## 8. Statement of Significance

**Applicable National Register Criteria**
("x" in one or more boxes for the criteria qualifying the property for National Register listing.)

- ☒ **A** Property is associated with events that have made a significant contribution to the broad patterns of our history.
- ☐ **B** Property is associated with the lives of persons significant in our past.
- ☒ **C** Property embodies the distinctive characteristics of a type, period, or method of construction or represents the work of a master, or possesses high artistic values, or represents a significant and distinguishable entity whose components lack individual distinction.
- ☐ **D** Property has yielded, or is likely to yield, information important in prehistory or history.

**Criteria Considerations**
(Mark "x" in all the boxes that apply.)

Property is:

- ☐ **A** owned by a religious institution or used for religious purposes.
- ☐ **B** removed from its original location.
- ☐ **C** a birthplace or grave.
- ☐ **D** a cemetery.
- ☐ **E** a reconstructed building, object, or structure.
- ☐ **F** a commemorative property.
- ☐ **G** less than 50 years of age or achieved significance within the past 50 years.

**Areas of Significance**
(Enter categories from instructions)
ARCHITECTURE
EDUCATION

**Period of Significance**
1891
1892

**Significant Dates**
1890-91

**Significant Person**
(Complete if Criterion B is marked above)
N/A

**Cultural Affiliation**

**Architect/Builder**
Josselyn and Taylor
King, O. J.

**Narrative Statement of Significance**
(Explain the significance of the property on one or more continuation sheets.)

## 9. Major Bibliographical References

**Bibliography**
(Cite the books, articles, and other sources used in preparing this form on one or more continuation sheets.)

**Previous documentation on file (NPS):**

- ☐ preliminary determination of individual listing (36 CFR 67) has been requested
- ☐ previously listed in the National Register
- ☐ previously determined eligible by the National Register
- ☐ designated a National Historic Landmark
- ☒ recorded by Historic American Buildings Survey # IA-50
- ☐ recorded by Historic American Engineering Record # _____

**Primary location of additional data:**

- ☒ State Historic Preservation Office
- ☐ Other State agency
- ☐ Federal agency
- ☐ Local government
- ☐ University
- ☐ Other

Name of repository:

observed. Some bricks may be replaced for esthetic purposes. "But the basic recommendation for Morrill Hall is to halt existing deterioration, rather than attempt to return the building to a pristine appearance. The building is nearly 100 years old, so a few wrinkles should be accepted." "In summary, Morrill Hall is an excellent candidate for renovation; very little of the exterior has been changed."[6]

**8. Statement of Significance**

**Architectural Significance** (Criterion C)

*Summary.*

Morrill Hall is significant architecturally because:

(1) It is an early example in Iowa of a complex building designed by Iowa architects, the Cedar Rapids firm of Josselyn and Taylor, who had received academic training in architecture and practiced according to the highest professional standards of the time. Previously, out-of-state architects were usually called upon for this level of practice.

(2) In the city of Ames, it is the finest building showing the influence of the Richardsonian Romanesque style.

(3) On the I.S.U. campus, it is one of the few survivors of the red brick buildings that prevailed in the nineteenth century. Afterward, new central campus buildings have been limestone.

(4) Again on the I.S.U. campus, it helped shape the evolution of the campus by reinforcing the concept that Central Campus should be free of buildings.[7]

***Detailed Discussion***

The history of the design and construction of Morrill Hall attests to the professional competence of its architects. The building was complex; its architectural program called for rooms to serve a variety of purposes: a library, chapel, music practice rooms, a museum, an office, and laboratories and classrooms for instruction in the sciences with associated storage facilities. The building was to be fireproof. Architect Eugene Taylor met with the Board of Trustees in May 14 and 15, 1890, presenting his firm's drawings and outline specifications for the building, an estimate of construction cost, and a proposal for professional services that was essentially what would be used today. This proposal outlined the architects' responsibilities: furnishing complete plans and specifications, securing the contractors' bids, advising on appointment of a local clerk of the works, making regular visits to the work in progress, and certain details. It dealt with adjusting the design if the bids were too high, set the architects' commission at five percent of the cost of construction, and

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6 Bussard/Dikis, pp. 6-9.

7 Item 1 is discussed in Shank, pp. 59, 60; items 2, 3, & 4 are noted in Page, vol. 2, Site No. 7G-3, under No. 20, Architectural Significance.

gave a schedule for commission payments. Contractors' proposals for construction were received on July 17, 1890, the contract was awarded, and construction was completed and the building accepted on June 24, 1891.[8]

The type of professional training that the architects had received is also a measure of their professional stature. Eugene H. Taylor (Oct. 23, 1853-Oct. 29, 1924) had received a B.S. degree at Grinnell College in 1876 and completed the two-year special course in architecture at Massachusetts Institute of Technology. Henry S. Josselyn (Aug. 15, 1849-Mar. 1, 1934) was the son of George Josselyn, highly regarded construction supervisor for two state hospitals for the insane, one at Mt. Pleasant from 1855 to 1861 and the other at Independence from 1868 to 1885. In the fall of 1876, Henry enrolled in the same architectural program at M.I.T. that Taylor was in, but left the program in March 1877. A few years later he spent a little more than a year in Europe traveling to study its architecture. Upon his return late in 1880, he set up an architectural practice in Iowa with his father in Independence, opening a branch office in Cedar Rapids the next year. In 1882, Henry Josselyn and Eugene Taylor formed the partnership of Josselyn and Taylor, architects, with offices in Cedar Rapids and Des Moines, Iowa, closing the latter office in 1886. Both partners had earlier worked in the offices of established architects, and Josselyn had worked for his father as clerk on the construction site.[9]

The design of Morrill Hall reflects the approach of the M.I.T. program, founded in 1868, to architecture. It was the first university program in architecture in the United States. Instruction there was strongly influenced by that of the École des Beaux Arts in Paris, especially after 1872, when Eugène Létang, graduate of the École, became the principal design instructor. The Beaux Arts architectural design process, broadly stated, used major architectural volumes to express functional unity, an idea that had broad influence in the nineteenth century. Specificaly, the process involved following four rules: (1) *distribution,* the programmatic division of the building into its separate functions; (2) *disposition,* spatial organization of these functions in plan; (3) *composition*, three-dimensional development of these spaces as a unified whole; and (4) *charactère*, expressive consequence of a coherent composition.

> These rules relate to convenient *distributions*, rational construction, the balance of enclosing surfaces, and can be based on the great fundamental principal, the principle of reason and frankness. That principle requires that exterior masses, the *composition* of the exterior, denote the interior *dispositions*, the *composition* of the interior. Only on this condition can a building present an individual *charactère* and clearly express its function [10]

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[8] Iowa Agricultural College and Farm, *Minutes of the Board of Trustees,* May 14, 1890, pp. 118, 120; May 15, 1890, pp. 121, 122, 123; July 17, 1890, pp. 132, 133, 141, 144; June 16, 1891, p. 260.

[9] "Taylor, Eugene Hartwell," p. 264; Wenger.

Illustrating the first two Beaux-Arts principles, *distribution* and *disposition*, Morrill Hall is divided into four main portions, each with distinctive functions. The building is divided in the middle by a fire wall running east-west. The top of the wall rises slightly above the sloping roof, follows the slope of the roof, and has a light-colored stone cap. One of the main portions of the building is that to the north of this wall. Ventilation chimneys rise from all four corners of this portion. At the third floor level it houses the museum. At basement, first, and second floors it houses the laboratories and classrooms for instruction in the sciences. The second and third portions are two circulation elements. One passes through the center of the building. The other lies along the east side (front) of the building at the first floor and joins the tower at the southeast corner. Both consist of corridors and stairways two circulation elements. The central element is just south of the fire wall and includes stairways, hallways, and some small rooms. This element gives access to rooms to the north and to the south. The other circulation element includes a corridor at the first floor along the front of the building and the connecting corner tower. This element provides a stairway leading to the chapel on the second floor and, in the upper part of the tower, a stairway leading to the chapel balcony on the third floor. The arched windows at the first floor and at the upper center of the east side of the building identify both circulation elements. The rest of the building, which is the southern portion of it, is the fourth portion. It consists at the basement, first, and second floors of single large open spaces. At the basement was the armory, at the first floor was the library, and at the second floor was the chapel rising into the attic, or third floor, with its balcony.

The three-dimensional development of these spaces as a unified whole, which constitutes the third of the Beaux-Arts steps in the design process -- *composition* -- is seen in the way that Morrill Hall achieves unity of design through an asymmetrical balance of a variety of elements which, by this variety, reflect a variety of purposes. The three high gable elements of the chapel that rise above the east, south, and west slopes of the roof of the south portion of the building reflect the two-story height of the chapel through their two-story window arrangement. The groupings multiple windows at the first and second floors reflect the sizes of the rooms they light and indicate that the importance of the rational purpose of good daylighting. By contrast, the earlier College Building (1864-1868; razed 1902), designed in mansarded Italianate style, almost exclusively had single windows regularly alternating with large areas of wall, whether the windows served small rooms such as offices or large ones such as classrooms or laboratories. An additionall facet of *composition* is the manner in which the design, based largely on the Richardsonian Romanesque architectural style, integrates a few features of another architectural styles of the period, the Queen Anne style. The arched windows in the

[10] Mead, pp. 109, 110.

circulation elements and the two large arched windows ones in the gables that light the museum on the third floor are characteristic features of the Richardsonian Romanesque style, as is the use of rock-faced stonework. At the southern end of the building, the three gables of the chapel the building follow the Queen Anne Revival style that was coming into popularity at the time. However, the groups of four and five windows that provide light for the chapel, library, classrooms, and even the rooms in the basement are a common feature of both of these styles, as is the asymmetrical organization of major building volumes.

The last of the Beaux-Arts design steps, that dealing with expressive consequence of a coherent composition and designated as *charactère*, has to do with the success with which the previous steps were carried out. Since Morrill Hall was designed for a complex combination of college purposes, understanding of these purposes which was common knowledge at the time the building was built, added to the appreciation of the building. President Beardshear, "in his first report showed almost boyish enthusiasm for the new building. The "gem of a chapel" would aid greatly "in the social, intellectual and moral phases of our college work," he said. The "crowning service" was "a most admirable library room .. one of the most inviting in the state."[11]

Josselyn and Taylor's involvement in their professional organizations shows their concern for high standards of their practice. In the nineteenth and early in the twentieth centuries architects' professional organizations were the principal means by which the profession sought to maintain and raise these standards, and this was so in Iowa until the state took on this responsibility when it passed a professional registration law in 1927.[12] Josselyn and Taylor were founding members of the short-lived first professional organization of architects in Iowa, the Iowa Association of Architects, founded in 1885. Taylor was its president in 1887, when it became defunct, and continued as ex facto correspondent. He became an associate member of the national organization of the American Institute of Architects in 1884, and when the competing Western Association of Architects, with which the Association of Iowa Architects was affiliated, merged with the Institute in 1889, Taylor became a Fellow of the Institute. Although several other Iowa architects were also members of the Institute, the Iowa Chapter of the American Institute of Architects was not founded until 1903. Taylor was a charter member and Josselyn was admitted in 1905. Taylor served as president during the 1904-05 year, and starting with the 1906-07 year was first its secretary-treasurer and then its secretary until his death in 1924.[13] William L. Steele, an architect who knew him personally, notes Taylor's long service to the Institute and his

11 Ross, p. 230
12 Illinois in 1897 became the first state to have an architectural registration law.

dedication to it. In the obituary he wrote for Taylor, Steele said that "no other had so much to do with its inception or with the careful nursing which the Chapter needed for so many years."[14]

The number and substantial character of the commissions that Josselyn and Taylor executed also indicate the firm's importance. Steele's comments tell us something about Taylor's personality and his probable role in the partnership. "His was a retentive mind and he prided himself on the freshness of his memory for his early studies. He was a student and a painstaking and a careful one always. His was the encyclopedic rather than the creative spirit. He hungered after knowledge and would have made a teacher in type similar to the beloved Ricker at Illinois." Considering that their partnership lasted for more than forty years, the two men may well have worked well together because their talents were complementary. Taylor appears as the organization man who dealt with the business aspects of professional practice. If as Steele describes, Taylor was not the creative spirit, Josselyn must then have played the role of architectural designer. The firm produced a large number of noteworthy designs for important buildings during its first decades. In the 1880s they designed a number of private homes in Cedar Rapids, including the Mrs. Thomas M. Sinclair house (1884-86), now known at "Brucemore." After Morrill Hall came the commission to design the new Agriculture Hall (1893-94) on the same campus, and in 1892 the commission for the Iowa Building at the World Columbian Exposition in Chicago. During the rest of the decade a number of large and important commissions were executed that included the six-story Cedar Rapids Savings Bank (1895-96), the Iowa Hospital for the Insane at Cherokee (1896-1902), the University Medical Hospital at the State University of Iowa in Iowa City (1896-98), and the Iowa State Building at the Trans-Mississippi International Exposition at Omaha in 1898. Similar important work continued into the next decade, but by 1912 there was less, so that in 1916 the firm moved to smaller offices. In 1924 Eugene Taylor died in Cedar Rapids, fatally struck by an automobile while riding his bicycle. Henry Josselyn, who practiced from 1925 to 1929 with Benjamin Todd, a younger architect, retired in 1929 and died in 1934.[15]

William Page, in his *Historical and Architectural Resources of Ames,* states that in the city of Ames, Morrill Hall is one of the finest buildings showing the influence of the Richardsonian Romanesque style. The present writer adds that it is the only such building on the Iowa State campus today and that it may be the only one in the city. Page also notes that Morrill Hall is one of a small number of buildings surviving of the red-brick structures typical of the first 30

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13 American Institute of Architects, Iowa Chapter, *Proceedings* (1906-07 through 1925).
14 Steele, p. 543.
15 Steele, p. 543; Wenger; "Taylor, E.H., Killed."

years of university history. The other six, using present names, are: Farm House of 1861-65, stuccoed and remodeled in the 1910s; Mechanics Laboratory (originally Engineering Hall) of 1882-3, 1884; English Office Building of 1884, 1892 (added to in the early 1990s); Sloss House and Osborn Cottage of 1882-83; and Catt Hall (originally Agriculture Hall) of 1892-93. The Hub is excluded because only a small portion of what is original, which dates from 1892, survives the extensive successive changes to the building. Catt Hall and the original Hub were Josselyn and Taylor designs.[16]

The idea of Iowa State's open central campus as an open expanse planted with groups of trees and circled by a road on which the buildings would be located is credited to the first president, Adonijah Welch, who held the office from 1868 to 1883. Morrill Hall, with the original College Building (where Beardshear Hall now is) to its south and the English Office Building at the south of that played an important role in creating a line that defined the western edge of Central Campus. On the north, Agriculture Hall defined that edge of Central Campus.[17] Toward the end of the nineteenth century, the Campanile provided a point of interest near the southern edge. Clear definition of the east edge did not come until the construction of Curtiss Hall in the first decade of the twentieth century and of the south edge until the Memorial Union in the third.[18] As an important example of historic planning and landscape design, Central Campus and the defining buildings around it merit nomination for the National Register as a historic district.

**Historical Significance** (Criterion A)

*Summary*

Morrill Hall is also significant for its association with the development land-grant college education at Iowa's College of Agriculture and Mechanic Arts. In particular, this building, completed in 1891, represents the end of the "educational frontier" period of the college's first 33 years. During the following two decades the college entered a new era of growth in curriculum, enrollment, and building construction. W.S. Moore, writing in 1896, described Morrill Hall, Agriculture Hall, and Margaret Hall as "the special pride of the institution."[19] However Agriculture Hall, completed in 1893, is associated with the new era of growth, and Margaret Hall, completed in 1895 and also associated with the new era, was completely destroyed by fire in 1938.[20] Morrill Hall stands essentially intact.

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16 Page 2: Site No. 7G-3, under No. 20, Architectural Significance; Day, pp. 492, 493, and facing map of 1898 campus.

17 Ross, p. 170.

18 Curtiss Hall was also originally named Agriculture Hall.

19 Moore, p. 250.

20 The institution was originally named Iowa Agricultural College and Model Farm. It was renamed Iowa State College of Agriculture and Mechanic Arts in 1898, and Iowa State University of Science and Technology in 1959.

During the educational frontier period there was great disagreement about what should be the breadth and purposed of instruction in colleges of agriculture and mechanic arts. Today it is accepted that the modern agricultural college of land-grant universities is a large and complex establishment integrated within the broader university framework. During the last half of the nineteenth century, however, persons who had fought to claim for agriculture and mechanical arts an equal educational claim to that of the learned professions divided into two opposing groups. One group wanted simply to add the agricultural, scientific, and engineering courses to the established curriculum. The other group fought to exclude from the curriculum of land-grant colleges any subjects that did not directly apply to the practical education of farmers and mechanics. The tension developed from the fact that the promoters of agricultural and mechanical colleges were, to a large degree, persons in revolt or protest against the prevailing classical education. Gradually, however, agricultural colleges advanced their entrance requirements, established specialized departments, offered equivalent degrees, and sought to attain the same academic rank as other institutions of higher education. In the process, agricultural colleges became less intimately concerned with the plain farmer and with practical or technical education and came to resemble university institutions generally.[21]

In Iowa, the same impulses played themselves out during the formative decades. Such leaders as Henry Wallace, Tama Jim Wilson, and persons promoting special livestock interests pressed for a strictly agricultural curriculum free of scientific and classical studies unrelated to attaining a practical agricultural, mechanical, and business education. Even as late as 1891, when Morrill Hall was completed, the selection of William M. Beardshear to be president and Tama Jim Wilson to be dean of agriculture represented efforts to accommodate these continuing concerns. As Beardshear assured all of his wish for the college to become a great technological institution, its leaders quickly recognized the growing importance of certain producers through establishing new departments of dairying, animal husbandry, and farm crops. Within two years yet more practical buildings -- Agriculture Hall and a creamery -- were added to the architecture of the campus as the new era got under way.

Morrill Hall, among the final products of a formative generation, was consistent with aspirations for traditional student life and, as well, for an expanding instruction that combined the theoretical with the practical. With its chapel, library, and museum, the building drew high praise in Beardshear's first report in which he described it as having a "gem

Agriculture Hall was built 1892-93. It was renamed Botany Hall in 1928 and Catt Hall in 1995, in honor of Carrie Chapman Catt.

[21] Cochrane, pp. 242-243; Boorstin, pp. 484-487.

of a chapel" for aiding the "social, intellectual and moral phases of our college work" as it provided the "crowning service" of an "admirable library." Occupying the north half of Morrill Hall, the departments of Zoology, Entomology, and Geology included a zoological museum and a geological museum combined with lecture room space and a laboratory for students to investigate microscopic life or dissect larger animals.[22] By providing accommodation for the combination of inspirational activities, library research, and nature study the building met the then current concerns to satisfy growing interest in materials for scientific thought tempered by determination to uphold, or at least not undermine at a technical institution, students' religious faith.

*Detailed Discussion.*

The educational frontier period of land-grant-college education in the United States began with the Land-Grant College Act of 1862, also known as the First Morrill Act in honor of Justin Smith Morrill (1810-1898), its author in the House of Representatives. Vermont-born son and grandson of blacksmith farmers, he had risen in life from a general-store clerk to become prosperous merchant. He represented Vermont in the House of Representatives from 1854 until elected to the United States Senate in 1866, where he served until 1898. As early as 1848 Morrill wanted "to promote the liberal and practical education of the industrial classes in the several pursuits and professions of life" through a practical type of college education and to fund it through donations of public lands. Although he introduced his first bill for this purpose in Congress in 1857, it was not until Abraham Lincoln's administration that it became law.[23]

Land-grant-college education in the 1860s was a visionary idea. Its supporters assumed that rural youth would want to become scientifically trained agriculturalists and mechanics in order to be proficient in their occupations, the way that the professional classes wanted an education for careers in the professions. The assumption was incorrect. Rural youth wanted instead a more traditional academic education as a way to escape the farm and the drudgery of rural life, or if they remained on the farm, as a way of bettering themselves The idea of scientific agriculture was not one supported by the people. The Morrill Act attracted little attention in 1862, although we now know that it was important in establishing the goal of a new type of practical sort of education for the working class and for establishing a precedent for federal funding of higher education.[24] The agricultural colleges in the 1870s and 1880s had not yet developed the sort of education needed to produce professional agricultural technicians nor the methods needed to produce useful information

22 Moore, pp. 250-251.

23 Lucas, p. 148, quoting Morrill.

24 Lucas, pp. 148, 149, 150; Wiebe, p. 126. Bailey discusses extensively the rise of state colleges of agriculture in the United States, and on pp. 412-414 gives the texts of the First and Second Morrill Acts.

for farmers. A measure of the tentativeness of the early years is the fact that agricultural professionals, according to Alfred C. True, published only 100 books before 1895. But between 1895 and 1905 --that is, after the educational frontier period -- they published more than 300 books."[25] Furthermore, in these earlier years land was still abundant and the general population strongly distrusted academic theory. Contrary to conventional wisdom, before the 1890s the land-grant colleges had done little to improve American agriculture. "Actually, careful economic analysis suggests that the greatest increase in agricultural productivity per worker occurred well *before* land-grant colleges were firmly established, and furthermore that federal and state land-use policies, natural conditions, market developments, canals and railroads, and a host of other factors were mainly responsible for whatever gains occurred."[26]

In the educational frontier period of land-grant-college education, the institutions did the best they could: they taught the sciences related to agriculture. But by 1880 it became apparent that the colleges needed a body of knowledge accumulated through systematic investigation and experimentation to form the basis for practical instruction. The 1887 Hatch-George Experiment Station Act helped this work begin. It linked the interests of the Department of Agriculture in collecting and disseminating information on agriculture with the interests of the agricultural colleges in teaching and research. The Second Morrill Act, that of 1890, helped by providing direct annual federal appropriations to the states for the land-grant colleges, for the states had generally been providing only marginal funding.

Justin Morrill's vision was broad; he was concerned for all Americans. Seeing that many of land-grant colleges under the first Act denied admission to black Americans and that only a few states in the south provided land-grant-college education for them in racially segregated colleges that were very poorly funded compared to their white sister institutions, his second Act sought to address the needs of blacks. As first proposed, the 1890 act prohibited appropriations to any state where racial or color distinctions were made. However, as enacted the law was weaker. By accepting separate institutions "of like character" for blacks, and calling for states which had separate institutions to distribute the federal funds on a "just and equitable" basis, a dual system of colleges and the reality of minimal funding for them was countenanced. But even with this great hardship, a good number of additional black colleges were founded in the south. Since most blacks had very limited opportunities for proper college preparation, these colleges initially were devoted mostly to general academic purposes and to teacher training, and many offered what was in fact elementary and secondary education. Although they received only the minimal support allowed under law, they at least made a

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[25] Seals, p. 15. He is quoting Alfred C. True, *A History of Agricultural Education in the United States, 1875-1925* (1929).

[26] Lucas, p. 150.

beginning. It was well into the twentieth century before they were able to move beyond the educational frontier period of land-grant-college education.[27]

The history of the Iowa Agricultural College and Model Farm through the early 1890s follows the national history of land-grant colleges. During the educational frontier period instruction in the basic sciences was offered. Practical education in agriculture and the related fields had yet to be developed. The 1858 legislative act establishing this Iowa college stipulated that instruction be given in natural philosophy, chemistry, botany, horticulture, fruit growing, forestry, animal and vegetable anatomy, geology, mineralogy, meteorology, entomology, zoology, veterinary anatomy, plain mensuration, leveling, surveying, bookkeeping, "'and such mechanic arts as are directly connected with agriculture.' Also such other studies as the trustees may from time to time prescribe not inconsistent with the purposes of this act." The model farm began operation in 1860. The Land Grant College Act, which became law on July 2, 1862, provided a grant of public land to each state. The grant proceeds formed an endowment for colleges of agriculture and mechanic arts and were to be used for expenses, but not for buildings. On September 11, 1862, Iowa was the first to accept its land grant under the terms of the Act, but not until March 29, 1864 did the state designate the grant for the benefit of the Agricultural College, whose stipulated program of instruction was more consistent with the purposes of the Act than that of the State University. The state appropriated funds for constructing the College Building, completed in 1868, and the College opened officially in 1869. Thus the beginnings of the Iowa Agricultural College of which Morrill Hall was a part were closely associated with Justin S. Morrill.[28] In addition, the association with Morrill is based on the fact that the hall was named for him. The Trustees of the college, in their 1890-91 proceedings, stated about the building:

> From the first, it was deemed by everyone fitting that it should bear the name of Senator Justin S. Morrill, the originator of the 'Land Grant' or 'Agricultural Colleges.' In response to this general feeling it was christened Morrill Hall by the Board of Trustees. The venerable senator gracefully acknowledged the honor thus conferred in the following letter ..."

The letter, dated Strafford, Vermont, May 30, 1890, and included in the proceedings verbatim, cordially thanked the Board for inviting him to attend the dedication ceremonies in June 1891 and said that he could not assure them so far in advance that he could be present[29] Apparently he was still expected when the invitations to the dedication were sent in

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27 Humphries, pp. 4, 5.

28 Ross, pp. 39, 40, 42, 43.

29 Iowa Agricultural College, *Fourteenth Biennial Report*, 1890-1891. *Proceedings of the Board of Trustees*, 1890-91, p. 106.

May 1891. In fact, he did not attend the dedication on June 16, 1891, at which Professor Stanton read a letter from the senator expressing his regrets.[30]

Under A. J. Welch, the first president, the new college embodied two important reforms over traditional higher education: (1) women were admitted on equal terms with men, and (2) natural science, as the basis of the state's industries, was emphasized. Liberal arts courses were, however, included, but with some hesitancy.[31] But the needed innovations in teaching the practical fields came slowly. The teaching experience of Professor Isaac P. Roberts, Professor of Practical Agriculture from 1870 to 1873,[32] is an interesting instance. He started by drawing upon his own knowledge of farming and quickly ran out of material to teach his students. He found virtually nothing in the library about teaching agriculture. "I was driven to take the class to the field and farm," he wrote, "there to study plants, animals and tillage first hand .... I suppose, I was the first teacher of agriculture to make use, in a large way, of the fields and the stables of the countryside as laboratories .... One day being short of lecture material, I went to the fields and gathered a great armful of the common weed pests. Handing them around to the class I asked for the common and botanical names, and the methods of eradication .... This experiment provided material for a week's classroom talk and led me to place still more emphasis on field laboratory work -- 'walks and talks,' we call them." [33]

Students in these early years were not attracted to the course on agriculture. Before 1882, only 6 percent of the graduates of the college living on that date became identified with either practical farming or professional agriculture while nearly 40 percent entered law, medicine, or the ministry, 17 percent engaged in teaching or similar professional work, 3 percent became veterinarians, and only 9 percent engineers or mechanics. The founders' dreams of a college that would send its graduates into the industries had not been realized.[34] Further divergence came about in 1882 when the original scope of instruction for the college set forth in the 1858 legislation that created it was broadened to read: "a broad, liberal, and practical course of study, in which the leading branches of learning shall relate to agriculture and the mechanic arts, and which shall also embrace such other branches of learning as will most practically and liberally educate the agricultural and industrial classes in the several pursuits and professions of life, including military tactics." President

30 "Invitation to Dedicatory Exercises;" "Merrill (sic) Hall,"

31 Parker, p. 67.

32 He came in 1869 as farm superintendent and became professor of practical agriculture in 1870,. took a similar position at Cornell University in 1873, and later became Dean of Agriculture and Director of the Experiment Station there. See *An Historical Sketch,* p. 10.

33 Seals, p. 16. The author's source is True, p. 155.

34 *An Historical Sketch,* pp. 10, 11.

W. I. Chamberlain in his inauguration address in 1886 may have recognized that the college was including more language, literature, introspective, and retrospective courses than contemplated in the Congressional and legislative acts establishing the college's endowments. He seemed defensive about what was taught, stating that it was related to agriculture and the mechanic arts, and was not what could better be taught in the field but "related science, underlying principles, and processes too intricate or difficult for the unskilled, uneducated laborer."[35] He quoted the statistics in a way to make it appear that the college was favorable to manual industries. He stated that one third of its entering students then in the lower [college] classes came to prepare for industrial life, more than half of the graduates before 1886 became industrialists, and more than two thirds of the latest alumni intended to do so. He included as industrialists, however, those who were involved in the intellectual spheres of industrial life, such as editing agricultural papers, business superintendents, and civil engineers.[36] Although the Bachelor of Scientific Agriculture degree was established in 1883, only a small number of students received it. In a history of the college prepared for its semi-centennial in 1920, "a lack of definite administrative policy," "retrogression" in certain activities, and a decline in enrollment is identified with years 1883 to 1890.[37]

With Chamberlain's resignation in 1890, the agriculture and related interests within the state (the State Farmers' Alliance, the Butter, Cheese and Egg Association, and the Stock Breeders' Association) objected strongly that the college's courses did not relate closely to agriculture. These interests wanted far less of scientific and classical studies, limiting them to what was absolutely needed to promote the highest attainments of practical agricultural, mechanical, and business education, and they wanted a dairy school. They supported William M. Beardshear for new college president and James Wilson for professor of agriculture. Beardshear assumed the presidency in 1891 and led the college past the educational frontier period of land-grant education.[38] Looking back in 1920, it appeared that that: "In 1891, with the coming of William M. Beardshear as president and James Wilson as Professor of Agriculture and Director of the Experiment Station, a new era dawned for agriculture and for the entire institution, an era of rapid expansion and remarkable development, of increasing influence and power. During the Beardshear era the enrollment for the College passed the 1,000 mark and agriculture received its due proportion of emphasis."[39]

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35 Parker, pp. 67, 68, 69.
36 Parker, pp. 69, 70.
37 ***An Historical Sketch,*** p. 11
38 Parker, pp. 73, 74.
39 *An Historical Sketch*, p. 11.

Morrill Hall is an expression of the educational frontier period of land-grant-college education, during which instruction at the Iowa Agricultural College was characterized by the emphasis on the sciences. In his report in the *Fourteenth Biennial Report* of 1890-1891, President Beardshear described how the building was used:

> The erection of Morrill Hall has enabled us to provide well for the work of zoology, entomology, and geology. For these branches of science it provides ample recitation, laboratory and depository room. The basement is well utilized by a flourishing gymnasium and rooms for the preparations of subjects in natural history and the display of fishes. This building makes a pleasing accommodation for the exhibit of the museum and scientific collections in geology and natural history. We have provided a gem of a chapel that aids greatly in the social, intellectual and moral phases of our college work. The crowning service of Morrill Hall is its provision for a most admirable library room. The room is well located, cheerfully lighted and tastefully furnished, making one of the most inviting rooms of the kind in the state. Morrill Hall has enabled us to make much desired improvement in the Main building...
>
> We are getting on temporarily with the gymnasium in the basement of Morrill Hall, but this room is too low and too cramped to meet the very vital needs for instruction in gymnastics...[40]

In contrast to Morrill Hall, Agriculture Hall, built from June 1892 to October 1893, was initially used for purposes which, generally, are much more practical in nature. These are described in the *Fifteenth Biennial Report* of 1892-1893.

> The basement is devoted to horticulture. Therein winter work in horticulture is prepared and preserved. This is constructed so as to drive in with a team on one side and out at the other, making a most convenient arrangement for the purpose. The first floor above the basement is given, in the west half, to the department of agricultural chemistry. Testing and experimental laboratories are herein provided. The east part of this floor is given to general bulletin room and grafting room of horticultural department. There also is a live stock room for class purposes in which an animal of the farm may be brought before the class adjudged according to the most recent methods of becoming acquainted with farm animals from life.
>
> The second floor is devoted to offices for Professors Wilson, Kent, Curtiss, Hansen and Budd, and recitation rooms for agriculture and horticulture.
>
> On the third floor there are offices for Drs. Stalker and Niles of the veterinary department, bacteriological laboratories, two recitation rooms for veterinary department and room for agricultural museum.

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40 Iowa State Agricultural College and Farm, *Fourteenth Biennial Report (1890-1891)*, pp. 5, 12.

The fourth floor is a half story and probably these rooms will be employed for some of the literary and scientific societies of the college.[41]

A comparison of the purposes served by these two steep-roofed red brick buildings designed by the same architectural firm, completed a little more than two years apart, and standing within sight of each other clarifies the changes that took place in the Iowa Agricultural College when it left the educational frontier period of land-grant-college education. The comparison identifies Morrill Hall as representing the college before that change took place.

At the very beginning of that new era, George Washington Carver, who was to become the famous black agricultural chemist, came as a student to the college in May 1891, the month before Morrill Hall was dedicated. His presence relates him to the Second Morrill Act, for he was the first black graduate of the college, receiving the B. Ag. degree in 1894 and the M.S.A. degree in 1896. He acted as "professional rubber" for the athletic teams, supervising their diet, hours of sleeping, and exercising, and massaging the players after exercise. The college used the basement of Morrill Hall for instruction in gymnastics. Carver's presence also relates him to the Hatch-George Experiment Station Act, for as assistant botanist at the experiment station under Dr. Louis Pammell he was a member of the faculty.[42]

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41 Quoted in Day, p. 185.
42 Ross, pp. 93, 96; Holt, pp. 85, 89, 90.

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