Chapter 4

Testing Under Pressure

THE MODERNIZING ADVANCE in organization and program was brought to an abrupt and jolting halt by the coming of World War I, which immediately absorbed the interest and effort of higher education, as of every other phase of national life. As the first trial of "total war" the struggle made special demands upon the land-grant system of training and research.

On the military side, the war provided the first effective test of the training requirement of the organic act. The indifferent neglect of this department by Congress, in inadequate provision for staff and equipment, had long been deprecated by a small group of executives in the land-grant association. Unfortunately too many administrations and staff members were content with a minimal compliance.

The coming and extension of the war in Europe brought an awakening shock — to all but the hopelessly illusioned — a realization that it could happen here. In December, 1915,

the War Department insisted upon the addition of a second year of drill and the next year, as the collegiate part of the defense act, there was established the full Reserve Officers Training Corps. The faculty immediately petitioned for such a unit.

Ideologically the campus was no less conditioned for the fateful day in the spring of 1917. Throughout the preceding year group discussions and lectures by alert publicists on war issues and international alignments, with the consequent obligation of full preparedness, more than offset the complacence of speakers like ex-Secretary Bryan. By the beginning of 1917 staff and students were becoming fully alerted. A relief fund — a forerunner of war "drives" — was raised for students in war prisons. In March, sixty staff members applied for a reserve unit and began immediate training. Faculty, alumni, and students were polled for special experience and training for war service, and plans were laid for summer officer training camps, two troops of cavalry, and a company of engineers. To show their zeal for preparedness the faculty declared for compulsory universal service.

With such a degree of preparation, following the declaration of war the College became self mobilized in advance of national regulation. Drill twice a day was decreed for all able-bodied students in which some two hundred staff members willingly joined. The women entered no less actively upon Red Cross and conservation projects. Two hundred eager students enlisted before the end of the college year and three hundred left for farms and factories. To accommodate student employment and to accelerate technical training, the work in these divisions was speeded up and a new fall term started in November for late comers.

To meet an emergent need for trained veterinarians the work in that division continued through the summer. Another special service was met by the organization of an ambulance unit which departed for special training on May 31. It was to render effective service on the Italian frontier.

President Pearson set the example for special staff service by joining the Department of Agriculture early in April as one of two assistant secretaries for food production. The board reluctantly granted the leave at this crucial time and turned to the ever reliable Dean Stanton for the fourth and last of his acting presidencies. It was, it may be added, by far the most difficult and exacting.

In seeking to unite the varied resources of the College for the common cause, the task of the veteran administrator was facilitated by the freedom from the controversies over alleged disloyal conduct and sentiments that disturbed and divided campuses and communities in adjoining states. The few charges of the sort that were made proved to be wholly unjustified. A manifestation of this unity and devotion to the war effort of College and community was in the "war commencement" on June 6, 1917, when the speaker was none other than ex-President Taft whose lectures at the College the year before had received state-wide acclaim. To judge from reports and a sketchy stenographic summary, this was one of Taft's most impressive and unrestrained addresses. It was a rallying cry to the whole state as well as to its College.

This full commitment was most fortunate for, as Taft had pointed out, the land-grant colleges were vital training centers. One of the most involved problems of the selective service act was to train and adjust the technical experts that

Facilities of all of the divisions of the College were utilized to their maximum in World War I. Here is a special school in telegraphy set up on campus.

modern warfare demanded. A special committee on education and special training was created in the War Department with a civilian board of key educators and specialists as advisers. Pearson was the land-grant college representative. With the lack of experience in adapted curricula and administrative direction and supervision, the training programs were of necessity delayed and in many respects experimental.

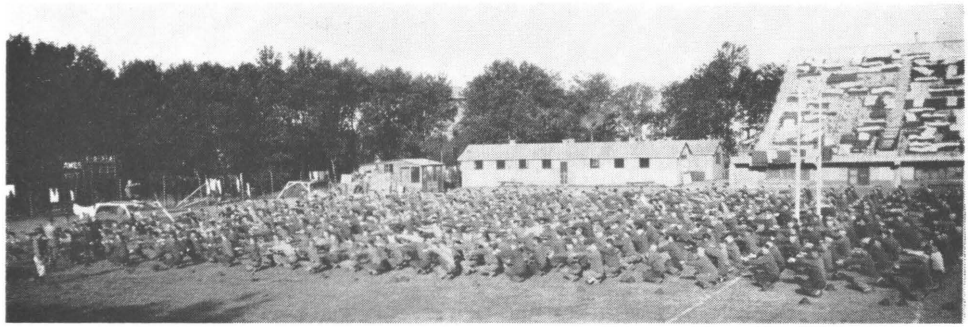
The most immediate demand upon technical institutions was the training of selected contingents of drafted men in mechanical trades and special skills. Beginning April 15, 1918, such trainees were given an eight-weeks' course for auto mechanics, blacksmiths, or machinists. The instruction in practical assembly, operation, and repair was under the direction of W. H. Meeker of mechanical engineering.

Provision for the combination of collegiate study with

military training presented a much more involved problem but it was mandatory if higher education was to continue to function in the majority of institutions. Under the regular operation of the conscription system all able-bodied males over eighteen would be included in the armed forces. The plan in the manpower act of August 31, 1918, sought to combine campus and army camp, scholastic study and military drill, and military discipline with collegiate administration. Students from eighteen to twenty-one were to be voluntarily inducted into active service with regular compensation, and the institutions by contractual agreement were compensated for housing and subsistence. The collegiate and vocational sections of this so-called Student Army Training Corps were kept distinct in housing and instruction. The mechanical group was housed in improvised barracks under the bleachers, with the collegiate group in fraternity houses.

As scheduled the army requirements did not appear excessive. In the collegiate section the military claimed 11 hours as compared with 42 for the non-military, and in the mechanical the proportions were 15½ to 33. The special required subject was a three term survey of war issues — historical, institutional, and philosophical. This key course was directed by L. B. Schmidt, of history.

The collegiate program was inaugurated October 1, 1918, with the ceremonial induction of twelve hundred students into the national army. Here, as elsewhere, the program was beset with immediate and continuing obstacles and complications. The brief time available for planning led to confusion and disorganization which the flow of directives and suggestions by regional supervisors did little to correct. Depletion of the staff by enlistment or special war service



The impact of World War I on campus life was noted in part by activities such as these morning calisthenics on Clyde Williams Field in front of West Stadium.

necessitated emergency substitutions and improvisations. The dual system of administration inevitably brought misunderstandings and intermittent contention where it did not lead, as on some campuses, to open rupture with necessitated change of commandant. Relations did not come to this impasse at the College but misunderstandings between Stanton and Lincoln — the respective educational and military veterans — reached a tensity of difference at one time that necessitated the mediation of mutual friends on the board.

To these organizational difficulties was added in the early days of the term the prostrating scourge of influenza. Medical and hospital facilities were taxed to the limit, strict quarantine was placed on the campus, and travel from the fourth ward to the city was restricted. For a time all work was suspended and the outbreaks of the virulent epidemic continued to disrupt the program until demobilization.

Aside from these limiting conditions, the program had too short and incomplete a trial to provide a basis for conclusive appraisal before the dissolution that followed the armistice. Some parts of the program were not tried at all, as, for instance, two divisions of the war issues course. Brief and incomplete as the experience was, however, it provided

some pointed lessons for any similar future program: the need for more definite objectives; a moderation of the physical training that would allow time and energy for adequate study; and a clear allocation of institutional and military authority.

The research and extension services were no less active in the war effort. The agricultural station centered attention on increased production and utilization of food, and the engineering did the same for war industries. The extension services for their part helped to organize and mobilize the farms and industries. Experts in chemistry, bacteriology, veterinary medicine, and engineering were utilized in Washington and abroad. Others engaged in teaching and recreation work in the camps. In addition to their heavy teaching and research loads, many aided in campaigns for the Red Cross, war charities, and the bond sales.

All in all, the total record was impressive: the early formed ambulance corps, the induction of some 1,600 in the collegiate section of the SATC, and nearly 2,000 in the mechanical, an institutional service roll of about 6,000, and very appreciable contributions to war production and morale. In the first clear test, this representative member had met fully its obligations under the land-grant act.

► ENROLLMENT SURGES

Following the inevitable confusion of adjustment to a peace basis, the enrollment reached new heights as it did in other colleges, especially in the technical. The technological advances hastened by war gave especial demand for the land-grant college programs. The special veteran training swelled the total appreciably until the demand was met. Engineering and home economics were particularly in de-

mand, and veterinary medicine, science, and the graduate work held steady throughout the decade. Agriculture alone, following deflation, declined from the middle twenties.

The resulting shortage and overcrowding of buildings and equipment found relief in major expansions of area and buildings. The most notable were the armory, library, physics, new home economics, and agricultural engineering buildings, and the purchase and equipment of three additional experimental farms.

► PERSONNEL CHANGES

With a reorganization of the program in the post-war years there was an unusual replacement and addition to personnel. The deaths of Deans Stanton and MacKay, Vice-Dean Beach, and General Lincoln within three years (1920–1922) left large voids. Colonel Marston returned to his deanship in Engineering. To replace Buchanan, who was made the first dean of the Graduate College, Beyer was transferred to Industrial Science, bringing geology with him. Anna E. Richardson was brought from the federal board of vocational education to head Home Economics. Maria Roberts of mathematics became dean of the Junior College. John E. Foster came from the state department of education to serve in the new position of dean of men and to direct the summer quarter. Charles H. Brown was secured to direct the library and James F. Edwards the health service. In the business and record offices, Herman Knapp became business manager and treasurer, and James R. Sage, registrar.

The period also marked the selection of an unusual number of heads of major departments: in Agriculture — Henry H. Kildee, animal husbandry and vice-dean; Ernest

W. Lindstrom, genetics; Bethel S. Pickett, horticulture; Philip H. Elwood, landscape architecture; William H. Lancelot, vocational education; and Blair Converse, technical journalism; in Engineering — Almon H. Fuller, civil; Orland H. Sweeney, chemical; Paul E. Cox, ceramic; and J. Brownlee Davidson, recalled from the University of California, agricultural; in Science — Edwin R. Smith, mathematics; Carl J. Drake, zoology and state entomologist; John E. Evans, psychology; Tolbert MacRae, music; and Pearl M. Shaffer, military science.

The work of all the divisions was greatly strengthened in these years by the addition of a remarkably large number of brilliant scholars and inspiring teachers. In nothing else was Pearson's administrative skill better shown than in his genius in selecting key heads who could appraise and attract adaptable talent.

During the 1920's the social sciences came more nearly to coordinate position and status. Up to the world war era this area had kept largely to the conventional in subjects and emphasis. The economic and social problems of the new industrial regime, hastened and intensified by war and the consequent expansion of governmental functions, brought insistent demand for special applications. Hibbard had offered a course in agricultural economics with special emphasis upon marketing as early as 1904. Following his resignation in 1912 the work in this area was given in farm management in the Division of Agriculture. In 1916 Von Tungeln was made chief of a section of rural sociology in the station. Two years later Edwin G. Nourse was secured to develop advanced courses and conduct research in agricultural economics. In 1921 the three lines of agricultural economics, farm management, and rural sociology were

united in one section and sub-department as a branch of the general department of "economic science, applied economics, and social science" headed by Brindley. Further special interests were served by the development of consumption economics for students in Home Economics by Hazel Kyrk and Elizabeth Hoyt, and of industrial economics for engineers supervised by George M. Fuller. The technical branches were administered jointly by the divisions concerned and Industrial Science. Brindley's own special field was public finance and, on several occasions, he served effectively as a research expert for legislative investigations on taxation. A similar public service was to be rendered a generation later by a successor in the department, William G. Murray.

► SET SEPARATE UNITS

A trial of the administrative integration of the social studies was made, in 1924, by the transfer of history and government from psychology to economics. With less adaptability for direct practical applications than the other members of the group and the consequent lack of provision for organized research, these subjects proved to be more appropriately organized by themselves. Accordingly, in 1930, the separate department was created under the headship of Louis B. Schmidt, who had been in charge of these courses since the retirement of Cessna. Schmidt, in addition to developing well balanced curricula in economic history and applied government, pioneered in the development of agricultural history as a distinct subject for teaching and research. He prepared manuals and collected and edited materials for study and made substantial contributions in numerous research papers and monographs.

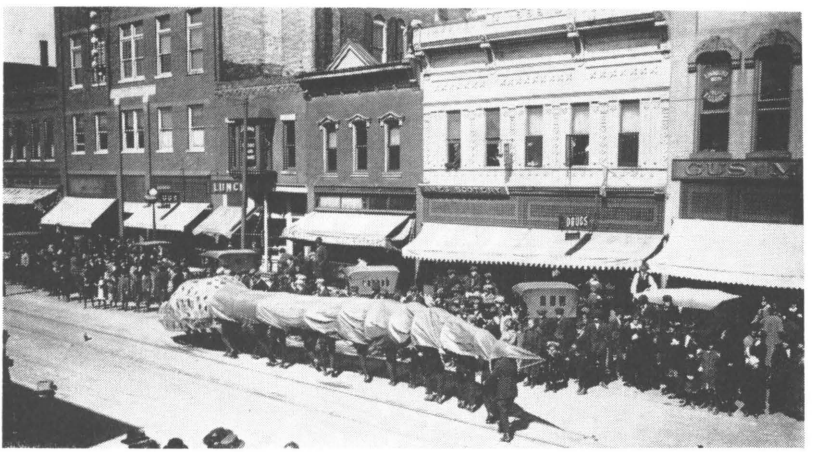
After dropping off history and ethics, modern psychology under the guidance of the able and astute John E. Evans developed programs of increasing demand in teacher training, personnel and business psychology, and clinical training. The department also became a general servicing agency to the institution in a testing and counseling bureau and in the safety program.

With the rounding out and coordinating of the main areas of study and research, there was among staff and students a manifestation of unity in the institution as a whole rather than in particular divisions. In 1919, the semi-centennial celebration of the beginning of instruction was an occasion for retrospection on the attainments of the integrating College. One important product of this observance was the beginning of the systematic collection of the archives and other pertinent records, and the creation of a standing committee on the history of the College. Historical consciousness was further manifested in the dedication of groups of trees to the memory of early founders and professors. Most enduring of all the memorials was the Stanton endowment for a carillon — one of the few in the nation. The pioneer radio station WOI was a general institutional enterprise participated in by all divisions. The Graduate College united all areas of research under the direction of a committee representing all divisions. Research was further unified by the establishment of a chapter of Sigma Xi, the second in a land-grant college, the publication of the *Iowa State Journal of Science,* and the founding of a college press.

Students and alumni were no less "big institution" conscious. In 1922 the old divisional spring carnivals were merged in the one institutional exhibition called Veishea,

In the early days of radio, Iowa State College was pioneering the sharing of knowledge by air over its radio voice WOI. This medium and its adaptations were kept abreast of the times from the first day of broadcasting. Here is the WOI studio of the 1920's. At the Centennial Iowa State had three "voices" — WOI and WOI-FM in radio, and WOI-TV in television.

from the initials of divisional names. At the same time there was an intensified renewal of the agitation for designating the divisions "colleges" and the institution a "university." Pearson continued to be fully and aggressively committed to this change in terminology as a recognition of the realities of organization, program, and standards. The limited designation was, he felt, misleading in popular and professional rating and hence a handicap to the graduates. Furthermore, to meet fully the true functions of a land-grant university, as provided by federal and state laws and developed by other representative institutions, the offerings should be widened and enriched by a fuller development of general subjects. He pointed out in his final report that in the past the College had "made less rather than more enlargements and developments than are needed or would be justified."



May Day festival was started in 1907 by the Women's Athletic Association to honor senior women in ceremonies highlighted by the presentation of a "queen." The first Ag Carnival was held in 1912. This parade through downtown Ames led to the carnival midway with its attractions, contests, races, broncho breaking, mule riding, etc., with vaudeville at night. The student Saint Patrick's Day was originated in 1910 by civil engineers and among other things included parading through downtown Ames, as well as engineering exhibits, and entertainment in the evening.

All three of these were discontinued in 1922 when Veishea was established as an all-college festival. By the Centennial, Veishea had become the largest student operated festival in the world. A more than two mile long parade included nearly thirty marching bands as well as colorful floats, attracting an estimated 100,000 viewers to the campus. Comprehensive educational displays set up by students in each of the departments — featured especially on the period designated as "high school day," — were gaining emphasis over the parade and other pageantry at the Centennial.

These aspirations, which extended to full coordinate status with the state's University at every point and to equality with the leading land-grant universities, brought complications and conflicts within and without. The "big" athletic program led to turmoil and unfavorable publicity. In the spring of 1923, following adverse fortunes, a popular but dissentious director was dropped. In protest a student demonstration, fomented by an incendiary harangue by a prominent local alumnus, evolved into a riot of unexampled violence. The episode led to a reorganization of the athletic program with the aim of giving the faculty more effective control. A group of 24 student leaders recommended that resignations of Director Mayser, football coach Milan and track coach Smith be accepted; that Pearson, Coover, Beyers and Curtiss resign from Athletic Council, that student representation be added. Alumni meeting at commencement in 1923 endorsed the student recommendations plus increased alumni representation on the council. These

recommendations were carried out. It was a strain on institutional morale and increased the opposition to the administration by certain local alumni who were already disgruntled over the perennial issue of the location of a city to college highway.

In the expansion of plant and program, sharp differences arose between president and board; location and size and design of buildings occasioned disputes and misunderstandings. This was notably true in the construction of the armory. The executive recommendation for acquiring a square block, largely vacant, west of the campus for a men's housing area was farsighted, but this plan for preventing overcrowding of the main quadrangle was ignored.

Pearson's ambition for developing new lines of work ran counter to the desires of an economy minded board. Technical journalism and forestry were subjects promoted against their desires. Of more personal interest, misunderstandings over the adjustment of the president's salary continued to arise from time to time throughout his tenure. On their side, certain members of the board maintained that Pearson in his desire to carry out his plans ignored or sought to circumvent the board's decisions.

► CONFLICTING PERSONALITIES

No less disturbing than conflicts of policies were those of personalities. Pearson's standing grievance was the alleged encroachment of the finance committee, and that involved in the main its energetic and highly opinionated chairman, William R. Boyd. The president alleged that the chairman lacked appreciative understanding of the function and needs of the College and that he was markedly partial to the University. Boyd purported to believe that

the ambitious executive was constantly scheming to secure his ends regardless of the wishes of the board. At the time and in retrospect, neither in any way disguised his opinion of the other.

In this testing era for higher education in the state it was tragic that the heads of the two leading institutions, who for the advantage of each as well as of the general interest should have been pulling together in full cooperation, were openly hostile rivals for support and popular favor. In training, personality, and temperament they were contrasting; the only point they had in common was birth in the Hoosier state. Walter A. Jessup had secured his foundation education in two small church colleges in his native state. After experience in public school work he became a specialist in educational supervision, receiving a doctorate at Teachers College, Columbia. He headed the colleges of education of Indiana and Iowa before becoming president of the latter in 1916. Jessup had rare skill in public relations; he could make an acquaintance permanently on first meeting. He had a mental personnel sheet — considerably elaborated — of every state official and of other key people in all parts of the state. He had been particularly fortunate in tie-ins with the early educational foundations, especially the Carnegie Foundation which he was to head in his later years. Thus he had a ringside view of the educational scene in general as well as a strategic approach to large benefactions, for special projects. In contrast to Pearson's nervous perturbation, Jessup could placidly await the fruition of his well laid plans.

While disturbing enough, if the institutional conflicts of these years were but a clash of ambitious personalities, academic and governmental, they would not merit more

than a passing regret in the annals of the College. But the acute differences, appearing not for the first time and by no means for the last, were a reflection of the lack of acceptance of the full land-grant program, in subject matter and standards, and in consequent official and professional status. Similar misunderstandings appeared in every state where there was a separate land-grant institution. In a discussion in the land-grant association in 1926, President E. C. Elliott of Purdue asserted that no state had been able to resolve the differences of the "condescending attitude of the universities and the over-pretentions of the colleges."

In the same session — a joint meeting of the associations of land-grant colleges and state universities — Jessup read an almost startlingly frank paper, in view of the current situation in his own state, on "The Problem of the Separate State University and the Separate Land-Grant College in the Same State." He considered the abuses "due to envy, jealousy, selfishness, ruthless indifference." The desirable adjustment, in his view, was for each institution to develop most fully its own particular lines without encroachment on the others. Such a harmonious solution, he recognized, had much of wishfulness by reason of the visions of grandeur of alumni, students, and faculty. But, he warned, with rapidly mounting costs, public patience was wearing thin. However, even a realistic administrator might dream, and he closed with a beatitude to a utopian state system: "... fortunate is the state in which these two institutions come to a clear understanding and agreement as to policy and function to the end that rivalries and shortsighted temporary advantages give way before the demands of a well rounded system of tax supported and publicly controlled higher educational institutions."

Obviously it all came back to what the proper functions of a university and a land-grant college were. One would like to know if Pearson, who was then a delegate from the University of Maryland, heard this paper. If so, something of his mental reaction can easily be imagined.

There was frequent reminder that this, as other state universities, was condescending toward its culturally poor relation at Ames. In an 1894 review of a sketch of higher education in Iowa, President Josiah L. Pickard observed that it dealt with all grades of education "up to the State Agricultural College and, the capsheaf of all, the State University." There were many evidences that this was the dominant opinion of the nine member board created in 1913. The main adviser was Henry S. Pritchett of the Carnegie Foundation whose views of land-grant education were highly dubious – especially of the agricultural division. The first report of the central board conceded that while the question of trade school versus college was a moot one, the board was of the opinion that the state had decided wisely in founding a college. In the same report there was a folding map of the campus of the University but no similar guide to that of the College. For the first half dozen years at least the official minutes continued to use the designation, the "College of Agriculture" or the "State Agricultural College."

In Jessup's paper in 1926, with deliberate well-nigh ostentatious belittlement after three decades of the modern title, he referred to "the University of Michigan at Ann Arbor and the Michigan State College of Agriculture and Applied Science at Lansing, Michigan; the University of Iowa at Iowa City and the Agricultural College at Ames; the University of Indiana at Bloomington and Purdue at

Lafayette." A stock amenity of the "Athens of Iowa" for its country cousin was, "one of the greatest agricultural schools in the country."

With assumed fitness by Jessup and the board but to the chronic exasperation of Pearson, increase in executive salaries usually came first at the University and remained a notch higher.

From its side the College at times stood on its dignity and asserted rights that might by unfavorable critics have been regarded as captious or reflecting a sense of inferiority. In 1911, the college day address of Governor Beryl F. Carroll was reprobated by the students of the engineering and science divisions for lauding the agricultural to the neglect of other divisions. Pearson was quick to spot and protest to the secretary of the board any actual or rumored encroachment by the other institutions. He disagreed with the other two presidents on the interpretation of vocational training under the Smith-Hughes act. An incidental offering of agricultural work in the summer session of the University was the occasion of a three-cornered correspondence. A rumor, later denied, that the University annual was being distributed to high schools was protested as a violation of the ban on the use of both the *Hawkeye* and *Bomb* for promotional purposes. Pearson complained to the secretary in the turbulent spring of 1917 that the University had stolen a march by issuing a circular on its legislative askings, and proposed that the infraction should be balanced by a publicity statement from the College. In spite of the strict limitations of the general statement of each of the institutions in the biennial reports, Pearson persistently importuned the finance committee for increased space.

In contrast to the spotlight accorded the Agricultural

Division of the College, spokesmen of that interest complained of its inadequate representation on the board. When George Godfrey was appointed in 1927, *Wallace's Farmer* commented, "For the first time we have a real dirt farmer on the State Board of Education — one out of nine."

In the midst of this inter-institutional feuding, the members of the board — whatever their prejudices and lack of vision — were faced not with theories but exacting conditions. In a period of disparity in farmer income, adequate biennial appropriations for mounting capital and operating expenditures were hard enough to secure without the complications of alumni and special interest rivalries. Economies thus were a matter of necessity rather than choice. The question, as always, was where they should be made.

► NEW SUBJECTS IN PERIL

Since consolidation of any of the major divisions was definitely out of the picture, subjects not fully established seemed to offer the best chance of retrenchment. In the College, degree courses in forestry and technical journalism, which Pearson had encouraged against the judgment of the board, seemed most vulnerable. To overcome the usual professional, alumni, and local opposition to any proposal of dismemberment, the board again sought counsel of the experts. The legislature was persuaded to authorize another survey, but on a much more modest scale than that of a decade before.

The two men chosen were the chairman of the previous survey, S. P. Capen, now president of the University of Buffalo, and George F. Zook, president of the University of Akron who later was to refuse the presidency of the University of Iowa. Their findings, in 1925, were in sharp

contrast to those of the previous report. Iowa higher education, they asserted, had made greater progress during the decade than had that of any other state with separate institutions. Their appraisals and recommendations were predicated upon the full and absolute equality of the College and the University. By every test that might be applied the College was a "technological university." Thus neither was "entitled to priority of recognition by virtue either of its history or of its name."

As to the bugbear of duplication, the team was reassuring; they found no serious threats of it. Several suggestions were made largely by way of clarification. As regarded the College the discontinuance of the degree course in forestry was recommended, and its exclusive right to the training of vocational teachers affirmed.

The only wrist-slapping concerned inter-institutional relations. They purported to find this situation markedly bettered. But they warned, hostilities might be renewed by a continuing "atmosphere of unrest and controversy" growing out of uncertainty of policies. It was consequently of "highest importance" that the board promote a cooperate understanding.

The key to such a constructive adjustment was really in the effective recognition of the true and full functions of a land-grant college which neither of the rival executives nor the board seemed to grasp fully and realistically. How to implement equality was the rub. In general the conclusions of the survey supported Pearson's contentions. These seemed further vindicated a few months later when, upon request of the governor, the proposal regarding forestry and journalism was annulled. But continued bickering with the board (more particularly the chairman of its finance committee)

both over policies and administrative details, and the disinclination of two ambitious executives to do business with each other, involved too great a nervous strain to be continued indefinitely. With the renewal of the offer from the Maryland institution which had recently become a university, Pearson offered his resignation January, 1926, to take effect in September, and requested a leave for summer travel in Europe. After a gesture, by a divided vote, of a request for reconsideration with a substantial increase in salary, the board accepted the resignation with the conventional resolutions of appreciation.

► AGAIN URGES UNIVERSITY STATUS

Pearson's final report summarized the achievements of his administration, his recommendations for completing and extending them, and the influences that had brought the limitations and hindrances that, supposedly, had led to his resignation. The institution had come to top rank in the technical fields but fuller offerings in the humanities were essential to give balance to the program, especially for citizenship training. To recognize a *fait accompli* the title of university should be given. Long time campus planning that would include the purchase of additional land for men's housing should be undertaken to prevent future congestion. To maintain and further strengthen the distinguished faculty a higher salary scale, sabbatical leaves, and an adequate pension system were essential. Grateful recognition was given to the loyalty and generosity of the alumni and the devotion and sacrifice of the board.

The bane of the whole system, he was convinced, was in the illicit influence exercised by the board's "employed finance committee" who in their supposed subordinate

status assumed authority greater than that of the president. Any member of this "go between committee" with "policies of his own" could carry them through by manipulating the finances regardless of the wishes of the "nominal president." He added with bitter sarcasm that if the committee were to continue to wield this authority the board might as well be abolished. Aside from the personalities involved in the reference to the committee in the singular and the exaggerated emphasis on this influence, an exact delimitation of the functions of this committee was to continue in doubt.

► PERSONAL FACTORS INVOLVED

Pearson's failure to achieve more fully for the College the ideal which he declared at his election was due, in part at least, to his own limitations. His vision of the land-grant idea was somewhat restricted. A vigorous and in general understanding champion of the technical lines, from his training and personal interest he was less sure of the general. Undoubtedly one of the influences contributing to his tragic difficulties in Maryland was the lack of support from the liberal arts college. In the social sciences he was inhibited by his pronounced conservatism which made him fearful of innovations in society and government. He scanned with care the course descriptions in economics and industrial and social history for terms that might be misunderstood by the public as they sometimes were by him.

He had a penchant for confusing social with socialism. "The Red Menace" of the 1920's became something of an obsession with him. In a meeting of the State Agricultural Society he maintained that an essential duty of county agents was to combat subversive ideas and organizations. In his presidential address before the land-grant association in

1924, he held that it was a responsibility of the land-grant college to teach sound citizenship, regardless of what was done to that end elsewhere. But with his doubts regarding the teaching of politics, he delayed the setting up of a special professorship of government. When the selection finally was made he sought to provide safeguard by placing the position directly under the control of the dean rather than of the department with which the appointee was listed, with the inevitable resulting misunderstandings. A more reasoned appreciation of the area of the general studies might have enabled him to make a more convincing case, in spite of the strong vocational trend of the period.

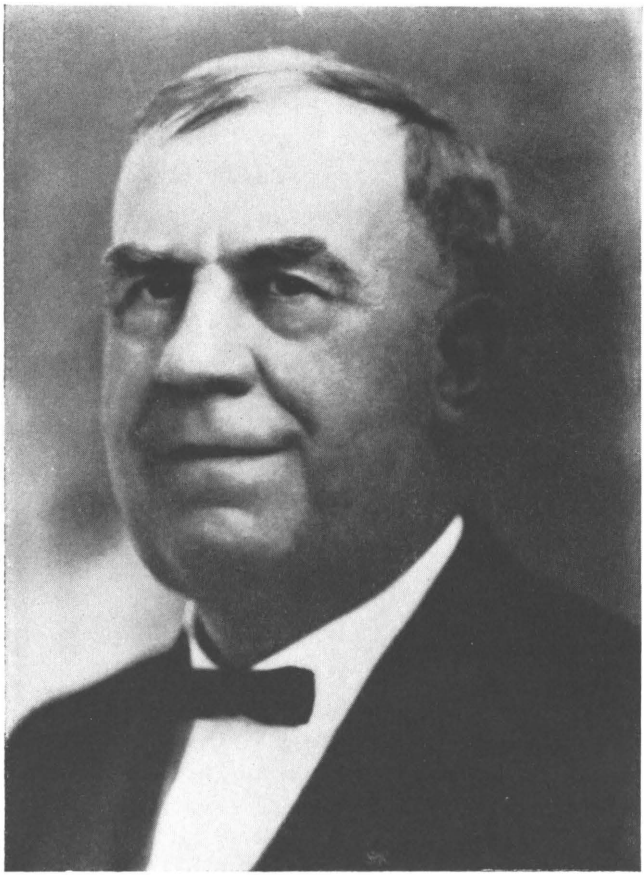
Furthermore, to the overemphasis of his critics and the regret of his friends, Pearson was a victim of an obsession for details to which too much of his time and energy were devoted. As the institution grew in size and complexity this trait was especially enervating.

These shortcomings in leadership are noted not by way of depreciation but rather in partial explanation of the circumscription in development of the most achieving administration to that time. With all the inhibiting conditions, Raymond Pearson had contributed most to the working out of the great idea upon which the College was established, after the formative contribution of Adonijah Welch. Under his guidance and that of the able forward-looking staff that he had brought together, the College had made the transition in enrollment, plant, and program to a leading "technological university." It remained for this as other similar land-grant institutions to enter more fully upon their manifest destiny, especially in the realm of the general studies. Pearson had brought the College to the verge of the promised land although he was not destined to lead in the full occupation of it.

Upon Pearson's resignation in 1926 the veteran business manager Herman Knapp was named as acting president and remained in charge for a year and a half. No one could have been better fitted to oil the troubled waters. As a conciliator he was a worthy successor to Stanton without the latter's personal ambitions. He had experience, sound judgment and balance, and was relentlessly impartial. On numerous occasions he had been a troubleshooter for inter-department misunderstandings and in the impetuous or ill-considered acts of presidents. In dealing with the staff, individually or in groups, he was astoundingly frank and above board. Whether agreeing with him or not, everyone trusted him implicitly.

Such a moderating and assuring influence was urgently needed. On the campus and among the alumni, alarmist reports were in circulation of the design to institute a chancellorship under which the College would be in subordination to the University. In spite of the emphatic denial of any such intent and the purpose avowed by the president of the board to make the "College at Ames" the biggest and best land-grant institution ever, emotional suspicions tended to persist. As a countermove the agitation for a change of divisional and college titles was intensified. Various regional alumni groups supported the change, and throughout the spring quarter of 1927 the *Student* carried at its masthead the slogan, "Iowa State is a University; the Five Divisions Colleges," with supporting editorials and feature stories on the campaign. An alleged constitutional bar to the change did not lessen the agitation.

Meanwhile Knapp kept the full program moving along placidly and restored harmonious relations with the sister institutions where he was not lacking in personal friends



Acting President Herman Knapp served from February 8 to July 17, 1926, while President Pearson was in Europe. He again served as acting president from September 1, 1926, until August 31, 1927, after the resignation of President Pearson.

as shown by the award of an LL.D. from the University at the close of his administration.

There was considerable sentiment on and off the campus to continue Knapp as the regular executive. It was reliably reported that a majority of the board were agreeable to a

selection which had much in the way of expediency to commend it. Had Knapp exerted his full influence with alumni, staff and board, he no doubt could have secured the task of tiding over difficult and turbulent years. But with his natural preference for financial management and with the wisdom of long observation of administrative trials and tribulations, he chose not to be an active candidate. With such dependable leadership in force, the permanent selection could be made with due deliberation.

Sentiment was considerably divided as to whether the choice should be made from local candidates or those from the outside. But upon one requisite there was unanimity: the new head must be in full accord with the plans of the board for coordinating the state institutions, and to that end be minded to cooperate with fellow presidents. From a field of some thirty avowed or suggested candidates from all regions of the country, one stood out as the most available for meeting the immediate objectives — Raymond M. Hughes, the president of Miami University who had served on the survey commission of 1915.

► NATIVE SON

Hughes was a native of Iowa but had removed to Ohio in childhood. He was a graduate of Miami University where, after graduate work at the State University of Ohio and M. I. T., he returned as professor of chemistry, dean, and president. His interests were primarily in educational administration, and he had been notably successful in raising standards and in securing increased support. He had been prominent in the leading accrediting organizations and was a district director of the ill-fated Student Army Training Corps. With the current vogue for youthful executives,

he was a mature contrast at fifty-five. The new executive had taken an intimate view of the Iowa system in the survey of 1915. After being appointed president September 1, 1927, he had the responsibility, following a decade of stressful change, of reviewing the recommendations that he had helped to formulate.

His educational ideas involved a combination of small college paternalism with a zeal for administrative and instructional "efficiency." The bane of the large institution, he felt, was the lack of personal contact of instructor and student, and he aimed to find an equivalent in mass education for Mark Hopkins' log. At the same time he felt that the varied divisions and services of a technological institution should operate with the demonstratable precision of a modern industry. For a time efforts were made to consult with representative student groups and to deal directly with staff members, rather than through deans and directors. In contrast: problems and projects, moral, intellectual, and material, were listed and appraised from year to year in opening convocations of all employees. Of necessity if not desire, authority was increasingly delegated. The board of deans was expanded into an administrative organization including directors and supervisors. Paternalism more and more succumbed to bureaucracy. A faculty committee advisory to the president remained largely in the wishful stage. Full opportunity to select divisional and departmental heads came with the adoption of the mandatory "step down at sixty-five" rule, along with resignations and deaths.

The immediate task of restoring harmony with the other presidents was readily performed. Hughes was an intimate friend of both Jessup of Iowa and Seerley of State Teachers and they had been more than agreeable with his

President Raymond M. Hughes was president from September 1, 1927, to March 17, 1936, when he retired. He was on leave from October, 1935, to March 17, 1936. He remained on campus as President Emeritus and continued his keen interest in education, expressing his findings and philosophies through a number of books.

selection. The characterization of the "one big university" with its coordinate institutions was reiterated on and off the campus. With the large increase in enrollments, there was lessened concern over duplication. The few cases that arose were readily adjusted by joint committees. Exchange

of lectures, arrangements for special and advanced work, inter-departmental visitations, the continued professional relations of staff members, and an increasing interchange of appointments all evidenced the happy academic family — each member with its assigned duties.

With his close involvement in campus enterprises, from accounting office to laboratory and dormitory, the meticulous administrator found inadequate time to get about the state to address alumni and other groups. Lack of intimate understanding of the problems of the farmer was a handicap, offset to a considerable degree with the selection of George Godfrey as an adviser and spokesman in agricultural relations. Participation of alumni in representative fields was sought by the appointment of alumni visitors by the leading departments, and the holding of "alumni colleges" during commencement week. With the official decree of unity of the state institutions on the basis of the status quo, the "Ames University" plan went by the board. The last Ames tradition passed with the substitution of the "I" for the "A" award and of other rallying songs, yells, and slogans for "fight Ames fight" — much to the regret of many old grads.

Of more immediate concern in fixing the College's place in the state system than the limitation of title was the item of major areas of study. In discussion on the home campus and especially on the neighbors', the president tended to emphasize the practically-applied fields of instruction and investigation. Ever mindful of past controversy, he viewed with alarm any extension of the general subject field and warned counselors against classifications that, while meeting the requirements, were seemingly loaded too heavily with such subjects. Students who were mainly interested in a

general education, he emphasized, should go elsewhere. The strict application of such a test through the years would have excluded many of the College's most distinguished graduates and influential alumni.

The Industrial Science Division under Dean Beyer had rarely given evidence of any such extension of area or emphasis. Following his vote as an engineering staff member and administrator to abolish the division, as dean he had given it unstinted and enthusiastic leadership. He had gained a high *esprit de corps* among his staff and the student body. Under his guidance the division advanced steadily both in its service function and in its own major lines. The dean was supported at every point by an unusually able, versatile, and loyal cabinet: in the basic sciences — Pammel in botany, Spinney in physics, Coover in chemistry, Elmer D. Ball and Drake in zoology, and Smith in mathematics; in the social sciences — Brindley and Schmidt; and in the humanities — Noble and William R. Raymond in English, Frederica Shattuck in public speaking, and Tolbert MacRae in music.

However, with all Beyer's parental pride in his division, its growth in size and in major subjects, it must be kept strictly within certain prescribed bounds, in his view. The "industrial" part of the title, implying practical applications rather than general training, was the distinctive function. The natural and physical sciences, with their laboratory emphasis and their obvious relations to technical subjects or careers in themselves, were the only legitimate major areas. All others were tools and trappings for the main thing. In his oft stated opinion, to develop the social sciences or humanities to a coordinate status would be but a step toward the supreme menace of technical education,

"liberal arts." While other divisions were urged to open their schedules for American government, he was loath to make it a requirement in his own. He sought to meet the outside pressure for increased civic training by inserting in one quarter of freshmen orientation, a survey in problems of citizenship under the supervision of a not especially inspiring teacher. He even considered correlating this sketchy exposure with the introductory course in English — a curricular adventure which for the peace of mind of all concerned was escaped by other adjustments.

► NEW DIVISION HEADS

Following the sudden accidental death of Beyer in 1931, the president took over the direction of the division for a year to secure a first-hand view of what its operation involved. In 1932, the coming of Charles E. Friley, from a similar position at the A. and M. of Texas to be the new dean, marked a definite turning point in general education at the College. He instituted a revision and expansion of instructional and research programs that were to bring the division to coordinate status during his presidency.

The technical divisions under new leadership enlarged and to a considerable extent broadened their programs. The year following his exploratory headship of Science, President Hughes became dean and director of Agriculture. Evidently regarding the double service as too exacting, he appointed Vice-Dean Kildee to the full deanship and as a seemingly logical integration assigned the directorship of the station to Dean Buchanan. Professor T. R. Agg, a specialist in highway engineering, became the new head of his division in 1932. Following the resignation of Dean Richardson to work for her national association, Genevieve

Fisher of the Carnegie Institute was made dean of Home Economics in 1927. Veterinary Medicine in these years greatly strengthened its work by the addition of a group of young specialists. The premature death of Dean Charles H. Stange in 1936 removed a national leader in veterinary education who had brought the division to first-rate status. He was succeeded by Dr. Charles Murray.

► ENCOURAGE BROADER BASE

Along with the enrichment of the technical curricula there was a serious and persisting demand for liberalizing the training, both by more exacting entrance requirements and by provision for more electives from the general subjects. In 1931–1932, Veterinary Medicine required one year of pre-professional college training and this was later extended to two years. Special provision was made by the technical divisions, especially Engineering and Veterinary Medicine, for awarding both general and technical degrees.

These liberalizing trends came both from broad visioned members of the technical staff and from broadening professional standards. The administration was sympathetic to this liberalization but even more immediately concerned with the improvement of teaching in all divisions and levels. A concerted campaign "for improving the general quality of teaching" was waged under the general direction of William H. Lancelot whose competence, tactfulness, and sound judgment did much to moderate the current revolt against the pretentions of the professional educationists. He found valiant support in demonstratedly great teachers like Frank Emerson Brown, who with rare effectiveness in the introductory course in chemistry had taught more students than anyone else on the campus.

A council on teaching issued bulletins and advised with departments and instructors on special problems. Rating charts registered student judgment and/or prejudices. Courses on college teaching were organized particularly for younger instructors, and encouragement was given to the trial of new devices and procedures, especially those involving "student participation and response." Testing of all varieties was conducted. Big name experts were brought to the campus for lectures (a form of communication in great disrepute as a teaching medium in these years) and more or less advising with selected groups. Young instructors gained good marks by attending summer "workshops" and participating in "regional projects."

From all this effort there were definite evidences not only of awareness of the latest styles and models in devices and subject emphasis but of appreciable advance. Improved text books, study manuals, case materials, outlines and syllabi were written or compiled, especially in the technical subjects where subject organization and presentation were not fully standardized. Laboratory and demonstrational techniques and procedures, including purposeful use of visual aids, became more realistic. And by no means least there was more rational screening and organization of subject matter and a welcome mortality of splinter courses.

► GRADUATE STUDY INCREASES

These attainments in content and method at the undergraduate level were interrelated with similar advances in graduate study. From the mid 1920's to the era of World War II the Graduate College came to realize and exemplify that area of land-grant education. Supported by well established foundation subjects, all of the divisions found

fruitful areas of appropriate research. At this as at the lower level, the unreality of a narrow gauged encirclement was evident. The interrelations of technological problems, the further they were pursued, and the social basis of many of them swept away arbitrarily imposed barriers. Thus "applied" mathematics and physics and the special branches of economics and sociology rose to doctoral dignity.

That steady growth in enrollment and expansion of subject areas was not at the expense of uniform high standards was due to the sound judgment and scholarly understanding of the dean and his advisory committee. Buchanan served effectively and strategically as dean, director, and head of a department with work at the senior and graduate level. From 1937, Ernest W. Lindstrom of genetics, as vice-dean of the graduate college contributed the service of a careful administrator with the inspiration of a creative scientist. John J. L. Hinrichsen, '25, of mathematics was for some years an able wheelhorse of the committee. The effectiveness of the leadership was manifested in top enrollment along with top rating among land-grant colleges.

► INTEGRATION OF RESEARCH

A notable undertaking in institutional planning was that of a unified research program. Important beginnings had been made in the previous administration. The work of the stations was expanded into problems that involved interdivisional relations. Home economics developed both a general section and special sub-sections in the agricultural station drawing heavily upon the basic sciences. Agricultural experimentation gave increasing attention to economic and social problems, rural and urban. Engineering research gave timely aid to highway construction and operation,

rural electrification, and synthetic industrial processes. Veterinary Medicine and Industrial Science organized their special lines of experimentation in research institutes headed by the respective deans.

Certain types of investigations were cooperative in nature. Such were projects in the formulation of objectives for rural life and economy, federal-state relationships in agricultural programs, an institute for corn research, studies in food technology, along with varied regional studies in conservation, production, and marketing. A special council on research provided a clearing center and coordinating agency. Special services were made available to all research. The statistical laboratory organized by George W. Snedecor of mathematics provided computations for all campus research, along with the development in later years of a distinct instructional and research department. From a small one-man undertaking, the college instrument shop developed under the skilled supervision of I. A. Coleman into a campus-wide service. Linguistic and stylistic aid was rendered by English and modern language. Starting from an inadequate, disorganized, decentralized book collection, the genius of Charles Harvey Brown, with the talented staff that he brought together, built up one of the leading working libraries in technology in the country. The opening of the library building in 1925 was a land-mark in general instruction and in research — unhappily in capacity, a landmark soon passed.

The college chapter of Sigma Xi, the Osborn Club, the *Journal of Science,* the Iowa State College Press, and the participation of staff members in the Iowa Academy of Science and in general and special professional organizations were all incentives to research. State appropriations for experimentation, supplemented by the regular federal

grants, were added to increasingly by funds for special projects by foundations, commercial enterprises, and regional groups.

With all this striving for tailor-made curricula, prescient administrators, talented teachers, combining the wisdom of the ages with the latest techniques of "discussion" and testing, expert investigators, ubiquitous extentionists, and the latest equipment, economically used, President Hughes' concern for the welfare and nurture of the individual student was never lost sight of. Immediately his objective of student-instructor *rapprochement* was essayed. A personnel system with a director at the head and officers for each division gave attention to vocational guidance, personal adjustment, and job placement. To get directly at the student's initial perplexities, a counseling service was provided as a part of the Junior College set-up. In addition to advice on program and study methods and habits, any personal maladjustments that the student might broach or the counselor surmise were germane to the relationship. So far as his conscience and discretion suggested the counselor might serve on occasion as an intermediary between student and instructor or student and administration. In accord with the vogue of the times, "freshmen days" preceding the regular enrollment period were devoted to registration, general advising, and campus tours. The induction and acclimation process was continued by "orientation" courses in each division. The advisory system was unified by the appointment of the personnel officer, Maurice D. Helser, as dean of the Junior College. The system absorbed the functions of the deans of men and women. All this was a far cry from the old days when unsophisticated entrants were introduced to college life and ways by the energetic

if elemental ministrations of the sophomores and became oriented by empirical process of trial and error.

Steadily mounting enrollment brought housing to a concern of top priority. Young men outside Grecian domicile could still be billeted with varying degrees of comfort among the citizenry. But the women students, as a veteran educator in another institution observed, having been induced to make trial of public co-education constituted an institutional obligation for suitable accommodation. During the previous administration the physical foundation of a women's housing system was laid by the construction of four commodious halls and the emergency construction following World War I of two "temporary" lodges which were to serve for two decades. By 1940 four more additions had been made on the eastern area of the campus. Madge I. McGlade, who had served as dean of women, became the first director of housing.

► START MEN'S DORMITORIES

With the rejection of Pearson's proposal for an off-campus housing area for men, the Marston hill and adjoining environs were preempted with the initial men's hall, in 1927 — later named for the current president. But Hughes Hall was destined to be a rather modest unit of the encompassing Friley court.

A special housing problem was presented by the growing number of foreign students. This was met in part by the gift to the College by Sallie Stalker Smith, '73, of the "Gables." This former residence of her brother, Dr. Millikan Stalker, was designated as an "international house."

With the varied groups that a state institution attracted, in contrast to the standarized screening of a small college of

The International House was built in 1880 by President Welch as his home. The "Gables," as the house was called, was sold to Dr. Millikan Stalker of Veterinary Medicine. He willed it to his sisters and it was from the estate of Sallie Stalker Smith in 1928 that the College received the bequest that it be used for an International House. The exterior has been changed as the result of several fires. At the Centennial, International House was continuing to serve as a residence for foreign students.

the "quality" class, Hughes sought a social life of moderation, urbanity, and the fullest possible participation. He had an appreciative regard for fraternities but was concerned that they should not constitute a divisive or disturbing influence and in a period of financial errancy that they maintained a strict solvency. A faculty member adviser and periodical conferences with the administration seemed the best assurance of responsible conduct.

For the non-fraternity men an original scheme of "ward" organization was devised through which the "barbs" might

carry on social and athletic programs approximating those of the organized houses.

The men and women residence associations seemed to provide needed organization for dormitory groups. The office of director of social life did much to keep the whole program within bounds of propriety and moderation. The College was especially fortunate in having during the initial years the highly competent and enthusiastic directorship of Mrs. Ival A. Merchant.

The Memorial Union, opened in 1928 under the directorship of Colonel Harold E. Pride, was a unifying influence: a center of campus social life, a meeting place for local, state, and national conferences and convocations, and a homecoming place for alumni.

Equally all-college were the continuing and expanded cultural opportunities to which the Hughes administration gave fostering care as an essential part of a balanced education. The musical course under Tolbert MacRae's careful supervision maintained its high standard, as did the lecture course under the successors of A. B. Noble. A notable lecture series inaugurated in honor of Dr. Cessna brought to the campus outstanding leaders in theology and philosophy, but the lectureship unfortunately was not perpetuated.

At the suggestion of the president, the English department from 1934 sponsored a series of lectures and conferences by notable creative writers. Partly from these contacts but even more from the stimulating teaching and counsel of Dr. Pearl Hogrefe, an undergraduate magazine of creative writing — called *Sketch* — was launched and maintained under editorial and financial difficulties.

An art committee under the inspiriting guidance of Joanne Hansen rendered a like service in bringing artists

View of the Memorial Union after the northwest wing and terraces were added in 1953. Opened in 1928 and expanded thereafter in 1937, 1939, 1948, 1953, and 1957-58, it truly has lived up to its designation as "the hub of the campus" — for social life of students, for conferences and assemblages of local, state, and national importance, and is truly a "haven" for alumni.

to the campus as well as promoting exhibitions of state and regional artists. Campus buildings were enlivened by paintings and from 1937 by the sculptures of the artist in residence, Christian Petersen. In 1934 the campus was turned from the contemplation of the depressed times to a course in art appreciation based upon masterpieces provided by the Carnegie Foundation and organized by a committee headed by Dean Marston of Engineering. WOI provided master works of music and drama for college and state audiences.

Whatever the cultural opportunities for the average undergraduate, intercollegiate athletics continued to be the dominant extra-curricular attraction. In competition at any rate, the day of big things had arrived. In 1927 the College had joined with the state universities of Nebraska, Kansas, Missouri, and Oklahoma, and the state college of Kansas to form the Missouri Valley Intercollegiate Athletic Association — the original "Big Six" to which Colorado U. was later added to make the "Big Seven," and still later Oklahoma State to make it "Big Eight." In this fast company the showing of the "Cyclone" teams was generally favorable except for the major collegiate sport of football.

To bring to all able-bodied students the values of competitive sport, regardless of special skill, a program of intramural games in all the leading sports for men, organized in the 1920's by T. Nelson Metcalfe, was ably supervised by Harry J. Schmidt. A similar program for women was started by Winifred R. Tilden and continued by Germaine G. Guiot. Supplementing and servicing all physical activity and physical well-being was the systematic health service organized by Dr. James F. Edwards.

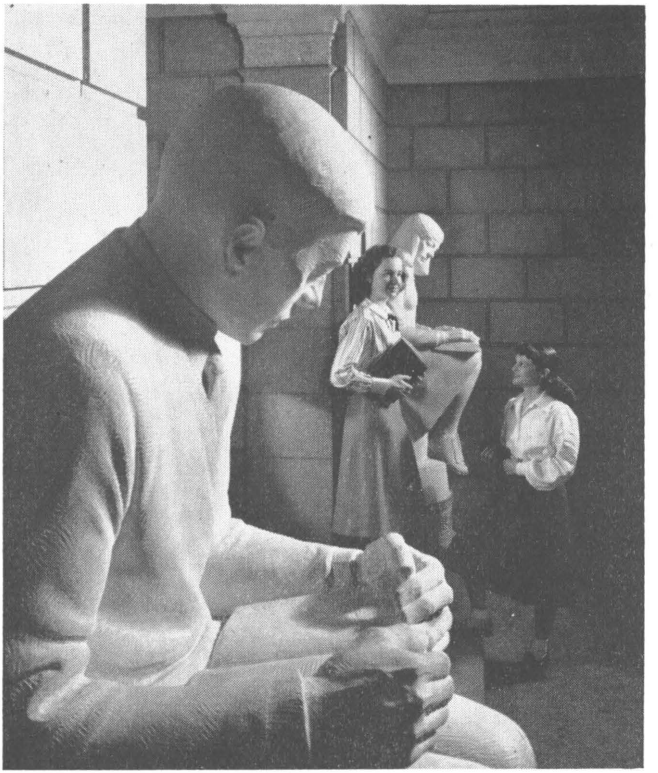
In these years of economic and social "disorganization" and of philosophical confusion, the religious life of the student was by no means neglected. The continuing services of the Y's, periodical convocations, and the annual religious emphasis week supplemented the special student ministration of the churches which in the case of the leading denominations was being organized in foundations with special student centers.

Such assurance and inspiration was desperately needed as the academic like all other phases of national life came into the throes of the most complete and devastating of depressions. College enrollment was sharply cut, and many

students were hard pressed to provide for minimum expenditures. Outside employment was negligible, fee exemption and reduction depleted further a dangerously curtailed budget, and the regular and temporary loan funds were soon exhausted. Some of the emergency measures were the setting up of cooperative dormitories, rental or loan of books, and the staggering of student employment by the College. In the later stages the federal National Youth Assistance grants came as life lines to many.

The placement service made every effort to secure at least subsistence positions for graduates and research funds were shared as widely as possible among assistants and fellows. Such relief was limited since all budgets, general and departmental, were closely pared. Appropriations were cut more than a fourth and the customary exhortations to economy needed no emphasis. Salaries were drastically reduced and vacancies remained unfilled. In certain special lines opportunity for government service relieved the budget, though it thereby increased the teaching load.

The research and extension services were directed to plans of relief and recovery. At the same time, faced with the most supreme challenge of its career, the College undertook searching self surveys and appraisals of its general and special functions and of its present performance and future plans. In 1933 a special study of the extension service recommended more specific objectives, fuller cooperation with other agencies, and a more flexible program. But the most minute analysis and detailed forecast that this College has made was in the twenty-year development plan. Many of the forecasts seemed visionary in view of existing conditions but in most cases they were to be attained and exceeded in the not distant future.



Statuary by the artist-in-residence, Christian Petersen, includes the fountains in front of Home Economics Hall and Memorial Union, statues of a boy and a girl in the Library, bas-relief on the Men's Gymnasium, on the Dairy Industry Building, and in central court of the Veterinary Quadrangle.

Hughes had hoped to have the plan revised from time to time as it was put in action, but in failing health, he resigned February 29, 1936. Selection was made March 17, 1936, of his well understood choice Vice President Friley, as his successor.

The outgoing president, serving in turbulent years, had established cordial relationships with the other state insti-

tutions and furthered markedly the internal organization of the College. At the same time he had contributed to a new cultural tone in the college community. His limitations were due to the inhibiting conditions under which he assumed the presidency, to his administrative background, and to certain rather dogmatic educational ideas which influenced his policies. In retirement Hughes developed these ideas in somewhat mellowed form in a series of books on administrative problems. By no means least of his influences upon the development of the College was that of bringing Friley to the campus and contributing to the promotion of him as successor.

Charles Edwin Friley was in training, experience, and educational philosophy admirably suited to guide the destinies of a land-grant institution that had arrived at the stage of a "technological university." A native of Louisiana and the son of the president of a sectarian college in Texas, he had studied successively at the Sam Houston Teachers' College, Baylor University, and the A. and M. of Texas where he received a B. S. degree. He had carried on research in higher education at Columbia for an A. M. and had studied and lectured at Chicago. At his alma mater he had been professor and registrar, and had organized and become the first dean of its science division. Special training in the social science field gave him an understanding of its place and peculiar values. As a talented musician he had a reasoned appreciation of the fine arts. But his special field, in which he was to continue his research and conduct occasional advanced courses amid executive demands, was college administration. He had had nearly four years as dean and vice-president in which to experience the special conditions and problems of Iowa State.

President Charles E. Friley was acting president from October, 1935, until March 17, 1936. He served as president from March 17, 1936, to June 30, 1953, when he became President Emeritus.

The new executive was to be numbered among a new generation of forward-looking land-grant leaders who recognized not alone the great responsibility of training experts in the various branches of technology, but no less that of providing a competent, rational understanding of the broad social implications of applied science in all realms and of the consequent essential place of the general subjects. This conception of the true land-grant idea was the thesis of his

inaugural address on "The Place of the Technological College in Higher Education." Such an emphasis was in the best tradition of the College — a fuller formulation and up-to-date application of the philosophy of progenitor Welch.

As dean of science he had been aware of the lag in the general subject area and had endeavored by both broadening and strengthening to bring the work of the division more nearly to parity position. In his view "service" did not connote "servile," and the general subjects could justify their being without some vocational tag. And, significantly, this divisional consciousness and assumption occasioned no protest from the technical divisions. Especially among younger applied scientists there was an increasing appreciation of the essential place of the general subjects in any program of higher education and of the dependence of their own professions, not only upon directly "supporting" sciences but upon the humanities as well. The stone that a scant quarter century before had been assigned for discard had thus come to established position.

► DIVISIONAL NAME CHANGED

The president continued as acting dean for a couple of years during which, with full authority, the liberalizing trends in organization and flexibility were continued. The limiting term "industrial" was removed from the title of the division but not of the institute. In 1938 the president's assistant, a resourceful psychologist, Harold V. Gaskill was appointed to the deanship. Under his direction for nearly a score of years both the division and its head grew steadily in service and standing.

With gradual financial recovery there was no occasion for rivalry for students. Enrollments came to new highs

with a total of nearly sixty-five hundred in the fateful 1939. Research and extension agencies could turn from emergency to new and incompleted long-time projects. The demands of housing, instruction, research, and recreation necessitated a long-time, rounded-out campus planning. The planning committee leaned heavily upon the expert advice of Allen H. Kimball of architectural engineering and Philip H. Elwood of landscape architecture. The program of physical expansion, like those in instruction and research, was just coming into full gear when the total involvement of global war called a preemptory halt.