of the College in this era of expansion. At thirty-nine he had shown effective ability in organization and administration, and a facility in making strategic contacts. He had the strong endorsement of prominent educators, public officials, and farm and industrial leaders. Of

old New England ancestry, he was born at Evansville, Indiana, where his father was a railroad executive. His two elder brothers gained unusual distinction, one as a railroad president, the other as a research veterinarian. All three had attended Cornell University where their uncle, George W. Jones, had become a professor after leaving the Iowa Agricultural College. Raymond enrolled in the college of agriculture, majoring in the developing branch of dairy industry. He graduated in 1894 and earned a master's degree in 1899, following intermittent study. In 1910 Alfred University awarded an LL.D.

His professional advancement was rapid. Following formative experience as assistant chief of the dairy division of the U. S. Department of Agriculture, then the management of a commercial servicing dairy laboratory, in 1903 he organized and headed a separate department of dairy industry at Cornell. However, administration always appealed to him as a life career more strongly than teaching, and with the backing of the main state farm organizations he became head of the state's department of agriculture in the spring of 1908. His four year service, terminated by change of party control, was marked by a vigorous enforcement of regulatory measures and an effective cooperation with research and extension agencies. As a final service, the incoming governor engaged him to make an investigation of cooperative marketing in Europe, and he arranged to complete this assignment before entering upon his duties in Iowa in September, 1912.

With this background of experience and influential acquaintance, Pearson was confidently ambitious to obtain a college presidency. From his training and interest this would naturally be in the technical rather than the general

field. In addition to the Iowa position he was considering a tentative call to the Maryland Agricultural College. His personal interest in Iowa came not only from the early connection of Jones with the College but the continuing residence of another maternal uncle on a farm in Humboldt County where he had spent summer vacations in his boyhood.

#### ► GAINS BOARD ASSURANCE

The final negotiations were somewhat prolonged. Pearson, with prudential foresight and the advantage of two strings to his bargaining bow, sought certain assurances: Agriculture, Engineering, Veterinary Science and such general subjects as essential would remain at Ames, regardless of what consolidation of subjects might be effected between the state's institutions; the trend toward divisional emphasis in the present administration would not interfere with full executive authority; the College would endeavor to meet the standards of the Carnegie Foundation for retirement; salaries would be increased to retain the abler professors, and it would be the intent "to considerably increase the salary of the President at as early a date as . . . practicable." The board was not in a position to guarantee all of these conditions, but there was sufficient agreement to bring acceptance. Pearson's high aspiration for the College, but at the same time his uncertainty in academic classification, was shown in the expression of the hope that in public service and relative standing it might be comparable to M. I. T. and Johns Hopkins.

During his early years the new president made a most favorable impression over campus, community, and state. He was affable, democratic, and in many ways adaptable.

His boyhood mid-western background gave him an acquaintance with the region. His experiences in New York and Washington brought an understanding of the ways of politicians, as the utility connections of his family gave an easy approach to big businessmen. At the same time he could address farmers as one of them, particularly the dairy-men.

Students found him friendly, readily approachable, and sympathetic to their interests. A system of faculty advisers for freshmen was instituted, in which upperclassmen assisted. Two successive classes gave voluntary pledges against hazing. Fraternity heads were counseled with. The Cardinal Guild was encouraged in varied useful services, involving the regulation of conduct and the rationalizing of the growing round of activities. Best of all, in the view of the average undergraduate, the youthful prexy was in full accord with the desire for the big athletic program that the contemporary collegian was demanding.

Socially, life at the Knoll and throughout the community was greatly stimulated by Pearson's marriage to Alice Dunsford, a woman of gracious charm, culture, and tactful understanding whom he had met in Albany where she was a member of the staff of the New York State Teachers' College.

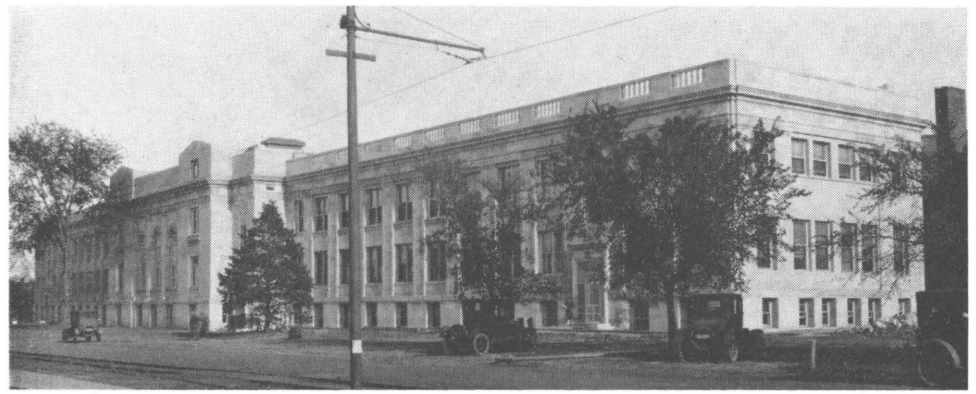
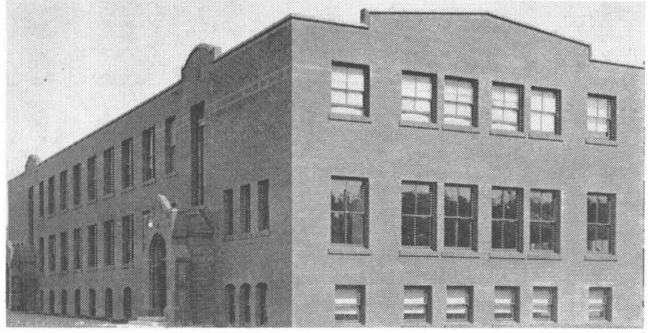
While fully aware of divisional unbalance and personal rivalries, Pearson sought to let sleeping dogs lie until they became annoyingly aroused. He gave unstinted public tribute to Stanton's service, and joined whole-heartedly in the homecoming welcome to Secretary Wilson and the recognition of the initial members of the twenty-five year club. However, the honeymoon season could not persist. As a matter of fact he had inherited controversies both within



President Raymond A. Pearson was president from September 1, 1912, until August 31, 1926, except when he was on military leave in 1917-18.

and without. Most immediate was a proposal of the board, just before Pearson took office, that all engineering work be given at the College and that in turn home economics and general science be transferred to the University. The consolidation move was vigorously opposed by both institutions. Alumni associations joined with hastily organized local groups to preserve what they regarded as their vested rights. Both candidates for governor that fall pledged their opposition. In the face of such a persistent stand by both of the rival institutions, the legislature requested that the order be withdrawn and the board reluctantly complied. In vain the president of the Carnegie Foundation assailed the proposal as political interference with what he held to be the true interest of higher education in Iowa.

With the main areas of the work of the College preserved intact, the way was open to complete the divisional organization. In 1913 Home Economics was accorded coordinate status with Catherine J. McKay as dean—a graduate of Drexel Institute and Columbia. The definitive establishment of the Division of Science, still under the temporary charge of Stanton, came only after a contest between the old rival ideas and interests that in its directness and bitterness was characteristic of the marked vocational trend of the period and especially of the emergence of an agricultural professionalism. Unprecedented industrial expansion had brought an emphasis upon “education for efficiency” from high school to college, which in effect meant a practical vocationalizing that found justification in “jobs” which were opening up on every hand for the technically trained. Agricultural graduates were sharing increasingly in these opportunities, in contrast to earlier limited demand. With all the agitation for consolidation, the position of agricul-



The largest home economics program in the world—that at Iowa State College—first had its own building of any size provided by the Domestic Technology Building, constructed in 1910. As can be visualized from these two views taken at approximately the same angle, this original structure then was incorporated into Home Economics Hall built in 1926—the original building becoming the west section of Home Economics Hall as viewed here. Within these walls were developed such outstanding programs as research in home economics, initiated under Dean P. Mabel Nelson and carried on through the years by many others recognized on a world-wide basis—such as Dr. Pearl Swanson and Dr. Belle Lowe. Another area recognized world-wide as being particularly outstanding is that of Home Economics Education, for which Miss Florence Falgatter provided much of the stimulus. At the Centennial the leading home economics institution was eagerly looking forward to its expansion into a new northwest wing projecting approximately onto the spot originally occupied by Margaret Hall.



Further acknowledgment of the importance of home economics was accorded with evening extension classes in home economics in the 1910 period. Miss Neale S. Knowles is seated.

ture was secure in a land-grant institution, especially in a dominant agricultural state. With this changed situation there was the feeling that, at long last, the bottom rail had come to the top and there was a fixed determination to keep it there.

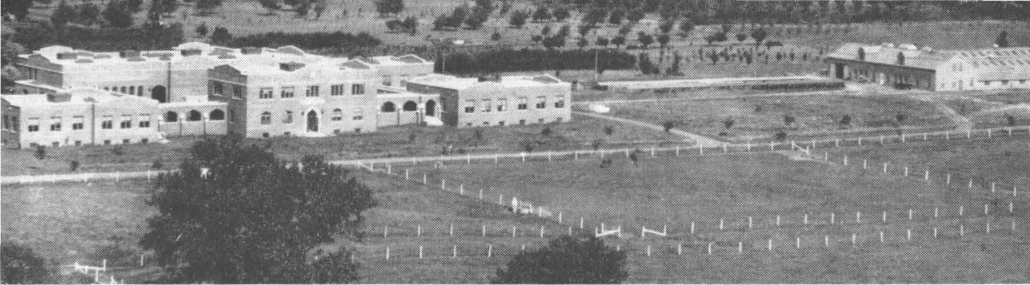
In the campaign against the removal of the general science course, the divisional leaders had sought to justify their essential functions in the institutional program and to strengthen their offerings both in relation to the needs of other divisions and of their own degree course. To give authoritative support to the basic place of general science in a technical institution, Pammel had secured supporting letters from representative scientists in the leading universities. The number and prominence of the writers were highly impressive. A change of divisional name to "Industrial Science" was proposed, as a more descriptive designation and one that indicated professional status. With the proposed new name went a curricular revision. In anticipation of future inter-relations of the general with special

divisions, five-year curricula in Science and Agriculture, Science and Engineering, and Science and Home Economics, and one of six years in Science and Veterinary Medicine were presented. The straight Industrial Science curriculum provided for major and minor work in particular sciences with electives in other departments, including the humanities. Up to twenty-four credits might be chosen from other divisions.

The special functions of the division were held to be to provide basic foundations for the work of the technical divisions and to train experts for the industries in the general sciences. There might have been added truly and realistically, though not expediently at this stage, "to furnish a general education with general science background for varied occupations and professions." A separate division with such a program and objectives, it was contended, had full authorization under the Morrill Act — along with the state's legal endorsement and interpretation in the Sutton Act.

Regardless of laws, federal and state, when the issue finally came to a showdown after various delays and postponements, the spokesmen for the Agricultural Division treated the whole plan for a science division as an insincere pretense. The argument presented by Vice-Dean Beach followed the straight vocational line. The name was held to be but a subterfuge since it was not an industrial but a general course "bordering on" the by-path meadow of the liberal arts. The proposed science and agricultural combination, it was warned, would discredit and lower the high standards of the Agricultural Division by turning out unprepared students to teach the subject in the schools.

To put the general departments in their proper place,



The Veterinary Medicine Quadrangle was built in 1912. Hog Cholera Serum Plant (top, right) was built in 1913. It was later used for Veterinary Research and was torn down about 1926. This view is looking west. At the Centennial the Quadrangle itself was deeply shadowed by the trees shown as mere saplings in the picture. The neat rows of fence posts in the foreground still were being maintained in the same pattern but by the Centennial were surrounding parking lots.

they were reminded that the true function of science departments in a land-grant college was to “support and sustain” agriculture and engineering and that it was “no secret” that the departments at Iowa State College did not do this adequately. As a possible improvement of these relationships a substitute plan was suggested in science courses especially adapted to agriculture, to be given at the senior and graduate level.

The science forces in a brief prepared and defended by representatives of varied subjects — Stanton, Pammel, Coover, Buchanan, and Brindley — gave specific and pointed reply to each of the allegations. Since the programs in Science were planned for professional work they were properly “industrial.” The liberal arts cry was held to be a bogey, since the proposed program was less liberal than

some that had been offered in the past without protest and than the one that it would replace. They found the alarm over teacher training a false one as more agricultural students were teaching science than science students teaching agriculture, and the records showed as many failures among technical students as science. Prophetically for the mid-century Centennial times, they asserted, "From the standpoint of strength to the institution we need our science students in the High Schools of Iowa."

There was heated denial that their only cause for being was to serve as hewers of wood and drawers of water for the technical lines; they had their own proper and essential place in the land-grant scene. Consequently the subordinating substitute plan was wholly inadequate, especially as it made no provision for training at the junior college level. If the supporting work had been unsatisfactory, the fault was with the Agricultural Division in allowing no consultation in curriculum making. In conclusion they pled for a fair opportunity, both to serve other divisions and to develop their own appropriate line as essential to a "complete industrial institution."

Following a motion to adopt the science plan, Dean Curtiss for his division offered the substitute that while such science work as was necessary to support the technical lines be maintained on a high level, the degree course in science should be abolished and no similar course established. The substitute was lost by a vote of eighteen to twenty-seven and the new science course was thereupon adopted in 1913. An off-the-record but authenticated analysis of the vote reveals that the agricultural block of fifteen, with only one absentee, had but one opposing vote, by a professor of broad outlook and interest who was shortly to leave the staff. The remaining four opposing votes were secured from the

twelve cast by the Engineering Division, whose delegation had six prominent absentees including the dean. The other technical divisions were clearly unwilling to be parties to the agricultural strategy of dismemberment.

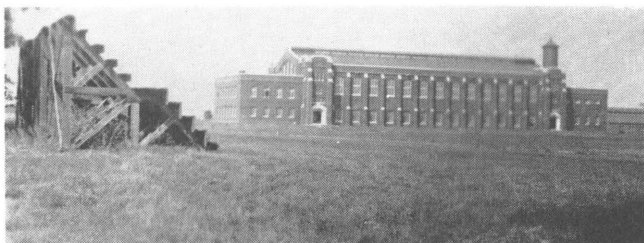
It can be only a matter of speculation whether the board and the legislature with the pressure of the alumni would have allowed the drastic negative step. The decision was a crucial one, second only to the Sutton Act in the maintenance of this function of the College. The struggle was regarded with much concern by other land-grant colleges, and the outcome was to be decisive for the future. While rumbles of the old differences were heard from time to time and the issue involved was to some extent a relative one, such a deliberate backward step, defying both the letter and spirit of the Morrill and Sutton acts, was not again suggested.

Following the blocking of the negative forces, positive ones began immediately to operate. A recommendation of the board of deans that each division should have the privilege of sending representatives to the faculty meetings of the other divisions was enacted at the next meeting of the general faculty. Soon after, Stanton reported a resolution of the Science Division that subjects required by other divisions should be outlined in fullest cooperation with the departments concerned. Stanton returned to his teaching and the headship of the Junior College. Buchanan, after temporary headship of the old science division became the first dean of Industrial Science. Thus after trials and vicissitudes the program of general studies was for the first time clearly delimited and organized on a coordinate basis.

The capsheaf to the divisional organization was that of graduate study. Post-graduate work, as it was termed, was offered from the graduation of the first class, with the work supervised by the general faculty to 1898. The first master's

degree was conferred in 1877. The master of science degree was the only one conferred until the late seventies when the use of technical bachelor's degrees was followed by the corresponding masters'. In 1909 the uniform bachelor and master of science was adopted except for Veterinary Medicine.

With the advances of the Beardshear era a special "committee on post-graduate studies" was appointed. The committee seems to have been selected more on the basis of the



The Men's Gymnasium was built in 1913. The Machine Shop (Mechanical Engineering Laboratory at the Centennial) can be seen at the right. West Bleachers of concrete were built in 1914.

personal interest in research than of subject balance. Pammel of botany and Henry E. Summers of zoology were especially active members. The committee was greatly concerned with developing systematic procedures and relatively high standards of work. A reading knowledge of German and French, and the writing of a thesis demonstrating original research were required. In line with the growing interest in the technical subjects during the first decade of the new century, the advanced degrees were conferred largely in the divisions of Agriculture and Engineering.

From about 1910 the accelerating demands of industry and government for trained experts, and progressively

mounting college enrollments created unprecedented demands for graduate training for both teaching and research. The doctorate was beginning to be demanded in academic circles, and gaining respect in commercial and governmental service. The influence of pioneer graduate centers was rapidly spreading. The Ph. D.'s which previously had been largely earned in Germany were becoming fully domesticated. Pearson found some ten staff members with earned doctorates and several more were nearing that dignity. These and others with research interests and ambitions were a stimulating nucleus for a distinct organization and program. The aspiring president was characteristically zealous for this essential unit of a complete modern academic enterprise.

With such incentive and stimulation the organization proceeded directly. The catalogue for 1912-1913, in advance of formal authorization, stated boldly that in the "near future" all advanced study would be conducted in a "graduate college." In May, 1913, at the time of the general science imbroglio, the faculty — on prompting by the deans — recommended such an establishment to the board. That body responded with the creation of a division with the president in temporary charge. During the next two years a committee on organization brought the program into function. A survey of the main departments found inertial influences in overburdened staff, inadequate plant and library, and the less tangible "absence of research atmosphere." In departmental preparedness they concluded that eight departments were ready to undertake work for the doctor's degree: in agriculture — agronomy, animal husbandry, agricultural chemistry, and horticulture; in engineering — economic geology, and in science — bacteriology,



In 1914 the entire student body of approximately 2,800 assembled for this picture on central campus.

botany, and zoology. Most of the other departments had reached the master's stage. The three bienniums preceding and during World War I were notable, not only for increase in numbers and areas in which the master's degree was conferred but in the awarding of the first doctorates. During the years 1915–1918 five were conferred: two in botany, two in agronomy, and one in genetics.

Interrelated with the graduate research and often providing the subjects of it were the increasing number and significance of the projects of the experiment stations. The investigations were timed and directed to current problems of the farms and industries of the state. For instance, new sections of bacteriology and farm management concentrated on areas of increasing concern.

The parallel extension services were becoming increasingly effective in narrowing the gap between the finding and using of the new information. In 1912 the extension department of the Agricultural Division became an inde-

pendent service with a director responsible directly to the president. The same year Holden resigned to run unsuccessfully for the gubernatorial nomination. Following temporary direction for two years, Ralph K. Bliss, '05, who had served under Holden was recalled from Nebraska (where he had headed animal husbandry) to organize the program and recruit a staff. He was the real founder of the modern service. Under his competent and understanding guidance the service had become well established by the time that the emergent demands of world conflict were forced upon it.

#### ► PRESS FOR NEW NAME

With all these manifestations of growth and maturity in personnel, program, buildings and equipment, and student activities there was a concerted agitation among students, alumni, and a portion of the staff for a change of name and nominal status of the institution. In popular usage and thinking the transition from an agricultural to an A. and M. College had never been fully made. The public in and out of the state more often than not still referred to it as "Ames" and student songs, yells, and symbols centered about that name. There was also the feeling that the reality of organization and function should be recognized in the formal title "university." In this rechristening proposal there was lacking the advantage of an appealing benefactor's or historically significant regional name. There had been no Clemson, Cornell, or Purdue in its annals and the relations with the little city from which it was separated by farms and streams had not always been harmonious or the source of material aid. However, Ames was a short and convenient name that had been sounded around the

nation and the globe; it had served for a football slogan, and with "university" added would not be lacking in dignity.

Pearson was in no way averse to the university aspiration. He had become increasingly restive with the policies of the board which he felt tended to restrict the normal growth of the College and to hamper his authority. He felt that since he was not a member of the board, all administrative policies should be submitted to him before being acted upon. Especially he was incensed at the hampering interference and encroachment, as he regarded it, of the finance committee.

In 1915 an invitation to return to the New York commissionership prompted the submission of an extended specific bill of grievances in a letter to the president of the board. In addition to his keen dissatisfaction over lack of full consultation on policies, he was impatient with the delay in effecting the increase of his salary. Pearson's withdrawal after such a short tenure would have reflected unfavorably on the judgment of the board and emphasized the dissention and instability of the administration of the state's higher education. Accordingly, sufficient assurance, not of specific record, was given to induce him to agree to remain. His decision was greeted with great satisfaction in a memorial of the board of deans and by the college and state press. This round could clearly be scored for the executive.

By the hazard of politics, to which he also would have been subject in the New York position, he missed the possibility (many felt probability) of his appointment as Secretary of Agriculture had his former chief, Governor Charles Evans Hughes, been elected to the Presidency in 1916.

With the adjustment, temporarily at least, of the internal affairs of the College there remained the continuing and intensifying inter-institutional rivalries, jealousies, and

general misunderstandings extending from courses of instruction and areas of research to football. To overcome such disruptive influences and still to achieve something in the way of combating the spectre of duplication short of divisional consolidation, the board in 1915 secured the first all-out survey of its three main institutions. The federal bureau of education was asked to organize and supervise the investigation to insure authoritative talent. The group, headed by the bureau's expert in higher education Samuel P. Capen, was a distinguished one, including Angell of Chicago, Bailey of Cornell, and Hughes of Miami (Ohio). The board had indicated certain specified areas of possible duplication or doubtful inclusion, but the commission decided to get a general view of the whole scene. Letters were sent to leading business and farm organizations and to representative professional leaders. Key state officials were interviewed. Eleven days were devoted to inspecting and interviewing at the three institutions, five of which were spent at the College.

#### ► SPECIFIC RECOMMENDATION

The findings from the observations and hearings, extending to over half a hundred recommendations, were not lacking in specificity. The central problem of institutional rivalry would be adjusted by regarding the three institutions as branches of one university, with the lines of instruction and research to be distributed on a functional basis. The determining "principle" in such a division was to be that of major and service subject areas. By this test engineering should be centered exclusively at Ames, but "popular sentiment," they conceded, would probably necessitate keeping certain special branches at Iowa City. The last two years of the Teachers College should be lopped off,

as its sole function was to train elementary teachers (who supposedly did not merit full college training).

The College, in their opinion, offended more grievously in the general field than the University in the technical. The most alarmist chapter was entitled, with curious exaggeration and confusion of terms, "Liberal Arts Work in the Iowa State College." According to the commission's strict application of their determining principle, general courses were justified only as a direct support to the main technical divisions. This test indicated that several departments were guilty of outlaw offerings. But most dangerous of all the possible trespasses and sins of the College was the design to smuggle in a course "in liberal arts and sciences, leading to a non-technical degree in general science or in arts."

► URGE "SAFEGUARD"

The inquisitors accepted the word of the college officials that any such dire design was not then contemplated, but commission members were convinced that it had been in the past and they were fearful that the non-industrial major work in the Industrial Science Division might lead to a course no less objectionable. To safeguard against such a perversion of the land-grant program, according to their interpretation, the requirements of the Science Division should be revised "to make it impossible to secure the degree except on completion of industrial and professional courses (in contradistinction to liberal arts courses) equal in amount to those required in technical curricula."

Graduate study should hew to the same strict line of major concentration. Beyond this nothing but supporting work should be allowed. Borderline cases of possible duplication should be passed upon by a committee of the board and of the two institutions.

In the survey of institutional administration, the pertinent recommendations were that in view of criticism of present policies and of possible future complications, "the strict definition of the powers and functions of the finance committee" be made. This recommendation was to be repeated in later investigations as was one that the presidents be made *ex officio* members of the board. "Due to the feuds, charges, and countercharges" attending the annual events, a moratorium of five or six years on College-University games was suggested.

The most scathing rebuke was reserved for the suspicions and petty institutional jealousies between the alumni, staff, and students of the two institutions. The fact that in spite of such hostile relations the institutions had "attained such commanding rank" indicated that "Iowa's difficulty [was] largely a state of mind." (The master minds were not suggested.) The final exhortation was for the "substitution of cooperation for competition . . . in the adjustment of the relations of the two institutions."

The advice was wholesome; but the means suggested to realize the desired relations were dubious and unrealistic. The views of both technical and teacher training were narrow, savoring of the "job analysis" theory of education. The limitation placed upon the scope of land-grant education was directly contrary to the Morrill and Sutton acts. As Stanton had asserted in 1890, the great need was to carry out the enabling laws in their true spirit. A more realistic "principle" of determining subject matter was that of social need and availability. This was recognized by the investigators themselves in the recommendation that, regardless of the magic major test, no restriction be put on the training of vocational teachers until the need was met. The vision

even of these masters failed to penetrate to the not distant time when all capable institutions of higher learning — general and special — would be crowded to the limits to provide the training that the age of technology demanded. Meanwhile each type of state institution should have been encouraged to develop its program in the fullest, most liberal manner. It was a time to broaden and expand, not to narrow and restrict. The course for institutional leadership was clearly to recognize the mutual advantage of each member realizing its fullest mission, as that for state and national policy was to lend encouragement to such a constructive adjustment.

Regardless of the judgment of highly placed experts, the future of the state's educational institutions would depend primarily upon public opinion as determined by popular services. In this the College was especially fortunate. The practical findings and servicing of the stations, and the extension services for farms, industries, homes, and schools — along with the availability of the type of general education provided — was bringing increasing confidence and support. The College was steadily and effectively adjusting its services to the needs of the expanding state. Whether generally recognized or not, this representative land-grant college had met the central problem of reconciling the liberal and practical with measurable realism and effectiveness. In this promising situation for higher education, as in other aspects of normal advance, World War I proved a highly disrupting factor.