

The **PALIMPSEST**

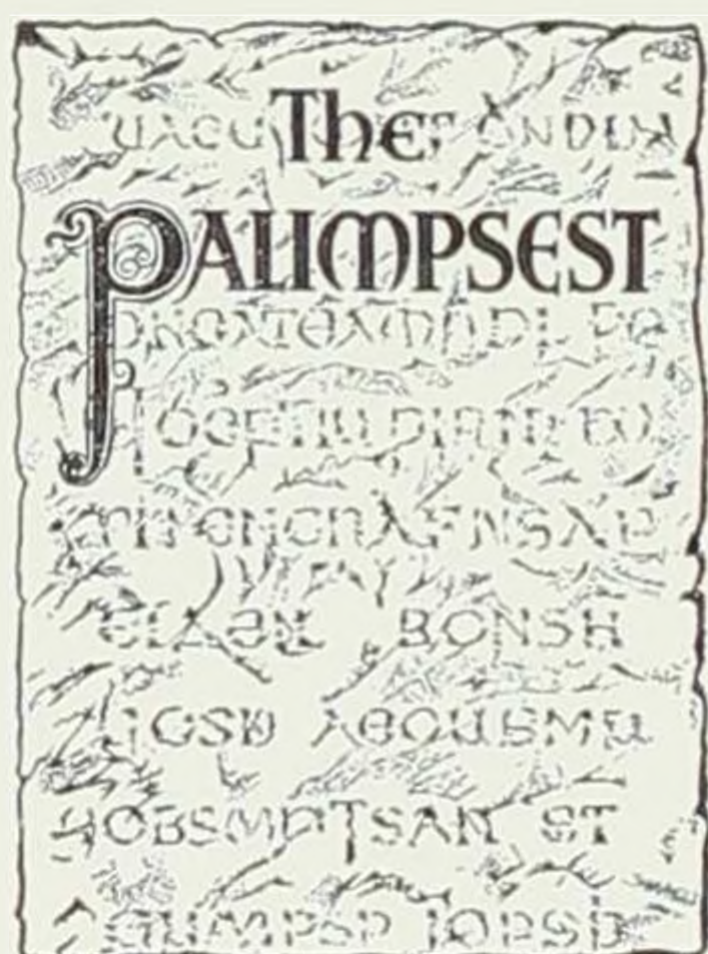


COMMENCEMENT AT CORNELL

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A P R I L 1 9 5 3

CORNELL CENTENNIAL ISSUE



The Meaning of Palimpsest

In early times a palimpsest was a parchment or other material 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 record 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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Cover

Front — A recent Commencement procession at Cornell.

Inside — "The College of the Future" at Cornell.

Back — The Cornell Campus as one artist saw it in the Nineteenth century.

Author

Miss Marjorie Medary, Cornell '12, has written over a dozen novels for teenagers. A native of Waukon, she now lives in New England and is associated with Ginn & Company. Her book, *College in Crinoline*, has gone through seven printings.

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THE PALIMPSEST

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A Seedling

1853-1863

Near the time of Cornell's founding the wise and humorous Doctor Oliver Wendell Holmes wrote a poem about the Deacon's Masterpiece — the wonderful one-hoss shay,

That was built in such a logical way
It ran a hundred years to the day.

Then all at once it went to pieces, and the Doctor, in commenting upon that catastrophe, wrote:

In fact, there's nothing that keeps its youth,
So far as I know, but a tree and truth.

He might well have added—and a college. For is not youth the very lifeblood of every college?

But there is a special reason why Cornell College still keeps its youth on its hundredth anniversary. It was *not* built in a logical way. It was planted like a tree in the fruitful soil of Iowa and like a tree it has grown, bringing forth fruit in its season.

Cornell College was planted by a Methodist circuit rider, aided by the pioneers of Mount Vernon, a village which had been derisively known as Pinhook. The circuit rider, George B. Bowman, a native of North Carolina, who had been for four years presiding elder of the Dubuque District, chose in 1850 to become pastor of the Linn Grove Circuit. Legend says that, riding one day on this lonely circuit, he paused on the hilltop near Mount Vernon, and, looking across the rolling prairie, was seized with the conviction that here was the spot on which to build a Methodist college. Dismounting, he knelt among the hazel bushes and in prayer dedicated himself to the challenging task of building the college. The tall, lean, bronzed circuit rider was not, himself, a college graduate, but the records show that he had a passion for education. Ten years earlier he had led in the building of a church at Iowa City. Now he quietly set about building a plain brick church in Mount Vernon and reviving the religious interest of the settlers roundabout.

Among the villagers were several who shared Elder Bowman's enthusiasm for schooling. Allison I. Willits saw the importance of church and school to a growing frontier town and began to talk about a seminary. One day Elijah D. Waln, a storekeeper of Mount Vernon, and his friend Jesse Holman started a subscription list with their own names at the head for ten dollars each. At the

end of the day they had a hundred dollars promised. Elder Bowman called a church meeting, and then and there they laid plans for the "Iowa Conference Seminary." Bowman persuaded Isaac H. Julian, who owned the acres of hilltop land, to sell it at half its value.

On July 4, 1852, ground was broken for the first building. Word had spread across the prairies about the great doings at Mount Vernon. People came by stagecoach, horseback, and in wagons from far and near to listen to an address by James Harlan, State Superintendent of Public Instruction, and to inspiring words from Elder Bowman. It was not until a month later that Bowman obtained the title deed to the land in his own name, ready to present it to the Methodist Iowa Conference which met at Burlington in late September.

No, the college was not built in "a logical way." It was built by faith and hope and hard work. Faith in the future of Iowa, which in that year of 1852 was still two-thirds unbroken prairie, with half of its ninety-nine counties as yet unsettled. Hope for good roads and closer links with the settled regions east of the Mississippi, for in 1852 railroads were being constructed from Chicago to its eastern banks. Yet these men and women of the Iowa frontier dared to dream of a college where their children could have the kind of education they might have had in New England, New York, Pennsylvania, or Ohio — a college that would

grow and bear fruit like the orchards and the schools they had left behind.

But they knew that dreams are not enough. They also worked. Two men of the village served as mason and carpenter. Others donated labor in their spare time. Teen age boys hauled sand and carried hods. Elder Bowman himself superintended the building along with pastoral duties and gathering more funds for the great project. He and several other men dug deep into their pockets to supply immediate cash. Those who could not give money gave pigs, cows, poultry, potatoes, and other produce to be sold. Elijah Sells, a potter in Muscatine, donated a lot of "newly-burnt crocks, jugs, and jars." These the Elder loaded on a steamboat headed up the river to Galena. In that growing city he disposed of the crockery for several hundred dollars.

In September the Conference at Burlington gratefully accepted the property offered by Elder Bowman, "to-wit: fifteen acres of land in the county of Linn and adjoining the town plat of Mount Vernon in this state, upon which there is now in progress of erection a large and substantial edifice adapted to and designed for educational and collegiate purposes." A board of nine trustees was appointed. At their meeting on July 2, 1853, they elected the first faculty: the Rev. Samuel M. Fellows, A.M., principal and professor of mental and moral science and belles lettres, the Rev. David H.

Wheeler, professor of languages, and Miss Catherine A. Fortner, preceptress.

It was Elder Bowman, of course, who had discovered these first faculty members. Having heard of Fellows as a successful teacher in Rock River Seminary at Mount Morris, Illinois, he had ridden there on horseback in the early spring of 1853, and persuaded Fellows and another teacher, Wheeler, to come and investigate the new seminary in Iowa. The two arrived in June, were impressed by the spirit of the community and the opportunity offered, and agreed to come in the fall when the new building was ready.

Samuel Fellows, largely self-educated, had earned a Master's degree from Asbury University (now De Pauw) and had been teaching for ten years. He was married and the father of two little girls. David Wheeler was a younger teacher of promising ability. Miss Fortner, educated in a New York normal school, had been teaching a select school at Tipton, Iowa.

At the opening time for the fall term the "substantial edifice" was not completed, Professor Fellows could not leave his position at the Rock River Seminary until October, and Professor Wheeler was ill. But such difficulties did not defeat Elder Bowman. He arranged for the use of the church building, and there Miss Fortner opened the school in September. Principal Fellows arrived in time for the closing weeks of the fall term.

On November 14, 1853, teachers and students (57 girls and 104 boys) after morning services in the church, formed a procession and marched through the village and up the hill "with banners flying" to take formal possession of the new seminary building. That building, still in use and now known as Old Sem, measuring forty by seventy-two feet, three stories high including the basement, was still unfinished. There was only one coat of plaster on the partitions, none on the outer brick walls, and no painting at all. Nevertheless, its rooms served as classrooms, chapel, and dormitory, and the work was finished while school went sturdily on.

It was not a logical way to found a college; but the higher logic of eagerness to learn, youthful enthusiasm, hope, and vision worked a miracle. Each day began with chapel services at 5:30 in a big room lighted by candles with tin reflectors. Breakfast was at six. Each class lasted an hour, and the day ended with chapel again at five and supper at six. Girls as well as boys built their own fires in the small stoves which warmed their rooms. At the end of the school year, on June 24, 1854, public examinations were held, during which anyone might question the students. The examinations were followed by exercises, including "essays by the ladies and declamations by the gentlemen," and a stirring address by Principal Fellows.

The tuition for a term of eleven weeks was four

dollars, and the cost of board for each student was a dollar and a half a week. Although six of the trustees had each given five hundred dollars at the beginning of the year, at the close there was a deficit. So from their meager salaries those first teachers each refunded about a fourth of their annual salary.

In spite of a financial depression that swept the country in the late fifties, this college seedling grew. In 1854 the faculty was enlarged by the addition of Stephen N. Fellows, brother of the principal, as professor of mathematics and natural science. In July, 1855, the trustees voted to amend the articles of incorporation, changing the name of the school to Cornell College in honor of W. W. Cornell, one of its benefactors in those early years. Samuel M. Fellows was urged to accept the presidency of the college, but declined because of poor health. For years he had suffered with asthma. The Rev. Richard W. Keeler, eloquent as a preacher but with no experience in teaching and little aptitude for it, was elected president in 1857 and resigned after two years. Principal Fellows then consented to take the office and held it until his death in June, 1863. The records show that the character of the growing college was largely determined by the spirit of this truly great man. Colonel H. H. Rood declared of Fellows in 1904, when reminiscing on those early years:

He was a man of high personal character, modest, firm,

just, and far-seeing. Overwhelmed at all times with the details of the great work he had undertaken, he still found time to read and study, and ever brought into the classroom, the lecture room, and the college chapel fresh thought clothed in simple but beautiful language. Fortunate, indeed, is it that the spirit he planted has never changed, and he who would understand what Cornell of today is, must carefully study what the Cornell of that day was.

On July Fourth, 1856, the cornerstone of a second building was laid — a building still in use, known as College Hall or Main. At the ceremony President Fellows spoke "with an earnestness and eloquence I have never heard surpassed," said Matthew Cavanagh, another student of those earliest years. Music was supplied by fife and a drum made of a large sheet of stovepipe iron with undressed calf-hide ends. When the building was finished the following year, John O. Foster, a student, secured the job of putting up the cupola. Sixty years later he wrote: "I was guilty of one foolhardy trick. When the wooden spire was safely nailed and the wheel on top had been bored for the iron rod to contain the weathervane, I got up on the eight-inch round top, stood up straight, swung my hat, and shouted, 'Hurrah for Cornell College.' "

The chapel room, now moved to this new building, was lighted by lard-burning lamps secured from a church which had bought a newer kind of lamp. Some of the stoves for heating the class-

rooms had been broken when a wagon hauling them from Muscatine overturned and dumped them on the frozen ground. But they were repaired and they warmed (or partly warmed) the rooms for half a century. Such stoves always bore fancy names, and one student of about 1910 recalls that the stove in the sociology classroom was named Patient Griselda!

Since cattle, grazing at large on the prairie, often invaded the campus, a fence was built along the front and later extended to surround the two buildings.

In 1858 the first degrees were conferred on Matthew Cavanagh and Mary Fellows, who three months later became man and wife. This was the first of many marriages founded on friendships begun at Cornell in spite of the famous Rule Twelve which read: "The escorting of young Ladies by young Gentlemen is not allowed."

By 1858 the faculty had been increased to eight, and the student body had grown to three hundred twenty. To be sure, only twenty-one of these were enrolled in the college department. The collegians were from Iowa City, Muscatine, Springville, Maquoketa, Mount Vernon, and Tipton in Iowa; from Dixon, Illinois, and Saratoga, Minnesota. The great majority were in preparatory classes ranging from "primary" to "seminary" and "normal." The college courses were the usual ones of that period. The catalog of 1858-1859, in addi-

tion to carrying a roll of the faculty and the name of "J. H. Long, Janitor," lists the following studies for the junior and senior years, each year being divided into three terms:

*Junior Year**Senior Year*

Term I

Analytical Geometry
Physiology
Demosthenes de Corona

Moral Science
Geology
Natural Theology
Greek Testament

Term II

Tacitus
Differential and Integral
Calculus
Natural Philosophy
Zoology

Mathematical Astronomy
Chemistry
Cicero de Officiis
Evidences of Christianity

Term III

Horace, Epistles and
Satires
Electra of Sophocles and
Prometheus of Aeschylus
Review of Calculus

Mental Philosophy
Plato Contra Atheos
Butler's Analogy
Elements of Criticism

According to the same catalog:

Exercises in Latin and Greek prose compositions are required through the entire course. During the Junior and Senior years students may pursue French, German, or Hebrew in place of certain of the prescribed studies, the selection to be made by the Faculty. Students completing the whole college course will receive the degree of A.B. Those passing a satisfactory examination in all but the Languages will be entitled to the degree of B.S. Ladies may pursue the same studies and receive the same honors as gentlemen.

These early coeds had the advantage of example as well as precept. Olive P. Fellows, the wife of President Fellows, was a cultivated woman, listed in the first catalog as teacher of French and embroidery. Skill with the needle was not insignificant in those days. It was she who led the village women and some of the students in making a flag at the outbreak of the war in 1861. Although she had two small daughters, Mrs. Fellows also found time to teach music in those early years, to help form quartettes for the Saturday afternoon "rhetoricals," to take groups of girls for their walks, and to help make white dresses for the "exhibition" at the end of the year.

In 1856 Miss Susan E. Hale was added to the faculty. A citation on Founders and Builders Day in recent years describes her as

. . . preceptress and teacher of French; educated in New England and possessed of an excellent mind and spirit of service; one who gave a gracious touch to crude and primitive attempts at social life and who brought to the ruggedness of the Middle West a gentle and refined spirit. To this gentlewoman is given the credit for the famous "Walk Around" which became a part of Cornell's social tradition; for eight years from 1857 to 1865 a gracious presence on the campus.

Among the faculty members added during these seedling years was William Fletcher King, a graduate of Ohio Wesleyan University, who was called to the chair of Greek and Latin languages

in 1862 when David H. Wheeler resigned. From the age of thirty-two until his death at ninety-one his life was at the service of Cornell College. He arrived during the dark years of the Civil War, when each month more and more students were enlisting, until by 1863 only one young man remained to graduate and there were only ten other men in the college classes.

Just before Commencement in June, 1863, President Fellows became gravely ill, and asked young Professor King to take charge at the exercises. Commencement exercises then and many years thereafter were held out of doors in a shady grove on the campus. The nation was at war. After Bull Run, Shiloh, and Chancellorsville the people were tense and strained. That day in 1863 they were interrupted many times by wrangles between loyal Unionists and "Copperheads." On this occasion, a "Copperhead" badge cut from a one-cent piece brought on a melee, which involved two girls who "tore each other's clothes and demolished their hats." Dr. King in his *Reminiscences* called it "the most remarkable and saddest commencement of which I have any knowledge." The following day beloved President Fellows died, and the trustees, called into sudden meeting, elected young William F. King acting president.

Elder Bowman preached the funeral sermon of President Fellows "before a large and sympathetic audience in the college chapel." The Elder had

himself been compelled to retire in 1853 from active work as college agent because of ill health. His tall, sinewy figure astride his horse, with vizored cap pulled low and ear flaps to protect him from the biting cold, was seen no longer facing the winter blasts of the open prairie. But in those first heroic years the Father of Cornell had seen his vision become a reality. His seedling had grown into a sturdy sapling.

MARJORIE MEDARY

A Sturdy Sapling

1865-1882

The logic of events proved that Elder Bowman was truly a seer when he chose the site of Cornell College. The fact that it was close to the old military road from Dubuque to Iowa City had little effect on its growth, but in 1859 the Chicago & North Western Railroad reached Mount Vernon and a year later, Cedar Rapids. Soon it was a link in a great transcontinental railway. Thus the college had the advantage of being in one of the lively currents of migration and trade flowing across the country.

The records reveal that the completion of the railroad to Cedar Rapids was celebrated by a big free excursion. Hundreds who had never before seen a train rode that day in boxcars and on flatcars while "a cornet band from Chicago furnished music."

In 1865 William Fletcher King, after serving two years as acting president, was elected president of Cornell College. The trustees made a fortunate choice. Professor William H. Norton, son of one of those trustees, said at the fiftieth anniversary:

In direct consequence of this wise choice Cornell has had the inestimable privilege — privilege accorded to no

other college in our country — of a continuous administration for forty-one years. . . . This college in contrast to many another does not owe the height of its towers to any munificent gifts from state or private individual. . . . W. W. Cornell and his brother left the school which perpetuates their memories little but a good name and a few books; and no donation was received of more than twenty-five thousand dollars until more than forty years of its history had passed. It is to the skill and the patience of its builder rather than to any unlimited funds at his disposal that Cornell owes whatever excellence it has attained. As a direct result of a wise and long administration the college has enjoyed peace and the steady growth which peace promotes.

Dr. King, builder of the young college, was aided by a number of faithful, zealous, and scholarly teachers. Among the outstanding men and women added to the faculty during its first quarter-century were eight who served the college for thirty years or more. Three of these were alumni and one an alumna of the college. Their special contributions to Cornell are best summed up in the citations written for Founders and Builders Day by Mary Parsons, librarian and college archivist:

Hamline H. Freer. Graduated in 1869 . . . called to a place on the faculty in 1870, he built his life into the structure of the college. In 1872 he was made Principal of the Normal Department, one of the first schools of education in the state. . . . In 1887 he was made Professor of Economics and Education. In 1902 he became Dean of the College. . . . To thousands of Cornellians all over the world, Dean Freer with his wise and kindly outlook

and his genial wit has been an incarnation of Cornell College.

James Elliott Harlan. Enrolled as a student in 1863, he volunteered and served in the Civil War and was graduated with the class of 1869. . . . Called to the newly endowed Alumni Chair of Mathematics in 1873, . . . within two years the young professor was carrying also many executive duties to relieve President King. . . . In 1881 he was made Vice-President and in 1883 became a member of the Executive Committee. In 1908, the logical successor to President King, he was elected to the presidency. He resigned that office in 1914, but continued as chairman of the Executive Committee to administer the finances of the college until 1927. . . . Few men have given themselves so fully to any institution. To Cornell Dr. Harlan devoted all his powers; the college absorbed all his interests. It was his life.

William Harmon Norton, influential teacher, creative scholar, successful writer, far-seeing planner, gentleman. For sixty-seven years he lived his life against a background of Cornell College as student, instructor, revered Professor of Geology, member of the Board of Trustees, and its Executive Committee, and secretary of the board. He devoted to the college his affection, his varied power, his recognitions in the world of science, his business acumen, and the richness of his feeling for the beautiful. He enhanced the cultural tradition of Cornell with inspiring instruction in advance of his time. He shared generously the music which he learned to love, the famed perfection of his garden, and the ripened wisdom of his later years.

Mary Burr Norton, avid and lifelong student, teacher and generous hostess. She began continuous service for her alma mater immediately following her graduation in 1877. Each advancement in academic work was preceded by a period of intensive preparation. In 1905 in recogni-

tion of her abilities, she was made Professor of Mathematics — a rare thing at that time for a woman — which position she held until her retirement in 1919. As a teacher she gave herself unsparingly to the needs of her students.

Together and in perfect accord, these two walked unswervingly toward their envisioned goal of an ever better Cornell. They planned wisely and sacrificially to make the vision real and gave generously to establish it on a sure foundation.

Four who came from other institutions and built their lives into the young college were:

Harriette J. Cooke, instructor and preceptress, 1857–1890; professor of history and German, 1871–1886; and of history and science of government, 1886–1890, was the first woman professor to win equal recognition and status with men. At the close of her teaching career at Cornell, she studied social work in London and at the age of sixty-three established the Medical Mission in Boston's crowded and needy North End, where she led an active life for another fourteen years.

Sylvester N. Williams, graduate of Cornell University, who as professor of civil engineering from 1873 to 1913 established a department which for twenty years rivaled that of the State University and with its famous motto: "Accuracy, Efficiency, Dispatch" sent out dozens of young engineers to build railroads and irrigation systems in the West and to staff community projects in engineering.

Hugh Boyd, graduate of Ohio University, professor of Greek and Latin, 1871-1881, of Latin, 1881-1906, a classical scholar who taught the ancient languages as living languages by a method completely individual.

Alonzo Collin, graduate of Wesleyan University, professor of mathematics and natural science, 1860-1868, of natural sciences, 1868-1881, of physics and chemistry, 1882-1899, of physics, 1899-1906, son of "Squire" Collin, faithful trustee and treasurer of the college.

At Cornell, following the lapse in the number of men students during the Civil War, the enrollment in 1866 had jumped to 516. This was due partly to a decision of the trustees to raise a fund for the education of disabled soldiers and orphans of soldiers. Some men home on furlough suggested that Iowa officers and soldiers in the field would probably be glad to contribute to such a fund. Early in 1865 Dr. King traveled to Savannah, Georgia. Joining General Sherman's army on its march northward, he presented this cause to eighteen Iowa regiments. He returned home in May with subscriptions, which, when collected, amounted to fourteen thousand dollars. This fund, invested in government bonds, helped many boys and girls through college. In 1868-1869, for instance, twenty-seven students were drawing some assistance from the fund.

During these years Cornell began to take on the

full stature of a college. In 1868 the primary department was discontinued. The college preparatory courses, however, later known as the Academy, continued for a number of years; and among the students so prepared were many outstanding students and graduates of the college.

Among the few extra-curricular activities of those early years one was highly significant — the literary societies. They were begun, according to an early catalog, "to promote correctness of thought, extent of information, and improvement in speaking." The Amphictyon Society, organized in 1853, was the first. The Club (or Klub), active from 1854 to 1859, though short-lived, left a record of lively intellectual activity mingled with wit and fun. The first society for young ladies, the Philomathean, was organized in 1857. When the first annual, called the *Sibylline*, was published in 1888, there were six societies. Later two more were organized, making four each for men and women. They shared four rooms on the top floor of Main Hall, the men meeting on Friday evenings, the women on Saturday evenings. The carved bulletin boards, which once framed their program announcements, still hang on the walls of the first-floor corridor. In those meetings many young people gained their first experience in parliamentary procedure, public speaking, debate, and dramatics. Society "publics" were the social events of each term, and around the societies the

social life of the students centered for nearly seventy-five years.

For a time the literary societies took charge of the college paper, the *Collegian*, founded in 1869, and its competitor of eleven months (1879-1880), the *Graphic*. Each society also collected a library, and these collections of books for several decades provided practically the only literature available to the students — volumes by such authors as Dickens, Thackeray, Carlyle, Tennyson, Longfellow, Emerson, Hawthorne. The college library, housed at this period on the second floor of "Old Sem," numbered about four thousand volumes, but it was far richer in government documents and in books of religion, philosophy, and mathematics than in literature. Thus, until a course in English literature was added to the curriculum in 1875, the literary societies provided the major stimulus and opportunity for reading in the field of belles lettres, for creative writing, and for the speech arts.

In 1864 President King had bought the land adjoining the college campus on the west and with it the handsome house built by William Hamilton, an early trustee. For those pioneer days it was a mansion, and its grounds were tastefully laid out with gardens and shrubbery. To this home the young president brought his bride, Margaret McKell King, in August, 1865. Together they made their home a kind of hospice where the doors were always open to visiting trustees, lecturers,

and all friends of the college. At the death of William Fletcher King the house became the property of the college, the home of each successive president, and is now known as the White House.

In 1873 a third college building was erected southeast of Main to serve as a men's dormitory. It was known at first as the Cornell Boarding Association (C. B. A.) but later as South Hall, and has served varied purposes during the growth of the college, sheltering successively classes in music, engineering, education, and English, besides the Academy.

When in 1873 Dr. King was absent for a year because of ill health, Dr. Hugh Boyd became acting president. One day he declared a holiday and led a group of students in planting three hundred hard maple saplings on the front campus. Today they are the pride and glory of the campus, especially in October when they become a mass of scarlet and gold.

In 1874 Dr. King returned to find that the trustees had voted to start the erection of a chapel building. Since no funds were available, the president began seeking subscriptions and after much effort secured the promise of fifteen thousand dollars. The cornerstone was laid during the commencement of 1876. A year later the building was far enough along so that the lower story was opened for use, but bills for material and labor exceeded the funds collected, and the treasury was

overdrawn. Because of a financial depression, student attendance had fallen off, and the annual deficit was growing. It even became necessary to mortgage the college property, and the trustees at a special meeting proposed to dismiss two or three professors and let the rest of the faculty "carry each one-fifth more work at one-fourth less salary." The faculty agreed to donate a part of their salaries, but urged strongly that any dismissals would merely advertise the financial difficulties and make them worse. So the disastrous step was not taken. President King and each of the faculty continued for three years to pay a percentage of their salaries to meet the interest on the college debts. By 1880 times were better, and a special fund was raised to complete the Chapel. It was dedicated at the Commencement of 1882 amid general rejoicing. The address was given by the president of Garrett Biblical Institute and his subject was "The Problem of Evil."

"Considering the evil days from which we had just emerged, the theme was not inappropriate," remarked Dr. W. H. Norton in his reminiscences of that period, and continued, "Whatever noble structures . . . may come to crown this hill before the twentieth century is done, the Chapel will still be worthy of their company and will still speak of the large place held by God's worship in the college life. Indeed, I trust that far beyond the century's end the Chapel bells will still ring out their

hourly octave appeal: *God-watch-eth-ov-er-dear-Cor-nell.*"

The records show that the bells and the clock to which they belong were manufactured at the Seth Thomas works "for the new Chapel at Cornell College, 1882, and warranted to keep very accurate time."

The dedication of the new Chapel was part of the celebration of the twenty-fifth anniversary. The guest of honor was Elder Bowman, who came from California where he had lived since 1864, helping to build churches and schools and to meet needs wherever he found them. Ready to greet him were three of the early faculty — Dr. David H. Wheeler, who had come from editorial duties in New York City; Dr. Stephen N. Fellows from the State University of Iowa; and Professor Harriette J. Cooke, still preceptress and professor of history and German at Cornell. Another old friend, Dr. Alpha J. Kynett, a trustee of long standing and for many years secretary of the Methodist Board of Church Extension, had come from Philadelphia for the ceremonies.

Hundreds of alumni, old students, and town folk listened with delight to the reminiscences of these old-timers in the auditorium of the new Chapel. Its great west window was the gift of Elder Bowman in commemoration of his wife, Margaret J. Bowman, and four sons, two of whom had died in Mount Vernon before the family

moved to California. An inscription in the window seems a fitting comment on the career of Elder Bowman and the college he founded: "The workman fails, but the work goes on."

MARJORIE MEDARY

Fruit in its Season

1883-1914

Long before its twenty-fifth year the young college was already bearing fruit in the sense that several alumni had become influential members of the faculty. In 1873 two farseeing Cornellians, H. H. Freer and J. B. Albrook, started a movement among the alumni, numbering then only 108, for the support of an Alumni professor and the endowment of an Alumni chair. James E. Harlan became the first Alumni professor, and through the years endowment funds have been raised for two additional professorships.

Probably the most significant growth of the college in the thirty years before and after the turn of the century was in its curriculum. This growth reflects, of course, the changing emphasis in education from classical to scientific. Again the development was like that of a tree sending forth branches. It was well summed up in 1904 by Dr. Norton in his address at the fiftieth anniversary celebration:

In 1868 the Department of Mathematics divided from all the sciences. In 1882 science separated into the physical and the biological groups. Geology emerged, in 1890, as a separate department, and in 1899 Physics parted company with Chemistry. In the languages, Latin and

Greek separated . . . in 1881, and German withdrew from the Romance languages ten years later. History and Politics were made a distinct department in 1886. Meanwhile new buds appeared on the old tree and grew to strong departments. Courses in Education were offered in 1872, one of the first recognitions of this science in the country. . . . Civil Engineering began in 1873 and English Literature in 1875. Courses in English Bible were first offered in 1894, and in Sociology in 1900. . . . The departments of Physical Training for men and for women belong to the present decade (1900-1910). The instruction given in music and in painting during the first years by one or two teachers developed into strong schools of Music and of Art, and in the same way the School of Oratory has sprung from incidental instruction given in elocution. The collegiate courses of instruction now offered number one hundred and eighty-three.

It is important to remember that the original seed had within itself the budding life of all these spreading branches. Dr. Norton's own career illustrates this truth and also the changing curriculum. He was successively tutor, adjunct professor, and professor of Greek, then professor of Greek and geology. His growing interest in geology led him to resign the chair of Greek in 1890, and from that time he devoted himself to research and to building a department of geology which became outstanding in the Midwest. In recalling his early years he wrote: "The marriage of Greek and Geology could hardly be called a happy one. . . . The new alliterative chair was unique, I suspect, in the history of education." And, for the students,

it was a "happy" marriage blessed with stimulating hours in the classroom.

In these days of specialization it is hard even to imagine how a man might be a successful teacher of both Greek and geology. We are so accustomed to depend on a Ph.D. as a label of scholarship that we can hardly believe in scholarship without such a label.

Between 1890 and 1910 thirty-three new professors were added to the Cornell faculty. Twelve of these came with Ph.D.'s. The first was Charles J. Goodwin, who succeeded to the chair of Greek in 1890 but remained only two years. His successor, William S. Ebersole, who came after two years of graduate study at Yale and a year at the American School of Classical Studies in Athens, remained to serve the college for over forty years as professor, registrar, and twice as acting president. To his careful editorial work Cornell owes the Registers of 1925 and 1937 with their complete listing of graduates, trustees, and faculty.

The department of Latin also fell into able hands on the retirement of Dr. Boyd. Professor Evelyn C. Riley maintained its enrollment in a period of declining interest in the classics, and also enriched college life with her gracious presence, cultured mind, and zealous activity in religious affairs. She resigned in 1917 to become the wife of Bishop Nicholson and a leader in wider church fields.

Modern languages brought to the college two men of outstanding scholarship. George O. Curme, professor of German and French, 1886-1891, and of German, 1891-1897, accepted a call to Northwestern and became known as an authority on the German language not only in this country but in Germany. In 1903, Charles Reuben Keyes, sometimes known as Cornell's Mr. Chips, became professor of German. He was a Mount Vernon boy, an alumnus ('94), and a Ph.D. from Harvard. Scholar and gifted teacher, he distinguished himself and also brought honor to the college in two other fields, ornithology and archaeology. After much original work on the Indian mounds and other Indian remains of Iowa he was made, in 1922, Director of the Archaeological Survey of Iowa. Until his death in 1951 he worked devotedly at completing his record of discoveries.

Other sciences brought men of outstanding ability to Cornell. In 1894, Harry M. Kelly, wearing the Harvard crimson, became professor of biology. Until his death in 1936 he made his classroom and laboratory memorable to hundreds of students. In 1899, Nicholas Knight, graduate of Syracuse University and graduate student at Johns Hopkins and Strassburg, came to the chair of chemistry, and for thirty-four years sent out from the college a stream of young chemists, who carried his enthusiasm and his fund of humorous stories all over the country.

When Dr. James A. James, professor of history, 1893-1897, was called to a distinguished career at Northwestern, he was succeeded by Dr. Henry C. Stanclift, who for thirty-five years gave scholarly significance to the role of history in a liberal arts curriculum.

In the first decade of the twentieth century the department of education, established under Dr. H. H. Freer, received a new impetus under Professor George H. Betts and Professor John E. Stout, both Cornell alumni. In 1919 both were drawn away by Northwestern University to larger responsibilities.

Dr. Thomas Nicholson, later Bishop of the Chicago and Detroit area of the Methodist Episcopal Church, gave to Cornell, from 1894 to 1904, ten years of his talent as a dynamic teacher and administrator, combining the professorship of logic and Biblical literature with the principalship of the Academy. He left to become president of Dakota Wesleyan and was succeeded by Professor Kirk Waldo Robbins, who for four years successfully taught Bible in the light of the higher criticism without disturbing the faith of students headed for theological seminaries. In 1909 the scholarly Dr. John Robert Van Pelt became head of the department.

According to the fashion of education in the nineteenth century the department of English literature came in by a side door. In 1875-1876 the

records show a professor of rhetoric and elocution. In addition there were "essay classes" to teach writing, and the literary societies and the *Collegian* encouraged oral and written expression. From 1891 to 1903 three women, one a Ph.D., successively filled the chair of English literature and the office of preceptress. (Perhaps poetry and proper behavior were allied in the gay nineties!) In 1903 Clarence D. Stevens from Wabash College became professor of English and in the following ten years, with several able assistants, brought the department to a position in the college comparable with the place which English had begun to take in the liberal arts curriculum as the study of Greek and Latin declined.

Along with respect and enthusiasm for scholarship, Professor Stevens combined the gifts of a true teacher and of a dramatic coach. In the first decade of the century the literary societies at their annual "publics" usually chose to present plays. These, including outdoor performances of *A Midsummer Night's Dream*, *As You Like It*, and *The Tempest*, were coached by Professor Stevens. In 1909 Professor Guy M. Knox, who became head of the department of Romance languages, began to share the responsibilities of dramatic coach.

After oratory had flourished in the literary societies and at Commencement for many years, a school of oratory and physical culture had been established in 1892. Although the emphasis was

on oratory and debate, Director Albert M. Harris and his successor, Theodora Irvine, presented scenes from plays in dramatic readings and trained their students to do so in the fashion of the day. Professor Harris coached the first play given on the campus. It was Sophocles' *Electra* presented by one of the women's literary societies, in March, 1899. (A performance of *Antigone* in Greek had been given earlier in the Greek department, but that was not public.) Dramatics, however, continued under the auspices of the literary societies rather than within the curriculum until 1912, when Rose Evelyn Baker, trained at the Cumnock School, became professor of public speaking and director of the school of oratory.

Like the other departments, the Cornell Conservatory grew from small beginnings, but its growth was implicit in the first plans. Instrumental music was offered in the first catalog of the Iowa Conference Seminary. By 1863 there were teachers of both vocal and instrumental music, and in 1878 the department became officially the Conservatory of Music. By 1883 a college orchestra was presenting programs. The first May Music Festival was held in 1899, and beginning in 1903 the Festival included concerts by the Chicago Symphony Orchestra, under the baton of Dr. Frederick Stock, and recitals by distinguished artists, such as Schumann-Heink, Campanari, Lotte Lehmann, and Marian Anderson. The mem-

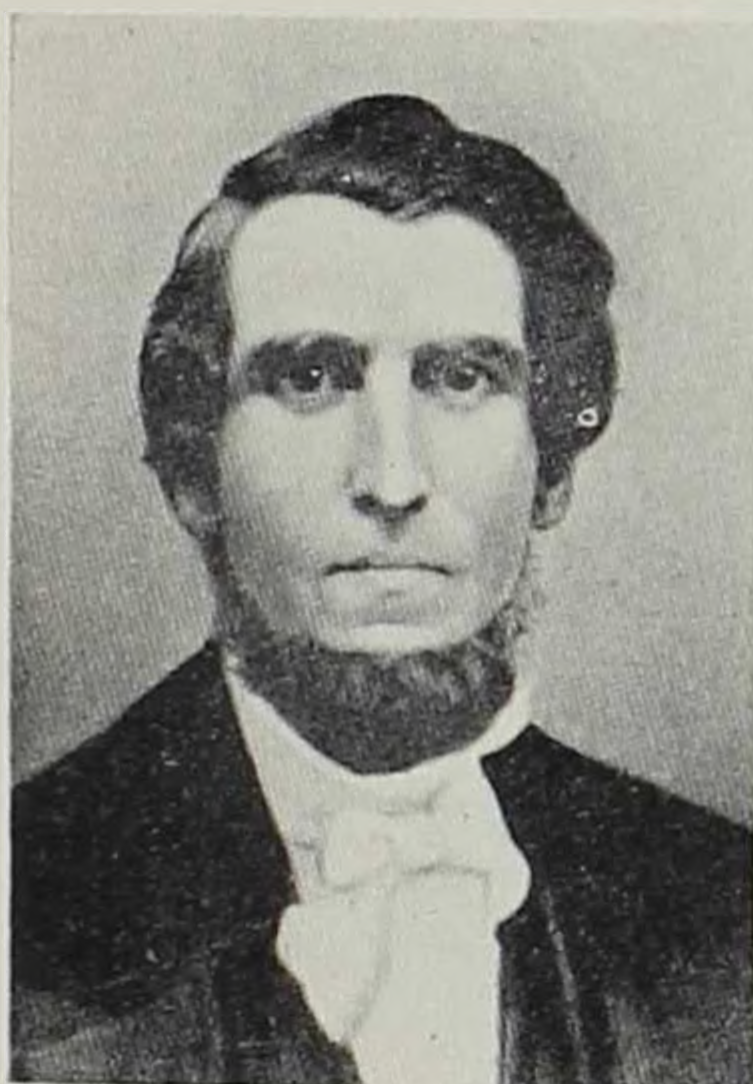
bers of the orchestra as well as their distinguished director showed such enthusiasm for their annual visit to Mount Vernon that it became a legend in the orchestra as well as on the campus. The musicians made friends among the townspeople and year after year were guests in the same homes.

A Saint Cecilia Society and later a Ladies' Semi-Chorus developed into a women's glee club paralleled by the men's glee club until the two were merged in the College Choir. The Oratorio Society, organized in 1898 by Professor Charles H. Adams, and open to both students and townspeople, started the custom, in 1906, of singing Handel's *Messiah* just before Christmas. This has become one of the most cherished of college traditions.

An outstanding figure in the development of the Conservatory during this period was Horace Alden Miller, musician and composer, who served as director from 1907 to 1916. As conductor of the college orchestra until his retirement in 1937, he carried music and the name of Cornell to many Iowa and Illinois towns in the orchestra's annual spring tour.

The art department also had humble beginnings. Instruction in embroidery, offered in the first catalogue, may perhaps be lightly regarded as the first budding of the fine arts. Drawing and painting were offered in 1857 and thereafter until the real School of Art was established in 1879

CORNELL'S PRESIDENTS



SAMUEL M. FELLOWS
Sem. Principal: 1853-1856
President: 1859-1863



RICHARD W. KEELER
1857-1859



WILLIAM FLETCHER KING
1863-1908



JAMES ELLIOTT HARLAN
1908-1914



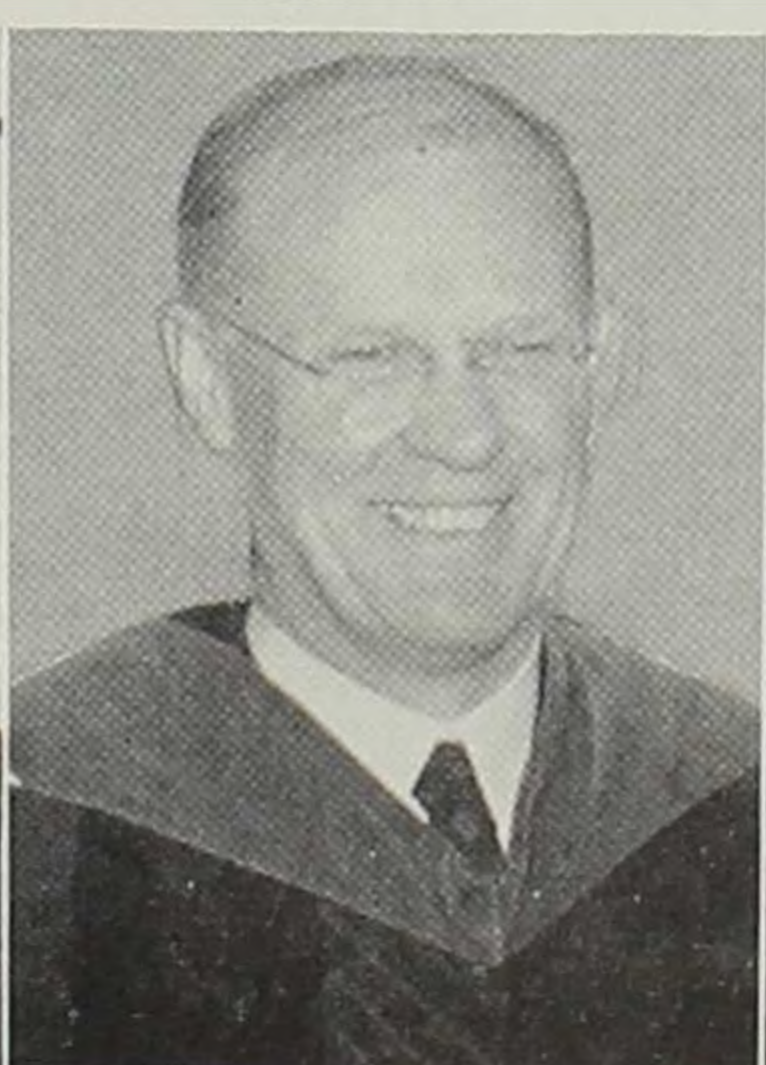
CHARLES WESLEY FLINT
1916-1922



HARLAN UPDEGRAFF
1923-1927



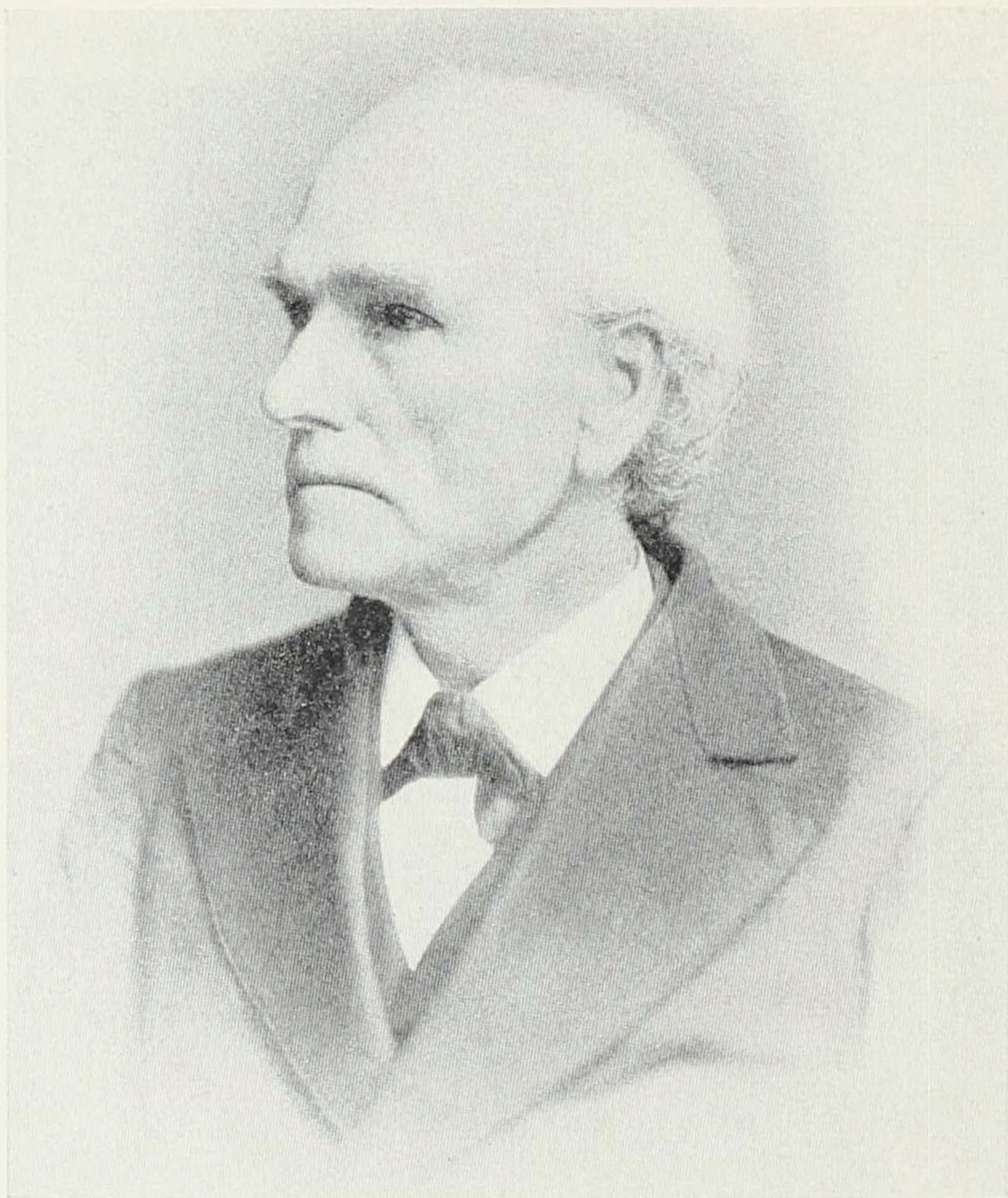
HERBERT J. BURGSTAHLER
1927-1939



JOHN BENJAMIN MAGEE
1939-1943



RUSSELL DAVID COLE
1943-



REV. GEORGE B. BOWMAN, Founder of Cornell



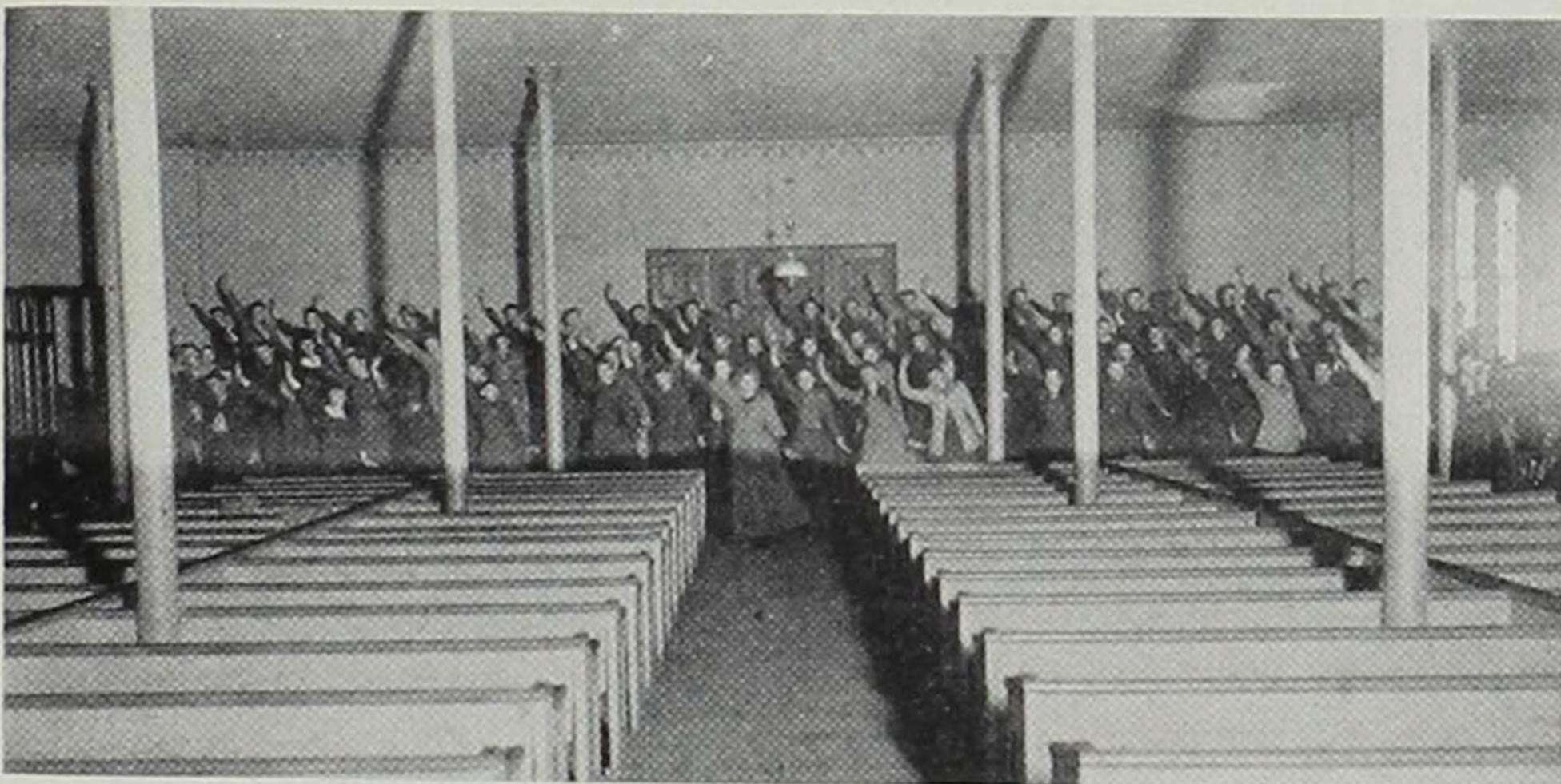
Cornell College.

The Early Campus, with "Old Sem" on left, and "Main" Hall

CORNELL IN THE NINETIES



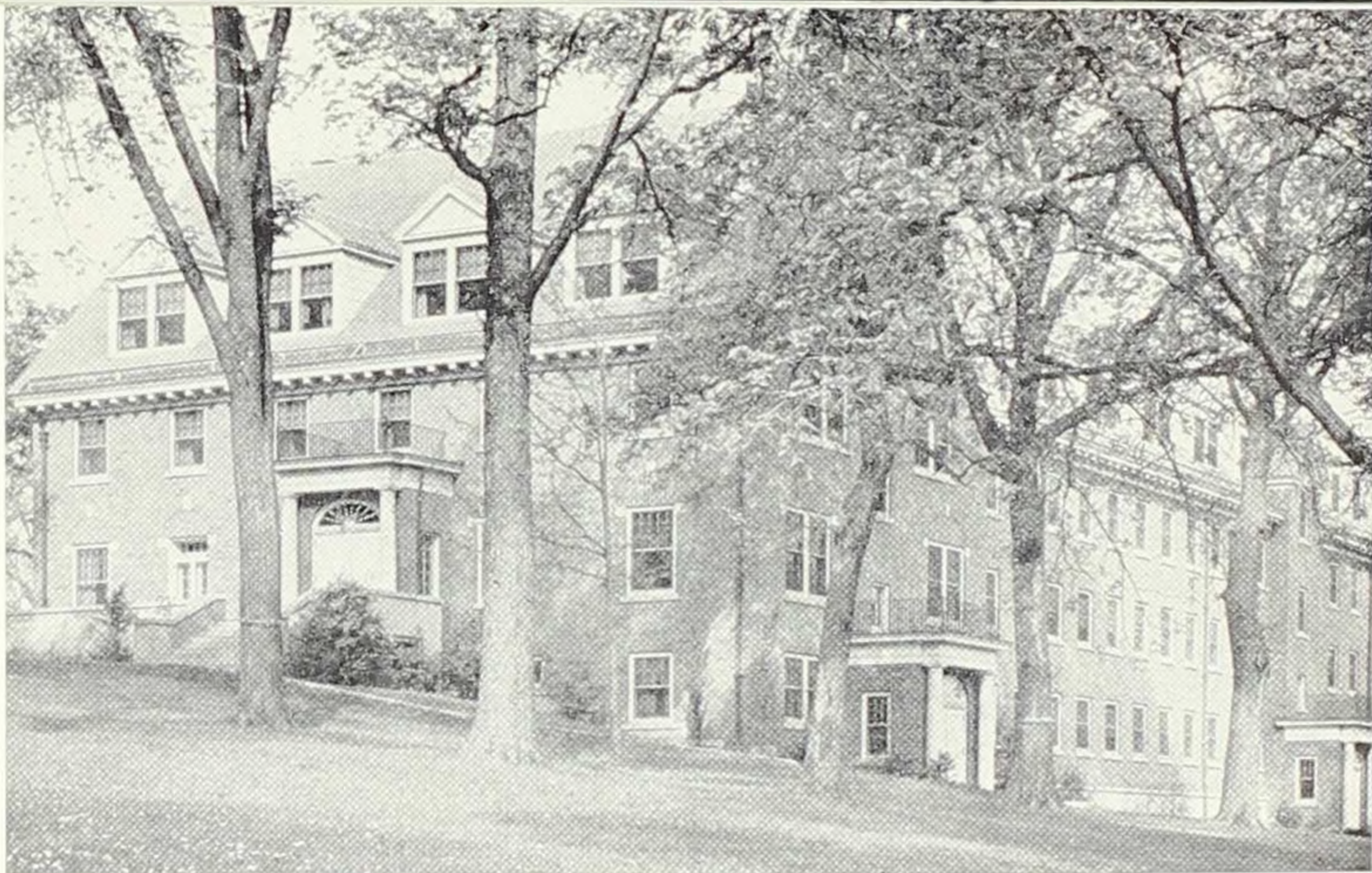
An Art Class



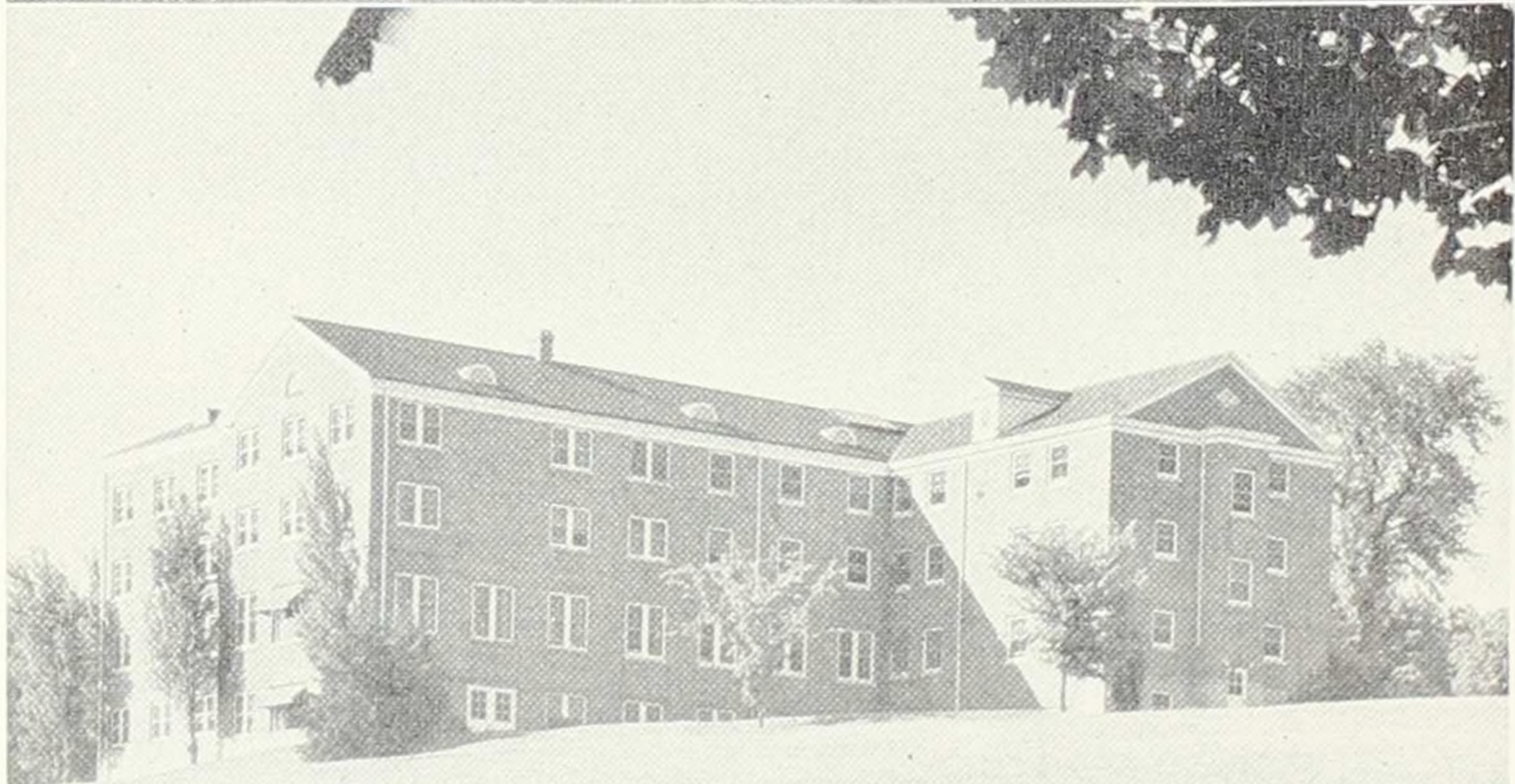
Women's Physical Culture Class



An Engineering Class



Merner
Hall



Pfeiffer
Hall

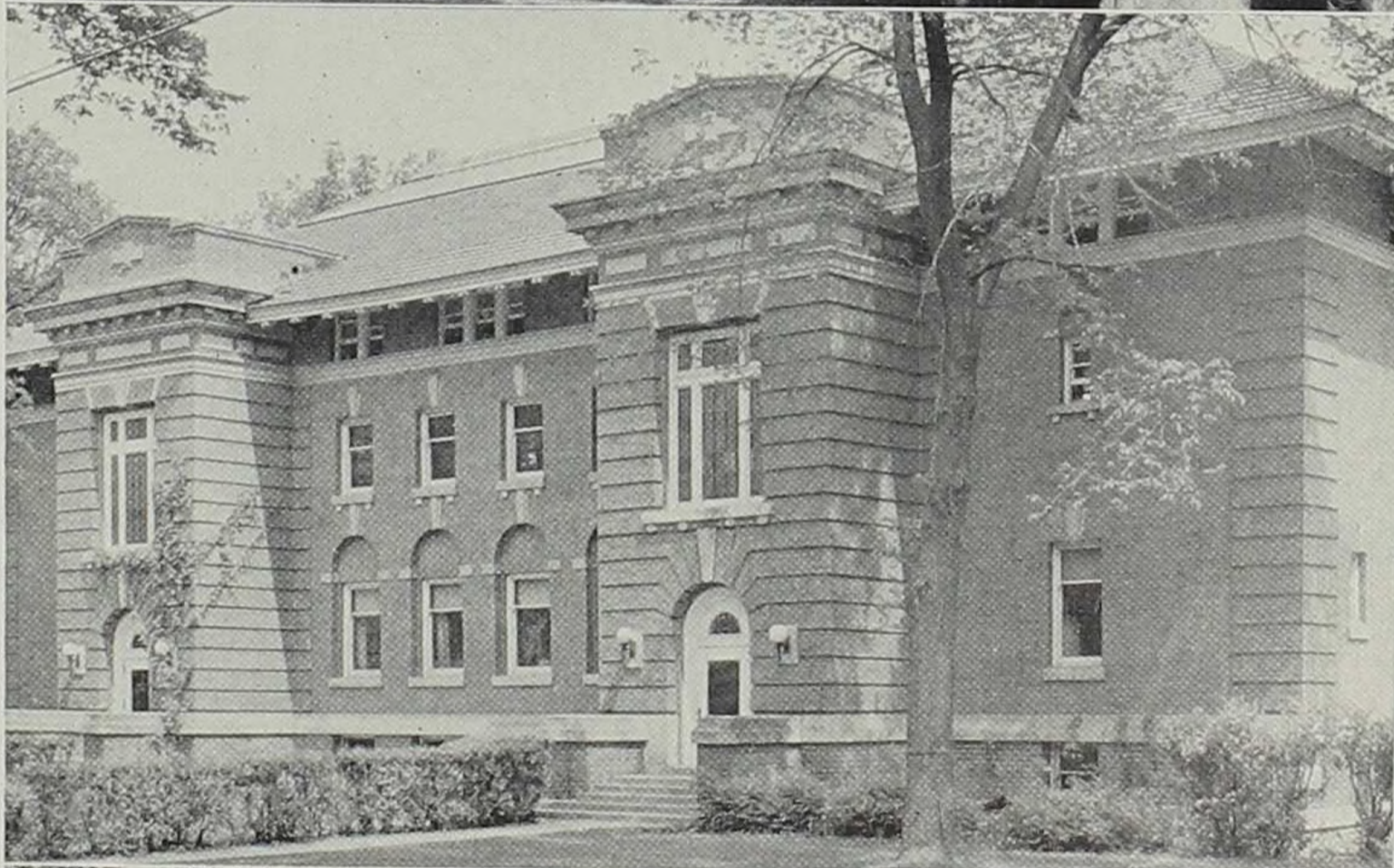


Armstrong
Hall

Main
Hall

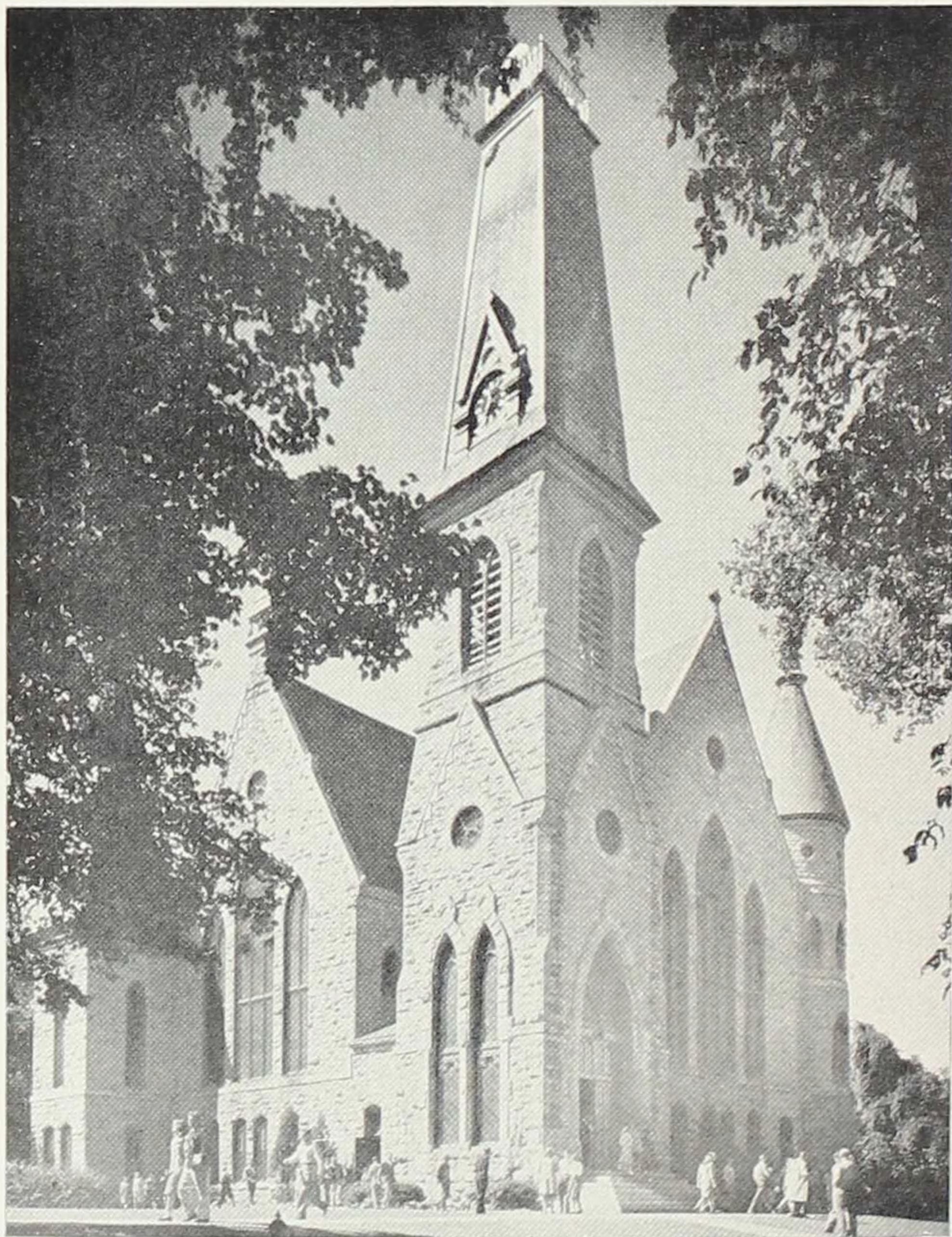


Alumni
Gym

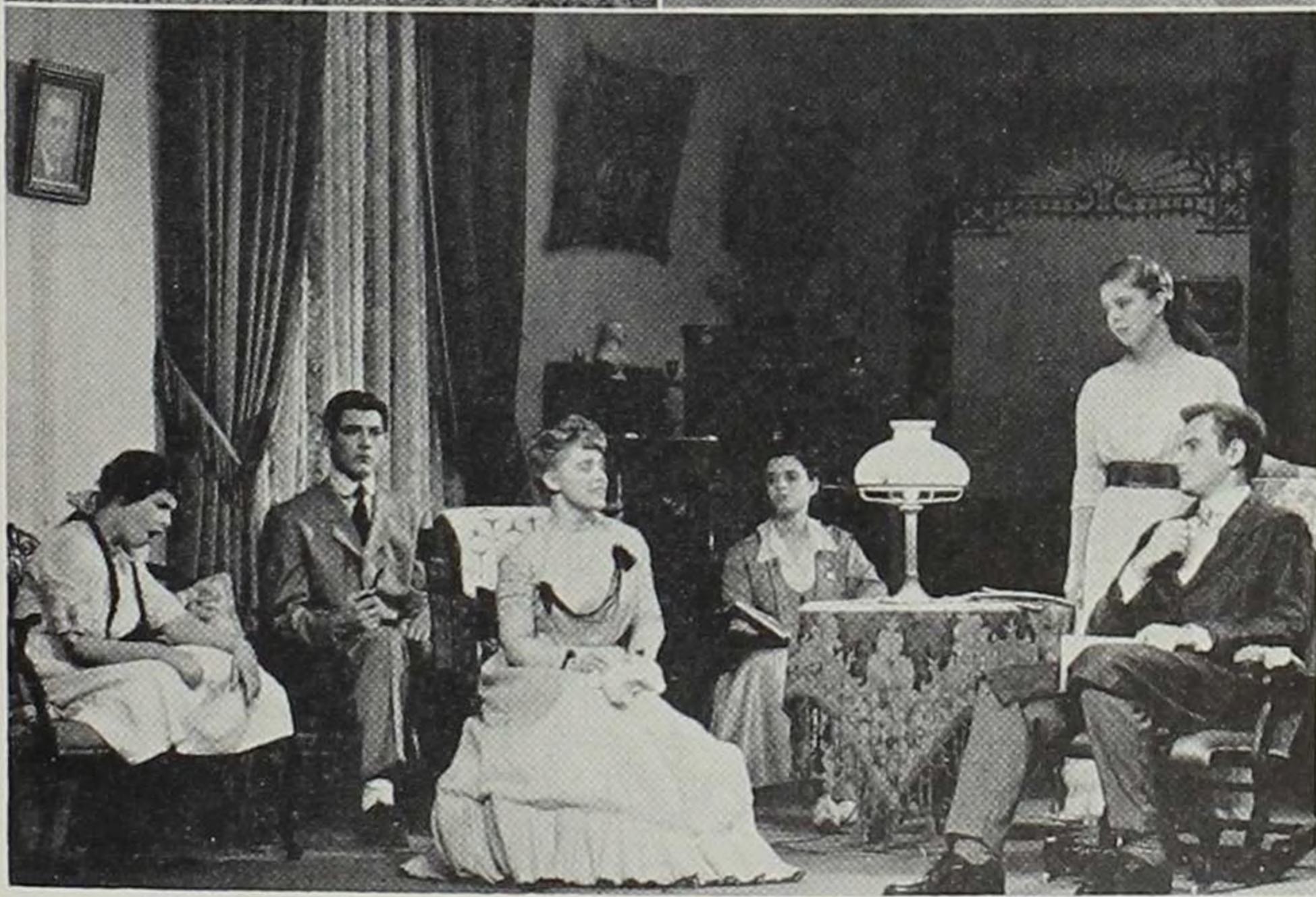
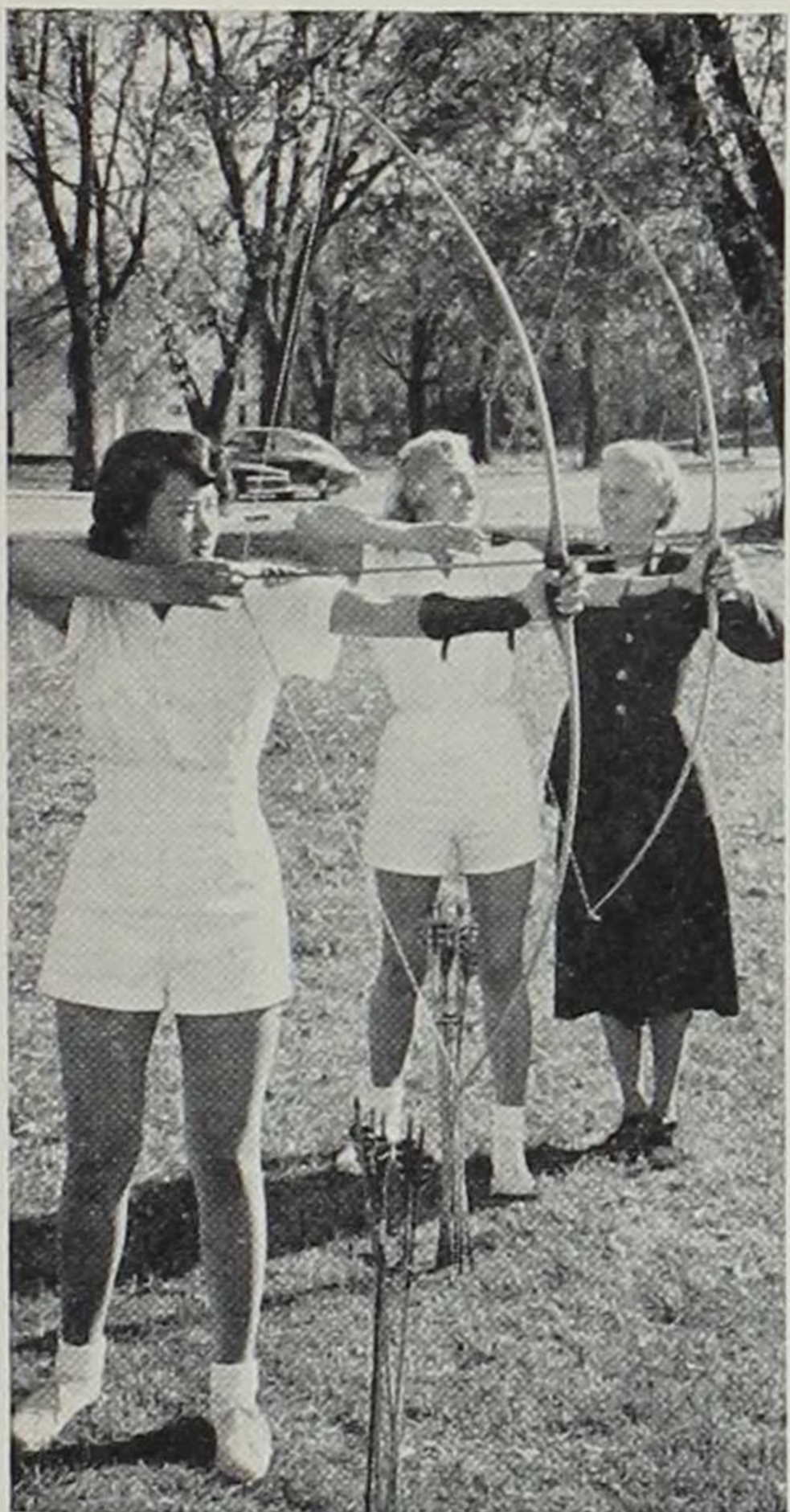


Law
Building





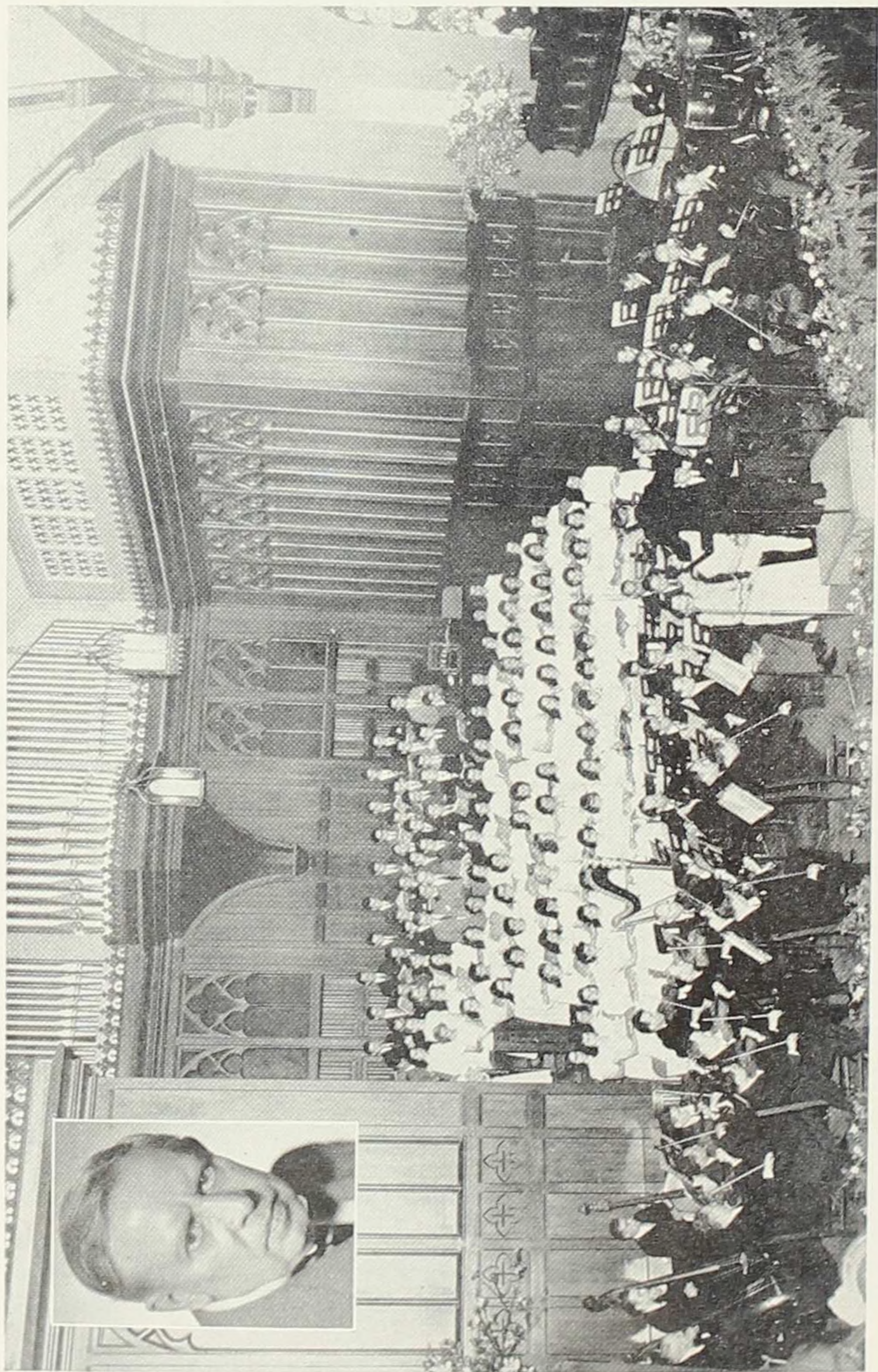
The Cornell Chapel, Center of Campus Life



Upper left — Girls' archery class

Upper right — President Cole greets Lowell Lange, Cornell's NCAA and AAU wrestling champion

Lower — Cornellians give their version of "Ah, Wilderness!"



The Chicago Symphony Orchestra at the Cornell May Music Festival
Dr. Frederick Stock (inset), conductor

under Charles A. Cumming. Then Professor H. A. Mills, who followed him in 1897, continued for twenty-four years to guide students toward new understanding of the beauty around them. The art classes were held on the top floor of Old Sem under a mansard roof which had been added to the first college building.

As for physical training, it was a late addition to the curriculum, for the pioneers had little reason to worry about lack of exercise; their work provided plenty. For a long period there was military drill for the men, directed by a professor of military science. After a beginning in sports, the Cornell Athletic Association was organized in 1888 and became affiliated with the Iowa State Intercollegiate Association three years later. In 1891 the first Cornell football team played an informal schedule and emerged from the season with a .500 average. The powerful State University of Iowa squad crushed Cornell, 64 to 6, but the Mount Vernon fans were encouraged by a 82 to 0 victory over neighboring Coe College.

Football continued to interest students and townspeople. For the 1902 season Cornell's first football coach was hired with funds provided by Mount Vernon citizens. This 1902 team was long remembered as a gridiron powerhouse, for it lost only two games to state opponents and held Coach A. A. Stagg's University of Chicago team to a 21 to 0 triumph. Two weeks after the Chicago

loss, Cornell overpowered Iowa State at Ames, 17 to 15, before a buzzing crowd of 800 fans.

Not until 1907 was there a full-time Director of Athletics. This was Sherman W. Finger, who in 1908 developed a football team which again beat Iowa State College, 6 to 0, on the home field. The C Club was organized that same year "to promote clean sportsmanship and athletics," with membership open to men who won their C in one of the four major sports: football, basketball, baseball, and track.

The goal at Cornell has always been to maintain a balanced program of intercollegiate athletics. Backed up by loyal alumni who have seen the dangers of the "win at all costs" philosophy, Cornell has managed to triumph and lose with equal grace, as the athletes involved realized that their contests were only a supplement to the larger training of the college program. Friendly rivalries have helped maintain a keen interest in intercollegiate athletics, particularly the series with Coe and Grinnell Colleges, both of which date back over fifty years. Sometimes an ambitious Cornell football team has risen to the heights by defeating a larger opponent, as when the purple-and-white eleven won from Michigan State, 19 to 13, in 1927. But the effort to strike a "golden mean" in athletics has paid dividends at Cornell, since college officials have never been hampered by the problem of de-emphasizing sports or placing

sports in their proper perspective on the campus.

Until the twentieth century coeds got their exercise by walking. It is interesting to note that Elder Bowman, in his talks at chapel, often spoke to the students about care of their health. He recommended walking as good exercise and said: "When you go walking over these hills, go as if you are going after something, and when you come back, come as if you had got it." In 1900, Mary L. MacLeod became director of physical training for women. Soon the catalog stated that each girl must come provided with a suit of dark blue serge with knee-length bloomers; but a strict rule forbade her to appear on the campus in her "gym suit" without a covering of skirt or long coat. There was at that time no gymnasium, but an open space back of the seats in the "day chapel" gave room for marching, rhythmic exercises with Indian clubs, and even rope-climbing and folk dancing! During the rest period the young ladies stretched out on the hard, straight-backed benches — a funny sight which they tried not to remember while sitting on the same benches during chapel prayers. In the fall and spring they played hockey, basketball, and tennis in Ash Park. Folk dancing led to May fetes, which around 1910 developed into pageants including drama and music.

Physical training for both men and women gained new emphasis with the building of the Alumni Gymnasium in 1909. It was truly an

alumni and student project, initiated by the class of 1908 and enthusiastically carried to completion with considerable speed.

Extra-curricular activities held a less conspicuous place in college life at the turn of the century than today, but they had their place. Campus groups, organized under the Y.M.C.A., the Y.W.C.A., and the Student Volunteers, had a real influence on the religious life of many students and brought to the college outstanding youth leaders of that day.

Student publications gave voice to student opinion and aspirations. Following the earlier *Collegian* and *Graphic*, the *Cornellian* began as a monthly in June, 1880, and became a semi-weekly in 1895 after some competition with a weekly called the *Breeze*. In 1911 the *Cornellian*, by that time a weekly, appeared in regular newspaper format and has so continued. A literary magazine called the *Script* flourished briefly from 1910 to 1912, a worthy forerunner of today's *Husk*. The junior annual, the *Royal Purple*, begun in 1902, still appears each spring.

On the whole, expansion of grounds and buildings had kept pace with the expanding curriculum — at least according to the standards of the period. From a modern point of view dormitories, classrooms, and equipment for recreation all seem meager. In 1885 a women's dormitory had been built and named Bowman Hall in honor of the

Elder, who, generous as always, contributed nearly one-fourth of its cost. Four stories in height, with rooms for ninety girls, two per room, it was considered a fine building for its day and is still preferred over more modern "dorms" by some young Cornellians.

Land purchased in 1891 and 1892 brought the area of the campus to fifty-five acres. Then for a decade the efforts of President King and his helpers were directed toward raising the first large endowment funds. Until about 1893 the college had been supported almost entirely by small subscriptions. The campaign begun in the nineties came to a happy conclusion in 1904 when Cornell was able to boast assets of over nine hundred thousand dollars, nearly eight hundred students, six buildings, and the assurance of a library building. Toward this much-needed equipment Andrew Carnegie had contributed fifty thousand dollars on condition that a maintenance fund be provided by the college and the town, which was to share in its privileges.

The cornerstone for the new library was laid in June, 1904, during Commencement and the celebration of the Semi-Centennial. When the building was completed the following year, there was at last space for the development of the kind of library demanded by the growing curriculum. The endowment of departmental libraries had been begun in 1883, and it was continued by gifts from

the literary societies and from individuals. The new building must have seemed like heaven to Librarian May L. Fairbanks ('87), who for more than ten years had been doing her best to serve eager students and professors in cramped "alcoves" in old Sem. Mabel Williams and Jessie Rigby ('00) were added to the library staff. The latter, a granddaughter of President Fellows, served until her death in 1938, sharing quietly with many students the riches she had discovered in books and music.

The Semi-Centennial in 1904 was marked by other events. Governor Albert B. Cummins spoke at the Commencement and declared:

Allow me to again congratulate you all, not so much upon the mere fact that there is here established one of our most distinguished institutions of learning, as upon the spirit of unity and affection, of harmony and of enthusiasm which prevails in every rank, — Faculty, Trustees, Alumni, students, and members of the community. It promises for the College a long life of great usefulness.

The Semi-Centennial was also the occasion for another significant gift — a hundred perpetual scholarships endowed by President King in memory of his wife, Margaret McKell King, who had died the year before. A memorial tablet to Mrs. King, placed in the new library, was presented by Secretary of the Treasury, Leslie M. Shaw ('74). The King scholarships, bestowed on deserving students from the ninety-nine counties of Iowa, have through the years spelled opportunity to

thousands of young people. The last line on the memorial tablet, a quotation from John Knox, is a fitting statement of the faith which has guided the builders of Cornell: "Every scholar is something added to the riches of the Commonwealth."

When in 1908 Dr. King retired as president emeritus, Dr. James E. Harlan took over the guiding reins and continued the policies which he had wisely administered for many years. Under his guidance a campaign for five hundred thousand dollars was completed in 1912 with a gift from the General Education Board.

MARJORIE MEDARY

Stalwart in Storms

1915-1945

It is interesting and perhaps significant that the date 1914, which marked the beginning of the first World War and the end of a long era of comparative peace in the world, marked also the end of an era in Cornell history. In 1914 President James E. Harlan resigned. The administration which linked the college with its pioneer period came to an end.

Signs of great changes in the world were already evident in college life. A strange form of entertainment called moving pictures occasionally drew the curious to Cedar Rapids to watch the wild capers of flickering shadows on a screen until the watchers' eyes rebelled. A few students, instead of coming by train, arrived in automobiles. In the spring of 1908 dinner at Bowman Hall one day ended abruptly when everyone in the dining room rushed down to the street to wave at the Italian and French automobiles participating in "a round-the-world race from New York to Paris by way of Siberia." In 1910 several students hired an automobile and were driven to Iowa City to see an airplane — one of the first ever flown over Iowa. When it took off directly toward them, the stu-

dents were so dismayed that they ran behind a building, and not unwisely, for the plane crashed on a shed roof only a few rods beyond.

The great technical strides of the twentieth century had begun. Perhaps only the graduates of that second decade know the full depth of the chasm which separates the world before 1914 from the world after. They had been trained for one kind of life; they stepped out of college halls not only into the proverbial "cold world" but into a changed world. It was not merely a matter of automobile and airplane versus horse and buggy, or even of war versus peace; it was a change in the whole intellectual climate.

An English poet lecturing on the Cornell campus in March, 1913, gave warning of these winds of change for those who had ears to hear. Alfred Noyes speaking on "The Future of Poetry" deplored the coming of "a generation that relies upon its mere cleverness" and summoned them to "look with courage at the image of truth presented in the hieroglyphs of God." The next morning in chapel the poet spoke about the rivalry in armament increasing in Europe, especially between the navies of Germany and Britain. Less than eighteen months later war was touched off by an assassination in Serbia, and the world storms which followed have not yet subsided.

Cornell has been whipped by those storms of war and revolution and depression, but like a tree

with its roots deep in solid earth, it has weathered the winds in stalwart fashion and has continued to grow. Many persons have made valuable contributions to that growth. Among them the names of only a few can be mentioned in this short history, and even their work must be briefly noted.

In April, 1917, a week after war was declared by the United States Congress, President Flint inaugurated military drill on the campus. Over 150 men had already enlisted. The girls joined classes in first aid and the groups of town women making surgical dressings. In the fall the enrollment of men was 25 per cent below normal. Capt. W. N. MacQueen, a Canadian officer, was secured to direct military drill. In January, 1918, drill became compulsory, and in October the Student Army Training Corps was organized under the command of Capt. Walter L. Tooze. Altoona and Guild and the old Gigantic became barracks, and the "day chapel" a mess hall. Several faculty men joined the "four-minute speakers" for the Liberty Loan campaigns. The "flu" epidemic which swept the country that fall put half the students to bed but caused no deaths on the campus. The Cornell Service Flag, however, bore fourteen gold stars by the time the war reports were all in.

Armistice Day was celebrated, as everywhere, with wild rejoicing—a parade, bands playing, speeches, dancing in the streets. A month later the S.A.T.C. was demobilized. The Christmas vaca-

tion was extended one week because of the serious fuel shortage that severe winter. During the years of struggle over the peace negotiations, the faculty were, almost solidly, supporters of the League of Nations.

The growth of Cornell since 1915 has been guided by five presidents, each of whom by special talents contributed to its normal and well-rounded development: They were Dr. Charles Wesley Flint (1915-1922), Dr. Harlan Updegraff (1923-1927), Dr. Herbert J. Burgstahler (1927-1939), Dr. John Benjamin Magee (1939-1943), and Dr. Russell David Cole (1943 to the present time). Two of these, Dr. Updegraff and Dr. Cole, are Cornell alumni. During short "inter-regnum periods" in 1922-1923 and in 1927 Dr. William S. Ebersole, registrar for nineteen years, served as acting president.

Deans of the college Dr. Clyde E. Wildman (1924-1926), Dr. T. Raymond McConnell (1932-1936), and Dr. Jay B. MacGregor (1937-1952) and Dean of Women Alice R. Betts (1924-1943) gave valuable service and wise direction in student affairs and in curriculum planning. Dr. Frank Cole as vice-president (1927-1947) competently directed the financial destiny of the college through a difficult period. In spite of some losses Cornell came safely through the serious depression of the 1930's, largely because of the aid of the Emmert Foundation. In fact,

growth in physical equipment was remarkable during that decade.

In 1915 a brick structure on Main Street, originally built by Elder Bowman, was remodeled into Guild Hall, so named because, as the town's first hotel, it had been operated by Mr. and Mrs. E. L. Guild. After remodeling, it first housed the Academy, which had been reorganized as a teacher-training high school with Margaret Taylor as principal. In 1921 Guild became a dormitory. The Altoona, also a former hotel which had become college property, was remodeled and opened as a dormitory in 1919. Rood House, the old home of Colonel H. H. Rood, facing the campus, was presented to the college in 1918 by the class of '94 as a dormitory for junior and senior women.

In 1924 sod was broken for the Law Memorial Building, gift of Dr. Marion Law (ex-'90) in honor of his parents. With a small addition from other funds, it provided much needed space for the departments of geology, biology, and physics. Its dedication in 1925 was followed by the unveiling of a bronze tablet in the corridor in honor of Dr. Norton, whose teaching, long remembered by Marion Law, had inspired the gift of money entrusted to him by a member of his church in Pawtucket, Rhode Island.

Old Sem, which had lost its top floor by fire in 1924, was restored in 1931 to its original pioneer lines, and equipped for chemistry. Harlan House

and Collin House, providing additional housing for faculty members, came into possession of the college during the 1920's, the former by bequest, the latter by purchase.

In 1930 Pfeiffer Hall, a new dormitory for women, was built and named in honor of the donors Henry and Annie Merner Pfeiffer, whose interest and friendship had been won by President Burgstahler. Six years later the same generous friends of Cornell provided funds for the building of Merner Hall for men, and later for a large addition to Pfeiffer. Other gifts from the Pfeiffers made possible the remodeling of Bowman Hall and of King Memorial Chapel, and the installation of a new organ.

In 1937 Armstrong Hall of Fine Arts was erected, the gift of Blanche Swingley Armstrong ('91), who added a fund of fifty-three thousand dollars for maintenance and also her valuable collection of paintings, art objects, and books.

Accompanying this physical expansion in buildings and equipment was a corresponding growth in endowment. In 1918 President Flint successfully completed a campaign for \$650,000, which included a gift of \$100,000 from the General Education Board. In 1928 President Burgstahler rounded out a campaign for \$1,600,000, including gifts from the General Education Board and the Carnegie Corporation. Through the years gifts and bequests by alumni, trustees, and friends have

built an impressive group of scholarship funds, library endowments, and special foundations. Among the most important of these have been the Pfeiffer Foundation, the William F. Johnston Fund, the Ebersole Foundation, and the Senator James E. MacMurray bequest.

Growth and changes in curriculum in the past forty years have been almost as great as those of the first half century. With the exception of a department of home economics, organized in 1917, they represent the spreading of branches already formed on the young tree. Comparing the catalog of 1950 with that of 1910, one finds more courses in the fine arts, education, sociology, economics, political science, and physical education, trends characteristic of the times in higher education everywhere in the country.

In 1916 the B.S. degree was abolished in favor of a single degree, the Bachelor of Arts. Since 1922 the degree of Bachelor of Music has also been offered, and since 1925 that of Bachelor of Music Education.

Beginning in the 1920's several national honor societies have established chapters at Cornell, giving recognition and stimulation to scholarship: Phi Beta Kappa, oldest honorary scholastic society, Delta of Iowa, 1922; Tau Kappa Alpha, honorary forensic fraternity, first Iowa chapter, 1925; National Collegiate Players, honorary fraternity in dramatic art, Pi Epsilon Delta, 1930; Beta Beta

Beta, honorary fraternity in the biological sciences, Epsilon Iota, 1937; Mortar Board, honorary society for senior women, Torch chapter, 1943; Pi Kappa Lambda, honorary society in music, 1948.

During the administration of Dr. Flint the curriculum was reorganized into a system of majors, and requirements for a degree were stated in these terms. Under Dr. Updegraff the aims and objectives of the liberal arts program were clarified in such a way as to benefit curriculum planning. At the present time the requirements for the A.B. degree, beyond the specific ones applying to all students, are stated in terms of "a program of concentration," which may be one of three types, requiring departmental, divisional, or functional majors. A student is thus guarded against too much scattering of his energy and also against too great concentration in a limited field. The current catalog states: "The curriculum and varied projects of the College are designed to extend the student's knowledge, skill, and appreciation in six great areas of culture — the Fine Arts, the Social Sciences, the Sciences, Languages and Literature, Philosophy and Religion, and Health and Physical Education." The courses are presented under these six divisions.

The erection of Armstrong Hall in 1937 gave much needed space for the expansion of the fine arts. Courses in art history and appreciation and varied offerings in painting, design, crafts, and

commercial art, begun by Nama Lathe (1922-1948), were given room for further development. An exhibition room providing for exhibits by students, alumni, and faculty, as well as traveling exhibits by contemporary artists, was an important feature of the building. Collections periodically on display there continue to enrich the life of the college and the community.

The School of Dramatic Art had its beginnings under Professor Rose Evelyn Baker. She sponsored the organization of the Speech Arts Club which developed into the Purple Masquers. The rising interest in dramatics was spurred by the lively cooperation of Professor Clyde Tull who had come to the English department in 1916, and by the creative work of Jewell Bothwell Tull, poet and dramatist. She authored and both directed a splendid historical pageant which celebrated the seventy-fifth anniversary of the college in 1928. The Tulls directed numerous plays given out of doors and in the chapel until 1932, when Albert and Bertha Johnson became directors of the Little Theater. Its place in Cornell life has continued to grow, especially since the acquisition of completely modern equipment in auditorium, stage, lighting, dressing rooms, and property rooms in Armstrong Hall. The first play given in the new theater was *As You Like It*, and Orlando was played by Chester Webb who is now director.

The Conservatory of Music also found much

needed space in Armstrong Hall. Under the direction, successively, of Frank H. Shaw, Ezra H. F. Weis, John E. Conrad, Harold W. Baltz, and Lloyd Oakland, and with the able teaching of Ruth A. Pinkerton, Helen Venn, Jacques Jolas, and others, the Conservatory continued to enrich campus and community life in addition to providing a well-rounded education in music for talented students. The courses in music education have gained increasing recognition. Offerings in musical culture and appreciation attract many students majoring in other fields. The May Music Festival, the presentation of the *Messiah* by the Oratorio Society in December, concerts by the college orchestra, the glee clubs, and the college choir have brought thousands of visitors to the campus. In 1928, at the time of the twenty-fifth appearance of the Chicago Symphony Orchestra, the college conferred the degree of Doctor of Music on Frederick Stock. Through the years he was affectionately counted one of the Cornell "family," and friends welcomed the opportunity to greet him at the White House after the Saturday evening concert. By the time of his death in 1942 he had conducted 112 concerts at the Cornell Festivals.

The English department has been especially fortunate in leadership, giving a balanced emphasis to both scholarly and creative work. Professor Howard C. Lane since 1923 has inspired on the campus not only respect but deep enthusiasm for

his courses in literature, especially Chaucer and Milton. Many students enrolling for the minimum of required hours in "Lit" have found themselves returning the next semester, drawn by the stimulating challenge of a great teacher.

Since 1916 Professor Clyde "Topsy" Tull, with his gift for evoking creative talent wherever there was a promising glint, has started an impressively large group of young writers on successful careers and, aided with enthusiasm by Jewell Bothwell Tull, has made Cornell known as a center of creative writing. The English Club has become a campus institution. In 1922 it began the publication of the *Husk*, which the work of Winifred Mayne Van Etten, Marjorie Holmes Mighell, Edward Weismiller, Ruth Messenger, Louis Wilson, Bob Osborne, and many others has made outstanding among student publications all over the country. In 1935 the English Club, under the sponsorship of the Tulls, began also the publication of a series of Cornell College Chapbooks, slender hand-printed volumes of poetry, stories, or essays. The first was *Burroak and Sumac*, by Jay G. Sigmund, Iowa poet. The latest, a centennial publication, is a reprint of *Two Essays* by William Harmon Norton, first published in the *Hibbert Journal* of London. Since 1928 Winifred Van Etten ('25) has brought to the English department a rare combination of creative talent in teaching, scholarship, and writing. Alumni who

have entered the field of creative writing readily recognize their debt to Cornell and the staff which first encouraged their labors.

In foreign languages in the past four decades, there has been, as in all schools, a drift away from the classics, but Cornell continues to offer elementary courses in Greek and a major in Latin. Interest in Spanish, begun in 1921 under Dr. Erwin K. Mapes ('09), who after three years went to the State University, has steadily grown. Through the pressure and strains of two wars, German, under Dr. Charles R. Keyes, maintained its influential place in the curriculum. French found able and enthusiastic advocates successively in Guy M. Knox, Louis Herrick, and Ruby C. Wade ('05). Miss Wade, after a career of thirty years, during which all campus activities were enriched by her vital personality, died in 1947.

The division of the sciences and mathematics has flourished under able teachers, several of whom, like their predecessors, have devotedly built their lives into that of the college. In the chemistry department, following Dr. Harry F. Lewis (1921-1928), who went to Ohio Wesleyan, and is at present head of the Institute of Paper Chemistry at Appleton, came Dr. J. B. Culbertson, who, with his assistants, has equipped some fifty majors for the quest of graduate degrees in chemistry, and many other students for medical courses.

The biology department, under Dr. Frank G.

Brooks since 1936, has also emphasized pre-professional training for the various fields of medical science, and has contributed to Cornell's splendid record in graduate study. Dr. Brooks is also editor of *Bios*, leading magazine in the field of biology. Physics was ably handled by Dr. Orrin Smith (1914-1925) and then by Dr. Roy A. Nelson, who, in 1944, became financial secretary of the college.

Geology, following the retirement of Dr. Norton in 1923, came under the direction of one of his former students, J. Robert Van Pelt ('18) until he was called to larger responsibilities at the Rosenwald Industrial Museum in 1928 and later to the presidency of the Montana School of Mines. Dr. Neil Miner, who became head of the department in 1937, increased its attraction by a six-weeks summer school in the Wind River Mountains, Wyoming. Since the death of Dr. Miner in 1947, this field work at Camp Norton has been continued under his successor, Herbert E. Hendriks ('40). Dr. Norton continued to teach his famous course in evolution until 1944. His teaching through the years and especially in this course was well described by Judge Dean W. Peisen ('09) as the "catalytic agency . . . blending the religious earnestness of early Cornell with the new spirit of science."

The department of mathematics, following the retirement of Mary Burr Norton in 1919, was

combined with Engineering under the able direction of Dr. Elmer E. Moots until his recent retirement. Loyal alumni are raising a scholarship fund in his name. From 1910 to 1945 F. M. McGaw, as assistant professor and then professor of mathematics, made his kindly influence felt in the lives of many students.

In the division of the social sciences the major developments in the past thirty years have been in the departments of political science and sociology. In 1924 Dr. C. F. Littell was brought to Cornell by President Updegraff to develop the department of political science. Hundreds of enthusiastic alumni witness to the success of the "Judge." More than 150 of them have gone on to graduate study and advanced degrees in this field. Active alumni known as the "Statesmen's Group" are building a loan and scholarship fund to provide four scholarships in political science.

Sociology first became a separate department under Professor Sidney L. Chandler in 1916. His course, "The Family and the Home," was one of the earliest on that subject given in the Midwest. The department now offers from fifteen to twenty courses. Since 1938 it has been under the competent direction of Dr. J. Harold Ennis ('25).

Economics, once linked with sociology, has been developed separately since 1932 under the able direction of Dr. C. L. Rich.

The departments of education and psychology,

inter-related through the years, had an influence beyond the strictly educational field, under the direction of William E. Slaght (1920-1932), George Tyson (1921-1927), T. Raymond McConnell (1932-1934), and Samuel McLaughlin (1936-1946). Dr. Alberta Munkres (1936-1946) made a notable contribution in elementary education.

The department of philosophy and religion flourished under Dr. Clyde E. Wildman until he was called to Boston University and later to the presidency of De Pauw. Since 1932 it has been directed by Dr. Albion R. King, teacher, scholar, and writer. Dr. Miron A. Morrill since 1947 has also made an effective contribution in campus religious activities.

The library, which serves all departments, has grown and changed with the changing patterns of the curriculum. When the Carnegie building, which seemed so spacious in 1905, gradually became crowded, the fine arts library was moved to Armstrong Hall, where there was space for the growing collection of prints, slides, and records. Reference books for chemistry, biology, and geology were moved to convenient locations near the laboratories in Old Sem and the Law Building. Head librarian May Fairbanks, after forty years of service, retired in 1931 and was succeeded by Dorothy Medary Higbie ('10). Mary Parsons, assistant librarian since 1922, is archivist.

Health and physical education, as in all colleges, have become increasingly significant both in the curriculum and in campus activities. About 1921 the program changed from gymnastic and apparatus work to games, sports, and informal play. General theory courses and courses for majors in physical education are now offered, as well as instruction and participation in sports. Since the swimming pool was installed in 1917, a swimming proficiency test has been a prerequisite for graduation. In 1940 a new health service program began with Dr. F. F. Ebersole as physician.

The Women's Athletic Association was organized in 1916 "for the promotion and encouragement of physical and social development among all women at Cornell under the supervision of the Physical Education Department." Volleyball, basketball, softball, tennis, swimming, and dancing, provide exercise and recreation for women. Orchesis, a dance club, and the Aquatic Club, both organized in the '30's, continue to function in a vital way. Dorothy Rogers ('24), efficient director of physical education for women, was succeeded in 1945 by Ethel Ryan ('14), who maintains high enthusiasm in the department.

Following the departure of Director and Coach Sherman W. Finger to the University of Minnesota in 1924, Dick Barker and Judd Dean were in turn succeeded by Glenn Cunningham, Walton Koch, and Paul Scott.

Among the major sports for men, wrestling replaced baseball in 1923. Under the expert coaching of Dick Barker, Cornell wrestlers made the Olympic team. Paul Scott, one of the champion wrestlers of the 20's, returning as coach, trained a team which in 1947 won the championship of the National Collegiate Athletic Association and also of the Amateur Athletic Union. Cornell wrestling teams have consistently ranked among the top ten in the NCAA during recent years.

The earlier literary societies have been replaced by various social clubs and by organizations which represent special student interests, such as the Sociology Club, the Chemistry Club, the Art Students League, the Home Economics Club, the Oxford Fellowship. Student government is directed by the Student Council of nine members, Associated Women Students, and the Men's Senate.

When the second World War burst in 1941, Cornell, owing to the able management of President Magee and later President Cole, was one of twenty educational institutions in the country selected for a Naval Flight Preparatory School. At intervals between January, 1943, and September, 1944, twenty-five hundred cadets in all "came aboard" and were housed in Merner, Bowman, Rood, Guild, and Altoona, which became known by ship names. A new terminology spread to other parts of the campus. "Chow" was provided by the college dietitian, Leila Huebsch, and her

regular staff, with some extra help from the student body and townspeople.

The Commencement address of June 6, 1944, was delivered by Admiral William D. Leahy, Chief of Staff to President Roosevelt. In July a Naval Academic Refresher Unit took over the equipment and continued on the campus until 1945. This unit, made up largely of Marines fresh from active service in the Pacific area, brought to the campus men who were exceptionally eager for college training. Many returned after the war to complete their college work. These young men and hundreds like them who survived the war were aided in their quest for education with the "GI Bill of Rights." Their steadfastness of purpose and inquiring minds infused a healthy spirit onto college campuses everywhere. At Cornell, they met and exceeded the scholastic requirements in their determination to take on with a minimum of delays the tasks of a peaceful society.

While these things were happening on the campus, more than a thousand Cornell students and graduates were serving in the armed forces and the merchant marine all over the world, and others were active on a civilian basis in technical work. A *Gold Star Memorial Bulletin*, published by the college in October, 1946, gave brief biographies of thirty-five men who had died in service.

When the veterans began to return to the campus in 1946, supplemental housing units for mar-

ried students were rapidly built, as on almost every campus in the country, and young couples shared family responsibilities while one or both continued their college courses. Oftentimes, these campus couples took on the added responsibilities of parenthood and gave their youngsters an early priority for enrollment in the class of 1965!

MARJORIE MEDARY

Its Leaf Does Not Wither

1946-1953

Fair old Cornell, fair old Cornell,
Our hearts with rapture swell
Thy wooded slope, thy templed steep
Call back to Old Cornell.
Thy vine-clad walls, thy storied halls,
Stand where the shadows slant across the hill,
At old Cornell, fair old Cornell.

Far through the haze of student days,
We love to linger still
Where eye met eye, where heart took heart,
'Twas there, at old Cornell.
Those bygone times seem like thy chimes,
Far fading out beyond the sunset hill,
At old Cornell, fair old Cornell.

HORACE LOZIER

Plans for the celebration of Cornell's centennial year were begun by a resolution of the Board of Trustees in November, 1944. The celebration includes the raising of a centennial fund of \$2,000,000, needed for endowment, for scholarships, and for new buildings. Under the able leadership of President Russell D. Cole and Vice-President Earle A. Baker this fund, as of March, 1953, has reached \$1,500,000, with three-fourths of the amount cash in hand. Of this total, alumni

have contributed \$400,000. The Methodist churches of the North Iowa Conference have been responsible for about the same amount. True to the Cornell tradition, the emphasis is on participation by many, regardless of the size of the gift. Some 13,000 persons have thus far shared in the effort. Those contributing a hundred dollars or more are designated as "tower builders."

Important among the larger gifts received is that of more than \$300,000 by bequest from the estate of Dr. and Mrs. Francis F. Ebersole and Professor and Mrs. William S. Ebersole, to be used for the construction and maintenance of a student health center. Work on this needed addition to the campus equipment will be started at once.

Alumni who have designated their gifts for the library are hopeful that a similar large contribution will make possible soon the much-needed additions to the library building. Others envision a new fireproof building for chemistry, and others a May Music Festival Endowment Fund in memory of Dr. Frederick A. Stock.

The cornerstone of a new field house was laid in October, 1952, with the expectation of completing and dedicating it during this centennial year. Among the Cornellians present at that ceremony was Edward R. Ristine ('96), former head of the commercial department, who will celebrate his hundredth birthday on October 31, 1953 — just fourteen days ahead of the official birthday of the

college. His face has been familiar to all students on the campus since 1891. Truly his leaf does not wither. Alert and eager to share in the centennial activities, he is a symbol of Cornell's perennial youth.

From about \$40,000 in 1853, Cornell's total assets have grown to nearly \$5,000,000. But in spite of the importance of tangible assets, the centennial celebration is chiefly concerned with achievements of a less tangible nature and with dedication for the future. A college is not primarily campus and buildings and endowment but faculty and students and alumni.

Cornell students have always come and still come largely from Iowa and her neighboring states, chiefly Illinois; yet almost every state in the Union has been represented on the campus in the past ten years, as well as seventeen foreign lands. Likewise, Cornell alumni live and work all over the world, although by far the largest number (3,580) are at home in Iowa.

Statistics based on a sampling of representative alumni show that the largest number work in the field of education, the next in business, with the fields of church, medicine, and science following next in numbers.

A total of 387 graduates and former students have served or are serving in the ministry of the Christian church. These include missionaries in more than a dozen countries. Two Methodist

bishops and five college presidents are counted among the alumni of a single college generation.

A survey made by two men of Wesleyan University and published in May, 1951, showed that Cornell stands fourteenth among fifty colleges and universities of the United States which rank highest in the number of Ph.D. scientists produced per thousand students graduated. Another survey indicated that Cornell placed twenty-fifth among all colleges and universities in the United States ranked according to the proportion of their living alumni listed in *Who's Who*.

Intellectual leaders of all these groups were doubtless in the thought of Dr. W. H. Norton, whose life (1856-1944) nearly spanned the Cornell century, when he wrote in "Memories and Sketches" as yet unpublished:

There are many worthy charities which aid the suffering, the needy, the underprivileged, and appeal strongly to our sympathies. Yet in the human struggle to drive back the powers of darkness, it is not the wounded who win the victory. . . . The coming century may be the century of the common man, but it will not be the common man who brings it in, or who guides it. The common man is greatly advantaged by the age of electricity, but it is the uncommon man who created, directs, and will advance it. Contributions to the institutions which discover and train uncommon men will, I think, count the most. These institutions are primarily the colleges. . . . In the Midlands these have been notoriously ill-equipped. What better use, then, of money can be made than to help one of the most promising of them train its share of the men and

women on whom the advance of the future will depend!

Dr. Norton was one of many trustees of the college who, giving generously of time, talent, and means, have helped to frame and guide Cornell policies through the years. The full story of their labors will be a part of the complete history of the college when it is written.

Certainly Iowa has been enriched because of the vision of Elder Bowman and his gallant workers a century ago. The influence of Cornell upon Iowa was already felt in 1904, when Leslie M. Shaw spoke at Cornell's Semi-Centennial celebration and told an anecdote that fitted the occasion. "It is reported that some one asked President Garfield, 'Why does Ohio exercise such influence?' and that he replied, 'Because Ohio has so many small colleges and no great university.' " Today, of course, only part of the President's remark would be applicable because of the rise of great state universities throughout the nation. But Speaker Shaw and his audience found great satisfaction in recalling Garfield's words, for in 1904 the state universities were rapidly outdistancing many small colleges which lacked the resources of state-supported institutions.

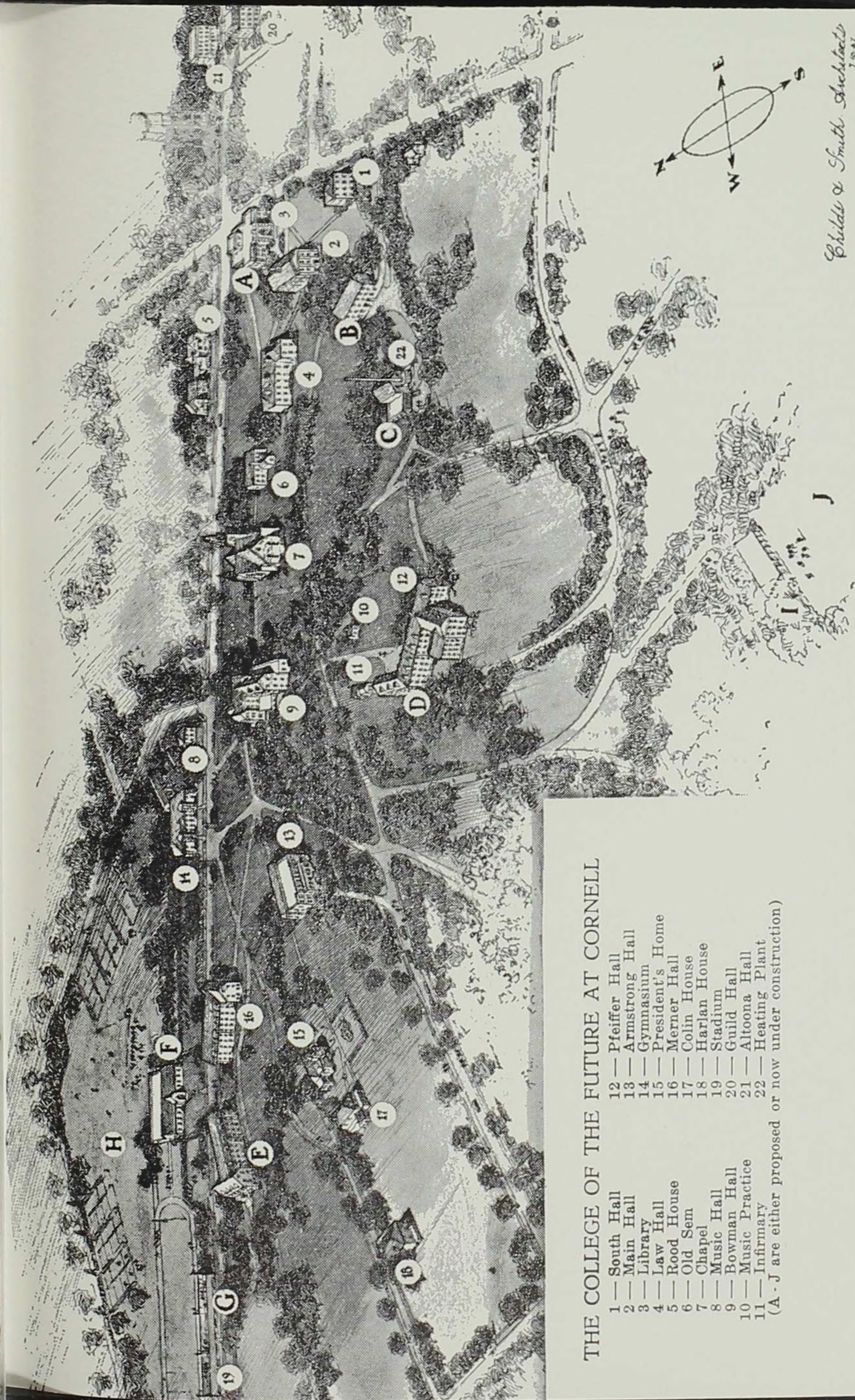
The problem which the Semi-Centennial speaker touched only briefly in 1904 is fundamental, and today the question is sometimes raised: Is there a place for privately endowed liberal arts colleges in America today? President

Cole recently answered that question as follows:

In an era of increasing government encroachment . . . we must realistically face this vital question. If we are to continue with a system of education which combines tax-supported schools with privately endowed colleges and universities, far-sighted Americans must support colleges such as Cornell. There is more at stake than the perpetuation of a single institution. . . . Freedom of education, in the opinion of many thoughtful citizens, is a priceless American heritage. The right to teach according to the dictates of our minds, free from government or political control, has been the key to progress in America.

Through the currents and eddies of educational theory, Cornell has held a comparatively steady course in the true traditions of the liberal arts college, privately endowed and Christian in foundation, in principles, and in practice. Today the need for leaders nurtured in this tradition is imperative. The purpose of Cornell College as she begins another century is to help meet that need.

MARJORIE MEDARY



THE COLLEGE OF THE FUTURE AT CORNELL

- 1 — South Hall
- 2 — Main Hall
- 3 — Library
- 4 — Law Hall
- 5 — Rood House
- 6 — Old Sem
- 7 — Chapel
- 8 — Music Hall
- 9 — Bowman Hall
- 10 — Music Practice
- 11 — Infirmary
- 12 — Pfeiffer Hall
- 13 — Armstrong Hall
- 14 — Gymnasium
- 15 — President's Home
- 16 — Merner Hall
- 17 — Colin House
- 18 — Harlan House
- 19 — Stadium
- 20 — Guild Hall
- 21 — Altoona Hall
- 22 — Heating Plant

(A-J are either proposed or now under construction)

Childs & Smith Architects
1907



South Hall

Main Hall

Old Sem
Cornell College in 1895

Chapel

Bowman Hall