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United States Department of the Interior
National Park Service

National Register of Historic Places
Multiple Property Documentation Form

This form is used for documenting multiple property groups relating to one or several historic contexts. See instructions in *How to Complete the Multiple Property Documentation Form* (National Register Bulletin 16B.) Complete each item by entering the requested information. For additional space, use continuation sheets (Form 10-900-a). Use a typewriter, word processor, or computer to complete all items.

X New Submission ___ Amended Submission

A. Name of Multiple Property Listing

The Quaker Testimony in Oskaloosa, Iowa

B. Associated Historic Contexts

(Name each associated historic context, identifying theme, geographical area, and chronological period for each.)

I. First Growth, circa 1855-1890
II. The Rosenberger Presidency, 1890-1910
III. An Era of Change, 1910-1917
IV. Constraints and Beneficence: World War I and the Ensuing Years, 1917-1929
V. Times of Trouble: The Great Depression and World War II, 1929-1945
VI. William Penn College in a New World, 1945-Present

C. Form Prepared By

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organization Oskaloosa Historic Preservation Commission date June 2, 1995

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D. Certification

As the designated authority under the National Historic Preservation Act of 1966, as amended, I hereby certify that this documentation form meets the National Register documentation standards and sets forth requirements for the listing of related properties consistent with the National Register criteria. This submission meets the procedural and professional requirements set forth in 36 CFR Part 60 and the Secretary of the Interior's Standards and Guidelines for Archaeology and Historic Preservation. (See continuation sheet for additional comments.)

Patricia Ohlenkamp DSHPO — 2-21-96

Signature and title of certifying official — Date

State or Federal agency and bureau

I hereby certify that this multiple property documentation form has been approved by the National Register as a basis for evaluating related properties for listing in the National Register.

Edson H. Beall — 3/28/96

Signature of the Keeper — Date of Action

United States Department of the Interior
National Park Service

NATIONAL REGISTER OF HISTORIC PLACES CONTINUATION SHEET

Section number E Page 1

CFN-259-1116

E. Statement of Historic Contexts

(If more than one historic context is documented, present them in sequential order.)

I. FIRST GROWTH, CIRCA 1855-1890

INTRODUCTION

Members of the Religious Society of Friends were among the early immigrants who arrived in Iowa. Most of these came from Indiana with the explicit intention of forming new Quaker settlements in the territory. Many of them knew one another, and most relocated in family groups. They tended to settle along an approximately diagonal line running northwest from Keokuk on the Mississippi River to Des Moines. Many of these settlements proved to be temporary, brief stops along the way west, soon to be abandoned. The settlement at Oskaloosa came to be known world-wide as a center of Quakerism.

During the period of first growth, members of the Religious Society of Friends established a presence in Mahaska County, Iowa, and in the vicinity of Oskaloosa. At first the numbers of Quakers in the area were relatively small, but with the selection of Oskaloosa as the site of the permanent headquarters of the Iowa Yearly Meeting in 1865, their presence grew in significance. Although the configuration of the meetings would change as various Quaker families decided to move westward across the state and nation, the importance of Oskaloosa to the sect would not be affected. For many years Oskaloosa would remain the center of the Iowa Yearly Meeting, whose boundaries stretched from the Mississippi River to the Pacific Ocean. The establishment of Penn Academy and Penn College and the construction of Main Building a few years later strengthened and confirmed the permanent nature of Quaker settlement in Oskaloosa. Penn College would quickly assume a place among the rank of Quaker colleges, and firm ties would be established, especially with Earlham College in Richmond, Indiana. In 1877, Iowa Quakerism would experience a permanent schism, that divided the membership of the sect. Although many conservative Friends left the Yearly Meeting at that time to form an alternative Yearly Meeting, the more evangelical branch of the sect remained in Oskaloosa, utilizing the now non-extant Iowa Yearly Meeting building on North E Street. Throughout this period, Friends played an important role in the history of the city, county, region, and state, particularly because of their respect for education.

The earliest buildings constructed by Friends in the area reflect traditional Quaker beliefs in simplicity of style and restraint but employing quality building materials. The first meeting houses at Center Grove and Spring Creek in Mahaska County and Coal Creek in Keokuk County, as evidenced by historic drawings, were relatively small-scale, simple frame buildings, exhibiting little ornamentation or architectural detailing. Slightly later, the first Iowa Yearly Meeting House was constructed. While much larger, it still reflected the "plain style" and simplicity. Other early Quaker resources, particularly three cemeteries that still survive, retain elements, to varying degrees, that also reflect Quaker restraint.

EARLY MEETINGS

The first Quakers who moved to Mahaska County arrived in 1843, and the first meeting in the county was held the following year in the home of Thomas Stafford. It was led by Joseph D. Hoag, and it came to be known as Spring Creek Meeting. From these informal beginnings the Friends' presence in Mahaska County would grow. The Spring Creek Meeting, located a few miles east of present-day Oskaloosa, was subsequently selected as the site of the first session of the Iowa Yearly Meeting, held in 1863. The Spring Creek Meeting then had a one-story frame building and a temporary frame shed was attached to it to accommodate the large crowds who attended the first Yearly Meeting. Between 1,200 and 1,300 people attended this first session, including representatives from several other Yearly Meetings. (Allman, *Spiritual Trials*, p. 9; "College Avenue Friends Oskaloosa Monthly Meeting," p. 2.)

This first building was subsequently destroyed by fire, and another small frame building was soon constructed to replace it. Years later this building was relocated to North H Street in Oskaloosa, where it still stands. It was used for many years by the H Street congregation, a mission church of the Oskaloosa Monthly Meeting. Presently the building houses a small store. The Spring Creek site today contains only the Spring Creek Friends' Cemetery.

In the 1850s, another meeting was established at Center Grove (other sources call this "Cedar Grove") two miles north of the present City of Oskaloosa. This meeting was organized in 1854. At some point before 1878 the Center Grove Meeting began worshipping in the first Iowa Yearly Meeting House. ("College Avenue Friends Oskaloosa Monthly Meeting," p. 3.)

In the last years of the Nineteenth Century the Spring Creek Meeting, which had subsequently become the Oskaloosa City Monthly Meeting, would merge with the Center Grove Meeting, which had become the Oskaloosa Monthly Meeting, to form the present-day Oskaloosa Monthly Meeting. (*The Oskaloosa Daily Herald*, September 5, 1913, p. 1, col. 6, continued on p. 3, col. 3.; Mattison, "History," p. 1.)

Information on these earlier meetings is quite sparse, and most sources repeat the same few stories. The history of these early meetings for the years between the early 1850s and the early 1890s is beyond recovery today without extensive use of primary source materials, and it remains undetermined if many of the records from this period even still exist. This period began and ended with two separate schisms among Quakers, and the resulting splits among meetings contributed significantly to a loss of important source material.

Hugh Davidson's report on the Whittier Friends Meeting House in Linn County, Iowa, relates the history of the most traditional group of Friends in Iowa. They soon split off in the schism of 1854

between conservative Wilburite Friends and the more evangelical Gurneyite group. The Whittier Friends were Wilburites, a small minority group among Iowa Quakers, and they remained under the supervision of the Ohio Yearly Meeting (Davidson:10-11). The Friends in Mahaska County were primarily Gurneyites. They would split in 1877 to form two separate yearly meetings. The Iowa Yearly Meeting of (Conservative) Friends is now headquartered in Des Moines. The more evangelical group, the Iowa Yearly Meeting, retained and strengthened its presence in Oskaloosa.

Historically Friends are well-known for their interest in education, and those who settled in Iowa also exemplified this purpose. During the second half of the Nineteenth Century, Quakers in Iowa founded at least sixteen academies, seminaries, and colleges.

> Friends believed that spiritual values should be a part of the educational process; therefore they established schools to assume this complement. The meeting house and the school were always closely associated, either on the same plot of ground or sometimes in the same building. (Allman, *Spiritual Trails*, p. 33.)

Most of these schools were rather short-lived; relatively few, such as William Penn College, were able to change, adapt to new circumstances, continue, and thrive today.

In the Center Grove neighborhood, immigrants from New England, Henry and Anna Thorndyke, opened an academy in their home in 1855. Located one mile north of Oskaloosa as it was then bounded, the site was near that later chosen for the first Iowa Yearly Meeting House. Two years later, with aid provided by Friends from the Eastern United States, the Thorndykes and their two daughters opened the Thorndyke Boarding School for young Quakers from all over the State of Iowa. It remained in operation until 1871, closing one year before Penn Academy was opened in Main Building of Penn College, then under construction. (Watson, *William Penn College,* p. 41, 259-60.) Today, the Center Grove Burying Ground is the only remaining evidence of this once-thriving meeting. (Mary Palmer, telephone conversation with Joanne R. Walroth, April 7, 1992.)

The Spring Creek Friends erected a three-and-one-half-story frame building for the Iowa Friends' Boarding School in 1860. The name of this school was later changed to the Spring Creek Institute. It was led by Professor David Morgan and Dr. Jeptha Morgan, both of whom had moved to Iowa from the South to escape sectional tumult prior to the Civil War. Fire destroyed their building in 1863, but classes were carried on in a nearby home. (Mattison, "History," p. 1.)

THE LOCATION OF THE IOWA YEARLY MEETING IN OSKALOOSA

Friends first settled in Iowa in the Salem area of Henry County, circa 1837. By May 1848, their numbers had increased and many other meetings had been established. At that time, the first Quarterly

Meeting held west of the Mississippi River assembled in Salem. It consisted of delegates from the monthly meetings in Salem, Cedar Creek, Pleasant Plain, Richland, New Garden, East Grove, and Spring River. (Allman, *Spiritual Trials*, p. 8.)

All of these Iowa meetings then fell under the jurisdiction of the Indiana Yearly Meeting. In 1858, four quarterly meetings in Iowa--Pleasant Plain, Red Cedar, Western Plain, and Salem--petitioned to become a new Yearly Meeting, to meet "in the vicinity of Oskaloosa." The request was granted in 1860, but the Iowa Yearly Meeting of Friends was given time to erect a meeting house, only being directed to meet sometime between 1863 and 1865. The meetings found it difficult to agree on a site for the Yearly Meeting House, and even appealed again to the Indiana Yearly Meeting for guidance. Quakers in Spring Creek, Center Grove, and Oskaloosa all vied for the honor, despite the fact that each was located only a few miles at most from the others. Finally, the Iowa Yearly Meeting met in 1863, using the facilities of the Spring Creek Meeting House. (Jones, *Quakers*, pp. 78-79.)

In 1864 and 1865 the Quaker communities built a large Yearly Meeting House just outside the Oskaloosa city limits to the north. This lot was located southwest of the present William Penn campus, on the west side of North E Street, where the Rosenberger Apartments now stand. The site had been owned by John White, who gave it to the meeting at no charge. The Quarterly Meetings agreed to raise $16,000 to construct the building. (Martha Berry Johnson interview, February 7, 1992; Allman, *Spiritual Trials*, p. 10.)

The site selected was on the crest of a hill in an area with few trees, and, because the building was very large for the time, it became a landmark that could be seen from great distances. "It gave the young town of Oskaloosa a statewide prominence" that endured for many years. "Hosts of people recall with the name of the city the fact that it is the home of the Iowa Yearly Meeting of Friends." (*The Oskaloosa Daily Herald*, September 5, 1913, p. 1, col. 6, continued on p. 3, col. 3.) At that time, Oskaloosa's population numbered about 3,000. No sidewalks had been laid, and no railroad served the community. Most of the commercial establishments in town occupied small frame buildings. (*Ibid.*, September 5, 1913, p. 2, cols. 3-5.) The new Yearly Meeting thus became an important local improvement, leading to increased prestige for the sect as well.

The first Yearly Meeting House was a two-story brick building, measuring 52' x 104', with a 1,800-person seating capacity. Historic images reveal that it closely resembled the Indiana Yearly Meeting in Richmond. Attendance at the yearly meetings often reached one thousand, and separate women's and men's meetings were held concurrently in the meeting halls on the different floors. ("College Avenue Friends Oskaloosa Monthly Meeting," p. 3.) The first meetings were held in the building in 1865, before construction was completed. The contractor, S. Woodruff, of Knoxville, told the Yearly Meeting he would exceed the agreed price by $5,298. Because he had made an agreement with the meeting, he intended to fulfill the contract even if it meant losing his home. He asked if the meeting would pay half of this sum, and it acquiesced, paying $2,649 beyond the contract price. (Allman, *Spiritual Trials*, p. 11.)

PENN COLLEGE ORIGINS

From its beginning in the Seventeenth Century, the Religious Society of Friends has actively encouraged the pursuit of knowledge, and the establishment of schools closely followed the founding of new meetings wherever the members settled. Higher education has also been an important goal. Because the meetings had no ordained ministers, but instead relied on elders and lay missionaries to disseminate the faith, the importance to the church of a highly-educated lay membership cannot be over stressed. Within the United States, Quaker-founded colleges have maintained and extended this reputation for educating all, and these schools were among the first to open their doors to "outsiders," such as women, blacks, and non-Quakers. Equally important was the quality of the education furnished, with each of these colleges striving to maintain high standards of excellence.

Planning for Penn College dates from the 1860s. On January 27, 1864, the Spring Creek College Association was formed, and Trustees were appointed "to hold title to property." (Watson, *William Penn College,* p. 71.) On February 15, this incorporation was approved by the Friends, plans were presented for a school house, and a committee was formed to raise funds for the proposed construction. The name of the school was changed to Spring Creek Union College a year later, reflecting the desire of the Friends to provide education at a higher level than previously planned. The "Articles of Re-incorporation" of Penn College trace the school's legal identity from this time when it was known as the Spring Creek Union College. (Typescript copy in William Penn College Archives.)

Problems arose when the Board of Trustees attempted to grant contracts to begin collecting funds and constructing a building. (Watson, *William Penn College,* p. 71.) At about the same time, the Iowa Yearly Meeting was seeking to consolidate and increase its educational interests in Iowa, and it was suggested and agreed that the meeting would assume an active role in bringing the plans for a college to fruition. In exchange for financial and other support, the Yearly Meeting was given the right to appoint five members of the college's board of trustees. ("Articles of Re-incorporation.) The name of the college was changed again, to the "Iowa Union College Association of Friends," and financial arrangements with the Yearly Meeting were finalized on September 22, 1866.

Subsequently the decision was made to relocate the proposed college in Oskaloosa, and the Spring Creek School grounds were sold and "thirty acres of land adjoining Oskaloosa for a college site" were purchased in the autumn of 1869. (Watson, *William Penn College,* pp. 71-72) The name of the school was changed again, to Penn College, probably when the site of this campus was selected. The goal for the next few years was fund raising, which was considerably aided when Friends from Philadelphia and other Eastern meetings subscribed one thousand dollars for construction and an additional one thousand dollars per year for five years for faculty salaries. (Jones, *Quakers,* p. 249.)

Construction began in 1872, when the west portion of what was to become Penn College's Main Building was begun. When the college first opened, the physical conditions were less than ideal. Main Building as planned and eventually constructed, was to have three sections, but only the western portion had been started, and even that was incomplete.

> The surroundings were rather drab; the building was poorly heated; the third floor provided living quarters for the young women; the basement had space for a dining room and for the family of the 'guardian of the building and grounds.' (Mattison, "History," p. 2.)

President John W. and Mrs. Woody, as well as the three other original faculty members, proved to be devoted teachers, and the students were eager to learn. Mary Chawner Woody later described the first students in the following terms:

> At the opening of the college terms in 1873 and '74 the students came from every section; full of purpose, ready to seize opportunity by the forelock. No tonic, no vitamins were needed. The vigor of the boys and girls, full of the life of the health-laden breezes of Iowa could not be matched in any other conditions of civilized life. The students arrived at all hours day and night. (Letter written on the fiftieth anniversary of Penn College, typescript copy in William Penn College Archives, circa 1923.)

At the beginning, courses were organized into areas of knowledge, rather than formal departments, and most were largely classical in nature. A student could select from the Collegiate Department, following either the classical or scientific program; the Normal Course, preparing to teach both grammar and high school; or the Commercial Department, which was advertised as "practical" course work. At the same time the faculty taught students in the college, they also taught students in Penn Academy, who also shared the same building. Academy pupils who were taking college preparatory work often enrolled in the same courses as Penn College students, but these pupils also had classes of their own. (Watson, *William Penn College,* pp. 87-88.)

At first, all of the faculty lived in a few rooms on the third floor of Main Building. The sense of the college consisting of a small "community" was strong, as the president, faculty, and students not only shared classes but also living quarters and meals. Soon the Board of Trustees expressed the wish that at least one faculty family should live in Oskaloosa, in an attempt to strengthen ties between the city and the college. Professor Benjamin F. Trueblood, who had come from Earlham College to teach Greek and Latin at Penn, and his wife Sarah, volunteered to do so. They found a new house on E Street located "well down towards the business square and comfortably near markets." (Trueblood, "Memories," p. 3.) Benjamin was experienced in building himself, as so many Penn faculty members have proven to be, and he modified the interior of the house somewhat. The experiment proved to be a success, at least from Sarah Trueblood's perspective.

By choosing to live where they did, the Truebloods set a pattern followed by many future Penn faculty members. Although they lived within the city, they chose housing in the northwest quadrant of Oskaloosa, among the then-extant houses that were located closest to the college and the first Yearly

Meeting building. Over the years since then, many Penn faculty have selected residences in this same general area.

The pressure for classroom space to accommodate both the college and Penn Academy led to talk of eliminating the latter, in order better to serve the college. Instead, the Oskaloosa Quarterly Meeting offered to loan the money needed to complete the central section of Main Building, so that both schools could continue. With this loan, the central section was finished in 1877. In addition to further office space and more classrooms, the new wing provided the college with a chapel. (Watson, *William Penn College*, p. 88.)

The Woodys remained at Penn College for only four years, leaving so that John could pursue further graduate work. The next president was already familiar to the Penn community--Mathematics Professor William B. Morgan. During his two-year tenure as president, Morgan concentrated on stabilizing the college's finances. (Mattison, "History," p. 2.) Morgan preferred teaching, so, when a successor to the presidency was recruited, he resumed his career in the Mathematics Department. In 1882 he returned to Earlham College, where he had taught before coming to Penn, to teach mathematics until his retirement in 1898. (Thornburg, *Earlham*, pp. 167-168.)

With the installation of its third president, Dr. Benjamin F. Trueblood, in 1879, the college acquired some stability, for he remained in office eleven years. Trueblood had been a member of the original Penn faculty, leaving to assume the presidency of Wilmington College, another Friends' college located in Ohio. The Trueblood years saw the recruitment of more faculty, increasing the number of full-time slots from six to eight, although no new courses of study were added. (Watson, *William Penn College*, pp. 89-90.) Many faculty members who would long be affiliated with the college began teaching at Penn during his presidency. Foremost among these was Rosa E. Lewis, the longest-serving of any Penn Professor, who taught English and later served as Librarian and Dean of Women. Others included Stephen M. Hadley in mathematics, Charles E. Tebbetts in science, and Stephen A. Jones in classics. Other achievements of Trueblood's presidency were the inauguration of the literary societies, the school debating team, and the college newspaper. (Mattison, "History," p. 2.)

The religious emphasis at Penn College was strengthened when the Young Men's Christian Association (Y.M.C.A.) organized there in 1880. Four years later, the Young Women's Christian Association (Y.W.C.A.) did the same. These organizations would maintain close ties to Penn for many years, and both would use rooms in various campus buildings. (*Ibid.*, p. 2.)

FIRST COLLEGE ENDOWMENT

A recurrent theme in the history of Penn College is the chronic lack of funds. With growing enrollments and faculty, the demands on the college constantly increased, "and without adequate means of support, time and time again its managers have been face to face with financial failure."

(Jones, *Quakers,* p. 249.) Already in 1914 Jones had identified the underlying cause of the problem--the lack of a sufficiently broad base of financial support.

This situation was not unique to Penn; indeed, most of the Quaker colleges and academies experienced similar problems. Although Friends generally did well in business and commercial ventures, they were not accustomed to financial giving to the extent needed to maintain such long-term, major endeavors. Earlham College, for example, had earlier encountered much "financial stringency" among the members of its founding body, the Indiana Yearly Meeting. Consequently, tuition rates were set so high to compensate that many Quaker youth could not afford to attend. Earlham's financial problems were aggravated also by a split among Indiana Friends over the benefit of higher education to such an extent that some members actively opposed the establishment of that college. (Thornburg, *Earlham,* pp. 83-84.)

During its earliest years, Penn College borrowed money from the first president, John W. Woody, for construction of portions of Main Building. Obviously this situation could not long continue. The second president, William B. Morgan, initiated the drive to establish an endowment for the college. Although small at first, the endowment was recognized as being vital to the college's ultimate success. Benjamin F. Trueblood, the third president, was the first to travel extensively in the search for funds. It was largely due to his personal approach to fund raising that the citizens of Oskaloosa were canvassed and contributed the greatest share of the funds for the construction of the east wing of Main Building. (Watson, *William Penn College,* p. 146.) This need to look beyond the Quaker meetings, and the reluctance of Penn administrators to do so consistently, would prove to be a theme in the subsequent, financially turbulent history of the college.

"A SEPARATE PEOPLE": PENN COLLEGE AS AN OUTPOST IN OSKALOOSA

Penn College was located on the northern outskirts of the City of Oskaloosa, and the selection of the first campus site has had important ramifications in the history of the college. In its earliest years, travel between the college and downtown was difficult because of the lack of sidewalks and paved streets. Although no part of Oskaloosa had such amenities at the time, the situation was aggravated for the college, because of its distance from downtown. This physical isolation contributed to a sense of "separateness" for the students and faculty at Penn.

Sarah Trueblood, the wife of one of the first faculty members, described Oskaloosa in 1873 in the following terms:

> The city, too, had its special interest in that the houses and business blocks were structures of two stories. I cannot forget, as we looked out from the windows of the third story of the College wing, that the view was a great mass of trees, interspersed with a roof or chimney showing

> slightly. Such was Oskaloosa as we first looked out upon it. My husband called it a veritable city of trees. (Trueblood, "Memories," p. 2.)

Main Building, as she also recalled, looked "bare and unfinished," consisting of just the west wing at the time. There was a shared sense of the college as a "little community" set apart on the edge of the rural hinterland. The Yearly Meeting building, which was located even farther from the downtown, also shared this feeling of rural isolation. (*Ibid.*, p. 2.)

This feeling was at times cultivated and heightened by the Friends' traditional view of themselves as a "separate people," living apart from the rest of the world. At Penn, the physical location reinforced this feeling, which continued well into the Twentieth Century. Howard and Blanche Roberts Johnson, as students who attended Penn in the early 1920s for example, retain few memories of downtown Oskaloosa at that time. They explain that they seldom left the immediate campus area while they were students. Penn, to them, was distinct from Oskaloosa, and the environs of the campus formed their boundaries. (Interview of February 7, 1992.)

PENN ACADEMY

A central tenet of the Quaker faith holds that many members, both male and female, are capable and should serve as part-time ministers, elders, or missionaries. This led to their emphasis on founding and supporting schools of various sorts. The Quaker ideal, which led to wide-spread literacy in the sect, was for every child to receive a "common" or elementary level education, with as many as possible going on. "Academies," operated and governed by Monthly Meetings, served as institutions of advanced training, similar in many respects to modern high schools. They were "promoted by the Friends for the 'guarded education' of their youth," but, because they generally provided a superior education, they were often attended by the children of many non-Friends as well. Many grammar school teachers of the period had only an academy education. (Absalom Rosenberger, "Memoirs of My Life," pp. 19-20.)

Intending to operate both a college and an academy, the Friends of the Iowa Yearly Meeting announced the opening of both for the autumn of 1872. The west wing of Main Building was then under construction, but a storm severely damaged the structure, forcing a delay in the opening of both schools. Under the name of Friends' High School, the academy was the first to open, doing so on November 5, 1872. John W. Woody served as president of both the college and the academy, and his wife, Mary Chawner Woody, also taught at both levels. Anna Gove was the remaining faculty member for the academy. After a few years of operation, the name "Academy" began to be used, and eventually the name was formally changed to "Penn Academy." (Watson, *William Penn College*, p. 46.)

> From the beginning of the school, Penn Academy was an important part of the institution, frequently having an enrollment equaling or surpassing that of the college department. Here many young people from the local community and from more distant sections came to secure their secondary education in the atmosphere that pervaded the whole college--intellectual interest aimed at scholastic attainment, in an environment based on religious living, and friendly association with fellow students and faculty, where simplicity, sincerity, and democracy prevailed. (Mattison, "History," p. 6.)

Over the first few years of operation, the academy gradually adopted a curriculum resembling that of most Iowa high schools. Penn Academy received much of President Trueblood's attention. During the 1882-1883 term, he lengthened the program from two to three years, at which level it would remain until 1911. In 1888-1889, the Academy was formally split off from the college in terms of faculty and programs of study, although both would continue to share the same facilities in Main Building, and later Penn Hall. The academy would thereafter be led by a principal. The Normal courses, designed to prepare future teachers, were considered part of the Academy after the split. (Watson, *William Penn College,* p. 46, 89.)

SCHISM OF 1877

Quakers of the Iowa Yearly Meeting originally practiced all of the conservative methods of worship, especially relying on silence and meditation, of traditional Friends. Exposure to other denominations in the setting of the sparsely settled frontier influenced the adoption of practices in Iowa and further west, however, that have resulted in a very distinct brand of Quakerism when compared to meetings in the Eastern United States. Evangelical methods adopted for use in Iowa Quaker meetings at this time, and continuing to the present-day, in many ways have more in common with Protestant churches, such as the phenomenally successful Nineteenth-Century Methodists and Baptists, than with Eastern Friends.

Relatively early in their history in Iowa, Quakers began experiencing the negative effects of frontier expansion. The temptation of always-newer land led many early Quakers to keep hop scotching from one settlement to another, always moving further westward. At the same time, the size of the average family in America began declining, as families had fewer children. Thus membership in the meetings tended to decline. Other churches, of course, also experienced this phenomenon, but the more evangelical churches developed a cure--bringing in outsiders or converts. Slowly the Quaker meetings also began changing, but it was only in the aggregate, and over time, that Quakerism began, in Iowa, to lose its distinctiveness. Those meetings further to the west, for many years a part of the Iowa Yearly Meeting, continued the trend, adopting even more fundamentalist methods and practices. Today the Oregon and Kansas Yearly Meetings remain the most evangelical of all.

Perhaps the first important innovation in Iowa was the 1844 introduction of the "First-Day Scripture School" in the Pleasant Plain meeting. Similar to the "Sunday Schools" of the evangelical denominations, it became "the basis upon which a very large part of the superstructure of modern Quakerism rests." (Jones, *Quakers,* p. 97.) The 1854 schism between Wilburite and Gurneyite Friends did not seriously affect most Iowa Quakers, as they were Gurneyites with strong connections to the Indiana Yearly Meeting. (For more information on an Iowa monthly meeting of Wilburite origin, see Davidson.)

Next, small, seemingly unrelated pockets of evangelical fervor broke out. One such was the founding of the "Christian Vigilance Band" at Center Grove in 1865. Some strong Quaker leaders endorsed this development, but others disapproved. "In some places rash and unseemly scenes occurred." For example, itinerant ministers began holding revivals, and hymn singing was introduced into worship. (*Ibid.,* p. 98.) In 1872 the Yearly Meeting gave recognition to the new system, but the critical event occurred in 1877 at the Bear Creek Quarterly Meeting, which was one of the most conservative. A revival there led to a breach, when a number of conservative members walked out in the middle of an altar call, an event never associated with Eastern Quakerism. Conservatives subsequently tried to replace some of the more evangelical leaders in various meetings, leading to a great deal of confusion.

At the Yearly Meeting held in September 1877, different groups claimed to represent the Bear Creek Quarterly Meeting. When the progressive elements were recognized as having the more legitimate claim, the conservatives issued a general call for a separate meeting. The result of this meeting was the defection of the conservative elements, who formed the Iowa Yearly Meeting of (Conservative) Friends, which has remained distinct since then. After the adjournment of the Yearly Meeting, Quakers throughout Iowa began discussing what to do, and separations soon appeared in the Salem and Springdale (now known as West Branch) meetings. (*Ibid.,* pp. 171-174.)

Those who continued in the Iowa Yearly Meeting soon adopted more and more evangelical methods. In 1886, the Yearly Meeting embarked on another phase of evangelism, appointing John Henry Douglas as "General Superintendent," to coordinate the districts' attempts to gain converts. During his four-year tenure, 7,430 conversions were recorded, and 2,595 members added to the Iowa Yearly Meeting. (*Ibid.,* pp. 100-101.) The 1870-1900 period constituted the fastest growing era in the history of the Iowa Yearly Meeting, despite the loss of the conservative Friends. While in-migration played some role in the increase, the largest factor was the impact of the cumulative decisions in favor of evangelical methods. In 1892, the membership reached its peak, standing at 12,289. After that, membership also declined as new Yearly Meetings were set off, with Oregon in 1893, California in 1895, and Nebraska in 1908. (Allman, *Spiritual Trails,* pp. 15-17.)

The other important innovation among these Friends was the growth of the pastoral system, with all of the changes that implies, including the introduction of a need for parsonages. The pastoral idea was adopted before the 1877 split, but at that time it applied to committees of Quakers, who were charged with supplying "pastoral care over the entire membership." Slowly over a number of years, meetings began reporting that rural members found it hard to devote time to this important work, and they began

suggesting that one or more people could give part-time or full-time care to it, if supported by the meeting. At the 1886 Yearly Meeting, the pastoral system was formally recognized, and it was rapidly adopted by various monthly meetings. (Jones, *Quakers*, p. 103-108.)

None of these changes received the complete support of the membership, however, and many, particularly the older members, were concerned with the degree to which Iowa Quakerism was letting go of its traditions and distinctiveness. Concerns surfaced especially about "the ever-tightening grasp of a system of church government which threatens to stamp out the independence of the various local meetings." (*Ibid.*, p. 108.) A negative result of this widening schism was that many conservatives later chose to support the Central Holiness University after its founding, over Penn College, which they believed had lost its Quaker distinctiveness. (Watson, *William Penn College*, p. 94.)

PENN'S RELATIONSHIP WITH OTHER QUAKER COLLEGES

Penn has always maintained close relationships with the other colleges founded and supported by the Religious Society of Friends: Haverford, Swarthmore, Earlham, Guilford, Wilmington, Friends University, Whittier, George Fox, and Malone. Other colleges with previous Quaker ties include Johns Hopkins, Cornell University, Colorado College, and Bryn Mawr. (Thornburg, *Earlham*, p. 16n.) These relationships are expressed in numerous ways, but among the more important are the recruitment of presidents and faculty members, the awarding of scholarships to each other's students, and financial support in times of great need. These connections form an underlying theme of the history of Penn College, and they helped to strengthen and support the institution while propagating the Quaker faith as well.

Most Penn presidents have attended, taught, and served as administrators at other Quaker schools. At one point, Penn graduates served simultaneously as presidents of five of the Quaker colleges. Beginning with David M. Edwards, Penn has also tended to hire its own graduates as president. Penn has also "hired its own" in terms of faculty appointments. Among the faculty who served Penn the longest, at least nine were alumni of the college. Faculty connections with the other Quaker colleges are too prevalent to enumerate, but they suggest the breadth of such linkages, particularly during the earliest years of Penn College. In 1915, for instance, when Absalom Rosenberger, former president of Penn, assumed the presidency of Whittier College, another Quaker institution, graduates and former alumni of Penn were more numerous in southern California than alumni of Whittier. (Cooper, *Whittier*, p. 118.)

The College annually awarded two scholarships for a year of graduate study to the two seniors with the highest scholastic averages, one to a male to attend Haverford College and one to a female to attend Bryn Mawr College. This practice began as early as the 1891-1892 term. An interesting difference between the two was that the male student was selected by Penn's president, while the female was chosen by the faculty. The recipients were not able in all cases to attend the graduate institution. Nevertheless, it has been documented that women chose to use the graduate fellowships to Bryn

Mawr every year from 1909 to 1932. At least two of these women, Sarah Evelyn Vanderwilt and Katherine Ragen, later earned doctorates. Bryn Mawr also extended annual scholarships to graduates of Earlham and Guilford Colleges as well. (Penn College "Catalog" for 1891-1892, p. 42; letter from Caroline Rittenhouse, April 16, 1992.)

In 1913 a Penn student won for the third consecutive year another competition among Quaker colleges. In that year, Jens Jensen, a senior and not the famous landscape architect, was the recipient of the Haverford Quaker Fellowship Prize of $100. (*The Oskaloosa Daily Herald,* September 4, 1913, p. 2, cols. 2-4.)

The Quaker institutions have supported one another in other ways, too. In 1916, for example, Earlham College students donated one thousand dollars to help rebuild following the fire at Penn. Another instance of intercollegiate support occurred in 1931, when Swarthmore College, a Quaker institution in Pennsylvania, made a large donation of 750 books, of which it held duplicate copies, to Penn College. Most of the volumes dealt with Quaker history or theology, so Penn must have seemed like the perfect recipient for such a gift. Some were rare books dating from the colonial period, and none were then in print that the college could have purchased, had it had the funds available. Robert Barclay, George Fox, and John Woolman numbered among the most noted Quaker authors of books in the collection. Another of more than passing interest was the 1852 Samuel M. Jennings biography of the college's namesake, William Penn. Such reciprocity strengthened ties between the schools, as well as ties between the various Yearly Meetings of the sect. (*The Oskaloosa Times-Globe,* March 19, 1931, p. 1, col. 2.)

In 1980 the Quaker colleges formed a voluntary association, the Friends Volunteers' Association for Higher Education, whose stated purpose is to promote and strengthen Quaker higher education and the ties between these institutions. It attempts to do this by explicating many of those ideals in a formal way that had previously been unspoken or that had occurred at more random intervals. Areas of particular concern for the group include increasing fellowship among those who share Quaker ideals, integrating ideals of social responsibility more closely to academic programs, encouraging research directed toward achieving "a more perfect human society," and affirming the heritage of the Quaker colleges on a more frequent basis. (*Friends Association for Higher Education,* vol. 11, no. 4, spring 1991-1992.)

COEDUCATION AND THE EQUALITY OF WOMEN

Penn College has been coeducational from its beginning. In this it followed the lead of other Midwestern colleges, especially Earlham and Antioch. At Earlham, students of both sexes attended classes, recited lessons, and ate meals together, but they were separated for study. When first inaugurated at the opening of Earlham in 1859, this was an innovative policy for a Quaker institution. Representatives from other Yearly Meetings, particularly from England, soon traveled to Richmond to observe the results of the experiment. Although women professors later complained about the lack of

complete parity for female teachers and students at Earlham, the experiment, once begun, was continued, with this school becoming the model for institutions, such as Penn, that were founded at a later date. (Thornburg, *Earlham,* pp. 80-81, 151-153.)

By the time that Penn was founded, the concept of coeducation apparently never came up for discussion, instead, it was assumed that the school would be open to both males and females. The first faculty roster at Penn included a woman, Mary Chawner Woody, wife of first president John W. Woody, who taught history and rhetoric. The first graduate of the college, and the only student to do so in 1875, was a woman, Linda Ninde. (Watson, *William Penn College,* p. 320, 312.)

Martha Berry Johnson, the granddaughter of Penn College President Absalom Rosenberger and the daughter of Penn professor and dean, Dr. William E. Berry, has recalled that so thoroughly was the principle of education for females accepted within her family, it was not until after her graduation from Penn and the acceptance of her first job that she realized how unique these beliefs were in 1930s America. They were not unusual, however, among members of the Quaker community in Oskaloosa. (Interview, February 7, 1992.)

A characteristic of the Penn faculty that sets it apart from many other colleges and universities is the number of husband and wife faculty couples who have taught there. This policy of hiring spouses is another manifestation of Penn's commitment to the Quaker ideal of equality for women. This pattern was initiated at the beginning of the college, when President John W. Woody's wife, Mary Chawner Woody, was also hired to teach. Since then, the practice has been continued. A few examples include Dr. William E. and Ethel Rosenberger Berry, President David M. and Elizabeth W. Edwards, Professor Charles L. and Blanche Noble Griffith, Donald and Jane S. Haworth, William Irving and Anna Kelsey, and Professor Edgar H. and D. Irene Stranahan.

Children of these faculty families almost always attended Penn Academy and then Penn College. Many of these children later taught at Penn themselves after they were grown. Examples would again include the Rosenbergers and Stranahans. Lewis and Robert Pierson, father and son, also exemplify this tradition. Together they served Penn for 77 years, both in the Buildings and Grounds Department.

STUDENT LIFE

From the beginning of the college, students have played a large role in shaping what Penn College would become. The first students have been described well by Mary Chawner Woody, wife of the first president and a member of the faculty in her own right. According to her,

> Student government was the undercurrent of management--a system of honor and conscience, a citizenship of students responsible to the institution. No watch and catch

> system, but each responsible for his own acts to be and do his best. These stones of character are the lasting material out of which Penn College was built. (Letter written on the fiftieth anniversary of Penn College, typescript copy in William Penn College Archives, circa 1923.)

Mary Woody illustrated this point with a story about a black Penn student named John Smith. One day at morning chapel, Smith found his usual seat occupied. While the exercises proceeded as usual, Smith asked the other student to give him his seat. Later in the program, at a time when students were given the opportunity to voice their thoughts and concerns, Smith asked to speak.

> The president said, "Well, what is it John?" "I came to take my usual seat, when I found it occupied. The boy asked me to take him out, which I did. As he did not tell me where to place him I put him on the floor!" A burst of laughter followed this explanation; thus the student body expressed its censure on the intruder. (*Ibid.*)

Penn College drew heavily on the local population for students. In 1913, for example, it was reported that seventy-five percent of the graduates of Penn Academy and fifty percent of the graduates of Oskaloosa High School were entering Penn College. (*The Oskaloosa Daily Herald,* September 4, 1913, p. 2, cols. 2-4.)

In 1910, students were enrolled from each state surrounding Iowa, as well as several others, including some from as far away as Oregon and Massachusetts. Less than half of the students that year were members of the Religious Society of Friends. (Edwards, "Penn College," p. 261.)

During the years of the Great Depression, residents of the Women's Residence Building had a house organization. Composed of representatives from each floor, it attempted to use peers to govern each other. The experiment is remembered as a success by at least one dormitory resident. It provides another example of Penn's emphasis on allowing students access within a controlled structure. (Mildred Hinshaw Rains speech of April 26, 1992.)

ARCHITECTURAL DEVELOPMENTS

This period saw great changes in Quaker architecture, and contemporaries noted the transition. A restraint of architectural detail, which had characterized Quaker architecture of the period, gave way, at least in Iowa, to a more mainline American architectural design. Already in 1914, Louis T. Jones had noted this change.

> Fifty years ago, or even less, there might have been seen here and there scattered over Iowa the old-time Quaker meeting-houses, uncrowned by belfry or steeple; but now such houses of worship are all but gone. Those quaint old buildings had an architecture all their own. Of long, low, rectangular form, with plain glass windows and two plain doors (the right one for men and the left for women), they were more suggestive of peace and quiet than are the more ornate and imposing structures which have of late years so generally taken their places. There was the old-time 'hopping block' of pioneer days, or the long board platform extending half-way round the house, for the convenience of those who wished to enter direct from their wagons. The interior consisted of an open room which was divided by a half-partition and sliding shutters into two equal parts, the one for the men and the other for the women. At the front there was a raised platform on which were placed seats in two or more rows, each a step higher than the other, for the use of the ministers and elders. No organ, no pictures, no lamps, and no ornaments of any kind were there to attract the eye or disturb meditation and worship. (Jones, *Quakers*, pp. 258-259).

In Mahaska County, this trend had been noted sometime earlier. The Friends, one historical document noted in 1878,

> are gradually laying aside some former austerities of manner and peculiar habits, and, catching the spirit of the age, are disappointing many who suppose them to be slow, or to be lacking in enterprise. The improvements they have made, in and about Oskaloosa, are not in harmony with the statement of Tom Paine, that, 'had the Quakers been consulted in the creation everything would have been colored drab.' (*History of Mahaska County, Iowa*, p. 369.)

Several examples testify to the contrast between traditional and contemporary Quaker architecture. The Coal Creek Meeting House and the first Iowa Yearly Meeting House call attention to traditional practices. As the period progressed, however, new elements entered into the Friends' architectural vocabulary. Main Building of Penn College, begun in 1871, calls attention to this transition.

Most of the early Quaker resources in the Oskaloosa vicinity are no longer extant, making their architectural evaluation problematic. Nevertheless, they deserve consideration because they have contributed to the establishment of other resources that survive.

The earliest Quaker resources in the Oskaloosa vicinity that remain extant are three cemeteries. Located at the three centers of Quaker settlement, they continue to testify to the early arrival and continuing presence of Friends within Mahaska County. The two oldest, Spring Creek and Center Grove, suffer today from the lack of near-by meetings to protect and care for them.

Center Grove Burying Ground

Of the Friends cemeteries near Oskaloosa, Center Grove Burial Ground has suffered the most from lack of care. Located north of Oskaloosa on Highway 63, it has also experienced a loss in size. At some point, numerous burials were reinterred in other cemeteries.

Little archival information remains concerning this resource. Fortunately, however, on May 28, 1992, Patricia Pierce Patterson conducted an informant interview with Sarah De Weese Ester. Now living in the Oskaloosa Baptist Retirement Home, Ester provided a list of some of her family members who are buried at Center Grove. According to Patterson, "Sarah said the heavy iron fence in the photos was around the De Weese burial plot. She said she was told that everyone was asked to move their folks to other cemeteries many years ago, perhaps 1900 to 1912. She only knew her family decided to leave the dead 'as was.'" (Interview of May 28, 1992.)

Coal Creek Meeting House

Constructed in 1864, the Coal Creek Meeting House, originally located four miles north of What Cheer in Keokuk County, relates to an early architectural conception in Iowa Quaker design. It features a side-gabled facade. The main entryway, a double door, stands as the central of three bays. A line drawing illustrates the original Spring Creek Meeting House, one wing of which features a somewhat similar side-gabled facade with double entry doors. (Allman, *Spiritual Trails,* p. 9.) This side-gabled feature at Coal Creek was a feature of early Quaker architecture. (In this regard, the building resembles the meeting house at West Branch, Iowa.) It should be noted that Jones, as cited on page E-15, included low-pitched roofs as one element characterizing early Quaker building practices in Iowa.

Already in the 1880s, an architectural transition was taking place in the Quaker resources of Oskaloosa. Evident in the second Spring Creek Meeting House-H Street Meeting House, the facade has become here a gable ended. (The most dramatic example of the facade gable-end is the first Iowa Yearly Meeting House.)

The interior of the Coal Creek Meeting House closely resembles that described above by Jones. It features a center aisle to separate the women and men, the main floor slopes gradually toward the front, and a low platform located at the front holds several rows of pews for the use of the elders. The building was constructed in 1864. An addition was added in 1868, but it was removed in 1937 and is non-extant. The building was relocated to the Nelson Pioneer Farm in Mahaska County in 1984.

Spring Creek Cemetery

Located in Spring Creek Township a few miles east of Oskaloosa, this cemetery is one of the earliest Friends' burial grounds in Mahaska County. A deed for this property's ownership by local Quakers is dated 1846.

The cemetery at Spring Creek is significant because it calls attention to a preference for simplicity. The stone grave markers are mostly of a uniform and modest size. The strong linear feeling of the cemetery might also relate to Quaker practices. Although the earliest Quaker burials in the United States are usually unmarked, Friends began using grave markers already prior to the American Revolution. Unmarked graves remain in Eastern Friends cemeteries, but probably most burials in Midwest cemeteries are marked. The Quaker preference in this regard remained, however, for simple and relatively unadorned markers, set in regular rows. In some cases, Friends may have frowned on stones as too worldly. In other cases, fragile grave markers of wood may have been used. These reasons may help account for numerous unmarked graves in Spring Creek Cemetery.

Spring Creek Cemetery possesses sufficient significance required for listing on the National Register, but further comparative research and analysis of other Friends' cemeteries in Iowa and the Midwest is is recommended in order to enlargen the body of knowledge about these resources.

Iowa Yearly Meeting House

Built in 1864-1865, the first Iowa Yearly Meeting House was the largest Quaker resource constructed to date in Iowa. Although its scale was big and the architectural concept thoughtfully designed, the building featured a notable restraint of architectural detail (see Figures 2 and 3). Constructed on the west side of North E Street beyond the northern bounds of the City of Oskaloosa and on the site currently occupied by the Rosenberger Apartments (see Figures 7 and 8), it was near the northwest corner of the original tract of land purchased for the construction of Penn College. (Martha Berry Johnson interview, February 7, 1992.)

Restrained in architectural detail and built during 1864 and 1865, the Iowa Yearly Meeting House was a 2 1/2-story, 52' x 104', brick and stone building. It contained large meeting halls on each of the two main floors, and this arrangement permitted the women delegates to the Yearly Meeting to meet in the second-floor hall, the men, in the first-floor hall. This building was almost certainly constructed by local, donated labor of Friends.

Vernacular in feeling, the building showed the influences of Greek Revival styling but pared to its most basic elements. It featured a gable-end facade with cornice returns and wide trim, pilasters flanking the facade and also located on the side walls, and double-hung sash windows with various pane configurations. The rounded hood molds over the windows introduced an Italianate influence into the design, although other Italianate influences, such as brackets, were notably excluded. This

non-extant building closely resembled the Indiana Yearly Meeting House, erected in 1844 for the "parent" organization from which the Iowa Yearly Meeting was formed. (The Indiana structure is pictured in Thornburg, *Earlham*, following p. 110.)

An early photograph of the first Iowa Yearly Meeting House shows that it had shutters on the windows and a door centrally located on the south side at that time. A rail fence stood on the south side, and perhaps the other sides, as well. Small, newly-planted trees also stood on the south side, flanking the entrance. None of the roads in the area were paved. (Phil Hoffman's "Scrapbooks," Mahaska County Historical Society, book 1, p. 18.)

Subsequently the Minneapolis and St. Louis Railroad built its tracks and switching yards just to the west of the meeting house. Railroad traffic and noise soon made the site much less attractive to the Quakers as a place for worship and meditation. Between 1912 and 1913, the Yearly Meeting constructed a new building in cooperation with the Oskaloosa Monthly Meeting on College Avenue, near the old-campus site. The building on North E Street was subsequently vacated and razed.

Friends' Cemetery

Located on the west side of North E Street, the Friends Cemetery was sited north of the first Iowa Yearly Meeting House. Today it is well maintained. Its close proximity to the tracks of the Minneapolis and St. Louis Railroad poses the same threats to tranquillity which the tracks did to the first Iowa Yearly Meeting House.

Spring Creek Meeting House/H Street Mission

The first Spring Creek Meeting House was destroyed by fire sometime after 1878. (*History of Mahaska County, Iowa*, p. 368.) The one that remains extant was the second constructed on the site. In 1890 the Excelsior Coal Company moved operations into the "very heart of the Quaker community" (Jones, *Quakers*, p. 87). The Friends sold this property and moved in 1895. Particularly after the merger that formed the Oskaloosa Monthly Meeting, the second Spring Creek Meeting House was no longer needed. The building was moved to Oskaloosa in 1895 and became the site of the H Street Mission. An historic photograph, dated 1895, pictures the building in Oskaloosa (Hoffmann:*Family Album* clipping). Although still extant, this building is no longer used as a meeting house. It has been sold, and currently houses a commercial business.

This building calls attention to the transition from side-gabled to gable-ended facades among Quaker resources in the Oskaloosa area. The architectural design of this building, like the first Iowa Yearly Meeting House, features a gable-end facade. The front entryway might be a replacement, although historic photographs of this building have not come to light for reference. The side walls feature 4/4 double-hung window sash. A one-story, rear wing stands at the rear and features a shed roof.

Penn College Old-Site Campus

This original site of the Penn College campus--located in the area north of College Avenue, west of Penn Boulevard, south of College Hill Avenue West, and east of North E Street--is called, in this report, the "old-site campus." It is distinguished from the "new-site campus," which was located farther north in 1916.

The evolution of the old-site campus calls attention to mainline American traditions in campus design. The name usually given to college plans similar to the one that would develop on the old-site campus at Penn is the Yale Row Plan. First developed at the New Haven campus, such a plan presents a very linear feeling, with a series of buildings constructed in a uniform row. Main Building, the first edifice on the old-site campus, also calls attention to another American collegiate practice, that of housing all functions of college life under one roof.

The old-site campus today contains only one building associated with Penn College, the President's Cottage. All other college resources, including Main Building, East Hall, South Hall, and the first Gymnasium, are no longer extant. Of these, the President's Cottage and the first Gymnasium were constructed in the next period. The following discussions of buildings constructed between 1871 and 1890 and now non-extant are provided here for the sake of comprehensiveness.

Main Building

The principal college building, Main Building, a 4-story, brick facility, was designed by noted Des Moines Architect William Foster. It was constructed in three units, between 1871 and 1890. This is the first Quaker resource in Oskaloosa associated with a professional architect. The example of Oskaloosa College, which had employed William Tinsley and whose building was completed in 1867-1868, may have influenced the Quakers to seek professional architectural consultation for their college building.

The design comprised a central unit with an imposing entrance and topped by a cupola, and two flanking wings (see Figure 5C). Influenced by the Italianate taste, as evident in its brackets, cupola, window configurations, and hood molds, this building was implemented in stages. An historic image of the building, thought to have been published in the *Andreas Atlas of Iowa* in 1875 (see Figure 4), exists, and it shows the building as ultimately constructed, although at that date only the west and central portions were in place (see Figure 5B).

Plans for the west wing were approved by the Iowa Union College Association's Board of Managers (the name was subsequently changed to Penn College before ground was broken) on December 11, 1869. On January 3, 1871, the building committee was ordered to construct the west wing of the facility with funds on hand. The building was sited on the north side of College Avenue, somewhat

west of North C Street, as the area is presently bounded. At the time, only College Avenue was laid out, and it was an unpaved country lane.

The Association had to borrow $1,800 and sell lots from parts of the tract in order to raise enough funds to cover the total cost for construction of the west wing, which amounted to $17,000. A major gift from Philadelphia Friends helped to meet the costs, but considerable amounts of money also had to be borrowed. The college's original thirty-acre tract was greatly reduced by sales of "two portions and twenty-five lots." Construction of the building was also hampered by a series of obstacles.

> Two sizable obstacles blocking the way were: 1. A judgment early in 1872 against the Association relative to the purchase of the land, and 2. a storm which broke down one wall and damaged a second one during the summer of 1872. (Watson, *William Penn College*, p. 72.)

The west wing, however, was ready for use by November 5, 1872 (see Figure 5A).

Penn President and Mrs. Woody suggested that funds could be raised to complete the fourth floor of the west wing by allowing them to pay for the costs of construction, and in return, live rent-free in the building. Other rooms could be rented to the students, and the funds generated by these rentals would be used to gradually repay the Woodys. This plan was adopted. (*Ibid.*, pp. 72-73.)

When first opened, the third floor of the west wing provided living quarters for "fifteen girls and the teachers who were their guardians," and the half basement provided living quarters for the janitor and his family. The dining room, also located in the basement, could accommodate sixty students. The first floor was largely occupied by one big room, which served as both the chapel and the study hall. It was intended for one hundred students, but two hundred actually used it. The library doubled in use as the living room of the girls who boarded there. No athletic programs or facilities were provided in the building then. (Lewis, "History," n. p.)

Construction of the central portion of the building began in 1875 and was completed by the autumn of 1877 (see Figure 5B). (Watson, *William Penn College*, p. 73.) This part was taller, longer, and wider than the west wing, and it boasted an imposing entrance, with steps giving access to a main doorway located in its center on the southern facade. Historic photographs of the building show a cupola without the finished ornamentation on top as indicated in the drawing mentioned above.

With the west and central portions complete, Main Building had a decided lop-sided appearance, but it would remain in this unfinished condition until 1890, because the college could not raise sufficient funds to complete it until then.

An historic photograph of the building taken in 1876 shortly after the central unit was finished shows a fence in front of the building on the College Avenue facade. This fence protected a cow pasture, then located to the south of Main Building, where the gymnasium and athletic field were subsequently located. At that time there were no sidewalks in Oskaloosa north of F Street, which emphasized the rural-like setting of the campus and highlighted the decidedly rural character of the campus. (Phil Hoffman's "Scrapbooks," Mahaska County Historical Society, book 2, p. 37.)

East Hall

East Hall was constructed in 1873-1874. The college had continually needed more space, both for classrooms and for student housing. The first students lived in Main Building or boarded with families in the area. The year after the west wing of Main had been completed, the trustees contracted with President Woody to construct a boarding hall for the students, for which he and his family would receive lodging in Main Building in exchange. Funds were raised while the boarding house was under construction, and the college was able to purchase the building from Woody on January 1, 1876. (Watson, *William Penn College,* p. 73.)

Located east of Main Building with a uniform setback from College Avenue, East Hall reinforced the Yale Row Plan at Penn. It stood somewhat west of the present-day Penn Boulevard and added another linear element to the campus, which was emerging along College Avenue. Constructed by President Woody during 1873 and 1874, the "Boarding Hall" soon came to be known as "East Hall." This building was in continuous use as a dormitory from that time until the summer of 1913, when it was razed to permit easier access to the Chautauqua Auditorium, which was constructed to the north of it. (*Penn Chronicle,* October 1, 1913, p. 1, col. 1; and *The Oskaloosa Daily Herald,* September 4, 1913, p. 2, cols. 2-4.)

Somewhat later another boarding hall or dormitory was constructed. Although on the opposite side of College Avenue from Main Building and East Hall, this building helped emphasize this street as a corridor. Located on the southwest corner of College Avenue and North C Street, this frame building served as a second "boarding house" associated with the college. It was apparently purchased by the college at an as yet undetermined date sometime after its construction. Known as "South Hall," it "extended the services of East Hall." (Watson, *William Penn College,* p. 74.) It was operated for seven years by Mr. and Mrs. W. F. Blair, but it may have been open both before and after their tenure. (Phil Hoffman's "Scrapbooks," Mahaska County Historical Society, book 1, p. 10.) The interior was repainted and repapered in the summer of 1913. The front porch was repaired; a new, enclosed porch was added on the rear; and the exterior was repainted at the same time. The old benches were replaced by tables, as well. (*Penn Chronicle,* October 1, 1913, p. 1, col. 1; and *The Oskaloosa Daily Herald,* September 4, 1913, p. 2, cols. 2-4.)

This building is no longer extant, having been badly damaged in a fire on December 9, 1915. Although the damages to the building amounted to only $800, most of which was covered by

insurance, the Board of Trustees decided not to repair the boarding hall. The building was razed and the lot sold, as a step toward the planned construction of a modern dormitory. The destruction of Main Building by fire in May 1916 subsequently necessitated a change in these plans. (*The Oskaloosa [Weekly] Herald,* December 9, 1915, p. 6, col. 3; and December 16, 1915, p. 7, cols. 5-6.)

Further discussion of the evolution of the old-site campus is contained in the next two chapters.

II. THE ROSENBERGER PRESIDENCY, 1890-1910

INTRODUCTION

The 1890-1910 period proved to be one of growth and expansion of Quakerism within the Iowa Yearly Meeting. Membership within the Iowa Yearly Meeting reached its all-time highest numeric level. The Oskaloosa Monthly Meeting emerged from two earlier, small meetings. Penn College flourished. Absalom Rosenberger, who had come to Penn as president in 1890 from a private law practice, remained for twenty years, gave the school vision and stability, and became a symbol for this era with which his name is inextricably tied. Rosenberger's personality and ability as a reconciliator also helped bridge different opinions which still remained following the Schism of 1877 and would resurface after his departure.

Concerning architecture, the Friends during this period mostly continued to use buildings that had been built in the previous generation. There was, however, some new construction at Penn College, and college administrators also showed interest in campus planning for the future. The college received a major gift of money in 1900 to purchase land, opening up opportunities for new growth. Planning and implementation would begin now, but would intensify in the next era of development.

VISION AND CONSOLIDATION AT PENN COLLEGE

In 1890 Penn College selected as its president Absalom Rosenberger, a man to whom "the work of reconciliation came naturally." This former teacher and lawyer, with his "mischievous good humor," would retain the position for twenty years, what would prove to be the longest term of any Penn president, and his personal popularity probably contributed to the adoption of many innovations that might otherwise have caused controversy and division. (Cooper, *Whittier,* p. 118.) In fact, not all members of the Penn community agreed with Rosenberger's policies and priorities, and towards the end of his presidency dissent was mounting.

One difficulty Penn College had faced was its inability to retain its early presidents for very long. John W. Woody remained for only four years; his successor, William B. Morgan, held the post for only two years. The third president, Benjamin F. Trueblood, remained in office for eleven years. Such turnover could not have been easy for a young college. The stability provided by Rosenberger's long tenure proved to be crucial to the college, giving it time to formulate and consolidate policies and curricula and develop strong academic programs led by faculty members who were specialists in their fields. The college also expanded its programs and reached out to serve the Oskaloosa region. Another important achievement of these years was the recognition that on-going fund raising was a necessity if the institution's finances were going to be regularized and stabilized. This resulted in a series of sustained efforts to significantly increase the college's endowment as a basis for future growth.

During the Rosenberger presidency, the number of academic departments was increased dramatically, the faculty more than tripled from eight to twenty-eight, and many new courses, both required and elective, were offered. The first two that were added, the Music and Art Departments, had been planned during the Trueblood administration, but they were first implemented under Rosenberger. With these additions, Penn College included ten departments; the others were English, History, Modern Language, Ancient Language, Natural Science, Mathematics, and Philosophy. (Watson, *William Penn College*, p. 91.)

Following the organization of the Music Department, glee clubs and other musical organizations were founded. In 1892 the college acquired a fine art collection through the generosity of Major and Mrs. S. H. M. Byers, former residents of Oskaloosa. The paintings, including ten original art works and eleven fine copies of famous masters, had been collected while Major Byers served as Consul General in Switzerland. They were originally hung in the chapel of Main Building. Years later, through a special effort of many volunteers led by Professor Rosa Lewis, the entire collection was saved from the 1916 fire. Eight of the paintings have disappeared in the years since. Those that remain have been restored and now hang in Lewis Hall. The acquisition of the collection gave the college's young Art Department a fine start and provided it with an impressive showcase. (Edwards, "Penn College," p. 261; Mattison, "History," p. 3.) The Byerses also donated paintings to the Des Moines Women's Club.

A list of the new departments added during the Rosenberger administration shows that the college was both broadening older courses of study and adding completely new areas of concentration. Three departments were added in 1891: Biblical, Elocution, and Del Sarte, which refers to "a type of expression illustrated by physical activity or posture." (Watson, *William Penn College*, p. 91.) In 1893-1894, the Departments of Natural Science and Physical Science were reorganized into the Departments of Biology, Chemistry, and Physics. In 1898-1899, the Department of Economics was begun. The 1902-1903 school year witnessed the introduction of Sociology and Geology, and the following year, the Department of Speech broke off from the Department of Del Sarte. The 1906-1907 term saw two new arrivals: the Department of Physical Education and the Department of Psychology and Education, which divided into two separate departments the next year. The 1907-1908 term also marked the beginning of the teacher education program. (*Ibid.*, pp. 91-92.)

Other curricula-related developments during Rosenberger's presidency included allowing students to make their own choices among an offering of course electives to fulfill the departments' requirements, but also to satisfy their own intellectual curiosity. This practice began as early as 1898 in certain departments. Another change was the 1904-1905 adoption of the semester plan, replacing the three-term year that originated from the college's founding. (*Ibid.*, p. 92.)

Athletic teams were also organized and showed increasing ability, especially after the inauguration of the Physical Education Department. To further this aim, a gymnasium was constructed on the south side of College Avenue, west of C Street, in 1907. This facility would remain in the college's use until its sale in 1946, but it has been razed in the 1980s.

During President Rosenberger's administration, the first attempt was made to change from a policy of catch-up fund raising. Rosenberger envisioned a strong endowment fund to cushion emergencies and support on-going operations and future building. He spent much time cultivating new patrons for the college and soliciting large gifts to implement this vision. Rosenberger proved quite adept at this.

In 1898 two Quakers, the brothers Charles and Albert Johnson, of Lynnville, Iowa, offered to give Penn the funds to purchase a forty-acre farm worth approximately $9,000, if the Friends could raise an additional $50,000 for the endowment fund. Charles had been a member of the college's Board of Trustees since 1882, and Albert would serve in this capacity in the future. Both brothers saw the need for additional land and for an increased endowment if Penn were to continue to grow. The land was situated on a hill to the north of the campus, and had been owned by John White. The offer, of course, was too good to refuse, and the goal was accomplished in only two years. With extra funds that were raised, the college was able to purchase nine additional acres at the same time as the proposed forty-acre tract. This first fund raising campaign was important, as well, for directly asking the Iowa Yearly Meeting, its constituent bodies, individual Friends, and other supporters of the college to support this most visible Quaker institution in Iowa. (Jones, *Quakers,* pp. 249-250; Watson, *William Penn College,* p. 76.)

In 1910, Absalom Rosenberger was ready for new challenges. A widower, he had recently remarried, and the couple decided to leave Penn, serving first as missionaries in Palestine, at a boy's school at Ramallah, for three years. They then relocated to California, where Absalom Rosenberger became financial secretary for another Quaker institution, Whittier College, and pastor of the Los Angeles Friends Church. In April 1915, Rosenberger assumed the presidency of Whittier College, another Quaker college. (Cooper, *Whittier,* pp. 116-118.)

FORMATION OF THE OSKALOOSA MONTHLY MEETING

Although the Spring Creek and Center Grove meetings were both small and had discussed a merger for a number of years, they were unable to agree on a sequence of procedures to effect it. Finally, in January 1894, the Penn College students presented a petition asking the meetings to unite and build a new meeting house near the old-site campus, located on College Avenue. The college at that time held its own services in the small chapel in Main Building for the convenience of faculty and students, but all felt the lack of sharing with the larger Quaker community in worship and service. This argument by the students proved to be decisive. When more negotiations between the meetings ended in a stalemate, the Oskaloosa Quarterly Meeting stepped in and united the two monthly meetings "unconditionally" in December 1894. ("College Avenue Friends Oskaloosa Monthly Meeting," p. 6.)

The newly-formed Oskaloosa Monthly Meeting conducted negotiations about settling a pastor in the summer of 1896 with Levi Reece. Although he accepted the position, there were concerns expressed in the meeting about the financial obligations it would assume. Reece did accept the appointment, but he only stayed in Oskaloosa for three years. Subsequent attempts to obtain pastors were even less

successful and more short-lived. Beginning on October 3, 1903, however, Ellison R. Purdy accepted the invitation to serve as pastor, and the Monthly Meeting has maintained a settled pastor for most of the time since then. (*Ibid.*, pp. 7-8.)

From the beginning of Penn College, its administrators and faculty have played a dominant role in the life of the Oskaloosa Monthly Meeting, as have the students, albeit to a lesser extent. In 1890, for example, even before the merger, the Monthly Meeting, which then met at the first Iowa Yearly Meeting House, had 718 members, 80 of whom were attending the college. (*Ibid.*, p. 9.) Periodically the pastors of the Monthly Meeting would comment on the relationships existing between members of that body and Penn College. On July 8, 1926, for example, in his annual report, the pastor commended the faculty and students for their "willing and efficient service" to the meeting. (*Ibid.*, p. 10.) Most of the pastors willingly embraced the Quaker students, encouraging them to attend services and participate fully in the meeting's activities.

ARCHITECTURAL DEVELOPMENTS

The Yale Row plan, as introduced on the Penn College campus during the era of first growth, continued to evolve. By the end of the Rosenberger Presidency, College Avenue had clearly become its spine. Main Building was completed at the beginning of Rosenberger's administration, and a President's Cottage was also built. Construction of the First Gymnasium came near the end of this period. All these resources were built on College Avenue. A number of private residences had also been built on College Avenue, and it seems plausible that many of them were occupied by Quakers (it is known that many of these homeowners took in college students as boarders). Taken all together, these resources formed a strong linear corridor and gave the area a sense of place. This sense was further strengthened by rows of shade trees planted adjacent to the public right-of-way.

During the first year of Rosenberger's presidency, 1890, the east portion of Main Building was erected, with the help of funds from the City of Oskaloosa. This completed William Foster's master plan design and provided additional classrooms, a large room to house the college library, and a large hall for meetings. (Watson, *William Penn College*, pp. 72-73.) When complete, the building projected a strong east-west orientation aligned with College Avenue. Whether by design or by chance, the Yale Row concept of college design was taking shape at Penn.

Built in 1892 and located at 425 College Avenue, the President's Cottage was sited to the west of Main Building and at the intersection of North E Street. This home was constructed as the residence of Penn College's presidents. It was sited 75 feet from the center of the right-of-way, the standard setback for residences in this section of Oskaloosa.

Toward the end of Rosenberger's administration, the college began a major remodeling and expansion program, including a reassessment of the best uses of Main Building and the construction of a new facility, a gymnasium. Constructed in 1907, the First Gymnasium (now non-extant), further emphasized College Avenue as a corridor. Located on the south side of the street, this building stood southeast of the President's Cottage and west of South Hall. A 3-story, brick building, the gym featured high bricked-worked arches above the windows. This building, though fairly distant from the new-site campus, sufficed for the college's use for many years. In February 1946, it was sold for $16,500 to the Christian Reformed Church for use as a parochial grade school. It was subsequently razed in the 1980s. (*Ibid.*, pp. 73-74, 76, 80.)

In spite of all this construction, the college campus itself lacked cohesion. Although the college owned ten acres of land, this tract straddled both sides of College Avenue and both sides of North C Street, so that the campus was divided into irregular areas by a grid of streets. Then, too, building orientations and setbacks from streets also lacked uniformity. Although East Hall had been situated in uniform setback with Main Building, approximately 150 feet from the center of College Avenue, the President's Cottage stood closer to the street. It appears that South Hall faced North C Street, further diluting the unity of the Yale Row concept. Finally, Main Building was sited in the middle of the college's property north of College Avenue instead of at the head of North C Street. This prevented the building from forming a vista at its terminus (see Figure 8).

FACULTY HOUSING

Generally speaking, it is difficult--if not impossible--to characterize Penn College faculty housing as exhibiting architectural characteristics that distinguish them from other residential housing in Oskaloosa. Some generalizations can, however, be made. Most faculty housing clustered in the northwest quadrant of Oskaloosa to the south and east of the campus areas. (Exceptions occur. The Dr. Clarence Case House located at 325 North 8th Street and Professor Forrester C. and Ada Whitney Stanley House at 429 North 3rd Street, are examples where faculty lived within the greater Oskaloosa community.) During each of the eras of development, identified faculty homes show similar architectural styling as other contemporary houses in the community. Faculty housing is mostly constructed of frame during this period, and architectural details are somewhat restrained. The size of these houses varies from modest to relatively large. For these reasons, the use of Criterion C in evaluating these buildings has limited application.

Criterion A, however, provides a rich field for evaluation. Faculty housing at Penn is significant because it calls attention to the financial limitations of the college. Faculty housing stock illustrates the life-style of Penn College faculty. Most significant, for example, is the fact that many faculty members frequently moved from house to house. Although definitive conclusions cannot yet be made, it appears most faculty rented rather than owned their homes. This was true for short-term faculty, but it was also true of some of the longest serving and most illustrious faculty. For example, Stephen M. Hadley, Dean of the College, Professor of Mathematics, and Clerk of the Iowa Yearly Meeting, occupied at least six different residences during his 1887-1930 period of service to the college and meeting. Why did home ownership elude these people? Was it low faculty salaries?

The immediate area around William Penn College has been characterized for many years by the presence of predominantly college-related families. Martha Berry Johnson and Howard and Blanche Roberts Johnson, for example, all remember the Penn campus environs from the early decades of the Twentieth Century as being rather isolated or "separate" from downtown Oskaloosa, with which, as students at the time, they had few connections. (Interviews of February 7, 1992.) Those Penn personnel who managed to buy homes during these years tended to later resell them to other Friends or Penn families, thus contributing to and reinforcing this tendency. The Pierson-Betts House at 815 Penn Boulevard, for example, has been subsequently owned by two other Penn families--Dr. Wendell and Florence Faye Farr, and Dr. Albert Burrows, and it was built by long-time Penn Superintendent of Buildings and Grounds, Lewis B. Pierson. In another example, later purchasers of the Charles Whitely House at 420 College Hill Avenue West have included the Penn Librarian, Marion Rains, and his wife, Mildred Hinshaw Rains.

A differential relating to housing appears to have existed between the longest serving male faculty and female faculty. Many of the female faculty remained single. Many of them rented. For example, longtime Professor of Religious Education and Registrar Cassa Conover lived with her father in his house at 1010 North Market Street. May Hunt, Penn's Librarian, lived in the Women's Residence Building, as did others including Rosa Lewis, Dean of Women and Professor of English and History, and Florence Wilcox, Professor of Home Economics. Others as yet unidentified undoubtedly did as well. Cora Mattison, Professor of English and Principal of Penn Academy, roomed in at least two homes on College Avenue before renting a room from another faculty couple, Herbert and Lillian B. Mendenhall, who lived at 110 K Avenue East. Between 1944 and 1968, Inis Smith, Librarian and Professor of English, roomed in three private homes. Dr. Ella Stokes, Professor of Philosophy, History, and Education, seems to proves the rule by the exception of her home ownership. Dr. Stokes purchased a house at 416 College Hill Avenue West, a modest and unassuming residence. It is documented that she rented upstairs rooms to Penn students and sold produce grown on the property. Dr. Stokes and Laura Betts, mentioned above, are the only single, female faculty members identified to date who are known to have owned their own residences. Betts lived with her mother suggesting additional financial capability. The evidence of female faculty housing points to a differential in salary between male and female teachers and administrators. This is a difficult subject to document, yet it is critical for women's history. For this reason, it is recommended that future research address this topic.

Penn College never acquired individual parcels of single-family dwellings, which could then be rented to faculty. This placed the responsibility of housing four-square on the faculty's shoulders. Many universities and colleges, such as Grinnell College, now own considerable amounts of real estate in their immediate environs, and they frequently rent these homes to faculty members. This practice appears to date from the first half of the Twentieth Century. While Penn College owned more land than the immediate campus vicinity for a long portion of its history, this land remained unimproved. Although the 1907 new-site campus plan (discussed in Section III of this report) included a row of small to mid-size buildings on the east side of North E Street that may have been intended for faculty housing, this plan was not implemented. Nor did Penn College acquire additional real estate for faculty housing. (Although the southern part of the Johnson Tract was intended to be platted into the Penn College Addition and sold as individual lots, it required many years before the college was able to realize this goal in 1918. Similarly, the Peasley Farm was leased out as agricultural land, as well, before it was platted into College Heights Subdivision in the mid-1960s and lots were sold off.)

Finally, faculty housing is significant because it calls attention to the economic stress of the Great Depression on the college, when even the modest housing arrangements already discussed could, in many instances, not be maintained. At the height of the college's financial crisis in 1931 to 1934, many of those faculty lucky enough to be retained by the college were forced to move into the Women's Residence Building because the college was unable to pay them their salaries. The most dramatic case in point was that of the college president himself. H. Edwin McGrew and his family came to Penn in 1934 and took up residence in this building rather than the President's Cottage where his predecessors had lived.

The full range of faculty housing has yet to be identified. This is an on-going activity, and the examples cited are only suggestive of property types, which might be found. Additional sites, as they are identified, should be research, analyzed, and evaluated as to their associational value with this context.

STUDENT HOUSING

Housing for Penn students falls more neatly into an architectural typology than does faculty housing. From the earliest years of the college's existence, two types of student housing have coexisted. College dormitories have provided shelter for only part of the student body. Off-campus housing has been a reality for many, perhaps even the majority, of Penn students.

On-Campus Housing

At Penn, dormitory space has always been at a premium. Priority has been given over the years to providing housing for women students rather than men. Main Building housed some female students during the college's early years. East Hall, the first boarding house built by the college, housed students for many years, but the sex of those who lived there has not been determined. It seems most

likely that females lived here rather than males, however, because of its proximity to Main, notions of *in loco parentis*, and the lack of a specified women's dormitory until 1917. South Hall, the second boarding house owned by the college, apparently housed male students, as an historic photograph of the building pictures many men arranged in rows in front of the building and other males sitting in some window sills. (Phil Hoffman's "Scrapbooks," Mahaska County Historical Society, book 1, p. 10.)

No dormitories were built by the college until 1917, when the Women's Residence Building, later named Lewis Hall, was built. From that date until the present, Lewis Hall has housed only female students in specially designed "cottages" with a living-unit floor plan. Although master plans for the campus always called for the construction of a men's dormitory, this goal was not realized until 1962, when the west wing of Watson Hall opened. Since that time, the north wing of Watson has opened, and the three levels of Eltse Hall have also been erected. Watson was originally used by men, but it currently houses students of both sexes. Eltse Hall, built to the east of North Market Street in 1967, has always been a male dormitory.

The student population changed significantly following the end of World War II with the large influx of many older, married students. This pattern continues to the present day. To meet the immediate need, Penn employed five so-called temporary G. I. Units, which were prefabricated, Quonset-hut type buildings that were used to house married students and their families. At approximately the same time, the college also leased a private apartment building, the "Pen-well Apartments," at 206 College Avenue, whose units were then sub-leased to female students. After Watson and Eltse Halls opened, the college allowed its lease on these apartments to lapse, and the temporary G. I. Units were relocated and used for other purposes. (Robert Pierson interview, June 11, 1992; Bruce and Mary Palmer interview, April 27, 1992.)

Off-Campus Housing

Off-campus housing has traditionally taken one of three forms at Penn. These include institutional, commercial, and residential buildings. Only one known example of institutional housing has been documented to date, and that was the use of the second floor of the non-extant downtown Y.M.C.A. building to house some male students. Similarly, one example of the use of commercial buildings involved the rental of rooms by male students in the second floor of the telephone office building, now the headquarters of the Oskaloosa Chamber of Commerce, at 124 North Market Street. Additional adaptive use of the upper floors of downtown buildings for student housing may be discovered in the future. These examples reveal the extent of the housing shortage near the campus and the continuing, long-term need for rooms. Male students were particularly affected by Penn's policies, and some apparently were willing to live some distance from campus in order to attend college. Many other college towns in Iowa experienced similar off-campus housing arrangements for male students.

Finally, the greatest number of off-campus housing sites were rooms in private residences, most located fairly close to the campus. To date, five different types of such arrangements have been identified. These include students who resided at home with their parents, such as Charles Rich, who lived at 809 North A Street, the three Ruby youth, who resided at 1004 North Market Street, and Cassa Conover, at 1010 North Market Street. Other students also lived with their families, but they relocated to Oskaloosa together for the period of time the youth were attending Penn. Although not restricted to members of the Religious Society of Friends (Congregational families moved to Grinnell for similar reasons), it evidences a high regard for a Quaker-based education. To date, two such families have been identified, although Penn's oral tradition includes many anecdotes about the frequency of such behavior. The two identified families were the Ila H. Wright family, who lived at 404 College Hill Avenue West, and the family of Howard Johnson, who no longer remembers the exact address of the house his family rented on North Market Street while he and his brothers attended Penn. (Interview of February 7, 1992.) Other students moved to Oskaloosa and lived with relatives. Thelma Johnson, for example, resided with her grandparents at 307 College Avenue.

Some faculty members probably leased rooms to students at various times during their careers at Penn. The only documented example to date, however, is that of Dr. Ella Stokes, who lived at 416 College Hill Avenue West. She rented the upstairs of her home to male students. Generally low faculty salaries surely made this an attractive option for other faculty and staff, however, so more examples may be found in the future. Finally, some students boarded with strangers, but these rooms may have been screened by or limited to members of the Oskaloosa Monthly Meeting. No definitive information has been discovered either way. It is known, though, that the Ruby family, mentioned above, did rent rooms to male students previously unknown to the family.

Most Penn Academy students were Quakers, and some of them came long distances to attend. Non-Quaker students tended to reside in Oskaloosa or Mahaska County. Most of their parents were impressed with the courses that the Academy offered and eager for their children to gain such an education. Three individual stories of Penn Academy graduates illustrate three different patterns common among the other students.

Martha Berry Johnson was the daughter of a Penn College professor, Dr. William E. Berry, and the granddaughter of former president, Absalom Rosenberger. As a Quaker who lived in Oskaloosa in the Penn community, Martha did not need to look far for an education. It was assumed by the family that she would attend both the academy and the college, which she did. For her the choice entailed no difficulties, as she was able to continue living at home. (Interview, February 7, 1992.)

Blanche Roberts Johnson, on the other hand, illustrates the most common pattern for students. Because of the lack of dormitories for the academy, she was forced to rent a room in a private home. A Methodist, Blanche lived on a family farm about eight miles out of Oskaloosa. Her mother was a grammar school teacher who had taken state-required courses at Penn to retain her certification and was deeply impressed with the school. Despite Blanche's protests at having to leave home, she was sent at a fairly young age to board with Oskaloosa friends of the Roberts family. In exchange for her

room, Blanche helped with the cooking for the family. An only child, Blanche retains vivid memories of having to adjust to life with her landlady's four sons, so that her own mother's dream of an education for her could be fulfilled. Every Saturday her parents would hitch the horses to the wagon and ride into Oskaloosa to take her home, returning her the following evening. This arrangement persisted throughout Blanche's years at Penn Academy and then Penn College, where she majored in Domestic Science. At first the Quaker method of worship seemed strange to her, but Blanche again adapted. She subsequently married one of her academy friends, Howard Johnson, and became a member of the Religious Society of Friends. (Interview, February 7, 1992.)

Howard Johnson's family typified another pattern common among Penn Academy students. A "birthright" Quaker, he had grown up with his three brothers on the family farm in Lynnville, Iowa. Two of his uncles, Charles and Albert Johnson, had been instrumental in the college's acquisition of the land for the new campus. When it came time for the children to go to school, no alternatives were discussed. The entire family moved into Oskaloosa while the sons attended the academy. The family also took in six students as boarders during these years. After his graduation, Howard attended Penn College for awhile, but then transferred to Iowa State where he studied agriculture. After their marriage, Howard and Blanche Roberts Johnson lived with her parents on the family farm, but they attended worship in the Iowa Yearly Meeting House-College Avenue Friends Church. (Interview, February 7, 1992.) As these examples also illustrate, many Penn Academy graduates went on to matriculate at Penn College.

In conclusion, it can be noted that the chronic lack of dormitory space, and its relatively high cost, forced students and their parents to arrange creative living accommodations. Quakers with connections through the various meetings were at an advantage, but non-Quakers also found acceptable alternatives to dormitory living.

III. AN ERA OF CHANGE, 1910-1917

INTRODUCTION

The brief period between 1910-1917 saw many of the most significant events in the life of the Iowa Yearly Meeting, the Oskaloosa Monthly Meeting, and Penn College. With the departure of Absalom Rosenberger, concerns about the college surfaced within the Iowa Yearly Meeting. This culminated in a reincorporation of the school, which increased the number of the Iowa Yearly Meeting representatives on the Board of Trustees.

In terms of architecture, no other period surpassed these eight years in significance for the Quakers in Oskaloosa. Soon after the college reincorporation, the Yearly Meeting, in cooperation with the college and the Monthly Meeting, symbolized their renewed institutional commitment by constructing a new meeting house on a site more convenient to the college. Located across the street from the campus, this building reinforced College Avenue as a premier Quaker neighborhood. A. T. Simmons, architect of Bloomington, Illinois, designed this new building.

Great change occurred at Penn. During Rosenberger's presidency, the college had commissioned concept plans for campus expansion, but not much was implemented. On May 27, 1916, a disastrous fire claimed two lives, destroyed Main Building, and put these plans on the front burner. The college trustees hastily made three major decisions: first to build a series of buildings, second to build these on credit, and third to relocate the college to a new-site. Simmons once again provided consultation. This building program, the most ambitious in Penn's history, received a shock when America's entry into World War I disjointed the nation's economy. The college's income lagged, some construction on the new-site campus was delayed, other construction was halted, and some was never begun. The college struggled with the ramifications of this ambitious building program for many years. Still, an impressive new campus was constructed, and this is what most people remember about the era.

PRESIDENT EDWARDS INAUGURATES CHANGE

David M. Edwards became the fourth president of Penn College in 1910, the first alumnus to lead the school. His principle goal was to increase the stature of the college, and this he accomplished in several ways. Edwards strengthened ties with the Iowa Yearly Meeting, expanded the faculty and curriculum, completed a successful endowment campaign, rebuilt the college's physical plant following the disastrous fire of 1916, and saw the school gain professional accreditation. Following this relatively brief but eventful administration, Edwards assumed the presidency of Earlham College in 1918.

Stronger Ties with the Iowa Yearly Meeting

A number of Friends within the Iowa Year Meeting believed that Penn College was becoming too "worldly," that the Yearly Meeting's control over it was slipping, and that a reincorporation of the college was needed to redress this matter. During the Rosenberger presidency, the college had inaugurated many changes with the intention of developing and building the curriculum. As with most innovations, a conservative reaction developed to this thrust, and the first years of Edwards' presidency witnessed this reaction. On August 30, 1911, and with his support, Penn College was reincorporated. The "Articles of Re-incorporation" stated three primary purposes:

- to bring "the management of the affairs" of the college "into closer touch with Iowa Yearly Meeting of Friends,"
- to put this relationship "on a more practical basis," and,
- to eliminate the provisions of the old charter for stockholders. (Typescript copy in William Penn College Archives.)

It is difficult to assess the results of reincorporation. Watson mentions it only in passing. Perhaps the reincorporation failed to fulfill the expectations of some of its supporters. Later, during Edwards' administration, a segment of the Religious Society of Friends became increasingly dissatisfied with the expansion of Penn into Oskaloosa and the surrounding region. They desired a less worldly and less ambitious college, and they joined with other conservative non-Quakers to found Central Holiness University, just to the east of Oskaloosa. (Watson, *William Penn College,* p. 94.)

Faculty and Curriculum

Although Edwards completed the reassessment of the college begun during the last years of his predecessor's administration, he continued many of the trends begun by Rosenberger. The faculty continued to expand, reaching in numeric terms the highest level in the history of the college. In 1914, the total faculty stood at thirty-one, an increase of three from Rosenberger's last years in office. The curriculum also expanded further. At this time, Penn introduced music as a field for teacher preparation and added the Departments of Domestic Science (later Home Economics) and Agriculture. The latter, which also included Industrial Arts for a time, did not long survive at Penn. Domestic Science, on the other hand, flourished. The language departments also experienced growth. (Watson, *William Penn College,* pp. 92-93.) The period of Edwards' presidency represented "the approximate peak of curriculum development and it could even be said that Penn had become the kind of school the founders dreamed about." (*Ibid.*, p. 94.)

Another development of these years was the formal creation of the School of Commerce. From its founding, Penn Academy had offered courses of a practical nature, with particular application to business, as part of its curriculum. Gradually over the years, these courses were expanded. In 1905 a Penn College student, Ernest Zelliadt, was placed in charge of these commercial courses. After a year of graduate study subsequent to his matriculation, he returned to Penn in 1910 as the first full-time business teacher in the newly-christened Penn School of Commerce, holding his classes in the east basement of Main Building. (*Ibid.*, p. 107.) The following year, 1911-1912, the course of study for all Academy students was lengthened to four years, in an attempt to again make it competitive with local high schools. (*Ibid.*, p. 46.)

In 1913 the college extensively remodeled Main Building, and just prior to this the Academy leased the third floor of the Y.M.C.A. building, located in downtown Oskaloosa, and the School of Commerce was transferred to that facility. (*Penn Chronicle,* January 17, 1917, p. 1, col. 3, continued on p. 2, cols. 1-2.) During the 1915-1916 school year, the School of Commerce again relocated, this time to the third floor of the Riegel-Jones Building on High Avenue West, above the McGregor Store. This building burned in 1918, and the School of Commerce was then relocated to the new-site campus, using rooms on the first floor of Penn Hall. Gradually the college began offering more courses in business and the academy, less. By the time the academy closed in 1925, most of the course work in the School of Commerce was conducted on the collegiate level. (Watson, *William Penn College,* pp. 107-108.)

New Building Program

Following a disastrous fire in 1916, Penn College required extensive rebuilding. President Edwards assumed a leadership role in this program, and his actions in this regard are discussed below.

Fund Raising

A major theme of the Edwards' presidency was the increased demand for more funds and the need to conduct fund raising campaigns to meet specified goals. In April 1910 during the first year of his term, delegates from each Quarterly Meeting in the Iowa Yearly Meeting met in special session in the chapel of Main Building to assess the major needs of the college. A new facility for worship and a women's dormitory were ranked as the most urgent needs by Edwards. At the conclusion of this meeting, the college's Board of Trustees met and discussed future plans for college expansion. State regulations also set standards for college endowments that Penn had not yet met. Iowa required that

> all first-grade colleges in Iowa must have a productive endowment of $200,000, or an independent income equal to five per cent of that amount. To accomplish the task every strategy known to those who had the enterprise at heart was employed, and no stone

throughout the realm of Iowa Quakerism was left unturned. (Jones, *Quakers*, pp. 249-250.)

As a result, an important fund raising effort, named the One Hundred Thousand Dollar Campaign, was launched. This endowment campaign also used an extra incentive plan to encourage giving within Mahaska County. For every $1,000 subscribed to the fund by residents of a township in the county but outside of Oskaloosa, the college promised to give a half-year's free tuition to a student selected for that purpose by the County Superintendent of Schools. (Advertisement in the *Penn College Bulletin,* May 1911, p. 2.)

The campaign, whose progress had been kept secret, ended June 1, 1911. At midnight of that day, "every church bell in Oskaloosa pealed forth the glad news and every factory whistle joined the chorus to say that Penn had won the victory." The total endowment, including the new contributions collected during this campaign, had reached $222,000. (Jones, *Quakers,* pp. 259-250.)

The campaign for funds, however, could not end with the achievement of this goal. Two years later it was announced that an additional $125,000 had been raised for the endowment "by the immediate friends of the institution, not a dollar of it coming from philanthropic sources outside the immediate supporters of the college." (*The Oskaloosa Daily Herald,* August 12, 1913, p. 6, cols. 3-4.) While the newspaper that reported this achievement thought it a sign of the vitality of the Iowa Yearly Meeting and local Quakerism, the report also indicated the potential for future trouble by revealing the narrow base of support to which Penn officials appealed for funds.

In November 1915, the trustees voted to increase Penn's endowment to one-half million dollars. This meant an additional $300,000 had to be added to the current $200,000 endowment to achieve the goal. At the time of the announcement of the campaign, the trustees noted that twenty percent of the total needed had already been pledged within the institution, with $30,000 subscribed by the faculty and students and the other $30,000 from only six other individuals. (*Ibid.,* November 26, 1915, p. 5.)

Professional Accreditation

Perhaps Edwards' greatest achievement came in 1915-1916 when Penn joined the North Central Association of Colleges and secondary schools (NCAC). With this accreditation came recognition that Penn met certain standards shared by other, mostly small liberal arts colleges. Although curriculum and faculty were important criteria evaluated before accreditation was granted, other factors, such as campus facilities, the size of the endowment, and fiscal policies were also assessed. Edwards' fund raising efforts had helped insure the college accreditation by the NCAC.

IOWA YEARLY MEETING HOUSE-COLLEGE AVENUE FRIENDS CHURCH

In the meantime, the Iowa Yearly Meeting, the Oskaloosa Monthly Meeting, and Penn College had undertaken construction of a new meeting house. This building, when completed, provided a major anchor on the college's old-site campus complex.

Background

By the last decade of the Nineteenth Century, there were still two small monthly meetings in the Oskaloosa area, which had been unable to agree on a sequence of procedures to merge. Finally, the Oskaloosa Quarterly Meeting united these two meetings in December of 1894, but even after this merger, the size of the newly-constituted Oskaloosa Monthly Meeting's congregation remained too small to support a large building. ("College Avenue Friends Oskaloosa Monthly Meeting," p. 6.)

Meanwhile, since the location of the Minneapolis and St. Louis Railroad's round house and switching yards just to the west of the Iowa Yearly Meeting House, this site had become less desirable. Meetings for worship and business were constantly being disrupted by the whistles and noise of passing trains and the switching of engines nearby. (*The Oskaloosa Daily Herald,* August 12, 1913, p. 6, cols. 3-4.) Accommodating in excess of one thousand people at the Yearly Meeting sessions, the old facilities were severely strained by the effort. The Yearly Meeting felt the additional responsibility of providing a place for worship for Penn College students, as well. The site on North E Street was considered too far away from the college, which was still located on College Avenue. If a new meeting house could be located in the College Avenue area, however, use could be made by the Yearly Meeting of Main Building's classrooms, East and South Halls' bedrooms, and the campus itself for tents during the times of the meeting's sessions. ("New Meeting House Number," p. 1.)

The desire for a new building was closely tied to Penn's needs. President Edwards underscored the critical need for a new meeting house when, in his state of the college report in 1910, he ranked it the number one priority. Penn students were still worshipping in the chapel in Main Building at the time, because of the distance of all the meeting houses from the campus, but many students found this alternative unpleasant and were attending other services elsewhere. These students, who had come from all parts of the state and were considered the responsibility of the Iowa Yearly Meeting, constituted a sufficient in number to cause a strain on the Monthly Meeting's facilities for them. (*Ibid.*, p. 2.)

Committee Planning

The decisions leading to the construction of the new building were made by two building committees, both led by Penn personnel, Dean Stephen M. Hadley for the Yearly Meeting and Dr. Clarence M. Case for the Monthly Meeting. The latter committee contained other Penn personnel, as well. The

minutes of the committees' meetings are not clear, but it appears as if both committees usually met in joint session, and that Case chaired most of these meetings. The Yearly Meeting reserved to itself, however, the right to make the formal decision to proceed with construction, as it would be the legal owner of the building, stipulating in its instructions to its committee that the building was not to be erected "until the total cost be pledged or secured." ("Building Committee" minutes of meetings, September 2, no year [1911?].).

An agreement was reached between the college and the Monthly Meeting in April 1910 whereby Penn would deed the land on the southeast corner of College Avenue and C Street, then known as the Y.M.C.A. lot, to the meeting for a new church. The Y.M.C.A. had previously deeded the lot back to the college in exchange for the use of some rooms in the gymnasium. Plans called for the proposed meeting house to accommodate one thousand people, so that the college could use it for major events, such as commencement, as well as lectures and literary, dramatic, and musical programs. Such a facility would strain the resources of the Oskaloosa Monthly Meeting, however, because it was relatively small in membership. Another concern was the difficulty the Monthly Meeting would have raising the required sums of money at the same time that Penn was launching a serious effort to increase its endowment fund. Further discussions resulted in the final plan, to unite the interests of the college, the Monthly Meeting, and the Yearly Meeting, erecting one building that could accommodate all the needs. ("College Avenue Friends Oskaloosa Monthly Meeting," p. 6.)

On May 5, 1910, the committee reported to the Monthly Meeting that an agreement had been reached whereby the college would deed title to the lot to the Oskaloosa Monthly Meeting for the erection of the meeting house. The contract contained the restriction that if at any time in the future the meeting would cease to use the building and/or the lot for the purpose of worship, the title to the lot would revert to the college. The contract also specified that construction must begin within one year and be completed within three years or the title would revert to the college. (Oskaloosa Monthly Meeting minutes, May 5, 1910, pp. 197-199.)

Serious discussions about this proposal occurred during the 1911 Yearly Meeting. It was decided to appoint a committee to investigate and make recommendations to the next meeting. On March 12, 1912, the Iowa Yearly Meeting formally empowered the Oskaloosa Monthly Meeting to proceed with construction. The building committee also decided to purchase six feet of the lot to the south of the Y.M.C.A. lot, for the sum of $300. ("Building Committee" minutes of meetings, March [no date] 1912.) Although the facility would be shared by Penn College and the Oskaloosa Monthly Meeting, official title to the property then was vested in the Yearly Meeting. (The Yearly Meeting subsequently gave title to the building to the Monthly Meeting at the time of the remodeling of the meeting house in the late 1960s. In 1970 the Iowa Yearly Meeting began holding its sessions at William Penn College, and in 1981 it erected its present office building on College Avenue.)

To finance the building, it was decided that the Monthly Meeting would furnish $12,500 toward the costs, the old E Street site would be sold by the Yearly Meeting and the proceeds of the sale utilized, and the Yearly Meeting would contribute an additional $6,000. ("New Meeting House Number," p.

3.) The old Yearly Meeting building and lot were actually sold for $5,000, with this sum applied to the cost of the new building. An additional strip of land, measuring 6 x 120 feet, was purchased adjoining the Y.M.C.A. lot. The estimated cost for construction was $25,000, but the contractor reported higher actual costs, leading to a final total cost for the new building of $31,203.86. (Allman, *Spiritual Trails*, p. 22.)

Choice of Architect

Little information remains to document the choice of architect for the new meeting house. It is clear that the building committee cast its net across the nation before deciding. It is also clear that the committee employed a non-Quaker for the job, and this decision may have affected the building's ultimate design.

The building committee voted to have Dr. Case contact William S. Bailey of Philadelphia about submitting sketches for the proposed building. The building committee also instructed Dean Hadley to write Lawrence B. Volk (or Valk), probably of New York City, about the job. ("Building Committee" minutes of meetings, March 17, no year [1912?].)

On April 9, 1912, the building committee met with A. T. Simmons, architect of Bloomington, Illinois, in morning and afternoon sessions. This is the first mention of Simmons' name in the minutes, and the question of how the committee learned of him and his work remains unresolved. It seems possible, however, that Burnham and Ives, building contractors of Bloomington, Illinois, provided the go-between. This firm was building Chautauqua Auditorium on the Penn campus at this very time. It is known that Simmons assiduously cultivated potential clients and readily followed up leads, as the events of May 28, 1916 prove. Whatever the connection, on April 15, the building committee retained Simmons as architect ("Building Committee" minutes of meetings, no date [late March or early April 1912].)

A. T. Simmons

A(aron) T(rabue) Simmons was born to John H. and Ella F. Trabue Simmons at Jerseyville, Illinois, on October 30, 1876. After completing high school in that town, he attended the University of Illinois at Champaign, from which he graduated in 1901. (Hasbrouck, *McLean County*, p. 1043.)

His professional career was based in Bloomington, Illinois, where he moved upon graduation. He worked as an architect and draftsman for Paul O. Moratz, architect and planing mill owner of Bloomington, from 1902 to 1910 In 1911 Simmons established his own firm, as an architect-contractor, and he maintained this position through 1923 at least, with offices in the First National Bank Building for most of that time. From 1926 until his retirement in 1949, Simmons worked for the Williams-Oil-O-Matic Heating Corporation. (William Todtz, personal communication, of

information from Bloomington City Directories from 1902-1963, February 4, 1992.) Simmons died in 1963.

Simmons was the architect of many public and commercial buildings in his adopted hometown and throughout the Midwest. In addition to designing many high schools, courthouses, and churches, he designed at least 71 Carnegie libraries in thirteen states. (Hasbrouck, *McLean County*, p. 1044.) At least one of these was in Iowa, at Emmetsburg. (This 1911-1912 building [NRHP 1983] resembles Penn Hall, which Simmons later designed. Both buildings feature prominent, protruding central entrances, which dominate the facades. This trait is more pronounced at Emmetsburg because this building is much smaller in size.) In Oskaloosa, Simmons designed the Iowa Year Meeting House-College Avenue Friends Church, as well as the church's parsonage. For Penn College, Simmons designed Penn Hall, the Women's Residence Building, the Central Heating Plant, as well as an unimplemented gymnasium.

Illinois researchers have uncovered further information about Simmons and his work. In 1985, Greg Koos of the McLean County Historical Society interviewed Marjorie Simmons Taulbee, daughter of Simmons. In 1990, the Town of Normal, Illinois, published a survey of that city's historical architecture. The following statement contains information from the Taulbee interview, as well as data from additional research and field inspections.

> After attending public schools in Jerseyville, he studied architecture at the University of Illinois. While there he no doubt knew Arthur Lowe Pillsbury who would become Bloomington's first architect with a university degree. Simmons' career was unusual in that he was able to gain considerable practical architectural experience prior to graduation. Downtown Bloomington was destroyed in a massive fire in the summer of 1900, and Paul O. Moratz, a local architect and builder, took on young Simmons to assist with the extensive post-fire rebuilding. Moratz was so pleased with the architectural student's work that he requested Simmons to continue working for him after graduation. Consequently, Simmons settled in Bloomington in 1901 and commenced a career in architecture, working first for Moratz, and later for himself.
>
> Simmons worked as an architect from 1901 to 1924, and complied an impressive list of accomplishments. He designed schools, churches, and court houses, but he is perhaps best known for the seventy-one Carnegie Libraries that he designed for cities in thirteen states. Simmons' buildings in the Bloomington-Normal area include the old YWCA building, the Lafayette Apartments, and the Williams Oil-O-Matic building that is now part of the Eureka-Williams complex on Morrisey Drive in Bloomington. His residential designs outside Cedar Crest [a residential addition in Bloomington designed by Simmons and developed by B. M. Kuhn] include the neighboring Ferguson House at 307 Highland, a fine Craftsman two-story. Simmons was involved in the remodeling of the Immanuel Bible Foundation building that was originally designed as a residence for Byrd C. VanLeer by Paul Moratz. Simmons' last known residential design, for his daughter, Marjorie Taulbee, at 8 Ridgemont Road in Normal, was done after he had retired. Simmons left the practice of architecture in 1924 and accepted a job with the Williams

> Oil-O-Matic Corporation of Bloomington. He served the company as director, vice president, treasurer and general manager. In 1945 when the Williams Company was merged with Eureka, Simmons became export manager before retiring in 1947. He died in Normal, October 29, 1963. (Ekberg, et al., *The Legacy*, p. 59.)

Concerning the statement that Simmons designed scores of Carnegie libraries, Greg Koos suggests that much of this activity may have taken place while Simmons was in Moratz' employ. (Interview with William C. Page.) This is strengthened by survey work, which has taken place in Illinois. To date, only a few libraries, such as the Ayer Public Library in Delavan and the Community Hall and Library Building in Mount Hope, Illinois, have been directly connected with Simmons' name. (*Ibid.*)

Information provided by Marjorie Simmons Taulbee contributes more to this interesting story.

> ...father did his drawings on very fine and heavily starched linen. She recalled her mother cutting them up, boiling them, and making handkerchiefs. (Interview with Greg Koos.)

Taulbee also said that Simmons did not leave a complete written record of his commissions. This helps explain why his designs in Oskaloosa, Iowa, have remained generally unknown.

Choice of Design

The building committee minutes reveal little information concerning choice of design, but several points stand out. First, the Friends relied on a non-Quaker for their architectural design. Second, they decided upon Colonial Revival, a widely popular, mainline American style at the time. Third, they set great weight and value on the floorplan of the sanctuary.

The building committee and the Iowa Yearly Meeting employed A. T. Simmons, a non-Quaker, for their architectural design and accepted his recommendations. (It remains undetermined if Bailey and Volk were Quakers.) The committee's choice is important because it emphasizes the Iowa Yearly Meeting's willingness to adopt standard Protestant business methods, rather than to restrict business dealings to Quakers, which had been the traditional practice. Whether consciously intended or not, this opened more choices to the Friends in Oskaloosa, perhaps allowing a better business deal to be struck or a more experienced architect to be retained.

The members of the relevant committees clearly placed little if any importance on Quaker traditions of simplicity and restraint. The College Avenue building differs sharply from the earlier Yearly Meeting building in the new building's sophistication of concept and richness of architectural detailing. Traditional plain and simple Quaker architecture, in abeyance in buildings constructed by the member meetings of the Iowa Yearly Meeting since at least the Schism of 1877, held little if any ground with the members of the committee. At the time, Colonial Revival was a widely popular influence for

religious buildings. The Yearly Meeting seemed comfortable with discussing architectural styles and accepted one strongly influenced by Colonial Revival. A much later publication discussed the Friends' decision in the following words:

> A special effort was made to obtain style of architecture which would be in keeping with the history and spirit of the Friends, and would represent a natural product rather than an imported imitation. It appeared that the colonial style is one that belongs to the Friends by natural descent, as it were, and also because of its simplicity. ("College Avenue Friends Oskaloosa Monthly Meeting," p. 6.)

This quotation invokes nostalgia for the past, the same driving force behind the style's success across the nation. As such, it calls attention to the tendency of the Iowa Yearly Meeting to adopt mainline American practices.

Alternatively, the Friends' choice of Colonial Revival architecture might reflect an unexpressed desire for a "grand" or impressive headquarters building, recognized as such even by outsiders. The building certainly succeeds in this regard.

The building committee spent much time in deliberations on the interior. Simmons was instructed to draw three floorplans for the sanctuary, based on different locations for the pulpit. One would place the pulpit on an end, another would have it "in side as suggested when here," and the final one would place it at the west end. As constructed, the pulpit was placed on the west end. ("Building Committee" minutes of meetings, April 15, no year [1912?].)

As built, the interior followed the general outline of the "Akron plan." The sanctuary itself contained no center aisle to separate the men from the women, as traditional Quaker meeting houses have always done. Instead, the pews were laid in three sections, with two aisles between them. The center section contained much longer pews than did those on the sides. The pews were also curved. Two balconies flanked the north and south sides of the sanctuary. The classrooms were also laid out generally in accordance with the Akron plan.

For the interior furnishings and color scheme, efforts were made to continue the Colonial Revival character of the exterior. A mosaic tile floor covered the lobby inside the west doorway. Interior walls were painted in flat colors, with colonial buff on the sides and ivory gray on the ceilings. The woodwork was finished in ivory white enamel, with mahogany moldings. The pews had a dull antique oak finish. Of the sanctuary, it was written:

> The whole atmosphere of the room is eloquent of the true Quaker purity and simplicity. The architect strove consciously to produce this effect and his success is apparent to all. ("The New Church Home," p. 5.)

The presence of elaborately designed and decorated lighting features, believed to have been designed by Simmons, poses questions in this regard, however. Such elegance belies traditional Quaker simplicity.

Architectural Evaluation

The new meeting house is significant, under National Register Criterion C, because it calls attention to the work of A. T. Simmons, a notable Midwestern architect. The building is additionally significant under this criterion because it is an outstanding, local example of a building influenced by Colonial Revival architectural styling. Finally, the building is eligible under this criterion because its rich architectural detailing calls attention to the Iowa Yearly Meeting's divergence from traditional Quaker architectural practices of plain and simple styling.

Although little documented, the career of Simmons is gaining in stature as more information about his life and work comes to light.

In Oskaloosa, Colonial Revival styling influenced numerous single-family dwellings, and generally held sway between the influences of Queen Anne and the bungalow/Craftsman movement. Few institutional buildings were constructed, however, under this influence, and the most notable examples are churches. They include the College Avenue building, Spencer Memorial Chapel on the Penn College campus, and the former First Christian Scientist Church on High Avenue East. Both College Avenue and Spencer exceed the latter in size and architectural complexity. The College Avenue building, with its window configuration, buff-colored brick, and massive stone columns supporting the portico, distinguishes itself as a free interpretation of Colonial Revival, as defined by Virginia and Lee McAlester. Spencer Chapel, in contrast, more closely conforms to the Eighteenth Century prototypes, which the style seeks to emulate.

In terms of architectural design and detail, the College Avenue building differs sharply from the meeting house it replaced. As mentioned above, the rich architectural detailing of this building calls attention to the divergence of the Iowa Yearly Meeting from Quaker plain and simple style.

Finally, and as an aside, A. T. Simmons was interested in technology. A graduate of Illinois Industrial University (now the University of Illinois), engineering, technology, and new ideas fascinated him. He introduced certain modern innovations in this building in Oskaloosa. A heating and ventilating system constructed in the building, for example, induced outside air in and through the radiators. ("The New Church Home," p. 5.)

Construction

The building contract was awarded to the R. A. Winters Company of Atwood, Kansas, and construction was begun in 1912. As had happened with the first Iowa Yearly Meeting House, the contractor for this one also experienced cost over-runs, in this case amounting to $4,500. In May of 1913, the Winters Company failed. At the Yearly Meeting time, the grand fiftieth anniversary of the meeting had to be celebrated in an incomplete building, but the celebrations did go on. ("College Avenue Friends Oskaloosa Monthly Meeting," p. 7.) On October 2, 1913, the building committee asked the Trustees to represent the Monthly Meeting "in the closing up of all affairs connected with the contracts for the Mtg. House." ("Building Committee" minutes of meetings, October 2, 1913.) On November 16, a meeting was held in the church to determine the course of legal action desired by the membership concerning Winters' bonding company's liens against the building. ("Building Committee" minutes of meetings, November 16, 1913.) Eventually the meetings paid the bills, and the total cost, exclusive of interest charges, amounted to $31,708.99. ("College Avenue Friends Oskaloosa Monthly Meeting," p. 7.)

Dedication

Although the interior of the building was not finished, the semi-centennial of the founding of the Iowa Yearly Meeting was celebrated in the new facility in early September 1913, at the fifty-first annual meeting. Attendance figures were quite high, and delegates were present representing fourteen Quarterly Meetings, in addition to many of the other Yearly Meetings. (*The Oskaloosa Daily Herald,* September 2, 1913, p. 2, cols. 1-2.) The formal dedication of the new building was held on September 5, with prayers, hymn-singing, and reports from delegates of many other Yearly Meetings. (*Ibid.*, September 5, 1913, p. 1, col. 6; and a second story on p. 2, cols. 3-5.)

PENN COLLEGE EXPANSION

Background

Over the years, college administrators and trustees planned expansion of the college's physical plant. During the Rosenberger presidency, the college commissioned at least two concept plans for campus expansion. In 1900 an unknown professional prepared one concept plan, which made two major recommendations (see Figure 7). First, it retained the old-site campus as integral to the college. Second, it proposed the development of the college's recent acquisition of forty-nine acres of land to the north as a new-site campus. The plan for the new-site campus envisioned roads laid out in curvilinear design. A loop is situated near the center of this campus, while four entrance drives provide access from the public rights-of-way. One access road entered the new-site campus diagonally from North Market Street. As to the buildings themselves, new college buildings surrounded the central loop.

About 1907 the college commissioned another concept plan (see Figure 8). It was similar to the earlier design. Both plans seek, for example, to maximize the topographical possibilities of the new-site tract of land. In each plan, the curvilinear drive gradually works its way from the southeast toward the hilltop, with buildings placed along the crest of the ridge. In each plan, the central loop on the new site-campus remains basic to the design. But the new 1907 plan also refines this design. It envisions stronger physical links between the old- and new-site campuses. Two blocks of residential lots, one adjacent to E Street and the other on the south, are removed. Finally, the new-site campus is substantially larger because its limits are expanded to the north.

Fire!

Early in the morning of Saturday May 27, 1916, a disastrous fire claimed two lives, destroyed Main Building, and put these plans on the front burner (see Figure 5D).

Robert H. Williams, financial agent of the college, and Harry Oakley, a freshman, were killed when the heavy bell in the tower of the central portion of the building fell through the roof, bringing the south wall down with it. Two others, Kelley Davis and George Minear, were severely injured. Many college faculty, administrators, and students had been aiding the firemen or collaborating to carry as many objects out of the building as possible, so it was remarkable that more were not killed when the wall fell. Their heroic efforts saved most of the college's records, the Byers art collection, and many library books, but with the collapse of the wall all such activity had to stop. (*The Oskaloosa Daily Herald*, May 27, 1916, p. 1, cols. 3-5?.)

Firemen subsequently determined that the fire had started on the third floor of the east wing of Main Building and had burned for some time before it was discovered. It was believed to have been caused by faulty wiring. From the east wing the fire spread to the central portion when a forty gallon tank of alcohol in the biology laboratory exploded. The east wing and the central portion were almost totally destroyed, and their walls were pulled down when the fire was safely out. The west wing was later determined to be structurally damaged, and it was razed at the same time as the debris from the other two sections was disposed of. (*Penn Chronicle*, May 29, 1916, p. 1, cols. 1-4, continued on p. 2, cols. 1-2, continued on p. 3, cols. 1-2.)

Underinsured, the building itself was valued at $50,000, and the books, equipment, furniture, and other contents were assessed at $25,000 more. In addition, many faculty members lost their personal libraries in the fire, as these were housed in their offices. Insurance coverage on the building and its contents amounted to only $22,000, which would not begin to cover the entire loss, which later figures pushed over the $100,000 mark. (*The Oskaloosa Daily Herald*, May 27, 1916, p. 1, cols. 3-5, continued on p. 6, cols. 3-4.)

Later that day the faculty and the senior classes of the college and Penn Academy met to determine what should be done about the imminent graduations. While all mourned the loss, it was decided that

commencement activities should be carried on. Members of the Board of Trustees also met that day and began the search for temporary quarters for the college's activities. They also appointed Walter Dexter to succeed Williams as business manager for the college. (*Penn Chronicle,* May 29, 1916, p. 1, cols. 1-4, continued on p. 2, cols. 1-2, continued on p. 3, cols. 1-2.) Dexter at the time was a Penn senior, scheduled to graduate in just a few days. Earlier he had led an endowment campaign for the college. Now he worked tirelessly to raise funds, and it "was the courage and determination of young Dexter that led older Friends in the fund-raising for rebuilding." (Cooper, *Whittier,* p. 155.)

Shortly before the fire, the trustees had announced the beginning of another large endowment campaign. The fire, of course, greatly intensified the need for funds, but it also gave a decided impetus to those charged with raising the money--because it provided a visible, concrete need. Soon after the fire, the trustees decided not to increase the immediate goal, which had been set at $400,000. That was considered sufficient to construct at least two new buildings and still provide some surplus for the endowment.

Many supporters announced large pledges to the campaign in the days immediately following the fire. The students voted to raise $50,000 to endow a chair in the English Department; the alumni agreed to raise $100,000 among their ranks. Many professors were actively involved, agreeing to serve as members of teams assigned to visit the constituent Monthly Meetings of the Iowa Yearly Meeting to ask for help. (*The Oskaloosa Daily Herald,* June 7, 1916, p. 1, col. 5, continued on p. 5, col. 2; June 9, 1916, p. 1, col. 1, continued on p. 2, cols. 4-5; and June 12, 1916, p. 5, col. 2.)

Unlike earlier campaigns, however, this one was not restricted primarily to members of the Religious Society of Friends. Citizens of Oskaloosa, who had responded generously to previous campaigns, were asked specifically to raise $150,000 of the total. A public meeting was held, at which the architect's drawing of the proposed building was shown. This tactic engendered a great deal of enthusiasm, and $36,000 was pledged on the spot. Leading the list of contributors was Oskaloosa business man H. L. Spencer, whose family would later give Penn the funds for the chapel named in his honor. On this occasion, he pledged $12,000. The Penn faculty collectively agreed to give $13,000. Other major contributions included $3,000 from W. A. Johnson and $2,500 from A. P. Spencer. (*Ibid.,* June 16, 1916, p. 1, col. 2.) A week later, the Mayor and City Council showed their support for the campaign by proclaiming the second week in July as a time for all Oskaloosa to aid Penn. (*Ibid.,* June 27, 1916, p. 8.)

Although the campaign began well, it may have set too ambitious a goal, for the deadline was August 1, 1916, at midnight. Near the end it was becoming obvious to officials that the goal would not be met, so they combined to make very large pledges, hoping that later subscriptions would cover the amounts. The amount pledged was $36,000 short of the goal, so President Edwards and members of the board of trustees personally subscribed to cover this shortfall. This enabled the college and City to hold a major celebration on August 1, but it contributed to problems later, when this amount could not be covered. (*Ibid.,* August 2, 1916, p. 1, col. 7, continued on p. 4, cols. 4-7.)

A. T. Simmons as College Architect

The weeks following the fire cannot be characterized with any degree of precision for two reasons. First, because insufficient documentation exists to explain them. Second, it is clear that contemporaries were also bewildered by the endless committee meetings, proposals, ideas, and plans, which engulfed college administrators and trustees. During these critical weeks, A. T. Simmons, who had been appointed as college architect on June 10, 1916, emerged as the central figure shaping the reconstruction of Penn College.*

The Penn College Board of Trustees held a series of meetings almost on a daily basis following the fire, to set priorities for rebuilding and planning the financial response to the crisis. Although the college had long-range* building plans, the 1900 and circa 1907 plans envisioned utilizing Main Building. The fire killed these assumptions and raised fundamental questions. Should the college replace Main with one building or multiple buildings? Should the college rebuild on College Avenue? Should the college relocate the campus to the Johnson tract? Finally, how should the college pay for reconstruction?

At a meeting on May 31, 1916, the board decided that three buildings, including a women's dormitory, should be constructed immediately, and that more land must be obtained for the college, on a new site if necessary. The trustees also acknowledged that the fire would affect the current $400,000 fund raising campaign, but they could not immediately predict in what ways these effects would be felt. A committee of three Oskaloosa citizens, representing the community, met with the board to express sympathy to the college for the damage that had occurred and show that the city felt it as a loss suffered by all. (*Ibid.*, June 1, 1916, p. 1, col. 5.)

Other towns in Iowa wanted Penn College. On June 9, for example, the trustees acknowledged several towns had approached the college with proposals to relocate Penn, but the board had "not even discussed" this idea. Instead, it voted to remain in Oskaloosa, but it did consider moving to several new sites within the City. After "much debating and investigation," however, the trustees decided to rebuild on the College Avenue site. (*Ibid.*, June 9, 1916, p. 1, col. 1, continued on p. 2, cols. 4-5.)

On June 10, the trustees announced that they had awarded the contract for rebuilding to A. T. Simmons, architect of Bloomington, Illinois. Simmons had earlier designed the Iowa Yearly Meeting's College Avenue Meeting House, so both he and his work were familiar to Penn College officials, particularly to Dean Stephen Hadley, who had chaired the Yearly Meeting's building

* The rest of this section discusses plans for the development of a new campus for Penn. Because Simmons' concept plan for this campus was transposed from one site to a second site, different terminology is used in this report to distinguish them. "Old-site campus" refers to that location where Main Building was situated. "New-site campus" refers to the location north of the present-day Trueblood Avenue. Each site was a "new campus," and that term is avoided to save confusion.

committee for the earlier project. On the day after the fire, Simmons had telegraphed President Edwards, saying "Just read of your tragedy and loss. Can I be of any assistance?" (Telegraph in William Penn College Archives, May 28, 1916.) The trustees must have contacted Simmons almost immediately, for on June 10 they stated that he had met with them for two days "to plan adequate quarters to house the school." (*The Oskaloosa Daily Herald,* June 10, 1916, p. 6, col. 4.)

The board also emerged from the June 10th meeting with a decision to build two buildings. Each would contain two stories plus basement, and each would measure approximately 175 x 50 feet. They wanted one as a "recitation hall," the other as a "science hall." In addition, a central heating plant was under discussion. Although the "prevalent desire" was to rebuild on the site of the old building, opinions differed on this subject (*Ibid.*, June 10, 1916, p. 6, col. 4.)

A. T. Simmons' professional consultation and recommendations substantially affected these deliberations. First, Simmons prepared a concept plan for the development of the college's physical plant. This plan, which was published in the June 1916 college bulletin (see Figure 15), enabled the college leadership to visualize proposed locations of new college buildings. The plan also showed how these buildings would interact with each other, with other buildings in the neighborhood, and with the other physical characteristics of the site, such as city streets.

Second, Simmons recommended joining the proposed two buildings into one large building (see Figure 16). This big, imposing edifice, situated parallel with College Avenue, would form the northern anchor of the campus.

Third, Simmons proposed construction of two additional buildings, a chapel-music hall and a library-museum.

Fourth, and most important, Simmons' collegiate quadrangle radically transformed the Penn campus from one dominated by the Yale Row plan to one with a powerful sense of place. Simmons sited his new buildings in concert with the College Avenue Meeting House and the gymnasium to form a collegiate quadrangle. This quadrangle featured a large central lawn, sited on an axis with North C Street. Penn Hall, with its massive tower, dominated the quadrangle and formed a terminus for the vista seen from the axis.

Simmons' concept envisioned North C Street as a primary vehicular route to the campus and a visual axis with the central building as its northern terminus. This would guarantee a commanding view as one proceeded north on the street. The quadrangle idea was also introduced as a means of assimilating the existing facilities--the gymnasium, the President's Cottage, the Chautauqua Auditorium, and the College Avenue Meeting House--into the new plan. Penn Boulevard would be laid out as the extension of B Street on the eastern boundary of the campus, but not as a linear street; rather, it would gradually curve off to the northwest side of the campus. College Avenue west of C Street would be vacated and turned into lawns. Simmons' major, multi-use building dominated this campus. (The plan, accompanying text, and architectural drawings were reproduced in *The Oskaloosa Daily Herald,*

July 3, 1916, p. 6, cols. 1-7; and in "The Promised Land," *Penn College Bulletin,* new series 8, no. 1 [June 1916], pp. 1-8.)

College administrators and trustees concurred with Simmons' recommendations. In order to implement Simmons' plan, the trustees asked the Oskaloosa City Council to vacate approximately five hundred feet on the west end of College Avenue, between North C and E Streets. (The only residence that fronted on the blocks in question was the President's Cottage, owned by the College. The gymnasium also fronted on it.) The plan had been discussed with nearby property owners, other residents, and various businessmen, and no significant opposition was voiced, at least at first. Attempts would be made to purchase existing properties to the east of the site on College Avenue. (*The Oskaloosa Daily Herald,* June 19, 1916, p. 3, col. 4.) This is how matters stood in July 1916.

Early in August 1916 the idea of a new-site campus resurfaced. Some trustees expressed a preference for the "old John White property," the tract to the north that had been purchased by the college in 1900 with help from the Johnson brothers. (*Ibid.,* August 5, 1916, p. 6, cols. 5-7.) Simmons traveled to Oskaloosa and met with the trustees to discuss this issue. He presented them a colored rendering of the proposed Penn Hall, showing it built of the same yellow brick and red tile roofing as had been used for the College Avenue Meeting House (see Figure 17). This would give a somewhat united feeling to the area, with similar materials used in the major buildings on both sides of the street. (This drawing now hangs in Wilcox Library.) The upshot of this consultation is not known.

Simmons visited Oskaloosa again on September 26, 1916. Discussions centered on "the location of buildings," so undoubtedly the question of the old-site and the new-site campus was posed (*Penn Chronicle*, October 4, 1916, p. 2, col. 4.)

By October 19, 1916, college trustees heavily favored building on the new-site campus. The only question was that of money. The trustees voted to build on the new-site campus if financing could be obtained. The sum needed for all the desired improvements--the main hall, a women's dormitory, a gymnasium, an athletic field, and the necessary extension of public utilities--was set at an additional $81,000. It was agreed that if friends of the college would provide credit for these improvements, the move would be made. A campaign was then begun to secure signatures for this credit. (*Ibid.,* October 25, 1916, p. 1, col. 3, continued on p. 4, col. 2.)

When the Board of Trustees subsequently learned that the lots in Penn Addition (which had already been sold in the proposed new-site area) could be repurchased for only $3,400, the board voted 20 to 2 to relocate there (November 1, 1916). Only six days later, the general contractor, Arthur H. Neumann Company of Des Moines, began excavating foundations for the new Penn Hall. (*Ibid.,* October 25, 1916, p. 1, col. 3, continued on p. 4, col. 2.) Shortly thereafter, construction began on the Women's Residence Building, the Central Heating Plant, and the gymnasium (which was never completed.)

The influence of the college architect on the Board of Trustees' about-face is not known. Simmons' name is not mentioned in the documents after September 26, 1916.

Simmons and Penn Hall

Penn Hall, the main administrative and classroom building of the college to this day, was planned as a replacement for Main Building. It was built on the north side of Trueblood Avenue, eighty feet to the west of the Women's Residence Building and ninety feet east of the Central Heating Plant. Architect Simmons originally designed Penn Hall for the College Avenue site previously occupied by Main Building. Because this site was located across the street from the College Avenue Meeting House, which he had earlier designed, Simmons' original sketches show Penn as a yellow brick, three-and-a half-story building, with a red-tile roof, a color scheme planned to harmonize with that of the meeting house.

At some point, the decision was made to abandon the yellow brick similar to that used for the College Avenue Meeting House and to construct Simmons' designs in rough, dark red brick, with red tile for the roofs.

Although the construction materials would be the same and details would be similar, there was no way the two buildings could be identical. As Simmons said, "The fact that there is no plan upon which a large three story tower may be drawn, incorporating colonial design, makes this impossible." (Quoted in The *Oskaloosa Daily Herald,* August 8, 1916, p. 3, col. 2.) The centrality of the tower to Simmons' design was thus emphasized even further by his unwillingness to compromise its design to achieve uniformity with his earlier building.

Construction of the building was delayed by the Board of Trustees' vacillation on the selection of a site. When the new campus area on Trueblood Avenue was selected, Penn Hall, designed for the old-campus site, as a massive unit to tie together a campus on the quadrangle plan and as an imposing vista for North C Street, was transferred to a site less suited for these elements.

Delays were also caused by events related to World War I. The military mobilization affected Penn's enrollment, faculty, and finances. Delays on the buildings under construction--Penn, the Women's Residence Building, the Central Heating Plant, and the gymnasium-- were "inevitable." Penn Hall was the least affected, because it was the closest toward completion. When the fall term opened in 1917, the building was usable, but numerous details remained incomplete. Because the Central Heating Plant was also incomplete, Penn Hall was heated by traction engines attached to the steam system. (*Penn College Bulletin,* New Series 9, No. 6, November 1917.)

Penn Hall as constructed is a three and one-half story, red-brick building, with three floors of classrooms, laboratories, and offices. At the time of its construction, Penn Hall "was considered to be a model in college construction architecture." (Watson, *William Penn College,* p. 76) The west wing

houses the natural sciences, the central portion contains the administrative offices, and the east wing holds "Arts and Letters." The roof of Penn Hall once held an astronomical observatory, with a telescope, given by Mr. and Mrs. Willard Swift of Worcester, Massachusetts. (Mattison, "History," p. 7.) Due to the high cost of maintenance of the observatory and the lack of use, it has recently been removed.

During the 1952-1953 school year, the interior of almost every room in the building was repainted by a group of Quaker volunteers. (Watson, *William Penn College*, p. 79.)

The college library was housed on the third floor of the east wing of Penn Hall from the time of its construction, although this use had not been incorporated into the architect's design. Subsequently, Penn Hall began showing adverse effects as a result of this strain. By 1960 the northeast corner of the building "was developing cracks in the masonry in evidence of the strain," and the building had settled about one-half an inch. (*Ibid.*, p. 82) A major goal of the 1963 Penn College fund raising campaign was for funds to erect a building specifically designed as a library. In autumn of 1964, Wilcox Library opened, and Penn Hall subsequently underwent repairs, fitting the former library for reuse. (Robert Pierson interview, June 11, 1992.)

Simmons and the Women's Residence Building

The Women's Residence Building, located to the north of Spencer Memorial Chapel and Trueblood Avenue and on the west side of North Market Street, was later named for Professor Rosa E. Lewis, who was a member of the Penn English Department for forty-seven years and also at times Librarian and Dean of Women.

Employing a "remarkably modern" concept plan, Architect A. T. Simmons did not follow the standard central hall plan for college dormitories in the design of this building. Instead, he developed the idea of individual "cottages," connected only on the lower two floors. The upper floors held two living areas, with each having a central lounge or parlor equipped with a working fireplace, surrounded on three sides with bedrooms that opened off it. Approximately fifteen women live together in each dormitory unit.

These cottages, each with three stories plus basement, are connected by a covered exterior corridor on the first floor. Simmons originally planned for six cottages, but the drawings show a notation in his handwriting that only the four cottages to the south were to be constructed. As planned, the units would form a large letter U backing away from North Market Street, with the opening on the west toward Penn Hall. The two unimplemented units were to be on the north side, running parallel to the two on the south. This would mean that the east side would have four cottages, instead of the three that were built. Simmons' original color rendering of the building, utilizing yellow brick and red roof tiles, now hangs in Wilcox Library. This color scheme shows that Lewis, like Penn Hall, was originally planned for the old-campus site.

Construction was begun in early 1917, after the decision had been made to move to the new-site campus. During construction, temporary tracks were laid in front of the Women's Residence Building to bring in building supplies by train. (Martha Berry Johnson interview, February 7, 1992.) Progress on the dormitory was delayed by war-related shortages and costs, so that it was not ready at the beginning of the fall 1917 term. The women who had planned to room there were housed temporarily in private homes in the area. Most were able to move in at Thanksgiving. This building also housed the college's food service facilities, so initially meals were prepared by college personnel and served in the basement of the Iowa Year Meeting House-College Avenue Friends Church. (*Penn College Bulletin*, New Series 9, no. 6 (November 1917).

Carved above the south entrance is the motto, "The measure of a People is its estimate of Woman." The four cottages were named in honor of four famous women, each of whom represented a different era of Quaker history: Margaret Fell, Elizabeth Fry, Mary Dyer, and Sybil Jones. The Drawing Room, or a formal parlor or lounge, remains in its original location on the first floor of Margaret Fell cottage, in the southwest corner of the facility. This room still boasts the original plaster cast ceiling and walls. For many years the college dining room was located on the first floor of Elizabeth Fry cottage, the unit located on the southeast, along Market Street. When the Atkins Memorial Student Union was built in 1966, the college food services were relocated there, and the old dining hall was refurnished as an informal lounge to serve the entire dormitory. This lounge has a decorated ceiling similar to the formal parlor, but the lower half of the walls here are brick, rather than plaster, and the floor is concrete, as are the hallway floors. The basement of each cottage consists essentially of utility rooms to serve the entire dormitory for storage, laundry, and recreational purposes. Many interior doors contain etched glass panels in their upper portions.

The Quaker women whose names were selected for each of the four cottages represented four distinct eras of Friends' history. Margaret Fell, whose name was given to unit A on the southwest, was an early convert to the sect, who later was recognized as the "Mother of Quakerism." An educated woman of great natural ability, Fell used her gifts to foster the movement. It can perhaps be attributed to her that the Quakers have always stressed the equality of women. After the death of her husband, she later became the wife of movement founder George Fox. Unit B was named for Elizabeth Fry, who represented the Quaker interest in social service. Despite inherited wealth and social standing, she led the movement in England for prison reform. Mary Dyer, the namesake of unit C, was an early immigrant to Boston, where she repeatedly challenged the Puritan establishment, leading to her death by hanging. She became a symbol of the movement for liberty of conscience. Finally, Unit D, the northern-most one, was christened for Sybil Jones, who, with her husband, organized the first foreign mission of an American Yearly Meeting, in Ram Allah, Palestine. (Kelsey, "The New Dormitory.")

Innovative architectural designs sometimes do not withstand the test of time. Many generations of Penn women students have and continue to attest that Simmons' floorplan encourages a home-like atmosphere and bonds of friendship. Volunteer informants during this survey project corroborated this fact. The siting, along a major thoroughfare, however, was perhaps not the best choice for a

dormitory. Over the years, as traffic has increased, the wisdom of the site selection has been called into question, because of present-day noise levels.

Simmons and the Central Heating Plant

Construction on the Central Heating Plant was begun in the spring of 1917, at the same time as work began on the site for the proposed gymnasium. Simmons' plan for this plant employed a very modern concept, planned and constructed at a time when other colleges used individual coal furnaces in each building. A tunnel connected it to Penn Hall and the Women's Residence Building. When Spencer Chapel was later planned and built, the tunnel was extended to it as well. "The tunnel facilitated the care of plumbing and wiring connected with the heating and lighting of the buildings." (Watson, *William Penn College,* p. 77.) More recent campus buildings were also all added to this system, but in recent years they have been given their own boilers. Over the years, the smokestack has been cut down twice, from its original height of 146 feet, to the present 65 feet. Today, Penn Hall, Lewis Hall, Spencer Chapel, and the gymnasium and addition are still heated by this plant.

Simmons and the Unimplemented Gymnasium

Simmons' plan also called for an arched-roof gymnasium with an imposing southern facade, to be placed to the south of the Central Heating Plant along Trueblood Avenue. A contract for its construction was let in the spring of 1917, and the basement was excavated. An athletic field was leveled off and a quarter mile track laid to the west of this site at the same time. Planning called for the gymnasium to open in the fall when Penn Hall, the Women's Residence Building, and the Central Heating Plant were also expected to be completed. (*Penn Chronicle,* May 23, 1917, p. 1, col. 4.)

Materials had been purchased for the building, but the financial decline caused by the drop in enrollment during World War I led to the abandonment of plans to build the gym. When Lewis Pierson, Superintendent of Buildings and Grounds, constructed a home in 1923, he was given permission to use these materials that had been bought for the gym. Many years later, the college's new gymnasium would be built on the site originally selected. Although the design of that building bears some similarity to Simmons' plan, it is much less elaborate in its architectural details, and instead of conforming to the overall harmony of design evident in Penn and Lewis Halls and the Central Heating Plant, it appears as an intrusion.

Landscape Architecture on the New-Site Campus

The landscape architecture of the new campus was planned by Ray F. Weirick (other sources call him Floyd Wyrick). He also gave a series of four lectures at the College Avenue Friends Church during early 1917. His topics included the history of European garden design, the city planning movement,

garden planning in Iowa, and planning for college campuses and towns. (*Penn Chronicle,* January 31, 1917, p. 3?, col. 2.)

The actual planting was done by crews of workers and volunteers, led by Lewis Pierson, Superintendent of Buildings and Grounds. Funds were donated for the hedges and other shrubbery by members of the successive junior classes. (Mattison, "History," pp. 3-4.) The original campus well for the new campus was located about one hundred feet south of the center of Penn Hall. It is no longer in use, nor is it visible today. (Robert Pierson interview, June 11, 1992.)

Architectural Evaluation of the New-Site Campus

Penn College's new-site campus is significant because it stands as an outstanding collection of collegiate buildings influenced by the Prairie School of architecture. This significance is increased because many colleges in America at this time constructed buildings under the influence of the Collegiate Gothic Revival style--far fewer collegiate complexes were constructed under Prairie School influence. The campus layout and many of Penn College's buildings are also significant because they call attention to college architect A. T. Simmons, whose largest opus may be this resource. The new-site campus is additionally significant because it shows how Penn College implemented, over a period of many years, the quadrangle idea, as originally proposed by this architect. At the same time, it should be noted that the new site campus also shows the difficulties of transposing an architectural concept plan from one site to another.

OTHER ARCHITECTURAL DEVELOPMENTS

Chautauqua Auditorium

No longer extant, Chautauqua Auditorium, stood somewhat northeast of Main Building on the old-site Penn College campus. Constructed in 1912, this building was significant because it provided a meeting site in Oskaloosa for the nationally popular Chautauqua educational programs. The building was additionally significant because it called attention to the changing role of Penn College. Sponsored in part by Penn College (President Rosenberger served on the Chautauqua board of directors), the auditorium was a good example of Penn's expanding educational role into the broader Oskaloosa community.

Octagonal in shape, the auditorium featured a steel framework, measured 135 feet in diameter, and had a seating capacity of 3,500 people. The auditorium was also used by both the college and the Iowa Yearly Meeting, and its location made it easily accessible to both. Its size made it particularly useful "for the accommodation of vast crowds of people" who attended the sessions of the Yearly Meeting. (*The Oskaloosa Daily Herald,* August 12, 1913, p. 6, cols. 3-4.)

To build the facility, shares of stock, each costing ten dollars, were sold in the "Oskaloosa Chautauqua" Corporation. This fund raising, which had begun before September 1905, had the support of Penn College, for that institution's president, Absalom Rosenberger served as president of the Chautauqua organization. (Stock certificate now in the collection of Charles A. Russell.) The auditorium was nearing completion in May 1912. (*Penn Chronicle,* May 1912, p. 7, col. 2.)

When it was first built, the auditorium's sides were not enclosed, but plans called for enclosing it later, and historic photographs reveal that this was subsequently done. The contracting firm chosen was Burnham & Ives of Bloomington, Illinois. (*Ibid.,* March 1912, p. 7, cols. 1-2.).

The auditorium remained extant until at least 1927, but the date of its removal is not known. Information about the Chautauqua Auditorium is included here for the sake of comprehensive evaluation of buildings, which have been linked with the Quaker Testimony in Oskaloosa.

Penn College Addition

Penn College Addition to the City of Oskaloosa was originally part of the forty-nine acre tract purchased by Penn College in 1900 for the eventual expansion of the campus. By the 1910s, businessmen on the college's Board of Trustees argued that such a move would require more financing than the college could raise, and they advocated platting the entire tract and selling lots to Penn personnel, Quakers, and others interested in the college. The profits could then be placed into the college endowment to maintain and expand current buildings. Several arguments concerning this plan disrupted the trustees' meetings, but in 1914 the decision to plat the addition was made and announced (see Figure 20). Sales of these lots for residential construction were intended to increase the endowment. (*Penn Chronicle,* January 17, 1917, p. 1, col. 3, continued on p. 2, col. 2, continued on p. 4, cols. 1-2; and January 31, 1917, p. 2, cols.1- 2; "Penn Addition Number," p. 1.)

Only a few lots were sold at this time. At any rate, the 1916 fire threw the trustee's plans into limbo. The 1914 plat was subsequently vacated, and the land was replatted in slightly different fashion in July 1917 (see Figure 20).

The replat of Penn College Addition comprised four city blocks lying adjacent to each other and bounded on the north by Trueblood Avenue, the east by North Market Street, the south by Rosenberger Avenue, and the west by North E Street. Penn Boulevard bisects the plat on the North/South axis. The two eastern blocks are divided by Gurney Street, and the two western ones by Barclay Avenue.

Many of the original purchasers of these lots were Penn faculty members. The first home constructed in the addition was that of Dean William E. and Ethel Rosenberger Berry, at 116 Rosenberger Avenue, in 1925. Some Penn personnel, including Dean Berry and Business Manager Walter Dexter, purchased extra lots to hold as investments. (Martha Berry Johnson interview, February 7, 1992.)

Penn College Addition is significant because it calls attention to the settlement of this section of Oskaloosa as a Quaker neighborhood. Most of the lots in the addition remained unimproved until after World War II. A number of the buildings constructed within the Addition prior to the war provided faculty housing for Penn personnel.

Parsonage

A parsonage for the Oskaloosa Monthly Meeting became a concern at about the same time as the new meeting house was under serious discussion. In September of 1908, at the urging of the Women's Building Association, the meeting began discussing the construction of a parsonage. Penn College's Board of Trustees offered to lease the meeting its lot at the corner of North E Street and College Avenue, but the meeting, through its parsonage building committee, declined. The members preferred purchasing a lot for that purpose. The decision was also made to postpone building a parsonage in favor of constructing the new Iowa Yearly Meeting House-College Avenue Friends Church.

On April 1, 1915, another committee was appointed to see to the construction of the parsonage. The present parsonage lot was purchased for $2,400. The parsonage was constructed at a cost of $3,676.80. Late in December 1915, Rev. Edgar H. Stranahan and his family were able to occupy the residence for the first time ("College Avenue Friends Oskaloosa Monthly Meeting," p. 7.) Since then, it has served continuously as the meeting's parsonage. A previous home on the site apparently was razed. (Personal communication from Patricia Pierce Patterson, April 29, 1992.)

Brick Marker Posts

At present four brick posts remain extant near the Penn College Historic District. One is located on the southwest corner of North Market Street and Trueblood Avenue across from the Southeast Memorial Gateway, another is at the northeast corner of North E Street and College Avenue in front of the President's Cottage, and a pair stand on the southeast and southwest corners of Trueblood Avenue and north E Street. These brick marker posts were probably installed to demarcate a particular area, perhaps the old-site campus and the Penn College Addition. They were put in about the time Penn Hall was constructed according to one local source (Martha Berry Johnson interview, February 7, 1992), and the brick used for these posts is similar to that used in Penn Hall.

Each post is constructed of red brick, topped by concrete, and all are the same height, approximately seven feet. Those on Trueblood Avenue add a unifying element to the campus because they announce its boundaries when approaching from the south and because their red brick relates to so many campus buildings.

These resources require further research and analysis before their significance can be determined.

IV. CONSTRAINTS AND BENEFICENCE: WORLD WAR I AND THE ENSUING YEARS, 1917-1929

INTRODUCTION

World War I had been raging for three years in Europe before the United States entered the conflict. Nevertheless, the full effects of the war on the country were not realized until after its formal entry. Young males were subject to a draft, which, combined with voluntary enlistments, had devastating effects on student enrollment for many small liberal arts colleges such as Penn. Moreover, Quakers, known from their founding for their "Peace Testimony," were subjected to severe tests of faith, as many were forced to choose between the ideals of service to country and adherence to religious belief. As a result, the American Friends Service Committee was founded in 1917, to provide acceptable avenues of alternative service for members of the sect. Many young Quakers chose to follow this course. Due to the severe drop in enrollment and in financial giving because of the resulting recession, the eighteen months that the U.S. would be engaged in the war provided a second severe test for Penn College, still trying to recover from the financial burden caused by the 1916 fire.

In addition, World War I made a profound impact on the architectural evolution of the college campus. Problems were caused by wartime restrictions on some goods and services, resulting in shortages of building supplies and laborers that delayed construction of Penn's new buildings. At the beginning of the 1917 term, none of the new buildings was completed. Gift-giving dried up during the war, leading the college to cancel construction of the new gymnasium and to leave two units of the Women's Residence Building unimplemented. During the post-war period, however, Penn benefited greatly from a return of beneficence. When a prominent member of the Oskaloosa community died, his widow gave Penn the funds to build a magnificent new chapel in his memory. Designed by the Des Moines architectural firm of Proudfoot, Bird & Rawson, Spencer Memorial Chapel proved to be the last major building constructed on the Penn campus until the mid-1950s. The siting of this building imposed a quadrangle feeling onto the campus, an idea which later buildings would supplement.

The end of the war did not immediately bring a return of "normalcy" to Penn, but it did lessen the pressures on the college somewhat. Although the 1920s appeared on the surface to be a "golden age" for Penn, in the long-term, the financial practices of college administrators and trustees laid the groundwork for further trouble.

REPERCUSSIONS OF WORLD WAR I ON PENN COLLEGE

Upon the declaration of war, many thousands of men enlisted in the military. The response of Quakers to the war was mixed because it conflicted with their traditional "Peace Testimony." This

caused much turmoil on all Quaker-affiliated college campuses. At Penn, some students enlisted. Some faculty members felt constrained to accept service in activities conducted by the Y.M.C.A. Those who chose not to get involved were still troubled by the possibility of receiving a draft notice. (Watson, *William Penn College*, p. 166.)

In 1917 a group of Friends in the United States, influenced by earlier efforts of English Quakers, formed the American Friends Service Committee (A.F.S.C.) to offer alternatives to Quakers with sincere religious scruples about warfare. Alternative service as conducted by the A.F.S.C. did not remove one from all physical danger, for many served as ambulance drivers in the thick of the war. It did, however, mean that one would not be forced to carry arms. Many young Quakers would serve in France under the auspices of the A.F.S.C.

The Oskaloosa Monthly Meeting in 1917 had appointed a young Penn graduate as its pastor. Clarence Pickett had previously served a meeting in Toronto, Canada, where he first faced the question of conscription after the Dominion entered the war in 1914. In Oskaloosa, Pickett and his wife Lilly Dale Peckham, also a Penn graduate, led discussion groups of Penn students in their home, and issues of the war were prominent in the conversations. The Picketts counseled those who attended on issues of pacifism, and for this they paid a personal price.

> So great was the feeling in that period against pacifists that the Picketts were victims of their detractors. Their home [the parsonage at 910 North C Street] was painted with yellow crosses and Clarence was tied to a spring wagon and led about the town. Hostility toward their peace stand was so evident that the Picketts even feared for the safety of their children as well as themselves. (Kenworthy, *Living in the Light*, p. 180.)

The opposition only strengthened Pickett in his beliefs, however, and he went on in later years to serve in the A.F.S.C. Clarence Pickett's testimony affected at least one student, L. Willard Reynolds, who later recalled that his own conviction for pacifism was shaped during conversations with Pickett and during classes with Penn history professor Dr. Clarence Case. Reynolds registered as a conscientious objector (C.O.), but was drafted in mid-1918. After spending three months in military camps, he finally was granted a year's furlough to serve in France with the newly-formed A.F.S.C. In later years, Reynolds identified twenty-six other Penn students who also served in A.F.S.C. during the war. (Reynolds, "Looking Back Over the Trail," p. 1.)

Fund raising for most small colleges dried up during the war. Families had few discretionary funds to give to anything other than war-related or relief-related organizations. The loss of students to the military or to alternative service programs also contributed to loss of tuition revenues. These problems were further aggravated by severe war-related inflation, bringing the value of the 1913 dollar down to forty cents by the time of the Armistice in 1918. Quakers were also encouraged to support financially

1889, many members of the academy faculty had associations with the college. Wives and adult children of some faculty taught in the academy. Most of the college faculty members sent their children to the academy. It was not at all unusual for several children from one family to attend concurrently, even if their ages covered a fairly wide range. While the student body was never large, enrollment in the academy began declining around the time of World War I. The simultaneous growth of the American high school movement and the easing of transportation problems with the improvement of roads for automobiles combined to increase the desirability of a city high school education. (Mattison, "History," p. 6.) These proved to be insurmountable obstacles for Penn Academy. As the need for it had decreased considerably, the academy closed its doors for the last time in 1925.

After the cessation of hostilities, a national movement began to honor the memory of those who died in the war. Although the campus response to the war had been divided, Penn students wished to participate in this movement, and commemorate their former classmates who had served in the military during the war. The classes of 1918, 1919, and 1920 presented the two memorial gateways at what were then the southeast and southwest boundaries of the new-site campus. The stones used to construct them came from the foundations of the Spring Creek School, built in 1860, the first Iowa Yearly Meeting House, constructed in 1864, and Main Building, and they included the cornerstone of the latter. (*Ibid.*, p. 4.)

The commemorative tradition then continued at Penn, with the members of each succeeding class making some contribution, usually to the landscape architecture of the campus. For example, Penn Academy graduates of 1919 gave the sun dial, which until recently had been located in front of Penn Hall. This gift symbolized "their loyalty and their faith that Penn would always rightly interpret the need of the times." (Watson, *William Penn College*, pp. 78, 167.) The classes of 1922 and 1923 later donated the large cement "P," which is used for campus pep rallies, bonfires, and other events. An additional block bearing the class numerals is to be added by every freshman class. (Mattison, "History," p. 4.) Other classes have donated benches and pedestrian walks, which reinforce ties between the campus and North Market Street.

THE SPENCER FAMILY GIFT

After the removal to the new-site campus, Penn personnel still maintained close ties to the Oskaloosa Monthly Meeting, where the Quaker administrators, faculty, and students continued to worship in the Iowa Yearly Meeting House-College Avenue Friends Church. The distance of this building from campus, however, now made it much less convenient for the college to utilize that space for its own worship services, meetings, programs, and other events. Although plans had been developed for construction of five additional buildings on the campus including a chapel, the financial strain of erecting Penn Hall, the Women's Residence Building, and the Central Heating Plant made further construction impossible for the foreseeable future. Other "crying needs" were for a new gymnasium and a men's dormitory. These would not be built until 1957 and 1962, respectively.

D. Rawson, formerly of Hallett and Rawson, Architects of Des Moines, and the two firms were consolidated as Proudfoot, Bird & Rawson. This partnership lasted only a brief time, for about 1912, Bird left for Los Angeles, California, but the name of the firm remained unchanged after his departure. (Eckhardt, "Proudfoot and Bird," p. 274.) Subsequently the firm would undergo other personnel and name changes, but this was its styling at the time the architects were retained to design plans for Spencer Memorial Chapel.

The output of the firm, considered "astonishing" in terms of sheer numbers, included 397 buildings from the 1910-1928 period when it was known as Proudfoot, Bird & Rawson. After 1910 the firm's buildings show "a growing preference" for Colonial Revival, Tudor Revival, and Gothic Revival styles. The range of buildings is also impressive, with numerous public buildings, libraries, commercial buildings, and apartment buildings among their opus.

In 1898, Proudfoot and Bird, architects of Des Moines, won the commission to build Schaefer Hall at the University of Iowa. Proudfoot and Bird so pleased the State Board of Education (now the Board of Regents) that they subsequently became its chief architects. Because of this association, Proudfoot and Bird constructed 33 buildings at the University of Iowa, 31 at Iowa State University, nine at the University of Northern Iowa, eight at Simpson College, and several buildings at Grinnell College. (*Ibid.*, pp. 179-180.)

With these collegiate credentials, it is not surprising that Proudfoot, Bird & Rawson was selected to design the new Spencer Memorial Chapel. The lingering question remains why A. T. Simmons, the college's official architect hitherto, was not commissioned. A definitive answer is not possible at this time, although by the early 1920s, Simmons might have ceased his private practice. The Spencer family might also have indicated predilections for the prestigious Iowa firm, as they did for their local Oskaloosa contractor.

SIMMONS' CAMPUS DESIGN AFFIRMED

The quadrangle idea at Penn, first introduced by A. T. Simmons in his 1916 concept plan for the old-site campus, was strengthened in the 1920s by the construction of three new resources, although Simmons himself had nothing to do with them. Spencer Memorial Chapel, the largest of these, provided a major anchor for Simmons' evolving quadrangle. Two memorial gateways provide important landscape architectural elements to accent this plan.

Located at the northwest corner of Trueblood Avenue and North Market Street, the chapel stands in the same relative position to Penn Hall as envisioned by Simmons. With its construction, the Penn quadrangle--formed by four buildings--took shape. (Construction of the new gymnasium in the 1950s completed the quadrangle idea Simmons had envisioned.)

In the early 1920s, two memorial gateways to the new-site campus were constructed. One, the southeast, defines the entrance to the campus at the intersection of Trueblood Avenue and North Market Street and conforms to a corridor of movement envisioned in Simmons' 1916 concept plan. The southwest gateway, which leads into the new-site campus from Trueblood Avenue, also conforms to a corridor as envisioned by Simmons. The gateway on the southeast was constructed of historic building materials, comprising "stone salvaged from the foundations of Spring Creek Institute, the old Yearly Meeting House, and old Main Building." This gateway was provided by the classes of 1918 and 1920 in honor of their classmates who were lost or who served in the war. It is largely symbolic now and seldom used. The gateway directly to its west employed the same building materials and was given by the class of 1919. (Watson, *William Penn College,* p. 78.)

Other improvements to the quadrangle during the 1920s helped further to accent this space. The Penn Academy graduates of 1919 donated a sundial to the college. It was placed on the walkway in front of Penn Hall. (*Ibid.,* p. 78.) Due to repeated acts of vandalism, which damaged the sundial and forced repairs, the college has recently dismantled the dial, although the base still stands. (Marion Rains interview, February 6, 1992.)

While these landscape architectural elements improved the campus, it was the construction of Spencer Memorial Chapel, which marked the age. The Colonial Revival styling of Proudfoot, Bird & Rawsons' chapel strongly relates to that of the Iowa Yearly Meeting-College Avenue Friends Church on North C Street. In terms of scale, architectural influence, portico, and roof configuration, the buildings resemble one another. Perhaps Colonial Revival styling was chosen for the same reason, although traditional Quaker "plain style" is absent from both.

The chapel's design breaks sharply with Simmons' designs for Penn Hall, the Women's Residence Building, and the Central Heating Plant. The chapel's pilasters and portico with its supporting columns and pediment provide a strong feeling of verticality. The feeling of Penn Hall, in contrast, is much more horizontal. The use of similar building materials, however, provides compatibility among these four buildings. These materials include a rough red brick, trim of light colored Bedford limestone, and red tile roofs.

The chapel brick is laid in Flemish bond. Somewhat more expensive than standard bonding, the use of Flemish bond indicates an appreciation of architectural detailing and the commitment to quality. The roof, which boasts a cupola, is covered with red tile. The stately front porch, flanked by tall white columns, faces the City of Oskaloosa to the south. Four side doors, two near the front and two near the rear, also give access to the building. Four large cast concrete plaques, featuring a flowered design, adorn the facades of the building, with two on the east and two on the west side near each corner.

In 1992, a major donation of land was given to the college with the intent of using the income from it to fund a remodeling of Spencer Memorial Chapel. Plans under discussion include an addition on the west end, the installation of access ramps for the handicapped, and the replacement of the auditorium's

seats. To date no firm plans for construction have been announced. (Charles A. Russell interview, January 23, 1992; and Marion Rains interview, February 6, 1992.)

V. TIMES OF TROUBLE: THE GREAT DEPRESSION AND WORLD WAR II, 1929-1945

INTRODUCTION

The stock market crash of 1929 and the ensuing Great Depression hit Penn College hard. The institution was still struggling to pay off debts accrued years before, with the rebuilding necessitated by the fire of 1916 and aggravated by enrollment drops and financial shortages caused by World War I. The ensuing crisis brought Penn College face-to-face with the possibility of collapse. The combined pressures of falling enrollments, operating deficits, the struggle to repay past loans, and the loss of the North Central Association's (N.C.A.) accreditation necessitated a financial restructuring, even to the point of changing the school's name from Penn to William Penn College. Only a united effort by administrators, faculty, students, and creditors enabled the school to survive, albeit in a severely strained fashion. Just as the college seemed to be emerging from the financial crisis of the Great Depression, a second wave of troubles--engendered by the college's response to World War II--hit the troubled institution. That the college survived and went on to grow and eventually thrive can be seen as a tribute to many hard-working people.

In terms of architecture, no period of the college's history is so bleak. No new buildings were constructed during the 1929-1945 period. Because the nation was experiencing the Great Depression as well, no major gifts, either of land or money, were given to the college to help.

THE GREAT DEPRESSION THREATENS PENN'S SURVIVAL

During the Great Depression, all colleges were tested by new strains on financial giving, and each had to devise new methods of fund raising and redefine policies and curricula in response to the new realities. Among the Quaker colleges, only Nebraska Central, which had never been "financially robust," actually closed, but others, including Whittier College, were severely tested. (Cooper, *Whittier*, p. 10.) The following discussion of Penn's particular problems should thus be seen as one example of a much more general phenomenon.

Dr. Linnaeus McCracken assumed the Penn College presidency in 1928 at what appeared to be the high-point of its existence--with a faculty of thirty-six, eight of whom held doctorates, a physical plant among the finest in the State of Iowa, and student enrollment, while slightly down from the height of 1926, still above average and quite satisfactory if that level could be maintained.

McCracken's first act as president was to inaugurate a financial campaign to relieve the economic pressure under which the college had been struggling for some time. He had inherited a shaky financial situation based upon years of struggling to pay debts first incurred during the 1916-1917

abandoned, and the courses that were continued focused heavily on practical applications. Agricultural and secretarial courses were expanded, and teacher training and economics programs remained popular. (Watson, *William Penn College,* p. 96.)

By the middle of March 1931, the college was no longer able to continue operations without endangering its creditors, so it filed a mortgage deed on its entire plant for $65,000 "to protect a number of men who used their credit unsecured to help the school along through its difficulties." The immediate crisis was caused when Des Moines glove manufacturer John H. Cownie requested payment of a note for $30,000. On October 3, 1917, a group of eighteen men had endorsed this note, originally for $75,000, in favor of the college, which obligated itself to repay the amount when it could. Two payments had been made by the college--one in March 1922 for $15,000, and the other in October 1924 for $30,000--and the group of lenders was reduced to eleven. The remaining $30,000 had fallen due in 1928, but Cownie had agreed not to press for settlement because the interest was being paid. Now, in 1931, however, he wanted to be paid, and the college could not come up with the necessary funds. (*The Oskaloosa Daily Herald,* June 26, 1931, p. 1, col. 6.)

Compounding the problem for Penn, this note was only one among many still outstanding in 1931, "numerous" other men having endorsed other notes privately to the college to use as collateral during the intervening years. A few had even "loaned the institution money without security." (*The Oskaloosa Times-Globe,* March 19, 1931, p. 1, col. 7.) All such lenders were included in the security advanced by the college in the trust mortgage.

Even members of the Board of Trustees were not aware of the nature and extent of the crisis. The secretary to Penn's business manager, I. W. Cook (who had held the position since his predecessor's death in the 1916 fire), and then to the college's Acting President H. Clark Bedford (who had replaced McCracken sometime in the spring of 1931) commented on the deepening crisis. In October 1967, she noted:

> Property that had been given to the college for annuities had been mortgaged in order to provide funds for operating expenses. To place the mortgage on the physical plant of the college itself was the last resort.. . .[Bedford] was the one who had to go to these people who had turned their property over to the college in return for a lifetime annuity and tell them that their property was mortgaged and the college had no money to pay them. . . . This was a hard thing to have to do. (Quoted in Watson, *William Penn College,* p. 175.)

Meanwhile, hoping to make a positive contribution, the college faculty met on March 17. They appointed a committee of five of their members to negotiate a solution to the crisis with the Board of Trustees. This committee would have virtually replaced the current administration if the faculty's plan had been accepted. As proposed, the committee would authorize all future expenditures from the

sustaining fund and from materials donated to the college to maintain dormitory services. For the rest of the semester, the committee would buy supplies and pay faculty salaries. (Watson, *William Penn College*, pp. 171-172.)

Such a plan was never implemented, but its existence shows the depth of concern on the part of the faculty, the extent to which they were willing to become actively involved in finding solutions, the degree of dissatisfaction the faculty felt with the administration and trustees in allowing the situation to deteriorate so badly, and displeasure with being left in the dark. Subsequently during the crisis the faculty would offer other plans for recovery, but the details of these later efforts have not been discovered. In any case, these repeated interventions by the faculty reveal a deep-seated disgust with the practices that had prevailed for so many years at Penn.

Student groups also tried to help. On March 19, the residents of the Women's Residence Building offered to share their space with any faculty members who cared to move into the dormitory, in "appreciation of what the Faculty is undertaking to do for them." That same day, the dining room waitresses offered, if there was no money to pay them, to give their services as a contribution to the college. (*Ibid.*, p. 172.)

Upon the announcement of the assumption of the mortgage, the faculty voted to continue teaching until the end of the semester, so that the students could finish the year. Other college employees did the same. At that time, it was unclear whether employee contracts, as labor claims, would receive preference in repaying the college's debts. The Board of Trustees attempted to pay a percentage of all other claims, so that no creditor of any sort would lose all of the investment, but it seemed likely that preference would have to be given to those areas needed to keep the dormitory and dining facilities open for the boarding students. (*The Oskaloosa Times-Globe*, March 19, 1931, p. 1, col. 7.)

The immediate goal was set to raise $6,000 to keep the college open until the end of the term. Local committees of businessmen formed to help raise that sum, and they were aided considerably by the favorable coverage Penn was receiving in the local newspapers. No one in Oskaloosa wanted the college to fail. On March 26, it was announced that $4,000 had been raised toward the goal, and the faculty had voluntarily agreed to teach without compensation for the rest of the school year. (*The Oskaloosa Times-Globe*, March 26, 1931, p. 1, col. 5.)

The faculty met again on March 23, and asked that the Board of Trustees announce as soon as possible whether the intention was to close the college during that semester or the following year. They justified the request by pointing out that if the school were to close, both students and faculty would need time to find other places to study or work. The faculty "believe that even if it seems best to announce the closing of the college, such an announcement should be made soon, that the tension on the campus may be relieved so that students and faculty may better perform their tasks." They also asked that their pledges to the sustaining fund be made contingent for payment upon the receipt of their full salaries. (Watson, *William Penn College*, p. 173.)

On April 1, the faculty again wrote the trustees, deploring in the strongest terms the possible closing of the college, and emphasizing its importance to the Oskaloosa Monthly Meeting, the Iowa Yearly Meeting, and the City of Oskaloosa, as well as its alumni and students. Again, the faculty offered another plan to work with the trustees to resolve the crisis. (*Ibid.*, pp. 173-174.)

On April 13, 1931, a mass meeting of Friends from the Iowa Yearly Meeting took place in Oskaloosa. Participants included its executive committee, representatives from all of the Quarterly Meetings in the Yearly Meeting and the American Religious Society of Friends, and approximately two hundred others, many of whom were Penn alumni. The meeting was slated to decide if it was feasible and possible to secure a sustaining fund of $30,000 per year for the next few years, to ensure the college's existence. Acting President Bedford had announced that the college would need a "complete reorganization of the business methods and policies of administration," and $90,000 to repay its uninsured creditors, in addition to the requested $30,000 per year sustaining fund. (*The Oskaloosa Times-Globe,* April 2, 1931, p. 1, col. 7.)

At the meeting it was agreed that Penn College had to continue. A goal higher than that proposed by Bedford was set: to raise $100,000 annually for five years. This amount would be sufficient to retire all of the college's debt and provide $300,000 for the endowment. Also at the meeting, sixty contributors pledged one-fifth of the current year's total goal. It was also announced that the college's Board of Trustees had been reorganized, and it was felt that the changes placed "responsibility for the college welfare upon the board." The three newly appointed members of the reorganized finance committee would take charge of all funds raised in the campaign. Bedford also announced his agreement to assume the presidency if the financial goals could be met. (*The Oskaloosa Times-Globe,* April 16, 1931, p. 1, col. 7.)

Upon Bedford's appointment as acting president, Dr. William E. Berry, long-time registrar and professor of Greek and Latin, was appointed to succeed Bedford as Dean of the College. Berry had earlier chaired the Campaign for One Million Dollars, and he now assumed the responsibility of traveling around the country trying to raise funds for the institution. One of his first meetings was with fellow-Iowa Quaker, President Herbert Hoover, who agreed to ask Secretary of the Interior Wilbur to see if aid for Penn might be available from that department. Berry also met with influential Philadelphia Friends, who expressed concerns about the tone of the campaign. They expressed willingness to donate "providing we go forward because we must, and not because we get $100,000." (*The Oskaloosa Times-Globe,* May 7, 1931, p. 1, col. 1.)

Berry also expressed the first public warning that all might not go smoothly for Penn, when he subsequently reported that Friends in the East believed it would be possible to reach the stated financial goal, "but it will take time." In other words, Penn officials should not try to set artificial deadlines and expect those who lived far away to respond immediately. At the same time, members of other Yearly Meetings were offering help to the beleaguered institution. For example, former Albia, Iowa, resident John D. Elder, now a millionaire inventor and financier and member of the Baltimore Yearly Meeting, volunteered to travel to Penn at his own expense and prepare a financial assessment

and plan for the reorganization of the business side of the college. Bedford graciously accepted this offer, and Elder helped draft the plan that was soon accepted by the Trustees. (*The Oskaloosa Daily Herald,* May 8, 1931, p. 9, col. 5.) On June 26, the college announced it had finally paid off the Cownie note, removing one of its largest debts. (*Ibid.*, June 26, 1931, p. 1, col. 6.)

During the Great Depression, the Oskaloosa Monthly Meeting experienced financial problems of its own, which compounded the situation for Penn College. As the pastor noted at the end of his 1932-1933 yearly report,

> An already exacting situation for many of our members was further complicated by the closing of the Oskaloosa National Bank, tying up several hundred dollars of church funds besides the personal accounts of many individuals. By virtue of various economies and the loyalty of many individuals we have completed the year with a surprisingly small deficit. ("College Avenue Friends Oskaloosa Monthly Meeting," p. 17.)

The financial crisis had an impact on other things, as well. Some members, for example, could not attend meetings because they had no money to operate their automobiles. The church budget was cut to $2,000 for the 1933-1934 year; nine years previously it had totaled $8,230. (*Ibid.*, p. 17.)

With the Great Depression affecting most of the nation, students were, of course, having a difficult time meeting tuition payments. During this period the college agreed to accept payment in kind rather than cash, and students from farm families often paid with food stuffs or other goods. Women from the Oskaloosa Monthly Meeting met once a month to can and preserve the foods that had been received, and these were then served in meals prepared in the college dining hall. One student's father paid her bills with loads of hay, which were then fed to the college's dairy livestock. (Mildred Hinshaw Rains interview, April 28, 1992.)

The college also implemented a student work plan, allowing each student $67.50 credit at the beginning of each term, to be repaid by working on specified, supervised tasks at twenty-five cents per hour. Jobs were available in the buildings and grounds department, the heating plant, the dormitory, the meal preparation and serving unit, the library, the farm and livestock operations, the garden and fruit-raising unit, and secretarial services. (Watson, *William Penn College,* pp. 178-179.)

Help came from other sources as well. Beginning in 1930, the Carnegie Foundation, for example, gave Penn College a gift of $2,000 per year for five years to purchase books for the college library. (Mattison, "History," p. 6.) The following year the college received another substantial gift for its library from another Quaker institution, Swarthmore College. A collection of 750 volumes, including some rare books from the colonial period, were donated from the Swarthmore Library because it had duplicates of each already in its own collection. Most of the books dealt with topics related to the history or theology of the Religious Society of Friends, so a fellow Quaker institution of higher

education seemed the perfect recipient of such a gift. (*The Oskaloosa Times-Globe,* March 19, 1931, p. 1, col. 2.)

Many of the faculty faced difficult personal choices during this period. A number of them chose to live in the Women's Residence Building when the college offered them this option. During the latter part of the spring 1931 semester, most of the faculty were eating all meals in the dormitory dining hall, because the college had agreed to assume this obligation in lieu of part of their salaries. During the first week of May 1931, the faculty and other employees also received their first paychecks since January 1, 1931, but they contained only ten percent of one month's salary. One student at the time remembers today that if the faculty received one hundred dollars a month then, they considered themselves "well off." (*Ibid.,* May 7, 1931, p. 1, col. 1; and Mildred Hinshaw Rains speech of April 26, 1992.)

Although the faculty had agreed to remain until the end of the spring term, not all could endure such hardships over the time it would take to restore the college to financial health. Some faculty members, such as Dean Berry, decided to move on. He became a professor of religion at Earlham College in 1936. The opportunity to serve another Quaker school made the hard decision to leave Penn more palatable to the family. Both he and his wife, Ethel Rosenberger Berry, had served for many years at Penn. (Martha Berry Johnson interview, February 7, 1992.)

FROM PENN TO WILLIAM PENN

Despite the ambitious goals and the auspicious start of the fund raising campaign, the college faced a difficult task asking people to give generously during the depths of the Great Depression. Many also resented being asked to give when the debts had been accumulated during prosperous times. Some creditors secured judgments in the courts against the college, and, although some board members used their personal funds to try to stave off collapse, the effort proved to be insufficient.

The administration and trustees soon came to realize that, unless a settlement could be reached with the college's creditors, the institution faced bankruptcy. Three members of the Board of Trustees, J. W. Williams, J. Walter Eves, and Charles O. Whitely (who was also the Iowa Yearly Meeting Superintendent), traveled extensively, holding meetings with creditors and trying to arrange a settlement. Most creditors were sympathetic with the college and desired to see it continue, but they also felt the danger of foreclosure had to be met. (Watson, *William Penn College,* p. 176.)

To do this, legal counsel advised the college to file for protection and claim immunity from past debts. This occurred when the new "Articles of Incorporation" were executed on March 21, 1933. As a further insurance, the college's name was changed from Penn College to William Penn College on June 5, 1933. These actions enabled the school to use current income to pay newly accruing expenses rather than old debts. A further legal document dated June 5, 1934, assured that all of the business of the former Penn College would be assumed by William Penn College. (*Ibid.,* p. 177.)

Reorganization was a difficult decision, but it enjoyed widespread support. Before the final decision was made, the faculty approved a motion of commendation for President Bedford and the course of action he had followed. They also noted that the process of reorganization might require changes in the size of the faculty, and that many of them might not be reappointed. While refusing to resign en masse, they requested that decisions about reappointments receive the highest priority, so that those who were not retained could quickly begin to seek new jobs. (*Ibid.*, pp. 177-178.)

The strains of the financial crisis caused the Penn presidency to change hands frequently during this period. As already noted, McCracken resigned sometime early in 1931. His successor, Bedford, stayed only three years, from 1931 to 1934, leaving soon after the college was reorganized. Benjamin F. Andrews, the president of the Board of Trustees, was made acting president for the 1934-1935 school year. He was succeeded in turn by H. Randolph Pyle, who remained as president for only one year. In 1936, perhaps in desperation for a proven leader with a high level of commitment to Penn, the trustees asked former president H. Edwin McGrew to return. He agreed, and his second administration lasted until 1942. Ending the period, Erroll T. Elliott served as president from 1942 to 1944. (*Ibid.*, pp. 289-294.) Because none of these terms lasted for more than a few years, it is difficult to assess the impact of each administration individually. Clearly each man was preoccupied with financial concerns. After the 1934 reorganization, the college struggled on, as did the rest of the nation. The Great Depression ended only with the beginning of a second world-wide conflagration.

WORLD WAR II AFFECTS THE COLLEGE

The 1940s introduced new challenges for William Penn faculty and students. A second World War again raised old questions about the "Peace Testimony" in times of national struggle and global warfare. Among the new courses introduced at this time were two that directly faced this concern: "International Anarchy and World Organization" and "Peace in the Making." (*Ibid.*, p. 97.)

As had happened earlier during World War I, student enrollment dropped dramatically with the coming of war. One of Bruce Palmer's most vivid recollections of the 1944-1945 school year was that there were "14 guys and 100 women enrolled." ("Recollections," William Penn College Reunion, May 1989, n. p.) (Actually Palmer's recollection proved a little high. Enrollment figures averaged ninety-five students for this year, according to President Cecil E. Hinshaw's annual report.) The number of women dropped, as well, because of increased demand for women to take up jobs in the work place sacrificed by men called up for military duty. This drop was offset somewhat, however, by a thirty-eight percent increase in enrollment for the summer session, due in some measure to the State of Iowa's changing requirements for teacher certification. (Hinshaw, "President's Report, August 21, 1945," n. p.) Regardless of the exact figures, however, the sharply declining number of students could only have an adverse affect on the campus.

When the decline in enrollment was coupled with renewed controversy over the role of Quakers during times of warfare and the appropriateness of alternative service, it becomes understandable that

the college would face harder times. At this time, Friends still constituted about seventy percent of the student body at William Penn. The Cecil E. Hinshaw administration adopted a policy to actively promote the traditional Quaker "Peace Testimony." Hinshaw counseled students on their options regarding conscientious objector status, but he made it clear he personally favored non-registration for the draft, in preference to C.O. status. During the war, at least eight William Penn students were sentenced to prison terms by federal judges for failure to comply with the Selective Service Law. (File of Newspaper Clippings, collection of Mary Palmer.)

The question of military service also affected some of the faculty. Albert Moorman, professor of biology, was sentenced to three years of imprisonment for failure to comply with the Selective Service Law. His sentence was subsequently paroled by the judge when Moorman agreed to serve with the American Friends Service Committee. When Moorman left for India to perform this work, the college granted him a leave of absence, and replaced him temporarily with an Afro-American professor, Madeline Clarke Forman. This appointment would subsequently cause much controversy within the college and Oskaloosa community. (Hinshaw, "President's Report, August 21, 1945," n. p.)

As had happened earlier in World War I, the Oskaloosa Monthly Meeting again gave its support to those Friends who could not serve in the military for reasons of conscience. The A.F.S.C. was again authorized to set up projects for alternative service. The Oskaloosa pastor asked the membership to support this expression of pacifism with "sacrificial giving." By June 1940 three Penn students were working for the A.F.S.C., and the meeting had raised $900 for the organization. Other Friends who refused to register for the draft were encouraged and supported by the meeting during their subsequent legal difficulties. ("College Avenue Friends Oskaloosa Monthly Meeting," pp. 17-18.) Also as had happened in the First World War, the Oskaloosa Monthly Meeting suffered for its convictions. Someone smeared yellow paint on the parsonage "a time or two" during this war. (Oral history interview with Willard Reynolds, American Friends Service Committee, March 11, 1989, p. 8.)

In terms of the "Peace Testimony," the end of the war did not bring much change--the efforts of the Monthly Meeting in support of pacifism continued during the late 1940s and into the post-war period. Support for the newly-established United Nations, for example, could be found among members of the Oskaloosa Monthly Meeting. ("College Avenue Friends Oskaloosa Monthly Meeting," p. 18.) In most other respects, however, the end of World War II inaugurated entirely new ideas and procedures. For William Penn College, the post-1945 period incorporated many significant changes.

Financial needs clearly existed, but the college faced two major hurdles during this period that caused funds to evaporate and that threatened the very continuance of the institution. First was the Great Depression. During this period, most construction projects had some sort of government funding. Institutions such as colleges found no surplus funds available for major construction projects. At Penn the problems caused by the Great Depression were heightened because it still carried large debts from the rebuilding of the campus in 1917. The collapse of the Mahaska County National Bank contributed to and exacerbated Penn's own problems. During the Great Depression, the most pressing need was for money for continuing operations.

The Depression ended only with the involvement of the nation in World War II. The massive mobilization of troops required an unprecedented commitment of resources to feed, finance, and successfully conduct the war effort. No spare funds could be found to invest in non-military construction. At Penn, the situation was worsened by the Quaker's emphasis on the "Peace Testimony," which prevented the solicitation and acceptance of government funds for programs such as the training of troops.

Private giving to the college did continue during both of these crises, of course, and new and continuing fund raising campaigns were conducted. But critical needs for operating expenses were barely being maintained by incoming contributions. Major benefactors such as the members of the Spencer family hoped that their gifts to the college would serve as good examples and encourage more giving. While this may have been true to a certain extent, private gifts never came close to meeting the needs of the college during this period.

ARCHITECTURAL AND LANDSCAPE ARCHITECTURAL DEVELOPMENTS

Penn College was unable to construct any new buildings during the 1929-1945 period. There were several reasons for this, but they all involved the lack of financial resources. In the mid-1920s, Penn had completed work on Spencer Memorial Chapel. A master plan for the campus still called for the completion of the gymnasium designed by Architect A. T. Simmons, but work on the site had halted long before and the building materials that had been purchased had been given to Buildings and Grounds Superintendent Lewis Pierson, to use for a home he was building. Students were still using the first gymnasium on College Avenue. Other needs frequently expressed were for a men's dormitory and a library. (No plans for such facilities have been discovered to date.) Major structural repair work on the principal buildings was also delayed, especially the correction of stresses caused to Penn Hall by housing the library on the east end of the third floor.

VI. WILLIAM PENN COLLEGE IN A NEW WORLD, 1945-PRESENT

INTRODUCTION

Not only William Penn College, but the world itself faced an entirely new era at the close of World War II. Much had changed, and every college seemed to be reevaluating its role in this new environment. The return of large numbers of soldiers, backed by the federal government with large sums of financial aid under the G.I. Bill, led to skyrocketing enrollment figures at many colleges. This resulted in a new era of competition for students and corresponding demands on both the curricula and the physical plant after they had enrolled.

For William Penn College, these opportunities gave the institution a new lease on life. The college had faced a series of crises beginning with the 1916 fire and continuing through World War I, the Great Depression, and World War II. With peace, however, came another period of turmoil, as William Penn's President, Cecil E. Hinshaw inaugurated a period of profound change, challenging the college and the community to live up to certain Quaker ideals. It soon became apparent that many did not agree with Hinshaw's interpretation and vision for the college, and William Penn once again faced a crisis that threatened its survival. Following Hinshaw's 1949 resignation, the college began a long process of reconciliation with its own alumni, the Iowa Yearly Meeting, and the Oskaloosa community.

Expanding enrollment placed severe strains on the architectural resources of a campus that had seen no new building construction since the early 1920s. An ambitious building program began in the early 1950s, with the hope, eventually realized, that enrollment would continue to increase and that programs and financial resources would be found to meet the needs. In terms of new construction, no period obtains more significance for the college than this one; however, all of the new buildings fall within the fifty-year cut-off date of the National Register. In fact, more new buildings were built in the post-World War II period than had been constructed in all the previous history of the college. These buildings were sited to enhance the quadrangle idea, first introduced in 1917 by Architect A. T. Simmons. New campus plans creatively utilized the Peasley gift tract of land for expansion, while part of the tract was subsequently platted as the College Heights Subdivision, and lots were sold off to raise funds.

THE HINSHAW PRESIDENCY AND THE CHALLENGES OF THE LATE 1940S

In 1944, Cecil E. Hinshaw was selected to succeed Erroll T. Elliott, whose 1942-1944 presidency of William Penn had been dominated by World War II. Elliott later described his administration as "chiefly a holding operation." (Watson, *William Penn College*, p. 293.) In 1944 with the end of the war approaching, everyone seemed to believe William Penn was heading into a new era. New

problems arose for the college, though, when it quickly became apparent that not all elements approved of Hinshaw's vision of what this new era should be.

Central to the controversy were Hinshaw's policies on pacifism and racial equality. Unfortunately, he tried to implement his beliefs at a time of great hardship for all colleges, when enrollment figures reached new lows and financial giving dried up because of World War II. In the best of times, his policies might have been given more of a hearing by the community, but in times of great trouble, they only increased the sense of unbearable pressure. The crisis ended only when Hinshaw abruptly resigned under pressure in March 1949.

Until very recently this period of conflict has suffered from a lack of objective analysis. S. Arthur Watson, for example, writing an official history of the college in 1971, alluded briefly to the controversy without explaining what happened. By passing over the episode entirely, he fails to evaluate a significant period of change for the institution. His account raises more questions than it answers. According to Watson:

> With the continuing tensions and pressures of war influencing every phase of thought and action, college procedures were subject to constant observation and criticism. To seek a quick solution to social problems, with which Quakers had struggled since the beginning of their history and on which they had had much influence on the trend of public opinion, was an ambitious but questionable method of procedure. The campus innovations used to promote the ideal of racial equality and peace resulted in reactions of antagonism rather than support. This was especially true in the local community of Oskaloosa where the college is located. So, during the latter half of the decade of the 1940's the college became alienated in large measure from the community which had invested heavily in its development. Also, much of the Yearly Meeting membership, as well as alumni, "wrote off the College" as far as their interest and support were concerned. (*Ibid.*, p. 98.)

Following his appointment, Hinshaw began introducing new methods and procedures that "diverged sharply from those of earlier years." (*Ibid.*, p. 98.) As a former Quaker minister, Hinshaw took to heart the traditional Quaker emphasis on the "Peace Testimony." The controversy surrounding Hinshaw became more intense as he actively recruited students and faculty who opposed the war. Returning veterans who wanted to go to college did not appreciate the atmosphere at William Penn, and possible funds under the G.I. Bill were lost when these students enrolled elsewhere. Hinshaw also stopped the practice of granting athletic scholarships. When the teams began losing games, this policy was blamed. Some members of the Iowa Yearly Meeting, which espouses the "pastoral" system of church service, were incensed when Hinshaw, a conservative Quaker, encouraged the college to hold silent meetings. (File of Newspaper Clippings, collection of Mary Palmer.)

Among the most severely criticized of Hinshaw's actions were his recruitment of students of various races and his appointment of an Afro-American, Madeline Clarke Forman, as a professor of biology.

When Pauline Hinshaw, wife of the college president, took Forman to a meeting of the Oskaloosa Women's Club, the extent of community disapproval became apparent. Forman and the Hinshaws refused to bow to the pressure, and Forman remained on the faculty for the rest of the year, although she did move into an apartment on campus. (Gara, "A Time to Heal," p. 20.)

Not everyone disapproved of Hinshaw and his policies. Only in recent years, however, has the Hinshaw presidency begun to receive some favorable recognition. A reunion of alumni from the 1943-1949 period was held in 1989, and stories from some of those students of different racial backgrounds who were actively recruited by Hinshaw were recounted then. Kazuko Terada Arakaki, for instance, was a young Nisei woman, who left her family behind in a relocation camp in Wyoming when she first enrolled at William Penn. Her gratitude for the acceptance she felt there in the 1940s was expressed when she donated to the college one half of the money that came to her as compensation for the time she had spent in those camps. (*Ibid.*, p. 20.)

Among the other students at the time, support has also been voiced for Hinshaw. For the reunion, members of the classes from the 1940s wrote brief sketches, which were then compiled in a loose-leaf manual as a keepsake. Five of the twenty-two students who contributed recollections specifically listed Hinshaw as one of the people who "most influenced" their lives. Other favorable comments are recorded in this collection. Lenna Mae Goodson Gara, for example, stated, "I will always remember the close, family atmosphere at Penn in the years of Cecil Hinshaw's administration." This spirit was amplified by Winnette Williamson Nielsen, who stated,

> I feel it was a privilege to have attended William Penn at the time Cecil Hinshaw was president. They were stormy years for the college, but I believe Cecil Hinshaw was a man of vision "ahead of his time," and I learned much about a variety of people being in that small group of many faceted students and faculty. ("Recollections," William Penn College Reunion, May 1989, n. p.)

A significant achievement of Hinshaw's presidency was the major expansion of the campus with the acquisition of a large tract of land on the east side of North Market Street. In the 1940s the college received $47,000 from Ella Wilcox Peasley, in memory of her late husband, Samuel C. Peasley, who had attended Penn in 1881-1882. Mr. and Mrs. Peasley, of Long Beach, California, were also major benefactors of Whittier College. (Cooper, *Whittier*, pp. 188, 300.) Ella Peasley, an artist, was particularly interested in Christian education, and in 1943 she had given Penn $5,000 to establish a student loan fund. Part of the money from her large bequest was used in 1945 to purchase the Ernest H. and Jennie Gibbs House, known historically as "The Elms," which was refurnished and redecorated for use as a men's dormitory, and renamed Peasley Hall in memory of S. C. Peasley. (Mattison, "History," p. 7; Scrapbook Collection, William Penn College Archives.) The house, which had stood vacant for many years before the college purchased it, has subsequently been renamed again, and is now known as Griffith Hall. It currently houses the Music Department offices,

practice rooms, and classrooms. This building was listed in the National Register of Historic Places in 1991, as the E. H. Gibbs House.

Other funds from the Peasley gift were used in 1947 to purchase a three-hundred-acre dairy farm, located adjacent to the college on the east side of North Market Street. Renamed the Peasley Farm, the college continued to cooperatively lease it for a number of years. The acquisition of this property enabled the college to plan for a much-needed expansion. It also gave the college a valuable tract that could gradually be sold off in lots to provide steady income. From the eastern portion of this tract the college gave "ten acres of choice location" to the City of Oskaloosa to provide a building site for the new Oskaloosa high school, which opened in 1960. This gift was intended to thank the city for its support over the years and to further heal the rift created during the late 1940s. To further facilitate the construction of the high school, the college platted an additional twenty acres of the tract in residential lots as College Heights Subdivision. The income from these sales was donated for the high school. The "two educational institutions strengthened each other in serving the needs of the community." (Watson, *William Penn College,* pp. 78-79.) This arrangement was the first in a series of agreements between the college and the high school. They have also cooperatively shared the use of the college gymnasium in the years since the construction of the high school. (Charles A. Russell and Marion Rains interviews, January 23, 1992.)

The dairy was abandoned when the College Heights subdivision was laid out, but one avenue in the subdivision was named Peasley to continue the recognition of the gift. Fifteen acre of the tract were reserved for the college's proposed expansion. Part of the Peasley Farm operations were continued "as an auxiliary enterprise, . . . devoted to crop production." Additionally, a wooded tract of twenty-six acres was reserved for the Natural Science Department's use as an outdoor laboratory, and the Physical Education Department located its cross country track trails there. (Watson, *William Penn College,* pp. 80-81.)

Despite this major acquisition, any objective observer has to acknowledge that the Hinshaw period hurt the college in terms of support from its traditional bases--the Iowa Yearly Meeting and the Oskaloosa community. Hinshaw submitted his resignation to take effect in June 1949. Before that time, however, an event occurred that precipitated Hinshaw's abrupt departure in March. He attempted and failed to remake the college's Board of Trustees to weaken the control of the Iowa Yearly Meeting. Hinshaw had collected pledges for $10,000 from some of his supporters that were contingent on a restructuring of the board. Of the thirty trustees, fifteen, or half of the total, were appointed directly by the Iowa Yearly Meeting, but under Hinshaw's plan, this number would be reduced to nine. On March 19, 1949, the Trustees defeated the proposal by a 14-9 vote, thereby sacrificing the $10,000. (File of Newspaper Clippings, collection of Mary Palmer.)

Hinshaw then asked that his resignation take effect at once, which the trustees approved. Following his resignation, a number of Hinshaw's Penn supporters followed his lead. Jay Newlin, the chairman of the Trustees' finance committee resigned, as did the chairman of the board, Warren Cadwallader, although in the latter case the reason given was poor health. Eight faculty members or administrators

also threatened to quit, and five of them actually did so. Many community leaders, however, welcomed the change in leadership. The Albia, Iowa, *Monroe County News,* for example, ran an editorial on April 4, 1949, that applauded the departure of Hinshaw from the region. The lead sentence proclaimed, "Neither Oskaloosa, nor Albia, nor the rest of Iowa will be embarrassed by Penn College any more." (Reprinted in Gara, "A Time to Heal," p. 21.)

RECONCILIATION

The William Penn Board of Trustees quickly selected long-time Professor of Chemistry Forrester C. Stanley to succeed Hinshaw as president. Unfortunately, however, Stanley suddenly died of a heart attack on November 5, 1949, and his death created another severe shock wave for the college community. Following Stanley's death, the Board of Trustees appointed Charles S. Ball as his successor. Ball had been a pastor and teacher, and had served for four years as president of Friends Bible College in Haviland, Kansas. (Watson, *William Penn College,* pp. 295-296.)

The college began the reconciliation process by seeking reaccreditation from the North Central Association, which became a major initiative of the first few years of Ball's administration. The N.C.A. had initiated a new stress on programs of "general education" during the late 1940s. The college responded positively to this, and, under the leadership of Dean Wendell G. Farr, began developing a "core curriculum" for its students based on certain areas of knowledge that it was believed all students should acquire. In terms of curriculum development, though, this meant the college was returning to its general program favored during its early years. Subjects which had been first departmentalized in the Rosenberger years, were now combined again into large units. Biology, Chemistry, and Physics, for example, were reunited as the Natural Sciences. Six basic areas of knowledge were identified--the physical sciences; the natural sciences; social and economic institutions; the history of civilization; fine art and music; and religion and philosophy. (*Ibid.,* p. 99.)

Although the 1950s were a period of struggle for the college, with the enrollment reaching its lowest level ever during the Korean War, the college's prospects for the future then began to show improvement. The emphasis on curriculum change and rebuilding led to a gradual rapprochement between William Penn and the Iowa Yearly Meeting. Reconciliation with the Oskaloosa community followed. Peace with its own alumni was finally reestablished, and the reunion of the classes of the 1940s, mentioned above, was a significant event in this process. Reaccreditation by the N.C.A. in 1960 both aided and complemented this process. (*Ibid.,* p. 100.) Following this, the college actively sought to reach the standards for teacher preparation endorsed by the National Council for Accrediting Teacher Education (N.C.A.T.E.), which was achieved with membership in this group in 1965. (*Ibid.,* p. 103.)

Support for Penn College was again evidenced in the Oskaloosa Monthly Meeting. The 1964-1965 report on the "Spiritual Condition" of the Meeting, for example, reads in part:

> We have been constantly aware of our challenge in serving Penn College, part of our community. Thirty-eight members of our meeting are here because of their contact with the College, as faculty, staff, or family members of those working in these direct positions. Six members were enrolled in Penn. The annual reception and vesper service directed by the Meeting were followed by a foster parent plan in which members continued contact with all Friends students at Penn throughout the year. Reciprocal sharing has enriched our lives. ("College Avenue Friends Oskaloosa Monthly Meeting," p. 21.)

The Iowa Yearly Meeting and the Oskaloosa Monthly Meeting continue to maintain viable partnerships with William Penn College today. After the Yearly Meeting gave title to the Iowa Yearly Meeting House-College Avenue Friends Church to the Oskaloosa Monthly Meeting in the late 1960s, it began holding its sessions on the Penn campus.

UNPRECEDENTED GROWTH, EXPANSION, AND FURTHER CAMPUS PLANNING

By the early 1960s, William Penn College looked significantly different than it had just a decade before. Enrollment had grown and stabilized, with significant numbers of students coming from non-traditional groups, especially older, married women returning to college after raising their children. Architecturally, the campus had begun an ambitious building program designed to catch-up with this growth and expand facilities that had seen few additions or changes since the mid-1920s.

In 1963 an ambitious building program was planned, and a financial campaign to realize it was begun. The focus of the campaign was the construction of the proposed new library and an additional Industrial Arts Building. In addition, funds were sought for major renovations of existing facilities, especially to repaint and weatherproof Penn and Lewis Halls, to rewire all of the older buildings to improve the lighting, to renew the plumbing facilities, to add a new boiler to the Central Heating Plant, to redecorate and refurnish some rooms in the major buildings, and to air-condition the administrative offices. Further suggested improvements included rebuilding the Kilgen organ in Spencer Memorial Chapel and building new tennis courts. Finally, the college planned to widen Trueblood Avenue, thus improving access to the campus and enhancing the college's vista. (Watson, *William Penn College,* p. 82)

In the 1970s the college launched the three-phase Centennial Development Program. The three projects to be funded by this campaign were the gymnasium addition, the remodeling of the science wing of Penn Hall, and the construction of the McGrew Fine Arts Center. Because the full amount of funds sought were not pledged, two of the planned three wings of McGrew were subsequently left unimplemented. (Scrapbook Collection, William Penn College Archives.)

After the construction of the unimplemented two wings of the McGrew Fine Arts Center, planning now calls for Griffith Hall to become a "campus hostel for visitors." It was also proposed to install computer service equipment in the former kitchen area of Lewis Hall. An additional women's dormitory is also planned for the area east of North Market Street, between Eltse Hall and Griffith Hall. (Watson, *William Penn College*, pp. 83-84.) Midland Architects, of Burlington, Iowa, who designed some of the newer buildings, has also developed a long-term master plan for the college. At the present time, the Board of Trustees have determined that not all elements of this plan will be implemented.

ARCHITECTURAL AND LANDSCAPE ARCHITECTURAL DEVELOPMENTS

Beginning approximately in 1955, the architectural history of William Penn College witnessed more significant changes than it had in any prior period. The campus experienced unprecedented enrollment growth, and the physical plant underwent a process of radical change as a direct result. Because all these developments fall outside the period of significance for this report, this information is included here as a supplement.

The most pressing necessity was to increase student housing. Immediately after the close of World War II, the college used five temporary G. I. Units, prefabricated buildings, to house married students. To meet this need temporarily, the Pen-Well Apartments on College Avenue were leased by the college and used by upper-class women. Several faculty members and some married students also lived in apartments on North E Street, and others, primarily single men, continued the traditional practice of leasing rooms in private homes in the area. The construction of new dormitories was only one need addressed in this period, however. Also added were athletic facilities, additional classroom space, and a library.

Five Temporary G.I. Units were used during and after World War II. They were make-shift buildings of prefabricated materials that could be moved from location to location relatively easily. Many Iowa campuses used them to cope with the tremendous expansion of student enrollment with the influx of students under the G. I. Bill. At William Penn, these five units were placed to the north of the Central Heating Plant, in the area that is now the Watson Hall parking lot. They were used as dormitory space for married students and their families. (Bruce and Mary Palmer interview, April 27, 1992.)

When construction began on Watson Hall in 1961, the G. I. Units were relocated. Two became dressing rooms for the Physical Education Department (these were subsequently demolished when the gymnasium addition was constructed), two were used for enlarging the industrial arts facilities, and one was moved to Peasley Farm to house farm machinery. Currently two remain extant, with both attached to the rear of Industrial Arts Building # 1.

After the rebuilding of the campus further to the north, the old gymnasium, constructed in 1907, was considered too far away and too small in seating capacity to adequately serve the college's needs. Nevertheless, it remained in use from 1917 when the decision was made to halt work on the planned new gymnasium (whose basement had been partially excavated) until February 1946. At that time the facility was sold for $16,500 to the Christian Reformed Church, who remodeled it for use as a parochial grade school. (Watson, *William Penn College,* pp. 79-80.) The building was razed in the early 1980s.

During the 1946-1956 period, the college did not have sufficient funds to construct a building to replace the old gymnasium, but it tried to carry on its athletic programs by sharing the facilities of the Oskaloosa High School. This effort was not always successful, possibly contributing to the college team's fifty game loss streak. In 1954 the college decided to build a new gymnasium. For the first time, the Board of Trustees employed a professional firm, Marts and Lundy of New York City, to coordinate its fund raising, but the firm required the Iowa Yearly Meeting to raise $75,000 before it would accept direction of the campaign. More than 1,200 donors contributed to the campaign, with no pledge larger than $4,000 being received. (*Ibid.*, p. 80.)

Begun in 1955, construction of the $250,000 facility was completed by early 1957. General contractors were R. S. Bowers & Son of Montezuma. The facility was connected to the Central Heating Plant, whose boiler capacity was increased to handle the higher demand for hot water. (Scrapbook Collection, William Penn College Archives.)

In 1962 Industrial Arts Building # 1 was constructed. It is a one-story, brick building, and two of the Temporary G.I. Units have been attached to its rear. Originally used to house the college print shop, it now holds workshops and classrooms for the department.

More recent campus buildings are listed here in chronological order: Watson Hall, which originally was used to house male students, is now the co-ed dormitory. (The west wing opened in 1962, and the north wing, which was constructed using an entirely different method, opened in 1963.) In 1964 the Industrial Arts Building #2 opened to house the metal- and wood-working shops. Wilcox Library was completed in 1964, and Atkins Memorial Student Union in September 1966. The second men's dormitory, Eltse Hall, was opened in the middle of the 1966-1967 school year. An addition to the gymnasium was constructed in 1969-1970. Finally, the McGrew Fine Arts Center was begun in 1973. It is the most recent major structure built on the William Penn campus, but two planned wings, on the north and south sides, remain unimplemented.

In 1970 the Iowa Yearly Meeting began holding its sessions on the William Penn College campus. In 1981 the Yearly Meeting dedicated its new Office Building on College Avenue. Located on the Penn College old-site campus close to the site formerly occupied by Main Building, this office building stands on two lots of the Yearly Meeting Park. The cost of construction was approximately $75,000. The building contains a fireproof vault for the storage of records, and meeting rooms for the use of the

Yearly Meeting boards, as well as office space for the Yearly Meeting staff. (*Spiritual Trails, Book II*, pp. 6, 13.)

Each of these buildings reflects various current architectural trends. Among them, only the Industrial Arts Building #1 and the addition to the Gymnasium are included, albeit as non-contributing resources, within the proposed Penn College Historic District.

United States Department of the Interior
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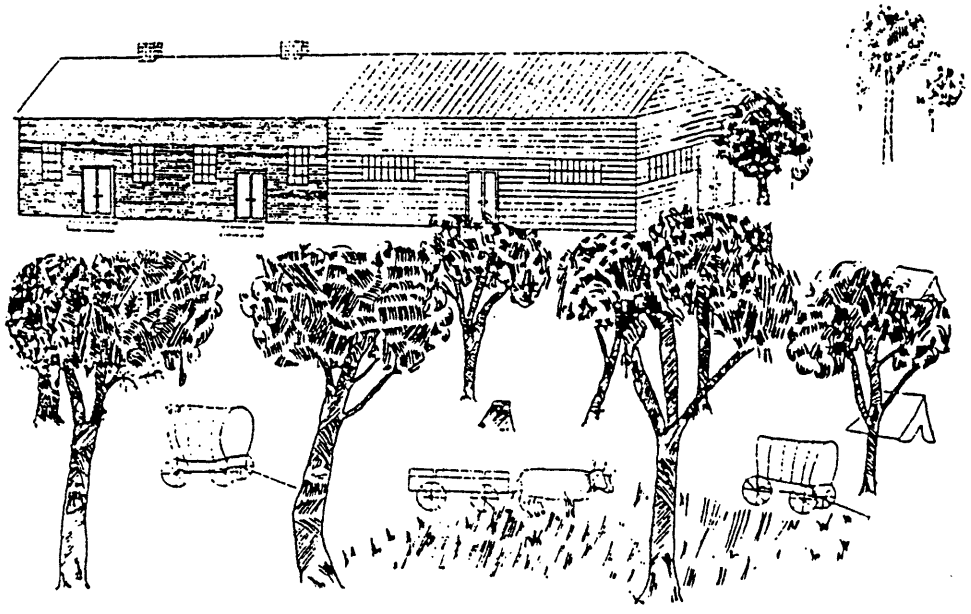
NATIONAL REGISTER OF HISTORIC PLACES CONTINUATION SHEET

The Quaker Testimony in Oskaloosa, Iowa

SKETCH
ORIGINAL SPRING CREEK MEETING HOUSE



SPRING CREEK MEETING HOUSE WHERE IOWA YEARLY MEETING WAS OPENED IN 1863

FIGURE 1

Source: *Spiritual Trails*, p. 9.

United States Department of the Interior
National Park Service

NATIONAL REGISTER OF HISTORIC PLACES CONTINUATION SHEET

The Quaker Testimony in Oskaloosa, Iowa

FIRST IOWA YEARLY MEETING HOUSE

LOOKING NORTHWEST
CIRCA 1865

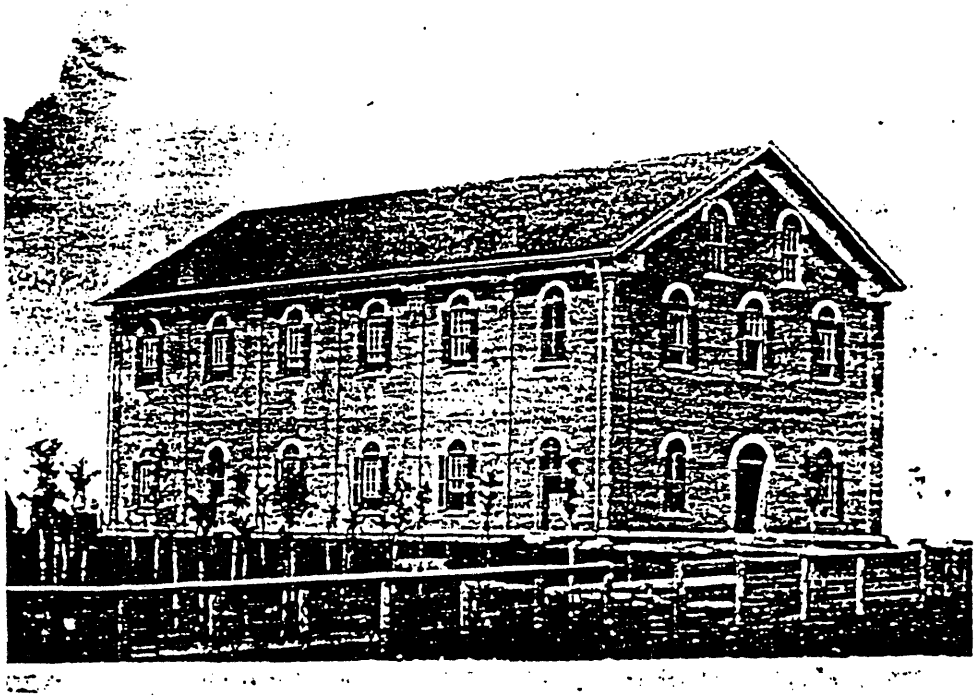


FIGURE 2

Source: Watson, *William Penn College*, P. 33.

United States Department of the Interior
National Park Service

NATIONAL REGISTER OF HISTORIC PLACES CONTINUATION SHEET

The Quaker Testimony in Oskaloosa, Iowa

FIRST IOWA YEARLY MEETING HOUSE

LOOKING NORTHWEST
CIRCA 1875

FIGURE 3

Source: William Penn College Archives.

United States Department of the Interior
National Park Service

NATIONAL REGISTER OF HISTORIC PLACES CONTINUATION SHEET

The Quaker Testimony in Oskaloosa, Iowa

MASTER PLAN
MAIN BUILDING

CIRCA 1871

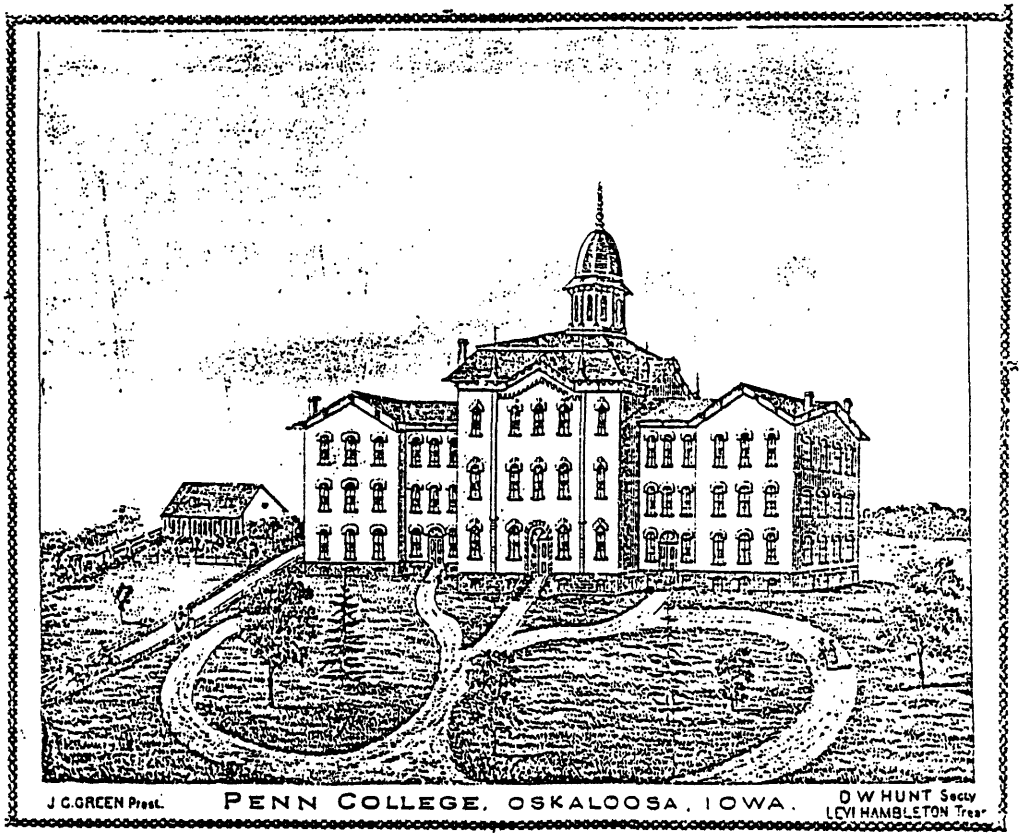


FIGURE 4

Source: Andreas Atlas of Iowa, p. 359.

United States Department of the Interior
National Park Service

NATIONAL REGISTER OF HISTORIC PLACES CONTINUATION SHEET

The Quaker Testimony in Oskaloosa, Iowa

MAIN BUILDING
WEST WING

LOOKING NORTHEAST

1875

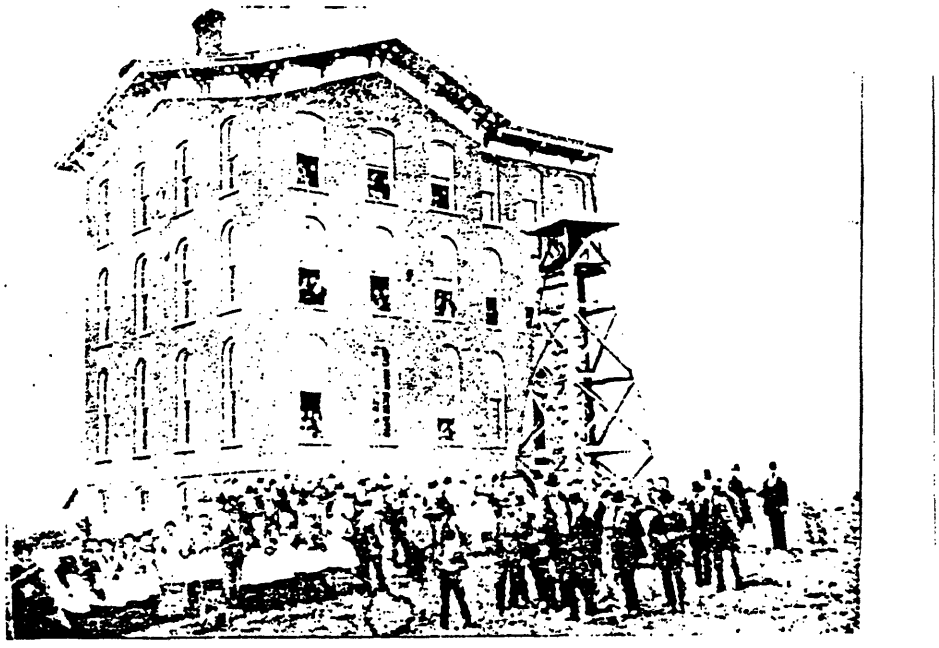


FIGURE 5A

Source: *Penn College Bulletin*, New Series 9, No. 1 (January 1925).

United States Department of the Interior
National Park Service

NATIONAL REGISTER OF HISTORIC PLACES CONTINUATION SHEET

The Quaker Testimony in Oskaloosa, Iowa

MAIN BUILDING
CENTRAL PORTION ADDED

LOOKING NORTHEAST

1880

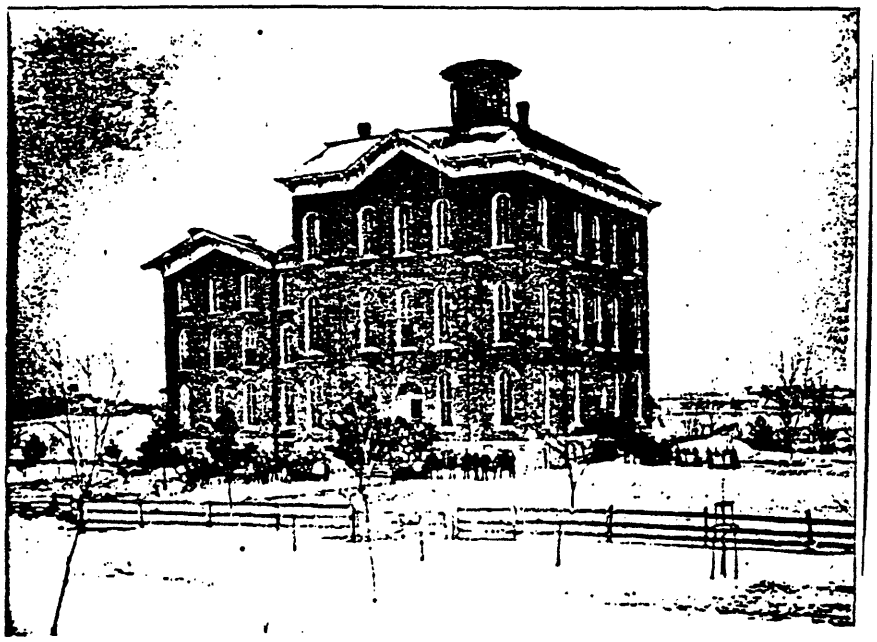


FIGURE 5B

Source: *Penn College Bulletin*, New Series 9, No. 1 (January 1925).

FIRE

LOOKING NORTH

MAY 27, 1916

FIGURE 5D

Source: *Penn College Bulletin*, New Series 9, No. 1 (January 1925).

COMPLETED MAIN BUILDING

LOOKING NORTH

1900

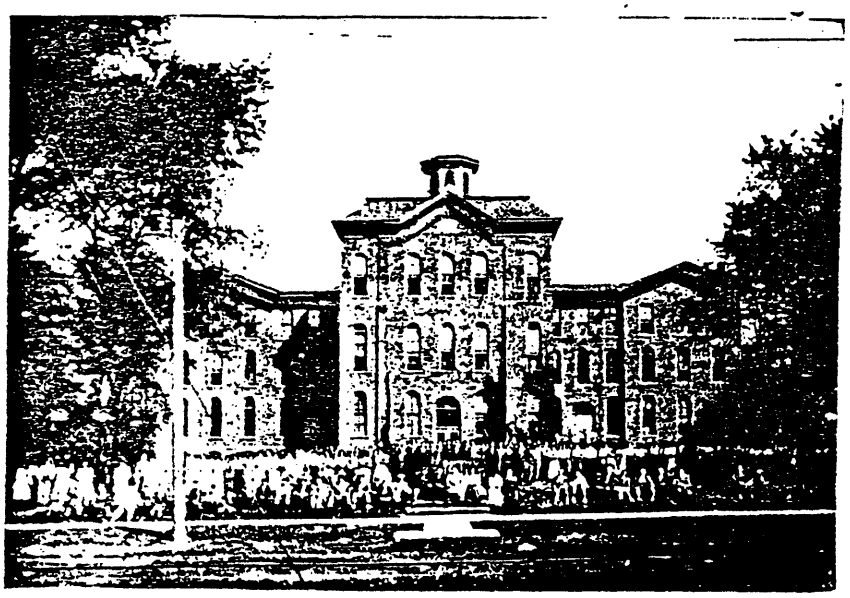


FIGURE 5C

Source: *Penn College Bulletin*, New Series 9, No. 1 (January 1925).

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The Quaker Testimony in Oskaloosa, Iowa

CORPORATE LIMITS

OSKALOOSA, IOWA

1890

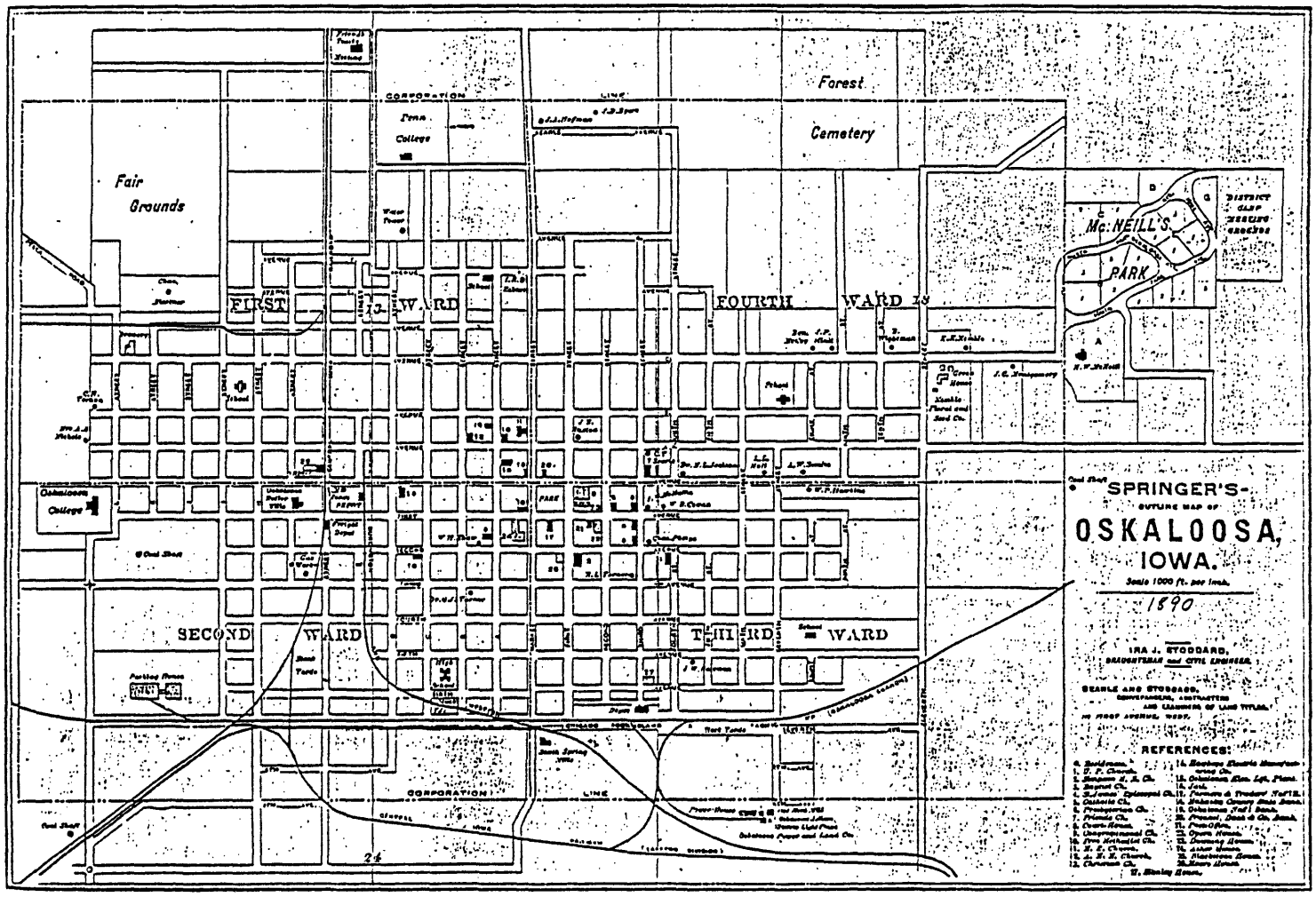

FIGURE 6

Source: *Springer's Outline Map of Oskaloosa*, Ira J. Stoddard, Draughtsman and Civil Engineer.

United States Department of the Interior
National Park Service

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The Quaker Testimony in Oskaloosa, Iowa

ANONYMOUS CONCEPT PLAN
NEW-SITE CAMPUS
1900

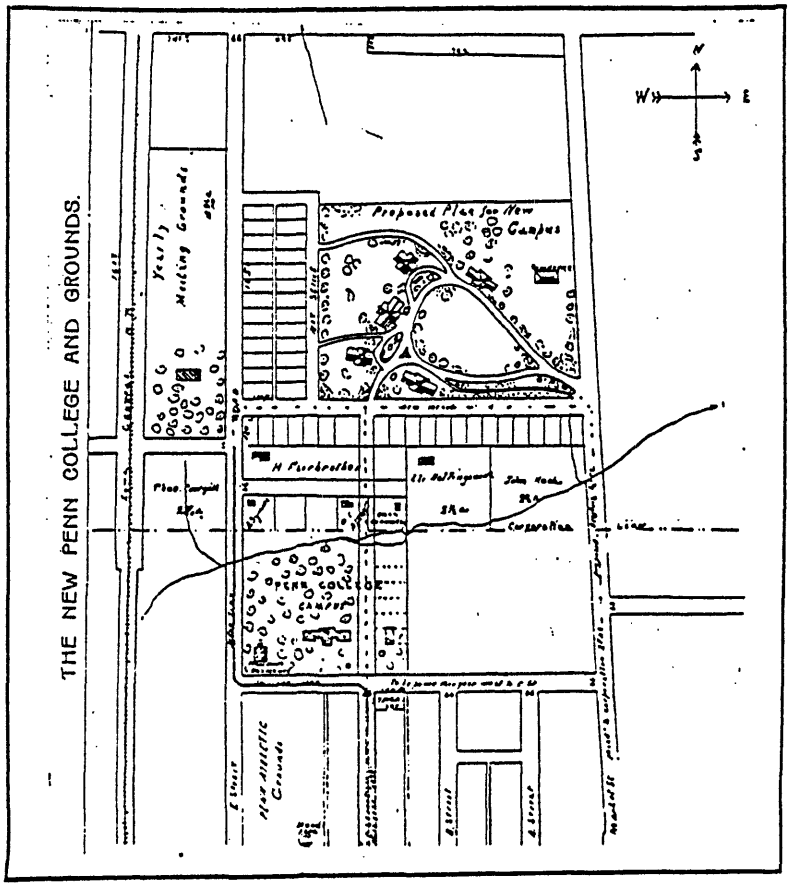

FIGURE 7

Source: *The Third Aurora* (Penn College yearbook), Oskaloosa, Iowa, 1900, No pagination.

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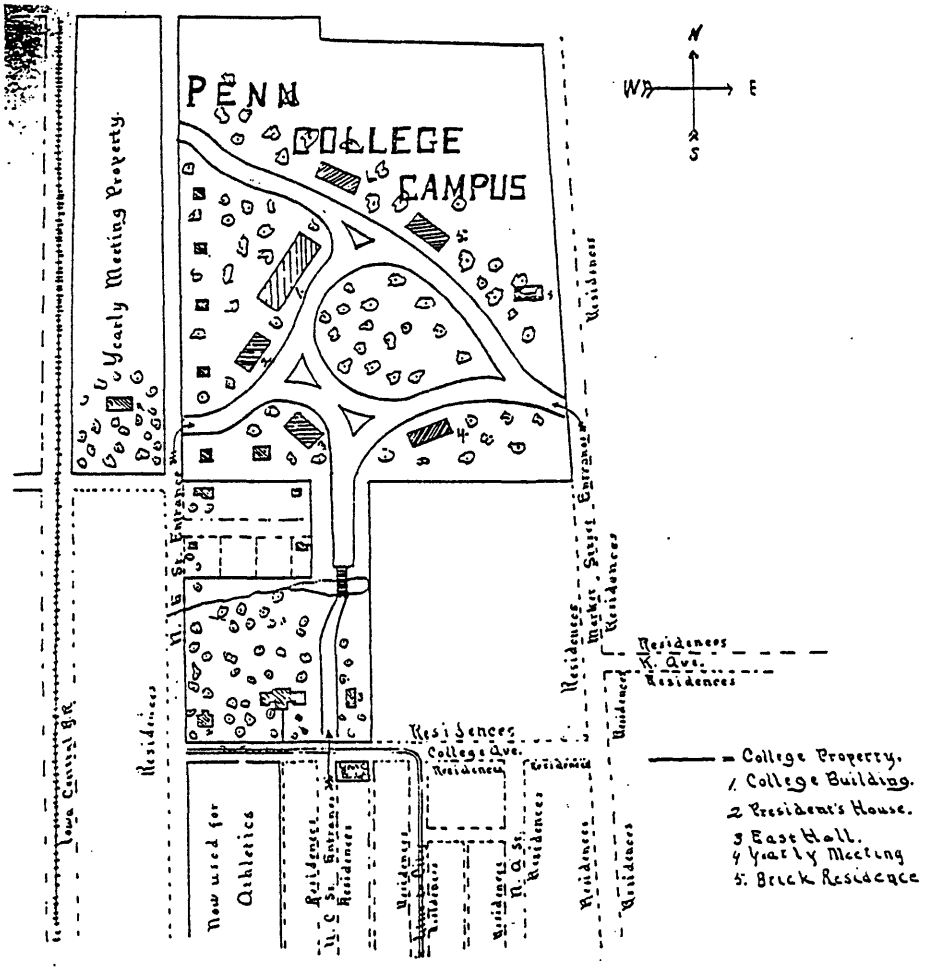
The Quaker Testimony in Oskaloosa, Iowa

ANONYMOUS CONCEPT PLAN

NEW-SITE CAMPUS

CIRCA 1907



Penn College, With Proposed Improvements.

FIGURE 8

Source: William Penn College Archives.

United States Department of the Interior
National Park Service

NATIONAL REGISTER OF HISTORIC PLACES CONTINUATION SHEET

The Quaker Testimony in Oskaloosa, Iowa

COLLEGE AVENUE
WEST FROM
NORTH MARKET STREET
1910

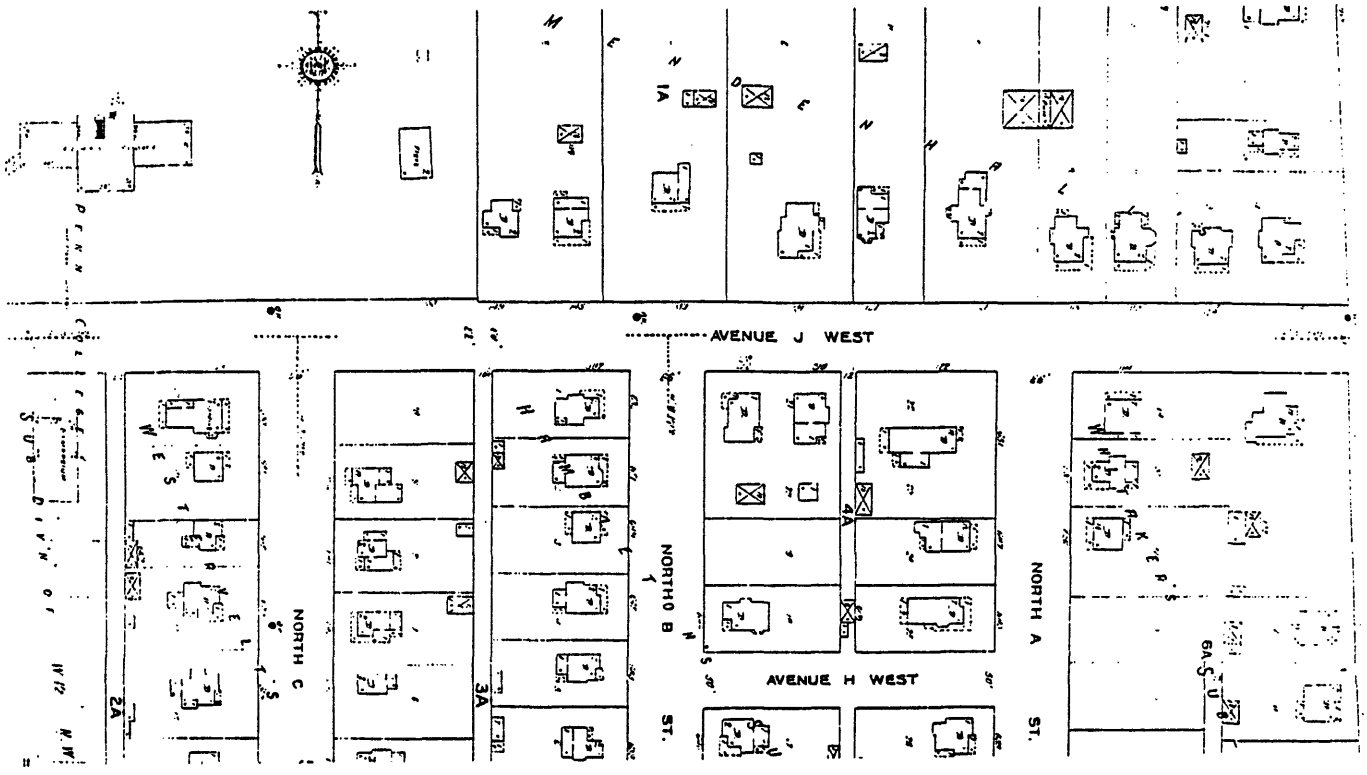


FIGURE 9

Source: Sanborn Map Company, 1927.

United States Department of the Interior
National Park Service

NATIONAL REGISTER OF HISTORIC PLACES CONTINUATION SHEET

The Quaker Testimony in Oskaloosa, Iowa

COLLEGE AVENUE NORTH SIDE

POSTCARD VIEW LOOKING EAST

CIRCA 1910

FIGURE 10

Source: Collection of Martha Berry Johnson.

United States Department of the Interior
National Park Service

NATIONAL REGISTER OF HISTORIC PLACES CONTINUATION SHEET

The Quaker Testimony in Oskaloosa, Iowa

COLLEGE AVENUE NORTH SIDE

POSTCARD VIEW LOOKING WEST

CIRCA 1910

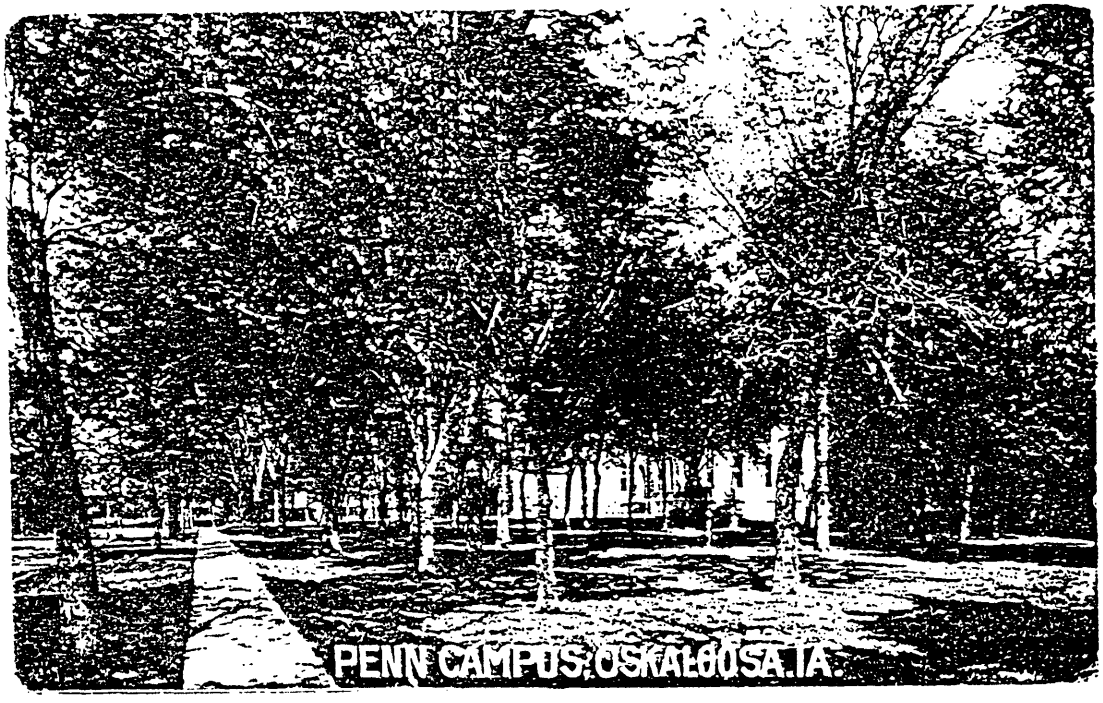


FIGURE 11

Source: Postcard Collection of Chuck Russell.

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NATIONAL REGISTER OF HISTORIC PLACES CONTINUATION SHEET

The Quaker Testimony in Oskaloosa, Iowa

ENDOWMENT CAMPAIGN

PHOTOGRAPHED ON OSKALOOSA PUBLIC SQUARE

1916

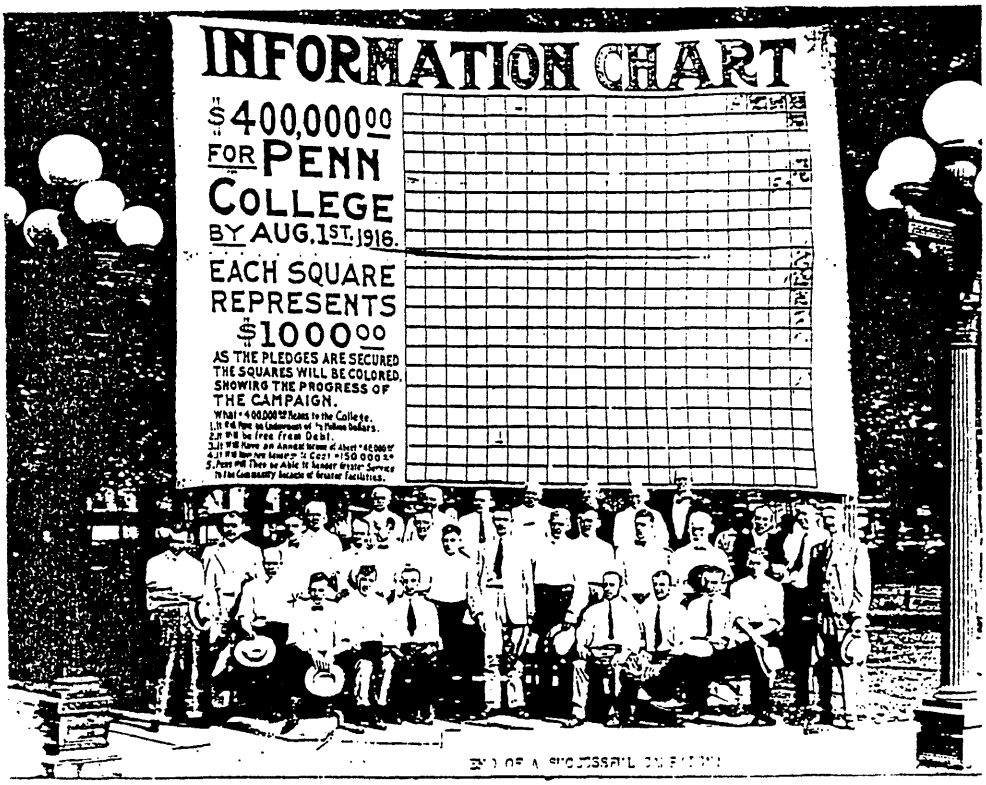

FIGURE 12

Source: William Penn College Archives.

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The Quaker Testimony in Oskaloosa, Iowa

PLAT OF PENN COLLEGE ADDITION

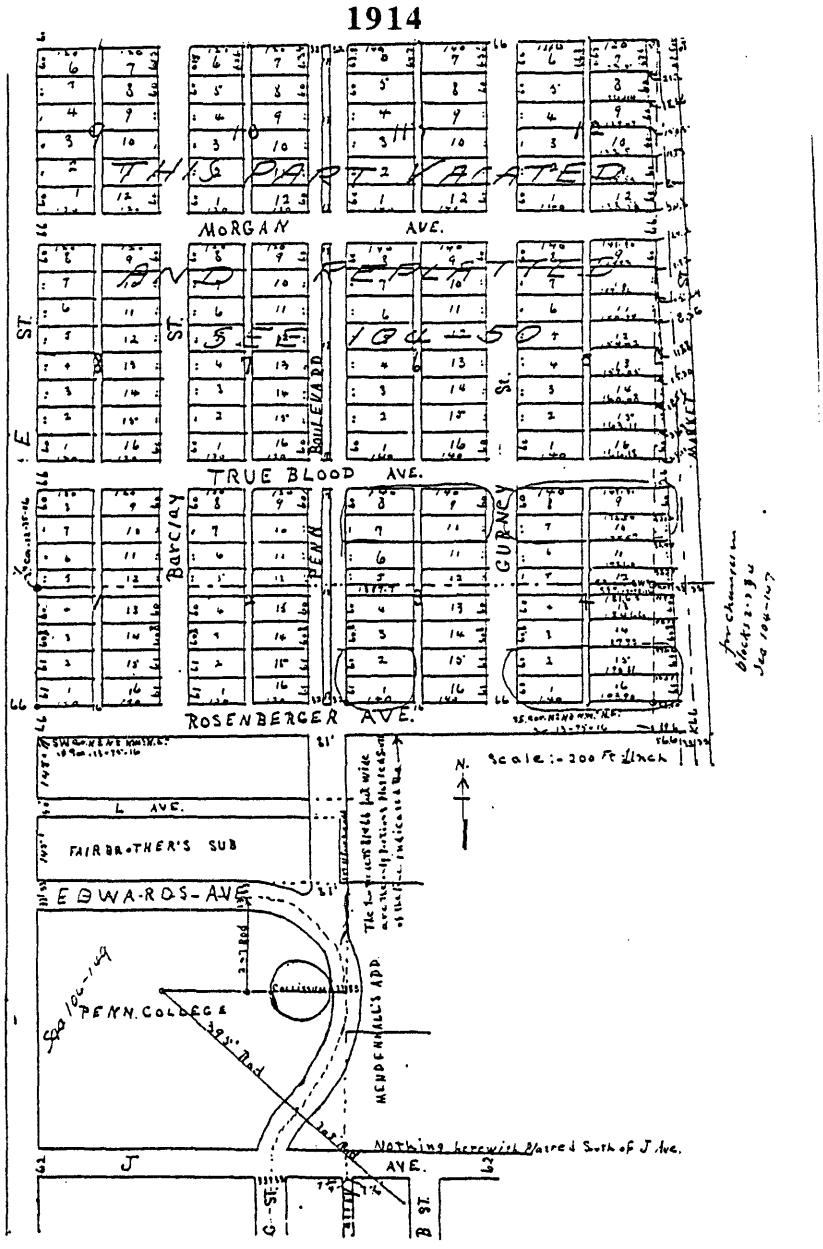

FIGURE 13

Source: Mahaska County Recorder's Office, Deed Record Book 94, p. 323.

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The Quaker Testimony in Oskaloosa, Iowa

REPLAT OF PENN COLLEGE ADDITION

CIRCA 1920

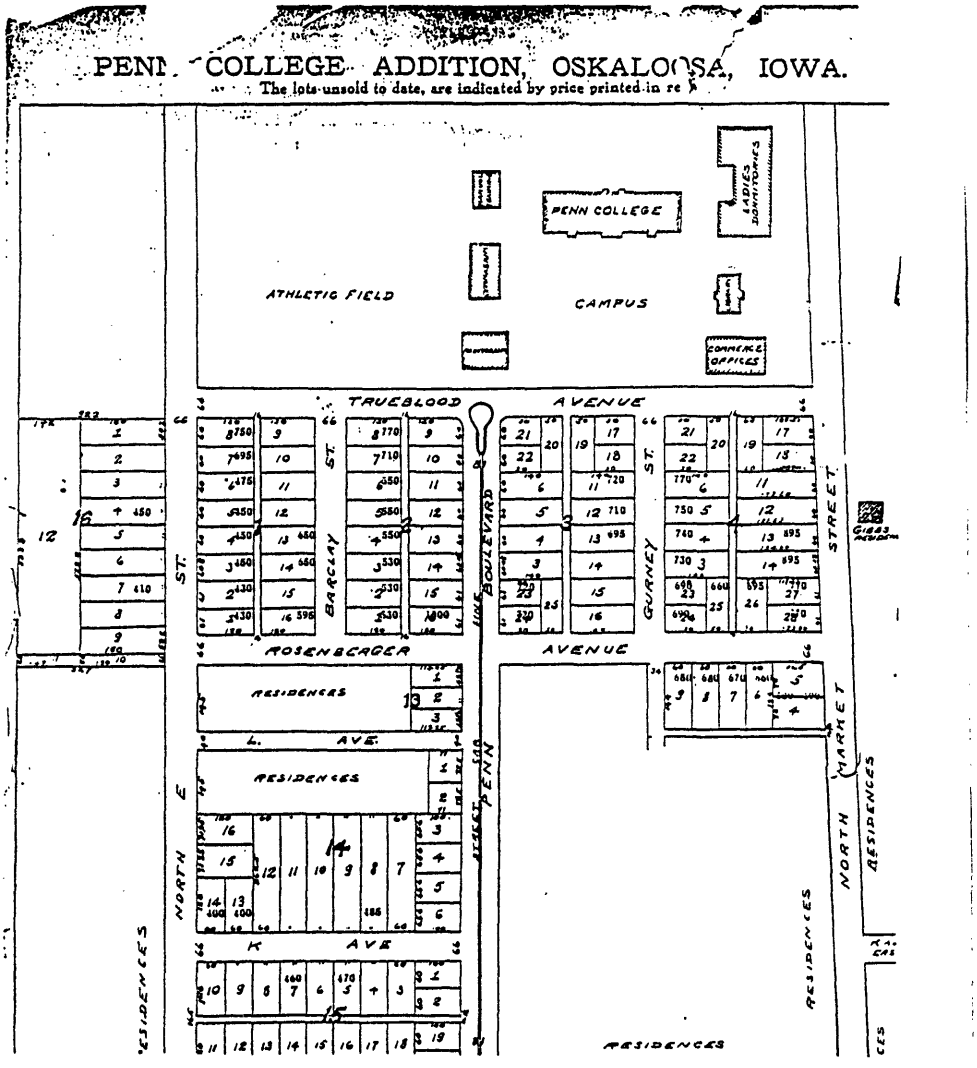

FIGURE 14

Source: Collection of Chuck Russell.

SIMMONS' CONCEPT PLAN
OLD-SITE CAMPUS
1916

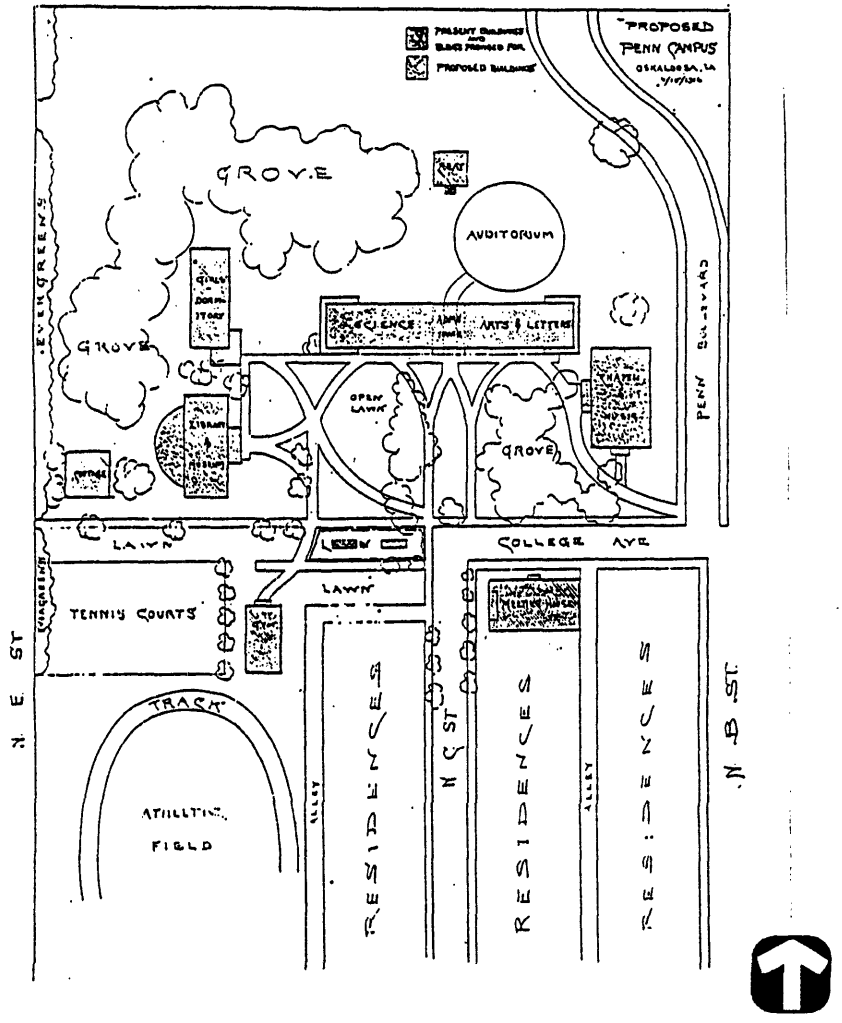

FIGURE 15

Source: *Penn College Bulletin*, New Series VIII, June 1916, Number 1, p. 2.

United States Department of the Interior
National Park Service

NATIONAL REGISTER OF HISTORIC PLACES CONTINUATION SHEET

The Quaker Testimony in Oskaloosa, Iowa

SIMMONS' DRAWING

PENN HALL

LOOKING NORTHEAST

JUNE 1916

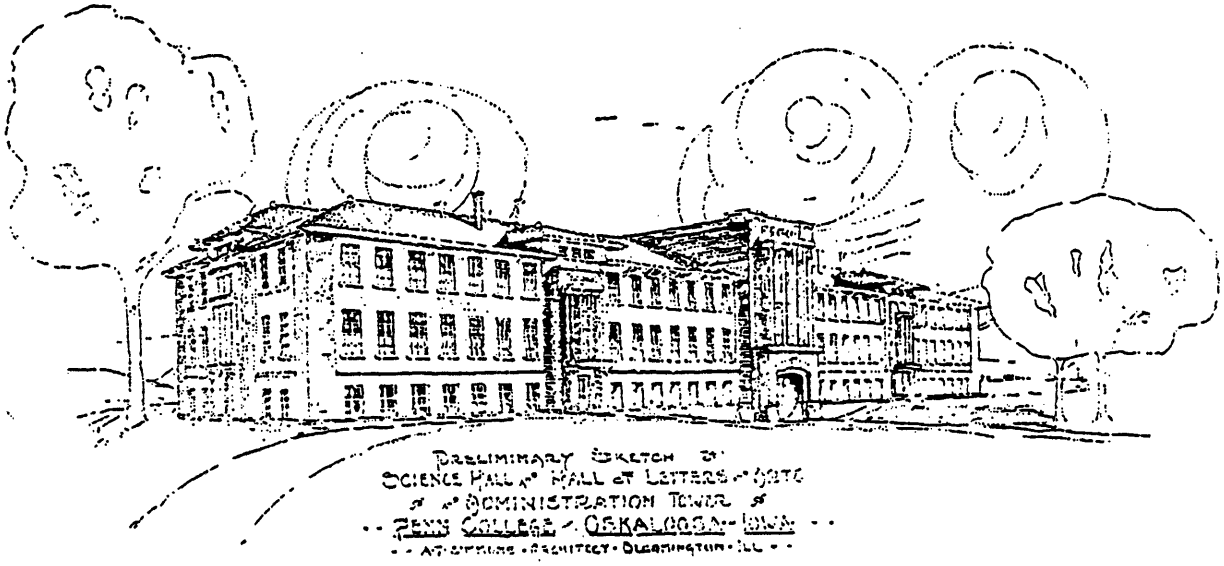

FIGURE 16

Source: *Penn College Bulletin*, New Series 8, Number 1 (June 1916).

United States Department of the Interior
National Park Service

NATIONAL REGISTER OF HISTORIC PLACES CONTINUATION SHEET

The Quaker Testimony in Oskaloosa, Iowa

SIMMONS' COLORED DRAWING

PENN HALL

LOOKING NORTHEAST

AUGUST 1916

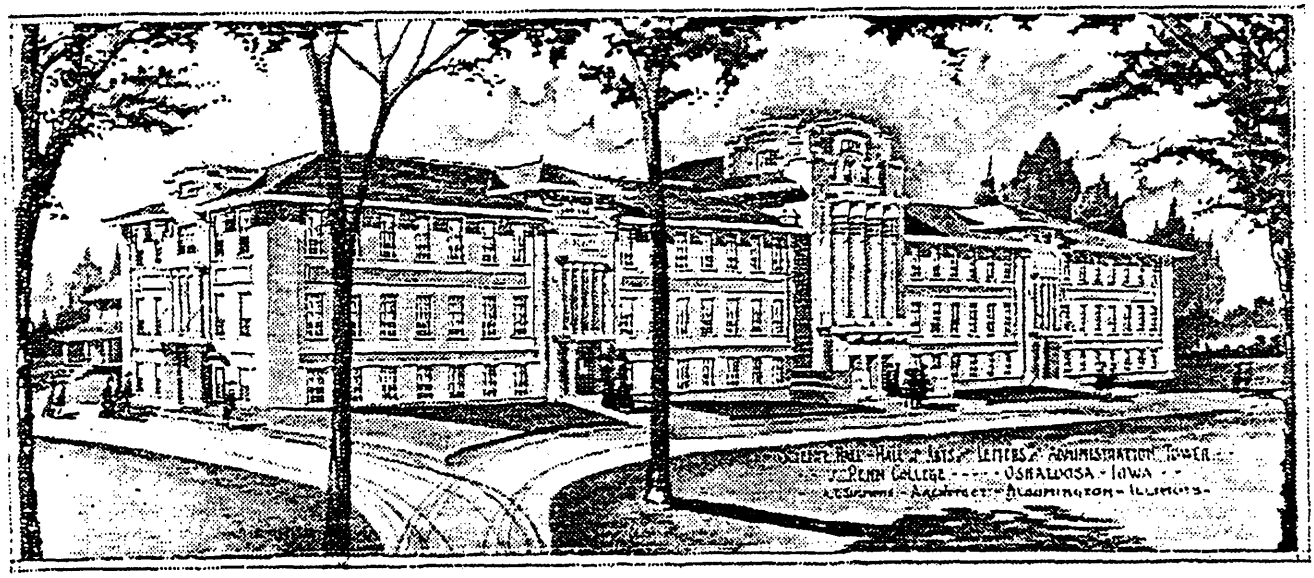

FIGURE 17

Source: *Penn College Chronicle*, October 25, 1916. The original hangs in Wilcox Library at William Penn College.

SIMMONS' DRAWING
UNIMPLEMENTED GYMNASIUM
CIRCA 1917

FIGURE 18

Source: *Penn College Bulletin*, New Series 9, No. 1 (June 1917).

SIMMONS' COLORED DRAWING
WOMEN'S RESIDENCE BUILDING
1916

FIGURE 19

Source: *Penn College Bulletin*, New Series 8, No. 9 (February 1917).
The original hangs in Wilcox Library at William Penn College

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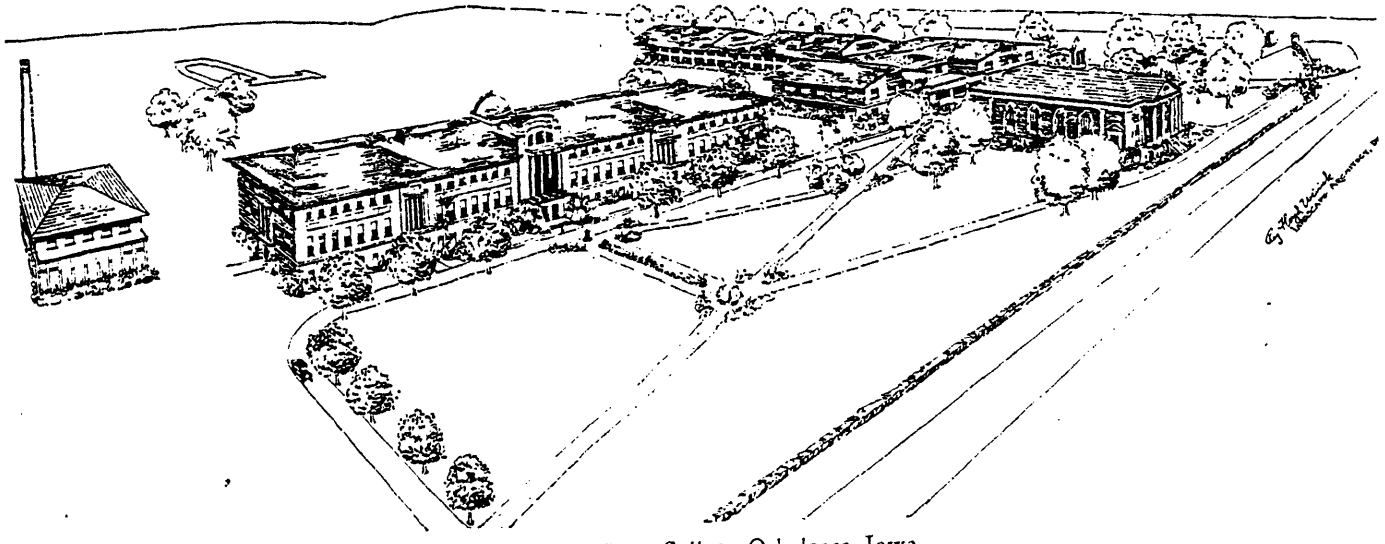
LANDSCAPE ARCHITECTURE CONCEPT PLAN
NEW-SITE CAMPUS
CIRCA 1922



Bird's-eye View, Penn College, Oskaloosa, Iowa

FIGURE 20

Source: *Supplement to Penn College Bulletin*, August 1922.

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NEW-SITE PENN COLLEGE CAMPUS ACCORDING TO SIMMONS' BLUEPRINTS

1917

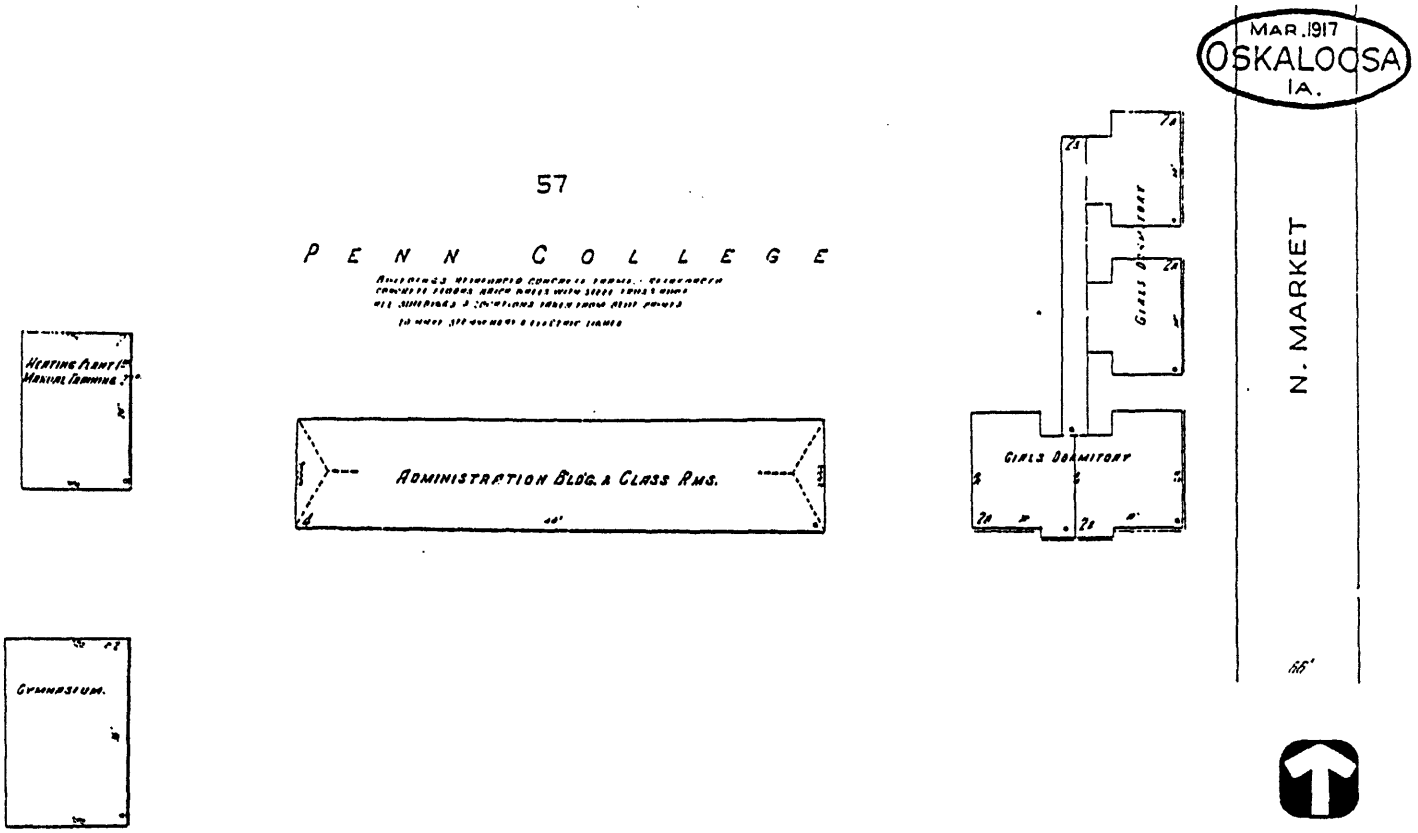

FIGURE 21

Source: Sanborn Map Company, 1917.

AERIAL VIEW
PENN COLLEGE

LOOKING NORTHEAST

1926

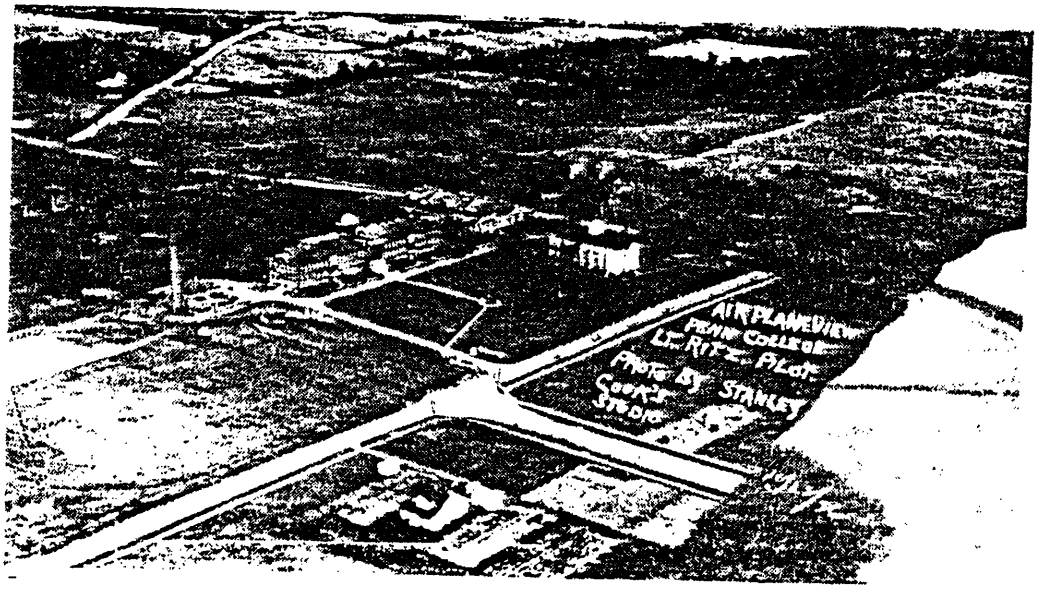

FIGURE 22

Source: William Penn College Archives.

AERIAL VIEW
PENN COLLEGE

LOOKING NORTHEAST

1926

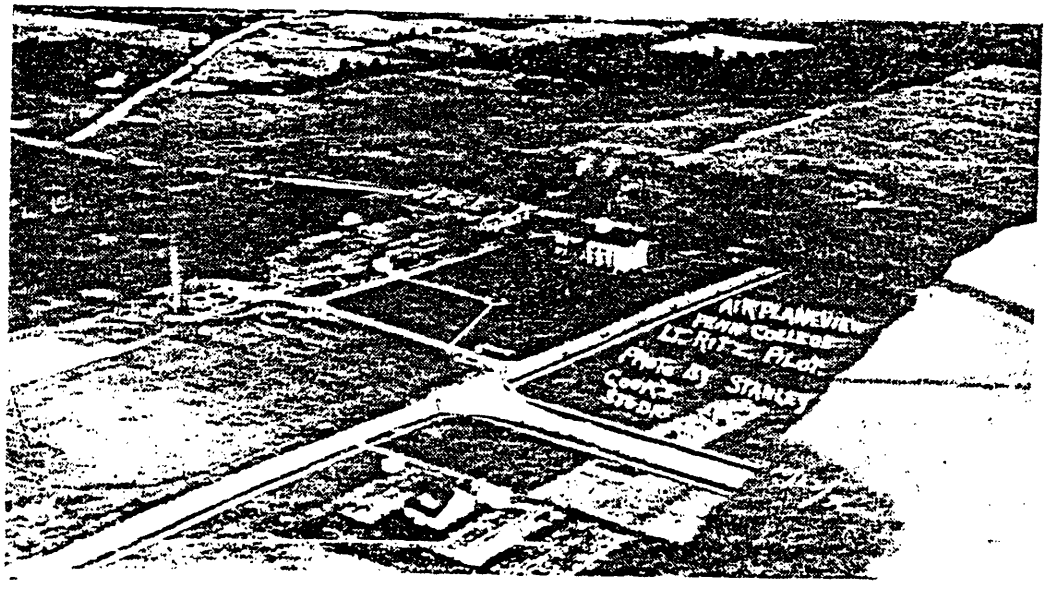

FIGURE 22

Source: William Penn College Archives.

F. Associated Property Types
(Provide description, significance, and registration requirements.)

I. Property Type:

Districts, Buildings, Structures, Sites, and Features Associated with First Growth, circa 1855-1890.

a. Description: Very few resources associated with First Growth are extant, and those that remain include a limited number of resource types. Two frame meeting houses remain from this period, although both have been relocated to new sites. One Friends cemetery also remains from this period, which contains headstones of a plain and simple design. Because early Quaker institutions in the area "came and went," the buildings associated with them were also of an impermanent nature. Those buildings, which served the longer-lived institutions--like the Iowa Yearly Meeting House--have either been razed over the years or destroyed by fire. The potential archaeological record has not been adequately assessed at this point. Known locations of occupation by pioneer Quaker families, meeting houses, and other resources associated with Quakerism in Mahaska County have the potential to contain buried deposits with good potential to yield, or may be likely to yield, information important to the understanding of this period of Quakerism in Mahaska County.

b. Significance: Because there are few extant resources which date from the First Growth period, those that remain take on added importance. Through them the original settlement pattern can still be seen, albeit in an abbreviated fashion.

c. Registration Requirements:

Criterion A: Properties which reflect Quaker religious practices and ways of life such as meeting houses with seating arrangements that differentiate between men, women, and elders of the meeting, cemeteries which illustrate the wide-spread areas of Quaker settlement in Mahaska County, and buildings relocated to new sites, which call attention to Quaker characteristics of economy and the recycling of materials.

Criterion B: Properties that are directly associated with individuals who played a leading, pivotal, or important role in shaping the development of Quakerism in Oskaloosa and vicinity during this period.

Criterion C: Properties, which reflect "plain and simple" architecture, a Quaker desideratum, which stress restraint of design while employing quality building materials. Also properties, which illustrate Quaker religious architectural characteristics, such as side-gabled facades (for the earliest properties of the period); wrap-around porches; double-entryways; the absence of spires, steeples,

and towers; and front-gabled facades (for the later properties of the period).

Criterion D: Sites of nonextant properties, which contain intact subsurface deposits with good information potential concerning the material culture of identifiable pioneer Quakers.

Integrity Considerations: Unless a property has lost most of the characteristics that convey a sense of time and place associated with First Growth or no longer has the ability to provide important information with respect to spatial patterns, religious traditions, building type, construction technique, social or domestic practice or other subject of scholarly interest with this period, it should be considered eligible. Resources relocated to new sites may be eligible when they they derive significance from architectural value and cemeteries may be eligible when they derive their primary significance from distinctive design features or association with historic events.

d. Eligible or Potentially Eligible Properties:

*Spring Creek Meeting House/H Street Mission
207 North H Street (Present Site)

*Spring Creek Friends Cemetery
NW 1/4 of the SW 1/4 of T-75N R-14W

Coal Creek Friends Meeting House
Nelson Pioneer Farm vicinity of Oskaloosa

* Asterisk indicates property being nominated with this submittal.

II. Property Type:

Districts, Buildings, Structures, Sites, and Features Associated with The Rosenberger Presidency, 1890-1910

a. Description: Collegiate, religious, and residential properties erected during this period have a higher degree of specialized use and are generally larger in scale than those constructed during the previous period. These characteristics indicate a growing sophistication of needs and improved financial capability. Penn College properties proliferate and become a collegiate campus (while previously they conveyed the feeling of a public school limited to one building). Women faculty members become homeowners. Building materials remain mixed with both frame and brick in evidence. Campus planning came into practice during this period and college administrators showed concern for the rational expansion of the school's physical plant by employing professional architects or landscape architects to help design it. Many residential properties, associated with Penn

administration, faculty, staff, and local Quakers were erected throughout the northwest quadrant of Oskaloosa. While some of these feature designs of small scale and restrained architectural detail, many also are large in scale and show the influence of popular architectural styles. Some of these houses were constructed by their owners.

b. **Significance:** Significance can derive from a variety of ways in which Quakerism was manifest in Oskaloosa during the period. It can derive from association with entities or individuals who made outstanding efforts to promote, improve, or financially support Penn College, as well as efforts to sustain Quaker religious beliefs, practices, institutions, and traditions, particularly as they had evolved in Iowa. Significance can also derive from the manifestations of a generally higher level of prosperity, particularly as reflected in attention to architectural style and building design and the rise of off-campus housing necessitated from a growing enrollment. Properties associated with this period also derive significance from the willingness of Oskaloosa Quakers to express this prosperity through mainline American building styles, rather than the pre-1877 Schism practice of architectural restraint. If Quaker traditions of "plain and simple" characterize portions of the previous period, it is the trend away from such restraint which marks the Rosenberger Presidency.

c. **Registration Requirements:**

Criterion A: Properties directly associated with the period of the Rosenberger Presidency or with other important Quaker related patterns and events in Oskaloosa history occurring during this period.

Criterion B: Properties that are directly associated with individuals who played key or influential roles in Oskaloosa Quakerism during this period.

Criterion C: Properties that display architectural characteristics associated with collegiate building and landscape architectural design during the period; properties that display residential stylistic developments during the period; properties that display a growing Quaker preference in Oskaloosa for architecture of greater richness in detail than in previous generations.

Criterion D: Sites of nonextant properties that contain intact buried deposits with good potential to yield, or may be likely to yield, information important to the understanding of Penn College or Oskaloosa Quakerism during this period.

Integrity Considerations: Considering that many substantial structures were erected on the Penn College campus during this period, one might expect to find a high degree of historic integrity embodied in the resources associated with the Rosenberger Presidency. This is not the case. Few of

these resources remain extant for a variety of reasons. In some instances, fire has taken its toll, such as the total destruction of Main Building. The relocation of the Penn College campus to a new location more than two blocks from the original site ultimately spelled the demise of most of the resources from the Rosenberger Presidency associated with the college, because these resources eventually became redundant and were razed. This fact increases the significance of those resources that remain to call attention to this period. Alterations are acceptable if they are at least 50 years old and therefore considered part of the historic fabric; are compatible in design and materials with the original structure; are reversible; or do not detract from the historic design. Cover-up siding poses difficult questions concerning integrity. The presence of cover-up siding should not automatically deny a building's eligibility. Frame resources are fragile in nature and cover-up siding in Oskaloosa has been strongly favored. Such resources should be evaluated on a case-by-case basis, the present status of the original siding materials determined, and evaluation based on the visual and structural effects of cover-up siding.

d. Eligible or Potentially Eligible Properties:

*President's Cottage
425 College Avenue

*Spurgin Residence
313 College Avenue

Dr. Stephen M. & Adeline Hammond Hadley House
807 North E Street

College Avenue Historic District
College Avenue between North Market Street and Penn Boulevard

*Dr. Ella Stokes House
416 College Hill Avenue West

*Thomas J. Conover House
1010 North Market Street

Professor Forrester C. and Ada Whitney Stanley House
429 North 3rd Street

*William A. and Ida C. Johnson House
307 College Avenue

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Ruby Family House
1004 North Market Street

* Asterisk indicates property being nominated with this submittal.

III. Property Type:

Districts, Buildings, Structures, Sites, and Features Associated with An Era of Change, 1910-1917

a. Description: Collegiate, religious, and residential buildings and structures erected between 1910-1917 often have more style and substance than in previous years. This reflects the higher general level of prosperity in Oskaloosa, in Iowa, and among Friends. It also reflects the success of several endowment campaigns for Penn College, and the fact that most of the buildings on its present campus, built prior to 1945, were constructed during this period. The assistance of professionally trained architects and landscape architects continued and increased among local Quaker institutions, providing a vision for well-planned and aesthetically pleasing sites, some of which were avant-garde in design, particularly the new campus for Penn College. On the residential front, local Quakers continued to display independence in their predilection to construct their own homes, the Professor Edgar H. and D. Irene Stranahan House being a particularly notable example, while the lack of adequate student housing continued to plague Penn College and numerous private houses for boarding and bedding continued throughout the community.

b. Significance: Significance can derive from a variety of ways in which Quakerism was manifest during this period. It can derive from associations with entities or individuals who made outstanding efforts to foster Quaker beliefs and practices. Significance can also derive from manifestations of a generally higher level of prosperity, particularly as reflected in attention to architectural style and building design. Significance can also derive from Oskaloosa as the seat of the Iowa Yearly Meeting of Friends and the historical linkages between this body, Penn College, and local Friends. Faculty housing can be significant, both for its linkages with important members of the Penn College faculty, and also because the scale of this housing is generally smaller in scale than that of comparable housing in other college towns in Iowa.

c. Registration Requirements:

Criterion A: Properties directly associated with An Era of Change, particularly as they illustrate expansion of Penn College to a new campus; properties directly associated with important patterns of development characteristic of Friends in Oskaloosa during the period; or properties directly associated with important events of this period.

Criterion B: Properties that are directly associated with individuals who played key or influential roles in Oskaloosa Quakerism during this period.

Criterion C: Properties that display characteristics associated with collegiate architecture, landscape architecture, and campus planning and design during the period; residential properties that display architectural stylistic developments during the period; properties that display Quaker preference in Oskaloosa for mainline American architectural design, especially in greater richness of detail than in previous generations among local Friends. No one architectural style prevailed during this period, although Colonial Revival and Prairie influences were strongly felt.

Criterion D: Sites of nonextant properties that contain intact buried deposits with good potential to yield, or may be likely to yield, information important to the understanding of Penn College or Oskaloosa Quakerism during this period.

Integrity Considerations: More substantial buildings were erected during this period and more attention was paid to style than in earlier years. Brick was used to a much greater extent for institutional buildings during this period than in the past. As a result, properties associated with this period generally display fewer design modifications than older buildings and structures. Alterations are acceptable if they are at least 50 years old and therefore considered part of the historic fabric; are compatible in design and materials with the original structure; are reversible; or do not detract from the historic design. Cover-up siding poses difficult questions concerning integrity. The presence of over-up siding should not automatically deny a building's eligibility. Frame resources are fragile in nature and cover-up siding in Oskaloosa has been strongly favored. Such resources should be evaluated on a case-by-case basis, the present status of the original siding materials determined, and evaluation based on the visual and structural effects of cover-up siding.

d. Eligible or Potentially Eligible Properties:

*Iowa Yearly Meeting House-College Avenue Friends Church
912 North C Street

*Oskaloosa Monthly Meeting Parsonage
910 North C Street

*Penn College Historic District
Trueblood Avenue at North Market Street

Brick Posts
Various locations in the vicinity of Penn College Campus

Dr. Clarence and Katherine M. Case House
325 North 8th Street

* Asterisk indicates property being nominated with this submittal.

IV. Property Type:

Districts, Buildings, Structures, Sites, and Features Associated with Constraints and Beneficence: World War I and the Ensuing Years

a. Description: There was relatively little collegiate building during this period on the Penn College campus. As a result, only a limited number of resources stand to call attention to this period. Spencer Memorial Chapel, an outstanding building on the Penn campus and one of the few constructed during this period, is an exception to the rule in this era, which was generally characterized by financial austerity and restricted growth of the college's physical plant.

b. Significance: Properties associated with this period derive significance, at least in part, to what was not happening at Penn College. Construction of the new site campus, World War I, and ensuing years of financial trouble took a heavy toll on the college. As a result, few new buildings were constructed. Thus the comparatively few properties that are associated with this period reflect this era of stress.

c. Registration Requirements:

Criterion A: Properties directly associated with the period of Constraints and Beneficence, particularly as they illustrate the on-going growth of Penn College's new campus; properties directly associated with important patterns of development characteristic of Friends in Oskaloosa during the period; or properties directly associated with important events of this period.

Criterion B: Properties that are directly associated with individuals who played key or influential roles in Oskaloosa Quakerism during this period.

Criterion C: Properties that display characteristics associated with collegiate architecture, landscape architecture, and campus planning and design during the period; residential properties that display architectural stylistic developments during the period. Although no one architectural style dominates the period, Colonial Revival strongly influenced design on the Penn College campus during this period, while Craftsman design influenced much of the residential housing stock.

Criterion D: Sites of nonextant properties that contain intact buried deposits with good

potential to yield, or may be likely to yield, information important to the understanding of William Penn College or Oskaloosa Quakerism during this period.

Integrity Considerations: Properties associated with this period generally display fewer design modifications than older buildings and structures, though alterations are still commonly found. Consequently, alterations are acceptable if they are at least 50 years old, are compatible in design and materials with the original structure, are reversible, or do not detract from the historic design. Cover-up siding poses difficult questions concerning integrity. The presence of over-up siding should not automatically deny a building's eligibility. Frame resources are fragile in nature and cover-up siding in Oskaloosa has been strongly favored. Such resources should be evaluated on a case-by-case basis, the present status of the original siding materials determined, and evaluation based on the visual and structural effects of cover-up siding.

d. Eligible or Potentially Eligible Properties:

*Spencer Memorial Chapel
Penn College Historic District

*Southeast Memorial Gate
Penn College Historic District

*Southwest Memorial Gate
Penn College Historic District

*Dr. William H. and Mae R. Klose House
1002 Penn Boulevard

*Prof. Edgar H. and D. Irene Stranahan House
1001 Gurney Street

*Dr. William E. and Ethel Rosenberger Berry House
116 Rosenberger Avenue

Reverend Charles and M. Olive Whitely House
420 College Hill Avenue West

* Asterisk indicates property being nominated with this submittal.

V. Property Type:

Districts, Buildings, Structures, Sites, and Features Associated with Time of Trouble: The Great Depression and World War II, 1929-1945

a. Description: There was relatively little collegiate building during this period on the (now renamed) William Penn College campus. As a result, only a limited number of resources stand to call attention to this period. This absence is indicative of the college's financial capability during the period. Some faculty and staff housing was constructed, during the early years of the period, and the Laura Betts House at 815 Penn Boulevard is a good example.

b. Significance: Properties associated with this period are significant because they call attention to patterns and events, which occurred outside the mainstream of the William Penn College experience during this period. A time of fiscal constraint, few buildings or structures were erected by this institution. Properties associated with this period mostly comprise those which were privately erected to house college faculty, and these were constructed only in limited numbers. These buildings take on additional significance because their rarity illustrates what otherwise was not happening within Quakerism in Oskaloosa.

c. Registration Requirements:

Criterion A: Properties directly associated with college events and patterns during the difficult years of the Great Depression and World War II; properties directly associated with important events associated with Quakerism in Oskaloosa during the period.

Criterion B: Properties that are directly associated with individuals who played key or influential roles in the community during this period.

Criterion C: Properties that display architectural characteristics associated with Quaker building practices, such as the recycling of materials and stress on economy, as well as architectural characteristics associated with collegiate design during the Great Depression.

Criterion D: Sites of nonextant properties that contain intact buried deposits with good potential to yield, or may be likely to yield, information important to the understanding of William Penn College or Oskaloosa Quakerism during this period.

Integrity Considerations: Properties that display architectural characteristics associated with this period generally display fewer design modifications than older buildings in Oskaloosa within this historic context. As a result, alterations are acceptable if they are at least 50 years old, are compatible

with the original building design and materials, are reversible, or do not detract from the historic design.

d. Eligible or Potentially Eligible Properties:

*Pierson-Betts House
815 Penn Boulevard

* Asterisk indicates property being nominated with this submittal.

V. Property Type:

Districts, Buildings, Structures, Sites, and Features Associated with William Penn College in a New World, 1945-Present

a. Description: A considerable amount of building has occurred on the William Penn College campus since World War II. These properties include dormitories, a library, a student union, an addition to the gymnasium, classroom and arts performing facilities, among others. The Penn Addition to Oskaloosa has also been extensively upbuilt with residential properties, some of which are associated with William Penn College and Quakerism in Oskaloosa.

b. Significance: The significance of these properties needs to be evaluated at a later date because they have not yet reached to National Register 50-year limit.

c. Registration Requirements:

Criterion A: Properties directly associated with the evolution of William Penn College since World War II; properties directly associated with the evolution of Quakerism in Oskaloosa and vicinity since World War II.

Criterion B: Properties that are directly associated with individuals who played key or influential roles among Oskaloosa Quakers during this period.

Criterion C: Properties which display architectural characteristics associated with post World War II collegiate design; also residential architectural design when related to Quaker traditional building practices.

Criterion D: Sites of nonextant properties that contain intact buried deposits with good potential to yield, or may be likely to yield, information important to the understanding of William

Penn College or Oskaloosa Quakerism during this period.

Integrity Considerations: Integrity considerations need to be defined at a later time.

d. Eligible or Potentially Eligible Properties:

No properties were identified in this intensive survey deemed of exceptional importance to satisfy Criteria Consideration 6.

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The Quaker Testimony in Oskaloosa, Iowa

H. Summary of Identification and Evaluation Methods
(Discuss the methods used in developing the multiple property listing.)

Introduction

This Multiple Property Documentation Form results, to date, from a two-phased project. The first, undertaken in 1991 and 1992, surveyed in intensive fashion resources thought to be associated with the westward expansion of Quakers into the vicinity of Oskaloosa (Mahaska County), Iowa. Numerous Iowa Inventory Site Forms and a draft Multiple Property Documentation Form resulted from this survey. (Resources associated with the Chicago, Rock Island, and Pacific Railroad were also intensively surveyed in this phase as another aspect of the cultural resources of Oskaloosa.)

In 1994-1995, the second phase of this project was completed. This phase prepared National Register nominations for those resources identified in the intensive survey as eligible for nomination and refined the Multiple Property Listing "The Quaker Testimony in Oskaloosa, Iowa" as a cover document for those nominations.

Phase 1

Phase 1 of the project began with a data collection of facts pertinent to the specific areas under survey. These included two separate, disparate areas: the Quaker resources of Oskaloosa and the resources located in close proximity to the Chicago, Rock Island, and Pacific Railroad passenger depot and yard. A reconnaissance cultural resources survey in Mahaska County, Iowa, was conducted in the early 1980s, which identified many historic and architectural contexts. Molly Myers Naumann later in a planning for preservation report identified eight contexts for further research. These included "Education" and "Transportation Hub," the two contexts from which this intensive survey evolved. The reconnaissance survey, however, contained Iowa Site Inventory Forms for only some of the targeted sites of this project. For the Quaker resources, the surveyed sites included the extant major pre-1960s campus buildings, the now non-extant gymnasium located on College Avenue, the North H Street Friends Church, and the College Avenue Friends Church. For the Rock Island area, only the passenger depot itself had been surveyed. Survey work in the second phase of this project concluded that that area lacked sufficient significance and integrity to continue National Register proceedings.

A literature search was undertaken next of historical resources concerning Mahaska County. There are two principal county histories, written in 1878 and 1984. Although useful as a starting point, they provided little in the way of detail. The three major Quaker institutions located in Oskaloosa--William Penn College, the Iowa Yearly Meeting, and the Oskaloosa Monthly Meeting--each has a published history, written in the 1960s or 1970s. While good amateur efforts, none of these was prepared by a professional historian. They are not exhaustive and devote little attention to the cultural resources

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under survey. Other secondary sources, while very useful, particularly Louis Thomas Jones' *The Quakers of Iowa* (1914), cover only parts of the subject or area.

Local newspapers and city directories are available at the Oskaloosa Public Library, and these sources proved invaluable in filling in many of the gaps in the secondary literature, as well as in providing historic images of many of the resources. The Sanborn Fire Insurance Maps for various years also provided invaluable information, particularly for the Rock Island resources, which proved to be difficult to document in most other conventional historic sources.

Important information also came to light from oral history interviews conducted by the principal investigator, the project associate, and members of the Oskaloosa Historic Preservation Commission, both in the field and on the telephone. The value of oral history in a state like Iowa cannot be overstated. Local residents often remain many years in one place, have long memories, and constitute an incomparable source of information otherwise unavailable in print. Oral informants proved especially helpful on questions about the college and the Friends' meetings. A complete list of the interviews is contained in the bibliography.

Also important to the methodology of this report was liaison with staff, Bureau of Historic Preservation, State Historical Society of Iowa. Ralph J. Christian, Architectural Historian, responded to the consultant's initial questions about the project, evaluated photographs of the sites, discussed potential historic contexts, and recommended additional sources of information for review. From the exchange of information at these meetings, it became evident that many architectural integrity questions about the Rock Island area buildings posed major problems for potential eligibility. All parties agreed, on the other hand, that the integrity and potential of the Quaker resources seemed to warrant consideration and the development of further historic contexts. "The Quaker Testimony in Oskaloosa" provided a good context, which could be subdivided into eras of development. Bureau staff also made suggestions for further research on A. T. Simmons, architect of Bloomington, Illinois.

From a synthesis of this information, the consultant and project associate established six working eras of development as key to understanding the Friends' resources under investigation. These are:

First Growth, circa 1855-1890

The Rosenberger Presidency, 1890-1910

An Era of Change, 1910-1917

Constraints and Beneficence: World War I and the Ensuing Years, 1917-1929

Time of Trouble: The Great Depression and World War II, 1929-1945

William Penn College in a New World, 1945-Present

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As to the Rock Island resources, the failure to discover significant uses or owners of the buildings combined with the many architectural integrity problems discussed above, and contributed to the consultant 's decision to discuss these resources in one broad context, "The Chicago, Rock Island, and Pacific Railroad Area."

Research in primary source materials was conducted by the consultant, the project associate, and many of the volunteers. In general, period newspapers provided the most detailed and most complete information. Most of the newspaper work was done by volunteers, under specific topics and guidelines developed by the project associate. Reports, stories, photographs, and drawings identified by the researchers were copied or indexed. Both the consultant and the project associate then read, analyzed, and evaluated these sources, incorporating them into the text.

Volunteers also perused the manuscript and printed records of the Iowa Yearly Meeting and the Oskaloosa Monthly Meeting, held in the archives of the Iowa Yearly Meeting in similar fashion. Pages from these records were then copied for the use of the consultant and project associate. These records proved to be rather disappointing sources, as the entries tended to be brief, unrevealing, and incomplete, especially in comparison with the records of various meetings of other, earlier Yearly Meetings.

In similar fashion, the collections of the William Penn College Archives were surveyed by volunteers, led by the project associate and Emeritus Librarian Marion Rains, who has been organizing this collection. Again, the records were found to be very incomplete, with noticeable major gaps. Very few handwritten records remain. Many typescript documents were found, which are assumed to have been compiled during the time Dr. S. Arthur Watson was writing his history of the college. Apparently the original primary materials were destroyed, by now undetermined individuals, either before or after this book was written.

Although little can be done to change the effects of such poor archival decisions in the past, it is to be hoped that the problems encountered during the research for this current survey show the need for the immediate implementation of modern, comprehensive records collection and archival preservation policies. Some important issues related to the cultural resources of the Religious Society of Friends in Oskaloosa probably never will be definitely answered because of the lack of vital pieces of information. It is ironic, for example, that period newspapers now provide more complete information on major decisions regarding Penn College than do the Board of Trustee and Faculty minutes.

In terms of site identification, the decision was made by the principal investigator and project associate early in the life of Phase 1 to investigate other kinds of associated resources, specifically faculty and student off-campus housing. This proved to be a fertile area of research.

For faculty housing, the search was easier, as a complete list of faculty and administrators is provided in Dr. Watson's book. From this list, the twenty who served Penn the longest were identified as the most important for the life of the institution, the easiest to find, and those most likely to have bought

permanent homes in the area. The volunteers then canvassed oral history informants and researched city directories for information on these twenty individuals. The results were rather surprising. Many of these individuals, despite serving the college for several decades, never acquired permanent homes of their own. Others relocated so frequently the assumption was made that they also remained renters. Many of those who did acquire permanent residences did so fairly late in their lives, and many were able to so only because they constructed the buildings themselves, thus cutting the costs. A differential also developed between male and female faculty. Most faculty homes also can be classified as modest or moderate level in terms of architecture. Further research beyond this list of twenty individuals will probably confirm these trends.

The search for student off-campus housing was much less systematic, as it proved difficult given the time constraints, limitations of budget, and massive amount of information to be digested during this project. Oral history informants were discovered to be principal sources of such information. Considerable opportunities remain to be explore in further research concerning student off-campus housing. They are discussed below in the "Recommendations for Further Research and Registration."

After the initial research, field investigation, and consultations, the historic contexts were re-examined, re-evaluated, and refined. The historic contexts as refined were then developed in the Section E of this report during Phase 1 of the project.

Phase 2

To fund Phase 2 of this project, the Oskaloosa Historic Preservation Commission and Randall Irwin, Director of Housing and Community Development, prepared an application for a Certified Local Government (CLG) grant, sponsored by the State Historical Society of Iowa. To make this CLG application manageable, the commission selected a series of resources identified during Phase 1 of the project but excluded some of those properties.

Phase 2 of the project began in earnest after the SHSI had funded this grant application and consultants had been selected to provide the products.

One task in Phase 2 was to research Oskaloosa City Directories to augment information already collected about buildings identified earlier as homes of faculty members who served Penn College the longest or as homes where students boarded during their years of matriculation. This research was hampered because Oskaloosa City Directories do not exist for many of the years in question. The Oskaloosa Public Library contains the most complete collection, but there are many gaps in the years covered, especially in the 1930s and 1940s, years that saw many changes in personnel at the college. Directories also differed in format and lay-out, making the search more difficult. The earliest contained only alphabetical lists of residents, without cross-reference lists of homeowners by address in a street-by-street index. This proved to be a drawback when researching home ownership backwards in cases where only recent ownership was known, especially for homes identified with student housing. The 1910-11 directory was the first to contain cross-reference lists by address. (See

the bibliography for a complete list of directories used.) It should also be noted that house numbers changed in Oskaloosa and this also compounded difficulties for researchers. The Ruby House, for example, was known as 704 North Market Street through at least 1936, although its is known as 1004 North Market Street today.

In Section F of this report, a typology of all resources associated with "The Quaker Testimony in Oskaloosa" is developed by the principal investigator and project associate. Such a typology, with further refinements, should be applied in the future to identify more sites.

Recommendations for Further Research and Registration

Acknowledgments

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Volunteer efforts have been central to the life of this project, and the quality of their efforts is hard to overestimate. Most of the photography for the Iowa Site Inventory forms was contributed by Patricia Pierce Patterson. A professional photographer, Patterson's efforts will preserve an excellent record of these resources for future generations. She also took many other photographs for the project, which could not be used on the Iowa Site Inventory Forms, and these will be deposited in the Historic Preservation Bureau as well.

Many historic images of the resources covered by the survey were also located. Volunteers from the Oskaloosa Monthly Meeting, especially Allen and Martina Bowman and Marion Rains, conducted the effort to locate and identify historic images in the William Penn College Archives . Patricia Pierce Patterson conducted a similar survey of the collections of the Mahaska County Historical Society. Martha Berry Johnson, Bruce and Mary Palmer, and Charles A. Russell also contributed copies of historic images in their private collections.

Under the direction of the project associate, volunteers also conducted defined research projects that contributed significantly to the historical investigation of this report. Lena Doller, archivist of the Iowa Yearly Meeting, led the research in the historic records of that institution, including minutes of its meetings as well as the minutes of the Oskaloosa Monthly Meeting. She was aided by Kathleen Pierson and Mildred Hinshaw Rains. Martina Bowman coordinated and led a team of volunteers from the Oskaloosa Monthly Meeting who perused period newspapers for photographs, drawings, and reports about the Quaker resources. Iola Cadwallader and Erin Patterson helped in this effort. Peggy

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Comstock, Mary Palmer, and Wilmer Harvey also contributed to other parts of the newspaper research.

Marion Rains, Emeritus Librarian at Penn, coordinated and led a team of researchers who searched the holdings of the William Penn College Archives. Others who participated in this included Lena Doller, Martina Bowman, and Mildred Hinshaw Rains. Patricia Pierce Patterson conducted research of deeds and plats in the Mahaska County Recorder's Office. Marion Rains and Mary Palmer corresponded with college graduates in efforts to answer other questions. Volunteers also identified many of the oral history informants who were interviewed for the project.

Finally, a special effort by the volunteers, particularly Marion and Mildred Hinshaw Rains and Martha Berry Johnson, deserves recognition. Early in the survey the project consultant and project associate determined that faculty and student housing provided appropriate areas of research and might contribute additional sites. These volunteers searched city directories, interviewed others, and identified a list of addresses for the twenty faculty, staff, and administrators who have served Penn the longest. They also compiled a list of houses in which they knew students had boarded. Although not all of the identified sites could be evaluated in time for the report deadline, Iowa Site Inventory forms are included in the report for eleven faculty homes and four houses associated with students. This project is cited at various places in the report as "Housing list prepared by Oskaloosa Monthly Meeting volunteers," and it contributed significantly to the over-all improvement of this portion of the report.

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