

BIENNIAL REPORT

OF THE

SUPERINTENDENT

OF

PUBLIC INSTRUCTION,

TO THE

SEVENTEENTH GENERAL ASSEMBLY

OF THE

STATE OF IOWA.

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DES MOINES:  
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STATE OF IOWA,  
DEPARTMENT OF PUBLIC INSTRUCTION, }  
DES MOINES, January 15, 1878. }

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

I have the honor to transmit, herewith, the eighteenth regular report of the Superintendent of Public Instruction for the period commencing September 16, 1875, and ending September 15, 1877; together with the report of the State University.

Very respectfully,

C. W. VON COELLN,  
*Superintendent of Public Instruction.*

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## EIGHTEENTH REGULAR REPORT

OF THE

## SUPERINTENDENT OF PUBLIC INSTRUCTION.

1876-7.

The summary of statistics, with which the superintendent's report usually begins, will be found in the latter part of this document. I find, that to comply with the provision of law requiring my report to be presented on the second day of the session, all material which can be prepared without the reports of county superintendents should be printed before those reports are received.

We have reason to feel encouraged by the improvement in our school system, and I believe that the inauguration of the *normal institutes* by the Fifteenth General Assembly, under the auspices of my worthy predecessor, Mr. Abernethy, has been a very decided step in advance.

Another improvement was made by the Sixteenth General Assembly in establishing the first permanent State Normal School at Cedar Falls. Too much praise cannot be given by the friends of education to the Hon. H. C. Hemenway, of Black Hawk, for his perseverance in carrying forward this enterprise. It is with pleasure that I can speak personally of the successful commencement and progress of the school in Cedar Falls, which is in charge of an experienced principal, manned by an able corps of instructors, and managed by a careful, intelligent and faithful board of trustees. The number this fall term is nearly double that of last fall, and all that prevents an increase is a lack of accommodations.

It is the hope of those who desire to see education in our state prosper and advance, that additional schools of this kind will be established in other parts of the state, as soon as our finances will allow. I am glad to know, that in the northwestern part of the state, strong efforts are being made to secure to the use of the state a portion of the magnificent school building at Le Mars, if the state will occupy said building for the purpose of a normal school.

As long as the finances of the state do not permit the establishment of several normal schools, it seems to me that it would be wise to aid normal instruction in such of our graded schools as will provide special teachers' courses and model training. A small expenditure thus made would reach many persons who go forth now as teachers without much, if any, professional training. This aid might be given by authorizing boards to pay the tuition of promising young men and women in such schools as shall fulfill the requirements of law concerning a course of professional studies and opportunities of observing model teaching.

To recognize the profession of teaching, something ought to be done to relieve those who expect to make teaching their life-work, from the humiliation of being examined annually in branches which they are constantly teaching. A person who has passed a first class examination this year and pursues studies connected with the same branches, may be presumed to know as much next year as he does this. No other profession is exposed to such tests of ability, and the members of it would rebel, if any legislative body should attempt to compel them to submit to annual examinations.

It certainly is farthest from my intention to introduce quackery in teaching; but all thinking people will admit my proposition, that the professional teacher has as good a right to be recognized as a doctor or lawyer.

Several bills have been introduced in former legislatures and I here-by submit the draft of a bill which is in part a copy of a former bill, to hasten, if possible, an early adoption by the Seventeenth General Assembly. I have introduced some features to prevent the only objection which county superintendents have heretofore made against such a bill. County superintendents should have an opportunity to complain of persons holding such certificates to the board of examiners and they should know what state certificates are held in their counties. The contribution to the institute fund is not resisted by any one who desires a state certificate.

DRAFT OF A BILL SUBMITTED TO THE SEVENTEENTH GENERAL ASSEMBLY, FOR AN ACT  
TO CREATE A STATE BOARD OF EXAMINATION.

*Be it enacted by the General Assembly of the State of Iowa:*

SECTION 1. That there is hereby created a "State Board of Examination," to consist of the superintendent of public instruction, who shall be its president, and four professional teachers of the state, appointed by him for the term of two years.

SEC. 2. The Board shall meet at such times and places as the president shall direct, and shall hold at least two sessions in each year; not at the same place.

SEC. 3. Said board shall have power to issue state educational diplomas and state certificates, to professional teachers of eminent scholarship and culture, of good moral character, and of successful experience in teaching.

SEC. 4. Every applicant for a state certificate shall be examined in orthography, reading, writing, arithmetic, geography, grammar, physiology, history of United States, algebra, natural philosophy, and the constitution and school laws of Iowa; and every applicant for a state diploma shall pass a critical examination in the above named branches, and such others as the board may determine.

SEC. 5. State certificates shall be of two grades: a state certificate of the first and of the second grade, which shall authorize the person to whom it is issued to teach in any public school in the state for the period of five and three years, respectively; and a state diploma, valid until revoked: *Provided*, That state certificates and diplomas may be revoked by the state board of examiners for any cause of disqualification, of which they shall be the judges; county superintendents may institute complaints before said board when in session.

SEC. 6. Each applicant shall pay a registration fee of two dollars, and the fee for a diploma shall be five dollars, for a state certificate of the first grade, three dollars, and of the second grade, two dollars. These fees shall be paid through the president of the board into the state treasury at the end of each session.

SEC. 7. Whenever assurances are given that at least twenty applicants desire an examination at a specified place, the president of the board shall call an additional meeting of the board to conduct said examination.

SEC. 8. The members of the board shall be entitled to their actual traveling expenses, and all except the president, to three dollars per day for time spent in attending the examinations.

The auditor of state is hereby authorized to audit and allow the claims for such services, the aggregate amount of which shall not be, during any one year, more than two hundred dollars in excess of the amount of fees for certificates and diplomas received and paid into the state treasury, during the same period.

SEC. 9. Every holder of a State certificate or diploma shall have his certificate or diploma indorsed by the county superintendent of the county in which he wishes to teach, before entering upon his school; and for such indorsement he is to pay one dollar for the benefit of the institute fund.

The normal institutes, which have been held in all the counties this year and in all but one last year, have been considered by all our educators and by educators of other states, as of great help, especially for the less experienced teachers of our country schools.

Two state normal institutes were held, one by my predecessor, in June, 1876; and one by myself, in the latter part of June, 1877. Courses of study were prepared, of which I give annexed the one for this year. Much care and work were bestowed on this course. Outlines prepared by the parties mentioned below, were offered, and a committee of revision prepared the course.

Outlines were submitted as follows:

DIDACTICS.....	{ Prof. S. N. Fellows, Iowa City. Prof. E. R. Eldridge, Grandview.
READING.....	{ Miss Carrie A. Bassett, Des Moines. Mrs. Minnie T. Hatch, Des Moines.
ARITHMETIC.....	{ C. W. von Coelln, Waterloo. E. Baker, Oskaloosa.
GRAMMAR.....	{ Prof. E. R. Eldridge, Grandview. A. W. Stuart, Ottumwa.
GEOGRAPHY.....	{ Samuel Dewell, Magnolia. G. S. Wedgwood, Atlantic.
ORTHOGRAPHY.....	{ J. Valentine, Mason City.
WRITING AND DRAWING.....	{ J. H. Thompson, Des Moines.
HISTORY.....	{ G. S. Wedgwood, Atlantic. Prof. H. H. Freer, Mt. Vernon.
PHYSIOLOGY.....	{ A. N. Ozias, Des Moines.

This course of study was in nearly every teacher's hands and caused far better work than the hap-hazard method of instruction without system.

In the proper place, I shall submit some changes in the sections of the law referring to normal institutes.

## COURSE OF STUDY FOR NORMAL INSTITUTES OF 1877.

### TO COUNTY SUPERINTENDENTS AND INSTITUTE INSTRUCTORS.

The course of study herewith presented, was prepared by a committee consisting of the superintendent of public instruction, Supt. J. W. Stewart, of Butler county, as representative of the county superintendents' convention, and Supt. C. P. Rogers, of Marshalltown, as representative of the principals' and city superintendents' association.

A number of outlines were prepared by different instructors and conductors, both last year and this year, which were used by the committee in preparing their work.

The committee met at Marshalltown on the 14th of February, and decided unanimously that physiology should be omitted this year, since it had been taught more in proportion to its importance than other branches. No outline was prepared in penmanship, but the little book on the *Theory of Spencerian Penmanship*, is recommended as an aid to instructors and teachers. There are other manuals which will answer the same purpose.

In history, the limit has been for several years the revolutionary period. We present therefore this year an outline of the constitutional period, a short outline of the constitution of the United States, and of our own state government.

In didactics, Prof. S. N. Fellows has provided us a very good outline of "School Economy." We are aware that this has been presented fully in some counties, and in such counties it is advisable to take methods of instruction, in place of the work laid down. The committee believe that the least advanced division is not sufficiently prepared to study didactics with good results, and we advise that this division should study the branches most needed.

In arithmetic, four sub-divisions are presented, and each one will have a corresponding list of questions sent out by the department, for final examination for certificates.

It is not advisable to take more than four branches besides penmanship and drawing. Our programme will be found to be adapted to this plan.

We advise that all having first class certificates, and those who are prepared by their training as known to the county superintendent, constitute the first class, or division; all who hold second class certificates and others having sufficient training, constitute the second class; and all who hold third class certificates and those who have never taught, nor had any special training, constitute the third class.

We suggest that the following form is suitable for enrollment, and we advise furnishing envelopes and slips with the following statements printed upon them:

ENROLLMENT SLIP.

According to Sec. 1769, a registration fee of one dollar is required from each person attending the normal institute.

Inclose the dollar in this envelope.

Name: Post Office address:

Terms taught:

Grade of last certificate:

No. of institutes attended:

No. of normal institutes attended:

What normal school have you attended?

When? How long?

What private or high school have you attended?

When? How long?

Of what school are you a graduate?

To be filled by County Superintendent. Enrolled in———division.

In giving the following programme we shall omit most of the studies by name, suggesting that such studies be chosen as seem to be most needed by the respective divisions in the different counties.

To give lessons all day, and upon all branches, does not give the desired result. Let us do well what we attempt, and supply another year, what is not taken now.

7:00—8:30. Study.

9:00—9:15. Opening exercise.

9:15—10:00. A, B, & C class exercises.

10:00—10:45. A, B, & C class exercises.

10:45—11:00. Recess.

11:00—11:30. A, penmanship and drawing. B & C class exercises.

11:30—12:00. B, penmanship and drawing. A & C class exercises.

1:00—2:00. Study.

2:00—2:45. A & B didactics. C, penmanship and drawing.

2:45—3:30. General exercise.

3:30—5:00. Study.

We send out the course so early for the benefit of the spring institutes.

On the 25th of June, a state normal institute will be held at Des Moines, when different instructors will be invited to present their methods of using these outlines in an institute.

We urge all who expect to teach in normal institutes, and county superintendents, to be present at that time, and spend three or four days in consultation.

Particulars of this institute will be sent in due time.

READING.

- I. TEACHING BEGINNERS TO READ.
- II. FIRST READER.
- III. SECOND READER.
- IV. THIRD READER.
- V. ADVANCED READING.

First Division.

I. TEACHING BEGINNERS TO READ.

1. Word Method.

*a*, object or picture presented; *b*, its name given and placed upon the board; *c*, reproduced by the class; *d*, formed into sentences; *e*, separate the word into its elements; *f*, learn the names; *g*, how made; *h*, what organs of speech used.

2. Sentence Method.

*a*, lesson upon some familiar object; *b*, thoughts given by the class; *c*, one sentence placed upon the board; *d*, read and count words; *e*, separate one word into its elements as in the word method.

3. Phonic Method.

4. Alphabet Method.

NOTE.—The phonic and alphabet method should be combined with the word method.

*a*, children should be taught the script form as soon as they can call words at sight; *b*, it is well to test how many marks or letters the eye can take in at a glance. Teachers can do this by not allowing the marks to be seen as made; then remove the cover for an instant, and after restoring it, require the children to give the number; *c*, practice daily the sounds of the letters, occasionally varying the pitch and tone.

Second Division.

II. FIRST READER.

\* A. Learning to call words at sight.

1. Pronounce the words in the columns from left to right; *a*, reverse the order.
2. From top to bottom; *a*, reverse the order.
3. Reversed manner; *a*, teacher and children alternating one word each.  
Reversed manner; *b*, boys and girls alternating one word each.  
Reversed manner; *c*, each pupil reading a line as rapidly as possible.
4. Write difficult words upon the board and pronounce as before.
5. Individual children selected to read the paragraph.



B. *Phonic Spelling.*

1. Spell by sound; 2, write the words phonetically.

C. *Silent letters.*

1. Place list of words containing silent letters upon the board; *a*, spell them by sound; *b*, observe letters not sounded; *c*, cross and give the name *silent*.

D. *Words that have any peculiarity in spelling selected.*

1. Write them upon the board; *a*, sounds distinguished; *b*, silent letters noticed.
2. Children copy on their slates.

E. *Meaning of the author studied to secure intelligent reading.*

1. Familiar talk about the pictures in the lesson.
2. Children give some thought found in the lesson; *a*, read paragraph in which it is found.
3. Children questioned as to meaning of difficult words.
4. Class read a number of paragraphs; *a*, children give the substance in their own language; *b*, abstract put upon the board; *c*, children write it upon their slates.
5. Object of the lesson; *a*, moral, if any.

F. *Position.*

1. Manner of standing; 2, holding the book; 3, distance from the teacher.

*Third Division.*

## III. SECOND READER.

1. Continue methods used in the first reader.
2. Written and phonic spelling.
3. Diacritical marks.
4. Read parts in a dialogue.
5. Read examples gathered from the play ground.
6. Learn to study reading lesson.
7. Correct expression of the sense by proper:
  - a*, emphasis; *b*, inflection; *c*, tone of voice.
8. Distinct articulation.
  - a*, exercise in vocals; *b*, sub-vocals; *c*, aspirates; *d*, combination of consonant sounds.

*Fourth Division.*

## IV. THIRD READER.

1. Continue the methods used in the second reader.
2. Spell and define words in the lesson.
3. Scholars find and read points suggested by the teacher.
4. Give oral and written abstract.
5. Produce sounds represented by the combinations of such consonants; *bd* as in *rob'd*; *bdst*, *probdst*, *hld*, *humbl'd*; *gd*, *begg'd*; *gdst*, *bragg'dst*; *kl*, *ankle*; *kld*, *trick'l'd*; &c., &c.
6. Correct errors in the omission of any sound properly belonging to a word; as,
  - read-in* for reading.
  - wam-er* for warmer.
  - b'low* for below.
  - gov-er-ment* for gov-ern-ment.
  - swif-ly* for swiftly.
7. The suppression of a syllable; as,
  - ev-ry* for ev-ery.
  - his-try* for his-to-ry.
  - reg-lar* for reg-u-lar.
  - mem-ry* for mem-o-ry.
8. The substitution of one sound for another; as,
  - uf-ford* for afford.
  - wus* for was.
  - pill-er* for pil-low.
  - mod-ist* for mod-est.
  - childrin* for chil-dren.

*Fifth Division.*

## V. ADVANCED READING.

- A. *What end is to be accomplished in reading.*
- B. *How to make criticisms.*
- C. *Length of the lesson.*
- D. *How to study and analyze the lesson.*
  1. Style of discourse.
    - a*, narrative; *b*, argumentative; *c*, meditative; *d*, didactic; *e*, colloquial; *f*, dramatic; *g*, poetic.
  2. Class of sentiment or emotion expressed.
    - a*, unemotional; *b*, bold; *c*, animated or joyous; *d*, subdued or pathetic; *e*, noble; *f*, grave; *g*, ludicrous or sarcastic; *h*, impassioned.
  3. Determine the general spirit of the piece.
    - a*, the important individual ideas.
    - b*, the relative importance of the ideas.
  4. Give force, time, stress, pitch and quality of voice necessary to express the style and sentiment of the piece.
  5. Gestures and callisthenics.

## ARITHMETIC.

## COURSE NO. 1.

*Simple Numbers, Integral and Fractional.*

## I. FUNDAMENTAL RULES WITH PRIMARY INSTRUCTION.

## A. Notation and numeration.

1. Definitions, *a*, Arabic, *b*, Roman.
2. Practice in the same for primary instruction.

## B. Addition and subtraction.

1. Definitions, *a*, sum, *b*, difference, *c*, minnend, *d*, subtrahend.
2. Practice for primary instruction.
3. Practice for advanced pupils.

## C. Multiplication and division.

1. Definition, *a*, usual definition of terms.  
*b*, define division as reverse of multiplication.  
*c*, define multiplication as contracted addition.  
*d*, define division as contracted subtraction.
2. Three principles of division.
3. Use of tables.
4. Practice for primary instruction.
5. Practice for advanced pupils.
6. Mental exercises.

## II. FACTORING, DIVISORS AND MULTIPLES

## A. Factoring.

1. Definitions, *a*, factor, *b*, prime number, *c*, composite number, *d*, odd and even numbers.
2. Principle.
3. Rules; give rules for 2, 3, 4, 5, 8 and 9, as factors by inspection.
4. Practice.
5. Cancellation.

## B. Divisors, factors, measures, aliquot parts.

1. Common divisor; *a*, definition; *b*, principles; *c*, manner of finding.
2. Greatest common divisor; *a*, definition, *b*, principles, *c*, rules for finding, *d*, practice.

## C. Multiples or dividends.

1. Common multiples; *a*, definition; *b*, how many? *c*, manner of finding.
2. Least common multiple; *a*, definition; *b*, rules for finding; *c*, practice.

## III. COMMON FRACTIONS.

## A. Definitions.

1. Usual; *a*, numerator; *b*, denominator; *c*, fraction.
2. Second mode of division; *a*, numerator=dividend; *b*, denominator=divisor; *c*, fraction=quotient.

## B. Principles. The same as in division.

## C. Classification.

1. With regard to denominator; *a*, common; *b*, decimal.
2. With regard to value; *a*, proper; *b*, improper.
3. With regard to composition; *a*, simple; *b*, mixed number; *c*, compound; *d*, complex.

## D. Reduction following the third principle.

1. To lowest terms.
2. From mixed number to improper fraction.
3. From improper fraction to mixed number.
4. To equivalent fraction with different denominator.
5. To equivalent fractions with the same denominator.
6. To equivalent fractions with the least common denominator.

## E. Addition and subtraction.

1. Rule.
2. Practice.

## F. Multiplication, including reduction of compound fractions to simple ones.

1. Analytical explanation.
2. Rule.
3. Practice.

## G. Division, including reduction of complex fractions to simple ones.

1. Explanation to children by reducing both fractions to a common denominator and dividing the numerators.
2. Analytical explanation.
3. Definition of reciprocal.
4. Rule: multiply by reciprocal of divisor.
5. Practice.
6. Reduction of complex fraction to simple one.  
*a*, definition.  
*b*, rule: multiply both terms by the L. C. M. of the denominators.

## IV. DECIMAL FRACTIONS.

## A. Definition.

## B. Reason for making a separate class.

## C. Notation and numeration.

1. Rules; 2, practice.

## D. Addition and subtraction.

1. Rules; 2, practice.

## E. Multiplication.

1. Rules; 2, reason for pointing; 3, practice.

## F. Division.

1. Rules; 2, reason for pointing; 3, practice.

## G. Reduction.

1. To fractions having same denominator.
2. Common to decimal.
3. Decimal to common.
4. One number to a decimal of another.

## COURSE NO. 2.

*Compound or Denominate Numbers.*

## I. FEDERAL MONEY.

1. Definition.
2. Reading and writing.
3. Addition and subtraction.
4. Multiplication and division.
5. Applications.
  - a, price and number of simples given ; find cost.
  - b, cost and price of simples given , find the number of simples.
  - c, cost and number of simples given ; find price of simple.
  - d, price, an aliquot part of a dollar, and number of simples given ; find cost.
  - e, price per hundred or thousand, and number of simples given ; find cost.
  - f, price per ton, and number of simples given ; find cost.
  - g, bills and accounts.
6. Practice.

## II. ENGLISH MONEY.

1. Table and use.
2. Practice.

## III. WEIGHTS.

- A. Troy.
- B. Apothecaries'.
- C. Avoirdupois.
  1. Give table and use for each.
  2. Practice in each.
- D. Comparative weight.
  1. Standard.
  2. Troy and apothecaries' compared.
  3. Troy and apothecaries' compared with avoirdupois.
    - a, basis of comparison.
    - b, manner of comparing.
    - c, practice.

## IV. MEASURES OF EXTENSION.

- A. Linear ; B, Cloth ; C, Square ; D, Cubic.
  1. Table and use for each.
  2. Practice.

- E. Rectangular surfaces.
  1. Floors ; 2, plasterers' and pavers' work.
- F. Practical measurements of rectangular solids.
  1. Solids ; 2, stone and brick masonry.
- G. Surveyors' long measure.
  1. Table ; 2, use ; 3, comparison with linear measure.
- H. Surveyors' square measure.
  1. Table ; 2, use ; 3, comparison with common square measure ; 4, mode of finding area of fields ; 5, mode of finding one dimension, the area and the other dimension given ; 6, government surveys ; outline.

## V. MEASURES OF CAPACITY.

- A. Dry measure ; B, Liquid or wine measure.
  1. Table and use for each.
  2. Practice.
- C. Comparative measure.
  1. Contents of bushel ; 2, contents of gallon ; 3, contents of bins and other receptacles.

## VI. CIRCULAR MEASURE.

1. Table and use ; 2, practice.

## VII. MEASURE OF TIME.

1. Table and use ; 2, practice ; 3, solar year ; 4, history of calendar.

## VIII. MISCELLANEOUS TABLE.

## IX. REDUCTION.

- A. Ascending ; B, Descending.
  1. Rule ; 2, practice.

## X. ADDITION AND SUBTRACTION OF DENOMINATE NUMBERS.

## XI. MULTIPLICATION.

1. By small numbers ; 2, by factors of composite numbers ; 3, by large numbers.

## XII. DIVISION.

1. When both divisor and dividend are denominate ; 2, to find one of the equal parts of a denominate number.

## XIII. LONGITUDE AND TIME.

1. Table and use ; 2, practice covering all cases.

## XIV. REDUCTION OF FRACTIONAL DENOMINATE NUMBERS.

1. Reduce to a lower denomination.
2. Reduce to a higher denomination.
3. Reduce to integers.
4. Reduce one number to a fraction of another.

## XV. REVIEW WITH PRACTICE.

## ARITHMETIC.

## COURSE NO. 3.

*Percentage and Applications.*

## I. DEFINITIONS AND CASES.

## A. Definitions.

1. Percentage; 2, base; 3, rate;
- 4, amount or difference; 5, sign of per cent.

## B. Cases.

1. Base and rate given, find percentage.
2. Base and percentage given, find rate.
3. Percentage and rate given, find base.
4. Amount or difference and rate given, find base.

## C. Applications without reference to time.

1. Profit and loss.  
  - a, terms; (a) cost; (b) selling price; (c) gain or loss; (d) rate of gain or loss.
  - b, definitions to bring them under the four cases of percentage; c, rules; d, practice.
2. Commission and brokerage.  
  - a, terms and definitions; b, cases of percentage; c, rules; d, practice.
3. Stocks.  
  - a, terms and definitions; b, cases; c, rules; d, practice.
4. Gold investments and government bonds.  
  - a, terms and definitions; b, cases; c, rules; d, practice.
5. Insurance.  
  - a, terms and definitions; b, cases; c, rules; d, practice.
6. Taxes.  
  - a, terms and definitions; b, principles; c, practice.
7. Duties.  
  - a, terms and definitions; b, deductions; c, principles; d, practice.

## D.\* Applications with reference to time.

1. Interest.  
  - a, terms and definitions; b, rules for finding interest for one year; c, rule for finding interest for any length of time; d, different methods; (a) by aliquot parts; (b) six per cent. method; (c) banking method, product of dollars and days divided by sixty for six per cent.; d, practice; e, interest equals the product of principal, rate, and time.
2. Problems in interest; give rule and formula for each.  
  - a, find the principal; interest, rate and time given.
  - b, find the rate; interest, principal and time given.
  - c, find the time; interest, principal and rate given.
  - d, find the principal; amount, rate and time given.

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

3. Compound and annual interest.  
  - a, terms and definitions.
  - b, rules.
  - c, practice.
4. True discount.  
  - a, terms and definitions.
  - b, same as d under problems of interest.
  - c, practice.
5. Partial payments.  
  - a, United States court rule.
  - (a) principles; (b) rule; (c) practice.
  - b, New Hampshire, or merchants' rule.
  - (a) principles; (b) rule; (c) practice.
6. Bank discount.  
  - a, terms and definitions.
  - b, days of grace explained.
  - c, cases; d, rules; e, practice.
7. Exchange.  
  - a, inland or domestic.
  - (a) terms and definitions; (b) rules; (c) practice.
  - b, foreign.
  - (a) terms and definitions; (b) rules; (c) practice.
  - c, arbitration.
  - (a) terms and definitions; (b) rules; (c) practice.
8. Equation of payments.  
  - a, accounts on one side only; b, accounts on both sides; c, under each.
  - (a) principles; (b) rules; (c) practice.

## COURSE NO. 4.

*Proportion, Progression, Involution, Evolution and Mensuration.*

## A. Ratio.

1. Definitions: a, usual; b, third method of division.
2. Principles same as in division.
3. Practice.

## B. Proportion.

1. Simple.  
  - a, definition of terms; b, law of correct proportion; c, use of proportion; d, rules; e, practice.
2. Compound.  
  - a, definitions; b, rules; c, define cause and effect; d, give rule for stating by cause and effect; e, practice under both rules.

## C. Partnership.

1. Without reference to time.  
  - a, definitions; b, rule; c, practice.
2. With reference to time.  
  - a, definitions; b, rule; c, practice.

## D. Alligation.

1. Medial.  
  - a, definition; b, rule; c, practice.
2. Alternate.  
  - a, definitions; b, rule; c, practice.

- E. Involution.  
1. Definitions; 2, rule; 3, practice.
- F. Evolution.  
1. Definitions.  
2. Square Root.  
*a*, definition; *b*, explanation; *c*, rule; *d*, practice; *e*, applications.  
3. Cube Root.  
*a*, definition; *b*, explanation; *c*, rule; *d*, practice; *e*, applications.
- G. Progression.  
1. Arithmetical.  
*a*, definition of terms; *b*, cases; *c*, rules; *d*, formula; *e*, practice.  
2. Geometrical.  
*a*, definition of terms; *b*, cases; *c*, rules; *d*, formula; *e*, practice.
- H. Mensuration.  
1. Definitions.  
*a*, lines; *b*, angles; *c*, figures; *d*, solids.  
2. Rules for:  
*a*, triangles; *b*, quadrilaterals; *c*, circles; *d*, similar figures; *e*, prisms with sub-divisions; *f*, cylinders; *g*, pyramids and cones; *h*, frustums; *i*, similar solids.
- I. Metric system, if desired.

## GEOGRAPHY.

- I. MATHEMATICAL GEOGRAPHY.  
II. PHYSICAL GEOGRAPHY.  
III. POLITICAL OR LOCAL GEOGRAPHY.

### First Division.

- I. MATHEMATICAL GEOGRAPHY.  
A. Definition of terms.  
1. Sphere and hemisphere; 2, circumference; 3, diameter.  
B. Shape and size of the earth.  
1. General shape.  
*a*, three proofs of its rotundity; *b*, two proofs that it is an oblate spheroid.  
C. Axis defined.  
D. Poles.  
E. Circles of situation.  
Their names: *a*, define each; *b*, their uses.

- F. Latitude defined.  
1. How reckoned; 2, length of degree.
- G. Longitude defined.  
1. How reckoned; 2, length of degree at equator; 3, length of degree at latitude of this place; 4, length of degree at the poles.
- H. Prime meridian, and how established.  
I. Motions of the earth.  
1. Rotation; *a*, on what; *b*, in what time; *c*, result.  
2. Revolution; *a*, around what; *b*, in what time; *c*, result.  
3. Illustrate with globe.
- J. Tropics. 1, names; 2, location; 3, uses; 4, why so located.
- K. Polar circles. 1, names; 2, location; 3, why so located.
- L. Zones. 1, number; 2, names; 3, why so named; 4, location; 5, width of each. *Note*—Draw a map of hemisphere showing all lines mentioned.

### Second Division.

## II. PHYSICAL GEOGRAPHY.

- A. Principal sub-divisions of land.  
1. Continents; 2, islands; 3, contour forms; *a*, peninsulas; *b*, capes; *c*, isthmuses; 4, relief forms; *a*, lowlands; (*a*) plains; (*b*) valleys; *b*, highlands; (*a*) plateaus. (*b*) mountains; (*c*) mountain chains and ranges; (*d*) mountain systems.

*NOTE*.—Each of above defined, examples given and located on maps.

- B. Principal divisions of water.  
1. Oceans.  
*a*, how divided; (*a*) names; (*b*) basin of each; (*c*) extent; (*d*) area; (*e*) branches; *b*, sub-divisions; (*a*) seas; (*b*) bays or gulfs; (*c*) straits; (*d*) channels; (*e*) sounds.  
2. Inland waters.  
*a*, rivers; (*a*) define; (*b*) how formed; (*c*) right and left banks defined; (*d*) bed; (*e*) direction; (*f*) basin; (*g*) current; (*h*) velocity of current; (*i*) causes of velocity; (*j*) source; (*k*) mouth; (*l*) uses of rivers; (*m*) tributaries; (*n*) river systems.

*NOTE*.—Trace and describe principal rivers on maps of hemispheres.

*b*, lakes; (*a*) salt; (*b*) fresh; (*c*) how formed; (*d*) uses; (*e*) causes of waters of some lakes being salt.

*NOTE*.—*a*, name and locate the principal salt lakes; *b*, name and locate the six largest fresh-water lakes.

- C. Oceanic movements.  
1. Waves; 2, tides; 3, currents.  
*a*, name and describe principal currents; *b*, their uses and effects on climate.
- D. Climate.  
1. General law; 2, modifications.  
*a*, latitude; *b*, altitude; *c*, prevailing winds; *d*, sea winds; *e*, length of day; *f*, conditions of a healthy climate.

- E. Vegetable and animal life, define each.
1. Conditions of plant life.
  2. Distribution of plant life.
  3. Conditions of animal life.
  4. Relation of animal and vegetable life.
  5. Animals and plants as food.
  6. Principal animals of each zone.
- F. Races of men.
1. Physical characteristics.
  2. Representative types.
  3. Numbers of each race.
  4. From the map, name the race inhabiting each country.
  5. Wants of man; *a*, food; *b*, clothing; *c*, shelter.
  6. Occupations of men.  
*a*, agriculture; *b*, sea-faring; *c*, mining; *d*, lumbering; *e*, commerce; *f*, manufacturing.
  7. Civilization of man.  
*a*, savage; *b*, semi-civilized; *c*, civilized.

*Third Division.*

III. POLITICAL OR LOCAL GEOGRAPHY.

A. Government surveys.

1. Initial point; 2, base line; 3, principal meridian; 4, townships and ranges; 5, locate the 5th principal meridian and its base line.
2. Sub-divide a township.
3. Sub-divide a section.
4. Fractional townships.
5. Fractional sections.
6. Correction lines.

NOTE.—Draw a map of township and county.

B. State geography, of Iowa.

1. Position of state.  
*a*, by latitude and longitude; *b*, outline; *c*, regular or irregular; *d*, extent; (*a*), greatest length in miles; (*b*), greatest breadth in miles; (*c*), area in square miles;  
*e*, compare in size with surrounding states;  
*f*, coast; (*a*), describe waters bordering on it.
2. Surface.  
*a*, level; *b*, undulating; *c*, mountainous.
3. Rivers.  
*a*, describe principal ones; *b*, availability for navigation; *c*, water-power.
4. Lakes.  
*a*, describe and locate principal ones.
5. Climate; *a*, modified by latitude; *b*, by altitude; *c*, by proximity to great lakes.
6. Natural advantages.  
*a*, on the surface; *b*, within the earth; *c*, in the waters.
7. Occupations; *a*, as given in outline on that subject.
8. Internal improvements.  
*a*, railroads; *b*, main or trunk lines; *c*, local lines.

9. Education.
10. Counties; *a*, number in the state; *b*, name the county seat of each.
11. History; *a*, early history; *b*, subsequent growth and present population; *c*, distinguished men.
12. Cities; *a*, capital and metropolis; *b*, other leading cities.
13. A map of the state to be drawn by each member of the class.

NOTE.—Adjoining states and other countries can be taken up and continued after same model.

HISTORY.

I. HISTORY OF THE CONSTITUTIONAL PERIOD.

II. ANALYSIS OF THE CONSTITUTION OF THE UNITED STATES.

III. ANALYSIS OF THE STATE GOVERNMENT.

I. HISTORY OF THE CONSTITUTIONAL PERIOD.

A. Careful reading of the Declaration of Independence.

1. Analysis and discussion thereof.

B. Articles of Confederation.

1. Original draft prepared.
2. Agreed to by congress.
3. Ratification by the states.
4. Their general character.
5. Provisions; *b*, defects.
7. Dissatisfaction with their workings.

C. Formation of Constitution.

1. Agitation in favor thereof by individuals.
2. State; inaugurating the movement.
3. Meeting of commissioners at Annapolis.  
*a*, states represented; *b*, leading spirits; *c*, action taken; (*a*) approved by congress; (*b*) how received by the states.
4. Constitutional Convention.  
*a*, time and place of meeting; *b*, states represented; *c*, officers of convention; *d*, prominent members; *e*, date of reporting original draft.
5. Action upon draft of constitution.  
*a*, adopted by the convention; *b*, submitted to congress; *c*, approved by congress; *d*, ratification by the states; *e*, legislation to inaugurate its provisions.
6. Distinct features of the constitution.
7. Date of formal inauguration of new government.

D. Amendments to the constitution.

1. Article I—X.  
*a*, by what congress proposed;  
*b*, when formally ratified;

c. provisions.

(a) freedom of speech, &c.; (b) right to bear arms; (c) quartering of soldiers; (d) immunity from search; (e) private property not to be taken for public use without compensation; (f) rights of those accused of crime; (g) the naming of certain rights not to disparage or deny those not named; (h) power not delegated retained by the people.

E. Articles XI, XII, XIII, and XV.

1. By what congress each proposed.
2. Ratification of each.
3. Provisions of each.

F. Article XIV.

1. By what congress proposed.
2. Ratification.
3. Provisions.
  - a. citizens and their rights.
  - b. adjustment of basis of representation.
  - c. disabling conditions.
  - d. validity of public debt declared.

II. ANALYSIS OF THE CONSTITUTION OF THE UNITED STATES.

A. Legislative.

1. House of Representatives.

a. how composed; b. eligibility; (a) age; (b) citizenship; (c) inhabitancy.  
c. number of members; d. how apportioned; e. enumeration; f. by whom elected; g. qualifications of electors; h. when elected; i. vacancies how filled; j. powers; (a) legislative; 1st, concurrent; 2d, exclusive; (b) inquisitorial; c. elective; 1st, officers; 2d, president U. S.

2. Senate.

a. how composed; b. eligibility; (a) age; (b) citizenship; (c) inhabitancy.  
c. term of office; d. by whom chosen; e. when chosen; f. classes; g. filling vacancies; h. presiding officer; i. powers; (a) legislative; (b) executive; 1st, appointments; 2d, treaties; (c) elective; 1st, officers; 2d, vice president U. S.; (d) judicial.

3. Both houses.

a. membership; b. ineligibility; c. quorum; d. parliamentary rules; e. yeas and nays; f. journal; g. penalties; h. prohibitions; i. official oath; j. salaries and privileges.

4. Powers of congress.

a. finances; (e) resources; (b) disbursements; b. commerce; c. monetary; d. penalties; e. postal; f. patents and copyrights; g. war; h. judiciary; i. naturalization; j. territory; k. states; l. executive vacancy; m. appointments; n. constitutional amendments; o. general law-making; p. meeting.

5. Law-making; a. the three processes.
6. Rights of states.
7. State subordination.
8. State prohibitions.
9. Personal rights.

B. Executive.

1. In whom vested.
2. Term.
3. Eligibility.
4. How elected; a. electors; (a) appointment; (b) number; (c) duties; b. proceedings in congress; c. special legislation, as electoral commission.
5. Oath of office.
6. How removable.
7. Salary.
8. Powers and duties; a. military; b. civil.

C. Judicial.

1. Where vested.
  - a. supreme court; b. inferior courts.
2. Judges.
  - a. how appointed; b. oath of office; c. term of office; d. how removable; e. salary.
3. Jurisdiction.
  - a. limitation; b. original; c. appellate.

III. ANALYSIS OF THE STATE GOVERNMENT.

*Legislative Branch of State Government.*

A. Powers.

1. Make laws.
2. Repeal laws.
3. Restrictions.

B. General assembly.

1. Branches; a. house; b. senate.
2. Time and place of meeting.
3. Number of members; a. house; b. senate.

C. Districts.

1. By whom constituted and changed.
2. Kinds; a. senatorial; b. representative.

D. Senate.

1. Members; a. length of term, b. how elected; c. qualification; d. compensation; e. privileges.
2. Presiding officer.
3. Vacancies.

E. House.

1. Members; a. length of term; b. how elected; c. qualification; d. compensation; e. privileges.
2. Presiding officer.
3. Vacancies.

F. Law making.

1. Bill; a. defined; b. where presented; c. becomes a law.
2. Veto.
3. Laws take effect.

*Executive Branch of State Government.*

- A. Governor.
1. How elected.
  2. Term of office.
  3. Duties; *a*, commander-in-chief of militia; *b*, execute laws; *c*, fill vacancies; *d*, convene legislature; *e*, write message; *f*, pardon criminals; *g*, offer reward.
- B. Lieutenant-governor.
1. How elected.
  2. Term of office.
  3. Eligibility.
  4. Duties; *a*, preside in senate; *b*, to fill vacancy in governorship.
- C. Superintendent of public instruction.
1. How elected.
  2. Term of office.
  3. Duties; *a*, supervise; *b*, give opinions on school law; *c*, report to legislature; *d*, promote efficiency and hear appeals.
- D. Other officers.
1. Secretary of state; 2, auditor; 3, treasurer; 4, register of state land office; 5, those elected by the general assembly.

*Judicial Branch of State Government.*

- A. Supreme court.
1. Times and places of holding.
  2. Functions *a*, appellate; *b*, correct errors at law; *c*, supervisory control of inferior courts.
  3. Officers: *a*, judges (*a*) how elected; (*b*) term of office; (*c*) classification; (*d*) chief-justice; (*e*) ineligibility to another office.  
*b*, attorney-general (*a*) how elected; (*b*) term of office; (*c*) duties; *c*, others (*a*), enumerated, 1st, reporter; 2d, clerk; (*b*) how elected; (*c*) term of office; (*d*) duties.
- B. District and circuit courts.
1. Time and places of holding.
  2. Districts.
  3. Functions; *a*, co-ordinate; (*a*) original jurisdiction; (*b*) appellate jurisdiction; (*c*) supervision; (*d*) correction of errors; *b*, separate.
  4. Officers; *a*, enumerated; (*a*) judges; (*b*) clerk; (*c*) district attorneys; *b*, how elected; *c*, term of office; *d*, duties.
- C. Justice and police courts.
1. How constituted.
  2. Jurisdiction.
  3. Functions.  
Carry out county governments in like manner.

## GRAMMAR.

*First Division.*

## LANGUAGE LESSONS.

## I. SENTENCE.

1. Giving sentences by the teachers; tell why they are sentences.
2. Supplying subject, predicate given.
3. Supplying predicate, subject given.
4. Define subject.
5. Define predicate.
6. Let scholars make sentences; give reasons why they are sentences.
7. Pay attention to spelling, capitals and punctuation.

## II. ESSENTIAL ELEMENTS AS WORDS OR PARTS OF SPEECH.

1. Subject; (*a*) noun; (*b*) pronoun.
2. Predicate; verb.
3. Practice calling nouns.
4. Practice calling verbs.

## III. MODIFIERS OF SUBJECT AND PREDICATE.

1. Adjective, any word modifying the noun, this includes at first possessive case of noun and pronoun.
2. Adverb, any word or expression modifying verb.
3. Adverb, modifying an adjective.
4. Practice calling adjectives.
5. Practice calling adverbs, modifying verbs.
6. Practice calling adverbs, modifying adjectives.
7. Connectives; (*a*) prepositions; (*b*) conjunctions.

## IV. NOUNS.

1. Definition.
2. Classification; (*a*) proper; (*b*) common.
3. Practice distinguishing.

## V. VERBS.

1. Definition.
2. Classification; (*a*) verbs denoting doing; (*b*) verbs denoting being or becoming.
3. Practice of supplying, in incomplete sentences.

## VI. PRONOUNS.

1. Definition.
2. Classification; (*a*) personal; (*b*) relative; (*c*) interrogative.



## VII. ADJECTIVES.

1. Definition.
2. Classification; (a), denoting quality; (b), merely limiting, give article and numeral.
3. Practice supplying adjectives in sentences.
4. Adjective used as a predicate.
5. Adjectives which are really nouns; (a), possessive case; (b), apposition.
6. Practice supplying in sentences.

## VIII. ADVERBS.

1. Definition.
2. Classification; (a), time; (b), place; (c), manner.
3. Formation from qualifying adjectives.

## IX. PHRASES.

1. Definition.
2. Parts; (a), preposition; (b), noun or pronoun.
3. Use as adjectives or adverbs.
4. Practice supplying in sentences.

## X. OBJECTS OF VERBS.

1. Definition.
2. What kinds; (a), nouns; (b), pronouns; (c), phrases.
3. Practice.

*Second Division.*

## ETYMOLOGY.

## I. NOUNS.

## A. Properties and their definitions.

1. Number; (a), singular; (b), plural; (c), formation of regular and irregular plurals.
2. Gender; (a), masculine; (b), feminine; (c), neuter. Manner of distinguishing masculine and feminine gender.
3. Case; (a), nominative as subject or predicate; (b), possessive as adjective case, give formation; (c), objective as object of verb or preposition.
4. Person; (a), 1st; (b), 2d; (c), 3d. Relation to the speaker.

## B. Declension.

## C. Rules of construction.

- For nominative.
- For possessive.
- For objective.

## D. Put above matter in diagram form.

## II. PRONOUNS.

- A, B, C, same as nouns.
- D. Antecedent; (1) definition; (2) rule.
- E. Put above in diagram.

## III. VERB.

## A. Definition.

## B. Classification.

1. Meaning; (a) transitive; (b) intransitive; (c) neuter.
2. Form; (a) regular; (b) irregular; (c) deficient.

## C. Properties.

1. Voice; (a) active; (b) passive.
2. Mode; (a) indicative; (b) subjunctive; (c) potential; (d) imperative; (e) infinitive.
3. Tense; (a) progressive; (1) present; (2) past; (3) future; (b) completed or perfect; (1) present; (2) past; (3) future.
4. Person and number. Relative to the subject.

- D. Conjugation; (1) principal parts; (2) auxiliaries; (3) different forms.
- E. Rule of construction.
- F. Diagram.

## IV. ADJECTIVE.

## A. Definition.

## B. Classification.

- C. Comparison; (1) by termination; (2) by adverbs.
- D. Rule.
- E. Diagram.

## V. ADVERBS.

## A. Definition.

## B. Classification.

- C. Comparison; (1) by termination; (2) by adverbs.
- D. Rule.
- E. Diagram.

## VI. PREPOSITIONS.

## A. Definition.

## B. Rule.

## VII. CONJUNCTIONS.

## A. Definition.

- B. Classification; (1) co-ordinate; (a) copulative; (b) adversative; (c) disjunctive; (2) subordinate; (a) substantive; (b) adjective; (c) adverbial; (1) conjunctive adverb; (2) true conjunctions.

- C. Rules for both co-ordinate and subordinate conjunctions.
- D. Diagram.

## VIII. INTERJECTIONS.

- A. Definitions.
- B. Rule.

*Third Division.*

## SENTENCE ANALYSIS.

## I. SENTENCES.

- A. Definitions.
- B. Classification. 1. As to form; (a) simple; (b) compound; (c) complex.
  - 2. As to use; (a) declarative; (b) interrogative; (c) imperative; (d) exclamatory.

## II. ELEMENTS OF SENTENCES.

- A. Definition.
- B. Classification.
  - 1. As to office; (a) subject; (b) predicate; (c) adjective; (d) object; (e) adverbial.
  - 2. As to rank; (a) principal; (1) subject; (2) predicate; (b) subordinate; (1) adjective; (2) object; (3) adverbial.
  - 3. As to form; (a) word; (b) phrase; (c) clause.

## III. ANALYSIS AND PARSING.

- A. Form of analysis.
- B. Practice in analysis.
  - 1. Sentences given by teacher.
  - 2. Sentences prepared by pupils.
- C. Parsing all the different parts of speech, according to diagrams prepared in etymology.
- D. Analysis of sentences, prepared to fulfill certain conditions.
  - 1. Simple sentences; (a) only subject and predicate; (b) introduce adjective elements; (c) introduce objective elements; (d) introduce adverbial elements.
  - 2. Complex sentences; (a) subject a subordinate sentence; (b) predicate subordinate sentence; (c) adjective element subordinate sentence; (d) objective element subordinate sentence; (e) adverbial element subordinate sentence.
  - 3. Compound sentences. Similar to above.
  - 4. Analyze sentences, and parse difficult words.
- E. Analyze and parse a selection from some author. Byron's *Darkness*, *Thanatopsis*, or other pieces somewhat difficult to understand, should be the basis of practice.

## ORTHOGRAPHY.

*First Division Orthoepy.*

Instead of giving a full outline of sounds and description, it was thought best, by the committee, to refer the instructor and pupil to Webster's Academic Dictionary, which is, or ought to be, in the hands of every teacher. (See pages VI—XI, to remarks on "a." Also, *consonants*; pages XIII—XIX, to "accent.")

If other dictionaries are in use the same lessons can be found in them. This study of the dictionary is of greatest importance, and should occupy all the time necessary. We add only one point to this study: *Cognates*.

## A. VOCALS.

Example: a, in far, and a, in ask.

Give the whole list of long sounds, and find if possible, a cognate abrupt sound.

## B. CONSONANTS.

Give each sub-vocal and find, if possible, a cognate aspirate for it.

*Second Division.*

## ORTHOGRAPHY OR SPELLING.

## I. CAPITALS.

- 1. Give ten rules for the use of capitals.
- 2. Give examples under each.

## II. PUNCTUATION.

- 1. Name and make the marks used for punctuation.
- 2. Give rules for use.
- 3. Give examples of each.

## III. RULES FOR SPELLING.

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

## IV. METHODS OF TEACHING SPELLING.

## A. Oral spelling.

- 1. Spell for a head mark.
- 2. Choose sides.
- 3. Correction by the teacher. (?)
- 4. Self or class--correction.
- 5. Suggest other methods.

## B. Written spelling.

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

*Third Division.*

## WORD ANALYSIS.

## I. DEFINITIONS OF TERMS.

## II. CLASSIFICATION.

## A. As regards form.

1. Monosyllable.
2. Dissyllable.
3. Polysyllable.
4. Rules of syllabication.

## B. As regards derivation.

1. Primitive.
2. Derivative; *a*, primary; *b*, secondary.
3. Compound.

## C. Derivatives, how formed.

1. Stem or root.
2. Prefix.
3. Suffix.

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

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

## E. Prefixes. Give examples with meaning.

1. Different languages.
2. Changes on account of euphony, as "ad" to "af" in affirm.

## F. Suffixes. Give examples with meaning.

1. Different languages.

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

## H. Synthesis. Teacher give.

1. Root or stem.
2. Prefix.
3. Suffix.
4. Prefixes and suffixes, and let the pupils make the derivatives, and give the meaning.

## DIDACTICS.

## I. PRELIMINARY.

1. Teacher's certificate.  
*a*, necessity of; *b*, requirements for.
2. Teacher's contract.  
*a*, form; *b*, by whom made; *c*, signatures, &c.
3. Visitation of patrons of the school.
4. Necessary supplies.  
*a*, blackboard; its necessity and uses.  
*b*, dictionary; its necessity and uses.  
*c*, outline maps.  
*d*, apparatus.

## II. ORGANIZATION.

1. Opening.  
*a*, brief; *b*, interesting; *c*, appropriate.
2. Classification.  
*a*, classification; *not* gradation.  
*b*, advantages of classification.  
*c*, disadvantages of no classification.  
*d*, methods of classification.

## III. PROGRAMME FOR STUDY AND RECITATION.

1. Basis of construction.  
*a*, relative time for different studies.  
*b*, length of recitations in different grades.  
*c*, length of recitations in different branches.  
*d*, succession of recitations should be agreeable from variety.
2. When made, the programme should be strictly observed.
3. The programme, (to be prepared by the institute under the supervision of the conductor.)

## IV. REGULATIONS.

1. Seating. In relation to order and discipline.
2. Movement of classes.  
*a*, prompt; *b*, quiet; *c*, orderly.
3. Recess.  
*a*, time; *b*, length.
4. Special privileges.  
*a*, leaving seats.  
*b*, whispering.  
*c*, making complaints to the teacher, etc.
5. Rules.  
*a*, number; *b*, when made; *c*, how enforced.

## V. RECORDS.

1. Objects.
  - a*, to systemize school work.
  - b*, for information of parents.
  - c*, to furnish educational statistics.
  - d*, for the benefit of the pupil.
  - e*, to aid in government.
2. Plans and methods.

## VI. PHYSICAL CONDITIONS OF TEACHING.

1. The duty of the teacher to attend to these.
2. Ventilation.
  - a*, its importance in relation to health, study and discipline.
  - b*, evils of bad ventilation.
  - c*, how to secure good ventilation.
3. Temperature.
  - a*, its importance in relation to health, study and discipline.
  - b*, degree and uniformity of temperature.
4. Light.
  - a*, its importance in relation to health and study.
  - b*, quantity; *c*, uniformity; *d*, direction.
5. Physical Exercise.

## VII. LANGUAGE IN TEACHING.

1. Correctness in grammar.
2. Simplicity.
3. Precision.
4. Fluency.
5. Correct enunciation.
6. Tone and modulation.
7. Pitch and loudness.

## VIII. SPIRIT AND MANNER OF TEACHING.

1. Personal influence of the teacher in securing good lessons.
2. Cheerfulness.
3. Patience.
4. Truthfulness.
5. Self-possession.
6. Enthusiasm.

## IX. STUDY.

1. Essential conditions.
  - a*, quiet; *b*, comfort.
2. Assignment of lessons.
  - a*, definiteness; *b*, length; *c*, difficulty.
3. How to study.
4. Requisite assistance.
5. Proper incentives.

## X. RECITATIONS.

1. Objects.
  - a*, to test daily progress of pupils.
  - b*, to correct errors.
  - c*, for pupils to acquire ability to tell what they know.
  - d*, to fix the lesson in the minds of pupils.
  - e*, to explain and illustrate.
  - f*, to add new matter.
  - g*, for encouragement and inspiration.

## XI. RECITATIONS—Continued.

1. Essential conditions.
  - a*, preparation by the teacher.
  - b*, preparation by the pupils.
  - c*, attention.
  - d*, earnestness.
  - e*, exactness.
  - f*, right spirit.

## XII. QUESTIONS.

1. Requisite skill of the teacher.
2. Questions should relate to the subject.
3. Concise.
4. Precise.
5. Varied.
6. Not contain the answer.
7. Be adapted to the subject.
8. Be adapted to the grade of pupils.
9. Logical.
10. Exhaustive.

## XIII. ANSWERS.

1. Correct.
2. Complete.
3. Explicit.
4. Understood by the pupil.
5. Original in language.
6. Logical.

## XIV. MORAL TEACHING.

1. Society's first demand of a teacher.
2. Range of moral education.
  - a*, to know what is right.
  - b*, to feel what is right.
  - c*, to will what is right.
  - d*, to do what is right.

3. Taught by example.
4. Taught by precept.
5. Facilities of the teacher for moral teaching.
  - a, in discipline.
  - b, in recitations.
  - c, in social intercourse.

#### XV. MORAL TEACHING—Continued.

1. Principal virtues :
  - a, Truthfulness, justice, kindness, honesty, love.
2. Truthfulness—how taught.
  - a, teach its importance and wide application.
  - b, deal truthfully with the pupil.
  - c, say nothing that is not literally true.
  - d, never exaggerate.
  - e, leave no promise unfulfilled.
  - f, never forget any expectation you have led him to entertain.
  - g, be as scrupulous with your pupil as with your dearest friend.
  - h, do not presume that your authority will warrant you in deceiving a pupil.
  - i, require the same truthfulness from the pupils.
  - j, listen to no exaggerated stories.
  - k, enforce the fulfillment of every promise, etc.
3. Other duties may be thus taught.

#### XVI. GOVERNMENT.

1. Objects.
  - a, for school work.
  - b, for discipline of pupils.
2. Inverse relation of authority and self-control.
3. Forces in government.
  - a, moral forces—sympathy and love are the prime forces in governing primary grades.
  - b, intellectual forces—in higher grades, scholarly attainments and moral excellence inspire *respect, confidence* and *love*, the true basis of all good government.
  - c, physical force—this to *supplement* the moral and intellectual forces, if necessary.

#### XVII. GOVERNMENT—Continued.

1. Punishments: a, proper; b, improper.
2. Rules: a, govern self; b, do not hasten; c, consider motives, not results; d, encourage rather than censure; e, do not *obtrude* authority.
- f, induce self-government.
3. Requisites in teacher for government.

#### XVIII. THE TEACHER.

1. His motives.
2. His responsibility;
  - a, for health of pupils.
  - b, for intellectual growth.
  - c, for their moral culture.
3. His habits: a, neatness; b, order; c, courtesy; d, punctuality; e, self-control.

#### XIX. THE TEACHER—Continued.

1. His qualifications.
  - a, Physical—health, strength.
  - b, Intellectual—scholarship, culture.
  - c, Moral—character, life.

#### XX. THE TEACHER—Concluded.

1. Means of self improvement.
  - a, visit other schools.
  - b, attend conventions and institutes.
  - c, carefully observe himself.
  - d, carefully observe his pupils.
  - e, read and observe current events.
  - f, read and study educational works and periodicals.
  - g, frequently commit observations and thoughts to writing.

The course herewith presented is intended to provide, as far as possible, for all classes of institutes of the state. We caution county superintendents and instructors not to undertake in any branch, more than can be *well* done, and to leave for another year such parts as cannot be studied this year.

Undoubtedly improvements can be made on this course; but we ask for it a fair trial, and the criticisms of the best instructors and superintendents will be used for improvement next year.

C. W. VON COELLN,  
Superintendent of Public Instruction.

DES MOINES, March 4, 1877.

## THE TEXT-BOOK QUESTION.

No one who has to do with educational affairs can be blind to the fact, that the public generally is fully awake to the heavy expenditure caused by the high price of school-books in connection with the frequent changes of the same. The latter is not so often caused by an actual change in books as the advancement of the child with the often unwise introduction of a series of four or five books in a branch which requires at most two books for successful study. Still it is true, that in many of our country schools, each teacher, and often the sub-director, determines what books shall be used, because the implied authority of the board to adopt text-books has never been exercised. It seems to me, that this ought to be remedied by law, by requiring boards of directors to make an authoritative adoption of text-books.

One cause of the high price was the anomalous action of the publishers of school-books, fixing the retail price of their goods. This gave retail dealers the opportunity to make from 50 to 66 $\frac{2}{3}$  per cent. on their investments. This has been discontinued, and proper trade-lists are now sent out, with discounts according to the quantity bought. Publishers, however, still send out price-lists for introduction or exchange.

Whenever an evil becomes fully known to the public, we find parties who either from selfish motives, or well inclined, but not much acquainted with the laws of trade and the nearly universal rule, that enforced uniformity leads to monopoly and fraud, cry out: "*Let us have uniformity and cheapness.*"

Minnesota, under the law of some sharp manipulators, passed a law last winter, which gave to a contractor named in the bill, the power to publish exclusively the text-books needed for the rural districts for the space of fifteen years, at certain prices fixed with reference to the present prices of standard works. A commission was to choose the books to be published, and has not yet been able to decide. Many of the best publishing houses would not dispose of their copy-rights at all, and hence the selection would necessarily be limited. The towns and cities were wise enough to make it a condition of their favoring the bill, that they should be excluded from its operations.

The want of wisdom of making books *cheap* by excluding competition, and the actual loss resulting from an attempt to enforce uniformity, will be more apparent than I can make it, by some extracts

from the report of a committee of the state teachers' association of Minnesota on this subject:

"We have undertaken to consider the nature and tendencies of this kind of legislation. In discharging this duty we disclaim any intention to reflect upon the integrity of the contractor mentioned in the law; neither do we impugn the motives of the law-makers. We believe it possible for men to err in judgment without forfeiting our confidence in the rectitude of their intentions.

For the purpose of breaking down high prices on books, the law in question creates a monopoly in the trade with exclusive privileges for the long term of fifteen years.

Should the state propose to advance money and deal in shoes for the sake of cutting down prices, should we allow some shoe-dealer to be named as the contractor, excluding every other dealer from the privilege of making offers, it would subject us to severe censure. Yet this was done in our legislation on text-books. The name of a person wanting the contract is inserted in the bill, with his own prices, thus rendering a bid from any other person impossible, when reliable traders were ready to take the job, under the privileges of the bill, at figures *lower* than those inserted. To execute any ordinary scheme for reducing prices by legislation, a bill would have been drafted, calling for the lowest responsible bid. It is only when education is concerned that we can violate the admitted laws of trade and the principles of common sense. The first offer made was accepted, the party himself naming prices. The impression obtained that he had assailed a monopoly, and must therefore be rewarded by a monopoly on his own terms of *fifteen years'* duration, regardless of any possible reduction in the cost of books within that long period.

A similar course on any other subject not connected with our schools, would have subjected us to a ridicule, the last of which would not have been soon heard. Will the time ever come when the ordinary rules of business will be applied to measures of an educational nature?

Another objection to our text-book law is this: It is an attempt to reduce prices by destroying free trade in books. A similar scheme was lately attempted by some of our farmers. They believed the price of farming machinery too high. They found manufacturers who, under promise of exclusive patronage, offered terms as low, compared with old prices, as are the figures of our text-book bill, compared with old retail prices. True, they did not ask the legislature to fix it so that nobody could sell to them except the party selected by themselves. (In any matter other than that of school-books, the absurdity of such legislation is readily seen.) They proposed, however, by purchasing of only certain manufacturers, to shut off all others, and instead of trusting to the competition of free trade to regulate prices, they expected to cut them down by exclusive contracts. And what was the result? It was found that *cash* was required to secure the desired reduction, and that the same amount of cash could secure just as good terms from the excluded

manufacturers. So it would be under our book law. This says to all publishers, except the chosen contractor, you cannot trade with our people, no matter how low your terms hereafter. We propose to secure low prices by giving all our patronage to *one man*. We have legislation that says he shall have it for fifteen years. But excluded publishers, with facilities for making books, and a stock of good books on hand, can certainly afford to sell as cheap, and a little cheaper than the contractor; and they will offer to do it and no legislation against free trade can restrain them, or the people, from such commerce. Many of our leading counties have already arranged to buy books where they please, and public sentiment will sustain them. The offers and the options of free trade are preferred, and no compulsion in favor of an exclusive contract will be tolerated. The drafter of this, whoever he was, certainly apprehended this resistance against free trade. Why should the text-book law threaten *fine* and *imprisonment* for a refusal to accept its scheme? This is unnecessary if, as asserted, the people want books of the contractor, and are clamoring for them like children for Mrs. Winslow's Syrup. Such penalties, as unrepugnant as they will be found powerless, betray a secret conviction that this project is contrary to the principles of commercial economy. If forced into partial operation, it could not survive three years. The people will prefer the wider selections and advantages possible under unrestricted trade, and they will have them.

But this law is further objectionable, because the loss which it would create by a general change of books would be greater than any loss that can occur from too high prices.

There are about one hundred thousand children enrolled in the schools to which this law applies. Not all this number attend regularly, or are supplied with books. An average of two dollars to a scholar gives two hundred thousand dollars as about the cost of books in the common schools. These books, on an average, last three years; that is, sixty-seven thousand dollars' worth of new books have to be purchased annually to keep up the supply. On the popular view, that the price has been forty per cent. too high, the annual loss has been twenty-six thousand eight hundred dollars, or for three years, eighty thousand four hundred dollars. The plan will not be to select books now in the schools, if it can possibly be avoided. Regardless of the fact that many books now in use are new, and of series introduced within one or two years, the policy will be to outlaw them all by offering new series. There being no terms of exchange for new books at half-price, this scheme would render two hundred thousand dollars' worth of books of no value to their owners, and at the average of three years as the life of a school-book, the loss to the people at that time would be forty thousand dollars greater than the supposed loss, on the assumption that books have been costing as a whole forty per cent. too much. As regards economy, the balance is against a general change. The people are beginning to see this, and to determine to retain new series of books lately introduced in many of the schools, and now to be had at figures as favorable on the whole as those of the contractor. Late price-lists on such new books render their continuation in the schools

for more economical than the changes of the book law. This fact will neutralize the law in all our leading counties. It constitutes an objection to any legislation designed to force the introduction of series of books not now in use. Changes can be made at the option of the people, and on their own plans, but not wisely through state legislation.

To mention one more objection: The law exalts cheapness above quality, and in its operation it would retain books in the schools on the ground of cheapness, after their educating power is worn out, or after they become inferior to more recent books.

Propose to our farmers that they agree to use a certain reaper five years because it can now be bought cheap, and does tolerably good work. The reply would be, "Fifteen years is a long time; if we make such a promise we may regret it before the end of three years. Should something better come out, we want it, and are ready to pay what it may be worth." In all the arts and industries of life the probability of improvement is recognized, and the way to its advantages kept open. It is only in the education of their children that men are ready to sacrifice improvements to cheapness. A reaper in use this year may be superseded next by an improved style, and we insist that law shall not take from us the right to change. Why surrender this right in the matter of school-books? To accept the policy of our text-book law would be to say that school-books are a matter of little moment. Anything will do, provided it be cheap. No progress will be made for at least fifteen years! or, if decidedly better books come out, we do not want them! We will use the old readers, after the children know them by heart, and their stories have become stale, and have lost their educating power. Quality and educating power in a book are of less consequence than cheapness. Are we ready to wrong our children by holding them in the narrow strait of this law, when for the same money, and perhaps for less, we can secure them an open sea of richer options?"

The feeling in the state of Minnesota is so strong against the law and the progress made towards the carrying out of the law so slow, that the greatest uncertainty prevails, which caused a great scarcity of school-books in the summer schools, and it is predicted that half of the children will be without books in the winter schools. Whatever damage this will cause may be attributed to the unwise legislation on this subject.

Wisconsin has dealt with this question in a very different and more successful manner. In 1875 the following law was passed by the Wisconsin legislature:

"The qualified electors of any school district or of any town in which the township system of school government has been adopted, may, by legal vote, and the board of aldermen or board of trustees of any city or incorporated village may, by ordinance or resolution, authorize the school board or board

of school directors of such district, town or incorporated city or village, to purchase text-books to be the property of the district, town, village or city so purchasing, and to be loaned to pupils or otherwise furnished to them under such conditions and regulations as the aforesaid school authorities may prescribe."

The following comments of superintendent Searing show the result of two years' experience with this law :

"The investigation and reflection of two additional years have but confirmed, to the fullest extent, my belief in the wisdom of the conclusions and recommendations originally presented. I am still opposed to state uniformity, as being impracticable, unsuccessful in other states, not suited to our various needs, not economical, and unnecessary. I still favor, with deepened conviction of its superiority, the plan of purchase by school boards, as being practicable, successful wherever fairly tried, fully in accord with our system of local government, economical, sure to result at once in the essential local uniformity, and in other ways conducive to the welfare of the schools.

I still favor township uniformity, but am inclined to believe that the best way to secure it is to inaugurate at once the wise reform of the full township system of school government—so long and earnestly desired by educational men. Far more easily and successfully than the district, would the township deal with this question of text-books, as it would deal with almost every other question of vital interest to the welfare of the schools.

Above all do I still unreservedly favor the free text-book system. Additional reflection and additional knowledge of the successful experience of school boards with this system, in other states, have but confirmed my belief that in free books a larger number of satisfactory results to the schools and the people center, than in any other adopted or suggested plan of text-book supply.

It gives me pleasure to report that, while the law above quoted, authorizing district purchase of books, has been known to the people of the state but little over one year, 267 districts have been reported to this office as purchasing under its authority, and that of this number 137 are reported as loaning the books free to the pupils."

He then quotes largely from county superintendents' reports to show the satisfactory results obtained from the working of the law.

It may not be out of place to state here, that last winter a strong effort was made to pass just such a law as Minnesota adopted. The superintendent of public instruction, although assailed in the most malicious manner by the Madison press, which seems to have especially favored the plan, exposed the scheme, for such it evidently was, to benefit the few at the expense of the many, and the bill failed to pass.

Knowing that this question is being agitated in our own state and so far as I know, by persons with the best of motives, it seemed best to

give the experience of other states, and also to suggest some remedies which may produce the good results desired without the evils so likely to be found connected with these changes.

In the first place, there should be uniformity of books in the same school, and if possible, in the township. For this our law intends to provide, but unfortunately does not command boards of directors to make an adoption of text-books, and therefore changes are made by teachers and sub-directors to suit themselves. This is easily remedied by a provision of law requiring an authoritative adoption of text-books by boards of directors.

We all agree that books should be furnished at less cost than they now are. We may, and do differ with regard to the mode of making them cheaper. A law similar to the Wisconsin law would, it seems to me, be the best remedy. It is questionable whether we should pay for the books by tax and thus make them free to scholars; but no one can object to have boards buy at wholesale and sell at cost. Besides, a book, if properly cared for, will last longer than the individual scholar uses it, and, if this is true, a vast saving will be made to the people, if the book is used as long as it answers its purpose. If scholars were charged enough for the loan of a book to re-imburse the district, and if they had to pay for all books lost or wantonly destroyed, no one could object. There is, however, a certain class of scholars who absent themselves from school, in good part, because they are too poor to buy books, or pay for the loan. If we want to educate the masses, such children must be furnished books at the expense of the public. The first step toward compulsory education is found right here.

If these features are incorporated in a judicious law, I believe we have solved this knotty question to the satisfaction of most people and have avoided the evils of hasty measures to relieve us from a known difficulty.

#### COMPULSORY EDUCATION.

Incidentally I have spoken of another topic which has for many years been one of the most interesting subjects considered by statesmen and philanthropists. I refer to compulsory education. No one questions the often repeated statement, that the right of the state to tax a person for the education of other people's children implies the right of the tax payer to demand the education of those children.

Some of the New England states, especially Massachusetts and Connecticut, have had laws tending in that direction for many years.



Maine and New Hampshire have laws to the same effect, the latter since 1871; during the same year Michigan and Texas enacted compulsory laws. Similar laws have been passed since 1873 in Nevada, California, New Jersey, New York and Ohio.

Laws for compulsory education are generally accompanied by provisions prohibiting employers from engaging children who have not attended schools for a certain length of time during the year, and providing for the appointment of trunancy officers.

I think there is a mistake in nearly all these laws, in not recognizing the difference between *compulsory education* and *compulsory attendance at school*. I believe in the former, but have serious questions concerning the latter.

Attendance at school does not necessarily imply education, neither does education necessarily demand attendance at school. The state has not only the right, but it is its duty to secure a certain amount of intelligence to all the children who live within its borders.

A German writer, Ruemelin, contends that the state has the right to demand and to see to it, that each of its members receives a certain amount of instruction, but that this right does not give to it the power of depriving parents, for any length of time that may appear necessary to state authorities, of the right of disposing of their children, but only justifies the state in demanding a certain amount of knowledge deemed necessary for the discharge of the duties every one owes to society.

It may become necessary to compel the attendance at school, but only after satisfying ourselves that the child is neglected in its education, and then only long enough to secure that limited knowledge, which the state has a right to demand. This amount must of necessity be quite limited and can hardly include anything except reading, writing and the fundamental rules of arithmetic. I think that nearly all in rural districts between the ages of eight and sixteen attend school some portion of the year, and no urgent necessity exists in this state for a general law on compulsory education.

In towns and cities, there are a number of boys and girls who are allowed to roam the streets at all times of day and night, who ought to be either at school or at work. This class, however, ought not to be in our public schools, for they would contaminate the whole body. We ought to have in every city a school for just this class, which should be reformatory and industrial in its nature, to furnish the parental care which these children lack, and wisdom will provide for

this remedy at once or our criminal class will vastly increase in the next ten years. We allow these boys and girls to be free from all restraint, until they have committed some actual, overt act against the public peace, and then shut them up with criminals, to protect society; but after a little they are again at liberty, made worse by their associations in jails or penitentiaries.

#### ELEMENTARY INSTRUCTION.

In our eagerness to show progress, we are apt to advance too rapidly and leave the foundation incomplete. It is a good thing to possess a classical or scientific education; but no one will argue, that the masses can be educated above the common or elementary branches, and any attempt to do more in our rural and elementary schools, leads us to neglect what is most needed for practical life. It has been my aim in the lectures to normal institutes and teachers' associations, to call the attention of our teachers and of the public to the great necessity of teaching more thoroughly reading, writing, and the elements of arithmetic. Whatever else we know or do not know, without these fundamental branches we cannot claim to be educated. With them we have the foundation for a good education, and can prepare ourselves without farther schooling, if need be, for any profession.

While it may be necessary to increase the demands made upon our teachers in their examinations, we must limit ourselves to the necessary studies in our elementary schools, or fail of accomplishing the best results for the masses. Our schools would really be of more value, if every one of our teachers could successfully teach the fundamental branches, although unable to teach higher branches.

Spelling and the correct use of language, both in speech and on paper, should be included in a practical education. This does not demand so much the knowledge of the technical terms of grammar as the habitual use of correct forms and expressions; the proper use of capitals and punctuation marks.

Geography is taught to an extent out of all proportion to other and more important branches, and history, the twin sister of geography, is almost crowded out of the programme of our elementary schools.

The elements of natural science, so far as they relate to the things, plants and animals around us, should receive some attention in our public schools. Drawing is beginning to be considered as a necessary accomplishment of our mechanics, artists and women. Book-keeping

in its simplest forms ought to receive attention in every country school, as long as we expect most any farmer not only to do his own business, but also to act as treasurer for his school—or road-district.

#### SCHOOL FINANCES.

We are living in a period of contraction and economy, and we are constantly complaining, that too much money is expended for all our public enterprises. Some persons are very much opposed to the county superintendency as too expensive; but while it costs the state a little over \$70,000 each year, there was wasted, lost, stolen or unaccounted for during the financial year 1875-76, the sum of \$144,674.52. In my summary of statistics, I will show, what loss the people have sustained during the last five years, by the careless management of school funds. The remarks of nearly all county superintendents, either as printed in this report or in private letters, complain of this evil. The remedies suggested are various. My own opinion is, that the county superintendent ought to be the auditing officer, with whom each treasurer must settle at a fixed time, and if he is found unable to account for the funds intrusted to him, the county superintendent should be authorized to enter suit in behalf of the district against the bondsmen of the treasurer. In this way, there will be a protection to the people against the unlawful or careless disposition of school funds.

The division of school funds into three separate and distinct parts is one of the difficulties of keeping accounts straight. I believe no harm could result, if the school-house fund and contingent fund were merged into one fund, named, perhaps, *the general fund*. I recognize the desirableness and perhaps necessity, for keeping the teachers' fund separate and distinct. The money contributed to the education of the children from the permanent school fund, from fines and the county tax, should be sacredly devoted to the purpose for which it is paid.

The frequent transfer from one fund to another is one of the causes of constant confusion. The law forbids it; but it is done. What measures may be taken to prevent it, I am unable to say.

I think it may be well to allow electors to decide by vote, whether unused funds in the hands of treasurers may be loaned. I wish to call the special attention of the legislature to the fact that the funds of districts are not, and cannot be kept in the hands of district treasurers without frequently endangering their lives and that of their families. In towns scarcely anything is paid for the service of treasurers, which indicates clearly that the use of the money is plainly understood be-

tween treasurer and board to be the compensation. If this is not a violation of law, there is no violation possible. Would it not be better to recognize the fact, and require bonds of security instead of penal bonds.

The great difficulty of finding capable men to act as treasurers in the rural independent districts organized under the law of 1872, has led me to think it might be wise to have but one treasurer for a township which has been divided into independent districts.

The following article on *county supervision* was written at my request by my efficient deputy, Mr. Ira C. Kling, formerly county superintendent of Cerro Gordo county.

#### COUNTY SUPERINTENDENCY.

The provision of law for the supervision of the public schools in each county by an officer termed the county superintendent, has been in operation in Iowa nearly twenty years.

When the office was established in March, 1858, the duties of the county superintendent were limited, and the salary small. In 1859, the superintendent was no longer required to visit and inspect schools, and his salary was fixed at two dollars per day for official services, and such additional compensation as the board of supervisors might allow him. In April, 1864, the provision requiring him to visit schools was wisely restored, for which labor he was to receive such an amount as the board of supervisors were willing to give him. In April, 1866, school inspection was made a more prominent duty, since the superintendent was now directed to visit each school in his county at least once in each term, and to remain at least one-half day in each visit, and his minimum salary was established at three dollars a day.

During the past ten years, but few changes have been made in the law, and these for the better. The constant tendency has been to give to the officer charged with the responsibility of directing and controlling the educational interests of his county, a larger discretion in matters of judgment; and to afford him, through the yearly normal institute, the means of providing for the schools of his county a class of better qualified teachers.

It is not my intention to argue the necessity of the county superintendency, or its value as an educational power in our state. It is quite unnecessary to do so. The increasing confidence of the intelligent public in its efficiency is clearly shown by the growing respect granted to the office by all who desire the advancement of education, as well as by the interest of the electors in securing the best available persons

to fill the office. A careful examination of the criticisms of the few who still remain indifferent, or even hostile, will show that fault is found with the careless manner in which the duties of the office are performed in exceptional cases, or perhaps with the incompetence of a few of the officers themselves. These criticisms, however, are not objections against the office.

But I do desire to call attention to the work in which so many earnest men and women in our state are engaged,—to its value, its efficiency, its difficulties, and its poor and insufficient pecuniary reward.

It has been said that "honest and vigilant supervision is the life and strength of every enterprise requiring numerous and diversified agencies." This truth is recognized in every department of organized human effort. Wherever persons labor together, be they few or many, if anxious to secure the very best results, they are prompt to employ the skill of the best among their number. Hence it is a natural result that the command is given to master minds, whose leadership and direction, if wisely exercised, are willingly followed. The legislative, judicial and executive branches of our general and state governments are organized on this plan. Every private school, college, or university recognizes the value of intelligent arrangement and careful supervision. The more important and extended the work to be done, the better and more extensive supervision is demanded. In what work has the state a greater interest than in the proper preparation of its youth for the duties of citizenship? Where is the basis of this preparation, if not in the elementary schools of the country? Does not our state constitution wisely provide that "the general assembly shall encourage, by all suitable means, the promotion of intellectual, scientific, moral and agricultural improvement?" Cannot the state best promote these ends by fostering and nurturing her excellent system of free schools?"

The county superintendency is the link connecting the state department with the schools. Such a medium of communication is obviously necessary. By no other means can a uniform working of our school system be so well advanced. Under the present arrangement, the state department, through the county superintendent, affects the schools by reaching school officers and teachers. By a simple, yet nearly complete system of reports, every district in the state shows to the state department each year the results of the year's activity; and by a systematic method of instruction in institutes, combined with examina-

tions based on uniform questions furnished to county superintendents through the state department, it is believed the schools of the state are being supplied with teachers better fitted for the work of instruction.

That portion of the law relating to the visitation of schools, as it now stands, is partially void. Ten years ago, it may have been possible, in the great majority of the counties of our state, to visit every school once each term. But to-day, with our population nearly doubled, and our educational advantages correspondingly increased, it has become, in very many counties, a physical impossibility for the county superintendent to attend to the office work required, to teachers' examinations, the trial of appeals, and other duties, and besides find time to comply fully with the law in respect to visiting the schools. If the inoperative features of the law were repealed, the superintendent would be relieved from his position as an unwilling violator of the law, while his responsibility for the care of the schools under his charge would remain unchanged. He should be required to visit, so far as possible, the schools in his county, with the addition that he must visit any school upon the request from the board of directors thereof, as soon as his other duties will permit.

That there is an intimate connection between the compensation of an office and the qualifications of the officer, is unquestioned. It is not reasonable to expect that the services of efficient officers can be secured, or retained without adequate remuneration. True, some one may be found who will not refuse the invitation of the people to occupy the place, perhaps in connection with other employments, for the salary at present paid. But the best talent in our counties cannot now be influenced to accept the position, with its great responsibilities, and its many annoyances from which the other county officers are nearly free. The county superintendent should be a man in good health, competent, experienced, earnest and faithful, discharging every official duty impartially and fearlessly; and the counties in Iowa are few, that do not furnish scope for the employment of all the time and best efforts of such a man. Such supervision is worth something, and it should cost something.

In states where the office has been given the fullest opportunities, it is regarded as most useful. The following extract from a report by Hon. Newton Bateman, formerly superintendent of public instruction for Illinois, shows clearly the effect of an increase in the salary of county superintendents in that state.

"In 1867, the compensation of county superintendents of schools was increased from three to five dollars a day, for services actually rendered. The good effect of this action of the last general assembly is shown, in part, by the statistics of work and progress elsewhere given in this report. But the full extent and value of that measure cannot be exhibited in statistical form. It has given a prodigious impulse to the whole line of common school forces in the state. It has enabled many able and efficient superintendents, for the first time, to bestow their whole time and energies upon the duties committed to them, and the results have been in the highest degree encouraging. More and better institutes have been held in the state, and more and better work has been done in all the departments of the school system than in any preceding two years of our free school history. The general tone of public sentiment and feeling in respect to education, has been vitalized and strengthened to an unwonted degree. While this is partially due to other causes, the main cause is, without question, the vastly increased vigor and power of the county superintendency, the reduplication of time, effort and labor, which the wise liberality of the last legislature brought into the field. The uplifting and renovating energy of the superintendency since the passage of the act referred to, has been manifest in every county, without exception, whose superintendent is qualified by education, experience, and character, for the duties of the position."

Without doubt, similar results will follow in our state, if our general assembly, in justice to the highest interests of the people, will deal generously with those who, by a painstaking and careful supervision, are doing so much to increase the efficiency of our excellent system of public schools.

It has been claimed repeatedly, that incompetent men get into the superintendent's office through the political influence of those who desire the support of a township for other candidates for county offices. The teachers' state association, at Grinnell, suggested as a remedy for this evil the change of the election of county superintendent from the time of the fall elections to the time of the spring elections held for the purpose of choosing school officers. It was also deemed wise to extend the time of service of county superintendents from two, to four years. We are aware of it in the working of our department, that it takes a county superintendent at least one year to become familiar with the duties of his office and by the time he becomes an efficient officer, he is superseded by some one equally inexperienced.

If a state board of examiners is established as recommended in this report, the county superintendent should be required to hold a state certificate or diploma, to protect society against impostors, and himself against the possible charge of incompetence.

## OFFICE WORK.

The work of this office is increasing from year to year, as the schools and scholars multiply. During the biennial period just closed, fifty-three appeal cases have been decided, saving a great deal of money in litigation before the courts. Whether our decisions are always acceptable is very doubtful; but it has been my aim to secure justice and equity. Most of the cases in which our decisions are criticised, are those in which we affirm the action of boards because of their discretionary power, although, if we had to decide the cases *de novo*, we might have differed from the board. Our correspondence has been greatly increased, as our enlarged copy-books prove. During the year 1876, the clerk's fund was considerably diminished by an overdraft from the previous year and the aid which had to be given to sustain our representative at the centennial exposition.

Under the provisions of section 1577, I have visited this year 43 institutes, besides twelve teachers' associations. This visitation and other educational meetings have required nearly 8,000 miles of travel, and I have given 72 lectures.

At the request of county superintendents, we have issued by the aid of questions received from superintendents, six complete sets of questions for the examination of teachers throughout the state. These questions have been very generally used, and have secured far greater uniformity. Whether it is wise to enforce the use of these questions, or even to continue publishing them, is a matter to be considered.

It has been quite customary to employ girls of fourteen and fifteen years of age, and boys of about the same age, to teach schools, and this has been done more particularly by sub-directors in engaging relatives. Under the powers of general supervision granted to me, I issued last spring an instruction to county superintendents, partly at their request, forbidding the granting of certificates to females less than seventeen, and to males less than nineteen years of age. I hope the legislature will enforce this provision by legislative enactment, advancing the age one year, making it eighteen and twenty, and prohibiting sub-directors from employing relatives by blood or marriage to the third degree. No hardship can arise from this. If a person who is sub-director wishes to teach, or wishes to have a relative teach, he can resign, and if the person whom he wished to engage is a proper candidate he will be employed by the sub-director chosen in his place.

A great difficulty has always been experienced by educators all over our state, on account of the lack of uniformity in the course of study. It has been found impossible on the part of the regents of the state university, to fulfill the requirement of law that their courses of study, in the collegiate and scientific departments, should commence at the points where the same are completed in the high schools. To provide a possibility of conforming with this provision has been the aim of many of our prominent educators, and not least among them the professors of the academic faculty of the state university.

After much labor, including the gathering of a large amount of statistics, the association of principals and city superintendents authorized superintendents Rogers of Marshalltown, and Thompson of Des Moines, with myself, to publish the following course of study for graded schools, and we hope that it, with such advice as the circular gives, may be generally adopted. If experience shows that improvements can be made, they should be made by the whole body, and uniformity could be secured, which would obviate many difficulties now experienced in passing from town to town by people who must change their residences.

## CIRCULAR.

*To Boards of Directors, Principals and Superintendents of Graded Schools of Iowa:*

At a meeting of the association of principals and city superintendents of Iowa, held at Des Moines, June 28, 1877, the undersigned were appointed a committee to prepare, publish and distribute, an outline course of study for the graded schools of Iowa.

We beg leave to submit the accompanying outline with the hope that it may meet the general approval of boards of directors and teachers of graded schools.

The want of a uniform nomenclature has long been felt. The adoption of this course will secure that desirable feature, and also uniformity of subjects taught in the respective grades.

No attempt has been made, nor do we deem it desirable, to secure uniformity of text-books. Unity of plan with diversity of texts will undoubtedly be the best policy. This course can be readily adapted by local authorities to the text-books of their own selection.

The division into three departments of four years or grades each, is that which has been recommended by the national association of city superintendents, and is now quite generally adopted.

The high school course is designed to supersede the typical course sent out one year ago. It provides for two courses, English and preparatory. The committee has endeavored to make each year complete within itself, thus

making it possible for any board to adopt one or more years for their high school course.

We especially advise not to attempt to do too much.

High schools will be classified and known by the number of years in their course of study, as, high schools of one year's course, or two years' course, &c.

The majority of schools in Iowa can not judiciously undertake more than three years, and a great many should limit their course to two years. Many of the smaller towns will find it most beneficial to limit their course to the first year, which forms an advanced grade for the grammar school, and also fits for admission to the state normal school and the state agricultural college. High schools with a four years' course should as a rule be confined to cities having upwards of six thousand inhabitants.

C. F. ROGERS, Marshalltown,  
C. W. VON COELLN, Des Moines.  
J. H. THOMPSON, Des Moines.

COURSE OF STUDY.  
PRIMARY.

YEARS.	MATHEMATICS.	SCIENCE.	LANGUAGE.	LITERATURE.	MISCELLANEOUS.
1.	Numbers, oral, to 10. By Grube method.	Geography, oral. Local.	Charts and First Reader.		Writing with slate pencil. Drawing, oral instruction. Writing and Drawing con- tinued.
2.	Numbers, oral, continued to 100.	Geography, oral. Botany, oral.	Second Reader. Lang. Lessons begun.		Continued.
3.	Fundamental operations, to 1000.	Geography, oral. Botany, oral. Fundamental operations text finished.	Third Reader. Lang. Lessons continued.		Continued.
4.	Arith. Intermediate text. Fundamental operations with integers.	Geography. Elementary text finished.	Fourth Reader begun. Lang. Lessons continued.		Writing with pen. Drawing continued.
GRAMMAR.					
5.	Continued.	Geography, Grammar text begun.	Lang. Lessons continued.	Fourth Reader finished.	Continued.
6.	U. S. Money and Denom. Nos.	Continued.	Lang. Lessons finished.	Fifth Reader begun.	Continued.
7.	Arithmetic. Grammar School text to percentage.	Finished.	Primary Grammar.	Finished.	Continued.
8.	Continued to Involution.	Resources of Iowa.	Grammar, and Elements of Syntax.	U. S. History. Selections from standard literature.	Continued.
HIGH SCHOOL.					
9.	Arith. finished 1½. Elem. Algebra, 1½. Arithmetic and 1. Book-Keeping, 2.	Physiology, 1½. Phys. Geography, 1½. Botany, 1.	English Grammar, 3. and Analyses, 3. Latin, 3.	Am. Lit., 3 alternating with Eng. Comp., 3. General History, 3. Authors, 3, alternating with Rhet. and Comp., 3.	
11.	Adv. Algebra, 1½. Geom., 1½. Solid Geometry, 1½.	Zoology, 1½ } or Geology, 1½ }	Latin, 3.	Civil Government, 1½. English Literature, 1½.	
12.	Trigonometry and Survey. Fig. 2.	Chemistry, 2 } or Astronomy, 1 }	{ Latin, 3. { German, 3.	Mental Philosophy, 2. English Authors, 3.	

The county superintendents have been called together by me under the provisions of section 1577, at Grinnell, in connection with the state teachers' association; and during the latter part of June, at Des Moines, to prepare for the institute season. Both these conventions were largely attended and much good resulted from the interchange of opinions. A district convention for the county superintendents of the north-western part of the state, was called on the 13th of June, at Algona.

In looking forward to the future, and with the hope of advancing the interests of the common schools of our state, I desire to offer certain changes or amendments to the law which will either avoid the difficulty of interpreting, or fix more definitely, what is intended by the lawgivers. In making suggestions of more general change, I shall endeavor to preserve the present organic law, for it is unwise to change it. Frequent changes have made it difficult for school officers to understand its provisions. Most of the changes indicated have been considered in the preceding pages.

## PROPOSED CHANGES OF SCHOOL LAWS.

Sec. 1714. Amended as follows: "When an organized district has been left without officers, or without a sufficient number to constitute a quorum, the township trustees shall give such notice, &c."

Sec. 1717, clause 2. Amended as follows: "To direct the sale or other disposition to be made of any school-house, or the site thereof; and of such other property, personal and real, as may belong to the district; to direct the manner in which the proceeds arising therefrom shall be applied; to rescind a tax voted at a former meeting for school-house purposes, if unused, or to transfer from one fund to another, money not needed by the former, &c."

Additions to Sec. 1728.

1. "In all districts, where no text-books have been adopted by the boards they shall direct at their regular meeting in September, 1877, or at a special meeting called before that time, what books shall be used in the district.

2. Boards of directors are authorized to purchase the needed text-books and to sell the same at cost to the scholars of the district.

3. They shall have power to determine at what rates books may be loaned to scholars, requiring payment in full in all cases, where the same has been lost or seriously damaged.

4. In all cases where, in the judgment of the board, families

are unable to buy books or pay for the loan, the board shall have power to loan the books without charge and pay the expense from the general fund.

5. The manner of distributing books is left to the discretion of the boards; but proper bonds must be given by those who have charge of them, to secure the district against loss.

Addition to Sec. 1745, first clause to read as follows: "The number of persons, male and female, each, in his district, between the ages of five and twenty-one years; failure to make this report will deprive the district of its proportion of school money derived from the semi-annual apportionments."

Addition to Sec. 1746, last clause to read as follows: "And suit shall be brought in both cases by the district on his official bond, whenever the county superintendent notifies the board of such neglect."

SEC. 1748. Amended to read as follows: "The money collected by district tax for the erection of school-houses and for the payment of debts contracted for the same, for rent, fuel, repairs, and all other contingent expenses necessary for keeping the schools in operation, shall be called the 'general fund,' &c."

SEC. 1751. Substitute to read as follows: "He shall appear at the county seat, at the office of the county superintendent, between the fifteenth of September and the first of October each year, on such a day and at such an hour as required by said superintendent, with his books, papers, and vouchers, to make then and there a full settlement of his accounts with said superintendent, prepare his report as hereinafter provided, and receive from said superintendent a certificate of such settlement. Failure to report on the day and hour fixed will be punished with a fine of twenty-five dollars for each day's neglect, and suit shall be immediately commenced against the bondsmen of such treasurer, if he is unable to account for the funds intrusted to his hands. Said suit against the treasurer shall be brought, in both cases by the district, on his official bond whenever said board is notified by the county superintendent of such neglect of settlement or inability to account for the funds in the hands of the treasurer."

The annual report shall embrace:

1. The amount of teachers' fund held over, received, paid out, and on hand.
2. The amount of general fund held over, received, paid out, and on hand.

Addition to Sec. 1753. Before "All contracts made in conformity, &c.," insert: "A sub-director shall not be allowed to engage himself or a relative by blood or marriage to the third degree."

Addition to Sec. 1755. "The failure of the sub-directors to make their reports as required by this section, will deprive the district township of its proportion of school money derived from the semi-annual apportionments."

Addition to Sec. 1758. "And any board engaging such teacher and paying him from the public funds shall be personally liable for such payment to the district, to be recovered by suit entered by any tax payer of the district."

Addition to Sec. 1760. "And he shall not receive his last month's wages, until this copy of the register is properly filed."

Strike out Sec. 1762.

Addition to Sec. 1766. "Teachers exclusively teaching special branches, as music and drawing, require only a certificate of ability to teach these special branches."

Addition to Sec. 1767, to read as follows: "If the examination is satisfactory, and the superintendent is satisfied that the respective applicants are of the proper age, if females at least 18, and if males, at least 20 years old, possess a good moral character, and the essential qualifications, &c."

Addition to Sec. 1769. Second sentence to read as follows: "To defray the expenses of said institute he shall require the payment of a fee of one dollar from every applicant for a certificate; also the payment of one dollar registration fee for each person attending the normal institute."

Also add after the words "for the further support of such institute," Conductors and instructors in institutes shall not be entitled to pay from said institute fund unless they have state certificates

Addition to Sec. 1772. Add after the words "district secretaries," and treasurers. Add also at the end of the same section: "He shall notify the district treasurers of his county, on or before the first day of September of each year, on what day between the fifteenth of September and first of October, and at what hour, he requires their presence with their books, papers and vouchers, for the purpose of making their annual settlement. He shall give immediate notice to boards of directors of any failure on the part of secretaries or treasurers to make their reports and settle-

ments as required, and of any default which may appear from his examination of the treasurers' books.

Sec. 1797, amend by changing in the fifth line the words "board" to "boards," and "district" to "districts."

Sec. 1826, last clause, amend to read as follows: "But this section shall not apply to any city, town or village."

Sec. 1579, amend to read as follows: "He shall cause to be published after adjournment of each regular session of the general assembly, a sufficient number of copies of school laws, or such portions thereof, as he may deem necessary, including all amendments and additions made by the last general assembly, to furnish each school-house of the state with a copy, to be kept in said school-house, under the control of the sub-directors, or board of directors. He may cause to be published, from time to time, not oftener than once in four years, all of the school laws, with such decisions rendered by him, as he may deem advisable; and he shall furnish each county superintendent with a copy for his office, and according to the population of the county, not less than ten nor more than fifty copies."

In accordance with section 9 of chapter 129 of the laws of the Sixteenth General Assembly, I incorporate in this report the report of the State Normal School, at Cedar Falls.

C. W. VON COELLEN,  
Superintendent of Public Instruction.

## ABSTRACTS FROM REPORTS OF COUNTY SUPERINTENDENTS.

### ADAMS COUNTY.

W. W. ROBERTS.

**SCHOOL-HOUSES.**—Several good frame buildings have been erected during the past year. The buildings at Prescott, completed during the past year, and the building at Brooks, built during the past year, are both beautifully located. The building at Brooks will seat two hundred pupils; the one at Prescott, some less. The houses built in the rural districts are commodious, well constructed, and seated with patent seats. There are five or six schools in the county soon to be reported as graded schools.

**TEACHERS AND TEACHERS' WAGES.**—Financial embarrassment and other causes have led boards of directors during the past year to reduce teachers' wages somewhat in some of the townships and districts, and many experienced teachers are retiring from teaching. Their places are filled generally by young teachers and others who teach "just for the present" with but little desire to prepare themselves for the work.

**NORMAL INSTITUTES:** *Library and Graded School Work.*—The normal institute is generally attended by the professional teachers and those aspiring to graded school work and the effects mentioned under "teachers and teachers' wages" are counteracted to a great extent by the good work accomplished at the normal institute. Teachers manifest considerable interest in matters pertaining to a teachers' library and teachers' associations.