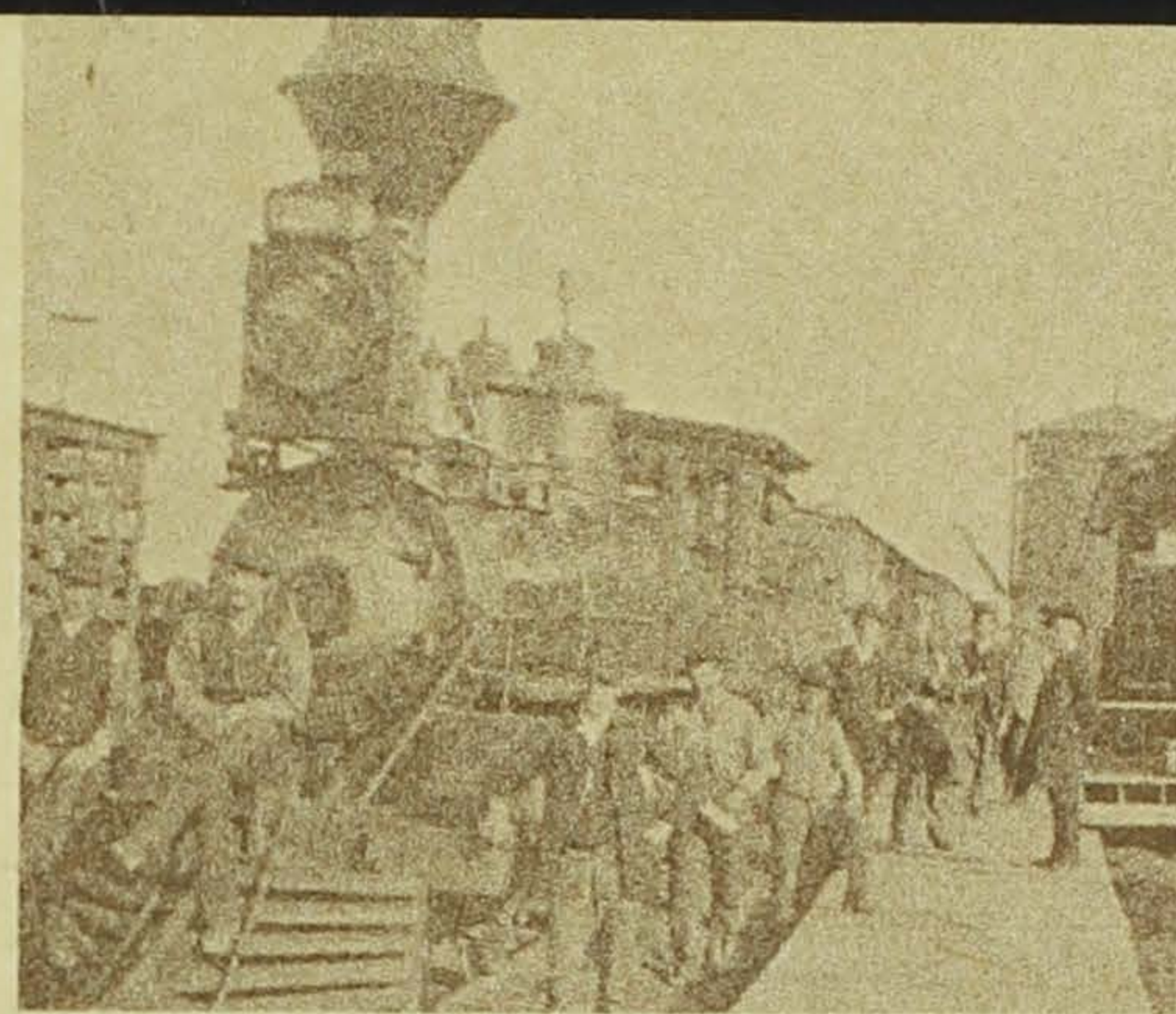
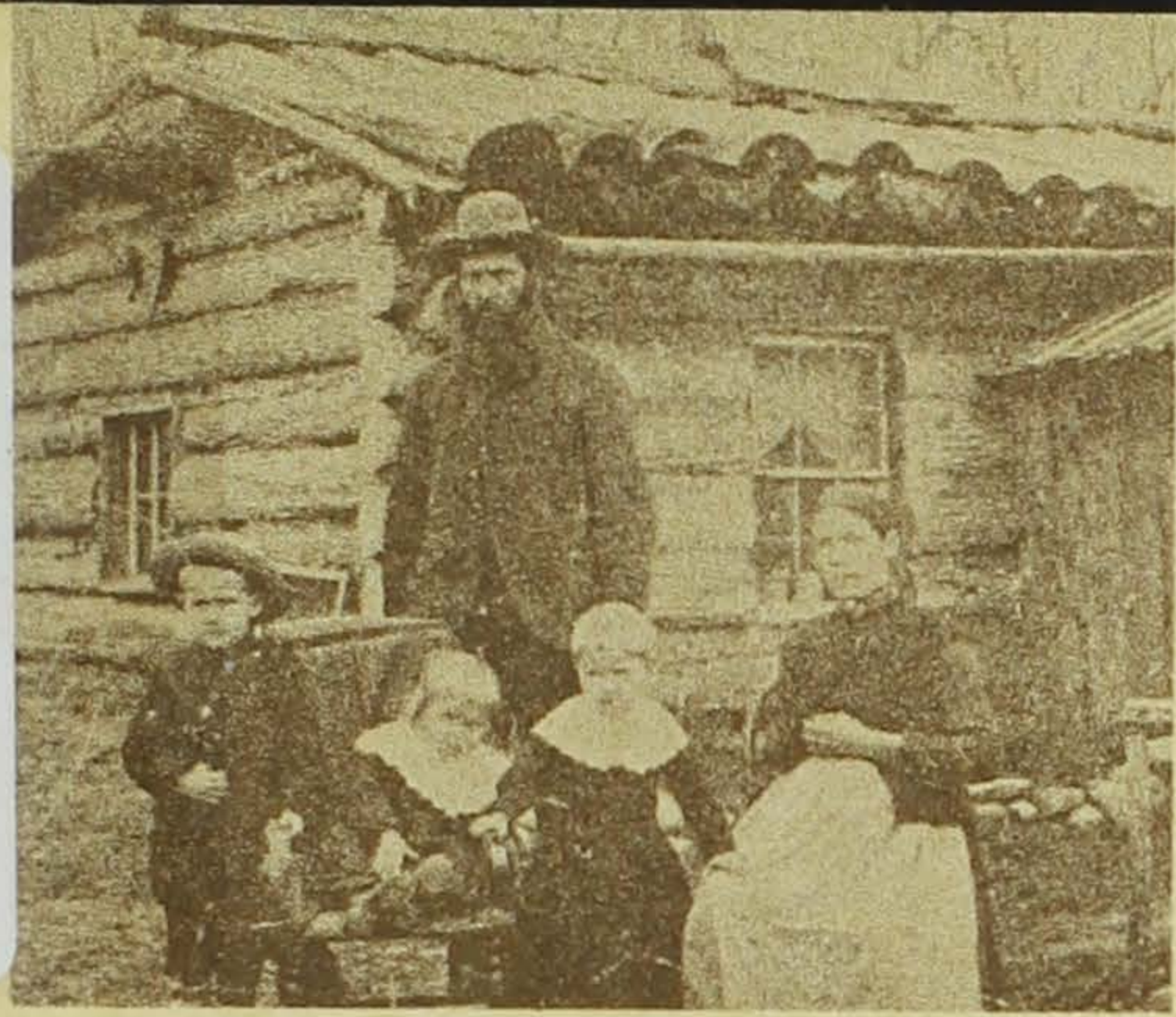
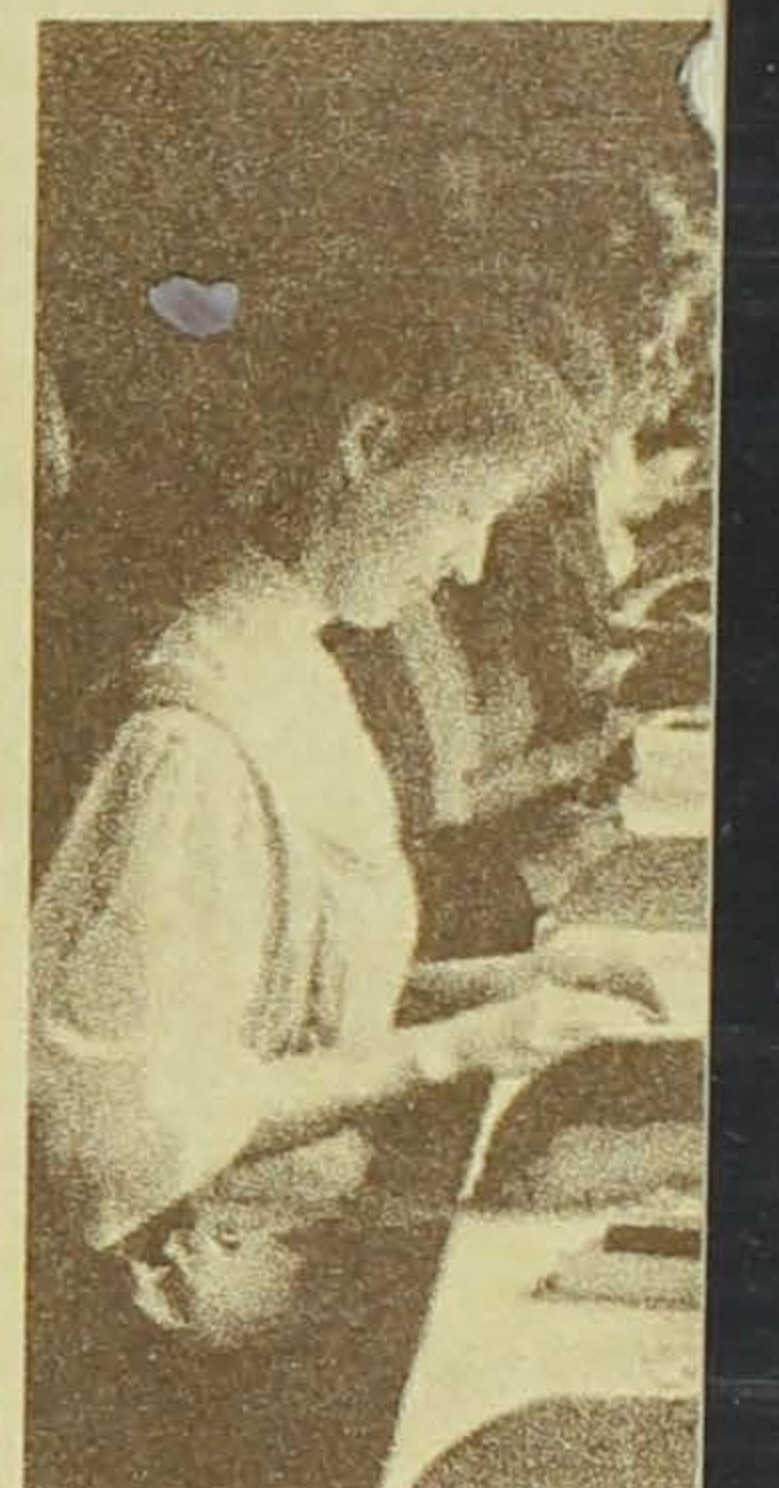


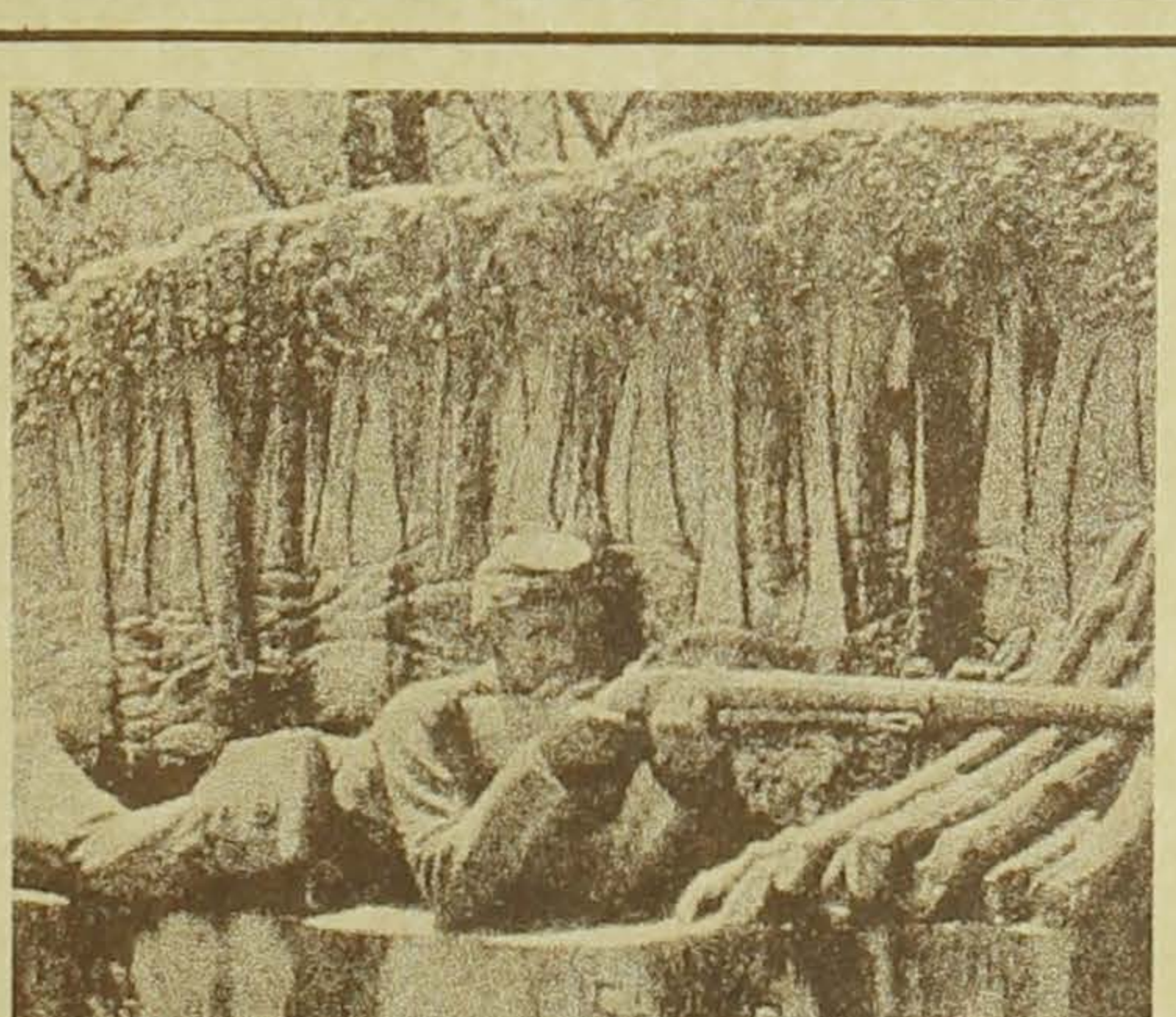
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The Iowa Heritage



A Guide for Teachers



**Produced by
Iowa Public Television**

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INTRODUCTION

The first part of the book is devoted to a general survey of the history of the subject. It begins with a brief account of the early attempts to explain the phenomena of life, and then proceeds to a more detailed consideration of the various theories which have been advanced from time to time. The author's own views are then stated, and the reasons for their adoption are explained. The second part of the book is devoted to a detailed examination of the various theories, and the reasons for their adoption or rejection. The third part of the book is devoted to a detailed examination of the various theories, and the reasons for their adoption or rejection.

THEORY OF THE SUBJECT

The theory of the subject is based on the following principles: (1) The subject is a complex phenomenon, and its study requires a comprehensive approach. (2) The subject is a dynamic phenomenon, and its study requires a dynamic approach. (3) The subject is a social phenomenon, and its study requires a social approach. (4) The subject is a cultural phenomenon, and its study requires a cultural approach. (5) The subject is a historical phenomenon, and its study requires a historical approach. (6) The subject is a philosophical phenomenon, and its study requires a philosophical approach. (7) The subject is a scientific phenomenon, and its study requires a scientific approach. (8) The subject is a religious phenomenon, and its study requires a religious approach. (9) The subject is a political phenomenon, and its study requires a political approach. (10) The subject is an economic phenomenon, and its study requires an economic approach.

CONCLUSION

The conclusion of the book is that the study of the subject is a complex and dynamic task, and it requires a comprehensive, dynamic, social, cultural, historical, philosophical, scientific, religious, and political approach. The author hopes that this book will be of some use to those who are interested in the subject.

First People of the Prairies



HISTORICAL BACKGROUND

Prehistoric Man in North America

Archeological evidence suggests that the Western Hemisphere was colonized more than 20,000 years ago. The earliest humans crossed from Asia to North America over land now submerged beneath the Bering Straits. Although glaciers still covered portions of Eurasia and North America, geologists have concluded that the Alaskan interior was ice-free, providing an open passage into North America. Both plants and animals slowly drifted southward over the American continent.

Prehistoric Cultures in Iowa

Paleo-Indian Culture

The earliest archeological evidence we have places man in Iowa about 12,000 years ago, during the Paleo-Indian period, in North America. Clovis points (leaf-shaped spear points), found at several sites in Iowa, provide clues that Paleo-Indians hunted large animals, such as the mammoth, mastodon, and bison.

Archaic Culture

As the glaciers disappeared, the climate, vegetation, and animal species changed. People of the Archaic culture were replacing earlier groups about 8400 years ago. These Indians hunted a wider range of animals, including bison, deer, elk, wolves, moles, fish, and birds. Early man scraped and prepared hides for clothing and shelter. Seeds and nuts were also part of the diet and sometimes were ground with a *mano* and *metate*. Hunting skills improved with the use of the *atlatl*, a device that enabled Archaic hunters to throw their spears farther and with greater force than with their arms alone. Stone tools were ground to the desired shape, an improvement over the chipped stones of the past. Archaic peoples were nomadic and lived where they found food. Their social groups were probably small,

consisting of a few cooperating families.

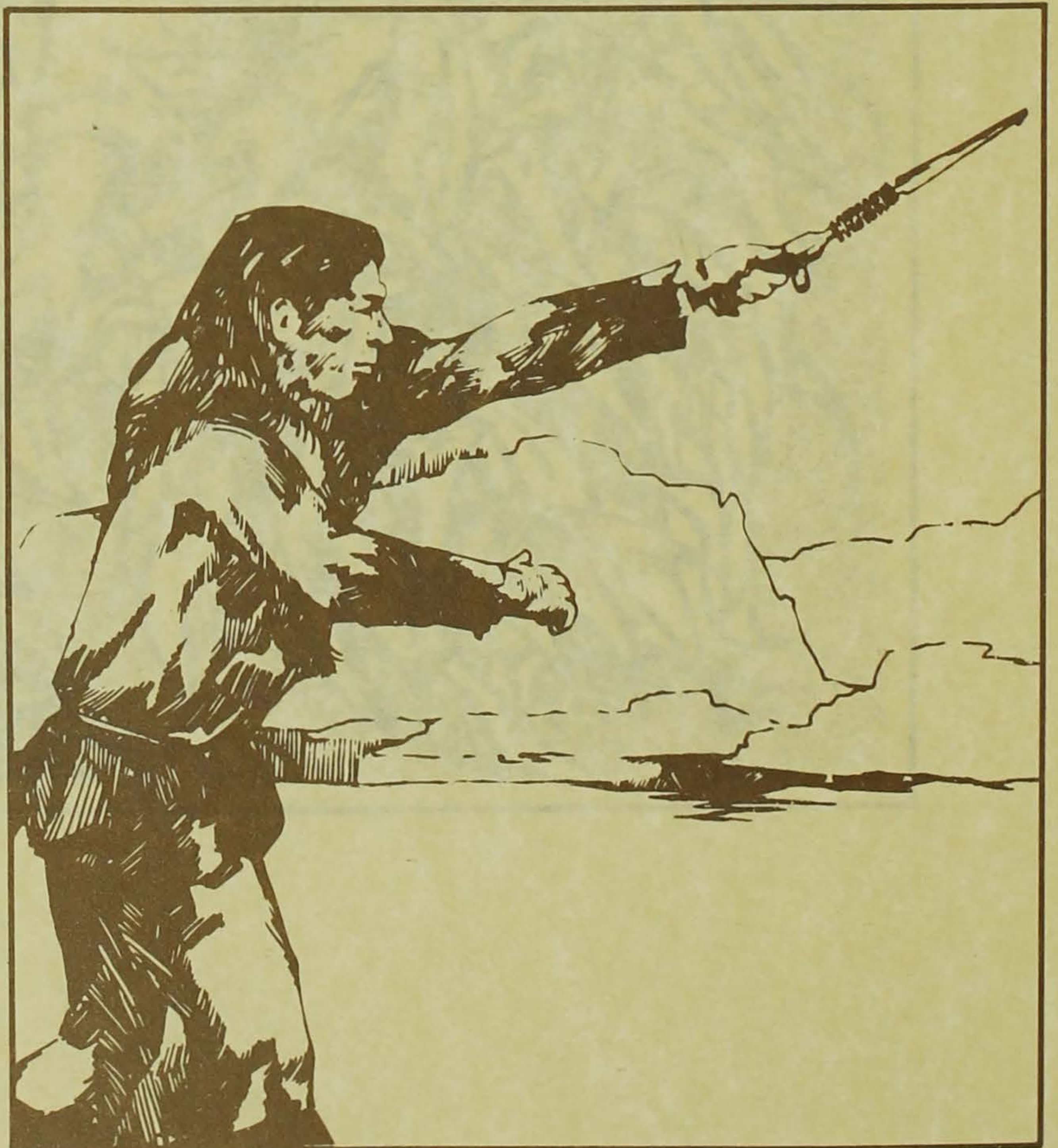
Woodland Culture

Beginning about 300 B.C., people of the Woodland culture entered Iowa and occupied the area for almost 1000 years. This culture originated in eastern areas of the United States as early as 1000 B.C., spreading westward across the Mississippi to the base of the Rocky Mountains. The Woodland culture is divided into early, middle, and late periods.

The Woodland culture is distinguished by their early use of pottery and their rounded burial mounds. Near Toolesboro, for example, burial mounds indicate the presence of the Hopewell culture of the middle-Woodland period, while

the effigy mounds located in northeastern Iowa date from the late-Woodland period. The mounds were cultural centers to which the Woodland peoples returned periodically. Artifacts found in some of the mounds reveal an extensive trade network among many cultures, extending from the Gulf Coast to the Great Lakes and from the Rocky Mountains to the Appalachians.

Woodland cultures had a hunting and gathering economy. Archeologists believe the Woodland people moved from one campsite to another as they followed food sources. During the late-Woodland period, the adoption of the bow and arrow greatly improved hunting, while the use of pottery made it possible to store and transport food and water.



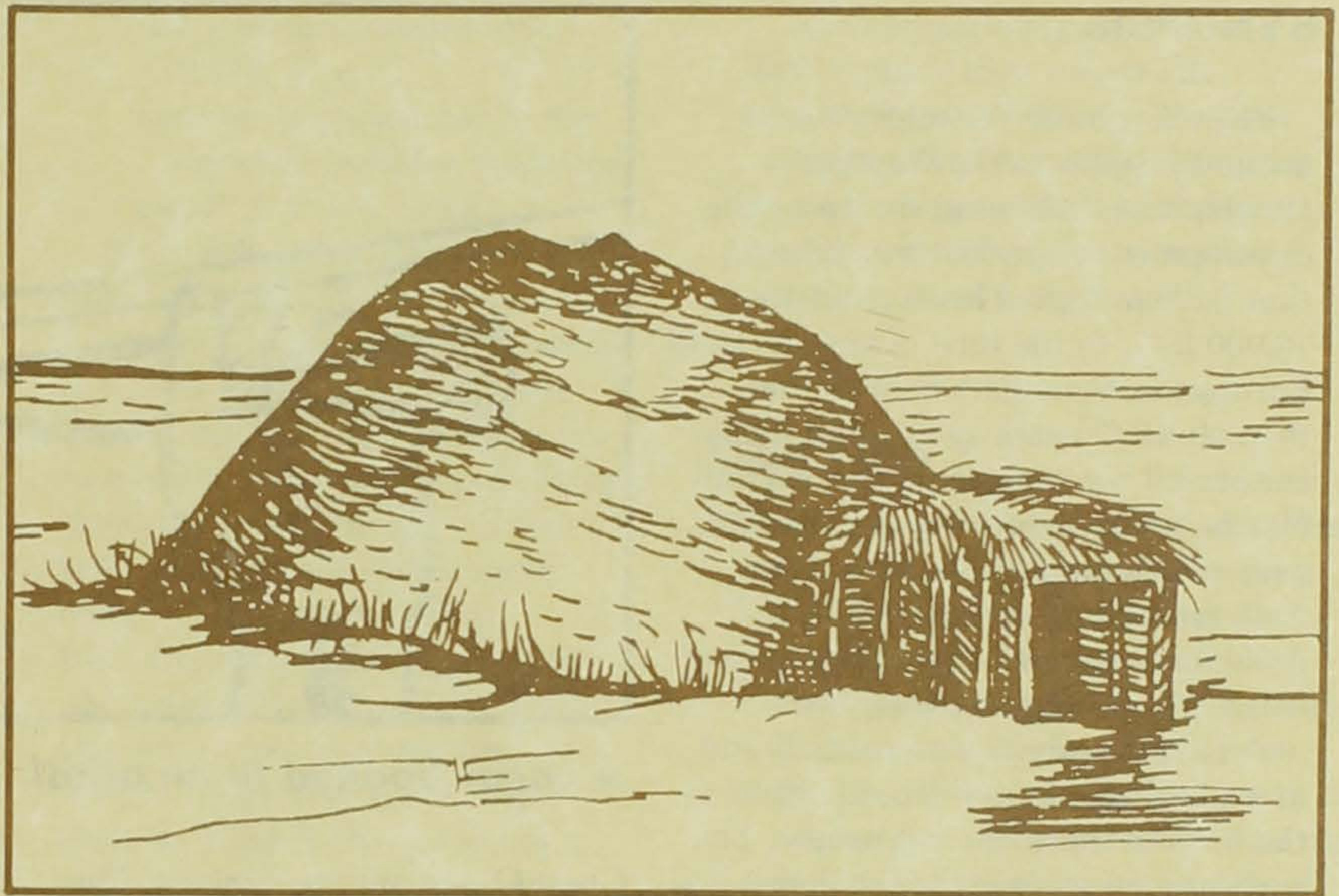
An artist's representation of a prehistoric man using an atlatl.

Late Prehistoric Cultures

By 900 A.D., several late prehistoric cultures occupied Iowa: the Great Oasis culture in the west; the Nebraska culture in the southwest along the Missouri River near Glenwood; the Mill Creek culture in northwest Iowa; and the Oneota, who inhabited most of the state. Their economy was based on hunting and horticulture. These early farmers worked the tillable bottom lands along the river. Gathering, hunting, and fishing supplemented up to half of the diet. Usually, the people lived in houses in villages, but house structure and social organization varied among these contemporaneous cultures.

It is believed that the Great Oasis people developed from the Woodland culture and existed in Iowa from 900 to 1300 A.D. Evidence suggests that they occupied villages during the fall, winter, and spring. During the summer, they may have gone on communal hunts; or, perhaps, family groups traveled up and down the river to establish small agricultural plots. By then, the bow and arrow had largely replaced the spear for hunting, and the stone celt had replaced the ground axe as the main woodworking tool. There was little variation in the pottery of the Great Oasis; it has no handles or ornaments.

The Nebraska culture in Iowa is represented by the Glenwood people. Established by 900 A.D., these people built square houses with rounded corners and a covered entryway. Although some isolated houses have been found in valleys and bluffs of rivers and streams, the existence of small clusters of houses indicates a degree of village life. Glenwood people developed tools for farming, including bone hoes fastened to wooden handles and sickles made from the jawbones of deer. They used *manos* to grind corn and other seeds, and a number of other tools to process meat and prepare hides. Most tools were similar to those used by other groups living on the plains and prairies at the time. There is little evidence of contact between the Glenwood and other cultures. They seemed to have lived a



An artist's representation of a Nebraska-culture house.

peaceful, self-contained existence. Before 1300 A.D., the culture disappeared from the Glenwood area. It is believed that the people moved elsewhere as the climate changed and eventually merged with other groups.

The Mill Creek people possessed a wide variety of tools, ornaments, and pottery. Their tools included bone fishhooks, awls, scraping tools, needles, and scapula hoes. Ornaments of ceramic beads, bones, and shells adorned their bodies. They produced pottery in a wide variety of shapes, including bows; wide-necked bottles; and hooded water bottles, colored with red slip or black paint, that were decorated with geometric patterns, molded handles, and effigies. The Mill Creek culture remained for several hundred years, but had disappeared by the time Europeans arrived. Perhaps pressure from nearby Oneota groups or climatic changes, making agriculture unproductive, caused them to move elsewhere.

Oneota Culture

Before 1000 A.D., a culture called Oneota began to spread across Iowa. This cultural tradition adapted well to many habitats and eventually occupied a large area of the Midwest.

Although the Oneota engaged in agriculture, they were more dependent on hunting, especially as the climate became drier about 1200 A.D. This combination of agriculture and hunting allowed them to establish permanent villages, which they occupied during the agricultural growing season. In Iowa, the village sites sometimes covered 100 acres or more.

The principal weapon of the Oneota was probably the bow and arrow. Bone and stone tools were used for cutting, pounding, and scraping. Oneota pottery had more decorative variety than that of other late prehistoric cultures. Vessels ranged from miniature jars to containers capable of holding several gallons. A distinctive feature of the Oneota was their use of red pipestone, called catlinite, obtained from southwestern Minnesota. Used as a sacred material, catlinite was fashioned into plaques and ceremonial pipes.

The influence and pressure of westward-moving Europeans eventually caused changes in the lives of the Oneota. Most experts believe that the Ioway Indians, found living in the region during the late seventeenth century, were descendents of the one group of Oneota.

SYNOPSIS

Beginning with the migration of ancient peoples to the Western Hemisphere, this program traces the development of prehistoric cultures that have occupied Iowa from about 10,000 B.C., to the time of contact with Europeans. Scientists believe that, thousands of years ago, a land mass connected the continents of Asia and North America, providing a passage over which nomadic hunters from Asia crossed to America. These prehistoric peoples eventually spread across the Western Hemisphere.

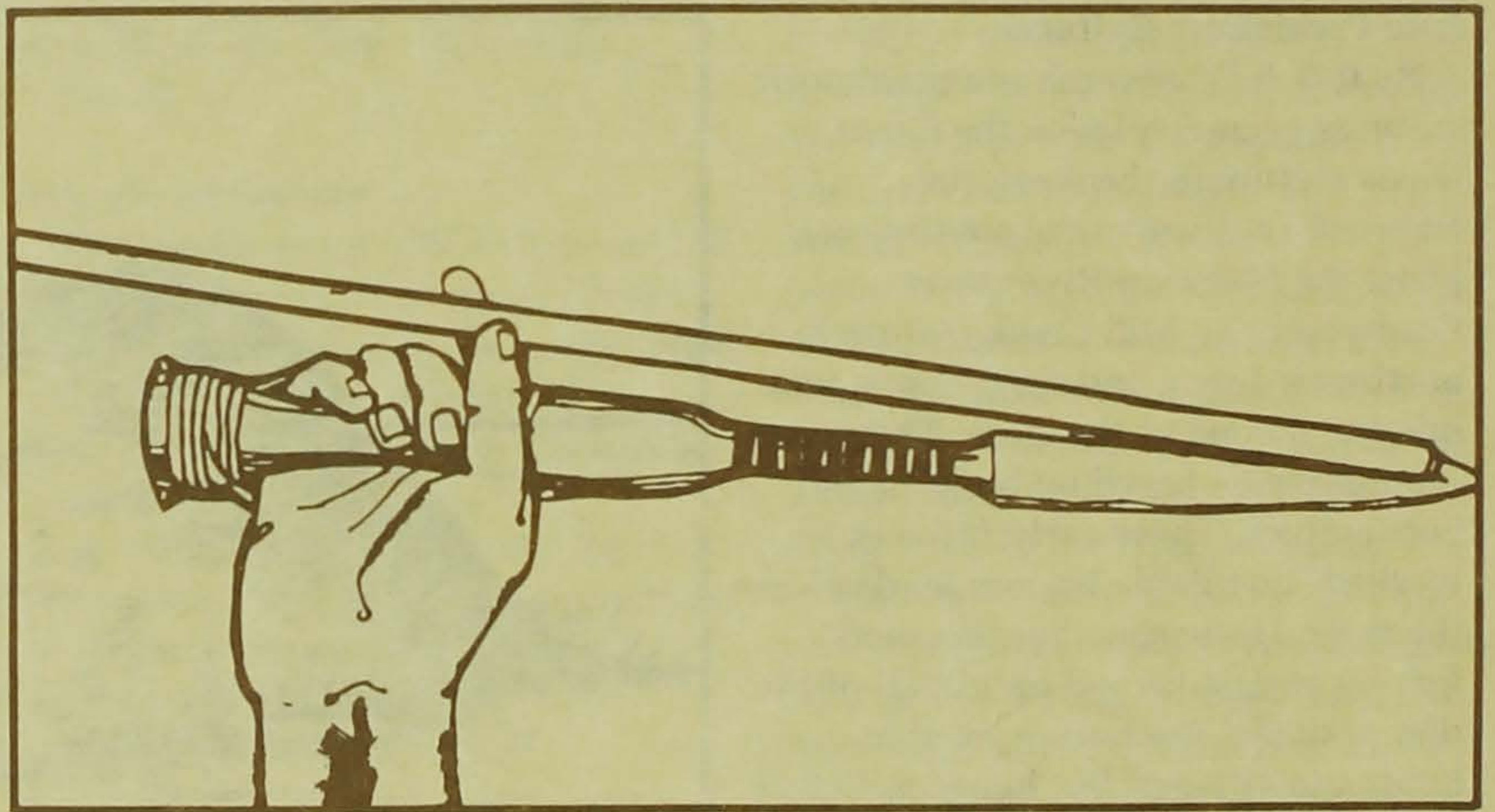
Artifacts and other remains found at archeological sites provide clues to the lives of these ancient people. The earliest men were nomadic, depending almost wholly on hunting for their food supply. They supplemented their diet by gathering berries, nuts, and roots. The earliest peoples used baskets and animal skins for food storage and cooking. Later, the development of pottery greatly improved their ability to store and carry food and water. Hunting tools like the *atlatl* improved hunting technique.

Mounds found in Iowa are evidence of ancient peoples' religious activities. Some have been excavated, and the artifacts they contained have helped archeologists interpret the culture that built the mounds. Living close to nature, as these people did, many of their artistic and religious expressions take the form of animals with whom they lived.

As the warming North American climate became more hospitable to a wide range of plant life, ancient people replaced their nomadic way of life with a less mobile one based on agriculture. Hunting continued to supplement their diet; and more advanced weapons, like the bow and arrow, improved hunting.

As these ancient cultures evolved, individuals took on specific tasks. Each family member contributed to the well-being of a family and sometimes a community group.

Late prehistoric cultures in Iowa include the Mill Creek, Nebraska,



artist Frede Salomonsen

A spear hooked to an atlatl.

Great Oasis, and the Oneota. The Oneota are believed to be the ancestors of the Ioway Indians, surviving into recorded history. European influence and population pressures increased during the seventeenth and eighteenth centuries; the self-sufficient life of the prehistoric cultures came to an end.

OBJECTIVES

1. Archeologists use artifacts and the remains of plants, men, and animals to learn about prehistoric Indian life and to date prehistoric sites.
2. A succession of different prehistoric cultures lived in the Iowa region.
3. Prehistoric Indians depended on their natural surroundings for food, clothing, and shelter.
4. As time passed, prehistoric cultures progressed from a nomadic (hunting and gathering) economy to a more sedentary (agricultural) economy.

DISCUSSION QUESTIONS

1. How did the earliest prehistoric people get food?
2. What tools improved prehistoric peoples' way of life?

3. What made archeologists believe that there was trade among the prehistoric Indian cultures?
4. What prehistoric culture is thought to be the ancestor of the Ioway Indians?

VOCABULARY

ARCHEOLOGIST - a person who studies the remains of past human life.

ARTIFACTS - items made by men that can be used to learn about their culture.

GAME - animals hunted for use as food.

SHALLOW - not deep.

EXPOSED - uncovered.

PRIMITIVE - of the earliest times.

EFFIGY - a carved or molded likeness of an animal.

ISOLATED - to live separated from others.

GLACIER - a huge, moving mass of ice on land.

NAMES TO REMEMBER

Bering Land Bridge (Locate on a map before viewing the program.)

American Continent

Mill Creek Culture

Nebraska Culture

Great Oasis

Oneota

SUGGESTED FOLLOW-UP ACTIVITIES

Short-Term

1. If your students already know about pioneer land settlement patterns and land use, make a list to compare settlement patterns and use of environment between pioneers and ancient people.
2. Make a large map of Iowa or provide desk-sized maps. Design a map key and mark the locations of the prehistoric cultures.
3. Use a map of the United States to mark the boundaries of the prehistoric trade network. Discuss how and why items might have been traded.
4. Ask each student to make a list of things in his or her home that would be clues to the way they live. Be sure to discuss the kinds of artifacts that would survive several hundreds of years.
5. Have students make clay pots using the coil method, as did the earliest prehistoric potters.

Materials needed:

clay
water

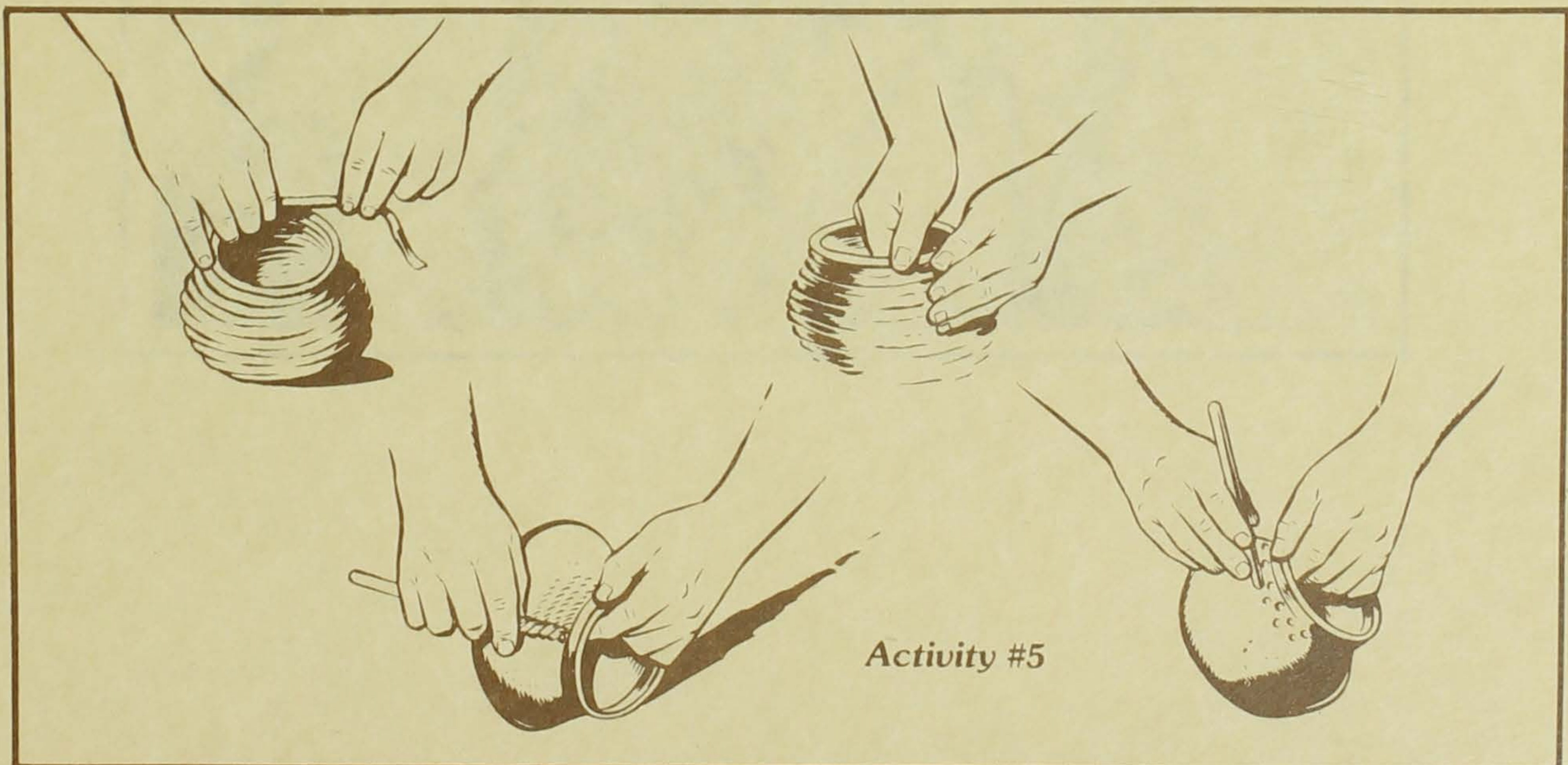
flat wooden paddles about
1/4" x 4" x 1"
cord or twine similar to the
material used for macrame
small, 1/4" x 4" stick

Pots were either rounded or flat bottomed with straight sides. For a flat bottom pot, roll out a round, flat piece for the bottom. Then place a piece of clay between the hands and roll it into a coil. Place the coil around the edge of the bottom of the pot. Make more coils to build up the sides, pinching each coiled layer to the one below. Make the pot's walls thinner by gently squeezing the wall between the thumb and fingers. Smooth the pot using a cord-covered paddle, patting on the outside with one hand while the other hand reinforces the pot from the inside. After the pot is smooth, use a stick to impress a simple design around the rim. When the pots are finished, discuss with your students the problems they encountered while creating their vessels — how long it took and whether they think their product looks crude. Discuss how prehistoric people may have found the materials to make their pottery.

Some students' pots will be better made than others. Do students think this was the case with prehistoric people? Would it have been possible that certain people were the pottery makers within a family or group?

Long-Term

1. To help students understand time, make a timeline mural on a long piece of shelf paper. Divide the timeline into one-hundred-year sections (centuries), leaving plenty of room to write in events from the past. Place names and dates of prehistoric cultures in Iowa on the timeline. Explain the meaning of B.C. and A.D. or ask if someone knows. Be sure that students understand that 1200 years ago and 1200 B.C. are not the same. Ask students to think of important dates in world history and add these to the timeline. Such events as Tigris-Euphrates Civilization, 3100-1200 B.C.; Hwang Valley Civilization, 1500-1027 B.C.; Roman Empire, 27 B.C.-476 A.D.; Mayan Pyramids, 1000 A.D.; Columbus, 1492; and Jamestown might be useful to help



Activity #5

students learn that different stages of cultural progress existed in the world at the same time.

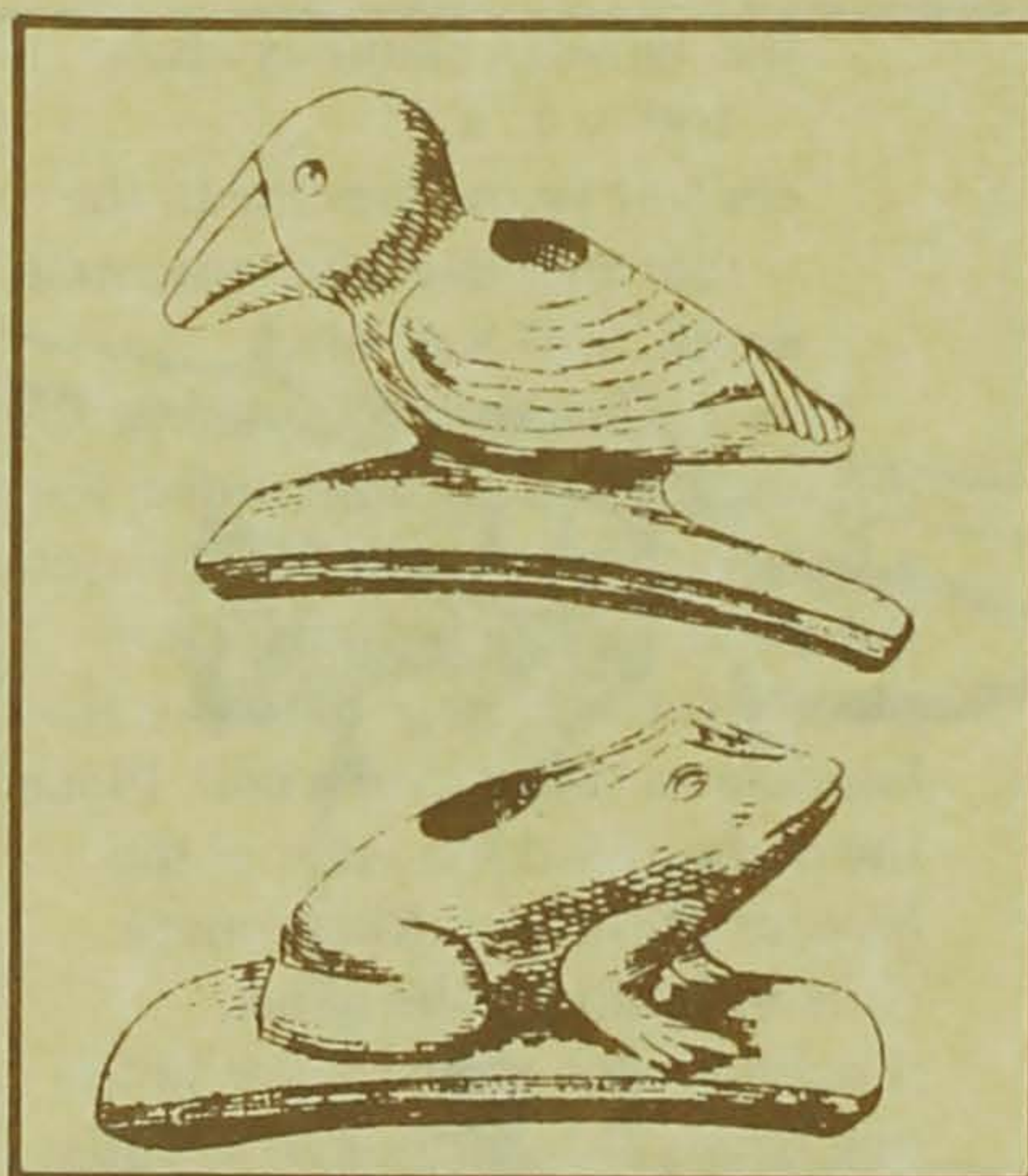
2. Study Iowa's land regions and how they developed. Learn how natural resources and climate have influenced where and how people have lived.
3. Create committees to learn about the different prehistoric cultures that occupied Iowa. Compile the information on a chart so that the cultures can be compared. Consider size of settlement, home structure, location, food, tools, pottery, religion, and social and political organization.

FIELD TRIP SUGGESTIONS

SANFORD MUSEUM

117 East Willow
Cherokee, Iowa 51012

Contact in advance to make tour arrangements. The museum includes exhibits on archeology.



Effigy pipes carved from stone.

PUTNAM MUSEUM

1717 West 12th Street
Davenport, Iowa 52804

Contact in advance to make tour arrangements. Artifacts from the Toolesboro Mounds are on display.

TOOLESBORO INDIAN MOUNDS

Toolesboro, Iowa

Contact:

State Historical Society of Iowa
402 Iowa Avenue
Iowa City, Iowa 52240

Open Memorial Day through Labor Day. Nonexcavated conical shape ceremonial burial mounds on the bluffs overlooking the Iowa River. A visitor center contains displays and dioramas about the area's history.

EFFIGY MOUNDS NATIONAL MONUMENT

Three miles north of Marquette on State Highway 76.

Contact:

Superintendent
P.O. Box K
McGregor, Iowa 52157

Contains both conical and linear effigy mounds. The visitor center contains a museum with Woodland culture displays.

The Tall Grass Whispers



HISTORICAL BACKGROUND

American Indians — The National Experience

Even before the Revolutionary War ended, settlers were moving westward to unsettled land beyond the original thirteen colonies. This continuing demand for more land aggravated the five-generation conflict between the Indian inhabitants and the invasive Americans. Cultural differences preordained the clashes that would punctuate the American frontier experience.

The Indians that Colonial Americans found inhabiting the land of what is now the eastern United States were not nomadic. They were agriculturists who supplemented their diet by hunting, rather than by domesticating animals as did the Europeans. These Woodland Indians lived in communities as large as 600 inhabitants. Important decisions were made on a community basis, a procedure which took a long time. Americans, with their hierarchy decision-makers, were especially frustrated and unsympathetic with this delayed decision-making process.

Another major cultural cause for conflict was the difference in attitude toward justice. For Woodland Indians, justice was an individual matter. Unless a whole community was involved in a specific situation, vengeance was meted out on an individual basis. The main issue was not who was guilty, but that punishment take place. The offended person assumed he knew who the guilty party was, and chose an appropriate revenge.

North American Indians had no real concept of individual land ownership. Although tribes occupied loosely defined areas, land belonged to everyone. Only personal property could be bought and sold, or passed on by heredity within the tribe.

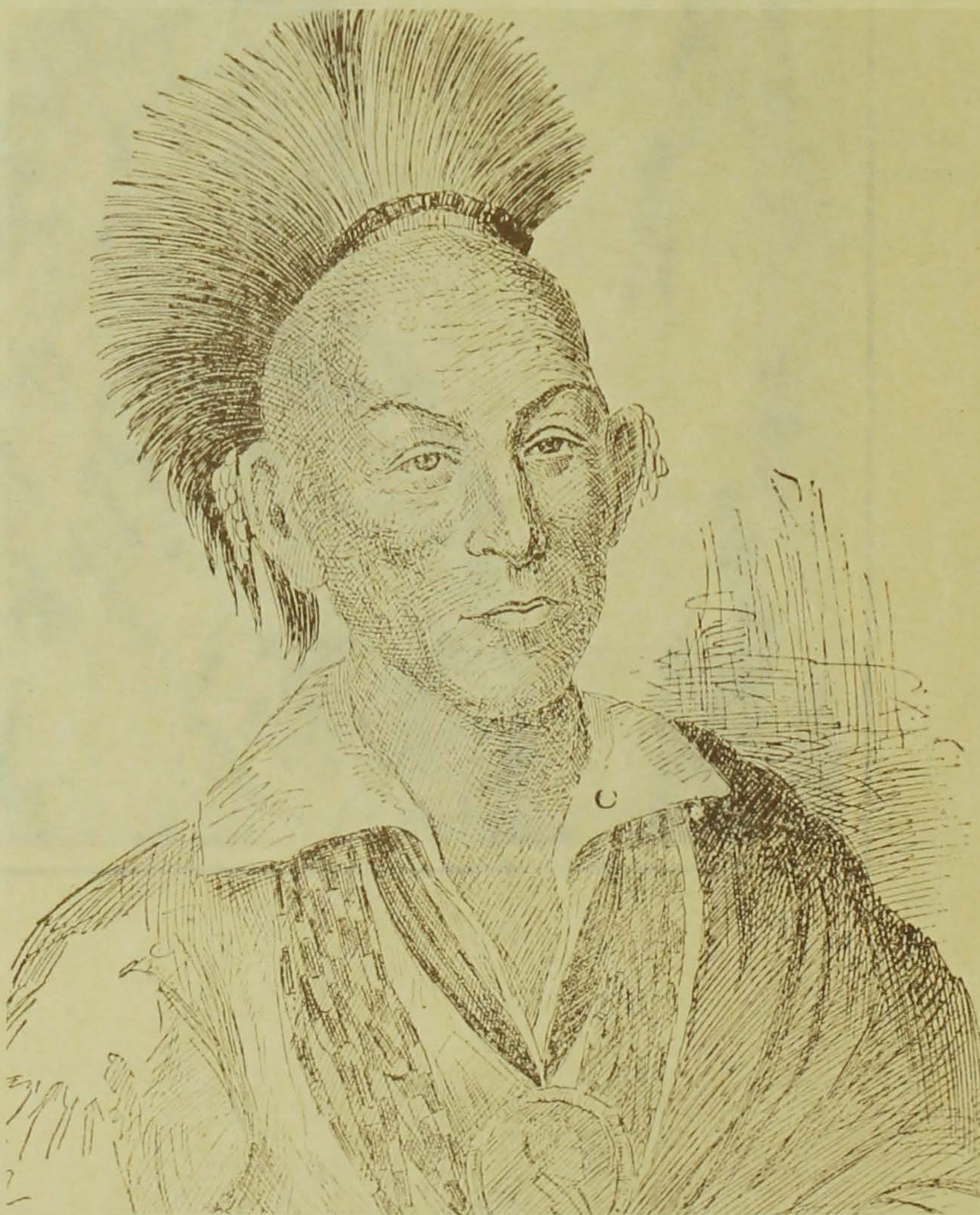
When the colonists arrived, there was an exchange of information between the Indians and the newcomers. The Indians shared their agricultural knowledge, including the

cultivation of maize and tobacco. They shared, too, their knowledge of woodlore, contributing to the early colonists' survival. In return, Europeans brought firearms, greatly improving Indian capacity for hunting, as well as killing enemies. The horse was another important contribution, brought by the Spanish Conquistadors. Less desirable gifts arrived as well — liquor; and diseases including small pox, measles, scarlet fever, and cholera, to which the Indians had no resistance.

As the Indians traded with the settlers, they became increasingly dependent upon the materials of the white man's culture. Guns,

ammunition, the skills of the blacksmith, needles, scissors, knives, metal pots, and cloth became necessities.

Following several military defeats at the end of the eighteenth century and beginning of the nineteenth century, the major military power of the Indian tribes was gone. Although there were still many efforts of Indian resistance to come, and fear and apprehension on the part of whites remained, the Indian was no longer considered a threat to settlement in the West. By law, the government took the responsibility for moving the Indian tribes away from the onrushing settlers.



Black Hawk, a Sauk

American Indians — The Iowa Experience

At the time of the Louisiana Purchase in 1803, the lands bordering the Mississippi River were used by a number of Indian tribes and fur traders. By this time, the federal government's policy for Indian removal and relocation had become a refined and highly organized operation. It was based on the philosophy that relocation was the only way to preserve the Indian tribes; that separation of the two races saved Indians from the degenerating influences of white civilization. The government purchased land from the Indian tribes in return for such promises as relocation, protection, payment of tribal debts, and provision of teachers, blacksmiths, and millers for the new Indian Territory. After the land was purchased from the Indian tribes, it was surveyed and divided. Then the land was sold by the government for settlement.

By 1830, the government had relocated a number of tribes within the future Iowa boundaries. The Sioux were assigned to an area around the Upper Iowa River. The Sauk and Mesquakie were placed south of the Upper Iowa River. Hostilities between tribes caused creation of a forty-mile buffer zone along the Upper Iowa River known as the Neutral Ground. Later, the Winnebago would be squeezed into that space.

White settlers were already casting covetous eyes on the lands west of the Mississippi and began to pressure the government to purchase the land for settlement. Even the Indian agents, who often were sympathetic with the Indians' plight, encouraged removal to ensure political acceptability in Washington. Traders knew a land treaty would mean payment of the credit they had extended to Indians; debts that mounted to \$300,000.

The removal of the Indian tribes from the future Iowa was rapid. The first government land acquisition was made in 1824, when the United States government purchased a tract of land from the Sauk and Mesquakie to set



The wikiup was the typical house for the Mesquakie. It was covered with a rush matting.

aside for half-breed children and their mothers.

The first purchase of land for sale to settlers was the result of the Black Hawk War, an incident which took place in Illinois and Wisconsin, not Iowa. Black Hawk, a Sauk warrior, resisted removal from his land along the eastern side of the Mississippi River. The outcome was disastrous for the Indians. The government used the incident to obtain lands in Iowa. Although Black Hawk was a Sauk and neither represented all of his own tribe, nor the Mesquakie, the peace treaty demanded that both tribes relinquish land west of the Mississippi. The Winnebago, remotely involved with the Black Hawk incident, were forced to cede their land in Wisconsin and move to the Neutral Ground in Iowa, placing them in the uncomfortable position between the Sioux and the Sauk and Mesquakie. Five years later, another land purchase was made, and the Sauk and Mesquakie were moved farther west.

When, in 1841, the United States government again approached the Sauk and Mesquakie for more land, the tribes recognized the hopelessness of their situation. They became more

businesslike and attempted to sell their land in small parcels, hoping to get more money. The government refused to do business in this way; and in the end, there was no sale and no money for the already indebted tribes. Matters became worse when traders refused to extend more credit. Poverty and debt forced the two tribes to make another treaty in 1842. All their lands in central Iowa were ceded and the Indians agreed to leave the area within three years. Debts to the traders were paid and yearly annuities promised. The whole arrangement cost the federal government eleven cents an acre. The treaty-making continued; and by 1862, Indian tribes had relinquished all the land in what is now Iowa.

A purchase treaty did not automatically mean that settlers were permitted to move onto the land. Treaties generally provided time for Indians to move away from the newly purchased land before settlers were allowed to move in. Once a treaty was signed, however, there were always settlers willing to risk Indian hostility in order to choose land in advance of those who waited for the legal date of white settlement. The incident at Spirit Lake occurred under such conditions. Several families settled on

land ceded to the United States by the Sioux, but well beyond the protection of the frontier outpost at Fort Dodge. The land they occupied was not legally open for settlement. During the winter of 1857, a band of Sioux attacked the settlement and killed all but two of the inhabitants.

The story of the Mesquakie is unique to both American and Iowa Indian history. The Mesquakie are of Algonquin origin. The tribe migrated to Iowa in the late eighteenth century. For reasons of defense they were at that time closely allied to the Sauk, another Algonquin group residing nearby. In the years prior to their migration to the Iowa region, the Mesquakie had controlled the fur trade routes along the Fox River near the Green Bay Trading Post. Following a series of defeats by the French, remnants of the tribe moved southward into the land that would become Iowa. The Mesquakie settled along the western side of the Mississippi; the Sauk on the eastern side of the river.

After the Louisiana Purchase, the two tribes were treated as one by the new owner of the land, the United States government. Because of this policy, the 1832 treaty following the defeat of Black Hawk penalized the Mesquakie even though they had not been involved in the incident.

When, in 1846, the Mesquakie and the Sauk were moved to Kansas, a few Mesquakie secretly remained in Iowa. Those who moved to Kansas were unhappy with the poor conditions there and decided to return to Iowa. In 1856, this group requested and received permission from the Iowa General Assembly to purchase and live on land in the state. With continued support from the state legislature for their right to own property in Iowa, they purchased land in Tama County. When the Mesquakie returned to live in Iowa, the federal government withdrew financial support promised in earlier treaties. Years of hardship followed as the tribe worked to eke out a living on an area of land too small to support so many people. Finally, state officials

convinced the government to resume the annuity payments. The tribe used the money to purchase more land. Today, the Mesquakie own 3,300 acres along the Iowa River in Tama County. The Mesquakie have worked diligently to support themselves and to recover their way of life. It is their story that should receive emphasis in the study of the Iowa Indian experience.

SYNOPSIS

When Europeans began to colonize the New World, they had to deal with the native inhabitants, the Indians. In some cases, the Indians were immediately exploited; in others, efforts were made to coexist. In fact, the North American English colonies owed their initial survival to Indian assistance.

In the seventeenth century, when European fashion provided a demand for furs, the North American continent became a prime source for animal pelts. French and English trading posts reached into the interior. Traders exchanged European-made trade goods for furs brought to the posts by Indians. As Indians became dependent on these goods, they moved away from their old self-sufficient ways.

Following the American Revolution, the United States government sought to bring some form of control to the trading situation. The government also tried to provide a way to prevent further Indian-white hostility. A policy was devised by which treaties were made with Indian tribes. The government bought Indian land and moved the Indians away from the oncoming white settlers who in turn purchased land from the government.



Keokuk, a Sauk

This did not solve the basic conflicts between the two cultures, however. Both continued to hold divergent views about land use and justice.

The program centers on two of many tribes that occupied the land of Iowa — the Mesquakie (called Fox by the federal government) and the Sauk. As white settlement pushed across the Mississippi River, these tribes were forced to leave their lands for a reservation in Kansas. The important stories of Indian removal from the lands that are today Iowa, and the return of the Mesquakie tribe to land they purchased along the Iowa River, are included.

OBJECTIVES

1. The student will recognize that the Indians' way of life changed through contact with white men.
2. The student will recognize that a major problem in Indian-white relationships was the question of who should control land.
3. The student will learn that whites believed Indians should live separated from white settlements to prevent friction between the two groups.
4. The student will learn that by the time Iowa was settled, the Indian tribes were too weak to resist the westward movement of the whites.
5. The student will know that the Mesquakie tribe chose to return to Iowa from the reservation in Kansas.
6. The student will learn that the Mesquakie tribe is the only group in the nation that purchased land so that the tribe could live in a place of its own choosing.

DISCUSSION QUESTIONS

1. What sort of skills did Indians bring from their way of life that helped European newcomers?
2. How did Indians become dependent on white men?



Ai-ya--no-ki and Sha-ski-kwi, Mesquakie women.

3. In 1832, the Mesquakie and Sauk sold land that would later become a part of Iowa. What events led to that sale?
4. What reasons did the United States government give when trying to persuade Indians to sell their lands?
5. What Indian tribe returned to Iowa from a reservation? What makes their story special?

VOCABULARY

CULTURE - the way a group of people lives, including language, clothing, religion, laws, and justice.

FUR TRADER - people who did business with the Indians. They most often traded white men's goods for animal furs.

INDIAN TRIBE - a separate Indian nation.

TREATY - an agreement between two nations.

RESERVATION - land set aside for Indians to live on.

NAMES TO REMEMBER

Sauk - Sac
 Mesquakie - Fox
 Winnebago
 Saukenauk
 Quashquame
 Black Hawk
 Keokuk
 Pashepaho
 Wapello
 Poweshiek
 Antoine LeClaire

SUGGESTED FOLLOW-UP ACTIVITIES

Short-Term

1. On a chart, list the counties in Iowa that bear Indian names. Record the name of the tribe from which it comes. Illustrate the

chart with pictures when the county name is that of an individual.

2. Using an Iowa map, mark the government land purchases and their dates. When was the land for your county purchased? Use the dates on the map to help students figure how rapidly the land in Iowa was sold.
3. After reading about and discussing the causes of conflict between Indian and white cultures, ask students to write a story about the feelings of an Indian in Iowa as he or she lived through the times of the westward push of the white settlers and the removal of the Indian tribes.
4. Indians and Europeans brought skills and tools to one another from their cultures. To help students recognize there is value in each culture, ask them to make an illustrated chart showing the contributions each culture brought to the other.
5. After students have read more about Indians in Iowa, ask a group to role play the treaty-making process in Iowa.
6. With your students, review the list of information about Indians they made before viewing the program. Talk about the correctness of their list. Ask how they came to know what they did before, and how they have changed some of their ideas as a result of new information acquired.

Long-Term

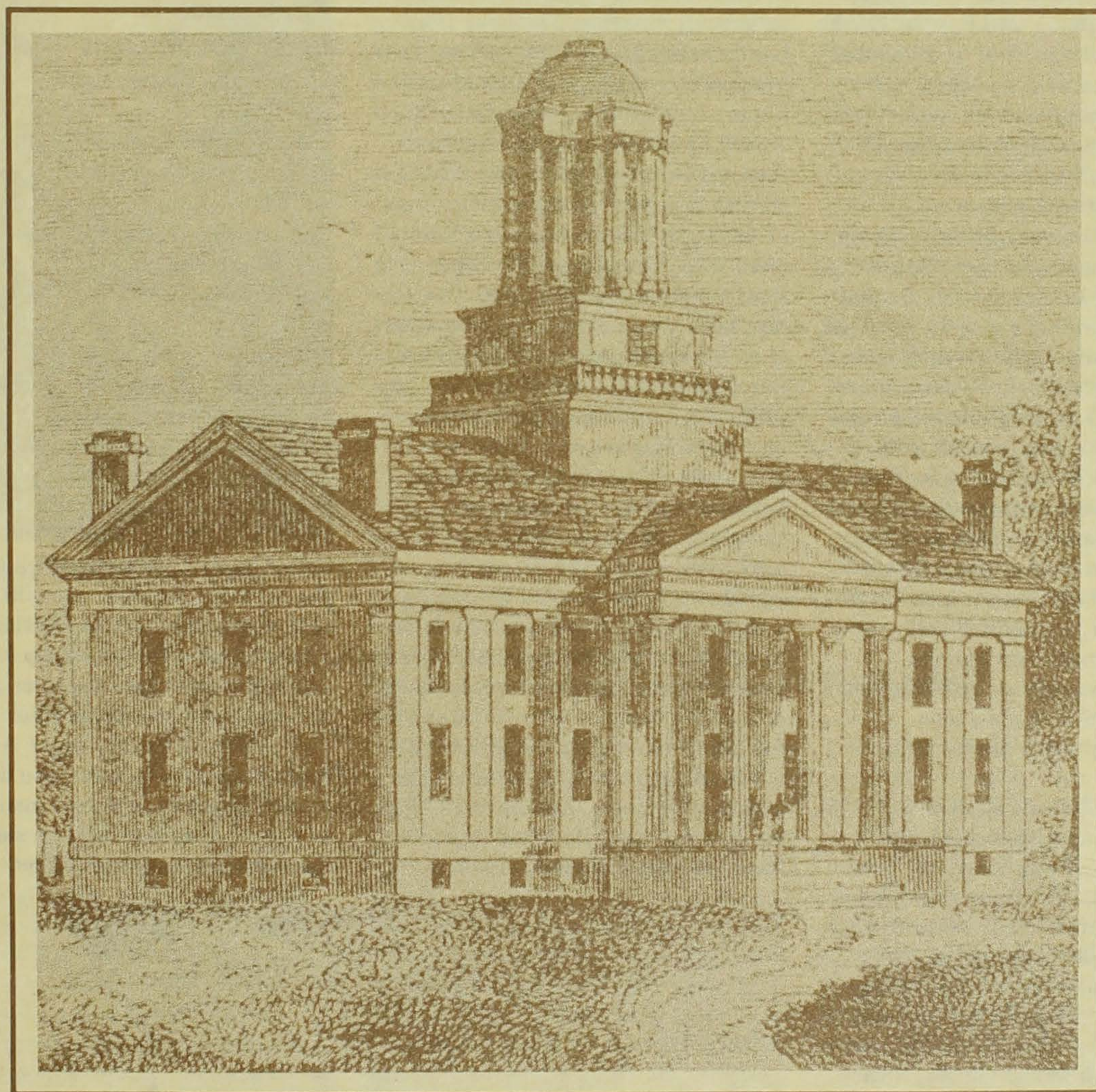
1. In committees, or on an individual basis, have students research for greater detail the story of one of the Indian tribes that once occupied Iowa — Mesquakie, Sauk, Winnebago, or Sioux. Ask them to find as much information as possible. Suggest they look for

facts about location, environment, homes, work, food, daily life, clothing, weapons, tools, religion, and government. This information may not be available for every tribe. When the report is ready, ask students to share their information with the class so that an overall story can be compiled. Help students realize that every tribe was a separate nation, just as nations are today, with similarities and differences.

FIELD TRIP SUGGESTIONS

It is important to prepare students for the field trip. Before visiting the selected location, help students learn about the site and discuss with them what they will see. Sometimes it is useful to ask students to look for answers to one or two general questions. Follow-up activities might include written reports, poems, or drawings.

The Path to Statehood



HISTORICAL BACKGROUND

Exploration and Early Government — The National Experience

Seventeenth-century exploration and colonization of the North American continent was dominated by Spain, England, and France. Of the three, England was first to recognize the importance of permanent, self-sufficient agricultural colonies. To encourage newcomers, the English government offered economic incentives to those who would emigrate to the new colonies dotting the Atlantic seaboard from Boston to Charlestown. France strictly limited immigration to those closely involved in the fur trade. As the French moved inland along the St. Lawrence River and Great Lakes, they created strong business relationships with Indian tribes and built outposts specifically for the fur trade. In the South, the first Spanish settlements were military, established to protect the treasure-laden ships returning to Spain from Mexico. Later, permanent self-sufficient mission settlements replaced the presidios, as Jesuit and Franciscan missionaries won southeastern North America for Spain.

During the latter half of the seventeenth century, British fur traders pressed westward, encroaching on the French trading territory. In an effort to learn more about the upper Mississippi River Valley and establishing good trade relationships with the Indians, the French sent Jacques Marquette and Louis Joliet on their historic journey.

Conflicts between France and England over boundaries and control of the fur trade continued through 1763, when, at the Treaty of Paris, France lost all her possessions in North America to England. However, before signing this treaty, the French transferred their holdings west of the Mississippi to Spain, thus preventing some of their lands from falling into British hands. At the end of the American Revolution, England, in

turn, lost claims to lands north of Spanish Florida, east of the Mississippi River, and south of the newly established Canadian border.

The new nation of the United States soon recognized that future westward expansion was inevitable, and Congress passed two important laws to make settlement of western land as orderly as possible. The first, the Land Ordinance of 1785, outlined the process by which government-owned lands — called the public domain — would be purchased from Indians, then surveyed, divided, and sold. The second law, the Northwest Ordinance of 1787, provided a framework for territorial government. Remembering their colonial past, the lawmakers devised a process by which territories would become states. The ordinance included a bill of rights that prohibited slavery in both territories and the states created from the territories. The law also called for a territorial governor, a territorial secretary, and three judges, all appointed by the President. A legislative body, elected by popular vote, was designated to create laws for the territory. Representation in the United States Congress was to be by an elected delegate who could speak for the territory, but could not vote.

The struggle to hold lands on the continent was far from over. In 1800, the Spanish secretly transferred their trans-Mississippi claims back to

France, only to see the vast territory sold to the United States in 1803. The Louisiana Purchase brought 828,000 square miles to the public domain, and the ordinances of 1785 and 1787, with some minor changes, were applied to that newly acquired territory.

Exploration and Early Government — The Iowa Experience

Most of the land east of the Mississippi River was well-explored and charted, but knowledge of lands that lay beyond the Mississippi River was scant. Not until the Louisiana Purchase did Thomas Jefferson obtain funds to explore the unknown area. Following the acquisition of this immense territory, an expedition led by Meriwether Lewis and William Clark set out to follow the Missouri River to its source, seek a water route to the Pacific, and make careful records of the geography, soils, minerals, and animal and plant life of the country. Another expedition was sent northward on the Mississippi. In 1805, Zebulon Pike went by keelboat with 20 men in search of the headwaters of the great river.

The War of 1812 brought American exploration of the Louisiana Territory to a stop. When attention again turned to the trans-Mississippi, it was with the intent of future settlement. In this



Marquette and Joliet on the Mississippi River, 1673.



Stephen Watts Kearney

context, Stephen Watts Kearney led several expeditions into the Iowa country to locate and to establish contact with the resident Indian tribes.

There were no enduring settlements in the Iowa country during French and Spanish ownership, although temporary occupation did occur under the Spanish rule. French-Canadian trader and miner Julien Dubuque secured a land grant and operated lead mines from 1788 to 1810. Louis Honore Tesson, another French-Canadian, secured a grant of land near present-day Montrose. Between 1799 and 1803, he established a trading post and planted an apple orchard. Another grant went to Basil Giard, who attempted to establish a settlement in 1795 on land across from Prairie du Chien. The Iowa country was otherwise populated by native Indians and a few transient fur traders.

Continued threats of British and Indian attack made it necessary to establish a number of forts in the

West. The United States government located Fort Madison on the Iowa side of the Mississippi River in 1803. The fort was built in conjunction with a trade center called a "factory." Here, under the supervision of the government, Indians were to trade furs for supplies. Strategically, the fort was badly located. When the outpost came under attack during the War of 1812, the occupants were forced to abandon and burn the fort and factory.

For purposes of governance, the Louisiana Purchase was divided in two: the territory of Orleans and the District of Louisiana (out of which Iowa and 12 other states would be created). In 1812, the territory of Orleans became the state of Louisiana, and the remaining land became the territory of Missouri, with its government located at St. Louis. When Missouri became a state in 1820, Congress failed to reassign the remaining area, and the land was left without a government. The problem was rectified in 1834 when the territory of Michigan was extended to include the orphaned area. By that time, there were already squatters crossing the Mississippi to settle in Iowa.

Although the Northwest Ordinance had provided for orderly settlement in United States territories, people often arrived well ahead of formal government. In many cases, citizens found it necessary to provide some form of law until adequate government arrived. Today these attempts to keep law and order in early territorial Iowa may seem chaotic, but they were really efforts made to maintain peace and protect rights in the absence of the adequate laws and enforcement enjoyed by the states.

When Michigan became a state in 1836, the territory of Wisconsin was created with a capitol first at Belmont, Wisconsin, and then at Burlington, Iowa. Two years later the Iowa Territory was created to accommodate the rapidly growing population. Robert Lucas was appointed governor. Lucas was a man of great experience

and a strong leader. He recognized the need for a more centralized capitol location and called for relocation of the seat of government. After much argument, a site was located on the Iowa River named Iowa City.

Soon there was talk of statehood, a proposition which Lucas strongly supported. Many Iowans, however, were not eager for such a step. Expenses for territorial government were paid by the federal government. As a state, taxes would be levied on the local inhabitants to meet these expenses. In 1844, a constitutional convention was called and a constitution for the state of Iowa was submitted for congressional approval. Congress approved the constitution, but made changes in the state boundaries totally unacceptable to Iowans. In 1846, another convention met and a constitution containing carefully defined boundaries was submitted to Congress. The Congress accepted the proposal and, in a popular election, Iowans ratified the state constitution by a slim margin. Iowa became the 29th state on December 28, 1846.

SYNOPSIS

The first European explorers in the upper Mississippi River Valley found a wilderness inhabited by Indians. Leaders of the first recorded expedition in 1673 were Louis Joliet and Father Jacques Marquette. During their journey, they landed on the western shores of the Mississippi in what is now Iowa. Their explorations went as far south as the Arkansas River.

Ten years later, LaSalle followed pretty much the same route as his predecessors, but continued down the Mississippi to the Gulf of Mexico, claiming the entire river valley for France. This immense area, called Louisiana, was never extensively colonized by France and eventually passed into the hands of Spain. During the period of Spanish ownership, a few men owned and briefly inhabited land in what is now Iowa. One of these men, Julien

Dubuque, operated lead mines in the area that today bears his name. The Louisiana land reverted to France and was sold to the United States in 1803.

To learn more about the vast new land holdings to the west, the United States government sent Captain Meriwether Lewis and Lt. William Clark on an expedition up the Missouri River to the Pacific Ocean. Another expedition, led by Lt. Zebulon Pike, was sent up the Mississippi River. Both explorations included what would later become the eastern and western boundaries of Iowa. The Mississippi River Valley was no longer an unknown wilderness as it was when Joliet and Marquette made their explorations. Trappers and traders had roamed the rivers and streams trading with the Indians for valuable beaver pelts. There was even a trading post located on the river at Prairie du Chien.

Following the first land purchase from the Indians in 1832, settlers crossed the Mississippi to the Iowa country before it was legal to do so. This meant that people arrived before the land was surveyed or a formal government established. Without a government or legal system, these squatters created their own codes to provide some form of law and order. The program dramatizes two incidents when settlers found it necessary to create a form of justice. In one instance, a man was brought to trial for murder. In another, a claim jumper was prevented from appropriating land from a squatter.

Assignment of the Iowa country to Michigan Territory brought a system of law and government in 1834. When Michigan achieved statehood in 1836, Iowa became a part of the new Wisconsin Territory. The area grew rapidly and in 1838, Iowa Territory was split off from Wisconsin.

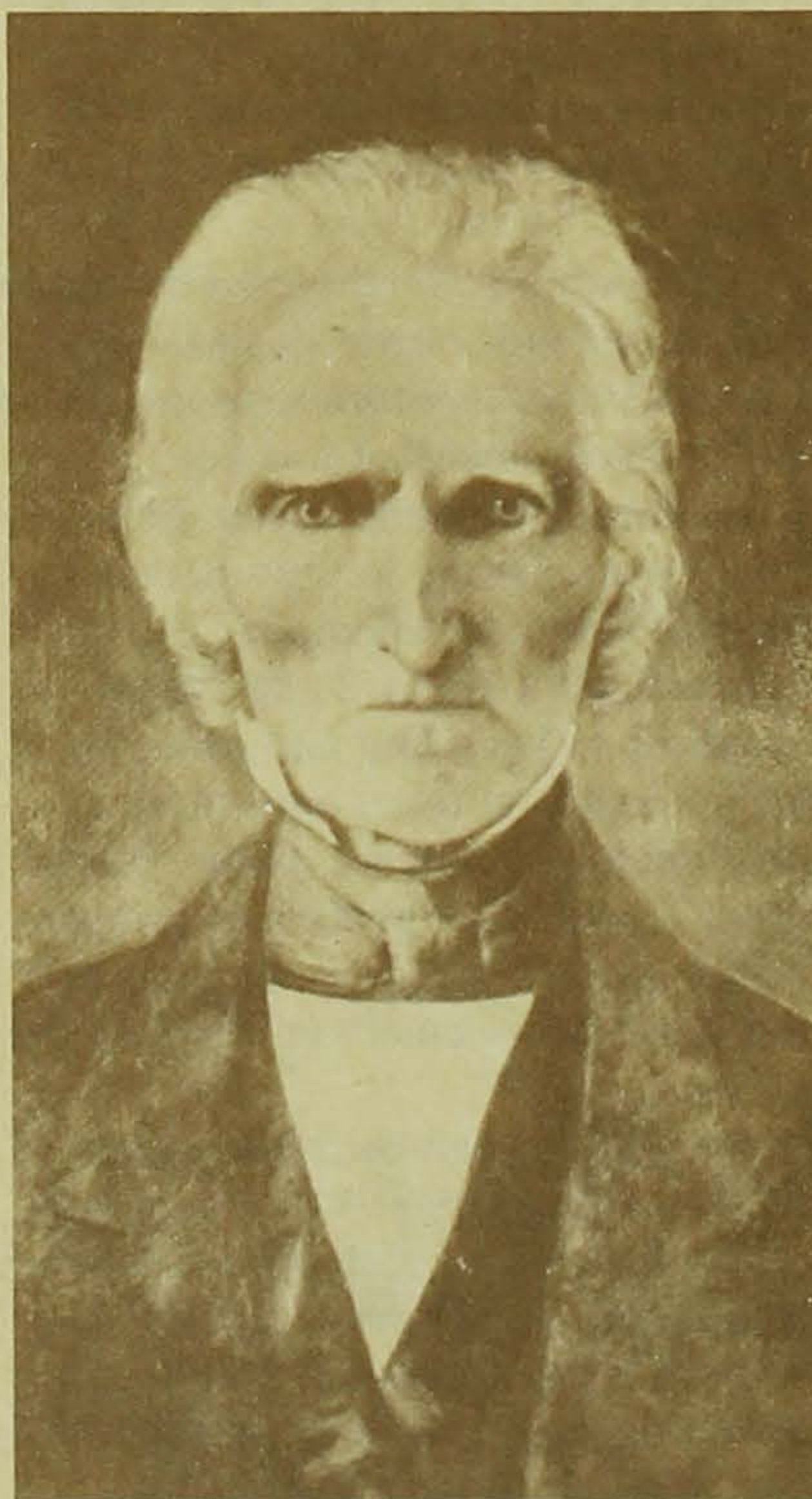
Territorial government was directed by a governor appointed by the President. Even though there was an elected territorial legislature, the governor had absolute power. Iowa's first territorial governor was Robert Lucas. Although he was a capable and experienced man, friction developed

between Lucas and the legislature when he vetoed certain bills passed by the legislature.

Lucas recognized that Iowa would grow rapidly and called for relocation of the capitol from Burlington to a more centralized location. A new site was selected on the Iowa River and called Iowa City. The town was surveyed and laid out into lots; and in 1841, the seat of government moved to the new location.

During Iowa's territorial period, there was a serious boundary dispute with the state of Missouri. Troops from both Iowa and Missouri gathered along the border. There was only a brief skirmish; but the problem, a result of inaccurate surveys, was not resolved until 1851.

The population of the Iowa Territory increased rapidly. By 1844, a constitutional convention met to write a state constitution for congressional approval. The program illustrates two issues on which there was strong debate: the admission of Negroes to the state and the question of banks.



Robert Lucas, first territorial governor.

Negroes were finally allowed to settle in Iowa, but not encouraged to come. Banks were declared illegal.

Once the constitution was written, it was submitted to Congress for approval. The approval came, but with a drastic change in the state boundaries, a change Iowans did not accept. The effort for statehood failed. Again in 1846, a constitutional convention was called. This time, the Congress and the people of Iowa agreed on both the boundaries and the constitution. Iowa became the 29th state. The people then elected their own government and sent voting representatives to Congress.

OBJECTIVES

1. Students will determine that the first Europeans to explore Iowa were French.
2. Students will determine that Iowa was first owned by France and Spain before the Louisiana Purchase.
3. Students will determine that early settlers felt a need for laws to keep order and protect personal rights.
4. Students will know that the territorial government was organized by the United States government.
5. Students will be able to tell how Iowa became a state.

DISCUSSION QUESTIONS

1. From which European countries did the first explorers of the upper Mississippi River Valley come?
2. Which European country first claimed the land that is now Iowa?
3. What happened in the land that later became Iowa between 1803 (the Louisiana Purchase) and 1830?
4. What actions did early settlers take to show that they wanted and needed laws and government?
5. What were some of the arguments for and against statehood?

VOCABULARY

VOYAGEUR - a fur trader.

CALUMET - a peace pipe.

EXPEDITION - a journey or voyage made for a special purpose.

CHARTED - to have made a map of a geographical area.

FUR TRADE - the business of trading goods (guns, ammunition, cooking pots, beads, cloth) for beaver pelts, which are in turn sold for money.

SURVEY - to measure the land's surface to set boundary lines.

BANK NOTES - paper money.

SQUATTER - a person who settles on land before first paying for it.

NAMES TO REMEMBER

Louis Joliet

Jacques Marquette

Julien Dubuque

Robert Cavalier LaSalle

Meriwether Lewis

William Clark

Zebulon Pike

Robert Lucas

settlement and statehood, have them draw a simple time line including these events: (Dates do not have to be memorized.)

Marquette and Joliet

Expedition - 1673

LaSalle claims Louisiana for

France - 1682

Julien Dubuque mines

lead - 1788

Lewis and Clark

Expedition - 1803

Zebulon Pike

Expedition - 1805

Iowa lands open to

settlers - 1833

Stephen Watts Kearney

Expedition - 1835

Iowa becomes a

territory - 1838

Iowa statehood - 1846

Using a wall map of the United States for clues, ask students to think of reasons why Iowa was not settled immediately after discovery.

5. With your students, make a list of ideas about government that

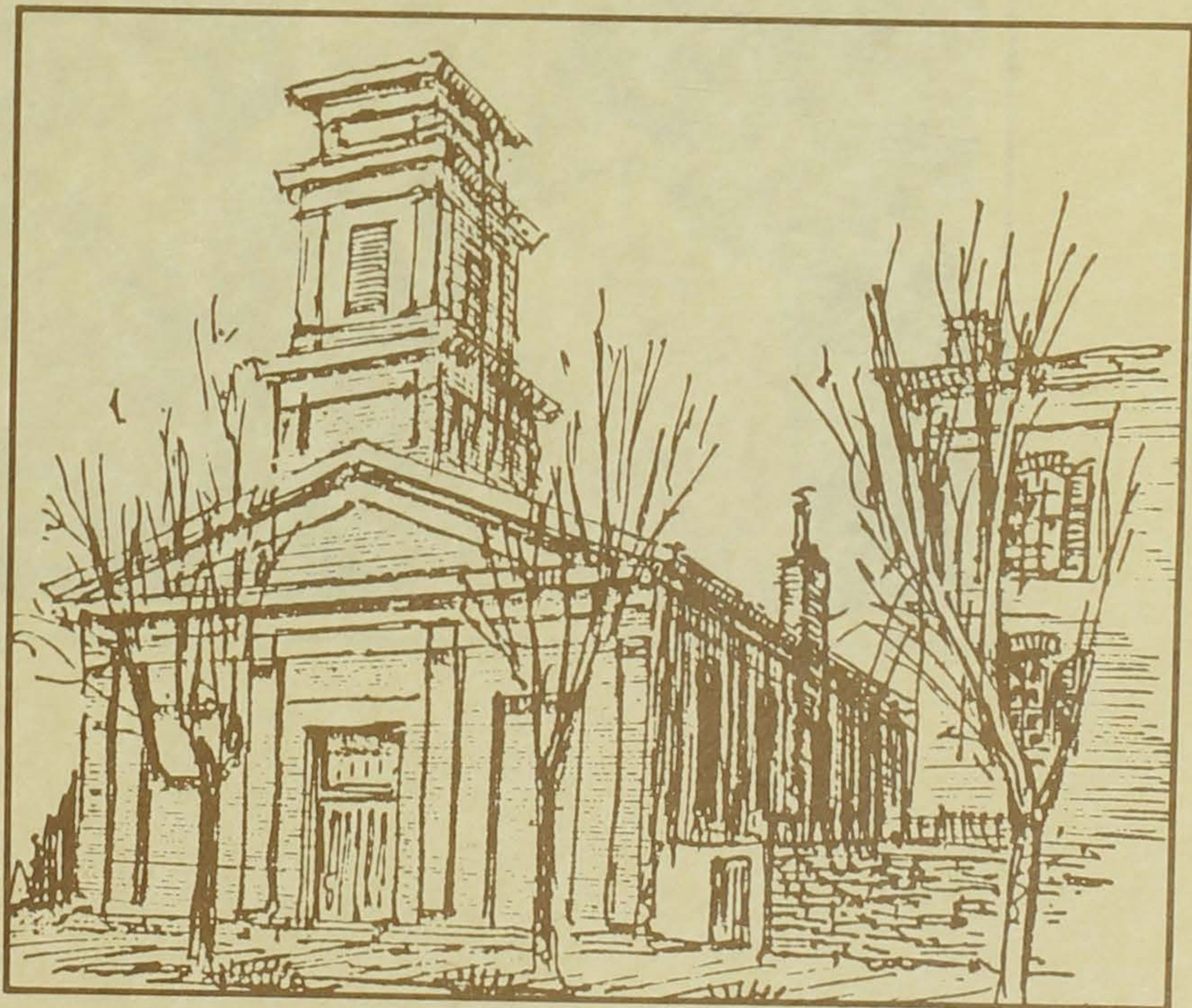
settlers brought with them to Iowa. The list might include ideas about representative government, trial by jury, laws about land ownership, or who could vote. For discussion, ask students if they think the settlers were creating a new experimental type of government or a government based on past experience. Ask what might cause settlers to make different laws than the ones they lived with before.

6. Settlers brought ideas about law and order with them to the frontier. Although these ideas differed slightly, seldom had anyone come from a place without a system of laws to protect people's rights. Have students read selections in textbooks or articles about attempts to create laws before the U.S. government provided a framework of law. Ask each student to write five laws he/she would consider important in a frontier area. Write the suggestions on the board and keep

SUGGESTED FOLLOW-UP ACTIVITIES

Short-Term

1. After your students have read textbooks and articles about the explorers and the road to statehood, have them write two or three clue riddles with answers for men they have learned about. Divide the class into three or four teams for a contest. Place the riddles in a box and have students take turns drawing questions to ask members of the other teams.
2. On an outline map of Iowa, have students label the rivers and draw in routes of the early explorers.
3. Have students illustrate and write a caption for one major event from the exploration period. Display their work.
4. To help students recognize the long period of time between the first exploration of Iowa and



Old Zion Church at Burlington served as capitol for the Iowa Territory from 1838 to 1841.

a tally for the laws suggested. Discuss with the students the reasons they selected certain laws. Is there a reason why one law was suggested more often than another? Have students overlooked an important law?

7. Have students make a chart contrasting the forms of government for territories and states. Consider how government officials are chosen, who pays for government, who makes the laws, and how the territory or state is represented in Congress. Discuss with students the advantages and disadvantages for each situation.

Long-Term

1. To help students understand the dilemma of the first constitutional convention delegates, write a whole new set of rules for your school. Organize the class into small committees, as was done at

the constitutional convention. (Be sure each committee has one strong leader.) Committees might include playground, hallway, lunchroom, and so forth. When the students present the committee report to the whole class, encourage debate and discussion by the whole class. Then have students vote on the rules using a two-thirds vote for approval. Review the new set of rules with the class. What were the reasons for major disagreements? On what rules did most students agree? Why?

2. Study the state legislative process as it exists today. Ask each student to write a law on a topic that might be controversial. From the laws submitted, choose one or two to use for the project. Divide the class into two groups — a House of Representatives and a Senate — and conduct several sessions until the bills are passed or defeated.

FIELD TRIP SUGGESTIONS

It is important to prepare your students for the field trip. Before visiting the selected location, help students learn about the site and discuss with them what they will see. Ask them to look for answers to specific questions. Follow-up activities might include written reports, poems, or drawings.

Suggested sites:

OLD CAPITOL

Clinton Street at Iowa Avenue,
Iowa City.

Contact:

Coordinator of Special Services
Old Capitol
Iowa City, Iowa 52242

PIKES PEAK STATE PARK

Located 2 miles southeast of
McGregor on Iowa 30.

Contact:

State Conservation Commission
Wallace State Office Building
Des Moines, Iowa 50319

The Prairie Pioneers



HISTORICAL BACKGROUND

Pioneer Settlement — The National Experience

Even before the American Revolution, settlers pushed westward, moving beyond the settled areas of the original colonies. A few of them continued to migrate despite the war. At first, the areas they entered still belonged to several of the different states; but during the revolution, the new federal government took control of the western lands. After the Treaty of Paris ended the fighting, even more people migrated west to unsettled lands.

In an attempt to keep the settlement orderly, the government worked out a system of land disposal and local government for the western territory. In 1785, the Land Ordinance was passed. This law, which determined how the land should be purchased from the Indians and how it should be surveyed, divided and sold, laid the foundation for the land surveys of the many future federal land acquisitions. On the whole, the process worked well. First, the government bought land from the Indians. Surveyors then located and recorded boundaries and natural features, dividing the land into townships six miles square. Each township contained 36 numbered sections. Sections contained one square mile or 640 acres and these, too, could be divided into smaller parcels. Congress set a minimum price and the land was sold at auction. Section 16 was set aside for the support of public schools.

The Northwest Ordinance of 1787 provided for a territorial government. This gave settlers laws that protected their rights, forbade slavery, and provided for eventual statehood.

The close of the War of 1812 signaled a great rush to western lands. Several factors accelerated the Great Migration. The defeat of Tecumseh in 1813 and of the Creek Indians in the South removed the major Indian resistance to settlement that had threatened the earlier frontier. Improvements in communications,

including an increase in the number of newspapers and better mail service, brought news of the fine land available in the West. Finally, improvements in transportation provided more rapid and comfortable travel for both people and bulky goods. Steamboats, canalboats, and wagons replaced the old pack trains and narrow trails. The National Road, begun in 1811, provided a reliable overland route from Cumberland, Maryland, to Vandalia, Illinois. By 1830, steamboats ran on regular schedules along the Ohio and Mississippi Rivers. The Erie Canal opened in 1825 and provided a westward route from Albany, New York, to the Great Lakes area. From there steamboats traveled to Michigan and Wisconsin. Railroads began to stretch west of the Alleghenies and, in 1854, tracks reached the Mississippi River. The era of the Great Migration to Iowa was underway.

Pioneer Settlement — The Iowa Experience

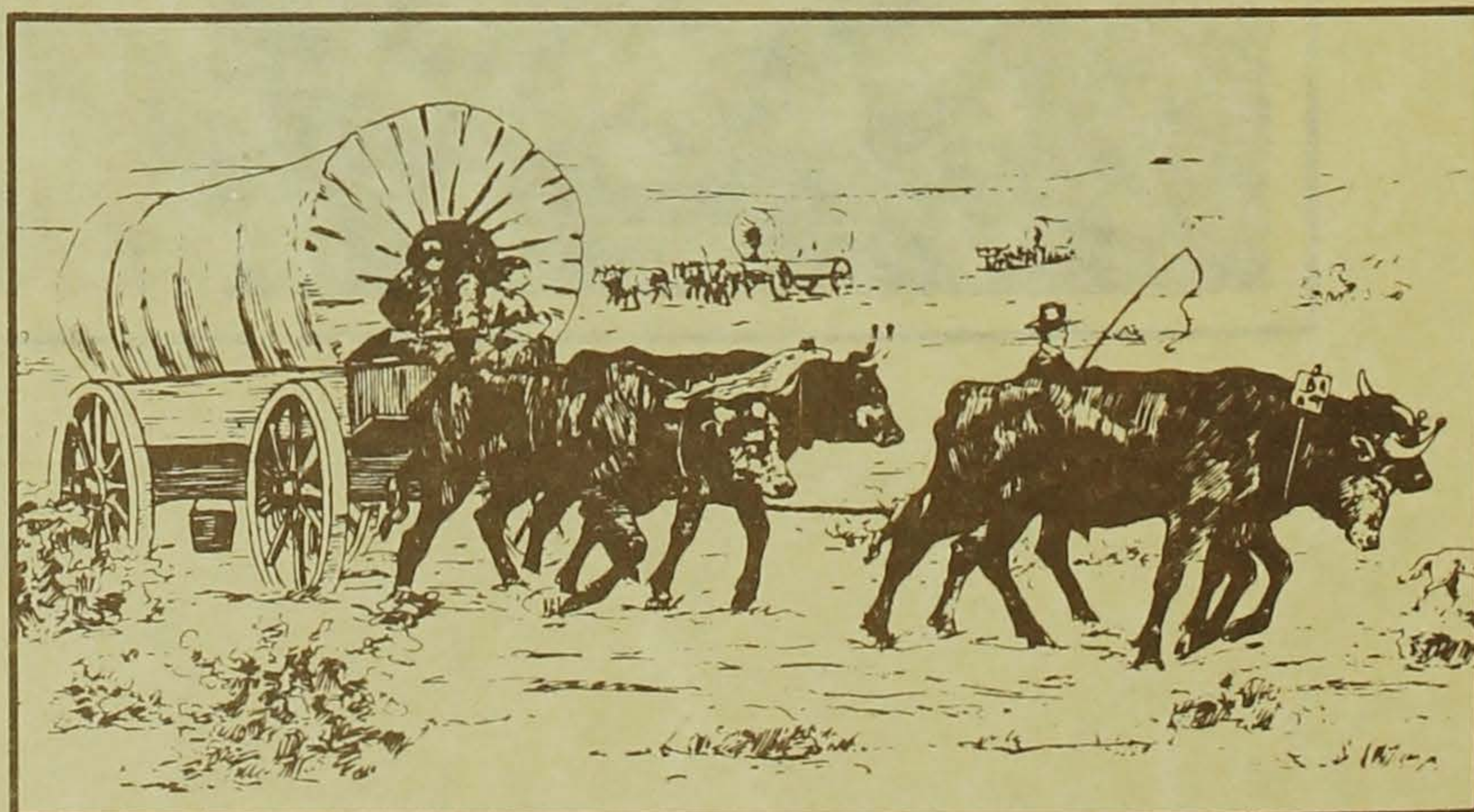
The land that early Iowa settlers found was the product of millions of years of evolution. For over a million years glaciers had covered the area. When the weather warmed, some 25,000 years ago, the ice melted and plants and animals returned to inhabit the land.

Geographically, Iowa is part of a transitional zone. In the East, forest originally covered the land. In the West lay grass-covered prairies. As settlers traveled across the state, they left the woodland areas and moved on to the prairies. Most newcomers to the prairies came from other woodland areas of the United States and were obliged to modify their farming methods for the new, virtually treeless, surroundings. They learned to build shelters without wood and they used a special kind of plow designed to cut the thick prairie sod.

Iowa's settlement was a culmination of the great period in agricultural expansion. Compared to the settlement of neighboring states, it occurred rapidly. As land east of the Mississippi River filled up, land-hungry settlers looked across the Mississippi for places to locate their farms. In 1836, four years after Iowa was opened for settlement, the population was 10,531 and it rose to 674,913 by 1860.

In the early years of settlement, most newcomers came from Ohio, Indiana, Pennsylvania, and Kentucky. Foreign countries, too, contributed to the population. Settlers came from Germany, Great Britain, Ireland, Holland, and the Scandinavian countries.

National migrations in the later 1840s also contributed to Iowa's growth. In 1846, the first of many



Thousands of Iowa immigrants came to the state by horse or oxen-drawn wagons.

Mormon migrations crossed the state. The rush for gold in 1849 brought another surge of people traveling westward to California. These migrations contributed to Iowa's population by default and provided a market for Iowa's produce. Drought in the Ohio Valley in 1854 and a widespread cholera epidemic forced even more people to seek a better and healthier place to live.

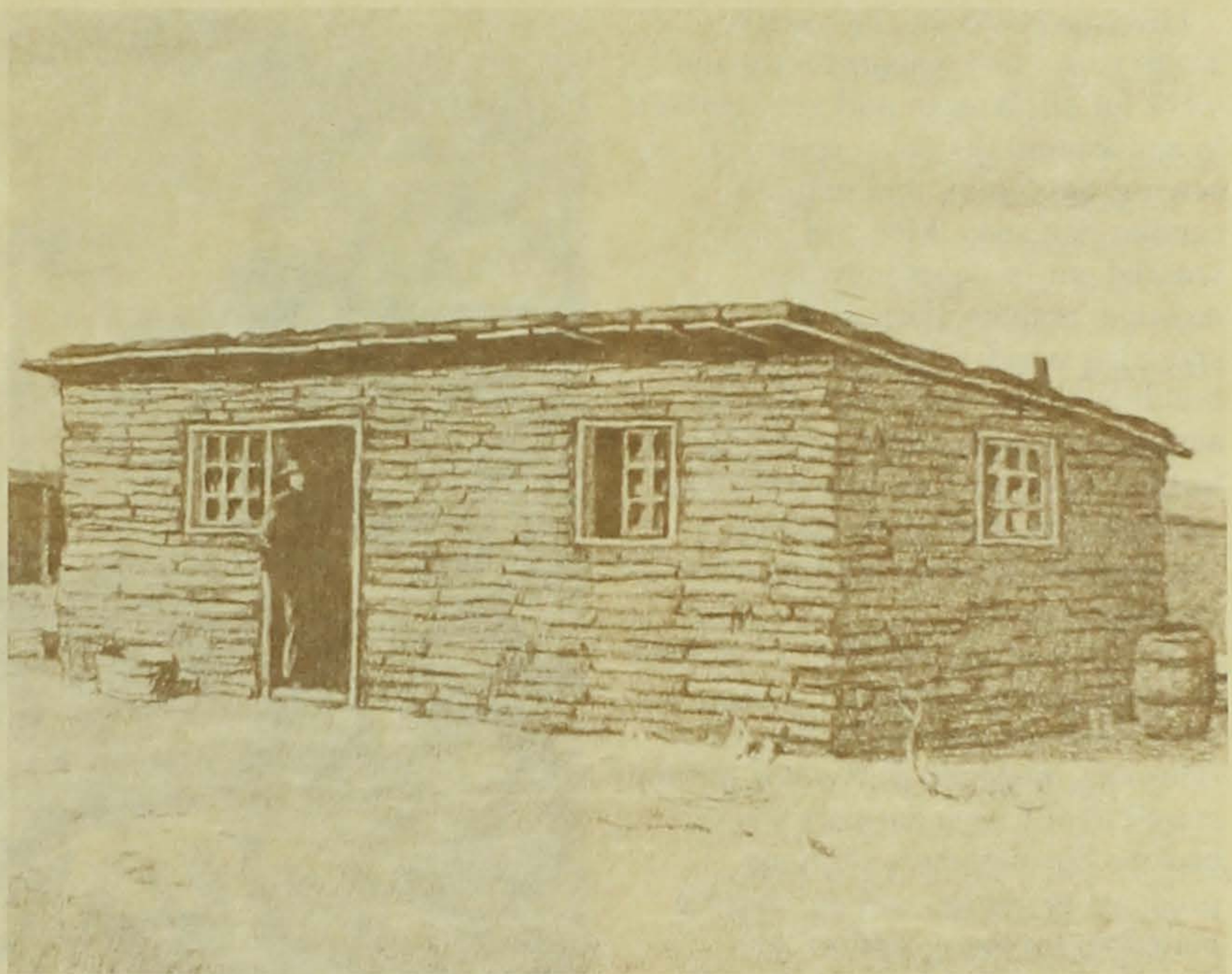
Both overland and water routes brought newcomers to Iowa. Many came by the Ohio River to the Mississippi, traveling up the great river to the booming port cities along the waterway. Those who traveled overland followed the National Road through Illinois or traveled south from the Great Lakes ports of Milwaukee and Chicago. Ferry boats on the Mississippi did a thriving business transporting immigrants and their wagons, livestock, and belongings to the Iowa shore.

The earliest settlers generally chose farm sites along the river valleys where wood and water were plentiful. After this land filled up, settlement began to move away from the rivers. The lands in the northwest, isolated until the railroad reached the area in the 1860s, were the last to be chosen.

Early settlers, by necessity, were self-sufficient. The family units worked hard farming, building homes, preparing food, and making clothes and tools. When families located suitable farm sites, they set about the two major tasks of building a shelter and breaking the land to plant a crop.

Education often consisted of lessons at home until enough settlers arrived to establish a school. Even then, the quality and quantity of education varied from school to school. Most people learned to read and to do simple figuring. Much social activity centered around the church. Group work activities, such as barn raisings, corn huskings, and quilting bees, doubled as social occasions.

As agricultural production increased and transportation improved, settlers marketed their surplus products. Small frontier towns developed into trading centers.



Sod houses often served as first homes on the prairie, where there were few trees.

Here merchants, bankers, lawyers, craftsmen, and artisans located to carry on their business. Within a few years after settlement, farming families could trade produce for ready-made goods. No longer were they totally reliant upon themselves for all of their needs.

SYNOPSIS

It took millions of years for nature to create the land that attracted the early settlers to Iowa. Both soil and climate were excellent for agriculture. When the territory was opened to settlement in 1833, pioneers poured across the Mississippi River to reach the new land. In the East, promoters hailed Iowa as an outstanding place for agricultural settlement, adding even more people to the flood of newcomers.

The Ohio and Mississippi River system provided one route of travel by which pioneers came. Most, however, came over land routes, transporting belongings in carts and wagons. The journey was difficult, the families

living on the trail out of their wagons.

Early arrivals in Iowa selected land close to rivers and streams to be close to transportation and water, as well as timber for homes, fences, and firewood. But, as this land was taken up, newcomers moved on to the open prairies. On the treeless prairie, pioneers quickly adapted to the different surroundings. There, crops could be planted immediately upon breaking the sod. In the absence of trees, houses were built of prairie sod.

The government had planned an orderly way to handle the sale and settlement of land in Iowa. First, the land was to be surveyed. Then, it would be offered for sale at an auction. However, people came to Iowa before the survey was completed. Many settled on land before it was offered for sale. People often joined together to protect their right to hold and purchase the land on which they had settled and made improvements. The program dramatizes early settler-response to one who tried to claim land on which another had already settled.

Life was harsh for the pioneer. There was much responsibility and work for all. Women and girls worked in and around the cabin spinning, sewing, gardening, and making candles and soap. Men and boys worked out-of-doors plowing, mowing, reaping, harvesting, chopping wood, repairing fences, and building homes and barns. Social activities often centered around some form of work such as corn huskings, quilting bees, and barn raisings. Dancing was another activity enjoyed by many.

The pioneer period did not last long in Iowa. Transportation advancements, especially the railroads, made possible a rise in the standard of living. Farmers soon became businessmen, shipping products to market and purchasing materials for more comfortable dwellings and furnishings. As self-sufficiency passed, so did the era of the pioneer.



Breaking sod was an arduous, costly, and time-consuming task.

OBJECTIVES

1. Students will be able to tell how the natural forces of the glaciers and climate created the deep rich top soil which attracted settlers to the Iowa land.
2. Students will be able to identify the process by which Iowa quickly filled with people from eastern and southern states, and Europe.
3. Students will be able to describe the natural environment of Iowa as a large expanse of prairie split by narrow bands of forests along the rivers.
4. Students will be able to tell how settlers sometimes had to rely on neighbors to protect land claims before the government land survey system took effect.
5. Students will be able to determine that living conditions in log cabins and sod houses were usually dirty and unpleasant.
6. Students will be able to give specific examples of vital responsibilities each family

member had to fulfill to assure the family's survival under harsh frontier living conditions.

DISCUSSION QUESTIONS

1. What were some of the reasons people migrated to Iowa?
2. By what means did immigrants travel to Iowa?
3. What were the advantages and disadvantages to settling on the prairie compared to settling in a forest?
4. Describe living conditions in log cabins and sod houses.
5. What work was done by each member of a pioneer family?

VOCABULARY

- GLACIER - a large sheet of ice that covers and moves across the land.
- FRONTIER - an undeveloped area, a wilderness.
- EMIGRANT - a person who leaves one place to live in another.
- IMMIGRANT - a person who comes from one place to live in a new location.
- FAMINE - a time when there is little food.
- CHOLERA - a serious, often fatal disease.
- EPIDEMIC - the spread of a disease to many people at the same time.
- FERRY - to transport over a river in a boat.
- FORD - to wade across a river at a shallow place.
- SURVEY - to measure the land's surface to set boundaries.
- SQUATTER - a person who settles on land without first paying for it.

SUGGESTED FOLLOW-UP ACTIVITIES

Short-Term

1. To demonstrate water runoff, make two boxes 8 x 13 inches (shoe boxes would work well). Line them with aluminum foil and fill both with dirt. In one, plant grass seed and allow it to grow long enough to develop a good root system or place a piece of sod in one box. Elevate one end of each box and place them side by side. Use a watering can to sprinkle water at the top of each slope. Catch the water from each box in a separate pan. Ask students to draw pictures and write descriptions of what they observe. Discuss what probably happened to the prairies as the native sod was destroyed by plowing.
2. On a United States map, locate the states from which settlers came to Iowa. Draw in the routes they may have taken. Have children research the routes available to pioneers, like the National Road, rivers, canals, and lakes.



Pioneers harvested grain by hand with a cradle scythe.

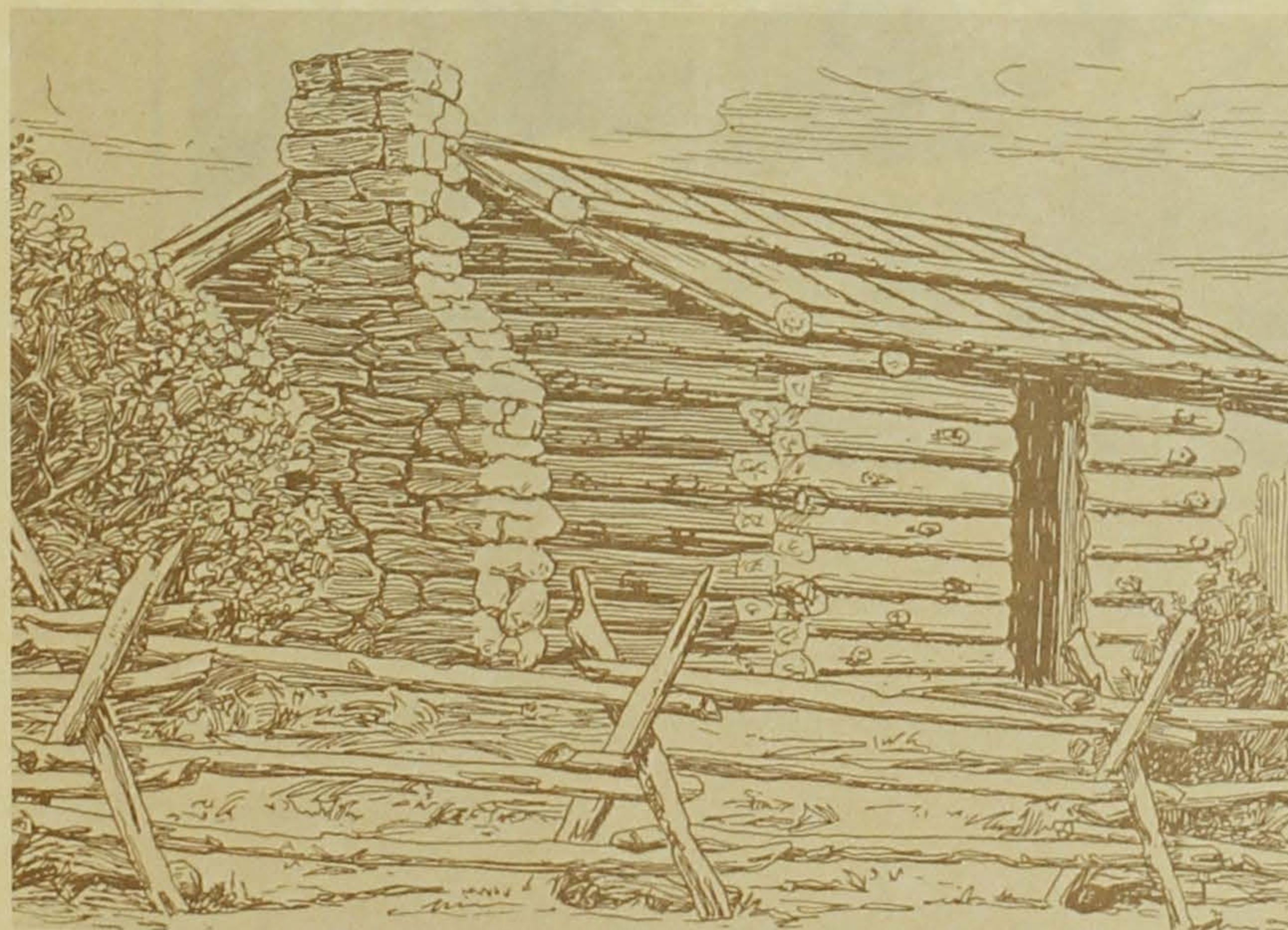
3. Make a list of natural features that attracted people to Iowa. Make a bulletin board map to show where these features are located. Include prairies, forests, rivers, and coal deposits. Ask students to locate places that

would be especially suitable for pioneer settlement. Make paper arrows to pin onto the map showing where settlers arrived at Mississippi port cities and how they moved up the waterways to the interior of the state. Use the scale of miles and determine the distance pioneers might travel in one day.

4. Make a list of the tasks various members of a family were responsible for. Ask students to list responsibilities they have at home. Discuss these differences and how they indicate a change in the way of life since frontier times.
5. The pioneer diet was deadly monotonous. Corn was the basic ingredient of almost every meal. A single pioneer meal would be a novelty for most students. For students to appreciate the monotony of the pioneer diet, assign some or all of the class to eat cornbread, hominy (available canned in grocery stores), and milk for lunch for one week. Dried apples may be added on one day as a treat. Have students keep a diary, each day commenting on how well they liked their lunch.
6. Have students write a letter to a friend in the East describing the first year in Iowa. Suggest that they describe their cabin and farm, the chores they are responsible for, and things they do for fun.

Long-Term

1. The physical features of Iowa evolved over millions of years. These physical features and the climate influenced the way of life for pioneers. They influence the way of life for Iowans today. Have students read to learn how Iowa's physical features developed and what the most important physical features of the state are. Then make a chart showing how long the glacial stages lasted and the length of time required for prairie soil to



As soon as they could, prairie farmers hauled in lumber to build more comfortable frame houses.

develop. Make an accompanying chart, "How Iowa's Soil Has Been Lost in the Last 100 Years." On this chart also list practices that will help conserve this valuable Iowa resource. Help students to realize that it takes only a brief time to destroy something that took nature millions of years to create.

2. As pioneers traveled westward across hundreds of miles, they also traveled backward in time through the stages in the growth of society. Iowa in 1840 was the Ohio of 1810, and the Kentucky of 1780. Have the students create a mural condensing the pioneer experience: packing to move from a settled eastern area, the journey showing transportation methods, finding a new place on the land in Iowa, breaking the sod and planting first crops, and building a first shelter.
3. As settlement increased, small towns flourished as trading centers. Among the early

proprietors and artisans in frontier towns were general store merchants who traded goods for farm produce, lawyers who helped resolve land disputes, bankers who loaned money to settlers to purchase land and tools, millers who converted grain into flour, and blacksmiths who kept the horse-drawn transportation system functioning. Have students draw a map of a pioneer town showing these early businesses. Make an accompanying map showing business and utilities the students believe essential for life in their community today. Discuss how our needs for services have changed. Are we more or less dependent on others? In what ways have we traded independence to gain physical comfort, employment, food, water, power, clothing, housing, transportation, and entertainment?

4. Begin a plot of prairie plants for your school. This project takes much advance planning; proper

timing for both seed orders and seed planting is important.

FIELD TRIP SUGGESTIONS

Consider the wide range of possibilities for field trips, including log cabin and museum tours, as well as visits to natural preserves to observe prairies or results of glaciation. All will bring an added dimension to student appreciation of the environment in which the pioneers lived.

It is important to prepare your students for the trip. After you have selected the site, make a personal visit before taking the class and note the things you wish to emphasize. Help students to interpret history from observation. What do the artifacts tell about the way people lived? What does a natural setting tell about the way people were required to adapt to the environment? Follow-up activities might include written reports, murals, or "Then and Now" charts.

The Civil War



HISTORICAL BACKGROUND

The United States Before the Civil War

Slavery existed in America from colonial times. In many parts of the country, slavery did not take hold. In the North, where farms were small or where industry developed, slavery was unprofitable and essentially died out. But in the South, slaves were needed on plantations to provide labor for cultivation of staple crops such as tobacco, indigo, rice, and cotton. Slaves were believed essential to the economic success of the plantation system.

Even before the revolution, there was growing moral opposition to slavery. This opposition was reflected in 1787 in the Northwest Ordinance, which outlawed slavery in lands north of the Ohio River. The Constitution, too, provided for the eventual end of the slave trade, though it left the decision about slavery to individual states.

By 1804, most of the northern states in this country had abolished slavery. Other American countries also freed their slaves. By 1855 only Cuba, Brazil, and the southern states of the United States allowed slavery. As cotton cultivation increased in the South, both the dependence upon slave labor and the need for more slaves grew. In the North, opposition to slavery intensified. Some Northerners demanded that all slaves should be freed, while others only wanted to prevent the spread of slavery to new lands opening in the West. Compromises in 1820 and in 1850 helped to hold the Union together, but sectional differences intensified until compromise became impossible. The nation exploded into a divisive war.

Iowa at the Time of the Civil War

In the years immediately before the Civil War, Iowa was a land in varying stages of settlement. In the west,



Samuel J. Kirkwood was governor of Iowa at the beginning of the Civil War.

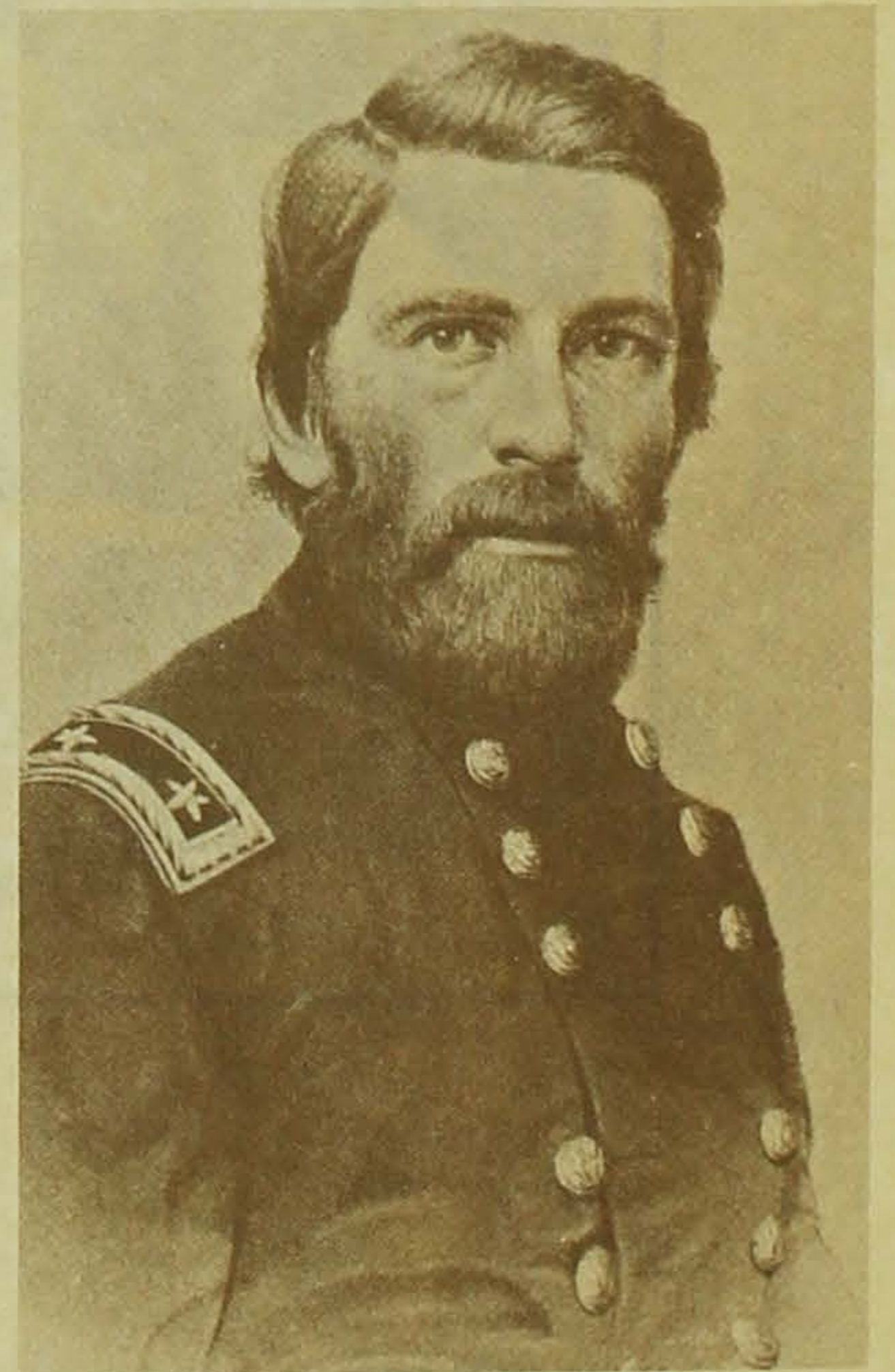
frontier families were just settling new land, breaking the sod, planting and harvesting their first crops, and establishing new homes. In the earlier-settled eastern and southern areas, technology and mechanization slowly changed rural and town life. As farmers acquired improved plows and mechanical planting and harvesting equipment, agricultural production increased. At the same time, railroad lines extended inland from the Mississippi and moved the produce eastward to expanding markets.

Iowa was growing, and both business and agriculture profited from the rapid increase in population. Between 1850 and 1860, the number of people in Iowa tripled from 192,214 to 674,913. Europeans from Germany, Ireland, England, Scandinavia, and the Netherlands joined the Yankees of New England, New York, and Pennsylvania streaming into the state. This migration of the 1850s changed the character of Iowa's population. Earlier settlers had come from areas of Southern orientation; western Pennsylvania, southern Ohio and Indiana, Kentucky, and Missouri. This

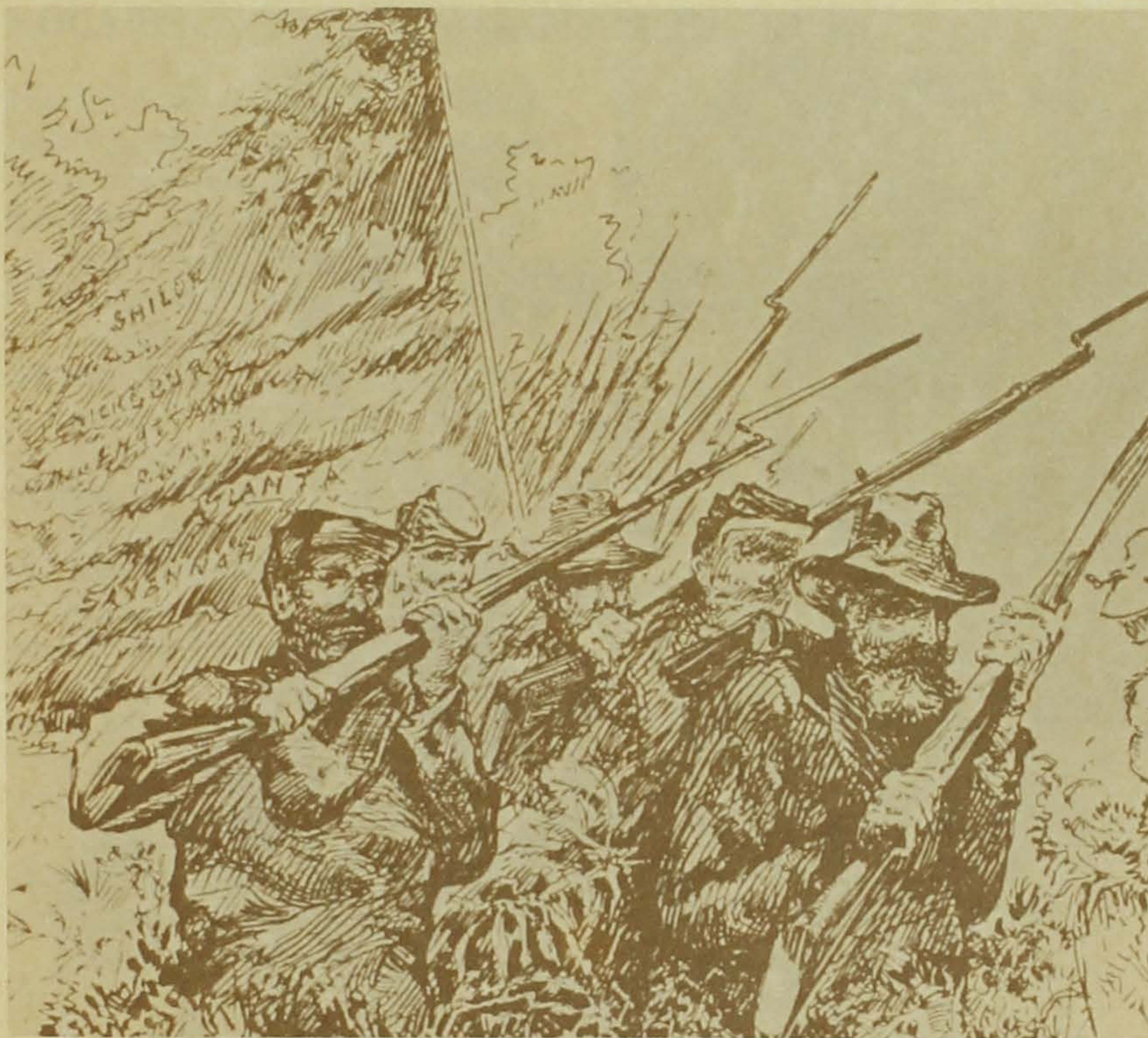
change became evident as the conflict over slavery gained momentum across the nation. Some Iowans took the anti-slavery position; they opposed slavery on moral grounds but conceded that each state had the right to determine the question for itself. Others, the abolitionists, were totally opposed to slavery, even to the point of breaking the fugitive slave law by making their homes stops on the Underground Railroad.

As the war began, the anti-slavery people were in the majority. Iowa was committed to the Union cause. Thousands of Iowans volunteered at the first call for soldiers. By the end of the war, over half of Iowa men of military age had served in the Union Army, some 78,000 in all. Iowans were active in the western theater, engaged in the Union effort to control the Mississippi River. Iowa regiments fought in the battles of Ft. Donelson, Pea Ridge, Shiloh, and Vicksburg.

Those who remained at home had a special job to do. Businesses and farms must be maintained. With so



Grenville Dodge gained fame as director of railroad construction and creator of a successful Union spy system.



Although no major Civil War battles were fought on Iowa soil, Iowans participated in many battles in the West and South.

many men absent, this work was often left to women, old men, and young boys. In addition, many Iowans organized volunteer groups to improve the conditions in military camps and hospitals. Soldier's Aid Societies provided food and clothing for Union soldiers since government provisions were far from adequate. Charitable societies assisted families left in need by personal tragedies of the war.

A few Iowans, whose beliefs were strongly rooted in states' rights, openly opposed the war. There were, for a time, rumors and reports of secret societies like the Knights of the Golden Circle, dedicated to resisting the Union cause. There were a few violent incidents when men of opposing opinion clashed. But as the Union began to gain the upper hand in the war, the voices of opposition fell silent.

By the end of the Civil War, Iowa had emerged from a self-sufficient pioneer state into an agricultural and

commercial partner with other states of the nation. Men returned home, some in such poor health that they could never again support themselves or their families. In other cases, husbands and fathers did not return at all, leaving widows and orphans whom Iowans quickly rallied to support. The people of Iowa were ready to return to the work of building a strong state in a restored Union.

SYNOPSIS

In this program, the Civil War story is seen, partially, through the eyes of soldiers. Diaries were extensively used to provide information about soldiers' experiences on the battlefield. The remainder of the program describes the Iowa experience before and during the conflict.

The program opens with a scene of Iowa soldiers around a campfire, not far from the battlefield. They talk of

their personal feelings about being soldiers. Then, the decisive events that brought these men to their battlefield situation are presented.

A brief historical discussion describes the pre-Civil War situation in Iowa. Although black people were neither encouraged to settle in Iowa nor considered equal to white people, there was a strong anti-slavery feeling in the state. The activity of the Underground Railroad and the part played by Josiah Grinnell in its success are portrayed. John Brown's activities, including his recruitment of volunteers for his violent abolition campaign, are also dramatized. Iowans Edwin and Barklay Coppoc chose to follow him.

When war came, Iowans' response to the Union call for volunteers was overwhelming. But the Union was not prepared for war. At first, Iowans did not have enough weapons or ammunition. Governor Kirkwood appealed to Washington, but no arms arrived. He then sent Grenville Dodge to Washington to plead Iowa's case. Dodge was successful and returned with some supplies. Camp McClellan was built east of Davenport as a training post for Iowa soldiers. Still, the first departing men were inadequately armed, clothed, and trained.

During the conflict, destruction of railroad supply lines was a serious problem for the Union. Grenville Dodge, an experienced engineer, was chosen to rebuild strategic railroads and bridges. Dodge proved very capable in this work. His other wartime exploits included a successful spy system.

Iowa provided the Union Army with forty-six infantry regiments, nine artillery regiments, nine cavalry regiments, and the basis for one Negro regiment.

Of those who died, more than three-quarters died from sickness and disease. Conditions for wounded and ill were primitive and unsanitary. After witnessing conditions in the hospitals, an Iowa woman, Annie Turner Wittenmeyer, organized a plan for improvements. Proper food and

supplies as well as improved conditions in hospitals were a direct result of her efforts. Her work earned nationwide recognition.

Actual fighting occurred only once within Iowa's borders when a small disorganized group of Missourians caused a small skirmish near the town of Croton. In the frontier areas of northwest Iowa a different sort of disruption occurred. Indian raids prompted hundreds of settlers to flee to more heavily populated areas. The Indians were captured and subsequently resettled in other states.

The impact of the war on Iowa was great. Although life was disrupted for many individuals, the overall effect was one of civil cohesiveness. The state emerged from the war no longer a young and unknown entity, but a politically and economically strong and influential member of the nation.



Annie Turner Wittenmeyer implemented programs that brought higher standards for food and sanitation to army hospitals.

OBJECTIVES

1. Students will be able to identify the areas of disagreement in the nation and in Iowa over the problem of slave ownership.
 - Most Iowans were opposed to slavery.
 - Most Iowans did not favor equality for black people.
 - A few Iowans were active in the Underground Railroad.
 - When the Civil War began, Iowa men volunteered in great numbers to fight for the Union.
2. Students will be able to tell the ways in which the nation was not properly prepared for war.
 - When the war began, Iowa soldiers were poorly equipped; they had no uniforms or arms.
 - Living conditions for the soldiers were so poor that many died from illness.
 - Conditions in hospitals were poor. The hospitals were unsanitary and there was often a shortage of medical supplies. Medicine was not advanced well enough to help many of the sick and injured.

3. Students will be able to identify the new roles women adopted as a result of the war.
 - Women assumed the responsibilities of running businesses and farms while men were away fighting.
 - Some women went to the military hospitals and cared for the sick and wounded.
4. Students will be able to describe the ways war changed the lives of many Iowans.
 - The experiences of solving enormous wartime problems provided many Iowans with a basis for future careers in public service.
 - The loss of fathers and sons disrupted thousands of Iowa families.
 - Wounds and disease left many men unable to return to the

kinds of jobs they had done before.

DISCUSSION QUESTIONS

1. How did Iowans feel about slavery?
2. What did some Iowans do that proved they were opposed to slavery?
3. What was the reaction of Iowa men to the call for volunteers at the beginning of the war?
4. What changes occurred in the work that women did during the war?
5. How were women able to help during the war?
6. Name some Iowans who were leaders during the war.
7. What did they do to earn a special place in Iowa history?

VOCABULARY

HARDTACK - a kind of hard biscuit.

IMMIGRANT - a person who moves to a new state or country to live.

RACIST - a person who believes one race superior over another and consequently discriminates against other races.

SYMPATHIZER - a person who is in agreement with an idea or supports a group of people.

FEDERAL ARSENAL - a storehouse for arms and military equipment belonging to the United States government.

MULATTO - a person of mixed black and white racial parentage.

ABOLITION - the act of doing away with something.

ABOLITIONIST - a person who favored the end of slavery.

SECEDE - to withdraw.

SECESSION - the withdrawal of a state from the Union.



Abolitionist leader, the Reverend Josiah B. Grinnell, helped establish the Underground Railroad in Iowa.

NAMES TO REMEMBER

Annie Wittenmeyer

John Brown

Josiah Grinnell

Edwin and Barklay Coppoc

Grenville Dodge

Samuel Kirkwood

SUGGESTED FOLLOW-UP ACTIVITIES

Short-Term

1. Have the students write a single paragraph or page about one of the following:
 - the work of Annie Wittenmeyer.
 - soldiers' experiences on the battlefield.
 - the different ways people worked to help free slaves including the outcome of each different effort and a comment on which seemed most effective.
 - the problems faced by those who made known their opposition to the war.
2. Have each student make up five questions based on the information in the program. Divide the class into two teams and conduct a spell-down-type contest allowing students to read their own questions.
3. Have students draw or paint a scene depicting Iowan's activities during the Civil War, such as women helping the hospitals, Grenville Dodge directing repair of a bridge or railroad, or prisoners of war in a camp. Ask students to write captions for their drawings and use their work for a bulletin board display.
4. Find Civil War songs that may have been sung by Iowans. Look for such titles as "Tenting on the Old Camp Ground," "The Battle Cry of Freedom," "Battle Hymn of the Republic," and Iowan S.H.M. Byer's "Sherman's March to the Sea." Discuss how sentiments expressed by the words in the



Edwin Coppoc and his brother Barklay joined abolitionist John Brown in the attack at Harper's Ferry.

songs reflect the attitudes and feelings of the time.

5. Make a map of the South and show the places where Iowans took part in battle. Include Wilsons Creek, Fort Donelson, Pea Ridge, Little Rock, Helena, Shiloh, Iuka, Corinth, Red River, Vicksburg, Chattanooga, Nashville, Mobile, Atlanta, and Sherman's March to the Sea.

Long-Term

1. Divide the class into committees to:
 - Write and perform a play about an Iowa family before and during the Civil War.
 - Research and prepare an oral or written report about Iowans who opposed the war. Include why the individuals believed as they did, their experiences as they made their views known, and a personal opinion about the fate of one.
2. Letter writing - Divide students into pairs. Be sure that in each couple there is one responsible student to help ensure that the project is completed. Assign one student to be "at home," the other "away from home." Based on individual reading, or reading you have done aloud to the class, have one student write a letter from home and the other student write a reply. Discuss with your students the probable content of letters from home. They might include comments on concern for the others' safety, crops, weather, hardships at home where people must take over the work of the missing adult male, and volunteer activities. Letters from away might be from soldiers, prisoners of war, or people helping in hospitals and dietary kitchens. These letters might include patriotic comment, accounts of conditions, victories, or defeats. Sources for information about the

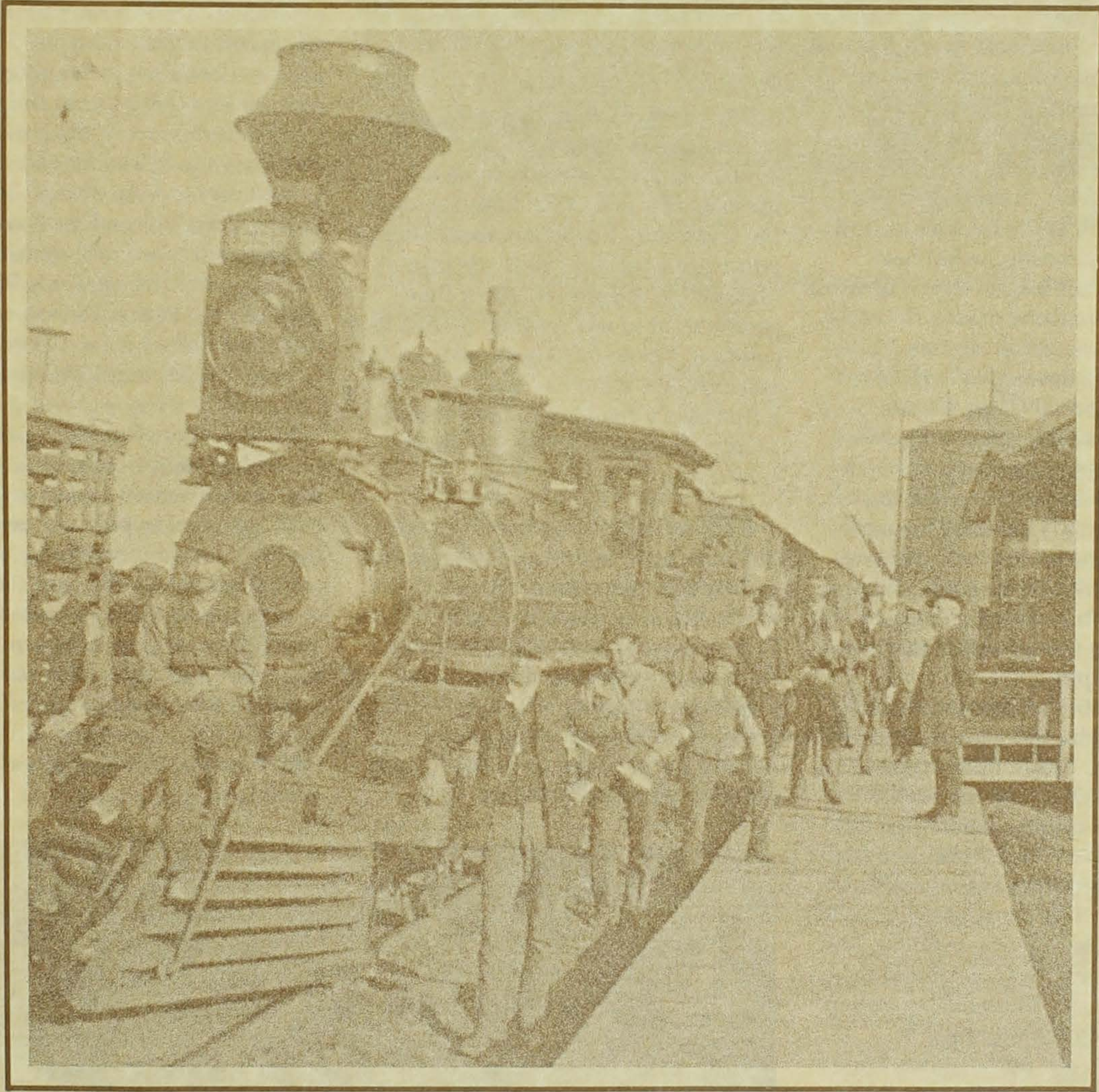
home front and wartime experiences include local and county histories and diaries.

Secondary level students might write two or more exchanges of letters, reflecting the progress and changes during the wartime period.

FIELD TRIP SUGGESTIONS

It is important to prepare students for the field trip. Before visiting the selected location, help students learn about the site and discuss with them what they will see. Sometimes it is useful to ask students to look for answers to one or two general questions. Follow-up activities might include written reports, poems, or drawings.

From Here to There



HISTORICAL BACKGROUND

Transportation in the United States

Since colonial times, transportation has been an integral and important part of American life. Americans needed some means to transport farm and industrial products to market and to import those necessities they could not produce locally. During the colonial period, people traveled on foot and horseback, in carriages and small boats. They transported their goods by pack mule, by wagon, and by hand- or wind-propelled boat.

An important improvement in water transportation came during the early part of the nineteenth century. Canal systems were developed between major commercial cities. Canals, however, lost their popularity when the steam engine revolutionized the nation's system of transportation. Robert Fulton's "Clermont" began steamboat service between Albany and New York City in 1807; and only four years afterward, steamboats began plying the waters of the Ohio and Mississippi.

The steamboat was supreme until railroad building became a nationwide phenomenon. In the 1830s, the Baltimore & Ohio and the South Carolina Railroads opened their first few miles of tracks. By the time of the Civil War, the railroad had replaced the steamboat as the country's primary mode of transportation. Not until the twentieth century and the invention of the internal combustion engine, would the railroads be challenged. Then automobiles, trucks, and airplanes would all compete for preeminence as paved roads, transcontinental highways, and international airports became a common sight on the American scene.

Transportation in Iowa

Iowa's settlement pattern reflects the great transportation revolution created by steam power. Although many settlers did come overland to

Iowa by horse or ox-drawn wagon, steamboats already dominated the great rivers, bringing newcomers as well as goods. Along Iowa's major rivers, towns boomed and prospered as trade centers where goods could be sold and sent downriver to market. Plans were made to build locks and dams on major rivers to further develop steamboat transportation, but the scheme collapsed with the arrival of the railroads.

As the population increased, and settlers began to move to the interior lands, overland travel became a primary concern. Road maintenance became a major problem, especially when rains turned dirt roads into impassable quagmires. For a time, people tried to use wooden planks as a solution, but construction costs and maintenance were too high. Satisfactory road surfacing continued to be a problem into the twentieth century.

Even as early settlers moved into the Iowa country, a few farsighted individuals planned a railroad network for the state that would have Dubuque as its hub. They reasoned that, as an agricultural area, Iowa would need transportation to move bulky farm products to market. Railroad companies were ready and eager to expand their lines.

To meet the huge expenses involved in constructing tracks, railroad companies turned to the state for assistance. Since Iowans had designed a state constitution to provide for as little government as possible, the use of state credit to finance private corporations was prohibited. Time and circumstance modified this attitude as eastern railroad lines advanced toward the young state and new settlers with different political attitudes moved in from the northeastern part of the United States. Aid from the federal government came in 1856 in the form of large land grants. Four railroad lines were projected across the state from Burlington to the Missouri River opposite the Platte, Davenport to Council Bluffs, Lyons (Clinton) to Council Bluffs, and Dubuque to Sioux City.

Railroad construction began in 1855, but halted for a time during the Civil War. Construction on the four trunk lines resumed in postwar years; and by 1867, the first railroad was completed across the state. Within the next three years, the remaining lines stretched over the state forming an important link in the transcontinental railroad. Many of Iowa's last pioneers came by rail to take up land in areas that were too isolated for settlement in earlier times.



Railroads reduced the time and cost of transporting goods and people, and provided a reliable means of year-round transportation. Increased agricultural production and a wider variety of merchandise were among the benefits of improved transportation. These advantages produced a widespread competition among Iowa communities to attract rail lines. A railroad station often meant the difference between economic success or failure for a community.

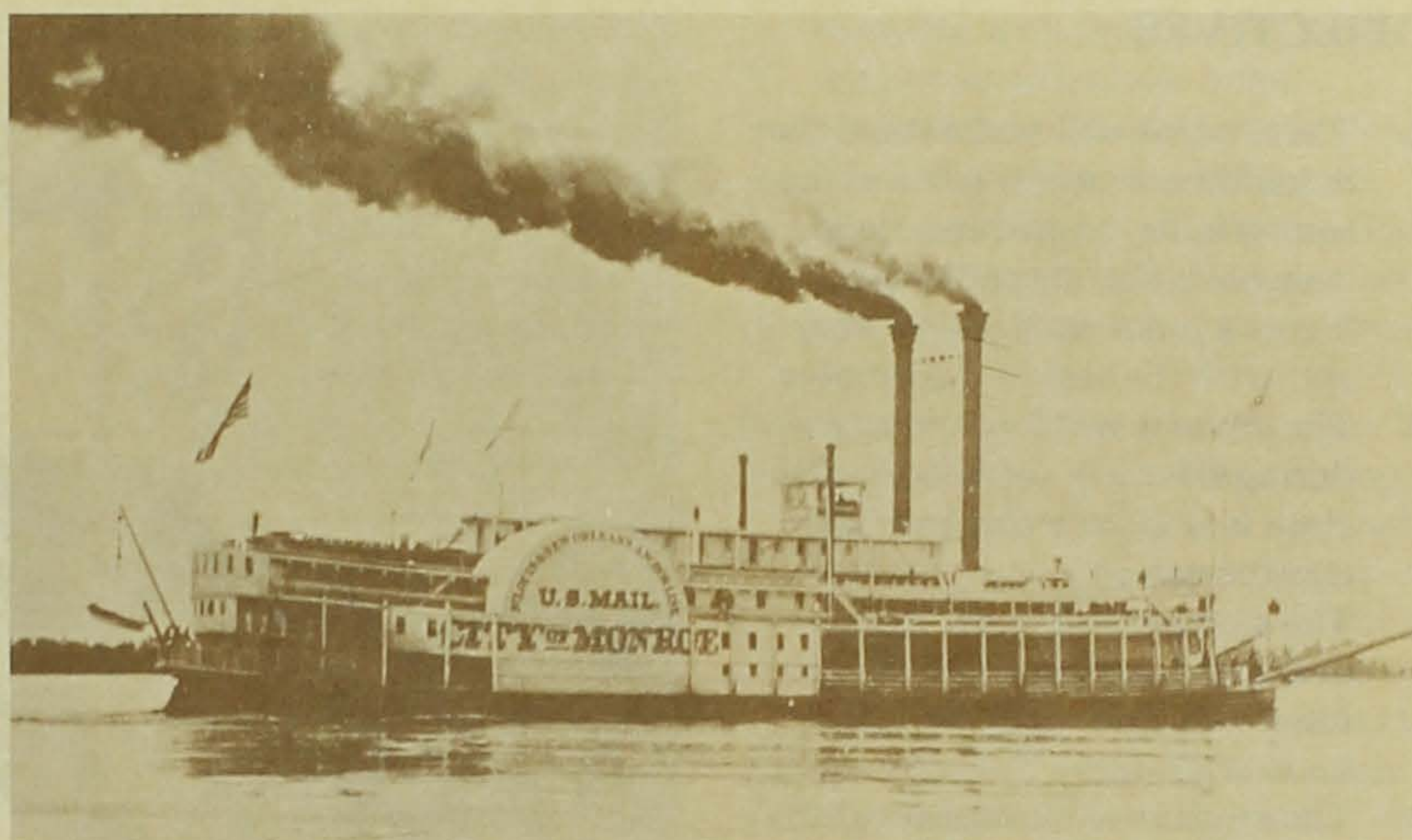
Iowans adopted other forms of rail transportation. Interurban trails and in-town trolley lines improved local mobility. After the turn of the century, the interurban lines ran between many larger population centers.

The twentieth century brought more transportation changes that effected the way Iowans worked and lived. Automobiles and trucks increased the individual's mobility. Farmers could get their produce to marketing centers more rapidly, as well as make more frequent trips to town than in the past. The coming of the automobile renewed Iowan's concern for good roads. They began to seek new materials for road surfaces and increased financial support for good roads.

The air age caught the imagination of Iowans as it did many Americans. In 1920, Iowa became a stop on a cross-country airmail route. Local airports began to dot the state as individuals took advantage of this rapid means of transportation.

SYNOPSIS

Viewers are taken back in time to explore the several modes of transportation important in Iowa's past. The steamboats that brought new settlers were enjoyable transportation for those who could afford to pay the price of comfort, but low-priced deck passage was just another hardship to be faced by many westward travelers. Steamboat travel was not without hazards; snags and explosions were among the dangers.



Mail transportation was an important service provided by steamboats.

Deck passenger conditions were cramped and unsanitary. Disease often spread rapidly through the group of helpless travelers.

The primary form of land transportation was the horse-drawn vehicle. It was uncomfortable and unreliable. Roads were impassable when wet, as the sticky Iowa soil turned into a quagmire.

Soon after Iowa became a state, there was a great demand for railroad service. Every town wanted to be on a railroad line to insure the economic future of the community. Long-range plans were made to run four separate lines across the state connecting the Mississippi and Missouri Rivers. Progress was slow; but by the end of 1855, a line from Davenport to Iowa City was completed.

Following the Civil War, railroad building in Iowa progressed rapidly. The four trunk lines across the state pushed westward. The North Western was first to reach the Missouri River, connecting Clinton to Council Bluffs. Two years later, the Rock Island reached Council Bluffs from Davenport. The Burlington was completed later that same year. The Illinois Central, completed in the following year, connected Dubuque and Sioux City.

Grenville Dodge is a name synonymous with railroading. During

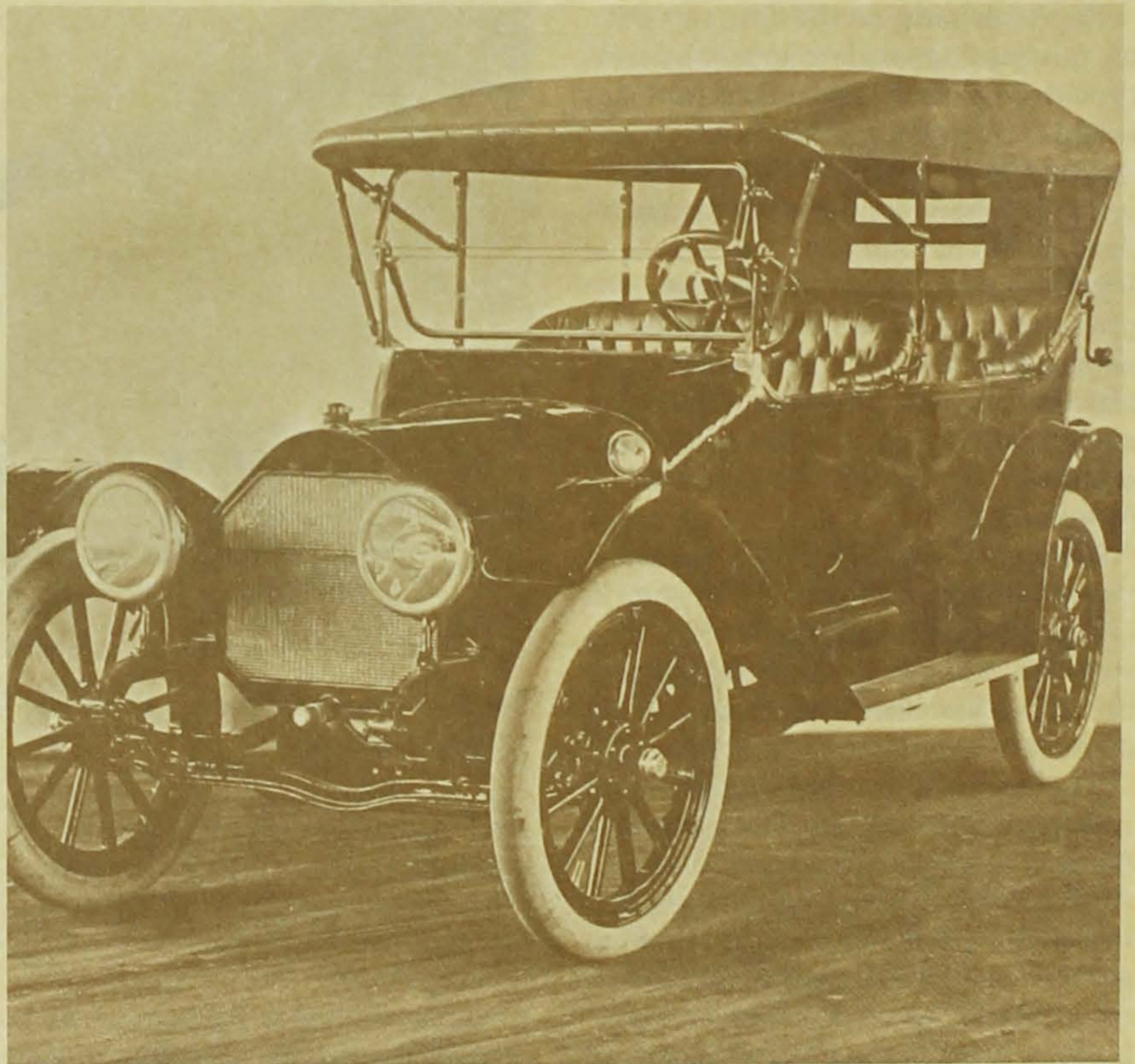
the 1850s, Dodge surveyed what would later be the Rock Island Railroad line. He became a hero of the Civil War, serving as an engineer, designing and rebuilding railroad bridges. Following the war, he continued his work with railroads. He joined the Union Pacific Company and oversaw construction of that company's link in the transcontinental railroad. Adulation for railroads turned to bitterness as companies offered special rates and privileges to influential friends and set outrageous passenger and freight rates for others. Throughout the last quarter of the century, legislation to provide state control over the railroads was a major political issue.

With the advent of the automobile, rural people became less isolated. Air travel, another twentieth-century advancement, greatly shortened travel time between destinations uniting Iowans with the entire country more than ever before. Several Iowans were among the early pioneers of flight. They include Oscar Solbrig and Billy Robinson.

Through the years, each transportation improvement has brought Iowans and citizens of other states into closer contact, influencing the social, economic, and political lives of all.

OBJECTIVES

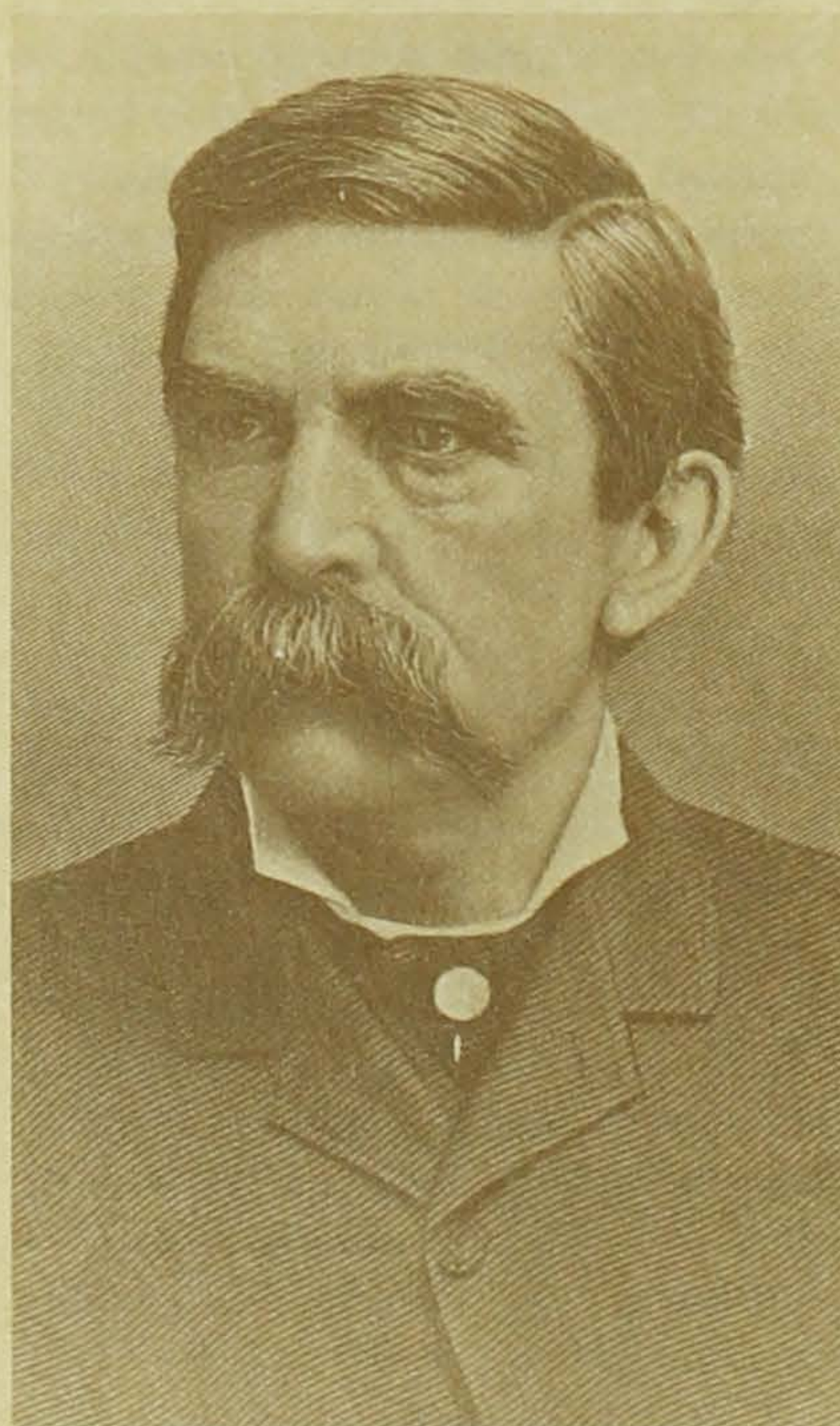
1. The student will understand that in addition to making travel more comfortable, improvements in transportation strengthened Iowan's links with one another and with the rest of the country.
2. The student will know that travel during the early settlement of the state was closely tied to water transportation.
3. The student will know that overland transportation in early Iowa was slow and uncomfortable.
4. The student will understand that in the late nineteenth century, Iowans believed that obtaining local railroad service would insure their community's prosperity.
5. The student will know that by 1915, Iowans recognized that automobiles would become a major form of transportation, though only a few foresaw the important role that air travel would play in the state's future.



Mason motor cars were manufactured in Waterloo.

DISCUSSION QUESTIONS

1. What forms of water transportation are mentioned in the program?
2. What forms of overland transportation are mentioned in the program?
(During the discussion following the program, list the forms of transportation on the board in chronological order.)
3. What made it possible for people to settle away from rivers and streams?
4. Name one major problem faced by those using automobiles in Iowa during the 1920s.
(Answers may vary. Guide students toward a discussion about problems of road construction and maintenance.)



Grenville Mellen Dodge

VOCABULARY

- CARGO - the goods or load a ship carries.
- FLATBOAT - a boat with a flat bottom and square ends, used to transport cargo down a river.
- EXTINCT - no longer found anywhere in the world.
- KEELBOAT - a flat, covered cargo boat with a keel, used for both up- and down-river travel.
- SURVEYOR - a person who looks at and measures land, recording the information.
- TRANSCONTINENTAL - crossing the continent.

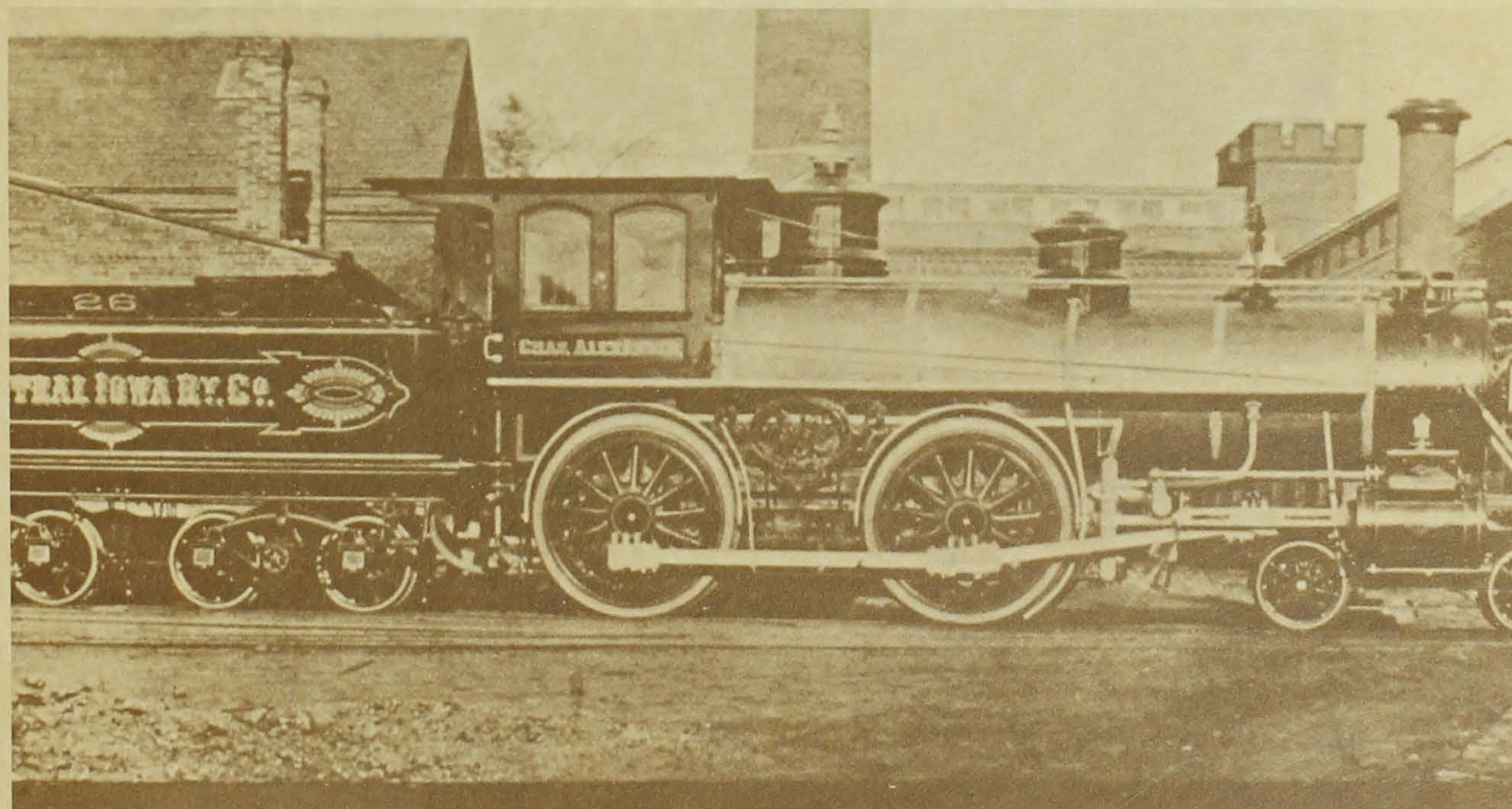
NAMES TO REMEMBER

Grenville Dodge

SUGGESTED FOLLOW-UP ACTIVITIES

Short-Term

1. Find out if your community has an old railroad depot. With your students, find as much information as you can. Long-time residents and old newspapers are good sources. When was the depot built? When was passenger service discontinued? How often did trains stop? Why do you think the depot is located where it is? Using answers to these and other questions help students draw conclusions about the importance and use of railroad passenger and freight service before the time of high-speed highways.
2. Steam power was responsible for the major revolution in transportation, an important reason for Iowa's rapid settlement. If a student, or your school, owns a working model of a steam engine, demonstrate to the class how this power source works.
3. Have students research, write, and illustrate a report on one of the forms of transportation important in Iowa's history.
4. Create a wall mural showing the progress of transportation in Iowa. Include the canoe, keelboat, flatboat, steamboat, horse- and oxen-drawn vehicles, railroad train trolley, bicycle, automobile, and airplane.
5. On a map of Iowa, mark the small community airports. Count them. If an airport is in or near your community, ask the owner or manager about those who use the airport. Does the airport serve small businesses of the community, recreational fliers, or a small commercial airline? When was the airport established? For what reason? Who pays for maintenance and salaries of those who keep the airport functioning? A field trip might be arranged as part of the activity.
6. During the time of the transportation revolution, rapid changes in communications took place, as well. With your class, list advances in communication methods with their dates. You may want to include other inventions, such as gas lights and electricity. Make an illustrated chart or bulletin board using this information. In a discussion, talk about the impact the changes had on people's lives.
7. Make a transportation timeline for Iowa. As you study Iowa history, add important state and national events. Each time something is added, ask if the transportation available at the time may have influenced the event in some way.
8. On a map of Iowa, draw the four railroad trunk lines connecting the Mississippi to the Missouri River. Tell students that these lines provided the links that connected with Chicago in the East and with the West Coast. Then draw in some short connecting lines on the state map. Tell students that small railroad lines connected or ran into the main lines as small creeks run into a river. The branch railroad lines made it possible for farmers to ship their produce to market from any spot in the state.



The Missouri, Iowa, and Nebraska Railroad eventually became a part of the Chicago, Burlington, and Quincy line.

9. Find out if your community had a trolley system or interurban service. When did it begin service? Why was it discontinued? What replaced it?

Long-Term

1. Railroads eventually gained much control of the economic life of farmers. The companies joined together to fix prices and charge more for a short-distance shipment than one to Chicago. Have students create a simulation game to demonstrate the problems farmers had with unfair shipping rates.

FIELD TRIP SUGGESTIONS

It is important to prepare your students for the field trip. Before visiting the selected location, help

students learn about the site and discuss with them what they will see. Ask them to look for answers to specific questions. Follow-up activities might include written reports, poems, or drawings. Suggested sites:

BERTRAND LABORATORY AND ARTIFACT EXHIBIT ROOM

Located at the DeSoto Wildlife Refuge, south of the Refuge Headquarters, on U.S. 30 between Missouri Valley, Iowa and Blair, Nebraska.

One hundred four years after it sank, the Bertrand was found and excavated. Examples of the ship's contents are on display.

IOWA STATE HISTORICAL DEPARTMENT, DIVISION OF HISTORICAL MUSEUM AND ARCHIVES

1112 East Grand Avenue
Des Moines, Iowa 50319

Contact the director to make a tour appointment. The museum

contains a display of horse-drawn vehicles, early automobiles, and a 1909 French airplane.

RAILROAD PARK

Located on Railroad Street between Fourth and Fifth Streets, West Des Moines.

Contact:
City of West Des Moines
City Hall
318 Fifth Street
West Des Moines, Iowa 50265

A park devoted to recapturing the railroad heritage of the community.

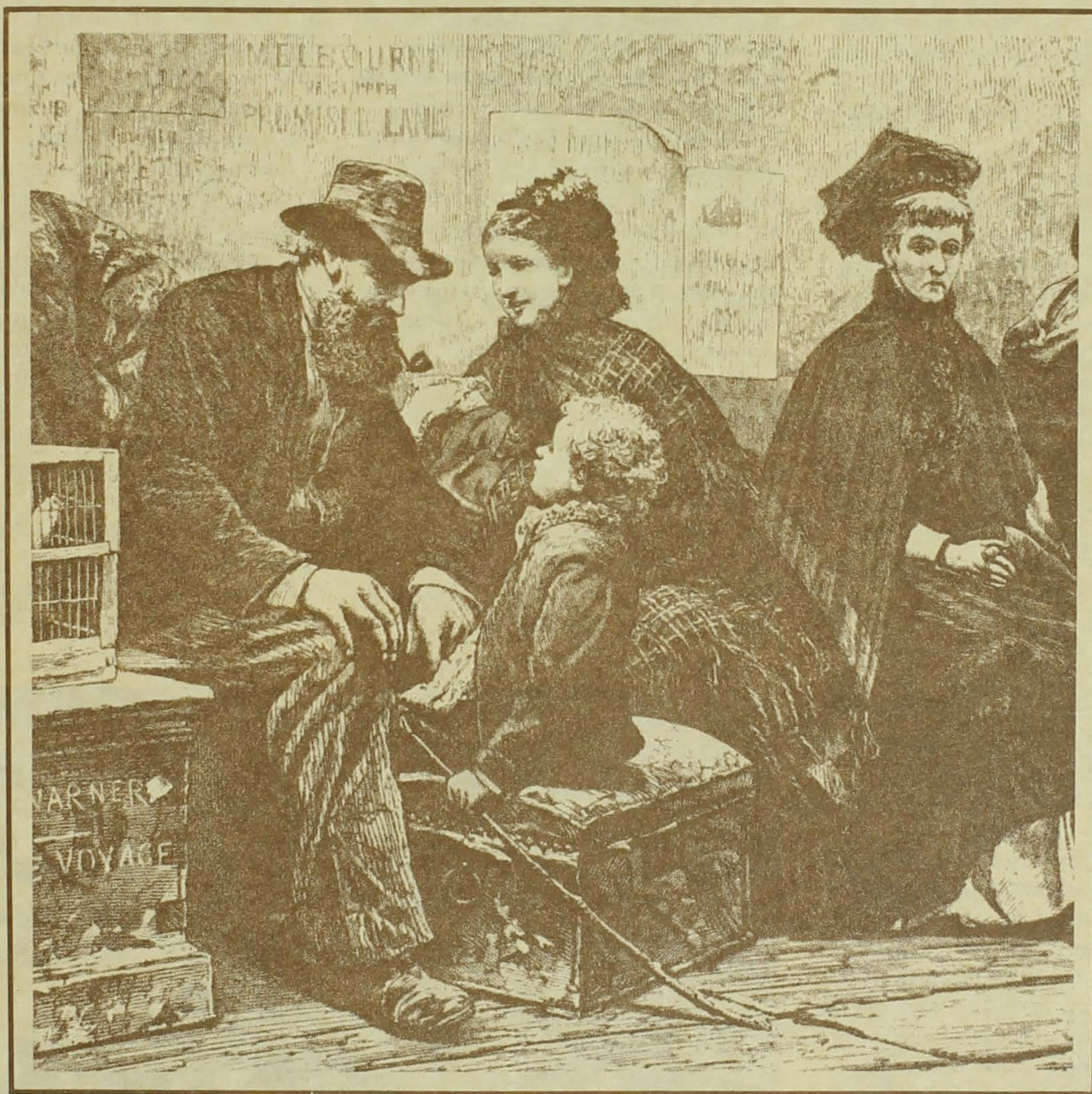
AIRPORT MUSEUM

Located at the Ottumwa Airport, Ottumwa.

Contact:
Director
Ottumwa Airport
Ottumwa, Iowa 52501

Contains model planes, 22 airplanes, and scrapbooks.

Come to Iowa



HISTORICAL BACKGROUND

Immigration — The National Experience

Migration is a fundamental element of North American history. The first immigrants to the continent came from Asia. Their descendents, the Indians, were here when Europeans first visited the Atlantic shores. The story of North America, the United States, Iowa, and your community is one of immigration.

Colonization by Europeans began in the early seventeenth century; and for about one hundred years, the North American continent was populated predominantly by English people. Early in the eighteenth century, a great migration of non-English began. Finding the Eastern Seaboard already occupied, these new immigrants, particularly the German Palatines and the Scotch-Irish, moved inland and down the valleys of the Appalachian Mountains. This first immigration period ceased when hostilities with the French flared up.

The end of the Revolutionary War signaled the beginning of the next major migration. To the peoples of Europe, America remained a place of hope for a new chance in life, just as it had been in the past. English workingmen sought to escape conditions in which they believed themselves trapped. German liberals, persecuted and dissatisfied with the political situation in their homeland, escaped to the New World. Expansion of American transportation systems brought Irish immigrants to work on canals and railroads and even more left their homeland following the potato crop failures of the 1840s. Scandinavians seeking land ownership saw the hope for a better life in America where farm land was both plentiful and fertile.

Immigration was not limited to eastern and Gulf ports. On the West Coast, thousands of Chinese poured into the country to work on the rapidly expanding railroad system. From the South came Mexican workers to labor in the fields.

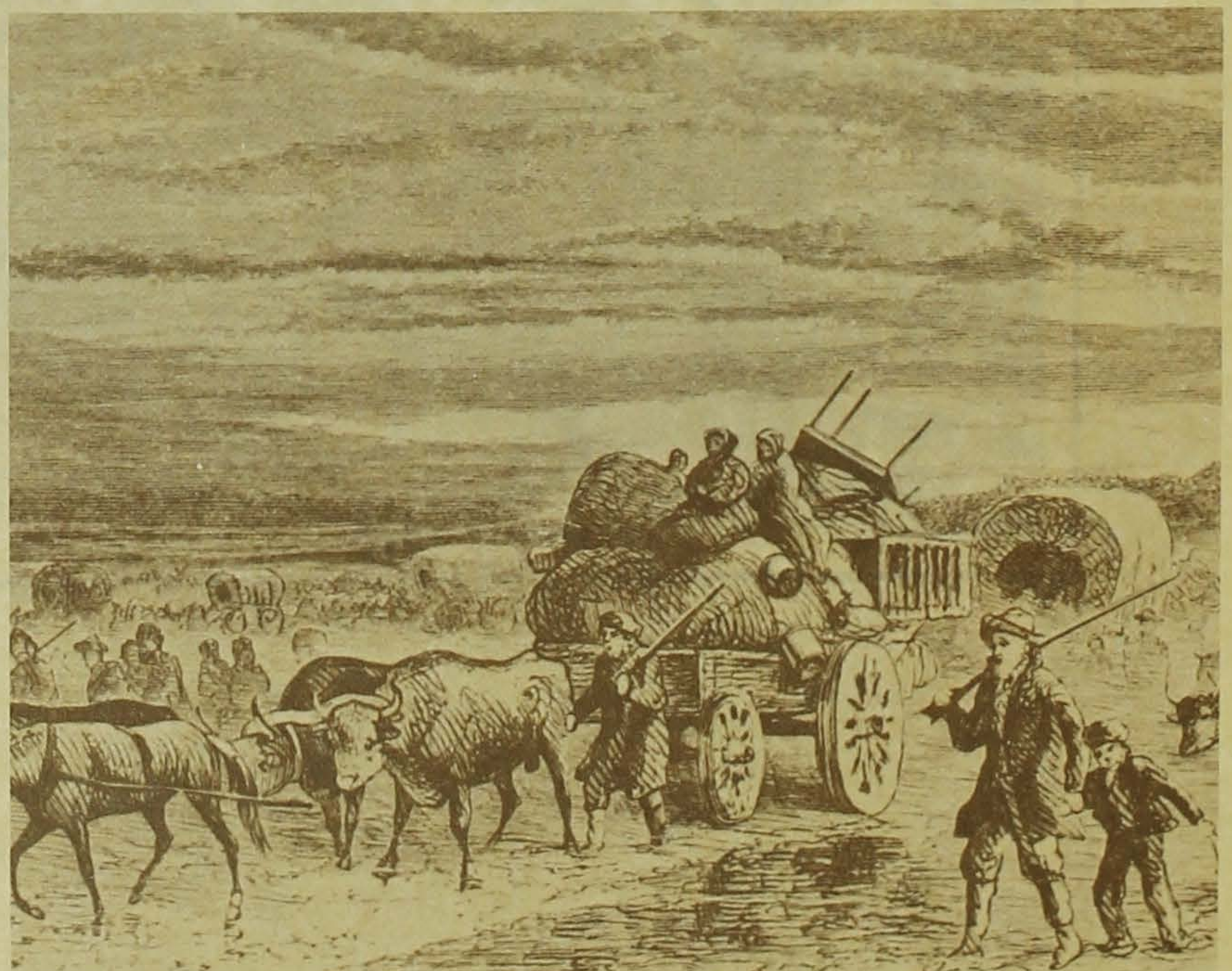
In every decade from the 1840s to the 1870s, more than two million aliens came to America's shores. In 1880, a record-breaking five million entered the country. As the high rate of immigration continued, assimilation slowed. Unemployment became a serious problem. To stem the tide of immigration, a series of federal laws was enacted. Many of these laws were rooted in bias and private interest, including the 1882 decision to exclude Chinese. At the turn of the century, the Russo-Japanese War caused large numbers of Japanese laborers and their families to pour into California. By 1906, some 70,000 Japanese had arrived. Once again sentiment against an influx of foreign-born people arose, but was smoothed over for a time by President Theodore Roosevelt.

War deterred immigration, once again, in 1914. By the time the war was concluded, anti-immigration feelings ran high. The government instituted a quota system to limit immigration, which was expanded in 1927 to further cut the volume of people, as well as to control national origin of those who came.

Immigration — The Iowa Experience

Iowa was a young developing state during the peak decades of immigration to the United States. Railroad and canal systems linked the East to the Mississippi River. Long-established riverboat transportation provided another means for newcomers to reach the heart of the continent. It was a time when immigrants needed new homes, and Iowa needed new citizens.

Railroad and land companies advertised widely in eastern papers proclaiming the fine Iowa farm lands and opportunities for growth and development. As immigrants arrived and settled in the rapidly growing state, they wrote glowing reports to relatives and friends in their homelands. These "America Letters," as they have come to be called, are credited with bringing many immigrants to the state. By 1870, Iowa's foreign-born population was just under eighteen percent. The contribution of these newcomers and their descendents to the richness and



A Harper's Weekly drawing of Dutch immigrants starting for the West.

variety of life is beyond estimation.

Although there were instances of discrimination and harassment, for the most part, immigrants came to Iowa, lived in peace and acceptance, and melded into Iowa society.

To ease the adjustment to a new land where language, customs, values, religion, and government were foreign, newcomers often traveled and settled in groups. This bunching led to large areas and small pockets where individual foreign groups dominated the population through the first and second generations. As children attended public schools and mobility increased, the lines between American and immigrant cultures faded. Today, the descendants of immigrants consider themselves Iowans. Some maintain special cultural traditions, while others have lost most of their past heritage.

A combination of reasons generally led these newcomers to leave their home country. The dangerous and uncomfortable ocean crossing was enough to deter some, but those who came hoped to improve their circumstance in life.

Most immigrants landed at New York City. From there they might proceed through the Erie Canal, across the Great Lakes to Chicago or Milwaukee, then overland to Iowa. Another route went from New York to Pittsburgh, down the Ohio River and up the Mississippi to an Iowa river port. Some newcomers traveled overland from Pittsburgh using the National Road. Yet another route began at New Orleans, where travelers disembarked and then boarded Mississippi River steamboats.

Of the foreign-born immigrants who came to Iowa, the largest number came from the German States. One aspect of German culture came in direct conflict with beliefs of Americans with Puritan ancestry — beer drinking, especially when the beverage was consumed on Sunday. A more serious instance of harassment and persecution occurred against German-American citizens during World War I. In Iowa, use of the

MILLIONS OF ACRES
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BURLINGTON & MISSOURI RIVER R. R. CO.
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Half Fare, Half Freight & Free Passes

Now is the time to improve the best of all chances. NOW IS YOUR TIME.

1000 Acres and Half Tracts are offered from Chicago, and Full Tracts from Iowa and Nebraska. Full Fare to Nebraska, or Nebraska Lands, are allowed to the Great West. Full Fare to Iowa, or Iowa Lands, are allowed to the Great West. Full Fare to Chicago, or Chicago Lands, are allowed to the Great West. Full Fare to St. Louis, or St. Louis Lands, are allowed to the Great West. Full Fare to St. Paul, or St. Paul Lands, are allowed to the Great West. Full Fare to St. Louis, or St. Louis Lands, are allowed to the Great West. Full Fare to St. Paul, or St. Paul Lands, are allowed to the Great West. Full Fare to St. Louis, or St. Louis Lands, are allowed to the Great West. Full Fare to St. Paul, or St. Paul Lands, are allowed to the Great West.

A railroad company advertisement designed to attract newcomers to Iowa and Nebraska.

German language was banned by the governor. Even native-born citizens of German descent were distrusted.

Scandinavian countries supplied new citizens to the growing state. Norwegians came first to Lee County, then in colonies of larger proportions to Fayette, Clayton, Allamakee, Winneshiek, Mitchell, and Story Counties. Swedish immigrants first found homes in Jefferson County, while Iowa was still a territory. Later, groups established settlements in Boone, Allamakee, Des Moines, Wapello, and Webster Counties. Newcomers from Denmark went up the Missouri River to Council Bluffs in 1850 and are associated with the growth of Shelby, Audubon, Cass, and Pottawattamie Counties.

Other arrivals during the period of rapid population expansion included a large number of Dutch. Led by Henry Scholte, some 500 to 600 religious dissenters followed Scholte to Marion County where they established the city of Pella and farmed the surrounding countryside. The colony grew and prospered; and by 1869, all available land was occupied. A new and equally successful colony was then established at Orange City.

The tragic stories of political upheaval and years of famine in Ireland are a well-known part of Irish immigration to America. Iowa became

the new home for some of these refugees. The Irish first settled in the river port cities with a heavy concentration in and around Dubuque. Later, settlements were made in Polk, Madison, Warren, Bulter, Palo Alto, and Pottawattamie Counties.

Economic and political unrest motivated people to leave their homes in Bohemia. Many came to Iowa in the 1840s, followed by a second wave of newcomers in the 1880s and 1890s. Bohemians, or Czechs as they are called today, found plenty of opportunity as artisans, farmers, and businessmen. Although a small number of Czechs settled in Winneshiek County, the majority settled in and around Cedar Rapids finding homes in Linn, Johnson, Benton, and Tama Counties. These people and their descendants gradually assimilated into society, becoming constructive and reliable citizens while preserving their interest in Czech history and institutions.

Because so many American-born migrants to Iowa were of English ancestry, it is easy to overlook the English immigrants who settled at Le Mars. There were not many, and one-third of those who came returned to England. The settlement was a speculative one, motivated more by desire for profit than hope for a better life.

SYNOPSIS

There were many individual reasons why immigration to America increased during the mid and late 1800s: lack of land, poor farm land, political persecution, religious dissent, and famine. All represent a universal desire of immigrants to improve their circumstance in life.

Among the Europeans who braved the unpleasant and hazardous journey across the Atlantic were some who continued onward across half the continent to settle in Iowa. The enormous influx of people to Iowa continued over a number of years as letters praising the land arrived in the home countries.

Upon arrival, people from the same country tended to settle near one another. This helped all to adjust more easily in a country where language and customs were foreign.

People from the German States formed the largest group of foreign-born residents to come to Iowa. Immigrants from Great Britain made up the second largest group, followed by the Norwegians. Other European countries contributing citizens included Holland, Norway, Sweden, and Czechoslovakia.

The melding of foreign-born peoples was rapid in Iowa, but it did not occur without persecution for some. Americans of Bohemian descent tell of their experiences as children in Cedar Rapids, and a Scott County historian speaks of a strong anti-German sentiment during World War I.

In several areas of Iowa today, there are efforts to create museum-cities to preserve the heritage from which foreign-born residents came. Viewers are taken to Pella, Cedar Rapids, and Decorah, where the European heritage of Iowa's immigrants is being preserved today.

OBJECTIVES

1. Students will know that people from many countries immigrated to Iowa.
2. Students will learn that the reason immigrants came to Iowa was to improve their circumstances in life.
3. Students will recognize that most descendants of immigrants were assimilated into the general population.
4. Students will appreciate that wartime hysteria caused persecution of Germans in Iowa during World War I.
5. Students will understand that museum-towns help preserve certain aspects of European heritage.

DISCUSSION QUESTIONS

1. From what countries did



Many immigrants to Iowa became pioneer farmers.

- immigrants come to Iowa?
2. Why did immigrants come to Iowa?
3. How is the European heritage of Iowans preserved today?

VOCABULARY

IMMIGRANT - a person who comes into a country to make it his or her home.

FOREIGN-BORN - born in a foreign country.

NATIVE-BORN - born in the country where one lives.

NATIONALITY - citizenship.

HERITAGE - something that belongs to someone by inheritance or tradition.

ANCESTORS - people from whom one is directly descended.

NAMES TO REMEMBER

Sokol
Turnverein

SUGGESTED FOLLOW-UP ACTIVITIES

Short-Term

1. Some of your students may have immigrant grandparents or great-grandparents. Ask them to find out the stories of these people and share the information with the class.
2. Some of your students will be non-Iowa natives. Ask them to find out why their families came to Iowa. Compare these reasons to those of the nineteenth-century immigrants. Ask students to list reasons why this recent migration may have been easier or more difficult than the earlier immigration of foreign-born people.
3. Have students write a short story or a diary pretending they are the newcomers from a non-English speaking country during the nineteenth century. Before students begin, discuss what an

ocean crossing might be like, how it feels to be a stranger who cannot speak to people in their language, and how newcomers become acquainted with those who already live in a certain place.

4. Invite a guest speaker to tell your class about the experiences of immigrants in your area. It is best to talk with the guest in advance about your classroom project and the material studied previously.
5. Have students draw and collect pictures that depict ethnic groups that came to Iowa. For your bulletin board, create a poster by making a collage from the pictures.
6. Look in the telephone book to see if the names reflect one or more ethnic groups that may have helped found your community.
7. Have students check a city map for street names that may give clues to foreign-born groups that came to your community.
8. Using a state map, ask students to make lists of place names that may reflect the ethnic background of the people who settled in the area.
9. On a United States map, draw the four major routes immigrants

used to reach Iowa. Try to find out how far people might have traveled in each day. Estimate how long the trip might have been.

10. With your students, create an "Immigration to Iowa" game. Draw squares on a piece of cardboard for "immigrant" markers to move on to reach Iowa. Make direction cards for players to draw in turn. The game can be as elaborate or simple as you wish to make it.
11. To help students understand the difficulties a foreign-born person might experience upon living in a new country with a different culture, ask each person to pretend he or she has been transported to permanently live in China. Ask such questions as:

- How would you communicate with the natives?
- What might the Chinese think of your clothes, hairstyle, and manners?
- How might you be treated because you looked, spoke, and acted differently?
- Would you try to dress and act more like the Chinese as time passed?

- How would you try to buy food, or find a place to live?
 - How do you think you would be able to learn the language?
 - What problems might you have adjusting to a different kind of government and laws?
 - If some other Americans arrived, would you be glad to see them?
 - Would you spend more time with Americans than you would with the Chinese? Why?
12. On a map of Iowa, place the national names of the foreign-born groups where they established settlements. Use a different color for each group to shade the area. In some cases there will be an overlap.

Long-Term

1. Have students make a wall map of the world. Ask them to find out the country or countries from which their ancestors came. Place a dot on each country for every ancestor reported. Stretch a single piece of yarn from Iowa to each country represented by a student in the class.
2. Use the information from the



A hose company in Cedar Rapids.

activity above to make a bar graph to show the ancestry of students in your class.

3. Have students read for information about immigrant groups that came to Iowa. Organize the information on a chart. Suggested headings: Country, Year(s) of Arrival, Location of Settlement, Reason for Coming, Special Problems Faced, Special Skills or Abilities, Contributions to Society, Customs Preserved Today.
4. Have students research and report on the customs of one of the countries from which an ancestor came, and tell the customs, if any, that the family still practices. Consider food, special celebrations, religious practices, and special skills.

FIELD TRIP SUGGESTIONS

If you live in an area where a large

number of immigrants lived, consult your local historical society to see if there is a display your class may visit.

It is important to prepare your students for the trip. Find out as much as you can about the site and talk with your class about what they can expect to learn. Suggested sites:

FAIRFIELD PUBLIC LIBRARY MUSEUM

JEFFERSON COUNTY HISTORICAL SOCIETY

Contact:
Secretary
304 South Main Street
Fairfield, Iowa 52556

Displays and artifacts related to Swedish settlement in Jefferson County.

NORWEGIAN-AMERICAN MUSEUM

520 West Water St.
Decorah, Iowa 52101

Excellent museum. Small fee for

students. Write the museum director to make tour arrangements.

NEW MELLARY ABBEY

Ten miles southwest of Dubuque, Iowa on U.S. 151.

Founded in 1849. Open to visitors; tours available.

PELLA HISTORICAL SOCIETY

507 Franklin Street
Pella, Iowa 50219

Site of a large Dutch settlement. The museum is open weekdays. Small fee for students.

TOWER GROVE

1035 Second Street, S.E.
Cedar Rapids, Iowa 52401

Privately owned, but open by appointment. The home was originally built by Frank J. Mittvalsky, and later was occupied by Professor Joseph Tlapa, Director of the Bohemian Singing Society.

Three Communities of Belief

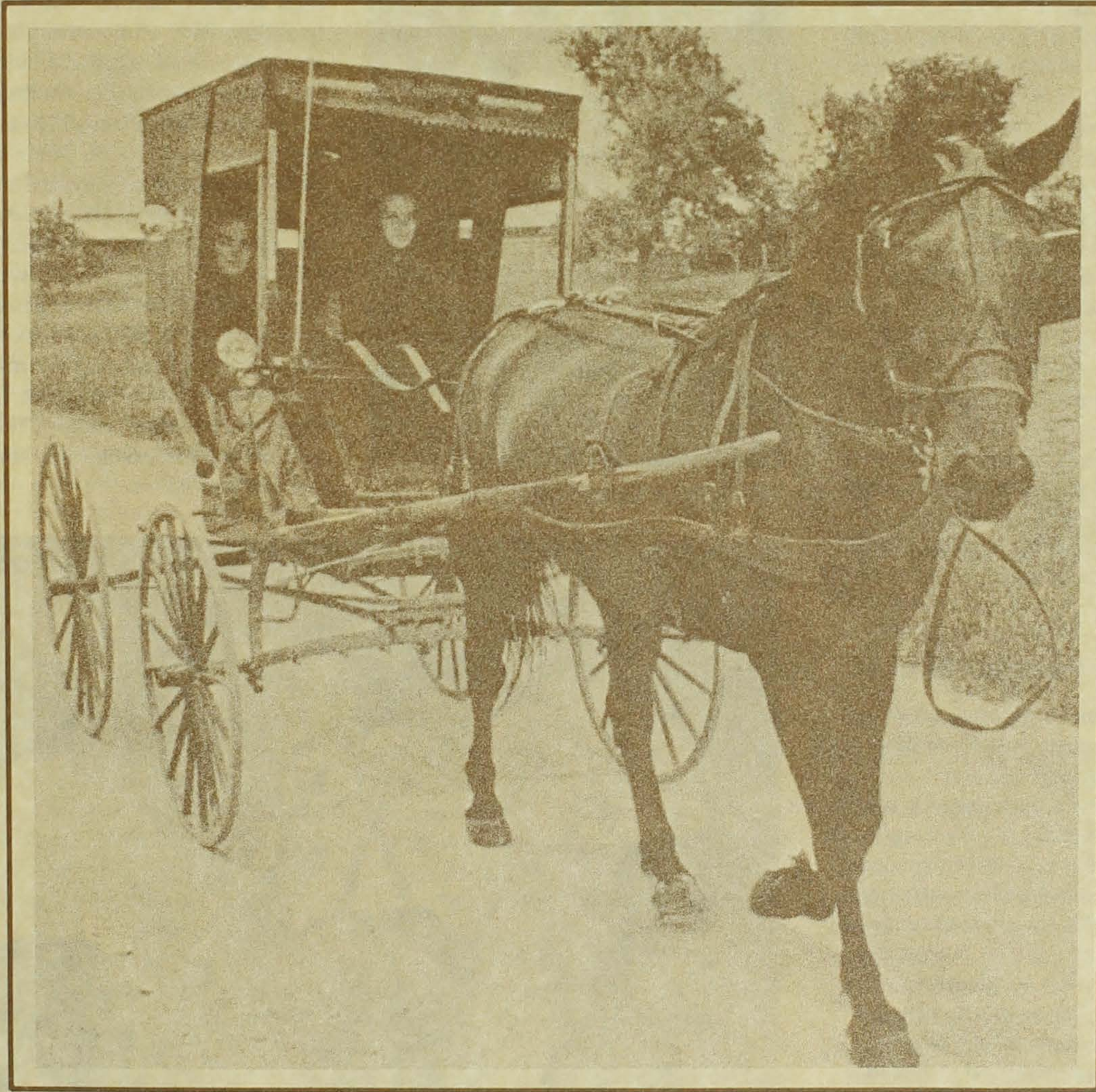


photo by John Zielinski

HISTORICAL BACKGROUND

Utopian Settlements in the United States

During the first half of the nineteenth century, a strong reform movement developed in Europe and America. Religious and social experiments arose out of dissatisfaction with existing social, religious, and economic conditions. People sought their utopian dreams in a variety of ways. Some hoped to create a better life through the development of a new community, established on specific principles. Although there were successful experiments in the East at Brook Farm, Fruitlands, Oneida, and at the Shaker colonies, many utopians looked to the western frontier where land was plentiful and isolation possible. Most utopian settlements did not survive long, generally existing less than ten years. Reasons for failure varied, but primary causes were inadequate planning and lack of experienced leadership.

Utopian Settlements in Iowa

Many of the economic, religious, and social utopias established in Iowa struggled to create a viable community only to disappear within a generation. A few survived and exist to this day. Western territories and states, Iowa among them, attracted utopian leaders for several reasons. Most important, fertile land was available in large contiguous quantities at a reasonable price. Leaders of groups, which had experienced persecution either in Europe or the United States, learned from experience that isolation often protected the colony. In general, if a group remained isolated and did not have political ambitions, Iowans exhibited a tolerant attitude, permitting others to practice their ideals without interference.

Most groups came to Iowa during the territorial and early statehood periods, when land was plentiful and inexpensive. Among these utopian

colonies were the Free Thinkers at Salubria, Fourierists in Mahaska County, German socialists at Communia, Mormons at Lee and Decatur Counties, French Icarians at Corning, Amish Mennonites at Buchanan and Washington Counties, Swedenborgians at Iowa County, and Inspirationists at Amana.

Salubria was a short-lived settlement. Led by the elderly Abner Kneeland, several families moved there from Massachusetts in 1839. Kneeland located land on the Des Moines River south of Farmington and planned to establish an agriculturally supported, intellectual colony of "free thinkers." With nearby Farmington already established as an economic center, Salubria never developed beyond an agricultural settlement. Moreover, the experiment was incompatible with frontier life. When the dynamic leader died in 1844, the colony failed. Several student textbooks erroneously claimed

Kneeland was an atheist and that the colony was unsuccessful because neighboring settlers were unfriendly. The experiment failed, principally, because of economic problems and loss of leadership.

When the people belonging to the Church of Jesus Christ of Latter Day Saints were hounded out of Missouri, their leaders searched for a new place to settle. They chanced to meet land speculator Isaac Galland, who suggested property he owned on both sides of the Mississippi River in Iowa Territory and Illinois. The Saints purchased several hundred acres at Commerce, Illinois (later Nauvoo), and thousands of acres in the half-breed tract of Lee County, Iowa, which was land of uncertain title. Primarily, because Joseph Smith chose to live in Illinois at Nauvoo, Zarahelma in Iowa did not flourish. Many who settled in Iowa were forced to leave, their land and money lost, when the land title proved worthless.



Amish boys run from public school officials trying to enforce compulsory attendance.

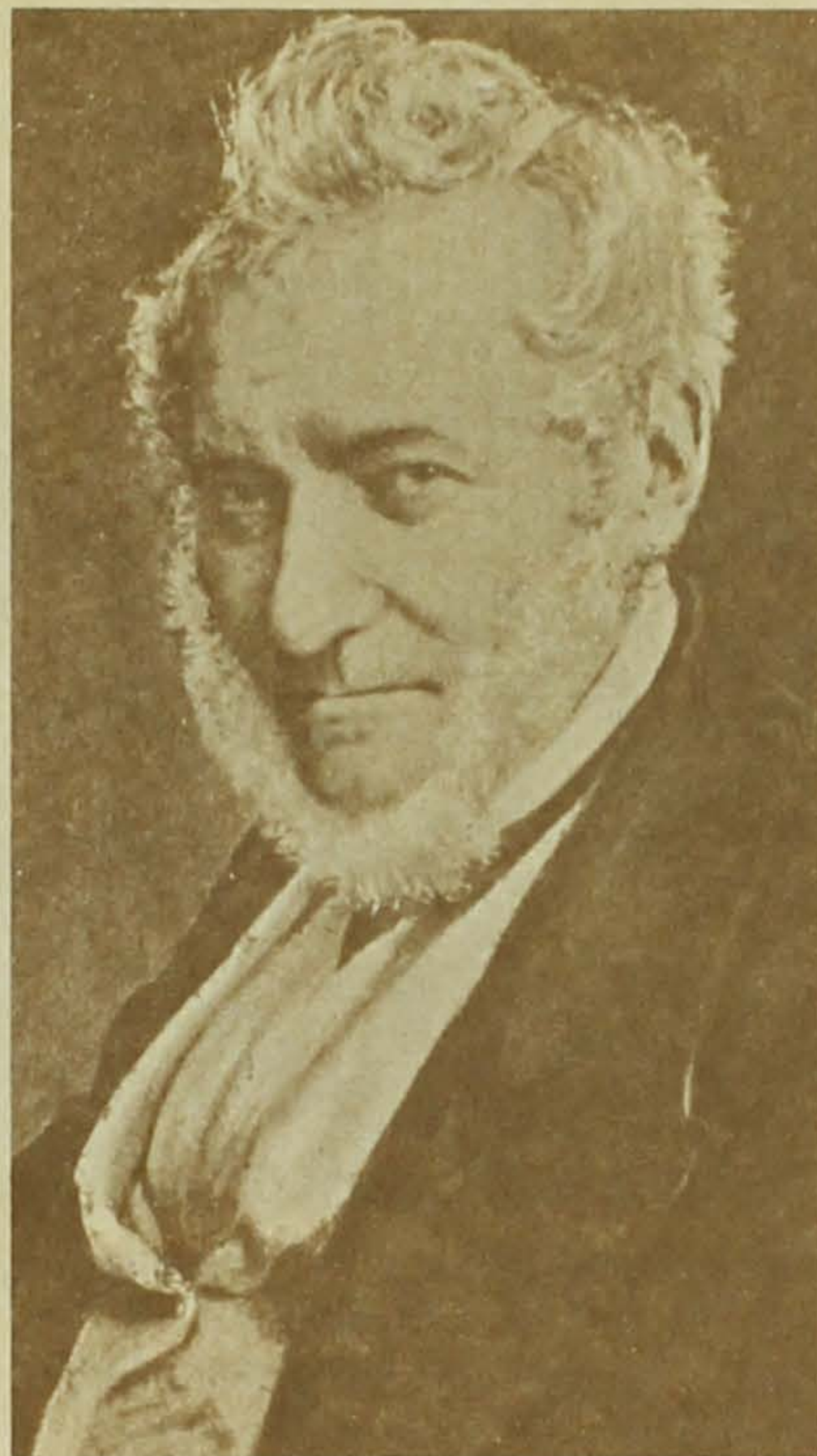
Eventually, persecution forced the Saints to leave Nauvoo, and they began to migrate westward in 1846. Way stations established in Iowa accommodated the Saints as they traveled across the state, blazing the Mormon Trail. Some Saints remained behind and, eventually, formed the Reorganized Church of Jesus Christ of Latter Day Saints. These people established Lamoni in 1879 and Graceland College in 1895. Headquarters of the Reorganized Church moved to Independence, Missouri, in 1904.

Originating in the Anabaptist movement of the late sixteenth century, the Mennonites' strength grew in Switzerland, Germany, and Moravia. A disagreement over the principle of shunning led to the organization of a separate group, led by Jakob Ammann. His followers called themselves Amish. Persecution sent them to America; and at the invitation of William Penn, they settled in Pennsylvania, where vast areas of land were available. Gradually their colonies expanded westward, reaching Iowa in the early 1840s, where they settled in Buchanan and Washington Counties.

Because the economic and cultural survival of the Amish has always depended on their isolated agrarian way of life and their creed of mutual assistance, their settlements are small colonies of closely knit family farms. The family provides children with proper religious and social values, and Amish schools provide formal education through the eighth grade.

In 1962, Iowa school officials ordered the Amish to send their children to public schools, but Amish parents resisted. The problem became one of national interest, because Amish all over the country were facing similar problems. Believing the controversy involved the constitutional guarantee of religious freedom, Iowa Governor Harold Hughes helped both sides achieve a compromise.

The Iowa Fourieristic experiment was established in the Des Moines River Valley. The settlers chose a



Etienne Cabet was founder of the utopia, Icaria.

millsite and claimed about 320 acres of land in present-day Mahaska County. A year after its founding in 1843, about fifty persons were living at the small agricultural settlement, and a small mill had been built. Lack of practical organization led to dissatisfaction; and by May of 1845, the short-lived colony dissolved.

Another experiment in communal living was located at Communia in Clayton County. The product of German socialist thought, this colony was eventually affiliated with the Workingman's League. Fourteen thousand acres of land were purchased, and a number of buildings were erected. A serious effort to attract able-bodied, unmarried young craftsmen to the colony was made in 1852. Dissension arose amidst economic difficulties; and distrust of the autocratic leader, Wilhelm Wietling, led to the dissolution of the colony in 1856.

The Icarians came to America from France to establish a communal society envisioned by Etienne Cabet.

The French communists, hoping to build the Icarian utopia, worked in Iowa for two generations. The Icarians established their colony east of Corning, Adams County, in 1852. There were rarely more than seventy-five members in the community. In 1878, a controversy divided and weakened the community. The splinter faction failed in 1886, leaving the original group to carry on; but the end for this party also came, a dozen years later, in 1898.

In 1714, two mystics, Eberhard Ludwig Gruber and Johann Friederich Rock, organized the Community of True Inspiration under the leadership of the *Werkzeuge*, an individual or individuals inspired by God. Persecution by religious and government officials caused the Inspirationists to emigrate in 1842. Originally forced to live communally as a means of self-preservation, the Inspirationists formally adopted communism after their arrival in America. The *Werkzeuge* recognized that isolation and small, self-sufficient communities were the key to the Community's success; and when the settlement outgrew its northern New York location, they looked to the western frontier.

In 1854, the first of twelve hundred members, led by Christian Metz and Barbara Heinemann, began the move to a place they deemed a perfect location on the Iowa River in Iowa County. Six villages were formed and 24,000 acres of land were purchased. In 1861, the village of Homestead was purchased to provide controlled access to the railroad.

Improved transportation and communication in the twentieth century made continued isolation impossible. Increasing contact with the outside world and economic pressures of the depression caused the Community to reassess the existing economic system. A corporation, the Amana Society, replaced the old communal system. An ability to remain faithful to religious principles, yet flexible in social and economic concerns, has allowed the Community to survive, where others have failed.

SYNOPSIS

The program surveys three of the many social experiments that were located in Iowa: French Icarians at Corning; German communalists at Amana; and Amish Mennonites in Washington, Buchanan, Davis, and Mitchell Counties.

The Icarians, followers of Etienne Cabet, sought a land where all would be happy. In 1847, they immigrated to America where they met with many hardships on the western frontier. Near Corning, Iowa, a group of Icarians established a communal settlement that lasted from 1856 to 1895. In the later years of the experiment, younger members lacked the confidence of their elders in the Icarian ideals. The colony eventually dissolved.

The primary basis of the Community of True Inspiration was in a strong religious belief guided by inspired leaders called the *Werkzeuge*. The Inspirationist leaders chose a communal system to achieve their religious way of life. Persecution forced the Inspirationists to leave Germany for America, where they first settled in northern New York State. In 1854, they migrated to Iowa, where more land was available. In all, they established seven isolated, self-sufficient communal villages. Both buildings and clothing reflected practicality and usefulness — qualities emphasized in everyday life. Eventually, capitalistic tendencies intruded on the Amananites and, coupled with the depression of the 1920s and 1930s, reorganization of the economic structure became imperative. The old communal Amana Society became a corporation. This change called for great adjustments for colony members who had never before taken individual responsibility for feeding and clothing their own families. Although the economic system changed, religion remained a binding force in the Amana colonies. A strong respect for the past has emerged, and a desire to preserve past heritage prevails.

Persecuted in their native land, the



Threshing time at Communia, 1888.

Amish Mennonites left Europe for America in the early eighteenth century. As their numbers increased, some Amish moved west to Iowa in the 1840s. Self-sufficiency and cooperation are strong characteristics of this religious group. Sustained by a strong family orientation, all work together within the family unit. Farming is considered the superior occupation. Present-day scenes show that the Amish way of life has remained essentially unchanged for many generations.

OBJECTIVES

- Students will be able to tell why nineteenth-century Iowa attracted religious and social experimental groups.
 - Large quantities of land were available at reasonable prices.
 - Isolation from those with differing views was possible, allowing utopians to practice their way of life undisturbed.
- Students will be able to tell how Icarians differed from other Iowa pioneers.
 - They were highly educated.
 - They were interested in philosophy.
 - They held no church services.
- Students will be able to identify reasons why the Community of True Inspiration survived through changing times.
 - Religious leaders recognized that isolation was impossible. They sought and created a way to meet the secular needs of the Community.
 - Religion remained a binding influence in the Community, but was separated from the Community's economy.
 - The Society recognized the economic opportunity presented by incorporation of the Community's assets.
 - The Community recognized the opportunity presented by increased tourism.
- Students will be able to describe the Amish way of life.
 - Farming is the main occupation of the Amish.
 - The family is the center of social organization; it is responsible for the education of the children.
 - Amish life is organized toward self-sufficiency.
 - Isolation is essential to remain separated from worldly ways and retain a simple way of life.

DISCUSSION QUESTIONS

1. Name the two utopian groups in the program that practiced communism.
2. What do all three utopian groups have in common?
3. When the "great change" came to Amana, what new responsibilities did the people assume?
4. Where do the Amish attend religious services?
5. What group did not have church services? Why?

VOCABULARY

UTOPIA - a place where everything is perfect and everyone is happy.

INSPIRATION - a bright idea or sudden thought that leads to action or creation.

COMMUNALISM - common or shared ownership of property.

ISOLATION - living apart or separated from others.

PERSECUTION - abuse or unjust treatment on account of religion or politics.

SIMPLICITY - lack of showiness; naturalness.

HUMILITY - modest attitude toward one's own importance.

SELF-SUFFICIENT - able to supply one's needs without help from others.

DEPRESSION - a time of low production, little money or trade, and few jobs.

NAMES TO REMEMBER

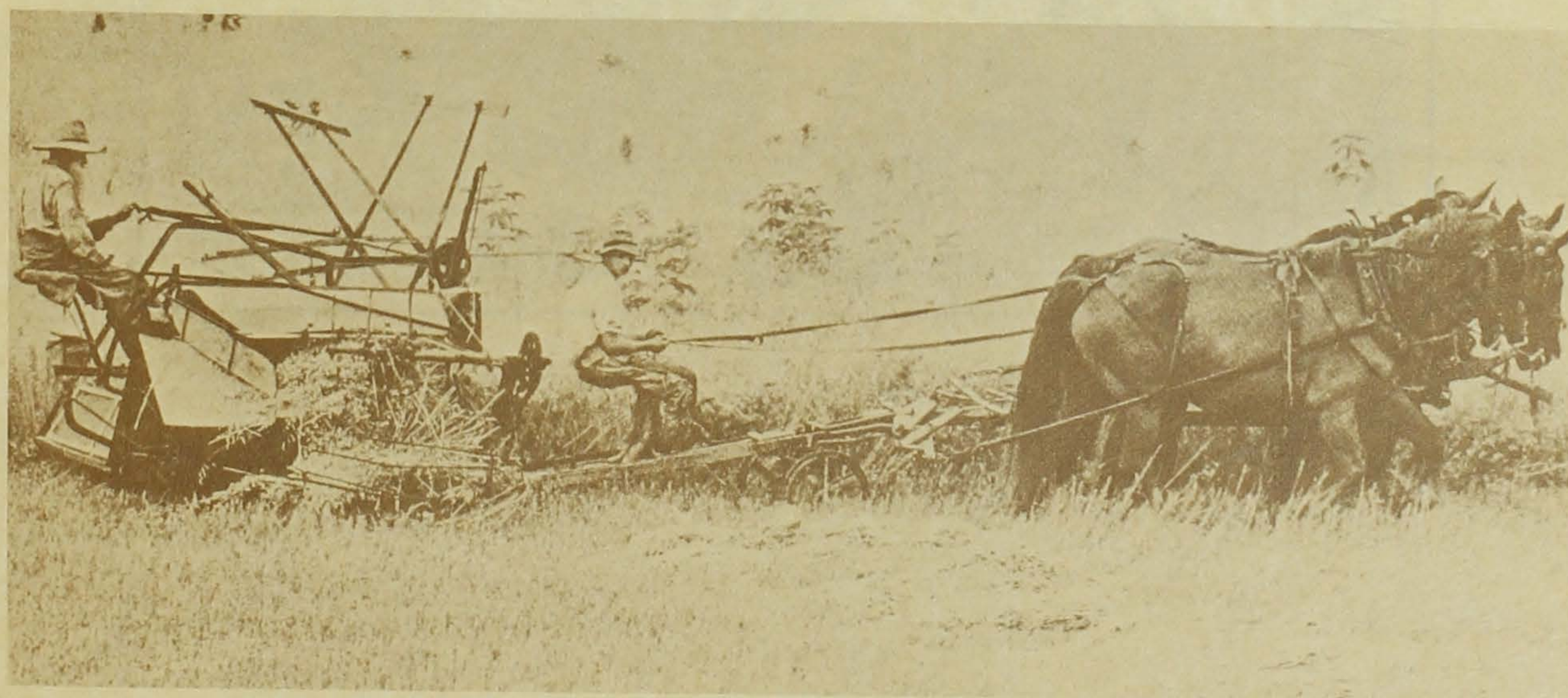
Etienne Cabet
Icaria
Christian Metz
Barbara Heinemann
Community of True Inspiration
Werkzeuge
The Amana Colonies
Jakob Ammann
Amish

SUGGESTED FOLLOW-UP ACTIVITIES

Short-Term

1. On a map of Iowa, mark the route of the Mormons across Iowa in 1846. What highway closely follows the trail today?
2. Make a large world map showing the original location for each utopian group that came to Iowa. Use a different color to show the route of each group.

3. Have students choose a utopian group, and write a paragraph telling why he or she would like to take part in such an experiment; or write about the reasons he or she would not want to be a part of any of the utopian experiments.
4. After students have read about the many utopian groups that came to Iowa, make a time line to show when each colony came and how long it lasted. Discuss the reasons why some failed and others survived.
5. On a map of Iowa, locate the utopian settlements. Indicate the date of settlement, population, and land area owned. Did the location, size, and date of settlement have an influence on the success of the colony?
6. To create a game, ask students to write clue cards about utopian communities, one community to a card. Allow three clues for each card, including such information as type of economy, names of leaders, location, or religious beliefs.
7. Ask students to list the ways in which they think life today might be improved. Ask them to write a paragraph designing a way to bring about the improvements and changes they believe are important.



Horses provide the power for an oat binder near Kalona, Iowa.

Long-Term

1. Have each student research one utopian settlement or group. Suggest that students look for the following information:
 - place from which the people came.
 - reasons for coming to Iowa.
 - leaders.
 - location in Iowa.
 - dates of settlement.
 - educational background of the settlers.
 - educational system established in the utopian settlement.
 - economic system.
 - occupations.
 - religious beliefs.
 - reasons for and date of failure.
 - reasons for success.
 Pool the information and make a chart. Study the similarities and differences among the groups. Help students to draw conclusions about the utopian settlements in Iowa.
2. Formal artistic expression was

discouraged in the early Amana settlements. Ask students to research and discover how Inspirationists achieved creative expression during that time. Ask students to make drawings or paintings to illustrate the way Inspirationists expressed their creativity.

3. Divide students into groups, each of which will create a utopian society. Ask them to decide what the basis of their society will be (religious, philosophical, economic). Ask them to create a form of government, decide how people will earn a living, and design an educational system. Each group should report its plan to the class for discussion and evaluation.
4. Ask students to choose one utopian society that was established in Iowa, and write a report about it. Encourage students to illustrate their reports with charts or pictures.
5. With your class, make a chart of

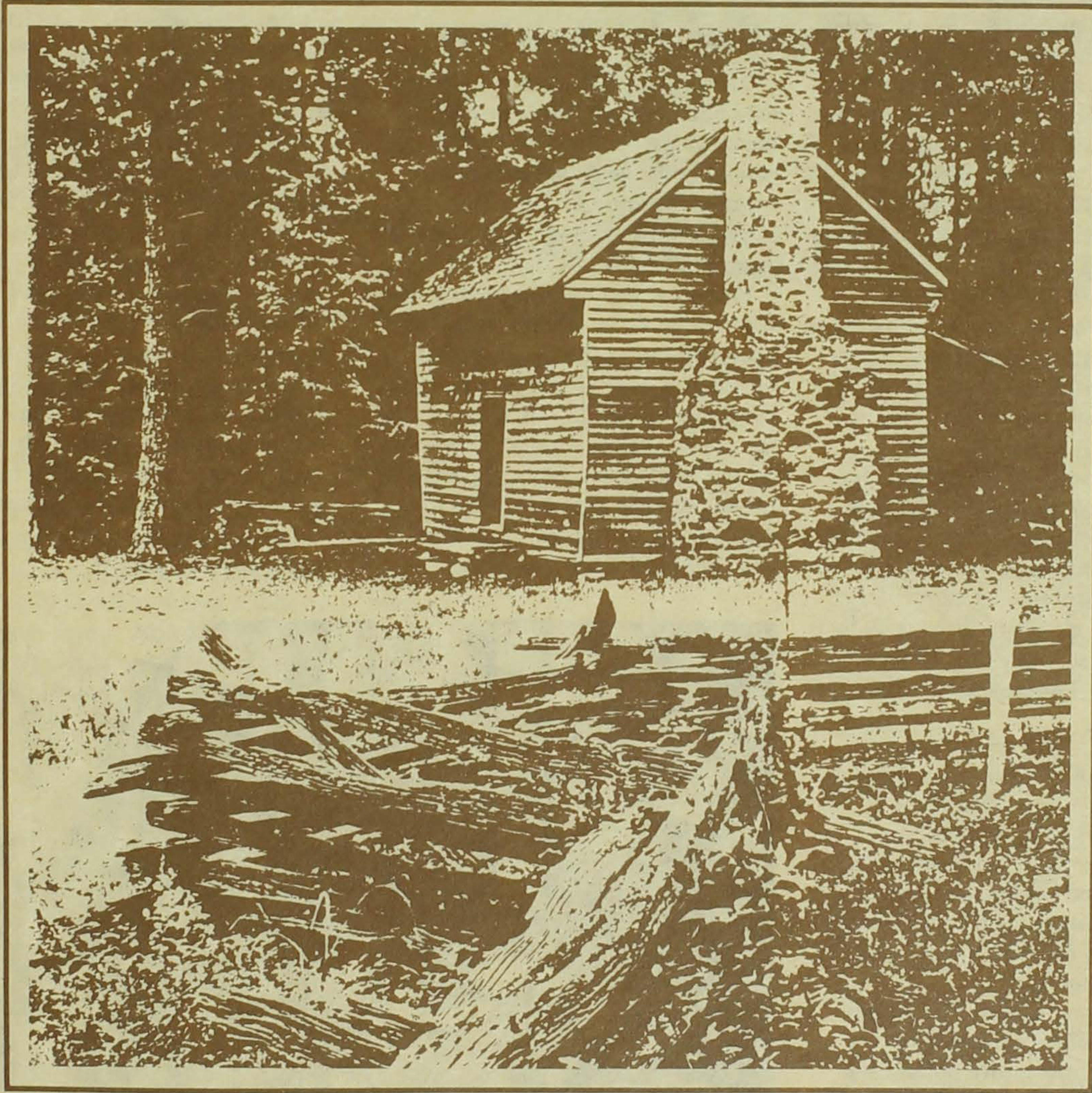
work to be done in the classroom. Try to divide the work as it would be done in a communal system. Follow the division of work long enough so that students understand how equities and inequities are experienced and resolved. When this experiment is completed, have students write comments about the experience.

FIELD TRIP SUGGESTIONS

Be sure to contact someone in advance at the location you wish to visit. Directors of historic sites can be helpful in planning a successful tour for your class.

It is important to prepare your students in advance of a field trip. They should know something about the settlement before their visit. Follow-up activities upon return help students remember what they have learned. These might include written reports or drawings of things seen on the trip.

The Iowa Country School



HISTORICAL BACKGROUND

Public Education in the United States

Upon arrival in a frontier land, a settler's first concern was to provide for his basic needs: food, clothing, and shelter. To this task he devoted all his time and energy. But as he succeeded in changing his environment, he had time to think about something other than self-preservation. Improving his quality of life included a number of pursuits, one of which was the education of his children. The importance and amount of education sought varied according to individual background and circumstances. Generally, schools were established as soon as conditions permitted. Some were privately supported, others established by religious groups. Classes began at Boston Latin, a secondary school in 1635 only a few years after the Massachusetts Bay Colony was established and by 1647, a law required every town of over 50 families to establish an elementary school. Most children attended school for only two or three years; about ninety percent attended no school at all.

In the early 18th century, a new kind of school, the private academy, was created to provide a more practical education and prepare children for jobs in business, trade, navigation, surveying, and other fields. Academies soon became more popular than the traditional Latin grammar schools.

After the revolution, Americans began to take more interest in education for the entire population. The administrative responsibility for public school systems rested with each individual state, and although states began organizing free public school systems in the 1830s, there were no compulsory attendance laws until the first was passed in 1852.

Eventually, every state developed a system of public elementary and high schools. State colleges and universities completed this public system. As the public school system

expanded, more attention was given to teacher qualifications and training. States established minimum requirements and established teacher training institutions to prepare teachers to meet the needs of these growing school systems.

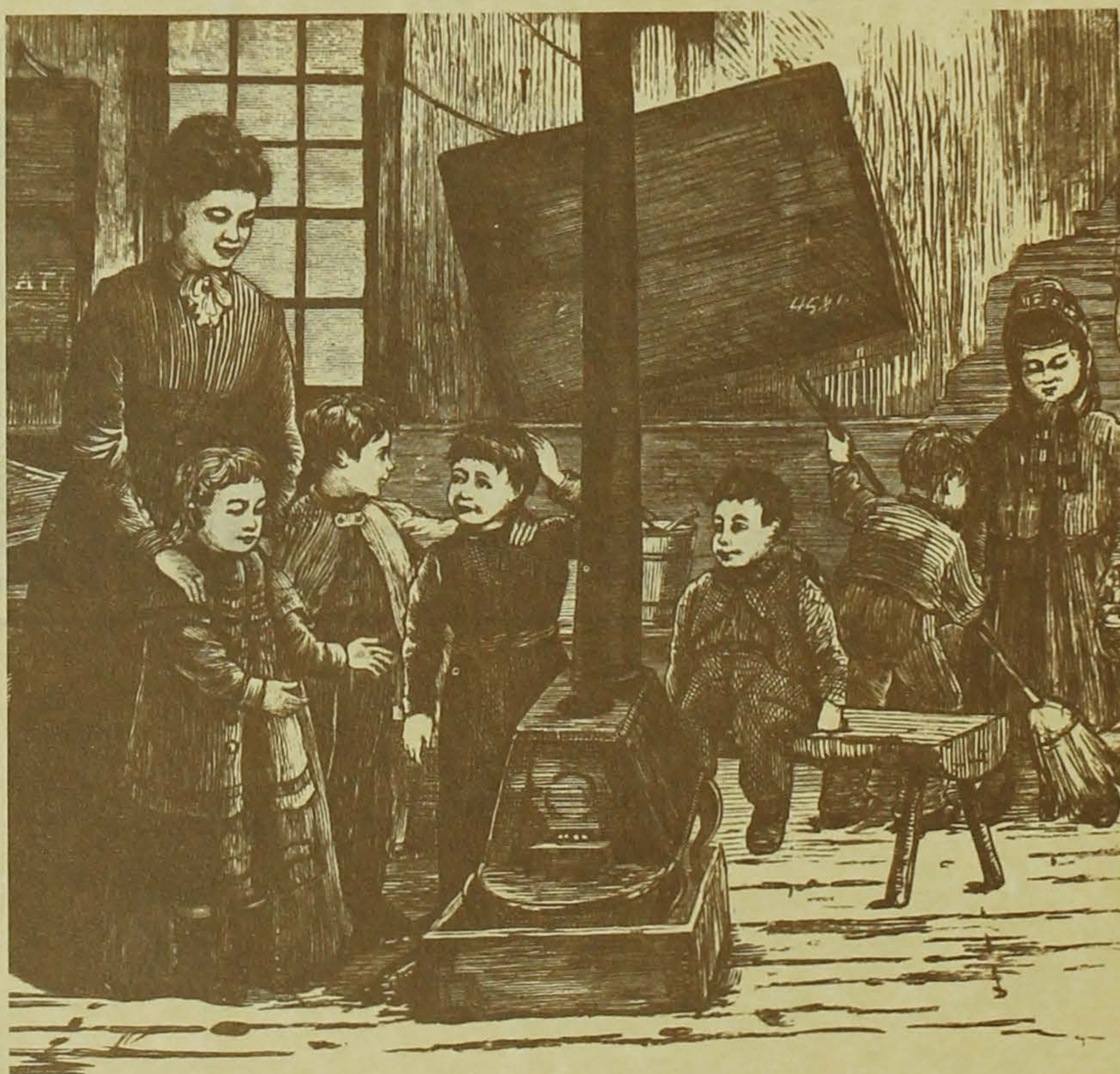
Public Education in Iowa

The people of Iowa have always held education in high regard. Beginning with the small, crude, privately financed schools of the frontier community, education has evolved to the present public-supported school system of today.

Financial support for public schools was available in territorial Iowa as provided under the Northwest Ordinance of 1785. By law, every township set aside 640 acres of land for public school support. These school lands were generally sold or rented and the proceeds used for educational purposes. This is not to say that public schools were

established immediately on the Iowa frontier. The first schools were often small, privately supported affairs, called subscription schools. Usually, parents in a locality would hire a teacher to instruct their children. The first known subscription school in Iowa was founded by Dr. Isaac Galland in Lee County. Another form of financial support came from religious organizations. Church-supported schools still exist in Iowa today.

In 1858, the state legislature first provided for free public elementary education. The civil township was established as the school district tried to provide free elementary training for people between the ages of five and twenty-one years. By 1859, 86 counties had organized 932 school districts. There were 4,200 school buildings, ranging from log cabins and rented homes to specially built frame structures. As the state's educational system expanded, one feature remained much the same — the one-room country school.





A typical Iowa one-room country schoolhouse.

Country school control was at the local level. Each district had a board to determine wages, purchase supplies, hire or fire personnel, and determine the school calendar. Generally, there were three terms: fall, winter, and spring. Most students walked to school, since schoolhouses were usually located within a mile or two of most farms. Attendance was not always consistent. Young children might only attend during fall and spring because of severe weather. Older students, especially boys, often attended only the winter term, because at other times they were needed for field work at home. Schools were ungraded. Students proceeded through lesson books, completing one book and moving on to the next. The most commonly used book was the *McGuffey Reader*. In addition to its value as a reading text, the book also provided a strong education in values, patriotism, and morals.

After 1902, a compulsory education law was enacted, requiring all children from age seven to fourteen to attend school. Compulsory school attendance reflected the belief that education would make children better citizens, prepared to contribute to a changing world.

As the world changed, educational goals broadened. Consolidation of smaller schools into larger districts

began in an effort to establish more efficient and economical school systems and to provide a broader education for those now required to attend. Acceptance of consolidation was slow. Of 23,297 Iowa schools, only 439 were consolidated in 1922, and most of these were in small towns.

As Iowans recognized the necessity for a broader education, they also realized that the consolidated school best served the educational needs of their children. Acceptance was also greater as a result of transportation improvements, which made travel to school both feasible and safe.

Higher education was not considered a necessity during the nineteenth century. Most Iowa children received some form of elementary school education, but few continued on to an academy or college. Nevertheless, in 1847, state college proponents successfully obtained legislative action to found a state university to be located at Iowa City. Because there was no free public secondary school system, it was many years before most students entered the university with an adequate educational background.

Advocates of free public secondary education worked long to convince Iowa taxpayers that free secondary education was a logical connection

between elementary and college education. Opponents argued that a college education has little practical value in an agricultural state. Most looked upon the country high schools as teacher training institutions.

By the end of the nineteenth century, people began to realize the need for better educational opportunities and more support for secondary schools developed. The curriculum expanded to include courses in agriculture, manual training, and domestic science. While some students still might study to become rural schoolteachers, others prepared for college, or for a career as bookkeeper, carpenter, or other skilled occupation. Hoping to equalize the educational standards in rural areas, Iowa educators continued to support school consolidation.

Continued public support for higher education came with the establishment of the State Agricultural College and Farm at Ames, where formal instruction began in 1868. Eight years later, a state normal school opened in Cedar Falls.

The long evolution toward consolidation and unification of public schools has not ended. Curriculum, too, will continue to change. The most recent innovation, the area college, provides two years of post-secondary training in either college work or vocational training.

SYNOPSIS

The early settler's first concern was to provide for the basic needs of food, clothing, and shelter. But as pioneers subdued their new environment, they created institutions to enrich their lives. Schools were among the first of these institutions. In Iowa the first schools were generally privately supported, called subscription schools. A teacher was hired by a group of parents and paid a fee. The first known subscription school in Iowa was founded by Dr. Isaac Galland in Lee County.

Interest in education increased as the state grew, and in 1858, free public schools were provided for by the Iowa Legislature. Because Iowa's settlement came at a time of rapid national expansion, the state was destined to be influenced by rapid change. In the East, industrialization was taking hold and immigrants streamed into the country. To better life in a changing world, most people recognized the need for some form of education for all citizens. By 1911, almost every state had passed compulsory school laws. Iowa, too, had such a law and by the turn of the century, more than 19,000 one-room schoolhouses dotted the Iowa landscape. Schools were generally upgraded, having up to twenty students and one teacher.

The program explores a day in the life of young students attending a rural one-room school. Before leaving for school, children were expected to complete their usual chores. Older students often attended only the winter term because they were needed to help with farm work.

Facilities at the school were minimal. A stove, blackboard, slates, paper and ink, and a few books provided the material basis for education. The teacher's training was often barely adequate, and responsibilities were many. Following the Civil War, women outnumbered men in country school teaching positions.

Country school coursework was basic, including spelling, reading,

writing, penmanship, history, geography, mathematics, and vocation. Moral education and etiquette were also included. Classrooms were kept in an orderly manner. The responsibility for a smooth running classroom was shared among the teacher and students. Delegated tasks included tending the fire, fetching water, helping other students, and passing out learning materials. Recess was a time for creative play. Games were popular.

For most students, the experience in the country school was a positive one, providing a needed rudimentary education. For some, it became the inspiration to continue on to higher learning. Further, the school became a center for social occasions in the rural community.

OBJECTIVES

1. Students will be able to describe the position of the one-room country school as the basic education unit for most Iowans through the 1920s.
 - There were 20,000 one-room country schools in 1920.
 - Very few Iowans went beyond the education provided in one-room schools.
2. Students will be able to explain how education was integrated into a young Iowan's everyday farm routine.
 - For many, school attendance was governed by agricultural seasons.
 - Some school attendance was considered important for all children.
3. Students will be able to describe the minimal physical facilities of the early country school.
 - There were few textbooks.
 - Heat was provided by a wood-burning stove.
 - There was no playground equipment; students devised their own entertainment at recess.
 - There was no plumbing.

4. Students will be able to list the educational requirements for a teacher of a one-room country school.
 - Teacher's certificate.
 - Education just adequate enough to meet the basic needs of the students.
 - Ability to handle a wide range of situations and responsibilities.
5. Students will be able to identify the basic elements of the educational experience at the country school.
 - A no-nonsense approach to discipline.
 - A basic curriculum.
 - Moral education.

DISCUSSION QUESTIONS

1. Why did people come to believe an education was necessary for all citizens?
2. Did the fact that a child was in school affect his or her responsibilities at home?
3. Who attended school and for how long?
4. What equipment was provided inside the country school classroom?
5. What did children study or learn at school?
6. What were the qualifications for a country-school teacher?

VOCABULARY

SUBSCRIPTION SCHOOL - a privately supported school where a group of parents hired a teacher and paid a fee for his or her services.

COMPULSORY EDUCATION - by law, children of a certain age must attend school.

ELOCUTION - the art of public speaking.

MORALS - behavior according to a standard of what is right or good.

ETIQUETTE - rules of social behavior and good manners.

SUGGESTED FOLLOW-UP ACTIVITIES

Short-Term

1. What special services are provided at the elementary schools in your district? Is there a school nurse, counselor, music teacher, or librarian? On the chalkboard, write the titles of these specialists with whom your students work. Discuss with your students how these people contribute to their education. Compare this to the roles assumed by the teacher in the country-school program.
2. Perhaps your school building is old enough to have additions and/or changes. Find out what additions were made and for what purpose. Were changes made because of curriculum changes or enrollment growth? Make a floor plan of the school using different colors to show additions and changes. There may be outside

- changes too. Make a key to show the dates the changes occurred.
3. Make a bulletin board display illustrating the equipment found in an early twentieth-century country school and the equipment used in your classroom today. Discuss with the students how modern equipment makes a difference in what they learn.
4. Report cards indicate the traits and abilities parents and teachers believe important for children to develop. Find old report cards and create a bulletin board display. Notice the subjects taught and how behavior is reported. Compare the old cards to your present system of reporting progress.
5. Invite a retired teacher to talk to your students. Ask the teacher to tell about the changes in curriculum, buildings (especially school consolidation) and teacher training requirements over the years.

6. On a map of Iowa, locate the 15 area colleges, private colleges, and three universities.
7. Begin a discussion by asking your students why they go to school. On the chalkboard, make a list of reasons people think school is important. Ask the students how reading and writing have helped them in their daily lives. (Think about reading stories, instructions for games, direction signs, and writing messages to others.) Ask students if they would want their own children to go to school. How would they change education for their children to make it better? What would young people do if they were not in school?
8. Look for old textbooks at your local library or in your own school. Compare textbooks on the same subject and grade level such as mathematics or history. Use an opaque projector to show pages from the books and discuss the differences in what was learned and how information was presented.
9. Find out how much school consolidation has reduced the number of schools in your county. Use an old map to count the number of schoolhouses. Check with your local library for a current county map to determine the number of schools and their locations in the county today.
10. Discuss with your students how nonpublic schools are different from public schools. In what way are they the same? What is the importance of these schools to those who attend them?
11. Have a recess without the usual equipment. Students may need to talk about what they plan to do in advance. Plan games and let students bring marbles, bean bags, or jacks from home.

The following are instructions for three playground games you may wish to use. They were all reproduced from books of playground instructions dating back to the early 1900s.



Teachers and students at the Page Center country school, 1907.

Stoop Tag

4 to 60 or more players.
Indoors; out-of-doors.

One player is It and chases the others, trying to tag one of them. A player may escape being tagged by suddenly stooping or squatting; but each player may stoop but three times. After the third time of stooping, the player may resort only to running to escape being tagged. Any player tagged becomes It.

For large numbers of players there should be several taggers.

Fox and Geese

10 to 30 or more players.
Playground; gymnasium.

One player is chosen to be fox and another to be gander. The remaining players all stand in single file behind the gander, each with his hands on the shoulders of the one next in front. The gander tries to protect his flock of geese from being caught by the fox, and to do this spreads out his arms and dodges around in any way he sees fit to circumvent the efforts of the fox. Only the last goose in the line may be tagged by the fox, or should the line be very long, the last five or ten players may be tagged as decided beforehand. It will be seen that the geese may all cooperate with the gander by doubling and redoubling their line to prevent the fox from tagging the last goose. Should the fox tag the last goose (or one of the last five or ten, if that be permissible), that goose becomes fox and the fox becomes gander.

A good deal of spirit may be added to the game by the following dialogue, which is sometimes used to open it:

The fox shouts tantalizingly,
"Geese, geese, gannio!"

The geese reply scornfully,
"Fox, fox, fannio!"

Fox, "How many geese have you today?"

Gander, "More than you can catch and carry away."

Whereupon the chase begins.

Pom Pom Pullaway

5 to 30 or more players.
Out-of-doors.

This game is often played between the curbing of a city street, but is suitable for any open play space which admits of two lines drawn across it with a space of from thirty to fifty feet between them. All players stand on one side behind one of the dividing lines, except one player who is It and who stands in the center of the open ground. He calls any player by name and adds a formula, as below:

"John Smith, Pom Pom Pullaway!

Come away, or I'll fetch you away!"

Whereupon the player named must run across the open space to the safety line on the opposite side, the one who is It trying meanwhile to catch him before he reaches that line. If he gets over safely, he remains there until all of his comrades have joined him or have been caught. Anyone caught by the one who is It joins the latter in helping to catch other players as they dash across the

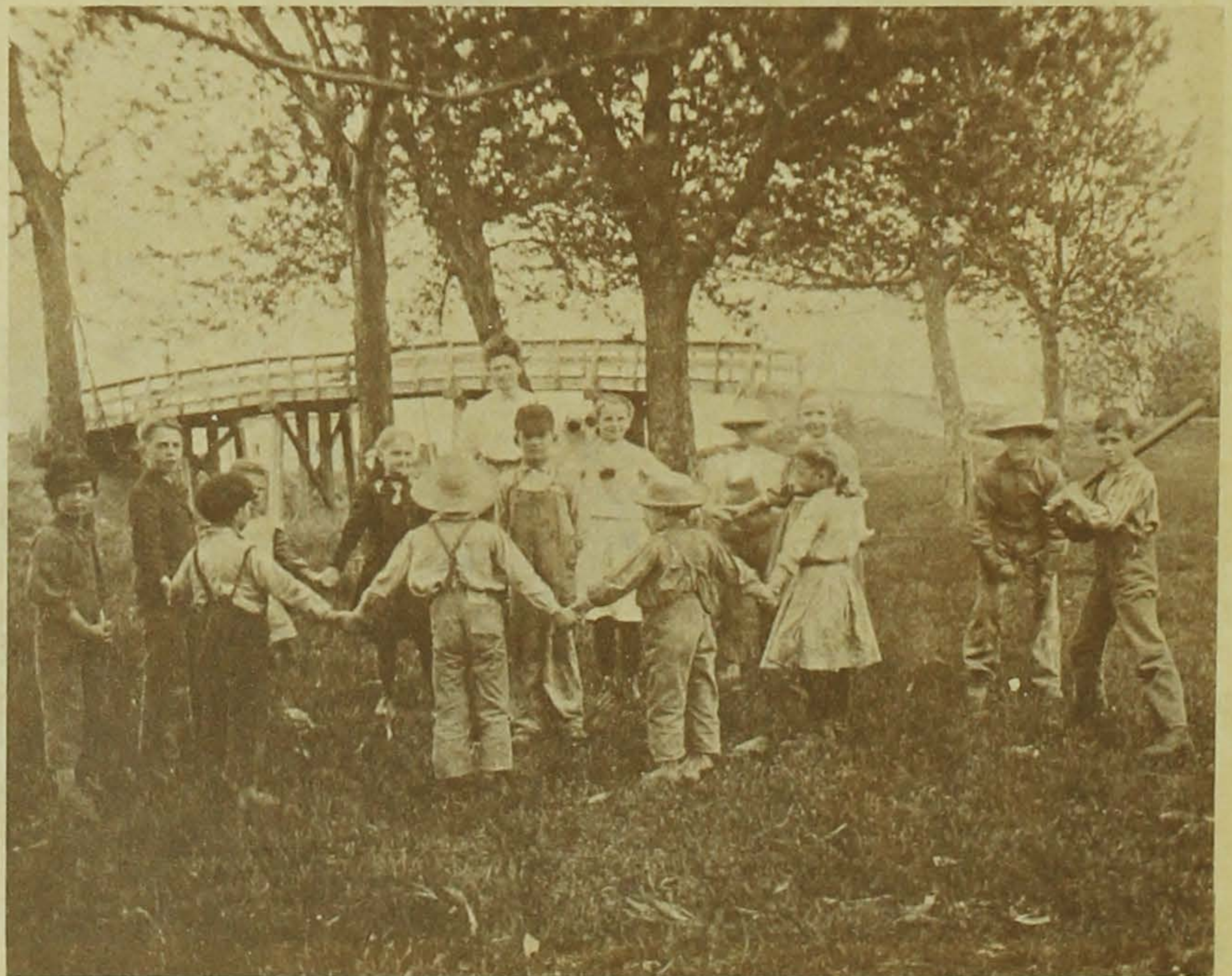
open space, but the one originally It remains the caller throughout the game. After all of the uncaught players have crossed to one side, they try in the same way to return to their first goal. The first one to be caught is It for the next game.

Players should give the chaser as much difficulty as possible in catching them by making feints in one direction and suddenly running in another, or by running diagonally instead of straight across, etc.

Mark the goal lines approximately forty feet apart.

After the children have become acquainted with the game, play it with the players exchanging goals whenever they wish, but with everyone forced to change goals when It calls, "Pom Pom Pullaway!"

Play the game with the child who is It calling the names of players, as, "Mary, Pom Pom Pullaway! Come, or I will pull you away!" Only those players run who are called except when It omits any name; then, all must run.



Country school children at play during a recess.

Long-Term

- Plan a "One-Room Schoolhouse Day." Check over your current daily routine and plan what changes will be needed. Assign students to play roles of different-aged children. Plan to eat sack lunches in the room. Keep in mind the kind of formal discipline maintained in years before. Whenever possible, find and use materials that were typical of the 1900-1920 era; use pen and ink, sing typical songs, have a spelling bee or cyphering contest, memorize poems and recite them, and play typical games. Plan to teach the students on at least five different levels and assign the "older" students to drill "younger" students on spelling or arithmetic. Take the time to carefully research and plan the day. This may take several classtime sessions. Follow up by asking students to write about their experience, expressing their opinions about the day as contrasted to their standard school day.
- For an all-school newspaper, gather information and publish a "Then and Now" issue on education. Students can act as reporters using textbooks, parents, grandparents, older teachers, and school officials as sources for information about education in their own school or community. Students should find out which subjects are no longer taught at their grade level or receive less emphasis today such as speech and rhetoric, penmanship, music and art appreciation, history, and geography. They should also find out what courses have been added to their grade-level curriculum in the past fifteen years. In the news articles, students should discuss the reasons they believe these courses have been added or dropped and how this reflects changes in the needs and values of society. Other comparison stories can also be included. Students

IRVING SCHOOL,
JAS. P. WALSH, Principal.

Report of George Merritt,
15th Class, Term ending January 26, 1900.
L. Coy, Teacher.

E stands for Excellent, 90 to 100. F stands for Fair, 75 to 80.
G stands for Good, 80 to 90. L stands for Low, below 75.

	Sep.	Oct.	Nov.	Dec.	Jan.	TESTS.		
Half Days Ab	6	14	8	10				
Times Tardy				1				
Department	G.	G.	G.	G.				
READING,	F.	G.	G.	G.		84	81	81
SPELLING,	F.	G.	G.	G.		85	84	100
ARITHMETIC	F.	G.	G.	G.		72	90	87
LANGUAGE,	F.	F.	F.	G.		50	75	91
DRAWING,	F.	F.	F.	F.				
WRITING,	F.	F.	F.	F.				
GEOGRAPHY,	G.	G.	G.	G.		82	92	95
HISTORY,	F.	G.	G.	G.		85	82	80
PHYSIOLOGY	F.	G.	G.	G.		80	90	80
PHYSICS,								
BOOK-K'P'G.,								
Gen. Average								
Average Class								

The object of this report is to
of the character of the work done
cure a hearty co-operation betw
which is so essential to successf
If marked L (below 75 per c
unsatisfactory, and prompt imp
A number of written tests will
and a record of the same will be
of this report under the head,
obtained by combining the avera
and that of the tests in any bran
examination will be required in
that there will soon be no neces
ations.
Whenever there is no special
page of this sheet, it will be un
is well satisfied with the work of
Parent or guardian will please
port. All are cordially invited to
F. T. O.

Signature of Parent

1st Month. Mrs. J. M.

2d Month. M. J. M.

3rd Month. Mrs. J. M.

4th Month. Mrs. J. M.

5th Month.

A 1900 Dubuque public school report card shows courses offered and a record of attendance and behavior.

might want to make up ads for school equipment and include photographs or drawings of old classrooms. A "Letter to the Editor" page might include opinions about the increasing number of consolidated schools. Distribute the newspaper to other classrooms in your school.

FIELD TRIP SUGGESTIONS

Many one-room schoolhouses have been preserved and are open for classroom tours. From the following list, you may select one for your class to visit or you may know of a schoolhouse not on the list. Be sure to contact the responsible agency in advance to make definite arrangements for a tour.

It is important to prepare your students for the trip. Find out as much as you can about the school and discuss with your students what they will see. Ask them to look for specific information as they tour the classroom. Are there clues that tell what was studied? What materials are in the room for use by the students? Notice the entire arrangement of the classroom. How are desks arranged in the classroom? What does the arrangement communicate about certain behaviors expected of students?

Follow-up activities for the trip cover a wide range. Consider drawings; written reports; model schoolhouses; an illustrated comparison chart, "Then and Now in the Classroom"; or recreating a day in a one-room schoolhouse.

SPENCERIAN SCRIPT.

a b c d e f g h
i j k l m n o p
q r s t u v w x
y z
A B C D E F G
H I J K L M N
O P Q R S T U
V W X Y Z

THE ALPHABET.

ROMAN LETTERS.		ITALIC LETTERS.		OLD ENGLISH.	
a	A	<i>a</i>	<i>A</i>	ꝶ	Ɑ
b	B	<i>b</i>	<i>B</i>	ꝷ	Ɱ
c	C	<i>c</i>	<i>C</i>	ꝸ	Ɐ
d	D	<i>d</i>	<i>D</i>	Ꝺ	Ɒ
e	E	<i>e</i>	<i>E</i>	ꝺ	ⱱ
f	F	<i>f</i>	<i>F</i>	Ꝼ	Ⱳ
g	G	<i>g</i>	<i>G</i>	ꝼ	ⱳ
h	H	<i>h</i>	<i>H</i>	Ᵹ	ⱴ
i	I	<i>i</i>	<i>I</i>	Ꝿ	Ⱶ
j	J	<i>j</i>	<i>J</i>	ꝿ	ⱶ
k	K	<i>k</i>	<i>K</i>	Ꝁ	ⱷ
l	L	<i>l</i>	<i>L</i>	ꝁ	ⱸ
m	M	<i>m</i>	<i>M</i>	Ꝃ	ⱹ
n	N	<i>n</i>	<i>N</i>	ꝃ	ⱺ
o	O	<i>o</i>	<i>O</i>	Ꝅ	ⱻ
p	P	<i>p</i>	<i>P</i>	ꝅ	ⱼ
q	Q	<i>q</i>	<i>Q</i>	Ꝇ	ⱽ
r	R	<i>r</i>	<i>R</i>	ꝇ	Ȿ
s	S	<i>s</i>	<i>S</i>	Ꝉ	Ɀ
t	T	<i>t</i>	<i>T</i>	ꝉ	Ⲁ
u	U	<i>u</i>	<i>U</i>	Ꝋ	ⲁ
v	V	<i>v</i>	<i>V</i>	ꝋ	Ⲃ
w	W	<i>w</i>	<i>W</i>	Ꝍ	ⲃ
x	X	<i>x</i>	<i>X</i>	ꝍ	Ⲅ
y	Y	<i>y</i>	<i>Y</i>	Ꝏ	ⲅ
z	Z	<i>z</i>	<i>Z</i>	ꝏ	Ⲇ
	&		&		&

Allamakee County

OLD STONE SCHOOL

Located 3 blocks west of Mississippi River, Lansing.

Contact:

Eastern Allamakee Community School District
Lansing, Iowa 52151

Butler County

LITTLE YELLOW COUNTRY SCHOOLHOUSE

Located at Court House Square, Allison.

Contact:

Mrs. Ethel Parks
Allison, Iowa 50602

Cass County

SCHOOLHOUSE MUSEUM

Located in Sunnyside Park at Atlantic.

Owned by the city.

Cherokee County

STILES SCHOOLHOUSE MUSEUM

Located in the southeast corner of Silver Township, southeast of Quimby.

Contact:

Lester L. or Marguerite S. Whiting,
Custodians
338 Fountain Street
Cherokee, Iowa 51012

Clay County

ROCK FOREST SCHOOL

Located in Heritage area on Highway 10 in Peterson.

Contact:

Peterson Lion Club
Peterson, Iowa 51047

Crawford County

LITTLE RED SCHOOLHOUSE

Located adjacent to US 59, 4½ miles south of Denison.

Delaware County

RED SCHOOLHOUSE

Located 4 miles north of Manchester on county road D13.

Contact:

Delaware County Conservation Board
469 South Tama Street
Manchester, Iowa 52057

ONE-ROOM RURAL

SCHOOLHOUSE

Located on the Lenox College grounds in Hopkinton as part of the Historical Museum Complex.

Contact:

Delaware County Historical Museum
Hopkinton, Iowa 52237

Dickinson County

MEADOW NO. 7 (VIOLA) RURAL SCHOOL

Located on US 71, ¼ mile south of Arnolds Park or 2 miles north of Milford.

Contact:
Dickinson County Historical Society
507 - 11th Street
Milford, Iowa 51351

Dubuque County

HUMKE SCHOOL

Located on the grounds of Ham House Museum.

Contact:
Ham House Museum
2241 Lincoln Avenue
Dubuque, Iowa 52001

Franklin County

WISNER TOWNSHIP SCHOOL

Located at Loomis Memorial Park, 4 miles north and 2 miles east of Alexander.

Contact:
Franklin County Conservation Board
P.O. Box 143
Hampton, Iowa 50441

Grundy County

HERBERT QUICK SCHOOLHOUSE

Located in Orain Park on G Avenue, Grundy Center.

Contact:
City Clerk
Grundy Center, Iowa 50638

Harrison County

WEST BOYER VALLEY SCHOOL

Located in Historical Village on US 30 between Logan and Missouri Valley.

Contact:
Harrison County Conservation Board
RR 2, Box 44
Woodbine, Iowa 51579

Henry County

WEST PLEASANT LAWN SCHOOL and COLFAX SCHOOL

Located on the Old Settlers and Threshers grounds at Mount Pleasant.

Contact:
Midwest Old Settlers and Threshers Association
RR 1
Mount Pleasant, Iowa 52641

Humboldt County

WILLOW SCHOOL

Located on Old Mill Farm on the east side of the Des Moines River near Dakota City, off Highway 3.

Contact:
Humboldt County Historical Association
Humboldt, Iowa 50548

Iowa County

GRITTER SCHOOL

Located 3 miles west of North English and ½ mile off the Millersburg-North English road.

Contact:
Iowa County Historical Society
Marengo, Iowa 52301

Jefferson County

PEACH BLOSSOM SCHOOL, CEDAR NO. 6

Located at Round Prairie Park, southeast of Fairfield.

Contact:
County Conservation Board
RR 3
Fairfield, Iowa 52566

Lee County

GALLAND SCHOOLHOUSE SITE

Located 3 miles south of Montrose.

Linn County

ABBE CREEK SCHOOL MUSEUM

Located 2 miles northwest of Mount Vernon on Iowa 150.

Contact:
Linn County Conservation Board
RR 1
Central City, Iowa 52214

Lucas County

PUCKERBRUSH SCHOOL

Located on Lucas County Historical Society grounds in Chariton, 17th and Braden, one block north of Highway 34.

Contact:
Lucas County Historical Society
123 - 17th Street
Chariton, Iowa 50049

Mahaska County

PRINE SCHOOL

Located in Nelson Homestead Pioneer Farm and Craft Museum, 3 miles

northeast of Oskaloosa, off US 63.

Contact:
Nelson Homestead Pioneer Farm and Craft Museum
RR 1, Glendale Road
Oskaloosa, Iowa 52577

Marion County

PLEASANT RIDGE SCHOOLHOUSE

Located in Marion County Park on the west edge of Knoxville.

Contact:
Marion County Historical Society
Knoxville, Iowa 50138

Marshall County

WETHERBEE SCHOOL, also known as Four Hill, Taylor Township No. 4, and Dent College.

Located on Susie Sower Historical House site at 129 E. State Street, Marshalltown.

Contact:
Historical Society of Marshall County
Marshalltown, Iowa 50158

Montgomery County

ONE-ROOM RURAL SCHOOLHOUSE

Located on Main Street in Stanton.

Contact:
Stanton Historical Society
Stanton, Iowa 51573

O'Brien County

ONE-ROOM SCHOOLHOUSE

Located in Heritage Park, Primghar.

Page County

GOLDENROD SCHOOL

Located on the Page County Fairgrounds, Clarinda.

Contact:
Page County Historical Society
Clarinda, Iowa 51632

Plymouth County

STEELE SCHOOLHOUSE

Located in the Plymouth County Historical Complex on Highway 75 south of LeMars.

Contact:
Plymouth County Historical Museum
P.O. Box 444
LeMars, Iowa 51031

Polk County

SHELDALL SCHOOL REPLICA
Located at Living History Farms,
Des Moines.

Contact:

Executive Director
2600 NW 111th Street
Des Moines, Iowa 50322

Scott County

WALNUT GROVE SCHOOL
Located at Scott County Park, 9 miles
north of Davenport off Highway 61.

Contact:

Scott County Conservation Board
Scott County Courthouse
Davenport, Iowa 52801

Story County

HALLEY SCHOOL
Located at the 4-H Fairgrounds in
Nevada.

Union County

LINCOLN NO. 5
Located at the Union County
Historical Society Complex in
McKinley Park at Creston.

Contact:

Union County Historical Society
210 Elm Street
Creston, Iowa 50801

Warren County

MOUNT HOPE SCHOOLHOUSE
Located on the fairgrounds, west edge
of Indianola.

Contact:

Warren County Historical Society
Indianola, Iowa 50125

Washington County

"STRAW COLLEGE"
Located in Historical Village at
Kalona, south side of Iowa 22, west of
Ninth Street, Kalona.

Contact:

Kalona Historical Society
Kalona, Iowa 52247

Wayne County

LITTLE RED SCHOOLHOUSE
Located 1 mile north of Lineville on
US 65.

Contact:

Curator
Wayne County Historical Museum
Corydon, Iowa 50060

Webster County

BORDER PLAINS SCHOOL
Located at the Fort Museum, Museum
Road and US 20 on the southwest
edge of Fort Dodge.

Contact:

Fort Dodge Historical Foundation,
Inc.
Museum Road and U.S. 20
Fort Dodge, Iowa 50501

Winneshiek County

LOCUST SCHOOL
Located at Decorah.

Contact:

Winneshiek County Historical
Society
Decorah, Iowa 52101

Worth County

ONE-ROOM COUNTY
SCHOOLHOUSE
Located at Northwood.

Contact:

Worth County Historical Society
Northwood, Iowa 50459

Main Street



HISTORICAL BACKGROUND

Town Growth in Turn-of-the-Century United States

As the United States approached 1900, large scale industrialization and expanded transportation propelled the nation into a new era. The talent of the country began to leave the farm to concentrate on business. Rich natural resources, abundant capital, and cheap nonskilled immigrant labor force provided the necessary ingredients for increased industrial production. A division of labor developed; owners, operators, managers, and laborers each had specialized work to do. A strong social class consciousness grew out of this division. For those who achieved economic success, conspicuous consumption became a way of life.

Farmers were affected by this urban industrial expansion. They also became capital investors as they borrowed money to purchase farm machinery and expand production. Agriculture remained undiversified; however, each farmer continued as owner, operator, and laborer for his entire commercial enterprise.

Gradually, a rift developed between urban and rural dwellers as outside entrepreneurs gained control over farmers' lives by setting railroad rates and product prices. Rural people began to think of themselves as a group apart from the rest of the nation; a group still devoted to Jeffersonian agrarian ideals. They saw the city as a cause for their problems. At the same time, the farmers' image in urban areas changed from "backbone of the nation" to uneducated "hayseed."

The population shift from farm to city, which began immediately after the Civil War, continued on into the twentieth century. In 1860, the population of the United States was more rural than urban, with about fifteen percent of the nation's population living in towns and cities. Urban population rose to thirty-two percent by 1900 and to forty-three percent by 1920. (According to the

United States Census, communities of 2,500 people or more are classified as urban, although many small towns retain a rural character.)

Iowa Towns at the Turn of the Century

In Iowa, as in the nation, a steady farm-to-town population shift occurred. Most Iowa towns and cities reflected the rural character of the surrounding agricultural areas they served. Farmers depended on towns as a place to market produce, purchase supplies, and even to live when retired; yet, they continued to believe that farm life was more wholesome than life in a town or city.

Iowa's towns during the turn of the century had much in common, although each generally maintained an element of individual character. Most

towns began during the pioneer period. Founded as commercial centers to serve surrounding settlers, they flourished for decades and provided a place for cultural, social, and business activity. A few towns matured into cities. Others declined, because the original economic and commercial foundation vanished, or because improved transportation systems took people elsewhere to do business.

Townspople recognized that commercial and industrial growth were necessary for a successful town and that transportation was the key. Larger towns boasted more than one railroad line to serve the community. Railroads provided inexpensive, long-distance transportation linking small towns with larger cities of the nation. This link assured a greater market for farm produce and locally manufactured goods.



The main street of West Branch, Iowa.



By 1900, Earlville had sidewalks, an electric street light, and telephone lines.

Important as the railroad was, however, life within the towns still moved at a horse's pace. Horses actually provided the main source of transportation. The blacksmith shop and livery stable were essential businesses in big and small towns. Other services included the general store, hotel, laundry, bank, tobacconist, and lumber yard. Meanwhile, manufacturing produced goods and foodstuffs, not only for the surrounding community, but also for export, including glassmakers, harness makers, tanners, wagon makers, cigar makers, milliners, tailors, and meat packers. Small towns also attracted professional people, such as lawyers, teachers, doctors, dentists, and ministers.

Newspapers, the main source of information, presented international news, national affairs, local politics, and gossip as well. They were extremely partisan, and many towns had two or more from which to choose. Advertisements appeared for both locally and nationally advertised brand-name products.

Although most people traded at local stores, railroad towns felt the influences of commerce and business from larger cities. People sought standardized name-brand, nationally advertised merchandise, rather than

locally produced products. Lower priced, mass produced clothing and hardware (available through mail order catalogs) competed with local merchandise. Railroads and commuter trolley lines lessened isolation, providing the opportunity for small town dwellers to shop in large, metropolitan centers.

Life centered around home, family, church, and school, where religious and moral values were taught. Everyday activity was evaluated in terms of usefulness and practicality. Even cultural and artistic endeavors reflected prevailing attitudes toward morality and purpose. Lyceum series were popular; and in the summer, people looked forward with great anticipation to chautauqua, which would bring nationally recognized speakers. Towns built opera houses that seldom staged an opera, but provided forums for lecturers and traveling theatrical productions.

As the strong emphasis on improved moral values grew, reform movements developed. Support for woman suffrage and prohibition resembled religious fervor, and towns provided natural rallying centers for pressure groups. Eventually, Iowa's legislature passed laws providing local controls for prohibition and woman suffrage. Reformers

considered these laws inadequate, because regulations varied from one town to another. They actively continued to work for national constitutional amendments to accomplish total woman suffrage and prohibition.

As towns matured, civic pride developed and citizens came to expect more community services. They wanted parks, better schools, cleaner streets, sidewalks, street lighting, telephones, fire protection, and fine public buildings. With this sense of community came a strong interest in the affairs and well-being of others. Births, deaths, and marriages were occasions of interest to all. Townspeople together became enthusiastic participants in crazes for baseball, croquet, and bicycling. Holidays were major events. Religious celebrations, fairs, Valentine's Day, Memorial Day, and the Fourth of July were all marked by special observations, in which most people participated. Every town boasted its own band to provide music for these special events and weekly concerts at the local bandstand.

With the advent of the automobile, the character of towns changed. Cars increased mobility and quickened the pace of life. Railroads had shortened travel time between fixed points and



The livery stable and blacksmith shop were centers of activity.

connected rural communities with distant places. Now automobiles provided fast transportation and mobility on a more personal and short-range basis, since the driver controlled where and when he would travel. Commercial center locations shifted as highways and roads connected some towns and cities, and bypassed others. As cars and trucks replaced the horse, the people of small Iowa towns motored away from a life they could never return to.

SYNOPSIS

The turn of the century represents a time of transition for small Iowa towns. During this period, towns moved from a locally oriented existence to one more and more affected by outside occurrences. There were many small urban centers that served as marketing and business focal points for the surrounding rural area. Towns were located every six to twelve miles, making it possible for farmers to journey from farm to town and back in a single day.

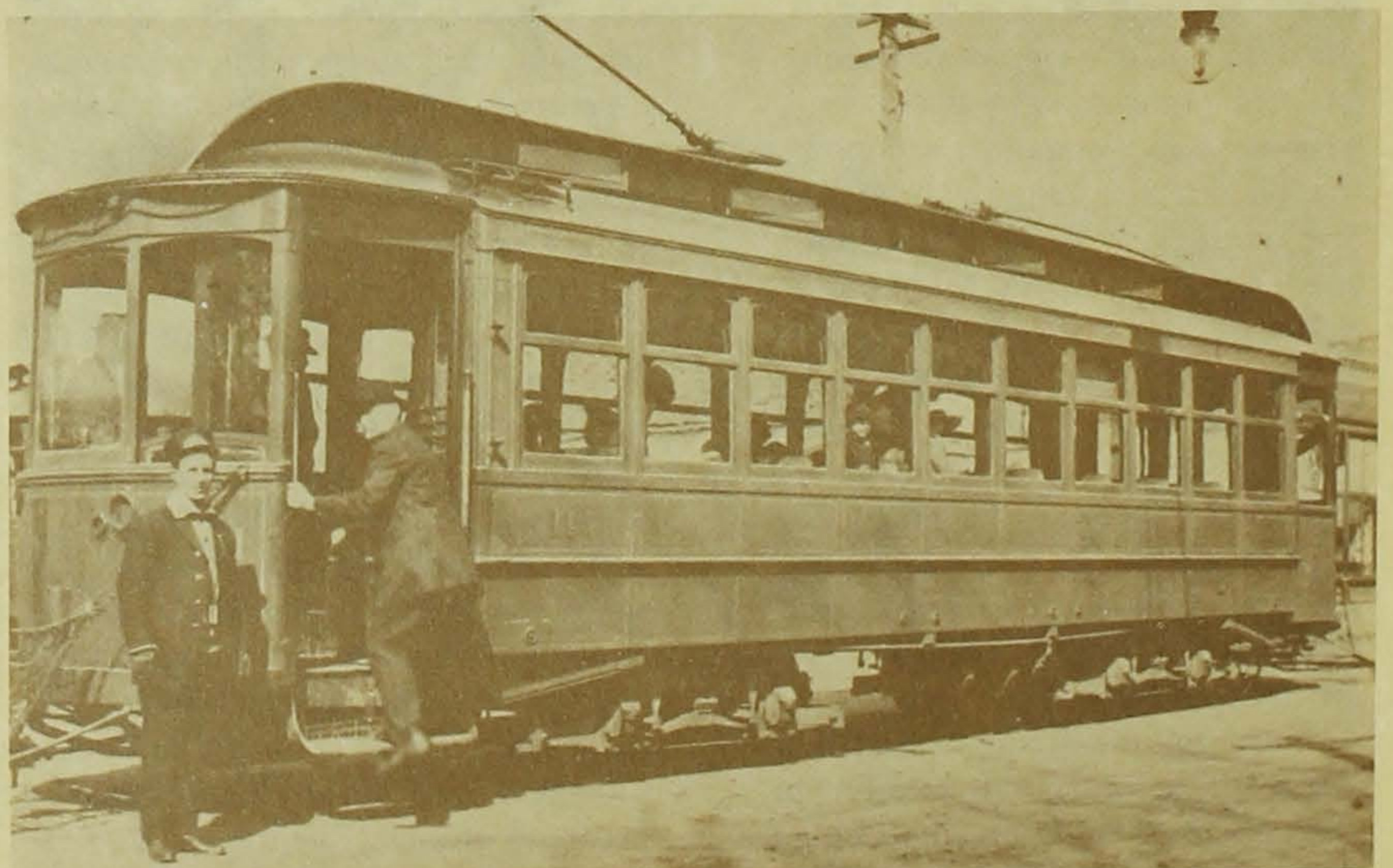
Through a series of flashbacks, the program recalls small-town life before 1900. Some businesses, basic to every

town, are shown. General stores provided a wide variety of goods and services. Storekeepers knew their customers personally. Every town had a blacksmith shop, often located in the livery stable, where horses were cared for and rented. As well as providing care for horses and related equipment, the livery stable functioned as a male social gathering place. Most towns, regardless of size, had some sort of

hotel to provide overnight accommodations for travelers.

People living in towns enjoyed a variety of entertainment, including traveling theatrical groups, the circus, lyceum speakers, and chautauqua. At other times, leisure time was spent at home looking at photographs or playing games.

Throughout the nation, this was a period of reform movements and changing social patterns. In Iowa, prohibition became a strong moral issue. Woman suffrage, too, commanded much attention. With this growing interest in women's rights, more women than ever before sought a college education. Changes also came as railroad transportation improved. By 1910, people traveled several times a year to larger metropolitan areas to shop. Purchasing patterns changed as nationally advertised brand-name products replaced locally produced goods. Mail order houses also altered buying habits. Citizens of both town and country ordered a wide range of low priced, mass produced merchandise from the lavishly illustrated catalogs. The program briefly hints at the transitions to come through the development of electricity in a sequence portraying the immediate success of motion pictures.



Trolley lines provided better transportation between and within towns.



Saturday was a busy shopping day in small towns. Notice the unpaved main street.

OBJECTIVES

1. Students will know that towns developed as trading and social centers for people living in the surrounding area.
2. Students will appreciate that life moved at a slower pace at the turn of the century.
3. Students will know that horses provided the power for travel to and around town.
4. Students will know that for long-distance transportation, people relied on railroads.
5. Students will understand that improved transportation allowed people to take advantage of a much wider range of services in larger cities.
6. Students will recognize that the early twentieth century was a time of major change for small Iowa towns.

DISCUSSION QUESTIONS

1. What was the main means of transportation in Iowa during the turn of the century?
2. What influenced people's attitudes toward the things they wanted to buy?

3. What new inventions were mentioned that are now part of our everyday life?
4. What kind of entertainment did people enjoy?

VOCABULARY

DRY GOODS - fabric, cloth.

LYCEUM - an organization devoted to inspirational lectures, concerts, etc.



Hotels were often plain, like this one at Wayland.

CHAUTAQUA - meetings held for educational purposes, usually in the summer.

SUGGESTED FOLLOW-UP ACTIVITIES

Short-Term

1. Make a map of your county and locate all the towns that existed about 1900. Make another map to show the towns that exist today. How many towns are missing? Try to find out why the remaining towns survived. This is a good project to do on transparencies.
2. Make a poster listing the towns in your county at the turn of the century. Find the population for 1900 and for the most recent census year. Put the figures on the poster. Discuss the reasons for the changes.
3. Invite a speaker to talk to your class about childhood experiences in the early twentieth century. Afterwards, make a poster comparing the things children did then and things your students do today. Consider topics such as work, school, play, religion, training, travel, family mobility, and holiday celebrations.
4. If turn-of-the-century newspapers are available at a nearby library, have students look at them. Advertisements are clues to the sort of merchandise people may have used. Local notices tell about social activities, and news items will tell the issues important to the people of the community.
5. Find turn-of-the-century photographs of the main shopping area of your town. Make pictures of the same locations today. Make a "Then and Now" poster for the bulletin board.
6. Most entertainment and leisure activities took place in or near towns where people lived. Make an illustrated poster about these activities at the turn of the century. This is another topic that can be expanded into "Then and Now."

Long-Term

1. Have students research local industries for the time between 1890 and 1915, then find out the industries in operation today. Make a poster to illustrate "Industries, Then and Now." Be sure students understand the reasons for the disappearance of some industries and appearance of the ones that exist today.
2. Research and write biographies of prominent turn-of-the-century men and women in your community.
3. Research, write, and produce a chautauqua program and present it to other classes in the school.
4. Research and create illustrated posters about the development of transportation and communication methods, such as trolley cars, telephones, motion pictures, phonographs, and radios.
5. Write a play about your town at the turn of the century and present it to other classes in your school.
6. Conduct research on the location of your town's buildings at the turn of the century. Construct a model of the town or a portion of it.
7. Have students research and write biographies about people who led the Iowa Woman Suffrage Movement.
8. Choose an old downtown building and trace its uses back to the turn of the century. Try to find photographs to illustrate the building's history. (Newspaper offices may have files of old photographs.)
9. Create a pictorial small town. Have students research to discover what businesses, services, industries, professional people, and craftsmen were found in Iowa towns between 1890 and 1910. On a large piece of paper, lay out a town and locate the different businesses on it. Notice

that the town was fairly self-sufficient. You may want to create a town for today and make comparisons.

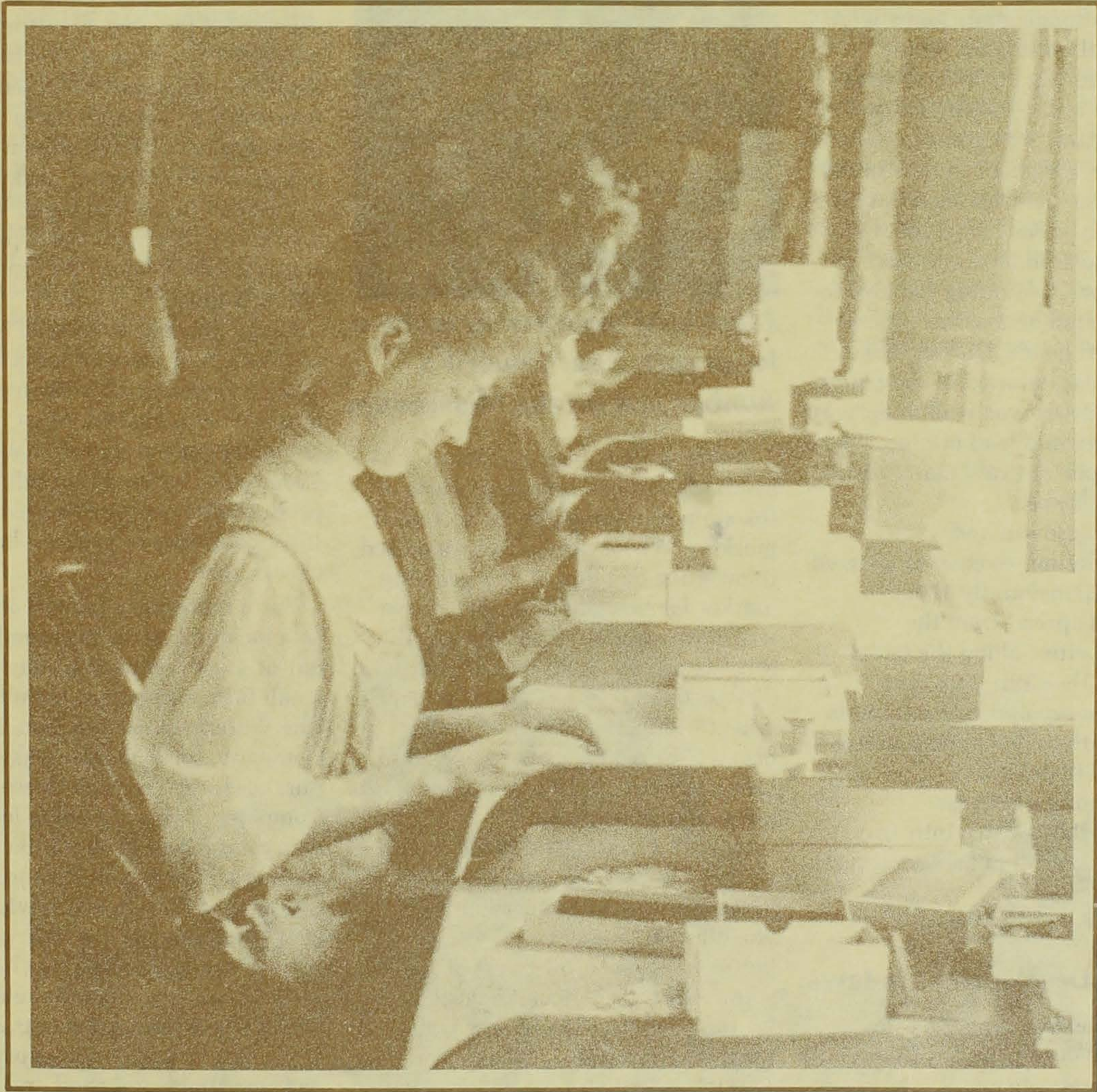
FIELD TRIP SUGGESTIONS

Some areas in the state have preserved or restored buildings, and in rare instances, a main street.

If there is a location nearby that you can visit, make a special effort to prepare your students for the trip. After contacting the person in charge, make a personal visit to the site before taking your class. Note the things you hope they will learn from the experience. During the visit, help students interpret what they see. Encourage questions.

Follow-up activities might include written reports, drawings, or "Then and Now" comparisons.

Industrial Roots



HISTORICAL BACKGROUND

Industrial Development in the United States

Throughout our country's colonial period and during the early years of independence, most manufactured goods were imported from European countries, although some items were made by local craftsmen. Trade restrictions during the War of 1812 changed this business pattern, and necessity caused the expansion of industrial development in the United States. Textile factories soon dotted the riversides of New England. Eli Whitney used standardized parts in his gun factory, providing the idea for mass production of a wide range of manufactured goods. During those early years, exploitation of the land's mineral resources was well underway, especially coal and lead mining, which provided important raw materials for existing industries.

Population growth and transportation improvements spurred industrial expansion. By 1860, industry had spread from the Northeast to cities along the Great Lakes. After the Civil War, new sources of energy and raw materials combined with an advancing railroad network and improved communication techniques transformed the country into an industrial, rather than an agricultural, nation.

Industrial Development in Iowa

As settlement expanded in Iowa, small manufacturers and craftsmen set up businesses to supply the needs of each new local area. From the beginning, gristmills and sawmills were both essential. Gristmills converted the farmer's grain into flour, saving settlers the time-consuming labor of pounding the grain into meal. Sawmills provided lumber so that farmers could improve their homes, barns, and other outbuildings. By 1870, 502 flour and gristmills and 545 sawmill operations served the residents of Iowa.



Logs, tied together to make a large raft, float toward a lumber mill on the Mississippi.

Not long after the Civil War, railroads reached into most parts of the state providing access to distant markets. Wheat production increased to meet the demand of this growing market for flour; and, in 1875, Iowa wheat production reached its peak. Misfortune struck in the form of plant diseases and insect plagues. When wheat production declined, mills began to close. Farmers switched to oats and corn, and the remaining mills processed these grains.

During the earliest days of Iowa's settlement, raw material for lumber mills came from the surrounding woodlands. Timber covered river bottoms in the eastern part of the state. After farmers cleared their land for farming, they hauled the logs to the mill. This native timber supply was inadequate for Iowa's growing population, and millers began to look for other sources. Those who operated mills along the Mississippi soon found a plentiful raw material supply in the forests of Wisconsin and Minnesota.

A large milling industry developed, supplying much of the building material for both local construction and treeless areas of the Midwest. To transport the logs to Iowa, they were made into rafts and towed down the river to the mills. Eventually, the

northern forests were depleted; and as the supply of logs dwindled, one by one, Iowa's mills closed. Only a few smaller mills remained, producing railroad crossties and lumber.

Following the Civil War, both demand for and yield of wheat declined. The grasshopper plagues further hastened a change toward diversified farming, resulting in increased livestock production. Railroad expansion provided the necessary transportation to marketing centers; and with the advent of refrigerated cars, meat packing companies located in Iowa. Waterloo and Sioux City were early packing centers, joined later by Ottumwa and Cedar Rapids.

Dairy farming developed in the northwestern areas of Iowa; and, by 1890, a commercial creamery system was well-established. Most of Iowa's creamery-produced butter was exported to other states, while farm-produced butter supplied local needs. Iowa continues to produce butter and cheese, also.

Farm machinery manufacture began as a local industry. Eventually, larger out-of-state companies bought out small farm equipment manufacturers. The Waterloo Gas Traction Engine Company, for example, was purchased by the John Deere Company of Illinois; and a large plant was established at Waterloo. Other farm machinery manufacturers established factories in Iowa, to be near the consumers of their products.

Iowa's natural resources have created nonagriculturally related industries. Mineral deposits include lead, coal, cement, clay, gypsum, lime and limestone, and sand and gravel. Lead mining, practiced before the Iowa Territory had opened for settlement, declined after the discovery of mines in the West during the 1890s. Conversely, coal mining developed from its pioneer beginnings into Iowa's largest extractive industry. Located in the south-central part of the state, coal mining peaked in 1919. During its most productive years, whole new mining communities developed; and Buxton commands

special interest. The mining company had recruited workers in Kentucky and Alabama; and of the 6,000 people who came in the first year, 5,500 were black, creating the only Iowa town with a black racial majority. As is the case with other mining towns, nothing remains of Buxton today.

The deplorable working and living conditions created a ripe situation for labor organization. From Iowa's coal mining area emerged a labor leader whose enormous impact on mine safety, working conditions, and salaries is part of organized labor history. John L. Lewis of Lucas, Iowa became president of the United Mine Workers of America in 1919 and continued to lead the group until 1960.

River clam shells provided the natural resource for a little-known

industry in Iowa's history. The manufacture of pearl buttons at Muscatine operated from 1891 until depletion of the river clam supply in the 1930s.

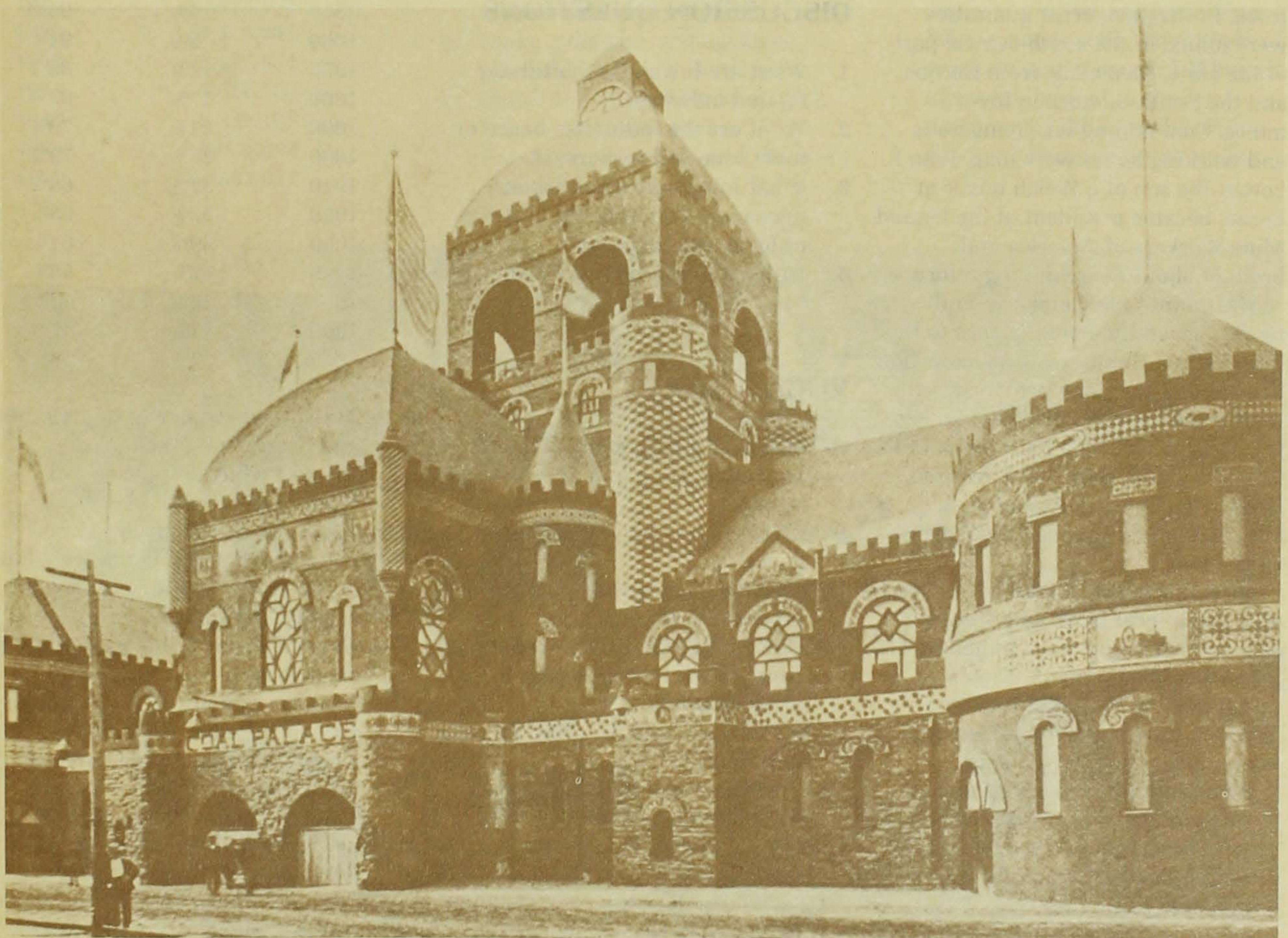
During the late nineteenth century, several other industries had their beginnings in the state: insurance companies in Des Moines, the Maytag Company in Newton, and Lennox heating systems in Marshalltown.

In the twentieth century, more industries developed, including the Scheaffer Pen Company at Fort Madison; Winnebago, manufacturers of motor homes, founded at Forest City; and Amana refrigeration products. A host of other Iowa-founded and out-of-state industries established operations in urban areas of the state.

SYNOPSIS

The program touches on several of Iowa's past and present industries. The miller was most often the first nonfarming settler to come to the Iowa frontier; and, in some cases, the mill operator occupied the dual role of miller and farmer. Lumber and gristmills were generally located on rivers to use water for power. Eventually, lumber milling became big business in Mississippi River towns. Logs for milling were floated down the Mississippi from Wisconsin and Minnesota. When the northern pine forests became depleted, lumber milling in Iowa declined.

Although the first gristmills were designed to serve a small local population, increased wheat



The Ottumwa Coal Palace.

production and improved transportation brought about large-scale mill operations that shipped flour to eastern states. Changes in power and technology improved the milling process, making the product desirable. Flour milling in Iowa declined when insect invasions destroyed the crops. Oats became a reliable substitute, and the North Star Mill grew to be the largest cereal mill in the world.

When farmers switched from grain to livestock production, meat packing developed into a major agriculturally related industry. Packing plants were located where railroad transportation was available, and Waterloo and Sioux City became early packing centers. Refrigerated railroad cars made possible the transportation of creamery butter to eastern cities.

Coal is the leading mineral source in Iowa. In the past, great quantities were mined in the south-central part of the state. Men came from Europe and the South to work in Iowa's mines. Coal mining was dangerous and working hours were long. John L. Lewis, the son of a Welsh miner at Lucas, became president of the United Mine Workers of America and brought about many mining reforms.

Most mines had company-built towns, generally dismal places to live. The town of Buxton was an exception. The mining company provided better than usual housing, medical and legal services, as well as a park. Most of the 6,000 residents were black recruits from Kentucky and Alabama. A strike eventually caused the mine to shut down.

Farm machinery manufacture began on a small local basis and developed into another major Iowa industry. The John Deere Company of Illinois purchased the Waterloo Gasoline Traction Engine Company and still maintains a plant there today.

As industry increased in Iowa, a steady shift of population to urban centers occurred. By 1960, Iowa's urban population outnumbered rural population.

By the mid-twentieth century, transportation had made possible the

establishment of manufacturing plants wherever there was a ready working force and land for factory buildings.

Collins Radio is an example of such an industry, whose finished product does not depend on local raw materials.

OBJECTIVES

1. Most of Iowa's industry has been agriculturally based.
2. Until the 1950s, most Iowa income came from agriculture rather than industry.
3. Natural resources have provided a basis for several of Iowa's industries.
4. Since World War II, Iowa industry has expanded in the production of finished products.

DISCUSSION QUESTIONS

1. What are Iowa's agriculturally related industries?
2. What are the industries based on Iowa's natural resources?
3. What Iowa industries are not dependent on either agricultural or local raw materials?
4. In Iowa today, do more people live in cities or in rural areas?

VOCABULARY

AGRICULTURE - farming, including land cultivation and raising farm animals.

BUSINESS - buying and selling goods.

INDUSTRY - business that deals with production of goods.

NATURAL RESOURCES - something from nature that man uses to produce goods.

GRISTMILL - a mill for grinding grain into flour.

CREAMERY - a place where butter and cheese are made.

POVERTY - lack of money for the basic necessities of life.

STRIKE BREAKERS - a worker hired to take the place of one out on strike.

NAMES TO REMEMBER

Buxton

John L. Lewis

Maytag

SUGGESTED FOLLOW-UP ACTIVITIES

Short-Term

1. As industry increased, Iowa's population shifted to urban areas, where manufacturing plants are located. Use the following information to make a line graph showing the rural to urban change of Iowa's population.

<u>Year</u>	<u>Urban</u>	<u>Rural</u>
1850	5%	95%
1860	9%	91%
1870	12%	88%
1880	17%	83%
1890	21%	79%
1900	27%	73%
1910	32%	68%
1920	35%	65%
1930	39%	61%
1940	42%	58%
1950	48%	52%
1960	53%	47%
1970	57%	43%

2. Talk about industries in your area and list them on the board. Discuss which ones use local natural resources.
3. After reading about Iowa's industrial history, list at least four reasons why industry is growing in Iowa.
4. Using a large outline map of Iowa, arrange pictures of industrial products manufactured in Iowa around the edge. (Include the years the product was produced, if you can.) Run a piece of yarn from the picture to the place where the industry was, or is, located.
5. From the information below, have students make a graph showing the growth and decline of coal

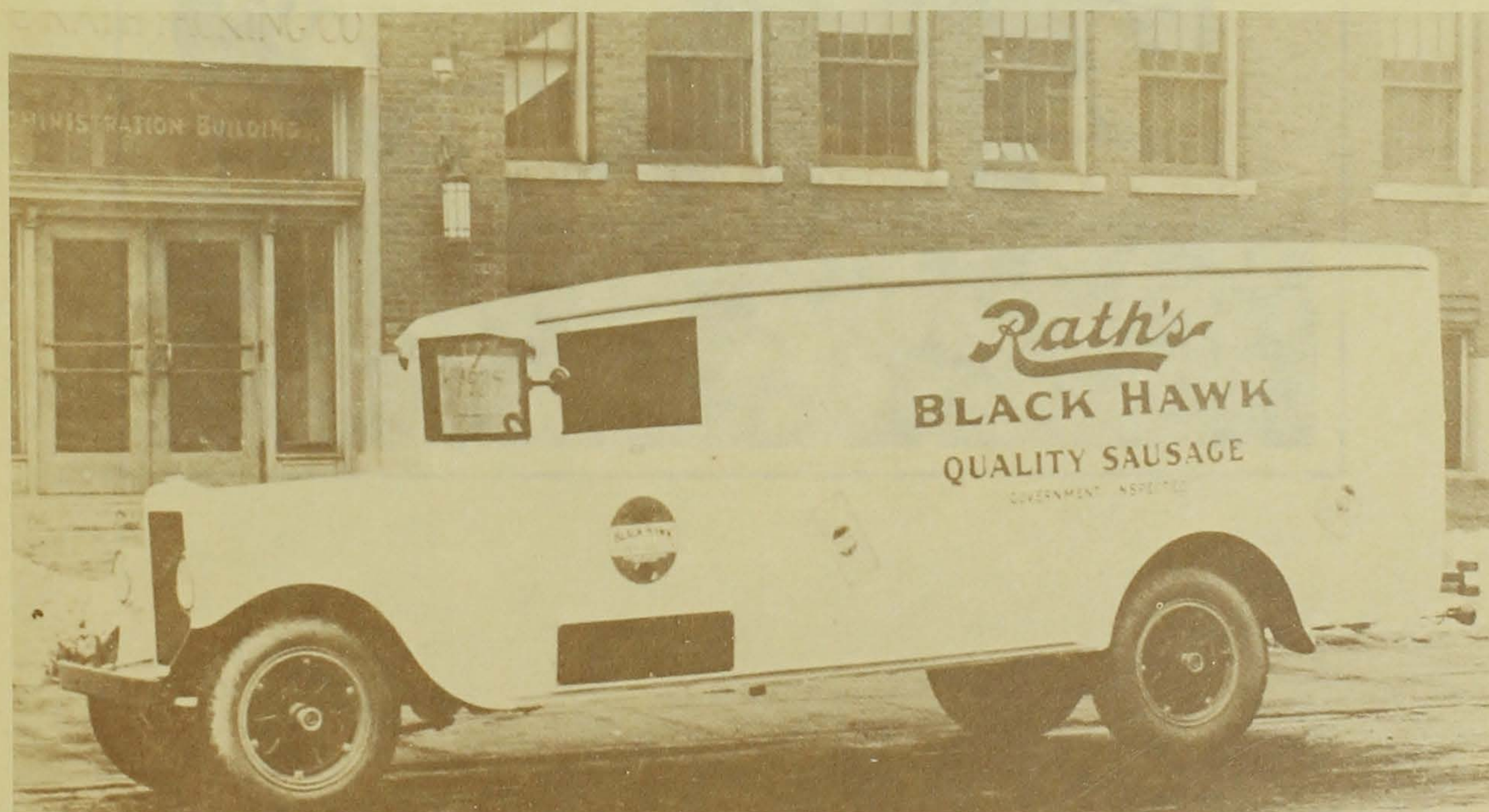
production in Iowa. Have students research to find out why the coal production declined.

Year	Tons of Coal Mined
1840	400
1845	5,000
1850	20,000
1855	28,000
1860	41,920
1865	69,574
1870	263,487
1875	1,231,547
1880	1,461,116
1885	3,585,737
1890	3,980,405
1895	3,195,836
1900	5,117,285
1905	6,806,011
1910	7,346,253
1915	7,530,088
1920	7,813,916
1925	4,714,843
1930	3,892,571
1935	3,650,163
1940	3,231,177
1945	2,071,648
1950	1,931,022

- On an outline map of Iowa, indicate the location of Iowa's mineral resources. Make a color key for the map.
- Make an illustrated poster or bulletin board about Iowa's agriculturally related industries.
- Bring some wheat or corn to the classroom. If you can obtain stones similar to those used in the hand-grinding process, have students do this work so they can appreciate the hard work involved. Visit a modern mill or view a film about milling, so that students can see the modern methods used. List all the technological developments that brought about modern milling methods.
- Have students look for homes that have millwork ornamentation similar to the kind manufactured at the Disbrow Company.
- Make a display of magazines published in Iowa. Some are *Better Homes and Gardens*, *The Iowan*, *Wallace's Farmer*, *Successful Farming*, and *Woman's Standard*.

Long-Term

- Until the 1940s, small local industries manufactured and sold a wide range of goods. Find ads or photographs for these manufacturers in old city directories, phone books, or newspapers. Make a list of the products, and try to find out why the manufacturer is no longer in business today.
- Choose one industry and trace its growth in Iowa. Include the technological improvements that may have increased the production of the company or changed the product.
- Choose an industry in your own community for concentrated study. Ask such questions as: What are its benefits to the community? Does the industry cause any community problems? Who is employed? What kinds of work do employees do? What kind of energy is used to run machinery? Who purchases the product? Perhaps the company



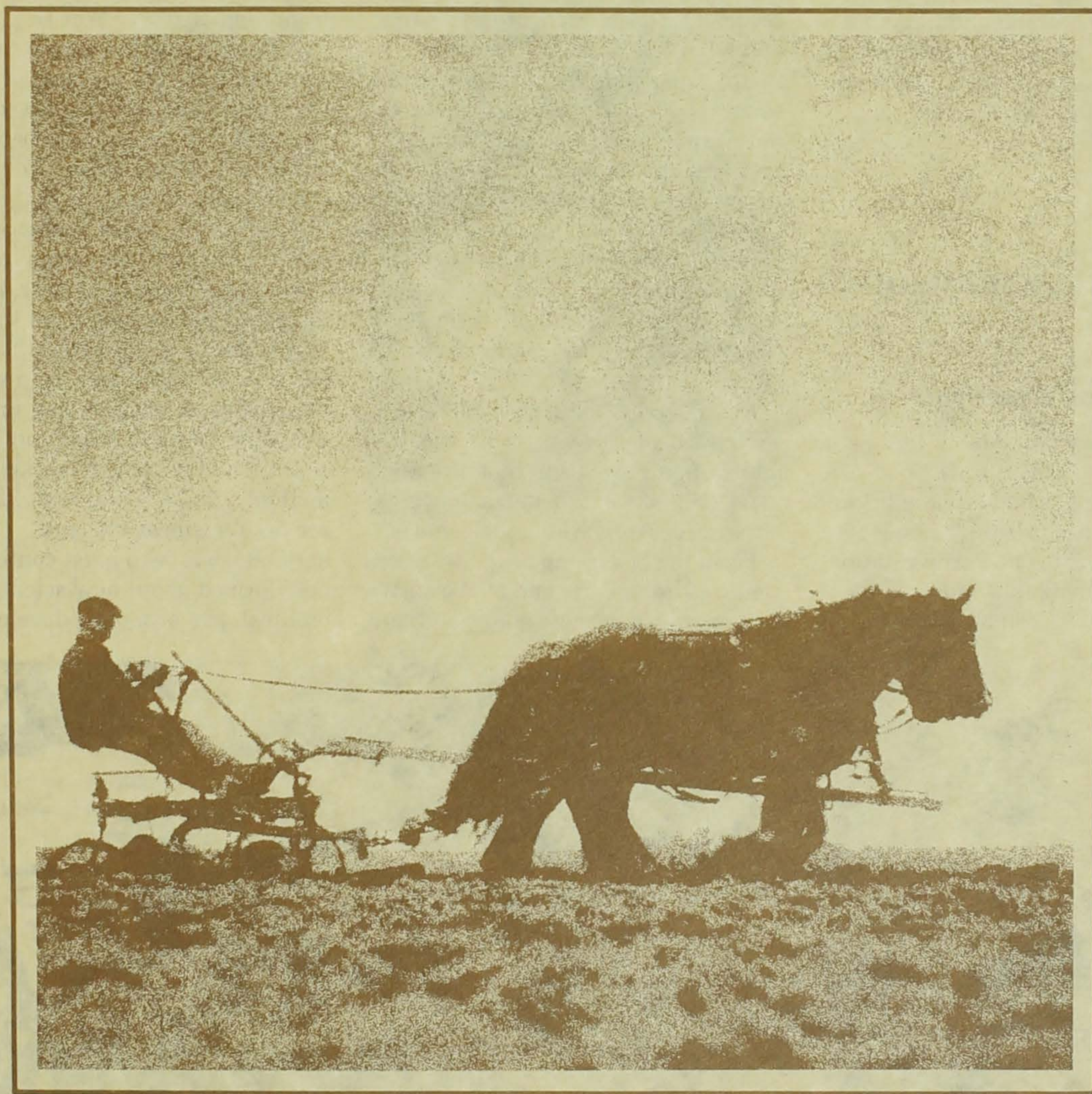
The Rath Packing Company began operations at Waterloo.

- has a speaker service and can send someone to talk to the class.
4. Make a "Then and Now" bulletin board about an industry in your county or town. Use a county history or old city directory for early industry. Gather information for the present from the Chamber of Commerce or telephone book yellow pages.
 5. Make a timeline showing the kinds of work in which women have engaged. Try to cover at least a 40-year period. Discuss why the types of work women did expanded. Good sources are city directories, old newspapers, industrial census, and biennial reports of labor statistics. Look for these sources at your city library.
 6. Because coal was an important Iowa industry, a celebration was held in its honor. Research and report about the Coal Palace at Ottumwa.
 7. Iowa's minerals include lead, coal, clay, cement, limestone, sand and gravel, and gypsum. Have students research and report on one of these mineral resources and its place in Iowa's industrial history. Be sure that students share this information with the class.
 8. Study soil reclamation in relation to coal strip mining. Gather information about the cost. Draw conclusions about reclamation based on the information.
 9. Learn how the flour milling process works, and make an illustrated report explaining milling. Create an exhibit showing improvements in the milling process.
 10. On a map of Iowa, mark the location of the old lumber towns along the Mississippi. Try to find out how most of the lumber was used.

FIELD TRIP SUGGESTIONS

It is important to prepare students for the field trip. Before visiting the selected location, help students learn about the site and discuss with them what they will see. Sometimes it is useful to ask students to look for answers to one or two general questions. Follow-up activities might include written reports, poems, or drawings.

Roots in the Soil



AN IMPORTANT NOTE ABOUT THIS PROGRAM:

The slaughtering and butchering of animals was part of the normal self-sufficiency of farm routine. Today, this operation takes place in slaughter houses, out of sight of the average consumer of meat products. In this program, a hog is slaughtered in the old traditional way. Teachers may want to discuss this scene with their students before viewing time.

HISTORICAL BACKGROUND

Agriculture — The National Experience

At the time when land in Iowa opened for settlement in 1822, dramatic changes had already begun in American agriculture. Knowledge of animal breeding and crop rotation was already available and used by some. Cyrus McCormick was working

on his reaper and John Deere would soon invent the steel plow. Steamboats traveled the Ohio and Mississippi Rivers, the Erie Canal connected the East with the West, and over 2,000 miles of railroad track had been laid.

In the nation's southern region, cotton dominated the agricultural scene, a result of Eli Whitney's time- and labor-saving cotton gin. The South also exported rice, tobacco, and sugar to the North and to Europe. In northern regions, major agricultural output included grain, livestock, and dairy products. Between the 1870s and the 1890s, railroad lines pushed across the nation and the West became a part of the national agricultural scene, shipping range-raised cattle for slaughter to northern and eastern cities.

By the early 1900s, orchards and truck farms in far western states added their produce to that already marketed by eastern states, where growing seasons were much shorter.

From the beginning of the twentieth century through the end of World War I, the nation's farmers enjoyed great

prosperity. During this time, many farmers assumed considerable debt purchasing tractors and expanding their land holdings to increase production. Agricultural prosperity ended with government price support withdrawal in 1921. Prices dropped and plunged agriculture into a depression that lasted until the beginning of World War II.

Although tractors may have contributed to the problem of overproduction and depressed economy, they eventually became the major tool of agriculture. Today, tractors pull equipment that reaps and threshes grain; picks, husks, and shells corn; harvests cotton; plants seeds; and spreads fertilizer. However, increased production is not the result of machinery alone. Scientific research has brought about new crop varieties, knowledge of fertilizer use, improved irrigation, better disease and insect control, and improved marketing methods. Today's successful farmers are both businessmen and agriculturists who must continually be informed about new scientific, political, and economic developments.



Everybody worked at threshing time. The women who cooked the enormous thresher's dinner joined the threshers for the picture.

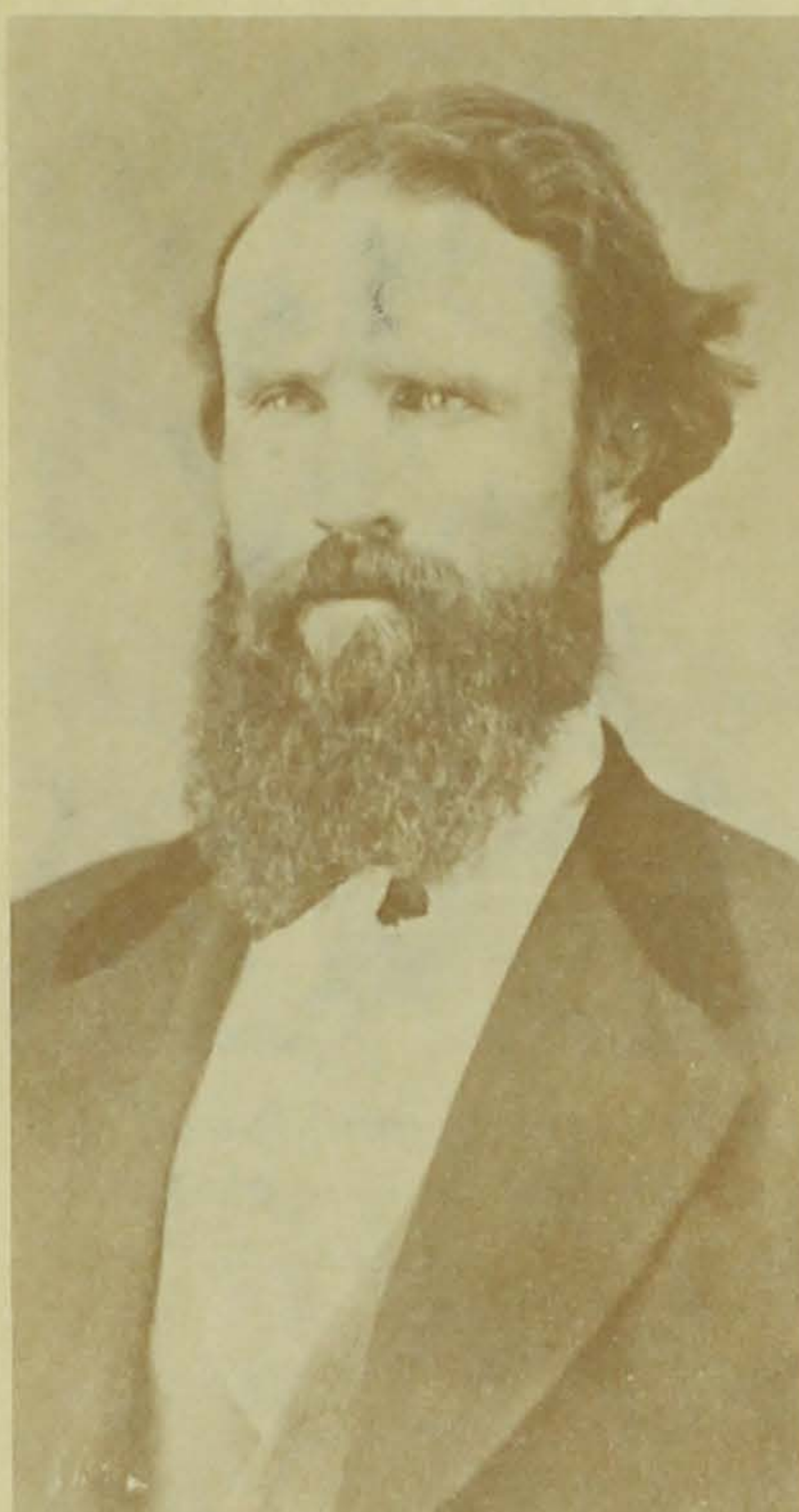
Agriculture — The Iowa Experience

The first farmers in Iowa were Indians. They grew corn, melons, and beans to supplement their diet of meat. Following their removal, settlers swarmed into Iowa, and the majority of those arriving between 1833 and 1860 came to farm. During the pioneer period, the farmer's first priority was self-support. Farmers and their wives raised and processed practically everything needed for survival. This existence allowed for few luxuries; but, as farmers became established, they raised more than they could use and sold their surplus. This progression from subsistence to commercial agriculture allowed farm families to purchase goods that they formerly made at home.

The development of horse-driven machinery, followed by post-Civil War extension of railroad transportation across the state, contributed to the change toward single cash crops that could be marketed at a long distance. Stock raising and dairying boomed. When continued wheat production depleted the soil, and the grain became victim of grasshopper plagues, grain crops underwent a change. Farmers switched to growing corn as feed for hogs and beef cattle. As crop rotation gained acceptance, oats became another leading grain product. The growing use of machinery brought about a greater demand for draft horses, and Iowa became a leading horsebreeding state. Dairy herds, too, increased; and creameries began to purchase milk and produce butter. In 1876, an Iowa creamery took first award for creamery butter, and the industry gained nationwide recognition. Demand for Iowa butter grew.

Farm work remained much the same throughout the nineteenth century, although increased mechanization reduced the number of people needed to run the farm. After 1880, Iowa farm population declined.

Increased production has always been a goal for farmers; and between



James "Tama Jim" Wilson helped bring scientific methods to American farmers.

1890 and 1920, farm productivity soared. In Iowa, this period is known as "the golden age of agriculture." Mechanization continued to improve, especially in harvesting machinery; and scientific developments were available to those who would use them. Farms became larger as tractor-driven machinery came into use. Railroads transported produce to ever-increasing distant markets. Isolation decreased as a result of good roads, telephones, and rural free delivery. The height of agricultural prosperity came with the outbreak of World War I.

When the war ended, agricultural prosperity ceased. The government withdrew farm price supports, yet farmers continued to produce at high wartime rates. Foreign markets vanished, because war-devastated Europeans had no money to purchase food. With production far in excess of demand, farm prices dropped and

began twenty years of farm depression. Many farm owners, in debt for lands and equipment purchased for expansion during prosperous years, were unable to pay when loans came due. They lost their farms through bankruptcy.

Economic stress continued, worsened by the depression that enveloped the entire nation after 1929. For many years, the cost of production exceeded the return for produce in the marketplace. Pushed to the breaking point, some farmers decided direct action was the remedy to economic problems. Sporadic, violent outbursts and strikes dotted Iowa's agricultural regions. In response to the deteriorating economic situation, Iowan Milo Reno formed the Iowa Farmers' Union in 1921 to provide an organized approach to problems. Then, in 1932, he became president of the National Farmers' Holiday Association.

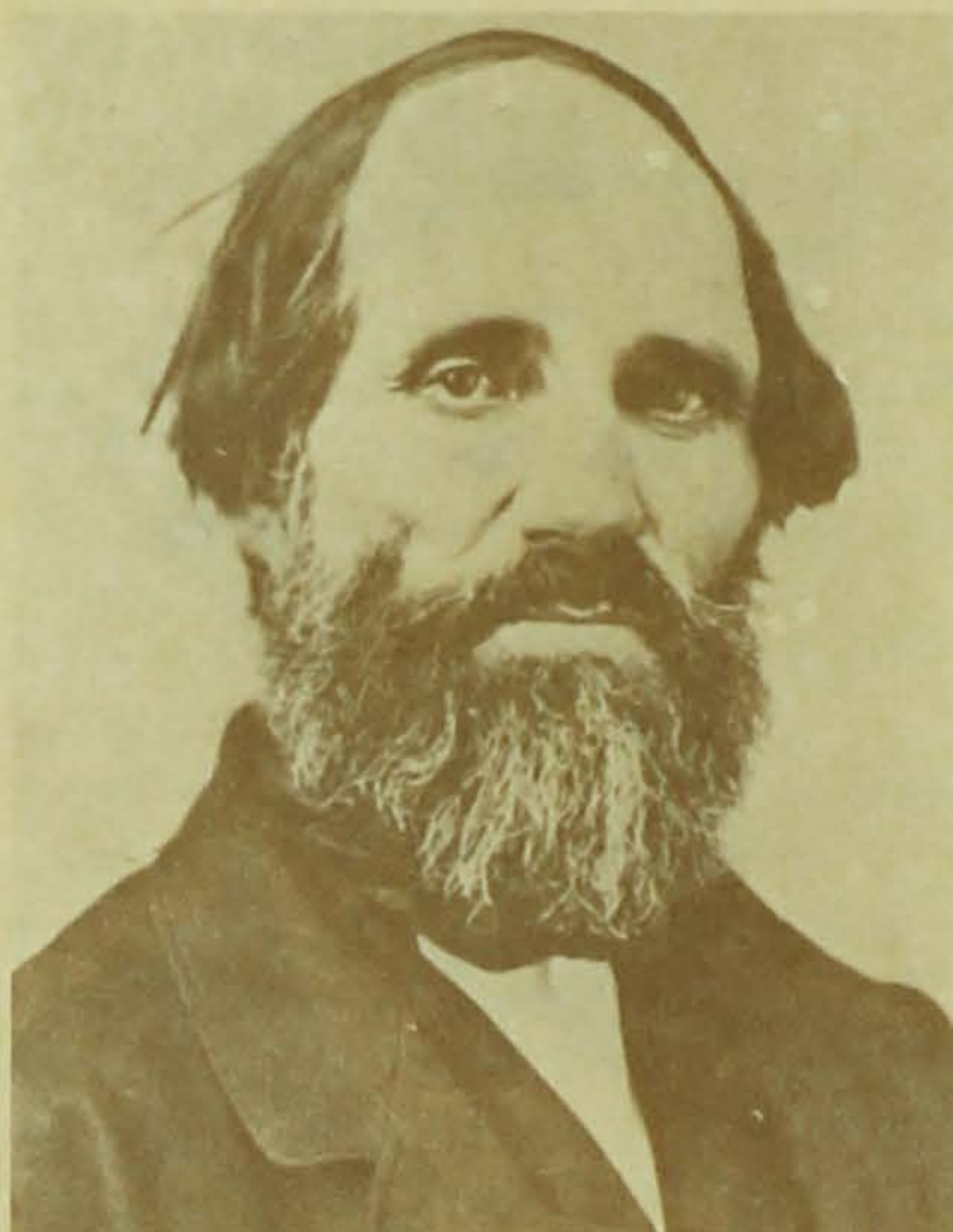
Some relief came in 1933 with the change in national political leadership. Government became involved in agriculture as it never had been before. Government loans and purchases of surplus farm products improved economic conditions. The federal government also sponsored the Rural Electrification Administration to supply rural areas with electricity.

World War II marked the beginning of economic change. Farms became fully mechanized as they once more geared up to supply food for American fighting forces and their allies. The food-freezing process revolutionized food storage. Hybrid seed boosted crop production, and soybeans became a major crop addition. Programs of soil conservation increased. Cattle and hog breeding improved the livestock industry.

Throughout this agricultural evolution, the family-size farm adjusted to change and remained the desired standard. Whether this standard will continue in the future is subject for debate. Whatever the outcome, there is every assurance that agriculture will remain the dominant industry of Iowa.

Throughout Iowa's agricultural history, a number of institutions have contributed to growth and improvement. State and county fairs were established early and became show places for the best in all areas of agriculture. They also served as social occasions, but their greatest importance was the proliferation of new ideas for the advancement of agriculture. Interests in agricultural advancement also was reflected in the early provision for a state agricultural college and model farm to promote better farming techniques. The formal program of instruction began at Ames in 1869, and the college eventually developed into a nationally recognized leader in scientific agricultural advancement. The college developed extension services to provide up-to-date assistance for both women and men on Iowa's farms.

Agricultural journalism provided the latest innovations in farming, animal husbandry, and food preparation for farm women and men. In 1862, *The Iowa Homestead* and *Weekly Northwestern Farmer* began publication. In 1883, Henry Wallace became editor; and later, in the 1890s, he joined his sons in publishing *Wallace's Farmer*, which eventually merged with *The Iowa Homestead*.



Suel Foster helped found the agricultural college at Ames.

Another highly regarded journal, *Successful Farming*, founded in 1902 by Edwin T. Meredith, served all members on the family farm, as did *Wallace's Farmer*.

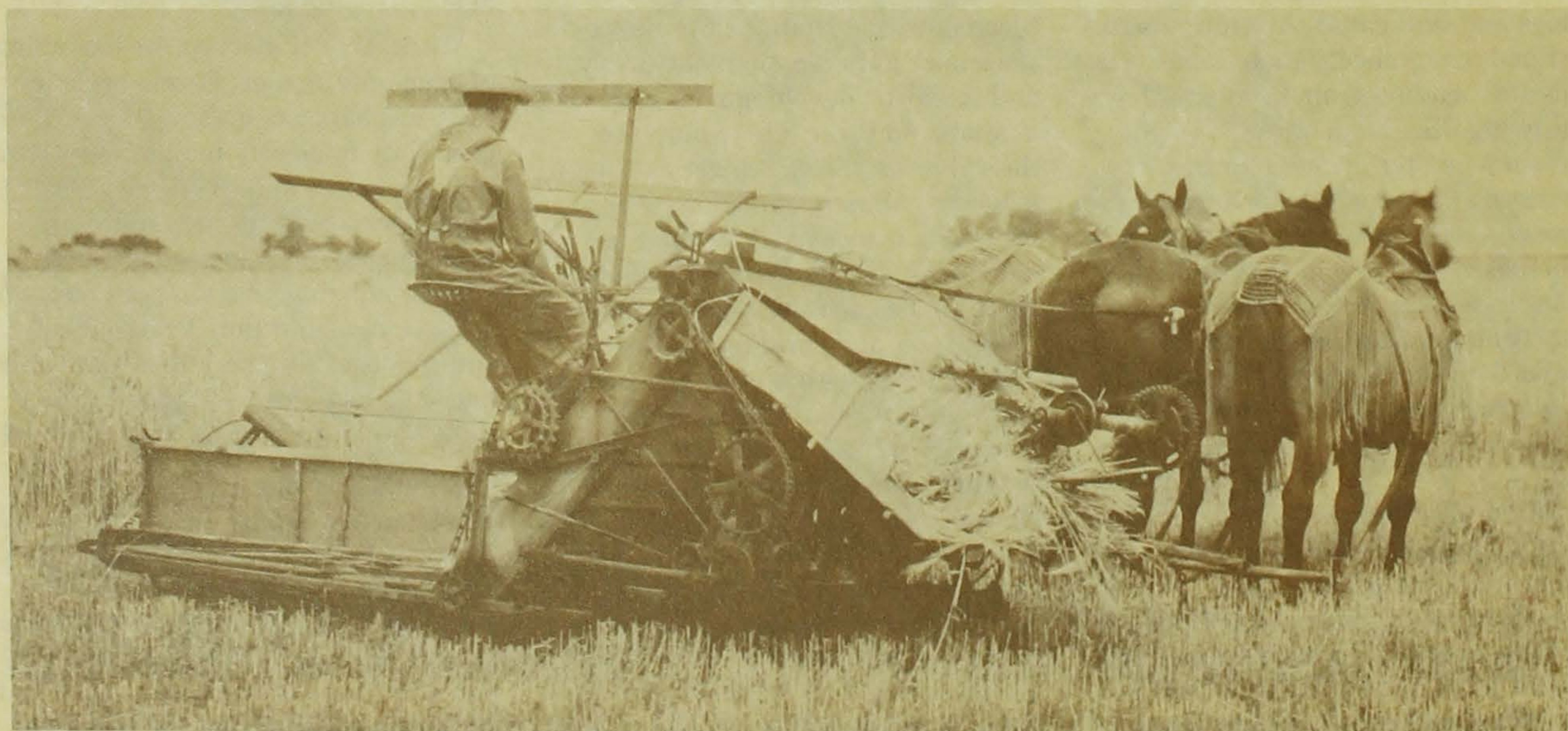
In the late 1860s, a national organization, the Patrons of Husbandry (often called the Granger Movement), provided farm families with an organized educational and social program designed to relieve the monotony of farm life. Women, as well

as men, were admitted to full membership — an unusual provision during that time. Eventually, the organization became a political voice for agriculture. The Granger Movement declined after 1873.

SYNOPSIS

The program progresses through the seasons showing the technological progress that removed much of the hard physical labor from farming during the first quarter of the twentieth century. Despite technological progress, agriculture has always been a precarious business, dependent on the weather. Farming demands daily work that cannot be postponed, and the program shows how all members of the farm family have shared in this work. Scenes of relaxation round out the view of family life. Isolation has greatly decreased with communication improvements.

Livestock and poultry care always has been an important phase of farming, and special attention was given horses, the providers of power for farm machinery until tractors replaced them. A farmer's care of his land has been another important agricultural responsibility.



A horse-drawn reaper.

Improved agricultural methods have been made available to Iowa's farmers through the University Extension Department. Research at Iowa State University has provided much useful information about chemical fertilizers, herbicides, pesticides, new animal breeds, the latest hybrid seeds, and soil conservation techniques. Farm journals, too, have offered much up-to-date information. Two Iowa farm journal editors, Henry C. Wallace and Henry A. Wallace, were appointed Secretary of Agriculture.

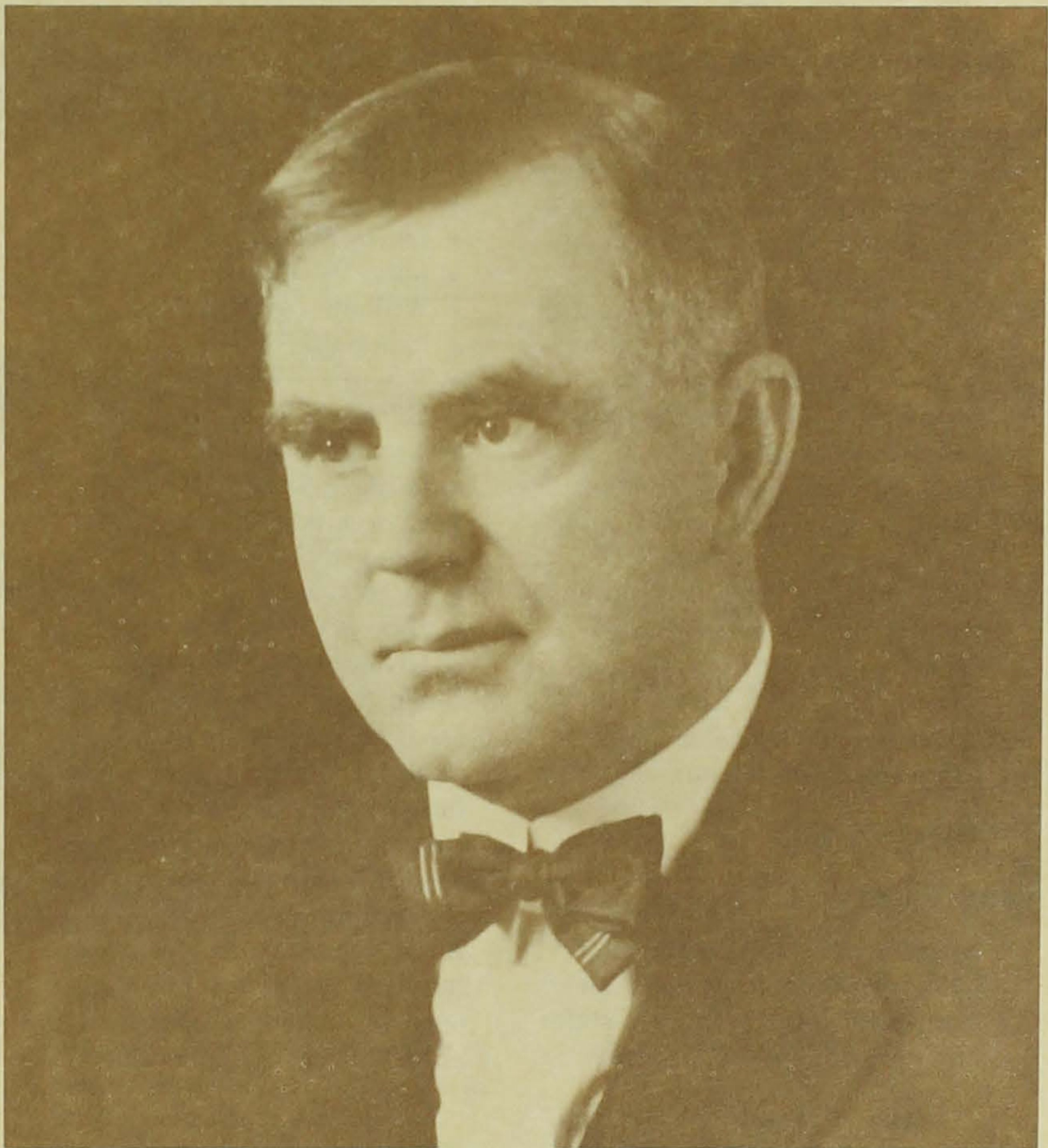
Farm size has increased, because of increased yields; but the family farm still exists today and, in many cases, is handed on to members of the next generation.

OBJECTIVES

1. Students will conclude that all family members had responsibilities toward the operation of the farm.
2. Students will recognize that in the twentieth century, science and technology greatly increased crop and livestock production.
3. Students will know that, during the first third of the twentieth century, the power source for agricultural equipment changed from draft animals to the gasoline powered tractor.
4. Students will appreciate that major improvements in the quality of farm life have been brought about by technological advancements.
5. Students will know that scientific research at Iowa State University has contributed to the advancement of agriculture.

DISCUSSION QUESTIONS

1. What work did the children do?
2. What work did the women do?
3. What work did the men do?
4. What inventions made it possible to farm more land?
5. Which invention became the most important to the farmer?



Henry C. Wallace

VOCABULARY

PROFITABLE - to produce a financial gain or profit.

CHECKED - a system of planting and cultivating whereby the field can be tilled by crossing the rows.

HYBRID - cross breeding of plants or animals to produce wanted traits or characteristics.

EROSION - the blowing or washing away of the soil.

"BOOKFARMING" - the use of new, scientific farm methods.

NAMES TO REMEMBER

Henry C. Wallace
Henry A. Wallace

SUGGESTED FOLLOW-UP ACTIVITIES

Short-Term

1. To help students understand the area of one acre, mark off an acre on your school grounds and walk around all four sides.
2. Today, many who have grown up on a farm choose not to remain there as adults. At the end of your study of Iowa's agricultural history, ask students to write a paper telling why they would or would not like to work as a farmer.
3. Bring farm journals to your classroom. Have students evaluate the magazine content and create a chart showing the kinds of

information it contains and who the intended audience for each article might be.

4. Invite a representative from the Farm Bureau or County Extension office to speak to your class about changes taking place in farming today.
5. Study the history of the formation of Iowa's soil. (25% of the nation's grade A farmland is in Iowa.)
6. Make a bulletin board display about the changes in silos.
7. Have students make a crossword puzzle using words pertaining to Iowa's agricultural history.
8. Have students write definitions to agricultural terms, and have a contest similar to a spelldown.
9. Use the biography list to make a scrambled names game. (See **Long-Term activity** number 1.)

Long-Term

1. Many Iowans and people who have worked in Iowa have made significant contributions to state and national agriculture. Have

students research and write the biography of one of these people, emphasizing the agricultural contribution made by the individual.

- Suel Foster
 - James Wilson
 - James W. Grimes
 - William Duane Wilson
 - Benjamin F. Gue
 - Edwin T. Meredith
 - Gilbert N. Haugen
 - Norman Borlaug
 - Jessie Field Shambaugh
 - George Washington Carver
 - Roswell Garst
 - O. H. Benson
 - Henry A. Wallace
 - Henry C. Wallace
2. Learn about the many hybrid corn seeds. Make a chart listing the qualities of each to show that farmers have a choice to meet their specific needs or problems.
 3. Make a timeline of agricultural technology. Begin with 1830.
 4. If one does not come from a farm family now, there is often an ancestor who once farmed. Have students find out how many

generations back a farmer appears in the family. Then discuss the reasons why fewer people farm today.

5. If you do not live in a rural area, collect and display the agricultural raw materials grown in Iowa. Use pictures when the material is unavailable or impractical for display.
6. Have students research soil conservation. Create a bulletin board display to show what has been learned.
7. Make models of old farm equipment. If students have models of present-day equipment, make a "Then and Now" display. Label the equipment, including information about the job each item accomplished.
8. Research Iowa's agricultural products; and make an agricultural map of Iowa, using symbols to show the products the state produces today.
9. Make a wall mural showing the cycle of a single farm product from its origin with the farmer to the time it is sold to the consumer.



A farmer checks his field with a tractor and cultivator.



Henry A. Wallace

10. Plan an all-Iowa-products lunch or dinner and invite parents to attend.
11. Research to find out the many uses of an agricultural product, such as corn, soybeans, or oats.
12. Find illustrations of hand- and horse-powered farm machinery. Label each with an explanation of its use, and display the information on a bulletin board.
 - plow
 - flail
 - scythe
 - cradle
 - cultivator
 - rake
 - harrow
 - seeder
 - drill (for planting seed)
 - reaper
 - mower
 - pitchfork
 - baler
 - churn
 - pump
 - combine
13. Make a "Then and Now" display for agricultural equipment. Show

- pioneer tools, along with modern power equipment of today. Help students to draw conclusions about the size of the farms and number of people needed to run the farm.
14. Study hybridization. Make drawings of plants showing how cross fertilization is accomplished. Discuss the reasons for breeding corn with different qualities.
15. Make a study of the Iowa State Fairs. Find out about the exhibits. What prizes were awarded? What nonagricultural features have been a part of the fair? Why were some of these attractions included?
16. Research crop rotation. Have students write a paragraph about the importance of this procedure. Some may want to illustrate their papers.

FIELD TRIP SUGGESTIONS

A number of museums have good exhibits of farm machinery and

equipment. Several have "living history" orientation. There are also museums devoted to the 4-H Club, which had origins in Iowa. A call to the museum will help you to know what to expect when you arrive with your class. It is better, of course, to personally tour the museum in advance of the classroom visit.

Black Hawk County

AGRICULTURAL MUSEUM

Located at First and Chestnut Streets, La Porte City.

Contact:

La Porte City FFA Chapter

La Porte City, Iowa 50651

ANTIQUÉ ACRES

Located north of Cedar Falls on US 218.

Contact:

Black Hawk Thresherman's Club

Carroll County

HOLSTEIN-FRIESIAN MUSEUM

Located on State Highway 141 (507 Main), Manning.

Call for an appointment.

Cerro Gordo County

PIONEER MUSEUM AND HISTORICAL SOCIETY OF NORTH IOWA

Located between Mason City and Clear Lake on US 18 at entrance to Mason City Airport.

Contact:

P.O. Box 421

Mason City, Iowa 50401

Dallas County

DALLAS CENTER MUSEUM

Located at 12th and Linden, Dallas Center.

FOREST PARK MUSEUM

Located one mile south of 16th and Willis, Perry, Iowa.

Contact:

Dallas County Conservation Board

Adel, Iowa 50003

Delaware County

DELAWARE COUNTY HISTORICAL MUSEUM

Located in Hopkinton.

Contact:
Delaware County Historical
Society

Floyd County

OLIVER CORPORATION
Located at Charles City.
Call for an appointment.

Guthrie County

TURN OF THE CENTURY
MUSEUM
Located in the old railroad depot at
Panora.

Contact:
Guthrie County Conservation
Board
703 North 2nd Street
Guthrie Center, Iowa 50115

Henry County

MIDWEST OLD SETTLERS AND
THRESHERS ASSOCIATION
Located at McMillan Park, Mount
Pleasant.

Contact:
Administrator

Old Settlers & Threshers
Association, Inc.
RR 1
Mt. Pleasant, Iowa 52641

Linn County

SEMINOLE VALLEY FARM, INC.
Located at Seminole Valley Park,
5 miles northwest of Cedar Rapids.

Contact:
Cedar Rapids Parks Department
City Hall
Cedar Rapids, Iowa 52401

Mahaska County

NELSON HOMESTEAD PIONEER
FARM AND CRAFT MUSEUM
Located on RR 1, Glendale Road,
Oskaloosa.

Contact:
Director
RR 1
Oskaloosa, Iowa 52577

Page County

GOLDENROD SCHOOL MUSEUM
Located at Page County 4-H

Fairgrounds, Clarinda.

This is the schoolhouse in which
Jessie Field Shambaugh began her
work in 1901.

Polk County

LIVING HISTORY FARMS
Located at Interstates 80 and 35,
Urbandale.

Contact:
Education Coordinator
2600 Northwest 111th Street
Des Moines, Iowa 50322

Telephone arrangements are
encouraged. (515) 278-5286.

Ringgold County

RINGGOLD COUNTY HISTORICAL
SOCIETY

Located at Mount Ayr.
Contact the Society for an
appointment.

Wright County

4-H HISTORICAL BUILDING
Located on Central Avenue West,
Clarion.

Hard Times



HISTORICAL BACKGROUND

The Great Depression — The National Experience

During World War I, both agricultural and industrial production expanded. To meet the war's increased demand for agricultural and industrial products, farmers borrowed money to purchase new machinery and more land, and manufacturers stepped up production. This high production continued after the war. Prices for nonagricultural products and industrial wages also remained at high wartime levels and, for a time, farmers received high wartime government support prices for their commodities. But when the government withdrew supports for farm products, prices collapsed. By 1921, the amount received for Iowa-produced corn was 20 percent below prewar values and far below production costs. At the same time, farm labor wages, farm implement costs, and freight rates rose.

For a time, farmers believed this price set-back was a temporary situation. Rural banks willingly loaned money to see farmers through what was considered a period of brief economic reversal. As the agricultural depression continued, however, farmers were unable to repay loans. Banks failed and farmers went bankrupt.

As times grew worse, efforts to gain federal assistance for agriculture increased. Congress passed a bill twice providing for government purchase of agricultural surpluses only to have the President veto it.

Late in 1929 the entire nation found itself, with the farmers, in the depths of the worst depression the nation had ever experienced. The people turned to the federal government for relief and, in 1932, placed the nation's problems in the hands of Franklin Delano Roosevelt and the Democratic Party.

His action was swift. After Roosevelt took office in 1933, he called for voluntary cessation of mortgage foreclosures. With the aid of Secretary of Agriculture Henry Wallace of Iowa,

he created the Agricultural Adjustment Act (AAA) designed to limit farm production. Other programs aided a wide range of needy citizens. These "New Deal" programs did not end the depression, but they did alleviate much suffering. It took a second World War to create a demand for agricultural and industrial products urgent enough to end the great depression.

The Great Depression — The Iowa Experience

Because of Iowa's agricultural orientation, much of the state's economy was depressed through the 1920s. Many farmers were reduced to poverty; for some, frustration mounted to violence. For example, in 1931, federal inspectors began a program to test cattle for tuberculosis. Because the animals that were found to be diseased had to be destroyed, some farmers resisted inspection. The government did pay for the animals killed, but many farmers considered the compensation offered inadequate. They felt that they could not afford to lose livestock. There was even some doubt about the tuberculosis test's accuracy. This led to violent resistance, the so-called "Cow War," an incident that was to prove only a prelude to more agricultural protests.

The Farmers' Holiday Association was created in 1932 to coordinate farmer protest. Association leader Milo Reno called for a farmers' strike. The plan was to withhold produce from market. Although the strike lacked statewide support and was, therefore, generally unsuccessful, sporadic incidents of picketing and milk dumping did occur. When farm mortgage foreclosures increased in 1933, the Farmers' Holiday Association acted again. Bidders at foreclosure sales were intimidated. In one case, a judge was mobbed and beaten after he signed a mortgage foreclosure. Late in 1933, the federal government began agricultural aid programs that provided some financial relief. The farmers' militancy subsided.

In small towns, business people suffered from a decline of the farmers' buying power. Yet, food manufacturers, comprising about 37 percent of all manufacturing in Iowa, prospered during this period of high agricultural surplus and low prices. Except for periods of labor difficulties, the mining industries also maintained a solid economic footing. Following the crash of 1929, people in urban industrial areas suffered as much as agriculturalists. As unemployment rose, savings were depleted to meet everyday living expenses. Workers



A WPA sidewalk repair project at Waterloo.

were forced to turn to welfare to prevent their families from starving. Extreme weather conditions in 1934, 1935, and 1936 added to the difficulties of both rural and urban dwellers.

Just as agricultural programs provided economic relief in rural areas, the government instituted programs to relieve economic disaster in urban areas. The Public Work Act (PWA) made funds and materials available to build schools, roads, bridges, and public buildings. Under supervision of the Works Project Administration (WPA), jobs for people with a wide range of training and skill were created. More than 30,000 Iowans took advantage of WPA work opportunities. The Civilian Conservation Corps (CCC) for young unmarried men employed 7,500 Iowans in 1933 and 9,000 in 1935. The Corps developed soil conservation projects and made improvements in 17 state parks, with results that can be seen in Iowa even today.

SYNOPSIS

During World War I, agricultural prices rose as the war increased the demand for food. Hoping to make the most of a profitable situation, Iowa farmers boosted production. To accomplish this, many invested heavily in more land and machinery. After the war, European markets dwindled; but farm production continued at wartime rates, creating an enormous surplus. As production continued to exceed demand, farm prices dropped. Throughout the 1920s, agriculture in America experienced a major economic depression. Loans, contracted for in better times, came due; and farmers, unable to pay their debts, went bankrupt. Rural banks also failed, unable to collect the money due them.

Industry, too, continued at a high rate of production following the war and, in 1929, the stock market crash plunged the nation and world into a great depression. As the economy slowed down, millions were thrown

out of work. Farmers, already desperate after ten years of hard times, looked for some way to force farm prices up. Led by Milo Reno, some decided to strike and prevent farm produce from reaching city markets. Violent incidents accompanied the Iowa strikes and shocked a nation that had always thought of farmers as the moral mainstay of the country.

As the depression grew worse, people turned to the federal government for economic relief. Convinced that the existing government had neglected the people's best interest, Americans voted for Democratic Party candidates in 1932, including presidential contender, Franklin Delano Roosevelt.

The Roosevelt Administration acted swiftly. Soon, government influenced the lives of citizens as it never had done before. Federal programs provided jobs for people in every area of work. In Iowa, many work projects remain as permanent contributions, including parks and public buildings. Father Luigi Ligutti's Granger Homestead Project attracted national attention. Ligutti directed the successful resettlement of 40 Iowa families, mostly from a depressed mining area, on small farms where they would be self-sufficient. Agricultural programs brought relief for farmers through government loans, and surplus corn and hog management. Government could not control the weather, however, and the extreme conditions from 1934 through 1936 compounded an already difficult situation, especially for farmers.

Although hard times ended with World War II, the legacy of the depression remains in the greater role that government plays in the American life today.

OBJECTIVES

1. In Iowa, the depression began in the 1920s and continued through the 1930s.

2. The depression caused personal hardship for many people in Iowa.
3. The depression changed the role of government in Iowan's lives and in the lives of all Americans.

DISCUSSION QUESTIONS

1. What caused the great depression?
2. How did people in Iowa react to the depression?
3. How did people show that they wanted the government to help?
4. Tell about one government project described in the program.
5. What changes, brought on by the depression, are still in effect today?

VOCABULARY

DEPRESSION - a time when many people have no money and no jobs.

GOVERNMENT PRICE SUPPORT - money, provided by the government, to guarantee a certain profit to the producer.

MORTGAGE - an agreement made by a borrower to give the lender property, such as a house or land, if the loan is not paid back.

FORECLOSURE - the process by which a holder of an unpaid loan tries to collect money owed to him.

DROUGHT - a long period of dry weather.

STRIKE - to stop working in order to gain better pay or benefits.

TRAMP - someone who goes about on foot doing odd jobs or begging.

NAMES TO REMEMBER

Milo Reno
Farmers' Holiday Association
Herbert Hoover
Franklin Delano Roosevelt
New Deal
Father Luigi Ligutti

SUGGESTED FOLLOW-UP ACTIVITIES

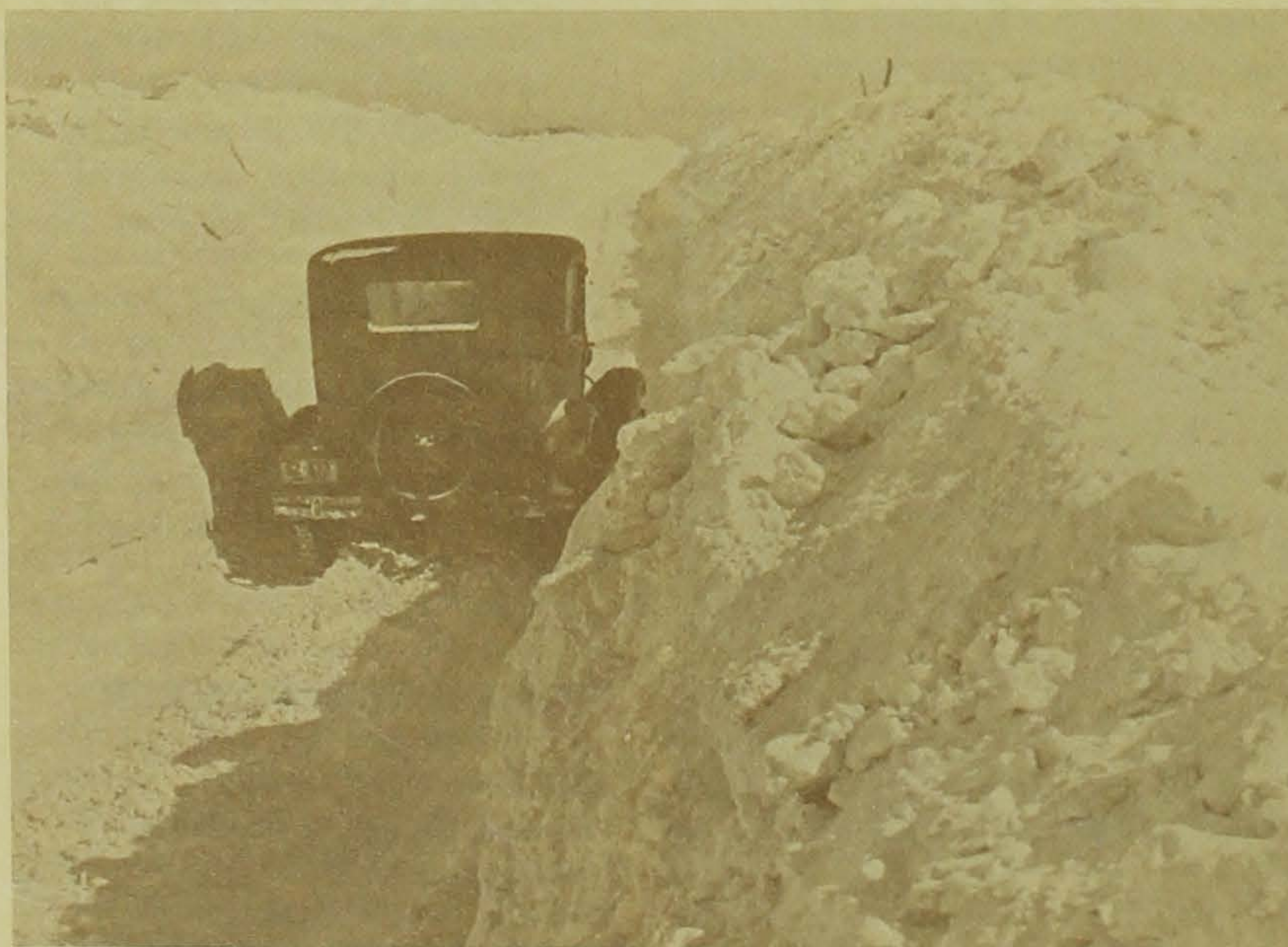
Short-Term

1. Have students inquire in the community or area in which you live to find out where depression-time projects are located. Mark each one on a large map for a bulletin board display.
2. In recent years, there has been a change in attitude about the government's role in American life. People want government to help with certain problems. The question is: "How much help should the government give?" Have students bring news articles about government programs, such as social security, health care, education, unemployment, low-cost housing, or minimum wage and hour laws. In class, discuss the need for one or two of these programs. Consider such questions as why the federal government should or should not take the responsibility for such programs and what the consequences might be should the
3. Ask students to list the things they would try to do without, if a depression were to occur now. Discuss the lists in class and ask students to give reasons for choosing the things they did. Then, ask students to ask their parents or an adult to make a similar list. Compare the lists in class and discuss the differences.
4. Public buildings throughout Iowa contain murals painted by Federal Art Projects during the depression. Make your own classroom mural depicting the many ways government programs helped people in Iowa.
5. Make a bulletin board about the many government projects. Students can make illustrations to show the kinds of work each program accomplished.
6. Discuss the similarities and differences between urban and rural dwellers' depression problems.
7. Make a bulletin board display illustrating the economic relationship of supply, demand, employment, and unemployment.

government stop one of the programs.

Long-Term

1. Have students research and report about one of the "New Deal" projects. Try to use a project that took place in Iowa.
2. Plan an oral history project. Contact a senior citizens club, retirement home, or locate individuals in your community over 60 years old. Invite them to visit your class for an "interview day." Students should be well prepared in advance, with carefully planned questions and knowledge about the depression. Use the information for individual reports or a collective classroom report.
3. Weather contributed to the plight of farmers. Develop a weather unit emphasizing Iowa agriculture's dependence upon weather.
4. During the depression, people repaired broken or worn things rather than replace them. For a two-week period, have each student keep a log of nonfood purchases and discards his or her family makes. Compile and discuss the lists in class. Help students learn how these items would have been repaired for continued use during the depression. Discuss the reasons why fewer people know how to repair such things today.



Heavy snowfall during the winter of 1936 made travel difficult.

SPECIAL ACTIVITY

Learning About the Severe Weather in 1936

Severe weather added to farmers' problems during the depression. The following information can be used to help students know how extreme 1936 weather conditions were.

Meteorologists use facts and measurements to decide if weather is severe. For winter weather, they measure:

- The number of consecutive days of colder than average temperatures;



The federal school lunch program insured every child a nutritious meal.

- The amount of snowfall;
- The number of days that snow falls; and
- How often winds are strong enough to cause drifts.

Measurements used to decide about severe summer weather are:

- The number of days the temperature is 100 degrees or higher; and
- The number of days with .01 or more inches of precipitation (rain).

INFORMATION FOR 1936

JANUARY

Inches of snow - 19.4

Average inches of snow for the years before 1936 - 6.9

Blizzards on the 16th, 17th, 18th, 22nd, and 30th

High winds on the 4th, 22nd, 23rd, 24th, 29th, and 30th

FEBRUARY

Inches of snow - 15.9

Average inches of snow for the years

before 1936 - 6.9
Blizzards on the 3rd, 8th, 9th, and 26th
High winds - not reported

JULY

Inches of precipitation - .51
Average inches of precipitation for the years before 1936 - 3.68

AUGUST

Inches of precipitation - .48
Average inches of precipitation for the years before 1936 - 3.54

Use the weather information and graphs to answer these questions.

1. Compare the blizzard dates and severe wind dates with the temperatures on the graphs. What do these facts tell you about the weather on those days?
2. How many days was the highest temperature below 0 degrees in January and February?
3. How many days was the average highest temperature below 0 degrees in January and February?

4. How many days were the temperatures above 100 degrees during July and August?
5. How many days of above 100-degree temperatures were there, on the average, in July and August?
6. How much more snow than average fell in 1936 during January and February?
7. How much less precipitation than average fell in 1936 during July and August?

MAKE YOUR OWN GRAPH

You can make a graph similar to the one on this page. Use the U.S. Weather Bureau Data given below for Des Moines.

Day	January		February	
	Max. Normal	Max. 1936	Max. Normal	Max. 1936
1	31	36	32	5
2	31	35	32	9
3	31	35	32	10
4	31	24	32	7
5	31	25	32	6
6	31	27	33	10
7	31	16	33	19
8	31	31	33	22
9	31	29	33	- 4
10	30	35	34	2
11	30	34	34	5
12	30	41	34	8
13	30	26	34	20
14	30	35	35	4
15	30	13	35	- 2
16	30	25	35	- 2
17	30	22	36	- 3
18	31	18	36	3
19	31	8	36	9
20	31	9	36	22
21	31	20	37	15
22	31	4	37	34
23	31	- 5	37	47
24	31	- 1	38	47
25	31	5	38	36
26	31	- 3	38	36
27	31	3	39	24
28	31	10	39	48
29	31	10	39	28
30	32	4		
31	32	6		

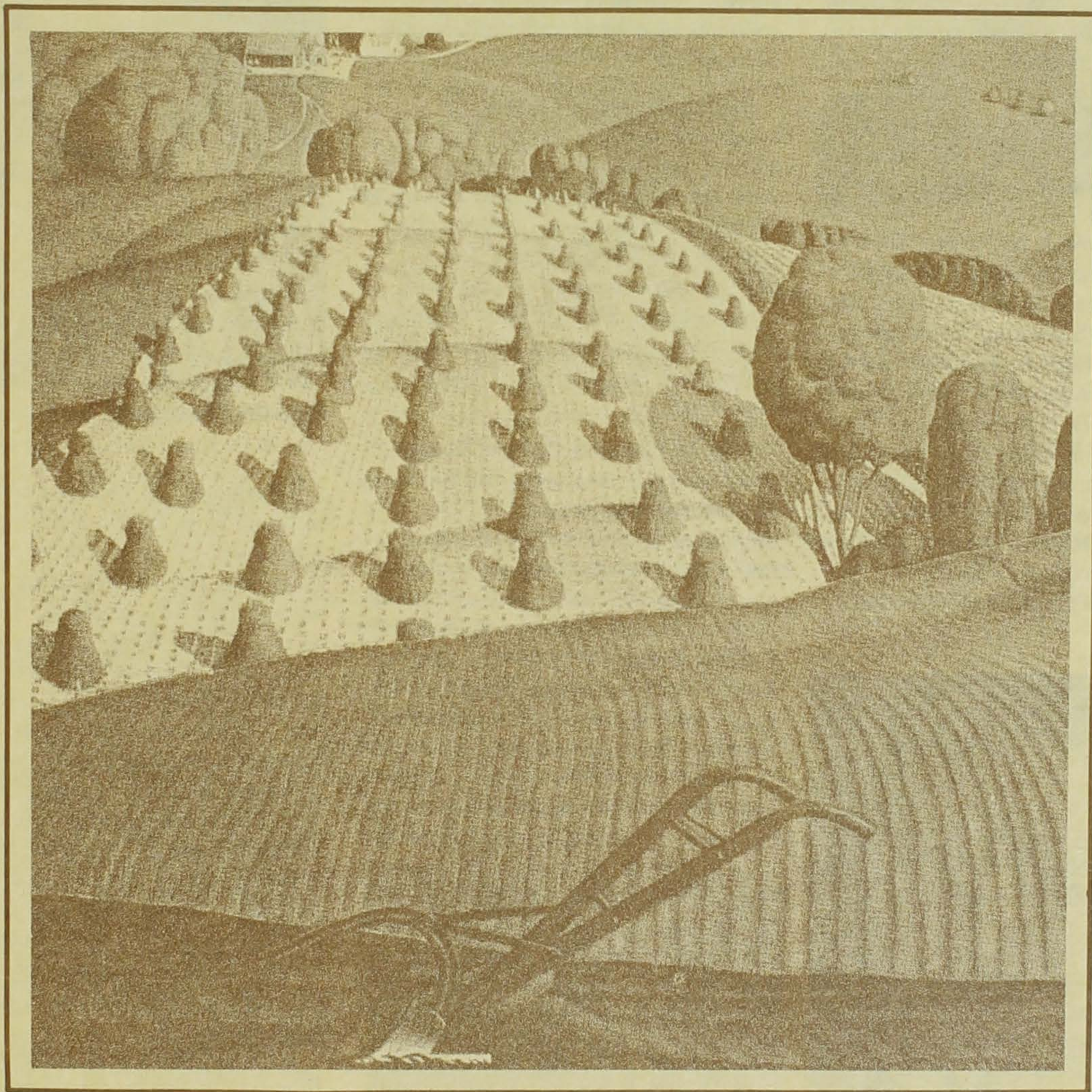
Day	July		August	
	Max. Normal	Max. 1936	Max. Normal	Max. 1936
1	85	92	86	92
2	86	91	86	97
3	86	102	86	91
4	86	109	86	83
5	86	106	86	79
6	87	101	86	85
7	87	100	86	84
8	87	100	85	90
9	87	100	85	102
10	87	103	85	92
11	87	103	85	86
12	87	104	85	101
13	87	107	85	90
14	87	108	84	100
15	87	108	84	97
16	87	102	84	100
17	87	104	84	97
18	87	97	84	108
19	87	88	83	85
20	87	86	83	89
21	87	89	83	102
22	87	97	83	97
23	87	97	82	93
24	87	89	82	104
25	87	98	82	106
26	87	108	82	90
27	87	96	82	97
28	87	99	81	82
29	87	87	81	80
30	87	85	81	83
31	87	90	81	91

FIELD TRIP SUGGESTIONS

It is important to prepare students for the field trip. Before visiting the selected location, help students learn about the site and discuss with them what they will see. Sometimes it is useful to ask students to look for answers to one or two general questions. Follow-up activities might include written reports, poems, or drawings.

Find the average maximum temperature for January, February, July, and August in 1936. Compare it to the average maximum normal temperature for the same month.

Iowa Impressions



Reproduced by permission of JOHN DEERE

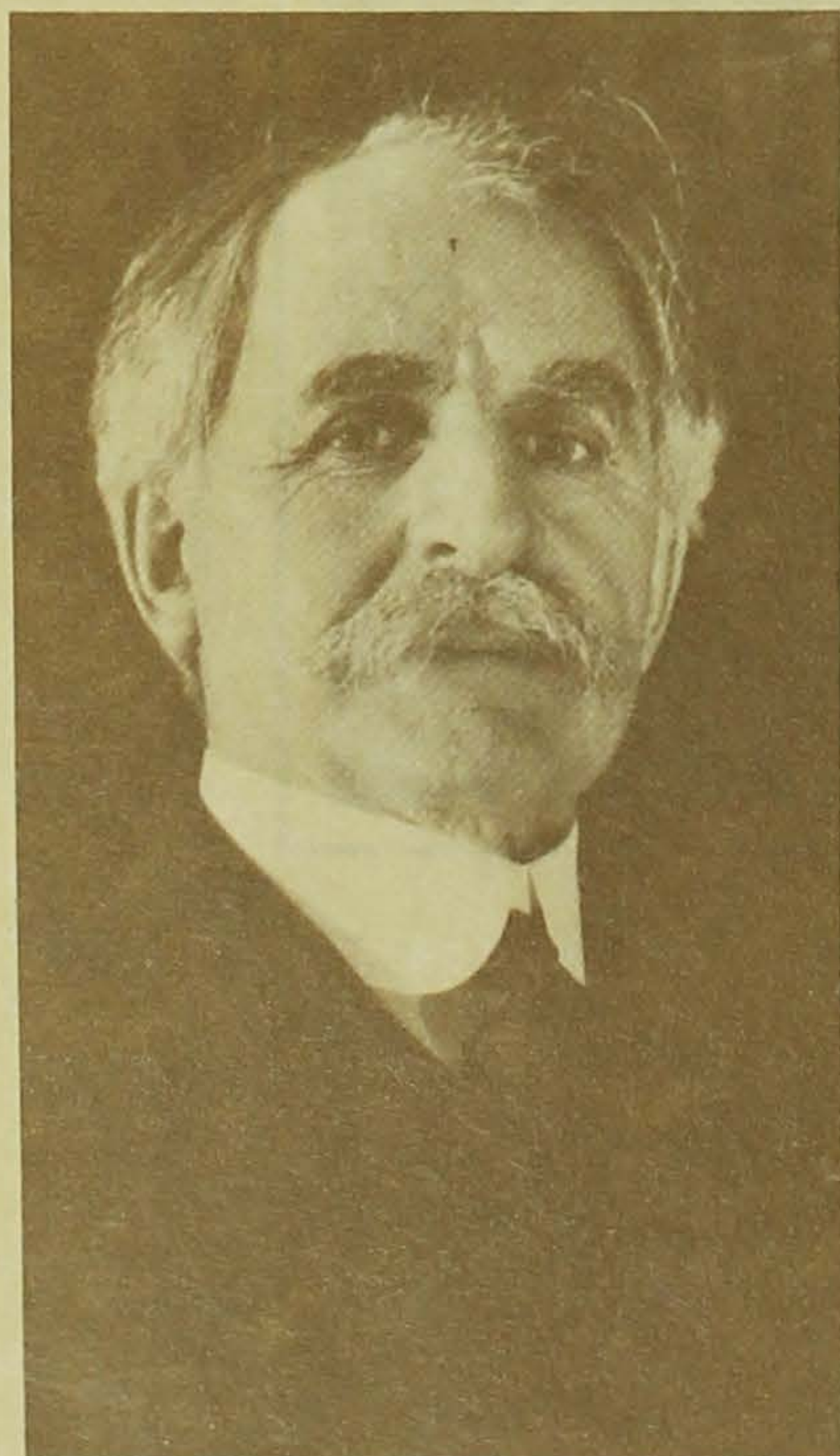
HISTORICAL BACKGROUND Cultural Development in Iowa

Cultural Development in the United States

Self-preservation was the first concern of the colonist and all settlers as they pushed into the wilderness. As these people in the New World came to terms with their new environment, they had time for other interests and activities.

The first creative expression in the New World had roots in the European experience; but as generations passed, an American literature, art, and music evolved. In towns and cities, citizens founded literary societies, libraries, and public schools. It was not until the nineteenth century, however, that these institutions had great impact on the general population. Then, along with colleges and universities, museums, symphony orchestras, and art institutes, all began to flourish.

By the time the Iowa Territory was open for settlement, the arts, tempered somewhat by the American experience, were well-established.



Hamlin Garland

As the pioneer phase of settlement passed, citizens of Iowa communities set about establishing institutions of culture similar to those they had left behind. Usually, these first efforts were centered in churches and schools. The emergence of local societies also encouraged intellectual activity.

During the last decade of the nineteenth century, Iowa's literary activity received an enormous boost with the establishment of the *Midland Monthly*. Intended to "embody the spirit of the Middle West," the publication contained the work of Iowa authors. The *Midland Monthly* stopped publication in 1898, when the editor took the position of State Librarian.

Hamlin Garland, Octave Thanet, and Herbert Quick were three writers of note during this early developmental period of regional literature. Hamlin Garland wrote about farm life from a realistic point of view, and in 1921 was awarded the Pulitzer Prize for *Daughter of the Middle Border*. Octave Thanet, born Alice French, was a contemporary of Garland. According to literary critics, *Communists and Capitalists: A Sketch from Life* and her novel, *Inheritance*, are her best works. Herbert Quick won his place in Iowa literary history through his writings about the state's early history. Using a frontier context, his fiction exemplifies the pioneer and town-building experience so well that his stories are used in Iowa history courses.

Two other writers who enjoyed popularity during the 1920s and 1930s are Margaret Wilson and Bess Streeter Aldrich. Margaret Wilson won a Pulitzer Prize for her novel, *The Able McLaughlins*, in 1923. Bess Streeter Aldrich's best remembered works are *A Lantern in Her Hand*, *White Bird Flying*, *Song of Years*, and *Miss Bishop*. Although writing during a period of realism, Miss Aldrich remained true to her own sentimental style.



Susan Glaspell

Literary effort received continuing support from Edwin Ford Piper at the University of Iowa. Under his influence, John T. Frederick established *The Midland: A Magazine of the Middle West*. The periodical published Iowa authors' works and launched Ruth Suckow's career with the publication of her poem, "Song in October." Frederick had a long-lasting influence on Iowa regional literature. *The Midland* flourished from 1915 to 1934; and during this time, the early works of many authors received exposure. Among this new generation of creative writers were Ruth Suckow, Susan Glaspell, MacKinlay Kantor, Phil Stong, Charlton Laird, and Richard Bissell.

Ruth Suckow, in addition to her four-line poem, produced novels and short stories, including *Country People*, *Four Generations*, *The Bonney Family*, and *The Folks*.

Susan Glaspell, at one time a member of the literary group at Davenport, spent much of her life in Massachusetts. Although she remained in the East, her Midwestern background continued to appear in her work. She received a Pulitzer Prize for her play, *Alison's House*. Her biographer, Arthur E. Waterman,

commented, "She believed that the Midwest and its people had certain values that were not to be found elsewhere, and it is this belief which she presents in many of her novels."

MacKinlay Kantor is one of Iowa's most highly regarded authors. *Spirit Lake*, one of several works based on his home state, is one of the few credible accounts about the 1857 events in northwest Iowa. In 1956, MacKinlay Kantor also won a Pulitzer Prize. The novel, *Andersonville*, illustrates his expertise in using history as a basis for fiction.

Phil Stong was another recipient of John T. Frederick's encouragement. *State Fair*, his best known book, tells of an Iowa farm family and their experiences at the Iowa State Fair. The book was the basis for a movie, complete with prize-winning Hampshire boar, *Blue Boy*.

Iowa writers found much in their Midwestern experience on which to base their work. Charlton Laird wrote *Thunder on the River*, based on the career of Black Hawk, and *West of the River*, which follows a frontier theme. Richard P. Bissell, coming from a factory and business background in Dubuque, wrote *Say, Darling* and *7-1/2 Cents*, which later became a Broadway musical.

The demise of *The Midland* in 1934 was not the end of support for literature in Iowa. There was already an established group dedicated to carrying on the literary excellence of the past. In the late nineteen-thirties, the Poetry and Fiction Workshop at the University of Iowa was formed; and under the direction of Paul Engle, became the Writers' Workshop. After World War II, the regionalism of the past years faded, and the workshop became a national and international center for writers of literature.

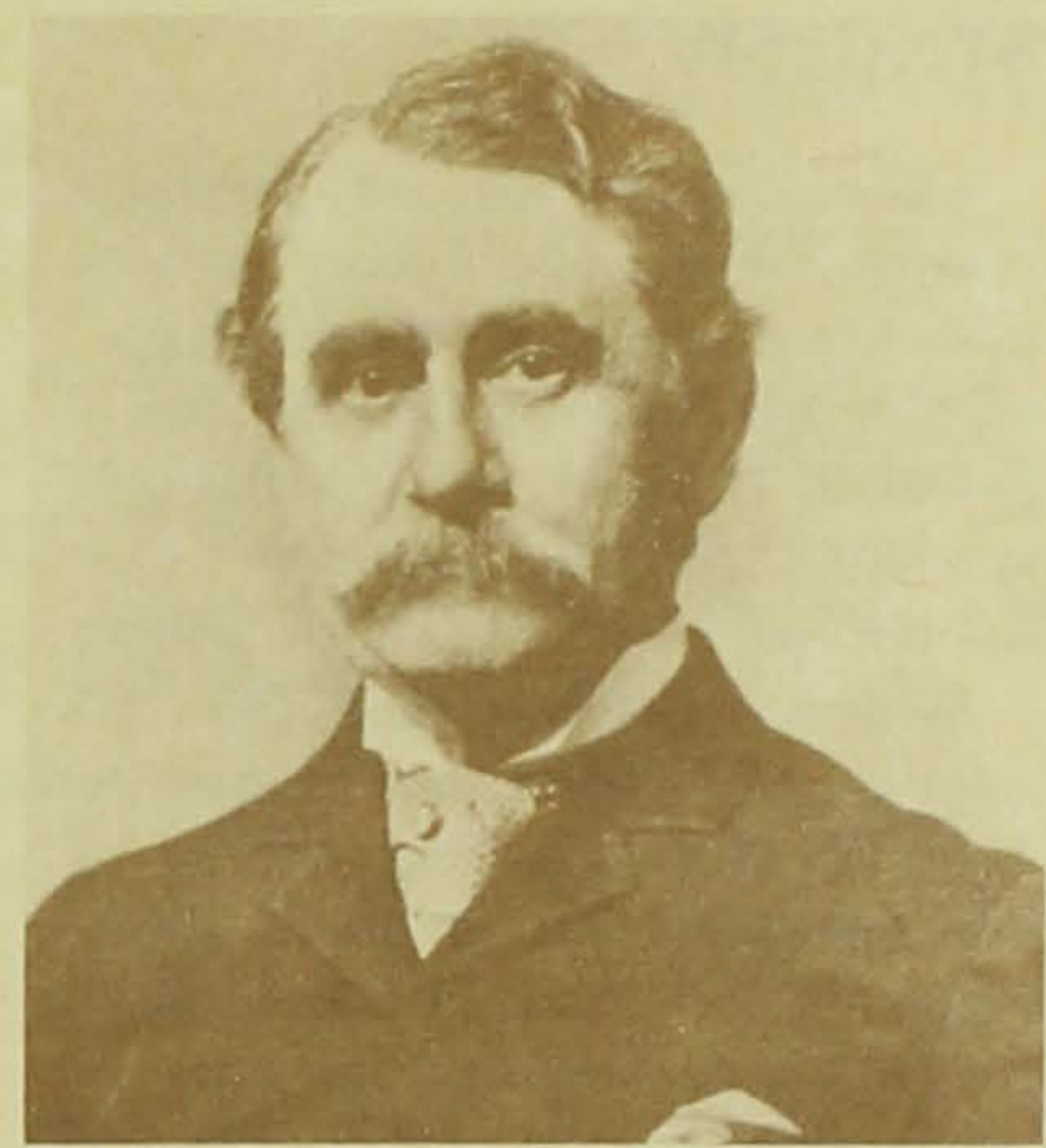
Iowa was home for artists of varying abilities from the moment land was open for settlement. Some local artists found little market for landscapes or portraits and turned to teaching and photography to earn a living. The works of these creative people are found in every part of the state.

Sensing the need for good formal training for aspiring artists in Iowa, Charles Atherton Cumming came to Cornell College in 1880. For fifteen years, he inspired and encouraged young artists at that institution. In 1895, he opened his own school in Des Moines. His ability as an outstanding teacher was widely recognized; and in 1909, he was asked to organize and direct the art department at the University of Iowa. Poor health forced him to leave the university in 1924, but in his many years as instructor, Mr. Cumming had influenced hundreds of Iowa artists.

One of several fine artists among the early residents of Iowa is George Yewell. Born in Maryland, he came to Iowa City with his widowed mother in 1840. There he grew to manhood witnessing Iowa's transition from territory to statehood. Yewell's drawings and cartoons attracted the attention of some local people who sent him East for formal study. Although Yewell preferred painting landscapes to portraits, the latter were his bread and butter. Although he remained in the East, Yewell made frequent trips to Iowa City and maintained strong ties with his Iowa friends. As a result, many Iowa dignitaries selected the former Iowan to paint their portraits. Examples of his work are found in many parts of the state today.



Charles Atherton Cumming established art schools at Des Moines and Iowa City.



George Yewell's boyhood was spent in Iowa City.

Iowa's most famous artist, Grant Wood, began his career in Cedar Rapids. Essentially self-taught, his distinctive style and regional subject matter are hallmarks of his work.

Iowans have been both consumers and producers of music. By the 1890s, most established communities had constructed well-equipped opera houses to attract traveling theatrical and musical entertainment. At the same time, local music teachers and colleges took on the responsibility for training musicians. In 1920, there were four city symphony orchestras in Iowa. On a lesser scale, most communities enjoyed programs of vocal and instrumental offerings by locally sponsored groups. Today, colleges and universities provide outstanding facilities for the performing arts as well as excellent vocal and instrumental training. Many Iowans have gone on to national and international careers in music.

Karl King, who lived in Fort Dodge, contributed much to development of band music. Following a career with Barnum and Bailey Circus, he came to Iowa where he continued to conduct and write music.

Meredith Willson holds a special place in Iowa's musical history, not only because he immortalized his home state in the Broadway musical *Music Man*, but because he continues to maintain close ties with his native state.

SYNOPSIS

Viewers are introduced to several creative artists whose work reflects their Iowa background through the mediums of music, literature, and painting. The program is generously sprinkled with fine literary quotations, works of art, and music.

Within the literary field, the opposing interpretations of Iowa rural farm life of Hamlin Garland and Herbert Quick are explained. The continued productivity of Iowa's authors is documented up to the present day.

Grant Wood's regionalism and unique style are studied, and his dedication to teaching is emphasized.

Marching bands are a part of the musical fabric of most Iowa towns. *The Music Man* embodies this aspect and much more about life in Iowa at the beginning of the century. Meredith Willson's early musical training and career are presented. In an interview, he confirms his devotion to his native state.

Art, music, and literature — Iowans have contributed to them all; and through their creativity they have reflected the Midwestern culture.



Meredith Willson, author and composer.



MacKinley Kantor

OBJECTIVES

1. The student will know about many Iowans who have contributed to art, literature, and music.
2. The student will understand that Iowa's cultural heritage is reflected in the works of Iowa's creative artists.
3. The student will recognize that Iowa's authors express differing viewpoints about the character of the people and the land.
4. The student will recognize that band music is a popular form of musical expression in Iowa.
5. The student will appreciate that Grant Wood's paintings present a view of Iowa life as seen through the eyes of an artist.

DISCUSSION QUESTIONS

1. What other work did Herbert Quick do before he became known as a writer?
2. Give some reasons why Hamlin Garland and Herbert Quick wrote differently about the same subject. (Answers will vary.)
3. What did people like about Grant Wood's paintings?
4. In what ways did Meredith Willson use his Iowa background in his career?

VOCABULARY

TRILOGY - a series of three.

NATIONAL REPUTATION - known throughout the nation.

INTERNATIONAL REPUTATION - known throughout the world.

UNIQUE - different from others.

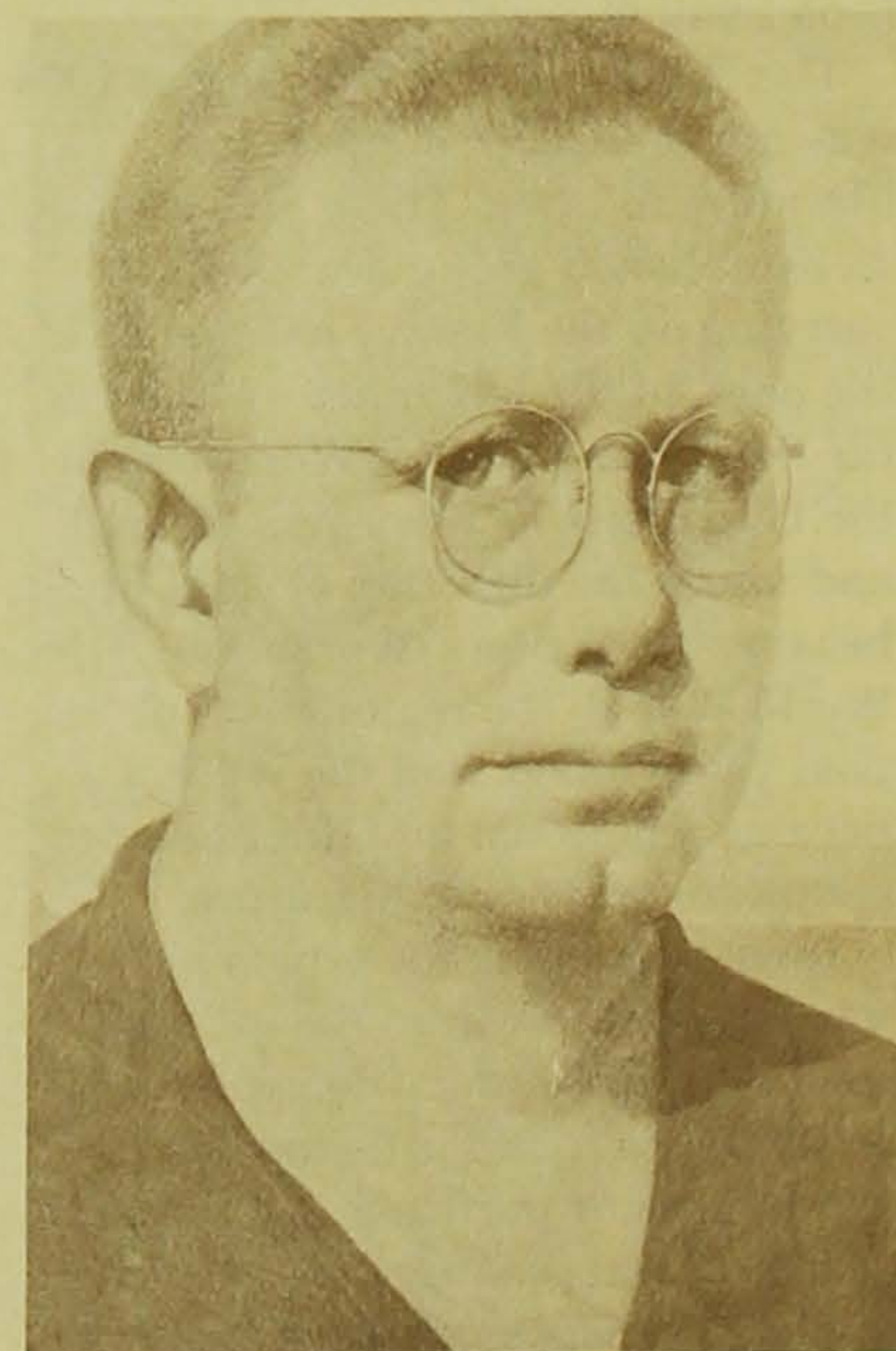
MIDDLE WEST - MIDDLE BORDER - the central part of the United States.

REGIONALISM - devotion to a special region.

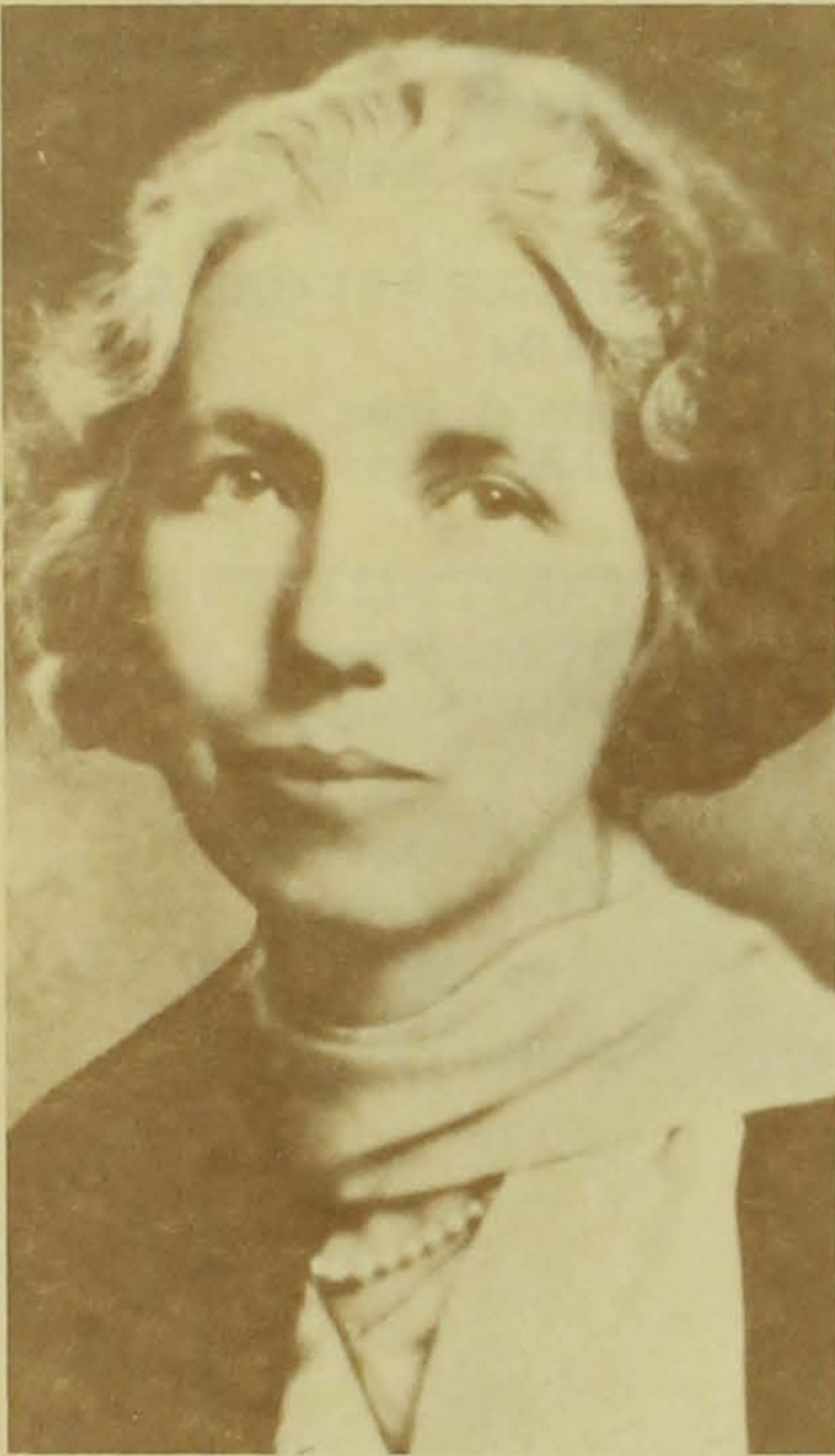
CON MAN - a person who uses cleverness to cheat others.

NAMES TO REMEMBER

Herbert Quick
Vandemark's Folly
 Hamlin Garland
 Paul Engle
 Grant Wood
 Stone City
 MacKinlay Kantor
 Meredith Willson



Grant Wood, a self-portrait.



Bess Streeter Aldrich wrote Miss Bishop.

SUGGESTED FOLLOW-UP ACTIVITIES

Short-Term

1. Make an "Iowa Artists" bulletin board. Collect prints of works that reflect Iowa's culture.
2. Ask students to create an art work of their own that reflects some experience in their lives. Before students begin, talk about the kinds of experiences that artists use for subjects. Have students title their pieces and display their work.
3. Ask a local artist to come to your classroom and talk about his or her art work.
4. If your town has buildings of architectural interest, study them with your class. How do the buildings reflect differing times and styles of architecture?
5. Ask band students to check the music they play for the names of Kar! King and Meredith Willson as composers.

6. From a recording, play "76 Trombones" and "Goodnight, My Someone" from *The Music Man*. Ask students to tell how the music is similar. Ask what sort of change has been made to make the music give a different effect.
7. In cooperation with a music teacher or by yourself, help your students write a song with a regional or local theme. If you live in an industrial city, the song might reflect this. A good procedure is to first talk about the ideas that might be included, write the lyrics, and then compose a melody.
8. Choose a well-known melody and write new lyrics that reflect the way of life in your community. (See number 7.)
9. Make a literature map of Iowa. Place authors' names on the towns where they lived or worked. Notice that every part of the state is represented.
10. From a list of Iowans who have made creative contributions to our nation's heritage, have students choose one person about whom to read and make a report.

Long-Term

1. Have students write a play that is based on their own experience in life. Discuss aspects that represent their way of life, and work these into the play. Perform the play for other classes in your school.



Most small Iowa towns boasted bands similar to this one in Clear Lake.

FIELD TRIP SUGGESTIONS

It is important to prepare your students for the field trip. Before visiting the selected location, help students learn about the site and discuss with them what they will see. Sometimes it is useful to ask students to look for answers to specific questions. Follow-up activities might include written reports, poems, or drawings.

If one of the following art museums is not close enough for your class to visit, check to see if there is a local museum that has works of Iowa artists on display.

DES MOINES ART CENTER
Greenwood Park
Grand Avenue and Polk Blvd.
Des Moines, Iowa 50312

**DIVISION OF HISTORICAL
MUSEUM AND ARCHIVES**
State Historical Building
1112 East Grand Avenue
Des Moines, Iowa 50319

**DIVISION OF THE STATE
HISTORICAL SOCIETY**
402 Iowa Avenue
Iowa City, Iowa 52240

UNIVERSITY OF IOWA LIBRARIES
Iowa City, Iowa 52242

MUSEUM OF ART
University of Iowa
Iowa City, Iowa 52242

**DAVENPORT MUNICIPAL ART
GALLERY**
1737 West 12th Street
Davenport, Iowa 52804

CEDAR RAPIDS ART CENTER
324 Third Street, S.E.
Cedar Rapids, Iowa 52403

CHARLES H. MACNIDER MUSEUM
303 Second Street, S.E.
Mason City, Iowa 50401

**LAURA MUSSER ART GALLERY
AND MUSEUM**
1314 Mulberry Avenue
Muscatine, Iowa 52761

BLANDEN ART GALLERY
920 Third Avenue South
Fort Dodge, Iowa 50501

SIOUX CITY ART CENTER
513 Nebraska Street
Sioux City, Iowa 51101

The Coming Heritage



HISTORICAL BACKGROUND

Looking Toward the Nation's Future

For three hundred years, the North American continent provided a safety valve for the world. Abundant natural resources and relative political and religious freedom attracted people from both the European and Asian continents, where restrictions on land ownership, religion, and political ideology motivated millions to emigrate to the New World.

As the nation moved into the industrial and technological age, the ideal of productivity intensified. Growth in both population and production became synonymous with progress, and progress became an American obsession. More technology meant a better life. Decisions were made in terms of the immediately useful and the practical, with little regard for long-term consequences. For many years, abundance masked the misuse of natural resources. This history of abundance, growth, expansion, and exploitation contributed to national shortsightedness. Few people thought in terms of a future, when resources might be depleted or the world overpopulated.

Our present state of planning is short-term. In our culture, a ten-year plan is considered long-term; yet, ten-year goals are not long enough. We can no longer afford a shortsighted or reactive approach to problems. We should plan for the generations to come.

Present technology has increased the pace of change, and the number and extent of problems. Only in the past few years have we recognized the interrelated nature of our society with the entire planet and the resulting increased importance of day-to-day decisions in relation to the future. We must try to anticipate, plan, and implement actions to modify or prevent anticipated problems. Decisions must be made, only after careful consideration about the affects they may have on every area of life on the planet.

People can learn to plan for the future, to anticipate and select from various alternatives, yet maintain an element of flexibility. Although our range of choice is restricted by existing problems with which we must cope, and by forces which have already been set in motion, the most difficult task may be to change the way we think about use of human and natural resources.

A sense of future can grow from a sense of history. If people understand where we are now, and how we got here, they are better prepared to adapt and plan for the time to come. Past experience has already taught us that we must try to anticipate problems that may be caused by current and new technologies.

Looking Toward Iowa's Future

The growing interest in planning for our state's future, although still a bit shortsighted, is an important trend. In the early 1970s, the state of Iowa organized "Iowa 2000," a series of meetings and conferences to consider the state's future. In every region of Iowa, people met to consider present trends and make plans for life in the year 2000. The four areas chosen for consideration were natural environment, economics, energy, and life enhancement. The stated purpose of the conference was to "create statewide awareness of the factors and trends affecting the future, identify the major problems that Iowans will face in the near and long-term future, and suggest goals for Iowa and strategies for achieving these goals."

For many years, Iowa's environment of abundant natural resources was taken for granted and, in fact, was the attraction causing a gigantic westward movement to the state in the nineteenth century. Clean air, clean water, and excellent soil were in plentiful supply. Now, with an increased population and the resulting increased demand, we must consider how best to use our natural resources.

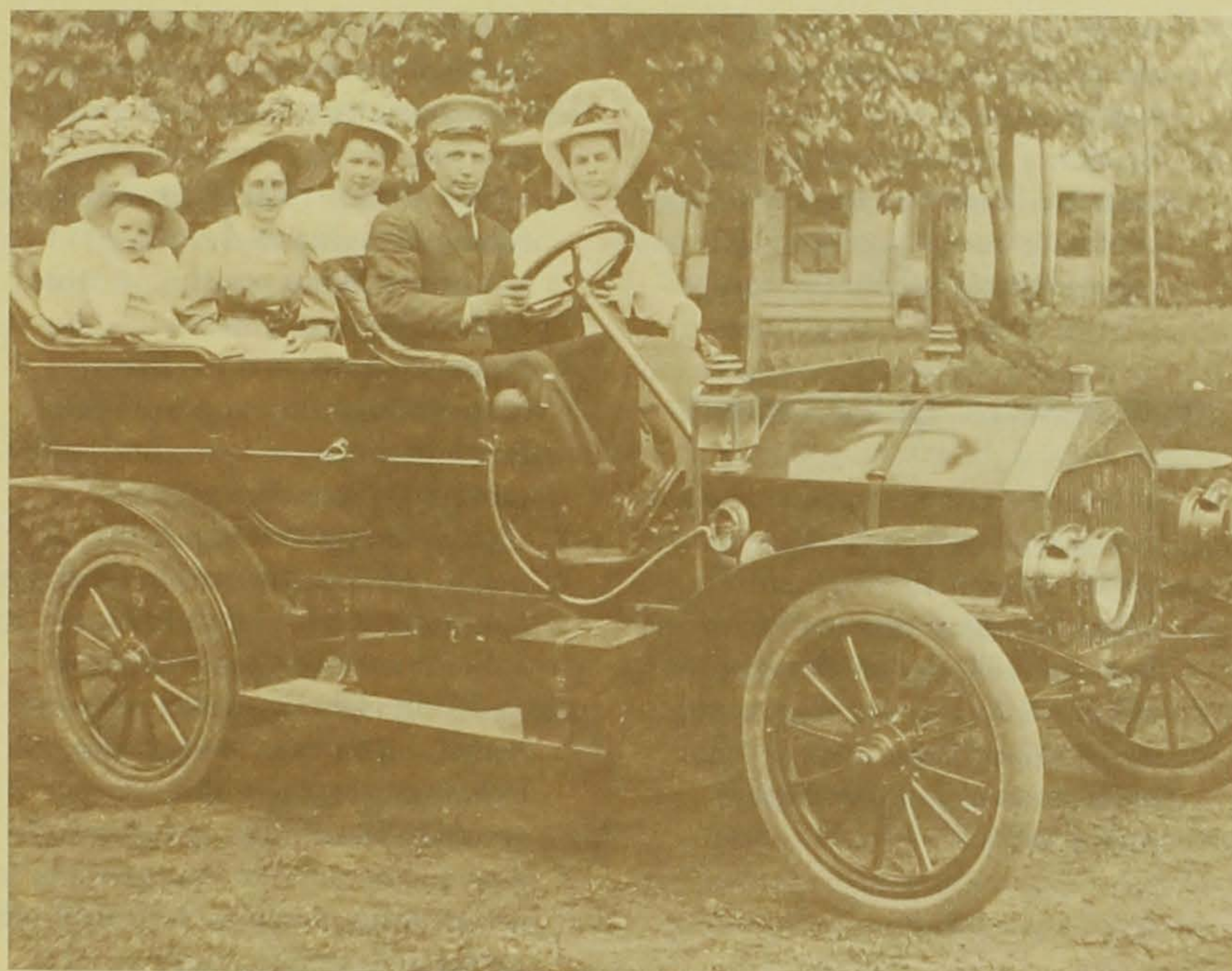
Iowa's most valuable resource is the

land: agricultural and urban, forest and recreational, and land containing minerals. Most of Iowa's 35.8 million acres is highly productive agricultural land. Over one-half is classified as Class I or Class II soil. In 1971, fifteen percent of Iowa's labor force was engaged in agriculture. Moreover, much of the state's manufacturing industry depended on agriculture for raw materials or as a market for its products.

The use of the land for farming has affected the environment. Sedimentation from soil erosion and runoff from livestock wastes have caused problems for ground and surface water resources. The quality of the land, too, has been affected by erosion. In 1970, only thirty-four percent of Iowa's cropland was rated to have adequate conservation practices. To improve the situation, the Iowa Legislature, in 1971, enacted mandatory soil conservation practices where certain soil erosion conditions exist.

Land use is changing in Iowa. Since 1967, 13,130 acres of land a year have been converted to urban and transportation use. Urban expansion is seen as a serious encroachment on high quality farm land. Iowans also use land for recreational purposes. In 1970, parks and other recreational areas totaled 1.09 percent of the state's total area. Another 7.21 percent was forest. The state of Iowa plans to double the recreational land by 1985. To do this, it established county conservation boards to acquire the land.

Iowa's mineral resources include coal, sand, gravel, limestone, dolomite, and gypsum. Clay, shale, and cement are also found in Iowa. The resulting extractive industries have caused permanent alteration of the topography. In the past, fifty percent of Iowa's coal was produced by strip mining. Although Iowa's coal reserves are estimated at 7.2 billion tons, at present, most cannot be used because its high sulfur content does not meet air quality standards. To revive Iowa's coal industry, satisfactory means must be found to reclaim the



The automobile greatly increased mobility and Iowans quickly adopted its use.

land disturbed by mining operations and reduce the sulfur content.

Iowa's water sources include precipitation, streams flowing into the state, and underground water-bearing formations recharged from outside the state. Of the 207 million gallons Iowans use per day, about eighty-six percent is drawn from ground water reserves, and about fourteen percent from surface water. Preservation of the quality, as well as quantity, of ground and surface water is a major public concern.

Sources of water pollution include agriculture, industry, and sewage disposal. Sediment from soil erosion, livestock wastes, chemical compounds from pesticides and fertilizers, industrial wastes, sewage, and solid waste disposal threaten our water quality.

The major source of air pollution in Iowa is the internal combustion engine, followed by industrial and electric generation burning of fossil fuels. To combat and control air pollution, the state created the Air Pollution Control Commission to maintain air quality in compliance with federal air standards.

Little remains of the environment the early settlers found in Iowa. The natural native plants and animals of Iowa disappeared as the land was converted to agricultural use. As the natural habitat changed, so did the animal population. Four prairie preserves are all that remain of the earlier environment. Today, the Iowa Conservation Commission develops habitats that foster an increase in wildlife. Two formerly extinct birds, the wild turkey and the giant Canada goose, are now reestablished in the state. Fish hatcheries provide several species to replenish fishing resources.

Most of Iowa's energy comes from other states; therefore, Iowa is not in direct control of energy supply and energy policy. There are neither petroleum reserves nor oil refineries in Iowa. The entire supply of natural gas is piped in. Although Iowa has a large coal reserve, the high sulfur content makes it unusable at present. Iowa has one nuclear reactor near Cedar Rapids and obtains electricity from other nuclear plants near its borders. Potential sources of energy include methane production from animal manure, energy production from

combustible garbage, windmills, and the sun. Many people believe that in making our choices between preserving the environment and meeting energy demands, we will have to make concessions concerning energy, natural resources, economic development, and life enhancement.

Economic developments will have a major influence on the Iowa of the future. Attitudes toward business, industrial growth, employment, and personal needs may change. Although greatly influenced by many exterior factors, such as world trade, the national economy, energy availability, natural resource supplies, government policy, and people's attitudes, Iowans can consider at least three alternatives for the future: 1) Continue the current social and economic direction by doing nothing more than is already being done to encourage development; 2) Increase the growth rate through a definite policy that encourages development in Iowa and that provides more jobs for more people; or 3) Develop a life where emphasis is placed on the environment for people, rather than economic development.

When considering the future, most everyone thinks in terms of the sort of life people will live. This life to come will be highly influenced by our economy, environment, government, community, education, culture, and health. The "Iowa 2000" study considered these influences and found them to be interrelated. A change in one automatically causes alterations in others. As changes occur, people will reevaluate and change their attitudes toward work, volunteerism, and leisure. Adaptability is the key, along with a willingness and ability to plan for and deal with long-range issues.

SYNOPSIS

The program explores change through Iowa's history. At first, changes evolved slowly, from time to time altering man's life patterns. When Europeans arrived on the North American continent, they brought

both a new culture and a more advanced technology. They settled in what is now Iowa at the beginning of a 150-year period of accelerated technological change. During those years, it seemed as though there was no problem that technology could not eventually solve, especially with the apparently endless abundance of natural resources.

Today, Iowans are thinking about the time to come. They realize that technology is rapidly propelling us onward to more changes in the future. They also realize the need to plan for the best use of the resources that remain.

Iowa's transportation history is reviewed, current problems are discussed, and solutions are suggested. From transportation, the discussion moves to energy, on which transportation depends.

Through a historical discussion about the variety of energy sources in use, our increased dependence on energy is made apparent. The speakers suggest energy conservation as an immediate means by which Iowans can cope with the current problem. Short-range solutions, along with their negative implications, are discussed. Nuclear energy and coal are suggested; however, these create related problems of radioactive waste, air and water pollution, and undesirable topographical change.

Iowa's most important natural resource is the land; not only the agricultural land, but natural areas as well, like river corridors and lakes. Iowans are seeking ways to preserve their natural and cultivated areas to satisfy future needs.

The program closes with the thought that each individual has the potential and responsibility to solve today's challenging problems.

OBJECTIVES

1. Students will know that, as a result of technology, the rate of change has increased, especially in the last 150 years.
2. Students will know that, as a

result of technology, the extent of the problems caused by change has increased.

3. Students will understand that man has had the capacity to solve problems in the past and will have to rely on himself in the future.

DISCUSSION QUESTIONS

1. What inventions caused changes in the way early man lived on the North American continent?
2. What are the problems for which Iowans must make future plans?
3. What solutions are suggested for existing problems? What other solutions do you think there might be?

VOCABULARY

GENERATION - the period of time between parents' and their childrens' birth, about 25 years.

CULTURE - the way people live, including their arts, beliefs, technology, and customs.

CIVILIZATION - the level of culture at which a group of people live.

CONSERVE - to make wise use of natural resources.

TECHNOLOGY - tools and skills.

ENERGY - power by which everything in the world functions.

FEASIBLE - possible.

SUGGESTED FOLLOW-UP ACTIVITIES

Short-Term

1. Invite an expert to talk to your class about long-range plans for your city.
2. Make a bulletin board display by comparing your town from 1950 to 1980. Use old newspapers, city hall records, city maps, city directories, and parents for sources. Topics might include population, population distribution, kinds of industry and

business, city services, utilities, types of public and private transportation, hospitals, and schools.

3. Make a 1950-1980 comparison of food packaging and clothing materials. What are the positive and negative results?
4. Have students make a list of disposable products they use at home, then have them think of a nondisposable alternative.
5. Hold a discussion about the question: "Should problems of the future be solved by public education or by law?" Do not insist on right or wrong answers; rather, encourage students to examine strengths and weaknesses of their solutions. Be sure to consider citizen reaction to recent laws, such as the bottle bill and speed limit.
6. Make a bulletin board display showing the forms of freight and passenger transportation in the order of energy efficiency.
7. Ask a county conservation representative to come speak about soil conservation.
8. Transportation moves goods and people. Have students make illustrations or write descriptions of future forms of transportation.
9. Find out about state laws that are intended to protect our environment. How well are the laws working? Some have caused inconvenience and have also added to the cost of living. Do people think the cost and inconvenience are worth the environmental improvement?
10. Discuss the difference between demand for and need for energy. Make a chart showing basic needs for energy and common demands for energy that we can do without.
11. Examples of towns that have grown without a plan are all around us. We may not build many new communities, but will probably try to adapt our old ones to future needs. Have students replan your community for 25 years from now. Consider energy needs and sources, public

- transportation, shopping areas, water sources, industrial areas, recreation areas, open spaces, and waste disposal systems.
12. Although land conservation procedures have been developed for many years, only a low percentage of Iowa's farmers practice conservation. Have students research agricultural soil conservation practices and create a "Soil Conservation" bulletin board display illustrating conservation practices.
 13. Find the costs for recycling paper, bottles, and aluminum cans. Have a class discussion about the costs and whether recycling is worth the price. If it is not, discuss alternative solutions to the problem.
 14. Research waste disposal in your city or town. Find out what procedures are used to protect public health in the present and if plans have been made for the future. In some communities, tours of waste disposal plants are available.
 15. Make a bulletin board illustrating the benefits and disadvantages of chemical fertilizers, pesticides, and herbicides.
 16. If Iowa is to retain agricultural land, we must contain urban expansion and keep it from moving into farming areas. Suggest alternative types of housing for city dwellers. Ask students to design a town based on cluster housing.
 17. One forecast for the future is that there will be a shorter work week. Ask students to write a paragraph about how people might spend their time if the work week were to be shortened to 30 hours. To help students get started, talk about the possibilities people may have for volunteer work, leisure activities, continuing education, and hobbies.
 18. Research possible future energy sources, and make a bulletin board to illustrate each source.
 19. Have students research resources available from the ocean. Discuss the use of these resources and how it might affect other natural resources, as well as international relationships.
 20. Make a wall mural illustrating conservation practices that can be practiced now.
 21. Study your city's water supply. How is it obtained and purified? Will it continue to be adequate? What plans does the city have for the future? Some communities give tours of their water treatment plants.
 22. Use a large wall map of the United States and ask students to estimate which regions might best make use of solar, wind, or ocean-generated power.
 23. Have students research Iowa's nuclear power plant. What are the advantages and disadvantages to having the plant in the state?
 24. Many kinds of work that at one time employed large numbers of people have disappeared in the past 40 years. Make a list of these occupations on the chalkboard. Tell why or how this work was changed or replaced, then ask

Iowa Household Heating Fuels, 1970*

	Urban		Rural		Total	
	#	%	#	%	#	%
Utility Gas	457,875	87.4	105,141	28.3	563,016	62.8
Fuel Oil, Kerosine, etc.	44,406	8.5	141,673	38.0	186,079	20.8
Coal and Coke	3,504	.6	9,573	2.5	13,077	1.5
Wood	92	.1	1,313	.3	1,405	.2
Electricity	6,719	1.3	10,297	2.7	16,998	1.8
Bottled or LP Gas	8,862	1.7	103,440	27.8	112,302	12.5
Other	2,598	.4	786	.2	3,366	.3
None	-----	-----	68	.1	68	.1
Total	524,026	100.0	372,255	100.0	896,311	100.0

*Source: U.S. Bureau of the Census, "The 1970 Census of Housing"

students to think of occupations that may no longer exist 40 years from now. Speculate how the job may be replaced. Talk about the changes this may cause in the lives of people whose work is phased out or done in some other way. Also, remind students to think how old they will be at the time they are discussing.

25. Using the information in this guide, have students make a bar graph showing fuel used for heating Iowa households in 1970. Discuss how this might change in the future.

Long-Term

1. Have students keep a one-week daily log on their own use of automobile transportation. Include the reason for and number of miles traveled for each trip. Then, discuss the daily logs. Could some of the travel be reduced by grouping errands, walking, biking,

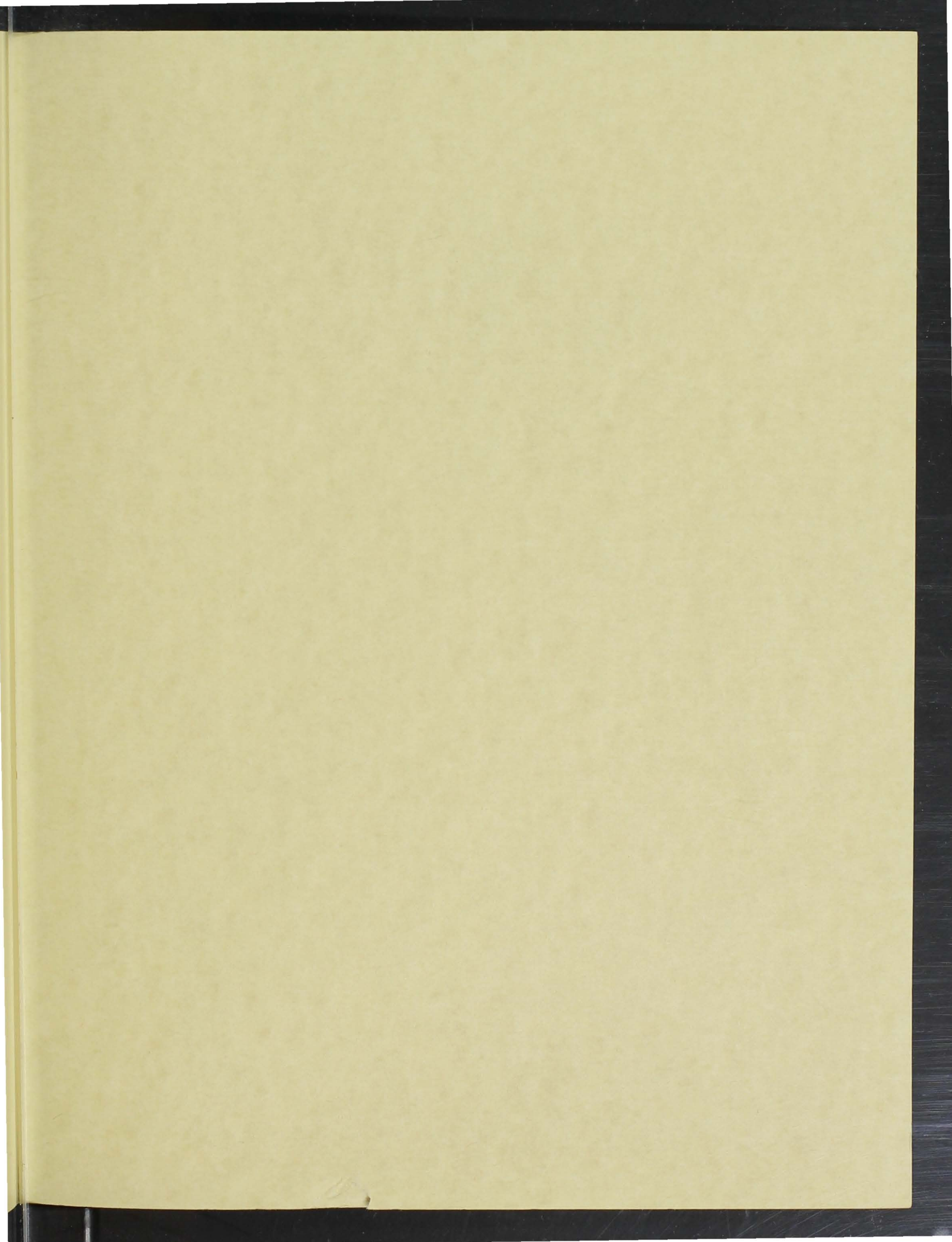
or using public transportation or car pools? In some areas, this exercise may point to a need for better public transportation.

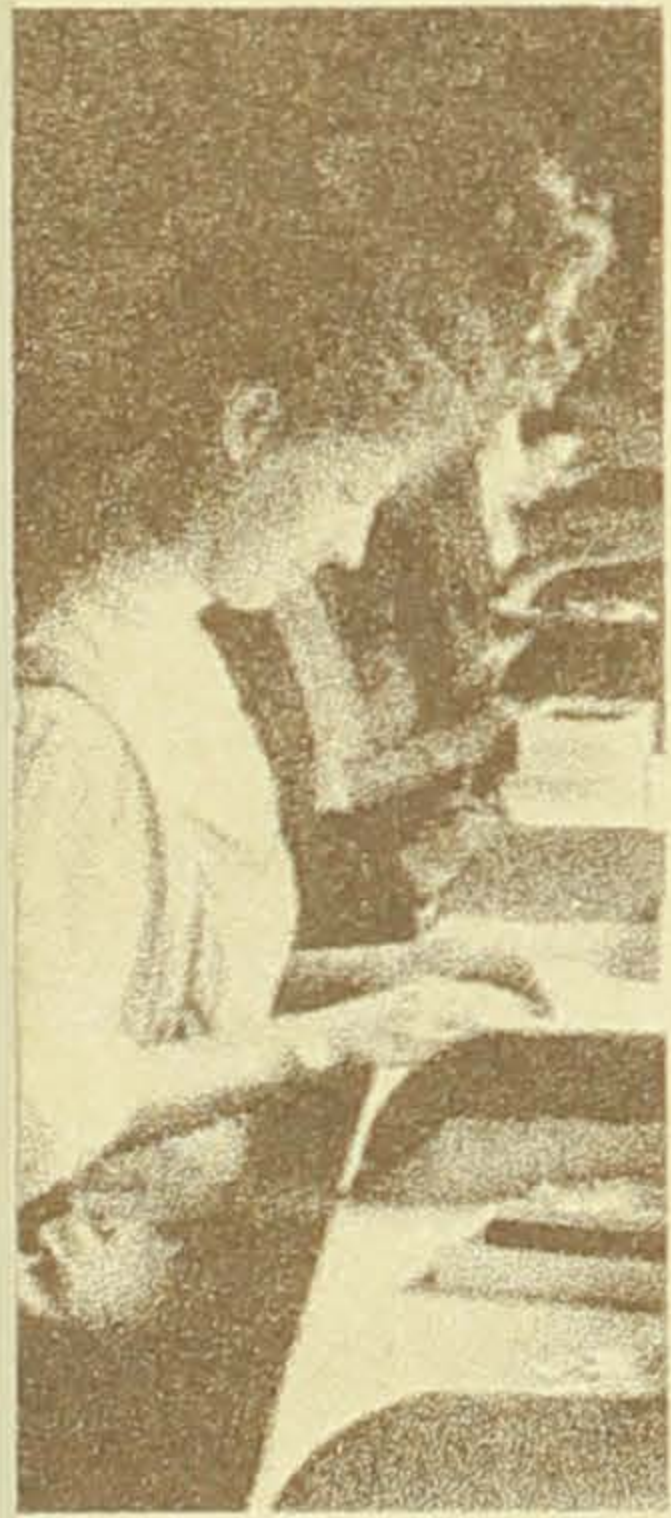
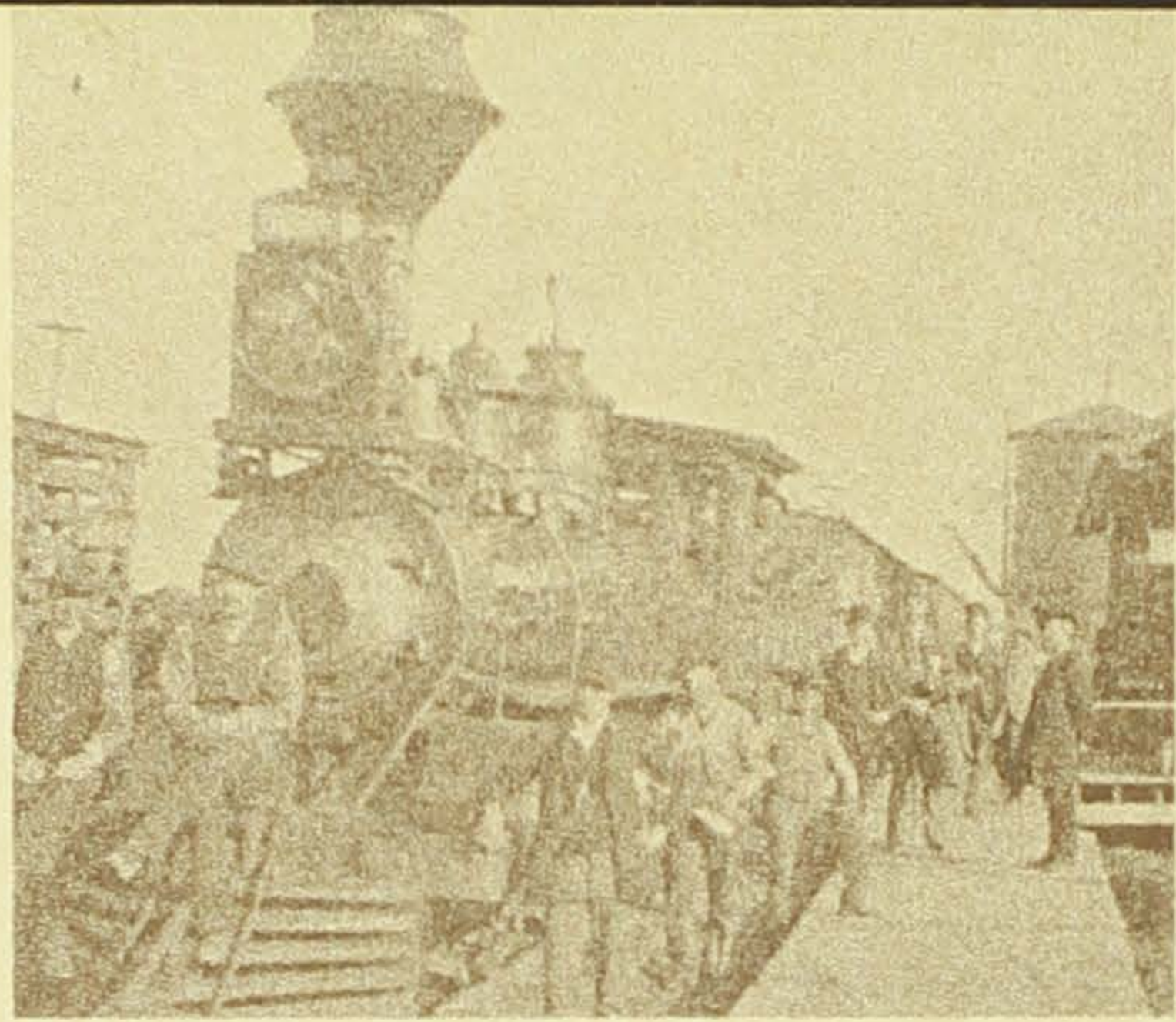
2. Use your town or rural area for a pollution study. What kinds of pollution are a problem now? Are plans being made to improve some situations? Ask the students to create long-range plans for solutions to local environmental pollution problems.
3. Have students research and write reports about, or create individual posters illustrating the balance of nature. Each report should focus on a problem created by human actions that have upset this balance.
4. Make a shelf paper timeline that shows the technological advances man has made since 1 A.D. This will demonstrate the concentration of advances in the twentieth century. Discuss the influence of each invention on people's working hours, cost of

products, and individual craftsmanship.

FIELD TRIP SUGGESTIONS

It is important to prepare students for the field trip. Before visiting the selected location, help students learn about the site and discuss with them what they will see. Sometimes it is useful to ask students to look for answers to one or two general questions. Follow-up activities might include written reports, poems, or drawings.





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