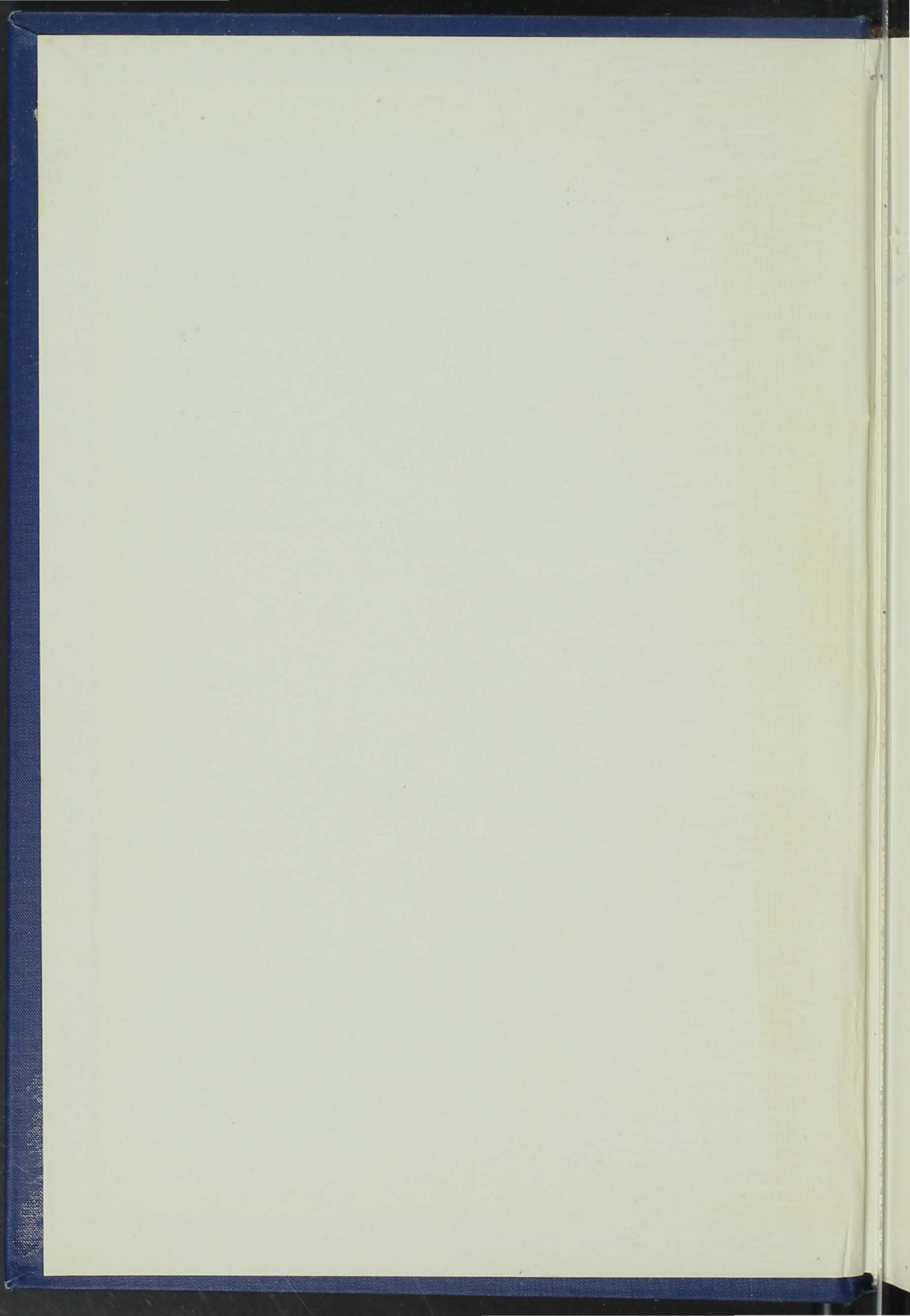


*The Ninetieth
Anniversary
of the State
University
of Iowa*





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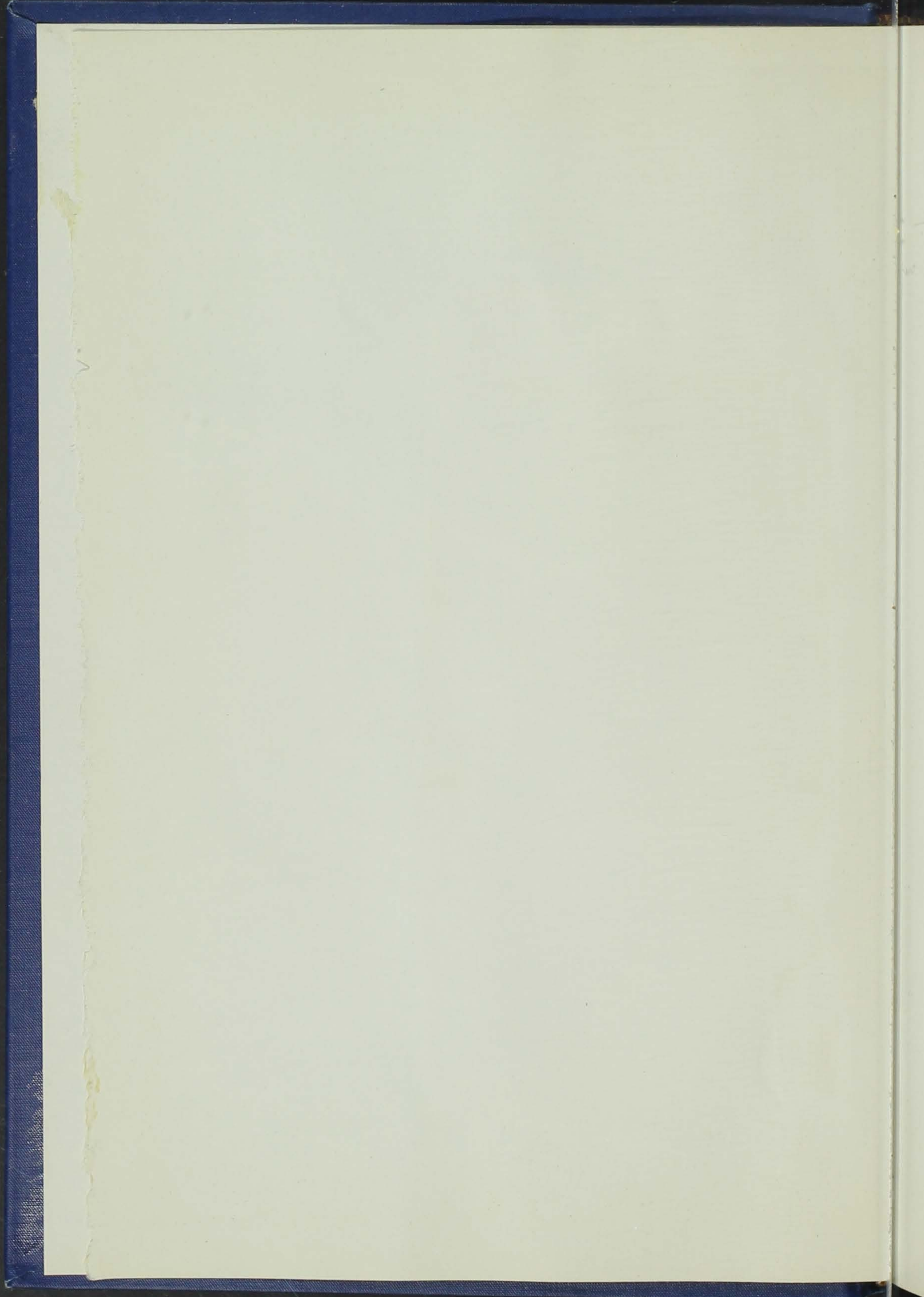
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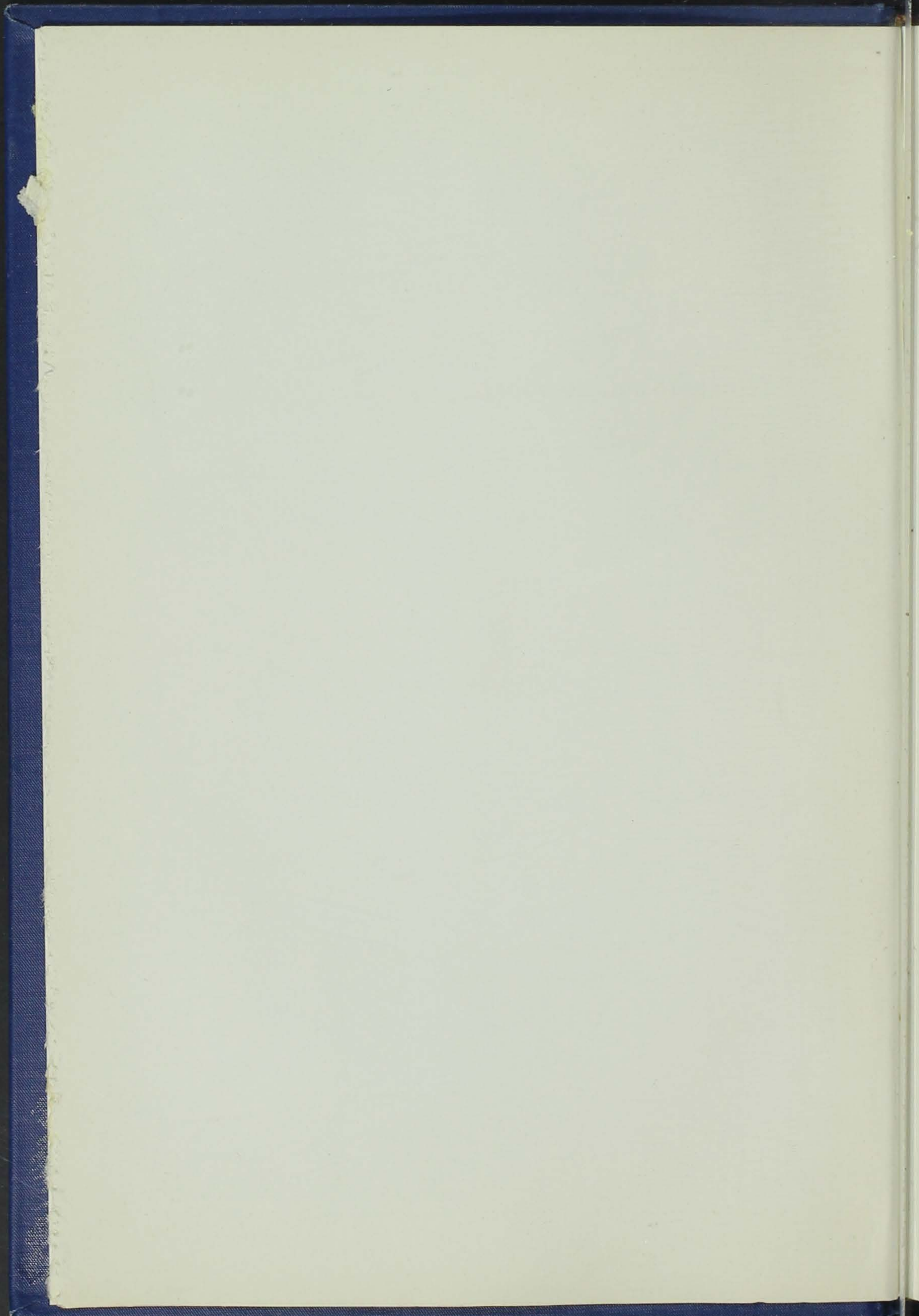
The ninetieth anniversary of the State University of Iowa

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The
Ninetieth Anniversary
1937



THE NINETIETH ANNIVERSARY
OF THE
STATE UNIVERSITY OF IOWA



THE STATE UNIVERSITY OF IOWA
IOWA CITY, IOWA
1937

IOWA STATE TRAVELING LIBRARY
DES MOINES, IOWA

Iowa

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Founders' Day in 1937

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The Commemoration Committee

FOREST C. ENSIGN

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In Explanation

Ninety years ago, on February 25, 1847, Governor Ansel Briggs signed the act of the First General Assembly establishing the State University of Iowa at Iowa City. Through the vicissitudes of pioneer economy, civil war, educational fashions, and political uncertainty the institution grew, slowly at first but with increasing hardihood. It was rooted in the firm subsoil of confidence in the necessity of thorough education for effective democracy.

Nourished by public support, the University has contributed much to the cultural welfare of the State, and the citizens of Iowa have reciprocated in loyalty to the ideals of the founders. The ascent to the heights of academic distinction has been difficult and sometimes hazardous, but the leaders have seldom faltered in the quest for better ways of achieving the highest aims of university education.

The alpine mountaineer, intent upon gaining the summit of a lofty peak, will nevertheless halt ever

and anon in his upward course and, leaning upon his staff, look back over the trail he has followed. How altered the prospect appears from above! The pine-clad ravine far below that seemed so dark and forbidding has become a soft rich valley of sunshine. And yonder icy lake, which an hour ago mirrored in vivid splendor the enticing heights beyond, has been transformed into an azure gem with an emerald setting.

It is well that a people should sometimes pause and take thought of their bearings. In the tumult of a busy world there is danger lest the promise of the future prove so alluring that all account of the past be forgotten. Perspective is essential in any walk of life. He who does not occasionally look back into his yesterdays will lose his sense of progress, for he will not know that his viewpoint has changed. And the people of any Commonwealth who have no time to contemplate the course of events that have shaped their destiny rob themselves of their heritage of experience and the inspiration for future achievement.

In deep respect for the vision of the founders of the University and in admiration of the wisdom of the men and women who have guided its career, the faculty, alumni, and friends celebrated the

progress of the University on the eve of the ninetyeth anniversary of its establishment. The program on the campus was appropriately devoted to a conference in the afternoon of February 24th on the problems of higher education; and at a dinner in the evening the theme was the success of the State Board of Education. Addresses at both meetings were broadcast by the University radio station WSUI. From three-fifteen to four o'clock WMT, KRNT, KMA, and WOI also radioed the proceedings. In the evening WMT, KSO, KMA, and WHO joined in broadcasting, particularly for the benefit of alumni in many cities and towns from coast to coast dining in honor of Founders' Day.

If society is to be protected against "ignorance, prejudice, demagoguery, and propaganda", declared President Gilmore, sounding the keynote of the commemorative ceremonies, the colleges and universities must be untrammelled by persons who would exploit them "for personal advantage, material gain, or partisan purposes." That the University of Iowa has maintained autonomy and the academic freedom essential to intelligent, honest, and impartial instruction has been due to the character of the members of the governing Board of Education. All honor to the men and

women who have had the wisdom to abide by the principle that the function of the Board is to govern, leaving administration to a responsible president. Successful government depends more upon capacity to perceive the legitimate bounds of discretion than upon formal restrictions or the structure of the executive body.

To the leadership of George T. Baker and William R. Boyd, who have served since the creation of the present governing Board, may be attributed much of the tradition of responsible academic freedom that has made Iowa unique. It was fitting that they should be honored in person for exemplifying the spirit of educational statesmanship.

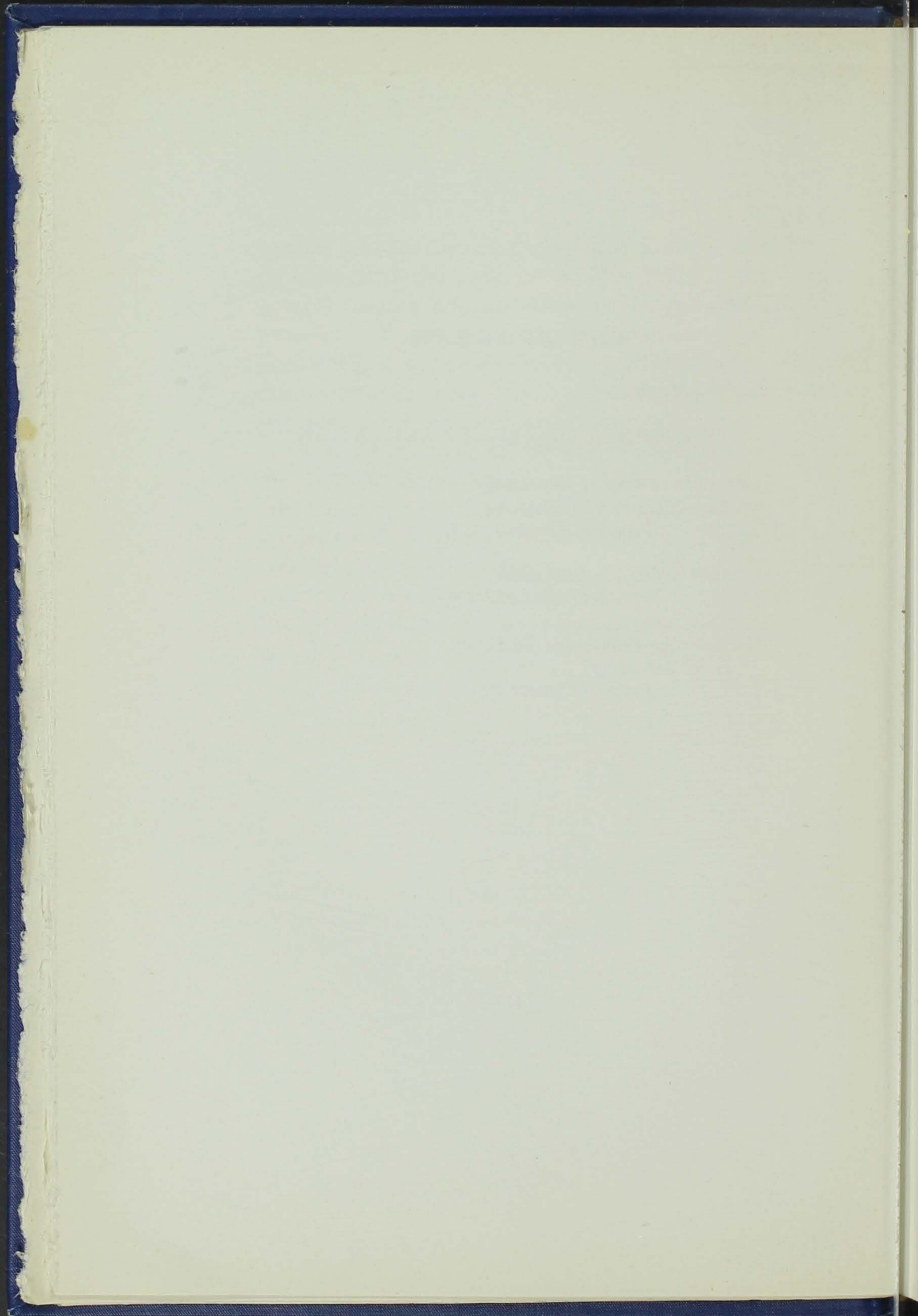
J. E. B.

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THE PROGRAM

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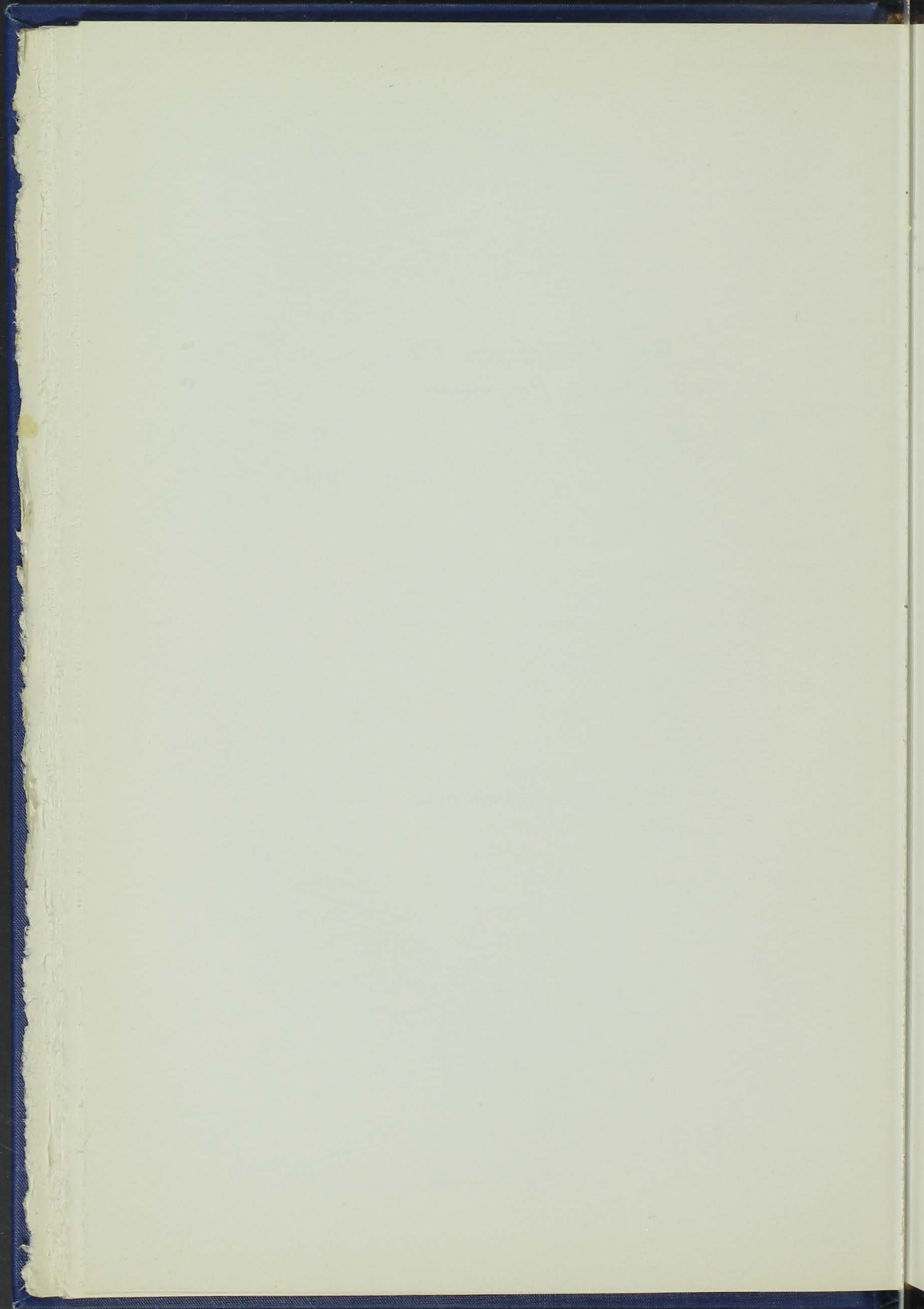
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*The Conference On
Higher Education*

AT THE
DRAMATIC ARTS BUILDING



Institutions of Higher Education: Government and Objectives

Eugene A. Gilmore

On behalf of the faculties of the State University of Iowa, I extend a cordial welcome to you who have come to join with us in the celebration of the ninetieth anniversary of the founding of the University and to participate in this conference on higher education.

In Iowa, the first free state to be carved out of the Louisiana Purchase, that far-flung dominion won through the wisdom and daring of the great statesman, Thomas Jefferson, it was determined by the vote of free men that there should be a state university, open to all without discrimination as to sex, race, or religion, to which all might come, if they would, when the graduated courses of the lower grades had been completed. Following closely Michigan, Wisconsin, and Missouri, Iowa became the fourth state university this side of the Appalachians, and the second this side of the Mississippi.

But there is no virtue in being born first nor in the mere fact of priority, although some take satisfaction in it. Adam had many troubles. His subsequent life was filled with tragedy, mainly because of his fundamental error, still committed in spite of all our education by his descendants, of accepting a half truth for the whole. The tendency to this error may account for the inadequacy of many of our present-day educational theories and programs. Adam was the world's first rationalist. Accepting the utilitarian argument of immediate compensating advantage, he lost Paradise and started the human race on a course of confusion and uncertainty as to fundamental objectives and the essential methods for attaining them. This confusion and uncertainty has plagued and still plagues educators, professional and otherwise, as well as the rest of mankind, and his error should be a perpetual warning to those who seek to solve problems of education on the basis of pure reason.

This fundamental error of Adam played its part in producing diversity of opinion among the founding fathers of the University. There were some who urged that the institution should be primarily a place for "practical" training; others, that it

should be a place for the arts, the sciences, and "literary pursuits". Various attempts were made to formulate a comprehensive statement of purpose. These culminated in the following legislative declaration in 1870: "to provide the best and most efficient means of imparting to young men and young women on equal terms a liberal education, and thorough knowledge of the different branches of literature, the arts and the sciences, with their varied applications." The last clause suggests a compromise between the traditional "classical and cultural" and the immediately "utilitarian and vocational", but with the major emphasis on the former.

As the professional schools came into being, they were built, originally, around and later on this core of liberal studies. Always there was the pressure of vocational objectives, resulting in substantial encroachments on the purely cultural tradition. It is inevitable that with this difference in belief as to objective, an institution founded for cultural ends will yearn to be practical, and an institution founded for practical ends will yearn to be cultural. Perhaps the answer is the acceptance of the doctrine that the highest culture is useful and the most utilitarian training is cultural. As

to this, however, there is as little likelihood of agreement now as there was in the pioneer days.

To this uncertainty born of divergence of views as to the aims of organized education, the realists, the naturalists, the psychologists, the sociologists, the utilitarians, the sentimentalists, and many others have added their theories as to ends, content, method, and technique. The story is a long one. Time does not permit of extended discussion. It does seem appropriate, however, as a part of the celebration of the ninetieth anniversary of our founding to hold a conference on education. It is well to contemplate where we have been, what have been our problems, and to take counsel as to where we are going.

The scope of this conference is two-fold: (1) the government of institutions of higher education in a democracy; (2) some of the problems confronting such education. It is not expected that the speakers on the program will deal specifically or exhaustively with either part of the general theme. It will suffice and amply justify the conference if they touch some aspects of this baffling and all-absorbing activity we call education, and particularly formal education as carried on through our system of schools.

The government of institutions of higher education is in the program by design. We are celebrating our ninetieth anniversary, but we are also celebrating the completion of almost twenty-eight years of direction of higher education under the present central State Board of Education. March twenty-ninth, 1909, when the act creating the Iowa State Board of Education was signed by the Governor, is also an eventful date in Iowa educational history.

This matter of the government of institutions of higher education is of tremendous importance. The extent to which they are wisely and efficiently governed determines the measure of their success in meeting the fundamental objects of their founding. One of the indispensable needs of a university is to be able to carry on its work under a governing board composed of those who sympathetically and intelligently understand its nature and mission and who govern according to a principle that enables it to perform its duties free from improper interference and control and untrammelled by the pressure of those who would exploit it for material gain, personal advantage, or partisan purposes. While a state university must carry on its activities with due regard to the pre-

vailing social and economic philosophy and needs and must be under the ultimate control and direction of those who represent the electorate from which it draws its support, it should be permitted to remain dispassionate and detached and not too close to the scene of immediate partisan and political action.

The history of institutions of higher learning in the United States is the history of a struggle to maintain freedom and to escape domination and exploitation at the hands of special groups. The earlier state universities, many of them weak and built on the model of church schools, labored for a time under denominational restrictions. These were gradually thrown off. Higher education, for the most part, is no longer narrowly sectarian.

Slowly, and sometimes discouragingly, state universities are acquiring freedom from the domination or undue influence of those who seek to use them as instruments for personal advantage, propaganda, or political gain. Gradually we are coming to recognize that an intelligent, impartial, and independent university is society's only assurance against ignorance, prejudice, demagoguery, and propaganda. There are still instances, some historical and some current, where partisan groups

have sought to divert a university from its true function and to make it serve partisan ends, even though most laudable ends. Such attempts always result ultimately in disaster to all concerned.

On the occasion of this ninetieth anniversary the State University of Iowa, due to the statesmanship, wisdom, and devotion of those entrusted with its care, may justly take satisfaction in the progress made toward achieving and maintaining its essential academic freedom.

The second part of the subject for this conference was provided in recognition of the widespread and persistent interest in education at all levels. This interest is not of recent origin. Ninety years ago there was great interest. It has grown in strength and variety down through the years. The United States easily takes the lead of all nations in keen and popular interest in education. We have an enthusiasm and zeal for it and a confidence in it that is amazing. It is our great hope and reliance for the future of democratic, representative institutions.

Abundant evidence of this interest and faith is found in the rapidly increasing enrollment in schools of all grades, in the expenditures for the operation of school systems, and in the generous

gifts which public-spirited men have made for the establishment and maintenance of schools. Not only are more people going to school than ever before, but they remain longer in school. We are as a nation definitely and distinctly education-minded. If there is any truth in H. G. Wells's statement that civilization is a race between chaos and education, the odds favor our winning over chaos; that is, provided we can make education, formal and informal, really function.

Whether we like it or not, we are irrevocably committed to the principle of universal democratic education, operating through a system of organized schools, supported in large measure by the state. We are relying upon this system of schools, both public and private, for the care of our youth and for their training for the responsibilities of citizenship and adult life. Our school system has become a great social institution, not merely for the formal and traditional education of youth, but for their care and guidance until such time as they are absorbed into gainful occupation.

While it is a source of satisfaction that so many of our people are in school, it is also a source of concern. No matter, for present purposes, how this enormous school population, especially in the

college levels, came about; it is an accomplished fact. Moreover, our enrollments will increase, not decrease. We shall have more, not less, organized education. We are far from the point of saturation, certainly in the colleges. The upward surge of mass education cannot be stemmed even if it were desirable; at least, not in state supported schools.

But there is a dilemma. Equality is a political, not a biological principle. Equality relates to opportunity not to capacity. In the language of Professor William C. Bagley. "Can our schools and colleges 'level up' rather than down? Can we realize the praiseworthy democratic ideal of equal educational opportunity for all without committing the American people to a standardized — an institutionalized — mediocrity?" How can we preserve excellence in a democracy? Our schools constitute a "magnificent challenge to the whole of our civilization . . . laying as their wager that culture can be committed to the commons of mankind and still survive without loss of quality."

Civilization is not merely contemporaneous. It is the composite of a continuous process of the evolution of a great variety of human activities.

No generation is self-sufficient. It starts in where the preceding generation left off. It comes into possession of the traditions, the institutions, the accumulated knowledge, the wisdom, and the experience of the past. With this heritage it lives its own life as fully and as abundantly as its capacity will permit. It seeks to widen the field of knowledge, to improve the institutions of the past, to enrich and develop them with its own experience and wisdom, and to pass them on unimpaired, improved, and enriched to the next generation.

American institutions of higher learning constitute society's connecting medium of the present with the past. In the language of Dr. Abraham Flexner, they are "an expression of the age as well as an influence operating upon both the present and the future." The modern world is rooted in the past, which is the soil out of which we grow. A past during which poets and scientists and thinkers and people have accumulated treasures of truth, beauty, knowledge, experience, and wisdom. The great task of an institution of higher learning is the conservation of these ideas, the interpretation of them and the transmission of them to the next generation.

How can we transmit the great tradition of learning and experience? How can we give to the coming generation an adequate understanding and appreciation of the rich inheritance? What is the preparation through which youth must go in order to be able to receive it and securely to take it in charge?

The torch of civilization may be too hot or too heavy for average hands to carry; or for hands immature and untrained; or for hands skilled only in deftness in working the mechanical gadgets of the mechanized world of modern materialism; or for hands that know only how but not why; or for hands soft and flabby with the excessive humanitarianism which characterizes so much of current life and which in the schools masquerades under the specious doctrine that real education proceeds from inner urge and not from an external compulsion; that "the learner is to be condoned for avoiding tasks for which he does not feel an immediate yearning or from which he cannot anticipate a pleasurable thrill."

If the "magnificent challenge" is successfully met, there will have to be a critical re-examination of the soundness of some of our present educational theories and practices. Some way must be

found to carry the mass, not at the lowest level, which may be pleasant, but at the highest level of which it is capable, which may be stern and rigorous; and at the same time devise a method for finding the students of superior ability and opening the way for their advancement. We shall also have to recognize that there is a difference between the obligation to provide equal educational opportunities for all, which is the schools' obligation, and the responsibility to utilize effectively such opportunities, which is the individual's responsibility. A curriculum which seeks to be all things to all students destroys this individual responsibility, weakens character and fiber, and measures education by what is merely attractive, pleasant or immediately utilitarian.

Furthermore, discipline and training will have to be regarded as in themselves legitimate educational ends. This will call for less of elaboration and more of simplification in curriculum building; less of recognition of the theory that the initiative in the learning process must come from the learner and his "felt needs"; more recognition of the value of imposed tasks and prescribed programs.

It will, also, call for a critical differentiation as regards the various functions of a university. This

means the acceptance of the principle that a university is a place where many things may be studied but not everything is taught; that the studying and research activities must go on, generously supported and kept available for those of clearly demonstrated competence; that the direct teaching activities must be conducted with skill and efficiency and confined to a curriculum of basic courses and conducted by a method that will ensure of the mass its highest possible standard of achievement and at the same time leave open the way for those well endowed intellectually to pursue the activities suited to their superior capacity.

In very meager outline, but with sufficient clearness to make them discernible, I have traced what seems to me to be two of the major problems confronting higher education. There are others: the quasi-custodial care of youth in addition to the traditional education, during the critical years of seventeen to twenty-one and preceding the absorption into industry; the better coördination of education and vocational training; the adjustment of the college and university program to meet the need of the "new leisure" about which so much is being said; the adult or continuation education.

We are looking more and more to organized education to carry an ever-increasing responsibility for youth. The church, the home, and society itself, while participating in the carrying of this responsibility, seem willing to look to the schools for leadership in a wisely adjusted and well coordinated program of training and education. If the schools do not rise to the occasion, society will find other agencies, and this constitutes one of the great challenges.

Problems of Higher Education

Lotus D. Coffman

As early as 1847 the State Assembly of Iowa provided for the establishment of a state university. It is true the institution had an uncertain existence for a decade or more. Actual instruction did not begin until 1855 when three or four academic chairs were established and a normal department began to operate. Interestingly enough the Territorial Assembly of Minnesota provided for the establishment of a university in 1851, and instruction began in 1854.

By 1860 the University of Iowa had five professors and eighteen students. This ratio of students to staff cannot be equalled in any higher institution of learning in America to-day. In reading the early history of your University, I find that the faculty had many difficult problems to solve, some of which had little direct relation to the educational work of the institution. For example, it adopted the following regulations in 1861: prohibiting students from "visiting saloons, tippling

houses, gaming houses, billiard rooms and theatres," and from "wearing fire-arms and other weapons, and from playing cards or any game of chance for money or any kind of wagers."

In the following year the Board, upon the recommendation of the President, adopted another interesting regulation: "That hereafter no horses, cattle, or other stock shall be allowed upon the University grounds; and that until otherwise ordered the grounds and buildings of the University shall be under the control of the Faculty of the University."

The faculty was not pleased with the responsibility placed upon it by the Board, and attempted to throw the burden of caring for the grounds back upon the shoulders of the President. A resolution appears, appointing a committee of the faculty to see that the fence around the campus be repaired in order to prevent "encroachments from cattle, sheep, swine, &c." The faculty continued from time to time to labor with the question of a campus fence, until in 1862 it authorized the janitor "to purchase a dog at a cost not exceeding the sum of five dollars to assist him in keeping the yard clear of stock."

These, and many other references that might be

cited, reveal the beginnings of university administration at Iowa. Citations similar to these can be found in the early history of nearly every higher institution of learning. It must not be assumed, however, that the faculties of those early days were concerned primarily with the conduct of students and the care of property. For the most part the staff of the University of Iowa were men of ability and scholarship. Their idealism and devotion are worthy of emulation today.

The story of the struggle of this institution from its humble beginnings to its present magnitude and distinction, is a story of the faith and works of its founders, as well as a tale that represents the dreams and aspirations and hopes of the people of this State. I only wish that I had the power and facility to describe adequately what this University means to this State. I am even more interested, however, in showing how essential institutions like the University of Iowa are to the preservation of democracy.

It was as inevitable that the pioneers of America should establish schools and colleges as that they should explore the new world, break the soil of virgin prairies, and erect a civilization new in the history of the world. Indeed, the very impulses

that induced them to travel an uncharted sea and to found homes in an unknown land, were stimulated by the spirit of adventure and the consuming desire to be free. They did not come to these shores because of the pressure of population in the home country; they did not come because they were encouraged to do so by the colonial ambitions of the motherland; they came to conquer a new world, to worship as they pleased, to educate their children as they wished, to develop a civilization of their own.

Although higher education in this land originally was deeply embedded and fixed in a rigid tradition transplanted from Europe, it soon began to reflect the restless character of the new country. The forms of higher education in America in the seventeenth, eighteenth, and nineteenth centuries were, it is true, fashioned after historic models, but adventurous builders of the new-world civilization were not content with the traditions of the past. They pushed forward toward something different without knowing how to obtain it. Their yearnings for something new and practical, and their independence of thought and conduct stimulated discussion and controversy. Although necessity compelled them to effect a union in which

they declared their political independence, they found it much more difficult to mold and readapt their churches and schools to meet the needs of a pioneer population. Commerce, trade, and the nurturing and protecting of the new union constantly absorbed their attention and energy, and yet almost without exception every great political leader of those early days laid heavy stress upon the importance of education as the paramount means of conserving and advancing democracy.

Yet having said this, it must also be added that the steady progress which education had made for more than a century can be attributed to the aspirations of the masses, rather than to the political leadership of the country. The ever-present danger is that the expression of these mass aspirations will become distorted, and seek outlet through ill-advised and badly conceived political action. There is evidence that this is occurring. Already there is much to suggest that we need to reaffirm the doctrines of Jefferson, of Adams, of Washington, and make greater use of our schools and colleges in the consideration and solution of those important questions and problems that should be lifted out of the arena of politics.

But I must not be led astray by this line of

thought. My immediate interest is concerned with the foundations of education in this country and with their evolution since pioneer times.

I find that almost from the very beginning the colleges were centers of violent scholastic struggles and of heated conflict. There was a constant clash between the subjects borrowed from the past and the subjects representing the needs of the present and the future; and that clash, fortunately, has never entirely subsided. The early curriculum was built around ancient languages, vague dialectical theories, and religious dogmas. But naturally there were those who asked what these had to do with a new world and a new day. The practical-minded men demanded opportunities for more vital education.

While all universities of this country, both public and private, have been responsive to a developing and expanding society, the state universities have been especially susceptible to pressures in this direction. Deep as was their reverence for their ancestors, it was never so deep as to make them blind worshippers at the shrines of the past, and unaware of or insensitive to the ever-changing present. Ancestral affection colored their thought and tempered their speech, but signs were not

wanting that inevitable changes in educational fashions were coming.

Thus it is not difficult to understand the emergence of a clash of interests — a clash that has given the impetus and provided the urge in the development of higher education in the United States, and a clash that I wish to analyze further in this address. The early schoolmasters believed in a learning that was concerned with fundamentals. They had little patience with the acquisition of overt skills or the mastery of techniques; indeed, these terms had not yet invaded their vocabularies. Men outside the colleges, on the other hand, wished better practise in medicine, law, theology and they were especially insistent that the arts of agriculture, finance, and statecraft be taught. Thus the dilemma which colleges must always face was brought to a focus in America. It has been the continuing dilemma. And how shall it be solved? Before answering that question we must explore for a few minutes certain other pertinent considerations of paramount importance.

It is a fact that the colleges of this country, although sensitive to changes in the world outside, have, for the most part, not fallen prey to the market place. Occasionally some thorough stu-

dent of higher education, like Abraham Flexner, does uncover courses which make us smile — as for example, courses in cosmetology, dude ranching, tap dancing, and crooning. I have often wondered what the shades of John Harvard, of Daniel Gilman, and of Eleazar Wheelock think about some of the courses we now offer in the name of higher education. Far be it from me to disturb their rest unnecessarily. Flagrant as some illustrations may be, it is, however, true that the universities of America have, for the most part, held steadfastly to the thought that they are primarily places of learning, not recreation centers, trade schools, or political forums. They have tried to learn everything they could without assuming the functions of the things they were studying or without becoming tainted with the faults of the things they were studying. The universities have realized that they exist in an expanding, changing world and that they must modify their offerings to correspond with the changing needs of society.

Sir James Irvine of St. Andrews states that it is his conviction that "the universities will continue to produce leaders of both thought and action if they make it their special aim to produce thinkers." He also declares that "a university is responsible

for enlarging the boundaries of knowledge rather than for colonizing the territory it explores." In such a university as he envisages men would gather wisdom by understanding, and understanding would be acquired by studying the problems that appeal to the mind. Men would grow strong by working with ideas. Fundamentals rather than specialties would characterize the curriculum. Even in the professional fields, Sir James would hold steadfastly to this principle. In medicine he would give more emphasis to the fundamental sciences and less to hospital and clinical practice than we do; in law more to history and jurisprudence and less to moot courts. It's a magnificent conception that must be kept in mind lest we dissipate our intellectual strength by chasing the lures and vagaries of the times.

Here in America we are not in great danger of over-emphasizing the point of view which Sir James presents; rather, are we in danger of over-emphasizing skills and techniques; of stressing the importance of the immediate and practical rather than the more fundamental needs of life; of trying to reorganize society without understanding it. Our disposition is to do something and then study it afterwards. We are impatient for results. We

demand action; we are scornful of knowledge, and critical of the expert, except when we face a personal crisis. The chief weakness of democracy is its unwillingness to base progress upon carefully conducted studies and carefully appraised theoretical considerations.

In our haste to get something done, we lay tribute upon every institution at our command, including the universities. That is one of the reasons we must keep on stating and restating what the purposes of universities are. They are places for study, reflection, the advancement of knowledge, not arenas for action, nor forums for the spread of propaganda. A few comparisons will make clear what I mean. A university, for example, studies government but it should not undertake to administer it. A university studies the markets, foreign exchange, the prices of stocks and bonds, and mortgages, but it should not operate a commercial investment house. A university studies the agencies of war and peace, but it should not promote wars nor organize crusades for pacifism. A university must study any question that affects human welfare, but it cannot carry a banner in any crusade except for the right to learn.

It is not easy to hold to this conception of the

purpose of a university. It is especially difficult for state universities to do so for, as I said at the outset, they developed out of the needs of the people and are at all times and at any particular moment the focus of a thousand impacts from individuals and groups who wish to utilize or control them for special purposes or special ends — some of which are in conformity with the purposes of an institution of higher education, and some of which are not. A university clearly cannot stand still; to relax its study of the world, or to fail to give instruction related to that world, would mean stagnation and death. On the other hand, it must not become the supine agent of any individual, of any group, of any class, or of any organization. A university must have a will of its own. Neither the bondage of outworn customs nor the specious arguments of extremists, whether they be in the name of business, of patriotism, of religion, of social theory, or of government, should ever be allowed to interfere with the legitimate functions of a university.

One of the best synopses of the history of higher education in this country has been prepared by Professor Edgar W. Knight of the University of North Carolina. He divides the long develop-

ment of the college in America into three periods: from its beginnings to 1860; from that date to the World War; and from the World War to the present time. He calls attention to the fact that the pioneer period was a period of growth, of expansion, and of building. It was a time when the restive spirit of the adventurer was abroad in the land. There were always new lands to explore; vast areas of uncut forests to possess; untilled prairies to cultivate; undiscovered ore in the hills for which to seek. The early part of this period gives us the stories of the huntsman, the trapper, and the covered wagon; the later years of the period provide the stories of the giants who built railroads, tunnelled mountains, bridged rivers, built cities, and founded great industries.

During this long period of growth and expansion and restless endeavor the college curricula changed slowly. Mathematics, rhetoric, logic, and moral philosophy, the nineteenth century versions of the trivium and the quadrivium, yielded slowly and grudgingly to the demands of the times. These traditional subjects were supposed to possess rare universal cultural values. The high veneration in which they were held is illustrated by events associated with the founding of Alle-

ghany College in 1817. The trustees placed in the cornerstone a chip of Plymouth Rock, some mortar from what was said to be the tomb of Virgil, and a piece of marble from Dido's temple. At the first commencement an oration was delivered in Latin by the President, and another in Hebrew. These orations "proclaimed the intellectual kinship of the new community with the older centers of learning and showed Alleghany students spoke the cultural language of Harvard and Yale and therefore deserved support."

The second period in college development really began when Charles W. Eliot wrote his famous article on "Liberty in Education" in which he advocated a program of electives rather than a fixed curriculum. It is true that the classics had been on the defensive for many years and that new subjects had already appeared, but Eliot's address had the devastating effect of a bomb suddenly thrown into the academic arena.

It is impossible for me in a single address to explore the causes for the change of front from a fixed to an elective curriculum, for a program dominated by mathematics and moral philosophy and the classics to one dominated by subjects of a more practical nature. During the pioneering,

nation-building period, religious ideals held sway in molding the educational program of this country. Harvard, for example, was established to train for the ministry; the charters of all the early universities made provision for faculties of divinity or for courses in religion. Many of the early preachers were men of great ability; they were powerful advocates of religion as a solvent for the ills of society. A close relation between the schools and the church was universally accepted as proper.

But by the time of Eliot a nation had been formed, exploration had practically ceased, cities had been built, continental means of transportation provided, industries founded, international trade established, a Civil War fought, and the slaves freed. It was clear to every one that we were entering a new period during which the colleges and universities paid "less and less attention to the thunders of the pulpit." Lists of trustees of colleges, instead of consisting chiefly of ministers and deacons concerned with the affairs of the church, read like corporation or legal directories. Colleges were passing from ecclesiastical to lay control. Subjects dealing with natural science and with training for business and efficiency forced

their way in and received an increasing amount of attention, while religion and the classics slipped into the background. A hostile critic declared that under the old system one learned a lot of useless knowledge while under the new system one did not need to learn anything at all. Nevertheless the curriculum was expanded and enriched, more opportunities for choice were given students; even art, music, letters, and the social studies began to creep in through the back door.

The third period, in which we are now living, shows certain important trends which I shall list without discussing. It shows a swing back to some prescription in college offerings and a willingness to encourage experiments in educational offerings and procedures. We know now that the romantic promises of the elective system were never fully realized. We have become convinced that there are some relatively universal elements in the intellectual world which students should master. Then, too, we have discovered that human beings differ enormously one from another just as we have discovered that the social demands are highly variable. As a result of these discoveries we are now less interested in administrative forms, in fixed curricula, or in free elec-

tives than we are in adapting our programs to the abilities, the needs, and the aspirations of the students.

During the pioneer period the colleges were subject to religious pressures; during the middle period to the demands of business; and in the present period to social and political philosophies. In the early days the colleges emphasized religion and ethics; in the middle period they exalted science and business; now they are being prevailed upon to discuss and analyze capital, labor, money and credits, unemployment, relief, public works, and many other such subjects in the field of the social sciences.

Even this brief historical sketch suggests how completely the colleges of America have been influenced by the changing character of the times. It reinforces the earlier observation, that they exist to serve the world that supports them. In one sense, a university is like the explorer of an undiscovered country. Explorers must have an objective. Stanley and Livingstone made fairly elaborate preparations for their trips into the heart of Africa. They learned what they could in advance; they equipped themselves with what they regarded as necessary; they engaged the best help

possible for their long treks into the unknown land; they observed and recorded their experiences. They were urged on by the insatiable desire to know what lay across the river, over the mountains, and beyond the horizon. Each succeeding day was filled with new adventures; some pleasant, some difficult, but all contributing to the ultimate objective.

So it is with a university; it is engaged in an eternal adventure in pioneering in the fields of understanding, of discovery, and of testing human knowledge. Like other explorers it must remain fixed in its purposes, and not deviate from them no matter how attractive any "short cuts" may seem to be. There are no short cuts to understanding and knowledge. Human social problems can be solved only through unceasing study; there is no other way. It is this fact that must underlie all the activities of higher education.

That the founders of American universities had deep-seated convictions with regard to these matters, and particularly with regard to the importance of education in advancing and maintaining democratic ideals, is shown by their efforts to protect the schools and to keep them free to do their work. The pioneer statesmen of this country de-

clared time and again that the schools must not be dominated by the church, the state, or any other agency.

No one expressed this point of view more vigorously than the Governor of Iowa who said of the University: "In its peculiar features and general organization, I would recommend the General Assembly to exercise a vigilant guardianship to the end that Party Politics and religious Sectarianism be absolutely and totally excluded from its walls. There is such a natural tendency for the devotees of every particular theory and creed to stamp upon the minds of youth their own governing views and motives, that no compromise with the evil can be tolerated. It is well that society is divided into parties and creeds, but in such an institution as our state university, these conflicting elements which work good to the world at large outside, would, within, produce only discord and destruction."

William Watts Folwell, the first President of the University of Minnesota, uttered these profound words in his inaugural address: "I am content to urge that university education be essential to the *well-being* rather than to the *being* of the state."

More than two hundred and fifty years have elapsed since the first state university was established, tens of thousands of students have attended it and its successors, and yet, strange as it may seem, we are still engaged in a battle for intellectual liberty. The principles of Folwell and the others have not had universal acceptance. When shall we learn that social good can be advanced only through the discovery and evaluation of the rational principles that apply to human affairs? When shall we learn that this advancement depends upon the maintenance of institutions, such as our universities, which are free to study and evaluate the world of which they are a part, but from which they remain independent and toward which they are objective? When shall we also learn that this advancement of the social good requires a social environment in which human personality has a full opportunity for free growth and free expression?

America has the unique opportunity of answering these questions for civilization. The task is not easy; the responsibility is heavy. After a thousand years of liberal idealism in education, totalitarian states are suppressing and driving its spirit from the halls of learning. No totalitarian

government can survive without controlling the form and spirit of the schools; no democratic government can survive which places strictures upon freedom of thought and freedom to teach the truth.

The objective of schools and universities in many European countries to-day is to turn out good Communists, or Fascists, or Nazis, as the case may be. The objective of schools and universities in this country is to turn out free-thinking, independent citizens who will form judgments on the basis of facts and carefully tested opinion. The dispassionate pursuit of knowledge is the best training for individuals who are to be citizens in a free country. If democracy is to be a way of life and a form of thought in this country, the universities must dwell in an atmosphere of liberty, free, to an encouraging degree, from the intellectual and political tyrannies found in some of the countries of continental Europe. The preservation of this intellectual freedom is the great responsibility of our citizens. Education fails if it does not impress upon those who attend higher institutions of learning that the freedom they enjoy is to be used for the advancement of social welfare. As potential leaders they must be trained

to undertake the drudgery of thought which is essential to the achievement of great human ends.

Students cannot acquire this attitude toward knowledge, nor can they develop an adequate comprehension of their place in society, unless there is a constant examination of the problems and the materials of education. One of the chief merits of education in this country is that it has not become fixed and inelastic. We are continuously evaluating its aims, improving its processes, and testing its results. In no other way can education move forward in consonance with the vital problems of the times. Constant reorientation of academic programs and standards in the light of contemporary conditions and issues is necessary if we are to equip students with the background of knowledge and thought they require as citizens of a free community. If we lose sight of this fundamental conception of democracy in our efforts to work social reform, democracy itself will disintegrate and disappear.

I do not mean to imply that the universities will concern themselves solely with history and contemporaneous events. They will undertake to plot social trends, to foresee critical developments, and to prepare the ground for a practical understand-

ing of social needs. They will not be policy-forming institutions but they will try to comprehend the events and to explore conditions that policy-forming bodies will need.

Not long ago a most impressive cartoon appeared in an eastern paper. It was labeled "Modern Education at Bay". The cartoon portrayed a four-headed dragon approaching a school building. The heads were labeled persecution, ignorance, bigotry, and intolerance. Between the dragon and the school building stood a man, representing education; with sword upraised he was trying to repel the advance of this monster which, nevertheless, pressed relentlessly on, hissing venom from each of its horrible heads.

Persecution, ignorance, bigotry, and intolerance may not be the only evil forces that would destroy modern education, but they are four of the worst. We are engaged in a never-ceasing battle to combat these forces — a battle which is renewed with each new generation. They will not be destroyed by exalting self-interests nor by group and mass pressures. The victory will be won when fair dealing, tolerance, and enlightened learning are universally accepted as ideals to be cherished and preserved. One of the most pertinent questions is

whether the colleges and universities can provide themselves with armor necessary to protect themselves from these disintegrating evils and whether they can at the same time establish the thought that an educated man is one who knows how to keep his judgment in suspense until he knows the facts or has weighed the hypotheses.

Persecution, ignorance, bigotry, intolerance are the weapons of barbarians. We can drive them into permanent retreat only if we dedicate ourselves to the task of keeping the lamps of learning aflame and undimmed. Greatest among us will be those idealists who can pass along to others their own unruffled faith and understanding, despite the whims and bitterness of cynics. Every university possesses a priestly hierarchy of scholars whose confidence in the possibilities of education and whose readiness to fight for it against mass attacks of prejudice, ignorance, and self-interest is unyielding. It is they who are the saviors of the true education; it is they who are the real guardians of learning and ability.

Professor Gilbert Murray of Oxford, upon the recent occasion of his seventieth birthday, characterized scholarship in these words: "A society without history cannot understand what it is do-

ing, and history without scholarship cannot understand itself."

And thus my theme comes to an end. The founders of the early universities were profoundly right in impressing upon their own times and upon us as well the necessity for drawing from and preserving the traditions that have made us strong and great. Their critics, and those of to-day, are likewise right in their insistence that education must adapt the traditions of the past to the needs of the present. From the wise merging of tradition and change comes the orderly growth that will insure a stable civilization, in which education can flourish — to carry us forward to new levels of human welfare and accomplishment.

The Selective Principle in Education in a Democracy

James B. Conant

It is a great privilege for me to be present at this celebration of the ninetieth anniversary of the founding of the University of Iowa. I should like first of all to congratulate the people of this State on having created and maintained so successfully for nearly a century an institution of learning which is now recognized throughout the country as one of our significant centers of higher education. Harvard sends to the President, faculty, and students on this occasion sincerest felicitations and best wishes for your continued good fortune.

Coming to you as I do, as the administrative head of a privately endowed university, it is with considerable hesitancy that I venture to discuss a problem which raises fundamental questions concerning the policy of a state-supported system of instruction. A state university admittedly faces an entirely different situation from that confronting a privately supported university, and we must

be cautious in arguing by analogy from one to the other. Nevertheless, I believe that one fundamental question confronts all the universities of this great democracy. How shall we select those whom we are to educate? This is the problem I should like to present to you this afternoon.

Much of the discussion one hears about American higher education seems to me to oscillate between two poles of thought. On the one side we hear it stated that primarily the college is concerned with training the mind, primarily concerned with selecting and training young men and women of intellectual promise for positions in after life which require general intelligence and a high order of mental capacity. On the other side, we hear it proclaimed that the purpose of a college education is not to train specialists, but to educate for a fuller life all the students (perhaps, indeed, all young Americans). The one pole may be designated as education for intellectual leadership; the other, education for citizenship. Now it seems to me that the American college and the American university exist for no one single purpose, but for many purposes; the problem as I see it, is to keep the balance between the various necessary objectives and not let our powers of vision be destroyed

by focusing too long and too intently on any one particular bull's-eye.

For example, I take it that every one agrees that our graduates should be equipped to play their proper part as intelligent citizens in a democracy. But if in concentrating our attention on preparing all our students to lead "the good life" we allow our selective machinery to grow rusty, we are failing in an equally important task — the task of providing the leaders for the future. And by the leaders I do not mean the geniuses but the outstanding men in professional life: the leaders of the bar, the judges on the bench, the physicians of eminence, the engineers of distinction, the public servants of unusual capacity, the administrators in private industry who carry forward successfully the great enterprises entrusted to their care.

What is this machinery by which the colleges play their part in selecting and training the most able young men and women? Clearly it is our old heritage of stiff courses, examinations, rank lists, "honor standing", a stimulating atmosphere making for hard work. But how seriously should we take such academic paraphernalia as examinations and systems of grading? Are academic tests of any value except as police measures? Do they do

more than insure that our students will study faithfully the subject matter designed to make them better citizens? Occasionally perhaps not, but as a general rule they perform a most valuable service for the community at large.

If we consider this question of education for leadership, it is evident that accurate information should be available at all stages of the educational process concerning the ability of students. The community cannot afford to provide professional education for those who cannot profit by it; indeed, the individual himself cannot afford to start down a dark or dimly lighted blind alley. The future employer — be it the state in its many ramifications, the law office, the hospital, or industry — must have as much knowledge as possible as to the capacity of applications for positions. For these reasons a school, college, or professional faculty cannot be too much concerned with the problem of providing adequate tests and examinations for sorting and classifying the students.

As an illustration of how successful the colleges are in estimating mental capacity, let me refer to a study of the cases of more than 4000 men who have entered the Harvard Law School in recent years. We have compared the standing of each

of these men in his college work with his subsequent success in the examinations at the end of the first year in the Harvard Law School. The results prove conclusively what has been proved many times but not always believed, namely, that there is a very close correlation between success in college and success in the Law School. Unless a student had attained a certain minimum standing in his college work his chances of succeeding in the Law School were less than one in three.

This high correlation between the work of the colleges and the Harvard Law School undoubtedly would be found to hold in other law schools and in general in the graduate professional schools. Probably the correlation in the law is somewhat higher than it would be in medicine, for example; but I think the case of the man who does badly in college and brilliantly in the professional schools is just as mythical in medicine as in law. Probably a higher correlation still could be obtained if certain aptitudes could be tested and if all the college subjects were not treated as of equal prognostic value — but this is for the future to work out. At present it seems to me clear that the selective machinery of the American college is performing an effective service in sifting our students.

There is one important point to be noted in connection with the Law School studies which I should like to call to your attention. The minimum standing in college which corresponded to a fifty-fifty chance of success in the Law School varied enormously from college to college. The position of the critical grade which emerges from the Law School studies is very different in different institutions — different with respect to the honor standards of the college in question and different with respect to the passing mark. What are the causes of these very large differences? If we were sure of the answer to this question, we might make a long step forward in education.

May I give you for what it is worth my analysis of the situation. There are, it seems to me, three important variables. The first is the way the grades are distributed among the class — the relative and absolute grading standard. In some institutions the professors may be much more soft-hearted than in others and on the average award a higher percentage of good marks. But this cannot be the only factor — the discrepancies between institutions are too great.

A second factor is the general intellectual level of the student body in the college in question. By

manipulating the admission policy one could clearly raise or lower the position of the critical grade I have mentioned. Tracing this factor further leads us to the schools and their selective and educational processes.

The third variable would be the one which to many people would seem to be much the most important — the nature of the instruction. Some of you may say at once that with good instruction the critical average in any institution could be lowered so that every graduate would be a good risk in a professional school. That is a comforting point of view for any educator to have, but I wonder — frankly I not only wonder but I have my doubts. I am strongly inclined to think that the examination standards and the intrinsic quality of the students determine the absolute intellectual standing of a particular college fully as much as the type and quality of the instruction.

If you agree with me in this, you will side with those who measure the effectiveness of our college courses primarily from the point of view of an evaluation of the sifting and sorting process. Good teaching you will say is teaching which stimulates every last student to show all that he has in him; good teaching makes the brilliant loafer

impossible; it provides a series of tests with memory playing a secondary rôle — tests so difficult that those who come to the top have genuine intellectual capacity. In short, the examinations are real trial heats and not jogs around the track with all the squad tying for first place. From this viewpoint the subject matter is wholly secondary provided one keeps within certain limits — of course, you cannot judge a runner by the time he makes going a mile on a motorcycle. But let me refer you to Macaulay's famous speech in the House of Commons in 1833, when he put forward his scheme of competitive examinations which was to reform first the Indian Service and then transform the whole British Civil Service.

Speaking on the subject of the proposed competitive examinations for positions in the East India Company, he answered his objectors as follows: "It is said, I know, that examinations in Latin, in Greek, and in mathematics, are no tests of what men will prove to be in life. I am perfectly aware, that they are not infallible tests; but that they are tests I confidently maintain. Look at every walk of life and see whether it be not true, that those who attain high distinction in the world are generally men who were distinguished

in their academic career. . . . Whether the English system of education be good or bad is not now the question. Perhaps I may think that too much time is given to the ancient languages and to the abstract sciences. But what then? Whatever be the languages — whatever be the sciences, which it is, in any age or country, the fashion to teach, those who become the greatest proficient in those languages and those sciences, will generally be the flower of youth — the most acute — the most industrious — the most ambitious of honourable distinctions. If the Ptolmaic system were taught at Cambridge, instead of the Newtonian, the senior wrangler would nevertheless be in general a superior man to the wooden spoon. If, instead of learning Greek, we learned the Cherokee, the man who understood the Cherokee best, who made the most correct and melodious Cherokee verses — who comprehended most accurately the effect of the Cherokee particles — would generally be a superior man to him who was destitute of these accomplishments. If astrology were taught at our Universities, the young man who cast nativities best would generally turn out a superior man. If alchemy were taught, the young man who showed most activity in the pur-

suit of the philosopher's stone, would generally turn out a superior man."

At the risk of being considered very old fashioned, I agree with Macaulay. My guess is that the colleges to-day whose pass men as well as honor men show real intellectual vigor are those which provide many stiff courses in difficult subjects. They are the colleges whose students get a real intellectual "workout" and where the examinations spread out the students over an extended scale. On the other hand, I imagine that in those colleges whose honor men even are "bad risks" the reverse of this situation would be found to prevail. There might be there, I suspect, too many offerings in those fields where only the most ingenious can set examinations which test mental capacity and intellectual power. I name no subjects as being intrinsically difficult or easy, but you all know what I mean — Cherokee will do as a blanket designation for one type, fencing and tap-dancing will do as a general title for the other. It seems to me self-evident that to the extent that we give up the old disciplines which we are sure of as proving ground for intellectual talent, we are jeopardizing the selective principle in our educational machinery.

But I have talked too much about the machinery. Let us get on with the discussion of the human problem, the recruiting of the student body. The statistics indicate that approximately one out of every four students graduating from the secondary schools of the country enters a college or university. A process of selection is here at work which is largely the result of accidental forces; it is only slightly controlled by our educational system and very largely influenced by economic and geographical factors. Can we improve the situation? I believe we can and I believe further that an improvement is vital for the future of this republic.

It is difficult to generalize for a country of forty-eight states and with a host of varied local conditions, but I suppose no one will deny that there are many youths of great ability and of high character who because of financial considerations are unable to complete the education they desire. In the past many needy students have eked out their living by doing chores of one sort or another, but this has become increasingly difficult in recent years. And whether or not work is available, I must admit I do not believe in the older American theory that it is necessarily good for a student to work his way through college.

I agree that hard work is an excellent thing for the boy who is just turning into a man and I know it is a fatal mistake to make life too easy for our college and university students. I do not believe, however, that it should be a function of our educational system to provide handicaps which are unfairly adjusted so that they affect certain students and not others. If we have any question about the possibility that our college life may tend to soften our students, let us bend our efforts to making our collegiate and professional work even more effective in developing character and moral stamina.

If you have followed my line of reasoning thus far and are in agreement, you will conclude with me that a carefully administered scholarship policy is an essential part of a truly democratic selective system of education. This will be admittedly expensive, for the stipends should be large in many cases. At any rate that is the conclusion we have reached in Cambridge: perhaps I may describe very briefly our new scholarship plan. This plan has as its primary aim the opening of the avenue of opportunity through our institution for boys of promise, irrespective of their financial resources. The initial award is made entirely on the basis of our estimate of the capacity of the student, not

only intellectual capacity but character, imagination, creativeness, and stamina. Of course, the method of determining this estimate must vary from faculty to faculty.

Our first experiment with this new scholarship plan for undergraduates entering Harvard College as Freshmen was started in a group of six states: Minnesota, Wisconsin, Michigan, Illinois, Indiana, and Ohio. It was gradually enlarged by the addition of Iowa, Kentucky, Missouri, and Tennessee to a total of ten states. From these ten states seventeen National Scholarship holders entered Harvard last fall as members of the Class of 1940. The plan has been in operation only a few years but has been extraordinarily successful from every point of view. For example, the boys, most of whom have come you will note from this general part of the country, have stood well scholastically and have been prominent in extracurricular activities. They have added much to Harvard and we hope the education we can provide has not been without its value to them.

In every case there is a trial year: the Freshman year in the College, and the first year in the professional schools. The trial year is successful if the holder of the scholarship proves his capacity

for work of a superior character. It does not follow that he must lead his class. The award is not a premium for totaling the highest academic score in the first year. It is an opportunity to obtain an education provided for those who show great promise. After the trial year the award is for the remainder of the course, subject to withdrawal if the recipient fails to do honor work. Here again the holders of these scholarships may be out-ranked each year by others. That is a necessary consequence of the plan. But these scholarship holders are under no more pressure to obtain good grades than other superior students. Indeed, they are relieved from that devastating competition for marks which was a necessary attendant of the older method of annual awards of scholarships in sums varying according to the standing in the rank list.

Finally, and most important of all, is the feature which we have come to call the sliding scale. The award is made in the first instance solely on the judgment of the committee as to the promise of the candidate. The stipend depends solely on his financial need determined after careful inquiry. A student who can pay his own way may receive the award, with only a hundred dollars as a prize.

The published list of winners gives no information to the outside world whether each man on the list is receiving the maximum amount (\$1000 to \$1200) or merely the very small prize. It is, of course, essential, granting my premises, that the maximum award be large enough to meet the entire expenses during the academic year of a student living on a modest scale. This is our objective in the development of our scholarship policy at Harvard.

It is with great hesitation that I venture to suggest any changes to those in charge of our publicly financed universities and our state systems of education which have done so much for the youth of this country and are accomplishing such a splendid task. What I have to suggest may have no application to any particular state, but I am wondering if more funds should not be devoted to expanding the scholarship policy of our state universities. If promising material is being lost because of even a slight financial obstacle, then it would seem worthwhile to examine ways and means of diminishing this artificial and undemocratic element in the selective process. Might it not be wise to consider the possibility of spending a larger amount of money on scholarships to be awarded to promis-

ing youths along the lines I have just indicated? The practice varies, I know, from state to state. Kansas, for example, has a system, I understand, very much like the one I have described. I have the suspicion that there are many instances in this country of boys and girls of talent who are deprived of the best educational opportunities offered in their states because of the fact that they live at some distance from the state university and their parents are unable to furnish the money which would finance their educations.

Our marvelously developed school system in this country provides a mechanism by which a hitherto unheard-of opportunity presents itself to young children of all conditions and in all parts of the land. It is quite clear, however, that as yet we have not realized the full capacities of this system for producing leaders. Irrelevant factors of a geographic and financial nature have made impossible the higher education of many who would have done much to make this country great in the world of thought. Many who would have benefited countless fellow citizens by their services in the professions have dropped out of the educational process because they could not finance a university course.

In short, I am arguing that in addition to spending large sums of money on the education of the mass of our public for citizenship, we should also concentrate on the problem of improving our selective machinery on the one hand and maintaining an adequate scholarship plan on the other for the boys and girls who should be the cultural leaders of the next generation. Only thus can we offer the best possible education for the talented boy, irrespective of the financial status of his parents. Only thus, I believe, can a real democracy of opportunity be achieved!

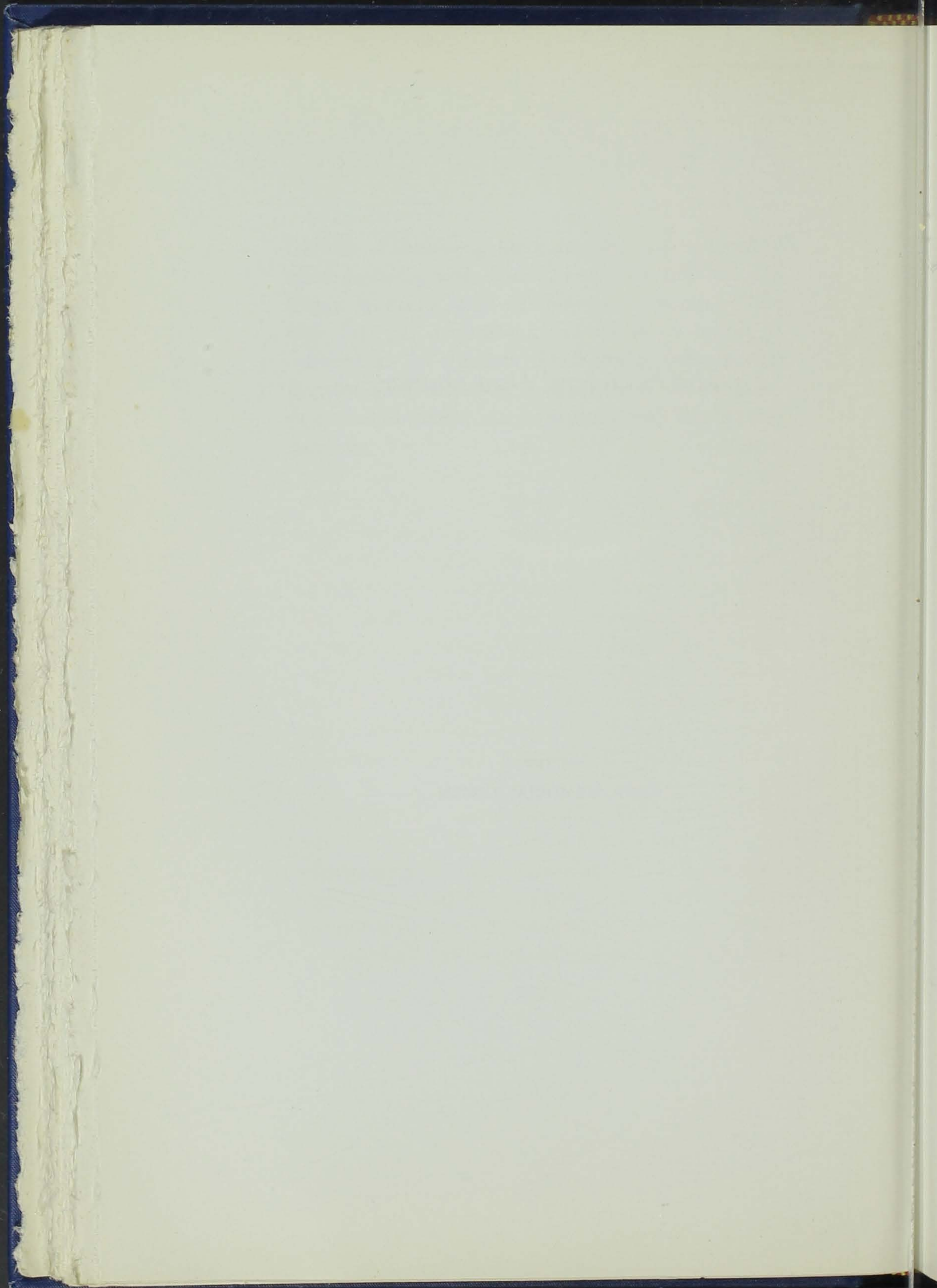
And now in conclusion allow me to express again my gratification at being here to-day. The early history of this institution is the history of those who had that faith that could move mountains, a faith in the possibilities of a university education in a country but recently settled, and under the auspices of a state government only a few months old. While one sympathizes with your first president-elect who felt the enterprise too desperate for him to accept the leadership, one rejoices that there were others with stouter hearts who pushed forward. These men were, indeed, pioneers in higher education.

For three centuries such valiant and devoted

friends of learning have carried the university spirit to every new frontier and have implanted it firmly in every state of this vast republic. The task for our generation and those to follow is otherwise. We inherit the fruits of their labors; it is for us to strive with equal fortitude to maintain and improve our spiritual and intellectual patrimony.

The Founders' Day Dinner

AT THE
IOWA MEMORIAL UNION



The Ringing Bells

Faintly, as if from a great distance, came the sound of a bell ringing. Guests of the University who were dining in the Lounge of the Memorial Union turned toward the speakers' table. Even as their attention was focused they recognized the tone of the bell. It was the voice from the dome of the Old Stone Capitol telling the beginning of a new hour. In the minds of all who listened at the Union or on the radio far and near, each stroke awakened memories of other times. It seemed as though the present tolling was echoing the past, recalling visions of old familiar scenes. To the foresight of the pioneers who founded the University in 1847 the ringing bell paid grateful tribute.

Then President Gilmore arose. At precisely half past eight o'clock he struck the large bell that hung in a gilded frame before him. Its clear, sweet tones may once have rung in the ears of the men who created the Commonwealth. As if to bridge with sound the lapse of ninety years, the stroke of

the ancient bell, long silent on the campus, proclaimed the opening of the evening program in commemoration of the founding of the University.

The Old Stone Capitol Remembers

Benj. F. Shambaugh

Good evening everybody: This is Benjamin F. Shambaugh speaking: speaking in Iowa City at the Memorial Union where a group of students, faculty, alumni, and friends are commemorating another anniversary of the founding of the State University of Iowa. Or, shall I say that this evening's program is staged as a prologue to the pageant of "One Hundred Years of Higher Education" presented in celebration of the University's centennial in 1947.

A celebration ten years hence may seem too far away to warrant a prologue to-night. But, thanks to the new physics, neither time nor space really exist . . . only space-time . . . and that to us means nothing. And so, here and now we prologue the centenary pageant of the University upon which the curtain will rise in February, 1947.

Having looked forward ten years, we may now turn back ninety years . . . back to Iowa City in the winter of 1846-47 . . . back to the frontier

. . . back to the wilderness . . . almost to the western edge of American civilization.

It is the night of February 24, 1847 . . . the night before the University was born. Under a mantle of darkness Iowa City sleeps . . . and there is silence . . . broken only by the distant music of sleigh bells jingling faintly through "the icy air of night".

In the center of Capitol Square, a stone building rests heavily on its broad foundations. . . . The lamps are all out . . . and there is darkness. . . . The stone building (now known as the Old Stone Capitol) sleeps . . . and within its walls there is silence . . . broken only by the music of sleigh bells . . . and the cold drip-drip of icicles hanging from the roof. Yes, the Old Stone Capitol sleeps . . . sleeps fitfully . . . its slumbers are disturbed by dreams and premonitions . . . dreams of the birth of a Commonwealth . . . and premonitions of the birth of a University. . . . Strange potency, this thing we call dreams. . . . They seem to remember everything . . . and forget nothing.

And so, on the night of February 24, 1847, dreaming dreams no building ever dreamed before, the Old Stone Capitol remembered many

things . . . remembered that on July 4, 1838, Iowa became an independent Territory . . . and when the pioneer settlers in the vicinity of Iowa City met to celebrate their independence, Poweshiek was there. . . . Asked to speak, the Indian Chief arose to his full height, slipped his blanket from his shoulders, raised his hand aloft, and, pointing westward, uttered this farewell lament: "Soon I shall go to a new home and you will plant corn where my dead sleep. Our towns, the paths we have made, and the flowers we love will soon be yours. I have moved many times and have seen the white man put his feet in the tracks of the Indian . . . when I am gone [I know] that you will soon forget that the meat and the lodgefire of the Indian have been forever free to the stranger, and that at all times the Indian has asked for only what he has fought for, the right to be free."

Dreams crowd each other as the Old Stone Capitol remembered that on May 4, 1839, Chauncey Swan, standing on the banks of the Ioway, declared, here we locate the Seat of Government of Iowa Territory, and on this spot we shall erect the Capitol Building . . . remembered, too, that on July 4th an old-fashioned cele-

bration was held on Capitol Square . . . that John Frierson — tall, spare, raw-boned, hard-fisted pioneer — delivered the oration, standing in a wagon-box with one foot elevated upon a barrel of Cincinnati whisky . . . that by January, 1840, there were one hundred inhabitants in Iowa City, living in log cabins or in stone houses . . . that "Buck's Grocery" was a place where spirituous or vinous liquors were retailed in less quantities than one gallon . . . that Lyman Dillon with breaking plow and five yoke of oxen marked the course of a public road one hundred miles long between Iowa City and Dubuque . . . that on an evening in June the steamboat *Ripple* arrived at the port of Iowa City . . . that the whole town and some of the citizens were "illuminated" in celebration of the election of President William Henry Harrison . . . that first a jail and then a courthouse was erected . . . and that a vigilance committee threw one undesirable citizen into the river, and choked another till he confessed his crime.

Nor did the Old Stone Capitol forget that the rocks in its walls were quarried from the banks of the Ioway, floated down the river on flat-boats to the foot of Iowa Avenue, and thence drawn by ox-power to Capitol Square . . . that the erection of

the Old Stone Capitol was begun in 1840 . . . that Governor Robert Lucas came up from Burlington to help lay the cornerstone on July 4th amid the cheers of pioneers who had been refreshed by a barbecue.

As the night wore on, memory dreams recalled that in 1840 Jesse Berry opened the first school in Iowa City and took in chickens, brick, posts, work, and washing for tuitions . . . that Mechanics Academy (later to become the first cradle of the University) was erected in 1843 . . . and that about this time there arrived in Iowa Territory a band of missionaries of New England culture and religion.

Mingled with pride were the dreams which recalled that in December, 1842, the Legislative Assembly of the Territory and the Territorial officers first occupied the Old Stone Capitol . . . that Governors John Chambers and James Clarke graced the office of Chief Executive; while the three judges of the Supreme Court (Charles Mason, Joseph Williams, and Thomas Wilson) administered justice according to law and conscience.

Clearly the Old Stone Capitol remembered that through much debate, many compromises, and a

little quarreling (verging at times on free-for-all fist-fights) a thousand laws were enacted by the Territorial legislature . . . that among these laws were acts to encourage education and provide for the establishment of common schools . . . acts incorporating many colleges, academies, seminaries of learning, literary and collegiate institutes, lyceums, and medical societies . . . acts to define a lawful fence, to prevent the firing of prairies, to punish gambling, and to preserve good order in worshipping congregations. . . . Duelling, kidnapping, hog stealing, cheating, and disinterring the dead were defined as criminal. . . . Imprisonment for debts was abolished.

Then just as the first faint streaks of crimson in eastern skies presaged the dawn of another day, a premonition dream brought reminders of the birth of the Commonwealth. And the Old Stone Capitol remembered that the first constitutional convention met within its walls in October, 1844, and after indefinitely postponing a resolution to open each day's session with prayer to Almighty God, drafted a state constitution and adjourned *sine die* in less than four weeks from the day of its first meeting.

The Old Stone Capitol remembered also that

the Constitution of 1844 was twice rejected by the people . . . that a second constitutional convention met within its walls in May, 1846, and after a brief session of fifteen days submitted a new constitution which was promptly ratified . . . that in October state officers and members of the First General Assembly were elected. The Old Stone Capitol remembered that on Monday, November 30, 1846, the First General Assembly assembled to organize the new state government.

That was a memorable day. The great oaks on Capitol Square, stretching their gnarled limbs and bare branches against the sky, seemed to say Welcome! Welcome! Early in the morning Governor James Clarke arrived at his office — rooms now occupied by President Gilmore. Entering through the east door the Supreme Court judges went immediately to the court chambers on the first floor — rooms in which the Board of Education now holds its meetings. Members of the legislature slowly climbed the winding stairway to the second floor, where nineteen Senators turned to the left and thirty-nine Representatives to the right. Here they received the last message of Territorial Governor Clarke on Wednesday, and on Thursday they assembled in the House

Chamber where Chief Justice Mason administered the oath of office of the first state Governor.

Twelve days after the inauguration of Governor Briggs in the Old Stone Capitol at Iowa City, the Constitution of Iowa was presented to the Congress of the United States in the Capitol Building at Washington, where a bill to admit Iowa into the Union was passed on December 24th. Four days later this act of Congress was signed by President Polk. Whereupon the State of Iowa *did* enter the Union on "an equal footing with the original States in all respects whatsoever" on the TWENTY-EIGHTH DAY OF DECEMBER ONE THOUSAND EIGHT HUNDRED AND FORTY-SIX.

Strangely enough, in recalling the birth of the Commonwealth, the Old Stone Capitol seemed puzzled about the State's birthplace. Was it Washington or Iowa City?

But no such doubts ever clouded memories of the birthday and the birthplace of the State University. For during the last week of February, 1847, the Old Stone Capitol was very much awake (in daytime): it was an eyewitness to the passage of the act founding the State University and of the approval of that act on February 25, 1847, by the Chief Executive of the State. The State Uni-

versity of Iowa *was born* at Iowa City in the Old Stone Capitol on the afternoon of FEBRUARY THE TWENTY-FIFTH ONE THOUSAND EIGHT HUNDRED AND FORTY-SEVEN.

Ninety years have passed, gone by, and left their mark. And I can imagine that to-night, when the lights are out, the Old Stone Capitol, enriched with a thousand memories, will dream the dreams of ninety years of higher education . . . dreams of campus growth, of the erection of buildings, of expanding curricula, of teaching, of lectures, and of examinations . . . dreams of the establishment of departments, schools, colleges, a child welfare station, a music hall, a fine arts building, and a little theatre . . . dreams of libraries, laboratories, and museums . . . dreams of faculties and faculty quarrels . . . dreams of governing boards, appropriations, and futile legislative investigations . . . dreams of conferences, of convocations, and of homecomings.

Of great significance were the dreams of an academic atmosphere filled with the stimulating challenges of many conflicts . . . conflicts between science and religion; between evolution and tradition . . . conflicts between reason and emo-

tion; between intellect and feeling; between open minds and dogmatic minds; between the uncrowned glories of real achievements and the loud acclaims of the crowd . . . conflicts between the spirit and the flesh; between God and Mammon . . . between the spirit of good will and the spirit of selfishness; between the integrity of the individual and the conventions of society . . . conflicts between the constructive spirit of coöperation and the defeating malady of petty jealousies and small ambitions . . . conflicts between modesty and smug sophistication; between reason enthroned and passion unbridled; between the generous and the jealous; between the wise and the cunning; between the infectious alert and the deadly blasé . . . conflicts between the noisy adoration of the crowd-made hero and the calm worship of the highest miracle of all creation, the man who is both great and good . . . conflicts between men of good will and men of hate; between men of vision and men of routine.

I can imagine that to-night the Old Stone Capitol will dream of thousands of students, inspired by the irresistible human hope of a good life, lighting their candles at the shrines of great men (Hinrichs, Hammond, Currier, Calvin, Mc-

Clain, Macbride, Anderson, Perkins, Weld, Wilcox, Loos, Breene, Beye, Shimek, and a score of others) and then with courage born of faith pressing on through this world of many conflicts toward the goals of their ambitions.

And to-night the Old Stone Capitol will dream of governing boards (of Richardson, Swalm, Holbrook, Schoentgen, Baker, and finance committeeman Boyd . . . It will surely dream of the coming and going of University Presidents . . . Totten, Spencer, Leonard, Black, Thacher, Slagle, Pickard, Schaeffer, MacLean, Bowman, Macbride . . . and then came Walter A. Jessup, during whose long administration of nineteen years the University reached its highest peak in the erection of buildings, the expansion of curricula, the pursuit of research, and the appreciation of the values of art in education. They tell us that now his address is 522 Fifth Avenue, New York City. But those of us who through many years of association have come to understand him at his best, know that the home of his enthusiasms, the vantage point from which he scans the horizons of higher learning, the source of his dreams, is still the campus of the State University of Iowa.

Dreams. . . . Did I say dreams? . . . Strange

potency this thing we call dreams. They seem to remember everything, forget nothing, and then in some mysterious way reveal to us the values of history and the deep significance of anniversaries.

It was a former Iowan of distinction, a graduate of Grinnell College, Albert Shaw, who pointed out that anniversaries are observed in response to that sense of time which we *must* cultivate if we are to have orderly progress.* Indeed anniversaries that recall the deeds of great men and the achievements of great institutions are necessary for our reassurance: they give us a feeling of stability which inspires confidence in ourselves and in our own day and generation.

In pausing to look backward over paths that have been traversed, we *do* recover our sense of direction and are guided afresh in the choice of paths to pursue. With the clearer perceptions and the better knowledge of the firmness of our foundations which anniversaries always bring to us, we find ourselves less bewildered by the flurry and turmoil of the passing moment. The right observance of anniversaries prompts us to cast away our doubts and our fears; for it is through

* What is said here on the significance of anniversaries is largely adapted from an address by Albert Shaw.

the vista of the years that we perceive that power *has been given* us to conquer circumstance and, through wisdom, to dominate our environment.

So necessary are the reassurances which come from anniversaries that if history did not provide great men and great events to worship and commemorate we would have to create them for our sure salvation.

It is through these anniversary observances that we have come to understand that the State University has survived throughout the years because it has represented something vital and permanent in the lives of men and women, and because it still has a necessary service to perform in this Commonwealth.

And to-morrow? . . . and the days after to-morrow? With a dignity born of the dominant will of the men that lived long ago, the Old Stone Capitol will still stand four square to the world, facing east and facing west with walls of stone and lighted dome, still faithfully performing its spiritual function of linking the memories of the past with the hopes and aspirations of the future — until, well, until our University shall sometime end in a dream.

Our University end in a dream? Though in some time's tide its door shall be closed and its halls become silent, I say to you, it shall live always through the majesty of memory and the everlasting strength of example.

The Iowa State Board of Education

Eugene A. Gilmore

The Old Stone Capitol, which was the birth-place of the University and which has cradled and nourished its ideals through all the years, has been eloquently and feelingly used by Dr. Shambaugh in his beautiful address to awaken rich and precious memories of the past.

This afternoon in an all too brief session we took a view in retrospect and prospect of higher education. In this we were greatly aided by two distinguished educators: James Bryant Conant, head of America's old, honorable, and distinguished Harvard University; Lotus D. Coffman, outstanding leader in the field of public education and the head of the great University of Minnesota.

We were concerned with some of the problems of organized education in our colleges and universities. We were also concerned, among other things, with the wise and proper government of state-supported institutions of higher learning.

At the risk of criticism for repetition, I want to emphasize one thought that I used this afternoon, because I regard it as one of the most fundamental things in the conduct of higher education.

One of the indispensable needs of a real university is ample opportunity to carry on its work under a governing board composed of those who sympathetically and intelligently understand the nature and mission of a university and who govern it according to a principle that enables it to function free from improper interference or control; untrammelled by the pressure of those who would exploit it for personal advantage, material gain, or partisan purposes.

Slowly, but sometimes discouragingly, state universities are acquiring their essential autonomy and freedom. Gradually we are coming to recognize that an intelligent, impartial, and independent university is society's only assurance against ignorance, prejudice, demagoguery, and propaganda.

To-night we are celebrating, not merely the ninetieth anniversary of the University, but we are celebrating the establishment of the present State Board of Education. For almost twenty-eight years the University, with our sister insti-

tutions at Ames and Cedar Falls, have been under the care of this Board. On this occasion the University of Iowa, due to the wisdom, statesmanship, and devotion of those entrusted with its government, takes grateful satisfaction in the progress made towards achieving and maintaining the essential principles of autonomy and academic freedom.

The success of the Board of Education in bringing about this result is due to several factors. First, a wise understanding by the Board of its own functions, well expressed in its very first report: "The Board holds to this general principle that it is a governing rather than an administrative body." In keeping with this principle it has uniformly left to the executive head of each school all matters of internal administration. The Finance Committee, selected by the Board from outside its membership, has proved, contrary to the prophecy that it would usurp the work of the presidents, to be a body which has functioned strictly according to its name and within the general principle of government which the Board laid down for itself.

Second, the wisdom shown by the Board when it announced also in its very first report this im-

portant principle, quoting the language of Dr. Charles W. Eliot, who was then the distinguished President of Harvard University: "Confidence in experts and willingness to employ them and abide by their decisions are among the best signs of intelligence in an educated individual or an educated community. In any democracy which is to thrive, this respect and confidence must be felt strongly by the majority of the population. In the conduct of private or corporation business in the United States the employment of experts is well recognized as the only rational and successful method. A democracy must learn in governmental affairs, whether municipal, state or national, to employ experts and abide by their decisions." All through the years the Board of Education has freely and frequently consulted recognized experts in educational matters and has been guided by their advice.

Third, the Board's success is due to the quality and character of those who have served on it. On the passage of the act, due to the untiring efforts of Senator W. P. Whipple of Vinton, the Des Moines *Register and Leader* said: "As Governor Carroll affixes his signature to the bill for a single board of control for the state colleges, which

passed the House yesterday, and thereby makes it a law, he will be putting upon himself a grave responsibility, for in the selection of the nine men who are to have charge of this important work, the very best and strongest must be made to consider it an honor to serve."

To a remarkable degree the Board has been made up of the "best and strongest" who have considered "it an honor to serve," and who have performed their duties intelligently, courageously, and free from partisan interference or control. The Board has exemplified through all its useful years that a good university regent is one who has forsworn personalities and politics.

And fourth, the length, continuity, and stability of membership has been an important factor. While the term of appointment is for but six years, re-appointment has been the rule and members have served terms of twelve, eighteen, twenty-four, and twenty-eight years. The Finance Committee has shown the same stability and continuity of personnel.

Out of the practices of the past twenty-eight years a great tradition concerning the government of institutions of higher education and the selection of the governors has been hammered out on

the hard anvil of experience. The security of the University in its autonomy and freedom lies in the preservation of this tradition. While the law creating the State Board of Education provides certain formal safeguards, tradition is stronger than law. Taboos are more potent than legislative enactments. A taboo is nothing but widespread community sentiment as regards the proprieties in given situations. The safety and efficiency of the University and its governing board must rest ultimately in the acceptance of the tradition based on a community sentiment born of long experience.

Greetings From Educators

President Gilmore

It is now our pleasure on this anniversary to receive greetings from our sister institutions and from those who have known of the work of the Board of Education and of its Finance Committee. First, may I present the greetings from certain absentees, each of whom expresses great regret for his absence and sends a message of greeting. Out of the many messages received I beg your indulgence to read but a few.

JAMES R. ANGELL

President of Yale University

Member of the commission appointed in 1915 to survey
the institutions under the Iowa State Board
of Education

May I take the opportunity to extend to the State of Iowa my sincere congratulations on the successful operation of the Board which has for twenty-eight years been in charge of the institutions of higher education in the State. . . . I feel that the record which the Board has made in achieving a degree of stability for the various institutions is one which should not pass without wide public knowledge and sincere public gratitude. The freedom from political interference which has also been a characteristic of the relations of the institutions to the State is of peculiar importance in this era.

SAMUEL P. CAPEN

Chancellor of the University of Buffalo
Member of the 1915 and the 1925 commissions appointed
to survey the institutions under the Iowa State
Board of Education

The Iowa State Board of Education, established some twenty-eight years ago, was one of the earliest state agencies for the control of state higher education. The wise policies which it adopted at the outset, and which it has consistently pursued, have served as an inspiration and a model to other central boards subsequently established. Its record in unifying and coördinating the institutions under its control and in developing among them a spirit of coöperation is unsurpassed.

These results are due primarily to the high quality of the membership of the Board and of its Finance Committee. For the devoted service and statesmanlike vision of the Chairman of the Board, Mr. George T. Baker, and the Chairman of the Finance Committee, Mr. W. R. Boyd, both of whom have served from the beginning, the State of Iowa owes an inextinguishable debt of gratitude.

EDWARD C. ELLIOTT

President of Purdue University

Member of the commission appointed in 1925 to survey
the institutions under the Board of Education

I convey my sincere congratulations for the achievements of the State University of Iowa as a crusading pioneer in giving reality to the American ideal of public higher education.

The distinctive place which the State University of Iowa has held, especially during the past two decades, is principally due to the devoted, disinterested, and skillful service of the Iowa State Board of Education. This Board has given conclusive proof that it is the most dependable agency of government in the State.

RAYMOND M. HUGHES

President Emeritus of Iowa State College
Member of the commission appointed in 1915 to survey
the institutions under the Board of Education

Hearty congratulations on the magnificent results of these ninety years and on the great promise which lies ahead at the University in the training of the youth of Iowa, in advancing knowledge and aiding in the development of our Commonwealth. I came to know the system of higher education in Iowa and its distinguished Board during the survey of 1915 and it was my privilege to work as an executive under the Board from 1927 to 1936. No board to my knowledge has acted more wisely or more intelligently through these years in guiding the public higher education of a state.

ABRAHAM FLEXNER

Director of the Institute for Advanced Study
Formerly of the Carnegie Foundation
and the General Education Board

Heartiest congratulations to you all on your birthday. I have known the State University of Iowa for a period of about thirty years. During all this time the presidents of this University, as well as all the other presidents under the Board's jurisdiction, have had the priceless boon of the sympathetic advice and counsel of a Board composed of able men and women. Their services and devotion have entered into the making of the University. It has been my good fortune to know personally of Mr. Baker, and his unselfish and disinterested concern for the University and the other institutions. Throughout this whole period I have enjoyed intimate relations with Mr. W. R. Boyd, whom I have often characterized as the ideal American citizen, a gentle, unassuming, and intelligent man who has desired nothing for himself but who has found all the reward that he could ever have expected or desired in the opportunity to do his duty to his State and country.

GEORGE E. VINCENT

Former head of the Rockefeller Foundation

I wish it were possible for me to attend the anniversary next Wednesday. I must content myself with sending a few lines of congratulations. The program for creating a modern Medical Center at the University of Iowa came before the Rockefeller Foundation with a request for a contribution. This the Foundation decided to make. It based its action on the approval of the program as sound and farseeing, upon confidence in President Jessup, upon belief in the wisdom of Iowa's policy of creating a State Board of Education, upon faith in Mr. Boyd and his colleagues. It was the confident expectation that this Iowa Medical Center would have a stimulating influence not only in the State but in the entire upper Mississippi Valley. This hope has been realized. It is a pleasure to offer warmest congratulations to Dr. Jessup, to Mr. Boyd and his associates, to the University of Iowa, and to the region which it serves.

GEORGE F. ZOOK

President of the American Council on Education

Iowa was a pioneer in setting up a central board for the government of its state institutions of higher education. In the last three decades many other states in the union have followed the example of Iowa and have established some form of central administration suited to their respective needs. Some states have modified their original plans but few have turned back to the chaotic and unwholesome conditions of earlier years.

Universities and colleges, like individuals, naturally seek liberty and freedom of action. It is sometimes difficult for both of them to realize that these blessings can best be attained within a system of law and order. A central administrative agency in higher education is confronted therefore with the challenging problem of attaining the greatest economy and effectiveness possible through a judicious combination of regulation and liberty. Iowa has good reason to feel exceedingly proud of the farseeing law for the administration of its higher institutions which for nearly three decades had been modified in no important respect.

Those who advise young people relative to the

characteristics of good government should themselves be able to practice it. So too should the higher institutions be examples of unselfish and wise government. If they are such it will be due as much or more to the quality of the individuals who are responsible for their administration as to any provision of law.

In this respect Iowa in a relatively short period has built up a grand tradition. Nowhere in the nation has there been a group of men and women more devoted to the service of the public than those who with such discrimination have directed the major policies of the Iowa institutions and at the same time have led so successfully in interpreting their functions and needs to the people of the State.

Among the members of the board Mr. George T. Baker enjoys unique distinction, not merely because of his long and faithful service but because of the distinguished leadership which he has brought to his task. In a more modest capacity but unexcelled in all those qualities that make for fine public service Mr. William R. Boyd has given himself unceasingly to the cause of higher education in Iowa. The people of Iowa are deeply indebted to these two men and their associates. It

affords me very great pleasure as President of the American Council on Education to send them most cordial greetings and good wishes and through them on the occasion of its Ninetieth Birthday to one of America's most distinguished State Universities.

GEORGE E. MACLEAN

Former President of the State University of Iowa

Congratulations on the celebration of the ninetyeth anniversary of the founding of the University. I heartily join in the appreciation of Mr. Baker and Mr. Boyd. The success of the unified Board of Education must confirm the wisdom of the plan and the ability of its administrators. It may well be cited as an example to other states.

JOHN G. BOWMAN

President of the University of Pittsburgh

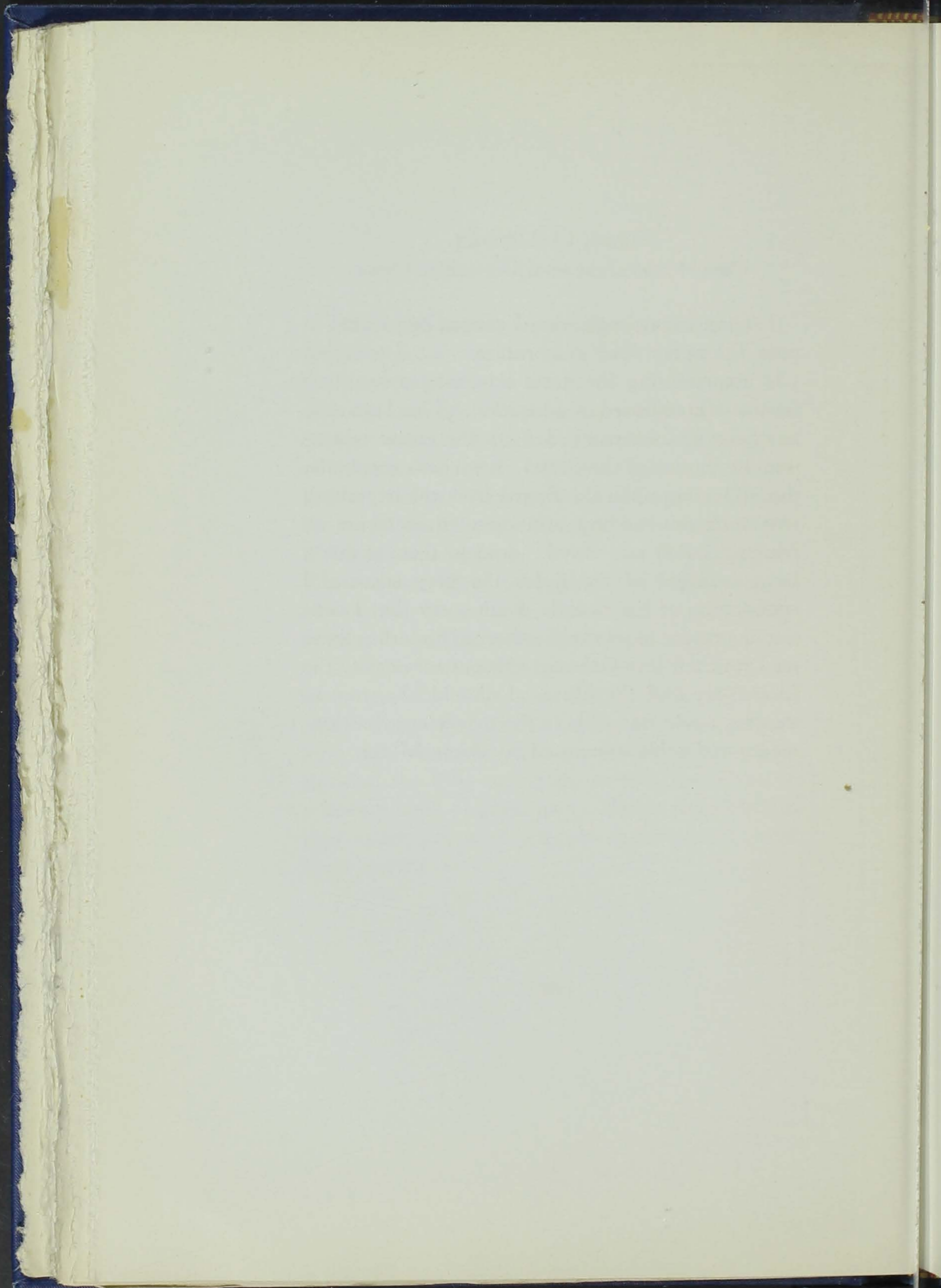
Pittsburgh has me hemmed in so well that I cannot be with you on Founders' Day. The fact that you are especially to honor Mr. Baker and Mr. Boyd gives edge to my sense of joy. These two men are not at all alike, but they have some great qualities in common. Let me put them down, one or two. First, they are kind. Second, through the confusion of any difficult day they remain undisturbed, undiscouraged, aloof. At such times they seem to break through the veil of sense and to see the issue from a level of pure wisdom. Inestimable righteousness is in them.

There will be ghosts about the Old Capitol on Founders' Day. Among them will be ghosts of men who prayed in the hazel brush thereabouts long ago that the Commonwealth might have, through the little university as they conceived it, a lasting store of great men. Baker and Boyd, in that spirit and with wisdom and statesmanship, have carried on.

FRANK O. LOWDEN

Class of 1885 of the State University of Iowa

I regret exceedingly that I cannot be present at your Founders' Day celebration. . . . I am glad you are stressing the great advantages resulting from a unified board of education. This I am sure has been of immense benefit to the entire educational interests of the State. Iowa was fortunate, too, in having upon the Board from the beginning two such outstanding and devoted members as Messrs. Baker and Boyd. And to them is due a large measure of credit for the very successful functioning of the Board. I am sorry that I cannot be present to join with others in honoring these men for their unselfish and efficient services to the University and the State. I should like, too, to express again my pride in the marvelous developments and achievements of my Alma Mater.



Greetings From Colleges

President Gilmore

And now we are pleased to accept the greetings from our sister institutions. It is my privilege to present first Charles E. Friley, President of Iowa State College. Next we shall hear from Orval Ray Latham, President of Iowa State Teachers College. I think of the educational system of Iowa as including not merely the state supported schools, but all the privately supported schools and colleges, and so I shall present H. M. Gage, President of Coe College, who will speak for them.

CHARLES E. FRILEY
President of Iowa State College

I have the honor to convey to you, Mr. President, and to the institution which you so ably serve, the cordial greetings and good wishes of the faculties of the Iowa State College, its students and alumni, and their felicitations on this memorable occasion in the history of the State University of Iowa.

The state colleges and universities represent learning as at once a possession and a responsibility of the state. The penetrating vision of a few great spirits in the first half of the nineteenth century foresaw the coming dependence of civilization in this country upon the application of fundamental principles — social, scientific, professional — not then worked out and hardly even sketched in the thoughts of man. Hence their intelligent and successful struggle to establish a group of public institutions dedicated to the application of higher learning to the common purposes of life.

The state university represents the same idea as the state college, broadened, of course, to include the whole circle of knowledge, yet not dif-

ferent in essential content. Central to this idea is the realization that the happiness and prosperity of the people is dependent upon knowledge and the manner of its application. Of equal importance is the insistence upon institutions to promote the advance of knowledge in a world where only advance can maintain and enhance human welfare. No less important is the recognition of the double purpose of such institutions — the wide diffusion of higher learning among the people and the selection and training of those souls who can mediate between the unknown world and the life of men. Equally significant is the recognition of the essential unity between man's life and powers and the greater life and powers of the world about him, so that the arts, the sciences, and the professions become on the one hand the natural way of human development and on the other hand the indispensable conditions of his advance alike in his material, mental, and spiritual life.

The State University of Iowa and the Iowa State College share a common life — guided by a common insight. There is no longer a legitimate conflict between applied science and the humanities. In the realm of scholarship there are no jealousies or rivalries. Every function of the hu-

man mind has its fitting and allotted place in the development of civilization.

In the spirit of cordial friendship and coöperation we salute the State University of Iowa and express the sincere hope that the next ninety years may witness a growth of your influence even greater than that which has distinguished your history during the four score years and ten now ended. Working together in a common cause we can do much to prove beyond all doubt that the arts and the sciences are the friends and not the enemies of the peace of the world; and that it is entirely possible to lift human welfare above the level of human selfishness.

ORVIL RAY LATHAM

President of Iowa State Teachers College

I am exceedingly happy to be here to-night to extend to you the greetings and best wishes of the faculty and student body of the Iowa State Teachers College on the occasion of this ninetieth anniversary celebration. A few short months ago the college, whose felicitations I bring, put on the best show of which it was capable in commemoration of the completion of only sixty years of specialized service to Iowa and the nation. Our celebration lasted for three days and nights. We reviewed the past, surveyed the present, and portrayed the future. We ate, drank, and made merry. President Gilmore found the pace so strenuous that he had to leave after only a day and a half. President Friley demonstrated only slightly more fortitude. I understand that Harvard was having a little party about the same time but in view of the presence to-night of the distinguished President of that University it would be quite inappropriate if I should resort to invidious comparisons. At any rate, those of you who were not there have no idea how happy we were nor how sincere were our expressions of gratitude and thanksgiving for the

blessings, privileges, and opportunities which we have been permitted to enjoy throughout the years. But in view of our behavior on that occasion, what will be our reactions after the passing of thirty more eventful years! I am sure our pride and joy shall know no bounds.

And so, no matter how happy you may be tonight, no matter how much pride you may take in your illustrious past, no matter how brightly you may envision the future, it is all very proper and entirely justifiable, and we of the Iowa State Teachers College extend our heartiest congratulations, rejoice with you in your marvelous achievements, and wish for you a full realization of your dreams and aspirations during all the years that stretch out ahead.

H. M. GAGE

President of Coe College

To you, President Gilmore, the faculties of the University, the Board of Education, its President, Mr. Baker, the Chairman of its Finance Committee, Mr. Boyd, to all of you I bear greetings from the privately supported colleges of Iowa, and congratulate you on your fulfillment of the purposes of those forward-looking pioneer statesmen who ninety years ago laid the foundations of the University of Iowa.

It is important for you and all of us to note that my greetings are given in the name of "privately supported colleges". It is true that I represent independent colleges. However, the independence and academic freedom which we enjoy is and should forever be the same independence and freedom with which the State has endowed the educational institutions which it supports. The ideal of a free church and a free school in a free state is the most cherished property of our Americanism. The authority to which we all gladly submit is the inescapable authority of the love of excellence which "dwells so high among the rocks that one must wear this very soul out in order to

reach her". The authority which we shall always resent and resist and to which we can never submit with ease and grace is "any sort of tyranny over the mind of man".

President Coffman in his address this afternoon said that society suffers much from men who seek to reform society without understanding it. He spoke then a "winged word". It gives me an opportunity to congratulate the President and faculties of the University of Iowa because they evidently do understand society. They understand human life, the stuff of which society is made. With all of their learning they have retained a practical knowledge of man's elemental unamended constitution which requires both meat and drink. So the banquet has been spread for our satisfaction.

A pledge of friendship and a guarantee of unmolested life is received by the stranger who breaks bread with a Bedouin in his tent. Those of us who have received nourishment this evening from your well-supplied board have likewise received ample evidence of your friendly and strengthening interest in the privately supported colleges of Iowa.

This banquet, of course, means more than nourishment for our bodies. It means refreshment

for our minds and hearts. Knowing society as you do, you can understand that. Marcus Tullius Cicero understood it. When Paetus wrote him to introduce a friend and to inform him of his impending assassination, Cicero replied: "A happy life depends on sharing it with good and agreeable fellows who are fond of you." Then, refusing even to mention his own death which he knew was drawing near, he wrote: "Take care of your own health. You can best do this by dining out." Evidently Cicero cared relatively little for food and drink when dining out. He treasured the post-prandial exercises, the after-dinner conversations. Such health-giving benefits we have here enjoyed and for them we thank you. "The tongue of the wise is health" to man's spirit.

On your ninetieth birthday you may well consider again Cicero's celebrated treatise on old age. It may serve to prevent over-eating and institutional senility. "When thou has eaten and art full, then beware lest thou forget God." There is some danger that we may be so stuffed full of things that the essential spiritual significance of human life may be lost. It is, of course, the business of an educational institution to prevent that. In emphasizing spiritual values which should at-

tend all material benefits Cicero wrote in *De Senectute*, "Our fathers did well in calling the reclining of friends at feasts 'convivium', because it implies communion of life [a sharing of life, a living together] and is a better designation than that of the Greeks who call it sometimes 'symposium', a drinking together or merely an eating together, thereby exalting that which is of least value above that which gives such occasions their greatest charm."

President Gilmore you and your associates presiding at tables in the spacious banquet hall have added the quality of "greatest charm" to our feasting. Your guests feel that this ninetieth birthday party has been not convivial in the vulgar usage of that term but nevertheless a real "convivium". Furthermore, ninety years of history which tonight goes streaming over our heads from behind and into the future is full assurance of our faith that our life in years to come, that of the University and the privately supported colleges, will be a genuine "living together" and a real sharing of life on the upper levels of mutual helpfulness and friendship.

What of good the past has had
Remains to make the new time glad.

President Gilmore

We could not pass this occasion without receiving from our sister university to the north a word of greeting. President Coffman of the University of Minnesota spoke to us this afternoon on the theme of education, but I venture to call upon him to-night as we begin our ninety-first year. I am not sure, President Coffman, whether it is your eighty-seventh or eighty-eighth, but whatever it is we are running neck and neck.

LOTUS D. COFFMAN

President of the University of Minnesota

This is really an unexpected pleasure. I didn't expect to have the opportunity of bringing the greetings of the University of Minnesota to this audience here to-night. I did the best I could this afternoon, but I am happy, in this informal way, to express to those who have been responsible for the support and the administration of the University of Iowa during the last ninety years our very great compliments and respect to them.

I am getting a little bit disturbed, I must say, about these anniversary meetings, however. This is the fifth one that I have attended recently, including Harvard's celebration, to which reference was made a few moments ago. I was at a celebration down at the University of Maryland a couple of weeks ago; their 135th anniversary. This is the ninetieth, and I have participated in the proceedings in two of the institutions of the State of Minnesota who were celebrating their seventy-fifth anniversaries. I hope that it is just a coincidence that I have been asked to participate in these celebrations, that there is no relation of cause and effect so far as they apply to me.

Ninety years, of course, seems like a long time, I suppose, in the life of a man, and yet I took an automobile ride the other day with a man who said his father lived to one hundred sixteen. He said that he lived a perfectly normal life until he passed ninety years of age, and then began to drink a little cordial now and then to stimulate his circulation. I also read in last Sunday's paper that one of the great achievements of the next hundred years will be to lengthen the life of human beings so that the average length of life will be a hundred years. That disturbed me too, just a little bit, in view of the efforts that are being made to retire persons at sixty-five and seventy years of age. I am wondering what we are going to do with our extra thirty or forty years in the days ahead.

Well, we celebrate on this occasion the birthday of this university and we point back with a good deal of pride to those who were responsible for its founding, to those who had courage and faith in it in those early days, and to those who have carried on since then to the present time. I have known the University of Iowa rather intimately for the last twenty, or nearly twenty-five, years. The first trip I made here was nearly

twenty-five years ago, when Mr. Jessup was living over on the top of the hill. I have seen what has been accomplished here in a quarter of a century. This is not the time, nor would it be proper for me to attempt to picture to you the growth and development of the University of Iowa during the last twenty-five years. But somebody touched a magic lamp then and education, which had been growing slowly, suddenly sprang into new life, had new vitality. This became one of the great, one of the truly distinguished universities of America.

I learned also of the support which the President had from his staff and from the Board, particularly of the two members of the Board whose long period of service we are to recognize to-night. So that I have a very intimate personal feeling for the University of Iowa. I can say truthfully that its achievements of the last twenty-five years, the constancy of purpose which it has maintained, the stability and wisdom which its Board has exercised, have been sources of strength and inspiration to those of us who have been associated with other universities. And I only hope that the ninety years of achievement will not give the people of this State a feeling of complacency, but

that they will look upon these ninety years merely as a beginning, and that the University may grow in power and in strength and in usefulness through the years to come.

President Gilmore

I might remind President Coffman that, according to statistics, very few people and no universities die after ninety.

It is appropriate now that I should take this occasion to call upon President Conant for a word of greeting from our dearly beloved and respected Harvard University.

JAMES BRYANT CONANT
President of Harvard University

President Gilmore's remarks this afternoon about Adam and his difficulties seem to indicate that matters of priority might well be left aside. Nevertheless, my credentials for being here this evening rest on the fact that I am the ambassador for an institution which happens to have been the first to be founded in what is now the United States. Iowa and Harvard have had much in common, but above all they share the common fact that they were both sprung from zeal of pioneers to advance learning and to perpetuate it in posterity.

It has been a great pleasure to be here on this occasion and most heartening. Might I just tell a story to illustrate my feelings. When I was in Germany in 1925 I happened to be in a small town in the south of the country, and saw a large placard appealing for money. You may recall that in 1925 Germany had just emerged from a most devastating inflation and that poverty was throughout the land, a poverty that is almost impossible for us in this country to conceive. In spite of this poverty, the fact that the people of the country hardly had enough money to supply their daily

wants, there was this appeal for funds to build a new dirigible. The appeal was not based on military needs nor on commercial necessities, but merely to carry forward a great scientific German venture, and the appeal, as I remember it, ended with these striking words: "A country is poor only when its people are no longer interested in supporting great enterprises for the advancement of knowledge."

Those brave words, ladies and gentlemen, I am sure, represent our sentiments. It is for that reason that we rejoice in celebrating with the University of Iowa and the people of Iowa this ninetieth anniversary of the founding of this institution. I, therefore, with great pleasure, bring to the people of this State and to the members of this University the heartiest good wishes, the sincerest greetings from the President and Fellows of Harvard College and from the faculty of Harvard University.

President Gilmore

Now, last and most appropriate, on behalf of the entire people of the State of Iowa, I call upon His Excellency the Governor, Nelson G. Kraschel.

THE GOVERNOR'S MESSAGE

The Governor responded extemporaneously. Adapting his brief address to the spirit of the occasion, he spoke of the steadfast faith of the people of Iowa in the benefits of education. The earliest pioneers built schools for their children; colleges were planned before the State was created. "It was a great day ninety years ago," said the Governor, "when the idea was developed which gave birth to this University."

Seldom does "just a lowly Governor" have an opportunity to "surround himself with such a brain trust" as dined at the Memorial Union in honor of the establishment of the University. "If it could be permanent," Governor Kraschel was confident "we might do great things in the State of Iowa in the future."

Without pretending to be an educational expert, "in the presence of so many college presidents," he ventured the opinion that the maintenance of three institutions in Iowa has been a fortunate circumstance. Each performs the function for which it is best suited: the University at the head of the public school system; the Teachers College to prepare instructors for the elementary

schools; and the State College for technical training in agriculture and mechanic arts.

The culminating virtue of the Iowa system he believed to be the unification of control in a single board of able, unpartisan citizens. Under the guidance of the Board of Education the state schools have attained national distinction. "I can assure you," declared Governor Kraschel, "that the people of Iowa are proud of that reputation." He was sure that the progress of recent years gave promise of a brilliant future.

Good instruction and prudent management alone, observed the Governor, are not sufficient to fulfill the ultimate purpose of higher education. It is the obligation of the college men and women in every community to exemplify by their character and leadership the value of higher education to the people of the State. The alumni of the state schools, no less than the graduates of private colleges, owe allegiance to the institutions that widened their intellectual horizons. They should help their neighbors understand and appreciate particularly the services of the publicly supported institutions, to the end that the ideals of the founders may be realized.

President Gilmore

The Honor Roll of the members of the Board of Education and of the Finance Committee contains the names of many who, with intelligence, wisdom and devotion, have generously given of their time and energy in the guidance and development of the schools under their control. To each of them the people of Iowa owe a very large debt of appreciation and gratitude. And particularly is recognition due to two who have been with this great educational enterprise continuously from the very beginning — George T. Baker, a member of the Board since 1909 and its President since 1925, and William R. Boyd, Chairman of the Finance Committee since 1909.

To the Honorable James B. Weaver of Des Moines, Class of 1882, distinguished, loyal, and devoted alumnus, known and beloved by us all, has been assigned the privilege of paying tribute to Mr. Boyd.



WILLIAM R. BOYD

Chairman of the Finance Committee of the Iowa
State Board of Education since 1905

President Gilmore

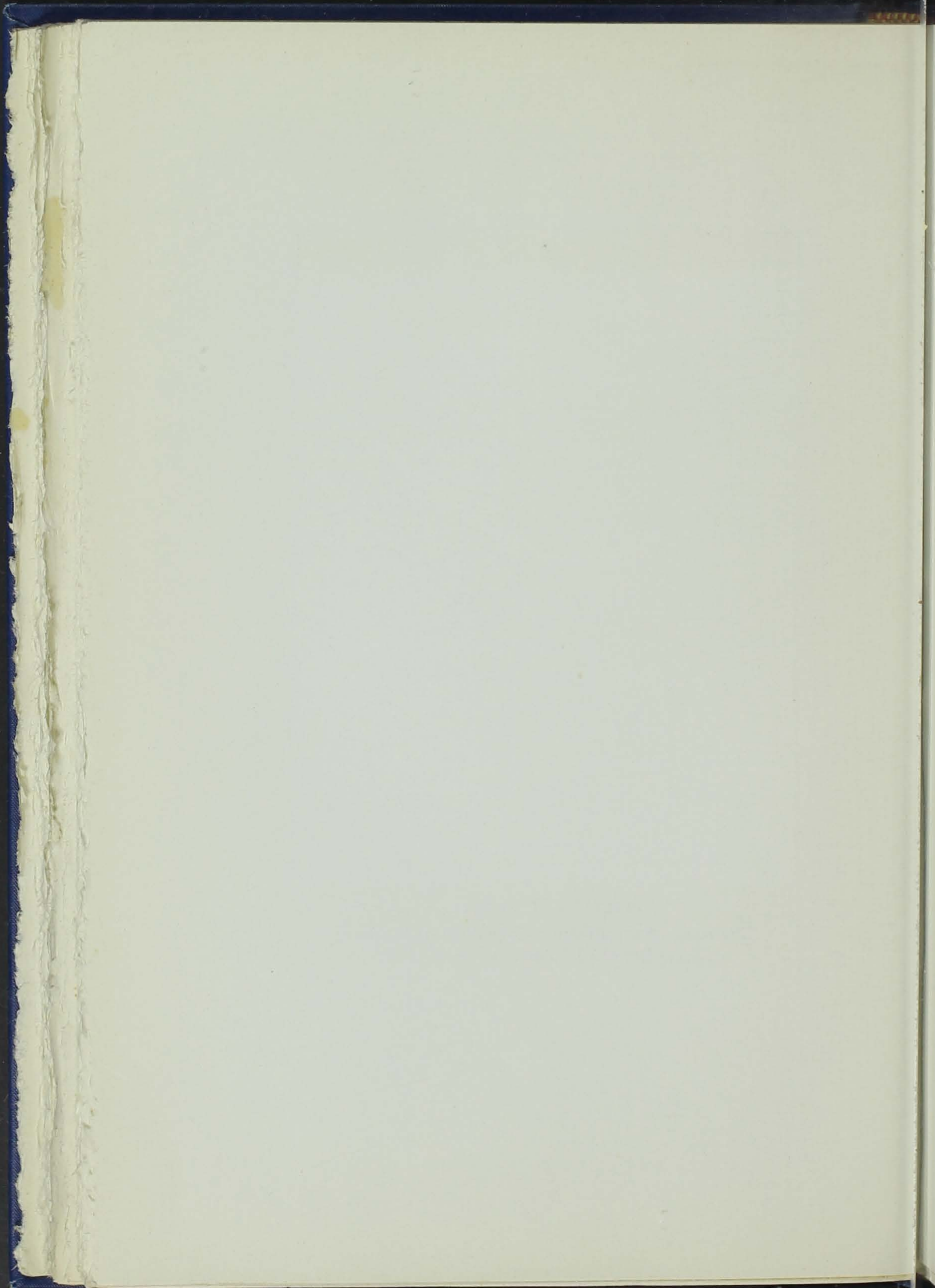
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Democracy and Education

James B. Weaver

We gather to-night in precincts that form a triple shrine of democracy. This Memorial Union, standing as it does for the devotion of American youth with the blood of all the world in its veins, as it went forth in crises of the Republic to protect the American experiment; the Old Stone Capitol standing to-night a reminder of that marvelous pioneer generation that, encompassed by the wilderness and poverty, yet almost a century ago fashioned the noble Greek beauty of its lines as a radiant symbol of their hopes for the new free Commonwealth about to be launched. As the functioning of democracy is our real theme, may I say that as these youths, the recipients of the blessings of a free State, roam the campus and note the classic Greek architecture of the Old Capitol, I would have it remind them of other struggles in far-off lands and days, for freedom and democracy, struggles won at Marathon and Salamis.

And last, this campus, these very hills, dedicated to fortifying the democratic ideal, by training and inspiration, in the hearts and minds of the tens of thousands of youth to whom in the stressful days of now and to come, must be entrusted the never-ending democratic experiment. I say never-ending, for whatever else the future may hold it is our faith that, regardless of terrors of the moment all about the world — bloody mock trials, civil wars, cruel concentration camps, the menace of Lapari Islands, the dull thud of the goose-step — the hunger in the hearts of men and women for freedom and democracy will persist, will spring anew and fructify, for in the democratic ideal humanity holds to its pulsing breast the dearest hope of the world.

To-night we meet on the ninetieth anniversary of the founding of its University by the first free State carved from the Louisiana Purchase. By that purchase imperialism, for gold, yielded to the extension of democratic government in the world by more than a million square miles. Iowa, the advance guard, sprang into being with universal education, the protection of democracy its definite goal.

But my place upon this program is in the un-

veiling of a portrait of a distinguished citizen of Iowa who has devoted twenty-eight years out of the heart of his life to the service of the State and its youth, to the end that democracy may function on this important subject.

The incidents attending Mr. Boyd's official relation to higher education in Iowa may be briefly reviewed. Earlier in the life of the Commonwealth institutions of higher learning, each on its own initiative, went directly to the General Assembly for the necessary appropriations. This inevitably led to spirited rivalries, to grants of money dependent at times on institutional zeal and emotionalism, to appeals spurred by local pride, to solicitation, in perfect good faith, but lacking the scrutiny of an outside group bent on a state-wide view that would be fair both to the institutions and the State.

Iowa met this situation in the Thirty-third Assembly by creating the State Board of Education. This Board was to elect the presidents of the three institutions, make rules for their government, manage and control their property, acquire and dispose of real estate, direct the expenditure of all appropriations whether State or Federal, and select a Finance Committee of three outside the membership of the Board. This Finance Commit-

tee was not to deal alone with finances, loans, real estate, investments, disbursements, appropriations, and accounts, but it was also "to make investigations, reports and recommendations" to the Board. Thus inevitably the initial personnel of the Finance Committee was a matter of vital moment to the success of the plan.

The Finance Committee first appointed (1909) consisted of William R. Boyd, Chairman, Thomas Lambert, and Secretary D. A. Emery. Mr. Lambert died in 1920. The vacancy was filled by Jackson W. Bowdish until he retired in 1931 by reason of age. Mr. Emery was succeeded by W. H. Gemmill, who resigned in 1937 to accept an appointment at Iowa State College. The present Finance Committee is composed of Mr. Boyd, William G. Noth, and Merrill R. Pierson. Thus the Committee has had but four changes in membership in twenty-eight years.

Mr. Boyd has been Chairman of the Committee from the beginning. When appointed in 1909 he was Postmaster at Cedar Rapids and associate editor of the Cedar Rapids *Republican* — a congenial field. James H. Trewin of the same city was President of the State Board of Education. Mr. Boyd, when President Trewin telephoned that

he had been named as Chairman of the Finance Committee, replied that he was not an applicant, wished to stay in his editorial work — in short, he begged off. At the request of Mr. Trewin he consented, however, not to decide the matter finally until a committee from the Board should see him. Mr. Trewin named a committee consisting of Parker K. Holbrook, D. D. Murphy, and Roger Leavitt. The Board regarded the first appointments as very important. "You need not stay beyond the first term of three years," explained the committee to Mr. Boyd, "unless you fall in love with the work, as we know you will, and wish to continue." That is just what happened, as witness his distinguished service running back to 1909.

From members of the Board I know there is no adequate way to express their full appreciation of Mr. Boyd's service. The portrait we unveil tonight will bring a reminder of him to the thousands of youth who gather here. It will find a place beside those of that great company of men and women who have rendered to Iowa's institutions of higher learning a superb service. Here it will remain for all time amidst that concourse of youth that has inspired his career.

Mr. Boyd was extremely helpful in saving the College of Medicine. After Dr. Flexner's report in 1910 the Board was seriously considering its discontinuance for lack of funds. In earlier years Mr. Boyd had thought of studying medicine. He found now an opportunity for service in this field of his early interest. He was untiring in promoting the development of the medical school, and with President Jessup and others did much to secure the magnificent Rockefeller gift of \$2,250,000, matched by the State in like amount. In that whole accomplishment Mr. Boyd's services were invaluable. The College of Medicine is to-day recognized by the American Medical Association as in Class "A". Its housing, personnel, and equipment are superb.

To use a phrase of the street, it is up to this generation to do its full part in making democracy effective. We are under scrutiny more than ever. I doubt if among the common people of the Old World our success is doubted by more persons than formerly, it is only that the expression of their approval is more hazardous. It is the Fascist charge that in the complexity of twentieth century life, in the conflicting mass contentions and class appetites, *democracy will not work*. We have

faith that it *will* work, but sentiment alone will not be enough.

We native-born are not alone in this fight to make it work. Millions among us came of foreign parentage: to mention but one, that beautiful spirit Bohumil Shimek, ardent lover of the University and of Iowa's youth, who very recently left us for "that well-known rendezvous, Eternity." They know what America means to the life of the world and they have shared in our development. Especially has France had a part: The Frenchmen Marquette and Joliet first set foot on Iowa soil; Masquery from Dieppe landscaped our new state capitol grounds; Piquenard was the architect of the beautiful capitol building in Des Moines; the title to every inch of Iowa's soil came from France. All over the State men, women, and children from the Old World have come to enrich our life.

Only by victory after victory in the limelight of world publicity, not only in political crises but in our handling of problems such as education, can democracy maintain its prestige. As we consider Iowa's progress in this stretch of ninety years her success in education is her most shining achievement. In this work Mr. Boyd had a great part and is young enough to continue on the front

line. Neither he nor his associates are yet smitten seriously by what some considerate wit has termed "the disease of Anno Domini".

Indeed, Mr. Boyd, without consulting the powers that be, though you are deserving of the placing of this portrait for splendid past service, we trust its installation implies that you remain on the firing line in defense of this sacred cause of education.

Response

William R. Boyd

Mindful of the compliment which comes to me in what has just taken place, I am likewise mindful of the fact that honor over much has been done me and that it is length and continuity of service alone which has set me apart, as it were, for a brief moment here to-night.

I want to say just a word or two — words which I can utter without egotism because I am a servant of this Board, not a member.

I do not see how I could have been privileged to live richer, fuller years than I have lived in the service of this Board of Education nor in any other field of high endeavor which would have brought greater satisfaction. The opportunity was challenging, the contacts marvelous, and to watch this Board do its work, and perhaps help a little now and then, inspiring.

The original Board was composed of high-minded, unselfish, devoted, able men. The standard of membership thus set has been maintained

through the years. I have attended nearly all the meetings of the Board from the beginning, and I wish to testify in this presence that I never have witnessed any attempt on the part of any member to serve a selfish or political end. The best I can wish for the institutions under this Board and for the Commonwealth of Iowa is that the quality of citizenship and the devotion which for nearly twenty-eight years have characterized the membership of this Board may remain unimpaired forever.

President Gilmore

Sidney E. Dickinson, the painter of the portraits which are being unveiled, is a member of the National Academy and the National Institute of Arts and Letters. He has painted portraits for such institutions as Princeton, Dartmouth, and Columbia University. Mr. Dickinson has been awarded the two outstanding portrait prizes of America, the Maynard Prize for Portraiture by the National Academy of Design and the Beck Gold Medal for Portraiture by the Pennsylvania Academy of Fine Arts.

Sidney E. Dickinson

I shall always count it a very great honor and a very great privilege to have known Mr. George T. Baker and Mr. William R. Boyd.

President Gilmore

To Walter A. Jessup, who has built into the University of Iowa so much of his idealism, ambition, and spirit, and who, as President Emeritus, is still a part of the family, is extended the privilege of paying tribute to Mr. Baker.



GEORGE T. HUME

President of the Iowa State Board of Education
since 1925; member of the Board since 1909

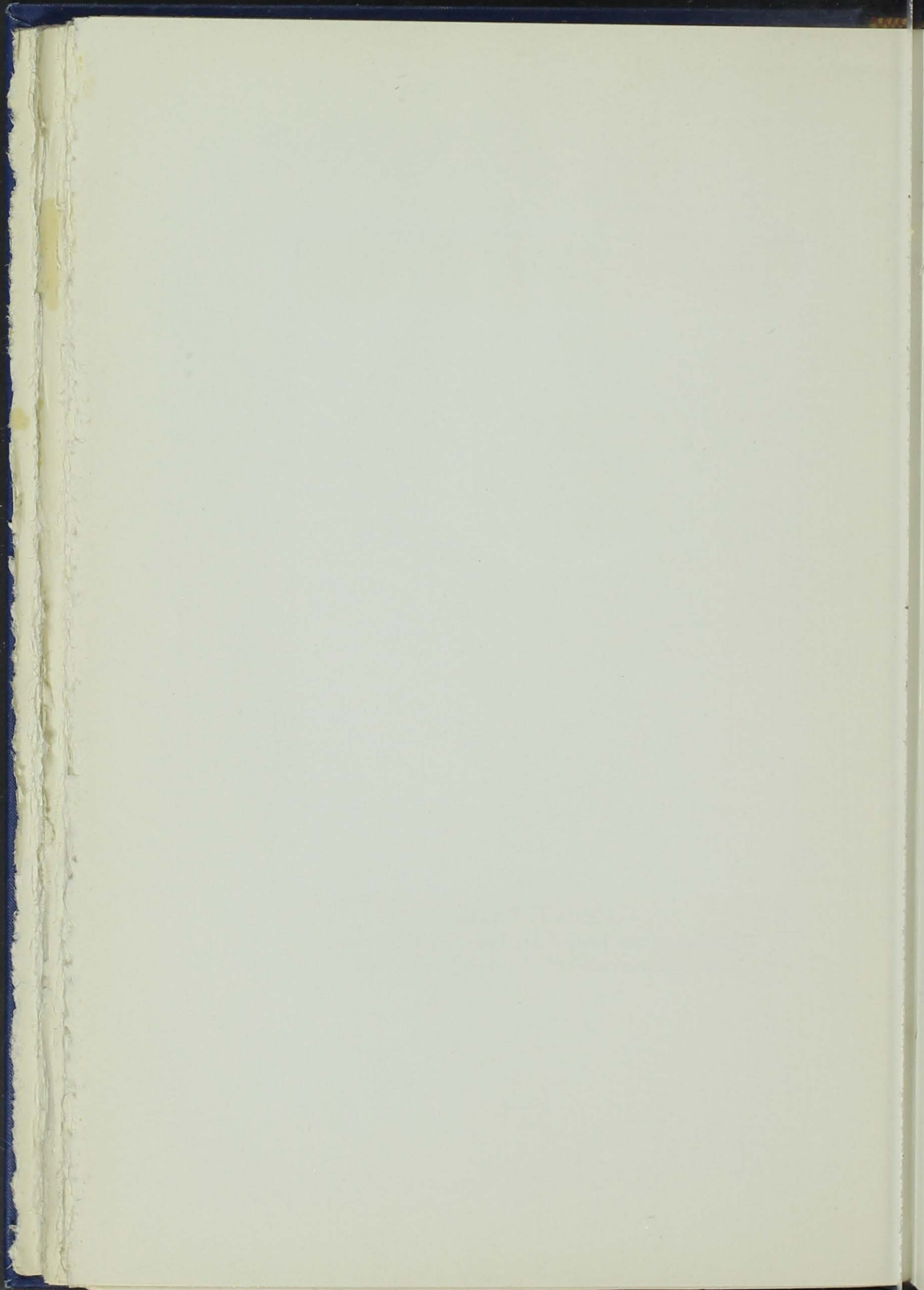
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George T. Baker

Walter A. Jessup

In the celebration of an institutional anniversary, our thoughts naturally shuttle back and forth throughout the entire period of existence. We consciously search for the high points in the record; we look for turning points, for crises, for the dramatic. We tend to contrast the life of an institution with the life of an individual but these two differ not alone in their make-up, the degree of simplicity, but in their capacity for growth and longevity. If this were the ninetieth anniversary of a man we should celebrate the occasion with a sense of finality. We should be interested in the high lights of the man; we should be interested in drawing lessons from this life in order that we might make applications without the life.

But in the case of a university this is but the beginning. Our minds immediately go forward for another cycle of ninety years, or of succeeding cycles. In such celebrations as this we give ourselves over to dreams of the future. We view

the past as a builder would view a foundation. We tend to look at it not from the sentimental or emotional standpoint; rather we look critically to see whether the base needs broadening, to see whether there are stones that need to be rejected and replaced. We compare our foundation with others similarly erected. Indeed, such a celebration as this directs our attention almost wholly to the future. Thus it is fitting that we commit ourselves to a determined policy of building on this ninety-year structure an institution that shall be altogether worthy of the past and adequate for the future.

We are fortunate in having Dr. Coffman and Dr. Conant counsel us on this occasion. These men have proposed patterns of excellence for us to follow. We are fortunate to have with us tonight the representatives of sister institutions who are giving their counsel. The presence of the chief executive of the State, in his official capacity, symbolizes the essential fact that the University is a creation of the Commonwealth. We are all here to-night to pledge anew our purpose to provide for our children the best which we know.

How inadequately are we able to gauge the life of the University! We can measure the span of

years; we can count the buildings; we can count the members of the faculty; we can count the number of acres in the campus; we can count the students; we can count the alumni; we can count the money expended; we can plot curves and graphically show interesting facts about the University; but when this is done we still have no adequate explanation for the fact that ninety years ago the pioneers established the University. Why did they do it? Money was hard to get and the need of the University had to be weighed against the need of almost everything that we now consider precious.

In 1847, when this University was established, there was not a railroad in the State. The roads were so poor that it took two weeks to transfer the papers of the State from Iowa City to Des Moines. It was only a little while before the establishment of the University that the famous furrow was plowed from Iowa City to Dubuque which later became the military road. The people who created this University needed houses, they needed barns, they needed granaries, they needed school buildings, they needed roads, they needed implements, they needed furnishings, they needed physicians, they needed elementary schools, they

needed secondary schools, they needed churches, and they needed sufficient earning capacity to enable them to carry out the hopes and aspirations that had prompted them to take up their settlement here between these broad rivers. The very first act of the very first session of the General Assembly that met in the Old Stone Capitol, had to do with education. Moreover, the establishment of the University was fixed in the constitution. Our forebears took no chance of having the University abandoned by some session of the General Assembly. Its existence was guaranteed by organic law.

But those forebears did not have in mind that we should celebrate the ninetieth anniversary of the founding of this University by basking in statistics. They thought of an educational system for this State that should contribute to the making of men, and through them a commonwealth rich in opportunities for men. It is easy to confuse means and ends. It is still easier even for a university to think of its institutional aspirations rather than of its personal job. But it is this human element that brought the University into existence, that has nurtured the institution and will give it its fire for the future. The University is what it is

to-day because of the people who have supported its cause, because of the people who have worked in it. Because of their foresight, devotion, and wisdom, we are able to celebrate in pride to-night this ninetieth anniversary.

Institutions differ, even institutions ninety years old differ, very widely. Probably the purposes that actuated the founders of these institutions were all about the same, but some institutions have been more fortunate in their human resources, in having wise direction, in enlisting noble service. Some of these institutions have been more fortunate than others in their public relations. On the whole, the University of Iowa has been exceedingly fortunate in her relations with the political forces of the State.

With the growth of population and the mounting conviction on the part of her citizens of the importance of education in many fields, came the establishment of other educational institutions under the auspices of the State. As you have heard to-night, there was a time when the State was puzzled as to the best way to administer the institutions at Iowa City, Ames, and Cedar Falls. With the organization of the Board of Education in 1909, there was created a system that has been

watched by every other state in the nation, a system whereby a single board was substituted for separate boards.

As has been said before, it is hard to exaggerate the suspicion and the hostility toward this system of administration, but we have all lived to see the time when no one in Iowa would dream of going back to the other system. The effectiveness of the single board has been due to skillful leadership on the part of the Board, active coöperation on the part of the institutions themselves, and a sense of obligation on the part of the State as a whole. Such coöperation is not accidental. You have already heard of the Finance Committee which was a new wrinkle in educational administration. That it has been successful is admitted everywhere. The other members of the committee are the first to insist that, for the most part, its success was due to the activity and wisdom of its chairman, Mr. Boyd.

Now as to the Board, as a whole, no story has ever been written. I commend this task of writing a story of the deliberations of this body to the Board's scribe, Mr. Boyd. When this story is written it will be filled with accounts of the struggles of men — the struggle to formulate ideas, the

struggle to make ideas real, the struggles of creation. Among the most interesting debates that I have ever heard have been those held in the Chambers of the Board of Education, when the Board was trying to formulate policies of education in the various schools. The outcome of these debates can be found on the campuses of these three institutions, can be noted in the catalogs, can be experienced in the classrooms and the laboratories and the lecture halls and the hospitals.

The Iowa State Board of Education is distinctive in the annals of state administration of higher education. Appointments to the Board have been jealously guarded by the forces of the State. In the twenty-eight years of the history of this Board, no one has ever been dropped from its membership for cause. The State has sought to attain the stability and permanence of the Board, comparable to that of the older and more experienced foundations. The older universities sought to assure themselves of continuity and stability by creating self-perpetuating boards. It has been the practice of succeeding Governors in Iowa, throughout all these years to make the service of Board members continuous in order to accomplish the purpose found so essential in the older type of institution.

This has been the cornerstone of our stability.

So much for the externals of this celebration. Yet externals do not tell the story. In the middle 1800's there came to this State a family from Connecticut. Through the death of the father, the responsibility for this family presently rested upon the mother. That the mother had unusual qualities is attested by the fact that, as a young girl, she established what is generally conceded to be one of the first wholesale millinery businesses in the country. After the passing of the father, she brought her rare executive ability to the problem of developing a home and a place for her family in the new State of Iowa. She built a home in Iowa City. She bought a farm in Iowa County. She spent the winters in Iowa City to take advantage of the schools. The summer was spent on the farm.

The older boy was marked for an education. He went to the Academy in Iowa City. He studied at the University, but quickly developed interests in engineering that were not satisfied here. He went to Cornell, where he attained leadership as a student, as a baseball player, and a member of the winning crew. His oar hangs in his library to this day, sixty years after his graduation from

Cornell. An active lad, he came near to becoming a professional ball-player. As a matter of fact he would have been, had his mother not asked him a fatal question as to whether he thought that she had sacrificed all those years to send him to the university in order that he might become a professional ball-player at Buffalo. After graduating, he was quickly thrown into positions of responsibility. He built bridges, two of them across the Mississippi. He built railroads, one the main line from Santa Fe to Chicago which he built in eleven months.

He became interested in the business and political life of the State. A member of the Board of Regents of the University met this man on the street in his home city and said: "George, we have a vacancy in the presidency in Iowa City. Do you know anybody over at Cornell who would make a good president?"

And George said: "My dean, Charles Schaeffer, would be just the man for you."

Not long afterwards, Charles Schaeffer, formerly dean of Cornell, was elected to the presidency of the University. As a condition of his coming, our hero, George T. Baker, agreed to run for the legislature and, if elected, to help Pres-

ident Schaeffer start the building program for the University. It all worked out like a fairy story. Mr. Schaeffer came, the man was elected to the legislature, the millage tax was enacted, plans were laid for the erection of the four buildings surrounding the Old Capitol, and Schaeffer Hall was started.

In 1909, Governor Carroll ransacked Iowa to create the strongest possible Board to carry out the will of the State in securing coöperation among its institutions. He had to have a great Board to take the place of the three boards that were displaced. Rarely has an administrative body of the State faced so difficult a task.

George T. Baker was selected as an original appointee. From that day until to-night he has given his whole life to the task of understanding the issues involved in the creation and coördination of these educational institutions. As a part of this task he has studied and visited institutions everywhere. He has read every scrap of paper and every conceivable type of report that has been submitted by any one, bearing on any of the questions at issue. He has had the courage to go to the bottom of the questions as they arose. He has had the engineering talent to think straight, to

arrive at decisions quickly, and to stand like adamant once a decision had been made. His information was so well founded, his honesty was so apparent, his wisdom was so evident that one by one, as new members of the Board were appointed, they naturally came to accept his leadership and cherish his friendship. It was his own full acceptance of responsibility that brought out the best in every successive executive of the higher educational institutions of the State.

To-night we celebrate the survival of an idea — the idea of the pioneers of this Commonwealth for a university, a university that would contribute to the lives of men. How fortunate it is that to-night we can do honor to a man who has been identified with the University all his life. To few men is it given to serve an institution for so many years in this altogether personal capacity.

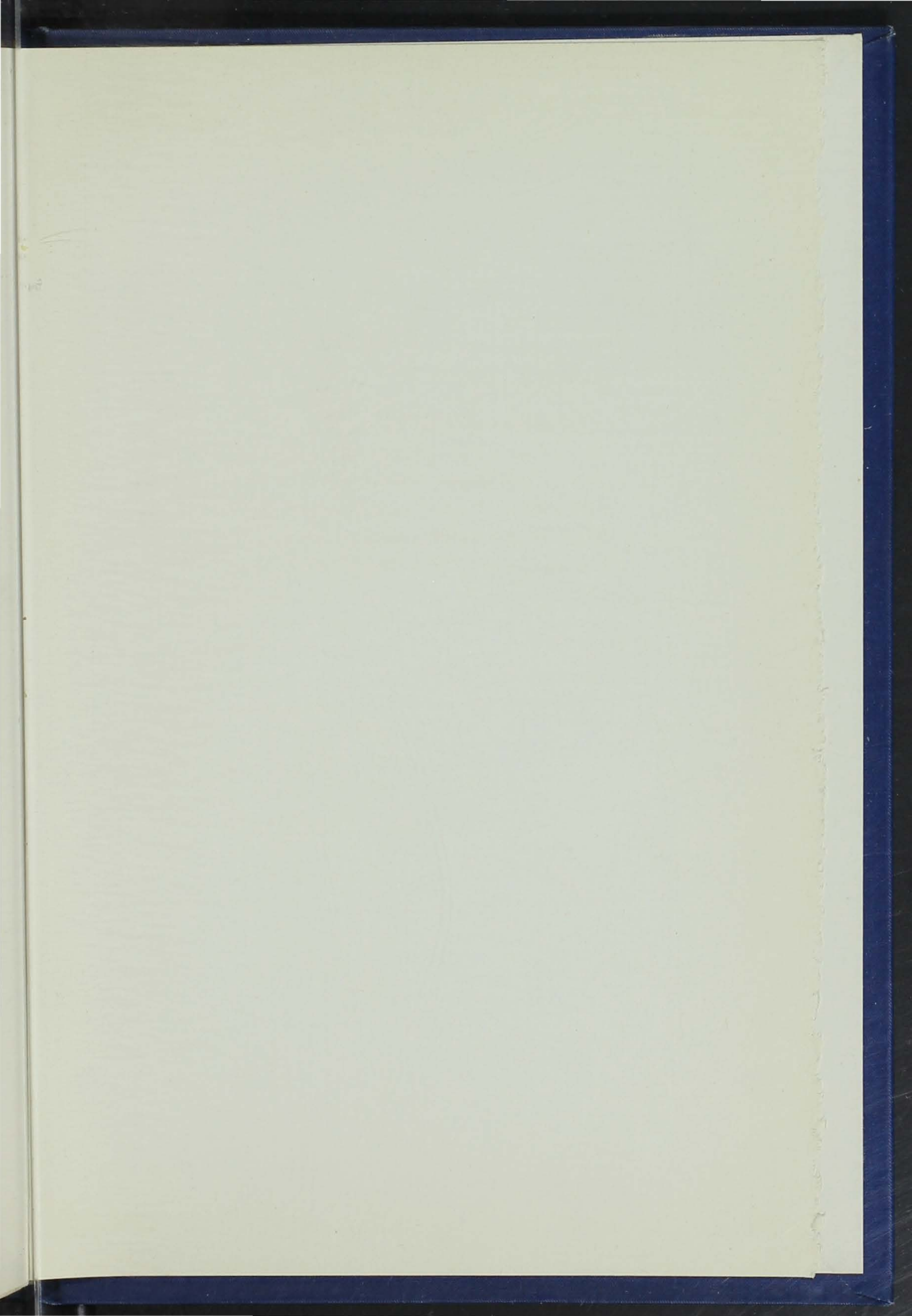
I have been signally honored by the President of the University in being asked at this time to present to the University a portrait, painted by Sidney Dickinson, of George T. Baker, President of the Board.

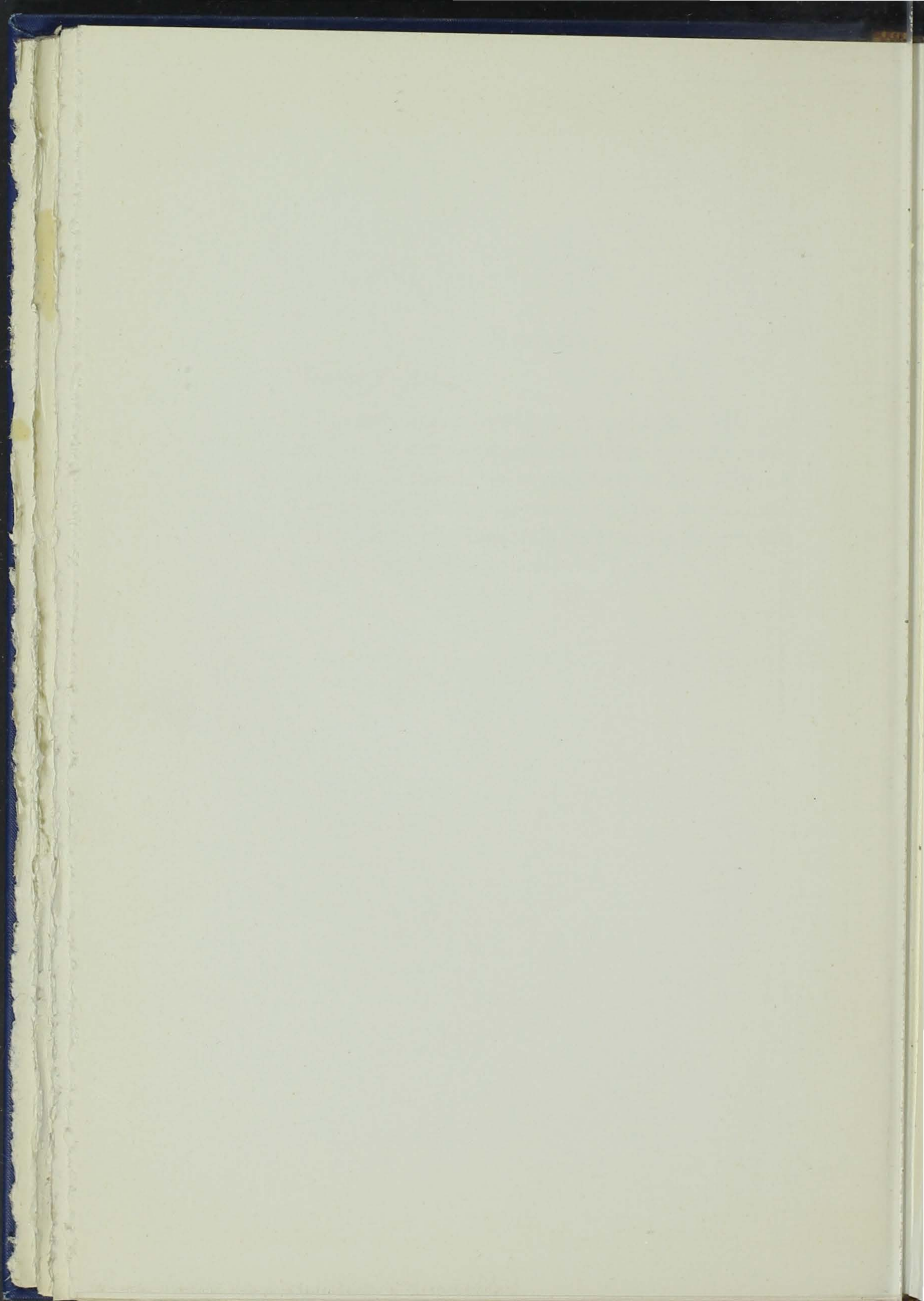
Mr. Baker, I congratulate you on this occasion.

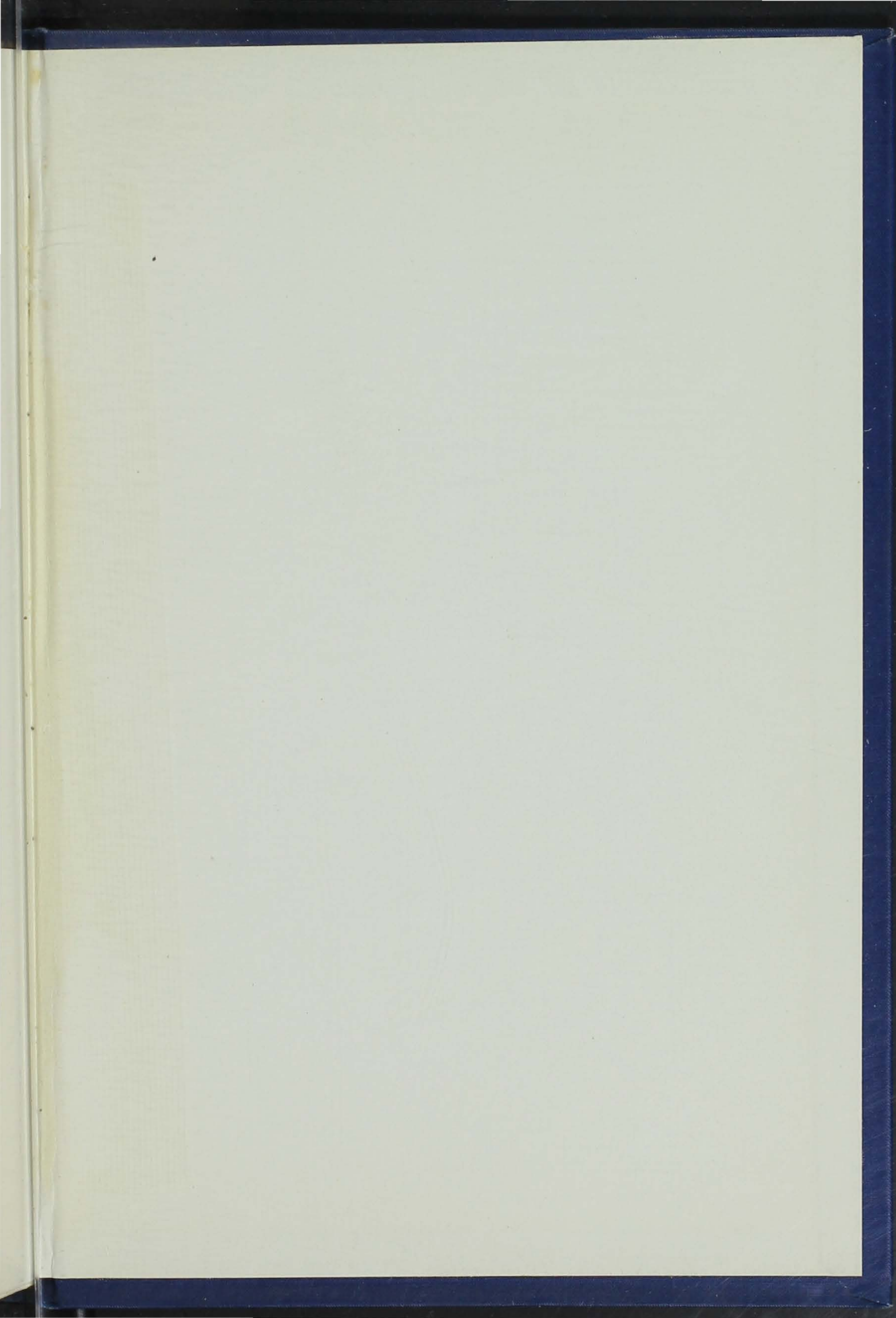
Response

George T. Baker

I greatly appreciate the personal tribute you pay me, but, be it remembered that there are nine members of the Board, three members of the Finance Committee, and five executives of five institutions. All working together they have made Iowa what it is to-day in the educational field.







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