

BIENNIAL REPORT
OF THE
SUPERINTENDENT
OF
PUBLIC INSTRUCTION,
TO THE
SIXTEENTH GENERAL ASSEMBLY
OF THE
STATE OF IOWA.

DES MOINES:
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STATE OF IOWA,
DEPARTMENT OF PUBLIC INSTRUCTION, }
DES MOINES, January 11, 1876. }

To the General Assembly of the State of Iowa:

I have the honor to transmit, herewith, the seventeenth regular report of the Superintendent of Public Instruction for the period commencing September 16, 1873, and ending September 15, 1875; together with the report of the State University.

Very respectfully,

ALONZO ABERNETHY,
Superintendent of Public Instruction.

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SEVENTEENTH REGULAR REPORT

OF THE

SUPERINTENDENT OF PUBLIC INSTRUCTION.

1874—1875.

In presenting a report of the condition of the public schools of Iowa for the two years ending September 15, 1875, attention is first invited to the following summary of statistics:

GENERAL SUMMARY.

SCHOOL DISTRICTS.		1874.	1875.
District townships.....		1195	1134
Decrease in two years.....	132		
Sub-districts.....		7316	7062
Increase in two years.....	752		
Independent districts.....		2026	2536
Increase in two years.....	1266		
Whole number of districts.....		3221	3670
Increase in two years.....	1134		
SCHOOLS.			
Ungraded.....		8797	9203
Increase in two years.....	806		
Graded.....		375	407
Whole number.....		9172	9610
Average duration, months.....		6.7	6.8

TEACHERS.

	1874.	1875.
Males employed.....	6273	6500
Increase in two years.....	409	
Females employed.....	10,729	11,845
Increase in two years.....	1452	
Whole number.....	17,202	18,145
Increase in two years.....	1861	
Average monthly compensation, males.....	\$35.95	\$36.68
Increase in two years.....	.40	
Average monthly compensation, females.....	27.67	28.34
Increase in two years.....	.66	

SCHOLARS.

Between the ages of 5 and 21, males.....	259,367	274,849
Between the ages of 5 and 21, females.....	247,018	258,722
Total number.....	506,385	533,571
Increase in two years.....	42,227	
Enrolled in public schools.....	367,095	384,012
Increase in two years.....	36,440	
Percentage of enrollment on total enumeration..		72
Total average attendance.....	215,656	225,415
Increase in two years.....	21,211	
Percentage of attendance upon whole number registered.....		59
Percentage of attendance upon enumeration.....		42

SCHOOL-HOUSES.

Frame.....	8158	8498
Increase in two years.....	716	
Brick.....	649	650
Increase in two years.....	15	
Stone.....	268	259
Log.....	153	121
Decrease in two years.....	59	
Whole number.....	9225	9528
Increase in two years.....	672	
Value.....	\$8,232,935	\$8,617,956
Increase in two years.....	\$453,631	

APPARATUS.

Value.....	\$121,489	\$119,591
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DISTRICT LIBRARIES.

	1874.	1875.
Number of volumes.....	10,719	13,120

SCHOOL FINANCES.

RECEIPTS.

School-House Fund.

From district tax.....	\$1,011,414.31	\$926,619.14
From other sources.....	171,009.38	280,846.34

Contingent Fund.

From district tax.....	793,385.54	860,394.72
From other sources.....	94,154.60	83,519.22

Teachers' Fund.

From district tax.....	1,080,891.69	2,089,540.40
From semi-annual apportionment.....	678,790.58	669,419.07
From other sources.....	101,352.56	125,138.76
Total receipts.....	\$4,830,998.66	\$5,035,497.65

EXPENDITURES.

School-House Fund.

For school-houses and for sites.....	\$821,807.21	\$789,810.72
For libraries and apparatus.....	24,805.73	26,700.55
On bonds and interest.....	308,132.19	298,172.58

Contingent Fund.

	1874.	1875.
For rent of school-houses.....	\$10,887.95	\$11,582.75
For repairing school-houses.....	163,506.23	174,757.02
For fuel.....	236,050.63	248,991.89
To secretaries.....	42,140.83	41,709.35
To treasurers.....	36,699.18	34,427.28
For dictionaries and apparatus.....		24,503.75
For other purposes.....	343,361.70	356,653.69

Teachers' Fund.

Amount paid teachers.....	2,447,430.14	2,598,439.81
Total expenditures.....	\$4,434,821.79	\$4,605,749.39

Permanent School Fund.

	1874.	1875.
Amount Nov. 1, 1875		3,363,960.66
Interest on the same for 1875		318,997.35

COUNTY SUPERVISION.

EXAMINATION OF TEACHERS.

Professional certificates issued.....	434	363
First grade certificates issued	4873	4797
Second grade certificates issued.....	7535	7959
Third grade certificates issued	3451	3333
Total number issued.....	16,293	16,452
Applicants rejected.....	3519	3743
Applicants examined.....	19,812	20,195
Certificates revoked	28	9
Average age of applicants.....	22	23
No experience in teaching.	3634	3512
Taught less than one year	3197	3647
Holding state certificates	82	57

VISITATION OF SCHOOLS.

Schools visited by county superintendent.....	7443	8805
Visits made during the year.....	11,120	11,260
Educational meetings held.....	281	318

APPEALS.

Cases decided by county superintendents.....	123	119
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NORMAL INSTITUTES.

Counties in which institutes have been held.....	92	97
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PRIVATE SCHOOLS.

Number.....	148	131
Teachers employed.....	514	459
Aggregate attendance.....	15,089	13,350

COST OF EDUCATION IN IOWA FOR 1875.

BASED ON TOTAL POPULATION.

Tuition <i>per capita</i>	\$ 1.92
Incidentals <i>per capita</i>.....	.66
Erection of school-houses <i>per capita</i>.....	.58
Total <i>per capita</i>	3.16

BASED ON SCHOOL POPULATION (between 5 and 21.)

Tuition <i>per capita</i>	4.87
Incidentals <i>per capita</i>	1.67
Erection of school-houses <i>per capita</i>	1.48
Total <i>per capita</i>	8.02

BASED ON TOTAL ENROLLMENT.

Tuition per pupil.....	\$ 6.77
Incidentals per pupil.....	2.32
Erection of school-houses per pupil.....	2.06
Total per pupil.....	11.15

BASED ON TOTAL AVERAGE ATTENDANCE.

Tuition per pupil.....	11.55
Incidentals per pupil.....	3.96
Erection of school-houses per pupil.....	3.50
Total.....	18.99

BASED ON TAXABLE PROPERTY.

Tuition, mills on the dollar.....	6.87
Incidentals, mills on the dollar.....	2.36
Erection of school-houses, mills on the dollar.....	2.09
Total mills on the dollar.....	11.32

INTRODUCTION.

In presenting a view of the condition of the public schools of Iowa to the general assembly, as required by law, it is the usual custom to confine the report to the years which it purports to represent, giving comparative statistics for the year or years immediately preceding. This affords a view of the present condition, and of the comparatively recent changes. The value of such information is unquestioned, and it increases as the public school system assumes greater prominence from year to year. Its value however for the purposes of determining needed modifications and legislative action is limited by the limited range of view. It seems desirable occasionally, at least, to present a more extended view, to enlarge the range of vision, for the purposes of comparison and reference, and to afford the opportunity to study the changes and the progress made for longer periods of time.

This centennial year of our nation's history seems to afford an opportune occasion to take a review of the school systems and school history of the state.

The year will be marked as one of commemoration of the past. Public attention will be turned backward, and it ought to be directed to the means by which our remarkable advancement has been made, rather than to the results; to the causes, rather than to the effects. Instead of confining ourselves to congratulations over past growth and present prosperity, we should search for lessons to guide us in the greater and more important work of providing for the present and planning wisely for the future.

At a meeting of the department of superintendence of the National Educational Association, held at Washington, D. C., in January 1874, it was resolved that each state and territory be invited to prepare a historical record of its educational condition for the exposition to be held at Philadelphia in 1876.

A history of popular education in Iowa would be a work full of interest, and of permanent value. To write such a history, would be a pleasant task, but would require much more time than could be

spared from the exacting and constantly increasing labors of this office, and its publication would not legitimately come within the scope and intent of such a report as is contemplated by law. Such a work must be left for some one who can devote to it more time and thought.

The review that is here attempted must necessarily be meager and fragmentary. The purpose will be to give a brief topical exhibit of the rise, progress, and present condition of the public schools of the state, and the leading features of the public school system, together with the special work of the office for the past two years, and thus a showing will be made of what the state has done, and is doing for the education of its youth; of the rapidly increasing prominence of this function of our civil government; how deeply the system is imbedded in the popular sentiment of our people; and to place upon record some facts for future reference and study.

SCHOOL DISTRICTS.

Iowa having become a territory on the 4th day of July, 1838, the territorial legislature, on the 1st day of January, 1839, passed an act for the establishment of public schools; the first section providing that, "there shall be established a common school, or schools, in each of the counties of this territory, which shall be open and free for every class of white citizens between the ages of five and twenty-one years;" the second section providing that, "the county board shall, from time to time, form such districts in their respective counties, whenever a petition may be presented for that purpose by a majority of the voters resident within such contemplated district." These districts were governed by a board of three trustees, whose duties were to examine and employ teachers, superintend the schools, and collect and disburse the taxes voted by the electors for school purposes.

Among the earlier enactments of the territorial legislature, were those requiring that each district maintain, at least, three months' school, every year, and that the expenses for the same be raised by taxes levied upon the property of said district. Among the later enactments was that providing for a county school tax to be levied to pay teachers, and that whatever additional sum might be required for this purpose should be assessed upon the parents sending, in proportion to the length of time sent. The rate bill system was thus adopted near the close of the territorial period.

When Iowa was admitted into the Union as a state, December 28,

1846, with a population of 100,000, and a reported school population of 20,000, about four hundred districts had been organized. From this time the number of districts rapidly increased, reaching one thousand in 1849, and twelve hundred in 1850. In 1857 the number of organized school districts had increased to 3,265. The Hon. Ma'urin L. Fisher, who then so ably filled the office of superintendent of public instruction, in his report, dated November, 1857, commenting upon the desirability of a revision of the school law, and of the reduction in the number of school districts, uses this language:

"It is a difficult question to decide, whether a township shall constitute a single district, or whether it should be divided into several, as it is at present. The tendency of the present system is to multiply districts so far, that they contain but a small number of scholars, and, of course, receive but a small portion of the school money. The consequence of this is, that in many districts no school is kept, and, in a greater number, it is kept for so short a time as to be almost useless. If each township form one school district, under the charge of a competent committee, they can establish as many schools in different parts of the town, as the inhabitants need, and provide for the continuance of schools for the same length of time in all of the districts, thereby affording equal opportunities to all the children of the township to obtain an education. Mr. Benton, a high authority on such questions, recommended the township system. Mr. Mann, the originator of the whole career of improvement in education upon which this age has entered, and Mr. Dean, the chancellor of the state university, commissioners appointed by the governor to revise the school laws, also recommended it in their report, and their arguments on this subject are so precise, pertinent and forcible, that it seems to me it would not be unprofitable for me to incorporate them in this report.

"Your commissioners, however, feel bound to say that they have presented this organization simply in reference to the existing state of things. Their own settled convictions are, that the whole district system, as stated in the bill, should be promptly discontinued, and that of making each civil township a district, substituted in its place. The following are some of the reasons which have led to this conviction:

1. It facilitates and greatly simplifies the organization of districts.
2. It gives much fewer occasions for controversies relative to boundaries.
3. It greatly reduces the number of district boards of directors, and consequently limits the expenses attending these boards.
4. It diminishes very much the number of presidents of these boards, and thus renders the annual meetings of the county board of examiners and presidents of the district boards far less numerous in attendance, better calculated for business purposes, and less expensive.
5. It renders the position of president of the board more honorable, makes it a higher mark of distinction, gives a larger scope for a choice, and will tend to secure for it a higher grade of talent and attainment.

6. It equalizes among a large community the burdens imposed in the erection, repairs, and outfit of school-houses, offers much greater facilities and inducements to establish district libraries, and to sustain and increase them.

7. It tends to a more equal participation in the benefit of the common school fund.

8. It annihilates, and forever, the possibility of cutting up a population into small districts, to which the district system so frequently leads.

9. It gives to each family in the district the choice of schools to which to send, and sometimes of districts, after the location of school-houses is decided upon.

10. It leads to the erection of more commodious school-houses, with larger accommodations and means of instruction.

11. It tends to secure the services of more accomplished teachers, the accommodations being better, and the choice of schools furnishing the strongest motives to keep them in the best manner.

12. It offers facilities for classifying those of different ages, attainments, and of employing different grades of teachers in their instruction."

The seventh general assembly again took up the subject of the revision of the school laws, and on the 12th day of March, 1858, passed "An Act for the Public Instruction of the State of Iowa," the first section of which provided that: "Each civil township in the several counties of this state is hereby declared a school district for all the purposes of this act, the boundaries of said township being the boundaries of said school district, and every township hereafter laid out and organized, a school district; and each district as at present organized, shall become a sub-district for the purpose hereinafter provided. Provided, That each incorporated city or town, including the territory annexed thereto for school purposes, and which contains not less than one thousand inhabitants, shall be and is hereby created a separate school district."

This law took effect March 20, 1858, and reduced the number of districts from about 3500 to less than 900. Of this law Mr. Fisher in his next annual report, dated December 6, 1858, says:

"The most radical change made by the new law in the old system, is that by which each civil township is made a school district. This change has been the most felt, attracted the most attention, and excited considerable opposition to the law. That difficulties would arise in the transition from the old to the new system, was anticipated. Such difficulties are inseparable from the introduction of great improvements. In adopting the township system of districts, the members of the legislature were not endeavoring to carry into practice their own abstract or theoretical views—they were not adopting a new scheme—it had been

conceived, matured, and recommended by those enlightened and philanthropic men who have devoted their lives to the advancement of the sacred cause of education; it was not an untried experiment, it had already been tried by the great states of Pennsylvania, Ohio, and Indiana, with signal success. In all these states, at the outset, this great improvement met with a fierce opposition, but, at the present time, a man cannot be found who would not be ashamed to be reminded that he had been opposed to it. It is creditable to the people of Iowa that this important reform has encountered less opposition here than it did in other states."

Mr. Thos. H. Benton, Jr., secretary of the Board of Education, in his annual report dated Dec. 5, 1859, shows that the reduction in the number of school districts by the adoption of the district township system, had resulted in reducing the annual expenditures for the compensation of district secretaries and treasurers, of nearly \$31,000, or more than the total annual compensation of county superintendents. Of the change from small to large districts he says:

"I concur fully with the late superintendent of public instruction, Mr. Fisher, in regard to large districts. He recommended the township system with some hesitation, not because he doubted its utility, but because he foresaw the temporary inconvenience that must necessarily arise from the change from an old to a new system; and in this particular I can fully appreciate his feelings. Large districts give us a much more efficient and less expensive organization. Indeed, if each county were constituted a school district, they would be none too large, if the people were prepared for what would now be deemed so ultra a measure. It is to be regretted that the early educators and legislators of the country ever incorporated the feature of small districts into their common school systems. The precedent established by them has obtained so firm a hold on the public mind, that none of those who have succeeded them are willing to assume the responsibility of departing materially from it. But the organization of districts and sub-districts under the present law, and the connection existing between them, does not entirely meet my approval. It is too complicated to be readily understood and administered, and consequently leads first to confusion and discord, and ultimately to neglect and indifference among the people of the district. If it were deemed advisable to reorganize the entire district system, I should without hesitation recommend that each congressional township be created a permanent school district, and that the sub-districts be abolished."

In December, 1858, a law was enacted providing that any city or incorporated town including the territory annexed thereto for school purposes may constitute a school district, by vote of the majority of electors residing upon the territory of such contemplated district. In 1860 the provisions of this act were extended to unincorporated towns and villages containing not less than three hundred inhabitants.

By an act passed April 3, 1866, this privilege was further extended

to any city or sub-district containing not less than two hundred inhabitants and certain territory contiguous thereto. It soon became evident that by this amendment a serious innovation would be made in the district township system, by the formation of independent districts in the more thickly settled and wealthier portions of the townships. The amendment was repealed early in the session of the following general assembly.

Hon. D. F. Wells, in his report dated December, 1867, says that "The advantages of the district township system are so numerous and apparent, that prominent educators in other states where it is not yet introduced are laboring earnestly for its adoption."

Hon. A. S. Kissell labored assiduously to secure, such a change as would remove the sub-district feature of our system, which had proved a fruitful source of discord and dissatisfaction, and was every year making the system more unpopular as it became more difficult of administration. He desired to abolish the sub-district meeting and the office of sub-director and make each township a single school district to be governed by a board of directors elected at the annual district township meeting for the term of three years. In his report dated January 1, 1872, he says:

"In this system every township becomes a school district, and all sub-district boundaries are abandoned; and if this plan were carried into effect in this state, it would allow no other school divisions than those of the independent and township districts."

The most experienced educators of the country have advocated this system. Among these are such men as Horace Mann, U. S. Commissioner Barnard, Ex-Governor Boutwell, Dr. Newton Bateman of Illinois, Dr. Gregory late superintendent of Michigan, and the county and state superintendents of one-third of the states of the Union. The arguments advanced by many of these experienced school men are unanswerable. Massachusetts and Pennsylvania have tested the system practically for several years; it is pronounced by these states a success; and this successful experiment of three or four years should have greater weight with us in this young and growing commonwealth than any theoretical arguments that could be advanced."

Gov. Samuel Merrill also says upon this subject in his message to the same general assembly:

"I cordially commend to your consideration the forcible remarks of the superintendent upon the sub-district system, and unite with him in urging its abolition. I am fully persuaded that the school districts should be substantially co-extensive with the civil townships, incorporated towns, and cities; in other words, that there should not be any district territorial organization other than those well-defined political divisions with which we, in common with the people of most of the

states, are so familiar. The system of sub-districts, as it prevails in Iowa, is peculiar to this state, and was adopted as a compromise between the small district plan formerly in vogue, and the more modern one of township organization now so generally adopted throughout the north. In my opinion, it has lasted long enough to establish the superiority of the system whose adoption it impedes, and to furnish another illustration of the general inutility of compromises in establishing anything permanent."

Notwithstanding these efforts and this array of argument, and the convictions on the part of those who had made a special study of this subject, the general assembly which convened January 8, 1872, enacted a law providing for the formation of independent districts from the sub-districts of a district township.

In my report to the fifteenth general assembly, the advantages and disadvantages of the different systems were discussed at some length, and the hope was expressed that some legislative action might be taken to remove these evils. This hope, however, was not realized.

From April, 1872, to September 15, 1873, 119 district townships, containing 901 sub-districts, were reported as having completed independent organizations. From September, 1873, to September, 1875, about 160 additional district townships adopted the independent district system, thus increasing the number of independent districts by more than a thousand.

Four years ago, there were reported 1260 district townships, and 344 independent districts, making in all 1604 school districts. Now there are reported 1134 district townships and 2536 independent districts making a total of 3670, or an increase of 2066 districts. But great as this increase has been, it has by no means reached its limit if the present laws remain in force. There are at present 7062 sub-districts; and new ones are constantly being formed, each one of which may become an independent district under the present law.

At the present rate of increase there will soon be 6,000 school districts in the state with 30,000 persons serving as school directors, where one-fifth of the number would perform the duties with much greater efficiency.

By the enactment of the law of April, 1872, a radical departure was taken from all previous methods of creating independent districts. It had been the invariable rule from the first, to form such districts, only upon petition or vote of the electors residing within such contemplated district. The people of the proposed district previously had a voice in determining the question. When they wanted a separate district

and felt able to support a school, the district was formed; but it was never thrust upon them. Here the rule is changed. Districts are now formed without the consent, and often against the wishes of a majority of the people of the contemplated districts. It is true that a vote is taken, but it is a vote of the whole township, and it not unfrequently happens that there are enough voters in two or three of the sub-districts of a township, comprising eight or nine, to carry the measure. The small districts suffer most. Many of them are so small in extent, that they have not sufficient taxable property to support good schools without excessive taxation.

Uniformity of taxation for school purposes is the only true and equitable rule; to afford equal school privileges to all, and to impose the obligation for their support equally upon all, as far as practicable, is the true principle; and the greater the division and sub-division of districts, the more this principle is violated.

The management of the public schools has become in some respects by far the most important function of the state government. The expenditure of public money for schools nearly or quite equals that for all other public purposes. The management of the schools, and the levy and disbursement of funds for their support ought not to be entrusted to petty and irresponsible officers, and yet such is the tendency by the multiplication of districts. If five hundred voters elect a board of six officers to disburse \$5,000, capable, responsible men will usually be chosen, but if the same number of voters elect ten boards to use \$500 each, they will usually be chosen without regard to qualification; and the inefficient and careless management of schools and school funds is the result.

Under our law, district secretaries and treasurers only, can legally receive compensation for official services. In 1871, with 1604 school districts, the aggregate compensation of these officers was \$59,986.39. In 1875, with 3670 districts, the amount paid was \$76,136.63; an increased annual expense of over \$16,000, due to the large increase in the number of districts.

Efficiency can never be secured in the management of the schools and school funds where districts are so small as to impose but slight responsibility upon district officers, nor can the state ever know from any reports or statistics that can be obtained from such officers, what portions of the funds are judiciously expended and what proportion squandered.

My own convictions, strengthened by the observations of another

two years, are that the township district system recommended by Horace Mann in 1856, should have been adopted; that the system recommended by the code commissioners and by the school committees of both branches of the general assembly in 1873, was far better than the present law; and that the adoption of that system, now, would best subserve the school interests of the state.

The following table will exhibit the number of school districts according to the annual reports since 1847, with the average number of pupils to the district:

YEAR.	DISTRICTS.	AVERAGE NUMBER PUPILS.
1847.....	416.....	50
1848.....	673.....	60
1849.....	1,005.....	50
1850.....	1,262.....	51
1851.....	1,338.....	51
1852.....	1,560.....	55
1853.....	1,761.....	51
1854.....	2,305.....	47
1855.....	2,850.....	61
1857.....	3,265.....	60
1858.....	932.....	251
1859.....	993.....	242
1860.....	1,013.....	242
1861.....	1,073.....	245
1862.....	1,105.....	244
1863.....	1,129.....	250
1864.....	1,141.....	258
1865.....	1,171.....	277
1866.....	1,195.....	292
1867.....	1,321.....	282
1868.....	1,412.....	279
1869.....	1,462.....	286
1870.....	1,510.....	285
1871.....	1,604.....	287
1872.....	1,717.....	277
1873.....	2,536.....	194
1874.....	3,219.....	157
1875.....	3,670.....	145

SCHOOLS.

Governor Robert Lucas, in his message to the first legislative assembly of Iowa territory which convened at Burlington, November 12, 1838, says, in reference to schools:

"The 12th section of the act of congress establishing our territory, declares 'That the citizens of Iowa shall enjoy all the rights, privileges and immunities heretofore granted and secured to the territory of Wisconsin and its inhabitants.' This extends to us all the rights, privileges and immunities specified in the ordinance of congress of the 13th of July, 1787.

The third article of this ordinance declares, 'That religion, morality

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

Congress, to carry out this declaration, have granted one section of land in each township to the inhabitants of such township for the purposes of schools therein.

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

This assembly addressed itself early to the task of providing for a system of common schools; and enacted a law providing for the formation of districts, the establishing of schools; and authorized the voters of each district, when lawfully assembled, to levy and collect the necessary taxes, "either in cash or good merchantable property, at cash price, upon the inhabitants of their respective districts, not exceeding one-half per centum, nor amounting to more than ten dollars on any one person, to do all and everything necessary to the establishment and support of schools within the same."

The second legislative assembly enacted, January 16, 1840, a much more comprehensive law to establish a system of common schools; a law containing many excellent features. Its provisions were, however, in advance of the existing public sentiment, on the subject of education; making ample provision as it did for free public schools. Even the people of Iowa were scarcely ready for such a law.

In the U. S. census of 1840, very few schools, either private or public, were reported. One academy in Scott county with twenty-five scholars; and in the state sixty-three primary and common schools with 1,500 scholars, being the whole number reported.

These figures, however, probably, indicate the want of attention given to the collection of school statistics, rather than the want of attention to education by the people of the territory. Such facts as are now attainable regarding the early establishment of schools, all indicate that the pioneers of our territory did not neglect the education of their children.

A few items respecting the early history of schools have been collected and are here inserted, though their accuracy may in some cases prove questionable.

The first permanent settlement of Dubuque dates from the year 1833. During the autumn of the same year a school-house was erected; Jas. L. Langworthy being the builder. This is claimed to be the first school-house built in Iowa. The funds for its erection were contributed by the enterprising miners, who had come during the season to work in

the lead mines. Upon the completion of the house George Cabbage was employed, and taught the winter school, with an enrollment of thirty-five pupils. Barrett Whittemore taught the second term with an attendance of twenty-five. Mrs. Caroline Dexter commenced teaching in March 1836; she was the first female teacher in Dubuque, and, probably the first in the territory. Mrs. Louisa King, assisted by Miss Louisa F. King, opened a school for young ladies in 1837; and Alonzo J. Phelps opened a classical school in the following year.

In 1839, Thomas H. Benton, who subsequently filled the office of superintendent of public instruction for ten years, opened in Dubuque an English and classical school; and in 1840 the first tax was levied for the support of public schools.

The first permanent settlement of Burlington was made in June 1833; and during the following year, among the first buildings erected, was a commodious log school-house, in which Mr. Johnson Pierson taught the first school during the winter of 1834-5.

In Muscatine county, the first school was opened by George Bumgardner in the spring of 1837. A school-house was erected in Muscatine in 1839, which, for a long time answered the purposes of school-house, church, and public hall.

In Davenport, the first school is reported to have been opened in the year 1838.

In Fairfield, schools were first taught in 1839; one by Miss Clarissa Sawyer, who was followed by James F. Chambers; another by Mrs. Reed.

The educational interests of Iowa City, the future seat of the state university, seem to have received prompt attention from its early settlers. This place having been selected as the capital of the territory, in May 1839, at that time a perfect wilderness, it was surveyed and laid out into lots. The first sale of lots took place August 18, 1839, and before January 1, 1840, about twenty families had taken up their residence within the limits of the town. During the year 1840, Mr. Jesse Berry erected a small frame building, on College street and opened a school. Soon after this, a Mr. Choate opened another school in the town. During 1841, two more schools were opened; one by Dr. Wm. Reynolds, designed to afford to youth of both sexes the facilities for acquiring an academic education, and an opportunity for those who might desire, to qualify themselves for teaching; the other school was devoted to the interests of female education.

The first settlement in Monroe county, was made by Mr. John B.

Gray; who, in May 1843, located on the southeast quarter of the southwest quarter of section 3, of township 73, range 16; about two miles west of the present site of Eddyville. In the summer of 1844, a private school was opened by Miss Urania Adams in a log cabin built for that purpose by Messrs. Gray, William V. Beedle, Creth Renfro, Joseph McMullen and Willoughby Randolph. This house was occupied for school purposes for eight or ten years.

In Oskaloosa, a school was opened by Samuel W. Caldwell, in 1844, about a year after the first cabin was built.

The following interesting account of the early schools of Des Moines, was furnished by Rev. J. A. Nash:

The first school in Des Moines, (then Fort Des Moines,) was taught by Lewis Whitten, clerk of the district court, in the winter 1846-7, in one of the rooms on "Coon Row," built by the United States for soldiers' barracks.

In the summer of 1847, a three months' school was taught by R. L. Tidrick, Esq., still of Des Moines. This also was kept in one of the government buildings.

In the winter of 1847-8 a school was taught by a Mr. Davis, and during the next summer a three months' school was taught by Andrew J. Stevens.

All the above were subscription schools.

The first organization of public schools was effected September 8, 1849, Byron Rice being the first teacher. The public school fund was supposed to amount for that school year to about \$60.00. This amount was appropriated for a six months' school with an additional allowance of \$2.50 for each scholar per term of 12 weeks. The school was commenced in the Methodist church; but about the first of January was removed to the new court house, which was then without outside doors; with inside doors of rough boards; the room being unplastered; the warming apparatus consisting of one box stove and one old cook stove. The school was, by request of the teacher, suspended at the end of three months.

The following year Charles L. Anderson was employed as teacher, and during the winter of 1850-1 Miss Arizona Perkins, sent out by Gov. Slade, kept school in the Methodist church.

In the spring of 1851, \$100 was paid for one-half acre of ground for a school-house site on the corner of Ninth and Locust streets, now occupied by Mr. Getchell's residence.

Mrs. Karns taught the school the two succeeding winters, a term of some three months each.

In November, 1854, a tax of two and one-half mills on the dollar was voted for the erection of a school building; amounting in the aggregate to over \$5,000. During the next year a brick school house was commenced, which, when completed, cost about \$11,000, and was occupied during the winter of 1856-7 by a corps of four teachers; A. Stickney being principal.

With the occupancy of this building the common-school system was fairly inaugurated in Des Moines.

In the autumn of 1853, a select school was opened by Rev. J. A. Nash assisted by Mrs. Nash, which was continued as Forest Home Seminary until 1862.

George Green, a mormon by faith, is said to have taught the first school in Council Bluffs in 1849, and previous to this, probably, the first school in Pottawattamie county, at Council Point. Previous to 1854, nearly if not all the teachers in this vicinity were mormons.

The town of Decorah was laid out in 1853, there being then but twelve or fifteen houses and a population of little more than fifty souls. In the same year the first school-house was built, and a term of school taught by T. W. Burdick, then a young man of seventeen years of age, who subsequently filled the office of county treasurer for several terms, which position he finally resigned to enter the army, where he served as captain in the 6th Iowa cavalry. During the following year, the school was taught for a short time by Dr. H. C. Bulis who has since served the state with distinction as state senator and lieutenant-governor.

Mr. D. W. Seoville taught the first school in Osceola, in the autumn of 1854, occupying a room rented for this purpose. The town contained at this time about twenty-five families, it having been laid out the previous year. Miss Lampson taught the school the following summer. In 1855, a school-house was erected, and first occupied by William Caldwell.

In Ft. Dodge the first school was taught in 1855, by C. C. Carpenter, the present governor of the state; there being at that time, in the town about twenty children of school age.

The first school house in Crawford county, was built in Mason's Grove, in the autumn of 1856, and was occupied for a term of three and a half months by Morris McHenry, who subsequently for twelve or fourteen years filled the office of county treasurer.

Gov. John Chambers, in his first message, delivered Dec. 8, 1841, alluding to the fact that the plan of public instruction provided by the laws of the territory had been but very partially brought into operation, says:

"I most earnestly recommend the subject to your consideration. If the system is defective it ought to be promptly altered or amended; and if those to whom the duty of carrying it into effect has been committed, cannot be induced to act under the existing provisions of the law, others should be adopted of sufficient force to ensure the performance of every duty necessary to bring it into successful operation. The subject is one upon which no delay or neglect in any department of the government, or on the part of any persons concerned in the administration of the laws for its regulations, ought to be tolerated."

The office of superintendent of public instruction having been created January 13, 1841, Dr. Wm. Reynolds was appointed to the place, and made an interesting report to the legislature which convened Dec. 6, 1841, from which the following extracts are made:

"The interest taken in schools and the school law, almost universally, and the fact that the interest is daily increasing, cannot fail to be highly gratifying to every person who is anxiously looking forward to the time when we shall have a good 'system of public instruction,' and the funds to enable us to carry it into effect. The flood of emigrants that is so rapidly settling our territory, seems to bring with it the right spirit, and there are very few neighborhoods where there are a dozen or twenty children that can be collected, in which there is not a school, and if it is not of the best kind it is the best they can get, and consequently creditable to them. * * * * *

The three counties which have reported, are Clayton, Leo, and Des Moines. In Clayton there have been schools taught in two places only, neither of which have reported.

There are several good schools in Des Moines county, and they are liberally supported. The city of Burlington has seven schools; one in which the higher branches of an English education and the classics are taught; and another devoted to the education of young ladies.

Lee county has thirteen townships, only four of which appear to have reported. These are Denmark, West Point, Washington and Van Buren. These townships have been divided into districts, most of which appear to have organized and are acting under the law, and in Denmark, Washington and Van Buren, the prospects appear very flattering. Taxes have been voted in several instances, as the reports will show.

In Louisa county several schools have been taught during the past summer—some very good—and there are several in operation this winter. There appears no want of zeal. Want of school-houses and teachers, and the scattered situation of the inhabitants plead excuse.

Our larger towns, Burlington, Dubuque, Mt. Pleasant, Ft. Madison and Iowa City, are all very creditably supplied with schools. In the latter, there are four schools. One just commencing operation under

my own superintendence is designed to be a permanent institution, and to afford to youth of both sexes, every facility for acquiring all the branches of an academic education; and as far as opportunity offers, it will be made useful to those who may wish to qualify themselves to teach. One of the other schools is devoted mostly to the interests of female education, and the others are common schools.

We are just beginning to act. Let us not worthy of ourselves, and aim at nothing short of a system of education that shall be public, not in name only, but one that shall be public in the full sense of the word; *one that shall render our schools free the year round to every child in the territory, and let us see to it that the schools are good ones.* There is not a state in the Union in which the schools are absolutely free to all the children. In some states the schools are free for a short time during each year, and several of them have increasing school funds and are evidently aiming at the right mark, viz: to make the schools eventually free to every child the year round. To effect this great and benevolent object, at once, requires only that the people be made rightly to understand the subject, that they may be convinced how infinitely it would be their interest, not only in a moral, but in a pecuniary point of view. Why are those states, where legislative care is most exercised, so ready, every few years, to increase their taxes for the support of schools? Is it not because experience has taught them more and more the benefits of the free school system?

Let such a system be adopted to its full extent in any one of our states, or in our territory, and a properly educated teacher placed at the head of every school, and let the whole of the present rising generation be thoroughly educated under it, and who among us could be made to believe that it would ever after be laid aside for any other system? It is generally admitted that to prevent crime is much easier than to cure it. That such a system would do much to prevent it, is certain. That it would save many a dollar now expended in visiting amusements, at the same time that it would elevate the standard of moral and religious excellence, thereby rendering society happier and our institutions more permanent, 'tis as clear as though it were written with a sun-beam on the margin of the heavens.'"

These sentiments were worthy of the man who uttered them and of the occasion upon which they were uttered; but seem to have been considered scarcely orthodox even in Iowa territory thirty-four years ago.

The school committee of the house of representatives, consisting of Messrs. Isaac Lefler, of Des Moines county, Uriah Biggs of Van Buren, Simeon Smead of Henry, Samuel Holliday of Muscatine, and Wm. L. Toole of Louisa, submitted an elaborate report in which they state that under the law of January 16, 1840, *some few districts* in the more populous parts of the counties of Lee, Henry, Van Buren, and Des Moines, had organized, and promised *some degree* of success, that a system of education was likely to prove successful *only* in the thickly inhabited portions of the territory, and that there was no necessity for

any change in the law. They recommended that "no permanent aid on the part of the legislature, in a pecuniary point of view can, at this time, be afforded to the primary schools," and that the office of superintendent of public instruction be abolished.

All the recommendations of this astute committee seem to have been adopted; as no action was taken to advance the cause of education, and for several successive sessions, school-legislation was rather retrogressive in character.

Iowa was admitted into the Union under a constitution which makes it the duty of the general assembly to "encourage by all suitable means the promotion of intellectual, scientific, moral and agricultural improvement," and to "provide for a system of common schools by which a school shall be kept in each district at least three months in every year."

Gov. Ansel Briggs in his message to the first general assembly convened in extra session January 3, 1848, says:

"Our laws relative to common schools, in my judgment, call for your immediate and careful attention. The people of Iowa have ever manifested an earnest and commendable zeal in the spread of education, and especially in the establishment of an efficient and permanent system of common schools."

In his last message, delivered December 3, 1850, he says:

"It is to be hoped that a very considerable portion of your time and attention will be expended in efforts to perfect our system of common school education."

School statistics were collected with much difficulty, and were usually so imperfect as to be comparatively worthless for the purpose of obtaining aggregates, as the following serves to show. In the report of superintendent of public instruction for

1848, the number of schools reported was 106; number of pupils taught, 7,677

1849, the number of schools reported was 514; number of pupils taught, 17,680

1850, the number of schools reported was 914; number of pupils taught, 24,804

To illustrate what facilities school officers possessed for obtaining information, and discharging their duties, at this period, the following from Mr. Benton's biennial report, dated December, 1850, may be quoted.

"In June 1848, I commenced the performance of the duties of superintendent of public instruction, with but one document, on the subject of schools before me—the school law of our own state. The inconveniences, therefore, under which I labored, can be readily imagined. But, by correspondence, and exchanges effected with those connected with the public schools of other states, I have succeeded in collecting some

14 volumes and about 100 pamphlets of educational matter. While visiting the schools of the Atlantic and Middle states, I purchased about 70 volumes and 140 pamphlets in addition to those above referred to. So the office is now supplied with one of the best collections of educational statistics in the United States, embracing the most authentic information concerning the schools of this country, and to a very considerable extent those of Europe."

Hon. Stephen Hempstead in his first message dated December 7, 1852, manifests his own and the popular interest in education by the following language:

"The first great object of public schools should be to place within the reach of every child in the state, the opportunity of acquiring those indispensable elements of education, which shall fit him for the enlightened discharge of the civil and social duties to which he may be called. I need not remind you that our constitution requires the general assembly to encourage, by all suitable means, the promotion of intellectual, scientific, moral and agricultural improvement."

In his next message two years later he said:

"The constitution of the United States, and of this state, should be taught in all of our public schools. A system of education by which knowledge is placed within the reach of all, and our youth are taught to comprehend the rights and privileges of citizenship, will fit them for the enlightened discharge of the important duties to which they may be called."

Hon. Thos. H. Benton closes his biennial report dated June 6, 1854, with the following language:

"Having been identified with our school system for the past six years, I now take my leave of it with feelings of deep solicitude. Its history thus far is but the history of its infancy. There was a period when I entertained serious misgivings as to its fate, but time has dissipated my fears. Its destiny is now fixed, and a bright future awaits it. It is emphatically an institution of the people, and the people will sustain it. The civil commotions to which all governments are more or less subject, may retard its progress, but cannot prostrate it. It is founded upon the principles of justice and philanthropy, and presents a phalanx of moral and intellectual grandeur which defies the attacks of its opponents. Its object is the development of the human mind—education of the masses—the noblest work that can engross the attention of a rational being."

Governor James W. Grimes in his inaugural message December 9, 1854, displays broad statesmanship, advanced and liberal views and eminently sound philosophy in the following language:

"Government is established for the protection of the governed. But that protection does not consist merely in the enforcement of laws against injury to the person and property. Men do not make a voluntary abnegation of their natural rights, simply that those rights may be

protected by the body politic. It reaches more vital interests than those of property. *Its greatest object is to elevate and ennoble the citizen. It would fall far short of its design if it did not disseminate intelligence, and build up the moral energies of the people.* It is organized to establish justice, promote the public welfare and secure the blessings of liberty. It is designed to foster the instincts of truth, justice and philanthropy, that are implanted in our very natures, and from which all constitutions and all laws derive their validity and value. *It should afford moral as well as physical protection, by educating the rising generation; by encouraging industry and sobriety; by steadfastly adhering to the right; and by being ever true to the instincts of freedom and humanity.*

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

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

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

In his final message dated January 12, 1858, he says:

"I cannot forbear repeating the opinion expressed to the general assembly three years ago, that the public schools should be supported by taxation of property, and that the present rate system, or *per capita* tax upon scholars, should be abolished. I have seen no reason to change my opinion on this subject, but, on the contrary, I have been every day more and more strengthened in the conviction that it is the only wise and politic method of educating the people. *The per capita system is based upon the idea that education is a personal benefit for which those who receive it should pay, whilst the true theory of popular*

education is that it is a public benefit for which the public should pay."

Mr. Fisher, in his report dated November, 1857, says with regard to the condition of the schools:

"In several counties there prevails a laudable zeal on the subject of education, which has put their schools in a high state of improvement. But in general, my inquiries lead me to believe that our common schools are in a very unsatisfactory state. There is usually no examination of teachers, and frequently most unsuitable persons are employed as instructors, and there is seldom any visitation of schools to insure fidelity on the part of teachers, and to inspire emulation on the part of pupils. It is gratifying, however, to find so large a sum, \$71,784.58, raised in the school districts by voluntary subscription. It indicates on the part of the people a desire for better schools and a readiness to submit to the taxation requisite to accomplish that purpose."

The way was now fully prepared for the adoption of a new school law. The earnest words of these eminent men in favor of schools that should be wholly free to all persons of school age and supported by taxation, only reflected the more enlightened sentiments of the people of the state.

The comprehensive bill prepared by Horace Mann and presented to the previous general assembly was again taken up, and after some modification, became a law, March 12, 1858. It made a radical change in our school system. Small districts were replaced by large ones; the rate-bill system by free schools to be taught in every sub-district for at least four months each year and as much longer as the board of directors might determine. The office of county superintendent was created, and provision was made for the examination of teachers, the supervision of schools, and the establishment and support of graded and high schools. The management of the permanent school fund was removed from school officers and placed in the hands of those not otherwise officially connected with the public schools.

This law awakened enthusiasm among the people; and gave a grand impetus to the cause of popular education. The law was subsequently declared unconstitutional by the supreme court; but the board of education re-enacted it in a somewhat modified form in December of the same year; one of its provisions requiring that schools shall be taught in each sub-district at least six months, of twenty school days each, in each year.

Gov. Ralph P. Lowe in his message delivered Jan. 9, 1860, makes the following recommendations.

"Popular education is one of the most important interests of the state. A much greater number of the people are personally identified with its failure or success than with any other subject of legislation. It is scarcely necessary, therefore, to urge that the utmost precaution should be observed in anything you may deem it your duty to do for the promotion of this great object."

Gov. S. J. Kirkwood in his inaugural message, bears this testimony to the value of the common school in promoting the intelligence and morality of the people, and the perpetuity of the government.

"Under a government like ours, where the people are the source of all political power, the laws are necessarily a fair reflex of the intelligence and morals of the people; and therefore it becomes of the first importance that the standard of intelligence and morality should be raised as high as possible. In this view it has been the settled policy of the state to foster and encourage in all suitable ways, the education of the youth of the state, so that when at a more advanced period of life, they take part in the direction and control of public affairs, they can do so understandingly, and with an intelligent regard to the public welfare."

Mr. Benton in his report for 1861 alluding to the civil war which was then prostrating all the productive interests of the country says:

"I am happy to say, however, that our schools have resisted the shock, perhaps more successfully than any other interest. For this we are greatly indebted, under the protection and guidance of a kind and beneficent Providence, to the energy and vigilance of the people. They seem to have placed a true estimate upon the value of a system of public instruction, and to have comprehended the necessity, great at all times, and augmented under existing circumstances, of sustaining our schools. No interest, connected with the growth and prosperity of the state, can claim pre-eminence over that of popular education. Our state is already rich in natural resources; but we must have mind as well as muscle, to develop them, and the public school is the best medium through which we can supply the deficiency."

"Gov. Faville in his report, dated December 15, 1863, says:

"We are gratified in being able to report that the condition of the schools proves the wisdom of the state in adopting our present school system. While public attention has been so earnestly directed to momentous national questions, there has been an increasing interest in our schools. Throughout a large portion of the state, they have been little affected by the disturbing influences caused by the rebellion. We must except, however, the border counties on the south-west and north-west. The latter, especially, have witnessed unusual scenes of excitement, caused by the Indian massacres near the border, and by threatened incursions into the state. Hundreds of families abandoned their homes, and sought safety from the real or fancied dangers threatening them. And although quiet was restored and security insured by our troops on the frontier, the schools were in many instances suspended, and the school-house was occupied by the soldier.

Your legislation for the schools looks beyond the present, and will determine the future character of the state. Enlightened patriotism and true philanthropy alike dictate a liberal policy in behalf of our common schools. It would be doubtful economy to expend all our resources in contending for our rights and at the same time to neglect the means for preserving those rights. Said Madison: 'A well-instructed people alone can be a permanently free people.'

The republic once restored will be more securely protected by intelligent and virtuous citizens, than by the strong arm of military power. A few thousand dollars annually expended for the schools may secure for the state its highest safeguard, enlightened citizens.

In conclusion, we earnestly commend the schools to your guardian care, believing you will consider their interests second to none with which you have been entrusted by the people. Other claims, local or transient in their nature, will be pressed upon you; but the claim of the schools knows no section—no party—it comes from all the children in the state; and you will leave no more enduring monument of legislative wisdom, than laws, which shall contribute to make these children, the educated citizens of a great and prosperous commonwealth."

And again in the report of December 1, 1865:

"It is cause for congratulation, that during these years of war, our state has not only met the demands of the hour, but has been providing for the future. While her sons in the field have been vindicating the nation's rights, her people at home have been preparing for perpetuating those rights. The lesson of the last few years has been to them a re-assertion of the great truth taught by the founders of the nation, that universal education is the central idea of republicanism. Believing that the public schools must furnish this education, they have given them their unflinching support."

Gov. Wm. M. Stone, in his message of January 8, 1866, says:

"Nothing committed to your care is more far-reaching in its importance than the education of our youth. To carry out this exalted duty successfully, we need not only the munificent school-land at our disposal, but we need especially an increasing corps of thoroughly trained and competent teachers. This is manifestly a great educational demand."

The condition of the public schools at the close of the next biennial period is pointedly stated in the following sentences from the report of Superintendent D. Franklin Wells:

"Two years of peaceful industry have succeeded; and, though our common schools were not permitted to languish during those years of sanguinary strife, the return of peace has accelerated educational progress. This improvement is indicated in the increased appropriations voluntarily made by the people for the support of schools; in the increased attendance upon the schools, showing a higher appreciation of their benefits; in the increased number of teachers and their more liberal compensation; and, also, in the greater interest which is everywhere manifested in the cause of popular education."

The following extract is from the report of Supt. A. S. Kissell, for January, 1870, and it more nearly coincides with the popular estimate of the value of education than the writer would seem to admit.

"Our people are slow to believe that an educational system, though perfectly complete from base to capital, ever devised and built railroads and canals, or developed water-power to set in motion the loom, the spindle, the saw, and a score of other forces by means of which entire communities are sustained and enriched. With them this is not education, but business. We have yet to realize that all these elements of material growth are called into existence and maintained in their full power, only by the diffusion of knowledge among all classes.

But, there is a higher benefit than material good, growing out of education. It is the unfolding of true manhood in all its powers of framing and doing, and especially of being. This must become the ultimate test of the power of our commonwealth and of the nation's glory."

Governor Samuel Merrill, in his message of January, 1870, after making a very interesting comparison of school statistics, adds:

"These figures are not only pleasing, but they demonstrate the gratifying success of our present organization, which, with sundry modifications, has now been in operation over eleven years. Yet satisfactory as these statistics may be, we should sadly err if we were to imagine that nothing more can be done by us. What we now behold are only the beginnings of a temple of knowledge, whose magnitude and grandeur will be commensurate with the wisdom and munificence of its builders."

Gov. C. C. Carpenter, in his first inaugural message, Jan. 11, 1872, pleads eloquently and forcibly for good schools and trained teachers, as the following brief quotation will show:

"Next to political freedom the most important element of a good government is an intelligent people. Here we approach a question which will test, in some measure, the wisdom of this legislature. The school system of Iowa—when our youthfulness as a state is considered—does not suffer by comparison with that of any state in the Union. But this should not satisfy the aspiration of a people, the affluence of whose intellectual and material resources will render their failure to reach the highest educational possibility an inexcusable folly. That we have attained this advanced position—though occupying a line near the front—will not be argued. While perfection in human institutions is not attainable, every improvement which experience or philosophy suggests to a thinking and progressive people will receive, at least, the response of a fair discussion. In this view, it is my purpose briefly to review an acknowledged need of our common schools.

"There is no principle in modern theories of education so well attested, as that to improve our schools, we must improve the training and scholarship of the teachers. And for this purpose there has been no more effective instrumentality devised, than that, so generally adopted by many states, known as normal instruction. That in the

administration of our state government, a wise economy in the expenditure of money should be observed, cannot be doubted. But retrenchment in any reasonable expenditures for educational purposes would not be economy. The accumulated wealth of the state must, in some manner, and at some time, pay for its own protection. If citizens of large wealth would place a guard over their treasures, more reliable than locks or bolts of safes, and cheaper than the iron bars of prison cells, the *per diem* of juries, the salaries of sheriffs and judges, that safeguard will be found in enlarging and perfecting the common school system of Iowa, until no citizen can reach maturity without obtaining a fair education."

GRADED SCHOOLS.

Mr. Benton in his first report dated Dec. 4, 1848, recommended the creation of different departments in the schools, separating the pupils in the primary branches, from those more advanced, also that power be conferred upon school authorities of the larger towns and villages to levy a tax which would enable them to found a higher order of schools than the primary.

The new school law adopted Jan. 15, 1849, contained a provision authorizing the electors, when assembled at the annual meeting, to determine whether a school of higher grade shall be established in the district, the number of teachers to be employed, and the course of instruction to be pursued therein."

There are no statistics extant of the number of graded schools established, during the early educational period. In the superintendent's report for 1854, he says:

"I have had the pleasure, during the past season of visiting a large number of union or graded schools in the larger towns of the state, and have been highly gratified in witnessing the many advantages they possess, when properly conducted, over those schools which maintain separate organizations."

Mr. Fisher in his report for 1857, says that the great primary object of a system of schools should be first to provide for the instruction of the whole people in all the elementary branches of knowledge; and secondly, to provide for the education of teachers; that to accomplish this object two grades of schools should be established, first, the common schools for elementary instruction; secondly, the high or secondary schools for the instruction of teachers and all others who may desire it in all the branches of knowledge requisite for a liberal education.

The law of March 12, 1858, contained substantially the same provision as that of Jan. 15, 1849, for establishing schools of higher grade.

In the law as amended by the board of education Dec. 24, 1858, the provision for graded schools was put in the following form, which has remained unchanged to the present time:

"The board of directors may establish graded or union schools wherever they may be necessary, and they 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."

Notwithstanding the existence of the law and the repeated recommendation of superintendents, the formation of graded schools proceeded slowly. During the twenty years intervening between the passage of the law authorizing their formation, and the collection of the first statistics in October, 1868, but 212 had been established. In 1871, 289 were reported; and in 1875, 407.

Graded schools are now established in all our cities, larger towns, and villages. Schools in which more than one teacher is employed are universally graded.

The superiority of graded over ungraded schools is now generally recognized; and the advantages of classification in facilitating and promoting instruction are so apparent, that much discussion has been given recently to the question of grading all schools by the use of courses of study adapted to schools in charge of a single teacher.

The Hon. H. A. Wiltse, when acting temporarily as secretary of the state board of education in 1863, prepared and published a course of study for ungraded schools with a statement of its purpose, and the advantages to be derived from its adoption by the schools of the state. Efforts were made in a few counties to put the plan into operation, but the attempt was not sufficiently successful to warrant the persistence of the effort.

One of the most common complaints made against our system of ungraded, country schools, at the present time, is the want of proper classification, and system in the promotion of pupils. It is altogether too common to require pupils to pursue the same branches of study, and use the same text-books from term to term, under the pretext of the necessity of reviews and of thoroughness, with little or no real progress. This kind of instruction, whether due to the carelessness of boards, or to caprice or ignorance of the teacher, ought not longer to be tolerated. Means should be devised, and it is believed will be in the near future, for reducing the instruction in the country schools to the same degree of system, which is now regarded as essential to the proper efficiency of the present graded schools. In fact there should

be no ungraded schools. The proper grading of these schools, though often attempted, and occasionally accomplished for brief periods is no easy task, but is in fact one of the most difficult and one of the most important educational problems of the future. All judicious efforts in this direction are commendable, and should be encouraged.

The original design of the law providing for organizing graded or union schools was to secure the establishment of such schools, in central localities in the districts, where the advanced pupils from the sub-district schools could pursue the higher branches of knowledge. It is to be regretted that so few of these schools have been established. Occasionally one is found, affording excellent facilities to the whole township, for those desiring to pursue a more extended course of study.

The high school is a natural outgrowth and a very proper complement of the graded school system.

The high schools which have grown up in our cities and larger towns are strong evidences of intelligence and appreciation of higher instruction. They have been established under the provision of law for graded and union schools. Though opposition is occasionally manifested; sometimes upon the plea of illegality, sometimes, of expensiveness or injustice to the tax-payer, these high schools are generally popular with the people; and are rapidly multiplying.

No one who is familiar with the history of education in Iowa during the last twenty years, can have failed to notice the rapidly increasing proportion of our youth who are seeking, at home or abroad, in public schools or private, to pursue their studies beyond the elementary branches. As opportunity is afforded, this number will, as it ought, still greatly increase. In fact, every boy and girl in the state should not only have the opportunity, but should be encouraged to secure a thorough and liberal education.

COUNTY HIGH SCHOOLS.

In Mr. Fisher's able report of 1857 he says:

"High schools for the education of teachers should be established in all the populous and wealthy counties. A county containing twenty thousand inhabitants or more should be required to erect a suitable building for the accommodation of such a school, and to raise not less than one thousand dollars, annually, for the support of it, and upon complying with this requisition, should be entitled to receive one thousand dollars in addition from the state treasury; and any county containing less than twenty thousand inhabitants should be entitled to receive also a thousand dollars from the state treasury on similar conditions."

The law of March 12, 1858, provided that the board of presidents of school districts in any county might determine whether a county high school should be established, and required them if they determined to establish such a school, to elect nine trustees who, together with the county superintendent, should constitute a board of high school trustees, with power to lease or erect a building, provide libraries and apparatus, prescribe the branches of study, employ teachers, make rules for the admission of students, manage the funds, and have general charge of such county high school with power to draw from the county treasury three thousand dollars a year for six years, and one thousand annually thereafter for the purpose of establishing and maintaining such school.

The superintendent referring to this provision in his report for 1858 says:

"The object of the legislature was, to combine in the high schools the advantages of the normal school and the academy of the older states, and to enable each county in the state, if it chose to do so, to educate its own teachers, and to afford to all its youth an opportunity, by paying for their tuition, to acquire, without going abroad, a liberal education. Money, therefore, appropriated to the use of high schools, is not expended for the benefit of the few, but for the public good. This system of high schools and scholarships is not a conception of the legislature, or any member of it, neither is it a conception of this generation; it is the identical plan recommended by the immortal Jefferson to the legislature of Virginia, the next year after he wrote the Declaration of Independence. Iowa, then the possession of a foreign prince, afterwards annexed to the United States by his far-seeing policy, has been the first to adopt his statesman-like system of public instruction."

The measure, however, appears to have met the popular disfavor. It was in advance of the public sentiment, if not of the financial ability, of the time.

In the revised school law enacted by the board of education December 28, 1858, the provisions relating to county high schools were omitted, but one of these schools so far as the records show having been established in the brief period during which the law remained in force. This was at Albion, Marshall county. A creditable building was erected, and a school maintained for a year or two, but the aid which was expected from the state, never having been realized, the school after a year or two began to languish, and the building was sold. No further efforts appear to have been made to establish county high schools until the year 1870, when a bill introduced into the Senate by the Hon. Marcus Tuttle, senator from Cerro Gordo county, pro-

viding that each county having a population of two thousand or over may establish a county high school for the purpose of affording better educational facilities for pupils more advanced than those attending district schools, and for persons desiring to fit themselves for the vocation of teaching, passed both houses without material change, and was approved April 30, 1870.

The law required the board of supervisors, on petition of one-third of the electors of the county, to submit to the people the question of establishing a high school at the place named in the petition. This provision was modified in 1873 so as to authorize the board to order an election for this purpose, without the petition; and the law was made a part of the code of 1873 without further change. The question has been submitted in several counties, but generally voted down. In 1874 the people of Guthrie county decided to establish a county high school which will soon be in operation. It is believed that with a fair trial these schools will prove to be a valuable and popular auxiliary to the common schools of the county. There are good reasons why a high school should be established at some central point in every county in the state, free to all advanced pupils in the county, and making special provision for persons desiring to prepare for teaching in the public schools.

A cardinal principle of public instruction requires the state to afford equal facilities, so far as practicable, to all its youth. The state cannot meet this demand by providing only for elementary instruction. A broader and more extensive course of instruction, open to all, is demanded. Nothing short of a thorough, practical, industrial education will fit our youth to discharge the duties of enlightened citizenship, or give them a fair chance of success in the ordinary pursuits of life.

In our cities and larger towns grammar and high school departments have been established as a necessary and important part of the school system, to afford the opportunity for advanced instruction in language, mathematics, and the sciences. Our private and corporate institutions of higher learning are furnishing, to very limited areas, equivalent or superior advantages. But there remain yet, probably, three-fourths of all the youth in the state, who are so situated that they will never, while our system remains as at present, be able to avail themselves of the advantages of any but the ungraded district school. The state ought not to permit this inequality and exclusion of school privilege to this large portion of its youth. There should at least be established one high school in every county, open to all persons who have com-

pleted the elementary course, with competent instructors and ample facilities for the pursuit of such studies as will prepare them to enter intelligently upon the occupation by which they may choose to obtain a livelihood.

INDUSTRIAL EDUCATION.

Permission has been given to quote the following extract from an able and very interesting essay written by J. Fred. Meyers, of Denison, for the use of the Bureau of Education, Washington, D. C., on the subject of industrial education.

"The question is of late more frequently asked than answered: Why should the state at great expense provide educational facilities for the learned profession chiefly, and none, or next to none, for the specific use of the agricultural and mechanical classes? And as the absence of systematic training for agricultural and mechanical pursuits is more keenly felt, since of late more of skill and of mental discipline are found essential to success, the practical answer to this query rises daily in importance.

Agricultural colleges have therefore within late years grown largely in public favor, and the aversion to 'book farming,' caused in part by the fact, that when the science of agriculture was in its infancy, very much of crude nonsense was printed, which, if acted upon by novices, led to the most ridiculous results, has been modified.

Farmers are rapidly learning to distinguish between good and poor books, and between rational and practicable systems and those of a purely artificial, theoretic and expensive character, and instead of throwing aside these aids indiscriminately, select those of real merit. However by far the greatest among the difficulties to be surmounted is the proper definition and limitation of the industrial system of education. The schools of systematic *technique*, the institutions of learning with extensive shops and experimental farms attached, will necessarily be few and too costly for multiplication. If the average expenditure per common school pupil, inclusive of buildings is \$20 per year, the cost of each pupil to the state, aside from his own personal expenditures, in an agricultural college will range from \$100, to \$200, per annum.

Therefore, while agricultural colleges will not lose, but gain in importance as the industrial system becomes extended, as nurseries of competent instructors, and as places for the final graduation of the pupils that can afford to carry their studies beyond the elementary branches, educators must find a wider and less expensive field. Can a feasible plan be devised, which, without materially increasing taxation, will give to the masses attending our common schools, and which leave it at sixteen years of age, a special industrial training?

Great systems are growths, and are not made to order. They are the result of patient thought, investigations, experiments and failures. Therefore it is not attempted in the suggestions which are about to be made to sketch a completed plan, but only an outline of what seems feasible and practical of accomplishment.

The state has two great needs: both teachers for our local schools, and specific industrial education for the working classes. To meet these wants the creation of "County Normal and Industrial Colleges" is suggested.

The schools are to be free to all pupils residing within the county, and are to be supported by a one mill tax for tuition, leaving the provision of suitable buildings to the board of supervisors. A mill tax would give us from \$2,500 to \$10,000 per county, according to wealth and population. This income would provide salaries for from three to ten competent teachers, who are to receive a certificate from the state superintendent's office. These academies ought not to teach many of those branches taught at present in our advanced grammar schools, for it would be a useless expense to provide for concurrent systems. Therefore a course of common school education sufficient to enable one to secure a teachers' certificate of the lowest grade should be insisted on as a test of admission.

The course of study which is to be arranged on a two years' plan, is, substantially as follows: Five hours of recitation during five days each week, giving us 25 hours:

Didactics.....	3 hours.
Mathematics.....	3 hours.
English grammar.....	2 hours.
Physiology.....	2 hours.
Book-keeping.....	2 hours.
Drawing, mechanical and free-hand.....	3 hours.
Natural philosophy.....	2 hours.
Botany, first year, forestry second year.....	2 hours.
Mechanics, their laws, uses, etc.....	2 hours.
Exhibit of designs, essays, etc.....	2 hours.
Chemistry one year, geology one year.....	2 hours.
Total.....	25 hours.

It is not expected that every pupil should take the entire course. On the contrary the studies are so arranged that both the normal and industrial department have each four distinct studies, with mathematics and drawing common to both.

The specific normal studies are didactics, grammar, physiology, book-keeping, drawing and mathematics.

The specific industrial course includes mechanics, botany, chemistry, drawing, and mathematics.

Time is gained by the omission of a number of common school branches: history, geography, reading, spelling, etc., and the pupil by making a proper selection in his studies, can fit himself specially for teaching, agriculture, or a mechanical trade. The course is arranged upon the presumption that the pupil has entered the fourteenth year of age. In all primary schools lessons must be brief and repeated daily, but experience has taught that advanced pupils make greatest progress when the recitation time is long enough to make all necessary explanations.

Pupils who desire to graduate should be expected to stand an examination in at least five of the above studies; but selections may be

made by those expecting to take only a partial course. For mechanics should be substituted for female pupils, female handiwork, designs for both useful and ornamental articles, and a course of lectures on domestic economy.

The introduction of drawing is considered of the greatest importance, as it virtually takes the place of the actual workshop. As every article manufactured is first designed by the brain, and as clearness, accuracy and detail of design are essential qualities to the master mechanic, in no other manner can both eye and hand be better trained and educated than by a thorough course of drawing.

The introduction of needle work in its various phases has hitherto failed chiefly because no romantic or ulterior uses have been attached thereto. There is no subject which is of greater interest to the female sex than dress. Instruction must be accompanied by the doctrine of colors and by exhibits of beautiful designs.

The discussion of domestic economy—a detailed estimate of how we can obtain the largest amount of actual comfort by the expenditure of a given sum of money for domestic uses, rents, fuel, clothing, and food is in our opinion of the last importance to the welfare and prosperity of families with moderate incomes.

The subject is presented in this concrete shape for a thorough discussion and eventual modification, but care should be taken that the *critique* be not merely negative, which leads to annihilation, but positive and constructive. Always point us out the better way, and every suggestion will be heartily welcome."

TEACHERS.

The first report containing statistics of the number of teachers employed in the public schools and their compensation, is that for Nov. 1, 1848. Six only of the thirty-four counties then organized reported these items. Lee reported the largest number of teachers, viz: 35 males, and 2 females. Washington reported the highest compensation, viz: 21 male teachers, at an average of \$25 per month; and eight females, at \$12. The lowest wages reported are \$12.05 for male, and \$6.00 for female teachers, in Buchanan county. The average of the total reported being \$15.43 for male, and \$8.20 for female teachers.

In the more complete report of 1849, the average compensation per month was \$14.83 for male, and \$7.64 for female teachers; Davis county reporting two female teachers at an average compensation of \$4.29 per month; Monroe county, three males, at an average of \$8.72; these two being the lowest reported. This report contains a list of the names of Iowa teachers, in which list are found the names of Willis Drummond, A. J. Kynett, E. Gunn, A. Paulk, James Harper, C. Baldwin, J. W. Hedrick and Asa Prescott, names well known and honored in the subsequent history of the state.

In 1850, 549 male and 250 female teachers are reported; \$14.76 and \$8.78 being the average compensation per month.

Mr. Fisher in his reports for 1857 and 1858 earnestly and ably advocated the establishment of high or secondary schools for the instruction of teachers for the common schools. In 1858 he says:

"By the new law no person is permitted to teach a school unless by an examination by the county superintendent he is found qualified. These examinations have exposed a melancholy deficiency, in the state, of well educated instructors. Heretofore teachers have not been examined, and, in consequence, a large proportion of the schools of the state have been rendered useless, by the employment of ignorant teachers. For several years past there has been more money squandered in the payment of incompetent teachers in the common schools, than it would take to maintain high schools in half the organized counties in the state. A scheme for the education of a people without the establishment of seminaries for the education of teachers, would be imperfect and insufficient; in fact such institutions are indispensable to a system of common schools."

It appears that the number of male teachers remained in excess of the number of female teachers, until the year 1862; when so large a proportion of the young men of the state had enlisted in the United States service in defense of their country, their places being supplied by young women. The number reported for this year being 3,618, and 4,187 respectively. During the next year the number of male teachers diminished nearly 700 while the number of female teachers increased nearly 1,500. During the years 1864-5 there was a further diminution of 600 in the number of male teachers, and an increase of 900 in the number of female teachers; since which time there has been a gradual increase in both; the present number reported being 6,500 males and 11,645 females.

The average compensation of teachers per month has steadily advanced. The advance in the wages paid to women for teaching has been very marked and satisfactory, showing as it does a better appreciation of the value of their services in the work of education as they gradually become better qualified. This increase taken in connection with the increase in the relative number of women employed, furnishes the best evidence of a growing conviction that the education of the young belongs largely to women, and may safely be entrusted to them.

The apparent discrimination against women in the average salaries paid, is accounted for chiefly by the fact that a large proportion of men occupy the positions which command the higher salaries. The rule is becoming more general, everywhere throughout the state, from year to

year, to pay men and women the same salaries for the same grade of work.

It has become the general rule to determine the compensation first; making the question of sex, in the selection of teachers, subsidiary to that of qualification to teach and to govern; women being quite as often preferred as men.

SCHOLARS.

When the first legislative assembly of Iowa convened thirty-seven years ago, it had the task of providing for the education of some 7,500 persons between the ages of five and twenty-one years then residing in the territory. When, eight years later, the first general assembly of the state assembled at Burlington, the number of persons of school age for whom provision was to be made had increased to about 35,000, while the number at present aggregates 533,571. Relatively, the education of the youth was then as important as now, but it was a much easier task to devise a system of schools for the instruction of a few thousand, then, especially as but a small portion of the funds for their support were derived from taxation, than to make adequate provision for the organization, support and management of the vast and complicated system necessary for the instruction of half a million pupils involving as it does the erection and care of ten thousand school-houses, the commissioning, employment and supervision of fifteen thousand teachers, and the annual levy, collection and disbursement of five million dollars.

The number of persons who attend school during any year is considerably less than the whole number between the ages of five and twenty-one years. In a state with an area of more than 50,000 square miles, and a school population of half a million, especially when as unevenly distributed as our population is, a large number of children will reside so far from any school as practically to prevent their attendance. There is apparently a growing tendency to defer sending children to school until they attain greater physical and mental maturity than they usually possess at the age of five years, and an undue haste in withdrawing them, at an early age, from school. A small percentage of the youth of the state receive instruction in private schools. These facts, largely account for the difference in the whole number between the ages of five and twenty-one years and the number actually enrolled in the schools during the year. After allowing, however, for

all these causes of difference, there are yet thousands of youth between the ages of eight and sixteen years in the state, who ought to be at school, for whose absence there can be no valid excuse, and whose absence can be accounted for only by the indifference, indulgence or cupidity of parents and guardians.

The relative number of children whose education is thus neglected is, doubtless, slowly diminishing from year to year as school accommodations increase and the disadvantage and disgrace which ignorance entails become more apparent. From the reports of 1875 it appears that out of a total population of 533,571 between the ages of 5 and 21 years, 384,012 have attended the public schools, and 13,350 private schools and institutions of learning.

In the state census report for 1875 the school population is divided as follows:

Number 2 years old and under 6.....	62,144 or 12½ per cent.
Number 6 years old and under 16.....	317,991 or 64 per cent.
Number 16 years old and under 21.....	116,636 or 23½ per cent.

The aggregate reported being 9914 less than the annual school census taken four months earlier. The latter is undoubtedly the more nearly correct. Adding to these figures so as to represent the approximate actual number September 15, 1875, when the last school census was taken and we have:

Number 5 years old and under 6.....	66,700
Number 6 years old and under 16.....	341,500
Number 16 years old and under 21.....	125,371

If these estimates are correct the number of persons attending the public schools in 1875 exceeds the number between the ages of 6 and 16 by 42,512, which is certainly a very gratifying exhibit.

Although as stated above the annual enumeration by district secretaries, of persons between the ages of five and twenty-one years, is more accurate than any special census taken by the state or United States assessors, yet the errors are not necessarily all made by the latter named officers. The school census taken in September, 1874, gave, between the ages of five and twenty-one years, 506,385. That of September, 1875, gave the number 533,571. While the state census taken January, 1875, gave but 496,471, which is 9,914 less than the former and 37,100 less than the latter.

This wide discrepancy in the enumeration of youth by different authorities indicates at least that more careful attention should be given

to this subject. It suggests also the suspicion that school officers occasionally make false returns for the purpose of securing to their districts a larger portion of the semi-annual apportionment of school money. If district secretaries were required to report the name and age of each person between the ages of five and twenty-one years, it might prove an effectual remedy for the evils that may exist under the present system.

The census report contains the following additional interesting statistics:

No. of persons 16 years old and under 21 who cannot read.....	2,513
No. of persons over 21 years who cannot read—males.....	3,124
No. of persons over 21 years who cannot read—females.....	2,511
Total number.....	8,148

While the correctness of these figures may be questioned, they show a relatively small number of totally illiterate persons in the state, and yet a number that ought to be greatly reduced within the next five years.

SCHOOL-HOUSES.

The school-houses of Iowa have exerted a potent influence in determining the character and reputation of our people. They are a prominent, visible indication of our love of intelligence and culture. Their rapid multiplication and rapid improvement have not only marked the accumulation of wealth which has made the necessarily large outlay for this purpose possible, but have, also, marked the liberality of our people in contributing so largely of their early earnings for the public good, and for the benefit of those who are to follow them.

The first settlements were made upon the timbered lands, and the earlier buildings were usually constructed of logs. The first school-house was a log house. During the first twenty years of our history, from 1833 to 1863, the log school-house prevailed; there being more constructed of this material during that period than of all other materials combined. The number of log houses continued to increase slowly until 1861, when 893 were reported. Since which time the number has regularly diminished, there being in 1865, 796; in 1870, 336; in 1875, 121; which is less than one-half the number reported three years ago; and these are here only as evidences of our recent emergence from pioneer life.

During the years 1854-55 and '56, while a flood of emigration was pouring into the state, school-houses increased rapidly in number, and improved greatly in character; during this period the larger and better frame house began to replace the humble pioneer log house. Brick school-houses of larger proportions and more imposing appearance became much more common in the cities and larger towns. As the population spread out over the state, a large number of new school-houses were needed, annually, to meet the growing wants of the state.

The greatest annual increase in the number of school-houses occurred in 1871, when the number added was 730, since which time the annual increase has been as follows:

In 1872.....	655
In 1873.....	603
In 1874.....	369
In 1875.....	303

From this it would appear that the great era of school-house building is now passed. While, however, the number built diminishes, from year to year, the cost of building continues to increase. In 1871, when the increase was 730, the amount expended in the erection of school-houses was \$935,617, while in 1875, when the increase was but 303, the amount expended was \$1,153,339; which is evidence of the decided improvement in their character.

The school-houses of Iowa, at the present time, are the pride of our people. The present number of school-houses is 9,523, which is one to every 140 inhabitants in the state.

SCHOOL FINANCES.

The constant and rapid increase in the amount of money expended for school purposes is indisputable evidence of appreciation of the public schools, on the part of the people of the state. In the year 1849, the total expenditures for school purposes were \$44,738; in 1859, \$617,632; in 1869, \$3,434,822, in 1875, \$4,605,749. With the exception of the semi-annual apportionment, derived largely from the interest on the permanent school fund, these large sums were raised by voluntary tax.

The amount paid for school-house sites and the erection of school-houses in 1874, was \$1,129,939; in 1875, \$1,077,983.

The amount paid for contingencies in 1874, was \$832,647; in 1875, \$892,626.

The amount paid teachers in 1874, was \$2,447,430; in 1875, \$2,598,439.

The reports of district secretaries are made in September; and the indebtedness of the districts, if their funds permit, are at that time generally satisfied; yet there are reported funds on hand in the aggregate amounting, in 1874, to \$1,600,423; in 1875, \$2,201,486.

As moneys collected from district tax are available in April, and quarterly thereafter, to district townships, and monthly, throughout the year, to independent districts, it is questionable at least whether, in districts free from indebtedness, large sums in excess of their actual wants should be levied. This subject should receive attentive consideration from boards of directors; and the estimates of the sums necessary for the support of schools for the next succeeding year, required by law to be made and published by boards of directors of independent districts, should be carefully and conscientiously computed.

There is no good reason why this provision of law should not be made to apply to district townships, as well as to independent districts.

The amounts paid district officers for their services during the last two years, are as follows:

Paid secretaries in 1874.....	\$42,141
Paid treasurers in 1874.....	36,699
Paid secretaries in 1875.....	41,709
Paid treasurers in 1875.....	34,427

The aggregate amount of the three funds reported on hand in 1874, was \$1,900,423; while according to the reports of 1875, the sum at date of preceding report was but \$1,801,738; the discrepancy being \$98,687. While it is not believed that the whole of this large sum is improperly used, the fact that it is unaccounted for still remains.

Taking into consideration the amounts paid district officers annually, the aggregate for 1875 being \$76,136, and the manner in which the funds are managed and accounted for, the question arises, why school funds should not be disbursed by the county treasurer directly to the parties to whom the districts become legally indebted, thus affecting the saving of a large sum of money, and the deposit of the funds in a place of safety. Under this system, which is in accordance with the general method of disbursing other funds, much more accurate reports of receipts and expenditures would be made; and, it is believed that the public convenience would be quite as well subserved.

PERMANENT SCHOOL FUND.

The permanent school fund is derived from the following sources:

1. The five per cent. upon the net proceeds of the public lands in the state of Iowa.

2. The proceeds of the sales of the five hundred thousand acres of land which were granted to the state of Iowa under the eighth section of the act of Congress passed Sept. 4, 1841, entitled "an act to appropriate the proceeds of all sales of public lands, and to grant pre-emption rights."

3. The proceeds of all sales of intestate estates which escheat to the state.

4. The proceeds of the sales of the sixteenth section in each township, or lands selected in lieu thereof.

The amount of this fund in 1848, was \$51,809; in 1857, \$2,030,544; in 1867, \$2,557,107; in 1875, \$3,363,961.

The annual interest on this fund in 1848, was \$2185; in 1857, \$111,839, in 1875, \$318,997.

The general management of the permanent school fund is confided to the auditor of state. The following is from his report of 1875, in relation to this fund:

"The aggregate amount of the permanent school fund distributed among the several counties is \$3,098,497. The amount in the state treasury subject to apportionment among the counties is \$1,567. The estimated value of real estate remaining unsold, bid in by the state on foreclosure of Eads' loans is \$7,455; and the amount of contract notes in hand taken for sale of real estate is \$15,386. The total amount exceeds the sum stated in the last report by \$69,218; and is an increase of the fund caused in most part by sales and re-sales of lands belonging to the fund in various counties, which had not before been reported. There was also received \$755, of the five per cent. fund, on account of sales of the public lands, from the United States.

The annual interest chargeable to the counties, and also paid by the state on its own indebtedness, is eight per cent. per annum, payable semi-annually, and the whole amount is thereupon apportioned throughout the state, in proportion to the number of school children reported in each county. Under the present law, each county is responsible for the full amount of interest on the fund in that county, and must pay the same, whether collected from the borrower, or not.

After careful examination of the law, and some practical knowledge of its workings, I feel satisfied that in all essential particulars, it is the correct plan for the management of this fund. The responsibility is placed where it should properly be, in the hands of those, who, by reason of their acquaintance with the parties applying for loans, and their proximity to the securities, are best qualified to judge of their real value, and thereby prevent waste."

EXAMINATION OF APPLICANTS FOR CERTIFICATES.

The standard of qualification for the different grades of certificates, as indicated by my report for 1872-3, and the mode of conducting examinations seeming to require fuller instructions, and some modification, the following directions and questions were prepared and sent to county superintendents June 1, 1875. It is expected that county superintendents will be governed by these directions, and will issue certificates in accordance with the standard herein indicated until further advised. The questions are designed for reference only, and are intended to show the character of those suitable to place before applicants for the different grades of certificates. If, however, in the judgment of the county superintendent, a sufficient number of teachers cannot be obtained to supply the schools of the county, by adopting this standard, it should be modified so as to obviate this difficulty. But in no case should a higher grade than the third class certificate be issued to applicants who are not entitled to higher grades according to this standard.

The examination of applicants for certificates is considered to be a very important part of the superintendent's official duties, and this work should be thoroughly, impartially, and judiciously performed.

Superintendents are supplied, on application, with books of blank certificates, finely lithographed and printed on a superior quality of bond paper.

GENERAL DIRECTIONS.

1. The applicant will write at the top of first page of answers, his or her full name and post-office address.

2. The list of questions selected to be answered, is discretionary with the applicant.

3. Use legal cap paper; write upon but one side, using pen and ink. Write, as headings, the names of the subjects upon which the questions are proposed. Number the answers to correspond with the questions. Exhibit all arithmetical operations in full. Number the pages consecutively. Do not fold or roll the manuscript.

4. Neither communication nor reference to books or memoranda is permitted; during the examination all candidates should be under the observation of the superintendent.

5. If any recess is allowed, all questions and manuscripts are to be left in charge of the superintendent.

6. The examination should be, to some extent, oral; examples in reading should, in all cases, be given by the applicant.

7. An applicant who is a stranger to the county superintendent, must furnish evidence that he possesses a good moral character.

8. The law requires the payment of a fee of one dollar for every certificate issued. Unless this fee is paid, the county superintendent cannot legally grant a certificate.

9. To be entitled to receive a certificate the applicant should answer correctly ninety per cent. of all the questions in the list selected, and not less than seventy per cent. in each branch.

10. Professional certificates may be issued to applicants who make teaching a profession, and who correctly answer one hundred per cent. of the questions for applicants for first class certificates.

Professional, first and second class certificates should usually be granted for one year; third class for six months.

QUESTIONS FOR APPLICANTS FOR FIRST CLASS CERTIFICATES.

Orthography, Elementary Sounds, &c.

1. Classify the elementary sounds of the English language.
2. Give examples of the assimilation of consonants.
3. What principle applies to derivative words in regard to accent?
4. Analyze and define: *honorable, copartnership, superscribe.*
5. Define the prefixes, *ad; be; dis;* and the suffixes *al; ed; ly.*
6. What are the exceptional or occasional sounds of each vowel?
7. What are the objects and methods of syllabication?
8. Correct the orthography in the following words; divide each into syllables; indicate the punctuation and accent by the proper diacritical marks; also define each word: *sinosour; knuckle; assention; colum; wassale; cibil;*
9. *Basalisk; gibbs; gimblet; d-lique; hemorage; ciuelacion; serement.*
10. *Obeaisy; truculent; rascem; quersa; sefalisk; pumis; chickery; coochook; solisim.*

Reading.

1. What are the necessary mental and physical qualifications to make a good reader?
2. How does the oral reading of narrative differ from that of dialogue?
3. What is the difference between wit and humor? Give the names of writers who excel in each.
4. Give the names of six of the most distinguished American writers.
5. How does the oral reading of dramatic, differ from that of didactic composition?
6. Give rule governing emphasis; also the several ways in which words are emphasized.
7. Name the different elements of expression.

8. Give a classification of qualities of voice.
9. Does the quality of voice change in reading; if so, when, and for what purpose?
10. Give your method of teaching reading.

Writing.

1. Give in full the principles used in your system of penmanship.
2. What are the advantages of a system of penmanship in teaching writing?
3. When a portion of a word is carried to the succeeding line, how should it be divided?
4. Give rule for shading letters.
5. Show by diagram the proper slant for loop letters.
6. How many spaces in height is the small letter *i*?
7. Give the different kinds of movement and the advantages of each.
8. How many spaces below the base line is the small letter *q* extended?
9. Do you advise concert exercises in penmanship; if so, why?
10. State briefly your method of teaching penmanship.

Arithmetic.

1. Find the G. C. D. of $\frac{9}{12}$ and $\frac{4}{14}$.
2. Find the L. C. M. of $\frac{16}{24}$ and $\frac{4}{18}$.
3. What is $\left\{ \left[2\frac{3}{4} + \frac{3}{2} \right] \text{ of } \frac{7}{36} - \frac{13}{24} \right\} \div \frac{840}{51148}$?
4. What is the diameter of a sphere which contains one hundred barrels, of forty wine gallons each?
5. In what time will \$830 amount to \$2,000 at 6 per cent., simple interest?

Des Moines, April 14, 1861.

Three years after date, for value received, I promise to pay J. N. Ingraham, or order, five thousand, six hundred, forty-three and seventy-five hundredths dollars, with interest at ten per cent. per annum.

JAMES SMITH.

Indorsed: June 25, 1864, \$1,000; Nov. 1, 1864, \$500; Jan. 12, 1865, \$2,500; Sept. 4, 1865, \$1,350.

What was due on the above note March 10, 1866?

7. Bought a house for \$2,973.10, and sold it immediately for \$4,321.90, payable in one year and six months. If I get this discounted at 15 per cent.; (true discount) how much shall I make in the transaction?
8. $3\frac{1}{2} =$ what?
9. Find one side of a cubical box containing five times as much as a cubical box containing one solid foot.
10. If a person travels 3 mi., 7 fur., 10 rd., 10 ft., 2 in. in one hour how far can he travel in 5 hours, 33 min., 22 sec.?

Geography.

1. How many degrees are there from the Antarctic Circle to the Tropic of Cancer?
2. What are the principal ocean currents?
3. Name the cities and towns which are on or near the isotherm of London, Eng.
4. What are the agricultural productions of Florida; what of Maine?
5. Draw a map of Iowa and the adjoining states, showing the principal towns, streams and railroads.
6. In what states and territories is gold found; in what iron; in what lead; in what coal?
7. What is the area of Iowa; of Delaware; of England; of France?
8. Describe the Mississippi river; its affluents; towns located upon its banks; states by or through which it flows, and their productions.
9. What is the governmental system of surveying the public lands; how are parcels of land described under this system?
10. Define plateau; steppe; bight; loch; glacier; delta; estuary; canon.

Grammar.

1. "My intention is to return." Parse in full.
2. "One, two, three, and at its last enlargement by Constantine, more than three hundred thousand persons could be seated in the Circus Maximus." Supply all ellipses.
3. "A murmur of happiness rose from his breast; O God thou hast blessed me, I ask for no more." Parse "*O God thou hast blessed me.*"
4. "Education is the most excellent endowment, as it enlarges the mind, promotes its powers, and renders a man estimable in the eyes of society." Point out the violations of propriety in the use of words.
5. Prepare a preliminary analysis for an essay upon the subject of ships.
6. Do inventions improve the condition of the laboring classes? Give outline of an argument containing five points, upon either the affirmative or negative.
7. "It is a desolate eve;
Dim, cheerless is the scene my path around;
Patters the rain; the breeze-stirred forests grieve;
And wails the scene with melancholy sound,
While at my feet, behold,
With vigorous talons clinched and bright eyes shut,
With proud, curved beak, and wiry plumage bold,
Thou liest, dead eagle of the desert; but
Preserving yet, in look, thy tameless mood
As if, though stilled by death, thy heart were unsubdued."
Change into prose.

8. "He being away the work suffers." Parse *he*.
- "He rode a mile." Parse *mile*.
- "Who was Pericles." In what case is *Pericles*?
9. "His being a Frenchman has nothing to do with the matter." In what case is *Frenchman*?
10. "Here the little band lost some of their best members." "The little band eagerly plunged into the river and drank its fill." Correct the false syntax.

Physiology.

1. Give the anatomy of the ear.
2. Describe the organs of circulation.
3. Describe the vocal organs.
4. What are the relations of exercise and growth?
5. Describe the nervous system.
6. Give an example of reflex action by the nervous system.
7. What classes of food are required by man?
8. Illustrate the value of physiological knowledge.
9. What is an organ?
10. What is a function?

History of the United States.

1. What was the political condition of the people of Virginia previous to the revolution?
2. What territory was granted to the Plymouth Company?
3. Who framed the "Grand Model" for the government of the Carolinas?
4. Describe the battle of Camden.
5. What acts were passed by the first Congress of the United States?
6. What was the Omnibus bill?
7. What forces were engaged at the battle of Ball Run?
8. Describe the battle of Pittsburg Landing.
9. What achievements have been made in science and literature by Americans?
10. What in inventions and manufactures?

Theory and Practice of Teaching.

1. (a) Where were you educated;
(b) How many teachers' institutes have you attended;
(c) How many terms have you taught;
(d) What works on education have you read;
(e) Of what educational journal are you a regular reader?
2. What is the true object of education?
3. What special preparation is necessary on the part of teachers?

4. What are the leading powers of the mind?
5. Which of the intellectual faculties are most active in childhood?
6. What studies are best adapted to develop the intellectual faculties that are most active in childhood?
7. What intellectual faculties are more fully developed at a later period?
8. What is the law of growth of the human mind?
9. By what means does the will control thought?
10. What is the object of moral training?

QUESTIONS FOR APPLICANTS FOR SECOND CLASS CERTIFICATES.

Orthography, Elementary Sounds, &c.

1. Into what classes are the elementary sounds of the English language divided?
2. What are two vowels in the same syllable with their sounds closely blended, called?
3. What is language?
4. For what do the following abbreviations stand? *Prox.*; *C. O. D.*; *inst.*; *etc.*; *ibid.*
5. What do the following phrases signify? *Viva voce*; *Habeas Corpus*; *Alibi*; *Sine die*.
6. Correct the orthography of the following words, define each, and indicate the punctuation by the proper diacritical remarks; *Habilliments*; *elementary*; *unparalleled*; *medieval*.
7. *Isos-laxe*; *thisis*; *supersileus*.
8. *Ideocincracry*; *therapeutics*; *scinonim*.
9. *Highevine*; *esophagous*; *dylenea*; *linfatie*.
10. *Supersced*; *acordean*; *chickory*; *suponashus*.

Reading.

1. In reading, how do you determine the appropriate rate of utterance?
2. When is a word said to be slurred?
3. Give a sentence containing an example of relative emphasis; underscore the emphasized words.
4. What sentiment is expressed in a subdued voice?
5. When in reading, is the voice elevated above the medium pitch?
6. In what particular does force, as applied to oral reading, differ from stress.
7. How is guttural voice formed, and what sentiment does it usually express.
8. In reading, how do you determine when to make a pause?
9. What will determine the duration of the pause?
10. State briefly your method of teaching reading.

Writing.

1. How many kinds of lines are used in forming letters?
2. Analyze the capital letter *O*.
3. What, according to your system is the degree of slant given to loop letters?
4. Do all letters have the same slant?
5. With respect to height, how do the small letters compare with the capitals?
6. Should the several letters of a word be combined?
7. What is the proper distance between letters of the same word?
8. What is the proper distance between words on the same line?
9. Are all small letters of the same height?
10. Give your method of teaching penmanship.

Arithmetic.

1. How many wine gallons in 36 beer gallons?
2. Multiply two thousandths by three hundredths and divide the product by three: point off the number of decimal figures in the quotient.
3. A man owning $\frac{1}{2}$ of a ship sold $\frac{35}{100}$ per cent. of his share. What part of the ship did he sell, and what part did he still own?
4. A bin 21 ft. long, 5 ft. 7 in. wide, must be how deep to contain as much as 6 bins, each five ft. long, 3 ft. deep, and 2 ft. wide?
5. Required, the proceeds of a 30 days' note for \$1,873, discounted at a bank at ten per cent. per annum.
6. How many cubes, each $\frac{1}{2}$ inch on each side, are contained in a cube 2 inches on each side?
7. What is the value in gold, of \$278.50 currency, when gold is worth 15 $\frac{1}{2}$ per cent premium?
8. \$574.80.

DES MOINES, May 7, 1872.

On or before May 7, 1873, for value received, I promise to pay John Jones or order, five hundred seventy-four and eighty one hundredth dollars with interest at ten per cent. per annum.

J. DUNK.

Indorsed July 9, 1872, \$274; what was due May 7th, 1873?

9. A note payable in sixty days, was discounted at a bank, at 20 per cent. per annum, and the proceeds were \$500. What was the face of the note?
10. Sold cloth and made \$0.75 per yard, which was 15 per cent. of the cost. What was the cost?

Geography.

1. Between what parallels of latitude is Iowa situated?
2. What countries in Europe are partly or wholly in the latitude of Iowa?
3. Between what meridians of longitude is Iowa situated?

4. What cities are located upon the banks of the Mississippi?
5. By what is climate modified?
6. What are the principal points of difference between the climate of San Francisco and of Norfolk, Va.; of Portland, Oregon, and St. Paul, Minn.; of Key West and Duluth?
7. What are the productions of Florida; of Wisconsin?
8. What cities are located upon the banks of the system of lakes of which the river St. Lawrence is the outlet?
9. Draw a township map of the county in which you now are, showing the streams, towns, railroads, and names of the counties adjoining.
10. Draw a map of Iowa showing the principal streams, towns and railroads.

Grammar.

1. How are adjectives classified?
2. What are the principal parts of a verb?
3. How is a verb given the passive form?
4. Give a synopsis of the conjugation of the irregular verb *be*.
5. "Peace being established, commerce revived." In what case is *peace*?
6. "Whom do you mean?" In what case is *whom*?
7. "What signifies fair words without good deeds?" Correct the false syntax.
8. "We were anxious to return." Parse *to return*.
9. "He sits above me." Parse *me*.
10. "The boy studies alone." "The boy alone studies." Parse *alone* in each sentence.

Physiology.

1. What kind of exercise is required by those engaged in sedentary occupations.
2. When should exercise be taken?
3. Describe the human spine.
4. Why is respired air unfit for breathing?
5. What should be the temperature of air for respiration?
6. What is the proper mode of ventilating school-rooms?
7. What should a person accustomed to manual labor, practice with reference to diet, on entering school?
8. How should the diet of children differ from that of mature persons?
9. How should the season modify diet?
10. How should the student be placed with reference to light?

History of the United States.

1. Who were the early explorers of the valley of the Mississippi river?
2. When, where and under whose direction was Georgia settled?

3. What important resolution was passed by the Continental Congress a short time previous to the adoption of the Declaration of Independence?
4. Describe the battle of Monmouth.
5. When and where was the first shot of the Civil War in America fired, and when did Lee surrender?
6. Describe the Monitor.
7. Describe the assassination of Lincoln.
8. Give a brief account of W. T. Sherman's campaigns.
9. How many men were raised for the defense of the Union?
10. Give a brief outline of the events that have occurred since the War of Secession.

Theory and Practice of Teaching.

1. (a) Where were you educated;
- (b) How many teachers' institutes have you attended;
- (c) How many terms have you taught;
- (d) What works on education have you read;
- (e) Of what educational journal are you a regular reader?
2. What is your mode of seating pupils, and of calling and dismissing classes?
3. How do you conduct exercises in spelling?
4. How should scholarship and deportment records be kept?
5. What incitements to study do you use?
6. What is your system of rewards and punishments?
7. Describe the analytical and the synthetic methods of investigation.
8. Point out the difference between inductive and deductive processes.
9. What is the distinction between the terms *objective* and *subjective*?
10. Describe your method of teaching language lessons.

QUESTIONS FOR APPLICANTS FOR THIRD CLASS CERTIFICATES.

Orthography, Elementary Sounds, etc.

1. What is a syllable?
2. For what do the following abbreviations stand? *Ib.; viz.; Mes.; N. B.; et.; p.p.*
3. Correct the orthography of the following words: *colaps; haranging.*
4. *Contaguly; palasade.*
5. *Technickal; crumble.*
6. *Contilashon; deprisashon.*
7. *Oniperus; payable.*
8. *Colcetable; finanshall.*
9. *Peniering; looseble.*
10. *Prary; velaspede.*

Reading.

1. How do you interest pupils in reading?
2. For what purpose is the voice inflected in reading?
3. In reading, how do you determine what word or words to emphasize?
4. How do you secure natural expression in your reading exercise?
5. How do you secure an intelligent understanding of what is read?
6. What instruction do you give to your pupils besides teaching them to pronounce the printed words with appropriate elocution?
7. Why do some selections require to be read in a monotone?
8. How do you secure distinct articulation?
9. How do you determine the proper pronunciation of words?
10. State briefly your method of teaching reading?

Writing.

1. Define the word "penmanship."
2. What use do you make of the black-board in giving instruction in penmanship?
3. What system of penmanship do you teach?
4. How do you instruct pupils to hold the pen?
5. How should pupils sit while writing?
6. In what position should the hand be placed with respect to the paper?
7. How many spaces in height is the capital letter *E*?
8. How many spaces in width is the small letter *m*?
9. For what purpose are letters shaded?
10. State your method of conducting exercises in penmanship for a term.

Arithmetic.

1. What is the G. C. D. of 84, 126 and 168?
2. What is the L. C. M. of 12, 15, 42, 70?
3. Reduce to the simplest form $\frac{2}{3} \div \frac{4}{5}$
4. Reduce 5 ft. 7 in. to the decimal of a rod.
5. Bought a horse for \$70, and sold him for \$100, what per cent. did I make?
6. What is the interest on \$371.23 for 1 year, 7 months and 23 days, at ten per cent. per annum?
7. A note for \$780, dated June 13, 1867, was endorsed Dec. 6, 1867, for \$79. How much was due Oct. 13, 1868; interest at ten per cent. per annum?
8. For what sum must a note, payable in 90 days, be drawn to produce \$1,967, when discounted by a bank at ten per cent. per annum?
9. How large a sight draft can be bought for \$972.83, exchange being $\frac{1}{2}$ per cent. discount?
10. When U. S. 5-20's are quoted at \$1.13 $\frac{1}{2}$, what will five \$500 bonds cost?

Geography.

1. Draw an outline map of North America.
2. Represent thereon the following named rivers: Miss. Mo., Ohio, Potomac.
3. Hudson, Rio Grande, McKenzie, Columbia, Colorado, St. Lawrence and the system of lakes of which it is the outlet.
4. Indicate thereon the location of the following towns: Washington, New York, Albany, Buffalo, Chicago, New Orleans.
5. St. Paul, St. Louis, Indianapolis, Detroit, Portland.
6. Draw an outline map of the county in which you now are.
7. Represent thereon the principal streams.
8. Sub-divide into civil townships and represent the principal towns.
9. Draw an outline map of Iowa.
10. Represent thereon the principal streams and towns.

Grammar.

1. What properties have nouns?
2. Give a synopsis of the conjugation of the regular verb *love*.
3. Decline *ox*; decline *it*.
4. "John has stole the book." Correct the false syntax.
5. "He is a person whom I know will suit you." Correct the false syntax.
6. Why must a pronoun agree with its antecedent in gender, person, and number, but need not in case?
7. "We sailed north a hundred miles the first day." Give the case of *north*; of *miles*; and of *day*.
8. "John is a lawyer." Parse in full.
9. "We were anxious to return that night." Parse to return.
10. "Between you and I there is a difference of opinion." Correct the false syntax.

Physiology.

1. What are the uses of the bones?
2. Why should the student habitually walk and sit erect?
3. What is a muscle; its use and mode of action?
4. What is a tendon?
5. Why is pure air essential in the school-room?
6. What is your mode of ventilating the school-room?
7. Why should we breathe through the nose rather than the mouth?
8. What are the most common forms of nitrogenous food?
9. What are the most common forms of carbonaceous food?
10. What mineral substances are contained in food?

History of the United States.

1. Give an account of the settlement of Jamestown.
2. Give a brief history of the Pilgrims.
3. How was Connecticut mainly colonized?
4. Give an account of Washington's first military operations.
5. Describe the siege of Yorktown.
6. What were the causes of the war of 1812?
7. By whom was the cotton gin invented?
8. What were the causes of the Mexican war?
9. Describe the battle of Mechanicsville.
10. When and to whom did the last Confederate army surrender?

Theory and Practice of Teaching.

1. (a) Where were you educated;
- (b) How many teachers' institutes have you attended;
- (c) How many terms have you taught;
- (d) What works on education have you read;
- (e) Of what educational journal are you a regular reader?
2. Prepare a programme of daily exercises for an ungraded school.
3. How do you impart moral instruction to your pupils?
4. By what means do you secure obedience on the part of pupils?
5. How do you conduct recitations in geography?
6. What oral instruction do you give to your school?
7. To what extent do you assist pupils in the preparation of lessons?
8. What instruction do you give to your pupils in vocal music?
9. What is your method of keeping scholarship and deportment records?
10. What is your method of acquainting parents with the standing of their children?

SCHOOL INSPECTION.

With a view to systemize the work of school supervision, county superintendents have been supplied with duplicate copies of a memorandum containing instructions, and a blank for recording certain items concerning which it seemed desirable to obtain and preserve definite information. This memorandum contains forty pages, 5x8 inch in size, bound in sheep, with sufficient ruled space, under the proper headings, for recording the results of all the visits made during the year. The * indicates that the required answer is *Yes* or *No*; the † that it is *Good*, *Fair*, or *Bad*. The following is a copy of the instructions and blank.

TO COUNTY SUPERINTENDENTS.

Section 1774, school laws 1874, provides that the county superintendent "shall visit each school in his county at least once in each term, and shall spend at least one-half day in each visit."

Under the conviction that a more uniform, thorough, and systematic method of conducting school visitation will produce better results than have heretofore been realized, the following suggestions and blank have been prepared for the use of county superintendents in the performance of this duty.

Duplicate copies are sent to each county superintendent: one to be used for recording the results of observations, when made, and to be retained in his office; the other, to be filed to correspond, and to be returned to this office, JANUARY 1, 1876, together with such additional facts and remarks as experience may suggest.

I. Teachers should not, usually, be notified of the exact time when a visit will be made; should not vary the usual exercises of the school during the visit, except by request of the superintendent; should uniformly be treated with the *greatest courtesy*, which will generally forbid the calling attention to, or correcting any errors or omissions of either teacher or pupil, in the presence of the school. The teacher should always be made to feel that the superintendent is a friend and adviser, rather than a severe critic.

II. Some definite plan should be matured, and regularly pursued, with a view to accomplishing certain *specific ends*. Time spent in visiting schools solely for the purpose of gaining information, is of little advantage to either teacher or school, and, as a rule, might be otherwise more profitably employed.

III. If prevalent errors exist, the superintendent may, by circular, sent previous to his visit, direct the attention of teachers particularly to the subjects mentioned.

A notice somewhat in the following form may be used, varying the suggestions as circumstances require:

To.....

It is my purpose to visit your school at some time during the present term; I shall examine specially:

First.—The condition of the school-house, furniture, and out-buildings.

Second.—The discipline and classification of the school.

Third.—The form and mode of keeping the daily register.

Fourth.—The manner of conducting recitations.

.....1875.....County Supt.

IV. It is believed that the best results may be obtained by reducing to writing all suggestions relative to errors observed in the conduct of the school, and leaving a copy of the same with the teacher. If any wants exist which it is the duty of the board to supply, their attention should be called to the fact.

The superintendent, though clothed with but slight legal authority in school visitation, may exert a most powerful and beneficial influence upon the schools of his county. His moral power, good judgment, and the intrinsic value of his suggestions being the means by which this result may be accomplished.

V. The superintendent should first satisfy himself of the *actual condition* of the school in all its important features; for this purpose he should examine—

A. The Sanitary Condition of the School :

1. Are the school-house and out-buildings in good repair, and in proper condition?
2. Are the seats and desks properly arranged and of suitable size and construction for the comfort of pupils?
3. Is the room light and cheerful?
4. Can it be properly warmed in cold weather?
5. Is the janitor's work properly done? Is suitable fuel furnished?
6. Is the room adequately ventilated?
7. Is wholesome water supplied for drinking?
8. Are there wardrobes in which to hang the pupils' hats and wrappings?

NOTES.

3. It is of the first importance to have plenty of sunlight. Dark school rooms are both cheerless and unhealthy. Pupils should never study, and should not ordinarily recite, with the face toward windows, as the sight is thereby in danger of being seriously and permanently impaired.
4. The temperature should be uniform; about 65° Fahr. is the proper degree.
6. The air of an unventilated school room soon becomes foul and unfit for respiration. Ventilation secured by lowering the windows, though bad, is far better than no ventilation; but cold air draughts should be carefully guarded against. Cold air should be excluded from the foundation, during winter, by banking or otherwise.

B. The School Management :

1. Is the school under proper control?
2. Are the scholars attentive and industrious?
3. Do classes move promptly and quietly.
4. Is there a programme of recitation and study? Is it followed?
5. Are the pupils properly classified?

6. Is there a daily register of *attendance, scholarship, and deportment*? Is it neatly and properly kept?
7. Is the school supplied with records, dictionary, maps, charts, and apparatus?
8. What kinds of punishment are employed?

NOTES.

1. System, self-possession, energy and firmness on the part of the teacher, are among the best disciplinary agents.
2. Profitable and constant occupation is the true preventive of disorderly conduct.
3. If every pupil has an assigned place at the recitation seat and in moving to and from the same, disorder will seldom occur. Promptness in the teacher secures promptness in the school.
4. By adopting a particular time both for *preparing* and *reciting* each lesson, the pupil's progress is made much easier, and habits of punctuality and regularity are thereby formed, to cultivate which is an important function of the school.
5. As few classes as is consistent with the wants of pupils should be formed.
7. Every school room should contain at least a school-record, a dictionary, outline maps, a clock, plenty of black-board surface with chalk and erasers, water pail and dipper, and chair and desk for the teacher.

C. The Instruction :

1. Does the teacher exhibit a thorough acquaintance with the subjects taught?
2. Does he manifest an active interest in his work?
3. Is the recitation made a searching test of the pupil's preparation?
4. Is it made to cultivate the pupil's power of telling accurately what he has learned?
5. Is proper aid given the pupil in the explanation and application of the lesson?
6. Is oral instruction given in physiology, vocal music, and in morals and manners?
7. Is the whole school thoroughly instructed in reading, spelling and writing?
8. Is the school doing thorough work in every respect?

NOTES.

- 3, 4 and 5. The objects of the recitation are:
 1. To determine thoroughly the pupil's preparation.
 2. To cultivate the power of expression.
 3. To explain difficulties and illustrate the subject.

In giving primary instruction or lessons this order should be reversed; the teacher aiming:

1. To instruct.
2. To drill.
3. To test.

6. In every school, there should be some regular instruction given in physiology, vocal music, and morals and manners. The object of moral lessons whether taught by authority, by precept, or by example, is to secure the "uniform habit of right action," to which, the example and approbation of the teacher furnishes the most powerful incentive.

ALONZO ABERNETHY,

Sup. Pub. Inst.

Des Moines, Iowa, Jan. 1, 1875.

Name of district.....	.....
No. of sub-district.....	.....
Name of teacher.....	.....
Date of visit.....	.....
No. of hours spent in school.....	.....
Size of school-house site.....	.....
Well on site?.....	*
Wood-house or coal shed?.....	*
No. of privies.....	.....
Condition.....	†
Size of school-house.....	.....
Condition.....	†
Properly seated?.....	*
No. of sittings.....	.....
Cold air excluded from foundation?.....	*
Special provision for ventilation?.....	*
Wardrobes for hats and wrappings?.....	*
Discipline good?.....	*
Scholars industrious?.....	*
Regular programme?.....	*
No. of classes.....	.....
Register well kept?.....	*
Dictionary?.....	*
Outline maps?.....	*
Clock and thermometer?.....	*
Square feet black-board surface.....	.....
Crayons and erasers?.....	*
Water pail and dipper?.....	*
Chair and desks for teachers?.....	*
Corporal punishment resorted to?.....	*
Teacher familiar with subjects taught?.....	*
Interested in his work?.....	*

Lessons well learned?.....	*
Recitations properly conducted?.....	*
Principles clearly explained?.....	*
General instruction given in physiology?.....	*
In vocal music?.....	*
In morals and manners?.....	*
Instruction thorough?.....	*
No. of pupils registered.....	.....
No. present.....	.....
No. pupils taught spelling.....	.....
Reading.....	.....
Writing.....	.....
Arithmetic.....	.....
Geography.....	.....
English Grammar.....	.....
Physiology.....	.....
U. S. History.....	.....
Algebra.....	.....
Natural Philosophy.....	.....
Drawing.....	.....

The primary object of these suggestions with regard to school inspection, and of securing the itemized record of their visits, was to aid county superintendents in the performance of this official duty, by indicating, in a general way, how this work may be advantageously performed, what subjects may properly claim the attention of superintendents, and to direct their attention habitually to all the important minutiae of the condition and work of the school, to the end that they may aid teachers systematically and intelligently in removing errors and improving their schools.

A further object was to place in each superintendent's office, a complete record of the condition of each school visited, for the purpose of affording a more comprehensive view of their condition and for future study and comparison.

A still further purpose sought was the collection, in the office of the superintendent of public instruction, of important data concerning the internal condition of the schools of the state. It is designed to tabulate and publish the results of this inspection of the schools, in order to show, as far as these facts will show, what our teachers and school officers are doing, and how their work is performed. As the work was first undertaken January 1, 1875, sufficient time has not elapsed to arrange for the publication of any of the results in this report.

APPEALS.

The state board of education passed a law December 24, 1859, to provide for appeals. By the provisions of this act, any interested person aggrieved by any decision or order of the board of directors may, within thirty days, appeal therefrom to the county superintendent; the basis of the appeal being an affidavit, setting forth the errors complained of. Upon the filing of such affidavit, the county superintendent is required to notify the district secretary to forward to him a complete and certified transcript of that portion of the district records relating to said decision or order. Upon receipt of this transcript the superintendent is required to fix a time for hearing the case, and notify all persons known to be interested. At the time of trial he is required to hear testimony offered for either party, reducing the substance of the same to writing, and render his decision thereon; with authority to modify or reverse the decision of the board, upon sufficient evidence of the violation of law, or the abuse of discretionary power, on the part of the board.

Appeal may also be taken, for like cause and in like manner, from any decision of the county superintendent to the superintendent of public instruction; whose decision is based upon the evidence introduced before the county superintendent, and is final. Neither of these officers have jurisdiction of cases involving the rendition of a judgment for money.

Under this law of appeal, which has remained unchanged to the present time, a very large proportion of the difficulties arising under the administration of the school laws, have been adjudicated. During the last two years 242 appeal cases have been decided by county superintendents, and 46 cases by the superintendent of public instruction.

TEACHERS' INSTITUTES.

The first official mention in Iowa educational records, of teachers' institutes is made by the Hon. Thomas H. Benton in his report to the legislature, dated December 2, 1850. He briefly reviews their origin and objects; and states, that

"An institution of this character was organized a few years ago, composed of the teachers of the mineral regions of Illinois, Wisconsin and Iowa. One of its sessions was held at Dubuque. An association of teachers has also been formed in the county of Henry, and an effort was made in October last to organize a regular institute in the county of Jones, but, owing to the limited notice given, there was not a very general attendance. Several lectures were delivered, however,

by gentlemen present; and arrangements were made for another meeting. I regard the teachers' institute as the most effectual means that we can at present adopt to advance the prosperity of our schools, but its practicability is questioned on the ground that the expense attending it is greater than teachers, with a limited compensation, are enabled to meet. To remove this objection (a valid one I might add), therefore, I would recommend that the sum of \$150.00 be appropriated annually, for three years, to be drawn in installments of \$50.00 each, by the superintendent of public instruction and expended for the benefit of this institution. I propose that three institutes shall be held annually, at points designated by the superintendent or the general assembly, and that \$50.00 shall be applied toward defraying the contingent expenses of each, in such a manner as the majority of the members may determine."

On the 13th of March, 1858, the legislature passed an "Act for the public instruction of the state of Iowa," which embraced the following provisions:

"Whenever reasonable assurance shall be given to the superintendent of public instruction that a number of not less than thirty teachers desire to assemble for the purpose of holding a teachers' institute and remain in session for a period of not less than six working days, the superintendent shall appoint such time and place for said meeting as the said teachers shall suggest and give due notice thereof, and for the purpose of defraying the charge for procuring teachers and lecturers for said institute, the superintendent may receive from the state treasury a sum not exceeding one hundred dollars for any one institute, which he shall immediately transmit to the county superintendent in whose county the institute may be held, who shall pay out the same as the institute may direct; and for meeting the expenses of the teachers' institutes, one thousand dollars per annum is hereby appropriated. The superintendent of public instruction shall, if practicable, attend these institutes."

Hon. Maturin L. Fisher, in his report to the board of education, dated December 6, 1858, says:

"Institutes have been appointed in twenty different counties, within the last six months, and have been conducted with signal success. A greater number would have been appointed, but the appropriation of one thousand dollars for that purpose was exhausted. An institute should be held annually in every county containing a considerable population, and for defraying the expenses of it, not less than fifty dollars should be appropriated from the state treasury, or perhaps it would be a more eligible plan to allow the board of presidents of school districts in each county to appoint an institute annually, and to pay the expenses of conducting it by an appropriation of not more than one hundred dollars from the county treasury."

It having been declared by the supreme court, in the case, *The District Township of the City of Dubuque v. Dubuque*, that so much of the act for the public instruction of Iowa as provides for schools, and goes beyond

the financial department of the system, unless it should be that part repealing existing laws, the charge and custody of school lands and money, and the raising of taxes is unconstitutional and void; the board of education at its first session, commencing December 6, 1858, enacted a system of school laws which contained a provision in relation to teachers' institutes, agreeing substantially with the former law.

Mr. Benton, in his report to the board and general assembly, dated December 5, 1869, says:

"It is to be regretted that the appropriation is not sufficient to admit of a greater number of these meetings. They are a source of much information to teachers, and exercise a very salutary influence upon the people. I am satisfied that we cannot rely upon other states for a supply of teachers. We must educate and train them at home. The truth is, the success of our school system depends, in a great measure, upon the efficiency of our teachers. A few well-qualified and energetic teachers in each county, who have become permanently identified in feeling and interest with the people, will do more for the cause of education than any other influence we can apply with double the expenditure of means."

The act of the board of education relating to teachers' institutes, was amended by the general assembly March 28, 1860, by appropriating 'a sum not exceeding fifty dollars annually for one such institute, held, as provided by law, in each county.'

Mr. Benton again says December 2, 1861:

"The very judicious change made by the general assembly at its last session, in regard to the appropriation for teachers' institutes, has been productive of the most satisfactory results. It has increased the number of institutes, and extended their influence to remote regions of the state where they had not previously been held. No agency has accomplished more for the benefit of our schools in the interior than the teachers' institute; and any legislation designed still more to enlarge its sphere of usefulness will be hailed with joy by the friends of education."

The following law was enacted by the board of education, Dec. 17, 1861:

"During the time of holding a teachers' institute in any county of this state, any school that may be in session in such county shall be closed; and it is hereby made the duty of all teachers, and persons desiring a teachers' certificate, to attend such institute, or present to the county superintendent satisfactory reasons for not so attending, before receiving such certificate."

Hon. Oran Faville, acting secretary of the board of education, in his report, dated Dec. 15, 1863, says:

"We know of no other agency that can reach so many teachers with

so little expense to the state and so great profit to the people. Of the 8,500 teachers in the state, more than half, as nearly as we can ascertain, have attended teachers' institutes during the last two years. The institutes are generally in charge of practical teachers, or of men who devote most of their time to conducting them. Eminent educators in other states have expressed their approval of teachers' institutes. Hon. Henry Barnard, of Connecticut, says: 'During nearly a quarter of a century's study and observation of schools, school systems, and educational agencies in different states and countries, I have tried, seen, or read of nothing so universally applicable, or so efficient in awakening and directing rightly both professional and parental interest in the broad field of popular education, as a well attended and wisely conducted teachers' institute. A single educational lecture or address, or a convention in which a number of addresses are delivered may occasionally move a sluggish community into sudden and vigorous action, but generally it is only after years of effort, by a few individuals, against all sorts of obstacles, that a good school-house is built, a proper classification secured, and well qualified teachers employed and adequately paid in schools of different grades. But I cannot recall a town where I ever held a well conducted institute, where the teachers were distributed through all the principal families, and the evenings were devoted to public addresses and discussions on topics connected with the organization and administration of the school system, and the classification, instruction, and discipline of public schools, where the work of educational improvement did not begin at once, and begin too, where all the improvement in the education of children must begin, in the heads and hearts of parents, in the enthusiasm, enlarged knowledge and practical skill of teachers, and in the well considered and liberal action of school officers and the public generally.'

In his report dated December 1, 1865, he again says:

"The provision made by the state for the benefit of teachers' institutes has never been so fully appreciated, both by the people and the teachers, as during the last two years. This is seen not only by the number of institutes appointed, but by the number of teachers in attendance, by the favorable notices of the press, and the reports of county superintendents. Every well conducted institute elevates the standard for teaching, and thus elevates the schools. A large majority of our teachers have received their only preparation in the common school, taught by those who were trained only in the common school, and who have had no means of acquiring new and improved methods of teaching, the results of educational experience and skill. To them the institutes are of incalculable value, bringing them in contact with the best teachers, whose enthusiasm in their profession kindles a desire for improvement and suggests means for securing it."

In the biennial report dated December 1, 1867, Hon. D. Franklin Wells says:

"It is believed that all institutes receiving aid from the public treasury, and which teachers are required by law to attend, should be under the supervision and control of the state. It is therefore suggested that

the superintendent of public instruction be authorized to appoint the time and place of holding such institutes, as the law now provides; and also to appoint not less than two persons of eminent qualification, who, under his direction, with such assistance as they may receive in the counties, shall conduct all institutes receiving state aid. Such an arrangement would render it possible to appoint a series of institutes in contiguous counties for successive weeks, a thing hitherto devoutly wished for but never yet attained. Such an arrangement would greatly diminish the traveling expenses of the conductors, and would require but a slightly increased appropriation, even if the persons thus appointed were to receive salaries from the state, as they doubtless should, in lieu of the appropriation now made to counties. While such an arrangement might not secure institutes better than many which have been held in the state, it would insure *uniform excellence*; and though imposing increased labor and responsibility upon the superintendent, it would enable him to work out his plans for the improvement of schools with greater success."

Hon. A. S. Kissell, in his biennial report, dated January 1, 1872, says:

"In some of the counties, the institute season has been made the occasion of enthusiastic revivals, so to speak, of energies long languishing; and we have been informed that the effect on the teachers' profession in those localities, and on the school officers, and on the condition of schools, has been electric. Such results must follow from institutes when properly conducted. In accordance with their original intent, they are thus demonstrated to be not only an indispensable link in that admirable system of state supervision which keeps the machinery of popular education running, but also and chiefly a stimulus to the teacher and through him a mighty agency for arousing and shaping all the school elements of the county."

The biennial report from this department for 1872-3, contains the following:

"In a few counties assistance has been given by boards of supervisors in defraying the expenses of institutes for periods of two or four weeks. In others, the teachers themselves, under the direction of the county superintendent, have voluntarily gathered themselves into normal institutes, remaining in session four, six, and eight weeks, under the instruction of superior teachers, paid by those instructed. I have never known such an institute to prove a failure. About fifteen have been held in as many different counties, during the present year, with the best of results. In a number of counties where such schools were inaugurated last year, the teachers have re-assembled, this year, for a greater length of time, and with a largely increased attendance. If such institutes could be held annually in all our more populous counties, and in districts composed of from two to four counties in the more sparsely settled portions, to remain four, six, eight, or twelve weeks, under earnest and efficient instructors, teachers would attend them by thousands, and would be able in a few years to familiarize themselves with all the details of their profession, and go over nearly

the whole ground contemplated in a complete normal course, extending through a series of years; and that too, at an almost nominal expense to the state. No other known agency could so directly, immediately and powerfully reach the great body of teachers of the common schools, and the thousands of young persons preparing for this work. A sufficient number of normal institutes of this kind could be held in the state next year, during the summer vacations, when instructors could be easily secured from the scores and hundreds of able teachers now employed in our graded and high schools, to receive the voluntary attendance of one-half the teachers of Iowa, at an expense to the state less than would be incurred in the erection of a single normal school building large enough to accommodate three hundred students. If the state cannot or will not yet aid in the establishment of permanent normal schools; if we are doomed to wait another decade before our people learn that Iowa, with one or two other states, has fallen behind almost every enlightened state known to modern civilization in giving state aid and encouragement to normal training, we can yet by this means reach, at once effectually and powerfully, the public schools and teachers of Iowa."

NORMAL INSTITUTES.

The fifteenth general assembly enacted a law March 19, 1874, to establish normal institutes, which reads as follows:

"SEC. 1769. The county superintendent shall hold annually a normal institute for the instruction of teachers, and those who may desire to teach, and with the concurrence of the superintendent of public instruction, procure such assistance as may be necessary to conduct the same, at such time as the schools in the county are generally closed. To defray the expenses of said institute, he shall require the payment of a fee of one dollar for every certificate issued; also the payment of one dollar registration fee for each person attending the normal institute. He shall, monthly, and at the close of each institute, transmit to the county treasurer, all moneys so received, including the state appropriation for institutes, to be designated the 'institute fund,' together with a report of the name of each person so contributing, and the amount. The board of supervisors may appropriate such additional sum as may by them be deemed necessary for the further support of such institute. All disbursements of the institute fund shall be upon the order of the county superintendent; and no order shall be drawn except for bills presented to the county superintendent, and approved by him, for services rendered or expenses incurred in connection with the normal institute."

It appearing desirable that a uniform course of instruction be adopted throughout the state in conducting normal institutes, the following was prepared for this purpose and sent to county superintendents to be used in the institutes of 1874.

COURSE OF STUDY FOR THE NORMAL INSTITUTES, 1874.

The law providing for Normal Institutes having imposed upon county superintendents additional labors, it was thought best to give special consideration to these Institutes, in the recent conventions of county superintendents. At four of the six conventions held in May last, courses of study, designed for the Institutes to be held the present year, were prepared by committees, submitted to the conventions and adopted, together with resolutions requesting the superintendent of public instruction to prepare, from them, a course of study suitable for a four weeks' session, for the use of county superintendents and conductors in preparing their schemes of work.

With the aid of these, and such suggestions as I could get from other sources, I have prepared a course of study and send it out in the hope that it may serve, in some measure, to unify and systemize the work, and aid in securing the best possible results from these brief training schools for the present year.

The work here mapped out will require, of both instructors and students, thorough preparation, close study and hard work. This course of study will, doubtless, need to be modified to meet the wants of different localities, but the amount of work undertaken to meet the pressing wants of our teachers, will, necessarily, be large in every county. Whenever, in the opinion of the county superintendent, any one of the branches has been sufficiently developed, it may be dropped and the time thus gained devoted to such part of the work as may be deemed of immediate importance.

The whole plan of work should be arranged beforehand so that students may be able to prepare for every lesson before going to the class room. Every class exercise should be a *model lesson*, so that methods of teaching shall be constantly illustrated by example.

Provision should be made for one or two lectures per week and the remainder of the evenings should be devoted to study.

The names of the instructors engaged should be forwarded for approval along with the application for the appointment of the Institute, designating who is to act as *conductor*, whether the county superintendent or another. At the close of the Institute the blank report forwarded from this office, with the appointment and state warrant, should be promptly filled and returned.

ALONZO ABERNETHY,
Superintendent of Public Instruction.

DES MOINES, IOWA, June 20, 1874.

SYLLABUS OF COURSE OF STUDY.

DAILY EXERCISES.	FIRST WEEK.	SECOND WEEK.	THIRD WEEK.	FOURTH WEEK.
Orthography— 1st half— Writing— 2d half— 30 minutes.	Class drill in Spelling Rules for Spelling.	Word Analy- sis. Diction- ary Exer- cises.	Position, Prin- ciples, Move- ments.	Practice Les- sons. Letter Writing. Business Forms.
Reading— 45 minutes.	Classification of Element- ary sounds. Markings of Tonic Ele- ments.	Quality, Force, Stress, and Pitch. Class drill.	Quality, Move- ment, Inflec- tion, Cir- cumflex, and Pause. Class drill.	Melody, Transition, Persuasion, Position, and Gesture. Class drill.
Arithmetic— 45 minutes.	Fundamental Rules and Properties of Numbers.	Fractions— Common and Decimal. Compound Numbers.	Percentage and its Ap- plications. Interest.	Ratio and Pro- portion, Partnership, Involution, and Evolu- tion.
Geography— 45 minutes.	General Geo- graphy.	United States, with Special Study of Geo- graphy of Iowa.	Remainder of Western Hemisphere.	Eastern Hem- isphere.
Grammar— 45 minutes.	Language Les- sons, Form- ing and An- alyzing Sim- ple Sentences, Rules for the use of Capitals.	Parts of Speech and their Prop- erties.	Inflection of Parts of Speech. Parsing.	Syntax and Composition.
Physiology— 45 minutes.	Bones and Muscles.	Food, Digest- ion, and Absorption.	Circulation and Respiration.	Nervous Sys- tem and Special Senses.
History of U.S.— 45 minutes.	Discoveries, Claims, and Settlements.	French and Indian War. Revolution- ary War.	The Constitu- tional period to 1825.	Recent Events and Consti- tutions.
Didactics— 45 minutes.	School Organi- zation and Classification.	School Dis- cipline and general Ex- ercises.	Methods of In- struction.	Methods of In- struction.

PROGRAMME OF DAILY EXERCISES.

FOR AN INSTITUTE OF THREE DIVISIONS.

TIME TABLE.	Time, minutes.	Division A.	Division B.	Division C.
From 8:15 A. M., to 8:30 A. M.....	15	OPENING EXERCISES AND ROLL-CALL.		
From 8:30 A. M., to 9:15 A. M.....	45	Arithmetic.	Geography.	Grammar.
From 9:15 A. M., to 10 A. M.....	45	Geography.	Grammar.	Arithmetic.
From 10 A. M., to 10:15 A. M.....	15	RECESS.		
From 10:15 A. M., to 11 A. M.....	45	Grammar.	Arithmetic.	Geography.
From 11 A. M., to 11:45 A. M.....	45	Physiology.	Reading.	History.
From 11:45 A. M., to 1 P. M.....	75	INTERMISSION.		
From 1 P. M., to 1:45 P. M.....	45	Reading.	History.	Physiology.
From 1:45 P. M., to 2:30 P. M.....	45	History.	Physiology.	Reading.
From 2:30 P. M., to 2:45 P. M.....	15	RECESS.		
From 2:45 P. M., to 3:15 P. M.....	30	ORTHOGRAPHY OR WRITING.		
From 3:15 P. M., to 4 P. M.....	45	DIDACTICS.		

ORTHOGRAPHY.

First Week: Class Drill in Spelling—Rules for Spelling.

Spelling list of twenty-five of the most difficult words in ordinary use, each day. Rules for spelling, with words to illustrate rules and exceptions.

Second Week: Word Analysis, Dictionary Exercises.

Word Analysis, prefixes and suffixes. Daily class drill in spelling by letter and sound. Dictation exercises.

NOTE.—The following method of conducting exercises in spelling may be profitably adopted for a portion of the time:

Let each member of the class write the words from dictation, sign name and exchange papers by passing them to the right or left. Let the conductor, or some other person designated, correctly spell the words orally, the students defining them as spelled. Each student will mark and report the number of words incorrectly spelled. A complete record should be kept of all failures in spelling and defining.

WRITING.

Third Week,—Position, Principles, Movements.

1. Materials discussed: manner of sitting, position of hands, feet, body; rule for holding pen, and different kinds of movement explained.

2. Write on black-board, and explain all the principles used in writing, also the meaning of the following terms: "base line," "head line," "space in height," "space in width," "regular slant," "straight line," "point," and "turn."

3. Concert drill in exercise to develop a free muscular movement, time, five minutes. Correct faults in position and manner of holding pen, if necessary; write on board the words

Almond, Number, Belmont, Penman.

Analyze each letter; class practice on same for ten minutes; collect papers, and correct principal faults on black-board.

4. Concert drill as in last lesson, with change of exercise. Writing exercise.

Coffax, Hammond, Dumont, Quinine.

Analysis and criticism.

5. Concert drill, time, five minutes. Writing exercise,

Element, Omnibus, Feminine, Temperance.

Analysis and criticism. Review.

Fourth Week,—Practice Lessons, Letter Writing, Business Forms.

1. Concert drill, time, five minutes. Writing exercise,

Goodness, Mississippi, Infinite, January.

Analysis and criticism.

2. Concert drill, time, five minutes. Writing exercise,

Kingdom, Revolution, Luminary, System.

Analysis and criticism.

3. Concert drill, time, five minutes. Writing exercise,

Union, Vienna, Wyoming, Xerxes.

Analysis and criticism.

4. Concert drill, time, five minutes. Writing exercise,

Ypsilanti, Zamboro.

Analysis and criticism. Epistolary forms.

5. Business forms.

READING.

First Week,—Classification of Elementary Sounds; Markings of Tonic Elements.

1. What good reading implies, and how to attain it. Description of the organs of speech.
2. Classification of elementary sounds. Sounds and markings of *a*.
3. Sounds and markings of *e* and *i*. Methods of teaching beginners to read.
4. Sounds and markings of *o* and *u*. Illustrate method of conducting a lesson in the First Reader.
5. Respiration, intonation, articulation, enunciation, pronunciation. Model lesson in Second Reader.

Second Week,—Quality, Quantity, Force, Stress, and Pitch.

1. Quality of { Pure.
Voice. { Impure—Orotund, Effusive, Explosive.
 2. Quality continued,—Guttural, Aspirate, Tremor.
 3. Force,—Subdued, Moderate, Energetic, Impetuous.
 4. Stress,—Radical, Medium, Vanishing, Compound.
 5. Pitch,—Very Low, Low, Middle, High, Very High.
- One half the time each day spent in class drill of selections from Third Reader, illustrating the subject of the lesson.

Third Week,—Quantity, Movement, Inflection, Circumflex, Pause.

1. Quantity,—Long, Medium, Short.
 2. Movement,—Slow, Moderate, Brisk, Rapid.
 3. Inflection,—Rising, Falling.
 4. Circumflex,—Rising, Falling, Compound.
 5. Pause,—Grammatical, Rhetorical.
- Class drill, as in preceding week, in Fourth Reader.

Fourth Week.

Melody, Transition, Personation, Position, Gesture. Analysis of selections, according to preceding principles, and class drills in same, giving special attention to the thought and sentiment.

NOTE.—Every day's exercise should contain a model lesson illustrating the subject taught.

ARITHMETIC.

First Week,—Fundamental Rules and Properties of Numbers.

1. Definitions, Notation and Numeration. Lesson in counting for children, illustrated by objects.
2. Fundamental Rules. Lesson illustrating all the fundamental operations on the numbers, 1, 2, 3, 4 and 5, successively.
3. Fundamental Rules continued. Abbreviated processes and proofs. Decimal notation illustrated by objects.
4. Factoring and Cancellation.
5. Greatest Common Divisor and Least Common Multiple.

Second Week,—Fractions, Common and Decimal, and Compound Numbers.

1. Common Fractions, Definitions, Principles and Reduction.
2. Common Fractions, Addition, Subtraction, Multiplication and Division.
3. Decimal Fractions.
4. Denominate Numbers.
5. Denominate Numbers—continued.

Third Week,—Percentage and its Applications, Interest.

1. Cases of Percentage.
2. Applications of Percentage.
3. Applications of Percentage—continued.
4. Interest.
5. Discount, Premium and Exchange. Business Papers.

Fourth Week,—Ratio and Proportion, Partnership, Involution, and Evolution.

1. Ratio and Simple Proportion.
2. Compound Proportion.
3. Partnership.
4. Involution and Evolution.
5. Evolution—Continued.

NOTE.—After the first week fifteen minutes at the opening of each exercise to be given to Mental Arithmetic.

GEOGRAPHY.

First Week,—General Geography.

1. Form, Movements, Circles and Zones of the Earth.
2. Lands and their conformations.
3. Waters and their divisions.
4. Climate and productions.
5. Races of Men and Forms of Government.

Second Week,—United States.

1. Location, Outline and conformation of surface.
2. Principal water-sheds, rivers and lakes.
3. Political divisions, principal cities and railroads.
4. Climate and productions, with map of the United States drawn by class from memory on scale of—.
5. Application of four preceding lessons to state of Iowa, including drawing of map of Iowa.

Third Week,—Remainder of Western Hemisphere.

1. British America.
2. Mexico.
3. Central America and West Indies.
4. South America.
5. South America—continued.

Fourth Week,—Eastern Hemisphere.

1. Great Britain.
2. German Empire.
3. Remainder of Europe.
4. Asia.
5. Africa, Australia, Islands of Pacific.

GRAMMAR.

First Week,—Language Lessons; Forming and Analyzing Simple Sentences.

1. State the province of grammar; show what may be taught to young pupils, and how to teach it.
2. Methods of teaching language lessons to beginners without book. Illustrate on black-board.
3. Analysis of simple sentences; declarative, interrogative, imperative and exclamatory. Examples given by class.
4. Principal and adjunct elements of simple sentences. Examples.
5. Forming and analyzing simple sentences. Rules for the use of capitals.

Second Week,—Parts of Speech and their Properties.

1. Nouns; classes and properties.
2. Verbs; classes. Form sentences illustrating common cases of false syntax among children.
3. Pronouns; classes and properties, with sentences by class to illustrate.
4. Adjectives; classes. Form adjective phrases and clauses.
5. Adverbs; classes. Form sentences containing adverbial words, phrases and clauses. Require class to bring sentences illustrating common errors in using adjectives for adverbs, and *vice versa*.

Third Week,—Inflection of Parts of Speech. Parsing.

1. Declension of nouns and pronouns. Formula for parsing.
2. Declension of personal pronouns.
3. Conjugation of regular verbs. Formula for parsing.
4. Conjugation of irregular verbs. The verb *to be*.
5. Adjectives; modifications and comparisons. Improper comparison and use of adjectives illustrated by sentences. Same corrected.

Fourth Week,—Syntax and Composition.

1. Syntax of sentences—sentences classified.
2. Syntax of elements.
3. Letter of introduction and recommendation written by each member of the class; criticism in presence of class; special instruction on black-board, in proper form of dating, commencing, ending, signing, folding and directing letters.
4. Essay by each pupil on advantage of studying several authors in conjunction. Examined with special reference to spelling, use of capitals, and punctuation.
5. Figures of speech. Theme by each pupil on importance of studying the history of the English language.

PHYSIOLOGY.

First Week,—Bones and Muscles.

1. The object and importance of the study of physiology.
2. Bones, their use, structure, composition, and joints.
3. Bones—continued; their number and classification.
4. The muscles, their structure, arrangement, and action, voluntary and involuntary.
5. The muscles, their attachment and mechanism; anatomy of the vocal organs.

Second Week,—Food, Digestion, and Absorption.

1. Classification of food.
2. Quality, quantity, and preparation of food.
3. The organs of digestion.
4. The process of digestion.
5. Absorption.

Third Week,—Circulation and Respiration.

- The organs of circulation.
2. The composition of blood, and forces of circulation.
 3. The respiratory organs.
 4. Purification of the blood.
 5. The relation of pure air to health.

Fourth Week,—Nervous System and Special Senses.

1. The brain.
2. The spinal cord and nerves.
3. The eye, its structure, use, and preservation.
4. The other special senses.
5. Ventilation of school rooms.

HISTORY OF UNITED STATES.

First Week,—Discoveries, Claims and Settlements.

1. Spanish discoveries, claims and settlements.
2. English discoveries, claims and settlements.
3. French discoveries, claims and settlements.
4. Dutch claims and settlements.
5. Kinds of Colonies, (Royal, Proprietary, Charter.)

Second Week,—French and Indian War, Revolutionary War.

1. French and Indian war and results.
2. Causes of Revolution.
3. Campaigns of Revolution with principal commanders.
4. Principal battles of Revolution.
5. Treaties and results.

Third Week,—The Constitutional Period to 1825.

1. Formation and adoption of the Constitution of the United States.
2. Washington's administration.
3. Adams' and Jefferson's administrations.
4. Madison's administration, and War of 1812.
5. Monroe's administration, and the Missouri Compromise.

Fourth Week,—Recent Events and Constitutions.

1. Administrations and leading events from 1825 to 1845.
2. The Mexican War.
3. The causes of the Rebellion.
4. Campaigns and battles of the Rebellion.
5. Constitutions of United States and Iowa.

DIDACTICS.

First Week,—School Organization and Classification.

1. Preparatory work—Certificate, contract, necessity and use of black-board, dictionary, maps, apparatus, call-bell, thermometer, etc.
 2. Organization—Opening, grading and classifying mixed schools.
 3. Programme of study and recitation.
 4. School Regulations—Seating of pupils, movement of classes, recesses, rules, etc.
- School Records and Reports; class, deportment, attendance, etc.

Second Week,—School Discipline and General Exercises.

1. Recitations—Objects and methods, reviews.
2. School Discipline—Means of securing order and industry.
3. Rewards and Punishments—Proper and improper.
4. Singing—Rhetorical and other general exercises.
5. Oral Instruction—Calisthenics, morals and manners, care of school property, etc.

Third Week,—Methods of Instruction.

1. How to teach reading in primary grades.
2. How to teach reading in intermediate and grammar grades.
3. How to teach spelling and writing
4. How to teach arithmetic in primary grades.
5. How to teach arithmetic in intermediate grades.

Fourth Week,—Methods of Instruction.

1. How to teach geography.
2. How to teach grammar to beginners.
3. How to teach grammar to advanced pupils.
4. How to teach history.
5. Industrial expositions in the public schools.

The course of instruction was revised and enlarged for the institutes of 1875, as follows :

COURSE OF STUDY FOR NORMAL INSTITUTES, 1875.

TO COUNTY SUPERINTENDENTS.

The design of the normal institute is to afford to those who propose to teach in the public schools, an opportunity for specific preparation. The brief time allowed for the institute, limits the subjects to be treated, and requires that the instruction shall be practical, thorough, and confined to the more difficult portions of the teacher's work.

The first requisite for a good institute is a corps of competent instructors. Only thoroughly qualified teachers of recent experience, should be appointed to this work. There are, within the state, many superior teachers whose instruction will be practical and thorough, whose methods can safely be followed, and whose example and zeal will inspire teachers to improve their teaching and their schools. It is believed that such instructors can usually be secured without difficulty.

The benefits received by the members of the institute, will depend mainly upon the amount of study bestowed upon the subjects treated. Nothing should occupy the attention which does not pertain directly to the teacher's work. The time of the institute cannot profitably be consumed in general discussions or lectures.

Believing that the best results can be secured by assigning each member of the institute, daily lessons to prepare and recite, a course of study has been prepared for this purpose.

It is not designed to treat exhaustively, or to present a comprehensive view of any entire branch, but to call attention to those topics not so generally understood, but considered essential, and to assign the amount of work appropriate for each recitation. While it is not expected that this programme will be wholly adapted to meet the wants of every normal institute, it is hoped that it may prove of assistance in every case. The conductor will make such modifications as existing circumstances may require.

Every recitation should be a model; but to teach the subject should be the leading purpose. In didactics, methods of instruction, with particular reference to children and the public schools, will, appropriately, receive attention.

The lesson for the succeeding day, should in all cases be assigned, and, if necessary the works in which the subjects are treated, should be mentioned. Those in attendance at the institute, should make as careful and thorough preparation for recitation as the time will admit, using for this purpose, every moment when not engaged in recitation during the session and all the available time when the institute is not in session.

Those only who have previously studied the subject of the lesson, are prepared to receive benefit from the recitation. Teachers should be notified to bring text-books for the purpose of study and reference.

If the subject requires, diagrams should not only be made by each member

of the class, preparatory to the recitation, but should also be previously drawn upon the black-board unless of a character to be executed without consuming time that should be used in the recitation.

In making preparation for the institute, the superintendent should secure instructors early, and provide that they should be on hand promptly at the beginning of the institute. It is important that they remain throughout the entire session.

All teachers in the county should receive notice as early as practicable of the time and place appointed for the institute. Arrangements should also be made for suitable rooms in which to hold the institute, and for accommodation of teachers in attendance.

Provision should be made for one or two lectures per week; the remainder of the evenings should be devoted to study.

The plan of dividing the institute into two or more grades according to the qualification of teachers, has, so far, proved most satisfactory.

In the management of the work of the institute, constant attention should be given to punctuality, deportment, and correct methods of conducting the exercises. A complete record should be kept, showing the attendance, scholarship, and deportment of teachers in attendance.

The names of the instructors engaged, should be forwarded for approval along with the application for the appointment of the institute. The conductor should also be designated. At the close of the institute, the blank report forwarded from this office with the appointment and state warrant, should be filled and promptly returned.

ALONZO ABERNETHY,

Superintendent of Public Instruction.

DES MOINES, IOWA, July 10, 1875.

SYLLABUS OF COURSE OF STUDY.

DAILY EXERCISES.	FIRST WEEK.	SECOND WEEK.	THIRD WEEK.	FOURTH WEEK.
Orthography, 40 minutes.	Principles of pronunciation.	Principles of pronunciation.	Principles of pronunciation. Rules for spelling. Prefixes, suffixes.	Quotations. Abbreviations. Marks of punctuation.
Reading, 40 minutes.	Preparation. Breathings. Exercises in reading.	Quality of voice. Quantity. Movement.	Force, Stress. Pitch, Inflection. Pause.	Reading exercises in different kinds of composition.
Writing, 2 weeks. Drawing, 2 weeks, 40 minutes.	Position. Principles. Movements.	Practice lessons. Better writing. Business forms.	Lines, Surfaces, solids. Imitation drawing.	Memory, El. design and model drawing. Sketching.
Arithmetic, 40 minutes.	Properties of numbers. Common fractions. Denominate numbers.	Denominate numbers. Proportion. Percentage.	Applications of percentage. Interest, etc.	Equation of payments, Annuities, Properties, Involutions, Evolutions, Mensuration.
Grammar, 40 minutes.	Punctuation. Parts of speech. Analysis. Parsing. Composition.	Parts of speech. Analysis. Parsing. Composition.	Parsing. Analysis. Composition.	Analysis. Parsing. Composition.
Physiology, 40 minutes.	Bones, Muscles, Circulation.	Digestion. Assorption. Respiration. Nervous system.	Nervous system. Special senses. Vocal organs.	Foods. Hygiene.
Geography, 2 weeks. History & U.S., 2 weeks, 40 minutes.	Mathematical and physical geography.	Map drawing. Constitutions. School laws. Governmental survey.	Aborigines of N. A. Discoveries, claims and settlements. Political history of the Rev.	The Rev. Presidents, Mexican war, War of secession. Prominent Americans.
Didaactics, 40 minutes.	Organization, government and management of schools.	School management, government and instruction.	Mental philosophy and teaching.	Methods of instruction.

PROGRAMME OF DAILY EXERCISES.

FOR AN INSTITUTE OF TWO DIVISIONS.

TIME TABLE.		Time, Minutes.	DIVISION A.	DIVISION B.
From	8:30 A. M. to	8:40 A. M.	10	OPENING EXERCISES AND ROLL-CALL.
"	8:40 "	9:20 "	40	Didactics..... Arithmetic.
"	9:20 "	10:00 "	40	Arithmetic..... Didactics.
"	10:00 "	10:10 "	10	RECESS.
"	10:10 "	10:50 "	40	Reading..... Grammar.
"	10:50 "	11:30 "	40	Grammar..... Reading.
"	11:30 "	1 P. M.	50	INTERM. RECESS.
"	1 P. M.	1:40 "	40	Orthography..... Geography or Hist'y
"	1:40 "	2:20 "	40	Geography or Hist'y..... Orthography.
"	2:20 "	2:30 "	10	RECESS.
"	2:30 "	3:10 "	40	Physiology..... Writing or drawing.
"	3:10 "	3:30 "	40	Writing or drawing..... Physiology.

ORTHOGRAPHY, ELEMENTARY SOUNDS, ETC.

FIRST WEEK.

*Principles of Pronunciation.**

1. Vowels in monosyllables and accented syllables. A. Sounds, and diacritical marks.
2. E, I, O, OO. Sounds and diacritical marks.
3. U, Y. Sounds and diacritical marks.
Regular diphthongs OI, or OY, OW, and OU.
4. Vowels in unaccented syllables. A, E, I, O, U, and Y.
5. Silent vowels. E final, EN with E silent, ON with O silent, ED with E silent, EL with E silent.

SECOND WEEK.

Principles of Pronunciation.—Continued.

1. Consonants B, C, CH, D, F, G, GH.
2. H, J, K, L, M, N.
3. P, PH, Q, R.
4. S, SH, T, TH.
5. V, W, WH, X, Y, Z, ZH.

* Webster's Dictionary, Academic or Unabridged edition.

THIRD WEEK.

Principles of Pronunciation. Rules for Spelling. Prefixes and Suffixes.

1. Assimilation and Duplication of Consonants. Accent.
2. Accent continued. Syllabication.
3. Rules for spelling certain classes of words.
4. Prefixes.
5. Suffixes.

FOURTH WEEK.

Quotations. Abbreviations. Marks of Punctuation.

1. Quotations from foreign languages.
2. Quotations continued.
3. Abbreviations.
4. Abbreviations continued.
5. Marks of Punctuation.

Instruction and recitation in the above named topics, to be followed daily by a spelling exercise of the most difficult words in general use. Phonetic spelling should also receive attention.

NOTE.—The following method of conducting exercises in spelling may be profitably adopted for a portion of the time: Let each member of the class write the words from dictation, sign name and exchange papers by passing them to the right or left. Let the conductor, or some other person designated, correctly spell the words orally, the students defining them as spelled. A complete record should be kept of all failures in spelling and defining.

READING.

FIRST WEEK.

Preparation. Breathing. Exercises in Reading.

1. What preparation students should make for each exercise. The use of text-books.
2. Exercises in breathing; how to economize the breath in reading. Intonation.
3. Exercises in articulation of elementary sounds.
4. Enunciation of syllables. Pronunciation of words. Reading exercises in First Reader.
5. Reading exercises in Second Reader.

SECOND WEEK.

Quality of Voice. Quantity. Movement.

1. Pure voice; how formed. How to correct faults in vocalization. False pectoral voice; guttural; nasal. Reading exercise in pure voice.
2. Impure voice; orotund; effusive, expulsive, and explosive; how each is formed, and what modes of feeling or emotion do each express. Reading of short selections to illustrate each kind of orotund voice.
3. Impure voice continued; guttural; aspirate; tremor; how formed; for what purpose used; illustrate with short selections.
4. Quantity; long; medium; short. Reading exercises illustrative of each kind of quantity.
5. Movement; slow; moderate; brisk, rapid. Reading exercises illustrative of each kind of movement.

THIRD WEEK.

Force. Stress. Pitch. Inflection. Pause.

1. Force; subdued; moderate; energetic; impassioned. Reading exercises, illustrative of the different kinds of force.
2. Stress; radical; medium; vanishing; compound. Difference between force and stress. Reading exercises, illustrative of the different kinds of stress.
3. Pitch; very high; high; middle; low; very low. Reading exercises, illustrative of the different kinds of pitch.
4. Inflection; rising; falling. Circumflex; rising; falling. Reading exercises, illustrative of the different kinds of inflection.
5. Pause; rhetorical; grammatical. How to read metrical composition. Reading exercises.

FOURTH WEEK.

Reading exercises in different kinds of Composition.

1. Reading exercise; narrative and descriptive composition.
2. Reading exercise; dramatic composition.
3. Reading exercise; didactic composition.
4. Reading exercise; rhetorical figures found in the selection, classified and explained.
5. Reading exercise; students giving at the close, the ideas of the author in their own language; discussion of style; fitness of words employed; force and propriety of rhetorical figures; life of author; geographical allusions, etc.

WRITING.

FIRST WEEK.

Position. Principles. Movements.

1. Materials discussed. Manner of sitting; position of hands, feet, body. Rules for holding pen. Different kinds of movement explained.
2. Write on black-board and explain all the principles used in writing, also the meaning of the following terms: base line, head line, space in height, space in width, regular slant, straight line, point, and turn. Show by diagram the proper slant for loop letters.
3. Concert drill; exercise to develop a free muscular movement; time, five minutes. Correct faults in position and manner of holding pen, if necessary; write on black-board the following words:

Amendment, November, Bellevue, Payment.

Analyze each letter; class practice on same for ten minutes; collect papers and correct principal faults on black-board.

4. Concert drill as in last lesson, with change of exercise. Writing exercise: *Company, Hanover, Delinquent, Quantity.*
- Analysis and criticism.

5. Concert drill; time, five minutes; writing exercise: *Enemy, Olympic, Famine, Telegram.*

Analysis and criticism.

SECOND WEEK.

Practice Lessons. Letter Writing. Business Forms.

1. Concert drill; time, five minutes; writing exercise: *Gammon, Messrs., Improvement, Juniors.*
- Analysis and criticism.
2. Concert drill, time, five minutes. Writing exercise: *Kalamazoo, Receipts, Lansing, Lamont.*
- Analysis and criticism.
3. Concert drill; time, five minutes. Writing exercise: *Umpire, Vermilion, Wentworth, Zenia.*
- Analysis and criticism.
4. Concert drill; time, five minutes. Writing exercise: *Youthfulness, Zizania.*
- Analysis and criticism.
5. Epistolary forms; business forms.

DRAWING.

THIRD WEEK.

Lines. Surfaces. Solids. Dictation Drawing.

1. A point; line; surface; solid. On judging distances. Dividing lines equally. Defining vertical, horizontal and oblique lines. Drawing lines parallel to each other in all three positions.
2. Angles; names. Triangles; names. Quadrilaterals and polygons; names. The circle and its parts.
3. The ellipse and its proportions. The ovoid. The spiral. Simple and compound curves. Base and altitude of curves.
4. Analysis of curves practically illustrated by drawing a wine-glass, pitcher, bell, leaf, or any other common object.
5. Dictation drawing with explanation of its value in teaching drawing.

FOURTH WEEK.

Memory, El. Design, and Model Drawing. Sketching.

1. Memory drawing, with illustrations and explanations.
2. Elementary design, its value in the practical affairs of life. Practice in geometric and conventional design; ornamentation.
3. Model drawing; cone, cylinder, cube, etc. Explanation of the axioms that, "parallel lines retreating from the eye appear to converge," and that "circles seen obliquely are ellipses."
4. Rapid time sketching in dictation, memory, and model drawing.
5. The reasons for this method of presenting the subject, the best way to present it to a class of children—the "why" and the "how," with general remarks upon the subject.

ARITHMETIC.

FIRST WEEK.

Properties of Numbers. Common Fractions. Denominate Numbers.

1. Properties of numbers.

When the prime factors of any numbers are obtained, how select those to form G. C. D. and L. C. M.; as, the prime factors of 72, are 2, 2, 2, 3, 3; of 75; 3, 5, 5; of 99; 3, 3, 11; select by inspection factors of G. C. D. and of L. C. M.; methods and principles.

Common fractions. Reduction of complex expressions to their simplest forms, with particular reference to the use and effect of parenthesis, and the signs \times and \div .

Example. $\frac{4+8+(3-1)}{(4-2)+3+1}$

2. Decimal fractions.

Modes of determining denomination. Denomination of common fractions terminating decimal fractions, as $\frac{23}{100}$, etc.

Rules for placing decimal point in all operations with decimal.

3. Denominate numbers. Standard of linear measure. Unit of surface measure. Area of rectangles. Unit of cubic measure. Solidity of rectangular solids. Troy and avoirdupois pounds; how verified. Ton of Gt. Britain; to what extent used in U. S. Gross, net, tare; definitions. Comparison of weights.

4. Unit of liquid measure; how verified. Wine measure; for what used. Beer measure; for what used. Beer gallon; how verified. Unit of dry measure; how verified. Comparison of measures. Apothecaries' weight and apothecaries' fluid measure; for what used.

5. Solar year; what constitutes. Solar day; how determined. Scientific theory of weights and measures. Principle involved in rule for leap year. In how many years is a day gained by the Gregorian calendar.

SECOND WEEK.

Denominate Numbers. Proportion. Percentage.

1. Circular measure; circle of any radius measured by 360° . Comparison of time and longitude; examples. Folio, quarto, etc.; explanation and examples.

Standard weights and measures of Iowa. Yard; how divided. Land; how measured. Legal barrel. Divisions of bushel. Number of pounds to bushel of wheat, corn, r e, etc., etc. Perch of stone, shingles.

(Code, Title 14, Chap. 1.)

2. The metric system. Reduction, addition, subtraction, multiplication and division of denominate numbers.

3. Aliquot parts, application and examples.

4. Proportion; variation. Simple proportion. Compound proportion; by cause and effect; specific methods of selecting factors for each term. Comparison of division, fractions, ratio, and proportion.

5. Percentage; cases and formulas, convert into rules.

$$\begin{array}{ll} \text{I. } P=B \cdot R. & \text{VI. } \left\{ \begin{array}{l} 1. P=B-D. \\ 2. R=\frac{P}{B}. \end{array} \right. \end{array}$$

$$\begin{array}{ll} \text{III. } \left\{ \begin{array}{l} 1. P=B \cdot R. \\ 2. D=B-P. \end{array} \right. & \text{VII. } B=\frac{P}{R}. \end{array}$$

$$\begin{array}{ll} \text{IV. } R=B. & \text{VIII. } B=\frac{A}{1+R}. \end{array}$$

$$\begin{array}{ll} \text{V. } \left\{ \begin{array}{l} 1. P=A-B \\ 2. R=\frac{P}{B}. \end{array} \right. & \text{IX. } B=\frac{D}{1-R}. \end{array}$$

$$\left\{ \begin{array}{ll} B=\text{Base.} & P=\text{Percentage.} \\ R=\text{Rate.} & A=\text{Amount.} \\ D=\text{Difference.} & \end{array} \right.$$

THIRD WEEK.

Applications of Percentage. Interest, etc.

1. Commission. Brokerage. Stocks. Profit and Loss. Insurance. Taxes. Definition of terms employed. Examples showing application of formulas.

2. Interest, simple; cases and formulas; convert into rules and apply.

$$I = P \cdot R \cdot T.$$

$$II. R = \frac{I}{P \cdot T}.$$

$$III. T = \frac{I}{P \cdot R}.$$

$$IV. T = \frac{I}{R \cdot T}.$$

$$V. P = \frac{A}{1 + R \cdot T}.$$

$$VI. I = \frac{A}{1 - R \cdot T}.$$

$$\left\{ \begin{array}{l} P = \text{Principle. } T = \text{Time.} \\ R = \text{Rate. } I = \text{Interest.} \\ A = \text{Amount.} \end{array} \right\}$$

3. Compound interest; cases and formulas.

$$IV. P = \frac{C \cdot I}{(1 + R)^T - 1}.$$

$$I. C \cdot A = P \cdot (1 + R)^T$$

$$II. C \cdot I = P \cdot (1 + R)^T - P.$$

$$III. P = \frac{C \cdot A}{(1 + R)^T}$$

$$V. R = \sqrt[T]{\frac{C \cdot A}{P}} - 1$$

$$VI. T = \frac{\text{Log. } C \cdot A - \text{Log. } P}{\text{Log. } (1 + R)}$$

$$\left\{ \begin{array}{l} C \cdot I = \text{Compound interest.} \\ C \cdot A = \text{Compound amount.} \\ \text{Log.} = \text{Logarithm.} \end{array} \right\}$$

4. Banking. Promissory notes. Discounting notes. Partial Payments.

5. Exchange. Arbitration of exchange. Interest on accounts current.

FOURTH WEEK.

Equation of Payments. Annuities. Proportional Parts. Involution. Evolution. Mensuration.

1. Equation of Payments. Annuities.

2. Proportional Parts. Partnership. Bankruptcy. General Average.

3. Involution. Evolution.

Square Root, } Applications.
Cube Root }

4. Duodecimals. Mensuration of Surfaces.

5. Mensuration of Solids.

NOTE.—An arithmetical statement should be made of every problem whose solution involves several operations.

EX.—Required the diameter of a sphere, whose solid contents are one hundred barrels of forty wine gallons each.

$$\text{Statement } \sqrt[3]{\frac{100 \times 40 \times 231}{6}} = 3.1416 = \text{Ans. in linear inches.}$$

To add interest and give variety, one member of the class may give the analysis or reasoning, another place the statement upon the board, the class performing the operations indicated.

GRAMMAR.

FIRST WEEK.

Punctuation. Parts of Speech. Analysis. Parsing. Composition.

1. Punctuation. Capital letters.

2. Graphic representation, by diagram, of the noun and its properties.*

Noun.	Classes	{ Common. Properties Proper.	Gender	Masculine,
				Feminine,
			Person	Common,
				Neuter.
			Number	1st,
				2d,
			Case	3d.
				Singular,
			Number	Plural,
				Nominative,
			Case	Possessive,
				Objective.

Sentences, kinds; declarative, interrogative, exclamatory, imperative, conditional; exercises in the formation of.

3. Exercises in analysis of sentences. (Lesson previously assigned.)

4. Graphic representation, by diagram, of the verb and its properties.

Letter of introduction by each member of class; criticism upon same.*

5. Exercises in parsing (Lesson previously assigned.)

SECOND WEEK.

Parts of Speech. Analysis. Parsing. Composition.

1. Graphic representation, by diagram, of the pronoun. Exercises in analysis.

2. Exercises in parsing.

3. Graphic representation, by diagram, of the adjective. Exercises in analysis.

4. Exercises in narrative composition by each member of the class; criticisms.

5. Adverb; preposition; conjunction; interjection. Exercises in parsing.

THIRD WEEK.

Parsing. Analysis. Composition.

1. Biographical sketch by each member of the class; criticism.

2. Declension of nouns and pronouns. Exercises in analysis.

* Each member of the class is expected to prepare and present, at the recitation, three diagrams and essays; the degree of scholarship indicated thereby should be entered in the proper record.

3. Conjugation of verbs. Exercises in parsing.
4. Essay, and analysis of same; subject, "Normal Institutes." Criticisms.
5. Exercises in analysis.

FOURTH WEEK.

Analysis. Parsing. Composition.

1. Exercises in parsing.
2. Argumentative discourse, by each member of the class, upon either the affirmative or negative of the question, "Do public amusements exercise a beneficial influence on society?" Criticisms.
3. Exercises in analysis.
4. Exercises in parsing.
5. Exercises in transposition and in changing poetry into prose.

PHYSIOLOGY.

FIRST WEEK.

Bones. Muscles. Circulation.

1. Objects and methods of teaching Physiology. Anatomy, physiology, and hygiene defined.
2. Classification of bones, with number, names, and places, by completing the following partial diagram, prepared by each member of the class previous to recitation.

Skeleton.	{	I. The Head. (28 bones.)	{	1. The Cranium	{
		2. The Face			
		3. The Ears			
	{	II. The Trunk. (54 bones.)	{	1. The Spinal column.....	{
		2. The Ribs			
		3. The Sternum.			
	{	III. The Upper Extrem. (64 bones.)	{	4. The Os Hyoides.	{
				5. The Pelvis.....	
				Shoulder	
	{	IV. The Lower Extrem. (60 bones.)	{	Arm	{
				Hand	
				Leg	
	{		{	Foot	{

3. The composition, characteristics and uses of bones. Articulations. Fractures and distortions.

4. Muscles, characteristic, property; forms and attachments; voluntary and involuntary; the biceps; muscles of the face.
5. Circulation. Heart; arteries; capillaries; veins; functions.

SECOND WEEK.

Digestion. Absorption. Respiration. Nervous System.

1. Digestion. Mouth; teeth; pharynx; œsophagus; salivary glands; functions.
2. Digestion continued. Stomach; intestinal canal; pancreas; liver; functions.
3. Absorption. Assimilation. Elimination of waste. Functions of the skin.
4. Respiration. Lungs; trachea; bronchia; functions. The blood; composition and purification.
5. Nervous system: general outline. Nervous tissue. Nerve centers. Motor and sensory nerves.

THIRD WEEK.

Nervous System. Special Senses. Vocal Organs.

1. Cerebro-spinal system. Brain; cerebrum; cerebellum; medulla oblongata; functions. Cranial nerves; spinal nerves; functions; sympathetic system.
2. The eye. General structure. Optic nerve; coats of the eye; retina; humors; lachrymal apparatus. Causes of the impairment of sight.
3. The ear; anatomy. Vestibule, cochlea, tympanum, bones, labyrinth, eustachian tube; auditory nerve. Nature and transmission of sound.
4. Other special senses. Touch. Functions of the epidermis. Varying tactile sensibility. Sense of warmth and cold. Taste. The tongue. Gustatory nerve. Smell. Mechanism of the nostrils. Olfactory nerves and membrane.
5. The vocal organs. The larynx and cartilages; the vocal cords; glottis. Formation of sound. Speaking through the nose, whispering, stammering.

FOURTH WEEK.

Foods. Hygiene.

2. Foods; classification: elementary constituents; kinds and amount required; how modified by climate and habits; condiments; beverages; preparation of foods.
2. Water. Amount in the human body; amount consumed daily; amount discharged from the skin, its solvent power: inorganic and organic impurities; soft and hard water. Hygienic value of water.
3. Air. Chief constituents; office in respiration: its power to remove noxious exhalations; sources of impurities; carbonic acid; organic matter;

No. of cubic feet required per hour by each individual; ventilation of school-rooms.

4. Clothing. Temperature of the body; office of clothing in preserving uniformity of; what portions of the body need most protection; effect of compression; principal weight of clothing, how borne; necessity of frequent changes. Fabrics: woolen, cotton, linen, silk; how determined; properties; for what season suitable.

5. Exercise; physical, mental. Relation to growth. Relation to health. Diseases; causes; preventions and cures; comparative values.

GEOGRAPHY.

FIRST WEEK.

Mathematical and Physical Geography.

1. Position, inclination of axis, magnitude, form, movements, great circles, parallels, and zones of the earth.
2. Climate. Mineral, vegetable, and animal productions.
3. Extent, proportion, distribution, and analogies of continents.
4. Mountain ranges; systems, groups, and peaks. Plains.
5. Waters; divisions and character.

SECOND WEEK.

Map Drawing. Constitutions. School Laws. Governmental Surveys.

1. Map drawing, with particular reference to the United States, and to Iowa.
2. Constitution of the United States; legislative powers; representatives, qualifications; senators, qualifications; vice president; meetings of Congress; powers of congress; limitations of powers; the executive, powers and qualifications; judicial power; manner of choosing president. (Code of Iowa.)
3. Constitution of Iowa; rights of persons; political power; religion; liberty of speech; trial by jury; rights of persons accused; effect of acquittal; treason; private property taken for public use; electors; departments of the government; sessions of the general assembly; representatives; term, qualifications; senators; taking effect of laws, state senatorial and representative districts; election, term, and duties of governor; supreme court. (Code of Iowa.)
4. School laws of Iowa; dismissal of teachers, Sec. 1734; dismissal of pupils, Secs. 1735, 1756; powers of sub-director in contracting with teachers, Sec. 1753, and notes: teachers' contracts, Sec. 1757, and notes, also Form No. 20. Teachers' certificates, Secs. 1758, 1766, 1767, 1769, and notes. Teachers' register, Secs. 1759, 1760, Forms 22 and 23; normal institute, Sec. 1769; revocation of teachers' certificates, Sec. 1771; refusal to grant certificate, Sec. 1835, and note (c).
5. Governmental survey; initial point; principal meridian; base line; correction parallels; townships; ranges; subdivisions of townships; subdivision of sections; fractional sections; description of parcels.

HISTORY OF THE UNITED STATES.

THIRD WEEK.

Aborigines of North America. Discoveries, claims, and settlements. Political History of the period of the Revolutionary War.

1. Outline map by each member of class, showing territory and name of each principal Indian tribe east of the Mississippi, prior to the occupancy of North America by the whites. (Subjects of recitation.) Character, language, government, and religion of the aborigines. American antiquities.
 2. Outline map by each member of the class, showing the territory granted by James I, in 1606, to the Plymouth Company; that granted to the London Company, and the region known as Florida. (Subjects of recitation.) Spanish, English, French, and Dutch discoveries, claims, and settlements.
 3. Map by each member of the class, of New England, New Netherland, New Sweden, Maryland, New Virginia, New France, French and Spanish Florida in 1655. (Subjects of recitation.) Settlement and progress of each.
 4. Chronological table by each member of the class, showing ten of the most important events in American history from 1689 to 1763. Discussion and determination of the relative importance of the subjects presented.
 5. Outline map of the United States in 1783, by each member of the class. (Subjects of recitation.) Action of the British Parliament tending to create disaffection in the American colonies. Action of the assembly of Va.; of Mass. First colonial congress; time and place of holding; number of delegates present; colonies represented; action.
- Second colonial congress; time and place of holding; colonies represented; proceedings; action May, 1776; character and disposition of resolutions presented June 7. Declaration of independence; character; by whom prepared; when adopted. Embassy to France. Attitude of France. Action of congress June 11, 1777, relative to a plan of confederation. Articles of confederation; when ratified; character. Bills presented in the British Parliament by Lord North; action thereon; commission to America. Acknowledgment of American independence by the court of France. Treaty with France; character. Surrender of Cornwallis. Preliminary articles of peace between the United States and England; between France and England. Treaty of Sept. 3, 1783.

FOURTH WEEK.

The Revolution, Presidents, Mexican War, War of Secession, Prominent Americans.

1. Chronological chart by each member of the class, showing:
 1. Principal battles of the revolution.
 2. Date of each.
 3. Names of principal officers on each side.
 4. Result.

(Subjects of recitation.) Action of convention held at Annapolis; at Philadelphia. New constitution; ratification; election of officers under its provisions.

2. Chart by each member of class, showing:

1. A complete list of the presidents of the United States.
2. Date of inauguration.
3. Length of term of each.

(Subjects of recitation.) Proceedings of the first congress. Departments of the government. The whisky insurrection. Tripolitan war. Burr's conspiracy. Berlin decree. Causes of the war of 1812; duration; important battles. Nullification in South Carolina.

3. Chart by each member of the class, showing:

1. Names of the states admitted into the Union subsequent to its formation.
2. Date of admission.
3. Area of each.

(Subjects of recitation.) The Mexican war; causes; duration; principal battles; prominent officers; No. of men raised in United States; results. Omnibus bill. Japan expedition. Repeal of the Missouri compromise.

4. Table by each member of class, showing:

1. Principal battles of the war of secession.
2. Date.
3. Names of prominent officers in each army.
4. No. men engaged on each side.
5. Results.

(Subjects of recitation.) Causes of the war of secession; duration; important political events of the period; results of the war.

5. Table by each member of class, showing:

1. Names of twenty of the most prominent American educators, where and when born.
2. Names of twenty of the most prominent statesmen.
3. Names of twenty of the most prominent American prose writers.
4. Names of five of the most prominent American poets.
5. Names of ten of the most prominent American inventors.

(Subject of recitation.) Recent events.

DIDACTICS.

FIRST WEEK.

Organizations, Government, and Management of Schools.

1. Classification of the pupils. Proper number of classes. Seating of pupils. Movement of classes.
2. Programme of study and recitation. Daily sessions; intermission and recess. Time and manner of roll-call; apparatus required; use.

3. Daily register of attendance. See Form No. 22, School Laws, 1874. Order of entering names. Scholarship and deportment; how determined and registered. Building fires; sweeping school-room; responsibility of teacher in preserving district property. Sec. 1759, note. Penalty for defacing or impairing public property. See 1734, note (b).

4. Healthful recreations of pupils; indoor; outdoor. Health of pupils; contagious diseases; cleanliness; clothing; exposure. What pupils are entitled to attend the school. Secs. 1793-4-5. Ventilation of the school-room. Proper degree of temperature. Sunlight. Direction of light with reference to seating pupils.

5. Rules for the government of the school. Sec. 1734. Whispering; how prevented; should it ever be allowed. Leaving seats. Leave to go out. Pupils, how supplied with water. Orderly habits of pupils in arranging books, wrappings, etc.

SECOND WEEK.

School Management, Government and Instruction.

1. Deportment of teacher. Assisting pupils in preparing lessons; time; manner; extent. Government of pupils during intermission; on the way to and from school; effects of acts done out of school hours which affect the school. Sec. 1934, note (b).

2. Instruction in morals and manners; how imparted; should a certain time be assigned daily to such instruction. General exercises; how conducted in singing; elementary sounds in the English language; language lessons; essays; declamations; foreign words and phrases; abbreviations; use of globe; governmental survey.

3. The assignment of lessons; should the teacher anticipate difficulties. Recitation; objects of, value of communicating what we have learned; of illustrations.

4. How to secure good deportment; studious habits. Value of system; quiet; neatness. Rewards. Punishments, corporal and other.

5. How acquaint parents with the standing of pupils. When pupils should be suspended, expelled.

THIRD WEEK.

Mental Philosophy and Teaching.

1. Mental philosophy defined. Intimate relationship of the body and mind. How far the mind is dependent upon the body for knowledge; for energy and activity. The seat of intelligence; of consciousness. The importance of co-ordinating the physical and mental development of the young.

2. The three-fold division of the manifestation of mind.

I. The intellect; its functions; leading faculties of.

(a.) The presentative or observing faculty. Sense perception. The inner

sense. Acquired sense perceptions. Activity of the observing faculty in childhood; how cultivated. Studies best adapted to develop the presentative faculty.

3. (b.) The representative or creative faculty. Conditions and laws of representation, or recollection. The primary laws of association of ideas; relations of contiguity in time and place relations of power: relations of resemblance and contrast. Memory; cultivated by attention; by order; by repetition. What things ought to be remembered. Imagination.

(c.) The thinking, or elaborative faculty. Comparison, generalization judgment, and reasoning. Relation of thought to the lower powers; to language. Order of development of the intellectual faculties; relation to education.

4. II. The sensibility. Products of the sensibility; the good; the beautiful. The appetites; the desires; the affections; objects and relative rank. Education of the sensibility. Aesthetic culture. The education of the special senses in range and accuracy.

5. III. The will. The power of volition. The power of choice. The relative position of the will in mental economy. Control of the will over bodily action; over mental action. Power of the will over the mental current, how exercised, influence of attention. Influence of the will on the direction of the conduct.

FOURTH WEEK.

Methods of Instruction.

1. Words; what they represent; kinds first acquired by children. Sentences; formation, how taught. Prevalent errors how corrected. Use of dictionary. Synonyms. Words having opposite meanings.

2. Alphabet; methods, letter, phonic. Reading, how taught; value of example. Concert reading. value. Object lessons: how conducted.

3. Spelling. Modes of grouping words. Comparative merits of oral and written spelling. Means by which every member of the class is required to spell each word.

4. Arithmetic; counting. Numeration and notation; methods of teaching. Addition and subtraction; methods. Value of mental arithmetic as a special study. Object and use of slate or black-board. Recitation of primary and advanced classes; how conducted. Value of arithmetical statements of examples. How have each member of class perform every example.

5. Grammar; how instruct children without the aid of text-books. At what age, generally, take up the formal study of grammar. Value of analysis. Value of parsing. Recitation, how conducted in primary classes, in advanced classes.

During the year 1874, normal institutes were held in eighty-nine counties. Thirty-five of them continued in session four weeks, twenty-

six, three weeks; twenty, two weeks, and eight, one week. During the three months prior to April 1, 1874, when this law took effect, institutes had been held under the old law, in five counties. During 1875, normal institutes were held in all the counties except Buena Vista and Ida.

These normals were held at the season of the year when the best instructors could be secured, and generally remained in session long enough to afford a fair opportunity for giving instruction in methods of teaching, and illustrating the same by actual practice. Classes were formed and work was assigned with a view to secure the greatest amount of study in the given time.

The attendance, though voluntary on the part of teachers, was unexpectedly large, being in the aggregate in 1874, nearly seven thousand, and in 1875, a still larger number.

Judging from a large number visited, and from the reports which have been received from all, it is safe to say that these normal institutes have awakened much enthusiasm among teachers, and given a great impetus to the school work in the state. While, however, this is true of the institutes as a whole, it is by no means true of all. A considerable number have been poorly conducted, and some have been so managed as to be comparatively worthless.

The value of the institute depends upon the arrangement of its work, the character of the instruction given, and the amount of study induced. To conduct these institutes successfully ample funds must be provided. Good instructors can only be secured by the payment of good wages. At present, the funds are nearly all contributed by teachers themselves, being derived: 1. from the fee of one dollar paid by each person receiving a teachers' certificate, 2. from the registration fee of one dollar at the institute, and, 3. from the state appropriation of fifty dollars. The amount derived from these sources has been, in some cases, augmented by limited county appropriations.

It seems to me eminently proper for the state to bear a larger proportion of this expense than it does at present. It should be remembered that teachers give their time while attending the institute, that they bear the expense of board, traveling to and from the place of meeting, and whatever may be necessary to procure books and stationery, in addition to the two fees required by law.

If the registration fee could be removed, thus making the attendance wholly free of expense, and the county auditor be authorized to draw a warrant at the close of the annual institute for an amount equal to

the amount of examination fees paid to the county treasurer during the year preceding, it would slightly increase the institute fund, and relieve teachers of a portion of the burden of expense. By such an arrangement each teacher in the county would pay one dollar annually for the benefit of the institute, the county duplicating this amount, or paying one-half the annual expense of the institute, the teachers themselves having paid the other half. This would be no more than justice to the teacher, would encourage attendance at the institute, and it is believed would be money wisely and economically expended in behalf of education.

NORMAL SCHOOLS.

The second general assembly of Iowa which convened December 3, 1848, enacted a law to establish at Andrew, Oskaloosa, and Mt. Pleasant, normal schools for the education of common school teachers and others. By the provisions of this act the superintendent of public instruction was required to divide the state into three normal school districts; and the board of trustees of the state university to appoint, for each district, a board of seven trustees, whose duty it was to provide for the erection of suitable buildings, the employment of teachers, and the government of the schools. The sum of five hundred dollars was appropriated, annually, to each school, to be drawn from the university fund, to be expended in the payment of teachers' wages, purchasing books, maps, charts, apparatus and mathematical instruments; provided, the friends of education furnish not less than five hundred dollars to erect such buildings as the trustees may deem necessary for the use of said schools.

The state was divided in three districts, boards of directors selected according to law, and the school at Andrew was organized, in a temporary building, Nov. 21, 1849, under Mr. Samuel Pray as principal, and Miss J. S. Dorr as assistant. In April, 1850, Mr. Pray was succeeded by Mr. D. G. Jones, and Miss Dorr by Miss M. J. Burton.

A permanent building was commenced, 30 x 40 feet in size, two stories high, from funds raised by subscription. During the first year one hundred and fifty pupils were admitted to the school.

The citizens of Oskaloosa in 1852 subscribed about \$2,500, and the board commenced the erection of a building 34 x 52 feet, two stories in height.

The school was opened September 23, 1852, in the court-house, un-

der the charge of Prof. G. M. Drake and lady, and had enrolled October 6, of the same year, when the first report was made, forty-seven pupils.

No aid having been received from the university fund for the support of these schools as contemplated by the law of January 15, 1849, they were soon discontinued.

In 1858 a normal department was established in the state university and maintained until 1872, when it was made to coalesce, in the main, with the academical department; since which time the chair of didactics has been maintained in the university for the purpose of allowing academical juniors who intend to become teachers, and special students, who may be qualified to be classified with them, to pursue normal studies to prepare them to teach in advanced schools.

Repeated attempts have been made during the last ten years by the friends of education for the establishment of state normal schools, but without success. The value of normal schools of a high order for the training of teachers for the higher positions, for institute instructors, and for inspiring, leading and instructing the many thousands of persons in the state who resort to teaching only as a temporary employment, is unquestioned.

It has been the settled and unwavering policy of nearly all the states in the Union to establish and support normal schools; and there is no good reason why Iowa should continue to be an exception to the general rule.

COUNTY SUPERINTENDENTS' CONVENTIONS.

During the month of May, 1874, county superintendents' conventions were held at Charles City, Cedar Rapids, Fairfield, Des Moines, Council Bluffs, and Cherokee; the superintendent of public instruction attending and presiding at each. The meetings were in session two days at each place, and in the aggregate were attended by eighty-two of the ninety-nine superintendents in the state.

The principal topics discussed were Normal Institutes, Examination of Teachers, School Inspection, Teachers' Associations, Appeals, and Annual Reports. The first named received most attention, in order that superintendents might enter upon their new duties imposed by the recently enacted law, with some degree of preparation and system. These meetings enable superintendents to compare views and profit by each others experience, and tend to secure uniform and intelligent management. They give opportunity also for instruction in the interpretation of the school laws and administration of school affairs.

IOWA EDUCATION AT THE INTERNATIONAL EXHIBITION, 1876.

There being a general movement throughout the Union to present a representation of American education, and American educational systems, and institutions, at the coming International Exhibition; the following circular was prepared by this department with a view to secure unity of action, and as full a representation of Iowa education as possible.

INTRODUCTION.

Materials for the International Exhibition to be held at Philadelphia, May 10, to Nov. 10, 1876, will be arranged in seven departments. Three of these will be placed in the Main Building, one of which is the DEPARTMENT OF EDUCATION AND SCIENCE.

The exhibit of EDUCATION will be one of the most attractive and important features; it will be arranged by states, and by this exhibit the prevailing educational systems and methods throughout the country will be judged. As the intelligence and morality of the people determine the condition, wealth, and prosperity of the state, it will be judged by its means of promoting these ends. No state can afford to lose this opportunity of exhibiting to the country and the world its resources, its condition, and its prospects; and certainly Iowa will not.

Our state board of centennial managers has made provision, through appropriate agencies, for the full representation of all Iowa products and interests; and has committed to school officers and teachers, through the superintendent of public instruction as secretary of group number 28, comprising schools, colleges, scientific associations, etc., the representation of Iowa education.

The exhibition is open to every school, institution, and educational association in the state. The effort to prepare for exhibition a showing of what it is doing or can do, will be an immediate and direct advantage to every such school, institution, or association, by awakening interest, intensifying effort, and necessarily stimulating to excellence. If every school in the state could be induced to prepare some exhibit of its condition and work for display at the state capital, alone, where it is hoped most of the material sent to Philadelphia will eventually be deposited, the reflex influence would not only greatly assist in disseminating improved methods of instruction and school management, but the contribution to our historical data, alone, would amply repay the effort.

No school or institution need hesitate to prepare material for exhibition under the impression that it is for the purpose of competitive examination, as this forms no part of the object of this portion of the exhibition.

The growth of Iowa schools, like that of its population, wealth, and the development of its resources, has been almost unparalleled. No citizen of the state need be ashamed of its schools, as they are but a fair reflection of its people.

Nothing short of a general and full exhibit of our educational systems, methods, and work will do us justice, be a credit to us, or enable us to study their lessons to the best advantage. It is of great importance that all the schools of the state, as far as possible, avail themselves of this opportunity to display their methods of instruction, recitation, and examination, in some written form, for future comparison and study. There is time enough during the months of January and February, when nearly all the schools of the state are in session, to prepare an abundance of creditable material, if boards, superintendents, and teachers will give it their immediate attention. It is desirable that the question of determining what, and how much, any school shall send for exhibition be left, principally, to boards, superintendents, principals, teachers, and pupils.

CONTRIBUTORS AND MATERIAL.

- I. SCHOOL AUTHORITIES may prepare:
 1. Plans of school and college buildings, of arrangements for seating, lighting, warming, and ventilating the same.
 2. Photographic views of one or more of their best school buildings, with interior views of the same.
 3. Collections of reports, courses of study, catalogues or other publications.
 4. The preparation of brief histories of schools, school systems, and all institutions of learning is of paramount importance. The authorities of our city schools, our academies and colleges, should not let this opportunity pass of putting into permanent form such facts and figures relating to their origin and early history as are yet attainable. The materials for such histories are rapidly disappearing, and there will never be afforded to us such another opportunity of placing upon record the facts of early history which will grow in interest with the lapse of time.
 5. A graphic representation, for wall exhibition, of the school system or institution, present and past, showing for 1875, and every fifth or tenth year preceding; the number of schools; teachers; pupils; amount of expenditures; assessed valuation of property, etc., in tabular form also present organization of board, corps of teachers, etc.
- II. Teachers of UNGRADED SCHOOLS in any part of the state, whose pupils will prepare materials of excellence, may have them sent to Philadelphia for exhibition. They may consist of exercises in printing penmanship; letter writing; composition; lessons or exercises of any kind prepared in writing; drawing, including map-drawing; girls' and boys' handiwork of any kind prepared by pupils, showing taste and skill in design or execution. There are thousands of such schools in the state that can prepare, in a few days,

without interruption of their regular work, material enough in written exercises alone, to make a creditable volume for exhibition, and at the same time be greatly benefitted by the effort.

III. Every GRADED SCHOOL and every HIGH SCHOOL in the state may make a good showing of its work, if superintendents, principals and teachers will determine what work should be undertaken, and will enter, at once, upon its execution with energy. Material for exhibition will consist of any exercise of the school susceptible of being placed upon paper, or any mechanical construction or other production of skill, e.g. the teacher having given full and explicit instruction in letter writing, in the regular exercises of the school, may assign, at a given time, to the pupils in any one or more of the grades, the task of writing a letter of introduction and recommendation to the governor of the state, or other person named. From the letters so written, those of one entire class (or grade if the school is small) and one-tenth of the remainder may be selected, and bound or stitched separately. See rule 4, "Examination Manuscripts."

IV. ACADEMIES and COLLEGES may send students' work as suggested under I, II, III, and anything additional, from which the character and extent of their instruction may be judged.

V. PROFESSIONAL and SPECIAL schools can best determine how to display the distinctive characteristics of their work for exhibition.

VI. INSTITUTIONS under the care of the state, which are wholly or partially of an educational character, may have a prominent place in the exhibition.

TRANSMISSION AND DISPOSITION OF MATERIAL.

The material, having been prepared in accordance with the suggestions herein, should be securely boxed, or otherwise carefully packed, and forwarded, with charges prepaid, to the DEPARTMENT OF PUBLIC INSTRUCTION, DES MOINES, IOWA.

Articles designed for exhibition should be sent as early as practicable, and in no case, later than April 1, 1876. All articles received, will be classified, and such as require, will be bound in volumes of suitable size, forwarded to Philadelphia, arranged for exhibition, and properly cared for.

It is designed, as far as practicable, to have all material illustrating the condition of education in Iowa returned and deposited, permanently, in the Department of Education at the State Capital.

ALONZO ABERNETHY,

Superintendent of Public Instruction.

DES MOINES, IOWA, December 24, 1875.

REVISED CLASSIFICATION.

DEPARTMENT III.—EDUCATION AND SCIENCE.

EDUCATIONAL SYSTEMS, METHODS, AND LIBRARIES.

[The following is the educational classification published by the Centennial Commission.]

CLASS 300.—Elementary instruction: Infant-schools and Kindergarten, arrangements, furniture, appliances, and modes of training.

Public schools: Graded schools, buildings and grounds, equipments, courses of study, methods of instruction, text-books, apparatus, including maps, charts, globes, etc.; pupils' work, including drawing and penmanship; provisions for physical training.

CLASS 301.—Higher education: Academies and high schools.

Colleges and universities: Buildings and grounds; libraries; museums of zoology, botany, mineralogy, art, and archaeology; apparatus for illustration and research; mathematical, physical, chemical, and astronomical courses of study; text-books, catalogues, libraries, and gymnasiums.

CLASS 302.—Professional schools: Theology, law, medicine and surgery, dentistry, pharmacy, mining, engineering, agriculture and mechanical arts, art and design, military schools, naval schools, normal schools, commercial schools, music.

Buildings, text-books, libraries, apparatus, methods, and other accessories for professional schools.

CLASS 303.—Institutions for the instruction of the blind, the deaf and dumb, and the feeble-minded.

CLASS 304.—Educational reports and statistics: National Bureau of Education; State, city, and town systems; college, university, and professional systems.

CLASS 305.—Libraries: History, reports, statistics, and catalogues.

CLASS 306.—School and text-books: Dictionaries, encyclopedias, gazetteers, directories, index volumes, bibliographies, catalogues, almanacs, special treatises, general and miscellaneous literature, newspapers, technical and special newspapers and journals, illustrated papers, periodical literature.

INSTITUTIONS AND ORGANIZATIONS.

CLASS 310.—Institutions founded for the increase and diffusion of knowledge: Such as the Smithsonian Institution, the Royal Institution, the Institute of France, the British Association for the advancement of Science, and the American Association, etc., their organization, history and results.

CLASS 311.—Learned and scientific associations: Geological and mineral societies, etc. Engineering, technical and professional associations. Artistic, biological, zoological, medical societies, astronomical observatories.

CLASS 312.—Museums, collections, art galleries, exhibitions of works of art and industry; agricultural fairs; State and county exhibitions; national exhibitions; international exhibitions; scientific museums and art museums; ethnological and archaeological collections.

CLASS 313.—Music and the drama.

SUGGESTIONS, EXPLANATIONS AND DIRECTIONS RESPECTING THE PREPARATION OF MATERIAL.

MAPS, DIAGRAMS, AND PLANS OF SCHOOL AND COLLEGE GROUNDS.

It is recommended that one scale be uniformly used. One inch to 33 feet, (one-half an inch to the rod) is considered to be the best adapted to this purpose. The map or diagram should show points of compass, location of all buildings, walks, shrubbery, etc. A marginal table of reference should in all cases be attached.

PLANS AND VIEWS OF SCHOOL AND COLLEGE BUILDINGS.

A scale of one-eighth inch to the foot has been adopted to represent plans of buildings. They should show the arrangement of each floor, plans of seating, warming, ventilating, etc. A marginal table of reference, explaining the uses of each apartment, etc., should be attached.

All plans should be accompanied with manuscript or printed explanations showing cost, material of construction, date of erection, name of architect, etc.

Photographic views should be taken from a sufficient number of points to fully represent the extent, style of architecture, and general appearance of the school or college buildings. They should be either of the size known to photographers, 4-4. (6½ by 8½ inches), or 14x18 inches.

Photographs for the stereoscope, showing the interior of study and recitation rooms, laboratories, etc., with pupils at work are of special interest.

Photographic representations or drawings of recitation and lecture rooms, libraries, chemical laboratories, apparatus cabinets, assembly halls, rooms for gymnastic exercises, play rooms, clothes rooms, teachers' conference rooms, vestibules, etc., are of great value.

CONCISE HISTORIES OF INSTITUTIONS.

As deemed most important of all, because it will be altogether the most lasting and valuable, will be a concise history of each institution. These

histories should be upon letter paper, eight by ten inches in size, written upon but one side, and leaving a margin of one inch for binding. It is highly desirable that photographic views of buildings and grounds should accompany these condensed histories. They should be either the 4-4 size, 14x18 inches.

As to the subject-matter of these summaries, they should show the general facts:

(1) Name of the academy, college, or university, and its origin and changes, with the reasons therefor.

(2) Date of organization and incorporation; denominational or other control.

(3) Location, and the reasons that determined it.

(4) Brief notice of founders and patrons.

(5) Description of buildings; extent of college grounds and of other lands and estates.

(6) General or special objects and original plan of organization, with its subsequent modifications and present status.

(7) Preliminaries of organization and brief notice of academic or other institutions from which it may have sprung, with dates of their establishment, their changes, etc.

(8) Summary of special legislation relating to the institution, and of the decision of courts affecting property or rights, with references to documentary and other authorities, in which these can be studied in detail.

(9) Relation to or dependence upon state governments, and patronage or grants from state or general government, with dates, amounts received, or other information concerning them.

(10) Extent and history of local, denominational, or other endowments; their income, investment, and limitations. These may often be most concisely stated in tabular form.

(11) Number of trustees, visitors, or other controlling officers; their mode of election and tenure or term.

(12) Organization of the faculty, their mode of election, tenure, powers, etc.

(13) Course and plan of study, with important changes from time to time. Methods of instruction.

(14) Departments of professional or special study, with historical statement of formation and changes.

(15) Libraries, cabinets, laboratories, observatories, apparatus, art-galleries, gymnasiums, and other accessories.

(16) College societies, with facts and statistics, dates of formation, discontinuance, consolidations, and changes. These may often be concisely presented in tabular form.

(17) Financial statements; expenses to students; scholarships; prizes, etc.

(18) List of graduates, which will be sufficiently presented in copies of the last general catalogue with supplement added.

(19) Such statements as facts may justify in relation to the work accomplished by the institution, of course avoiding invidious comparisons with other institutions.

INSTRUCTION FOR THE BLIND, DEAF-MUTE, ETC.

Schools for the blind, deaf-mute, etc., are requested to exhibit the peculiar features of their instruction, such as—

For the instruction of the blind: Specimens of printing, with the presses by which they were executed; samples of the literature printed; contrivances for aiding in writing, in teaching numbers and geography.

For the deaf and dumb: Graphic illustrations of the mechanism of speech as applied to articulation and lip-reading, and of the application of visible speech to articulation; practicing-mirrors, and books for teaching reading.

CATALOGUES AND REPORTS.

Full series of college and library catalogues, reports, reports of public schools, and all other publications are earnestly solicited. If full sets cannot be supplied, partial ones should be sent.

COURSES OF STUDY.

Full courses of study of public schools, colleges, and other institutions of learning are desired, whether in print or manuscript.

PROGRAMMES OF SCHOOL WORK, METHODS OF CLASSIFICATION AND GRADATION, AND OF SCHOOL MANAGEMENT.

It is hoped that the methods, which are in actual use will be clearly and fully explained, graphic modes of illustration being used whenever applicable.

RULES AND REGULATIONS FOR THE GOVERNMENT OF TEACHERS AND SCHOOLS.

Under this head will be included all rules and regulations adopted by the board for the government of schools and teachers: lists of text-books used, etc.

PHOTOGRAPHS AND SKETCHES OF IOWA EDUCATORS.

It is hoped that a photograph, 4x4 size, accompanied by a brief personal sketch, will be contributed by every prominent Iowa educator. All manuscripts to be 8 by 10 inches, with margin for binding.

TEXT-BOOKS AND BOOKS OF REFERENCE.

It is expected that all authors and publishers within the state will contribute specimen copies of their productions.

ASSOCIATIONS.

Reports, transactions, and histories of all educational, scientific and literary societies are solicited for exhibition and preservation for historical purposes.

EDUCATIONAL PUBLICATIONS.

Complete sets of all educational publications should be exhibited. If parties having incomplete sets, or any numbers, of Iowa educational publications of any date, will forward them to this Department, it will greatly assist in completing sets for exhibition.

FURNITURE AND FITTINGS.

Iowa manufacturers and inventors are requested to furnish teachers' desks, tables, and chairs; scholars' desks, tables, benches, chairs, and settees; specimens of such as are in actual use; historical specimens, illustrating progress; accompanied by statements of peculiar features and supposed excellences and advantages of dimensions, respective height of seat and desk of each size, and relative position of seat and desk as to distance, (prices in detail;) cabinets for specimens of natural history and apparatus; cases for reference and library books, for portfolios of drawing, etc; contrivances for the preservation and suspension of maps, window-shades, inside blinds, etc.

APPARATUS AND APPLIANCES.

These should consist of samples of any kind of apparatus for teaching in the ungraded school, the graded school, the college, or other institution of learning. Contributions of all sorts of educational apparatus and appliances are solicited from every inventor and manufacturer within the state.

SCHOLARS' WORK.

This is an extremely important division of the educational exhibition, though, with the exception of drawing, it is not showy in its character. It is not an easy task to arrange a satisfactory scheme, nor will it be easy to carry out the best arranged plan. Much must be left to the taste, judgment, invention, and fidelity of teachers. Although the results of instruction belong to the mind, yet they are to a great degree capable of ocular representation, and all written examinations are based upon this presumption, and upon a little reflection it will be perceived that the scope of this division is very large. It comprises every exercise and performance that is susceptible of a graphic representation; all the work of the pen and pencil, and, in addition, mechanical constructions and productions, modelings and carvings, whether imitations or original designs.

It is essential that each exhibit should be just what it purports to be, and each collection of papers bound together, or in any way arranged in a set, and each separate individual paper or production should carry on its face a distinct indication of the facts as to its execution necessary to judge of its merits.

It is obvious that productions, without the indication of the essential facts as to the execution, have little or no value for purposes of comparison, and therefore for the purposes of an instructive exhibition.

It is hardly necessary to attempt an exhaustive enumeration in detail of all descriptions of scholars' work which might be useful for exhibition. The limits of this programme will permit only the most essential suggestions and direction.

The following should be exhibited:

Examples of printing; of Arabic and Roman figures; musical notes; writing; drawing, including map-drawing from memory or from copy; essays; translations; dissertations; examination papers in all the branches taught; models of bridges and other engineering projects and designs; models of building construction; specimens of carving and modeling in clay; samples of productions of any description made by pupils as contemplated by the law relating to industrial expositions.

With the exception of examples of writing, all manuscript should be 8 x 10 inches, written upon but one side, leaving a margin of one inch for binding.

Three sizes of paper have been adopted for drawing, viz.: 7½ x 10, 9½ x 12, and 14 x 18 inches. Either of these sizes may be used, as the subject requires. A margin of two inches should be left on each side.

Every specimen should be accompanied with a statement, showing the name and age of the pupil; the school, grade, and class; the time occupied in its preparation; whether from copy; with or without assistance; and any other particulars having a bearing upon an estimate of its merits.

These statements (see class 2, Special Products) and certificates referred to in rule 6, under the head: "Examination Manuscripts," should in all cases be forwarded with the production to the Department of Public Instruction.

RULES FOR THE PREPARATION OF SCHOLARS' WORK.

At the request of Hon. John Eaton, United States Commissioner of Education; a committee of the Superintendent's Section of the National Educational Association was appointed at its last meeting to draft rules to govern the preparation and exhibition of pupils' and students' work at the Centennial Exposition.

This committee prepared the following rules, which have been approved and adopted by Gen. Eaton.

CLASSIFICATION.

All material which may be offered for exhibition will be classified as follows:

- I. Examination manuscripts prepared according to prescribed rules.
- II. Special work for the preparation of which no rules are prescribed.
- III. Material arranged and presented to illustrate systems of instruction.

On account of peculiarities of organization or administration, it may be difficult for an institution, or the public schools of a town or city, to exhibit

in some one of the classes above named, while in another, it might be able to make a display which would be creditable to itself, and to the whole country. It is, therefore, left to managers of schools and school systems of every grade to exhibit in any class or classes they may elect.

Class I affords an opportunity for the public schools of towns and cities, and separate institutions of learning of every grade, to compare their own work with the work of others, performed under like conditions.

Class II provides for the exhibition of any thing that may be looked upon as of value in the line of educational products. Here no limit is prescribed in time or other conditions of preparation. As a condition of exhibition, however, it is required that the circumstances of the preparation be fully stated.

Class III opens the door for the exhibition of such products of the school room as will serve to illustrate the working of a course of study or a system of instruction: In this class the smallest district school or private institution may have an opportunity to exhibit its plans and ways of working. Here a principal of a single school, or one subordinate teacher in a large unorganized mass of schools, may submit illustrations of a plan or process of instruction, methods of recitation, etc., in one or more branches of study, though the number of pupils he represents may be comparatively insignificant.

No contribution will be received in either of the three classes for purposes of competition.

GENERAL RULES.

1. No article shall be exhibited unless the class to which it belongs be stamped or otherwise plainly marked on the article itself or on the cover containing it.
2. It is recommended that all manuscript work, especially in class I, be written on letter paper eight by ten inches in size.
3. The questions to be answered should be written directly above each answer in all manuscripts in arithmetic, and in all other subjects, the same course should be pursued, or the answers should be so framed that the question is plainly indicated. The latter is the better plan.

CLASS I.—EXAMINATION MANUSCRIPTS.

RULE 1. Who may be examined.—No one but bona fide pupils of the school and of the particular grade of schools purporting to be represented shall be permitted to contribute any thing for exhibition in class I.

RULE 2. Time of examination.—All manuscripts to be exhibited in this class shall be prepared from the first to the fifteenth of February. Not more than four hours shall be allowed for the writing of a paper on any one branch of study, which time shall include the entire work from the time the questions are placed before the pupil to the completion of the copy submitted.

RULE 3. The ground of examination.—The ground or limit of the examination shall be the work done within the current school year up to the time of

the examination and work preliminary thereto, according to the course of study of the institutions or schools preparing the work, which course of study shall accompany all manuscripts sent for exhibition.

RULE 4. Questions, by whom prepared, and precautions to be observed.—The questions for examination shall be prepared by the superintendent of schools, or some other person not engaged in the instruction of the class or classes under examination, and the utmost care shall be taken that no information in regard to the nature or topics of the questions be circulated among the pupils, and that no intimation of the ground of examination, except as in Rule 3, be given to the teachers or the classes to be examined, previous to the time of examination.

RULE 5. Manuscripts to be exhibited.—All schools, colleges, technical schools, special schools, and school systems of towns and cities exhibiting in Class I, may be represented, first, by papers prepared as above from one entire class of each grade in which pen and ink are used in writing; and second, by not less than one paper in ten selected from all the other manuscripts prepared in the examination.

NOTE.—It is to be understood that when any grade of pupils, fifth year grade for example, is examined, all the pupils in that grade throughout the entire town or city system shall be examined, and that thereafter the manuscripts of some one entire class of that grade are to be taken for exhibition, and also one tenth of all the other manuscripts of that grade; and further, that the exhibition of manuscripts of entire classes and selected manuscripts shall be specially subject to the following rule:

RULE 6. Title page and declaration of chief officers.—A title page, after model (a) for the papers of entire classes, or after model (b) for select papers, shall be inserted in every volume, collection, or set of manuscripts designed for exhibition in Class I; and no papers shall be admitted for exhibition in this class unless accompanied by a declaration from the principal executive officer of the school or other institution of learning thereby represented, that said papers were executed in accordance with the above rules and Rule 7 as below:

NOTE.—The course of study in some towns and cities is divided into eight grades, to correspond approximately with the average time taken for completing the course assigned to primary and grammar schools. In such cases it will be easy to fill this blank, but when the number of grades does not correspond with the average number of years thus required, it is desirable that the blank be so filled as to show approximately what year of the course is represented by the manuscripts.

In the title page (marked a), it might be well to insert the name of the teacher of the class under the words "One entire class represented."

RULE 7. Headings of manuscripts and declarations of students or pupils.—Every manuscript of every pupil or student should be headed in the pupil's own handwriting, with his name, age, grade or class, the name of the school or institution of which his class is a part, and the date of the examination, and at the foot of the last page it should contain, also in the pupil's own handwriting, a minute of the time taken for the writing of the paper, which must include the whole time elapsing from the putting of the questions before the

pupil to the handing in of the copy exhibited. On the completion and handing in of any manuscript or specimen for exhibition under Class I, the student or pupil should make the following declaration on a separate slip of paper over his own signature, viz:

"This accompanying manuscript was written by myself without aid from any source."

The manuscript of every class should be accompanied by a written declaration by the teacher, or from the one who had charge of the pupils of the class at the time of the examination, that the entire work of the class was done under his own eye, and that all the regulations were observed as herein prescribed. These certificates, written on separate sheets of paper, shall be sent to the superintendent or other officer having the direction of the examination. They need not, however, be sent to the Exposition. (See Rule 6.)

CLASS II.—SPECIAL PRODUCTS.

Bound volumes or portfolios of examination papers prepared at any previous time in regular examinations and without reference to the Centennial or any other "Exposition." An exact statement of what it purports to be should accompany each collection of this class. Such statement should set forth whether the collection is from an entire class, or whether the papers are selected, and if selected, what part of an entire grade is represented; also the time occupied in the examination, the rules under which it was conducted, and all such other information as may be necessary to enable any one to judge of the merit of the exhibition. In Class II may be included also any work of students or pupils connected with or incident to school work, such as collections of insects, plants, shells, etc., etc., collected and arranged by pupils or graduates of schools, colleges, or other institutions of learning; specimens of manual skill in the construction of models of any sort prepared for the illustration of school studies; drawing and specimens of penmanship of special merit; in short anything which may be fairly exhibited as results of school instruction or training. Every production in this class should be accompanied by a statement of the age, sex, and class of the pupil, the time occupied in producing the article, whether it was made with or without assistance of professors or teachers, and of all the circumstances which should enter into an estimate of its educational value or bearing.

It is not necessary that students or pupils contributing to this class be members of the schools represented during the current year. All that is required is, that they have been *bona fide* members of the school represented, and that the work exhibited be directly traceable as the result of school instruction.

CLASS III.—MATERIAL ILLUSTRATING SYSTEMS OF INSTRUCTION.

Specimens of examination papers, exercises in review, regular lessons, or class exercises of any nature which may be adapted to exhibit and illustrate the course and method pursued in any line of study or instruction, from the

commencement to the end thereof, in any public, private, or corporate institution or system of institutions of learning. The value of any exhibition in this class will not depend so much upon the excellence of the specimens submitted as upon the clearness with which they may show in outline and in detail the plans and processes of instruction pursued. The specimens should be few, and it is quite indispensable that they be accompanied by written or printed explanations, as the case may seem to demand. More will depend in this department than in any other upon the judgment, invention, and taste of teachers and school officers; more, indeed, than upon the skill with which the schemes may be carried out in practice. Exhibitions in this class may also consist of proposed schemes or syllabuses of instruction in any department of literature, science, or art, without accompanying specimens from pupils, if from the nature of the case illustration be impracticable. If, however, any scheme is submitted as one which has been adopted in any institution or system of schools, it is not to be accepted as such unless it be explicitly stated by the highest executive officer of such institution or system, that it has been as regularly and systematically carried out in practice as any other work required in the school or schools under his or her care.

DRAWING AND PENMANSHIP.

All exhibitions in Drawing and Penmanship shall be stamped or otherwise plainly marked as entered for exhibition in Class I, II, III, as the case may be, and the preparation and display of the same shall be governed by all the rules for the respective classes, and in addition thereto by the following:

SPECIAL RULES FOR PENMANSHIP.

Specimens in Penmanship shall be written on paper of the ordinary size of the writing books commonly used in the schools, and shall consist of not less than eight or ten lines of poetry or prose, the selection to be announced only at the time of writing. (See Rule 3.) No written copy shall be permitted either on black-board or elsewhere in sight of the pupil at the time of writing. Not more than two hours shall be given to the writing of such a specimen after the matter to be written is placed before the pupil.

SPECIAL RULES FOR LABELING DRAWINGS.

The labels are the italicized words, and they are to be used to designate drawings according to the explanations annexed.

In the drawing of problems, the thing required shall be written out in the pupil's own hand-writing on the same sheet and side of the sheet with the drawing.

FROM FLAT COPY.

Free Hand.—Drawings from flat copy without the use of a rule, straight-edge, or measure of any kind at any step of the work.

Semi-Free Hand, Case 1.—Drawings from flat copies in which the construction lines were made with a rule, or points were located by the aid of rule or measure.

Case 2.—Drawings made on paper having construction lines or points either made in or pointed on the paper.

Instrumental.—Drawings of machines, geometrical or architectural problems, or any kind of drawings made from flat copy, and in which the usual mechanical appliances have been made use of.

FROM DICTATION.

Free Hand.—Drawings made entirely free hand, line by line, or part by part, at dictation of the teacher, no rule or measure of any kind being allowed.

Semi-Free Hand.—Drawings in which distances were measured, or construction points were located, but otherwise free hand.

Instrumental.—Drawings in which the rule and measure were freely used.

MEMORY.

Free Hand.—Drawings made entirely free hand.

Semi-Free Hand.—Drawings in which construction lines only were made, or construction points were located with the rule or by measure.

Instrumental.—Drawings from memory with the free use of mechanical aids.

MECHANICAL.

The Solution of Problems.—Whether geometrical, in mechanical contrivance or architectural arrangement, either from the object or to satisfy given conditions or dimensions, or both, wrought out by the pupils, in the execution of which the usual mathematical principles and mechanical appliances are made use of.

OBJECT DRAWING.

From the object without the use of vanishing points, horizontal lines, or projections.

From objects in alto-relief, as above.

From objects in demi-relief.

From objects in bas-relief.

OBJECT DRAWING FROM DICTATION.

The teacher stating the position in which the object is supposed to be, the pupil makes the drawing without seeing the object in that position.

PERSPECTIVE.

Drawings of problems made by mathematical perspective.
 Drawings from the object with the use of mathematical perspective.
 Drawings made with the use of elementary perspective, either as the solution of a problem or from the object.

DESIGNS: FREE HAND, SEMI-FREE HAND, OR INSTRUMENTAL, AS THE CASE MAY BE.

Entirely Original.—Designs made from natural objects, in which the particular natural objects from which they are taken are manifest.

Original Combinations.—Designs made up of elements taken from other designs and recombined, making new arrangements.

Original with Given Elements.—Designs in which given elements are combined, the plan and arrangement being the pupil's.

Elements and Arrangements Given.—Designs in which the elements and arrangements of the elements are given by the teacher.

[a]

(Name of Institution or School System.)

(Location.)

MANUSCRIPTS OF EXAMINATION OF

[Insert here the grade or grades of the class or classes examined.]

BEING THE.....YEAR OF THE COURSE IN

[Insert here the subjects of examination.]

HELD

[Insert here the date of examination.]

ONE ENTIRE CLASS REPRESENTED.

The class has pursued this study.....

Whole number of pupils in the grade.....; average age,.....

Whole number of pupils in the class represented,.....; average age,.....

Per cent. of whole number represented,.....; whole number of pupils in all the schools,.....

[b]

[Name of Institution or School System.]

[Location.] *

MANUSCRIPTS OF EXAMINATION OF

[Insert here the grade or grades of the class or classes examined.]

BEING THE.....YEAR OF THE COURSE IN

[Insert here the subjects of the examination.]

HELD

[Insert here the date of examination.]

SELECTED PAPERS.

The class has pursued this study.....

Whole number of pupils in the grade.....; average age,

Number of pupils represented by the selections,.....; average age

Per cent. of whole number represented,.....; whole number of pupils in all the schools,.....

SUPERINTENDENT OF PUBLIC INSTRUCTION.

By an act of the territorial legislature passed January 13, 1841, the governor was required to appoint, by and with the consent of the council, a superintendent of public instruction to hold office for the term of three years, and to receive a salary of two hundred and fifty dollars per annum.

The superintendent was required to submit an annual report to the legislature of the condition of the primary school funds, to prepare suitable forms for making all reports required of school officers, and suitable regulations and instructions for the organization and government of the schools; to apportion the income of the school fund; and to use every exertion to effect an immediate organization of the primary school system, in accordance with the laws of the territory.

DR. WILLIAM REYNOLDS, a teacher at Iowa City, was appointed to the office and devoted himself energetically to the performance of its duties. December 6, 1841, he made to the legislative assembly an elaborate report of the condition of the public schools and school system.

The office was abolished February 17, 1842, and it was made the

duty of district school inspectors to report the condition of the schools to the clerk of the board of county commissioners, annually, to be arranged and transmitted to the legislative assembly of the territory. No further school statistics seem to have been collected or published during the remainder of the territorial period.

By the first constitution of Iowa the general assembly was required to provide for the election of a superintendent of public instruction, who should hold his office for three years.

JAMES HARLAN, of Henry county, who subsequently served the state as U. S. senator for three successive terms, was elected to the office April 5, 1847. The supreme court of the state having decided that the law creating the office of superintendent had not taken effect, at the time of the election, Mr. Harlan relinquished the duties of the office at the expiration of one year's service.

THOMAS H. BENTON, JR., of Dubuque county, having been elected, entered upon the duties of the office May 23, 1848. At the expiration of his term he was re-elected for a second term. Mr. Benton thus gave to the state, in its early history, six years of most laborious and efficient service. He submitted to the general assembly one annual, and two biennial reports; also, a supplementary report at the expiration of his term of office.

JAMES D. EADS, succeeded to the office June 7, 1854. In consequence of mismanagement of the school funds, he was suspended from office March 3, 1857, Mr. Joseph C. Stone being appointed to fill the the remaining month of his term, and to perform the duties of the office until his successor was elected and qualified. Mr. Eads prepared two biennial reports during his incumbency.

MATHEW L. FISHER, of Clayton county, entered upon the duties of the office June 9, 1857. He prepared two annual reports of the condition of the schools of the state; one to the general assembly November, 1857, the other to the state board of education which had been created under the new constitution.

This board abolished the office of superintendent of public instruction at their first meeting, December, 1858, assigning its duties to the secretary of the board.

THOS. H. BENTON, JR., was elected secretary, and qualified Jan. 14, 1859. He was re-elected Dec. 21, 1859, and Dec. 6, 1861, remaining in the office about four years, during which time he submitted reports to the board of education at their regular sessions in December, 1859 and 1861. Mr. Benton resigned the office in 1863, having entered the U. S. service as colonel of the Twenty-Ninth Iowa Infantry.

H. A. WILTSE, of Dubuque county, performed the duties of secretary during a portion of 1863, and submitted a brief report to the general assembly in December of that year.

ORAN FAVILLE, of Mitchell county, having served for some months as acting secretary, was appointed secretary of the board by the governor, and qualified Jan. 1, 1864. The office of superintendent of public instruction having been created March 23, 1864, Gov. Faville was elected to the position by the general assembly, and qualified March 28. He was re-elected by the people for a second term of two years, commencing January 1, 1866, but, by reason of continued ill health, was compelled to resign March 1, 1867, having made two biennial reports—in December, 1863, and December, 1865.

D. FRANKLIN WELLS, of Johnson county, entered upon the duties of the office by appointment of the governor, March 9, 1867. At the succeeding general election he was chosen to fill the unexpired term, and also for the term of two years, commencing January 1, 1868. Mr. Wells submitted an able report to the general assembly, December, 1867, and performed the duties of the office with great fidelity and ability, until the time of his decease, which occurred November 24, 1868.

ABRAHAM S. KISSELL, of Scott county, was appointed to the vacancy, and assumed the duties of the office January 23, 1869. In October he was elected for the remainder of the term, and also for the succeeding term. He submitted two biennial reports during the time of his official service.

ALONZO ABERNETHY, having been elected to the office October 10, 1871, entered upon its duties January 1, 1872, and was re-elected in 1873, and again in 1875.

STATE BOARD OF EDUCATION.

Article 9, part 1, of the constitution of Iowa, adopted Sept. 3, 1857, provides, that the educational interests of the state shall be under the management of a state board of education consisting of the governor, lieutenant-governor, and one member elected from each judicial district in the state; the term of office to be four years; the lieutenant-governor being president.

The board of education were required to provide for the education of all the youths of the state, through a system of common schools, and possessed full power and authority to make all needful laws and regulations in relation to common schools, except to levy taxes, and

make appropriations of money. All acts of the board, however, were subject to revision by the general assembly, which was authorized to abolish the board of education at any time after the year 1863.

The design of this original feature, of providing a distinct educational legislature, to be composed of a body of wise men, zealously devoted to the cause of education, was to "bring our system of public instruction to a high degree of perfection, and place Iowa in an intellectual rank not inferior to that of any other state."

The first board were elected October 12, 1858, and held their first session at Des Moines, commencing December 6, and ending December 25, 1858. This board consisted of governor Ralph P. Lowe; lieutenant-governor Oran Faviile; Charles Mason; T. B. Perry; Geo. P. Kimball; D. E. Brainard; Dan Mills; S. F. Cooper; T. H. Canfield; F. M. Connelly; O. H. P. Roszell; A. B. F. Hildreth; and L. J. Mitchell. Josiah T. Tubby was elected temporary secretary.

The board at their first session enacted laws for a system of common schools; for the government of the state university; for the election of a secretary of the board of education, and abolishing the office of superintendent of public instruction; for the creation of separate school districts in towns and cities; and to prohibit the exclusion of the Bible from the public schools. They also made provision for the purchase of school district libraries, and of Webster's dictionary.

Thos. H. Benton, Jr., was elected permanent secretary, December 21, 1858.

The second session of the board commenced December 5, 1859, at which several of the laws enacted at the previous meeting were amended, and additional acts were passed providing for appeals, and for the encouragement of teachers' institutes.

Thos. H. Benton, Jr., was re-elected secretary of the board.

At the third session of the board, commencing Dec. 2, 1861, there were present, governor S. J. Kirkwood, lieutenant-governor, N. J. Rusch, T. B. Perry, D. E. Brainard, Dan Mills, and A. B. F. Hildreth, members who held over; also Philip Viele, D. C. Bloomer, S. F. Cooper, D. W. Ellis, Lyman N. Ingalls, and D. D. Chase, who had been elected to fill vacancies in the board; F. M. Connelly being absent.

At this session, besides the amendment of laws previously enacted, acts were passed to create a state board of examiners, and to authorize the German language to be taught in the schools of any district upon vote of the electors thereof.

Mr. Benton was unanimously re-elected secretary of the board.

The board held no further meetings, the general assembly by an act passed March 31, 1862, having provided that the next session be held on the first Monday in June, 1864; previous to this time, however, viz: March 23, 1864, the state board of education was abolished.

COUNTY SUPERINTENDENT.

The office of county superintendent was created by act of the general assembly March 12, 1858.

By the provisions of this act, the superintendent was to be elected by the people on the first Monday in April, 1858; and biennially thereafter, on the second Monday in March. He was required to examine applicants for teachers' certificates and issue certificates to those who were found qualified to teach orthography, reading, writing, arithmetic, geography and English grammar, upon satisfactory evidence of good moral character; to visit and inspect each school in the county at least twice in each year; to examine plans for new school buildings and modify the same when necessary; to hold meetings of the presidents of school districts; and to make an annual report to the superintendent of public instruction. He was authorized to dismiss teachers for immorality or incompetency, and to annul their certificates. He received as compensation a sum equal to one-half the amount paid the clerk of the district court, and such further sum as the board of district presidents might allow; but in no case was his salary to be more than one-eighth greater than that of said clerk, nor less than fifty dollars.

The school law of December 24, 1858, provided for the election of county superintendents at the general election in October, 1859, and biennially thereafter. It provided further that he should meet, on the last Saturday of every month, at the county seat, all persons desirous of passing an examination; and that if any person applied for examination at any other time, he should pay the superintendent a fee of one dollar. By the law of December 24, 1859, the compensation of the county superintendent was fixed at two dollars per day for every day necessarily engaged in official services, and he was relieved of the duty of visiting and inspecting schools.

During the next four years school visiting formed no part of the superintendent's official duty; but the law requiring him to visit schools was restored April 1, 1864, by the provisions of which he was entitled to receive therefor such compensation as the board of supervisors might allow.

The law was again amended April 3, 1866, fixing the superintendent's compensation at three dollars per day, with such additional compensation as the board of supervisors might allow, and requiring him to visit each school in his county at least once in each term, and to spend at least one-half day in each visit.

During the early history of the county superintendency in Iowa, the office was filled by many men of worth and ability, whose administration of school duties, and whose experience in school affairs, have tended, in no small degree, to improve our schools and school systems. In the list of those who were first chosen to fill the office are such names as A. S. Kissell, H. C. Bulis, Joseph Dysart, Jackson Orr, J. W. McDill, Wm. F. Brannan, and J. R. Reed, who have since held high official positions in the state, besides others who have distinguished themselves as legislators, teachers, and friends of education.

During a large portion of the eighteen years since the office was established, it has been measurably crippled and shorn of its influence for good by the ridiculously insufficient compensation allowed by law, which has constantly tended to deter those who were competent to perform efficiently its important duties from accepting the position; hence, it has too often been filled by incompetent officials.

During the last four years, however, a large number of earnest, qualified men and women have filled the office, and given to the performance of its arduous duties their best counsels and their best energies. At no previous time has the office been filled with a larger number of capable, earnest, superior teachers, than during the last two years.

In my judgment the people of Iowa ought, in the interest of the public schools, to provide by legislative enactment for excluding incompetent and unworthy persons from the office, and for paying a just and reasonable compensation for the labors performed.

STATE BOARD OF EXAMINERS.

By an act of the state board of education passed December 20, 1861, a state board of examiners was created, for the examination of school teachers, to be known as the "Educational Board of Examiners." The board consisted of the faculty of the state university, of which the professor of the normal department was chairman, and the secretary of the board of trustees *ex-officio* secretary.

The board was required to hold an annual session of one week, com-

mencing on the first Monday after the fourth of July, and such special sessions as they might deem proper, at the state university, for the examination of all persons making application, taking as the standard of qualification, the course of study required in the normal department of the state university.

The board was authorized to issue a certificate to all persons of good moral character who passed a satisfactory examination, which certificate authorized the person to whom it was given to teach in any of the public schools in the state, where their services were required, without further evidence of qualification. Such certificates were perpetual, unless revoked by the board for gross immorality or other cause deemed sufficient by the board.

The board of examiners held their first meeting in June, 1862, and their first annual session in July following, and annually thereafter until the year 1873, when by the repeal of the law the board was abolished.

During the time this law remained upon the statutes, seventeen persons applied for examination, eight of whom were rejected. The board also issued certificates, without examination, to persons holding first grade state certificates from some other states, and to the graduates of the normal department of the state university.

This law was repealed as being of little value to the teachers of the state, and for the purpose of securing the enactment of one that should be more comprehensive in its operation. Such a law ought to be enacted. It is due to the teachers' profession in the state. There are many hundreds of teachers in Iowa who have chosen this profession, have thoroughly prepared themselves for it, and are devoting their lives to it, who deserve such a recognition as only a permanent state certificate will give.

STATE TEACHERS' ASSOCIATION.

After several ineffectual attempts to form an association of teachers in the state, a permanent organization was effected, at Iowa City, June 16-18, 1856, under the name of the "Iowa State Teachers' Association."

The aim of this association is to advance the general interests of education in the state, especially those of common schools.

The officers are a president, five vice-presidents, recording secretary, corresponding secretary, and treasurer, elected annually, and an executive committee of three, elected for three years, one member retiring

each year; the president of the association being a member, *ex-officio*, of the executive committee. Membership is secured by the payment of a fee of one dollar, and retained by the annual payment of the same sum.

The association has held meetings as follows :

TIME.	PLACE.	PRESIDENT.	RECORDING SECRETARY.
June 10-18, 1856	Iowa City	J. L. Enos	D. Franklin Wells
Oct. 7-8, 1856	Muscatine	D. Franklin Wells	F. Humphrey
April 15, 1857	Dubuque		
Aug. 11-13, 1857	Iowa City	C. C. Nestlerode	J. H. Sanders
Aug. 12-14, 1858	Davenport	F. Humphrey	
Aug. 23-25, 1859	Washington	D. Franklin Wells	W. B. Lawler
Aug. 25-30, 1860	Tipton	A. S. Kossell	S. H. Weller
Aug. 28-29, 1861	Muscatine	C. C. Nestlerode	
Aug. 19-22, 1862	Mount Pleasant	M. K. Cross	
Aug. 18-21, 1863	Grinnell	H. K. Edson	J. E. Dow
Aug. 22-25, 1864	Dubuque	Oran Faville	M. W. Bartlett
Aug. 22-25, 1865	Oskaloosa	L. F. Parker	J. M. Hastings
Aug. 21-23, 1866	Cedar Rapids	M. M. Ingalls	M. G. Hamill
Aug. 20-22, 1867	Des Moines	T. S. Parvin	C. A. Mosler
Aug. 23-27, 1868	Keokuk	W. M. Brooks	R. A. Harkness
Aug. 23-26, 1869	Marshalltown	J. Piper	R. J. Crouch
Aug. 23-25, 1870	Waterloo	S. J. Buck	J. E. Jones
Aug. 23-31, 1871	Council Bluffs	S. N. Fewess	A. Armstrong
Aug. 27-30, 1872	Davenport	L. M. Harding	C. P. Rogers
Aug. 26-28, 1873	Iowa City	A. Armstrong	C. P. Rogers
Sept. 1-3, 1874	Des Moines	J. H. Thompson	C. P. Rogers
Dec. 28-30, 1875	Burlington	C. P. Rogers	W. H. Pratt

At the meeting held in Des Moines in 1874, the following papers and addresses were given:

"Inaugural Address," Pres. A. Armstrong, Council Bluffs.

"English Grammar in Elementary Schools," W. E. Crosby, Davenport.

Paper on same subject. J. H. Thompson, Des Moines.

"Primary Schools, Their Faults and Remedies," Miss S. J. Porter, Des Moines.

"Analysis of Common School Work," W. H. Beach, Dubuque.

"Illustrative Teaching," C. M. Greene, Des Moines.

"Mathematics in High Schools," A. N. Ozias, Des Moines.

"Mental Culture," R. A. Harkness, Garden Grove.

"Industrial Education and Practical Ethics," Mrs. Matilda Fletcher, Des Moines.

"Culture and the Reactionists," Prof. W. H. Wynn, Ames.

"Growth," C. L. Porter, Boone.

"Relation of the College to the Common School," Pres. T. M. Bruner, Oskaloosa.

"The Press and the Free Schools," Waldo M. Potter, Editor Davenport Gazette.

"The Demand of the Producing Classes for a more Practical Education," Col. John Scott, Nevada.

"The Right of the State to Establish Schools for Instruction in the Higher Branches in Education," W. G. Hammond, L.L. D., Iowa City.

"The Influence and Education of the Will," Alonzo Abernethy, Des Moines.

The recent meeting at Burlington was largely attended by the leading teachers of the state and by prominent educators from abroad.

The following named subjects were presented for the consideration of the Association :

Inaugural Address, Pres. J. H. Thompson, Des Moines.

"Reading in the Grammar Schools," M. Hummel, Burlington."

"Elementary Education," J. W. McClellan, Marion.

"Care and Culture of the Primary Schools," Miss Mary McCowan, Waterloo.

"Science in the Common Schools," W. H. Pratt, Davenport.

"Responsibility of the School in the Personal Development and Culture of Pupils," Wilson Palmer, Ottumwa.

"Normal Institutes," E. Baker, Oskaloosa.

"The American Common School and American Citizenship," Prof. W. F. Phelps, Winona, Minnesota.

"Iowa Education at the International Exhibition," J. W. Stewart, Des Moines.

"County Superintendency," I. F. Jenkins, Bloomfield.

"Qualifications Requisite for Admission to the Freshman Class," Prof. Hugh Boyd, Mt. Vernon.

"Report on the Unification of Our School System," Pres. George Thacher, D. D., Iowa City.

Address on same subject, Supt. Duane Doty, Chicago, Ill.

"Report on School Legislation," Prof. S. J. Buck, Grinnell.

"The Personality of Force," Rev. Emory Miller, Cedar Falls.

"The Abuse of Grant's Des Moines Speech," Prof. L. F. Parker, Iowa City.

"Intellectual Manhood," Pres. Geo. Thacher, Iowa City.

The Committee on "School Legislation," consisting of Messrs. S. J. Buck, E. R. Eldridge, and C. P. Rogers, presented the following report :

Resolved (1). That we urge the appointment of a state board of examiners, consisting of the superintendent of public instruction and four professional teachers, who shall have power to grant teachers professional diplomas and certificates, the first to be perpetual, the second to be valid, six, four, and two years.

Resolved, (2), That the county superintendent should be elected by a county board of education, consisting of the presidents of the various school boards in the county, and that he should hold a state certificate or diploma.

Resolved, (3), That scholars should not be allowed to attend the public school under six years of age, and those of any age above that should be admitted without any restriction.

Resolved, (4), That the time has come to add elementary physics or natural philosophy and drawing to the list of common school studies upon which all teachers are to be examined.

Resolved, (5), That the subject of ventilation of school-houses needs attention, as of vital importance, and we recommend that a board of physicians or some competent body of inspectors should be appointed to examine into the condition of school-houses, and report to some person authorized to secure the necessary changes.

Resolved, (6), That a truant law is an imperative necessity; that it should be so framed as to give the directors in any district power to appoint a truant officer; that the law should declare truancy a misdemeanor, punishable by law upon complaint of the truant officer before any justice of the peace.

Resolved (7), That the system of elementary normal instruction inaugurated two years since by the establishment of county institutes meets our hearty approval, and that, in order to greater efficiency, we recommend that such measures be adopted as will unify, limit, and define the work for each year, we further recommend that the state board of examiners shall be empowered to commission conductors, and to divide the state into a suitable number of normal institute districts, and to appoint in each a conductor, and a sufficient number of assistants for the management of the annual normal institute of the respective counties, the county superintendent being considered one of the assistants; said conductors shall hold a state certificate or diploma, and shall, at the call of the superintendent of public instruction, meet the state board for the purpose of planning the work of the county normal institutes.

(8) WHEREAS, We regard the Centennial exposition, as a great school of instruction, which the educators of Iowa cannot afford to lose; therefore,

Resolved, That we are heartily in sympathy with the enterprise, and cordially join in recommending our legislature to make liberal appropriation to the end that our state board of centennial managers may care for the educational interests of the state, as well as its physical resources.

SCHOOL JOURNALS.

Among the prominent agencies for securing the diffusion of educational knowledge, for furnishing intellectual food for teachers, and for promoting improved methods of school management and instruction, must be classed educational journals.

The first publication in Iowa devoted to the interests of schools was started at Dubuque, in January, 1853, called the DISTRICT SCHOOL JOURNAL OF EDUCATION FOR THE STATE OF IOWA, a monthly of twenty-five pages, edited by R. R. Gilbert, and published by R. Spaulding, at one dollar a year.

At the commencement of the second volume, the title was changed to THE IOWA JOURNAL OF EDUCATION; the publication of which was suspended at the end of the year.

In January, 1857, Dr. J. L. Enos commenced the publication, at Cedar Rapids, of THE VOICE OF IOWA, a monthly of thirty-two pages, at one dollar a year. It was made the organ of the state teachers' association. The general assembly enacted a law March 16, 1858, authorizing school districts to subscribe for this periodical, but the anticipated support from this source not being realized, its publication was soon suspended.

In May, 1859, Rev. S. S. Howe started THE LITERARY ADVERTISER AND PUBLIC SCHOOL ADVOCATE, a quarto monthly of eight pages, at twenty-five cents a year; which was discontinued in October, 1860.

In July of the same year, THE IOWA SCHOOL JOURNAL, a monthly quarto of sixteen pages, was started at Des Moines, edited by Andrew J. Stevens, and published by Mills & Co., at one dollar per annum. It was subsequently edited by Thos. H. Benton, Jr., secretary of the board of education.

In October, 1859, was commenced THE IOWA INSTRUCTOR, a monthly of thirty-two pages, in octavo form, published by the state teachers' association, and edited by its executive committee.

In October, 1862, the Journal and Instructor were united under the title of THE IOWA INSTRUCTOR AND SCHOOL JOURNAL, the publication being continued by Mills & Co., until February, 1872, when it passed into the hands of Edwards & Greene, editors and publishers, having been consolidated with THE MANUAL, a monthly educational publication started August 1, 1871, by C. M. Greene, issued first at Keokuk, and subsequently at Des Moines.

August 1, 1872, Mr. Greene purchased Mr. Edwards' interest, and continued the Journal until June, 1875.

The Iowa School Journal, during its sixteen years existence, exerted a very important and salutary influence upon the schools and school system of the state. During a large portion of the time it was ably edited by persons who were fully identified and thoroughly conversant with our school interests, who never hesitated to urge needed

legislation, to point out needed reforms, to study the wants of teachers and to furnish them all possible aid in the performance of their labors. This work was generally performed without adequate remuneration, and often without any compensation, rendering the service all the more honorable and praiseworthy. During the last twelve years the Journal has been the organ of the department of public instruction and has published all the important decisions rendered by the superintendent of public instruction.

In January, 1874, W. E. Crosby, superintendent of the public schools of Davenport, projected the Common School, a quarto monthly of sixteen pages.

In July, 1875, the School Journal was merged with the Common School, Mr. Crosby continuing the publication at Davenport.

The Common School early attracted attention for the ability with which it was conducted and has already won an enviable reputation.

With the accession of the good will and the subscription list of the School Journal, it enters with flattering prospects upon a career of usefulness and widely extended influence.

NEEDED LEGISLATION.

Few states have been more fortunate in their school legislation than Iowa, which was one of the earliest to adopt the free school system and other public school reforms. Our present system based upon the plan recommended by that immortal educator, Horace Mann, has now been in successful operation nearly eighteen years, and material changes ought not to be made without due deliberation. My experience, however, prompts me to make the following recommendations, the reasons for which are given elsewhere:

1. That provision be made for holding school officers to a stricter accountability in the management of school funds, either by requiring district treasurers to make full annual reports to the board, and to some officer capable of examining and adjusting their accounts; or by providing that school funds be disbursed by county treasurers directly to the parties to whom the districts become legally indebted.

2. That some action be taken to prevent the further rapid multiplication of school districts.

3. That secretaries be required, in the annual enumeration of youth, to report the name and age of each person residing in the district between the ages of five and twenty-one years.

4. That provision be made for the more efficient supervision of the ungraded schools of the state, by paying county superintendents an adequate salary and excluding incompetent persons from the office.

5. That a state board of examiners be created, with authority to issue permanent diplomas and state certificates to professional teachers.

6. That drawing and elementary physics, vocal music, or some other branch be added to the list in which applicants for certificates are required to be examined.

7. That, at the earliest practicable moment, one or more normal schools be established by the state for the training of teachers.

8. That the law providing for county normal institutes be amended so as to increase their usefulness; especially, by relieving teachers of a portion of the expense attending their management.

9. That some more adequate provision be made for establishing county high schools, whose province it shall be to afford industrial education, and instruction in the higher branches and in teaching.

10. That the commencement of the school year be defined and fixed at such a date as to afford a better opportunity for making the annual returns of school statistics.

CONCLUSION.

The submission of this report concludes another two years labor in the office. I desire in this connection, again, to express my very high appreciation of the valuable services rendered by J. W. Stewart, Esq., deputy superintendent of public instruction, who has devoted himself to the duties of the office with great fidelity and efficiency. He has proven himself fully equal to every task; he has always been safely intrusted with the entire labors and responsibilities of the office during my own absence on official duty; and to him properly belongs a large share of the credit for whatever of efficiency may be accorded to the administration of its duties. M. Gibney, Esq., and J. B. McGorrick have also performed well the work entrusted to them.

In my official relations with the people of Iowa, I have often been profoundly impressed with the earnestness and intelligent zeal evinced in behalf of education, and in the desire, almost everywhere manifested, for the substantial improvement of the schools, to the end that all our youth may have the opportunity to prepare themselves for intelligent, industrious, and honest citizenship.

With inexhaustible natural resources, with a healthful and invigorating climate, with a population which for intelligence, enterprise, and public spirit is unsurpassed by any people, we have, under the blessing of God, a future of great promise, and one that may well prompt us, individually and collectively, to noble effort and earnest endeavor. In no way can any man or woman in our midst, render more efficient or more lasting public service than by laboring to promote the improvement of our public schools and our institutions of higher learning.

ALONZO ABERNETHY,
Superintendent of Public Instruction.

ABSTRACTS FROM REPORTS OF COUNTY SUPERINTENDENTS.

ADAIR COUNTY.—MISS MARY CHILDS.

1875.

County superintendents should have a fixed salary. A board of supervisors can have no adequate means of knowing what ought to be done, or the amount of time necessary to perform the duties of the office.

ADAMS COUNTY.—W. W. ROBERTS.

1875.

The last 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 and substantial material, and well seated with patent seats.

Teachers' associations have been held, monthly, during the entire year, and the number of teachers enrolled at the institute in this county was double the number enrolled in the summer of 1874; still, there is room for teachers of experience, and, especially, for those who have had the advantages of a normal training.

My report has been delayed, on account of the delinquency of the secretaries of several townships; yet, the reports of others have been full and correct; and considerable interest has been manifested by most school officers, in cooperation with teachers, to improve the condition of the public schools of this county.

ALLAMAKEE COUNTY.—JOHN W. HINCHON.

1875.

Situated as Allamakee is, in the north-eastern part of the state, and far removed from the shadow and direct influence of those seats of learning in the central and southern part, we are inclined to feel a little envious of our sister counties which are more favorably situated. Nevertheless, we have reason to feel proud of our county, and are determined to keep pace with the foremost in the educational race, if possible.

We have had a successful institute of four weeks' duration, in which our teachers received excellent instruction in industrial drawing and word-method teaching, as well as in all the branches required by law. Our teachers were much interested in these branches and will, we think, make practical use of the information they have acquired. We intend to preserve some of our best specimens of drawing and compare them with those of other counties which may pursue a like course.

Our people seem to be taking more interest in educational matters than they did in time past. During the last two years, several new school-houses have been built, and furnished with patent furniture. It is hoped that the people will soon realize that the culture of their children's minds is paramount to all other interests.

We will labor faithfully for the two coming years in the interest of our schools, and hope to be rewarded by having our corner of the state compare favorably with all other sections, and our state as a whole, equal or excel her sister states in the grand cause of human elevation.

APPANOOSE COUNTY.—G. W. TAYLOR.

1875.

I am glad to report an increased interest in the cause of education, in Appanoose county, among both teachers and patrons. We have a few wide-awake and liberal school boards, in this county, and not a few that still insist on a teacher teaching ten hours every day for the same money that will hire a boy to plow the same length of time. This causes many of our best teachers to leave the county and seek employment elsewhere. Yet I am happy to say that the idea of placing our schools in the hands of professional teachers, is fast gaining ground in this county. Our normal institute was the best ever held here and created great enthusiasm among our teachers. The teachers have decided to hold township associations this winter. I think the legislature should make attendance at the normal institute compulsory on the part of those who teach; and repeal the law allowing sub-districts of a township to organize into independent districts; the law has greatly

increased the number of unqualified secretaries and treasurers; besides many other evils which I have not space to enumerate. I know of treasurers who can neither read nor write, and while this is the case, it is impossible to make a report correct. I had to go after some of the secretaries' reports; and then could not get them right, and know that they were right; from the fact that no man, by examining their books, could tell very much about the condition of the finances.

Owing to sickness, I did not visit all the schools once each term, but tried to visit especially the young and inexperienced teachers, and where I thought it would do the most good.

I think the county superintendent should have a salary. With the present compensation he can make little more than a teacher who teaches at \$33.33 per month.

BLACK HAWK COUNTY.—A. F. TOWNSEND.

1875.

During my incumbency, I have labored diligently to improve the schools of the county, by furnishing a supply of better teachers, and instructing them, with the limited opportunities at my command, in their duties. By pursuing an impartial and rigid system of examination, by encouraging applicants to study, and through the instrumentality of two normal institutes of four weeks' duration each, together with repeated visits to the schools, some improvement has been made in the qualifications of teachers; and some progress toward uniformity in the methods of instruction. In an examination of sixty-two applicants, held during the first part of my term, the average per cent. of correct answers received was sixty-seven. In an examination made last month of one hundred and four applicants, in which examination the questions were of a higher grade, the average per cent. of correct answers received was eighty-one. In this examination, the number rejected was seven per cent., in the former, thirty per cent. As is the teacher, so will be the school. Poor teachers will make poor schools; good teachers, good schools.

It is useless to build expensive school-houses, fill them with costly furniture, and then employ incompetent persons to instruct. The employment of poor teachers is the most expensive economy that can be practiced. In no department of the expenditures of the state is there so much waste as in the payment of money to teachers unqualified for their work. It is impossible for a person to impart what he does not know; comparatively few people can teach what they do know. It is unreasonable to suppose a person can properly fill the position of teacher, with no other preparation than simply a knowledge of the branches taught. It is a very generally received opinion, that a person must learn to teach by experience. Experience is doubtless very good for the teacher, but to put a tyro in the school-room, expecting him to

learn how to teach by practicing upon the children is a ruinous policy for the schools, a deplorable waste of the peoples' money and the pupils' time. Yet this is what Iowa is now doing. It is an expensive system of instructing teachers, and one which the state cannot afford to pursue.

The great want of the educational interests of Iowa is, that the state will furnish special schools, in which those who are to instruct the youth shall themselves be taught what to teach and how to teach.

BOONE COUNTY.—T. P. COIN.

1875.

The schools of Boone county are in a prosperous condition. Our normal institute was a grand success.

BREMER COUNTY.—H. H. BURRINGTON.

1875.

I am happy to say that our schools are generally in a prosperous condition. There are some items in this report which indicate some of the causes of this prosperity.

1st. We have had no appeal cases during the year. The directors of the school and the parents of the children have not spent their time and money, as they have in other years, in school litigation.

2d. Many school-houses have been built, and more have been repaired and refurnished—patent seats taking the place of hard benches.

3d. Every district in the county has sustained at least one school, both summer and winter, except two districts, which have just been organized and are now building school-houses. Hence, the children in all parts of the county have been amply provided with schools.

4th. Our normal institutes are already increasing the power and efficiency of our teachers. We rejoice in this, for our great need is faithful, able, and skillful teachers. We have *good* teachers now, but we want better ones. Teachers should avail themselves of all the help within their reach to prepare themselves for their work in the school-room. They should attend normal institutes; take school journals and read books on teaching. Teachers should also be *models* before their pupils in neatness, order, punctuality, regularity, and in thoroughness of scholarship. They should be skillful in planning for their pupils; apt in illustrations and explanations, and thorough in all their work.

We need also more and better apparatus in our schools. Children learn so much faster by having the subject under consideration illustrated before their eyes. School money is well invested in charts, maps, globes, black-boards, and in orreries and tellurians. These instruments for illustrating the motions of the earth, the change of seasons and the movements of the planets, are needed by our advanced schools and for our normal classes.

My report shows that we have now in the county only *six* township districts with *forty-one* sub-districts and *nine* independent districts; making a total of one hundred districts.

Not including Waverly, we have in the the county one hundred schools; in Waverly we employ twelve teachers. During the year there have been two hundred and thirteen teachers employed in the county.

We have in Bremer county, 5,033 children of school age; while in the schools of the county there have been but 3,887 pupils enrolled; showing that only about 75 per cent. of the children attend school.

We have in the county one hundred and five school-houses. The average cost of tuition for each pupil per month out of Waverly is \$1.71—in Waverly \$1.02.

During the year I have examined two hundred and sixty-seven applicants for teacher's certificate—I have granted one hundred and ninety-five certificates, rejecting seventy-two applicants.

BUCHANAN COUNTY.—Amos Row.

1875.

The difficulty of obtaining correct and satisfactory reports from many of the district secretaries, has been even greater this fall than last year. A number of secretaries in the lately established independent districts are wholly unacquainted with the duties of the office, and it is almost impossible to obtain anything like reliable statistics. This difficulty will in all probability, not be less hereafter, as a number of district townships have lately adopted the independent system. We do not regard the independent district system with much favor. As yet we have seen nothing in the schools of those townships which adopted the independent system, some two or three years ago, that is superior in condition, interest or efficiency, to what is seen in the schools of sub-districts; objectionable as the latter system is in many respects.

Transferring Funds.—The transferring of moneys from one school fund to another, almost at pleasure, by the directors, is not only irregular, but is the cause of much confusion and error in the financial part of their proceedings.

Normal Institute.—A teachers' normal institute was held at Independence, commencing on the second day of August and lasting five

weeks, including the time of the examination. No effort was made to hold evening lectures, believing that the time would be more profitably employed by the members in study and the careful preparation of lessons for recitation. This arrangement met with the approbation of students and instructors. All the branches required by law were taught topically and by outline. Having secured an able corps of instructors, the institute proved, in every respect, a success. The drawback to making the normal institutes more effective, is the want of means. So long as they are dependent on the funds derived from teachers, and the small state appropriation, so long will they be kept from accomplishing the full measure of good. Each county should contribute annually, upon an equitable basis, a certain specific sum towards defraying the expenses of the institute. Instead of three or four weeks institutes, it should be six or eight weeks.

Certificates.—Not a little dissatisfaction has been caused by adhering steadfastly to the purpose of raising the standard of qualification of the teachers. Comparatively few teachers in the county, now hold first class certificates, and yet, the fact is, they are to-day, more earnest and better qualified than heretofore.

Examination of Applicants.—There is perhaps nothing that tends to embarrass the work of the county superintendent more than the examination of applicants for teachers' certificates.

Examination of Teachers.—The practice of teachers putting off examination until the last Saturday in October and November, is very objectionable. Much time and labor would be saved, were all persons, desirous of teaching, required to attend the examination at the normal institute. The results would be much more satisfactory to the applicant as well as to the examiner.

District Institutes.—Last winter, efforts were made to organize district institutes, but the inclemency of the weather, and the condition of the roads, interfered so much with the attendance of these meetings, that little was accomplished; similar efforts will be made this winter.

County Associations.—A county teachers' association was organized at the close of the normal institute, which has held two meetings at the county seat. The teachers have also the use of a column in one of our county papers.

Visitation.—The more we see of the condition of the schools, the more we are convinced that frequent and judicious visitation, by properly constituted authorities, is of great use to teachers and pupils.

Improvements.—Eight new school-houses were erected within the year, and a number were refitted and greatly improved. In some districts the people are taking greater interest in the schools than heretofore.

BUENA VISTA COUNTY.—JAMES D. ADAMS.

1875.

I have held the office of county superintendent only since June, 1875; and I find no report on hand from which I can ascertain the number of visits made by the former superintendent. Since my appointment the schools have been nearly all closed. Hence I have only visited two of them.

Most of the officers and patrons of our schools, with whom I have conversed, manifest a good degree of interest; but they have neglected to visit their schools; and do nothing further than to engage a teacher, and see that school is furnished with fuel and other necessities for the physical comfort of scholars, leaving nearly the whole management of schools to teachers. I find that our best teachers are abandoning the work and taking up something more lucrative, leaving the vacancies to be filled by young and inexperienced teachers. The wages paid for good teachers have not been high enough to keep them in the work, and the price paid to young teachers in many cases more than they earn. In most townships the boards of directors have fixed the price for teachers holding first, second and third grade certificates, and make no other distinction. I think, in most cases, teachers of experience holding first class certificates have not been paid enough, and those of lower grade entirely too high wages.

I think the teachers in this county, as a body, are not doing as good work as three or four years ago.

BUTLER COUNTY.—J. W. STEWART.

1875.

The educational interests of Butler county have materially improved during the past year. Teachers are waking up to the importance of preparing themselves more thoroughly for their work. School officers begin to see that there is a wide difference between the work of a teacher who holds a third, and one who holds a first-class certificate; and, at the present time, there is a demand for first class teachers at better wages than ever before offered in this county.

I have visited the schools once each term during the past year, and have made such suggestions to both teachers and pupils as their wants seemed to demand. I am satisfied that the visitation of schools has greatly improved their standing and efficiency.

A number of excellent school buildings have been erected during the past year, and all have been seated with good patent furniture.

More and better apparatus is much needed in our schools; but we believe that, with the growing interest manifested in our educational affairs, it will soon be furnished.

The normal institute in this county was a success. It has given our teachers instruction, in methods of teaching, which they could have secured in no other way. Teachers are becoming better qualified, and more faithful and energetic than before establishing the normal institute. The work goes bravely on, and we confidently hope to report still greater progress at the close of another year.

CARROLL COUNTY.—W. F. STEIGERWALT.

1875.

School-Houses.—Eleven new school-houses were built in 1874, and twelve in 1875. The buildings are neat and good.

Furniture.—Only one school-house in the county with home-made desks and seats. A few houses have Sherwood's old style, which is not much better than the home-made. Nearly all the rest of the houses, with the above exceptions, are supplied with first class furniture.

Apparatus.—The schools of the oldest townships, Union and Newton, were supplied, at one time, with outline maps, reading and writing charts, but for want of care on the part of teachers and sub-directors, they are almost entirely destroyed. Some directors, are slow in procuring apparatus, for the reason that so many teachers make so little use of these appliances.

Number of schools supplied with unabridged dictionaries, 42; globes, 28; outline maps, 48; map of Iowa, 65; physiological charts, 3; Colton's geographical cards, 4; reading charts, 23; Spencerian writing and drawing charts, 20; window curtains, 8; cupola and bell, 4; wells on sites, 17; clocks, 5; over 100 square feet of black-board surface, 2; less than fifty square feet, 36; without black-boards, 5.

Schools.—In several townships the number of pupils (four sections to a sub-district) who attend school is so small that both teachers and pupils lose all interest.

The Carroll schools, under J. Bookwalter as principal, are doing well. Length of term ten months. Quite a number of other schools are doing well.

Examinations.—In 1874 examinations were held in different parts of the county. At Carrollton a number of the citizens came and witnessed the exercises. Examinations were mostly written. Questions were prepared to correspond as nearly as possible with those issued by the state department. No certificates were issued without examinations. No certificates were revoked.

Visitations.—All the schools in the county have been visited from three to five times. As a rule a half day was spent in each school. In several townships, last winter, I gave from one to two evening lectures on phenomenal geography with the use of apparatus, also a short talk to the patrons of the school, upon educational interests.

Teachers.—We have some good teachers, but the most of them are

very far from being properly cultivated and trained. Older and more experienced persons would do much better work in the school-room. A large number of our teachers have made very fine progress. Some have procured dictionaries and well selected books on teaching.

Suggestions.—(1.) We need a board of education with power to issue permanent certificates to well qualified and successful teachers who make teaching a profession.

(2.) The success of county supervision demands some good standard of qualification for the office and a different method of election.

CERRO GORDO COUNTY.—MRS. J. B. DAKIN.

1875.

Our schools are improving. We are getting better buildings, better apparatus, and our institutes help to prepare our teachers better for their work. They still fail to do anything just as it should be done, with a few noble exceptions.

I have been unable to secure reports from some of the secretaries, until within the present week, about one month behind time, and then the reports were nearly as incorrect as a man could make them.

Our finances are being better taken care of; but you will find the report varies somewhat from that of last year. I think this is more nearly correct.

In Lime Creek the board voted to transfer \$600 from the school-house fund to the school fund. I told them they had no legal authority to do so, but they thought they had.

There has been some difficulty about the location of school-houses—all the appeal cases have been in regard to this, and I have come to the conclusion that only Omniscience itself can tell where they ought to be, and suit school boards, people, and children.

I leave the office at the end of the year, with some few regrets, but with the hope that my successor may do infinitely better than I have been able to do.

CHEROKEE COUNTY.—W. F. HARRIMAN.

1875.

The schools of the county, with a few exceptions, are in a progressive and encouraging condition. While they have not attained the condition desired, they have improved very much during the past year. I have endeavored to gradually raise the standard of qualification for

teachers. I have made the examinations thorough; and have issued three grades of certificates according to the standard of qualifications adopted. Some who had previously held a first class certificate, have accepted a second class; some holding second class have also fallen a grade below, and a number have been rejected.

It affords me pleasure to state that, generally, the teachers of the county have realized the necessity of improvement and have sustained and assisted me, by laboring to better prepare themselves to discharge the important duties devolving upon them. The school officers of nearly every township, have aided in raising the standard of qualifications of teachers, by grading the compensation according to the grade of certificate held by the teacher.

The normal institutes held during the past two years, have given very beneficial results. There is a deficiency of thoroughly qualified teachers in this county, which may be accounted for in part by a lack of teachers who make teaching a profession.

About sixty new school-houses have been built in Cherokee county, during the past five years. There are now sixty-two school-houses in the county; and all but four are comfortable; and many of them are neat, commodious and convenient buildings.

I have visited nearly all the schools in this county, at least, once, in the past year, and many of them twice. I am fully convinced that county superintendents can accomplish much good by visiting schools, even in sparsely settled counties like this. The inexperienced teachers need encouragement and advice.

Our schools are on a good basis financially. It is impossible to get correct reports from many of our district secretaries. I received but two correct reports. I have examined the district records and am unable to correct them. I have certified that this report is correct. I wish to qualify this statement by adding that it is correct according to the best information I can obtain. Some of the amounts "on hand at last report" do not agree with the same in report made last year.

CLAY COUNTY.—JOSIAH E. CHASE.

1874.

The voracious grasshopper and the general depression of business have had their legitimate results on the educational interests of our county.

Owing to the severity of the two previous winters, two of the school boards have had full terms and, consequently, will have no winter term. This made their schools very small, as many of the children were needed at home to help do the ordinary fall work.

A few of the schools, as will be seen by the report, have not had the required number of months of school. This is owing to the impracticability of having school during the colder part of the year.

I have visited all the schools once, and most of them twice, during the past year, and think there is a manifest advancement in most of the teachers and much improvement in the scholarship of the pupils.

During the summer and fall I requested teachers to make monthly reports of the following items:

1. Number of days school has been in session.
2. Whole number of pupils enrolled.
3. Number of pupils withdrawn since the beginning of the term.
4. Whole number of days attendance of all the pupils.
5. Number of pupils perfect in attendance.
6. Number of cases of tardiness.
7. Number of daily recitations.
8. Number of cases of corporal punishment.
9. Number of visits from patrons of the school.
10. Number of visits from sub-directors.
11. Post-office address of sub-directors.

The plan works admirably; and we shall continue the practice through the winter.

We have just organized a graded school at Spencer. This is one step in the direction of having a place where persons who intend to teach may get a knowledge of the legal branches.

We have had a three weeks term of normal institute, under the charge of E. Baker of Oskaloosa, which was well attended, with good results and general satisfaction. As one of its results, I have been able to raise the grade of certificates fifty per cent. We think the plan of traveling or circulating normals quite practicable. That is to say, if the state were divided into normal school districts embracing ten or twelve counties each, and a corps of competent instructors placed in charge who could "hold institutes" as our judges "hold court," the objects sought by the friends of local normals would be attained. It is better to import and circulate instructors and apparatus than to export pupils.

CLAYTON COUNTY.—J. F. THOMPSON.

1875.

My annual report is as nearly correct as it is possible to make it. The delay in forwarding it has been caused by the incomplete and inaccurate reports of many of the district secretaries; some of which I could not correct owing to the lack of proper book-keeping on the part of secretaries and treasurers. In some districts no books were kept, and the best that could be done was to approximate to the true condition of their finances by the aid of the county treasurers' books.

I find, by comparing this report with my report last year, an increase in our school population, an increase in the enrollment in the schools and a gratifying increase in the average daily attendance; and, although

there is still room for great improvement in our schools. I am sure that we are making steady progress in the right direction, and believe that our schools will now compare favorably with those of the counties around us.

Our normal institute, held in August and September, was, I think, the most profitable gathering ever held in Clayton county. It was attended by about one hundred and fifty teachers, and the interest in the work seemed to increase to the close.

During the past year, the district township of Read has been divided into independent districts, and each secretary only reported from the date of the new organization.

I have held, during the past year, a number of district teachers' associations in different parts of the county, and the good effect produced, in creating a right sentiment among the people, and, an enthusiasm among the teachers, warrants their continuation during the coming year.

If I may be pardoned for alluding to myself, I will only say that the chief object I had in accepting the office of superintendent, was to do all in my power for the advancement of our common schools. No public interest lies so near my heart as the school system, and I consider myself fortunate in the privilege afforded me of laboring in a field so rich in promise. With a people so full of faith in the value of our common schools as I know the people of Iowa to be, there is no reason why they should not be made the best in the land. If in the smallest degree I can contribute to this end, no labor which I may be called upon to perform, in the proper discharge of my duties, will be considered too arduous. It is a pleasure to me to state, that in all my official work I have met only with kindness, and the cordial co-operation of the teachers of this county, and I trust that their earnest desire for advancement and zeal in the cause of education will increase, and be one of the chief means of making our schools more efficient.

CLINTON COUNTY.—Miss Lucy Curtis.

1875.

Reports.—The secretaries' reports this year are a great improvement on those of last year, in regard to accuracy and promptness.

School-houses.—We have made some improvement in school buildings. Several fine houses have been erected and quite a number of old ones have been reseat with improved furniture.

Local Institutes.—I have held five local institutes at different points in the county since my last report. These have been productive of two good results:

1st. They have been the means of awakening thought on the part of teachers, and inspiring them with some enthusiasm for the work.

2d. These meetings, which were largely attended by sub-directors and citizens generally, have tended to produce unity of action between teachers and patrons.

Normal Institutes.—Our normal institute was held in August, continuing in session four weeks. The attendance was much better than that of a year ago, showing that normal institutes are growing in favor with the teachers of Clinton county. One hundred and fifty eight members were enrolled. These institutes are doing a good work for our teachers and schools, but they do not and can not take the place of the state normal school.

I append our programme used at the normal institute:

A. M.

8:45	Opening Exercises.
8:55	Arithmetic..... 40 Reading.....
9:35	Reading..... 40 Arithmetic.....
10:15	Recess.
10:25	Penmanship..... 40 Physiology or History
11: 5	Physiology or History..... 40 Penmanship
11:45	Dismission.

P. M.

1:30	Geography	35 Grammar
2: 5	Grammar	35 Geography.....
2:40	Recess.	
2:50	Miscellaneous	30 Orthography.....
3:20	Orthography.....	30 Miscellaneous
3:50	Didactics.	
4:25	Dismission.	

DAVIS COUNTY.—I. F. JENKINS.

1875.

In submitting this, my fourth report, it affords me pleasure to be able to state that the cause of common school education in this county continues to progress favorably. This advancement has not been characterized by any great and sudden outburst of enthusiasm, confined to a particular part of the county, but, rather, by a quiet, steady and general progress throughout all parts of the county. Year by year, the public school cause gains more and warmer support from the people, and, as a consequence, more interest is taken in the choice of school officers, and public attention is directed toward applying the proper appliances in the shape of suitable buildings and more competent teachers.

We have no hesitancy in saying, that the standard of excellence in teaching and success in imparting instruction, in the great majority of our schools, are in advance of any previous year. Many of our most earnest teachers, having abandoned the dull routine of merely hearing lessons from the book, are gradually preparing themselves to conduct the exercises without the aid of text-books during recitations, and a marked improvement in their teaching is manifest. No one can teach what he does not know, hence the importance of accurate familiarity with the subject taught. Teachers, who, without study or mental effort, depend upon past experience for success, and who are content, year after year, to go through the same routine until the performance becomes spiritless, must stand aside and give place to those who, with earnest aspirations and constant efforts for self-improvement, keep up with the times, and by their fresh and varied store of knowledge, create activity and emulation in the minds of their pupils.

The Davis county normal institute, commencing on the 12th day of July, and continuing in session four weeks, was a grand success. The attendance was large and regular, and more interest was manifested from its commencement to its close than in any other similar gathering ever held in the county. The live teachers will always be found at these meetings; but might not something be done by way of legal enactment to make all the teachers recipients of the benefits conferred by the institute? The exercises in our county normal were practical, interesting and instructive in character. The instructors, Professors A. Axline, G. W. Cullison, and C. W. Bigger, were all thoroughly conversant with, and devoted to their work. The attendance and attention of teachers all that could be desired.

Here in Bloomfield, during the past year, our public school building, the foundation of which was laid last year, has been almost completed, and now the structure stands a worthy monument of the zeal of our citizens in the cause of popular free education. Competent instructors have been secured, and to-day we have in our midst a school, which, for accommodations, efficiency, and numbers in attendance, is second to none in the state.

We are conscious of many imperfections; we see much yet remains to be done; but we are not discouraged, for when we see the advance that has been made, we are encouraged and stimulated to persevere until we attain still higher excellence.

DELAWARE COUNTY.—W. H. MEYER.

1875.

Hon. Newton Bateman has said in one of his excellent reports: "At no other point in the manipulation of school statistics are mistakes so likely to occur as in the calculation of averages; and yet upon these we must chiefly rely for our knowledge of the general condition and

progress of the school system of the state," and he might have added, that not only are mistakes made in the calculation, but even though the calculation be faultless, yet the average frequently gives a result which is a good deal at variance with the actual fact. To illustrate:

In my accompanying report it will be seen that the average compensation of teachers per month is, males \$38.75, and females \$25.00. Now the facts are that there is no discrimination whatever in Delaware county with reference to the wages paid male and female teachers; the same price per month being paid for the same kind and grade of work and it matters not whether the person employed be male or female. And yet the "fact" is really accounted for by the circumstance that female teachers are employed almost exclusively during the summer months, when the attendance in rural districts, especially, is very small, and the wages paid to teachers at this season of the year are usually at par with the attendance. During the winter months, the wages paid being greater, and the number of males and females engaging in the work being nearly equal and the pay being equal, also, it will still be seen at a glance that the "average" compensation for the year will be largely in favor of the male teachers. Boards of directors in making up their schedule of wages, say, we will pay so much for the summer schools, and so much for the winter schools, and not, as would appear from the "average," so much per month to male and so much to female.

Our teachers are, as a rule, noble, enterprising, and, in many respects, self-sacrificing workers. The normal institutes, of which three have been held in this county, have been well attended, and have already produced excellent results, the efficiency of the teachers having been increased at least twenty-five per cent.

The press of this county has always shown a bold and united front in all matters pertaining to needed educational reforms, and their columns have always been open to school reports by teachers, and also to full reports of educational meetings and all matters of educational interest and value.

About fifty to seventy-five copies of educational journals are taken and read by the teachers, and nearly every teacher in the county is provided with a copy of Webster's Academic Dictionary, a book which should never be out of the teacher's reach. What we need more than anything else, is accuracy on the part of the teacher and a constant working for definite and accurate results.

DES MOINES COUNTY.—T. B. SNYDER.

1874.

I have two regrets to express in this connection: that I was unable to forward this report to you at the time required by law, but out of fifty-seven districts in this county, reports from only fourteen were filed in this office within the time required by law. I had to return about one-half of the district secretaries' reports for correction; but even then I

could attain nothing more than to have their *debit* and *credit* accounts balanced without regard to correctness, as we shall see herein; that I cannot certify *directly* that this report is correct. I am too well aware, however, that it contains many errors that I am totally unable to correct. I will note a few of them. The total amount of school-house fund reported "on hand" last year, was \$1,995.58. The total amount of this fund reported this year as "amount on hand at last report," is \$1,889.03, leaving a deficit of \$106.55, six districts giving the amount greater this year than it was last, and five reporting a less amount than that of last year, while in two instances only, where anything has been reported in this connection do the reports of this year tally with those of last year. The total amount of contingent fund reported "on hand" last year, was \$2,554.99. The total amount of this fund reported this year as "amount on hand at last report," is \$2,239.83, leaving a deficit of \$315.16, fifteen districts reporting the amount greater this year than it was last, and fifteen reporting a less amount than that reported last year, while only fourteen, reporting anything in this connection have made their reports this year tally with those of last year. The total amount of teachers' fund reported "on hand" last year, was \$26,164.17. The total amount reported this year as "amount on hand at last report," is \$26,711.02, being an excess of \$546.86, fifteen districts reporting a greater amount on hand at last report than was given last year, and nine districts reporting a less amount, while only seventeen, reporting anything in this connection have made their reports this year tally with those of last year.

Another item: Last year \$3,965.47 was paid out of the contingent fund and reported under the convenient head of "amount paid for other purposes," and this year we have \$6,898.75 paid out and reported under this same convenient head; being in the former year about thirty-seven per cent and in the latter more than thirty-eight per cent of the entire contingent expenses for school purposes in the county. Who is this "Other Purposes?" Certainly the amount of school money he absorbs should develop him to such proportions that he would become a visible entity; not an irresponsible myth.

In my judgment there are two measures which, if adopted, would remedy many of these abuses. These are (1). The township system, thus lessening the number of districts and district secretaries, and greatly simplifying our school machinery.

(2). Let some one of our county officials be constituted an auditing officer, to whom district secretaries and treasurers must present their account books, at least twice a year, and have them posted up and balanced; this auditing officer to have also the county treasurer's account of the different amounts paid the several districts and the sources from whence received. This would make it possible for a superintendent to obtain data from which he could make an intelligent and moderately accurate account of the finances of his county.

1875.

Of the sixty-four district townships and independent school districts in this county, reports from fifty-one were filed in this office at the time specified in the law.

Secretaries' Reports.—All that I said in my last report concerning the careless, reckless, indifferent and inconsistent manner in which a large portion of our school funds were accounted for, is largely true of the reports made this year.

Schools.—A good year's work has been done in our public schools. Taken as a whole, they have, during the past year, enjoyed a measure of prosperity and given a degree of satisfaction, beyond that attained in any other like period during my connection with them. This is due to the fact that our teachers have taken hold of this work with an increased vigor and earnestness. During the year just closed, there was paid to teachers in this county \$3,985 54-100 in excess of the amount paid last year, and \$9,250 87-100 in excess of the amount paid during the year previous to that.

Certificates.—In issuing certificates I have endeavored to license only such as I felt possessed, in a good degree, the qualifications required by the spirit of the law. While I have felt that the standard, is lower than the best interests of our schools demand, still I have endeavored to raise it to that grade which will insure competent teachers. Low as I have felt the standard has been and is now, in this county, still, judging them by this standard, I have been compelled to reject about one-third of the applicants.

Normal Institutes.—Under the enactment passed at the last session of our legislature in relation thereto, two normal institutes have been held in this county. I have endeavored against many obstacles to carry out this provision of our law.

DICKINSON COUNTY.—H. C. CRARY.

1875.

We have now a good frame school-house in every sub-district except one. The last log school-house was vacated this summer.

The sub-directors generally show interest in the schools, and anxiety to secure good teachers to whom fair wages are paid. We still lack good teachers, but much improvement has been made and still more is hoped for. The teachers of the county are united in interest and the teachers' association has a vigorous and useful existence.

The normal institute last spring was well attended, was of great benefit to the teachers, and was generally considered a success. In the general examinations which followed, a variation from the usual mode was tried. A list of twenty questions in each branch was prepared to fairly cover the ground required, and the whole institute was

examined in writing, with cipher signatures. Three of the candidates stood over ninety per cent. in all examinations, and were given more advanced studies for professional certificates. Several were given first grade, conditioned on making up the standing in those branches in which they were most deficient, within six months. The same course was pursued with second and third grades, and with the desired result. The supplementary examinations this fall show faithful study during the summer.

DUBUQUE COUNTY.—N. W. BOYES.

1875.

The past year has been a prosperous one for the schools of Dubuque county. Teachers' and school officers' meetings were held in different parts of the county and were well attended, and much interest in the welfare of the schools was manifested. The visitation of schools by committees appointed by the boards of directors, has proved to be beneficial.

In most of our best regulated schools the teachers are employed by the year, and if found to be faithful and efficient are continued year after year.

A very profitable and interesting session of the teachers' normal institute was held three weeks, at Dubuque, in the month of August. One hundred and ninety-two of the teachers of the county were in attendance, and although our institutes have been a decided success the past two years, we do not think it probable, or even possible, that we shall secure anywhere near so good an attendance in the future, if we are to act under the present law.

The school property of the county has been largely increased by the building of five new school-houses, the principal one at Dyersville, costing \$8,000. This is a finely appointed and complete structure, reflecting credit upon the town and county. About \$5,000 has been paid for repairing and refurnishing old buildings, and yet there is considerable of this work to be done.

Our financial standing is first class. All the districts have the money on hand to pay for work as soon as it is done. The several district treasurers have \$29,183.73 in their hands at the present time.

It is very difficult, I may say impossible, to get correct reports from all the district secretaries. Some do not keep correct account of what is received from the different sources, but I believe that the sums total of the receipts, and also of disbursements, are correct. If the funds to be raised by taxation could be consolidated into one fund, much time, expense, and trouble would be saved, and the accounts would be more accurately kept.

It is especially desirable that the law should be so changed as to allow district boundaries to be changed so as to include any piece of land surveyed, platted, and recorded as a separate parcel, disregarding congressional lines.

The county superintendent's office should be made a salaried one, the salary based upon the population of the county. In my opinion, all school officers should receive compensation for the performance of official services.

Under the present law for the election and organization of boards of directors, the county officers do not know who the officers of the several boards are, during about one-sixth of the year; it takes from the third Monday in March, until about the first of May to find out who are presidents, and from the third Monday in September, until the first of November to find who are secretaries and treasurers. Blank reports are prepared and sent to all the secretaries on the first of March and September of each year, yet we fail to get full returns. The board of directors should all be chosen in September or the time of making the annual reports should be in April or May. No change has been made in the number of school districts since my last report. The independent districts are the most satisfactory, especially those organized on the consolidated plan, according to section 1814, laws of 1874.

FLOYD COUNTY.—MRS. HELEN R. DUNCAN.

1875.

My report has been somewhat delayed owing to a failure on the part of the secretaries to send in their reports in due time, and many of these reports, when received, were found to be so imperfect as to render it necessary to return them for completion. This all consumed time.

I have experienced no little difficulty in getting a clear and satisfactory statement of the three funds. In several of the districts especially, the newly organized independent districts; no separate account having been kept. In such cases, I deemed it expedient to visit the district officers in person, and insist upon an adjustment of the funds, in order to get the necessary data for my report.

The normal institute was held in this county, commencing on the 16th of August, and continued three weeks. I am happy to say that it was eminently successful. The good effects of the institute are becoming manifest in the school rooms throughout the county. The best time for holding the institute is, with us, a matter of discussion. It is hoped that the school officers of the county, will, at no distant day, come to some general understanding among themselves, in regard to the appointment of their school terms, which will give the institute a place in the year satisfactory to all concerned.

I have made a steady effort, during the past year, as during the year previous, to advance the standard for the qualification of teachers, and to work into our schools the best available talent. The effect of this course has been to inspire, in some degree, a new spirit of self-culture on the part of young teachers.

The schools of Floyd county, we believe, are doing well.

GREENE COUNTY.—J. W. HUNTINGTON.

1875.

In the compilation of this report, the utmost difficulty has been encountered, from the fact, that few district secretaries keep the books of their accounts in a legible manner; consequently their reports are very meager, sometimes perfectly unintelligible. Were the superintendent to sit down and idly wait for the secretaries' reports, and copy them as reported to him, in *his* report, it would be a meaningless scrawl. In this county, after two years' strict attention to school matters, the superintendent can gather his corrections of secretaries' reports, from the record of his school visitations and actual observations among schools and patrons of schools. He has done it.

The schools of Greene county are almost unexceptionally in a prosperous condition. The finances in nearly every district, are good. Teachers are promptly paid. Teachers have been earnest and devoted to their work. A commendable enthusiasm has pervaded all. Though the same old apathy, on the part of patrons has been a distressing drawback to the progress that might have marked the years' work.

The Greene county normal institute was a marked success; there being a teacher present to represent every school in the county. Nearly all being real teachers, preparing for work in the school room. Our live, best teachers were present nearly every day of the session. The matter of attending the institute had been worked up during the entire year by the superintendent, both while visiting schools, and through the county papers. Programmes of the normal institute were in the hands of every teacher, two months before its commencement. Teachers came prepared for vigorous work. No time was lost in the organization which was completed in forty minutes from the ringing of the second bell. Every teacher having his seat with name thereon, every teacher knew his number and class. Nearly every teacher was present the first day. Without a wrangle or a jar; and with two literary entertainments each week, the normal passed off, and ended with an examination, in which ninety teachers applied for certificates. The very best of feeling was manifest throughout, and teachers went to their homes, firm in the resolution to do better work in their noble vocation.

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.

While retiring from this office I shall retain my ardent love for the educational fraternity and the ends for which we all labor.

GRUNDY COUNTY.—G. R. STODDARD.

1875.

The schools of this county have made considerable advancement, during the last two years.

During September and October we had a normal institute, being the second during my term of office, which resulted in much good to the teachers. The attendance was about eighty, which I think was good considering the number of schools in our county.

Our schools are backward, but steadily improving.

I hold examinations monthly, and continue them two days, which gives the teachers a better chance.

Our teachers are improving rapidly. Last year I issued only nine first class certificates; and this year I have issued thirty-two, on a more difficult examination, showing quite an improvement. I issue only two grades, first, and second; both for one year.

Most of our teachers are residents of the county and take an interest in its educational matters, and are doing good work. They are at present doing the preliminary work of establishing a county high school. They are making good progress, and are determined to make it a success.

It is impossible for me to visit all the schools during one term; but I spent all my time in visiting, when not engaged in other duties of my office.

Teachers' associations are held every two weeks in most of the townships in the county. I meet them in their associations as often as possible, and the county high school question is largely discussed. Patrons and parents visit these meetings and we have very pleasant and profitable times.

Quite a number of new school buildings have been erected during the past year on the most improved plans.

School officers are giving more attention to their duties, especially in engaging teachers. Institute members are in good demand, who have but little trouble in getting schools.

GUTHRIE COUNTY.—G. C. MILLER.

1875.

I take pleasure in stating that the schools of Guthrie county are in prosperous condition.

Teachers are alive to their work; I can not say as much for the school officers and patrons, as very little interest is manifested on the part of either, further than to provide houses and teachers; although there is a better feeling existing to-day and a greater interest taken the past year than the year previous.

The normal school has been the means of awakening a greater interest on the part of teachers. The better class do not fail to attend.

The wages have advanced during the past year from \$30.15 per month for male teachers to \$34.57, from \$29.61 per month to \$30.50 for female teachers. I find that the people are willing to pay better wages whenever better teachers are furnished.

Seven fine houses have been built during the year, also one fine building in Stuart, costing \$10,000.

I devote all of my time to the duties of the office; with a school population of 3,633, and 126 schools, it is necessary for the superintendent to devote his entire time, or some things will go undone. The board of supervisors do not object to paying me, and the people are willing to pay the superintendent when they know that he performs his duty.

The examination of teachers I consider a very important part of the superintendent's work. Too much care cannot be taken. The questions should be changed each month. The practice of giving the teachers a printed or written list of questions should not be allowed. The teacher should be under the eye of the superintendent during the whole time of the examination.

The secretaries are very careless in making their reports and keeping the records of school affairs. I was compelled to visit nine out of the eighteen secretaries of this county for the purpose of correcting their reports.

One township has organized independent districts. I do not favor separate organizations. I believe that an increase of school officers is detrimental to the educational interests.

HANCOCK COUNTY.—EUGENE MARSHALL.

1875.

The law providing for normal institutes is faulty inasmuch as it provides no adequate means of securing its being held when the schools are not in session.

I believe that the law should be so amended as to compel school boards to provide for the education of the children of persons living beyond the reach of schools, as at present organized. I think that a provision should be made, that, when any family living more than three miles from a school, shall have children of school age, the board should be compelled, upon proof that such children had been taught by a competent instructor for a period of not less than six months in each year, to appropriate a sum equal to the average cost of tuition in the schools of the county for the payment of such tuition. Such a provision would reach, at least, four families in this county.

I believe that a law making the appointment of county superintendent the duty of either the board of supervisors, or of the several district boards, would have a tendency to make the office more popular and efficient.

HARRISON COUNTY.—LEMUEL GALE.

1874.

In submitting my report, I regret to say that it is not as perfect an exhibition of the school affairs in this county as I would like to present; but the very best I could do under the circumstances.

Under the influence of our high and graded schools, we are producing a class of teachers who are doing much in training and preparing the rising generation to perform the duties of good citizens.

The introduction of physiology has done considerable in giving dignity and interest to the profession, and I have no doubt but it will largely benefit those who may be fortunate enough to gain a knowledge of it. To increase the interest and effectiveness of our common schools, increased facilities must be offered to thoroughly prepare men and women for teaching. I hope that the state of Iowa, which is so generous in many of her appropriations, will not forget the most vital interest that concerns her welfare, and neglect to provide for the intellectual and moral requirements of her youth, into whose hands the great interests of the state must soon fall.

With many thanks for courtesies shown, I hereby submit my annual report.

HENRY COUNTY.—MISS ANNIE E. PACKER.

1875.

The report for Trenton township was incorrect last year, but I believe this one is right. After spending about six hours in looking over their books for the last four years, the secretary and I arrived at this statement.

Baltimore has not reported the full amount on hand at last report, the reason for which doth not appear.

Several districts have reported more "on hand at last report" than was reported last year, the difference arising from reporting unpaid orders.

Two more townships have adopted the independent system, and the leakages in the school fund will doubtless be increased by the step. It seems to me that this system presumes upon more intelligence among us than the facts warrant, for it appears impossible to find *even one man* in each district who can keep intelligible accounts of school affairs, but perhaps this is the means of grace by which they are to be instructed.

The schools of the county show some symptoms of healthy growth

in the increasing demand for trained, professional teachers, and in some localities better wages are offered. More mature teachers are in the work and they are more permanent. The constant changing of teachers is a source of much loss of time, money and efficiency, but people are beginning to see the folly of it, and teachers begin to see that such teaching is not educating. The multiplicity of text-books is another source of annoyance, but the nuisance is being abated—very slowly.

There is much more professional pride among our teachers than one year ago; thanks to the normal institute.

More interest and energy is manifested in educational meetings and in educational works and periodicals.

With many thanks for unvaried kindness during my work, I most respectfully submit this report.

IOWA COUNTY.—HENRY H. SHELTON.

1875.

Condition of Our Schools.—The people of this county are awakening to the fact that it is not always economy to get school-houses built for the least possible amount. The four new buildings that have been erected during the past year, have been built after the most approved plans, and in a substantial manner;—built to stand and to keep; double floor and walls; well lighted and ventilated; commodious and ornamental.

To the people of Marengo, too much praise cannot be given for the noble manner in which they have seconded the desire and efforts of the school board to make the school building of this place one of the most convenient and attractive in the state. With its enlargement, costing upwards of \$7,000.00, its facilities for ventilation and heating, ingress and egress, and convenient arrangement of the rooms, it is a school building that educators can visit with pleasure and school officers examine with profit.

In this county, the era for changing school district boundaries and moving school-houses, has passed away; and as a result, the most of our school-houses have been repaired, and dilapidated buildings replaced by new ones.

As the result of this improvement in school buildings and other influences, I find upon comparing the report for 1875 with those for 1873 and 1874, the following items, to-wit:

1. That the per cent. of increase in the number of months taught during the year just closed over that of 1873, is four and one-half; over that of 1874, is three.

2. That the per cent. of increase in the number of persons between the ages of five and twenty-one for this year over that of 1873, is four and nine-tenths; over that of 1874, one-half; while the per cent. of increase in enrollment for this year over 1873, is eleven, and over 1874,

ten; the per cent. of increase in average daily attendance for this year over 1873, is nineteen, and over 1874, thirteen. Thus we see that our schools have increased in efficiency and popularity.

I find by comparing with the two previous years, 1873 and 1874, that there has been improvement in the compensation paid our teachers. The increase in monthly compensation for 1875 over that of 1873, is \$3.96; and over 1874 is .37. The lady teachers of our county have received the lion's share of said increase.

To account for the above improvement, we assign the following causes.

For the preservation of school property:—1. A more thorough knowledge of the school laws on the part of teachers, patrons and pupils, especially that part of the law embodied in sections 3986, 1759, 1759, 1753 and 1754, Code of Iowa, 1873. This has been acquired from lectures at institutes and teachers' meetings and visitation of schools.

2. Teachers have taken an increased interest in making their school rooms attractive. This care of school property has caused the patrons to take a greater interest in school improvements.

For the increase in attendance:—1. Monthly report cards have been forwarded from this office to each teacher, and, at the close of each month, the same have invariably been returned, and published in our county papers.

2. The teachers' work has been more systematic, and school exercises more varied during the past year. Methods of instruction, writing, language lessons, physiology and reading are parts of the school work to which my attention has been especially devoted.

3. But to our county normal institute in the year 1874 and the work accomplished therein, we must attribute the greater part of the improvement now manifest in our school instruction. From it teachers have derived a greater enthusiasm for their work, greater uniformity in methods of instruction, and a more comprehensive knowledge of the branches to be taught.

JACKSON COUNTY.—N. C. WHITE.

1875.

In submitting the report of Jackson county for the year 1875, I beg to apologize for its delay; the secretaries were very slow to make their reports, and I was compelled to delay my report on that account.

The schools of this county are in a prosperous condition.

Our normal institute was not as well attended as it was last year; but it was an excellent school for the teachers, and those that did attend expressed themselves well paid for attending it.

My report is not as complete as it would be if the private schools in this county would report to this office.

Hoping that this report will be in time for yours, it is respectfully submitted.

JASPER COUNTY.—C. D. HIPSLEY.

1875.

The schools of our county are in good condition; and are improving.

We have a wide-awake corps of teachers; the most of whom take great interest in their work, and seem anxious to improve.

During the month of August we held a four weeks' term of normal institute at Newton with very satisfactory results. It was conducted by Professor Wedgewood, of Atlantic, assisted by Professors Thomas, Mowatt and Edmundson, all of whom did their work faithfully and well. Although the institute was held at a season of the year when it was impossible for many of our teachers to attend, yet we had ninety-eight in regular attendance; and I think I never saw a more earnest and industrious body of students.

The people of our county take a just pride in our school buildings. The majority of these houses are well built, and are kept in good condition. Several of them are the finest structures of the kind and are the best furnished that I have ever seen.

In my visits to the schools I always carefully examine the buildings, and make note of all injuries received since my last visit, and call the attention of the teacher and scholars to them. I especially appeal to the pride of the scholars, and show them that the property belongs to them and is for their benefit. This has generally had the desired effect. A county superintendent can save the county, in this way alone, far more than the amount of his salary.

Owing to exposure during the severe cold weather of last winter, I injured my health so that I was unable to make as many visits as I did during the previous years. There are one hundred and sixty-seven schools in the county, and it was impossible to make a legal visit to each. But I visited those that were taught by inexperienced teachers, and wherever I thought that I could do the most good.

I believe that I have no suggestions to make, except in regard to the office of county superintendent. As I am about to retire from the office, I feel at liberty to speak freely on the subject. I think it would be sheer madness to abolish the office, as some propose. My experience has led me to the belief that the superintendent is a necessary officer. Those demagogues who cry for a change are "penny wise and pound foolish."

JEFFERSON COUNTY.—T. A. ROBB.

1875.

Educational interests are in a healthy condition.

Teachers and patrons are in earnest for the advancement of our common schools.

The private schools of Fairfield, of which there are four, are better attended than ever before.

The county normal, I think, contributes largely to the increased interest manifested by our teachers for a more thorough preparation for their work; and to the increased demand among our people for teachers thoroughly prepared.

The condition of our finances is good.

Several school-houses have been built in the most approved style, well seated with good seats.

There is, however, a lack of apparatus in our school-houses.

JONES COUNTY.—O. E. ALDRICH.

1875.

I think the schools of this county are improving. More commodious buildings are being erected; and the schools are being better supplied with dictionaries, maps, charts, apparatus, etc.; and if the directors would demand a thorough scholarship on the part of teachers it would be of great value, but, as long as teachers holding second or third grade certificates, receive as high wages as those holding first class, there is no inducement for teachers to seek higher qualifications.

KEOKUK COUNTY.—HENRY D. TODD.

1875.

I believe it is customary for superintendents to report progress, and I take pleasure in saying that there has been increased interest manifested in this county in school matters generally, during the past year.

Normal Institutes.—Our normal institute this year was better attended, and gave much better satisfaction, than it did the year previous.

We had two hundred and sixteen in attendance, during the session of six weeks. The instruction in didactics was given in accordance with a course of study prepared expressly for the schools of this county. Much credit is due Miss Mary E. Deering, Professors J. K. Pickett, J. A. Kennedy, and C. M. Ramsdell for their efficient services as instructors at the normal institute.

Educational Meetings.—We have held sectional institutes in several different places in the county during the year. The citizens and teachers meet together, consider and discuss educational questions according to a programme previously published in the county paper. We have a regular county organization, known as the Keokuk County Educational Association, the executive committee of which announces a meeting every six weeks, at some village, or other convenient place for meeting.

Teachers' Library.—The teachers last year established a circulating library; this, considering its infancy, has been very successful and has created much interest among its members.

Miscellaneous.—Three of our townships have adopted the independent system, since making my last report, which leaves but two townships, with sub-districts, and makes one hundred and sixteen independent districts in the county.

The editors of the four county papers have given space in their papers for one column of educational news, etc.; these columns are edited by teachers, selected at the normal institute.

The course of study prepared for the schools of the county is doing much towards grading, making more systematic and uniform, the work of the teachers and pupils. I find the manual prepared for county superintendents of great value to me, when visiting schools. It serves as a permanent record of the visits made, and aids much in securing system in the various schools.

I see nothing especially discouraging in educational matters at present, and as the people have endorsed the policy of the present administration, we expect more improvement in the next two years, than has been made in any two years of the past.

LOUISA COUNTY.—D. P. CAMPBELL.

1875.

The schools of Louisa county are slowly advancing. There is an improvement in the character of teachers. They are preparing themselves for better work in the school-room. There is a decided improvement in our school buildings; many of them are handsome, well furnished with patent seats, maps, globes and black-boards. Teachers are becoming better qualified, and are doing more thorough work. They are improving in their methods of instruction, and are coming to the conclusion, that, when nature teaches, it is sport to learn.

Examinations.—In this department I have aimed at thoroughness

believing that knowledge is essential to success; the workman must be master of his work. I have issued three grades of certificates. As a general rule, I find those that are truly qualified give very good satisfaction in the school room.

The Normal School.—The normal school, established at Grand View by Professor E. R. Eldridge, is another evidence of the progress of our schools. Although the school did not commence under the most favorable auspices, it is now a very promising institution. Its influence is acknowledged throughout the county. Every effort is put forth on the part of the institution to prepare teachers of the highest order for their work.

The normal institute in this county proved a success. The teachers confess that they have been greatly benefited by it. Methods of instruction and recitation have been made a specialty, and many of our live teachers adopt and make them their own; and when they go to their schools there is a general reformation in teaching.

There are in this county fifty sub-district schools, twenty-three independent districts, and six independent graded schools.

Columbus city, Wapello and Morning Sun, each have four departments in their schools.

The independent district of Grand View is consolidated with the normal school, and its best pupils are employed as teachers, to give them practice as well as theory.

LUCAS COUNTY.—J. J. ALLEN.

1875.

It has been the object of this office, for the last two years, to so restrict examinations as would meet the standard of qualifications which would but little more than admit of sufficient numbers to fill our schools. The basis of examinations has not been arbitrarily fixed, but established upon the relative merits of our teaching corps. We believe this has had a marked influence in developing, and holding to the work, in our midst, a higher order of teaching capacity than would otherwise have been received. While this cause may have been, and doubtless is, looked upon, in some cases, as overexact, it is my opinion that both teachers and people endorse, and the good of the cause demands, this feature of administration; at least, we as teachers shall have attained higher grounds than is at present occupied.

One thought more touching the superintendency: I think it would be well should the next general assembly see fit to have the superintendent chosen in such a manner and at such a time that his preference would not be easily made on other grounds than that of purely school interests.

MAHASKA COUNTY.—J. HELL.

1875.

It may very truthfully be said that a deep interest is taken by the people of Mahaska county in all that pertains to education; and we have endeavored, to the best of our ability, to advance the good cause by every means in our power.

Knowing about the time that the different schools usually commence for the spring, fall, and winter terms, I grant no low grade certificates until the time is past when schools should all be commenced, and not then unless I cannot supply all the schools with teachers otherwise, so that parties holding third class certificates are compelled to occupy back seats.

Our normal institute of four weeks, in August, was well attended, and gave general satisfaction; and I believe more good will be accomplished by our present normal institute system, than could be attained by an expensive system of normal schools supported by the state.

Owing to the fact that many of the secretaries are men of very limited education, and, have little or no knowledge of the science of book-keeping, and also owing to the fact that frequent changes of secretaries are made in many of the districts, I would suggest that the forms of making their annual reports be so changed that, instead of having three funds, viz: "school-house," "contingent," and "teachers," each to be reported separately, that they be united into one, and be known as "school fund." I am fully satisfied that most of the inaccuracies of secretaries in their financial statements, arise from the fact that they get the funds mixed, and this mixing of the funds arises from the fact that one fund becomes exhausted while there is a surplus in one or both of the others, and school boards borrow from one to another, and confusion is the result, and, owing to this state of affairs, no doubt considerable sums of money are lost to the public every year. It is difficult to make the people, or school boards, believe that one fund is any more sacred than another, all come originally from the people, and the end sought is the education of the children; hence all experience shows that school boards will not pay interest on unpaid orders while there are funds in the hands of their treasurer bearing no interest.

I would further recommend, that, in order to bring school facilities to all parts of each county upon as near the same terms as possible, the semi-annual apportionment, the county school tax, and all school tax derived from railroads, be divided among the different school districts in proportion to the number of schools and months taught in each, regardless of the number of pupils. In this county the average cost of tuition per month varies from fifty cents to three dollars; while those showing the highest rate of tuition, also show the fewest number of months school and the lowest wages paid their teachers, which is a plain violation of the spirit of the common school system, which was originally intended to assist those in obtaining an education who would be unable to attain the same by their own unaided effort.

MARSHALL COUNTY.—MISS ABBIE GIFFORD.

1875.

I begin to think the reporting system in the superintendency is somewhat like the marking system in schools—subject to objections. The impossibility of obtaining accurate information upon which to base the report makes its contents somewhat unreliable. However, as in all dubious cases, we may claim the benefit of the doubt, please extend that benefit to the Marshall county report, and allow the doubt to figure as one of the reliable items of your own report.

MILLS COUNTY.—E. L. KELLEY.

1875.

There has been an acknowledged advancement in the grade of school work during the year, owing in part to the assistance given teachers by the normal institute. Our teachers have not been slow to put forth some energy in fitting for school work.

In August and September of this year, a normal institute of four weeks' duration, was held in the county, at which there was a total attendance of 128, and an average of about 80.

The independent district system has been entered into by townships, generally; and this has very much increased the labor of county officials, without bringing about any material benefits, unless in the way of increasing the interest of persons in their own school district.

The division of the school-house and contingent funds seems to embarrass the keeping of correct accounts, rather than to aid. Could the distinction be abolished, I believe it would greatly lessen the work of district officers and county treasurers, besides being equally as safe a plan as the present, in accounting for the funds.

MONONA COUNTY.—MISS SARAH FULTON.

1875.

The progress in education in Monona county has been good.

There were but forty-five schools in the county when I first entered the superintendency; now, there are seventy. As fast as new districts have been set off, new houses have been built, and old buildings have been replaced by new, until but few poor ones remain.

We can now boast of one good graded school of four departments, occupying a fine brick building, which has cost the city of Onawa \$20,000. From this school we now look for an increase of resident teachers, and through them, greater aid in the elevation of our rural schools.

Since my last report, we have held two sessions of normal institute, of three weeks' duration, and still have quite a normal fund on hand.

We do not have as many in attendance at our normal institute as we would have, had we more resident teachers, and consequently cannot expect to receive so much benefit from them; still their influence has been felt.

I had hoped that ere I closed my present term I should have succeeded in thoroughly grading and classifying the rural schools and marking out for them a uniform course of study; but neither the teachers nor the people being ready to co-operate with me, I have been forced to be satisfied with only preparing the way, with the hope that my successor will continue the work I have commenced.

MONROE COUNTY.—A. J. CASADAY.

1875.

There has been a decided improvement in our schools during the past year.

Most of the teachers have made monthly reports to this office.

A successful institute of four weeks was held with an enrollment of seventy-six.

Six good frame school-houses have been built; and about twenty sites fenced and set with shade trees.

MUSCATINE COUNTY.—THOMAS N. BROWN.

1875.

Secretaries' Reports. This year, as usual, a large number of secretaries' reports were very imperfect, and I presume the same is true of every county in the state. It seems almost impossible to remedy the matter; and yet the collection of these statistics and figures is of sufficient importance to demand the closest attention to render them accurate and reliable. A district secretary should be chosen for a longer term than one year, and should have as a requisite to his election the ability to keep accounts in a correct and systematic manner. It seems to me that such a requirement in the law would partially remove the defect. By making the necessary corrections myself, I have secured accuracy in this report.

Schools.—The schools of the county are in good condition.

The houses generally are comfortable, though comparatively few are properly provided with means for ventilation. Several houses lately built, have, by my advice, and, through the agitation of the question in our semi-annual directors' meetings been provided with means for heating and ventilating by a simple system, and other buildings will doubtless be provided with the same or some other good system, as there seems to be more interest taken in this vital question than formerly. It is indeed time that boards of directors were awaking to the necessity of this preventive for many of the most aggravated diseases of school children.

A new brick building of three stories is in process of completion in the independent district of Wilton, which is to be furnished after the most approved style, properly heated and ventilated, and will be an ornament to the town, which has hitherto suffered for the want of proper accommodations for its school children. The cost of the building is to be about \$10,000 00.

The high schools of Muscatine and West Liberty are in a flourishing condition.

The fact that both these excellent schools furnish each year quite a number of efficient teachers for various schools in the county is worthy of mention. The former in particular numbers among its graduates many of the most successful teachers of the county.

Normal Institute.—Our institute convened June 28, for a session of four weeks. It was feared that opposition manifested by articles appearing in the newspapers, would interfere with the usefulness of the session, but a careful management, and a general course of study, so interested the teachers as to convince all of the wisdom of our institute law. We enrolled one hundred teachers. I can not speak in too high terms of the interest taken and the *real work* done by our teachers during the session.

Office Work.—The work of the office during the last two years has been unusually great. I have found it impossible to visit the schools as the law directs. However, I have visited the greater part of them, and found them in general doing very well.

Directors' Meetings.—I hold semi-annual meetings of school directors. Various matters of importance in the administration of our schools are discussed, and much good has been done throughout the county by this means.

Examinations.—Applicants are required to present themselves on the regular examination day. My examinations have been uniformly thorough throughout my connection with this office. An experience of more than four years convinces me that close attention and undeviating impartiality are nowhere more required than in this portion of the county superintendent's work. Such a course of action cannot fail to promote the efficiency of the schools.

State Certificates.—It is to be hoped that the legislature, to convene this winter, will either take action to annul the state certificates held by a few of the teachers of the state, or provide some means by which other teachers may be admitted to the privileges of such certificates.

Independent Districts.—One more township has gone into the independent system. The levy of taxes for 1875 shows, as might be expected, an increase in the aggregate of taxation, and the experience of two townships already working under that system is to be repeated here. I earnestly hope the legislature this winter will repeal the law under which this disintegration of our school system is permitted, and reunite the districts already separated, under an improved township system.

OSCEOLA COUNTY.—WM. J. MILLER.

1875.

We think our schools have improved considerably during the past year. As the inhabitants become better able to support schools the interest in education seems to advance. Owing to the poor condition of our school-houses, many of our schools will not be in session during the winter. We hope for a general improvement in all things pertaining to our common schools next year.

The embezzlement of funds which occurred a few years ago in Goewey township has been finally settled by the school board. It being found impossible to balance the funds according to the old accounts, a report was made on funds as they stand this year with which future reports may correspond.

PAGE COUNTY.—HUGH WOTEN.

1875.

The common schools of Page county are in a prosperous condition. Our teachers are competent and efficient workers.

Wages are increasing, the average for male teachers the past year being \$40.52 per month, and for females, \$32.44.

Two townships, viz : Lincoln and Harlan, adopted the independent system the present year, making now twenty-nine independent districts in the county, and ninety-four sub-districts; making a total of one hundred and twenty-three. We have one hundred and ten school-houses, which are generally good.

The amount expended for school-houses, sites, etc., during the past year was \$19,367.33. The amount paid teachers was \$30,572.42. The amount of teachers' fund on hand is \$17,104.51. But one district township and three independent districts have no teachers' fund on hand.

Our normal institute was well attended, the number enrolled being

one hundred and fifty-two. It gave general satisfaction and inspired the teachers with higher and nobler purposes.

On account of sickness and cold weather, I have been unable to visit all the schools during the past year, but I found, in those visited, improvement in methods and discipline over last year.

I would suggest that our next legislature enact a law allowing school directors pay for their services.

PALO ALTO COUNTY.—MATT. KEAN.

1875.

Much praise is due to the people of our county for the efforts they have made, and are making, in the direction of their educational interests. With a population of about three thousand, and a very large percentage of their real estate yet untaxable, they have erected fifty-five school-houses, some at an outlay of from one thousand to fifteen hundred dollars.

The compensation allowed our teachers is very good, compared with that paid in other portions of the state where the burden is shared by a greater number.

Our normal institute, now in session, though not very well attended, is giving entire satisfaction; and much regret is expressed, by those in attendance and others who have noticed its workings and good effect, that the attendance is not larger, that the benefit might extend to a greater number. The conductor delivered two lectures, one on the subject of geology, the other on physical geography, both of which were instructive and were highly appreciated by large audiences.

Too much encouragement can not be given to the normal institutes. They supply a want that was greatly felt. An opportunity is given teachers for an interchange of ideas on school discipline, etc., in addition to affording them an opportunity to review their studies.

POCAHONTAS COUNTY.—J. F. CLARK.

1875.

This report is as accurate as I can make it, under the circumstances; for two reasons it is difficult to make a complete and accurate report, first: on account of the secretaries not making full reports. The reason of these reports being so incorrect is, probably, owing to the fact that secretaries do not understand them; and the teachers have had no blanks to fill out their report to the secretary, and one-half is guessed at by the secretaries.

Second: My time is so fully occupied that I have been unable to see all the secretaries, to correct their reports. I have been to some of their houses, and informed them as to the manner of making them out, and have obtained new reports.

Books.—We need a better class of books, and need to have them sed throughout the county by all schools.

Certificates.—It is my opinion that questions for examination of teachers should be printed and furnished by the state, to avoid the partiality that has been complained of heretofore.

POLK COUNTY.—D. G. PERKINS.

1875.

I herewith submit my annual report which is as nearly correct as I can make it. I found great difficulty in securing reliable reports from the districts which recently organized into independent districts, but, after repeated efforts, I have secured very nearly correct reports. This difficulty arises from the fact that the officers of these newly organized districts are required to report much that transpired previous to such organization; and, in my opinion, this difficulty should be removed. It seems that we have no very clearly defined scholastic year; nothing more than may be inferred by the time fixed for secretaries' annual reports. On the other hand, directors are elected the first Monday of March, secretaries and treasurers the third Monday of September, and independent organizations take effect the first of August. Now, why all this variation in the time officers enter upon their duties? I think relief may be found in changing our laws so that a scholastic year shall be clearly defined, and that all officers shall enter upon duty at its beginning—save those who hold over—and that independent districts shall be reorganized as such only at that time. Then, make it necessary that secretaries and treasurers make their annual report at the close of the scholastic year. I think it better that the scholastic year begin the fourth Monday of July, as at that time the schools are generally closed, and, if reports are made to the county superintendent at that time, he will have ample time to make up his own report before the time for visiting schools. Should the law be so changed I am confident that its operations would be greatly simplified, and all reports would be far more accurate than it is practicable to make them under the present law.

Under the present law no qualification for the office of county superintendent is required. There is absolutely nothing to prevent any man from holding that office, provided he can secure an election. The law should be so changed as to require certain qualifications, and I believe the end could be accomplished in the following way: Let the superintendent of public instruction be required to prepare a set of questions upon the branches which by law are required to be taught, and trans-

mit copies, under seal to the county clerk or auditor of each county; and upon due notice being given, an examination shall be held for the purpose of examining any who may aspire to the office of county superintendent. The officers in charge of the examination shall then transmit the applicant's papers to the superintendent of public instruction, who shall examine them; and, if in his judgment the applicant is found competent to hold the office of county superintendent, the applicant shall receive a certificate from the superintendent of public instruction, on the further condition, that the applicant shall have taught at least three years, two of which shall have been within five years of the date of examination; said certificate shall be valid for a period of five years, unless sooner revoked; and shall entitle the holder to the office of county superintendent when he shall have been duly elected. I have attempted to present only an outline of the plan; but believe it to be a practical one.

I am pleased to state that I believe we have more competent teachers in our schools than at any previous time. I have not rejected as many applicants the last year as the preceding year, and the reason is, that I have had a much better class of applicants.

The attendance at our normal institute was good, and I fully believe it has been the means of largely increasing the efficiency of our teachers.

RINGGOLD COUNTY.—R. F. ASKREN.

1875.

Our schools have done well both in advancement and attendance. Teachers, too, have performed their duties faithfully.

This is my last report as superintendent of this county, and I can but feel grateful to the superintendent of public instruction, who has faithfully discharged his duties, and has endeared himself to the teachers and county superintendents. While I leave the office I have the satisfaction of knowing that during my term I have been able to elevate the standard of teachers which I trust may continue. I have made bitter enemies by a faithful discharge of duty; and now, since we soon part company in the great educational cause, I shall still hope and pray for the success of those immediately connected with the work, and hope I can lend a helping hand and speak a kind word.

My successor, Mr. W. J. Work is a gentleman qualified to discharge the duties of the office. I hope he may make a better and more acceptable officer than I have. I bespeak for him the kind regards that have ever been extended to me.

SAC COUNTY.—JOHN DOBSON.

1875.

The reports this year, with one or two exceptions, are more complete than last year.

Some of the schools reported had but a three months' term, as the school-houses were only built during the present year.

I have visited all the schools in the county during the past year; most of them twice, and my observations lead me to the conclusion that the cause of education is steadily advancing, as pupils, teachers, and patrons, seem to be taking greater interest than ever before.

My course with regard to the examination of teachers has been to gradually advance the requirements; and by this means, I have raised the qualifications of teachers very materially.

SCOTT COUNTY.—PHILO S. MORTON.

1875.

The result of the work of the year just closed is quite satisfactory.

Teachers, with but few exceptions, have been faithful, and have done efficient work. The total enrollment is four hundred and forty-eight more than that of last year; and the average attendance one hundred and fifty-seven in excess of last year.

The very severe weather of last winter affected the attendance in many districts.

Several schools have been supplied with maps, globes and dictionaries during the year.

Davenport township has just finished a building, which, with grounds and furniture cost \$2000. Sheridan, Cleona and Rockingham have each a good building under contract.

The district township of Buffalo has gone out of existence, being legally superseded by five independent districts. The secretaries of the new independent districts did not furnish me a full statement of the finances of their districts for the year, but the settlement and division made by the board of the late district township is satisfactory to all parties, and the amount of money on hand in the different funds when the new organizations came into existence, is correctly given in this report.

In my judgment, if the three funds: teachers', contingent, and school-house, were consolidated into one general fund, much confusion and annoyance would be avoided, the work of secretaries and treasurers simplified, and more satisfactory results would follow the working of our system, in a financial point of view. I can see no material advantage in having three funds, but, on the other hand, I do see many disadvantages.

SHELBY COUNTY.—A. N. BUCKMAN.

1875.

The statistics of schools show a decrease of eleven days in the average number of months taught since last report. This apparent decrease in the length of the school term, is to be accounted for by the fact that ten sub-districts have had no summer term, preferring to have the whole time, generally six months, put in the present fall and winter terms. The length of school term is really increased in the county.

The average monthly salary of male teachers is \$33.87, an increase of fifty-two cents per month; that of female teachers, \$30.17, an increase of nine-two cents per month.

Two thousand three hundred and nine children of school age are reported; an increase of four hundred and seventy-seven; while the increase in total number enrolled during the year is four hundred and forty-one.

The average daily attendance, as compared with the whole number of scholars, is one-twelfth of one per cent. better than it was a year ago.

The monthly cost of tuition per scholar is thirty-eight cents less than it was a year ago.

The total amount expended for school purposes during the year is twenty-nine thousand eight hundred and fifty-five dollars and twenty-eight cents; an increase of only nine hundred and eighty-five dollars and eighty-one cents over last year.

The rapid settlement of the county demands new schools much faster than school-houses can be supplied; and several schools are now being taught in private houses, with a probability that the number will be increased.

Monroe township built three new houses during the year; Douglas, Fairview and Grove, each two; and several other townships one each.

Forty-six teachers put in four weeks of faithful study at the normal institute, and I believe without exception expressed themselves well satisfied with the advantages gained.

The public sentiment is very favorable to the present school system.

The schools of Shelby county have a prospect of a useful and prosperous future.

STORY COUNTY.—J. H. FRANKS.

1875.

Educational Progress.—The past year has been one of unusual success with our schools, and I think perceptible advancement has been made in all that pertains to their usefulness.

Normal Institute.—The normal institute held last March was unusually well attended, and was very satisfactory in its results. The teachers of this county do not hesitate to say that the law providing for normal institutes was the crowning act of the fifteenth general assembly.

Teachers.—We have an earnest, intelligent, progressive body of teachers, who take pride in doing their work honestly and efficiently.

We have within our county the Agricultural College whose influence on our public schools is inestimable. Yearly there go out from this institution into the teachers' profession many young men and women, who become our best educators. Thereby we have been enabled to elevate the standard of qualifications of our teachers.

School-Houses.—During the past year over thirty thousand dollars have been expended for school-houses built in a substantial manner and of good size. Nevada City has expended fourteen thousand of this amount, in a building that reflects credit on her board of directors and honor on her citizens.

Suggestions.—Sub-Directors.—Four years' service in the office of county superintendent, fully convinces me that the sub-district system should be abolished, and six directors elected by vote of the electors of the district township; said directors should be allowed a reasonable *per diem* for their services, and should be required to give bonds for the faithful performance of duty.

The men who disburse three-fifths of all the money raised by taxation, and guard the dearest interests of the people, should not be required to work for nothing, nor allowed to make the injustice of such a requirement an excuse for neglect of duty.

County Superintendent.—We believe that an efficient superintendency is the "strong, right arm" of our grand school system, and the powers, duties, and privileges of the office should be enlarged and extended by legislative action. The most important part of the service is the visitation of schools, without which, in my opinion, our schools would soon become as much of a farce as they were twenty years ago.

TAMA COUNTY.—H. A. BROWN.

1875.

The delay of this report has been unavoidable. It has seemed almost impossible to get correct reports from the secretaries. The best I have been able to do leaves this report very unsatisfactory in at least two particulars; 1, The secretaries could not refer their funds to the proper source; 2, In townships which have become independent during the last year, the secretaries say that it is not possible to obtain the data from the beginning of the year till they became independent. I assure you a better report next time.

With regard to the working of the law I cannot but make this mark. Sad will be the lot of the county superintendent when all our district townships become independent districts. It is next to impossible to find forty-five men, in any rural township, who are competent to fill the offices necessitated by the independent districts. I think our school laws, complete as they are, could be greatly improved in this regard. I would have the offices of secretary and treasurer township offices; the secretary of the independent district furnish the secretary of the township with the data for the first page of the report, as the sub-director now does to the secretary of the district township. The advantage of such a change would be: first, it would give us more competent men for officers; and second, it would save a vast amount of vexatious labor; all of which must be paid for. When all the districts of Tama county become independent, there will be, at least one hundred and eighty-five reports to handle and to duplicate, which will take no little time and care; third, the change would greatly diminish our county expenses. Now, our district townships pay \$25.00 each for the services of treasurer and secretary; our independent districts \$10.00 each, exclusive of city schools, \$50.00 are thus paid in one township, and \$180.00 in another for the same service. This, for Tama county would make a difference of some \$2,000 in our county expenses, per annum. As to our institute, I think I may say its reputation was well sustained. Holding it in the vacation of our schools, thereby using the school-house instead of the court-house, and giving patronage to resident teachers of known ability were all points well taken. On the whole we think the educational interests of Tama county are those of promise.

TAYLOR COUNTY.—J. B. OWENS.

1875.

The schools of this county have improved twenty-five per cent. over last year.

Our great want is, more, well qualified teachers, and school officers; teachers, not only well qualified, but dexterous and skillful; officers that will perform the duties incumbent upon them.

VAN BUREN COUNTY.—A. McDONALD.

1875.

The schools of this county, generally, are making good progress. There have been several new school-houses erected during the past year; being more comfortable, better ventilated, and seated more in accordance with modern improvements than those erected heretofore.

Our normal institute, continuing two weeks, was held during the month of August; ninety teachers were enrolled, and much interest manifested.

There has been but little improvement in the character of secretaries' reports. About one-third of them, both in township and independent districts, are lamentably deficient, especially in financial statements. Some are also very tardy, which has been the cause of the delay in making this report.

In my judgment, the office of county superintendent should be made a salaried office, of about twelve hundred dollars per annum; then a man could afford to devote his entire time to the work; as it is, he cannot afford to travel over the country for the pitiful sum of three dollars per day.

WARREN COUNTY.—H. A. HUFF.

1875.

My report was delayed several days, on account of the failure of some of the secretaries to report in proper time, and when they did report, in many instances their accounts were not balanced.

The great difficulty in getting secretaries who can keep accounts, is a strong argument, to my mind, in favor of continuing such person in the office, and not to make frequent changes.

It seems to me, there is more need of legislation on this subject than upon any other connected with our school laws. I believe there never will be a correct showing made of the school funds, until it is made the duty of some one qualified to do such work, to make a yearly settlement with school officers who hold school funds, and require them to account for the disbursement of the same.

During the last two years two normal institutes have been held in this county. The instructors in 1874 were Professors J. L. Enos, and C. C. Chamberlin. In 1875, the same, with the addition of George Samson.

Whatever doubt may have existed in regard to the utility of the normal institute, there certainly can be none now with our more intelligent class of citizens and teachers. I would not be understood as saying that all our teachers who attended were benefited, but a large majority expressed themselves well paid for their time, and better prepared to discharge the duties of the profession.

WASHINGTON COUNTY.—MISS CLARA HARRIS.

1875.

Quite a number of new, substantial and well arranged school-houses have been erected during the year, and many of the old ones have been refitted and refurnished.

Our normal institutes are a wonderful help to teachers, and a great benefit to schools.

We have a number of wideawake, earnest teachers, who feel the great responsibility of their position and there is a commendable ambition manifested on the part of those who are preparing to teach, to qualify themselves well for the work.

I have granted first, second and third grade certificates. Were I in the office another term I would not issue third grade.

WINNESHIEK COUNTY.—GEORGE N. HOLWAY.

1875.

During the past two years, I have aimed to have the teachers more practical and have succeeded reasonably well.

The law allowing German and other languages to be taught in our schools, is used not as the law intends; but to make schools where the various branches are taught in other languages; and sectarian instruction is given in many of the schools.

Our normal institutes have done us great good. Every teacher who attended the whole of the first normal, showed very plainly in the school room, the good effects of the course pursued. In our last institute we had Prof. B. W. Putnam, as teacher of industrial drawing. It is too soon to say much about the results in the schools, but the interest in it in our institute exceeded anything I have ever seen. Much of our success in other things was owing to the interest Mr. Putnam gave to his teaching and lectures.

WORTH COUNTY.—G. H. WHITCOMB.

1875.

The normal institutes are doing a good work for our teachers and schools. We have held two, of two weeks' duration each, one in Nov. 1874, and one in Nov. 1875, both of which were successful, though the number in attendance was only half what it should have been. Those who did attend worked earnestly for improvement, and the schools they teach show the benefit of their improved methods.

Our graded school at Northwood is ably conducted, and is an honor to our county. Some of our teachers have spent a term or two, much to their advantage, in the higher department under the efficient teacher Miss E. E. Walker.

On the whole, I think our schools are improving, but they are not, and never will be, what they ought to be until we have a law compelling parents to send their children to school. Many of the people of our county are deeply impressed with the importance of this subject, and are looking anxiously for the day of compulsory education, believing that when that day comes, the benefits arising from our schools will be doubled.

STATISTICS.

STATEMENT

Of the amount of Interest on the Permanent School Fund, apportioned during the years 1874 and 1875:

COUNTY.	Interest apportioned March 3, 1874.	Interest apportioned Sept. 7, 1874.	Total apportionment for 1874.	Interest apportioned March 8, 1875.	Interest apportioned Sept. 6, 1875.	Total apportionment for 1875.
Adair.....	860.40	473.22	1,333.62	780.45	709.50	1,489.90
Adams.....	935.60	514.58	1,450.18	838.20	762.00	1,600.20
Allamakee.....	3,087.20	1,697.96	4,785.16	2,591.49	2,355.90	4,947.39
Appanoose.....	2,690.00	1,479.50	4,169.50	2,291.52	2,083.20	4,374.72
Audubon.....	288.00	158.40	446.40	293.70	297.00	590.70
Benton.....	3,398.00	1,898.40	5,296.40	2,829.42	2,572.20	5,401.62
Black Hawk.....	3,108.80	1,742.84	4,851.64	2,671.35	2,428.50	5,099.85
Boone.....	2,901.60	1,395.88	3,567.48	2,022.90	1,839.00	3,861.90
Bremer.....	1,906.80	1,048.74	2,955.54	1,556.61	1,415.10	2,971.71
Buchanan.....	2,591.60	1,423.38	4,016.98	2,174.04	1,976.40	4,150.44
Buena Vista.....	475.20	261.36	736.56	383.46	348.60	732.06
Butler.....	1,662.40	914.32	2,576.72	1,418.01	1,289.10	2,707.11
Calhoun.....	419.60	230.78	650.38	373.56	339.60	713.16
Carroll.....	585.60	322.08	907.68	593.67	539.70	1,133.37
Cass.....	1,211.20	666.16	1,877.36	1,094.94	995.40	2,090.34
Cedar.....	2,841.60	1,562.98	4,404.58	2,343.99	2,150.90	4,494.89
Cerro Gordo.....	949.60	522.28	1,471.88	814.44	740.40	1,554.84
Cherokee.....	489.20	269.06	758.26	429.66	390.60	820.26
Chickasaw.....	1,643.20	903.73	2,546.93	1,479.06	1,344.60	2,823.66
Clarke.....	1,483.60	815.98	2,299.58	1,228.59	1,116.90	2,345.49
Clay.....	519.60	285.78	805.38	409.53	372.30	781.83
Clinton.....	4,506.80	2,478.74	6,985.54	3,684.12	3,349.20	7,033.32
Clyton.....	5,302.00	2,916.10	8,218.10	4,340.49	3,945.90	8,286.39
Crawford.....	628.00	345.40	973.40	645.81	587.10	1,232.91
Dallas.....	2,018.40	1,110.12	3,128.52	1,717.98	1,561.80	3,279.78
Davis.....	2,545.60	1,460.08	3,945.68	2,176.68	1,978.80	4,155.48
Decatur.....	1,615.20	1,108.30	2,723.50	1,750.32	1,591.20	3,341.52
Delaware.....	2,562.80	1,469.54	3,972.34	2,125.33	1,932.30	4,057.63
Des Moines.....	4,483.60	2,465.98	6,949.58	5,911.82	5,556.20	11,468.02
Dickinson.....	290.00	159.50	449.50	239.58	217.80	457.38
Dubuque.....	6,572.00	3,614.60	10,186.60	5,360.85	4,873.50	10,234.35
Emmet.....	244.40	134.42	378.82	202.29	183.90	386.19
Fayette.....	3,045.60	1,675.08	4,720.68	2,582.58	2,347.80	4,930.38
Floyd.....	1,750.40	962.72	2,713.12	1,566.51	1,424.10	2,990.61
Franklin.....	939.60	576.78	1,516.38	769.89	699.90	1,469.79
Fremont.....	1,988.40	1,093.62	3,082.02	1,690.26	1,536.60	3,226.86
Greene.....	872.40	479.82	1,352.22	791.01	719.10	1,510.11
Grundy.....	1,086.80	597.74	1,684.54	928.62	844.20	1,772.82
Guthrie.....	1,285.20	706.86	1,992.06	1,128.60	1,026.00	2,154.60
Hamilton.....	1,018.00	559.90	1,577.90	903.87	821.70	1,725.57
Hancock.....	214.40	117.92	332.32	197.01	179.10	376.11
Hardin.....	2,421.20	1,331.66	3,752.86	1,993.20	1,812.00	3,805.20
Harrison.....	1,609.60	918.28	2,527.88	1,489.16	1,335.60	2,824.76
Henry.....	3,241.61	1,782.88	5,024.49	2,646.27	2,405.70	5,051.97
Howard.....	1,096.40	586.52	1,682.92	948.75	862.50	1,811.25
Humboldt.....	458.40	253.12	711.52	442.20	402.00	844.20
Ia.....	82.80	45.54	128.34	77.55	70.50	148.05
Iowa.....	2,570.40	1,413.72	3,984.12	2,255.55	2,050.50	4,306.05

STATEMENT.—CONTINUED.

COUNTY.	Interest apportioned March 3, 1874.	Interest apportioned Sept. 7, 1874.	Total apportionment for 1874.	Interest apportioned March 8, 1875.	Interest apportioned Sept. 6, 1875.	Total apportionment for 1875.
Jackson.....	3,590.00	1,977.80	5,567.80	2,917.20	2,652.00	5,569.20
Jasper.....	3,635.00	1,999.58	5,635.58	3,049.80	2,772.60	5,822.40
Jefferson.....	2,652.80	1,459.04	4,111.84	2,208.36	2,007.60	4,215.96
Johnson.....	3,914.40	2,169.42	6,083.82	3,342.57	3,038.70	6,381.27
Jones.....	3,294.00	1,811.70	5,105.70	2,736.03	2,487.39	5,223.33
Keokuk.....	3,091.60	1,700.38	4,791.98	2,663.86	2,412.60	5,076.46
Kossuth.....	611.20	336.16	947.36	479.16	435.60	914.76
Lee.....	5,930.40	3,261.72	9,192.12	4,528.59	4,116.90	8,645.49
Linn.....	5,802.40	2,641.32	7,443.72	4,075.17	3,704.70	7,779.87
Louis.....	2,032.00	1,117.60	3,149.60	1,627.89	1,479.90	3,107.79
Lucas.....	5,674.40	920.92	6,595.32	4,456.93	4,324.50	8,781.45
Lyon.....	155.20	85.36	240.56	147.51	134.10	281.61
Madison.....	232.20	1,279.96	3,007.16	1,970.76	1,791.60	3,762.36
Mahaska.....	3,612.80	1,987.04	5,599.84	2,938.78	2,689.80	5,628.58
Marion.....	2,926.80	2,169.74	5,096.57	3,254.13	2,958.30	6,212.43
Marshall.....	2,662.80	1,404.54	4,127.34	2,239.18	2,033.80	4,272.98
Mills.....	1,558.40	857.12	2,415.52	1,294.36	1,176.60	2,470.96
Mitchell.....	1,604.40	882.42	2,486.82	1,410.00	1,281.90	2,691.90
Monona.....	721.40	508.42	1,229.82	725.34	659.40	1,384.74
Monroe.....	2,021.60	1,111.88	3,133.48	1,784.97	1,622.70	3,407.67
Montgomery.....	1,242.80	683.54	1,926.34	1,175.46	1,068.60	2,244.06
Muscatine.....	3,317.60	1,824.68	5,142.28	2,604.36	2,367.60	4,971.96
O'Brien.....	278.80	153.34	432.14	248.16	225.60	473.76
Osceola.....	166.00	91.30	257.30	204.60	188.00	392.60
Page.....	1,414.20	1,045.22	2,459.42	1,672.11	1,520.10	3,192.21
Palo Alto.....	414.40	227.92	642.32	375.21	341.10	716.31
Plymouth.....	657.60	361.68	1,019.28	596.31	542.10	1,138.41
Pocahontas.....	350.00	192.52	542.52	298.65	271.50	570.15
Polk.....	4,244.00	2,334.20	6,578.20	3,700.29	3,363.91	7,064.19
Pottawattamie.....	2,309.20	1,270.06	3,579.26	2,542.98	2,311.80	4,854.78
Poweshiek.....	2,400.40	1,329.22	3,729.62	1,980.33	1,800.30	3,780.63
Ringgold.....	1,128.80	620.84	1,749.64	913.11	830.10	1,743.21
Sac.....	348.40	191.62	540.02	340.56	309.60	650.16
Scott.....	5,714.00	3,142.70	8,856.70	4,736.16	4,305.60	9,041.76
Shelby.....	609.20	335.06	944.26	694.50	640.60	1,335.10
Sioux.....	460.40	253.22	713.62	431.31	392.10	823.41
Story.....	1,825.20	1,003.86	2,829.06	1,643.70	1,497.00	3,140.70
Tama.....	2,450.00	1,347.50	3,797.50	2,113.65	1,921.50	4,035.15
Taylor.....	1,411.20	776.16	2,187.36	1,201.86	1,092.60	2,294.46
Union.....	1,102.00	606.10	1,708.10	996.60	906.00	1,902.60
Van Buren.....	2,424.20	1,441.66	3,865.86	2,131.47	1,937.70	4,069.17
Wapello.....	3,549.60	1,952.28	5,501.88	3,025.11	2,750.10	5,775.21
Warren.....	2,912.40	1,601.82	4,514.22	2,479.29	2,253.90	4,733.19
Washington.....	3,031.20	1,667.16	4,698.36	2,568.72	2,335.20	4,903.92
Wayne.....	2,053.80	1,120.04	3,173.84	1,725.90	1,569.00	3,294.90
Webster.....	1,754.80	966.24	2,721.04	1,514.37	1,376.70	2,891.07
Winnebago.....	459.20	252.56	711.76	296.01	269.10	565.11
Winnesaukee.....	3,640.40	2,002.22	5,642.62	3,057.12	2,779.20	5,836.32
Winneshiek.....	1,007.60	551.18	1,558.78	902.88	820.80	1,723.68
Worth.....	617.60	339.68	957.28	561.00	510.00	1,071.00
Wright.....	442.40	243.32	685.72	403.26	366.60	769.86
Totals.....	196,668.80	108,167.84	304,836.64	167,063.85	151,903.50	318,967.35

ABSTRACT [A]

COUNTY.	SCHOOL									
	DISTRICTS.			SCHOOLS.			TEACHERS.			
	District Townships.	Independent Districts.	Sub-districts.	Ungraded.	Graded.	av. duration, months.	Number employed.		Av. monthly compensation.	
							Males.	Females.	Males.	Females.
1 Adair	16	88	83	6	6.5	62	81	\$ 34.31	28.87	
2 Adams	11	61	67	6	6.5	50	76	34.86	26.08	
3 Allamakee	16	25	101	123	6.1	61	158	34.42	23.20	
4 Appanoose	13	28	88	144	5.8	89	96	35.06	27.58	
5 Audubon	8	27	30	1	6.0	11	26	36.00	29.28	
6 Benton	15	50	133	178	6	7.0	112	231	36.85	27.86
7 Black Hawk	15	30	107	133	5	7.3	97	122	33.32	27.20
8 Boone	17	5	136	109	5	6.7	87	127	41.01	28.55
9 Bremer	9	34	63	99	6	7.4	52	160	32.51	23.84
10 Buchanan	16	21	112	129	7	6.3	73	168	39.30	22.11
11 Buena Vista	14	7	43	54	1	5.7	28	56	34.89	28.31
12 Butler	16	21	91	109	3	6.7	55	172	33.66	26.91
13 Calhoun	8	48	49	1	7.4	36	52	33.17	29.71	
14 Carroll	15	1	47	53	2	6.0	47	43	40.25	30.62
15 Cass	16	2	92	88	2	7.0	63	94	42.60	31.03
16 Cedar	15	23	117	130	9	7.4	104	169	43.39	29.92
17 Cerro Gordo	9	3	52	63	4	7.2	31	84	48.00	28.60
18 Cherokee	13	1	60	60	1	5.7	43	67	35.13	29.37
19 Chickasaw	6	43	49	87	4	6.1	52	97	31.73	22.94
20 Clarke	10	15	66	78	3	6.6	53	95	34.15	26.51
21 Clay	8	1	56	56	.....	4.8	24	61	28.55	24.00
22 Clayton	20	18	139	150	11	7.3	102	176	40.81	27.52
23 Clinton	18	35	129	160	5	7.5	102	226	41.82	27.43
24 Crawford	18	69	68	1	7.0	42	64	36.00	32.00	
25 Davis	15	11	116	119	3	6.4	90	146	38.57	35.54
26 Dallas	8	43	55	97	1	6.0	103	78	31.33	24.21
27 Decatur	11	35	63	42	3	7.0	79	94	33.48	22.50
28 Delaware	15	13	109	116	6	7.5	70	182	33.61	23.56
29 Des Moines	7	50	30	85	9	6.8	67	142	50.33	32.30
30 Dickinson	11	2	32	33	1	6.6	24	37	31.37	25.40
31 Dubuque	11	45	62	110	14	7.2	57	166	40.04	26.82
32 Emmet	7	1	19	21	.....	6.3	18	19	30.84	25.87
33 Fayette	18	28	129	151	6	7.6	71	226	33.57	23.87
34 Floyd	12	2	98	95	5	7.4	61	138	38.99	27.12
35 Franklin	12	7	67	71	1	7.3	35	86	34.57	25.43
36 Fremont	12	5	93	89	4	8.0	82	77	41.14	30.15
37 Greene	14	2	85	81	2	7.3	66	87	48.50	30.00
38 Grundy	13	.....	117	109	1	7.0	55	106	29.37	26.37
39 Guthrie	15	3	116	111	4	5.8	95	116	39.15	29.61
40 Hamilton	12	2	62	5	.....	6.7	55	78	34.51	26.95
41 Hancock	7	.....	15	55	.....	5.7	13	29	35.89	30.94
42 Hardin	11	40	72	113	4	6.9	59	154	33.98	29.38
43 Harrison	17	18	82	94	6	7.1	81	104	39.49	33.87
44 Henry	7	57	49	99	12	6.8	75	152	35.91	24.46
45 Howard	11	9	60	68	2	7.6	30	112	40.08	26.75
46 Humboldt	9	8	44	45	.....	9.4	21	39	37.65	24.36
47 Ida	4	.....	13	12	.....	5.7	6	9	37.77	28.63
48 Iowa	13	60	68	127	6	6.3	100	140	35.77	25.42
49 Jackson	15	32	112	141	5	7.2	89	159	29.05	23.57
50 Jasper	18	19	149	157	7	7.6	128	225	33.34	28.54

REPORTS FOR 1874.

STATISTICS.												
SCHOLARS.						SCHOOL-HOUSES.						
Between the ages of 5 and 21 years.	Enrolled in public sch'ls.	Total average attendance.	Av. cost of tuition per mo. per pupil.	Number.				Value.	Value of appraisals.	No. of volumes in library.		
				Frame.	Brick.	Stone.	Log.					
1255	1110	1928	993	3.44	81	.....	.....	\$ 44,030	\$ 1,878	4	1	
1316	1224	1066	1490	2.33	66	1	.....	42,800	359	2	2	
4063	3760	6209	3252	1.23	86	3	9	83,155	1,543	8	3	
3621	3320	5156	3165	1.48	107	3	26	85,915	2,916	.....	5	
466	424	506	343	3.43	30	.....	.....	16,820	325	.....	.....
4404	4170	6570	3051	1.70	184	.....	.....	1,76,870	1,170	.....	6	
4068	4027	6525	3708	1.89	122	9	10	1,58,940	1,271	78	7	
3200	2930	4232	2575	2.59	105	6	.....	90,365	1,886	111	8	
2565	2212	4039	2120	1.08	86	9	7	80,065	593	16	9	
3375	3213	5014	3012	1.46	128	4	3	116,995	1,113	88	10	
624	538	874	493	2.16	55	1	.....	43,560	1,048	40	11	
2944	2653	3652	1942	1.74	108	1	2	68,308	1,630	18	12	
505	537	895	539	3.38	47	1	.....	26,875	1,233	24	13	
943	856	1210	619	4.09	55	.....	.....	33,018	1,093	24	14	
1655	1663	2503	1528	3.05	87	2	.....	44,295	400	15	15	
3627	3476	5991	3675	1.58	128	11	1	106,855	1,988	87	16	
1297	1171	1963	1032	2.44	49	.....	15	39,575	1,172	4	17	
641	661	1020	554	4.00	57	1	2	38,241	250	6	18	
2298	2184	3283	1910	2.03	87	1	2	59,373	1,586	.....	19	
1911	1782	3286	1690	1.65	56	21	2	55,525	1,200	.....	20	
635	606	930	521	1.96	47	.....	.....	17,720	424	200	21	
5652	5512	7371	4052	1.52	100	22	22	148,270	3,854	117	22	
6672	6481	9438	5549	1.59	157	9	2	223,826	2,712	103	23	
1024	933	1225	892	4.64	60	4	.....	58,100	6,470	.....	24	
2215	2021	2228	1229	2.20	113	2	.....	87,250	1,238	.....	25	
3338	3268	4313	3160	1.15	83	5	9	51,335	195	.....	26	
2729	2575	4851	2169	1.40	69	15	12	46,935	575	33	27	
3229	3212	5106	3215	1.55	100	17	.....	101,900	1,984	194	28	
5962	5892	6635	4120	1.41	53	24	14	182,339	1,492	30	29	
371	355	664	333	3.50	30	.....	.....	19,696	1,090	.....	30	
7953	8292	7603	5384	1.33	74	14	24	296,430	3,964	283	31	
343	270	463	212	2.66	20	.....	3	16,000	329	1	32	
4027	3799	5656	3243	1.36	130	11	9	91,183	1,464	158	33	
2429	2318	4219	2190	1.76	87	3	11	99,825	1,009	37	34	
1191	1142	1804	1002	2.71	63	2	6	56,955	2,089	4	35	
2726	2396	3910	2078	1.53	89	4	.....	75,835	315	.....	36	
1242	1155	1729	1057	2.06	78	2	.....	60,825	425	.....	37	
1492	1322	2326	1181	3.01	160	.....	.....	57,051	2,615	16	38	
1776	1644	3167	1713	2.47	114	4	.....	57,875	1,599	.....	39	
1437	1302	2315	1289	1.76	68	1	1	40,155	470	27	40	
208	299	502	292	6.18	33	2	.....	19,000	778	37	41	
3123	2917	4481	3051	1.49	104	5	3	85,800	580	17	42	
2311	2241	3242	2000	2.92	96	2	.....	87,091	1,082	192	43	
4128	3891	5693	2548	1.21	80	28	1	132,920	743	57	44	
1541	1334	2338	1219	2.21	66	1	3	45,111	1,176	187	45	
716	624	919	586	4.13	39	2	3	26,100	558	126	46	
132	103	44	25	7.99	12	.....	.....	9,175	387	2	47	
3519	3316	5074	3122	1.48	111	14	1	77,298	2,445	599	48	
4586	4254	7002	3166	1.45	98	15	23	109,921	3,128	91	49	
4852	4390	6951	4134	1.49	160	4	.....	107,595	1,988	73	50	

ABSTRACT [A]—CONTINUED.

SCHOOL.

COUNTY.	District	DISTRICTS.			SCHOOLS			TEACHERS			
		Townships	Independent Districts.	Sub-districts.	Ungraded.	Graded.	Av. duration, Months.	Number em- ployed.		Av. monthly compensation.	
								Males.	Females	Males.	Females
51 Jefferson.....	9	27	65	84	6	6.6	80	107	8	36.07	24.04
52 Johnson.....	16	37	122	159	8	7.4	87	94	29.74	24.96	
53 Jones.....	10	54	80	131	3	6.7	86	175	29.64	21.84	
54 Keokuk.....	6	91	47	128	8	6.2	92	126	33.64	29.35	
55 Kossuth.....	8	1	64	1	1	6.5	51	62	34.60	26.44	
56 Lee.....	12	33	77	108	9	6.4	64	150	40.67	25.05	
57 Linn.....	17	31	153	178	10	6.6	95	317	41.32	25.44	
58 Louisa.....	9	28	51	75	5	6.9	58	82	36.69	26.54	
59 Lucas.....	5	52	35	83	1	6.0	54	88	34.05	26.14	
60 Lyon.....	4	3	19	27	.....	8.3	6	29	35.00	34.00
61 Madison.....	14	15	98	108	3	6.5	77	115	37.70	31.75	
62 Mahaska.....	11	51	81	125	8	7.2	102	155	36.44	29.36	
63 Marion.....	7	90	47	113	.....	6.1	103	119	32.92	24.51
64 Marshall.....	13	44	95	150	1	6.5	95	160	41.60	32.73	
65 Mills.....	7	34	38	72	1	6.9	57	75	39.72	31.18	
66 Mitchell.....	10	41	54	79	4	6.7	45	101	38.39	24.92	
67 Monona.....	17	1	63	63	.....	6.0	48	62	34.65	30.07
68 Monroe.....	9	32	59	88	3	6.1	62	96	35.41	23.26	
69 Montgomery.....	12	2	87	74	2	6.4	50	97	43.90	29.90	
70 Muscatine.....	11	21	69	88	8	7.9	74	122	42.97	30.02	
71 O'Brien.....	8	.....	35	49	.....	6.5	39	45	32.00	26.57
72 Osceola.....	6	.....	13	30	.....	5.8	3	29	28.33	23.69
73 Page.....	14	16	102	114	3	6.6	80	100	40.12	32.91	
74 Palo Alto.....	13	.....	55	.....	.....	6.5	24	56	27.29	26.27
75 Plymouth.....	14	1	65	66	.....	6.5	49	52	35.67	32.61
76 Pocahontas.....	11	.....	42	52	.....	5.9	24	57	29.93	27.80
77 Polk.....	15	25	113	136	2	6.5	110	162	40.63	36.36	
78 Pottawatt'mie.....	22	1	111	110	9	7.1	80	114	39.21	34.41	
79 Poweshiek.....	4	18	110	124	5	7	98	168	39.04	27.79	
80 Ringgold.....	13	23	77	98	1	6.0	80	87	31.03	24.56	
81 Sac.....	7	.....	38	37	1	7.2	31	39	36.02	27.52
82 Scott.....	14	21	79	97	13	8.7	91	151	50.73	37.93	
83 Shelby.....	9	.....	57	53	.....	6.7	45	51	33.35	29.25
84 Sioux.....	9	.....	40	47	.....	4.6	28	38	29.73	28.08
85 Story.....	15	12	108	108	5	6.2	84	126	33.93	26.25	
86 Tama.....	18	36	123	153	4	6.9	109	186	34.94	26.28	
87 Taylor.....	16	3	100	100	2	6.2	54	98	31.06	30.17	
88 Union.....	12	2	87	72	3	6.1	53	81	38.31	28.68	
89 Van Buren.....	9	37	72	102	7	7.3	95	127	32.26	20.60	
90 Wapello.....	9	44	53	83	14	6.8	82	112	40.70	29.40	
91 Warren.....	8	78	53	125	4	6.1	106	144	34.04	26.23	
92 Washington.....	7	76	56	72	8	6.7	92	219	34.03	23.80	
93 Wayne.....	14	22	73	91	3	6.4	76	91	35.14	26.79	
94 Webster.....	18	20	82	105	2	6.5	73	117	33.31	27.33	
95 Winnebago.....	6	.....	18	20	2	6.5	26	12	33.50	26.50
96 Winneshiek.....	16	32	100	124	8	7.1	68	149	38.89	24.89	
97 Woodbury.....	17	2	70	66	4	6.7	37	73	40.60	32.84	
98 Worth.....	11	1	36	36	1	6.3	12	52	30.08	25.58	
99 Wright.....	11	.....	47	48	.....	7.0	34	59	33.17	27.00
Total.....	1195	2026	7316	8797	465	6.7	6273	10729	35.95	27.67	

REPORTS FOR 1874.

STATISTICS.

PUPILS.						SCHOOL-HOUSES.							
Between the ages of 5 and 21 years.		Enrolled in public schs.	Total average attendance.	Av. cost of tuition per mo. per pupil.	Number.				Value.	Value of apparatus.	No. of volumes in libraries.		
Males.	Female				Frame	Brick.	Stone.	Log.					
3469	3223	4751	2809	1,107	85	6	1	1	\$ 102,411		41	151	
5117	5012	7290	3914	1,111	149	12	3	1	131,487	2,681	61	57	
4229	4062	5993	3482	1,26	117	12	4	5	96,665	1,637	202	33	
4166	3876	5295	3553	1,04	127	6	4	1	101,655	891	32	34	
714	738	1030	509	3.60	55	.....	.....	1	33,530	499	412	55
6914	6809	8512	5223	1.17	65	40	12	4	227,995	861	56	.....
6189	6160	9115	5811	1.35	154	31	4	1	235,865	1,951	395	57	
2579	2354	3638	2203	1.44	72	4	1	1	55,940	581	14	58	
2251	2164	3356	1946	1.58	81	2	1	.....	55,057	1,002	59	.....
220	227	326	167	3.51	17	.....	.....	.....	29,559	1,448	60	.....
3181	2827	4496	2699	1.60	86	.....	23	.....	100,400	490	160	61
4655	4311	7271	4096	1.44	115	17	.....	.....	166,240	1,090	79	62
5031	4830	5551	3417	1.17	120	9	3	.....	73,885	554	63	.....
3623	3223	4861	2875	1.76	104	17	.....	.....	128,525	2,528	100	64
2043	1879	2612	1333	1.90	66	3	.....	.....	65,422	896	29	65
2165	2108	2670	1990	1.80	67	12	6	2	81,545	865	13	66	
1067	1101	1502	934	2.50	56	4	.....	.....	50,659	1,431	27	67
2837	2572	2772	2868	1.43	83	4	1	5	67,040	835	7	68	
1821	1741	2563	1644	1.87	66	5	3	.....	71,600	439	69	.....
4029	3863	5835	3768	1.37	81	13	1	.....	134,650	2,485	64	70
376	376	591	264	6.62	30	7	.....	.....	11,431	.....	71	.....
316	304	407	230	3.97	26	.....	.....	.....	5,794	3	72	.....
2683	2384	3528	2182	2.33	99	.....	.....	.....	82,001	1,800	591	73
606	531	980	479	3.39	50	.....	3	.....	21,153	1,019	204	74
929	887	1161	654	4.05	66	.....	.....	.....	37,873	265	76	75
462	443	799	441	4.61	45	1	1	1	30,140	345	40	76	
5633	5580	7921	4803	1.64	131	8	.....	.....	350,290	892	332	77
3306	4400	4493	3023	2.55	86	31	1	.....	177,590	3,695	1726	78
3148	2857	4968	2522	1.93	127	.....	.....	.....	103,185	590	97	79
1467	1300	1811	1162	3.05	91	.....	1	.....	33,947	752	95	80
522	510	892	395	3.80	33	5	.....	.....	32,850	.....	81	.....
7208	7144	8634	5384	1.62	93	10	6	.....	322,420	3,848	415	81
937	895	1225	774	3.07	47	7	.....	.....	23,885	709	23	82
695	612	932	520	3.01	43	.....	.....	.....	26,306	568	425	84
2548	2442	4227	2302	1.65	106	10	.....	.....	66,943	1,055	74	85
3365	3040	5893	3186	2.01	152	4	3	.....	111,997	591	16	86
1890	1752	3311	1870	2.02	88	1	1	.....	61,555	321	140	87
1545	1475	2448	1390	2.14	75	.....	.....	.....	37,773	1,113	34	88
3320	3139	5466	3149	1.27	84	18	4	1	132,115	116	33	89	
4628	4539	6828	3494	1.36	84	11	1	1	147,420	1,341	43	90	
3953	3560	6008	3499	1.18	125	3	.....	.....	75,489	540	91	.....
3987	3797	5626	3269	1.20	123	6	.....	.....	65,693	1,715	68	92
2708	2522	4362	2330	1.43	93	1	1	1	47,804	507	5	93	
2376	2213	3593	1880	2.22	94	3	.....	.....	83,434	1,215	321	94
475	422	414	191	2.73	13	3	2	.....	10,610	250	10	95
4838	4426	6577	3890	1.71	89	23	12	5	119,985	952	29	96	
1353	1381	1797	1221	4.11	58	7	.....	.....	83,233	1,271	6	97
872	828	1207	502	2.47	35	1	1	1	21,960	132	116	98	
678	544	1082	645	2.79	48	2	.....	.....	29,980	1,575	250	99
259367	247018	367095	215656	\$2.31	8158	649	268	153	\$8,232,935	\$1,281,489	10719	.....

ABSTRACT (B)

SCHOOL.

SCHOOL-HOUSE FUND.

COUNTY.	DEBIT.				CREDIT.			
	On hand at last report.	Received from district tax.	Received from other sources.	Total debit.	Paid for school houses and sites.	Paid for library and apparatus.	Paid on bonds and interest.	Am't on hand.
Adair	1965.42	857.32	966.33	11929.24	6751.93	349.40	148.74	3869.17
Adams	3785.51	4105.70	900.31	2076.93	745.00	2000.00	4102.29	9901.21
Alfalfa	3221.00	7099.07	141.87	10153.94	5843.63	553.08	1620.63	2414.05
*Appanoose	3931.25	9290.61	71.28	12309.14	4107.83	455.55	4508.44	3317.02
*Audubon	3144.00	6328.53	35.00	9497.56	6921.85		2575.78	9497.61
Barber	7757.71	8633.95	1400.01	17211.71	8011.04	322.45	1298.25	7079.97
Black Hawk	11167.54	1981.34	6581.87	35007.75	14414.15		3361.74	1771.88
Bonine	5759.75	12343.61	4756.60	21892.96	7416.21	896.46	8341.03	5349.54
Bramble	3085.95	8123.42	6991.11	14778.11	5013.91	151.60	3347.59	8695.91
Buena Vista	4307.86	12421.85	2343.86	15893.57	7005.20	242.40	8301.87	1888.07
Bureau	3600.01	15443.87	1334.92	18378.99	9539.41	61.30	2824.51	5883.76
Butler	4246.18	12439.04	2400.41	14936.63	9304.01	600.71	1708.63	13656.43
Calhoun	1495.48	4377.41	8539.39	7917.92	166.90		491.67	839.32
Carroll	2851.60	13731.31	1385.87	15137.78	11144.07	72.00	1487.44	18139.78
Cass	4327.38	14944.62	10.66	7483.63	9172.91	50.00	2345.25	4178.53
Cedar	5569.43	14519.47	473.99	16853.20	8111.34	373.00	6258.00	13147.1
*Cerro Gordo	4093.41	14519.47	2508.41	17218.43	1011.34		711.29	2713.15
Cherokee	2702.32	14313.17	1381.47	15718.93	5113.75	1355.74	187.18	367.96
Chickasaw	823.39	9312.75	2783.72	12422.03	409.77		4078.20	3202.33
Clarke	2484.47	14991.10	236.30	15718.81	6111.77	121.00	7782.63	1761.83
*Clay	901.22	671.29	2081.11	7764.64	875.28		1386.46	7902.50
Clayton	9118.51	12151.40	1596.92	22809.97	9394.51	86.91	7192.46	22809.97
Clinton	7083.67	23338.49	19952.35	40003.29	1101.91	241.00	6077.00	34069.29
Crawford	3353.49	16761.29	1659.90	21743.53	12496.00	913.20	2656.19	4910.91
Dallas	4720.97	14432.03	213.03	10836.63	10122.62	8.25	5021.73	13086.63
Davis	2226.15	9901.09	484.18	12533.31	7689.42	115.11	4148.48	4339.00
DeKalb	3159.54	8094.16	6301.28	10933.28	12618.74	379.28	718.12	3253.94
DeWarr	3783.41	6171.20	3533.94	13783.43	7793.47	106.46	3811.02	13783.43
De Witt	1889.03	11420.08	7369.09	16743.19	13171.09		1489.97	17655.10
Dickinson	341.31	3116.33	816.70	4942.36	3647.26	36.30	1243.05	1100.88
Douglas	2935.20	5473.43	4286.39	12514.98	7042.17	549.53	771.46	13243.84
Emmett	1083.25	4288.36	37.17	5468.81	3038.27	43.25	1193.01	1474.28
Fayette	3397.52	6662.09	97.90	10127.51	6211.67	189.30	2112.74	1413.90
Floyd	1448.54	11215.79	16781.14	14349.41	11240.61	292.25	1652.50	14489.41
Franklin	137.85	3116.33	816.70	4942.36	4891.12	322.94	51.88	10384.49
Freeman	4100.31	3924.27	1129.98	4242.66	7413.14	151.00	2997.58	4242.66
Greene	4918.25	10961.02	22.87	15953.28	7923.44	703.90	2109.40	5489.28
Grundy	3714.28	12417.95	933.22	17103.49	12324.91	934.50	3627.03	17103.49
Guthrie	3935.92	8768.43	414.36	12278.71	8329.37	88.00	3803.34	12278.71
Hamilton	2337.49	3366.32	130.81	6321.82	3437.72		40.00	2946.90
*Hawkeye	1865.20	3861.99	212.47	6739.99	2230.95	846.48	985.50	5874.06
Hardin	7921.00	12953.31	801.18	21468.43	8937.18	121.63	8829.59	8715.18
Harrison	3828.01	12286.00	1999.17	21803.15	7345.89	741.92	2962.91	17189.18
Henry	4693.91	4110.63	317.72	9418.06	5192.68	52.20	633.78	3346.63
Howard	1789.17	5531.91	474.44	8963.60	2902.46	253.00	3367.23	1480.21
Humboldt	818.41	5170.16		6989.57	2734.18	44.25	2296.33	5040.1
*Ida	1209.48	3265.91		4455.42	3542.82	513.72	6.25	550.81
Iowa	7045.00	4195.74	2184.41	14320.08	5919.45	621.43	4819.02	3762.08
Jackson	2301.05	4185.56	1484.96	7973.41	5923.81	631.58	5144.75	7973.41
Jaeger	3800.49	3029.62	1763.22	5593.83	9211.91	1048.90	7162.45	23018.53
Jefferson	3571.94	11920.28	653.13	15127.35	8630.07	83.08	3638.97	5777.54
Johnson	3188.70	4110.63	317.72	9418.06	5912.78	86.77	3631.41	13849.09
Jones	6065.25	2420.28	3963.39	4493.04	2574.77		1840.39	2743.92
Keokuk	2401.36	8008.68	1945.39	14053.43	11272.60	41.80	828.18	3342.87
Kossuth	3789.03	9098.91	1027.96	13915.79	8099.21	278.85	1500.00	4912.75

REPORTS FOR 1874.

FINANCES.

CONTINGENT FUND.

COUNTY.	DEBIT.				CREDIT.			
	On hand at last report.	Received from district tax.	Received from other sources.	Total debit.	Paid for rent of school-houses.	Paid for traveling per school-houses.	Paid for fuel.	Paid for Secretaries.
Adair	1794.29	5789.96	446.40	8927.74	16.00	716.72	1679.44	211.00
Adams	1155.70	3393.81	610.31	5100.10	84.41	1629.92	1291.95	201.00
Alfalfa	1459.06	5211.49	462.82	6333.37	30.00	2034.91	1767.45	341.83
*Appanoose	1700.55	3121.92	164.85	4987.32	254.25	1383.38	1491.58	416.85
*Audubon	3006.27	9742.98		12749.25	17.50	766.48	477.30	93.00
Barber	3787.90	13033.97	2116.34	16908.46	237.53	3823.44	661.95	88.90
Black Hawk	3583.47	16416.32	358.42	20201.21	42.50	2534.44	3021.48	76.03
Bonine	3127.49	9107.41	620.99	13855.53	30.75	1676.68	2861.73	309.75
Bramble	2514.00	9627.28	1010.45	12532.71	95.85	767.41	1286.31	325.50
Buena Vista	9192.39	11037.70	1400.14	16430.23	31.85	3234.58	4514.68	481.00
Bureau	623.88	4722.83	209.14	5605.85	53.00	179.15	799.09	215.11
Butler	4911.67	8396.32	244.14	13851.43	38.30	3599.17	7248.11	393.00
Calhoun	2945.29	3931.39	18.75	6895.36		629.94	1014.39	211.51
Carroll	1524.83	5715.84	954.15	8253.90	79.00	3934.44	1571.07	61.00
Cass	2566.73	8107.87	129.19	10919.50	14.00	1450.04	2635.39	357.50
Cedar	4297.63	11474.90	1540.48	17828.61	54.00	2361.94	1471.07	600.80
*Cerro Gordo	2396.63	7285.61	97.185	10327.11	30.00	1257.60	1765.38	288.00
Cherokee	541.08	4744.35	183.12	5328.55	62.50	189.31	1102.25	400.32
Chickasaw	3378.63	9755.02	305.48	13439.13	58.85	767.41	1286.31	359.78
Clarke	2123.62	6929.53	134.49	11739.64		1309.03	1717.44	297.75
*Clay	37.39	4898.13	54.57	4931.29	152.75	463.85	1637.90	212.00
Clayton	5598.34	11911.90	923.80	17623.03	139.50	2497.14	4898.68	121.38
Clinton	8393.64	18184.37	1497.48	28105.49	378.80	1390.08	1758.74	519.20
Crawford	2307.51	5561.02	833.65	6694.18	378.80	1390.08	1758.74	519.20
Dallas	4273.14	12019.25	493.17	17267.56	290.85	1832.52	2890.53	488.38
Davis	1419.46	2041.49	1002.00	3667.01	275.00	935.16	1472.40	238.00
DeKalb	1163.22	4139.90	83.47	5266.59	105.00	941.11	1647.07	215.90
DeWarr	2821.18	7821.18	244.41	11176.38	21.00	2288.58	3529.28	496.19
De Witt	2229.83	10663.95	1249.77	21449.55	257.00	6097.87	3376.76	713.71
Dickinson	300.70	2226.00	48.41	3053.11	61.86	917.17	835.07	145.96
Douglas	7601.29	16085.31	3914.70	30274.33	89.01	4333.77	7248.87	1772.00
Emmett	111.19	1888.04	219.09	2426.32	19.00	280.57	333.33	78.00
Fayette	3849.48	7407.40	335.67	8592.55	139.20	1851.11	2918.86	449.05
Floyd	2191.31	6585.78	323.11	7521.66	76.50	1249.57	2734.26	377.67
Franklin	2301.69	6030.20	764.17	6818.97	143.00	685.70	1593.07	313.75
Freeman	33.23	5990.81	299.05	6821.38	33.23	317.50	2191.50	414.61
Greene	1641.12	7689.00	36.54	9231.30	53.25	397.17	1669.83	277.30
Grundy	2519.09	6702.59	66.70	9288.28	65.00	1145.05	1503.40	277.40
Guthrie	328.71	700.33	833.89	1100.93	177.50	1835.05	271.25	429.32
Hamilton	4320.54	5104.78	38.15	9963.45	12.00	3301.21	2318.55	357.00
*Hawkeye	1444.55	3893.32	7.23	5345.10		198.63	847.31	175.00
Hardin	5254.62	11771.28	1297.12	18249.02	85.83	3394.16	3394.28	387.67
Harrison	2320.27	9732.97	629.47	12992.71	12.00	1280.68	2309.65	64.15
Henry	5004.37	8991.60	969.91	14921.19	100.00	1771.00	3308.76	439.10
Howard	1296.42	1010.00	1673.70	2970.92	90.00	1079.70	2652.89	276.00
Humboldt	315.49	2919.00	15.00	3249.49	52.85	287.27	1265.90	182.50
*Ida	97.76	214.16	2.30	1034.30		31.15	243.10	35.00
Iowa	5909.06	11137.95	3773.54	19720.55	125.00	2486.98	3700.97	552.08
Jaeger	5481.21	10053.37	813.72	16348.33	441.12	1015.99	1879.31	1881.12
Jefferson	2540.27	9206.27	920.20	10865.74	86.00	6013.61	3971.15	688.75
Johnson	877.03	3993.24	456.00	5535.87	187.74	381.69	1673.18	213.30
Jones	333.93	1384.74	631.61	2030.24	12.35	344.64	1529.56	435.61
Keokuk	2038.42	13092.94	2522.58	19001.54	44.00	4399.38	3864.78	471.95
Kossuth	3396.71	6673.80	1837.82	11717.33	41.01	1278.82	2707.85	
Knox	3120.85	6787.10	289.75	6909.71	40.41	1278.82	2707.85	
Lamar					40.41	1278.82	2707.85	
Lane					40.41	1278.82	2707.85	
Larimer					40.41	1278.82	2707.85	
Laurens					40.41	1278.82	2707.85	
Lawrence					40.41	1278.82	2707.85	
LeFlore					40.41	1278.82	2707.85	
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LeFlore					40.41	1278.82	2707.85	
LeFlore					40.41	1278.82	2707.85	
LeFlore	</							

ABSTRACT [B]—CONTINUED.

SCHOOL.

SCHOOL-HOUSE FUND.

COUNTY.	DEBIT.			CREDIT.					
	On hand at last report.	Received from district tax.	Received from other sources.	Total debit.	Paid for school-houses and sites.	Paid for furniture and apparatus.	Paid on bonds and interest.	On hand.	Total credit.
*Lee.....	\$1452.11	11146.69	3699.78	12288.58	12700.52	663.07	1750.39	1789.96	16600.24
Linn.....	5985.25	15738.40	6117.01	27160.67	13992.94	861.15	9002.64	4444.51	27160.67
*Loudon.....	946.91	8290.31	245.80	9559.02	971.86	2.10	385.47	4137.22	9559.02
Lucas.....	1758.36	11332.90	1710.53	15000.95	5674.81	23.96	5228.78	3874.40	15000.95
Lyon.....	1487.71	3888.54	421.45	5797.70	5254.31	116.57	427.02	5797.70	5797.70
Madison.....	2797.53	14496.46	35.00	17229.19	6047.18	174.45	6156.14	3651.42	17229.19
Manhaska.....	11086.48	14119.74	3654.07	29102.29	19187.16	301.09	6942.13	29102.29	29102.29
Marion.....	4555.59	6067.14	874.45	12277.18	6222.52	47.20	6057.46	12277.18	12277.18
Marshall.....	5551.55	14134.83	5157.11	24743.49	1815.57	730.74	4422.03	4833.75	24845.09
Mills.....	6008.01	10975.09	583.42	17566.52	1091.95	109.88	274.22	3638.47	17566.52
Monroe.....	4796.95	7242.55	9723.87	21760.37	6765.05	32.00	4007.86	8718.70	21760.37
Mitchell.....	2277.24	11686.84	1285.53	15150.61	17843.11	623.05	225.61	9039.00	21760.37
*Montgomery.....	4210.05	13306.38	215.55	15711.98	576.68	538.54	8156.00	4371.71	15711.98
Muscataine.....	3651.00	14795.21	252.00	15998.27	8669.01	2543.72	5125.30	3538.15	15998.27
Nemadji.....	1713.97	5290.05	16331.42	17218.31	14234.75	90.39	1590.93	1067.27	17218.31
*O'Brien.....	52.56	6506.08	05.58	6514.22	5872.05	.....	746.77	6618.98	6514.22
Oscoda.....	8.92	1730.44	15.79	1745.15	1029.33	.....	716.82	1745.15	1745.15
Page.....	6148.17	17706.34	8626.32	26680.83	17035.30	271.05	4224.16	5639.72	26680.83
Palo Alto.....	509.53	5262.72	426.48	6318.71	4020.10	1115.77	69.86	1306.58	6318.71
*Plymouth.....	477.58	10900.01	28.70	11398.29	10924.70	230.48	4312.11	17796.29	11398.29
Pocahontas.....	788.40	5735.39	46.00	6569.79	5425.53	11.29	22.95	1110.05	6569.79
Polk.....	11203.75	29342.23	361.00	31500.98	21000.40	330.62	23654.94	6125.62	31500.98
Pottawattamie.....	2055.04	14107.22	2687.91	17850.17	18703.79	302.69	18153.71	5038.50	17850.17
Poweshiek.....	6606.91	14705.29	518.55	20418.15	7597.96	262.36	10206.64	871.19	20418.15
Ringgold.....	1958.95	5080.34	738.11	7777.40	5189.05	228.55	2009.80	7777.40	7777.40
Sac.....	2020.90	9178.72	741.79	11906.44	6046.73	2510.00	2979.71	11906.44	11906.44
Scott.....	5065.41	12255.67	1803.51	21104.59	13538.77	93.29	3114.17	4338.51	21104.59
Shelby.....	4711.48	8258.83	376.50	13346.81	8234.70	867.39	4392.92	15548.87	13346.81
Sioux.....	885.17	9600.21	340.99	10646.37	9719.80	45.00	601.51	10194.37	10646.37
Story.....	3371.10	10824.86	1982.57	16178.53	8887.87	11.17	2735.29	4338.39	16178.53
Taylor.....	3720.85	14631.76	2124.10	20566.21	13663.17	20.00	4370.57	2812.47	20566.21
Thompson.....	3476.74	10556.30	464.39	14898.02	8136.20	288.58	2038.70	311.24	14898.02
Union.....	3163.51	6947.80	4121.46	14235.77	8804.53	351.39	1242.20	3857.65	14235.77
Van Buren.....	1854.28	12947.06	1218.61	15405.95	2713.61	13.43	8015.62	3292.74	15405.95
Vashti.....	8497.52	6525.08	2454.32	13476.92	7552.18	416.94	3736.08	2181.77	13476.92
Warren.....	1536.93	6573.03	8273.82	11883.58	7255.98	9.11	2391.73	1383.76	11883.58
Washington.....	1777.43	4944.49	558.56	7280.48	2516.25	154.21	1212.38	3198.64	7280.48
*Wayne.....	2349.58	4585.14	1070.96	10005.68	6725.36	445.15	2747.43	6915.94	10005.68
Webster.....	4922.10	14891.70	534.50	20448.30	16332.06	316.64	2459.01	8210.96	20448.30
*Winnebago.....	527.15	2745.00	1200.40	4472.15	3391.00	203.09	599.15	4745.15	4472.15
Winneke.....	4652.18	10622.29	461.40	15635.87	8924.93	155.15	3015.94	2412.36	15635.87
Woodbury.....	3549.16	16911.55	424.73	18855.44	5088.80	74.75	7179.77	1562.00	18855.44
World.....	1798.21	8663.18	5108.03	15719.44	8484.80	.....	441.06	1793.49	15719.44
Wright.....	285.20	4654.43	331.31	5219.94	5262.68	2.00	588.41	1165.85	5219.94

\$10000.00

\$10000.00

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\$10000.00

\$10000.00

The financial reports from the counties marked thus * are not balanced, hence our total debits and credits, in each fund, are not equal.

REPORTS FOR 1874.

FINANCES.

CONTINGENT FUND.

COUNTY.	DEBIT.			CREDIT.					
	On hand at last report.	Received from district tax.	Received from other sources.	Total debit.	Paid for rent of school-houses.	Paid for repairing school-houses.	Paid for fuel.	Paid Secretaries.	Paid Treasurer.
*Lee.....	\$7293.04	11986.81	4177.09	\$19956.94	\$207.00	2033.32	3115.00	8734.50	\$217.39
Linn.....	5804.12	18180.01	1600.58	25584.71	135.05	1457.29	6519.92	904.16	733.58
*Loudon.....	2573.24	6148.95	436.52	7858.72	84.00	748.91	273.05	285.83	1724.66
Lucas.....	2447.56	5679.10	1030.19	9156.85	931.02	1829.05	186.10	139.29	232.08
Lyon.....	451.00	2132.10	245.58	2838.68	.....	1013.90	503.23	530.37	533.49
Madison.....	3388.55	8930.82	1405.41	13724.81	2970.96	9155.54	318.50	252.00	2330.27
Manhaska.....	3150.56	1379.15	1235.05	5764.76	183.75	1998.94	2802.67	333.80	291.40
Marion.....	2965.91	3592.57	511.07	7069.55	132.50	1830.75	1944.38	445.35	381.51
Marshall.....	6367.17	13667.21	1462.92	21797.29	270.80	2800.00	591.00	368.75	936.61
Mills.....	2553.80	8869.67	471.83	9955.30	83.33	1461.12	1612.11	265.00	208.25
Monroe.....	2256.88	9352.68	990.96	14599.52	18.00	2232.27	2015.35	276.50	261.50
Mitchell.....	2652.49	5190.15	303.91	7706.46	.....	618.29	1139.35	195.00	171.25
*Montgomery.....	1509.89	4070.34	254.53	6434.76	75.37	987.91	1476.30	531.93	276.80
Muscataine.....	803.73	6184.32	567.80	7555.87	1149.50	2935.27	314.85	432.08	1686.94
Nemadji.....	3121.91	9170.74	1529.38	13813.03	542.00	1898.00	865.76	521.23	412.00
O'Brien.....	103.16	2739.14	31.11	2963.71	54.80	379.25	1051.68	30.10	371.50
Oscoda.....	25.15	597.64	21.32	844.11	15.45	810.91	22.80	39.25	13.25
Page.....	3797.49	8982.60	330.71	13110.80	820.33	741.82	2300.22	484.80	610.18
Palo Alto.....	337.05	3057.37	319.56	4105.18	00.00	1021.22	1307.64	254.50	249.65
*Plymouth.....	1691.02	6243.81	.....	7934.83	187.51	973.00	1221.31	363.00	881.70
Pocahontas.....	728.58	870.78	144.11	1743.48	12.80	323.57	1762.72	711.50	197.70
Polk.....	5041.41	18812.88	675.83	24562.72	232.00	2139.20	3964.90	650.10	613.10
Pottawattamie.....	7455.96	16670.08	2744.97	21870.91	249.29	8235.14	490.81	575.18	6338.00
Poweshiek.....	1502.73	8436.79	288.12	9227.64	139.21	781.07	920.73	207.70	81.31
Ringgold.....	1382.95	5288.91	14.97	6826.96	.....	795.75	1454.90	189.00	2880.98
Sac.....	4242.60	2474.41	8263.12	35721.13	212.17	2718.48	4488.81	1719.80	696.00
Scott.....	3339.92	2933.85	580.75	7741.60	105.00	689.01	1074.93	433.72	413.68
Shelby.....	881.40	2296.08	137.00	3284.46	85.00	162.00	818.15	221.07	234.07
Sioux.....	4097.29	7532.98	734.98	12365.35	136.00	1603.83	2133.82	585.67	710.90
Story.....	4014.90	12653.94	1467.06	18365.90	655.99	2562.90	4908.85	883.18	478.96
Taylor.....	2124.13	6246.69	764.12	9134.93	10.00	1485.63	237.72	273.25	223.00
Thompson.....	4240.71	6880.44	43.10	11164.25	24.80	897.69	2066.88	284.50	436.53
Union.....	1953.80	534.76	453.98	7741.61	.....	837.17	1821.00	350.85	350.41
Van Buren.....	2003.57	5659.51	4223.17	14133.25	121.81	3242.01	1915.81	477.00	300.80
Vashti.....	1803.51	7678.31	2125.94	9063.96	90.85	1370.48	2820.80	261.00	312.15
Warren.....	5141.41	10282.75	222.31	17676.47	168.87	860.81	3529.77	872.37	344.93
Washington.....	1328.00	7442.36	336.69	7407.05	.....	181.45	1812.65	293.87	388.58
*Wayne.....	4810.83	18310.42	455.52	15567.77	400.85	1008.11	2960.33	615.00	408.77
Webster.....	419.40	1635.67	.....	3776.07	49.00	387.45	204.83	132.00	59.00
Winnebago.....	4650.22	8106.71	621.85	10176.77	27.11	1711.55	3474.90	398.50	274.40
Winneke.....	2064.11	8354.44	1721.79	12730.34	180.35	1721.53	1928.25	735.63	466.53
Woodbury.....	786.53	3109.24	401.46	4596.25	28.90	857.18	885.14	169.70	224.00
World.....	970.06	4133.68	2.85	5132.52	41.99	756.18	1327.85	270.00	555.00
Wright.....	27295.74	73553.54	9415.48	111313.77	16556.23	10667.39	75608.69	4746.40	5660.10
	.....	.....	.....	.....	54363.77	37953.75	119639.82	.....	.....

ABSTRACT [B]—CONTINUED.

SCHOOL FINANCES.

TEACHERS' FUND.

COUNTY.	DEBIT.					CREDIT.				
	On hand at last report.	Received from district tax.	Received from semi-annual payment.	Received from other sources.	Total debit.	Paid teachers since last report.	On hand.	Total credit.		
Adair	4993.00	14544.34	3107.87	270.98	22586.25	17783.20	7801.05	22586.25		
Adams	3451.13	11783.56	317.62	53.62	18495.93	1227.57	613.96	18495.93		
Albany	1221.63	10253.90	635.22	83.81	35365.21	2871.79	9623.90	35365.21		
*Appanoose	4688.56	18308.65	7451.41	295.32	30005.14	24128.67	8620.80	31008.57		
*Audubon	5275.71	4822.75	2364.22	172.61	12653.29	6331.27	7324.02	13953.29		
Benton	10600.54	41784.61	11576.92	448.48	73092.78	5067.58	22555.25	73092.78		
Benton Hawk	19132.07	30237.88	13514.63	90.40	70885.12	45448.47	24636.95	70885.12		
Boone	18042.40	23175.47	6258.63	24.00	47498.50	29665.80	20832.70	47498.50		
Bremer	7615.45	21777.88	381.90	1010.46	32533.34	23441.86	11801.48	32533.34		
Buchanan	13633.55	26710.74	7780.20	1486.54	48144.09	32441.82	17172.27	48144.09		
Bureau Vista	938.27	12593.40	2510.29	591.77	16533.73	12307.45	4544.28	16533.73		
Butler	11708.57	10988.11	309.31	908.52	41000.51	22782.15	10127.36	41000.51		
Calhoun	8284.51	7622.73	9260.51		19133.75	11194.44	7592.31	19133.75		
Carroll	4801.95	10211.08	2108.00	1182.41	18300.63	7445.22	3015.31	18300.63		
Cass	8357.93	17857.17	4529.97	275.48	31020.55	21436.34	3670.31	31020.55		
Cedar	10450.77	32102.67	1067.08	5260.80	57063.16	37063.16	13258.47	52601.86		
*Cerro Gordo	8435.77	16103.02	4391.54	112.40	29296.34	16948.07	11714.00	29296.34		
Cherokee	2700.21	11851.97	3300.24	227.77	18008.18	12285.94	8415.24	18008.18		
Chickasaw	8453.37	13875.56	3191.27	790.12	22797.33	18522.49	8745.27	22797.33		
Clark	7234.08	10157.63	4498.84	70.95	31018.10	17325.04	13830.10	31018.10		
*Clay	101.50	11174.24	91.55	1811.49	13771.49	12170.83	1700.65	13771.49		
Clayton	15295.37	31016.70	2103.87	62012.92	43430.13	19223.47	62612.60	43430.13		
Clinton	3054.77	60146.83	17446.25	2018.67	90660.52	74017.49	12015.58	90660.52		
Crawford	5417.90	47281.30	1152.91		21084.17	16537.02	8647.15	21084.17		
Dallas	9700.90	26558.01	7077.14	836.14	47455.22	29604.62	13750.60	47455.22		
Davis	6131.01	11410.81	8629.55	1915.12	27088.91	19240.82	8748.09	27088.91		
Decatur	8002.11	11842.37	6308.63	1241.95	27446.11	17413.87	10052.24	27446.11		
Delaware	9303.07	25158.62	6040.11	676.81	31460.61	30881.01	12270.69	31460.61		
Des Moines	7111.63	33480.97	19161.48	2270.34	51652.52	48905.73	8364.79	51652.52		
Dickinson	1500.33	4000.91	1144.77	576.96	8140.57	5606.71	2553.86	8140.57		
Dubuque	17375.63	42435.80	20854.02	1752.77	82226.22	63506.95	18649.29	82226.22		
Emmet	3045.87	4080.50	774.87		7901.30	4092.82	3208.48	7901.30		
Fayette	10106.53	23721.81	6977.97	1162.78	43119.03	27984.39	15314.67	43119.03		
Floyd	8517.76	21323.04	2117.49	132.25	30427.80	25044.96	10442.94	30427.80		
Franklin	9020.88	16645.88	2149.49	68.60	26884.95	15836.02	10078.93	26884.95		
Freemont	14145.29	15558.96	6047.37	33.51	37014.03	22594.16	14419.87	37014.03		
Greene	7584.79	18862.90	2978.52	318.07	29711.12	18067.65	11673.47	29711.12		
Grundy	6273.08	18221.78	4856.33	196.58	26547.97	16321.25	10026.72	26547.97		
Guthrie	4406.82	10123.07	6214.73	1138.75	29013.37	23924.22	6889.15	29013.37		
Hamilton	7519.54	12492.12	1160.68	195.00	21300.31	17004.50	7275.62	21300.31		
*Hancock	2979.00	5026.48	1075.88	15.28	9080.97	7212.60	2564.66	9080.97		
*Hardin	791.75	7774.88	774.88	17.30	9350.49	91.90	1368.72	9350.49		
Harrison	7125.99	20147.75	8676.05	1809.76	37819.54	33885.89	10921.65	37819.54		
Henry	8387.53	22514.68	9008.38	1092.66	41911.25	30334.55	11576.70	41911.25		
Howard	4215.36	17582.61	2869.60	593.00	25250.57	18004.84	8204.73	25250.57		
Humboldt	1477.72	5980.16	925.50	65.38	9076.76	6067.64	2109.22	9076.76		
*Ida	283.77	2157.31	35.18	125.00	2366.29	1633.05	881.64	2366.29		
Iowa	11934.67	24590.51	8255.35	2741.27	47491.63	29086.28	17765.35	47491.63		
Jackson	12739.62	23831.68	1048.90	1381.40	47900.60	34446.14	13454.46	47900.60		
Jasper	3712.69	73734.29	9108.10	736.50	67731.70	46212.34	18513.36	67731.70		
Jefferson	10434.12	12018.15	5315.12	744.43	33097.12	21218.08	12264.04	33097.12		
Johnson	15037.31	34858.33	12510.47	1420.63	61944.64	45297.93	18676.71	61944.64		
Jones	8888.42	21482.08	9006.07	2381.21	45058.78	32007.83	13050.95	45058.78		
Keokuk	2935.36	21507.10	6217.32	1693.13	32465.91	28989.00	5390.91	32465.91		
Kossuth	7180.24	14233.95	1432.11	20.80	22623.10	14388.86	8624.24	22623.10		

ABSTRACT [B]—CONTINUED.

SCHOOL FINANCES, 1874.

TEACHERS' FUND.

COUNTY.	DEBIT.					CREDIT.				
	On hand at last report.	Received from district tax.	Received from semi-annual appropriation.	Received from other sources.	Total debit.	Paid teachers since last report.	On hand.	Total credit.		
*Lee	\$12700.29	\$2179.57	\$19181.80	790.85	\$47511.51	\$4731.14	13783.21	\$61041.93		
Linn	21650.79	39172.00	15724.08	2134.72	78679.65	54551.78	28657.87	78679.65		
*Linn	6953.74	22260.97	3753.90	1055.80	35537.41	20883.63	17681.67	35537.41		
*Linn	3001.53	12130.41	6655.67	2862.68	28633.29	18127.96	10303.80	28633.29		
Lyon	1004.74	2623.30	1551.01		5088.08	3344.71	1864.27	5088.08		
Madison	7165.00	2900.50	9064.37	197.29	49377.78	27636.45	18367.25	49377.78		
Manhaska	11089.10	31222.68	11281.06	5401.31	56991.98	12813.93	14151.05	56991.98		
Marion	4144.41	23508.36	9556.51	610.45	39410.78	31197.21	8652.57	39410.78		
Marshall	1959.20	12053.19	5554.51	1388.10	20980.00	17350.97	2350.02	20980.00		
Mills	10760.01	1687.42	6083.23	412.30	32554.92	16767.85	13344.07	32554.92		
Mitchell	633.83	155.74	1045.15	3887.14	3281.86	18076.00	13111.86	3281.86		
Monona	6975.33	14985.60	1509.65	17.71	20648.32	12685.38	7912.94	20648.32		
*Monroe	4351.06	13298.88	7332.40	1700.92	27083.36	20377.40	6555.40	27083.36		
Montgomery	5163.20	14940.16	5357.72	478.35	25916.13	17555.86	8360.37	25916.13		
Muscatine	1767.80	22041.27	14657.28	144.77	55791.12	39011.18	16770.90	55791.12		
*M'Clure	591.38	7120.03	3545.03	19.17	11230.63	9146.95	1847.68	11230.63		
Oscoda	210.28	1600.25	367.85	862.93	2827.31	2249.40	877.91	2827.31		
Page	8541.02	27407.28	5098.40	414.21	42460.92	27936.54	14724.38	42460.92		
Palo Alto	2840.07	6226.54	1601.00	225.00	10807.11	837.72	2359.20	10807.11		
*Plymouth	8282.00	15603.27	1014.39		20940.72	10296.29	14685.88	20940.72		
Pocahontas	2042.54	1941.63	1840.95		15888.12	9608.18	2019.94	15888.12		
Polk	13777.50	40411.52	1812.22	1890.49	62002.02	56932.90	20090.72	62002.02		
Pottawattamie	17254.36	38063.81	15639.37	1217.22	79058.88	61583.82	21755.00	79058.88		
Poweshiek	16709.39	30458.60	9828.60	4190.63	61296.21	36014.36	23191.85	61296.21		
Ringgold	7609.81	10288.16	35472.30	311.40	21761.16	15756.50	6215.66	21761.16		
Sac	2191.28	18700.01	1654.08	225.00	14770.56	9647.81	5122.75	14770.56		
Scott	23594.28	8104.45	2624.21	1359.32	33294.18	8549.80	4064.88	33294.18		
Shelby	9008.45	7263.08	8341.12	801.08	21192.33	13227.58	7853.08	21192.33		
Sioux	1307.29	7678.39	1721.28	608.20	11187.81	8292.17	3115.14	11187.81		
Story	12794.67	20408.91	7468.41	22.30	40880.29	29377.44	14092.85	40880.29		
Tama	1330.16	3176.71	8972.55	2470.84	6900.50	2133.55	3608.15	6900.50		
Taylor	7176.53	14596.64	3990.76	1807.78	27001.51	18537.80	8643.91	27001.51		
Union	6804.51	15146.41	7142.36	12.55	29005.89	20441.45	8164.44	29005.89		
Van Buren	9124.37	18305.04	7844.41	536.45	35309.17	23192.92	13867.85	35309.17		
Wapello	15197.29	28934.27	12284.94	510.41	51928.96	36700.27	15358.50	51928.96		
Warren	4215.00	15726.08	4324.81	1077.98	35414.51	23567.17	6701.83	35414.51		
Washington	16313.10	14510.05	10323.31	1560.99	32756.38	20080.82	22065.96	32756.38		
*Wayne	6215.62	12345.92	6653.17	1009.45	27525.11	19217.09	8166.02	27525.11		
*Webster	14412.12	207072.74	6380.80	1077.79	46163.94	27004.57	14027.97	46163.94		
*Winnebago	1137.50	2260.17	1012.86		4310.54	4150.00	1250.98	4310.54		
*Winnebago	9180.78	11221.09	8054.40	827.83	41932.50	26017.49	13151.91	41932.50		
Worth	2662.78	9005.40	25378.38	1328.03	36161.88	3611.49	8699.59	36161.88		
Wright	1433.67	9283.41	1898.20	800.18	14641.28	10440.66	4006.62	14641.28		
	88,553.31	138,089.01	67,870.94	10,162.56	266,138.14	217,430.13	119,005.77	365,405.81		

ABSTRACT [C]

EXAMINATION

COUNTY.	APPLICANTS EXAMINED.		PROFESSIONAL CERTIFICATES ISSUED.		1ST GRADE CERTIFICATES ISS'D.		2D GRADE CERTIFICATES ISS'D.		3D GRADE CERTIFICATES ISS'D.	
	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.
1 Adair.....	52	65	.....	.....	15	17	29	31	5	10
2 Adams.....	43	79	.....	.....	23	22	13	46	1	9
3 Allamakee.....	64	145	2	.....	36	30	20	67	4	40
4 Appanoose.....	107	102	.....	.....	54	39	48	58	4	4
5 Audubon.....	16	44	.....	.....	3	6	9	30	3	4
6 Benton.....	58	212	.....	.....	20	51	22	101	.....	2
7 Bl'k Hawk.....	117	226	3	1	39	67	31	52	24	68
8 Boone.....	60	105	8	4	13	18	33	61	.....	.....
9 Bremer.....	54	173	3	5	21	44	20	79	1	14
10 Buchanan.....	87	265	12	12	18	20	47	119	9	49
11 Buena V'a.....	27	62	.....	.....	10	9	15	38	1	11
12 Butler.....	32	272	.....	.....	25	53	20	69	15	45
13 Calhoun.....	40	58	.....	.....	22	12	19	6	16	.....
14 Carroll.....	32	49	.....	.....	4	4	13	16	10	23
15 Cass.....	95	130	1	.....	56	41	30	35	10	20
16 Cedar.....	108	173	.....	.....	1	47	50	57	108	.....
17 Cerro G'do.....	40	118	6	4	14	37	19	64	.....	6
18 Cherokee.....	38	47	.....	.....	1	16	18	16	20	4
19 Chickasaw.....	51	113	3	3	14	17	24	46	5	37
20 Clarke.....	52	113	.....	.....	23	22	20	36	6	23
21 Clay.....	26	74	.....	.....	10	13	8	35	6	21
22 Clayton.....	119	220	.....	.....	32	31	60	120	10	22
23 Clinton.....	102	209	13	2	20	44	45	78	20	65
24 Crawford.....	35	40	.....	.....	11	9	18	13	6	18
25 Dallas.....	59	111	1	1	16	17	22	52	18	37
26 Davis.....	125	111	12	4	49	27	22	27	7	16
27 Decatur.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
28 Delaware.....	115	217	.....	.....	14	22	60	120	.....	.....
29 Des Moines.....	85	148	.....	.....	27	23	35	63	5	17
30 Dickinson.....	15	36	.....	.....	3	2	6	18	6	16
31 Dubuque.....	48	185	7	2	12	51	16	71	9	36
32 Emmet.....	17	24	.....	.....	4	6	9	7	9	.....
33 Fayette.....	120	447	3	.....	6	9	38	68	21	90
34 Floyd.....	25	98	5	.....	5	13	6	25	4	28
35 Franklin.....	9	81	.....	.....	1	1	1	3	37	.....
36 Fremont.....	46	66	.....	.....	18	15	12	32	.....	.....
37 Greene.....	98	120	2	.....	44	34	29	54	7	9
38 Grundy.....	25	75	.....	.....	6	15	17	55	.....	.....
39 Guthrie.....	129	137	.....	.....	64	41	44	67	.....	.....
40 Hamilton.....	83	124	.....	.....	19	39	41	19	24	12
41 Hancock.....	12	38	.....	.....	5	5	1	10	5	23
42 Hardin.....	77	177	.....	.....	5	5	1	10	5	23
43 Harrison.....	108	149	6	5	37	42	49	69	4	6
44 Henry.....	90	242	10	22	32	61	33	67	3	40
45 Howard.....	51	131	.....	.....	15	25	44	11	59	.....
46 Humboldt.....	25	64	.....	.....	8	12	6	20	8	31
47 Ida.....	13	15	.....	.....	8	6	4	9	.....	2
48 Iowa.....	102	129	12	10	40	37	41	62	.....	.....
49 Jackson.....	117	226	16	1	35	30	50	73	16	162
50 Jasper.....	123	241	4	1	35	50	61	87	17	89

REPORTS FOR 1874.

OF TEACHERS.

TOTAL NUMBER ISSUED.	APPLICANTS REJECTED.		CERTIFICATES REVOKED.		AV. AGE OF APPLICANTS.		NO EXPERIENCE IN TEACH'G.		TAUGHT LESS THAN 1 YEAR.		HOLDING STATE CERTIFICATE.	
	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.
1 Adair.....	49	58	3	7	.....	.....	28	20	5	7	10	8
2 Adams.....	42	79	1	.....	.....	.....	27	19	6	28	7	35
3 Allamakee.....	62	137	2	8	1	.....	24	20	13	38	6	13
4 Appanoose.....	106	101	1	1	.....	.....	24	21	20	18	16	19
5 Audubon.....	15	40	1	4	.....	.....	23	36	1	5	.....	5
6 Benton.....	42	154	16	58	.....	.....	21	20	17	45	5	32
7 Bl'k Hawk.....	95	187	22	47	.....	.....	23	20	21	47	47	103
8 Boone.....	54	82	16	23	.....	.....	23	20	6	14	.....	8
9 Bremer.....	45	142	9	31	.....	.....	21	18	13	37	15	42
10 Buchanan.....	76	200	11	65	2	.....	24	20	26	55	12	32
11 Buena V'a.....	26	58	1	4	.....	.....	29	21	18	7	31	1
12 Butler.....	60	107	.....	77	.....	.....	25	19	55	5	12	.....
13 Calhoun.....	40	57	.....	1	.....	.....	25	23	4	5	3	12
14 Carroll.....	27	43	5	6	.....	.....	26	20	4	11	5	10
15 Cass.....	97	96	6	4	.....	.....	23	19	10	15	8	12
16 Cedar.....	104	165	4	8	.....	.....	38	58	13	26	.....	116
17 Cerro G'do.....	38	113	2	5	.....	.....	24	19	3	9	7	12
18 Cherokee.....	36	62	2	13	.....	.....	22	20	4	11	2	16
19 Chickasaw.....	46	103	5	10	.....	.....	23	20	15	25	10	19
20 Clarke.....	49	81	3	32	.....	.....	26	20	13	49	7	29
21 Clay.....	24	69	2	5	.....	.....	27	21	1	6	1	9
22 Clayton.....	109	185	10	35	.....	.....	27	26	16	36	23	50
23 Clinton.....	98	211	4	96	.....	.....	26	21	22	59	14	32
24 Crawford.....	35	40	.....	.....	.....	.....	24	20	5	14	6	22
25 Dallas.....	67	107	2	4	.....	.....	23	22	33	44	10	37
26 Davis.....	90	74	30	37	.....	.....	25	21	19	27	18	17
27 Decatur.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
28 Delaware.....	23	19	3	35	.....	.....	28	22	11	22	9	14
29 Des Moines.....	47	103	18	45	2	.....	27	20	4	10	2	3
30 Dickinson.....	16	36	.....	.....	.....	.....	27	20	4	10	2	3
31 Dubuque.....	44	162	4	23	.....	.....	32	23	7	17	3	14
32 Emmet.....	17	22	.....	2	.....	.....	24	20	3	6	2	6
33 Fayette.....	68	176	52	271	1	.....	23	20	10	19	18	29
34 Floyd.....	20	66	5	32	.....	.....	19	24	3	20	2	19
35 Franklin.....	5	38	4	42	.....	.....	21	19	4	40	.....	19
36 Fremont.....	30	57	16	19	.....	.....	26	18	5	9	.....	.....
37 Greene.....	82	97	16	23	.....	.....	.....	.....	.....	.....	.....	.....
38 Grundy.....	23	70	2	5	.....	.....	.....	.....	.....	.....	.....	.....
39 Guthrie.....	108	108	21	29	.....	.....	24	20	25	32	24	23
40 Hamilton.....	84	67	16	40	.....	.....	23	19	3	5	5	11
41 Hancock.....	11	38	1	.....	.....	.....	22	19	4	9	.....	5
42 Hardin.....	69	146	8	31	.....	.....	26	21	20	34	11	30
43 Harrison.....	96	123	12	26	.....	.....	26	20	5	6	4	22
44 Henry.....	78	190	12	52	.....	.....	24	21	34	96	13	58
45 Howard.....	51	118	.....	13	.....	.....	.....	12	20	12	16	.....
46 Humboldt.....	2	63	3	1	.....	.....	30	19	2	8	7	3
47 Ida.....	12	14	1	.....	.....	.....	22	20	3	8	.....	.....
48 Iowa.....	93	109	9	20	.....	.....	26	22	15	21	16	27
49 Jackson.....	107	206	10	20	.....	.....	22	19	10	20	15	35
50 Jasper.....	117	227	6	14	.....	.....	27	21	26	88	29	71

ABSTRACT [C]—CONTINUED.

EXAMINATION

COUNTY.	APPLICANTS EXAMINED.		PROFESSIONAL CERTIFICATES ISS'D.		1ST GRADE CERTIFICATES ISS'D.		2D GRADE CERTIFICATES ISS'D.		3D GRADE CERTIFICATES ISS'D.	
	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.
51 Jefferson...	114	127	1		30	31	32	41	31	36
52 Johnson...	119	318			75	159	12	51	20	55
53 Jones...	16	129	1	6	3	25	7	40	3	30
54 Keokuk...	164	217			23	31	43	56	19	26
55 Lee...	51	75			16	24	25	31	2	3
56 Linn...	63	171	7	3	21	58	29	101	1	2
57 Louisa...	175	452	1	21	81	169	70	194		12
58 Lucas...	57	138	2		20	60	20	40	15	30
59 Lyon...	52	108	1		20	22	21	44		5
60 Madison...	3	28			2	3	3	15		6
61 Mahaska...	86	120	33	25	31	39	47	80	06	
62 Marion...	124	227	2	1	21	55	51	96	10	19
63 Marshall...	187	217	5		83	53	77	109	27	45
64 Mills...	140	214	3		10	10	40	46	55	105
65 Mitchell...	67	117	4		26	31	29	53	6	28
66 Monroe...	67	137			10	11	29	47	23	60
67 Montgomery...	14	39			2	8	9	20	3	11
68 Muscatine...	65	125	2		12	7	28	68	13	26
69 O'Brien...	60	128			13	18	35	38	9	63
70 Osceola...	91	178	5	5	31	32	43	108		
71 Page...	37	41			10	11	15	12	12	6
72 Palo Alto...	1	27			4	1	12			9
73 Plymouth...	128	290	9	3	32	36	37	53	15	62
74 Pocahontas...	47	65			15	10	10	15	18	32
75 Polk...	24	74	1	1	5	4	14	30		9
76 Pottawamie...	21	80	2	1	6	33	5	28	5	16
77 Poweshiek...	117	254	3	1	49	83	44	82	3	24
78 Ringgold...	70	142	1		23	29	15	46	24	42
79 Ringgold...	94	111			10	8	18	28	25	35
80 Scott...	6	26			3	6			1	11
81 Shelby...	132	208	10	7	35	45	76	107		
82 Sioux...	74	82	1		35	28	30	31		
83 Story...	29	45			8	11	9	7	12	23
84 Tama...	85	190			21	25	56	102		
85 Taylor...	87	185	1		20	55	50	74	9	31
86 Union...	57	83			10	12	35	53		
87 Van Bur'n...	69	103	1	1	19	20	15	25	14	22
88 Wapello...	98	139			40	48	43	72	8	9
89 Warren...	61	104	3	2	31	23	13	49	6	17
90 Wash'gton...	67	176	1		21	22	29	72		
91 Wayne...	57	145	2		17	24	22	60	7	45
92 Webster...	104	123	4		31	20	49	71	4	4
93 Winneb'go...	60	138			9	13	30	35	1	34
94 Woodbury...	25	14			7	1	8	4	9	9
95 Worth...	80	287			30	32	11	72	21	96
96 Wright...	27	75	1		2	7	10	12	9	41
97 Total.....	15	63	2		5	7	3	17	3	32
98 Wright...	51	88			27	18	14	20	6	18
99 Total.....	6608	13268	255	179	2105	2768	2585	4950	873	2578

REPORTS FOR 1874.

OF TEACHERS.

TOTAL NUMBER ISSUED.		APPLICANTS REJECTED.		CERTIFICATES REVOKED.		AV. AGE OF APPLICANTS.		NO. EXPERIENCED IN TEACH'G.		TAUGHT LESS THAN 1 YEAR.		HOLDING STATE CERTIFICATES.	
Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.
94	108	20	19			25	21	15	55	10	60		51
107	265	12	53			20	20	4	42		14		53
14	101	12	28	1		23	21	16	43	48	52		154
85	113	79	104			24	20	7	11	8	11		55
43	58	8	17			24	20	20	42	41	60		56
58	164	5	7			25	20	36	63	42	65	2	57
152	396	21	56			24	19	9	30	19	40		58
57	130		8			26	20	13	56	8	31		59
42	71	10	37			22	17	2	12		11		60
3	23		5					15	40	10	20	3	61
191	312		76			23	23	38	77	19	40		63
84	151	4	76			26	19	19	28	12	30	1	64
192	207	3	5										165
108	161	32	53										66
65	112	2	5										167
62	127	5	10			21	20	3	10	3	15		68
14	39					25	19	15	27	15	30		69
55	101	10	24	2		30	23						169
57	119	3	9			20	20	2	3	4	6		170
79	145	12	33	1		20		11		5			172
37	29		12			23	19	20	63	7	29		73
1	25		2			20	19	6	10	12	16		74
93	154	35	136			24	19	4	8	3	7		75
43	57	4	8	6	10	27	23	8	26	9	45		76
20	44	4	30	1		25	23	26	55	21	41	1	377
18	78	2	2			27	22	13	32	22	47		178
99	190	18	64										79
63	117	7	25			23	21	9	14	11	13		80
		41	46			28	19	3	11				81
53	65	4	25	2	1	26	22	8	19	14	26	2	82
111	150	21	49			26	19	15	14	5	5		83
66	69	8	13			23	21	4	18	11	13		84
29	41		4			27	23	2	2	17	47		85
77	127	8	63			23	20	17	40	12	30	1	186
80	160	7	25			21	20	6	10	6	10		87
45	65	12	18			25	21	29	36	16	30		88
49	68	20	35			24	22	20	40	21	29		89
91	129	7	10			24	18	9	35	6	10		90
53	91	8	13			22	20	6	22	11	74		91
51	94	16	82			22	20	18	29	8	23		292
48	130	9	15			24	17	17	29	12	21		93
88	95	16	28			22	20	24	30	6	14		194
40	82	20	56			24	19	4	6	4	6		95
24	14	1				22	20	20	40	28	52	1	96
52	200	28	87			21	20	9	16	6	14		197
22	60	5	15			26	20	3	14	5	9		98
13	66	2	7			23	19	8	18	14	20		99
47	56	4	2										
5799	10574	977	2542	17	11	2141	1824	1085	2549	978	2219	29	53

ABSTRACT [D]

VISITATION OF SCHOOLS, APPEALS, ETC., 1874.

COUNTY.	Schools visited by Co. Supt.	Visits made during y. r.	Ed'l meetings held.	Cases decided by Co. Supt.	COMP'N OF CO. SUP'T.	Number.	Teachers employed.	Pupils attending.
Adair.....	48	3			182.00			
Adams.....	*22	*31	5		206.00			
Allamakee.....	109	120	1	1	605.00	3	4	130
Appanoose.....	143	10	1	12	691.00			
Audubon.....	25	52	6	1	280.00			
Benton.....	*183	*266	*8	1	606.00	7	13	302
Black Hawk.....	131	225	1	12	912.00	3	10	210
Boone.....	118	220			625.75			
Bremer.....	212	244	6	12	618.00	3	3	55
Buchanan.....	138	184	14		687.92	2	6	190
Buena Vista.....	10	10	3		128.00			
Butler.....	200	215	5	12	691.00			
Calhoun.....	50	91			267.00			
Carroll.....	80	112	3		459.00			
Cass.....	80	150	4		400.00			
Cedar.....	198	123	4	12	1,000.00			
Cerro Gordo.....	62	127	2		351.50	1	2	25
Cherokee.....	40	75	4	1	282.03			
Chickasaw.....	50	85	1	2	369.70	1	2	100
Clarke.....	65	70		4	306.40			
Clay.....	98	106	6	3	426.50			
Clayton.....	156	213	3	2	717.60	8	11	480
Clinton.....	89	131		2	576.00	6	15	416
Crawford.....	45	57	2	2	450.00			
Dallas.....	*100	*100	1	3	625.00			
Davis.....	310	324	25		610.00	3	6	290
Decatur.....	100	150		6	293.00			
Delaware.....	106	183	12	1	640.00	1	5	150
Des Moines.....	90	123	1	1	543.00	9	33	1118
Dickinson.....	24	24			102.00			
Dubuque.....	107	165	2	2	878.00	14	49	1992
Emmet.....	6	6			90.50			
Fayette.....	141	223	1	1	629.00	12	9	255
Floyd.....	76	80	2	4	306.00			
Franklin.....	49	78		2	621.00			
Fremont.....	82	128			457.70	1	7	
Greene.....	109		4	1	438.00			
Grundy.....	110	175			420.50			
Guthrie.....	104	148	4		510.00			
Hamilton.....			1	3	411.00			
Hancock.....	33	55			228.00			
Hardin.....	117	268	14		782.50	2	4	142
Harrison.....	151	202		3	585.00			
Henry.....	120	150			570.00	6	19	456
Howard.....	151	180	2	2	575.00			
Humboldt.....	40	70			255.00	1	4	80
Ia.....	14	20	1	1	125.00			
Iowa.....	109	158	6	3	750.00	3	3	79
Jackson.....	125	130	1	4	757.00			
Jasper.....	212	234	11	1	800.15	1	4	75

ABSTRACT [D]—CONTINUED.

VISITATION OF SCHOOLS, APPEALS, ETC., 1874.

COUNTY.	VISITATION OF AP-PEALS.				COMP'S N OF CO. SUP'T.	PRIVATE SCHOOLS.		
	Schools visited by Co. Supt.	Visits made during y. r.	Ed'l meetings held.	Cases decided by Co. Supt.		Number.	Teachers employed.	Pupils attending.
Jefferson.....	103	.....	.....	.....	496.00	3	9	143
Johnson.....	73	86	4	1	665.00	5	51	1116
Jones.....	83	115	.....	2	548.00	.....	.....	.....
Keokuk.....	130	261	5	.....	696.00	4	6	151
Kossuth.....	27	.....	4	3	380.00	1	3	150
Lee.....	27	27	1	2	426.00	2	2	8
Linn.....	131	140	.....	3	544.50	2	27	571
Louisa.....	*70	*84	1	1	545.00	1	5	50
Lucas.....	80	99	2	1	564.00	2	2	60
Lyon.....	.....	37	.....	1	347.00	.....	.....	.....
Madison.....	.....	.....	5	1	445.00	.....	.....	.....
Mahaska.....	*165	*195	3	1	651.00	8	12	460
Marion.....	135	170	.....	1	650.00	1	12	240
Marshall.....	*70	.....	4	3	464.00	4	8	230
Mills.....	70	145	.....	1	417.00	2	3	123
Mitchell.....	45	.....	.....	.....	408.00	1	3	60
Monona.....	55	55	1	2	193.00	.....	.....	.....
Monroe.....	90	160	8	2	836.00	1	2	58
Montgomery.....	71	115	2	.....	392.00	.....	.....	.....
Muscatine.....	94	108	4	.....	750.00	4	12	285
O'Brien.....	47	80	4	.....	576.00	.....	.....	.....
Oceola.....	29	51	.....	.....	225.00	.....	.....	.....
Page.....	90	116	.....	.....	348.00	1	2	40
Paio Alto.....	50	75	.....	3	300.00	1	1	20
Plymouth.....	66	105	2	2	300.00	.....	.....	.....
Pocahontas.....	52	64	.....	1	470.00	.....	.....	.....
Polk.....	124	131	3	.....	802.00	2	10	250
Pottawattamie.....	105	217	.....	1	724.00	2	5	150
Poweshiek.....	.....	.....	.....	.....	.....	.....	.....	.....
Ringgold.....	32	38	2	1	361.00	2	2	43
Sac.....	38	76	.....	1	210.00	.....	.....	.....
Scott.....	102	354	15	.....	1033.00	6	32	1740
Shelby.....	51	92	.....	.....	143.00	.....	.....	.....
Sioux.....	47	153	.....	2	611.00	.....	.....	.....
Story.....	109	157	3	2	800.00	1	12	292
Tama.....	147	255	.....	.....	766.00	.....	.....	.....
Taylor.....	30	20	.....	2	300.00	1	2	60
Union.....	50	120	4	2	250.00	.....	.....	.....
Van Buren.....	158	220	9	3	660.00	1	3	60
Wapello.....	62	.....	10	2	620.00	6	28	1026
Warren.....	71	77	1	4	444.63	6	14	318
Washington.....	33	.....	3	.....	382.00	2	7	252
Wayne.....	54	59	3	.....	434.00	.....	.....	.....
Webster.....	100	180	.....	.....	525.00	2	6	243
Winnebago.....	21	45	.....	.....	174.00	.....	.....	.....
Winneshek.....	200	.....	.....	.....	818.87	2	18	353
Woodbury.....	75	118	1	.....	322.75	.....	.....	.....
Worth.....	51	61	2	.....	111.00	.....	.....	.....
Wright.....	49	95	.....	1	312.50	.....	.....	.....
Total.....	7443	11120	218	123	48,132.30	148	514	15089

* Since January 1, 1874.

ABSTRACT [E]

TEACHERS.

COUNTY.	WHERE HELD.	TIME.		TEACHERS IN ATTENDANCE.		
		Commence ^{se}	Continuing weeks.	Males.	Females.	Total.
1 Adair	Fontanelle.....	Aug. 3	4	8	35	43
2 Adams.....	Corning.....	Aug. 3	4	6	15	21
3 Allamakee.....	Laurens.....	Aug. 10	4	9	23	32
4 Appanoose.....	Centerville.....	Aug. 3	4	18	33	51
5 Audubon.....	Oakfield.....	Aug. 17	3	10	19	29
6 Benton.....	Vinton.....	July 27	5	11	55	66
7 Black Hawk.....	Waterloo.....	Aug. 10	4	20	96	116
8 Boone.....	Boonsboro.....	Aug. 24	2	29	71	100
9 Bremer.....	Waverly.....	Aug. 24	2	20	98	118
10 Buchanan.....	Independence.....	Aug. 10	4	20	90	110
11 Buena Vista.....	.....	.....	.....	.....	.....	.....
12 Butler.....	Clarksville.....	Aug. 17	3	20	72	92
13 Calhoun.....	Manson.....	Oct. 19	2	21	22	44
14 Carroll.....	Carroll.....	Aug. 10	4	11	29	40
15 Cass.....	Atlantic.....	Aug. 24	3	23	46	69
16 Cedar.....	Tipton.....	Nov. 2	1	50	51	101
17 Cerro Gordo.....	Mason City.....	Sept. 21	4	15	51	66
18 Cherokee.....	Cherokee.....	Sept. 7	3	10	28	38
19 Chickasaw.....	.....	.....	.....	.....	.....	.....
20 Clarke.....	Osceola.....	Aug. 4	2	12	37	49
21 Clay.....	Spencer.....	Sept. 14	3	10	43	53
22 Clayton.....	Elkader.....	Aug. 10	4	48	118	166
23 Clinton.....	Waukegan.....	July 6	4	7	62	69
24 Crawford.....	Denison.....	Oct. 12	3	14	27	41
25 Dallas.....	Adel.....	July 27	4	13	60	73
26 Davis.....	.....	.....	.....	.....	.....	.....
27 Decatur.....	Leon.....	July 22	3	6	12	18
28 Delaware.....	Manchester.....	Aug. 17	4	33	127	160
29 Des Moines.....	Burlington.....	July 6	4	12	40	52
30 Dickinson.....	Spirit Lake.....	Mar. 16	1	9	22	31
31 Dubuque.....	Dubuque.....	Aug. 10	3	30	154	184
32 Emmet.....	Estherville.....	Sept. 28	1	7	6	13
33 Fayette.....	Fayette.....	Aug. 3	4	22	147	169
34 Floyd.....	Charles City.....	Aug. 17	3	12	89	101
35 Franklin.....	Hampton.....	Aug. 21	4	7	59	66
36 Fremont.....	Hamburg.....	Oct. 19	1	11	11	22
37 Greene.....	Jefferson.....	Aug. 3	4	16	62	78
38 Grundy.....	Grundy Center.....	Oct. 5	4	14	49	63
39 Guthrie.....	Guthrie Center.....	Aug. 17	4	30	54	84
40 Hamilton.....	Webster City.....	Oct. 5	1½	24	43	67
41 Hancock.....	Concord.....	Sept. 21	3	4	19	23
42 Hardin.....	Iowa Falls.....	Aug. 24	4	40	75	115
43 Harrison.....	Magnolia.....	Sept. 7	2	18	41	59
44 Henry.....	Mt. Pleasant.....	July 6	4	11	75	86
45 Howard.....	Cresco.....	Aug. 24	2	14	87	101
46 Humboldt.....	Humboldt.....	Aug. 10	2	.....	29	29
47 Ida.....	Ida.....	Feb. 9	1	14	8	22
48 Iowa.....	Marengo.....	Aug. 17	4	22	52	74
49 Jackson.....	Maquoketa.....	Aug. 10	3	45	75	120
50 Jasper.....	Newton.....	Aug. 3	3	21	56	77

REPORTS FOR 1874.

NORMAL INSTITUTES.

INSTITUTE FUND.									
RECEIPTS.					EXPENDITURES.				
Exam-ination fees.	Regis-tration fees.	State ap-propriation.	County ap-propriation.	Total.	Instru-ction.	Inciden-tals.	Total.	Unex-pended.	
\$ 48	\$ 43	\$ 50	.....	\$ 141	\$ 130.00	19.00	\$ 149.00	\$ 8.00	1
34	21	50	.....	105	93.20	27.00	120.20	15.20	2
50	32	50	50	182	90.00	28.50	118.50	63.50	3
58	51	50	.....	159	140.00	12.35	152.40	6.60	4
16	29	50	.....	95	85.00	9.00	94.00	1.00	5
27	102	50	100	279	241.00	6.00	257.00	21.10	6
132	116	50	25	323	226.3	44.65	271.00	52.00	7
45	81	50	.....	176	110.00	48.00	158.00	18.00	8
21	118	50	.....	189	138.4	14.90	153.35	35.65	9
67	110	50	.....	227	147.00	65.91	212.91	14.09	10
.....	.....	.....	.....	.....	.....	.....	.....	.....	11
63	92	50	.....	185	136.00	35.50	171.50	3.50	12
47	44	50	.....	141	102.40	28.08	130.08	10.92	13
22	51	50	7	130	130.00	.....	130.00	.....	14
13	69	50	25	157	215.00	27.50	242.50	85.50	15
59	1.1	50	.....	210	70.00	65.50	135.50	74.50	16
48	66	50	150	314	263.00	41.40	304.40	9.60	17
22	38	50	25	135	100.00	33.60	133.60	1.40	18
.....	.....	.....	.....	.....	.....	.....	.....	.....	19
35	49	50	.....	134	117.00	.....	117.00	16.10	20
5	53	50	50	158	117.0	4.00	121.50	36.50	21
67	165	50	100	382	331.15	42.20	373.35	8.65	22
49	69	50	80	248	218.60	14.00	232.60	15.40	23
51	41	50	100	242	13.80	22.50	158.30	83.70	24
27	73	50	47	197	197.00	.....	197.00	.....	25
.....	.....	.....	.....	.....	.....	.....	.....	.....	26
19	13	50	.....	82	60.00	11.75	71.75	10.25	27
28	60	50	125	363	295.00	58.00	353.00	10.00	28
27	52	50	.....	129	248.50	20.00	268.50	139.50	29
.....	.....	.....	.....	50	.....	.....	50.00	.....	30
49	184	50	100	383	265.00	98.00	363.00	19.10	31
17	13	50	.....	80	34.00	11.50	45.50	34.50	32
101	169	50	75	395	375.00	40.00	415.00	23.00	33
21	101	50	175	347	175.00	20.25	195.25	151.75	34
89	54	50	75	268	207.00	61.00	268.00	.....	35
10	22	50	50	132	25.00	3.50	28.50	103.50	36
44	72	50	58	224	170.00	54.00	224.00	.....	37
.....	63	50	150	263	190.00	.....	190.00	75.00	38
75	99	50	98	323	292.00	10.35	302.35	19.65	39
63	.....	50	.....	113	15.00	.....	15.00	98.00	40
31	23	50	50	154	120.00	20.35	140.35	13.65	41
40	115	50	200	405	523.40	26.25	549.65	144.65	42
29	59	50	100	238	20.55	10.90	216.45	21.55	43
40	86	50	.....	176	138.05	27.95	166.00	10.00	44
47	101	50	.....	198	167.35	10.00	177.35	20.65	45
10	29	50	.....	89	80.00	9.00	89.00	.....	46
.....	.....	50	50	50	46.00	2.80	48.80	1.40	47
73	74	50	110	307	265.00	43.35	308.35	1.35	48
83	120	50	.....	253	222.00	30.00	252.00	1.00	49
50	75	50	.....	175	185.00	10.70	195.70	20.70	50

nearly 1, 1874.

ABSTRACT [E]—CONTINUED.
TEACHERS'

COUNTY.	WHERE HELD.	TIME.		TEACHERS IN ATTENDANCE.		
		Commencement.	Continuing weeks.	Males.	Females.	Total.
51 Jefferson	Fairfield	Aug. 10	4	32	70	108
52 Johnson	Iowa City	July 27	3	8	60	77
53 Jones	Wyoming	Aug. 24	2	6	38	44
54 Keokuk	Sigourney	Aug. 10	4	49	128	177
55 Kosuth						
56 Lee	Ft. Madison	Aug. 3	4	10	40	50
57 Linn	Marion	Aug. 10	2	35	148	183
58 Louisa	Grand View	July 27	2	20	49	69
59 Lucas	Chariton	Aug. 3	3	6	43	49
60 Lyon	Rock Rapids	Oct. 5	1	8	12	20
61 Madison	Winterset	Aug. 3	3	25	40	65
62 Mahaska	Oskaloosa	Aug. 3	3	38	118	156
63 Marion	Knoxville	Aug. 3	2	15	30	45
64 Marshall	Marshalltown	Aug. 17	4	35	83	118
65 Mills	Glenwood	Aug. 17	3	25	69	94
66 Mitchell						
67 Monona	Onawa	Mar. 9	1	39	65	104
68 Monona	Onawa	Nov. 10	3			
69 Montgomery	Albia	Mar. 16	1	49	73	122
70 Muscatine	Red Oak	Aug. 3	3	6	45	51
71 O'Brien	Pringhar	Oct. 3	3	15	25	40
72 Osceola	Sibley	Oct. 20	1	4	8	12
73 Page	Clarinda	Aug. 17	2	29	64	93
74 Palo Alto	Emmetsburg	Sept. 7	1	7	25	32
75 Plymouth	Lemars	Feb. 10	1	30	50	80
76 Plymouth	Lemars	Aug. 24	2	6	18	24
77 Pocahontas	Kolfe	Sept. 14	1	4	4	8
78 Polk	Des Moines	July 27	4	29	104	133
79 Pottawattamie	Council Bluffs	Aug. 3	3	19	46	65
80 Poweshiek	Grinnell	Aug. 3				
81 Ringold	Mt. Ayr	Aug. 17	3	23	33	56
82 Sac	Sac City	Oct. 19	2	12	22	34
83 Scott	Davenport	July 27	4	38	54	92
84 Shelby	Harlan	Sept. 21	4	12	21	33
85 Sioux	Orange City	Mar. 2	1	13	10	23
86 Story	Nevada	Aug. 24	2	14	51	65
87 Tama	Toledo	Oct. 12	4	56	114	170
88 Taylor	Bedford	Sept. 7	1	19	35	54
89 Union	Atton	Aug. 17	4	9	32	41
90 Van Buren	Keosauqua	Aug. 24	1	49	61	104
91 Wapello	Ottumwa	July 20	4	23	67	90
92 Warren	Indianola	Aug. 10	3	44	83	127
93 Washington	Washington	Aug. 3	4	26	80	106
94 Wayne	Gordons	Aug. 3	4	36	65	101
95 Webster						
96 Winnebago	Lake Mills	Sept. 14	2	12	1	23
97 Winneshiek	Decorah	July 6	4	15	85	100
98 Woodbury	Sioux City	Aug. 25	2	9	43	52
99 Wright	Northwood	Nov. 2	2	7	23	30
	Clarion	Nov. 3	2	22	31	53
				257	1809	2066

* Overdrawn. † Teachers' Institute. ‡ Average.

REPORTS FOR 1874.

NORMAL INSTITUTES.

INSTITUTE FUND.									
RECEIPTS.					EXPENDITURES.				
Examination fees.	Registration fees.	State appropriation.	County appropriation.	Total.	Instruction.	Incidentals.	Total.	Unexpended.	
\$ 31	\$ 41	\$ 50	\$ 75	\$ 247	\$ 163.00	\$ 78.68	\$ 241.68	\$ 5,32.51	
55	77	50	100	282	261.00	26.75	287.75	*5,75.52	
15	43	50		106	100.00		100.00	6.00.53	
81	173	50		304	288.00	10.50	298.50	5.50.54	
									55
									56
38	184	50	100	371	300.00	63.00	363.00	8.00.57	
54	69	50		173	180.00	5.30	185.30	12.30.58	
40	48	50		138	130.00	15.00	145.00	7.00.59	
15	10	50		75	47.00		47.00	61.00	
15	65	50		130	130.00	27.50	157.50	*27.50.61	
27	141	50		218	218.00	4.00	222.00	*4.00.62	
30	45	50		125	117.00	8.00	125.00		63
82	118	50	150	400	231.00	157.00	388.00		64
9	94	50	46	199	151.50	15.20	166.70	32.30.65	
									66
									67
									68
23	82	50		155	123.20	23.50	146.70	8.30.69	
									70
30	40	50	72	192	150.00		150.00	42.00.71	
10	8	50		68	44.32	23.68	68.00		72
84	100	50		234	185.00	10.80	195.80	38.20.73	
42	26	50		118	52.35	1.20	53.55	64.45.74	
30	24	50	37	141	105.00	31.50	136.50	4.50.75	
18	8	50		76	63.70	12.30	76.00		76
93	119	50		267	175.00	92.00	267.00		77
39	65	50		164	284.00	18.25	302.25	15.75.78	
									79
22	53	50		125	78.00	12.00	90.00	55.00.80	
14	34	50	50	148	80.00	1.20	81.20	60.80.81	
64	92	50	100	306	233.50	69.9	303.40	2.60.82	
47	33	50		130	65.00	11.45	76.45	53.55.83	
									84
									85
47	65	50		162	125.75	25.30	151.05	10.95.85	
77	170	50	125	422	300.00	62.16	362.16	59.84.86	
35	54	50		139	50.00	5.70	55.70	83.80.87	
48	41	50	75	214	185.00	21.85	206.85	7.15.88	
98	104	50		252	60.00	37.00	97.00	155.00.89	
37	88	50	100	275	236.50	24.00	260.50	14.50.90	
92	127	50		269	196.75	30.00	226.75	42.25.91	
75	166	50	106	337	314.00	15.00	329.00	8.00.92	
53	101	50		204	178.89	5.00	183.89	20.11.93	
									94
									95
									96
40	100	50	150	340	285.00	27.20	312.20	27.80.96	
46	52	50		148	70.00	63.61	133.61	14.30.97	
32	30	50		112	101.00		101.00	11.00.98	
61	53	50		164	105.00		105.00	59.00.99	
\$ 3,694					\$ 14,196.61				
\$ 6,230					\$ 2,256.07				
\$ 4,560					\$ 16,452.73				
\$ 3,575					\$ 2,479.32				
\$ 17,947									

* Overdrawn.

ABSTRACT [E]—CONTINUED.

TEACHERS'

COUNTY.	CONDUCTOR.	ASSISTANT INSTRUCTORS.
1 Adair.....	Martha Foster.....	J. G. Culver, Miss Mary Childs.....
2 Adams.....	J. M. Greene.....	J. C. Prehm.....
3 Allamakee.....	J. Langhran.....	J. W. Hinchon, D. A. Mizener, D. Eells.....
4 Appanoose.....	H. L. Grant.....	Miss L. Bangham.....
5 Audubon.....	H. G. Smith.....	Col. A. H. Chase, E. Majors.....
6 Benton.....	John McCarty.....	E. Ketchum, S. T. Shortess, Mary E. Wilson.....
7 Black Hawk.....	A. F. Townsend.....	Mrs. L. P. Townsend, A. D. Webb, T. h. Hamlin, Mrs. T. A. Rose.....
8 Boone.....	T. P. Coin.....	B. F. Hood, J. L. Curran, J. N. Reynolds, J. Thompson, Miss Doraw, Miss Lyman.....
9 Bremer.....	Irwin Shepard.....	D. C. Chamberlin, Miss E. M. Washburn, H. W. E. Parker, M. J. Goodrich.....
10 Buchanan.....	Amos Row.....	J. W. Stewart, A. W. McReady, J. E. Davis, F. E. L. Hobbs.....
11 Butler.....	A. W. Stuart.....	W. E. Steigerwalt, M. Gibney.....
12 Calhoun.....	D. Heagle.....	Miss L. G. Lovell, Dr. Thompson, Dr. Emmett, E. U. Cook, W. T. Stubbs, E. M. Elliott, W. Robinson, Miss E. Tabor, Miss J. Robb.....
13 Carroll.....	C. W. von Coelln.....	Mrs. J. C. Gilchrist, Mrs. J. B. Dakin, Mrs. Ira C. Kling.....
14 Cass.....	J. Piper.....	W. F. Harriman, W. F. Rose, M. Bumgardner, Wm. Osmond, A. P. Jenks.....
15 Cedar.....	J. C. Gilchrist.....	E. B. Clark, J. E. Chase.....
16 Cerro Gordo.....	J. C. Gilchrist.....	W. H. Holford, W. G. Spencer, Miss M. Murdoch, C. P. Clark, Miss Jessie Brown.....
17 Cherokee.....	D. Heagle.....	Lucy Curtis, C. F. Gates, Miss M. J. Powers.....
18 Clarke.....	R. A. Harkness.....	J. F. Escher, M. Gibney, E. W. Sargent.....
19 Clay.....	E. Baker.....	Francis Boyd, J. M. Crocker.....
20 Clayton.....	J. F. Thompson.....	A. Frazier, T. W. Silvers.....
21 Clinton.....	Henry Sabin.....	J. W. Kelsey, B. F. Merten, J. Piper.....
22 Crawford.....	Z. T. Hawk.....	W. H. Hopkirk, Miss A. L. Reeder, A. E. Millsbaugh, A. B. Capp.....
23 Dallas.....	J. B. White.....	Rev. J. R. Upton, R. A. Smith, W. F. Pillsburg, C. G. Kretschmer, D. B. Fox, J. A. Edwards, Miss L. A. McPoland.....
24 Decatur.....	R. A. Harkness.....	Mrs. H. M. Farnum, Mrs. F. E. Allen.....
25 Delaware.....	J. Wernli.....	R. S. Avann, Mrs. J. C. Quivey, W. W. Quivey.....
26 Des Moines.....	J. W. C. Jones.....	S. B. Carey.....
27 Dickinson.....	A. W. Osborne.....	J. S. Howell, C. W. Gould, W. B. Meek.....
28 Dubuque.....	O. A. Brownson.....	Dr. A. G. Riley.....
29 Emmet.....	E. H. Ballard.....	J. R. Mort, G. R. Stoddard.....
30 Fayette.....	J. C. Gilchrist.....	J. A. Nash, Mrs. J. B. Hatch, M. B. Simons.....
31 Fayette.....	R. H. Holbrook.....	G. Woodward, G. Potter, E. Baker.....
32 Franklin.....	Alva Bush.....	J. W. Stephens, L. S. McCoy, C. R. Bales, F. A. Moore, H. C. Gilchrist.....
33 Fremont.....	E. J. H. Beard.....	S. D. Gaylord, Miss Clara King.....
34 Greene.....	Wm. Elden.....	E. Baker, B. L. Cozier, S. L. Howe, S. Sutton, Rebecca Van Treas, Anna E. Packer.....
35 Grundy.....	S. D. Gaylord.....	L. T. Weld, Miss Flora Gialhart.....
36 Guthrie.....	L. S. Thompson.....	D. B. Stone, F. L. Harvey.....
37 Hamilton.....	C. A. Howd.....	J. E. Wirick.....
38 Hancock.....	Z. T. Hawk.....	C. L. Porter, W. M. Colby, Miss L. Edwards, L. B. Boughman.....
39 Hardin.....	J. C. Gilchrist.....	Mrs. A. B. Darling, J. W. Fleming, A. E. David Edmunson.....
40 Harrison.....	J. D. Hornby.....	(Carhart.....
41 Henry.....	J. M. Mansfield.....	
42 Howard.....	Sanford Niles.....	
43 Humboldt.....	J. Stevens.....	
44 Ida.....	J. E. Wirick.....	
45 Iowa.....	J. Valentine.....	
46 Jackson.....	D. A. Fletcher.....	
47 Jasper.....	G. Wedgewood.....	

REPORTS FOR 1874.

NORMAL INSTITUTES.

LECTURES

Prof. S. E. Goldthwait, C. M. Greene.....	1
C. M. Greene.....	2
A. M. May, M. V. Burdick, J. S. Crawford, C. E. White.....	3
H. L. Burnell, Dr. R. Stephenson.....	4
Col. A. H. Chase, Geo. S. Wedgewood, B. F. Thacker.....	5
Rev. Mr. Phelps, T. Tobin, Rev. I. T. West, Amos Dean, S. A. Knapp.....	6
Alonzo Abernethy, A. B. Kendig, J. J. Hall, Dr. I. Ball, D. W. Crouse, Rev. J. T. Crippin, W. Palmer.....	7
Gov. C. C. Carpenter, Hon. Jackson Orr, Rev. Mr. Jones, Rev. Mr. Cook, Martin Collins.....	8
Hon. G. W. Ruddick, Irwin Shepard, Rev. F. Humphrey, Clarkson Davis.....	9
Rev. M. Marsh, Dr. J. A. White, Jed Lake, E. H. Ely.....	10
A. W. Stuart, J. W. Stewart, Rev. W. R. Smith.....	11
Alonzo Abernethy, D. Heagle, Rev. Wm. Rose, Dr. H. Young.....	12
C. W. von Coelln, Rev. Mr. Phillips, Rev. Mr. Porter, Miss Ella J. Meade.....	13
Alonzo Abernethy, Pres. A. S. Welch, Rev. M. Hill, Rev. Mr. Kephart.....	14
W. E. Crosby, J. Piper, S. A. Knapp.....	15
W. E. Crosby, John Avery, J. C. Gilchrist.....	16
Alonzo Abernethy, Rev. W. F. Rose, Dr. R. L. Cleaves, Rev. A. W. Hilton.....	17
C. M. Greene, Mr. Steadman, H. C. Ayres, R. A. Harkness.....	18
Alonzo Abernethy, E. Baker.....	19
Alonzo Abernethy, J. F. Thompson, J. O. Crosby, J. Briggs, W. G. Spencer.....	20
Rev. H. L. Stanley, C. M. Bice, Rev. L. Curtis, R. Edwards, H. Sabin, H. H. Freer, T. H. McBride, Rev. J. G. Cowden.....	21
Alonzo Abernethy, J. Fred. Meyers.....	22
J. W. Monser, C. M. Greene.....	23
Francis Varga, A. Frazier, A. Wilson.....	24
Alonzo Abernethy, W. E. Crosby, J. Wernli, J. Piper.....	25
Prof. L. E. Wortman, A. M. Antrobus.....	26
Rev. J. R. Upton, R. B. Nicol, Mrs. H. N. Morse.....	27
Alonzo Abernethy, Rev. A. Countryman, W. H. Beach, M. M. Trumbull, H. D. Day, McLaury.....	28
Alonzo Abernethy, J. C. Gilchrist, J. Piper, W. E. Crosby, Mr. Ingham.....	29
Rev. G. A. Paddock, R. H. Holbrook.....	30
Alonzo Abernethy, C. M. Greene, M. Gibney, Rev. B. B. Taylor, A. Bush.....	31
E. J. H. Beard, T. J. Noble, L. Linkinfelter, C. B. Ellis.....	32
James Henderson, Pres. A. S. Welch, Dr. E. R. Hutchins, Rev. Mr. Dunning.....	33
Alonzo Abernethy, C. R. French, E. P. Baker, J. M. Rea.....	34
Alonzo Abernethy, C. M. Greene, Hon. John A. Kasson, Rev. J. A. Nash.....	35
N. Brown, G. Ranson, B. R. Baker.....	36
W. Palmer, Prof. S. N. Fellows, L. S. McCoy, J. C. Gilchrist, C. M. Greene, C. C. Nestlerode.....	37
F. D. Gaylord, M. Gibney.....	38
E. Baker, C. F. Dikeman, W. Palmer, C. C. Pickett, J. Piper, Mrs. Belle Mansfield.....	39
Sanford Niles, L. T. Weld.....	40
Dr. S. N. Fellows, C. L. Porter, W. E. Crosby, J. Valentine, L. F. Parker, J. Wilson.....	41
Prof. H. H. Freer, Dr. S. N. Fellows, D. A. Fletcher, J. W. Fleming.....	42
G. S. Wedgewood, T. B. Newby, Dr. Ingle, Dr. Busby.....	43
	44
	45
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	47

ABSTRACT [E]—CONTINUED.

TEACHERS.

COUNTY.	CONDUCTOR.	ASSISTANT INSTRUCTORS.
48 Jefferson.....	J. K. Sweeney.....	Sue Forsyth, R. M. Fish, R. G. Gilson.....
49 Johnson.....	C. P. Rogers.....	J. Macy, Miss L. G. Lovell.....
50 Jones.....	C. D. Mowry.....	Miss M. L. Skyes.....
51 Keokuk.....	E. R. Eldridge.....	J. K. Pickett, Miss Mary E. Deering, J. A. Thompson, H. D. Todd, Emma M. Pickett.....
52 Lee.....		
53 Linn.....	T. H. Smith.....	J. W. McCallan, Dr. Shumaker, Mrs. Mary Clark, Miss S. A. Phelps.....
54 Louisa.....	E. R. Eldridge.....	P. Ritner, J. A. Kennedy, J. A. Thompson.....
55 Lucas.....	J. J. Allen.....	Mrs. R. A. Stewart, L. M. Hastings, E. Baker.....
56 Lyon.....	W. S. Peile.....	I. F. Eccleston, I. R. P. Thompson, L. A. Ball, H. Kelso, Miss E. Penman.....
57 Madison.....	Mrs. M. K. Morey.....	E. R. Zeller, C. M. Pinkerton.....
58 Mahaska.....	J. W. Woody.....	Wm. Lytle, D. R. Moore, M. R. Jordan, S. S. Kemble, Mrs. L. Mott, J. W. Johnson.....
59 Marion.....	J. Langbridge.....	E. E. Cory, J. Y. Atherton.....
60 Marshall.....	C. Robinson.....	Dr. A. G. Riley, E. Baker, J. B. Jennings, Mrs. Buckland, Miss A. Giffard.....
61 Mills.....	J. D. Hornby.....	G. L. Houghton, Dr. O. W. Archibald.....
62 Monona.....	E. Baker.....	L. H. Pangburn.....
63 Monroe.....	E. Baker.....	T. G. Kelley, T. R. Cole.....
64 Montgomery.....	W. P. Pattison.....	E. A. Haight, G. C. George.....
65 O'Brien.....	E. Baker.....	[Moore].....
66 Osceola.....	J. M. Jenkins.....	W. J. Miller, I. N. Gardner, C. H. Buil, H. N. J. A. Woods, E. Milner, Miss M. L. Bennett.....
67 Page.....	H. Woten.....	
68 Palo Alto.....	O. H. Baker.....	
69 Plymouth.....	J. A. Harroun.....	W. H. Stone, Miss L. J. Howard, J. C. Buchanan.....
70 Pocahontas.....	O. H. Baker.....	O. L. Strong..... [son, A. N. Ozias]
71 Polk.....	D. G. Perkins.....	E. M. Cotton, N. E. Goldthwait, J. H. Thompson.....
72 Potawatomi.....	J. D. Hornby.....	G. S. Massey.....
73 Poweshiek.....	S. J. Buck.....	
74 Ringgold.....	Aaron Fraiser.....	Miss Sade Pollok, J. H. Lavery, E. M. Gard.....
75 Sac.....	C. M. Greene.....	D. J. McDaid, John Dobson.....
76 Scott.....	J. Baldwin.....	J. J. Nagle, J. R. Bowman, W. H. Pratt, P. S. Morton, Miss L. O. Barrett.....
77 Shelby.....	A. N. Buckman.....	P. C. Truman, E. J. Fenton, Julia Davis.....
78 Sioux.....	E. Baker.....	S. Kuyper, Dr. E. O. Plumb, Miss S. Fitch.....
79 Story.....	N. E. Goldthwait.....	J. M. Mehan, J. G. Weatherly, Mrs. M. E. Boynton, Dilla Litson.....
80 Tama.....	A. H. Sterrett.....	Mrs. N. M. Rich, Mrs. A. H. Sterrett, Charles Robinson, D. S. Glidden.....
81 Taylor.....	C. M. Greene.....	D. L. Chaney, W. P. Nelson, Miss Goodsell, Miss Works.....
82 Union.....	C. G. Snelling.....	J. M. Abbott..... [Dr. Looper]
83 Van Buren.....	J. Baldwin.....	J. W. Cullison, N. V. Harlan, A. McDonald.....
84 Wapello.....	W. Palmer.....	J. M. Rheem, Mrs. M. A. Peck, H. C. Hollingsworth.....
85 Warren.....	Dr. J. L. Enos.....	C. C. Chamberlin.....
86 Washington.....	D. S. Hurd.....	D. W. Lewis, Alex. Stephen, Miss J. Croys, Mr. J. Thompson.....
87 Wayne.....	C. H. Dutcher.....	W. P. Burdick.....
88 Winnebago.....	A. H. Chase.....	[Lawton].....
89 Winnebago.....	J. Breckenridge.....	J. H. Carroll, Miss A. E. Bucklin, Miss E. L. S. Rogers, M. A. Abernethy, J. S. Weaver.....
90 Woodbury.....	A. R. Wright.....	
91 Worth.....	C. M. Greene.....	
92 Wright.....	E. Baker.....	

REPORTS FOR 1874.

NORMAL INSTITUTES.

LECTURERS.

Alonzo Abernethy, E. Baker, W. Palmer.....	48
W. E. Crosby, Dr. S. N. Fellows.....	49
Rev. O. E. Aldrich.....	50
E. H. Fly, E. Baker, E. S. McLeod, Dr. S. W. Hull, E. R. Eldridge, J. A. Bonnell.....	51
Dr. Shumaker, T. H. Smith, Hon. J. B. Young, Rev. C. H. Bissell.....	52
E. R. Eldridge, C. M. Greene, H. G. Frye, Clarkson Davis.....	54
Alonzo Abernethy, J. C. Mitchell, Rev. R. M. Sturgeon, C. C. Carpenter.....	55
I. F. Eccleston, I. K. P. Thompson.....	56
C. M. Greene, E. R. Zeller.....	57
B. W. Johnson, L. McMillin, M. Gibeay, W. E. Crosby, Hon. C. Stoddard.....	58
Gov. C. C. Carpenter.....	59
Gov. C. C. Carpenter, J. Piper, W. Palmer, E. Baker.....	60
Alonzo Abernethy, Pres. A. S. Welch, Gov. C. C. Carpenter, J. Allender.....	61
E. Baker, C. N. Lyman, J. D. Hornby.....	62
E. Baker, Clarkson Davis, C. Robinson, B. F. Youn.....	63
Alonzo Abernethy, Gov. C. C. Carpenter, G. C. George, E. L. Kelley.....	64
D. A. W. Perkins, W. E. Caton.....	65
Rev. B. A. Dean, J. F. Glover.....	66
Rev. J. M. Holmes, Rev. M. Morrison, W. P. Pattison, W. P. Jeffrey.....	67
O. H. Baker, A. L. Day.....	68
E. H. Avery.....	69
Hon. Owen Bromley.....	70
Rev. W. J. Gill, Rev. J. A. Nash, Dr. W. H. Dickinson, Dr. R. M. Stone.....	71
Pres. A. S. Welch, Gov. C. C. Carpenter, Alonzo Abernethy.....	72
Aaron Fraiser.....	73
Alonzo Abernethy, C. M. Greene.....	74
J. Baldwin, P. S. Morton.....	75
Alonzo Abernethy.....	76
D. A. W. Perkins, S. Kuyper, H. Hosper, Dr. E. O. Plumb.....	77
Gov. C. C. Carpenter, P. M. Sutton, Col. J. Scott, C. M. Greene, M. Gibeay.....	78
A. Abernethy, W. S. Messmer, J. W. Clinton, S. N. Fellows, F. Hurd.....	80
C. M. Greene.....	81
B. F. Bush, Wm. Calloun, C. M. Greene.....	82
Prof. J. Baldwin, G. W. Cullison.....	83
J. Baldwin, W. E. Crosby, C. M. Greene, E. Baker, Rev. A. Axline.....	84
Dr. J. L. Enos, Rev. Mr. Swope, C. M. Greene.....	85
W. Palmer, Dr. J. McKee, Rev. Mr. Taggart, E. F. Brockway, E. Baker.....	86
C. H. Dutcher, C. M. Greene.....	87
Judge S. Page, W. E. Crosby, J. Langhran, A. Beadle, Mrs. M. M. Johnson.....	88
E. H. Hubbard, R. H. Stone, L. S. Fawcett.....	89
C. M. Greene, Dr. N. L. Keene.....	90
E. Baker, J. D. Sands.....	91
	92

ABSTRACT [A]

SCHOOL

COUNTY.	DISTRICTS.			SCHOOLS.			TEACHERS.			
	District Townships.	Independent Districts.	Sub-districts.	Ungraded.	Graded.	Av. duration, months.	Number em- ployed.		Av. monthly compensation.	
							Males.	Females		
1 Adair	16	8	80	80	12	5.5	62	183	\$36.76	\$ 31.15
2 Adams	11	7	66	67	3	7	49	96	37.27	27.60
3 Allamakee	12	49	74	119	3	6.8	58	157	35.68	23.07
4 Appanoose	13	29	90	115	3	6.25	103	95	36.88	26.44
5 Audubon	9	1	30	35	1	7.1	16	22	34.18	30.67
6 Benton	14	59	124	180	5	7	107	228	35.92	27.84
7 Black Hawk	14	27	107	136	7	7.5	82	227	41.87	26.97
8 Boone	16	10	137	129	5	6.8	79	145	38.08	29.02
9 Bremer	6	59	41	99	6	7.55	49	164	29.73	23.03
10 Buchanan	14	22	111	128	7	7.3	78	206	34.19	24.45
11 Buena Vista	14	7	53	59	1	5.7	32	62	32.64	28.42
12 Butler	16	36	83	114	7	7.1	69	162	33.89	26.34
13 Calhoun	8	1	63	66	1	7.77	37	54	31.68	29.55
14 Carroll	15	1	63	66	2	6.5	52	54	39.24	32.24
15 Cass	16	2	97	99	2	7.2	63	78	41.19	31.52
16 Cedar	12	42	96	130	8	7.4	94	184	42.03	28.77
17 Cerro Gordo	9	3	56	69	4	8	32	91	46.42	28.86
18 Cherokee	14	1	62	62	1	6.45	37	73	33.33	29.50
19 Chickasaw	5	51	46	87	6	6.4	55	122	33.87	22.99
20 Clarke	10	16	71	80	3	6.2	56	99	34.19	26.73
21 Clay	9	1	55	54	1	5.74	43	58	30.00	24.91
22 Clayton	9	22	135	149	11	7.5	111	169	39.70	27.70
23 Clinton	18	36	131	165	5	7.3	99	241	42.74	27.81
24 Crawford	18	74	75	1	7.17	57	79	79	35.48	29.78
25 Dallas	14	29	100	122	7	6.45	100	151	39.48	32.63
26 Davis	9	43	59	102	2	6.2	99	91	33.94	25.36
27 Decatur	11	35	66	102	2	6.4	91	105	36.11	23.85
28 Delaware	14	22	101	118	4	7.2	73	180	38.85	25.19
29 Des Moines	6	58	27	87	8	7.2	71	148	40.97	30.82
30 Dickinson	11	2	27	30	.....	6.5	16	38	39.97	25.43
31 Dubuque	11	45	64	112	13	8	63	180	40.32	26.58
32 Emmet	9	24	24	24	.....	5.8	16	21	25.91	27.00
33 Fayette	14	58	102	155	6	7	84	229	34.04	23.24
34 Floyd	11	13	91	96	6	7.2	40	150	44.69	52.42
35 Franklin	10	29	52	79	2	5.2	38	91	37.43	25.29
36 Fremont	12	6	98	97	5	7.4	93	113	45.90	33.19
37 Greene	13	11	86	91	2	6.5	50	105	39.81	28.54
38 Grundy	12	2	100	100	.....	7.1	64	113	29.85	28.12
39 Guthrie	14	9	110	116	4	6.5	104	125	36.55	29.52
40 Hamilton	11	8	64	75	2	7	54	87	35.56	28.36
41 Hancock	7	.....	15	35	.....	7.1	18	43	35.19	29.89
42 Hardin	9	57	57	113	4	6.8	72	161	37.88	28.30
43 Harrison	17	19	83	98	7	7.3	80	98	42.39	33.67
44 Henry	5	65	41	97	12	6.9	71	166	36.67	25.59
45 Howard	11	9	60	70	2	7.2	39	101	41.37	25.70
46 Humboldt	10	7	43	52	.....	5.7	16	68	27.94	24.10
47 Ida	4	.....	12	13	.....	7	12	10	34.3	32.50
48 Iowa	10	61	69	121	10	6.9	106	145	34.94	26.98
49 Jackson	14	44	100	141	5	7	89	355	35.80	24.62
50 Jasper	17	27	141	161	7	7.3	116	251	41.62	28.98

REPORTS FOR 1875.

STATISTICS.

Between the ages of 5 and 21 years.		PUPILS.		SCHOOL-HOUSES.				Value of appa- ratus.	No. of volumes in library.			
		Males.	Fem's	Enrolled in public schs.	Total average attendance.	Cost of int- eriors per pup. per ann.	Number.					
							Frame	Brick.	Stone.	Log.		
1640	1414	2188	1072	2,888	88	.....	.....	.....	51,600	1,348	64	1
1526	1443	2408	1297	2,311	66	.....	.....	.....	42,425	519	.....	2
4124	3851	5979	3244	1,139	85	1	.....	.....	81,214	1,680	.....	3
3814	3406	5559	3186	1,501	111	3	.....	.....	81,005	1,870	15	4
553	508	808	417	3,45	34	.....	.....	.....	22,620	1,285	.....	5
4671	4267	6721	3867	1,80	191	2	1	.....	121,428	465	156	6
4402	4155	6943	3975	1,75	127	9	9	.....	168,770	2,364	77	7
3357	3069	3562	2700	2,26	111	5	.....	1	90,618	1,224	16	8
2633	2400	3868	2202	1,63	87	10	7	.....	76,800	418	.....	9
3496	3337	4824	2869	1,72	132	4	.....	.....	114,360	1,853	71	10
701	613	1004	577	3,75	57	1	.....	.....	47,400	710	543	11
2399	2133	3499	2128	1,89	110	1	2	.....	69,953	1,530	.....	12
638	636	1014	573	3,80	40	1	.....	.....	26,545	1,399	256	13
1205	1076	1445	755	4,51	61	.....	.....	.....	40,520	3,194	41	14
2145	1916	3068	1830	2,73	98	3	.....	.....	79,095	712	181	15
3819	3489	5769	3455	1,63	128	11	1	.....	110,405	2,076	94	16
1378	1253	1962	1125	2,22	60	.....	16	.....	72,450	2,065	517	17
769	700	1051	708	4,00	69	1	.....	.....	41,186	1,360	15	18
2425	2233	3492	1805	1,79	86	1	2	.....	58,700	1,821	121	19
2192	1950	2982	1736	1,80	59	23	.....	1	54,530	630	.....	20
649	619	966	528	1,18	52	.....	.....	.....	21,345	674	900	21
5713	5590	7646	4323	1,44	103	21	22	14	150,190	3,584	153	22
6826	6653	9725	5804	1,63	157	9	4	.....	225,042	2,507	423	23
1243	1134	1784	1055	3,13	70	5	.....	.....	52,120	2,176	284	24
3093	2777	4581	2557	1,99	127	3	.....	1	104,323	2,372	.....	25
3371	3290	5054	2937	1,15	85	5	11	.....	49,995	208	.....	26
2879	2633	4228	2367	1,41	60	19	9	.....	50,888	382	26	27
3188	3191	4850	3191	1,58	100	16	3	1	105,445	1,347	39	28
5901	5892	7228	4131	1,61	54	24	16	.....	193,409	2,712	30	29
375	341	553	327	1,16	32	.....	.....	.....	21,423	230	.....	30
8262	8679	7979	5267	1,46	77	17	23	8	256,630	3,561	342	31
307	290	417	197	4,80	50	.....	.....	.....	16,150	195	66	32
4217	3975	5955	3987	1,56	132	10	11	3	97,795	754	151	33
2510	2407	3791	1904	1,91	77	3	11	1	104,530	453	45	34
1582	1497	2238	1427	2,86	73	3	6	.....	62,130	1,035	1	35
2941	2649	4103	2268	1,87	93	7	.....	.....	85,235	995	.....	36
1619	1435	2506	1288	3,37	78	2	.....	.....	59,201	295	.....	37
1920	1707	2242	1169	3,83	99	.....	.....	.....	57,586	500	.....	38
1930	1703	3239	1737	2,78	114	.....	.....	.....	67,730	1,373	55	39
1621	1462	2210	1311	2,35	77	1	1	.....	43,756	572	39	40
343	346	533	317	4,39	32	2	.....	.....	17,425	622	148	41
3224	3042	4342	2896	1,08	107	5	3	.....	73,295	757	65	42
2371	2224	3899	2068	2,68	90	7	.....	.....	84,268	1,457	174	43
4137	3901	5936	3404	1,19	81	28	1	1	132,993	537	53	44
1655	1539	2506	1343	1,92	66	3	1	.....	45,825	968	447	45
773	659	1040	637	2,47	43	1	2	.....	28,785	850	80	46
121	137	1183	108	1,51	13	.....	.....	.....	11,000	400	.....	47
3519	3327	5571	3491	1,43	114	13	1	.....	83,660	2,117	486	48
4622	4448	6990	4347	1,55	100	15	23	8	113,488	2,880	203	49
4986	4533	7300	4330	1,48	161	4	.....	.....	168,125	1,943	79	50

ABSTRACT [A]—CONTINUED.

SCHOOL.

COUNTY.	DISTRICTS.		SCHOOL.			TEACHERS.			
						Number employed.		Av. monthly compensation.	
	Townships.	Independent Districts.	Sub-districts.	Ungraded.	Graded.	Males.	Females.	Males.	Females.
51 Jefferson	9	27	65	88	6	72	137	35.87	25.0
52 Johnson	15	47	112	163	4	71	222	32.40	24.9
53 Jones	10	68	81	135	6	6.8	86	194	33.38
54 Keokuk	2	116	24	110	8	6.5	103	148	35.31
55 Kossuth	8	1	65	66	1	7.1	54	82	31.52
56 Lee	11	35	69	102	10	6.5	66	167	41.15
57 Linn	14	47	128	172	10	6.3	107	291	35.56
58 Louisa	9	28	51	69	6	7.6	58	92	40.72
59 Lucas	4	57	29	65	1	6.5	64	81	34.89
60 Lyon	7	32	33	.....	7	9	26	34.30	30.67
61 Madison	13	22	95	110	2	6.7	76	146	37.66
62 Mahaska	10	60	72	122	10	7.2	86	171	37.61
63 Marion	6	103	35	118	4	6.6	106	145	34.69
64 Marshall	12	53	88	135	11	7	118	158	41.75
65 Mills	5	49	24	72	2	7.1	57	90	40.09
66 Mitchell	9	30	57	75	3	7.3	55	101	39.11
67 Monona	17	1	66	70	1	6.5	57	54	37.44
68 Monroe	8	33	60	90	1	6.4	58	108	35.73
69 Montgomery	12	3	90	84	3	6.8	60	99	40.77
70 Muscatine	11	22	69	88	9	7.8	76	141	43.22
71 O'Brien	9	51	49	.....	6.5	27	47	33.00	28.70
72 Osceola	8	31	34	.....	3.8	6	32	27.00	24.34
73 Page	12	29	93	118	4	6.6	83	128	40.32
74 Palo Alto	14	63	63	.....	6	27	67	29.97	25.60
75 Plymouth	14	1	68	71	2	6.9	39	58	38.38
76 Pocahontas	12	50	55	.....	6.6	27	64	30.10	27.11
77 Polk	12	46	93	133	11	6.7	113	187	41.19
78 Pottaw'tomie	22	2	115	114	10	7.4	98	119	39.47
79 Poweshiek	14	23	110	127	3	7.2	103	167	39.56
80 Ringgold	12	32	78	99	3	6.7	88	99	30.64
81 Sac	8	42	41	.....	1	6.8	17	30	35.11
82 Scott	13	26	75	97	15	8.7	106	148	47.05
83 Shelby	16	1	63	64	.....	6.2	60	50	33.87
84 Sioux	10	54	53	.....	5.5	29	38	31.13	30.42
85 Story	15	12	108	113	4	7	78	142	37.95
86 Tama	14	57	105	153	4	6.7	115	190	35.39
87 Taylor	16	2	106	96	2	6.8	68	121	36.47
88 Union	12	2	91	76	3	7.5	51	74	38.22
89 Van Buren	9	45	73	111	7	6.5	87	132	38.60
90 Wapello	8	45	50	84	12	7.5	69	111	39.39
91 Warren	7	84	46	123	3	6.1	117	139	37.03
92 Washington	6	82	47	124	5	6.9	98	177	34.57
93 Wayne	12	33	69	96	4	6.8	85	96	36.21
94 Webster	18	21	78	105	1	7	69	131	32.67
95 Winnebago	4	1	17	17	1	6.7	16	14	39
96 Winneshiek	13	36	92	121	9	6.3	73	173	41.22
97 Woodbury	15	9	67	66	2	6.9	44	89	44.65
98 Worth	10	1	44	44	1	6.8	16	63	30.53
99 Wright	11	47	12	.....	7	37	58	33.58	26.99
Totals	1134	2536	7062	9203	407	6.8	6500	11645	36.68

REPORTS FOR 1875.

STATISTICS.

Between the ages of 5 and 21 years.		PUPILS.				SCHOOL-HOUSES.				Value of appa- ratus.	No. of volumes in libraries.
		Enrolled in public schs.	Total average attendance.	Av. cost of tuition per mo. per pupil.	Number.						
					Frame	Brick.	Stone.	Log.			
Males.	Fem's								Value.		
3323	3249	4818	2845	\$ 1.29	86	7	.....	.....	\$ 113,890	42	235.5
5256	5055	7996	4068	1.40	147	13	3	.....	141,865	2,233	101
4318	4235	6018	3061	1.38	119	7	5	6	98,895	1,789	174
4083	3870	5032	3747	1.29	129	5	3	.....	103,220	1,171	34.5
749	755	1167	547	5.47	58	.....	.....	.....	34,450	1,207	514.5
7184	7263	7422	5062	1.30	58	28	10	2	223,045	1,140	115.5
6429	6398	8680	5540	1.40	153	28	3	.....	231,954	1,417	722.5
2628	2412	3867	2249	1.53	73	4	1	.....	54,775	551	5.5
2394	2346	3003	2032	1.66	85	1	.....	.....	59,020	262	50
280	251	338	223	5.89	24	.....	.....	.....	28,050	80	0
3432	3042	5191	2853	1.80	92	.....	21	.....	103,555	585	153.6
4757	4495	7637	4392	1.36	120	16	.....	.....	182,930	1,400	54
4784	4484	6354	3674	1.40	116	6	2	.....	76,557	70	63
3833	3598	5276	3473	2.87	126	16	.....	.....	140,150	2,267	100.6
2286	2090	2960	1718	1.82	70	3	.....	.....	68,755	1,050	16
2418	2044	3269	1876	1.79	68	11	5	2	72,275	1,030	25.6
1182	1173	1852	1116	2.81	65	2	.....	.....	53,075	2,007	323.6
2849	2646	3471	2222	1.48	85	2	4	.....	63,048	264	2.6
1963	1867	2956	1783	2.40	77	5	1	.....	79,675	90	6
4143	3961	6007	3867	1.48	81	14	1	.....	146,790	3,030	205.7
435	433	728	369	4.55	39	6	.....	.....	30,875	75	.....
329	316	485	299	3.52	33	.....	.....	.....	4,885	72	7
2832	2616	4194	2444	2.02	107	3	.....	.....	98,505	1,809	1290.7
617	563	1078	582	3.66	53	.....	.....	.....	24,308	1,968	.....
1023	1015	1542	1123	5.73	71	.....	.....	.....	40,277	2,346	50.7
462	448	680	341	4.35	49	1	2	.....	26,505	345	70
6279	5993	8424	4769	1.72	134	10	.....	.....	343,095	1,037	126.7
3791	3803	4992	3039	2.63	97	31	1	.....	182,705	2,348	574.7
3375	3095	4921	2719	1.73	129	.....	.....	.....	95,975	725	60.7
1680	1561	2493	1361	1.98	103	.....	.....	.....	38,740	725	88
649	648	904	395	2.07	42	4	.....	.....	38,999	954	8
7457	7306	9082	5505	1.88	94	11	6	.....	385,885	4,000	445.8
1182	1127	1666	943	2.69	54	4	.....	.....	29,260	799	23.8
722	624	939	570	3.83	51	.....	.....	.....	25,215	1,099	449.8
2695	2558	4049	2332	1.46	105	12	.....	.....	82,925	2,048	130.8
3559	3241	5342	3059	1.82	154	4	3	.....	94,158	815	20
2437	2130	3905	2178	2.13	97	1	1	.....	73,580	610	224.8
1832	1783	2785	1806	1.97	82	.....	.....	.....	41,780	390	8
3584	3440	5188	3044	1.51	89	14	3	1	131,315	90	4
4649	4491	5993	3267	1.50	81	13	1	1	142,827	1,853	14.9
3030	3646	5756	3297	1.72	120	5	.....	.....	77,445	387	100.9
4240	4075	6386	3531	1.25	125	6	.....	.....	91,257	1,925	24.9
3195	2850	4663	2538	1.53	95	1	3	1	51,085	489	5
2622	2297	3738	2104	2.40	95	3	.....	.....	76,533	200	201.9
434	397	495	207	1.97	11	3	.....	.....	20,000	.....	.....
4919	4418	6225	3921	1.92	90	22	15	4	114,497	897	9
1576	1541	1986	1362	3.92	66	7	.....	.....	86,617	1,842	90
1052	906	1209	546	2.29	42	1	1	1	25,277	145	44.9
697	655	1107	528	3.17	48	2	.....	.....	27,756	1,527	452.9
275248	250061	384012	225415	\$2.32	8498	654	259	121	\$8,617,956	\$119,591	13120

ABSTRACT [B]

SCHOOL.

SCHOOL-HOUSE FUND.

COUNTY.	DEBIT.		CREDIT.		SCHOOL-HOUSE FUND.		ON HAND AT LAST REPORT.
	On hand at last report.	Received from district tax.	Received from other sources.	Total debit.	Paid for schoolhouses and sites.	Paid for library and apparatus.	Total credit.
Adair.....	4521 11	7583 85	119 00	12223 46	9558 06	349 83	9007 91
Adams.....	2301 36	6994 11	40 00	8441 47	2292 16	198 92	1967 18
Alfalfa.....	1561 18	5509 29	173 74	8794 37	4367 85	157 55	4525 40
Apache.....	261 14	776 85	1513 91	13404 90	291 21	3316 96	3508 23
Audubon.....	1677 87	4798 65	1145 52	7590 04	5101 22	53 34	5154 56
Benton.....	6939 14	9405 42	678 55	17018 11	7931 92	6 00	157 81
Black Hawk.....	1387 78	1578 16	1560 79	4023 73	16195 55	1 23	10317 37
Boone.....	5172 81	13359 12	2473 43	21005 36	907 9	1239	5704 55
Bremer.....	4968 80	6086 77	91 05	11066 62	3183 53	18 00	3703 98
Buchanan.....	3466 81	1862 32	110 40	5439 53	8125 98	1750 59	3300 02
Buena Vista.....	6035 04	13593 94	4392 99	23921 97	8298 38	517 55	8016 98
Butler.....	7758 12	10770 72	5117 76	23638 60	6556 02	45 06	13458 07
Calhoun.....	3767 14	2889 91	6707 05	6707 05	4225 15	463 00	6707 05
Carroll.....	4977 81	12543 37	2306 96	20000 14	8922 89	1739 17	2079 29
Cass.....	4620 58	18563 24	402 39	21406 21	14994 52	280 50	2143 13
Cedar.....	1223 02	8675 42	6844 68	17043 12	1083 84	4618 40	3911 88
Cerro Gordo.....	7143 15	11112 79	5147 79	18310 73	7040 00	151 11	4571 18
Cherokee.....	1558 12	12682 04	252 27	12682 04	6117 23	213 83	5998 52
Chickasaw.....	2416 54	7904 72	1811 88	12323 09	3719 57	1227 83	2562 55
Clarke.....	5418 10	7524 90	21 38	12964 37	317 45	103 27	406 72
Clay.....	71 04	6232 88	2156 02	9121 46	3822 61	1550 04	1253 85
Clayton.....	7449 57	11463 61	833 40	19737 58	9186 77	85 75	4289 65
Clinton.....	7293 12	17616 16	7578 13	32977 63	15129 18	204 74	95 86
Crawford.....	4949 22	17890 02	2095 13	17874 87	11354 42	1082 11	6128 34
Dallas.....	3900 65	15391 20	6783 67	25053 61	1047 06	318 82	2550 00
David.....	4130 00	10304 42	964 75	15703 17	1359 11	48 57	260 07
Decatur.....	3228 89	6151 03	424 15	6634 09	7400 01	381 30	144 84
Delaware.....	4963 67	9153 41	248 45	13015 53	2621 49	3094 01	13615 53
Des Moines.....	1862 56	7878 15	2106 36	18277 08	14634 60	8 50	2153 85
Dickinson.....	915 51	3820 15	13 31	4748 97	5562 92	1386 05	4748 97
Dubuque.....	3912 09	18386 28	7118 32	22907 59	1634 42	383 12	540 43
Emmet.....	1045 91	2222 90	650 27	4019 14	1231 39	100 65	826 45
Eurot.....	1954 70	8129 19	471 83	10355 72	607 70	428 50	3774 70
Floyd.....	1288 02	1807 62	1867 31	3892 95	4459 04	173 82	170 53
Franklin.....	5279 19	5761 81	2402 38	13944 30	7081 01	65 89	708 90
Fremont.....	4418 82	15679 73	5385 79	21632 34	15032 97	4732 37	4397 00
Green.....	3465 58	10521 00	492 83	14481 41	6479 17	837 66	574 58
Grundy.....	3792 65	4801 55	25 00	8779 20	1595 35	3691 21	8779 20
Guthrie.....	3995 34	10254 70	6890 32	20918 36	1753 11	325 00	4740 25
Hamilton.....	2384 22	4453 65	328 10	7165 97	4561 06	120 81	2482 10
Iandee.....	1513 71	4753 60	154 80	6567 33	2361 98	222 80	3109 97
Iardine.....	5740 15	10291 54	154 80	16087 49	7923 43	1415 46	7642 09
Harrison.....	4241 07	10964 33	091 97	18090 27	6010 41	107 00	4125 29
Henry.....	3230 78	4074 58	1534 00	8845 36	458 54	14 25	2389 30
Howard.....	1282 33	3845 38	255 08	5482 77	978 34	1039 27	2845 16
Humboldt.....	766 84	4349 27	312 76	5428 87	1063 98	1737 37	2097 22
Iida.....	1128 92	2355 60	61 38	4145 90	943 31	1876 32	1923 30
Iowa.....	2390 10	9626 32	4289 32	16534 74	1433 04	465 45	1794 75
Jackson.....	1402 57	3746 07	56 22	5204 86	1801 97	227 25	981 40
Jasper.....	7378 14	2147 25	119 00	2998 19	2132 17	81 60	8700 12
Jefferson.....	3947 25	7561 80	607 85	12012 48	4403 80	25 55	4065 86
Johnson.....	3401 00	7569 79	6878 15	17440 00	9671 50	501 65	4722 98
Jones.....	3577 68	3912 19	453 61	7443 88	3599 38	34 03	1725 22

REPORTS FOR 1875.

FINANCES.

CONTINGENT FUND.

COUNTY.	DEBIT.		CREDIT.		CONTINGENT FUND.		ON HAND AT LAST REPORT.
	Received from district tax.	Received from other sources.	Total debit.	Paid for road houses.	Paid for repairing school houses.	Paid for fuel.	Total credit.
Adair.....	7095 17	617 07	10525 24	61 00	10525 24	367 00	351 00
Adams.....	2965 01	462 58	1027 12	12 00	907 03	1820 29	174 00
Alfalfa.....	7909 71	882 21	1641 58	3073 89	411 25	339 91	37 40
Apache.....	6014 49	179 37	8552 09	203 29	1794 15	1076 90	315 97
Audubon.....	3331 43	932 54	5674 94	45 49	779 38	374 05	303 57
Benton.....	1842 00	324 84	10682 30	96 66	2129 20	4772 63	733 90
Black Hawk.....	18294 08	362 49	24326 62	73 00	3357 13	5177 62	510 08
Boone.....	1638 62	666 38	14217 21	85 00	2159 29	2008 60	359 50
Bremer.....	6886 38	310 55	10860 63	88 30	1080 02	3025 00	240 80
Buchanan.....	1945 57	87 74	17452 47	668 79	1468 96	465 50	365 50
Buena Vista.....	5594 25	578 61	7281 35	31 00	323 11	1059 17	577 82
Butler.....	7081 81	1067 75	13540 64	36 00	961 25	3028 80	419 00
Calhoun.....	4514 40	17 00	7435 41	55 50	786 97	1035 04	20 50
Carroll.....	7615 30	1158 49	10130 07	144 38	1068 74	638 25	353 21
Cass.....	11531 74	116 01	18579 54	44 00	457 51	2801 02	514 29
Cedar.....	12248 08	2312 45	10656 22	92 50	404 74	4658 27	636 80
Cerro Gordo.....	7277 24	556 61	11488 12	27 00	1716 24	2023 33	600 25
Cherokee.....	6400 43	788 92	7193 41	41 42	608 37	245 33	5585 15
Chickasaw.....	6400 43	1521 05	10092 47	103 90	1067 71	1612 55	329 61
Clarke.....	809 59	64 28	11915 01	.....	809 59	64 28	327 05
Clay.....	5210 78	173 85	5800 12	8 00	349 52	1426 67	220 00
Clayton.....	12226 14	1033 10	13253 96	40 19	3496 55	1045 60	608 21
Clinton.....	18622 61	1905 48	30613 59	261 95	4659 20	4850 63	1049 45
Crawford.....	6082 24	1281 24	1444 36	114 00	1055 22	1430 10	51 10
Dallas.....	12030 01	1889 70	18974 42	144 00	1776 12	3035 94	542 88
David.....	3864 37	1165 15	6282 91	140 00	1217 11	1654 53	208 19
Decatur.....	4454 20	282 04	7188 74	180 02	1291 34	2012 18	211 80
Delaware.....	9496 50	370 04	14298 73	73 00	2207 83	3365 74	327 02
Des Moines.....	2187 80	1283 00	28417 95	95 03	2174 16	3473 69	165 50
Dickinson.....	2280 41	40 61	2640 99	.....	60 30	1071 00	85 80
Dubuque.....	24213 45	851 72	35700 44	148 50	4666 92	6196 91	1174 05
Emmet.....	2834 01	97 81	8130 27	17 00	50 76	636 67	73 42
Eurot.....	8067 81	1039 24	12180 06	123 28	1939 80	2002 30	383 02
Floyd.....	8893 84	87 14	12434 32	58 15	2246 29	5316 24	472 62
Franklin.....	6758 08	945 09	11516 49	102 50	675 30	2061 51	367 55
Fremont.....	10620 65	1392 00	18321 47	528 45	2163 91	3424 00	319 00
Green.....	6047 54	1564 88	12387 92	319 09	1115 17	2238 00	455 00
Grundy.....	6081 10	173 82	9149 65	170 53	1889 07	1027 63	500 65
Guthrie.....	6040 22	377 24	12405 12	146 00	900 02	2064 37	425 00
Hamilton.....	6155 89	103 02	8807 00	28 00	1412 25	1615 80	253 00
Iandee.....	330 02	97 85	4472 20	34 00	1274 01	1033 80	175 00
Iardine.....	11572 18	627 73	18057 08	189 16	4953 49	4319 61	402 37
Harrison.....	11336 43	985 50	18831 10	160 96	3162 94	6239 00	480 00
Henry.....	8001 82	507 01	13501 41	100 00	2014 91	2861 50	244 00
Howard.....	5061 96	967 74	13531 65	30 00	1243 03	2188 80	265 01
Humboldt.....	4231 34	35 00	5214 98	107 00	2315 29	1481 76	139 10
Iida.....	830 22	0 00	1051 53	157 00	94 66	53 45	53 46
Iowa.....	12298 11	1540 09	20472 59	76 57	3091 17	559 55	288 18
Jackson.....	8016 07	686 52	15610 09	82 74	2286 48	3555 04	587 20
Jasper.....	15700 85	1065 31	23039 31	91 01	1700 85	2002 50	89 41
Jefferson.....	5216 29	479 18	7170 03	20 00	801 67	2036 45	299 50
Johnson.....	15564 06	3347 57	23988 29	80 00	4917 57	740 00	434 88
Jones.....	11578 95	2392 22	2019 15	56 00	288 28	3720 30	408 12

ABSTRACT [B]—CONTINUED.

SCHOOL

SCHOOL-HOUSE FUND.

COUNTY.	DEBIT.				CREDIT.				CONTINGENT FUND. On hand at last report.
	On hand at last report.	Received from district tax.	Received from other sources.	Total debit.	Paid for school sites and buildings.	Paid for library, travel, apparatus.	Paid on bonds and interest.	On hand.	
Keokuk.....	2426 59	6555 05	2599 53	11791 17	5798 84	145 91	1795 83	4140 55	11791 17
Kossuth.....	3869 67	4811 08	876 89	9557 59	5591 81	179 48	1415 20	2436 12	9557 59
Lee.....	2001 43	11889 77	2170 88	38611 88	9493 04	212 40	14233 23	39011 68	38611 88
Linn.....	4840 57	14296 72	2191 89	21359 09	7089 42	1387 91	6653 81	6253 92	21359 09
Louisia.....	3792 19	4092 94	2463 62	9348 75	5984 22	265 40	616 80	4381 72	9348 75
Lucas.....	8351 35	10528 90	2384 46	21264 71	5116 25	398 90	5390 77	5083 09	21264 71
Lyon.....	2390 00	6095 29	3700 00	9095 29	5238 24	.....	527 30	4252 75	9095 29
Madison.....	5997 90	12388 56	1292 82	17778 84	9043 34	153 40	3127 35	5461 75	17788 84
Mahaska.....	6381 00	12749 41	4089 70	23970 77	15390 09	213 61	4132 39	4928 68	23970 77
Marion.....	7689 67	4776 58	1065 97	13532 22	3884 28	274 56	1391 92	7992 39	13532 22
Marshall.....	5948 61	10691 49	1221 61	17196 71	8304 06	150 70	4324 86	4417 07	17196 71
Mills.....	3640 22	10421 31	2136 98	15818 51	5236 61	231 33	5176 00	5381 67	15818 51
Mitchell.....	3718 08	10632 22	796 00	15218 30	4133 03	389 42	4219 62	6496 23	15218 30
Monona.....	3943 20	7698 61	107 60	12049 41	6768 03	145 00	1388 91	3219 44	12049 41
Monroe.....	3745 95	12105 41	102 68	16351 04	6265 72	817 20	6692 13	3845 89	16351 04
Muscatine.....	2457 68	13027 85	3886 82	19574 25	1047 57	1046 96	5782 12	3197 60	19574 25
Muscatine.....	1607 27	5315 78	1076 71	17099 71	7611 27	530 97	2123 28	7135 09	17099 71
O'Brien.....	747 89	7227 79	.....	7975 18	.....	.....	556 62	7975 18	7975 18
Oceola.....	714 58	2081 87	39 96	2796 41	2256 17	.....	553 24	2796 41	2796 41
Page.....	5022 47	14556 51	4646 91	24226 09	14156 05	100 00	5111 28	4958 76	24226 09
Palo Alto.....	1137 89	4497 19	122 94	6758 02	3322 38	123 74	733 96	1377 91	6758 02
Plymouth.....	2815 24	12689 69	1 75	14505 68	10397 90	172 00	1921 47	2895 20	14505 68
Pocahontas.....	139 83	6644 34	.....	7148 17	3150 78	1946 28	139 32	1930 79	7148 17
Polk.....	5 68	21869 06	1367 28	23064 55	17774 54	469 81	23145 79	7534 41	23064 55
Pottawattamie.....	6188 36	22677 67	1877 20	30483 23	15962 72	.....	8640 65	6188 36	30483 23
Poweshiek.....	5245 66	10492 59	5983 29	21431 54	8138 12	181 50	8606 02	4504 90	21431 54
Ringgold.....	1171 13	5339 46	9115 77	15626 36	10154 69	10 40	46 68	5141 99	15626 36
Sac.....	2956 12	9744 95	1128 90	13829 00	6102 94	11 40	3349 60	4272 80	13829 00
Scott.....	5645 75	15152 85	2151 99	22950 59	4828 59	236 35	5017 73	4719 92	22950 59
Shelby.....	4292 92	6140 18	204 00	12637 10	9920 70	61 83	223 77	241 80	12637 10
Sioux.....	517 18	8313 29	109 28	8935 75	5165 18	27 03	362 14	987 37	8935 75
Story.....	3736 18	14256 39	1558 96	23593 53	12546 48	817 17	2774 53	6015 37	23593 53
Tama.....	2920 29	9716 05	854 38	13731 50	4243 39	.....	2582 72	5695 39	13731 50
Taylor.....	3114 21	11161 31	514 17	14789 72	12663 39	128 97	390 65	1839 90	14789 72
Union.....	4004 67	5211 15	2281 31	11517 13	658 82	374 19	1093 68	4080 44	11517 13
Van Buren.....	1892 71	9589 16	363 92	11845 79	3898 65	.....	5831 91	2120 20	11845 79
Wapello.....	1335 91	6981 19	8617 02	16844 12	9424 81	197 30	2722 83	4336 89	16844 12
Washington.....	1475 19	6798 73	1657 40	9931 34	5181 90	7 90	491 43	4135 86	9931 34
Wash'tn.....	3787 29	6296 17	1495 15	11578 71	5618 61	194 34	609 96	5115 78	11578 71
Wayne.....	2307 91	6100 92	253 56	8544 41	3872 45	8 40	2091 08	2930 48	8544 41
Wells.....	8670 18	12216 95	2488 64	22782 17	9994 74	14 00	2551 06	10222 33	22782 17
Winnebago.....	398 51	1635 65	.....	1944 80	976 65	.....	867 15	1841 80	1944 80
Win'shiek.....	1218 08	8730 32	743 89	11771 29	3672 42	222 08	5538 99	11721 29	11771 29
Woodbury.....	2540 07	10106 42	820 90	13467 39	5578 55	1100 47	271 13	12467 39	13467 39
Woodworth.....	1867 60	4964 62	1053 41	7285 63	3798 58	56 38	6340 91	2973 67	7285 63
Wright.....	1036 72	2966 01	562 86	3955 59	881 40	880 15	136 79	2567 16	3955 59
Total.....	34858 92	92959 14	24646 44	154464 50	79919 72	36768 50	39612 54	430147 85	154464 50

REPORTS FOR 1875.

FINANCES.

CONTINGENT FUND.

COUNTY.	DEBIT.				CREDIT.				CONTINGENT FUND. On hand at last report.
	Amount paid from district tax.	Amount paid from other sources.	Total debit.	Amount paid from district tax.	Amount paid from other sources.	Total credit.	Amount on hand.	Total credit.	
Keokuk.....	98302 50	8927 79	107280 29	9100 00	87326 01	178326 01	85300 14	178326 01	107280 29
Kossuth.....	479 41	569 33	1048 74	125 00	491 67	1540 37	833 00	1540 37	1048 74
Lee.....	4440 38	4144 04	8584 42	.....	3946 75	4222 63	630 00	249 88	8584 42
Linn.....	1489 86	6231 67	7721 53	61 87	2717 72	4400 00	534 85	249 88	7721 53
Louisia.....	6968 18	1165 27	8133 45	762 00	1729 85	1803 31	331 91	127 50	8133 45
Lucas.....	5016 63	1070 93	6087 56	.....	4160 50	2672 84	476 70	144 83	6087 56
Lyon.....	2387 44	300 00	2787 44	77 90	100 65	453 25	332 11	253 00	2787 44
Madison.....	10768 58	453 24	11221 82	1931 51	390 87	3708 03	2309 50	350 00	11221 82
Mahaska.....	14838 40	387 08	15225 48	67 50	1703 89	3102 00	685 17	214 00	15225 48
Marion.....	7435 40	717 71	8153 11	510 66	1341 15	2504 80	405 88	234 67	8153 11
Marshall.....	16 05	1267 30	1283 35	131 62	3829 62	2914 45	537 70	352 36	1283 35
Mills.....	6339 65	1124 00	7463 65	10 00	1608 62	1066 12	369 20	281 07	7463 65
Mitchell.....	3889 04	689 41	4578 45	.....	1567 00	3696 74	375 00	213 50	4578 45
Monona.....	5016 66	.....	5016 66	7910 19	56 00	1142 22	1514 80	202 55	5016 66
Monroe.....	4578 42	234 92	4813 34	19 65	1224 80	1368 10	260 00	213 03	4813 34
Muscatine.....	7417 18	466 16	7883 34	310 57	1187 46	2992 75	610 50	305 83	7883 34
Muscatine.....	11252 94	127 14	11380 08	377 90	1096 71	3459 69	542 50	390 81	11380 08
O'Brien.....	3032 68	12 90	3045 58	117 45	535 21	675 25	174 58	137 60	3045 58
Oceola.....	960 20	18 79	978 99	5 00	312 17	174 22	95 40	40 78	978 99
Page.....	10075 80	1143 83	11219 63	87 33	2916 98	2744 82	845 10	422 40	11219 63
Palo Alto.....	3287 79	174 08	3461 87	90 40	187 45	105 28	308 00	802 15	3461 87
Plymouth.....	7417 87	393 46	7811 33	71 40	494 29	2963 62	439 50	435 10	7811 33
Pocahontas.....	4552 12	14 90	4567 02	400 00	768 96	1474 04	610 20	539 91	4567 02
Polk.....	2879 25	1366 55	4245 80	252 86	2900 29	4750 09	582 37	620 00	4245 80
Pottawattamie.....	10360 14	179 36	10539 50	267 50	201 51	1830 06	610 30	740 12	10539 50
Poweshiek.....	12448 50	1023 13	13471 63	.....	1890 58	2683 74	353 83	156 65	13471 63
Ringgold.....	5114 34	239 66	5354 00	92 10	803 31	1742 21	215 60	224 89	5354 00
Sac.....	3223 61	719 96	3943 57	35 00	174 21	1191 54	181 00	184 00	3943 57
Scott.....	26194 75	176 14	26370 89	152 69	5533 11	5010 91	1327 10	504 06	26370 89
Shelby.....	5323 38	229 87	5553 25	116 00	520 44	1323 38	478 75	411 62	5553 25
Sioux.....	4622 62	.....	4622 62	39 00	634 51	1709 32	312 59	369 66	4622 62
Story.....	8969 11	600 63	9569 74	247 89	1614 13	2718 31	599 30	641 25	9569 74
Tama.....	1322 65	2485 35	3808 00	242 00	3596 62	4292 41	471 45	455 90	3808 00
Taylor.....	7872 08	447 98	8320 06	85 30	1588 81	2578 50	280 00	240 00	8320 06
Union.....	6250 50	94 64	6345 14	218 31	608 28	2149 05	321 80	458 77	6345 14
Van Buren.....	4964 39	313 38	5277 77	16 00	507 27	1932 26	440 45	396 24	5277 77
Wapello.....	9618 68	5000 42	14619 10	225 35	2995 00	2170 85	2776 68	50 30	14619 10
Washington.....	9458 73	883 60	10342 33	109 65	1167 17	3628 72	318 25	305 35	10342 33
Wash'tn.....	9676 88	869 10	10545 98	333 94	2267 63	2976 57	419 65	498 27	10545 98
Wayne.....	7856 96	602 65	8459 61	274 00	1848 72	2251 67	372 10	485 00	8459 61
Wells.....	13047 69	31 62	13079 31	253 47	1164 45	2145 51	743 72	446 45	13079 31
Winnebago.....	1448 04	92 64	1540 68	47 10	42 85	252 00	98 66	57 70	1540 68
Win'shiek.....	5952 70	702 83	6655 53	3 00	1654 86	2735 36	406 46	425 25	6655 53
Woodbury.....	2106 10	744 72	2850 82	216 00	1744 72	2905 09	565 07	485 00	2850 82
Woodworth.....	3362 87	243 45	3606 32	37 00	368 34	965 71	281 04	144 88	3606 32
Wright.....	4521 63	26 30	4547 93	12 75	280 61	1879 79	185 30	142 90	4547 93
Total.....	86996 12	18519 23	105515 35	1165 15	15457 02	34991 91	4150 30	3447 31	105515 35

ABSTRACT [B]—CONTINUED.
SCHOOL FINANCES, 1875.

TEACHERS' FUND.

COUNTY.	DEBIT.				CREDIT.			
	On hand at last report.	Received from district tax.	Received from semi-annual appropriation—ment.	Received from other sources.	Paid teachers since last report.	On hand.	Total credit.	Total debit.
Adair	8409 63	18790 74	2342 00	383 81	29835 08	18271 75	11560 33	29835 08
Adams	5277 06	19770 94	4567 67	878 81	27404 01	17534 18	9639 58	27404 01
Allamore	1190 63	1221 33	5994 89	354 47	11033 72	27697 19	12966 53	41653 72
Apanache	6937 02	16550 74	7840 85	294 15	35707 76	29873 64	7334 13	37670 76
Atchison	5559 74	6777 82	1177 80	968 37	14514 73	8914 38	5599 00	14514 73
Benton	21775 11	39251 40	10330 85	301 97	71649 53	46602 02	25027 51	71649 53
Black Hawk	25040 65	30677 97	13238 82	2943 38	77365 75	46750 41	30573 31	77365 75
Boone	15704 65	22882 04	6965 89	1108 12	47690 70	53314 01	13876 69	47690 70
Brown	14852 60	16593 32	6 30 18	1354 93	38966 25	24115 77	14549 48	38966 25
Buchanan	18229 74	27 48 09	887 64	1645 92	59232 29	34377 15	21855 21	59232 29
Buena Vista	4984 33	13333 92	2397 95	51 05	20469 28	12326 62	7512 74	20469 28
Butler	17927 65	20865 39	709 71	2070 80	48391 73	55996 29	22595 44	48391 73
Calhoun	8067 67	8389 94	2394 11	60 02	18811 74	11638 50	7173 24	18811 74
Carroll	3498 14	15594 71	4099 94	1530 29	2485 08	47228 42	17435 47	2485 08
Cass	10246 55	24162 41	5225 94	101 48	44683 89	17601 72	2687 31	44683 89
Cedar	17796 33	30176 09	13004 49	3228 01	67506 34	49321 62	67506 34	67506 34
Cerro Gordo	14149 49	10457 29	5228 55	102 51	35998 87	18790 40	10299 35	35998 87
Cherokee	5565 02	18458 48	2751 05	822 65	23770 81	14350 92	7540 49	23770 81
Chickasaw	9810 41	12531 73	3490 09	534 36	28352 52	1821 57	8311 05	28352 52
Clarke	10759 67	12795 53	1267 63	171 41	33350 91	18663 27	14933 67	33350 91
Clay	14449 28	11247 42	1307 67	1403 55	15397 92	13129 30	1986 62	15397 92
Clayton	7115 01	37709 89	1401 76	850 44	67353 92	47565 05	21699 89	67353 92
Clinton	25603 12	51357 47	15873 02	2417 06	95293 61	67893 70	27489 94	95293 61
Crawford	8328 92	17428 97	2572 25	1448 61	30978 75	13932 84	11145 91	30978 75
Dallas	12922 79	20193 91	7983 04	1163 01	47270 74	32329 36	14411 38	47270 74
Davis	8748 09	12927 91	8051 41	298 33	30449 82	18962 69	13713 34	30449 82
Decatur	10113 23	11636 75	10250 08	1036 29	32417 85	21913 40	13540 05	32417 85
Delaware	12563 87	7145 89	1112 01	580 62	16957 51	51228 50	14668 71	16957 51
Des Moines	32149 35	32294 59	19991 35	2412 01	80190 29	52609 87	33593 33	80190 29
Dickinson	2932 47	4822 66	1067 73	76 68	8109 94	5409 01	2871 35	8109 94
Dubuque	16848 62	4914 09	18907 11	1608 81	82456 73	65401 93	16949 80	82456 73
Emmet	3063 89	5033 84	2064 78	50 00	10212 51	5490 91	4751 69	10212 51
Fayette	11610 87	30055 20	5764 07	933 83	32902 05	15704 02	4826 97	32902 05
Floyd	9616 30	23007 19	5302 31	532 00	37517 86	26779 71	11238 15	37517 86
Franklin	9392 71	12665 68	3465 22	2407 35	24841 96	10820 87	17662 09	24841 96
Fremon	12189 10	20948 20	7162 25	2394 00	42995 55	31026 73	11576 82	42995 55
Greene	14495 88	17639 99	2409 05	1918 38	33460 22	22157 54	11392 68	33460 22
Grundy	7811 14	16288 31	3144 81	541 29	27785 58	20412 81	7643 27	27785 58
Guthrie	68 67 21	22164 65	4768 39	308 64	31927 77	27912 82	6294 85	31927 77
Hamilton	8821 31	17231 29	3444 48	276 71	29723 77	17618 48	12155 31	29723 77
Hancock	7185 37	7145 89	1130 70	81 74	10872 20	79 83	327 35	10872 20
Hardin	13938 72	10291 09	11818 99	976 57	30969 47	21939 10	5223 47	30969 47
Harrison	9665 12	25505 91	8284 44	568 65	42494 12	34098 99	10163 13	42494 12
Henry	12231 29	24870 58	16527 70	1894 61	49821 48	31904 51	18319 94	49821 48
Howard	6390 28	1222 10	3387 71	265 08	2712 17	18789 71	8382 46	2712 17
Humboldt	2059 40	7885 73	1418 38	651 32	12913 45	8541 22	3362 23	12913 45
Ia.	441 00	3055 77	1260 65	967 51	5301 51	838 90	2750 51	5301 51
Iowa	17439 81	27683 84	8363 27	3408 47	53445 39	30880 38	13905 01	50495 39
Jackson	14498 38	25493 78	10989 58	1690 59	50520 22	30220 45	14020 57	50520 22
Jasper	14155 39	36852 63	13968 76	2054 08	69690 73	2054 08	69690 73	69690 73
Jefferson	11994 33	18700 35	7680 08	110 27	35483 63	23561 77	11920 86	35483 63
Johnson	19456 24	32809 79	15421 87	415 50	68280 20	41000 16	27203 04	68280 20
Jones	11729 09	25130 91	8917 07	2177 10	48013 77	32309 91	15382 83	48013 77
Keokuk	6638 95	20148 62	6559 40	1815 63	41162 63	32512 21	8650 42	41162 63
Kossuth	7699 78	11246 98	1077 35	505 81	20529 92	15012 96	5416 96	20529 92

ABSTRACT [B]—CONTINUED.

SCHOOL FINANCES, 1875.

TEACHERS' FUND.

COUNTY.	DEBIT.				CREDIT.			
	On hand at last report.	Received from district tax.	Received from semi-annual appropriation—ment.	Received from other sources.	Paid teachers since last report.	On hand.	Total credit.	Total debit.
Lee	10109 76	24006 40	10889 37	17066 70	67258 19	32867 07	11698 06	67258 19
Linn	2190 44	44925 32	47002 89	2734 39	84317 69	56444 57	27973 09	84317 69
Linn	15071 63	23415 25	7310 99	611 70	47544 57	23554 47	23554 47	47544 57
Louis	1841 17	1657 91	5003 70	2309 86	5411 33	2117 16	12994 37	5411 33
Lyon	933 51	4467 74	2017 90	51 00	7383 21	6180 04	2395 20	7383 21
Madison	15481 67	24395 69	8404 11	443 40	48930 37	20715 06	10211 51	48930 37
Malheur	14410 90	44413 39	1494 90	304 13	63281 80	4054 40	22947 40	63281 80
Marion	10984 82	241 0 82	8835 57	2065 03	4631 24	3248 88	13072 41	4631 24
Marshall	20249 80	33963 63	8072 72	1531 70	70020 85	43874 07	21460 78	70020 85
Mills	13 67 38	16759 91	5373 60	1369 71	24713 62	21570 63	15102 09	36732 62
Mitchell	12106 99	17115 59	4882 63	27 44 85	37150 02	22443 86	14706 16	37150 02
Monona	5011 29	13823 81	2567 95	412 38	21918 40	15664 67	6183 73	21918 40
Monte	9810 41	14490 70	8270 10	610 38	30220 88	20884 88	9114 99	30220 88
Montgomery	8 00 19	16880 72	4470 66	462 00	33215 63	22416 10	7830 39	33215 63
Muscatine	16770 99	33933 29	12533 42	398 37	67993 07	48732 91	21032 16	67993 07
O'Brien	828 21	8521 04	3291 69	280 90	12916 00	11765 02	1150 98	12916 00
Oceola	549 48	3242 97	661 70	.....	4454 15	3362 60	1691 55	4454 15
Page	14185 40	22335 13	4873 67	2410 73	47576 93	36572 42	17104 51	47576 93
Palo Alto	2311 80	4750 61	1080 41	.....	1037 82	7342 96	2831 86	1037 82
Plymouth	12635 80	16222 87	4293 04	1148 29	31320 64	19081 40	15299 24	31320 64
Polk	2708 07	16967 61	1453 80	1508 25	14278 50	8771 39	5307 36	14278 50
Pottawattamie	29228 50	40762 70	18841 91	1705 25	94179 61	60704 84	35714 77	94179 61
Poweshiek	24651 61	23018 99	6942 85	390 78	59531 19	33394 42	20599 77	59531 19
Ringgold	5881 69	18872 12	3073 78	598 51	23367 08	17787 24	5579 84	23367 08
Sac	5914 77	9618 28	1821 37	709 81	18055 18	11440 28	4550 90	18055 18
Scott	43605 05	80262 74	21217 91	52 31	148300 52	88412 20	14870 52	148300 52
Shelby	7360 44	11586 17	3362 63	653 60	23019 84	14301 08	8718 10	23019 84
Sioux	169 11	10815 65	1432 15	240 10	14182 11	7031 84	7150 27	14182 11
Story	16121 73	22125 93	5485 65	553 04	44001 96	27885 69	10166 27	44001 96
Tama	17430 38	34400 89	7437 15	6208 88	65562 30	39106 50	20155 71	65562 30
Taylor	8963 13	20779 65	4182 27	207 02	34152 40	22812 88	11340 02	34152 40
Union	7387 03	13152 75	7091 08	617 86	28849 32	20668 90	8480 42	28849 32
Van Buren	13193 97	20930 00	7607 31	238 69	41095 00	24129 04	16905 96	41095 00
Wapello	17353 38	23868 69	8074 11	1096 05	51242 20	16852 50	34380 41	51242 20
Warren	8011 49	23815 80	1719 81	3317 33	42251 63	29873 44	12778 09	42251 63
Washington	21009 02	21816 62	971 85	734 47	54632 56	31720 65	22321 91	54632 56
Wayne	7982 48	21269 14	7448 70	1236 49	37958 88	22762 90	15104 08	37958 88
Webster	7830 27	8319 76	2787 82	.....	18943 83	11923 51	7920 34	18943 83
Winnebago	240 25	3961 25	1057 49	4191 50	5696 96	396 25	835 35	5696 96
Winnesaukee	15667 12	22423 15	16747 89	2077 93	50306 93	32572 47	17434 46	50306 93
Woodbury	10917 16	15362 85	10157 49	4109 07	40564 67	28313 88	12232 69	40564 67
Worth	5102 04	6690 49	3962 74	554 48	15409 70	8197 47	7212 23	15409 70
Wright	4396 50	9835 29	1540 22	.....	15782 61	16018 01	5763 40	15782 61
TOTAL	110314 88	298483 43	66665 53	123602 51	401805 50	254941 29	141997 01	401805 50

ABSTRACT [C]

EXAMINATION

COUNTY.	PROFESSIONAL CERTIFICATES ISSUED.		1ST. GRADE CERTIFI- CATES 188 D.		2D. GRADE CERTIFI- CATES 188 D.		3D. GRADE CERTIFI- CATES 188 D.		TOTAL NUM- BER ISSUED.	
	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.
1 Adair.....	35	34	22	28	3	5	60	67		
2 Adams.....	20	28	30	35	2	5	56	73		
3 Allamakee.....	28	28	14	54	9	58	51	140		
4 Appanoose.....	34	28	49	72	1	83	101			
5 Audubon.....	3	2	6	11	9	15	4	22	40	
6 Benton.....	57	92	81	178			141	270		
7 Bl'k Hawk.....	36	66	67	87	23	88	126	242		
8 Boone.....	14	22	40	66			63	88		
9 Bremer.....	17	58	18	83	4	9	41	154		
10 Buchanan.....	4	3	42	122	24	57	72	183		
11 Buena V'a.....	11	18	17	35	3	21	32	74		
12 Butler.....	24	33	14	84	15	17	53	134		
13 Calhoun.....	23	18	10	23	2	8	40	52		
14 Carroll.....	9	4	19	9	28	35	56	48		
15 Cass.....	15	12	20	67	56	94	92	173		
16 Cedar.....	47	40	45	65	3	20	95	125		
17 Cerro G'do.....	10	33	10	54	1	21	25	109		
18 Cherokee.....	17	14	17	20	8	33	42	67		
19 Chickasaw.....	14	12	9	50	6	40	29	105		
20 Clarke.....	21	25	17	38	11	18	49	81		
21 Clay.....	7	28	28	33	6	21	41	82		
22 Clayton.....	18	13	51	63	7	32	83	109		
23 Clinton.....	2	14	28	48	37	136	34	102	101	300
24 Crawford.....	16	17	19	20	22	38	57	75		
25 Dallas.....	2	2	54	46	34	58	13	33	103	139
26 Davis.....	4	54	38	28	49	2	16	34	102	
27 Decatur.....	12	17	23	61	2	29	37	107		
28 Delaware.....	9	27	33	63	14	21	56	111		
29 Des Moines.....	5	5	5	11	2	18	12	34		
30 Dickinson.....	15	53	14	78	6	27	45	162		
31 Dubuque.....	5	10	6	7	5	13	16	30		
32 Emmet.....	29	23	36	62	15	89	82	174		
33 Fayette.....	8	27	26	47	11	34	51	108		
34 Floyd.....	10	3	12	16	20	65	42	84		
35 Franklin.....	3	1	8	6	48	69	59	76		
36 Fremont.....	5	3	16	28	27	51	48	82		
37 Greene.....	15	10	18	72			33	82		
38 Grundy.....	1	1	54	31	44	78	99	110		
39 Guthrie.....	1	20	25	24	37	7	18	51	81	
40 Hamilton.....	3	1	6	16	7	13	3	33	16	
41 Hancock.....	31	65	23	81	7	30	72	179		
42 Hardin.....	7	3	36	23	46	79	3	15	92	118
43 Harrison.....	6	14	28	78	28	90	4	62	186	
44 Henry.....	20	21	15	24	10	54	45	99		
45 Howard.....	9	20	3	35	3	14	15	69		
46 Humboldt.....	7	1	3	5	2	7	12	13		
47 Ida.....	6	3	36	37	59	103	101	143		
48 Iowa.....	15	10	30	25	35	45	10	70	90	150
49 Jackson.....	8	35	41	39	104	22	71	104	216	
50 Jasper.....										

REPORTS FOR 1875.

OF TEACHERS.

APPLICANTS REJECTED.	APPLICANTS EXAMINED.	CERTIFI- CATES RE- VOKED.		AV. AGE OF APPLI- CANTS.		NO EXPE- RIENCE IN TEACH'G.		TAUGHT LAST YR. 1 YEAR.		HOLDING STATE CER- TIFICATES.	
		Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.
10	15	70	82	27	21	8	10	17	9	1	1
7	12	63	85	27	18	7	8	11	12	2	2
3	7	54	147	26	20	10	40	10	12	3	3
3	10	86	111	26	20	16	35	25	33	4	4
4	6	26	46	31	20	3	17	2	3	5	5
42	118	183	388	21	21	29	70	18	61	1	6
25	107	151	349	29	23	20	39	14	36	2	7
13	28	76	116	28	21	6	19				8
18	54	59	208	23	21	15	34	6	34		9
18	88	90	281	25	21	8	40	14	70		10
		32	74	25	24	3	6				11
17	45	70	179	25	20	16	35	17	21		12
	9	40	61	28	24	1	6	2	5		13
5	3	61	51	25	20	10	13	10	14		14
8	6	100	179	22	18	8	15	10	13		15
8	32	103	157			20	31			2	16
3	8	28	117	29	20	8	34		16	1	17
4	9	46	76	24	26	10	24	5	12	1	18
5	23	34	128	24	18	6	12	8	35		19
5	26	54	107	28	22	6	21	6	16		20
3	5	44	87	29	21	2	4	2	3		21
9	29	92	138	26	25	14	37	37	31	1	22
19	56	120	356	26	22	15	62	24	63	3	23
7	10	64	85	22	18	20					24
3	8	106	147	25	22	17	35	25	25		25
15	20	99	122	26	21	16	33	22	37		26
14	45	51	152	23	20	12	30	15	45		27
34	44	99	155	28	22	7	19	7	21	2	28
2	8	14	42	27	20	3	12	3	7		29
2	26	52	188	33	24	3	13	5	19		30
	2	16	32	26	21	2	5	3	11		31
29	77	111	251	24	22	14	36	27	63		32
34	47	85	155	24	19	6	20	5	21		33
7	36	49	120	30	21	6	7	7	13		34
29	46	88	122	25	20	18	26	28	30		35
26	64	74	146								36
5	30	38	112	22	19	2	28	10	30		37
29	51	128	161	26	21	12	32	32	39		38
2	23	53	104	22	17	3	25	18	35	1	39
1	3	34	19	24	21	4	3	3	2		40
15	43	87	222	26	19	29	84	10	30		41
6	32	98	150	25	21	17	28	36	69		42
6	15	68	201	27	22	17	46	17	43		43
3	29	48	128	22	20	10	27	8	20		44
1	1	16	70	26	20	7	21	8	39		45
1	1	13	14	29	21	1	2				46
25	46	126	189	27	23	13	31	7	19		47
10	20	100	170	22	19	10	30	25	35	1	48
8	15	112	231	28	21	24	83	32	60		49

ABSTRACT [C]—CONTINUED.

EXAMINATIONS

COUNTY.	PROFESSIONAL CERTIFICATES ISSUED.		1ST. GRADE CERTIFI- CATES ISS'D.		2D. GRADE CERTIFI- CATES ISS'D.		3D. GRADE CERTIFI- CATES ISS'D.		TOTAL NUM- BER ISSUED.	
	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.
51 Jefferson.....			14	25	29	63	9	28	52	116
52 Johnson.....			33	59	42	120	21	61	96	240
53 Jones.....	4	3	8	24					12	27
54 Keokuk.....	3	1	32	29	40	70	9	45	84	145
55 Kosuth.....			18	15	21	28	3	7	42	50
56 Lee.....	4	3	30	66	38	50		1	72	120
57 Linn.....	6	7	52	94	49	128			107	229
58 Louisa.....	1		19	25	19	28	14	43	53	96
59 Lucas.....	12		22	13	34	68	3	2	61	83
60 Lyon.....	3	1	8	7	5	6			30	16
61 Madison.....	1		48	50	27	52	15	66	91	168
62 Mahaska.....	5		28	41	46	108	3	6	82	155
63 Marion.....	7		51	47	50	42	24	28	132	117
64 Marshall.....	4		21	21	53	90	30	68	108	179
65 Mills.....	1		20	28	22	42	6	15	49	85
66 Mitchell.....			14	15	17	9	6	52	37	76
67 Monona.....	1		27	14	27	24	6	22	61	76
68 Monroe.....			14	27	15	55	3	28	32	110
69 M'Guire.....			26	8	28	64	7	34	61	106
70 Muscatine.....	2	10	23	27	48	74		73	111	
71 O'Brien.....			6	5	13	14	8	11	27	30
72 Osceola.....			1	2	5	13	4	16	10	31
73 Page.....	15	12	15	19	20	45	30	60	80	136
74 Palo Alto.....			5	10	5	23	1	28	11	61
75 Plymouth.....	1		2	3	15	25	8	19	26	47
76 Pocahontas.....	12		8	30	6	15	10	6	26	51
77 Polk.....	1		48	31	49	62	6	42	104	135
78 Pott'w'mie.....	2		30	50	25	41	28	57	85	148
79 Poweshiek.....										
80 Ringgold.....			28	31	53	65	28	32	109	128
81 Sac.....			15	7	10	26	5	24	30	57
82 Scott.....	8	4	34	48	59	117			101	169
83 Shelby.....	2		40	23	17	30	1	6	60	59
84 Sioux.....			3	5	4	10	11	31	18	46
85 Story.....			18	13	46	153			64	166
86 Tama.....	3		43	78	70	135	2	1	118	214
87 Taylor.....			17	23	63	93			80	116
88 Union.....	2	1	10	39	32	67	8	23	30	54
89 Van Bur'n.....			51	59	16	41		1	83	107
90 Wapello.....	5		49	35	16	41		5	70	101
91 Warren.....	1		55	50	40	110	3	16	99	176
92 Wash'gton.....	6	1	17	21	41	71	16	47	80	140
93 Wayne.....	4	2	23	11	44	74	5	7	76	94
94 Webster.....			16	11	24	45	4	39	44	95
95 Winneb'go.....			3	1	5	9		8	8	18
96 Winneb'k.....	1		27	55	12	46	20	36	60	137
97 Woodbury.....	4	7	10	10	12	20	21	47	47	84
98 Worth.....			2	10	7	23	8	29	17	62
99 Wright.....			14	8	13	15	4	18	31	41
Totals.....	230	133	2155	2642	2058	5301	826	2507	5869	10,583

REPORTS FOR 1875.

OF TEACHERS.

TOTAL NUM- BER ISSUED.		APPLICANTS REJECTED.		CERTIFI- CATES RE- VOKED.		AV. AGE OF APPLI- CANTS.		NO. EXPE- RIENCE IN TEACH'G.		TAUGHT LESS TH'N 1 YEAR.		HOLDING STATE CER- TIFICATES.	
Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.
9	21	61	137					10	29	7	14		51
10	29	106	269		23	19	6	16	23	31	75		6
3	4	15	31	1				20	23	31	28		53
35	77	119	222		23	20	65	91	83	119		1	54
12	8	54	58		24	24	35	40	10	10			55
8	14	80	134		22	18	20	41	11	15			57
23	82	130	311		24	21	21	61	17	43	1		58
	9	53	105		24	20	14	43	14	43			58
11	45	72	138		27	21	11	23	6	17			59
		18	44		19	15					8		60
		101	180		22	19	19	39	9	32			61
37	69	119	224		25	23	20	41	30	75	2	2	62
1	2	133	119	1		24		28		2			63
40	60	148	249									1	64
3	10	52	95		25	20	11	26	7	16			65
6	24	43	109										66
1	4	62	64		34	24	8	9	5	8			67
7	5	39	115		26	21	9	20	10	11			68
2	11	63	117		27	18	2	25	10	20			69
16	44	89	155	2	26	20	16	29	19	28	2	2	70
	3	27	33		23	20		5	3	8			71
1	1	11	32			21		8		11			72
43	136	123	272		25	21	17	24	12	22			73
1	1	12	62	1	21	19	1	16	3	29			74
20	27	46	74	1	23	19	9	18	9	18			75
2		28	51		28	24	5	11	12	49			76
28	13	132	148		26	22	20	43	28	26	1	4	77
5	25	90	173		24	20	8	38	23	52			78
													79
					26	21	12	14	23	28			80
60	74	169	202		31	19	4	16	2	12			81
4	8	34	65		24	22	8	28	10	25	1	5	82
20	49	121	218		26	22	10	15	9	14			83
2	9	62	68		21	20	2	9	2	18			84
2	5	20	51		27	24	6	18	19	28			85
19	35	83	201	1									86
13	41	131	255				16	38	22	23			87
15	30	95	146		25	23	14	24	14	20			88
7	19	37	73		28	21	8	16	10	30			89
2	8	85	115		23	25	13	32	10	18			90
4	9	74	110		26	23	8	8	9	14			91
14	51	113	227		29	20	19	30					92
19	21	90	161		22	20	28	54	24	32		2	93
9	23	85	117		28	20	9	3	13	14			94
10	39	54	134		23	20	7	20	11	25		2	95
		8	18		30	20	2	7					96
		18	155		21		40		75				97
8	15	57	99		22	18	15	20	20	30	1	1	98
	3	17	65		24	21	5	11	7	20			99
	10	32	51		22	19		7		10			99
1092	2651	6061	3254	6	3	2231	1843	1087	2425	1292	2355	18	39

ABSTRACT [D]

VISITATION OF SCHOOLS, APPEALS, ETC., 1875.

COUNTY.	VISITATION OF SCHOOLS.		OF APPEALS.	COMPENSATION OF COUNTY SUPERIN'T.		PRIVATE SCHOOLS.	
	Schools visited by Co. Supt.	Visits made during y'r.		Received for official services for 1874.	Received for official services for 1875, to October 1.	Number.	Teachers employed.
Adair.....	33		1	\$ 300.00	\$ 320.00		
Adams.....	51	99	12	322.00	366.00		
Allamakee.....	132	141	1	740.00	715.00	2	6 102
Appanoose.....	116	160	1	630.00	450.00		
Audubon.....	34	81	1	344.00	431.00		
Benton.....	183	317	7	921.00	687.00	4	7 160
Black Hawk.....	130	211	4	1,194.00	712.00	3	7 225
Boone.....	113	205	11	835.00	925.00		
Bremer.....	180	234		783.00	662.00		
Buchanan.....	125	165	4	910.48	715.50	1	3 120
Buena Vista.....	2			170.00	137.00		
Butler.....	224	249	9	1,000.00	800.00		
Calhoun.....	53	102		344.65	395.50		
Carroll.....	65	150	7	792.00	637.00		
Cass.....	82	157	3	477.00	570.00		
Cedar.....	145	200	1	1,000.00	750.00	1	
Cerro Gordo.....	69	112	2	585.75	490.25	1	2 45
Cherokee.....	52	80	1	345.00	335.00		
Chickasaw.....	90	141	1	468.95	595.25	2	4 105
Clarke.....	60		1	359.80	381.75	1	1 75
Clay.....	91	91	3	506.85	318.71		
Clayton.....	155	207	11	1,985.50	790.75	4	7 255
Clinton.....	128	180	5	813.00	702.00	6	18 470
Crawford.....	108			729.50	653.90		
Dallas.....	33	33	1	825.00	665.00		
Davis.....	250	265	20	907.00	693.00	2	10 370
Decatur.....				400.00			
Delaware.....	96	175	6	1,025.00	750.00	1	6 175
Des Moines.....	91	117	2	768.00	582.00	10	35 1347
Dickinson.....	26	26	1	127.50	160.00		
Dubuque.....	124	155	5	1,190.00	928.00	17	53 2120
Emmet.....				100.50	183.00		
Fayette.....	160	224	2	945.00	684.00	1	10 325
Floyd.....	102	128	4	531.00	476.70		
Franklin.....				828.00	574.00		
Freemont.....	80	126	3	457.70	763.20	1	5
Greene.....	100			612.00	473.00	1	2 40
Grundy.....	100	142	13	510.50	519.50		
Guthrie.....	113	190	3	840.00	600.00		
Hamilton.....			3	548.00	324.00	1	1 20
Hancock.....	31	49	1	319.00	273.00		
Hardin.....	130	224	12	1,008.00	857.00	2	4 140
Harrison.....	101	172		897.00	510.25		
Henry.....	110	139	5	789.00	600.00	7	32 538
Howard.....	160	175	1	756.00	516.00		
Humboldt.....	77	78		314.00	252.00	1	3 97
Ida.....	13	24		125.00	140.00		
Iowa.....	93	143	3	1,150.00	833.33	2	3 63
Jackson.....	150	175	1	1,057.00	800.00		
Jasper.....	196	201	4	1,019.00	635.00	1	7 119

ABSTRACT [D]—CONTINUED.

VISITATION OF SCHOOLS, APPEALS, ETC., 1875.

COUNTY.	VISITATION OF SCHOOLS.		OF APPEALS.	COMPENSATION OF COUNTY SUPERIN'T.		PRIVATE SCHOOLS.	
	Schools visited by Co. Supt.	Visits made during y'r.		Received for official services for 1874.	Received for official services for 1875, to October 1.	Number.	Teachers employed.
Jefferson.....	179	182	5	\$ 899.00	\$ 515.00	4	10 210
Johnson.....	85	100	1	875.00	690.00	4	58 1180
Jones.....	250		12	900.00	406.00	2	3 71
Keokuk.....	131	207	9	1,033.00	783.00	3	3 95
Kossuth.....	80	105	6	380.50	431.25	1	2 60
Lee.....	19	19	1	654.00	624.00	1	4
Linn.....	188		1	6-2.00	698.00	2	28 710
Louisia.....	75	135	2	722.00	577.00	1	5 185
Lucas.....	82	119	1	843.00	585.00	1	1 25
Lyon.....	21	38		447.00	240.00		
Madison.....	100	150		894.00	534.00		
Mahaska.....	156	231		894.00	593.00	4	9 270
Marion.....	138	230		897.00	930.00	2	9 200
Marshall.....	74	148	5	1,100.00	500.00	4	7 220
Mills.....	60	85	2	568.00	542.00	1	1 20
Mitchell.....	52		1	400.00	250.35	1	3 40
Monona.....	60		3	412.05	390.35		
Monroe.....	92	157	10	807.00	663.00		
Montgomery.....	84	151		610.35	515.00		
Muscataine.....	60	82	3	1,000.00	800.00	4	10 295
O'Brien.....	49	50	4	800.00	266.00		
Oscola.....	29	30	1	414.00	259.57		
Page.....	83	99		504.00	366.00	1	3 60
Palo Alto.....	47	55	1	390.00	346.00		
Plymouth.....	70	152	2	412.00	375.00		
Pocahontas.....	52	68		252.85	210.50		
Polk.....	138	149	4	1,036.00	696.00	2	7 240
Pottawattamie.....	135	243		1,000.00	750.00	2	7 140
Poweshiek.....	100		10	486.00	235.90		
Ringgold.....	73	78	6	319.07	350.92		
Sac.....	108	352	18	1,382.00	1,010.00	7	27 1200
Scott.....	60	83	3	324.80	378.66		
Shelby.....	57	104	3	923.35	592.00		
Sioux.....	102	120	2	944.00	837.00		
Story.....	42		2	1,096.00	648.50		
Tama.....	80	90	8	489.00	403.00		
Taylor.....	50	75	1	304.00	207.00		
Union.....	51	65	3	816.00	606.60	1	3 75
Van Buren.....	42	50	1	1,033.00	800.00	3	
Wapello.....	61	66		831.56	901.13	2	10 278
Warren.....	130	242	10	620.00	480.00	1	4 218
Washington.....	87	102	6	1 493.00	528.00		
Wayne.....	10	10	1	480.00	250.00	2	4 255
Webster.....	24	80		232.00			
Winnebago.....	160	190		1,054.82	896.00	2	15 374
Winneshek.....	85	150	3	450.00	350.00	1	
Woodbury.....	47	54	1	148.00	264.00		
Worth.....	64	75		312.50	365.00		
Wright.....							
Totals.....	8805	11260	318	119		131	459 13350

ABSTRACT [E]

TEACHERS²

COUNTY.	WHERE HELD.	TIME.		TEACHERS IN AT-TENDANCE.		
		Commence ^g	Continuing weeks.	Males.	Females.	Total.
1 Adair	Fontanelle.....	Mar. 8	4	19	36	55
2 Adams.....	Corning.....	July 19	5	10	50	60
3 Allamakee.....	Waukon.....	Aug. 9	4	16	62	78
4 Appanoose.....	Centerville.....	Aug. 9	4	17	36	53
5 Audubon.....	Exira.....	Aug. 3	3	12	22	34
6 Benton.....	Vinton.....	July 26	5	24	107	131
7 Black Hawk.....	Waterloo.....	Aug. 9	4	22	167	189
8 Boone.....	Boone.....	Aug. 30	2	35	67	102
9 Bremer.....	Waverly.....	Aug. 9	3	3	82	85
10 Buchanan.....	Independence.....	Aug. 2	4	7	97	104
11 Buena Vista.....	Clarksville.....	Aug. 16	3	14	79	93
12 Butler.....	Lake City.....	Sep. 13	2	12	23	35
13 Calhoun.....	Carroll.....	Aug. 23	4	16	20	36
14 Carroll.....	Atlantic.....	July 6	3	7	24	31
15 Cass.....	Tipton.....	July 26	4	7	35	42
16 Cedar.....	Mason City.....	Aug. 2	3	3	38	41
17 Cerro Gordo.....	Cherokee.....	Aug. 23	2	3	40	43
18 Cherokee.....	Nashua.....	Mar. 15	3	28	69	97
19 Chickasaw.....	Osceola.....	Aug. 16	3	20	69	89
20 Clarke.....	Spencer.....	Sep. 13	3	3	27	30
21 Clay.....	Elkader.....	Aug. 9	4	37	114	151
22 Clayton.....	De Witt.....	Aug. 2	4	18	140	158
23 Clinton.....	Denison.....	Aug. 16	3	28	20	48
24 Crawford.....	Adel.....	July 19	2	11	34	45
25 Dallas.....	Bloomfield.....	July 12	4	31	62	93
26 Davis.....	Leon.....	Aug. 2	4	.....	.....	.....
27 Decatur.....	Earlville.....	Aug. 30	3	25	.....	107
28 Delaware.....	Burlington.....	July 19	3	7	46	53
29 Des Moines.....	Spirit Lake.....	Mar. 22	3	14	23	37
30 Dickinson.....	Dubuque.....	Aug. 9	3	20	172	192
31 Dubuque.....	Estherville.....	Oct. 4	1	3	6	9
32 Emmet.....	West Union.....	Aug. 23	4	35	105	140
33 Fayette.....	Rockford.....	Aug. 16	3	9	80	89
34 Floyd.....	Hampton.....	Aug. 30	3	10	68	78
35 Franklin.....	Riverton.....	Aug. 23	2	23	37	60
36 Fremont.....	Jefferson.....	Aug. 16	4	17	83	100
37 Greene.....	Grundy Center.....	Sep. 27	4	34	53	87
38 Grundy.....	Guthrie Center.....	July 26	4	17	50	67
39 Guthrie.....	Webster City.....	Mar. 29	2	18	28	46
40 Hamilton.....	Concord.....	Sep. 13	4	3	26	29
41 Hancock.....	Eldora.....	Aug. 2	4	7	41	48
42 Hardin.....	Magnolia.....	Sep. 6	2	22	46	68
43 Harrison.....	Mt. Pleasant.....	Aug. 2	4	18	108	126
44 Henry.....	Lime Springs.....	Mar. 22	2	43	84	127
45 Howard.....	Humboldt.....	Aug. 10	3	.....	23	23
46 Humboldt.....	.....	.....	.....	.....	.....	.....
47 Ida.....	Victor.....	Aug. 16	4	40	71	111
48 Iowa.....	Preston.....	Oct. 25	2	26	28	54
49 Jackson.....	Newton.....	Aug. 2	4	19	79	98
50 Jasper.....	.....	.....	.....	.....	.....	.....

REPORTS FOR 1875.

NORMAL INSTITUTES.

INSTITUTE FUND.									
RECEIPTS.					EXPENDITURES.				
On hand at last report.	Examination fees.	Registration fees.	State appropriation.	County appropriation.	Total.	Instruction.	Incidentals.	Total.	Unexpended.
.....	94	55	50	51	250.00	250.00	.....	250.00	.....
.....	117	60	50	.....	227.00	200.00	.....	25.00	2.00
60.00	186	78	50	.....	374.00	308.50	33.95	342.10	31.90
7.00	177	53	50	.....	287.00	181.50	65.00	246.50	40.10
.....	52	34	50	.....	136.00	93.00	13.00	106.00	30.00
21.00	574	431	50	.....	776.00	288.00	63.83	251.83	424.17
.....	294	189	50	.....	533.00	398.12	119.25	517.37	1.63
.....	151	65	50	.....	266.00	218.75	38.90	257.65	8.33
.....	36.00	195	85	50	396.00	152.00	91.85	243.85	121.80
.....	14.00	270	104	50	438.00	308.35	61.00	429.35	8.74
.....
.....	194	93	50	.....	337.00	118.00	48.85	186.85	15.65
12.00	63	35	50	.....	160.00	130.00	29.92	1.92	.....
.....	110	36	50	.....	196.00	145.00	45.00	190.00	.....
.....	7	31	50	.....	88.00	230.00	17.00	247.00	159.90
74.00	180	42	50	60	415.00	404.15	17.50	2.95	.....
.....	121	41	50	50	262.00	235.00	26.57	180.37	9.63
1.00	96	43	50	.....	190.00	159.80	29.57	268.10	1.10
.....	120	97	50	.....	297.00	245.00	23.10	268.10	.....
37.00	82	89	50	.....	258.00	218.00	38.00	2.60	1.70
.....	111	30	50	15	206.25	175.00	13.25	190.25	16.00
.....	213	141	50	.....	404.00	312.00	67.50	379.00	24.15
.....	417	158	50	.....	625.00	323.10	2.15	32.20	300.15
.....	107	48	50	.....	204.00	179.00	24.50	203.50	9.50
.....	209	45	50	.....	304.00	122.50	11.8	134.3	169.65
.....	219	93	50	127	389.00	341.00	24.60	365.60	23.20
.....	.....	.....	.....	.....	80.00	.....	.....	.....	.....
.....	135	107	50	21	313.00	262.00	51.00	313.00	.....
82.50	179	53	50	.....	282.00	237.50	16.00	253.50	111.00
.....	30	37	50	.....	167.00	147.00	20.00	167.00	.....
19.00	177	206	50	50	502.00	355.00	66.65	421.65	80.40
34.00	43	9	50	.....	136.00	80.00	16.35	96.35	40.10
.....	271	140	50	50	511.00	445.00	21.00	466.00	45.60
.....	163	89	50	.....	453.00	187.61	24.35	211.96	241.79
151.75	154	52	50	.....	256.00	207.45	17.30	284.75	28.75
.....	85	60	50	50	280.00	150.00	49.75	190.75	107.75
.....	105	100	50	125	384.00	247.00	75.20	322.20	42.20
.....	100	84	50	150	384.00	210.00	17.50	227.50	165.50
.....	197	67	50	.....	333.00	317.50	2.00	319.50	14.10
.....	201	130.00	5.00	.....	201.00	130.00	5.00	135.00	66.00
.....	95	56	50	.....	190.00	160.00	.....	160.00	30.65
13.00	48	29	50	50	225.00	108.00	49.75	217.75	7.25
.....	127	48	50	.....	319.00	150.00	26.90	176.90	142.65
22.00	154	63	50	.....	304.00	220.00	59.00	279.00	115.00
.....	218	126	50	.....	270.00	204.90	.....	204.90	63.75
20.00	91	23	50	.....	164.00	120.00	5.00	125.00	39.00
.....
.....	195	97	50	.....	342.00	315.00	40.00	355.00	12.00
.....	222	54	50	.....	326.00	222.90	3.30	226.20	99.80
.....	312	98	50	.....	460.00	411.66	16.00	437.66	22.34

ABSTRACT [E]—CONTINUED.

TEACHERS'

COUNTY.	WHERE HELD.	TIME.		TEACHERS IN ATTENDANCE.		
		Commencing.	Continuing weeks.	Males.	Females.	Total.
51 Jefferson.....	Fairfield.....	July 28	4	30	113	143
52 Johnson.....	Lowa City.....	Aug. 2	4	11	106	117
53 Jones.....	Anamosa.....	Sept. 20	2	20	35	55
54 Keokuk.....	Sigourney.....	Aug. 2	6	60	156	216
55 Kossuth.....	Algona.....	Sept. 14	4	15	46	61
56 Lee.....	Ft. Madison.....	Aug. 16	2	4	12	16
57 Linn.....	Marion.....	Aug. 9	2	43	157	200
58 Louisa.....	Grand View.....	Aug. 30	2	26	36	62
59 Lucas.....	Chariton.....	Aug. 9	3	19	49	68
60 Lyon.....	Rock Rapids.....	Oct. 18	1	8	12	20
61 Madison.....	Winterset.....	Aug. 2	4	18	72	90
62 Mahaska.....	Oskaloosa.....	Aug. 2	4	32	118	150
63 Marion.....	Knoxville.....	Aug. 16	4	24	32	56
64 Marshall.....	Marshalltown.....	Aug. 2	4	39	111	150
65 Mills.....	Glenwood.....	Aug. 16	4	25	100	125
66 Mitchell.....	Osage.....	Sept. 6	3	13	51	94
67 Monona.....	Onawa.....	Aug. 31	3	5	11	16
68 Monroe.....	Albia.....	Aug. 2	4	27	49	76
69 Montgomery.....	Red Oak.....	Aug. 2	3	16	55	71
70 Muscatine.....	Muscatine.....	June 28	4	10	80	90
71 O'Brien.....	Pringle.....	Oct. 18	3	22	30	52
72 Osceola.....	Sibley.....	Oct. 11	1	1	9	10
73 Page.....	Clarinda.....	Aug. 2	4	37	115	152
74 Palo Alto.....	Emmetsburg.....	Oct. 18	4	7	19	26
75 Plymouth.....	Lemars.....	Aug. 23	2	10	32	42
76 Pocahontas.....	Fonda.....	Dec. 27	1	14	9	23
77 Polk.....	Des Moines.....	Aug. 9	4	32	123	155
78 Pottawattamie.....	Council Bluffs.....	Aug. 9	4	29	65	94
79 Poweshiek.....	Grinnell.....	Nov. 4	4	.....	.....	.....
80 Ringgold.....	Mt. Ayr.....	Aug. 3	4	26	23	49
81 Sac.....	Sac City.....	Aug. 30	2	5	16	21
82 Scott.....	Davenport.....	July 19	5	22	93	115
83 Shelby.....	Harlan.....	Aug. 30	4	16	30	46
84 Sioux.....	Orange City.....	Aug. 23	2	5	19	24
85 Story.....	Nevada.....	Mar. 15	2	32	92	124
86 Tama.....	Toledo.....	Aug. 16	4	36	121	157
87 Taylor.....	Bedford.....	Aug. 16	3	33	50	83
88 Union.....	Aiton.....	Aug. 9	4	11	33	44
89 Van Buren.....	Keosauqua.....	Aug. 23	2	38	52	90
90 Wapello.....	Ottumwa.....	July 19	4	13	51	64
91 Warren.....	Indianola.....	Aug. 9	3	33	99	132
92 Washington.....	Washington.....	July 5	2	14	67	81
93 Wayne.....	Corydon.....	July 26	6	27	78	105
94 Webster.....	Fort Dodge.....	Aug. 9	3	11	63	74
95 Winnebago.....	Forest City.....	Aug. 2	2	5	14	19
96 Winneshiek.....	Decorah.....	Aug. 16	3	25	139	164
97 Woodbury.....	Sioux City.....	Aug. 30	2	17	50	67
98 Worth.....	Northwood.....	Nov. 1	2	8	19	27
99 Wright.....	Clarion.....	Sept. 27	2	11	34	45
			3	1798	5781	7579

* Overdrawn. † Evening entertainment. ‡ Various sources.

REPORTS FOR 1875.

NORMAL INSTITUTES.

INSTITUTE FUND.											
RECEIPTS.						EXPENDITURES.					
On hand at last report.	Ex. fees.	Registr'n fees.	State ap. prop'n.	Co. ap. prop'n.	Total.	Instruction.	Incidentals.	Total.	Unexpended.		
\$0	\$0	\$108	\$50	.....	322.00	222.00	\$47.00	\$269.00	\$53.00	51	51
\$5.75	319	100	50	.....	469.00	421.00	39.90	460.90	2.35	52	52
5.50	155	55	50	.....	260.56	200.00	50.56	250.56	10.00	53	53
	235	200	50	.....	490.50	423.00	15.00	438.00	52.50	54	54
	134	61	50	.....	245.00	150.00	52.50	202.50	42.50	55	55
	231	8	50	.....	289.00	50.00	20.00	70.00	219.00	56	56
	392	200	50	.....	642.00	515.00	28.00	543.00	99.00	57	57
	154	53	50	.....	257.00	197.40	10.00	207.40	49.60	58	58
	143	63	50	.....	256.00	216.00	46.50	262.50	6.50	59	59
	16	.....	50	.....	66.00	30.00	13.25	43.25	22.75	60	60
	195	78	50	.....	323.00	187.00	41.00	228.00	94.75	61	61
	275	138	50	.....	463.00	292.00	37.70	329.70	133.25	62	62
	249	53	50	.....	352.00	248.00	56.00	304.00	48.00	63	63
	331	150	50	.....	531.00	400.00	80.00	480.00	51.00	64	64
32.30	116	121	50	22	341.80	282.00	17.50	299.50	42.30	65	65
	185	63	50	100	398.00	265.12	32.88	298.00	100.00	66	66
	122	30	50	.....	202.00	85.00	11.70	96.70	105.30	67	67
	286	76	50	.....	412.00	262.25	19.70	281.95	130.05	68	68
	167	71	50	.....	288.00	175.00	20.00	195.00	93.00	69	69
	297	90	50	.....	437.00	395.00	20.00	415.00	22.00	70	70
	70	52	50	.....	172.00	167.00	.....	167.00	5.00	71	71
	41	10	50	.....	101.00	76.55	5.17	81.72	19.28	72	72
38.20	256	152	50	.....	496.20	300.00	63.30	363.30	132.90	73	73
	150	24	50	.....	224.00	150.00	63.30	213.30	.....	74	74
	75	42	50	.....	167.00	143.00	6.00	149.00	18.00	75	75
	32	23	50	.....	105.00	40.00	8.72	48.72	56.28	76	76
	117	141	50	.....	308.00	265.00	43.00	308.00	.....	77	77
15.75	285	94	50	75	519.75	265.00	58.65	323.65	196.10	78	78
	.....	.....	50	.....	50.00	.....	.....	.....	.....	79	79
	127	49	50	.....	226.00	149.75	31.00	180.75	45.25	80	80
	97	21	50	.....	168.00	77.00	2.20	79.20	88.80	81	81
2.62	265	115	50	.....	432.62	368.00	63.75	431.75	87	82	82
53.55	66	46	50	.....	215.55	137.50	13.25	150.75	64.80	83	83
	42	17	50	.....	109.00	75.00	19.00	94.00	15.00	84	84
	147	124	50	.....	321.00	211.44	36.52	247.96	73.04	85	85
59.34	82	157	50	258	606.54	390.33	60.50	450.83	155.71	86	86
246.31	44	83	50	.....	423.31	272.56	8.19	280.56	142.56	87	87
68.15	140	29	50	.....	287.15	165.00	.....	165.00	122.15	88	88
155.00	212	90	50	.....	507.00	155.00	50.70	205.70	301.30	89	89
	181	55	50	.....	286.00	235.00	.....	285.00	1.00	90	90
55.25	163	132	50	.....	400.25	255.00	67.00	322.00	78.25	91	91
	182	81	50	.....	313.00	240.00	25.00	265.00	48.00	92	92
20.11	136	105	50	.....	311.11	283.55	8.50	292.05	19.06	93	93
	133	42	50	.....	225.00	150.00	20.00	170.00	55.00	94	94
	31	19	50	.....	100.00	65.50	10.90	76.50	24.20	95	95
27.80	197	164	50	.....	438.80	375.00	39.90	414.90	23.90	96	96
14.39	131	67	50	.....	262.39	147.00	98.04	245.04	17.35	97	97
	71	27	50	.....	148.00	93.00	2.00	95.00	53.00	98	98
	49	45	50	.....	144.00	132.00	8.15	140.15	3.85	99	99
	.....	.....	.....	.....	.....	.....	.....	.....	.....	100	100
1,437.00	15,250	7,320	4,850	1,063	29,925.00	21,224.24	3,012.15	24,236.39	5,797.90		

ABSTRACT [E]—CONTINUED.

TEACHERS.

COUNTY.	CONDUCTOR.	ASSISTANT INSTRUCTORS.
1 Adair.....	W. E. Crosby...	Miss Martha Foster, Miss Mary Childs.....
2 Adams.....	H. F. Dale.....	Myra La Rue, Eliza Wheeler.....
3 Allamakee...	W. H. Holford...	L. Eells, B. W. Putnam, Jennie A. Hinchon, J. W. Hinchon.....
4 Appanoose...	G. W. Cullison...	H. W. Zentz.....
5 Audubon.....	H. G. Smith.....	Geo. S. Houghton.....
6 Benton.....	John McCarty...	Wm. H. Sisson, Amos Dean, S. T. Shortess.....
7 Black Hawk...	A. F. Townsend...	Mrs. S. P. Townsend, J. R. Sweeney, T. R. Hamlin, S. S. Hamill, Mrs. T. A. Rose.....
8 Boone.....	N. E. Gildwait...	J. H. Reynolds, J. T. Curran, Chas. Tucker.....
9 Bremer.....	I. Shepard.....	D. C. Chamberlin, John F. Grawe, Miss Mary E. Shannon [son].....
10 Buchanan...	A. Row.....	H. G. Brainard, Wm. E. Parker, W. H. Robert, J. W. Stewart, I. R. Wagner, V. E. Butler.....
11 Butler.....	A. W. Stuart.....	Mrs. S. J. Knox.....
12 Calhoun.....	Miss C. A. Bassett...	W. F. Steigerwalt.....
13 Carroll.....	C. W. Von Coelln...	Miss L. G. Lovell.....
14 Cass.....	G. S. Wedgewood...	
15 Cedar.....	E. Baker.....	
16 Cerro Gordo...	C. W. Von Coelln...	Ira C. Kling, Mrs. J. B. Dakin.....
17 Cherokee....	C. M. Greene....	G. F. Tucker, J. W. Johnson.....
18 Chickasaw...	C. W. Von Coelln...	John F. Grawe, H. C. Adams, B. W. Dewey ..
19 Clarke.....	W. H. Myers.....	Wm. Osmond, G. W. Jolly, P. Fredrick.....
20 Clay.....	E. Baker.....	J. A. Kennedy.....
21 Clayton....	J. C. Gilchrist...	Miss Jessie Brown, S. W. Bixby, P. C. Clark, J. F. Thompson, P. W. McClelland, [Curtis, J. F. Gates, Hattie E. Livingston, Miss Lucy E. M. Ainsworth].....
22 Clinton.....	H. Sabin.....	J. B. White, C. M. Pinkerton ..
23 Crawford...	Z. T. Hawk.....	G. W. Cullison, C. W. Bigger ..
24 Dallas.....	J. M. Crocker...	
25 Davis.....	A. Axline.....	
26 Decatur.....	C. M. Grunbling...	W. E. Crosby, J. Wernli, W. H. Merten.....
27 Delaware....	C. Zimmerman...	E. C. Smith, R. Sanderson.....
28 Des Moines...	T. B. Snyder....	W. F. Pillsbury, Rev. W. L. Coleman, R. B. Nicol, A. W. Osborne.....
29 Dickinson...	J. R. Upton.....	W. S. Shoup, C. G. Kretschmer, T. M. Irish, O. A. Brownson, Jr.....
30 Dubuque.....	N. W. Boyes.....	F. Day, L. S. Williams.....
31 Emmet.....	Mr. Ford.....	T. F. Johnson, Mrs. J. C. Quivey.....
32 Fayette.....	J. C. Gilchrist...	R. E. Robinson.....
33 Floyd.....	B. S. Potter.....	L. B. Carey, C. L. Bare.....
34 Franklin....	C. Robinson....	J. H. Beard, C. W. Gould, Geo. Leven.....
35 Fremont....	T. J. R. Perry...	Dr. A. G. Riley, S. S. Hamill, J. W. Huntington S. R. Seaman, G. R. Stoddard.....
36 Greene.....	Wm. Eldon.....	Mrs. J. B. Hatch, D. F. Witter, C. R. Bales, Miss M. Thomas.....
37 Grundy.....	S. D. Gaylord...	B. S. Baker, C. A. Howd.....
38 Guthrie.....	E. M. Cotton....	L. S. McCoy ..
39 Hamilton...	Irwin Shepard...	S. D. Gaylord ..
40 Hancock....	M. M. Gilchrist...	Prof. B. L. Cozier, E. P. Griffin, B. F. Stow, Miss S. Sutton.....
41 Hardin.....	J. W. Stephens...	Mrs. A. Sanderson, O. F. Willey, M. O. Tuttle Leonard Brown, John McLeod, A. G. Stevens R. S. Bingham, C. L. Porter, Wm. Kortz.....
42 Harrison....	J. D. Hornby....	J. C. Gilchrist.....
43 Henry.....	Miss A. E. Pack'r...	D. Thomas, D. Edmundson, S. M. Mowatt.....
44 Howard.....	S. Niles.....	
45 Humboldt...	J. Stevens.....	
46 Iowa.....	W. M. Colby....	
47 Jackson....	W. E. Crosby...	
48 Jasper.....	G. S. Wedgewood...	

INSTITUTES.

	LECTURERS.
Alonzo Abernethy, W. E. Crosby	1
C. S. James, Chas. Little, W. P. Jeffrey	2
W. H. Holford, J. Laughran, Benj. W. Putnam	3
Prof. A. Axline, C. M. Greene, Prof. Dutcher	4
Geo. S. Houghton, B. F. Thacker, E. E. Major	5
Rev. Phelps, Dr. Golden, Amos Dean, T. Tobin, S. A. Knapp	6
W. H. Beach, S. S. Hamill, Pres. A. S. Welch	7
Rev. J. A. Nash, Rev. D. Heagle, Miss Sallie Collier	8
Alonzo Abernethy, Rev. Robt. Leslie, Dr. A. S. Welch	9
T. C. Merrill, S. G. Sparks	10
Alonzo Abernethy, C. M. Von Coelln, Dr. Wm. Young	11
Miss C. A. Bassett, O. J. Jolley, Dr. Stewart	12
Alonzo Abernethy, C. W. Von Coelln	13
Gov. C. C. Carpenter	14
[E. Crosby]	15
C. W. Von Coelln, J. C. Gilchrist, Pres. Geo. F. Magoun, S. J. Buck, W. C. M. Greene, Rev. W. F. Rose, Gen. A. C. Dodge, Rev. E. N. Jencks	16
J. Piper, C. W. Von Coelln, Dr. B. M. Dewey	17
Dr. E. M. Laws, Rev. Frank Evans, C. C. Millard, Alonzo Abernethy	18
E. Baker, J. A. Kennedy	19
J. C. Gilchrist, Louis Favour, J. F. Thompson	20
Alonzo Abernethy, H. Sabin, Dr. J. M. Gregory, H. L. Boltwood, M. H. Smith	21
C. W. Von Coelln	22
Rev. B. W. Johnson	23
Alonzo Abernethy, Clarkson Davis	24
Dr. J. H. Rhea, W. E. Crosby, L. Favour, Gov. C. C. Carpenter	25
Rev. W. L. Coleman, J. R. Upton, H. C. Cray	26
Dr. G. M. Staples, W. H. Beach, Dr. J. H. Rhea, Rev. L. H. Ostrander, Prof. L. Favour	27
H. G. Day	28
C. C. Carpenter, C. Gilchrist, L. Favour, Rev. S. W. Ingham, Rev. J. R. Berry	29
B. S. Potter, S. S. Hamill, L. T. Weld, Alonzo Abernethy	30
Rev. J. B. Bates, Rev. Alva Bush	31
T. J. Brant, E. J. H. Beard, P. H. Hoop, G. H. Chamberlain	32
Pres. L. A. Dunn, S. S. Hamill, Capt. Head, Rev. D. Heagle	33
S. D. Gaylord, E. P. Baker, Daniel Kerr	34
E. M. Cotton	35
G. Palfie, B. S. Baker	36
A. Bush, J. Valentine	37
Alonzo Abernethy, C. W. Von Coelln, Prof. N. R. Leonard	38
S. D. Gaylord, J. H. Stewart	39
Dr. S. N. Fellows, J. Piper, Mrs. A. B. McConaughy, Miss J. A. Garretson	40
S. Niles, Mrs. A. Sanderson, J. T. Smith, Rev. W. H. Brocksome	41
Alonzo Abernethy, Dr. S. N. Fellows, C. Davis, J. Valentine, H. Sabin	42
W. E. Crosby, J. C. Gilchrist	43
W. W. King, Perry Engle, Rev. Foster	44

ABSTRACT [E]—CONTINUED.

TEACHERS²

COUNTY.	CONDUCTOR.	ASSISTANT INSTRUCTORS.
49 Jefferson...	R. G. Gilson...	Mrs. D. Acheson, G. G. Sampson, R. M. Fish...
50 Johnson...	C. P. Rogers...	P. H. Miller, H. H. Hatt, Miss Lizzie Haddock...
51 Jones...	A. D. Williams...	J. C. Gilchrist, J. W. Kelsey, Miss M. L. Sypher...
52 Kookuk...	H. D. Todd...	C. M. Ramsdell, Miss M. E. Deering, J. K. Pick...
53 Kosuth...	Mrs. M. A. Peck...	[ett]
54 Lee...	N. Johnson...	[Clellan]
55 Linn...	Eli Johnson...	J. H. Shumaker, T. H. Smith, Mrs. J. W. Mc...
56 Louisa...	E. R. Eldridge...	R. B. Huff, Thos. M. Findley, W. F. Bremer...
57 Lucas...	W. P. Nason...	Miss E. Thompson...
58 Lyon...	W. S. Peile...	S. Hyde, R. E. Wear, J. L. Bailey...
59 Madison...	S. D. Cook...	E. R. Zeller...
60 Mahaska...	J. Hull...	S. P. Lucy, S. S. Hamill, Jno. H. Rheem, C. M. M...
61 Marion...	W. A. McKee...	J. B. Roberts, J. B. Young, A. Y. Atherton...
62 Marshall...	E. R. Eldridge...	Dr. A. G. Riley, J. B. Jennings, Miss Abbie...
63 Mills...	J. D. Hornby...	E. S. McLoud, J. H. Moore...
64 Mitchell...	Rev. A. Bush...	W. R. Edwards, Miss Jennie Kelly, W. Mes...
65 Monona...	Miss S. Fulton...	Prof. G. S. Houghton, Peter Inman...
66 Monroe...	A. J. Casady...	E. E. Holroyd, Miss M. E. Shahan, J. M. Porter...
67 Montgomery...	W. P. Pattison...	E. H. Haight, W. C. Davis, E. S. McLoud...
68 Muscatine...	T. N. Brown...	F. M. Witter, J. A. Thompson, D. W. Lewis, W...
69 O'Brien...	E. Baker...	[S. Cilley]
70 Osceola...	Rev. B. A. Dean...	J. F. Glover, Cline Bull, H. M. Moore, W. R. Lawrence...
71 Page...	H. Woten...	J. A. Woods, E. Miller, Miss M. L. Bennett...
72 Palo Alto...	J. W. Hinchon...	[...]
73 Plymouth...	J. Wernli...	[...]
74 Pocahontas...	J. F. Clark...	O. I. Strong, H. T. Willard, G. E. Fredell...
75 Polk...	D. G. Perkins...	Miss S. J. Porter, E. M. Cotton, I. H. De Wolf...
76 Pot'wat'mie...	E. Baker...	J. D. Hornby, C. C. Hotchkiss, W. Ward, A. E...
77 Poweshiek...	S. J. Buck...	[Clarendon]
78 Ringgold...	R. A. Harkness...	Robert Parish...
79 Sac...	C. P. Wellman...	D. J. McDavid...
80 Scott...	J. W. Greenwood...	P. S. Morton, J. B. Young, W. H. Pratt...
81 Shelby...	A. N. Buckman...	P. C. Truman, W. D. Townsend, Z. T. Hawk...
82 Sioux...	O. E. Brownson...	Dr. E. O. Plumb...
83 Story...	N. E. Goldthwait...	J. G. Weatherby, J. M. Mehan, A. C. Osborn...
84 Tama...	H. A. Brown...	S. S. Hamill, A. H. Sterrett, D. K. Thomas, J. Andrews...
85 Taylor...	C. M. Greene...	D. L. Chaney, S. Walker, John Hoover, N. P. D. J. McDavid...
86 Union...	C. G. Snelling...	[Nelson]
87 Van Buren...	Prof. J. Baldwin...	J. C. Stevens, A. Hull, A. Axline...
88 Wapello...	W. Palmer...	Mrs. M. A. Peck, H. C. Hollingsworth, Clay...
89 Warren...	C. L. Enos...	C. C. Chamberlin, G. W. Samson...
90 Washing'tn...	E. C. Smith...	Mrs. J. Crays, S. W. Morntz, J. W. Cranor...
91 Wayne...	C. H. Dutcher...	J. U. Barnard...
92 Webster...	A. N. Ozias...	Fannie Arnold...
93 Winnebago...	M. M. Gilchrist...	W. A. Chapman...
94 Winneeshik...	G. N. Holway...	J. Breckenage, D. L. Hane, B. W. Putman...
95 Woodbury...	A. R. Wright...	S. Rogers, J. W. Oldham, J. S. Weaver, M. A. M. F. Varney...
96 Worth...	M. F. Varney...	Miss E. K. Walker...
97 Wright...	E. Baker...	J. M. Overbaugh, B. F. Entrican...

REPORTS FOR 1875.

NORMAL INSTITUTES.

COUNTY.	CONDUCTOR.	ASSISTANT INSTRUCTORS.
49 Jefferson...	R. G. Gilson...	Mrs. D. Acheson, G. G. Sampson, R. M. Fish...
50 Johnson...	C. P. Rogers...	P. H. Miller, H. H. Hatt, Miss Lizzie Haddock...
51 Jones...	A. D. Williams...	J. C. Gilchrist, J. W. Kelsey, Miss M. L. Sypher...
52 Kookuk...	H. D. Todd...	C. M. Ramsdell, Miss M. E. Deering, J. K. Pick...
53 Kosuth...	Mrs. M. A. Peck...	[ett]
54 Lee...	N. Johnson...	[Clellan]
55 Linn...	Eli Johnson...	J. H. Shumaker, T. H. Smith, Mrs. J. W. Mc...
56 Louisa...	E. R. Eldridge...	R. B. Huff, Thos. M. Findley, W. F. Bremer...
57 Lucas...	W. P. Nason...	Miss E. Thompson...
58 Lyon...	W. S. Peile...	S. Hyde, R. E. Wear, J. L. Bailey...
59 Madison...	S. D. Cook...	E. R. Zeller...
60 Mahaska...	J. Hull...	S. P. Lucy, S. S. Hamill, Jno. H. Rheem, C. M. M...
61 Marion...	W. A. McKee...	J. B. Roberts, J. B. Young, A. Y. Atherton...
62 Marshall...	E. R. Eldridge...	Dr. A. G. Riley, J. B. Jennings, Miss Abbie...
63 Mills...	J. D. Hornby...	E. S. McLoud, J. H. Moore...
64 Mitchell...	Rev. A. Bush...	W. R. Edwards, Miss Jennie Kelly, W. Mes...
65 Monona...	Miss S. Fulton...	Prof. G. S. Houghton, Peter Inman...
66 Monroe...	A. J. Casady...	E. E. Holroyd, Miss M. E. Shahan, J. M. Porter...
67 Montgomery...	W. P. Pattison...	E. H. Haight, W. C. Davis, E. S. McLoud...
68 Muscatine...	T. N. Brown...	F. M. Witter, J. A. Thompson, D. W. Lewis, W...
69 O'Brien...	E. Baker...	[S. Cilley]
70 Osceola...	Rev. B. A. Dean...	J. F. Glover, Cline Bull, H. M. Moore, W. R. Lawrence...
71 Page...	H. Woten...	J. A. Woods, E. Miller, Miss M. L. Bennett...
72 Palo Alto...	J. W. Hinchon...	[...]
73 Plymouth...	J. Wernli...	[...]
74 Pocahontas...	J. F. Clark...	O. I. Strong, H. T. Willard, G. E. Fredell...
75 Polk...	D. G. Perkins...	Miss S. J. Porter, E. M. Cotton, I. H. De Wolf...
76 Pot'wat'mie...	E. Baker...	J. D. Hornby, C. C. Hotchkiss, W. Ward, A. E...
77 Poweshiek...	S. J. Buck...	[Clarendon]
78 Ringgold...	R. A. Harkness...	Robert Parish...
79 Sac...	C. P. Wellman...	D. J. McDavid...
80 Scott...	J. W. Greenwood...	P. S. Morton, J. B. Young, W. H. Pratt...
81 Shelby...	A. N. Buckman...	P. C. Truman, W. D. Townsend, Z. T. Hawk...
82 Sioux...	O. E. Brownson...	Dr. E. O. Plumb...
83 Story...	N. E. Goldthwait...	J. G. Weatherby, J. M. Mehan, A. C. Osborn...
84 Tama...	H. A. Brown...	S. S. Hamill, A. H. Sterrett, D. K. Thomas, J. Andrews...
85 Taylor...	C. M. Greene...	D. L. Chaney, S. Walker, John Hoover, N. P. D. J. McDavid...
86 Union...	C. G. Snelling...	[Nelson]
87 Van Buren...	Prof. J. Baldwin...	J. C. Stevens, A. Hull, A. Axline...
88 Wapello...	W. Palmer...	Mrs. M. A. Peck, H. C. Hollingsworth, Clay...
89 Warren...	C. L. Enos...	C. C. Chamberlin, G. W. Samson...
90 Washing'tn...	E. C. Smith...	Mrs. J. Crays, S. W. Morntz, J. W. Cranor...
91 Wayne...	C. H. Dutcher...	J. U. Barnard...
92 Webster...	A. N. Ozias...	Fannie Arnold...
93 Winnebago...	M. M. Gilchrist...	W. A. Chapman...
94 Winneeshik...	G. N. Holway...	J. Breckenage, D. L. Hane, B. W. Putman...
95 Woodbury...	A. R. Wright...	S. Rogers, J. W. Oldham, J. S. Weaver, M. A. M. F. Varney...
96 Worth...	M. F. Varney...	Miss E. K. Walker...
97 Wright...	E. Baker...	J. M. Overbaugh, B. F. Entrican...

ABSTRACT [F]

GRADED SCHOOLS, 1875.

COUNTY.	DISTRICT.	Months session.	No. teachers employed and salary, not including Supt. or Prin.		Superintendent or Principal.	Name.	Salary per annum.	Foreign languages taught.
			Males.	Females				
Adams	Corning	10	1	37 50	Jos. Russell	1,200	Latin	
Allamakee.....	Lansing	10	1	60 00	S.S.Henderson	1,000	Latin & Ger'an.	
.....	Waukon	10	1	75 00	J. Laughran	1,000		
.....	Postville	10	2	40 00	S. White	800	G'ran	
Appanoose.....	Centerville	9	5	54 00	H. L. Grant.....	1,100	Latin &	
.....	Moulton	6	1	35 00	J. M. Piper	3		
Benton .....	.....	10	8	41 00	J. M. Abbott	1,200		
.....	Belle Plaine.....	9	1	40 00	Wm. H. Sisson	1,100	Ger'an.	
.....	Blairstown	9	3	40 00	Chas. F. Gates	700		
.....	Shellsburg	9	1	40 00	W. Brink'rhoff	100		
.....	Murray Stati'n	8	1	38 00	M. C. Brainard	40		
Blackhawk	Cedar City	7	1	30 00	.....		
.....	Cedar Falls	9	1	62 50	M. F. Arey	1,300	Latin	
.....	East Waterloo	10	9	49 19	J. W. Akers.....	1,400		
.....	Laporte City	9	4	40 00	C. J. Davis	630	G'ran	
.....	Waterloo	9	9	44 39	C. Von Coellen	1,200	Latin &	
Boone	Boonsboro	9	4	43 00	J. H. Reynolds	1,350		
.....	Boone	8	2	70 00	B. F. Hood	1,200		
.....	Moingona	8	2	37 00	Jno. T. Curran	500		
.....	Swede Point	7	1	50 00	Mr. White	455		
.....	Ogden	7	1	40 00	J. W. Thompson	35		
Bremer	Waverly	10	1	60 00	Mrs. Washburn	600	Latin	
.....	Janesville	9	2	25 00	W. M. Smith	450	Latin	
Buchanan	Independence	10	1	50 00	G. H. Brainard	900	Latin & Ger'an.	
.....	Jesup	9	2	30 00	Chas. Albrook	585		
.....	Quasqueton	9	2	30 00	Wm. E. Parker	600		
.....	Winthrop	10	2	30 00	M. J. Goodrich	600		
Butler	Clarksville	9	3	30 00	V. E. Butler	575		
.....	Parkersburg	9	1	30 00	Mary A. Tanner	450		
.....	New Hartford	9	1	30 00	J. E. Lucas	450		
.....	Greene	9	1	30 00	J. R. Wagner	450		
.....	Butler Center	8	1	30 00	C. E. Barlow	300		
Carroll	Carroll	10	2	45 00	J. Bookwalter	950		
.....	Glidden	7	1	25 00	E. L. King	350		
Cass	Atlantic	10	1	40 00	G. Wedgwood	1,200	Latin	
.....	Lewis	9	3	30 00	R. Manning	540		
Cedar	Clarence	9	2	37 00	W. T. Stubbs	1,000		
.....	Lowden	9	1	40 00	J. B. Harris	720		
.....	Mechanicsville	9	4	40 00	J. C. Johnson	450		
.....	Springdale	9	2	35 00	W. V. Robinson	675		
.....	Stanwood	8	1	60 00	E. U. Cook	900		
.....	Tipton	9	6	45 00	J. M. Scott	900		
.....	West Branch	9	1	40 00	E. M. Elliott	800		
Cerro Gordo	Mason City	10	5	40 00	J. C. Gilchrist	1,400		
.....	Clear Lake	8	1	30 00	D. A. Hamm	600		
.....	Rock Falls	9	1	35 00	Myron Kling	540		
.....	Rockwell	8	1	30 00	I. C. Kling	440		

ABSTRACT [F]—CONTINUED.

GRADED SCHOOLS, 1875.

COUNTY.	DISTRICT.	Months session.	No. teachers employed and salary, not including Supt. or Prin.		Superintendent or Principal.	Name.	Salary per annum.	Foreign languages taught.	
			Males.	Females					
									No.	Av. salary per mo.	No.	Av. salary per mo.
Cherokee	New Cherokee	10	1	45.00	2	40.00	W. S. Domer	800	
	Nashua	9	3	35.00	3	35.00	H. C. Adams	810	
Chickasaw	New Hampton	9	3	27.50	1	35.00	G. D. Pelengill	675	
	Lawler	9	1	45.00	1	35.00	C. H. Harvey	540	Ger'n.
Clarke	Osceola	9	1	45.00	6	40.00	B. F. Hood	1,200	Latin &
Clayton	Elkader	9	2	45.00	2	40.00	S. R. Bixby	1,000	Ger'n
	Elkport	8	1	35.00	1	35.00	M. H. Galer	320	
	Clayton	9	1	35.00	1	I. J. Wheeler	405		
	Garnaville	8	1	40.00	2	35.00	J. Briggs	320	Ger'n
	Guttenberg	10	1	37.50	2	37.50	Geo. H. Smart	600	Ger'n
	McGregor	9	1	70.00	9	47.67	T. H. Johnston	1,400	Ger. Lat. Greek.
	Monona	9	1	45.00	1	35.00	P. W. McLellan	675	Latin
	N. H. McGregor	9	2	30.00	2	30.00	C. A. Strobridge	630	
	National	8	1	30.00	1	30.00	J. W. Kingsley	400	
	Strawberry Point	9	2	35.00	3	35.00	C. P. Clark	585	Latin
	Volga City	6	1	30.00	1	30.00	P. Olmsted	240	
Clinton	Camanache	9	3	35.00	3	35.00	E. J. M. Meekins	540	
	De Witt	9	1	50.00	1	50.00	Wm. H. Fort	900	
		9	2	40.00	2	40.00			
		9	5	35.00	5	35.00			
	Clinton	10	1	80.00	1	70.00	Henry Sabin	1,700	
		9	1	50.00	1	65.00			Latin.
		9	6	45.00	6	45.00			
		9	10	40.00	10	40.00			
		9	6	35.00	6	35.00			
	Lyons	10	1	60.00	1	45.00	H. J. Blanchard	1,200	Ger'n &
		9	1	55.00	3	40.00			Latin.
		9	3	35.00	3	35.00			
		9	5	33.00	5	33.00			
		9	1	30.00	1	30.00			
	Wheatland	9	1	46.66	2	35.00	C. F. Gates	600	Ger'm
Crawford	Denison	9	3	40.00	3	40.00	Z. T. Hawk	800	
	Adel	8	4	40.00	4	40.00	F. Boyd	800	Latin
Dallas	Redfield	8	1	40.00	1	40.00	J. W. Boyer	480	
	DeSoto	6	2	35.00	2	35.00	S. S. Murphy	300	
	Dexter	9	3	55.00	3	55.00	Miss M. Foster	660	
	Dallas Center	6	50.00	50.00	1	45.00	J. E. Harper	300	
	Perry	8	1	45.00	1	45.00	G. B. Paul	400	
	Van Meter	8	1	40.00	1	40.00	Jno. A. Myers	400	
Davis	Bloomfield	6	2	75.00	3	45.00			
Decatur	Garden Grove	9	2	30.00	2	30.00	R. A. Harkness	900	
	Leon	9	2	65.00	5	40.00			
Delaware	Manchester	9	7	40.00	7	40.00	W. M. Wilcox	1,200	
	Delhi	9	4	40.00	4	40.00	C. W. Cliff	800	
	Earlville	9	2	35.00	2	35.00	E. P. Fogg	600	
	Delaware	9	1	35.00	1	35.00	John Stanger	450	Greek
Des Moines	Burlington	10	1		1		R. Sanderson	2,000	Ger. Lat.

ABSTRACT [F] CONTINUED.

GRADED SCHOOLS, 1875.

COUNTY.	DISTRICT.	Months' session.	No. teachers employed and salary, not including Supt. or Prin.		Superintendent or Principal.	Foreign languages taught.
			Males.	Females.		
		No.	Av. salary per mo.	No.	Av. salary per mo.	
Des Moines	High School...	4	110	3	56.60	
	So. Hill School...	1	100	8	40.00	
	So. Boond'y Sc'l...	1	100	7	40.00	
	West Hill Sc'l...	1	100	6	40.00	
	West Mad. Sc'l...	1	100	4	40.00	
	North Hill Sc'l...	1	100	8	40.00	
	North Oak Sc'l...	1	100	6	40.00	
	Germania Sc'l...	1	100	3	40.00	
	Central Pri. Sc'l...	1	100	1	60.00	
Dubuque	Dubuque...	10	125.00	1	55.00	French, Gr.
	High School...	10	125.00	1	55.00	Greek, Latin.
	1st Ward Sch'l...	10	123.40	1	55.00	German.
	3d Ward Sch'l...	10	173.80	1	55.00	German.
	4th Ward Sch'l...	10	83.91	1	55.00	German.
	5th Ward Sch'l...	10	143.82	1	55.00	German.
	Coulter Av. Sc'l...	8	235.00	1	55.00	German.
	West Dub. Sc'l...	10	238.75	1	55.00	German.
	So. Du'gest. Sc'l...	10	125.00	1	55.00	German.
	Yersville Sc'l...	10	125.00	1	55.00	German.
	Epworth...	9	126.14	1	55.00	German.
	Farley...	9	132.25	1	55.00	German.
	Worthington...	8	125.00	1	55.00	German.
	East Cascade...	9	125.00	1	55.00	German.
	North Vernon...	10	230.00	1	55.00	German.
	Center Grove...	10	125.00	1	55.00	German.
Fayette	Auburn...	8	125.00	1	55.00	German.
	Clermont...	10	331.66	1	55.00	German.
	Elgin...	9	130.00	1	55.00	German.
	Fayette...	9	431.66	1	55.00	German.
	Waucoma...	8	120.00	1	55.00	German.
	West Union...	8	430.00	1	55.00	German.
Floyd	Charles City...	10	173.48	1	55.00	German.
	Floyd...	9	225.00	1	55.00	German.
	Marble Rock...	10	230.75	1	55.00	German.
	Nora Springs...	8	532.00	1	55.00	German.
	Rockford...	8	730.00	1	55.00	German.
Franklin	Hampton...	10	535.00	1	55.00	German.
	Femont...	10	442.50	1	55.00	German.
	Riverton...	7	240.00	1	55.00	German.
	Sidney...	9	235.00	1	55.00	German.
	Tabor...	9	235.85	1	55.00	German.
	Eastport...	9	140.00	1	55.00	German.
Greene	Jefferson...	9	333.33	1	55.00	German.
	Grand Junction...	9	237.00	1	55.00	German.
	Beaver...	6	140.00	1	55.00	German.
	Casey...	9	140.00	1	55.00	German.
	Panora...	7	245.00	1	55.00	German.
	Stuart...	8	245.00	1	55.00	German.
Hamilton	Homer...	8	127.00	1	55.00	German.

ABSTRACT [E]—CONTINUED.

GRADED SCHOOLS, 1875.

COUNTY.	DISTRICT.	Months' session.	No. teachers employed and salary, not including Supt. or Prin.		Superintendent or Principal.	Foreign languages taught.
			Males.	Females.		
		No.	Av. salary per mo.	No.	Av. salary per mo.	
Hamilton	Webster City...	10	438.00	1	55.00	German.
Hardin	Ackley...	10	440.00	1	55.00	German.
	Iowa Falls...	10	440.00	1	55.00	German.
	Steamboat Rock...	9	240.00	1	55.00	German.
	Eldora...	10	640.00	1	55.00	German.
Harrison	Magnolia hgs'l...	10	337.50	1	55.00	German.
	Dunlap...	10	337.50	1	55.00	German.
	Mo. Valley...	10	350.00	1	55.00	German.
	Logan...	9	140.00	1	55.00	German.
	Woodbine...	10	153.33	1	55.00	German.
	Little Sioux...	10	131.75	1	55.00	German.
Henry	Mt. Pleasant...	10	36.00	1	55.00	German.
	Union School...	10	36.00	1	55.00	German.
	Winona...	10	346.00	1	55.00	German.
	Willowbank...	10	346.00	1	55.00	German.
	Main St. Pri'ry...	10	346.00	1	55.00	German.
	Salem...	8	33.00	1	55.00	German.
	Hillsboro...	9	125.00	1	55.00	German.
	New London...	9	327.50	1	55.00	German.
	Marshall...	9	125.00	1	55.00	German.
	Rome...	9	125.00	1	55.00	German.
	Trenton...	9	225.00	1	55.00	German.
	Winfield...	9	130.00	1	55.00	German.
Howard	Woodlawn...	9	130.00	1	55.00	German.
	Cresco...	10	545.00	1	55.00	German.
	Lime Spgs. Sta...	10	235.00	1	55.00	German.
Iowa	Marengo High School...	10	160.00	1	55.00	German.
	Victor...	9	235.00	1	55.00	German.
	Millersburg...	8	145.00	1	55.00	German.
	North English...	7	140.00	1	55.00	German.
	Williamsburg...	8	140.00	1	55.00	German.
	Homestead...	12	140.00	1	55.00	German.
	Amana...	12	140.00	1	55.00	German.
	Mid'le Amana...	12	140.00	1	55.00	German.
	South Amana...	12	140.00	1	55.00	German.
	West Amana...	12	140.00	1	55.00	German.
Jackson	Bellevue...	10	150.00	1	55.00	German.
	Maquoketa...	10	270.00	1	55.00	German.
	Andrew...	8	160.00	1	55.00	German.
	Monmouth...	8	135.00	1	55.00	German.
Jasper	Greencastle...	9	18.00	1	55.00	German.
	Jasper City...	9	65.00	1	55.00	German.
	Lynnville...	9	239.00	1	55.00	German.

ABSTRACT [F]—CONTINUED.

GRADED SCHOOLS.—1875.

COUNTY.	DISTRICTS.	Months' session.		No. teachers employed and salary, not included in Supt. or Prin.		Superintendent or Principal.	Sally per annum.	Foreign languages taught.
		No.	Av. salary per mo.	No.	Av. salary per mo.			
Jasper	Monroe	9	540.00	5	400.00	S. M. Mowatt	945	Latin
	Newton	9	160.00	1	60.00	Wm. Hoy	1,000	
		9	150.00	1	50.00			
		9	45.00	1	15.00			
	Prairie City	9	175.00	3	37.50	J. T. Atherton		Latin
	Vandalia	9	142.50	1	20.00	W. M. Crow		
Jefferson	Fairfield Un.	9	936.66	1	36.66	R. G. Gilson	1,000	
	Batavia	7	235.00	1	33.57	S. H. Robb	450	
	Brookville	7	125.00	1	17.86	G. R. Horn	280	
	Glasgow	7	125.00	1	17.86	Han'h Fancett	280	
	Libertyville	8	125.00	1	15.62	F. J. Groom	400	
	Salina	7	150.00	1	21.43	Kate Day	280	
Johnson	Iowa City	9	150.00	4	50.00	A. A. Guthrie	1,000	Lat., Ger.
		9	340.00	1	113.33			
		9	343.33	1	114.44			
		9	545.00	1	181.67	J. W. Kelsey	1,000	Lat., Ger.
Jones	Anamosa	9	645.00	1	215.00	L. Foster	1,000	Latin
	Monticello	9	450.00	1	150.00	Mrs. M. L. Sykes	775	
	Wyoming	9	145.00	1	48.33	Miss A. Tice		
	Strawberry Hill	9	140.00	1	46.67	J. K. Pickett	1,200	Lat., Ger.
Keokuk	Keota	9	140.00	1	46.67	C. G. Glenn	675	
	Richland	8	140.00	1	17.50	Ed. S. McLoud	400	
	Talleyrand	8	130.00	1	16.25	Flor. Shadobarger	380	
	Winat Cheer	8	135.00	1	16.88	Wm. Eastburn	380	
	South English	8	130.00	1	16.25	John Axmear	380	
	Springfield	8	130.00	1	16.25	Della Darling	320	
Kossuth	Algona	9	250.00	1	30.00	J. H. Sanders	630	
Lee	Keokuk	9	126.26	38	49.29	W. W. Jamison	1,800	Latin
	Fort Madison	8	69.06	13	34.35	Nels. Johnson	800	Greek, Ger.
Linn	Cedar Rapids	9	165.00	26	62.95	T. H. Smith	1,800	Latin
	Marion	9	150.00	9	57.70	J. W. McClellan	1,200	Latin
Louisa	Columbus City	8	150.00	2	30.00	F. Gilbert	480	Latin
	Morning Sun	9	332.50	1	37.83	T. M. Findley	630	Latin
	Wapello	10	1	1	1.00	D. Condit	890	
	Grand View	9	240.00	1	26.67	E. R. Eldridge		
Lucas	Chariton	9	175.00	1	19.44	H. N. West	1,000	Latin
		9	545.00	1	181.67			
		9	160.00	1	53.33			
Madison	Winterset	9	841.25	1	93.47	E. R. Zeller	810	German
	Earlham	9	140.00	1	15.56	C. W. Pinkert'n	495	
Mahaska	Oskaloosa	9	588.33	15	50.00	Wm. Lytle	1,200	Lat., Ger.
	Eddyville	9	538.00	1	59.78	Wm. Markle	900	Latin
	Buckeye	7	230.00	1	32.86			
	Freemont	7	138.72	1	19.82			
	Granville	9	142	2	31.11			
	Indianapolis	8	244.37	1	30.55			
	New Sharon	9	347.00	2	38.56			
	Peoria	8	140	1	17.50			

ABSTRACT [F]—CONTINUED.

GRADED SCHOOLS, 1875.

COUNTY.	DISTRICT.	Months' session.	No. teachers employed and salary, not including Supt. or Prin.		Superintendent or Principal.	Salary per annum.	Foreign languages taught.
			Males.	Females.			
Mahaska	West Center	7	150.00	1	30.00		
Marion	Pella	10	180.00	10	50.00	C. C. Cary	800
		9	100.00	1	100.00		
	Knoxville	8	100.00	5	45.00	J. B. Young	550
		9	150.00	1	150.00		
	Pleasantville	7	135.00	1	135.00	King	315
	Marysville	7	240.00	1	240.00	Key	350
	Otley	7	150.00	1	150.00	Mills	350
Marshall	Marshalltown	9	196.96	12	56.00	C. P. Rogers	1,800 Latin
	Liscomb	9	235.00	1	235.00	J. B. Jennings	675
	State Center	10	340.00	1	340.00	E. P. Rowell	1,000
	Gilman	9	140.00	1	140.00	W. W. Shear	675
	LeGrand	8	135.00	1	135.00	Rich'd White	400
	Albion	9	135.00	1	135.00	A. N. Canfield	360
	Glenwood	9	640.00	1	640.00	W. L. Long	900
Mitchell	Osage	10	540.00	1	540.00	W. R. Edwards	1,000
	Mitchell	10	150.00	1	150.00	G. W. Smith	800
Monona	Onawa	10	150.00	2	50.00	J. W. Love	1,200
Monroe	Albia	9	750.00	1	750.00	Carrie E. Hams	900
Montgomery	Milford	8	140.00	1	140.00	M. Hodge	
	Red Oak	9	640.00	1	640.00	W. C. Davis	1,000
	Villisca	9	335.00	1	335.00	Linn	513
Muscatine	Atalissa	9	331.00	1	331.00	G. W. Walker	500
	Moscow	10	140.00	1	140.00		
	Muscatine	10	377.00	1	377.00	F. M. Witter	1,200 Ger., Lat.
	West Liberty	8	400.00	1	400.00	P. N. Miller	900 Latin
	Wilcox	10	145.00	4	23.88	T. Mattison	800 Latin
Page	Clarinda	9	640.00	1	640.00	J. A. Woods	1,000
	Hamden	9	140.00	1	140.00	W. P. Jeffrey	800
	Amity	9	140.00	1	140.00	A. Z. Armour	700
	Hawleyville	9	137.50	1	137.50	F. A. Dannewood	360
Plymouth	Lemars	10	437.00	1	437.00	W. H. Stone	800
Polk	Des Moines	9.5	142.47	1	137.78	J. H. Thompson	1,800 Latin
		9	165.26	1	165.26		
		9	275.00	1	275.00		
		9	165.78	1	165.78		
		9	463.15	1	463.15		
		9	136.00	1	136.00		
		9	140.00	1	140.00		
		9	230.00	1	230.00		
	Capitol	9	175.00	1	175.00	E. M. Cotton	1,200 Latin
		9	266.06	1	266.06		
	Polk City	6	140.00	2	140.00		
	Mitchellville	6	140.00	2	140.00		
	Saylorville	6	160.00	1	160.00		
Polk	Avoca	9	350.00	1	350.00	Mrs. M. Bunce	675
	Council Bluffs	10	2,700.00	2	750.00	Mrs. A. Armstrong	700
		2	62.50	1	62.50	Jas. B. Rice	1,000
		9	651.33	1	651.33	A. Armstrong	1,800

ABSTRACT [F]—CONTINUED.

GRADED SCHOOLS, 1875.

COUNTY.	DISTRICTS.	Months' session.		No. teachers employed and salary, not including Supt. or Prin.		Superintendent or Principal.	Foreign languages taught.
		No.	Av. salary per mo.	No.	Av. salary per mo.		
.....	.....	10	50.00	.....	.....	.....	.....
.....	.....	3	45.00	.....	.....	.....	.....
Sac	Sac City	9	.....	1	50.00	D. J. McDavid..	720
Scott	Davenport City	10	18	88	69.52	Miss P. W. Sallow	2,000
.....	Davenport No. 1	9	.....	1	35.00	E. W. Schmidt	495
.....	Le Claire City	9	2	45	235.00	C. E. Birchard	750
.....	Princeton City	9	1	40	135.00	C. W. Pinneo	450
.....	Buffalo City	9	.....	1	40.00	Mary Whittles	495
Tama	Buckingham	7	1	47	137.00	J. S. Frazer	350
.....	Montour	9	.....	1	20.00	C. A. Morse	450
.....	Tama City	9	.....	6	39.16	D. K. Thomas	720
.....	Tiempo City	9	.....	5	35.00	J. J. Andrews	900
Taylor	Bedford	9	.....	4	60.00	John Atkerson	900
.....	Buchanan	8	.....	1	40.00	J. Y. Davis	500
Union	Afton	10	1	50	340.00	C. G. Snelling	1,600
.....	Creston	9	1	50	450.00	J. M. Abbott	900
Van Buren	Bonaparte	9	1	70	235.00	J. P. Davis	675
.....	Bentonsport	9	1	40	127.00	N. V. Harlan	675
.....	Birmingham	6	.....	3	25.00	W. J. Lewis	300
.....	Keosauqua	6	1	40	230.00	J. M. Morris	600
.....	Vernon	9	1	40	.....	J. H. Tracy	600
.....	Farmington	6	.....	3	25.00	J. B. Evans	600
.....	Milton	6	.....	1	20.00	L. J. Daughters	300
Wapello	Ottumwa	9	4	90	1650.00	W. Palmer	1,800
.....	Edyville	9	.....	5	38.00	A. G. Markle	1,200
.....	Agency City	9	1	63	2,410.00	G. G. Sampson	640
.....	Eldon	7	1	50	1,400.00	J. I. Griffith	400
.....	Ashland	8	.....	1	33.33	L. D. Cole	640
.....	Chillicothe	8	.....	1	33.00	J. F. Baker	400
Warren	Indianola	8	3	90	946.00	C. C. Chamberlin	1,200
.....	Palmyra	7	1	50	234.00	A. M. Brown	350
Washington	Washington	9	1	65	838.47	D. W. Lewis	1,000
.....	Brighton	8	.....	4	30.00	L. H. S. Waterman	440
.....	Ainsworth	8	.....	2	30.00	A. E. Spalding	495
.....	Richmond	7	.....	1	35.00	S. S. Wright	315
.....	Crawfordsville	6	.....	1	181.68	H. M. McCow	200
.....	Clay	7	.....	1	30.00	J. F. Glaze	260
Wayne	Corydon	10	.....	3	40.00	W. P. Burdick	1,000
.....	Lineville	9	1	45	120.00	S. W. Miles	540
.....	Allerton	6	.....	2	35.00	A. F. Schuster	300
.....	Seymour	9	.....	1	25.00	S. E. Clark	450
Webster	Fort Dodge	10	2	35	1541.00	A. W. Stuart	1,300
Winnebago	Forest City	9	1	40	235.00	C. P. Wellman	675
Winneschick	Burr Oak	8	.....	1	30.00	M. A. Murphy	600
.....	Decorah	10	1	75	145.00	S. S. Henderson	1,200
.....	.....	8	.....	7	35.00	.....	.....
.....	Frankville .....	.....	.....	1	40.00	R. S. Holway	400
.....	Freeport	9	.....	1	25.00	J. S. E. Peck	320
.....	Fort Atkinson	9	.....	2	30.00	W. C. Beady	450

ABSTRACT [F] CONTINUED.

GRADED SCHOOLS, 1875.

COUNTY.	DISTRICT.	Months' session.		No. teachers employed and salary, not including Supt. or Prin.		Superintendent or Principal.	Foreign languages taught.
		No.	Ave. salary per mo.	No.	Ave. salary per mo.		
				Males.	Females		
Winneschick	Hesper	9	.....	2	34.44	J. H. Carroll...	750
	West Decorah	9	.....	1	30.00	W. A. Smith...	575
Woodbury	Sioux City	10	1 110.00	1	180.00	Sterne Rogers	1,600
.....	.....	.....	.....	.....	275.00	.....	Latin
.....	.....	.....	.....	.....	360.70	.....	.....
.....	.....	.....	.....	.....	650.70	.....	.....
.....	.....	.....	.....	.....	345.00	.....	.....
.....	.....	.....	.....	.....	140.00	.....	.....
.....	.....	.....	.....	.....	335.00	.....	.....
.....	Correctionville	8	.....	1	40.00	J. H. Vieth...	700

ABSTRACT [G]—REPORTS FOR 1875.

PUBLIC INSTITUTIONS OF LEARNING, UNIVERSITIES AND COLLEGES.

COUNTY.	Location.	Title.	President or Principal.	Number of Faculty.	Number of Students.
Johnson	Iowa City	Iowa State University	Rev. Geo. Thacher, D. D.	31	620
Story	Ames	Iowa State Agricultural College	A. S. Welch, LL. D.	13	500
Benton	Vinton	Iowa State College for the Blind	Orlando Clark	8	112
Pottawattamie	Council Bluffs	Iowa State Institution for the Deaf and Dumb	Rev. Benjamin Talbot, A. M.	8	119
Hardin	Eldora	Iowa State Reform School	Rev. Charles Johnson	3	146
Lee	Salem	Iowa State Reform School	L. D. Lowelling	2	11
Scott	Davenport	Iowa State Soldiers' Orphans' Home	S. W. Pierce	4	154
Black Hawk	Cedar Falls	Iowa State Soldiers' Orphans' Home	Henry F. Tucker	256	
Des Moines	Burlington	Burlington University	L. E. Wortman, A. M.	5	91
Fayette	Fayette	Upper Iowa University	Rev. J. W. Bissell, A. M.	10	325
Fremont	Tabor	Tabor College	Rev. W. M. Brooks, A. M.	7	267
Henry	Mt. Pleasant	Iowa Wesleyan University	Rev. Dr. Spaulding	14	217
Henry	Salem	Whittier College	D. Sands Wright, A. M.	4	125
Humboldt	Humboldt	Humboldt College	S. H. Taft, A. M.	3	97
Jefferson	Fairfield	Parsons College	A. G. Wilson	3	60
Linn	Mt. Vernon	Cornell College	Rev. W. F. King, D. D.	18	500
Linn	Western	Western College	Rev. E. R. Kephart, A. M.	10	230
Mahaska	Oskaloosa	Oskaloosa College	Rev. F. M. Bruner, A. M.	7	200
Mahaska	Oskaloosa	Penn College	John W. Woody, A. M.	5	5
Marion	Pella	Central University of Iowa	Rev. Louis A. Dunn, D. D.	8	258
Page	College Springs	Amity College	A. T. McMill, A. M.	3	100
Polk	Des Moines	University of Des Moines	Judge Frederick Mott, A. M.	4	160
Poweshiek	Grinnell	Iowa College	Rev. Geo. F. Magoun, D. D.	17	327
Scott	Davenport	Griswold Academy	Dr. Barris	6	6
Warren	Indianola	Simpson Centenary College	Rev. Alexander Burns, D. D.	9	243
Winnebago	Decorah	Luther College	L. Larson	9	209

REPORTS OF COUNTY SUPERINTENDENTS.

[No. 6.]

ABSTRACT [H]—REPORTS FOR 1875.

ACADEMIES AND OTHER PRIVATE SCHOOLS.

COUNTY.	Location.	Title.	Principal.	Number of Teachers.	Number of Pupils.
Allamakee	Lansing	Sisters' School	Sister Alphonsa	5	90
Allamakee	Lansing	Mrs. Houghton's School	Mrs. Houghton	1	12
Benton	Vinton	Tilford Academy	T. Tobin	5	130
Benton	West Irving	Irving Institute	J. G. Graven	1	1
Benton	Blairtown	Blairtown Academy	Prof. Lefevre	1	1
Benton	Vinton	Eclectic Institute	Prof. McElwain	1	30
Black Hawk	Waterloo	Cedar Valley Institute	Mrs. C. L. Billings	3	80
Black Hawk	Waterloo	Prairie Home Seminary	Miss Anna Fiel	1	45
Black Hawk	Waterloo	Our Lady of Victory	Lady Crescentia	5	150
Buchanan	Independence	Notre Dame	John S. Glosker	3	120
Cerro Gordo	Clear Lake	Clear Lake Seminary	J. L. Long	12	45
Chickasaw	Bradford	Bradford Academy	John F. Grawe	1	65
Chickasaw	Fredericksburg	Select School	Hattie Coryell	1	75
Clarke	Osochi	Sisters' Private School	Ava Boner	1	75
Clayton	Elkader	Sisters' School	Sisters of Charity	12	60
Clayton	Guttenberg	Sisters' School	Sisters of Charity	12	70
Clayton	McGregor	Sisters' School	Sisters of Charity	12	70
Clayton	Clayton Center	German School	Pastor Seifert	1	50
Clinton	Lyons	Riverside Institute	Rev. W. F. Currie	1	70
Clinton	Lyons	Seminary of Our Lady of Angels	Mary Anastasia	4	150
Clinton	Lyons	Latin School	Moses Soule	1	16
Clinton	Clinton	Business College	John Riley	12	124
Clinton	DeWitt	Sisters' School		12	30
Clinton	Olive Township	Norwegian School	Hans Hansen	1	89
Davis	Bloomfield	Southern Iowa Normal and Scientific Institute	Rev. A. Axline	9	200
Davis	Troy	Troy Normal and Classical Institute	A. Hull	4	170
Delaware	Hopkinton	Lenox Col. Institute	Dr. Samuel Hodge	6	175

[1875.]

REPORTS OF COUNTY SUPERINTENDENTS.

ACADEMIES AND OTHER PRIVATE SCHOOLS.

COUNTY.	Location.	Title.	Principal.	Number of Teachers.	Number of pupils.
Des Moines	Kossuth	Kossuth Academy	Virginia L. Scott	3	76
Des Moines	Burlington	Graff's School	F. J. Graff	1	73
Des Moines	Burlington	Young Ladies' School	Mrs. M. A. P. Darwin	1	20
Des Moines	Burlington	German American School	W. H. Becker	2	97
Des Moines	Burlington	German Evangelical Zion School	F. G. Kline	2	150
Des Moines	Burlington	First German Evangelical School	C. F. Gissinger	1	165
Des Moines	Burlington	St. John's Convent	Sister Mary Sebastian	3	300
Des Moines	Burlington	St. Paul's School	Sister Mary Theodora	7	175
Des Moines	Burlington	St. Patrick's School	Sister Mary Olympia	3	200
Dubuque	Dubuque	German Theological Seminary	Rev. J. Consett	1	25
Dubuque	Dubuque	St. Joseph's College	Father Downey	1	41
Dubuque	Dubuque	St. Joseph's Academy	Sisters of Charity	6	150
Dubuque	Dubuque	St. Mary's School	Sisters of Charity	10	490
Dubuque	Dubuque	St. Patrick's School	Father Ryan	4	225
Dubuque	Dubuque	Academy of Visitation	Sisters of Charity	5	65
Dubuque	Dubuque	St. Maria, (German)	Father Johannes	10	615
Dubuque	Dubuque	Private Primary	Miss Edgerton	1	24
Dubuque	Dubuque	Private Boarding School	Miss How	1	20
Dubuque	Dyersville	St. Francis	John Dornis	1	80
Dubuque	New Vienna	St. Boniface	Father Schulte	2	70
Dubuque	Cascade	Church School	Sisters of Charity	3	50
Dubuque	Table Mound	Church School	Sisters of Charity	2	40
Dubuque	Dubuque	Church School	Sisters of Charity	1	50
Dubuque	Sherill's Mount	St. Peter's	F. Z. Ulrich	1	50
Dubuque	Epworth	Epworth Seminary	Adam Holm	3	85
Dubuque	Farley	Church School	Father McGouran	1	40
Greene	Jefferson	Jefferson Academy	Rev. J. S. Dunning, A. M.	2	40

Hamilton	Webster City	Webster City Academy	F. O. Baldwin	1	20
Hardin	New Providence	New Providence Academy	Edward Taylor	2	80
Hardin	Eldora	Eldora Academy	Susan B. Collins	2	60
Henry	Mt. Pleasant	Female Seminary	L. M. Belden	5	73
Henry	Mt. Pleasant	Howe's High School	S. L. Howe	2	80
Henry	Mt. Pleasant	German College	Rev. Mr. Shutz	4	50
Henry	Mt. Pleasant	German Primary	John Meinen	1	20
Henry	New London	Academy	Prof. Wilde	2	20
Iowa	Marengo	Root's Winter School	L. K. Root, Jr.	1	35
Iowa	Lytle City	Catholic School	Father Sullivan	2	28
Jasper	Newton	Hazel Dell Academy	Darius Thomas	7	119
Jefferson	Fairfield	Fairfield Academy	Mrs. D. Acheson	4	70
Jefferson	Fairfield	Private School	Mrs. A. S. Averill	2	60
Jefferson	Fairfield	High School	R. M. Fish	1	20
Johnson	Iowa City	McClain's Academy	Wm. McClain	5	130
Johnson	Iowa City	St. Joseph's Institute	Father Emmonds	8	280
Johnson	Iowa City	St. Agatha's Seminary	Sisters of Charity	9	150
Jones	Anamosa	Anamosa Academy	Mrs. Springer	2	40
Jones	Olin	Olin High School	Henry Jeffreys	1	31
Keokuk	Baden	Baden Select School	John Barth	1	40
Keokuk	Coal Creek	Friends' Select School	Mary Ward	1	30
Keokuk	German Township	German Lutheran School	—	1	25
Kossuth	Algona	Algona College	Will T. Barclay	2	66
Lee	Denmark	Denmark Academy	H. K. Edson	6	256
Louisa	Grand View	Eastern Iowa Normal School	E. K. Eldridge	5	185
Lucas	Chariton	Chariton Academy	J. P. Simson	1	25
Madaska	Hopewell	Hopewell Academy	— Norris	1	40
Madaska	Oskaloosa	Select School	Mrs. Rice	1	30
Marion	Knoxville	Knoxville Academy	A. W. McKee	1	50
Marshall	Albion	Albion Seminary	Rev. A. McIntyre	2	80
Marshall	Le Grand	Le Grand Christian Institute	Charles Ellison	2	50
Marshall	Le Grand	Le Grand Institute	J. R. White, B. S.	2	60
Marshall	Stanford	Stanford Institute	— McCracken	1	30
Mills	Glenwood	Private School	Miss Mary Bosleyshell	1	20
Mitchell	Osage	Cedar Valley Seminary	Rev. Alva Bush	3	40
Muscatine	Wilton	Wilton Seminary	Rev. O. E. Baker	3	50
Muscatine	Muscatine	Sisters School	Sisters of Charity	4	130
Muscatine	Muscatine	German School	—	1	40

ABSTRACT [H].—CONTINUED.—REPORTS FOR 1875.
ACADEMIES AND OTHER PRIVATE SCHOOLS.

COUNTY.	Location.	Title.	Principal.	Number of teachers.	Number of pupils.
Muscatine	Muscatine	Business College	H. K. Snavely	13	75
Folk	Des Moines	St. Mary's School	.....	6	290
Folk	Des Moines	St. Mary's School (German)	.....	3	102
Mitchell	Mitchell	St. Charles Seminary	.....	3	50
Iowa	Council Bluffs	St. Francis School	.....	1	50
Iowa	Council Bluffs	St. Francis Girls' School	.....	6	90
Pottawattamie	Davenport	Sisters Academy	.....	1	220
Pottawattamie	Davenport	St. Margaret's	.....	6	375
Scott	Davenport	St. Catherine's	.....	3	240
Scott	Davenport	St. Anthony	.....	5	340
Van Buren	Birmingham	Birmingham Academy	.....	3	75
Wapello	Wapello	Convent of St. Joseph	.....	.....	.....
Wapello	Ottumwa	Commercial College	.....	.....	.....
Warren	Ottumwa	Female Seminary	.....	.....	.....
Washington	Ackworth	Washington Seminary	.....	.....	.....
Washington	Washington	Convent of Our Lady of Lourdes	.....	.....	.....
Webster	Fort Dodge	German School	.....	.....	.....
Webster	Fort Dodge	Decorah Institute	.....	.....	.....
Winneshiek	Decorah	German School	.....	.....	.....
Woodbury	Isoux City	German School	.....	.....	.....

ABSTRACT [I]

REPORTS FOR 1875.

Text-Books Used in the Public Schools.

Orthography.—American, Analytical, Childs, DeWolf Henderson, Eclectic, National, Sargent, Swinton, Town, Union, United States, Webb, Webster, Wright.

Reading.—American, Analytical, Educational, Edwards, Eclectic, Hillard, Monroe, National, Parker, Sargent, Sheldon, Union, United States, Watson, Webb.

Writing.—American, Babbittian, Eastman, Eclectic, National, Payson, Dunton and Scribner, Pratt, Spencerian.

Arithmetic.—Davies, Eaton, Emerson, Felter, French, Greenleaf, Hagar, Ray, Robinson, Sanford, Stoddard, White.

Geography.—Camp, Coles & Fitch, Colton, Cornell, Dewell, Guyot, McNally, Mills, Mitchell, Monteith, Warren, White.

English Grammar.—Brown, Bullion, Burt, Clark, Covel, Green, Hadley, Harvey, Howe, Kerl, Pinneo, Quackenbos, Sill, Smith, Swinton, Welsh, Wells.

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

History of United States.—Anderson, Barnes, Bernard, Goodrich, Harper, Monteith, Quackenbos, Ridpath, Scott, Seavey, Swinton, Venable, Willard, Willson.

Algebra.—Davies, Loomis, Olney, Ray, Robinson.

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

Natural Philosophy.—Cooley, Ganot, Gillette, Hooker, Parker, Peck, Quackenbos, Rolfe, Steele, Wells.

Botany.—Gray, Wood, Youmans.

Book-keeping.—Bryant & Stratton, Hanaford & Payson.

German.—Ahn, Comfort, Woodbury.

Latin.—Arnold, Bullion, Crooks, Harkness, McClintock.

Greek.—Bullion.

Rhetoric.—Hart, Hepburn, Kerl, Quackenbos.

Astronomy.—Ray, Steele.

Mental Philosophy.—Haven.

English Composition.—Harte, Parker, Quackenbos.

Drawing.—Bartholomew, Krusi, Smith.

Physical Geography.—Cornell, Mitchell, Warren.

Geology.—Dana.

Natural History.—Tenney.

Chemistry.—Gillette, Rolfe.

English Literature.—Cleveland.

ABSTRACT [J]—FROM CENSUS OF IOWA, 1875.

SCHOOL POPULATION AND ILLITERACY.

COUNTY.	NO. PERSONS BETWEEN THE AGES OF 5 AND 21 YEARS.				NO. WHO CANNOT READ.			
	Five years old and under six.	Six years old and under sixteen.	Sixteen years old and under 21.	Total.	16 years old and under 21.	Males over 21.	Females over 21.	Total over 16 who cannot read.
Adair	377	1683	567	2627	16	10	9	35
Adams	303	1781	570	2654	25	22	20	67
Allamakee	961	4962	1782	7705	16	137	118	271
Appanoose	710	4479	1692	6881	52	80	64	196
Audubon	217	535	167	919	11	6	3	20
Benton	1137	5598	1900	8635	11	23	16	50
Black Hawk	910	5724	2061	8695	24	29	22	75
Boone	1,185	3868	1279	6332	35	45	37	117
Bremer	615	3326	1064	5005	4	14	11	29
Buchanan	1058	3809	1456	6323	28	68	47	143
Buena Vista	160	793	234	1187	9	5	5	19
Butler	536	2787	948	4271	25	10	8	43
Calhoun	156	717	207	1080	10	2	2	12
Carroll	304	1264	398	1966	3	7	1	11
Cass	482	2095	817	3394	6	3	1	10
Cedar	771	4273	1645	6689	37	28	22	87
Cerro Gordo	402	1385	514	2301	3	3	2	5
Cherokee	207	850	302	1359	5	13	13	31
Chickasaw	625	2565	1691	4281	17	29	22	68
Clarke	357	2427	918	3702	22	17	9	48
Clay	163	746	227	1136	49	55	31	155
Clayton	1367	6675	2602	10644	73	55	47	175
Clinton	1790	6957	2870	11617	73	55	47	175
Crawford	300	1897	425	2122	17	8	13	38
Dallas	660	3231	1233	5124	29	27	17	73
Davis	532	4026	1594	6152	36	69	65	170
Decatur	673	3449	1289	5411	33	38	24	95
Delaware	602	4093	1623	6318	21	14	13	48
Des Moines	1373	7659	3192	12224	55	59	67	181
Dickinson	111	441	148	700	9	2	1	11
Dubuque	220	10707	3588	15563	34	66	66	165
Emmet	102	349	111	562	5	.....	.....	5
Fayette	763	5034	1792	7589	43	35	24	102
Floyd	620	3011	1103	4734	30	15	2	47
Franklin	328	1544	587	2459	11	8	3	22
Fremont	794	2630	1139	4563	33	20	12	65
Greene	332	1619	456	2407	2	18	9	29
Grundy	327	1900	657	2884	16	2	.....	12
Guthrie	432	2266	792	3490	12	14	16	42
Hamilton	375	1771	590	2706	6	8	2	16
Hancock	65	367	92	514	12	4	.....	16
Hardin	658	3528	1216	5396	15	12	16	43
Harrison	602	2790	956	4348	27	35	40	82
Henry	759	5036	2084	7879	58	49	45	152
Howard	602	1675	663	2940	26	30	24	80
Humboldt	185	819	288	1292	7	10	13	36
Ida	31	159	6	255	.....	1	1	2
Iowa	791	3960	1455	6206	94	67	54	215
Jackson	1141	5553	2000	8694	62	53	36	151
Jasper	1203	5987	2034	9224	14	33	21	68

ABSTRACT [J]—CONTINUED. FROM CENSUS OF IOWA, 1875.

SCHOOL POPULATION AND ILLITERACY.

COUNTY.	NO. PERSONS BETWEEN THE AGES OF 5 AND 21 YEARS.				NO. WHO CANNOT READ.			
	Five years old and under six.	Six years old and under sixteen.	Sixteen years old and under 21.	Total.	16 years old and under 21.	Males over 21.	Females over 21.	Total over 16 who cannot read.
Jefferson	615	4294	1660	6569	17	30	25	72
Jones	1178	6217	2463	9858	101	65	30	196
Keeokuk	936	4800	1811	7547	21	21	15	57
Kossuth	157	903	289	1349	7	5	6	18
Lee	1486	8308	3386	13180	37	103	66	266
Linn	1233	7652	2955	11840	21	29	44	94
Louisia	667	2985	1103	4755	25	64	37	126
Lucas	517	2890	1116	4529	20	31	23	74
Lyon	58	199	43	300	2	.....	.....	2
Madison	731	4006	1404	6141	18	34	32	84
Mahaska	932	6028	2275	9235	40	90	62	192
Marion	1341	5833	2326	9500	32	52	29	113
Marshall	857	4488	1641	6986	25	25	30	80
Mills	478	2655	954	4087	18	22	21	61
Mitchell	579	2555	980	4114	32	20	15	67
Monona	290	1421	469	2180	7	16	13	36
Monroe	577	3269	1201	5047	56	44	42	142
Montgomery	459	2287	778	3524	12	5	4	21
Muscataine	567	3382	1381	5320	71	93	75	239
O'Brien	190	419	123	732	.....	2	2	4
Oswalo	96	334	87	520	.....	1	.....	1
Page	671	3472	1185	5328	52	22	14	88
Palmer	212	728	232	1172	18	29	15	62
Plymouth	275	1168	339	1782	3	6	7	16
Pocahontas	131	550	174	861	8	17	17	42
Polk	1179	7488	2293	10960	32	114	113	259
Pottawattamie	1064	4522	1638	7226	97	94	53	244
Poweshiek	802	3771	1585	6158	47	32	30	109
Ringgold	287	2037	798	3122	22	12	10	44
Sac	142	651	211	1004	3	.....	.....	3
Scott	1434	8755	2770	12959	64	205	214	483
Shelby	232	1282	396	1909	7	3	7	17
Sioux	180	710	233	1123	15	1	1	17
Story	636	3329	1187	5152	75	74	60	209
Tama	795	4523	1528	6846	16	31	21	68
Taylor	509	2610	814	4023	22	38	14	74
Union	397	1730	740	2867	4	7	6	17
Van Buren	592	4947	1625	6264	35	65	71	171
Wapello	1440	5594	2215	9249	44	85	50	179
Warren	769	4755	1724	7248	23	40	32	95
Washington	870	4856	1826	7552	44	32	29	107
Wayne	608	3654	1228	5550	41	37	29	107
Webster	665	3170	961	4796	8	24	8	40
Winnebago	133	676	189	998	.....	1	2	3
Winnesiek	1065	5903	2986	9954	42	9	6	57
Woodbury	381	1505	378	2264	12	5	6	23
Worth	219	1165	319	1703	10	3	.....	13
Wright	166	749	270	1185	.....	1	2	3
Totals	62144	317891	116636	496471	2513	3124	2511	8148

ABSTRACT [K]

Tabular Exhibit: Showing the Growth of the Public

Year.	DISTRICTS.		SCHOOLS.		TEACHERS.				PUPILS.					
	Divided Town-ship.	Independent Dis-tricts.	Sub-Districts.	Ungraded.	Graded.	Months, Av. Annu-als.	Boys.	Girls.	Number employed.	Average com-pen-sation per mo.	Number of persons between the ages of 5 and 21 years.	Number enrolled in public schools.	Total average at-tendance.	Average cost of edu-cation per month.
1847	416	67	195	101	23	\$15.43	8,209	20,022	2429					
1848	671	195	554	306	245	14.53	7,04	40,616	7077					
1849	901	554	4	1	306	245	14.53	7,04	40,616	7077				
1850	1262	914	310	540	250	14.76	8,78	61,436	24804					
1851	1358	1181	740	432	271	15.54	30,00	77,154	30,000					
1852	1359	1295	806	525	281	16.00	30,00	83,000	30,000					
1853	1701	1370	740	590	312	16.00	30,00	100,000	42,142	24,550				
1854	2353	1820	981	772	19,41	9.39	11,093	44,115						
1855	2830	2153	1218	14.47	8.20	17,908	30,014							
1856	3503	2704	1572	124	24.38	12.93	16,265	70,670						
1857	4169	3208	1869	25.83	9.42	23,027	80,974							
1858	4813	4274	2201	2904	27.68	17.10	240,531	128,847	79,111	31.10				
1859	5013	4955	4017	3210	31.88	15.28	241,038	167,869	77,110	1.00				
1860	5073	4961	5592	3703	35.92	24.21	262,570	188,816	101,891	1.10				
1862	5103	4957	5893	3818	41.57	21.70	14.24	260,522	201,895	100,041	1.02			
1863	5129	4772	6257	3967	42.00	15.68	241,730	197,710	111,183	1.10				
1864	5141	5110	6623	4111	45.12	17.60	241,012	210,599	117,778	1.12				
1865	5171	5772	6732	4171	46.71	22.80	321,388	217,661	119,093	1.06				
1866	5193	5228	6869	4193	46.70	23.70	348,408	211,827	120,174	1.02				
1867	5221	5108	6220	4166	46.92	23.10	371,400	227,241	148,620	1.07				
1868	5221	5110	6130	4121	46.12	23.72	380,000	270,007	160,773	1.02				
1869	5221	5110	6130	4121	46.12	23.72	380,000	270,007	160,773	1.02				
1870	5221	5110	6130	4121	46.12	23.72	380,000	270,007	160,773	1.02				
1871	5200	5111	7710	7823	2810	41.00	5183	5982	30,00	27.80	475,019	419,938	215,952	1.92
1872	5317	4307	8438	8136	601	61.00	5181	9020	30,00	28.00	475,019	407,678	218,005	1.98
1873	5317	4307	8438	8136	601	61.00	5181	9020	30,00	28.00	475,019	407,678	218,005	1.98
1874	5206	5210	7841	8307	616	61.00	6060	10193	36,28	27.68	481,414	437,572	220,041	1.95
1875	5206	5210	7841	8307	616	61.00	6060	10193	36,28	27.68	481,414	437,572	220,041	1.95
1876	5206	5210	7841	8307	616	61.00	6060	10193	36,28	27.68	481,414	437,572	220,041	1.95
1877	5206	5210	7841	8307	616	61.00	6060	10193	36,28	27.68	481,414	437,572	220,041	1.95

* No report.

† Including log.

‡ Including Independent Districts.

FROM REPORTS OF SUPERINTENDENT OF PUBLIC INSTRUCTION.

School System of Iowa, from 1847 to 1875, inclusive.

SCHOOL-HOUSES.			Libra-ries.	EXPENDITURES.			PERMANENT SCHOOL FUND.				
NUMBER.	Value.	No. Volumes.		Teachers salaries.	School houses, or grounds, thereto, and apparatus.	Food and other contingencies.	Amount.	Annual interest.			
Frame.	Brick.	Stone.	Total.	No. Teachers.	Teachers' salaries.	School houses, or grounds, thereto, and apparatus.	Food and other contingencies.	Total.	Amount.	Annual interest.	Year.
1847	35	0	857	180	\$ 21,618	30,005	5,412	51,708	\$1,800	2,348	1847
1848	48	4	1,027	225	20,814	18,719	5,450	71,219	100,250	17,028	1848
1849	49	4	1,531	276	47,462	25,770	3,475	76,796	177,740	28,546	1849
1850	74	14,721	8,659	703	54,613	18,822	4,425	77,290	20,000	1850	
1851	12,459	8,659	144,719	943	72,905	31,800	3,700	107,625	30,196	1851	
1852	18	0	1,001	936	87,817	30,224	3,924	111,910	907,362	60,159	1852
1853	28	0	1,223	875	147,800	123,407	15,442	291,741	68,790	1853	
1854	168	47,525	108,080	1,081	198,142	147,167	19,290	365,355	2,000,514	102,718	1854
1855	175	49,620	172,904	1,210	248,574	186,719	21,181	435,764	101,966	1855	
1856	200	54,844	182,070	1,320	300,569	195,802	25,211	517,632	2,003,673	143,035	1856
1857	274	76,878	228,847	1,538	445,468	336,301	52,179	830,938	140,427	1857	
1858	301	86,894	278,817	1,779	518,591	411,500	60,923	931,447	2,082,729	1858	
1859	315	89,847	310,288	1,970	514,939	409,485	60,927	704,757	155,317	1859	
1860	332	111,837	410,300	2,110	570,115	460,385	68,289	708,637	2,353,523	121,706	1860
1861	358	108,766	474,750	2,381	649,672	496,590	78,520	904,291	135,520	1861	
1862	370	108,706	518,733	2,403	856,725	597,438	111,480	1,265,097	158,840	1862	
1863	382	103,000	600,280	2,580	900,623	673,280	127,055	1,370,255	165,344	1863	
1864	400	102,513	670,000	2,714	1,101,495	892,014	138,310	1,530,927	2,647,167	177,791	1864
1865	414	123,663	706,716	2,899	1,267,044	976,631	145,484	2,001,911	2,914,620	201,091	1865
1866	427	139,007	737,041	3,087	1,434,001	1,041,884	160,180	2,146,011	3,043,620	204,091	1866
1867	440	149,688	786,707	3,280	1,600,051	1,038,404	177,003	2,344,420	3,300,000	210,000	1867
1868	457	162,769	849,610	3,480	1,780,580	1,157,017	192,080	2,599,100	3,491,689	220,111	1868
1869	473	176,823	916,429	3,680	1,970,000	1,340,000	200,000	2,840,000	3,700,000	230,000	1869
1870	489	188,850	1,011,875	3,880	2,160,000	1,530,000	210,000	3,040,000	3,900,000	240,000	1870
1871	505	200,000	1,112,823	4,080	2,350,000	1,720,000	220,000	3,260,000	4,100,000	250,000	1871
1872	521	210,000	1,222,722	4,280	2,540,000	1,910,000	230,000	3,490,000	4,300,000	260,000	1872
1873	537	220,000	1,340,000	4,480	2,730,000	2,100,000	240,000	3,720,000	4,500,000	270,000	1873
1874	553	230,000	1,460,000	4,680	2,920,000	2,290,000	250,000	3,940,000	4,700,000	280,000	1874
1875	569	240,000	1,580,000	4,880	3,110,000	2,480,000	260,000	4,150,000	4,900,000	290,000	1875

LIST OF COUNTY SUPERINTENDENTS

Whose terms expire January 3, 1876.

COUNTY.	SUPERINTENDENT.	POSTOFFICE.
Adair	Miss Mary Childs	Greenfield.
Adams	W. W. Roberts	Mount Etna.
Allamakee	John W. Hinchon	Lansing.
Appanoose	Geo. W. Taylor	Centerville.
Audubon	H. G. Smith	Oakfield.
Benton	S. T. Shortess	Vinton.
Black Hawk	Adam F. Townsend	Waterloo.
Boone	T. P. Cook	Boonsboro.
Bremner	H. H. Burdington	Waverly.
Buchanan	Amos Row	Independence.
Buena Vista	James D. Adams	Alta.
Butler	J. W. Stewart	Shell Rock.
Calhoun	Mrs. C. E. O'Donoghue	Twin Lakes.
Carroll	W. F. Steigerwalt	Carroll.
Cass	E. D. Hawes	Atlantic.
Cedar	C. W. Rollins	Tipton.
Cerro Gordo	Mrs. J. B. Dakin	Mason City.
Cherokee	W. F. Harriman	Cherokee.
Chickasaw	O. A. Truman	New Hampton.
Clarke	H. A. Tallman	Osceola.
Clay	J. E. Chase	Annieville.
Clayton	James F. Thompson	Elkader.
Clinton	Miss Lucy Curtis	Wheatland.
Crawford	N. F. Smith	Denison.
Dallas	J. M. Crocker	De Soto.
Davis	L. F. Jenkins	Bloomfield.
Deaatur	Jacob C. Robberts	Leon.
Delaware	Wm. H. Merten	Farville.
Des Moines	T. B. Snyder	Kurlington.
Dickinson	H. C. Gray	Milford.
Dubuque	N. W. Boyes	Dubuque.
Emmet	E. H. Ballard	Estherville.
Fayette	W. W. Quivey	West Union.
Floyd	Mrs. H. K. Duncan	Charles City.
Franklin	G. G. Clemmer	Hampton.
Fremont	C. W. Gould	Hamburg.
Greene	J. W. Huntington	Jefferson.
Grundy	G. R. Stoddard	Grundy Center.
Guthrie	Giles C. Miller	Guthrie Center.
Hamilton	C. A. Howd	Webster City
Hancock	Eugene Marshall	Britt.
Hardin	Frank A. Moore	Idora.
Harrison	Lemuel Gale	Mondamin.
Henry	G. W. Thompson	Mt. Pleasant.
Howard	O. N. Hoyt	Cresco.
Humboldt	Julius Stevens	Humboldt.
Ida	A. L. Houser	Ida.
Iowa	H. H. Sheldon	Marengo.
Jackson	N. C. White	Maquoketa.
Jasper	C. D. Hipsley	Newton.

LIST OF COUNTY SUPERINTENDENTS,

Whose terms expire January 3, 1876.—(Continued.)

COUNTY.	SUPERINTENDENT.	POST OFFICE.
Jefferson	Capt. T. A. Robb	Fairfield.
Johnson	Amos Hiatt	Towa City.
Jones	Rev. O. E. Aldrich	Wyoming.
Keeokuk	Henry D. Todd	Sigourney.
Kossuth	Asabel A. Brunson	Algona.
Lee	Wesley C. Hobbs	Ft. Madison.
Linn	Eli Johnston	Mt. Vernon.
Louisa	D. T. Campbell	Morning Sun.
Lucas	J. J. Allen	Chariton.
Lyon	W. S. Peile	Rock Rapids.
Madison	H. W. Hardy	Winteret.
Mahaska	Jasper Hull	Oskaloosa.
Marion	Israel Mershon	Knoxville.
Marshall	Miss Abbie Gifford	Marshalltown.
Mills	Ed. L. Kelly	Glenwood.
Mitchell	I. F. Winick	Osage.
Monona	Miss Sarah Fulton	Onawa.
Monroe	A. J. Casaday	Albia.
Montgomery	Rev. W. P. Pattison	Red Oak.
Muscatine	Thos. N. Brown	Muscatine.
O'Brien	J. A. Smith	Pringhar.
Osceola	W. J. Miller	Sibley.
Page	Hugh Woten	Clarinda.
Palo Alto	Matt Kean	Emmetsburg.
Plymouth	James A. Harroun	Lemars.
Pocahontas	J. F. Clark	Rolla.
Polk	D. G. Perkins	Des Moines.
Pottawattamie	G. L. Jacobs	Council Bluffs.
Poweshiek	J. R. Duffield	Belle Plaine.
Ringgold	R. F. Askren	Mt. Air.
Sac	John Dobson	Sac City.
Scott	P. S. Morton	Davenport.
Shelby	Dr. E. O. Plumber	Orange City.
Sioux	J. H. Franks	Nevada.
Story	Rev. H. A. Brown	Toledo.
Tama	John B. Owens	Bedford.
Taylor	J. M. Milligan	Afton.
Union	Archie McDonald	Bentonsport.
Wapello	Clay Wood	Ottumwa.
Warren	H. A. Huff	Indian Ia.
Washington	Miss Clara Harris	Washington.
Wayne	J. W. Walker	Corydon.
Webster	Frank Farrell	Fort Dodge.
Winnebago	W. W. Olmsted	Forest City.
Winneshek	Geo. N. Holway	Decorah.
Woodbury	A. R. Wright	Sioux City.
Worth	G. H. Whitcomb	Plymouth.
Wright	Dr. Thomas Garth	Clarion.

LIST OF COUNTY SUPERINTENDENTS,

Whose Terms Commence January 3, 1876.

COUNTY.	SUPERINTENDENT.	POST OFFICE.
Adair.....	M. W. Haver.....	Dexter.
Adams.....	William W. Roberts.....	Mt. Etna.
Albany.....	John W. Hinchon.....	Lansing.
Appanoose.....	John W. Cary.....	Moulton.
Arundel.....	Benjamin F. Thacker.....	Exira.
Benton.....	Miss Salina Blackburn.....	Shellsburg.
Black Hawk.....	James S. George.....	Waterloo.
Boone.....	T. A. Cutler.....	Ogden.
Bremer.....	Henry H. Burdington.....	Waverly.
Buchanan.....	William E. Parker.....	Quasqueton.
Buena Vista.....	John D. Adams.....	Alta.
Butler.....	James W. Stewart.....	Shell Rock.
Caldwell.....	Mrs. C. E. O'Donoghue.....	Pomeroy.
Carroll.....	C. I. Hinman.....	Glidden.
Cass.....	Hiram A. Disbrow.....	Atlantic.
Cedar.....	Miss Eunice E. Frink.....	Clarence.
Cerro Gordo.....	Ira C. Kling.....	Mason City.
Cherokee.....	Rodney L. Robie.....	Cherokee.
Chickasaw.....	William D. Collins.....	New Hampton.
Clarke.....	Henry A. Tallman.....	Oscola.
Clay.....	Josiah E. Chase.....	Annieville.
Clayton.....	James F. Thompson.....	Elkader.
Clinton.....	Miss Kate Hudson.....	Lyons.
Crawford.....	Newton F. Smith.....	Denison.
Dallas.....	Amos Dilley.....	Adel.
Davis.....	I. F. Jenkins.....	Bloomfield.
Decatur.....	J. C. Robberts.....	Leon.
Delaware.....	Robert M. Ewart.....	Hopkinton.
Des Moines.....	E. S. Burrus.....	Franklin Mills.
Dickinson.....	H. C. Crary.....	Milford.
Dubuque.....	N. W. Boyes.....	Dubuque.
Emmet.....	Frank Davey.....	Estherville.
Fayette.....	C. A. Mathews.....	West Union.
Floyd.....	Mrs. Helen R. Duncan.....	Charles City.
Franklin.....	Miss Orrilla M. Reeve.....	Geneva.
Fremont.....	Thomas J. Brant.....	Eastport.
Greene.....	David Heagle.....	Jefferson.
Grundy.....	G. Riley Stoddard.....	Alice.
Guthrie.....	Giles C. Miller.....	Guthrie Center.
Hamilton.....	Benjamin S. Baker.....	Webster City.
Hancock.....	A. R. Barnes.....	Garnier.
Hardin.....	L. S. McCoy.....	Elkora.
Harrison.....	Samuel G. Rogers.....	Legan.
Henry.....	Samuel L. Howe.....	Mt. Pleasant.
Howard.....	Osmond N. Hoyt.....	Cresco.
Humboldt.....	L. J. Anderson.....	Nora.
Ida.....	T. S. Snell.....	Ira.
Iowa.....	George Ingram.....	Millersburg.
Jackson.....	Norman C. White.....	Maquoketa.
Jasper.....	W. G. Work.....	Newton.

LIST OF COUNTY SUPERINTENDENTS,

Whose Terms Commence January 3, 1876.—(Continued.)

COUNTY.	SUPERINTENDENT.	POST OFFICE.
Jefferson.....	McKinney Robinson.....	Fairfield.
Johnson.....	James M. Curry.....	Solon.
Jones.....	O. E. Aldrich.....	Wyoming.
Keokuk.....	Henry D. Todd.....	Sigourney.
Kossuth.....	Asahel A. Brunson.....	Algona.
Lee.....	William J. Medes.....	Keokuk.
Linn.....	Ed Johnston.....	Mt. Vernon.
Louis.....	James A. Kennedy.....	Grand View.
Lucas.....	Andrew Day.....	Chariton.
Lyon.....	Orrin A. Cheney.....	Rock Rapids.
Madison.....	H. W. Hardy.....	Winterset.
Mahaska.....	J. W. Johnson.....	Oskaloosa.
Marion.....	Aaron Yetter.....	Knoxville.
Marshall.....	Miss Abbie Gifford.....	Marshalltown.
Mills.....	Frank E. Stephens.....	Glenwood.
Mitchell.....	Geo. D. Pattengill.....	Stacyville.
Monona.....	C. N. Lyman.....	Onawa.
Monroe.....	James M. Porter.....	Albia.
Montgomery.....	W. P. Pattison.....	Red Oak.
Muscatine.....	R. W. Leverich.....	Muscatine.
O'Brien.....	Asahel B. Chrysler.....	Pringhar.
Osceola.....	C. L. Gurney.....	Sibley.
Page.....	Eljah Miller.....	Clarinda.
Palo Alto.....	John C. Bennett.....	Emmetsburg.
Plymouth.....	Floyd R. Sibley.....	Lemars.
Pocahontas.....	J. F. Clark.....	Fonda.
Polk.....	Robert S. Hughes.....	Des Moines.
Pottawattamie.....	F. C. Childs.....	Council Bluffs.
Poweshiek.....	William R. Akers.....	Malcom.
Ringgold.....	W. J. Work.....	Mt. Air.
Sac.....	John Dobson.....	Sac City.
Scott.....	Charles A. Lemmer.....	Davenport.
Shelby.....	Aaron N. Buckman.....	Harlan.
Sioux.....	Simon Kuyper.....	Orange City.
Story.....	C. H. Balliet.....	Nevada.
Tama.....	H. A. Brown.....	Toledo.
Taylor.....	J. B. Owens.....	Bedford.
Union.....	Miss J. E. Lester.....	Afton.
Van Buren.....	John W. Rowley.....	Utica.
Wapello.....	Clay Wood.....	Ottumwa.
Warren.....	Miss E. S. Cook.....	Indianola.
Washington.....	Miss Mary M. Jerman.....	Washington.
Wayne.....	J. W. Walker.....	Corydon.
Webster.....	J. A. Adams.....	Ft. Dodge.
Winnebago.....	W. A. Chapman.....	Lake Mills.
Winneshiek.....	Nels. Kesey.....	Decorah.
Woodbury.....	A. R. Wright.....	Sioux City.
Worth.....	George H. Whitcomb.....	Plymouth.
Wright.....	John Q. Hanna.....	Goldfield.