

quarter section, 30 chains and fifty links to a post, thence south 10 chains and 92 links to a post, thence east parallel to the south line of said quarter section 9 chains and 50 links to a post, thence south 50 links to the place of beginning, situate and lying in the county of Lee and State of Iowa.

Parts of Sections.	Secs.	Town.	Range.	Acres.	In what county situate.
e hf	2	87 10		320.52	Buchanan . . .
se qr	26	85 17		160.00	Marshall . . .
n w of nw and s hf of nw	20	71 21		120.00	Lucas
w hf of nw, w hf of ne, se of ne, and ne of se.	25	84 23		240.00	Story
n hf of sw	26	80 24		80.00	Polk
w hf of se.	31	71 25		80.00	Clarke
sw qr.	4	77 25		160.00	Warren
w hf.	7	77 25		348.18	"
n hf of nw.	18	77 25		87.57	"
sw qr.	15	77 25		160.00	"
w hf of ne.	30	77 25		80.00	"
e hf of nw and nw of nw.	16	70 25		120.00	Decatur.
n hf of sw	3	91 26		80.00	Wright
ne fr qr	3	70 24		138.13	Decatur.
Total				2184.40	

All of which is respectfully submitted.

AARON BROWN,
Register of State Land Office.

FIFTEENTH BIENNIAL REPORT

OF THE

SUPERINTENDENT

OF

PUBLIC INSTRUCTION,

TO THE

GENERAL ASSEMBLY

AT ITS

FOURTEENTH REGULAR SESSION,

HELD AT DES MOINES, JANUARY 8, 1872.

DES MOINES:

G. W. EDWARDS, STATE PRINTER.
1872.

STATE OF IOWA, }
DEPARTMENT OF PUBLIC INSTRUCTION, }
DES MOINES, JANUARY 1, 1872. }

HON. ALONZO ABERNETHY,
Superintendent of Public Instruction,

DEAR SIR:—My term of office according to statute expired, December 31st, 1871; and as the General Assembly to whom the report of this Department is required to be submitted, will not convene till January 8th, 1872, I hereby present you, as my successor, the report of the Department with the accompanying documents, requesting you to transmit the same to the Fourteenth General Assembly at the opening of its session.

Yours respectfully,

A. S. KISSELL.

STATE OF IOWA, }
 DEPARTMENT OF PUBLIC INSTRUCTION, }
 DES MOINES, JANUARY 8, 1872. }

To the General Assembly of the State of Iowa:

I have the honor to transmit, herewith, the biennial report of this Department, prepared by my predecessor, the Hon. A. S. Kissell, for the period commencing October 5, 1869, and ending October 4, 1871; together with accompanying documents.

Very respectfully,

ALONZO ABERNETHY,
Superintendent of Public Instruction.

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ERRATA.

Below will be found such errors noted as affect only the real meaning intended to be conveyed in the report:—

Page 27, line fifteen, for "ignoring" read "ignominy."

Page 31, line fourteen, for "\$1,000,000" read "\$100,000."

Page 40, first paragraph, for "The Constitution &c." read "The famous ordinance for the organization of the North Western Territory adopted in the same year with the Constitution &c"

Page 52, first line, for tables "J" and "K" read tables "D" and "E" on pages 261--266.

Page 66, line sixteen, for "compiled" read "compiled."

Page 80, line twenty-three, insert "it" after the word "age" and read "it becomes of.en &c."

Page 80, after last word, insert a comma for the period.

Page 81, line twenty-three, the word "pupils" should be "pupil's."

Page 87, line fourteen, for "may" read "many."

Page 121, line twenty-one, after "It is" insert "a."

Page 123, after "AGRICULTURAL COLLEGE" place a comma instead of the period

Page 128, after "HOSPITALS FOR THE INSANE," remove the period.

Page 129, the article "DAVENPORT PUBLIC SCHOOLS" should have been placed after "City Schools", page 118.

Page 221. The report of Allamakee county was not received at the Department till January 1st, 1872—hence does not appear in its alphabetical order.

FIFTEENTH BIENNIAL REPORT.

OF THE

SUPERINTENDENT OF PUBLIC INSTRUCTION.

This report of the Department of Public Instruction is hereby submitted to the Fourteenth General Assembly of Iowa.

In my second report an effort has been made to give a fuller account of all the educational Institutions in the State than heretofore presented to the Legislature.

Many of the facts contained in the following pages, show that there is much to encourage and stimulate a people who are endeavoring, we believe, to lay the foundations of the Commonwealth upon the sure basis of virtue and intelligence.

While the school system of this State has elements of real merit, yet great improvement can still be made in many of its features. A long experience in the work, and a comparison of our system, with that of other States and countries induced the recommendations herein submitted for your careful consideration.

Some of the discussions presented in the report, are purely of a professional character. Believing that many statesmen, as well as educators, are studying the educational problems of the day, with reference to a solution of these questions, that immediately bear upon the final success of the free institutions of this Government, we thought

that these discussions might be valued by the people as well, hence deemed it proper to insert them here.

The statistical tables are not as accurate as they should be. In corresponding with other States, it is found that most of them have a similar experience in securing unsatisfactory reports from subordinate officers. Those States furnish the most trustworthy reports where the law requires a uniform system of records and blanks, under the control of the State and County Superintendents. This fact justifies the recommendation of an amendment to the school laws, which was unanimously approved by the school committees of both branches of the Thirteenth General Assembly, viz :

" Each County Superintendent shall furnish himself, teachers, secretaries, and treasurers, all necessary blanks and blank books, required for the schools of the county, except blanks for teachers' certificates, and for secretaries and County Superintendents' reports to the State, and such blanks and blank books shall be furnished at the cost of publication; and that uniformity of accounts and reports may be secured throughout the State, County Superintendents shall furnish no other blanks nor blank books than such as conform to forms authorized by the Superintendent of Public Instruction, but the latter officer shall not copy right such forms, nor receive any compensation whatever for the same. These blanks and blank books shall be paid for out of the county treasury."

STATISTICS.

Number of district townships in 1870.....	1,176
Number of district townships in 1871.....	1,260
Increase.....	84
Number of independent districts in 1870.....	334
Number of independent districts in 1871.....	344
Increase.....	10
Number of sub-districts in 1870.....	6,986
Number of sub-districts in 1871.....	7,716
Increase.....	730

Number of persons between the ages of 5 and 21 years in 1870, males, 222,502 ; females, 208,632 ; total.....	431,134
Number of persons between the ages of 5 and 21 years, 1871, males, 236,940 ; females, 223,689 ; total.....	460,629
Increase.....	29,495
Number of schools in 1870.....	6,919
Number of schools in 1871.....	7,823
Increase.....	904
Number of graded school in 1870.....	213
Number of graded schools in 1871.....	289
Increase.....	76
Number of pupils attending school in 1870.....	320,803
Number of pupils attending school in 1871.....	341,938
Increase.....	21,135
Average number of pupils attending school in 1870..	202,246
Average number of pupils attending school in 1871..	211,568
Increase.....	9,322
Number of teachers employed in 1870: males, 4,909 ; females, 7,806 ; total.....	12,715
Number of teachers employed in 1871: males, 5,483 ; females, 8,587 ; total.....	14,070
Increase.....	1,355
Average compensation of male teachers per week in 1870.....\$	8.90
Average compensation of male teachers per week in 1871.....\$	9.00
Increase.....	.10
Average compensation of female teachers per week in 1870.....\$	6.70

Average compensation of female teachers per week in 1871.....	\$	6.95
Increase.....		.25
Number of days schools were taught in 1870: summer, 326,038; winter, 338,175; total.....		664,213
Number of days schools were taught in 1871: summer, 335,654; winter, 404,558; total.....		740,212
Increase.....		75,999
Average number of months of school in 1870.....		6.2
Average number of months of school in 1871.....		6.5
Increase.....		.3
Average cost of tuition per week for each pupil in 1870, winter, \$0.36; summer, \$0.30; average.....	\$	0.33
Average cost of tuition per week for each pupil in 1871, winter, \$0.40; summer, \$0.35; average.....	\$	0.38
Increase.....	\$	0.05
Aggregate amount paid teachers in 1870.....	\$	1,636,951.18
Aggregate amount paid teachers in 1871.....	\$	1,900,893.54
Increase.....	\$	263,942.36
Balance of teachers' fund in hands of district treasurer in 1870.....	\$	283,041.90
Balance of teachers' fund in hands of district treasurer in 1871.....	\$	439,222.60
Increase.....	\$	156,180.70
Number of school-houses in 1870, brick, 550; stone, 234; frame, 5,748; log, 356; total.....		6885
Number of school-houses in 1871, brick, 600; stone, 247; frame, 6,469; log, 282; total.....		7,594
Increase.....		706
Value of school-houses in 1870.....	\$	6,091,775.97

Value of school-houses in 1871.....	\$6,764,551.28
Increase.....	679,775.31
Amount of district tax for building school-houses and purchasing grounds in 1870.....	1,019,842.19
Amount of district tax for building school-houses and purchasing grounds in 1871.....	914,297.05
Decrease.....	105,545.14
Amount of district tax for library and apparatus in 1870.....	18,562.74
Amount of district tax for library and apparatus in 1871.....	21,319.66
Increase.....	2,756.92
Amount of district tax for rent of school-houses in 1870.....	11,865.47
Amount of district tax for rent of school-houses in 1871.....	13,757.58
Increase.....	1,892.11
Amount of district tax for repairing and furnishing school-houses in 1870.....	139,713.29
Amount of district tax for repairing and furnishing school-house in 1871.....	182,619.17
Increase.....	42,905.88
Amount of district tax for fuel in 1870.....	171,890.52
Amount of district tax for fuel in 1871.....	176,317.76
Increase.....	4,427.24
Amount of district tax for compensation of secretary and treasurer in 1870.....	54,595.54
Amount of district tax for compensation of secretary and treasurer in 1871.....	59,986.39
Increase.....	5,390.85
Amount of district tax for teachers' fund in 1870.....	1,055,781.01

Amount of district tax for teachers' fund in 1871.....	§ 1,258,920.50
Increase.....	203,139.49
Amount of apportionment of county tax, and income of permanent school fund in 1870.....	436,448.48
Amount of apportionment of county tax, and income of permanent school fund in 1871.....	479,534.27
Increase.....	43,085.79
Amount of apportionment of temporary school fund in 1870.....	65,003.45
Amount of apportionment of temporary school fund in 1871.....	83,207.34
Increase.....	18,203.89
Number of volumes in school-district libraries in 1870	12399
Number of volumes in school-district libraries in 1871	11482
Decrease.....	917
Value of school apparatus in 1870.....	99,857.8
Value of school apparatus in 1871.....	104,359.43
Increase.....	4,501.62

NORMAL SCHOOLS.

The subject of Normal Schools deserves special attention from the legislators and school authorities in the State. The time has evidently gone by when intelligent parents are willing to entrust the education of their children to the novices and quacks with which the profession is everywhere crowded. If parents are not sufficiently intelligent to perceive the lasting damage resulting to their children from the crude methods of ignorant and incompetent teachers, the State, at least, is supposed to be informed on this point, and is in duty bound to exert its resources to the utmost that the evil be removed. The intellectual and moral training of the youth of the land is a public trust, guarded with constitutional sanctions, and lying nearest the great heart of our republican institutions. The strength and permanency of a popular government are vested in the intelligence and refinement of the people, and therefore our common schools are the hope of the nation. Now, if these are neglected, or through defective supervision are suffered to fall into incompetent hands, the State thereby commits the two-fold error of squandering the public funds, and what is infinitely worse, of allowing meantime her occasions for strengthening the very foundations of government to go by unimproved. It is asserted that 94 per cent. of the 200,000 teachers in the United States have entered the school-room without any professional training for the work; and 40 per cent. of them without any design whatever of making it a profession. Certainly the public weal is largely bound up in the issues and responsibilities of the educational work, and there is as much call for vigilance, and public patronage, and judicious legislation with reference to the school teacher's profession, as there is with reference to the office of magistrate, or judge, or any civil interest whatever.

To some extent the profession is guarded by the legal restraints thrown around it through the office of the County Superintendent. A tolerable degree of literary qualification is in this way made indispensable in the applicant, and he must give evidence of possessing a good moral character before he can receive authority to teach in the public schools, and receive his salary from the public fund. But literary qualifications and a good moral character by no means imply a capacity to teach. Sometimes it is urged that ability to manage a school and facility in imparting instruction, are so far natural and constitutional endowments of the individual, that the absence of them cannot be supplied by any amount of artificial training and preparation for the work. This objection is sometimes urged in such a way as would make the teacher's vocation an exception among all the learned and useful professions, which are ordinarily pursued by men in civilized communities; or, more properly, it would exclude it from the list of professions altogether. The very idea of a profession carries with it the notion of an acquired art, although in the acquisition of it there may be a greater or less degree of natural aptitude displayed. But if the power to govern a school, and the capacity to communicate instruction, are purely natural gifts, and in no sense to be acquired, then, indeed, is the teacher's vocation the most uncertain and unstable of all pursuits. Those thus endowed may not, in any considerable number enter the school-room; and as it is only after some experience in the business that the teacher can be certain of his capacity, he will be wanting beforehand in one of the strongest motives impelling him to this line of effort—a consciousness that he possesses the gifts requisite to success. Must he apply himself to so responsible a task in the spirit of a mere experimenter, and the children in the meantime be subject to the irreparable damage his blundering efforts may inflict? Allowing that these peculiar gifts cannot be acquired, still a process of experiment will be necessary to determine their presence, and would it not be infinitely better that the work of developing the native talent go on in a Normal School, than that it be prosecuted at the expense of unsuspecting and unprotected childhood? Perhaps it is because the primary and district schools of this country are so largely given over to ignorant charlatanism on the one hand, and the probationary blundering of novices on the

other, that the statement has gone out upon the endorsement of the Bureau of Education, that, "poor schools and poor teachers are in a majority throughout the country," and that, "multitudes of schools are so poor that it would be as well for the country if they were closed." It is important, however, to grant that an aptness to teach, and an ability to govern are very largely the inheritance of nature, and that the want of them makes many a teacher otherwise adequately furnished an incubus to his profession. It is true, too, that the absence of these faculties cannot be supplied by the most efficient and rigid Normal instruction that can be devised. But the fact is that the majority of men and women inclining to this work, are possessed of these faculties in greater or less degrees. It is here, as in all other professions, those entering the school-room bring with them every shade and variety of adaptation to their work, from perfect mastery down through all the grades of mediocrity and indifference, to the boundary line of absolute and complete unfitness for the calling. It is the office of Normal training to develop, strengthen, and stimulate whatever latent talent the individual may have in these directions and not to impart to him faculties he does not possess.

But we have failed fully to comprehend the office of professional training for the teacher, until the subject of *method* has been taken into the account. Teaching is an art, and as such has been undergoing progressive improvement through many ages of research and discovery. It has assumed new shapes, invented new facilities, and adopted successively a great variety of methods by which the young mind may be aroused to action, and all the spiritual faculties may be put in the way of an orderly and healthful development. As the human mind has been more and more profoundly studied, and its laws and capabilities, its social and material relations have been drawn out, the methods of imparting instruction and the whole art of school organization and management have undergone changes corresponding to these new directions of thought. Theory and practice have thus mutually kept pace with each other. It is pre-eminently the province of the Normal School to drill in method, and enforce the underlying principles which commend recent and improved methods to the acceptance of its pupils. Indeed, as a plan for professional training, the instruction should be exclusively special, at least, as nearly so as

the circumstances will allow. The general education should have been secured by the applicant before he subjects himself to a course of Normal instruction. He comes to make search under the direction of competent trainers and instructors, into the experience of the past, and puts himself down to a regimen of practice and criticism, in model schools and elsewhere, upon such methods of instruction and school government as shall best meet the wants, capabilities, and unfolding stages of the human mind.

Of course the Normal School, as a professional school, will itself be subject to progressive growth and advancement, and its methods, therefore, will never be held as final. In this respect it could not claim to be an exception to the general rule regulating all schools of a professional character, as, for example, those of law, theology, and medicine. Its results are proximate. The great tutorial art, like every other branch of human thought and effort, has its special epochs of awakened activity and progress, and these pour together their invaluable legacies of wisdom and experience into the bosom of the present. It is impossible for the novice to be inspired with any enthusiasm for his profession unless he can enter practically and appreciatively into the labors of the great educators of the past and present, and acquire in this way a conception of the magnitude and grandeur of his work. This the Normal School aims to accomplish. It would inspire the pupil with a love of his art by illustrating the phases of development through which it has passed, and incorporating the principles that have been attained in such methods of school management and instruction, as may have the aggregate consent and endorsement of the best educators of the age.

But neither for the school nor for the pupil would there be any benefit in an enforced routine of certain fixed methods in the school-room. The Normal School is not a machine to turn out machines upon the public schools of the land. Again we urge that professional training is serviceable in demonstrating whether the pupil is "cut out" as we say for the business, and having made that plain, in supplying him with a general ideal of the plan and order of his work. It would make him as has been aptly said an artist and not an artisan. In this respect again, we cannot discriminate disparagingly between this and other schools of a professional character. Special

training may degenerate anywhere and everywhere into mechanical routine, but this liability besetting all departments of human effort and enterprise, cannot be made a valid objection to the system and methods adopted in any of them. In every particular case—excepting, of course, when an actual and manifest incapacity is developed—the young man or woman submitting to a thorough Normal drill, gains in a brief time what the experience of years would fail to supply, and is enabled in this way to bring to the schools of the country a fund of skill and resource which otherwise the country would not have. It can be asserted with confidence that such results are always more than an equivalent for the money expended, both by the student and the State, and the time, and toil, and sacrifice attending these preparatory years. It is returned as a moral force in our public school system immeasurably more powerful, and far-reaching and enriching to the life of the nation, than can be contributed from any other agency immediately within the embrace of the State. The teacher enters the school-room already a practiced hand in the detail of management, and with lofty and just conceptions of the dignity and worth of his profession, and it is inevitable that the air of confidence he exhibits, and the calm devotion he manifests, in the work he loves, will be caught by the children, and the schools will gain an advantage in this way which money cannot purchase.

Very fine in theory, it will be said, but quite impossible to realize in practice. It must be confessed there are some facts that wear a discouraging aspect, when viewed with reference to the practicability of securing any uniformly elevated standard of professional excellence for the great mass of teachers in this country. They present obstructions to some extent general, but more largely local, in their nature. Thus, it is a fact, that the schools in our rural districts are for the most part kept up during only a limited portion of the year, chiefly through the winter months, and if there be at all material enough to justify a summer school, it must of necessity be of so low a grade, both as to character and wages, as neither to retain nor invite any high order of teaching talent. If a competent teacher has been employed during the winter, he will not feel justified in continuing during the summer months, and thus a considerable portion of the year must be given up to other pursuits, and his professional career be so

far interrupted. Under these circumstances he must of necessity be a man of limited means, and whatever impulse he may have to prosecute Normal training during his leisure months, he will feel himself peculiarly unable to do it. Possibly the Normal School is at a distance from his locality, and his limited income will not even defray his expense of travel, to say nothing of his living while there. The year is thus almost equally distributed between manual toil and professional labor. A young man or a young woman starting out in the first flush of youthful enthusiasm, may hope to overcome these difficulties, and rise in due time to a more ample and more unobstructed theater for the exercise of professional zeal, such, for example, as the schools of the cities and larger towns afford; but the figures show that in our State, at least, about one-half the teachers go out of the business after battling a year or more with the disadvantages of their work.

It is true a very small proportion of these have had the benefit of Normal training, or, indeed, of any kind of preparation for the office of teaching; but the fact is given as presenting a very formidable obstruction in the way of the teacher's vocation becoming in any very general sense a recognized and stable profession. In the same proportion, it is held, must all sanguine hopes respecting the office of the Normal School, and the widening of its function, in our public school system, be doomed to continued disappointment. The schools of our rural districts, and the underpaid primary departments of our graded schools, constitute by far the larger portion of our school system, and the teachers in these grades have no inducement before entering their schools for submitting to years of preparatory toil and expense, and when in the work, are not so situated as to be able to occupy their intervals of leisure in this way. The necessities of the district and their own circumstances conspire to induce them to resort to teaching as a temporary expedient, and to throw it down, of course, when it has contributed what it could to their advancement in other directions.

From this line of thought an appeal is made to the very narrow and forced range of Normal instruction all over the country. If the demand for professional training is in proportion to the supply, then how meagre and almost ideal that demand must be. For example,

it is estimated that, if the State of Illinois would meet its necessities in this direction—provided those necessities exist—reckoning that each school will send out 250 pupils a year, it would require 24 such schools to supply the trained teaching force of the State. It has but 5. Michigan would require 12; it has but one. Pennsylvania would require 20; it has but 6. Massachusetts would require 10; it has but 6. Saying nothing of the utter impracticability of supporting at public expense such a number of schools of this kind, it is urged that those already existing are very sparsely and irregularly attended. For example, our own Normal Department from the date of its re-organization, five years ago, reports 102 graduates, and enrolls on an average 100 a year. The Normal University of Illinois reports 99 graduates in the course of thirteen years, though its annual enrollment is about 400 pupils. Running over the entire list of Normal Schools in the United States, we can find no considerable disparity either in their annual enrollments, or the whole number of their graduates. Except in two or three favored localities, their attendance and progress would seem to be about the same. The annual report to this office reveals the startling fact that out of 12,575 teachers employed in the schools of the State for the year ending October 1870, only 754 have attended Normal Schools, leaving almost an even 12,000 who know nothing of this kind of instruction, except possibly such brief and imperfect drill as they could get at the annual County Institute.

From these facts it is argued that the teacher's vocation, so far as it pertains to the public schools, cannot soon be elevated to the rank and dignity of a profession; and that, therefore, it is untimely and unwise to urge the enlargement of the school system in the direction of professional training for the work. We have given the objection the benefit of a full and strong statement that it may be manifest, in the suggestions we are about to make, that we do not importune our legislative authorities to take immediate action toward the establishment of Normal Schools, in ignorance of, or at the expense of, these unfavorable facts. We do not hesitate one moment in declaring that the one great need of our State is Normal Schools. Precisely the facts that are appealed to as discountenancing their establishment we would bring forth as crying witnesses for their immediate necessity. If the teacher's vocation is not a profession it ought

to be, and I can conceive of nothing so disastrous to the well-being of our country, and ultimately so destructive to the whole scheme of popular education itself, as to deliberately and finally surrender it to the make-shift policy which now prevails. We plead that it shall not be. Here in the school-room we must see sooner or later is the palladium of our natural hopes, and we cannot afford to trust the shaping of our children's minds and characters to the hands of unskilled and untrained workmen. The forfeit is too dear both for themselves and their country. The loss is irreparable. If we could see things as we ought, we should no doubt discover the strongest central pillar of the mighty structure of our free government resting directly on our common school system as its pedestal; and who shall say into what ruin the massive dome itself will tumble, if this its supporting column slides from its treacherous foundation.

We cannot be too frequently and earnestly reminded that the State has no more sacred trust, no more tender charge, no more vital interest than the public school system, which promises the advantages of education to the poorest of her citizens, and secures thus the nation's enduring safe guards in the virtue and intelligence of her people. Having such a charge, she can have no other ideal, no lower standard in the management of it, than to supply the school-houses of the country with a class of teachers that have been properly prepared for their work. Can she aim at anything less than this? Would it not be an indifference in the highest degree reprehensible to give over to the caprices and accidents of a hap-hazard struggle for existence, a branch of public labor which calls into occupation 200,000 men and women of our country, and which builds, if it build at all, in the very citadel of the Republic. The fact cannot be disguised—and perhaps at the stage of our national history is specially ominous of evil—that there is a disposition everywhere to exalt unduly the material interests of our country, and sink to a point correspondingly low in the scale, those less obtrusive claims which involve the social and intellectual elevation of the people. Money and mind seem to occupy exactly the reverse order in the public esteem that their respective values would indicate. The Commissioner of Education makes the significant suggestion, "If any one will examine the publications of the general government, he will be surprised to find

the multiplicity of documents, each more or less directly aiding every other profession, and to observe how few have ever been issued at all specially adapted to improve the methods of teaching, or the qualifications of teachers." This tardy and half-hearted recognition of the teacher's profession on the part of the General Government, which is only an index of the like attitude which the States respectively assume towards it, is, to say the least, exceedingly unfortunate at this juncture of our history. The doctrine of impartial suffrage, now an established canon in our political creed, thrusts upon the American people the problem of popular education as paramount in importance to every other. Already it has been proposed by one of the leading statesmen of our country as an issue sufficiently weighty, amid the thronging developments of our times, to supply occasion for a "new departure" to one of the great political parties of the land. It is a maxim with the Prussians that, "Whatever you would have appear in the life of a nation you must put into its schools," and this, it has been suggested, should be taken in connection with the other maxim everywhere accepted, that "The master makes the school." Under the hand of the skillful, patient, intelligent teacher, our nation is reduced to homogeneity in the school-room. The ignorant, almost savage masses pouring into our country from all climes and peoples under the sun, with families prolific in numbers, and equally so in habits of barbarism and vice, among whom the Pagan populations that swarm upon our Pacific border, are especially problematical—to which we must add the four millions of emancipated blacks—all of whom, in accordance with the provisions of organic law, are to become equal partners with us in the government we prize—how shall they be prepared for the responsibilities and duties of their new relations? The liberties of the country must be imperiled if these ignorant masses, in the exercise of suffrage, control the government to such sordid and sensual ends as unprincipled demagogues may direct. Without intelligence, without character, they are capable of being bought and sold, and made the material of the meanest political dickerings at the polls. The patriot, educator, and statesman must tremble for our future, and cherish only the most fearful forebodings for the fortunes of our republican institutions, if they are

be at the disposal of the unreasoning army of illiterates that is yearly recruiting in our borders.

Now to the common school, more than to any other agency, is committed the molding and shaping of this discrepant material through the children and youth of the rising generation. It is the way in which the paternal and plastic hand of the government is extended to the homes of its ignorant subjects, gently and imperceptibly fashioning them to citizenship, and bringing them into harmony with our free institutions. But what if the teacher's profession is degraded, socially and pecuniarily, to the condition of a mere make-shift occupation. What if the complaint of Dr. Channing, made upwards of thirty years ago, will still admit of a qualified reiteration: "Without good teaching a school is but a name. An institution for training men to train the young would be a fountain of living water, sending forth streams to refresh present and future ages. As yet our legislators have denied to the poor and laboring classes *this principal means of their elevation.*" Since his day, Normal instruction has become a recognized department in our public school system, and through the enterprise of energetic and far-seeing educationists, has received a limited share of public patronage and support; but, we conceive, by no means in proportion to the importance and urgency of its claim. Our Normal Department of the Iowa State University, straining itself to the utmost of its limited means and resources, can at farthest send out no more than fifty or a hundred teachers of the six thousand that must annually commence the work in this State. This number it may *send out* every year; it cannot, on account of the urgency of the demand, retain a tithe of this number for the complete and thorough prosecution of its Normal course. Aside from this, there is no provision for the professional training of the teacher by the State. The County Institute serves a very important but restricted use in this direction, and something is due to private schools and academies, in which the laws of the human mind and methods of instruction receive such incidental attention as the circumstances will permit. But for special professional training, these are very uncertain and irresponsible agencies. Whatever may be the volunteer activity of educators, through these instrumentalities and the benefit thus resulting to the profession, the State can-

not rely on them, since they do not represent an integral portion of the public school system. That much excellent teaching talent has been developed by private schools and academies, and Teachers' Associations, and Normal Schools undertaken as individual enterprises throughout the State, and for that matter by the unnumbered invisible educators which our peculiar institutions and the spirit of general self-culture have installed in every household; yet, it would be a stupid policy on the part of the State, to make an assignment of its responsibilities in this direction to such irresponsible parties. An assignment in any event denotes insolvency, and where is the dignity and glory of our Republic when it can be said that on the subject of popular education she has drifted away into a condition of bankruptcy and shame. With such a policy, no matter how many eminent educators should spring up "wild," so to speak, upon her territory, the public ignoring would not be thereby in the least abated. What credit was it to the Roman Commonwealth, that having committed the business of teaching the children exclusively to the slave, there should spring up such men as Epictetus and others to dignify and adorn the ranks of the *pedagogi*. Convinced, then, that the State cannot and will not neglect this branch of the public school work, what plan for increased facilities in Normal training do we propose?

1. It would be altogether impracticable at present, or at any future time, to so increase these Schools in number and so endow and equip them, that they shall receive to a pedagogical apprenticeship the whole 12000 and increasing thousands of teachers which our school system requires. Taking as a basis the estimates made by S. H. White, Esq., Principal of the County Normal School, Peoria, Ill., our State with its population would require not less than 12 such institutions to meet its necessities; and these, at an annual expense for each of \$15,000, would entail upon the State an outlay every year of \$180,000 for this branch of the school system alone. A bare statement of the immense sums necessary to sustain such Institutions, as they are now organized, is admonition enough that no such plan can be realized.

2. As already observed, the district schools and lower departments of our graded system call into requisition the greater portion

of the teaching force of the State. The great majority of the children where the advantages of the graded system are accessible, stop short of the high school and complete their education in the primary and intermediate departments. The immense school interest, moreover, of the rural districts, which is so organized as to supply a school-house at a convenient distance for every farmer's child throughout the 100 counties that constitute the State, claims our special attention as furnishing for the most part, all the education that the great body of our people ever secure. These schools of elementary instruction are the colleges for the people, and in them the nineteen-twentieths of all the teachers of the State are employed. The studies pursued in these schools embrace little more than the branches required by law to be taught, and the preparation of the teacher therefore should have special reference to the management of schools of this grade, and imparting instruction in the elementary branches.

3. It is deemed feasible, therefore, to inaugurate a system of graded Normal Schools. The subject has been broached by the National Teachers' Association of 1870, and is a scheme upon which there is pretty general unanimity among all the leading educators of the land. Two very strong papers urging the necessity, and detailing the advantages of such a plan were submitted at the National Teachers' Association, and were deemed so timely and suggestive with reference to this most pressing problem, that the Commissioner of Education has incorporated them entire in his report for 1870. So thoroughly has the subject been canvassed in these two papers, and the advantages and practicability of the plan so clearly and judiciously set forth, that I cannot do better than commend the careful reading of them to all those who are in any way interested in the movement. Meantime it is proper in this connection to state briefly the considerations favoring the plan.

First, then, if the plan were consummated, all the Normal Schools that would be established in the State, with the exception of some central Normal School, would possess the character and curriculum of primary Normal Schools. These would be preparatory and tributary to the Central Normal School, the grade of the latter answering to the higher department of our graded school system, and preparing

teachers more expressly for these; whereas the organization and course of studies in the former would prepare teachers for the mixed schools of our rural districts and the lower departments of our graded school system.

Second. As these primary Normal Schools are intended to meet the want of the great mass of the teaching force in the State, they will be so placed and so organized that the poorest district school teacher in the country will have no difficulty in getting to them. The design is to bring the advantages of professional training within easy reach of every teacher in the State, and so accommodate him as to the distance he will have to go, and the time he will be obliged to remain, that a large average of those entering the business will get the benefit of more or less Normal drill. The building and grounds should be provided by the community in which the school is located, and the matter of location could be safely entrusted to the competitive bids of different towns and cities within the State. The matter of deciding between these claims might be put into the hands of the Census Board, or some suitable committee appointed by the Legislature, and the award made, with reference to certain minimum appropriations determined by the same body. Thus far there need be no expense to the State in establishing these schools. The citizens of Iowa Falls, Hardin County, are making efforts to secure the location of one of these State Normal Schools. They guarantee a donation of \$50,000 in cash, and ten acres of land, within the city corporation, and building material valued at \$25,000, making a grand total of \$75,000. This evinces a spirit of enterprise that is very commendable and should certainly awaken an interest among legislators, showing clearly that the people are demanding Normal Schools for the preparation of teachers.

Third. The aim should be to have these schools as sparingly academic as possible in the character of the instruction they impart, and the curriculum almost wholly confined to methods of instruction in the ordinary branches of a common school education. This will render it possible to classify the students in attendance, whatever may be their numbers, in a few uniform grades, and enable three or four skillful men and women to take the entire charge of the instruction and training in their hands. The management of these Institutions will

fall readily under the supervision of a few well-selected teachers, because, as it is a regime of training through which the students are severally passing, it will even be a part of the routine to enlist in exercises of instruction the more advanced talent that the system may develop. Estimating an annual salary of \$6,000 for the professors engaged permanently in this work, the State need not be at a greater expense than about \$36,000 per annum for the teaching force employed in these Institutions. If additional force should be needed, there are various ways in which it might be secured without expense to the State. For example, in the lease or sale of such portions of the land falling to these Institutions, as may not be required in connection with the grounds, and an endowment fund thereby resulting, or a small tuition fee might be charged each pupil. Perhaps, it will be found that both these prudential measures may be adopted beforehand with decided advantages to the enterprise in the way of economy. The buildings should be plain and convenient, but amply provided with such modern appliances and facilities as will enable the instructors, in the detail of management and method, to illustrate the ideal school they would have their pupils aim to realize. It may not be amiss, in this connection, to urge that the one thing that can be the least of all spared in an Institution of this kind, is an ample library of pedagogical literature and text-books, and books of reference, to which the student may resort for information and suggestion in the theory and practice of his art.

I need not enlarge on the subordinate features of this plan. The manner in which the system may be best organized in detail, the means that must be adopted for its support, the precise capacity and limits it must have, are subjects which will readily take shape under the investigations and discussions of legislators experienced in these matters, and having the interest of our school system at heart. I have aimed simply to demonstrate the necessity and practicability of a scheme of graded Normal Schools, and to remove what is likely to be considered the most formidable barrier in the way of their establishment—the item of expense.

So urgent and pressing is the demand for Normal training at this time, that I cannot see how action can be longer postponed on the subject, without irreparable damage to the school interests of the

State. The plan I suggest will perhaps appear to many as too modest and unpretending in its character, and as a scheme to take hold too tenderly of a work of unmanageable magnitude. With reference to this, it will suffice to say that the largest wisdom the world ever displays, in times when it is manifestly and indisputably wise, is when it consents deliberately and heartily to do what it can. It is simply recommended that a beginning be now made toward the ultimate establishment of a system of primary Normal Schools which shall be conveniently distributed over the State. Massachusetts, with an area of less than one-seventh the number of square miles that Iowa possesses, with only about 300,000 more of a population, with a railroad interest considerably less, with agricultural, mineral resources vastly more limited, a State debt of upwards of \$30,000,000, whereas Iowa has no State debt and nearly \$1,000,000 in the treasury—Massachusetts, thus unfavorably comparing with Iowa in many respects, has six Normal Institutions, sustained at a total annual expense of about \$60,000. It is not insisted that Iowa shall embark so extensively in this work, at the present time, but simply that a beginning be made toward the ultimate realization, in this direction, of something progressively tending to supply the growing need of the profession.

COUNTY SUPERINTENDENTS' CONVENTIONS.

Since the last report, three meetings of the county superintendents have been convened in different parts of the State; one at Des Moines, one at Manchester, and one at Red Oak Junction. These meetings were all largely attended except the one at Des Moines, which would have been the largest, but for a severe snow storm that blockaded the roads, so that only about one-third of the county superintendents were present. These gatherings of the county and other school officers, with many others interested in the progress of schools, gave decided evidence of the wisdom of the law empowering the Superintendent of Public Instruction to appoint conventions of this character. The discussions on the school law familiarized the officers with the school statutes, while debates on teachers' examinations and conferences about school visitations resulted in harmonizing the views of county and district officers, and have caused

the school system to be more efficiently carried out. The annual progress made by secretaries and county superintendents in furnishing this Department with more accurate reports, is one of the many indications that these meetings have accomplished what is intended by the law. It is acknowledged that supervision is necessary in all organizations, and to make it a success it is indispensable that the leaders counsel together and harmonize their work. In military organizations such a unifying power is recognized, and hence their solid ranks, frequent drills, and skillful strategies present a power that keeps opposing forces in restraint. If only the friends of schools appreciated this truth to the full, the opponents would more frequently be held in check, or dispersed and totally routed. Another encouraging fact of these conventions is that the county supervisors, and thus the people, acknowledge their benefit. Nearly every board allowed the expenses of its county superintendent to attend these meetings, and, in many cases, paid the expenses of this officer while attending the State Teachers' Association. This enterprising spirit among the people shows that they favor school supervision. Should this liberal spirit be cherished, it will not be long till the importance of the office of school superintendency will be felt not only in every county, but in every school district in the State. In this way the rank and file will be thoroughly organized and equipped, and they will select leaders whose recognized skill and efficiency will inspire a confidence that will become a power for disseminating universal intelligence throughout the State.

STATE TEACHERS' ASSOCIATION.

This body has been in existence for nearly sixteen years. Its membership has always been, and is now composed of most of the representative educators from the public schools, academies, colleges, and University in the State. It has been my privilege to attend twelve of the fifteen meetings held since its organization, and it is a gratifying fact for professional education that many of the features most highly prized in the Iowa school laws were enacted at the suggestion and through the influence of this Association. At its last session held at Council Bluffs, the educators representing the public

schools, academies, colleges, and the University evinced a magnanimity toward each other that was very hopeful. Their views coincided in regard to co-operating so as to have each department do its legitimate work without interfering with the other. The public school and academy men were willing to so arrange their courses of studies as to correspond with the curricula of colleges and the university, and those representing the latter institutions expressed a willingness to conform to the wishes of the former. From this resulted the unanimous adoption of the High School courses of studies presented in another part of this report. Should the last meeting be an index of the future unanimity that shall be manifested by the educationists of the State, it would be difficult to foretell the good which may result from such a wisely united effort. The friends of the cause are doubtless learning lessons of wisdom from the follies of older states, and see that much of their expense and time may be economized, if the different schools of the State can be so harmonized that each shall do only the work legitimately belonging to it. It is just through such voluntary associations as this that this end may be accomplished. If the liberal teachers of the State will lay aside all personal ambitions and narrow views of school systems, and come up punctually to every annual meeting to labor for this grand result, this Association may gain for itself even worthier laurels than it has won in the past.

THE TOWNSHIP SYSTEM.

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

The most experienced educators of the country have advocated this system. Among these are such men as Horace Mann, late United States Commissioner Barnard, ex-Governor Bontwell, Dr. Newton Bateman, of Illinois, Dr. Gregory, late State Superintendent of Michigan, and the county and state superintendents of one-third of the states of the Union. The arguments advanced by many of these experienced school-men are unanswerable. Massachusetts and Pennsylvania have tested the system practically for several years; it

is pronounced by these states a success; and this successful experiment of three or four years should have greater weight with us of this young, growing Commonwealth than any theoretical argument that could be advanced.

The following are some of the most important advantages that are claimed will result from a township system :

1. It would secure just as many schools as the necessities of the community demand, each being an integral part of one central organization, and, at the same time, meeting the wants of the particular locality in which it is placed.
2. It would dispense with a large number of school officers.
3. It would allow school directors a compensation for services rendered, as their number would be greatly reduced.
4. It would establish a uniform rate of taxation.
5. It would furnish more uniform and equal advantages and privileges to every citizen.
6. It would simplify the school laws, and thus awaken a more general interest among the people in behalf of the system.
7. It would allow the child to attend school where his own interests would be best subserved, with no restraint save what the general interest might require.
8. It would prevent strife about district lines.
9. It would diminish the aggregate expenditure for schools.
10. It would secure a more efficient system of school inspection and supervision.
11. It would secure permanency of supervision.
12. It would secure greater permanency of teachers.
13. It would secure a better class of teachers.
14. It would secure better compensation to competent teachers, and less employment for incompetent ones.
15. It will secure better school-houses, and keep them in better repair.
16. It will enable the townships to establish graded schools.
17. It will secure a uniformity of text-books in each county.
18. It will result in more uniform methods of teaching, hence greater progress will be made by the pupils.

19. It will secure to the State Department more reliable statistics.

20. It will tend to diminish neighborhood quarrels, hence lessen the expense and other evils of litigation.

21. It would insure the employment of fewer nephews, nieces, and sisters-in-law, and prevent nepotism generally.

22. It would insure a larger aggregate of interest on the part of the community in each school.

23. It would render possible competitive examinations, and thus stimulate pupils to accuracy in their studies, and the greatest efficiency in applying the skill and knowledge they may have acquired.

MORAL AND RELIGIOUS INSTRUCTION IN PUBLIC SCHOOLS.

This subject has been so often and exhaustively treated in school journals and other public documents, that its introduction here would seem ill-timed and superfluous, but for the fact that the popular interest has been kept alive to its consideration by the still unsettled controversy concerning the lawful limits of a system of state education in this direction. The discussion having advanced beyond the earlier and confused stages in which for a time it lingered, we are now in a situation, I think, to define with confidence the high function of the public school with reference to that department of its labor, which aims more particularly at results of character in the pupil.

Without doubt a system of education making no provision at all for the moral training of the children, would find no advocate anywhere in the country. There is no point on which all parties are more uniformly agreed, than that all methods of instruction in our schools should be so ordered as to conduce mainly to the formation and maintenance of a virtuous, noble, conscientious character in the pupil. The training and sharpening of the intellect, the accumulation of stores of knowledge, in whatever quantities, and the display of whatever degree of mastery in their acquisition and use, will avail, for the most part, for purposes of exterior refinement and polish, but for nothing more. The heart is not necessarily fortified by any equipment of the head, and this fact is universally recognized by all classes of citizens in this country. There is no one who would not unhesitatingly pronounce that system of instruction worthless,

which should not contemplate, at least, the complete development of the child—its moral as well as its intellectual and physical culture.

It is, however, with reference to such measures as are now resorted to, and as may be legitimately adopted in the public schools of this country, to secure these ethical results, that there is a wide and unfriendly diversity of public sentiment. We design tracing up these lines of difference, with the view of determining, as nearly as possible, the position our school system should assume and maintain, on a subject of such vital and lasting importance.

First, then, it is justly required of the teacher, to whom the habits and destiny of the children are so largely entrusted, that he shall himself be a person of good moral character. The law excludes him from the public schools unless he can furnish satisfactory evidence of a life unstained by vice, and a disposition to impart to the schools he may enter, by example, at least, those lofty principles of virtue and honor upon which all good citizenship must ultimately rest, as upon an enduring foundation. Everywhere throughout the States the profession is guarded by these legislative restrictions. The teacher must have moral as well as literary qualifications for his work, or the door is firmly shut against him. Now, in these enactments the law recognizes, at least, the absolute necessity of that silent, unconscious, moral instruction which the good teacher, who is likewise a good man, will always be dispensing in the school room. The law thus recognizes the moral training of children as legitimately within the province of popular education.

It makes no estimate, however, of the relative power and value of these personal influences, and of this method of attracting the minds of youth almost unawares into habits of truth, and beauty, and honor, and right; without doubt, the agency though subtle is one of extraordinary power and range; but it is a fatal error to imagine it so completely adequate to all ends of moral training in the school-room, as to leave no place for any more formal and direct methods in the same direction. Of course, it is admitted that ethics as a science may be taught in the more advanced stages of a public school course, in the same way as mental philosophy and political economy are taught, from approved text-books prepared especially for that purpose. The teacher may also incidentally, and in the way of disci-

pline, urge upon the pupils the observance of those relative duties which are indispensable to the order and successful management of the school. But to give this exercise any wider range, so as to make it technically an essential element in a system of popular education will unavoidably lead, it is held, to some unauthorized trenching on religious dogma, or sectarian opinion, which instead of being moral nourishment to the children, will become a source of insidious mischief to them, in dislodging them from the peculiar religious views in which it is the privilege and fond desire of the parents to rear them. In short, it is held, there should be no religious instruction in the schools. The influence of an artful teacher over a pupil is very great indeed; and, if besides being artful, he is also a fanatical adherent to some form of proscriptive and intolerant religious belief, it is argued, he has it in his power, under the pretext of a daily moral lesson, to inflict an incalculable damage upon the pupil, and to set at naught the guaranteed rights of American citizens to enjoy their religion without the meddling interference of the State.

Second. The objection becomes the more plausible, when it is added that a broad highway is thrown up to these abuses by the prevalent practice of opening the schools with Scripture readings, by, or under the direction of the teacher. There need be no comment on the part of the teacher upon the passages read; the school authorities have uniformly interdicted this. But with the day thus opened out, and all its exercises having in this way received a religious setting, so to speak, the seal of approval is thereby put upon any kind of religious instruction the teacher may see proper to introduce in keeping with this initial act. The Bible extends its protecting aegis over all. Held to be itself of partisan origin and history, it is claimed that this opening act of endorsement and reverence for its contents is in itself a public justification for all sectarian intermeddling with the religious beliefs of the children, and is, therefore, virtually annulling the liberal provisions of our government, which promises equal protection to all. If the Bible used is a Protestant Bible, the Catholic children, in attendance, even if excused from the exercise, are committed to the attitude of a false and hostile system of faith and worship; and precisely the same thing must befall the Protestant children, if the version accepted by the Catholics is used in these opening

exercises. If the New Testament is read, the Jew is offended; if it is omitted altogether in accommodation to the Jew, the Christian comes in with a most decided protest. There would seem, therefore, to be no impartial course left but to banish the Bible altogether from the public schools; and since all who contribute by taxation to the support of these schools, have a right to share equally the privileges therein afforded, this insuperable obstacle in the way of such unrestricted enjoyment of these advantages, will be summarily and completely removed.

Precisely to this conclusion have some of the most eminent divines and educators in this country arrived, and from it many, even after prolonged discussion of the topic, show no disposition to recede. We do not now take the subject under review for the purpose of settling any point of controversy with these, but solely, we trust, with an eye to the highest practical good and efficiency of the schools. Happily, the school statute of this State forbids the exclusion of the Bible from the public schools, and, at the same time, provides that the pupil shall not be required to read it contrary to the wishes of his parents or guardian. The eminent wisdom and moderation displayed in this enactment, must commend it to those, even, who feel themselves compelled to dissent theoretically from the provision it makes. The Bible is retained, as it should be; but the utmost toleration enforced with reference to participating in the exercises of reading it, at the opening of the school.

Third. I think a little reflection will make it manifest, that the public sentiment on this subject is in no small degree embarrassed by a confusion of ideas on what are supposed to be the conflicting claims of moral and religious instruction. Moral lessons, in the charge of a judicious and liberal-minded teacher, might be tolerated. Certainly, no community can afford to be indifferent with regard to the far-reaching and subtle influence of the moral character of those having charge of them. But *religious* instruction must be eschewed, it is thought, because the common schools are not the place for it, and its introduction there would afford an opportunity for denominational propagandism among the children, and thus the people's institution would become the grand agency through which their liberty of conscience might be invaded.

I cannot think there is any ground in reason for this popular assumption of a radical difference between morals and religion. Between morals and the various theological systems of the sects, there is no doubt a distinction and a difference quite as wide as the popular feeling would indicate; but religion, in itself considered—the Christian religion—the religion embodied in the life and discourses of Him who originated that new order of things, which has given us the civil and religious liberty of which we boast, must include within itself all the moral maxims and ethical principles that men deem valuable—or otherwise it is not what our nation recognizes it to be. “Christianity,” says Mr. Bateman, “exalts God, and holiness, and truth, only; and they who would teach it aright, must do the same. It is the voice of God to the human race, calling all men upward to himself, and addressing them only as heirs of a common immortality. With the devices of men it has nothing to do. It tells the soul, with divine simplicity and love, what it must do to be saved; and the soul that obeys *will* be saved, whatever men or sects may do or think about it. This matter of salvation is one that God has not entrusted to the custody or dictation of any man or of any sect. He has promised to see to it himself. Whoever loves truth, and obeys Jesus Christ is an heir of heaven, whether he has any human certificates to that effect or not, and God will see that he receives his inheritance. The discords, bitterness, antagonisms and dogmatisms of religious sects are the shame and scandal of Christendom, and a libel and burlesque upon the teachings of Christ, and the shame, scandal, libel, and burlesque are only intensified by saying that these hideous things are inevitable among Christians. There is no Christianity in them or about them, and the whole world knows it.” See Sixth Biennial Report of the Superintendent of Public Instruction of the State of Illinois, p. 172, 173.

What system of morals is it that guides our great Republic in all its legislative, judicial, and administrative functions; that regulates the public conscience, in so far as that conscience will permit itself to be so regulated; presides in the marts of trade; and determines at last the final issue of every social and political movement among the people? Is it the morals of Seneca or those of Jesus? What is the sense of our highest judicial authorities on this subject? Have

they not decided that the Christian religion is the law of the land; and as a matter of fact do we not know that this country was originally settled in the interest of that religion, and all its laws and institutions framed in accordance with the principles of morality which it so faultlessly embodies?

The Constitution of the United States provides that, "Religion, morality, and knowledge being necessary to a good government, and the happiness of mankind, schools and the means of education shall be forever encouraged." The religion meant must be Christianity and no other. Blackstone says, "Christianity is part of the law of England;" and in a note appended to the American edition of his commentaries, it is declared, "that we have received the Christian religion as part of the common law."

Now, whilst on the one hand morality has been set at an unwarranted distance from the Christian religion, on the other hand, this heaven descended religion has been most strangely identified with the narrow, sectarian dogmatism of the conflicting creeds into which Christendom is divided. Christianity is not morality, it is held, but it is the thousand and one theological systems that stand with drawn swords and coat of mail at the doors of the churches. On the basis of these unhappy assumptions, it has come to be widely accepted as even a dictate of the inviolable principle of religious toleration embodied in our fundamental law, that there shall be no religious instruction in our public schools. If we were to consult only the better instincts of our nature, we should not be long in deciding that such a position is false in theory, and must prove thoroughly mischievous in its practical working in the schools. But we are not left to our instincts. There are reasons for introducing and maintaining religious training in the schools, as substantial and as urgent as those which clothe the work of cultivating the intellect and refining the manners with such unquestioned dignity and worth. The child is a religious being, and has impulses that draw him out toward God, and indicate to him by subtile intuitions the eternal law of Right that is to govern him, in all the manifold relations of family, school, and pastime. And, I cannot think, that these religious susceptibilities are tardy and late in their development,—that the sense-perceptions so monopolize and absorb the spiritual activities of the child, that

the higher functions, taking hold upon right and the supernatural, come in play only after the maturity and experience of years have prepared the way. Even those who hold to views of the human mind the farthest possible removed from what is stigmatized "the metaphysical," who hold what they would have us believe to be pre-eminently the *scientific* view, distinctly claim that both historically and individually the religious life is first in its development. A far more rational view is, that it is neither first nor last, that it is co-ordinate and simultaneous with the other faculties, and, whilst in a nascent state, as legitimately claims and imperatively demands the cultivating arts of the teacher.

The objection, however, that our public schools are not as distinctly Christian in their character as they should be, is well taken; although, perhaps, in the minds of those who have been foremost in urging it, it has meant nothing more than that they are not in a situation to be made the instrument of the sectarian ends they have in view. Under cover of this plea, no doubt, the movement was originally concerted to divert the public funds to the support of denominational schools, taking an acknowledged fact in our present school organization, sufficiently bad, as a point of departure to an order of things infinitely worse. The public money cannot be appropriated to the support of denominational schools without inflicting a deadly blow upon the whole system, and paving the way for the speedy and utter subversion of the religious liberty we prize.

But, at the same time, it is a question we cannot evade, as to how we may make our public schools more distinctly Christian in their character; how formal instruction in Christian morals may be introduced without infringing the rights of the patrons, or compromising the broad and liberal principles on which these schools are founded. Is it practicable; or must we succumb to the inconsequent logic: These are the people's schools, therefore no kind of formal religious instruction should be introduced.

What is Christianity? Is there any point in it around which all these apparently hostile parties in Christendom may be harmoniously united? Is there no general fact or feature of this religion to which all the conflicting organizations, both Catholic and Protestant, must

yield assent in order to be held as at all entitled to the name of Christian? Obviously, all theological systems, whether in the shape of creeds or of the more extended and formal statements of religious doctrine, are expository of some central fact or principle, which is itself the condensed body of the Christian scheme, and without which it would cease to be. Now these expository, speculative, philosophizing schemes of thought, originating and supporting hostile church organizations in Christendom, should find no place either directly or surreptitiously in the text-books or oral religious instruction of the school room; because the fundamental facts of Christianity can be communicated to children, as the informing power of the morality they should seek, without the aid of any of those dogmatic developments of them. Thus, on all hands it is admitted that Christ does not come propounding a philosophical system, or any new code of morals even, but engaging to empower men by the lofty personal influence He will exert upon them, with such motives and impulses towards right living as within themselves they could not find.

Christianity is not philosophy in this essential fact, that it proposes to accomplish for men by a divinely personal agency what the discursive, logical reasonings of philosophers had utterly failed to do. Philosophy aims to elevate men dialectically; Christ personally. Here all sects in Christendom are agreed; and for a Christian nation to withhold its endorsement of that fact, in deference to either infidels or Jews, in a matter in which the proper training of the children is involved, is to stultify its history, and betray the high trust committed to it in its birth.

I cannot do better here, than quote from the language of one of the most eminent and liberal-minded authors and educators of the age. Speaking of the inadequacy of philosophy to cure the vices of human nature, he describes Christianity as "an additional machinery which is wanted to evoke good impulses, cherish them, and make them masters of the bad ones. If this is not done, what avails it to give a man the knowledge of what is right. * * * * Now this machinery is what Christ undertakes to supply. And what is His machinery? He says the first step toward good dispositions is for a man to form a strong personal attachment. Let him first be drawn out of himself; next let the object of that attachment

be a person of striking and conspicuous goodness. To worship such a person will be the best exercise in virtue that he can have." Again, "the one thing which Christ required, was a certain personal attachment to himself, a fidelity or loyalty; and so long as his disciples manifested this, he was in no haste to deliver their mind from speculative error." "This is Christ's scheme stated in its most naked form."

Now accepting this statement as one on which there cannot fail to be entire unanimity among Christians, as expressive of the fundamental fact which is alike the cherished property of all denominations, as Christianity stripped of its theological amplifications, is it asking too much that the life and sayings of the Great Master should be made the subject of formal historical study in the school-room, with exclusive reference to supplying the "additional machinery," the wanted personal influence, to aid the child in doing what is right? It is not enough to retain the Bible in the public schools, and make it minister coldly and unintelligibly to the devotional character of the opening exercises. Scarcely can this be said to be the Bible in the public schools. The child must be put in possession of the central fact of the Christian scheme, by such a formal use of the sacred biographies as will at least intellectually show him how his national religion can supplement his efforts toward virtue.

Those who have spoken most promptly and emphatically in favor of the Bible in the public schools, have uniformly claimed that it should be used there as the children's text-book in morals, and the rejoinder has been: "How use a text-book without making it the basis of oral instruction?" Precisely this is what we would most earnestly recommend.

These remarkable doings and sayings of the Master may be presented to the child as the helping element of his morality, just as early in his development, and with as little difficulty of method as the morality itself. I conceive the obligation resting upon the conscientious teacher to communicate a knowledge of what is right to the pupil, to be not one whit stronger than his duty to point the child to the source whence his most available help is derived.

The painful fact is, that the great mass of instruction now provided our youth—except perhaps the rambling and imperfect methods

adopted in our Sabbath Schools—is a practical denial that any such value attaches to our national religion. We may listen all day to the exercises of any of our most efficient schools, and hear often enough excellent advice given to the pupils with reference to the importance of a generous, noble, and virtuous character; we may be satisfied that the rules and discipline of the school are administered in such a way as to secure habits of order, industry, and good behaviour; but we cannot help feeling that essentially the same feat might have been as readily achieved in ancient Athens, as in our modern Boston, which stands so conspicuously as a representative city in Christendom. Somehow here, in this nursery of our nation, the public schools, a perpetual libel is filed against the religion we adopt. Must these schools have no higher standard than refined heathenism could furnish? Are ends of character and good citizenship for the rising generation included in the mission of these schools, and if so included, is it a matter of no importance how these ends may be most efficiently attained?

The most bigoted sectary will unite with the veriest worldling in declaring that Christianity, besides its internal effects on the hearts of those who spiritually espouse it, is a powerful auxiliary to civil government, simply as an accessory influence, supplying motives and stimuli to the public morals which they otherwise would not have. It is therefore regarded as a matter of the first importance in all newly settled communities, that churches be built, and provisions for stated public religious instruction be encouraged and supported, if for no profounder reason, at least, for the civilizing influence Christianity brings with it. Shall our schools be wanting in this? Will it not be ill timed and futile to urge upon the adult, that of which, during all the years of his early education, he heard nothing, and which was so effectually denied or ignored in the course of his training, that, but for the reputed Christian character of the teacher, and the devotional exercises with which his school was opened, he would not have known that the formation of his character had any conceivable dependence on such an influence.

I deem it, therefore, a *desideratum*, a pressing need in our public schools, that religious instruction, or more specifically instruction in the great comprehensive claim of Christianity to be considered a *vis a*

tergo upon human morals, should be made a part of the course of study from the foundation up. If this claim be not wholly fictitious, I do not see how we can avoid making it a chief element in popular education. It is the condensed substance of Christianity practically considered, and if now, besides interdicting all doctrinal teaching in accommodation to the convictions of conflicting parties in Christendom, we also drop out, either willfully or by neglect, this substratum of practical power it proffers, then for our children this religion becomes a cipher, and the Catholic protest, that we are rearing a nation of infidels at public expense, a truthful statement of the awful facts in the case.

Prussia has confessedly outstript the rest of the civilized world in the organization, and general completeness of her public school system. It may be said that from the year 1806, the date of her humiliation under the French imperial arms, she has bent all her energies and lavished her resources, intellectual and pecuniary, upon the education of her people. The amount of moral power, and true national glory, she has been able to husband from this quarter, in the course of sixty years, may be accurately gauged in the recent unparalleled victories of her armies, due more to the intelligent and patriotic heroism of her educated soldiery, than to the wondrous skill of generalship and diplomacy her leaders displayed. Without doubt, the chief source of the towering political predominance and strength which Prussia has acquired among the great powers of Europe, is to be traced to her primary schools. History makes this enduring record. All the world could see that when the educated Prussian soldiers went into battle with the name of "God and the Fatherland" inscribed on their armor, with the courage, endurance, and high patriotic impulse their early training had supplied them, there must be fearful odds against the army of the French, made up, as it was, largely, of those without sufficient qualification to know the issues at stake, and wanting in that strong national *esprit* that might have been cemented in the schools.

But now it is to be especially noted, that religious instruction was amply provided for, and constituted a conspicuous feature of that peerless system of primary education, to which all these grand results are unhesitatingly attributed. Let us verify this, by an actual

inspection of the curriculum provided for those primary schools. We find it consisting of an eight years' course, divided into four parts, of two years each, and embracing children from six to fourteen years of age. After the merest elements of reading, writing, and numbers have been attained in the First Part, we find the Second Part continuing the same studies, with the addition of music, but above all "*religious and moral instruction in select Bible narratives.*" In the Third Part we find the same item slightly modified: "*Religious instruction in connected Bible history;*" and in the Fourth, in a degree still more advanced and definite, "*Instruction in the religious observation of nature; life of Christ; history of the Christian religion, in connection with contemporary civil history; doctrines of Christianity.*" (See Report on Education, page 59, *et seq.*, by John W. Hoyt, U. S. Commissioner to the Paris Universal Exposition, 1867.) It will be seen by this, that Prussia has from the beginning, laid special stress on moral and religious instruction in the education of her youth; and the unmistakable wisdom of her policy is clearly exhibited in the commanding position she has thus attained among the civilized nations of the earth.

It is true, Protestantism is the state religion of Prussia, and in providing, therefore, for instruction in the Christian religion in the schools, the state violates no provision of her organic law, and assumes no false attitude toward the Catholic population embraced within her borders. Religious liberty, in the broad sense in which that principle is espoused and cherished by our republican government, is not an accepted tenet in the government of Prussia, and whilst it is not incompatible with the genius of her institutions to teach the Christian religion in the schools, it is insisted that it would be incompatible with ours. We grant that it would collide with the scope and genius of our institutions to admit as wide a range in this branch of instruction as is consistently taken in countries where some denomination of Christianity is the established religion of the state; for example, to teach "the doctrines of Christianity" as in the primary schools in Prussia. This, of course, implies the national endorsement of some scheme of dogma to the exclusion of all others. But the whole drift of these suggestions is to urge that there is a common element in the Christian religion, which is alike independent

of the diverse renderings of the sacred writings, from which this religion is derived, and of all the theological expositions of it, which distinguish and divide the various denominations of Christendom.

We insist that religious and moral instruction, in such select Bible narratives as are clearly the common property of the two great denominations of Christendom, the Catholic and Protestant, may, without detriment to either party, and with incalculable advantage to the youth of our country, be imparted in daily lessons in our schools. If nothing else can be had for devotional and textbook uses, substantially all that is needed, can be found in such common selections from the life of Christ, as cannot be reasonably excepted to by either of these two great branches of the Christian church. The Lord's Prayer is there. The Sermon on the Mount is there. Whatever else is needed will certainly come to the child, by such a careful rehearsal of the marvelous doings of the Master, as will secure intelligence concerning the spirit and aim with which his high mission was undertaken. Aside from the preceptive scope of Christianity, as comprehensively embodied in the Sermon on the Mount, and the like ethical teachings of the Gospels, whatever else there is to be secured in these lessons, must come in the shape of that subtle, personal influence alluded to above; and, evidently, such an effect is to be hoped for, only on the condition that the mind of the child shall be brought face to face with the wondrous facts of that most wondrous biography contained in the language of man.

Of course the Lord's Prayer, the Sermon on the Mount, and whatever other Bible selections shall be agreed upon as constituting a convenient manual for the religious instruction of children, should be used by the intelligent teacher, with exactly the ordinary textbook liberties which are inseparable from his office. Whatever it is lawful to use in the school-room, it is lawful and proper also to expound; even that accepted form of prayer—the Lord's Prayer, which those, who would banish the Bible from the public schools, would still wish to retain,—this, the teacher is at liberty to explain as well as repeat. In the matter of public instruction, I see no way of restricting the liberties of the teacher, except in so far as to say, that in his efforts to teach the children religion and morals, he shall

conform to the spirit of the manual with which he is supplied, and carefully avoid all those dogmatic themes which are in litigation in the churches. The high-minded Christian teacher will take no larger liberty, and a teacher with any other character can be immediately and summarily dealt with by the local school authorities.

I am satisfied that the religious nature of the child cannot longer be neglected in the public schools, without incalculable damage to the system itself, and a disastrous loss to the moral forces of the nation as a whole. It is vain to expect the work to be done by the defective and hopelessly limited methods of the Sabbath Schools, and other institutions of the church. Their segregated character precludes the hope. Their time is the merest fraction of the educating days of youth, and their organization, on account of the divided state of the churches, exceedingly circumscribed and loose. I have no purpose to disparage these Sabbath-day efforts with the children. They do what under the circumstances they can, and with all their disabilities, we reckon them among the indispensable educational forces of the times in which we live. But we cannot relegate to them a task which they cannot assume. It is impossible for them to gather within their embrace a tithe of the children that will be statedly in attendance upon the public schools; and with the few that are thus reached, it is impossible to secure any degree of regularity in attendance, any stable and competent teaching force, or any uniformity of system with which their studies are to be prosecuted. Moreover, the aim of Sabbath Schools is not so much to impart moral and religious instruction to the children, as to awaken a religious interest in them, by such tender and personal conferences with them, as the occasion and place most happily afford. In any event, we are confident they cannot do the work, which, by inherent obligation and ample capacity, it is the part of a system of popular education to do. Let any one familiar with the main events and prominent discourses in the life of Christ, sit down for an hour with a Sabbath School class, consisting of young ladies and gentlemen, having enjoyed the best of Sabbath School advantages from childhood up, and he will not be long in discovering that very few have any connected information whatever of even this initial period of Christian history, and fewer still, any rational conception of the

practical import of the religion thus introduced. The methods of their instruction have been too fragmentary, and the avowed aim has been, as before intimated, to work other results than those which can be produced by the systematic storing of the mind.

Finally, I must not be understood as laying undue stress upon the mere matter of formal instruction in religion and morals, or attaching an extravagant value to the stores of information thus acquired. The intellect instructed in religion and morals, is the intellect still; and it remains none the less true, that these intellectual attainments may never find their way out into the life and character of their possessor. And yet it would be bad economy to withhold this form of instruction, because of the possible non-use or abuse of it in the future. It is not thus we do with the other branches of a liberal education. The bow of Apollo, and the harp of the Muses, are given in turn to the unskilled hands of the tyro, without an inquiry as to whether he will ever draw the one or thrill the other. No just theory of education will consent to be bound down to the narrow policy of communicating only what is certain to be brought into actual application in after life. It will make due note of the impressions left, the affinities aroused, the aspirations awakened, and the deep and subtle workings of the spiritual nature of the child, taking hold, through the intellect, of things above the reach of every mortal sense. The seed dropped into the understanding may take root in the heart, having no such lodgment we have no authentic philosophy to tell us it ever will. Worse than stupid, fatal indeed to the whole destiny of man, would that scheme of education be, which would withhold a good thing because of the possible bad use to which that good thing might be applied, or that would be so starved in expedients as to include ignorance in its economy. Let the child know, at least, what power there is in the religion that overshadows him, and the chances are greater that, in subsequent years, he will devoutly reverence and cherish it, and give himself freely to be swayed by its precepts.

SCHOOL-HOUSES.

In traveling over 22,000 miles through this State, during the past three years, I have felt a growing pride in this Commonwealth, in

finding every community of any magnitude manifesting an increasing interest in the cause of public schools. Many localities are expending liberally for the erection of school-houses, displaying an enterprise which, if equalled, is not surpassed by communities of the same population in any State of the Union. Many of these structures exhibit an elegance in architecture that would do honor to any public edifice, while nearly all are fully as expensive as the wealth of the people will justify. During the past two years, there has been over \$1,250,000 added to the school-house property of the State. At the dedication of many of these buildings the audiences gave evidence of a deep interest among the people in behalf of schools. On some of these occasions over 1000 people assembled to witness the exercises. These multitudes were the representatives of capital and labor. They met here on a common level, knowing that thus their children should meet, and be reared, and educated for life's avocations. Who can estimate the benefits that will flow from this mingling of the rich and the poor? The erecting of these superior edifices in which to educate the coming generation, is producing an influence upon immigrants such as has been hoped for by the capitalist and philanthropist. No American familiar with the free institutions of this country, and with its facilities for popular education, can pass over these great railroads that are now checkering the State from East to West and North to South, without being impressed with the fact, that here in a high degree can be enjoyed those social privileges and means of culture, that are so desirable to an immigrant when seeking a future home. To the foreigner this remarkable progress in civilization is incredible. While passing through one of the towns, with possibly 1200 inhabitants, on the B. & M. R. R. during the present spring, a gentleman stepped up to me, with an air and attire that compelled me to imagine, at least, from the illustrations I have seen by Nast, that he might be a specimen of John Bull, though I had never seen quite such an appearing aristocrat from that country before, and addressed me as follows: "This is a nice village, sir. I noticed we just passed over a fine stream, and I should judge from that and some buildings here that this must be a manufacturing town, yet the country is very new for such business." I replied it was. He then pointed to a building on a beautiful site,

and such a one as might from its location, be taken by a novice as an edifice used for manufacturing, and inquired, "Is not that three story building, there, sir, a manufactory?" I replied with a smile, that it was; he further asked with a decided John Bull air "why, sir, as I observed, this is a new country, and what kind of materials are worked up there, if I may be so bold, sir, as to inquire?" I answered, "There is where we 'work up' our Yankee sovereignty—turning on his heel and giving utterance to his incredulity by an English "humph," I saw no more of him on that trip, except in the fashionable saloon of the palace car, enjoying the luxuries of our mode of travel, which must have been almost as surprising a mark of civilization to him, in this New World, as the school-house which he could but believe must be a factory of wares, rather than a place where American youths were being trained for a true citizenship.

This progress in civilization is commendable, but there is another phase to it. I fear that the people do not realize that something more important than these expensive school-buildings is necessary to secure the end which they but partially understand. For, however elegant and expensive these educational appliances may be, they must be supplemented by native-born and cultured teachers. Might it not be well, if it cannot be accomplished otherwise, to pay less toward school-houses and more toward securing eminently qualified persons, whose souls when brought into union with the souls of their pupils, will tend to elevate the latter to a plane of thought and action which will render them happier and more useful than they could have become by any other influence.

The facts so encouraging with reference to the independent districts, I regret to say, are not so flattering in the rural communities. A school-house is frequently seen on the bleak prairie without any paint upon it, and no fence enclosing it, nor tree to shelter it from the piercing wind and scorching sun. This condition of things cannot be expected to be improved till the system of sub-districts is totally abolished. In the States where a township-district system has been adopted, greater care is taken in preserving and beautifying the school property. The tastes of the children and people are thus refined and very much improved, as well as a true economy encouraged.

INSTITUTES AND COUNTY SUPERINTENDENCY.

By reference to tables "J" and "K," it will be seen that one hundred and fifty-two Institutes have been held during the two years from January 1st, 1870, to December 31st, 1871, upon which over twelve thousand teachers have been in attendance. From almost all of these the reports sent to the office of the Superintendent of Public Instruction have been encouraging, and have given assurance of a steady and substantial progress in all departments of the educational work. Many of the ablest men from the colleges and University were teachers and lecturers before these associations, and, in some instances, distinguished educators from abroad took part in these exercises. In some of the counties, the Institute season has been made the occasion of enthusiastic revivals, so to speak, of energies long languishing; and we have been informed that the effect on the teacher's profession in those localities, and on the school officers, and on the condition of the schools, has been electric. Such results must follow from Institutes when properly conducted. In accordance with their original intent, they are thus demonstrated to be, not only an indispensable link in that admirable system of State supervision, which keeps the machinery of popular education running, but also, and chiefly a stimulus to the teacher, and through him a mighty agency for arousing and shaping all the school elements of the county.

The framers of the law have borne testimony to the value they place upon this part of the school work, by providing that a teacher's attendance upon an Institute, whilst the term of his school is in progress, shall cause no reduction in his stipulated wages; and that it shall even be made binding upon him, as a condition for his securing a certificate, that he be in attendance, unless unavoidably prevented.

During the past year seventy-six counties have had the benefit of \$50 each, making an appropriation of \$3800 for the support of these professional gatherings. In many counties the boards of supervisors have added to the appropriation of the State to defray the necessary expenses, and in quite a number of counties the Institutes are held from two to four weeks. The attendance upon these gatherings is

very encouraging. I have met two hundred and forty teachers in convocation in a single county. And it is a grand sight, and a privilege to be envied, to stand before an audience of such laborers in the cause of universal, free education.

The County Institute, and, collaterally, that branch of State Supervision represented in the County Superintendency, are elements so vitally interwoven with the public school system of the State, and have been so thoroughly tried in this and other communities, that it will be scarcely exaggerating their importance to say that the system revolves about this point. There is a lever power here by which all other parts of the machinery may be moved. If properly conducted, they are the occasion of intense mental activity, and by discussions, suggestions, criticisms, the incisive probings of trained minds into the defects of prevalent methods, and the analysis of new ones, the spirit of progress is nourished, and salutary reforms originated, which reach not only to the routine and discipline of the school-room, but also to the legal enactments which provide for the civil relations of the system. It is to be hoped that the subject of school jurisprudence will be made a definite branch of Institute work, as it has become a study of special interest in our Normal Schools. Teachers above all should understand well the civil relations of the profession in which they are engaged, and should especially be familiar with the drift of recent legislation on the subject. I regard the County Institute as a suitable place for such discussions, and would recommend that, in addition to formal lectures on the workings of the school law, and the changes desirable to be effected in it, there also be general exercises of class drill under this head in which all may participate.

It may perhaps seem unnecessary to enter, at this late day, into any formal advocacy of the County Teachers' Institute, but, in certain directions, the results have not obviously been commensurate with the outlay of time and expense. In all such cases, without doubt, the true malady is to be sought back of the Institute, in the decline, or tardy development, of the school interests of the particular locality, and the low standard of professional character with which the teachers are satisfied. The system itself has been so long in existence, and has been so thoroughly tried in all situations, that no

imputation can justly be heaped upon it, for the feeble and impoverished product that sometimes seems to result. One of the most prominent and judicious State Superintendents in the United States makes the unqualified assertion, "No other agency has done more to strengthen and vitalize our system of public education than these meetings of teachers, school officers, and friends of common schools, known as Teachers' Institutes." But they are so interwoven with the subject of county supervision, and their worth in the educational economy is so largely the result of their efficient management, that a word bearing upon this point may not be amiss.

The management of the Institute is by statute put into the hands of the County Superintendent, and it is, of course, the most difficult and responsible labor he has to perform. If, in other departments of his office, he can succeed well with an ordinary share of scholarship and fair administrative ability, here, he will have occasion for the exercise of the highest attainments and best qualifications of an experienced educator. It is at this point, and in this trying situation, that the ability of the County Superintendent is most effectually tested. There are, of course, always expedients at hand, by which official incapacity and want of adaptation may be temporarily atoned for; and, in this case, the practice is to put upon the shoulders of a conductor imported from abroad, and paid from the State appropriation, burdens which, with the requisite qualifications, the County Superintendent could himself carry, with more dignity to his position, and greater advantage to the Institute. I do not say that the County Superintendent should always and absolutely be a competent conductor of Institutes, or that, being a competent conductor, he should always and exclusively take the management of them into his own hands. These suggestions are aimed only at what I conceive practicable in this branch of the school work. The County Superintendent should be a well-known, practical, tried educator, a man of experience in all departments of common school work, conversant with the details of school organization, in schools that are graded and schools that are not, with the advantage, if possible, of a thorough Normal training in his profession,—in short, he should be an approved common school man. If he can bring to his task the implements which the higher ranges of culture will provide him, so much

the better. But, it is insisted, that he should at least be a man who has devoted himself, *durante vita*, to the profession of teaching, and can furnish evidence that his undivided energies are given to the work.

It requires no long experience in the office of Superintendent of Public Instruction to make it apparent, that the wide-spread and painful incompetency in this branch of the school work, is due to the fact that the office, being awarded politically and very poorly paid, is sought for by those who design making it simply collateral and subsidiary to something else. The lawyer seeks it, that he may use the per diem of an occasional jaunt through the county, in enlarging the field of his practice, and filling up the deficit of a livelihood his slender fees will not supply. The minister finds, in this way, a convenient method of supplementing the very meagre salary his Sabbath services will command. Thus, that which of itself should form a business sufficiently onerous and responsible to absorb the energies of a man, devoted wholly and exclusively to it, is degraded to the place of a hapless expedient, and not unfrequently becomes a serious obstacle in the way of educational progress.

Ultimately the whole evil is referable to the fact, that the salary paid this official is so inadequate, that it will not justify men, ordinarily, in devoting their time exclusively to it. So long as this state of things continues, our school system must suffer at its most vital point, and be sadly crippled for want of the class of men who are capable of superintending the school interests of the county. Let the place be made as remunerative, at least, as are now our first-class city superintendencies—and there is no reason why it should not be made more so—and the talent which now flows into these and other channels, will be readily diverted to the county; and the district school, now comparatively so far in the rear of its neighbor, will soon put itself on terms of respectable competition. Teachers will prepare themselves for the work; the machinery of Normal training, which now overlooks this branch of the school work altogether, will send out men educated for the place; and a thousand agencies, which now seem not to exist, will conspire to make the office an instrument for good second to none in the country.

It strongly attests the justness of these remarks, that the Bureau

of Education, doubtless echoing the united testimony of all communications to that office on the subject, speaks out, full and strong, against the public parsimony and oppression everywhere displayed toward the various offices of school supervision; quoting, as descriptive of truth in the case, the language of Mr. Anderson, LL.D., President of the University of Rochester, which we take the liberty here to repeat :

"There is no class of men in the world, or in the church at this day, who require so much of intellectual power, attainments, and expense in their education, who are so miserably paid and so prodigiously overworked, as those who are engaged in education in all its departments, from the lowest to the highest. We never can become a civilized people in the highest sense of the word, until we are able to pay for the brain labor that is engaged in the work of education."

A sentiment so true with reference to all branches of school supervision, is especially true as affirmed of the office of County Superintendent. Good men and women sometimes enter the office voluntarily, and are sometimes urged into it by the actual exigencies of the county, but there is no incentive for their making it a matter of choice, and, therefore, either soon withdraw from it, or remain in it simply from a sense of the painful necessities of the case.

Now, I look forward to the day when our legislative bodies and school authorities will entertain more just and liberal views of the general work of school superintendency in the State—when they will provide more ample support, and hold out larger inducements for the most talented men to enter the work.

MODES OF REMEDY.

It has been suggested that these educational offices, although essentially the appliances of the State, are so radically distinguished from all the judicial and administrative functions of government, that they should not be held and managed as positions of a political character at all; that they should not be subject to the caprice of nominating conventions, and the very uncertain issues of political campaigns. The remedy then would be to withdraw them wholly, or in part, from the entanglements of party elections, and make them

either the award of appointment by some State official or corporate board that should be designated for the purpose, or so provide them with special elections, as will keep them free from the irresponsible schemings of politicians.

In many respects, the reasons urged for this proposed remedy are cogent and strong. In the first place, it cannot be denied, that the educational offices of the State are not political functions, in the sense in which the various civil offices are with which they are indiscriminately mingled on the municipal, county, and State tickets. Even as courts of adjudication they are distinguished in law, as possessed of ministerial and not judicial prerogatives. And then, manifestly, the offices that are entrusted with the efficient management and development of a system of public schools, in which the mental and moral training of the children and youth of our country is the object to be accomplished, require in the men who shall occupy them, a kind of qualification which those holding civil offices need not and do not possess. The successful professional educator is the man who should occupy these positions. And there is some force in the allegation, that the common people, especially as manipulated in the interest of party, are not always in a situation to fix upon the men who have the necessary qualifications for the post, or, finding them, to secure their election.

Second. It is claimed, with some degree of plausibility, that the analogy of city superintendency affords a clue to the healing of the difficulty. This system is as yet very imperfectly developed, but, where it has been fully adopted, it points definitely to a very decided advance in the whole machinery of school supervision. Let the superintendent in any position, as well as the teacher, be subject to the choice of a body of men who in their selection shall represent not the caprices but the interests of the people, and who shall be determined exclusively in their action by the competency of the applicant for the post to be filled. Having looked the subject carefully over, and consulted well the experience of other States, I feel confident that I cannot do better than recommend that the County Superintendent be elected, every four years, by the respective District Boards of the county, at their annual meeting in March. Then, although there would be no absolute immunity against mistake, a

general degree of proficiency would be insured to the office, and it would get the advantage, now denied it, of an opportunity of bettering its condition. It would also allow the county authorities a wider range within which to select their men, for it would then be their privilege, as it is now the privilege of the city boards of directors, to bring in their superintendents from whatever portion of the country they can obtain them. To be limited to the county or even the State for the material from which to make a selection is sometimes a fatal misfortune to a locality, both because of the narrow field within which competition is solicited, and because of the comparative paucity of competent men. It is held that, in this way, cities in which the system of superintendency is fully adopted, and also those in which a principal alone is employed, are for the most part successful in finding men well fitted for the work, whilst the county superintendency drags out a beggarly existence, and, but for its monitory function with teachers, would be an encumbrance to the State. In short, the remedy proposed would withdraw all offices of school supervision from the arena of politics, and even from the doubtful issues of a popular election, and award them, as many of our more responsible civil offices are now awarded, by the choice of more restricted bodies who are charged with the most sacred interests of the people.

I am convinced that no step forward can be taken in this matter, until some more adequate provision is made for the salary of the County Superintendent. This done, some more judicious method than that now established for choosing that officer will follow of course.

The drift and animus of these suggestions I cannot help commending, and I indulge the hope, that the Legislature will put this branch of the school system, on a footing analogous to that aimed to be secured for it in the untimely provisions of 1858. The salary should be fixed by law. There would seem to be no good reason why the County Superintendent should be made the solitary exception, in the list of county officials, in the matter of support; that he should be thrown almost exclusively upon out-door work and a meager *per diem* for a livelihood, which, when thus laboriously earned, is entirely inadequate to his wants, and contrasts so discouragingly with the salary

secured to other officers, whose positions are by no means more onerous or responsible.

It is not at all surprising that an office, so crippled for want of support, should so often fall into incompetent hands, and come to be regarded by the county authorities as a sufferance, to be endured whilst it lasts, but to be thrown off as soon as occasion may offer. I cannot too emphatically urge the necessity of this agency in the school system as it now is. The skilled, efficient, devoted County Superintendent is a conservator of our school interests in a sense in which not even the faithful teacher can be said to rival him—for he maintains the system in vigorous working order, and but for his services, the labors of the most earnest teacher would avail but little. At the same time, it must be admitted that in the hands of an indolent, shiftless, incapacitated, uneducated incumbent, the office becomes worse than a sinecure, and had better far be out of the way. But all offices, even the most sacred, are liable to exactly the same abuse. Standing in a position to see and appreciate the services of an efficient County Superintendent, as well as to feel the incubus of an incompetent one, and knowing in detail the extent to which the office fails lamentably to accomplish the end in view, I am only induced, thereby, to advocate its necessity the more earnestly, and to urge the more importunately, such reforms in our school economy, as will relieve it from its disabilities and develop its immense resources of power. What Massachusetts attempts to do through her system of traveling agency, I most heartily believe, can be more steadily and thoroughly accomplished by such County Superintendents as it is possible to put in the field. To secure this result, however, I would urge, in addition to an enactment making the office sufficiently remunerative in its character, that the term of service be extended from two to four years, and that the incumbent be subject to removal by the district boards, under such restrictions as the Legislature may impose.

COMPULSORY SCHOOL ATTENDANCE.

This question has been discussed by the educationists of this country during the last decade. A law making school attendance

obligatory has been enacted in some three or four States. The representative educators of the United States hold opposing views on the subject. At the National Teachers' Association that convened at Saint Louis, August, 1871, in the Superintendents' Section, the following resolutions were unanimously adopted :

Resolved, That universal education is a public necessity, and the State has the full right to provide for and secure it.

Resolved, That to secure universal education in this country, our present systems of voluntary school attendance should be *supplemented* by truant laws, reformatory schools, and such other compulsory measures as may be necessary to reach that class of youths now growing up in ignorance.

This department of the Association was attended by some of the ablest educators from twelve different States. The resolutions show much unanimity on the subject in that body ; and, to say the least, it was conservative, and preferred more fully to test the methods already in use to secure punctual school attendance, rather than resort to a system which has been employed in a country with different political institutions, and which was inaugurated at a period when physical force predominated more largely than at the present time. Then, indeed, comparing the Prussian compulsory system with the voluntary one of Holland, and that which prevails in some of the cantons of Switzerland, it becomes questionable whether the former has been as successful as the latter as an educational measure.

Hon. A. B. Weaver, Superintendent of Public Instruction for New York State, in his report of 1871, has an elaborate article on this subject, which is largely inserted here to show the position taken by the opponents of the compulsory system.

"The argument in favor of the measure, briefly stated as I understand it, is, that universal education, if not indispensable, is highly conducive to the welfare of the body-politic, and that the State, having adopted a system of free public instruction, and having provided to a great extent for its maintenance, should require the attendance of all children of suitable age, who do not receive instruction elsewhere, in order that the benefit of the schools may be fully realized.

It is also contended that such a requirement would not be an unwarrantable interference with the appropriate authority of parents and

guardians over their children, but a justifiable intervention in behalf of neglected children who, it is claimed, are entitled to proper care and cultivation of their minds, just as rightfully as they are to food, clothing, or protection.

Compulsory attendance is not a new expedient in education, although it has never been fully resorted to in any of the United States. The most stringent regulations of the kind, in this country, are those embraced in the laws of our own, and of some other States, relative to idle and truant children, and which authorize their arrest and commitment to places of employment and instruction. Our own statute of 1853, upon this subject, is limited to cities and incorporated villages, but it is not enforced, and it is said that similar laws are not generally executed in the other States.

In many of the European States, obligatory attendance is an old rule, and, in some of them, a rigid one. It has been most thoroughly tested in Norway, Sweden, Denmark, in the greater part of Switzerland, in Prussia, where it has been in force a full century, and in several other German States. It has been attempted at different times in France, where it is said that "Compulsory education is ancient and of noble origin," in Austria, Spain, Portugal, and Italy, but has wholly or partially failed. Even in Prussia, which is commonly cited as a model in this and other school matters, the well-nigh universal education which prevails is not, in my opinion, principally due to the stringency of the law requiring attendance.

Any such law, even when strictly enforced, in itself educates no one in anything except unquestioning obedience to superior power. It is only a police regulation to bring the bodies of children to the school-room, or to punish for their absence ; whereas, the real efficiency of a system of education must depend upon what it teaches, not upon the number of its arrests and penalties ; upon its adaptation to the recognized wants and interests of a people, instead of its power to compel their reluctant acceptance of it ; upon its moral strength and influence, rather than physical force.

The Prussians believe in education with a unanimity and sincerity which compulsory attendance but faintly expresses. They are not only earnest in this sentiment, but are patiently and persistently thorough in the execution of it. They not only propose universal

education, but provide for it in a plan that employs every known facility, and which adopts every discovered improvement. The operation of their school system is not entrusted to undisciplined novices, to be used by them temporarily as a means to their own ulterior interests. Teachers are as thoroughly trained for their vocation, as those who enter the profession of law or the ministry, and are held to a rigid standard of qualification with reference to their natural adaptation to their work, as well as in respect to their learning. Thus prepared, their admission to their profession is a guaranty of superior attainments, and an assurance that they are worthy to become the teachers of the people. In support of all this, public sentiment dignifies the whole enterprise with the highest respectability, and contributes to its service, in teaching and supervision, the best talent of the nation. It is this thoroughness, this completeness, this unyielding pursuit of perfection in the character of the instruction given, that has chiefly done for Prussia the work which so many admire.

This opinion is confirmed by the example of Holland. In a special report particularly devoted to the subject now under consideration, prepared by the direction of the Legislature, and transmitted to that body in 1867, by my predecessor in office, the late Honorable Victor M. Rice, and in connection with an expression of the author's belief, "that in this country education can be universal without being compulsory," it is stated "that in Holland every adult citizen can read and write. Attendance at school has never been enjoined by law, but supervision has been carried to an extent that would hardly be deemed legitimate in the State of New York. Even in a private school, nobody is permitted to teach without having first been examined and licensed by the proper authorities." And further, it is recorded, "that great efforts had been made in the debates on the clauses of the law, to procure a more decided recognition by the State, of the principle of compulsory education. * * * The usual arguments for compulsory education were adduced—that other countries had successfully established it—that ignorance was making rapid strides for want of it—that in China, where it reigns, all the children can read and write. It was replied that compulsory education was altogether against the habits of the Dutch people."

Here, then, we find two neighboring States, in both of which education is practically universal, but in one of which it is obligatory, and in the other voluntary. If compulsion was calculated to exert a controlling influence in the matter, we might expect to find the distinction plainly illustrated in Switzerland, in all parts of which State attendance is obligatory, except in the cantons of Geneva, Switz, Uri, and Unterwalden. In Geneva, however, it is authoritatively stated that education is so prevalent that, at times, a native adult who could not read and write could not be found. Thus experience has demonstrated that compulsory attendance is neither a certain nor an essential means to universal education.

In view of the proposition to establish it in our own State, the question arises whether we have so completely perfected, applied, and exhausted all approved methods, and so completely failed with them, as to render a resort to it here advantageous and expedient. In my judgment the educational record and condition of our State give a negative answer to this question. * * *

But our period of pupilage is eight years longer than that of Prussia, which includes only those between six and fourteen years of age, and our ratio of attendance is correspondingly less by reason of the great number embraced in our enumeration. Making a just allowance for the number of those below six years of age, who are not sent to school because of their infancy, and another just allowance for those between fourteen and twenty-one, who have acquired a sufficient business education, and have betaken themselves to active pursuits, and still another just allowance for those who, although they do not attend school during any one particular year, have attended, or probably will attend during several of the other fifteen years of the school period, and, I believe, it is a fair conclusion that the school attendance in our State is at least ninety per cent. upon a basis like that of Prussia.

Our latest statistics, made without reference to this question, show that the number of scholars attending school in 1870 was greater than the whole number of persons in the State between six and fourteen years of age, or between six and seventeen. * * *

The statistics show incontrovertably, in my judgment, a better

result in the matter of attendance than in any other one feature of our schools.

The people have already, by their own voluntary action, contributed an attendance which more nearly approaches completeness, than the instruction approximates a reasonable standard of excellence.

Our school system is, throughout, more perfect in organization than in results. It is palpable that the prominent defect, that calls for speedy reformation, is not incomplete attendance, but poor teaching. This is partly inexcusable, but is chiefly owing to the immaturity of our educational work.

* * * * *

I do not allege that any of our schools are not worth attending. I speak of the needed improvement in the particular mentioned, in comparison with compulsion as a means of securing attendance; and I contend, that, before sending out ministers of the law to force children to school, we should place genuine teachers in the school-room to attract them, and faithful officers in the field to supervise the work and to cultivate an enlightened public sentiment, which, by its radiance, shall render the pathway to the school bright and clear. Let the attendance at school of every child within the State be secured, and that would not improve the schools in other respects; but let the schools be made what they should be in themselves, and it is more than probable that there will be no occasion to send for pupils. In any event, the improvement in question should be made; and, in my judgment, it should be made before resorting to the doubtful experiment of compulsion. It cannot be done suddenly, by legislation. The reform must be worked out. It was to accomplish this very object that, in 1866, our normal school system, which at that time embraced but two schools, was expanded by the establishment of four more. The number has since been increased to nine, of which six are now in operation, and two more will soon be opened. It is thus apparent that this project is still immature, and, before the influence of these training schools for teachers has been developed and exerted, it would seem to be unwise to adopt force as a substitute.

There is another consideration worthy of notice in discussing this

question. Our people need education in something besides the elementary branches taught in the schools. If it is desirable that they should be able to read and write, in order to inform themselves so as to judge correctly and act prudently in public affairs, it is equally important that the habit of self-control be constantly cultivated. It is perfectly consistent for a monarchical government, which manages all its concerns by the exercise of a central power, to enforce education, although it might otherwise become, as thorough and as general. That policy inculcates submission to arbitrary control. The habit of acting under command, even in matters which are proper, destroys manhood and begets a servile disposition; while freedom in the exercise of one great privilege might awaken a spirit of independence, and a consciousness of capacity, dangerous to potentates who claim the right of rule.

But the citizens of a free State need the discipline of self-government. They should understand that there is a personal interest in the willing discharge of every public duty. They must learn to take care of themselves in the matter of education, as in other respects, if they would remain their own masters. They should realize that power belongs to them, and, in addition, not only that the instruction of the schools is beneficial, but that the education which results from the practice of inquiring, and of doing voluntarily, what is essential to the intelligent exercise of their power, is also essential to its preservation.

The secure foundation of a free government is not alone the preference of a people, but their willingness to keep themselves prepared to administer it successfully. That disposition must be kept alive and active by constant exercise; and when it becomes so deadened that compulsion must be used instead, the spirit of freedom will have perished already, and the form will not long survive."

I most earnestly recommend to the General Assembly the importance of so amending the school statutes as to empower boards to enact rules and regulations for the government of schools, that shall prevent tardiness and truancy and secure better school discipline generally. During the year 1871, as you are aware, a case was tried before the Supreme Court of the State, involving the questions

of power in the board to adopt and enforce rules requiring a reasonable school attendance. Fortunately, for the progress of the schools, the majority of the Court decided that the board of directors have such power. But the law should be so clear and definite that there could be no doubt in the mind of any intelligent citizen in regard to its import. A statute of this kind, judiciously enforced, will produce a healthy school attendance—if not reasonably executed the difficulty can be adjudicated by the school or civil tribunals.

In one of the most populous cities of the Northwest, the school board adopted a rule similar to the one the validity of which was decided upon by the Iowa Supreme Court. The Superintendent of those schools, in enforcing the rule, requested the teachers associated with him to visit the parent of every pupil that had been suspended or expelled for tardiness or truancy, and who would not apply to the Superintendent to reinstate his child as the rule contemplated. The teachers complied, and within a period of two years not a single pupil had been suspended or expelled that did not return to the school improved, and never again required the enforcement of the rule. Within the same period, truancy and tardiness were among the rare occurrences of those schools. These teachers' visitations frequently extended to other parents residing in the district where they taught, so that over ninety-two per cent. of the school population of that city, between the ages of five and twenty-one, were either in private or public schools.

It is by just such efforts of love on the part of the teachers, when heartily supported by a competent superintendent and a wise board, and these officers empowered by statute, that better educational results can be secured, than by any compulsory system without these humane and potent agencies.

I would also suggest such legislation as will consign incorrigibly unruly and truant pupils and vagrant youths to the State Reform School. Instances have come under my observation in the State of pupils who are neither to be controlled by parent or teacher, and whose influence upon the school was injurious. Youths of this character should be reportable to a magistrate, or to some civil authority, with power to commit to the Reform School. Such a law, properly executed, would bring about a high order of discipline in the schools;

thus render them more efficient, and save the State a large criminal and pauper expense, not to speak of the incalculable good which would arise in reclaiming and reforming many of the youths who otherwise will be an injury to society, and a source of misery to themselves, while by this stroke of policy they frequently might be come the most useful of citizens.

TEXT-BOOKS AND CRAMMING.

There are certain evils incident to our graded school system that are so pernicious in their workings, and so difficult to eradicate, that a word of admonition and counsel cannot be withheld. I refer to the practice of adhering with slavish exclusiveness to the text-book, in the recitation exercises of the school-room, and the destructive consequences of the process of cramming, which necessarily keeps company with this practice.

Certain ground must be gone over, a specified number of books must be mastered, the pupil must store away in his memory a prescribed number of facts, in just the order in which they are laid down in the text-book, and within the brief time allotted to his grade, or the coveted prize of promotion shall not be the award of his toil. There is the book, with its number of pages, its facts, its observations, its processes, its questions carefully noted down for the teacher to ask, and the pupil to diligently con out beforehand, and when these have been gone over, and possibly reviewed, and the pupil, in the exercise of a purely mechanical memory, and goaded on by a system of marks as remorseless as the fates, though by no means so exact, has succeeded in shouldering the enormous load, the work then is held to be done, and the boy or girl is crowned a victor in the race. It will be seen that the idea of *mental growth* does not enter at all into the system. Education thus becomes a mechanical process—a process of storing the mind, and not of training its faculties. All awards are made according to competitive standards of the lowest possible value in the economy of mind. Let the child display an unwonted facility in acquiring and retaining a prodigious number of isolated facts, in Arithmetic, Descriptive and Physical Geography, Algebra, Natural Philosophy, History, Grammar, and so on to the

end of the catalogue, and his progress is immediately put up as the ensample for the school, and all, irrespective of their varying capacities, are pressed forward ruthlessly in the chase.

It is said that a certain teacher in one of the ward schools of an Eastern city, when asked how his school could take first rank among the schools of the city, when the whole method of instruction that prevailed in it was so purely technical and mechanical in its character, frankly replied, "The standing of my school depends upon the percentage of correct answers my pupils give to the questions asked in the annual examinations. These tests call for certain results, and I am preparing *my wares for the market*. I know I am not doing the work I ought to do, but my standing as a teacher depends upon my success in meeting these examinations." Says an eminent authority commenting on this avowal, "All over the country there are school officers who are thus unconsciously using the power put into their hands to spoil the schools and corrupt the teachers. Thorough, honest culture is discouraged, and a premium is paid for special cramming." I am disposed to think this state of things is alarmingly prevalent in our graded schools, and it is of the utmost importance that we institute a search for the causes of the malady, and suggest some steps toward its removal.

First. The evils alluded to may be said to be incident to a system of graded schools, but I cannot think they are necessarily inherent in such a system. If this were the case, we should lose no time in abandoning the system, and turning our energies to the discovery of something better. We may grant, however, that the very existence of graded departments in schools to which all the children and youth of the country have access, crowded as at least some of these departments will be, and with but a limited teaching force in charge of each one of them, render it unavoidable that the individuality of the pupil will to some extent be overlooked. The teacher can make headway only through the rigid classification of his pupils, and there is no time for any very close or prolonged study of the peculiarities of the individual. The advancement must be mainly *en masse*, or at least *by groups*, and it is inevitable that the slower pupils should suffer to some extent in their competition with those who are more rapid in

their progress. But under any system of classification this would be the case.

Second. The number of studies imposed upon the pupil, the brief time in which his varying tasks are to be prepared, the purely arbitrary limits that are assigned to each recitation, and the mechanical examination tests that are applied to indicate the stages of his progress, are some of the practices that are the responsible sources of the evil of cramming in the public schools. Let any mature person, with faculties well trained, and a nervous system capable of enduring the strain of prolonged and intense mental application, put himself down to six hours continuous study during each day, upon from four to six branches of widely varying character and material, and see what must be the result simply as to the condition of the mass he has succeeded in crowding into his intellect. What a chaos! And now suppose him to be driven on from week to week, from month to month, and from year to year, punctually, mercilessly, and in the most exacting routine, in the same round of unvarying acquisition, how would it be possible for him to digest and assimilate anything with which his gorged intellect has been crammed? The over-burdened memory will be crushed as Tarpeia under the shields of the Sabines, by the superincumbent mass of unused and unusable matter. In the case of the child, the analogy of this deceived and unfortunate daughter of the Roman king is still more aptly and sadly true; for as Tarpeia coveted the dazzling jewelry on the hands of the Sabine soldiery, and in seeking to secure these found a grave under their crushing armor, so the children grasping for the glittering prizes as they pass, the glowing "perfect marks," which on examination days will determine their standing in the esteem of the teacher, get not what these were supposed to signify, genuine and abiding culture, but a heavy, leaden mass that will weigh down both body and mind.

Physiologists tell us that three hours of continuous mental toil is destructive of more tissue, and is altogether more exhausting to the body than a whole day's application to manual labor. This announcement, I believe, is based upon certain calculations made by scientific men in the use of improved and delicate methods of investigation, which are so mathematically exact, that we need not for a mo-

ment hesitate to accept their result as true. If true, it would be well for teachers and school authorities to ponder deeply the unwarranted physical injury they are inflicting upon children, in keeping them closely confined in *exhausting mental labors* for six hours during the day. The fact above announced is doubtless not generally known to those having charge of our public schools, and the statement would perhaps be accepted by many only after detailed examination and proof; while to some it will appear as one of those hasty assumptions of science which it frequently puts forth upon a very imperfect and partial accumulation of data. Any grown man or woman, however, may have presumptive evidence of the truth of this statement, by the simple experiment of three hours of intense mental application, as contrasted with six hours of manual toil. The sense of weariness in either case will be an indication of the relative amount of nervous force expended, and the experimenter—if he has an eye to ease—will not be long in deciding in which direction his choice shall turn.

To the popular mind there has always been a very wide and false distinction between study and manual labor. It is one of the inveterate superstitions of the common people, that "brain work" is a species of ease, which some men, exercising greater shrewdness than their fellows, and taking advantage of their necessities, are wrongfully stealing from the public industries of society, and to which of course the brawny arms and toughened frame of the laborer are compelled to yield an unwilling service. But science reverses this judgment, and demonstrates that "brain work" is the most difficult of all kinds of work, and is actually attended with a greater waste of bodily tissue, than the protracted and heavy toil of the laborer in the field or the mechanic in the shop.

Nevertheless, it is a painful truth that this false maxim is in no small degree implicated in the great fraud and injury, which the evil of cramming entails upon the teachers and children in our public schools. Study is not work; and the children must therefore be driven through their tasks, for the whole six hours, or nearly, with all the speed and steam, which the most active, energetic, and exacting teacher can command. Possibly the teacher knows better, as in the case just alluded to in one of our Eastern cities; but the school

authorities are convinced that study is not work; and since this position of *otium cum dignitate* can be maintained only at the expense of the heavy burden of taxation, they are pledged to their constituents that a suitable return shall be made in the rapidity with which their hired servants shall drive the children through their books. Teachers therefore do bow to this maxim, and the process of cramming goes vigorously on, though they know that the tender and immature intellects of the children are carrying burdens heavy enough to crush the spirit of a man.

I do not wish to be understood as intimating that the children of our graded schools, as a matter of fact, study too much for their good; for the system, to the extent to which it is unnatural and oppressive, will unfailingly have its counter irritants in the listlessness and shirking habits of the children. But the painful truth is, that whether the pupil promptly meets the requirements of the system or not, whether he be dutiful or listless, prompt and faithful in preparing his allotted task, or dilatory and cabbaging in his habits, the mental and moral damage resulting is about the same. Too many branches are crowded into too brief a time,—subjects are undertaken in no natural order,—the routine is set over against any and all demands which the self-active intellect of the child may make,—the law of mental growth utterly ignored, the aim for the most part being to compass a given quantity of text-book information before the decisive examinations have come about.

Third. Text-books have simply conformed to this deranged condition of public sentiment, and the consequence is, they have been poured into the schools in countless numbers, each one rivaling the others, it would seem, in the general attempt to make all instruction technical and dull. The matter has been so fined up, and so parceled into paragraphs, and distributed in questions, and so daintily reduced to technical tit-bits and powders, that the child might as well almost be required to mold dry flour into statuary, or build up loose feathers into a fabric, as to get from his disjointed text-book a living conception of the theme it has in hand. As each branch has thus been crumbled, so to speak, to suit the mouths of the little ones, so likewise, have the several branches been set at wide reaches apart, so that in all this class of literature we know of no instance in

which the great law of the *consensus* of the sciences is at all recognized. I think, with Herbert Spencer, that all genuine culture must proceed according to this law. The branches pursued in the public schools, as their larger counterparts in the scientific world, have their points of interlacing and commingling which cannot fail to excite the inquiry, and arouse the latent energies of the youthful mind. In the present isolated condition of these branches, the mind of the youth very readily falls into a tread-mill, and the mechanical methods that are resorted to, to keep his interest aglow, are soon felt to be intolerably irksome and dull.

We must have text-books in our public schools. It is not the design of these remarks to hint, even remotely, the possibility of dispensing with them in our methods of instruction. In their most imperfect shape they are an invaluable aid to the teacher, and may be made an equally serviceable instrument in the hands of the children. But it is undeniable that, as at present constructed, they are forgetful of the office of the teacher, and are chiefly ambitious, it would seem, to invent some expedient by which the self-activity of the pupil's intellect shall be kept at bay. In many cases under the title of elementary works, they carry with them such a burden of fine print annotations, technical amplifications, and extended critical matter, that the original design is evidently smothered out in the execution. If it be insisted that this additional matter is inserted for the benefit of the teacher, it will be proper to ask, why insert it in a book that is intended primarily for the use of children? Why not let the teacher have a book especially adapted to his benefit, from which the one to be used in the class-room shall be really an elementary epitome? I can conceive no plan more judicious and rational than this, since in this larger work, the teacher could be fully furnished with all the information he may need, and the points indicated, and the methods suggested for stirring up the pupil's mind to such discoveries as it may be able to make for itself. Certainly, when the child's mind goes out on a tour of intellectual exploration undertaken in its own behalf, whatever attainment it may make, it will feel to be permanently and solidly its own; and, besides, enjoy the benefits resulting from the glow and exhilaration of pursuit, which if not the whole of education is certainly its grand preponderating

element. A text-book in the hands of a child, should contain only matter enough to be suggestive of lines of thought and research, which he may prosecute under the guidance of a teacher, to original and fresh discoveries of his own.

We await, therefore, with great anxiety such a reform in the preparation of our elementary text-books, as shall reduce the number and size of them, within such limits as will afford room for the individuality of the teacher to go out in untrammelled methods at the time of hearing recitations, and give scope to the self-active powers of the pupil. Brevity—*brevity*—is the great desideratum. The amount of ground over which the pupil is to be led, or pushed, presenting to him for the most part the appearance of a vast sandy waste of unintelligible verbiage and stuff, must be cut down, and made to smile with verdure, and swarm with living objects, among which the children may walk, and talk, and feel familiarly at home. The number of branches usually crowded into each grade, and to which the order of the school-room requires the children every few moments to be successively turning, must be greatly reduced; and, from the scant material of the text-book, the teacher must learn, through repeated reviews and untiring recurrence to principles already mastered, to aid the pupils in building up a structure of their own.

I can see no way by which the evil of cramming, and the superficial training, so often and so justly charged upon our public school system, can be avoided except by some process of wholesale pruning among the text-books, and such remodeled Normal training for teachers, as will secure them, first of all, against the contagion they would avoid communicating to the schools. Both in the preparation of text-books, and in the methods of instruction adopted in the school-room, the grand controlling principle should be, that all genuine culture involves a process of mental growth, and that this law is especially applicable to the maturing mind of the child. It was this principle that the immortal Pestalozzi strove for a lifetime to install as a supreme canon in the pedagogical art, and which the most recent and reliable developments of the psychological and physiological sciences, only the more unqualifiedly commend to an absorbing place in all normal and just methods of instruction for the young.

INTUITIONAL AND OBJECTIVE TEACHING.

Progress in the art of teaching is indicated by certain marked epochs of reaction against the formalism of long established methods and the discovery or modification of some underlying principle in accordance with which the existing methods are to be fashioned anew. The same law prevails here as elsewhere, the enthusiasm of the first stages of a newly inaugurated movement gradually succumbs to the conventionalism and mechanism of routine, when, the time having arrived for another step to be taken, a fresh discovery is enunciated and all the sluggish forces of the time are stirred into vigor under its quickening impulse and direction.

In the history of education no era is more distinguished than that which Pestalozzi introduced. This great philanthropist and educator originated the most signal reform in the training of young minds—the most radical, far-reaching, and philosophical that has ever been undertaken by man. The movement reaches down to our own time, and promises still more splendid results in the years to come. Like all noted characters who stand for the ruling ideas of the age in which they live, he “built wiser than he knew.” He started on the assumption that all methods of education to be normal, should be natural, and immediately put his own hand to the work of revolutionizing the systems of instruction he found around him. This idea he would make supreme: The child is pre-eminently a creature of sense. It lives and revels in the objects around it, and therefore those objects, and not dry abstract names and propositions should be the material of its study.

Things, and not words, that was the motto. Give the child what it can see, and hear, and feel; and from the known properties of such objects it will ascend by the common route of all true discovery to other attributes which are yet to be known. Pestalozzi plied his contemporaries with the question, how in the first instance is the area of human knowledge extended in any line of research whatever? What is the law, what the process by which Newton, for example, found his way into the very arcana of science, and brought

out thence the grand revelations for which the ages had been waiting? Of course it was easy to answer that Newton ascended from the known to the unknown. Here was the apple, and yonder the star. Terrestrial gravitation now known to be the law by which the apple falls to the ground, would apply as well to the apple whether it left its bough, here in the vale of Lincolnshire, or yonder, on the top of the highest mountain in the world. Perhaps that law avails for objects higher than the highest mountain, perhaps for the moon, perhaps for the stars; and from data actually gathered from these flying planets, he figured it up and found it was so. Since the days of Bacon men were asking Nature questions, and she never had failed to respond eventually to their inquiries. And now the theory was, that the children, under the direction of a competent teacher, should make up their own discoveries in the same way; should interrogate things until the law of their being had burst in upon their intellects, and the formula expressing the same had been made up by themselves.

The idea took entire possession of Pestalozzi; and henceforth his whole life was given up to the work of drawing out and elaborating his scheme. It is a significant fact that his own efforts toward realizing his plan were for the most part a series of diversified experiments with the most disheartening and unsatisfying results. Failure followed upon failure, and yet his enthusiasm and depth of conviction only gathered fire and intensity from each successive disappointment. He organized schools and wrote books; indeed, he sacrificed all he had and lavished out his life in the great reform. In order to gain the attention of the masses he subsidized fiction and embodied his ideas in certain tales of surpassing sweetness and power, which immediately took hold of the popular mind.

It will suffice to say that the system he inaugurated spread itself rapidly throughout the European States and extended itself into our own country. It practically gave to Prussia its peerless system of public schools which has been the pole-star of educationists in all other parts of the civilized world. Whatever of superiority that system has, it owes directly to the infusion of Pestalozzianism in it and to the new moral impulse which the whole work of popular instruction received through that movement. Commending itself to

the great minds of all countries, it was transplanted, almost within the life-time of its founder, to Prussia, Germany, Sardinia, Greece, Denmark, England and many of the colonies of Great Britain, and through the munificence of Wm. MacClure, and the labors of Jos. Neef, a disciple of Pestalozzi, it gained a foothold in 1809 on American soil, through a systematic, though somewhat inauspicious effort, in the city of Philadelphia. The system was introduced and modified in adaptation to the Anglo Saxon mind and character in the best schools of Canada, and the celebrated Normal and Model schools of Toronto sprang up as by magic at the inspiration of its touch. These schools were visited by Prof. E. A. Sheldon, of Oswego, New York, who incidentally found there the books published by the "Home and Colonial Society" on elementary instruction; these he brought home with him, together with pictures, and other apparatus used in illustrating the lessons, and such practical hints in organization and method as those promising schools afforded. There soon sprang up in that place under the enterprising and persistent labors of this indefatigable educator, an Institution, which, until the present time, has maintained the character of being the great center of objective teaching in the United States. Thence in all directions, in schools of all sorts, Normal Schools, Schools of applied science, Institutes, Teachers' Associations, Academies, Colleges, indeed everywhere, the system has taken more or less root. In the public schools especially the whole system of primary instruction has been revolutionized by the introduction of these methods, and the higher departments of our graded school system have felt the same refashioning influence to an extent scarcely less perceptible.

The whole movement has been largely abetted by the predominant scientific tendencies of the age. Simultaneous with it, or perhaps constituting with it an integral part of a general movement of modern society as a whole, there occurred a revival of science; and so gigantic have been its strides, and so wonderful its revolutions, that all things seemingly have bowed to its supremacy. Even the higher ranges of psychological thinking have for a time succumbed to the newly installed and confident formulas of the indefatigable scientist, demanding that the world, society, God and the soul, shall

alike be subject to the regnancy of his laws. What, therefore, more recently has been called the scientific method is but the old Pestalozzian Objective Method matriculated in the new era of science. Immense treasures of intellectual wealth have been brought into this common store-house, and the leading scientific minds of the age are committed to give it whatever increase of opportunity and extent of range their influence will afford. It was the aim of Pestalozzi—a dream rather, which modern scientists have with varying success attempted to actualize—to classify the sciences in such natural order as should conform to the successive stages in the development of the human mind, and thus secure for the system an application to all the higher branches of a broad and scientific culture.

As our young State has already displayed a deep interest in this movement, and has made systematic efforts toward the realization of its advantages, it may not be amiss in this connection, to indicate some points in which the system will admit of a more liberal construction.

There are certain obvious benefits which lie always within the embrace of this system, wherever teachers have the energy and skill to carry it into practice. These the good heart and great genius of Pestalozzi enabled him to see, although neither in theory nor practice was he ever able to give them any fitting illustration to the world. For example, the child from the earliest days of its tutelage, being required to see for itself by the aroused activity of its intellect, the attributes and uses of objects, and to advance only as it sees them, the besetting evil of high pressure progress will be avoided, and there will be a very happy and natural adjustment, of the forms of instruction to the slowly unfolding stages of development in the mind of the pupil. The memory will not be cultivated at the expense of other faculties, nor overtaxed and weakened by crushing loads of mere verbal rubbish. The perceptive faculties will get the sharpening they require, and the powers of observation be trained to just those habits of accuracy and patience of investigation which the occupations and duties of active life will most urgently demand. The pupil being assisted by the teacher, only in a limited degree, is stirred to self-activity, and a genial excitement renders his school hours pleasurable, and he is almost imperceptibly

drawn into those habits of self-command and confidence, which may be defined to be education in brief. We find also music and drawing, and the systematic culture of the physical powers coming into such places of prominence and importance, through the agency of this system, as they would not otherwise have attained.

Indeed, it must be confessed that whatever may have been the original defects of the system, both as to philosophy and method, our whole scheme of popular instruction, and the teacher's art generally, is more largely indebted to this reform of Pestalozzi, than can be drawn out and indicated in words. It has established the principle, which if advocated as a hobby, must still be held as the hobby of hobbies, that all just education must aim at the uniform and harmonious development of all the bodily and spiritual powers of the child. "The science of education is a theory of stimulation, or the right application of the best motives." "The development of man commences with natural perceptions through the senses; its highest attainment is intellectually the exercise of reason; practically independence." "The means of independence and self-maintenance is spontaneous activity." "Practical capacity depends much more upon the possession of intellectual and corporeal power, than upon the amount of knowledge. The chief aim of all education should therefore be the development of these powers." In brief, Pestalozzianism contemplates, as the end of all educational methods, the *the training of the pupil to spontaneous activity, by means of knowledge acquired by the perceptions*. Above all, the system is capable, when generously and skillfully managed, of awakening the pure sensibilities of children and bringing them upon such terms of respect and affection for the teacher, as will make it easy for him to preserve the parental elements of his office, and maintain in them the moral and filial feelings they should never lose. This is a point upon which Pestalozzi laid special emphasis, and to which indeed the very genius and machinery of his system was made to conform.

But notwithstanding the large measure of success this system has had, and its unquestioned capacity for still grander and more permanent results, it is a fact worthy of notice that, in this country at least, there is a prevailing sentiment of disappointment in its use. Why this is, it is somewhat difficult to say. Sometimes the fragmentary

and unsystematized manner in which the methods are introduced is considered the chief source of failure in their use; sometimes the want of enthusiasm and trained skill on the part of the teacher; at other times the absence of apparatus and such appliances as should be conveniently at hand when the living senses of the pupils are to be almost exclusively addressed; and not unfrequently the whole difficulty is charged upon the readiness with which teachers fall into the blind use of the text-books prepared to illustrate the methods—reducing to dull word-routine a system which claims it as its special distinction, that it is free from that particular kind of thralldom. Generally, there is no disposition to impute blame to the system, but rather to those who, without capacity, attainments, or disposition, assume to practice it in the school-room. It is also hinted, in certain quarters, that no exclusive scheme of education, no specified methods of instruction, should be allowed to dominate in the school-room; that the life of the teacher, his character, his insight, his tact, his experience, and all those personal traits and attainments which go to make up the sum of his qualifications for the work, must supplement, and may be safely relied on as an adequate equivalent for, any method that may be thought conducive to the good of the pupil. And it is to be granted that all fixed methods do readily and imperceptibly glide into conventionalism and form, and thereby become a clog to all true development in the pupil, and a horrid incubus upon the spontaneity and inventive skill of the teacher. But here is a system that aims to arouse the spontaneous activity of the child, and both in theory and method professes to compass that end by stimulating exactly the same exercise in the teacher. It must be borne in mind that Pestalozzianism is a systematic effort to relieve the teacher and save the pupil from the blight of conventional methods in the school-room, by suggesting such forms of instruction as are capable of infinite expansion and freshness; and if Pestalozzi and his followers have unwittingly fallen into the evil they set out to avoid, certainly the underlying principles of the system they projected cannot fairly be charged with the result.

Perhaps an examination of those principles will reveal certain points wherein the system is capable of such healthful expansion, as will give it a wider application and a fresher interest with those who

in a measure have felt themselves baffled in its use. It has been facetiously said of Pestalozzi, that it was his grand mission to teach ideas and not children. No juster estimate could be made of him, and yet we have, in this fact, an intimation of the source whence numberless evils may have taken their rise. If the impulse which that great man gave to the educational enterprise of mankind, was almost wholly theoretical, reaching so far, and penetrating so profoundly into the very heart of civilization, we should expect that the practical minds, springing up in the wake of so powerful a movement, to give it shape in methods and reduce it to some sort of a working system, would be in danger of accepting too implicitly the theoretical postulates of their leader. And then, also, it will follow, that methods outwardly embodying principles that are not in conformity with the nature of things, and which will not hold their ground before the progress of discovery, will nevertheless have gained, in process of time, a right of pre-occupancy in the veneration and esteem of those who have used them, and will be very difficult to dislodge even after their theoretical props have slipped from beneath them. Still another impediment is in the way. When science has brought new truths to light, and the masters in any system have come to that stage in their practice, where they feel that their regime is somehow out of proportion with the line of discovery in their pursuit, and precisely to that extent, behind the age, becomes often a problem of most intricate solution as to how the corresponding advance in practice is to be made. This I conceive to be the embarrassing attitude in which the objective method now stands. The strictures I make, however, are not intended in the spirit of detraction, but are offered as suggestive of certain lines of theory now circumscribing the system, but which may be pushed forward to more comprehensive results.

We observe then that according to Pestalozzi, the beginning of all knowledge is *observation*; and the last point to be obtained is to secure a *clear notion* of the object observed. To use his own language, "if I look back and ask myself what I have really done toward the improvement of the methods of elementary instruction, I find that, in recognizing observation as the absolute basis of all knowledge.

I have established the first and most important principle of instruction, and that setting aside all particular systems of instruction, I have endeavored to *discover what ought to be the character of the instruction itself, and what are the fundamental laws according to which the education of the human race must be determined by nature.*" The scope of this announcement will become apparent when Pestalozzi indicates the extent to which he trusts observation for all the elements of knowledge. Accordingly we find him insisting: "That observation is the absolute basis of all knowledge, in other words, that all knowledge must proceed from observation, and must admit of being retraced to that source." Now the utmost we can say is that all our elements of knowledge are related more or less directly to the material furnished to the mind by its perceptive faculties, but not by any means that they are all capable of being retraced to that source. Let us put this principle to the test and see if it is true.

The attainment of clear notions or adequate conceptions of things is the coveted goal in this system. A notion is a conception, and a conception is a *scheme* of thought which will include all the particular objects of a class, but will not specifically answer to any one of them. In the analytical study of objects, which in the original Pestalozzian formula, was limited to number, form, and language, with observation as the absolute basis of all knowledge, the pupils way could not be prepared to any such general scheme of thought, because the fundamental canons of the system would not admit of it. What the child could see, and hear, and feel, and having thus apprehended could name, was theoretically the finished material of his knowledge. The processes of abstraction and generalization, which the mind spontaneously adopts in arriving at clear conceptions of things, or what is the same thing, comprehensive *schemes* of thought for a just classification of things, were not taken into the account; and it is feared that subsequent efforts have not much extended these original limits.

This maxim that observation is the absolute basis of all knowledge is a beguiling one, and capable of narrowing any sphere of thought, and rendering it untrue to nature. It will be remembered, that Pestalozzi in enunciating it, does not confine it in its application to ele-

mentary instruction, where, by common consent, its free use is most fruitful of good results; but he makes it "the fundamental law according to which the education of the human race must be determined by nature." No doubt these schemes of thought must be generalized from diverse acts of observation, and, without the intelligent exercise of the sense-perceptions, could not result, but objective teaching in the design of its original founder, had not this scope. Absolutely, observation will not furnish a thought-form capable of covering all the particulars of a class, but fitted to none. Superadded to the act of perception there is a distinct mental operation in conception, which is not referable to this origin. There is what has been technically called a *connecting process*, in which the mind, ceasing to be an observing agent, becomes a discursive energy to put together observed phenomena into an inclusive substance or nature, whereby the flitting appearances of the senses get to be real and substantial entities. The cry, therefore, for "real things," as the effective instruments for the education of mankind, as determined by nature, is one which we may justly heed, provided observation and the sense-perceptions shall not be held as the exclusive and immediate source of this element of *reality*, which gives to things their superior educating power in the world. An error here will, at least, greatly narrow the range of a system otherwise comprehensive in its aim, and grand in its results.

Of one thing we may be certain—notwithstanding the ascendant thinking of the age has done its best to undermine the position—that the *concept*, to use the terminology of the schools, is the intermediate ground for the intuitions of Perception on the one hand, and the intuitions of Reason on the other. All the elements and materials of our knowledge are intuitive in their origin—Reason furnishing her stores from above, and the Sense pouring in her products from below. In the conception, these materials commingle and are elaborated, arranged, and made permanent by those mediate, symbolic and logical processes, without which they would be formless and void. Now it seems an aim sufficiently grand and inspiring to originate a system of instruction, that shall recognize these higher and lower intuitions, as the exhaustive inlets of our knowledge, and shall so arrange its methods, that the child from the very dawn of its being

may get the benefits of such a system; but a movement that systematically shuts up the higher avenues of the Reason, with the design of limiting the child, for its material, within the circumscribed range of the senses, and attempts, in this way, a scheme of education most conformed to nature, and best adapted to the harmonious and complete development of the unfolding powers of the mind, a movement deliberately conceived with these limitations, and thrown into this groveling world, would merit our prompt and unqualified denunciation.

The very term objective teaching is unfortunate, as it carries with it a kind of implied acquiescence with the absolutely materialistic and blighting theories of Rousseau, and seems to be in conspiracy with the more plausible and scientific efforts of the modern physiological school, who would exclude metaphysics altogether from any participation whatever in our educational schemes. It is to be regretted that the broader appellation, *Intuitional Instruction*, had not in the early stages of the movement supplanted a term which was practically a misnomer to begin with, and which has, all along, only betrayed the movement into the hands of those who cannot safely be entrusted with it. The name, as we shall see in the remarks that follow, is a most valuable and indispensable auxiliary to a right conception of anything, and if it is an adequate embodiment of that conception, will hold present attainments steady, until the line of discovery has gone out into ampler fields. Intuitional Instruction would have more aptly designated the reform as it took shape practically in the hands of Pestalozzi, and his disciples, and would have saved the movement from the long felt incongruity and embarrassment of a lofty aim, shut in and kept back by the partial, theoretical formulas in which it was conceived.

The mind gets all its materials in the exercise of its intuitive faculties. But the Reason is an intuitive faculty as well as the Sense. Unhappily, at the time the objective method was originated, this fact had not yet fully asserted its claim to acceptance, and in the reactions of these after-days, it has been systematically ignored and denied. Nevertheless, all earnest and cultured educators who have had the courage to test the validity of psychological statements in the practical detail of their profession, must unite in the protest, that, if the

objective method is the exponent, in the sphere of pedagogics, of the philosophical views of such men as John Stuart Mill, Herbert Spencer, J. D. Herbert, Huxley, Bain and Maudsley, it has no right to exist a single day in the school-room. The announcement may have the tone of dogma, but it is made with no disposition to undertake the extraordinary and very valuable scientific labors of these gentlemen, or to subject their theories to any species of *ad captandum* review. Having listened patiently to every plea they have to offer, for making the material world alike the source and receptacle of all mental power and product, we cannot allow that these last and most brilliant champions of the sensational school, have in the least degree, invalidated the testimony of consciousness, or abated one jot from the reality and authority of those great first truths which the Reason as organ affords.

The very vagueness of the theoretical results which these great scientists offer to us, as a substitute for the rational intuitions we cherish, is *prima facie* evidence against them. The mind has no compartments they say,—no faculties—no diverse organs, through which its activities are played forth in definitely ascertainable ways. Both the associational and cerebral psychologists resolve all mental activities and products into the single power of the *association of ideas*, and beyond this they think all alleged discoveries concerning the nature and constitution of the human mind a deceptions play upon empty words. Association is the soul's single function and the solitary law of all its ideas. Where, then, are the boasted *a priori*, fundamental, necessary truths with which we thought the higher insight of Reason supplied us, and which we have been accustomed to regard as material for knowledge infinitely more substantial and abiding, than the fleeting phenomena of the senses? Are they lost in the single principle of association, itself not an active exercise of a self-asserting, conscious *ego*, but simply a mode of reflex mental or nervous activity, responding to some impression made on the sensorium? Space, time, substance, cause, reciprocal action, all our cherished ideals of perfection,—the good, the beautiful, the true, God, the soul, immortality, and all those lofty sentiments which we thought the creative energy of the mind was capable of infusing into the otherwise meaningless products of imagination and fancy,—is there

no organ for these? Then, indeed, must they be relinquished as valid elements in any scheme of instruction, and in their stead, we must fall back upon the "inseparable association" of John Stuart Mill, or upon the same principle exalted by a "fixed tendency to recurrence" to the ultimate authority of *a priori* truth, as advocated by Herbert Spencer.

There is still one other alternative, but it is more revolting than all. We may take the doctrine of the correlation of physical forces as our guide, and, regarding the soul as the metamorphose, or highly differentiated equivalent of the nervous energy of the brain, we may find in what is termed "the coaction and coalescence of nerve movements and nerve cells," the solution of our difficulty with reference to these primary beliefs. They are the automatic discharges of nervous energy over certain "well-worn paths" in the cerebral domain, which for aught that appears in the speculation, were opened by accident. This view, however, is too grossly material to be for a moment entertained, and, is additionally disreputable, in the fact, that it has parloined its psychology from sources in which the entity of spirit has some sort of formally recognized right to be. To these sources the various schools of associationalists, who are certainly most active and fruitful in their educational devisings, at the present time, who are urging many salutary reforms, and who aim at the entire reconstruction of our educational methods, upon the basis of what they are pleased to denominate the *scientific*, in distinction from the *metaphysical* view of the human mind,—to these we must attend, as, at least, entitled to considerate treatment on premises, where they are accustomed to assert their right supreme.

It is evident that the "Herbert Spencer Seminary," at Eagleswood Park, N. J., inscribing the "*Natural Method*" on its banner, must proceed upon the assumption that the psychological principles of this profound thinker, will furnish the natural method in accordance with which its instruction is to be imparted. Objective teaching, no doubt, will be skillfully practiced there, but intuitional instruction, in any broad or just acceptance of the term, is shut off, by a foregone advertisement, from even a right to be held on trial in its classes. And yet there can be no objection to Herbert Spencer, or any other of the scientific galaxy, becoming the presiding genius

of our educational system, provided only that such regnant thinker can make it clear that his philosophy will certainly bring down the "natural method" to the world. The natural method is a method in conformity with the nature of the child. Is the child a compact physiological unit, or is it a compound being made up of body and soul? Our methods in the school-room will be at points of the direct antagonism, according as we take the one or other of these hostile positions. With John Stuart Mill "there is no world but matter," and with Herbert Spencer, the logical nadir of his system gives us nothing more.

I am not now intent to say that the theories of inseparable association, and automatic nervous action, have not made invaluable contributions to the pedagogics of this century. Just the opposite of this I believe to be true. But when it comes to putting forth an exclusive claim to the "natural method" based upon a psychology which has it as its special distinction, that it has destroyed all confidence in the existence of any substantial spiritual entity, and interdicted science from any wider field than that of the flitting phenomena of the sense; which scientifically annuls the immortal person we thought the child to be, and shuts down and smothers all those elements of infinity, which, in the shape of absolute ideas, we thought his higher intuitions were able to embrace; when such theories of human nature arrogate to themselves the right to prescribe to the school-master the natural method *par excellence*, no sense of indebtedness for profound discoveries in the relation of ideas or the residual habits of the nerve cells in their centres, should withhold us from entering our most emphatic protest.

It is no fitting place to enter into a defense of fundamental truth. My aim is simply to indicate certain sure tokens of incapacity, on the part of the associational theories, to take our educational methods fully and finally into their hands. It is evident that the training of our children, to be solid and true, should exercise them with the "real things" which was the watchword of the old Pestalozzian system. But suppose now that those ideal things which we have been accustomed to consider the solid abiding elements of the world of mind—eternal verities, coming down to be the informing law of all the gathered experience of the senses, and make the dead product alive with the

creative energy of a self-active and world subduing spirit, are now vaporized into the mere formalities of thought, which may or may not be as they are, according as the caprices of association may turn them this way or that—how then shall we have heart to inspire in youth a high purpose to grapple with the phantasmagoria of an illusive dream. "John Stuart Mill resolves the belief in any necessary truths, even the simplest mathematical postulates or axioms, into inseparable association, and gravely suggests that their opposites would be, and appear just as axiomatic to a community differently trained." Herbert Spencer in effect does the same, "when he makes the *a priori* necessity under which he accepts the necessary truths to be itself the product of a tendency first acquired by frequent association, and then augmented into an inseparable connection, which, being transmitted with increased force through many generations of material and cerebral organisms, reappears at last in the form of a *a priori* knowledge."

There is therefore no absolute truth, according to this system, no infinite ideals to be hung up before the children, no ocean of immensity upon which, as tender but hopeful adventurers, they are invited to launch. The "natural method" will discourage all such unprofitable dreaming, and hem the pupil in to just that range of sensations which the present stimuli will produce, and such other logical product as association may conjure from this disjointed material.

Poetry, and the deep revealings of human language, and history; all those humanities with which literature and art are conversant; the hints caught of eternity, and the enduring life in the expanse of which the universes nestle, and all finite intelligences float and are happy; the principles of morality and religion, strong and deep elements in human nature, find no legitimate place in a system whose sole material is sensations, and the association in which these sensations have come to dwell after long and fortuitous fellowship with each other. Phenomena! that is all; the rest has fallen under the ban of science, and there is absolutely no scope

—“ For those first affections,
Those shadowy recollections,
Which be they what they may,
Are yet the fountain-light of all our day,
Are yet the master light of all our seeing,

Uphold us, cherish, and have power to make
Our noisy years seem moments in the being
Of the eternal Silence: truths that wake,

To perish never—

Which neither listlessness, nor mad endeavor,

Nor man nor boy,

Nor all that is at enmity with joy,

Can utterly abolish or destroy!"

That method is not natural which concentrates force wholly upon the powers of observation and reflection in the pupil, turning over meantime the whole ideal side of his nature to blank barrenness and neglect. Whatever benefit may accrue to these world-ward faculties that wait upon the senses, and are thus sharpened to see accurately and profoundly the likeness and differences of things, it is a poor return, a very sorry compensation for the systematic dwarfing of the higher nature, which must with equal pace have proceeded with its work of death. For where is the soul? Phenomena being the absolute limit of all scientific research in this direction, how shall the schoolmaster know that his pupils have souls, when, lest he shall blunderingly regard them as separate, personal, self-conscious, spiritual beings, he must constantly repeat the formula of his school, that "the mind is a series of feelings with a back-ground of permanent possibilities of feelings." The faculties are gone. The self-activity in which Pestalozzi believed, and which he framed his methods to evoke, is reduced at last to cerebral responses to impressions on the nervous system. Substance and being have alike gone down into the inanity of mere "possibilities," prepared for them in the new philosophy; there is neither solid objectivity to the universe lying without, nor true personality to God and the soul within; where, then, are there any "real things" with which our educational methods may make themselves the instruments of power. The child is only a "possibility," a little, restless back-ground for a series of sensations that may float into the brain. And if he lay his hand on an apple, in his object lesson, it will be with no allowed suggestion of the fruit in Eden, or the kindly pippin that left its bough in Lincolnshire to tell the great Newton of the revolving stars; or the shimmer of autumn orchards; or the rollicking twilights of winter

parings. These are not sensations, and worst of all some of these scenes involve the recollection of past sensations, and the fact of personal identity meanwhile subsisting; and on this rock John Stuart Mill confesses that his system foundered.

But the apple is a substance; and, instead of looking immediately upon that underlying substratum which the senses will not reveal, and which we long had thought there was a high spiritual organ to see, we must now hold for ourselves, though the child had best not be taught it, that substance is nothing *per se*, no more than the sky is the azure gauze our childhood conceived it, but only an ideal abstraction that has worked itself into inseparable connection with the qualities perceived. Does it suffice to be told that, for all practical purposes with the children, it is enough that the sensations are real, and enough to know that the utmost care and judgment will be requisite in their training, to ensure the future usefulness and happiness of their subject in the world. But so neither the boy's consciousness, nor that of the man will testify. The moment intelligence dawns, there are both qualities and substances for the child, the one as really and validly as the other. Are there two sets of faculties to take cognizance, intuitively of phenomena and being respectively, then, must these faculties be recognized as equally constituent of the nature of the child, and equally entitled to a share in the methods of instruction we adopt.

Once more. In putting in a plea for Intuition Instruction we design no detraction or curtailment of objective teaching, but only its timely release from the limitations to which the associational theory would confine it. Intuition is an immediate beholding; and it works a tremendous difference upon our methods, and involves little less than the entire *morale* of the profession, if the tenet of a higher intuitive faculty co-ordinating a lower be accepted or rejected. All admit the immeasurable superiority of that method of instruction which first puts the concrete within reach of the apprehending intellect, and provides it thus with the material on which its reflective powers may work out whatever result they can. The simple and even unsystematized object lessons of the primary school are productive of more healthful and permanent results both as to discipline and furnishing, than can be attained by the most rigid drill in

the hum-drum of words, or the most brilliant fusillading in class regime. Chemistry learned by actual experiments in the laboratory, is more thoroughly mastered than if attempted in the memorized forms of the text-book, and meantime, the sweetness and normal enthusiasm of the spirits are kept up,—an advantage which no instructor can afford to lose. And so on—the qualifying clause must be inserted—whenever the nature of the study is such that the objects under consideration can be immediately present to the senses. But shall this concrete, so valuable as an educator, have no further reality for us than mere sensation can insure? Condillac so thought; John Stuart Mill repeats; and Alexander Bain is emphatically of this view. This whole school more or less implicitly teach that reflection is but transformed sensation, and that all mental endowment and all mental product are limited to this. Is it so? Witness the result.

First, the very scientific form into which these savans would have our knowledge cast, cannot, for want of substance, command our confidence for a single moment. Science! Science! says Herbert Spencer, alone is adequate to the ends of complete living in the world. Even the moral instruction we would communicate to our children, according to this subtle reasoner, avails only as it comes to them in a thoroughly scientific shape. But now what chance is there for science when all absolute truths, all informing ideas, all conditioning laws have vanished under their logical vivisections. Take, for example, this discursive region of the mind in which they delight to revel. "There are but two roads," says Mr. Mill, "by which truth can be discovered; observation and reasoning; observation, of course including experiment." One can imagine how happily that declaration would have expressed the exact truth if, instead of saying "reasoning," the term Reason had been used; for the simple fact is, that without the aid of some faculty for final causes and such like conditioning ideas, all discovery of truth would be absolutely beyond the capacity of man. Reason is not reasoning. If the terminology does not tally with the code of precision prevalent in the schools, it will nevertheless answer, as a sign in language, of the conscious difference all men discern between the *matter* and *form* of their knowledge. All logical processes can simply give form to unshaped materials brought in from quarters outside of the

sillogism, and belonging, as we think, to two contiguous worlds. No doubt the experimenter will be overtaken by his discovery, in the midst of his experiments, and then the temptation will be to credit it to a series of sensations, and the magical wonders association has wrought among them. But attend to the process. One conception is predicated of another, and then, if this be what metaphysicians call an analytical judgment, there is no new matter added to the fund of our knowledge. But in the process of inductive reasoning, the mind is seeking for new and more comprehensive conceptions than it now possesses. All its discoveries are made in the effort to ascend from the known to the unknown. But whence this effort?

No advancement in science is made by keeping the reasoning faculties in the stilted round of analytical judgments, but only in the exercise of a faculty for *prevision* in some measure common to all men. And now what is the faculty for prevision? Newton, from the known law of terrestrial gravitation in the falling of an apple, *leaps*, so to speak, to the stupendous discovery that it is the same force that binds up the sweet influence of the Pleiades and looses the bands of Orion. Franklin gets the intimation from the spark emitted from the Leyden jar, that possibly the force imprisoned there is the same that flashes in wave-like sheets and zig-zag lines along the face of the cloud, and then, by making it come down from its thunderous chamber in the storm, he actually identifies the subtle thing, and proves that his ingenious surmisings were true. Now is there no divine element in these guessings of genius? or if that be too strong a term, is it not fitting to ask whether in the dull round of premise and conclusion, these stupendous revelations could have been made to the world? Association has something to do; experiment paves the way. But what of that inward *conatus* that turns the eye of genius in the direction of undiscovered law. "On what ground and by what evidence do we proceed from the known to the unknown?" On what principle is the mind assured that "the facts which have been generalized from the past must necessarily hold good in the future." Goethe in his study with the meagerest stock of generalized facts in his mind, by the sheer force of the insight of genius, sweeps round and beyond all known phenomena of vegetable life, and brings to light the new and startling fact of the metamorphosis of plants. The hint he no doubt got from certain associations

among existing materials already in his mind. But what is involved in a hint, that it should flower out into a prophecy? Are there not *a priori* elements lurking in the process, which no amount of ratiocination can afford?

It would be singular presumption, at this late day, to utter one word derogatory of the inductive method, as the normal, natural way of extending the limits of our knowledge, or transmitting to others that which is to be known. But induction means nothing, if it does not imply an intuitive perception and confident prevision of great, stable laws which God has enstamped on his universe. "O God!" says Kepler, "I think thy thoughts after thee." It is a remark of Prof. Porter, that "The language so often used that man is the *interpreter of nature*, that nature has her *methods*, her *economies*, and her favorite ways, implies that in all these judgments there is a belief in the constructive or arranging process of another mind. Even those who insist that we may not assume that there are ends or designs to be interpreted, constantly employ such language. But all inductive philosophers do assume this in their theories, their surmises and anticipations; in every *prudens questio* which they propound. The more gifted acknowledge it distinctly, and assert that they commence with the spirit of nature, and that nature whispers to them often of her secrets."

Another of our most profound thinkers thus eloquently expresses the same idea: "The inductive method sometimes called the Baconian, is commonly represented in a manner that would make the philosopher the dullest of beings, and philosophy the dullest of all drudgeries. It is merely to classify facts on a basis of comparison and abstraction—that is, to arrange a show-box and call it philosophy! No, the first and really divine work of philosophy is to generate ideas, which are then to be verified by facts or experiments. Therefore, we shall find that a certain capacity of elevation or poetic ardor is the most fruitful source of discovery. The man is raised to a pitch of insight and becomes a seer, entering into things through God's constitutive ideas, to read them as from God. For what are laws of science but ideas of God, those regulative types of thought by which God created, moves, and rules the world? Thus it is that the geometrical and mathematical truths become the prime sources

of scientific inspiration; for these are the pure intellectualities of being, and have their life in God. Accordingly an eloquent modern writer says, 'I am persuaded that many a problem of analysis of Kepler, Galileo, Newton, and Euler, and the solution of many an equation, suppose as much intuition and inspiration as the finest ode of Pindar. Those pure and incorruptible formulas which already were before the world was, that will be after it, governing throughout all time and space, being, as it were, an integral part of God, put the mathematician in profound communion with the Divine Thought. In those immutable truths he savors what is purest in the creation. He says to the worlds, like the ancient, 'Let us be silent, we shall hear the murmuring of the Gods.'"

Any other conception than this, we may rest assured, must have a damaging effect on our methods of instruction. For, if the line of discovery advances only through sensations and their associations, then that must be the normal method in which instruction should be imparted to our children. That it does not, we think, we do most confidently know. But that we may not seem to be fettered by the *inquisitio sterilis* of Bacon, let us proceed to notice how practically such detriment will result.

Fortunately here the history of the objective method can give in its own testimony. Bound up slavishly to the formula that all knowledge is based on observation, and is capable of being retraced to that source, it must soon fall into the tread-mill of mere analytical judgments, and betray its shackles in the dry round of affirming and repeating the known qualities and uses of objects. The attributes of things will be drawn out into such attenuated thinness—the anatomizing will so dissipate the life in its probings, that soon the listlessness of the children will reveal the fact that the poetry of the thing is gone. "Nothing ever comes through a process of analysis thoroughly alive." One of Pestalozzi's eminent adherents thus speaks of precisely this defect as constantly besetting his system. "Simplification was carried too far, and continued too long. The mind became so accustomed to receive knowledge divided into its most simple elements and smallest portions, that it was not prepared to embrace complicated ideas, or to make those rapid strides in investigation and conclusion, which is one of the most important results of a sound

education, and which indicates the most valuable kind of mental vigor, both for scientific purposes and for practical life."

When the fortunes of this system became subsequently attached to the theory of the associationalists, it is easy to see, this disability stood in no hopeful attitude to be relieved. As a matter of fact, the more science unfolded her stores and the greater the trophies of the wonderful era, which she seemed almost to have to herself, the more superincumbent and bigoted she became in demanding that this allied psychology should dominate and circumscribe the entire course of human culture. And as the theory of association is obviously not commensurate with all the mental processes involved in inductive reasoning; since association is not conception, and will not stand for the universal and necessary truths implicated in conception; for substance; causative energy; time and space; design, etc.; since it is a bald, negative, empty, and for aught that appears, capricious relation between sensations, we can determine beforehand that if it will take the objective method too intimately into its confidence, it will even more thoroughly settle upon it the defect in which it started. Perhaps in despair of making the special sciences the material of objective teaching, in the elementary departments of a course of instruction, the teacher, even whilst yielding his unqualified homage to the methods of science, will be postponing its demands, or suffering his exercises to go hither and thither as his whim may suggest. And such has been the case. Teachers find no encouragement in this system to give the mind of the pupil liberty, after a limited induction, to leap to its conclusions. Those conclusions we may be sure will be names, expressive of some great law of classification, or possibly of some immutable principle of order, that holds in harmony the world of matter and the world of mind. These are abstract ideas, valuable not as eternal verities—not, as Agassiz would have us believe, the *interpretation of the thoughts of the Creator*; but as the flitting *termini* of the ever shifting boundaries of human knowledge. "The thing before the name," will now mean more than ever, that the name shall have the least element of generality in it possible, lest the mind should superstitiously fix upon that as stable which is as shifting as the sands of the sea. The powers of observation will be sharpened to distinguish and define the phenomena in

their minutiae as they present themselves one after another in the panorama of flitting sensations; but the inventive faculty, the creative energy of the mind, that higher endowment of the spirit, by which it *comprehends* what it has *apprehended* into schemes of thought, archetypal of the genera and species of things, or that larger whole called the universe of God—what Coleridge so aptly designates the eisemplastic power of the intellect, can have no recognition, and of necessity no discipline, in methods which speculatively deny the reality of anything beyond the region of the senses.

How much of genuine culture shall in this way go by default, and how fearfully unnatural and abnormal the resulting one-sided development must be, we can well imagine, if we forecast what must ultimately be its effect on the character as well as the intellect. Mr. E. P. Whipple has seen this, and gives it a most felicitous expression, "The form and superficial qualities of objects the mind perceives; their life and spirit it conceives. Only what the mind conceives, it assimilates and draws into its own life;—intellectual conception indicating a penetrating vision into the heart of things, through a fierce, firm, exertion of vital, creative force. In this distinction between perception and conception we have a principle which accounts for the limited degree in which so many persons grow in intelligence and character."

We cannot now trace the history of this movement with reference to its very noticeable disparagement of all forms of religious instruction whatever; suffice it to say, that, keeping always before it, in theory and aim, the one ambition of being what its name imports, "the Method of Nature," it will, in all stages of it, look with discountenance upon the supernatural, as upon all the absolute ideas of the older metaphysics. As science pushes forward for the chief places in the curriculum of the higher institutions of learning, pressing aside the old methods of culture in which God, and the self-active, immortal soul, are held as legitimate subjects for the insight of Reason, it will likely be Science baptized with Comte's spirit of abhorrence of final causes, or under the flush of Darwin's supposed vanquishments in this field of priestly superstition. That which was felt in an early day to be an incubus on the methods of Pestalozzi, has only tightened its grasp and become more desperately exclusive

of all material specially religious, in the scientific methods which now assume practically to absorb the pedagogics of this century. How like a prophecy do these strictures made upon the labors of Pestalozzi, by one of his admirers, thirty-three years ago, come home to us now, as the evil indicated is assuming among us a more serious and formidable aspect than ever. "But above all, it is to be regretted that in reference to religious education, he fell into an important error of his predecessors. His too exclusive attention to mathematical and scientific subjects, tended like the system of Basedow to give his pupils the habit of undervaluing historical evidence, and of demanding rational demonstration for every truth, or of requiring the evidence of their senses, or something analogous to it, to which they were constantly called to appeal in their studies of natural history." In the hands of John Stuart Mill, and Huxley, who assume more particularly, in our day, to give character and direction to our methods of instruction, this fearful defect must become more hopelessly fastened upon the system, for the former does not scruple to avow that "we know of no world but matter, and in this we do not find God;" and the latter, in spite of his deference to the common modes of thinking, and his elite coquetry of the ordinary forms of religious consciousness, sets up his materialistic formulas as the valid standards of religion, and plainly indicates that she shall come to her goal only when she shall see the necessity "of cherishing the noblest and most human of man's emotions, by worship 'for the most part of the silent sort,' at the altar of the Unknown and Unknowable."

As, however, my object is to reclaim the system from the one-sided and fatally partial and crippled condition, in which it must linger, so long as it is theoretically narrowed to the intuition of the sense, I must not detain on this religious, or rather irreligious feature of it, as it will be seen to be readily referable to the same general want of scope, to which all its other disabilities are equally due. The system wants *scope*, and these suggestions are intended only as indicating the direction in which a more ample field for it may be opened out.

We turn now, and finally, to the relation of the system to *language*, as furnishing perhaps the most impressive illustration of

instinct outriding logic, and practice taking forcibly what a niggardly theory denies. Pestalozzi's comprehensive formula was, "Number, Form, Language," not dreaming that his theory of a sense basis for all our knowledge must push the hither compartment of his tripartite structure out into the gulf. Karl von Raumer, a pupil of Pestalozzi, and subsequently Minister of Public Instruction in Prussia, thus justly criticises this defect in his system, "Language has nothing to do with observation. Why should I not be able to form a perfectly correct notion of an object that has no name—for instance, a newly discovered plant. Language only gives us the expression for the impression of the senses, in it is reflected the whole world of our perceptions. 'It is,' as Pestalozzi rightly observed, 'the reflex of all the impressions which Nature's entire domain has made on the human race.' But what does he go on to say? 'Therefore I make use of it, and endeavor by the guidance of its uttered sounds (in the dictation exercises which he carried to such a height in the school-room), to reproduce in the child the self-same impressions which in the human race have occasioned and formed these sounds. Great is the gift of language. It gives to the child in one moment what nature required thousands of years to give man.' " To which high eulogy on language Raumer very archly responds, catching the great Reformer off his guard, and convicting him of a very grave error in philosophy, and a most downright contradiction of his own reiterated principles, "In that case every child would be a rich heir of antiquity, without the trouble of acquisition; words would be current notes for the things they designate. But both nature and history protest against payment in such currency, and give only to him that hath. Does not Pestalozzi repeatedly protest against this very thing? 'The Christian people of our quarter of the world,' he says, 'have sunk into these depths, because in their lower school establishments the mind has been loaded with a burden of empty words, which has not only effaced the impressions of nature, but has even destroyed the inward susceptibility for such impressions.'"

Thus we find the great Reformer in the awkward predicament of advocating and denouncing language at one and the same time. The reason is—"he builded wiser than he knew." It is a clear proof, among many others, that Pestalozzi's psychological principles

were not broad enough for the great reform he would inaugurate. Words are only the symbols of thought, the record the mind makes of the impressions of the senses, and we may be allowed to add, of those spiritual states which are supplied from within to co-ordinate these impressions. Language, then, is supersensible in its origin. If it be referable, as I conceive it must, to a linguistic instinct down deep in the constitution of the human mind, equally capable of culture, and having as wide an application in practical life as any power acknowledged among the scientists, then here is a vast field which the "New Education," with its present psychological limitations, cannot consistently enter. Huxley bows patronizingly to literature and the "classics" as providing material for philological researches, and, in its ancient historical monuments, furnishing "a great section of the paleontology of man." "Do not expect me to depreciate the earnest and enlightened pursuit of classical learning. I have the same double respect for it (classical history) as for other kinds of paleontology—that is to say, a respect for the facts which it establishes as for all facts, and a still greater respect for it as a preparation for the discovery of a law of progress." And so, in his view, the classics have no appreciable value beyond their capability of being the convenient servitors of science. Of course all refined culture and erudition, as we have been accustomed to conceive them, as sources of esthetic revelations, as hints of high possibilities for the soul, other than those which grovel with the senses, as repertoires of poetry and exalted sentiment, and as adapted, in their study, to secure as available a practical discipline as can be had from any of the physical sciences, can have no such reckoning in his estimate. Philology and paleontology, although by no means insignificant uses to which these studies may be put, are, in the judgment of those who have drunk deepest in their fountains, comparatively the obsequious vassals, the outside sentinels of the refined culture that holds its reign within.

It is precisely at this point that our intuitional philosophy will find its fullest and most irrefutable confirmation. For obviously here is a faculty and a product that cannot be referred to sensation at all. What is that instinct that makes a record in words of the volatile impressions, and states which flash and flit with such incontinent haste

over the illuminated canvas of the soul. I, a mere possibility of sensations! how can I, as being a possibility, have eyes, that I should assume to detain these evanishing phenomena before my inner seeing; or, having seen, why should I ever have the impulse to make a record of them in so fleeting a substance as the escaping breath, or in the unmeaning symbols of lines and dots. Is there not something here other than that which is capable of being built up by outside stimuli and "reflex action," either of body or mind,—something transcendental—something which, if we could but see it aright, is evermore pointing us, with a thousand indices, to the Infinity beyond.

Nothing ever so belied the human consciousness as the popular adage, "There is nothing in a name." There is everything in a name; and as every common name stands for a concept, to use again the terminology of the schools, it will be found that its simple utterance on the tongue is concluded testimony of science begun. The common name is the name of a class, says the school-boy, without being aware of the immense reach of his definition. The class, as previously intimated, is represented in the mind by a general scheme of thought, answering, in its outermost limits, as we believe, to some definite divine conception, in accordance with which things were made. Omitting now the processes of abstraction and generalization, and whatever other mental exercise is common to this general scheme of thought in the mind, it is a matter of tremendous, practical moment to the educator to know that the name is a symbol of far-reaching and varying power in the economy of the mind. It will be so in all methods of instruction. Words are like buckets let down into a well: if drawn up hastily they will be delivered to us empty, but if suffered to sink into the measureless abysses of feeling, they will come up brimming full with their prodigal draughts of meaning.

Two noticeable grand results the mind accomplishes for itself, when it posits its conceptions in words. It holds the thought steady at the point of discovery at which it has arrived, until it has time to reach out into other and ampler fields; and then, secondly, it makes the word a symbol, a pictured image, in which the soul may play forth all the infinitude of its experience and feeling. In the

one case the conception embalmed in a name (the name itself, Mr. Mill flatly suggests) is a ground-plot for the reactions of thought in its scientific investigations; in the other it scorns all scientific limitations, and becomes a plummet let down into soundless seas. Hear Pres. Porter on this point: "The reason why thought requires such an instrument and assistant as language, is, that the objects of thinking are generalized objects, and to such objects there are and can be no realities actually existing." No conforming outward objects are there, but a co-related objective law there evidently is. The witness I wish to get from this definition is, that the word is ever more a kind of *logos* stretching out its brooding wings upon a region of things to which science can only absurdly claim an exclusive right, and where the productive imagination has an ample theater for its creations. Every name embodies a law, but in its application to the manifold workings of the law, especially if it opens out a vista into spiritual, moral, and social facts and events, what a sweep it affords for other faculties than those which drudge among the enameled skeletons of classification and use.

The word "man" for example, how stupid to shut down the conception conveyed by it, to just such representations as may be made of him in physiology, chemistry, political economy, and whatever other science professes definitely to determine his nature and wants. Farewell then to literature, the fine arts, poetry and song. The providences and prophecies of the Bible, the dramas of Shakespeare, the play revels of genius, the gleanings of mystery, the soundings of those measureless seas upon which the soul looks out with a serene interest or holy tranquility, these, in so far as they cannot be made to tally with the First Principles or Biological formulas of Spencer and Huxley must not be held as legitimate meanings for the name, or as indicating a valid want in our educational schemes. We cannot so think. The imagination is called *creative*, says Pres. Porter, "because there is no counterpart in nature from which its objects and products are literally transcribed or copied;" and the workings of this faculty are manifest here in this most elementary of all scientific processes, the giving of a name. Language is, thus Nature's harbinger, going in advance to make the way clear for this vision and faculty divine, the creative imagination of man.

Now it seems clear that when the objective method abducts the name, and then narrows it in significations to purely scientific uses, it is unnecessarily debasing itself, both in the stealth of its proceedings, and in the self-assumed leanness of its theory. Why not give room for the creative imagination of the child through these vast avenues which language opens out? Nature invites; it is Nature's method that it should be so. The child lives not exclusively in the senses, but, O how largely, in an ideal world of its own creating. The little urchin that obstructs your way on the sidewalk, makes a ludicrous figure enough—pantaloon tattered and patched, eyes peering through the rim of his hat, limbs exposed to the bleak winds of winter. But he has a tin trumpet in his mouth, and he is abroad on the adventures of his holiday revel. How is Nature training that boy? The snow is on the ground, and far upward in the illimitable distance, the crystal heavens are lifting their concave of blue. How wide of the mark your speculations will be, if you imagine that the curiosity to know is the impulse principally active in that child. No, he has his pastime in an ideal world of his own creation, of which the snow, and the heavens, and the monotonous screeching of his tin trumpet, are but the suggestive symbols, wherein also he has the company of yourself, though you may not suspect it—and of poets, and orators, and philosophers, and all great leaders and prominent characters of the world. He lives in his ideals, and so do you. And as he would not now think of turning away from these for any effort to make him understand the crystalline structure of a snowflake, or the laws of vision, or the adjustments of harmony, such as would bring out the most ravishing music to the ear—not even for the remorseless frost that is biting at his legs; so, it were well to remember, neither would you, even after science has brought you indefinitely onward in your way.

If all knowledge must be scientific in form, and imparted in this shape to children for the sharpening of their faculties, and for the utilitarian ends of complete living in this world, as we hear now every day to our surfeit, then the art-faculty, the play-impulse, the creative imagination in the child, and in the grown person as well, must have no recognition in our system, and poetry, and history, be

pressed quite beyond the pale of our schools. And yet, if our divining be right, this very play-impulse, this art-faculty of the child, this capacity with which he is endowed of creating his ideals, and living evermore toward them, is one of the royal insignia of his free personality, which shows him to be a creature not under the conditions of nature. The child is a *person*, and having so described him, we have fixed upon a point in which he is greater than nature, capable, at last, under the refinements of culture, of constructing forms and ideals, more perfect than are found anywhere in the realm of matter. He plays with his ideals; so do you; because, simply, it is the best definition philosophy can find of a free personality, that it is capable of finding ends of complacency, as well as of hard work in the world. Down under the whip of utility man's greatness does not appear. Preparation for practical life! how is it best secured? By some formal regime in which the pupil's powers of observation are sharpened, and his skill in conducting inductive and deductive processes of reasoning developed; or, by affording him such routes of culture as will secure him a sense of his free personality and inherent superiority over nature, as an abiding presence. Science itself taught, under the tutelage of this philosophy, will minister to this end in the same way as those studies for which we plead, which work their results through the creative imagination and symbol.

By all means preserve and shelter for the pupil the sentiment, that however he must shrink, in comparison with the Infinite, to the dimensions of a mere mote floating in a sunbeam, he is nevertheless superior to Nature, and is sent forth on a mission of mastering her forces; for which you may have daily and hourly monitors in the rollicking play, and ubiquitous mirth of the children, and the stealth with which the excitements of fiction are sought. Bacon, the patron saint of the scientists, has given this thought a most felicitous expression:

"The use of this feigned history hath been to give some shadow of satisfaction to the mind of man in those points wherein the nature of things doth deny it, *the world being in proportion inferior to the soul*; by reason whereof there is, agreeable to the spirit of man, a more ample greatness, a more exact goodness, and a more absolute variety, than can be found in the nature of things. Therefore, because

the acts or events of true history have not that magnitude which satisfieth the mind of man, poesy feigneth acts and events greater and more heroic; because true history propoundeth the successes and issues of actions not so agreeable, to the merits of virtue, and vice, therefore poesy feigns them more just in retribution, and more according to revealed providence; because true history representeth actions and events more ordinary and less interchanged, therefore poesy endueth them with more rareness and more unexpected and alternative variations: so as it appeareth that poesy serveth and conferreth to magnanimity, morality, and to delectation. And therefore it was ever-thought to have some participation of divineness, &c."

Now the objective method lifted to this higher plane of theory, and with perhaps the christening of a more expressive name, will compass all the grandest results of the completest culture. The world with which sensation is concerned, and with the forces of which our life here is to be an unintermitting battle, will be always present as an irrepresible element in every method of instruction that it is possible to devise; but it will be there as *science* and *symbol*, as the source whence our lower intuitions are *derived*, but also a terra firma for the reactions of intuitions which are infinitely higher in their origin. Entering the school-room it will devolve specially on the teacher to manage his instructions so that their objective materials shall come to the child with such rigid, inductive lines, as the best drill of his powers of observation will require, but by no means hampered as to the measures of impression which, as *symbol*, they are adapted to convey. There is a great work to be accomplished for the teacher in this direction, when a competent hand can be induced to the task, in supplementing object lessons with a text-book service analogous to that which Tyndall and Huxley find themselves unwittingly discharging when they aim, in a popular form, to bring the results of their scientific researches within the ken of unscientific people. Object lessons must be "popularized," so to speak, for the children. All the properties of some sensible object having been drawn out by the keenest and most sagacious analysis; the unknown element having glinted to their view from a point immediately beyond the horizon of the known, the effect of the discovery may be carried how incalculably deeper, by some reading or singing lesson, where

the dry facts are suffused with the charm of imagery, and transfigured with the strange enchantment of story and of song. The inquisitive mind having ascended through analysis from the concrete to the abstract, attaining there its results in the "dry light" of the understanding, will be refreshed and quickened, how beyond all calculation, by placing them again in such new concrete relations as will afford an arena for the higher intuitions to engage in their play. We are most sanguine in our belief that we have touched here upon the radical defect of the system. Happily, Frederick Froebel's Kindergarten system, as represented by his eminent living disciple, Baroness von Marenholtz-Buelow, has struck out in this line of pedagogical research and reform, and toward it we look with an interest that can be measured only by the absorbing importance of the theme.

FROEBEL'S KINDERGARTEN SYSTEM.

In Germany and other European countries, where this system has been tested, the most gratifying results have been witnessed, and it is earnestly commended to the American public, as a scheme of primary instruction superior to every other now in use. The fact that these sanguine reports continue to reach us from a country where education has been exalted to a fine art, and with no abatement of enthusiasm as to unprecedented success, is evidence enough that the alleged discoveries of Frederick Froebel deserve an impartial investigation at the hands of the teaching community on this side of the water. We have been at the pains of putting ourselves in direct communication with the greatest living representative and expounder of this system, Bertha von Marenholtz-Buelow, the disciple and collaborer of Froebel himself, and from a disquisition of hers, received from her own hands, we are able to make the following representations of the system.

Briefly stated the Kindergarten system consists in making the child's play the instrument of its largest culture. It had always been noticed that the earliest years of human life were devoted to play, but instead of finding in this fact an exemplification of Nature's method of training the child, and getting from it a clue to some just and adequate system for the development of its powers, it was thought to be

an obstructing element in the way of all efficient instruction, and from the first, therefore, to be held in the most rigid check. Froebel taught that what Nature is striving to do in the plays of the children, it is the business of the teacher's art to take up and foster. True culture should idealize Nature. Let the play be organized and reduced to some sort of intelligent system, arranged with reference to certain inherent capabilities of human nature, which are expressing themselves always and fully, in the endlessly varied amusements of the little ones, and which are in this way struggling toward the more enlarged and rational exercise they should attain in manhood; let Nature's intent be apprehended, and the arts of education be brought in to accomplish intelligently that which Nature in a blind way is always aiming to effect, namely, to make the free activity of the child the instrument of its highest development and culture; in this way the Kindergarten movement would avoid the unnatural and sometimes appalling injuries inflicted by current methods on the tender intellect of childhood, and, as nearly as may be, insure its orderly and symmetrical development.

Frederick Froebel's title to the rank of a genuine reformer in educational principles is two-fold; first, having studied most profoundly the plays of childhood, he announces certain theoretical discoveries as to their significance; and second, he professes to have invented a system of rationally arranged Kindergarten appliances, which at once verify these discoveries and realize his most sanguine expectations as to normal, practical results, in the department of primary education. A just judgment as to the soundness of this claim would require what unhappily is thus far denied us in this country, the privilege of witnessing a Kindergarten in full and efficient operation. Meantime, we may note the alleged discoveries of this great German educator with reference to the significance of play, and determine their accordance with what we know of childhood and the capabilities of the human race.

There are certain instincts of culture that belong to the human race as a whole, which express themselves in the free activity of children, and which, being patiently watched, may be intelligently classified and subjected to a course of systematic training and control. These instincts differ from purely animal instincts in this, that the

latter are comparatively fixed in their nature, whereas the former, in the aggregate, are a kind of *nisus* (this term most adequately expresses the German *trieb*) toward indefinite advances in improvement and culture. Human instincts strive upwards always toward spirituality, even within that range of activity, where the aim seems to be simply the gratification of the senses. They are, according to Froebel's own enumeration, *the instinct of motion*, the free activity of the child, which is comprehensively the basis for all the other instincts; *the instinct for cultivating the soil*, arising from the instinct for food and shelter, and which brings the child into intimate and loving intercourse with Nature; *the plastic and artistic instincts*, which lead to invention, drawing, music, poetry, and afterwards to the dramatic art; *the instinct for knowledge*, resulting in its higher development in science and the love of truth; *the social instinct*; and finally, *the religious instinct*.

Our limited space will permit only brief extracts from the above named treatise of Baroness Marenholtz-Buelow.

First. From her remarks on the instinct of motion:

"The first and most universal impulse, after that of a desire for food, which manifests itself in all children, is the instinct of motion. The kicking and fighting the air with the arms and legs, is followed later by running, jumping, skipping and climbing. This is invariably the case with all healthy children, as everybody knows. It is certainly not necessary to look very far in order to apprehend the purpose which nature has in view in all this. The development of the limbs and of the bodily forces in general, depends on motion. And out of voluntary motion there gradually arises intelligent activity, which aims at the securing of an end. In the manner indicated, all instincts find expression in one that is quite universal, namely the instinct of activity which is more or less the repeated expression of all.

Without activity life would cease, no object of human civilization could exist. The first and most important requisite of education is undoubtedly *the fostering care of the instinct of activity in general*. This care, if considered merely in the sense of bodily development and education, appears as a gymnastic. In the Kindergarten it is the movement play which answers to this want."

Second. The instinct for tilling the soil is next in order. On this point our author has the following suggestions:

"The instinct to till the soil is certainly one of the earliest awakened instincts of culture, inasmuch as on it depends the supply of food appropriate for man. Now, this instinct no sooner shows itself in the child, than it is suppressed. 'You must not soil your hands!' is the first commandment of the mother's catechism. And how rarely for city children is there even an opportunity for indulgence in a propensity which frequently leads the children of the street to the gutter for want of a more favored place.

How unfortunate that we do not realize the wrong inflicted in not nurturing this instinct to say nothing of suppressing it. The suppression of any natural and proper instinct, leads to a deviation from the normal development of the individual, but in this particular case what is checked is the best and most appropriate means for the earliest culture of the heart, one that can not be supplied by any other. The principal means to exercise a salutary influence on the mind and heart of the child consists—next to the influence of love in the family circle—in this, that the child is made susceptible to the impressions of nature. This can only be done, in the first place, by exposing it to her influences in general, and by allowing it to occupy itself with her products. For it is only that with which the child is occupied, what it takes hold of and fashions with its own hands that can durably engage its attention.

However insignificant this digging in the sand, this making of little gardens may be, it forms the beginning, the first starting point to turn the attention to the products of the soil and to awaken the taste for its cultivation—sowing and planting. If this taste or inclination is disregarded, it is soon lost entirely, and every force not used, every activity impeded adds to the inertia of the body, which in the form of laziness, besets both children and adults. This is the negative damage.

The positive damage consists in this, that the real observation of nature, this first great teacher of man, is lost for the age of childhood, and her objects being only superficially received leave no lasting impression behind. The child that has been denied these advantages

may still cull flowers and collect this or that, but all will remain mere play and will not lead to an earnest investigation of things.

How different, when the child takes care of its own little flower-bed in the garden, when it learns how to dig, to rake and to water, and eagerly and impatiently waits for the opening of the buds, plucks in blissful delight its own flowers in order to bring them joyfully to its mother. When it learns to watch the phenomena of each season, as it passes the sprouting of the newly sown grain, the little birds in their nests, the bees in the hive, the caterpillars and beetles, the ripening fruit and the drooping ear of the grain—the whole household of kind mother nature—these profit the child far more than books and school. But we must have it work and toil with its own hands and strength, if we wish its whole soul to become interested in the study of the wonders of creation.²⁷

Third. On the plastic and artistic instincts the following remarks are extracted:

“With the first pressure of the child’s hand the instinct for making forms is aroused—the instinct of labor, or, if the expression be preferred, the plastic instinct. Its highest object is to transform the products of nature into products of culture. This plastic instinct is in an especial sense an instinct for culture.

Very little, indeed, has hitherto been done to educate the hand in the earliest years. And yet this is the very time at which it can be successfully done, because the flexibility and softness of the young limbs fit them to be easily trained to facile movements. Any one who will observe carefully can not fail to note the superior structure of the hand in children, about the age of twelve years, who have enjoyed a careful training by their parents and teachers, and whose activity has been intelligently directed at an early age, as contrasted with the hand of the little heathen of the street, which have lacked even the most imperfect material for manual practice, and that are obliged in later years to struggle often in vain with their stiff and crooked fingers for a higher dexterity in hand-work.

Since Froebel’s system of education is based on activity, a self-activity in shaping and producing, an early training of the hand is naturally its first requisite.

The Kindergarten meets the formative instinct of the child on

all sides. Building and shaping is going on in an infinite variety of ways and in all sorts of material, and always in the order pointed out by the history of civilization. Not only dwellings and utensils are formed, attention is also paid to elementary weaving and the sewing of soft fabrics, somewhat in the style which may have been required by our ancestors. By means of a kind of coarse weaving certain fabrics are produced that resemble somewhat the cloaks woven out of reeds and bark by the New Zealanders; and, in a gradual progress of work, the patterns rise to the artistic tissues of the present time. The working in paper,—folding, cutting, &c., furnishes an opportunity to practice numberless artifices of the hand, which are necessary not only for the making of articles of clothing, but which prepare the way for dexterity in all kinds of hand-work. Generally speaking, the hand is trained along with the senses for all kind of technical skill, such as is required not only in the avocations of the future artisan, but is also an indispensable qualification for every practical pursuit. This constitutes at the same time a formal introduction to the industrial arts.

The advantage to be gained for general culture from an early acquired habit of labor is still too much overlooked, and, for the most part only the idea of mere hand dexterity suggests itself. And yet the lower classes owe their much praised, practical good sense more particularly to their occupations, the technical experiences of which furnish them with a concrete basis for forming correct opinions.

The greatest benefit resulting from the child’s labor, and one that cannot be supplied by anything else, consists, however, in its moral influence. The early qualification, the habit and love for work are real guardian angels of childhood and youth, while they may possibly constitute a guaranty against future impoverishment. The life of the child must begin with the performance of duty, if its future course in life is to be a truly moral one. The performance of duty demands, however, the qualification for the performance of work; and to secure such a qualification in the earliest years of childhood, is the principal object of the Kindergarten.

The intended result would, however, fail to be reached by merely mechanical labor—by occupations forced on the child. Only that which pleases the child, which charms its imagination and awakens

its feelings, can secure the full moral gain. The child must be self-active in the fullest sense of the word; its whole soul must be engaged in the work of its hands. This can be the case only when it produces something that gives it pleasure, when it really creates something by its activity. And it is here that we find the characteristic and grandly ingenious peculiarity of Froebel's means of affording occupation for children, namely, in their making possible beforehand a creative production, adapted to the powers of the early years, that they unfold the first little germs of creative genius in the human spirit—that they awaken the inventive power of the young mind, make the creation of original production take the place of mere imitation. However small and insignificant these works may be, they nevertheless bear the impress of an individual peculiarity in a process of training, because they are the result of personal mechanism.

Precisely that side which is generally attacked by critics adverse to the cause of the Kindergarten, presents its highest value. It is falsely assumed that Froebel offers every child the same prepared material, with the same directions for use, thereby compelling all pupils to produce quite the same anticipated and prescribed results, and thus fettering the manifestations of individual character. The very reverse of this takes place. Inasmuch as the children receive only the material, not ready-made objects, they are allowed to fashion the material, that is to transform it, according to their personal choice within the limits existing in the nature of the material. But this transformation, if carried on entirely at random, would make any regular formation impossible, or would abandon it entirely to chance.

Every invention is based on the application of rules, no matter how unconsciously or voluntarily the application of these rules may take place. The inventor frequently, it is true, owes much to chance, but he must be conscious of his manner of proceeding, if he wishes to repeat it with certainty and to communicate it to others. Now, the consciousness as to the manner and kind of his process consists in his ability to reduce a series of continually repeated facts, operations of the hand and activities in general, to certain rules by which they are governed. In a word, it is the laws of his process that must be clear to him. Whatever may be the object of his invention, for the success of a repetition of the attempts that precede his production,

it is necessary that the rules applied in these attempts should be distinctly recognized.

Even the freest creation of art cannot do without the application of rules. Each one requires, in spite of all freedom, a definite, technical process for the realization of the products of imagination.

Education can oppose no more effective barrier to the degeneration of instincts into sensual passions than the joy of the beautiful, the creation of the beautiful. The human soul is so constituted that it must have its appropriate gratifications; it will find them in the dust, in coarse, sensual enjoyments—or in the enjoyment of the ideal. On this account the sanctuary of art cannot be too early thrown open to youth. We know that the rudeness and barbarism of the early ages of the human race were subdued by the religious care of the beautiful, which spiritualized the phenomena of the visible world."

Fourth. Another profound instinct in human nature, is the desire for knowledge; and upon it and the relation of the Kindergarten methods to it, we make the following brief extracts:

"The instinct for the beautiful naturally takes precedence of the desire for knowledge. The lack of means to satisfy the latter results at this age in the too exclusive development of the idealistic tendency in the child's mind, by which the full exercise of its voluntary powers is obstructed in acquiring what is ordinarily called common sense.

On what then is sound common sense based? Evidently on a clear, healthy view of things apprehensible to the senses. It is for this very reason, that the child should be made acquainted with such tangible things, and taught how to use them, precisely as is done in the methods of the Kindergarten."

Fifth. Association in communities is another recognized instinct in human nature:

"The characteristic peculiarity of our time, is undoubtedly the instinct of association, which is rapidly tending to control everything. Nearly all the material interests of society demand the association of several individuals, in order to be successful and profitable. As yet, unfortunately, the higher ideal interests are neglected, at least the moral ones, although the sciences are beginning to make use of the principle of association also for their ends, as is proven

by the steadily increasing regular meetings of their representatives. It is for the coming generation to exalt society through association to a condition of fraternization and perfection not yet attained.

It is an imperative demand of the times to educate the young more than was formerly done, for life or action in the more extended circles of society, for the fulfillment of duties as members of larger communities than the family, in short, for public life in all its relations.

If this is to succeed in fact, then the opportunity of being in society should be furnished to childhood; that is, not, as may be supposed by some, the mere being together of children inside and outside of the family, but assembling them in a community arranged for the purpose.

Such an association is the highest object of the Kindergarten, and gives it a peculiar adaptation to the present time. It is an entirely erroneous view that the education of the Kindergarten withdraws and estranges the child from the family. It should be considered that the purely dietetic necessities of the child require daily exercise for several hours in the open air, which may be spent in public parks and other places of out-door resort. The parents' home in crowded cities rarely affords the pleasant appendage of a garden, much less that of a park. Nor is it possible even for the most careful mother to devote the whole day exclusively to a large family of children since still other duties claim her attention. The Kindergarten, therefore, meets a very urgent want by bringing the children, while affording them at the same time fresh air and exercise, into a community of an educational character, that removes them on the one hand from the injurious exposure of street-life, on the other from the society of servants.

Sixth. In the paragraph that follows, it will be seen that the system makes ample provision for the religious culture of the child; and that the objection brought against it in its early history as defective in this particular, is utterly unfounded. After the author speaks of the happy effect of having children associated with each other in the Kindergarten to acquire self-knowledge, &c., she says:—

“In such a manner the proper opportunity will also be afforded for the development of the highest instinct of the human soul—the

religious instinct—or, as Froebel says, the instinct which impels us to seek union with God. For it is only from the love of our fellow-men that the love toward God can arise.

In his cradle songs and lullabies, Froebel offers to mothers a manual for the training of infants during their first years, in order that they may learn properly to foster the instincts of the child, and especially to understand its first religious emotions. Almost every one of the examples contained in the book, points directly or indirectly to God, the creator of all things. The deepest and most central idea of Froebel's method of education—in the family as well as in the Kindergarten, is religion, as being the highest and holiest want of the human soul. To learn to seek and find God, to this end everything and all things are made to serve.

Froebel himself expresses this in the following words: ‘Faith in God, firm and confiding faith has been lost by mankind. It is the aim of the Kindergarten to re-awaken it in the souls of the young, in order that the coming generations may again be the children of God.

The first condition to awaken faith and piety in a child, is the mother's own piety. It is only when she herself possesses religion, that she can awaken the divine spark in the heart of the child. In Froebel's Cradle-songs he points out the means by which may be produced in the babe, the first awakening of a religious presentiment. These means, in themselves insignificant, are the folding of the little hands in order to image by this gesture of devotion the act of prayer, till the child itself can pronounce it. The devotions of the mother, performed at the cradle of the child, are to affect the latter directly, though unconsciously, before it can take any part in them. Simple choral melodies should be sung at the cradle, and gradually lead from the merely sensuous perceptions of sound to sensations of a higher order. * * * * *

Froebel on the basis of the principles above adduced, attaches also great importance to the garden, and calls his institution, not merely in a symbolical sense, Kindergarten. The garden is for the child free nature within circumscribed limits, in which it is not only to grow, by means of the impressions of beauty, by loving painstaking, for the useful and the good, into a vigorous morality, but where its soul is

likewise to be unfolded to the earliest emotions of piety. If the young soul of the child has not taken into itself God the Creator, through his wonderful works in nature, it will not easily at a later period receive God as taught it from books."

CITY HIGH SCHOOLS.

At present Iowa has forty High Schools connected with its two hundred and eighty-nine graded schools, of which twenty-three have well defined courses of study. Seventeen of the independent districts are employing superintendents for their public schools. Ten of these devote a part of their time to teaching, and seven give all their attention to the work of superintending; and of the latter, two receive salaries of \$1,200 each, three \$1,500 each, one \$1,800, and one \$2,500 per annum. There is only one large city in the State whose schools are without the services of a capable superintendent. Every year the people's interest in these home educational institutions is increasing. During the last two years I have known fifteen of these to extend their courses of study and teaching force. For the patrons have learned that setting aside all the superior moral and social benefits which their children may enjoy under their own parental guidance, in comparison with any associations or influences to be had away from home, there is still the question of financial economy to be considered. The tuition of the High School may even reach the sum of \$50 or \$60 per annum, and yet it will be from \$100 to \$200 less per pupil than if the children were sent to schools away from home.

At the last State Teacher's Association the following courses of study were unanimously adopted for the High Schools of the State:

1. COURSE OF STUDIES FOR HIGH SCHOOLS.

FIRST YEAR.

FIRST TERM—Sixteen Weeks.—Elementary Algebra; English Grammar and Analysis; Natural Philosophy—fifteen lessons per week of one hour each. Drawing and writing, alternate with Music and Elocution—ten lessons per week of three-quarters of an hour each.

SECOND TERM—Twelve Weeks.—Elementary Algebra; English Composition; Natural Philosophy—fifteen lessons per week of one hour each. Drawing and Writing, alternate with Music and Elocution—ten lessons per week of three-quarters of an hour each.

THIRD TERM—Twelve Weeks.—Elementary Algebra; English Composition and Rhetoric; Physiology—fifteen lessons per week of one hour each. Drawing and Writing, alternate with Music and Elocution—ten lessons per week of three-quarters of an hour each.

SECOND YEAR.

FIRST TERM—Sixteen Weeks.—Higher Arithmetic; Rhetoric and Composition; Chemistry—fifteen lessons per week of one hour each. Drawing and Book-keeping, alternate with Music and Elocution—ten lessons per week of three-quarters of an hour each.

SECOND TERM—Twelve Weeks.—Geometry; English Composition and Literature; Chemistry—fifteen lessons per week of one hour each. Drawing and Book-keeping, alternate with Music and Elocution—ten lessons per week of three-quarters of an hour each.

THIRD TERM—Twelve Weeks.—Geometry; Botany; Modern History and its Philosophy—fifteen lessons per week of one hour each. Drawing and Book-keeping, alternate with Music and Elocution—ten lessons per week of three-quarters of an hour each.

In addition to the branches here given, if possible, there should be daily exercises of twenty minutes in English Composition; also at least ten minutes in Free Gymnastics.

II. COURSE OF STUDIES FOR HIGH SCHOOLS.

FIRST YEAR.

FIRST TERM.—Sixteen Weeks.—Arithmetic, Higher or Common; English Grammar and Analysis; Botany and Natural Philosophy—fifteen lessons per week of one hour each. Drawing and Writing, alternate with Music and Elocution—ten lessons per week of three-quarters of an hour each.

SECOND TERM.—Twelve Weeks.—Elementary Algebra; Latin and Composition, or German and Composition; Natural Philosophy; Natural History of Animals—fifteen lessons per week of one hour each. Drawing and Writing, alternate with Music and Elocution—ten lessons per week of three-quarters of an hour each.

THIRD TERM.—Twelve Weeks.—Elementary Algebra; Latin and Composition, or German and Composition; Natural Philosophy; Physiology—fifteen lessons per week of one hour each. Drawing and Writing, alternate with Music and Elocution—ten lessons per week of three-quarters of an hour each.

SECOND YEAR.

FIRST TERM.—Sixteen Weeks.—Elementary Algebra; Latin and Composition or German and Composition; Physical Geography—fifteen lessons per week of

one hour each. Drawing and Writing, alternate with Music and Composition—ten lessons per week of three-quarters of an hour each.

SECOND TERM—*Twelve Weeks.*—Geometry; Latin and Composition, or German and Composition; Modern History and its Philosophy—fifteen lessons per week of one hour each. Writing and Drawing, alternate with Music and Elocution—ten lessons per week of three-quarters of an hour each.

THIRD TERM—*Twelve Weeks.*—Geometry; Latin and Composition, or German and Composition; Modern History and its Philosophy—fifteen lessons per week of one hour each. Writing and Drawing, alternate with Music and Elocution—ten lessons per week of three-quarters of an hour each.

THIRD YEAR.

FIRST TERM—*Sixteen Weeks.*—Geometry; Latin and Composition; Greek and Composition, alternate; or German and French, alternate; Chemistry—fifteen lessons per week of one hour each. Writing and Drawing, alternate with Music and Elocution—ten lessons per week of three-quarters of an hour each.

SECOND TERM—*Twelve Weeks.*—Trigonometry; Latin and Composition, or Greek and Composition, alternate, or German and French, alternate; Chemistry—fifteen lessons per week of one hour each. Book-keeping and Drawing, alternate with Music and Elocution—ten lessons per week of three-quarters of an hour each.

THIRD TERM—*Twelve Weeks.*—Astronomy; Latin and Composition, or Greek and Composition, alternate; or German and French, alternate; Physiology—fifteen lessons per week of one hour each. Book-keeping and Drawing, alternate with Music and Elocution—ten lessons per week of three-quarters of an hour each.

In addition to the branches here given, if possible, there should be daily exercises of twenty minutes in English Composition, also at least ten minutes in free Gymnastics.

III. COURSE OF STUDY FOR HIGH SCHOOLS.

FIRST YEAR.

FIRST TERM—*Sixteen Weeks.*—Common Arithmetic and Elementary Algebra, alternate; English Grammar and Analysis; Natural Philosophy—fifteen lessons per week of one hour each. Writing and Drawing, alternate with Music and Elocution—ten lessons per week of three-quarters of an hour each.

SECOND TERM—*Twelve Weeks.*—Higher Arithmetic and Elementary Algebra, alternate; Rhetoric, Analysis, and Composition; Natural Philosophy—fifteen lessons per week of one hour each. Writing and Drawing, alternate with Music and Elocution—ten lessons per week of three-quarters of an hour each.

THIRD TERM—*Twelve Weeks.*—Higher Arithmetic and Elementary Algebra, Rhetoric, Analysis, and Composition; Natural Philosophy—fifteen lessons per week of one hour each. Drawing and Writing alternate with Music and Elocution—ten lessons per week of three-quarters of an hour each.

SECOND YEAR.

FIRST TERM—*Sixteen Weeks.*—Higher Algebra, Latin and Composition, or German and Composition; Anatomy, Physiology, and Hygiene—fifteen lessons per week of one hour each. Drawing and Book-Keeping, alternate with Music and Elocution—ten lessons per week of three-quarters of an hour each.

SECOND TERM—*Twelve Weeks.*—Higher Algebra; Latin and Composition, or German and Composition; Anatomy, Physiology, and Hygiene—fifteen lessons per week of one hour each. Drawing and Book-Keeping, alternate with Music and Elocution—ten lessons per week of three-quarters of an hour each.

THIRD TERM—*Twelve Weeks.*—Geometry; Latin and Composition, or German and Composition; Natural History of Animals—fifteen lessons per week of one hour each. Drawing and Book-Keeping, alternate with Music and Elocution—ten lessons per week of three-quarters of an hour each.

THIRD YEAR.

FIRST TERM—*Sixteen Weeks.*—Geometry, Latin and Composition and Greek and Composition, alternate, or German and French; Modern History and its Philosophy—fifteen lessons per week of one hour each. Drawing and English Composition, alternate with Music and Elocution—ten lessons per week of three-quarters of an hour each.

SECOND TERM—*Twelve Weeks.*—Geometry; Latin and Composition and Greek and Composition, alternate, or German and French, etc.; Modern History and its Philosophy—fifteen lessons per week of one hour each. Drawing and English Composition, alternate with Music and Elocution—ten lessons per week of three-quarters of an hour each.

THIRD TERM—*Twelve Weeks.*—Trigonometry; Latin and Composition and Greek and Composition, alternate with German and French, etc.; Botany—fifteen lessons per week of one hour each. Drawing and English Composition, alternate with Music and Elocution—ten lessons per week of three-quarters of an hour each.

FOURTH YEAR.

FIRST TERM—*Sixteen Weeks.*—Astronomy; Latin and Composition and Greek and Composition, alternate, or German and French, etc.; Chemistry—fifteen lessons per week of one hour each. Drawing and English Composition, alternate with Music and Elocution—ten lessons per week of three-quarters of an hour each.

SECOND TERM—*Twelve Weeks.*—Mental Philosophy; Latin and Composition and Greek and Composition, alternate, or German and French, etc.; Chemistry—fifteen lessons per week of one hour each. Elements of Geology—ten lessons per week of three-quarters of an hour each.

THIRD TERM—*Twelve Weeks.*—Mental Philosophy; Latin and Composition and Greek and Composition, alternate, or German and French, etc.; Chemistry—fifteen lessons per week of one hour each. Elements of Geology—ten lessons per week of three-quarters of an hour each.

In addition to the branches here given, if possible, there should be daily exercises of twenty minutes in English Composition; also at least ten minutes daily in Free Gymnastics.

COUNTY HIGH SCHOOLS.

A law was enacted by the Thirteenth General Assembly, 1870, empowering counties with a population of 2,000 or over, to establish high schools, by first submitting the question to a vote of the electors.

The number of petitioners named in the law as necessary to be presented to the county board of supervisors requiring the latter to submit the question to a vote, is so large that the eight or ten counties that made an effort to meet the requirement, utterly failed, hence the law is a dead letter on the statute book. If this act were simplified, many of the counties would immediately establish these schools; and these local educational institutions would develop a taste for culture, in many of the youths of the State, that would not otherwise be called forth.

These high schools, in every county, would likewise become a stimulant to the elementary schools of every district township and independent district; and the district and high schools of each county would most economically and efficiently fit students for the colleges and University of the State.

ACADEMIES AND SEMINARIES.

At this time there are fifteen schools of this class in the State. They compare favorably with similar institutions in other States. Denmark Academy was the first inaugurated, in 1843. Its present faithful and scholarly principal, H. K. Edson, A. M., has been in charge for nearly twenty years. He took possession with eighteen pupils, and the same year closed with ninety, and this number increased until in 1865 it reached two hundred and seventy. The buildings and grounds are valued at twenty-five thousand dollars. As this is the oldest and most liberally endowed school of this character in the State, a fuller notice here has been given it than any

other. The following is a list of all the schools of this nature that have been reported to this Department:

- DENMARK ACADEMY—Denmark—*H. K. Edson.*
 FORT MADISON ACADEMY—Fort Madison—*Lyman S. Knight.*
 GRANDVIEW ACADEMY—Grandview—*H. G. Hamill.*
 ACADEMY OF THE IMMACULATE CONCEPTION—Davenport—*Sister Superior, pro tem.*
 LENOX COLLEGIATE INSTITUTE—Hopkinton—*Samuel Hodge.*
 WESTERN IOWA ACADEMY—Denison—*Rev. G. W. Gunnison.*
 BISHOP LEE SEMINARY—Dubuque—*F. Emerson Judd.*
 CEDAR VALLEY SEMINARY—Osage—*Alex Bush.*
 LYONS FEMALE SEMINARY—Lyons—*Geo. R. Moore.*
 MARION SEMINARY—Marion. _____
 MITCHELL SEMINARY—Mitchellville. _____
 MT. PLEASANT FEMALE SEMINARY—Mt. Pleasant. _____
 PARSONS SEMINARY—Cedar Rapids—*J. W. Stephens.*
 WARTBURG SEMINARY—St. Sebald—*Sigmund Fritchel.*
 WILTON SEMINARY—Wilton—*Samuel R. Manning.*

COLLEGES.

There are eighteen chartered colleges in the State with assets in the aggregate of about \$2,300,000, employing about 200 teachers and having in attendance annually about 4,000 students. These are educational enterprises exclusively under the management of the various Christian denominations of the State, and not directly connected with the system of popular education represented at this Department. Nevertheless the two systems are so mutually dependent upon, and helpful of each other, that a true survey of our educational interests must include them both. At present it is to be regretted that the boundary line between the college curriculum and the courses of study adopted in the higher department of our graded school system, is not more clearly marked out, and there is, consequently, not that degree of systematic harmony and intelligent co-operation between these two great branches of the educational work that there should be. But there is no rivalry, no strife. Each

rejoices in the prosperity of the other, and both agree to the general principle that their respective provinces lie in entirely different fields. The public school lays the foundation, and provides the elementary basis for that broad and liberal culture which it is the acknowledged province of the college to confer.

It is the aim of the system to secure the children of the masses such advantages of education and training, as will best fit them for good citizenship and the ordinary industrial occupations pursued in our communities. But there are always those who aspire to a larger culture, who desire to fit themselves for the professional callings of life, or who, without having any such special aim in view, are attracted toward a liberal education for its own sake; for these we are happy to know that the enterprise of our Christian churches is making ample provision. Their number is relatively small in comparison with the multitudes that pass into the laboring and business avenues of life, and the course necessary to be pursued in maturer years, in attaining a liberal education so protracted that it would seem quite impossible to meet their want in any branch of the public school system.

In this however we have no occasion for regret; for the colleges being under the management of ecclesiastical bodies representing the various branches of the Christian church are, for the most part, organized with special reference to the religious interests and spiritual training of their students. In this way an atmosphere of Christian feeling, and the genial warmth of piety, are thrown around the otherwise coldly intellectual pursuits to which the youth must be applied in attaining a scientific and classical education. The advantages of a discipline of this kind it is hardly possible to over-estimate. Whether the higher ranges of study pursued be predominantly scientific or classical, the result is equally disastrous to the intellectual powers of the young man or young woman, when they are not subjected to the regulating and balancing influence which only religion can provide. In our Christian colleges this end is constantly kept in view. The aim is to harmonize religion and culture, and thus save the young mind from the monstrous forms of moral perversion, which every day are working the saddest ruin in

the world, in the use of instruments which the all-wise Giver intended for beneficent ends. On the other hand, it is a field ample enough for our public school system to furnish all grades of elementary education for the masses, and to perfect its methods so as to prepare the way and invite the children of even the lowliest of our citizens to such extended attainments, within these limits, as will bring them to the border-land of that more enlarged liberal culture, which the colleges and higher institutions afford.

It is gratifying to announce that all these higher institutions, including the State University and Agricultural College, are open to both sexes, and that the problem of like educational advantages for the sexes is in a fair way of receiving a practical solution. It is, however, already sufficiently apparent that the solution is not to be conducted according to the analogy of the public schools, for in these higher ranges of study a new term finds its way into the problem, pointing clearly to certain mental differences between the sexes, and a wide general disparity with reference to these traits which qualify for protracted application to the severer studies of a college course. These are nature's limitations, and do not reflect one way or another on the warmly contested social question of these times, as to the political equality of the sexes. It is practical question as to what are nature's demands in the matter of the relative training of the boy and girl, considering the diverse spheres in which these, in future life, will respectively move; and if there are clearly ascertainable boundaries within which their capabilities are circumscribed, it is obviously the part of the college authorities to recognize these limits, and direct their efforts accordingly. It will be no just ground for any invidious inference with reference to the superiority or inferiority of either of the sexes, to modify the curriculum in accordance with the necessities of the case, to provide a course specially adapted to young women, while at the same time that pursued by young men is open also to their choice. We are happy to know that the colleges are managing this problem, in precisely this very judicious and impartial way. The capabilities, habits, and constitution of the feminine mind, are under earnest and searching study, with the view of doing for women the utmost a Christian civilization

would demand; and in order that her own developments may indicate in what direction and to what extent her studies should vary from that of her male companion, all classes in the ordinary college course, are thrown open to her, while at the same time proximate efforts are made towards establishing such a course as shall be peculiarly adapted to her wants.

The following is a list of the colleges of the State with their titles, the name of the President, number of faculty, number of students, and amounts of assets, so far as reported to this Department.

TITLE.	PRESIDENT.	No. Faculty.	No. Students	ASSETS.
Amity College, College Springs, Page county.....	Marion Morrison, A. M.	3	...	\$ 5,000
Burlington University, Burlington, Des Moines county.....	V. Freese, A. M.	3	69	35,000
Central University of Iowa, Pella, Marion county.....	Louis A. Dunn.....	4	220	35,000
Cornell College, Mt. Vernon, Linn county.....	W. F. King, D. D.....	5	365	170,000
Des Moines University, Des Moines, Polk county.....	T. N. Snow, A. M.....	2	81	10,000
Fairfield College, Fairfield, Jefferson county.....	A. Axline.....	2	118	.....
Griswold College, Davenport, Scott county.....	Edw. Lounsbury, A. M.....	6	115	155,000
Humboldt College.....	.....	.....	.....	75,000
Iowa College, Grinnell, Poweshiek county.....	Geo. F. Magoun, D. D.	8	280	260,000
Iowa Wesleyan University, Mt. Pleasant, Henry county.....	John Wheeler, D. D.....	10	268	110,000
Luther College, Decorah, Winneshiek county.....	L. Larson.....	6	147	82,000
Oskaloosa College, Oskaloosa, Mahaska county.....	F. M. Bruner, A. M.	5	170	.....
Parsons College, Des Moines, Polk county.....	.....	.....	.....	115,000
Simpson Centenary College, Indiana, Warren county.....	A. Burns, D. D.....	6	190	.....
Tabor College, Tabor, Fremont co.	Wm. M. Brooks, A. M.	5	199	45,000
Upper Iowa University, Fayette, Fayette county.....	Wm. Brush, A. M.....	3	233	70,000
Whittier College, Salem, Henry county.....	John H. Peckering.....	3	150	.....
Western College, Western, Linn county.....	E. B. Kephart, A. M.	4	142	75,000

AGRICULTURAL COLLEGE.

Located at Ames, Story county, on a farm consisting of 648 acres. The site is eligible, and the grounds are laid out with great care for purposes of ornament and use. The amount of land received from the general government and by a legislative enactment made a perpetual endowment for the College, is 204,319 acres. The assets at present are \$700,000. The main college building is 157 x 61 feet on the ground, and four stories high. Besides dormitories it contains a library, museum, cabinet of minerals, and a physical cabinet. There are also in separate buildings a work-shop and chemical laboratory. There is a faculty of eight professors, including the President. The number of students, male and female, is 218. A system of self-government has been inaugurated, which under the skillful management of the President, Hon. A. S. Welch, and Faculty, has been productive of the most gratifying results.

STATE UNIVERSITY.

The University with the closing of the year, July, 1871, had 447 students, and a teaching force, including the different Faculties and other instructors, of 31. By virtue of the untiring labors of the Faculties, the Boards of Trustees and late Board of Regents, together with the support of several Legislatures, it is gradually widening to the proportions of a first class University.

Its several departments are in good working order, and some of these are nowhere surpassed in this country. The Institution is justly worthy of the fostering care of the State, and no investment in the way of appropriations will bring more sure or more satisfactory returns.

The idea of supplementing the common schools by a school of a higher order was carried into effect in our early colonial history by the establishment of Harvard and Yale. Had the liberality and devotion to education which marked the action of the early founders of this nation, been maintained in spirit, as well as in letter, by their descendants, we should now possess a much larger number of well organized centers of learning, multiplying the fruits of industrial and

scientific effort, and setting the nation forward upon a broader and more secure basis of morals and true liberty.

Through the want of these centers of culture, our educational progress has fallen far behind our material development, and we may safely say that not over twenty per cent of the intellectual resources of the country are made available for practical purposes.

Now wherever, as with us, the University is a part of, and completes the common school system, the State has it in her power to set her hand and seal to the careful and practical development of nearly all the intellectual resources which God has placed within her borders. And we are not to forget that these native gifts of mind and heart are natural resources as much as are the hidden treasures of the soil, and, as compared with these, have a higher right to urge their claims to be developed as a part of the State wealth, as all material growth is the offspring of the cultured intellect.

But there is another and more utilitarian argument for higher education. The genius of our institutions and of our government, demands it for their protection and preservation. A great State urged forward to a place in the front ranks of civilization, must be borne on the hands of leaders equipped for their work. They must be men not only wise in regard to the present, but familiar with much of the accumulated learning and experience of the past—men who believe in the supremacy of thought and the unerring light of Christian faith. If these are not the dominant influences in the government, progress must falter, for the State cannot go forward, if the inherent sagacity of her leaders points in any other direction than upward through the avenues of a broad and vigorous culture. She cannot thrive on material prosperity alone. Her vitality must be fed by those influences which contribute to the formation of wise discriminations and correct judgments on all questions of truth and right.

To be true to her best interest the State must pledge herself to the generous support of the highest learning and most skilled culture. "She must aim to carry forward" and appropriate "all the labors and achievements of the human mind," and call to her aid all the powers enlisted in literary and scientific erudition and culture, and and fortify herself by their friendship and support. She must give to

the careful training of the mind, as compared with material advancement, at least an equal share of public consideration and of public treasure.

To do less than this is to exalt matter above mind, and weaken the cause of human liberty. For liberty did not first reveal itself to the human understanding as a political formula. Neither did it disclose itself through the influence of material prosperity. It was through fervent, devout study in the hermit cell, the cloister, and in the earlier institutions of learning in the old world, that moral and mental freedom first asserted itself, and paved the way for that external and practical form of freedom which we enjoy. It was this ripening spirit of that age,—born in those ancient seats of learning—that our fathers caught and conveyed to the American soil, and, as the surest means of perpetuating it, established the Schools which have now become the most time-honored seats of learning on this continent.

Evidences of this embryotic growth of freedom, this struggling for liberty in the old world, may be traced, even in the present century. Guizot during his ministry of public instruction in France, left this record: "It was my hope by extending the benefits of the higher schools to the districts of France, outside of Paris, to give exercise to that freedom of thought and feeling which was unable to express itself under the weight of the government. At an earlier date, Napoleon I expressed the same idea by his celebrated remark to M. de Fontaines, "Leave us at least the Republic of Letters."

If then the practical liberty which we enjoy, was in the providence of God secured to us through the inspiration of learning, it becomes the duty of the State to make mental and moral culture in its broadest sense its chief aim.

As a State we aspire to be foremost in the radical and progressive issues of the times. Shall our educational ideal be lower than our political ambition?

We call this an age of progress, because crowned and mitered heads are being humbled, brought down, it is said, to the level of the people, but we can only be assured of progress when we see the multitude lifted to a position of true and self-asserting sovereignty.

With this view it is plain that the State has only begun its work

when it has provided liberally for elementary instruction. For while the elementary school is absolutely indispensable, it is still mainly an instrument to sharpen the powers, and can only carry the student far enough to make a respectable start in common business.

The University course deals with principles, the practical appreciation and uses of which constitute human progress, while its association of learned men, its laboratories and libraries, and its friction of thought with thought arouse the mind to a sense of its capabilities, and awaken aspirations which come only to the more mature understanding. The elementary school is the distributing rivulet—the higher school is the ocean by which it is nurtured and kept in motion.

To bring this Institution to that position which shall entitle it to the name of University, in distinction from our colleges, its appropriations must be increased, and an earnest effort made to add to the present able Faculties, instructors fully up to the advanced learning and methods of the times, from other fields of research not yet represented in the Institution.

It is of the utmost importance that the academic and scientific be kept in advance of the law and medical departments, and students for the profession of law and medicine should be required, so far as possible, to lay a foundation in academic and scientific culture.

The Institution is growing in favor with the people in all parts of the State, and a generous appropriation will receive their hearty endorsement. Its influence even in the promotion of industry and wealth has been felt in many instances. These are but a tithe of what higher education will do for the individual and the general wealth of the State, when that education is well provided for, and when we, as a Commonwealth, more fully realize that the highest development of our material resources are dependent upon and must be preceded by thorough and systematic mental training.

HOMES FOR SOLDIERS' ORPHANS.

There are three of these in the State. The one at Glenwood has twelve acres of land, valued at \$1,500, and building \$1,200; number of children, 120; officers and teachers, five. The second at Cedar

Falls, has 40 acres of land, valued at \$2,000, and buildings at \$40,000; number of children, 287, average age $11\frac{1}{4}$ years; officers, three; teachers, six; other employes, 30. At Davenport the Home has 40 acres of land, valued at \$8,000, and buildings, \$40,000; number of children 310, and employes 41. In all these there are schools for forty weeks in the year, under the instruction of competent teachers. The Superintendent of the Davenport Home reports, November, 1871, that there has been no death in the Institution since August, 1869, with an average of 373 children in constant attendance. This Home is regulated upon the "cottage system," the other two have each but one building.

STATE REFORM SCHOOL.

The State has leased for this School 1,440 acres of land and buildings for a term of ten years, in Lee county, four miles from Salem, Henry county. It has eighty-six inmates, all boys, and seven officers and teachers. In October, 1868, it received its first inmate, and since, one hundred and forty have been brought under its reformatory influences. The *cost per capita* is \$153.22 per annum. Its board of trustees report the Institution as under the best of discipline, and give encouraging accounts of those who have left it with reformed habits and higher aims of life, and who are now valuable citizens in the communities in which they are following some industrial pursuit. The enterprise has been so successful that an effort will be made at the next—1872—Legislature to secure a permanent location for the School, and one more accessible to all parts of the State.

STATE PENITENTIARY.

This Institution, located at Fort Madison, numbered, November 1, 1871, 273 convicts. The "diminution" system adopted is working admirably as a means of discipline. The constant good conduct of a convict not sentenced for life, during the first year, shortens his term 42 days; during succeeding years, 48 days each. Thus, a person sentenced for five years, could, by this humane law, shorten his period of confinement 234 days. There is religious service every

Sunday morning, and a Sabbath-school was organized in 1869 by Gov. Samuel Merrill and Judge J. M. Beck, of the Supreme Court, (the latter has been its superintendent for the past three years) of which the Warden reports "that it has a good effect upon all the convicts, and specially beneficial to most of them in the following named good results:

1. There is less punishment required to preserve the discipline of the prison now, by more than one-half, than before the organization of the school.

2. The men do more and better work in the shops than before the school was organized.

3. All the officers of the Institution testify to the better disposition of the men universally.

If these things should continue, it will be found that the best discovered means of prison discipline is the Christian Sabbath-school.

HOSPITALS FOR THE INSANE.

Are located at Mount Pleasant and Independence. The former has 345 acres of land connected with the buildings, valued at \$17,250; buildings, \$400,000; number of inmates, 501; officers and employes of the institution, 80. Dr. Mark Ranney, Superintendent of the Hospital, in his report, Nov. 1869, to the Legislature states that, "Since the opening of the Hospital, 1425 patients have been admitted, of whom 741 were men, and 684 women. Ten hundred and twenty-seven—533 men, and 494 women—have been discharged. It was established in 1855.

The Hospital at Independence is in process of erection upon a beautiful tract of land, $1\frac{1}{2}$ miles from corporation limits, containing 320 acres, valued at \$12,800; cost of the building under construction, \$280,000; estimated cost when completed, \$700,000.

INSTITUTION FOR THE EDUCATION OF THE BLIND.

This Institution is located at Vinton on a site embracing 40 acres of ground, valued at \$6,000. The value of the buildings is estimated at \$150,000. The number of students is 101; the number of officers and teachers, 25.

THE INSTITUTION FOR THE DEAF AND DUMB

Is located at Council Bluffs on 90 acres of land, valued at \$9,000; buildings, \$140,000; 98 pupils, 5 supervisory officers, 6 teachers, and 20 other employes. It is a very superior Institution, affording every facility that is offered in any school of this kind in this country.

STATE HISTORICAL SOCIETY AND STATE LIBRARY.

The State Historical Society is located at Iowa City. It has a growing cabinet of relics and articles symbolic of the spirit and representative of the customs of times past and current, together with a collection of zoological and mineralogical specimens, amounting in all to 4,003. It publishes a historical periodical Quarterly, "Annals of Iowa," in which is preserved the early and current history of the State, in every department of public interest, from direct and original sources.

The State Library occupies commodious apartments in the Capitol building and consists of about 12,000 volumes, of which about 1,000 are miscellaneous. The remainder are works of a legal and documentary character, forming what is esteemed the most complete law library in the Northwest.

DAVENPORT PUBLIC SCHOOLS.

As this city was among the first in the State to organize a union graded school system, and the first to create the office of city superintendent, which it has liberally supported for over thirteen years, and as it is the metropolis of Iowa, it is deemed proper to insert in this report extracts from the last report of its superintendent, W. E. Crosby, Esq.

To the Honorable Board of Directors of Davenport Independent School District:

GENTLEMEN: In compliance with your rules and regulations I

herewith present my second semi-annual report on the "Condition of the Schools" under your control:

Table showing the Enrollment, Attendance, by Schools, for the half year ending February 3, 1871:

SCHOOLS.	Whole No. Enrolled.	Av. No. Belonging.	Av. Daily Attendance.	Per ct. of Attendance.	No. Studying German.	No. of Sit. Ings.
No. 1.....	408	310	286	92.2	69	368
No. 2.....	499	401	267	91.5	74	468
No. 3.....	635	495	459	92.7	274	537
No. 4.....	551	447	421	94.	114	484
No. 5.....	573	438	406	92.7	73	555
No. 6.....	180	148	136	92.	36	168
No. 7.....	56	48	44	91.7	42	63
High School.....	123	105	100	95.2	14	117
Training School.....	112	83	78	94.4	66	128
Totals.....	3137	2475	2297	92.8	762	2888

Table comparing the Enrollment, Attendance, etc., for several years:

YEARS.	Total Enrollment.	Average No. Belonging.	Average Daily Attendance.	Per ct. Attendance.
1867-8.....	3224	1841	1661	90
1868-9.....	2770	2060	1910	92.7
1869-70.....	3048	2293	2126	92.7
1870-1.....	3137	2475	2297	92.8

ABSENTEEISM AND TRUANCY.

The per centum of daily attendance, reckoned on the average enrollment, as shown by the records of the past ten years, was as follows:

For 1860-1.....	75	For 1866-7.....	84
For 1861-2.....	.....	For 1867-8.....	90
For 1862-3.....	77	For 1868-9.....	92.7
For 1863-4.....	.....	For 1869-70.....	92.7
For 1864-5.....	.....	For 1870-1.....	92.8
For 1865-6.....	80		

Some unavoidable circumstances have operated to prevent any

considerable increase in the per centum of daily attendance of pupils, for the year. Steady and uniform growth of the schools in any direction cannot take place without uniformity of circumstances and means. The delay in the improvements of the buildings Nos. 2 and 3, for a month, at the beginning of the year, was in itself sufficient to reduce the attendance, appreciably. Other causes, such as the loss of the service of two of our best Principals—one by reason of sickness, and the other, by death—however well their places may have been supplied, have, in like manner, led to irregularity, and unfavorable results in this regard.

Through all trials and changes, however, we can show advancement. That we can do so, and are able to report an unflinching interest in the public schools is good reason for congratulating your honorable body on a year of successful management. There have been comparatively few suspensions for "absence without sufficient excuse," and very few cases of truancy. We have had no complaints as to the severity of "rules requiring unreasonable excuses for non-attendance."

It will be observed that there have been 7 pupils absent, each day, for every 100 belonging. Taking the number belonging to each teacher to be 50, we shall have at least 3 pupils absent from each room, daily—one or two from every class taught in the schools. In a superficial view, this may seem a matter of little moment to the community. But we may not so regard it. A day lost from school cannot easily be made good to the child, or find a fair equivalent in any ordinary service to the parent. In nine out of ten cases of absence the child is the loser. A day's absence usually involves the sacrifice of four or five recitations in as many branches of study. It not seldom occurs that the absence falls on a day when a new subject is to be begun, or an important and wide-reaching principle in science is to be considered. In such cases the effect may be serious beyond measure.

Taking all circumstances into account, especially the long distances which the little children must necessarily go to school, the above per centum of attendance for the six months past may be accepted as fair evidence of the fidelity of the teachers, and the co-operation of parents.

CLASSIFICATION—SUMMARY BY GRADES.

SCHOOLS.	Prim. D-p.		Int. Dept.			Gr. D-p.		High Sch'l.					Eve. School.	Total.	
	1st Grade.	2d Grade.	3d Grade.	4th Grade.	5th Grade.	6th Grade.	7th Grade.	8th Grade.	9th Grade.	10th Grade.	11th Grade.	12th Grade.			13th Grade.	14th Grade.
No. 1.....	72	58	66	58	27	47	16	0	8						343
" 2.....	51	85	49	49	62	31	41	33	17						408
" 3.....	135	126	68	100	69	18	19	16	16						567
" 4.....	76	86	29	54	51	87	24	18	19						444
" 5.....	137	123	67	57	32	16	9	1	17						458
" 6.....	53	41	40	0	20	6									160
" 7.....	15	15	13	0	8										51
High School.....									55	26	11	10			102
Training School.....	96	22	16	13									5		92
Eve. School, (ungraded).....															141
Total.....	575	555	348	331	269	205	109	58	77	55	26	11	10	5	141
Totals by D-partments.	1448			805			244			102			5		2765

This table shows the number of pupils remaining in each grade of the school, at the date of the last monthly report. Numbering from the lowest class upwards, the 1st, 2d, and 3d grades constitute the Primary Department; the 4th, 5th, and 6th, the Intermediate Department; the 7th, 8th, and 9th, the Grammar Department; the 10th 11th, 12th, and 13th grades the High School. This gives thirteen years to the course of instruction pursued in these schools, and if the child, entering the first grade at five years of age, suffer no delay in promotion by reason of unavoidable causes, he will, if possessed of ordinary capacity, graduate from the high school at eighteen. A good mind attending school regularly, may, *if thought desirable*, do the work in less time. This is *one year saved* as compared with the former classification, the same amount of work being required. But I am satisfied that the course may be completed in twelve years and nothing be lost to the pupil—and thus *two years* of school-going be saved to this community. But before making a further reduction of the time *allowed* for the completion of the course of study, it is important to consider whether the age and capacity of a fair minority of children will admit of it.

The actual workings of the schools show that nothing but non-attendance or incapacity interrupts the progress of the individual.

Scarcely a week passes that does not embrace in its record promotions of classes or pupils. It is true that here and there is found a mind possessed of superior talent or aptitude in some one branch, on whose behalf it is urged by persons not well informed as to facts, that such an one is restive and suffers injustice under the restrictions of grade and class. The very few of such cases that may possibly exist are provided for by means of the *method of averages*. By this, least and greatest attainments are considered together, with the scale always on the side of talent. For, it is seldom, we might almost say never, the case, that talent in a single direction is unaccompanied by ability in any other. Besides, all great thinkers who have spoken on the subject urge that, *education must aim to develop and strengthen each of the whole round of human faculties*. Moreover, talent takes care of itself.

Certain it is that somebody must decide that minds are fit or unfit to be classed, to be promoted in a body, or singly, and the decision must be a reasonable judgment, based upon observation in accordance with a plan containing in itself the proofs of its own value and correctness.

Says Horace Mann, in his report on European Schools :

"The first element of superiority in a Prussian school, and one whose influence extends throughout the whole subsequent course of instruction, consists in the proper classification of the scholars. In all places where the numbers are sufficiently large to allow it, the children are divided according to age and attainments; and a single teacher has charge only of a single class, or of as small a number of classes as is practicable."

Discard the idea of classes and grades, and by so doing you make *free schools an intolerable burden* to the community. For by means of them large numbers of children are taught by comparatively few teachers, and thus the cost of instruction greatly reduced, and taxation rendered less burdensome. It is classification that helps most to make public schools better and cheaper than private institutions.

The table enables us to compare the various schools, and the pupils of the same grade in different schools with one another. Other things being equal it illustrates the relative capacity to classify and manage large numbers of children on the part of the Principal,

and the comparative influence of the teacher to retain her pupils in school and secure their promotion. This particular exhibit will reveal some weaknesses to the practiced eye, which are effects due to causes some time since removed.

The table reveals one highly important fact to the community, one in which society as a whole is profoundly concerned. I refer to the large falling off of pupils before the course of study is completed. In the Primary Department, the first three grades, corresponding to the ages of six, seven and eight, there remain 1,448, one-half of the whole number, while in the High School but one hundred and two remain in the four grades of that Department. Out of the whole number, but ten remain to graduate!

The grand objects of education cannot be attained by the best methods in the hands of the best teachers the world can furnish, in the limited time permitted to the majority of children taken from school at early ages. It would be folly to suppose that any artifices could be made to replace the element of time in a process of natural growth. "To everything there is a season." Neither human muscle nor brains can be forced to a maximum result before the age of twenty. Why, then, force the youth to employ their physical powers in hard labor while their mental faculties remain undeveloped.

It is bad economy to take the youth from school and put them at work with a view to gaining, pecuniarily, thereby. Every boy added to the number of laborers tends to diminish the wages of men. Labor is cheapened, but by means of actual waste.

Immature brains and hands will produce cheap results, but at a loss in the quality and workmanship of products. If there be anything in the idea of educated labor, it fails of a fair expression by reason of the fact that education is not given time to train and mature the powers of labor. In the outcome, force is wasted through imperfect instrumentalities and crude applications.

It is deleterious to the morals of society. If it be conceded that intellectual employment adds to moral character, then the question needs no further argument. For the mind of the youth engaged daily in the study of facts, principles and sciences, must live in an atmosphere whose prevailing hue is pure truth. Indeed, one of the chief ends of knowledge is the removal of error, and the consequent

gain of truth. As soon as the youth enters any ordinary vocation or profession, he nears the purlieus of falsehood and vice, and to resist temptation to evil becomes no small portion of his daily tasks. He should have leave and help to grow, intellectually and morally, till he shall have acquired stability of character.

PENMANSHIP AND BOOK-KEEPING.

The efficiency of the writing has been much increased by the addition of an assistant teacher, who instructs the primary grades. Before the present year, instruction in penmanship was not given to pupils below the A rooms: now it is extended to all the children in the schools. Book-keeping is added to the High School course. That these are great improvements of a useful character, the community will not be slow to admit.

Book-keeping in the High School seems to find much favor with parents and pupils. Nearly all of the masters and misses of that department are receiving instruction in a regular course, which will equivalent to that obtained at the best commercial schools.

MUSIC.

Instruction in vocal music was introduced into the schools this year for the first time. I am aware that many persons regarded it as a doubtful experiment, and some as involving a useless expense. But nine years observation as Principal of a city school where the elements of music and singing were taught to every one of sixteen hundred children with unquestioned success, was my assurance that if induced and properly taught in these schools it would become an essential and permanent part of the system, and would earn for itself the hearty approval of the community. My hopes are realizing quite fast enough.

In no exercise of the school-room are the children more interested than in this, to none, say their teachers, do they look forward with more desire, and in none do I find teacher and pupils more heartily in sympathy with one another.

It will afford parents pleasure, surely, to see their children growing up into possession of a knowledge of music as complete and thorough in its particulars and influence upon the character as any other branch

of culture. How it could so long remain out of a good system of schools is a mystery to me.

The teacher cannot personally instruct all the children for a very good reason—want of time. She can give but one lesson a week to each of the rooms of the Intermediate Grammar and High School Departments, leaving the primary rooms to be reached through the regular teachers, whom she instructs. This may not seem so well, but it is the best that can be done under the circumstances. It will not do to neglect the little ones. The notion of favoring the older pupils with instruction in the special branches, and ignoring these little ones is neither good philosophy, nor safe practice.

When the work takes shape, and the teacher finds himself at home in it, time may be gained, and nothing lost by bringing any two rooms of nearly the same grade, in each building, together. Instruction in music may often be given to pupils in mass, with advantage. Many things are gained by bringing many voices together, provided they can be suitably directed and harmonized.

Such an arrangement will enable the teacher to visit each grade of pupils oftener than once a week—an end much to be desired, on behalf of rapid progress and unflinching interest.

THE TRAINING SCHOOL.

In last year's report on this very essential part of the system, I remarked as follows: "I do not detract from the merits of the work done in the Training School, by saying that the practical knowledge of modes of discipline and methods of instruction gained therein will not supply the place of the mental culture and technical knowledge so requisite to the highest success in teaching."

Bearing this in mind, an attempt has been made this year to give the school a more scholastic character and at the same time preserve all that make it valuable as a training school for teachers in school government and methods of instruction. Accordingly, grammar, arithmetic and geography have been regularly taught. Considerable attention has been given to English analysis, elocution, and composition. Physical geography has been taught topically. Mental philosophy has been considered in its relation to teaching. During the remainder of the year it is proposed that physiology, history, and

literature be taken up and studied as far as time will permit. It will at once occur to you that the results to be accomplished in so wide a range of subjects in a single year will depend largely on the willingness of the pupil-teachers to read and investigate for themselves in hours out of school. But the majority of them are already somewhat familiar with most of the branches specified, and for such the task will be only a favorable occasion for review with a special view to their practical application and the best modes of teaching them. All are zealous and seem anxious to qualify themselves in all possible ways for the work of teaching.

The plan of our organization was modified by appointing an assistant, whose time is chiefly employed as a model teacher, but is in part devoted to the instruction of classes from the High School, and in part to the trainers in branches of study pursued for professional benefit.

This arrangement provides a skillful and competent teacher to the children attending the training school, for a good portion of the time, and thus is met an objection made to it, on the part of some persons, to the effect that their children suffered for the sake of inexperienced girls, who were *learning to teach*.

The management of the school has been satisfactory. The good work done this year must commend its usefulness to the confidence of the people. All of last year's graduates, save one, are now in the schools, and, without exception, have proved themselves well qualified. It is not venturing too much to say that those who will graduate at the close of the present year will be found equally worthy. In this connection I wish to recommend that an examination for graduation on technical and practical qualifications be held at the close of the year, which shall be final for employment in the order of merit shown by means of the examination, and that this be made a standing rule of the Board.

It is recommended, further, that a two years' course be authorized, in addition to the present one, which, in character and comprehensiveness, shall aim to reach the dignity of a Normal School course, for the complete training of teachers in the interest of the city.

The reasons for these recommendations are, in brief, (1) That the increasing and higher demands of the schools may be supplied

with teachers educated under the supervision of the Board, and (2), That the influence and reputation of the schools of the city may be extended and thus the interest of the city itself be built up and conserved.

SABBATH SCHOOLS.

H. W. Knapp, State Sabbath-school Worker, and Editor of the *Iowa Sabbath School Helper*, has furnished to this Department the following encouraging statistics on the Sabbath-school interests of the State:

Sabbath-schools,.....	4,000
Officers,	10,000
Teachers,	35,000
Pupils,	200,000

Making in all a Sabbath-school force of 245,000 directly interested in the work. County Associations have been organized in seventy-five of the one hundred counties that constitute the State, and these are modeled in the main after the plan of the State Association, and governed by the constitution it recommends. We have elsewhere expressed our estimate of this institution, and take occasion in this connection simply to suggest that the State and County Associations, above alluded to, will confer a lasting benefit on our religious communities, and inaugurate one of the most needed reforms of our time, if they will reconstruct the entire internal machinery of the Sabbath-school, so as to make it more completely an institution of the Christian church than it now is. We are assured by the State Worker that this is now under advisement, and that presently, it is in contemplation, to submit and urge for trial a scheme of Sabbath-school organization, that shall take in more largely the membership of the church, and so modify the prevailing methods of classification and instruction, as to secure the children a more systematic and efficient training in religion. We can conceive of no effort more timely and commendable than this; and, since the institution, as now managed, is open to many serious, though generally suppressed objections, all of which center at last in a general looseness of method, it

is a matter of congratulation that the combined aim of these associations is to remedy this defect.

AMENDMENTS TO SCHOOL LAWS.

In addition to the suggestions incidentally made in the body of this report, contemplating certain vital changes in the school system of the State, I would recommend the following minor amendments, which are deemed of immediate and pressing importance:

First. Section 3, School Laws of Iowa, 1868, should be so amended as to have the words, "And a similar notice shall be given by the same officers in case an Independent district is left without officers" added at the close of said section.

Second. Sec. 4, (*Ibid.*) 1868, should be so amended that its provisions would extend to any change effected in the civil boundaries of townships by the board of supervisors. As now worded, it is limited to cases in which a district township is divided into two or more entire townships for civil purposes. I would suggest that after the words "or the consolidation of civil townships," in said section, the words "or other changes in the boundaries of townships for civil purposes" be appended.

Third. In Sec. 21, (*Ibid.*) it is suggested that after the words "third Monday in March and" be inserted the words "second Monday in."

Fourth. Sec. 39, (*Ibid.*) should be so amended as that, immediately after the words "sufficient cause for failure so to do" should occur the *proviso* "That the number of pupils attending school in any sub-district, shall not be less than one-fourth of the children enumerated in said sub-district, during the summer term, nor less than one-third of such enumeration during the winter term."

Fifth. In Section 40, (*Ibid.*) after the words "contingent expenses of the sub-district" the words "where they attend school" should be stricken out, and in their place the words "in which they reside" should be inserted.

Sixth. Sec. 92, (*Ibid.*) should be amended by striking out of said section, after the words "County Treasurer shall," in the first line, the

words "on the first Monday in April," and inserting the words "on the Friday next preceding the third Monday in March."

Seventh. Sec. 143, (*Ibid.*) should be so amended as to provide for the revoking of a State certificate in case the holder thereof voluntarily absents himself from the county institute.

Eighth. Section 3, of chapter 8th, of the Acts of the Thirteenth General Assembly should be so amended as to have the clause: "and the President shall have a vote only in case of a tie," appended at the close.

SCHOOL FUND.

As suggested in my report of 1868-9, the present system of managing this fund will always result in a loss of annual interest to be apportioned to the schools of the State. But so long as the Legislature will not change the system and concentrate the fund and allow it to be managed by the State, rather than by the counties, I endorse the State Auditor's suggestions for improving the present system, in his report just issued.

It has been reported to this department that in parts of Jackson and Lee counties, school officers pay the school funds to denominational schools as well as to the public schools. This is in direct violation of law, and these officers should be held responsible for transcending the power provided in the statutes of the State which they have sworn to execute and obey.

LABORS OF STATE SUPERINTENDENT.

By section 103, School Laws of Iowa, 1868, it is made my duty to report to your honorable body sundry matters pertaining to the educational interests of the State. Aside from items of a purely statistical character, enumerated in the above section, the most difficult task it imposes is to draw out in just and comprehensive terms "a statement of the condition of the common schools of the State," "and a plan for their more perfect organization and efficiency." In order to be better able to discharge that duty, in the early portion of

my term, I planned a tour of general inspection into all portions of the State, taking Institutes and other public meetings in the interests of public schools, as the occasions of my visits, and by counseling with teachers, and looking over the field with my own eyes, learning in this way the peculiar wants and local embarrassments of the different school communities of the State.

I have thus been able to make a thorough canvass of the ground, and gain such a conception of the condition of our public school interests as I could not otherwise have acquired. In prosecuting this design, I have traveled 14,102 miles in 18 months, and have in the same time delivered 73 lectures.

Incidentally, I have been permitted to witness other results than those in immediate contemplation, when projecting a survey of the State. I aimed to acquire information from personal intercourse with teachers and others, on the condition of the public schools. I was gratified, however, to observe a general awakening and rekindling of educational zeal. I find that in carrying out this plan I have unwittingly done what in Massachusetts, during the past year, was accomplished by a system of agencies, regularly equipped by the Legislature, and sent out over districted portions of the State to accomplish for public schools what only the living voice and a heart warm in the cause can accomplish. I may be allowed to notice in this connection, as strengthening the conviction, that I have not put an exaggerated estimate upon that kind of school-work in which the living voice of its State officials is the instrument chiefly relied on—the fact that the board of education of the State of Massachusetts, after securing an appropriation from the Legislature for the purpose, and distributing the State to six agents, saw proper to include among these six agents, no less illustrious persons than Prof. S. S. Greene, of Brown University, and Hon. N. P. Banks. Mr. Banks, in his report, says, "I can conceive of no means more efficient or more certain to produce the desired result than that of the agencies established by the act of the last Legislature."

The Secretary of the Board, Dr. Sears, has the following language in his report:

"I cannot dismiss this subject without expressing my deep and abiding conviction that the experiment tried the past year has fully

proved the wisdom of the Legislature in making appropriations for the purpose, and that the continuance of it would have the happiest influence in promoting education among the people of the State. It has been made quite evident that the speediest and surest way of reaching and moving the hearts of the people on the subject of common schools, is through the living voice of judicious, earnest, and experienced men, thoroughly acquainted with our institutions for education, and feeling their inestimable value."

It will not be amiss to suggest some such experiment in this State, as a means of arousing a more general interest on the subject of popular education.

And, I would therefore, call your attention to the recommendations made by Governor Merrill, in his message of 1870, viz: That the State by proper officials appoint six Assistant State Superintendents, whose duties shall be confined within six specified districts, and who shall devote themselves exclusively to the work of lecturing and teaching at Institutes, and meeting educational conventions for school officers, and in visiting schools.

OFFICE WORK.

During the past three years the business of this Department has been largely augmented, by an increase of correspondence and school decisions. Within this period 6083 letters have been written, 2000 circulars have been sent out, and 70 decisions have been made, and over 5000 copies of School Laws and Superintendent's reports, have been distributed with a large number of school blanks. To enable an accurate discharge of these duties, the Census Board gave the office the services of a clerk, in connection with the Deputy Superintendent for the past eighteen months. The outlay of the Department for salaries is less than \$4000 per annum. By comparing these statistics with those of New York, where the outlay is \$11,600, and with those of Pennsylvania, where it is \$10,000, it will be seen that the expenses of this State are proportionately small, and inadequate to the wants of a school system, that is represented by nearly half a million of a school population, and over 20,000 teachers and school officers. And

I would suggest that the Legislature make an appropriation for this Department, so that it may be able to meet the growing demands made upon it, by the school interests of the State.

CONCLUSION.

I cannot close this report without returning my most sincere thanks to teachers and school officers throughout the State for their hearty co-operation with this Department. In addition, I take pleasure in making special mention of the Census Board who responded so promptly to the need of additional help for the office when such aid was indispensable to the school interests of the State; also, of the Deputy Prof. W. H. Wynn, for aid in general office work and on this report, and of the clerk, Edw. Merince, for his accurate labors on the statistical tables and in the correspondence of the office.

A. S. KISSELL,

Superintendent of Public Instruction.

ABSTRACTS FROM REPORTS OF COUNTY SUPERINTENDENTS.

 ADAIR COUNTY.

This county is, comparatively, a new one, and consequently our schools suffer for want of competent teachers. The schools are many of them small, and the scholars are of course backward and less interesting than in the older portions of the State. Teachers' wages are too low to attract teachers of the best qualifications and consequently we are obliged to use the material we have on hand. Time and age will measurably correct these evils. What we need in this county is a good normal or training school for teachers.

It is too much the fashion in this region to leave the school entirely to the teacher and officials. I have rarely seen a parent inside of a school-room in this county, and the directors, though required by law to look after the teachers whom they hire seldom perform this important duty.

As a consequence of the foregoing facts the schools do not acquire the popularity and importance which they deserve, and scholars, unless inclined of themselves, do not attend the schools with promptness and regularity. Parents seem to have but little control over their children in this respect, and often the influence they have—warped by their indulgence or stupidity—is exerted in the wrong direction to an extent alarming and destructive to many schools. Children are not only allowed but encouraged to remain at home for the slightest reasons. This is the great obstacle to the prosperity and success of the smaller schools. In the face of all these obstacles, however, I am happy to be able to state that the good cause is making progress in our new and growing county, and that all efforts in the right direction meet with reasonable success.

ADAMS COUNTY.

W. P. JEFFREY, SUPERINTENDENT.

Scarcely seven months have elapsed since I entered upon the duties of this office. During this time I have visited all the schools of the county but six, which I could not visit on account of being engaged in teaching. I found many of the schools doing well, while a few had merely a name to live. Our great want is more well qualified teachers and school officers—teachers not only well qualified, but dexterous and skillful—officers that will perform the duties incumbent upon them in both spirit and letter.

Progress.—I am glad to report that we are gradually progressing. During the year eleven new commodious school-houses have been built and others are in progress; many of the old school-houses have been furnished with the latest improved seats. In Corning we are erecting a brick school-house at a cost of \$10,000, which is to be ready for use by the first day of next January.

Professional Teachers.—It is not necessary to make an illustration to prove that the principle of changing continually from one business to another necessitates a failure in nine cases out of ten. Practical examples are before us almost daily showing that in order to improve the condition of our schools, it is necessary that we have a corps of earnest, successful, professional teachers. I find some teachers are cheap at any reasonable price, while others would be dear if they taught for no more than the value of their boarding, but these are gradually thrown out of the field of teaching by the more earnest and successful teachers taking their place.

When we can have all our schools supplied with teachers who have qualified themselves for the work and engage in the vocation as a profession, then we may expect our schools to rise to that high eminence which we so much desire.

Normal Schools.—From the fact that all educational improvements concentrate themselves upon the work of the teacher, it is all important that the means and advantages for qualifying the teacher

for his great and arduous work, should be given. In compliance with this we are looking forward at no great distant day when we shall have just such a school in our county.

APPANOOSE COUNTY.

G. C. GOODENOUGH, SUPERINTENDENT.

1. *Educational Progress in the county.*—The progress has been slow, but an increasing interest seems to be felt among the teachers, and many are laboring hard to prepare themselves for successful teachers. We have five graded schools in the county, and good teachers at the head of them. The low wages paid is quite a drawback upon the success of our schools, and many good teachers are preparing to engage in other business, as the result.

2. *Educational work done by the County Superintendent.*—There have been two Institutes, and three County Teachers' Associations during the year, besides several Township Associations, which have resulted in some good, both to teachers and to the community at large, and these associations will be continued during the coming year. The Superintendent's time has been devoted exclusively to the work, and the standard of education has been gradually raised.

3. *By other Agencies.*—No other agencies have been employed except several Literary Societies through the county.

4. *Measures calculated to advance the school interests of the county.*—Having been acting as Superintendent for only a short time, I am unable to say anything under this head. In fact I am unable to determine the meaning of the question, whether it means What measures would be best calculated to advance the school interests of the county? or, What measures have already been taken to advance them? The question to me is so indefinite, that I will not attempt to reply.

BENTON COUNTY.

H. M. HOON, SUPERINTENDENT.

The schools of the county have improved twenty per cent over last year. The citizens and parents have been aroused in many townships, as though it were from a deep sleep, to a knowledge of the situation and wants of their schools. Parents, officers, teachers, and pupils have come in contact through the township institute work. Here they have learned each others' wants, and as brothers working in the cause of humanity, have united as one man in the work of systematizing, classifying, and properly arranging their schools for greater proficiency. What we want most to perfect the design of the common school system, making it more effective in its mission, is a unanimity of action on the part of the parent, officer, teacher, and pupil. The best method, in my opinion, of accomplishing this desirable end is through the township institute work. Here we meet—director, parent, pupil, superintendent, and teacher—all more or less interested in the success of each school. It is here the living, energetic, and persevering teacher appears; his method, theory, and system, as well as his profound knowledge of human nature and science, are fully comprehended. The patrons, director, and pupils of his school are delighted. One will whisper, "Noble fellow!" Another will say, in low but audible voice, "You shall have my support and influence." A third class teacher next appears: what a contrast! it beggars description. Emulation appears: "No more third, or even second class teachers," says one. "I am of the same opinion," whispers another. A third says, "We will have a good teacher or none." A fourth exclaims, "I have learned more about teaching, and teachers, and schools, than ever I knew." Here is a point gained, and confidence in ability strengthened, and the professional teacher honored.

I have labored zealously for the advancement of the schools of the county—traveled twenty-three hundred miles, making two hundred and ninety-three school visits—had ten township and two county institutes, and one county normal school of six weeks' session.

The board of supervisors and one or two county newspapers have aided nobly in the work; also many of the ministers have given their influence and assistance.

I would advise many changes in the school laws: a stated salary per annum for county superintendents—a change in the manner of electing county superintendents; also, a modification in the township system of directors, and other features of the law, which are unintelligible and defective. The whole law needs revising.

BREMER COUNTY.

CHILES S. HARWOOD, SUPERINTENDENT.

Educational progress in our county.—1st. We have ten per cent less teachers than when two years ago, or nearly two years, I took charge of these schools, and we are able to-day to pay upon a written examination a very much higher per cent of a much more severe examination. I think I can safely say that our average qualification has advanced not less than ten per cent.

2d. The most interesting feature of improvement is the fact that teachers are more fully awake in a common-sense manner, viz: that their pecuniary interests demand better qualification. That demand is ever regulated by supply, and that the world is not indifferent to the results of skilled labor. And the interest that parents and school officers are evincing in our school work is increasing; where one year ago last spring a director said to me: "She will do to teach our summer school; we can get her cheap," the same man said to me this spring: "Send us a good teacher, money is no object." And I am fully convinced that in many districts of this county a known poor teacher cannot get employment at any price, while a known good and faithful one will be secured regardless of cost. This is progress. "The laborer is worthy of his hire," and in no department more so than in ours.

Educational work done by County Superintendent.—I have done

this: Given almost every moment of my time, and all of my interest to this work. I have visited every school, or very nearly every school, in the county *twice*, and many more frequently, and have kindly yet firmly, almost invariably, corrected all the errors noticed; have encouraged and commended all the good, and discouraged all the bad; have in fact made school my trade and "worked at my trade."

I have held about a dozen Teachers' Associations in the county—primary object to teach method. Yet in order to teach method, facts must be taught. Results, method, and fact, or fact and method. I cannot tell how much work I have done. I can truly say this: never in my life time did I ever do more hours of work or work more diligently and earnestly, and all my life has been toil. And as regards the work done by other agencies, I can say this: We have fully a score of the ablest, most conscientious, working teachers in the *world*, and several men on our school boards will do all in their power to fix and sustain a standard of education that is an honor to our State.

With the aid of these we have been enabled to work up in several parts of our county a genuine enthusiasm, and poor work will not be tolerated, and good work will be well compensated.

All of this respectfully submitted.

BUCHANAN COUNTY.

S. G. PIERCE, SUPERINTENDENT.

On reviewing the educational history of this county during the period of my official connection with the schools, though painfully conscious that a vast amount of work remains to be done before our public schools can attain to any high degree of excellence, yet I find that something has been accomplished, and am happy to mention the following evidences of educational progress:

School Houses.—Ten years ago we had forty school-houses valued at \$6,999.00 We now have one hundred and twenty-three with an

aggregate valuation of over \$100,000.00. The unsightly log cabins and rough board shanties have been replaced by neat and substantial structures, designed with some intelligent reference to the health, convenience, and happiness of their occupants, while several of those recently built vie with our churches and other public buildings in architectural beauty. The citizens of Independence, Jesup, and Winthrop deserve much credit for the public spirit they have manifested in the erection of large and beautiful school buildings. More costly and showy buildings may be found in larger towns, but I think there are few, if any, in the State better adapted to their intended use.

Furniture.—Nearly all the school-houses erected in the county during the last four years are furnished with patent desks of the best style, and the general introduction of this kind of furniture is only a question of time. Ample blackboards are now common, and where they have not been provided our teachers make the walls of their school-rooms available by covering them with dark blue paper.

Apparatus.—With a few exceptions the schools of the county are supplied with outline maps, globes, numeral frames, etc.

Schools.—There are one hundred and forty, including the several departments in the independent districts. Four are graded and have a fixed course of study. The common branches are taught in all, some of the higher English in a few, the Latin language in three, and the German in one. The school year has been extended from six to over seven months. Teachers' wages have advanced, during the period under review, from \$21.04 for males and \$13.88 for females, to \$39.75 and \$25 per month. Boards of directors now fix the compensation of teachers according to the grade of their certificates; making no unjust discrimination in favor of males—brains, not muscles, being chiefly in demand. In some districts a difference of ten dollars per month is made in the wages of first and second class teachers.

Private Schools.—A few private schools are opened during the vacations of the public schools, and are doing a good work. I am happy to report but one denominational school in this county. This one draws its entire support from the foreign element of our population.

Teachers.—Sixty-four males and one hundred and sixty-six female teachers are employed during the year. Of this number, twenty may be classed as professional teachers, of ripe experience, and well established reputations; while a large majority are faithful and efficient, up to the measure of their abilities.

The demand, however, for skilled labor in the school-room is largely in excess of the supply. I have many applications from school officers, constantly on file, for first class, experienced teachers. To meet this demand, we have drawn largely upon the counties around us. Public opinion in this part of the State, would cordially sustain our Legislature in making ample provisions for the education of teachers.

Text-Books.—Uniformity was secured through the action of a county convention of school officers, and remains undisturbed except in a few districts, in which the disinterested benevolence of book agents has been manifested.

Methods of Instruction.—The old penknife method of teaching reading, has given place to the Word and Phonic method; while charts, black-boards, and slates, render the first steps pleasant and easy. Pupils are better classified in this branch than formerly. More attention is given to elocutionary drill. Lessons have been shortened, from four pages to four paragraphs, our teachers' motto being: "Fight it out on that line, if it takes all summer."

In spelling, the written is universally combined with the oral method; progress marked again by short lessons and thorough work.

Map drawing is taught in connection with geography. In arithmetic, more attention is given to principles, and the formation of correct habits of reasoning, than to the mechanical application of rules.

Grammar is taught orally, to some extent. Drawing is successfully taught in many schools; and music lends her sweet inspiration, to break the monotony and enliven all the exercises of the school-room.

Year by year, as I have visited the schools of the county, I have noticed less and less, of slavish dependence upon text-books, more of oral instruction, more object-teaching, more constant use of slates and black-boards, more frequent and thorough reviews, and, as a consequence, better and better results.

Institutes.—In addition to our annual Institute, which is always largely attended, more than 200 teachers being present at the last, we hold township, or one-day Institutes during the winter term. Dividing the county into four sections, of four townships each, and holding an Institute in each section once in four weeks, we have a teachers' meeting at some point in the county, every Saturday during the sixteen weeks of the winter term. I simply pay a well deserved compliment to our teachers when I say, that these meetings are well attended and enthusiastically sustained. For some years past "The Teachers' Column," in one of our local papers, has been filled with original articles contributed by the teachers of the county.

School Laws.—Few, I think, whose sympathies are fully in harmony with the grand objects of our noble school system, will care to see it again subjected to Legislative tinkering; and yet a few changes in the school law seem to be necessary. The sub-director, if we must have such an officer, should hold his office for three years. He should receive pay for his services, and give bonds to do his whole duty as an officer. The men who levy and disburse three-fifths of all our taxes, and nominally guard the dearest interests of the State, should not be required to work for nothing, nor allowed to make the injustice of such a requirement an excuse for neglect of duty.

My grateful acknowledgments are due to school officers and teachers, for their uniform courtesy and hearty co-operation; to many friends throughout the county, for their generous hospitality, and to the dear boys and girls for their cheerful greetings, and many acts of kindness.

BUENA VISTA COUNTY.

JAMES D. ADAMS, SUPERINTENDENT.

The schools of the county are in a good condition, have been supplied with good teachers, and have been well managed. The several Township Boards of Directors have shown an interest in schools

that is praiseworthy. In 1870 there were but few schools in the county, and but two good houses; now there are many good houses, 26 x 30 feet, and all seated with the best seats and desks, and nearly every school house lot is prepared, by breaking a strip of the prairie around it, for planting trees next spring. I expect that nearly every lot will be surrounded with a nice grove, and supplied with wells and all necessary outbuildings. I called a meeting of the Directors of the whole county last winter for the purpose of adopting a uniform series of text-books throughout the county, and a committee was appointed to select, and their report at a succeeding meeting was adopted, and all new books purchased in the county since that time have been of the kind recommended. In the villages or towns, Storm Lake, Newell, and Sioux Rapids are designing to establish graded schools as soon as suitable buildings can be provided. The wages offered to teachers have been raised about one-fourth above former prices. Most of the District Townships offer \$45 for first class, and \$35 for second class.

I think that sub-directors should have something allowed them for the time they spend in looking after the interest of schools, and can see no reason why laws have not been passed allowing them a compensation sufficient to induce the best men in each sub-district to accept of the office.

Our Teacher's Institute, held last December, was well attended by teachers and school officers, and was profitable not only to teachers, but it awakened an interest among parents that has been plainly seen in the improvement of the schools. The Institute was managed and conducted entirely by the teachers of the county.

BUTLER COUNTY.

W. A. LATHROP, SUPERINTENDENT.

Educational Progress.—It has been my constant endeavor to raise the standard of educational progress in the county, and I think I have met with a good measure of success. As an evidence of this

I will instance the efforts of teachers to more thoroughly qualify themselves for their calling, and a laudable determination on the part of the patrons of the schools to employ no teachers but such as come well recommended. Our institutes are more generally attended, and those teachers that attend them are sought after to the exclusion of others.

Work by Superintendent.—I have been as thorough in the visitation of schools as health and business would permit. It has been my aim to visit every school at least once. This matter of visitation I consider of vital importance to the schools. It cannot be made in my judgment as effective as it should be until the superintendency is made a salaried office, with such a salary as will justify a competent person to give his entire attention to it. As it is, with its meagre compensation, it will not furnish a support to the officer, and he cannot afford to attend to visitations, except at such times as they will not interfere with his usual calling.

CASS COUNTY.

E. D. HAWES, SUPERINTENDENT.

Educational Progress in the County.—I am sorry to say that my annual report is very imperfect. There have been some twenty new school-houses built during the past summer, and patent seats put in all of them. Notwithstanding the hard times our county is paying better wages this winter than ever before. The best of all is, we report eight hundred more *children* this fall than last. This we call "progress."

Normal Schools.—Our school interests are suffering greatly from the want of thoroughly, qualified, professional teachers. These cannot be had until our Legislature makes provisions for them. We hope our next General Assembly will establish a thorough system of normal and training schools, that the noble State of Iowa may not be behind in this much needed enterprise. With our present class of teachers, the only hope of any kind of success in our schools, is in

the efficiency of the county Superintendent. Take away that support and you might as well shut up our school houses.

Educational Work done by County Superintendent.—I have visited all the schools in the county twice during the year, spending as much time with each school as possible. We have had school celebrations in different parts of the county, and I am happy to say *all* of them were largely attended. I think very much good has resulted from these gatherings. We must get at the people in some way; talk to them, and *make* them talk, find out the trouble, and when found out it *may* be in *us*. I have adopted the written and oral method of examining teachers.

CERRO GORDO COUNTY.

A. S. ALLEN, SUPERINTENDENT.

Educational progress.—I have been superintendent of this county for the last two years. There has been made improvement during this time in the qualifications of teachers, hence also in the order, proficiency and improvements of the schools. Although we have still quite a number of teachers sadly deficient in *real* knowledge of those branches to be taught, and also of tact and ability to manage a school as it should be, yet we have an increased number of well qualified teachers. Several of those who two years since had first class certificates, we find only second class teachers, and poor at that. We think that our schools in general are twice as good as they were two years ago.

Educational Work done by the County Superintendent.—I have visited all the schools in the county once during each term, and many of them twice, for two years past. After hearing the recitations, witnessing the order, decorum, and general management of the school, I have invariably made it a part of my duty to give such counsel and advice to the teacher, as was meet, with a short address to the pupils, giving credit for whatever was praiseworthy, kindly

admonishing whatever was amiss and flagrantly wrong. By conversation and correspondence, I have endeavored to interest school boards and parents more deeply in the cause of our public schools, the education of the masses, and induce them to faithful and punctual visitation of these schools. In the examinations of teachers, I have felt it a duty to impress upon their minds the responsibility of their profession, the importance of a thorough knowledge of the branches to be taught, the varied ways and manner to interest the pupils—especially the dull, stupid, or careless—in their studies, and impress upon the minds of all the importance of order, system, good morals and good manners. I have urged those teachers who were deficient in qualifications to attend some normal school or class at once, or give up trying to teach.

By Other Agencies.—Teachers have received much benefit by attending "Institutes," and other educational associations, where they have had the benefit of the experience of older and successful teachers in the work.

Measures Calculated to Advance the School Interests of the County.—1. I would suggest that it is of great importance that we should have several Normal Schools established at once, and so located as to accommodate the different sections of the State. Such schools would be a power for good to the teachers, and hence to our public schools, making them ten times as valuable in a few years as they now are.

2. I would suggest also that we petition our Legislature in favor of "Compulsory Education," with such provisions as are suited to our new and growing State.

3. I would suggest still further that County Superintendents should in all cases possess qualifications of a high order for their office, and hence should be examined by competent authority, and should have a salary which would be suitable and proper, and equal to the work and importance of their official duties.

CHEROKEE COUNTY.

JOHN H. ROE, SUPERINTENDENT.

Educational Progress in the County.—The number of sub-districts and the number of schools have been doubled in the year.

Educational Work done by Superintendent.—Made twenty visits, written numerous articles for the county paper, and have induced most of the districts to get full sets of school record books, and blanks, ordering myself from Mills & Co.

Educational Work by Other Agencies.—An independent school district has been erected at New Cherokee, and preparations made to build a ten thousand dollar school building, for a graded school.

Measures calculated to advance, &c., &c.—Have held a Teacher's Institute, which resulted in adopting one set of books in all the schools of the county, and a general system in all the proper ways of teaching and governing a school. Awarded a \$10 prize for the best essay; committee appointed by the Institute; great good resulted.

CHICKASAW COUNTY.

JOSEPH GRAW, SUPERINTENDENT.

There has been a healthy progress in the educational work of the county for the past year.

The teachers have advanced so that we have to-day a better class than this county has ever known before. Old school-houses have been repaired, and new ones have been built, all well constructed and furnished with patent furniture. For the most part patrons have manifested a desire to advance the cause, and have worked with the teachers and Superintendent.

The work done by the Superintendent has consisted chiefly in visiting the schools, and working at Teachers' Associations and other

educational meetings. The Superintendent also makes an annual report of the condition of the schools in the county. In this report he places before the public the true condition of the schools and makes suggestions to teachers and parents with regard to the best methods of advancing the school interests. This report is published in the papers of the county.

During the fall, when the schools are not in session, the superintendent is engaged in teaching, and many of the teachers in the county have been in the habit of taking advantage of the opportunity thus afforded for qualifying themselves more thoroughly for their work.

Other Agencies.—Bradford Academy is one of the most efficient agencies in this county in advancing the educational work. It has done more to qualify teachers than all other agencies combined.

1. Among the measures calculated to advance school interests in the county we should first mention teachers' associations. There have been held two such associations during the past year at as many different places, and almost every teacher in the county has been present at the one or the other of them.

2. Our institutes are also doing much good. Their fruits can be distinctly seen in the district schools.

3. A plan for a joint association of teachers of several adjoining counties is now on foot, and will, I doubt not, prove successful.

4. Teachers' examinations are made more a *drill* in the branches to be taught, than a simple examination to ascertain how much the applicant knows.

5. Teachers' certificates are graded so as to encourage a high standard of scholarship. For that purpose a third class is marked, so as to be of but little value, and the professional is graded so as to show the teachers' qualifications in the higher studies. Applicants for any grade are required to pass the same examination in the common school branches; and only those who answer over ninety per cent of this examination can be candidates for the professional certificate. Only those who answer over ninety per cent of the questions proposed for the lowest professional, can be applicants for a higher professional grade, which in every case will include more advanced studies. No person is granted a professional grade who has not been successful in teaching.

CLAYTON COUNTY.

JOHN EVERALL, SUPERINTENDENT.

With regard to our present school system, changes will no doubt be recommended by most of the County Superintendents. All who feel an interest in our common school cause will, I think, agree that *some* changes are necessary. I think that a meeting of the County Superintendents and principals of High Schools throughout the State for the purpose of discussing a new system, upon which we could unite, would be advisable. It would appear out of place for a County Superintendent to present an argument in favor of the continuation of the office which he holds, and it would surely appear egotistical in a report of this kind to present what I would think a model school law. So, I leave suggestions for others to make, hoping that our Legislature will take no backward step, and that they will at *least* listen to the suggestions of our leading educators, who will not, I feel confident, ask anything but what is practical. We can not afford to experiment. Let us not throw the old away simply because it *is* old. Let us adopt those plans which have been tried and have succeeded in other States, looking with suspicion upon that which would give us more school officers than we now have.

I am persuaded that our annual Institutes are doing a good work for our schools, although we in common with other counties, feel the need of a Normal School. We have, I believe, only two teachers who have attended such an institution.

The attendance at and interest in our Teacher's Institutes is increasing; we had this year one hundred and sixty-seven teachers in attendance.

We have tried to elevate the standard of our teachers' qualifications, and we think that our labor has not been all in vain. We have a corps of teachers that I feel proud of. They are, as a class, earnest workers and seeking for "more light."

An advance of wages in most parts of the county shows that their labor is in some degree appreciated.

I believe that I only echo the sentiment of our teachers in saying that we are trying to bring the schools of Clayton county into the front rank.

We ask our Legislature to give us a Normal School to help us on our way.

My visits to schools are as a general thing well received. I do not think that we can afford to let our schools run without supervision of this kind. The law requiring directors to visit is inoperative, null and void.

In making these visits our rule is to encourage when we can; blame when we must. We have no fixed rule to guide us except to do all that we can to make our scholars good and useful men and women.

Respectfully submitted.

CLINTON COUNTY.

ROSWELL B. MILLARD, SUPERINTENDENT.

Examination of Teachers.—First, A brief oral examination to ascertain the candidate's experience, special training, knowledge of elementary principles, moral character and adaptness for the profession. Second, Written and oral questions, embracing ten topics, on each of the branches required by law, 60 per cent of which must be answered before a certificate is granted. Third, Annual examination to raise the grade or class of certificates granted. Fourth, The preservation of the manuscript of answers of every candidate, with an indorsement thereon of the class, and grade of certificate granted, together with a brief note of school visitation, of those whose schools have been visited. Fifth, Publication of the name, class, grade, and average standing, of all those to whom certificates have been granted during the year.

Teachers' Institutes.—It is the unanimous and expressed opinion of the teachers of this county, that the Institute held at DeWitt, commencing September 4th, 1871, and organized as a Training

School, in two sections, common and graded, was a grand success, and that more and better work, was done during that one week, than could possibly be done in a month, by an ordinarily conducted Institute. The total attendance was two hundred and fifteen. Full proceedings of the Institute were published in the Clinton Daily Herald and other papers in the county, and re-copied in the Institute Register provided by our *live* Board of Supervisors.

Secretaries' Reports.—I expressed the opinion in my last report, that Secretaries' Reports, under the present system, were a *farce*. Another year's experience only confirms that opinion. Never, till the Superintendent of Common Schools is required by law to disburse the school moneys by orders on the county treasurer, and keep an account with him, and the treasurers of the township and independent districts, will you be furnished with full and correct reports.

CROCKER COUNTY.

SARAH A. LITTLEFIELD, SUPERINTENDENT.

As you are probably aware, this is the first year of our county organization. Educational work like all other matters is in an incipient state.

School-Houses.—There have been five frame school-houses built, and one log-house purchased and fitted up for a school-house the past summer, at a cost of about \$200 each. Four of our school-houses are now furnished with outline maps. The grounds around some of them have been broken for improvement. A step in the right direction, I think.

Schools and Teachers.—Our schools, only five in number, in the past, will be increased in number the coming winter. They are small and the pupils not far advanced. Four of our teachers taught their first term the past summer. Their qualifications were of a low grade. The board of directors have resolved to seek teachers of a higher grade for their winter schools.

Educational Work.—I have visited all the schools, both winter and summer; some of them twice. Have circulated the *School Journal* among the teachers. I have endeavored to correct faults and urge upon these young teachers to take a higher stand and qualify themselves fully for their work.

The board of school directors now take several copies of the *School Journal*.

DECATUR COUNTY.

W. C. JACKSON, SUPERINTENDENT.

1. *Educational Progress in the County.*—Our schools stand, at least, twenty-five per cent ahead of where they were two years ago. The most noted progress is in orthography and history.

2. *Educational Work Done by County Superintendent.*—This consists principally of what I have done directly with the teachers and pupils in the schools. In visiting the schools I have made it a point to talk about the branches required by law to be taught in our common schools. I have made orthography and reading a specialty, because I conceive those branches to be of the utmost importance in our common schools, and generally too much neglected.

3. *Measures Calculated to Advance the School Interests of the County.*—Last year we had a Normal Institute of three weeks. We held it the three weeks preceding our Teachers' Institute. This year we had the Normal taught four weeks. So in connection with the Teachers' Institute we had a school of five weeks. These schools are wielding a perceptible influence in the schools of the county. I have managed so as to secure a very full attendance at our Institutes. This year we enrolled 132 teachers. I have urged the school boards to fix the compensation of teachers in accordance with the grade of certificate. Two townships have taken action in the matter.

In closing this, my last annual report, I must thank you for the kindness and courtesy you have always manifested in corresponding

with me. Feeling conscious that I have discharged the duties of my office to the best of my ability, and that I have witnessed a decided improvement in the schools of the county, during my term of office, I am aware that we must continue to advance, and that we can only do this by continued vigilance and labor. I shall always feel a deep interest in our schools. I hope that the most choice blessings may ever rest upon them, and those engaged in the arduous and responsible business of educating the youth of our country.

DELAWARE COUNTY.

JOHN KENNEDY, SUPERINTENDENT.

Educational Progress.—The standard of qualification for teachers has been elevated in practice. The battle with incompetency has been fought amidst considerable uproar and determined strife; but victory has pronounced itself in favor of progress. The smoke of conflict is clearing away, and teachers as well as people are falling in with the present ideas with very good grace. Our high schools are filling up. Nearly all my teachers of the past year are in school this fall, seeking higher attainments. I say, without boasting or desiring to exaggerate, that the question of raising the standard is considered here practically solved. To accomplish this, we have been obliged, in many instances, to leave schools unsupplied amidst the impatience of parents, the pressing wants of children, and the complaints and misrepresentations of disappointed teachers. But the opposition is subsiding; and we are already meeting with not only submission but general approval. Henceforth we can maintain our standard with comparative ease and comfort. One great embarrassment with which we have had to contend is the facility with which our rejected candidates have obtained certificates elsewhere. It has certainly borne a peculiar aspect to see persons whom we had rejected on third grade obtain first-class certificates from other counties. We say this with some delicacy of feeling, not wishing to compromise others. As a result of better literary qualification we are

securing more intelligent and successful teaching. We are rapidly approaching uniformity in modes of organization and special management. This uniformity has been brought about by the operation of the Institute, the meetings of the Association, and the visitations of the County Superintendent. The leading ideas in our uniform work are these: To have the fewest possible number of classes; to use a programme and time the work; to pass over no pages of reading matter until it is finished to the satisfaction of the teacher; to teach sounds of letters to all in school; to require every pupil to practice penmanship daily; to require all, without exception, to recite mental arithmetic each day; with such additional exercises as may necessarily be imposed. These ideas meet with universal approval, and work to a charm. There is a manifest improvement in the attendance, and in the interest of the children in their studies.

New Houses.—About thirty thousand dollars worth of new buildings have been added to our facilities during the past two years, besides marked internal improvements on those of longer standing. We cannot complain of the liberality of the people in this respect.

Uniformity of Books.—We have solved the book question. Two years ago there was not a standard text-book adopted by a single township in this county. In consequence of no discrimination made by competent authority, a multiplicity of books on the same subjects had worked into the schools to the great confusion of classification. This has been obviated by the action of district boards in selecting a distinct list of books to the exclusion of all others. Orders to this effect are printed and posted up in the various school-rooms. We have thus a township uniformity, and are approaching a county uniformity.

Wages.—Wages are rising in proportion to exactions of school boards. They vary from \$150.00 per month in the city of Manchester down to \$20.00 in some of the rural districts.

Private Education.—The Lenox Collegiate Institute at Hopkinton has received within the last year an endowment of ten thousand dollars. Its college course is complete. Attendance, one hundred students.

The Colesburg High School has an attendance of fifty students.

Work Done by County Superintendent.—Have visited all the

schools, most of them three or four times. Have disengaged myself from all other business and given myself entirely to the work; and still I think my charge has been about twice too large to enable me to do my work as well as I could wish. Schools ought to be visited twice per term. Have given personal attention to public and private examinations. Have called a convention to regulate textbooks. Have worked in associations with my teachers.

Means Calculated to Advance, &c.—That County Superintendents be firm in withholding certificates from persons not qualified, and that the State give us a Normal School in which to train our teachers for their work. That the Legislature pass a law permitting county boards of supervisors to appoint one Deputy Superintendent to aid in visiting schools. That substantial book-cases and well assorted libraries of general reading be placed in every school-room in the State. This we are commencing to do, with a fair prospect of success.

DUBUQUE COUNTY.

J. J. E. NORMAN, SUPERINTENDENT.

There is but little perceptible change in the schools of Dubuque county since the date of my last report. As far as I can judge, they are quietly advancing in efficiency and public favor. But little, however, is being exerted for the formation of graded schools, and none whatever for the establishment of a County High School, which I think is decidedly to be regretted.

Teachers' Certificates.—My report exhibits but a small percentage of first grade certificates. This is principally owing to a lack of Normal, or Training Schools, and will continue to be felt until schools shall be established for the especial benefit of teachers.

Examinations.—There is a radical defect in the present system of examinations, or, more properly, a defect in the law relative thereto. In my humble judgment, all private examinations should be forbidden, as well as those prescribed for the last Saturday of

every month. Quarterly, or semi-annual examinations to be conducted by the County Superintendent, and two associates, would be better, while at the same time the entire examination should be written, eighty per cent. the minimum for obtaining a second grade certificate.

School Visitations.—Schools should be visited by County Superintendents as often as necessity requires—a dozen times a year if needs be; but to compel the attendance of the Superintendent a half day in a school-room containing but half a dozen children is as ridiculous as it is useless. It is this idiotic requirement that compels Superintendents of populous counties frequently to neglect more important schools. A far more efficient supervision might be given, if this matter was left to the discretion of the Superintendent.

Appeals.—If County Superintendents are required to assume judicial prerogatives, their decisions should be binding, unless appealed to a properly organized legal tribunal. The practice of appealing to the State Superintendent, who probably is not more versed in legal lore than many of his subordinates, is both troublesome and vexatious, not to say unsatisfactory, as the same case *may* be brought *into court*, under another dress. If school directors cannot agree as to the location of school sites, division of districts, &c., &c., compel them to settle through disinterested arbitrators, or through the regular process of the courts. All appeals should be taken out of the hands of both State and County Superintendents.

School Officers.—All school officers should be compensated for their services. District Secretaries should be compelled to keep a correct system of district records, and separate accounts with the different funds. They should also become familiar with the entire valuation of their respective districts, and be able to report annually in dollars and cents the various amounts required for the Teachers, School-House, and Contingent Funds. They should also be able to clearly state how every dollar of the district tax had been appropriated.

FAYETTE COUNTY.

M. M. HOUSE, SUPERINTENDENT.

1. *Educational Progress.*—The common schools of this county are gradually improving in efficiency, and during the past school year have given better satisfaction than ever before. Our teachers have made many valuable improvements in their methods of instruction, and the people in some localities are wide-awake in the cause of education, and are willing to "lend a helping hand" in all endeavors to make our schools better.

2. *Educational Work Done by County Superintendent.*—The number of schools in this county is too great for me to visit each of them twice during the year. I confine myself therefore to visiting schools during the seven months that they are in session. During the past winter a series of Sub-Institutes were held in different parts of the county, which have had a tendency to awaken an interest in the cause of education. My examination of teachers has been oral and written combined. I have granted three grades of certificates—Premium, First Class, and Second Class. Teachers' certificates all expire on the first day of November of each year. I am earnestly striving to raise the standard of qualification for teachers, for that reason I have rejected many applicants for certificates.

FLOYD COUNTY.

H. WILBUR, SUPERINTENDENT.

1. *Educational Progress in the County.*—We now have three graded schools, and soon will have two more, all of which will be independent districts. We are certainly making good progress. No child need leave the county to prepare for college. The classics as well as all the natural sciences and mathematics, are taught in some of the schools of the county.

2. *Educational Work Done by County Superintendent.*—During the past year and up to the time of writing, I have visited all the schools of the county twice, and most of them three times. Have formed in connection with others a "County Educational Society," which meets quarterly and is well attended. School picnics are quite fashionable, and the County Superintendent is always invited, and always makes a speech on the occasion. Nine schools were present on one occasion last summer, and unusual interest was manifested by all in attendance.

Our teachers as a body are rising in real worth as teachers, and their labors are better appreciated than formerly. Most parents in good circumstances, are giving their children opportunities beyond the common branches, by sending them to the higher departments in our graded schools.

FREMONT COUNTY.

H. RUSSELL LAIRD, SUPERINTENDENT.

1. *Educational Progress in the County.*—I think the schools generally in the county are improving. There seems to be a growing increase of interest felt especially by the teachers. At our Institute last winter the teachers, by a unanimous vote, asked me to raise the standard of qualifications for granting a certificate ten per cent. and I raised it at least twenty. The result is, a great many teachers get second grade certificates, who have heretofore received first grade, this has caused them to work harder to improve themselves.

2. *Educational Work Done by County Superintendent.*—My report shows that during the year I have made one hundred and seventeen visits to schools, visiting sixty-two schools, showing that I have visited nearly every school twice. I generally make a few remarks to the scholars, and often suggestions to the teachers, and where I find the teacher not adapted to teaching, I tell him he had better quit and do something else.

3. *By Other Agencies.*—That the people of the county manifest an increased interest in the cause of education, is shown by the number of large, new, and commodious school-houses that are springing up all over the county, the heavy taxes levied for the support of the schools, and an increased interest manifested by the people generally in the cause.

4. *Measures Calculated to Advance the School Interests of the County, &c.*—I would suggest, that a higher standard of qualifications be required for granting a certificate. 2d. Pay teachers better salaries. 3d. Make the office of County Superintendent a salaried office, with a salary sufficient to enable a well qualified man, to devote his whole time to the schools and school interests of the county.

I would also suggest, that the School-House and Contingent Funds be one, it would save much labor in levying taxes, making reports, keeping the books, &c., &c. All of which is respectfully submitted.

HANCOCK COUNTY.

A. R. BARNES, SUPERINTENDENT.

Educational Progress.—Within the past year a great advancement has been made in the county both as regards the grade of teachers and advantages provided by the several school-boards. Wages have been raised so that they now range from \$30 to \$50 per month. Good comfortable school-houses have been provided wherever needed, and the necessary school books are furnished all over the county. We have a much better class of teachers than heretofore, and I have visited each school at least once each term, which in our county is equivalent to three times a year.

Work of County Superintendent.—As I said before, I have visited schools once each term, and endeavored to awaken a new interest both in teachers, patrons and pupils. Have criticised and commended as I thought my duty. Have rigidly enforced the school

law in regard to attendance at Institutes, and used every means in my power to promote the welfare of the schools.

Our county is yet very new, and much advancement may yet be made. The county is out of debt and orders are worth their face, which has helped me much in securing competent teachers.

Our county is yet too thinly populated to allow any other agencies than those in common use to be used successfully. Our Institutes are very beneficial. Teachers take hold after attending them with renewed energy.

JEFFERSON COUNTY

JOHN N. EDWARDS, SUPERINTENDENT.

I would say, that in regard to school-houses, we are advancing admirably. Great interest is taken in erecting houses and furnishing them to make the children comfortable; but a sad indifference and neglect exists in advancing the salary of teachers, and coöperating with the Superintendent in granting certificates to the same. In many instances, however, teachers receive all they earn; all their qualifications demand.

Again, directors are limited to a certain amount of money to hire teachers for the school year, for this they give out bids; the teacher working for the lowest amount will receive the school; thus taking the advantage of those who would make teaching a profession, and driving them from the field, and bringing in transient ones whose main object may be to hurry through with a term of school, to further prepare them for the altar hymeneal; ignoring the great cause of preparing minds to benefit futurity; causing wages to be meagre, teachers careless, and schools in such condition, a lamentable drag.

Teachers of ability "being bone of our bone, and flesh of our flesh," are equally engaged with the rest of mankind in obtaining a livelihood, and also in accumulating something for a "wet day;" they naturally seek the best remuneration for their labors; hence a number from this county have gone to Oregon, Kansas, Texas, Illinois, and elsewhere.

The work of properly educating the masses, has also been retarded by there being no Normal School in our midst, where teachers might be better disciplined for the work.

Educational Work Done by Superintendent.—The work we have done, has been to follow up the duties of our office as enumerated in the law; and in addition, we might say, that we have at all times endeavored to harmonize with the teachers of the county, and to infuse our zeal in the cause into their minds, thereby inculcating a strong desire to promote the cause of education in the county; by this class we have been warmly supported; and to them we shall ever feel indebted for favors shown, and advice given.

School Laws.—Do away with the annual change of sub-directors, and enact a law similar to the present one in use in Pennsylvania.

We are fully convinced that the present method of electing directors in district townships, is not as practicable as the system provided for in the State of Pennsylvania; that of electing six men to represent the township, two of whom are to be elected each year thereafter; thus allowing four directors to be retained in office, who are acquainted with the business, and do away with a large amount of embarrassments which occur with newly elected men, in transacting business, and in further consummating the design of the school law. We further believe that a reasonable compensation to sub-directors would result in great good to our schools; let that be done and a penalty attached for a non-performance of duty, and more attention will be paid to the schools; men of wisdom, sagacity, integrity, desiring to make a wise and prudent use of the funds committed to their care, will be selected for such a responsible position. We know it will be objected to, alleging that a great expense would be incurred to the people of the State; but what of it? the money paid to each one is so small that it would not be sent from our midst, or carried beyond the State; but men will have received their dues, their duties better performed, and the money still in our midst "going around and doing good."

Text-Books.—For years the question of a continual change in text-books seemed to agitate the minds of our people, and indeed it is one of great magnitude, coming to the homes and into the families of the poor as well as the rich, compelling a continual

change of books when families changed schools, or often by a change of teachers.

In order, therefore, to relieve the impediment, the Institute of October, 1868, appointed a committee to examine and report upon a series of text-books, to be recommended by the Institute. This they did, and a specified series was decided upon and recommended to the people, which action each annual Institute since that time has not failed to endorse, and in order to further the enterprise I conceived the idea of holding a school officers convention, believing that if their endorsement could be secured, the trouble could be alleviated for a time; which convention I took the liberty to call requesting each school officer in the county to be present. When the day arrived there was a full attendance and by resolution the series, as recommended by the Institute, was unanimously recommended to the people, and each officer pledged himself to use his influence to secure and maintain a uniformity of books, as recommended in the schools of the county, and I might say that said actions have been productive of great good, and, not to my knowledge, has a complaint been made in regard to the change of text-books, for at least one year.

GREENE COUNTY.

BY A. R. MILLS, SUPERINTENDENT.

I have hardly crossed the official threshold, as an appointee, and yet I have reason to believe that the schools of Greene county are in a healthy and flourishing condition. Jefferson and Grand Junction have organized independent districts, and each have nearly completed large and well arranged brick school-buildings. Jefferson is rapidly merging into the graded system, which will doubtless be perfected on the occupancy of the new school-edifice.

County Superintendent.—I. L. Kephart, my predecessor, was an efficient officer. He visited the schools of the entire county, carrying gladness with his genial presence; inspiring life and more

exalted aims into the schools under his care, so that now, while he occupies another sphere as an educator, the influence of an able superintendent has not been lost upon the schools of the county.

Certificates.—To elevate the *grade* and exalt the *profession* of teachers, great care should be exercised that *every* certificate *speaks the truth*, so that it shall not be looked upon as a passport to public money; but that the holder has in fact a "good moral character," with the qualifications, native and acquired, to *teach* the branches named.

Patrons and Teachers.—Earnest efforts should be put forth to secure the co-operation of teachers and patrons. The fact should be impressed upon the mind of patrons that their school cannot rise to that degree of success, if neglected, that it will with their sympathy and friendly assistance. The teacher should covet this friendly assistance, and cultivate a home feeling among the patrons of his school.

Compulsory Attendance.—The laws of the State bring a free school to the door of every pupil. The finger of the law reaches into the pocket of every tax-payer, and takes the necessary per cent. to erect, furnish, and equip that free school in all of its apartments, and through all of its system. With this ample provision, children are growing up in ignorance in every county in Iowa; and when you say, "Compel children of a suitable age to accept this great blessing," the answer is "That would be arbitrary." Certainly, it would be arbitrary, but no more so than any other law. The law will not permit a parent or guardian to cripple the *body* of his child; why should he be permitted to *cripple the child's mind*?

GUTHRIE COUNTY.

JAMES H. MEEK, SUPERINTENDENT.

1. Educational Progress in County.—The progress of the schools has not been as great as is desirable, the principal cause of which is inefficient teachers. Good teachers cannot be secured for the low

wages offered by directors. Many first-class teachers leave the county on this account.

2. *Educational Work Done by County Superintendent.* Have visited nearly every school in the county, and made suggestions "How to teach." Held teachers' monthly meetings at three different points in the county, at which time and place the best methods of teaching were discussed. We found these to be beneficial. I had teachers send me a monthly report of the progress of schools. I found these to be an incentive to teachers to advance their respective schools.

3. *By Other Agencies.*—Some few sub-directors take a deep interest in their schools, and raise money among the patrons of the school to add to the amount allowed by the board to hire a first-class teacher. A majority of them, however, take little interest.

4. *Measures to Advance, &c.*—I have recommended certain rules and regulations to all the district boards in the county for them to adopt and enforce, as follows :

Rule 1. There shall be a uniformity of school books.

Rule 2. All pupils between the ages of eight and twenty-one must be taught writing each day.

Rule 3. Pupils must be supplied with necessary books.

Rule 4. Teachers must make monthly reports to the county superintendent.

Rule 5. Oral instruction must be given each day in grammar.

These rules will be generally adopted.

It shall be my aim to awaken a deeper interest in the schools, and induce the patrons, if possible, to labor for the advancement of education.

HARDIN COUNTY.

FRANK A. MOORE, SUPERINTENDENT.

Educational Progress.—Though recently appointed, I am pleased to report improvement in our common schools. The public is

now demanding better qualified teachers, and making a distinction between those of first and second grade. To meet this demand, teachers are seeking every available means to qualify themselves for their work. Our Normal Institute, held at Iowa Falls, for two terms, has furnished to the schools of the county a corps of live teachers, and the very name of Prof. Jerome Allen, the conductor, is respected by teachers, school officers, patrons, and pupils, for the reformation in our schools. The school-room is now no longer a prison in Hardin county.

The academy at New Providence, a fine moral and religious school, maintained by the Friends, is another source of great benefit to the teachers of this and adjoining counties, and, I am proud to say, is ably managed and largely attended.

Amendment to School Law.—I would offer this amendment: that the reports of the secretaries to the superintendents, and their reports to the State Department, be made in March, from the settlements of the school boards, instead of September. I have found it very difficult to arrive at a *financial* statement of the county from the secretaries' reports, and have had to visit nearly every township and examine their books before I could balance their accounts. I think if this change were made it would overcome all this difficulty.

Normal Schools.—It is hoped that Normal Schools will furnish us with professional teachers. Wealthy persons rarely send their children to the higher schools to prepare for *teaching*. They have something in view more respectable (?) for them. Poorer persons, who are the hard working, free thinking, noble, pioneer citizens of this State, to whom she must look for support in times of happiness and hours of danger, should have a school furnished for their children, after they had acquired a common-school education, free from cost.

The great State of Iowa, which is second to none in most things, should not be behind her sister States in this noble work. It should furnish fine buildings, throw open the doors, and say, "Come one, come all: here is *education* without *money* and without *price!*"

May kind Providence hasten the day when our State, as well as others, shall be blessed with one or more Normal Schools.

HARRISON COUNTY.

H. H. MCKENNEY, SUPERINTENDENT.

Educational Progress in the County.—During the past year I have noticed with much pleasure, that the residents of this county, have evinced a greater interest in the cause of education, than heretofore. The results of this improved attention on the part of the community are shown, in the greater beauty of our school-edifices, the increasing anxiety on the part of school officers to secure efficient teachers, and the efforts made by the teachers to meet the requirements of the day. When visiting the schools of the county, I have paid marked attention to the various methods adopted by teachers, and I find that there is a visible improvement in this direction. More educational works are perused than formerly, resulting beneficially to the pupils and satisfactorily to the parents. There is however, I regret to state, a less regular attendance upon the part of pupils, and no manifest improvement in the reports of the various Secretaries of Boards. To sum up the whole, in a few words, I can confidently state, that Harrison county is steadily advancing, in the path of educational progress, and that (with proper management) she will ere long assume a leading position.

Educational Work Done by County Superintendent.—I have visited, with four exceptions, every school in this county, once in each term, and many I have visited the second time, remaining a half day at each. The plan adopted for visitations, was to call upon the teacher unexpectedly so that no special preparation might be made by him, to elicit a favorable opinion from me. In every visitation, I made such suggestions, as I thought best calculated to advance the interest of the school, especially have I labored to secure a better order of school discipline, and I am happy to state, that such efforts have not been fruitless. I have also made special efforts to awaken a better interest in the subject of penmanship, but with little success. I have reported since last June, in the county paper, the standing of each school, &c., and find that much good resulted therefrom. I have also raised the grade of teachers.

By Other Agencies.—I am not aware of the existence of any other agencies in this county, tending to promote educational interests.

Measures Calculated to Advance the School Interests of the County, and other Appropriate Items.—The measures that I would deem best calculated to advance the cause of education in this county are—1st. To provide for increased salaries for teachers. 2d. To substitute a long for a short engagement. 3d. To prevent (by some means), all needless interference on the part of parents. 4th. To raise the grade of teachers still higher, so as to drive out the horde of intruders now in the ranks. 5th. To compel a greater amount of attention on the part of school officers. 6th. To provide libraries and apparatus for the different schools. 7th. To adopt measures to secure the regular and prompt attendance of pupils.

HENRY COUNTY.

G. W. THOMPSON, SUPERINTENDENT.

I came into office by appointment, December 1st, 1869, and by election the 1st of January following.

Educational Progress.—During the past two years many excellent school-buildings have been erected and furnished. There are but two log school-houses remaining in the county, and these are already doomed. The Iowa Wesleyan University, Howe's High School and Female Seminary, Mt. Pleasant Female Seminary, and Whittier College are all in a flourishing condition. These institutions wield a powerful influence for good. Fraternal relations exist between them and the common schools of the county, and all are working harmoniously to build up and sustain its educational interests, and to furnish men and women of mental and moral culture for the various avenues and activities of life. A larger number of students are now in attendance at these institutions than at any previous period. Many of these are preparing themselves for professional teachers. Foremost among the graduates of the University, as well as among the students of this, and the other

institutions mentioned, are found graduates of the High School Department of the Mt. Pleasant Graded School. The New London Academy has also been doing a good work.

The common schools of the county have not been behind in educational progress. Good teachers are in better demand than ever before, and those who can not be supplied with schools in the county, find lucrative situations out of it. They receive calls from Illinois, from Missouri, and from other counties of our own State. These and kindred spirits, who remain to teach the principal schools of the county are an honor to the profession.

Educational Work Done by County Superintendent.—I feel that I have only been a co-worker. What has been accomplished has been done by co-operation with the educational men and women of the county. A large majority of the one hundred and thirty teachers employed in the schools have co-operated in this work. I have endeavored to visit each school in the county as often as required by law. Some have been visited oftener where it was imperatively demanded. But few of this character have been found.

In these visitations, in addition to seeing the teachers at work in their respective school-rooms, I have been enabled to ascertain *how* they teach, and especially *how* they govern. Have also become much better acquainted with the *wants* of the respective schools and districts. I deem these visitations essential to the *successful* prosecution of the work.

The County Institutes have never been better attended than during the past two years. Unity of purpose and harmony of action made each of them a success. Much was accomplished toward preparing our teachers fully for their noble and responsible calling. Much of the success of these Institutes was due to the able efforts of leading educators of the county.

Something has been accomplished toward securing uniformity of text-books. By recommendation of the Superintendent several boards of directors have already taken action on the subject. It is hoped that the remaining boards will do so at an early day, and that a uniformity of text-books will be established the coming year. To accomplish this object as *little* change as possible is sought.

Examinations are, principally, oral. Three grades of certificates are granted. Premium certificates are granted to the most successful and experienced teachers of the county. Their scholastic attainments must, of course, be of a high order, with excellent ability to impart instruction.

By Other Agencies.—I feel now, as I have felt during the past two years, that but little can be accomplished in this great work without co-operation. I am under many obligations to the educators of the county for their able efforts to advance the interests of the common schools. But in view of the magnitude of the work, and the immortal interests that cluster around it, we can accomplish but little without the agency of the Omnipotent. The Bible and Christianity always lead the van of *true* progress.

HOWARD COUNTY.

BY C. F. BRECKENRIDGE, SUPERINTENDENT.

Schools of the County.—I think I may safely say that the schools of my county generally are in a prosperous condition, and improving from year to year. Nearly every sub-district has a good, comfortable school-house, and I find the people almost universally interested in school matters. At Cresco we have a graded school, conducted by A. B. Surnurt and three lady assistants, all able and earnest workers, which is accomplishing a grand work, and of which the citizens of Cresco are justly proud.

Visits.—I have visited the schools in all parts of the county, and have endeavored to encourage pupils, to impress teachers with the importance of their work, and to instruct them, so far as I have been able, in the best and most approved methods of teaching the several branches. But I feel that we are poorly paid for the labor that is required of us. No county officer receives so small compensation, and yet there is none more important. To ask a man, who has sufficient education and ability to accomplish any good as County Superintendent, to keep a team and travel the county in all kinds of

weather for \$3 per day, is simply absurd. I hope our Legislature the coming winter will either abolish the office, or show that they consider it worth perpetuating.

Normal Schools.—What our teachers most need is an opportunity to prepare themselves for their profession; and it is desirable that there be established in our State, a sufficient number of Normal Schools to accommodate all teachers, who may desire to avail themselves of their advantages.

HUMBOLDT COUNTY.

BY EBER STONE, SUPERINTENDENT.

School-Houses.—Our people have exercised a wise liberality in the erection of school-houses. Nearly every neighborhood is supplied with a good, comfortable building. The one in the independent district of Springvale, is built of limestone, and cost four thousand dollars. They are mostly furnished with neat and convenient desks of approved patterns.

School Furniture.—Most of the schools are supplied with more or less of the ordinary school apparatus, but a few are entirely destitute. Nearly every one has a blackboard, and many have an artificial globe, a dictionary, and wall maps,

Visitations.—Since entering upon my duties last January, I have visited about half of the winter, and all of the summer terms, but one. In the work of supervision, I aim to engage the co-operation of school officers and patrons, and when about to make these calls, invite them to visit the school with me, and insist upon their keeping up a personal acquaintance with its doings, its progress, and its prospects.

Teachers' Certificates.—The increased number and better fitness of teachers encouraged me to adopt a higher minimum standard of qualification than heretofore.

The necessity of granting fourth-class certificates, in order to prevent a scarcity of teachers, being no longer apparent, we have issued

none but those of the higher grades this year, and the demand for teachers has been in this way amply supplied.

Believing that literary attainments alone lack very much of fully qualifying for the duties of instruction, and realizing the difficulty of determining in regard to other necessary qualifications of the teacher, unless he is seen on duty in the school-room, we have granted no first class certificates to beginners.

District Officers.—Our acknowledgments are due to school officers for valuable assistance, advice, and encouragement. They have seemed to take pleasure in the prosperity of schools, and have been willing to aid in every good work proposed for the advancement of school interests. Their friendship and kind regards are appreciated, and will not soon be forgotten. Secretaries have made out and sent in their annual reports with commendable promptness, and the alacrity with which the several boards of directors have come up to the spirit and requirements of the law, is worthy of mention. One or more schools have been established in each sub-district, and the school-houses have been kept in good repair, and supplied with an abundance of fuel.

Normal Schools.—Though many teachers are doing a praiseworthy work in our schools, yet we are greatly in need of more professional teachers, more thoroughly qualified men and women, educated with a special reference to the work, as the minister, the doctor, or lawyer is trained for his particular vocation.

The Normal Department of the State University, with the incidental help of Teachers' Institutes and Associations, is not adequate to the great pressing want of Iowa for skilled labor in the school-room to-day, a want which is growing with a rapidity seldom equaled in the history of new commonwealths. This great want points unerringly to the wisdom of an early establishment of State Normal Schools.

Educational Bureau. We are looking for good results from the national Bureau of Education at Washington. We trust that it will help to strengthen and sustain the State educational systems, and give them renewed vigor and encouragement, while their co-operation with it will react to give increased usefulness to our schools.

Humboldt College.—The prospect of greatly increased facilities for obtaining a liberal education in our county is most encouraging. The Humboldt College building is nearly completed. The structure is sixty-five feet in length by forty-five feet in width, three stories high above the basement, and built of excellent limestone.

We look forward with pleasurable hope to the time of its successful operation as an institution of learning, when our children shall have not only ample, but convenient opportunities for a higher culture,—when our teachers shall be trained in our midst, and competent home talent and home culture have charge of our schools.

JACKSON COUNTY.

J. W. FLEMING, SUPERINTENDENT.

Condition of Education in the County.—Under this head we must notice the deplorable fact that education is in a low, poor condition. Notwithstanding ours is a populous county, but few in the State exceeding it, having three considerable cities, we have no academy or high school, either public or private, in the county, except a branch of a commercial college just started in Maquoketa. Although we have over eight thousand children, during the last two years there has probably not been thirty pupils studying geometry, not fifty studying algebra, not fifty studying philosophy, and not twenty studying astronomy. In fact, I do not remember having found a class in philosophy; nor in astronomy, except what is taught in the geographies; nor only three in geometry, one of these a primary class without books, and the other two were very small. I have met perhaps six small classes in algebra. The burden of the teachers' time is devoted to Orthography, Reading, Writing, Geography, Grammar, History, and Arithmetic.

I do not think the pupils should be advanced to those studies with their present qualifications, but do think that with the facilities with which our schools have been provided—with the vast outlay of time and money they should have been so proficient in the last named

branches that they would have rightfully demanded instruction in those higher studies; and that several large classes should have been formed, which would have been a blessing and honor to the pupils, and a bright example to other children, inciting them to higher hopes and higher aims.

Our teachers have been trained under untoward influences, and hence the most of them work in the school-room with but little thought or care except for their present term. Many of them enter upon their work full of ambition, but soon troubles thicken, parents find fault—they know not why, pupils become disinterested, the teacher finds that he over-estimated his ability, and is discouraged, and the school is a failure.

The school-house is built and provided, and now a teacher must be employed. A leading thought between employer and employed is, that in no other way, so easy as to teach school, can a person put \$30 per month into his pocket, during the winter. Poor qualifications are bartered for low wages, and low wages stultify any inclinations to better qualifications. Thus they act and re-act to the detriment of our schools. Not five per cent. of our teachers are No. 1 readers, and qualifications in other branches bear a ratio but little better. In eighty per cent. of our schools it is painful to observe the workings, knowing the evil influences they must have on the growing mind. The readers drawl, blunder, repeat, disregard pauses, read hastily and in an unnatural tone; the writers in cramped positions, lie heavily on the desks, their pens in all possible positions; the cipherers work solely for answers; the government consists of enforced obedience; and the whole machinery of teaching grammar, history, and geography, runs as though the sole duty of the teacher is to assign lessons and see to it that they are well memorized. My deliberate conclusion is that our schools are not ten per cent. of what they ought to be. This is not alone the fault of the teacher. The parents and sub-director oftentimes are greatly to blame. Other motives than to procure a good school sometimes tend to the employment of a teacher, and the pupils are not always properly encouraged and kept in school.

Bad as the condition of our schools is, yet I believe that the public mind is aroused, and effectually turned in a channel which will

lead to good results. Two years ago, Teachers' Institutes, and Associations were popularly disapproved, but in this respect there has been a radical change in the popular sentiment; the question is no longer whether or not an Institute shall be held, but when, and where, and how conducted. Last spring an attempt was made to establish a county high school, but there could not be enough signatures obtained to the petition, to bring the matter before the Board of Supervisors. I think, however, that the popular sentiment is turning in its favor as a means to obtain better teachers.

The branch of a Commercial College before alluded to, bids fair to be a permanent success.

Work by the County Superintendent.—The County Superintendent early learned, 1st. That the only present available hope of having better teachers is in Teachers' Institutes. 2d. That to make Institutes contribute to this result they must be successful—hence popular. 3d. That to make them popular they must be attended by nearly all the teachers.

He had taken note of Institutes, and had found very nice theories of teaching developed before the teachers, many of them by distinguished educators, but entering the school-rooms he found no trace of these theories in the practice of the teachers. He discovered the principle in human nature that as we are taught, so we are inclined to teach, and therefore concluded that the Institute, to be successful, must be something like a Normal School. "Will the teachers submit to be taught?" It was thought they would, but, to prove it, Saturday Institutes were held in various parts of the county, to which the teachers in the vicinity were invited. The County Superintendent, on his visits at the schools, marked the per cent. of the merits of the work of the teachers, and invited them to come to the Saturday Institutes and ask any and all the questions they chose relative to teaching, and he would answer, or say that he could not. These Institutes appeared at first to be successful, but popular influence soon set against them; men of influence saying that it was asking too much of the teachers to work on Saturday after they had worked hard in the school all the week. However, it was proved that the teachers were willing to be taught, and the Association in the following April, holding four days, left no doubt that the

Normal School, with compulsory attendance, was the only plan upon which the Institute could be successfully held. One week being too short a time in which to organize and drill the classes, the County Superintendent set about moulding public opinion so that it would tolerate a two weeks Institute, and he had succeeded but for the opposition, in a secret manner, by certain officials, (I know not whom) who carried their opposition so far as to reach the State Superintendent. The Institute was therefore held one week at Sabula, on the plan proposed, to-wit: The conductors were to teach the teachers, and not tell them how to teach—were to give little of theory and much of practice. This Institute proved to the popular mind the necessity of Institutes for the success of our schools, but the prejudices of the teachers were aroused against the County Superintendent, because of the compulsory attendance and the strict attention to business at the Institute, it appearing to many of them that in these things he was unjustifiably arbitrary; and these prejudices were made the more keen by the subsequent raising the grades of certificates. The County Superintendent had studied the abilities of the teachers, determined the grades, and framed the questions for examinations, with the purpose to place about one-fourth the number of teachers in the first, one-half in the second, and one-fourth in the third grade, but somewhere misjudging, the result of the examination, found only two in the first, while the majority were in the third grade. This was exclusive of six first grade given to some in consequence of work done at the Institute.

The supply of teachers was inadequate to the demand, and popular clamor ran so high that many threatened (which threat was in a few instances put into effect) to employ teachers not holding certificates. A compromise was effected upon this, whereby the County Superintendent should receive a written request from the Sub-Director that he grant to the applicant a certificate, as sufficient to excuse the applicant for non-attendance at the Institute, and the Sub-Director so requesting was thereby bound to sustain future Institutes. Thus passed the year 1870.

A valuable meeting of the Teachers' Association was held in March, 1871, previous to the spring examination. An Institute was held at Maquoketa, in September, 1871, and conducted in like manner

as the one at Sabula, and so far as I have learned is unanimously commended.

The County Superintendent has at all times refused to take the "dollar" for examination, although he has been many times importuned to take it; but, to accommodate teachers, he has twice in each year made a circuit of appointments, where teachers were examined free of charge. The county paid \$3.00 per day in county orders at ten per cent. discount for the first of these circuits; for the others the County Superintendent has not received pay.

The County Superintendent has been assisted in his labors by the advice and counsel of the State Superintendent and County Superintendents in conventions assembled; at Sabula, by Professor Ray, of Illinois, and Miss Pierce, a graduate of the State Normal School at Oswego, New York; at Maquoketa by Professor C. M. Greene, of Des Moines, Mrs. McGonegal, of Davenport, (both graduates of a New York State Normal School), and Miss Churchill, of Chicago, an excellent elocutionist. Also many of the teachers have his thanks and merit the gratitude of the rising generation for the judgment and earnestness with which they have aided the good work.

The press of the county have generously opened their columns that the County Superintendent might, through them, reach the people, and that there might be a healthy agitation they have just as freely welcomed criticisms upon his official conduct.

Theory of teaching has entered largely into the examinations, which, with the raised grades of certificates, has had a very marked beneficial influence upon the teachers in awakening thought and arousing their ambition to higher attainments and proficiency in the duties of their noble calling.

JASPER COUNTY.

S. J. MOYER, SUPERINTENDENT.

Educational Progress.—I. The past year has been to the school interests of this county one of substantial advancement.

II. New schools have been opened, and the old have continued a greater length of time than usual.

III. The regular attendance has greatly increased.

IV. Our teachers have been faithful in performing their duties, and have eagerly sought for better methods of instruction.

V. A greater sympathy and interest has been shown by citizens and school boards in the welfare and prosperity of the schools in which they have been especially interested, and in the common school cause at large.

VI. A systematic course of study has been adopted and pursued by many of the schools.

VII. Increased facilities for holding schools have speedily developed. New houses have been erected in localities hitherto unprovided for, and new and commodious school-rooms fill the places recently occupied by those of a poorer quality.

Educational Work by County Superintendent.—I. The standard of qualification necessary to obtain a teachers' certificate has been gradually elevated.

II. Three hundred and ninety-three applicants for teachers' certificates have been examined, of whom two hundred and seventy-nine received certificates, and one hundred and fourteen were refused.

III. The schools have been visited twice. The great object aimed at in these visitations has been to improve the organization of the schools, and to illustrate by example the better methods of teaching.

IV. These services have been cheerfully accepted, and throughout the entire work the utmost harmony and active co-operation has prevailed.

Educational Work by Other Agencies.—I. School boards have been more careful in the selection of teachers, and to a limited extent have paid better salaries.

II. Much care has been exercised in obtaining a uniformity of text-books, and other appliances needful in the school-room.

III. Clean rooms, good outside buildings, shady and ornamental grounds, are becoming the rule rather than the exception.

IV. Our annual Institute, held at the beginning of the year had an effectual influence in stimulating teachers to earnest and thorough labor.

Measures Calculated to Advance the School Interests of the County.—I. All school officers should be paid for their services.

II. It requires not less than eight days of labor annually to perform well all the duties of school director, and many now holding that office cannot gratuitously give that amount of time, and the result is that many needful duties are left undone.

III. Teachers should be paid monthly.

LEE COUNTY.

W. G. KENT, SUPERINTENDENT.

School-Houses.—An increasing interest is manifested in this part of the work. Our school-houses are generally well built, suitably located and furnished with the latest improved furniture. Contention sometimes arises with regard to sites, but this even shows an interest in this matter, as men seldom contend where they feel no interest. The citizens of Keokuk deserve great praise for the tact and energy displayed in the erection of fine, elegant school buildings, at a cost of \$120,000.00 and are to-day out of debt for them. Few cities of the West can say as much. The district townships are doing a good work, also, and school officers are sustained by the public in building after the most approved plans.

Schools.—The schools of the county are improving. There is more interest taken by the parents and school officers and greater care manifested in the selection of teachers. Our teachers are better as a class than they were two years ago; but the salaries paid in the district townships cause many of them to seek employment elsewhere.

School Visits.—I have visited all the schools of the county during this term of office, and many of them, the second and third times. My visits are devoted to the examination of classes, and to learn what I can of the methods of instruction and general management of the schools.

Appeals.—I have decided six appeal cases within the last year, one of which only was carried to the State Department. While this part of the school system is very essential, the law is at fault, from the fact that the County Superintendent has not the power to compel the attendance of witnesses, nor to enforce his decisions.

School Officers.—Should be elected for one, two, or three years, in order to keep members in the Board, who have had some experience in the management of schools.

School Attendance.—Something should be done to compel parents to send their children to school. Many pupils are kept out of school during the summer months; and many of the schools are so poorly attended as to amount to nothing compared with a full attendance.

LINN COUNTY.

WILLIAM LANGHAM, SUPERINTENDENT.

Educational Progress in the County.—The schools of our county have been gradually advancing in number, usefulness, and efficiency. Our teachers of to-day, as a body, are more alive to the duties and requirements of their profession, and, as a consequence, give better practical results in the school-room. The people at large take a deeper interest than formerly in school matters, which manifests itself in the construction of better school-buildings, and in placing therein furniture and apparatus of the best manufacture and most improved style. Indeed, while speaking of school furniture, I am happy to say that quite a number of district townships—not to mention independent districts—are re-seating their school-houses with *new patent seats and desks* of elegant finish and latest pattern—a long stride, I think, toward successful schools. It is devoutly hoped that other townships will go and do likewise. A brief comparison on a few points of our educational status for 1867, and for 1871, although embracing a period of only four years, will give an idea of our growth and development: In 1867, there were of schools, 166; of persons between the ages of five and twenty-one years, 10,410;

number of graded schools, 5; of pupils attending school, 7,223; the average attendance was 4,308; the aggregate number of days of school, 20,129; average number of months taught, 63; amount paid teachers, \$34,425.09; number of school-houses, 158; value of school-houses, \$126,304. In 1871, our report shows that there were schools, 186; of persons between the ages of five and twenty-one years, 12,092; of graded schools, 10; of pupils attending school, 9,026; of average number attending school, 5,742; of aggregate number of days' school was taught, 24,631; of school-houses, 180; of average number of months taught, 8.2; of amount paid teachers, \$47,252.09; of value of school-houses, \$197,593. This exhibit of our material growth is indeed flattering, and yet I have no hesitancy in asserting that our schools in real worth and usefulness have made correspondingly great advances—a result due not alone to my labors and efforts, but also to the zeal and devotion of my predecessors in office, whose official labors have been of great value to the schools of our county.

Educational Work Done by County Superintendent.—I have endeavored to visit the schools of our county as often as possible, yet from the great number of schools, the extent of territory over which they are scattered, and from the shortness of the terms, there are a few schools which I have not yet visited. I regard school visits by the County Superintendent as very necessary. I have also lectured in almost every district-township and independent district in the county, during the past year—a practice which I shall continue through my official term.

Educational Work Done by Other Agencies.—We have, within our county, two colleges—Cornell College, at Mt. Vernon; and Western College, at Western—whose influence on our public schools is inestimable. Yearly there go out from the walls of these institutions into the teacher's profession many young men and young women who become our best educators. Thus in the absence of Normal schools, we turn with pride to our colleges as the source whence comes our best educational talent. I should be recreant to duty did I not record that several of our graded schools—particularly those at Marion and Cedar Rapids—under their efficient and accomplished heads, are doing a noble work for our common schools. Many are

there preparing themselves for teaching, to whom time and fortune have given no other opportunity. Last, though not least, our yearly Teachers' Institute has been of great value to our teachers. There new methods and new ideas are presented, which carried into the school-room are productive of grand results.

Measures Calculated to Advance our School Interests.—Among our greatest present necessities are Normal Schools. If we wish to reap the full measure of success from our public school system, we must have trained and skilled educators in the school-room. And where shall we go for a supply of competent teachers except to the Normal School? May our legislature this coming winter see the justice and wisdom of establishing a number of Normal Schools in the State. A uniformity of text-books, I think, would be highly advantageous to the interest and prosperity of the public schools. I am not sure, however, but that the best and most speedy way to obtain the desired end would be to empower school-boards to own their own text-books, thus, indeed, making our common schools free.

Amendments to the School Laws.—I shall briefly allude to a few without extended comment:

1. The school year and the term of school officers should begin and end at the same time. Thus a uniformity of action and a thoroughness and completeness in school reports will be secured which cannot be obtained otherwise.
2. The interest on the permanent school-fund should be apportioned among the different counties and thence to the different townships, taking as a basis *the average attendance*.
3. The school law should be so amended as to pay sub-directors for their official labor, at the same time requiring a bond for the faithful discharge of their duties.
4. The office of County Superintendent should be placed on the same basis as other county officers, his salary and official expenses being fixed by law.
5. If the Legislature, in their wisdom, think the day is ripe, let us have a *compulsory educational law*. If it is right to tax and to send B's children to school, let us have a law compelling B to send his children. If it is cheaper to educate the child than to maintain the man in our poor-houses or penitentiaries, by all means let us educate.

LUCAS COUNTY.

J. W. PERRY, SUPERINTENDENT.

Educational Progress.—During my term of office, I have earnestly endeavored to comply with the requirements of the law, and hence have been compelled to be active in the work of superintending the schools of the county; although there has not been as much accomplished as I could wish, yet I am satisfied that a deep interest has been awakened on the subject of schools. It seems to be almost a unanimous opinion that an advance step should be made in receiving good teachers, that good schools may surely follow. The neglect of school-boards have, in some instances, thwarted the wishes of the people in this respect.

School-Houses.—A few good substantial school-houses have been erected during the past two years, and some supplied with first-class furniture.

School-Boards.—I feel very much gratified with the growing interest as manifested by the school-boards of this county. I have prevailed upon some of them to subscribe for the *School Journal*.

Teachers.—While I am sorry to report that a number of our best teachers have gone to other fields of labor, on account of the offer of larger salaries, yet I am glad to know that those who remain in this county are determined to stand among the first, notwithstanding the meager salaries offered. A very fair number of those who are regularly engaged in the profession of teaching take the *Iowa School Journal*. I am satisfied that all the teachers have been, and are trying to bring their respective schools to a higher standard. I think this to a large degree, grows out of the fact that it is known that I visit the schools of the entire county.

Scholars.—The reports show that a large number of those entitled to attend school are not found there, and that a large number of those who do attend are very irregular in their attendance; I am not prepared at present to give any suggestions how these evils are to be corrected.

Visits.—During the present year I have visited all the schools, both the summer and the winter terms. The teachers and pupils

are anxious to have me visit them often, much oftener than it is possible for me to do. They tell me that my visits are of great advantage to them. It is here that I learn most about a teacher's real qualification.

Institutes.—Last year the Institute was well attended. I required every teacher to be present every half-day, unless there was a real necessity for absence. There is considerable opposition to Institutes on the part of a certain class of people, because the law allows the teachers pay for the time thus spent. There would be a willing and hearty concurrence if all the expenses were borne by the teachers.

General Remarks.—The desire seems to be universal among the citizens of this county that if possible there shall be a simplification of the school laws—especially in regard to the levying of taxes. They would like to have all the funds made a common fund, and so kept. Not many of our secretaries and treasurers are very good accountants, and that the result is that they appear to have a great amount of trouble in keeping their books properly. Your report requires some items not mentioned in the law. It would be well for the law to state what is expected of them by items, and then probably the difficulties will be obviated.

MAHASKA COUNTY.

G. T. CARPENTER, SUPERINTENDENT.

The past year has been one of unusual success with our schools and I think that perceptible advancement has been made in all that pertains to their usefulness. Our Institute, held during the last week in August, was unusually well attended, and was very satisfactory in its results. We preceded it by a successful Normal Institute of four weeks continuance, in which Prof. R. G. Gilson and Prof. A. Hull, were the principal workers. These Normal Institutes, when well conducted, are of great utility. My additional experience and reflection have deepened my conviction, that the maintenance of an efficient county

superintendency is absolutely essential to the success of our school system. This, however, cannot be fully realized till our Legislature shall give to the office a respectability both as regards salary and privilege.

MARION COUNTY.

A. YETTER, SUPERINTENDENT.

Progress.—That we have made some progress, no one who has closely observed the practical workings of our system, will deny. That we have not made greater attainments is a matter of regret. As a general thing, our people are alive upon the subject of education, and aim to give their sons and daughters the advantages offered by our common school system. Some fifteen to twenty good and substantial school-houses have been erected during the year. Perhaps, there has been more progress in this respect than in any other. There are difficulties that will retard progress to some extent. The public mind needs to be educated and made to see and feel, before the evils can be remedied. Before an effective corps of teachers can be made available, fifty per cent. must be added, to what is now deemed good wages for the teacher. The salaries are inadequate to supply our schools with well qualified and experienced teachers. Much of the slow progress in our system of public instruction is occasioned by the doubtful position of the teacher, and the insufficient support afforded him. It is supposed by some that the Superintendency can establish the profession, and is more or less responsible for it. To make the office of teaching a profession, depends upon the directors and the people.

Some years ago, when Prussia established a system of public schools, government did three things, viz: It established Normal schools, it determined the teacher's salary, varying in the different grade of schools, and it declared the pursuit of teaching a profession. If something similar would be done in this State, the

system of public instruction would progress rapidly, and the difficulties that now encumber our system, would soon pass away. Under existing circumstances, taking into consideration that much of our territory is new and filled with people from all parts of the earth, we take courage and labor and toil patiently to accomplish the object contemplated by our common school system.

MITCHELL COUNTY.

JULIA C. ADDINGTON, SUPERINTENDENT.

Educational Progress.—Seventeen new school-houses have been built in the county within the last two years, costing from \$500 to \$4,000 each.

Two others are in process of erection, whose estimated cost is \$10,000 and \$20,000 respectively. A commendable spirit of liberality in regard to school accommodations is the rule in our county, and there is a perceptible advance in the interest manifested in the schools, by school officers and patrons. Quite a number of our schools-houses are furnished with patent furniture.

In many schools there is a less frequent change of teachers than formerly, and in many cases teachers are receiving better pay; we hope the time is near at hand, when teachers will be paid according to the service they are capable of rendering. Many of our teachers are beginners, but, as a rule intelligent and desirous of becoming qualified for their work; that they feel the need of special training, is to be regarded as a hopeful indication.

The question is often asked by teachers, what they can do to better qualify themselves for the discharge of their duties. In answer the importance of reading educational journals has been urged, and also the study of works specially devoted to methods of teaching, at the same time laboring to improve their scholarship. Many of our teachers are now taking an *educational journal*, and "*Holbrook's Normal Method of Teaching*" has been obtained by quite a number, and we hope to see every teacher in the county in possession of a

copy as soon as is practicable. One of the most successful teachers is now attending the Normal School at Winona, and more will doubtless be attracted thither unless greater facilities are furnished by our own State for Normal instruction.

Educational Work Done by County Superintendent.—I have visited nearly all the schools of the county—some of them as often as four or five times.

These visits have often been made in company with school officers and patrons of the school, but more frequently alone. My visits have been the most agreeable part of my work; from long experience in the school-room I naturally feel at home there, and at home one usually feels qualified to work to the best advantage. The advice given on these occasions, and the suggestions made, I have no doubt have been in most cases an encouragement to the teacher and a benefit to the school. If, on visiting a school, I have found that a teacher is well qualified for the position, and is meeting with success, I have invariably recommended, and almost urged, that such teacher be retained in that school as long as possible. From my observations in visiting schools I am convinced that it is important that a thorough supervision of the schools be kept up. Not so much in many cases, to criticise, as to watch the progress and improvement, examining, and commending, as far as commendation is deserved. At my visits, statistics of the school have been taken, and condition of the school, and school-room noted, and extracts therefrom have been published from time to time in the county papers.

Examinations.—These are oral and written combined, principally the latter. Certificates are graded, first, second, and third class, according to the per cent. of questions correctly answered, and the applicants' known ability in the school-room. Applicants who have never taught, and those who have not taught in the county and are personally unknown to the examiner seldom receive on their first examination first-class certificates. Third-class certificates are usually given for six months.

By Other Agencies.—The last session of our Teachers' Institute, which was held during the week commencing October 23d, was more largely attended than the session of last year, and more interest was manifested by the teachers. About ninety teachers were in attend-

ance. Three evenings of the week were devoted to lectures, and two to discussions.

During the fall term of the Cedar Valley Seminary, in Osage, provision has been made for the instruction of a normal class, and quite a number of the students have availed themselves of its advantages.

If provision were made in our school law for the suitable compensation of all school officers, I think the interests of the schools would be advanced. The same persons when qualified for the position would more frequently be retained in office for two or more years, whereas, now in many cases the office is considered a burden and is often given to him who will consent to take it, while too little regard is paid to his qualifications for the position.

MUSCATINE COUNTY.

CHARLES H. HAMILTON, SUPERINTENDENT.

Educational Progress.—For nearly two years I have, to the best of my ability, labored to advance the educational interests of Muscatine county, and although there has not been as much accomplished as might be desired, it is safe to believe that some educational progress has been made; some streams of difficulty have been crossed toward that standing in free and general education wherein every lover of liberty of the human race, and of our glorious republic rejoices. We enjoy the educational prosperity we have the right to expect under the circumstances and influences which make the county peculiarly itself. The efficiency of our schools meets the demand of those who enjoy them. Our educational facilities, intended to meet the wants of the people are generally in kind and quality suited to the state of public sentiment. A respectable minority realize that many inefficiencies exist, if not in our system, in the practical working out of our system of public instruction. In efficient county and district supervision, there is much lack. A man of masterly attainments, of peculiar tact an

ability, his whole soul in the work, and all his time and energy employed in his official capacity, is what is greatly needed in the office of the County Superintendent. Our high school in the city of Muscatine is a fixed institution of noble type, which has reached its present standing through the united exertion of our present city superintendent and a few other warm friends of the Public High School despite the cry of opposition which arose here as elsewhere against the principle of taxation for its support. Many of the city and country schools are supplied with teachers from among the number of its graduates. We need and hope, the time may not be far distant, when we shall have a Normal Department connected with the Muscatine City High School. We need more normal school instruction. We need that instruction given here in the county. If common business sense directs that such only be employed in the different mechanical and industrial arts as have received training therein, how much more does it direct that none should be employed to teach our youth who have not received some special training therefor. Many neat and tasteful school-houses have taken the place of old ones or supplied existing deficiencies since my last report, and some interest has been awakened in the matter of planting trees, shrubbery, etc., on the school grounds. In discipline many of our schools, particularly those of Muscatine City, are necessarily weak, owing to the fact that district boards of directors have legislated against the use of corporal punishment and do not properly sustain suspension. I am not an advocate of corporal punishment, and yet I do believe in the existence of the right and power of the teacher to use such punishment when in his opinion, the necessities of the case demand it. The simple right to use such punishment would of itself alone often be very effective in securing obedience and respect. If the teachers are entitled to so little confidence as not to be entrusted with such discretionary power they are most surely unfit for the important and responsible position they are called to occupy.

Educational Work Done by the County Superintendent.—During the year I have visited every school in the county once, and most of them two and three times, spending one half day or less at each visit. Have found it more satisfactory to visit the schools oftener and spend less time at each visit. The teachers of our county

as a class are earnest, devoted workers in the cause they love, yet as I have already said, we need more trained teachers, those who have been taught how to teach and those of more advanced age. Some certificates have been issued to applicants under seventeen and nineteen of age, yet my experience is that it is best not to issue a certificate to any applicant less than eighteen or twenty years of age. I have already sent you about an average list of questions used in the examination of teachers. Certificates are issued of three grades namely: Professional, First Class, and Second Class, the last named sometimes for less time than one year. The certificate of one teacher has been revoked for reason of persistent determination to teach in her home district, against strong opposition and evidently for the purpose of vexing an opposing party, regardless of the best interests of the school. I regret being unable to give a true statement, or even a close approximation of the exact condition of the finances of the county respecting the different school funds, yet I have tried to do the very best I could under the circumstances. The county treasurer does not report the item of uncollected tax according to law and if he did, it would be in the spring of the year so that it could not be even an approximation of what you desire. For reasons which must be quite as evident to yourself as to me a correct report cannot be made at this season of the year.

PAGE COUNTY.

E. MILLER, SUPERINTENDENT.

Educational Progress.—We have seventy-three school-houses worth \$71,925.00—usually plenty of funds to carry on the work, and a good demand for good teachers.

Educational Work Done by County Superintendent.—The county superintendent has visited and lectured in nearly every school in the county—once or twice a quarter or term.

By Other Agencies.—The teachers of this county have formed associations, and have done good work.

Measures Calculated to Advance the Interests of Schools.—The county superintendent should select the teachers for each school, and the Board of Directors should pay according to the grade of the teacher. All school officers should be paid for services. *Rhetoric and Composition* should be introduced.

PLYMOUTH COUNTY.

WILLIAM HUNTER, SUPERINTENDENT.

This term concludes my connection with the office of County Superintendent. I have received about one hundred and twenty-five dollars a year in county warrants, worth sixty cents on the dollar, which is equivalent to one dollar and eighty cents per day. Had it not been for the hospitality and gratitude extended me by the people of the county generally, I should have resigned long since.

Condition of Schools.—Our schools,—I mean common, we have none other in the county,—are composed of naturally intelligent scholars, and if taught by the right kind of teachers, will advance rapidly.

Visitations.—With but one or two exceptions I have visited all the schools once during the year. As a rule, one half day is devoted to each visit, exclusive of the time spent in traveling. What I say to scholars is in a conversational form, and I find them ready to listen and inquire.

School-Houses.—In some of our townships the directors really deserve praise for the splendid buildings they have provided; but the greater portion of our county has been recently settled by homesteaders, and they are not able to build such houses as they need.

Examinations.—I use both oral and written questions, usually ten written questions on each subject, and as many oral as we have time, which is always too limited.

Teachers.—Too many are “keeping school” because they cannot make as much doing any other kind of labor. The whole secret in educating our children is, *well qualified teachers and good government at home*—these are important assistants.

Our School Law.—Under the law, Superintendents have no authority to examine Secretaries' or Treasurers' “Records”—in fact, they have so little authority in school affairs that the office had better be abolished, or give it more power. If teachers were required to meet in their respective townships for examination, I believe the result would be more satisfactory. Abolish the sub-district system, pay Directors for the time spent in attending to their duties, and give Superintendents more authority and *better pay*, and in my judgment we will have better schools.

POCAHONTAS COUNTY.

DAVID MILLER, SUPERINTENDENT.

Educational Progress.—The increase of the number of schools from 13 to 24 in the short space of fifteen months is indicative of an educational interest. The same interest is also plainly indicated by the liberal expenditure of money in supplying children with good and well-furnished school-houses, and in improving school grounds with suitable out-buildings, and good wells, with pumps, &c.

Visitations.—With but few exceptions I have visited all the schools in the county, and have invariably received a cordial welcome from teachers, pupils, and parents.

In general, a half day is devoted to each school. I have generally made these visits alone, but not from choice. Sometimes I am accompanied by the school board, or other persons interested in the schools.

I have invariably endeavored to create unity between teachers, pupils, and parents, with a view of rendering educational efforts more efficient. How far I have succeeded in this, remains for the future to develop. Kind words of encouragement are spoken to the children, cheering them on in their studies, and aiding them in their difficult tasks. They readily appreciate such favors. I talk to them of the necessity of employing every moment of time while in the

school-room. I call their attention to the provisions made, by parents and others, in erecting and furnishing school-houses, and employing teachers for their special benefit. At these visits notes are taken in regard to the general condition of the schools, criticisms are given, and suggestions offered.

Examinations.—The examinations have been oral and written, combined, principally the latter. I have adopted the plan of grading certificates; also, limiting in time. A second grade certificate is rarely given for a longer period than six months. First grade certificates are given for one year. I use no premium certificates, as I think the time can be more profitably employed in teaching the common branches in country district schools.

Teachers' Institutes.—We held the first Institute ever held in this county, in February last. The attendance was large, all took a lively interest, and regarded it as a special favor. The Institute was an entire success.

POLK COUNTY.

J. A. NASH, SUPERINTENDENT.

The schools of Polk county, as a whole, are in a flourishing condition. We have been endeavoring to raise the grade of the teachers as fast as possible. A large number of new school-houses have been built and furnished with patent seats. But few cases of difficulty have occurred, and they have been satisfactorily settled.

Some suggestions, after years of experience, may not be out of place:

1. The salary of Superintendent should be such, that like other county officers, he may magnify his office and make it more efficient. The duties of his office should be somewhat enlarged. He should be the auditor of all school funds released and disbursed in the county. No treasurer should be relieved from his bonds until receiving a certificate from the County Superintendent, that he has exhibited vouchers for all money passing into his hands. The county

Treasurer would then certify to the county Superintendent all moneys handed over to each district treasurer. One great trouble with certain districts is arrearages in the teacher's pay. The county Superintendent should each spring be informed by the new board of the indebtedness of the teachers' fund, and the expenses of the incoming year, and should their levy of taxes be insufficient to bring the Treasury up to a cash paying basis, he should be empowered to increase the levy to the requisite extent, and certify the same to the Board of Supervisors.

2. A new set of blanks and blank books should be prepared and furnished by the State; and teachers under forfeiture of wages compelled to fill them out. Instructions in their use should be given at the annual institute, or at each examination of teachers.

3. The wages of teachers should range according to grade of certificate, and experience, and success in teaching. By this means good teachers will be better paid, and inferior ones compelled to quit the business or become better qualified. No person should be licensed to teach under eighteen years of age, unless as assistants under experienced principals.

Text-Books Should be Purchased by Township Boards.—There is in my opinion, no way in which greater efficiency can be given to our schools than by having all the text-books, slates, &c., &c., purchased by the district boards; all will then, poor or rich, be provided with equal facilities for study.

The teacher will be able to classify his school, having uniform text-books. It will lessen the multiplication of classes, and enable the teacher to more judiciously arrange his time. It will cheapen the expense of books, as they will be purchased at wholesale prices. Where it has been tried it has been attended with excellent results.

Compulsory Education.—I have no question that a judicious law should be enacted to compel the attendance for a certain length of time each year, of every child. The expense of running the schools will not be essentially increased thereby, while the good will be incalculable.

No child should have its destiny for life injured by the carelessness, stupidity, or avariciousness of a parent or guardian.

POTTAWATTAMIE COUNTY.

G. L. JACOBS, SUPERINTENDENT.

Educational Progress.—The surest indication of progress in any work is an increasing manifestation of wisely directed zeal by those directly interested. This is shown in our county—in the first place, by the number of school visits made by the sub-directors with the County Superintendent, which has been, during the last year, as compared with 1868, as 38 is to 0. and as compared with 1869, as 38 is to 17. It is manifested, in the next place, by an increase of parental visitations, which, had we the statistics, I have no doubt would make equally good showing. I thus conclude from the fact that during the last year, in many instances, the school-houses have been crowded with visitors when I have visited the schools, where, as on similar occasions during the preceding year, I met few or no visitors. Again, notwithstanding the "hard times," the wages of teachers have steadily advanced, and we now pay an average of \$42.08 per month, as against \$37.12 in 1868. In 1868 the average number of months schools were taught in this county was 5-6, whereas during the last year the average has been 7-07, showing an increase of over thirty-six per cent, which considering all of the circumstances, is wonderful. The number of school-houses in Pottawattamie county, October 5th, 1868, was 44; on the 5th of October 1871, it was 78, showing an increase of 34 school-houses in three years. The average value of the school-houses of the county three years ago, was \$1,641 each. The average value of the school-houses of this county at this time is \$1,976 each, which is not a fair showing of the real difference; for a house can be built to-day twenty-five per cent. cheaper than it could have been three years ago. There is no doubt but the school-houses built in this county during the last three years will average forty per cent. better than those previously built. Three years ago there was not a well-seated country school-house in the county; now more than half of the school-houses are furnished with the best of patent seats and desks. Two years ago scarcely a school-house lot was fenced in the

county; now fully one-half are fenced and shaded, and nearly all are furnished with suitable out-buildings.

Educational Work Done by County Superintendent.—The office of County Superintendent is no sinecure. In addition to holding an Institute, hearing appeals, writing a multitude of letters, counseling with school-officers and teachers, writing reports of school visiting for our county papers, and making my annual report, I have made 217 visitations of schools, and, in so doing have traveled more than 7,200 miles during the last year. I have made no public addresses on the subject of Education, unless the ten or fifteen minutes talks that I give at most of my visits, could be dignified by that name. I fancy that a few words fitly chosen, at the proper time, will accomplish more for our schools, than long, ordinary lectures on so trite a theme as Education.

By Other Agencies.—The Teachers' Institute must be reckoned amongst the prime agencies in advancing the good cause in our county. We employed no foreign aid, but conducted the Institute with home material. Nearly every teacher had something to do. All went home strengthened and encouraged to fight the common enemy—Ignorance. Growing out of the labors of the Institute has been a uniformity in text-books in most of the schools of the county, resulting in greater good than I am able to express. Another agency in promoting the good cause is the reading of professional literature, by our teachers. Nearly all have read, and many own works on Theory and Practice of Teaching. Fully one-half take, and read one or more Educational Journals.

POWESHIEK COUNTY.

GEO. W. CUTTING, SUPERINTENDENT.

I have visited about one hundred schools once, and many of them a second time during the year past. In visiting the schools, I have labored to stimulate and encourage both teacher and pupil in their noble work. I am happy to say, that with few exceptions, the

schools in the county have made fine improvement. I cannot speak of their standing compared with that of years past, as the present year is all the acquaintance or knowledge I have of educational matters in the county, or State. In examining and licensing teachers my aim has been to appraise none but persons possessing good moral character, and qualified to teach and govern. If permitted to perform the duties of Superintendent of Common Schools in the county, I hope and trust that I may render my services more useful and acceptable. Permit me to say that in visiting the schools, I find parents and sub-directors exceedingly wanting in interest in relation to the prosperity of the schools, or the educational welfare of their children. There are very few School Registers that show any record of their names as having visited their schools.

RINGGOLD COUNTY.

WM. J. BUCK, COUNTY SUPERINTENDENT.

Educational Progress.—The advancement of the educational cause in our county is vividly evinced by the voice of the people calling for first-class teachers. Even those, in districts where education has formerly been at a low ebb, have caught the spirit, and wisely concluding, that already in the background, they are destined to remain there so long as they employ inefficient teachers. Hence they cry out, "Here is the place where a *good* teacher is needed." Some townships grade the wages according to the grade of the certificate. Wages vary from \$20 to \$40 per month—*ability* and not *sex* being the criterion. The educational standard being raised, those who had been teachers only in name were compelled to drop out of the ranks.

Examinations.—Printed questions are given to the applicants, and they are required to write the answers. We also conduct the examination in part orally. Ninety per cent. of the questions answered correctly draws a first-class certificate; seventy-five, a second class; and fifty, a third class.

Visiting Schools.—We have made this an indispensable duty. During the past year, every school in the county has been visited at least once; and all, with a few exceptions, the second time. The time spent in each visit is from three to six hours. We take notes on the condition of the school; question the pupils about their studies, and make such remarks and suggestions as we deem beneficial to the school.

There having long been felt a want of a better school at which teachers might qualify themselves to fill their position, we, for their benefit, opened a select school about the first of August, to continue twelve weeks, closing with an institute. Many of our teachers are in attendance, and judging from the interest manifested, we think if we had the advantages that attend an established high school our corps of teachers would cope with the best in the State.

It is our firm conviction that the cause of popular education in Iowa demands the establishment of two or more normal schools. The progress of the age and the rapid strides of education demand it. A normal school would promote uniformity in the methods of teaching. Without system, much of the teacher's labor is in vain.

SCOTT COUNTY.

PHILO S. MORTON, SUPERINTENDENT.

School-Houses, Grounds, and Furniture.—The citizens of our county deserve praise in this matter, as most of our houses are substantial, neat, and of the most approved architecture; grounds beautified with shade trees; wells and the necessary out-buildings; furniture of the best. We have expended for these three items the past year, (out side of Davenport City,) nearly \$30,000. Le Claire City has expended \$15,000 of this amount, and now has a graded school in operation, that is an honor to her citizens. I think in another year, we can report three or four more graded schools.

Condition of Schools.—I can, very safely report progress in this

matter, as my three hundred and eighty-seven (387) visits, made during the year, warrant me in speaking with some degree of assurance on this point. The two chief evils we have to contend with are, *change of teachers*, and *irregularity of pupils* in attendance: these evils are removing to some extent.

District Institutes.—I organized, last November, Local Institutes in the different townships; it was an experiment in this county, and notwithstanding we had obstacles to contend with, yet, in most localities, they were a success, and in the aggregate much good was done through this instrumentality. We anticipate doing much better this year. Our plan is to meet monthly—Friday evenings. The programme being essays, orations, music, and discussions of practical subjects connected with the school work; teachers, school officers, and citizens participating. The following Saturday, devoted to teachers' meeting for drill, conference, &c. I attended the Friday evening meetings as often as circumstances would permit, and gave a lecture.

TAMA COUNTY.

J. R. STEWART, COUNTY SUPERINTENDENT.

Educational Progress.—In my report for 1869-70. I mentioned that a noticeable advancement had already been made and taste regarding the construction of school-houses. Many of our districts imitate the best samples of school architecture they can find, and build to a degree of perfection and convenience, quite up to their ability. Eight new houses have been built since that report, and four, then in process of construction, have been completed.

The complaints I then made in regard to irregular attendance, may still be made, but with less severity than then. In many of our schools the teachers have adopted a system of regular weekly reports to parents under the heads of: punctuality, standing, deportment, absence, and grades upon recitation. In all such cases the per cent. of punctuality has improved wonderfully. Nine different

boards, of directors have arranged the course of study for their schools and appointed their visiting committee, which has both systematized their work, and given the schools a sense of responsibility to, and oversight by some authorized body. The practice among boards generally, however, is to "let the machine run itself," to hold the regular meetings required by law, fix the salaries of teachers, adjust the boundaries of districts when the necessity arises, and having done this, stand aside and let their opportunity and the interests of the school depart, hand in hand, "down the back entry of time."

Educational Work.—The Institutes of the county have been well attended, and given valuable aid to our schools. The teachers deserve much praise for the interest they have taken in them. Few teachers have been absent from them. An effort was made to keep up township associations by the teachers during last winter. The effort was only partially successful. It will be renewed again the coming winter. Small reference libraries have been put into a number of our schools during the year, and, I think, the need of them is now felt by all the teachers, and by most boards. Something has been done to fill up the lack of maps, charts, globes, &c., but furnishing peddlers have done much to disgust honest buyers, and so hindered many schools from being supplied.

My statistical report will show visitations, examinations, &c., and the general expenses of the schools to the county. The cost of our schools is much more than it should be, considering their efficiency. They are slowly gaining ground, and will soon give ample return for all their cost.

I am compelled to close this report, at this late date, with one township not yet heard from. That township failed last year and the showing it makes, is mainly from my own estimates.

TAYLOR COUNTY.

JOHN S. BOYD, SUPERINTENDENT.

I visited all the schools in the county during the winter, and nearly all during the summer terms. Teachers are better qualified and more faithful than formerly; our county is settling up rapidly and the demand for good schools and better school-houses increases daily.

Text-Books.—We have succeeded in securing a uniformity of text-books in nearly all of our schools.

The rapidity with which certain districts are settling renders it very difficult to keep a uniformity, particularly when a new sub-district is organized. I am convinced there are but few really bad text-books. With a uniformity of books, an earnest teacher, cordially supported by the patrons of the school, is generally successful.

Normal Schools.—We need educated teachers. Our young people desiring to become teachers must be prepared for their work. We desire, and greatly need a normal school in southwestern Iowa, and will work and wait until such time when the State of Iowa, with a treasury free from debt, shall give us a normal school, that shall be so graded that we shall be supplied with separate agencies for the special preparation of elementary teachers, adequate to supply every school in the community.

VAN BUREN COUNTY.

G. B. WALKER, SUPERINTENDENT.

Educational Progress.—When I came into office, nearly six years ago, there was one college, one academy, and two or three private schools in operation in this county. These were patronized by pupils that properly belonged to the public schools of the county, especially those in the lower private schools. By addresses and discussion, the school officers in the localities where these schools were situated, were shown the importance of securing better teachers and of making the public schools so efficient that private schools

would be unnecessary; that the public schools, when properly managed under efficient teachers, are sufficient to give a good common school education to the youth without the expense of private schools. This has been done. Last year the Academy Association, at Bonaparte, deeming the continuing of their school, to supply the wants of the people better by uniting it with the public school, proposed to sell the school-building to the school board of the independent district, and their proposition was so liberal that it was accepted without hesitation, and now the Bonaparte academy is no longer known as such, and the public school, as now managed, is more efficient, and better meets the wants of the people than both schools did before consolidation.

In an address before our institute last year, Rev. Bergan, proprietor of the Birmingham College, used the following language: "The public schools of the county are starving the colleges to death. At present none but those of large endowments will be able to stand pressure of the advancing tide of the common or public schools of the country; and the time is coming, when anything short of a classical education, may be secured in our common schools, and I say, God hasten the time." These are a few of the tokens of progress that have been made in our common school interest; and although the schools are far from being what they should have been, they are doing a good work.

Educational Work Done by County Superintendent.—Besides complying with the requirements of law, to visit the schools, I have made out plans and specifications, and very often bills of lumber, for nearly every school-house that has been erected since I have been in office. In many instances I have induced the school officers to build larger, better, and more convenient houses than they would have done if they had been left to their own judgment. The importance of a good black-board in every school-house, as well as other conveniences, frequently seems to be forgotten or ignored by many school officers in the sub-districts, and it is only by persistent effort that they are induced to supply these much-needed items. The desire seems to be to try to get up some kind of a building that will answer the purpose, without regard to utility, convenience, or the future wants of the district, with the least possible cost. I have

endeavored to create a uniformity in class-drill, and in imparting instruction, and in securing discipline, by holding teachers' meetings, or, more properly, Township Teachers' Institutes. These township meetings, or Institutes, have been held during term time. Each teacher is required to bring a class of his own school and conduct a recitation according to a programme previously made out. Thus it will be seen that a superior teacher in a township will exert a decided influence for the better, over the poorer teachers, and in a measure it will show the real worth of each teacher in the school-room. These meetings have been well attended by parents, teachers, and pupils, and all seemed to be benefited by them. Usually, at the close of the day's exercises, or in the evening, I delivered a lecture on some educational subject having a direct application to some special want in the schools. These Township Institutes are but auxiliaries to the County Institutes; and they awaken the critical power of the teacher by bringing them in contact with each other, and tend to elevate the character and standard of the schools. A willing Superintendent can find work for his entire time in the more populous counties.

By Other Agencies.—I have called two conventions of the school officers of this county in the last two years, to take into consideration the necessity of a uniformity of text-books, and the importance of paying teachers according to grade of certificate held, or more properly, according to scholarship, experience and success in teaching. These are subjects that really belong to the Board for action, and whenever they can be convinced that teachers' wages ought to be graded according to real merit, then successful and experienced teachers will not be brought so much into competition with inexperienced or unsuccessful ones. Although these conventions have not been as well attended as I could wish, their influence have been felt in every school district in the county. At present nearly every School Board in the county, grade the wages according to grade of certificate and experience in teaching.

It is humiliating for a successful teacher to be jewed down in salary, or perhaps be displaced by a newly-fledged teacher, because he proposed to teach the school at half price, when in reality their difference cannot be counted by dollars and cents.

Measures Calculated to Advance the School Interests.—As there

is much difficulty in securing a correct report from the different secretaries of the school moneys levied, collected, and disbursed, I think the school law ought to be so changed as to require the School Boards to levy all taxes at their regular meetings in September, instead of March, also to require the township clerks to report to the Secretary of the School Board in his own township, the valuation of all real and personal property belonging to the district township or independent district. This will give the Boards a true basis upon which to make all their school levies, and it will give the Secretary the necessary information to make out an intelligent financial report to the County Superintendent. Every Superintendent knows how difficult it is to get anything like an accurate report as the law now stands. Most of the Secretaries now fail to report the amount of "Assessed tax for the year," for the reason they do not have the desired information at hand.

My own report is deficient in this respect, and it is impossible for me to make it any better, unless I should travel all over the county and gather the items myself. This I cannot do.

WAPELLO COUNTY.

MARTHA A. PECK, SUPERINTENDENT.

The Board of Supervisors having appointed me to fill the position made vacant by the resignation of H. C. Cox, I have endeavored to perform its duties as faithfully as circumstances would permit.

Our County Institute was in session the first week in September, and the attendance was favorable, considering there was no Superintendent the previous month to issue circulars to the teachers. Richard Edwards, President of the Normal School, Bloomington, Illinois, assisted in conducting the exercises. At the close of the Institute, a committee upon programme of work for our next session, was chosen. This committee is to meet at the Superintendent's office the first Saturday in September, 1872, for the purpose of suggesting a time and place for holding the Institute; also, to prepare work and designate conductors for each branch, thus making

the labor of the general conductor lighter, and avoiding the loss of time incident upon a lack of preparation.

Normal Schools.—During the month of August, I conducted a normal class, and imperfect as my work must have been, the teachers felt that they had been materially benefited, and were unanimous in their desire for a similar school next summer. There is no need of an argument to show the necessity of a *State Normal School*; and I know of no other way to convince the PEOPLE of that necessity, than for each Superintendent to conduct such a school himself, although it may be on a small scale and imperfect, it may prove that good can be done in this way. A much greater benefit would be derived from a properly endowed Normal Institution. Our teachers must have the advantage of professional training, or we would better give the pupil his books and tell him to climb the hill of science as best he can. Too much has already been spent in hiring blind leaders in the schools.

Superintendent's Work.—My examinations are invariably written, the questions also written, and the lists frequently changed. I grant but two grades of certificates. For the first grade, the average per cent. must be at least eighty-five; and for second grade, seventy-five per cent. I am directly opposed to renewing certificates without examination, except in very rare cases. I believe the practice is derogatory to the interests of our schools. On the contrary, I would make my examination more thorough at each repetition. Teachers should not be satisfied with former glory, and constant study alone will enable them to keep pace with the progress of the times. These renewed certificates have a tendency to lull the teachers into a kind of Rip Van Winkle sleep, from which they sometimes awaken and find the intellectual world has moved on and left them. I have visited but few schools, but intend to visit all in the county before the 1st of January, when my term will expire. I make very few speeches to the schools, but take the liberty to examine classes upon their past work, impress upon their minds the necessity of being thorough in their studies, make private suggestions to teachers, etc. The old practice of sitting in the school-room a half-day, and making a nice little speech at the close, fails to arouse the teacher and pupils to any degree of enthusiasm in their work. I can say little of the

general condition or improvement of the schools in the county, having so lately commenced my work.

WASHINGTON COUNTY.

E. R. ELDRIDGE, SUPERINTENDENT.

The Educational Interests of our county are slowly, but we hope securely, advancing. The progress is not as rapid as we might wish, but considering the many obstacles we have to contend with, we rejoice that we advance at all. It is our misfortune to be of that unhappy number of counties burdened with taxes levied in aid of the construction of railroads; and the ordeal through which we are now being ground, causes the people to feel that they are oppressed with *taxation*, and, hence, too poor to build school-houses and support schools. Our condition being such, the struggle is hard indeed, but we look forward with bright hopes of a better day, when ALL will be willing to assist us in educating the masses, and in developing the great agency for doing this work, the PUBLIC SCHOOL SYSTEM, which may truly be regarded as the corner-stone of our republican institutions. It is cheering to record the fact that there is a growing interest in favor of normal training. Many of our people begin to realize that trained teachers are more successful, and hence cheaper, than those who are not fitted especially for this profession; and, therefore, they favor the establishing of normal schools to fit teachers especially for this vocation.

We hope that the Legislature of 1872, will consider the *educational needs* in this respect, and will move in the direction of providing normal instruction for those who are to be our teachers.

A *Normal Institute* of two weeks was held in our county last November. Recitations were conducted by organizing the teachers into classes, and in this way the "Theory and Art of Teaching" was exemplified. We had the assistance of able instructors, and the work was thorough and satisfactory in its results.

Educational Meetings have been held in the various townships, *talks* delivered to the people on the many points of school economy,

and in these meetings the people have been led to discuss these questions themselves, and in this way their energies and zeal have been awakened, and they have been induced thus to co-operate more earnestly in the school-work.

The Visitation of Schools by the Superintendent, I have found to be one of the most important, and likewise the hardest duty.

In this, his labors must be most judicious, for many teachers whose work is not entirely satisfactory, need sympathy more than censure, and I have found that one-half day spent with such, in which earnest work and friendly advice are liberally bestowed, is worth more to teacher and scholar than a whole column of severe criticism given to the public through some newspaper. During the last year, I have visited about four-fifths of the schools in our county. I have endeavored to make the character of my visit accord with the wants of the school, in each case.

County Superintendent.—In order to make the office of County Superintendent efficient, we need none but competent men in the office, and, therefore, none should be eligible to said office except those who are graduates of some normal school in the State, or who can satisfy the Superintendent of Public Instruction of his competency to fill such place. These requirements should be demanded by law.

The length of the term of office of County Superintendent should be extended to three years instead of two, as now, as frequent changes in this office tend to render it inefficient and consequently unpopular.

We likewise need some changes in our law with reference to the office of

Sub-Director and Sub-District Lines.—The term of *one year* is entirely too short, as men do not learn how to discharge the duties of their office, until their term is ended. Again, competent men cannot afford to be cumbered with this office, year after year, and receive no compensation for their labors; but good men are wanted in this office for not less than a *three years' term*, and should be paid for their services as in every other department of labor.

Sub-District Lines are a source of more trouble than any other

one thing in school supervision, and in order to secure a greater community of interest, it is necessary that these lines be abolished and that the township system be adopted in its stead. Hoping that our next Legislature will remedy some of the evils mentioned, I close.

WAYNE COUNTY.

ENOS RUSHTON, SUPERINTENDENT.

In Relation to School-Houses.—I am glad to say that our county is moving up. Quite a number of good school-houses have been built during the present year, and more are being built at this time. And the leading feature of these houses, is, they are constructed with some reference to the comfort and convenience of the teacher and pupil. There is a disposition on the part of the people to employ good teachers at reasonable wages. Our teachers are improving, and in reviewing the circumstances, and comparing the present with the past, I am glad to say that Wayne county is progressing. I would recommend that the law be so changed as to allow sub-directors reasonable compensation for their services. I am sure this would have a salutary effect in causing a prompt and judicious discharge of duties on the part of boards of directors. During the year just past, I have issued but very few first-grade certificates, as this report will show. I pursued this course in order to stimulate teachers to improvement. I have met with a great deal of opposition in pursuing this course; but it had the desired effect, and good, energetic teachers, throughout the county, sanction my action. In regard to Teachers' Institutes, I think they ought to remain in session four weeks instead of one week. Our Institutes are highly prized by the people generally, and well attended by the teachers. In regard to County Superintendents' salary, I think they ought to receive four dollars per day for their services. In fact I do not think they would grow fat, (financially) on five dollars per day. For my services I receive four dollars per day.

Examinations.—Partly written and partly oral. I am striving to obtain an older class of teachers; I mean men and women. We have too many boys and girls teaching, or trying to teach school.

WINNESHIEK COUNTY.

J. M. WEDGWOOD, SUPERINTENDENT.

Progress of Education.—In a county as new as ours we think it denotes a good degree of progress that comfortable places are supplied for the nine thousand children of school-age, and a call for more competent teachers. And in this regard we are able to supply the demand, in part. True, we have some directors who seem to feel that a third grade teacher is as good as any, but this is not the rule. We have a large share of foreign-born persons, who are citizens, and who heretofore have taken little interest in educating their children, but are now becoming much more interested.

Work of County Superintendent.—I have spent most of my time with and for the schools, intending to visit each school during its sessions, but have not always succeeded. After seeing what the teacher is doing in his daily practice, I talk and pray with the scholars, giving such advice as the circumstances require, and correcting the faults of the teacher privately, and making such suggestions as occur to me at the time. I have never lectured in the townships, but have talked to many of the necessity of education, and of taking a deeper interest in the literary training of the children of our county. I have for years reported through one of our county papers something of the condition of the school on the day I visited it. This has been a great stimulus to work in the school-room.

Examination of Teachers.—I examine both by written and oral answers, and even then I need to see teachers in the school-room, to judge of their fitness to deal with the minds of children. A certain amount of education is absolutely necessary to success. But this is far from being all. There must be "aptness to teach," "ability to govern," or the most splendid talents are only consummate failures. Hence I need to see teachers with their pupils, see the attraction they have for them, the ease and clearness with which they can explain to their pupils, &c.

Teachers' Institutes.—These, in our county, have been a great help, especially to young teachers—fully worth all they have cost.

Normal School.—We need, shall I say a "*Mill*" to grind out teachers ready for their business. Most of our teachers teach only a few terms, and then go into other business. During this time they hardly learn how to teach, certainly not by the most approved methods. Our great want is a school to train teachers. In our county where we employ nearly two hundred teachers a year, how much more progress would be made, could we have teachers fitted for their business. And every one knows how much more one can do who knows how to work than one who has to learn as he goes along. If the latter is worth \$5 per month, the former is \$25. This at the present time is our great want. We have plenty of the raw material, of most excellent quality, but it needs training.

Conclusion.—This is probably my last report of schools. For eight years it has been my pleasure to see the pupils in our county under their various teachers climbing the hill of science. With pleasure I have watched the progress they have made. It has been a healthy growth. And as I retire, I have the privilege of committing to my successor, school-houses far more comfortable, and commendous, parents more interested, and a class of teachers very far superior, than when I came into office. I retire with the best wishes for success to him who may put the harness on as I lay it off. May our Father's blessing rest on parent, pupil, teacher, and superintendent.

WRIGHT COUNTY.

J. D. SANDS, SUPERINTENDENT.

Education is slowly advancing in this county. This is apparent when we look at the improvements made in the structure of our school-houses. Several new school-houses have been built during the past year, on improved plans. In the structure of these new school-houses, the health and comfort of the pupils have been regarded as part of the education of developing manhood.

Teachers.—Many of the teachers are straining to become more able instructors, by using means to qualify themselves more fully for the

work of teaching the youth in our common schools. I am sorry to be compelled to add; that some, wishing to be called teachers, still keep school, or rather, are kept by the school-funds; while the advancement of the pupils at school is not sought.

Certificates.—I have not issued so many certificates of second and third grades, as I was compelled to issue last year.

Visitations.—I have visited the schools in the county thoroughly this year, and I find a gradual improvement in the mode of imparting knowledge. Many of the schools have been recently furnished with good maps, black-boards, globes and dictionaries; but yet some schools are without even a map of the State of Iowa.

Teachers' Institute.—The county Teachers' Institute last year was well and enthusiastically sustained by the teachers, which has never before been done.

District School-Records.—I must say a word concerning the loose and careless manner in which the school-records of some of our school districts are kept; though what I say may not prove the advancement of knowledge in our county. The way in which said records are kept, is discouraging to the secretaries of school districts, and annoying to the superintendent of the county. To have a district report come with "the number of persons between the ages of five and twenty one years, then number of months the schools have been taught," and "the aggregate amount paid to teachers, is very annoying and vexatious to the county superintendent. If anything can be done so as to cause correct and proper reports to be given of our district schools, much will be done to advance the cause of education in our county.

Lectures.—I have delivered lectures on school-houses, education, teaching the youth, and other topics that pertain to the advancement of our school system. Wherever I could find an opportunity, and an audience; and I have no doubt the cause of common schools has been advanced thereby.

ALLAMAKEE COUNTY.

LENTHEL EELS, SUPERINTENDENT.

Educational Progress.—It is with a feeling of pride that I am able to state that there has been a marked increase of interest in education in this county, during the past two years. I have labored faithfully and earnestly, and with the co-operation of our teachers, and school officers much good has been accomplished.

School-Houses.—There has been twenty-two school-houses erected in the county during the past two years, at an average cost of \$1,600; among which are the fine school-buildings for the graded schools in Postville and Village Creek. This furnishes good evidence of our rapid progress.

School Visits.—I consider the visiting of schools, by County Superintendents, the most important duty connected with the office; indeed without this important requisite, the office of County Superintendent might as well not exist. But a Superintendent's visits, as they are termed, should be judiciously exercised; every visit should be a careful examination, both of teacher and pupils, and such corrections made as are deemed necessary; this implies that County Superintendents should be endowed with qualifications requisite to discriminate proper from improper methods of teaching and discipline. I have visited every school in this county, and many of them as often as four or five times during the past two years, and, I think, with beneficial effect.

Teachers.—Another good evidence of progress in our county, is the growing desire of many of our teachers, to become more thoroughly qualified for teaching; a large per cent. of them are adding to their fund of knowledge, by attending our graded schools.

Institutes.—Our Institutes have been well attended, and much appreciated by our teachers. But by referring to my predecessor's report I find that he complains of certain boards of directors disapproving of Institutes, and a majority of the teachers pronounced them an imposition. I have no such complaint to make; but, on the contrary, I can say that both teachers and boards of directors

encouraged our Institutes by their presence and assistance. The cause of this important change is this, the exercises of our Institutes were conducted with a view of expressly benefiting our teachers; and, to accomplish this end, "home talent" has been employed. The utility of employing first-class teachers of the county to assist at Institutes is apparent, from the fact that they are more familiar with all the circumstances connected with teaching in their vicinity. But, employ conductors from a distance, and in nine cases out of ten all their efforts are put forth to make a display of their eloquence, and aim to puzzle and confuse the teachers; such methods of conducting Institutes are devoid of all interest, and deserve the disapproval of teachers and boards of directors.

Text Books.—A change of many of our text-books, is very much needed. The subject has been under consideration for some time past, and, I think, the time is not far distant when a better and more uniform grade will be established.

County Superintendents' Salary.—In regard to County Superintendents' salary, the following remarks from a brother superintendent coincide with my views to the letter: "I consider the present method of remunerating Superintendents as little less than contemptible, and a disgrace to our statute-book. Why is it that they are compelled to swear to every duty performed before receiving one cent of remuneration? Are they less honest or responsible than other State and county officials, that they must submit to be sworn, catechised, and their legitimate earnings sometimes withheld? Gentlemen, as parents and members of the General Assembly, we want you to look this question right square in the eye, and show by your votes whether you consider County Superintendents entitled to the same consideration and emoluments as are paid to other officials, or whether you consider them as so many supernumeraries, whose services can as easily be dispensed with as retained? If the office is a mere sinecure let it be instantly abolished; if it is not, and is doing a noble, legitimate work, let its agents be paid in a straightforward, honest way, not trammelled with oaths and questionings, but in accordance with the duties performed, based upon the population of the county and the number of schools to be visited." All this can be easily ascertained by reference to school reports, which are furnished in abundance.

STATISTICS.

[A.]

STATEMENT

Of the amount of Interest of the Permanent School Fund apportioned to the several Counties of the State of Iowa, during the years 1870 and 1871.

COUNTIES.	Amount ap- portioned, March, 1870.	Amount ap- portioned, Sept., 1870.	Amount ap- portioned, March, 1871.	Amount ap- portioned, Sept., 1871.	Whole amt't apportioned in 1871.
Adair.....	\$ 375.55	\$ 203.00	\$ 501.90	\$ 239.44	\$ 1899.89
Adams.....	520.59	281.40	590.10	269.76	1661.85
Allamakee.....	2604.80	1408.00	2602.60	1189.76	7805.16
Appanoose.....	2378.73	1285.80	2266.00	1030.16	6967.29
Audubon.....	132.09	71.40	149.10	68.16	420.75
Benton.....	2924.85	1581.00	2848.65	1302.24	8656.74
Black Hawk.....	2607.39	1409.40	2704.10	1296.16	7957.05
Boone.....	1953.60	1056.00	1809.35	854.56	5733.51
Bremer.....	1598.40	864.00	1621.60	740.80	4823.79
Buchanan.....	2193.95	1183.00	2161.60	988.16	6528.72
Buena Vista.....	363.24	30.40	163.80	74.88	325.32
Butler.....	1228.40	664.00	1309.70	598.72	3800.82
Calhoun.....	191.66	103.60	207.20	94.72	597.18
Carroll.....	236.80	128.00	301.00	137.60	803.40
Cass.....	535.32	289.40	674.80	308.48	1808.07
Cedar.....	2728.38	1474.80	2536.80	1159.68	7896.66
Cerro Gordo.....	466.57	252.20	581.00	265.60	1965.37
Cherokee.....	126.54	68.40	221.55	101.28	517.77
Chickasaw.....	1506.92	793.20	1400.00	640.00	4044.12
Clarke.....	1219.89	639.40	1221.50	558.40	3659.19
Clay.....	88.43	47.80	163.45	74.72	374.40
Clayton.....	3705.18	2002.80	3806.00	1740.16	11254.74
Crawford.....	4451.47	2406.20	4207.00	1923.20	12987.87
Clio.....	272.32	147.20	285.95	130.72	836.19
Crawford.....	1521.44	822.40	1592.85	728.16	4664.85
Dallas.....	2371.33	1281.80	2211.30	1010.88	6875.31
Decatur.....	1720.50	930.00	1676.85	766.56	5093.91
Delaware.....	2311.39	1249.40	2224.95	1017.12	6902.86
Des Moines.....	3799.53	2053.80	3629.15	1659.04	11141.57
Dickinson.....	156.88	84.80	184.80	84.48	510.96
Dubque.....	5414.58	2926.80	5222.05	2387.08	15952.11
Emmett.....	135.05	73.00	125.65	57.44	391.14
Eayette.....	2405.00	1300.00	2320.79	1153.32	7378.02
Floyd.....	1182.89	639.40	1347.85	616.16	3786.30
Franklin.....	578.68	312.80	661.15	302.24	1854.87
Fremont.....	1464.83	791.80	1442.00	659.30	4357.83
Greene.....	495.80	268.00	524.20	239.68	1527.78
Grundy.....	647.13	349.80	739.20	337.92	2074.05
Guthrie.....	782.92	423.20	874.65	399.84	2480.61
Hamilton.....	699.67	378.20	774.20	353.92	2305.99
Hancock.....	194.34	56.40	172.00	79.04	412.68
Hardin.....	1819.00	980.00	1886.15	862.24	5541.39
Hardy.....	1131.09	611.40	1188.60	543.96	3474.45
Harison.....	2891.92	1563.20	2794.05	1277.25	8526.45
Henry.....	802.16	433.60	822.15	375.84	2433.75
Howard.....	248.64	134.40	296.10	135.36	814.59
Humboldt.....	28.12	15.20	23.45	10.72	77.49
Iowa.....	1099.11	1080.69	2121.00	969.60	6170.31
Jackson.....	3168.31	1712.60	2922.50	1326.00	9130.41

STATEMENT "A"—CONTINUED.

COUNTIES.	Amount ap- portioned, March, 1876.	Amount ap- portioned in Septem- ber, 1876.	Amount ap- portioned March, 1877.	Amount ap- portioned in Septem- ber, 1877.	Whole sum apportioned in 1876-77.
Jasper	2899.60	\$ 1567.40	\$ 2984.45	\$ 1364.32	8876.80
Jefferson	2493.43	1347.80	2360.05	1078.88	7289.14
Johnson	3269.69	1767.40	3827.10	1520.90	10385.13
Jones	2633.36	1585.60	2838.05	1283.68	8610.69
Keokuk	2702.48	1460.80	2472.40	1196.32	7832.00
Kossuth	299.70	162.00	367.15	167.84	906.69
Lee	4895.47	2646.20	4820.20	2203.52	14569.39
Linn	4053.55	2191.00	4072.60	1861.70	12178.71
Louis	1835.67	892.20	1569.40	724.16	5121.33
Lucas	1410.67	762.30	1397.20	638.72	4208.19
Lyon					
Madison	1800.42	973.20	1780.10	813.70	5367.48
Madoka	3200.13	1729.80	3026.10	1383.36	3529.29
Mari-on	3542.38	1914.80	3458.00	1589.80	10495.98
Marshall	2171.16	1173.60	2143.40	979.84	6468.60
Mills	1044.88	564.80	1074.50	491.20	3175.38
Mitchell	1126.73	605.80	1177.75	538.40	3442.68
Monona	392.20	212.00	393.05	179.68	1176.90
Monroe	1833.35	991.00	1746.15	798.24	5368.74
Montgomery	453.25	245.00	676.55	309.28	1684.08
Muscatine	2907.83	1571.80	2769.20	1265.92	8514.75
O'Brien			14.70	6.72	21.42
Osceola					
Paga					
Palo Alto	1273.54	689.44	1204.00	559.40	3716.94
Plymouth	201.38	54.80	147.00	67.20	379.38
Polk	119.88	64.80	256.90	117.44	339.62
Pocahontas	119.88	64.80	206.85	94.56	486.69
Polk	3598.34	1896.40	3378.55	1544.48	10327.77
Pottawattamie	1625.41	878.60	1851.15	846.24	5201.40
Poweshiek	1794.72	971.20	1949.85	891.36	5609.13
Ringold	771.82	417.20	781.20	357.12	2327.34
Sac	163.54	88.40	138.95	63.52	454.41
Scott	4729.79	2533.40	4725.00	2160.00	14162.19
Shelby	379.35	151.00	340.55	155.68	926.58
St. Louis					
Story	1470.01	794.60	1594.20	48.80	155.55
Tama	1900.23	1075.80	2029.65	987.68	4436.39
Taylor	910.94	492.40	972.30	444.48	2829.12
Union	728.90	394.00	751.10	343.36	2217.36
Van Buren	2511.19	1357.40	2352.00	1075.20	7295.79
Wapello	3104.67	1678.20	2953.30	1350.08	6986.25
Warren	2440.89	1319.40	2366.70	1081.92	7208.91
Washington	2893.40	1564.00	2727.55	1246.88	8431.83
Wayne	1489.99	805.40	1554.00	710.40	4559.79
Webster	1242.83	671.80	1292.10	576.95	3753.69
Winnebago	176.49	95.40	199.15	91.04	562.08
Winnebuck	3969.37	1654.20	3115.00	1424.00	9233.47
Woodbury	542.95	299.00	755.39	345.28	1935.69
Worth	355.57	192.20	382.50	174.72	1104.69
Wright	90.08	300.30	197.28		684.46
Total	\$ 154722.16	\$ 83938.60	\$ 155124.20	\$ 70980.72	\$ 404406.68

[B.]

AN ABSTRACT

Of the annual reports of the State by Superintendents of Common Schools to the Superior Board of Public Instruction, for the year beginning October 9th, 1880, and ending October 4th, 1870.

Name of Dis- trict. Township or Independent District.	No. of Sub-Districts	Number of Dis- tricts between the ages of five and seven one year.		No. of dis- tricts in each district.	Total average attend- ance in each district.	No. of teachers.		Length of school in days.	Average No. of months schools have been open.		Average cost of tuition per scholar.	Average cost per scholar for materials.	Number of school- houses and parochial sch- ool buildings.	Value of school-houses.	No. of volumes in dis- tribution.	Value of apparatus.	
		Males.	Females.			Males.	Females.										
Adair	46	737	677	1120	861	37	40	2421	2760	6.9	\$ 9.19	\$ 2.48	41	\$ 25765.00	100	\$ 610.60	
Adair	46	737	677	1120	861	37	40	2421	2760	6.9	\$ 9.19	\$ 2.48	41	\$ 25765.00	100	\$ 610.60	
Albany	41	880	770	1309	1011	77	37	2432	3090	6.1	5.95	4.97	38	90770.00	96	746.55	
Albany	41	880	770	1309	1011	77	37	2432	3090	6.1	5.95	4.97	38	90770.00	96	746.55	
Appanosa	108	3435	3044	5530	4264	103	84	4170	8391	5.8	10.14	5.92	24	73466.00	50	509.00	
Appanosa	108	3435	3044	5530	4264	103	84	4170	8391	5.8	10.14	5.92	24	73466.00	50	509.00	
Arnold	19	231	193	325	268	4	14	1039	2000	7.1	10.57	7.32	25	55590.00	38	53.00	
Arnold	19	231	193	325	268	4	14	1039	2000	7.1	10.57	7.32	25	55590.00	38	53.00	
Beaumont	167	4247	3992	7239	4890	64	113	1879	1890	7.1	8.94	7.19	26	112090.00	2290	4389.00	
Beaumont	167	4247	3992	7239	4890	64	113	1879	1890	7.1	8.94	7.19	26	112090.00	2290	4389.00	
Black Hawk	128	3956	3770	4222	367	3747	4196	835	1608	6.4	11.35	6.29	31	134435.00	53	1741.00	
Black Hawk	128	3956	3770	4222	367	3747	4196	835	1608	6.4	11.35	6.29	31	134435.00	53	1741.00	
Bloom	80	2881	2469	405	412	3592	76	67	910	1612	10.98	7.20	32	79822.00	50	731.00	
Bloom	80	2881	2469	405	412	3592	76	67	910	1612	10.98	7.20	32	79822.00	50	731.00	
Bremer	90	2792	2158	365	4510	6760	70	165	2021	8333	8.01	5.72	28	53225.00	43	321.00	
Bremer	90	2792	2158	365	4510	6760	70	165	2021	8333	8.01	5.72	28	53225.00	43	321.00	
Buchanan	21	3172	3094	124	471	772	6	3	659	390	6.64	6.64	15	89250.00	42	1231.00	
Buchanan	21	3172	3094	124	471	772	6	3	659	390	6.64	6.64	15	89250.00	42	1231.00	
Butler	25	336	312	85	378	327	18	20	170	1120	8.48	6.95	28	60500.00	64	418.00	
Butler	25	336	312	85	378	327	18	20	170	1120	8.48	6.95	28	60500.00	64	418.00	
Cass	50	4891	4331	690	50	360	355	1	4	731	10.93	6.56	21	195640.00	4	215.00	
Cass	50	4891	4331	690	50	360	355	1	4	731	10.93	6.56	21	195640.00	4	215.00	
Central	30	396	348	9	1673	439	33	38	645	695	9.19	6.86	49	31000.00	4	799.00	
Central	30	396	348	9	1673	439	33	38	645	695	9.19	6.86	49	31000.00	4	799.00	
Cedar	139	3759	3489	117	5	1418	777	18	20	2343	3570	8.88	6.67	45	105500.00	56	1711.00
Cedar	139	3759	3489	117	5	1418	777	18	20	2343	3570	8.88	6.67	45	105500.00	56	1711.00
Cerro G. rd.	44	815	847	50	1	308	348	8	15	929	480	8.08	6.80	59	90400.00	1	90.00
Cerro G. rd.	44	815	847	50	1	308	348	8	15	929	480	8.08	6.80	59	90400.00	1	90.00
Charke	33	338	295	15	2631	1969	51	10	4551	5099	7.85	6.11	24	73130.00	1	2690.00	
Charke	33	338	295	15	2631	1969	51	10	4551	5099	7.85	6.11	24	73130.00	1	2690.00	
Chickaw.	73	2031	1969	82	4	2854	2169	8						45840.00	1	2090.00	
Chickaw.	73	2031	1969	82	4	2854	2169	8						45840.00	1	2090.00	

ABSTRACT "B"—CONTINUED.

Name of District, Township or Independent District.	No. of Sub-Districts.		Number of persons between the ages of five and twenty-one.		No. of schools in each district.		No. of graded schools in each district.			No. of pupils enrolled in the schools of the district.			Paid average (national) ratio in each district.		No. of teachers.		Length of School in days.		Average No. of months schools have been taught.		Average compensation of teachers per week.		Average cost of tuition per week for each pupil.		Number of school-houses and of what material constructed.		No. of volumes in district library.		Value of apparatus.						
	Males.		Females.		No. of schools in each district.		No. of pupils enrolled in the schools of the district.			Paid average (national) ratio in each district.		Males.		Females.		Summer.		Winter.		Average No. of months schools have been taught.		Females.		Males.		Summer.		Winter.		Stove.		No. of volumes in district library.		Value of apparatus.	
Clark	71	1798	1692	75	...	3318	8003	47	85	4094	4175	6	8	8 87	86.08	42	...	10	...	49	4	45850.00	...	...	...	...	...	...	320.00
Clay	10	275	212	9	...	208	279	5	9	570	300	5	5	7.91	67.3	46	...	8	...	8	...	3990.00	...	...	...	...	...	33	110.00	
Clinton	142	5595	5281	153	5	7807	6531	115	159	8557	11405	7	7	10.05	69.1	50	...	18	17	93	25	129760.00	...	...	...	...	...	24	2236.00	
Clayton	146	6195	5825	158	47	8744	5439	94	205	2175	2313	7	7	11.91	63.36	35	...	7	2	151	...	188171	39	64	8893.00	...	...	...	...		
Crocker																																			
Crawford	35	413	404	32	...	740	472	14	34	360	500					
Dallas																																			
Davis	92	3258	3060	97	1	4977	3116	80	72	4192	5537	5	5	7.72	5.62	22	...	6	...	57	20	35871.75	...	...	...	...	...	...	51.00
Decatur	82	2496	2295	82	3	3398	2036	75	64	4465	6039	6	6	8.67	6.28	28	...	31	7	47	25	33780.00	...	...	...	...	...	42	980.00	
Delaware	111	3328	3119	118	2	4313	3813	75	149	725	707	7	7	9.43	6.16	...	...	...	...	...	...	7850.00	...	...	...	...	...	2	2344.00
Des Moines	78	5373	4996	116	9	5520	3439	65	110	3940	5745	...	...	...	...	...	...	...	...	...	...	311163	25	8	140.00	...	...	...	...		
Dickinson	7	269	259	11	...	280	315	6	12	600	440	5	5	6.84	7.70	...	...	...	...	...	...	50	...	...	...	...	...	...	...
Dubuque	90	7436	7487	117	11	8490	5395	70	150	6286	9382	9	9	9.76	6.85	22	...	53	11	21	63	14	218585.00	...	...	282	2172.64	...	...				
Hammett	12	210	140	71	...	250	159	2	12	600	260	6	6	6.50	4.96	32	...	...	...	...	...	2875.00	...	...	...	...	...	...	81.85
Fayette	146	3721	3481	161	6	5264	3495	42	133	9110	9982	6	6	8.23	5.51	21	...	26	8	7	11	12	80668.00	...	...	14	1168.00	...	...				
Floyd	56	985	904	56	1	1129	1194	36	54	709	609	7	7	8.60	6.21	35	...	26	3	11	50	4	66365.00	...	...	6	1601.00	...	...				
Franklin	73	1998	1855	73	2	2450	1515	61	56	3874	5354	...	...	...	...	...	...	...	...	...	...	38125	09	375	1118.00	...	...	...	...		
Greene	38	803	695	59	3	1089	601	25	33	2137	1928	6	6	9.40	8.05	...	...	...	...	...	...	40401.00	...	...	...	...	...	6	1628.50
Grundy	88	1142	970	72	...	1618	1927	38	68	4097	3909	6	6	9.13	7.75	48	...	73	2	4	38	...	38125	09	375	1118.00					
Guthrie	82	1272	1237	73	1	1775	1020	60	67	4284	4150	6	6	9.10	7.24	...	...	...	...	...	...	30700.00	...	...	...	...	...	670	1140.00
Hamilton	40	1162	1050	50	3	1675	1029	31	49	2985	2709	6	6	9.38	6.82	...	...	...	...	...	...	30700.00	...	...	...	...	...	670	1140.00
Hancock	16	312	282	16	...	323	260	8	18	1190	1109	6	6	9.60	6.99	...	...	...	...	...	...	10200.00	...	...	...	...	...	1	589.00
Hardin	83	3700	3020	84	8	3688	2613	55	104	1808	1416	7	7	10.84	8.73	...	...	...	...	...	...	10200.00	...	...	...	...	...	1	1753.00
Harrison	81	1983	1711	82	1	2705	1570	51	77	1360	1493	6	6	10.23	8.22	48	...	9	...	64	3	44046.00	...	...	...	...	...	323	1654.00	
Henry	96	4062	3921	105	9	7405	4490	74	141	6110	7821	7	7	9.29	7.08	35	...	94	1	75	6	123710.00	...	...	...	...	...	239	680.00	
Howard	64	1259	1090	64	1	1613	930	44	74	923	908	7	7	8.82	6.26	40	...	44	1	3	32	1	49278.00	1297.05					
Humboldt	29	469	377	31	...	622	637	22	30	1545	1515	7	7	6.07	5.75	58	...	...	...	...	...	23220.00	...	...	...	...	...	...	66.00
Ida	7	39	28	6	...	59	39	2	7	130	180	5	5	...	...	...	...	...	...	...	...	4840.00	...	...	...	...	...	...	18.00
Iowa	119	3144	2916	112	2	4778	2973	107	119	6742	7973	6	6	9.44	6.18	24	...	11	...	97	1	79564.00	...	...	...	...	...	408	975.00	
Jackson	124	4247	4103	132	4	6129	3733	64	108	2063	2043	7	7	9.06	5.79	20	...	24	12	18	93	13	81500.00	...	...	...	...	33	2680.51		
Jasper	139	4533	3994	156	4	6490	3553	111	162	8100	8930	6	6	9.65	7.27	33	...	37	6	...	...	132	2	115392.00	...	...	108	1626.78			
Jefferson	85	3470	3273	92	2	5521	2981	68	106	4542	6040	6	6	8.16	5.50	36	...	17	7	...	...	78	2	94050.00	...	...	580	90.00			
Johnson	142	4839	4667	138	5	3931	3862	72	198	1372	1754	7	7	7.57	5.96	26	...	35	10	2	123	2	117170.00	...	...	6	1403.00	...	...				
Jones	138	4151	3872	132	3	5881	3712	84	171	9035	9134	7	7	9.38	6.03	18	...	22	6	4	114	5	89734.00	...	...	44	2321.05	...	...				
Keeokuk	133	3861	3616	133	1	7329	4420	84	135	6749	8959	7	7	7.78	7.16	24	...	24	5	4	110	6	89955.00	...	...	15	375.00	...	...				
Kossuth	20	543	506	33	...	897	473	15	37	1880	1800	5	5	7.09	5.22	53	...	67	1	260	...	15310.00	405	60.00					
Lee	105	6965	6777	107	15	7663	4788	69	140	1390	1300	7	7	9.92	4.33	27	51	11	58	9	185190.00	50	650.00				
Lincoln	159	5053	5683	173	7	8707	5043	117	229	1127	13073	7	7	10.01	7.23	17	...	20	80	30	6136	1	194450.00	...	...	44	1189.50	...	...				
Louis	67	2388	2128	26	6	3681	3291	55	63	3020	3027	7	7	10.10	6.56	24	...	27	6	1	57	2	44815.00	1055.00					
Lucas	75	2069	1939	69	1	2951	1932	58	68	3740	4813	6	6	9.10	6.77	29	...	32	3	64	4	40850.00	1	362.60					
Lyon																																			
Madison	97	2684	2402	89	1	3870	2338	72	89	4957	5713	6	6	10.15	7.68	30	...	36	...	17	70	4	86101.00	...	...	154	670.00	...	...				
Mahaska	109	4428	4218	122	2	6923	4064	98	145	7178	8566	6	6	9.56	6.93	24	106	2	156015.00	136	2530.00					
Marion	121	5099	4781	118	4	6820	4001	100	97	5227	7076	6	6	8.82	7.35	28	87	9	82773.00	881.75					
Marshall	113	3345	2879	117	13	4588	2922	89	115	6681	7290	7	7	11.20	7.12	28	...	33	17	88	...	95562.91	755	1785.00					
Mills	48	1561	1509	49	1	2976	1139	32	53	2692	2560	6	6	10.22	9.10	32	...	48	2	43	...	40596.00	43	1795.47					
Mitchell	68	1766	1595	76	1	3294	1492	32	89	4959	5674	7	7	8.57	5.83	25	...	12	6	47	4	49110.00	45	812.00					
Monona	39	622	554	43	1	841	572	24	39	2004	1935	6	6	9.55	7.85	40	2	23270.00	284	998.00					
Montgomery	39	1014	919	31	1	956	1161	28	26	1582	1258	7	7	10.35	7.09	43	...	...	...	...	...	5	1	29	50	4	215.00	...	...				
Muscatine	83	4067	3845	90	6	5078	3898	64	134	6147	7071	7	7	10.39	7.03	20	...	21	11	78	...	97350.00	411	1932.00					
O'Brien	9	16	26	2	...	42	38	...	2	80	160	6	6	50.00					
Page	65	1783	1657	57	1	3105	1598	52	63	3233	4605	8	8	11.09	8.61	34	58	2	41645.00	304	1123.00					
Palo Alto	14	221	199	14	...	183	125	7	15	373	300	6	6	7.65	6.00	74	...	...	...	...	...	5	6	5498.00	...					

ABSTRACT "B"—CONTINUED.

Name of District Township or Independent District.	No. of Sub-Districts.		Number of persons between the ages of five and twenty-one years.		No. of schools in each district.		No. of pupils enrolled in the schools of the district.			Total average attendance in each district.	No. of teachers.		Length of school in days.		Average number of scholars having been taught.	Average compensation of teachers per week.		Average cost of tuition per week per pupil.				Number of school-houses and of what material constructed.				Value of school-houses.	No. of volumes in district library.	Value of apparatus.			
	Males.	Females.	Males.	Females.	Males.	Females.	Summer.	Winter.	Males.		Females.	Winter.	Summer.	Stone.		Frame.	Log.	Value of school-houses.	No. of volumes in district library.	Value of apparatus.											
Scott.....	6776	6724	107	10	7292	4652	95	135	6544	8256	8	12	09	89	16	42	38	11	8	80	11	18	2	1	1	1	2	2150500		291400	
Shelby.....	28	559	414	28	679	600	16	26	1450	2188	6																1723000	25	96700		
Sioux.....	1	145	160	3	40	20			3	120	60	3																			
St. Joseph.....	87	2186	2112	77	3	3349	2068	62	87	4589	4970	7																			
Tama.....	135	2944	2855	123	3	4178	2130	84	117	7424	7695	7																			
Taylor.....	57	1435	1343	47	2	1848	1513	44	51	2855	3315	6																			
Union.....	57	1164	982	59	1	1540	890	39	48	2875	3034	6																			
Van Buren.....	90	3472	3248	168	1	5119	3126	38	118	5775	6975	5																			
Wapello.....	86	4341	4007	167	6	6194	5061	82	101	1145	1804	6																			
Warren.....	117	3466	3266	115	2	5186	2937	75	134	5843	7007	6																			
Washington.....	126	4041	3752	133	8	6817	4037	82	137	1359	1527	7																			
Wayne.....	84	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Webster.....	57	851	1755	48	.....	2682	1263	41	70	4557	5310	6																			
Winnebago.....	5	329	290	15	.....	323	315	10	11	743	630	7																			
Winnehsiek.....	113	4905	4295	119	3	5842	2950	59	147	6956	8287	7																			
Woodbury.....	29	1985	1053	15	8	259	234	14	26	1408	743	6																			
Wordworth.....	26	.....	.....	.....	.....	622	600	12	35	1460	1447	5																			
Wright.....	37	446	418	37	.....	657	519	22	38	1919	2475	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

ABSTRACT "B"—CONTINUED.

COUNTY.	TEACHERS' FUND. DR.					TEACHERS' FUND. CR.					SCHOOL-HOUSE FUND. DR.					SCHOOL-HOUSE FUND. CR.				
	Balance on hand at last report.	Unexpended tax at last report.	Assessed tax for the year.	Income of Per-sonal Fund.	Amount paid teachers for the year.	Amount of unexpended tax.	Balance on hand.	Balance on hand at last report.	Unexp'd tax sch's in hands of home district at date last report.	Assessed tax for School-House Fund.	Assessed tax on millage.	Unexp'd tax libry and app't's.	Appropriation date last report.	Amount paid for School Fund.	Am't paid build'g sch-houses and for app'ts.	Amount paid for Appointments.	Amount of unexp'd tax at date.	Balance on hand.		
Adair.....	1003.80	1267.28	3440.00	325.88	5001.50	2131.81	1006.90	837.16	214.78	3478.60	402.00			6480.95	208.10	178.23	508.36			
Adams.....	2831.14	3104.11	5184.00	1357.10	7890.02	2133.87	2074.28	498.20	1355.48	427.30			744.56	6271.60	50.00	267.00	374.94			
Adamsake.....	3174.24	2127.40	.....	4167.79	2598.77	5210.66	3128.41	8887.88						37.85	37.86		268.94		
Appanoose.....	3031.06	4533.91	15490.10	609.99	2358.78	7707.16	2382.07	2382.78	4501.63	18790.40	90.00			48740.28	410.00	643.00	2226.54			
Audubon.....	.64	1862.21	81.50	67.31	2978.15	167.20	2569.32	83.60	905.87	2873.67				1497.95		297.27	2085.35			
Benton.....	4902.00	3860.38	3185.36	3194.05	7763.15	5069.79	4144.65	2088.50	3418.07	7622.10	158.44	17.88		1670.05	1186.65	446.32	2219.38			
Black Hawk.....	6339.47	2630.86	28976.61	6144.59	34188.22	9969.71	7862.13	39370.16	28488.45					21530.00	11818.29	774.39	8549.64			
Boone.....	3741.35	2907.87	10490.42	616.67	20487.12	614.88	4049.08	2539.48	1385.50	15307.78				2816.69	16334.19	2337.47	1000.00			
Bremser.....	5740.53	472.25	1701.47	3889.80	10621.19	1764.84	6941.19	8186.79	598.15	18854.65				31227.62	17.44	1825.49	4396.54			
Buchanan.....	1546.21	3231.36	11973.55	8615.54	22839.26	2717.26	1375.22	2861.74	1629.16	8894.52	200.60			856.67	2188.21	205.48	1373.67			
Buena Vista.....	497.00	760.92	3072.32		1290.71	2393.83	1061.27	1639.23		2091.97				369.38	3369.40		425.88			
Butler.....	1082.70	286.67	4159.69	1968.11	9682.36	1061.27	1639.23		2091.97					2030.40						
Calhoun.....	1341.85	386.67	4031.58	1694.27	4470.60	1744.80	1352.42	488.56	2151.75	4575.66				7600.88	306.00	1895.52	601.66			
Carroll.....	.....	3867.97	1987.50	1838.37	.....	.....	.....	.....	13752.69	.....	.....	.....	.....	6083.97	1384.00	.....	6030.81	
Cass.....	1632.54	865.67	5262.09	873.29	8739.29	1187.89	1629.79	1314.01	1023.27	3020.75	361.65	47.60		7601.42		1846.45	1214.18			
Cedar.....	6272.46	2298.97	20604.61	8623.78	24575.15	2365.65	11691.54	3824.26	492.16	1454.74	37.00			219.00	12671.84	212.56	1529.79	838.39		
Cerro Gordo.....	184.92	410.00	16963.60	297.02	10692.51	636.00	4034.11	310.83	.....	8100.63				1317.45	6289.46	.....	1354.21	2383.59
Cherokee.....	814.67	117.51	1800.17	1616.67	2093.13	79.29	708.90	450.00	322.40	2082.29				1566.31	3392.60	.....	156.94	355.51	
Chickasaw.....	1881.25	395.1	4652.54	740.23	13481.05	83.25	1861.71	1961.66	23.22	2010.47				.....	.....	.....	.....
Clark.....	47.92	131.30	3244.40	3397.97	13299.80	1639.22	717.62	3338.48	111.46	3138.21				1418.75	2525.76	.....	767.27	2314.86	
Clay.....	728.38	1024.46	2098.11	56.83	2800.00	861.41	1735.95	674.49		1582.58				1460.35	160.00	.....	636.92		
Clayton.....	1637.59	3439.90	10339.56	9468.64	37911.81	8403.45	1437.46	2861.49	969.59	7400.49				7984.37		1385.41	8607.15			
Clinton.....	635.06	4346.13	34667.33	13821.56	40680.70	3239.01	1280.42	1674.82	4290.36	16341.76	81.49			446.00	24931.18	78.00	2482.19	718.67		
Crocker.....		
Crawford.....	969.51	1489.99	8465.76	754.42	6657.80	561.22	3623.71	487.70	61.61	15360.21				287.00	4015.18	3600.33	3161.21	2612.40		
Dallas.....		
Davis.....	953.36	64.09	7960.23	7038.10	14520.53	284.61	2362.61	262.08	973.43	2342.19				7.03	2196.63	.....	50.00	873.30	
Decatur.....	2938.18	1388.55	12841.66	6300.99	17694.70	831.69	3418.69	948.77	8001.61	16922.85				1197.47	5188.06	4.54	1107.14	796.31		
DeKalb.....	1286.68	1288.59	12549.24	2575.28	28364.91	1699.28	1532.36	489.92	467.99	15672.95				1157.47	3797.94	.....	1187.18	895.72	
Des Moines.....	11969.57	15435.63	48734	4790.66	33529.78	588.49	8401.67	10678.92	467.49	13841.63				2063.47	16748.96	.....	16394.85	149.76	
Dickerson.....	2288.67	66.00	1973.01	284.61	6902.00	631.09	559.38	115.14	17.90	1361.87				969.78		.....	491.31	601.90	
Dubuque.....	198.36	349.69	401.21	1653.67	32465.69	840.61	7518.61	144.12	679.02	2098.46			90.00	4241.25	45.67	614.33				

ABSTRACT "B" CONTINUED.

COUNTIES	TEACHERS' FUND, DE.				TEACHERS' FUND, CR.				SCHOOL-HOUSE FUND, CR.				SCHOOL-HOUSE FUND, CL.					
	Balance on hand at last year.	Proportional tax at last year.	Assessed tax for the year.	Income of Per-centage fund.	Amount paid during the year.	Amount at date.	Balance on hand.	Amount of uncollected tax.	Balance on hand at last report.	Amount of uncollected tax.	Assessment tax on school house fund.	Assess'd tax for district library and apparatus.	Un'd tax for lib'y and app's at date last rpt.	Apportionment of temporary fund.	Amount paid for school buildings and for grants, appur'ts and library.	Amount of uncollected tax at date last rpt.	Balance on hand.	
Kimmett	300.00	616.28	85.00	602.00	101.06	138.69	18.96	271.2	18.96	138.69	271.2	6.58	63.10	67.11	11.00	103.50	30.00	475.61
Fayette	81.70	2847.31	360.88	2411.40	394.03	295.50	180.14	271.15	394.03	295.50	180.14	337.00	315.36	250.00	31.00	475.61	31.00	475.61
Franklin	18.20	779.78	849.61	397.51	451.39	347.30	1007.31	327.79	1007.31	327.79	1007.31	115.30	115.30	337.10	120.00	337.10	120.00	475.61
Fremont	1759.70	1070.76	1438.74	403.81	1025.39	1418.74	514.90	501.40	1418.74	514.90	1369.64	330.17	3.88	819.00	101.48	181.00	81.00	475.61
Green	4035.82	432.00	4191.84	181.50	1025.39	1360.34	1775.80	3908.34	1775.80	3908.34	1775.80	150.00	150.00	65.10	671.85	101.07	372.10	475.61
Guilbert	1832.40	1875.40	1124.74	963.81	1025.39	1732.43	1057.89	1927.73	1057.89	1927.73	1011.75	8.85		810.48	138.50	137.00	308.78	475.61
Hamilton	3252.40	4091.64	1815.00	874.74	1732.43	1057.89	1927.73	1057.89	1927.73	1057.89	1011.75	8.85		810.48	138.50	137.00	308.78	475.61
Hart	4704.00	2040.31	7977.06	6662.51	1811.53	171.21	790.68	3640.05	2040.31	7977.06	6662.51			14735.46	333.28	608.72	608.72	475.61
Harrison	4996.00	383.65	3284.10	6662.51	1811.53	171.21	790.68	3640.05	383.65	3284.10				310.48	4996.00	383.65	3284.10	475.61
Henry	77.46	2841.77	2118.00	844.65	1025.39	1018.91	3225.61	1018.91	3225.61	1018.91				310.48	4996.00	383.65	3284.10	475.61
Holmes	419.00	814.00	419.00	814.00	419.00	814.00	419.00	814.00	419.00	814.00				310.48	4996.00	383.65	3284.10	475.61
Humboldt	302.64	3052.31	1076.70	4408.75	1125.95	371.67	1021.21	4335.45	302.64	3052.31	1076.70	4408.75		1125.95	371.67	1021.21	4335.45	475.61
Ida	849.00	1968.80	8.47	707.32	169.15	259.19	1533.17	169.15	259.19	1533.17				310.48	4996.00	383.65	3284.10	475.61
Jackson	6738.20	284,623,258.67	1088,041,822.69	2,015,680	944,637	4035.48	70,467,107.55	6,000	944,637	4035.48				310.48	4996.00	383.65	3284.10	475.61
Jasper	2720.45	92,471,577.01	80,040,041,878.69	7,703,627	2,973,751	4,063.20	20,887,427.62	8,000	2,973,751	4,063.20				310.48	4996.00	383.65	3284.10	475.61
Jefferson	5714.85	615.90	3981.69	5905.39	1724.13	10,018.81	1172.70	3374.25	615.90	3981.69				310.48	4996.00	383.65	3284.10	475.61
Johnson	2984.00	537,048.21	919,690,274.14	841.14	458,848	1979.40	443,701,982.58	88,488	458,848	1979.40				310.48	4996.00	383.65	3284.10	475.61
Jones	1086.57	2541.52	1495.91	3317.50	1729.01	2881.37	837.70	1114.53	1495.91	3317.50				310.48	4996.00	383.65	3284.10	475.61
Keokuk	228.99	119.29	184.46	317.25	108.04	108.04	317.25	108.04	119.29	184.46				310.48	4996.00	383.65	3284.10	475.61
Lee	1012.92	931.20	1964.00	1874.25	429.19	1077.46	408.75	878.80	931.20	1964.00				310.48	4996.00	383.65	3284.10	475.61
Lincoln	7805.87	800,253,186.41	1,218,158,128.37	42,491.88	14,328.81	1,028,869	188,726,240.78	150,155	14,328.81	1,028,869				310.48	4996.00	383.65	3284.10	475.61
Linn	419.00	157.60	144.91	491.25	179.34	371.91	260.10	388.43	157.60	144.91				310.48	4996.00	383.65	3284.10	475.61
Louisiana	1012.92	931.20	1964.00	1874.25	429.19	1077.46	408.75	878.80	931.20	1964.00				310.48	4996.00	383.65	3284.10	475.61
Lyon	4911.00	1018.75	4960.00	6811.70	1108.90	1270.11	1716.26	2938.34	1018.75	4960.00				310.48	4996.00	383.65	3284.10	475.61
Madison	214,250	19,218,000	1,000,000,000	40,000,000	1,000,000	1,000,000	18,000,000	1,000,000	19,218,000	1,000,000,000				310.48	4996.00	383.65	3284.10	475.61
Marion	1718.20	6862.00	5047.20	2588.60	1270.11	4740.11	1530.27	2938.34	6862.00	5047.20				310.48	4996.00	383.65	3284.10	475.61

Marshall	3301.00	875.00	2169.50	4482.50	2206.00	4012.50	3612.50	3022.74	2504.70	1500.00								
Mills	2410.20	299.00	6091.69	2480.01	1265.68	3750.91	2025.19	1972.50	282.50	1265.68								
Monroe	303.96	486.00	322.15	915.21	1418.64	688.77	953.67	365.20	45.83	915.21								
Mourne	2734.96	81.00	874.94	6706.24	1294.62	419.88	491.91	1758.83	65.83	915.21								
Monigomery	1984.36	30.00	2793.32	2488.90	2534.62	414.94	1575.99	1055.98	81.25	2534.62								
O'Brien	3082.80	1028.74	1289.74	2386.14	815.49	2285.41	1285.81	411.27	61.25	1115.25								
Pago Pago	1822.38	695.00	8928.27	8008.28	1808.07	1286.76	1798.00	1355.99	4451.69	61.00								
Peachmont	625.17	130.08	2023.13	645.05	315.40	475.11	184.00	184.00	85,088	2115.02								
Peonias	287.00	627.50	498.00	838.99	3491.95	911.77	1096.27	1791.81	1439.00	2201.88								
Perry	870.74	175.45	5798.51	6124.24	4105.84	3586.66	480.77	1578.48	3585.15	174087.70								
Pottawattamie	4400.80	1195.47	1810.70	7583.84	5834.42	2448.21	2774.85	2132.50	19.04	17688.78								
Pottawattamie	4400.80	1195.47	1810.70	7583.84	5834.42	2448.21	2774.85	2132.50	19.04	17688.78								
Polk	1857.00	10.40	733.08	1943.97	6094.55	1601.08	1060.00	3094.07	107.10	6706.28								
Ringgold	457.00	11.00	277.00	524.00	1411.00	481.00	298.00	524.00	298.00	1411.00								
Ross	2879.00	100.00	277.00	6258.00	2131.90	6921.50	797.13	3882.70	3882.70	2131.90								
Scott	641.77	656.14	3034.24	1889.01	601.39	832.07	4274.15	317.51	882.70	5833.04								
Shawnee	460.78	1117.50	13481.00	337.50	1257.02	3000.33	107.14	169.60	1117.50	13481.00								
Shawnee	460.78	1117.50	13481.00	337.50	1257.02	3000.33	107.14	169.60	1117.50	13481.00								
Stearns	4008.38	1108.00	2383.12	7311.70	2468.52	6969.70	6048.11	721.66	1611.25	4115.00								
Tama	428.81	103.41	274.30	1174.51	511.24	614.86	1778.47	1778.47	1141.28	3678.96								
Union	1191.45	117.00	181.50	2171.50	1171.50	462.24	662.24	1008.42	50.51	1460.00								
Van Buren	1914.85	187.44	1288.98	8608.05	16601.40	887.21	4628.24	3098.42	79.29	5400.00								
Washington	7144.86	603.23	6031.31	5585.00	14885.89	637.50	1678.36	1908.43	69.24	14601.21								
Washington	7144.86	603.23	6031.31	5585.00	14885.89	637.50	1678.36	1908.43	69.24	14601.21								
Wayne	2404.13	504.69	7064.00	8771.15	2520.84	690.00	841.80	1883.79	1000.11	11693.31								
Wayne	2404.13	504.69	7064.00	8771.15	2520.84	690.00	841.80	1883.79	1000.11	11693.31								
Webster	3008.00	1388.78	7341.70	18840.00	14071.00	695.63	6939.29	1600.18	6991.30	15566.00								
Winnebago	720.00	420.00	2042.30	2000.00	1697.52	1385.33	711.26	271.16	601.00	3248.44								
Winnebago	720.00	420.00	2042.30	2000.00	1697.52	1385.33	711.26	271.16	601.00	3248.44								
Winnebago	487.70	143.50	8855.42	7988.00	6597.52	317.15	4771.84	450.00	1041.88	1254.44								
Winnebago	487.70	143.50	8855.42	7988.00	6597.52	317.15	4771.84	450.00	1041.88	1254.44								
Winnebago	487.70	143.50	8855.42	7988.00	6597.52	317.15	4771.84	450.00	1041.88	1254								

ABSTRACT "B."—CONTINUED

COUNTIES.	CONTINGENT FUND, DEBIT.			CONTINGENT FUND, CREDIT.						Balance on hand.
	Balance on hand at last report.	Unrecollected tax for Contingent Fund at date of last report.	Assessed tax for Contingent Fund	Amount paid for rent of school houses.	Amount paid for repairing and finishing school houses.	Amount paid for fuel.	Amount paid to Secretary and Treasurer.	Amount paid for other contingent expenses.	Amount of uncollected tax at date.	
Adair	\$333.25	335.56	1371.00	\$35.00	\$475.99	743.17	\$563.00	\$240.10	\$163.02	\$508.93
Adams	301.91	1630.20	3546.53	129.85	1430.00	680.45	238.59	311.40	1704.11	524.26
Allamore	1842.81	5862.41		58.00	1924.34	1463.42	593.55	1637.90		2038.06
Appanoose	891.00	1889.34	6875.10	21.50	747.39	2043.58	492.35	481.77	3555.40	2332.35
Audubon	7.11	629.87	547.89		765.13	91.00	159.80	499.06	54.90	372.44
Benton	1306.36	1311.71	4734.76	159.00	1579.89	6128.73	1058.81	1668.78	288.50	2072.91
Black Hawk	4806.85	13976.67	14180.33	200.00	1830.95	5216.88	1634.53	4817.74		4806.72
Boone	1090.67	125.39	0054.53	80.00	1021.49	1971.94	505.65	1235.72	483.88	907.20
Bremer	301.91	4669.84	4969.84	158.09	1932.45	1844.12	498.42	1265.51	290.89	358.18
Buchanan	848.23	1528.49	5393.07	368.51	1398.44	2578.54	598.09	3291.17	1095.17	987.98
Buena Vista	65.03	293.41	1561.34	79.07	108.10	111.35				
Butler	597.88		1490.97	90.50	512.91	1331.56	387.33	574.05		834.79
Calhoun	1044.72	670.89	2389.07	118.50	1300.88	857.73	479.86	422.55	1398.87	1002.00
Carroll				40.00	461.29	359.60	431.00	110.00	2624.50	
Cass	344.60	288.07	2555.08	159.00	1607.64	859.60	343.85	100.13	1300.29	266.07
Cedar	3072.61	7032.21	13276.43	16.00	4949.03	5636.15	1122.00	1663.91	1180.67	3413.49
Cerro Gordo	479.15	415.24	5414.55	6.00	1374.85	1422.95	347.50	805.65	182.28	5710.31
Cherokee	297.01	298.97	841.90	30.00	137.37	344.00	391.15	363.86	81.74	88.90
Chickasaw	945.28	163.55	1698.18	270.00	407.45	1831.10	610.90	1391.18	21.31	356.30
Clarke	561.63	4.18	617.31	114.75	514.52	1379.75	439.73	1182.53	392.05	358.25
Clay	62.45	530.11	723.22	80.00		145.88	80.25	132.30	514.97	285.89
Clayton	605.39	1338.09	7043.84	38.00	4316.55	3432.75	1033.15	2384.38	477.59	4377.96
Clinton	3937.45	8125.83	17789.62	25.00	4418.71	6274.17	1796.87	5546.32	1791.48	3637.35
Crocker										
Crawford	132.32	291.65	4397.49	85.00	535.23	952.61	422.00	1199.97	700.61	796.00
Dallas										
Davis	97.00	127.44	549.96	138.00	499.97	668.97	371.10	278.08	134.00	226.26
DeCATUR	1098.50		3338.20	20.00	1014.46	1193.75	501.16	158.86		747.65
Delaware	2927.75	743.14	4278.31	186.72	1738.57	2461.70	600.10	857.35	415.69	1288.92
Des Moines	2195.94	19.44	2934.85	1832.60	2587.17	2402.56	1284.25	3163.60	205.97	12025.96
Dickinson	18.50	10.75	681.99	39.75	143.83	95.00	31.90	65.10	267.65	108.37
Dubuque	2139.86	147.74	2931.19	105.00	1817.39	5309.37	2174.15	6246.34	800.55	3038.39
Emmet	11.34	13.00	388.22	70.00	485.40	67.00	67.00	15.92	71.33	11.94
Fayette	462.97	1.90	5650.67	91.00	495.40	2978.97	936.14	957.31	449.87	254.80
Floyd	564.26	776.47	6384.77	82.00	2349.73	2935.89	325.02	1582.51	641.77	1372.44
Franklin	92.80	731.10	4591.92	90.10	481.37	1298.98	452.26	1197.02	892.08	758.73
Fremont	218.65		4590.85	134.00	1430.93	1450.74	482.90	379.30	862.55	1527.06
Greene	665.45	2509.69	3743.45	286.14	876.06	794.69	344.36	400.92	3397.90	469.69
Grundy										
Guthrie	776.25	427.88	2926.81	34.40	1053.59	1209.92	445.00	758.34	750.66	1084.54
Hamilton			4995.21							
Hancock	251.70	266.59	1332.68		1041.72	435.80	346.00	141.41	247.21	542.20
Hardin	654.74	704.22	1675.21	666.88	3012.95	2644.35	670.85	471.13	57.35	688.90
Harrison	1278.94	452.79	1927.31	481.54	519.30	1932.09	638.20	1716.91		1362.67
Henry	1210.03	413.63	7679.69	100.00	2164.39	2291.59	723.76	2739.03	368.11	1097.56
Howard	1599.07		7313.12	86.00	1005.01	2294.51	470.00	865.89		1192.47
Humboldt			1452.60	29.00	885.90	661.40	243.00	898.43		
Ida										
Iowa	4647.09	1414.71	12192.88	108.40	4329.95	3179.58	749.44	3287.40	2180.45	4328.17
Jackson	1255.90		6806.38	31.50	2298.16	2958.26	925.19	899.63	327.87	1560.17
Jasper	2210.09	2229.92	11058.53	139.20	1286.86	3553.30	1169.41	2947.48	3251.41	2607.88
Jefferson	513.70	150.01	912.72		614.82	1179.19	344.00	1083.63	138.87	1005.40
Johnson	1941.18	96.62	3099.36	20.00	1894.71	3544.89	1016.00	637.62	207.32	2162.17
Jones	1600.14	1153.94	8146.29	35.00	3280.24	3289.35	721.00	1889.25	169.20	1534.20
Keokuk	467.11	459.81	5167.17		639.79	2039.19	472.11	1379.97	984.23	809.29
Kossuth	669.78	964.37	3226.31	115.00	679.25	910.73	308.92	311.93	3177.59	2.73
Lee	2216.78	1931.79	14395.20	63.50	4967.81	3314.71	1011.87	5549.89	738.67	1839.18
Linn	3712.26	1823.69	14667.34	111.94	4395.98	8342.88	1766.36	4924.78	2918.65	4019.91
Louisa	1631.00	2182.09	2394.71	9.00	1402.60	1469.65	596.84	878.23	876.18	1132.40
Lucas	1272.63	61.88	3859.04	50.00	899.24	1445.68	451.91	837.08	460.45	1049.19
Lyon										
Madison	3574.35	733.00	1559.52	48.00	1808.44	2116.19	607.21	1032.42		1271.38

REPORTS OF COUNTY SUPERINTENDENTS. No. 6

No. 6 | REPORTS OF COUNTY SUPERINTENDENTS. 233

ABSTRACT "B."—CONTINUED.

COUNTIES.	CONTINGENT FUND, DEBIT.			CONTINGENT FUND, CREDIT.						
	Balance on hand at last report.	Unexpended tax for Contingent Fund at date of last report.	Assessed tax for Contingent Fund	Amount paid for rent of school-houses.	Amount paid for repairing and furnishing school-houses.	Amount paid for fuel.	Amount paid to Auditor and Treasurer.	Amount paid for other contingent expenses.	Amount of uncollected tax to date.	Balance on hand.
Mahaska	\$ 944.45	\$ 753.10	\$ 7190.01	\$ 278.00	\$ 5012.45	\$ 2638.83	\$ 967.01	\$ 3544.24	\$ 821.67	\$ 1725.36
Marion	890.00	30.80	2264.68	59.49	2698.16	919.20	558.80	326.20	526.25	294.07
Marshall	642.82	1829.80	17061.74	153.11	5368.04	4642.59	713.43	2263.97	4115.76	5269.28
Mills	622.87	1048.23	886.49	10.00	541.80	1133.75	284.80	1525.51	253.06	1258.33
Mitchell	614.45	1070.89	7850.54	34.45	707.67	1914.05	630.10	1333.84	2101.23	1337.14
Monona	96.81	131.22	473.00		903.62	822.87	212.00	199.41	268.55	321.36
Monroe	411.08		2476.85	6.00	690.05	781.39	323.07	203.81	885.11	
Montgomery	81.49	382.33	290.18	213.36	287.99	402.47	203.85	120.56	192.88	123.26
Muscatine	391.65	408.25	2339.18	386.00	1834.01	3440.86	915.04	4604.00	127.15	1096.65
O'Brien										
Page	683.58	284.26	3596.61	87.00	1877.58	1149.87	654.62	1007.89	539.97	1296.56
Palo Alto		579.67	1178.39		72.75	87.99	127.00	61.81	1350.87	58.70
Plymouth		85.08	1637.32	82.00	290.12	133.71	145.99	267.64	125.75	805.88
Pocahontas	549.80	790.00	1420.00	60.00	229.00	317.75	90.00	247.00	943.00	650.80
Polk	739.86	9293.19		265.00	3525.54	3203.34	921.62	7533.87		776.86
Pottawattamie	1815.75	1780.32	9690.12	223.37	659.49	2187.10	1003.17	3590.76	978.66	1445.72
Poweshiek	854.18	354.12	10026.95	100.21	2919.76	2575.64	867.81	2304.72	1446.22	2413.87
Ringgold	600.14		1450.17		360.45	795.09	433.06	368.17	62.02	39.72
Sac			2362.31		900.00	782.95	180.00	300.00	204.00	177.23
Scott	2465.39	9494.88	15527.43	507.70	5918.57	4346.39	1869.35	5435.46	814.21	7649.18
Shelby	1564.68	259.80	2071.62		1268.09	1327.35	318.53	116.30	442.74	473.31
Sioux										
Story	406.80	985.92	8106.19	25.00	2616.60	1875.35	784.11	1343.38	1964.30	1054.34
Tama	3329.87	169.41	10658.42	242.00	1795.53	4291.40	941.97	1136.75	3381.16	3146.60

Taylor	517.80	184.35	1159.78	40.00	138.45	836.95	250.60	188.09	94.48	1268.39
Union	495.42	445.25	2929.24		653.38	955.32	399.56	967.44	898.68	307.43
Van Buren	779.70	396.69	4551.21	219.50	1990.39	1656.73	518.29	371.94	76.49	874.82
Wapello	894.54	1355.13	2402.93		1018.48	613.99	353.74	1237.78	964.92	480.61
Warren	1481.40	186.66	8057.64	86.60	1738.42	2436.12	622.44	1337.12	2107.62	1407.95
Washington	1699.05		8998.53	233.50	1231.15	4969.21	977.59	8196.29		8047.74
Wayne	673.23	1089.81	1978.66	73.50	878.46	981.11	463.15	541.19	153.55	2543.24
Webster		74.50	1118.07	234.50	1198.50	1122.63	465.00	75.95		85.21
Winnebago	284.01	100.00	2227.00	70.00	584.45	281.60	335.00	556.10	470.00	348.61
Winneshek	359.27	27.89	10065.76	111.39	1331.57	2325.04	510.95	1905.89	2.00	1528.41
Woodbury	430.15		266.00		402.54	126.71	887.90	147.80		845.95
Worth	545.58	175.10	919.49	48.00	129.38	420.25	332.27	546.26	19.65	606.09
Wright	241.76	105.43	4202.63	365.04	1308.43	833.09	453.00	534.36	737.01	288.20

ABSTRACT "B" - CONTINUED.

EXAMINATION OF TEACHERS.

COUNTY.	Number of applicants.		Number receiving certificates.		Number ready to receive certificates of second grade for one year.		Number of certificates issued.		Number of applicants who were re-tested.		Number who have had no experience.		Number who have taught less than one year.		Number who have attended normal school.		Number of books.		
	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	
Lucas.....	69	72	21	24	16	14	25	40	35	4	10	2	13	14	2	2	2	1	
Lyon.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Madison.....	77	33	20	26	25	32	32	69	83	6	9	10	15	15	12	20	40	73	
Madison.....	125	183	6	36	45	44	62	20	53	106	153	17	38	23	18	20	108	146	
Marion.....	127	124	33	32	1	1	10	26	33	25	16	21	5	4	10	7	10	10	
Marshall.....	11	122	3	5	37	5	11	10	17	1	2	1	1	1	2	1	1	4	
Mills.....	35	65	1	19	23	3	6	31	53	1	2	2	20	20	1	1	5	38	
Mitchell.....	6	59	2	10	3	23	5	33	4	6	1	2	1	1	1	1	1	4	
Monona.....	96	56	8	6	10	3	23	6	31	7	1	1	1	1	1	1	1	4	
Moore.....	14	25	3	4	4	17	47	20	48	8	8	30	21	5	10	5	15	43	
Montgomery.....	35	148	1	15	29	9	37	5	71	30	40	6	8	1	3	8	15	100	
Muscatine.....	2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Paris.....	91	94	17	8	11	85	86	6	18	25	21	16	11	10	10	28
Paul Alto.....	8	16	3	3	1	4	11	8	15	1	1	1	1	1	1	1	1	1	1
Plymouth.....	5	9	2	2	1	5	10	1	1	1	1	1	1	1	1	1
Pocahontas.....	7	13	3	1	4	11	1	1	1	1	1	1	1	1	1	1
Polk.....	101	157	8	68	94	2	24	42	66	128	6	6	35	50	19	39	22	40	21
Rockwell.....	15	128	6	10	4	1	4	1	8	10	1	1	1	1	1	1	1	1	1
Union.....	200	233	16	13	16	13	16	102	118	8	10	33	32	27	17	23	31	47	47

Seneca.....	51	12	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Scott.....	60	100	1	25	13	4	22	20	45	19	1	1	1	1	1	1	1	1	1	1
Shelby.....	20	39	18	18	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
St. Louis.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Story.....	86	167	23	19	30	32	20	49	62	90	10	31	64	70	10	13	18	25	50	81
Tama.....	74	98	3	23	26	27	36	13	21	64	70	10	13	28	35	22	30	33	38	45
Taylor.....	34	50	1	13	11	12	45	9	27	25	45	9	13	13	13	13	13	13	13	13
Union.....	85	72	16	22	7	8	10	32	33	62	2	10	23	19	7	10	9	13	5	8
Van Buren.....	91	122	1	50	32	14	33	17	21	83	107	9	15	24	21	22	20	.....	.....	.....
Wapello.....	77	114	6	36	43	.....	.....	.....	.....	68	75	11	2	3	5	21	.....	.....	.....	.....
Warren.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Washington.....	101	230	2	32	52	.....	.....	.....	.....	86	99	4	7	15	15	22	45	13	50	113
Wayne.....	24	64	1	23	16	5	8	18	31	59	3	5	9	16	30	6	22	12	33	60
Winnebago.....	14	13	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Winnebuck.....	69	104	4	34	59	3	34	105	67	157	237	9	13	21	30	3	12	23	6	21
Woodbury.....	21	37	1	8	10	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Worth.....	3	21	1	10	1	6	1	9	3	25	32	19	2	18	1	1	1	1	1	1
Wright.....	8	35	2	5	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

[C.]

AN ABSTRACT

Of the annual reports of the Cou by Superintendents of Common Schools to the Superintendent of Public Instruction, for the year beginning October 5th, 1870, and ending October 4th, 1871.

Table with multiple columns: Name of District, No. of Sub-Districts, Number of persons between ages of five and twenty-one years (Males, Females), No. of schools in each district, No. of pupils enrolled, Total average attendance in each district, No. of teachers, Length of school in days, Average cost of tuition per scholar, Average cost of maintenance of buildings, Average cost of apparatus, Value of school-houses, No. of volumes in district library, Value of apparatus.

ABSTRACT "C"—CONTINUED.

Name of District, Township or Independent District.	No. of Sub-Districts.	Number of persons between the ages of five and twenty-one years.		No. of schools in each district.	No. of graded schools in each district.	No. of pupils enrolled in the schools of the district.	Total average attendance in each district.	No. of Teachers.		Length of School in days.		Av. No. of months which have been taught.		Average compensation of teachers per week.		Average cost of tuition per pupil per month.		Number of school-houses and of what material constructed.				Value of school-houses.	No. of school-houses in district library.	Value of apparatus.
		Males.	Females.					Males.	Females.	Summer.	Winter.	Females.	Males.	Summer.	Winter.	Brick.	Stone.	Frame.	Log.					
Linn	164	6135	5867	186	10	9036	5742	136	237	11727	13302	7.4	9.91	\$6.91	\$21	\$26.30	3	145	3	1	\$197563.00	263	\$ 1136.08	
Louisa	70	3534	3540	858	624	60	73	5139	7308	7.1	10.15	7.07	34	30	6	1	67	1	57415.00	5	855.00	
Lucas	81	2167	1963	73	1	3229	1911	53	71	3530	5135	6.2	9.05	8.53	25	35	3	...	67	8	43018.00	
Lyon	7	81	80	6	...	47	38	1	8	440	180	5.1	10.00	10.00	3.33	3695.00	...	25.00	
Madison	96	2928	2515	94	3	4147	3787	83	92	5029	6033	6.2	10.05	7.35	25	32	17	82	1	88120.00	217	935.00		
Mahaska	113	4412	4151	125	6	6709	4073	73	153	7770	8783	7.2	9.98	7.49	29	27	15	107	2	157544.75	297	1442.15		
Marion	127	5047	4803	133	2	6609	4182	123	108	5707	10327	6.4	9.11	6.82	23	26	9	105	...	92217.00	...	300.00		
Marshall	114	3358	2943	129	4	4901	3308	85	148	1477	1627	7.1	11.15	7.83	26	26	20	90	...	113325.00	...	2835.00		
Mills	59	1764	1733	56	1	2741	1710	40	56	888	682	6.1	11.05	7.95	28	35	2	46	...	45870.00	87	2907.55		
Mitchell	73	1886	1705	78	1	2501	1608	39	89	4765	4755	6.8	8.97	6.04	29	11	8	55	63995.00	...	1483.00	
Monona	47	680	670	51	1	1074	840	27	35	...	...	5.3	7.32	7.35	...	...	1	43	1	24645.00	293	744.75
Monroe	85	2724	2525	87	1	4073	2434	70	81	4139	4065	5.6	9.72	6.40	23	3	1	61	11	56570.00	...	...
Montgomery	53	1270	1204	36	1	1528	655	29	33	1381	1437	5.3	10.60	6.83	6.2	5	3	35	...	25027.00	24	226.35		
*Muscatine	84	3931	3840	96	8	6620	3417	75	124	5724	7384	8.0	9.50	7.53	23	26	11	77	...	103000.00	300	1751.00		
O'Brien	8	203	159	12	...	151	85	3	9	297	120	5.2	7.50	6.56	74	...	...	8	...	9510.00	...	45.00
Oscoles	2	27	38	
Pago	90	2179	1956	77	2	3207	1731	58	60	3409	5036	6.1	9.74	7.53	30	2	70	1	62625.00	224	1281.00	
Palo Alto	13	318	315	18	...	323	158	19	17	814	449	5.0	8.17	6.35	51	...	10	6	8464.88	...	15.00	
Plymouth	15	811	817	20	...	418	117	12	19	577	418	6.0	6.84	6.46	33	1	...	14	2	8175.00	...	60.00
Pocahontas	8	316	302	33	...	318	247	16	22	950	1598	3.4	8.20	6.69	14	1	...	20	1	15230.00	...	350.00
Polk	125	5314	5282	129	7	7359	4742	104	143	7369	9101	6.7	11.47	8.02	13	6	119	1	339755.00	209	1223.50	
Pottawattamie	64	2617	2607	70	1	3429	2101	51	71	4496	5691	7.7	11.50	8.90	46	...	...	30	1	154170.00	1700	1776.00
Poweshiek	117	3229	2534	121	7	5386	3365	98	137	5259	5931	6.7	13.52	7.72	37	1	112	...	93135.00	11	1452.03	
Ringgold	86	1345	1288	73	1	2023	1153	60	60	3797	4295	5.5	7.57	6.46	54	...	...	67	2	25124.00	30	1635.00

* The County Superintendents of counties marked (*), have furnished this Department with accurate reports for 1871.

REPORTS OF COUNTY SUPERINTENDENTS.

[No. 4]

No. 4]

REPORTS OF COUNTY SUPERINTENDENTS.

ABSTRACT "C"—CONTINUED.

COUNTY.	TEACHERS' FUND, DR.				TEACHERS' FUND, CR.				SCHOOL-HOUSE FUND, DR.				SCHOOL-HOUSE FUND, CR.			
	Balance on hand at last report.	Uncollected tax for year.	Assessed tax for year.	Income of School Fund.	Amount paid in the year.	Teachers' FUND, DR. at date.	Balance on hand.	Amount of uncollected tax.	Balance on hand.	Amount paid for repairs.	Amount paid for School-House Fund.	Assessed tax for year.	Unpaid tax at date.	Amount of uncollected tax.	Amount of uncollected tax at date.	
Adair	\$10,000.00	10,000.00	10,000.00	10,000.00	10,000.00	10,000.00	10,000.00	10,000.00	10,000.00	10,000.00	10,000.00	10,000.00	10,000.00	10,000.00	10,000.00	
* Adair	500.00	500.00	500.00	500.00	500.00	500.00	500.00	500.00	500.00	500.00	500.00	500.00	500.00	500.00	500.00	
* Almon	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	
* Almon	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	
* Almon	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	
* Almon	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	

ABSTRACT "C" - CONTINUED.

COUNTIES.	TEACHERS' FUND, DR.					TEACHERS' FUND, CR.					SCHOOL-HOUSE FUND, DR.					SCHOOL-HOUSE FUND, CR.				
	Balance on hand at last report.	Uncollected taxes at last report.	Assessed tax for the year.	Percentage of Per-school Fund.	Amount paid toward teachers during the year.	Amount paid for interest on tax collected at date.	Balance on hand.	Balance on hand at last report.	Tax on houses and other property for date last report.	Assessed tax for school-house fund.	Amount paid for interest on tax collected at date last report.	Amount paid for interest on tax collected at date last report.	Amount paid for interest on tax collected at date last report.	Amount paid for interest on tax collected at date last report.	Amount paid for interest on tax collected at date last report.	Amount paid for interest on tax collected at date last report.	Amount paid for interest on tax collected at date last report.	Amount paid for interest on tax collected at date last report.	Amount paid for interest on tax collected at date last report.	Amount paid for interest on tax collected at date last report.
Story.....	\$1163.50	11489.28	11901.52	4261.42	\$2060.25	2218.45	\$4061.40	\$2177.65	1928.06	11576.06	\$ 330.00					\$1881.69	9888.50	\$977.28	4102.03	6452.03
Tamk.....	4890.95	9889.00	21136.57	674.21	27994.23	6111.73	4212.12	5023.25	3155.98	14899.67						15354.63	9187.99	4104.40	6304.63	10492.33
Taylor.....	2288.97	4077.78	12714.48	1371.67	14207.23	3154.18	6291.56	1041.93	2235.51	11639.31						9418.83	110.50	4015.53	5330.66	1110.37
Union.....	1916.11	4051.91	7033.09	6071.65	11019.10	3505.92	3418.56	1292.42	1525.20	4410.88				\$ 672.00		4394.13	801.00	1926.18	1110.37	1110.37
* Van Buren.....	2512.58	12065.97	2834.15	915.48	91672.66	2835.11	3335.79	1193.79	949.55	1694.50						9634.01	17.61	1334.56	1115.86	1115.86
Wapello.....	2837.57	3977.98	7948.88	1233.07	29267.75	3267.87	5782.0	3285.72	631.14	7320.77	117.43					11273.52	40.01	1020.72	6070.13	6070.13
Wayne.....	5712.51	4947.08	2143.44	4274.57	36747.94	4054.78	4983.62	3549.33	3318.38	14697.53	109.00					148.40	9815.39	4606.16	7332.16	7332.16
Washington.....	3832.50		21449.16	7190.86	29627.26	5374.11	4291.45	3435.85	65.00							6847.48			3068.58	3068.58
Wayne.....	4412.33	2010.80	1490.28	5988.77	16119.65	3905.30	3630.78	1797.51	989.90							1194.97	7331.54		1462.18	4908.03
Webster.....	4490.83	399.84	14657.76	8053.36	30398.06	197.05	6391.88	567.21	451.58	13374.33						2194.05	16198.55	169.53	15654.70	15654.70
Winnebago.....	485.99	215.50	3344.75	790.75	2745.00	644.00	1744.55	769.43	394.21	3324.84	1.80					573.88	2389.50	22.90	356.95	44.12
Winnechee.....	4516.44	313.17	18175.32	8903.26	25519.68	164.78	5355.15	6448.99	78.96	11914.09	166.00					87.50	12745.01	162.00	53.66	6152.95
Woodbury.....	6974.07			462.98	12596.99		1155.10	1432.00								3960.27			2374.03	2374.03
Worth.....	1321.89	689.59	2953.77	548.70	3114.53	975.11	1142.33	1194.50	981.44	3620.60	279.78	7.87				147.41	2202.04	257.32	628.78	441.90
Wright.....	160.53	1229.00	8359.91	1771.23	8304.83	3799.05	1390.82	245.96	1975.61	5443.95						715.21	3673.62	73.64	809.40	828.16
Totals.....	39329.90	25997.11	139315.54	49123.61	190080.58	239660.32	64179.76	23334.79	15498.01	91369.19	5129.60	8515.55	87297.54	107259.19	3932.76	168097.16	29322.76	168097.16	29322.76	29322.76

* The County Superintendents of counties marked thus (*), have furnished this Department with accurate reports for 1871.

ABSTRACT "C."-CONTINUED

COUNTIES.	CONTINGENT FUND, DEBIT.				CONTINGENT FUND, CREDIT.					
	Balance on hand at last report.	Uncollected tax for Contingent Fund at date of last report.	Assessed tax for Contingent Fund.	Amount paid for school-houses.	Amount paid for school-houses.	Amount paid for school-houses.	Amount paid to Secretary and Treasurer.	Amount paid for other contingent expenses.	Amount of uncollected tax at date.	Balance on hand.
Adair.....	\$1454.40	332.84	1085.53	20.00	\$273.80	718.84	550.00	734.57	918.29	\$61.37
Adams.....	926.61		889.83	76.35	283.78	583.79	166.55	237.41	600.89	332.07
*Allamakee.....	1731.99	6874.53			999.57	1505.34	706.55	1764.91		3630.15
Appanoose.....	1841.95	1667.99	5169.75	8.83	2009.15	1882.61	615.97	611.41	1688.05	814.53
Audubon.....	377.31	60.15	3133.33	23.00	404.18	355.45	176.30	224.88	149.21	455.54
Benton.....	3462.33	48.20	14394.65	39.00	3348.93	5666.15	1195.39	4032.93	174.17	2890.46
Black Hawk.....	3603.44	2880.77	8072.49	326.00	2284.81	3660.71	1410.75	3359.72	521.95	3528.50
Boone.....	724.07	272.86	5028.25	123.65	797.46	2270.40	489.00	1535.04	233.67	1032.17
Bremer.....			170.00	152.00	1054.27	2193.45	485.62	810.76	24.29	34.21
Buchanan.....	1494.02	787.89	9867.13	86.00	2316.31	4296.97	743.90	2766.17	1709.64	1693.63
Buena Vista.....	130.19	13.00	1618.68	32.65	2164.91	350.41	210.00	425.57	535.34	
Butler.....	808.27		860.90	15.00	646.76	1467.10	414.57	410.81	66.63	438.71
Calhoun.....	1235.59	114.90	4462.55	156.65	1471.71	1673.16	456.79	1660.84	879.07	983.55
Carroll.....	634.11	632.15	5149.93	428.02	1240.03	1921.88	546.40	991.27	1281.36	808.20
Cass.....	458.31	1183.39	2182.09	102.00	222.40	705.89	319.58	1791.84	956.74	256.62
Cedar.....	2283.59	916.63	8099.62		2223.90	3655.23	915.33	1029.40	3395.68	2030.49
Cerro Gordo.....	2601.75	2466.88	5358.13	175.40	1620.69	1573.93	461.00	2014.72	1523.65	4170.29
Cherokee.....	111.41	45.88	3221.77	176.30	324.25	372.76	369.21	628.91	754.36	1613.23
Chickasaw.....	586.39	87.00	2045.90	197.00	1845.90	1985.16	698.40	1104.49	468.71	635.99
Clarke.....	382.27	314.97	2212.40	135.00	1263.16	1487.53	521.86	928.96	107.60	1126.95
Clay.....	885.39		808.05	124.78	779.00	256.12	255.25	440.71		166.26
Clayton.....	4697.75	388.58	9029.64	3.00	3061.35	3110.93	987.45	2718.69	44.08	2192.88
Clinton.....	5280.67	708.04	4660.94	49.50	3806.20	5387.82	2286.55	727.53	253.77	3069.76
Crocker.....	1272.64	89.63	8696.94	131.00	3084.77	1021.22	351.36	884.20	92.16	972.50

250 REPORTS OF COUNTY SUPERINTENDENTS. [No. 4] REPORTS OF COUNTY SUPERINTENDENTS. [No. 6]

ABSTRACT "C"—CONTINUED.

COUNTIES.	CONTINGENT FUND, DEBIT.						CONTINGENT FUND, CREDIT.					
	Balance on hand at last report.	Uncollected tax for Contingent Fund on date of last report.	Assessed tax for Contingent Fund	Amount paid for houses.	Amount paid for school-houses.	Amount paid for repairing and furnishing school-houses.	Amount paid for fuel.	Amount paid to Secretary and Treasurer.	Amount paid for contingent expenses.	Amount of uncollected tax at date.	Balance on hand.	
Crawford			1541.34	36.00	00	15.73	164.50	95.00	531.95		657.13	
Dallas	\$ 2008.35	\$ 1851.20	7236.40	1336.52		2535.48	1493.56	613.35	2867.06	\$ 1090.22	2490.87	
Davis	246.51		1003.47	185.00		644.70	825.08	290.30	757.88		241.67	
Decatur	1020.02	474.00	3825.52	13.00		1488.34	1502.38	542.13	970.06	1308.03	501.69	
Delaware	4139.39	1133.66	6089.77	76.00		1411.72	3168.70	739.67	1593.53	1160.25	3131.50	
Des Moines	1086.53	7538.68	814.27	280.00		1859.58	2765.03	869.36	4438.41	207.43	1430.51	
Dickinson	104.04	234.60	1715.94	22.00		478.73	207.93	88.00	147.43	730.80	174.25	
Dubuque	3122.24	1580.64	4353.93	231.00		6119.32	5590.22	2497.05	9468.62	904.49	4364.70	
Emmett				309.12		15.50		40.25	278.31			
Fayette	1205.34	155.94	5855.00	276.50		1264.72	2812.70	946.40	761.63	366.40	787.96	
Floyd	1814.46	555.60	6197.26	116.50		1350.39	2066.14	495.98	1662.69	908.89	2100.34	
Franklin	130.98		2289.10	77.00		1056.37	1283.94	845.83	1151.63	395.78	283.75	
Fremont	915.60	218.12	7432.67	433.64		1668.72	1586.16	471.50	1106.78	1513.80	872.69	
Greene	1452.80	2196.14	5380.44	230.00		1605.12	1084.65	239.45	2694.96	661.12	1554.88	
Groene	610.63	990.64	3163.66	171.25		1514.93	1504.28	433.70	828.95		1187.69	
Guthrie				80.00		762.96	1141.05	475.25	376.71	556.30	851.03	
Hamilton	285.92	140.70	5044.50	80.00		1140.11	150.00	180.00	324.26	428.66	743.86	
Hancock	.02	204.31	4073.10									
Hardin	2206.68	978.22	8321.37	125.50		2285.72	2563.24	875.21	2515.54	1379.98	1961.88	
Harrison	1101.38	554.31	3465.27	249.75		1544.85	180.17	708.15	3263.10	318.53	1478.64	
Henry	1740.89	4294.99	4647.28	100.00		1885.78	3065.09	799.75	1063.73	575.62	2174.99	
Howard	1249.28	1098.10	3717.03	16.00		2029.68	1978.55	556.41	1393.72	3530.96	1394.59	
*Humboldt	94.21	811.77	2131.57	78.50		573.84	946.67	219.00	462.78	614.80	161.67	
Ia												
Iowa	4202.39	2182.08	11534.17	82.68		2980.17	3439.02	1094.60	3854.21	3126.54	2871.41	
Jackson	3931.50	139.03	7915.60	10.00		2766.14	3927.31	1035.90	677.72	303.85	378.31	
*Jasper	2507.88	3251.41	10725.08	269.00		4288.39	3145.11	1068.18	1308.78	3864.51	3190.02	
Jefferson	1034.15	399.52	3940.56			1302.32	1519.90	452.00	609.96	637.14	1034.23	
Johnson	5309.95	825.10	3858.72	50.00		1932.04	2938.59	1021.70	3128.34	758.78	4684.47	
Jones	1560.86	390.37	6391.49	60.00		3972.00	3283.57	724.00	594.04	341.92	1001.51	
Keokuk	3822.98	2172.02	7870.01			3328.55	2592.13	692.32	1697.71	2004.00	2184.82	
Kossuth	139.47	1996.77	3298.42	175.00		1062.80	956.39	274.91	664.94	1564.60	870.11	
Lee	1388.76	1253.26	6765.21	138.42		8790.57	3482.95	673.29	1096.44	832.54	1705.27	
Linn	4508.00	1970.02	15642.26	142.77		3984.32	5557.62	1490.37	3724.72	2039.88	5390.31	
Louisia	1010.73	1782.81	3901.87	52.00		2301.48	1638.26	639.94	488.17	476.17	592.56	
Lutes	939.24	823.31	5501.37			706.45	1667.51	512.97	1112.22	1051.70	1906.98	
Madison	2753.83	1444.39	1975.03	71.49		1405.17	1750.46	627.97	1902.67	280.55	8769.14	
Malaska	2105.54	921.23	11719.82	40.00		3058.98	2366.09	867.65	4208.39	1464.06	2741.42	
Marion	3276.76	376.41	3739.79	892.43		1107.05	1538.41	914.77	2899.72	335.73	610.99	
Marshall	5024.37	4502.78	17061.61	37.00		5567.38	3712.00	976.55	3913.72	4141.50	7973.19	
Mills	945.58	3933.59	2650.94			925.50	1214.75	392.59	1189.90	435.05	752.77	
Mitchell	1121.35	1880.68	8691.66	85.94		1835.11	1977.32	736.55	2062.20	3013.08	1960.84	
Monona						1023.70	627.45	189.66	148.00			
Monroe	885.11		2017.01			1068.26	1381.50	204.00	150.19		142.17	
Montgomery	85.92	329.46	3187.02	70.00		1198.74	506.97	399.00	506.85	894.05	81.84	
*Muscatine	3198.82	284.91	10120.16	537.50		1692.62	2720.95	871.08	4171.39	1076.17	2494.18	
O'Brien			1307.33			926.65	125.00	55.00	13.50		168.85	
Osceola												
Page	864.05		6700.66	56.00		1516.04	2969.57	824.69	477.76		1814.62	
Palo Alto	623.30	1159.55	1348.96	20.00		151.40	144.60	141.50	464.49	2267.21	542.45	
Plymouth			1104.73	156.50		437.86		128.02	127.44		522.41	
Pocahontas	1053.00	058.00	1719.23	142.50		401.12	632.46	210.00	549.06	42.12	242.45	
Polk	123.08	1480.86	17878.00	354.37		3511.34	3062.48	998.35	8231.89	1044.95	2961.00	
Pottawattomie	1585.27	1763.65	10968.04	70.00		2324.71	1808.26	824.40	5416.53	2623.77	1093.14	
Poweshock	2152.84	994.83	4801.14	306.77		2257.77	3489.57	711.77	1487.22	1067.59	1105.99	
Ringgold	642.29	676.99	2305.17	37.78		968.32	1307.25	386.77	312.84	176.08	411.00	
Sac	480.70	76.15	4194.00			370.40	436.65	175.00		1313.65		
Scott	11239.24	16486.92	15133.15	490.37		13960.57	4158.13	2089.55	12861.94	2192.49	12551.69	
Shelby	474.25	476.65	4214.35	184.06		874.00	803.75	359.07	1253.42	513.24	1045.58	
Sioux												
Story	2746.00	1407.95	8343.44	451.54		2919.53	2445.11	1015.25	219.46	1995.70	2657.34	
Tama	3994.96	1891.18	10014.62	261.07		4144.29	3649.36	1322.98	2044.85	2625.53	3997.36	

ABSTRACT "C."—CONTINUED.

COUNTIES.	CONTINGENT FUND, DEBIT.				CONTINGENT FUND, CREDIT.							
	Balance on hand at last report,	Uncollected tax on Fund at date of last report,	Assessed tax for Contingent Fund		Amount paid for rent of school-houses,	Amount paid for repairing and furnishing school-houses,	Amount paid for fuel,	Amount paid to Board of School Trustees,	Amount paid for contingent expenses,	Amount of uncollected tax to date,	Balance on account on hand,	
Taylor	773.13	853.86	4714.25		53.00	699.53	1254.39	432.87	1570.54	1380.86	971.13	
Union	818.35	998.67	6073.35			987.04	1494.60	345.13	1431.33	861.15	472.04	
*Van Buren	630.68	2511.53	604.46			264.58	3219.00	466.98	444.32	497.31	973.38	
Wapello	2193.24	350.68	3571.43		68.00	3383.93	1556.74	607.18	1769.97	988.30	1758.76	
Warren	1615.38	2143.20	7753.39		79.66	2634.97	1659.76	503.05	1330.92	2237.65	2745.65	
Washington	3171.29		6239.14		410.00	2354.41	3846.95	956.01	3848.95		2735.93	
Wayne	2920.65	647.62	3490.86		81.00	1144.36	1172.83	416.40	1233.07	461.71	2077.31	
Webster	1939.63	199.85	6259.77		819.94	2846.40	1538.74	900.00	1784.55	43.57	1353.00	
Winneshago	149.20	96.40	1307.35		48.00	868.27	207.61	225.00	386.69	235.00	300.58	
Winneshiek	2605.00	86.21	5568.00		44.00	1842.82	1631.13	562.50	2195.39	31.30	2822.66	
Woodbury	831.54					1001.33	383.73	455.00	466.43		433.00	
Worth	400.94	318.91	1683.79		32.00	373.57	601.54	306.34	208.87	97.67	595.76	
Wright	60.55	720.91	4753.66		219.65	852.93	940.14	484.00	857.40	1352.77	632.89	
Totals	153129.24	111070.37	500974.19		13777.58	182770.57	176461.76	60127.89	171962.22	87770.40	158816.92	

* The county Superintendents of counties marked thus (*), have furnished this Department with accurate reports for 1871.

254 REPORTS OF COUNTY SUPERINTENDENTS. [No. 6]

ABSTRACT "C."—CONTINUED.

COUNTIES.	EXAMINATION OF TEACHERS.																												
	Number of pupils examined.		Number receiving premium certificates.		Number receiving certificates of First Grade.		Number receiving certificates of Second Grade for one year.		Number receiving certificates of Second Grade for less than one year.		Total number of certificates granted.		Number of applicants rejected.		Average age of applicants.		Number who had no experience.		Number who have taught less than one year.		Number who have attended a Normal School.		Number who have read professional books.		Number who have attended institutes.				
	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	
Adair	57	64	7	1	27	23			21	29	52	50	15		24	18	20	4	18			1					97		
Adams	38	55	1	1	132	10		6	9	26	35	51	4	4	25	19		4	6	26	6	3	25	20	37	49			
*Allamakee	528	62	6	4	20	22			30	32	56	52			124	19		6	10	16			3	1	54	60			
Appanoose	125	115	2		42	37	16	10	49	42	105	92	13	24	1	26	22	33	42	32	20			10	6	109	113		
Audubon	11	19	1	1	5	6	1	4	6	7	13	17			30	33											13	17	
Benton	122	220	6	8	45	56	8	12	33	120	93	196	30	24		23	13	21	46	18	27	10	29	74	140	104	194		
Black Hawk	141	215			45	51			58	77	103	328	51	74															
Boone	66	97	2	3	21	23	30	55			54	81	12	16		21	19	11	17	7	12		1			57	66		
Bremer	75	148	2	4	8	26			35	86	43	116	30	52	2	122	19	7	28	34	4	6	10	60	16	78			
Buchanan	88	152	1		5	35	60		42	119	76	184	12	33		39	31	15	45								73	175	
Buena Vista	15	32			14	14			3	14	14	31	1	1		20	21	4	9	1	1	4	5				10	30	
Butler	65	113			14	19			16	50	61	104	9			22	19	9	20	10	16						31	34	
Calhoun	28	35			10	3	6	15	7	12	23	30	2	8		24	21	8	14	14	1	1	3	2			29	25	
Carroll	28	36			17	16			7	21	24	37		8		23	17	4	5	5	2	15	20	18	14	18	15		
Cass	20	31	2	3	14	10			10	17	20	31	6	15		23	18	8	6	3	4			1			20	31	
Cedar																													
Cerro Gordo	38	95	3	3	12	11	22		6	33	23	70	3	25		22	21	11	28		3	2	6	18	13	64			
Cherokee	37	52	2		18	17			13	30	33	47	3			26	21	8	14		6	3	2				22	25	
Chickasaw	50	86	2	1	7	16			31	52	40	60	15	17		35	18	7	19	6	15	2	3	10	15	35	53		
Clarke	75	142			39	43			23	53	77	114	18			26	21	213	35	19	13								
Clay	9	30			6	1	2		7	19	8	17	3			30	21		5						8	21	8	22	

REPORTS OF COUNTY SUPERINTENDENTS. 255

COUNTIES.	Number of applicants examined.		Number received in certificates.		Number received in first grade.		Number received in second grade for 1 yr.		No. receiving 2d grade for less than 1 yr.		Total number of students issued.		Number of applicants received.		Number of certificates issued.		Average age of applicants.		Number who had no experience.		Number who have taught less than 1 yr.		Number who have attended normal school.		Number who have read professional books.		Number who have attended institutions.		
	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	
Clayton	117	189	4	27	17	53	60	29	87	113	164	8	25	25	60	166	10	12	21	58	14	34	2	29	25	85	107		
Clinton	52	213	10	7	8	62	42	92	12	25	60	166	10	12	25	60	166	10	12	25	60	166	10	12	25	60	166	107	
Crawford	45	40	..	36	11	9	45	40	45	40
Dallas	112	189	1	..	2	1	2	1	1	115	115	22	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	3
Decatur	95	70	..	64	61	26	38	24	26	115	70	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Delaware	91	100	5	..	29	18	14	9	28	82	88	13	20	..	..	..	..	..	..	..	..	..	..	..	..	..	..	83
Des Moines	75	150	..	7	9	4	14	43	56	54	79	31	71	2	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Dickinson	85	76	..	40	10	19	26	17	32	60	64	2	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	40
Dubuque	8	21	..	4	7	1	5	..	4	5	20	3	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	6
Edwards	47	83	3	..	12	30	20	31	6	14	41	75	6	..	..	..	..	..	..	..	..	..	..	..	..	..	..	6
Fayette	1	12	..	1	6	..	5	..	1	1	12	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	3
Floyd	95	304	2	..	20	51	65	151	..	20	85	222	10	80	1	..	..	..	..	..	..	..	..	..	..	..	..	200
Franklin	53	105	..	3	3	..	..	..	..	30	105	2	24	..	..	..	..	..	..	..	..	..	..	..	..	..	..	75
Fremont	35	55	2	3	12	15	10	11	6	17	30	45	5	10	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Greene	66	64	..	38	17	..	..	..	..	38	64	9	2	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Grundy	34	84	..	..	15	14	19	8	17	38	64	9	2	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Guthrie	34	84	..	..	17	16	..	..	37	64	54	80	5	7	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Hamilton	73	70	..	38	26	24	29	6	10	68	65	5	5	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Hancock	39	63	2	..	15	20	..	..	34	34	39	54	9	..	..	..	..	..	..	..	..	..	..	..	..	..	..	40
Hardin	20	23	..	5	7	..	..	..	12	17	19	8	4	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Harrison	34	97	..	11	9	..	24	59	35	68	127	..	..	26	20	145	..	..	43	4	21	26	84	12	46	28	62	
Henry	91	101	..	29	17	30	43	30	28	89	88	3	12	..	..	126	20	..	..	30	18	5	1	10	5	22	32	..
Howard	100	205	10	12	50	109	..	30	88	90	290	5	10	..	..	38	28	30	..	88	23	40	30	80	60	112	75	125
*Humboldt	55	104	..	13	13	18	25	..	..	50	90	5	14	..	..	24	19	19	..	26	9	18	..	..	..	..	..	49
Ida	18	41	1	..	8	7	8	0	2	15	18	41	..	..	..	..	..	..	..	16	5	8	2	2	9	25	14	33
Iowa	5	5	1	..	4	5	..	..	..	5	5	..	..	..	..	..	..	..	..	3	2	..	..	..	..	..	..	5
*Jackson	95	140	..	39	20	..	..	..	104	91	125	4	23	..	..	24	18	18	..	38	15	36	..	..	..	..	..	70
*Jasper	141	252	2	1	17	17	27	28	70	117	116	163	41	73	..	..	28	21	48	..	81	37	67	7	5	90	112	160
Johnson	71	114	..	35	65	..	35	65	70	98	147	..	..	..	..	20	20	15	..	20	30	30	4	1	60	70	64	79
Jones	123	242	..	74	96	14	41	22	54	120	184	14	52	..	..	23	21	53	102	..	..	..	..	..	..	..	..	..
Kokuk	100	203	4	..	24	70	47	105	..	90	160	16	43	..	..	21	20	..	..	..	..	..	..	..	..	..	..	..
Kossuth	100	186	4	..	35	60	..	..	66	79	156	11	20	..	..	23	20	..	..	25	25	35	40	50	21	33	100	106
Lee	30	38	1	7	1	10	14	19	21	29	31	1	2	..	..	23	22	5	..	6	6	7	2	4	3	3	16	32
Lien	35	123	8	..	20	60	10	6	11	33	37	113	16	2	..	..	..	..	..	..	..	..	..	..	..	..	..	123
Louisa	115	251	..	45	59	3	5	58	140	103	208	12	43	..	..	25	20	..	..	58	28	51	13	14	65	65	133	
Lucas	62	97	..	32	35	30	24	6	24	68	83	2	6	..	..	27	22	9	..	24	8	13	20	17	..	..	..	60
Lyon	70	69	..	31	19	12	10	27	40	70	69	..	..	..	..	26	30	12	..	18	16	14	22	20	..	..	..	85
Madison	80	113	6	4	35	25	33	41	10	26	74	96	6	17	..	..	26	30	12	..	18	16	14	22	20	..	..	85
Madaska	108	189	5	2	38	70	51	50	18	42	94	164	14	25	..	..	36	34	10	..	24	16	24	60	130	86	52	94
Marion	136	127	..	40	38	..	..	..	..	136	127	10	15	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Marshall	95	163	..	7	12	16	25	68	114	91	131	4	12	..	..	33	20	18	..	40	37	59	9	9	21	40	61	134
Mills	34	54	..	11	15	..	8	18	21	31	59	1	6	1	..	..	24	21	8	..	10	3	3	..	..	..	..	..
Mitchell	57	111	..	10	18	3	3	35	83	48	104	9	7	..	..	36	19	17	..	37	31	..	..	..	..	..	..	102
Monona
Montgomery	76	128	..	17	2	..	..	81	53	72	118	4	10	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Monroe	40	45	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
*Muscatine	86	206	3	5	91	30	23	69	21	67	68	180	18	26	..	..	127	19	15	..	38	21	49	10	14	25	40	60
O'Brien	6	17	..	5	6	..	4	1	7	6	17	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Oscola
Page	102	166	4	16	15	..	26	28	94	91	7	18	..	..	..	..	..	..	..	15	30	25	..	..	..	..	..	32
Palo Alto	18	32	..	6	6	..	..	..	..	10	22	16	28	2	4	..	..	..	..	4	2	8	4	6	3	6	8	58
Plymouth	19	27	..	2	1	..	..	15	24	17	25	2	2	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Pocahontas	18	30	..	7	4	..	..	11	22	17	26	1	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Polk	112	157	3	..	82	90	..	..	40	112	157	6	16	..	..	26	24	30	..	28	21	5	..	..	..	..	..	45
Pottawattamie	66	106	..	30	29	3	5	37	61	60	95	6	11	2	..	..	29	24	6	..	19	15	23	..	..	..	..	45
Poweshiek	163	181	3	..	44	53	45	56	35	48	127	157	36	34	
Ringgold	70	75	..	10	5	12	8	40	51	63	64	8	11	

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ABSTRACT "C"—CONTINUED.

COUNTIES.	No. of schools visited by Co. Superintendent.		No. of visits made during the year.		No. of visits made with directors.	No. of constitutional meetings held.	No. of public addresses during the year.	No. of cases of appeals.	No. of colleges and academies in county.	Number of students attending.	No. of other private and denominational schools.	Number of pupils attending.	No. of teachers employed in all public and private schools.
	No. of schools.	Days.	No. of visits.	Days.									
*Jasper.....	164	318	150	11	5	3	1	80	3	65	3	3	
Jefferson.....	100	2	8	10	3	3	1	80	1	362	16	2	
Johnson.....	77	77							159	7	362	16	2
Jones.....			2										
Keokuk.....	175	225	40										
Kossuth.....	36	44							30	1	24	6	6
Lee.....	87	130							350	4	375	12	13
Linn.....	175	250	17	7	1	4	450						15
Louis.....	80	155	17	7	7	1	91						4
Lucas.....	74	216	5		3					4	80	4	4
Lyon.....	89	170	28	8	8	3	1	170	1	70	8		8
Madison.....	143	230	32	8	3								
Maehaska.....	70		10	1									
Marion.....	128	231	12	4	5								3
Marshall.....	55	100	4	15	1								3
Mills.....	72	119	13	3					150				3
Mitchell.....	39	40											
Monona.....	89	150	13	21	2								4
Monroe.....	15												
Montgomery.....	98	200	40					100					1
*Muscatine.....	5	5											
O'Brien.....													3
Page.....	64	128	5					40					
Palo Alto.....	14	14											
Plymouth.....	22	32	1										
Pocahontas.....	20	31	4	3									
Polk.....	138	200	25	1				81		345	10		4
Pottawattamie.....	70	217	38										
Poweshiek.....	100												
Ringgold.....	70	110											
Sac.....	18	50		1	45								
Scott.....	187	287	48	10	9	2	2			6			
Shelby.....													
Sioux.....													
Story.....													
Tama.....	127	210	39	15	19	5							
Taylor.....	70	110	18	2	12	3							
Union.....	50	60	3		30								
*Van Buren.....	547	97	9	11	7			65					
Wapello.....	16												
Warren.....	80	130			4			130	1	50	14		
Washington.....	115	125	10	20	22				2	150	3		
Wayne.....	72	148	7										
Webster.....	71	75	14	4		12							
Winnebago.....	15	38	5	1	12	1				1	5		
Winneshek.....	121	275	10					150					25
Woodbury.....													
Worth.....	34	60	2	12	5	1							
Wright.....	42	71	22		5	1							
Total.....	7290	10444	1248	395	575	155	50	3924	74	2817	235		

The County Superintendents of counties marked thus (), have furnished this Department with accurate reports for 1871.

TEACHERS' INSTITUTES.
Held during the year 1870.

COUNTIES.	TOWNS.	TIME.	Number of teachers in attendance.		Lecturers.
			Girls.	Boys.	
Wapello.....	Eddyville.....	Feb. 7	58		61 L. M. Hastings, H. C. Cox, H. Bross, E. J. Turner.
Humboldt.....	Springvale.....	Feb. 21	12		15 C. C. Hotchkiss, J. F. Welch, M. M. Lord, Ebor Stone.
Muscatine.....	Muscataine.....	Mar. 21	44		99 F. M. Witter, G. Hinrichs, C. A. Egert, D. W. Lewis.
Union.....	Atton.....	Mar. 28	20		40 L. M. Hastings, J. W. McDill, A. H. Hamilton.
Andrew.....	Oakfield.....	Apr. 11	4		16 J. H. Durham, Dr. C. C. Miller.
Monroe.....	Albia.....	Apr. 11	44		79 Prof. S. S. Hamill.
Henry.....	Mt. Pleasant.....	Apr. 29	10		46 E. A. Van Cise, H. L. Cozart, E. P. Howe.
Cerro Gordo.....	Clear Lake.....	Aug. 25	13		107 Prof. Bennett, R. C. Moulton.
Pottawattamie.....	Council Bluffs.....	Oct. 10	24		38 A. Armstrong, F. L. Throckmold, A. S. Kissell, N. Hart.
Wayne.....	Wayneville.....	Sept. 5	5		32 J. D. Hornby.
Linn.....	Wassaloa.....	Sept. 5	9		
Clarke.....	Utesla.....	Aug. 29	5		
Decorah.....	Leon.....	Aug. 15			Prof. Frazier.
Woodbury.....	Sioux City.....	Oct. 17			Mrs. J. H. Durham, A. S. Kissell.
Clayton.....	Garnaville.....	Oct. 3	35		79 Prof. H. H. Barnes, Prof. Palmer, Prof. Briggs.
Mitchell.....	Osage.....	Sept. 5			
Des Moines.....	Danville.....	Aug. 29			R. G. Gilson.
Maehaska.....	Oskaloosa.....	Sept. 12			
Lee.....	St. Madison.....	Aug. 15			
Chickasaw.....	Nashua.....	Aug. 29	95		40 W. P. Bennett, Dr. Dewey, L. P. Lehaud, Prof. E. W. Bennett.
Washington.....	Washington.....	Nov. 14	72		111 Prof. J. Allen, Rev. T. H. Holmes, Judge J. F. Brown, Hon. G. G. Bennett.
Cedar Rapids.....	Washington.....	Sept. 5	9		Jerome Allen, A. S. Kissell.
Polk.....	Wes. Moines.....	Sept. 5	5		
Winneshek.....	Decorah.....	Oct. 3	65		65 D. D. Babcock, Rev. E. Adams.

TEACHERS' INSTITUTE—CONTINUED.

COUNTIES.	NAMES OF PLACES.	TIME.	No. of teachers in attendance		NAMES OF CONDUCTORS AND LECTURERS.
			Gentlemen.	Ladies.	
Montgomery.	Red Oak Junction.	Oct. 10	15	20	J. H. Durham, Rev. W. Patterson.
Guthrie.	Guthrie Center.	Sept. 12			
Appanosee.	Centerville.	Oct. 17	63	54	G. T. Carpenter, J. D. Hornby, N. Hough.
Buchanan.	Independence.	Oct. 31			Jerome Allen, J. Piper, S. G. Pierce, W. Palmer.
Delaware.	Earlville.	Sept. 12	68	32	J. Piper, J. Kennedy.
Keokuk.	Sigourney.	Oct. 3	65	68	J. H. Durham, J. A. Donnell.
Harrison.	Mo. Valley.	Oct. 17	22	22	J. C. Clarke, A. S. Kissell.
Kossuth.	Algona.	Sept. 12	16	14	A. W. Osborne, C. C. Chubb, J. Reed.
Floyd.	Floyd.	Oct. 17			H. Wilbur, J. Piper, R. E. Robinson, G. Bennett.
Black Hawk.	Waterloo.	Nov. 28			Jerome Allen.
Boone.	Boonesboro.	Oct. 17	67	50	A. M. Chadwick, A. S. Kissell, Mrs. Parmenter, A. S. Welch, C. A. Fucker.
Adams.	Quincy.	Nov. 28	42	28	Professor J. A. Woods.
Jefferson.	Fairfield.	Oct. 17	63	79	Dr. Wheeler, N. W. Pleasant, Prof. Cozier, Mrs. Beach.
Cass.	Atlantic.	Oct. 17	21	40	S. R. Manning, E. D. Hawes, E. S. Hill.
Iowa.	Marengo.	Oct. 24			C. R. Rogers.
Monona.	Onawa.	Oct. 17	13	32	T. W. Mulhern, A. S. Kissell, A. S. Condon.
Jackson.	Sabula.	Oct. 17			
Sac.	Sac City.	Oct. 10	9	18	Levi Davis, Mrs. F. Stiles, E. R. Chase.
Taylor.	Bedford.	Sept. 20			Prof. J. C. Clarke.
Fayette.	Fayette.	Oct. 17	37	121	Prof. Babcock, Wm. Smith, W. B. McLain.
Scott.	Davenport.	Oct. 31	70	109	P. S. Morton, A. S. Kissell, J. B. Stewart.
Warren.	Indianola.	Nov. 14	53	70	M. A. May, Dr. A. Burns, G. C. Carpenter, C. M. Crumbling, O. H. Baker.
Wright.	Clarion.	Oct. 10	16	20	J. D. Sands, J. L. Gilpatrick.
Jasper.	Monroe.	Nov. 7	41	71	J. C. Gilchrist, A. S. Kissell, S. J. Moyer.
Humboldt.	Springvale.	Oct. 17	9	15	R. C. Gibson, S. M. Hastings, H. W. Myers.
Wapello.	Ottumwa.	Oct. 31			
Allamakee.	Waukon.	Oct. 17	30	53	Lentzel Eells, G. B. Edwards.
Ringgold.	Mt. Ayr.	Oct. 3	28	25	J. C. Clarke, S. McElhaney, J. Smith.
Webster.	Ft. Dodge.	Dec. 26	51	49	Jerome Allen, A. J. Burbank.
Howard.	Lime Spring.	Oct. 17	34	50	C. F. Breckenridge, S. B. Purnurt.
Story.	Nevada.	Oct. 24	45	38	J. H. Durham.
Hamilton.	Webster.	Dec. 12			Jerome Allen.
Hancock.	Concord.	Oct. 31	13	24	Alva Bush.
Page.	Clarinda.	Nov. 21	43	40	Profs. Woods, Vroman, Cathotte, Col. Hepburn.
Marshall.	State Center.	Oct. 24	53	48	A. J. Riley, C. R. Robinson, A. S. Welch, P. M. Sutton, C. H. Shaw.
Jones.	Monticello.	Oct. 31	60	115	J. C. Gilchrist, Wm. Leavitt, Wm. Fawcett.
Linn.	Marion.	Dec. 19	100	151	M. Ingalls, E. B. Kephart, A. S. Kissell, J. Piper, J. B. Young.
Lucas.	Chariton.	Nov. 14	29	44	J. W. Perry, F. S. Wood, J. P. Simpson, D. S. Tappan.
Hardin.	Eldora.	Nov. 7	32	62	Enos P. Stubbs, George S. Bidwell.
Shelby.	Harlan.	Dec. 26	21	18	J. C. Clark, P. C. Truman.
Van Buren.	Keosauqua.	Nov. 14	70	73	Prof. Valentine, George B. Walker, G. E. Bergen, T. L. McGrew.
Butler.	New Hartford.	Nov. 7	16	24	James L. Enos.
Adair.	Fontanelle.	Nov. 14	27	25	J. W. Peel, J. L. Hatch, M. Rust.
Benton.	Belle Plaine.	Nov. 21	54	44	H. M. Hoon, S. A. Knapp, W. M. Wilcox, E. H. Warren, Rev. D. Lane.
Davis.	Bloomfield.	Nov. 28	65	42	G. T. Carpenter, T. L. Warrington, C. Ketcham.
Crawford.	Denison.	Nov. 14	26	18	James L. Enos, N. J. Wheeler.
Bremer.	Waverly.	Nov. 14	63	91	James L. Enos, C. S. Harwood, M. K. Cross, J. Piper.
Dallas.	Adel.	Nov. 21			E. M. Cotton, A. S. Kissell.
Tama.	Toledo.	Nov. 28	75	93	John Harris, J. R. Stewart, A. S. Kissell.
Madison.	Winterset.	Nov. 21	63	70	C. H. Preston, J. H. Gosham, Rev. Potter, Rev. M. Cory.
Buena Vista.	Sioux Rapids.	Dec. —			
Premont.	Sidney.	Dec. 26	42	38	J. Valentine, T. J. Armantsant, William M. Brooks.
Carroll.	Carroll City.	Dec. 19	17	17	James L. Enos.
Franklin.	Hampton.	Dec. 26	29	39	Jonathan Piper, M. Ingalls.

[E.]

TEACHERS' INSTITUTES.

Held during the year 1871.

COUNTIES.	NAMES OF PLACES.	TIME.	No. of Teachers in attendance.		NAMES OF CONDUCTORS AND LECTURERS.
			Gentlemen.	Ladies.	
Mills	Glenwood	Jan. 30	29	32	A. Armstrong, L. S. Williams, C. H. Newell, T. L. Stephens.
Pocahontas	Rolle	Feb. 20	14	8	J. D. Caldwell, D. Miller.
North	Northwood	Mar. 20	18	24	W. P. Bennett, D. Miller.
Cass	Atlantic	Apr. 10	12	40	Mary E. Johnson, A. S. Kissell, Colonel Hamlin.
Union	Afton	Mar. 27	17	49	J. D. Gregory, S. J. Delano, B. F. Bush, W. W. Cook.
Monroe	Albia	Apr. 3	55	80	President Richard Edwards, D. T. Monroe, H. C. Cox.
Kossuth	Algona	May 1	24	40	Jerome Allen.
Appanoose	Centerville	Aug. 28	60	57	President R. Edwards, H. W. Yeats, G. L. Williams, Professor Brand.
Wayne	Corydon	Sept. 4	49	58	J. D. Horaby, E. E. Clark, J. Hayes.
Wapello	Ottumwa	Sept. 4	35	48	President R. Edwards, C. M. Greene, A. S. Kissell, L. M. Hastings.
Winneshiak	Decorah	Sept. 4	35	105	J. Breckinridge, C. S. Harwood, J. M. Wedgwood.
Mahaska	Oskaloosa	Oct. 21	55	183	R. G. Gilson, J. F. Childs, H. S. McDonald.
Clarke	Osceola	Aug. 21	38	45	R. A. Harkness, Rev. Osmond.
Alamakee	Lansing	Aug. 28	21	62	R. A. Langbran, L. Wells, J. Frothingham.
Declar	Leon	Aug. 31	52	80	A. Frazier, L. M. Hastings.
Henry	Mt. Pleasant	Aug. 28	34	96	S. L. Howe, G. W. Thompson, W. R. Cole.
Polk	Des Moines	Sept. 4	50	69	J. A. Nash, D. C. Perkins, A. W. Stuart, W. H. Wynn.
Scott	Davenport	Nov. 6	79	143	P. S. Morton, Pres. Geo. Thacher, D. D. A. S. Welch.
Jackson	Maquoketa	Sept. 11	62	135	J. W. Fleming, M. A. McGonegal, C. M. Greene.
Lee	Keokuk	Oct. 9	31	67	C. M. Greene, E. A. Trowbridge.
Clinton	De Witt	Sept. 4	40	175	Mrs. M. A. McGonegal, R. J. Crouch, H. S. Hyatt.
Des Moines	Kossuth	Aug. 14	41	61	J. M. Brainard, A. S. Welch, C. C. Chamberlin.
Boone	Boone	Sept. 25	41	61	J. M. Brainard, A. S. Welch, C. C. Chamberlin.
Woodbury	Sioux City	Oct. 23	31	90	J. Briggs, J. F. Thompson, T. H. Scott.
Clayton	Clayton	Oct. 23	76	90	J. Briggs, J. F. Thompson, T. H. Scott.
Harrison	Magnolia	Oct. 16	50	47	J. Piper, J. M. Gibney, Pres. Geo. Thacher.
Wright	Clarion	Oct. 16	24	16	J. D. Sands, A. J. Trath.
Cherokee	Cherokee	Sept. 12	22	18	J. H. Roe, W. F. Rose, A. M. Darley.
Adair	Pontaukeet	Sept. 18	62	89	J. C. Gilchrist, J. P. Sanford, Chas. Negus, E. H. Addington.
Jefferson	Fairfield	Oct. 30	10	13	J. L. Enos.
Hancock	Concord	Oct. 16	10	13	J. L. Enos.
Howard	Cresco	Oct. 16	40	84	L. B. Parmart, C. F. Breckenridge, J. C. McCormick.
Mitchell	Osage	Oct. 23	34	52	E. Adams, T. Cressey, N. B. White, J. C. Addington.
Adams	Quincy	Oct. 30	28	48	Wm. P. Jeffrey, W. W. Roberts, J. S. McCauley.
Hamilton	Webster City	Oct. 22	56	119	S. G. Pierce, Rev. Lenoirs, Wilson Palmer, H. C. Markham.
Buchanan	Jessup	Oct. 30	32	42	R. Aiton, J. S. Boyd.
Taylor	Belford	Oct. 23	16	17	Geo. W. Barr, W. R. Carmichael, A. W. Russell.
Calhoun	Lake City	Oct. 30	50	96	M. M. House, Hon. Alonzo Abernethy, Wilson Palmer.
Fayette	West Union	Oct. 30	10	14	R. Ellis, R. E. Brenton.
Sac	Sac City	Oct. 16	15	30	J. Piper, Emma Quitirell, Pres. Geo. Thacher.
Monona	Onawa	Oct. 16	15	30	J. Piper, Emma Quitirell, Pres. Geo. Thacher.
Delaware	Manchester	Oct. 9	83	59	J. Piper, J. Valentine, Pres. Geo. Thacher.
Clay	Spencer	Oct. 2	25	27	J. L. Enos, H. B. Wood.
Dallas	Adel	Nov. 6	37	43	J. C. Gilchrist.
Ringgold	Mt. Ayr	Oct. 23	37	43	J. C. Gilchrist.
Linn	Marion	Oct. 23	120	120	M. Ingalls, W. Langham, E. M. Hollis.
Ferry	Charles City	Oct. 23	13	67	H. Wilbur, I. Shepard, R. E. Robinson.
Cerro Gordo	Mason City	Oct. 30	20	33	E. C. Moulton, Prof. Bennett.
Warren	Indianola	Nov. 6	82	58	A. L. Kimball, J. M. Gibney, S. Johnson.
Jones	Wysoming	Oct. 10	48	91	C. Gilchrist, R. M. Sawyer, Rev. Skinner.
Lucas	Chariton	Oct. 23	39	44	Pres. R. Edwards, D. W. Stevens, R. Coles.
Palo Alto	Emmettsburg	Oct. 9	6	15	J. L. Enos.
Guthrie	Guthrie	Oct. 30	37	44	J. M. Gibney, J. A. Nash, J. H. Meek.
Louisia	Wapello	Nov. 6	47	81	Jas. Johnson, John Grawe, W. P. Bennett.
Chickasaw	Bradford	Nov. 13	47	55	J. C. Gilchrist, Pres. Geo. Thacher.
Jasper	Prairie City	Nov. 6	50	57	J. C. Gilchrist, Pres. Geo. Thacher.
Page	Clarinda	Nov. 20	53	59	L. H. Troman, M. S. Bent, J. H. POWERS.
Buena Vista	Storm Lake	Nov. 27	59	83	C. M. Greene, C. H. Shaw, P. M. Sutton.
Marshall	Albion	Oct. 23	59	83	C. M. Greene, C. H. Shaw, P. M. Sutton.
Story	Nevada	Oct. 30	14	24	J. L. Enos.
Butler	Butler Center	Nov. 7	14	24	J. L. Enos.
Van Buren	Birmingham	Nov. 13	71	57	J. C. Gilchrist, J. M. Gibney, Belle A. Mansfield.
Carroll	Carroll City	Nov. 13	18	17	C. M. Greene, J. M. Gibney.

TEACHERS' INSTITUTES—CONTINUED.

COUNTIES.	NAMES OF PLACES.	TIME.	No. of Teachers in attendance.		NAMES OF CONDUCTORS AND LECTURERS.
			Gratuities.	Latin.	
Montgomery	Red Oak Junction	Nov. 20	32	32	W. M. Wright, J. A. Woods
Bremer	Waverly	Nov. 6	49	108	Jas. Johannot, C. S. Harwood, J. G. Patterson
Madison	Winterset	Nov. 20	60	66	C. M. Gibney, R. Carton
Cedar	Tipton	Nov. 27	69	56	C. M. Greene, W. H. Brocksome, W. F. King
Winnebago	Forest City	Dec. 4	11	13	M. Cooper, W. A. Burnap, T. C. Ransom
Pottawattamie	Council Bluffs	Nov. 6	39	53	T. F. Thickstun, L. W. Ross, Frol. Wright
Webster	Port Dodge	Nov. 30	...	...	...
Greene	Jefferson	Dec. 4	41	39	C. M. Greene, J. M. Gibney
Hardin	Steamboat Rock	Nov. 30	41	52	Geo. Knowlton, C. F. Boynton
Kiokuk	Signonrey	Dec. 18	84	74	J. Piper, A. Updegraff, J. M. Gibney
Iowa	Millersburg	Dec. 18	...	...	...
Crawford	Denison	Dec. 4	...	...	...
Davis	Hloomfield	Dec. 25	...	...	...
Fremont	Sidney	Dec. 11	45	49	C. M. Greene, M. Cormick
Audubon	Exira	Dec. 25	7	13	J. C. Clarke, D. Beers, J. H. Stright

[F.]

STATISTICS OF CITIES AND TOWNS.

NAMES OF CITIES AND TOWNS.	Assessed valuation of real estate in 1870.	Population in 1870.			School Census in 1870.	Whole No. of pupils enrolled in the schools in 1870.	Average daily attendance during 1870.	Cost of tuition per month.	Number of months of school.	No. of school-houses.	Value of school-houses.	Amount paid for building purposes during 1870.	Value of school apparatus.	No. of volumes in libraries.
		Males.	Females.	Total.										
Adel	\$ 101760.00	711	150	141	291	221	189	1.20	7	1	\$ 25000.00	\$ 2000.00	\$ 100.00	...
Afton	84110.00	961	169	180	349	311	140	1.18	9	1	2500.00	...	50.00	...
Agency	41695.00	630	172	180	352	305	173	.68	7.5	2	6500.00	377.49	250.00	...
Albia	216130.00	1621	293	298	591	427	211	1.00	5	1	30000.00	1318.81	...	...
Ames	23924.00	636	119	116	235	121	69	.64	3	1	2000.00	...	...	...
Anamosa	133945.00	2023	390	395	785	458	353	1.60	10	3	10500.00	1493.00	150.00	...
Atlantic	31810.00	1200	153	184	337	247	193	.52	...	1	7000.00	2759.00	...	...
Bedford	39730.00	730	154	163	317	212	135	.85	9	1	10000.00	...	...	...
Belle Plaine	88020.00	1488	301	328	629	225	157	1.12	9	2	3000.00	813.65	80.00	...
Birmingham	59215.00	626	159	137	296	260	145	2.00	8	2	1600.00	...	50.00	...
Bloomfield	129457.00	1553	270	295	565	478	303	.84	6	2	5000.00	...	50.00	...
Boonesboro	151275.00	1618	295	308	603	401	327	.69	8	2	15000.00	6021.00	225.00	...
Brighton	32315.00	785	172	177	350	300	225	1.94	9	1	9000.00	790.97	40.00	...
Brooklyn	49176.00	971	159	192	351	325	148	.68	9.5	1	8000.00	1640.45	40.00	...
Camauche	55656.00	840	150	154	304	173	120	1.12	6	1	4000.00	...	75.00	...
Cedar Falls	308692.00	3070	521	587	1108	829	470	60	9.8	1	25000.00	2122.17	100.00	...
Chariton	256121.00	1728	270	277	547	378	305	1.24	8	1	25000.00	3450.00	145.00	1
Charles City	212302.00	2166	352	415	767	486	348	.58	9	1	15000.00	1505.60	...	...
Charinda	109886.00	1022	190	204	394	350	240	1.42	9	2	4000.00	1021.66	500.00	215
Clinton	741815.00	6129	825	987	1812	1450	1080	1.00	10	5	50000.00	8420.90	128.00	...
Corydon	47075.00	618	123	116	239	179	50	1.06	10	1	1200.00	300.00	...	...
Council Bluffs	3158013.00	10020	1527	1655	3182	2110	804	1.48	10	7	101700.00	43516.70	300.00	290
Cresco	52880.00	912	131	108	239	219	131	.66	9	1	8000.00	1169.00	...	...

STATISTICS OF CITIES AND TOWNS—CONTINUED.

NAMES OF CITIES AND TOWNS.	Assessed valuation of real estate in 1870.	Population in 1870.	School Census in 1870.			Whole number of pupils enrolled in the schools during 1870.	Average daily attendance during 1870.	Cost of tuition per month.	No. months of school.	No. of school-houses.	Value of school-houses.	Amount paid for books and stationery during 1870.	Value of school apparatus.	No. volumes in school library.
			Males.	Females.	Total.									
Davenport.....	\$ 2894235.00	20038	3414	3706	7120	3556	2106	\$1.64	10	9	\$ 125000.00	\$ 29833.19	\$ 1000.00	100
Decorah.....	201980.00	2110	334	373	707	376	307	1.56	8	1	20000.00	1895.95	75.00	60
East Des Moines.....	1641223.00	12035	685	653	1340	763	561	1.56	8	1	30000.00	2939.30	.....	1
West Des Moines.....	221650.00	12035	1079	1189	2268	1205	1007	1.32	9	3	15000.00	25000.00	.....	400
De Witt.....	221650.00	1749	296	353	651	350	290	4.08	8.5	1	9000.00	.....	800.00	60
Dubuque.....	2365685.00	18434	3050	3405	6455	2653	2207	1.08	10	10	165500.00	2015.90	200.00	150
Elkader.....	97656.00	697	157	151	308	211	154	.75	10	1	15000.00	2454.65	.....	.....
Estherville.....	8965.00	168	60	50	110	110	80	.20	7	2	1000.00	200.00	.....	.....
Fort Dodge.....	282195.00	3005	553	597	1150	890	388	.60	10	3	49000.00	4179.58	.....	.....
Glenwood.....	130426.00	1291	279	288	567	370	194	1.24	9.9	1	20000.00	1425.30	130.00	.....
Grinnell.....	114707.00	1482	198	256	454	327	274	1.36	10	1	12000.00	.....	100.00	12
Guttenberg.....	96627.00	1040	246	241	487	214	82	.60	10.5	1	3000.00	.....	75.00	.....
Hamburg.....	64390.00	1431	233	270	493	218	190	1.62	6	1	4000.00	1484.97	50.00	.....
Hampton.....	55963.00	588	130	89	220	100	123	.....	8	1	8000.00	600.00	.....	135
Independence.....	476995.00	2945	456	548	1004	555	419	.84	10	3	23250.00	14315.00	20.00	5
Indianola.....	198993.00	1428	282	278	560	490	275	.84	9	1	20000.00	.....	300.00	.....
Iowa City.....	891157.00	5914	1049	1145	2194	713	585	1.92	9	4	55000.00	2457.87	100.00	.....
Jefferson.....	109784.00	779	139	132	251	212	155	1.16	9	1	15000.00	340.82	80.00	670
Keokuk.....	2301021.00	12765	2335	2491	4816	2026	1429	1.20	8.5	6	110000.00	11574.93	250.00	.....
Knoxville.....	129236.00	890	377	407	784	430	274	.97	9	1	10000.00	.....	.....	.....
Lansing.....	162192.00	1755	301	311	612	434	264	2.08	0.5	1	7000.00	62.75	70.00	1
Leon.....	51583.00	820	184	189	373	265	171	.60	10	1	4000.00	117.70	200.00	10
Le Claire.....	102290.00	1093	237	259	496	253	141	.60	9	1	6500.00	3000.00	40.00	.....
Lyons.....	877300.00	4088	758	800	1558	1184	638	.48	10	3	30000.00	.....	.....	.....

Marengo.....	\$ 133541.00	1693	285	273	558	475	348	\$.96	10	1	\$ 15000.00	\$ 1475.00	.....	.....
Maquoketa.....	292387.00	1756	312	298	610	255	124	.52	9	3	2000.00	.....	.....	.....
Mason City.....	314969.00	1183	172	212	384	235	124	.82	9	4	3500.00	4798.49	\$ 125.00	.....
Maria.....	394907.00	1823	310	343	653	511	347	.88	9	1	24000.00	.....	.....	24
McGregor.....	294980.00	2074	431	457	886	534	380	.96	10	1	9000.00	92.05	75.00	.....
Mitchell.....	41863.90	890	167	177	344	257	178	.92	8.5	3	13000.00	.....	.....	.....
Montana.....	228932.00	2415	360	308	668	523	363	.86	7	2	6000.00	220.29	100.00	.....
Mountzuma.....	59873.00	555	130	144	280	280	195	.80	9.5	1	1000.00	.....	50.00	1
Mt. Ayr.....	35635.00	422	72	82	154	114	71	1.12	8	2	2000.00	.....	.....	.....
Mt. Pleasant.....	609855.00	4345	691	751	1442	908	829	.92	10	3	30000.00	873.76	150.00	.....
Muscatine.....	1216675.00	6718	1254	1243	2497	1350	1200	.60	10.5	2	24000.00	4021.74	300.00	.....
Nashua.....	.....	817	119	124	243	183	119	.48	9	1	14000.00	728.39	50.00	.....
Newton.....	817501.00	1983	391	391	782	506	337	.70	9	6	10000.00	170.00	50.00	.....
Onawa.....	70584.00	478	70	60	130	100	80	.82	10	1	3500.00	.....	50.00	60
Osage.....	88452.00	1406	235	225	450	289	188	.69	9.7	3	2300.00	.....	70.00	.....
Osgoda.....	101873.00	1598	304	313	610	400	278	.69	9	1	2300.00	.....	.....	.....
Oscalosa.....	519590.00	3204	572	593	1165	913	529	1.20	9	3	75000.00	21683.00	350.00	20
Ottumwa.....	1015701.00	5214	854	859	1718	730	610	1.77	10	2	80000.00	.....	400.00	15
Paoma.....	84017.00	594	106	115	221	145	116	.64	8	1	3000.00	1100.00	100.00	.....
Pella.....	194915.00	1909	497	553	1050	678	321	1.16	11	1	6500.00	1515.00	.....	.....
Keokuk.....	13027.00	283	81	83	164	123	64	1.60	9	1	800.00	.....	.....	.....
Quincy.....	35394.00	1315	225	234	459	333	235	1.16	9	2	22400.00	12078.45	25.00	.....
Red Oak Junction.....	66814.00	817	185	198	383	262	113	1.94	10	2	5000.00	.....	200.00	5
Sidney.....	117144.00	992	210	227	437	405	255	.73	6	1	18000.00	2305.00	.....	3
Tama.....	145540.00	1161	174	166	340	340	149	1.12	8.5	2	18500.00	.....	100.00	3
Tipton.....	195693.00	1246	225	260	485	400	340	.58	10	2	10000.00	.....	60.00	50
Toledo.....	99871.00	888	179	175	354	247	178	1.08	10	1	4000.00	40.61	235.00	1
Vinton.....	221793.00	2460	305	300	605	650	575	.88	10	1	22900.00	.....	.....	.....
Wapello.....	74969.00	870	166	170	330	230	149	.82	10	2	3000.00	1023.57	.....	.....
Washington.....	313749.00	2375	401	514	914	778	437	.64	9	4	20000.00	.....	100.00	4
Washington.....	60350.00	4337	331	393	724	481	351	1.00	10	2	16000.00	9005.21	.....	.....
Waverly.....	184335.00	2221	414	426	840	713	.....	.40	10	4	9000.00	5723.51	100.00	.....
Webster City.....	120340.00	1339	252	230	482	360	246	.80	11	3	6250.00	.....	.....	.....
West Union.....	32953.00	1489	222	269	491	299	292	1.75	8	1	3000.00	1043.07	150.00	.....
Wilton.....	167795.00	217	208	192	400	356	200	.64	10	1	2000.00	.....	.....	.....
Winterset.....	194988.00	1485	261	264	525	351	227	1.10	9	1	30000.00	4891.46	30.00	130

[G.]

SALARIES

Of Teachers per month, in Graded and Classified Schools.

Adel.	Afton.	Agency.	Albia.	Ames.	Anamosa.
MEN— 1 at \$80.00	1 at \$75.00 1 at 50.00	1 at \$77.77	1 at \$100.00	1 at \$35.00	1 at \$90.00
WOMEN— 4 at 40.00	3 at 35.00 1 at 40.00	4 at 32.50 2 at 21.66	1 at 35.00	1 at 35.00	5 at 35.00 1 at 30.00
Atlantic.	Bedford.	Belle Plaine.	Birmingham.	Bloomfield.	Boonesboro.
MEN— 1 at \$100.00	1 at \$66.66 1 at 60.00	1 at \$100.00	1 at \$45.00	1 at \$100.00 1 at 70.00	1 at \$125.00 1 at 45.00 1 at 65.00
WOMEN— 1 at 50.00 2 at 35.00	2 at 35.00	2 at 40.00	3 at 33.33	3 at 40.00 2 at 35.00	1 at 40.00 4 at 35.00
Brighton.	Brooklyn.	Camanche.	Cedar Falls.	Chariton.	Charles City.
MEN— 1 at \$75.00	1 at \$80.00	1 at \$75.00	1 at \$120.00	4 at \$111.11	1 at \$114.28
WOMEN— 4 at 30.00	3 at 40.00	2 at 40.00 1 at 35.00	1 at 50.00 1 at 45.00 8 at 40.00	5 at 45.00	2 at 40.00 2 at 32.00 4 at 28.00
Clarinda.	Clinton.	Corydon.	Council Bluffs.	Cresco.	Davenport.
MEN— 1 at \$100.00 1 at 35.00	3 at \$96.66	1 at 60.00	1 at \$175.00 2 at 110.00	1 at \$100.00	1 at \$250.00 1 at 150.00 6 at 120.00 6 at 100.00 1 at 70.00 1 at 65.00 3 at 60.00 2 at 40.00 3 at 30.00

SALARIES OF TEACHERS—CONTINUED.

Clarinda.	Clinton.	Corydon.	Council Bluffs.	Cresco.	Davenport.
WOMEN— 1 at 50.00 1 at 40.00 4 at 35.00	1 at 60.00 3 at 50.00 21 at 40.00	1 at 40.00 1 at 30.00	1 at 70.00 3 at 65.00 10 at 50.00 3 at 55.00 3 at 45.00	3 at 45.00	2 at 120.00 1 at 100.00 1 at 80.00 5 at 75.00 1 at 70.00 8 at 65.00 4 at 60.00 11 at 50.00 31 at 45.00 21 at 40.00 1 at 30.00
Decorah.	West Des Moines.	East Des Moines.	DeWitt.	Dubuque.	Elkader.
MEN— 1 at \$120.00 1 at 68.42 1 at 60.00	2 at 157.89 1 at 50.00	\$1 at 150.00 1 at 50.00	\$1 at 121.21	1 at \$160.00 4 at 150.00 1 at 60.00	1 at \$85.00 1 at 50.00
WOMEN— 1 at 50.00 7 at 35.00	1 at 84.21 13 at 60.00 1 at 63.15 1 at 105.78	1 at 67.00 10 at 50.00	1 at 40.00 6 at 35.00	3 at 60.00 7 at 50.00 3 at 45.00 17 at 40.00 7 at 35.00 15 at 30.00 5 at 25.00	2 at 35.00
Estherville.	Fort Dodge.	Fontanelle.	Forest City.	Glenwood.	Grimell.
MEN— 1 at \$40.00	1 at \$120.00 1 at 50.00	1 at \$61.11	1 at \$50.00	1 at \$133.33 1 at 60.00	1 at \$120.00
WOMEN— 1 at 33.33 1 at 25.00 1 at 20.00	1 at 70.00 2 at 60.00 1 at 55.00 7 at 45.00 1 at 35.00 3 at 50.00	1 at 35.00	1 at 33.00	1 at 40.00 3 at 50.00	1 at 60.00 5 at 50.00
Guttenberg.	Hamburg.	Hampton.	Indep'nd'nce	Indianola.	Iowa City.
MEN— 2 at \$90.00	2 at \$60.00	1 at \$80.00	1 at \$150.00	1 at \$111.11	
WOMEN— 2 at 65.00	1 at 60.00 1 at 40.00	1 at 35.00 1 at 30.00 1 at 25.00	2 at 50.00 2 at 40.00 9 at 35.00 1 at 30.00	5 at 30.00 1 at 45.00 1 at 30.00	1 at \$100.00 1 at 60.00 4 at 45.00 9 at 40.00

SALARIES OF TEACHERS—CONTINUED.

Jefferson.	Keokuk.	Knoxville.	Lausing.	Leon.	Le Claire.
MEN— 2 at \$50.00	1 at \$225.50 1 at 187.50 1 at 137.50 2 at 125.00 3 at 75.00 1 at 50.00	1 at \$111.11 2 at 55.00 1 at 50.00	1 at \$100.00 1 at 50.00	1 at \$85.50	1 at \$65.00
WOMEN— 2 at 42.50 3 at 45.00 12 at 40.00	14 at 50.00 3 at 45.00 12 at 40.00	3 at 40.00	1 at 40.00 6 at 30.00	3 at 28.50	1 at 30.00 1 at 35.00

Lyons.	Magengo.	Maquoketa.	Mason City.	Marion.	McGregor.
MEN— 1 at \$110.00 1 at 50.00	1 at \$120.00	1 at \$120.00	1 at \$120.00	1 at \$150.00 1 at 100.00	1 at \$130.00 1 at 70.00
WOMEN— 1 at 50.00 2 at 40.00 1 at 35.00 7 at 33.00	3 at 40.00 1 at 42.50 1 at 45.00 1 at 50.00	1 at 50.00 5 at 30.00	2 at 35.00	6 at 35.00	1 at 55.00 3 at 50.00 2 at 45.00 4 at 35.00

Mitchell.	Montana.	Montezuma.	Monticello.	Mt. Ayr.	Mt. Pleasant.
MEN— 1 at \$60.00 1 at 50.00 1 at 45.00 1 at 40.00	1 at \$100.00	1 at \$84.21	1 at \$133.33	1 at \$47.50	1 at \$85.00
WOMEN— 1 at 50.00 1 at 40.00 1 at 30.00	2 at 50.00 4 at 45.00 2 at 40.00	4 at 40.00	3 at 40.00 2 at 35.00 1 at 23.00 8 at 20.00	1 at 32.50	3 at 40.00 7 at 37.00 1 at 35.00 5 at 28.00

Muscatine.	Nashua.	Newton.	Onawa.	Ossage.	Osceola.
MEN— 1 at \$120.00 1 at 80.00 1 at 50.00	1 at \$50.00	1 at \$100.00 1 at 45.00 1 at 50.00 1 at 40.00	1 at \$80.00	1 at \$75.00	1 at \$133.33
WOMEN— 1 at 50.00 1 at 45.00 5 at 40.00 7 at 33.00 5 at 30.00	3 at 35.00	6 at 45.00 3 at 40.00	1 at 50.00	5 at 35.00	4 at 40.00

SALARIES OF TEACHERS—CONTINUED.

Oskaloosa.	Ottumwa.	Panora.	Pella.	Quincy.	Red Oak Junction.
MEN— 1 at \$133.33 1 at 50.00	1 at \$150.00 1 at 100.00	1 at \$50.00	1 at \$72.72 2 at 55.55	1 at \$60.00 1 at 50.00	1 at \$120.00
WOMEN— 10 at 50.00 5 at 40.00 1 at 55.00 2 at 50.00 3 at 45.00 3 at 40.00	1 at 70.00 1 at 65.00 1 at 55.00 2 at 50.00 3 at 45.00 3 at 40.00	1 at 35.00	1 at 43.63 1 at 88.18 5 at 30.00	1 at 30.00 1 at 27.00	4 at 40.00

Sac City.	Sidney.	Sigourney.	Tama.	Tipton.	Toledo.
MEN— 1 at \$83.33 1 at 45.00	1 at \$70.00 1 at 45.00	1 at \$75.00 1 at 40.00	1 at \$100.00	1 at \$111.11	1 at \$90.00
WOMEN— 1 at 40.00 1 at 27.50	1 at 32.50	4 at 40.00	1 at 50.00 3 at 35.00	6 at 24.21	5 at 30.00

Vinton.	Wapello.	Washington.	Waterloo.	Waverly.	Webster City.
MEN— 1 at \$122.22 1 at 44.44	1 at \$75.00	1 at \$100.00 1 at 35.00	1 at \$133.33	1 at \$100.00 1 at 60.00 1 at 45.00	1 at \$100.00 1 at 90.00 1 at 75.00 1 at 35.00
WOMEN— 1 at 55.55 1 at 44.44	1 at 35.00 1 at 30.00	7 at 35.00	7 at 40.00	5 at 45.00 1 at 35.00	4 at 35.00 2 at 30.00 2 at 25.00

West Union.	Wilton.	Winterset.
MEN— 1 at \$100.00	2 at \$50.00	1 at \$111.11
WOMEN— 1 at 30.00 1 at 35.00 3 at 35.00 4 at 30.00	1 at 35.00 2 at 50.00 6 at 40.00	

COUNTY SUPERINTENDENTS—CONTINUED.

[H.]

LIST OF COUNTY SUPERINTENDENTS OF IOWA,

Whose term of office begins, January 1st, 1872.

COUNTIES.	NAME OF SUPERINTENDENT.	POST-OFFICE.
Adair	William E. Caton	Orient
Adams	W. P. Jeffrey	Coming
Allamakee	Thomas F. Henly	Lansing
Appanoose	J. C. Goodenough	Centerville
Audubon	John Hunter	Exira
Benton	H. M. Hoon	Vinton
Black Hawk	Wm. H. Brinckerhoff	La Porte City
Boone	P. P. Coia	Boonsboro
Bremer	Rev. H. H. Burrington	Waverly
Buchanan	E. H. Ely	Buffalo Grove
Buena Vista	Jacob Davis	Newell
Butler	John W. Stewart	Shell Rock
Calhoun	E. L. Hobbs	Manson
Carroll	Isaac A. Boers	Giliden
Cass	E. D. Hawes	Atlantic
Cedar	Charles W. Rollins	Tipton
Cerro Gordo	E. C. Moulton	Mason City
Cherokee	John E. Sanders	Cherokee
Chickasaw	Joseph F. Grawe	Bradford
Clarke	H. C. Ayers	Osceola
Clay	Josiah E. Chase	Annieville
Clayton	John Fverall	Farmersburg
Clinton	Roswell B. Millard	Low Moor
Crawford	S. J. Wheeler	Denison
Dallas	Rev. A. E. Simons	Perry
Davis	Israel Jenkins	Bloomfield
Decatur	Jerome L. Harvey	Leon
Delaware	Wm. H. Mertin	Colesburg
Des Moines	Thomas B. Snyder	Burlington
Dickinson	A. W. Osborne	Spirit Lake
Dubuque	J. J. E. Norman	Dubuque
Emmett	E. H. Ballard	Estherville
Fayette	M. M. House	West Union
Floyd	J. W. Merrill	Charles City
Franklin	J. Claston Whitney	Hampton
Fremont	Robert Simons	Hamburg
Greene	A. R. Mills	Jefferson
Grundy	J. Morris Rea	Grundy Center
Guthrie	James H. Meek	Guthrie
Hamilton	Rev. J. A. Potter	Homer
Hancock	B. F. Scott	Garner
Hardin	Frank A. Moore	Eldora
Harrison	George H. Demmon	Mondamin

COUNTIES.	NAME OF SUPERINTENDENT.	POST-OFFICE.
Henry	George W. Thompson	Mt. Pleasant
Howard	C. F. Breckenridge	Cresco
Humboldt	Anson D. Bicknell	Rutland
Ida	Alfred Howser	Ida
Iowa	Charles Fletcher	Stelapolls
Jackson	Allen J. House	Maquoketa
Jasper	C. D. Hipsley	Newton
Jefferson	William H. McCracken	Fairfield
Johnson	George S. Hampton	Iowa City
Jones	J. B. Champlin	Walnut Forks
Keokuk	Thomas Hasty	Richland
Kossuth	Miss M. Helen Wooster	Algona
Lee	James Pollard	Fort Madison
Linn	Wm. Langham	Cedar Rapids
Louisia	W. C. Sigafous	Columbus City
Lucas	J. P. Simpson	Chariton
Madison	C. C. Chamberlin	Winterset
Mahaska	E. Baker	Ferry Post-office
Marion	Samuel Ridenour	Knoxville
Marshall	Cyrus H. Shaw	Marshalltown
Mills	Stephen Peebles	Pacific City
Mitchell	H. F. Miller	West Mitchell
Monona	Miss Sarah Fulton	Onawa
Monroe	Thomas G. Kelley	Albia
Montgomery	William M. Wright	Montgomery
Muscatine	Thomas N. Brown	Muscatine
O'Brien	L. E. Hand	O'Brien
Page	Elijah Miller	Clarinda
Palo Alto	John J. Robins	Emmettsburg
Plymouth	John C. Buchanan	La Mars
Pocahontas	George W. Hathaway	Cedarville Post-office
Polk	Rev. J. A. Nash	Des Moines
Pottawattamie	G. L. Jacobs	Council Bluffs
Poweshiek	G. W. Cutting	Deep River
Ringold	Robert F. Askxen	Mount Ayr
Sac	Rasael Ellis	Sac City
Scott	P. S. Morton	Harlan
Shelby	Caleb Smith	Calliope
Sioux	E. Johnson	Colo
Story	Jeremiah H. Franks	Orford
Tama	Fayette Hurd	Siam
Taylor	David L. Chaney	Afton
Union	Joseph M. Milligan	Mount Zion
Van Buren	Francis M. Millen	Bladensburg
Wapello	N. M. Ives	Lacona
Warren	Christopher B. Rogers	Washington
Washington	Edwin R. Eldridge	New York
Wayne	W. G. McGill	Fort Dodge
Webster	Frank Farrell	Lake Mills
Winnebago	A. L. Shay	Ossian
Winnechee	Henry Toye	Sioux City
Woodbury	Miss Carrie A. Bassett	Plymouth
Worth	F. Parker	Clarion
Wright	N. F. Webber	