

# EX-GROCER'S CLERK, NOW BUSINESS MAN, HEADS UNIVERSITY OF ARIZONA AT AGE OF THIRTY-THREE

## Dr. Cloyd Heck Marvin Won His Spurs by Fidelity to Ideals of Best Service

UNIVERSITY professors once were visualized by a materialistic world as graybeard ancients, living as recluses in a maze of books, nervous as frightened hares when occasionally thrust into the turmoil of the outer world.

According to popular tradition they were usually afflicted with myopia and astigmatism; were invariably being educated out of their lifetime savings by heartless villains who took advantage of their innocence, and were ordinarily dressed in suits of homespun with baggy trousers.

Such concepts as these receive a rude shock when brought in contact with the personality of Dr. Cloyd Heck Marvin, the new president of the University of Arizona.

In the first place, Dr. Marvin is not an ancient, for he was barely thirty-three years old this fall when elected to the presidency of that institution—it is thought he is the youngest president of a university in the country.

In the second place, he is not an intellectual recluse, for the world of books claimed him only after he had attained a distinguished success in the world of commerce as a high-salaried consultant in business.

And in the third place, he has neither myopia nor astigmatism, does not wear baggy trousers, and he enjoys social contact with his fellow man and woman.

The election of a business man to the presidency of a university is, in itself, an event worthy of record; but the election of a business man and educational leader thirty-three years old was unheard of until the regents of that western institution, after a search lasting for nine months, announced Dr. Marvin as their choice for the office. Their decision and his acceptance of the offer were made with a promptness which denoted a capacity for quick determination and ready action.

The career of this interesting young president ought really to be divided into two parts: his career in business management and as an educator. But when one tries to make that division one finds it cannot be done; the two have run side by side and are linked inseparably.

### Began to Hustle the Day He Left College

Dr. Marvin got his degree of doctor of philosophy from Harvard. At the time he received that degree he was employed by several firms in Los Angeles and New York as their business adviser. In the autumn following the award of his doctorate, 1919, he was made dean and assistant director of the Southern Branch of the University of California at Los Angeles. At the same time he was serving, and continued to serve, as a high-salaried expert in business management.

Dr. Marvin was born in Philadelphia.

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Dr. Cloyd Heck Marvin, who at the age of 33 becomes president of Arizona University

business administration convinced him of the necessity of the executive in business to know educational methods. Education, he saw, was a science, and as a science it was properly applicable to the cold facts of business. It was not education as it is ordinarily conceived which fascinated him and which led him to specialize in this subject while at Harvard, but education as a means of increasing production, of improving the efficiency of men. Still intending to remain in the world of business, the so-called workaday world, he foresaw that to become a leader of men he must know how to teach them. To leave Dr. Marvin now explain the reasons which prompted him to this belief in a liberal education in the development of industry.

### Development of Industry After Civil War Period

"During the Civil War period," Dr. Marvin explains, "the industry was a hodgepodge of hand operations. Each man every factory was a specialist in his own process of manufacturing. The article upon which he was engaged was made by hand and not by machine. Mass production was unknown, and besides being made by hand, such a system of production was limited to only a small article in the manufacture of any article. None of the workers could be taken out of the details of the process. Each man became only a cog in the machine, and the age of specialization had arrived.

"We have been living in this age of specialization. We see the system at its best in the factory organization, where the worker is trained to do one thing and only one thing. It is a system that has made possible the production of goods in quantities that were not possible before. It is a system that has made possible the production of goods in quantities that were not possible before.

"The only field which had not been touched to the depths, I believe, was the education of the workers. Specialization and machinery were artificial aids to production. The greatest improvement would come through natural means

## He Is the Antithesis of a Popular Concept of Men Who Direct the Destinies of Great Institutions of Learning

this subject during my first two years at Harvard."

In 1917, after two years of graduate work, Dr. Marvin received his second master of arts degree, this one in education, from Harvard. It came barely in time, for the summer found this country entered in the European war, and Dr. Marvin enlisted in July of that year.

Assigned at first to the second Presidential training camp, he had been there only two months when he was given a captain's commission, and stationed at Portland, Ore., with special instructions to organize the production department of the Spruce Production Division. Here Dr. Marvin's training and his native ability stood the Government in good stead. At this early date in the war the army could obtain only 50,000 feet of spruce each month for its airplanes, and this did not begin to meet the tremendous needs of the factories. Dr. Marvin took over the office with a staff of two assistants; when he left, six months later, he had built up an organization of 286 persons, the offices had grown from two small rooms to occupy the entire floor of one of the largest office buildings in Portland. These were but incidents; the important part is that the amount of spruce which was being furnished to the factories had increased to 1,000,000 feet per day.

But that kind of service quickly palled on the young man, who thirsted for a taste of actual battle; through certain orders he was released from his duties at Portland, and in July, 1918, obtained an assignment as commandant of the officers' training camp at Vancouver Barracks, Washington. This was a trifle closer to actual service, but he continued to work for active service, and a short time later he was assigned as captain in the aviation service. The commission came too late, however, to satisfy his desire for overseas service, for in November of that year, while he was preparing for overseas work, the armistice put an end to all his prospects of actual combat service.

The war ended, Dr. Marvin again

returned to college walls, and through the winter term of 1918-19 he remained at Harvard, again specializing in education and business, and in the spring of 1919 he received the highest degree which can be earned by a student—limit of doctor of philosophy.

### Success Attracted University Regents

While in the East Dr. Marvin had formed business connections with several large firms, and had served for them as an adviser. Upon the completion of his doctor's work, he received offers which would have tempted most men to join them permanently, but he had other plans in view. Returning to Los Angeles, where he expected to enter business, he joined the faculty of the Southern Branch of the University of California as professor of economics and business administration. At the same time he renewed his connection with several of the firms which he had served at the time that he was obtaining his first master's degree from the University of Southern California, and accepted commissions from new firms which felt the need of a business investigator and management expert. That he did not allow his work with the university to suffer from these outside interests is proved by the fact that in a few brief months he was made dean of the Southern branch of the university. In 1921, as a climax to this impressive list of special commissions and heavy duties, he was appointed by the State Board of Education of California as chairman of a committee for the reorganization of teachers' training curricula for the Teachers' College of the State, and was also appointed by the same board as specialist in commercial education.

These appointments required his attention for several months, but the result of his investigations was a set of curricula which were accepted by the California State Board of Education. They stand as a model for the reorganization and simplification of teachers' curricula.

It was while dean and assistant director of the Southern branch of the

University of California, with this seemingly overwhelming array of outside interests, that his marked success in the upbuilding of the institution attracted the attention of the regents of the University of Arizona. An examination of Dr. Marvin's record as the head of the California University easily persuaded the regents that they had found the man to fill the post which had been vacant for nine months. Dr. Marvin was invited to appear before them, and he accepted the invitation. This interview was satisfactory to the regents, and the post was offered to Dr. Marvin the following morning.

The offer caused him no little deliberation. To surrender his opportunity in California and align himself with the University of Arizona meant sacrifice. The step was a crucial one.

Hastily surveying the situation, however, Dr. Marvin appreciated the possibilities which lay before him and the institution in this growing State, with its mines, its cotton fields and its reclamation projects. His decision came no less promptly than that of the regents.

Appearing before them that morning, he outlined the conditions on which he would accept the offer. He must be allowed a free rein to organize the institution along the lines which his investigation prompted; he must not be fettered by insistence upon out-of-date methods and principles which had persisted from previous administrations; he must be allowed sufficient time to overcome short-sighted objections to theories which he would put into effect in the belief that they were in accord with a large vision of service to the State.

His conditions were accepted on the instant; the contract was ratified, and he returned to California to arrange his business and personal affairs. Within three weeks he had returned to Tucson, and Mrs. Marvin followed him a few weeks later. The bells for the 8 o'clock classes the next morning found him established in his office ready for the endless conferences and meetings which inevitably ensued.

Wins Confidence of University's Patrons

The first few weeks of his administration have been stirring ones. Reorganization has been rapid and far-reaching, yet the university has, to all outward appearances, maintained its placid course. There has been no "shake-up" in the faculty, although Dr. Marvin has reduced the number of departments from forty-nine to twenty-seven, without the omission of a single important course. A system of student self-government, which had outlasted its time was rejuvenated, and is operating with unparalleled success; every form of student discipline has been taken from the hands of the faculty, and the students are held responsible for the conduct of their fellows, with the power to suspend a student for flagrant delinquencies.

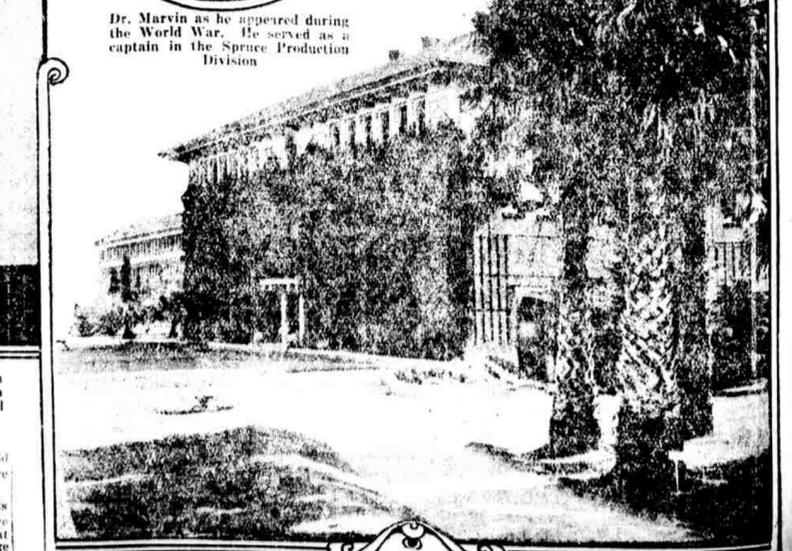
To meet the demands of the increased enrollment, which now stands at 2274, the largest in the history of the institution, it has been necessary to re-arrange departments, to take over and remodel disused buildings and those used for non-essential purposes, to arrange for temporary accommodations until appropriations can be secured for the construction of new buildings for which plans are already being drawn. Ten thousand and one details of administration must be seen to; social affairs by the dozen must be attended; speeches must be made before the Rotary and Kiwanis clubs, the Chamber of Commerce, the women's clubs; time must be made to meetings and conferences in every part of the State, yet somehow this energetic young president manages to accomplish everything on schedule time. His entrance is nothing short of phenomenal.



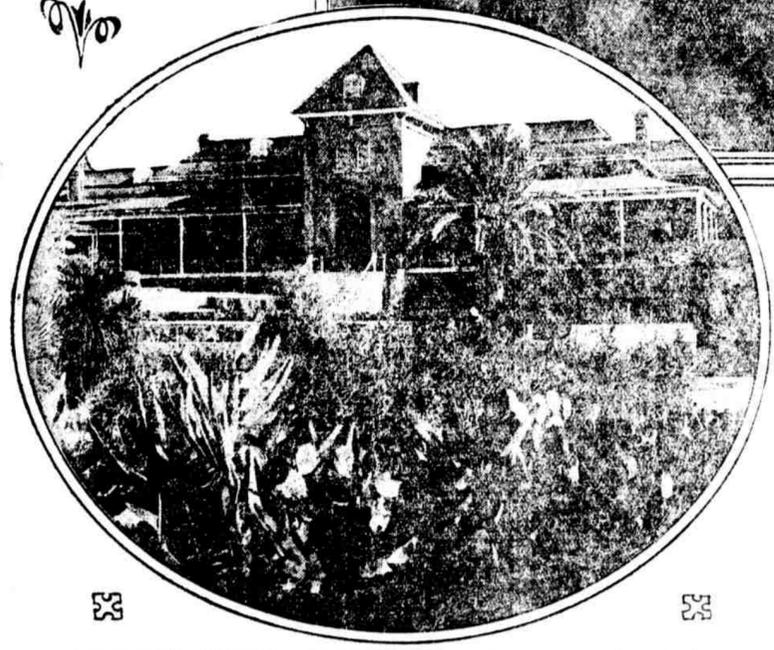
Dr. Marvin as he appeared during the World War. He served as captain in the Spruce Production Division



This is Cloyd Heck Marvin when the smoldering fires of ambition began to blaze in his youthful breast



Ivy-clad library, stately in its grandeur, with its palmetto sentinels waving in the southern breeze



View of the old main building of Arizona University with its foreground of tropical flora

Ohio—a sufficiently ordinary Middle Western town—on August 22, 1889, and the groundwork of his education was obtained in the public schools of that town. It was not until 1909 that he moved with his family to Riverside, Calif., where he was graduated from high school in the spring of that year.

The autumn of 1909—if the Native Sons will admit of such a climatic distinction—found him matriculated at Leland Stanford University with the avowed purpose of pursuing the legal course.

Even before his entrance into the university the young man had made his first venture into the business world—not in the accustomed fashion of a newsboy, but as a clerk in a grocery store and an apprentice in a machine shop. Later followed other ventures, none of them of an awe-inspiring nature, until, in his freshman year at Stanford he formed a connection which he was to maintain for several years when

### Splendid Example of Youthful Achievement

Immediately after his graduation from Stanford, in the spring of 1914, came the first event of his life which stands out as an amazing example of youthful achievement. In 1915—the staple feat of subtracting 1889 from 1915 indicates that he was then a stripling of twenty-six—he was appointed as a special member of the City Efficiency Commission of Los Angeles. Such an appointment as that would seem sufficient to satisfy the ambition of most young men just out of college, but young Marvin had other plans

during a year and a half out of college, several increasingly important positions with the telephone company. Having altered his plans for obtaining an education in law, Dr. Marvin had specialized during his latter years at Stanford in economics and business administration, receiving his bachelor's degree in these subjects.

Continuing his connection with the efficiency commission he entered the University of Southern California as a graduate student, and pursued further his studies in business management and economics. In the spring of 1915 he received another degree, that of master of arts in business administration.

Honors were coming thick and fast by that time, and in the following year he was made a Thayer Fellow at Harvard University and left for Cambridge to continue his education amid new surroundings. In these new surroundings he developed a desire for a new kind of knowledge. Business and economics were not neglected; he continued his studies in this field as actively as ever, but the science of education claimed the greater share of his attention.