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The Means of Education

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though broadened by frontier conditions, could not rest in the new home until the lyceum had been transplanted. Consequently the voice of the lecturer mingled with the sound of the ringing ax. In the new soil the lyceum waxed luxuriant. It fostered a transcendentalism which welcomed an Emerson rejected at home and lionized an Alcott who in the East was a stranger in his own land.

With the lyceum came an endless number of young men's associations, the founders of most of our present public libraries. Books and magazines were not so plentiful as to-day, but they were not rare. Newspapers, with apparently the greatest nonchalance, pirated poetry and fiction, so that the writings of Longfellow, Emerson, Lowell, and Whittier, published in the East one day, were read in the newspapers of the West the next.

The drama, too, ventured into the booming river cities. Concerts were frequent winter diversions, and balls for which military bands played impressive quadrilles provided the social contact which is after all one of the final ends of education. Little sympathy, in truth, does the pioneer Iowan ask of his descendants. Rather does he look toward us with compassion, for his was the day of great hope, when marvelous events were upon the eve of happening. He did not know the ennui of realization. Our actualities were but the beginnings of his dreams.

HUBERT H. HOELTJE