

- No. 26. Report of the Visiting Committee to visit the Hospitals for the Insane, made to the Governor of the State.
27. Twelfth Biennial Report of the Board of Curators of the State Historical Society.
28. First Biennial Report of the Central Station of the Iowa Weather Service.
29. Report of Committee on Elections in the case of Bull *versus* Henderson for a seat in the Senate from the 27th Senatorial District.
- 30a. Report of the Joint Committee of the Eighteenth General Assembly appointed to visit the State Fish Hatching House.
- Rules of the Eighteenth General Assembly, and a list of Standing Committees and Members.
- Assessed Valuation of Railroad Property, as fixed by the Executive Council, March 3, 1879.

# BIENNIAL REPORT

OF THE

SUPERINTENDENT

OF

# PUBLIC INSTRUCTION,

TO THE

EIGHTEENTH GENERAL ASSEMBLY

OF THE

# STATE OF IOWA.

---

[PRINTED BY ORDER OF THE GENERAL ASSEMBLY.]

DES MOINES:  
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1879.

STATE OF IOWA,  
DEPARTMENT OF PUBLIC INSTRUCTION, }  
DES MOINES, January 13, 1880.

*To the General Assembly of the State of Iowa;*

I have the honor to transmit, herewith, the nineteenth regular report of the Superintendent of Public Instruction, for the period commencing September 16, 1877, and ending September 15, 1879; together with the reports of the State University and State Normal School.

Very respectfully,

C. W. VON COELLN,

*Superintendent of Public Instruction.*

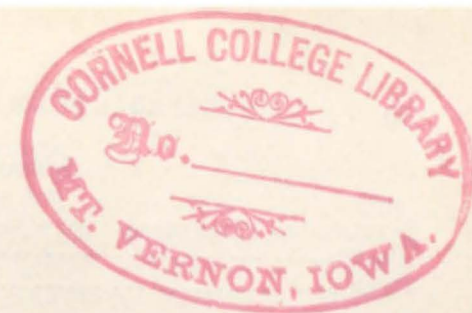
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## GENERAL SUMMARY OF STATISTICS.

### SECRETARIES' REPORTS.

#### SCHOOL DISTRICTS.

	1877.	1878.	1879.
District townships.....	1,086	1,119	1,140
Sub-districts.....	7,015	7,266	7,543
Independent districts.....	3,138	3,117	3,139
Whole number of districts.....	4,224	4,236	4,279

#### SCHOOLS.

Ungraded.....	9,948	10,218	10,457
Graded.....	476	483	494
Whole number.....	10,424	10,701	10,951
Average duration, months.....	7.27	7.31	7.35

#### TEACHERS.

Males employed.....	7,348	7,561	7,573
Females employed.....	12,518	13,023	13,579
Whole number.....	19,866	20,584	21,152
Average monthly compensation, males.....	\$ 34.88	\$ 33.98	\$ 31.71
Average monthly compensation, females.....	\$ 28.69	\$ 27.84	\$ 26.40

#### SCHOLARS.

Between the ages of five and twenty-one years, males.....	291,742	294,714	296,061
Between the ages of five and twenty-one years, females.....	276,117	280,700	281,292
Total number.....	567,859	575,474	577,353
Enrolled in public schools.....	421,163	428,362	431,317
Total average attendance.....	251,372	256,913	264,702
Percentage of enrollment on total enumeration...	74	74.5	74.7
Percentage of attendance upon enrollment.....	60	60	61.3
Percentage of attendance upon enumeration.....	44	44.6	45.8
Average cost of tuition per month, per scholar....	\$ 1.62	\$ 1.60	\$ 1.49

## SCHOOL-HOUSES.

	1877.	1878.	1879.
Frame .....	9,279	9,596	9,783
Brick .....	671	650	686
Stone .....	257	244	250
Log .....	89	76	72
Whole number.....	10,296	10,566	10,791
Value .....	\$ 9,044,973	\$ 9,161,701	\$ 9,066,145

## APPARATUS.

Value .....	\$ 159,216	\$ 173,841	\$ 170,468
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## DISTRICT LIBRARIES.

Number of volumes.....	17,329	20,587	22,581
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## TREASURERS' REPORTS.

*School-House Fund.*

## RECEIPTS.

On hand at last report.....	\$ 409,950.62	\$ 420,420.89	\$ 375,254.39
From district tax.....	923,554.94	725,844.29	639,238.79
From other sources.....	343,673.96	345,147.95	456,908.14
Total receipts.....	\$ 1,677,179.52	\$ 1,491,413.13	\$ 1,471,401.32

## EXPENDITURES.

For school-houses and sites.....	\$ 830,713.48	\$ 659,627.14	\$ 469,842.85
For libraries and apparatus.....	30,954.71	31,470.24	11,713.06
On bonds and interest.....	379,098.44	410,859.60	483,014.19
Paid for other purposes.....			142,124.87
On hand.....	436,412.89	389,456.15	364,706.35
Total expenditures.....	\$ 1,677,179.50	\$ 1,491,413.13	\$ 1,471,401.32

*Contingent Fund.*

## RECEIPTS.

On hand at last report.....	\$ 388,855.61	\$ 418,478.99	\$ 474,457.06
From district tax.....	935,409.23	950,754.36	927,272.13
From other sources.....	104,543.70	106,516.87	90,507.17
Total receipts.....	\$ 1,428,808.54	\$ 1,475,750.22	\$ 1,492,236.36

## EXPENDITURES.

	1877.	1878.	1879.
For rent and repairs of school-houses.	\$ 216,567.94	\$ 206,198.01	\$ 185,148.52
For fuel .....	264,520.53	230,316.17	237,322.35
Paid secretaries and treasurers.....	94,477.20	98,907.00	103,084.87
For records, dictionaries, etc.....	28,552.12	35,693.52	28,010.82
For other purposes .....	398,898.87	419,098.58	401,285.60
On hand .....	425,791.88	485,536.94	537,384.20
Total expenditures.....	\$1,428,808.54	\$1,475,750.22	\$1,492,236.36

*Teachers' Fund.*

## RECEIPTS.

On hand at last report.....	\$1,413,745.15	\$1,515,960.66	\$1,591,029.50
From district tax .....	2,261,095.79	2,327,963.31	2,347,143.18
From semi-annual apportionments..	681,799.93	678,097.82	706,450.51
From other sources.....	98,953.78	100,619.17	115,522.46
Total receipts.....	\$4,455,594.65	\$4,622,640.96	\$4,760,145.65

## EXPENDITURES.

Paid teachers .....	\$2,953,645.08	\$3,011,240.66	\$2,927,308.01
Paid for other purposes .....			62,623.70
On hand .....	1,501,949.57	1,611,400.30	1,770,213.94
Total expenditures.....	\$4,455,594.65	\$4,622,640.96	\$4,760,145.65

## PERMANENT SCHOOL FUND.

Amount November 1st .....	\$3,460,348.76		\$3,484,411.18
Interest on the same .....	276,827.90	284,013.00	276,218.00

## COUNTY SUPERVISION.

## EXAMINATION OF TEACHERS.

	1877.	1878.	1879.
Professional certificates issued.....	235	208	207
First grade certificates issued.....	5,194	5,812	6,541
Second grade certificates issued.....	8,427	8,329	9,263
Third grade certificates issued.....	3,380	3,486	2,911
Total number issued.....	17,236	17,835	18,922
Applicants rejected.....	5,061	4,522	2,760
Total number examined.....	22,297	22,357	21,682
Certificates revoked.....	7	9	15
Average age of applicants.....	22.84	22.72	22.93
No experience in teaching.....	3,014	2,602	3,029
Taught less than one year.....	3,590	2,956	2,961
Teachers with State certificates.....	42	35	38

## VISITATION OF SCHOOLS.

Schools visited.....	9,515	9,029	10,620
Visits made during the year.....	12,833	12,459	15,374
Educational meetings held.....	393	368	529

## APPEALS.

Number of cases.....	123	105	101
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## COMPENSATION.

Total paid superintendents.....	\$72,574	\$76,136	\$78,129
Received per annum.....	733	769	789

## PRIVATE SCHOOLS.

Number.....	127	136	154
Teachers employed.....	471	435	493
Scholars in attendance.....	12,383	12,265	13,698

## TEACHERS' NORMAL INSTITUTES.

## GENERAL REPORT.

	1877.	1878.	1879.
Number of institutes held.....	99	99	99
Continuing weeks.....	3.33	3.19	3.08
Males in attendance.....	3,534	3,008	3,240
Females in attendance.....	8,395	8,285	8,711
Total.....	11,929	11,293	11,951

## FINANCIAL REPORT.

## RECEIPTS.

On hand at last report.....	\$ 7,130.45	\$ *8,103.20	\$ 9,419.02
Examination fees.....	16,754.00	17,502.00	20,295.00
Registration fees.....	11,929.00	11,293.00	†11,746.00
State appropriation.....	4,950.00	4,950.00	4,950.00
County appropriation.....	335.00	181.62	197.00
From other sources.....	307.19	1,024.21	206.89
Total receipts.....	\$ 41,405.64	\$ 43,054.03	\$ 46,813.91

## EXPENDITURES.

For instruction and lectures.....	\$ 30,123.86	\$ 29,183.60	\$ 30,109.51
For incidentals.....	3,011.08	4,451.41	5,274.55
On hand.....	8,270.70	9,419.02	11,429.85
Total.....	\$ 41,405.64	\$ 43,054.03	\$ 46,813.91

\*A deficiency, by H. A. Huff, former superintendent of Warren county, of \$167.50.

†The balance, \$205, was remitted in Benton county to those who had formerly contributed.





## STATEMENT OF LOSSES

To the school funds of the State by deficits in reports of district officers for the seven years, commencing 1873.

1873.				
ON HAND.	TEACHERS' FUND.	SCHOOL-HOUSE.	CONTINGENT.	
Close of 1872, - -	\$ 691,747.37	\$ 333,234.76	\$ 241,644.47	
Beginning of 1873, -	664,591.91	282,860.27	238,592.48	
Deficit, - - -	27,155.46	50,374.49	3,051.99	
1874.				
Close of 1873, - -	916,816.93	361,327.51	288,757.75	
Beginning of 1874, -	882,553.31	345,564.34	273,995.78	
Deficit, - - -	34,263.62	15,763.17	14,761.97	
1875.				
Close of 1874, - - -	1,198,005.77	374,465.68	327,952.75	
Beginning of 1875, -	1,133,314.03	346,366.22	322,191.97	
Deficit, - - -	64,691.74	28,099.46	5,760.78	
1876.				
Close of 1875, - - -	1,419,597.01	439,044.22	373,960.14	
Beginning of 1876, -	1,318,157.11	414,041.28	358,143.76	
Deficit, - - -	101,439.90	25,002.94	15,816.38	
1877.				
Close of 1876, - - -	1,442,295.32	435,661.33	384,975.20	
Beginning of 1877, -	1,413,745.15	409,950.62	388,855.61	
Deficit, - - -	28,550.17	25,710.71	Excess, 3,880.41	
1878.				
Close of 1877, - - -	1,501,949.57	436,412.89	425,791.88	
Beginning of 1878, -	1,515,960.66	420,420.89	418,478.99	
Excess, - - -	14,011.09	15,992.00	Deficit, 7,312.89	
1879.				
Close of 1878, - - -	1,611,410.30	389,456.15	485,536.94	
Beginning of 1879, -	1,591,029.50	375,254.39	474,457.06	
Deficit, - - -	20,380.80	14,201.76	11,079.88	
Total Deficits, - -	\$262,470.50	\$175,144.53	\$53,903.48	
Sum total, \$491,518.51, averaging \$70,216.93 per year.				

## NINETEENTH REGULAR REPORT

OF THE

## Superintendent of Public Instruction.

1878-9.

IN spite of the hard times and the need of economy, our people have shown a very laudable desire to sustain their schools, and have made heavy sacrifices to pay the large amounts required. There have been reductions in salaries, and in some instances injurious ones, but on the whole we have reason to feel thankful that the crisis of depression has so easily passed. We may hope that, with increased prosperity, the partial reduction may be regained, and that only good and efficient teachers will be employed, at living salaries.

## EDUCATIONAL INSTITUTIONS OF THE STATE.

The State University, under the able management of its new president, Hon. J. L. Pickard, has made substantial progress. The abolition of the preparatory classes does not seem to injure the attendance in the college classes, as had been feared. The full effect of this change cannot be determined until another year or two have passed.

The Normal School, under the efficient care of Prof. J. C. Gilchrist, is becoming more and more popular, and the report shows that persons from nearly all parts of the State are availing themselves of the opportunity afforded to secure a professional training to fit themselves for the teacher's calling. Whenever the resources of the State will permit it, we ought to have additional schools for the proper training of teachers. So long as we cannot increase the number, the Legislature should do all it can to foster and build up the one school which we now support for this purpose.

## NORMAL INSTITUTES.

The Normal Institutes have continued to be a very successful and acceptable means of training the large majority of our country teachers. The attendance at the institutes for the last three years has been about equal to the whole number of teachers required for our country schools. To make these institutes more practical and beneficial, a course of study has been furnished to guide both instructors and teachers. It has been the practice, since my connection with the office, to obtain from educators outlines of the branches in which they are especially proficient, and after a revision by a committee, of which the Superintendent of Public Instruction is chairman, enough copies are printed, and ordered by the counties, or by most of them, to put a copy into the hands of each attendant at the institute.

The following educators have prepared the outlines for the years 1878 and 1879:

READING .....	{ J. R. Bowman, Davenport. Miss Lucy Curtis, State Center.
DIDACTICS .....	{ J. H. Thompson, Des Moines. J. C. Gilchrist, Cedar Falls.
GRAMMAR .....	{ J. Breckenridge, Decorah. R. G. Gilson, Corning.
ARITHMETIC .....	{ N. R. Leonard, Iowa City. W. E. Parker, Independence.
GEOGRAPHY .....	{ C. G. Kretschmer, Dubuque. T. H. McBride, Iowa City.
PHYSIOLOGY .....	{ S. Rogers, Sioux City.
HISTORY .....	{ M. F. Arey, Fort Dodge.
PENMANSHIP .....	{ W. H. Pratt, Davenport.
ORTHOGRAPHY .....	{ R. A. Harkness, Garden Grove.

The committee of revision in 1878 consisted of W. J. Shoup, Dubuque, and C. H. Clemmer, Davenport. The committee of revision in 1879 consisted of L. A. Rose, Davenport, and R. M. Ewart, Manchester, with the Superintendent of Public Instruction in each case.

In order to give a fair idea of our work, the course of study for 1879 is here inserted in full.

## TO COUNTY SUPERINTENDENTS AND INSTITUTE INSTRUCTORS.

The course of study herewith presented was prepared by a committee consisting of the Superintendent of Public Instruction, Supt. R. M.

Ewart, of Delaware county, as representative of the county superintendents' convention, and Prin. Leonard A. Rose, of Davenport, of the association of principals and city superintendents.

The outlines furnished to the committee by prominent instructors largely retained the features of the course for last year.

In arithmetic, the course of study will be about the same as for 1877, condensing the third and fourth courses into one and omitting a few items not deemed essential. Instructors desiring to take up the metric system are referred to the course for 1878.

The course in didactics was prepared by Prof. Gilchrist, of the State Normal School, and has been adopted as a whole by the committee, with the omission of a few details, to show the Professor's work in his own way. We suggest to instructors not to dwell upon the part involving a knowledge of mental philosophy, except with advanced teachers.

In history, we have chosen the civil war and the period of reconstruction, with special reference to the points named in the outline.

We give a short outline in physiology, hoping that it will be supplemented by a few practical lectures on the subject of hygiene.

It may be desirable to employ an instructor for conducting a primary school or kindergarten, composed of small children of the town.

We desire to call special attention to the need of training our elementary teachers how to read, and of suggesting what to read. A few lectures on American and English literature, with specimens of some of the best authors, may create a desire for a proper course of reading, in place of the abominable trash now usually perused by too many of our scholars and teachers.

Many institutes waste the time of the teachers by too frequent night entertainments. Lectures and sociables every evening will allow no time for study, and dissipate the mind. Two entertainments a week are profitable, but more are ordinarily injurious.

The form of enrollment slip and programme will be found in the report of the Superintendent of Public Instruction for 1877-78.

We once more earnestly request county superintendents and institute conductors to concentrate the efforts of the teachers upon a few studies, instead of scattering over all the branches in which they are to be examined. The institute is not a cramming machine for examination; but the means to teach methods, incidentally teaching the subject-matter.

The State Normal Institute, if needed arrangements are completed, will be called to meet at Clear Lake, during the week commencing June 30. Professor Robert Graham, of Oshkosh, Wisconsin, is expected to act as conductor. Programmes with full announcements will be sent as soon as arrangements are completed.

Committee, { C. W. VON COELLEN,  
R. M. EWART,  
L. A. ROSE.

## READING.

### I. TEACHING BEGINNERS TO READ.

- A. Present the object or picture of object.
- B. Let teacher enter into familiar conversation with the children about the object.
- C. Lead them to distinguish the *picture* of the object from the *real* object.
- D. Teach the *word* which represents the object.
- E. Pupil find the word on the chart or in a list of words on the board.
- F. Spell the word by sound and by letter.
- G. Form sentences containing the word.
- H. Reproduce the word on slate.
- I. Place the article *a* or *an* before the word and read as one word.
- J. Place the article *the* before the word and read in same manner.
- K. Place descriptive adjective between the article and name of object.
- L. Count the words. Reproduce on slate, paying proper attention to spacing.
- M. Practice daily calling words rapidly at sight, using the pupil's entire vocabulary.

### II. FIRST READER.

#### Objects.

- A. To secure pure tones and natural delivery:
  - 1, see that pupil opens mouth properly; 2, practice breathing exercises.
- B. To secure fluency and accuracy of speech:
  - 1, let the pupils pronounce by rotation, or as a whole class, with all such changes as the instructor may wish to indicate; 2, let certain words be pronounced and others read silently, thus making such changes as will fasten each word in the pupils' minds, and keep the attention of the whole class constantly; 3, place difficult words of the lesson on the board, and let pupils practice same as in 1 and 2; 4, let pupil read to a punctuation mark, read a sentence, or a paragraph, as indicated by the teacher; 5, spell words by letter and by sound.
- C. To cultivate perception and language:
  - 1, class work; *a*, let the pupil name the objects in the picture with book closed; *b*, pupil give oral abstract of lesson;

NOTE.—Question on position and appearance of objects.

2, seat work: *a*, copy the words in list at head of lesson; *b*, copy number of lesson and title; *c*, copy one or more paragraphs designated by teacher; *d*, copy sentences placed on board by teacher and put words in place of the dashes.

- D. Position:
  - 1, the posture, whether sitting or standing, should be erect; 2, if sitting, rest the entire soles of the feet on the floor; 3, if standing, place the heel of one foot nearly opposite the instep

of the other foot, a little removed from it, forming with the other nearly a right angle;

NOTE.—Change weight of body from one foot to the other as often as necessary to prevent weariness.

4, the head should be erect and the shoulders thrown back;

NOTE.—Rest the elbow always on the hip.

5, require a uniform position, right, left, or front; 6, pay attention to the amount and direction of light.

### III. SECOND READER.

#### A. Class Work:

- 1, continue methods used in First Reader; 2, written and phonic spelling; 3, diacritical marks; 4, give exercises to correct indistinct enunciation; 5, the meaning of words given by their use in short sentences; 6, give attention to the thoughts expressed; 7, exercises in emphasis; 8, exercises in inflection; 9, exercises in pitch; 10, exercises in force.

#### B. Seat Work:

- 1, same as in First Reader; 2, write the names of all the things you can see in the picture; 3, write answers to questions prepared by teacher, and let the answers be in complete sentences; 4, copy lists of words and divide into syllables; 5, copy lists of words and mark the vowels and silent letters; 6, write three sentences about some object mentioned in lesson; 7, copy one or more stanzas from a poem; 8, commit one or more stanzas to memory; 9, write words opposite in meaning to those given by teacher.

### IV. THIRD READER.

#### A. Class Work:

- 1, continue methods used in the Second Reader; 2, spell by letter and by sound;

NOTE.—Written spelling should receive more attention than oral spelling in this grade.

- 3, question minutely as to the meaning of parts of sentences; 4, pupils read the definition instead of the original word; 5, substitute nouns for pronouns; 6, oral abstract of lesson; 7, pupils find and read points suggested by the teacher; 8, one pupil name points for others to read; 9, practice upon difficult combinations in words and sentences; 10, concert reading.

#### B. Seat Work:

- 1, same as in Second Reader; 2, write sentences containing common abbreviations, as Mr., Mrs., Dr., etc.; 3, write entire words in place of such contractions as there's, can't, won't, I'm, etc.; 4, write an abstract of the lesson; 5, write a short story about what you see in the picture; 6, write a letter to a friend; 7, copy lists of words, syllabicate and mark accent; 8, give time enough to allow the pupil to make his exercise a practice in penmanship.

### V. ADVANCED READING.

#### A. Classify and thoroughly review the elementary sounds.

#### B. Voice culture:

- 1, breathing exercises; 2, qualities of voice, take exercises for practice; 3, accent; 4, emphasis; 5, inflection; 6, force; 7, pitch; 8, rate; 9, pauses.

#### C. Preparation of lesson:

- 1, correct pronunciation.

NOTE.—The pupil should be able to represent the sounds in every word in the lesson.

- 2, thoroughly understand the subject-matter; 3, state the substance in pupil's own language; 4, short biographical sketch of author; 5, explain all geographical or historical points, etc., included in the lesson; 6, account for marks of punctuation; 7, account for the use of capital letters; 8, character of selection; 9, qualities of voice used in reading selection; 10, pitch, rate, and force; 11, criticisms upon reading by pupils; 12, criticisms by teacher; 13, criticisms upon the author by class; 14, gestures.

## ARITHMETIC.

### COURSE NO. 1.

#### *Simple Numbers, Integral and Fractional.*

#### I. FUNDAMENTAL RULES, WITH PRIMARY INSTRUCTION.

- A. Notation and numeration:  
1, definitions: *a*, Arabic; *b*, Roman; 2, practice in the same for primary instruction.
- B. Addition and subtraction:  
1, definitions: *a*, sum; *b*, difference; *c*, minuend; *d*, subtrahend; 2, practice for primary instruction; 3, practice for advanced pupils; 4, methods of proof.
- C. Multiplication and division:  
1, definitions: *a*, usual definition of terms; *b*, define division as the reverse of multiplication; *c*, define multiplication as contracted addition; *d*, define division as contracted subtraction; *e*, dividend = divisor  $\times$  quotient + remainder; 2, three principles of division; 3, use of tables; 4, practice for primary instruction; 5, practice for advanced pupils; 6, mental exercises.

#### II. FACTORING, DIVISORS AND MULTIPLES.

- A. Factoring:  
1, definitions: *a*, factor; *b*, prime number; *c*, composite number; *d*, odd and even numbers; 2, principles; 3, rules: give rules for finding 2, 3, 4, 5, 8 and 9, as factors by inspection; 4, practice; 5, cancellation.
- B. Divisors, factors, measures, aliquot parts.  
1, common divisor: *a*, definition; *b*, principles; *c*, manner of finding; 2, greatest common divisor: *a*, definition; *b*, principles; *c*, rules for finding; *d*, practice.
- C. Multiples or dividends:  
1, common multiples: *a*, definition; *b*, how many; *c*, manner of finding; 2, least common multiple: *a*, definition; *b*, rules for finding; *c*, practice.

#### III. COMMON FRACTIONS.

- A. Definitions:  
1, usual: *a*, numerator; *b*, denominator; *c*, fraction; 2, second mode of division: *a*, numerator = dividend; *b*, denominator = divisor; *c*, fraction = quotient.
- B. Principles. The same as in division.

- C. Classification:  
1, with regard to denominator: *a*, common; *b*, decimal; 2, with regard to value: *a*, proper; *b*, improper; 3, with regard to composition: *a*, simple; *b*, mixed number; *c*, compound; *d*, complex.
- D. Reduction following the third principle:  
1, to lowest terms; 2, from mixed number to improper fraction; 3, from improper fraction to mixed number; 4, to equivalent fractions with different denominators; 5, to equivalent fractions with the same denominator; 6, to equivalent fractions with the least common denominator.
- E. Addition and subtraction: 1, rule; 2, practice.
- F. Multiplication, including reduction of compound fractions to simple ones:  
1, analytical explanation; 2, rule; 3, practice.
- G. Division, including reduction of complex fractions to simple ones:  
1, explanation to children by reducing both fractions to a common denominator and dividing the numerators; 2, analytical explanation; 3, definition of reciprocal; 4, rule, multiply by reciprocal of divisor; 5, practice; 6, reduction of complex fraction to simple one: *a*, definition; *b*, rule, multiply both terms by the L. C. M. of the denominators.

#### IV. DECIMAL FRACTIONS.

- A. Definition.
- B. Reason for making a separate class.
- C. Notation and numeration:  
1, rules; 2, practice.
- D. Addition and subtraction:  
1, rules; 2, practice.
- E. Multiplication:  
1, rules; 2, reason for pointing; 3, practice.
- F. Division:  
1, rules; 2, reason for pointing; 3, practice.
- G. Reduction:  
1, to fractions having same denominator; 2, common to decimal; 3, decimal to common; 4, one number to a decimal of another.

### COURSE NO. 2.

#### *Compound or Denominate Numbers.*

#### I. FEDERAL MONEY.

- A. Definition.
- B. Reading and writing.
- C. Addition and subtraction.
- D. Multiplication and division.
- E. Applications:  
1, price and number of simples given, find cost; 2, cost and price of simples given, find the number of simples; 3, cost and number of simples given, find price of simple; 4, price, an aliquot part of a dollar, and number of simples given, find cost; 5, price per hundred or thousand, and number of simples given, find cost; 6, price per ton, and number of simples given, find cost; 7, bills and accounts.
- F. Practice.

#### II. ENGLISH MONEY.

Give table, with practice.

## III. WEIGHTS.

- A. Troy.
- B. Apothecaries'.
- C. Avoirdupois.  
Give table for each, with practice.
- D. Comparative weight:
  - 1, standard; 2, troy and apothecaries' compared; 3, troy and apothecaries' compared with avoirdupois; *a*, basis of comparison; *b*, manner of comparing; *c*, practice.

## IV. MEASURES OF EXTENSION.

- A. Linear.
- B. Cloth.
- C. Square.
- D. Cubic.  
Give table for each, with practice.
- E. Rectangular surfaces:
  - 1, floors; 2, plasterers' and pavers' work.
- F. Practical measurements of rectangular solids:
  - 1, solids; 2, stone and brick masonry.
- G. Surveyors' long measure:
  - 1, table; 2, use; 3, comparison with linear measure.
- H. Surveyors' square measure:
  - 1, table; 2, use; 3, comparison with common square measure; 4, mode of finding area of fields; 5, mode of finding one dimension, the area and the other dimension given; 6, government surveys (outline).

## V. MEASURES OF CAPACITY.

- A. Dry measure.
- B. Liquid or wine measure.  
Give table for each, with practice.
- C. Comparative measure:
  - 1, contents of bushel; 2, contents of gallon; 3, contents of bins and other receptacles.

## VI. CIRCULAR MEASURE.

- A. Table and use.
- B. Practice.

## VII. MEASURE OF TIME.

- A. Table and use.
- B. Practice.
- C. Solar year.
- D. History of calendar.

## VIII. MISCELLANEOUS TABLE.

## IX. REDUCTION.

- A. Ascending.
- B. Descending.  
Give rules, with practice.

## X. ADDITION AND SUBTRACTION OF DENOMINATE NUMBERS.

## XI. MULTIPLICATION.

- A. By small numbers.
- B. By factors of composite numbers.
- C. By large numbers.

## XII. DIVISION.

- A. When both divisor and dividend are denominate.
- B. To find one of the equal parts of a denominate number.

## XIII. LONGITUDE AND TIME.

- A. Table and use.
- B. Practice covering all cases.

## XIV. REDUCTION OF FRACTIONAL DENOMINATE NUMBERS.

- A. Reduce to a lower denomination.
- B. Reduce to a higher denomination.
- C. Reduce to integers.
- D. Reduce one number to the fraction of another.

## XV. REVIEW WITH PRACTICE.

## ADVANCED COURSE.

*Percentage and Applications, Proportion, Involution, Evolution, and Mensuration.*

## I. DEFINITIONS AND CASES.

- A. Definitions.
  - 1, percentage; 2, base; 3, rate; 4, amount or difference; 5, sign of per cent.
- B. Cases:
  - 1, base and rate given, find percentage; 2, base and percentage given, find rate; 3, percentage and rate given, find base; 4, amount or difference and rate given, find base.
- C. Applications without reference to time:
  - 1, profit and loss: *a*, terms: (*a*), cost; (*b*), selling price; (*c*), gain or loss; (*d*), rate of gain or loss; *b*, definitions to bring them under the four cases of percentage; *c*, rules; *d*, practice; 2, commission and brokerage; *a*, terms and definitions; *b*, cases of percentage; *c*, rules; *d*, practice; 3, stocks: *a*, terms and definitions; *b*, cases; *c*, rules; *d*, practice; 4, gold investments and government bonds: *a*, terms and definitions; *b*, cases; *c*, rules; *d*, practice; 5, insurance: *a*, terms and definitions; *b*, cases; *c*, rules; *d*, practice; 6, taxes: *a*, terms and definitions; *b*, principles; *c*, practice; 7, duties: *a*, terms and definitions; *b*, deductions; *c*, principles; *d*, practice.
- D.\* Applications with reference to time.
  - 1, interest; *a*, terms and definitions; *b*, rules for finding interest for one year; *c*, rule for finding interest for any length of time; *d*, different methods; (*a*), by aliquot parts; (*b*), six per cent. method; (*c*), banking method, product of dollars and days divided by sixty for six per cent.; *e*, practice; *f*, interest equals the product of principal, rate and time; 2, problems in interest; give rule and formula for each: *a*, find the principal; interest, rate and time given; *b*, find the rate; interest, principal and time given; *c*, find the time; interest, principal and rate given; *d*, find the principal; amount, rate and time given; *e*, practice; 3, compound and annual interest: *a*, terms and definitions; *b*, rule; *c*, practice; 4, true discount: *a*, terms and definitions; *b*, same as *d* under problems of interest; *c*, practice; 5, partial payments: *a*, United States court rule; (*a*), principles; (*b*), rule; (*c*), practice; *b*, New Hamp-

\* In some of the former applications, a reference to time is made in the more complicated calculations, especially stocks and life insurance.

- shire, or merchants' rule; (*a*), principles; (*b*), rule; (*c*), practice; 6, bank discount: *a*, terms and definitions; *b*, days of grace explained; *c*, cases; *d*, rules; *e*, practice; 7, exchange: *a*, inland or domestic; (*a*), terms and definitions; (*b*), rules; (*c*), practice; *b*, foreign; (*a*), terms and definitions; (*b*), rules; (*c*), practice; *c*, arbitration; (*a*), terms and definitions; (*b*), rules; (*c*), practice; 8, equation of payments: *a*, accounts on one side only; *b*, accounts on both sides; *c*, under each; (*a*), principles; (*b*), rules; (*c*), practice.
- E. Ratio:  
1, definition: *a*, usual; *b*, third method of division; 2, principles same as in division; 3, practice.
- F. Proportion:  
1, simple; *a*, definition of terms; *b*, law of correct proportion; *c*, use of proportion; *d*, rules; *e*, practice; 2, compound: *a*, definitions; *b*, rules; *c*, define cause and effect; *d*, give rule for stating by cause and effect; *e*, practice under both rules.
- G. Partnership:  
1, without reference to time: *a*, definitions; *b*, rule; *c*, practice; 2, with reference to time: *a*, definitions; *b*, rule; *c*, practice.
- H. Involution:  
1, definitions; 2, rule; 3, practice.
- I. Evolution:  
1, definitions; 2, square root; *a*, definition; *b*, explanation; *c*, rule; *d*, practice; *e*, application; 3, cube root: *a*, definition; *b*, explanation; *c*, rule; *d*, practice; *e*, applications.
- J. Mensuration:  
1, definitions: *a*, lines; *b*, angles; *c*, figures; *d*, solids; 2, rules for: *a*, triangles; *b*, quadrilaterals; *c*, circles; *d*, similar figures; *e*, prisms with sub-divisions; *f*, cylinders; *g*, pyramids and cones; *h*, frustums; *i*, similar solids.
- K. Metric system if desired.

## GEOGRAPHY.

- I. LECTURE by the Instructor. Subject, Geography, its importance, recent progress in geographical knowledge, relation to other branches of knowledge, to commerce, and recent political changes affecting the geography of the world.
- II. MATHEMATICAL GEOGRAPHY; concerning Earth's—
- A. *Form*:  
1, proof of rotundity; 2, size, dimensions.
- B. *Motions*:  
1, diurnal; *a*, direction; *b*, velocity; *c*, results; 2, annual: *a*, direction; *b*, velocity; *c*, results.
- C. *Circles*:  
1, great; 2, small; *a*, tropics, how established; *b*, polar circles, how determined; 3, use of these various circles in determining position of points on earth's surface.

NOTE 1. Position on a surface may be determined by reference to two rectangular axes.  
2. Illustrate all by constant use of globe and blackboard.

## III. PHYSICAL GEOGRAPHY—CONFORMATIONS OF:

- A. Land:  
1, continents; compared in shape, coast-line; varieties of coast-land; 2, islands, their origin, illustrate; 3, surface of land; plains, mountains, plateaus, hills, volcanoes.

- B. Water:  
1, sea; oceans, their currents, coast-waters; 2, inland waters; lakes, their origin and character.

NOTE.—All to be illustrated thoroughly by examples.

## IV. THE EARTH.

- A. Climate and productions as affected by:  
1, latitude; 2, altitude; 3, prevailing winds; 4, distance from great bodies of water.
- B. Sources whence the world receives its supplies of minerals and metals.

## V. MAN UPON THE EARTH.

- A. Races:  
1, their relative numbers; 2, their distribution; 3, some physical and mental characteristics.
- B. Governments:  
1, different forms described and illustrated; 2, modern tendencies in government discussed.
- C. Religions—sketch the history, character, and present condition of each.

## VI. THE UNITED STATES.

- A. Description:  
1, position; 2, outline; 3, size—compared with other countries.
- B. Surface:  
1, mountain ranges, those of the East compared with those of the West; 2, plateaus, plains; 3, river systems.
- C. Climate—as affected—  
1, by distribution of prairie and forest; 2, by mountains and plains; 3, by the great lakes.
- D. People:  
1, distribution as to density of population, great cities in order; 2, employments and sources of wealth in different sections; 3, state of education.
- E. Commercial routes:  
1, principal railroads; 2, principal canals.
- F. Government. Outline of the system.

## VII. IOWA.

- A. Position and extent.  
B. Character of surface and drainage.  
C. Sources of wealth; occupations.  
D. Population; principal cities; state of education.  
E. Principal commercial routes.  
F. United States surveys as illustrated in this State.

NOTE.—Other states and countries to be studied as the last two, VI and VII.

## HISTORY.

*Civil War and Period of Reconstruction.*

## I. CIVIL WAR.

- A. Causes.  
B. Parties to the contest, their status and condition.  
C. Expectation of each with regard to the probable termination, and the objects to be attained.

- D. Relation of each party to foreign powers.
- E. Recognition by the United States of the existence of war, and its effects upon commerce and the exchange of prisoners.
- F. Plans of the campaigns for each year.
- G. Effects upon the colored race in the South.
- H. Slavery and free labor contrasted as means of protection to homes.
- I. Means, resources, and advantages of each party.
- J. Causes of the defeat of the Confederacy.

## II. RECONSTRUCTION PERIOD.

- A. Condition of the South after the war.
- B. Different opinions on the relation of the seceded states to the Union.
- C. Constitutional amendments, their effect upon the colored race in the seceded states and in the border states.
- D. Treatment of Confederate leaders; amnesty.
- E. Re-admission of the states.
- F. Temporary military control.
- G. Release from military control.
- H. Change of political parties arising from reconstruction.

## GRAMMAR.

### First Division.

#### I. LANGUAGE LESSONS.

- A. The Sentence:
  - 1, develop a sentence: *a*, by associating words between which a connection exists; *b*, by associating words between which no connection exists, and contrasting results; 2, define a sentence; 3, make sentences; 4, develop a subject, and a predicate; 5, define a subject, and a predicate; 6, analysis, the students making and analyzing sentences.
- B. Nouns and Pronouns:
  - 1, develop the name-word or noun; 2, define the noun; 3, develop the pronoun; 4, define the pronoun; 5, illustrate by practice.
- C. The Verb:
  - 1, develop the verb: *a*, as an action-word; *b*, as a word denoting state of being; 2, composition—verb.
- D. Modifiers:
  - 1, develop idea by written exercises; 2, define a modifier.
- E. The Adjective:
  - 1, develop and define the adjective; 2, analysis of sentences containing adjective modifiers; 3, composition—the adjective modifier.
- F. The Adverb:
  - 1, develop and define the adverb; 2, analysis of sentences containing adverbs; 3, composition—the adverb modifier.
- G. The Preposition:
  - 1, develop by thorough drill, using the usual list of prepositions for the purpose; 2, define a preposition; 3, analysis of sentences; 4, composition—the preposition as a relation-word; 5, define a phrase: *a*, prepositional; *b*, infinitive.
- H. The Conjunction:
  - 1, define a conjunction; 2, analysis of sentences; 3, composition—the conjunction as a connecting-word.

- I. The Interjection:
  - 1, independent expressions: *a*, interjections; *b*, nouns; *c*, adverbs; *d*, phrases; 2, composition—-independent expressions.
- J. Complements:
  - 1, the object: *a*, develop; *b*, define; *c*, composition—the object; 2, the attribute: *a*, develop; *b*, define; *c*, composition—the attribute; 3, double complements, or objects: *a*, develop by thorough practice; *b*, analysis of sentences containing complements.

NOTE.—Review the above, giving careful attention to punctuation and capital letters.

- K. The Complex Sentence:
  - 1, develop and define a connective; 2, composition—the connective; 3, exercises in expanding adjectives and adverbs into phrases and clauses; 4, exercises in the abridgment of clauses into phrases and words; 5, analysis of complex sentences; 6, composition—the complex sentence.
- L. The Compound Sentence:
  - 1, define; 2, analysis of compound sentences; 3, composition—the compound sentence.

NOTE.—Care should be taken that each lesson, before it is left, should be clinched by full exercises in composition.

### Second Division.

#### I. ETYMOLOGY.

- A. The Noun:
  - 1, classification: *a*, proper; *b*, common; (*a*), collective; (*b*), abstract; (*c*), infinitive [see verb];

NOTE.—Secure definitions by practical drill.

- 2, properties: *a*, number; (*a*), singular; (*b*), plural; (1), regular; (2), irregular; (3), foreign words;

NOTE.—Let the drill on the formation of plurals be exhaustive.

- b*, person—distinguish the three persons by exercises; *c*, gender: (*a*), show the true meaning of gender; (*b*), show by practical drill the three methods of distinguishing the masculine from the feminine; *d*, case: (*a*), nominative; (*b*), possessive; (*c*), objective;

NOTE.—Thorough drill on the possessive should be insisted upon, distinguishing especially the three uses.

- e*, copious written exercises on the declension of nouns; *f*, diagram for purposes of parsing.

- B. The Pronoun:
  - 1, define the classes: *a*, personal; *b*, relative; *c*, interrogative;

NOTE.—By copious exercises, let the student be led into definitions.

- 2, written declension of pronouns; 3, show the double office of the relative; 4, special drill on the double construction of *what*, and the compound relative; 5, diagram.

- C. The Verb:
  - 1, classification: *a*, as to form: (*a*), regular; (*b*), irregular; *b*, as to meaning; 2, properties: *a*, voice: (*a*), active; (*b*), passive;

NOTE.—Teachers should not allow their classes to leave this drill until they know it is understood.

- b*, mode: (*a*), indicative; (*b*), imperative; (*c*), subjunctive; (*d*), potential; *c*, tense: (*a*), simple forms: (1), present; (2), past; (3), future; (*b*), compound forms: (1), present-perfect; (2), past-perfect; (3), future-perfect; *d*, special forms: (*a*), infinitive [see noun]; (*b*), participle [see adjective]; *e*, principal parts, make this familiar by oral and written exercises; *f*, conjugation: (*a*), let drill, by copious written exercises, be employed; *g*, diagram.

- D. The Adjective:
  - 1, classification: *a*, qualifying; *b*, limiting; *c*, participial [see verb];
  - 2, property: *a*, comparison: (*a*), terminal; (*b*), word prefixed;
  - 3, written exercises in comparison; 4, diagram.

## E. The Adverb:

- 1, classification: *a*, time; *b*, place; *c*, cause; *d*, manner and degree;
- 2, property—comparison: *a*, diagram.

NOTE.—For conjunctive adverb, see conjunction.

## F. The Preposition:

- 1, by written exercises, show the character of the relation.

## G. Classification of Conjunctions:

- 1, co-ordinate: *a*, copulative; *b*, disjunctive; *c*, adversative; *d*, causal; 2, subordinate: *a*, substantive [that]; *b*, adjective [relative pronoun]; *c*, adverbial [conjunctive adverb]; *d*, conditional.

*Third Division.*

## I. SYNTAX.

Exercises in the correction of false syntax should be insisted upon through the entire course. Dictate exercises in composition, and require critical attention to spelling, punctuation, capitals, paragraphs, and the principles of construction.

## ORTHOGRAPHY.

*First Division.*

## ORTHOEPY.

Instead of giving a full outline of sounds and their description, it was thought best, by the committee, to refer the instructor and pupil to the dictionary, which is, or ought to be, in the hands of every teacher.

The study of the dictionary is of the greatest importance, and should occupy all the time necessary.

Give occasional drills in correcting words commonly mispronounced.

Become acquainted with the diacritical marks and learn their names.

Classify the vowels by giving each prolonged vowel and its abrupt cognate.

Classify consonants by giving each sub-tonic and its cognate atonic.

Classify consonants with reference to the organ of speech mainly used in the production of each.

*Second Division.*

## ORTHOGRAPHY OR SPELLING.

## I. CAPITALS.

- 1, give ten rules for the use of capitals; 2, give examples under each.

## II. PUNCTUATION.

- 1, name and make the marks used for punctuation; 2, give rules for use; 3, give examples of each.

## III. SYLLABICATION.

- 1, give rules for syllabication; 2, classification with regard to number of syllables.

## IV. RULES FOR SPELLING.

- 1, give lessons from which to derive the prominent rules for spelling; 2, give six rules; 3, give lessons from which to derive the principal exceptions; 4, give exceptions to each rule.

## V. METHODS OF TEACHING SPELLING.

## A. Oral Spelling:

- 1, spell for a head mark; 2, choose sides; 3, correction by the teacher (?); 4, self or class—correction; 5, suggest other methods.

## B. Written Spelling:

- 1, manner of discovering errors: *a*, writing words on blackboard; *b*, spelling by the teacher; *c*, spelling by individual members of the class; *d*, exchanging slates or papers; *e*, suggest other methods; 2, manner of correcting errors: *a*, concert spelling; *b*, writing incorrect words a certain number of times; *c*, suggest other methods.

*Third Division.*

## WORD ANALYSIS.

## I. DEFINITIONS OF TERMS.

## II. CLASSIFICATION.

## A. As regards form:

- 1, monosyllable; 2, dissyllable; 3, polysyllable; 4, rules of syllabication.

## B. As regards derivation:

- 1, primitive; 2, derivative: *a*, primary; *b*, secondary; 3, compound.

## C. Derivatives: how formed:

- 1, stem or root; 2, prefix; 3, suffix.

## D. Stems or roots; give examples of each:

- 1, Anglo-Saxon; 2, German; 3, French; 4, Latin; 5, Greek.

## E. Prefixes; give examples with meaning:

- 1, different languages; 2, changes on account of euphony, as "ad" to "af" in affirm.

## F. Suffixes; give examples with meaning:

- 1, different languages.

## G. Analysis of words given by the teacher, analyzed by separating into the different parts, meaning of each and of the whole.

## H. Synthesis; teacher give:

- 1, root or stem; 2, prefix; 3, suffix; 4, prefixes and suffixes, and let the pupils make the derivatives and give the meaning.

## PHYSIOLOGY.

## I. FRAME-WORK OF THE BODY.

## A. The skeleton:

- 1, head: *a*, cranium; *b*, face; *c*, ear; 2, trunk: *a*, spinal column; *b*, ribs; *c*, sternum; *d*, pelvis; 3, extremities: *a*, upper; *b*, lower; 4, form, use, composition and structure of the different bones.

NOTE TO THE INSTRUCTOR.—This outline should be extended by the learner. A moderately complete and minute amplification throughout the subject, should be required.

## B. Muscles and tendons:

- 1, use; 2, arrangement; 3, kinds; 4, structure.

## C. The skin:

- 1, use; 2, structure; 3, hair and nails; 4, mucous membrane; 5, teeth.



## II. VITAL PROCESSES.

## A. Digestion:

1, organs: *a*, stomach; *b*, intestinal canal; *c*, liver; 2, processes: *a*, mechanical; *b*, chemical; 3, results: *a*, chyme; *b*, chyle; *c*, lacteal fluid.

## B. Circulation:

1, organs: *a*, heart; *b*, arteries; *c*, capillaries; *d*, veins; *e*, lymphatics; 2, processes: *a*, mechanical; *b*, chemical; 3, results: *a*, supply of nutriment and removal of waste; *b*, lymph; 4, trace the course of the blood.

## C. Respiration:

1, organs: *a*, trachea; *b*, bronchi; *c*, lungs; *d*, air-cells; *e*, capillaries; 2, processes: *a*, mechanical; *b*, chemical; 3, results: *a*, pure blood; *b*, elimination of impurities.

## III. SPECIAL SENSES.

## A. The eye:

1, coats: *a*, sclerotic; *b*, choroid; *c*, retina; 2, lenses: *a*, aqueous humor; *b*, crystalline lens; *c*, vitreous humor; 3, how we see; 4, arrangements for protecting the eye.

## B. The ear:

1, parts: *a*, tympanum; *b*, Eustachian tube; *c*, bones of the ear; *d*, labyrinth; *e*, cochlea; 2, how we hear; 3, arrangements for protecting the ear.

## PENMANSHIP.

## FIRST LESSON.

Advise regarding provision of the suitable materials and appliances, viz: best paper; fine and flexible steel pens; the common steel spring and wood pen-holder; ink which is not injured by freezing; blotting-paper and pen-wiper.

Explain best position for pupils while writing, and dwell upon the importance of all these points for the cultivation of correct habits.

Then practice—preferably with the lead pencil—the “free-arm” “muscular,” and “finger” movements, explaining each and urging the cultivation of the muscular, to the exclusion of the finger movement, in ordinary writing, as far as practicable.

## SECOND LESSON.

Class practice with pen and ink all the exercises.  
Present and practice the following, *always* giving the best methods of explaining and illustrating each principle and letter.

1st and 2d, or “*m*” and “*i*” principles.

*m, n, u, e, w, x, i, t, r, s.*

*murmur, summit, wrist, six.*

## THIRD LESSON.

3d principle, or oval, and combinations.

*o, e, c, a, d. Concerts. Adamant. Successors.*

## FOURTH LESSON.

4th principle, or loop.

*j, b, l, h, k, y, g. Bubbling. Hillocks. Injury.*

## FIFTH LESSON.

Modified loops.

*f, p, q, z. Fifty puzzling questions.*

## SIXTH LESSON.

Left oval capitals.

*O, D, C, E, H, D.*

*Ononca, Delaware, Colorado, Empire.*

## SEVENTH LESSON.

Right oval capitals.

*J, Q, Z, M, N, U, Y, V, W, X.*

*Jamaica, Zanesville, Mississippi, Vermont.*

## EIGHTH LESSON.

Capital stem letters.

*I, G, H, K, S, L.*

*Iowa, Keokuk, Lake Superior.*

## NINTH LESSON.

Capital stem letters—continued.

*T, F, A, M, N, P, B, R.*

*Toronto, Portsmouth, America.*

## TENTH LESSON.

Straight stem capitals and other modified forms which may be desired.

*P, B, R, T, F, G, H, K.*

*Baltimore, Georgetown, etc.*

## DIDACTICS.

*The Philosophy of Education.*I. THE SUBJECT OF EDUCATION—*The Human Being in Childhood and Youth.*

- A. His educational susceptibility:  
1, a constitutional and fundamental quality; 2, the basis of all growth.
- B. This susceptibility considered:  
1, as to his body: *a*, its growth from infancy—how? *b*, its adaptability under training to all requirements; 2, as to his mind: *a*, its growth from infancy—how? *b*, in the individual, its adaptability, under education, to all requirements more limited; *c*, common characteristics of the race; *d*, special characteristics of the individual.
- C. Classes of mental faculties or of phenomena:  
1, the universal phenomenon, consciousness; 2, attention; *a*, its importance the foundation of all intellectual greatness; *b*, its relation to consciousness, including: (*a*), observation; (*b*), reflection; (*c*), memory, retention of cognitions; 3, how attention may be deepened: *a*, repetition—not of mere words, but of vivid views of ideas and thoughts coupled with language; *b*, reflection; *c*, association; 4, how secured: *a*, a fixed determination on the part of the teacher to have it; *b*, a clear knowledge of the lesson at ready command; *c*, a suitable interest excited concerning the subject taught; *d*, the eye free to view all and each in the class; *e*, the manifestation of earnestness; *f*, a simple manner and style; *g*, the removal of all obstacles.
- D. The intellect:  
1, the senses: *a*, enumeration of them and function of each; *b*, the information gained by them necessary and antecedent to all external knowledge; *c*, their systematic cultivation—object lessons; 2, memory: *a*, its nature; *b*, its importance for intellectual strength; *c*, its cultivation; 3, the reflective faculties: *a*, the synthetic process—generalization; *b*, the analytic process—reasoning.
- E. The sensibilities:  
1, the emotions: *a*, their nature; *b*, classification; 2, the affections: *a*, their nature; *b*, classification; 3, the desires: *a*, their nature; *b*, classification; 4, the will: *a*, the elements involved in the act of the will: (*a*), motive; (*b*), choice; (*c*), execution; *b*, the regulation and culture of the will; 3, value of strong will-power under the guide of conscience and reason.

## II. DISCUSSION OF WHAT EDUCATION IS.

- A. It has special departments:  
1, physical; 2, intellectual; 3, æsthetical; 4, moral.
- B. It is a result consisting of:  
1, development; 2, discipline; 3, strength; 4, skill.
- C. It is a process consisting of:  
1, teaching; 2, training.
- D. Principles regulating teaching and training:  
1, special principles—the intellect in particular: *a*, in childhood the perceptive powers are very active, so are comparison, memory, and the imagination; *b*, ideas of the outward world are obtained by perception; *c*, ideas thus obtained form the foundation of intellectual growth; *d*, a well-chosen system of object lessons (form, number, color, things, etc.) should form a part of primary instruction; *e*, language should

not precede the evolution of ideas and thought, but accompany them; *f*, the mind has no pleasure in confused and indistinct impressions, and cannot be benefited by them; *g*, every subject should be reduced to its elements and one thing taken at a time; proceed step by step; *h*, out of the known evolve the unknown; *i*, order must be observed. First objects, then names; thoughts, then sentences; knowledge, then definitions; facts, then laws; phenomena, then principles; concrete ideas, then abstract; sometimes wholes, then parts, constituting analysis; sometimes parts, then wholes, constituting synthesis. Hence the error of committing to memory definitions, rules, and formulae, without their meaning having been discovered; *j*, memory is assisted by repetition, reflection, association and action; *k*, "each process of instruction should include full perception, distinct understanding, clear expression, and when possible, the passing of thought into action"; 2, general principles: *a*, education is based on the constitutional nature of the child, the peculiarities of each sex and of each child should be carefully studied; *b*, education pertains to the whole organism; *c*, the desire of children for muscular movement must not be repressed, but regulated; *d*, all education consists in doing and not doing, or exercise and inaction. What is desirable is improved by activity; tendencies to be repressed are kept dormant. This is the law of habit and experience; *e*, all activity should be pleasurable and varied; *f*, the child is not a passive recipient of external influences. The root of the work is in the scholar and not in the teacher; *g*, the teacher must have the voluntary and active co-operation of the pupil; *h*, the office of the teacher is to set the mental machine in motion; to bring forth the forces; to apply them in an efficient manner, in the right proportion and in the right order; *i*, all school doings and school sayings must be made pleasant; *j*, school government must not admit any despotic or cruel tendencies; *k*, example is more weighty than precept.

## SCHOOL ECONOMY.

## I. ORGANIZATION.

## A. Provisions relating to order:

- 1, the seating: *a*, the teacher has a right to seat the school in a manner that will promote the greatest good; *b*, suggestions as to plans of seating; 2, school evolutions: *a*, evolutions for the whole school; *b*, evolutions for classes; *c*, recitation tactics for each subject, as reading, penmanship, arithmetic, geography, etc.; 3, treatment of privileges: *a*, general principles concerning privileges; *b*, method of granting them: (*a*), going out; (*b*), leaving seats; (*c*), speaking, etc.; 4, the programme should provide for: *a*, opening and closing exercises; *b*, intermissions; *c*, recitations; *d*, study; *e*, transaction of general business; *f*, administration of discipline; 5, attendance and tardiness: *a*, the necessary records; *b*, manner of keeping them; *c*, notices to parents, publication of "Honor Rolls," etc.

## II. DEPARTMENT.

- A. Inculcate general morality—instruct in cardinal virtues:  
1, truth; 2, purity of speech; 3, love; 4, good nature; 5, industry;  
6, temperance; 7, politeness; 8, honesty; 9, integrity; 10, preferring one another.
- B. School morality:  
1, put behavior at school on the law of morality—wrong doing in school department *is sin*; 2, instruct as to neatness, promptness, quietness in walking, whispering, laughing, handling books and slates, etc.; observance of school plans.

## III. STUDY.

- A. Branches to be studied in the school.  
B. Branches to be studied by each pupil.  
C. The formation of classes.  
D. Examinations, oral and written.  
E. Recitation records.

## IV. GOVERNMENT.

- A. The objects of government:  
1, to teach that government is supreme; 2, to cultivate the habits of obedience and subjection; 3, to facilitate the employments of the school; 4, to promote the general good.
- B. Means of preventing offenses:  
1, suitable accommodations; 2, qualified teachers.
- C. Good management:  
1, have a definite understanding with pupils as to all rules and regulations; 2, conduct the school according to your sense of the fitness of things; 3, make it appear that you entertain large expectations of your pupils both as to study and deportment; 4, maintain your system and adhere to your programme; 5, practice self-denial for the good of your school; 6, be in no haste to inflict punishment, especially corporal punishment; 7, let your administration be wise, certain, consistent, and uniform; 8, display charitable, generous, and kind feelings, and not an exacting, severe, and authoritative manner; 9, so dispose your management that your pupils go through their duties without seeming to be guided; 10, let all learning, as far as possible, be a process of delight; 11, mind little things.

## V. ELEMENTS OF GOVERNING POWER.

- A. The teacher must have system:  
1, time for everything; 2, place for everything; 3, method for everything.
- B. Energy.
- C. Vigilance.
- D. Firmness:  
1, a will of great strength, but not obstinate; 2, decisions must be made with certainty and must be enforced steadily, wavering is fatal; 3, a firm hand in government is a source of pleasure to pupils because it is a source of certainty and security.
- E. Confidence:  
1, in the triumph of duty faithfully executed; 2, in self; 3, in pupils: *a*, pupils are generally undervalued as to latent power; *b*, offenses by mistakes and inadvertency generally outnumber those committed by design and malice; *c*, give more attention to the dull and vicious than to the apt and moral.

## F. Self-control:

- 1, self-possession of your intellectual forces; 2, impatience must be repressed; 3, anger must be crushed; 4, allow no antagonisms between yourself and pupils and parents.

## G. Personal influence:

- 1, bring moral, social, and intellectual worth to your support; 2, maintain cheerfulness; 3, withhold nothing in your power.

## H. Culture:

- 1, refinement in manners; 2, pleasant tones of voice; 3, avoid affectation; 4, consideration of the wants and comforts of all.

## GENERAL INSPECTION.

## I. THE SCHOOL ROOM.

- A. Size.  
B. Light.  
C. Heat.  
D. Ventilation.  
E. Seating.  
F. Neatness.  
1, books; 2, desks; 3, floor.

## II. THE MANAGEMENT.

- A. System. Is it thorough, judicious, and well understood?  
B. The programme.  
C. Evolutions:  
1, school as a whole; 2, classes; 3, going out and coming in.  
D. Requests.  
E. Management of outer apparel.

## III. POSITION AND ATTITUDE.

- A. Of teacher.  
B. Of pupil.

## IV. THE MATTER OF THE LESSON.

- A. Is the teacher familiar therewith?  
B. Is he deeply interested?  
C. Are the pupils interested?  
D. Do they comprehend it?  
E. Is the matter suitable in kind and amount?

## V. THE MANNER OF THE LESSON.

- A. Is the teacher confident, earnest and cheerful?  
B. Are his thoughts and language clear?  
C. Is the order of development good? Is the teacher working in the light of true didactic principles?

## VI. QUESTIONS.

- A. Are they true in form?  
B. Is there a tendency to use the leading question? The informing question? The "Is it not" question?  
C. Does the teacher repeat the answer of the pupil?

## VII. THE PUPILS.

- A. Are they putting forth a memoriter process only?
- B. Their position—standing or sitting?
- C. Does the work seem to drag, or is it lively?

## VIII. BLACKBOARD WORK.

- A. Does the whole work present a systematic appearance?
- B. Is the writing well formed?
- C. Are the spaces between the pupils equal?

## IX. SIGNALS.

- A. Are they many?
- B. How given?
- C. What is the plan of each maneuver?

## X. THE GOVERNMENT.

- A. As to system.
- B. As to firmness.
- C. As to obedience.
- D. General spirit in school and out.

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The fitting of our teachers for country schools has been improved very much by the training secured in the normal institutes. An additional means of preparing this class of teachers might be secured by granting boards of directors in country districts the privilege to send one or more scholars to a graded school in the vicinity, and to pay out of the district treasury the tuition of such scholar or scholars. At the present time, it is often the case that one or two advanced scholars in a country school require an advanced teacher, who is very apt to spend too much time with such advanced scholars to the detriment of the large majority of smaller scholars. The extra pay given for the more advanced teachers would, in many cases, more than pay the tuition charged in a graded school.

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## GRADED AND HIGH SCHOOLS.

The graded schools of our State, as of other States, have made almost constant progress; they are generally in the hands of the best professional teachers in the land, who are seconded by professional men as directors having an interest in the education of the children of the community, and the ability to manage school work.

It is with pleasure that we can state that these educators of experience and ability have always been willing to aid the efforts put forward

by those who have the more immediate charge of the elementary or country schools. Many of the principals and city superintendents are engaged as instructors and conductors of institutes, and they co-operate in nearly all cases with the county superintendents in all the efforts needed to elevate the educational interests of the county. Fortunately for our State, the question of sustaining a high school is left entirely to the people of each locality.

Under section 1726, the board of directors *may establish graded or union schools wherever they may be necessary, and may select a person who shall have the general supervision of the schools in their district, subject to the rules and regulations of the board.*

This section applies to country districts also, but is more especially made use of by city districts.

The general tendency to diffuse and to enlarge beyond the financial ability and the necessities of the case, has provoked some antagonism to the high school system, which we hope will not destroy the schools, but lead them to their legitimate sphere. A town should not attempt to support a course which terminates with a single scholar, or two or three. Full classes are needed both for securing interest and for financial support.

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## COUNTRY SCHOOLS.

We have improved our school-houses, we have better furniture and apparatus, we have better trained teachers, and still the progress made in our country schools is not such as the friends of the system desire.

So long as a teacher is employed for only one term, without hope of ever acting as teacher for that school again, he will have but little ambition and encouragement to introduce improved methods, and will prefer to follow the beaten path to get along with the least amount of friction. A greater permanency of our country teachers in the vocation and in the district is absolutely necessary for improvement.

Another very serious drawback is the tendency to divide and subdivide the district until many of our schools are so small that they lack interest and have not the financial ability to pay living salaries. The minimum number of persons of school age required to establish a sub-district or to build a school-house, should be changed for all our older counties from fifteen to twenty-five or thirty. In our new counties this number is, perhaps, large enough.

There is a great lack of uniformity in the work of our country schools; to avoid this and thus improve the schools, county superintendents have worked for the last year or more to secure a course of study for ungraded schools. This course I have thought best to incorporate in this report to make it accessible to all superintendents, and others desirous of using the same. To make this course effective, each teacher should have a record for the use of his successor, in which the degree of advancement of each scholar should be stated, so that the work may be continuous although the teacher changes.

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# COURSE OF STUDY AND MANUAL

FOR THE

UNGRADED SCHOOLS,

OF THE

STATE OF IOWA.

PREPARED BY A COMMITTEE OF COUNTY SUPERINTENDENTS.

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## P R E F A C E.

THE design in preparing this course of study is to establish, if possible, a more uniform classification, and introduce more systematic methods of teaching and governing the public schools of the State.

Nearly all of our ungraded schools are commenced and ended as though they were the first, and would be the last, ever taught in the district. There is usually no record of progress made, or anything to indicate the limit reached by the school under the supervision of the teacher, and none is left for the succeeding one. Instead of each teacher beginning where the preceding one left off, and of having the benefit of his experience and judgment by following a uniform course, having in view the same objects, he is compelled to grope his way in the dark, and squander much valuable time by his random efforts.

The county superintendents of the State, seeing and realizing the great disadvantages under which the rural schools are operated, concluded to make an effort by means of a course of study, toward grading, systematizing, and unifying the work of the country schools. In accordance with this plan, seven county superintendents, from different sections of the State, were detailed to prepare a course of study. But, subsequently, it was found that such a large committee, scattered over the State, was unwieldy. Consequently, the undersigned were appointed, and hence this is our reason for presenting this manual to the county superintendents, teachers and school officers.

The committee acknowledge their indebtedness for valuable assistance to Superintendents E. Miller, of Page county, and Z. T. Hawk, of Crawford county, members of the former committee, to the Superintendent of Public Instruction, C. W. von Coelln, and to such others as have contributed material encouragement or counsel.

If these suggestions, cautions and remarks, although imperfect, tend to call more general attention to the growing importance of our rural schools, and cause them to become more productive of good and lasting results, the undersigned will consider themselves well compensated for their efforts.

H. D. TODD, Sigourney.	} Committee.
C. H. CLEMMER, Davenport.	
N. W. BOYES, Dubuque.	

### SCHOOL MANAGEMENT AND GOVERNMENT.

"As the teacher is, so is the school," is a trite saying, the truth of which none will question.

See to the orderly management of everything. Have a place for each pupil to hang his hat and wrappings, put his books, to sit or stand in his class, and see that his place is kept.

Have a regular time for reciting, and, if possible, for studying every lesson.

See at all times that the best of care is taken of the school property.

Always keep the school-room neat and clean; ornament it with pictures, mottoes, maps, charts, wreaths and flowers.

Always call and dismiss your classes in order; count, or tap the bell as signals.

Be firm and kind. Don't scold. Be prompt in everything. Your pupils will often follow your example.

Do not allow communication, leaving seats, going out, or getting water during school hours, without permission.

System, self-possession, energy and kindness on the part of the teacher are the disciplinary agents.

Profitable and constant occupation is the true preventive of disorderly conduct.

Have every pupil secure a slate and pencil, and be sure he uses them.

Have as few classes as will be consistent with the wants of the school. A teacher cannot teach a successful school and hear thirty or thirty-five recitations daily.

See that the room is properly ventilated—about 65° or 70° Fahr. is the proper degree of temperature.

Have the syllables of all words pronounced, or teach pupils to make a slight pause between syllables.

Do not have your pupils report "perfect" and "imperfect." It leads to habits of lying and deception.

All the pupils of the same class should pursue the same studies, if possible.

Don't forget to have the general exercise for the whole school each day. Use the oral and general exercises provided for each grade, for the whole as far as practicable.

"Order is Heaven's first law," and *without* order no school can succeed. The first step in governing a school is to govern yourself.

Have written examinations once a month for the larger pupils, and oral examinations for the smaller ones.

Every teacher should be a regular reader of at least one educational journal.

Always be a living model for your pupils, whether in or out of school.

Begin school promptly at nine o'clock and close at four.

Visit your patrons frequently and urge them to visit your school.

Visit some of the best schools you can hear of each year, and don't fail to attend the normal institute.

Make a full report at the close of your school to the district secretary.

Fill out a complete record of the advancement of each grade, according to the plan shown in the blank form printed in this book, and leave it in the register for the use of your successor.

1. Regulations should be:
  - a*, few; *b*, general; *c*, popular; *d*, practicable; *e*, calculated to form good habits.
2. Teachers and pupils should observe:
  - a*, regularity; *b*, promptitude; *c*, decorum; *d*, morality; *e*, quietude.
3. To prevent disorder, the teacher:
  - a*, should be a thorough scholar; *b*, should prepare his lessons; *c*, should be skillful in teaching; *d*, should see that pupils are comfortable; *e*, should see that all have plenty to do; *f*, should thoroughly inspect all work.
4. Punishments:
  - a*, should be reformatory, never vindictive; *b*, should assist the pupil to self-control; *c*, should be a natural consequence of the offense; *d*, should be mild but certain; *e*, should be accompanied by the kind word and the firm hand; *f*, should be infrequent.
5. Injudicious punishments:
  - a*, unusual punishments; *b*, cowardly punishments, such as continual threatening and scolding; *c*, cruel punishments; *d*, degrading punishments; *e*, vindictive punishments.
6. Judicious punishments:
  - a*, reproof: (*a*), general; (*b*), private; (*c*), public; *b*, privation; *c*, corporal punishment; *d*, suspension.
7. The teacher:
  - a*, should have good manners; *b*, should have good habits; *c*, should be a scholar; *d*, should plan and execute well; *e*, should have self-confidence; *f*, should have self-control; *g*, should be firm; *h*, should be consistent; *i*, should be courageous; *j*, should be just; *k*, should be tolerant; *l*, should be kind; *m*, should be patient.

## THEORY AND PRINCIPLES OF TEACHING.

Teach but one new thing at a time, and always in connection with what the child already knows, that each fact learned may be an additional link in his chain of information.

Give occasionally one minute to the prompt utterance of the sounds of the letters; one to drawing map of the township, county or State; one to repeating maxims, verses, or choice selections in concert.

Let singing have some time each day, and have physical exercises occasionally.

Cultivate the voice, eye, ear, and hand; avoid loud, harsh speaking or singing.

Let about half the spelling in the different classes be in writing.

Give the falling inflection when pronouncing words for spelling; have pupils lower the voice when spelling.

Have pupils rely on themselves when studying and reciting; don't hear a lesson unless it has been well studied; primary classes may be excepted from this rule. *Always give short lessons.*

Give object lessons frequently to your schools; use objects often when teaching arithmetic, and sometimes use them in geography and grammar classes.

Give instructions frequently in morals and manners; use the dictionary, school apparatus, etc.

Avoid reciting for a pupil or class; it will do the pupil no more good than to eat his dinner for him.

Teach your pupils how to study and to think systematically and connectedly.

In orthography, teach the elementary sounds and their representatives. One cause of so many poor spellers is a lack of familiarity with the sounds of the language, and the principles and rules of orthography. Teach pupils to spell phonetically; call especial attention to substitutes, as *e* for *a* in prey, they, etc.; to silent letters and syllabication.

In reading, the teacher should have a variety of methods; he should not sit as a judge merely, but as a teacher, that the pupil's voice, understanding and perception may be cultivated and developed; that the gems of thought, the beauties of language, and the golden truths of the authors may not pass unnoticed or unappreciated. In no branch of study is a teacher more needed than in reading. One sentence well read is better than any number of pages read without regard to the natural tones of the voice, to emphasis, inflections and modulation.

In arithmetic, the principles should be distinctly stated, and problems selected as illustrations, remembering that one principle well understood will be of more value to the class than a hundred problems solved without reference to principles. Drill the class, if possible, on each principle, both by the oral and written methods, and often take for illustrations examples other than those found in the regular textbooks.

In teaching geography, begin at home, and as you widen the field teach less in detail. Care should be taken to get the locality of every place well fixed in the mind. Map drawing, topical recitations, historical events, are prominent points for the teacher's consideration.

In grammar, commence with language lessons, sentence building, and changing sentences and expressions. The art should precede, or at least be taught with, the science of language.

The theory taught should be supplemented by actual practice. Much drill in writing sentences and original productions, with thorough criticism, is indispensable to the pupil who acquires ability in the correct use of language.

The topical method of teaching history is considered the best. Draw an outline map on the board and write the principal events and dates, connect geography and history as much as possible. Teach the connection that one event has with others, and if possible get at the reason.

In teaching physiology, begin as a carpenter does to build a house, with the frame (skeleton) and build upon that the different systems, as the muscular system, the nervous system, and detail the members of the class, as a master builder would his assistants, to explain and discuss appropriate parts.

To teach is to impart knowledge—to exhibit impressively. Teaching is more than merely telling or communicating. It means to inculcate, to impress by frequent repetition, to urge on the mind, to lead out and to develop.

The true teacher in any branch of study or with any class will observe the following statements:

1. See that the lessons are properly assigned.
2. See that pupils in reciting or discussing a subject use proper language.
3. See that the recitations are as nearly perfect as possible under existing circumstances.

4. Teaching pupils to draw their own conclusions properly, stands above almost any other consideration.

5. Be thoroughly in earnest, and your energy and spirit will cause interest and enthusiasm in the class.

6. Grade your school, for by it you will be able to reduce the number of recitations, give more time to each recitation, favor more thorough work, systematize the operations of school, and improve the discipline.

7. Classify according to scholarship, natural ability and age. Make reading and arithmetic the basis of your classification.

8. Use school records to furnish a history of the school and of each individual, to indicate to the teacher when he should put forth greater effort, to furnish information to parents, and to furnish educational statistics.

In making your records, mark only absentees, by making a dot in the left upper corner of square, for tardiness in the forenoon, and in right upper corner, for afternoon.

We cannot do better than to give the principles of the *art of teaching*, as found in the didactics, by Prof. J. H. Thompson, in the course of study for institutes for 1878.

*Principles to be thoroughly understood by every teacher:*

1. Activity is the law of childhood, accustom the child to do, and educate the hand.
2. Cultivate the faculties in their natural order, first *form* the mind, then *furnish* it.
3. Begin with the senses, and never tell a child what he can be led to discover readily for himself.
4. Reduce every subject to its elements, one difficulty at a time is enough for a child.
5. Proceed step by step, be thorough, the measure of information is not what the teacher can give, but what the pupil can receive.
6. Let every lesson have a point, either immediate or remote.
7. Develop the idea, then give the term, cultivate language.
8. Proceed from the known to the unknown, from the particular to the general, from the concrete to the abstract, from the simple to the difficult.
9. First synthesis, then analysis, not the order of the subject, but the order of nature.
10. Fasten every principle by frequent repetition.



The objects of recitation are, to find the daily standing of the pupil, to create self-dependence, to estimate the daily progress of the pupil, to direct the pupil's mode of thought and study, to keep proper incentives before the pupil, to aid in discipline, to add new matter, to impart moral truth, and, in primary classes, to instruct, to drill, and to test.

Questions should be varied, logical, be given to pupils in a promiscuous order, be put rapidly, and should not hint the answer.

Moral teaching should not be neglected. Direct instruction may be given in a few set lectures, anecdotes or biographies of the great and good, at recitation time, in reading lessons, etc., or from books on morals and manners. Indirect instruction is given by the personal influence of the teacher, and by the personal influence of the pupils on each other.

## COURSE OF STUDY.

### PRIMARY CLASS.

#### Regular Lessons.

(All the regular lessons may be heard at the same recitation in the lower classes.)

*Alphabet.*—Letters in words from blackboard, primer or charts.

*Spelling.*—Spelling words in lessons, forward and backward.

*Reading.*—Pronounce all words used in lessons at sight.

#### Oral and general lessons.

(All the general lessons in this course may be used for the whole school.)

*Writing.*—Print small words of lessons, and make figures.

*Numbers.*—Count to 100 and back; add and subtract small numbers, using objects, such as books, pencils, pieces of chalk, hats, words and letters of spelling and reading lessons.

*Language.*—Correct manner of speaking, if wrong. Punctuation marks in lesson. Every answer should be a full sentence.

*Place.*—Locate objects in school-room and vicinity. Teach points of compass, shape of the earth, directions on maps.

#### Directions for teaching this class.

To teach the alphabet, begin with small words, the names of familiar objects, as ox, ax, box, etc., and after the first lesson introduce but one new letter at a lesson, with others that are known to the pupil. The new letter each time may be printed with colored crayon; take first the small letters of the alphabet and those simplest in form. When several letters and words are learned form them into a sentence, and teach the letters, spelling and reading at the same lesson.

Secure prompt and concert action, and make the recitations short, spirited and lively; have as much variety in each lesson as you can.

Have pupils speak each word in a natural tone, and teach them to read as they talk; have them make figures and print on a blackboard or slates; teach them first to understand *what* they read and then have them read in a *natural* way. Use a combination of the word, sentence, and phonetic method.

Provide work for them at their seats, such as drawing, printing, writing, making figures, etc. If they have no work let them go out doors.

Have this class recite four lessons a day, if time permits; give them three lessons, at least.

### FIRST READER CLASS.

#### Regular Lessons.

*Reading.*—First reader and blackboard. Articulation. Modulation.

*Spelling.*—By letters and by sound from reader. Spell all words in lesson thus far.

*Writing.*—Print part, or all, of spelling and reading lessons. Write the small letters of the alphabet.

#### Oral and General Lessons.

*Numbers.*—Add, subtract and multiply small numbers; use both the oral and written method. Give them miscellaneous exercises in counting. Count by twos to 100, commencing at 0 and then at 1, and go backward by subtraction. Write and read by the Arabic method to 100; Roman method to X.

*Language.*—Capital letters; talking on objects; punctuation marks used thus far, name and use.

*Place.*—Locate objects in school-room and vicinity; points of the compass; shape of the earth; directions on maps; motions of the earth.

*Form.*—Straight, curved, parallel, oblique, vertical and horizontal lines. Round, oval, angular, concave, convex, conical and arched figures. Draw outlines illustrating each form, and cite other examples.

#### Directions for teaching this class.

Occasionally print the difficult words of the reading lesson on the board before reading, and have them spelled and pronounced a number of times; secure a prompt recognition of words.

Cultivate the eye, the ear and the voice; don't allow pupils to point to the words when reading; let them find the lesson by page and number.

Teach them how to emphasize the important words; teach them how to find them; let them always give the right inflection.

Copy part of the lesson on slates or blackboard each time; recite the spelling from the slate in the class, then spell orally. Teach this class the vowel sounds, with words in which the sounds occur.

Teach form in writing and drawing; secure uniformity in height, width and slant in the small letters. Teach each pupil to write his or her name.

Perform the operations in numbers promptly; accuracy and rapidity are the main points to consider.

Frequently give talking lessons to your class; let them use correct language in talking to you.

Illustrate motions of the earth by globe, ball or apple; draw maps of school yard, district, township, etc., on the board.

#### SECOND READER CLASS.

##### *Regular Lesson.*

*Reading.*—Second Reader. Emphasis, inflection, class drill.

*Spelling.*—Spelling-book and reader, and words from reader, sounds of letters, etc.

*Writing.*—Writing on slates and blackboard, write in copy-books with lead-pencils.

##### *Oral and General Lessons.*

*Numbers.*—Exercises, oral and written, in the fundamental rules. Multiplication table to the 6's. Count to and from 100 by threes, fours and fives, commencing at different numbers, as 1, 2, 3, 4, etc. Writing and reading by the Arabic and Roman methods; laws and principles of each method.

*Language.*—Write abstracts of reading lessons; answers to questions in all grades should be in the form of complete sentences. Use of capitals at the commencement of sentences, proper names, etc. Use of period, interrogation and exclamation points. Oral and written corrections of common errors in speech, and descriptions of familiar objects.

*Place.*—Geography of the school-district, township and county. Begin with the section of land on which the school-house stands. Outline of State geography. Explain the causes of day and night.

*Form.*—Make figures of leaves, trees, cups, shrubs, flowers, fences, and houses.

*Human Body.*—Principal divisions, and use, as head, trunk and extremities.

##### *Directions for teaching this class.*

Let some part of the reading lessons, and all of the spelling lessons which are copied, be read from the slate or paper. Cause the pupil to know the word at sight and also to know its meaning. Let pupils frequently give the substance of their lessons in their own language before reciting. Cause them to make a slight pause at a comma, a little longer one at a semi-colon, and still a longer one at a question mark or a period. Don't let them stop any certain length of time at any of the grammatical marks. Occasionally commit to memory some of the best portions of the lessons and recite them.

Teach this class spelling by sound; teach them also the most important of the diacritical marks. Let considerable of the spelling be in writing. Dwell on words of special difficulty, those spelled alike but pronounced differently, and those pronounced alike but spelled differently.

In writing and printing secure neatness, so that each pupil who passes from this grade shall be able to write and print *legibly* and read writing *promptly*. Let the hand move freely and easily in writing and drawing.

Give random exercises in counting; add columns of figures *rapidly*. Have tables of weights and measures learned *thoroughly*.

Use outline maps a few minutes each day if any are furnished; if not, draw them on the board and drill the whole school at the same time.

#### THIRD READER CLASS.

##### *Regular Lessons.*

*Reading.*—Third Reader. Modulation, inflection, emphasis.

*Spelling.*—Spelling-book and reader, and words from reader, principles and definitions.

*Writing.*—Copy-books, or paper, with pen and ink.

*Arithmetic.*—Primary book. Mental and written exercises on the fundamental rules. Finish multiplication table, count to and from 100 by sixes, sevens, eights and nines. Compound numbers, fractions, factoring, longitude and time, L. C. M. and G. C. D.

##### *Oral and General Lessons.*

*Language.*—Oral and written descriptions; narration of incidents, reproduction of incidents read to the pupils. Point out the *action*, *quality* and *name-words*. Essays on familiar subjects.

*Place.*—Changes of seasons, principal natural divisions. Outlines of the United States, North America, etc.

*Form.*—Outlines of familiar objects, as flowers, fishes, boxes, blocks, barrels; sketching from models.

*Human Body.*—Name and location of bones, senses and organ of each.

*Miscellaneous.*—Lessons on air, snow, water, heat, cold; also talks about animals, birds, fishes, reptiles and insects.

##### *Directions for teaching this class.*

See that the class brings out the sense and meaning of the lesson when reading. Cultivate taste by having part of the best pieces memorized; recite in a natural tone of voice. To get a pupil to emphasize the right word, frequently ask him a question that will cause him to emphasize the right word in his answer.

Study carefully the meaning of words from the context. Spell by sound, and review the marks of letters and all other marks and characters used therefor. Copy lessons frequently, and in oral spelling guard against unnatural tones and drawing.

Be sure that each pupil holds his pen correctly and sits in an upright position. Drill on the system in writing. Occasionally count for your pupils when writing.

Give promiscuous exercises in mental arithmetic. Drill on principles and analysis, and have them give the reasons.

Let pupils bring to the class declarative, interrogative and exclamatory sentences; give form of analysis for essay writing.

In drawing, have each pupil prepare models for inspection.

#### FOURTH READER CLASS.

##### *Regular Lessons.*

*Reading.*—Fourth Reader. Articulation, emphasis and modulation continued, and vocal culture.

*Spelling.*—Spelling-book and reader; principles of orthography and rules for spelling.

*Writing.*—Copy-books, position, movement, slant, spacing, shading and analysis.

*Arithmetic.*—Fractions, common and decimal, or compound numbers simple and compound proportion, percentage and its applications, with oral and written exercises.

*Geography.*—Elementary text-book. Finish United States and North America. Learn outlines of South America, Europe, Asia, and Africa. Longitude, latitude, natural features and divisions.

*Grammar.*—With or without text-book. Capital letters, punctuation, essay and letter writing. Teach the *use* of language. Have much criticism.

#### *Oral and General Lessons.*

*Form.*—Scrolls, domestic utensils, outlines of birds, with instruction in shading.

*History.*—History of county, and of Iowa; Columbus and his discoveries. Speak of John Smith, Wm. Penn and others; Indians.

*Human Body.*—Teach them the location and principal functions of the main organs. Speak of the circulation of blood, digestion, respiration; rules of hygiene especially.

*Miscellaneous.*—Speak of dew, frost, ice, hail, rain, rainbow, light, gravitation, electricity, and colors.

#### *Directions for Teaching this Class.*

Teach pupils to read understandingly. Have them give substance of lesson orally, and occasionally write a synopsis. Memorize short extracts. Give vocal exercises, such as phonic analysis, at least once a week. Give attention to and explain all conventional marks used in lesson. Give attention to rhetorical pauses, compass and volume of voice, with pleasant, natural tones. Teach pupils to *think*, to *understand* quickly, and to *feel* what they read.

At least one-half of the spelling should be in writing. Let the pen move more freely and easily when writing. Look to neatness, beauty and form in all written exercises. Practice on principles and use copy-books containing copies, capitals and small letters in sentences.

Teach the same topics at the same time in both mental and written arithmetic. Have pupils furnish original examples for each rule and principle, if possible. Assist a pupil *only* far enough to enable him to master the point in question himself. Develop principles first. Pay especial attention to analysis. Test the pupil by giving examples not in the text-books.

Omit small rivers, unimportant towns and cities, and all impractical questions; dwell on important facts. Draw maps twice a week, and use outline maps and globe if you have them. Locate principal rivers, places, mountains, etc.

In grammar, have pupils write essays, letters, abstracts, etc., and hand to the teacher for criticism. Teacher should give models for criticism, and have pupils inspect, correct and criticize the work and manuscripts of others of the class. Have pupils frequently reproduce selections read to them from reading book, using capitals, punctuation marks, etc., correctly. Aim to teach the *use* of language as it occurs in every-day life. First examine the meaning of a word, then its use, and finally its grammatical connections and classifications.

Encourage drawing by collecting the best specimens, and commending such as merit praise.

In physiology, always illustrate by example, or by chart, if possible.

#### FIFTH READER CLASS.

##### *Regular Lesson.*

*Reading.*—Fifth Reader, vocal culture, delivery, style, stress, quantity, quality, gesticulation, etc.

*Spelling.*—Spelling-book, technical terms of all branches studied. Review principles of orthography and diacritical marks.

*Writing.*—Business forms, analysis of letters, shading, capital and small letters reviewed. Teach letter writing.

*Arithmetic.*—Finish and review the practical arithmetic. Drill pupils on each principle by taking examples of your own, or from some text-book.

*Geography.*—Common school text-book completed; political, mathematical and physical.

*Grammar.*—Practical grammar, containing a thorough analysis of sentences and phrases, both as to form and office.

*History.*—Common History of the United States, including the Declaration of Independence and Constitution complete, and review.

*Physiology*—(*Optional.*)—Elementary text-book, giving prominence to Hygiene.

*Book-keeping*—(*Optional.*)—Practical elementary text-book, containing examples of common business transactions, the science of accounts, and business forms.

##### *Oral and General Lessons.*

*Form.*—Easy landscape, draw pictures of animals, outlines of persons, and review.

*Miscellaneous.*—Vegetation, grouping and classifying common plants. Naming and classifying different kinds of trees. Collect a variety of rocks and different minerals, etc., for the school-room, and teach pupils the names, process of formation, and particular characteristics of each.

##### *Directions for Teaching this Class.*

Cultivate a taste for good reading. Make special selections of the different styles of composition by the best authors, and note the application of the style to the subject. Write brief sketches of prominent authors with principal points of interest as regards their writings, lives, etc. Practice recitation and declamation. Prepare frequently one or two sentences from any author for voice drill. Have pupils copy or read selections that seem to contain beautiful or worthy thoughts or ideas finely expressed. Give special and systematic instructions on the principles of elocution. Make pauses and give inflections according to the sense of the reading.

Every pupil in this class should be able to spell and define all the terms used in his studies, and all words in common use in the language. Use dictation exercises frequently. Encourage general and frequent use of dictionary.

Every pupil leaving this class should have the ability to write neatly, spell correctly, fold letters properly, and address them. Practice plain business penmanship, having due regard to legibility, form and neatness.

Teach pupils to give analysis of problems and a reason for each step in the operation when required.

Assign geographical lessons by topics rather than a certain number of sec-

tions or pages. Associate history with geography, illustrate government surveys. Use outline maps and globe if you have them, and draw maps of township, county and State.

Lesson and essay writing should be thoroughly taught and practically applied during the work of the grade. Much practice and criticism will be needed to make pupils proficient.

Give especial attention to all geographical references, also to the "notes" by the author in history lessons; and have pupils write statistics from memory.

Treat the subjects in physiology topically. Oral instruction should be given to the whole school on this branch once per week.

Collect the best specimens of drawing and hang up in the school-room.

Teach all ordinary business forms in book-keeping, as notes, due-bills, drafts, receipts, etc. Call attention to technical terms, explanatory and marginal notes.

## SAMPLE PROGRAMME OF RECITATION AND STUDY.

## FORENOON.

BE- GINS.	CLAS- SES.	TIME.	PRIMARY	1st CLASS	2d CLASS	3d CLASS	4th CLASS	5th CLASS
9:00	9:05	5m			<b>Opening</b>	<b>Exercise.</b>		
9:05	9:15	10	Reading, etc.	Reading	Reading	Reading	Arith'ic	Arith'ic
9:15	9:25	10	Printing	Reading, etc.	Reading	Reading	Arith'ic	Arith'ic
9:25	9:35	10	Printing	Numbers	Numbers	Reading	Arith'ic	Arith'ic
9:35	9:50	15	Numbers	Numbers	Numbers	Reading	Arith'ic	Arith'ic
9:50	10:05	15	Numbers	Printing	Numbers	Arith'ic	Arithmetic	Arith'ic
10:05	10:20	15	Drawing	Drawing	Drawing	Drawing	Drawing	Arithmetic
10:20	10:25	5	Gen. Lesson	Gen. Lesson	Writing	Arith'ic	Geogra'y	Drawing
10:25	10:30	5	Recess	Recess	Gen. Lesson	Arith'ic	Geogra'y	Geogra'y
10:30	10:45	15			<b>Recess.</b>			
10:45	11:00	15	Printing	Printing	Writing	Arithmetic	Geogra'y	Geogra'y
11:00	11:15	15	Printing	Writing	Writing	Copying	Geogra'y	Geogra'y
11:15	11:30	15	Printing	Writing	Printing	Copying	Reading	Geog. or His'y
11:30	11:45	15	Numbers	Reading	Printing	Writing	Reading	Reading
11:45	12:00	15	Drawing	Reading	Reading	Reading	Grammar	Reading

## AFTERNOON.

1:00	1:07	7	Reading, etc.	Reading	Reading	Reading	Grammar	Grammar
1:07	1:15	8	Printing	Reading, etc.	Reading	Reading	Grammar	Grammar
1:15	1:25	10	Printing	Printing	Reading, etc.	Reading	Grammar	Grammar
1:25	1:35	10	Printing	Writing	Copying	Reading, etc.	Grammar	Grammar
1:35	1:50	15	Numbers	Drawing	Spelling	Spelling	Grammar	Physiol'y
1:50	2:05	15	Drawing	Reading	Spelling	Spelling	Drawing	Grammar
2:05	2:25	20			<b>Writing.</b>			
2:25	2:40	15	Recess	Recess	Spelling	Spelling	Writing	Physiol'y
2:40	2:55	15			<b>Recess.</b>			
2:55	3:10	15	Printing	Reading	Reading	Writing	Spelling	Physiology
3:10	3:18	8	Reading, etc.	Reading	Reading	Writing	Spelling	Spelling
3:18	3:25	7	Drawing	Reading, etc.	Reading	Drawing	Spelling	Spelling
3:25	3:35	10	Printing	Writing	Reading, etc.	Drawing	Spelling	Spelling
3:35	3:50	15	Numbers	Printing	Copying	Copying	Spelling	Spelling
3:50	4:00	10			<b>General Exercises.</b>			

The condensed type denotes the recitations and the Roman letter denotes what the other classes should study.

Arrange the recitations first as in the preceding programme, and if they are suitable to the school, fix the study afterward.

This programme must be modified to suit the circumstances of each school. Have fewer classes, if possible, and give more time to some of the recitations. If there are other advanced classes, they can recite every other day, alternating with the higher classes given in the above specimen programme. If you are obliged to have more recitations, alternate the more advanced classes with each other.

A copy of your programme should be left in the teacher's register for the use of your successor.

## REPORT FOR USE OF SUCCESSOR.

*Advancement and standing of the Primary Class, for the term commencing*  
 .....188.., and ending .....188..

Learned all the letters and.....

Can Read.....

Can Spell.....

Can Write.....

In numbers can.....

Language Lessons about.....

Place Lessons of.....

Form Lessons of.....

NO.	PUPIL'S NAME.	AGE.	DAYS		REMARKS.
			PRES.	GEN'L AV.	
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					

Rule and fill out a form like the above for each grade, and leave it in the register for your successor.

## SCHOOL-HOUSES AND APPARATUS.

There is a general improvement in the school-houses of the State. The log houses are fast disappearing, and neat, commodious buildings are taking their places. The surroundings of many of our school-houses might be improved; the places where the children and youth of the State meet should be made pleasant and attractive. Ventilation is almost entirely overlooked in the construction of our school-houses, to the great injury of the health and comfort of the children. Many of our districts are wasting the money invested in apparatus, because the directors do not provide a place for safe keeping.

## ORGANIZATION OF DISTRICTS.

Our system of organization, as established in 1858, contemplated the township as the unit, with the division into sub-districts. Exceptions to this general arrangement were made in favor of cities and towns, which were supposed to have special wants, that could be provided for only by a special organization, under the title of *independent districts*.

The school law arranged for these two kinds of organizations, recognizing their agreement in many things, and providing for their differences.

The sub-district system has proven objectionable in several ways.

In the first place, the board of directors goes out of existence once a year and an entirely new board comes into power. This leads to a constant change of plans and teachers, in many instances. In the next place, these sub-districts are now frequently formed according to the amount of territory, and frequently without much regard to the number of people to be accommodated. In a congressional township divided into nine sub-districts, each of four sections, it quite frequently happens that a majority of the sub-districts have but a small number of scholars and that the populous sub-districts, being in a minority in the board, are oppressed. They do not receive a fair proportion of the taxes to support their schools. We have had repeated complaints that little towns, too small to organize as independent districts, are supplied with only one teacher, at a salary the same as is paid for the small schools, while he has from 75 to 100 scholars of all grades and ages to instruct and manage.

These objections led to the law passed by the 14th General Assembly allowing the electors of a township to vote whether they would make

their sub-districts independent districts. Many availed themselves of this opportunity and the number of our independent districts increased from 400 in 1872 to 3,138 in 1877. Of course, the former objections were removed, no majority of small sub-districts could now tyrannize over the large sub-districts; but other, and it seems to us, worse features developed under this system. Many small sub-districts were now unable, as independent districts, to carry on their schools for the period of six months as required by law. The expense of paying secretaries' and treasurers' salaries was greatly increased, while at the same time the efficiency of these officers was diminished. There are many of our rural independent districts that have no competent person to manage the finances. In many places where the treasurers are honest men, the districts lose money on account of the incompetency of their officers.

The law unfortunately provided that in an independent district having but three directors, the treasurer and secretary might be chosen from the board. This has been an additional injury to the honest and successful management of the affairs of the district. It has been the belief of all my predecessors and it is mine, that the township should be the unit of our educational system, and that the township district should be managed the same as an independent district without division into sub-districts. This would give us a continuous board, of which only one-third changed every year, it would provide school facilities for neighborhoods instead of for sections of land. We might reasonably expect that the people would elect the best and most competent persons, only one or at most two annually, to serve them for this purpose. I am not now advocating a radical change in the school law to effect this; but if in a few years a new Code should be adopted, or a general arrangement of the school law provided for, these matters should receive consideration.

One of the objections to the organization of these rural independent districts has been that it has seriously confused our law, which was calculated to provide only for cities and towns, when speaking of independent districts. Those rural districts being also named *independent*, of course claimed all the privileges of the towns and cities as far as they applied. The intention of our law-givers was undoubtedly to have rural communities pay for their school-houses as they built them; but under Sec. 1822 of the Code of 1873, these rural independent districts have in many instances contracted a bonded indebtedness.

## INSPECTION.

In all our larger cities and towns we employ superintendents of schools who devote a portion or the whole of their time to overseeing and inspecting the schools, and who aid the teachers in carrying on their schools according to some well developed plan or system. This same work is expected to be done by the county superintendent for our country schools; but the great distances and the large number of schools, sometimes nearly two hundred, renders this work of comparatively little value, and it is not strange that many people declare the work to be utterly useless. This is a great mistake; for without this small amount of inspection our country schools would be less efficient than they are now. A good county superintendent can aid and does aid young teachers very much by his visits, advice and criticism. Besides, he becomes acquainted with the real ability of the teachers to instruct and manage, which is an aid to him in protecting the people against incompetent persons.

We need, however, additional inspection if we desire to elevate our country schools. We ought to have, as assistants to the county superintendents, township inspectors, who have the ability to aid teachers in their work and to judge of their success or failure. Whether we are ready to introduce this feature is a question which I am not prepared to answer.

## FINANCES, TAXATION, AND TREASURERS.

No one can question the desire of the people of this State to secure an education for their children. More than one-half of the taxes levied annually are for school purposes. Of course, a large amount is needed to build the school-houses required by our communities; still about four millions is paid annually for the current expenditures of our schools. My study of the figures presented to us in the reports of the district treasurers, has led me to think that there are extravagancies which should be avoided, and that in many districts the taxes are levied in a very careless manner. The fact that an amount almost equal to 50 per cent of the amount expended annually is in the hands of the treasurers at the close of the fiscal year, requires some investigation. As my reports for 1879 are not completed at this time, I shall use the report of 1878 as a basis. We spent \$5,103,401 for all school purposes, and there were in the hands of the treasurers, on the 15th of September, 1878, \$2,486,482. Of this sum \$389,456 were left in the school-

house fund. It is my belief that one-half of this sum might profitably be transferred by the electors, at their March meeting, to the contingent or teachers' fund, for it is not needed for building school-houses. Sec. 1717 gives authority for such transfer by the electors at their annual meeting.

While many districts have not a dollar on hand to pay teachers with, the aggregate amount on hand in teachers' fund is \$1,616,410; more than 50 per cent of what is paid teachers during the year. This, it seems to me, is at least \$800,000 in excess of the necessities of the districts, if properly distributed. Districts which have money enough on hand to pay their teachers one year in advance will continue to levy taxes enough to provide sufficient money to pay another year's salary for teachers. There should be a check to such extravagance and carelessness. The defalcations of our district treasurers, which are too frequent to speak well for our State, are caused partly by the ignorance of the treasurers, and partly by the temptations of handling, for private purposes and speculation, public money for which there is no immediate demand.

Some of our best county superintendents and our wisest school-men as well as citizens, have repeatedly urged, that all our school funds belonging to rural districts should be disbursed by the county treasurer directly to the parties who are to receive their pay from the districts. Whether this is wise should be determined by the legislature. It certainly is true, that no greater difficulty would arise to the parties to be paid than they have now to meet. A teacher receives his order or warrant, properly signed by the president and secretary, and tries to find the treasurer; he is away from home or in a distant field; when he is found he has not the money with him, but must go to town to get it from the bank. If the order or warrant was drawn on the county treasurer, with the indorsement that the district has money there, the order will be as readily cashed at any country store as a check on a bank for the same amount.

#### SCHOOL LAWS—CODIFICATION, PUBLICATION, AND CHANGES.

Our school laws have been amended, changed, altered and modified, until they are very difficult to interpret. It seems almost an absolute necessity that they should be codified, and rearranged. This work can be done without any expense to the State, outside of the usual clerk-hire in the office.

The Seventeenth General Assembly gave us no authority for publishing the school laws, and the officers of the districts are now nearly all of them without the laws by which the schools are governed. If it is not desirable that the State should meet the expense of publishing, the boards might be authorized to buy them for the districts and pay for them out of the contingent fund. The cost should cover only the expense.

In my report of 1876-77, I suggested the enactment of a law for granting State certificates, which I again urge upon the legislature as a matter of justice to the teachers' profession.

I hope that the legislature may devise some measures to protect the school-finances better than they are now protected. If it is thought best to let the county treasurer disburse all the school funds for rural districts, we shall not only save the expense of treasurers' salaries, but also prevent the waste which is now so frequently found. If these treasurers are to continue to act as the receiving and disbursing agents of the districts, they should be at liberty to deposit in banks which will give security bonds to the districts whose money they guard.

A bill introduced by the Hon. Edward Taylor to secure the compulsory attendance at school of persons between the ages of eight and fourteen, failed to pass the Senate.

The more I have studied this question, especially in the light of facts as developed by the reports of State superintendents, where such laws exist, the more do I come to the conclusion that compulsory attendance at school cannot be enforced.

All that we wish to secure is the education of the children in elementary branches, and I believe that a law might be made effective which required the examination of children at the age of twelve, whenever a suspicion exists in the mind of the proper officers that their education is entirely neglected. If this fact is established by the examination, the child should be removed from the care and control of parents or guardians and placed under the care and control of parties who should give security for the proper education and training of such child. This is no more interference with parental rights than to remove to the reform school a child whose moral training has been neglected.

One law passed by the Seventeenth General Assembly, Chap. CXIII, referring to the vote of the president in town independent districts having six directors, has been the cause of a great deal of annoyance.

The law was passed to prevent a dead-lock, caused by a tie-vote of the board, and it has had the effect of causing many districts to remain without a permanent organization for months.

If I might make a suggestion, it would be to restore the vote to the president, and to allow the secretary to vote whenever a tie occurs. He must be present and is generally as well qualified to judge as members of the board are, and he has often as much interest in school affairs as any member of the board.

#### WORK OF THE DEPARTMENT.

During the last biennial period our work of correspondence has somewhat increased, as our copies of opinions and official letters will show. We have decided fifty-nine appeal cases. I have visited in 1878, forty-three institutes and held seven county superintendents' conventions. My traveling for this and other educational work amounted to 11,172 miles. During the year 1879, I have held eight county superintendents' conventions, visited forty-four institutes, and traveled for all educational purposes, 10,961 miles. We have prepared twelve complete sets of questions for the examination of teachers, two courses of study for the normal institutes, and have consolidated each year over 8,000 reports of secretaries and treasurers, of which we received copies from county superintendents. We found, that, while it increased our work, much more satisfactory results could be obtained from the original reports than from the consolidated reports of county superintendents. It will be seen from the above short statement that the work of our office is constantly increasing, and that due efforts have been made to become thoroughly familiar with the work of the schools of the State, and to increase their efficiency by personal exertion on our part.

In conclusion, I wish to express my gratitude for and appreciation of the aid rendered me by my efficient deputy, Mr. Ira C. Kling, and my faithful clerk, Mr. J. B. McGorrick.

### ABSTRACTS FROM REPORTS OF COUNTY SUPERINTENDENTS.

#### ALLAMAKEE COUNTY.

J. LOUGHRAN.

It will be seen from my report that the number of teachers examined is a large increase over last year. The number receiving first and second class certificates is also largely increased.

The institutes of 1878 and 1879 show marked improvement in number attending and in amount and quality of study accomplished by the teachers.

#### BLACK HAWK COUNTY.

J. S. GEORGE.

It has been highly gratifying to me this year to meet with such excellent success in receiving so promptly, as I have, the reports from a very large majority of the secretaries and treasurers of the county.

Their reports have been generally very accurate, and although not sent in by the legally prescribed time, they have been received in time for me to render my report to the State department by the time fixed by law.

My schools are quite variable in excellence, but are progressing as well as one could expect, and are, with a few exceptions, doing good work.

Wages have fallen and are still going down; they have now become so low that many of the best teachers have been driven from the field, and the schools have been materially injured as a natural consequence.

The almost universal practice in this county of having our country schools open during the months of July and August, is proving very



detrimental to them and to our county normal institutes. These summer schools are working a manifest injustice to teachers, and are in my opinion a lasting detriment to the pupils attending them, leaving as they do comparatively nothing but habits of stupidity and indolence. I do think that the money expended for such schools is worse than squandered. It would be much better to open the schools for the young children in the months of September, October and November, and omit the summer term altogether. I have earnestly recommended such a change.

At our county normal a county teachers' association was organized, but for some reason is not yet in full working order. I trust that this will awaken a deeper interest and enthusiasm among the teachers, and aid them in developing their own interests and those of the schools in general.

If something could be done to infuse more enthusiasm into our directors, it would be a great achievement. This I have endeavored to accomplish in various ways, but all efforts thus far have proved futile.

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### BOONE COUNTY.

G. W. LLOYD.

The general aspect of educational interests in Boone county does not differ greatly from that which I reported last year. Still there is a noticeable advance, not, perhaps, so much in popular interest as in the work which the teachers have done and the interest which they have taken in their work. This was very apparent at our recent institute. The attendance was steady, and with few exceptions the work was faithfully and conscientiously done, both by instructors and teachers. As the institute of 1878 told beneficially in a very marked degree upon the schools of the county, so I look for the same results during the current year as the effect of the institute of 1879, though it will be under the supervision of another man whom the electors have chosen to serve an apprenticeship to the office.

Besides the handsome high-school building and a substantial and commodious ward school-house in the city of Boone, six new school-houses have been built in the county during the past year, each of

which has been furnished with the better class of seats and desks, a decided advantage on former years.

There is still the old difficulty in getting reports promptly from many of the school officers. The work is out of their ordinary line of business, and perhaps for this reason is taken hold of reluctantly; indeed, as it seems, deferred until the last minute. I suppose there is no remedy for this but time and the inevitable progress it will bring.

You admonish county superintendents not to indulge in personal adulation. I have no doubt the admonition is necessary in some cases. It is not, however, one of my failings. Moreover, I study brevity when I have time to do so. I have taken enough for that purpose now, though it is a late day to report.

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### BUCHANAN COUNTY.

W. E. PARKER.

The reports of secretaries and treasurers are more satisfactory this year than heretofore, yet the secretaries' reports are manifestly incorrect in many cases, as regards the enrollment, attendance, and averages.

These errors are mainly caused by the teachers' reports to the district secretaries. It seems to me the matter of the teachers' "Term Report" should receive some prominence among the questions for examinations; and no teacher who cannot correctly make out a report should be permitted to teach.

Whatever may be done in special directions for the elevation of our common schools, no very decided improvement will be made until the directors are competent, and faithful in the discharge of their duties. Some of these directors understand school work, and secure practical and effective results from our common school system; they employ good teachers, support them, and consequently have good schools. Many employ a teacher, and then give the schools no more attention. If they happen to get a good teacher, things go on well; they may have a good school for one term, but the next three or four terms their schools are signal failures.

Some directors employ a relation or friend as teacher, provided he can secure a certificate, and in some cases persons are employed without certificates, contrary to law; and the district loses the money which

ought to have secured them a good school. We have a case in point. Last summer a young lady came to the teachers' examination and presented a petition, signed by every elector in the district, praying that the bearer be granted a certificate to teach. Her examination showed that she had not even a respectable acquaintance with the rudiments of the common school branches; and when she was informed that she could not receive a certificate of any grade, she simply remarked, "they want me to teach, and I *will* teach, anyway." It is needless to add that she did keep school and received the money. A similar case occurred. A teacher gave up her school about the middle of her term; the director put his sixteen-year-old daughter in to complete the term; no one objected, and of course she drew the money. Incidentally, it may be remarked here that the superintendent should be empowered and directed to close all such schools. While such cases do not very frequently arise in any given county, it should be rendered impossible for any such case ever to occur.

The law should in some way recognize the services of directors, that competent and interested persons may be induced to serve as directors. If nothing more can be done in the way of acknowledgement and remuneration, they might be relieved from road work while serving as directors.

Upon the State list of questions, I have nothing to offer; but it would seem, since teachers are required to develop mind, they should have some acquaintance with the laws of its operations and development. The teacher should be required to pass an examination in the elements of mental philosophy.

It is not better scholarship that we need to make the schools more effective, so much as a knowledge, on the part of teachers, of the laws of mental growth, and tact and skill to use scholarship so as to secure the mental growth of their pupils, while teaching them the common branches.

The rule which forbids the granting of certificates to males under nineteen years and to females under seventeen years, is a good one, because it presumptively gives us teachers of more mature judgment. We would add to the efficiency of our schools by requiring females to be at least eighteen years old before receiving certificates. In most of our older counties we have a surplus of teachers, anyhow.

In the case of young teachers the law should forbid the renewal of certificates. This important matter should not be left to the discretion of superintendents. The young teacher should study. The great ad-

vantage of these examinations, if rightly considered, is to secure study on the part of teachers. The student-teacher will generally interest and benefit his school.

Our schools suffer for the reason that experienced teachers do not long remain in the work. Any means which will induce them to remain longer will elevate school work. A system of State certificates would help this matter.

After a person has taught in the common schools for five years, or ten terms, with satisfaction, and can pass a rigid examination in the elements of mental philosophy, higher arithmetic, and elementary algebra, in addition to the branches now required by law, he should receive a State certificate authorizing him to teach in any of the common schools of the State without further examination. There should be a time in the life of every earnest teacher, when he shall be exempt from these annual examinations.

Let the State certificates be of two grades, and but two; one for the common schools and one for the graded schools. This will be one step—and a long one—toward elevating teaching to the dignity of a profession.

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## BUTLER COUNTY.

J. W. STEWART.

During the past year the general cry among farmers and business men has been "hard times," yet, notwithstanding all this, our educational interests have prospered nicely. Our teachers, as a class, have done better work, have been more thoroughly in earnest; our educational meetings have been better attended by them; they have done more visiting among the patrons of their schools than usual, and the result has been that the patrons have taken more than usual interest in the schools; teachers' term reports show a much better attendance. In a number of country schools the average attendance has reached 85 per cent of the number belonging; and, on the whole, I feel that more has been accomplished, educationally, than during any of the preceding years of my superintendency.

The school-house at Butler Center was burned down on last Christmas night, but, thanks to the wisdom of the board of directors, it was insured, and within sixty days from the date of the fire, they had two

thousand dollars in the treasurer's hands with which to erect another, and for twenty-three hundred dollars they have built the neatest and finest two-room school-building in the county. Three other very neat and commodious school-houses have been built in the county during the year, seated and furnished with the best school furniture in the market. A number of old school-houses have been repainted, reseated, and the surroundings made more pleasing and attractive. All these things denote an increased interest in educational matters.

Our normal institute for 1879 was well attended, and was in every sense a success. I had a good corps of instructors, and all in attendance were well satisfied and felt that "it was good to be here."

Secretaries' and treasurers' reports have reached me in much better shape and more nearly on time this year than usual, and I have now some hopes that the time may come when we can get these reports in time to forward our reports to the State department at the time required by law.

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#### CEDAR COUNTY.

MISS E. E. FRINK.

Although I cannot challenge criticism upon the educational work of Cedar county during the last four years, I believe that there is a constantly increasing interest manifested, and that it is shown not only by those who are actively engaged in school work, but by the citizens of the county generally.

Notwithstanding the pressure of the times, several new school-houses have been erected in the rural districts, of which the patrons of the schools may be justly proud. A beautiful and commodious edifice is in process of erection in Tipton, and will be ready for occupancy on the first of January. School apparatus is being supplied with greater liberality than ever before, and in many townships uniformity of textbooks has been secured, which will materially lighten the teachers' work.

THE CEDAR COUNTY TEACHERS' ASSOCIATION is still in a prosperous and healthy condition. Since my last report we have held five meetings, with varying degrees of advantage to those concerned. The majority of them have been profitable and interesting, owing to the

freedom with which opinions have been expressed and views interchanged. The educational column in the Tipton *Advertiser* has been well sustained, and has formed a "bond of union" between the teachers of the county.

As regards our normal institute, I am in doubt what to say. If the number in attendance is to be considered the measure of our success, then, indeed, it has not accomplished for us what it ought to have done; but, if punctuality and a faithful and earnest endeavor on the part of those who were present to obtain a knowledge of the newer and better methods of teaching, are to be considered in our favor, then I believe we have gained from it all that could be expected.

I prepared a course of study for the ungraded schools of the county this year, and placed it in the hands of the teachers at the close of the institute. The design of it is to systematize and unify the work, that the greatest possible good may be obtained for the money expended to support our schools, and if it accomplishes this purpose even to a limited extent, I shall feel that the work has not been in vain.

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#### CHEROKEE COUNTY.

W. F. ROSE.

During the past year the number of pupils in the county has increased from 2254 to 2417, an increase of 163, or over seven per cent. Seven new school-houses have been erected, besides various enlargements and improvements of older buildings. Six schools are conducted in other than school buildings.

Many of our teachers are successful laborers in the school-room, yet by far too large a number deem their duty done when they have listened to the recitation, and will not take hold of the work of class-drill with the desired energy and efficiency.

We believe the superintendent should be clothed with greater power, to reject the inefficient teacher though capable of passing the most thorough examination. Thousands of dollars are thrown away every year by employing those who possess neither the natural nor the acquired abilities so necessary for success.

We have resorted to both oral and written examinations, always endeavoring to keep the oral fully abreast with the written.

There has been a manifest advance in the intellectual and practical

attainments of a large number of the teachers, yet many have remained stationary. We believe they should be rejected after one or two trials.

On the whole we think the grade of our teachers and schools is rising, and hope to see the day when none but those thoroughly efficient will even dare apply for a school or a certificate.

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### CLAY COUNTY.

S. GILLESPIE.

The last year has been a reasonably successful one in educational work in Clay county. There has been an increase of one hundred and forty-two persons of school age since my last report. In addition to this, three new sub-districts have been organized, and five new country school-houses have been built, and extensive repairs made on many others. The last of the sod school-houses has disappeared, and every sub-district in the county, with one or two exceptions, is now provided with a good frame house, furnished with improved furniture. A handsome and commodious graded school-building has just been completed in the village of Spencer, and a competent corps of teachers employed, and it is believed that the good results of this school will be felt in all parts of the county.

In the financial condition of the schools of the county there is a marked improvement; teachers are no longer compelled to sell their orders at a ruinous discount, but are paid promptly at the end of each month, when they so desire. Every district in the county has cash on hand in the teachers' fund, and the same is true with reference to the school-house and contingent funds, with two exceptions. In three townships it was found unnecessary to levy any school tax the present year, sufficient funds being in the hands of the treasurers to meet all demands. It will thus be seen that the burden of taxation which existed in former years for school purposes, is no longer too grievous to be borne.

The character of the work in the school-room during the past year is a manifest improvement over the work of former years. This is accounted for, in a large degree, by the influence of our normal institutes, which are very generally attended during the entire session, by the teachers of the county. Several of our teachers have also availed

themselves of the advantages offered by the Iowa State Normal School, and the eagerness with which the services of such teacher is sought clearly indicates that the public mind is not slow to appreciate the value of the trained and skillful teacher.

But one appeal case has been tried in the county during the year, and that was finally amicably settled. It is to the absence of such disturbing elements that the prosperity of our schools, in a large measure, is due.

In a few districts, the economy mania seized the school board and teachers' wages were considerably reduced; but the experience of one year, we are convinced, will teach such persons the error of their way.

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### CLINTON COUNTY.

M. J. WILCOX.

We have used every reasonable means of securing our reports, properly corrected, and feel that a reasonable degree of success has attended our efforts. Many were wrong when first received, but we do not wish to take time and space, as many others do, for the purpose of complaining of our school officers, since these gentlemen have faithfully co-operated in our undertaking to submit a correct report, and are in no manner derelict in their duties. In our judgment the school-house and contingent funds ought to be consolidated, which would dispense very largely with the practice of transferring money from one fund to another, and render the account system much easier for school officers to keep. With two funds instead of three, much of the present labor and perplexity could be avoided.

The educational interests of Clinton county are steadily advancing. The abolition of the third-class certificate, which occurred at the close of the normal for 1878, and a close observance of 80 and 90 as minimum standards for second and first-class certificates, has met with general approval by both patrons and teachers. As a result of this step our schools are in the hands of better teachers, and at present we have but few more than are required to supply the situations. Of

this number we take pride in saying that a large majority possess the broader and more expanded ideas of educational work.

The subject of teachers' wages has been agitated in this county, as well as elsewhere; perhaps more from fear of an attempt to reduce the wages than for any other reason, for a comparison of our reports with those of preceding years shows no general reduction of wages, and we do not find any serious disposition on the part of our patrons to reduce wages below their present standard.

It shall be our effort to commission the best talent to teach our schools, and doubt not that it will be duly recognized, appreciated, and fully remunerated. However, it is a deplorable fact that the teachers' work as to merit is often too slowly recognized, for the simple reason that people do not visit the schools enough to judge intelligently of their true condition. We have advised our teachers to use every effort to secure frequent visits from the patrons of their schools, believing this to be the best way of securing a recognition of merit and pay accordingly. In this county, as in many others, the propriety of the normal institute has been questioned, but now that it is fairly established and its benefits so apparent, the voice of opposition has nearly subsided. It is our firm conviction that the question of making the attendance compulsory and conveying the idea that a person should attend in order to secure a certificate, has had more to do in bringing the normal institute into ill-repute than any other feature of its existence. We are not in favor of conveying either of the above ideas in the absence of any necessity for so doing. Teachers who are constantly availing themselves of every source of normal instruction are fast superseding those who pay little or no attention to it. This fact gives permanency to the normal institute, and establishes the true condition upon which it should be attended.

Our school-houses are in good condition. There are many new ones, all of which are real objects of pride.

In conclusion, we look with pride on our county's educational condition, and it shall be our constant endeavor to continue our work acceptably in the sight of the people, with a view of accomplishing the greatest good, irrespective of fear or favor.

## DELAWARE COUNTY.

R. M. EWART.

This year the secretaries and treasurers have been unusually prompt in forwarding their annual reports. Nearly all were received within the time specified by law, and none were delayed much beyond that time. The reports were carefully made out and were generally correct.

In looking over the past four years, we can see a marked improvement in educational matters throughout the county. In that time twenty new school buildings have been erected. These are all neat, comfortable and commodious, and are furnished with the latest style of school furniture. A number of old buildings have been repaired and refurnished, making them as good as new, so that with a very few exceptions school property is in excellent condition.

The location of school-house sites, so as to meet the present wants of communities, has occupied considerable attention, and has retarded in a measure the progress of some of the schools. All these cases will soon be settled and will not be likely to come up in the future. The text-book question has also been decided by the different school boards adopting a uniform series for their schools. The action of the boards is nearly uniform throughout the county.

The standard and efficiency of teachers have increased steadily, and year by year failures are becoming more rare. Teachers are remaining longer in the work than formerly, and the same teacher is often employed term after term in the same school. The Manchester academy and normal school recently established and ably conducted by Hon. A. S. Kissell, formerly State Superintendent of Iowa, will have a good effect on the public schools, as the preparation of teachers is being made a specialty. Lenox College, at Hopkinton, is also doing good work in the same direction.

The normal institute continues to increase in attendance and popularity. At the last session, which was the seventh held in the county, 277 names were enrolled, including nearly every teacher in the county and every teacher employed in the graded and high schools. Our State owes much of its success in educational matters to the normal institute system.

Teachers' meetings have been continued for many years. Six meetings were held the past winter. All were largely attended, and the

exercises were generally spirited and instructive. It has been resolved to hold meetings in all the towns of the county this winter.

At the close of the normal institute a course of study for ungraded schools was laid out and the teachers pledged themselves to introduce it into their schools. The course provides for a uniform classification and lays out the work in the different divisions, but does not limit the teacher to time. This will enable school work to progress regularly term after term, and will avoid the delays and repetitions which have proved so injurious.

It has also been resolved to conduct educational columns in at least two of the county papers. These are ably conducted by some of the prominent teachers, and will aim to present sound views on educational questions valuable alike to teacher and parent.

The educational outlook for the next two years is very encouraging. All efforts can now be directed to the school work proper, and teachers and people are ready to co-operate in all sound measures for the promotion of education. Our people are generally interested and are willing to support good schools in a liberal manner.

Many of our school officers are educational men and work hard and effectively for the improvement of their schools. The effect of good schools is seen and appreciated, and there is now a concert of action which will increase the standing of the schools more than ever before.

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## DICKINSON COUNTY.

H. C. CRARY.

The reports of the district treasurers have been carefully examined, and as far as I can determine are perfectly accurate. Every dollar of money received has been accounted for. The reports of the secretaries, however, contain many and glaring errors. These are the result of neglect on the part of teachers and sub-directors, and in part, of an indefiniteness in the items called for, which can only be remedied by remodeling the blanks sent out or by furnishing a sheet of explanations with each blank. I have received these reports for six years. I know that the men who send them are men of intelligence, and that the difficulty exists in understanding just what is wanted. The schools of

the county are feeling the results of the returning good times and the teachers are showing a commendable desire to improve.

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## FAYETTE COUNTY.

G. W. FITCH.

For the past four years the crops of this county have been very poor, in some portions of the county almost an entire failure. As a result of this, improvements in school buildings have moved but slowly, and teachers' wages have been reduced.

Five school-houses have been built since my last report, all of which are properly constructed, and large enough to accommodate the present and future wants of the districts.

Our normal institute this year was well attended, as shown by report, and much interest was manifested. The most pleasant, profitable and generally successful normal ever held in this county commenced in West Union, Aug. 25, and ended Sept. 4.

Our schools are in fine working condition, and generally supplied with experienced teachers, who have proven themselves successful in the school-room. In the examination of teachers, I find the superintendent's work materially reduced since the passage of the law requiring every applicant to pay an examination fee. Formerly many who had no idea of teaching, or obtaining a certificate, either, would attend to ascertain their standing. Another feature is, that those who hold poorly marked certificates of the lowest grade, have been driven from the profession, to some extent, they not caring to risk the chances of losing their dollar. The result is fewer teachers and better qualifications.

School boards of this county stimulate teachers of the lower grade by generally paying teachers according to qualification. A few districts, however, adhere to the old method of hiring a friend or relative of the influential member of the board, regardless of qualification, and paying such person first-class wages.

We find much difficulty in getting correct reports from secretaries and treasurers. Think the manner of settling the accounts of these officers, as mentioned in the proposed amendments to the school law,

as presented in your biennial report for 1878, would materially facilitate this work, and result in more correct reports.

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### FREMONT COUNTY.

T. J. BRANT.

Some changes in the law are needed to get reports on time.

The sub-district system should be abolished. This annual change of directors is a curse, and the more frequent change of teachers is injurious to the schools.

There are too many directors that have no interest in schools. One of the qualifications for a director should be that he must be able to read and write.

Make the county superintendent's office an employment, not an office. We need a compulsory attendance law. More than one hundred schools are too many for one superintendent.

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### GRUNDY COUNTY.

G. T. COWGILL.

At present the schools of our county seem to be in a flourishing condition. Our county is small, and in many of our rural districts the attendance is small, but our teachers fully realize the necessity of doing faithful work in the school-room. They have lived to learn that those who teach for pay alone will soon necessarily step down and out of the profession and leave the field to those who not only work for themselves, but for the good of humanity, and are worthy to be called teachers.

In preparing for our recent institute, we endeavored to procure plenty of assistance, so that each instructor would have plenty of time in which to prepare for the duties of the recitation-room. We think that this has had much to do with the success of our normal. During the session we organized a teachers' association, which is an interesting

feature of our school work, and bids fair to inspire new life and energy in the industrious portion of our teachers.

I wish to say a word in reference to the school law. Sec. 1744, S. L., 1876, says the secretary shall notify the county superintendent when each school of the district begins and ends. I think that this report should also give the name of the teacher. If the superintendent is acquainted with the teachers and schools under his charge, it will enable him to determine where he should direct his visits to promote the best interests of the schools in his county.

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### GUTHRIE COUNTY.

G. C. MILLER.

The past school year has been one of progress in the educational interests of Guthrie county. Notwithstanding the general cry of "hard times" and reduction of teachers' salaries, the wages were reduced on an average of only two dollars per month, and this reduction is confined to two or three townships. Competent teachers were secured for most of the schools.

Nearly all of the school districts are out of debt, with balances in the treasury able to pay teachers at the end of each month, a plan generally pursued.

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The plan of reporting through the county papers the condition of the schools, as observed from visitations, has been pursued during the past year, with, I think, beneficial results. The items reported are those of the most interest to the public and profitable to the teachers, commending that which is commendable, criticising that which is wrong, suggesting that which would be profitable and applicable to other schools. By these reports the public become better acquainted with the work of the schools and the general plan of the common school system. Teachers become acquainted with the work of others, and profit by their success or failure.

The normal institute was attended by 143 teachers, the largest number in the history of the county. The system of normal institutes is increasing in favor among the people, as well as among the teachers.

The county high school under the present management is doing well with an attendance of fifty pupils. Professor R. D. Jones is principal, and T. J. Mahoney assistant. The local feelings that have existed to the detriment of the school are not so intense, consequently it is receiving more patronage from the remote parts of the county.

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### HUMBOLDT COUNTY.

J. A. MARVIN.

The educational work in this county falls so far below the standard that I had pictured at the outset that I do not desire to say much about it. That progress has been made is manifest to any careful observer. Much remains to be done, and, above all, public opinion needs to be educated up to that point where the cry will not be heard of—give us cheap teachers. Cheap teachers are the dearest in the end. Our work for the past two years has been mostly primary instruction, or preparing teachers to teach successfully the primary schools. We have sixty-three ungraded schools in the county, and our endeavor has been to place in them teachers who were in earnest in the work—those who were trying to excel. The teachers have aided us by doing their best in a majority of cases, and they have been seconded in many cases by a demand from the patrons.

Our county is farther back in educational matters than would be expected, but looking back at the poverty of the past, caused by remoteness of markets, destruction of crops by insects, and the general stringency of the times, added to a society composed of elements from all parts of this country and the old world, which must needs be worked over into neighborhoods, all working together for the good of each and all. All these are reasons for the backwardness of our schools.

Our two institutes have been very successful, and we feel are inspirations to press onward. The prospect is encouraging, and the probabilities are that the schools will increase in efficiency.

### IDA COUNTY.

T. S. SNELL.

The present school law of the State enables the people to make provisions for providing school facilities for nearly all of the children in the county. However, we think, in two cases, the law could be made better. First, let the people elect the school district treasurer, instead of the board appointing him. Sub-directors are frequently elected, not for the purpose of taking care of the interests of the pupils and school, but for the purpose of appointing some friend to the office of treasurer. The result is, we frequently have sub-directors who have no interest in the schools. Second, could sub-directors be prohibited from employing relatives to teach their own school, unless by consent of the patrons of the school, we think, in many cases, much good would be the result.

Our teachers are doing better work now than ever before, and it is chiefly owing to the drill received annually in our normal institutes.

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### JACKSON COUNTY.

W. H. FORT.

Teachers' wages have been reduced to their minimum, which has been a great detriment in raising the standard of our schools. There has been a gradual diminution in the number of inexperienced teachers not of matured age.

The local associations have assisted very materially in furthering the progress of our schools. The time is very profitably occupied with lectures, essays, criticisms, and discussions. The Bellevue association has conducted an educational column in a local paper during the past year, with satisfactory results.

The normal institute has done more to awaken enthusiasm and real progress than all other efforts combined. The attendance was large. The number enrolled was 187, with an average daily attendance of 161. The work done by the instructors was thorough and complete, considering the time allotted them. The satisfaction expressed by teachers was evidence of success. Instead of employing instructors who sought the position, we selected from the very best teachers of established



reputation. The lecturers were chosen from professional teachers and not from lawyers and doctors.

Two years ago there were not twenty-five school journals taken in the county; to-day there are over one hundred of our best monthlies and weeklies subscribed for.

The county superintendent has been bored, in a few instances, by teachers and their relatives, continually asking, and even authoritatively demanding, special favors because one of their neighbor's girls received a certificate.

The independent rural district system is a nuisance, and the sooner it is abolished the better. We need more efficient school officers and less of them. Our schools, and especially the election of school officers, should be removed from all political influences. Our school laws require changes in this respect. We have too many school laws which cannot be strictly enforced.

A county superintendent should have power to recall a teacher for an examination at any time, if he thinks his qualifications inadequate. The authority of the county superintendent is sometimes ignored and teachers begin teaching without a certificate. There are too many cases of this kind in the State that require the enforcement of the needed laws.

No confidence can be placed in the average district secretary. In one-half of the reports, the number enrolled in the school, daily attendance and average cost of tuition, are incorrect. The treasurers' reports are quite accurate, and there is a decided improvement. Last year there were nearly twenty incorrect; this year there are barely six. Most of the reports have been made quite promptly, but a few must linger. In a few cases, the amount on hand last year does not agree with the amount reported this year, but it is due to previous blunders and errors in their work. Under the existing circumstances, it would be advisable that county superintendents be given until the first of November to make their annual report.

## JASPER COUNTY.

MRS. M. A. MAYFIELD.

District secretaries and treasurers have been much more prompt in making their reports this year than they were last, and the latter have

been generally correct; not one was accepted until it was made to correspond in every particular with the record in this and the treasurer's office. But of the secretaries' reports I cannot speak so confidently, having no data by which to determine their correctness.

Of the condition of the schools I can say but little. Though I have labored incessantly and conscientiously for their improvement, many are still far from what I would like to have them. Still many improvements have been made in method, discipline, system and neatness in the school-room. Considerable progress has also been made toward securing uniformity in the school work of the county.

A teachers' association has been organized within the past year, which meets regularly, and has been the means of awakening much interest in educational matters throughout the county.

Our normal institute this year was the largest ever held in the county. The enrollment was 311, with an average daily attendance of nearly 280. The work performed by my instructors was of the highest quality, and cannot fail to result in much good to the schools.

The county superintendency might be made much more efficient, were the office entirely removed from politics. The law respecting the time and manner of electing superintendents should be changed. They should also have a fixed and annual salary, and provision should be made for compensating a deputy when one's services are needed.

As the law now stands, examinations are too frequent, and the time given not sufficient for the difficult and important work of selecting thoroughly competent instructors. This I have found to be the greatest need of my county, well qualified teachers, and my efforts to secure only such, have been earnest and persistent. The effort to raise the grade of teachers, though sustained by the intelligent portion of the community, has met with bitter opposition, and has been the basis of much persecution. A great deal has been accomplished in this direction, however. There is not at present a certificate in the county averaging below 75 per cent, on a rigid examination, and very few so low as that; while not a second grade has been issued, for full term, where the applicant fell below 70 per cent in any of the essential branches. The burden and responsibility of examining teachers should be shared by a board of examiners, of which the county superintendent should be a member. There are serious objections to the custom now prevalent of sending teachers' MSS. from one county to another for examination. Were all superintendents equally strict and painstaking

in conducting examinations, much of the objection might be removed. Still those who keep vigilant guard over the interests of their county, would feel great reluctance in placing persons whom they had never seen and of whom they know nothing, except what appeared on the MSS., in charge of their schools. Were all applicants marked strictly on the merits of their MSS., we would not have those who fail in one county go into another and secure a first class certificate, thus bringing county superintendents into disrepute.

More attention should be given in our normal institute to the practical work of the school-room, viz.: keeping records, making reports, suppressing whispering, etc. School directors should receive compensation for the time and labor spent in the performance of their duties.

### JOHNSON COUNTY.

J. M. CURRY.

Some improvement has been made in the condition of our schools since my last annual report. During this time a course of study has been prepared for the schools of this county. This course of study was made the basis of the work done at the normal institute. It has been adopted by official action of the board of directors in about one-half of the schools in the county. Teachers, generally, do the work indicated in this course of study, in schools where it has not been adopted by action of the board of directors. The improvement made in the condition of our schools is mainly due to the voluntary efforts of the teachers, and not to a demand on the part of the people for better schools.

Ten educational meetings have been held in as many different places in the county during the year. These meetings were largely attended by the teachers and the intelligent persons in the localities where the meetings were held; but there was a noticeable absence of those who assert that the office of county superintendent is a sinecure and should be abolished, and who are continually groaning over their enormous school taxes and lamenting that the common schools of to-day are not as efficient as those of thirty or forty years ago.

The normal institute this year, as heretofore, has been productive of the most satisfactory results. These results are manifest in nearly

every school in the county, in the way of more perfect organization, better methods of instruction, better school government, and more thorough work. These institutes have exerted considerable influence in creating what demand there is for better teachers. A few of the school officers and patrons of schools recognize the fact that those teachers who attend the institute and receive instruction how to teach, are doing better work than those who do not attend but are guided simply by their own experience.

The great obstacle to the proper advancement of our schools to a high degree of efficiency, is the want of interest manifested by the people in regard to them. Competent persons do not like to devote much time to a school director's work when they receive no compensation for it. Hence the schools often drift into the control of incompetent, unprincipled and selfish men, who think their daughters well qualified to teach, though they be ignorant and are far from being the model in morals or manners that we would have our children emulate. This class of men denounce every effort to elevate the work of teaching to a plane above the capabilities of their daughters, to be a fine spun theory that is impracticable in the country schools. What encouragement is there for teachers to make the necessary preparation to do good work and then have their applications for positions rejected by ignorant directors who will scheme to place an unworthy relative, who has not a certificate and is unable to get one, in charge of schools? Is it possible for a superintendent to increase the efficiency of the schools to any great extent by raising the standard of teaching when those in authority are unwilling to have a higher standard? Such obstacles the superintendent has to contend with in this county.

What can be done in the way of legislation to remedy these evils? I would suggest: 1. That there be a reduction in the number of school officers, by reorganizing each township into an independent district, to be under the control of a board of three directors. 2. That a standard of qualification be attached to every school office, and that no person be eligible to any such office who is not qualified to perform the duties required, in an intelligent manner. If the qualifications of teachers are to be ascertained by an examination, why not apply the same test to school officers? 3. That all school officers be allowed a reasonable compensation for time spent in the discharge of their duties.

I would be pleased if some legislative action would be taken this winter that would assist county superintendents and the better class of

teachers in placing our common schools on a higher plane and making them more efficient.

### KEOKUK COUNTY.

H. D. TODD.

With this report I finish my work as county superintendent. During six years, I have labored to advance the cause of education in Keokuk county. During my service, many of the old and inconvenient school-houses have been replaced by new, modern, and commodious buildings; many have been supplied with needed apparatus; many have been repaired. The normal institute has been established, which gives a new impetus to the school work. A teachers' library of six hundred volumes has been established in the county, and we have at present seventy-five dollars in money. I think that the people of the county, the teachers and the schools, have made commendable progress during the last six years. The course of study used for a number of years has been the means of systematizing the work of our schools and making them more uniform in their operations.

During this year three needed school-houses have been erected. Sigourney built during the year a neat two-story brick building, with four rooms, at a cost of six thousand dollars. This building, together with the other large building of eight rooms, will afford ample room for all the pupils of the district, and the school consequently can be better graded, more systematically operated, and be made to produce better and more desirable results.

I think the bill introduced the last session of the legislature, to have but one school treasurer in a township where each district is independent, should become a law. Great difficulty is experienced in this county, each year, in collecting, correcting, and tabulating one hundred and sixteen secretaries' and treasurers' reports, saying nothing of the loss to the county from various incidental causes, including the compensation for so many officers.

I think the course of study to be sent out by the State department should have a fair trial in each county. If adopted generally, throughout the State, good results will doubtless follow.

Our normal institute was as well attended this year as usual, and was an entire success. The enrollment was two hundred.

### LINN COUNTY.

E. JOHNSTON.

The schools generally in this county are in a good condition, and are fast increasing in interest and efficiency. Our teachers are becoming convinced that thorough preparation is necessary to obtain situations and be retained as teachers. It is but simple justice to mention that those who have attended regularly the sessions of the normal institutes for the past few years are far in advance of those who have not.

I think an amendment should be made to the school law, requiring the secretary to report all that is necessary in each district. It will obviate the necessity of so many being employed in reporting. In this county we have twelve district townships and sixty-four independent districts, making in all seventy-six. The secretary and treasurer reporting from each district, calls into service one hundred and fifty-two men necessary to report to the county superintendent annually, whereas the secretary alone could do the work, thereby saving the labor of seventy-six men, getting better reports, securing them more promptly, and saving the county superintendent much vexation and labor.

The sixth annual normal was a decided success in every particular, greater attendance and more thorough work than ever before. Our instructors were all first class, some of them having been employed in every institute for the last six years. We believe it to be as detrimental to institutes to change instructors as it is to schools to change teachers, when they are doing good work.

### LOUISA COUNTY.

D. HELMICK.

In making out my report this year, I have endeavored to get it as nearly correct as possible. By so doing I have been delayed in reporting. There is a general improvement in the reports of both secretaries and treasurers. Some items are not understood by the secretaries.

There has been one new school-house built this year, a neat frame, in sub-district number six, Grandview township. The new school-building at Wapello is now occupied.

The schools are gradually becoming better. The teachers are taking a deeper interest in their work, and there is a marked improvement.

The institute is growing in favor, and is attended by a greater number of the first class teachers than it was formerly. All are taking a deeper interest in the profession, and striving to acquire methods and means by which they can become more efficient workers, and accomplish a greater amount of good in the future than has been realized in the past.

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### MAHASKA COUNTY.

J. C. WILLIAMS.

The superintendent should have mandatory power while visiting schools. The teacher should not only feel that the superintendent is acting in an advisory manner when he is visiting schools, but also, that he has the power to enforce such advice, if needed. As it now is, a teacher may be radically wrong in some methods of teaching, and the superintendent is powerless to correct it, unless the teacher, of his own good will, sees fit to do so. If supervision is worth anything, it is worth all that it is possible to make it.

I think that the length of time for which certificates are granted should be divided into four periods as to the maximum, viz: six, twelve, eighteen, and twenty-four months. Those having an average of 80 per cent should be granted for six months; of 85 per cent for twelve months; of 90 per cent for eighteen months; and of 95 per cent for twenty-four months. Some such a system would, in my opinion, tend very much to elevate the intellectual standard of our teachers. Let the marking of manuscripts be rigid.

The superintendent of our schools should have a stated salary. It is humiliating in the last degree, to think that of all the county officers the superintendent alone is compelled to swear that his account is just and true. The argument, that, if on a stated salary, he would not put in all his time, is not valid. The same argument would apply against all other officers, while it is both degrading and insulting, from the fact that it questions the honesty of one particular officer.

There should be more effective means to compel district officers to make their annual reports at a stated time. I think an effective pen-

alty would be the loss of the semi-annual apportionment, if reports were not made in time, and the district have recourse upon the officers.

In conclusion, after two years of experience, I firmly believe that the people of this State cannot afford to abolish the superintendency; and in order that its efficiency may be greater, and the respect of the people secured, it should have fuller power to carry out its work.

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### MARION COUNTY.

A. YETTER.

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Farming is the principal business of our county. Of this we feel proud, because it is the great source of subsistence to all other classes of men. The repeated failures, to a certain extent, of crops, have affected injuriously, not only the farmers, but all other classes of men. With us the complaint is scarcity of money and high taxes, and here may be found one of the causes why greater progress and efficiency have not been realized during the past two years. The compensation of teachers has been reduced, thereby compelling them to seek other business pursuits. Upon the whole, I rejoice in being able to report progress in the right direction. A few good school-houses have been erected during the closing year, and quite a number have undergone extensive repairs. The spirit of improvement and adorning has been aroused. We have not been standing idle, but quietly and slowly marching upward and onward. We have many active directors, together with a large number of interesting pupils, all ready to perform their respective duties, when properly marshaled, wisely directed, and sufficiently encouraged.

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### MILLS COUNTY.

W. H. WRIGHT.

I presume the superintendent of Mills county has had no more than his share of vexation from the dereliction of school officers; however, it has been almost impossible for him to obtain reports from each of

the several districts of the county in regard to changes in school officers. The annual reports from most of the districts have been returned with commendable promptness, though some have been very slow and the reports very unsatisfactory. District township reports have come in more nearly on time, and are more nearly correct, than those of independent districts; however, I am partial to the independent system. The business of the independent districts is accompanied by less "red tape"; they pay better wages; appreciate a good teacher; are more particular about the grade of certificate held by an applicant; and more inclined to retain the teacher who has done good work. Somehow the independent system brings the school and patrons more together.

I wish there might be some change made in the mode of conducting examinations, that would serve to divide the responsibility of grading certificates issued. Might not the examinations be conducted by an association of county superintendents of adjoining counties, thus forming a board of examiners? It would tend to secure a uniform grade in the counties so associated, and be a relief in the performance of a very unpleasant duty, the rejecting of the unqualified. It would save individual superintendents much personal abuse.

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#### MONROE COUNTY.

A. J. CASADAY.

We find much difficulty in getting correct reports from district officers, particularly treasurers, whose accounts do not balance. I think treasurers should be required to settle and compare their receipts and disbursements with the county superintendent. We are of opinion that examination-day, for several reasons, ought to be in the middle of the week.

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#### OSCEOLA COUNTY.

MRS. W. L. PARKER.

The people of this county are reasonably awakened in school matters. Seven new school-houses have been erected during the year. Some school-boards regulate teachers' wages in accordance with the

certificate the teacher holds. It is a fact that a poor teacher is not cheap at any price. Our normal institute for 1879 was the largest ever held in this county, and in earnestness and enthusiasm on the part of the teachers all that could be asked for, consequently the schools are making better progress than formerly.

Our greatest needs are a higher grade of scholarship and a better knowledge of the improved methods of teaching. This could be overcome if we could have good town schools, *such schools* as should be in a county seat, where the teachers could attend during the winter term, at a small expense, or free of tuition. At present, our village schools are no better than the country schools.

One improvement would be uniformity of school books, especially readers and spelling-books.

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#### PAGE COUNTY.

E. MILLER.

"We rejoice in the hope" that the course of study now prepared by the State, for ungraded schools, may do something for the chaotic state of our district schools.

The great demand of the time is better teachers; and that we may have better teachers, we must have a better way of examining. There should be a normal department established in the high school in every county seat, and applicants for the position of teacher should be required to teach for a given time under the inspection of the superintendent, and by him or her authorized to teach, if the applicant is found to possess natural ability. This department could be made self-sustaining by changing the normal institute into a perpetual institution of that character.

We have found by experience, that a teacher must have the aforesaid natural ability. Acquired ability is commendable, but it cannot be substituted for natural ability, in the schools. In our present methods of examinations, we cannot determine in regard to the natural ability of the applicant; and as the natural qualification is the more important, it follows, that this qualification should be first sought. It does not require high-toned logic to prove these statements.

## PALO ALTO COUNTY.

LE ROY GROUT.

During the past year there have been fifty-eight schools in session in this county, fifty-seven of which I have visited. In most instances I have found the teachers wide awake and endeavoring to do their duty faithfully and well, though many of them suffer many inconveniences from lack of good tools to work with; many of the school-houses being small and in poor repair; many being totally deficient in some of the imperative necessities, and what some call luxuries, of a school-room.

Our county being composed almost entirely of prairie land, and sparsely settled, causes much inconvenience to pupils in attending, as the school-houses are necessarily located at a long distance from some of the residences; and this is one reason for the small average attendance. In my visitation I have made it a point to try to stir up a greater interest in educational work among the patrons, urging them to visit the school and judge for themselves how the work is being done, and I believe it has produced good results.

Now that we are reasonably sure of no further raids from grasshoppers, for some time at least, and much of our land which has been off the market, now ready for sale, we hope in the near future to make rapid strides in population, and to see the educational interests take a prominence which should be given them everywhere, and that we shall be able to compare favorably with older and more favored sections of the State. Owing to the hard times, teachers' wages have gone down to hard-pan, and in consequence, many of our best teachers are leaving the field to new and inefficient ones. We hope soon to see this system of false economy buried out of sight forever, and the true system of good pay for good work, take its place. Then, and then only, can we expect teachers who will do their whole duty.

## PLYMOUTH COUNTY.

F. W. GUERNSEY.

The general condition of the schools is the same as last year. There has been a gradual increase in the number of schools in the county, but owing to the poor crops and hard times, the length of the terms has been shortened and the wages of the teachers lessened.

Our annual normal institute, although not as well attended as that of 1878, was, nevertheless, a very successful and interesting one to both teachers and instructors. On account of a surplus of funds we were enabled to continue it for three weeks, instead of two, as formerly. The law wherein, at the annual settlement with the district treasurer, he is required to exhibit his money or equivalent checks, is not generally lived up to, and the consequence is that within the last two years we have had three cases where treasurers, as they passed out of office, were unable to turn over the funds.

We ought to have some more stringent law in the case or some different committee ought to settle with treasurers, or they should be prohibited from serving more than two or three consecutive years.

The salary of secretary and treasurer is too variable a quantity. In this county for the small amount of work it runs from \$25 to \$75 per annum. This should not be so. The General Assembly ought to make their salary as fixed as that of other officers.

Some of our boards of directors tax the districts unnecessarily, and thereby carry an unnecessary supply of money. Can they not in some manner be prohibited from levying more than a sufficient amount to run the school in a good manner?

## POLK COUNTY.

J. H. KOONS.

In submitting the report of the secretaries and treasurers you have doubtless found inaccuracies, some of which it has been impossible to correct, owing to errors in former reports. In endeavoring to correct these, I have found the books in such a shape as to render further efforts entirely futile. I am happy to note, however, an improvement since last report, and believe if officers were continued for a greater period, even under our present system, more accurate reports could be obtained. There will, however, probably, never come a time under this system when these reports will be entirely correct.

The most efficient way to remedy this is to enlarge the powers of the superintendent so that he may have a complete record of the school fund, with power to compel the attendance at his office of officers in settling any discrepancy that may occur in their report. A better dis-

tribution of the school law, so that teachers could become acquainted with its requirements would aid them in making more accurate reports to secretaries, thus doing away with the real beginning of the trouble.

Teachers have been largely aided in their endeavors to improve themselves and render their work more efficient by the normal institutes, which the law provides. If more of the expense were taken off of them and borne by the State, it would seem to be in better accord with our excellent system of public education.

In examinations we have used the questions sent out by the State department. The law requiring annual examinations of all teachers, should be changed. There is a large number of teachers who merit and should have an opportunity of obtaining a State certificate, and thus be relieved from this endless annoyance of an annual examination. We would heartily recommend this for your careful consideration.

Since your last biennial report, nine new buildings have been erected and several enlarged and furnished.

The out-look for the future is brighter than I have ever seen in this county. With harmony among the people, enthusiasm with the teachers and emulation among the scholars, we are looking forward to a year of much fruitfulness.

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### RINGGOLD COUNTY.

W. J. WORK.

The treasurer's report for Washington township does not correspond with that of last year. After a careful investigation I am convinced that the money received has been accounted for, but the different funds were promiscuously expended by the former treasurer. The amounts on hand in Union, No. 7, and Athens, No. 6, were too great last year as shown by examination of the books this year. Several reports show more on hand at last report than was reported at the time. I know you will think the amount paid out for other purposes too large. On inquiry, I find this includes wells, fences, privies and old indebtedness, without a known proper heading.

We have had fewer failures by applicants for certificates, owing to few wishing to pay the one dollar without being prepared for examination.

During our present term we have required a monthly report from each teacher, which has been beneficial to both teacher and pupils, by creating a desire to make a good showing.

Three new school-houses have been built, and two others contracted for. All the new ones and several old ones have bought patent seats, thus showing that our school officers are looking after both beauty and comfort.

You ask for suggestions. I can think of none of more importance than pressing upon the legislature the advisability of consolidating the school-house and contingent funds.

Allow me in closing this, my fourth annual report, to thank you for the many courtesies received from you and your department. I commend my successor, W. E. Andrews, as a man of fine natural ability and thorough education, under whose auspices we hope to see the educational interests of Ringgold county advance more rapidly than they have under his immediate predecessor.

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### SAC COUNTY.

J. DARLING.

We notice many evidences of a marked advance in the interests of education over past years. School officers, generally, manifest more care in selecting teachers; inquiring about their qualifications for giving instruction and executive ability in managing the machinery of our school system, so as to secure the best results.

The practice of employing teachers merely to put them in possession of a given amount of the public funds, we are glad to say, is rapidly going out of use. Another hopeful feature in the public school interests is a manifest determination on the part of teachers to attend, if possible, the county normal institute, looking upon it as a necessity in their calling to be more thoroughly qualified for the proper discharge of their duties as educators of the rising generation.

## SCOTT COUNTY.

C. H. CLEMMER.

Old Scott county reports substantial progress in the noble work of popular education. The school year just closed has been noted for earnest work on the part of the pupils, directors, and teachers. In spite of the "penny wise and pound foolish" theory advocated by a portion of our citizens, school boards with a few exceptions have refused to reduce teachers' wages; in some instances the wages have been increased. This is a compliment to our teachers, and speaks volumes for the intelligence and public spirit of our citizens. Directors are willing to pay good wages for good work. Teachers understand this, and give no cause for a reduction of wages.

Our county teachers' association has proved to be a live organization, and has accomplished much good. During the past year we held five educational meetings, all of which were well attended by both teachers and citizens. The subjects presented were practical, and were handled in an earnest manner. Our normal institute of 1879 was in full keeping with the professional spirit shown by the teachers at these meetings. The enrollment was the highest yet reached in this county, while the instruction of teachers and earnestness of members were unsurpassed.

Several new school-houses have been erected during the past year, one of which deserves notice. It is situated in independent district No. two, Davenport township, and may be called a model school-house. The school board had the good judgment to consult an architect, and as a result they have a building erected with due regard to light and ventilation. It can be ventilated without opening doors or raising windows. Its dimensions are thirty-eight by sixty feet. In addition to commodious halls and ante-rooms, it has an extra recitation room which the construction of a belfry made possible. Visitors who have examined it pronounce it the most complete country school-house in the State. Several houses were supplied with new desks, and many schools furnished with new maps, charts, globes, dictionaries, etc.

The new school-house in Davenport has relieved other schools that were crowded. The schools of this city, under the efficient management of Superintendent J. B. Young, are very prosperous.

I hope that the coming legislature will pass a law consolidating the school-house, contingent, and teachers' funds into one or two funds.

## SHELBY COUNTY.

M. D. BRIDGMAN.

The educational interests of the county are improving, but not as rapidly as I would like to see them.

Eighteen new school-houses have been erected in the last two years. The county now contains one hundred and one school-houses, most of them good ones. Nearly all of them are well supplied with good furniture, but are wanting in apparatus. We, with probably many other counties in the State, feel the want of better qualified teachers.

I am confident that the teachers of Shelby county will compare favorably with those of adjoining counties, yet our schools would be much more efficient if we could have teachers who had received some normal training. Our normal institutes have been of great advantage to the schools, and as the interest in them increases, their efficiency will increase; yet they can never be made entirely to supply the want of normal schools. One hundred and eight were enrolled at our last normal, nearly double the number enrolled at any preceding one. During the past two years I have used the State questions almost exclusively, and have graded as close as I could and supply all of the schools with teachers. If teachers' wages advance with the return of better times we may confidently expect a great improvement in the schools of the county during the next two years.

## STORY COUNTY.

L. B. BAUGHMAN.

The past year has been to some degree a successful one. Several efficient teachers have been added to our corps; new school-houses have been built of good substantial material, and well seated with patent seats.

My report has been delayed on account of the delinquency of the secretaries and treasurers of the several districts, yet the reports of others have been full and correct.

We have a few liberal school boards in this county, and not a few who still insist on the teacher qualifying himself for the responsible



position, and then laboring for the same money that will hire a boy to plow for the same length of time.

Not many of our efficient teachers have left the field, although salaries have been reduced to a considerable extent.

School officers are giving more attention to their duties, and are laboring to improve and better the condition of the village and country schools in many parts of the county.

A school-building is now being erected at Iowa Center that will be an honor to the place.

The public schools of Nevada and Ames were never more prosperous or in better condition than at the present time. We have located in this county the Iowa Agricultural College. The college has been well attended this year, averaging about 267 students. In the several departments a greater degree of efficiency has been attained, and an increasing interest in the work evinced by both students and the general public. Annually this institution sends out many of the most active and efficient teachers we have in the public schools of the county, and whose good work is felt and appreciated by all who have a deep interest in the general welfare of our public schools.

The normal institute was well attended, and a great degree of interest manifested by the teachers present. We are convinced that the teachers who attend the normal do better work, and should be given the preference in our public schools.

The interests of our schools demand a more rapid advancement, and that school officers be more careful to select their teachers from those best qualified.

Several educational meetings have been held in the county the past year, and were attended with the best results.

## TAMA COUNTY.

H. A. BROWN.

I wish to speak to our honorable assembly about to convene for legislative deliberation, concerning the execution of certain legal requirements, which place before us impossibilities. I refer to the duty of school visitation. The labor is too onerous—is impossible in most of our counties. As it is, our most diligent service is unsatisfactory to

teachers, pupils, patrons, and, most of all, to the office itself. Believing, therefore, that it will be for the best interests of the schools, I would recommend that the county superintendent be relieved of the duty of school visitation, except as is hereafter provided for:

I. That the superintendent be allowed a salary, of such an amount as will compensate him for service in the office, which, by the per diem now, amounts to from \$500 to \$600 per annum, and a per diem of \$3.00 a day with legal mileage for the visitation of those schools he is requested to inspect by order of the board thereof. Said per diem and mileage to be paid by said board, from the contingent fund of its treasury. Thus, there will be saved to the State, an annual expense of \$40,000.

II. I recommend that the office be removed from the political field, and there be created instead a board of examiners, consisting of three members not holding any other civil office, not being members of a board of directors. Said board to be appointed by the supervisors, at their January sessions; one for a term of one year, one for two, and one for three years; thereafter, one each year at said session. Said board of examiners to have the following powers: 1. To organize before the last Saturday of January, each year, choosing of their number a chairman and secretary, whose official signature shall be necessary to make valid a certificate, or other instrument issued from their office. 2. It shall be the duty of the chairman to hold the normal institute, as provided by chapter 54 of the Fifteenth General Assembly; to visit and inspect schools, at the special request of the board thereof, who shall pay him for such service a per diem of \$3, and mileage to the school inspected as is allowed to appraisers by section 1727, note *b*, School Laws of 1876; to make all reports to the State, and to the several asylums of the State provided for the education of our youth; to entertain appeals, as provided by sections 1829–1836, School Laws of 1876, chapter 41, of the Sixteenth General Assembly; and to perform such other duties as are now required of the county superintendent, excepting school visitation, as is before provided for. 3. The board of examiners shall each receive from the county treasury the sum of \$3 a day for every day necessarily employed in the performance of their official duties, and also, the necessary stationery and postage for the use of their office; *provided*, that they shall first file a sworn statement of the time necessarily employed in their official duties with the county auditor. Thus amending, or repealing sections

1765-1776, we may save to the State at least \$40,000 per year, and do better the duties assigned to this office, and give, we believe, better satisfaction to the public.

III. One of the most perplexing duties of the office is the collecting of the material for the annual report, from the imperfect returns made by the district treasurers. I am convinced that there is a more excellent way, by which we might save from \$1,000 to \$1,500, now paid out for official services, in each county of the State. I refer to the office of district treasurer.

I would recommend to abolish said office leaving the funds in the custody of the county treasurer, and require the respective school boards to draw their orders directly on the said county treasurer. Thus we should lose no funds, and make certain all our fiscal reports.

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### TAYLOR COUNTY.

J. B. OWENS.

I have used every available means to secure correct data for this report; but I find upon comparing, the amount on hand, as reported last year, in many instances, does not correspond with the same item this year.

TEACHERS.—We have an earnest, intelligent, and progressive body of teachers, who take pride in doing their work honestly and efficiently. It has been the object of this office, for the last six years, to so restrict examinations as would meet the standard of qualifications which would admit of only sufficient numbers to fill our schools.

The examinations have not been arbitrarily fixed, but established upon the relative merits of our teaching corps.

I shall never forget the kindness and hearty co-operation of my fellow teachers, and shall ever cherish their memory, in reciprocation for their many kind words and good wishes.

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### UNION COUNTY.

J. D. THOMAS.

The last two years have been years of interest in our educational field. During this time we have built twelve school-houses and remodeled some of the old ones, and supplied them with new seats, etc.

The Schools at Afton and Creston are doing good work, and, as high schools, compare favorably with any in the State. Our teachers, all over the county, had to contend with the reduction of salaries, which at one time threatened to cripple the educational interests. In some cases the boards very wisely reconsidered it, and saw the fallacy of so great a reduction.

Our normals have been a success, particularly so this year. Teachers are awake to the interests of the schools, and, as a rule, have the work at heart. Our school fund has been economically expended, with but one exception. One township treasurer is a defaulter to the amount of over two thousand dollars, but I think all can be saved to the township. It does seem to me that, if there was a law passed to make the treasurer settle with the county superintendent at any time he demanded it, we would hear of fewer embezzlements.

The outlook of our county, from an educational standpoint, is most flattering, and when I step down and out I will have the consciousness of knowing that we have all advanced.

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### VAN BUREN COUNTY.

J. W. ROWLEY.

We are able to report the schools of Van Buren county in fair condition. The teachers have, as a rule, shown an interest in their work, though the compensation they received was very low, and there seems to still be a disposition on the part of many of our school officers to keep wages down. As long as this is continued we cannot expect efficient teachers to continue in their profession. Many of our farmers seem perfectly willing to pay a carpenter two dollars, and two dollars and a half per day, to build a pig-pen, but if such wages should be paid a man or woman for caring for the intellectual and moral welfare of their children, they would begin the cry of extravagance and high taxes. While the carpenter is not paid more than he earns, we must acknowledge that his business does not require any more talent than is required to properly instruct the young, still he is better paid.

Our normal institute was a success the past year, the average daily attendance for the entire month being one hundred and eighty-five. There is a library of about seven hundred volumes which belongs to the normal institute, having been paid for out of the institute fund.

We sincerely hope our next legislature will do something toward taking the office of county superintendent out of the hands of politicians. It seems to us that the school boards should choose the county superintendent, and the selection of the officer should be in the spring.

The secretaries and treasurers of school boards have been more prompt than usual in returning their annual reports, though in a few instances there has been unnecessary delay.

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### WAPELLO COUNTY.

W. A. M'INTIRE.

I am pleased to be able to speak encouragingly of the schools of Wapello county. We have a better class of teachers and better schools than when I last reported. Although there is yet a great work to be done to make our schools what they ought to be.

The State questions have been a great aid to me in raising the standard of qualification in this county.

Normal institutes are doing a great work, in reforming the methods of teaching in ungraded schools. Our normal this year was more highly appreciated by teachers in attendance than any previously held in the county. It was attended by an earnest, enthusiastic class of teachers, who fully realize the necessity of such a drill as a good normal gives.

We give three grades of certificates. I think this better than to give but two. If we wish a better class of teachers, instead of abolishing the lower grade, make the examinations more difficult, and raise the grade of all.

The burning of the Lincoln school building was a severe blow to the school interests of Ottumwa. But, notwithstanding, provisions have been made for the accommodation of all the pupils, and to Superintendent A. W. Stuart is due great praise for his very efficient management under the circumstances. A new building, which is more commodious and convenient than the old one, is in process of completion, at a cost of \$20,000. When finished, it is the design to move the high school from the Adams to the new building.

Some provision ought to be made for granting State certificates and diplomas to professional teachers.

### WINNESHIEK COUNTY.

N. KESSEY.

No material changes have taken place in our school matters during the past two years.

Teachers' salaries have been reduced somewhat in a few districts; but, I think not more than the reduction for other professions, nor so much.

A few districts pay better salaries at present than they have done for a number of years; and this I think is the experience of all that have worked on the *cheap* plan for a time sufficient to realize the result of *cheap* work.

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### WRIGHT COUNTY.

J. Q. HANNA.

The schools of the county are improving as rapidly as could reasonably be expected in a new county. The teachers are doing better work from year to year, thereby answering the public demand. The townships have adopted a course of study, and the teachers are working with a definite understanding as to what is expected of them.

We have a good class of country school-houses. Many of them are surrounded with newly planted groves, which in a few years will add much to the comfort of the pupils and beauty of the country. There seems to be a growing interest manifested by the people in regard to our schools. The fact is becoming well established that the majority of the pupils must look to the country schools for their education, and much credit should be given to some of those high in authority for the able manner in which they have succeeded in directing the thoughts of the people into this channel. When the people see this subject in all its magnitude, then, and not until then, will they put forth their whole energies to secure the best results.

Some of our educators, whose mental visions have been obscured by dust blown from pages written amid the uncertain surroundings of the old world, seem to be just awakening to the fact, that public institutions in this country have their foundations in the hearts of the people, and that the surest way to improve the schools is to labor earnestly

and faithfully with the people. The schools are and will be just what the people make them.

Some very good work was done at our last normal institute. I consider it one of the most effectual means in bringing up the standard of the teachers' qualifications. It is growing popular with those interested in the schools. Some townships in this county will not employ a teacher who has not attended a normal. A teachers' association was formed in the county this year, with fair prospects of success. To the many friends that I have found among the teachers and superintendents of Iowa I must now say farewell.

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A number of county superintendents did not send their reports until after the first of November, which made it impossible for us to print them.

APPENDIX.

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1878.

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ABSTRACT [B]-CONTINUED.

REPORTS FOR 1878.

SCHOOL

FINANCES.

SCHOOL-HOUSE FUND.

CONTINGENT FUND.

Table with columns: COUNTY, DEBIT, CREDIT, and CONTINGENT FUND. Rows include counties like Keokuk, Lee, Linn, Louisa, Lucas, Lyon, Madison, Mahaska, Marion, Marshall, Mills, Mitchell, Monona, Monroe, Montz'ry, Muscat'ne, O'Brien, Osceola, Page, Palo Alto, Plymouth, Pocah'ns, Polk, Pottaw'e, Powsh'k, Ringgold, Sac, Scott, Shelby, Sioux, Story, Tama, Taylor, Union, VanBur'n, Wapello, Warren, Wash'tn, Wayne, Webster, Win'b'go, Win'sh'k, Wood'by, Worth, Wright, and Total.

Table with columns: DEBIT, CREDIT, and On hand. Rows include counties like Keokuk, Lee, Linn, Louisa, Lucas, Lyon, Madison, Mahaska, Marion, Marshall, Mills, Mitchell, Monona, Monroe, Montz'ry, Muscat'ne, O'Brien, Osceola, Page, Palo Alto, Plymouth, Pocah'ns, Polk, Pottaw'e, Powsh'k, Ringgold, Sac, Scott, Shelby, Sioux, Story, Tama, Taylor, Union, VanBur'n, Wapello, Warren, Wash'tn, Wayne, Webster, Win'b'go, Win'sh'k, Wood'by, Worth, Wright, and Total.







ABSTRACT [D]

VISITATION OF SCHOOLS, APPEALS, ETC., 1878.

COUNTY.	VISITATION OF SCHOOLS.			AP-PEALS.	COMPENSATION OF CO. SUPT.	PRIVATE SCHOOLS.		
	Schools visited by Co. Supt.	Visits made during y'r.	Ed'c'l meetings held.			Cases decided by Co. Supt.	Received for official services from Jan. 1, '78, to Oct. 1, '78.	Number.
1 Adair.....	99	126	1	1	\$ 675.00			
2 Adams.....	60	75	8	3	468.00	1	1	
3 Allamakee.....	41	41		1	270.00	1	3	60
4 Appanoose.....	140	160	21	1	600.00			
5 Audubon.....	75	75			483.00			
6 Benton.....	147	160		1	714.00	2	6	150
7 Black Hawk.....	100	112	1		711.00	3	7	180
8 Boone.....	65	76	2		708.00	1	1	
9 Bremer.....	117	190	3		585.00			
10 Buchanan.....	136	194	11		808.50	2	6	186
11 Buena Vista.....	65	85	14		247.55			
12 Butler.....	200	235	14	3	850.00			
13 Calhoun.....	67	129			342.00			
14 Carroll.....	37	51	1	2	499.00			
15 Cass.....	183	202	1	1	516.00			
16 Cedar.....	113	119	3	1	750.00			
17 Cerro Gordo.....	93	156	12		718.00	1	1	14
18 Cherokee.....	90	138	1	1	625.00			
19 Chickasaw.....	180	191	9	3	853.50			
20 Clarke.....	78	90			567.00			
21 Clay.....	70	70	2	2	275.75			
22 Clayton.....	96	120			1088.30	4	7	245
23 Clinton.....	136	150	2	4	669.00	8		
24 Crawford.....	63	64	10	1	535.50			
25 Dallas.....	130	198	13	6	681.00			
26 Davis.....	204	210		4	676.00	2	5	
27 Decatur.....	68	75		3	334.00			
28 Delaware.....	118	215	10		693.00	3	9	232
29 Des Moines.....	41	51	1		624.00	9	28	786
30 Dickinson.....	34	42	3	3	236.00			
31 Dubuque.....	115	144	3		920.00	20	61	2325
32 Emmet.....	15	20		1	174.00			
33 Fayette.....	134	219	1	2	600.00	1	10	200
34 Floyd.....	111	111	12	1	599.00			
35 Franklin.....	89	140			702.00			
36 Fremont.....	130	182	6	1	690.00	1	7	142
37 Greene.....	124	177	1	1	684.00	1	5	155
38 Grundy.....				2	257.05	1	1	
39 Guthrie.....	120	180	2	3	900.00	1	2	60
40 Hamilton.....	98	98	5		501.00			
41 Hancock.....	45	75	3		350.00			
42 Hardin.....	132	176	1		696.00	2	3	35
43 Harrison.....					120.00			
44 Henry.....	112	187	13		651.00	4	17	355
45 Howard.....	40	100	5	3	480.00	1	1	20
46 Humboldt.....	57	96	3		248.80	1	2	19
47 Ida.....	35	130	33		384.00			
48 Iowa.....	155	161	2		750.00	1	2	40
49 Jackson.....	94	100	11	2	663.00			
50 Jasper.....	135	170		4	684.00	2	3	

VISITATION OF SCHOOLS, APPEALS, ETC., 1878.

COUNTY.	VISITATION OF SCHOOLS.			AP-PEALS.	COMPENSATION OF CO. SUPT.	PRIVATE SCHOOLS.		
	Schools visited by Co. Supt.	Visits made during y'r.	Ed'cl meet-ings held.			Cases decid'd by Co. Supt.	Received for official services from Jan. 1, '78, to Oct. 1, '78.	Number.
51 Jefferson.....	115	123	1		\$531.00	2	8	101
52 Johnson.....	75	75			738.00	3	6	140
53 Jones.....	154	278	3	6	730.00	1	1	30
54 Keokuk.....	157	245	4	2	687.00	3	4	110
55 Kossuth.....	68	121	11	2	369.00	3	4	75
56 Lee.....	80	150			699.00	1		
57 Linn.....	115	115		6	610.00	2	29	570
58 Louisa.....	95	159	1	1	663.00	1	11	153
59 Lucas.....	75	87	2	1	578.00	1	1	30
60 Lyon.....	37	75	1		450.00			
61 Madison.....	120	200			830.00			
62 Mahaska.....	43	77	3	3	669.00	2	13	255
63 Marion.....	115	130			900.00	2	8	248
64 Marshall.....	68	68			760.00	2	8	100
65 Mills.....	58	100	3	1	605.50	1	2	54
66 Mitchell.....	70	144		1	606.00	1	6	187
67 Monona.....	53	79	1		472.50			
68 Monroe.....	78	156			639.00			
69 Montgomery.....	150	225	3		881.00			
70 Muscatine.....	143	169	4	1	700.00	2		165
71 O'Brien.....	58	109	3		254.00			
72 Osceola.....	34	52			270.00			
73 Page.....	85	107	7	1	569.85	1	3	95
74 Palo Alto.....	15	15			240.00			
75 Plymouth.....	47	58	1	1	260.00			
76 Pocahontas.....	60	98	4		243.00			
77 Polk.....	164	180	3	1	681.00	7	29	940
78 Pottawattamie.....	152	201		2	475.00	2	6	186
79 Poweshiek.....	95	125	4	1	800.00	1		
80 Ringgold.....	115	214		2	357.00			
81 Sac.....	73	152	2		340.00			
82 Scott.....	109	258	11		988.00	11	58	2258
83 Shelby.....	85	135	3	2	417.00			
84 Sioux.....	90	100	2	1	500.00			
85 Story.....	120	126	3	1	831.18	1	19	245
86 Tama.....	141	251	4		782.00			
87 Taylor.....	110	110	15		600.00			
88 Union.....	52	112		1	427.25	1	1	15
89 Van Buren.....	78	91	6		702.00	1	3	19
90 Wapello.....	55	57			684.00	5	8	353
91 Warren.....	62	78		1	624.00	2	8	242
92 Washington.....	85	85	12		588.50	2	7	240
93 Wayne.....	76	82	4	4	534.00			
94 Webster.....	80	85		1	422.45	2	4	200
95 Winnebago.....	35	70	1		240.00			
96 Winneshiek.....	137	164	5	1	923.00			
97 Woodbury.....	32	72			679.10			
98 Worth.....	60	90	4		303.00			
99 Wright.....	70	140	2		390.00			
Total.....	9029	12459	368	105	\$57104.78	136	435	12265







ABSTRACT [E]—CONTINUED.

TEACHERS' NORMAL INSTITUTES.

COUNTY.	CONDUCTOR.	ASSISTANT INSTRUCTOR.
1 Adair.....	D. G. Perkins.....	J. W. Boyer, J. B. Rhoades, J. L. McKinny and M. W. Haver.....
2 Adams.....	R. G. Gilson.....	J. H. Leckliter, D. E. Moffit and Mrs. E. A. G. Karnes.....
3 Allamakee.....	Amos Rowe.....	Miss A. E. Bucklin, J. S. Tucker, J. W. Hinchon and L. Eells.....
4 Appanoose.....	D. R. Guernsey.....	T. C. Campbell, G. W. Guthrie, Geo. W. Bryan and A. J. Stone.....
5 Audubon.....	A. E. Clarendon.....	H. C. Nash.....
6 Benton.....	L. T. Weld.....	W. H. Sisson, J. McCarty, W. H. Brinkerhoff and Mrs. N. M. Rich.....
7 Black Hawk.....	J. C. Gilchrist.....	J. E. Sweeney, J. McNaughton and D. S. Wright.....
8 Boone.....	O. H. Baker.....	N. E. Goldthwaite, W. P. Todd, H. E. Hammond and Miss S. Collier.....
9 Bremer.....	M. W. Bartlett.....	A. W. Rich.....
10 Buchanan.....	W. E. Parker.....	W. Elden, W. H. Robertson and M. Booth.....
11 Buena Vista.....	J. Wernli.....	Mrs. Harmon, I. C. Harlan and P. H. Conley.....
12 Butler.....	A. W. Stuart.....	N. Messer, W. F. Cramer, W. E. Traer and J. W. Stewart.....
13 Calhoun.....	J. Wernli.....	
14 Carroll.....	W. E. Crosby.....	I. H. De Wolfe, Mrs. M. T. Hatch, E. R. Hastings, A. G. Riley and G. Cull.....
15 Cass.....	J. E. Harlan.....	R. H. Frost and Miss J. Coldren.....
16 Cedar.....	J. Valentine.....	Miss Lucy Curtis, A. C. Ross, Mary H. Kilbourne and Lida Hanna.....
17 Cerro Gordo.....	J. Valentine.....	Miss M. McCowen, A. W. McCreedy, M. H. Kilg and J. F. Grawe.....
18 Cherokee.....	J. C. Gilchrist.....	C. P. Bowman and W. F. Wentworth.....
19 Chickasaw.....	W. D. Collins.....	E. Baker and Miss Lucy Curtis.....
20 Clarke.....	B. F. Hood.....	O. C. Scott and Miss M. Osmande.....
21 Clay.....	J. C. Yocum.....	Mrs. H. Duncan.....
22 Clayton.....	R. Saunderson.....	J. F. Thompson and C. P. Clark.....
23 Clinton.....	J. H. Blodgett.....	C. Robinson, Julia J. Sweet and Mary J. Bolce.....
24 Crawford.....	J. D. Hornby.....	C. C. Chamberlain and Z. T. Hawk.....
25 Dallas.....	M. E. Phillips.....	D. G. Perkins and C. M. Pinkerton.....
26 Davis.....	O. A. Shotts.....	A. H. Conrad, J. C. Dunlavy and Miss S. Young.....
27 Decatur.....	R. A. Harkness.....	C. M. Des Isles, T. J. Hasty, R. L. Parrish and Miss J. R. Pollard.....
28 Delaware.....	E. M. Ewart.....	T. H. McBride, S. Calvin, W. M. Wilcox, C. D. Clark and Mrs. M. A. Chapel.....
29 Des Moines.....	R. Saunderson.....	W. J. Sampson.....
30 Dickinson.....	A. W. Osborne.....	Miss K. M. Crary, W. F. Pillsbury, R. B. Nichol and R. A. Smith.....
31 Dubuque.....	N. W. Boyes.....	O. A. Brownson, C. G. Kretschmer, T. M. Irish, W. J. Shoup, Miss M. Murdock and W. Jones.....
32 Emmet.....	R. H. Whipple.....	Mrs. H. I. Farnum, L. S. Williams, R. I. Crotty and F. Davey.....
33 Fayette.....	E. E. Fitch.....	J. C. Burch, G. Brousseau, F. A. Duncan and I. M. McIntosh.....
34 Floyd.....	T. H. Smith.....	J. C. Yocum, H. Davidson, A. E. Hitchcock and Miss A. E. Bucklin.....
35 Franklin.....	L. B. Cary.....	W. D. Evans and I. W. Myers.....
36 Fremont.....	E. J. H. Beard.....	R. H. Scofield.....
37 Greene.....	E. Baker.....	A. G. Riley, Miss L. Hanna, Miss E. M. Child and J. M. Mehan.....
38 Grundy.....	S. D. Gaylord.....	R. D. Seaman and J. E. Martin.....
39 Guthrie.....	J. H. Robinson.....	M. M. Wagner, Mrs. T. D. Headley and G. C. Miller.....
40 Hamilton.....	E. R. Eldridge.....	A. H. Sniff, G. H. Carroll, J. K. Sweeney and O. M. Welster.....
41 Hancock.....	D. G. Perkins.....	A. C. Ripley and Mary P. Wright.....
42 Hardin.....	J. W. Stephens.....	A. A. Weaver, D. A. Hamm, W. E. Crosby and Anna Richardson.....
43 Harrison.....	J. Wernli.....	
44 Henry.....	J. W. Palm.....	B. L. Cozier, S. C. Howe, O. S. Howe, Anna E. Packer, Dr. Beattie and A. Linn.....
45 Howard.....	L. T. Weld.....	J. Breckenridge and Miss F. Hollister.....
46 Humboldt.....	E. P. Rowell.....	A. Earthman.....
47 Ida.....	J. L. Weaver.....	C. Bowman.....
48 Iowa.....	C. P. Rogers.....	Miss K. N. Tupper and W. D. Evans.....
49 Jackson.....	H. L. Boltwood.....	W. H. Fort, S. N. Fellows, C. E. Smith, Miss S. D. Stewart, Mrs. A. R. Darling, J. W. Fleming and Miss A. Barnes.....
50 Jasper.....	J. B. Reynolds.....	R. O. Young, M. E. Rudolph, T. R. Hamlin and Mrs. M. Carns.....

ABSTRACT [E]—CONTINUED.

TEACHERS' NORMAL INSTITUTES.

COUNTY.	CONDUCTOR.	ASSISTANT INSTRUCTORS.
51 Jefferson.....	J. Grinstead.....	J. C. Stevens, C. L. Stevens and G. W. Williams.....
52 Johnson.....	A. A. Guthrie.....	J. C. Armentrout, F. R. Williams and Mrs. F. A. Sweet.....
53 Jones.....	O. E. Aldrich.....	L. Foster, C. S. Shepard, Park Hill and Miss K. Curtiss.....
54 Keokuk.....	H. D. Todd.....	J. Baldwin, J. J. Pollard, Mary D. Todd, J. E. Richardson and E. B. McKeever.....
55 Kossuth.....	W. F. Davis.....	G. Schenek and Miss E. J. Meade.....
56 Lee.....	N. C. Campbell.....	A. McCalla and W. J. Medes.....
57 Linn.....	J. W. McClellan.....	J. W. Ackers, H. H. Freer, and Mrs. A. B. Billington.....
58 Louisa.....	E. R. Eldridge.....	R. B. Huff, H. C. Hollingsworth, W. Beattie and Miss F. M. Littlefield.....
59 Lucas.....	C. W. Bigger.....	Mrs. R. A. Stewart and Miss C. E. Campbell.....
60 Lyon.....	J. Wernli.....	Miss K. N. Tupper.....
61 Madison.....	G. S. Wedgwood.....	Prof. Mowatt and H. E. Johnson.....
62 Mahaska.....	H. H. Seerley.....	G. H. Laughlin, J. W. Johnson and Myra Irwin.....
63 Marion.....	C. C. Cory.....	J. W. Johnson, A. P. Applegate and R. M. Mulkey.....
64 Marshall.....	C. P. Rogers.....	G. B. Metklejohn, Miss K. N. Tupper, W. W. Speer and Miss L. Hanna.....
65 Mills.....	W. L. Long.....	E. J. H. Beard, Miss M. Hartman, J. A. McLain, E. B. Parrish.....
66 Mitchell.....	Alva Bush.....	J. F. Clyde and A. C. Ross.....
67 Monona.....	E. Baker.....	Geo. S. Houghton.....
68 Monroe.....	A. J. Casaday.....	M. W. Cook, H. J. Bell, Mary E. Shahan and Nannie McCahan.....
69 Montgomery.....	W. P. Pattison.....	E. A. Hought, W. C. Davis and H. M. Moore.....
70 Muscatine.....	F. M. Witter.....	G. S. Bradley, Lizzie Clark, Clara Lillibridge and T. R. Hamlin.....
71 O'Brien.....	E. Baker.....	
72 Osceola.....	J. Wernli.....	H. Neill, W. H. Smalley and Mrs. W. L. Parker.....
73 Page.....	E. Miller.....	J. A. Woods, A. Grimes, M. L. Bennett, W. R. Collicotte and Miss F. M. Long.....
74 Palo Alto.....	W. F. Davis.....	Mrs. M. A. Nolan.....
75 Plymouth.....	J. Wernli.....	S. G. Rogers.....
76 Pocahontas.....	Wm. Hoy.....	D. Miller and F. Wentworth.....
77 Polk.....	J. H. Thompson.....	T. H. Smith, W. H. Dixson, J. W. King and Abby Fowle.....
78 Pottawattamie.....	G. W. Cullison.....	W. H. Hatch and E. P. Noble.....
79 Poweshiek.....	W. R. Akers.....	A. C. Hart, A. T. Free, W. M. Cross, Susie J. Whitcomb, A. C. Osborne and G. H. Needham.....
80 Ringgold.....	R. A. Harkness.....	Miss A. Hine, G. A. Slentz, W. E. Andrews and W. J. Work.....
81 Sac.....	J. D. McDade.....	M. E. Slentz.....
82 Scott.....	C. H. Clemmer.....	J. R. Bowman, L. A. Rose and J. M. De Armond.....
83 Shelby.....	E. P. Rowell.....	W. W. Girton.....
84 Sioux.....	G. J. Kollen.....	J. Kolrood.....
85 Story.....	E. R. Eldridge.....	W. P. Payne, Mrs. A. M. Payne and J. M. Mehan.....
86 Tama.....	H. A. Brown.....	J. J. Andrews, W. H. Black, F. B. Gault, W. Clark, C. A. Wessel and Mrs. A. H. Sterrett.....
87 Taylor.....	J. B. Owens.....	W. W. Wylie, J. C. Kerr, O. Campbell and I. W. Sherick.....
88 Union.....	J. D. Thomas.....	C. B. Stayt, Mrs. C. B. Stayt, Mrs. M. T. Hatch and H. S. De Sollar.....
89 Van Buren.....	J. H. Landes.....	Cora E. Letts.....
90 Wapello.....	A. Hull.....	H. C. Hollingsworth and Nellie Bell.....
91 Warren.....	J. D. Hornby.....	E. M. Cotton and G. W. Samson.....
92 Washington.....	D. W. Lewis.....	Mrs. M. H. Lewis, Miss M. E. Tillotson and Miss J. A. Disbro.....
93 Wayne.....	G. W. Cullison.....	A. B. Warner and G. W. Krall.....
94 Webster.....	A. N. Ozias.....	M. F. Arey and Mrs. A. N. Ozias.....
95 Winnebago.....	J. W. Jones.....	
96 Winneshiek.....	N. Kessey.....	H. A. Bottsford, Marion Murdock, Miss A. E. Bucklin, Emily S. Lawton, C. H. Valder, H. L. Coffeen, J. H. Carroll, J. S. Tucker et al.....
97 Woodbury.....	S. Rogers.....	J. S. Shoup, Miss B. M. Nelson, N. E. Palmer and J. H. Vierth.....
98 Worth.....	W. F. Barclay.....	H. T. Toye.....
99 Wright.....	J. Q. Hanna.....	J. M. Overbaugh, Rose Whited and Mattie Melrose.....

## ABSTRACT [E]—CONTINUED.

## NORMAL INSTITUTES.

## LECTURERS.

I. Y. Aitcheson, J. W. Akers, J. Allender, M. F. Arey.  
 J. S. Beach, H. Belden, A. J. Baker, W. F. Barclay, M. Benham, C. P. Bowman, J. Baldwin, A. Babcock, J. H. Blodgett, S. J. Buck, E. Baker, H. S. Boltwood, E. A. Benson, W. Beattie, Mr. Bennett, D. M. Baker, Henry Ward Beecher.  
 C. W. von Coelln, A. E. Clarendon, G. T. Carpenter, C. C. Carpenter, W. E. Crosby, Rev. Cheatham, Mrs. R. S. Child, S. Calvin, Dr. Clayton, Mrs. Collins, C. H. Clemmer, G. W. Cullison, J. C. W. Cox, A. H. Chase, M. Cooper.  
 M. Downing, C. M. Des Islets, W. F. Davis.  
 R. M. Ewart, W. D. Evans, H. A. Eberle, A. Earthman, W. Emons, E. R. Eldridge.  
 H. H. Freer, Mrs. H. I. Farnum, S. N. Fellows, W. H. Fannon.  
 M. Gibney, J. C. Gilchrist, J. F. Grawe.  
 W. G. Hillman, Dr. Hale, J. Harrison, Rev. Hughs, J. J. Hamilton, A. A. Harkness, Miss F. Hollister, P. Hill, H. C. Hollingsworth, G. S. Houghton, Miss Dr. Hanna, S. S. Hunting, F. Harris, J. M. Hull.  
 S. W. Ingham.  
 M. H. Jones, Rev. Jenkins.  
 E. B. Kephart, S. Kuyper, G. J. Kollen, J. Kolrood, J. C. Knapp.  
 G. W. Lloyd, J. Lake, S. P. Leland, N. R. Leonard.  
 G. F. Magoun, J. L. Murray, Ella J. Meade, C. A. Marshall, T. H. McBride, I. W. Myers, J. M. Mehan, D. D. Miracle, G. S. Massey, L. A. Merriam, N. McLeod, Rev. Mitchell, Mrs. W. D. McCue, L. Miles, J. S. McSparron.  
 J. A. Nash, J. N. Nash, J. North.  
 A. W. Osborne, A. N. Ozias.  
 W. H. Pratt, J. L. Pickard, J. Piper, L. F. Parker, J. J. Pollard, D. A. W. Perkins, W. P. Payne.  
 H. Russell, Dr. Reynolds, G. F. Richardson, Mr. Ryman, T. C. Ransom, S. Rogers.  
 H. Sabin, H. H. Shaver, C. H. Seymour, S. G. Smith, T. H. Smith, J. P. Sanford, J. T. Smith, W. M. Sparr, T. J. Simmons, F. McK. Stewart, W. Sturgeon, J. C. Scott, Rev. Southworth, Mr. Spinder, J. S. Sanford, R. Saunderson.  
 W. E. Traer, M. L. Temple, E. O. Towne, Miss K. N. Tupper, H. H. Trembell, J. R. Upton.  
 I. A. Ward, H. E. Wing, A. Weaver, J. Wernli, W. F. Wentworth, A. S. Welch, W. M. Wilcox, J. N. Weaver, R. H. Whipple, W. B. Waterbury, Miss M. Wright, E. Winans, J. Wheeler, L. T. Weld, W. A. Waterman, J. M. Webb, G. S. Wedgwood, Mr. Mowatt, R. M. Wright.

## STATE UNIVERSITY OF IOWA.

This institution is organized into four departments: COLLEGIATE, LAW, MEDICAL and HOMEOPATHIC MEDICAL.

Its graduates number 1086: 397 from the Collegiate, 542 from the Law and 147 from the Medical department.

The Collegiate graduates engage largely in teaching, thus making the University a live factor in the educational work of the state. Of 142 principals and superintendents reported as having been educated in colleges and universities, nearly twenty seven per cent. are representatives of the State University. The number from the State University exceeds the number from all the other colleges and universities of Iowa.

The number of students enrolled thus far this year is as follows:

## COLLEGIATE DEPARTMENT:

Seniors.....	20
Juniors.....	60
Sophomores.....	44
Freshmen.....	75
Sub-Freshmen.....	65
Irregulars.....	34
Total.....	284
Law Department.....	110
Medical Department.....	90
Homeopathic Medical Department.....	32
Total.....	516

This is a larger number than has ever been enrolled before in the same classes.

In the Collegiate department and Sub-Freshman class, two students from each county of Iowa, who are recommended by the superintendent, clerk of the courts, and auditor of the county of their residence, all Iowa soldiers, and orphans of Iowa soldiers, are admitted on payment of only an incidental fee of \$3.33 per term.

For further information, address Prof. N. R. Leonard, Dean of the Collegiate Faculty; W. G. Hammond, LL.D., Chancellor of the Law Department; Dr. W. F. Peck, Dean of the Medical Faculty; Dr. A. C. Cowperthwait, Dean of the Homeopathic Medical Faculty; or J. L. Pickard, President of the Iowa State University.

## CALENDAR.

### UNIVERSITY YEAR, 1878-9.

1878.

- September 10, Examinations for admission, Tuesday.  
September 11, First Term begins, Wednesday.  
October 9, Lecture course in Medical Department begins,  
Wednesday.  
December 20, First Term ends, Friday.

### WINTER VACATION.

1879.

- January 6, Second Term begins, Monday.  
March 5, Medical Term ends and Graduation of Medical  
Class, Wednesday.  
March 25, Second Term ends, Tuesday.

### SPRING VACATION.

- April 2, Third Term begins, Wednesday.  
June 15, Baccalaureate Address, Sunday.  
June 16, Anniversary of Literary Societies, 8 P. M., Monday.  
June 17, Graduation of Law Class, 9 A. M., Tuesday.  
June 17, Law Oration, 8 P. M., Tuesday.  
June 18, University Oration, 10 A. M., Wednesday.  
June 18, Meeting of the Alumni Association, 8 P. M.,  
Wednesday.  
June 19, Collegiate Commencement, 9 A. M., Thursday.

### SUMMER VACATION.]

- September 17, Fall Term begins, Wednesday.

NOTE.—The terms of the Law Department begin and end with those of the Collegiate.

## IOWA STATE NORMAL SCHOOL, CEDAR FALLS, IOWA.

The attendance by terms at the I. S. N. S., for the last school year was as follows:—For the Fall Term, commencing September 3d, 1877, and continuing sixteen weeks, 173; Winter Term, commencing January 7th, 1878, and continuing twelve weeks, 133; Spring Term, commencing April 8th, 1878, and continuing twelve weeks, 110. The number of different students for the entire year, 237. The average number per term was 139. The number in the Junior Elementary class (first year in course of study) was, Ladies, 124; Gentlemen, 69—total, 193. The number in the Senior Elementary class (second year in course of study) was, Ladies, 28; Gentlemen, 12—total, 40. Of these, 21 were irregular. The number in the Senior Didactic (third year in course of study) was, Ladies, 1; Gentlemen, 3—total 4.

The total number of counties represented in this State was 53; in other States, 2.

The average age of students of both sexes was 21. The number entering the school who had never taught was 88. The average number of terms taught, for each student who had taught, was  $4\frac{1}{2}$ . Many teachers of extended experience have resorted to the school, yet the greater number is of those who have taught but little or none at all.

The attendance for the Fall Term of 1878 is as follows: Ladies, 124; Gentlemen, 52—total, 176. The number of counties represented is 49.

Besides rooms for educational purposes, the Normal School buildings can accommodate about One Hundred and Twenty Boarders. The price of boarding is the actual cost, estimated for the next year as follows: Board, per week, \$2.65; Rooms, Heat and Light, for the Spring and Fall Terms, per week, \$0.50; Winter Term, per week, \$0.75. Total cost, per week, Spring and Fall Terms, \$3.15; Total cost, per week, Winter Term, \$3.45.

NORMAL DEPARTMENT.—The entire course is offered to teachers, free of tuition.

INCIDENTALS.—For Heating and care of School-Rooms, per week, 25 cents; For Washing, per dozen, 60 cents.

Correspondence in regard to the school, may be addressed to "Normal School, Cedar Falls, Iowa," or to the Principal or Steward, at Cedar Falls.

FACULTY.

J. C. GILCHRIST, A. M., PRINCIPAL,  
*Prof. of Mental Philosophy, Moral Philosophy, and Didactics.*

M. W. BARTLETT, A. M.,  
*Prof. of Mathematics and Natural Science.*

D. S. WRIGHT, A. M.,  
*Prof. of English Language and Literature.*

MISS S. LAURA ENSIGN, BACH. DID.,  
*Teacher of Geography and History.*

W. N. HULL,  
*Prof. of Elocution, Drawing, and Penmanship.*

J. MONROE HOBRON,  
*Prof. of Vocal and Instrumental Music.*

CALENDAR FOR 1878 9.

The Scholastic Year of Forty Weeks is divided into Three Terms.  
The First Term of Sixteen Weeks begins Thursday, September 5th, 1878,  
and closes December 20th, 1878. Semi-Annual Meeting of the Board of Directors,  
Thursday, December 19th. Examination at close of the term.

VACATION OF TWO WEEKS.

The Second Term of Twelve Weeks begins Monday, January 6th, 1879, and  
closes Friday, March 28th, 1879.

VACATION OF ONE WEEK.

The Third Term of Twelve Weeks begins on Monday, April, 7th, 1879, and  
closes Thursday, June 26th, 1879. Examinations of Graduating Class by State  
Committee, Thursday and Friday, June 19th and 20th. Examinations during  
the last week of the term. Annual Meeting of the Board of Directors, Wednesday,  
June 25th. Commencement Exercises, Thursday, June 26th.

VACATION OF TEN WEEKS.

LIST OF COUNTY SUPERINTENDENTS.

FOR THE YEAR 1879.

COUNTY.	SUPERINTENDENT.	POST-OFFICE.
Adair*	M. W. Haver	Greenfield
Adams	T. L. Maxwell	Corning
Allamakee	J. Loughran	Waukon
Appanoose	D. R. Guernsey	Centerville
Audubon	A. K. Brainard	Exira
Benton*	Miss S. Blackburn	Vinton
Black Hawk*	J. S. George	Waterloo
Boone	G. W. Lloyd	Moingona
Bremer	D. C. Chamberlin	Waverly
Buchanan*	W. E. Parker	Independence
Buena Vista	A. J. White	Sulphur Springs
Butler*	J. W. Stewart	Shell Rock
Calhoun*	A. Calhoun	Lake City
Carroll	H. W. Bean	Glidden
Cass*	H. A. Disbrow	Atlantic
Cedar*	Miss E. E. Frink	Tipton
Cerro Gordo*	M. H. Kling	Mason City
Cherokee	W. F. Rose	Cherokee
Chickasaw*	W. D. Collins	New Hampton
Clarke	J. Molesworth	Osceola
Clay	S. Gillespie	Spencer
Clayton	P. W. McClelland	Elkader
Clinton	M. J. Wilcox	Lyons
Crawford	Z. T. Hawk	Denison
Dallas*	A. Dilley	Adel
Davis*	I. F. Jenkins	Bloomfield
Decatur*	Miss J. Kellogg	Leon
Delaware*	E. M. Ewart	Manchester
Des Moines	J. Paisley	Burlington
Dickinson*	H. C. Crary	Milford
Dubuque*	N. W. Boyes	Dubuque
Emmet*	F. Davey	Estherville
Fayette	G. W. Fitch	Hawk-Eye
Floyd	G. H. Nichols	Marble Rock
Franklin	I. W. Myers	Hampton
Fremont*	T. J. Brant	Sidney
Greene*	H. A. Turrill	Jefferson
Grundy	G. T. Cowgill	Grundy Center
Guthrie*	G. C. Miller	Guthrie Center
Hamilton	H. H. Johnson	Williams
Hancock	M. L. Fuller	Upper Grove
Hardin*	L. S. McCoy	Eldora
Harrison	J. D. Hornby	Magnolia
Henry*	J. W. Palm	Mt. Pleasant
Howard	W. H. Brocksome	Lime Springs
Humboldt	J. A. Marvin	Humboldt
Ida*	T. S. Snell	Ida
Iowa	D. Hughes	Marengo
Jackson	W. H. Fort	Maquoketa

\* Re-elected.

## LIST OF COUNTY SUPERINTENDENTS—CONTINUED.

FOR THE YEAR 1879.

COUNTY.	SUPERINTENDENT.	POST-OFFICE.
Jasper	Mrs. M. A. Mayfield	Newton
Jefferson	J. Grinstead	Fairfield
Johnson*	J. M. Curry	Iowa City
Jones*	O. E. Aldrich	Wyoming
Keokuk*	H. D. Todd	Sigourney
Kossuth	A. A. Crose	Algona
Lee*	W. J. Medes	Keokuk
Linn*	E. Johnston	Mt. Vernon
Louisa	D. Helmick	Columbus Junction.
Lucas	L. A. Culbertson	Chariton
Lyon	H. F. Green	Rock Rapids
Madison*	H. W. Hardy	Winterset
Mahaska	J. C. Williams	Oskaloosa
Marion*	A. Yetter	Knoxville
Marshall	W. W. Speer	Marshalltown
Mills	W. H. Wright	Pacific City
Mitchell*	G. D. Pattengill	Osage
Monona*	C. N. Lyman	Onawa
Monroe	A. J. Casaday	Albia
Montgomery*	W. P. Pattison	Red Oak
Muscatine*	R. W. Leverich	Muscatine
O'Brien	H. Day	Primgar
Osceola	Mrs. W. L. Parker	Sibley
Page*	E. Miller	Clarinda
Palo Alto	Le Roy Grout	Emmetsburg
Plymouth	F. W. Guernsey	Le Mars
Pocahontas	D. Miller	Pocahontas Center.
Polk	J. H. Koons	East Des Moines
Pottawattamie*	F. C. Childs	Council Bluffs
Poweshiek*	W. R. Akers	Malcom
Ringgold*	W. J. Work	Mt. Ayr
Sac	J. Darling	Sac City
Scott*	C. H. Clemmer	Davenport
Shelby	M. D. Bridgman	Harlan
Sioux*	S. Kuyper	Orange City
Story	L. B. Baughman	Nevada
Tama*	H. A. Brown	Toledo
Taylor*	J. B. Owens	Bedford
Union	J. D. Thomas	Afton
Van Buren*	J. W. Rowley	Utica
Wapello	W. A. McIntire	Ottumwa
Warren*	Miss E. S. Cooke	Indianola
Washington	Miss N. J. Springer	Washington
Wayne	J. H. Ware	Corydon
Webster*	J. A. Adams	Fort Dodge
Winnebago*	W. A. Chapman	Lake Mills
Winneshiek*	N. Kessey	Decorah
Woodbury	S. Rogers	Sioux City
Worth*	G. H. Whitcomb	Kensett
Wright*	J. Q. Hanna	Goldfield

\*Re-elected.

1879.











ABSTRACT [B]—CONTINUED.

SCHOOL

SCHOOL-HOUSE FUND.

Table with columns: COUNTY., DEBIT (On hand at last report, Received from district tax, Received from other sources, Total debit and credit), CREDIT (Paid for school-houses and sites, Paid for library and apparatus, Paid on bonds and interest, Paid for other purposes, On hand).

REPORTS FOR 1879.

FINANCES.

CONTINGENT FUND.

Table with columns: DEBIT (On hand at last report, Received from district tax, Received from other sources, Total debit and credit), CREDIT (Paid for rent and repairs of school-houses, Paid for fuel, Paid secretaries and treasurers, Paid for records, dictionaries and apparatus, Paid for insurance, Paid janitors, Paid for other purposes, On hand).









ABSTRACT [D]

VISITATION OF SCHOOLS, APPEALS, ETC., 1879.

Table with 10 columns: COUNTY, VISITATION OF SCHOOLS (Schools visit'd by Co. Supt., Visits made during year, Educa'l meet-ings held), AP-PEALS (Cases decided by County Supt.), COMPEN-SATI'N OF CO. SUP'T. (Received for official ser-vices from Oct. 1, '78, to Oct. 1, '79), PRIVATE SCHOOLS (Number, Teachers em-ployed, Pupils attend-ing).

ABSTRACT [D]—CONTINUED.

VISITATION OF SCHOOLS, APPEALS, ETC., 1879.

Table with 10 columns: COUNTY, VISITATION OF SCHOOLS (Schools visit'd by Co. Supt., Visits made during year, Educa'l meet-ings held), AP-PEALS (Cases decided by County Superin-tendent), COMPEN-SATION OF CO. SUP'T. (Received for official ser-vices from Oct. 1, '78, to Oct. 1, '79), PRIVATE SCHOOLS (Number, Teachers em-ployed, Pupils attend-ing).







ABSTRACT [E]—CONTINUED.

TEACHERS'

COUNTY.	CONDUCTOR.	ASSISTANT INSTRUCTORS.
1 Adair	D. G. Perkins	I. H. DeWolf, Miss Abbie Gifford
2 Adams	R. G. Gilson	L. D. Wooley, Mrs. E. Hulbert, E. A. G. Karnes
3 Allamakee	J. Loughran	A. Row, Miss A. E. Bucklin, J. Tucker, M. Harmon, J. W. Hinchon
4 Appanoose	D. R. Guernsey	F. E. Stephens, E. B. Howell, A. F. Stolebarger, M. E. Berry, L. McLoughlin
5 Audubon	A. E. Clarendon	D. G. Perkins, M. Gibney, G. O. Miller, A. K. Brainard
6 Benton	Miss S. Blackburn	J. McCarty, Mrs. N. M. Rich, Mary E. Wilson, W. N. Hull
7 Black Hawk	J. S. George	D. S. Wright, J. McNaughton, J. K. Sweeney, W. H. Butler, Miss E. Wright
8 Boone	H. E. Hammond	N. E. Goldthwait, W. P. Todd, Miss S. C. Thomas, Miss E. J. Couch
9 Bremer	D. C. Chamberlin	J. Breckenridge, A. W. Rich, C. N. Hunt, W. W. Andrews
10 Buchanan	W. E. Parker	W. Elden, W. H. Robertson, J. Piper, Miss M. Murdock, E. H. Ely
11 Buena Vista	P. H. Conley	Mrs. G. S. Robinson
12 Butler	J. Hannan	J. Piper, Leigh Hunt, C. N. Hunt, J. W. Stewart
13 Calhoun	J. Wernli	L. L. Taylor
14 Carroll	W. E. Crosby	Mrs. M. T. Hatch, I. H. DeWolf, J. M. Mehan, C. H. Gabriel
15 Cass	G. S. Wedgwood	Mrs. M. F. Gothard, Mrs. J. S. Frost
16 Cedar	J. Valentine	Miss L. Curtis, E. W. Craven, Lida Hanna
17 Cerro Gordo	Miss L. Curtis	J. F. Grawe, Miss C. A. Bassett
18 Cherokee	J. S. Weaver	C. P. Bowman
19 Chickasaw	W. D. Collins	J. Breckenridge, Miss C. A. Bassett, D. K. Bond, W. N. Hull
20 Clarke	B. F. Hood	R. Turney, J. R. Foulks
21 Clay	S. Gillespie	J. C. Gilchrist, Maud Gilchrist
22 Clayton	R. G. Saunderson	J. F. Thompson, C. P. Clark, C. Cressey
23 Clinton	H. Sabin	Julia J. Sweet, Mary J. Boice
24 Crawford	J. D. Hornby	G. N. Vanwormer
25 Dallas	M. E. Phillips	C. M. Pinkerton, J. F. Curran
26 Davis	O. A. Shotts	A. H. Conrad, D. W. Hastings, H. A. Boorse, A. H. Dunlavy
27 Decatur	Miss J. Kellogg	R. A. Harkness, C. M. Des Islets, T. J. Hasty, Miss L. V. Dye
28 Delaware	R. M. Ewart	L. Lewis, W. J. Shoup, S. N. Fellows, C. D. Clark, H. E. Stetson
29 Des Moines	R. G. Saunderson	W. J. Sam, son, C. A. Lisle, B. L. Saum
30 Dickinson	J. Wernli	H. C. Crary, R. B. Nicol
31 Dubuque	A. L. Free	E. R. Free, A. L. Shattuck, W. M. Cross, P. H. Bradbury
32 Emmet	D. D. Ford	R. I. Cratty, R. A. Sanders, Frank Davey
33 Fayette	L. T. Weld	R. S. Holway, Mr. & Mrs. W. W. Quivey, G. Brouseau
34 Floyd	T. H. Smith	J. C. Yocum, H. H. Davidson, A. E. Hitchcock, T. R. Hamlin
35 Franklin	J. W. Myers	W. B. Waterbury, Miss S. J. Dexter, Mrs. W. H. Sisson, Miss E. Stickney
36 Fremont	G. S. Houghton	E. J. H. Beard, Miss L. A. Dimon, A. S. Tibbels
37 Greene	H. A. Turrill	A. G. Riley, J. M. Mehan, Miss S. L. Stilson, Miss E. Child
38 Grundy	G. T. Cowgill	C. C. Delle, T. Palmer, Mrs. A. B. Billington, S. D. Gaylord
39 Guthrie	M. E. Phillips	F. T. Lyon, J. H. Robinson, T. J. Mahoney
40 Hamilton	E. R. Eldridge	A. H. Sniff
41 Hancock	W. F. Barclay	
42 Hardin	J. W. Stephens	A. A. Weaver, M. Reece, D. A. Hamm, L. S. McCoy
43 Harrison	J. Wernli	S. G. Rogers, H. A. Kinney
44 Henry	A. M. Linn	O. P. Howe, Anna E. Packer, Belle A. Mansfield, S. C. Howe
45 Howard	L. T. Weld	J. Breckenridge
46 Humboldt	J. A. Marvin	E. Baker
47 Ida	T. S. Snell	J. S. Weaver, C. P. Bowman
48 Iowa	R. S. Bingham	E. M. Ladd, W. D. Evans
49 Jackson	H. L. Boltwood	J. R. Bowman, Miss M. O'Key, Miss S. D. Stewart
50 Jasper	E. Baker	R. G. Young, Miss Abbie Gifford

REPORTS FOR 1879.

NORMAL INSTITUTES.

LECTURERS.	
J. Piper, Mr. Marshall	1
	2
	3
L. M. Belden, R. Stephenson, Jr., N. Udell, H. E. Wing	4
	5
C. W. von Coelln, W. H. Stifter, S. P. Leland	6
C. W. von Coelln	7
J. A. Nash, W. P. Payne, G. W. Lloyd	8
C. W. von Coelln, G. W. Ruddick, B. C. Hammond, C. F. Barclay, E. H. Sayre	9
N. Bateman, J. L. Pickard, E. R. Eldridge, Dr. Hodge	10
P. H. Conley	11
C. W. von Coelln, J. Piper, J. Hannan, Leigh Hunt	12
C. W. von Coelln, J. Wernli, R. M. Wright	13
C. W. von Coelln, Mr. and Mrs. Hatch, J. C. Scott	14
G. S. Wedgwood	15
R. D. Parsons, J. M. Scott, J. Valentine	16
S. P. Leland, A. C. Hart, E. C. Moulton	17
J. S. Weaver	18
J. Baldwin, W. B. Perrin, W. S. Pitts, W. E. Crosby	19
J. A. Woodbury, M. L. Temple, B. F. Macos, J. Wheeler	20
C. W. von Coelln, J. C. Gilchrist, J. E. Eflinger	21
R. G. Saunderson, S. G. Smith	22
H. Sabin, Dr. Mullett	23
Alonzo Abernethy, J. Fred. Meyers	24
R. Elsworth Call	25
C. W. von Coelln, O. A. Shotts, E. K. Shelton	26
C. W. von Coelln, J. Piper, R. A. Harkness, C. M. Des Islets, H. R. Layton, Newton Bateman	27
Newton Bateman, J. L. Pickard, S. N. Fellows, A. S. Kissell, S. Hodge	28
C. W. von Coelln, J. Wernli	29
	30
C. W. von Coelln, J. W. Akers, Rev. Judd	31
C. W. von Coelln, D. D. Ford	32
S. P. Leland, W. O. Ruston, J. B. Hobson, J. Piper	33
C. W. von Coelln, S. P. Leland	34
C. W. von Coelln, G. L. Pinkham	35
J. Baldwin, J. Allender	36
C. W. von Coelln, J. Piper, Miss S. L. Stilson	37
C. W. von Coelln, W. F. Barclay, L. F. Parker, T. B. Cowgill	38
M. E. Phillips	39
C. W. von Coelln, E. R. Eldridge, J. L. Pickard, B. I. Salinger	40
C. W. von Coelln, S. P. Leland, W. F. Barclay, B. F. Nadal	41
C. W. von Coelln, S. P. Leland, C. Dale Armstrong, A. Countryman	42
C. W. von Coelln, J. Wernli	43
L. Hunt, W. Beattie, W. Hart, J. Wheeler	44
C. W. von Coelln, S. G. Smith, A. S. McConnell	45
C. W. von Coelln, E. Baker, J. C. Gilchrist, D. D. Ford	46
C. W. von Coelln, J. S. Weaver	47
J. W. Akers, C. A. Eggert	48
J. L. Pickard, Mrs. L. F. Curry, J. B. Young, J. M. De Armond, Mrs. A. R. Darling	49
C. W. von Coelln	50

ABSTRACT [E]—CONTINUED.

TEACHERS'

COUNTY.	CONDUCTOR.	INSTRUCTORS.
51 Jefferson	S. T. Boyd	J. Rogers, J. H. Carse, A. J. Sheridan, G. W. Williams
52 Johnson	A. A. Guthrie	J. C. Armentrout, Annie E. De Sellum
53 Jones	O. E. Aldrich	L. T. Weld, L. Foster, Miss Kate Curtis, W. W. Moore
54 Keokuk	H. D. Todd	G. T. Carpenter, E. R. Eldridge, M. Gibney, J. J. Pollard
55 Kossuth	E. R. Eldridge	A. G. Neff, G. Schenck
56 Lee	N. C. Campbell	N. Messer
57 Linn	J. W. McClellan	H. H. Freer, J. W. Akers, Mrs. H. McClellan
58 Louisa	D. Helmick	E. B. Huff, H. C. Hollingsworth, Lottie C. Bogen
59 Lucas	L. M. Hastings	Mrs. R. A. Stewart, C. E. Shelton
60 Lyon	H. F. Green	Kate N. Tupper, J. F. Thompson
61 Madison	C. C. Cory	S. M. Mowatt, R. M. Goshora
62 Mahaska	H. H. Searley	G. H. Laughlin, J. J. McConnell, M. P. Givens
63 Marion	S. J. Buck	J. H. Applegate, J. W. Johnson
64 Marshall	C. P. Rogers	J. B. Jennings, E. P. Fogg, L. Hanna, W. W. Spear
65 Mills	E. Baker	W. L. Long, W. M. Moore, J. A. McLean, Emily Davis
65 Mitchell	A. Bush	D. F. Call, J. F. Clyde, Miss E. Thompson
67 Monona	H. Sabin	O. H. Brainard, Miss M. E. Edwards
68 Monroe	A. J. Casaday	A. C. Ross, J. K. Pickett, Mary E. Shahan
69 Montgomery	W. P. Pattison	E. A. Haight, W. C. Davis, C. W. Gurney
70 Muscatine	F. M. Witter	G. S. Bradley, Miss E. Reeves, Miss C. Lillbridge
71 O'Brien	J. Wernli	J. Wernli, H. Neill
72 Osceola	Mrs. W. L. Parker	J. Baldwin, J. A. Woods, A. Grimes, W. R. Colecotte
73 Page	E. Miller	A. T. Piercy, B. F. Nadal
74 Palo Alto	E. R. Eldridge	S. G. Rogers, Minerva Guernsey
75 Plymouth	J. Wernli	O. I. Strong
76 Pocahontas	Miss A. Gifford	T. H. Smith, Miss M. Gray, J. W. King, E. H. Eastman
77 Polk	L. T. Weld	A. B. Warner, W. Leeban, G. W. Krall
78 Pottawattamie	G. W. Cullison	C. G. Kretschmer, O. A. Brownson, T. M. Irish, W. J. Shoup
79 Poweshiek	N. W. Boyes	W. E. Andrews, G. A. Slentz, J. W. White
80 Ringgold	R. A. Harkness	J. Darling
81 Sac	D. J. McDaid	J. E. Fobisher, J. R. Bowman, L. A. Rose, H. P. Lewis
82 Scott	C. H. Clemmer	W. W. Girton, Miss F. Girton
83 Shelby	G. W. Cullison	J. Kolrood, Miss S. Clark
84 Sioux	J. H. Kleinheksel	C. C. Chamberlain, Mrs. A. M. Payne, G. S. Fox
85 Story	W. P. Payne	J. J. Andrews, W. Clark, W. H. Brinkerhoff, W. H. Black
86 Tama	H. A. Brown	W. W. Wiley, J. C. Kerr, T. G. Woods, O. Campbell, Miss L. Murphy
87 Taylor	J. B. Owens	C. B. Stayt, C. M. Grumbling, F. Lester
88 Union	J. D. Thomas	Cora E. Letts
89 Van Buren	J. H. Landes	G. W. Buckner, Miss E. Bell, Miss M. A. Roberts
90 Wapello	A. W. Stuart	Mrs. M. A. Peck
91 Wapello	J. D. Hornby	Mrs. M. J. Lewis, Miss M. A. Roberts, W. F. Cramer
92 Washington	D. W. Lewis	G. W. Samson
93 Warren	J. D. Hornby	M. F. Arey, Mrs. A. N. Ozias
94 Webster	A. B. Warner	H. A. Bot sford, D. A. Hanna, H. L. Coffeen, J. S. Tucker
95 Winnebago	M. M. Gilchrist	J. S. Shoup, Miss C. A. Bassett, C. P. Bowman, M. A. Abernethy
96 Winneschek	N. Kessey	J. C. Gilchrist, H. T. Toy
97 Woodbury	S. Rogers	Rev. Whited
98 Worth	M. F. Varney	
99 Wright	E. Baker	

REPORTS FOR 1879.

NORMAL INSTITUTES.

LECTURERS.	
J. Wheeler, Rev. Hochuly	51
C. W. von Coelln, J. L. Pickard, W. Emmons	52
C. W. von Coelln, J. L. Pickard	53
E. R. Eldridge, G. T. Carpenter, J. Wheeler	54
E. R. Eldridge, S. P. Leland	55
C. W. von Coelln	56
J. W. Akers, Miss E. J. Meade, N. A. Hull	57
J. C. Gilchrist, S. N. Fellows, J. Baldwin, C. F. Williams	58
C. W. von Coelln, J. Wheeler, J. Piper, D. M. Baker	59
J. F. Thompson, Kate N. Tupper	60
J. Piper, R. E. Call	61
Dr. Dunn, Ella J. Meade, J. M. De Armond, S. J. Buck, E. R. Eldridge	62
S. J. Buck, Mr. Schemerhorn, A. J. Yetter	63
J. Baldwin, E. L. Hill, R. L. Herbert	64
Z. King	65
C. W. von Coelln, H. Sabin	66
G. T. Carpenter	67
J. Piper, J. Baldwin, Mr. Allender	68
J. King	69
J. Wernli	70
C. W. von Coelln, Miss C. A. Bassett, J. Wernli	71
J. Baldwin	72
C. W. von Coelln, S. P. Leland	73
O. I. Strong	74
O. I. Strong	75
A. S. Welch, J. Baldwin, J. Piper	76
C. W. von Coelln	77
D. R. Fox, H. H. Ragan, W. J. Shoup, B. W. Poor, R. S. Collier, Miss C. Wilder	78
C. W. von Coelln, J. H. Tedford, U. P. Golliday	79
	80
	81
C. W. von Coelln, C. H. Clemmer, H. P. Lewis, G. W. Heywood, C. H. Kellogg	82
C. W. von Coelln, J. A. Nash, Ella J. Meade	83
J. H. Kleinheksel, E. O. Plumbe, S. Kuyper	84
E. Chase, L. F. Parker	85
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**ABSTRACT [F]**  
**REPORTS FOR 1879.**  
**GRADED SCHOOLS.**

COUNTY.	DISTRICT.	MONTHS' SESSION.	Number teachers employed and salary, not including Superintendent or Principal.		SUPERINTENDENT OR PRINCIPAL.	FOREIGN LANGUAGES TAUGHT.		
			Males.				NAME.	Salary per annum.
			Number.	Average salary per month.				
Adair	Fontanelle	9	1	\$	40 J. B. Rhodes	600		
Adair	Greenfield	9	1	\$	40 J. A. Story	600		
Adams	Corning	9	4		50 R. G. Gilson	900		
Adams	Nodaway	9	1		35 L. D. Worley	500		
Adams	Quincy	9	1		35 J. H. Leckliter	500		
Adams	Brooks	9	1		30 Emma Osborne	400		
Adams	Prescott No. 4	9	1		35 H. M. Towne	400		
Allamakee	Waukon	9	5		28 D. Judson	900		
Allamakee	Postville	9	3		33 A. Row	675		
Allamakee	Lansing	10	78		32 W. A. Gibbons	1,000		
Appanoose	Centerville	9	29	4	38 G. W. Guthrie	800		
Appanoose	Cincinnati	9	36	1	25 G. W. Bryan	800		
Appanoose	Moulton	9	70	4	27 T. C. Campbell	560		
Benton	Vinton	9	75	11	40 H. M. Hoon	1,000	German	
Benton	Belle Plaine	9	60	6	31 A. E. Everest	750	German	
Benton	Blairtown	9	60	3	30 J. H. Helm	540		
Benton	Shellsburg	9	60	3	35 A. H. Sniff	540		
Black Hawk	Cedar Falls	9	72	10	35 J. McNaughton	1,600	Latin	
Black Hawk	East Waterloo	9	10		39 J. K. Sweeney	1,200	Latin and German	
Black Hawk	La Porte City	9	5		35 W. H. Butler	675		
Black Hawk	Waterloo	9	10		44 W. H. Robertson	1,100	Latin and German	
Boone	Boone	9	11		40 W. P. Todd	1,000	Latin	
Boone	Boonsboro	8	55	5	32 G. W. Ashton	525		
Boone	Molingona	9	3		25 H. S. Hills	540		
Boone	Ogden	8	2		32 C. H. Merchant	400		
Bremer	Waverly	9 1/2	40	13	32 H. L. Grant	1,000	German	
Bremer	Sumner	10	1	40	30 G. F. Harwood	400	Latin	
Bremer	Janesville	8	1	32	21 J. J. McIntyre	256		
Bremer	Planfield	9	1	45	20 J. E. Davis	495		
Buchanan	Independence	9 1/2	1	50	43 W. Elden	1,200	Latin and German	

Buchanan	Jesup	9	2		35 N. E. Leach	405	
Buchanan	Quasqueton	9	3		30 F. M. Hedger	540	
Buchanan	Winthrop	9	1		35 M. J. Goodrich	450	
Buena Vista	Storm Lake	10	3		33 P. H. Conley	450	
Buena Vista	Newell	9	1		30 G. T. Loofborow	405	
Butler	Butler Center	9	1		30 W. D. Smith	360	
Butler	Larksville	9	3		35 G. Davis	450	
Butler	Greene	9	2		35 C. M. Greene	700	
Butler	New Hartford	9	1		30 E. C. Bellows	360	
Butler	Parkersburg	9	3		35 G. P. Linn	450	
Butler	Shell Rock (East)	9	1		30 L. F. Troutman	400	
Butler	Shell Rock (West)	9	2		30 J. D. Anderson	400	
Butler	Aplington	9	1		30 W. Hunter	360	
Carroll	Carroll City	9	1	45	45 J. M. Paul	700	
Carroll	Glidden	9	2		40 I. H. De Wolf	450	
Cass	Atlantic	10	1	40	40 J. J. McDonnell	900	
Cass	Lewis	9	1		40 S. L. Wilson	405	
Cass	Anita	9	1		32 E. P. Noble	360	
Cedar	Clarence	9	1	40	40 W. J. Buchanan	712	Latin
Cedar	Durant	9	1		35 R. J. Davidson	600	
Cedar	Louden	9	1		40 C. A. Pollock	675	Latin
Cedar	Mechanicsville	9	5		40 E. A. Gilman	690	Latin
Cedar	Springdale	9	1	40	33 E. W. Craven	775	Latin
Cedar	Tipton	9	6		40 O. C. Scott	950	Latin
Cedar	West Branch	9	3		45 A. Wood	650	Latin
Cerro Gordo	Mason City	9 1/2	9		40 A. C. Hart	1,000	Latin
Cerro Gordo	Clear Lake	9	2		35 M. F. Miller	540	
Cerro Gordo	Rock Falls	8	4		40 D. Rule	450	
Cerro Gordo	Rockwell	9	1		32 A. W. Wier	600	
Cerro Gordo	Plymouth	9	1		38 J. S. La Due	450	
Cherokee	New Cherokee	9 1/2	4		44 W. G. Fee	800	
Chickasaw	Lawler	9	1	75	33 H. Felkir	675	
Chickasaw	New Hampton	8 1/2	1	75	27 M. M. Gilchrist	647	
Chickasaw	Nashua	9	1	100	35 W. W. Diamond	900	
Clarke	Osceola	9	1	9	38 B. F. Hood	1,200	
Clarke	Murray	9	2		35 R. Turney	540	
Clarke	Hopeville	8	1		28 A. C. Landes	320	
Clayton	McGregor	10	2	75	J. J. Mapel	1,650	German, Latin and Greek
Clayton	Elkader	9	3	90	80 J. F. Thompson	1,000	German
Clayton	Guttenberg	10	2	50	70 G. H. Smart	550	German
Clayton	Monona	9	2	45	35 J. M. Bedachek	585	
Clayton	Strawberry Point	9	2	40	70 Mr. Dea	585	
Clayton	North McGregor	9	1	2	70 W. A. McDonald	630	
Clayton	Clayton	9	1	1	35 O. D. Oathout	450	
Clayton	Garnaville	9	2		35 J. Brown	450	
Clayton	Elkport	9	1	1	30 J. E. Webb	500	
Clayton	National	8	1	1	25 Mr. Beam	400	
Clayton	National City	8	1	2	25 M. Stacy	200	
Clinton	Lyons	10	1	100	34 C. E. Smith	1,000	
Clinton	De Witt	9	1	111	37 C. Robinson	1,000	

ABSTRACT [F]—CONTINUED.

COUNTY.	DISTRICT.	MONTHS' SESSION.	Number teachers employed and salary, not including Superintendent or Principal.		SUPERINTENDENT OR PRINCIPAL.	FOREIGN LANGUAGES TAUGHT.
			Males.	Females.		
			Number.	Average salary per month.		
Clinton	Wheatland	9	1	50	33 N. E. Doolittle	450
Clinton	Camanche	9	2	40	30 A. P. Barker	450
Clinton	Clinton	10	1	1	70 H. Sabin	1,800 Latin
Crawford	Denison	9	5	5	40 G. N. Vanwormer	900
Crawford	Dowville	9	1	1	40 J. T. Archerd	405
Crawford	Deloit	7	1	1	28 E. T. Dobson	210
Crawford	West Side	9	1	1	40 G. Worcester	450
Crawford	Vail	9	2	2	40 E. M. Ainsworth	720
Dallas	Adel	9	5	5	40 M. E. Phillips	1,000
Dallas	Dexter	9	3	3	45 I. Doling	720
Dallas	De Soto	9	3	3	45 C. M. Pinkerton	720
Dallas	Perry	9	3	3	40 D. G. Perkins	630
Dallas	Dallas Center	9	2	2	95 T. K. Whitlock	540
Dallas	Waukee	9	1	1	30 A. G. Phillips	360
Dallas	Van Meter	9	1	1	30 J. F. Curran	450
Dallas	Redfield	9	1	1	30 I. Turtchel	360
Dallas	Minburn	6	1	1	30 S. H. Lander	240
Davis	Bloomfield	8	2	42	35 J. R. Faulks	480
Davis	Drakeville	9	1	35	25 J. M. Bronhard	315
Decatur	Garden Grove	9	1	33	23 R. A. Harkness	1,200 Latin and Greek
Decatur	Leon	10	2	40	30 C. M. Des Isles	800
Delaware	Manchester	9	8	8	36 C. D. Clark	900 Latin
Delaware	Earlville	9	2	2	35 H. E. Stetson	600
Delaware	Delhi	10	3	3	30 J. H. Sullivan	600
Delaware	Hopkinton	9	3	3	23 F. H. Paul	360
Des Moines	Burlington	10	12	95	42 R. Saunderson	1,650 Latin and German
Des Moines	Danville	9	2	60	40 J. B. Hungerford	420
Des Moines	Mediapolis	7½	2	2	31 M. J. Gelly	300
Dubuque	Dubuque High School	10	2	90	55 H. L. Peet	1,500 Latin and German

Dubuque	First Ward	10	12	38 J. E. Welsh	1,500
Dubuque	Third Ward	10	17	38 T. M. Irish	1,500
Dubuque	Fourth Ward	10	8	38 W. J. Shoup	1,500
Dubuque	Fifth Ward	10	14	39 C. G. Kreschmer	1,500
Dubuque	Couler Avenue	10	4	35	
Dubuque	West Dubuque	10	1	35 J. M. Walsh	600
Dubuque	South Dodge Street	10	1	35 D. F. O'Shea	600
Dubuque	Dyersville	10	1	30 M. M. Marble	650 German
Dubuque	Farley	9	2	30 B. W. Brintnall	450
Dubuque	Epworth	9	1	30 A. E. Dean	450
Dubuque	Center Grove	10	1	25 J. J. Brownson	400
Dubuque	Worthington	8	1	25 Libbie Almond	300
Dubuque	New Vienna	10	2	30	
Dubuque	East Cascade	8	2	27 I. W. Beham	400
Emmet	Estherville	9	1	30 R. I. Cratty	405
Fayette	Auburn	8	2	22 I. W. Bane	293
Fayette	Brush Creek	9	1	22 G. Brousseau	450
Fayette	Clermont	9	3	33 J. A. Brintnall	614
Fayette	Elgin	9	1	32 J. Hammond	450
Fayette	Fayette	9	3	29 J. B. Knopfler	675 German
Fayette	Fairbank	7	1	23	
Fayette	Oelwein	8	1	26 Mrs. W. W. Quivey	382
Fayette	Waucoma	7	1	21 O. A. McFarland	262
Fayette	West Union	9	5	35 R. S. Hoiway	800
Floyd	Charles City	9	1	32 J. C. Yocum	1,200 Latin
Floyd	Marble Rock	9	1	30 H. H. Davidson	630
Floyd	Rockford	9	1	30 A. E. Hitchcock	720
Floyd	Nora Springs	9	3	25 G. W. Shoffa	495
Floyd	Floyd	9	1	25 F. W. Hossfeld	630
Floyd	Rudd	9	1	30 J. Bryden	450
Franklin	Hampton	9½	7	36 W. B. Waterbury	1,000 Latin and German
Fremont	Hamburg	10	1	40 E. J. H. Beard	1,000 Latin and Greek
Fremont	Sidney	9	1	35 A. S. Tibbetts	675 Latin
Fremont	Riverton	10	1	35 T. J. R. Perry	650
Fremont	Tabor	10	1	40 C. C. Wright	450
Fremont	Fremont City	10	1	35 R. H. Scofield	650
Greene	Grand Junction	9	1	38 S. T. Ballard	540 German and Latin
Greene	Jefferson	9	1	41 H. E. Hammond	675 Latin
Greene	Scranton	8	2	26 Mary Amsden	360
Grundy	Grundy Center	9	3	80 S. D. Gaylord	450
Guthrie	Casey	9	1	45 J. M. Graham	450
Guthrie	Guthrie	8	2	35 O. J. Frost	400
Guthrie	Guthrie Center	8	1	35 S. L. Moser	400
Guthrie	Panora	9	2	45 F. C. Wildes	510
Guthrie	Stuart	9	2	45 J. H. Robinson	900
Hamilton	Webster City	10	1	33 Miss Hillock	900 Latin and German
Hancock	Garner	9	2	42 L. P. Barrett	405
Hardin	Ackley	9½	2	40 G. A. Graves	975
Hardin	Alden	9½	1	40 A. A. Waterman	510 Latin and German
Hardin	Eldora	9	6	40 W. H. Sisson	720

ABSTRACT [F]-CONTINUED.

COUNTY.	DISTRICT.	MONTHS' SESSION.	Number teachers employed and salary, not including Superintendent or Principal.		SUPERINTENDENT OR PRINCIPAL.		FOREIGN LANGUAGES TAUGHT.
					NAME.	Salary per annum.	
			Males.	Females.			
			Number.	Average salary per month.	Number.	Average salary per month.	
Hardin	Iowa Falls	9	9	\$	4	\$	900 Latin
Hardin	Steamboat Rock	9	1	25	2	25	1,200
Hardin	Union	8	1	43	1	43	495
Harrison	Dunlap	10	2	50	3	50	800 Latin
Harrison	Woodbine	10	1	1	1	1	500
Harrison	Logan	10	1	1	3	1	800
Harrison	Missouri Valley	10	2	50	4	50	800
Harrison	Little Sioux	10	1	1	2	1	800
Howard	Cresco	9	1	1	7	1	700
Howard	Lime Springs	9	2	37	4	37	1,200 Latin and German
Howard	Riceville	9	2	37	1	25	
Ida	Ida	9	1	55	1	35	495
Ida	Ida Grove	9	1	40	1	35	360
Iowa	Marengo	10	10	9	9	35	1,200 Latin and German
Iowa	Victor	10	10	4	4	28	750
Iowa	Millersburg	9	9	2	2	25	400 Latin
Jackson	Andrew	9	2	2	2	22	315
Jackson	Baldwin	9	1	1	1	30	360
Jackson	Bellevue	9	1	6	6	34	800 Latin and German
Jackson	Maquoketa	9	1	40	9	31	900 Latin and German
Jackson	Miles	9	1	1	1	25	540
Jackson	Monmouth	8	1	1	1	30	360
Jackson	Sabula	10	1	3	3	33	650
Jackson	Preston	9	1	2	2	35	495
Jasper	Newton	9	1	12	12	43	1,000 Latin
Jasper	Monroe	8	1	6	6	40	600 Latin
Jasper	Kellogg	9 1/2	2	35	2	35	665 Latin
Jasper	Prairie City	9	1	3	3	35	540
Jasper	Colfax	9	1	2	2	30	405
Jasper	Lynnville	9	1	25	1	33	450

Jasper	Greencastle	8	1	1	1	30	360	
Jasper	Galesburg	7	2	25	1	25	270	
Jefferson	Batavia	8	1	43	1	25	400	
Jefferson	Brookville	8	1	33	1	20	1,000 Latin	
Jefferson	Fairfield	9	1	1	1	40		
Jefferson	Libertyville	9	1	45	1	20	1,500 German	
Johnson	Iowa City	9 1/2	1	66	24	43	450 German	
Johnson	Solon	9	1	8	8	25	850 Latin	
Jones	Anamosa	9	1	94	8	30	850	
Jones	Monticello	9	1	94	8	40	765 Latin	
Jones	Wyoming	9	1	85	3	31	360	
Jones	Olin	8	1	40	2	30	360 Latin	
Jones	Strawberry Hill	9	1	2	2	40	600 Latin and German	
Keokuk	Sigourney	8	2	30	6	31	600	
Keokuk	Keota	9	1	3	3	30	600	
Keokuk	Delta	8	1	2	2	30	400	
Keokuk	Richland	8	1	1	1	30	360	
Keokuk	South English	7	1	1	1	25	240	
Keokuk	What Cheer	7	1	1	1	25	240	
Keokuk	Springfield	6	1	1	1	25	200	
Keokuk	Harper	6	1	1	1	30	200	
Keokuk	Talleyrand	6	1	1	1	25	200	
Keokuk	Ioka	6	1	1	1	25	200	
Keokuk	Coal Creek	6	1	1	1	25	200	
Kossuth	Algona	10	2	70	4	30	700	
Linn	Cedar Rapids	9	2	60	32	48	1,500 Latin and German	
Linn	Lisbon	8	1	3	3	40	400	
Linn	Marion	9	1	10	10	43	1,200 Latin	
Linn	Mt. Vernon	9	1	3	3	35	585	
Louisa	Columbus City	9	1	3	3	30	360	
Louisa	Columbus Junction	7 1/2	1	3	3	28	700 Latin	
Louisa	Morning Sun	9	1	4	4	30	540 Latin	
Louisa	Wapello	9	1	4	4	32	648	
Lucas	Chariton	9	1	10	10	42	900 Latin	
Lucas	Lucas	6	1	30	1	25		
Lucas	Russell	8 1/2	1	1	1	38	425	
Lyon	Rock Rapids	10	2	60	2	40	600	
Lyon	Beloit	10	1	50	1	60	600	
Madison	Winterset	9	3	45	10	40	1,000 Latin	
Madison	Earlham	9	1	55	1	40		
Mahaska	Oskaloosa	9	4	65	19	42	1,200 Latin and German	
Mahaska	New Sharon	8	1	40	2	35	520	
Mahaska	Beacon	8	1	35	2	30	400	
Marion	Knoxville	9	3	40	7	35	810	
Marion	Pella	10	1	11	11	30	800 Latin	
Marion	Otley	8	1	30	2	40	320	
Marion	Marysville	8	1	2	2	30	400	
Marion	Pleasantville	8	1	1	1	25	230	
Marshall	Marshalltown	9	1	23	23	52	1,700 Latin	
Marshall	State Center	9	1	3	3	40	810	

ABSTRACT [F]-CONTINUED.

COUNTY.	DISTRICT.	MONTHS' SESSION.	Number teachers employed and salary, not including Superintendent or Principal.		SUPERINTENDENT OR PRINCIPAL.		FOREIGN LANGUAGES TAUGHT.
			Males.		Females.		
			Number.	Average salary per month.	Number.	Average salary per month.	
Marshall	Gilman	9	2	2	35 R. D. Jones	650	
Marshall	Albion	9	2	2	33 W. E. Crosby	750	
Mills	Glenwood	9	1	50	48 W. L. Long	900	Latin
Mills	Malvern	9	2	2	40 E. B. Parrish	630	Latin
Mills	Hastings	9	1	1	35 W. M. Moore	465	Latin
Mills	Emerson	9	2	2	30 J. A. McLean	475	
Mitchell	Tabor	9	2	2	36 G. Lindsay	405	
Mitchell	Mitchell	9	3	3	35 J. F. Clyde	750	
Monona	Osage	10	1	50	37 A. C. Ross	1,000	
Monroe	Onawa	9	5	5	51 F. T. Lyon	1,000	Latin
Montgomery	Albia	9	6	6	46 J. Valentine	960	
Montgomery	Red Oak	9	8	8	40 W. C. Davis	1,000	Latin
Montgomery	Villisca	9	4	4	40 C. W. Gurney	750	Latin
Muscatine	Milford	10	1	1	25 J. C. Applebee	320	
Muscatine	Muscatine	10 1/2	4	88	36 F. M. Witter	1,176	Latin and German
Muscatine	Wilton	10	1	96	35 G. S. Bradley	900	Latin and German
Muscatine	West Liberty	9	1	60	40 J. N. Sloan	540	
Page	Atalissa	9	1	50	35 D. W. Walker	450	
Page	Amity	9	1	30	30 W. R. Collicotte	540	
Page	Clarinda	9	10	10	38 J. A. Woods	1,000	
Page	Essex	9	3	3	30 G. W. Thomas	631	
Page	Hawleyville	9	1	30	30 J. W. Younkin	331	
Palo Alto	Shenandoah	10	5	5	41 O. J. Colton	1,000	German
Plymouth	Emmetsburg	9	1	1	30 A. Huckley	495	
Polk	Le Mars	10	1	25	36 J. A. Weaver	900	German
Polk	Des Moines—West Side	9 1/2	5	106	60 L. W. Parish	1,600	Latin
Polk	Des Moines—East Side	9	5	82	48 T. H. Smith	1,350	Latin
Polk	Mitchellville	9	2	51	35 A. E. Hamilton	600	Latin
Polk	Polk City	9	2	49	32 W. F. Chevalier	510	
Polk	Altoona	9	2	2	35 Alice Thompson	310	

Pottawattamie	Avoca	10	1	100	40 W. M. Colby	1,000	
Pottawattamie	Walnut	9	1	1	45 Miss E. Flickenger	450	
Pottawattamie	Council Bluffs	10	3	75	50 A. E. Clarendon	1,650	German
Poweshiek	Brooklyn	9	1	40	40 J. P. McAmin	750	Latin
Poweshiek	Cornell	10	4	45	45 A. T. Free	900	Latin
Poweshiek	Montezuma	9	1	25	40 W. Gibbins	600	
Poweshiek	Malcom	9	2	2	40 E. R. Free	540	
Ringgold	Mt. Ayr	8	1	40	40 Mrs. L. M. Ellington	320	
Sac	Sac City	9	1	60	40 H. P. Halbeck	540	
Scott	Davenport	10	17	94	52 J. B. Young	1,800	Latin and German
Scott	Le Claire	9	1	45	30 J. T. Marvin	630	
Scott	Princeton	8	2	2	33 J. S. Huey	336	
Scott	Buffalo	10	1	1	35 C. H. B.uman	550	German
Scott	Walcott	10	1	1	35 J. G. Haupt	600	German
Shelby	Harlan	9	3	3	50 W. W. Gorton	900	
Shelby	Shelby	9	2	2	35 J. A. Wittermate	685	Latin
Story	Nevada	9	8	8	30 W. P. Payne	900	
Story	Ames	9	4	4	32 G. A. Garard	685	
Story	Colo	7	1	32	32		
Story	Iowa Center	8	1	32	35		
Story	Cambridge	8	1	38	21		
Tama	Buckingham	7 1/2	1	40	25 J. T. Jones		
Tama	Dysart	7	1	45	40 W. W. Shaffer		
Tama	Montour	9	2	2	30 W. H. Black	585	Latin
Tama	Tama	9 1/2	7	7	34 F. M. Abbott	900	Latin
Tama	Toledo	9	6	6	36 J. J. Andrews	1,000	Latin
Tama	Trar	10	4	4	35 W. H. Brinkerhoff	900	Latin
Taylor	Bedford	9	1	90	35 J. C. Kerr	810	Latin
Taylor	Lenox	9	2	40	35 D. E. Moffett	360	Latin
Taylor	Conway	9	1	40	35 W. W. Larrison	360	
Union	Afton	9	1	31	31 C. B. Stayt	1,000	Latin and Greek
Union	Creston	10	4	45	40 H. W. Myers	1,200	Latin and German
Van Buren	Kaosauqua	8	4	4	30 J. H. Landes	600	Latin
Van Buren	Bonaparte	7	1	50	30 Anna E. Packer	630	
Van Buren	Birmingham	7	3	3	20 G. Prewitt	315	
Van Buren	Bentonsport	7	1	50	25 O. W. Weyer	455	Latin
Van Buren	Farmington	7	3	3	30 J. J. Fegly	420	
Van Buren	Milton	6	2	2	25 H. Sullivan	240	
Van Buren	Winchester	7	1	1	20 J. Huston	315	
Van Buren	Vernon	8	1	25	C. W. Wilson	280	
Wapello	Ottumwa	9 1/2	22	22	48 A. W. Stuart	1,500	Latin, Greek and German
Wapello	Agency City	10	4	4	35 A. Hull	1,000	Latin and German
Wapello	Eddyville	8	4	4	35 J. Pickitt	600	
Wapello	Kirkville	8	1	35	35 G. W. Buckner	400	
Wapello	Center	8	1	1	33 J. Q. Thompson	384	
Wapello	Star	6	1	1	30 G. T. Slavens	300	
Wapello	Eldon	7	1	1	35 I. J. Honell	350	
Wapello	Chillicothe	8	1	1	35 J. G. Stoffle	400	
Wapello	Blakesburg	6	1	1	28 W. S. Bonebrake	270	
Warren	Indianola	8	1	45	36 E. M. Cotton	1,000	Latin

ABSTRACT [F]—CONTINUED.

COUNTY.	DISTRICT.	MONTHS' SESSION.	Number teachers employed and salary, not including Superintendent or Principal.		SUPERINTENDENT OR PRINCIPAL.	FOREIGN LANGUAGES TAUGHT.		
			Males.				NAME.	Salary per annum.
			Number.	Average salary per month.				
Warren	Carlisle	8	1	41	2	31		
Warren	Palmyra	9	1	38	1	33		
Warren	Hartford	8	1	35	1	28		
Warren	Spring Hill	8	1	35	1	24		
Washington	Ainsworth	8	1	35	1	24		
Washington	Brighton	7	2	30	2	30	A. E. Spalding	400
Washington	Washington	8	1	50	10	28	G. B. Crouk	400
Wayne	Corydon	9	1	30	2	34	D. W. Lewis	800
Wayne	Allerton	7	1	40	3	30	G. W. Samson	700
Wayne	Lineville	9	1	40	3	30	G. W. Cullison	850
Wayne	Seymour	8	1	40	3	30	H. S. Burgin	650
Webster	Fort Dodge	9	1	40	3	30	C. W. Green	500
Webster	Gowrie	9	1	40	3	38	M. F. Arey	1,200
Webster	Dayton	8	1	40	3	30	U. D. Runkle	400
Winnebago	Forest City	9	1	40	3	30	T. B. Eslick	350
Winneshiek	Decorah	10	2	65	6	35	C. A. M. Spencer	600
Winneshiek	Calmar	10	2	56	8	38	H. L. Coffeen	1,200
Winneshiek	Burr Oak	8	1	40	3	25	J. A. Klein	650
Winneshiek	Frankville	8	1	40	3	25	H. Elridge	350
Winneshiek	Fort Atkinson	9	1	40	3	30	M. L. Edmunds	208
Winneshiek	Hesper	9	1	40	3	27	C. Hess	450
Winneshiek	Ossian	9	1	40	3	40	H. C. Gibbs	450
Winneshiek	West Decorah	10	1	40	3	30	P. R. Woods	700
Winneshiek	Freeport	9	1	40	3	24	D. Shear	450
Woodbury	Sioux City	10	3	66	23	22	Mrs. Waller	245
Woodbury	Correctionville	9	1	60	1	43	A. Armstrong	1,600
Worth	Northwood	9	1	66	2	45	F. E. Chapin	540
						35	H. T. Toy	600

ABSTRACT [G]

REPORTS FOR 1879.

PUBLIC INSTITUTIONS OF LEARNING, UNIVERSITIES AND COLLEGES.

COUNTY.	LOCATION.	TITLE.	PRESIDENT OR PRINCIPAL.	Number of	
				teachers.	students.
Johnson	Iowa City	Iowa State University	J. L. Pickard, LL. D.	43	561
Story	Ames	Iowa State Agricultural College	A. S. Welch, LL. D.	24	297
Benton	Vinton	Iowa State College for the Blind	R. Carothers	15	141
Pottawattamie	Council Bluffs	Iowa State Institution for Deaf and Dumb	Moses W. Folsom	15	135
Hardin	Eldora	Iowa State Reform School	E. H. Winans	4	182
Lee	Mt. Pleasant	Iowa State Reform School for Girls	L. D. Lewelling	2	65
Scott	Davenport	Iowa State Soldiers' Orphans' Home	S. W. Pierce	3	160
Black Hawk	Cedar Falls	Iowa State Normal School	J. C. Gilchrist	6	252
Mills	Glenwood	Iowa State Asylum for Feeble-minded Children	O. W. Archibald	5	133
Des Moines	Burlington	Burlington University	E. F. Stearns	3	100
Dubuque	Dubuque	St. Joseph's College	Rev. P. McGrath	9	80
Fayette	Fayette	Upper Iowa University	Rev. J. W. Bissell, A. M.	10	250
Fremont	Tabor	Tabor College	W. M. Brooks	5	150
Henry	Mt. Pleasant	Iowa Wesleyan University	W. J. Spaulding	6	100
Henry	Salem	Whittier College	Prof. Coltrain	3	45
Humboldt	Humboldt	Humboldt College	A. Earthman	2	40
Jefferson	Fairfield	Parson's College	E. L. Gillette	9	102
Jones	Olin	Olin College	C. L. Porter	1	39
Kossuth	Algona	Algona College	D. D. Ford	4	50
Linn	Mt. Vernon	Cornell College	W. F. King, D. D.	16	356
Linn	Western	Western College	E. B. Kephart	12	164



ABSTRACT [G]—CONTINUED.

COUNTY.	LOCATION.	TITLE.	PRESIDENT OR PRINCIPAL.	Number of	
				teachers.	students.
Mahaska	Oskaloosa	Oskaloosa College	G. F. Carpenter	6	140
Mahaska	Oskaloosa	Penn College	W. B. Morgan	5	150
Marion	Pella	Central University of Iowa	L. A. Dunn, D. D.	7	229
Mills	Malvern	Baptist College			
Page	College Springs	Amity College	S. C. Marshall	4	99
Polk	Des Moines	University of Des Moines	J. A. Nash, D. D.		
Polk	Des Moines	Iowa College of Law	T. S. Berry, M. A.		
Poweshiek	Grinnell	Iowa College	G. F. Magoun, D. D.	15	305
Scott	Davenport	Griswold College	W. S. Perry, D. D.	6	40
Warren	Indianola	Simpson Centenary College	T. S. Berry, M. A.	7	159
Winneshiek	Decorah	Luther College	L. Larson	11	180

ABSTRACT [H]

REPORTS FOR 1879.

ACADEMIES AND OTHER PRIVATE SCHOOLS.

COUNTY.	LOCATION.	TITLE.	PRINCIPAL.	Number of	
				teachers.	pupils.
Allamakee	Waukon	Waukon Seminary	J. Loughran	3	60
Benton	Vinton	Tilford Academy	T. Tobin	4	100
Benton	Blairstown	Blairstown Academy	J. McCarty	2	65
Benton	Irving	Irving Institute	W. Craven	1	23
Black Hawk	Waterloo	Prairie Home Seminary	Anna Field	2	50
Black Hawk	Waterloo	Our Lady of Victory		5	60
Boone	Boone	Kindergarten	Miss L. Tallman		
Buchanan	Independence	Notre Dame	P. Burke	2	98
Buchanan	Quasqueton	St. Mary's Parish	P. J. Clabby	1	29
Clayton	Garnavillo	Garnavillo High School	J. Briggs	1	40
Clayton	Elkader	Sisters of Charity	Sisters of Charity	2	50
Clayton	Guttenberg	Sisters of Charity	Sisters of Charity	2	70
Clayton	McGregor	Sisters of Charity	Sisters of Charity	2	80
Clayton	Clayton Center	German School	Lutheran Priest	1	50
Clinton	Lyons	Seminary of Our Lady of Angels	Sister Mary Anastasia	5	190
Clinton	Lyons	St. Francis Parochial School	Sister Mary Anastasia	3	130
Clinton	Clinton	Clinton Business College	N. H. Pearce		
Davis	Bloomfield	The Southern Iowa Normal School and Com. Inst	O. A. Shotts	5	100
Davis	Troy	Troy Academy	A. H. Fields	1	40
Delaware	Hopkinton	Lenox Collegiate Institute	S. Hedges, D. D.	6	150
Delaware	Petersburg	Catholic School		1	40
Delaware	Manchester	Manchester Academy	A. S. Kissell	3	70
Des Moines	Kossuth	Kossuth Normal Academy	G. T. Eldridge	4	110
Des Moines	Burlington	Gaff's School	R. S. Gaff	1	35

ABSTRACT [H]—CONTINUED.

COUNTY.	LOCATION.	TITLE.	PRINCIPAL.	Number of teachers.	Number of pupils.
Des Moines	Burlington	Gordon's School	W. G. Gordon	3	25
Des Moines	Burlington	First German Evangelical	K. F. Krunonger	2	95
Des Moines	Burlington	German Evangelical	F. G. Klein	2	90
Des Moines	Burlington	German American	C. Lohman	1	34
Des Moines	Burlington	St. Joseph's	Brother Modestus	2	75
Des Moines	Burlington	Academy of Lourdes	Sister Martin	5	80
Des Moines	Burlington	Immaculate Conception	Sister M. Purification	5	150
Des Moines	Burlington	St. John's	Rev. W. Baker	4	130
Dubuque	Dubuque	Baylies' Commercial College	C. Baylies	4	75
Dubuque	Dubuque	Epworth Seminary	J. B. Albrook	4	75
Dubuque	Dubuque	Academy of Visitation	Visitation Nuns	6	60
Dubuque	Dubuque	St. Joseph's Academy	Sisters	6	150
Dubuque	Dubuque	St. Patrick's School	Rev. R. Ryan	4	175
Dubuque	Dubuque	St. Mary's German School	C. Johannes	9	600
Dubuque	Dubuque	St. Mary's Cathedral	Sisters	7	252
Dubuque	Dubuque	German Theological School	Rev. Cowzett	3	25
Dubuque	Worthington	Church School	Sisters	2	40
Dubuque	Cascade	St. Michael's School	Sisters	3	50
Dubuque	Dyersville	St. Francis	Sisters	3	80
Dubuque	New Vienna	St. Boniface	Sisters	2	50
Dubuque	Sherrill's Mount	St. Peter's	Sisters	2	75
Dubuque	Table Mound	St. Joseph's	Sisters	2	70
Dubuque	Dubuque	St. Francis	Sisters	2	60
Dubuque	Dubuque	St. Mary's	N. J. Schrup	1	65
Dubuque	Dubuque	Select School	Addie Welsh	1	10
Dubuque	Balltown	Church School	John Deuhr	1	25
Dubuque	Dubuque	St. John's Lutheran	Fr. Scheiter	1	75
Dubuque	Dubuque	Christian Brothers' School	Brothers	3	225
Dubuque	Dubuque	South Dodge Street School	Sisters	4	100

Dubuque	Sherrill's Mount	Lutheran School	Mr. Lessman	1	15
Fayette	West Union	Select School	S. S. Ainsworth	1	50
Fayette	Oelwein	Select School	Mrs. A. McMillan	2	60
Greene	Jefferson	Jefferson Academy	Rev. J. S. Dunning	5	...
Grundy	Reinbeck	Private	Emma Powers	1	40
Guthrie	Panora	Guthrie County High School	R. D. Jones	2	50
Hardin	Eldora	Eldora Academy	Susan B. Collins	2	43
Hardin	Ackley	Catholic School	...	...	...
Henry	Mt. Pleasant	German College	Dr. Schutz	3	30
Henry	Mt. Pleasant	Female Seminary	...	...	...
Henry	Mt. Pleasant	Howe's Academy	S. C. Howe	2	90
Henry	Mt. Pleasant	Business College	Prof. C. Morecum	1	20
Henry	Mt. Pleasant	Conservatory of Music	Prof. Rommell	2	60
Henry	Salem	Whittier College	Prof. Coltrain	3	45
Howard	Riceville	Riceville Academy	Rev. Thos. Ure	1	20
Humboldt	Humboldt	McLeod's Select School	John McLeod	1	40
Iowa	Iowa township	German School	Mr. Friga	1	35
Iowa	Dayton township	German School	Mr. Friga	1	28
Iowa	Genoa Bluff	English School	Miss C. Beardsley	1	10
Jasper	Newton	Hazel Dell	D. Thomas	1	...
Jasper	Lynnville	Lynnville Academy	Miss Johnson	2	...
Jefferson	Pleasant Plain	Pleasant Plain Academy	N. Rosenberger	2	81
Johnson	Iowa City	St. Joseph's Institute	Wm. Emmons	5	150
Johnson	Iowa City	Commercial College	F. R. Williams	3	150
Johnson	Iowa City	Iowa City Academy	A. Hiatt	5	130
Jones	Anamosa	Anamosa Academy	C. F. Springon	1	60
Keokuk	Baden	Baden School	Sisters of Charity	3	70
Keokuk	Coal Creek	Friends' School	J. Edgertan	1	40
Keokuk	Clear Creek township	German Catholic School	...	1	40
Kossuth	Fenton township	Lutheran German	...	1	20
Linn	Cedar Rapids	Coe Institute	Rev. Condit	3	75
Louisa	Grandview	Eastern Iowa Normal School	E. R. Eldridge	11	438
Lucas	Chariton	Mrs. Stewart's Select School	Mrs. R. A. Stewart	2	60
Lucas	Chariton	Perry's Academy	J. W. Perry	1	20
Marion	Knoxville	Knoxville Academy	— Cart	1	18
Marion	Dallas township	Lutheran Parochial School	Rev. M. Strobel	1	20
Marshall	Le Grand	Friends' Academy	Morris P. Wright	2	63
Marshall	Albion	Albion Seminary	W. F. Barclay	2	60

ABSTRACT [H]—CONTINUED.

COUNTY.	LOCATION.	TITLE.	PRINCIPAL.	Number of	
				teachers.	pupils.
Muscatine	Wilton	Wilton Seminary	J. B. Harris	3	35
Plymouth	Lemars	Catholic Parochial School		3	90
Polk	Mitchellville	Mitchell Seminary	E. Chase		
Polk	Des Moines	McLain's Business College	B. W. Bowen	2	175
Polk	Des Moines	Iowa Business College	A. C. Jennings		
Polk	Des Moines	St. Mary's School	Sisters		
Polk	Des Moines	St. Ambrose School	Sisters		
Polk	Des Moines	Kindergarten	Mrs. L. B. Collins		
Pottawattamie	Council Bluffs	Academy	Chamberlain & Blum	2	34
Pottawattamie	Council Bluffs	St. Francis Academy	Franciscan Sisters	6	140
Scott	Davenport	Davenport Business College	D. R. Lillibridge	8	480
Scott	Davenport	Trinity Parish Girls' School	Sarah Rice	6	38
Scott	Davenport	German Free School	J. S. Kahrman	2	75
Scott	Davenport	Schaeffer's Private School	W. Schaeffer	1	60
Scott	Davenport	Sisters' Academy	Sisters	14	275
Scott	Davenport	St. Margaret	Sisters	7	380
Scott	Davenport	St. Cunigundes	Sisters	4	240
Scott	Davenport	St. Mary's	Sisters	3	160
Taylor	Bedford	Select School	J. C. Kerr	2	50
Van Buren	Birmingham	Birmingham Academy	J. W. Wolf	3	30
Wapello	Ottumwa	Peck's Normal	Mrs. M. A. Peck	2	91
Wapello	Ottumwa	St. Joseph's School	Father Kreckel	2	50
Wapello	Ottumwa	St. Mary's Convent	Father Kreckel	2	100
Wapello	Ottumwa	Ottumwa Business College	Hollingsworth & Strong	2	
Warren	Ackworth	Ackworth Institute	E. W. Beard		
Washington	Washington	Washington Academy	Rev. W. P. Johnson	3	125
Washington	Washington	St. James (Catholic)	J. D. Flannery	3	85
Wayne	Seymour	Seymour Academy	J. H. Carr	3	60
Webster	Ft. Dodge	Convent School	Sisters	5	300

Winneshiek	Decorah	Decorah Institute	J. Breckenridge	5	135
Winneshiek	Festina	Sisters' School	Sisters St. Francis	3	112
Winneshiek	Decorah	Parochial School	Albert Egge	2	64
Winneshiek	Spillville	Catholic Parochial School	J. J. Kovarik	2	154
Winneshiek	Ossian	German Catholic	Mrs. C. Wiltgen	1	36

## ABSTRACT [I]

## REPORTS FOR 1879.

## TEXT-BOOKS USED IN THE PUBLIC SCHOOLS.

*Orthography*—American, Analytical, Childs, DeWolf, Eclectic, Edwards, Henderson, Halford, Henkle's Test Speller, McGuffey, National, Osborne, Osgood, Sanders, Sargent, Sherwood, Smith, Swinton, Town, Union, United States, Warren, Watson, Webb, Webster, Worcester, Wright.

*Reading*—American, Analytical, American Educational, Appleton's School Readers, Butler, Eclectic, Edwards, Harvey, Hillard, Independent, McGuffey, Monroe, National, New American, New Graded, Osgood, Parker, Sanders, Sargent, Sheldon, Town, Union, United States, Watson, Webb.

*Writing*—American, Babbittonian, Bryant and Stratton, Eastman, Eclectic, National, Payson, Dunton and Scribner, Pierce, Pratt, Southworth, Spenserian, Thompson.

*Arithmetic*—Brooks, Davies, Dean, Eaton, Emerson, Felter, Fish, French Goff, Greenleaf, Hager, Olney, Ray, Robinson, Sanford, Stoddard, Thompson, Walton, White.

*Geography*—Camp, Coles & Fitch, Colton, Cornell, Dewell, Eclectic, Excelsior, Guyot, Harper, McNally, Mills, Mitchell, Monteith, National, Normal, Olney, Steinwehr & Brinton, Swinton, Warren, White.

*English Grammar*—Brown, Bullion, Burt, Clark, Covel, Greene, Hadley, Harvey, Holbrook, Howe, Kerl, Mitchell, Pinneo, Quackenbos, Sill, Smith, Swinton, Wells, Welch.

*Physiology*—Anderson, Brown, Cutter, Dalton, Draper, Hitchcock, Hooker, Hutchinson, Huxley, Jarvis, Loomis, Martindale, Peck, Steele, Quackenbos, Wells, Youmans.

*History of United States*—Anderson, Barnes, Bennett, Berard, Butler, Campbell, Carver, Goodrich, Harper, Lossing, Monteith, Quackenbos, Ridpath, Scott, Seavey, Swinton, Venable, Willard, Wilson.

*Algebra*—Davies, Ficklin, Loomis, Olney, Ray, Robinson, Schuyler.

*Geometry*—Davies, Evans, Loomis, Olney, Ray, Robinson.

*Natural Philosophy*—Anderson, Cooley, Ganot, Gillet, Hooker, Jarvis, Norton, Parker, Peck, Quackenbos, Rolfe, Schuyler, Steele, Wells.

*Botany*—Gray, Wells, Wood, Youmans.

*Book-keeping*—Bryant & Stratton, Drew, Hanaford & Payson, Palmer.

*German*—Ahn, Campbell, Comfort, Ollendorf, Schmidt, Schultze, Woodbury.

*Latin*—Andrews & Stoddard, Arnold, Bullion, Crooks, Harkness, McClintock, Bartholomew.

*Greek*—Bullion, Hadley.

*Rhetoric*—Hart, Haven, Hayden, Hepburn, Kerl, Quackenbos.

*Chemistry*—Cooley, Gillet, Rolfe, Steele, Youmans.

*Astronomy*—Kiddle, Lockyer, Ray, Steele.

*Mental Philosophy*—Haven, Upham.

*English Composition*—Hart, Parker, Quackenbos, Swinton.

*Drawing*—Bartholomew, Krusi, Smith.

*Physical Geography*—Cornell, Mitchell, Warren.

*Geology*—Dana.

*Natural History*—Tenney.

*English Literature*—Cleveland, Shaw, Taine.

STATEMENT

Of the Bonded Indebtedness of Independent Districts.

COUNTY.	AMOUNT.	COUNTY.	AMOUNT.
Adair	\$ 5,000	Jefferson	\$ 400
Adams	2,546	Johnson	4,825
Allamakee	2,160	Jones	13,600
Appanoose	6,100	Keokuk	11,900
Audubon	4,500	Kossuth	....
Benton	....	Lee	1,900
Black Hawk	33,000	Linn	44,000
Boone	24,700	Louisa	12,500
Bremer	9,925	Lucas	16,500
Buchanan	8,850	Lyon	42,000
Buena Vista	5,410	Madison	14,060
Butler	7,234	Mahaska	32,000
Calhoun	....	Marion	42,000
Carroll	6,500	Marshall	21,800
Cass	11,000	Mills	9,500
Cedar	20,450	Mitchell	12,550
Cerro Gordo	16,000	Monona	9,000
Cherokee	2,800	Monroe	3,150
Chickasaw	1,700	Montgomery	9,300
Clarke	7,500	Muscatine	35,000
Clay	450	O'Brien	4,000
Clayton	28,000	Osceola	4,422
Clinton	45,000	Page	29,600
Crawford	3,760	Palo Alto	1,125
Dallas	14,500	Plymouth	10,000
Davis	....	Pocahontas	230
Decatur	10,400	Polk	114,390
Delaware	5,000	Pottawattamie	....
Des Moines	2,778	Poweshiek	5,600
Dickinson	1,200	Ringgold	6,329
Dubuque	7,300	Sac	3,000
Emmet	4,000	Scott	320
Fayette	7,946	Shelby	4,500
Floyd	5,600	Sioux	....
Franklin	14,000	Story	7,700
Fremont	23,300	Tama	31,350
Greene	17,600	Taylor	13,500
Grundy	....	Union	38,900
Guthrie	16,500	Van Buren	6,480
Hamilton	....	Wapello	10,300
Hancock	....	Warren	21,393
Hardin	39,500	Washington	4,500
Harrison	3,500	Wayne	10,000
Henry	....	Webster	22,660
Howard	7,500	Winnebago	5,100
Humboldt	....	Winneshiek	2,400
Ida	....	Woodbury	11,200
Iowa	1,500	Worth	2,200
Jackson	25,600	Wright	1,325
Jasper	28,000	Total	\$1,197,158

LIST OF COUNTY SUPERINTENDENTS

WHOSE TERMS EXPIRE JANUARY 5, 1880.

COUNTY.	SUPERINTENDENT.	POST-OFFICE.
Adair*	M. W. Haver	Greenfield.
Adams	T. L. Maxwell	Corning.
Allamakee	J. Loughran	Waukon.
Appanoose	D. R. Guernsey	Centerville.
Audubon	A. K. Brainard	Exira.
Benton*	Miss S. Blackburn	Vinton.
Black Hawk*	J. S. George	Waterloo!
Boone	G. W. Lloyd	Moingona.
Bremer	D. C. Chamberlin	Waverly.
Buchanan*	W. E. Parker	Independence.
Buena Vista	A. J. White	Sulphur Springs.
Butler*	J. W. Stewart	Shell Rock.
Calhoun*	A. Calhoun	Lake City.
Carroll	H. W. Bean	Glidden.
Cass*	R. H. Frost	Atlantic.
Cedar*	Miss E. E. Frink	Tipton.
Cerro Gordo*	M. H. Kling	Mason City.
Cherokee	W. F. Rose	Cherokee.
Chickasaw*	W. D. Collins	New Hampton.
Clarke	J. Molesworth	Osceola.
Clay	S. Gillespie	Spencer.
Clayton	P. W. McClelland	Elkader.
Clinton	M. J. Wilcox	Lyons.
Crawford	Z. T. Hawk	Denison.
Dallas*	A. Dilley	Adel.
Davis*	I. F. Jenkins	Bloomfield.
Decatur*	Miss J. Kellogg	Leon.
Delaware*	R. M. Ewart	Manchester.
Des Moines	J. Paisley	Burlington.
Dickinson*	H. C. Crary	Milford.
Dubuque*	N. W. Boyes	Dubuque.
Emmet*	F. Davey	Estherville.
Fayette	G. W. Fitch	Hawk Eye.
Floyd	G. H. Nichols	Marble Rock.
Franklin	I. W. Myers	Hampton.
Fremont*	T. J. Brant	Sidney.
Greene	H. A. Turrill	Jefferson.
Grundy	G. T. Cowgill	Grundy Center.
Guthrie*	G. C. Miller	Guthrie Center.
Hamilton	H. H. Johnson	Williams.
Hancock	M. L. Fuller	Upper Grove.
Hardin*	L. S. McCoy	Eldora.
Harrison	J. D. Hornby	Magnolia.
Henry	A. M. Linn	Mt. Pleasant.
Howard	W. H. Brocksome	Cresco.
Humboldt	J. A. Marvin	Humboldt.
Ida*	T. S. Snell	Ida.
Iowa	D. Hughes	Marengo.
Jackson	W. H. Fort	Maquoketa.

\*Re-elected two years ago.

## LIST OF COUNTY SUPERINTENDENTS—CONTINUED.

WHOSE TERMS EXPIRE JANUARY 5, 1880.

COUNTY.	SUPERINTENDENT.	POST-OFFICE.
Jasper	Mrs. M. A. Mayfield	Newton.
Jefferson	J. Grinstead	Fairfield.
Johnson*	J. M. Curry	Iowa City.
Jones*	O. E. Aldrich	Wyoming.
Keokuk	J. Bland	Sigourney.
Kossuth	A. A. Crose	Algona.
Lee*	W. J. Medes	Keokuk.
Linn*	E. Johnston	Mt. Vernon.
Louisa	D. Helmick	Columbus Junction.
Lucas	L. A. Culbertson	Chariton.
Lyon	H. F. Green	Rock Rapids.
Madison*	H. W. Hardy	Winterset.
Mahaska	J. C. Williams	Oskaloosa.
Marion*	A. Yetter	Knoxville.
Marshall	W. W. Speer	Marshalltown.
Mills	W. H. Wright	Pacific City.
Mitchell	T. Ure	Osage.
Monona*	C. N. Lyman	Onawa.
Monroe	A. J. Casaday	Albia.
Montgomery*	W. P. Pattison	Red Oak.
Muscatine*	R. W. Leverich	Muscatine.
O'Brien	H. Day	Primghar.
Osceola	Mrs. W. L. Parker	Sibley.
Page*	E. Miller	Clarinda.
Palo Alto	Le Roy Grout	Emmetsburg.
Plymouth	F. W. Guernsey	Le Mars.
Pocahontas	D. Miller	Pocahontas Center.
Polk	J. H. Koons	East Des Moines.
Pottawattamie*	F. C. Childs	Council Bluffs.
Poweshiek*	W. R. Akers	Malcom.
Ringgold*	W. J. Work	Mt. Ayr.
Sac	J. Darling	Sac City.
Scott*	C. H. Clemmer	Davenport.
Shelby	M. D. Bridgman	Harlan.
Sioux*	S. Kuyper	Orange City.
Story	L. B. Baughman	Nevada.
Tama*	H. A. Brown	Toledo.
Taylor*	J. B. Owens	Bedford.
Union	J. D. Thomas	Afton.
Van Buren*	J. W. Rowley	Utica.
Wapello	W. A. McIntire	Ottumwa.
Warren*	Miss E. S. Cooke	Indianola.
Washington	Miss N. J. Springer	Washington.
Wayne	J. H. Ware	Corydon.
Webster*	J. A. Adams	Fort Dodge.
Winnebago*	W. A. Chapman	Lake Mills.
Winneshiek*	N. Kessey	Decorah.
Woodbury	S. Rogers	Sioux City.
Worth	G. H. Whitcomb	Kensett.
Wright*	J. Q. Hanna	Goldfield.

\*Re-elected two years ago.

## LIST OF COUNTY SUPERINTENDENTS

WHOSE TERMS COMMENCE JANUARY 5, 1880.

COUNTY.	SUPERINTENDENT.	POST-OFFICE.
Adair	J. W. Boyer	Greenfield.
Adams	H. M. Towner	Corning.
Allamakee	A. Row	Postville.
Appanoose	C. J. Brower	Centerville.
Audubon	R. M. Carpenter	Audubon.
Benton*	Miss S. Blackburn	Vinton.
Black Hawk	W. M. Smith	Waterloo.
Boone	J. H. Chambers	Boonsboro.
Bremer*	D. C. Chamberlin	Waverly.
Buchanan*	W. E. Parker	Independence.
Buena Vista*	A. J. White	Sulphur Springs.
Butler*	J. W. Stewart	Shell Rock.
Calhoun*	A. Calhoon	Lake City.
Carroll	G. W. Wattles	Carroll.
Cass*	R. H. Frost	Atlantic.
Cedar*	Miss E. E. Frink	Tipton.
Cerro Gordo	L. L. Klinefelter	Mason City.
Cherokee	H. B. Strever	Cherokee.
Chickasaw	H. A. Simons	New Hampton.
Clarke	S. F. Higley	Osceola.
Clay*	S. Gillespie	Spencer.
Clayton*	P. W. McClelland	Elkader.
Clinton*	M. J. Wilcox	Lyons.
Crawford	N. F. Smith	Denison.
Dallas*	A. Dilley	Adel.
Davis	R. W. Anderson	Pulaski.
Decatur	Miss L. V. Dye	Leon.
Delaware*	R. M. Ewart	Manchester.
Des Moines*	J. Paisley	Burlington.
Dickinson*	H. C. Crary	Milford.
Dubuque*	N. W. Boyes	Dubuque.
Emmet	J. W. Plummer	Estherville.
Fayette*	G. W. Fitch	West Union.
Floyd*	G. H. Nichols	Marble Rock.
Franklin	J. E. Evans	Hampton.
Fremont	Miss A. Williams	Hamburg.
Greene*	H. A. Turrill	Jefferson.
Grundy*	G. T. Cowgill	Grundy Center.
Guthrie*	G. C. Miller	Guthrie Center.
Hamilton*	H. H. Johnson	Williams.
Hancock	A. C. Ripley	Garner.
Hardin*	L. S. McCoy	Eldora.
Harrison*	J. D. Hornby	Magnolia.
Henry*	A. M. Linn	Mt. Pleasant.
Howard	F. C. Clark	Cresco.
Humboldt*	J. A. Marvin	Humboldt.
Ida*	T. S. Snell	Ida Grove.
Iowa*	D. Hughes	Marengo.
Jackson	C. A. Miller	Maquoketa.
Jasper	R. A. Mathews	Newton.
Jefferson*	J. Grinstead	Fairfield.

\* Re-elected.

## LIST OF COUNTY SUPERINTENDENTS—CONTINUED.

WHOSE TERMS COMMENCE JANUARY 5, 1880.

COUNTY.	SUPERINTENDENT.	POST-OFFICE.
Johnson	W. Blaine	Iowa City.
Jones*	O. E. Aldrich	Wyoming.
Keokuk	J. S. Bland	Sigourney.
Kossuth*	A. A. Crose	Algona.
Lee	J. S. Stewart	Donnellson.
Linn*	E. Johnston	Mt. Vernon.
Louisa	M. D. Nicol	Morning Sun.
Lucas*	J. A. Culbertson	Chariton.
Lyon*	H. F. Green	Rock Rapids.
Madison	Miss E. M. Ray	Winterset.
Mahaska	P. L. Kindig	Oskaloosa.
Marion	Z. T. Honnold	Knoxville.
Marshall*	W. W. Speer	Marshalltown.
Mills	Miss M. Archibald	Glenwood.
Mitchell	E. M. Rands	Osage.
Monona	J. G. Iddings	Mapleton.
Monroe	W. E. Elder	Albia.
Montgomery	J. A. McLean	Red Oak.
Muscatine*	R. W. Leverich	Muscatine.
O'Brien*	H. Day	Primghar.
Osceola	W. R. Lawrence	Sibley.
Page	S. E. Wilson	Clarinda.
Palo Alto	H. Perkins	Emmetsburg.
Plymouth*	F. W. Guernsey	Le Mars.
Pocahontas	O. I. Strong	Pocahontas Center.
Polk*	J. H. Koons	East Des Moines.
Pottawattamie	J. K. Cooper	Council Bluffs.
Poweshiek	A. L. Shattuck	Malcom.
Ringgold	W. E. Andrews	Mt. Ayr.
Sac*	J. Darling	Sac City.
Scott	P. S. Morton	Davenport, box 323.
Shelby*	M. D. Bridgman	Harlan.
Sioux*	S. Kuyper	Orange City.
Story*	L. B. Baughman	Nevada.
Tama	A. H. Sterrett	Toledo.
Taylor	W. P. Jeffrey	Bedford.
Union*	J. D. Thomas	Afton.
Van Buren	W. Hastings	Winchester.
Wapello	T. J. Sloan	Ottumwa.
Warren	A. A. McCoy	Indianola.
Washington*	Miss N. J. Springer	Washington.
Wayne*	J. H. Ware	Corydon.
Webster	J. G. Tapper	Dayton.
Winnebago	A. N. Brones	Forest City.
Winneshiek*	N. Kessey	Decorah.
Woodbury	N. E. Palmer	Oto.
Worth	B. J. Booth	Fertile.
Wright	C. F. Peterson	Clarion.

\* Re-elected.