In contrast to the drastic and unpredictable adjustments demanded of the colleges and universities of the nation by the unstable economic and world situation of the previous two decades, the next two were characterized by a single irresistible pressure—the rapid, continuing increase in student enrollment.

The problems arising from this basic fact could, to a degree, be foreseen. In administrative circles of higher education, birth statistics and their implications were being studied and discussed. But the impact occurred earlier than was generally expected, and its force was greater. That intangible factor, the attitude of the public towards higher education, could only be known as it became explicit. That it would find expression first in the number of young people who would knock at the college gates and much later in the legislative halls, only complicated the matter.

It soon became evident that, in addition to stimulating returning veterans (aided by the G.I. Bill) to obtain a college education, the war had also strongly influenced the public mind in favor of more education. High schools that, before the war, did well to send a fourth of their graduates on to college saw the proportion raised to nearly half. These young people were about to merge with the veterans. And another war, that in Korea, as yet unanticipated, would in a very few years add an additional influx of ex-servicemen.

The more obvious and immediate problems that the new administration had to face, therefore, arose in the areas of staffing and plant expansion, and this, in turn, required a breakdown of the traditional legislative attitude of penury towards the teachers colleges.
The State Board of Education, meeting on March 23, 1948, accepted the resignation of John Munson (age 70) as of June 30, and appointed as his successor Eugene B. Elliott (age 52), effective July 1.

Eugene Bradshaw Elliott was a native of Michigan. He held degrees from Michigan State University and a doctorate from the University of Michigan. He was a Phi Beta Kappa from Albion College. Seven years of teaching and school administration had preceded his entrance into public office. He came to Normal from his elective position of State Superintendent of Public Instruction, a post in which he had made the remarkable record of serving, regardless of political party in power, for a period of 13 years, longer by far than any of his predecessors.¹

At the State level he had served as Director of Research of the Michigan Education Association, Director of Research and Finance for the Department of Public Instruction, and chairman of the Michigan State Planning Commission from 1941 to 1947. As Director of Research and Planning he presented (in 1935) with exceptional effectiveness to the State Legislature the state-aid plan for the public schools that has since been in operation. When appointed to the position at the Normal College, he was serving as secretary to the Executive Committee of the American Council on Education.

Of fundamental importance to the president of a college or university is the confidence of his faculty, a consideration especially true in the post-war era when faculties began asserting with increasing insistence that they should play an important role in the decision-making process. This complicating factor is not present in the typical business organization.

At Normal, as we saw in the previous chapter, there had been serious discontent among the faculty. The State Board, by ignoring this factor, placed their appointee in a difficult position. They had summarily rejected the plea of a faculty committee to be permitted to submit a list of nominees, in which Elliott would be included. Consequently, Elliott came to Ypsilanti in the light of one foisted on those with whom and through whom he must work and achieve.

His pleasing personality, gracious manner and receptive attitude, however, bade fair to minimize in time the effects of this unfortunate decision. His family, wife Wilma and daughters Patricia and Ellen, met a long-felt campus-wide and community-wide desire and need. Upon Elliott's arrival in Ypsilanti, plans were in progress for
the construction of a dwelling for the President. In his eagerness to establish prompt and intimate contact with the institution, he took temporary residence in a small campus apartment.

As for the administrative structure, his first step was to provide for a business manager. He created the office of Controller. This was long-overdue and was to prove essential to the orderly growth and development of the institution. Benjamin L. Klager was the first appointee. He functioned effectively until his retirement in December, 1961, when Lewis E. Profit became his successor. Under Klager the faculty experienced for the first time the specialized view and the restraining hand of a business executive.

When Elliott arrived in 1948, some 2,800 students were enrolled, an all-time high up to that time. The campus comprised 107 acres and the buildings numbered 18, including five large dormitories. The legislative appropriation for operation and capital outlay for that year was $1,343,192.

When he retired in 1965, some 8,000 students were enrolled, and preparations for the coming fall were for 10,000 with the "G.I.'s." fairly out of the picture. The campus comprised 200 acres and options had been taken on 142 more. There were 37 buildings on the campus, including nine large dormitories, two large buildings in progress, others planned, and some 259 students apartments, with more in prospect. For the coming year the legislature had appropriated $7,038,000 to finance operation and capital outlay. To this would be added $2,331,000 from revenues, largely student tuition. Another $6.5 million was forthcoming from private bonds floated to finance self-liquidating projects (more dormitories, more student apartments, a doubling of the capacity of the Union building (McKenny Hall). A classroom addition was planned for the Quirk Theatre.

In brief, to meet the tripled size of the student body and the greatly increased costs of an inflationary era the legislature had, indeed, modified its attitude concerning the teachers colleges. It had increased its contribution nearly six times. Nor was the picture at Normal exceptional. The influx of students, need for additional buildings, rise in cost of operation were state-wide and nation-wide. To Elliott, however, must be given credit for anticipating the extent of this growth. In 1954 it became important to estimate the ultimate size of the institution. At the time, an ultimate figure of 5,000 students appeared high; he decided on 10,000, a figure which, though
not proving to be ultimate, was reached upon his retirement.

For many years there had been a growing desire to drop "Normal" from the name of the College. The trend among teacher preparation colleges over the nation to do this had become so widespread that by 1956 the Ypsilanti institution was one of only three that still retained the designation. Normal's sister institutions in Michigan had taken the step in 1927.3 (John Munson at the time was president at the Northern State Normal.) The feeling was that the name "Normal" belonged to an earlier era when teacher training institutions were two-year schools and not considered to be of college grade. At Ypsilanti the athletic department was particularly disturbed because—especially in track—the name was felt to be a barrier to inclusion in intercollegiate competition.

The major obstacle to a change of name for Normal had long been thought to lie in the State Constitution. The name "Michigan State Normal" was embodied in that document (whereas the three sister institutions were established by legislative action), and it was assumed that for Normal a change of name would require a constitutional amendment.

Elliott took steps to probe this matter. The State Board put the question to the Attorney General as to "whether it is within the authority of the Legislature to change the name of the Michigan State Normal College by statute." The opinion rendered was as follows:

Answering your specific inquiry, it is the opinion of the Attorney General that the Constitution forbids changing the nature of the State Normal College but that the change in the name of the State Normal College is clearly within the power of the Legislature. The words "state normal college," as they appear in the Constitution of 1908, are not proper names but are descriptive of a specific type of educational institution.4

There ensued at Ypsilanti an eager search for a new name. A broad appeal was made for suggestions; many responded. Some suggested Michigan State College (the name recently abandoned by the East Lansing institution for Michigan State University); some, Michigan Eastern College. One proposal, Ypsilanti State College, received general disapproval, as connoting a regional or local institution. Normal had prided itself on drawing students from every county in the State, from many other states, and from several foreign
countries. The discussion was conducted with skill by the president, and the outcome—Eastern Michigan College—was found generally acceptable. It was consistent with the names held at the time by the three sister institutions, and it recognized an unavoidable development: Normal had in fact become basically a regional college. The new name became effective July 1, 1956.

With scarcely a ripple, the name was again changed in 1959 from “College” to “University.” Normal was simply following the Michigan trend begun two years earlier by Western at Kalamazoo. The change was made at the same time by Central of Mt. Pleasant and in 1963 Northern of Marquette followed suit. At Normal, the college paper, *Eastern Echo*, merely commented:

Monday morning, the college switchboard operators will begin greeting callers with “Eastern Michigan University” and college printing will began bearing the new EMU seal. . . . No special ceremonies have been planned. . . . The designation of Eastern as a state university, however, promises intellectual and physical expansion in the future.

The teaching load of the four teacher training institutions had traditionally been heavy. Large classes (often of 60 or more students) were taught, tested, and graded by the instructor without assistance. This was held to be the regular load of 15 class hours per week. In the science areas where laboratory work was involved the total was considerably higher. In addition, faculty were permitted to teach off-campus in the extension program—a voluntary decision but, though low in monetary compensation, a strong temptation in light of the meager salaries that were paid.

Meanwhile, in the universities throughout the land, the trend had been to provide more time for the professor to keep abreast of the literature in his field of learning, and for that element argued as essential to vital teaching—research. Candidates for graduate degrees were employed as assistants to grade papers and do some of the clerical work or, as teaching fellows, to conduct quiz and discussion sections. The class hours of teaching were set well below the load carried by the Normal faculties.

This matter of professional load was considered by an organization representative of the four teachers colleges, the Interfaculty Council of the Michigan Colleges of Education. At its March 1958, meeting, a Teacher Load Committee was appointed to study the
problem and make recommendations. The work of this committee culminated in an extensive and detailed study, published and widely circulated in 1960.\textsuperscript{6} Eastern promptly adopted its recommendation. On the initiative of the Vice-President for Instruction, Bruce K. Nelson, and with Elliott’s support, a reduction in classroom teaching to 12 hours per week was approved for the instructional departments, most of which took advantage of the new policy.

The question of subsidizing athletes in intercollegiate competition became urgent as the athletic conference to which Eastern belonged leaned more and more to a policy of limited financial assistance and the consequent competition became more rugged. Eastern’s traditional policy, strictly enforced under Munson, had been no subsidy and no recruiting. Under Elliott, a faculty committee was at length appointed to make a recommendation. The recommendation was for limited compensation, accompanied by a policy statement that required similar treatment for participants in other activities where the College was represented. The policy adopted was stated by the President as follows:

\begin{quote}
We believe that a student participating in intercollegiate athletics must be admitted on the same basis and show the same level of academic achievement as the student who does not participate. We believe that a student participating in intercollegiate athletics should have the same opportunities, no more and no less, for loans, grants-in-aid or scholarships as all other students, and we further believe that the primary basis for granting such help is scholastic achievement. Our university is operated for the education of youth. That is our business.
\end{quote}

The statement received wide publicity, was very unpopular in certain quarters and strongly supported in others. One superintendent of schools wrote:

\begin{quote}
Secondary schools face the difficulty of keeping extra-curricular activities, particularly those that relate to athletics, in their proper perspective. Colleges and universities which have high pressure recruiting campaigns help to set up a false set of values, not only in the prospective athlete, but in his associates.\textsuperscript{7}
\end{quote}

The president of Wayne State University wrote: “I agree wholeheartedly with President Elliott’s statement on the subsidization of athletics and would only add the qualification of financial need in
providing such financial assistance." Under this policy, Eastern felt obliged to resign from the Interstate Intercollegiate Athletic Conference (I.I.A.C.) in 1962. Later, Eastern joined one formed by Wayne State University and seven private colleges in four states, which purported to hold compatible views, called the Presidents' Athletic Conference (P.A.C.). But Wayne State shortly withdrew, alumni and coaches were not happy with the quality of competition, and in 1966 Eastern withdrew. As of Elliott's retirement, therefore, Eastern was a loner in the field of intercollegiate competition, forming season schedules catch-as-catch-can.

In the Munson chapter we saw how drastically and unfairly the salaries of Normal's faculty and administration had been cut during the Depression. The nadir was reached in 1933 just as Munson arrived in Ypsilanti. Nothing anywhere near comparable was done to the major institutions of higher education in the State. From this point on, the problem was how to start an upward trend. Some progress was made in the late thirties. By 1940, the President's salary had risen to $5,000, the department heads to $4,000, the full professors to $2,700. Restoration of the loss was still a distant and uncertain hope.

The Council of Presidents (presidents of the four teachers colleges) gave increasing attention to the problem. In 1942, they made a recommendation that was to have a major influence on salary planning and improvement. To replace the existing unorganized method, which produced many inconsistencies, they developed an organization chart which defined the academic requirements for the several faculty ranks and prescribed minimum and maximum salaries for each, with biennial step increases. The State Board adopted the chart "because of increasing housing costs and adjustments of compensation in the faculties of the teachers colleges."

The new schedule became effective July 1, 1943—effective, that is, to the extent that the legislature would be willing to validate it. This proved to be a long and discouraging struggle. But a pattern had been set and it proved over the years to be helpful to all concerned in achieving flexibility, elimination of gross inequities, and an upward climb. Salaries were finally restored approximately to pre-Depression levels at just about the time of Munson's retirement in 1948.9

From this time, the objective was to obtain salaries comparable to those prevailing in other institutions of like character in the mid-
west, and to attempt to keep abreast of the increasing rise in the cost of living.

A number of devices were employed to speed the process. Beginning with July, 1943, the salary year was shortened from 12 months to 10, with no diminution in the rate, and extra compensation for those fortunate enough to be needed for the summer session. Munson had for years been edging toward this step. In the budget request for 1939-1940 he had begun to insert the phrase “for 12 months” after each faculty name in the budget. Beginning with the following year, he made an occasional 10-month appointment. By the summer of 1943, all members of the summer staff were on additional salary. (Prior to this time all faculty were required to teach two summers in three as part of their academic year.) For the ensuing year the biennial step increases were advanced by one year.

In 1944, a push from a faculty organization at Normal, Local 686 of the American Federation of Teachers, in the form of a report on the salary schedule was submitted to Munson, presented by him to the State Board, and filed by that body. In the same year, a first step in basing requests for salary increases on the percentage decided upon by the Civil Service Commission as to civil service employees (teachers were not on civil service) was taken with regard to the salary of the presidents. (The policy of following Civil Service decisions as to increases was applied to the faculty as a whole from 1951. A precedent having been established, it proved to be acceptable to the legislature as an effort to meet the increasing cost-of-living factor.) In 1947, the schedule was revised to provide an additional step increase and to read “annual” rather than “biennial.”

In August, 1947, Local 686 provided a second push for higher salaries by presenting to the Council of Presidents a critique of the salary schedule adopted in March, purporting to show that in actual purchasing power the salaries shown fell seriously short of the prevailing salaries of 1939, and stating that public school districts were paying higher maximums than were available to assistant professors. In 1948, the Board requested the presidents to confer with the State Budget Director concerning another over-all revision of the schedule. Such a revision was adopted in 1950.

Elliott succeeded Munson as of July 1, 1948. In that year the State Board requested the Council of Presidents to prepare a progressive budget request that would achieve the full salary schedule for the year 1951-1952. In 1950, the Board adopted a third revision of the
schedule, adding two increase steps, voting to make it effective as of December 1. At the same time, it requested a deficiency appropriation for the year 1950–1951.

However, an alarming attitude in the legislature developed in 1950 which affected all of the state-supported institutions of higher education, and brought about an unprecedented spirit of cooperation among the heads of the colleges and universities as far as budget requests were concerned. The rush of veterans to obtain an education under the G.I. Bill had slowed to a trickle. The impact of increasing birth rates during the late thirties and the forties had not yet been felt. Enrollments dipped. The legislature, in spite of the warning of educators that the flood of applications for admission to college would soon rise again, and to even greater heights, looked upon the immediate situation as an occasion for reducing appropriations. They threatened an across-the-board cut of 5 per cent.

Strenuous protests ensued. Articles revealing the plight of the universities, particularly the University of Michigan, appeared in the educational press. It was shown that other states had by this time recovered from the Depression cuts—but not Michigan; that post-war enrollments in Michigan institutions had exceeded those in some 20 other states; that state appropriations per student in those states had been four times that in Michigan; and that the current drop in enrollments had been less than half that in other states.11

For the teachers colleges, Elliott took up the cudgels. In one institution, he said, department heads were on the average nearly $1,400 below the prevailing salary schedule, professors nearly $1,100, associate professors more than $800, and assistant professors about $250. Many school districts, he said, were paying more than the ceiling for assistant professors.12

The legislature finally settled for a cut of 2-1/2 per cent below the appropriations for the previous year.

The rate of progress in salary improvement in the fifties and sixties was strongly prodded by the whip-lashes of creeping inflation. In the sixties, the newly-acquired status of University and the heightening intensity of competition for qualified faculty added their pressures. For a time the budgets provided for two factors—merit and promotion, and cost of living. But the latter came to be the all-consuming concern, and it prevailed. At one time, an across-the-board factor of 4 per cent was included; at another, 7 per cent. But it never seemed able quite to catch up with reality. Inflation came to
rule the day and salaries reached heights that would have appeared fantastic in the forties. By 1965, the presidents were scheduled for $25,000, the maximum for department heads was $13,500, for professors $11,290, associate professors, $9,600, assistant professors, $8,200. And the ultimate was still in the laps of the gods.

That Eastern was moving forward with the times during these years is shown by projects undertaken, facilities acquired, and certain processes and emphases adopted. In 1960, closed-circuit television was installed and experimentation begun in instruction through this medium. In 1963, Eastern secured a place in the United States program for overseas educational projects. A grant was secured for the organization of teacher training facilities and the training of personnel for preparation of elementary teachers in the Republic of Somalia. R. Stanley Gex, at the time Dean of the College of Education, was granted a leave of absence to organize this project. In the Graduate School, the Specialist Degree (representing a year of graduate work beyond the Master's degree) was offered in 1964.

In the same year, an IBM Computer Center was established. This facility found many uses, one of the most helpful of which was the ability, through data processing, to pre-register and classify approximately seven-eights of the student body—thus saving much time at the beginning of a semester. An Office of University Public Relations and News Service was created, a revival on a much bigger scale of an attempt made during the McKenny era.

By far the most significant of all, however, was the decision to proceed with the enlargement of the library facilities. Plans were formulated for the abandonment of the old library building and construction of a new building which would stand as a model for college libraries everywhere. At the same time, the old policy, long stubbornly adhered to, of a seriously inadequate place in the budget for library operation and acquisitions was changed to permit an increase of 1 per cent per year until the appropriation should reach 6 per cent of the budget.

A matter of considerable debate was the threat to close Roosevelt Laboratory School, descendant of the original Model School that, throughout Normal's long history, had played such a vital role in the training of teachers. In the new era, the public schools were so ubiquitous and competently staffed that they could be used for this purpose, and this encouraged at the State level an economy move.
Again, as had been the case under President McKenny, local loyalties prevailed, and the evil day was postponed.

Such were a few of the more important developments.

One, of a minor nature, raised memories of a by-gone day, when the subject of women smoking caused a nation-wide furor. In January, 1960, Elliott received a letter from a student Protestant organization known as the Inter-Varsity Christian Fellowship, Eastern Michigan University Chapter, which objected to smoking in the religious affairs building on the campus, Starkweather Hall. It said in part:

We oppose all smoking in Starkweather Hall, but it has been recommended by some to permit smoking in certain areas. . . . We do not believe in compromising principle. If even compromise smoking is permitted . . . it will be a sad day in the history of Eastern Michigan University. It will be a sad day because it will mean that Eastern Michigan University encourages its students to take up powerful, almost unbreakable habits by not providing at least one building—not even the building of religious affairs—in which a student does not have to smoke to be socially correct. 13

The president turned the matter over to the Faculty Board of Starkweather. Smoking continues in Starkweather. Money was provided for the remodeling of Starkweather and today, under the able direction of Charles Minneman, it serves its purpose better than ever.

Note should be taken, too, of the expanded use of the College Union, McKenny Hall. Thanks to the initiative of Controller Benjamin Klager, the vast unused area of the basement was transformed into a recreational center where students and faculty could enjoy bowling and billiards. A portion was reserved for a college bookstore, where books and supplies could be sold at a saving to the customer. The ancient but fondly remembered establishments of Stanley's and Zwergel's faded gently from the campus scene.

No chief executive worthy of his position of responsibility can hope to avoid the conflicts of opinion, judgment, and interest (both group and personal) that are inherent in the operations of an institution, particularly a public-supported educational institution. In the case of Elliott, a series of developments occurred that were to make the going especially rough.
In 1952, he created a new position, Dean of Professional Education, but did not specify its limits. The result was a free-for-all situation among his immediate subordinates. While stimulating in some quarters, it was depressing in others, and confusing throughout.

A turning-point in his relations with the faculty occurred two years later. Elliott's attitude toward the faculty organization had been amicable and cooperative. He had agreed to the existence of a faculty organization operating under a constitution, functioning through a representative council and working committees. But certain questions felt to be fundamental in the minds of the faculty remained unanswered. These went to the very foundation on which the organization rested. Was it considered to be a permanent feature of the decision-making process in operating the College, or did it exist merely at the pleasure of the incumbent president? If the latter, then its role might well vary with each incoming president—if, in fact, it continued to exist at all. Indeed, what degree of influence could it exert? Were there possible areas where it could be delegated authority equal to that of the president—for example, curriculum development?

Because of the ready cooperation that the president had given over several years, the faculty had come to believe that he understood and supported their viewpoint. However, there came a time when he decided that his authority was being challenged and that he must act to protect it. In 1954, a confrontation took place over a question as to the nature of the position of department head. This he settled by imposing his will and, at the same time, ordering certain modifications to be made in the faculty constitution which clearly stated not only his position of authority but also his intent to influence the membership of the Faculty Council committees. While his was far from a denial of the principle of faculty participation in the decision-making process, the reaction of faculty leaders was bitter.

A year later, the president, in a move designed to develop a somewhat larger and more dynamic administrative staff to cope with the problems of a rapidly expanding institution, ordered a reorganization, effective January 1, 1956. Two new positions were created, and the office of Dean of Administration was replaced by that of Dean of Student Affairs. With the Controller, the Dean of Professional Education and a representative of the Faculty Council, these constituted the president's "Policy Council." This administrative
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staff, by dint of unremitting effort and the determination to tackle head-on the challenges of a new era, soon won the president’s complete confidence.

In the spring of 1962, a sequence of events began that led, through curious twists and turns, to a highly unpleasant climax. A group of alumni, convinced in their own minds (but entirely outside of and contrary to the sentiment of the Alumni Association) that all was not well with Eastern, undertook an inquiry among faculty and students which revealed numerous dissatisfactions. This led the group to ask the State Board for an investigation of administrative practices. The State Board, on Elliott's suggestion, called on the North Central Association of Secondary Schools and Colleges to send an investigating team to the campus. The Association appointed a survey panel and instructed it “to assess the current status of this university with particular reference to certain allegations which have been made concerning student and faculty morale and the management of the University.”

In June, 1963, the panel spent two and a half days on the campus interviewing all who wished to appear as well as members of the administrative staff. Some 50 to 60 per cent of the resident staff voluntarily appeared, more than could be adequately interviewed in the time available. Four months later, the panel made its report, indicated some things that appeared to require attention, and recommended that the next periodic visitation of the North Central accreditation commission be advanced from 1965 to 1964. It also recommended that Eastern undertake promptly a self-study in preparation for the visitation.

The State Board, on its part, shocked the world of Eastern by requesting the president's resignation. When he refused, the Board ordered that his tenure terminate a year hence. At the same time it abolished one of the administrative positions that Elliott had created—that of Director of Planning and Development and Assistant to the President.

However, events were taking place in another area that would cause the demise of the State Board itself. The people of Michigan approved a new State Constitution, to be effective January 1, 1964. A provision in this Constitution abolished that venerable body, the State Board of Education, established in 1849 to locate, organize, and control a State Normal School.

The new Constitution provided for a separate board of control for
each of the baccalaureate degree-granting institutions (not including the University of Michigan, Michigan State University and Wayne State University, whose boards were elective) to be composed of eight members, appointed by the governor with the advice and consent of the Senate. The board for Eastern adopted the name Board of Regents of Eastern Michigan University. The governor acted promptly to appoint the new board. It met without delay and rescinded the action of its predecessor regarding Elliott.

Throughout this ordeal Elliott maintained an attitude of confidence and composure. His genial personality proved to be an invaluable asset, and he gave his utmost during the final trying two years that were left before retirement.

Elliott's services to education and to Eastern did not go unrecognized. In 1936, he had been granted an honorary LLD degree by Albion College; Hillsdale College conferred an honorary EdD degree the following year. During his tenure at Ypsilanti he served as president of the National Association of Colleges of Teacher Education (1956-1957) and president of the Association of State Colleges and Universities (1963-1964). In 1952, Wayne State University honored him with a Doctor of Laws degree, and in the citation said:

> Educators, government officials, legislators, and leaders in civic affairs in the State and in the nation have sought his scholarly analysis, wise counsel, and clearly conceived decisions regarding professional problems. Through war and depression, through a period of confusion regarding the objectives of public education, he has provided sound leadership toward the solution of many problems confronting schools and colleges in Michigan. To Wayne University he has given valuable assistance in the task of interpreting the relationships of this institution and its programs to the State and to the larger community it serves. . . . As the leader of a distinguished teacher training institution, he is eminently suited by experience, breadth of view, and philosophical temper to bring us nearer to realizing the goals we cherish for our system of free public education.

Elliott retired as of July 1, 1965, and made his home in Adrian, Michigan, from that time.
Adonijah Strong Welch (1851–1865)
Charles FitzRoy Bellows (1870–1871)
Joseph Estabrook (1871–1880)
Malcolm Mac Vicar (1880–1881)
Daniel Putnam (1881–1883, 1885–1886)
Edwin Willits (1883–1885)
John Mahelm Berry Sill (1886–1893)
Richard Gause Boone (1893–1899)
Elmer Adelbert Lyman (1900–1902)
Albert Leonard (1900–1902)
Lewis Henry Jones (1902–1912)
Charles McKenny (1912–1933)
John Maurice Munson (1933–1948)
Eugene Bradshaw Elliott (1948–1965)
Harold E. Sponberg (1965–present)