

The **P**ALIMPSEST

OCTOBER 1930

CONTENTS

COLLEGES

Many Foundations 417

CLARENCE R. AURNER

Iowa Wesleyan College 432

BEN HUR WILSON

Courses of Study 446

CLARENCE R. AURNER

Mason City Junior College 462

GRETCHEN CARLSON

Comment 471

THE EDITOR

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THE PURPOSE OF THIS MAGAZINE

THE PALIMPSEST, issued monthly by the State Historical Society of Iowa, is devoted to the dissemination of Iowa History. Supplementing the other publications of this Society, it aims to present the materials of Iowa History in a form that is attractive and a style that is popular in the best sense—to the end that the story of our Commonwealth may be more widely read and cherished.

BENJ. F. SHAMBAUGH

Superintendent

THE MEANING OF PALIMPSESTS

In early times palimpsests were parchments or other materials from which one or more writings had been erased to give room for later records. But the erasures were not always complete; and so it became the fascinating task of scholars not only to translate the later records but also to reconstruct the original writings by deciphering the dim fragments of letters partly erased and partly covered by subsequent texts.

The history of Iowa may be likened to a palimpsest which holds the records of successive generations. To decipher these records of the past, reconstruct them, and tell the stories which they contain is the task of those who write history.

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THE PALIMPSEST

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Many Foundations

Before the elementary school system had been well established, the early inhabitants of Iowa began to formulate plans for higher education. Seminaries and academies were projected in many localities and the inspirational foundations of future colleges were laid. Born of the inherent desire for the refinements of civilization, this frontier development, which seems premature, owed much of its progress to the missionary zeal of young clergymen who saw in Iowa a fertile field for church and school.

As early as 1838 a theological student at Yale wrote that he had become deeply interested in the country west of the Mississippi and wished to go there, both to preach the gospel and to exert his influence toward opening a "school at the outset" which could "soon be elevated to the rank of a college."

Sometime in 1841 or 1842 a group of men invited

Rev. Aristides J. Heustis to come to Mount Pleasant for the purpose of establishing an institution of higher education under the auspices of the Methodist Episcopal Church. Having obtained his services, an association was formed on March 11, 1843, to erect the Mount Pleasant Collegiate Institute. Any person could become a member of the association by subscribing five dollars in money, labor, property, or building materials. Within less than two years a brick building was erected and instruction begun. Although invited in 1844 to take it over as a conference institution, the Methodist Episcopal Church did not consider the matter seriously until 1849 at which time a committee was named to arrange for the transfer. The name of the institution was retained, however, until 1854 when by conference action it was changed to Iowa Wesleyan University.

By an act of the General Assembly in 1855, Iowa Wesleyan University was authorized to give instruction in medicine, law, and theology. Furthermore, the institution was to be "forever open on equal terms, to all who may wish to avail themselves of its advantages, irrespective of their religious opinions." To be sure, the statute made no requirements as to when the professional departments should be opened, if at any time, but the power to confer such degrees was granted.

During the history of the institution from its inception to the close of the first decade a number of different men acted as the principal teacher, but in

the fall of 1853 James Harlan was put in charge. It is well known that he became president of the Institute only on the express stipulation that it should be advanced as rapidly as possible to college rank, an achievement which was accomplished before his career was diverted in 1855 from the field of education to the arena of national politics.

Of all the schools in Iowa the institution which may claim priority in continuance of organization and classes of college grade is Grinnell College. Indeed, its history may be identified with the slogan of a group of young missionaries, "a college for the territory and a church for every town". In May, 1838, seven young men at Yale proposed to "have a meeting for consultation of those interested in our Iowa college plan." Though money was hard to raise, times were getting better, the banks were "beginning to pay specie," and things were "looking up." By July, two of this company were already in Iowa.

It was at least five years after the Yale men had visioned a college in Iowa that a member of another group at Andover said: "If each one of us can only plant one good permanent church, and altogether build a college, what a work that would be!" And this purpose separately formed was subsequently to become the common aim of the Yale and Andover men, representing both the Presbyterian and Congregational churches, when they met in the Territory of Iowa.

March 12, 1844, is a date to be remembered, for it marks the beginning of the execution of the long-cherished design of these two groups. At a second meeting in April, when representatives of both Congregational and New School Presbyterian members in the Territory assembled, a report from a committee which had been sent out to seek a location was heard and the "Iowa College Association" was organized. All plans and reports were approved by this organization and Rev. Asa Turner was at once commissioned as agent to go East for funds to carry out the proposed scheme.

The committee on location recommended the plan of entering a claim for a large tract of land in some favorable section of the Territory, and thereafter the collection or borrowing of funds to pay for it. Their choice fell upon a site in Buchanan County, where the present city of Independence is built and included the water power furnished by the Wapsipinicon River at that point.

The journey of Asa Turner to the East in order to secure capital to purchase the claim was not successful, although through no fault of his or of his associates who from their thin purses contributed his expenses. It is said that several potential contributors objected to the speculative feature of buying a large tract of land with a view to subsequent sale at a profit.

After about two years spent in this preliminary survey of college possibilities, the committee rec-

commended Davenport as the most desirable place, a city which even then was considered as having no rival "for ease of access and beauty of situation". Plans for a college building to cost not to exceed \$2000 were adopted. Upon the completion of the building in 1848 instruction was begun in November under Rev. Erastus Ripley, professor of languages and principal of the preparatory department.

Unlike some other institutions, the charter of Iowa College as it was originally named, required neither the trustees nor the faculty to be connected with any particular church; and during its early history the New School Presbyterians were joined with Congregationalists in the Iowa College Association. This relation was maintained, it seems, until about 1852 when some differences led later to the withdrawal of the Presbyterians from any official connection.

Within the five years from 1850 to 1855 not less than nine institutions of considerable permanence, some of which have since reached a high rank among the first colleges of the country, were established. Each has an individuality which may best be shown in the events surrounding its infancy. For example, in 1851, Rev. George B. Bowman who had sought to establish the Iowa City College some years before, exhibited his faith in a bold undertaking to begin another not far away. Being a determined and persevering character, he did not hesitate to locate a college site on the open Iowa prairie and then, prac-

tically single-handed, to set about the collection of means to occupy it. The widely scattered settlements of that time required long journeys on the part of the circuit rider, and it was through these travels that an intimate acquaintance with the uplands, the lowlands, the woodlands, and the streams was acquired. That the masterful environment of certain localities should appeal to far-sighted men is not, therefore, to be wondered at, and the early selection of claims along the wooded streams with prairie adjacent, as well as the planting of villages at strategic points where cities arose, is evidence of the results. And so it seems, the outlook from the hill at Mount Vernon compelled the minister to halt in his journey and to declare that this should become the site of a college maintained by his denomination. This decision was made in 1852 and thus for nearly a decade he had cherished the plan which had proved unsuccessful in his Iowa City enterprise.

On July 4, 1852, in the presence of a great company of pioneers, gathered from the four points of the compass and from widely scattered settlements, who had just listened to an address on "Education" by James Harlan, ground was broken for the first building which was subsequently to constitute a part of the equipment of Cornell College. No action by any corporate body nor, as it appears, by any concerted authority had been taken; not even a title to the land had been obtained when this event occurred. It is quite clear, therefore, that the project had been

carried thus far by the superlative purpose of one man who believed that his judgment would be sustained. Not until September following did the Iowa Conference of the Methodist Episcopal Church, assembled at Burlington, accept, without consideration, the property — fifteen acres of land adjoining the town plat of Mount Vernon and the projected building — and elect nine trustees, five laymen and four ministers, to manage the new institution. But this was not a college; nor was any name applied until 1853 when the trustees formally authorized the title of the "Iowa Conference Male and Female Seminary", and elected a faculty of three members — Rev. Samuel N. Fellows, principal and professor of mental and moral sciences and belles lettres; Rev. David H. Wheeler, professor of languages; Miss Catherine Fortner, preceptress; and some assistants or special teachers.

Students began to arrive in September, 1853, before the building was ready and when only one member of the faculty, the preceptress, was there. She assumed the responsibility of the entire management of classes assembled in the village church. In November, the single building, "large and commodious" as all first college buildings have been, was occupied and there, in unfinished rooms crowded with classes, the work was carried on until the close of the scholastic year in 1854. On that occasion a public examination was attended, it is said, by "an enthusiastic crowd from far and near". During the

year 161 students, 104 men and 57 women, were in attendance and this seems to have inspired the trustees with a purpose to proceed at once to reincorporate under a college title and to secure a college building.

It was in 1851, also, that the preliminary steps were taken which led, thirty years later, to the founding of Coe College. Although wholly a private venture it is illustrative of the elementary manner in which a number of institutions have begun. A few young men in the community — sixteen it is said — were desirous of preparing for college and were instructed by a local minister in a room of his own unfinished dwelling. From that beginning an academy class was formed in the fall of 1852 by a teacher drawn from Knox College. This instruction was conducted in a local church and the name of "Cedar Rapids Collegiate Institute" was soon adopted. Meanwhile, the former instructor of the young men, Rev. Williston Jones, was endeavoring to obtain aid from the East, and it was his fortune to meet Daniel Coe who, being kindly disposed toward educational improvements, donated funds (\$1500) on the condition that eighty acres of land adjoining the city as well as some additional real estate within the town plat be purchased. With this prospect a stock company was formed whereby each holder of a share valued at twenty-five dollars became a member of the corporation.

Among the provisions of the articles of incorpor-

ation was one securing to the "Iowa City Presbytery in consideration of five scholarships for the first five years, and ten scholarships thereafter" the right to "nominate all teachers of the Institute, subject, however, to confirmation by the Board of Directors". This provision was not consummated, but stipulations forbidding any distinction between the sexes in the privileges allowed has been in effect from the beginning. Moreover, a fund was set apart by Mr. Coe "to be appropriated to the best advantage for the benefit of such students as may need to assist themselves by manual labor."

Before the close of 1853 the real estate had been secured, but when means were sought to erect a building there were some discouraging experiences. The outlook was such that the elementary school which had been continued in the building, used also for a church, could not be maintained, especially in competition with the public schools then developing. Last of all, the general support which the church was supposed to render in establishing such institutions was not forthcoming, so that by 1855 the promoters had little hope of realizing their object.

As early as 1846, it is said, the Baptists had thought of an institution for the education of their youth and proposals were made to locate a school at Agency City. But the matter was not again considered until 1851 when definite action was taken. Thereupon five persons were appointed to make a survey of possible locations and to solicit informa-

tion relative to the advantages which communities had to offer in establishing a denominational university for the State. This committee was authorized to summon a convention of the people concerned whenever it was considered advisable. This was done in 1852 when the action resulted in the opening of Burlington Collegiate Institute — an institution which struggled on with varying fortunes for a half century without reaching college dimensions.

Late in 1852 delegates assembled at Oskaloosa but, owing to the limited number present, they decided to postpone definite action. At a new convention, called in 1853, Pella was selected as the future site of the institution since known as Central University of Iowa. The object, as set forth in the beginning, was the maintenance and development of a literary and theological school under the control of a board of thirty trustees, the first president of which was Rev. H. P. Scholte, who had led the Hollanders in their settlement at Pella in 1847.

One year later, in June, 1854, the board determined to open an academy in the succeeding fall. Accordingly, a principal and two assistants having been employed, announcement was made that students would be admitted in September. When the principal arrived, however, nothing was ready; not even a room being available in which to collect a class, to say nothing of furniture which was yet growing in the Des Moines timber. Nevertheless, within three weeks the logs were cut, made into

desks and seats, and erected in the temporary school room. Although commencing nearly a month after the date announced, there were thirty-seven students present on the opening day — a number coming from a distance.

During this term there were 73 pupils and by the end of the year 122 were enrolled. It is known that there were only nine American families in the town of Pella, but the families of the Hollanders patronized the new school, and it happened that a number came the first year from the twenty or more families of immigrants that had wintered in the neighborhood. These students were probably taking advantage of the only school privileges offered and, although the greater number were young men and women, it is clear that elementary work was offered by some or possibly all of the three instructors. As in many other organizations which set out to become colleges, the first important work involved the creation of a local institution where no public effort had been made to provide for schooling.

This situation was not unlike the opening of the seminary or academy at Fayette which later became Upper Iowa University. At about the same time (1855) it attracted as many as a hundred students, most of whom were probably from the community. The origin of Upper Iowa was due to two liberal-minded citizens of the vicinity who had promoted its establishment prior to its being taken over by the Upper Iowa Conference. Designed in the beginning

to carry instruction into the college grade, the school first had to prepare its students through subordinate courses, and therefore provided for the academy.

Although it was not until 1857 that students were admitted to the Tabor Literary Institute, this school had been founded in the southwestern part of the State in 1854, and soon attained college standing. Being established by a colony of settlers who were interested in planting another educational institution, the development of the school and town were closely identified.

Early in 1853 an undenominational movement was projected by a group of men who designed the "establishment of a colony of christian families" on a plan that would secure an endowment fund for an "institution of learning of a reformatory character." The scheme involved the idea of obtaining and subsequently disposing of large tracts of land at an advanced price. Those desiring to become interested shareholders were to invest one hundred dollars a share and when \$7000 had been subscribed a committee should be selected to explore the unoccupied territory of either Iowa or Missouri in order to locate the colony the most advantageously. First of all a town would be platted in a most favorable place on the land while the remainder would be surveyed into tracts of ten, twenty, and forty acres. These larger divisions, appraised at five dollars an acre, would thereafter be assigned to the shareholders to the full value of their holdings; and to each

share likewise there would be assigned a scholarship good for gratuitous instruction during a period of five years in the proposed institution of learning. From the sale of town lots and other lands, an educational fund would be derived for buildings and endowment.

Such was the plan for a school which for many years was known as Amity College located at College Springs. The ideals set forth by the promoters announced that the "institutions of learning and religion" at Oberlin, Ohio, and Galesburg, Illinois, would be "worthy of imitation" while they would inspire the company with the hope of success. This school, it should be said, was established as a manual labor institution, and for both sexes.

Early in 1855 the capital of the company was increased to \$30,000 and the organization adopted the title of "The Western Industrial and Scientific Association". Not long after this decision, parts of Kansas, Missouri, and southern Iowa were explored and before the close of 1855 the site for the town and college had been selected in Page County and there the articles of incorporation were recorded and the name Amity College was adopted. When the lands had been surveyed and all was ready for occupancy or sale, instructions were given the trustees by vote of the stockholders to insert in every deed for land or lots a provision prohibiting the manufacture and sale of alcoholic drinks — for this was not purely a business undertaking.

As early as 1852 the German Presbyterian Theological Seminary, which subsequently provided instruction of collegiate grade, was founded at Dubuque by Rev. Adrian Van Vliet, the pastor of a small church in that city. He sought to find young men whom he assured the Presbytery would license in due time, if they would prepare for the ministry. With this purpose in view he began with but two students using a part of the parsonage as the school room. The attendance soon grew to eighteen and from these limited accommodations the school was moved to two small frame buildings located on a single small lot, and an assistant teacher was employed. Thus the University of Dubuque began.

One of the most peculiar institutions founded in Iowa during the fifties was Western College fostered by the United Brethren. A site was selected in Putnam Township, Linn County, on the open prairie. This was to have the advantage of providing a quiet and undisturbed environment away from centers of population, and the people attracted to the town which would grow up around and with the college would be in sympathy with the institution. Moreover, the sale of lots would provide endowment for the school. Within two months from the time the town was laid out, seven buildings had been erected and more than fifty lots sold. By August, 1856, at least a hundred persons called the town their home. A provision in every deed declared it void if the owner should ever deal in spirituous

liquors or even allow any gambling or dancing on his premises. Thirty students enrolled at the opening term in 1857. The manual labor department enabled students to earn part of their expenses and pursue a course in scientific farming at the same time.

Lenox, Griswold, and Oskaloosa colleges also had their origin just before the Civil War. Some of these schools that originated in the fifties flourished for a while and were then discontinued or absorbed by another institution. A few have recently been transformed into junior colleges. But most of the early ventures into higher education have justified the faith of the founders by their survival for three quarters of a century.

CLARENCE R. AURNER

Iowa Wesleyan College

Like most older institutions of learning, Iowa Wesleyan may claim distinction in several respects. The preëminence of such a school depends more upon significant events and achievements associated with the institution than upon material progress. Indeed, it is the indelible traditions, looming as mountain peaks through the mists of the dim past, rather than the expanse of campus, spacious buildings, and generous endowment, that contribute character to the biography of any college. These ethereal traditions, clustering ghost-like about the people who have passed through her venerable halls, constitute the principal though intangible asset, more valuable, many times, than mere stocks and bonds. Vast endowments, perchance, may be accumulated, but a notable heritage may be attained only through the character of faculty and student body. Of such Iowa Wesleyan is infinitely rich.

Genealogically, Iowa Wesleyan is the direct lineal descendant of the Mount Pleasant Collegiate Institute. On her campus stands old "Pioneer Hall", a neat, modest two-story brick building, erected during the year 1844. Upon completion, the work of the Institute was carried forward on the lower floor, and the families of the president and of the presiding elder resided in apartments upstairs. While the

college now occupies seven substantial buildings, this original structure is still serviceable, having seen eighty-six years of continuous use with but slight alteration and repair. What more striking evidence might be cited in proof of the character of its construction and its builders?

The origin of the Mount Pleasant Collegiate Institute probably dates at least two, or possibly three years farther back. As early as 1841, while Mount Pleasant was yet a small pioneer village less than five years old, the promoters of the town held committee meetings, made plans, and in 1842, publicly discussed the relation of the future prosperity of the young Territory to higher education. An academy was proposed and trustees selected. On the eighth day of March, 1843, the trustees, after considerable correspondence, elected and entered into formal contract with the Rev. Aristides J. Heustis, A. B., A. M., an Easterner, who was to be the first president and field secretary of the Institute. His duties required that he "look to the acquirement of property, erect suitable buildings, and do other things necessary to carrying out the plans of the trustees".

In the archives of Henry County on March 11, 1843, was recorded what appears to be a draft of the original "Articles of Association". The sixth of these articles provided that "This institution shall be placed under the patronage and control of the Annual Conference of the Methodist Episcopal

Church in the bounds of which it is located, said Conference, or the President thereof, having the power to appoint the professors, and a board of visitors." Iowa Wesleyan was thus "ordained" to become a Methodist institution.

One year later, the new school was incorporated by an act of the legislature of the Territory of Iowa, approved by Governor John Chambers on February 15, 1844. The "objects and purposes" of the corporation, according to the law, "shall be wholly confined to the acquiring of sufficient real estate, erecting suitable buildings, endowing professorships, establishing a library, and sustaining an institution of learning, designed and kept open for the education of all denominations of white citizens." Nevertheless, the authorities hoped to secure the support of the Methodist Church.

This was no easy task. When the Iowa Conference was organized at Iowa City on August 14, 1844, the trustees sought to have the new conference "accept, govern, control, and direct their material and educational interests". Little headway seems to have been made in the matter, however, until August, 1849, when a conference committee was appointed to "negotiate with the trustees to the end named". On September 11th, this committee agreed that "the Mount Pleasant Collegiate Institute shall be recognized as our Conference University, and that we as a Conference will give the above-named Institute our perpetual patronage."

This action was confirmed at the next regular session of the Iowa Conference, held at Fairfield on August 7, 1850. At that time the Mount Pleasant Collegiate Institute passed out of existence, and a new name, the Iowa Conference University, was adopted. That the school might become yet more definitely associated with Methodist sentiment and tradition, however, the name was again changed, on October 3, 1854, to Iowa Wesleyan University. A new charter was accordingly obtained from the State legislature in January, 1855, authorizing certain important changes in the management and curriculum. There can be little doubt that the serious purpose of the founders was to establish a college which they hoped would later develop into a great university. The field was virgin and the foundations were well laid.

On the same day that the Association for establishing Mount Pleasant Collegiate Institute was organized, March 11, 1843, pledges of endowment were secured and land for a spacious campus was donated. First, John Jones gave "four acres from the south end of his land in such form as to connect the national road and Main Street"; second, J. C. Hall contributed "six acres from the north end of his land connecting also the national road and Main Street". These ten acres comprise the present central campus. Third, Samuel Brazzleton gave "five acres on the east side of Main Street and directly east of the ten acres" donated by Jones and Hall; while Peter Smith gave "five acres west of

the national road and directly west of the ten acres'' donated by Jones and Hall. These two latter tracts comprise the present east and west campus. But recently the college has acquired five additional acres, known as the south campus, lying between the central campus and the main line of the Burlington railroad. The national road referred to in the original gifts of land was the old military highway from Iowa City to Keokuk. This same main artery of travel, now known as U. S. Federal Highway 161, passes directly through the campus, as of yore.

Here, indeed, were spacious grounds upon which to found a university, but in those formative days the mere necessities of a pioneer school were many and such as to require in their accumulation no mean degree of executive ability. There were buildings to be erected, equipment and endowment secured, a library acquired, a faculty employed, and a student body attracted. All this called for the expenditure of much time and energy.

For almost a decade, during a cycle of financial depression and the political uncertainty preceding the Civil War, the school struggled along, making slow but steady progress. In due time, however, at commencement in June, 1856, the first collegiate Bachelor of Arts degree was conferred upon Winfield Scott Mayne of Keosauqua. He was the only graduate and being, therefore, as he has often remarked with a merry twinkle in his eye, the sole member of the class, he was "both the class and the

class president''. He was one of the first six men to graduate from a full liberal arts course in Iowa, possibly in all this vast territory west of the Mississippi River. The class of 1857 contained five members, all boys—John Ballard, Wray Beattie, George W. Byrkit, Erasmus T. Coiner, and Amos Summers Prather.

In June, 1859, history was made, for on this occasion the class contained one girl, Lucy W. Kilpatrick. She was not only the first girl to graduate from Iowa Wesleyan, but also the first from any co-educational college of Liberal Arts in the world. In recognition of this distinction, President Charles Elliott gave her a special diploma setting forth this fact as a memento of an honor which may come to only one woman.

Doubtless the most eminent personage ever connected with the school was James Harlan. It is through him that Iowa Wesleyan acquired its "Lincoln tradition''. Upon the resignation of President James MacDonald in the spring of 1854, James Harlan succeeded to the presidency. This position he held until 1855, when he was elected United States Senator. During his service in the Senate and as Secretary of Interior, a romance developed between his daughter, Mary, and Robert T. Lincoln, a romance culminating in their marriage. For many years the ancestral Harlan home in Mount Pleasant, at the head of Main Street adjoining the campus, was known as the Robert T. Lincoln home. In No-

vember, 1907, Mrs. Lincoln deeded the old place, with furniture and belongings, to the college.

Upon his retirement from the Senate in 1869, Harlan again took the presidency of the college, to serve for one year, when he tendered his resignation. Later he was made chancellor, which position he held until the time of his death on October 5, 1899, having been a member of the board of trustees for forty-six years.

It was during his first administration that old Main Hall was finally completed, after much difficulty and delay. The erection of this building, forty-five by one hundred feet and three stories high, marked the beginning of a period of expansion. Much additional space was made available. The entire east half of the third floor was used for a chapel, while at the west end were the literary halls. Other parts of the building were occupied by class rooms, library, and laboratories. A gymnasium was fitted up in the west end of the first floor.

These were days of intense literary activity. Debating and oratory played an important rôle in many programs. Here Hamline Literary Society was organized, and a charter was granted by the State of Iowa on February 22, 1855, to this first society of its kind so chartered within the State. For nearly seventy years Hamline functioned as a "torch of culture", and made enviable records in debate and oratory, the like of which few literary societies can boast. Its members have won more

State oratorical contests than the representatives of any other literary society. At one time eleven such societies functioned on Wesleyan's campus. Now there is none.

At Iowa Wesleyan a pioneer school of music was established in 1877, under the able direction of Dr. A. Rommel. No more eminent educator and scholar was ever connected with Iowa Wesleyan. In musical circles he was a national figure for nearly half a century. A May Musical Festival of four days duration was given in 1902 in commemoration of his twenty-fifth anniversary in connection with the conservatory.

"Old Main" functioned as the principal center of college activities for more than a generation. The ambition of the "fathers" to found a university was in part realized, for immediately following the Civil War a College of Law was established which graduated classes intermittently from 1865 to 1874. In the seventies a College of Pharmacy also was operated which graduated classes from 1872 to 1880. The School of Music, however, could scarcely be considered more than a department, as it is even to this day. One degree from the College of Oratory was granted in 1891. It would seem that the school had reached the pinnacle of its early career during the period between 1870 and 1885. These were buoyant days. The halls were filled with students and large classes were graduated from the College of Liberal Arts.

The growth of other strong colleges and universities made it difficult for any school of this type to forge ahead. Indeed, many small denominational colleges were unable to continue in the face of such keen competition. Times became increasingly hard for old Wesleyan and the trustees realized that their ambition to maintain a university was futile. Only the Liberal Arts College was retained, with a Conservatory of Music and Fine Arts Department operating in conjunction. The commercial and the preparatory departments have also long since lapsed. In keeping with these inevitable conditions, the name of the institution was changed in 1911 to Iowa Wesleyan College.

Many traditions have grown up about the halls of "Old Main". One in particular, which has caused this building to become one of the shrines of America, concerns the founding of the P. E. O. Sisterhood. In a little room in the northwest corner on the second floor, seven young college girls, feeling the need of mutual association and guidance, organized a unique society on January 21, 1869. These seven girls — Alice Bird Babb, Mary Ellen Stafford, Alice Coffin, Ella Stewart, Frank Roads Elliott, Suela Pearson Penfield, and Hattie Briggs Bosquet — are the "immortals" in a group of more than fifty thousand women, organized in over sixteen hundred chapters located in forty-three jurisdictions, which include two Provinces of Canada, and the Hawaiian Islands. They are engaged in many

philanthropic endeavors. They own and operate a college, and have raised a fund of approximately one million dollars which is employed in revolving loans to worthy, needy college girls.

As a memorial to the seven founders, the sisterhood erected on the south campus at Wesleyan in 1926 a beautiful P. E. O. Memorial Library, costing nearly \$150,000. The international headquarters of the sisterhood are located on the second floor. This Memorial Library and the small room where the sisterhood was founded, which has been fitted up as a parlor filled with rare antiques of the period of the founding, are visited annually by hundreds of people from almost every State in the Union. P. E. O. is Wesleyan's proud contribution to the womanhood of America.

In early days the innovation of co-education, being without precedent, presented many perplexing problems. In fact the more reactionary branch of the college constituency frowned upon any arrangements whereby young men and women were to be educated in the same institution, and sages declared that it would never work. Partly to overcome such opposition and as a matter of expediency, a lengthy code of rules was formulated for the conduct of male and female students with respect to one another. Many of these rules, which all students were required to memorize, seem ludicrous to-day.

The college campus was connected with the town by a half-mile stretch of narrow "two-plank" walk,

running up Main Street across a marshy prairie. One rule, No. 18, directed that boys and girls might not walk together upon the streets of Mount Pleasant, but should maintain a discreet distance of not less than twenty paces between them, under penalty of expulsion. One April day, a certain young man, in possession of an umbrella, was trailing along the regulation distance behind a certain comely young lady, sans umbrella, on her way to town. Suddenly a shower burst forth, threatening to ruin bonnet and gown and a pretty girl's disposition. No boy could have been in a worse predicament. What was he to do? Should he obey the rule, or offer to share his umbrella and risk the penalty? Apparently he chose the latter course and, being seen and reported by some spying eye, was "called upon the carpet" by the president. On being appraised of his offense, he looked the president straight in the eye and very meekly ventured to ask him what he would have done under the same circumstances. Then and there Rule No. 18 was modified, and eventually stricken from the list.

This was the entering wedge, and finally, one by one, all the old rules were discarded. One, however, remained much longer than the rest, the regulation that men and women should not be seated together in chapel. Indeed, it has been only during the period of the last quarter of a century that boys and girls were seated together promiscuously during chapel exercises. Prior to that time all boys sat on

one side of the chapel and all girls on the opposite side.

Of all objects connected with Iowa Wesleyan none is so impressive as the old college bell. The history and traditions of three-quarters of a century cluster around this splendid relic. From generation to generation it has called the classes to assemble, and pealed out the announcement of victory on the athletic field and in forensics. On other occasions it has tolled our sorrow, as upon the assassination of President Lincoln, the death of Senator Harlan, and, at a midnight hour, the passing of Ian Mac-laren. It was originally placed in the tower of old Main Hall but had to be removed because it was too heavy. It is remembered, however, as situated upon a low pedestal on the campus.

During the darkest moments of the Civil War, some college boys removed the clapper, which weighs thirty pounds or more, and sent it, express collect, to Senator Harlan in Washington. Thinking that it might be an "infernal machine" it was opened by the secret service with the greatest precaution. The Senator took the joke graciously and returned the clapper to Mount Pleasant.

Prior to 1875 the bell was broken, for in that year it was recast at the brass foundry in Mount Pleasant. At least on one occasion it was stolen, presumably by the students of some rival college, and removed on a sled in the dead of winter to a cornfield eight or ten miles from town, where it was

not discovered until the farmer "broke stalks" the following spring.

In 1872, Mount Pleasant German College was organized under the patronage of the German Conference of the Methodist Episcopal Church. The German College building, erected upon east campus, is now occupied by the Conservatory of Music. For many years German College grew and prospered, being closely affiliated all the while with Iowa Wesleyan. Upon the consolidation of the Iowa and Missouri Conference of the German Church, the school was eventually, in 1909, consolidated with and removed to Central Wesleyan at Warrington, Missouri. Upon its removal, Iowa Wesleyan inherited the substantial three-story brick building and one-half the endowment.

In 1888, foundations were laid for the University Chapel, which was completed in 1891 at a cost of more than \$45,000. Recently the chapel has been completely remodeled and now stands as one of the finest buildings of its type in Iowa. In 1897, Elizabeth Hershey Hall was erected on west campus, a spacious girls' dormitory, the capacity of which was later doubled by building an additional wing to the west, thus providing a fine home for nearly one hundred and fifty students. The Gymnasium was added to the already splendid group of buildings in 1918, and the last and finest hall of all, the P. E. O. Memorial Library, has just been occupied.

During the course of her history, Iowa Wesleyan

has absorbed the alumni of two other institutions of collegiate rank. The alumni of the Black Hills College, which was located at Hot Springs, South Dakota, were adopted in 1905, while the graduates of Mount Pleasant Female Seminary were accepted in 1913. Including these groups, Iowa Wesleyan has more than fifteen hundred alumni and several thousands of former students scattered widely throughout the world, occupying positions of honor and responsibility in nearly every walk of life.

Each year at commencement time many come back to renew old friendships, to pass the old thresholds, to tread the familiar halls, and to view the changes time has wrought. At times they may be a bit disappointed that material progress has not been more rapid, but always, on second thought, they are thankful that things are as well with the old school as they are. Wesleyan's spirit is unquenchable: she will continue to fill her small but important nook in the economy of things educational for many years to come.

BEN HUR WILSON

Courses of Study

The conception of a liberal education has changed very radically within the last three-quarters of a century. When colleges were first established in Iowa, proficiency in Greek, Latin, and mathematics was regarded as the proper qualification of a Bachelor of Arts. No other non-professional degrees were conferred, for the age of specialization in types of culture, each with its own insignia, was still in the future. But after the Civil War the claims of science caused college curricula to be remodeled in accordance with the temper of a mechanical epoch. Gradually the number of subjects taught in college was increased, students were allowed more freedom in selecting their studies, and the courses were designed to be practical. A survey of college catalogues reveals these general trends, but also shows that each school developed in its own distinctive manner.

During the decade that Iowa College was located in Davenport ten young men were graduated. It is quite certain, of course, that the only degree conferred was the B. A., and none but young men could earn it. The first class consisting of two members, John and William Windsor, was graduated in 1854, after completing a course which included, during the Freshman year, algebra, a term of history, a

little elocution, "Legendre", and Latin — Livy, Ovid, Horace, Vergil, and Latin prose composition. During the second year they studied Horace, Demosthenes, Thucydides and Greek prose composition, German, surveying "with use of instruments", conic sections, botany, and the philosophy of English grammar. As Juniors, calculus, astronomy, zoology, mineralogy, physiology "with charts", philosophy, rhetoric, natural theology, Tacitus, selected Greek tragedies, and both Latin and Greek composition commanded their attention. When they became Seniors the only Greek and Latin required were Plato's *Republic* and Cicero on the immortality of the soul, chemistry and geology completed the scientific agendum, and whatever intellectual energy remained was devoted to logic, mental philosophy, Upham on the will, moral science, evidences of Christianity, Butler's *Analogy*, political economy, and Story on the Constitution.

Cornell College graduated its first class in 1858 but the degree conferred was not in arts. The class included two members, Mr. and Mrs. Matthew Cavanagh. The gentleman of the class was honored with the degree of Bachelor of Science and the lady with that of Mistress of Science. No student was admitted to the Freshman class of the college until he passed a satisfactory examination in geography, English grammar, arithmetic, elements of algebra, and elementary Latin and Greek. Moreover, no student was eligible to the Freshman class under four-

teen years of age, nor to any of the higher classes under a corresponding age.

The course of study was almost the same as at Iowa College, but there was a little more flexibility. Though exercises in Latin and Greek prose composition were required through the entire course, students might pursue French, German, or Hebrew during the junior and senior years in place of certain of the prescribed studies. Students completing the whole college course received the degree of B. A. Those passing a satisfactory examination in all but the languages were entitled to the degree of B. S. Ladies were permitted to pursue the same studies, and receive the same honors as gentlemen. According to the catalogue this course of study, "prescribed in the best colleges and universities", was "thorough, extensive, and systematic".

Although it seems that a university was planned at Mount Pleasant, Iowa Wesleyan was no more than a college during the early years. But the announcements of 1869, outlined not less than seven departments. The preparatory department fitted the student for either the collegiate or scientific departments. For the classical or collegiate course a period of two years preparation was provided and for the scientific course one year. The regular college course for the B. A. degree required four years while the scientific course, for the degree of B. S., required but three. The latter included "an extensive course of Mathematics, Natural Science, and

English Literature''; and such as were unable to pursue a regular college course might, after completing the required examination, enter the briefer course from which a diploma was obtainable. This shorter or scientific course had been arranged to accommodate that "large and growing class who desire to prosecute all the studies of the Collegiate Course except Ancient Languages." Nevertheless, all subjects in the two departments were equally available to the students in either.

Besides these collegiate courses there was a department of theology in which the appropriate subjects were presented. In the law department the course required two terms in each of two years. The matter presented during the first term was declared to be not only essential for one who intended to become a practitioner of law but it would be of great value also to one who desired a liberal education. There were departments for the teaching of the French and the German languages and for the fine arts of music and painting which occupied an independent relation, it appears, in instruction and support.

It was not until 1865 that Luther College had in operation the full six years of the course later maintained. That is to say, in 1861-1862 (the first year in Iowa), there were only three classes, namely, quarta, quinta, and sexta; and hence a period of two or three years was necessary to bring classes to the advanced group before the entire course was pre-

sented. During this time sexta, or the lowest class, pursued the Latin, Norwegian, German, and the English languages, religion, arithmetic, and geography; quinta had practically the same subjects which, to be sure, were continued in advanced form; quarta retained the languages and the instruction in religion as before and added Greek, algebra, and history; tertia continued the five languages and likewise the other subjects of the previous year; except history the subjects for secunda remained as in the year before with the additions of Hebrew, music for two hours, and writing for one hour; and finally, prima continued the six languages, Latin, Norwegian, German, English, Greek, and Hebrew for which, besides religion, history, and geometry, the student was responsible during his senior year. About 1868, the hours were adjusted to cover six days of study. Latin was recited daily for the entire week, Greek for four hours, German for two, Norwegian for two or three, and English for three or four hours; mathematics, history, and geography each occupied two hours; and natural history, music, and drawing had one or two. Besides these subjects probably eight hours were devoted to religion.

It was about this time, probably due to the influence of the war, that military instruction was introduced at Iowa College. The drill work was compulsory for a half hour daily on four days in the week, while in the senior year lectures on military science were designed to supersede the drill. Among the

reasons advanced for this feature of college work were its effect on physical habits and health and for the discipline obtained in the use of arms, thereby fitting the student to fulfill his duties as a citizen to better advantage if called upon for service by the State.

Several important additions were made to the Cornell College curriculum during the seventies. Under the provisions of Federal law and on request of the president of the college an army officer was detailed for instruction in military tactics, which was compulsory in the institution for at least one hour daily. The cadet battalion officers were chosen according to "rank in College, military aptitude and general deportment."

Along with military training for the young men the physical education of young women was provided for through a system of light gymnastics. It was introduced with a view to the establishment of a gymnasium in the near future, while all the associated events reveal a new interest in the stimulation of healthful exercise. The subsequent regulations required daily instruction and exercise as a part of the college program in physical education from which none was exempted.

At Upper Iowa University in 1871 there were two college courses — the classical and the scientific — each of four years and each having its special two years of preparatory study. But some liberty was allowed in both. For example, French or German

might be offered in place of Greek or higher mathematics in the classical course, while in the scientific course the time assigned to both of the modern languages might be devoted to either one. Furthermore, full courses in natural history, chemistry, and engineering were to be introduced as soon as possible. Finally, a commercial course lent a new feature to the curriculum. In this last arrangement there were junior, middle, and senior sections, each in three divisions; while the time necessary to complete the whole would depend on the ability of the student—three to six months being the extremes named.

In this connection a noteworthy event, which has no counterpart in Iowa educational history, occurred. In 1876 the president of Griswold College proposed that the college be affiliated with the State University of Iowa, so that when students in the arts and sciences graduated from the college the appropriate degree could be conferred in accordance with terms prescribed by the University faculty. In the consummation of this plan Griswold College would hold a similar relation to the University of Iowa as the various colleges at Oxford or Cambridge held to "their respective universities". The report of the Commissioner of Education for 1876 contained the declaration that the movement "looks to a unification, much to be desired, of the whole collegiate education of the State; for, if one college thus conforms its standard to that of the university and receives

degrees for its students from that source, the other colleges must soon come into the same plan." The University regents considered the proposition but no definite recommendations were ever made.

The changing opinions regarding courses and degree values are not easily interpreted after the introduction of other features in addition to the early fixed courses. The B. A. stood for one conception of education, while the B. S. or Ph. B. stood for another. For example, in 1870, Simpson Centenary College graduated two men and four women all of whom received the B. A. degree, while the next year the same institution conferred also the B. S. degree. In 1872 both of these degrees as well as the honorary M. A. and M. S. were granted by the board of trustees; and to these four the D. D. was added in 1873.

The view of the conference committee which visited this college in 1877 reveals a dissatisfaction with the tendency of students to prefer courses other than the classical. This disposition was deprecated because the ranks of the ministry should be filled from such colleges and from among classical scholars. They recommended, therefore, that some strong inducement be brought to bear upon those entering the college in order to overcome this tendency; and it was suggested further that the published roster of graduates should indicate clearly the course which any one had completed. Simpson aimed to produce "liberal scholarship and many-sided culture, rather than special development in

any one direction." Nothing of importance in any of the usual departments of scholarship was omitted.

But where one institution declined another came into being about the same time, for instruction at Parsons College, at Fairfield, began in 1875 under a faculty of three. There was one student, a sophomore, in the classical collegiate course in 1875-1876, the remainder of the sixty-three being in the academy. The first courses of study, consisting of the classical of four years and the scientific of three years, were typical. Scientific courses were presented in order to provide for those who could not afford the time to "acquire Greek or a thorough knowledge of Latin", and yet were desirous of sharing in a college course by devoting themselves to the sciences.

As one of the earliest institutions to establish a distinctly pedagogical department, Cornell College set out to prepare teachers for the more important positions in public schools and hence in the advanced classes considerable attention was given to "school supervision, thereby making the course of great value to those who intend to become city or county superintendents." Furthermore, members of this class were "expected to examine and criticise some series of textbooks, and to prepare papers on the history of education, professional rights and duties, educational theories, and kindred topics."

It would be interesting enough to trace in all these

schools the slow evolution of separate chairs and the division of the work assigned. Obviously combinations were necessary when faculties were small, and specialization in certain subjects is very recent. For example, instruction in Latin and Greek was not separated at Cornell until 1881, the following year the physical and biological sciences were made independent groups, history and politics were made a department in 1886, while geology had its own head in 1890.

According to the custom at the time Coe College was organized in 1881, at least two courses — the classical and the scientific — were offered so that the student might come to graduation without having pursued Greek and only part of the Latin provided for the classical group. In 1883 the departments of instruction, namely, biblical, language, mathematics, biological sciences, physics, chemistry, normal and music, art, penmanship, and physical exercises, were first described. It is noteworthy that in 1885 special attention was called to the systematic drill in free gymnastics in addition to such exercises as walking, ball-playing, and wood-sawing.

By 1882 a "much more advanced class of students" had been attracted to some of the colleges, due probably to the increasing ability of the public high schools to prepare students while there may have been also other coöperating influences not readily apprehended. At all events, attention was called to the fact that the "four college classes were

all represented" in Central University at Pella. There were two in graduate study, thirty-six collegiate students, fifty in preparatory work, and thirty-six in the "English academic" course which, with fourteen in music, comprised the enrollment of one hundred and thirty-six. Although the relative numbers had not changed, the total two years later was one hundred and eighty-seven. But in 1886 there were only twenty-eight in college classes out of a total of one hundred and twenty-six, and the enrollment was even less by 1890.

In 1887 it was asserted that Central University was the only Baptist school in the Northwest which was doing "full college work" and it appears that the decision of the court which had prevented the change of "location, character or name" had encouraged the school authorities to make plans for extending its work. The courses were rearranged in order to provide a liberal culture rather than much "practical and professional training"; and this result was to be obtained by a curriculum properly graded, but which included "a protracted course in the classic languages, a severe drill in the pure and applied mathematics, a generous introduction to physical science, and at least a *resumé* of higher philosophy."

Next to such general statements may be placed the very definite outlines of work pursued at Luther College for the year 1881-1882, and doubtless throughout the decade following. The course for

prima included the English, Greek, Latin, Hebrew, German, and Norwegian languages, history, and religion; secunda did not take Hebrew but all the other languages were constants along with history, mathematics, and religion; tertia pursued the same languages and other subjects as secunda, but added geography; quarta omitted only the geography from the last-mentioned division, and probably substituted physiology; quinta studied all of those listed for tertia except Greek and added natural history and writing; while in sexta, the lowest class, only three languages, Latin, English, and Norwegian, were required, the other subjects being history, mathematics (elements of arithmetic), geography, and writing. In this college course the sciences are made conspicuous by their absence.

While it is true that the usual courses of the period were not dominated so fully by languages as at Luther, certain features of rigidity in requirements may be noted. For example, the courses at Parsons College in 1880-1881 were two — the classical and the scientific — in neither of which were there any electives until the junior and the senior years, and then but one. Moreover, throughout the four years three or four languages including English were available, three being required during the greater part of two years. Biblical instruction stood first as a one-hour course during the entire period.

Although several colleges had exhibited a ten-

dency to establish departments usually found only in a university organization, it was not until 1881, when the instructional force of Oskaloosa College withdrew to establish Drake University, that much success was attained by private means. At first a college of liberal arts, a college of the Bible, a conservatory of music, a school of art, a school of oratory, a commercial school, and an academy were established while a law college and a medical college were affiliated.

Ten years may comprehend the birth and the death of some colleges: the same period may test the stability of long-established and well-recognized schools which depend for sustenance and for students upon a limited territory. At the same time, while one institution feels the pressure of financial depression and experiences a loss in enrollment, another may not be particularly aware of any change. Such diversity seems to mark the decade of the nineties in the history of Iowa colleges. For example, during the year 1890-1891, Iowa Wesleyan University had an attendance of three hundred and seventy-eight in all departments with one hundred and eight classified as college students and two hundred and five in preparatory work. But in 1899, although the number of instructors was no less, the total published enrollment stood at one hundred and seventy-five, and it seems to have been even less the next year. If Iowa College at Grinnell suffered any peculiar trials during the period of financial distress

in the early nineties statistics are too limited to reveal it. Moreover, there seems to have been a consistent growth in faculty, students, and equipment.

In giving attention to the tendencies of the period, Iowa College, in 1895, established a "grouping system" which "permitted freedom of choice from many subjects under rational control" and allowed the student to satisfy his individual interests while preventing the abandonment of "established standards of liberal education." By this plan the rigidity of the old arrangement was corrected and yet there was no such loose choice as the unlimited elective system involved.

While some colleges may have profited by liberalizing the course of study, others found support for the established program. Yet Drake University, established on old lines, had no more students, after about twenty years of operation, than had Highland Park Normal College, organized with radically different views and located within sight of Drake, during its third year of existence. An explanation may be found in the catalogues of the newer institution, wherein attention is first called to the contrast between this school and others in the time required to complete the course. While the courses were declared to be standard in all respects, they were adjusted to the four-term schedule in each year of forty-four weeks so that a student might enter at any time and find beginning classes.

About 1904 Coe College "entered upon a new era

in her history" inasmuch as the growth during the years immediately preceding had not been equaled in any similar period. Within six years the faculty had been doubled, and although the entire attendance had only trebled the college classes showed an increase from fifty to one hundred and eighty. Among the new features of instruction were "seminar courses in the various departments". These were to be characterized by research work on the part of students whose qualifications would be established by the professor in charge. Such courses were not necessarily of an advanced grade; on the contrary they might be "more or less general and popular in character."

Other institutions have sought to shorten the preparation for general purposes by introducing special courses. For example, Central University at Pella announced such an arrangement through a "Citizenship Course", involving one, two, or three years, as the person pursuing it might elect, for those who could not take full college work. It was believed that this movement met a "positive need", and the plan seemed to present a "happy solution of this problem" in a way that no other college had attempted. Its importance rests entirely upon its design as a citizen's course, since to the ordinary business curriculum it added two years of study in law, agriculture, history, English, mathematics, and science.

Each institution seems to have some character-

istic which distinguishes it from all others, yet the adoption of uniform requirements for admission illustrates the disposition to coöperate. Moreover, considerable standardization has been effected without much concerted action. Without haste the colleges have reduced the number and variety of degrees offered. At the same time, arrangements have been made with other institutions having technical courses to combine the interests of both for the benefit of the student. At Morningside College only the B. A. is conferred at graduation, while pre-engineering courses, to be completed at the State University or the College of Agriculture and Mechanic Arts, permit the candidate to obtain college and technical degrees in five years.

Comparison of college curricula during a period of more than eighty years reveals so many modifications due to the widening scope of instruction that the student who completed his course within the earliest sessions would scarcely recognize his Alma Mater now.

CLARENCE R. AURNER

Mason City Junior College

Early in the fall of 1915, the Mason City Board of Education decided to keep the public schools open throughout the entire year. This was a resolution with far-reaching results, for the newly adopted plan prepared the way for another innovation in the educational system of Iowa — the establishment of the junior college as a part of the local public school system.

The all-year-round school program provided for a reorganization of the grades in Mason City and the operation of the schools on a four-quarter basis. F. E. Palmer, who was at that time supervisor of the grade schools of Mason City, instigated this plan. The former scheme of four and one-half months in each semester was replaced by four terms of three months each. The first summer quarter went into effect in 1916.

The adoption of the all-year-round school was accomplished with little discussion and meditation. F. M. Hammitt, at that time principal of the high school, soon realized that the operation of a twelve months school program would enable children to finish the elementary grades much sooner, and after eight or ten years of operation children would enter high school two years younger than the usual age. The new plan meant that children admitted to the

first grade in 1916, at the age of five, would enter high school in 1922 at the age of eleven through the operation of the all-year-round school, and would graduate at the age of fourteen instead of seventeen.

The problem with which Mr. Hammitt was concerned, was what to do with these young people graduating at fourteen and fifteen years of age. Little Sue would be leaving home with pig-tails still hanging down her back. Jack would set out for the university before he knew the uses of a Gillette razor. Something had to be done, but no one could find the solution. For some time the school board debated the question, while parents were worried for fear that the education authorities, if not carefully watched, would snatch their children from the cradle and send them away from home to be educated.

Out of this quandary emerged the idea of the junior college. Although by 1915 the junior college held a permanent place in the educational system of California, it was practically unknown in the Middle West. Both parents and school authorities regarded the new idea with an attitude of skepticism. In the opinion of many parents and some of the members of the school board, both the all-year-round school and the junior college had serious disadvantages.

"But Charles is too young to be in high school," Mrs. Jones argued. "Not only is the work too difficult for him, but he will graduate too young. And

then, a junior college will not offer the advantages of a real university."

Mr. Hammitt's reply was that the courses of study would be modified to meet the capacities of these younger children, and a junior college would be established to keep them going in their educational career, at the same time giving them the advantages of remaining at home. The curriculum, content of courses, and scholastic requirements would conform to the standards set by the State University, and in a very real sense, the junior college would coöperate with the University in promoting higher learning.

On March 19, 1917, the Mason City Board of Education passed a resolution establishing a junior college. Hammitt had won, and the Mason City Junior College became a pioneer in a new phase of the Iowa educational system.

Because the junior college in Mason City was authorized and put into operation during war time, the growth of the institution was considerably retarded. Nearly all of the young men of the city and vicinity had enlisted in the army or were engaged in the production of food. Consequently the enrollment during the first year consisted mostly of women. Of the twenty-eight students entering the junior college during the first semester, only eighteen finished the year's work and fourteen of this number were women.

In spite of the war, however, the interest in the

junior college was not lessened, and the first class started work, in the fall of 1918, in five different fields of study. The following item in the Mason City *Globe-Gazette* for September 9, 1918, tells of the first popularity of the junior college. "The more important side of the school work in the new high school building will be the junior college work. This is a new institution in Mason City and its popularity has already been demonstrated by the fact that young people have come from both city and county to take advantage of the advanced course."

The junior college was located in the high school building, and, although the college and high school were separate units in the Mason City system of education, they were in many ways closely related. Only the rudimentary studies were included in the curriculum of the first year, but as soon as students passed into higher classes new courses were added. After a year and a half the authorities applied to the North Central Association for accredited standing. The college was visited by representatives of the Association from other institutions and became fully accredited for two years of college work.

By the year 1923, the enrollment of the Mason City junior college had increased to ninety-one. Capable instructors, good equipment, and the most desirable courses for the first two years of college work had increased the popularity of the institution. Most of the classes in the junior college were small, which made it possible for the students to

receive much individual help in their work. In 1923, courses in mechanical drawing and psychology were added, and a school of music offered instruction in piano and violin. In 1924, the college glee club was organized, and the work of its members in the school opera soon proclaimed it to be a worthy organization.

Within the first four years a few clubs had been organized and nearly every student had joined one or more. The college Y. W. C. A. and the Y. M. C. A. were both growing organizations. Members of the Wig and Mask Club displayed considerable dramatic ability and developed appreciation for a high type of dramatic production. For much of the friendly spirit and interest displayed, the college paper, the *Pulse*, was responsible. The Lambda Phi Literary Society aimed to provide a cultural background in the reading and discussion of literary articles. It was through this organization that prominent authors and poets were brought to the college. During 1925, for example, Lambda Phi sponsored a lecture by John Towner Frederick, professor of English at the University of Iowa, and one of the foremost literary leaders of the Middle West.

The Mason City junior college has assumed a position of leadership in two extra-curricular activities. One is athletics, the other is debate. In 1923, a football team was organized and, although beginning without a coach, the team started a career of

victories. In 1924, the college "Trojans" won five of the seven football games played, defeating Albert Lea High School, Waldorf College, Northwood High School, Wartburg College, and Waukon College.

The basketball team, too, early justified its existence, fighting with determination to uphold the honor of the "orange and blue". In 1926, when track first became a recognized sport in the junior colleges of Iowa, the Mason City "Trojans" won both northern Iowa meets. Of course the college has had its ups and downs in athletics, a rather unsuccessful season in one sport being offset by a victorious team in another.

The junior college debating club, organized at the end of the first semester in 1924, started its career with a victory over Waldorf College. In addition to regular debates, the club sponsored weekly programs and discussions. The prominence of debating has increased until, in 1929, four teams were used and two questions were debated, thus making necessary an assistant debate coach.

In 1923, the first annual junior college homecoming was held during the Christmas holidays. By that time the institution occupied a permanent place in the educational system of Mason City, and the affair proved to be an evidence of maturity as well as an occasion for establishing a spirit of fellowship among alumni. Indeed, the junior college homecoming has become one of the principal events of the Mason City Christmas holidays, an opportunity

to meet former classmates and make new acquaintances.

And so the junior college has progressed. New courses, football games, parties, debates — and even the Gazooks, a pep organization, have sprung into prominence. Busy students, laughing, talking, fun-loving, and carefree, yet at the same time possessing a vein of seriousness, have developed a typical collegiate atmosphere. High standards have been maintained in scholastic work, social life, and in the activities of its clubs and organizations.

In 1925 the creation of the position of Dean produced a further similarity between the organization of the junior college and that of larger institutions. In addition to his duties as Dean, Jay B. MacGregor, who was the first to fill the office, also served as chairman of the committee on student relations and acted as head of the Social Science Department. It was mainly through his efforts that the real college spirit was developed among the students. Open house at Dean MacGregor's home every Sunday evening became important among college social activities. Books were reviewed, short stories and poetry were read, and the meetings proved both interesting and educational.

Two years later the student council found a place in the junior college, and although it was new, it was not of little importance. The council was organized as an elective body, chosen by the students with the purpose of managing school affairs and

strengthening the bond between the administration and the students.

Expansion of the curriculum has kept pace with growth in other ways. Speech and American Government were added to the list of courses in 1924. The college now offers the first two years of a general liberal arts course, a commerce course, education, law and medicine, as well as the first year for nursing, and engineering. Instructors of academic work in the junior college must all have Master's degrees. The junior college was, at first, supported entirely by taxation: there were no tuition fees until a law was passed by the State legislature making it compulsory to charge tuition to the extent of the expense of instruction for work done beyond the fourth year of high school.

The junior college in Mason City was only an experiment in 1918—a modern idea with modern aims and advantages. Since that time, it has been “in the making”. Although there has been nothing spectacular about the growth of the institution, “numbers” is not the only criterion of a Liberal Arts college. More than a thousand students have attended classes in the Mason City junior college, and approximately six hundred have graduated from its two-year course. Most of these students have gone on and completed their college training for a B. A. or a B. S. degree, while others have been content with the fundamentals of the first two years. Student graduates of the junior college have suc-

cessfully completed college courses in the University of Chicago, Northwestern University, the State universities of Illinois, Minnesota, Wisconsin, and Iowa, and in nearly all of the private colleges of the State.

The progress of the Mason City junior college has been steady and consistent. It has aimed to stress the things which are lasting, genuine, and worth the time and effort of any student. The results are highly gratifying. Undoubtedly the community will come to appreciate more and more the service of providing at home and at moderate expense, first-rate collegiate facilities. Other cities are rapidly adopting the same program. By building upon the experiences of the past, Mason City junior college may continue to maintain its unique leadership, through the adoption of still higher standards of instruction, the addition of more elective courses to its curriculum, and provision for a still better balanced program of extra-curricular and social activities.

GRETCHEN CARLSON

Comment by the Editor

LET THERE BE COLLEGES

Iowa is preëminently a State of colleges. No less than eleven institutions of higher education, including the State University, were founded within the first decade of Statehood. Seventy-five years later, seven of the original eleven still survived to be counted among the seventeen standard colleges in Iowa. One out of every one hundred and eleven residents of Iowa in 1921 was a college student, which was more than double the ratio for the whole United States. If there are too many colleges in Iowa, as has often been asserted, the mistake seems to have contributed toward a highly creditable result.

Iowa colleges were founded in a spirit of service to the Commonwealth, the local community, or the sect that gave them patronage. Conscious of the opportunity to shape frontier society and inspired with a vision of broad prairies flowering with a splendid civilization, the practical pioneers were guided by their innate idealism. Impatient of delay, they built colleges before students were prepared for the classical training that was then offered. Though the discipline may seem puritanical, it was designed to inculcate the principles of Christianity

so deeply that religion and morality would abide forever. That the environment might be conducive to study and right conduct, the colleges were located away from the distraction and evil of cities.

With no thought of material profit, the founders of Iowa colleges cheerfully accepted the heavy burden of financial support when it meant personal privation. Some men literally gave themselves to the cause of education by assuming obligations for a favorite college which required a lifetime of toil and sacrifice to fulfill. Others, filled with consecrated loyalty, kept their places on the faculty, year after year, when their meager salary was not paid in full and when other institutions offered better opportunities for professional advancement. These heroic patrons and teachers are entitled to honor and reward that they will never receive, for the generation that knew them has passed. Yet the influence of the good they did can never die.

Of such devotion, sacrifice, and vision is the heritage of the colleges of Iowa.

J. E. B.

THE STATE HISTORICAL SOCIETY OF IOWA

Established by the Pioneers in 1857
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