

The fee for a State certificate is three dollars, and the holder is authorized to teach in any of the public schools of the State for a term of five years. The law requires that in case applicants fail to receive diplomas or certificates one half of the fee required shall be returned.

FINANCIAL REPORT.

No. of applicants.....	17
Fees collected from applicants for certificates.....	\$51.00
Fees returned,.....	15.00
Amount on hand and paid over to State treasurer.....	\$36.00

The number of applicants has not been as large as was expected, and yet it is equal to that of other States for the first year after the organization of similar boards.

Many of our teachers are reviewing and preparing for the next examination, which will be held in Davenport the coming month of August.

Before closing this report I desire to call attention to the apparent deficits of the various school funds for the year 1882. I do not think it at all probable that this is an actual shortage. It arises, no doubt, from the practice of borrowing from one fund in favor of another, which, in many cases, swells the receipts beyond what they really are. It may also be accounted for in part by carelessness and inefficiency of school officers, and furnishes a strong argument in favor of a consolidation of funds. It should also be stated that county superintendents are required to copy the original reports of secretaries and treasurers in reporting to this department. The item, "Paid for other purposes," is frequently erroneously reported as "Amount on hand." Wherever this mistake was made for the year 1881 it goes to swell the apparent deficit of the present report.

With the utmost faith in the future growth and efficiency of our schools, and yet with a keen sense of the imperfections of our laws, which I trust will be speedily remedied, this report is most respectfully submitted.

J. W. AKERS,
Superintendent Public Instruction.

ESSAYS UPON EDUCATIONAL QUESTIONS.

COUNTY HIGH SCHOOL.

BY PROF. R. D. JONES, OF GUTHRIE COUNTY HIGH SCHOOL.

"This system of high schools * * * is the identical plan recommended by the immortal Jefferson to the legislature of Virginia, the next year after he wrote the Declaration of Independence.

"Iowa, then the possession of a foreign prince, afterward annexed to the United States by his far-seeing policy, was first to adopt his statesman-like system of public instruction."

The foregoing statement we find in the report for 1858, made by the Hon. Maturin L. Fisher, then State Superintendent of Public Instruction.

It is interesting to note that the conception of the county high school system originated in the fertile brain of that man of ideas, Thomas Jefferson, he who meditated upon the sources of law, and the origin of liberty, and was proficient upon the violin; who pondered on profound problems of political science; and, when Minister Plenipotentiary to France, sent seed, and shrubs and plants to the farmers of America; who drafted with equal ease a Declaration of Independence, and a model mould-board for an improved plow; who was the founder of the Democratic party, as well as of schools and colleges. Truly he was a man of versatile and remarkable talents!

How extensively this county high school system of Jefferson has been established in other States, I have no means of ascertaining. In Iowa a law was passed March 12, 1858, authorizing the establishment of county high schools, and providing certain aid by the State. This law was repealed December 28, of the same year. During the short period in which it was in force a county high school was established at Albion, Marshall county, but the law under which it was established

having been repealed, and not realizing the aid promised by the State, after a year or two the school suspended.

Nothing was then done until the year 1870, when Senator Marcus Tuttle, of Cerro Gordo county, introduced a bill authorizing counties to "establish and sustain a high school for the benefit of those who desire a more advanced education than the ordinary schools of the county afford, and for those who desire to fit themselves for the vocation of teaching." The bill became a law. This law was slightly modified in 1873, but has since remained unchanged.

As yet, there is but one such school in the State. In 1874 the people of Guthrie county voted to establish a county high school. The school opened January, 1876, with about fifty pupils. The enrollment during the school year, ending May 18, 1883, was one hundred and forty.

The board of trustees consists of six members besides the county superintendent, who is president *ex officio*. Two trustees are elected each year by the people, just as other county officers are elected.

It is intended that these trustees shall represent different sections of the county. One of the trustees lives thirty miles from the school. Some others live nearly as far away. More responsibility must rest upon the principal of the school than in the ordinary city high school.

The school is supported by a tax upon all the property in the county. The average tax is about five eighths of one mill. A man in reality worth \$5,000 is assessed at one-third of this, or less, and pays about \$1 per year for the support of the county high school. But the majority of the men in Guthrie county do not pay taxes on \$5,000 worth of property, and, therefore, do not pay even so much as \$1 per year for the support of the school. The railroads and non-residents pay, I think, at least one-fourth of the expenses of higher education in Guthrie county; but, so far as I know, they do not complain. They realize that it pays to educate. They have the commendable spirit of the Hon. John I. Blair, who, though a resident of New Jersey, is said to have paid one million dollars of school taxes in Iowa and who has done so gladly, because he believes that it costs less to sustain schools than it does penitentiaries, that in the end it is cheaper to employ teachers than policemen.

Guthrie county, being comparatively new, is not blessed with large towns, nor well equipped high schools. This school has, therefore, afforded an opportunity to many young and men women to obtain an education which they could not otherwise have acquired.

In many other counties in this new State a city high school cannot or will not be sustained. A school supported by a whole county can and should be sustained. Such a school is a center of light. It creates an intellectual atmosphere on the frontier. It moulds public sentiment when the community is new and opinions are plastic. It creates an educational sentiment among both old and young and gives to all a higher ideal of life and its duties and possibilities.

More can be accomplished in moulding public sentiment and in determining the tone of public morality in the first ten years of the life of a community than in the next twenty. There are counties in Iowa with not a single high school of any kind whatever. Put such a school there, and you will soon have a hundred young people eagerly obtaining what, in after years, money could not buy—an education, a well disciplined mind, a thirst for knowledge, a noble ambition to be and to do, and a manly determination to bear worthily the duties and burdens of life.

Of this hundred, scarcely five would have gone away a hundred miles to school. If the school is near, it is better known. The pupil does not seem to be going so far from home. Local interest is greater and a much larger proportion of the young people attend. "If the mountain will not come to Mahomet, Mahomet must go to the mountain." The pupils will not go hundreds of miles to the school. The school must be brought to the pupils.

One objection only is ever made against the school, viz.: that all parts of the county are not equally represented. To this I reply:

1st. Guthrie county is better represented at the county high school than is the State of Iowa at any college or university within her borders.

2d. When a school draws its pupils from a larger area than two miles square, equality of representation from all parts of this area is, in the nature of things, improbable.

3d. *The benefit of a school is not so much to those places from which its pupils come as to those places to which its pupils go.*

The first point needs no amplification. All must admit the truth of the second. It may be an advantage to Black Hawk county to have the State Normal School located there. It may be a disadvantage to Fremont county to have the State University so far away. But what shall we do? Abandon all schools for higher education? Certainly not. The school must be placed somewhere. Place it there and thank God for it. We cannot scatter the Iowa University over

every school district in the State. Let us locate it where it will do the greatest good to the greatest number. Then let us be broad minded enough to look upon it and to support it as the State University of Iowa, the students of which may perhaps come largely from adjoining counties, but the benefit of which is State wide—nay more—which cannot be bounded by State lines.

The graduates of the Iowa State Normal School are scattered all over Iowa, putting into use in the schools where they now are; the progressive ideas and culture obtained at this school; and what the Iowa State Normal School is doing for Iowa, the Guthrie County High School is doing for Guthrie county. The grade of the district schools of Guthrie county has, without doubt, been raised by the county high school. "It is an inseparable part of the school system of the county. Very few young men and women attempt to teach without attending two or three terms at the county high school."—[Official report of county superintendent.]

Thus far I have spoken particularly of the urgent need for the county high schools in counties not otherwise well provided with city high schools and academies. Should there be a county high school in Johnson county? Education should be made *free*—not only common school education, but also college preparatory or high school education. Guthrie county is the only county in the State of Iowa where the poor but ambitious *country* student can obtain his college preparatory education without paying his own tuition. All honor to Guthrie county! This consideration seems to me to settle the question. These country boys with their strong constitutions and vigorous minds are the bone and sinew of the colleges, as well as of our business and national life.

Has the State of Iowa no duty to perform, in behalf of these boys and girls who do not live within the limits of the city high schools. In some way, either by a separate school or in connection with the city high school, free tuition ought to be guaranteed to these farmer boys and girls to whom in a great measure the next generation must look for its great men and noble women. It is neither right nor just nor wise public policy to compel them to pay tuition in the city high school nearest them, besides running the risk of being refused admittance; because it is the privilege and duty of the State to help each one to make the most and the best of himself. "But there remain yet, probably, three fourths of all the youth in the State who are so situated that they will never, while our system remains as at

present, be able to avail themselves of the advantages of any but the ungraded district school."—[From biennial report of the Hon. Alonzo Abernethy.] For the city pupil Iowa has done her whole duty. But for the sake of these noble, sturdy, ambitious farmer boys and girls there ought to be not one, but ninety and nine county high schools in the State of Iowa.

The Guthrie County High School needs no apology for its existence. Were there such a school in every county in the State, our district schools would be improved thereby; our State educational institutions would reap an increased attendance and enter upon a new era of usefulness; justice would be done our country pupils; and Iowa would be better prepared to maintain the proud position she now holds as the State with the highest average intelligence and culture upon this western continent.

CITY SUPERVISION.

H. H. SEERLEY, OSKALOOSA.

A city superintendent is the chief executive officer of the board of education. He attends its meetings, receives its instructions, carries out its mandates, and enforces its rules. It is true, that in doing this he is allowed his discretion in many respects, especially so far as specific cases are concerned, and, as a consequence, the schools assume an individuality that his personality is able to give them.

The unity, harmony, and general standing of the schools of a city are criteria of the character of the work done by its superintendent. The reputation of the schools abroad, the confidence attained at home, their effectiveness in producing thorough scholarship, depends almost entirely upon his reputation abroad, the confidence conferred upon him by his people, and the thorough scholarship that he has acquired.

To this end, then, the most important part of a city school board's work consists in securing, keeping, and aiding an efficient executive at the head of the schools. When this has been done, the board of education can justly feel that the public interest and welfare have

been served, and that the duty to the coming generation is worthy of consideration.

In this brief paper city supervision will be considered under the four types that it assumes, viz.:

1. Relation to the People.
2. Relation to the Board of Education.
3. Relation to Teachers.
4. Relation to Pupils.

I. RELATION TO THE PEOPLE.

In this State the people are the direct agents in the establishing and maintaining of schools. It is, therefore, necessary that they have correct views concerning the objects and ends of education. Their money is expended, their interests should be consulted, while their confidence in the morality, practicability, and scholarship gained in their schools must be secured. To attain the success that is desired, a superintendent must be popular. He must enjoy the respect, confidence, and good will of his patrons, while his work in their behalf, his character as an individual, his fellowship and his manliness must maintain this desired power. The people's dearest interests are in his hands, and they have a right to demand and expect from him high mental cultivation, unquestioned moral standing, a character and life unsullied united with a lively interest in the future welfare of their children and their community.

A superintendent must create that good will toward himself and that good report for his schools that will produce their popularity and well-being. If the people and the management of schools get at variance, the harmony in interest and purpose is destroyed, confidence is cast down, and supervision becomes restricted and unsatisfactory. No person, however competent, can carry the burdens of the office when he is required to brook opposition at the very points where good will, encouragement, and support are the most necessary. Building school-houses, providing for the comfort and welfare of the children, reforming abuses, suppressing vices, making necessary changes, are all easily enough done when the people feel that wisdom, good discretion, and ability direct and manage their school interests.

II. RELATION TO THE BOARD OF EDUCATION.

The superintendent is employed by the board like any other

teacher. He is, therefore, subject to its control and direction. It adopts the general rules and regulations that determines the character of his work. In many respects he may be the author of these regulations which the board approves and adopts. He, then, assumes the responsibility of giving satisfaction to the board and to the public, and is thereby required to create a public sentiment that is healthy and encouraging.

In this professional position he becomes the advisory officer of the board in all matters pertaining to the schools under its charge. When assistant teachers are selected, unless he is consulted and his advice, professionally given, heeded, he can in no case be held responsible for the result. It is the lawful right of the board to select its teachers; it is proper for it to perform its legal duty; it is beneficial to the public interest that it exercise great care in this important matter, and the superintendent's judgment and experience should be duly considered. His statements should be entirely professional; they should not savor of friendship nor influence, and should be frank and unrestrained.

If our system of schools means anything in its organization, it means that the people and their representatives, the board, are to come as close to the management and control of the schools as possible and yet not be able to produce disorganization and revolution without due consideration. The board has, therefore, no right to delegate its powers in the employment of teachers to the superintendent, since the work of looking after the interests of the schools is educative in its influence, and an experienced and trained board of education is the greatest power in securing and maintaining good schools.

The board should leave the superintendent to exercise his discretion untrammelled in the management and direction of the schools. It should give him unqualified support and should treat him with the respect that his responsible position demands. No matter of importance should be decided without his knowledge, while its members still assume the authority granted them by the law. Much depends upon the relation between the board and the superintendent, and its condition needs to be the constant study and attention of the parties concerned.

III. RELATION TO THE TEACHERS.

Under city school organization the superintendent becomes the medium of communication between the board and the teachers, and also between the people and the teachers. If the board desires to make any change, to introduce something new, or to learn anything about the plan of the work and the success attained, it communicates its desires to the superintendent, who is authorized to take the necessary steps in the performance of work to accomplish what is desired. If teachers have requests to make of the board pertaining to any matter connected with the schools, they present these to the board through their superintendent. If people have complaints to make concerning teachers, in which they think they have cause for grievance, they apply to him for relief. He, therefore, becomes chief executive, and it is his business to prescribe the kind of discipline that should be required, and to see that it is maintained, to determine upon the kind and amount of work to be done in the several classes in some definite time, and to provide means whereby he may know that this work has been conscientiously undertaken and the necessary results obtained. He must, therefore, assume the responsibility, dictate plans, indicate the important parts of the work and exemplify how to make it practical and beneficial. His orders should be implicitly obeyed, since he must know what is done if he is to be able to aid, defend, and support teachers in their work. It is not best to superintend too much. The judicious officer must learn his teachers so well as to know just how much and what aid it is necessary to give to secure what is desired in return. He will require results, not methods, and will leave as much as possible to the discretion and wise foresight of his assistants. His work with and for them will have the object in view to so strengthen and help them that they may be daily growing more independent in judgment, while extended experience will bring value and pleasure to the teacher's life and prospects. It is wrong to destroy a teacher's individuality. Every subordinate has a field of labor in which he should be left untrammled, while machine work and machine methods should be discountenanced and discouraged. It may appear well to have an absolute city uniformity in signals for calling classes, for dismissing them, for conducting recitations, for excusal from the room, etc., but there is a very great

danger of over-organization, of too much system, of too much so-called "red tape", and too little individual power, honest, free thought, and careful, judicious teaching.

A school is not a mill into which pupils are turned to be ground out, trained and cultured, and labeled "superfine." Teachers are not machines to do work in a certain prescribed manner. Pupils and teachers are thinking, reasoning organisms, endowed with judgment, discretion and intelligence, needing guidance, encouragement and oversight in doing the mighty work that is to cause youth to occupy the lofty plain of a true appreciation of the objects of life.

Supervision does not insure success to any and all teachers. It oftener weeds out the unsuccessful and the unqualified. It places a standard upon work, and insists upon all teachers approximating to it. Some teachers cannot be helped up. Many aspirants are not fitted by nature nor by training for the work, and it becomes the duty of efficient and careful supervision to eradicate the evils, to cultivate a lofty ideal as to the work required, and to secure the education to the children necessary for the welfare of the community and the State.

IV. RELATIVE TO PUPILS.

In the majority of cities, such as there are in this State, the examination and classification of new pupils should constitute a part of the official work of the superintendent. There is no work in the school demanding more discretion and wiser judgment than this. It is easy enough to talk with a pupil, and then assign him low enough to insure that he will get along, but to put him at such work that his own interests are best served to secure for him just as high a grade as he is able to carry, to start him with proper aspiration and encouragement, is the problem that should be solved. Pupils that present themselves for enrollment, having come from mixed schools, are generally uneven in their branches. Such should have conditional classification and the strict rule of all recitations in the same class or even in the same room should be waived, a reasonable time being given in which to rectify the irregularity and get into course.

The examination and promotion of pupils belongs strictly to the superintendent. Special, individual promotion should be attainable at any time by a pupil when proficiency and desert admit of it. The

general management of a school should be so reasonable as to recognize special ability, and vigorous, successful application, and should honor success by the very attributes that are so powerful in the ordinary walks of life.

Class examination and promotion should be periodic. Experience indicates that twice a year is not too often to maintain a well classified school. There are two objects to be had in view in this examination: (1) to investigate the work done by the teachers, and (2) to determine whether the members of the class are individually prepared to enter upon more advanced work.

The promotion of a pupil should not be arbitrarily determined by the averaging of per cents. He should, in all cases, be permitted to pass if the probabilities are, at all, in his favor. Health, ability, habits, faithfulness and acquirements should all be considered as factors in the determination of his advancement. No system of marking can be depended upon as a safe guide. Discretion is of more value than per cents, and the wise superintendent appreciates and employs it in determining doubtful cases.

Classes are as much different in talent, application and studious habits as individuals. This fact should be remembered when work is assigned or is being done. The superintendent is obliged to pay more attention to what can be well done, than what the course of study requires for any certain period of time. A course of study is intended as a general guide to teachers and superintendent. It is not presumed to become a master whose will is unchangeable. It is arbitrary, and is expected to indicate what can be reasonably undertaken by the average pupil. Pupils are unknown quantities, and the requirements of a course of study must not be permitted to become supreme and over-ride and control good judgment. Courses of study are a good thing when properly used. They are a necessity in any system of schools, but they must not be placed in such authority as to become procrustean and destroy the very mental power and vigorous freedom of action that are intended to be cultivated and developed.

The moral and intellectual influence of a superintendent is very great. He occupies a prominent place in public favor and esteem, and the hundreds of pupils under his charge look upon him as one whose life and character is worthy of emulation. He gains their affection by recognizing their success and giving them advice and

encouragement. He is expected to repress evil tendencies, to awaken dormant aspirations, and to guide his pupils to the appreciation of right objects and pure motives. To be as successful as the place demands, he must obtain their respect, esteem and love. His habits should be worthy of imitation, his character grand and ennobling, his morals certain and convincing.