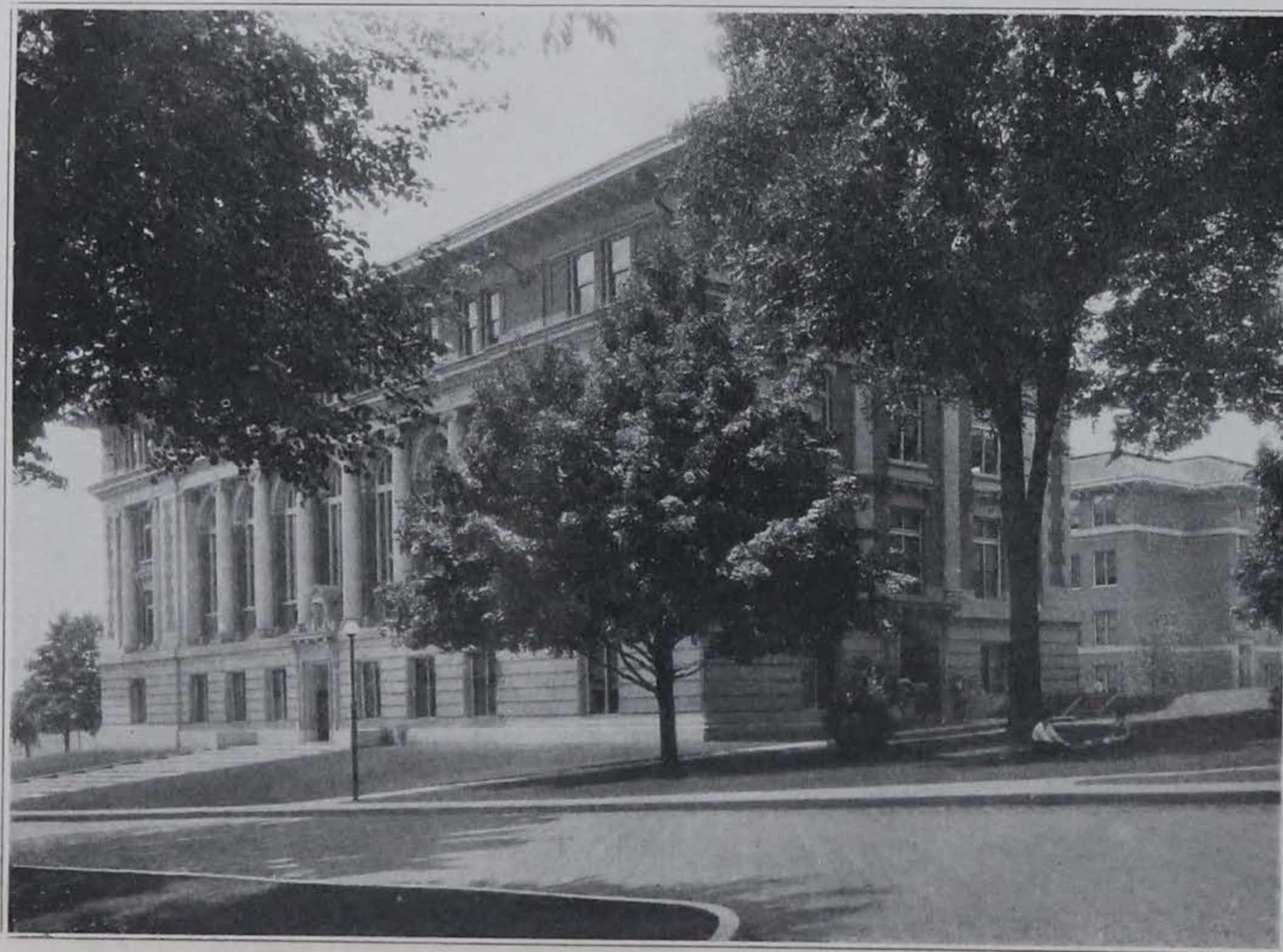


FIFTY YEARS AT  
THE TEACHERS COLLEGE

BY  
DAVID SALES WRIGHT



Published by  
THE ALUMNI ASSOCIATION  
CEDAR FALLS IOWA



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FIFTY YEARS  
AT THE  
TEACHERS COLLEGE

DEDICATED  
TO  
THE FOUNDERS, THE BUILDERS, AND THE STUDENTS  
OF  
IOWA STATE NORMAL SCHOOL  
AND  
IOWA STATE TEACHERS COLLEGE  
BY  
THE ALUMNI ASSOCIATION

# FIFTY YEARS AT THE TEACHERS COLLEGE

HISTORICAL AND PERSONAL REMINISCENCES

BY

DAVID SANDS WRIGHT, A. M.  
SENIOR PROFESSOR



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ILLUSTRATED SOUVENIR EDITION  
1876-1926

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## FOREWORD

**T**HIS illustrated souvenir edition is an abridgement of selected chapters of reminiscences of the beginning, development and expansion of Iowa State Normal School (1876-1909) and of the Iowa State Teachers College (1909-1926) that was prepared by Professor David Sands Wright, the sole living representative of these years now identified with the Faculty of Administration and Instruction in the year 1926.

This publication is edited and distributed as an introduction to the various activities, organized efforts and public programs that will be instituted, developed and conducted as appropriate to the commemoration of this Golden Year of the Iowa State Teachers College in order to rightly and sympathetically recognize the very remarkable public services as a worker for the welfare of society of the Senior Professor who has been an active factor during this entire period of history in all the transactions of this state educational institution.

It was this man, Professor David Sands Wright, that was accorded the honor of giving the first lesson to a class at the opening of the work that first day in September, 1876. It was this man that was selected by the Board of Trustees to be the Historian of the first decade of the service given to the State at Cedar Falls. It was to this man the perpetual representative of a system of teacher training that was conceded the knowledge, the experience and the judgment to record the traditions, the reminiscences and the facts that were included in the development of progress and organized effort in the great work of public education in Iowa.

For these reasons the Alumni Association has been designated as the proper organization to edit and to distribute these pages of interesting, impressive stories of these fifty

years of public support, public appreciation and public enterprise in fundamental endeavors for popular education in one commonwealth. The chief aim of the graduates and students in undertaking this labor of love and esteem is thereby to do appropriate honor and to recognize the deserving appreciation due to the Senior Professor of the Iowa State Teachers College.

H. H. SEERLEY.



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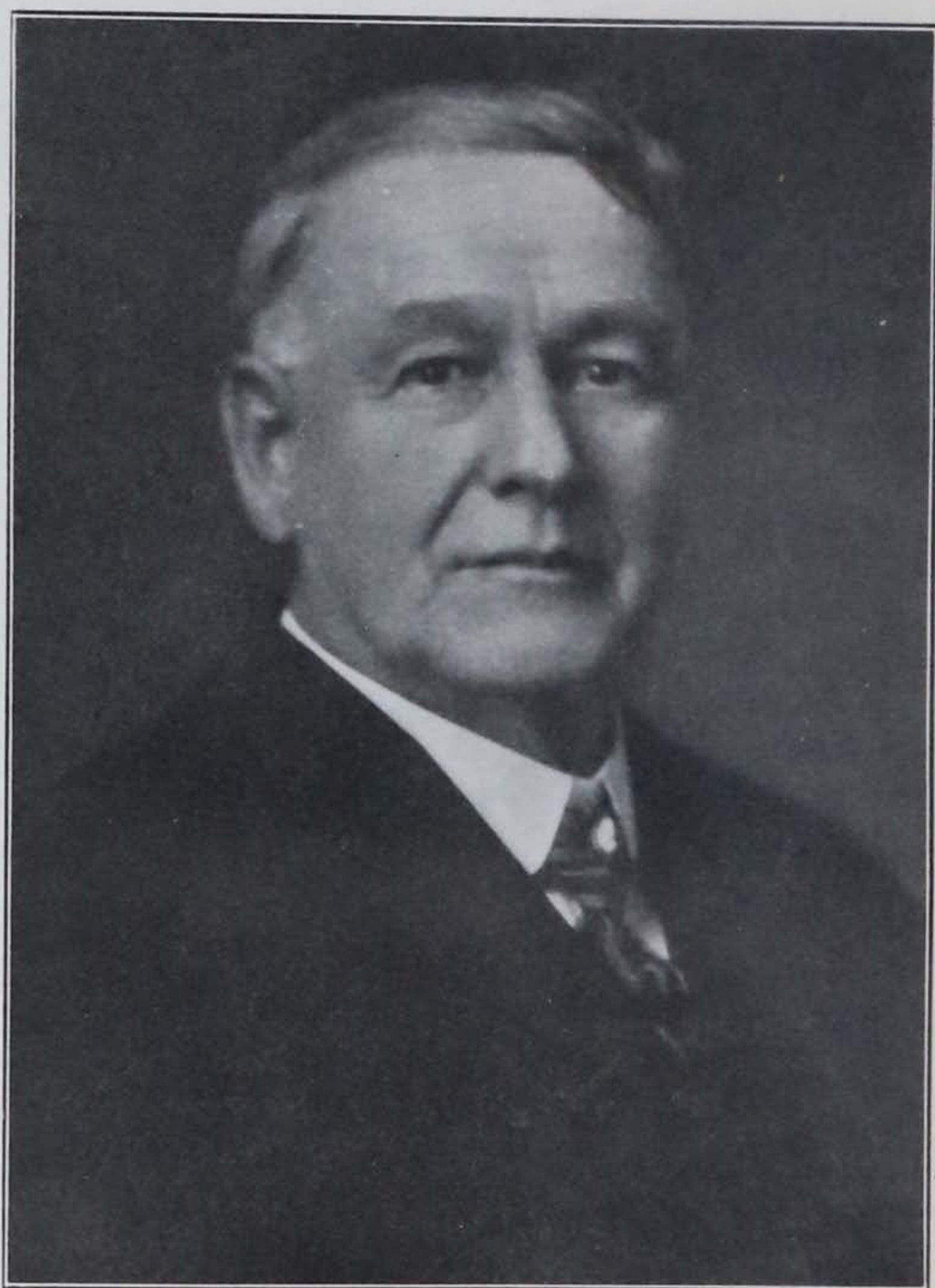
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Prof. D. Sands Wright

## DAVID SANDS WRIGHT

**T**O HAVE a part in laying the foundations of a great enterprise is an opportunity that any man would covet; to have a part in laying such foundations, and then to continue work on the superstructure for a full half century of its development is a privilege that few men are permitted to enjoy. The subject of this brief sketch has had that rare honor. He taught the first class on the opening day of the Iowa State Normal School on September 6, 1876, and now in its Jubilee Year, full of bodily and mental vigor, he is rounding out his fiftieth year of service on its campus. As the history of a nation can be read in the biographies of its great leaders, so the history of a great school may be traced in those of its faculty who have given the best years of their lives to its service. In the case of Mr. Wright this seems peculiarly true.

David Sands Wright was born on the seventh day of December, 1847 on a farm in Penn Township, Highland County, Ohio. His father, grandfather, and great grandfather were "Quaker" preachers of repute and devoutness. Four generations of preachers is a remarkable record for any family to furnish. His mother, Lydia Cowgill Wright, Scotch-Irish by descent, also "walked in the ways of the orthodox Quaker communion."

A lad of seven, David Wright was sent to a "lone log structure," the Squabble High School. His first teacher, one Andrew Jackson Brouse, was of a type not uncommon in those days, a man, who in addition to his occupations of farming, blacksmithing, and carpentering, eked out a living by teaching a country school in winter. In this and other country schools the boy was brought up on "McGuffey's Readers, Ray's Arithmetics, Green's Analysis and Pelton's Geographies." Early in his teens he joined the "Squabble Hill Literary Society" and formed the debating habit.

There he and his compatriots argued such weighty subjects as: "Resolved, that there is more pleasure in pursuit than in possession," and: "Resolved, that baptism by immersion is essential to human salvation."

In the spring of 1866 the directors of Sub-District Number One hired the young man to teach the spring term of three months at a "salary" of twenty-five dollars a month. Dressed in a new salt-and-pepper suit he hied himself over the hills to the school house to meet there, to his intense dismay, the three directors who had come to witness the opening of the school. He says: "It was one of the happy moments of my life when, an hour later, they took their departure."

Soon, eager for more education, Mr. Wright entered the National Normal University at Lebanon, Ohio. There he obtained his Bachelor of Arts degree in 1871 and his Master of Arts degree in 1873. Penn College, Oskaloosa, Iowa, conferred upon him the Master of Arts degree in 1884.

In the autumn of 1872, his real life work, that of a teacher of teachers, began in the village of Salem in Henry County, Iowa. His official position was that of Associate Principal, in co-partnership with Clarkson C. Pickett, of Whittier College and Normal Institute. In writing of this later, Mr. Wright has said: "This institution was a college in the sense that an Iowa village is a "City", a Kentucky civilian is a "colonel" or the head of a two-room school is a "professor." It was really a Quaker Academy established in a community of Friends. Two years later when Professor Pickett was called to other work in the West, Mr. Wright's brother, Jonathan, became associated with him in Salem. After two more years of hard and unremunerative toil in the little academy each of the brothers found a better position.

While in Salem it was Mr. Wright's good fortune to begin what proved to be a deep and lasting friendship with a member of the Whittier Board of Trustees—Honorable Lorenzo D. Lewelling. In 1876, Mr. Lewelling was appointed by the governor of the state to be a member of the board of the newly created Iowa State Normal School at Cedar

Falls. At his solicitation, Mr. Wright applied for a position on the faculty there, appearing in the small town in the month of July, 1876, to make a personal application. At the Davis House where he secured a room, he found some dozen other men on the same errand. Early in the forenoon, the board announced its choice and Mr. Wright became the second "male instructor" on the first faculty of the Normal School teaching English grammar and literature. The first "male instructor" had been chosen before Mr. Wright's arrival, Mr. Moses Willard Bartlett, teaching mathematics, and the third member chosen later was a "female instructor," Miss Frances Webster.

In 1880, Mr. Wright and Mr. Bartlett exchanged subjects, and for the next thirty-five years of the school's history many a promising student burned midnight oil working O's to satisfy their mathematics instructor's voracious appetite. Men of dignified years and position now relate with great glee how they used to rush to his classroom or invade the privacy of his home to report that they had solved some seemingly insolvable combination of angles, lines and letters.

No school has ever found a more zealous and faithful teacher than the State Normal School found in D. Sands Wright. His class room instruction has inspired hundreds to push on to further attainments in higher institutions of learning. His keen sense of humor and his ready wit, together with his wide reading in many lines, have made contact with him a pleasure as well as an education to his students.

In 1915 Professor Wright retired from the Department of Mathematics to take up a line of work in which he has made, perhaps, his most distinctive contribution to education in the state of Iowa. Interested for many years in the teaching of Bible in the High Schools and Colleges of the country he had made a thorough study of the progress of that work in different sections of the United States. When, in 1915 the decision was reached, largely through his efforts, to offer credit courses in Bible Study in the Teachers College, Professor Wright was made Director of Religious

Education. His intensive study of the Bible, his deep convictions of the value of such study to the youth of the country, and his broadmindedness on all religious subjects made the board's selection a fitting one.

Class room instruction has been but one of Mr. Wright's activities during his busy life. He became identified with the State Teachers' Association in 1875, taking from the beginning, an active part in committee work. In 1904 he served as its president, giving as his presidential address, "Complete Education,"—a plea for moral and religious instruction in the schools. This year, November 5th, in his fiftieth year of membership, the association honored itself and him by making him a life member.

For years, Professor Wright has spent a part of his spare time in writing, contributing to many of the educational journals of the country. He contributed some hundred twenty-five articles to the Iowa Normal Monthly; twelve of these under the title, "The Scroggs Family" were signed with the non-de-plume "Theophilus Von Puff." Among books, he has written "A Drill Book in English Grammar," "Geometrical Outlines," and "Bible Study Outlines." The last of these has reached its third edition and is used in the majority of the high schools of Iowa in which Bible is taught and has extensive use outside the state.

To the general public of the State, Mr. Wright has become best known through his sermons and lectures. An eloquent and forceful speaker, he has been called to every part of the state to preach or to lecture. In his own town, a month rarely passes that he does not occupy some one of city pulpits of Cedar Falls or Waterloo.

On July 24, 1880, Mr. Wright took the happiest step of his whole long life, when in the reception room of the Normal, he was married to Miss Eliza Rawstern, a graduate of that morning. In all the years of its history, the school has graduated no finer woman. Her quiet strength of character and her wide and active interest in problems of the day have made her influence widely felt. Mr. and Mrs. Wright have brought a family of four children to useful manhood and womanhood.



Mrs. D. Sands Wright



The Wright home has always opened its hospitable doors to faculty and students. From its study to its kitchen one is likely to meet at any hour of the day, the wife of the college president or a homesick new faculty member. No brighter memories of College Hill linger in the minds of scores of faculty and students, than those of that simple, kindly, Christian home, where discussions range from the sublime to the ridiculous, and where everyone, no matter how green or awkward, is made to feel that his opinion is worth something.

It has always been a home where a saving sense of humor, kindly humor, has abounded. The dignity of its master's position has never saved him from the ready joke. Indeed, some at his expense, often told for the first time by himself, have become classics in the family.

To love little children and to be loved by them, to win and hold the respect and friendship of one's colleagues, to inspire young men and women to sane and normal Christian living, to do all this throughout fifty happy years—what more could man ask?

ALISON E. AITCHISON, '03.

## THE SUPER-DIPLOMA

**T**HE super-diploma copied on the opposite page was granted to David Sands Wright as a testimonial in recognition of fifty years of continuous service in the Iowa State Normal School and the Iowa State Teachers College by special action of the Iowa State Board of Education.

The presentation to Professor Wright was made in an impressive ceremony and was the climax of the Founder's Day Program given in the College Auditorium Monday, December 7, 1925, this being the seventy-eighth birthday anniversary of Mr. Wright.

The Honorable Pauline Lewelling Devitt of Oskaloosa, Iowa, member of the State Board of Education, whose father as a member of the first Board of Trustees of the Normal School, was instrumental in bringing Professor Wright to the school, was spokesman for the State Board on this occasion. Upon the conclusion of her address of personal felicitation and congratulations, Mrs. Devitt formally presented Professor Wright to the Honorable George T. Baker of Davenport, president of the State Board of Education, who conferred the diploma. It was an occasion without parallel.

## To David Sands Wright

Fifty years of right living  
Fifty years of tireless loyalty  
Fifty years of inspirational effort . . .

Such is the rarely equaled service of DAVID SANDS WRIGHT to the State of Iowa and her Teachers College.

With an earnest few, you, DAVID SANDS WRIGHT, in the year 1876, laid the foundation for the *Iowa State Normal School*. With a saving sense of humor in the dark hours that followed and always with unflagging zeal you helped to build the superstructure of the *Iowa State Teachers College*. The school has grown better and better not alone from the desire of such as you to *have* it better but because of your ceaseless effort to *make* it better.

As has been said of Socrates, you saw life steadily and saw it whole. You early grasped the greatest of educational truths; that the spiritual cannot be separated from the intellectual nor the intellectual from the physical and man left whole.

You have touched the lives of Iowa youth not by hundreds or even by thousands but up to the number of an hundred thousand and always that touch has left a vital spark, an inspiration to sane and Christian living.

It was given to members of the first Board of Directors to walk in close companionship with the young DAVID SANDS WRIGHT, to know his youth and to interpret its promise. May the Iowa State Board of Education now add a word of commendation. May we anticipate the pronouncement from the greatest of all teachers and say, "Well done, good and faithful servant."

Geo. J. Baker Pres.  
H. C. Shultz

Anna B. Lawther

C. C. Sheakley

Pauline Manning Witt

Claude R. Porter

E. P. Johnson

Chas. H. Thomas

Willard C. Stuckslager

Homer H. Seerley,  
President.

## PART I

### ESTABLISHMENT OF THE IOWA STATE NORMAL SCHOOL

#### I. IOWA

**I**N THE year of our Lord 1839, the territory of Iowa was created by act of Congress. Its first capitol was Burlington, but two years later the seat of government was removed to Iowa City. On the twenty-eighth of December, 1846, all the required constitutional steps were completed and Iowa was made a sister commonwealth in the American Republic.

Early in the Nineteenth Century this newly opened territory began to attract the attention of the enterprising homeseekers of the eastern and northern states. The love of adventure, the fertility of the soil, the very rigors of the climate, and the generosity to the immigrant of the homestead law, lured the Connecticut Yankee, the Pennsylvania Dutchman, the New York farmer, the denizen of the Buckeye state, and the Scandinavian from overseas to forsake the comforts of his Eastern home, to breast the uninviting hardships of the pioneer. These heroic men, with their not less heroic wives, and with their little ones, bringing the best brain and brawn of the communities they left, daring the dangers of the enterprise—copperheads, rattlesnakes, wolves, Indians, blizzards and miasmatic swamps—coming to occupy and to subdue, transformed the vast stretches of prairie into cultivated farms and fields, to convert the wastes into the garden spot of America.

“O, young Lochinvar is come ‘into’ the West,  
Through all the wide border, his steed was the best;  
So faithful in love and so dauntless in war,  
There never was knight like the young Lochinvar.”

They builded infinitely greater than they knew—these valiant, thrifty, undaunted pioneers. The foundations of our free and opportunity-offering institutions were well laid, vouchsafing liberty, independence and justice as an inheritance to posterity.

“Wouldst hear of valiant men who unafraid  
 Bore hardships as of daily incidence?  
 Men who alone met and subdued grim fate?  
 Men who were mighty, men of will and purpose?  
 Turn back the ticking clock of fleeting years  
 To former days when Iowa was young;  
 Behold the pioneer, the man who dared  
 To break in untamed fields the glebe of empire,  
 And wearied not though harvests seemed to tarry.  
 Eternal honor unto every man,  
 Living or dead who fought for the starry flag,  
 But in the findings of the higher court,  
 I fancy other heroes will be named  
 They came from sanguined field through holy war.  
 The pioneer met dangers oft, not flinched  
 Though none but God was standing by his side,  
 No thrilling bugle call, no starry flag,  
 No battle cry to nerve the shaking frame,  
 Each for himself must act without delay  
 And stake if need be his life upon the issue.  
 Did ever soldier on the battlefield  
 Meet foe or chance requiring steadier nerves?  
 Of such the fiber of the web of state  
 That made her valorous sons both strong and great.”

In 1840, the population of the new made state of Iowa was less than 100,000 and the assessed value of its property was approximately \$1,128,000. Seventy years later—1910—its population had increased thirty-fold and the value of its property two hundred seventy-fold.

The list of her sons and daughters who as statesmen, orators, authors, ministers and teachers have won state-wide, nation-wide, world-wide fame is long; and these are but the more conspicuous examples of the natural, historic, God-ordained and God-directed product of a state which shines out from the nation's ensign unsurpassed and unsurpassable in the galaxy of American commonwealths.

## II. EDUCATIONAL BEGINNINGS IN IOWA

Commensurate with her marvelous industrial growth has been the progressive development of the educational interests of the state. The prophet-like call of Lyman Beecher—"We must educate; we must educate; or we must perish by our own prosperity. If in our haste to become rich and mighty, we outrun our literary pursuits, they will never overtake us" was heard by the Western pioneer, its warning has been heeded.

The first territorial governor of Iowa, Robert Lucas, in his inaugural address, places supremest emphasis on the importance of public education:

"There is no subject to which I wish to call your attention more emphatically, than the subject of establishing at the commencement of our political existence a well-digested system of common schools."

One of the first bills passed by the territorial legislature was "House file, No. 6—an act for the establishment of common schools." This act became a law on the first day of January, 1839.

Article IX of the original constitution of Iowa was entitled "Education and School Lands." It made elaborate and liberal provision for the development and support of the public schools of the commonwealth. Section I, of Article IX, provided for the appointment of a state board of education; Section II, required the establishment of a state university and Section 12 enjoined as follows: "The Board of Education shall provide for the education of all the youth of the state, through a system of common schools, and such schools shall be organized and kept in each school district at least three months in each year."

The first General Assembly of Iowa convened on the 30th of November, 1846. It was vastly more than a mere coincidence, it is a profoundly significant fact, that the initial act, passed by this legislature and signed by the governor, Hon. Ansel Briggs, of the then new state, was entitled "Chapter I—School Fund." The act was approved December 14, 1846, fourteen days after the convening of the

legislature, and eleven days after the formal inauguration of Governor Briggs.

### III. BEGINNINGS OF CEDAR FALLS

When a trillion years ago, nature put her finishing touches on the planet christened earth, she smiled her prettiest as she hollowed out the course of the Cedar, and at a midway point between its source and its mouth placed rushing rapids where waters should forever play and dash and romp and wait through the passing eons the time when men should turn the frolic tide into a giant power that should turn the wheels of commerce and so help God to answer the prayer of the world, "Give us this day our daily bread." Besides the rapids, between the bluffs above and the bluffs below—no hills to be leveled, no valleys to be filled—she left the site of a beautiful city-to-be where should rise marts of trade, mills that should grind the grain that the land of plenty should produce, and a seat of learning that should be the mecca of the Western wisdom-seeking pedagog.

This nature-planned, river-skirted, bluff-environed city site had been for uncounted centuries a place of rendezvous for the red skinned aboriginal inhabitants of the land. Here they built their wigwams, fished, hunted the wild deer and other game, danced their war dance, smoked their peace pipes, chanted their weird songs and offered their rude devotions to the Great Spirit. These savage practices were continued until after the time when Cedar Falls had become an incorporated village.

It was not until the year 1835 that the possibilities of the unused water power afforded by the rapids sufficed to tempt a pioneer to seek to own and utilize them. William Sturgis and E. D. Adams were the first to build even cabin homes on the site of the present city of Cedar Falls. The Sturgis home was built on the bank of the Cedar not far from the south end of the present Franklin Street bridge. Adams built a half mile to the south. Anticipating that passing wanderers might sometime seek the shelter of his humble roof, he made his home a double cabin. In vision,

he saw a community of homes that should in the near future grow up about him and with laudable ambition he christened the city of his dream Sturgis Falls. His dream was realized, his ambition thwarted. In 1849, the name of the village was changed to Cedar Falls.

The town of Cedar Falls was legally incorporated in 1851, with J. M. Overman as its first mayor. Its population was forty people. It was the first county seat of Black Hawk County and court was first held here in 1853. In the same year, the first school district of the village was organized. Its location was the southwest corner of Main and First Streets.

Thirty years later, 1876, the birthdate of the State Normal School, the village had grown to a town of three thousand five hundred inhabitants. Its streets were lighted with kerosene lamps for the days of electric lights were not yet. Its pavements were of wood and its highways were dust in autumn and mud in spring. No telephone had been installed in all the corporation. A street car service had not been dreamed of, the only horseless carriage seen on the street was drawn by a team of mules. The changes that the space of fifty years, 1876 to 1926, have wrought in these untoward surroundings; The Soldiers' Orphans' playground transformed into a campus adorned with palaces consecrated to the holy cause of public education, the once prairie desert now a little city adorned with beautiful homes, its paved streets swarming with multitudes of Iowa's best young men and women, its citizens in touch with all the world by means of radio! It is a wondrous reality, though to the writer, who has looked upon it all, it is in seeming but a glorious dream.

#### IV. THE STATE NORMAL SCHOOL

The cause of state supported normal instruction in Iowa never lacked for earnest friends and able advocates, and it early received legislative consideration. The second General Assembly divided the state into three normal school districts, and provided for the location of an institution for the training of teachers in each. The centers selected for these schools were Andrew in Jackson County, Oskaloosa in



Mahaska County and Mt. Pleasant in Henry County. The legislative appropriation of five hundred dollars for the maintenance of these institutions proved absurdly inadequate. In two of the towns, Oskaloosa and Andrew, through the enterprise of the citizens, buildings were erected and equipped, and some attempt was made to carry out the provisions of the act. But the plan was a foredoomed failure, and in 1855, the act creating the schools was rescinded by the General Assembly and a Normal Department in the State University was established in its place. After a prosperous existence of seventeen years, during which time it graduated one hundred eighty-five students, this department was merged into the chair of Didactics in 1873.

From its beginning, the teachers of the commonwealth, as well as a large contingent of the people, demanded the establishment of a state institution exclusively devoted to the ends and aims of teacher training. Year by year, resolutions were unanimously adopted by the State Teachers Association, asking for such legislation at the hands of the General Assembly. The successive superintendents of public instruction all earnestly seconded these requests in their biennial reports. Hon. Franklin D. Wells in his report for 1867 wrote as follows:

“To crown the efforts already made for securing a supply of well-qualified teachers, it is earnestly recommended that there be immediately established a normal and training school under the auspices of the state. Such an institution, well sustained, would become a center of influence whence should flow streams that would refresh and vivify our whole educational system.”

In 1870-71, State Superintendent Kissell devoted, in his biennial report, sixteen pages to the setting forth of the need of a state normal school, and the feasibility of such an enterprise. His successor, Colonel Abernethy, in his report for 1872-73, appealed with like earnestness in the same behalf.

The first bill for the establishment of an Iowa State Normal School was presented in the House of Representatives

in 1866. Brought up for consideration, it was promptly laid on the table by the House. In 1868, three like bills were introduced only to meet a similar fate.

In 1870, a united movement of the teachers and other citizens of northern Iowa, evolved a definite plan for the location of a state normal school in that section. The prime mover in this enterprise was Jonathan Piper, one of the most prominent educators and institute workers of his time in the state. The town of Iowa Falls, beautiful for situation, was chosen as the site, its progressive citizens having raised a bonus of \$75,000 to apply towards the grounds, building and equipment of the institution, if located in their midst. This project had the unqualified endorsement of the State Teachers Association and in its earlier legislative stages the acceptance of the Iowa Falls proposition seemed inevitable. But as the term proceeded, the emulation, not to use a stronger word, of other towns finally defeated the measure. The normal school question became a "local issue." The boosters of Boosterville, Booster County, earnestly favored a state appropriation for a school in their own town; but if this could not be they were opposed to any and all legislation on the question. Instead of one, four bills locating schools in various parts of the state were introduced; and the halls of the state house swarmed with lobbyists presenting the claims of their respective towns. The expected happened. The activity of the third house, the junketers at Des Moines each boosting for his own community and fighting all the others, defeated the will of the people, made impossible the kind of legislation sought.

In 1874, bills were introduced in the general assembly by Black Hawk County's representatives in that body. These were Hon. E. G. Miller in the Senate and Hon. R. P. Speer in the House. Concerning these earnest but not immediately fruitful labors, Mr. Miller wrote, "We worked early and late for this measure; but after all our efforts a canvass of the field revealed the fact that neither of the bills could pass, and we deemed it wise not to press them

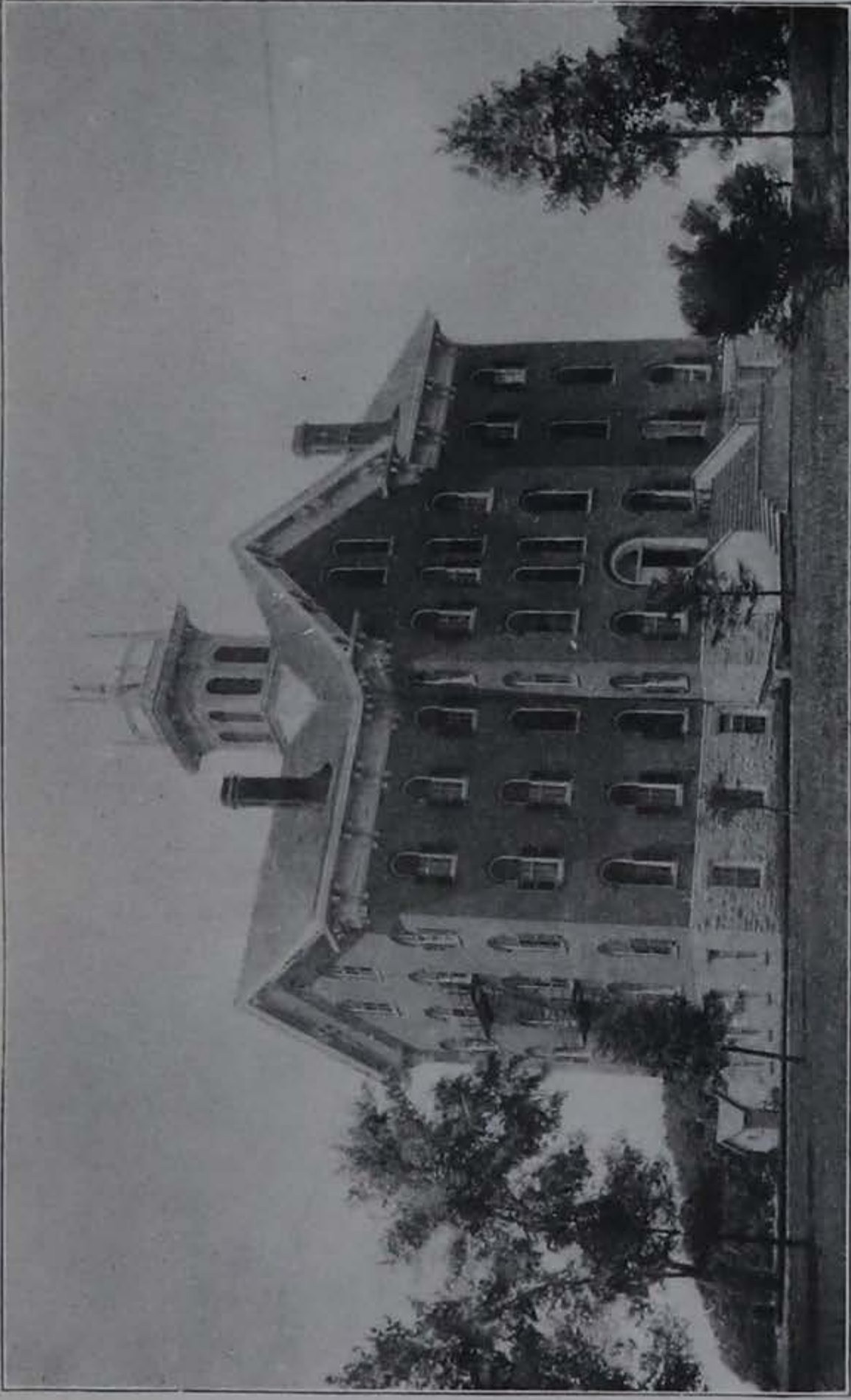
to a vote at that session." The story of the establishment of the school two years later is reserved for a later record.

#### V. THE SOLDIERS' ORPHANS HOME

As through the early sixties of the Nineteenth Century, the weary anxious years of the American Civil War dragged on, the mute but eloquent appeal of soldiers' children orphaned by the struggle was heard with the profoundest sympathy and was responded to, with the utmost generosity, by soldiers and civilians alike. None have appeared to claim the honor of being first in state or nation, to suggest the idea of "Homes" built and equipped for the fostering and education of these unfortunates; it seemed a spontaneous movement.

The original movers in this noble enterprise apparently had no other thought than that these homes should be sustained wholly by private munificence. The first was instituted at Lawrence, in Van Buren County in 1864. The village was small and difficult of access, and the building in which the children were housed was unsanitary and unadapted to the purposes required. The patrons were, therefore, few; and the success of this first attempt was partial.

A commission was called at Marshalltown in 1865 to select another site. Mr. Peter Melendy, an honored citizen of Cedar Falls, and a prime mover in the creation of these institutions, was the first to suggest the selection of this, his home town, as the best location for the next experiment in this appealing charity. At an enthusiastic mass meeting of the citizens held August 21, 1865, Mr. Melendy was chosen to represent the claims of the town at the Marshalltown meeting. He plead his cause so well that in October of the same year the first successful Soldiers' Orphans Home in Iowa was formally opened in the town of his selection. In this accomplishment, Melendy and his coadjutors were building greater than they knew. Directly, they were creating a privately endowed home for the homeless, the war-orphaned children of the state, who should come by scores to enjoy its beneficence; indirectly, they were determining the site of a state-endowed institution,



Soldiers' Orphans Home

that should bring wealth and financial prosperity to the city, should give to it nation-wide prestige as a seat of learning and culture, and to which the best of the youth of Iowa should flock by thousands, God-guided, in their eager pursuit of knowledge and of preparation for consecrated lives of services.

Fronting on Main Street near its intersection with Fifth, there stood in Cedar Falls an uninviting, three-story stone building, its exterior plastered over with cement. It was originally built for a hotel. Though ill-adapted to the purpose, this structure was chosen as the temporary shelter of the Soldiers' Orphans. Through the generosity of the people of the city, money was raised by voluntary subscription to remodel the building, furnish it and make it ready for its occupants. The first superintendent of the house was Mr. Arthur Morrison. It was formally opened in October, 1865, and by the close of the year, ninety-six inmates were enrolled and placed under the watchcare of the institution. A year later, such was its prosperity, and so many were the applicants for admission that the accommodations proved inadequate to meet the demand and many soldiers' orphans were turned away.

Again the people of Cedar Falls came to the rescue. The demand could not be met by private subscription; it must be brought about by the bounty of the state. The progressive citizens of the city set out to accomplish two things. The Soldiers' Orphans Home must be made a state institution, its location must be Cedar Falls. A sufficient fund was subscribed to purchase the forty-acre tract on which the college stands and it offered the land to the state on condition that it should erect thereon a building suitable for the purposes of the home and provide for its maintenance. A bill to this effect was prepared by Hon. J. B. Powers, Senator from Black Hawk County. The Powers' Bill passed both houses with little opposition. It carried an appropriation of \$25,000. With this fund, the brick structure known for seven years as the Iowa Soldiers' Orphans Home, then for four years as the Iowa State Normal School, and later, as it became envired by better and statelier

buildings as Central Hall. The original building was completed in 1869, and to its shelter the orphans were removed in the autumn of the same year.

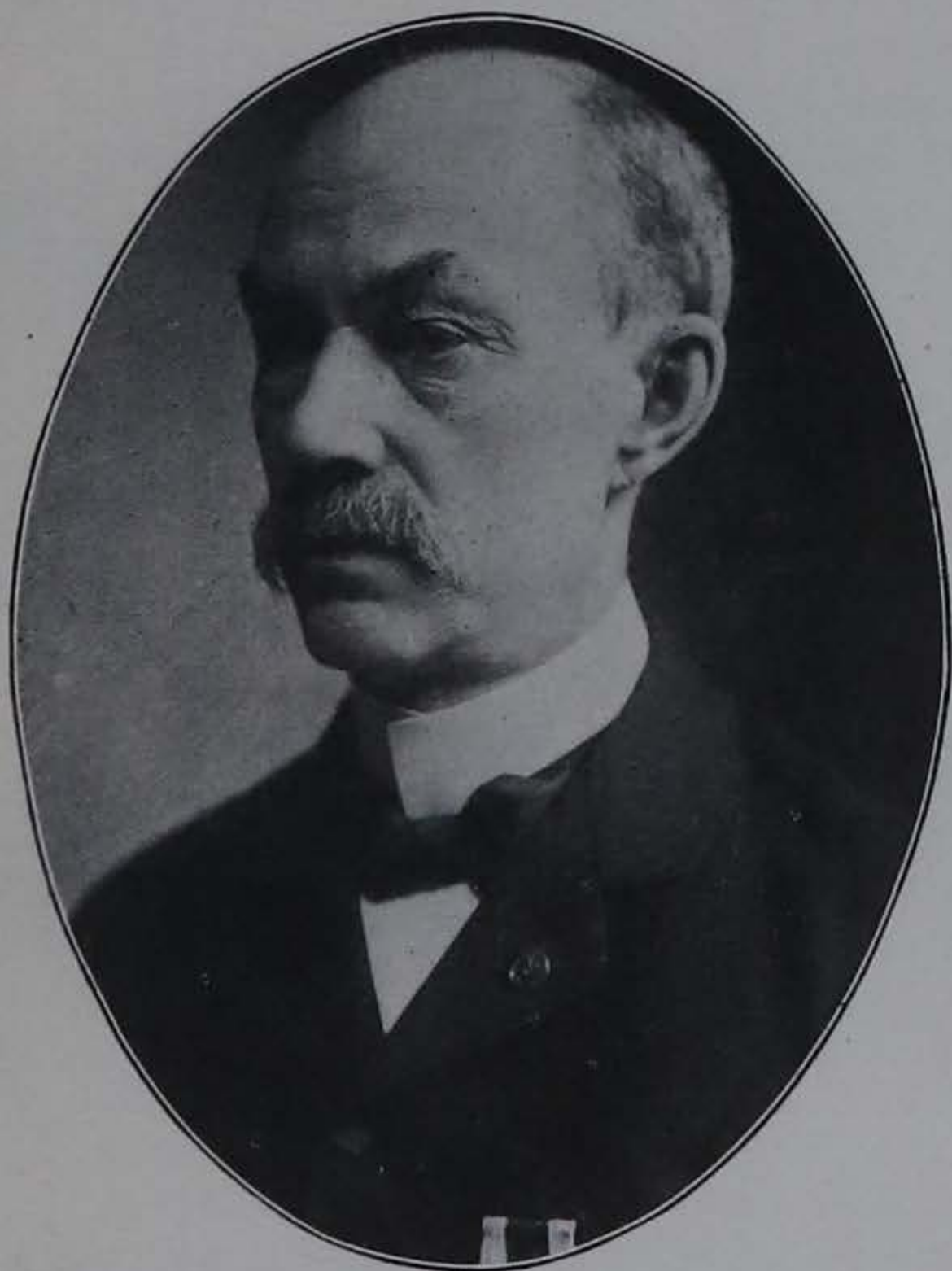
Let it never be forgotten that it was the generous gift of the veterans of the Civil War, mindful of the children of their comrades who had fallen on the battlefields of the South, perished in prison pens or died of diseases in the camp, that first made possible the location of the Iowa State Teachers College on its present commanding site and in its present ideal environment. Its campus was the gift of the citizens of Cedar Falls. Its present adornment, with the magnificent halls of learning that have been built upon it, testify to a great state's recognition of the necessity to her own prosperity and progress of the training of her teachers for the education of her youth.

#### VI. CREATION OF THE IOWA STATE NORMAL SCHOOL

By the middle of the seventh decade of the Nineteenth Century, many of the inmates of the Home had grown to maturity and left its sheltering roof. Ample provision for those who remained could be found in other like institutions in the state. The state's building at Cedar Falls was available for other ends.

To Hon. Edward G. Miller belongs the honor of being first to suggest the conversion of this property into a state institution for the training of teachers. He had removed to Black Hawk County, Iowa, from the state of Wisconsin, and had seen at close range the value of such institutions in the latter commonwealth. He has graphically told, in a reminiscent letter to President Seerley, how the conception of this idea first took form in his mind:

"At the time the school was established and for ten years previous, I was a farmer in Lincoln Township of Black Hawk County. The first time I saw the old building and knew it to be a Soldiers' Orphans Home, the thought came to me, 'That is the place for a State Normal School.' The idea took complete possession of me; I felt sure that the thing could be done. Of its desirability, it seemed hardly necessary to argue with a friend of education. I broached



Hon. Edward G. Miller

the subject to leading citizens of Cedar Falls and I have to confess to a little disappointment in finding my schemes not immediately and enthusiastically approved. I had come from Wisconsin with a knowledge of her normal school system, the work of Henry Bernard, and it seemed the easiest thing in the world to make the people of Iowa see the merit of my plan for the utilizing of a soon-to-be-vacant public building and at the same time taking a long step forward in the cause of education. The gentlemen to whom I spoke knew better than I the difficulties to be encountered but when the time came to help, they were not backward."

Such was Mr. Miller's zeal for this measure that he sought and secured a seat in the Iowa Senate in 1874. He had able coadjutors in the House, who were locally interested in the cause, and who rendered all the assistance in their power. But the apathy of his fellow legislators soon convinced the Black Hawk delegation that nothing could be done in that session of the legislature, so the Miller Bill was duly introduced in the senate, referred to a committee and killed. The original bill is still extant, and is accessible to those who will take the pains to secure it. Its slaughter accomplished, it was decently interred along with other legislative archives beneath the cornerstone of the Capitol Building in Des Moines. In a millennium or so it may be resurrected and treasured as a relic of the indifference of the ancients to a great educational enterprise.

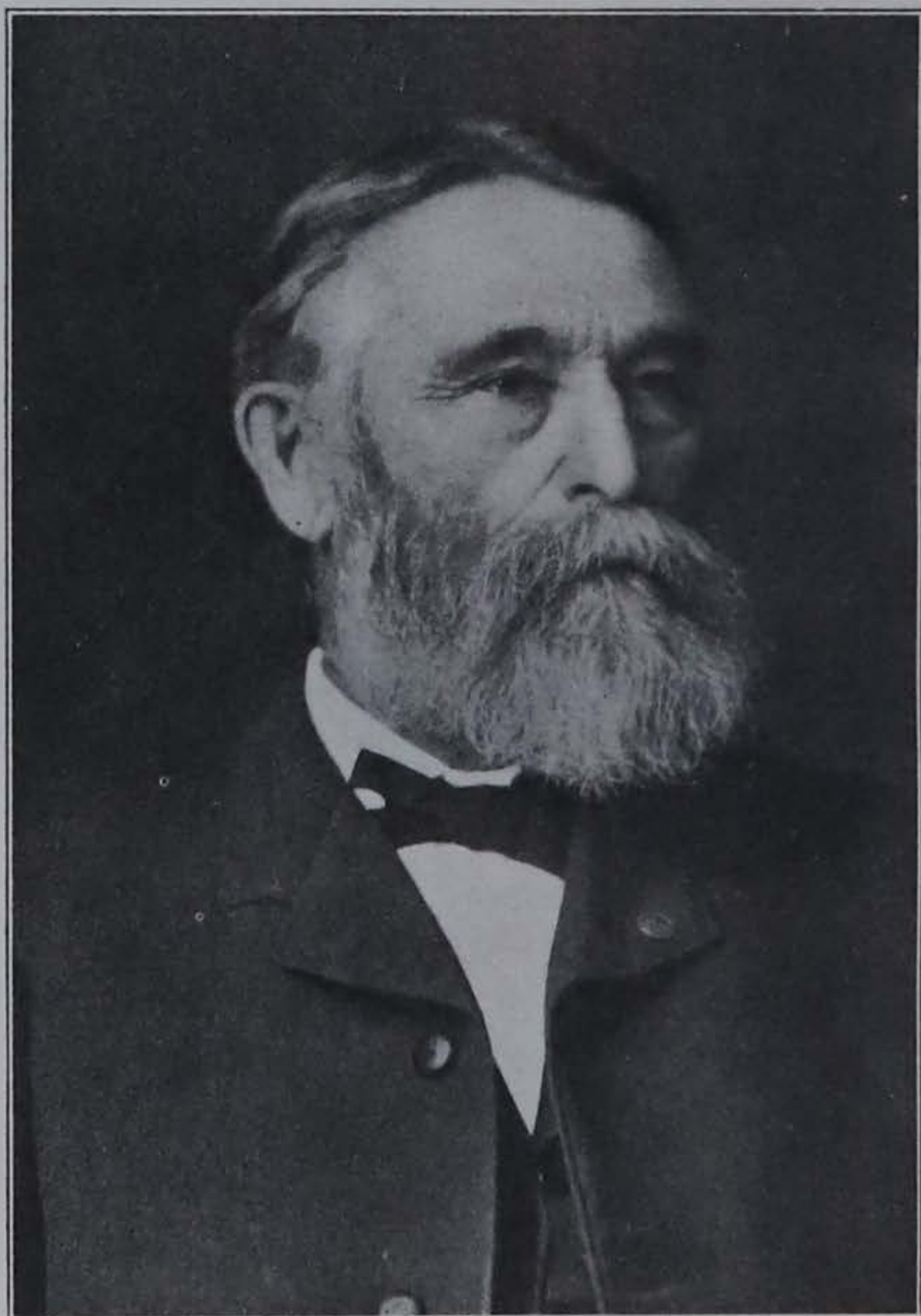
When the Sixteenth General Assembly met in January 1876, Mr. Miller was still in the senate and H. C. Hemenway and H. P. Homer represented Black Hawk County in the House. Hemenway was a resident of Cedar Falls and because of his recognized ability, his integrity as a man and his profound conviction of the mission of the Normal School and of Iowa's need of the training for which it stood, he was the unanimous choice of his fellow-townsmen, to represent the city's claim to recognition in the approaching general assembly. Early in the session, Miller and Hemenway in their respective chambers presented a bill for the establishment of an institution to be known as the Iowa



State Normal School. Cedar Falls was designated as the site for its location. They were referred to the proper committees and were reported out "without recommendation." With dauntless courage, the proponents of the bill assumed the apparently hopeless task of winning despite the bitterest opposition, a sufficiency of votes of the lukewarm solons to carry the measure through to victory.

The first vote on the measure was in the Senate. *Mirabile dictu!* The Miller Bill, Senate File No. 171, was passed without a word of debate, explanation or appeal. This apparently easy success was due to a series of causes, anyone of which being absent, the measure would have failed. The personal popularity of Mr. Miller with his fellow senators; the belief that the bill could not possibly secure a majority in the senate; the confidence that even if it could pass the upper house, it would certainly be killed in the lower; and above all, the unfailing enthusiasm and tireless efforts of the author of the bill, were the factors that wrought the astonishing result. Suffice it is to say, that when Senate File No. 171 was in the senate, Miller knew that if twenty-six men then on the boor of the chamber kept their personal pledges to him, some of them made reluctantly and often with the proviso: "If my vote is needed," his victory was sure. The pledges were kept, and the "Edwards hobby" was passed by the barest constitutional majority.

Very different was the reception of the bill in the house of representatives. On the 14th of March, 1876, Senate File No. 171, was reached on the calendar of the House. Its reading precipitated a debate that was long and acrimonious. Fifty-one votes were required to pass the measure and when the yeas and nays were called, only forty-eight representatives responded yea. On motion of Mr. Hemenway, the bill was reconsidered. As the final roll call proceeded, Hemenway kept tab on the votes of those who had pledged themselves to support the bill if their votes were necessary. At its close, he found to his dismay that only fifty members had responded yea. He knew however that one member, a lukewarm friend of the bill was in the lobby. He quickly dispatched a page to bring in the absentee and



Hon. H. C. Hemenway

at the same time he gave a prearranged signal to the clerk of the house, asking time. The clerk pretending to verify the count, awaited the entrance of the temporarily important personage. He came, voted yea, and again by a bare majority the day was saved. It received the prompt and ready signature of Governor Kirkwood and one of the most important acts of Iowa in educational legislation was accomplished.

To the local boosters of Cedar Falls and to the friends of teacher training in Iowa, a title that includes practically every instructor of youth in the state, the result was an unexpected and a glad surprise. The heroes of the event were Miller and Hemenway. Their tireless energy, their unswerving devotion to a cause in which they believed with all their souls, their skillful diplomacy, were the factors that made possible the victory that led to the establishment of the Iowa State Normal School at Cedar Falls in 1878. Other lesser workers may come and go but while the world stands their names will shine with increasing brilliancy in the annals of educational progress.

## VII. THE FIRST BOARD OF DIRECTORS

It was near the close of the session when the bill was passed and the legislature adjourned without selecting a board of directors for the new-born institution. It devolved, therefore, upon Hon. Samuel J. Kirkwood, the then governor of the state, to appoint the first six men who were to serve in this capacity. He chose wisely and well. The directors of his selection were:

For the term of six years, Hon. H. C. Hemenway of Cedar Falls and Hon. R. H. Thayer of Clinton.

For the term of four years, Hon. S. G. Smith of Clinton and Hon. G. S. Robinson of Storm Lake.

For the term of two years, Hon. L. D. Lewelling of Salem and Hon. William Pattee of Janesville.

Soon after his appointment Mr. Pattee resigned from the Board to accept the office of steward of the institution and Hon. W. A. Stowe of Hamburg was appointed his successor.

In the choice of Hon. Herman C. Hemenway for the first

place in the list of directors, the Governor did the logical, the expected, the inevitable thing. His indispensable legislative services as already recounted sufficed to throw into eclipse any other aspirant for the honor. Born in Potsdam, New York, in 1834, Mr. Hemenway was educated in the public schools of that state. Beginning his career as a rural teacher, he pursued a law course in the East and was admitted to the bar in 1860. A year later he removed to Independence, Iowa. In 1862, he enlisted as a soldier in the Civil War, as a member of the 27th Iowa Infantry. At the close of the war, he removed to Cedar Falls, where, resuming his law practice, he won and held throughout his active life high recognition as a foremost member of the Black Hawk County bar. He was a man of profound conscientiousness and nothing could persuade him from pursuing a course that he thought to be right. He persistently refused to defend a suit in court, if he believed his would-be client was in the wrong. Pursuing this policy, he won for himself high repute for settling cases out of court. His legislative career was marked by the same honesty of purpose that marked his legal practice. Though by the force of his personality, by his zeal that carried conviction in its expression, he won great victories in the halls of legislation, it was his proud boast that he never bought nor sold a vote, never stooped to the trading of support to gain his ends.

As a citizen of Cedar Falls because the people confided in his integrity and wisdom, he was called to serve in many public capacities, both educational and political. As mayor of the city, president of the school board, city solicitor and as a public servant in other like fields, he was tried and found wanting in none. For ten years, he served his city and county in the Iowa General Assembly, six years in the House and four in the Senate. His most notable legislative achievement and the one in which he found the greatest satisfaction, has been fully recounted in these annals. He gloriously won and modestly wore the title of "Father of the Normal School."

The home life of Mr. Hemenway was beautiful and simple. Though abundantly able to surround himself with the

ostentatious display of wealth, his abode was unpretentious and his doors swung widely open with a welcome for the rich and poor alike. He was married in Cedar Falls, October 13, 1868, to Miss Lanie G. Schermerhorn, a native of Seneca County, New York. After more than forty years of devotion to her husband, her home, her community and her church with its noble causes which she loved, she laid down her earthly tasks to enter upon the rewards and higher services of the life beyond.

To Mr. and Mrs. Hemenway no children were given, but their hearts went out in sympathy, their generous hands were outstretched in helpfulness, to poor but noble-visioned students who longed and sacrificed for the best in education. From the establishment of the normal school until the death of his wife, his home was always a welcome shelter for one or more such students, for whose progress and success, no real parent's interest could be greater. The letter below was written by one of these beneficiaries of his generous spirit. It was written in response to a request from the writer of these records for her own pen-picture of her friend and benefactor as she knew him in the endearing relationship of foster father and foster daughter. Its writer is Miss Florence Aubray, now Mrs. Florence Aubray-Per-cival, of Des Moines. It is a beautiful story of a three year happy student's life made so by the grace of a gracious soul.

“DEAR FRIEND:

It was this way. He and Mrs. Hemenway had taken apartments at a then popular boarding house for legislators near the capitol, he being senator from Black Hawk County. I was working for my board at the place and attending East Des Moines High School. I saw them often as my daily duties were to wait on table and to carry wood for the stoves with which the rooms were heated. My first distinct impression of them came through this wood-carrying on the very day of their arrival. It chanced that Mr. Hemenway was having one of his terrible headaches and I was making an extra effort to be quiet, when a heavy stick slipped from my fingers and banged against the stove.

Covered with mortification, I managed to unload without further accident and was just leaving when Mrs. Hemenway said, 'Please tell the landlady that I wish to see her when convenient.' She was going to report me of course. But when Mrs. G. appeared she only said, 'We want those loose strips of carpet removed as Mr. Hemenway objects to them.' The senator rose to heroic proportions in that he had not reported the awkward maid.

"Toward the close of the legislative session, Mr. Hemenway broached the subject of the normal school and its peculiar advantages and made me the wonderful offer of their home. Gladly embracing the offer, at the close of the session, they brought me to Cedar Falls. It was late at night, March 30, 1878, that we arrived at the cozy Sixth Street home of the Hemenways. At the early dawning of the ensuing day, I looked with wonder eyes upon the carefully tended trees, shrubs and vines of my new environment. It was a red-letter day, in my calendar. In the afternoon he drove around for Mrs. Hemenway and me and took us out to see the Normal. Mrs. Gilchrist graciously showed us over the building, entertaining us meanwhile with the comical speeches of a newly arrived student, Free Conaway of Brooklyn.

"There followed for me two most profitable years made so by home and school associations. They were marred only by my own failures, one of which was a few months' failure of health. Mr. Hemenway, seeing how almost desperate I was over having to stop school, had a talk with me—a long talk. I could not fail to get the lesson. Boiled down, it was this—the great lesson of life is to take frustrated plans with composure and do the next best thing. In this case it was to obey the doctor's orders cheerfully and help myself recover with all possible speed. He calmed my desperation by making me feel that I could yet do something worth while.

\* \* \* \* \*

"I am not capable of writing a letter that will do justice to Mr. Hemenway nor to his brave little helpmate. The many and motherlike kindnesses she showed to me, without

the obligations of motherhood to impel her to it are in reminiscence wonderful. To a woman with her fine sense of neatness, order and frugality, it was no small sacrifice to admit to her home a young untrained girl, whose help she did not need, and who could not adequately appreciate her many kindnesses. But she did it for me and for all those others who were so fortunate as to enjoy the shelter of her home.

Your friend,

FLORENCE AUBREY PERCIVAL."

The second man to be honored with a place on the original board of trustees was Judge Edward H. Thayer of Clinton. A native of Maine, he received his academic education in East Corinth in that state. He studied law in Cleveland, Ohio, where he was admitted to the bar. He came to Muscatine, Iowa, in 1853, and entered upon the practice of law in that city. He served Muscatine County for one term as county attorney and for two successive terms as county judge.

In 1868, he removed to Clinton, Iowa, where he established a newspaper, *The Clinton Age*, which soon won for itself wide recognition and influence. His public interests were many and varied. He was active in the promotion of railway building and served for a time as president of the Iowa Southwestern Railway. By word and pen, he labored for the encouragement of manufactures of various kinds. He made a very special study of the culture of the sugar beet industry, writing many editorials in its interest and printing in the *Age* much valuable information bearing upon the subject.

Among the friends and advocates of public education, he was a special pleader for the liberal support of every grade of school from the kindergarten to the university. As a member of the Sixteenth Iowa General Assembly (1876) he ardently espoused the cause of state maintained training schools for teachers. Earnestly in the lobby and eloquently on the floor of the house, in season, out of season, he labored for the passage of the Hemenway bill. This indefatigable zeal and indispensable service made him the logical choice of Governor Kirkwood for the second place

on the Board of Trustees. The Clinton Age of which he was the founder and editor had a wide circulation in eastern Iowa, and its influence was felt and realized in a multitude of homes. Editor Thayer wrote many and strong editorials in the interest of better trained instructors for the public schools, published much material showing the benign influence of such instruction in other states; and by these and like means he gave the new state institution much valuable though gratuitous advertising. In one of his last public addresses, he declared that the work that he had done for the State Normal School had brought him more satisfaction than had any other public interest of his life.

In his home city of Clinton, he was known and honored for his exalted character and public spirit. He was a devoted Christian and for thirty years he served as vestryman of the St. James Episcopal Church of his city. On the occasion of his death, a beautifully bound and fitting memorial pamphlet of many pages was published to commemorate the man and his public services to his city and his state. It was a noble tribute of those who knew and loved him, paid to mark the passage of their most distinguished townsman. A copy of this memorial is one of the choicest treasures reposed in the archives of the college. Its title page reads as follows:

"IN LOVING MEMORY OF E. H. THAYER  
BORN NOVEMBER 27, 1832  
DIED NOVEMBER 7, 1904

I have fought a good fight, I have finished my course, I have kept the faith; henceforward, there is laid up for me a crown of glory. II Timothy 4-5."

Of the men to be chosen for a fractional term of the board, Governor Kirkwood's first selection was Hon. S. G. Smith of Newton. He was born in Green County, New York, pursued a literary course of study in Oberlin College, entered upon the study of law, and was admitted to the bar at Columbus, Ohio, 1857. In the autumn of the same year he located in Newton, Iowa. Here, with the exception of the interim noted below, he spent the remainder of his life in the practice of law, the senior member of the firm



of Smith and Wilson. In August, 1862, he was commissioned as major of the Fortieth Iowa Infantry and in this capacity he served until the close of the Civil War.

As a civilian he served for eight years as a member of the Iowa Senate, for four years as district attorney for the sixth judicial district, and for four years as mayor of the city of Newton. He died November 5, 1890.

As a member of the board of trustees of the State Normal School, his interest in the institution was infinitely more than that of perfunctory official service. His thorough knowledge of his profession made him an authority in the board on legal points, and his associates eagerly heard his suggestions and deferred to his advice on questions in which technicalities were involved. He was a most companionable man. In his associations with the members of the school, he had a kindly greeting and a genial smile for everyone. A lifelong student himself, his heart went out in genuine sympathy to the members of the student body. His presence invited confidence and his words of counsel were a benediction to those who sought them. His visits to the school were not confined to attendance upon the meetings of the board. He visited classes, he cultivated the acquaintance of faculty, students and employes, he assiduously investigated the various activities of the institution, he counseled where counsel seemed required, and he did it all in such a way as to win the confidence and esteem of all he met. He was happy in a chapel talk, or an after-dinner speech and was always listened to by teachers, students and alumni with eagerness and delight.

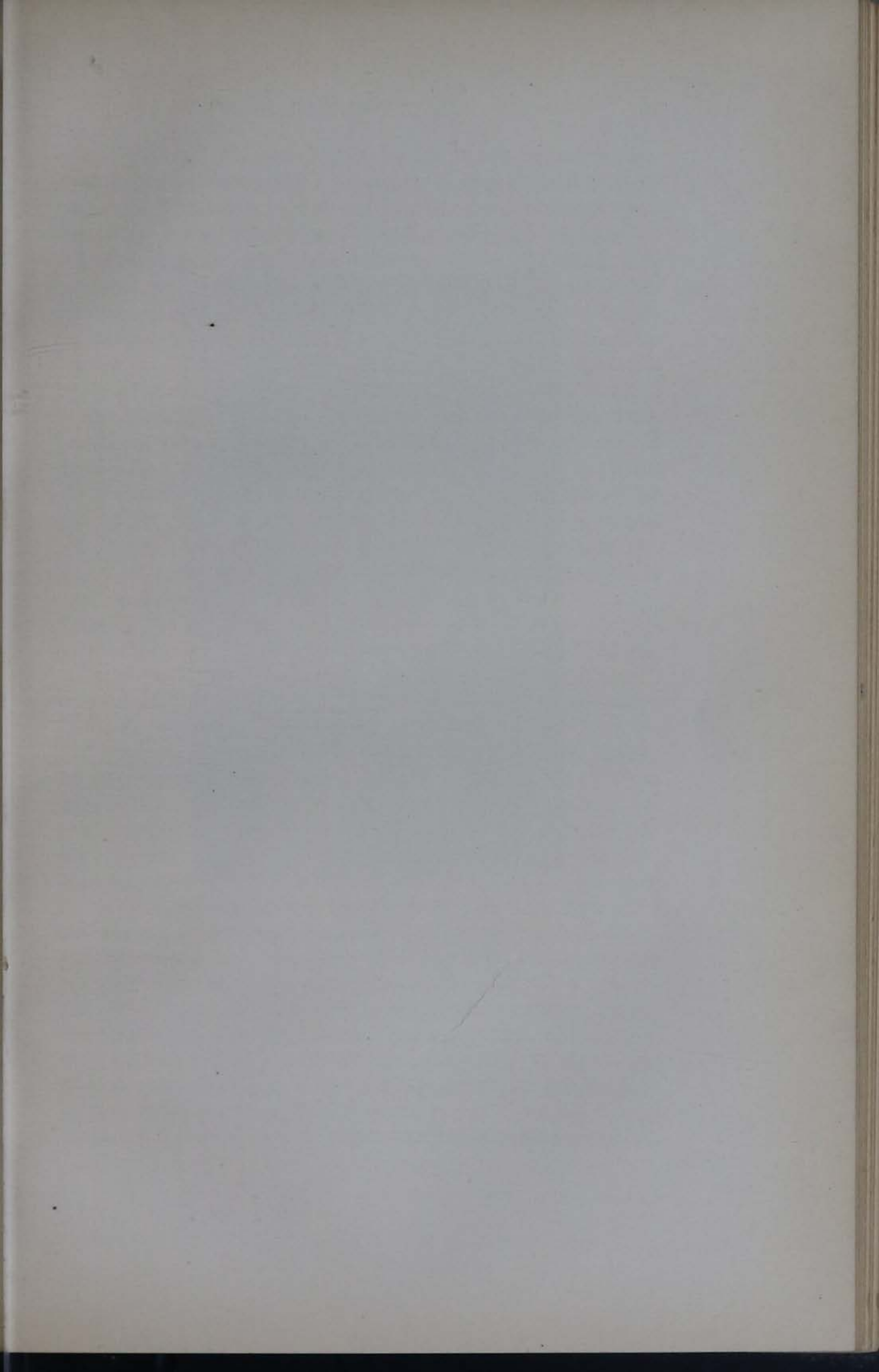
Associated with Major Smith, for the four-year period, was Judge Gifford S. Robinson of Storm Lake. He was born on a farm in Tazewell County, New York. His early education was that of the country boy of his time, nine months of labor on the farm and three months of study in the country school. To these were added in his later teens, two terms of training in an academy near his boyhood home. At the age of eighteen, he came to Illinois intending to devote his life to the business of farming. A year later, he joined the Union Army, enlisting in the One Hun-

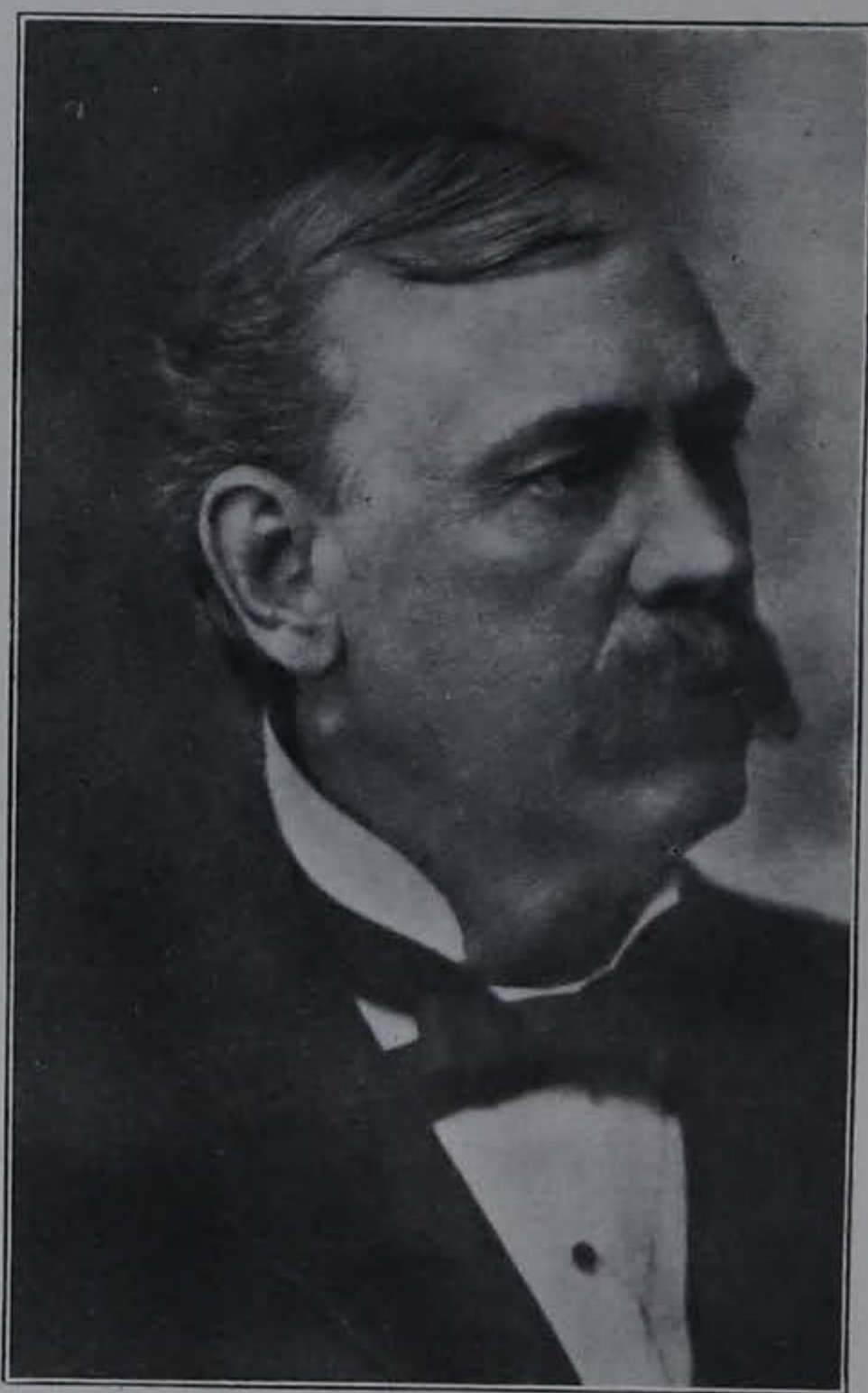
dred Fifteenth Illinois Infantry. After two years of arduous service, he was severely wounded and was taken prisoner in the battle of Chickamauga. Due to the insufficient nursing of the confederate prison, his recovery was slow and doubtful. His injury compelled him to revise his life plan, to give up farming as his calling and to decide upon a professional life. On the day that he was twenty-one, he received his discharge from the army and returned to his New York home on crutches.

He taught school for a year in his home district, then, returning to the West, he entered the Illinois State Normal University, where he spent two years equipping himself for an educational career. As a student in this institution, he witnessed, in its value to himself, in its benefit to others, the necessity of teacher training to the efficiency of the common school system of a state or nation. After the completion of this course, he received an appointment as instructor in the preparatory department of Washington University at St. Louis, Missouri. Here he found himself, revised his plans, and chose the law for his vocation. Fortunately for his new purpose, his connection with the university afforded him opportunity to attend the lectures in its law department. Aided by a constitution strong enough to bear the strain, he continued for a term of years in this institution, doing full work as a professor in the academy and devoting what time he could spare from his teaching to the study of law. His course completed, he refused a professorship in Washington University, at a fine salary, that he might enter upon the practice of his chosen profession.

He began his career as a lawyer at Storm Lake, Iowa, in 1870. In 1890, the State University of Iowa conferred on him the honorary degree of LL. D. His fame as a lawyer became state wide and in 1900, he removed to Sioux City, Iowa, into a larger field of professional service.

As a public servant, he held many and important positions. He was for ten years (1890 to 1900) a lecturer in the Law Department of the Iowa State University; he served for years as a member of the Iowa State Board of Control, and for a term as state railway commissioner; he





Hon. L. D. Lewelling

served both in the Senate and in the House as a member of the General Assembly; he sat for eleven years (1888 to 1899) on the bench of the state supreme court and filled the office of supreme justice in 1892, and again in 1899.

Concerning his connection with the school at Cedar Falls, he wrote in 1916: "I have never lost interest in the institution but have watched its phenomenal growth and wonderful influence with delight, not unmixed with satisfaction that in a small way, I helped to lay the foundation for what has proved to be of great value to the state."

The directors chosen for the two-year period were Hon. L. D. Lewelling of Salem, and Hon. William Pattee of Janesville. The former's record as given below, is, with the exception of the parts in parentheses, quoted from the pen of W. J. Costigan of Topeka, Kas., and was prepared for and by the director of the Kansas State Historical Society. It first appeared as a part of a beautiful In Memorium, a copy of which is a treasured possession of Teachers College. The booklet was issued to commemorate his life and death. This pamphlet contains a number of his eloquent civic and educational addresses, a poem by Mr. Lewelling entitled, "Tennessee," accounts of other events related to his decease and funeral eulogies.

"Lorenzo D. Lewelling was born near Salem, Henry County, Iowa, on the 21st day of December, 1846. His father was a Quaker minister. When two years old his father died and seven years later, his mother was accidentally burned to death, leaving a large family of practically helpless children. For a time Lewelling found a home with an older sister but at an early age he faced the battle of life alone and worked wherever he could find employment. At the outbreak of the Civil War, he enlisted in an Iowa regiment, but relatives, taking advantage of his age, compelled his discharge. He next hired himself with a company that was supplying the Union army in Tennessee with cattle. Later he joined a bridge building corps in Chattanooga. The war closed and he entered Eastman's Business College in Poughkeepsie, New York.

"After graduating from this institution, he turned his

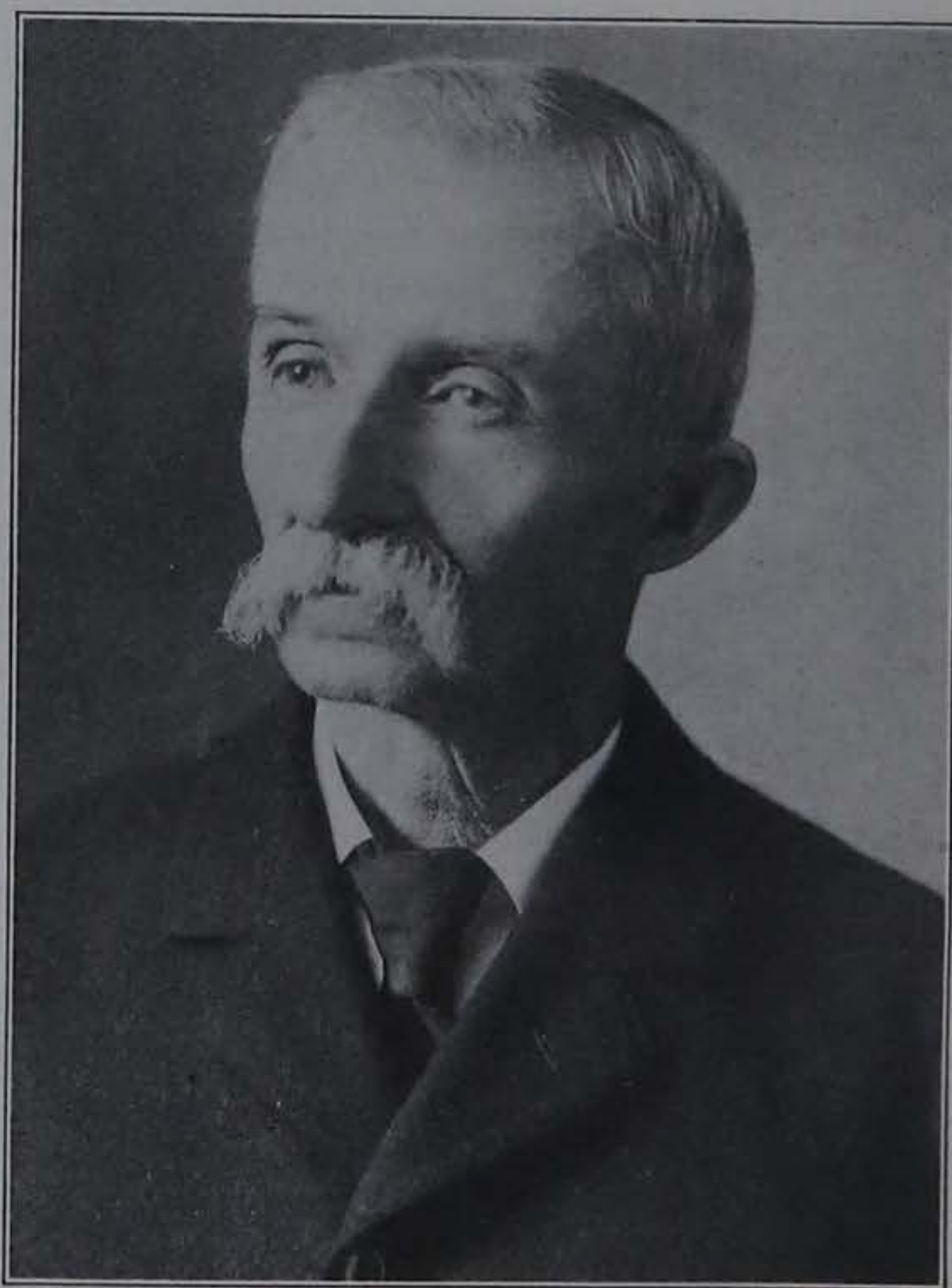
hand to any employment that presented itself. He became a tow-path boy on the Erie Canal, then a carpenter in Toledo, then a section hand in Chicago, and with these earnings purchased a passage to his native state. He entered the bridge-building department of the Burlington and Missouri Railroad at Ottawa, Iowa. With these earnings, he entered Whittier College whence he graduated at about the time that he attained his majority.

(He served for a brief time as a professor in Whittier College but) "in 1872, Mr. and Mrs. Lewelling were appointed to take charge of the Girls' State Reform School. For fifteen years he held this position; two years of which he devoted to the founding and editing of the Des Moines Capitol, an anti-ring Republican paper.

(It was early in his incumbency of the superintendency of the Girls' Reform School that the Iowa State Normal School was established and while the bill creating it was pending in the General Assembly, he was recognized as one of the ablest and most ardent champions of the measure. This with his successful administration of another state institution, made him a logical candidate for a place in the directorship of the state's then newest public institution.)

(During the eighties, he removed to Wichita, Kansas, and engaged) "in the business of banking and in 1892 he was nominated by the populist party for governor. The democrats endorsed his nomination and he was elected to the office of governor of Kansas. He died very suddenly at Arkansas City, Kansas, on September 3, 1900.

"Thus the homeless orphan of nine years buffeted the waves of adversity and while yet a youth became one of the best known men in his native state. His sympathy for the poor and distressed was genuine, it was leavened in his boyish heart, and it abided with him unto the end. His boyhood days were ever too vividly before him to permit him to forget the unfortunate and the struggling. It made him one of the most philanthropic and humane of men. This sympathy for the poor, coupled with a commanding presence, a cultivated mind, and the gift of making lofty and lowly thoroughly at home in his companionship, made



Alexander Martz

him one of the most attractive and popular of men. There was much that was both sad and beautiful in his life and these conditions attended him even at his grave for amid the solemn surroundings of his sepulcher, there was the beautiful fact that men of every political faith vied with each other in expressing their love and respect for the great man who had fallen."

Hon. William Pattee, the sixth member of the board, served only at its preliminary meetings. He resigned from the directorship to accept the responsible position of steward of the institution. A sketch of his life will be found in its appropriate place in connection with the officary of the school. His successor on the board was Hon. Washington A. Stow of Onawa.

Alexander Martz. When the Soldiers' Orphans Home was instituted in Cedar Falls in the year 1868, its board of management created the office of engineer and superintendent of buildings and grounds. The man for the place was at hand. There had recently come to the city a young man named Alexander Martz. He had but recently received in the gallant defense of his country and its flag, a wound in the knee, the effect of a rebel bullet, from which complete recovery was impossible. Whether he came to the town because the Home was there or whether the Home came to the town because he was there or whether it was all a coincidence, his installation in the newly created office was only a matter of form. His assigned duties were many and onerous. He was stoker and fireman of the heating plant, supervisor of the building and its grounds and general repair man of everything from a broken chair to a wrung heartstring. Eight years later, when the superintendent and employees of the Home departed bag and baggage, from the Hill, to make way for the new born Normal School, Mr. Martz had become so completely part and parcel of the Hill environment that no one so much as thought of his removal with the rest. His title and his place remained the same. He did not adapt himself to new conditions, new conditions adapted themselves to him.

From the viewpoint of the college and in its parlance,



Alexander Martz was an uneducated man. He was an honor graduate from the University of Hard Knocks. He was a reader of books and the books that he read were the best. While he read his newspaper and was conversant with the events of yesterday in his own and other lands, his favorite magazine was the Scientific American for which he subscribed and whose columns he mentally devoured. Whatever was of interest to the Soldiers' Orphans or to the Normal School was of interest to him. He cared for the buildings and grounds, ran the heating plant and kept it in repairs, read his Shakespeare and his Rollin, and was everybody's friend. His long and faithful service was terminated by death in 1901. He was buried with all the honors of a member of the school from the College Chapel

James Robinson. In 1901 "Jim" was chosen to the place made vacant by the death of Alexander Martz, that of superintendent of buildings and grounds. He was then a young and rising architect of the town. His selection was tentative but Jim made good. He came into his kingdom at the very beginning of the institution's period of expansion. He wrote his record in the piles of rock and stone that now adorn the college campus, in the walks and drives and lawns that beautify the scene and please the eye of all beholders. All save two of the college buildings rose beneath his supervision and most of them were built in accord with plans that he himself had drawn.



J. E. Robinson

## PART II

### ADMINISTRATION OF PRINCIPAL GILCHRIST

#### I. FIRST MEETINGS OF THE BOARD OF DIRECTORS

PURSUANT to the call of the state superintendent of public instruction, the board of directors of the Iowa State Normal School held their initial meeting at Cedar Falls on the 7th day of June, 1876. The organization was completed by the election of H. C. Hemenway as president of the board; William Pattee, vice president; L. D. Lewelling, secretary pro tem and Edward Townsend, treasurer.

The only important business transacted at this preliminary meeting was the election of a principal. Many candidates from far and near were presented. It was mutually agreed that the head of the school should be a Western man and if an eligible person could be found, a citizen of the state of Iowa. The three men who received most favorable consideration were C. W. Von Coeln, the then incumbent of the office of superintendent of public instruction; Henry Sabin, superintendent of the city schools of Clinton and James C. Gilchrist, superintendent of the city schools of Mason City. After a thorough canvass of the respective merits of the candidates, an informal ballot was taken, and a majority of the votes were cast for Superintendent Gilchrist. A formal ballot followed with the same result and the problem of who should shape the early destinies of the institution was determined.

The principal's salary was fixed at one hundred fifty dollars per month for the time actually engaged in teaching, but at the meeting on July 10th the principal's salary was readjusted and fixed at \$1,500 per annum, and in addition he was given the opportunity of occupying free living rooms in the building.

Pursuant to adjournment, the second meeting of the board was held at Cedar Falls, July 12, 1876. In the course of a two days' session much business was transacted. Two male and one female instructors were employed and duties assigned as follows:

James C. Gilchrist, Principal and Didactics.

M. W. Bartlett, English Language and Literature.

D. S. Wright, Mathematics.

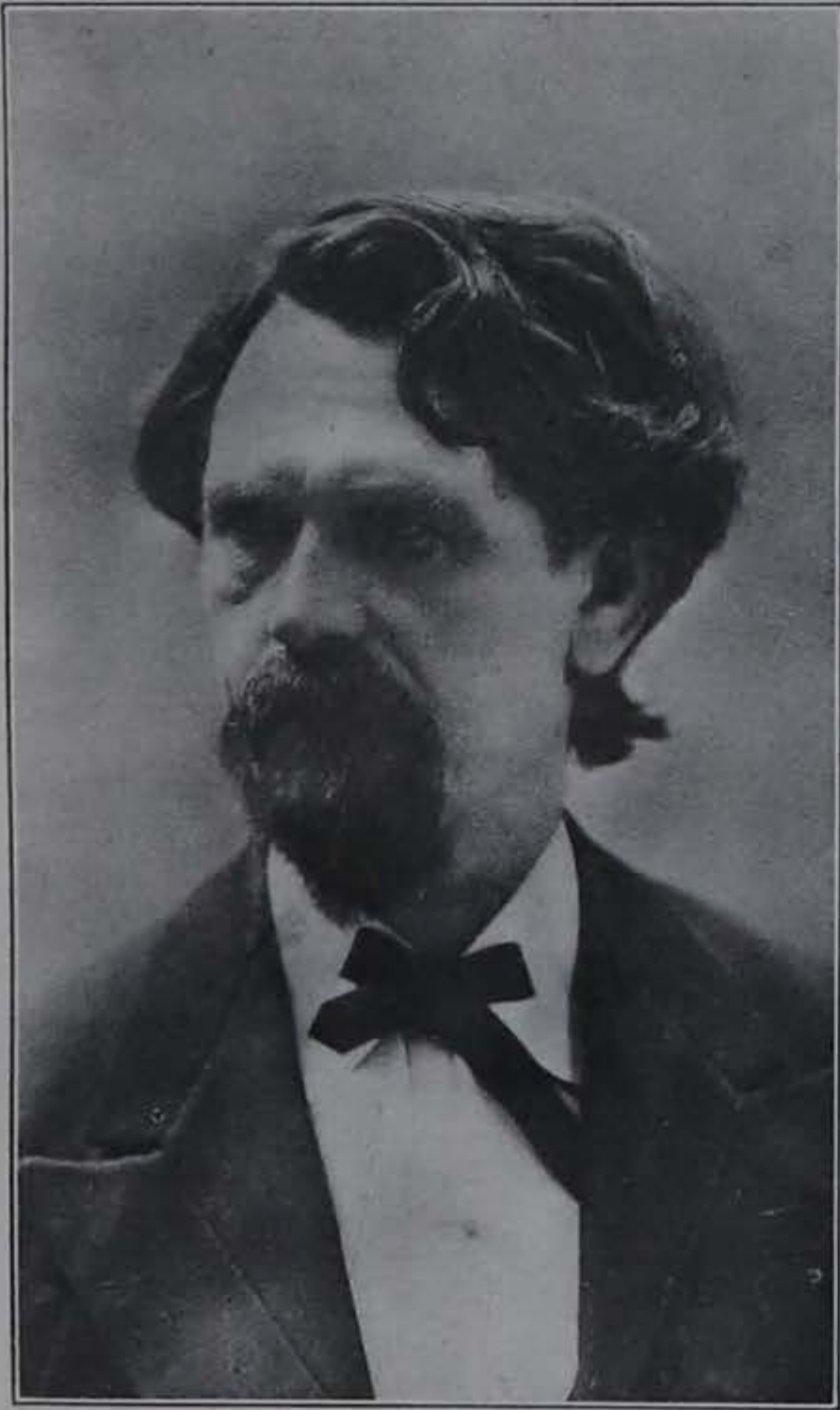
Miss Frances L. Webster, Geography and History.

Other offices were created and incumbents appointed, as follows: Steward, William Pattee; Matron, Mrs. P. E. Schermerhorn and Engineer, Alexander Martz.

At this meeting, an elaborate system of rules and regulations prepared and submitted by Principal Gilchrist was adopted by the board. They covered every detail of the school's proposed activities, including faculty, officials, students, employes, buildings, grounds, matriculations, punishments, expulsions, graduations, the school calendar, the price of board and the right relations of the sexes. These are duly written out in the minutes of the board of directors and printed in the early catalogs of the institution.

## II. PRINCIPAL J. C. GILCHRIST

James Cleland Gilchrist spent his boyhood on a farm in Mahoning County, Ohio, and received his first educational bent in the public schools of that county. He was neither a child of poverty nor an heir to wealth. In the solitude and freedom of the farm, with nature for his teacher, with a brain too active to permit of intellectual idleness, as he followed the plow or wielded the ax, he learned about the only lesson that any school can teach, he learned to think. The story of his struggles to secure an education is eloquent with inspiration to every live-environed youth. The predilections of his boyhood, the dreams of his youth, the books he read, his choice of a vocation, his entire life, were marked by one all dominating purpose, to be a teacher of teachers, and in this chosen field to take rank as a leader in the walks of education. In order to teach, he must first be taught. Wholly dependent upon his own resources to make his way through



J. C. Gilchrist

academy and college, he hesitated not to labor in the harvest fields in his vacation times, to do the janitor work of the schools, to coach his fellow students in the lower grades, in short, to serve in any honorable employment, however, arduous that might pave the way to the goal he sought, a college degree and the preparation for life that it implied.

There is not less of human interest in the record of his life. He taught in the country schools, attended a preparatory school, taught again, returned to the academy, served as principal of a village school, then, clad in homespun, he found his way to Antioch College where he reached the acme of his preparatory career when privileged to sit as a disciple at the feet of his model, America's greatest educator, Horace Mann. The illustrious head of Antioch was his ideal and he unreservedly acknowledged the influence of his master's methods of instruction and of school administration upon his own. Of Professor Gilchrist's many and able lectures, his masterpiece was entitled, "Horace Mann." It was an eloquent tribute from an admiring pupil to a loved and honored teacher guide. Perhaps his last appearance before a public audience was the delivery of this great lecture in Normal Chapel, now known as Gilchrist Hall, during the winter of 1897. This was the occasion of his first and last visit to the school he founded, since his departure from it in 1886. In the telling of how his model teacher had inspired him, he inspired all who heard to the quest of the noble and the best in human living. Horace Mann being dead still lived in him and still lives in the hearts of his millions of spiritual children who consciously or unconsciously, follow in the paths he trod.

Leaving Antioch, in the process of the years, he was successively the head of no less than seven important educational institutions at the time of their inauguration, three of them State Normal Schools. It was his mission and privilege to lay foundations. This feature of his life work, required frequent changes of location, now in New England, now in the South, and again in the West allowed his shaping hand to touch a multitude of teachers whom he could not have reached had his field been circumscribed by

labor in a single school. His pupils were a mighty army, others have guided and inspired their thousands, it was for him to touch his tens of thousands with the helping force of his unique personality.

It was in this capacity, as a layer of foundations, that he came to Cedar Falls, in 1876. Here for ten years he labored with unsurpassable industry and a zeal that never flagged. Possessed of a physique that seemed to defy fatigue, never sparing himself, he employed his energies to the limit of endurance. Against the protests of his associates, he was wont, in addition to his taxing administrative duties to assign the same complement of classes, that he gave to the other instructors. This willingness of endeavor, this unrelaxing toil, seen and noted by faculty and students alike, were to every one a compelling influence to the deepest consecration to the work of the school, and the accomplishment of its mission as a factor in public education.

As he practiced, so he preached. He proclaimed the philosophy of toil, the gospel of hard work. He taught that intellectual growth is conditioned in intellectual activity exercised to the limit; that the greatest good the school can give the pupil is not so much the mental acquisition of the content of the printed page, as the discipline and power that come from continuity of intense and abstracted application to the solution of a particular problem, or to a single line of study; that the daily lessons of the school are not ends but means; that the subject matter studied is not so important as the manner of the study; that time and labor are the two essential factors in any normal system of education; that the paramount question of the student who would prepare himself for life is not, "What is the shortest route to a diploma or a degree, but what is the maximum of time, that I can afford to spend in school or college, that I may have the fullest preparation for life's responsibilities, emergencies and duties."

Believing in the constant in education, he abominated fads and faddists. In public discourse, he despised the trickery of the mere rhetorician; was quick to recognize and condemn it in others, and scorned to employ it himself. De-

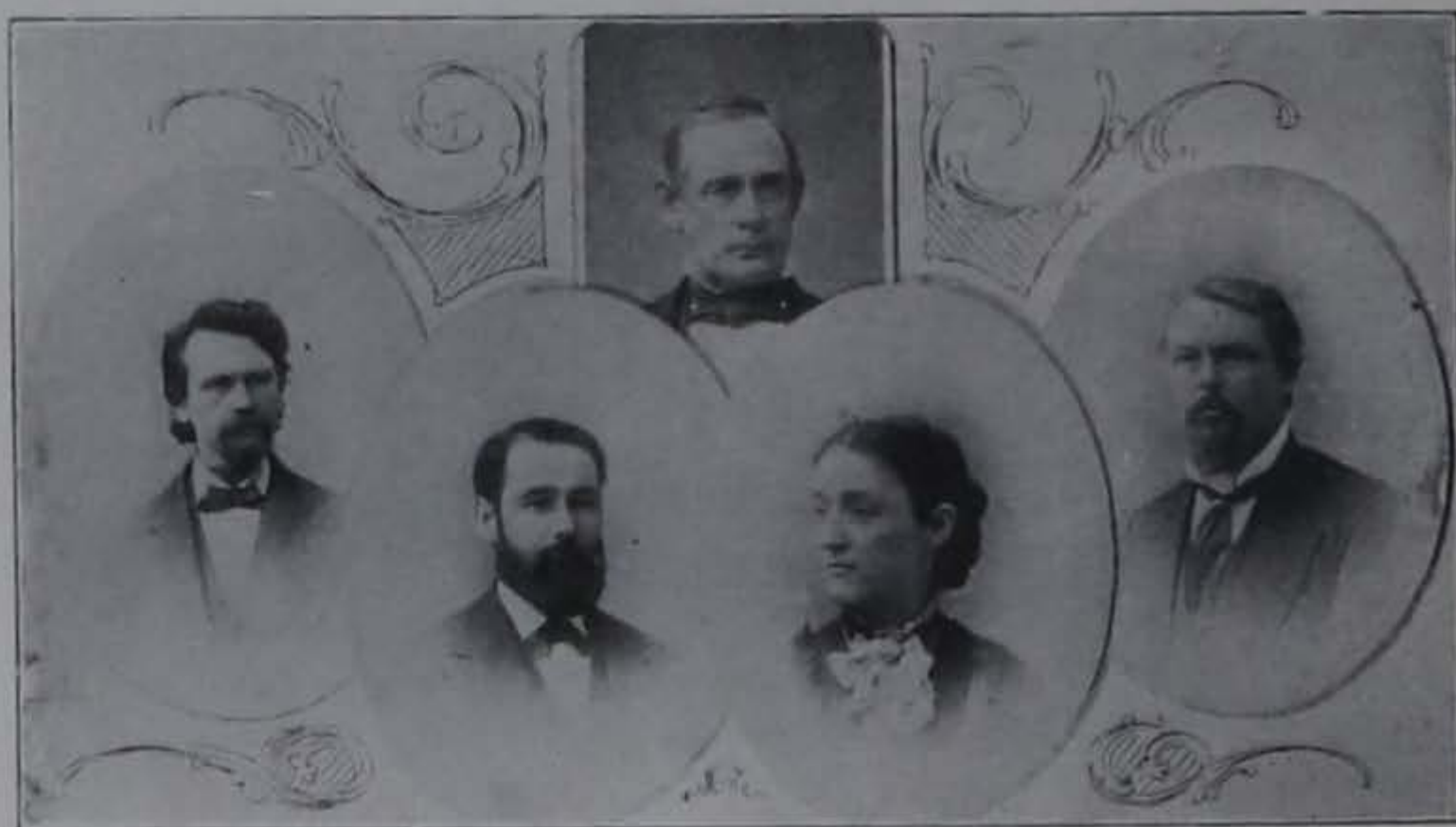
lighting in the noblest and profoundest things himself, he expected like appreciation from those he taught. Once at the close of an institute lecture, a kindly critic said to him, "You overshot your audience tonight; they did not understand your message." His only reply was, "They ought to understand it." They must come up to his standard of pedagogic thought, he would not condescend to theirs.

At the teacher's desk, he was a conservative rather than a radical. To him, there was, educationally, nothing new under the sun. The Comenian maxim, "Learn to do by doing," was in its application, the millenniums older than Comenius. It had been the guide of every true teacher, the goal of all true teaching, in every age of the world. He believed in humanity; he recognized the fact of the ilimitable possibilities, in every child, of infinite attainment and growth. His favorite pedagogical apothegm, its phraseology his own was this, "Entertain large expectations of your pupils." He practiced his own precept. He sought no royal path to learning; but preferred the rough and rugged routes. If he erred at all, in the rendering of aid to students, his error was the pardonable fault of helping them too little. Sometimes, in assigning to a class, the initial lesson in a new subject, he rejected the consecutive order of the textbook, and plunged at once his pupils into the heart of the subject—"in medias res"—leaving them to discover for themselves, the logic of the subject and the way to its mastery.

As a Christian believer, though liberal in his convictions, he was ardently attached to the communion of his choice, the Methodist Episcopal Church, of which he was a minister, and, however, arduous his administrative duties, he was never too busy to accept a call to occupy the pulpits of his own or of other faiths. So successful was his ministry, that such calls were many and continuous.

His adventures in authorship were confined to one book, a Physical Geography of Iowa. Among his literary remains however, was a nearly completed manuscript to The Theory and Practice of Teaching. Through the kindness of his daughter, Miss Maude Gilchrist, the archives of the Iowa





The First Faculty, including the Steward

Col. J. M. Pattee

J. C. Gilchrist    D. S. Wright    Frances Webster    M. W. Bartlett

Hon. Joseph H. Allen, one of Iowa's most prominent public men; Norma, who has held a professorship for many years in the Michigan State Agricultural College; and, his accomplished daughter, Maude, the eldest of the group.

More than a passing notice is due to the career of Miss Maude Gilchrist. In her were finely blended the superb native intellectuality of her father and the gentleness and thoughtfulness of others that characterized her mother. When she came with her parents to Cedar Falls in 1876, she was but a girl of fifteen and it required a special dispensation of the Board of Directors to allow her to enter the Normal School as a student. The concession was amply justified. Though younger by many years than most of her classmates, she proved a recognized leader in every class she entered. At the age of eighteen, she was employed as a tutor in the Normal Institutes of the state. After graduation at Cedar Falls, she completed a post graduate in Wellesley College. Leaving Wellesley, she was at once employed as a full professor in her Iowa Alma Mater. She had but entered upon her duties in the home school when she was honored with an unsought and unexpected call to fill the chair of Botany at Wellesley. Here she remained for seven years at the end of which period she was granted a year's leave of absence, with full pay, for study and travel in Europe. Returning to America, she served for years as Dean of Women, in the State Agricultural College of Michigan and later in the same capacity in Illinois College, at Jacksonville, Illinois. Here she remained until in 1912, she was recalled to Iowa, to devote her life to the care and nursing of her widowed and invalid mother.

### III. THE FIRST FACULTY

Of the three associates of Principal Gilchrist in the organization of the State Normal School, the name of Moses Willard Bartlett stands first. Professor Bartlett was born at Bath, New Hampshire, in 1844. He graduated from Dartmouth College in 1857; filled the chair of Latin in Western College for ten years; and during an interim, he served for one year as acting president of that institution.

Elected a member of the faculty of the Iowa State Normal School at the second meeting of its Board of Directors, he was assigned to the chair of English Language and Literature. The Board proposed: Principal Gilchrist disposed: by placing him in the chair of Mathematics. After four years of incumbency in this position, the directors insisted that their original plan should be carried out and he was placed in charge of the linguistic work of the school. Obedient to the call of his employers, he entered upon and continued to occupy the field assigned through a period of twenty-four years. After these twenty-eight years of service, he voluntarily resigned from the institution "full of years and full of honor."

He began his pedagogic career in a country school in 1854 and his retirement, therefore, marked the completion of fifty years of service in the fields of education. The fact was celebrated by a memorable all-day's program in the Auditorium. It was a great inspirational occasion to all who witnessed it, particularly to the student body. Dr. Seerley was president of the day and opened the exercises with a notable tribute to the man whom the school had paused for a day to honor. The other speakers were Dr. Thomas McClelland, president of Knox College and a former pupil of Professor Bartlett; Hon. H. C. Hemenway, then Mayor of Cedar Falls and first president of the Board of Directors of the State Normal School; Professor D. S. Wright, his friend and associate in the faculty during the twenty-eight years and with whom he had exchanged chairs in 1880; Hon. E. D. Chassel, an alumnus of the class of 1882 and a member of the Thirtieth General Assembly of the state and Hon. Henry Sabin, Superintendent of Public Instruction and President of the Board of Directors. The final address of the occasion was a touching response from the lips of the venerable professor whom the school delighted to honor.

Whoever else may be forgotten, Professor Bartlett's name will hold a perennial place in the annals of the Iowa State Normal School. To the institution which he loved and served, it bears the same relation as do the names of Wash-

ington, Franklin and Hancock to our country or those of Briggs, Grimes and Kirkwood to the commonwealth of Iowa.

And there's a nice youngster of excellent pith;  
Fate tried to conceal him by naming him "Moses";  
You hear the boy laughing; you think he's all fun;  
But the angels laugh too, at the good he has done,  
The children laugh loud as they troop to his call,  
And the students he's helped laugh the loudest of all.

Whether in the home, the church, the social circle or the school, he was always the same. Whether basking in the sunshine of the smiles of his friends, whether facing open hostility or the indifference of the public to the cause he served, undaunted by opposition, not over elated by success, unaffectedly and without ostentation, he did, right yeomanly, his part in laying the foundation and rearing the superstructure of the State Normal School, a building reared without the sound of hammer or trowel, for the structure on which he toiled was not material but spiritual. Institutions like men have souls as well as bodies and the essential part of the institution or the man is the soul and not the body. Men riding past the campus, point to the pile of buildings and say, "That is the State Normal School." They are wrong. They are substituting matter for spirit, the seen and the temporal for the unseen and the eternal. The spirit of the school is the spirit that is the school, in-breathed by the soul of the instructor into the souls of the instructed. His professional zeal, his merging his own life into the life of the school, it was his delight to serve, the inspiration of his presence, his example and his words toward highest living and noblest thinking, are best rehearsed not on the page of the historian, however, adequately told; but in the success of his disciples who have gone out into the schools and into other avenues of service to reproduce his spirit in their own careers, and whose glad tongues have expressed to others the beatitude of his spirit's touch, who have received from him about the only thing that any teacher can impart to any pupil, inspiration to be, to do and to bear.

"Genteel in personage,  
 Conduct and equipage,  
 Noble by heritage,  
 Generous and free.

Brave not romantic,  
 Learned not pedantic,  
 Frolic and frantic,  
 All this is he.

Honor maintaining,  
 Meanness disdaining,  
 Still entertaining,  
 Engaging and new.

Neat but not finical,  
 Sage but not cynical,  
 Never tyrannical,  
 But ever true."

Professor Bartlett was not fond of the limelight. Though ready of speech, he laid no claims to oratorical ability. He wielded a graceful pen, and through its medium, he expressed his thoughts in faultless diction and with Addisonian precision. By nature retiring in his disposition, he shrank from platform effort and never sought through it the public ear. Yet, when he must respond to such service, whether as a lay preacher in the pulpit, or as an advocate of civic or moral reform, or as an after-dinner speaker, he always acquitted himself to the delight of his hearers.

After his retirement, in June, 1904, from the service of the school and of the state, he spent his remaining years in the welcome home of Mr. Austin Burt of Waterloo, Iowa, environed by the assiduous watchcare of his daughter, Mrs. Mary Bartlett Burt, the love and laughter of his grandchildren and the companionship of books. Here sustained by an unwavering Christian faith, he calmly awaited the coming of the messenger that comes to all. On the thirtieth day of November, 1912, he gladly resigned his body to its mother earth, and his spirit unto God who gave it.

The third person chosen to a place on the first staff of the State Normal School was D. S. Wright. His part in



Prof. D. Sands Wright in early days

the early affairs of the school has been presented in an earlier chapter.

Of the American State Normal Schools extant in the year of grace, 1876, the famous was the one located at Potsdam, New York. In educational magazines, in teachers' associations, the Potsdam methods were heralded as a specific for a multitude of pedagogic ills. The school itself was the emulation, if not the envy, of all the teachers training schools of the land. Another Daniel had come to judgment in the realm of education. When the Iowa Board of Directors came to the selection of the third assistant of Principal Gilchrist, they determined upon two things: First, the selection should be a woman; second, she should be a graduate of the Potsdam school. The most eligible alumna was found to be Miss Frances Lillian Webster, then a professor in the State Normal School of Nebraska. She had graduated at Potsdam in the class of 1874.

So the first faculty was completed by the selection of Miss Webster as Instructor in Geography and History. She came, she saw, she conquered. She was a lady of fine presence and winning manner. Though younger in years than many of her pupils, she soon established herself in their hearts as a favorite instructor. Believing intensely in the peculiar methods and devices she had learned in her Alma Mater, their exemplification in her daily work as an instructor was an invaluable inheritance to the institution. In faculty consultations, when policies were considered, she was eagerly encouraged to tell how things were done at Potsdam. By private interviews, by the study of the blackboard work of her classes, by noting the "before taking" and "after taking" effects, upon her pupils, her associates in the faculty, consciously or unconsciously wove her methods into the work of their own theory and practice of teaching. The Potsdam methods as a system are a thing of the past, but they, like all other fads, have left a residuum of real value to American educational thought and practice; and the Iowa State Normal School was fortunate that so able an exponent infixed them in the earliest councils of the institution.

It was not to be expected that so attractive and accomplished a woman as Miss Webster should remain forever at the teacher's desk. Cupid forbade. Even in the two brief years of her stay at Cedar Falls, the gossips were wont to aver that certain susceptible hearts were in imminent danger from the random shots of the saucy little god. When in 1878, she was transferred to a larger field of usefulness and service, at San Jose, California, he proved a better marksman. After a brief service in San Jose State Normal School, she became the happy wife of Mr. Lafayette Fish, a prosperous banker in a nearby town. After the death of her husband, she removed to a luxurious home in Oakland, California, where she devoted herself to the training of her son and daughter for life's responsibilities.

"A noble woman, nobly planned,  
To warn, to comfort, and command."

Mrs. Fish died at her Oakland home August 25, 1925.

#### IV. THE HOME OF THE STATE NORMAL SCHOOL

A drive of two miles east by southwest from the heart of the business section of Cedar Falls brought the searcher after knowledge to the center of the southwest quarter of the southwest quarter of section fourteen, township eighty-nine, range fourteen west from the fifth principal meridian. Here in 1876, was the state's possession held in fee for the Iowa State Normal School. It was guarded on the east by a board fence, eight feet in height, and built of planks vertically placed. To the west of this enclosure had been for eight years the home, the playgrounds, the garden plats, and the work farm of the soldiers' orphans. It was now to be transformed into the seat of a teachers' college. To the east was a wide stretch of virgin soil which was covered in the autumn with luxuriant growth of prairie grass. Looking townward the nearest building was more than a half mile distant. Half the thoroughfare from the school to the city was a diagonal road.

On the sightliest site of the grounds described above stood the Home, the original gift, the story cannot be told too often, of the soldiers of the Civil War to the children



of their fallen comrades. Built of brick, three stories and a basement high, plain to severity, inartistically planned, it stood like a prairie sentinel and frowned upon the passers-by. The way to the double doorway which provided its chief entrance was a wide and crudely constructed frame stairway, an uncovered porch of the cheapest construction. The building minus the porch still stands, the T-shaped structure now known as Central Hall. Within the enclosure as one entered, the first room to the right was the "Reception Room" and on the left was a larger apartment which served the double purpose of an assembly hall and of a recitation room. Furnished with ordinary school desks, it provided seats for about one hundred people. The remainder of the main building was devoted to divisions called sections. These had been the dormitory rooms of the orphans, and were now converted into a series of unsanitary and otherwise unsuitable study and sleeping apartments of lady students. There were two conditions under which there was no complaint on the part of the occupants; by day, when all the girls were disposed to study at the same time and by night, when all the inmates slept and nobody snored. Three of these sections were set apart for recitation rooms. The rooms were steam-heated, and the pipes were wont to punctuate the instruction of the class room with untimely pops. The exterior of the building was adorned with lightning rods to tempt the thunderbolts of Jove.

#### V. THE OPENING DAY

The momentous day arrived, Wednesday, September 6th, 1876. Monday it had misted; Tuesday the mist had grown into a drizzle; Wednesday, the drizzle was a flood. It was an all day's cold September downpour. The chill of it permeated the building, went to the joints and marrow of the prospective students; they shook and shivered with cold and fright. The heating plant was not as yet installed, artificial heat was impossible save in the kitchen and that was accessible only to the hired servants of the institution. All was as solemn as a funeral. Everybody was strange to everybody; it was impossible for the teachers to smile the smile

of welcome that they ought. The girl students thought of home and mother, and their eyes rained in sympathy with the weeping clouds.

The first ceremony of the day was the informal matriculation of the gathered prospective students. Professor Bartlett seated at a desk in the assembly hall listed on a single sheet of foolscap the entire aggregation. The first to enroll was Mr. Lewis H. Pierce of Cedar Falls.

"How do you spell it?" asked the scribe.

He was informed.

"You spell it sharp," was the official's jocular response as he wrote the name.

This was the only joke attempted on that dismal day. The list completed, twenty-seven names in all, the school was called to order. There were no hymn books and because it was a song and tune that everybody knew, "Nearer My God to Thee" was sung to the accompaniment of an antiquated but post-diluvian organ. The Principal read a portion of Scripture and offered prayer. With the announcement that the school would assemble at two P. M. for preliminary recitations and the assignment of lessons, the morning session was brought to a close.

Silently and solemnly, the cold and homesick students gathered at the time and place appointed. Sadly and with funereal mien, the principal and his associates sat down in the seats of the mighty and returned the stares of the twenty-seven pairs of eyes that were fixed upon them. There were brief preliminaries, then the dignified president of the day turned to the youngest of the faculty men and said, "Mr. Wright, we will allow you the honor of conducting the first recitation in the Iowa State Normal School." The individual addressed, adjusting his forelock and neck-tie hastened to face the class as if he feared his superior might change his mind and bestow the honor on another. It was to be a lesson in English Grammar. Pointing his index finger at the handsomest girl in the group before him, he inquired, "What is grammar?" Harvey was correctly quoted in reply and the work of instruction in the new state school at Cedar Falls was begun.

Professor Bartlett followed with a lesson in Arithmetic in which he elaborated the theory and practice of the transposition of numbers from one scale to another. Miss Webster concluded the program with an a-la-Potsdam exercise in Geography.

The one formal event of this initial period was the ceremony of the inauguration of James Cleland Gilchrist as Principal of the State Normal School. The date was the evening of the fourteenth of September, 1876; the place the Methodist Episcopal Church in Cedar Falls. The inaugural address of the Principal was an eloquent and constructive presentation of the educational needs of the hour. The full text of this hour-long discourse is permanently treasured in the archives of the institution in "Bulletin of the Iowa State Normal School, 1900, No. I."

Following the formal part of the program, a number of brief speeches, impromptu and otherwise, were made by prominent citizens of Cedar Falls. Hon. Herman C. Hemenway summarized the struggles and victories which had made the occasion possible; Major William C. Bryant spoke words of congratulation and felicitation on behalf of the city and city superintendent, Melvin F. Arey, on behalf of the public schools.

## VI. THE SCHOOL IN SESSION

Principal Gilchrist duly and formally inaugurated and installed, his address printed in full in the Cedar Falls Gazette, his induction into office faithfully narrated in the associated press dispatches and the state's third school of higher learning was fully launched upon its career—a career of lights and shadows, of successes and defeats, of storm and stress and hopes and fruitions disappointed and realized. The legislators who had by voice and vote opposed the establishment of the school were from the first its open enemies. They decried it in letters to the press, criticised its board, its faculty, its management, prepared munitions of war with which to annihilate the school from turret to foundation stone in the next biennial general assembly. The defeated candidates for position in the institution were persistently

vocation has in him or her the spirit of self-denial that makes for right conduct and decent living. Such a spirit conscious of its moral strength chafes under restraints that may even be necessary for weaker humanity. Had the administration of the school in its earliest days understood this fact much avoidable friction would have been escaped. When the newly arrived student entered the institution, a part of his matriculation outfit was a printed sheet filled with a formidable list of thirteen "Rules and Regulations." These became a part of the text of the earliest catalogs of the school. In later publications, they were summed up under the title head, "Department," as follows:

"On entering a student shall receive a copy of the Rules and Regulations instructing him in the modes and customs of the institution and by his attendance and enrollment, he accepts them as his rule of conduct. They pertain to hours of study, of meals, of retiring and rising, of putting the rooms in order, of attendance, of roll call, public worship Sabbath afternoon, Sunday school, permission for leaving the building and grounds, the branches of study that may be taken, record of scholarship, literary societies, general meetings, seats at the tables and such like. These rules are conventional and are laid down in order to promote system and order. All are held to be under the moral obligations of human and divine law and this is the law of the school." From the list the following are selected:

"The object of the school is to prepare young men and women for successful teachers. Self-government is essential for success in teaching. Obedience to reason and conscience is self-government. Remember the only improvement is self-government. Students must not expect certificates and diplomas based on scholarship alone, they are liable to rejections on the score of character. Students are put on their honor to obey the regulations of the school."

With the flight of time, unanticipated students' crimes and misdemeanors required extensions and modifications of the code. Before the close of the opening term of the school, certain students began to manifest a marked predi-

lection for the other sex and the other sex reciprocated by showing a marked predilection for certain students. Moonlight strolls grew into strolls on moonless nights; church going was popular; the students entering the church as the animals went into Noah's Ark, in pairs; the boys and girls preferred a very select society to solitude in the preparation of their lessons. Will and Jennie became so interested in botany that they both tried to look through the magnifying glass at the same time. These horrible conditions produced in the revised code a famous statute which will ever linger in the traditions of the school known as Rule XL. It ran as follows: "It is expected that the ladies and gentlemen of this institution shall treat each other with politeness and courteous civilities, but whenever they transcend the proprieties of refined society, they are liable to dismissal. Anything like selection is strictly forbidden. Private walks and rides at any time are not allowed. Students of the two sexes by the special permission of the principal, can meet privately, for the transaction of business and for that purpose only." This rule, though intended to be taken seriously was regarded by the student body as a tremendous joke. New students were solemnly warned by the older ones to beware of the crime of "Selection." "Selection," the word loomed large in the vocabulary of the school and provoked a smile whenever uttered.

On a certain occasion, a young man was called to the school's tribunal of justice to give account for a breach of this law. The offender duly admonished, humbly inquired how long a fellow might talk at one time with a girl without offence. The officer of justice carelessly replied, "Oh, a minute or two would do no harm." The young man went his way and proceeded to spread the report that the faculty has decreed that two minutes was the limit of allowable consecutive conversation between a fellow and his lady friend. Rule XL was rechristened the two-minute rule. For some weeks, thereafter, it was a common occurrence to see a young man in the halls or on the campus, watch in hand, engaged in earnest conversation with a lady student. Presently he

would place his Ingersoll in his vest pocket, exclaim, "Time's up!" and immediately hike away to some other lady friend for a like period of conversation.

There has always been a type of young men who were residents of Cedar Falls or its environs for whom the instructional opportunities of the institution had no attractions, yet who were mightily attracted by all or some of the lady patrons of the school. And truth compels the admission there have always been lady patrons who were quick to respond to their attentions. To such, these reciprocities seemed only harmless flirtation, a pleasing variation from the monotony of school life and the restrictions placed against them seemed severe and wholly needless. To the administration, this selection practiced by outside parties was a serious misdemeanor if not a crime. Clandestine meetings of the selectors and the selected grew in frequency and boldness and cases of discipline came thick and fast. A chapter might be filled with cases in point; but space can be given to only one of the most notorious. Barring fictitious names, the tale below is veritably true.

One April night, as twilight deepened into darkness, a dormitory student, a good young man, looking eastward from his window, beheld two Normal girls approaching the maple grove that grew just south of the building, each with a lady's waterproof under her arm. They disappeared in the shadows. Soon after he espied two young gentlemen approaching the grove from the south. Stepping out into the darkness, he, himself, approached the grove near enough to discern the appearance of four women, two of them of large proportions and court was in session. The good young man sought the principal's office and reported the incident. A coup was hastily planned and the two sallied forth to its execution. The inopportune breaking of a twig alarmed the quartette in the grove. The gentlemen callers dropped their waterproofs and skedaddled for town. The good young man followed at double quick but was only able to get near enough to discover who the gentlemen callers were. They were Edward and Ed. The girls were Kittie and Jean. They dashed madly past their

principal reached their apartment a few minutes later, Kittie was seated at the piano, apparently deeply absorbed in finger practice. Jean was seated on a stool nearby intent upon the pages of Guyot's Physical Geography. The chief executive strode into the room and with a voice of thunder exclaimed, "Girls, what does this mean?" Kittie with an assumed look of injured innocence replied, "Why, Professor, I'm practicing my music lesson." And Jean, imitating her companion's tone and manner, declared, "Why, professor, I'm getting my geography lesson." Catharine Bronson, get down upon your knees," sternly commanded the inquisitor. Catherine obediently fell upon her knees and with clasped hands and uplifted face assumed the attitude of humble petition. Jean immediately flopped beside her in the same position of humility and supplication. The inquisitor looked upon the scene with vain endeavor to control the emotions that surged in his soul. The strongest emotion prevailed; he openly laughed in the faces of the awe-struck penitents at his feet. It is needless to add that the professor's lecture was brief and that the penalty inflicted was light.

In the letter of the law, the crime of selection, in its technical sense, applied only to students. But there were others. There were Edward and Ed. There were in the teaching force a bachelor and a maid and both of susceptible years. Concerning the conduct of the maid this record shall be silent. As for the bachelor, he committed the unpardonable sin of partiality to a class room student, he violated Rule XL. The selected, her gentle manners, her studious habits, her faithfulness in every task and duty, won by degrees the admiration and the love of the bachelor, aforesaid. The relationship of teacher and student grew into that of husband and wife. On the twenty-fourth of June, 1880, she graduated from the institution and on the evening of her Commencement Day, a wedding march was played, the author and prosecutor of Rule XL officiated, and they lived happily ever after.

## VII. THE BOARDING DEPARTMENT

The isolation of the building made imperative a dormitory system. The institution, therefore, performed two separate functions, and required two sets of administrative officers; the one catered to the physical, the other to the intellectual wants of its patrons. The responsible officials of the dormitory and boarding department were the Steward and the Matron. For the office of steward, the choice of the Board of Trustees, at their second meeting, wisely fell upon William Pattee. His success as an executive and the affectionate regard in which he was held in the hearts of the people he served during the nine years of his incumbency, entitle him to a more than passing notice. Although he had never engaged in military service, he was familiarly known both in the community and throughout the state as "The Colonel"—a title which his dignified bearing well sustained and which he disclaimed in vain. As steward he magnified his office and he verily believed that the function he performed was the most important in the school, establishing his dictum with the words of Meredith:

We can live without art, we can live without books,  
But where is the man that can live without cooks.

"Colonel" Pattee was born in Kingston, Canada, April 15, 1815. His father was Elias Pattee, a minister of the M. E. Church. In 1836, he was married to Miss Sarah Phillips of Cincinnati, Ohio. At Keokuk, in 1845, he established one of the first newspapers published in the territory of Iowa. In 1850, he was elected Auditor of State, being the second person to fill that office after Iowa was admitted into the union. After serving his term of office in Iowa City, then the capital of the State, he removed to Janesville and became associate editor of the Bremer County Argus, published at Waverly. It was his privilege to devote the last years of his life to the service of his commonwealth in a field adapted to his capabilities and in a social atmosphere congenial to his tastes. Throughout the



nine years of his incumbency of the office of steward, he devoted himself with untiring zeal to the promotion of the welfare of the school and the comfort of its patrons.

He was always dignified in his bearing, courageous for what he believed to be right, unyielding in the defense of his own prerogatives. Literary in his tastes, he read much; his favorite authors were the great poets and he was fond of quoting, both in the social circle and in public addresses, from their lines. An ardent Presbyterian in his faith, he was liberal in his attitude toward those of other communions. Capable of great anger, his passionate nature was balanced by an equal power of self-restraint. He loved his friends and bound them to himself with hooks of steel. One of so positive a nature as his could not but make enemies, but no one ever offered him the friendly hand of reconciliation in vain. He was wont to speak of it as a weakness in himself, that no matter what contempt he might feel today for the insults or the misconduct of another, whatever of resentment he might resolve to cherish in his heart, it was forgotten on the morrow, when the morrow came, and he found himself on friendly terms with those whom he had resolved to despise. He could not forget a friend; he could remember an enemy. His daughter wrote of him, "He was, in his circle, a radiating center not only of information but of hope and comfort."

In the dining room the Colonel was monarch of all he surveyed. His undisputed place was at the head of the table set apart for himself and the faculty. He asked the blessing at the morning meal and designated who should perform that service at the other repasts of the day. On a certain occasion at the noonday meal, some dignitary from abroad was the guest of the school. It chanced that on the same day, the Colonel was entertaining a visiting friend from Janesville. The Principal's temptation to overstep, for once, the prerogative of the Steward was irresistible. He requested the dignitary from abroad to ask the blessing. At the same instant, the Steward signaled his visiting friend to perform the same task. By chance the writer of these pages was seated immediately between the digni-

tary and the visiting friend, and was, at least, in position to get the full benefit of the double blessing. The dignitary uttered the conventional grace, some forty seconds long, and lifted his head only to bow it again to hear the benisons of his competitor. Long and excruciating minutes passed while the other petitioner continued to voice the thanksgiving of the crowd for the mercies of the past, the blessings of the present and the temporal and eternal hopes of the future. The Principal and the Steward were quivering with wrath; the remainder of the company with irresistible but suppressed mirth. At last the prayer was finished. There was a moment of embarrassing silence; but Miss Webster was equal to the occasion. She uttered some irrelevant and probably inane attempt at wit. It afforded an excuse, however, for the roars of laughter that issued in reverberating peals from the lips of the would-be eaters.

This incident lingered long in the recollection of the students present; the double blessing became one of the traditions of the school.

After nine years of efficient service, the steward resigned from his work and retired to private life. His successor in office was Mr. J. W. Henderson who served for one year. He was followed in turn by Mr. J. B. Miller who occupied the position until the boarding department was discontinued in 1893.

As a necessity of the dormitory system, the office of matron was created by the first Board of Trustees and Mrs. P. E. Schermerhorn was chosen as the first incumbent. The strenuous duties involved induced a nervous breakdown which compelled her resignation at the expiration of one year of service. Her successor was Mrs. Martha Parsons who served for two years. In 1879, the office was discontinued and its duties devolved upon the wife of the steward.

#### VIII. RELIGIOUS ACTIVITIES

There is that about the business of teaching that makes for high thinking and right living. The very choice of the vocation implies a spirit of self-sacrifice and self-devotion

to the good of others. No normal human being can face the responsibilities of the call to teach, with its accountability to men, to the state and to God without impelling consciousness of the need of divine assistance. The average teacher in point of exalted purpose, consecration to duty and conscientiousness of spirit is the superior of the man or woman in any other human calling, the ministry not excepted. The patrons of the normal school composed as they are of teachers and potential teachers are the best product of the state. They come from the best homes; they get their inspiration at a Christian mother's knee. They require no discipline, no code of rules. They govern themselves. Reproof for idleness is less in evidence than injunctions not to overstudy. The finest job in the world is a professorship in a State Normal School.

On the first Sabbath evening after the opening of the school's initial term, the student roomers at the building, after a long and lonely day, extemporized a consultation and appointed a committee to wait upon the powers that were with the petition on their lips, "Can't we have family worship in the reception room tonight, it would make it seem a little more like home." The arrangements were quickly made. All the faculty, students and employes gathered at the time and place appointed. A hymn was sung; Principal Gilchrist read a portion of Scripture and offered prayer. In this, as in practically every religious activity undertaken by the school, the initiative was with the student body. The Christian influence of the faculty of the Iowa State Normal School exerted upon its students has been often remarked; it is very possible that the Christian influence exerted by its students upon the faculty might be asserted with equal positiveness and truth.

On the ensuing Sunday night, immediately after the evening meal the students gathered in the assembly room and organized the Sunday evening prayer service, an institution which has been maintained with hardly a failure during all the years of the school's existence. Throughout the decades, whatever other activities might come or go, it remained an enduring testimony to the religious spirit

of the student-body. About the middle of the opening term, solely through student initiative, the Wednesday evening prayer meeting was organized. It, too, has persisted through the successive terms of the successive years. After the organization of the Young People's Societies in 1886, the Sunday meeting was known as the joint meeting of the Y. M. and Y. W. C. A. In the Wednesday evening meetings, the Y. M's. and the Y. W's. maintained their devotional services in separate rooms.

At 2:30 on the Sunday afternoon of the school's first session, a preaching service was held in the assembly room. The speaker of the day was Principal Gilchrist. This afternoon service was also continued during all of the Gilchrist administration and into that of his successor's until the establishment of the street car line made the churches of the city accessible to the denizens of Normal Hill. The large attendance of students at all these services is one of the marvels of the institution's history. No matter who the speaker, nor what his theme, he was always sure of an attentive and sympathetic audience. Other things might yield to the fury of the elements; the prayer and preaching service, never. The speakers at the afternoon meetings, were members of the faculty and the ministers of Cedar Falls and nearby towns who gladly took their turns in preaching the Word to eager audiences that faced them.

One of the most important features of these religious activities was their undenominational character. Their influence was benign and all the better that they were non-sectarian. No matter who the speaker nor what the occasion, no preacher ever so far forgot himself as to press his church convictions upon the theologically mixed congregation he addressed. "No school in Iowa has more active religious work in progress and none is more successful in influencing students to undertake and maintain a life of high moral and religious culture," is the standing catalog claim of the institution, its challenge to the denominational colleges of the state. The record of the school, for the large percentage of its matriculants who are members of Christian churches, for the evangelistic tone and spirit of its re-

ligious workers, for the number of its members who point to its prayer and preaching services as the greatest spiritual inspiration of their lives, is unsurpassed, her rivals themselves being judges.

Once at a state ministerial convention of one of the greatest religious denominations of Iowa at the appointed place in the program, the field agent of the Blanketyblank College, located in Blankville, made his annual report. His peroration was a fiery assault upon the state educational institutions. He declared with more zeal than knowledge that they were of necessity Godless schools, that infidelity was rampant in their halls of learning. He reached his climax in the words, "Brethren, if you want your sons and daughters made infidels send them to the state institutions; if you want them to continue in the faith of their fathers send them to Blankville, to the Blanketyblank College."

When he had finished, a ministerial brother obtained the floor. Demurring both from the subject matter and from the tone of the assault, he said, "I am unwilling to believe that the state schools of Iowa are as bad as represented. I have gladly paid my taxes for their support and am proud of their success and the prestige they have won. But, however, correct the brother may be as to the other institutions, he is certainly misinformed as to the school at Cedar Falls. I have two daughters who have chosen teaching as their vocation who are graduates of that institution. I have another daughter who is an undergraduate of that school. From the reports which they bring to me of the religious environment they have found in their alma mater, as well as from my personal observation of the work accomplished, I am convinced that there is no safer place to send a son or daughter reared in a Christian home, whether of my denomination or of another, than the school at Cedar Falls."

As a conservator of the best religious traditions of a Christian commonwealth, the Iowa State Normal School has had no equal unless it be in a like institution maintained by some sister commonwealth.

## IX. BEGINNINGS IN MUSIC

From the inception of the school, the call of the students for instruction in vocal music was insistent and imperative. The call was loud, the need was great; but, alas, no funds were available to provide instruction. The musical proficiency of the faculty installed was paralleled by their knowledge of Choctaw. The only approach to a musical department was an upright piano which held the place of honor in the reception room and a cottage organ whose appearance indicated an origin somewhat later than Noah's Ark. Local teachers of piano and organ gave occasional private lessons, chiefly in their homes, to such students as desired it, but for this work no credit was allowed.

Before the opening term was completed, it became painfully evident that something must be done to meet the demand for vocal teaching. A local instructor at a nominal price was the only alternative. One only practically available person could be found in the city. He was Mr. Jericho, the city photographer, good at his art. His preparation for the new field at the school consisted in a limited experience in drilling boys and girls for Sunday school concerts and the like. Among his favorites were, "I want to be an angel," "O, to be nothing, nothing" and "The old time religion." Under such direction accompanied by the post diluvian organ, the music department of the school was launched. The text book used was the Moody and Sankey Gospel Hymns and the instructor was wise enough not to attempt any hymn or song without their covers. The successful city photographer was transformed into "Professor" Jericho. He proved a fine illustration of the meaninglessness of the title, Professor, he professed and that was all. Superintendent, Principal, Doctor, Teacher, Instructor, meant something big and great; but Professor! anybody can profess. A week of Jericho professorship and the class in music, including the entire student-body, had become a joke. It was the most talked about activity of the school. The gossip reached the writer's ears; his interest was aroused; he visited the class and attended one of its recitations.

The professor was at his post, the page had been announced and found, when suddenly a stern voice of command was heard and the word, "Halt," resounded throughout the room. The Principal had entered the room unnoticed. The halt was observed, the attitude of attention taken. The head of the school began as follows: "If something is not done for this class, it will be a farce. I want all who sing bass to rise." The bass singers obeyed and were duly seated in a specified part of the room; then in turn, the tenors, the sopranos and the altos were assigned their places. "Now," said the principal, "I think we shall have better results." By at least, one person present, a storm of indignant protest for the unseemly interruption was expected, seemed the only logical thing to occur. "Wait, a moment please," said Professor Jericho. The Principal paused and the professor of music continued in the meekest of tones and manner, "I want to thank the Principal for his suggestion, I have been thinking of doing something of the same kind myself." It is needless to add that the Jericho road to a musical department was soon abandoned.

The prospectus of 1877 announced E. W. Burnham as Professor of Vocal and Instrumental Music. He was a man in high repute as a musical director and was the manager of the Waterloo Opera House. He was prevailed upon for a nominal consideration to make occasional visits to the institution and to meet as best he could the student's call for instruction in his line. At stated periods, the entire school, students of every degree of proficiency and those of no proficiency, gathered for a lesson of an hour from the man of Waterloo. If he gave any private lessons in vocal music, they were few and far between. The task proved too great for even so accomplished an instructor as Burnham, and the problem remained unsolved for another year.

The first biennial period came at last to an end. Another state legislature having made slightly larger appropriations for the school's instruction fund, allowed the Board of Trustees, through the careful husbanding of the means at command, to provide, on a restricted salary, a resident instructor in music. The Principal applied to an educational

agency in the East and his office was soon flooded with applications. Candidates thoroughly equipped both by nature and education, they said so themselves, presented their claims for consideration. But their prices were impossible. The call was for an instructor who could teach a part of the time and instruct in other subjects for the remainder. One lady was found who would serve for the stipend allowed. In addition to her work in music, she wrote that she thought that she could teach "Speling." "Speling" was unprovided for in the curriculum and she was not employed.

The incumbent finally chosen was J. Monroe Hebron who served for the term of one year. He was succeeded by Miss Ida B. McLagan who continued with the institution for the succeeding seven years. By her executive ability, she gave shape and direction to the department; by her devotion to the art she taught and loved, she inspired her pupils to emulate her proficiency and zeal; by her achieved success, she added to the prestige and state wide recognition of the school she served. In 1885, she resigned her position to establish a conservatory of music in St. Louis, Missouri. She was followed at Cedar Falls by Miss Mary Wheeler Bagg, who conducted the department until the end of the Gilchrist regime.

#### X. DRAWING AND ACCOUNTS

The state's appropriations for the biennial period beginning September, 1878, made possible the creation of a new department, that of Drawing and Accounts. The Board selected W. N. Hull, Principal of Hull's Academy of Youngstown, Ohio. This gentleman was less remarkable for the profoundness of his scholarship than for his versatility in many lines of learning. There was no subject in the curriculum from Psychology to Spelling, that he was not ready at a moment's notice to teach. His greatest success was as an instructor in Penmanship. His specialty was blackboard writing. He laughed to scorn the idea that penmen are born not made; and he seldom failed to make a respectable writer out of the clumsiest of his pupils. In every classroom in the school, the marks of his instruction were appar-



ent not only in the improved chirography of the students, but in the methodical arrangement of their blackboard work.

Like Washington, Lincoln and Gladstone, he had his faults. He was correlationist before correlation was a fad. He was an elocutionist and gave readings. His favorite was "Darius Green and His Flying Machine." This and like selections were not infrequently introduced as an interlude in the recitation in penmanship or drawing to relieve the strain of attention. He wrote, published and used a textbook in which he correlated Anatomy and Drawing. Opening the book at random on the left hand page was a graphic representation of some part or system of the human body, while on the facing right hand page was a catalog of the things delineated in the cut. The picture was to be reproduced by the students on the board and the descriptive text was to be memorized and recited. He was also the author of a series of drawing books. His system of drawing was unique in that it made the ellipse the basis of all graphic work. His classes' first lesson was the drawing of ellipses. From this they worked down to the straight line and out to all other forms of graphic representation. He also wrote and published a textbook entitled, "Psychology Made Easy." He set forth in the preface to this book that the difficulties encountered by learners of this science was the fault of the authors of the text books used. The trouble with them was that they were more ambitious to exhibit their own erudition than to render the science comprehensible to the young and immature. So far as known no psychologist has denied the charge. He was also an inventor and was the owner of several patent rights. His geese were all swans and he was always on the verge of stepping into a great fortune through the demand of the world for his discoveries. Among the more notable of his inventions were a "fixitive" to be sprayed on crayon work to give it permanence; a white blackboard, a white surface on which charcoal crayons were to take the place of chalk and a school desk provided with a slated top on which the children were to write and cipher. He was also a pioneer

in the correspondence school business. He advertised extensively for long distance pupils, particularly in Drawing, but practically in any and every other subject as well. In 1888, he retired from the school, to accept a position in the State Agricultural College at Corvallis, Oregon. This position he held for two years. Later he conducted a private art school in Kansas and still later in Chicago. He died in Los Angeles, California, in the early autumn of 1915.

#### XI. LATER EARLY INSTRUCTORS

When the school was young and the faculty members few, the going or coming of a new instructor was a matter of interest community-wide. The first important change was the resignation of Miss Frances L. Webster in 1878. The school and town were on the qui vive as to whom should be chosen as her successor.

At the ensuing meeting of the Board of Trustees the name of Miss S. Laura Ensign, principal of the Cedar Falls High School, was urged by Hon. J. J. Tollerton, resident member of the Board. She was elected in place of the eastern instructor recommended by the principal. Born and reared in Iowa, educated in the schools of the commonwealth, an honored alumna of the State University, a tireless worker in the fields of education, a scholar, a profound student of the past and of the present, a recognized authority in the philosophy of history, she seemed a logical candidate and she was unanimously elected without debate. Miss Ensign had desired to have no local publicity as an applicant for the position. The independent action of the Board was a shock to Principal Gilchrist and naturally brought her into disfavor. Whatever may have been in the mind of the resident member of the Board, an intentional slight to the head of the school was utterly foreign to the thought and heart of the new instructor. Her only motive to secrecy had been the fear of being known as a rejected candidate.

Entering upon her duties, in the autumn of 1878, she found an icy reception that at first she could not understand. She received no sympathy, no word of encourage-



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ment, no helpful hand from the powers that were. The victim of a strained relationship for which she was not responsible, but from which there was no escape, she took the heavy burden of her work and the heavier burden of an undeserved misjudgment. By her beautiful Christian character, her untiring devotion to the special work committed to her by the Board, her faith in the mission of the institution which she served, her personal interest in the individual life of the students within her touch and her ready participation in all the activities of the school, she grew in favor with the students and her associates in the teaching force; she made herself an all but indispensable factor in the growth and development of Iowa's youngest seat of secondary and higher learning. After thirteen years of this devoted service, she resigned to accept a position in a young ladies' preparatory school in Minneapolis, Minnesota. Thence she was soon promoted to a professorship in the Latin Department of The Women's College in Baltimore, Maryland. The institution is now known as Goucher College. Here through years of service, she added to her fame as an educator and a leader among women. She is now (1926) living in retirement with a sister in Des Moines though with voice and pen she is actively engaged in the promotion of the cause of public education to which from girlhood she has given her life.

As the school grew in numbers and the classes in size, the state of the exchequer required resort to the expedient of employing student help to supplement the work of the regular teaching force. The stronger students in the higher classes were detailed to instruct the lower. Throughout the Gilchrist administration, only two instructors in addition to those already named were regularly employed in the teaching force. These were Miss Maude Gilchrist and Miss Annie E. McGovern.

In 1880, Miss McGovern then a senior student was appointed Assistant in Methods. Upon graduation, she was chosen as an instructor. Her selection has been justified by her continuous and successful service through a period of four decades. In addition to her work as a teacher, she

has written much for educational magazines, along the line of her specialty. She is the author of two books for the use of teachers, one a Manual of Primary Methods, the other a compilation of stories and songs for children. She was a lifelong and devoted communicant of the Roman Catholic Church and while always utterly free from any proselyting spirit, she has been particularly helpful, a kind of mother confessor, to those of her own faith. On the 16th of July, 1919, she retired from the institution with the title of Professor of Education with Detached Service. Leaving behind her the associations of a lifetime and followed by the good wishes of her hosts of Iowa friends, she is now spending her declining years in the home of a friend in Los Angeles, California.

## XII. LITERARY SOCIETIES

A young men's debating society was organized early in the first year of the institution. It was christened the Philomathean Society. It had a constitution and by-laws, its chair, its president who was innocent of any knowledge of parliamentary law, its vice-president, its secretary who wrote the minutes in a literary style that Emerson could never have approached and a treasurer who though not under bonds faced little temptation to decamp with the society's funds.

It also had its bulletin board on which its weekly program of essays, declamations, original exercises and debates were conspicuously displayed. Some of the exercises were undoubtedly original; they were so marked in the periodical or book from which they were copied. In the debates great problems were solved; the solutions were reached by three "Honorable Judges" duly chosen from the non-combatant members of the audience.

The Alpha Society soon followed, organized by lady students. Like its predecessor, girls of all grade and of no grade were admitted to membership. For a period of six years, the Alphas dwelt together in peace, the society grew and flourished but alas! in 1883, the disrupting hand of politics brought dismay and threatened ruin. At the close

of an administration two candidates appeared for the presidential office, Miss Bridget Mariorty of Emmetsburg and Miss Sophy May of Lineville. The latter had only a minority support and the only hope of success was an absurd religious appeal. "The Catholics were trying to run the school" and the only hope of escape was to elect Miss May. The appeal won. Miss Mariorty's protestant supporters forsook her standard and the Methodist candidate was elected by a safe majority. The defeated faction immediately seceded, organized the Shakespearean Society and the Emmetsburg woman was duly installed as its first executive.

Fortunately there were women students in the school in sufficient number to justify the maintenance of two strong societies. All parties soon grew ashamed of the petty politics and the trumped-up religious antagonisms that impelled the separation. All was speedily forgotten and religious lines as a test of membership disappeared as quickly as they had arisen. Each society lived, thrived, became a perpetuity and a power among the literary activities of the school. They have ever vied with each other in friendly rivalry; yet with sisterly pride in each other's achievements.

These three societies, the Philomathean, the Alpha and the Shakespearean, were the only organizations of their kind known to the school during the first ten years. They were handicapped in various ways; they were not coordinated with other activities of the school. They were wholly without faculty supervision and the only requirement for membership was signing the constitution and enrollment for study in any course from the post-graduate to that of the tyro in scholastic attainment.

### XIII. STUDENTS' DAY

Whether its original conception was acquired at the feet of Horace Mann at Antioch College, or whether it came from the classic shades of Dartmouth, or whether it was one of the Potsdam methods, this deponent sayeth not. It was about the middle of the initial term that the thing was inaugurated. It had at least one advantage, it gave the fac-

ulty a rest while the activities of school went on. On the day preceding "students' day," the student body chose by ballot, from their own number, a principal pro tem. He was to preside at chapel and perform the other routine functions of the head of the school. In each of the classes, its members chose in like manner a teacher pro tem. The real head of the institution might attend chapel, the teacher might occupy a seat in his room at the recitation hour, but only as a visitor. It was literally the students' day and the students' school.

The first, the Fall Term, experiment was an apparent success. It relieved the monotony of the daily routine; it seemed a holiday without loss of time from recitation and study. The Winter Term observance of the day, the novelty of the plan having largely disappeared, was marked by unprepared lessons, lack of interest and a consciousness both of faculty and students of wasted time. The better type of students openly declared that they preferred other forms of amusement to playing school.

Near the middle of the Spring Term of the opening year, it was tried again, and once too often. The day was appointed, the principal and professors chosen. Apparently, not through individual student leadership, but as a spontaneous issue of mob psychology, it was determined that it should be a day of real vacation, of hilarious enjoyment. The opening hour arrived. The pro tem faculty took their places on the rostrum. It had been prearranged that each should imitate, exaggerate would be nearer the truth, the traits and idiosyncrasies of the professor whose place he filled for the day. The students in their seats, with looks of mock respect, gazed into the faces of the quasi-educators from whose lips they were soon to receive instruction. Scattered among them were the faculty about to see themselves as others see them. Professor Gilchrist beheld the quasi-Principal rise from his seat of honor, stride majestically to the desk, give the wonted lordly signal by which order was secured. It was obeyed with unwonted promptness by the expectant student body. The assumed heavy voice and dictatorial tone of the speaker were excruciat-

ingly funny. Professor Bartlett saw himself repeated in a would-be-dignified young fellow, who sat very erect and very still, with his thumbs and index fingers pressed together and his thus united thumbs snugged against his sternum. Miss Webster recognized herself in a young woman who sat in a reposeful attitude, gazing into vacancy and with an expression of deepest meditation on her brow. It is to be feared that Mr. Wright refused to recognize himself in a fellow who fidgeted in his seat, occasionally shrugged his shoulder, crossed and uncrossed his legs at intervals and fumbled incessantly with his watch chain.

The exercises began. In mock-stentorian tones, the opening hymn was the familiar Moody and Sankey hymn, "We're Going Home Tomorrow." The opening verse began:

We're going home, no more to roam,  
No more to sin and sorrow;  
No more to wear a crown of care,  
We're going home, tomorrow.

Refrain: We're going home, we're going home,  
We're going home, tomorrow.

The singing was long and loud. The refrain particularly appealed to the singers. With little heed to time or tune, "We're going home, we're going home, we're going home, tomorrow" was repeated and repeated, each time with more vociferation and with greater fervency. Some sang; some shouted; it was rag-time torn to tatters; it outjazzed jazz. At last, the noise subsided. Short and undevotional "devotional exercises" followed. The customary signal was ostentatiously given; the chapel performances were done; the classes gathered with unusual alacrity in their respective recitation rooms. The spirit of misrule gathered like a contagion. In most divisions, the form of a recitation was maintained; yet some of the chosen teachers dismissed their pupils leaving them to their own resources for amusement or instruction. The imitation of teachers witnessed at the chapel period was continued and emphasized in the class room. Some good came of it all. It cured one of the regular instructors of an unhygienic habit. She had been wont, as she mingled among the students at recess, which



occurred at the middle of the forenoon session, to fortify the inner woman by means of crackers obtained from the pantry and munched in the rooms above. When the recess time arrived, on this particular Students' Day, the entire corps of lady teachers made a raid on the Steward's base of supplies and returned each munching her handful of crackers, to her own evident relish and to the delight of her on-looking pupils. The lady at first was exceeding angry; later she laughed at the joke; but it was noted that ever after she abstained from crackers at recess.

Whatever may be said for Students' Day or against it, certain it is that when darkness brought the end to its third observance, its celebration had become, forever and forever, a thing of the past.

#### XIV. "GENERALS"

It is a painful subject, but it can not be longer deferred. General exercises best known as "Generals" for short, were of a kind of weekly penance which in its earlier years, all members of the school, faculty or students were compelled to observe. They were a reality, though the recollection of them is like a nightmare to the writer. With his right hand on the open page of Webster's International, he solemnly vows to harrow up the feeling of his readers as little as he can.

The school was divided into as many "Rhetorical Sections" as there were members in the faculty, the Principal excepted. On three Friday afternoons, at 2:15, of each school month, the students gathered for the dread ordeal. Only the direct necessity availed as excuse for non-attendance. Each section was officered by a student from the higher classes who was known as the "Leader" and by a member of the faculty who attended in the capacity of critic. The leader prepared the program for each week, assigning to individual members of his or her section one of three duties, to render a declamation, to read an essay or to give a topic. The essays were amateurish, uninteresting and dry as the census reports. The declamations lacked variety but made up in length for all deficiencies. The

favorite was "The Young Gray Head", a heart-rending tale in verse, three-quarters of a mile in length. It would bear retelling once or twice; but when heard for the fortieth time it was all but unendurably monotonous. And there were others: "How He Saved St. Michaels", "Curfew Must Not Ring Tonight", "Kentucky Belle", "Spartacus to the Gladiators", "Darius Green and His Flying Machine". We could confidently count on at least one appearance of "The Young Gray Head" on each occasion, and we learned not to be surprised when Spartacus or Darius Green appeared.

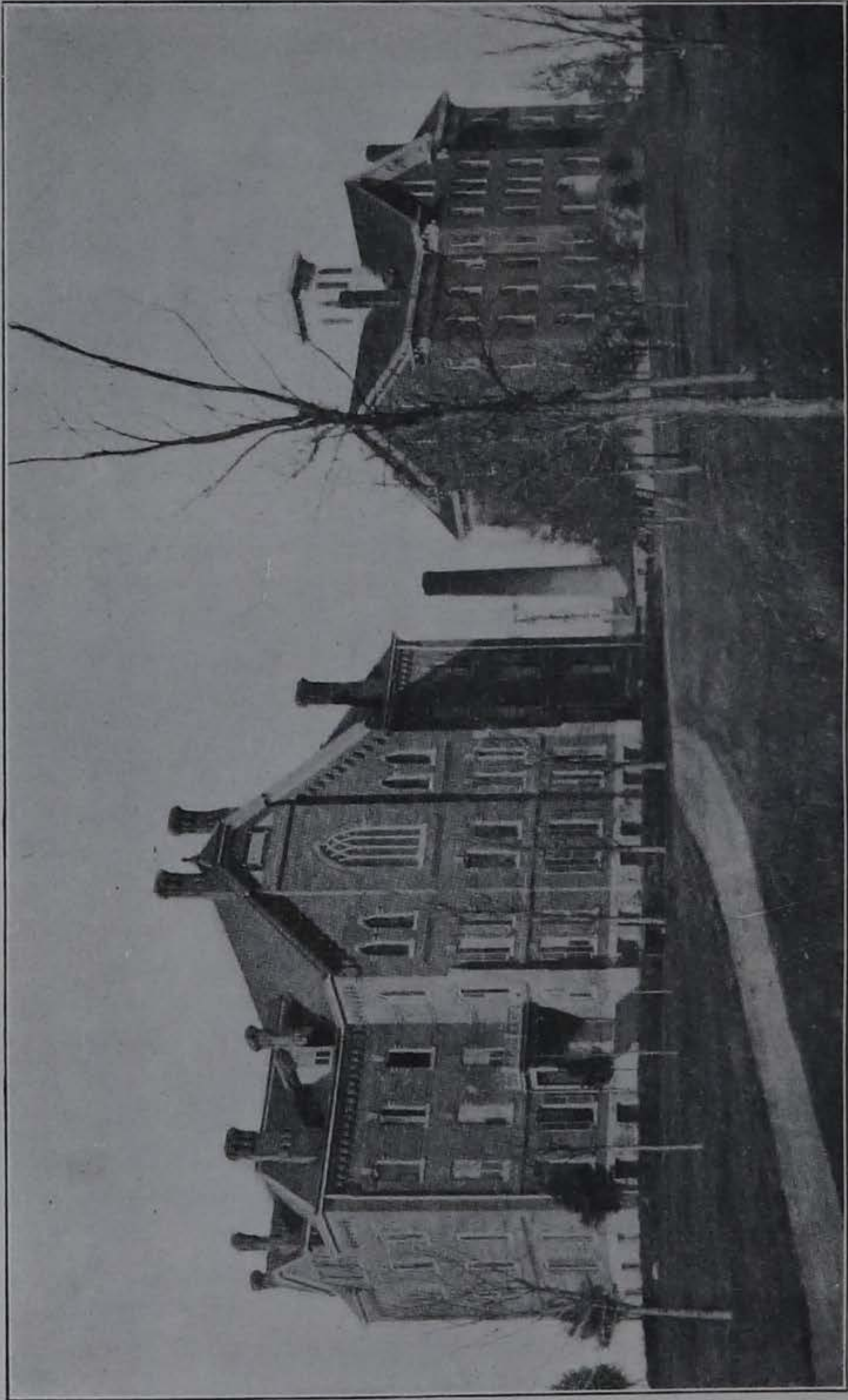
The topics, "Aye, there's the rub!" require a separate treatment. The term suggests the nature of the exercise but not its boredom except to those who have undergone its torture. The one to whom a topic was assigned might choose his own subject and in the choice the whole boundless universe was his. The only conditions imposed were that the matter presented must be original and extemporized. It might be an object lesson which required the transformation of the audience into an imaginary group of kindergarten kids; it might be a discourse on evolution, an exposition of the binominal theorem; a lecture on the whatness of which, a discourse on the responsibilities of life or anything else under the sun or above it. Judges were appointed at each section meeting to select the best exercise of the day. The results of these selections constituted the program for the fourth Friday of the school month. Length seemed to be the determining merit in winning a place on the program.

The torture of these monthly "Generals" began at 2:30 P. M. and reached its close at about the time that the last bell rang for supper. Attendance was compulsory, the school assembled in a body to bear as best they could the infliction. The only happy people present were an occasional performer and such of the audience as could indulge in a siesta.

Like glimpses of sunshine in a shady place, there were occasional periods of temporary relief from the days of discomfort. The following is from The Students' Offering of the date, March 4, 1884,—

“Although ‘Generals’ is one of the solemnities of the Normal, humorous incidents sometimes occur. Those who had the pleasure (?) of sitting on the platform during the performance of March third, witnessed some attractions and objects of interest. One girl being wearied opened her mouth so wide as to suggest thoughts of the Mammoth Cave. The faculty were seen to be scattered among the seats in various graceful postures. We are sure none of them were asleep, because they nodded their heads occasionally, probably assenting to what was being said. Prof. H. sitting in a remote corner was studiously stroking a fur cap and Prof. B. sitting a few seats in front of him was carefully studying the ceiling overhead.”

Many reminiscences, painful or otherwise, of these tedious and tasteless hours of General Exercises might be given. Friday was, indeed, the unlucky day of the week, because the “Generals” came on Friday afternoon. Three times on one occasion, “The Young Gray Head” was heard, endured and greeted with conventional applause. It was a poem of two hundred sixty-six iambic pentameter lines; its bore was larger than the heaviest Krupp gun made. Once when a student had with great prolixity delivered himself of his topic, and had sat down to the immense relief of himself and his audience, a declamation was announced. The piece to be spoken found in somebody’s “One Hundred Choice Selections,” was a reply in the House of Commons, to some other orator’s speech in that body. The declaimer appeared, struck an attitude and with frowning-brow and oratund voice began, “Is the gentleman done? Is he entirely done?” It was unintentional wit; but it was the hit of the day. Round after round of laughter and applause continued until the soundest sleepers in the room were awake. A lady once who possibly was a member of the Society for the Prevention of Cruelty to Animals, presented a topic describing and illustrating by elaborate charcoal designs, a device to enable teams driven over hilly roads to ride down hill. The wagon was drawn in the usual way on level ground or up an incline, but when the summit of the hill was reached, the driver moved a lever which lifted the team from the ground and



Old South Hall and Central Hall

pushed a platform under their feet. On this the horses rested, were carried down the descent, the force of gravity doing the work.

Once about the middle of a Friday afternoon when Generals were on, St. Michaels and Basil Underwood had been duly saved, Kentucky Belle has been trotted out, the Young Gray Head had heard old Chewton roar, Mr. K. of the Fourth Year Class was announced for a topic. His theme was Phrenology and Phrenology was his hobby. The writer listened until the amateur scientist had reached the frontal sinus. Within the atmosphere was somnolent, without the air was pure, the sun was shining, gentle zephyrs swayed the boughs. The impulse to flee grew into an irresistible temptation. He looked around. The Principal was asleep; the senior professor was nodding approval from the Land of Nod; Hull was looking the other way. There were the call of the robin's voice, the open door to freedom, the platform push of the cranial bumps—it was but a step to liberty, and the step was taken. With slowing steps and quieting conscience, the culprit walked across the campus to its western bounds, thence south to twenty-seventh street, thence east to Main and back to twenty-seventh, back to the Normal School completing a journey of a mile, a furlong and a half. Greatly refreshed, he reentered the chapel room. The Principal was still asleep, the senior professor nodding still; Hull still looking the other way and Mr. K. of the Fourth Year Class was still expounding the mysteries of Phrenology to such of his audience as were still awake.

“Generals” had some redeeming qualities. They afforded a conspicuous opportunity for the cultivation of the power of voluntary attention. And what a means they gave for growth in the Christian grace of patience.

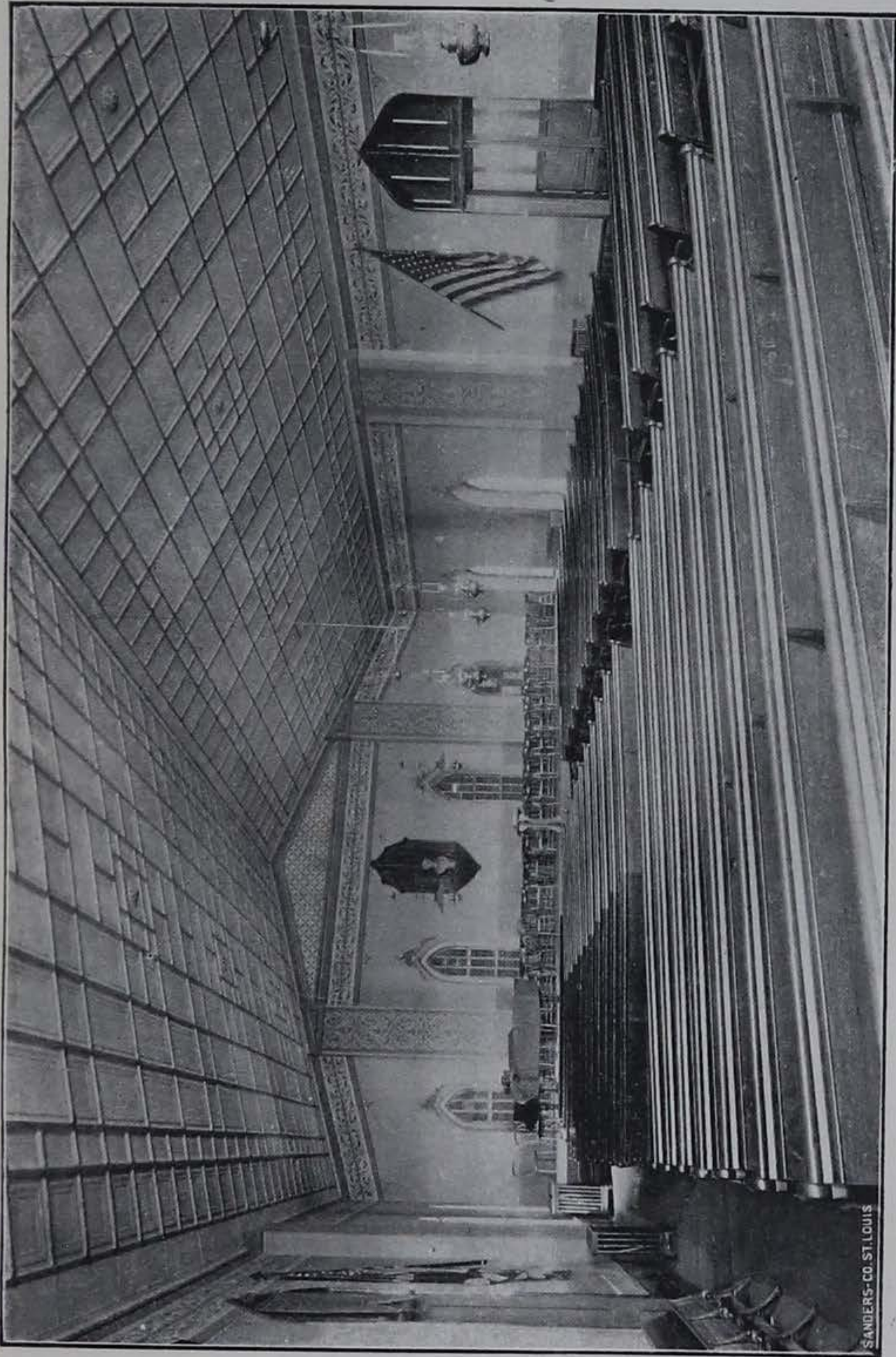
#### XV. SOUTH HALL (GILCHRIST HALL)

In the Iowa General Assembly of 1878, a bill appropriating for the establishment of an additional building at Cedar Falls was presented and referred to the Committee on Appropriations. This proposed and much needed addition to the school's equipment received no consideration. In

the eyes of the Iowa Solons, the Normal School was still "an experiment;" and the state had no money to waste on experiments. A corresponding bill, in 1880, received like treatment, the success of the experiment was still in doubt. In 1882, the Board of Trustees asked the state legislature for seventy thousand dollars for the erection of a new building. It was cut down by the Committee on Appropriations to thirty thousand dollars, recommended for passage, passed.

It was soon discovered that no structure could be erected adequate to meet the need for the amount appropriated. The only recourse was to beg. Appeal was made to the city. It was generously met, an additional forty thousand dollars was promptly subscribed; and early in the spring of 1882 ground was broken for the new school building. For lack of funds, it was built without a basement; though in later years, cellar-like store rooms were excavated underneath the first floor rooms. In the architect's plans, the half-school-half-dormitory idea still obtained. According to specifications the building had a frontage of one hundred thirteen feet, a depth of seventy-eight feet, also two wings each forty-six by thirty-two feet. The first floor was entirely devoted to recitation rooms. Occupying the east front of the second floor, were the apartments of the Principal. Two central rooms on the west were used for recitations; the remainder of the space was devoted to rooms for students or members of the faculty. On the third floor was the Chapel which occupied the entire main floor of the building, while the rooms in the wings were used for dormitory purposes. The Chapel was seated with benches and was reasonably well-equipped for its purposes. It had seating capacity of six hundred fifty people. In each of the wings was a fourth story with a single room at the north end and at the south, used respectively as the halls of the Alpha and the Shakespearean Societies.

Elaborate plans were made in the summer of 1882 for the ceremony of laying the cornerstone of the new building, and thereby hangs a tale. It was the original purpose that the honor of laying the stone should fall to the Philomathean Society. Its members proudly accepted their



Old Chapel, now Gilchrist Chapel

SANDERS-CO. ST. LOUIS

commission and enthusiastically entered upon the preparations for the important event. The Philomatheans were to lead an immense procession to consist of the civic societies of the city, the students of the Normal School, the citizens of Cedar Falls, and invited guests from abroad. Formal invitations to participate in the exercises were sent to all the civic societies of the town. Many of them formally accepted. All went well until the polite request of the young school fraternity reached the desk of the secretary of the local Ancient Order of Free and Accepted Masons. It would never do. The laying of cornerstones of public buildings was the special and peculiar prerogative of the Masonic Order. Should they lower their ancient and time-stained emblems, forego their stately ceremonials, submit to a second or lower place, to witness amateurish rituals performed by boys, chance members of an alleged fraternity, young, unknown and insignificant? The shades of Hiram and Solomon forbid. Instead of accepting the invitation, a committee was appointed to wait upon the school authorities and represent to them the unmistakable value, the infinite importance of having the cornerstone laid by the direct successors of the founders and builders of Solomon's Temple, of observing the rites employed on like occasions from time immemorial. The arguments were unanswerable; the privilege of placing the stone was transferred from the Philomathean Society of the Iowa State Normal School to the Cedar Falls Lodge of the Ancient Order of Free and Accepted Masons; the boys were informed that they were accorded second place in the procession and would be permitted to perform whatever part in the solemn rites the newly appointed chiefs might allow them. "Ah, then and there was hurrying to and fro!" Outraged human nature asserted itself. The Philomatheans met, unanimously and indignantly refused to accept the second place though salved with some prerogatives and secretly sent agents to the civic societies of the town requesting them also to ignore the occasion. Each of these responded favorably and "We won't play second fiddle to the Masons" became a local, temporary slogan. Every in-



fluence was used to discourage attendance on the part of the citizens and of the student body.

The great day arrived. The Ancient Free and Accepted Masons were on hand in full force and full regalia. The procession consisted first of the lodge, then the faculty to the number of five or six, then eight dutiful and loyal students and lastly two carriages, one occupied by members of the Board of Trustees, the other by a farmer family a mile and a half northeast from the school. The cornerstone was duly laid while the witnesses, for the most part, looked on in sullen silence. On the stone was an inscription declaring that it was laid by the masonic fraternity. Both the stone and the inscription are now forever lost to sight, concealed behind the corridor connecting Gilchrist Hall with the Administration Building.

#### XVI. THE STUDENTS' OFFERING

A quarterly school periodical, edited by a volunteer group of undergraduates appeared in the autumn of 1878. The Offering supplied a chronicle of passing events, a means of communication between the Normal School and the world outside and an opportunity for amateur writers to see their lucubrations in print. All the numbers (Vol. I, No. 1, excepted) bound together in a single volume occupy a welcome and permanent place on the shelves of the College Library. At the commencement of the second year of its publication, appearing monthly, it became the organ of the three literary societies of the school and was edited by representatives of those bodies. Though it maintained a local department, largely composed of real or alleged jokes of the students and faculty, its columns were for the most part filled from the literary output of the societies involved. The June or Commencement Number each year, was made up from the graduating orations of outgoing pedagogs. In the pages of this number great themes were discussed, the Universal Ego, The Palladium of our Liberties, Beyond the Alps Lies Italy, Is Our National Perpetuity Secure?, Shall Women Vote,—great problems were solved!

In Volume One, Number Two, of *The Offering*, the following well-intentioned and innocent looking editorial paragraph appeared.

"The work of the term has been and still is very heavy; yet, Professor Gilchrist is performing his part in a very creditable manner, and is always willing to confer with the students and to assist them with his sound advice."

By mentally italicizing the unitalicized work "his" in the second line of this quotation, certain members of the faculty discovered or thought they had discovered a joke or something worse. They constructively interpreted the sentiment, "Professor Gilchrist is performing *his* part in a creditable manner; but the less said about his associates the better." A meeting was hastily called. The insulting paragraph must go. But alas, the entire edition had been printed and was ready for distribution. The problem was solved by pasting a printed slip containing other matter over the obnoxious sentence.

The five members of the editorial staff were required to spend tedious hours upon the unwelcome task of pasting on the slips. At last the belated but amended number came into the hands of the subscribers. Alas! for the best laid schemes of supersensitive professors. When the reader opened the new number, the first thing to attract his attention and pique his curiosity was the literary insert. A little application of steam resoftened the paste, the slip was removed and the obnoxious paragraph was read with an emphasis that no display of the printer's art could have secured. It proved a boon to the Principal, a boomerang to his critics.

A professor of Didactics in those early days was famed for the prolixity of his statements and for his fondness for sesquipedalian words. Unable to accept the textbook definitions of psychological terms, he framed his own and required his students to put them down in their note books and in memory. In the number of *The Offering* for May, 1881, appears a series of these definitions taken verbatim from a student's class room notes. Some of these, veritable

and unexaggerated are given below. They well deserve a place in the permanent records of the school.

"Education is the development of man's potentiality into actuality by means of the conscious influence of truth, reason and love over his physical and intellectual powers, qualifying him to meet spontaneously and independently his human responsibilities."

"Teaching is the art of directing the mind through words, gestures, illustrations and exhortations to some thing in the mind (as a philosophical truth.) It has to do with intellectual capabilities. It sets the subject matter before the mind of the learner and trusts the mind to receive the truth."

"Pedagogics is the science which considers the laws of the physical condition of man and those means by which he may receive instruction and culture. It must unfold the general idea of education, exhibit the particular phases into which the general work of education divides itself and describes the particular standpoint upon which the general idea realizes itself, or should become real in its special process at any particular time."

"Training is the process of purposed habituation."

"Didactics is the art of selecting and applying those means by which man receives instruction and culture."

"System is taking a heterogeneous mass of confused elements and bringing them into a congruous condition. The parts as single things are apprehended, the relations among these parts are discovered and the parts are rearranged and classified into a new whole."

Jokes on the professors filled a large place in the local columns of *The Offering*. Woe unto the instructor who was inadvertently guilty of a linguistic slip or other mistake within the sight or hearing of his pupils. The local editor was sure to publish it with embellishments of his own. A few examples by way of illustration.

"Prof. G. informed the school recently that he had been repeatedly requested by students to leave the building. Who could have had the presumption? However, he allayed

all anxiety by stating that he calmly and firmly declined to grant their requests."

Geometry class. Professor: "How do you know that this line is longer than the other?" Student: (positively and conclusively) "Why, I can see that it is." Professor: "Looks don't count for anything in Geometry." A few days later. Student: "Triangles having equal angles are equal." Professor draws large and small equiangular triangles and inquires, "Is there any difference?" Student: "I don't know." Professor: "Can you not see that there is?" Student: "H'm, don't go much on looks in Geometry."

"When Prof. B. called for quotations from Shakespeare, one young lady responded, 'Who chooseth me shall get as much as he deserves.'"

"Prof. reading from the fifth of Deuteronomy—O, that there were such a heart in them that they would fear me and keep all my commandments, always, that it might be well with them."

"Student in English Literature reciting on Milton, 'He became reconciled to his wife, but was afterwards married twice.' Prof. B., 'Before his first wife died?' Student (evasively) 'Before his own death, I think'."

"After a lengthy and excited discussion, the faculty have decided that baseball should not be taught to children under five years of age."

The faculty, however, were not involved in all the Offering's jokes. The following was doubtless intended as an indirect compliment to Major Bryant, who by the way, was one of the most fastidious of gentlemen as to his clothes and appearance.

"Major Bryant has a way of making us buy lots of ink. He comes out to our entertainments and then spends his time in daubing ink on his fingers, hair and clothes. Even though he has the best ink known, he has no business to come out here and waste ours."

"The Normal boys have played three games of baseball with the Cedar Falls boys and they have got beaten just three times."

"The back numbers of The Offering have been mailed with

old school reports. A young man receiving one supposed that the young lady whose name was on the report had sent it. So he wrote her thanking her for it. Ever since she has wondered who has put up that job on her."

"The Philomathean Society is becoming remarkable for its poetry. It is composed entirely of poets who sometimes break forth in the most imaginative and ethereal strains. How touching is the following:

There was an old man of Madrid,  
Who was sassed by an unruly kid.  
Says he, "I am wild, I will hammer that child,"  
So he cut a big stick and he did.

All the poetry was not in so light a vein. There is scarcely a number of *The Offering* that does not contain one or more original poems, often productions of real merit. Among these writers of verse, the names that occur oftenest are those of Lu. P. Barrett, Eva Cooke and Idella Chapman. Many of their productions deserve a place in the annals of the institution. The selection below is from the pen of Miss Myra E. Morgan.

#### LET THERE BE LIGHT.

In the misty, dreamy twilight of the dim and distant past,  
In the prehistoric ages, from whose shadowed realms so vast  
Come traditions, dim and dusty, of the lives of gods and men,  
Of the signs and dreams and visions that controlled the races then,  
We have glimpses of the dawning of the light of ancient lore,  
Seeing truth with error blended, light where darkness was before;  
And we note through all the ages that the brightest light today  
Turns to darkness on the morrow in the morrow's brighter ray.  
When the shepherds of Chaldea, watching o'er their flocks at night,  
Turned their eyes on high to study changing moon and stars of light,  
Little dreamed they of the glories that the future would unfold,  
How their light would turn to darkness as the cycles onward rolled.  
Little dreamed they of the splendors of the brightly shining spheres  
And they thought not of the wonders to be seen in coming years;  
That the earth is but a planet; that the twinkling stars are suns,  
Each is the center of a system with its earth that round it runs.  
So we dream not of the wonders that the future years will show,  
As they come with fleeting footsteps, as the ages come and go.  
But we look back o'er the ages and we note the steady tread,  
And the upward path of learning leaving truth in error's stead.

For the wrong from right e'er flieth, and the darkness dreads the light,

And as learning spreads, our errors sink into oblivion's night.

Man is ever plodding upward, growing wiser, year by year,

Catching glimpses of the dawning of the day approaching near;

Still the earth is filled with mourning caused by superstition's sway

And we only see the promise of that bright and coming day,

When with minds no more o'erclouded by the errors of the past,

Man shall read his lessons rightly and the glad sun shine at last.

## XVII. THE STATE EXAMINATIONS

What the Spanish Inquisition is to the history of Spain, the State Examinations are to the annals of the State Normal School. They were an importation from the east and they had no statutory recognition, no legal authority, no reason for existence other than the fact that they were in the printed rules and regulations of the school and the results brought no privilege save that of graduation.

The Examining Board consisted of the Superintendent of Public Instruction, the President of the State Teachers Association, the Principal of the State Normal School and two county superintendents—one chosen by the state superintendent and the other by the Normal School Principal. The appalling specter of this annual inquisitorial test hung like a spectre over the student throughout his college course, and increasingly as the time of commencement approached. The burning of midnight oil, the cramming with dates and facts, the anxieties, the quizzes, the physical and mental unrest of the examinees, are well described in the paragraph below, written by one of its victims, Mrs. Laura Nettleton Brown and quoted from the Bohemian, a quarterly magazine published at Ft. Worth, Texas.

"I never expect to experience more harrowing tortures than that of the last few weeks before an examination of the State Board of Examiners, when we were expected to have the facts of the twenty-one branches of study at our tongues' ends. It proved to be not so terrible after all, but we did not know that beforehand. The awful amount of cramming under such intensity of fear is too terrible to mention. No mind but those of the "don't care" sort can

pass through such days without consuming thousands of cells it has labored for months to incorporate in the brain."

True, as the writer says, "It proved not so terrible after all" but no assurances of the faculty, no arguments of any kind served to alleviate the fears of the candidates. They were always ready with the answer; "But the committee is different from last year's; Professor A. or Doctor B, or Superintendent C. is on the committee, and he is a holy terror."

It was customary to give the graduating class a two days' vacation previous to the examination, theoretically that they might spend the time recuperating their physical and mental powers by absolute rest from study. The forty-eight hours were devoted to the hardest kind of cramming. On one occasion, they were sent to the woods to enjoy an enforced picnic. To the woods, they dutifully went, but each with a Cutter, an Avery, a Fish-Robinson or a Swinton smuggled away in his or her clothing; they spent the day in arduously cramming alone, or else in pairs or groups, quizzing and coaching one another for the coming onslaught and whispering with white lips, "The foe, they come, they come."

The examination itself was a nuisance and a farce and was recognized as such, not only in the school, but throughout the state. The much-feared examiners, when they appeared upon the scene, invariably proved to be an agreeable, urbane group, bent on the enjoyment of their junket, seeking to place themselves on the friendliest terms with the candidates and passing everybody with percents that ranged in the nineties. On one occasion, in the course of the opening ceremony of formal introduction, one of the examiners, to put the class on their ease, declared, "We do not mean to ask you any questions that you cannot answer; if any of us should make a blunder of that kind, you will please to understand that the mistake was ours, not yours." The remark was intended for a pleasantry; but it was too near the truth to be a good joke.

The usual method of conducting the examination was for the teacher of the particular class examined to send his

students to the board and assign to each a problem or a topic. This done, the examiners individually read, generally in a casual and uncritical manner, and marked the written work. The average of these percents determined the final grade of the student. The minimum for passing in any branch was eighty percent but a final average of eighty-five percent in all branches was required. The ostensible object of these examinations was to enable the state department of education to determine as to the kind and quality of the work done in the then new institution and to place a check on the indiscriminate graduation of patrons; but, in practice, the system resulted every year in the passing of unfit candidates while even the fit were graduated almost invariably with higher records, than were acquired in the class room. For this there were two reasons: the kindly disposition of all the board and the downright ignorance and stupidity of certain of its members.

Once a class was lined up at the blackboard for a test in Didactics. When the teacher had exhausted his list of topics, he found that through some miscalculation, he had no assignment left for Mr. K. He sought to escape the dilemma by saying, "Mr. K., you may take whatever you please." He promptly plumped himself upon a nearby bench and exclaimed, "Then I'll take a rest."

Dr. F. and Supt. X. were detailed to mark an examination in geometry conducted by the author. Miss H., who could not have passed in the subject without the final test, handled the topic assigned her with all the innocence and ignorance of a child; she was given a second trial with a like result. When the final average was struck, her teacher was called before the committee and asked by the Principal, "How was Miss H's work in geometry?"

"She failed."

"Dr. F. has only given her sixty percent."

"It was more than she deserved."

Supt. X. came like a hero to the rescue of a maiden in distress. Turning to his records, he deliberately raised her grade from eighty or thereabouts to one hundred, bringing her average up to the minimum. A few days later,



Miss H. stood up in line with her fellow graduates to receive her diploma and it must be confessed that she looked very pretty in her white mull dress trimmed with valenciennes lace.

Professor Bartlett was conducting an examination in algebra. The writer for the time a curious spectator was struck with the ingenuity of the blackboard work of one of the examinees—Miss Phoolem of Parkersburg—who has had displayed a jumble of algebraic letters, signs and symbols as meaningless as to a Choctaw Indian would be a series of Egyptian hieroglyphics. This done she sat complacently down with the air of one looking for more algebraic worlds to conquer. The curious spectator whispered to Prof. Bartlett, "Miss Phoolem's work is all wrong." "I know it," he replied, "but let them find it out." The bluff was a success. The lady's grade was one of the highest given to the members of her class.

As already observed, the failures to pass were few; but sometimes a student's attempts at a recitation were so palpably bad, that the examiners found it impossible, by hook or crook to raise the average to the required minimum. Such students, however, were not "failed;" they were "conditioned"—that is they were allowed to appear as graduates and to publicly receive their diplomas duly signed and sealed from the hands of the Principal; but they had been privately instructed to return their parchments to the school, there to be held until the deficiencies were made up. Sometimes, a student "forgot" to return his diploma. One young woman, in particular, conditioned in two subjects, after receiving her credentials took the earliest opportunity to escape from the commencement stage to her room, where she opened her trunk, already packed, placed the precious document inside, heard the click of the lock in the lid and triumphantly exclaimed, "Now, I would like to see them get my diploma."

The examinations closed on the afternoon of the second day. The victims were enjoined to re-assemble at seven o'clock in the evening to hear the results announced. The suspense of the intervening hours was to many of the class,

the severest strain of the entire experience. The state of every one connected with the school, undergraduates included, was one of intense but suppressed excitement. The wearied candidates wandered about extending encouragement to the hopeless and seeking encouragement in return. The wildest of hysterical expressions, "I just know I haven't passed" or "I would rather die than fail"; "How can I ever write home to my mother and tell that they won't let me graduate"—were heard on every hand. The results of the examination were an awful secret, hidden in the breasts of the examiners until the hour of announcement arrived.

Promptly at the hour of seven, candidates, examiners, faculty and a few favored guests gathered in the place appointed and the anxious eyes of the examined looked and sought in vain to read the knowing but unreadable faces of their inquisitors. The Principal impressively unfolded a formidable document and began about as follows: "We find that the following persons have successfully passed the examination in all the required subjects with the exception of a few conditions which will be privately explained. The "following persons" proved to be the entire roll of candidates and congratulations were in order. First speeches filled with words of fulsome flattery by each of the examiners in turn; then hand-shaking, the kisses of the kissable, hilarity, hysterics. The last act of the farce was played and the players were free—if not already beyond the physician's skill, to recover, as best they might, from its effects.

### XVIII. COURSES OF STUDY

As outlined in the President's Inaugural address, the aims of the Iowa State Normal School were two-fold. It was established as an institution of learning and as a school of methods. In the former capacity, its first year's course corresponded, as the table below will show, closely to the work outlined for the eighth grade in the modern city school curriculum; the remaining three courses corresponding in like manner to the first three years of the high school of today.

"Courses of Study have been constructed with special reference to fitting teachers for their work, and in accordance with the advanced opinions of the best educators. Thorough scholarship and professional training are the cardinal features. The Elementary Course requires two years of study, the Didactic Course three, and the Scientific Course four. The Elementary Course qualifies teachers for the best positions up to High Schools; the Didactic Course qualifies for High School teachers, and the Scientific Course for Superintendencies, Principalships in High Schools, Academies and Normal Schools." (Catalog)

"Students, in order to enter the Elementary Course, must, after examination, be deemed by the Faculty qualified to complete Grammar, Arithmetic and Geography in one term. Preparatory Classes, however, may be maintained." (Catalog.)

Among the first matriculants of the school were a few young men and women who were sufficiently advanced in scholarship to justify the graduation of a class at the close of the first year of its existence (June, 1877). As the time approached for this event, the makers of the curriculum seriously proposed to confer degrees upon one and all who should successfully complete any of the courses laid down in the catalog. Those who completed the two years' (Elementary) course were to receive all the privileges, honors and dignities that pertain to the degree of B. E. D. (Bachelor of Elementary Didactics); those completing the three years' (Middle) course, the degree of B. D. (Bachelor of Didactics); while the fourth year's course completed brought the highest honor of the institution, the degree of B. A. D. (Bachelor of Advanced Didactics). This elaborate system of proposed degrees was unceremoniously laughed into merited oblivion by the shafts of ridicule and sarcasm of Hon. C. W. Von Coeln, then Superintendent of Public Instruction of Iowa. Von Coeln was a big red-headed, thoroughbred Holland Dutchman with a fine sense of humor, high educational ideals and a discomfiting habit of saying what he pleased without fear or favor. In the course of an address before the Iowa State Teachers Association,

COURSES OF STUDY  
of  
IOWA STATE NORMAL SCHOOL

Departments	FIRST YEAR			SECOND YEAR		
	1 Term	2 Term	3 Term	1 Term	2 Term	3 Term
English Literature	English Grammar and Word Analysis	English Grammar	Letter Writing and Composition	English Literature	English Literature	
Mathematics	Arithmetic	Arithmetic	Bookkeeping	Algebra	Algebra	Algebra
Science	Geography		Physiology	Physical Geography	*Physical Geography	Botany
History		U. S. History	Constitution of the United States		Ancient History	*Medieval History
Art	Penmanship and Drawing	Reading and Music	Penmanship and Drawing	Reading and Music	Penmanship and Drawing	Reading and Music
Didactics	Theory of Education	School Management	Methods of Instruction	School Economy	Principles of Education	School Laws

Departments	THIRD YEAR			FOURTH YEAR		
	1 Term	2 Term	3 Term	1 Term	2 Term	3 Term
English Literature	Rhetoric			English Classics History of Eng. Lang.		
Mathematics	Geometry	Geometry	Trigonometry	Navigation and Spherical Trigonometry	Analytical Geometry	Logic
Science	*Physics	Physics	Chemistry	Zoology	Geology	Astronomy
History		Modern History			Moral Science	Political Economy
Art	Drawing Perspective					
Didactics	Psychology	Philosophy of Methods	Philosophy of Methods	Free order of Studies	History of Education	Education as a System

\*All subjects marked thus are taught but for one-half of the term.

descanting against the cheapening of academic degrees by unworthily bestowing those already extant, and by the creation of new ones that stood for slight attainment, he cited the Iowa State Normal School as a bad example. To the chagrin of the inventors of the proposed degrees, who were present, and amid the uproarious laughter of his hearers, he said (I quote from memory), "They purpose at Cedar Falls three degrees, the first representing scholarship little beyond that afforded by a first-class country school; the second a course but one year longer, the third a course but two years longer. When a student has completed the first of three courses, they put him in his little BED; and by the time he has completed the entire curriculum, he is actually BAD." The system succumbed to Von Coeln's satire, and the finishers of the earlier courses were compelled to be content with finely executed certificates in lieu of degrees.

The first commencement was held during the week of June 24th, 1877. It was a great event in itself and beside it had the charm of novelty. All Cedar Falls and Waterloo and the region round about the Cedar came as the sands of the sea for number. No hall of sufficient size being available, the large maple park which stretched across the campus, to the north and west of the building was utilized. On Sunday afternoon (June 24th) the Baccalaureate Sermon was preached by Principal Gilchrist at four o'clock in the afternoon.

On the twenty-seventh day of June, 1877, the first year of the institution closed with the following commencement program. The orations were by the first four graduates of the school.

Music.

Oration, Public Sentiment, Miss Mary Flagler, Cedar Falls.

Oration, The Triumphs of Peace, Miss Ada Coates, Green Mountain.

Music.

Oration, The Value of Character, Miss Eva M. Donahue, Mason City.



First Graduating Class, 1878

D. K. Bond

Maude Gilchrist

L. E. Churchill

R. O. Benton



Second Graduating Class, 1879

W. I. Benham  
Anna E. Fitch

Kate E. Mullarkey  
Anna E. McGovern

Oration, Penn and Lycurgus, Mr. David K. Bond, Hopkinton.

Music.

Address to the Graduates and Conferring of Degrees by Principal J. C. Gilchrist.

Music.

## XIX. ALUMNI

The Alumni Association was organized in 1879. Its original membership was made up, indiscriminately of diploma and degree graduates. The school has always been justly proud of its alumni. Few of them have sought political preferment or paid court to the phantom fame at the cannon's mouth; none of them have gone to the presidential chair and none to the penitentiary. In the class room they have shown themselves true and loyal, faithful and industrious, ambitious and successful. The graduate body of no decade of the institution's life have been surpassed in loyalty to their alma mater by the graduate body of any other decade. The manly and womanly qualities that marked their career as students has made for their success in after life. Many continued their studies in the State University and other institutions of higher learning. The greater number engaged in teaching in Iowa while many pursued the same vocation in other states. The lady graduates in large numbers entered the state of matrimony and attained therein the highest honors that can be bestowed on any woman, the degree of MA.

Among the graduates of the first decade whose careers have been notably successful, may be named:

Maude Gilchrist (1878) and Annie E. McGovern (1880) sketches of whose lives may be found elsewhere in these pages.

David K. Bond (1881), a nephew of Principal Gilchrist, who was a prominent physician in Waterloo, Iowa.

George W. Newton (1882), who efficiently served his alma mater as professor in Natural Science from 1896 to 1924.

William A. Bartlett (1883), son of Professor M. W. Bart-



lett, who has won a wide reputation as superintendent of city schools in Western California.

Michael J. Kenefick (1883), a very prominent physician and surgeon located in Algona, Iowa.

Otto F. Burgess (1884), a minister and home mission worker of recognized ability and success.

Frances Ella (Buckingham) Chassell (1884), long a successful instructor in the Department of Language in the Iowa State Normal School. In this capacity she was much in demand as a lecturer and institute instructor. Later as Mrs. Olin B. Chassell she became famous in northeastern Iowa as a lay preacher in the pulpits of the M. E. Church.

Olin B. Chassell (1884), long a leading minister in the Upper Iowa M. E. Conference.

Sarah M. Riggs (1884), Instructor in History in the institution.

Wilbur H. Bender (1886), who has had a distinguished career as Director of the Training School of the Iowa State Teachers College and later as Professor of Agriculture in the Minnesota State Agricultural College, then State Director of the instruction in Agriculture in the public schools of Iowa and now Professor of Vocational Education in Iowa State College, Ames.

THE JUNE COMMENCEMENT OF 1886. The Board of Trustees were gathered as was their wont to attend the graduating exercises and to transact the business of the school. The most important business before them at this particular session was the election of a faculty. In the course of the deliberations of the Board, the order of business was the election of a Principal for the ensuing year. Two candidates were placed in nomination—the incumbent and Superintendent Homer H. Seerley of the Oskaloosa Public Schools. Without debate, an informal ballot was taken. Mid a silence that was breathless, the secretary announced the result, five votes for Seerley and one for Gilchrist. The remainder of the old faculty, without reference to factional differences were unanimously reelected and all except the daughter of the Principal, who left of her own accord, remained. A telegram was sent at once to Superintendent

Seerley asking an immediate acceptance. When the Principal-elect at the noon time hour of that eventful day, returned from his office to his home, his quick eye noted in the face of his good wife an agitation that she would have fain concealed. He inquired the cause.

"There is a telegram for you; but I want you to eat your dinner before you read it."

With characteristic promptness, he replied, "I'll read it now."

The announcement was to him a complete surprise. Aware that a change of Principal was probable at Cedar Falls, he had never so much as thought of himself as a candidate for the place. Public opinion had slated Dr. Henry Sabin, the veteran Superintendent of the Clinton Schools, for the possible vacancy and Mr. Seerley was a champion of the Sabin candidacy. Other formidable candidates, some of them avowed, were, Hon. J. W. Akers, then serving as State Superintendent of Public Instruction; Ex-State Superintendent C. W. Von Coeln; Dr. Stephen N. Fellows, then filling the Chair of Didactics in the Iowa State University; Superintendent R. G. Saunderson of Burlington, and Superintendent C. P. Rogers of Marshalltown.

To Superintendent Seerley, his election could not be viewed otherwise than as a great promotion, a notable recognition of his previous success as an Iowa educator and a school executive. It sounded like the call of destiny. But there were strong deterrent arguments. He was still a comparatively young man and he made no secret to his friends nor to the Board who had so signally honored him, that he doubted his ability to guide the institution safely through the breakers of factional strife that threatened to engulf it. He had the confidence of the community he served; he had won a statewide recognition as a leader in the field of city superintendents, had come to look upon this line of educational effort as the one for which his talents and preparation had peculiarly fitted him. The friendships that he and his wife had formed in Oskaloosa's church

and social circles bound him to that good city with bonds that seemed unbreakable.

An immediate acceptance was impossible. Granted a week to consider he came to Cedar Falls to investigate at first hand the conditions to be met. He interviewed the faculty, students, citizens of the city.

With characteristic deliberation, Seerley before returning to Oskaloosa made visits to Waterloo, Montezuma and Mitchellville that he might interview State Senator Parrott and Directors Jarnagin and Lewelling as steps to a final decision. At the close of the granted week of careful consideration of the pros and cons of the problem, the pros had won. He sadly turned his back upon the loved associations of the past and bravely facing the responsibilities of the higher, arduous work to which his state had called him, formally notified the executive Board of the Iowa State Normal School of his acceptance.



President H. H. Seerley

## PART III

### ADMINISTRATION OF PRESIDENT SEERLEY

#### I. THE PRINCIPAL-ELECT

**H**OMER HORATIO SEERLEY was born on a farm near Indianapolis on the thirteenth of August, 1848. Both his paternal and his maternal ancestors were farmers and smiths from time immemorial. The family of his father, Thomas Seerley, migrated to Indiana from Maryland; that of his mother, Louisa Ann Smith-Seerley, from Virginia. His parents were born of pioneer blood, brave, industrious, frugal, among the choicest products of their time and their vocation; inured to toil, habituated from childhood to self-denial, clear of head and clean of blood from the temperance and purity of their lives; either of them could have said with Galahad:

“My strength is as the strength of ten because my heart is pure.” They lived to see their three noble sons, blest in their heredity and in their home-environment, grow to maturity and attach distinction in their respective chosen fields of effort. The eldest of these was President Homer H. Seerley of the Iowa State Teachers College. The second was Hon. John J. Seerley of Burlington, one of Iowa’s most brilliant and successful attorneys, a notable political campaign orator and a recognized authority on questions of tariff and revenue. He represented the First Iowa District in Congress, in 1891-92. The third was Dr. F. N. Seerley who has devoted practically all the years of his mature manhood to the promotion of the work of the Young Men’s Christian Association College at Springfield, Massachusetts, filling one of the most important professorships in that institution. By his lectures delivered in all parts of the land, he has won for himself a nation-wide reputation in the fields of Christian education.

In 1854, Thomas Seerley removed with his family to Iowa, having purchased a farm near South English in Keokuk County. Here, amid the hardships of pioneer life, young Seerley learned the lessons of self-denial and self-reliance, acquired the habits of industry and developed the strength of character, that have later marked his career, and placed him in the first rank of American educators. Making an early choice of teaching as his vocation, he resolved to acquire the best preparation possible in the institutions of his state. In this ambition he had every encouragement from his parents, except that which they were unable to give, pecuniary aid.

He prepared himself for teaching in the rural schools, in the Preparatory Department of the State University. In one year, he was prepared for college entrance, but lack of funds compelled him, instead of entering upon his freshman studies to engage in teaching a country school near his paternal home. That his first pedagogical attempt was not a success, perhaps no first attempt at teaching is, has always been frankly admitted by Dr. Seerley and not infrequently in his class rooms he has referred to the fact as an encouragement to the young and immature. The memorandum of the County Superintendent who first visited his school, has been preserved and given to the world by Seerley himself. It reads as follows:

“Union District No. 3: Liberty Township, Homer H. Seerley, teacher; Salary, \$30.00 a month; Order, poor; Method of instruction, middling; general condition of school, bad.”

The candor of the superintendent was not resented, his criticisms were accepted as measurably just and their effect was not to daunt but to inspire him with a determination to profit to the fullest from the partial failures of the past. The epithets “poor”, “middling”, “bad” should never designate his work again.

Among the formative influences of his early professional career, it has been Mr. Seerley's delight to pay the highest tribute to two of his teachers whose lives touched his with extraordinary inspirational power. The first of these

was Professor Jonathan Piper. Mr. Seerley began his career in the schoolroom in the initial period of the County Normal Institute in Iowa and among the pioneer workers in this field Piper ranked first and foremost. In the classroom or the lecture hall of the Institute he had no superior in the art of indelibly impressing his thoughts upon the minds of his hearers. He was eccentric both in speech and manner; but his eccentricities only served to emphasize his utterance. Despising the trickery of elocution, he could rise upon occasion to flights of impassioned oratory; impatient of the stilted rules of the rhetorician, his sentences though Pipersque, were clear cut, strong and forcible; though his heart was tender as a woman's in its sympathy for the humble seeker after truth through honest industry and deep research, he was quick to discern sham, hypocrisy and cant, and these from the seemingly exhaustless resources of irony and ridicule at his command, he flayed without pity and without reserve. In his educational theories, he was a radical, a progressive, an iconoclast. Out of the brief association of the County Normal there grew between Piper and Seerley an attachment which ripened into a lifelong friendship; and the instructions of the elder were a potent influence in shaping the educational thought and practice of the younger. If Piper was the Elijah of Iowa's educational prophets, Seerley was its Elisha.

The second of these personal influences was Dr. Stephen N. Fellows who for twenty years served the commonwealth of his adoption as a teacher of teachers in the State University of Iowa. That he was a trail-maker of educational progress is seen in the fact that when he was installed in the Chair of Didactics in the State University of Iowa, he filled the only chair of its kind in any American University or college. This department under his efficient management soon became one of the most popular and successful in the institution.

Dr. Fellows was not only great as a teacher, he was remarkable as a pulpit orator, a temperance worker, a lecturer and an author. His essay on *The Practical Value of Education* is a masterpiece of educational literature. What

Gamaliel was to Paul, Fellows was to Seerley. It was fortunate for the cause of teacher training in Iowa that in its formative period its destiny was placed in the shaping hand of a man with the breadth of intellect, the clarity of prophetic vision, the irreproachable life and the high ideals of Dr. Fellows; it was doubly fortunate that it was his privilege to be the teacher, inspirer and friend of him who in later years should direct the destiny of the State Teachers College of Iowa.

Mr. Seerley completed his university course in 1873, receiving from his alma mater the degree of Ph. B. and later that of M. A. He has always ranked among the most honored members of the alumni of the school. The university has followed and recognized with pride his success, and many years afterward, in recognition of the distinction he had won as a school executive, it proudly conferred on him the honorary degree of LL. D.

During the first three years that followed his graduation, he filled successively the positions of Assistant Principal, of Principal and of Superintendent of the city schools of Oskaloosa, Iowa. In the Oskaloosa superintendency he remained for eleven years meeting the responsibilities of his office with marked and ever growing success, fitting himself by study, experience and contact with his fellowmen, for the time when the wisdom of the Board of Trustees of the Iowa State Normal School should call him to that institution to direct its destinies in its hour of greatest need. The story of his selection to the office and of his acceptance of it has been already told in the course of these records. Histories are written by historians but history is made by men. Take the human element out of the annals of a country and there will nothing of interest remain. It is the happy province of the biographer to write the record of a nation in the achievements of its makers, to vivify the page of history with the real and the personal in human activity, to introduce the reader to the child life, the home life, the public life of the founder of the nation and thus to understand its meaning in the light of its origin, its ultimate source. The American boy who reads with inter-



est and care, successively, the lives of a few of the greater presidents, as those of Washington, Jackson, Harrison, Lincoln, Grant, Cleveland, Roosevelt and Wilson, will acquire a better knowledge of his country's annals than he is likely to get from the texts that he studies in the public school. What is true of the nation is true of the institution. The biography of Mr. Seerley's mature life is the history of the Iowa State Teachers College; perhaps it would be more correct to reverse the statement; the history of the Iowa State Teachers College is the biography of Mr. Seerley. The real record of the first half century of the school at Cedar Falls is the story of the careers of two tireless toilers in the fields of education, James Cleland Gilchrist and Homer Horatio Seerley.

Superintendent Seerley believed the Scripture, "It is not good for man to be alone" and wisely chose one of the brightest and best of his Oskaloosa high school graduates for his life companion. Such a marriage is ideal. From the endearing relationships that grow out of the association of teacher and pupil the transition to the tie that binds in the domestic relation is natural and simple. The woman of his choice was Miss Clara E. Twaddle whom he led to the marriage altar on the ninth day of July, 1878. To them were born four children: Dr. Clem C. Seerley, a practicing physician in the city of Bozeman, Montana; Esther, Mrs. C. E. Cully, of LeMars, Iowa; Helen, Mrs. A. B. Clark, of Cedar Rapids, Iowa, and Marion Homera who greatly beloved and deeply mourned, died in childhood.

President Seerley's eminent services outside of his immediate work at Cedar Falls have been many and varied. Of his activities as a member of the Iowa State Teachers Association mention will be made in a later chapter. His adventures in authorship are confined to two. Jointly with Professor Leonard W. Parish, he appeared as the author of Seerley and Parish's History and Civil Government of Iowa, Seerley's contribution being the history part and Parish's the civics. His second and more important work occurred early in the second decade of the Twentieth Century bearing the title, "The Country School."

Of the multifarious interests that have absorbed his time and thought, no single one has so appealed to his sympathy and provoked his services as the problem of the Rural School. Himself a product of the farm, deeply and gratefully conscious of mighty inspirational influences that had come to him through the teachers and the teaching of the schoolhouse on the hill, aware of the difficulty-fraught experiences, of him or her who in the rural community essays, in the one-room, ill-ventilated, unequipped country district school, to direct the education and training of its boys and girls, to be an instrument in the improvement of this institution, was one of his life ambitions. He had little patience with the ever-present, destructive critics of the handicapped but faithful teachers in this unpromising field. He was wont to say, "Don't carp about the results." To this end, his masterpiece, "The Country School" was written and given to the world. In his introduction to this work is finely told his attitude toward the rural school question and his faith in an ultimate and workable solution of the problems involved.

"These pages have been written by one who arrived at the opinions here presented by actual experience with the life of the farm through all its varied hardships, pleasures, struggles and successes. The country school was his educational institution during his elementary school-days. Its vantage ground as a place for effective school work, its field of opportunity for the largest and most successful uses to society, its remarkable chance for the greater results that any kind of educational endeavor can give, are well known to him through an accurate acquaintance with the men and women of the farm. They possess a competency in doing things that are unusual, they have a reliability that cannot be appreciated until it is tested and they have a sanity of view in regard to public affairs that has made them progressive and self-reliant. Three years' work as a teacher in these country schools renewed his experience with the boys and girls of the farm and confirmed his former opinion that they were as a class of superior quality, character and disposition. Of his many

years of experience, none gave him more assurance of the future prospects or of the earnest sincerity of the superb willingness to realize the best things of life than did the boys and girls that were his pupils in those remarkably interesting winter terms. The school day was never too long, the tasks assigned were never too heavy and the requirements of the school management were never too exacting not to receive their cooperation, their commendation and their sympathy."

Though these two small volumes complete the list of books that bear his name upon their title pages, his published contributions to the educational literature of his time, his other strenuous activities considered, have been very great. His lectures, his addresses before educational associations, his papers prepared for civic and religious societies, his annual baccalaureate sermons and like productions of his pen have been published in pamphlet form and have enriched the didactic literature of the commonwealth. His contributions to the educational periodical literature of his state have been many and continuous. For many years whatever the Iowa Normal Monthly and Midland Schools might publish or omit, no number was complete without a Seerley article. This is but a partial statement of the literary activities of one who never spared himself when opportunity appeared to promote by voice or pen the better training of the youth of his time or the moral uplift of the people. Every phase of educational effort from the post graduate of the university to the pastimes of the kindergarten were profound interests of his thought and study; and he was ever ready to contribute to the problems involved.

His Christian life is exemplary, influential and fruitful of immeasurable good. While a student in Iowa City, he was converted under the preaching of Rev. John Bowman, a pioneer Methodist minister of unusual pulpit power. He became in consequence a communicant of the Methodist Episcopal Church. Later he became by letter a member of the Congregational communion. Free from sectarian

prejudice, his lay sermons have been heard with great acceptability from pulpit centers of many faiths.

His many and onerous school duties were not allowed to interfere with his interest in the civic affairs of community, state or nation. Politically, he was not a slate-maker, he never sought office for himself nor for his friends; the sinister methods of the politician were entirely foreign to his nature; yet, when the issues were drawn, when principles were at stake, when reforms were sought to be promoted, whatever other cares might claim his time and strength, whoever else might falter, he was ever at his place, in the caucus or at the polls, to defend by voice and vote what he thought to be right.

In his social life, he found rest and relaxation in the association of his friends. He was a good talker and a good listener. He preferred the small group of friends where each could be entertained by all and all by each to the large reception with its pomp, parade and perspiration. Both by nature and training, exceedingly democratic in his tastes, despising affectation, he had little inclination for the namby-pamby inanities of the would-be elite. He wore his spike tail coat and three button cut away vest when conventionality required; but he preferred his business suit and often wore it at his informal receptions, though the guests that he received were in evening dress. In his every day clothes, to the cap and gowned seniors at commencement time, he preached his baccalaureate sermon, he gave degrees, diplomas and good advice, the simplicity of his manner and his dress eloquently emphasizing the common sense counsels that he gave.

He was a true commoner. Nowhere were his superb social qualities and adaptability to environing conditions more manifest than in his relation with his associates in the faculty and with the students of the school. He was never too busy to help to solve the problems of his professors and teachers who came to him for advice at any hour of the day or at any reasonable hour of the night; and the student from whatever department of the school, burdened with the trials and anxieties to which studentship

is heir, who sought his counsel, found him equally ready to lay down the immediate work before him, to hear with sympathetic attention and to respond with wise and fatherly advice. As he practiced, so he taught. In his chapter entitled "The Commoner," in "The Country School," he, speaking of the teacher, says:

"To acquire the ability of being a good mixer in social and communal activities is helping his own interests, advancing the cause of the school and developing the efficiency of the masses. The wise teacher is one of the people in every sense, a sympathetic leader rather than an arbitrary dictator, a congenial spirit as a creator and developer rather than an egotist or an aristocrat. It is for this reason that personal acquaintance, friendly relations, helpful sympathy and comprehension of others' feelings, are of such great importance, since only by such relations can motives, ambitions and endeavors be properly understood and employed in actual service."

## II. BEGINNING OF THE SEERLEY ADMINISTRATION

At the beginning of the school year, 1886, the Board of Trustees of the State Normal School consisted of:

- W. M. Fields, Cedar Falls; J. C. Milliman, Logan—terms expiring in 1888.
- L. D. Lewelling, Mitchellville; J. W. Satterthwaite, Mt. Pleasant—terms expiring in 1890.
- J. W. Jarnagin, Montezuma; A. F. Wilson, Numa—terms expiring in 1892.

The Board of Instruction were:

H. H. Seerley, Principal, Didactics and Psychology; M. W. Bartlett, Language and Literature; D. S. Wright, Mathematics; W. N. Hull, Penmanship, Drawing and Accounts; S. Laura Ensign, Geography and History; Anna E. McGovern, Methods; Delia Knight, Natural and Physical Science and Gymnastics; Mary Wheeler Bagg, Vocal and Instrumental Music; Sara M. Riggs, Assistant in English branches.

With the exception of the change of principal and the selection of Miss Delia Knight of Racine, Wisconsin, to the chair of Natural and Physical Science, made vacant by the

resignation of Miss Maude Gilchrist, the faculty of the first year of the new administration was the same as that of the last year of the old.

The officers of the Board of Trustees were L. D. Lewelling, president; C. C. Knapp, treasurer; W. C. Bryant, secretary and J. B. Miller, steward.

Thus officered the school opened under the new regime on the sixth of September, 1886. The first day's enrollment was 232, a slight falling off from that of the preceding year. The decline caused neither surprise nor discouragement. Disappointed and disgruntled students had gone to all parts of the state, to spread evil and exaggerated reports of the school and to utter ill-omened prophecies as to its future. "The immediate downfall of the institution was imminent; its final ruin was inevitable. Its certificates and diplomas would not be worth the vellum on which they were printed. The school at Cedar Falls was a joke." Competing institutions eagerly seized upon these stories, magnified them, used them to exploit their own alleged superiority. Thus the pedagogically inclined youth of Iowa, those who should have been the legitimate patrons of her state normal school in large numbers turned their footsteps toward Algona and other private teacher training seminaries and to the state normal schools of neighboring commonwealths. The state institution at Cedar Falls was again "on trial"—an experiment that in the firm belief and the fervent prayers of many was foredoomed to failure. Even in the hearts of many students who had returned to resume their studies, there lurked a disaffection toward the new administration, a prejudice deep-seated and ill-concealed, an attitude that looked askance upon the slightest deviations from the precedents of the past, a spirit that magnified innovations into mistakes and mistakes into crimes. And what was worse, not students only but those of the faculty members who had belonged to the Gilchrist faction found it hard to conceal their lack of confidence in the new executive and hard to avoid by word and deed, expressions of antagonism against every break, great or small, with the established usages of previous years.

Thus handicapped by antagonisms without and dissensions within, by the fears of the friends of the institution, the hopes of its enemies, the vindictive threats of disappointed partisans and the indifference of the public, the new administration began its career. By request of the principal-elect, no inaugural ceremonies were observed, no formal induction of any kind into the office to which he had been chosen by the Board of Directors. Aware that censorious eyes were upon his every official step, he studiously avoided all unnecessary breaks with pre-established precedents. Changes which should end in revolution were inevitable but they must come slowly and through lines of peaceable advance.

The sixth of September, 1886, was an eventful day in the history of the institution, but never had one of its school terms opened with less of formality and dress parade. The initial chapel exercises were a simplicity itself. Mid unwonted quiet, the new Principal took his seat upon the platform, the members of his faculty, new and old, ranged about him. From the pews of the assembly hall, two hundred upturned, expectant faces breathlessly awaited sensational developments. The Principal came to the desk, read a brief portion of Scripture and offered a simple prayer. A few necessary announcements were made and the students were at once dismissed to their respective classes. To every one, except the head of the school, the unexpected had happened. There were no words of greetings, no cant commonplaces of chapel speechifying, no threats nor admonitions, no references to the past, no promises for the future. Bartlett, Hull and Wright were not permitted to discharge their elaborately prepared, "extemporaneous" remarks at the unprotected heads of the innocent students. It was to be a business administration and it started out in a business-like way.

### III. ADMINISTRATIVE CHANGES

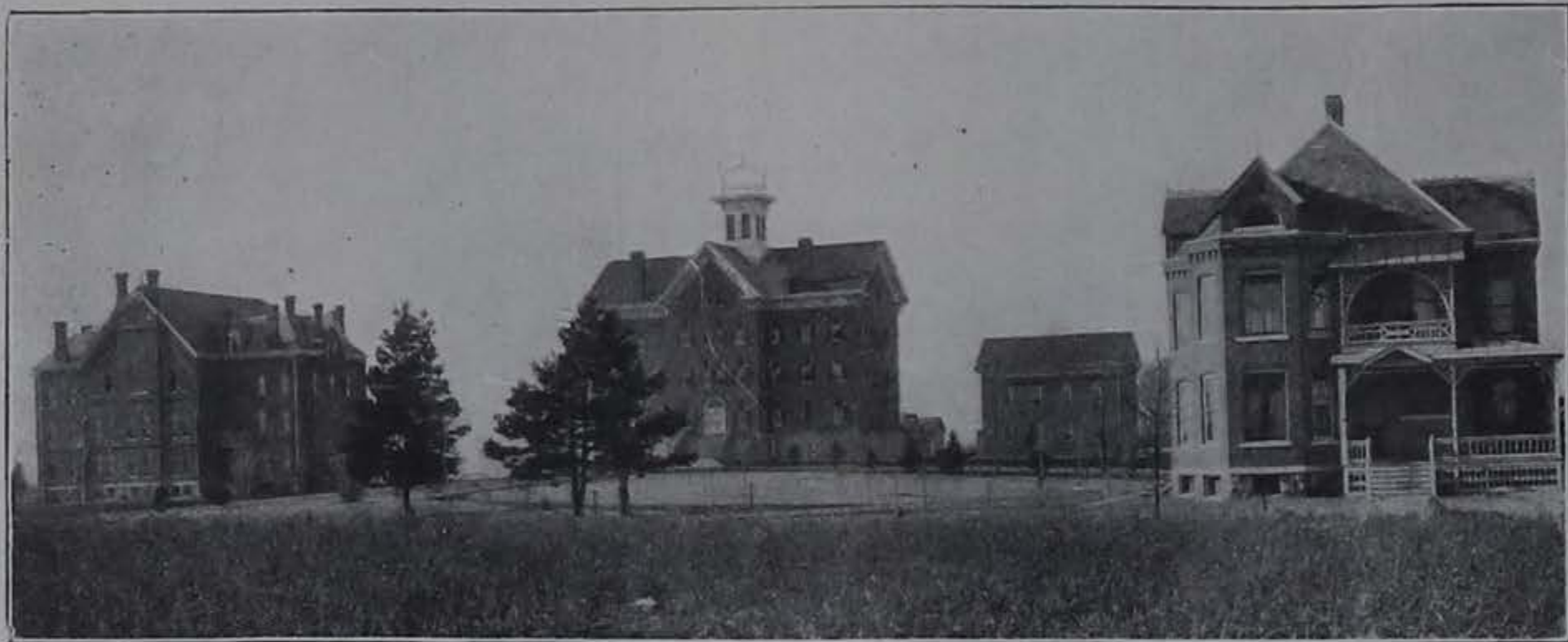
Administrative changes in the institution necessarily followed. Personality plays a prominent part in all administration. When a Taft succeeds a Roosevelt, or a Wilson

a Taft, old things pass away and all things become new. The official fit for his office will originate his own policies and administer them in his own way. Imitation is the child of mediocrity; and origination is the antipode of imitation. The old State Normal School with its record of achievement and recognized success won despite poverty and opposition, through the self-denial and toil and devotion of those who in the previous decade had been privileged to direct its destinies, to make its history, became a thing of the past and thus without flourish of trumpets, the new State Normal School began its career.

If any partisanship still existed, if any corps of instructors harbored any fears as to their standing, such misgivings were wholly dissipated by his introductory words at the first formal faculty consultation of the opening term. Reverting to the fact that his relation to the school and to them had come to him unsought, he assured them, one and all, of his unreserved confidence in the men and women that the Board of Trustees had chosen to serve as his assistants; he had no friends to reward for services in his behalf; no enemies to punish. He assured his associates that he should have no policies to pursue in opposition to their judgment. He invited each to come to him freely with suggestions, advice and friendly criticism, conveying with his invitation unreserved assurance of a hearty welcome and a kindly hearing. The simplicity, directness and spirit of his plea and message conveyed assurance that they were more than mere conventional words of introduction, that they came from the heart of a man consecrated in every fiber of his soul to a great work for the commonwealth of Iowa to which he had been called and conscious that he was addressing co-workers in the same cause who were filled with a like spirit of devotion to it.

At the first the State Normal School had been a thing apart. Her relations to the sister state educational institutions had been perfunctory if not unsisterly. Reciprocity with the schools at Ames and Iowa City had been unsought and apparently undesired. Instead of welcomed coadjutors





The Buildings in 1891

in wide and ample field, they were rivals for student patronage to be watched with cautious eyes.

Prior to 1886 the fact of having graduated from a city high school was of no value to the matriculant at Cedar Falls. To the holder of a high school diploma, it afforded no exemption from the "entrance examination" to which every student who sought to enter the institution must submit. This treatment of their certificates as only scraps of paper, created on the part of superintendents of city schools and of high school principals a spirit of opposition, ridicule and retaliation. They discouraged their graduates from attendance at the State Normal School, directing them to other institutions where their high school attainments should have recognition and reward. Perhaps the most politic act, though not in any sense performed from political motive, in all the new principal's career, was his reversal of this policy. One of his first official acts was, therefore, to exempt matriculants who were holders of high school diplomas from the entrance examinations. This was followed by the establishment of a special course in which it was a distinguished honor to be enrolled, known as "The High School Graduate Course." They formed a class distinct and apart; and no students were admitted to its ranks who had not a diploma showing graduation from such a course or its equivalent. Great privileges, hitherto withheld from such students were now accorded. They were no longer required to restudy subjects which their certificates of graduation showed that they had completed. Brief courses were offered instead in the pedagogy of such subjects, their titles running, "History and Teaching of Latin;" "History and Teaching of Civics;" "History and Teaching of Mathematics" and the like.

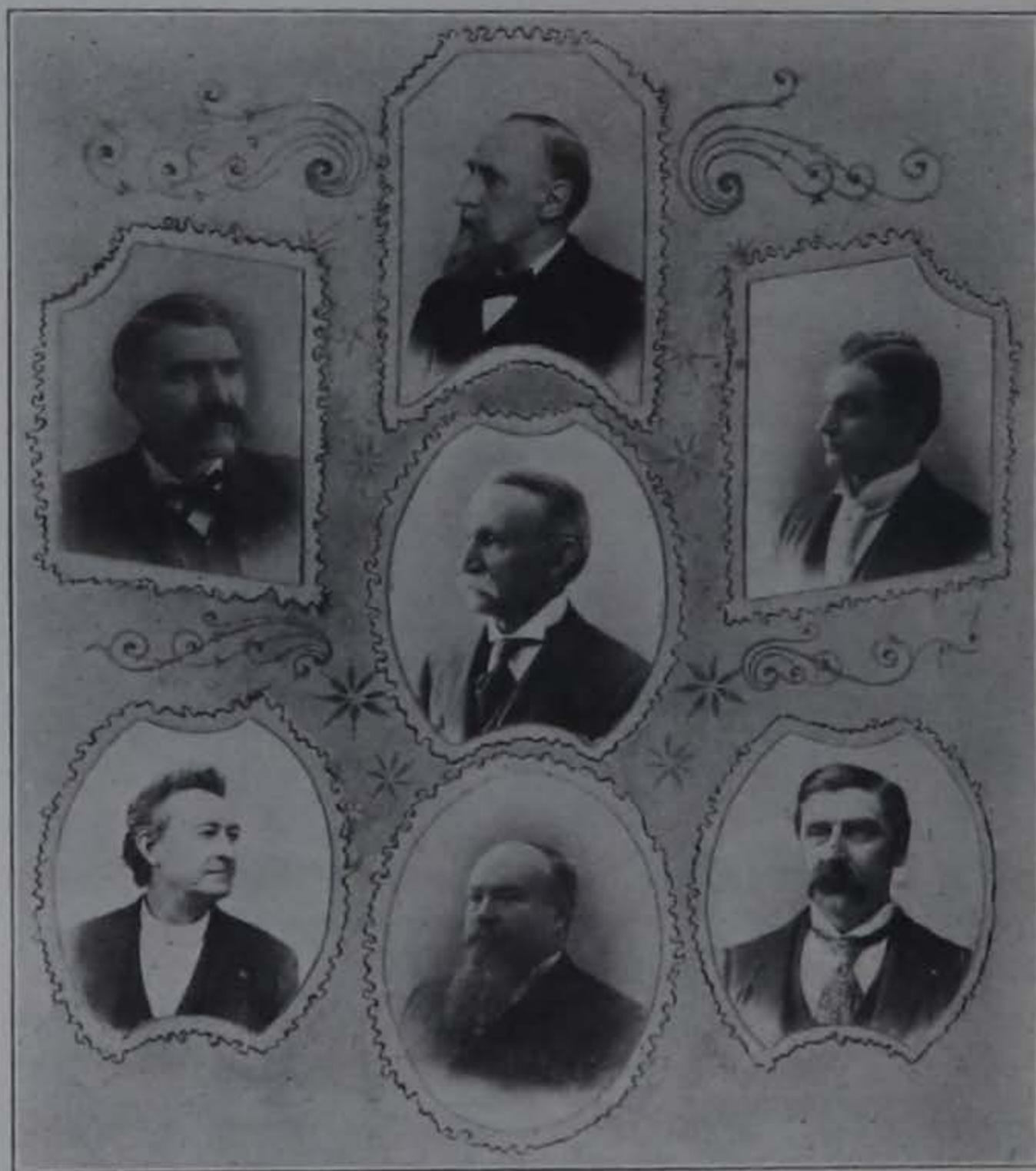
This innovation was looked upon askance by all the faculty except its head. Secret murmurings were heard in quiet places. It would create an aristocracy in the student body that would breed discontent in the less favored classes. Aristocracy in its true sense, the rule of the best, it did create; but the subsequent discontent appeared, if it appeared at all, only as the spur of emulation, not the sting

of envy. It was soon discovered that these separate classes were of superior fibre both in average intellectual power and in quality of studentship.

The city school men of the state were quick to note and prompt to respond to the notable recognition thus accorded to their graduates. Pupils who aspired to teach were pointed to the State Normal School as the most suitable place to seek the needful vocational training. In many cases, the curricula of the high schools was modified to articulate their courses with that laid down for the high school graduates at the Normal School. Superintendents, principals, teachers, parents, boards of education, solicitously watched the progress of the boys and girls who were the representatives of their community in the state institution and local pride that the schools of Waterloo should not be surpassed by the schools of Council Bluffs, was a stimulus to improved instruction and better studentship. Cedar Falls was on the map.

In the matter of matriculating students, another innovation of scarcely less importance, was the recognition accorded to the county certificates of teachers. Under the caption, "Conditions of admission" the old prospectuses had read, "All students take an entrance examination." Substituted for this sentence in the new prospectus were the words: "Teachers are admitted on their county certificates; others not possessing teachers' certificates are examined at the school at the time they enter or will be received on the appointment of a county superintendent who certifies that they have the scholarship demanded." Many advantages accrued. It hastened the organization of the work of the term amid the added duties incident to the opening days, it relieved the faculty from the drudgery of reading wearisome pages of examination manuscripts; it was popular with the matriculants and what was most important, it recognized the county superintendent and his office as worthy of confidence and trust.

One of the first reforms sought by the new Principal through legislative action was to have the State Superin-



The Board of Trustees in the Early Nineties

J. W. Jarnagin

Henry Sabin

Eugene R. Moore

Edward Townsend

J. W. Satterthwait

I. J. McDuffie

W. W. Montgomery

tendent of Public Instruction made an ex-officio member of the institution's managing board.

So evident was the propriety of the legislation sought, it was speedily granted by the General Assembly; and in the catalog for 1888, the roster of the Board of Directors began, "Henry Sabin, president ex-officio, Des Moines" and the asterisked statement below announced, "Became member of the Board and President ex-officio, March 28th, 1888. Acts of the 22nd General Assembly.

These changes in the attitude of the school toward the other educational agencies of the state with their friendly responsive attitude toward the institution, served not only to popularize its work in the state but to add as well to its efficiency and success. The once dispersive force had suddenly become a far-reaching, unifying influence beneficially felt in every department of the fields of Iowa education. Suspicions were allayed; a new spirit of fraternity began to destroy the old spirit of distrust; the State University threw its doors wide open to the north-northwest with salutations of hail and welcome to the alumni of the Normal School and across the Iowa prairies Ames and Cedar Falls saluted each other and vied with each other, if they vied at all, in unenvious emulation.

While other innovations, which will appear in their appropriate places in the course of this history were gradually introduced, there remains but one requiring special mention here. Mr. Seerley had once served as a member of the "State Examining Board", had indulged in the annual junket to Cedar Falls, had witnessed the nerve-racking ordeal which the candidates for graduation were compelled to undergo and had gone his way convinced of its cruelty and farcical nature. He saw it only as a needless, penny-wise-pound-foolish device. He believed that his faculty from their intimate knowledge of the character, power and attainments of their students were abundantly able to pass upon their fitness for baccalaureate honors; and he implicitly trusted them to rise above favoritism in their bestowments of diplomas and degrees. As the first commencement of his administration approached, he, there-

fore, asked his Board of Directors to abolish the inquisition, root and branch, and so palpable was the propriety of his request, that it was granted without debate and without demur. Within the precincts of the school, no other innovation brought both to students and faculty such satisfaction as this. Even the weaker candidates who were doubtful of their standing on the books of the school rejoiced, preferring to trust in the faculty than to put confidence in a board of high browed strangers.

#### IV. THE CATALOGS

The first catalog prepared and issued by the new administration was that of 1887. It showed great changes from that of the previous year. It showed the curriculum revised and strengthened. Two additional pages were required for the full presentation of the new "High School Graduate Course" showing its requirements and conditions of admission, a tabulated outline by terms of the studies to be successively pursued, and the special review courses in "The History and Teaching" of the various branches. It announced the new methods of matriculating students by means of the recognition accorded to high school diplomas and of teachers' county certificates. An entirely new provision was the organization at the opening of each term, beginning classes in each of the common branches. The literary societies of the school had grown to six; two men's societies, the Philomathian and the Aristotelian; and four women's societies, the Alpha, the Shakespearean, the Cliosophic and the Neotrophian. To these new prestige and interest were given by placing them in part under faculty supervision and by making the literary work done by their members able to be recognized as satisfying certain rhetorical requirements of the English Course. The previous catalogs had contained this sentence: "Students completing the studies of the first two years and manifesting decided teaching ability will be granted a certificate to that effect signed by the Principal." A glance at the tabulated Course of Study as shown in these pamphlets reveals how little of

scholarship and culture was required for the attainment of these testimonials. Yet their recipients stood up on commencement day, along with the graduating classes to receive their certificates and to the uninitiated, these duly tied up with blue ribbon, looked like diplomas. Their holders were known as graduates, they were enrolled as members of the Alumni Association and participated in its meetings; they sought and obtained positions as graduates of the State Normal School. Ere the catalog for 1887 appeared, the two years' route to the dignity of an alumnus to the name of a graduate, had been discontinued.

The enrollment for the school year 1885-86 had been 432; that for 1886-87 was 435. The shaken confidence of the people of the state and of the state itself could not be restored in the course of a single year. "Watchful waiting" was the logical attitude of the school's legitimate patrons. Its growth was not to be by leaps and bounds. In one respect the revised catalog remained unchanged. The number and the names of the faculty and the departments in which they served were the same. The school had made no growth, new teachers were not required. The close of the first year found the Principal and his Faculty, the school and its friends, facing a doubtful future; their hearts were strong, their zeal unbounded, but they realized that the way was beset with difficulties, that ominous clouds still loomed above the horizon of the school.

#### V. FIRST COMMENCEMENT

The Board of Directors met in their annual commencement session, transacted routine business, reelected the entire corps of faculty and employes and adjourned. Among the members of the school, if heart burnings lingered anywhere, they were well concealed. The only ripple of excitement that occurred to mar the unwonted quietude of Commencement Week was in the business session of the Alumni Association. The status of the "graduates" of the discontinued two years' course must be determined. A few of these contended for the recognition which in the past had been accorded. The debate was short and just

acrimonious enough to make it interesting. A decisive vote determined that the holders of the two years' certificates had no status in the alumni body. They were even denied the doubtful honor of "honorary membership."

In the order and exercises of Commencement Week, the precedents of the past were closely followed. As a preliminary to graduation, each student was required to deliver a commencement oration, and three half-day sessions were absorbed in the hearing of these addresses. One day was given to the Alumni. It consisted of a business session in the morning; a public meeting in the afternoon with exercises consisting of an oration by a member of the Alumni body, a poem, a history and a prophecy and a banquet, with its feast of reason and flow of soul at night.

Principal Seerley following the precedent of his predecessor, prepared and delivered the Baccalaureate address. Though an entire school year had elapsed under his administration, this was his first formal, public, official appearance before an audience of the school and its friends. It was a masterly presentation of his ideals of life, of duty, of service, of culture and of what the public expects of its trained professional leaders.

## VI. ALBERT LOUGHRIDGE

To meet the growing demand for classical instruction in the school, the Board of Directors responding to a formal request of the faculty, found themselves able, in the Spring of 1888, to include instruction in Latin. Upon the recommendation of President Seerley, Professor Albert Loughridge was selected. The choice was no experiment. The two men had been classmates in the Iowa State University and had there formed a lasting friendship. Through this association, the President had come to know the sterling manhood and the eminent qualifications of the man he recommended. The place was made and the fittest available man for the place was at hand.

After graduating from the State University of Iowa, Professor Loughridge began his teaching career in Central University of Iowa located at Pella. After a brief period



of successful service in this institution he heard and responded to the missionary call, and with the faithful support of his devoted wife, he gave nine years of his early manhood to the teaching and preaching of the Christ he loved, in the mission fields of India. In 1888, the condition of the health of his wife compelled his return to America.

A few months later found him installed in the newly created chair of Latin in the Iowa State Normal School. In this capacity he served for eleven years. Not only as a man, but as a masterful leader, he won at once the admiration, appreciation and love of his associates in the faculty, of the entire student body and of the Cedar Falls community. Notwithstanding his assurance of this and the pride that the people felt in his official and private life among them; though he devotedly loved his work and his associates; still he was restive; he could not persuade himself that teaching was his true vocation; he could not close his ears to his Master's call to mission fields. It grew increasingly persistent. The routine duties of the school-room, the teaching of paradigms and conjugations, the guidance of the student's studies through the linguistic intricacies of Caesar, Ovid and Livy, were tasks that hundreds of his fellow teachers were amply qualified to perform and would be glad to assume; but the service God and fellowmen for which he longed called to fields that were already white unto harvest and the laborers were few.

In 1898, an opportunity appeared which promised in some measure to afford a channel of effort for his missionary zeal. At Marshall, Texas, was a Baptist college maintained for the higher education of the colored youth of the South. Its president had resigned and he received a call from the trustees of the institution to the vacant place. His acceptance was the magnificent act of a magnanimous man of God. To receive a salary scarcely more than half what he was paid at Cedar Falls, he turned his back upon the hosts of friends and friendships that he had formed during the eleven years of intimate association of his fellows in school, in church and in community.

Entered upon his duties in the South, he soon discovered

that loss of salary was not his only nor his greatest sacrifice. Naturally fond of society, accustomed to move and reign in the most cultured circles in whatever community he had lived, he found to his dismay in this new field of effort that a teacher of negroes had only the social standing of the people that he served. Even in the church of his affiliation, he found his recognition was scant and ungraciously bestowed. He presented his church letter at the chancel of the Baptist Church (white) at Marshall. The pastor gave to him the right hand of fellowship, but the welcome was cold and the handclasp carried the impression that the receiver would wash his hands at the earliest opportunity. On the part of the church, there was no greeting of welcome, no rejoicing that a man of great attainment, superior endowment, and spiritual force had come to be a benediction to the church. Barely tolerated in the house of worship, ostracised from the social circles of their fellow church communicants, he and his good wife sought refuge from their sense of undeserved humiliation in complete consecration of their lives to the altruistic work that they had gone to the South to do.

Here again he was doomed to disappointment. He found his students unruly, unstudious, thankless, unappreciative, unsubmitive to the necessary regulations of the school. He could not reconcile the practice of even the more piously disposed students with their profession. Their recognition of *meum* and *tuum* was slight. His own books and other class-room requirements must be kept under lock and key. His admonitions from platform and pulpit to those he longed to help to rise from their low ideals of right and truth and justice to higher standards of thought and life were heard with apathy and ignored in practice. After two years of sadly unfruitful labor in this adverse environment, he found his wife's health so improved, that they, resigning their work at Marshall, joyfully returned to former and more congenial toil in the mission fields of India.

Their second stay in Asiatic lands was brief. The serious malady of his wife returned, compelled their perma-

ment retirement from foreign mission work. After a delightful year of rest and European travel, they returned to America and making their home in the West, Professor Loughridge taught for a time in the Baptist College in McMinnville, Oregon. Ever ready, ever glad, to preach the Gospel of his Lord, he continued for years to occupy a welcome place as an occasional preacher in the various churches of his community and beyond. He died full of years and full of honors at his Salem home on the eighth day of June, 1923.

Professor Loughridge towered a physical giant among his associates in the school. Every drop of blood in his veins was Scotch and he was pardonably proud of the fact, in the intensity of his convictions and the courage of their proclamation, he was a fine exponent of his race. Particularly along political and religious lines, no one was left in doubt as to where he stood. As a public speaker, from platform or pulpit, he was unique. The audiences which his personality and fame attracted were never disappointed. They might dissent from his teaching; but they gladly acknowledged the force and fervor of its presentation. Welcomed to all the protestant pulpits of the community, he earnestly contended, after the most straightest sect, for the faith that was once delivered to the saints. From his pulpit power and his wealth of knowledge of mission fields and needs, he was much in demand for missionary addresses. As a political orator he was equally strong, he delighted to pound democracy and expound the doctrines of the G. O. P. When he appeared before an audience, his presence compelled the attention that his oratory retained. At the climacteric points in his discourse, his powerful voice fervently emphasized the intensity and certitude of his conviction. At such times, his whole body quivered with emotion; he gesticulated with head and hands and feet; his movements, if not graceful, were convincing and fit; he knew nothing of the "feather movement," but he had a way of giving emphasis to his words by clinching his right fist, lifting his right arm to the direction of the zenith, and bring it down with tremendous, shoulder-wrenching

force to the direction of the nadir. The inimitability of his manner comported with persuasive force of his argument.

He had a fine sense of humor that spiced both his conversational and his public discourse. His repertoire of clean and witty stories seemed inexhaustible and when occasion called them forth, were ever ready, apt and apropos. Some of his jokes and yarns are a part of the traditions of the school and deserve a place in its annals.

In his time, a system of employing students as tutors to have charge of overflow classes had been in vogue, but was abolished. These were the days of the versatile Saunders, who was so skillful in playing marches on the cornet that the students were dismissed from chapel keeping step to his solos. One morning the students retired from the assembly hall to the dulcet sounds of Saunders' march, Mr. N. (N stands for Nameless, a member of the faculty who might be sensitive about going down into history as the butt of a joke) turned to Mr. Loughridge and pointing to Saunders said, "I thought they had abolished tooters from the Normal school."

It was a poor joke, but it appealed to the professor's sense of humor and shaking with good natured laughter, he said to Mr. N., "I will get even with you tomorrow at chapel time."

At this time the most prominent member of the senior class was Mr. C. E. Locke.

The next morning came and when the chapel prayer had been offered and the announcements read, Loughridge turned to N, and inquired, "What student in the Normal School will cause the greatest consternation when he dies?"

N gave it up.

"Mr. Locke, of course, was the professor's answer to his own conundrum."

"Why?" inquired his mystified associate.

"Because," said Loughridge, "there will be a dead lock in the universe."

For years all members of the senior class were required to take their turns in delivering chapel oration as a required literary exercise of their course. Though there was

an occasional oasis in the desert, these exercises were often unconscionably long, amateurish, uninstructional and dry as a prohibition county seat. One morning after one of these performances, Mr. N. complained to Loughridge of the infliction. He answered with the parable of a father who had a youthful son who was the proud possessor of a terrier pup. The lad was anxious to train the animal not to be afraid of a full-grown rat. As a means to this end, he asked his father to play the part of a rodent. The accommodating parent threw himself on his hands and knees and imitated the squeak of the terrier's natural prey.

"Sic him, Zip," said the boy.

The obedient beast, ferociously sprang upon the father's back and buried his teeth in the region of the shoulder blade.

"Take him off; take him off," cried the father, "he's biting me."

"Hold on dad, hold on," exclaimed the excited son, "It's a little rough on you; but it's the makin' of the pup."

## VII. PAGE AND PARISH

In 1889, Miss Delia K. Knight having resigned the chair of Natural and Physical Science, Professor Abbot C. Page was placed at the head of the department. A year later, Professor Leonard W. Parish was chosen to occupy the chair of Didactics and Methods.

Jerusalem had its David and Jonathan, Syracuse its Damon and Pythias and the Iowa State Normal School its Page and Parish. The two men were nearly of an age, their friendship had its origin in the relationship of student and teacher, Page having prepared for college under the tutorship of his friend. From their New England homes, they came west at about the same time and engaged in teaching in the Hawkeye State. Page was no sooner installed as a Normal School professor than he began, in season and out of season, to find or make a place for his former teacher and lifetime friend in the institution in which his own lot was cast. Success crowned his efforts and the outcome justified his zeal. Thus the close

associations of the past were renewed and strengthened into an affiliation that should continue and increase until death should part them.

Their friendship was based on temperamental differences rather than on elements of likeness. Parish was intense and hasty both in thought and movement; Page was deliberate both in word and deed, his decisions were slowly and carefully made, and his mistakes were few. Each was fond of wholesome fun and each enjoyed a laugh even at his own expense. Parish was a wit, his shafts of repartee sometimes conveyed an unintended sting; accustomed to receive the thrusts of others with the utmost equanimity, he expected the same return from victims of his own and he was sometimes disappointed. Page was a humorist; his ever-ready laugh-provoking speech was like the glow of a sunlit cloud, giving ever pleasure, never pain. Once, as was his wont, he "bit" at a conundrum to gratify the biteree. At the laugh at his expense that followed, he did not so much as smile but assumed instead a grieved expression. He waited till the laughter ceased and said, "I suppose I should have smiled at least at this, but I could not for I was thinking of the sad news I heard this morning."

"News?"—"What news?" exclaimed the group in concert.

"What, have you not heard it?"

"No."

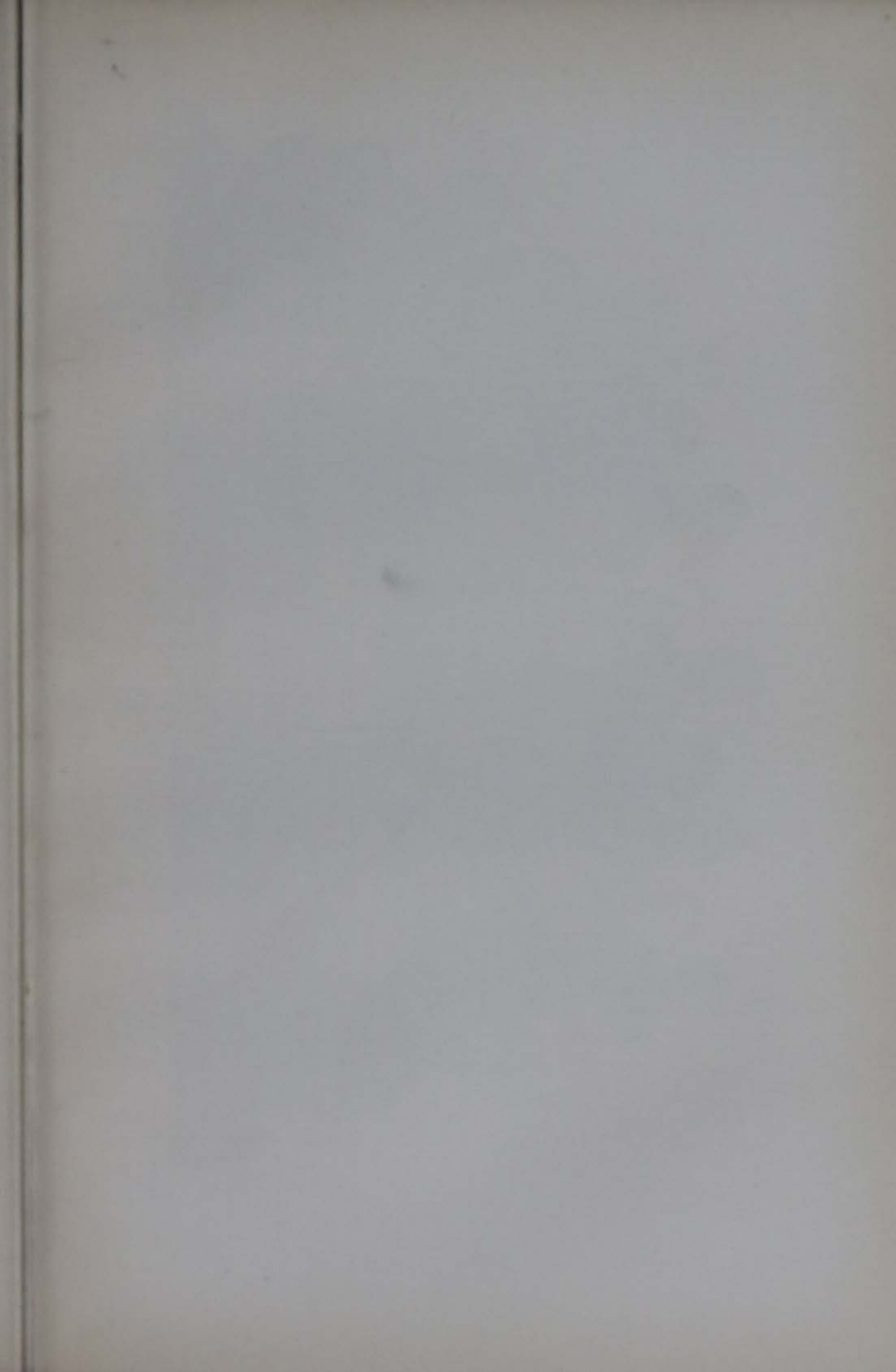
"There is a well-developed case of blackleg in town."

Consternation was on every face. "Blackleg? In town? Where?" they inquired.

"Yes," said the professor, "A Negro who lives across the river has it and has it bad."

The laughter that ensued was louder and longer than before, but Page was not its victim.

A traditional illustration of his class room humor must be told in this connection. In the course of one of his recitations, the subject of cyclones was under discussion. He allowed the students to relate the wonderful cyclonic phenomena of which they had heard, or which they themselves had witnessed. They told them, one by one, each seeking to surpass his fellow's; how straws were driven end-fore-





J.S.M.S. FACULTY, 1897.



*Left to Right.*

First Row: Bertha L. Patt, 1895—; Ethel L. Arey, 1896-1915; Jennie E. Curtis, 1888-1901; Margaret Baker, 1891-1897; G. W. Walters, 1895—; Edith C. Buck, 1896-1918; Henrietta Thornton, 1895—; Eva L. Gregg, 1895—; Myra E. Call, 1895-1920; Anna M. Baker, 1894-1907.

Second Row: Abbott C. Page, 1889-1908; Emma M. Ridley, 1889-1899; Julia E. Curtiss, 1888-1908; Anna E. McGovern, 1880—; G. W. Newton, 1896-1924; Katherine Schell, 1890-1897.

Third Row: C. P. Colegrove, 1896-1916; Nellie B. Wallbank, 1891-1898; Sara M. Riggs, 1887—; D. Sands Wright, 1876—; H. H. Seerley, 1886—; M. W. Bartlett, 1876-1903; M. F. Arey, 1890—; Albert Loughridge, 1888-1898; Major W. A. Dinwiddie, U. S. A., 1899-1901; A. W. Rich, 1903-1906; Marion McFarland, 1890—.

Lower Left Corner: Robert Fullerton, 1894-1912; C. A. Frederick, 1894-1899; Bertha C. Morrison, 1896-1898; Laura Falkler, 1896—; Etta Suplee, 1894-1909.

Lower Right Corner: L. W. Parish, 1890-1910; G. W. Samson, 1894-1921; W. H. Bender, 1897-1913; F. A. Fitzgerald, 1897-1907.

most, firmly into greenwood trees; how a freight train was demolished all except a single car loaded with kegs of Milwaukee beer which was left uninjured on the track; how a baby was lifted from its cradle, carried along with the wreckage of its home, and gently and safely deposited among the topmost boughs of a lofty elm, and the like. He waited till all were done, then quietly, and with the air of an impartial historian, gave his own largest story of a cyclone's freak. "A man driving a mule team was encountered by one of these terrible storms. When it had passed, all had disappeared, man, wagon and beasts—everything except the shoes of the mules which the cyclone in its haste had left in their places in the road."

The severing of this friendship was tragical. On the twenty-first of April, nineteen hundred ten, occurred, near Gladbrook, Iowa, the most frightful railway accident in the annals of Iowa. Of the nearly fifty people killed, Professor Parish was one.

To one to whom postmortem fame is a thing to be desired, for a public servant to die at the acme of his career, in the fullness of his strength, at the height of his usefulness, is a privilege, a boon. To the circle of his friends and co-workers, to the students who had been but yesterday the beneficiaries of his instruction, the legatees of the power of his example, the tidings of his death brought a depth of mourning more profound, than had ever been known in the history of the school, and let us hope never be again. The quoted sentences below are from the pen of Mr. Karl J. Knoepfler, editor of the *College Eye* for the year 1910, a student's editorial tribute to the teacher and the man.

"The sudden death of Professor L. W. Parish has enshrouded the faculty members and students in a mantle of unrealizing sorrow. It is a common grief at the loss of this man beloved by all for to know Professor Parish was to love him. In his capacity as head of the Department of History and Political Science, Professor Parish was a most stimulating instructor and thorough scholar. He was cognizant of all the developments along the line of Economics and was on a common footing with the leading economists

of the large universities. In his capacity as an author, he has been responsible for several complete textbooks unequalled for thoroughness. But not only was the deceased a powerful factor in his own special line of work, he was fully versed along many lines. He showed an active interest in all student activities. He was a staunch believer in clean, wholesome athletics; he gave freely of his time and abundant knowledge to the school's intercollegiate debaters, and his support of the religious organizations of the school was unstinted. Above all, he was a man of God. His was the quiet, unassuming Christianity of daily living. Thorough scholar, Christian man, what a noble record! How many have been enriched by his life."

On the Wednesday afternoon following his death, the funeral services were held in the Auditorium. They were attended by the faculty, the entire student body and a large throng of his community neighbors and friends. The sermon was by Rev. E. E. Day of the Congregational church of which the deceased was a communicant. As a prominent part of the service, President Seerley read a paper in which he paid a fitting and glowing tribute to his deeply loved and sadly lost associate.

On the succeeding Sunday afternoon, the Auditorium was again filled by the community and school gathered to pay their tributes of respect to their departed friend, neighbor and teacher, in a formal memorial service. At this service, President Seerley presided and Dr. Gist served as Chaplain for the day. The speakers and topics in the order named were as follows:

Prof. Page, His Early Work and Influence.

F. C. Popham, A Student's Estimate.

Miss Sarah M. Riggs, Professor Parish as a Member of the Faculty.

Prof. D. S. Wright, His Work in Iowa.

Prof. M. F. Arey, As a Neighbor.

Mr. Roger Leavitt, As a Christian Worker.

The writer will be pardoned for quoting at length from the loving tribute paid on this occasion to Professor Parish by his lifetime comrade, Professor Page:

"After thirty-eight years of intimate acquaintance during

which he has been a brother to me, I find it very difficult to speak concerning him. The things that would show you most clearly the excellence and simple beauty, I can not trust myself to say in this presence and on this occasion.

"Mr. Parish came to Branford, my early home-town distant from Yale as is Waterloo from Teachers College, for his first work as a teacher. About fifty of us boys and girls sat down before this young man and were satisfied. We had a broad scholar and a real friend with us, a condition that makes for education beyond all the other equipments that the ingenuity of man can devise. We saw what the college training had done for him and we at once became desperately busy, trying to follow on unto like possessions.

"The lasting influence of those two years upon the life of his pupils in Branford is remarkable and all hold him in fondest recollection. They have an annual reunion in his honor. In the summer of 1907, he with Mrs. Parish and their daughter were present at one of these. Mrs. Page and I were there also. I told them what he had been doing in the West and they told what he had done for them in the old days. There were forty of us, his old pupils, at that banquet, there by the seaside and he spoke most feelingly to us and called us his children."

"His life was gentle; and the elements  
So mixed in him, that Nature might stand up  
And say to all the world, 'This was a man'."

Soon after the death of his friend, Professor Page became the victim of a painful and tedious ailment diagnosed as necrosis of the tibia. Its treatment required the surgeon's knife and his recovery was so slow as to require his permanent retirement from the institution. He served for a time as instructor of chemistry in the High School of his boyhood home, Branford, Connecticut. In 1924, he retired from teaching and he and Mrs. Page made their home in the city of Pomona, California, and later at Claremont, California, where Mrs. Page passed away October 29, 1925.

clusive demonstration of the merits of a circus, a celebration or a school, they are worthwhile indications of success.

The statistics of this growth present an interesting study in the increasing disproportion of the sexes in the annual student enrollment. Throughout the first two decades of the institution's record, the ratio of enrolled women to men was nearly constant and was approximately two to one. As the Twentieth Century approached, the feminization of the public schools, bringing a corresponding change in the student patronage, began. The enrollment for the year 1900-01, was 1522 women and 593 men, a ratio of nearly three to one. By 1903, it had become in round numbers four to one; by 1914, six to one and 1915, more than seven to one. During the world war period, the institution was practically a female seminary, the boys were in their country's service either in the camp or in the home.

The most beneficent result of the school extension movement inaugurated and maintained by the State Teachers College was its influence upon the rural schools of the commonwealth. Four decades ago, a speaker addressing the Iowa State Teachers Association declared that the rural schools of that time showed no improvement, no progress over those of a half century before. This arraignment was recognized as true and went unchallenged. Then came, slowly at first but at a cumulative rate, what has been aptly termed by its founder, President Seerely, "The Rural School Revival in Iowa." In 1897, the National Education Association created a body known as "The Committee of Twelve" on Rural Education with Henry Sabin as its chairman. Dr. Sabin's final report for this committee was his masterpiece of educational effort, a constructive, history-making document. More than a decade passed before the result of his work was markedly apparent. In 1911, the leader appeared. Hon. Albert M. Deyoe was elevated from the County Superintendency to the office of State Superintendent of Public Instruction.

The tribute below to Superintendent Deyoe is from the pen of President Seerley. "Iowa elected a man who believed that the largest field of his services would be in the bring-

ing about of reforms, of reorganizations and of readjustments in rural education so that the country child would be educated for greater efficiency than even his city cousins were able to secure. His faith in the country parents and in their children was of such a character that his appeal to the people, to the legislators and to the educators was of such efficiency that it secured the most decided and the most complete cooperation. By these agencies, he conducted a campaign for legislation that gave the superintendent's office traveling representatives who were full of enthusiasm and good intentions, and were capable of arousing among the people of the rural communities confidence in themselves and their schools and a burning desire to do something more direct and more prominent to realize their ambitions and their hopes. Instead of depending upon a legislative committee of educators to present his propositions for improvement, their superintendent of public instruction obtained large financial support from the treasury of the State Teachers Association and organized a legislative committee composed of ex-governors, ex-senators and other prominent laymen who had caught the vision and were willing to give their time and their strength and their influence in inducing the General Assembly to give the program abundant opportunity to be realized and tested. The great wisdom of this method was the foundation of a success that surpassed any plans of progress that had been attempted in two previous decades."

Through a board appointed by State Superintendent Deyoe, known as "The Better Iowa Schools Commission," a thorough investigation was made of the conditions of the public education of the state and legislative action for their improvement was made emphatic. In accord with these recommendations, the old-time normal institute was abandoned giving place to a two days' assembly of the teachers of the county devoted to inspirational addresses by educational experts. The old system had to a great extent degenerated into a cramming school for assisting ill-prepared teachers for the ordeal of the county examination. These inspirational institutes, though a recognized gain over

former attempts to improve the instructional force of the public schools proved insufficient to meet the aspirations of the more progressive county superintendents of the state. They would retain all that was good in the system in vogue, and strengthen it where it was weak and insufficient. They turned to the State Teachers College for direction and advice. The initiative was theirs; their call was heard; the response was prompt. The chief objective of the call was the improvement of the rural school and of the work in the intermediate grades but they likewise sought the promotion of all lines of education within the purview of their official duties.

In 1913, a meeting of county superintendents was called to meet in Cedar Falls in September of that year. At this conference, the counties of Black Hawk, Bremer, Butler, Franklin, Floyd and Cerro Gordo were represented. The meetings were held in one of the assembly halls of the college. At a subsequent conference held October 17, 1913, President Seerley in the course of an address stated that "The Faculty of the Iowa State Teachers College was prepared to answer calls from County Superintendents for services to rural teachers provided these officials could meet the actual expense necessary to such service." For a designating term he coined the phrase "Study Center" which became at once the recognized and apt expression for such educational service everywhere.

At the close of the program, many of the officials present approached President Seerley with a request for service of this type in their respective counties. The need was apparent; the men able to inaugurate and direct the enterprise were at command; the study center plan was launched with a spirit that ensured success. Prominent among the leaders in this new field were Chauncey P. Colegrove, Macy Campbell and Irving H. Hart. The originator and prime mover in and through it all, it is needless to add, has been the President of the State Teachers College, Dr. Homer H. Seerley. In 1914, the work was further systematized by the appointment of Hart as Field Supervisor of the Extension Service; Campbell in general charge of the Rural

Teachers Course, and Eells as Director of Rural Teacher Training. On the retirement of Dr. Colegrove from the College in 1915, Professor Hart was made Director of Extension. The forms of extension work placed under his skillful supervision are summed in the catalog for 1924, as follows:

"1. General Study Center Service—General Study Centers are held on Saturdays at suitable places in the state. In these meetings members of the Extension Faculty give instruction in subjects suitable to the teachers present.

"2. Credit Class Work—Classes for credit work are organized for the study of certain prescribed courses wherever there are a sufficient number of teachers properly qualified who agree to pursue the course selected.

"3. Correspondence Study—Enrollments for correspondence study are accepted under regulations adopted by the Faculty for those with one year of college credit.

"4. Schools Service—Special lines of service directly applying to high school and grade school conditions through conferences and personal observation in the class room are offered each term."

A school is not a thing of brick and stone and fireproof buildings—these are but its local habitation, the dwelling place of its soul. It was President Garfield who said, "My idea of a university is a log with Mark Hopkins on one end of it and myself on the other." Socrates could create at a moment's notice, on a street or in a grove of Athens, a university unsurpassed in any age or land. That the teacher—not the building—is the school is as true as trite and the faculty—not the campus filled with massive architectural effects, is the college. True worship in a barn is doubtless more acceptable to God than is "Devotion's every grace except the heart" in a cathedral. But it does not follow that for the purposes of prayer and praise, the barn is to be preferred to the consecrated temple. Neither does it follow that the richest commonwealth of the American Union should home its educational institutions in mean surroundings. That early in the Twentieth Century the people of Iowa began to recognize this fact is seen in the present day



equipment of the State Normal School as compared with that of its beginnings. To one who witnessed the struggles of its infant life, who has lived and seen its continuous growth through the five decades of its existence, its modern palatial buildings, the completeness of its appointments, its beautiful campus, all its visible signs of prosperity and progress, seem like a dream too wondrous to be true. To the old time student, who after years of absence, revisits his school day haunts, the revelation is unbelievable, bewildering.

Two supreme causes conspired to bring about the change.

First, the far-seeing vision of President Seerley. Providentially called by the Board of Trustees to preside over the destinies of the school at Cedar Falls, he resolved to make it not only a great Iowa institution, but to create a seat of learning, one of the greatest of its kind in the world. His spirit visualized the future Iowa Teachers College and with the passing of the years he realized his vision.

Second, A new era of generosity on the part of the state toward her educational institutions. In the gubernatorial election of 1889, rock-ribbed-republican Iowa went democratic and Hon. Horace Boies of Waterloo was chosen governor of the state. Whatever may be said of his partisan affiliation or his political creed, his breadth of mind, his conscientious devotion to the duties of his office and the power of his personality, gave him an influence in the General Assembly that few if any of his predecessors had been able to command. His recommendations were eagerly heard and often accepted without debate. Profoundly impressed with the necessity of public education, both in schools of higher and lower grade, he saw with chagrin that where Iowa had given hundreds, other and nearby states had given thousands to the maintenance of their state educational institutions; he was humiliated by the fact that the sons of Iowa in their pursuit of higher learning, were, because of the better facilities afforded, to be found in larger numbers in the universities of neighboring states than in that of his own. Other governors invariably stood for economy

in the management of the state schools; he for the utmost liberality.

His immediate predecessor, Gov. William Larabee, in his annual message presented January 11, 1888, while he acknowledged the value of these institutions, was more concerned "to keep the state out of debt," than to promote the interests of higher education. In this message, speaking of the state schools, he said:

"The recommendation made particularly as to appropriations, should have your special examination. The aggregate of sums asked for new buildings, improvements, repairs, contingencies, etc., coming under the head of special appropriations, amounts to about \$1,147,656. These recommendations are undoubtedly for the most part based on the actual needs of the separate institutions as seen by their respective managers. Many of them ought to and can be complied with. But in the present condition of state finances, it will not be practicable to grant them all, scarcely indeed one half of them. In your wisdom you will be able to discriminate between the most urgent and those which can be safely deferred to another time. Within the bounds indicated, you will have my hearty concurrence in all measures designed to strengthen and promote the usefulness of our state institutions."

In the first Inaugural Address of Governor Boies, delivered February 27, 1890, he made a strong plea for a permanent endowment for each of the state schools. Concerning the University and the Normal School he said:

"If we would make the university what it should be, if we would place it relatively among the institutions of learning in this country where Iowa stands among the states of this union, we must adopt a liberal policy in the way of permanent income therefore, so that proper plans for the improvement of the school can be adopted and carried forward in a business way.

"A like condition exists in the Normal School at Cedar Falls. This institution is wholly dependent upon temporary appropriations for means to perpetuate its existence. The last of these was only designed to supply its wants until the

meeting of another legislature. The same reasons exist here for a permanent fund. Ordinary business principles demand reasonable certainty as to means in carrying forward any enterprise that requires the use of considerable capital and the schools of our state are no exception to the rule.

“The appropriation for the Normal School should not only be made in the form of a permanent endowment, but it too should be liberal, so as to make the school what it was designed to be, a source from which superior teachers of both sexes are to be supplied for our common schools. Every appropriation of this character will be returned to the great mass of our people in that which is more valuable than gold.”

In his Biennial Message in 1892, he went a step further:

“I do not believe that our educational institutions should be managed by the same board that ought to conduct the affairs of those of a charitable or penal character. One class should be expanded as much as possible, the other contracted as far as practicable. The schools that are aided by the state should be put upon a permanent basis. Their revenues should be made reasonably certain. They should not be required to beg from year to year for the means of subsistence. It is in my judgment the plain duty of this legislature to provide for the annual levy of a special tax, the proceeds to be devoted to the maintenance of our State University, Agricultural College and Normal School in such proportions as is just to each.”

The two administrations of Gov. Boies mark the beginning of a new era of liberality and of consequent prosperity to each and all of the three state schools. In the material growth that followed there have been no backward steps. Each successive year brought its increment of fine and massive buildings to adorn their campuses. The Boies suggestion of a special tax for their support was, in time, adopted by a statute which provided that the income from such tax should be applied to the construction of temples of learning. The citizens of Iowa no longer needs to blush



The Buildings in 1896

for the meanness of the housing of her educational institutions as compared with other states.

In 1886, there were but three school buildings on the campus. First the home originally built for the Soldiers' Orphans and later known successively as The Iowa State Normal School, North Hall or Central Hall; second, a plain, two-story building, the chapel of the Orphans' Home, used exclusively by the Normal School throughout its first decade for dormitory ends; third, South Hall, built during the Gilchrist administration and now christened by the State Board of Education as Gilchrist Hall. The rooms in the two main buildings, in 1886, were used in about equal proportions for school purposes and for the rooming and boarding of students; while the third structure was the Boys' Dormitory, both in name and fact. In short the I. S. N. S. was a boarding school. The growing patronage of the institution soon compelled the abolition of the dormitory feature and the conversion and adaptation of all the rooms in all the buildings to school purposes. The relief thus secured was brief; added halls of education became imperative, a great and generous state recognized the need and met it with a generous response.

This progressive and remarkable growth is indicated in the Table below, a partial list of the most important structures that have appeared upon the campus between the years 1895 and 1925. It is compiled from data furnished by Mr. J. E. Robinson, Superintendent of Buildings and Grounds.

BUILDING	COMPLETED	COST
Administration Building .....	1895	\$ 35,000
Auditorium Building .....	1900	110,000
Gymnasium, Women's .....	1903	102,200
Superintendent's Home .....	1906	6,800
Science Building .....	1906	72,000
Library .....	1907	161,000
President's Home .....	1908	18,000
Training School .....	1912	140,000
General Hospital .....	1913-1925	10,000
Vocational Building .....	1915	106,000
Girl's Dormitory, Bartlett Hall.....	1914-25	500,000
Men's Gymnasium .....	1925	182,000

Many other minor improvements might be cited. Eight acres of land a half mile east of the campus have been purchased and utilized in the interest of the sub-department of Agriculture. The world war forced a cessation of public building, here as elsewhere. Notwithstanding the high cost of material and labor due to war conditions, the General Assembly of the state, in 1921, made an extraordinary appropriation of \$230,000 to be employed for the erection of a Domestic Science Building, an extensive addition to Bartlett Hall and for the purchase of a large tract of land for the expansion of the agricultural work of the school, and the teaching of physical education. In 1925, C. A. Rownd gave 40 acres of land one-half mile east of the campus for a "Recreation Park."

#### X. MOVEMENTS FOR ADDITIONAL STATE NORMAL SCHOOLS

No sooner had the institution passed the "experimental stage" than scores of ambitious Iowa burghs began to agitate for a like establishment within their respective limits. The question of one great state normal school, or of many smaller ones, raged throughout a generation and raged into the second. It was the problem of the large school against the small, an educational contention that will never down. Great and mighty were the advocates of the latter plan. It was urged by the governors in their messages to the legislatures, the superintendents of public instruction plead for it in their biennial reports and one of the gentlemen was wont to say: "The three great educational needs of Iowa are, First, More State Normal Schools; Second, More State Normal Schools and Third, More State Normal Schools." The Iowa State Teachers Association at its annual meeting in its "Resolutions," and in its "Reports of the Educational Council" declared in favor of the "scattered" policy.

Always the most ardent advocates of the plural policy were the boomers of the burghs. To them the question was a "local issue." The training of teachers for the betterment of the public schools was secondary to civic pride and the price of corner lots. The desks of the law makers were

flooded with circulars setting forth in glowing words the claims of South Aplington, Afton Junction, Preparation, or Squabble Hill, the intelligence of the community, the enterprise of the citizens, beauty of situation, salubrity of climate, many churches, no saloons, for consideration as an ideal site for a seat of learning. One governor of the state was covertly accused on the floor of the House of Representatives of having used the influence of his office to promote the location of a school in a certain town in which his personal financial interests were involved. Men were sent to the legislature in the interest of these booms and boomlets. Unfortunately for their cause, the representative from Lyons County had little interest in the bill of the senator from Lee; he was profoundly and conscientiously antagonistic to the claims of the gentlemen from Clay. Could lobbyists for local sites have been allowed to determine the case and could they have agreed among themselves, the boomers of Cedar Falls would have been outvoted by the boomers of other towns and additional normal schools would have been established. Meanwhile, as legislatures came and went, as bills for the creation of additional schools were introduced and failed of enactment, sometimes passing in one house, sometimes in the other, but never in both, appropriations more and more generous continued to be made for the one State Normal School of Iowa and as the institution grew in patronage, in strength, in material equipment, in the confidence of her people and in recognition abroad, the logic of events determined that, whether right or wrong, the policy of the one large school as against many small institutions, should be the policy of the state. It in time became evident even to the friends of the small school policy, that no Iowa legislature would ever appropriate the necessary millions required to duplicate the plant at Cedar Falls and that nothing but an approximate duplication would place a second institution in its class.

By 1894, the school's attendance had grown so great that further equipment was imperative. Two methods of relief, their chances of adoption apparently equal, were proposed: the erection of an additional building on the Campus at

Cedar Falls or the division of the patronage by the establishment of other Normal Schools in various parts of the state. The supporters of the latter plan were many, strong, ardent and alert. Prominent Iowa educators conscientiously espoused it, and gave to it all the influence of tongue and pen at their command; would-be normal school principals and professors proclaimed it as the only sane and logical solution of the problem; the boomers of Boomville assumed it as the only policy and without regard to time or cost proceeded to assert the superior claims of their locality. Twenty bills or thereabouts to locate State Normal Schools in as many towns and cities were introduced in the General Assembly.

The munificent generosity of the towns with eligible sites was a thing to wonder at. The boomers came bearing gifts. With unintended but eloquent tribute to the school already established, for the sake of a like institution in their midst they would gratuitously furnish the site, erect the necessary buildings, equip them and maintain them for the first biennial period, on the whole condition that their gift be recognized as a state institution. Lobbyists brought defunct and dying academies with the buildings, grounds and appurtenances thereto, laid them at the feet of the Iowa solons and said, "All these will we give to our glorious commonwealth to have and to hold on the sole condition that they shall be known as an Iowa State Normal School."

As the weeks of the session passed, it became evident that local jealousies would prevent the location of a school in any one of the towns proposed. Finally a strongly supported bill was introduced to divide the state into seven normal school districts in each of which a centrally located teachers' seminary should be located and maintained. This bill was defeated by a narrow margin; and "the congestion was relieved" by the passage of a bill appropriating thirty-five thousand dollars for the erection and equipment of an additional building at Cedar Falls. This, "The Administration Building" is a landmark of the beginning for the school of a new era of material prosperity.

Steadily the patronage continued to increase. The cata-



log of the school year, 1898-99, showed a total enrollment of 1617 students. The average daily attendance for the year had been about 1000. The utmost seating capacity of the only assembly hall was 650. Lectures, entertainments, meetings, attended by the entire student body, however, desirable such attendance might be, were impossible. At great discomfort to the students and inconvenience to the faculty, overflow chapel exercises were compelled to be held in the larger recitation rooms. No teacher had a class room of his own; each instructor was compelled to lug his books and apparatus from room to room to meet the exigencies of the program. The largest classes of the recitation period met in the assembly hall; the next size had the largest rooms; while the smallest were driven into garrets, cubby-holes and cellars. To "relieve the congestion" was again a palpable need.

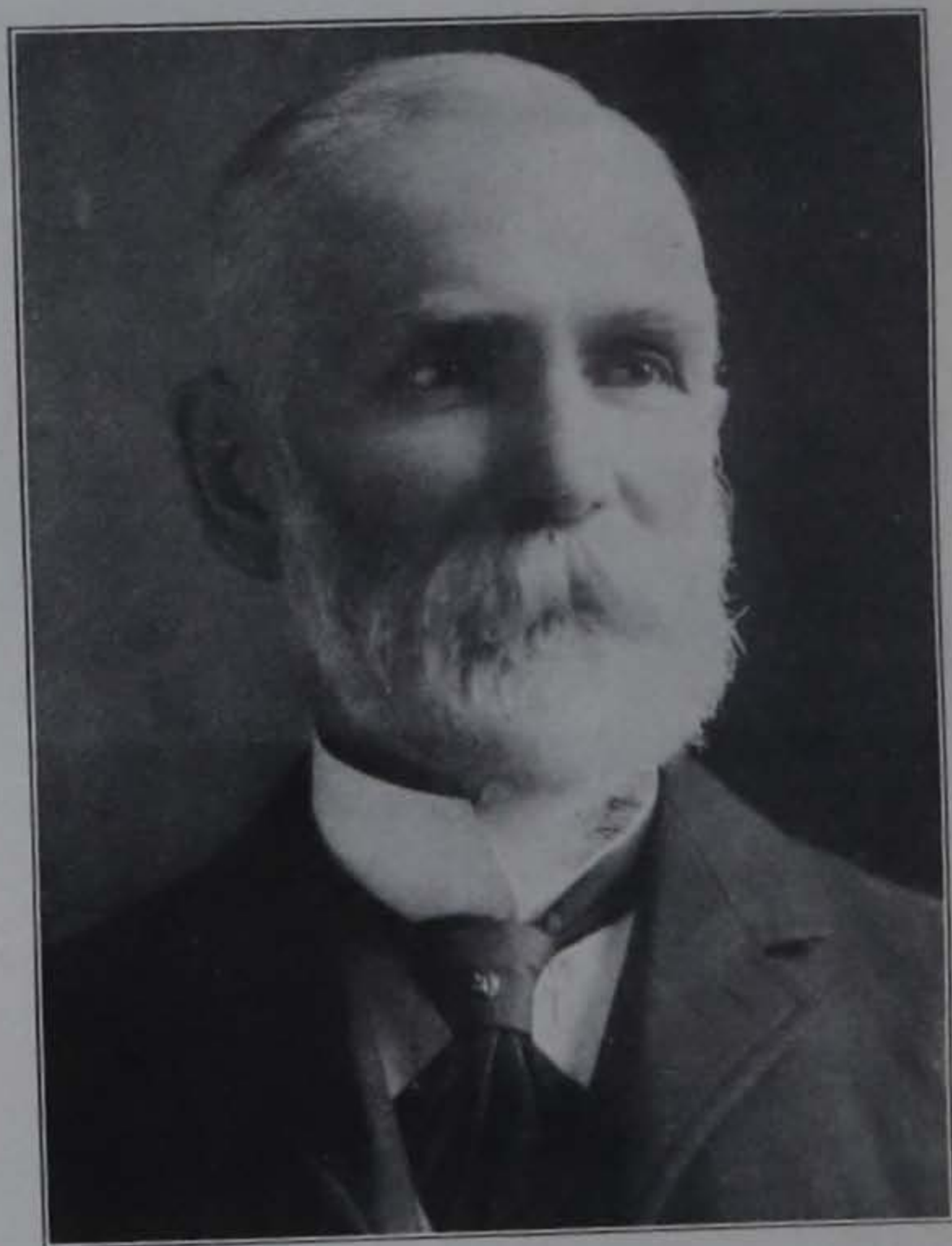
In the Report of the Board of Trustees for the Biennial Period, 1898-99, these facts were elaborately presented and an appropriation of \$100,000 was urgently asked to meet the strained conditions enforced by the prosperity of the school. A bill to this effect was prepared and presented early in the session of the 1900 meeting of the General Assembly. Apparent as was the need, its passage, from the first seemed hopeless. Arrayed against it was, first, the Iowa State Teachers' Association. That body in its annual meeting held in December, 1899, declared through the report of its Committee on Resolutions, "We especially emphasize the importance of more normal schools." Its legislative committee had already prepared a bill providing for the establishment of three additional normal schools to be located respectively in the southeast, the southwest and the northwest sections of the state. Its report was unanimously adopted.

It was evident to all that in the General Assembly one of these two measures would surely pass; the other would inevitably fall. The fight of the large school vs. the small was on in earnest; it would be fought to a finish.

A formidable protagonist of the second measure, bringing dismay into the ranks of the first, appeared in the

person of the distinguished governor of the state, Hon. Leslie M. Shaw. In his biennial message, delivered January 8, 1900, he earnestly argued for the four-district plan and against further buildings for the school now maintained. His words presented so strongly the argument for the small school against the large that they deserve a place in this record. His recommendations, whatever merit they may have had, would have spelled doom to the future growth of the Cedar Falls institution. In this paper, after discussing at length the status and needs of the public schools, he continued:

"The foregoing observations naturally lead to the question of Normal Schools. Iowa possesses one such institution under state control and management. This has facilities to reasonably accommodate six hundred pupils. During the last year the attendance has averaged over one thousand. A better class of students never congregated. They are not sent to the State Normal School in the fond hope that they will develop into something, at some time; but they come voluntarily, and many of them at their own expense, with the settled purpose to make men and women of themselves, to take their places in the battle of life and to bear their share of the world's burdens. The school is grossly overcrowded. I do not believe its capacity ought to be materially increased. There is a limit in number over which an instructor can exercise a personal influence. Until character is firmly established, and the bent of attainment and desire well fixed, the best results have been accomplished by comparatively small institutions, even when the equipment has been below the standard. Afterwards, the great university, with its thousands of students, has its place. From seven to eight hundred pupils is, in my opinion, the maximum for any one normal school. I should be glad to see a state normal established on each of the great trunk railways of Iowa. I think it would be better to locate them thus than to follow geographical divisions, for the reason that distance is not so important a factor as accessibility. It is frequently more difficult to compass thirty miles north and south than to cross the state from east to west. There



Hon. C. A. Wise

are quite a number of localities ready to make the state donations of spacious grounds and suitable buildings already erected, adequate for a school with an attendance of from two to five hundred. Other communities are willing to donate grounds and subscribe the needed money to build. I think it would be both wise and prudent for the General Assembly at this session to locate at least four normal schools. Forty or fifty thousand dollars in property can be secured as a donation with each school thus located. This would equal an appropriation of two hundred thousand dollars. It would cost less to put these schools in operation than to build the equivalent in additions to the existing plant, and would be much more advantageous to the patrons than one gigantic institution, where student influences are quite liable to overbalance that of teachers and instructors. Five normal schools will not be an oversupply for Iowa. Massachusetts has ten; New York, twelve; Pennsylvania, thirteen; Wisconsin, with less population than Iowa, already maintains seven; while Minnesota and Missouri each have four and Illinois is building her fifth."

In the strenuous campaign that ensued, the man of the hour from the viewpoint of the single school idea, was Hon. Charles A. Wise of Cedar Falls, representative from Black Hawk County in the General Assembly. An adept in the arts of the lobbyist, he was chosen as the fittest man to represent his community in its paramount interest in the legislative sessions of 1900. His method was that of personal approach to his fellow members; others might make their bunkum speeches on the floor of the House, his was the heart to heart appeal. Gifted with fine intuition he was a ready reader of men and no legislator, friend or foe, was allowed to escape the persuasiveness of his manner and the persuasions of his words. By his social affability, by his evident soul-conviction of the rightness of his cause, he won the earnest and loyal cooperation of the friends of his bill, the votes of the indifferent, the respect of its enemies and the confidence of all. The decisive battle was fought in the House. After a long and heated debate, the final vote was reached on the sixteenth of February, 1900.

The issue was uncertain to the last; but the result of the roll call showed that the additional Normal School Bill was lost by a vote of 48 to 44. The congestion was to be relieved, not by the creation of additional schools but by the enlargement of the plans at Cedar Falls. The needs of the institution were so great and evident that little opposition appeared to the granting of all the askings of the Board of Trustees in their biennial report. The Wise Bill, providing \$100,000 for an additional building and \$70,000 for current expenses, was unanimously reported by the Committee on Appropriations and readily concurred in by both the House and Senate.

#### XI. THE AUDITORIUM BUILDING

The Board of Trustees proceeded at once to provide the structure allowed by the generosity of the General Assembly. At their request, the State Architect prepared plans which contemplated the demolition of Central Hall and the erection on its site of a massive domed octagonal auditorium building. To the north, he proposed to erect two structures completely corresponding in distance, dimensions, material and facade, to those which stood on its south. The symmetry of this grouping would have made it a marvel of architectural effect but the expense required by the plan compelled its rejection and instead the present plain but commodious auditorium building was erected at a cost of \$90,000 for the structure and \$10,000 for its equipment.

The 13th of November, 1900, was set apart by the school as a holiday and a day of community jubilation, in recognition of the laying of the cornerstone of the new building. The exercises occupied the entire day. The forenoon session was informal and was devoted to brief speeches of congratulation and felicitation by citizens and visitors present. Among the speakers on this occasion were Judge Irving J. McDuffie of LeMars representing the Board of Trustees, Superintendent of Public Instruction, Richard C. Barrett, Major W. C. Bryant of Cedar Falls, Superintendent Dennis Kelley of the Cedar Falls Public Schools, President Seerley, Professor Bartlett and Miss Sarah F. Riggs. At the after-

noon session, formal addresses were given by Rev. A. Cato Kaye of Oskaloosa and Professor D. S. Wright.

At a late hour in the afternoon, the cornerstone was ceremoniously laid under the direction of Judge McDuffie. Among the articles deposited with the stone were State Superintendent Barrett's late biennial report, current catalogs and reports of the Iowa State Normal School, the program of the exercises of the day, Principal Gilchrist's Inaugural Address, the House and Senate Journals of the last General Assembly, current numbers of the Cedar Falls newspapers and copies of all books whose authors were members of the faculty of the school.

The new building was completed and informally occupied in the autumn of the ensuing year. The entire front portion of the structure, 232 feet in length, 71 feet in breadth and three stories with basement in height, was devoted to recitation rooms. Its rear extension is 90 feet in length, 70 feet in breadth and three stories with basement in height. The walls of the first two stories of this addition enclose the auditorium and its gallery. For beauty and completeness of appointment it is not surpassed by any school assembly hall in the state. It has chairs for 1485 people and by seating the rostrum two hundred more can be well accommodated. By removing shutters at the rear of the floors and placing seats in the halls outside the seating capacity may be increased to two thousand. The magnificent pipe organ at the back of the rostrum was built at a cost of ten thousand dollars. Half of this amount was made up from a surplus in the treasury of the Lecture Course Committee and gifts from students, faculty and alumni; the remaining half was paid from the treasury of the state. The basement space beneath the auditorium was used for years as a gymnasium and banquet hall. It is now utilized mainly as a study room for students in their vacant periods. Seven large, beautiful finished and furnished rooms on the third floor are set apart as society halls. These are known as the Philo-Alpha (familiarily abbreviated from Philomathean-Alpha), Shake-Aristo (Shakespearean-Aristotelian), Clio-Orio (Cliosophic-Orio), Zeta-Ossili (Zetaethian-Margaret

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Fuller Ossili), Neo-Chresto (Neotrophian-Chrestomathean). Eulalian-Delphian, Homeric and Irving Halls.

The formal dedication of the completed auditorium building was deferred until January 20th, 1902, in order that the members of the General Assembly might be the honored guests of the occasion. A special train from Des Moines brought the entire membership of the House and Senate, the Governor and his staff, and other dignitaries of the state, to the number of three hundred men. They came, they saw, they surrendered. They were formally received and banqueted by the Cedar Falls Commercial Club; in conjunction with the faculty of the institution. It was a day of great rejoicing for the school and its community. It marked the end of the long era of parsimony on the part of the state and consequent poverty and struggle for the institution; it marked the beginning of a new era of prosperity and growth. The Auditorium was enlarged to its utmost capacity and long before the hour appointed for the dedicatory service, every seat was filled save those reserved for the guests of honor. A more magnificent audience never assembled in any Iowa hall. The exercises began with a beautiful prayer of invocation by Professor A. C. Page. President Seerley followed with a heart felt and heart stirring address, recounting the trials and triumphs of the past, paying high tribute to his faculty for their constant loyalty to the school and the cause for which it stood, characteristically ignoring his own great and indispensable part in the making of the record, thanking the legislators present whose votes had made possible the environments and rejoicings of the day, optimistically looking to the future for greater things to be, and devoutly giving thanks and praise to the Divine Being whose guiding hand had so evidently pointed to a destiny unthinkably great in the coming years and centuries of the institution's history, making, to be made. The words of the president were followed by an eloquent dedicatory address by Hon. Albert B. Cummins, Governor of the state. The service closed with the Dedicatory Prayer by Professor D. S. Wright.

## XII. MILLAGE TAX

The recommendation of Gov. Horace Boies made in his biennial message of 1894, that a special tax be levied for the permanent support of the state educational institutions, reached its fruition in 1896. In that year, the General Assembly fixed a levy of one tenth of a mill tax, the proceeds to be applied to the erection of permanent buildings for the use of the State University, the tax to continue for a period of five years. In 1900, a like bounty was granted to the State Agricultural College. When the legislature met in 1902, so wisely had the accruing moneys been expended and so evident were benefits bestowed that little opposition appeared to the continuance of the same liberal policy to the schools involved. Throughout the session each institution maintained a strong lobby at Des Moines to promote the claims of the millage tax. A disturbing element ominous to their cause arose. Representative Wise of Cedar Falls was again in evidence. He appeared with a bill for a one-tenth of a mill for the erection and equipment of needed buildings for the use of the Iowa State Normal School. With his wonted winsomeness of appeal, he maintained, both in the third house and in the second, that what was good for Iowa City and Ames was good for Cedar Falls; that whatever the needs of the college, the necessities of the normal school were greater.

The "Wise Bill" encountered great opposition. Bills for the establishment of additional normal schools had again been introduced and their advocates though few were powerful. One of these an influential functionary of the state was ugly in his antagonism. The special pleaders for the university and college looked askance upon the measure fearing its promotion might imperil theirs. A prominent official of the state university, speaking not for that institution but on his own behalf, with all the vehemence of sarcasm at his command, denounced the presumption that a normal school that should seek to put itself in the same class with a great university in presenting its claims to the bounty of the state. The narrowness and needlessness



of his attacks reacted, if not against his cause, in favor of that which he opposed.

Strong and strongly entrenched as was the opposition to the bill, it was soon apparent that its supporters, both within the legislature and without, were many and staunch. Mr. Wise's efforts in the House were ably seconded in the Senate by the masterful influence of one of its leaders, Trewin of Cedar Rapids. The indifference or opposition as the case might be of the lobbyists for Ames and Iowa City was changed to support when it was discovered that the committee to which the three bills were referred were favorable to the claims of Cedar Falls and that leading members of these committees had declared that they would support no millage tax that favored the university or the college at the expense of the normal school. The contention was finally adjusted by the passage, through the committees and the legislative bodies, of bills that levied a half mill tax for the erection of permanent buildings for the uses of the three state schools, the tax to be distributed as follows: one-fifth of a mill for the State University, one-fifth of a mill for the State College and one-tenth of a mill for the State Normal School. This bountiful provision continued for a period of fifteen years, resulting in the magnificent halls of learning that now adorn the campuses at Iowa City, Ames and Cedar Falls.

### XIII. BOARDS OF MANAGEMENT

Prior to the year 1909, each of the state educational institutions was managed by a separate directorate selected and appointed by the General Assembly. The Board of Directors, later Board of Trustees, at Cedar Falls, originally consisted of six members. In 1897, at the wise suggestion of President Seerley, the State Superintendent of Public Instruction was made an additional member and ex-officio president of this body. This remained unchanged until the year 1909, when by legislative enactment the direction of the three state schools was placed in the hands of a single body, the State Board of Education.

During all these years, 1876-1909, the most responsible place in the Board of Trustees, greater even than that of its president, was that of its resident member. Because of his readiness of access at emergent times, he was given great discretionary powers. His duties required a patient ear, an even temper and a judicial mind. He must be in close and if possible in harmonious touch with every activity of the school, the impartial hearer of all complaints, the pro tem arbiter of all disputes. Were new supplies or repairs unexpectedly required, he must authorize the expense. His advice as to the internal affairs of the institution were eagerly heard and generally followed by his associates of the Board.

The gentlemen who successively administered these responsible duties were H. C. Hemenway (1876-77), J. J. Tollerton (1877-82), William Fields (1882-94), Edward Townsend (1894-1900) and Roger Leavitt (1900-09). Mr. Leavitt, in addition to his long term of service as a resident trustee, served during the first biennial period of the regime of the State Board of Education.

One of the largest and most distinguished terms of service of the State Normal School Board was that of Hon. Irving J. McDuffie of LeMars. His incumbency continued from 1892 to 1909. His thorough acquaintance with the law made him an invaluable counselor in the Board when matters were at issue in which legal points were involved. He was a patron of the school and his interest in its progress and prosperity was intense and unremitting. His geniality, his sympathetic concern for all that concerned the school, made him a close friend of everyone from president to janitor. A ready and pleasing speaker, his words of wit and wisdom were always heard with delight, whether by the student body from the chapel rostrum or by the alumni in the banquet hall. At the annual alumni banquet held in 1909, he was presented by his associates on the Board with a fine portrait of himself which should have a permanent place in the portrait gallery of the institution.

The funny man on the Board was Hon. J. W. Jarnigan. He was a good Methodist, an uncompromising member and

exponent of the G. O. P. and a humorist of Hibernian descent. He could pray like a Beecher, whoop it for the straight ticket on the stump or set the tables in a roar at the banquet. He laughed and the school laughed with him; if he wept, he wept alone. His funny stories were always clean, apt and apropos. He had the happy faculty of being able to rouse the boisterous laughter of his audience without the sacrifice of his personal dignity or the respect of his audience. His term of service covered the first two sexenniums of the Seerley administration. When he was retired from the Board, "It was like the ceasing of exquisite music."

Two members of the alumni of the School have been honored with places on its managing Board. William Harwood of Des Moines served for a brief time as a member of the last Board of Trustees. The only alumnus who was regularly chosen and appointed to a place in that body was Edward H. Griffin of Atlantic, editor of the Atlantic Telegraph. He made a fine record as superintendent of city schools. Judge McDuffie in one of his last addresses at the college paid high tribute to Mr. Griffin's efficiency as a regent of the institution. His career as a member of the board was a fine illustration of the wisdom of alumni representation on the governing bodies of a school or college. His term of service expired in 1909 with the state-ordained change of board administration.

#### XIV. LIBRARY AND MUSEUM

One of the most serious handicaps that confronted President Seerley at the outset of his administration was the institution's poverty of books. Through continuously larger biennial legislative appropriations, he was able in a score of years to realize his vision of a great library, elegantly housed, complete in all departments, thoroughly equipped, indexed, classified and supplied with trained librarians and skilled assistants.

The original library of the school, inherited from the soldiers' orphans as already described occupied a single

shelf in a ten by twelve cubby hole in a corner of the first home of the school. When South (now Gilchrist) Hall was completed, a small room on the second floor of that building was set apart for the library and was ample for the reception and the shelving of the books possessed. Some years later by the removal of a partition, the space allowed was doubled. Here it remained until the administration building was completed in 1895. The entire first floor of this building with the exception of a suite of rooms set apart for the President's Office, became the library room. These accommodations, ample at first, were in turn soon outgrown. From the carefully husbanded proceeds of the millage tax, the present library building was completed and occupied in 1907. It is the finest, most expensive and most elaborately finished edifice upon the campus.

Its principal entrance leads into a spacious corridor finished in polished marble and adorned with giant statues. On its right is a large room set apart for the reference libraries of special departments. In the rear are two large store rooms in which are reposed thousands of books and records of great historical value, but not of interest to the general reader.

Its first and second stories above the basement are built into one. The high ceilings thus provided allow adequate lighting, perfect ventilation and ample stack facilities for the future growth of the library. The front half of the second floor constitutes the reading and study room for students. At the rear of the building, extending its entire length, is a large room furnished with stacks filled with books of general literature. At the center of this floor is the working office of the assistant librarians. To the north of this is the librarian's room with its appointments and to the south is the work room of the recording secretaries.

In the division of the reading room, set apart for reference books, practically all the modern encyclopedias, gazetteers, dictionaries, guide books, etc., may be found. On other shelves, all the standard literature of the arts and science are accessible to students. In magazine literature, the collection is remarkably rich. Only four per cent of

the books upon the shelves are fiction; yet the complete works of all the standard novelists are displayed in the stacks. The small percentage is due to the fact that the shelves of the library have always been carefully and zealously guarded against the flood of ephemeral, wishy-washy, fictional trash, perpetually pouring from the press of the land.

The library is also rich in photographs and stereoscopic views. In this collection are found reproductions of the world's masterpieces of painting, sculpture and architecture; also pictures of natural objects, landscapes and water-scapes besides portraits of historic personages who have flourished through the ages. Many photographs of the scenes and incidents of the World War swell the collection.

The data below were compiled in January, 1925, by Anne Stuart Duncan, College Librarian:

Number of books, approximately 79,000.

Total value of collection, \$80,000.

Number of employees, 11, beside many students employed by the hour.

Number of books on shelves, written by members of the faculty, 60.

Number of periodicals received regularly: Dailies, 18; weeklies, 77; semi-monthlies, 5; monthlies, 268; bi-monthlies, 26; quarterlies, 50.

Number of pamphlets, 3,000.

Number of pictures, 7,500.

Many complete sets of the bound volumes of the great English and American magazines afford illimitable opportunities for the researches of the student or for the pleasure of the general reader. Some of these pass the hundred mark in the number of their volumes. In the list of these complete sets may be named, The Atlantic Monthly, Blackwood's Magazine, The Cornhill Magazine, The Edinburgh Review, The Fortnightly Review, The Forum, Harper's Magazine, Littell's Living Age, The Nation, The New England Magazine, The North American Review, The Popular Science Monthly, The Review of Reviews, Scribner's Magazine and the Westminster Review. One of the institu-

tion's greatest needs is a commodious building for the housing of the Natural Science Department and of the College Museum. These are now located on the third floor of the library where they are difficult of access to the student body and to the occasional college visitor. Though these unfortunate conditions render proper classification and display impossible, the museum itself is worthy of the institution of which it is a part. The Department of Natural Science has spared no pains in gathering material from near and far. In 1893, Professor Arey was sent by the authorities of the State Normal School on an expedition headed by Professor Nutting of the State University to the Bahama Islands, Tortugas, Florida Keys and Cuba to gather marine and other specimens for the museum. Returning from this excursion Professor Arey was able to add much material to the collection, consisting of a great variety of corals and other specimens of the marine life of the tropics from the remote past to the immediate present.

Perhaps the largest and most complete collection of American fossiliferous remains of Indian, particularly stone age relics ever gathered in the state was the possession of Doctor Hoffman of Oskaloosa, who made its treasuring the avocation of his life. President Seerley as a personal friend of the Doctor had often seen and admired this collection and upon the death of its owner, was able, through the friendship of the past, to make at a comparatively trivial cost, its treasures the possession of the State Normal School. The man who has made the largest individual contribution to the Museum is Professor G. W. Walters. Though his chair in the college faculty called him to other lines of effort, he was an expert taxidermist and by the exercise of his skill, he provided for the museum display hundreds of specimens of the fauna of the state. Through his efforts and from other sources the display both of the fauna and the flora of Iowa is measurably complete. Practically every reptile, fish and fowl of the state may be found in the collection. The mineral possessions of the museum are on a like line of completeness.

The museum is not without its gods. Professor Loughridge on his first return from his mission work in India brought with him an assortment of Indian idols, in various stages of composition and decomposition, some of which have become the permanent possession of the school.

A large corridor fronts the display. It is utilized as the school's Portrait Gallery. The most prominent likeness in the collection is a life-size, half length oil painting of President Seerley. It was executed in 1909, by Miss Alice Johnson of Waterloo and was presented to the school by the alumni. A list of the remaining portraits and their donors is given below:

William M. Fields, resident member of the Board, 1882-94. Family.

Charles A. Wise, Representative from Black Hawk county in the Iowa General Assembly, 1900-07. Family.

Edward G. Miller, Representative from Black Hawk county in General Assembly, 1874-76. School.

Herman C. Hemenway, Representative from Black Hawk county, 1874-76; Senator from Black Hawk county, 1876-84; resident member and president of the first Board of Trustees. Faculty.

Edward Townsend, Representative from Black Hawk county, 1888-92; resident member of the Board, 1892-96. Family.

John B. Knoepfler, State Superintendent of Public Instruction and ex-officio president of the Board of Trustees, 1892-94. Board. Professor, 1896-.

John F. Riggs, State Superintendent of Public Instruction and ex-officio president of the Board of Trustees, 1903-10. Board.

Richard C. Barrett, State Superintendent of Public Instruction and ex-officio president of the Board of Trustees, 1898-04. Board.

Irving J. McDuffie, member of the Board of Trustees, 1890-09. Board.

James C. Gilchrist, first Principal of the I. S. N. S., 1876-86. Alumni.

Mrs. James C. Gilchrist. Alumni.

William Pattee, Steward of the I. S. N. S., 1876-84.  
Alumni.

Mrs. William Pattee. Alumni.

Moses W. Bartlett, Professor, 1876-04. Board.

Miss S. Laura Ensign, Professor, 1878-91. Alumni.

Melvin F. Arey, Professor, 1891-. School.

Leonard W. Parish, Professor, 1890-1910. School.

David S. Wright, Professor, 1876-. Alumni.

Homer H. Seerley. A friend.

Anna E. McGovern, Professor, 1880-1919. School.

In addition to the portraits, there are displayed upon the walls of the gallery many photographic groups of the memberships of successive boards of trustees, of various faculties, of graduating classes, of literary societies and other school organizations.

In 1920, the Board employed William deLeftwich Dodge, a famous New York artist, to adorn the walls of the reading room of the Library Building with mural paintings of his own execution. These paintings are of immense size and display the finest artistic skill. The brief description given below of the groups with their titles is copied from a circular issued by the college.

#### IN MEMORIAM

"This painting is staged after Armistice Day and the background is France. In this painting Peace is the central figure with the Sword of the Allies upon her lap. The Allies are clustered about Peace at the rear and at the left with their flags furled and their attitude that of obedience to order. America is represented on the right with flag flying and soldiers advancing because America was only temporarily suspending action and is ready to respond to the urgency of war at a moment's notice to go on to Berlin. The Mother Heart of America resists this, trying to detain the soldiers from continuing the war. In the lower right corner the chief sufferers of all wars, The Family, is shown, the little lad assuring his mother of his willingness to defend the family. On the extreme left the Iowa soldiers



in action are shown in the conflict with Death mowing them down. The American soldier was under arms as an enemy to the Central Powers until the Treaty of Peace between Germany and the United States in 1921."

### EDUCATION

"This painting has three allegorical figures on the portico of the Temple of Knowledge: KNOWLEDGE in the center, teaching the world the truth essential to civilization; FORTUNE at the left, the result of being well educated; TIME at the right, the character that is always required in obtaining an education and the one who removes from the temple of knowledge the incompetent and the heedless. The Mother in the foreground, as the first teacher of the Child, is giving him instruction. The Child is the sole object of the efforts of Education.

"What Education involves is indicated by the Greek Civilization represented by HOMER seated with his musical instruments near FORTUNE; the Roman and the Romance Civilizations represented by VIRGIL and DANTE standing near TIME. LAW, as an important part of education, is represented by Justinian and Napoleon in the background, and Shakespeare in front of them represents LITERATURE. In the background and sitting in conference, are representatives of SCIENCE, Columbus and the Greek philosophers, deciding the actual present day contribution of science that should be studied by scholars."

### AGRICULTURE

"This painting represents prehistoric Iowa when life consisted of the American Indian and the animal and bird life of that period. In this painting the artist emphasizes the importance and worth of the soil as a fundamental basis of future prosperity. The chief allegorical figure is Ceres, the Goddess of Grain, plowing with two white oxen, representing labor and action that will produce a wonderful harvest on this delta soil between the majestic rivers, and where the glacial epochs of many years produced the results that have made agriculture a business that will sustain

a happy and a successful population. The Indians in the foreground and the birds on the ground and in the air typify what existed before the civilization of the white man came."

### *THE COUNCIL OF INDIANS*

"This painting consists of an exhibition of the peaceful way in which the white man in Iowa superseded the red man. The central figure is an allegorical one representing 'The Great Spirit,' the God of the Indian. This figure is surrounded by the Medicine Men on the platform interpreting the wishes of the Great Spirit that the new civilization should take place in this territory. The uplifted hand of the Great Spirit here shown is indicative of approval. The pipe of peace is being smoked by the members of the Council in session while the warriors in the background stand in form to see that the conference is properly conducted. At the left is a chief of the Iowa Indians and behind him a warrior in the posture of peace. Behind is the friendly scuffle of the white and Indian boys. The settlers are garbed in the costumes of 1841, and the whole scene is one of peace and promise. The single squaw in the wigwam is preparing the refreshments for the members of the conference after the agreement and ceremonies are completed."

### *THE COMMONWEALTH*

"This painting indicates the grand procession that civilization organized when the white people came and inaugurated government, law and business. The white horses represent Destiny drawing in an elaborate chariot the state as an organized personality, her hands holding the lines but not controlling the steeds and Progress holding the torch before the state as an indication of the way to go to secure abounding success. Agriculture is represented by the trophies on the chariot, Industry and Mining are represented by the marching hosts in the background, and Action is represented by the whole demonstration. The Past is shown by the Indians at the left shading their eyes in

order that they may safely look upon the brilliancy and grandeur of the great procession."

#### XV. RELIGIOUS ENTERPRISES

The Young Men's Christian Association. The interest of the student-body in things religious, so characteristic of the first administration, knew no abatement in the second. While the distinctively Christian attitude of the school remained a constant, the activities it promoted were multiplied, their usefulness was enhanced by better organization. Strong influence, both from within and without the school, had long been calling for the placing of its religious work in line and sympathy with that of the other institutions, public and private, of the state, through the organization of Young Men's and a Young Women's Christian Association as directing channels of spiritual aspiration, adventure and accomplishment. All opposition had now disappeared and every encouragement instead was given to the founding of these societies.

The new society organized by electing Mr. George S. Dick, then a student, to serve as its first president. It received the heartiest recognition and welcome from their brother Associations in the other schools of the state. It was represented in the annual inter-school conventions and for years sent a representative to the triennial meetings of the International Y. M. C. A.

Its activities never more flourishing nor beneficent than they are today, may be discussed in the present tense. They are directed by the following committees: Bible Study, Devotional, Mission Study, Extension, Membership, Social, Finance, Room, Employment and New Student. The chairmen of these committees constitute the Cabinet of the Association.

The Employment Committee serves an important function as a means of communication between would-be employers, permanent or temporary, and students of limited means who are glad to meet in part or in whole, the expense of school attendance with the labor of their hands. The

students who seek the services of this committee are "poor" only in purse. As a rule, they outstrip the children of wealth in the winning of the honors of the classroom and later on in the achieving of success in the world. The boy in any school who for the sake of an education, stands ready to do odd jobs, mow lawns, tend furnaces, spade gardens, wait on tables, serve as a knight of the razor in the barber's chairs at their Saturday afternoon rush; the girl who becomes a kitchen maid for the sake of her board and lodging, who addresses circulars or serves as a cafeteria waitress, as a means to a diploma; these are of the stuff of which the world's heroes and heroines are made. Those compelled to such resort find in their associates only a spirit of sympathetic helpfulness. Poverty is no bar to respectability, the "coof" who at its presence "struts and stares and a' that," is not enrolled on the books of the Iowa State Teachers College.

A most beneficent work is that of the committee on New Students. As the name implies, it is the duty of its members to look after newcomers, guide them to their rooming and boarding places, answer their questions, render them assistance whenever required. The Y. M. C. A. badge on a young man's person is a safeguard to the novice in all the perplexities and mysteries of matriculation day. Normal Hill has never been a congenial soil for hazing or college pranks of any kind. The outstretched, welcoming hand of the Y. M. C. A. is a grateful boon to the matriculant, a glad escape from anticipated slings and arrows of outrageous student tricks so common in other schools.

The Extension Committee finds opportunity for willing workers in community service. It organizes and maintains Sunday schools in outlying and neglected parts of the city, conducts religious services in country school houses and in the Old Peoples' Home and seek in every way to make the school more and more a radiating center of Christian influence.

The religion of the Y. M. C. A. is not of the long-faced, joy-killing, be-good-and-you'll-be-happy kind. The fellows

hold their prayer meetings regularly; but they also have their purely social receptions, their "stunt nights", "feeds", hikes, games, song fests, watermelon feasts, occasions of old-fashioned hilarity and innocent fun. They are among the leaders in school athletics and are a standing demonstration that Christian manhood is not incompatible with this worldly enterprise and the happiest living.

The Young Women's Christian Association. The initial step toward the organization of this society was the sending as a representative, Miss Susie Mack, to a State Y. Convention held in Des Moines during the autumn of 1886. Before the enthusiastic report of this committee, all opposition disappeared, the new society was organized on the fifth of February, 1887, with Miss Sarah Peters, who since her graduation has devoted her life to mission work in China, as its first president. It adopted for its motto, "Let your lights so shine before men that they may see your good works and glorify your Father which is in Heaven." It soon had a treasurer and a treasury and the necessary steps were taken to make it a legally incorporated institution. It cost the girls expense of time, of labor and of money, but all were freely, ungrudgingly provided. It began at once a career of usefulness that has known no backward steps. Growing with the growth of the school, in the course of a decade, its membership was larger than that of any like college association in the state.

Its organized work is conducted through the following committees:

"1. Membership, whose aim is to enroll every student as a member of the association.

"2. Devotional, whose aim is to deepen the spiritual life of the students by means of mid-week prayer meetings, joint meetings with the Y. M. C. A. and a daily prayer circle.

"3. Bible Study, whose aim is to organize and conduct classes for systematic study of the Bible and to encourage regular private devotion.

"4. Missionary, whose aim is to bring the college girls

to realize their individual responsibility in the evangelization of the world, by means of mission study classes, reading circles and public meetings devoted to the subject of missions.

"5. Finance, whose aim is to collect and spend sums necessary for the conduct of the association and to show the girls that since they have received so bountifully, they should be willing to give freely.

"6. Intercollegiate, whose aim is to keep the association in touch with the national and the state committees.

"7. Practical Service, whose aim is to make the association room as neat as possible, and to prepare the chapel for public association services; also to send flowers to sick students, employing the money provided by the Danskin-Shaw Flower Fund."

The Association sent its first representatives to the Lake Geneva Summer Conference in 1895. In the spring of 1898, it sent a delegation of three young women to the International Student Volunteer Convention held at Cleveland, Ohio. So enthusiastic was their report that the seemingly impossible was realized. The young woman Christian workers of the State Normal School joined with those of the University and of the Agricultural College in the maintenance of a Y. W. C. A. secretary in India. It was during the same year that the joint Wednesday evening prayer meeting, which for twenty-two years had been maintained as an efficient part of the religious work of the school was segregated into two divisions, a "for men only" meeting being instituted by the Y. M. C. A. and a "for women only" meeting for the sister association. This change, as is elsewhere shown, did not affect the joint Sunday evening vesper service which remained a permanent and omnipotent spiritual force in the school.

A great step forward was taken in 1899. The association found itself strong enough to maintain a salaried secretary to direct its work and enlarge its efficiency. The first incumbent of this position was Miss Jean Battey of New York. Bringing into her new field of effort thorough train-

ing for the service, profound conviction of its moment and deep consecration to its work, she found in those for whom she labored the heartiest sympathy and the readiest spirit of sisterly co-operation. Old lines of effort were systematized and strengthened, new activities were introduced. She installed a budget system which simplified and rendered easy the problem of expense. One of her first acts was to invite and bring a meeting of the state Y. W. C. A. Convention to Cedar Falls. She made the office a necessity, not only to the association itself, but to the institution of which it is so prominent a part.

In 1901, an advisory board was created, composed of women who were either members of, or associated with the faculty. It began with four members, Miss Call, Miss Simmons, Miss Emma Lambert and Mrs. C. P. Colegrove. Its number was later increased to fourteen.

The growing disproportion of the sexes and the increasingly large number of young women who patronized the school rendered more and more important the place and mission of the association and its work. It soon achieved a state-wide reputation. The Year Book of the Iowa Y. W. C. A. annually showed its membership to be the greatest of any school or college in the state. It sent the largest delegations to the state conventions and to the Geneva gatherings. Its subscriptions to the state work doubled those of the sister societies in the other institutions. Its rivalry was felt and acknowledged in the schools as a stimulus to Christian service and to generous giving.

One episode in this connection is too good to omit. It occurred in the year nineteen hundred and blank. The story is true, though the geographical terms are fictitious.

The state convention was to be held in the town of Heidleberg, beautifully located on the right bank of the Wapseauqua river. The city is a regular stopping place on the Klondike Branch of the Keokuk and Keosauqua Railway; it is also the proud seat of Heidleberg University. The local committee of this enterprising institution sent a circular to each of the college associations. It was a letter

of invitation and welcome; it closed with the injunction, "Send as many delegates as you can." Cedar Falls took Heidleberg at its word. The usual number of delegates was from three to five; but the letter written in reply announced, "Our association will send twenty-eight delegates to the convention." "Twenty-eight delegates! Expecting entertainment!" Heidleberg stood aghast at the audacity of it. The people of their burg were not millionaires; their homes were not hotels. A polite letter was received in reply. "It would not be possible for the town to entertain so many; they could not take care of more than five delegates from Cedar Falls."

This letter was not received until the day appointed for the departure of the delegation. Consternation ensued. A hasty consultation was held. They would seek faculty advice. Alas, the counselor chosen was a mere man, unapt in the ways of the feminine mind. He was unwise enough to give the advice they did not want. He said, "Stay at home, you can't go to Heidleberg in the face of a snub like that." His counsel was of course unanimously rejected. "Stay at home! Preposterous!" They were already in their traveling suits, their valises packed. As they boarded the train for Heidleberg, a telegram was sent before: Cedar Falls is coming, twenty-eight strong; we will entertain ourselves."

En route, they planned their course of action. When they arrived, they would march from the train into the street of the inhospitable town, they would turn neither to the right hand nor to the left, no one of them would listen to overtures of hospitality from any source, no five of them should have favors which the rest could not enjoy; they would go to the Heidleberg hotel, register and pay their way.

But the best laid schemes of mice and girls gang aft a gley. Alighting from the train, they found themselves corralled by a group of excited people. The way to the hotel was blocked. They needs must hear an explanation. The orator of the occasion was none other than the presi-



dent of the university. He spoke with a fervor that was evidently sincere. He had come to apologize for "the stupid blunder of a clerk" and to beg, on behalf of the university and the town, the pardon of the delegates. The obnoxious letter was written without reason and without authority. Heidleberg rejoiced that Cedar Falls had sent so large a delegation, wished that the other schools had done as well, would provide the widest welcome and amplest entertainment to all who came. In the sequel, every promise was made good; as a delegation, they were the largest ever; as they marched in a body through the streets to the convention hall, they were the observed of all observers. Arrived at the auditorium, they occupied the seat accorded them by the local committee, the best in the room, nearest the speaker's chair. Whatever may have been the real feeling of the other delegates, the Normalites were invariably treated with the utmost outward respect. If they voted in a body on any question, they had the balance of power. Their speeches on the floor were heard with polite interest and with gracious applause. Their greatest triumph came when the roll of the delegates was called for pledges to the state work. Other colleges responded with their twenty, their thirty, their fifty dollar subscriptions. When the State Normal School was called, the last because the latest on the list, the delegation's chairwoman arose and with becoming modesty, mid breathless suspense, announced, "Cedar Falls, five hundred dollars." It was something of a bluff; but when the story of the Heidleberg convention was told on Normal Hill, the money was forthcoming, the pledge was promptly met.

The twenty-fifth anniversary of the founding of the Young Women's Christian Association was elaborately celebrated in a three days' jubilee commencing on Friday evening, February 9, 1912. At the opening session, the school and guests listened to a masterly address by Rev. Charles S. Medbury of Des Moines, who spoke on the theme, "The Challenge of Moral Conflict."

The story of the remaining two days is abridged from a

report of the meetings published in the College Eye, bearing the date February 14, 1912. It was written by Professor Condit of the College Faculty:

"The three days of the anniversary at the college were days of high privilege. Every program was replete with interest and met with responsive attention from the audiences assembled. Former students returned, renewed old friendships and came again for a time under the influences which had so large a part in determining their success in life. From the survey of a quarter of a century has come inspiration toward greater success in coming days."

"Saturday at nine o'clock the men and women met in separate meetings for a quiet hour of reflection and prayer; the men led by Mr. Aldrich, state student secretary and the women by Miss Marshall, the territorial secretary. At two thirty a life work conference was held."

"The dinner on Saturday evening was one of the most delightful occasions of the anniversary. More than three hundred sat down to the tables. On each table the number '25' was displayed as a centerpiece. President Seerley returned thanks, after which a three-course dinner was served. Under the direction of Professor Colegrove, a program of music and addresses followed. Mr. Aldrich spoke of the world federation work and graphically depicted the world encircling power of the associations. The presidents of the local associations, Miss Niermeyer and Mr. Houston told of the work in the college at the present time. Miss Anna E. McGovern brought greetings from the Newman Catholic Association. In well chosen words she set forth the privilege of being a servant of Christ and spoke feelingly of the debt we owe to those who have given themselves freely that men might have light and truth. Her kindly spirit of fellowship and Christianity met with a hearty response. Miss Alison Aitchison, the capable and efficient president of the Advisory Board told of the faculty viewpoint, setting forth the interest that the faculty has always shown in all that makes for a noble type of school life. Mr. John Fellingham, a graduate of the school, now secretary of the Des Moines

Y. M. C. A., told of the influence of the work of the college Y. M. and Y. W. C. A. on his life. Mr. Minear made a brief but telling address. The assemblage joined in a hymn and after a brief prayer by President Seerley dispersed to their homes with a wider outlook upon life and a new inspiration to service."

Regardless of the strenuous day preceding, eight o'clock Sunday morning found a large audience in the old chapel for the prayer service, led by Miss Rice. In the morning church services, the visiting secretaries spoke in the pulpits of the city. The historical meeting was held at 2:30 in the Auditorium. Professor Cummins presided. President Seerley spoke from his personal knowledge of the past quarter of a century of the work. Professor Wright reviewed the first decade of religious work from the viewpoint of one who had been a member of the faculty from the beginning of the school. Miss Ensign (member of the faculty, 1878-92), a powerful factor in the Christian life of the students of her day, spoke of the early days of the women's work. Professor G. S. Dick, the first president of the Y. M. C. A., told of the formation of that organization and of its early struggles and success. Miss Fellingham, president of the Y. W. C. A. in 1894, discussed the opportunities and privileges of the association and Professor Ensign, a graduate of the I. S. N. S., and now of the S. U. I., spoke on "What the Association Meant to Me."

No part of the program was louder in support of the value of Christian influence as typified in this college than the messages from the field read by Miss Emma Lambert, testimonies and greetings from China, Egypt, India, Jamaica and other parts of the earth, permeated with the warmest affection for the school which had so large a share in fitting the senders for the work in foreign fields. Greetings were sent to Professor Loughridge, traveling abroad, Professor Bartlett in Waterloo and to Mr. Apelion, a student at Oberlin.

The historical meeting was a time of tender reunion and thankfulness. The program was long, but the audience did

not tire of hearing from those who had had a large part in the moral and spiritual uplift of the school. Evening prayer services held by the associations in separate sections made a fitting close for this great anniversary occasion. This quarter century has been a fruitful one in the life of the Teachers College. The new quarter century is entered upon with greater desire for effectiveness and a firm belief in the blessings which will rest upon consecrated effort.

The Catholic Students Association. Students of the Roman Catholic faith have always patronized the school in considerable numbers. In 1897, they formed a society christened the Newman Club. Its purpose was the religious and social advancement of students of their own communion. In 1903, the society was incorporated, a constitution was adopted and its name changed to The Catholic Students Association. Since that time, its meetings have been continuously held in one of the recitation rooms at hours closely corresponding to those of the protestant associations. Two lines of effort in which they have been conspicuously active and successful are Bible study and the promotion of temperance. The signing of the temperance pledge is a prerequisite to membership.

Between this and the protestant associations there have always been the most hearty support and mutual cooperation. Miss Anna E. McGovern throughout her long continued services in the institution has ever been its guiding spirit. Though staunch in her belief in the dicta of the Church of her choice, her attitude was extremely liberal toward those of other faiths and no note of proselytism ever appeared within the schoolroom or without in her intercourse with students of every faith. Religious antagonisms have never appeared in the relations of these three great religious societies of the school. Not infrequently have the Y. M. C. A., Y. W. C. A. and the Newman Catholic Association met together in joint religious services. The ready participation of the Newman Society in the rejoicings of the twenty-fifth anniversary of the Y. W. C. A. was a notable feature of that occasion and was received with sincere and deep appreciation.

The Student Volunteer Band. During the winter of 1887, a joint state missionary Y. M. C. A. and Y. W. C. A. convention was held at Fairfield, Iowa. Robert E. Speer, the chief of the apostles of the then new student volunteer movement was the leading spirit in this meeting. So earnest and vivid was his presentation of how "truly the harvest is great and the laborers are few" that two of the women delegates from Cedar Falls took the conditional pledge to consecrate themselves to work in foreign fields. These were Miss Sarah Peters and Miss Emma Ridley. The language of the pledge was simple and noncommittal: "God helping me, it is my desire to be a foreign missionary." The former of these ladies, immediately upon graduation departed to China where she has won renown as a devoted and successful missionary worker. The latter as Mrs. Emma Ridley-Colegrove, wife of Dr. Chauncey P. Colegrove, has reigned for many years as mistress of the home of her distinguished husband sharing the burdens and the honors of one of Iowa's foremost educators, orators, authors, inspirers of men.

Returning from the Fairfield meeting to Cedar Falls, these delegates brought so enthusiastic an account of the new movement and of their own noble act of self consecration that they were at once joined by three or four other lady students and the Student Volunteer Band of the Iowa State Normal School was organized with Miss Peters as its president. Notable in the roll of its initial members is the name of Miss Lydia Trimble, who became one of the most widely known and efficient toilers in the mission fields of India.

The organization thus formed became a welcomed and permanent activity of the college and scores of its members, responding to the Macedonian call have entered the foreign field to endure a missionary's hardships, to enjoy the missionary's exalted recompense of reward.

Bible Study. Along with their missionary zeal, the Cedar Falls delegation to the Fairfield Conference brought back an enthusiasm for college directed Y. M. and Y. W. C. A. Bible study. In this movement the initiative again was

with Miss Sarah Peters. She interviewed President Seerley, secured his ready consent to the introduction of such study in the school and at her earnest request, he temporarily assumed the leadership of the new departure of Biblical instruction in the institution. So, late in the autumn of 1887, in response to a call from the chapel desk, a class of seven or eight students met on a Sunday morning to organize the work and to plan for its future growth. It sprang at once into popular recognition and grew beyond all expectation. In connection with his other and many administrative duties, its management became too onerous for the already overtaxed energies of the president. He, therefore, resigned the trust and the work was placed in the hands of Professor Albert Loughridge.

In rooming houses or other convenient places, the students met in groups on successive Sunday mornings for the study of the Scriptures under chosen leaders who had been previously instructed in the lesson for the day by Dr. Loughridge. A very large proportion of the protestant students were enrolled as Bible students and the membership grew to hundreds. This prosperity continued until it was the vaunt of the State Normal School that its enrollment for Bible study was the largest of its kind in the state; it continued to grow until it was announced to be the largest in the nation and later, the largest in the world. The popularity and success of this work knew no abatement until the retirement of Professor Loughridge from the faculty in 1899. After his departure, interest in this phase of school activity rapidly declined and in 1904, the greatest-in-the-world Bible study enterprise yielded up the ghost. The students were relegated to the churches of the city for their Sunday School instruction. They were received with open arms, were allowed to recite in segregated classes to teachers of their own selection and in many cases, preference for individual became paramount to denominational alignment.

**Sunday Services.** The Sunday afternoon preaching services, inaugurated during the initial term of the school in 1876 were maintained without a break for nearly two and

a half decades. When in 1887, the Y. M. C. A. and the Y. W. C. A. were established, these services were taken over by them as a function of their activities and their general management was placed in the hands of Professor Wright. His chief function was to provide ministers to officiate at the successive meetings. It was an easy task. The pastors of the English speaking protestant churches of the city, gladly availed themselves of the opportunity thus afforded to take their turn in ministering to the student congregation and thus once in each term, to be brought in contact with the student body. Ministers from Waterloo and from cities more remote were also glad to be requisitioned for this duty. Though no remuneration, other than traveling expenses, was paid for these services, it was esteemed a notable privilege to be invited to address the students. It could not be otherwise for the congregation in point of numbers of interest and of appreciation was one to delight the heart of any preacher. The time of service was 2:30 p. m. and at that hour, the student dwellers on the Hill flocked almost enmasse to Normal Chapel (now Gilchrist Hall) no matter who the speaker nor what the theme. The more inclement the weather the larger the congregation. The paradox was due to the fact that when the skies were fair the members of the school satisfied their church going proclivities by walking to the town and joining in the morning services; while on stormy days the afternoon chapel service affording an hour of worship to the devout and breaking the monotony of the day for all was a boon.

During the Spring Term of each year, sermons were preached in series by invited pastors. One year it was the Ten Commandments, another the sentences of the Apostles' Creed and so on. The most popular and valuable of these series was one on the Missions of the Churches. Each minister presented the claims of his own denomination and earnestly defended "the faith"—the tenets of his own church—"once delivered unto the saints." The Methodist Episcopal minister eloquently expounded the greatness of his church and the soundness of his theology to be followed by the Free Methodist man who vehemently asserted that true

and unadulterated Wesleyism was only to be found among the devotees of the latter's shrines. The Presbyterian expounded the five points of Calvinism and the United Presbyterian showed that God could not be acceptably worshipped in song save in the chanting of psalms; also that the Masonic Hall is the vestibule of hell. The Episcopalian appealed to history to prove that he held his right to the sacred desk by apostolic succession and the Congregationalist in turn extolled the freedom and democracy of the members of his church and the simplicity of its forms of worship. The Universalist had his inning and the Quaker was allowed to plead his doctrine of the Inner Light and to present the testimonies of his church against slavery, oaths and bearing arms.

Through the good graces of M. Israel, a devout Jew and a prominent merchant of Cedar Falls, Rabbi Schonishein of Des Moines was secured for a place in the series. He spoke from the viewpoint of his sect that of the Progressive Jews. His coming attracted an immense congregation. His pleasing personality, his ready oratory and his luminous presentation of the religious beliefs and practices of his people, pleased and delighted all who heard him. All the ministers of the town were present and at the close of the service each came forward, eager to take his hand and to extend to him their congratulations. He had in the course of the service read the Jewish ritual for the dead and Rev. Callen, pastor of the Presbyterian Church, exclaimed with tear-dimmed eyes as he took his hand, "I have been East during the past week to bury my old mother and I was greatly comforted by your rendering of the words of your beautiful funeral service." Rev. Snowden, the Congregational minister, said to him in his humorous way, "Whenever you want to join my church, I will receive you and ask no other confession of faith than that you have made in your address this afternoon." The venerable Dr. John Bowman, orthodox to the core and once a veritable war horse in the Methodist itineracy of Iowa, advanced to the rabbi and said, "If you had left out one sentence from your address, I would have endorsed every work that you have spoken." The one ob-



jectionable sentence was like this: "We do not accept the dogma of the divinity of Christ; but we rank him along with Moses and Samuel, as one of the greatest of the prophets." Like words of eulogy and congratulation were on the lips and in the hearts, of all the throng that heard him for his coming was a benediction and his going left behind in every soul, a Godward aspiration.

A large percentage of the students made it a point of privilege to attend each and all the services of this particular series. It was a practical course in comparative denominationalism. The distinguishing characteristics of each creed were strongly presented by able speakers and the general effect upon the student's mind was to clarify rather than confuse his own religious concepts. He heard with courtesy and candor the presentation of beliefs that antagonized his own, he learned a lesson of charity for those of other faiths; yet went onward in his Christian life with a deeper and wiser devotion to his own.

The construction of a trolley line connecting "The Hill" with the town removed the principal reason for the maintenance of Sunday services and they were discontinued as a distinctive feature of the school in 1904.

RELIGIOUS EDUCATION IN THE CURRICULUM. Early in the second decade of the Twentieth Century, largely through the influence of the International Religious Education Association, there appeared almost simultaneously in many states of the Union a movement for Biblical instruction in the public schools. Its first appearance was probably in the state of North Dakota, with Colorado a close second. The "Gary Plan" inaugurated at Gary, Indiana, forestalled sectarian prejudice against such teaching by segregating the pupils along denominational lines and allowing them to receive Biblical instruction from teachers of their parents' own selection. The Iowa State Teachers Association at its annual meeting in 1916 upon the recommendation of its Educational Council, unanimously voted to endorse the introduction along the lines in vogue in other states of Bible study into the high schools of Iowa. A standing committee, one of whom should be, "A teacher in a Roman Catholic



Sara Findlay Rice

college, academy or high school and an adherent of the Roman Catholic faith" was appointed and authorized to prepare and publish a syllabus of Bible Study for the use of Iowa High Schools and otherwise to further the cause to which the State Association and its Council was committed. In May, 1917, this committee consisting of D. S. Wright, Cedar Falls (Chairman), Dr. E. D. Starbuck, Iowa City and Dr. J. C. Stuart, Dubuque, was appointed; and they entered upon the duties and responsibilities assigned them.

In line with the evident trend toward such instruction in the schools and following the lead of the Iowa State University and the State College, in 1914, the Department of Religious Education became a recognized part of the system of teaching and training in the Iowa State Teachers College. Professor Wright retired from the mathematical department to accept the direction of this new field of service with the title of Director of Religious Education. The department now offers fifteen hours of credit as follows: Five hours of Bible study for preparatory students; five hours in the History and Teaching of the Bible for freshmen and sophomores and five hours in the Literature and Ethics of the Bible for juniors and seniors. This department is perhaps receiving more patronage than has any other optional course offered in the curriculum.

Religious activities and spiritual influences within the State Normal School and the State Teachers College have been exemplified by, and due to, organizations and institutions far less than to individuals both on the faculty and in the student body. In this connection we must not fail to speak of Sara Findlay Rice and Margaret Oliver.

MISS SARA FINDLAY RICE. Once in the early days of her work at Cedar Falls, she was engaged in an earnest colloquy with Miss Catherine Elizabeth Smithers of the Terpsichorean Department. In the midst of their conversation, whatever may have provoked the remark, Catherine Elizabeth tossed her saucy head, shook her pretty curls, and with a perish-the-thought expression on her face exclaimed; "I don't expect to stay in this old school always." With characteristic calmness, Miss Rice replied, "I intend to make my-

self indispensable to this institution and to remain in it as long as I choose." The ambition of each was realized. Before a year had passed Catharine Elizabeth had married Charlie Blank and had removed with him to their lovely suburban home at Wapsipinicon, Iowa, and to add her share to the Hawkeye modicum of Blanks. That Sarah Findley Rice fully carried out her so ingenuously uttered plan of life, her long and faithful service in the History Department has abundantly shown. She was a devoted Christian woman, a faithful member of the Presbyterian church, broad in her sympathies and loyally devoted to whatever is pure and true and beautiful, lovely and of good report.

In the maturity of her womanhood she became the victim of an insidious painful and incurable disease. With unflinching cheerfulness and unflagging devotion to her work she faced the inevitable and watched its slow and sure approach. To her nearest friends, she frequently expressed her heart's desire to die as she had lived to pass from life in the midst of school activities. She would die teaching. But this was not to be. One day, at the close of its classroom labors, she came to President Seerley and said, "I can endure to work in this racking pain no longer, I must retire at once from the service of the institution." The president proposed at once a leave of absence with a view to recovery of health. She firmly answered, "I cannot accept your offer; I shall never teach again." In a sanitarium at Hot Springs, Arkansas, her death occurred a few months later, September 2, 1922. As a tribute to their beloved sister in the faith, the Presbyterian Church of Cedar Falls, has raised the sum of twenty-four thousand dollars, one thousand dollars for each year of her eminent religious influence and service in the school, to be known as the Sarah Findley Rice Memorial Fund, to be used for the promotion of the distinctively spiritual advancement of the students of the State Teachers College.

MISS MARGARET OLIVER. Her long career as a member of the faculty was marked and made by her assiduity in many lines of effort. No literary or social function, faculty or student, was complete without the sunshine of her pres-

ence or the fingerprints of her plans. The programs she produced for such occasions were unique and Oliveresque. She never missed a ball game nor a prayer meeting if it was in her power to attend. She was a pillar of strength to the secretary of the Young Women's Christian Association and ever held an honored place in the counsels of that body. To the girls of the school she was a model in all relationships. Her genuine interest in all athletic activities made her the patron saint of the young men of the school. While the fellows achieved their victories on the gridiron or the diamond, she sat on the bleachers and led the college yells and was so womanly with it all as to retain their loving admiration. Her influence was, consciously or unconsciously, felt in the conduct of the game, for she had preached to the boys the gospel of clean athletics and they obeyed her teaching. Once a proposed readjustment of the English course rendered her position doubtful as a member of the faculty. While the matter was pending in the Board of Management, Trustee McDuffie, whose son was a graduate of the institution spoke as follows:

"Gentlemen, it may be that we can spare the position, but we cannot spare the incumbent. Her social and moral influence in the school is such that her removal from it would be an irreparable loss." His plea availed, she had made for herself a place in the hearts of the students that the mere matter of a change of the curriculum could not effect.

Miss Oliver was good to everyone but herself. Her unintermitting over zeal and over work in the performance of duties required and of services volunteered, told upon her constitution and in 1917, at the end of sixteen years of beautiful devotion to whatever was best in the advancement of the work she was employed to perform, failing health required her to retire to other and less arduous fields of effort. She left the school laden with precious gifts of her friends and rejoicing in the benisons of those whom she had helped.

## XVI. MILITARY TRAINING

During the Spring Term of 1892, a petition numerously signed by the young men of the school for the establishment of a course in military training and tactics was presented to the faculty. The sanction both of the faculty and of the board of trustees was readily obtained and an enthusiastic "broomstick" brigade was organized. The only instructor immediately available for the organization of the course was Professor Loughridge. His preparation for the work, though not strictly modern was practical. It was acquired in the school of experience by his four years' service in the federal army during the Civil War. He took up the work with reluctance and laid it down with alacrity. He accepted it as a temporary expedient, awaiting the response to an appeal of President Seerley to the United States government that an officer of the army be appointed to reside at Cedar Falls and have charge of the department. The appeal was granted, an equipment of arms and army supplies from the government armory to the school were provided and Major William A. Dinwiddie, a retired first lieutenant of the U. S. A. was detailed to have charge of the brigade.

Though having passed the age limit, he was retired from active military service, Major Dinwiddie was still a man of unusual physical vigor and soldierly bearing. He was every inch a soldier. He was of the blood of the Dinwiddie patriots of the period of the Revolution and was pardonably proud of his descent. His masterful personality and his thoroughness in the details of his profession won and held the admiration and glad obedience of the boys. His fine social qualities made him a favorite with his associates in the faculty and a welcome guest in the best homes of the city.

Once in charge of the work, he proceeded to place it on a permanent and systematized basis. All his suggestions and plans were adopted without demur both by faculty and board. All able bodied male students became by virtue of their enrollment as students of the school members of the cadet corps. They were required to wear the regulation

uniform of West Point cadets and during the hours of training all the punctilio of military forms were rigidly required. The results of his example and teaching in the matters of courtesy and decorum were soon apparent in the more polite bearing of the cadets in the class room, on the street, in the social circle, toward associates and strangers.

Three hours per week were devoted to military drill, Mondays and Tuesdays, to squad and company exercises and Fridays to battalion drills. An optional military class was also maintained. Its members pursued a rigid course in military science and didactics. At its close they were subjected to a rigid examination in the subject matter taught and required to give a public exhibition on the field of their skill in conducting the military maneuvers of their fellow cadets. Graduating members of the Didactics Course, who successfully passed these examinations and tests were granted a cadet commission of Second Lieutenant, First Lieutenant or Captain, according to the degree of perfection in tactics and also the degree of expertness shown in ability to command.

There was no abatement to the popularity or the success of this department so long as Major Dinwiddie was its head. After ten years of continuous service, the Major died on the fourth of November, 1901. He was buried with military honors from the college auditorium. A vast concourse of students and citizens completely filled the assembly hall, testifying by their presence and their tears to the high esteem in which he was held by the entire community as a teacher, as a soldier, as a man. The entire clergy of the city were present and assisted in the services. Addresses were made by President Seerley and Rev. Snowden, pastor of the Congregational Church. The funeral sermon was preached by Rev. Samuel Callen, pastor of the Presbyterian Church. The order of the funeral procession was as follows: Cadet Band, Cadets, Clergy, Hearse, Pallbearers, Horse of Major Dinwiddie, Family, Faculty, Citizens. All the exercises of the day were beautifully and profoundly impressive.

The tribute below is from the pen of President Seerley. "It has been my privilege to have the cooperation of many rare and deserving men and women since I began my service for the state; but among them all, I have never known anyone more zealous for the good name of the school so far as his special work could contribute, no one more willing to exert himself to the fullest extent to secure the most laudable results, no one more anxious to do all possible for the welfare and training of those entrusted to his supervision and no one more completely interested in the success, reputation and happiness of the student body while in school or after they had graduated from the institution and gone to their fields of labor. The young men of the Normal were always his cadets, he trusted them implicitly, he believed in their integrity, in them as men who were soon to give an account to their country for their privileges and education and he always defended them whenever and by whomsoever criticised. It was a brave, soldierly career he lived during all the ten years he was in the faculty of the State Normal School."

It was not humanly possible that the place made vacant in the hearts of the cadets by the death of their beloved leader could be filled by another. Under the guidance of his successor, the Department languished from the first. In 1903, the Gymnasium Building was completed. Its swimming pool, its commodious halls, provided with all the necessary paraphernalia of indoor athletic sports, its complete equipment for calisthenic and gymnastic drills and the new interest awakened in collegiate and intercollegiate diamond and gridiron contests created in the school by athletic director, Affleck, and his husky coach, Pell, made the course in military drill, at least in seeming, an unnecessary adjunct of the school. It was a time of peace, profound, apparently perpetual. The boys' most strenuous dreams of battle were those of the gridiron. In 1903, at the suggestion of the commandant in charge, by action of President Roosevelt, and with the full and free consent of the students, faculty and Board of Trustees, the corps was dissolved, the govern-



ment furnished munitions were withdrawn and the military department abolished.

### XVII. LITERARY SOCIETIES

Of the fourteen Literary Societies that have had faculty and catalog recognition in the second decade of the Twentieth Century only the briefest mention can be made. Each has been an important factor in the social life, the literary attainment and the morale of the student body. In their relations with one another they have ever, one and all been free from the animosity breeding foolishness of so-called society spirit so often found in other institutions. Rivalry there has been strenuous, intense; but always sane, generous, magnanimous. This is due in part to the fact that they are all under the immediate direction of the English Department. This direction was established early in the Seerley administration by faculty action and with the glad consent of the student body. Apropos to this arrangement, only students whose scholarship was that of a high school graduate or equivalent preparation became eligible to society membership and satisfactory attendance and literary work accomplished, was allowed to count toward graduation.

The Philomatheans and the Alphas have always indulged a just pride in their seniority in the school. They are "affiliated" after the manner of all mixed schools and enjoy the corresponding spreads, picnics and other social functions.

All societies have yells, that the gentle reader may learn how profound, rythmical, heart-uplifting, soul-inspiring, a society yell is, that of the Alphas is given, in full, below.

"Sweet Marie, sweet Marah,  
Hocus, pocus, rickus, rackus  
Judix, radix, flippity-flop,  
Alpha, Alpha, she's on top."

They have another yell, not so intelligible and original as the first. The refrain runs, "Alpha, Alpha, leads the way."

The story of the swarming of the Shakespeareans from the Alpha Society has been already told. By the members of the older sorority, those of the new were at first denominated as rebels; later they were nicknamed Shakes. The meant opprobrious term was accepted as a title of honor; they inscribed it above the door of their hall, they incorporated it in their yells, they inweave it in their present society song.

“Here’s to the Shakes of the S. T. C.,  
 Here’s to their colors gay,  
 Here’s to the spirit they manifest,  
 Their way is the only way.  
 Here’s to the feeling of right good will,  
 The sisterly spirit we say,  
 Here’s to a toast and a rousing one—  
 Shakespearean for aye.

Once a Shake, always a Shake,  
 We’re the Shakes, we’re the Shakes,  
 We are the society,  
 Always in the lead, you see,  
 We’re the Shakes, we’re the Shakes,  
 Shake-Aristo, Shake-Aristo,  
 We’re the Shakes.”

The Shakespeareans were affiliated with Aristotelian Society, hence the Shake-Aristo of the song.

By the year 1886, the number of young men enrolled justified the creation of a new society. It was christened the Aristotelian. It was an unwritten but rigidly observed law of this fraternity that only the physically fit should find a place in its membership. While the intellectual and social side of school life was not forgotten, able-bodiedness was a prerequisite. In their Old Gold record of 1914 appears the paragraph:

“Athletic prowess is yet possessed by the Aristos. Our men made up more than half the varsity in football, basketball and baseball. Further than this, our roll includes the three captains for the school year in football, basketball and baseball, respectively.”

The third ladies’ society, the Clisophic, was established

in 1886. For seven long years, they were left blooming alone. If the unmated Cliosophic bunch cherished any envy of their Shake and Alpha sisters, it was well concealed. They seemed the merriest of the merry, whole-hearted and care-free. They sang:

"O, the Clios are the leaders  
Of all society,  
And their banner bright as sunlight,  
Symbolizes brilliancy."

True they also sang, "Cockadoodle doo, Yankee doodle doo, any dude'll do;" but it was all a joke, they didn't mean it.

At last the mate, the Orio Society, appeared, in 1893. The Clio-Orio affiliation was soon effected. There is a well grounded suspicion that the first advances were made by the Clio girls. They had no time to waste in coquetry, for another ladies' society was being formed the selfsame year. There were none to forbid the bans. They lived happily ever after, successfully vying in all social activities with the Philo-Alpha and Shake-Aristo combinations, having like each of them an elegantly furnished hall in common.

The Orios have a yell. Like the age old problem whether the original oak came from the acorn, or the acorn from the oak, must remain the problem whether the name Orio was before the yell or the yell before the name. It ran:

"Hoorra, Hoorra!  
ORIO, ORIO, ORIO,  
Orio."

The second line consisted of three successive spellings of the name, each letter rapidly, explosively, uttered in unison, each repetition stronger and louder than before and the performance ending with a tremendous uproarious utterance of the name of the society.

When the petition came to the faculty for the organization of this society, it was held up by Professor Loughridge and placed on file for a month. He objected to the name. He was made a committee of one to persuade the boys to change their chosen appellation. In the interview that followed he inquired for the meaning of the name.

"Why, it's the Latin word *Orio*, mean I rise!"

The Professor looked edified, but asked for further light.

"I have given some attention to Latin myself, but fail to recall the term."

A Latin lexicon at hand revealed that the professor was right. But the boys were inexorable. They would be *Orios* and nothing else. Perhaps the name was meaningless; but the yell was superb. So the name was taken and in their subsequent career, the fellows have given the meaning to the term, that they with their little Latin and less Greek had supposed it to have. They made the vocable word, the sign of an idea.

Nineteen thirteen was a banner year in the numbers of students enrolled. New societies had been born from time to time to meet the exigencies of the growing institution. This year it was twins. On the second day of June, two sororities were organized. The first was christened the Homeric Society, not in honor of the author of the *Iliad*, but in graceful recognition of "Homer, the Second," the beloved president of the school of which it was a part. The second called themselves The Irvings in recognition of the fact that President Seerley in his own student life was a member of the Irving Institute, a society of the State University of Iowa.

The inauguration of the twin societies was made a notable day of Jubilee by the school. The auditorium overflowed with students and citizens who gathered to witness the event. Seats were reserved for each of the other societies, all of whom were present in full regalia and vying with each other in their demonstrations of congratulation and welcome, waving their banners, singing their songs and shouting their yells. The account below of this occasion is from the 1914 issue of the *Old Gold*.

"Dr. Gist as master of ceremonies, spoke from his knowledge of society work in the past, and humorously remarked that they had all grown from small beginnings until 'Each was best of all.' Miss Oliver as godmother, presented the two young members as two fully organized bodies, to one who had witnessed the origin and growth of the other

twelve societies for christening. This duty fell to Professor Wright, who after explaining why the names had been chosen and telling of the high ideals for which they stood, closed with the admonition to the older organizations that these now seeming weak members, were fully installed as sister societies of the State Teachers College and were soon to be their rivals. Responses were made by Miss Rohlf of the Homerians and Miss Reiss of the Irvings. President Seerley appropriately closed the program speaking from personal experience of the value of college society work."

#### XVIII. COMMENCEMENT WEEK

Though for many years, graduating exercises with the conferring of diplomas and degrees, have been held at the close of each of the four terms of the scholastic year, the closing days of the Spring Session have been always set apart as distinctly Commencement Week, or the June Commencement. In 1903, a Literary Societies' Parade was introduced and became a permanent annual feature of the closing week. This parade, weather permitting, is held upon the campus. It attracts visitors from near and far who come to witness with delight, the graceful and beautiful marches and evolutions of the society girls begowned in the colors of their respective groups. The campus is filled with people, all except the space reserved for the parade. At a given signal, through the many doorways of the eastern fronts of the college buildings, the girls march out in double file. To the music of their happy songs and chants, they march and counter-march, they form and reform in single-file, in double-file, in ranks of four, of six, of eight, of many; their serpentine movements, their evolutions and convolutions are bewildering to the spectators; yet no mistakes are made. It is a great joyous jubilee, though there is a strain of pathos in it, for in the hearts of many of the marching throng there is the thought that they are breaking the silken bonds that long have bound them to the sororities they loved. The songs are in the lightest vein and are composed for the occasion. The specimen following is chosen almost at random and is copied from an Old Gold.

"We as first years come to school,  
Fol de rol, de rol, rol, rol,  
Examinations are the rule,  
Fol de rol, de rol, rol, rol.

Chorus: Ossoli, Ossoli,  
Fol de rol, de rol, rol, rol,  
Ossoli, Ossoli,  
Fol de rol, de rol, rol, rol.

As second years we study well,  
Just how and when, 'tis hard to tell. (Chorus)

As third years then we take our ease,  
We take our naps and sing our glees. (Chorus)

As Seniors now we take our parts,  
In making friends and winning hearts. (Chorus)

The saddest tale we have to tell,  
Is when we bid our friends farewell. (Chorus)

As long as ever runs the rill,  
We'll love and reverence College Hill. (Chorus)

Ha, ha, ha, ho, ho, ho;  
Ossoli, Ossoli, M. F. O." (Chorus)

After the parade, the girls gather in their respective halls for final congratulations, greetings and adieux.

Thus initiated, the events of Commencement Week were many and varied, athletic games, faculty-provided musical entertainments, reunions of graduating classes by their respective years, breakfasts, luncheons, dinners, teas, picnics, banquets.

Sunday afternoon brought the Baccalaureate Service. It always drew a large congregation eager to hear the sermonic message of the president to his graduates, his words of cheer, of uplift, of inspiration, of aspiration for the best things, of admonition;

"To test God and learn that he will never let you fail, to believe God and go forward under his leadership, to accept his promises and know the grandeur of a partnership that is eternal; to make a complete self surrender and serve

not yourself nor selfish worldly desire, to serve your fellowmen and the King of Kings; to enter upon an experience that for its magnificence will far exceed the artist's imagination to paint, the keenest judgment to delineate, the profoundest powers of the reason to measure or the best organized human intellect to conceive."

The exercise that attracted the greatest public interest and drew the largest crowd was the Class Play. Though the actors were of necessity amateurs, under the masterful training and direction of such leaders as Miss Margaret Baker, Miss Bertha Martin and Miss Lenore Shanewise, so wise were the assignments of parts and so skillful was the staging of the plays, the performance was always of high dramatic order and never failed to win the plaudits of the multitude. Only classical dramas, were rendered and through this annual event a number of Shakespeare's plays have been produced on the stage of the Teachers College.

At the annual Commencement Alumni Banquet plates were provided for hundreds of joyous guests, returned alumni, members of the graduating classes, directors and officers of the college, the faculty and invited friends of the institution. The formal feasts of food and toasts were interspersed with songs by the Minnesingers, spontaneous bursts of song from here and there among the banqueters, school yells, class yells, society yells and yells extemporized. Some self-appointed yell leader would interject at intervals the shouted question, "What's the matter with Jones?" or some other of the Alumni's favorites. The crowd responded "Who?" Then followed the dialogue "Jones," "Who?" "Jones," with many repetitions and ending with the unanimous response, "There's nothing the matter with Jones." Prior to the year 1914, it sometimes took the form,

"Vas ist los mit Jones?"

"Nichts ist los mit Jones."

"Mit wem ist nichts los?"

"Mit Jones."

"Mit wem?"

"Mit Jones."

followed perhaps by the refrain,

"So say we all of us,  
So say we all of us,  
So say we all of us,  
So say we all.

The feast of reason and the flow of soul, the sense and nonsense, invariably closed, whoever else may have been the after-dinner speakers, with words of greeting, of admonition from the president of the school.

### XIX. SCHOOL PERIODICALS

THE NORMAL EYTE. In 1892, the first number of the Normal Eyte appeared. Notwithstanding the preposterous orthography of its name, it soon became an indispensable factor in the life and progress of the constituency it served. It was managed by a staff of students annually elected by the students who were duly enrolled upon its subscription list. The staff consisted at first of an Editor-in-chief, a Business manager and a Local editor. As a rule the directors of the enterprise were wisely chosen. But an election suggested politics; and it must be added that the candidates were quick to learn and apt to practice the tricks of the politician. As in the state, so in the school, the most popular is not always the fittest. Sometimes the management passed into the hands of the indolent, the unwise or the otherwise incompetent. One of the elect, devoted much editorial space to advising the President how he could improve upon the administration of the school and to edifying the faculty by pointing out to them needed reforms in the conduct of the work assigned them. His critical eye discovered and his sarcastic pen flayed antiquated and erroneous practices that persisted in the exercises of the chapel hour; he even informed the faculty members who in turn led the same how to pray and what to pray for. Another and wiser editor-in-chief wrote no editorial at all. In fact he made his place a sinecure. His most onerous work was to receive the contributions as they came, turn them over to the editor and his subs who for an honorarium made up,



edited and published his journal for him. These were exceptional cases. As a rule the conduct of the Normal Eye was such as to reflect credit upon its student management and upon the school, taking high rank among the corresponding publications of the sister schools.

Its sub-departments were many as the Official, the Y. M. C. A., the Y. W. C. A., the Training School, the Athletic, the Undergraduate, the Local and the like. The Official Department was conducted and its paragraphs were for the most part written by President Seerley; the second by some chosen Alumna of the school who was also a member of the faculty. The department that occupied the largest space and the reporting of which required the greatest expenditure of time and gray matter was that of athletics. Especially with intercollegiate contests on the field, the successive stages were elaborately told, along with the bonfires, spreads and celebrations that ensued. If "we won," exuberant paragraphs extolled the prowess of the "TEACHERS;" if we failed, satisfying explanations were ever at command; sometimes it was a matter of "beef;" sometimes, the unfairness of the umpire; sometimes our strongest players were unable to be in the game or at their best.

THE COLLEGE EYE. The change of name of "The State Normal School" to "The State Teachers College" required a rechristening of its literary organ. It became the College Eye. Under the new name the paper's policies remained, in the main, unchanged; but the addition of two years to the college curriculum, of necessity, brought a maturity of judgment and of literary output that was soon apparent. The subscription list correspondingly increased and the advertising patronage was enlarged, so that the financing of the enterprise became increasingly an easy task. Schemes have been suggested from time to time to supplant the College Eye with a faculty edited educational magazine of high rank which should be at once the official organ of the institution and a leader in the pedagogical thought of the state and nation. The appearing of such a magazine is probably only a matter of time.

OLD GOLD. This annual publication first appeared in

1905 as a supplement to the Normal Eye and published by its editorial staff. A year later a second number styled "The Pedagog" was published by the graduating class of 1906. In 1907, the name of Old Gold was chosen by the senior class and it became the permanent title of the annual publication. In times of war or peace, with the spring returns of the robins and the flowers, it has never failed to appear, a handsome volume, elegantly bound, printed on superior paper and in beautiful type. One of its regular features is an abundance of photographic reproductions, individual and collective, of the faculty and of members of the graduating classes, besides a great variety of student groups, athletes, societies, clubs, picnics, pageants, and stunts. These Old Golds are so much alike that the contents of one will serve as a type of all. The pages of one taken at random reveal the following order, Dedication to Our President, The Homer of the West; photographic views of college buildings, old and new, followed by campus and Cedar River scenes; the class of 1913, its history in brief, a group of the class followed with an individual picture of each of its members; a pictorial and descriptive presentation of each of the departments of the college, no one supposed to be omitted; the literary societies with a brief account of each and their excellencies proclaimed in sober prose and in songs and yells. It ends with an appendix of alleged jokes. Here and at intervals elsewhere are cartoons by amateur comic artists, some good, some bad, some worse. In the 1913 annual, the joke department is introduced by the editorial remark: "In this Annual there will be only two kinds of jokes, good jokes and jokes by the faculty." There were jokes on as well as by the faculty.

"No, the faculty are not so handsome as usual this year; also, remember that some of the cuts are new."

"In these days of smokeless powder, wireless telegraphy, horseless carriages and moveless machines, Professors M, C and C have agreed that the hairless man is the height of up-to-date-ness."

"Miss W. coming late into her class after being inoculated

against typhoid fever, explained, 'Pardon me, girls, I have been osculated.'"

"Prof. M. lecturing with ardor on Evolution, 'We are not descended from monkeys! Emphatically No! If my ancestors were any bigger monkeys than I am, they were going some.'"

"Prof. B. 'If I stand on my head, the blood all rushes to my head. Now when I stand on my feet, why doesn't the blood rush to my feet?'"

"'Because,' replied Clarence, 'your feet are not empty.'"

"Miss M. 'James, what have I drawn on the board?'"

"James. 'You have drawn a square, a cube and a jack knife.'"

"Miss M (Indignantly). 'That is not a jack knife, it's a potato.'"

The following is an alleged quotation from a class room lecture of the head of the department of Physics:

"Physics in the philological significance of its evolution, has been gradually metamorphosed into its present confabulatory relationship. It is entirely a question of cosmology. That brings up an important question in pathological philosophy. Classification of values conduces to dynamic realization of purposive tendencies and are psychically related to the complex cross valuations in the consummations of the ego, de facto, and the hobbem-bobbemtouchem of the solar spectrum."

The Old Gold jokes upon the faculty often took the form of good natured and supposedly funny cartoons. Over the title "Our Sports," Wright and Gist are represented as solemnly teeing off for the first goal; Cory as having broken the handle of his cleek, looking upon the catastrophe while both his face and lips expressed unprintable speech; Walters, Cummins, Begeman and Newton, scantily attired, bearing implements of destruction and going forth against the mosquitoes of the air, the beasts of the field and the mudhens of the Cedar; Knoepfler inquiring, "How many of this class can wiggle their ears; Arey and Colegrove engaged in a strenuous vocal contest; Mount in the role of chaperone; Prexy pointing his admonitory index finger at

a badly battered and demoralized young man and so on until few of the faculty escaped. The jokes on members of the student body are too many and varied to allow of even selective illustration.

Somewhere between the years 1908 and 1910, there appeared a number of the *Old Gold* requiring a paragraph to itself. In its Foreword its editors said, "We have tried to be different"—they succeeded. "We have doubtless made many mistakes"—they had. The volume, particularly in its joke department, abounded in coarse allusions, in insulting cartoons, in outlandish and witless misrepresentations of certain members of the faculty and of certain students. The Board of Trustees had subscribed for this particular annual to be sent out over the state to advertise the institution. They refused to accept the work until the entire "Jokes Department" had been, at great expense and loss to the jokers, eliminated. This number is known in the annals of the school as the "expurgated" edition.

**THE QUARTERLY NEWS LETTER.** This sheet is edited and mainly written by the President of the school and is sent out to its alumni as a means of communication and information between the school and its graduates. It voices the love of the alma mater for her sons and daughters and keeps them in personal touch with the activities of the school.

## XX. SCHOOL SONGS AND YELLS

It has been the ambition of many local poets to write the "School Song" of the I. S. T. C.; and many more or less worthy attempts at authorship in this direction have been submitted to the verdict of the faculty and students. Of these, three have been recognized and published as accepted "Songs" of the school. In the order of time the first of these was written by Miss Mary Simmons, a member of the faculty in the English Department, registrar of Grinnell College until 1925; the second by Mr. John E. Hays, produced when a student in the Teachers College, brother of Professor Hays of Teachers College, the third, now in

vogue as the "Loyalty Song," by Dorothy MacFarland. They are given below in the order named.

### THE TEACHERS SCHOOL

(Air, "Watch on the Rhine")

"All hail to thee, O state elect,  
All hail the school thou dost protect;  
Within her walls are Iowa's sons,  
Her daughters true, her cherished ones.

Chorus—

O Teachers School, rest thou secure,  
O Teachers School, rest thou secure.  
Thine honor great shall long, ay, long endure;  
Thine honor great shall long, ay, long endure.

With glowing hearts her students stand,  
To guard her name, a loyal band,  
They seek to gain life's true success,  
They seek their country loved to bless.

O Teachers School with error cope,  
Be thou our statehood's glorious hope.  
In thee may truth be clearly taught,  
And wisdom's path be ever sought."

### COLLEGE CHEER

"Come join our happy voices in a glad new song,  
And joyfully we'll lift it as we march along,  
Our colors proudly waving we'll form a grand array,  
And with glad and thankful hearts again our homage pay.

Chorus—

Then join our songs of College days,  
And sing of friends so true;  
We stand together for the right  
To win in all we do;  
We're bravely pressing forward,  
The goal ahead we see,  
In the Teachers College Iowa,  
There's victory.

Dear Teachers College 'tis of thee that we would sing,  
With strong and mighty chorus till the echoes ring,  
Proclaiming with rejoicing the wisdom of the ways,  
The faithfulness and blessings of our glad school days.

Our students are all loyal and will firmly stand  
 With respect and determination for our college grand,  
 Again we lift our voices and give a rousing cheer,  
 For our Teachers College Iowa to us so dear."

## LOYALTY SONG

"Oh! let the spirit of State Teachers College  
 Lift our praises as of old;  
 Sing of love, of loyalty and honor,  
 Cheer for the purple and gold.  
 Rah! Rah! Rah!  
 Watch us as we climb to fame and glory,  
 We are here for victory,  
 Oh, give a yell,  
 Ho! as ever on we go—o.  
 Cheer for dear I. S. T. C."

A few of the more approved of the Normal and College  
 yells are as samples given below:

"Boom, boom, de-ay,  
 Boom, boom, de-ay,  
 State Teachers College,  
 I-O-Wa."

"Hippa-ka-roo, Hippa-ka-rate,  
 Normal School of the Wild Rose State;  
 Sumus populus! Well I guess!  
 I. S. N. S., Yes; Yes; Yes."

"Whoo-wah-wah!  
 Whoo-wah-wah,  
 I. S. T. C.  
 Whoo-wah-wah."

"Booma-lacka, Booma-lacka; Bow, Wow, Wow;  
 Chinga-lacka; Chinga-lacka, Chow, Chow, Chow.  
 Booma-lacka, Chinga-lacka, Who are we?  
 Normalites, Normalites, don't you see?"

"Boola, boola, boola, boola,  
 Boola, boola, boola, bola,  
 When we're through with those poor fellows  
 They will hollow boola boo."

"We're not dead, yet, we're not dead yet, we're not dead yet,  
 By a long shot."

"Yip-i-addy! I. S. T. C.,  
Yip! I. S. T. C.  
We don't care what the reward will be,  
Or whether we render our services free,  
Yip-i-addy! I. S. T. C.

Yip! I S. T. C.  
You're still on the Hill,  
And stand by you we will,  
Yip! I S. T. C.

## XXI. DEPARTMENTS

In 1886, the seven recognized departments of the institution were designated as follows—Didactics and Psychology; Language and Literature; Mathematics; Penmanship, Drawing and Accounts; Natural and Physical Science and Gymnastics; Geography and History; Vocal and Instrumental Music. These departments as such had no organization worthy of the name. The instructors in each were subject to no supervision other than that of the head of the school. All departmental policies were determined by a majority vote of the divisional group. In the business meetings of the faculty, each instructor had an equal voice with every other; and the vote of the humblest teacher who had catalog recognition counted for as much as that of the president. At a later period, the faculty members were ranked as President, Professors, Assistant Professors and Instructors, and to only the first three classes were accorded the right to vote on matters of school legislation.

As the institution entered into the third decade of the Seerley administration, certain members of the faculty led by Dr. Geiser of the Civics and History Department, with Dr. Begeman and Dr. Eastman close seconds, began to grow restive under conditions that time and custom had infixed in the policy of the school. Among the reforms proposed were the enlargement and extension of the curriculum so as to extend the term of residence as a requisite to graduation to one year; the change of the name of State Normal School to that of State Teachers College and the reorganization of each of the departments under a Head who

should have the authority and exercise the prerogatives accorded to such position in other colleges. All but the last of these proposed changes will be reserved for future discussion.

The Geiser-Begeman-Eastman-et-al. combination found many valid arguments for the creation of heads for the departmental groups of the faculty; it was in line with the policies of other colleges; it would unify the work of the department; it would provide for closer supervision of the class room work of subordinate teachers; it would relieve the President of much administrative responsibility.

The scheme was mildly opposed by the President who believed the institution could continue to worry along for a century or two under the system then in vogue. The appeal of the promoters of the plan was to the Board of Trustees who were easily convinced of the propriety of the change.

Heads won.

The Board assumed and firmly performed the difficult and delicate task of selecting the guiding genius of each of the departments. It was not done without much bitterness aroused in the hearts of sensitive and ambitious men and women who found themselves in subordinate positions.

PROFESSIONAL DEPARTMENT. For thirty-three years the chief executive of the school was recognized and catalogued as Head of the Professional Department. In the first circular of the institution, issued in 1876, the roster of the faculty began, "J. C. Gilchrist, Principal, Professor of Mental Philosophy, Moral Philosophy and Didactics. Principal Gilchrist flourished in that ancient day when Mental Philosophy had not been renamed Psychology; Moral Philosophy, Ethics; Didactics, Pedagogy; before Natural Philosophy was Physics; Analytical Geometry, Analytics; and Object Lessons, Nature Study. The modern terms came to stay, notwithstanding the humorous aphorism of Dr. Henry Sabin, "When an institute man talks of something that the teachers do not understand and that he does not understand himself, he calls it Pedagogy."

When in 1909, the school had become, wisely or unwisely, duly departmentalized, the membership of the faculty had



grown in numbers to approximately one hundred and the administrative duties of the President had correspondingly increased. That he might have time and strength for other pressing duties he was relieved of the headship of the department of education and Professor Chauncey P. Colegrove was chosen as its head.

CHAUNCEY P. COLEGROVE. Dr. Colegrove graduated from Chicago University in 1895, and in 1896, was elected to the chair of psychology and didactics in the I. S. N. S. In 1913, he was made head of the department of education in the I. S. T. C. The period of his services in these capacities was twenty years. His thorough mastery of the field he occupied and his vivacity of manner crowded his class room with eager students, though they often groaned beneath the burden of the lessons assigned, the double tale of textbook pages with the increment of reference galore that sent them with careworn brows to the tome-laden shelves of the college library. As a popular lecturer, he became widely known in his own state and beyond. He was once publicly pronounced by State Superintendent Barrett as "Iowa's greatest educational orator." His most famous platform address was his "Three G's—Grace, Grit and Gumption." Before the 1895 meeting of the Iowa State Teachers Association, he made a notable plea for the teaching of patriotism in the public schools. In giving a chapel talk, a teachers' institute address or a platform lecture, he seemed always at his best.

His contributions to educational literature have been great. His best known work, *The Teacher and the School*, has had a large sale and is a recognized pedagogic classic. At the behest of the State Superintendent of Public Instruction, he wrote a pamphlet of many pages, entitled, "A Course of Study and Manual of Methods for Iowa Public Schools." A copy of this treatise was placed by the state superintendent at the expense of the state in every public school room in Iowa.

The teens of the Twentieth Century were evil years for the denominational schools of higher learning. The curse of the World War fell heavily upon them. Modern demands

required lavish expenditure to meet the popular call for the equipment of departments of vocational instruction of teaching in agriculture, of athletics and the like. To these ends, generous legislative appropriations were made for the state schools, while only the best endowed of the privately supported colleges were able to compete in the way of appointments and instruction. The logical patrons of the church schools, therefore, sought the superior facilities of the state maintained institutions. To escape catastrophe, unusual, not to say unnatural, mergers were formed among the sects. Academies became extinct and old time, well established colleges that deserved a better fate united their faculties and equipment with other institutions under a differ-denominational control. The exigencies of the World War, calling the young men to the trenches and their sisters to the farm and the store, also drew heavily upon the patronage of the schools.

Of the institutions that suffered from these causes, Dr. Colegrove's alma mater, the Upper Iowa University, was no exception. It had watched with pride the career of its brilliant alumnus; and in 1915, its board of management facing a depleted treasury, turned to him as the man of the hour and begged him to accept the presidency of the U. I. U. The need was urgent, the call was to labors abundant and uncongenial, there were lions in the way. To accept required no small sacrifice of emolument if not of prestige. But it was a call of duty, inescapable, imperative. He resigned his position at Cedar Falls where he had served so long and well and removed to the city of Fayette, to enter upon his new duties as the head of one of Iowa's oldest and most honored universities. After two years of service, he resigned the presidency to enter upon the more attractive vocation afforded by the lecture field.

G. W. WALTERS. In the seventies of the nineteenth century, the most notable secondary school in Iowa was Howe's Academy located at Mount Pleasant in Henry County. It owed its prestige to the personality and genius of its proprietor and principal, Samuel Howe, better known throughout the state as "Old Sam Howe." He was as fastidious in

his dress as Henry Clay Dean, and as correct in his habits as Daniel Webster himself. But whatever his idiosyncracies, he possessed to a remarkable degree the power to inspire his pupils with his own hatred of sham and reverence for truth, with aspiration to his accuracy of knowledge and thoroughness of research and with a determination like that of their master to devote themselves to the advancement of their fellowmen through consecrated effort in the fields of education. Professor G. W. Walters acquired his ideals of manhood and character in his rural Iowa Christian home, his professional career was inspired and shaped by the worth and wisdom of his great teacher, Samuel Howe, to whom he was ever ready to pay glad and grateful tribute.

Not only as a teacher of teachers, but as a lay preacher and as a lecturer on educational themes, he has been an inspirer of thousands who have felt the uplift of his words and spiritual touch. He has three times been a candidate for the high office of Iowa's superintendent of public instruction, but only to fail of election through the misfortune of being a staunch Jeffersonian democrat in a strongly republican state. During many years of his services in the professional department, he made an avocation of the art of taxidermy in which he was a skilled enthusiast. A very large number of the mounted specimens in the college museum are the products of his handiwork.

## XXII. TRAINING SCHOOL

The first practical essay toward the establishment of a Training or Model school is indicated in the extract below from the catalog of 1884.

"In the new building, there is a large, beautiful room which will be opened for the coming year as a model school. The exact features of the department have not been fully determined, but the school will accommodate about seventy-five pupils of intermediate and grammar grade requirements. They will be presided over by a principal of known experience and skill and the most approved methods of teaching and school management will be here exemplified. It will be a school of observation rather than of practice,

yet the students will do a considerable part of the class work. The best advantages will be afforded to boys and girls for elementary education. A moderate tuition will be charged for membership in the model school."

The first incumbent installed in the "beautiful room" was Miss Cora E. Lewis of Chicago. She came, she saw, she was exceedingly disappointed. Fully equipped by nature and preparation for the direction of a normal model school located in a city with its halls readily accessible to the children of a large community, anticipating like conditions in the new work at Cedar Falls in the front rank of such institutions, she brought to Iowa an exuberance of enthusiasm that was worthy of a better field. She found her work confined to a single room, beautiful enough but small and unequipped. Her patrons were a group of boys and girls, twenty-five or thereabouts in number, gathered from nearby farmhouses or from the homes of occasional parents in the city who were able and willing to provide the cost of tuition and transportation that their kiddies might enjoy the advantages of the skilled training offered by the state. Her time and talent were of necessity given to little other than the direction of a rural district school in which proper graduation was impossible and the exemplification of method a farce. At the end of the year she shook the dust of Normal Hill from her feet, retired in disgust from her hopeless task and her mantle fell upon the shoulders of Miss Lillian Bartlett. Her experience was a repetition of that of her predecessor. She resigned at the end of the year, pronouncing the work she was vainly attempting to do a farce. At her recommendation and with the full concurrence of the Principal and of the Board of Trustees, the model school was discontinued and the catalog for 1886 contained no reference to it as a department of the institution.

For a period of five years, the Model School was gone but not forgotten. Meanwhile a community environing the campus, known first as Oklahoma but later as Normal Hill was boomed into existence. The students swarming to the school in rapidly increasing numbers required many rooming and boarding houses for their accommodation. Faculty

members, new and old were establishing homes on the Hill. Boys and girls began to swarm on the streets thereof until the solution of the problem of their education made possible the resurrection of the model school. The reconstruction of the teacher training department was placed in the efficient hands of Miss Cynthia King who served for a period of three years, 1892-95. She was followed by Miss Ida Schell for a one-year period.

In 1894, the Training School was divided into two departments, designated as advanced and primary. To the supervision of the primary section, the Board called Miss Etta Supplee, a woman who had won a more than state wide recognition as a first class and a first grade instructor in the public schools of Des Moines. Two years later, Wilbur H. Bender was called to the headship of the advanced department of the Training School. A graduate from the Iowa State Normal School in the class of 1890, he later completed a course of study in the State University of Iowa. As Superintendent of the city schools of Carroll, Iowa, he soon won recognition as an educator of prominence and promise. By experience and study, he brought to Cedar Falls a masterful knowledge of the details of the work and responsibility he there assumed. His common sense, his fatigue defying constitution, his readiness and capacity for hard work, the assurance that his selection brought of an efficient and progressive administration were fully verified. He found the building set apart for his work already overcrowded, its appointments and appliances insufficient. The present and prospective growth of the community about the campus rendered imperative the erection of a new commodious thoroughly equipped structure for the exclusive use of the model school. The need was so apparent, that the appropriation was readily made by the General Assembly.

During the Bender administration, the two departments of the Training School were blended into one under Superintendent Bender as its head. The school itself was divorced from the Professional Department and was made a distinct entity of the institution.

GEORGE S. DICK. It was during the later years of the Gilchrist regime that George S. made his first appearance in the class rooms and student circles of the Normal School. Few guessed what daydreams were the fuel of his ambition. Though a diligent student he found time to mingle with his fellows and actively to participate in their literary, social and religious activities. When in 1888, the Young Men's Christian Association became a recognized function of the school, he was one of the first to enroll as a member and at its initial meeting he was chosen first president of that body.

After graduation from the Iowa State Normal School, he won distinction as superintendent of the city schools of Charles City and of Red Oak. In 1906, he was called from his Red Oak position to a professorship in the State Normal School. In 1913, he succeeded Professor Bender as superintendent of the college training school. One year later, he was elected to the presidency of the State Normal School located at Kearney, Nebraska.

During the World War, he served his country in army educational work. Peace restored, he gladly left the camp for the more congenial and wanted employment of the school room. At the call of the Iowa Superintendent of Public Instruction, he entered at once upon the duties of State Director of Rural and Consolidated Schools. After a brief incumbency, he was called to a like position in the state of Wisconsin.

MISS ELIZABETH HUGHES. Miss Hughes had the good fortune to die in harness. After eighteen years of nearly continuous service in the Training School and after less than a week's absence from her post of duty, she responded to the call of death, on the second day of April, 1916. The funeral services were held on the afternoon of the succeeding day from the college auditorium. The great throng of students and friends who gathered on that occasion to weep with them that wept was eloquent of the high esteem in which she was held by all who knew her. The principal address was given by Professor Wilbur H. Bender, then of St. Paul, Minnesota. His tribute to her work and worth voiced the sentiment of the gathered multitude. The full

text of this address is reposed in the archives of the institution and may also be found in the files of the College Eye, for April 12, 1916. The paragraph quoted from it below, is her superintendent's estimate of her character and service to the institution:

"In devotion to the larger interests of the college, she was never remiss. However, it was in devotion to the Training School and to its special development which she served with such eminent effectiveness, to which she gave her last full measure of instruction and loyal service. No task was too irksome, no call too menial, no demand too exacting, to arouse in her a royal response and an unstinted sacrifice of time and strength in the discharge of the duties she so plainly recognized as hers. Educated in Iowa, the college interests, teachers, children and immediate associates, were to her opportunities for the noble service for which she was so splendidly prepared. It was not self but service for which she lived."

THE ENGLISH DEPARTMENT. Space forbids even a brief treatment of growth and prosperity of each and all of the many Departments recognized and maintained by the college at the close of the first half century of its existence. That they are all ably manned, thoroughly equipped and successfully conducted, goes without saying. Their titles and their heads are enrolled in another paragraph of the chapter. Two are selected as types of what is accomplished in the various fields of educational activity provided by the bounty of the state for the preparation of her teachers for their noble work.

When in 1904, Professor Bartlett retired from the institution, Miss Mary E. Simmons was designated by the Trustees as Senior Instructor in English and Professor William W. Gist of the Coe College faculty was elected to a chair in the department of English. Assisted by a corps of exceptional instructors, activities in the direction of training in the use of the mother tongue became many and efficient. The beneficent and cordially welcomed supervision of the work of the literary societies resulted in marked improvement in their members in linguistic power, in forensic ability as well

as a usable knowledge of parliamentary law. Declamatory, oratorical and forensic contests within the institution and intercollegiate meetings with the schools of Iowa and other states, were assiduously encouraged. For example, the Ames-Normal debate was a regular annual feature maintained for many years and the State College picked debaters found in the pedagogs foemen worthy of their steel.

In 1896, an oratorical league of state normal schools was formed. The five states united in this league were Kansas, Missouri, Iowa, Illinois and Wisconsin. It became and remains, with the exception that Kansas has withdrawn its membership, an established function of all the en-leagued schools, its annual recurrence eagerly anticipated, its results a closer affiliation, a better knowledge and a finer cooperation among the patrons, the faculties and the students of the institutions represented. In these meetings, the Iowa State Teachers College has taken highest rank. In a near majority of all the contests Iowa has won first place and during the seven years from 1910 to 1917, her orator invariably stood first in the judge's ranking. This notable record was largely won through the faithful and skillful training of such masters in the art of elocution as Professors Eaman, Thompkins, Barnes and Miss Bertha I. Martin.

**THE MUSICAL DEPARTMENT.** Such has been the prestige and success of the Musical Department that more than a mere mention of its accomplishments is required. The outstanding factor in its success has been the assiduity, tact and genius of its head, Professor Charles A. Fullerton. Graduating from the State Normal School in the class of 1890, he fought against manifest destiny, by refusing to be a specialist in music and engaging in educational work as a high school principal. Soon the need appeared so great for properly directed musical training in the public schools that he responded to the call, laid aside his cherished plans and accepted the headship of the Department of Music in his alma mater. The prestige of his work in this field reached unto the boundaries of the state and brought many young men and women to Cedar Falls, who if general educa-



tion had been their motive would have been patrons of other schools.

Under his direction, during the long period of his service many musical organizations have been formed as direct or related functions of the school. One of the earliest of these was known as the Fullerton Quartette. Its members were four tuneful brothers, Charles A., Peter G., Neil and Robert Fullerton, who simultaneously appeared as students of the Normal School in the eighties. They hailed from a pious, thoroughbred Scotch, musically atmosphered, Cerro Gordo County home. Trained by the folk songs learned by rote from their mother, they repeated in the school the melodies of the home. Naturally the old Scotch songs, like Bonnie Doon, My Love Lies Sleeping and Comin' Through the Rye, were their favorites. On occasions grave and gay, in society halls, at school, in the social group, in church and school, at picnics, banquets, functions, they sang their way into the hearts of all who heard them.

In 1889, the first men's musical society was organized. It was originally christened the I. S. N. S. Glee Club; but the name Minnesingers was soon after adopted in its stead. Membership in this society was conditioned in being possessed of native musical ability reinforced by much practice and thorough training, therefore, to be a Minnesinger was the highest ambition of the young man who aspired to recognition in the Normal world of song. Particularly in the semi-annual banquets of the Alumni Association, have these minstrels been in evidence. Whoever else might prepare the prandial or post-prandial program of the occasions, their musical features were the sole prerogative of the Minnesingers. Along with the feast of salad, chicken-pie and reason came their wonted flow of always spontaneous, sometimes extemporized, ever welcome melodies. Their annual campfire entertainments gave a pleasing variety to the monotony of student life. Dressed in the uniforms of soldiers of the Civil War, they sang, now in solos, now in chorus, "The Battle Cry of Freedom", "John Brown's Body", "Say Darkies Have You Seen Ole Massa", "Farewell Mother, You May Never", and the other melodies so familiar in the

days of the sixties. They have given many entertainments throughout the state and beyond its borders. Twice they had a place on the program of The Iowa State Teachers Association and have attended that meeting in body. At one of these occasions, they won first place in a musical contest under the auspices of a Welsh Society and were awarded a magnificent prize.

Two other men's musical societies have been maintained for decades in the institution. They are known as the Troubadours and the Young Men's Glee Club.

The musical work of the ladies of the school has always been fully on a par with that of the men. In the year 1888, Miss Julia Curtis was placed in charge of the Music work. One of her first acts was to organize a ladies' glee club. It was originally composed of sixteen members. They chose for their name, "The Cecilians." The high standard of proficiency in music set by the Minnesingers was fully maintained by the Cecilians. They were handsomer for one thing and in the matter of pleasing and captivating manner they held their own with their masculine rivals. In 1902, Professor Robert Fullerton who had perfected himself by foreign study in the field of classical music, was placed in charge of the work of the Cecilians. Two other ladies' societies, the Euterpeans and Bel Cantos have also filled a large place in the musical activities of the school.

Early in the administration of Professor Fullerton was the organization of the Choral Society. Its membership embraced superior students called from the societies named above and from such members of the faculty as could sing. It began in a small way, but it soon grew in numbers and reputation until its fame was more than statewide. It instituted an annual concert given at or near Commencement time, which generally took the form of an oratorio or a cantata. In 1903, the May Festival, under the direction of this society made its first appearance. The success of its initial production established it at once not only as a permanent annual feature of the work of the school, but as being the most elaborate as well as the most widely known public entertainment provided by the school. The choruses of

some standard oratorio were sung by the Choral Society and the entertainment was given in conjunction with some one of the great symphony orchestras of the country. In the list of great musical productions that have been rendered on these occasions, may be cited Mendelssohn's, *Elijah*; Mendelssohn's, *Saint Paul*; Mendelssohn's, *Stabat Mater*; Haydn's, *Creation*; Saint Saens', *Samson and Delila*, and Gade's, *The Crusaders*. Musical organizations whom these entertainments have brought to Cedar Falls have invariably given unstinted praise to the work of collaborators, the Choral Society of the I. S. T. C.

### XXIII. THE SUMMER SCHOOL

In the spring of 1896, group of students besought Professor Loughridge to maintain classes for them in Latin during the early weeks of the approaching summer vacation. A petition to the Board of Trustees for the use of his recitation room for such purpose was readily granted and tuition classes in this subject were organized and conducted by Professor Loughridge for a period of four weeks. Students to the number of twenty-five were enrolled. Each class met twice daily and each student was allowed but two studies. Thus by doing intensive work, the catalogue course of a single term was covered in a single month and the records made were duly placed on the books of the institution.

Such was the success of this initial undertaking, that a year later a large demand for like courses of summer work in Latin appeared. When the request for the use of a room came to Dr. Sabin, President of the Board of Trustees, he replied, granting the requested, and added in his characteristic way that he thought the entire school should be kept in full blast during the summer weeks. Acting upon this suggestion, President Seerley called the faculty together and urged that each department offer brief summer courses for such as might desire to take them. He announced that there was no fund to draw upon for salaries but that the cost of advertising and other expenses would be met by the school. The response was prompt. Teachers were found

in practically every department who were willing to undertake the work and rely upon the proceeds of tuition fees for their remuneration. As President Seerley's plans for the summer forbade his taking charge of the work, Professor Wright was chosen Head of the summer school faculty and a five weeks' course was offered in a variety of subjects.

This second summer session opened with an enrollment of about two hundred students. The summer school, now so common, was then a novelty, and the opportunities it afforded were rare. It, therefore, attracted a superior order of patrons. In the number were city superintendents, county superintendents, high school principals and primary teachers prominent in the educational circles of the state. As a policy, students who sought for records were limited to two studies and lessons of double length were assigned. Thus half the amount of credit of a full term's work was made in a way satisfactory to both instructors and patrons.

By the close of another school year, the Summer Session had become a regular part of the institution's calendar. Sufficient appropriation had been made to justify the employment of all regular instructors who might be willing to spend half their summer vacation in the service of the school. The tuition feature disappeared and all salaries were paid from funds appropriated by the state. In the catalog for 1899, the Summer Term was prominently announced and in March of the same school year, a circular was issued setting forth the nature of the work and the courses offered. Two kinds of students were recognized and received, "Credit Students" and "Visitors." The former were rigidly held to two studies with five recitations weekly in each. By doing double work, students were allowed to earn a full term's credit in half a term's time. The second class, technically known as visitors were allowed to select their own studies, to choose as many as they would and to change their classifications at any time of their own free will. They paid their money and they took their choice. The teachers enrolled their names, marked with a V on their class books but they were allowed no records on the official books of the school. The Visitor type of male student soon

proved himself an unmitigated nuisance; and his sister visitor proved herself whatever the feminine of nuisance is. A very few years of trial and the technical visitor disappeared and only record students, subject to the conditions named above were received.

With the passage of the years, the Summer School grew in numbers and efficiency. It appealed to the progressive Hawkeye teacher. City Superintendents, County Superintendents, High School Principals, Grade Teachers, Primary Teachers, sacrificing the pleasures of their long vacation flocked to Cedar Falls to prepare themselves for better school room service and to earn grades towards a future graduation day which otherwise they could not reach. No sooner was the success of the Normal School experiment established than imitators began to spring up everywhere. In many counties, the county institute was lengthened into a six weeks' term and practically every college and academy, public or private, began to offer vacation courses modeled upon those pursued in the Iowa State Normal School.

## PART IV

### THE IOWA STATE TEACHERS COLLEGE

#### I. THE CHANGE OF NAME

**A**BOUT the middle of the first decade of the Twentieth Century, certain terms began to loom large in the lingo of the college men. They were big words, the noun, "standardization" and the participle, "accredited." Educators standardized everything from the kindergarten to the university. Even the kindergarten kid was caught, measured, weighed and graded as to his scalp, eyes, ears, nose, teeth, adenoids, tonsils, esophagus and so on down to his gastrocnemius externus and his pedal phalanges. The colleges in "Mid-central" and other associations standardized themselves. Arbitrary conditions were fixed and two classes of institutions were recognized. Those that could measure up to the standard set were classed in the first rank, those that could not were degraded, without regard to age or prestige to the second. The standard fixed was based largely upon things that could be bought with money so the conditions could be easily met by the rich institutions, public or private, that had large endowments. It bore heavily upon the struggling denominational schools with small endowment that depended chiefly on tuition fees for their support. Many a college that could point with pride to its past achievements, to notable presidents and professors who had devoted scholarship, genius, culture, talent, life itself, to the advancement of the school, of the church they loved, and whose chief remuneration had been the gratitude and veneration of the students they had loved and served to an alumni that a Yale or Harvard might have been proud to own, found itself ranked as second class.

The colleges were investigated by thoroughly standardized and fully accredited investigators. The college must

require for admission to its freshman class not less than fourteen secondary units. The minimum scholastic requirement of a faculty member was the privilege of writing after his name the letters A. M., or their equivalent. The course of study must require at least one hundred twenty hours for graduation. The minimum endowment of a private institution must be \$200,000 and the minimum support of a tax-maintained institution must be \$30,000. The departments of the college must be at least eight in number and each must require the full time of at least one professor. The lecture hours of a professor must not exceed fifteen hours per week. The length of a recitation period must be one hour. The number of students who could recite at once at a lecture or in a laboratory period was limited to thirty. The minimum average annual enrollment of the college mustn't fall below one hundred students. The chapel hall, recitation rooms, toilet rooms, and so forth, must be respectable and respectably kept.

Among recommendations that were not absolute prohibitions was the reprehensible practice in vogue in many schools of allowing on the college campus a building set apart for the instruction of preparatory students and even classes in secondary branches were sometimes allowed to recite in rooms in a college building. Only think of it, sometimes at the chapel hour, a mere academy teacher might touch elbows with a regular LL. D. or D. D. college professor and, geewhilikins, it might even sometimes occur on the campus that the shadow of an academy pupil might fall upon an unsuspecting, becappped, begowned and B graded senior.

These midcentral and other colleges, having properly classified, standardized and accredited themselves, proceeded next to classify, standardize and accredit the city high schools of the country. The classification and standardization of these schools was based on the theory that the destination of the high school graduate was the college. The ninety per cent of graduates who from necessity or choice completed their scholastic careers with the high school commencement stage had no rights that the colleges

were bound to respect. This condition wrought great and peculiar hardship to a most worthy class of teachers. The case of Miss Amanda Smalling of Pleasant Valley, Iowa, will serve to illustrate. In those days, according to the United States Census, Pleasant Valley had a population of eight thousand nine hundred forty-three inhabitants. At the time when the Pleasant Valley High School was placed on the accredited list, Miss Smalling had served the patrons and pupils of that institution as a special instructor in Civics, for a period of fourteen years. In the course of this long experience, she had become an expert, an authority, in the field of her specialty, and because of her lovable nature, her supreme devotion to the cause of education, she had become an inspiration to scores of graduates and undergraduates who had come within the circle of her influence. By her loving pupils she was rechristened Teacher Mandy. The school board met on the 26th of May, nineteen hundred and blank. They would have gladly reelected the teacher of civics to the place that she so long had honored. But alas, there was no place in the high school for Teacher Mandy. The high school was accredited and the unfortunate Miss Smalling possessed no parchment that conferred on her the A. B. degree nor its equivalent. Miss Smalling was dropped and Miss Keturah Wenywurtz with an A. B. degree and a smattering of civics was chosen in her place.

In the outworkings of this regime, the normal school became a nondescript, rankless, recognitionless institution, somewhat higher than the academy, but vastly lower than the accredited college. It did not confer the A. B. degree, its graduates could not aspire to positions in the accredited high school. To the faculty at Cedar Falls, the situation was intolerable. The only remedy was such an enlargement of the course of study and such other conditions as would allow a change of name. The reasons were obvious. No jobs awaited Normal graduates in the city high schools. The Carnegie Foundation made no provision for Normal School professors. The term Normal had become a dubious epithet, it had been appropriated by schools of small repu-





The Last Board of Trustees

tation, or of no reputation, that offered short cuts to a college degree. Iowa State Teachers College looked better in print, was more pleasing to the ear, than Iowa State Normal School. A professorial chair in a college conveyed more dignity, more comfort than a seat or a settee in the classroom of a teacher's seminary.

For these good and sufficient reasons, by a nearly unanimous vote of the faculty, a year was added to the course of study with the degree of Bachelor of Arts in Education at its completion, the consent of the Board of Trustees was secured and a legislative bill was prepared providing for the change of name. Senator De Wolfe of the Black Hawk-Grundy District introduced the bill and ardently espoused its passage. It met with strenuous opposition from the denominational colleges, and it was mildly opposed by the State University; but such was the popularity of Senator De Wolfe and so kindly was the feeling of the legislature, the act was passed with few dissenting votes. The bill was approved by the governor, April 6, 1909; and the word Normal was stricken from the statutes of the state.

## II. THE WHIPPLE BILL

Soon after the passage of the De Wolfe measure (March 31, 1909) a statute of vastly more far-reaching and vital importance became a law. It was known as the Whipple Bill. Its more important features were as follows:

"The state university, the college of agriculture and mechanic arts, including the agricultural experiment station, and the normal school at Cedar Falls, shall be governed by a State Board of Education consisting of nine members and not more than five of the members shall be of the same political party. Not more than three of the alumni of the above institutions and but one alumnus from each institution, may be members of the board at one time."

Appointments to membership in the board shall be for a period of six years. "The said Board of Education shall appoint a Finance Committee of three from outside its membership and shall designate one of such committee as

president and one as secretary. The secretary of this committee shall also act as secretary of the Board of Education and shall keep a record of the proceedings of the board and of the committee. Nor more than two members of this committee shall be of the same political party and its members shall hold office for the term of three years. Members of the Finance Committee shall devote their entire time to the work of said institutions and each shall receive a salary of \$3,500 a year."

### III. STATE BOARD OF EDUCATION

Prior to the adjournment of the Thirty-third General Assembly, in accordance with the provisions of the Whipple measure, Governor B. F. Carroll appointed, and the state senate confirmed, as members of the first State Board of Education:

For the term of six years: James H. Trewin, Cedar Rapids; Roger Leavitt, Cedar Falls; Edward P. Schoentgen, Council Bluffs.

For the term of four years: Parker K. Holbrook, Onawa; Charles R. Brenton, Dallas Center; Daniel D. Murphy, Elkader.

For the term of two years: Abraham B. Funk, Spirit Lake; George T. Baker, Davenport; Thomas D. Foster, Ottumwa.

At the initial meeting of the board, Hon. James H. Trewin was elected as its president and D. A. Emery of Ottumwa as its secretary. Also, the Finance Committee was chosen, consisting of W. R. Boyd, Cedar Rapids, president; Thomas Lambert, Sabula; and D. A. Emery, Ottumwa, secretary. D. A. Emery was succeeded by W. H. Gemmill of Dallas Center in 1914. In 1923 Thomas Lambert died and was followed by J. W. Bowdish of Des Moines.

No more able and single minded body of men could be desired than the State Board of Education. They have given unstintingly of time at much sacrifice to personal affairs to direct the huge business activities, the intricate and technical professional matters involved in the three great

educational institutions of higher learning in this state. The consistent and liberal support voted by the General Assembly from session to session, the phenomenal development of each separate institution, the increasing confidence of the citizens of the state in the distinct mission of each institution attested by the rapidly increasing enrollment; all justify the change to the single board of management.

#### IV. SOCIETIES

The transition from a normal school to a college, so far as the internal activities of the institution were concerned, was effected without perceptible jar or creaking of cordage. The personnel of the faculty was practically unchanged. The religious activities of the school continued as before. The college atmosphere was so like the oldtime school atmosphere that no aerometer could mark a fluctuation. It is true that Professor Robert Bobbs of the chair of comparative phlebotomy, stepped somewhat higher, sat more erect, and wore a hat two sizes larger, because of his promotion from the rank of a normal school instructor to that of college professor. Slight variations followed in the nomenclature of the school. The first year students became a freshman; the second year, a sophomore; the third year, a junior and the fourth year, a senior—a senior with the glorious privilege of wearing a cap and gown at chapel, of occupying a front seat, the observed of all observers, in the auditorium and inestimable privilege of receiving his diploma on Commencement Day and immediately thereafter removing the tassel from the right side of his cap to the left.

It must be added that with the taking of the more exalted name, in the course of time, there were some, wise or otherwise, changes of manners and forms, on the part of faculty members, students, janitors, stokers and the rest. Spike-tail coats, cut-a-way vests and more elaborate gowns began to be in evidence in all social functions. The cosmetic trade at the stores was materially increased. The yells of the students grew more frequent, more loud and if possible

more meaningless. Secret societies, fraternities, sororities, Xanhos, Hoboes, Yahoos, Sioux, V. O. V.'s and the like, sprang up like mushrooms and by scores. Other associations more sedate and purposeful, established by faculty and students appeared from time to time.

A half a century ago, the Parlor Reading Circle was a fad in Iowa towns and cities. Its meetings were held at intervals in the homes of the well-to-do. Its programs were devoted to the dilettantish study of literature, art, science, history and what not. Following the usual course of fads, most of them died within a decade. To this rule, the Cedar Falls Parlor Reading Circle is a remarkable exception. Through evil report and good report, for better or for worse, through war and peace, it has continuously survived and still flourishes in the second decade of the new century. Organized in 1875, it was one year old at the coming of the I. S. N. S. to Cedar Falls. In 1876, its doors of welcome were thrown wide open to the members of the faculty of the new institution who gladly availed themselves of its opportunities for introduction to the most cultured social circles of the town.

At the instigation of Professor Loughridge in 1888, a like society made up of faculty members and their better halves was organized on Normal Hill. This society flourished until the year 1914, when it passed into innocuous desuetude.

**THE FACULTY CLUB.** This society had its inception in the minds of those instructors in the college who were officially interested in the community center and school extension work of the college; its original purpose was the study of the needs and the possibility of the rural schools. Its first president was Dr. Meyerholz, and its first secretary, Miss Hearst. The first paper read before the society was at its initial meeting was by President Seerley on "The Present Conditions of the Rural Schools." The scope of the Club was soon enlarged to embrace other lines of educational thought and progress. At an early meeting, the following statement of its aims and purposes was adopted:

1. To offer to faculty members an open forum for the frank discussion of all questions relating to the work and welfare of the school.

2. To aid in correlating the different departments of the school with one another and the school as a whole with the leading educational movements of the day.

3. To conduct surveys both external and internal for the purpose of compiling information and setting up standards.

Its programs were of the ordinary type, a paper on some educational theme followed by a free for all discussion. The club met at monthly intervals and soon became an indispensable part of the activities of the faculty. The papers read were well prepared, and generally replete with interest and instruction, though sometimes by way of exception they were monotonously droned, and as dry as toasted saw dust. The discussions that ensued were spirited and general, but not always germane. The faddist exploited his fad; the specialist demonstrated the necessity of his specialty to the perpetuity of his government and the good of mankind; the chronic kicker was allowed the fullest freedom to exercise the muscles of his or her lower extremities; the wit brought down the house with his well-aimed, exuberant and electrifying strokes; the alarmist solemnly warned his associates of gathering and wrathful clouds if certain policies were obtained; the wise man uttered his words of wisdom; the wise woman held not her peace, and each and every member of the faculty received social and professional profit, college spirit was promoted and the interests of the school were advanced by the hours spent together in the informal but fruitful deliberations of the club. The titles below, taken almost at random from the minutes of the club, will show something of the variety and scope of the subjects discussed:

Study Center Work.

Rural Recreation.

Teachers' Pension and Retirement Funds.

Standardization of Pupils in the Grades.

Dancing.

Tests and Scales in Teacher Training.

Tests in Spelling, Arithmetic, Reading and Geometry.

The Study of Pleistocene Deposits in Iowa.

The Great War.

The Place of Music in Public Education.

The secretary of the club was sometimes a literary artist and her minutes were gems. The following quoted in full from the secretary's book, will serve as a sample:

"Monday evening, October 18, 1915.

"President Seerley made the hour seem very, very short as he vividly pictured the wonders of the Grand Canyon of the Colorado, of the Yosemite, and of the Big Trees of California; gave us some startling figures regarding Iowans in the West, especially of I. S. T. C. former students and alumni; called attention to the distinctive features of the two Panama Expositions; and emphasized certain features of the N. E. A.

"Moving pictures as means of education have limitations; speed tires the eyes, confuses the brain and leaves a blurred impression.

"On vocational subjects there was great difference of opinion. Many consider vocational instruction a fad, as was the Pollard system or the Speer method, soon to pass. Others see in it a real menace, in that it will tend to make our people mere laborers. Such would sum up their ideas on the subject in the following bit of doggerel:

The lightning bug is brilliant,  
Though he hasn't any mind,  
He stumbles in the darkness  
With his headlight on behind.

"Meeting adjourned to meet November 15th at 7:00 P. M.

"Approved Nov. 15, 1915." ....., Secretary.

In later years, this association was supplanted by two flourishing societies known as The Faculty Men's Club and College Club, composed of women faculty members.

THE SCHOOLMASTER'S CLUB. The organization of this club grew out of a movement on the part of leading members

of the faculty of the Professional Department to establish a branch of the Phi Delta Kappa Society in connection with the college. The effort proved infeasible and the Schoolmaster's Club was established in its stead. It is strictly a men's organization and any man connected with the school, whether as teacher, student or alumnus, who gives promise of marked success as a professional instructor in any department of education, is eligible to membership. It not only promotes the mutual advancement in pedagogical lines of its active members, but it also serves as a means of communication between the graduate and the college, a ligament to bind more closely the alumnus to his alma mater. Its meetings are held bi-monthly. They take the form of a banquet, followed by an after-dinner address given by an invited guest who has won success and prominence in some educational field. In the list of speakers who have appeared on these occasions are President Seerley, Professors Russell, Ensign and Lewis of the State University, Professor Stout of Cornell College and Supt. Wilson of Topeka, Kansas.

Another of the differentiated groups of the Professional Department is:

**THE PROFESSIONAL CLUB.** Its membership consists of the professors and instructors in this department, faculty members in other lines of educational work and students who have enough of professional spirit to affix their names to its constitution. Great encouragement is given to student members to prepare and read papers on special lines of investigation and to discover original fields of pedagogic effort. The meetings are informal and democratic.

From the earliest days of the State Normal School, the English Department has been prolific in societies, circles, leagues, clubs and the like. Many of these as the literary societies, the provisional societies, the debating league and the oratorical league, have been already presented. When the Normal School became a college, these were retained, though their scope was broadened and their management placed more completely in line and harmony with the other activities of the institution. From the standpoint of the



student, one of the most beneficent features both of the school and of the college has been the placing of all literary society work under the supervision and direction of a salaried member of the faculty of the English Department. The programs of the societies, both provisional and regular, are sufficiently varied to give interest and zest to the occasion. In the program are papers, talks, debates, readings, musical numbers, demonstrations in calisthenics or physical science; the exercises are sometimes varied by a farce or other dramatic performance. Great latitude is allowed the members both in the choice of subjects and the mode of presentation. Each exercise is performed under the observation of two critics. The student critic grades from the viewpoint of delivery; the faculty critic from the viewpoint of form and composition. For proficiency in society work records are reported by the faculty critic which count towards graduation on the books of the school. Some of the regular literary societies, notably the Clisophic and the Alphas, initiate new members with impressive ritualistic ceremonies.

**THE FORENSIC LEAGUE.** This is a representative body. Each literary society, incorporated or provisional, is allowed one member in the league. It has exclusive jurisdiction over all college activities in debate or oratory, whether at home or abroad.

**THE ENGLISH CLUB.** This is an exclusive body. Its membership, a very brief list of honorary members excepted, is composed of the faculty of the English Department and such students as because of their proficiency and promise are chosen by their instructors to a place on the roster of the club. Thirty people is the limit of membership and its meetings are held in the homes of faculty members. To be chosen to this club is a distinction eagerly sought by advanced students of linguistic taste and aspiration. The club is represented by delegates to the National Council of Teachers of English, and the Modern Language Association. Reports of returned delegates have a large place in the programs of the club. Among the subjects discussed at its

meetings, suggestive of the varied lines of its interests may be named, The Poetry of Tennyson; Thackeray's, Vanity Fair; The Movement for Uniform Grammatical Nomenclature; The Philosophy underlying Wordsworth's Nature Poetry; The Land of Ramona; Shakespeare and other Literary Artists; English Fiction; The Use of Periodic Literature in English Classes.

**THE MATHEMATICS CLUB.** This society was organized December 9, 1909. Members of the faculty of mathematics and students who have completed at least one term's work in the department are eligible to membership. Its programs are prepared by an executive committee consisting of two members of the faculty and one student of the college department. In this club, as in certain others of the institution, the undemocratic preponderance of faculty influence in its management has detracted from its interest and value to the student members. Some of its discussions have been deeply interesting and profitable. It has shown how to teach square root, cube root and quadratics. It has elucidated the obvious and demonstrated the impossibility of solving impossible problems. It has trisected the arc to the trillionth part of the intercept between the north and northwest division of the circumference of a hair; by the use of the number  $23^1$  reduced to the dekaseptuagessimal scale, it has approximated the duplication of the cube to within an infinitesimal fraction of a pollen grain. It has graphed imaginaries, played with infinity and welded the hyperbola to its asymptote.

**THE SCIENCE CLUB.** This club like the one just treated is faculty dominated. Only teachers employed in the departments of science are eligible to membership. Students in those departments may be enrolled as members. Two meetings are held each term; and in one of these the program is supplied by student members. On these occasions, miscellaneous topics dealing with the elementary phases of science are presented. The other program of the term consists of discussions by faculty members and are confined to recent advances and discoveries in scientific lines. On

these occasions, experts from other colleges have often addressed the club. When these have appeared, the meetings have been thrown open to the general public.

**THE CLASSICAL CLUB.** Organized in February, 1915, its announced purpose was "to promote classical scholarship in the Teachers College." Its membership consists of teachers of Greek or Latin in the college and students who have completed not less than five years of study in Latin in an accredited school. Its meetings are limited to one or two each term. Its principal subjects of discussion are the place of the classics in contemporary education, Latin authors of special importance to high school teachers, recent books and magazine articles pertaining to classical studies and aims and methods in classical teaching.

**THE SCHILLERVEREIN.** The pathetic story of the rise and fall of this society is told below. It is from the pen of Professor J. B. Knoepfler, Head of the Department of German.

"The Schillerverein (Schiller Society) is the name of a literary society organized in the Teachers College in 1912. It was a society named after the German poet, Schiller, and its purpose was primarily to afford students opportunity to hear and become familiar with the spoken language and practice in speaking it themselves. Feeling that more practice in understanding spoken German or in speaking the language was needed than the class room afforded students of the language organized the society. It had a constitution and by-laws drawn up in the German language. The program consisted of recitations, readings, written productions, debates and songs, the last being either solo numbers or familiar songs by the entire society. Students with less than one year of German were ineligible to membership. The constitution required that the business meeting also should be conducted in the German language, thus compelling the members to become familiar with the terms of parliamentary practice in the foreign tongue. Manifestly, only those who had had several years of the language could take an active part in the deliberations and on the programs; the others could derive considerable benefit in their

study of the language by attending as listeners. It is customary for students in nearly all colleges to organize societies to promote interest in study of this or that foreign language and so afford opportunity for practice in the same.

"The Schillerverein numbered at one time, some sixty members, but only on special occasions did the attendance at a meeting reach 25 or 30. But since most of them were already carrying as heavy a schedule as their time would permit, and since literary society work in English was required of them and credit given for it, while none was given for work in the Schillerverein, it became increasingly difficult to get members to take part on the program or even to spare the necessary time to attend the meetings.

"In 1914, the European war broke out. To this war, unfortunately for the Schillerverein, Germany was a part. Conditions arose which aroused a feeling of bitterness for things German. All this had its effect, even before America became involved. Young people did not care to join or to remain members of even a purely literary society with a German name, and whose sole purpose was to advance its members in the knowledge and use of the German language. Fewer and fewer attended the meetings until the society finally lapsed entirely in 1916."

**THE SOCIAL SCIENCE CLUB.** As early as 1908, the four instructors in the departments of History, Government and Economics, consisting of Miss Rice, Miss Riggs and Professors Parish and Geiser, met at regular intervals to discuss questions pertaining to these subjects, and to the promotion of the highest interests of the school and the community. Later the membership was enlarged by receiving members of the faculty and citizens of the community who might be interested in the topics discussed. Out of these informal gatherings, grew in 1912, the Social Science Club. Two programs are presented each term, and occasionally social meetings are held. The club has from time to time invited lecturers of wide reputation, like Professor Adams of Yale University and Dr. Hart of Harvard, who have

addressed the public under the auspices of the society. Other lectures have been provided by members of the college faculty, ministers of the city and prominent business men of Cedar Falls and Waterloo.

**THE ART LEAGUE.** The Art League was organized in 1900 in the interest of students who aspired to marked proficiency in outdoor sketching and pose drawing. It is a students' organization, though members of the faculty of the Art Department attend all its sessions to supervise, direct and encourage the amateur efforts of the tyros in art. Its meetings are held weekly. During the autumn and spring terms the efforts of the league are devoted chiefly to outdoor sketching, while in the winter term attention is given to pose drawing and figure composition. Other lines of art interest receive consideration from time to time as costume designing, poster designing, the lives of great artists and lectures by members of the faculty of art. "The Art League has helped to develop and preserve in its members a vital and lasting interest in the things that are worth while in the life about them, civic improvement and the artists who are making history in the art world."

#### V. DEAN OF WOMEN

With the notable growth of the school during the first decade of the Twentieth Century grew also the disparity in numbers in the enrollment of the sexes. By 1908, the number of lady students had become so large and the problems of their proper supervision, direction and advice had grown so great, that the creation of the office of Dean of Women became imperative. A unanimous petition of the faculty to this end was readily granted, the office was established, appropriation was made for its maintenance and Mrs. Marion McFarland Walker of Cedar Falls was chosen as the fittest woman for the place.

Previous to her marriage to Mr. S. T. Walker, Miss Marion McFarland had for seven years efficiently served the Normal School as an instructor in the Department of English. Mr. Walker died in 1905. By her intimate fa-

miliarity with the needs and activities of the school, her native ability, her popularity in the community and her fine social qualities, she was the logical person for the newly created office. A proof of the wisdom of the choice is seen in part in her continued incumbency until the present time. She has made the office of Dean of Women an indispensable adjunct to the college.

Mrs. Walker's efforts to promote the moral and social advancement of the women students under her charge have been many, varied, onerous and markedly successful. Her activities, official, semi-official, and unofficial have been determined, not by the technical routine of catalog assignment, but by a real interest in the prosperity of the school and the promotion of high thinking and right living in the minds and hearts of the students whom she loved and loved to serve. Her influence has been felt in the community as well. In the management of boarding and rooming houses, she has wrought reforms which made for the advantages and satisfaction both of the keepers and their student guests. In conference with the mistresses of the rooming and boarding halls of the hill, a series of wise regulations have been drawn up for the protection both of the keepers and the students. One of these provided that students of different sex should not be allowed to occupy rooms in the same building, and another formulated a contract to be signed by both the housekeeper and roomer which safeguarded the interests of both, against contingencies always apt to appear in the course of a term of school.

In 1916, Leslie I. Reed was selected as Adviser of Men and through co-operation with Mrs. Walker has established habits and practices among the students which insure wholesome conduct and congenial relationships. He became Dean of Men in 1924.

## VI. CHAPEL TALKS

A modern peripatetic like his ancient Grecian Prototype is fond of "the Academian grove." His feet delight to tread the path that leads to the doorway of the school of educa-

tion. He "happens around" just at chapel time and is expert in finding his way to the platform and to a seat adjacent to that of the head of the institution. If unacquainted with this personage he knows how to manage it to get an introduction. He is politely asked to address the congregated students. He seems to hesitate, feigns surprise, and with apparent reluctance consents with the modest remark that he might have a message for the students. At the regulation time, the president of the day announces that he has the pleasure of introducing Mr. Peripatetic to the school. That gentleman arises, clears his throat and awaits the conventional cheer with which every well regulated school may be depended upon to greet whomever and whatever the president may have "the pleasure" to introduce.

The applause subsides, there is a moment of expectant silence and the orator greets his audience. If he is a preacher, he opens with "my dear young friends"; if a layman, he is most likely to say "fellow-students", though he may content himself with "Mr. President and students of the college." Next occurs the opening sentence; which with slight variations runs, "I am pleased to look into your faces this morning." Of the nine hundred seventy-six chapel speeches which the writer has heard, nine hundred forty-nine began in this way; though the delight referred to was often indicated by trembling knees, a quavering voice and a sheetlike hue of face. The second sentence is apt to run, "This is absolutely the most intelligent and finest looking company of young people that I have ever been called upon to address." This speech is always a hit, it is only a white lie, it will fit all occasions and prospective peripatetics would do well to give it a large place in the vocabulary of their exordial remarks.

Next in order is a funny story. It is apt to be a chestnut, but it has the desired effect. A student audience would laugh good-naturedly at the story of the ancient Greek who carried a brick about as a sample of the house that he desired to sell. Having by these devices brought his audi-

ence up to the sought standard of attention he proceeds to the delivery of his message. It is at least a fifty-fifty chance that it will be the Secret of Success. As you look him over you wonder how he found it out. Perhaps his theme is opportunity. He bemoans his lack of it when he was a lad. The inference is clear that the giddy heights to which he has attained were won without the scholastic aids at the command of the more fortunate lads and lasses whom he has the honor to address. When in his boyhood days he must prepare for life's responsibilities, there was no such institution as this with its peerless president (great applause), its matchless faculty (applause) and its magnificent appointments. He, their humble speaker, was born too soon and he is what he is despite the handicaps of lacking opportunity. His message is interspersed with strikingly original and up-to-date admonitions. "Make the most of your opportunities", "Hitch your wagon to a star", "Be good and you'll be happy", "Build thee more stately mansions", "Let us then be up and doing with a heart for any fate." He resumes his seat mid great applause and the school and the world move on in their appointed orbits. It is the same old thing. Talk about gospel hardened sermon hearers, the place of places to make a human soul impervious to admonitional attack is the college chapel.

If the speaker is a teacher or an ex-teacher, you may put it down as a certainty that he has a hobby and that he will air it. He holds this truth to be self-evident that the most important subject taught in the school is ..... (Tell me his hobby and I will finish the sentence). Once on the college rostrum, the speaker was the somewhat famous athletic coach of a sister institution in the state. Speaking as one having authority, he declared that physical education is the supreme end and aim of the school. "Play ball." Muscle first; then brain. Golf, tennis, hockey, the gridiron, the diamond, these are the essentials of right education, mathematics, science, history, Latin, the incidentals. Whatever truth or justice there may have been in his message, it was just the kind of stuff that hosts of boys



and some girls have no need to hear. A professor of mathematics who sat next to the speaker on this occasion, being somewhat old fashioned in his views, and inclined to attach more importance to a knowledge of the asymptotes of the hyperbola than to success in the running high jump, felt compelled by the laws of courtesy to say something to the physical giant at his side that without committing himself too far might have the note of a congratulatory speech. Clearing his throat, he hesitatingly remarked to the orator of the hour, "Physical training has a large place in your theory of education."

The towering form of the gentleman addressed looked down with an aspect of contempt upon his questioner, as he condescended to reply, "It is all of education." The mathematical man made no response; but he muttered to himself, "If this be true" (the battle of Reno had just been fought) "Jack Johnson is the best educated man in the world."

Perhaps the peripatetic's hobby is English. Then the poets and the great prose writers and their works are the only things worth while. He is apt to have a favorite author or a favorite book whom or which to know is a liberal education and without whom or which the world would be a howling wilderness.

Sometimes he is simply a funny man. He has no message and fortunately no hobby; only a mission to add a little spice to the monotony of the chapel hour. He is always welcome and is sure of a joyful recognition and of real applause. He begins with a grimace, it is greeted with a demonstration genuine and generous. He receives it with a momentary look of assumed surprise, then winks at his audience and brings the house down with a grin of immense proportions. Order restored, he regales his hearers from his stock of witticisms, new and old. In winning a hearty laugh from a sober crowd, he has played a useful part. His style at any rate is to be preferred to the excruciatingly sympathetic pathos of his compeer who "bores for water"

as he prates of mother, home, the family horse, the red schoolhouse and the swimming hole.

There is an occasional oasis in the desert of chapel talks. The best one ever given in the humble opinion of the writer from the chapel rostrum was by Superintendent George I. Miller of the Boone, Iowa, schools. It was a simple story drawn from his own experience, a parable with an application so apparent as to require no enforcement from the speaker's lip. It ran like this: I was riding one day on a Northwestern Railway train. A friend approached me and said, the president of the Northwestern road is on the train in his private car, I would like to have you meet him. I accompanied him and was introduced to the highest official of one of the greatest railway systems in the United States. I knew that this gentleman had begun his service of the company as newsboy selling papers, magazines and peanuts on the trains. In the course of the conversation that ensued, I asked him the question, "To what do you attribute your success in rising by successive promotion to your present high position?" Without hesitation he replied, "Whenever I got a job of any kind, I always made it a point to do a little more work every day and to do it a little better than I was expected to perform it."

One day Governor Shaw paid an official visit to the school. Introduced to his expectant college audience, he wasted no time in telling them how handsome or intelligent they were, or how pleased he was to greet them, or how to hitch their wagons or what kind of mansions to build; but with characteristic directness, he gave them a little lecture on politeness. The uniqueness and pertinence of the theme for the occasion found its explanation in an occurrence of an hour before. The governor arriving at the Cedar Falls station and seeking exercise and possibly time, essayed to walk to the college. Uncertain as to his route, he inquired of a small boy the way to the school. He was told to go so many blocks south and so many west. The wayfarer replied, "But I don't know which is south and which is west." The fellow, ignorant of the greatness and official dignity of the

man he addressed and believing he was being kidded, said, "Well, if you don't know, I ain't a goin' to tell you." The sting of the insult to the chief magistrate of a great and sovereign state was the inspiration of a fine, a novel and a salutary chapel talk.

So the chapel talk has its bright side as well as its dark. These speeches, though often tedious and tasteless are apt to be innocuous. They afford the constitutional peripatetic an opportunity to exercise his vocal chords and to relieve his mind and at intervals words are spoken that are worthy to be treasured in the hearts of the hearers. It is not so much the words that a speaker utters as the man that gives them voice, that counts. The platitudes of a Gladstone or a Webster have more significance than the profound philosophy spoken in the squeaky tone of a Gradgrind or a Pedant. It is a privilege unspeakable to a group of undergraduates or even to the common run of their instructors to be the auditors of a great and successful man to hear his voice, to look into his face, to feel the inspiration of his presence. And upon the rostrum of the State Teachers College, have appeared from time to time some of America's greatest men. First among them perhaps is one ex-president of the United States, who now holds the highest office in the gift of the people of any nation, William Howard Taft, Chief Justice of the Supreme Court of the commonwealth of America. Others have addressed the student body who were men of presidential size, as Honorable William B. Allison and William Jennings Bryan. Governors galore, good and bad, have likewise appeared and said their say. Eminent divines of not less rank, as Dr. G. Campbell Morgan, Bishop Taylor, Bishop Thoburn, Bishop Bowman, Dr. Cadman, Dr. Joseph Fort Newton and Reverend William Sunday have come and spoken words of blessing and benediction. A word should be said of the noble chapel talks that fell from this rostrum from the lips of members of the college faculty. The admonitions of a Gilchrist or a Seerley all fell upon attentive ears and were sedulously cherished in the hearts of thousands. The words of Dr.

Colegrove were ever a model of diction and were to all his hearers an inspiration to oratorical effort. The always fitly spoken speech of Dr. Gist inspired to righteous living. What aspirations to the noblest womanhood were aroused in the hearts of the lady students of the school by the lessons taught by the words of their lips and the lives that they lived of such exemplars of their sex as Maude Gilchrist, Elizabeth Hughes, Margaret Oliver and Sarah Findley Rice. Hosts of others might be named who have spoken their beautiful inspirational words into appreciative hearts; but space forbids.

### VII. SCHOOL EXTENSION

Coincident with the conversion of the Normal School into the Teachers College an elaborate system of School Extension, patterned after the plans and methods in vogue in other institutions of higher learning, both within and without the commonwealth, yet involving new and original features required by Iowa teacher training conditions was established. A first step was the inauguration in 1913 of what came to be known as the Study Center System. The movement had the unanimous and enthusiastic support of the faculty and its presentation to the State Board of Education received a cordial endorsement and a support as generous as the limited means at their command would allow. In 1915, it received a legislative appropriation of \$19,750.00 and in 1917, this sum was increased to \$29,750.00 and later, in 1921, increased to \$49,750.00.

In various counties, study centers were organized by detailed members of the faculty who were available for such services and by such outside assistants as could be employed consistently with the management and the standards of the college. In the first study centers, the county served paid the expenses usually and the professors looked to the college for salaries. Later, when the appropriations mentioned above came, then both salaries and expenses were paid out of the appropriations. The groups thus organized were met on Saturdays and often at bi-weekly intervals. In

the organization of a study center in a chosen community, the first requisite was the consent and co-operation of the county superintendent. His part was to appoint the time and place of meeting, to formulate the program, to advertise and urge the enrollment of his teachers for the work and studies prescribed and to direct and supervise the exercises of the day. At the hour and place appointed, recitations were conducted by the teachers in charge, lessons were assigned and courses of study laid out for the ensuing two weeks period. At the close of a series of lessons, examinations were held which if successfully passed entitled the student teacher to grades to be transferred to the records of the college. It is not strange that a movement so novel in character was for a time looked upon askance by many county superintendents. It began experimentally but it so fully met a real need and so great was its success from the first that doubt gave place to certainty and the study center became a recognized and permanent feature of the program of the Teachers College.

Professor C. P. Colegrove will always be honored as the one who gave the Study Centers the proper beginnings, while Professor I. H. Hart, who was assistant director under Professor Colegrove and later became director, has developed them along lines that assure their success to the highest degree.

In the year 1915, the length of the Summer Term was extended from a six weeks to a twelve weeks period. The term was divided into two parts designated as First Half and Second Half. Instructors were employed with the option of teaching during either half or for the entire twelve weeks' period. A like option was allowed to the students. At the close of the first half, a large percentage of the students withdrew, rejoicing in the half credits obtained. Their places were filled by newcomers who enrolled for the remainder of the term. The mid term break and necessitated reorganization of classes soon proved unsatisfactory, particularly to teachers and students who desired to remain for the entire period. Likewise the number of this class

grew larger from term to term and by 1921, the policy was fully evolved that professors should be employed only for the twelve weeks' term, and every inducement was extended to students to remain for a like period. The nomenclature first half and second half was discontinued, the school year was divided into four equal parts of twelve weeks each, and the articulation of the Summer Term with the work of the other annual sessions became complete. The experiment of the first decade of the Twentieth Century became the crowning success of the third. Since 1920, the patronage of the summer session has been the largest of the year, enrolling annually from three thousand to thirty-three hundred students.

In the year 1917, President Seerley in the course of a lecture before the Commercial Club of Atlantic, Iowa, incidentally remarked that the school of which he was the head, might at some future time sustain Extension Summer Schools in various parts of the state, offering analogous courses to and bestowing credits like those in force at Cedar Falls. The proposition so appealed to the body addressed that before the meeting adjourned a motion had been carried and passed to invite the Iowa State Teachers College to conduct an extension summer school in their town at Atlantic during the ensuing year. The movement was so spontaneous and the vote so hearty and unanimous that what had been visioned as a future possibility became at once an attained reality. The policy announced, a like invitation was soon received from the town of Sheldon. It was promptly accepted and simultaneously with the 1917 summer session at Cedar Falls, this form of extension work was duly inaugurated in the cities named. The success of the experiment was complete. Three such schools were maintained in 1918, four in 1919, four in 1920, and five or six every summer since then. By this time the experimental stage is so auspiciously passed that the extension summer school has become established as a permanent feature of the activities of the college. The movement has for its motto the following characteristic words from the

pen of President Seerley: "The institution that does not recognize that its mission is not confined to its campus hardly deserves to be classified as a factor in modern educational endeavor."

The requirements for the location of an extension summer school in a community are rigid, but they have invariably been gladly pledged and the pledges as faithfully fulfilled. They must be made by the commercial club or other responsible body of the town. They run somewhat as follows: a cafeteria or boarding house must be operated for students at which meals may be secured practically at the cost of production; suitable rooming places must be found for students at reasonable rates; all the laboratories and other equipments of the high school must be made accessible to the patrons of the school; the high school library must be made accessible to all enrolled in the roster of the summer school; its local promoters must fully advertise the school throughout the territory to be reached.

On the other hand, the college authorities agreed to supply the extension school with teachers and directors equal in scholarship and skill with those employed in the mother institution, to give the community served as strong a lecture course as that supplied at Cedar Falls, to allow a full term's credits on the books of the I. S. T. C. to students who successfully attained the curriculum requirements, and to maintain a model school open to the children of the town.

#### VIII. THE RURAL SCHOOL PROBLEM

It was during the teens of the Twentieth Century that a prominent educator addressing the Iowa State Teachers Association at one of its annual meetings at Des Moines declared that the work of the rural schools was inferior to that of twenty years before. The statement was so palpably true that no voice nor pen was raised to dispute nor modify the censure. He might have added with equal truth that the rural school accomplishments of twenty years before were inferior to that which would be witnessed by another backward look for a period of at least another

thirty years. Public education in the average country school has been a gradual decadence from the sixties of the nineteenth century to the teen age of the twentieth. Notable as has been the half century's educational progress, it has been confined to the cities and the towns. The reasons for this condition are many and patent. Iowa has become a stronghold of American landlordism. The large farm has taken the place of the small. When by leaps and bounds the price of Iowa lands increased to many times its cost, the Hawkeye farmer found himself independent if not rich; the lure of the town availingly tempted him to sell his land and retire from active toil; the young farmer sold his homestead at enormous profits and migrated to the cheaper lands of Texas, Canada and the West; the home of the landowner became the temporary abode of the renter; community spirit went into eclipse or altogether disappeared; the door of the country church was closed and interest in the country school became a secondary or tertiary consideration.

These conditions reduced the rural teacher to the lowest caste of pedagogs. His pay was the "minimum wage." His environment was one of isolation and discomfort. His job was a boundless opportunity to grow in the grades of humility and patience. With rare exceptions the instruction of the children of the farm was committed to the untrained, the immature, the unfit. The old time country teacher learned in the lore of Wickersham, Baldwin and Page, who devoted a lifetime to the intellectual guidance of the boys and girls of his community, children who should grow up to bless his memory and live the lessons that he taught them, had disappeared, had given place to operatives whose only goal, if goal they had, was to escape from the humdrum of rural life into the town or city school. The normal schools offered no courses, provided no diplomas nor degrees, for country pedagogs. Professional instruction in the seminaries of education was from the viewpoint of the graded school. Methods of administration or instruction however well adapted to the teacher in the seventh



grade were totally unworkable in the ungraded one room school. This fact too generally obtained even in the county Normal Institute, though a majority of its patrons were country teachers. Handicapped by a methodology that he could not use the alleged instructor must sink or swim, and he could not always swim.

Perhaps no American educator has given more time and thought to the rural school problem than has President Seerley. "Reared on an Iowa farm," the quotations are his words, "the country school was his educational institution during his elementary school days." Later, "Three years' work as a teacher in these country schools renewed his experience with the boys and girls of the farm." Thus attracted to a field uncongenial to the rank and file of pedagogical writers and thinkers, he by voice and pen, in season and out of season, before teachers' gatherings, in school magazines, in his "The Country School," plead the cause of this most important but much neglected field.

When placed at the head of the Iowa State Normal School, he soon realized the fact that in the perspective of the duties of his office the solution of the teacher training problem was one of first importance. Systematized professional instruction in the methods, conditions and requirements for the conduct of the ungraded country school was a practically new and untrodden field of educational effort. The problems were difficult and many; how to arouse community spirit; how the task of the rural teacher might be made desirable and his post respectable; how to turn the aspiration of the would-be teachers from the comforts and the associations of the graded school room in the town to the isolated, ill-kept, one-room school house on the prairie. He emphasized the dignity, value, honor and reward of him who humbled himself to the task of guiding the feet of the children of the farm in the paths of knowledge, righteousness and love of fatherland.

When in 1914, the Iowa State Teachers College began to organize for research and extension work, it is not strange in view of these facts that one of its first movements was in

the direction of the improvement of the country public schools. As a means to this end, courses of study were offered in Rural Education. These courses involved the study of the conditions and environments of the farm and farm life, the modifications of the curriculum required to meet these conditions and the training of teachers for rural schools. Men and women specially qualified by education and experience in these lines were placed in charge. Under such expert direction, an unexpectedly large patronage, at once, applied and registered for these courses. Young men and women whose early education had been chiefly in the country schools entered with avidity upon the work prescribed. Even city trained high school graduates were found ready to devote their lives to the cause of rural school instruction and rural life improvement.

That candidates for graduation might have practice as well as theory, a plan known as the "Rural Demonstration School" was devised and successfully inaugurated. It applied the training school critic teacher system to the district schools. With the ready cooperation of the County Superintendent of Black Hawk County and with the hearty consent of the directors of the country schools contiguous to the college many of the rural districts were organized under the general supervision of the Department of Rural Education. Student teachers in turn were excused from college residence for a term of one month that they might have actual practice under expert supervision, in country school instruction and management. During his month of absence from the college, the student teacher was allowed by in absentia work, to maintain his standing in his classes without prejudice to his advancement in his course. Thus excused, he lived in the community that he served and was expected not only to perform the routine of schoolroom duties that devolved upon him, but by personal visitation in the homes of the district, to cultivate the friendship of his patrons and to seek to arouse in them enlarged ideals of the social and educational advancement of themselves, their neighbors, their children and their neighbor's children. As a part of the system, the three consolidated schools of the

county, located at Hudson, Orange and Jesup, became superintended by associate professors of the college faculty, and the instruction given was put under the critic-teacher plan. With complete and uniformly harmonious cooperation of county superintendent, directors and patrons, the system, is recognized as a marked success, and gives promise of future far-reaching and great efficiency.

The aims sought and already abundantly secured by this rural school extension service are enumerated by a publication (Report of the Inside Survey, page 21) of the college as follows:

1. Personal visitation from house to house in order to ascertain the exact conditions, and the attitude that exists regarding educational work.
2. Cultivating the acquaintance of the parents through social helpfulness.
3. Establishing a course of study for home work and home undertakings on the farms for the older pupils.
4. Conducting a regular visitation system throughout the crop time of the year to ascertain the progress the pupils are making and the help that they need in order to make their demonstration plot successful, which visitations are continued during the regular vacations of the school so that there are no opportunities for neglect or discouragement to arise.
5. Maintaining girls' work in domestic arts and in cooking with the cordial assistance of the mothers.
6. Having school exhibits, district exhibits, contests for prizes and honors, displays at fairs held by authority, neighborhood and township picnics where all parents and pupils can consider problems and receive advice from experts on undertakings in which all are interested.

A beneficent and conspicuously patent result of the system is the improvement marked in buildings, appointments and environs. The old time, frame, rectangular, one room country schoolhouse with its crumbling mortar and bewhitened desks is "become as Ninevah and Tyre." Razed and turned to kindling wood they are supplanted by architecturally graceful structures, furnace heated, modernly

equipped, provided with cloak rooms, adequate lighting and ventilation and up to date appliances for teaching not only the common branches but for instruction in domestic science and for calisthenic drills. Without are ample grounds adorned with shade trees, ornamental shrubs and well kept beds of flowers; beyond it is an athletic field equipped with the needful playground appliances.

One notable feature of the system is the conversion of the school house into a community center. Here at stated intervals, the men, women and children of the district and the stranger within the gates meet for an evening of social intercourse and enjoyment of a literary program. The critic teacher keeps open house for everybody and everybody comes. A formal program is rendered. There are songs, pageants, declamations, dialogues and compositions by the pupils; essays by the women of the district on domestic science or some corresponding phase of home or community life, talks by the men on the problems of the farm and often a lecture by outside but nearby talent brought in to add variety to the occasion. The program finished, a social hour ensues. What began as a feast of reason ends in a flow from well filled baskets of roast chicken, sandwiches made of real butter and buns, salads, mince pies and homemade cookies. Good digestion waits on appetites, hygienic laws are ignored, the viands disappear. From scenes like these, the men, their wives and their "hands" return to the routine and isolation of their farm life, renewed in mind, the outlook of their world enlarged, with a better appreciation of their neighbors, with a deepened community spirit and last but not least, with a newly awakened interest in their school and in the educational interests of their children.

The slow coming but final solution of the rural education problem is the consolidated school. Awaiting this, the evolution of the work above described is one of the notable accomplishments of the Iowa State Teachers College.

## IX. THE IOWA CLUB

Of the many societies, maintained in and recognized by the institution, the most unique, the pet and pride of the college, part and parcel of its rural school enterprise, is the organization, originally known as the "True Blue Club," a title that was soon changed to one more suggestive of its scope and purposes.

The Iowa Club is composed of all students enrolled in the Rural Teachers Course and all persons associated with the college who are interested in Iowa rural life and Iowa farm boys and girls. It is absolutely democratic in its nature. Its sessions are open to all. Officers are elected each term by the club from among its own membership. In addition there is an Executive Committee composed of the elective officers together with the members of the faculty comprising the Department of Rural Education. This committee appoints a club reporter and an accompanist each term and has general supervision of the club activities during the year. Professor Macy Campbell, Head of Rural Education, has had much to do with bringing this organization into deserved prominence.

Emphasis is placed upon the desirability of getting acquainted with folks, and opportunity to do so is offered through the club meetings which from the first have been of an informal character, admirably mingling the spirit of work and play. At least one meeting each term is definitely planned to be a play festival and is held either at the golf club grounds or in the gymnasium. At these meetings, games suitable for rural schools and community gatherings are played. Everyone is urged to take part in these games and sports in the belief that no teacher can be a good captain on the playground who does not enjoy games and know how to play a number of good ones; and that no one can be a leader in rural education who does not know how to be a leader in rural recreation.

Music, too, plays an important part in the activities of the club. At every meeting some of the club songs are sung and other musical numbers are presented by individual

members or musical organizations composed of members. These individuals and organizations serve also to contribute to the part which the college assumes in programs of the community center meetings in the Demonstration Schools. The heartiest spirit of cooperation exists between the club and the Departments of Public School and Instrumental Music and this has made possible the development of this very desirable feature of educational recreation.

The varied type of programs presented in the club meetings, ranging from debates and discussions on live topics of civic concern in rural Iowa to farce and pantomime, together with studies in Iowa rural economics and sociology which form a part of the work of each term, and the opportunity to participate in genuine community center meetings in the Demonstration Schools all tend to furnish the most satisfactory condition possible for the development of the qualities of real leadership on the part of the prospective rural teacher.

The association with the community center organizations in the schools connected with the college is maintained through the medium of a committee on community center meetings selected by the executive committee of the Iowa Club.

The members of this community center committee hold office throughout the school year and each one is assigned to a particular school. They are individually responsible for all arrangements for the cooperation of the college in the programs and community activities of these schools. The experience is a valuable one and still further tends to qualify these students for community leadership.

Coincident with its organization, the directors of the club instituted a series of direct and practical investigations of rural life and conditions. These lines of research were formally designated as "The Iowa Club Studies." Their purpose was to find those factors in the problems of the farm the solution of which involved the country school. By means of direct visitation of farmers' homes, by questionnaires, by first hand information obtained from pupils enrolled in the Rural Course whose home life and education

had been wholly or in part that of the country school, a vast amount of statistical and general information has been obtained and practically applied. Upon these researches, the rural student teachers have entered with rare enthusiasm and with patient studiousness. Studies have been made in farm conditions in general and of Iowa Farm conditions in particular. Each member of the class was encouraged to make a detailed study of things as they are and of things as they should be, in the county in which he was reared. Their findings were compared, summarized and put in statistical form. The results already obtained are an invaluable contribution to a too neglected line of educational investigation.

Much time and energy are often spent in study and research concerning things remote in time and place. The average student knows far more of and about these things than he does of the things near at hand. The Iowa Club is emphasizing the importance of the near, the here, and the now. Our boast that "Of all that is good, Iowa produces the best," is more than a high sounding phrase. The Iowa Club members believe in Iowa. They are her loyal sons and daughters. They are indebted to her for their education and training for active citizenship. And to Iowa, their native state, they have dedicated themselves and their services, that out of their lives and their activities there may come a realization of the spirit of the Iowa Club as expressed in their club song.

#### IOWA GLORY SONG

(Air, Battle Hymn of the Republic)

Our eyes have seen the vision of the Iowa to be,  
 When Rural Schools have done their work and set the people free.  
 When Rural life in Iowa is always fair to see.  
 We'll make our vision true.

Glory, Glory, Hallelujah!  
 Glory, Glory, Hallelujah!  
 Glory, Glory, Hallelujah!  
 We'll make our vision true.

We've trained ourselves for leadership in Iowa's Rural School;  
We'll turn the people back again where peace and plenty rule,  
And homes will cluster then about this future country School.  
We'll make our vision true.

Glory, Glory, Hallelujah!  
Glory, Glory, Hallelujah!  
Glory, Glory, Hallelujah!  
We'll make our vision true.

#### X. THE I. S. T. C. AND THE S. T. A.

The Iowa State Teachers Association was organized May 10, 1854. Its first president was J. A. Parvin and its first secretary D. Franklin Welles. Fewer than fifty teachers were enrolled as its charter members. From this small beginning it has grown until now they are numbered by thousands who gather at its annual state and district meetings. Its influence through school legislation and other agencies upon the education progress of the state is beyond calculation. Its records show that from the first, it has stood with a united front for state supported, normal training schools.

These Nineteenth Century Iowa educators who were the active spirits in the Association's work were men of scholarship and inspirational power with devoted and exalted Christian principles in their hearts. Their voices were heard, their influence felt in the educational counsels of the state and nation. There were Pickard and Calvin and Currier of Iowa City, Welsh and Beardshear and Stanton of Ames, Gilchrist and Seerley and Bartlett of Cedar Falls, King and Harlan and Freer of Mount Vernon, Magoun and Buck and Macy of Grinnell, The Shoups, Rogers of Marshalltown and last and greatest, the grand old man of Iowa Education, Henry Sabin of Iowa. These and a host of other names will never be allowed to be forgotten by the historian of Iowa education. They are names to conjure with.

It is a conservative statement to say that throughout the years of the Association's history, the faculty of the Teachers College have received a recognition and attained a prominence second to that of no other institution of the



state. Professor M. F. Arey served for twenty years continuously as secretary of the Educational Council. Professor G. W. Samson held the office of the association's treasurer for a period of twelve years. Many others have been its officers from time to time and have served on important committee assignment. Further special mention can only be made of those who have held the highest office in the gift of the teachers of the state, that of President of their association. These will be considered in the order of time.

1. HOMER H. SEERLEY. A study of the programs of the Iowa State Teachers Association will discover that throughout more than a half century of its history, President Seerley has been its most active, most influential and most indispensable adherent. His first enrollment as a member was at Iowa City in 1873, and without a single omission has been present at every annual meeting since, a record without parallel in Iowa, probably without parallel in any state in the union. In 1923, in recognition of this continuous membership, the association with appropriate ceremonies did him the unique honor of electing him a life member of the body. It was solely through his agency that a woman was first elected president of the state association. As a member of the Committee on Nominations, at the meeting for 1876, though there were many aspirants of the male persuasion for this high office, he championed the candidacy of Miss Phebe Sudlow, City Superintendent of the Davenport schools and won. Her masterful administration justified the choice and thus an early step was taken in the coming of woman to her own.

One year later, as a member of the same committee, he proved his disinterested faith in the work of and mission of the State Normal School by securing the nomination of its Principal, Professor J. C. Gilchrist, to succeed Miss Sudlow. The nominee when his name was presented declined the honor, feeling that he could not accept the responsibility in view of his other and impelling duties. Again in further proof of his interest in normal training, in 1886, he promoted and secured the election of Professor M. W. Bartlett, of the faculty of the I. S. N. S. to the same position.

After three years of service, beginning in 1881, as a member of the Executive Committee of the S. T. A., he was chosen as president of that body and filled the office in 1884. His President's Address at this meeting was a constructive business paper advocating certain practical educational policies that the teachers themselves, without seeking legislative action, might inaugurate and make effective. His recommendations were eagerly heard and many of them were successfully carried into execution. Among these may be named, the Iowa Teachers Reading Circle, the Graded Institute Course of Study and changes in the Course of Study for high schools better adapting it to the needs of pupils whose destination is the college. It was during his administration that the educational council was created and became an important feature of the State Teachers Association.

By way of recognition of his services as President, he was honored by his fellow educators by being made the Iowa delegate to the National Education Association. Through this action, he became officially identified with that great body, a relationship which he has continuously maintained since 1884. Both in the state and in the national association he has read many papers on various themes, served on many committees and has been a factor in shaping the educational policies of the nation. These relationships have given him a wide acquaintance with the educators of America and have led to lasting friendships with the choicest educational spirits of his time. Among the most notable of these is the fraternal bond between himself and Dr. Winship of Boston, the venerable and illustrious editor of the New England Journal of Education.

2. M. W. BARTLETT. As noted in the preceding sketch, Professor Bartlett was indebted for the honor of his election to the presidency of the association to the good offices of President Seerley then Superintendent of the schools of Oskaloosa. The year of his service in this capacity was 1886. His own high standard of life and that to which he would hold his fellow teachers are finely told in his "Presi-

dent's Address" published as a part of the proceedings of the 1886 meeting.

"That a citizen of this government should do right and should do it from noble motives is surely more important than that he should be intellectually smart or even be able to do a given piece of work in the most approved way. At least as much care should be taken to secure teachers of irreproachable character, healthful moral influence and good habits for our children as we exercise in selecting pastors for our churches. Can any valid reason be urged why as rigid tests should not be demanded in the one case as in the other? And yet is not this matter practically ignored in the choice of a teacher generally? Due care is taken that the applicant for a teacher's certificate shall possess his modicum of arithmetic, grammar, history, etc.; but he may be a drunkard, a gambler, a debauchee or a habitual profaner of the name of his Maker and the examination test tube will never reveal these things. In the profession of teaching, the agent comes in closer contact with the person with whom he deals than in any other calling. Therefore, it is specially needful to inquire what manner of men and women should be employed for this work. The teacher as the years go by cannot escape if he would, being brought face to face with his workmanship. If it is true that he who makes the canvas speak and the marble breathe does a good and great work and must have an exalted ideal to secure the best results; it is also true that he who causes a human mind to think correctly and purely and a man to act efficiently and nobly, performs an immensely greater and more valuable work for the state and for humanity than any other of which we have any conception. The teacher moulds the state."

3. D. S. WRIGHT. The time of his service as president of the State Teachers Association chanced to be the fiftieth anniversary of the state association. In consequence, an entire day of the convention was devoted to a most delightful semi-centennial celebration, the morning session an informal campfire in which the "old timers" had the right of way and reminisced to their hearts' content while in the

afternoon a more formal program was rendered by speakers of statewide prominence who pointed to the achievements of the past as earnest of greater things to be. Among the speakers on these occasions were Hon. Henry Sabin who responded to the president's address of welcome, Dr. W. F. King of Cornell, Dr. S. N. Fellows of Iowa City, Dr. L. F. Parker and Dr. S. J. Buck of Grinnell, Dean Currier of the State University of Iowa, Supt. J. W. Johnson of Bloomfield and Miss Emma Fordyce of Cedar Rapids.

The president's address on this occasion was entitled Complete Education and was a plea that came from the heart for moral teaching and training in the public schools. The leaven of his address worked slowly but twelve years later, the State Association, through the recommendation of its educational council adopted the policy already in vogue in the states of North Dakota and Colorado of introducing Bible Study for credit in the public high schools.

4. FRED D. CRAM. Mr. Cram graduated from the I. S. N. S. in the class of 1909. After serving for a brief period as city superintendent of schools, he was chosen county superintendent of Cerro Gordo County. It was during his incumbency of this office that he was elected to the presidency of the state association. He was probably the youngest in years of any who have held this office. The office came to him wholly unsought and unexpected. With characteristic youthful energy and vigor he demonstrated to the world that the "atrocious crime of being a young man" was not a necessary bar to success. To familiarize himself with the work and progress of public education in all sections of the state he made it a point to visit each of the six affiliated bodies tributary to the mother association. The considerable expense of these visits was cheerfully met by local subscriptions of the Cerro Gordo County people, who were proud of their superintendent and were glad in this way to display their statewide interest in the cause of public education. This mingling with all the teachers of all the counties from Allamakee to Fremont, from Lyon to Lee, and the knowledge thus acquired of their common aspirations and common needs, gave him the cue

to his President's Address. His message to the teachers was a strong and cogent plea for a more complete and workable coordination of the plans and processes of the educational work of the commonwealth and for a better organized system of operation in all departments of the teacher's efforts from the office of the Superintendent of Public Instruction to the Playroom of the Kindergarten.

It was during his incumbency of the president's office that he was elected to a position in the Extension Division of the Iowa State Teachers College.

5. MACY CAMPBELL. Mr. Campbell graduated from the State Normal School in the class of 1905, and was elected Head of the Department of Rural Education in his alma mater in the year 1915. He had therefore been long in service in Cedar Falls when he was honored by the teachers with the presidency of the State Association. In this capacity, he served in 1923.

The theme of his president's address was "Bringing Up the Rear in Education." It was an able and constructive appeal for giving to rural children as good educational opportunities as are provided for the patrons of the urban schools. He had studied the situation from every angle, had made a comparative review of rural education in Iowa and other states and he boldly embodied in his address the statement below:

"Iowa stands at the bottom of the list of states in the matter of equalization of its school support. We have been so prosperous in Iowa in the past that we have not felt the need of putting the financial support of our schools on an efficient basis. The time has now come to do it." He would have no "rear" in education. "It is the duty of democracy to open the public schools on equal terms to all the children of the state." He had but one solution for the problem; but that was adequate and sufficient. He would bring the country schools to the front through consolidation and to this end called for legislation that would abolish the one room ungraded district school and substitute therefor in every precinct in all the state the consolidated school where with wise supervision, trained teachers and proper

gradation, the country child should share and share alike the cultural opportunities of his city cousin.

To the promotion of the reform indicated above, Mr. Campbell is devoting all the energies of his mature manhood. His voice has been heard in this behalf not alone in Iowa conventions but in the council halls of the nation as well. In 1925, as President of the Department of Rural Education of the National Education Association, he drew up a program which was unanimously adopted by that great convention for the equalization of taxation to secure better support for the schools of rural communities; also a program for the promotion of cooperative farming through the education of farm youth in the schools which resulted in the appointment of a permanent standing committee to carry out these measures through a process of education reaching over a long period of time such as the W. C. T. U. employed when they set about attacking the saloons by the route of educating the children of all the schools in regard to the evil effects of narcotics and stimulants on the human system.

There are good hobbies and bad hobbies. Campbell's hobby is good. In his own words, it is, "To give a square deal educationally to the children who live in the farming communities." He says in the concluding paragraph of his president's address at Des Moines, "We all have a direct personal interest in the promotion of rural education. Better schools for the farmer mean greater prosperity for the farmers. Better prosperity means better prosperity for us all. We all go up or down with the farmer."

No statement of reminiscences of teacher-training in Iowa is complete without a mention of the achievements of Henry Sabin. His influence was exercised unstintingly as State Superintendent of Public Education in putting the Teachers College up to the highest point of efficiency. He was "The Grand Old Man of Iowa Education." The four years of his services to the state as Superintendent of Public Instruction make the earliest period of his official relationship to the college; yet his interest in all that pertained to its prosperity, his faith in its mission, the wisdom of his

counsels to its faculty friends and the encouragement of his words put the impress of his personality upon every phase of its advancement. His lifelong friendship for President Seerley was brotherlike and close. When in 1886, a change in the headship of the Normal School was proposed and he was asked if he would accept the place, he answered, "They don't want me at Cedar Falls; they want Seerley of Oskaloosa." At a session of the annual meeting of the Iowa State Teachers Association held December 27, 1918, Dr. Seerley paid a noble tribute, to the memory and career of his honored coworker and friend. He said:

"The space of the years covered by the life of Henry Sabin, educator and author, was the most progressive and the most developmental in history. Whether there is considered social, political, industrial, financial or moral improvement, the estimate that will be obtained will be extraordinarily convincing of the fact. The things that occurred in the world of thought and action during this man's life surpass human realization. Today tribute is appropriately paid to this man of human affairs, this American representative in school work who displayed notable talent in securing the welfare of society and equivalent greatness in attaining national prominence and distinction. He ranked in this high classification because he had unusual vision in the coming status of educational work in the training of the young American and comprehended fully the tasks assigned in educational undertakings.

"Henry Sabin was of the few men I have known who did not have his stature increased or his personality magnified by his educational status as a scholar, by honorary college degrees, by such titles as 'honorable', 'professor', 'superintendent' or 'doctor.' He was greater as a man than the honors and emoluments conferred by organized society, he was more distinguished as a citizen than the office he held, was more esteemed as a personal friend than the favors he conferred. It was my great privilege to know him unusually well. During a period of nearly forty years he was a constant correspondent on professional themes involving educational problems and policies with a freedom and a fervor

that was very elaborating, enlightening and prophetic on matters where insight foretold the outcome and indicated the evident correct conclusion. In these thousands of autographic letters, he poured out his soul to his disciple and indicated the road that a safe American civilization must take. These letters were startling in their newness, decided in their definiteness and cheerful in their hopefulness because his conclusions always meant success and prosperity for the United States and certain progress in the education and training of the people. It was a wonderful opportunity for one twenty years younger to enjoy the privilege of this maturity of thinking, to see in advance the exposition of problems confronting the times and to note ahead of the advent the coming evolution of progress."

The purpose of this tribute of esteem and compliment will be lost if the older and more experienced workers in true educational service do not recognize their great duty to the younger and the greater individualities who need uplift, sympathy and development through the same fatherly guidance that Henry Sabin gave so freely to others who were willing to learn. Counsel, commendation, advice, spiritual cooperation are essential elements in giving abundant opportunity for making greatness in personalities not only possible but actual. Education is a business in which many are cooperators and leaders rather than the few, a field of service in which the right attitude toward human personality and human ideals magnifies results; a type of spirituality and greatness in which the wisdom of the capable and of the responsible should be transmitted from generation to generation for determining the true greatness and the absolute perfection of manhood, a school for the training of character and for the expansion of righteousness and peace through the inheritance of all until time shall be no more.

## XI. PERIOD OF RESTORED PROSPERITY

As the earlier years of the third decade of the twentieth century came and went, the war-made adverse conditions gradually disappeared with the return of peace. Teachers



lured from their normal calling by abnormal wages paid in other fields of labor began to find neither the pay nor the pleasure of their new pursuits justified their continuance in them. They returned to their first love, while the annual output of high school and college graduates produced its modicum of would-be teachers. The once-decimated classes of the college were again filled with eager students seeking preparation for the high calling of the teacher's desk. A generous state heard the call, saw and met the need. Buildings, equipment and teaching force were provided as the demand required.

The facts concerning your Teachers College recounted below are quoted from a recent college circular:

Two and one-half million dollar plant.

Annual income over one million.

175 members of faculty.

Operates 48 weeks per year.

5,647 different individuals enrolled on campus, 1924-25.

Summer term enrollment at Cedar Falls over 3,200.

24 buildings on 120-acre campus.

3 hospitals, 3 nurses, 1 physician.

16 janitors sweep 13 acres of floor space daily.

80,000 volumes in library, building cost \$161,000.00.

\$1,200.00 spent annually in current magazines.

Auditorium capacity, 1,500; with \$10,000 pipe organ.

35 pianos, 2 brass bands, 6 glee clubs, 2 orchestras.

Operates its own lighting, heating, ice making and laundry plants.

Courses for preparing teachers in every line of teaching.

Special courses for coaches of athletics and directors of musical organizations.

With the June Commencement of 1926, the institution completes the first half century of its history. From the smallest beginning it has grown great in numbers and has made for itself a place unique among the academic institutions of the world. Its student enrollment first counted in tens has increased to tens of thousands. Its first patrons were chiefly local or drawn from nearby towns; today upon its records are the names of the Jap, the Chinaman, the

Filipino and the Porto Rican, the Indian and the Negro. Its graduates are found in every state, in every land. They occupy every field of honest industry and of honorable service. Because its promoters in faculty and in council have believed in its mission, and have put heart and soul and life into its accomplishment, the school is proud of its past and looks with hope and confidence into the future. The outlook of the half century to come, who can guess? Under the wise guidance of the state appointed Board of Education, there will be no backward steps. Not as rivals, but with sisterly solicitude and helpfulness, the trinity of Iowa's state educational institutions will advance beyond the prevision of the prophet's ken.

## PART V

### PERSONAL AND CHARACTER SKETCHES

THE ensuing pages present historic facts as accurately as they can be found in Robinson Crusoe, Macaulay's History of England or Weem's Life of Washington. The proper names are for the most part fictitious but the tales belong to the stories and traditions of the school. The Galilean Council had its Peter and John and James and Jude. The Normal School, the College, points with pride to its illustrious names, its Gilchrists and its Seerleys, its Leavitts and Lewellings, its Begemans, Riggs and Lynches. It has also had its John Paul Howard.

#### I. JOHN PAUL HOWARD, THE FAILURE (?)

He was not a criminal, just a failure. He graduated with honor from Brockton College in 1853. As he received his degree on his graduation day, not even his enemy, if he had an enemy in the world, would have presumed to prophesy the downward course on which he was about to enter.

In the early autumn of '53, the well known prosperous firm of Ketchum and Cheetum wrote to the President of Brockton: "We are looking for a competent young man to take charge of an important line of our business. To the right man, we will pay a salary of two thousand, five hundred dollars the first year and if he makes good, we will double the amount at the beginning of the second year. Among your graduates, have you a man whom you can recommend? He may enter at once upon his duties."

The president replied, naming Mr. Howard, as the most available man for the place. Mr. Geoffrey Ketchum, head of the New York firm was a graduate of Brockton and a warm personal friend and admirer of the president of the college. John Paul duly received a congratulatory letter

from the head of the firm announcing the appointment. It was the tide in this young man's career that taken at its flood would surely lead to fortune. The salary was for that time lucrative, it would place him at once on Easy Street; he had but to enter upon the duties that had come to him unsought and wealth, position, success, were within his grasp.

But, "O, what fools those mortals be." His friends came to him with smile-wreathed faces and glad-extended hands to express congratulations. To their surprise and undisguised chagrin, he announced that he had already written to Ketchum and Cheetum, declining the position proffered him. His only excuse for taking so preposterous a course was that mercantile business was not to his taste, he "preferred to teach." A few weeks later, he accepted a position as Professor of Rhetoric in an impoverished, denominational secondary school, at a salary of seven hundred fifty dollars per annum.

In the early years of the Iowa State Normal School, he was chosen to a position in that institution; and he with his accomplished and thrifty wife with their brood of two fine boys, Frank and Charles, and their beautiful daughter, Amelia, removed to Cedar Falls. His salary at first was only twelve hundred dollars per year and to live within their income required the strictest economy. Their home on Cedar Street was though simply furnished an abode of refinement and the truest culture in which the Christian graces were exemplified in the lives of its inmates. His library was large for he had never stinted the companionship of good books. In all the city there was not a more select collection of literary treasures, Emerson, Carlyle, Irving, the great English writing poets, "They the sweetest of all singers" were ever at his command, to beguile his leisure hours. He was "given to hospitality" and his home and books were ever free to his friends and neighbors.

In the schoolroom, so clear were his elucidations and so artistic his methods, that without apparent effort he won at once the esteem and confidence of those who enrolled in his classes and to enter one of them was to begin a lifelong

friendship. Professor Colegrove in the course of a lecture tour was once accosted by a stranger who inquired concerning his instructors at College Hill. When the name of his favorite professor was reached, the stranger exclaimed, "John Paul Howard is the greatest teacher in the United States. If I ever accomplish anything in this world, I shall owe it all to him."

At Commencement and other alumni occasions, honors and recognitions came to him unsought. After a quarter of a century of service, he withdrew from the school amid the congratulations and regrets of his hosts of friends; congratulations because of the old age of leisure upon which he was about to enter; regrets that his presence and counsels were to be lost to the school.

He saw his children grow up to honor their father, their mother, their home and to perform a noble part in the affairs of the world. From the savings of his always meager salary, he was able to educate them in the best schools of the land. Frank soon rose to the superintendency of one of the largest city school systems in the West. Charles took rank as an expert accountant of wide reputation. Amelia was led, almost from the commencement stage, to the marriage altar. As mistress of one of the happiest homes in Waterloo, she is skillfully practicing the arts of housewifery and motherliness that she learned so well, from her good mother in the home.

If John Paul Howard ever regretted the great misstep of his life, his thoughtless rejection of the Ketchum-Cheetum offer, he dissembled well, he never breathed it in the ear of any living man or woman. He went bravely on his way, knowing the deprivation, not of want but of the luxuries that wealth can buy. He seemed content to find his best remuneration in the plaudits and the thanks of the thousands within his circle to whom he had been a benediction. Yet, how stupendous was his blunder. Had he turned his back on the academy and entered the employ of Ketchum and Cheetum, how different would have been his career. He would have made good. In a palatial home on some avenue of an eastern city, he would have lived like a king,

a retinue of servants at his beck and call. His wife would have been his queen, rejoicing in her gowns, her diamond necklace, her English spaniel and her social rank. If Frank, Charles and Amelia could have gotten born into that home, how their father would have rejoiced in their success. Frank would have been a millionaire before the world war commenced and would have increased his fortune many fold while the conflict raged. Charles would have earned his livelihood in the field of politics. As the leading politician of his ward, he would have bossed the primaries, dictated the politics of the city, perhaps been known as bathhouse Charlie or some other like title of honor and distinction. Amelia would have become the wife of a multimillionaire or perchance an English duke whose debts she would pay and win a coronet to place upon her brow.

One of the dreams of Professor Howard's life was to lay by enough in health to provide for himself a competence in his old age. This he measurably accomplished. When he had passed his sixtieth milestone, he found himself possessed of a little fortune of some thirty thousand dollars. In the town of Marshallville, there was a college and a bank. The former was the state school of the church of his choice and he served for many years as one of its directors. The president of the bank was one of his choicest friends. The banker had the confidence of the entire community; he was known as the Soul of Honor. At the solicitation of this friend, Howard invested nearly all his savings in the Marshallville Bank. One Sunday afternoon, the Soul of Honor and his son, the president and cashier of the bank, went out for a ride on the lake. The day was mild and the waters calm; but for some strange reason the boat was overturned and both were drowned. Told by telegram of the sad event, the good professor hastened to Marshallville to attend the funeral of his friend. There was a memorial service and Professor Howard was one of the speakers of the hour. He paid a high tribute to the Soul of Honor who had been so mysteriously called from a life of usefulness and service to his great reward. On the morning of the ensuing day, the books of the bank were opened and to the

dismay of the creditors and the shock of the community, they revealed that the Soul of Honor and his son were bankrupt and defaulters. They had speculated with the funds entrusted to them and had lost. Unwilling to face the disgrace entailed and the execration of the many they had wronged, their chosen way of escape was a double suicide. On a page of the Marshallville Republican next day appeared Professor Howard's eulogy of the Soul of Honor and the story of the Soul of Honor's fall.

To make good, in whole or in part, the losses of the bank's depositors the statutes of the state required that its directors should pay a full assessment of their financial interest in the concern. This paid, the hard earned savings, the fruits of the rigid economies of a self denying lifetime were swept away in an hour, and Professor Howard stood face to face with an old age of poverty. His lifelong dream of a competence in age had vanished. He found a welcome and a shelter in the home of Amelia and his two sons Frank and Charles vied with each other in providing so far as they were able for his every want. In the tranquility and peace of a thus provided home, he lived far beyond his accorded three score years and ten. At last, he paid the debt of nature. He died, and the spirit of John Paul Howard passed through the portals of the Eternal City where a group of those who had been his disciples on earth and who he by precept and example had pointed to the ways of righteousness and life were there before him; there to meet him and to greet him and to bid him welcome to this home celestial, to show him the glories of the Great Beyond and to introduce him to God.

As he had been so long and familiarly known in Cedar Falls, his relatives and friends in Waterloo appropriately arranged for a public funeral at the up-the-river-town. His remains were brought to the church where he so long had worshipped and to which he had given so much of his substance and himself. It unfortunately chanced that the day of the funeral was enrollment day at the college, a time when only the greatest emergency would excuse a professor from his post of duty. Just enough of his old time

associates at the college were excused to provide the six pallbearers that custom required. A simple service was conducted by the venerable minister who had been his pastor in former days. The clergyman began his prayer with the notable words, "O, Lord, we are too busy to bury our dead." The congregation consisted of four and thirty people. There were ten from Waterloo, the pastor, the organist, a quartet, six pallbearers, the janitor and eleven citizens from Cedar Falls, four men and seven women. The procession to the grave consisted of the minister's conveyance, the pallbearers carry-all, two carriages from Waterloo and a surrey filled with farmer friends who had driven in from the country to attend the obsequies.

Gentle reader, are you shocked that the passing of one who had sought so zealously to serve his generation should receive so slight a recognition? But remember it had been ten long years since he left the circles of the State Normal School; that the student body he had lived among and served had gone and to the then patrons of the school, his name was little more than a tradition. And remember, too, what a monument he might have bought for himself and what a funeral he might have had, had he chosen in his young manhood to accept the Ketchum and Cheetum offer. Still there are those who make pilgrimages to his humble grave, drop a tear upon it and say with choking voice, "He helped me."

## II. MARCIA MASON

Marcia Mason is a fictitious character. She breaks in here upon the course of this truthful narrative for a three-fold purpose. First, to present in Marcia a type of the light-hearted, life-loving, easy-going, fortune-defying school girl to be found in schools of learning everywhere—even in the school at Cedar Falls. Second, to describe a phase of student life, not appearing elsewhere in these pages, which has annually recurred for forty years, the coming of superintendents of city schools in search of trained teachers to fill gaps in their corps made by resignations, marriages and deaths. And third and chiefly, to introduce to the reader



one of the most brilliant of the alumnae of the school, who, as Bess Streeter, by her fine studentship and her womanly qualities, made an enviable place for herself in the hearts of her teachers and classmates and who later as Mrs. Bess Streeter Aldrich, won renown as a writer of first class magazine short stories. The following quotations are an abridgment from one of these. The language throughout is her own. The paragraphs are taken from the American Magazine for March, 1920, from a story of hers entitled, "Marcia Mason's Lucky Star."

\*"It was during this spring vacation that she began talking about Capitol City. 'I'm just living to teach there next year. They send some member of the board every spring to the training school to choose the best teachers, and I must be one. I don't want to go to any little two-by-four burg. Capitol City for me! I ask an interest in your prayers.'

"To do Marcia justice, she really applied herself that spring. The stakes were worth working for. On the last Friday morning in April, she had gone from the college to town on one of her numerous unimportant errands and was waiting by the downtown station for the college car. As it stopped, a sorority sister came down the steps. 'He's in there,' she whispered, 'Capitol City superintendent, come for teachers.'

" 'Where?'

" 'There—half way down—right hand side.'

"He looked just as Marcia would have expected him to look, distinguished, gray-haired, with a Van Dyke beard. She sat down behind him and whispered to his broad back a foolish little jargon:

" 'Eeny meeny miny mo,  
Please, kind sir, choose me to go.'

"Across the aisle from the great man sat Mrs. Hastings, the college doctor's wife. A strange young man was with her. From occasional glimpses of his good looking profile,

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Marcia decided that he bore a faint resemblance to Mrs. Hastings. There was something about him she liked, his square jaw and alert manner and a distinct air of sophistication that none of the college boys had yet acquired.

"The car stopped at the entrance to the campus and let out its load. As Marcia was about to pass Mrs. Hastings, and the strange young man, the former said, 'Oh, Miss Mason, are you in a hurry?' As there was merely a small matter of an English Literature class due then, Miss Mason assured Mrs. Hastings she was not at all in haste.

"'Could you show my brother around a little? My brother, Mr. Wheeler, Miss Mason.'

"Marcia laughed. She liked him. Mr. Wheeler looked down at his appointed guardian. She wore an immaculate white suit with an audaciously green silk sweater and cap. The V-shaped neck of her blouse set off the lovely contour of her face. By way of completing a very satisfactory picture there was a bunch of dewy-sweet violets in her belt.

"'You see before you the new Science Hall. It is thirty-seven stories high, a mile square and cost seventy million dollars. The roof of the new dormitory may be seen through the trees. Out beyond the Domestic Science building is the amphitheatre and beyond the amphitheatre—lies Italy.'

"They had come to a little rustic bridge across a miniature creek. Neither one made a move to walk on. In fact, to be explicit, they sat down on the low railing.

"'As for the training school,' Marcia continued, 'I wouldn't voluntarily take you there. It's the place where you abandon hope all ye who enter here.'

"'You teach there?'

"'I do.' She looked at her wrist watch. 'And in fifty minutes I'm to teach before the superintendent of the Capitol City schools, if I haven't died of fright. He was on the car. Did you see him, a big husky Vandyker?' Mr. Wheeler had noticed him.

"'I want to make a professional hit with him,' Marcia went on confidentially. 'I've simply got to teach in Capitol City next year. I love a city. I want to walk in the crowds

and eat at tea rooms. I want to go to the theatre and sit in a box.'

"They both laughed. Marcia was enjoying herself immensely. He was like that for the whole hour they were together, keen, clever, interesting. In comparison with him all the home boys and college boys of her numerous friendships faded quietly into a blurred masculine background. In the light of his clever repartee Marcia reveled. To his questioning she told him a great deal about herself. She described faculty members to the last comic detail. Mr. Wheeler enjoyed it, apparently, so she made fun of the training school for his benefit. She spared no one. She mocked the artificial manners of the student teachers and imitated the head of the department. His hearty, virile laugh was ample payment for her pains.

"It lacked seven minutes of the hour. Marcia slipped down from the bridge rail with, 'I go, like the quarry slave at night scourged to his dungeon.' Suddenly she clapped her hand to her throat in a characteristic gesture. 'Oh, my goodness!—I forgot—I have to get a whole violet plant with the roots on for my class. Oh, help me look, will you?'"

"Mr. Wheeler sprang nimbly to his feet and together they searched over that particular part of the campus. Not a violet showed itself above the close cropped lawn, nothing but bold faced dandelions.

"'Can't you—cut that part out?' he suggested.

"'You don't know Miss Rarick.' Marcia was genuinely distressed. 'If you haven't everything your lesson plan calls for, she just looks at you and you shrink and shrivel.'

"The wrist watch said three minutes of the hour. 'I'll have to take a dandelion root,' she announced, 'and pass it off for a violet. They won't know the difference.'

"Already her unquenchable spirits were rising. She borrowed Mr. Wheeler's knife and hastily dug up a dandelion. 'See! I'll take two or three violet blossoms and leaves,' she took them out of her belt, 'attach them to the dandelion root and wrap my handkerchief around the center as though it were damp and there you are!'"

"'But, see here, they're nothing alike,' he protested.

"'Oh, we should worry!' said the blithe Miss Mason. 'Thank you for helping me. You can come along if you want to and see me teach. I'm frightened senseless, anyway, at the Vandyker, so one or two more able bodied men won't matter.'

"Mr. Wheeler said he would be delighted to see the dandelion masquerading before the great man. So they hurried up the gravel driveway to the huge training school building. Marcia pointed out the door where he was to go. 'I have to go in another way,' she explained; 'the righteous from the wicked, you know.'

"The model primary room was an awe inspiring place. Eleven student teachers, notebooks in hand, sat by the side walls. Two critic teachers, notebooks in hand, sat by the rear walls. The head supervisor, notebook in hand, walked through the room as though to remind one of the day of judgment. The Capitol City superintendent was there and two or three lesser lights. Marcia and nine small pupils held the center of the arena after the manner of the early Christian martyrs. Her heart was beating suffocatingly, but she conducted a very creditable little reading class whose lesson was based on a violet plant that was much less modest than it should have been, owing to the fact that its pedal extremities, so to speak, had been grafted from a member of a family noted for its brazen forwardness.

"Marcia was a model of the sweet young instructor. Only once did she throw a fleeting glance of roguishness at Mr. Wheeler, to see his mouth lift at the corners in the characteristic way she had liked.

"The lesson was over. Everyone breathed more naturally. The student teachers and visitors rose to go to chapel exercises. Marcia looked around for Mr. Wheeler, but she did not see him. In the doorway, she turned to look at the Capitol City superintendent, in the hope that he was discussing her with Miss Rarick. He was not so engaged. He was picking up from the floor a dandelion root alias a violet.

"The sight disturbed her somewhat, but she put the thought of it aside and went on to chapel.

"The superintendent of the Capitol City schools, in all his dignity, sat upon the platform with the faculty. After the prayer and announcements, President Wells arose and said, 'We have with us today the superintendent of the largest school system in the state.' Marcia looked at him, sitting there so calmly. How nice it would be, she thought, to be so undisturbed when you were about to address an audience. President Wells had ceased introducing him, but he did not stir from his chair. Instead, from the semigloom of the back row there was stepping out a tall, clean-cut, alert young man, with keen brown eyes and a strong chin.

"All eyes were upon him. Marcia's own, wide, fascinated, alarmed, watched him. The color dropped away from her face, and then surged back like a scarlet tide. From the chaotic jumble of her mind one naked, leering truth stood out: He was the superintendent of the Capitol City schools.

"Like a kaleidoscope, things she had said to him tumbled about in her brain, forming a nightmare of combinations. With dry lips she whispered to the girl next to her, 'Who's the big man—in gray?'

"'Supe at Mapleville, only has eight teachers under him, acts like he was President of the U. S. A.'

"The man on the platform was speaking, easily, forcefully. 'Earnestness and sincerity form the keystone of the teaching profession.' He said a great deal more than that. He said it with fire and enthusiasm. He said he was there to choose teachers, high grade teachers who had been faithful in their work. Carefulness, attention to details, were things that would be considered. But over and above these was the great fundamental question: What was the spirit of the teacher? What gifts of heart and soul as well as of mind did she come bearing to her task?

"Marcia did not go to her afternoon classes. She packed her grip and slipped down to the afternoon train.

"At home the family was all excitement over the unexpected arrival. Mother bustled about with happy moisture

in her eyes even while she took in the fact that Marcia had something on her mind.

"Marcia told them all about it. She spared herself not at all. She had made a fool of herself, she said, and they might as well know it. 'The thing that makes me maddest,' she informed them, tearfully, 'is that I stretched things just to hear him laugh. I made myself out lots worse than I am. He was the sternest looking man you ever saw, and I loved to see the corners of his mouth pull up. He laughed an awful lot,' she finished forlornly.

"Two days later, there was a letter on the dining room mantel. Father had brought it home from the five o'clock mail. The letter was for Marcia. With fingers that trembled, she tore it open and read it. Then she ran upstairs and called, 'Folks! Everybody! Come here!'

"'Listen! It's from him.' She read along:

"'Dear Miss Mason:

"'I tried to see you yesterday afternoon, but your landlady said you had gone home for over Sunday. I hope you are not taking my talk to heart. Most probably you are not, as your disposition seems to be of a marvelously cheerful and elastic type. And, anyway, what's a dandelion or two between friends?

"'Have just come from board meeting and have the pleasure of reporting your election. I have placed you in the Lafayette School for next year, the grounds of that building being somewhat overrun with certain yellow weeds. You will no doubt take pleasure in assisting the janitor to eradicate them.

"'I have just been talking with Keith by 'phone and if I do not hear from you that it would be inconvenient, I will drop in with him on Sunday and congratulate you in person on the 'professional hit' you made with the Capitol City superintendent.

"'Sincerely,

"'John R. Wheeler.'"

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