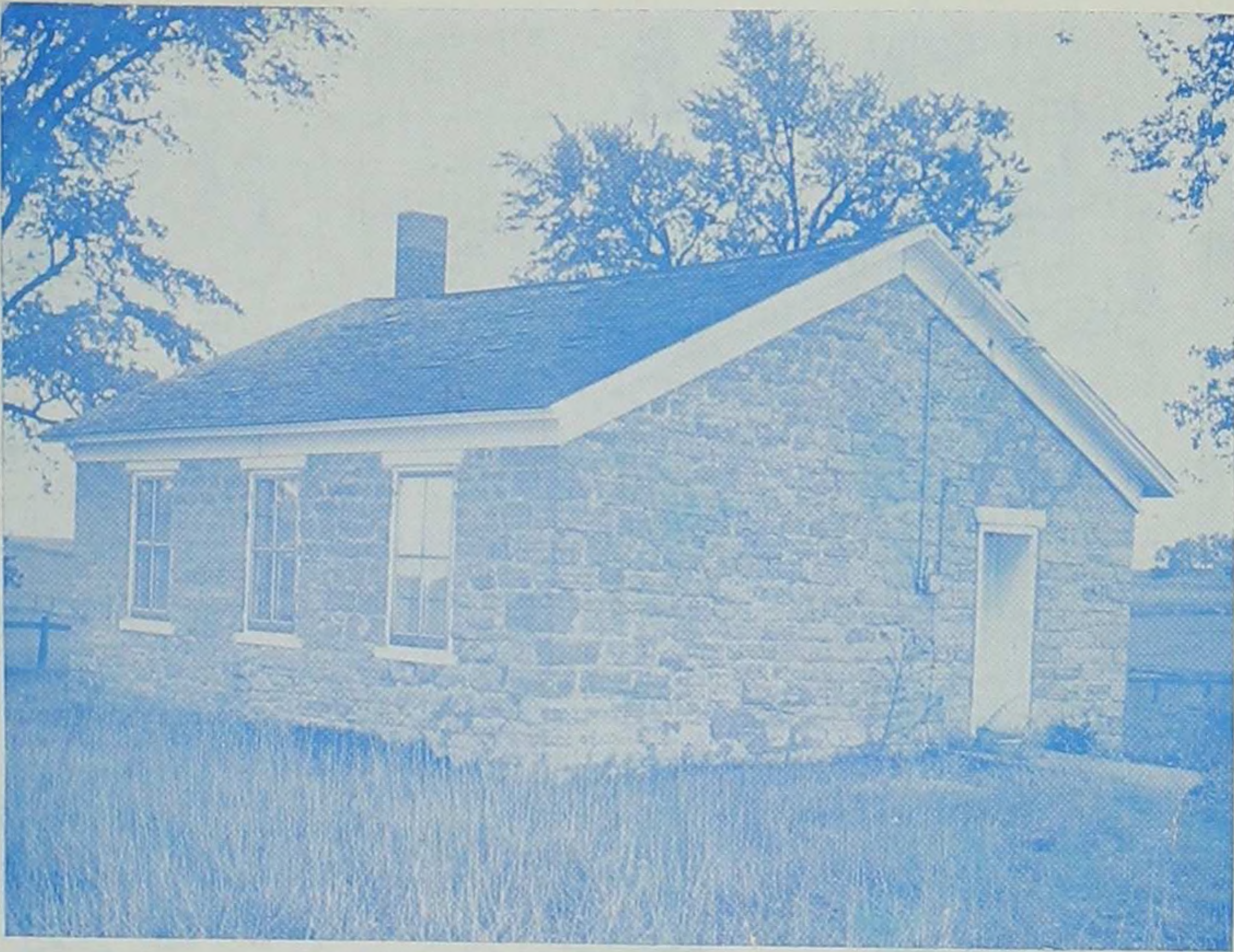


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The
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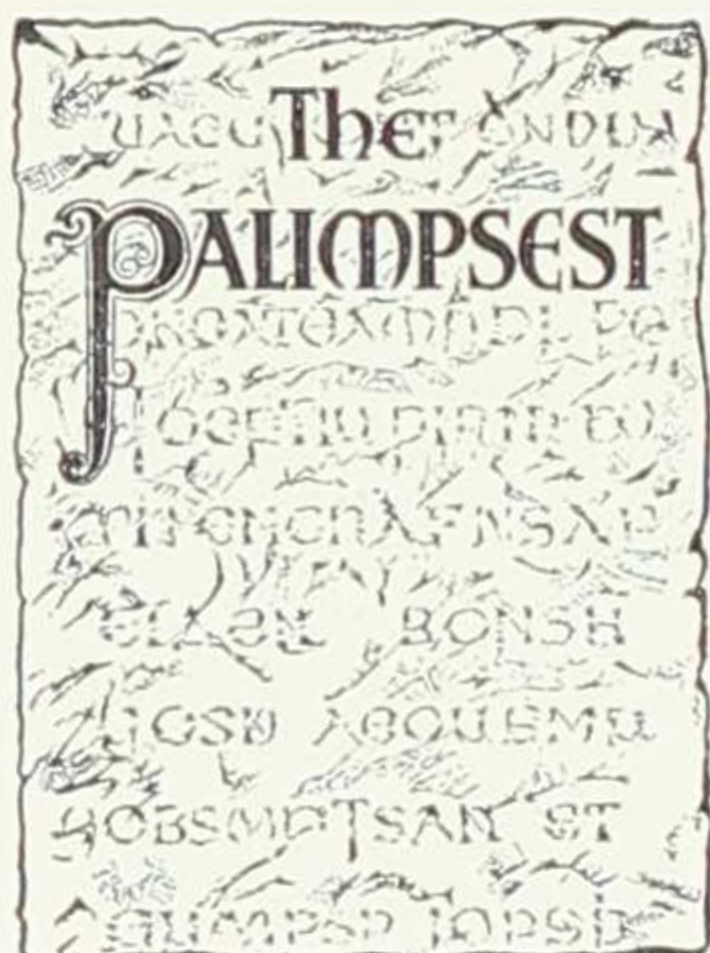


ONE-ROOM RURAL SCHOOLHOUSE

Published Monthly by
The State Historical Society of Iowa
Iowa City, Iowa

NOVEMBER 1954

IOWA STATE TRAVELING LIBRARY
DES MOINES, IOWA



The Meaning of Palimpsest

In early times a palimpsest was a parchment or other material from which one or more writings had been erased to give room for later records. But the erasures were not always complete; and so it became the fascinating task of scholars not only to translate the later records but also to reconstruct the original writings by deciphering the dim fragments of letters partly erased and partly covered by subsequent texts.

The history of Iowa may be likened to a palimpsest which holds the record of successive generations. To decipher these records of the past, reconstruct them, and tell the stories which they contain is the task of those who write history.

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IRVING H. HART

Cover

Front — Old Stone Academy, Johnson County. In 1951 there were 4,711 one-room schools in Iowa as compared with 9,276 twenty years earlier. The Old Stone school was one of 14 one-room schools withdrawn from use by the Solon Community School District in 1954. (Courtesy Iowa City Press-Citizen)

Back — *Outside*: Salisbury House, formerly the Carl Weeks home in Des Moines — new home of the Iowa State Education Association.

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THE PALIMPSEST

EDITED BY WILLIAM J. PETERSEN

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Public Education in 1854

[This paper was read on the Centennial of the birth of the ISEA at Muscatine on May 10, 1954. — THE EDITOR]

Much has been said of the wisdom of the Founding Fathers of our great Nation. Their vision and foresight was particularly commendable when it came to providing for a free public school system that was "good enough for the richest and cheap enough for the poorest." Before the Constitution was adopted, before George Washington was elected president, the Congress of the Confederation adopted two great ordinances committing the Nation irrevocably to a system of free public education. First, the Congress of the Confederation, borrowing from the New England land system, provided in the Land Ordinance of 1785 that the sixteenth section of each township should be set aside for the benefit of common schools. Two years later, in the Ordinance of 1787, the Congress declared that:

Religion, morality and knowledge, being necessary to good government and the happiness of mankind, schools and the means of education shall forever be encouraged.

This splendid statement in the Ordinance of 1787, although it referred particularly to the government of the Old Northwest Territory, served as the criterion which future legislators embodied in laws relating to education in Iowa. Iowa was attached to Michigan Territory in 1834 and thus fell under the orbit of the Northwest Ordinance. In his message to the legislature of the Territory of Michigan, Governor Stevens T. Mason explained the need for township organization in the Iowa District similar to that of Michigan to facilitate the establishment of schools. The same policy was pursued by the original Territory of Wisconsin, when, by an act of 1836, it provided that each of the new counties was to constitute a township. Governor Robert Lucas saw the need for the organization of townships when he declared before the Iowa Territorial legislature at Burlington, on November 12, 1838:

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; and as a preparatory step . . . I urge upon your consideration the necessity of providing by law for the organization of townships. . . .

Without proper township regulation it will be extremely difficult, if not impracticable, to establish a regular school system. In most of the States where a common school system has been established by law, the trustees of townships are important agents in executing the provisions of the laws. To them are entrusted the care and superintendence

of the school lands of their respective townships, the division of townships into school districts, and various other duties relating to building school houses, the organization of school districts, and the support of schools in their respective townships.

As a result of the governor's recommendation the Legislative Assembly of the Territory of Iowa passed the first public school law which Robert Lucas signed on January 1, 1839.

One might continue to mention leaders in education. Such governors as John Chambers, James Clarke, Ansel Briggs, and Stephen Hempstead — were all concerned over the problem of our common schools. In his inaugural address in 1854 Governor James W. Grimes declared:

Government is established for the protection of the governed. . . . It is organized "to establish justice, promote the public welfare and secure the blessings of liberty." It is designed to foster the instincts of truth, justice and philanthropy, that are implanted in our very natures, and from which all constitutions and all laws derive their validity and value. It should afford moral as well as physical protection, by educating the rising generation; by encouraging industry and sobriety; by steadfastly adhering to the right; and by being ever true to the instincts of freedom and humanity.

To accomplish these high aims of government, the first requisite is ample provision for the education of the youth of the State. The common school fund of the State should be scrupulously preserved, and a more efficient system of common schools than we now have should be adopted. The State should see to it that the elements of education,

like the elements of universal nature, are above, around, and beneath all.

It is agreed that the safety and perpetuity of our republican institutions depends upon the diffusion of intelligence among the masses of the people. The statistics of the penitentiaries and alms-houses throughout the country, abundantly show, that education is the best preventive of pauperism and crime. They show, also, that the prevention of those evils is much less expensive than the punishment of the one, and the relief of the other. Education, too, is the great equalizer of human conditions. It places the poor on an equality with the rich. It subjects the appetites and passions of the rich to the restraints of reason and conscience, and thus prepares each for a career of usefulness and honor. Every consideration, therefore, of duty and policy, impels us to sustain the common schools of the State in the highest possible efficiency.

I am convinced that the public schools should be supported by taxation of property, and that the present *rate* system should be abolished. Under the present system of a *per capita* tax upon the scholars, the children of the poor are in a measure excluded from the benefit of the schools, whilst the children of the opulent are withdrawn from them to be educated in private institutions. Property is the only legitimate subject of taxation. It has its duties, as well as its rights. It needs the conservative influences of education, and should be made to pay for its own protection.

Such were the educational ideas propounded by James W. Grimes — one of the truly great moulders of Iowa history a century ago.

Let us turn now to the problem facing our public schools in 1854. These problems, curiously

enough, were not unlike those facing present-day educators. Briefly summed up they needed — more and better school buildings; competent and devoted teachers; and adequate funds for implementing the program. Because of its historical significance (and because a replica of the cabin stands today as a symbol of our educational heritage) a word should be said of the pioneer Iowa school.

The first school in Iowa was established in the Half-breed Tract in Lee County almost three years before the Black Hawk Purchase opened to permanent settlement on June 1, 1833. Settlers had followed Dr. Isaac Galland to his settlement at Nashville and by 1830 a typical pioneer community had sprung up, with such prominent families as those of Isaac R. Campbell, James and Samuel Brierly, W. P. Smith, and Abel Galland as the nucleus. These people realized the educational needs of their children and, as in most activities on the Iowa frontier, private initiative took the place of governmental activity.

The first school teacher in Iowa was Berryman Jennings. Born in Kentucky on June 16, 1807, Jennings established himself at Commerce (now Nauvoo), Illinois, when he was only twenty years old. Three years later Dr. Isaac Galland invited him over to his new settlement to teach a school for three months. Jennings received lodging, fuel, furniture, and board at the Galland home as com-

pensation, as well as the use of the doctor's medical books. The school opened in October, 1830.

According to Jennings the first schoolhouse in Iowa, like all other buildings in that new country, was a log cabin "built of round logs, or poles, notched close and mudded for comfort, logs cut out for doors and windows, and also for fire-places. The jamb back of the fire-places was of packed dirt, the chimney topped out with sticks and mud. This cabin like all others of that day was covered with clapboards. This was to economize time and nails, which were scarce and far between. There were no stoves in those days, and the fire-place was used for cooking as well as for comfort."

As we participate in this important dedicatory program we should all be reminded that John A. Parvin (the first president of the Iowa State Teachers Association) opened the first school in Muscatine County in May of 1839. Parvin rented a small log cabin for this enterprise and secured for compensation such sums as the parents paid him directly. He later served as president of School District No. 1 in Muscatine. Parvin was amply qualified — as a teacher, as an administrator, and because of his burning zeal for the cause of public education — to participate in the founding of the Iowa State Teachers Association, and to become its first president.

It was fitting that the meeting in 1854 should be

held in Muscatine for yet another reason. The future "Pearl City" of Iowa had early demonstrated its interest in public education. In 1850, for example, Thomas Hart Benton, Jr., had reported work in progress on a 2-story brick building in District No. 2 in Muscatine which was ready for occupation on May 12, 1851. This building measured 40 x 45 feet and cost \$2,500. Thus, Muscatine, which ranked third in population at the time, had exhibited in Superintendent Benton's opinion an enterprise that "must be appreciated, and cannot fail to produce the happiest results." Burlington, Dubuque, Keokuk, and Fort Madison had exhibited similar zeal.

It was one thing to erect a school. It was another thing to operate it — as the school directors quickly found out. G. B. Denison had been named principal of District No. 2 at a salary of \$500 per year. His two female assistants received \$250 and \$225 respectively. About one-third of the teachers' wages of \$975 was expected to come from the school fund but no one had any idea where the rest would come from. It was finally left to the Principal, Mr. Denison, who fixed upon the following assessment per pupil per term: Primary department \$1.50; Intermediate \$1.75; all higher departments \$2. Since there were three 14-week terms in a ten-month year the average cost per student was 12½ cents per week; decidedly inexpensive, considering modern baby-sitting prices.

Meanwhile District No. 1 in Muscatine commenced building a 2-story 40 x 60 foot brick building while Theodore S. Parvin was president of the board. This school was opened on March 7, 1853, with D. Franklin Wells, a graduate of the New York Normal School at Albany, serving as principal. In its First Annual Report the Board of Directors presented some of the problems facing Mr. Wells in School District No. 1 in Muscatine.

The house will seat but 240 scholars comfortably, while the average daily attendance has reached 200, showing the wisdom of the planners in erecting so commodious an edifice, which even now in a very few years will be too small to meet the wants of the District. The Directors have been liberal in their views in seating and furnishing the house with the best material in their reach, which might tend to add to the comfort of teacher or scholar, and facilitate the imparting of instruction.

There yet remain several improvements which should be completed at an early day: 1st. The roof (a pitch one) leaks and needs repairing, if not to be replaced with a new (tin) one. 2d. The lot needs to be enclosed so as to afford separate play grounds for the sexes, which would tend greatly to remove an objection now entertained by many against the school, because the sexes occupy the same play ground. 3rd. A wood house is needed to protect the wood from the weather and light fingered loafers. 4th. A cistern is also wanted, as water cannot be conveniently reached by digging.

And lastly, a *bell* is much needed to give regularity to the operations of the school. The Directors had assurance that a *generous* public would furnish a bell and TOWN

CLOCK and at a considerable expense erected a Tower to receive them, but when a subscription was handed around for this purpose the amount subscribed was not half sufficient to procure one, as a large proportion of the citizens of District No. 2, refused to contribute to put a clock upon *our* house when they had no Tower on theirs to receive one, and the members of an influential and wealthy church declined because the steeple of theirs was not selected as the place for the clock, notwithstanding the eligibility of the site of the school house is so manifest as to need no argument in its favor.

We now ask the question, in view of the great *public* utility of a town clock, shall these prejudices be laid aside, and the wants of the entire community be consulted, and a clock procured?

Mr. Wells continued as principal until 1856, when he was elected principal of the State Normal School at Iowa City. Since John A. Parvin was elected the first president of the Iowa State Teachers Association and D. Franklin Wells was named Secretary (and later twice president of the ISTA) their names are inextricably woven into the educational fabric of Muscatine, Iowa, and ISEA history.

James D. Eads became Superintendent of Public Instruction following the founding of the ISEA at Muscatine. Like Benton, Eads was deeply impressed with the enthusiasm of Iowans for education.

In many of the older counties that I have travelled through, the citizens have gone to work with a liberal and praiseworthy spirit in erecting large and commodious

buildings for educational purposes. The city of Keokuk takes the lead in having the finest building in the State, in the erection of which the citizens have expended nearly ten thousand dollars; and with a liberal spirit, they pay the Superintendent of the school eight hundred dollars per annum.

Fort Madison, Burlington, Muscatine, Davenport, Lyons, Anamosa, Colesburgh, Marion, Rochester, Tipton, Denmark, Primrose, West Point, Centerville, Oskaloosa, Cedar Falls, and many other towns, have erected buildings, which will stand as lasting monuments of the liberality of those engaged in so glorious an enterprise, and an honor to our young State.

Although fine schools were springing up all over Iowa the log cabin school still predominated on the eve of the founding of the ISTA. According to Supt. Benton's report there were 859 school houses in Iowa: 459 were log cabin, 297 frame, 91 brick, and 12 stone. The brick and stone school houses were located for the most part in the more populous centers — Keokuk, Fort Madison, Burlington, Muscatine, Davenport, Iowa City, and Dubuque. Muscatine County itself was typical of the well-populated counties; it had 3 brick, 1 stone, 11 frame, and four log cabin schools in 1854. Appanoose County, on the other hand, had 21 log cabin schools while Mills, Taylor, and Pottawattamie on the Missouri slope, each reported 3 log cabin schools. Polk County, which, like Appanoose, lay on the frontier of 1850, had 3 frame and 6 log cabin school houses at the opening of

1854. The average cost of these 859 schools was \$168, a price which was probably just as burdensome to the pioneers as the cost of modern construction.

What of the teachers back in 1854? Mr. Benton recorded a total of 1,339 school teachers of whom 740 were males and 599 were females. Most of these teachers were young. Out of a random group of 100 teachers — 32% were under 21, while 88% were under 32 years. Only 3% were 60 and over — the oldest being 73. Of a list of 556 teachers whose place of birth was reported, Ohio led with 142 teachers while New York stood second with 78. Only one Iowa-born teacher was recorded by Superintendent Benton E. Aimes of Garnavillo. Several foreign lands were represented among these teachers, notably Ireland, England, Scotland, Denmark, and Canada. Since all of us are interested in salaries one should note that the average monthly compensation for male teachers was \$19.73 while the average female received only \$9.79. The need for better salaries was recognized by James D. Eads in 1854. After “earnestly” recommending the employment of more female teachers to train the “plastic” minds of children in the Common Schools, Superintendent Eads strongly condemned teachers’ salaries of 1854.

I am well aware that many districts are newly organized, and with a limited number of families, can ill afford the

expense incurred in the erection of school houses, and in the support of free schools. Still, making due allowance for these, and other unavoidable causes, it is painfully evident that the profession of teaching has not yet assumed its true position in the estimation of the great mass of our citizens. It is to be deplored that this, which should be the most prominent, as it is the most important, of all the learned professions, is made to yield in point of position in favor of other and far less worthy objects. And while in the various departments of manual labor, we do not hesitate to pay from one to three dollars per day for services rendered; and while also, we pay to our clergy salaries of from three hundred to twelve hundred dollars per annum; and to the legal and medical professions, whatever they choose to charge, the teacher whose high duties in reference to their controlling influence upon human destiny overshadows them all in the magnitude and importance of their results, must be content with a most shamefully inadequate and meagre compensation. I trust, however, that we shall soon witness a better appreciation of the services of teachers, throughout the different sections of our State.

In addition to competent, well-paid teachers, Superintendent of Public Instruction James D. Eads favored adequate textbooks that would be "best adapted to the wants and interests of the people at large, without any regard to the many solicitations from publishers and book agents." The books he recommended, Eads claimed, were used in most of the Middle Atlantic, Western, and Southern states, and had received the approval of many of the "most eminent educators and friends of education" in the United States.

Among the texts listed were Pinneo's *Primary*

Grammar and Analytical Grammar; Mitchell's *School Geography, Universal Atlas, and Series of Large Outline Maps*; R. G. Parker's *Natural & Experimental Philosophy*; Burritt's *Atlas of the Heavens*; Wood's *Class Book of Botany*; Ray's *Arithmetic* (three texts) and Ray's *Algebra* (two texts); Foster's *Book-Keeping*; Parley's *Illustrated History*; Emma Willard's *History of the United States and Universal History*; McGuffey's *Eclectic Reader* (five texts); Hemans' *Reader for Young Ladies*; McGuffey's *Eclectic Spelling Book*; and James Bayard's *Exposition of the Constitution of the United States*. These books, Eads concluded, contained "all that is calculated to elevate the moral character of the rising generation, without the least sectarian bias; and I think this one of the most important features in any work gotten up for a school book, that is a candidate for public favor."

Superintendent Eads especially urged the use of Webster's Dictionaries. "They have a character that no other works of the kind ever attained in this country. In fact, they stand without a rival in the annals of English lexicography. His Unabridged Dictionary is emphatically the greatest work of the age, and I respectfully ask at your hands the power to place one copy of this work in every School District in the State, as it is the only correct defining dictionary in the English language, and if we wish the teachers and pupils to

understand the meaning of technical terms and words hard to be understood, then let us place this great American work upon the desk of every public school teacher in the State."

If John A. Parvin and D. Franklin Wells could be present at this significant Centennial dedication they would be astounded at the giant strides made in public education in the space of 100 years.

In 1854 there were 1,339 teachers; now there are 24,082, almost all of whom are identified with the great educational organization founded in Muscatine a century ago.

In 1854 there were 859 school houses valued at \$144,978; now there are 7,990 schools valued at \$204,634,737.04.

In 1854 there were 44,442 scholars in Iowa; now there are 542,000 pupils in our public schools and it has been estimated that there will be 635,000 in 1958, or almost double the total population of Iowa a century ago.

In 1854 there was no State University of Iowa, no Iowa State College of Agriculture and Mechanic Arts, no Iowa State Teachers College; now 19,388 students attend these three great institutions which rank with the finest in the land. This represents more than half of the total college enrollment of 36,681 enrolled in Iowa colleges in 1954.

In 1854 there were only a few straggling private colleges in Iowa (Iowa College at Daven-

port and Iowa Wesleyan at Mt. Pleasant); today twenty-two are attended by 13,660 students. In addition, 3,633 students attend junior colleges and technical schools.

Then as now, education was the biggest and most important single industry in the State of Iowa. It involves more people, enters more homes, and affects more lives than any other single activity. Measured in terms of teachers, students, school board officials, and directors, Parent-Teacher Associations, janitors, custodians, bus drivers, and school nurses, there are very few homes in Iowa that are not directly affected by public education. The Iowa State Education Association has been an important, indeed a decisive factor, in achieving these gains.

Thomas Hart Benton, Jr., left his post as Superintendent of Public Instruction a few weeks after the ISTA met in Muscatine. The existence of this association as well as his six years in the superintendency must have done much to strengthen his faith in the future of the common school. With prophetic vision Benton declared:

There was a period when I entertained serious misgivings as to its fate, but time has dissipated my fears. Its destiny is now fixed, and a bright future awaits it. It is emphatically an institution of the people, and the people will sustain it. The civil commotions to which all governments are more or less subject, may retard its progress, but cannot prostrate it. It is founded upon the principles of justice and philanthropy, and presents a phalanx of

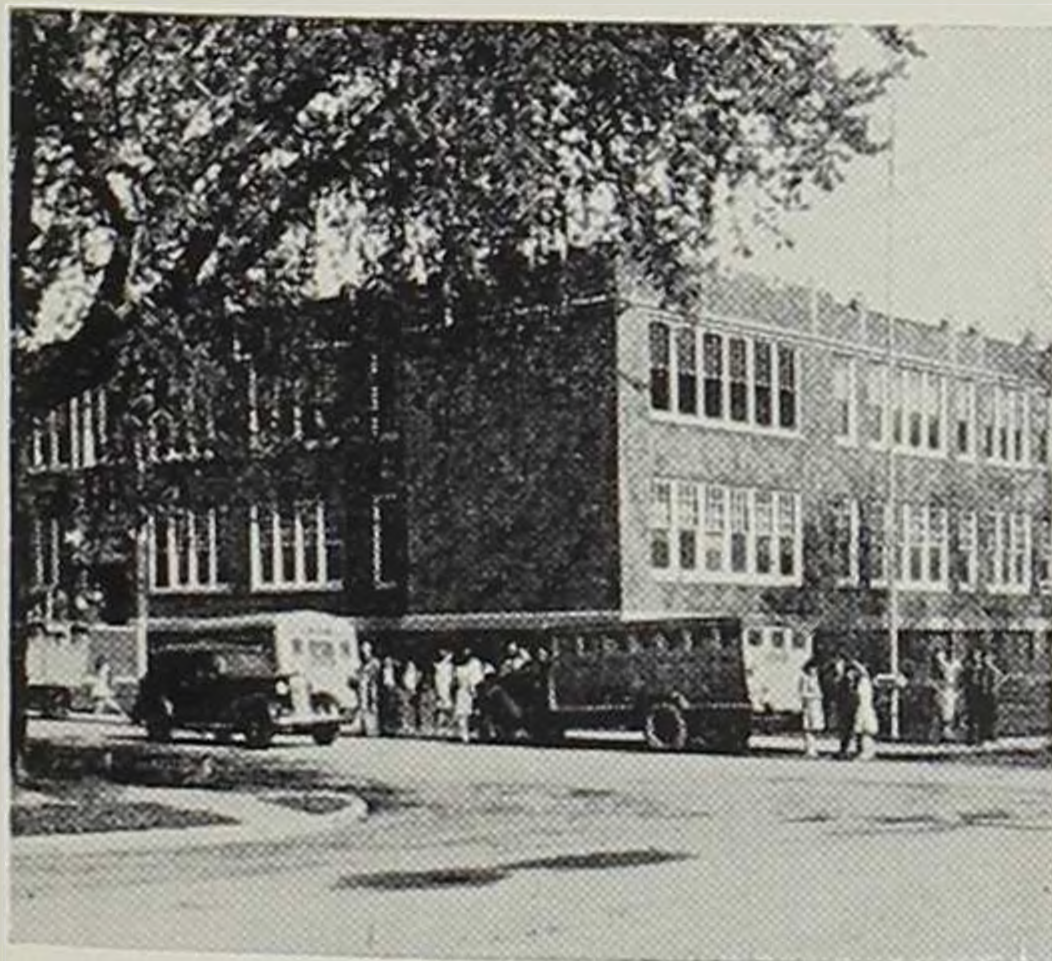
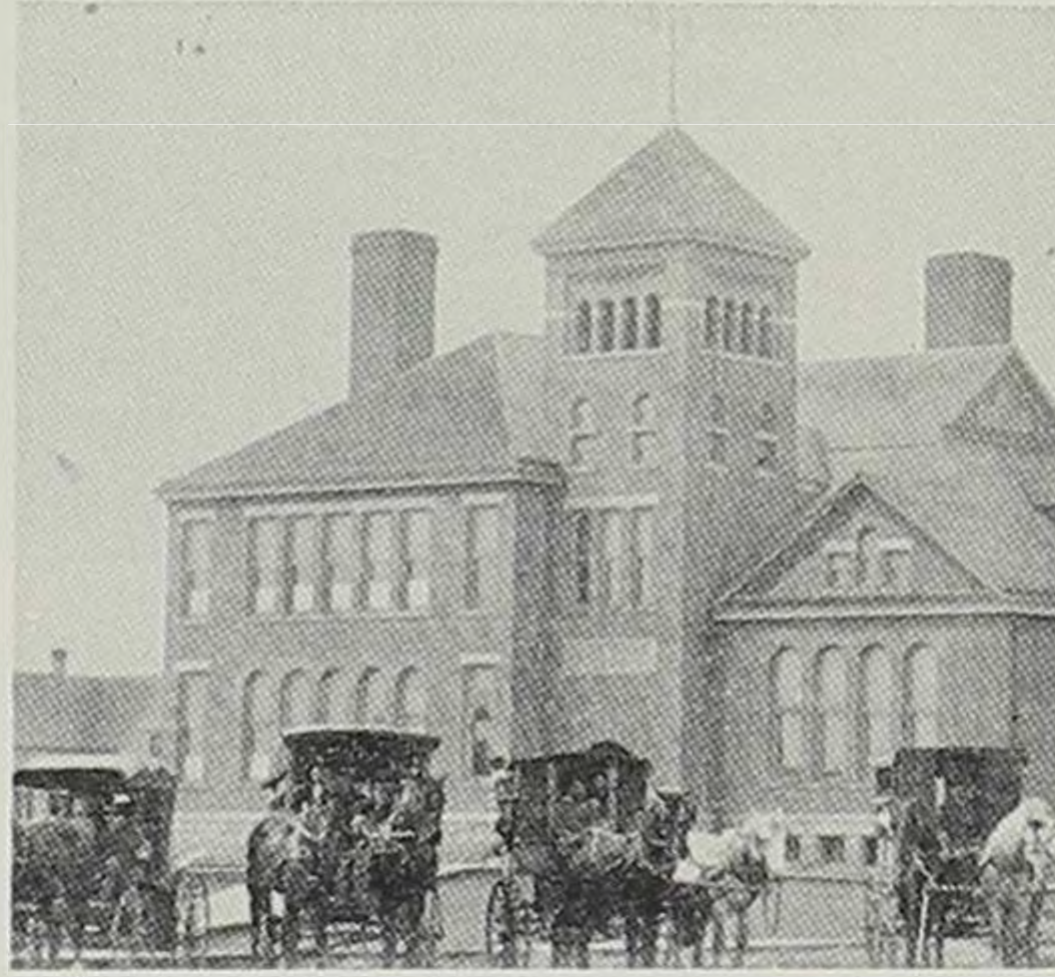
moral and intellectual grandeur which defies the attacks of its opponents. Its object is the development of the human mind — the education of the masses — the noblest work that can engross the attention of a rational being. Our state is admirably adapted to a system of public schools. We have but a very small proportion of unproductive lands, and our population will be dense and compact, and the time will come when Iowa will rank second to no State in the Union for educational facilities, both public and private.

The century that has elapsed since Thomas Hart Benton, Jr., made his 1854 report has borne out the wisdom of his prophecy. The great names in the cause of public education in Iowa read like a veritable Who's Who in Iowa history. With such consecrated leadership, stemming from dynamic and inspired men and women, public education advanced steadily, and the Hawkeye State forged its way to the forefront among the states of the Union.

WILLIAM J. PETERSEN

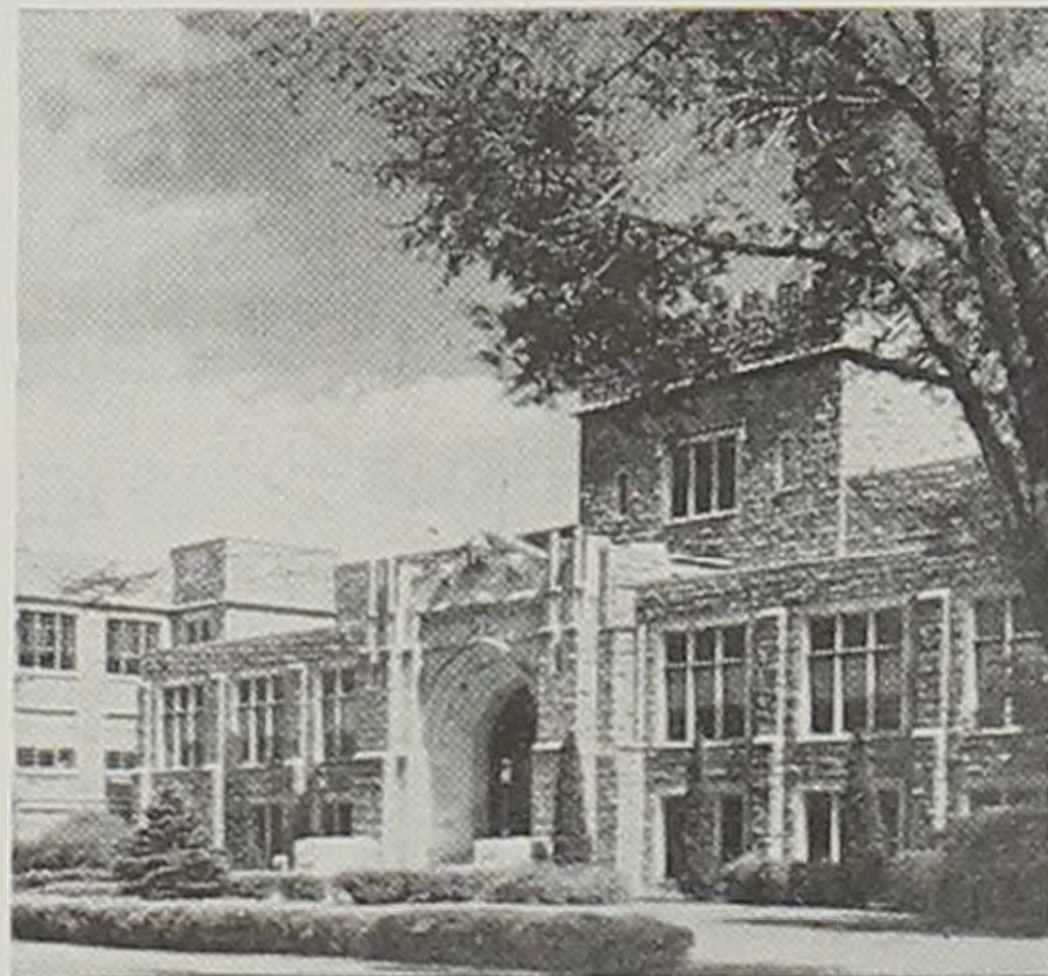
IOWA SCHOOLS

First consolidated school in Iowa, erected at a cost of \$15,000 in Buffalo Center in 1896. The popularity of the school was quickly attested by its growth. In 1896 there were 70 pupils in attendance in the rural schools of the township. In 1898, after the adoption of the central plan, there were 110 pupils. The next year this number had increased to 133. There were 424 consolidated school districts in Iowa in 1951.



The first consolidated school in Iowa stands in striking contrast to the modern Buffalo Center High School. In 1951 there were 3,430 busses such as shown in this picture in use by the public schools, and 141,576 pupils were transported to school in this way.

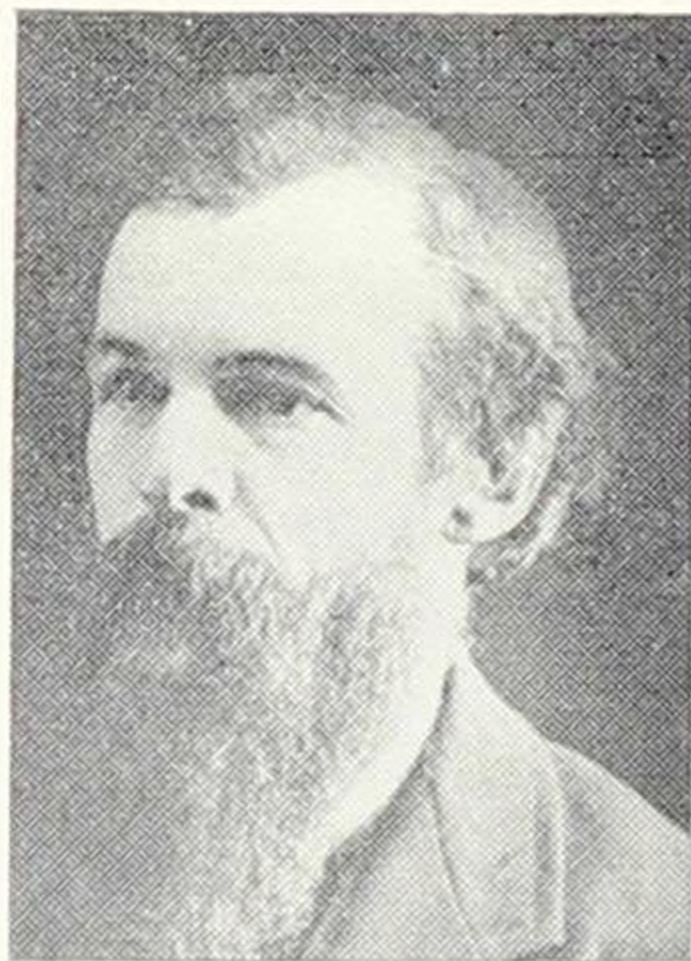
Dubuque High School. Tipton started a public high school in 1856 and the idea took root in such towns as Dubuque, Muscatine, Burlington, Iowa City, and Mount Pleasant before the Civil War. In 1911 a new State law gave the privilege of free high school training to all Iowa children. There were 905 junior and senior high schools in Iowa in 1951.



SOME ISEA PRESIDENTS, 1854-1928



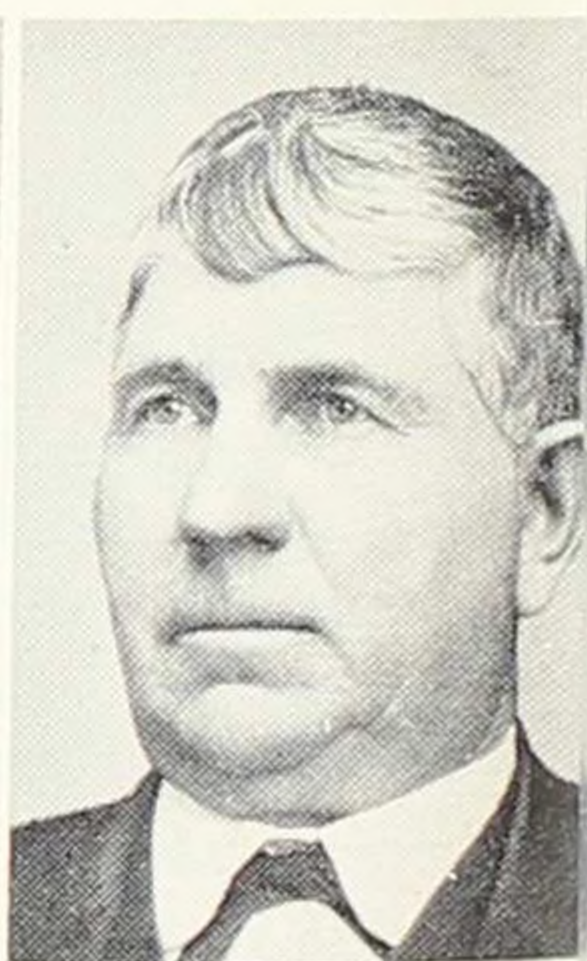
J. A. PARVIN



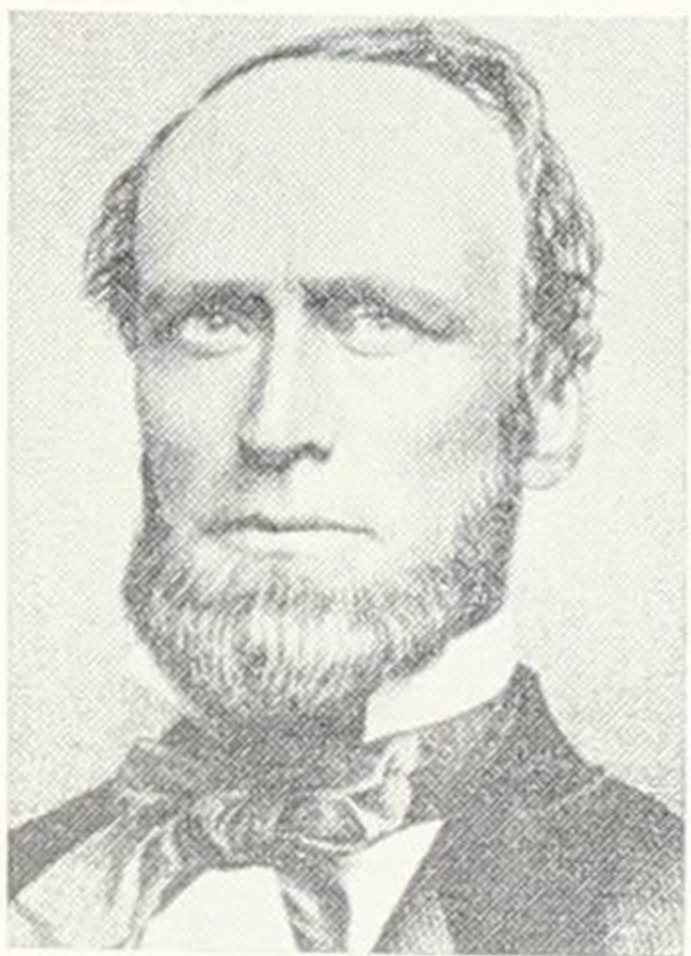
J. L. ENOS



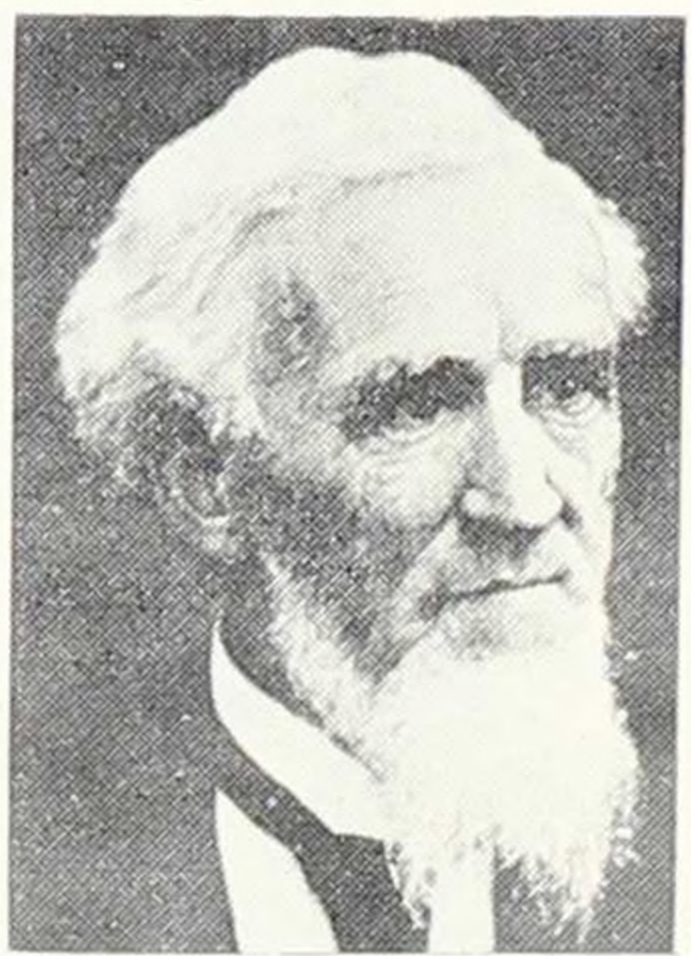
D. FRANKLIN WELLS



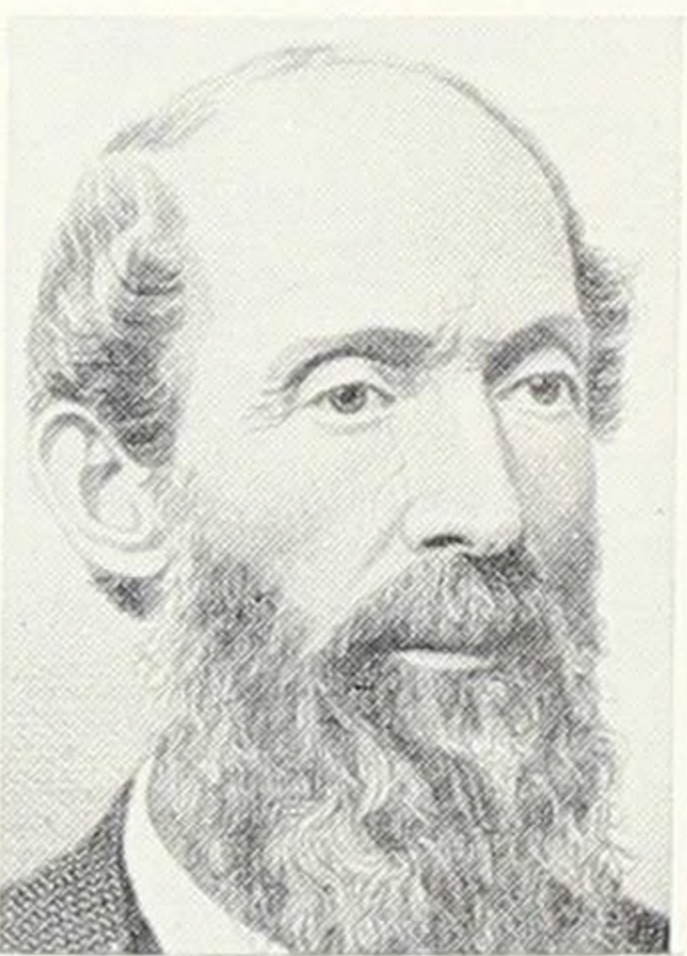
C. C. NESTLEROD



ORAN FAVILLE



L. F. PARKER



T. S. PARVIN



PHOEBE W. SUDLO



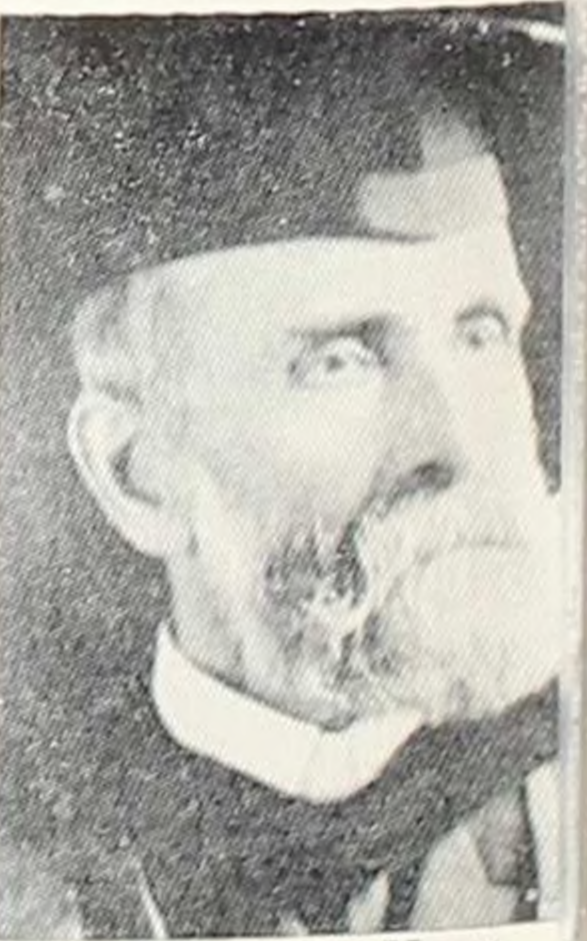
HENRY SABIN



S. CALVIN



H. H. SEERLEY



WM. F. KING



J. H. T. MAIN



F. C. ENSIGN



FRED D. CRAM

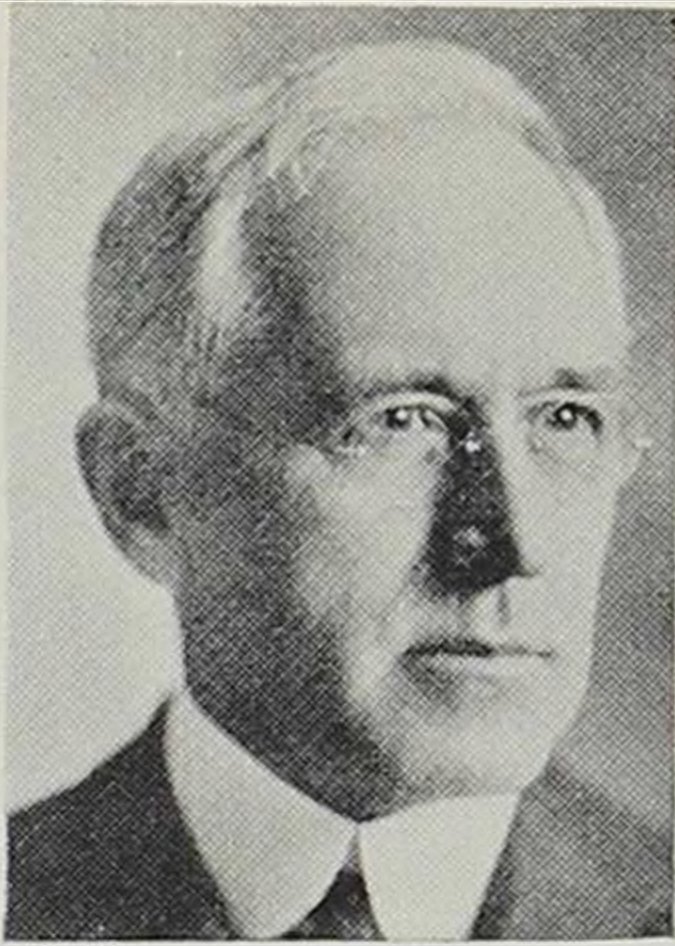


JOHN E. FOSTER

SOME ISEA PRESIDENTS, 1929-1954



ESTHER HELBIG



FRANK L. SMART



I. H. HART



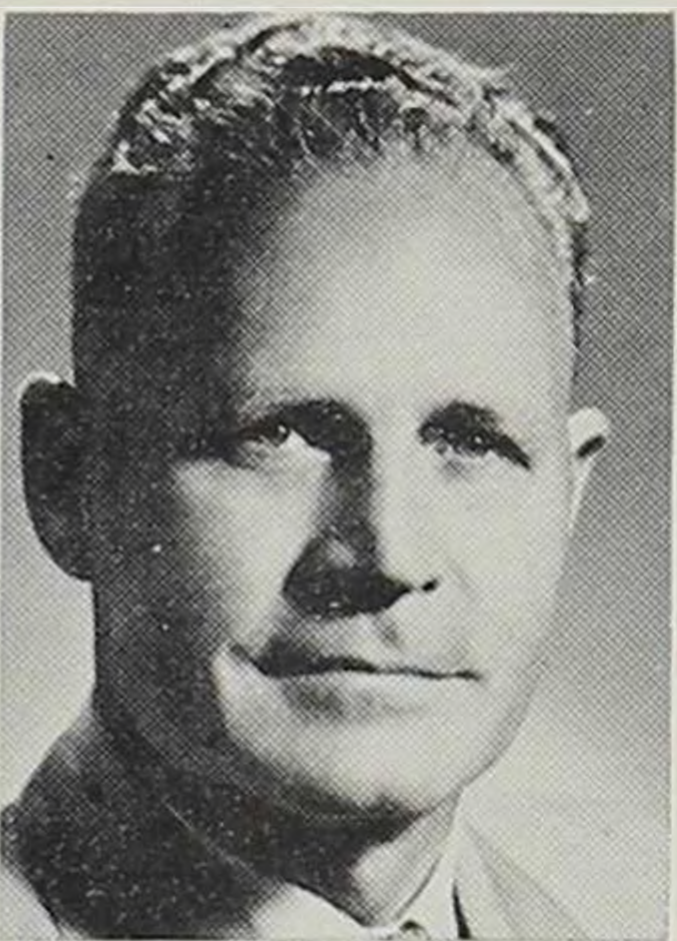
ANNA LYNAM



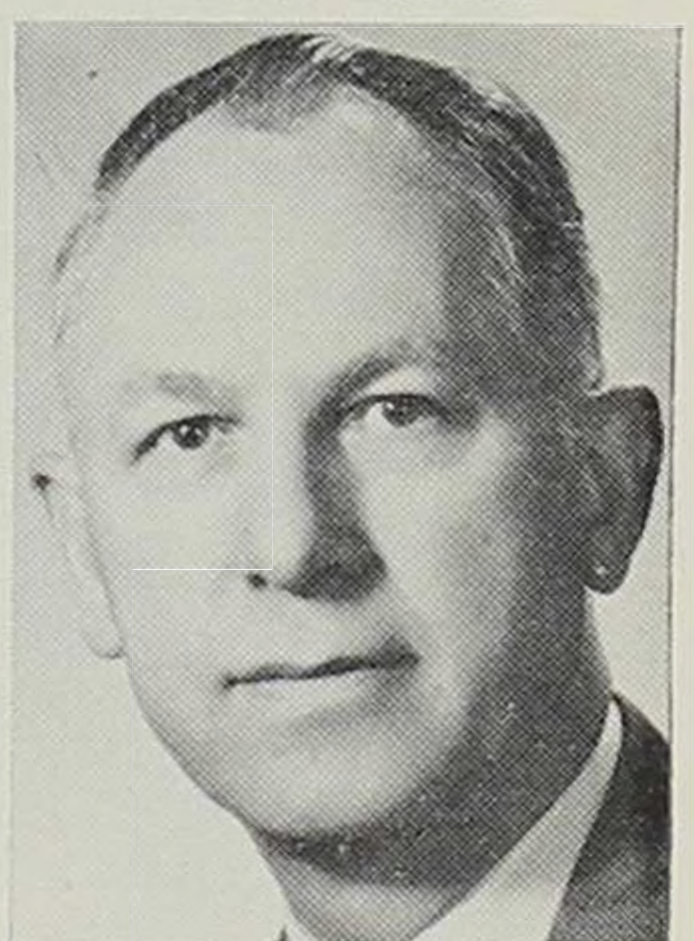
ARTHUR DEAMER



P. C. PACKER



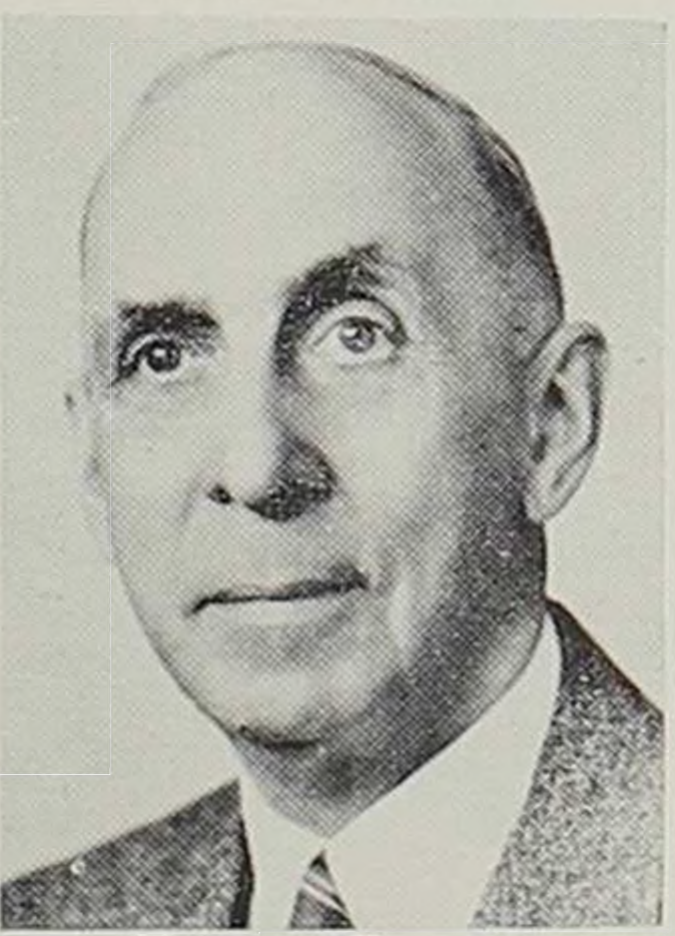
C. F. MARTIN



CARL T. FEELHAVER



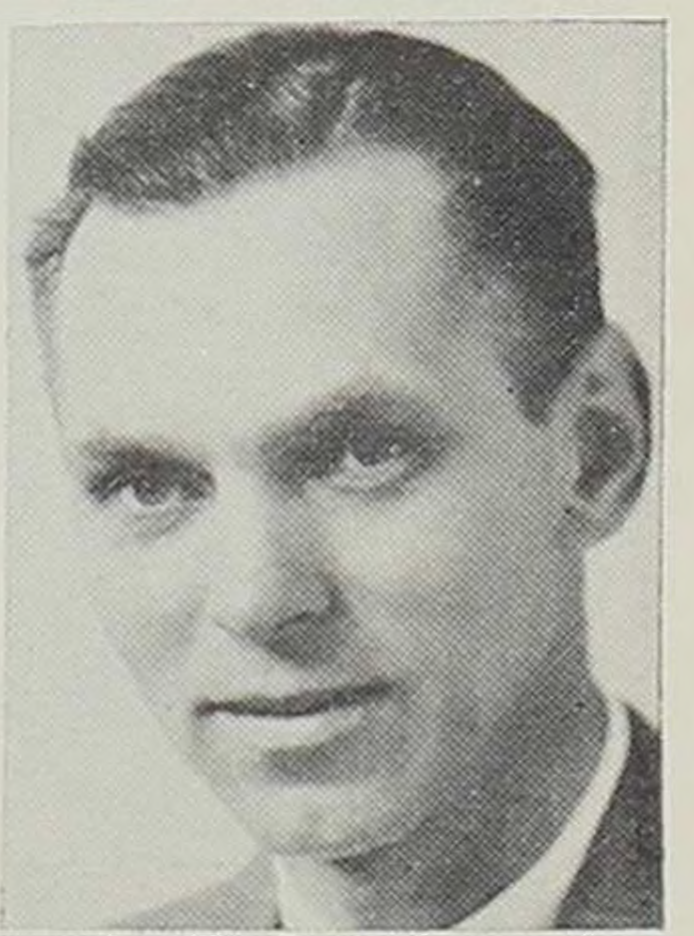
FRED K. SCHMIDT



ELMER RITTER



HARVEY HILL



A. E. LAURITZEN



W. A. ERBE



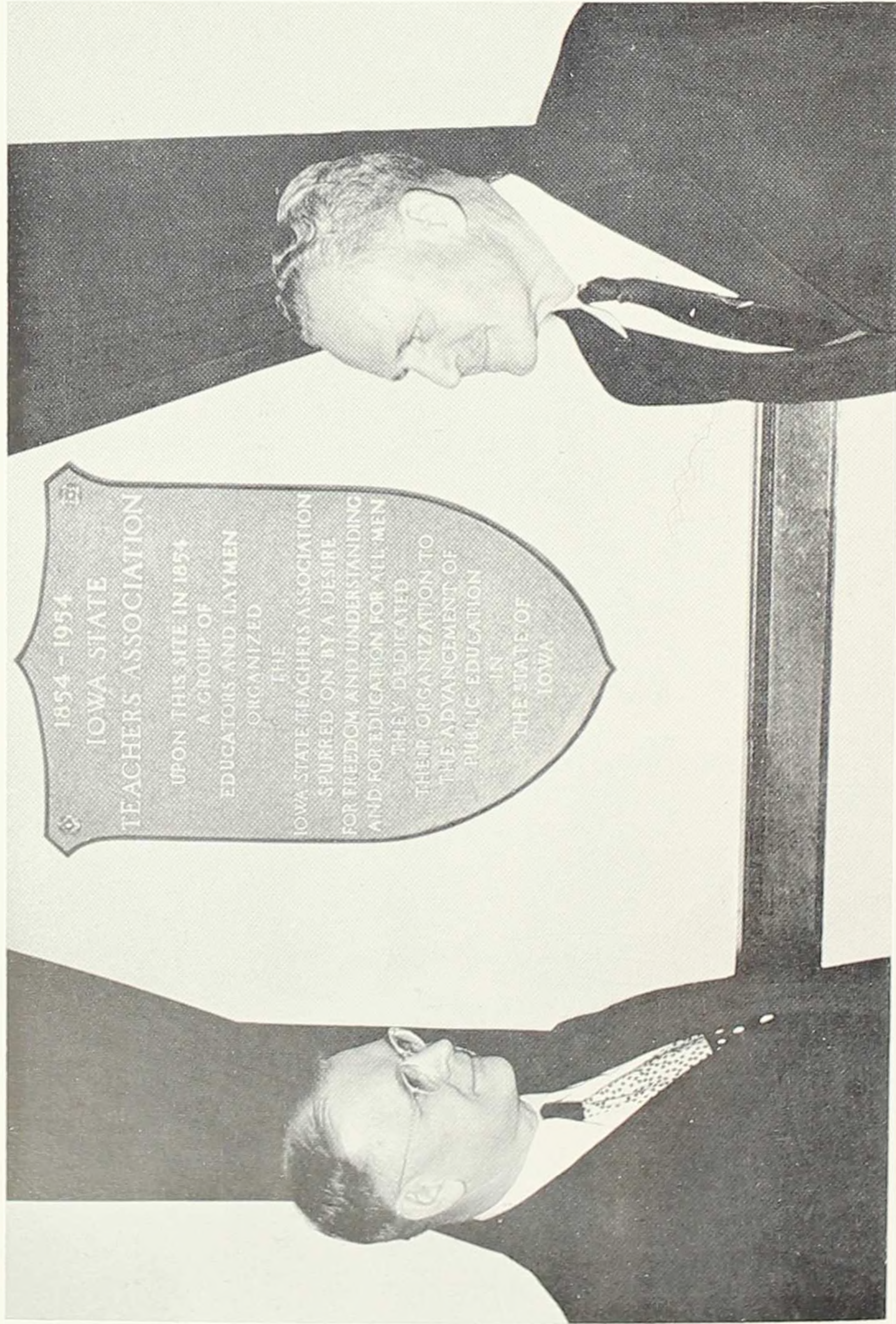
W. F. JOHNSON



J. L. DAVIES



FRANK L. HILDRETH



1854 - 1954
IOWA STATE
TEACHERS' ASSOCIATION
UPON THIS SITE IN 1854
A GROUP OF
EDUCATORS AND LAYMEN
ORGANIZED
THE
IOWA STATE TEACHERS ASSOCIATION
SPURRED ON BY A DESIRE
FOR FREEDOM AND UNDERSTANDING
AND FOR EDUCATION FOR ALL MEN
THEY DEDICATED
THEIR ORGANIZATION TO
THE ADVANCEMENT OF
PUBLIC EDUCATION
IN
THE STATE OF
IOWA

Plaque dedicated by the ISEA in Muscatine County courthouse on May 10, 1954. William J. Petersen (left), Superintendent of the State Historical Society, and Charles F. Martin, Executive Secretary of the ISEA, inspect the plaque.

A Century of the ISEA

The Iowa State Education Association had its origin as the Iowa State Teachers Association in a meeting of a group of teachers and friends of education held in the court house at Muscatine on May 10, 1854. The objects of the organization as stated in the constitution were "to promote the educational interests of the state, improve teachers, and elevate the profession of teaching." A second session of the Association convened at Iowa City in December, 1854. There was no meeting in 1855, but two were held in 1856, again at Iowa City and Muscatine. Since this date the Association has met only once each year.

The annual conventions in the first thirty years were held in the following places: Muscatine, (1854, 1856, 1861), Iowa City (1854, 1856, 1873), Dubuque (1857, 1864), Davenport (1858, 1872), Washington (1859), Tipton (1860), Mount Pleasant (1862), Grinnell (1863, 1876), Oskaloosa (1865, 1881), Cedar Rapids (1866, 1877), Des Moines (1867, 1874, 1880), Keokuk (1868), Marshalltown (1869, 1878), Waterloo (1870), Council Bluffs (1871), Burlington (1875), Independence (1879), and Cedar Falls (1882). Since 1882, with the exception of 1887

when the convention was held in Cedar Rapids, all annual meetings have been held in Des Moines.

Statistical data on membership are lacking for eight of the first twenty years of Association history, but the annual average for the other twelve years is 127. Membership at this time, and until 1917, was based upon attendance at the annual conventions; hence there were radical fluctuations from year to year, due in part to distances and difficulties of transportation. From 1875 on, the number of members increased steadily decade by decade as is shown by the approximate ten-year averages down to 1904: 250, 600, 1,100.

The time of year selected for these meetings had an undoubted effect upon attendance and membership. In the first twenty years, the customary date was during the summer vacation, usually in August. In 1875, the dates were set in December, following the Christmas holidays, and this custom was confirmed by the Constitution in 1883. The holiday dates were continued until 1909, when the annual convention was called in the first week of November. These dates have been adhered to ever since with two exceptions. An epidemic of influenza in 1918 caused the cancellation of the regular convention program and the substitution of an executive session held late in December. War time restrictions on transportation caused the postponement of the 1945 convention to January 31 and February 1 and 2, 1946.

The change to the November dates resulted in an immediate and striking increase in membership to an annual average of over 5,000. By a radically revised constitution in 1917, an effective plan of federation of the state with the district associations was adopted, membership ceased to be based solely upon attendance at the annual state convention, and active recruitment campaigns were initiated. As the result, the annual membership in the Association rose by successive stages to 15,000 by 1920, to 17,000 by 1930, to 21,000 by 1940, and by the close of the first century to 23,800.

More significant, however, than the increase in actual numbers has been the increase in the proportionate number of Iowa teachers who have become members of the Association. Comparison of the whole number of teachers in Iowa with that of the membership in the ISTA shows that in general in its first thirty years at no time were more than two per cent of Iowa teachers members of the Association. By the end of its first half-century, this figure had risen to four per cent. At no time in the first sixty years of the Association were more than 30 per cent of the teachers in Iowa members of the Association. By 1922, this proportion had risen to almost 70 per cent, and in the interval between 1938 and 1954 it has increased to 85 per cent and finally to 95 per cent. At the present time, the ISEA may validly assume to speak and act in the name and by the authority of Iowa's teachers.

The Iowa State Teachers Association was at first a man's organization, as a natural consequence of the predominance of men in the teaching profession. The Civil War called many men teachers to the colors and their places in the schools were taken by women. In the convention of 1862, for the first time, the women (they called them "ladies" then) found themselves in the majority. By the constitution of that date, "ladies" were admitted to nominal membership, but were specifically exempted from the payment of dues. To the business session of 1862, a request was submitted on behalf of the feminine members for the privileges of paying dues and of being granted full equality in membership. The question was referred to a "committee of ladies," of which Phoebe W. Sudlow of Davenport was chairman. This committee reported in the following year demanding the right to become "equal sharers of the burdens of pecuniary support" of the Association. An amendment to the constitution to this effect was adopted. It was only gradually, however, that women came to be recognized on the programs and among the officials of the Association. Phoebe W. Sudlow was elected President of the ISTA in 1877, and since that date eight other women have served in this capacity. Throughout these years, also, women have been members of the Executive Committee and of other important committees of the Association.

Through force of circumstances rather than by specific intent, the government of the Iowa State Teachers Association during its first six decades was oligarchic in character. The custom of selecting Christmas holiday dates for the annual conventions, followed down to 1909, called for a degree of professional interest on the part of the attendants found in only a very small number of members other than school administrators. In the absence of any system of representation, direct participation in the government of the Association could be attained only by presence at the business sessions. Here naturally the proceedings were dominated by a relatively small group, composed chiefly of city and county superintendents and principals.

The adoption of the early November dates for the convention served, as has already been noted, tremendously to increase attendance and membership; but this was accompanied in 1910 by a change of the time for the annual business session from the daytime to an hour after the conclusion of the Friday evening program. This change served as a further deterrent upon widespread membership participation in Association government. The business of an organization, now with from 5,000 to 8,000 members, continued to be conducted by only a handful of the administrative "old guard."

The obvious inequity of this situation led in

1915 to a movement for the reorganization of the Association on more democratic lines and in a more effective form, culminating in 1917 in a constitutional revision which paved the way for democratization. Direct responsibility for the government of the state Association was lodged in an Electorate, the members of which were to be chosen by the divisions on a proportionate membership basis. Permanence and continuity of policy, were assured by provision for the appointment of a full-time secretary, whose duties were to include the editing of a monthly bulletin (later the *Midland Schools*). Four years later, in 1921, local affiliated associations were given the right to choose electors.

These changes, however, provided only potentially a representative basis upon which the membership as a whole might control the organization. The goal of having an organization "reaching down to and up from every teacher" had not yet been reached. Electors chosen by the districts in their sparsely attended business sessions were still usually school administrators. The granting to affiliated associations of the right to choose electors, while ostensibly a step toward democracy, failed in many cases to be such a guarantee. Administrators still continued to comprise the majority of the Electorate.

The problem of finding a time for the meetings of the Electorate, and later of the Delegate As-

sembly, which would not conflict with other sessions of the convention, and which would enable the delegates to devote their full attention to the business of the Association led finally in 1947 to the selection of entirely separate dates in February. This policy was confirmed by the Constitution of 1949 and at the same time the dates of both the official and the fiscal years of the Association were fixed as beginning on July 1.

The most significant step toward making what had come to be called the Delegate Assembly really a body representative of the Association came in 1941 with the creation of the County Councils. Proportional representation came to be characteristic of the organization in whole and in part; and the classroom teachers, who constituted an overwhelming majority of the membership, began to receive a recognition never before accorded to them. By the most recent constitutional revision, the County Education Associations consisting of all the ISEA members in each county have become the means through which the membership may make sure that the ISEA is a truly representative democracy. Through elections sponsored by the County Councils delegates are chosen to the state Assembly and distributed proportionately among the various electoral groups. The Iowa State Education Association has thus become as effective an agent of democracy as its members choose to make it.

District, county and local teachers organizations in Iowa are historically almost as old as the state Association, although functionally they have been parts of the larger unit only in comparatively recent years. Credit for priority should be assigned to Cedar County, in which a county association has been in existence since 1857; and to the Southwest District, which was organized as early as 1879. At the instance of State Superintendent Henry Sabin, four district associations, one for each of the four quarters of the state, were organized in 1894; since which date three others, Central, North Central and South Central, have been formed.

The district associations tended steadily to increase in importance and authority between 1917 and 1940, and certain of them came in the 1930's definitely to challenge the leadership of the state organization. In 1934, a recommendation of the Northeast District that the ISTA meet biennially, alternating with district meetings, was tabled by the Delegate Assembly; in 1939, a resolution of the Northwest District proposing the discontinuance of the state convention and its replacement by district conventions was submitted by referendum to the membership. The response "was too negligible to be considered a consensus," and a recommendation that there be no change in the time or place of the annual state convention was approved by the Delegate Assembly.

The President of each district is *ex officio* a member of the Delegate Assembly, and, with him as district delegates, are all the representatives elected by the county associations of his district. Each district has also the right to choose a member of the Executive Board. Districts remain basic and functional parts of the organization.

The programs of the annual conventions have been interesting and influential, but they have been far less significant than the Association's programs of action. Viewed in perspective, both of history and of educational philosophy, the record of the ISEA is one which elicits only credit for its aims and accomplishments. The Association has exerted an effective influence on the reorganization of the curriculum so as better to foster the processes of childhood education; it has stood steadfastly for the elevation of the standards of teacher education; it has learned to evaluate all school policies and procedures in terms of the joint needs of society and of the child; and it has consistently striven to articulate its program with that of the National Education Association. The changes of attitude and policy necessary in order to bring about these results have been reflected in the topics selected for the convention programs and in those set up for study and research.

While there is some evidence of the use of the research method before 1883, it was not until that year that attack upon educational problems

through detailed study and research became a permanent point of Association policy with the creation of the Educational Council. This body consisted, from 1883 to 1910, of some thirty members elected for three-year terms. Its membership list during this period constitutes virtually a "Who's Who" in Iowa education. Committees were appointed by the Council annually, each to continue for three years the study of a selected topic and to prepare a report for the Association as a whole.

The high character of the membership of the Council and its continuity of organization and procedure led inevitably to its becoming a highly influential factor in Association politics. This resulted in opposition which culminated in 1910 in action by which the Council lost its separate character. From 1910 to 1925, it was composed of all persons who had had continuous membership in the Association for three years.

The composition of the Council was again changed in 1925 to six members appointed for three-year terms, and it was confirmed in its research function. The Educational Council was finally abolished in 1933; but in its final period of service it organized and carried to a successful conclusion a study of the teaching personnel of Iowa which ranks as an outstanding piece of research and was basic to the passage of a new teachers certification law in 1933. For a time after the abolition of the Educational Council, research

became a sporadic rather than a continuous Association activity. In several instances, as for example in the case of opposition to the attack upon public education through the Beatty-Bennett Act of 1933, special committees were appointed to secure and organize pertinent information and make appropriate recommendations. Later, research was resumed as one of the special services of the expanded organization.

So long as the organization numbered only a few hundred members, its influence was necessarily limited. The Association stood consistently for measures looking toward the betterment of schools, but it would be presumptuous to assume that it may claim credit for educational legislative gains down to 1905. During its last half-century, however, by the cumulative force of increase in membership and by consistent and forward-looking leadership, the Association has attained a position where it may be credited with having exerted an important and in many instances a controlling influence upon such legislation. In particular, credit may be claimed for certain acts of the 35th General Assembly (1913), following the report of the Better Iowa Schools Commission. These acts included (1) the reorganization and strengthening of the Department of Public Instruction and the removal of the office of state superintendent from partisan politics, (2) the election of county superintendents by conventions of school officers, (3)

the payment of high school tuition for pupils from districts not maintaining a public high school, (4) normal training in high schools, (5) twelve weeks of normal training as a condition of admission to examination for county certificates, and (6) a minimum wage law.

Since 1940, when the "Six-Point Program" was initiated by the Association, a continuous and measurably successful campaign has been waged for (1) increase in the amount of state support for schools, (2) reorganization of school districts, (3) advancement of teacher welfare — tenure and retirement, (4) further advance in standards for certification, (5) provision for new educational needs — child welfare, youth service, and recreation, and (6) reorganization and strengthening of school administration on both state and county levels. The work of two school code commissions (1942 and 1944) and the efforts of the Department of Public Instruction have been supplemented and implemented by the ISEA. In each of the last five legislative sessions, educational gains have been made, for which the Association may justly claim a significant share of credit.

For two-thirds of its first century, the ISTA was supported by the proceeds of the payment of an annual fee of \$1 by each member. This usually sufficed to meet the needs of a budget limited to program expense and an occasional allocation for research. The flocking of more than 8,000 teach-

ers to Des Moines in 1910 to see and hear "Teddy" Roosevelt gave the Association its first surplus, which was used to finance the Better Iowa Schools Commission. The establishment of a permanent secretariat in 1917 involved a marked increase in expense, and although the membership came to be more than doubled, the sharing of the proceeds with the districts left the state organization with little more than a working balance, and sometimes with even less than this. The dues were raised to \$1.50 in 1921, and the increase was made available for the support of the state Association. A registration fee of 50 cents for the annual state meeting was added in 1929, but this increase was offset by the new policy of paying transportation expense of the electors.

Midland Schools was taken over as the official Association bulletin in 1918, and until the early 1930's this magazine for the most part paid its own way; but the effects of the depression were so serious as to produce a deficit of almost \$9,000 by 1932. Other obligations increased the Association's indebtedness to \$15,800. This critical condition was met by rigid economies and by the sale of bonds accumulated as a permanent fund in past years. So effective were these measures that by 1936 the Association became once more solvent.

This negative experience and plans for the expansion of the services of the organization led in 1939 to the adoption of a policy of the payment of

dues in proportion to the salaries received by members. The first increase was a very modest one, the new scale ranging from \$1.50 to \$3.00. In 1947, however, the dues were again increased, this time by 300 per cent.

The increased revenue accruing from the changes in dues made possible the reorganization and expansion of the services of the Association into many fields hitherto entered only casually. The administrative staff was expanded from a secretary and one assistant in 1917 to thirteen administrative officers and a corps of clerical helpers in 1954. The major administrative officers are, in 1954: an Executive Secretary, an Assistant Secretary and Director of Publications, Directors of Public Relations and Convention Management, of Field Service and Professional Relations, of Research, and of the ISEA Library Service, a Public Relations Counselor, a Manager for Iowa of the Horace Mann Mutual Insurance Companies, a Secretary of the Employment Information Service, a Research Analyst, and a Supervising Accountant. The descriptive titles above indicate the nature and scope of the special services through which the ISEA extends to its members, to the public school pupils and patrons, and to the state of Iowa information and assistance essential for the constant improvement of public education.

The Iowa State Education Association is a human institution, the creation of individual men and

women united in a great cause, the embodiment of their ideals, and the product of their endeavors. It would be impossible to name all of these to whom credit is due for what the Association has been and is. From the long list of leaders down through the years, the following have been selected; although there are doubtless many others equally deserving of such recognition.

Executive Secretaries

Charles F. Pye, (1918-1939), organizer of the Association on a new basis of continuity of policy, and director of its activities through twenty-one critical years;

Agnes Samuelson, (1939-1945), efficient and inspiring leader of the Association in the years of its great expansion;

Charles F. Martin, (since 1946), conservator of the best traditions of the ISEA and effective director of the activities of a great organization as it enters upon its second century of service.

Association Pioneers

Jerome Allen, Maquoketa, framer of the call for the organization of the ISTA in 1854;

John A. Parvin, Muscatine, first President of the ISTA, 1854;

D. Franklin Wells, Muscatine, President, 1857, 1860; Superintendent of Public Instruction, 1867-1868;

C. C. Nestlerode, Tipton, President, 1858,

1862; Superintendent of the first union (graded) school in Iowa, 1856;

Henry K. Edson, Denmark, President, 1864; Principal of Denmark Academy, one of the first secondary schools in Iowa, 1852-1878;

T. S. Parvin, Iowa City, President, 1868; pioneer educational historian of Iowa;

Phoebe W. Sudlow, Davenport, President, 1877; first woman public school principal and first woman city superintendent of schools in the United States;

Henry Sabin, Clinton, President, 1878; Superintendent of Public Instruction, 1888-1892, 1894-1898; Iowa's foremost educational statesman;

Homer H. Seerley, Oskaloosa, President, 1884; President, Iowa State Normal School, 1886-1909, Iowa State Teachers College, 1909-1928; member of and attendant at the ISTA annual conventions for 56 successive years, 1872-1928.

IRVING H. HART

PRESIDENTS OF IOWA STATE EDUCATION ASSOCIATION, 1854-1954

Date	Name	Location or Institution	Institution	Date	Name	Location or Institution	Institution
1854	John A. Parvin	Muscatine	Muscatine	1905	Joseph J. McConnell	Cedar Rapids	Cedar Rapids
1885	No meeting held			1906	J. H. T. Main	Iowa College	Iowa College
1856	James L. Enos	Cedar Rapids	SUI	1907	F. E. Lark	Monona Co.	Monona Co.
1857	D. Franklin Wells	Tipton	Tipton	1908	Abbie S. Abbott	Cedar Rapids	Cedar Rapids
1858	C. Nestlerode	Cedar Rapids	SUI	1909	E. J. H. Beard	Newton	Newton
1859	Frederick Humphrey	Davenport	Davenport	1910	Hill M. Bell	Dept. of Pub. In.	Dept. of Pub. In.
1860	D. Franklin Wells	Tipton	Tipton	1911	Fred Mahannah	Osceola	Osceola
1861	Abram S. Kissell	Tipton	Tipton	1912	Alice Dilley	Council Bluffs	Council Bluffs
1862	C. Nestlerode	Tipton	Tipton	1913	J. H. Beveridge	Cornell	Cornell
1863	M. K. Cross	Denmark Acad.	Denmark Acad.	1914	John E. Stout	Dubuque Co.	Dubuque Co.
1864	Henry K. Edson	Iowa College	Iowa College	1915	H. B. Smith	Sioux City	Sioux City
1865	Oran Faville	Muscatine	Muscatine	1916	J. C. McCowan	Decorah	Decorah
1866	Leonard F. Parker	Muscatine	Muscatine	1917	Eva M. Fleming	Sioux City	Sioux City
1867	Moses M. Ingalls	Tabor College	Tabor College	1918	M. G. Clark	Cerro Gordo	Cerro Gordo
1868	Theodore S. Parvin	Manchester	Manchester	1919	F. C. Ensign	W. Waterloo	W. Waterloo
1869	William M. Brooks	Iowa College	Iowa College	1920	Fred Gram	Fort Dodge	Fort Dodge
1870	Jonathan Piper	SUI	SUI	1921	S. M. Wallace	ISTC	ISTC
1871	Samuel J. Buck	Ottumwa	Ottumwa	1922	L. H. Minkel	Sioux City	Sioux City
1872	Stephen N. Fellows	Des Moines	Des Moines	1923	Macy Campbell	Keokuk Co.	Keokuk Co.
1873	L. M. Hastings	Marshalltown	Marshalltown	1924	Lucy Hobbs	Des Moines	Des Moines
1874	Allen Armstrong	Davenport	Davenport	1925	E. C. Lynn	Mason City	Mason City
1875	James H. Thompson	Clinton	Clinton	1926	A. J. Burton	ISC	ISC
1876	C. P. Rogers	Dubuque	Dubuque	1927	F. T. Vasey	Dubuque	Dubuque
1877	Phoebe W. Sudlow	Burlington	Burlington	1928	John E. Foster	Story Co.	Story Co.
1878	Henry Sabin	SUI	SUI	1929	Esther Helbig	Keokuk	Keokuk
1879	William J. Shoup	Parsons College	Parsons College	1930	George Kellogg	Davenport	Davenport
1880	Robt. G. Saunderson	Cerro Gordo Co.	Cerro Gordo Co.	1931	George E. Davis	ISTC	ISTC
1881	Samuel Calvin	Oskaloosa	Oskaloosa	1932	Frank L. Smart	Blackhawk Co.	Blackhawk Co.
1882	R. A. Harkness	Cornell College	Cornell College	1933	I. H. Hart	Mason City	Mason City
1883	L. L. Klinefelter	ISTC	ISTC	1934	Anna Lynam	Burlington	Burlington
1884	Homer H. Seerley	Nevada	Nevada	1935	A. E. Jewett	ISC	ISC
1885	William F. King	SUI	SUI	1936	James Rae	Davenport	Davenport
1886	Moses W. Bartlett	Page Co.	Page Co.	1937	W. G. Brooks	ISC	ISC
1887	L. T. Weld	Council Bluffs	Council Bluffs	1938	Barton Morgan	Davenport	Davenport
1888	Josiah L. Pickard	Cornell	Cornell	1939	Mary A. Baker	Buena Vista	Buena Vista
1889	Lottie E. Granger	Franklin Co.	Franklin Co.	1940	A. E. Harrison	Council Bluffs	Council Bluffs
1890	James McNaughton	Des Moines	Des Moines	1941	G. W. Kirn	Cedar Rapids	Cedar Rapids
1891	Hamine H. Freer	ISC	ISC	1942	Arthur Deamer	SUI	SUI
1892	Theodore H. Hacker	Mitchell Co.	Mitchell Co.	1943	Paul C. Packer*	Dubuque	Dubuque
1893	Frank B. Cooper	Atlantic	Atlantic	1944	R. W. Johnson	Spencer	Spencer
1894	Wm. M. Beardshear	Missouri Valley	Missouri Valley	1945	Lee H. Campbell	Jackson Co.	Jackson Co.
1895	Richard C. Barrett	SUI	SUI	1946	Chas. F. Martin	Fort Dodge	Fort Dodge
1896	William Wilcox	Fayette Co.	Fayette Co.	1947	Carl T. Feelhaver	Eldora	Eldora
1897	A. B. Warner	West Des Moines	West Des Moines	1948	F. K. Schmidt	ISTC	ISTC
1898	Amos N. Currier	Ottumwa	Ottumwa	1949	Elmer Ritter	Des Moines	Des Moines
1899	Freeman Bloodgood	Simpson	Simpson	1950	Harvey Hill	Kossuth Co.	Kossuth Co.
1900	W. O. Riddell	Muscatine Co.	Muscatine Co.	1951	A. E. Lauritzen	Fort Dodge	Fort Dodge
1901	Albion W. Stuart	ISTC	ISTC	1952	W. A. Erbe	Spencer	Spencer
1902	Charles E. Shelton			1953	W. F. Johnson	SUI	SUI
1903	Findley M. Witter			1954	J. L. Davies	Des Moines	Des Moines
1904	D. Sands Wright				Frank L. Hildreth		

CS, City Superintendent; Co.S, County Superintendent; Edu, Education; Pres, President; Prin, Principal; Prof, Professor; SPI, Superintendent of Public Instruction; T, classroom teacher; * resigned

