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STATE OF IOWA

DEPARTMENT OF PUBLIC INSTRUCTION

DES MOINES

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SUPERINTENDENT OF PUBLIC INSTRUCTION

RICHARD C. BARRETT

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DEPUTY SUPERINTENDENT

ALBERT C. ROSS

STENOGRAPHER

BYRDELLA JOHNSON

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STATE BOARD OF EDUCATIONAL EXAMINERS.

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RICHARD C. BARRETT, <i>ex-officio</i> President	-	-	-	-	Des Moines
GEORGE E. MACLEAN, <i>ex-officio</i> ,	-	-	-	-	Iowa City
HOMER H. SEERLEY, <i>ex-officio</i> ,	-	-	-	-	Cedar Falls
* HAMLINE H. FREER,	-	-	-	-	Mt. Vernon
† ELIZABETH HUGHES,	-	-	-	-	Cedar Falls

\* Term expires 1902.

† Term expires 1900.

LETTER OF TRANSMITTAL.

STATE OF IOWA,  
DEPARTMENT OF PUBLIC INSTRUCTION, }  
DES MOINES.

*To His Excellency, Leslie M. Shaw, Governor of the State of Iowa:*

In compliance with the provisions of law I have the honor to submit to you the biennial report of the department of public instruction, for the period ending September 30, 1899.

RICHARD C. BARRETT,  
*Superintendent of Public Instruction.*





HON. JAMES HARLAN,  
FIRST STATE SUPERINTENDENT OF IOWA.

# SUPERINTENDENTS OF PUBLIC INSTRUCTION.

## TERRITORY AND STATE OF IOWA.

NAME.	COUNTY.	TIME.	POSTOFFICE.
William Reynolds.....	Des Moines	1841-1842	Deceased.
James Harlan.....	Henry	1847 —	Deceased.
Thos. H. Benton.....	Dubuque	1848-1854	Deceased.
James D. Eads.....	Lee	1854-1857	Deceased.
Joseph C. Stone.....	Johnson	1857 —	Burlington.
M. L. Fisher.....	Clayton	1857-1858	Deceased.
Aaron Faville.....	Mitchell	1864-1867	Deceased.
D. Franklin Wells.....	Johnson	1867-1868	Deceased.
A. S. Kissell.....	Scott	1869-1872	Deceased.
Alonzo Abernethy.....	Crawford	1872-1876	Oaage.
C. W. von Coella.....	Black Hawk	1876-1881	Denison.
J. W. Akers.....	Linn	1882-1888	Chicago, Ill.
Henry Sabin.....	Clinton	1888-1892	Des Moines.
J. B. Knoepfer.....	Allamakee	1892- 894	Lansing.
Henry Sabin.....	Clinton	1894-1898	Des Moines.
Richard C. Barrett.....	Mitchell	1898 —	Des Moines.

The office of Superintendent was abolished in 1842. Again in 1858 it was abolished and the duties were performed by the State Board of Education, of which Thos. H. Benton acted as secretary for five years.

## GENERAL SUMMARY OF STATISTICS.

## SECRETARIES' REPORTS.

## SCHOOL DISTRICTS.

	1897.	1898.	1899.
School townships .....	1,190	1,194	1,175
Independent districts .....	3,647	3,642	3,682
Whole number of districts .....	4,837	4,835	4,857
Subdistricts .....	9,311	9,336	9,378

## SCHOOLS.

Ungraded .....	12,578	12,578	12,616
Rooms in graded .....	5,184	5,381	5,561
Whole number .....	17,762	17,959	18,177
Average duration in months .....	8.1	8.1	7.9

## TEACHERS.

Males employed .....	5,824	5,855	5,577
Females employed .....	22,208	22,839	22,860
Whole number .....	28,032	28,694	28,437
Average monthly compensation, males .....	\$ 37.01	\$ 37.10	\$ 38.31
Average monthly compensation, females .....	31.45	31.20	30.30

## SCHOLARS.

Between 5 and 21, males .....	369,772	369,413	369,135
Between 5 and 21, females .....	357,922	358,043	358,640
Total enumeration .....	727,694	727,456	727,775
Enrolled in public schools .....	546,836	548,852	554,992
Total average attendance .....	347,620	370,845	364,409
* Percentage enrollment on enumeration .....	76.0	75.4	76.2
Percentage attendance on enrollment .....	63.5	67.5	50.0
* Percentage attendance on enumeration .....	48.3	50.9	65.6
Average tuition per month per scholar .....	\$ 1.87	\$ 1.77	\$ 1.88
Average number enrolled to each teacher .....	30	25	30

\* Computed on enumeration of previous year, during which these statistics accrued.

## SCHOOLHOUSES.

	1897.	1898.	1899.
Whole number .....	13,744	13,775	13,836
Value .....	\$16,355,842	\$16,790,063	\$ 16,908,076

## APPARATUS.

Value .....	\$ 619,833	\$ 660,471	\$ 717,373
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## DISTRICT LIBRARIES

Number of volumes .....	212,702	252,972	300,795
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## SHADE TREES ON SCHOOL GROUNDS.

Number of growing trees .....	198,003	212,175	215,292
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## TEMPERANCE INSTRUCTION.

Schools teaching effects of stimulants ..	17,384	17,699	17,760
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## TREASURERS' REPORTS.

## TEACHERS' FUND.

## RECEIPTS.

	1897.	1898.	1899.
On hand at last report .....	\$2,348,106.77	\$2,405,044.28	\$2,643,064.77
From district tax .....	4,456,044.92	4,591,763.72	4,584,997.47
From apportionments .....	\$16,044.27	852,428.33	822,275.08
From other sources .....	129,196.34	158,720.45	138,719.48
Total receipts .....	\$7,752,391.30	\$8,007,956.78	\$8,189,056.80

## EXPENDITURES.

Paid teachers .....	\$5,264,353.70	\$5,315,157.17	\$ 5,417,663.10
Paid for other purposes .....	82,993.32	49,734.84	51,927.82
Total expenditures .....	\$5,347,347.02	\$5,364,892.01	\$ 5,469,590.92
On hand .....	2,405,044.28	2,643,064.77	2,719,465.88
Total .....	\$7,752,391.30	\$8,007,956.78	\$ 8,189,056.80



REPORT OF THE  
SCHOOLHOUSE FUND.

RECEIPTS.

	1897.	1898.	1899.
On hand at last report.....	\$ 323,855.83	\$ 303,481.45	\$ 360,723.60
From district tax.....	767,170.59	748,230.79	748,060.25
From other sources.....	554,340.26	592,645.58	579,346.49
Total receipts.....	\$1,645,366.73	\$1,644,357.82	\$1,688,130.34

EXPENDITURES.

For schoolhouses and sites.....	\$ 638,485.37	\$ 423,088.89	\$ 474,806.54
On bonds and interest.....	548,908.46	672,177.37	605,356.84
For libraries and apparatus.....	10,344.58	1,395.81	2,123.95
Paid for other purposes.....	143,056.87	186,972.05	171,375.88
Total expenditures.....	\$1,341,885.28	\$1,283,634.22	\$1,253,663.21
On hand.....	303,481.45	300,723.60	434,467.13
Total.....	\$1,645,366.73	\$1,644,357.82	\$1,688,130.34

CONTINGENT FUND.

RECEIPTS.

	1897.	1898.	1899.
On hand at last report.....	\$ 683,190.40	\$ 761,753.04	\$ 761,910.94
From district tax.....	1,616,820.48	1,617,210.87	1,603,646.06
From other sources.....	212,937.47	185,924.85	202,847.27
Total receipts.....	\$2,512,948.55	\$2,564,888.76	\$2,568,404.27

EXPENDITURES.

For fuel, rent, repairs, etc.....	\$1,089,972.49	\$1,106,423.02	\$1,191,180.06
Paid secretaries and treasurers.....	139,660.93	137,547.88	138,403.27
For records, apparatus, etc.....	58,493.70	51,287.20	53,562.82
For library and dictionaries.....	-----	18,232.94	23,453.14
For free text-books.....	41,009.51	41,124.74	21,996.12
For general supplies.....	187,172.37	210,836.56	184,070.30
For other purposes.....	234,886.51	237,525.48	247,437.49
Total expenditures.....	\$1,751,195.51	\$1,784,744.88	\$1,880,163.20
On hand.....	761,753.04	761,910.94	708,241.07
Total.....	\$2,512,948.55	\$2,564,888.76	\$2,568,404.27

COUNTY SUPERVISION.

EXAMINATION OF TEACHERS.

	1897.	1898.	1899.
First grade certificates issued.....	4,926	2,526	2,849
Second grade certificates issued.....	16,021	14,165	14,084
Third grade certificates issued.....	3,289	6,735	7,108
Special certificates issued.....	209	224	436
Total number issued.....	24,445	23,741	25,197
Applicants rejected.....	4,832	5,284	4,650
Total number examined.....	29,277	29,025	30,084
Certificates revoked.....	4	6	3
Average age of applicants.....	25 and 22	25 and 23	25 and 22
No experience in teaching.....	3,639	3,508	3,821
Taught less than one year.....	3,828	3,725	4,161
With state certificates or diplomas.....	807	976	1,137

VISITATION OF SCHOOLS.

Schools visited.....	12,636	11,200	12,134
Visits made during the year.....	16,474	14,055	15,803
Educational meetings held.....	1,753	1,537	1,329

APPEALS.

Number of cases.....	36	48	41
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COMPENSATION OF COUNTY SUPERINTENDENTS.

Average received per annum.....	\$ 1,215	\$ 1,222	\$ 1,212
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PRIVATE SCHOOLS.

Number reported.....	259	250	244
Teachers employed.....	1,320	1,225	1,457
Students in attendance.....	32,450	30,751	37,779
Number of graduates.....	2,028	1,931	2,520

## TEACHERS' NORMAL INSTITUTES.

## GENERAL REPORT.

	1897.	1898.	1899.
Number of institutes held.....	99	99	99
Continuing weeks.....	2.3	2.3	2.3
Males in attendance.....	3,737	3,114	2,772
Females in attendance.....	18,501	17,070	17,682
Total in attendance.....	22,238	20,784	20,454

## FINANCIAL REPORT.

## RECEIPTS.

	1897.	1898.	1899.
On hand at last report.....	\$ 17,835.93	\$ 13,987.93	\$ 15,009.05
Examination fees.....	29,277.00	31,843.00	32,933.00
Registration fees.....	22,238.00	20,784.00	20,454.00
State appropriation.....	4,950.00	4,950.00	4,950.00
From other sources.....	1,265.55	3,657.98	1,936.09
Total.....	\$ 75,566.48	\$ 74,922.91	\$ 75,282.14

## EXPENDITURES.

For instruction and lectures.....	\$ 51,776.96	\$ 51,649.21	\$ 53,285.38
For incidentals.....	9,801.59	8,259.65	7,448.88
On hand.....	13,987.93	15,014.50	14,564.88
Total.....	\$ 75,566.48	\$ 74,923.36	\$ 75,282.14

## PERMANENT SCHOOL FUND.

	1897.	1898.	1899.
Amount in September.....	\$4,724,357.29	\$4,724,030.61	\$ 4,724,804.32
Interest on the same.....	238,910.30	118,177.50	118,138.85

## THE COST OF OUR SCHOOLS.

	1897.	1898.	1899.
For teachers' salaries.....	\$ 5,264,354	\$ 5,315,157	\$ 5,417,663.10
For schoolhouses, apparatus, etc.	1,341,885	1,283,634	1,253,663.21
For general contingencies.....	1,834,189	1,802,977	1,860,143.20
Total.....	\$ 8,440,428	\$ 8,401,768	\$ 8,531,469.51

## FIGURED ON TAXABLE PROPERTY.

## Number of mills for each dollar of assessed valuation.

	1897.	1898.	1899.
Teachers' salaries.....	9.4	11.2	11.4
Schoolhouses, apparatus, etc.....	2.4	2.6	2.6
General contingencies.....	3.3	3.8	3.9
Total.....	15.1	17.6	17.9

## ON ESTIMATED POPULATION.

## For each individual of entire population.

Teachers' salaries.....	2.45	2.58	2.63
Schoolhouses, apparatus, etc.....	.63	.62	.60
General contingencies.....	.86	.87	.90
Total.....	3.94	4.07	4.13

## ON SCHOOL ENUMERATION.

## For each youth between 5 and 21.

Teachers' salaries.....	7.23	7.33	7.44
Schoolhouses, apparatus, etc.....	1.84	1.76	1.72
General contingencies.....	2.49	2.47	2.55
Total.....	11.56	11.56	11.71

## ON TOTAL ENROLLMENT.

## For each scholar enrolled in school.

Teachers' salaries.....	9.62	9.57	9.76
Schoolhouses, apparatus, etc.....	2.45	2.31	2.26
General contingencies.....	3.35	3.25	3.25
Total.....	15.42	15.13	15.37

## ON AVERAGE ATTENDANCE.

## For each scholar actually in attendance.

Teachers' salaries.....	15.15	14.58	14.6
Schoolhouses, apparatus, etc.....	3.86	3.52	3.44
General contingencies.....	5.27	4.94	5.10
Total.....	24.28	23.04	23.40



## TABULAR EXHIBIT SHOWING THE GROWTH OF THE PUBLIC

## SCHOOL SYSTEM OF IOWA FROM 1847 TO 1899 INCLUSIVE.

Year.	School townships.	Independent dis- tricts.	Subdistricts.	DISTRICTS.		SCHOOLS.		TEACHERS.		PUPILS.	
				Ungraded.	Graded.	Months Days.	Average annual session.	NUMBER EMPLOYED.	AVERAGE COMPENSA- TION PER MONTH.	Number of persons between the ages of 5 and 21 years.	PUPILS. Number enrolled in public schools. Total average atten- dance.
								Males.	Females.	Males.	Females.
1847	416	101	101					285	285	20,922	2,439
1848	416	101	101					285	285	20,922	2,439
1849	416	101	101					285	285	20,922	2,439
1850	416	101	101					285	285	20,922	2,439
1851	416	101	101					285	285	20,922	2,439
1852	416	101	101					285	285	20,922	2,439
1853	416	101	101					285	285	20,922	2,439
1854	416	101	101					285	285	20,922	2,439
1855	416	101	101					285	285	20,922	2,439
1856	416	101	101					285	285	20,922	2,439
1857	416	101	101					285	285	20,922	2,439
1858	416	101	101					285	285	20,922	2,439
1859	416	101	101					285	285	20,922	2,439
1860	416	101	101					285	285	20,922	2,439
1861	416	101	101					285	285	20,922	2,439
1862	416	101	101					285	285	20,922	2,439
1863	416	101	101					285	285	20,922	2,439
1864	416	101	101					285	285	20,922	2,439
1865	416	101	101					285	285	20,922	2,439
1866	416	101	101					285	285	20,922	2,439
1867	416	101	101					285	285	20,922	2,439
1868	416	101	101					285	285	20,922	2,439
1869	416	101	101					285	285	20,922	2,439
1870	416	101	101					285	285	20,922	2,439
1871	416	101	101					285	285	20,922	2,439
1872	416	101	101					285	285	20,922	2,439
1873	416	101	101					285	285	20,922	2,439
1874	416	101	101					285	285	20,922	2,439
1875	416	101	101					285	285	20,922	2,439
1876	416	101	101					285	285	20,922	2,439
1877	416	101	101					285	285	20,922	2,439
1878	416	101	101					285	285	20,922	2,439
1879	416	101	101					285	285	20,922	2,439
1880	416	101	101					285	285	20,922	2,439
1881	416	101	101					285	285	20,922	2,439
1882	416	101	101					285	285	20,922	2,439
1883	416	101	101					285	285	20,922	2,439
1884	416	101	101					285	285	20,922	2,439
1885	416	101	101					285	285	20,922	2,439
1886	416	101	101					285	285	20,922	2,439
1887	416	101	101					285	285	20,922	2,439
1888	416	101	101					285	285	20,922	2,439
1889	416	101	101					285	285	20,922	2,439
1890	416	101	101					285	285	20,922	2,439
1891	416	101	101					285	285	20,922	2,439
1892	416	101	101					285	285	20,922	2,439
1893	416	101	101					285	285	20,922	2,439
1894	416	101	101					285	285	20,922	2,439
1895	416	101	101					285	285	20,922	2,439
1896	416	101	101					285	285	20,922	2,439
1897	416	101	101					285	285	20,922	2,439
1898	416	101	101					285	285	20,922	2,439
1899	416	101	101					285	285	20,922	2,439

\* No report in 1855.

\* Including independent districts.

\* Rooms in graded schools.

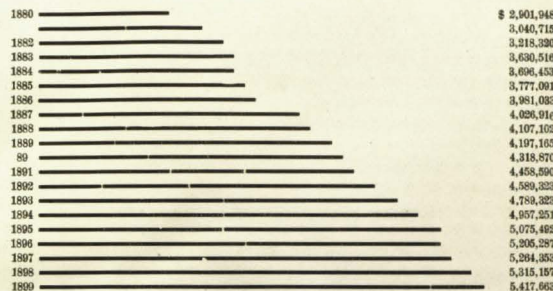
SCHOOLHOUSES.	EXPENDITURES.											
Total number.	Value.	No. volumes in libraries.	No. teachers' institutes held.	Teachers' salaries.	Schoolhouses, grounds, libraries, and apparatus.	Fuel and other contingencies.	Total.	Annual interest of permanent fund.	Total equalized assessment of entire state.	Year.		
387	\$38,506	180	7	\$74,648	\$18,278	\$1,812	\$44,728	\$1,351	\$12,711	1847		
382	\$38,506	180	7	\$74,648	\$18,278	\$1,812	\$44,728	\$1,351	\$12,711	1848		
382	69,712	476	17	47,502	23,779	8,475	76,756	73,546	28,486	1849		
382	63,408	703	15	54,643	18,683	8,750	77,546	73,546	30,803	1850		
359	144,676	945	17	73,065	31,800	3,700	107,625	39,186	40,540	1851		
350	170,654	576	7	87,817	30,224	3,324	121,965	50,155	12,837	1852		
1,233	366,756	873	16	147,862	128,431	15,448	291,741	102,718	164,305	1853		
1,682	571,064	823	19	198,142	147,177	19,306	364,625	111,839	210,045	1854		
2,186	971,004	247	24	148,574	171,479	18,719	338,772	173,606	273,600	1855		
2,309	1,046,714	337	34	385,589	166,862	67,241	617,452	145,935	397,823	1856		
2,308	1,306,840	2,325	39	446,458	158,921	52,179	658,938	143,151	196,385	1857		
2,407	1,588,837	2,965	53	515,919	224,903	69,447	810,269	177,431	241,451	1858		
2,406	1,390,288	2,889	53	515,939	130,805	49,027	770,771	165,217	175,070	1859		
4,110	1,394,788	3,857	50	570,115	140,253	68,289	788,657	123,790	177,106	1860		
4,274	1,739,131	4,480	53	669,732	159,000	75,029	904,761	147,487	213,451	1861		
4,653	2,185,738	5,589	59	856,725	297,453	111,489	1,265,667	338,840	215,068	1862		
5,009	2,806,737	7,181	59	1,008,619	572,530	158,780	1,739,935	385,344	264,944	1863		
5,434	3,450,078	9,700	67	1,181,037	648,914	188,910	2,018,961	477,771	304,000	1864		
5,400	4,307,014	9,306	67	1,330,829	917,604	215,458	2,463,891	501,403	320,000	1865		
6,407	5,274,742	8,932	74	1,438,954	1,41,854	466,150	3,145,034	504,694	300,000	1866		
6,888	5,911,038	11,369	78	1,629,951	1,746,064	506,493	3,882,508	536,356	300,000	1867		
6,805	6,865,910	11,482	78	1,900,808	935,617	432,680	3,939,109	326,111	340,028	1868		
8,253	7,645,026	19,719	89	2,330,047	1,212,732	722,897	4,065,676	476,077	375,759	1869		
8,946	8,154,287	23,906	92	2,676,675	1,144,037	796,005	4,616,717	547,775	445,000	1870		
9,238	8,529,935	10,833	92	2,447,430	1,154,745	833,646	4,435,821	594,836	374,340	1871		
9,238	8,617,956	13,120	97	2,569,440	1,114,694	826,529	4,505,747	604,874	401,394	1872		
9,238	8,677,838	13,120	97	2,569,440	1,114,694	826,529	4,505,747	604,874	401,394	1873		
9,238	8,677,838	13,120	97	2,569,440	1,114,694	826,529	4,505,747	604,874	401,394	1874		
10,561	9,161,701	20,587	99	3,011,220	1,101,566	996,213	5,109,000	678,260	458,000	1875		
10,561	9,161,701	20,587	99	3,011,220	1,101,566	996,213	5,109,000	678,260	458,000	1876		
10,561	9,161,701	20,587	99	3,011,220	1,101,566	996,213	5,109,000	678,260	458,000	1877		
10,561	9,161,701	20,587	99	3,011,220	1,101,566	996,213	5,109,000	678,260	458,000	1878		
10,561	9,161,701	20,587	99	3,011,220	1,101,566	996,213	5,109,000	678,260	458,000	1879		
10,561	9,161,701	20,587	99	3,011,220	1,101,566	996,213	5,109,000	678,260	458,000	1880		
10,561	9,161,701	20,587	99	3,011,220	1,101,566	996,213	5,109,000	678,260	458,000	1881		
10,561	9,161,701	20,587	99	3,011,220	1,101,566	996,213	5,109,000	678,260	458,000	1882		
10,561	9,161,701	20,587	99	3,011,220	1,101,566	996,213	5,109,000	678,260	458,000	1883		
10,561	9,161,701	20,587	99	3,011,220	1,101,566	996,213	5,109,000	678,260	458,000	1884		
10,561	9,161,701	20,587	99	3,011,220	1,101,566	996,213	5,109,000	678,260	458,000	1885		
10,561	9,161,701	20,587	99	3,011,220	1,101,566	996,213	5,109,000	678,260	458,000	1886		
10,561	9,161,701	20,587	99	3,011,220	1,101,566	996,213	5,109,000	678,260	458,000	1887		
10,561	9,161,701	20,587	99	3,011,220	1,101,566	996,213	5,109,000	678,260	458,000	1888		
10,561	9,161,701	20,587	99	3,011,220	1,101,566	996,213	5,109,000	678,260	458,000	1889		
10,561	9,161,701	20,587	99	3,011,220	1,101,566	996,213	5,109,000	678,260	458,000	1890		
10,561	9,161,701	20,587	99	3,011,220	1,101,566	996,213	5,109,000	678,260	458,000	1891		
10,561	9,161,701	20,587	99	3,011,220	1,101,566	996,213	5,109,000	678,260	458,000	1892		
10,561	9,161,701	20,587	99	3,011,220	1,101,566	996,213	5,109,000	678,260	458,000	1893		
10,561	9,161,701	20,587	99	3,011,220	1,101,566	996,213	5,109,000	678,260	458,000	1894		
10,561	9,161,701	20,587	99	3,011,220	1,101,566	996,213	5,109,000	678,260	458,000	1895		
10,561	9,161,701	20,587	99	3,011,220	1,101,566	996,213	5,109,000	678,260	458,000	1896		
10,561	9,161,701	20,587	99	3,011,220	1,101,566	996,213	5,109,000	678,260	458,000	1897		
10,561	9,161,701	20,587	99	3,011,220	1,101,566	996,213	5,109,000	678,260	458,000	1898		
10,561	9,161,701	20,587	99	3,011,220	1,101,566	996,213	5,109,000	678,260	458,000	1899		
10,561	9,161,701	20,587	99	3,011,220	1,101,566	996,213	5,109,000	678,260	458,000	1900		
10,561	9,161,701	20,587	99	3,011,220	1,101,566	996,213	5,109,000	678,260	458,000	1901		
10,561	9,161,701	20,587	99	3,011,220	1,101,566	996,213	5,109,000	678,260	458,000	1902		
10,561	9,161,701	20,587	99	3,011,220	1,101,566	996,213	5,109,000	678,260	458,000	1903		
10,561	9,161,701	20,587	99	3,011,220	1,101,566	996,213	5,109,000	678,260	458,000	1904		
10,561	9,161,701	20,587	99	3,011,220	1,101,566	996,213	5,109,000	678,260	458,000	1905		
10,561	9,161,701	20,587	99	3,011,220	1,101,566	996,213	5,109,000	678,260	458,000	1906		
10,561	9,161,701	20,587	99	3,011,220	1,101,566	996,213	5,109,000	678,260	458,000	1907		
10,561	9,161,701	20,587	99	3,011,220	1,101,566	996,213	5,109,000	678,260	458,000	1908		
10,561	9,161,701	20,587	99	3,011,220	1,101,566	996,213	5,109,000	678,260	458,000	1909		
10,561	9,161,701	20,587	99	3,011,220	1,101,566	996,213	5,109,000	678,260	458,000	1910		
10,561	9,161,701	20,587	99	3,011,220	1,101,566	996,213	5,109,000	678,260	458,000	1911		
10,561	9,161,701	20,587	99	3,011,220	1,101,566	996,213	5,109,000	678,260	458,000	1912		
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10,561	9,161,701	20,587	99	3,011,220	1,101,566	996,213	5,109,000	678,260	458,000	1915		
10,561	9,161,701	20,587	99	3,011,220	1,101,566	996,213	5,109,000	678,260	458,000	1916		
10,561	9,161,701	20,587	99	3,011,220	1,101,566	996,213	5,109,000	678,260	458,000	1917		
10,561	9,161,701	20,587	99	3,011,220	1,101,566	996,213	5,109,000	678,260	458,000	1918		
10,561	9,161,701	20,587	99	3,011,220	1,101,566	996,213	5,109,000	678,260	458,000	1919		
10,561	9,161,701	20,587	99	3,011,220	1,101,566	996,213	5,109,000	678,260	458,000	1920		
10,561	9,161,701	20,587	99	3,011,220	1,101,566	996,213	5,109,000	678,260	458,000	1921		
10,561	9,161,701	20,587	99	3,011,220	1,101,566	996,213	5,109,000	678,260	458,000	1922		
10,561	9,161,701	20,587	99	3,011,220	1,101,566	996,213	5,109,000	678,260	458,000	1923		
10,561	9,161,701	20,587	99	3,011,220	1,101,566	996,213	5,109,000	678,260	458,000	1924		
10,561	9,161,701	20,587	99	3,011,220	1,101,566	996,213	5,109,000	678,260	458,000	1925		
10,561	9,161,701	20,587	99	3,011,220	1,101,566	996,213	5,109,000	678,260	458,000	1926		
10,561	9,161,701	20,587	99	3,011,220	1,101,566	996,213	5,109,000	678,260	458,000	1927		
10,561	9,161,701	20,587	99	3,011,220	1,101,566	996,213	5,109,000	678,260	458,000	1928		
10,561	9,161,701	20,587	99	3,011,220	1,101,566	996,213	5,109,000	678,260	458,000	1929		
10,561	9,161,701	20,587	99	3,011,220	1,101,566	996,213	5,109,000	678,260	458,000	1930		
10,561	9,161,701	20,587	99	3,011,220	1,101,566	996,213	5,109,000	678,260	458,000	1931		
10,561	9,161,701	20,587	99	3,011,220	1,101,566	996,213	5,109,000	678,260	458,000	1932		
10,561	9,161,701	20,587	99	3,011,220	1,101,566	996,213	5,109,000	678,260	458,000	1933		
10,561	9,161,701	20,587	99	3,011,220	1,101,566	996,213	5,109,000	678,260	458,000	1934		
10,561	9,161,701	20,587	99	3,011,220	1,101,566	996,213	5,109,000	678,260	458,000	1935		
10,561	9,161,701	20,587	99	3,011,220	1,101,566	996,213	5,109,000	678,260	458,000	1936		
10,561	9,161,701	20,587	99	3,011,220	1,101,566	996,213	5,109,000	678,260	458,000	1937		
10,561	9,161,701	20,587	99	3,011,220	1,101,566	996,213	5,109,000	678,260	458,000	1938		
10,561	9,161,701	20,587	99	3,011,220	1,101,566	996,213	5,109,000	678,260	458,000	1939		
10,561	9,161,701	20,587	99	3,011,22								



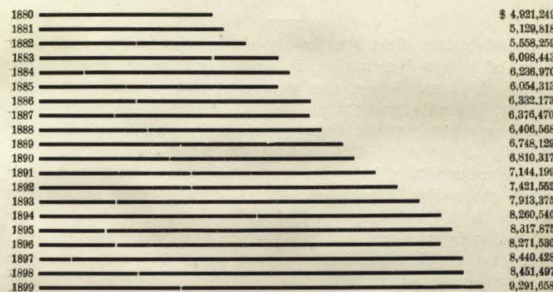
## CONDENSED COMPARISON FOR LAST FIVE YEARS.

ITEMS COMPARED.	1895.	1896.	1897.	1898.	1899.
Number of ungraded schools.....	12,517	12,526	12,578	12,578	12,618
Rooms in graded schools.....	4,777	5,002	5,184	5,381	5,561
Whole number of schoolrooms.....	17,294	17,528	17,762	17,959	18,177
Average number of days taught.....	160	160	162	161	161
Number of schoolhouses.....	13,613	13,686	13,744	13,775	13,886
Value of schoolhouses.....	\$15,845,543	\$15,867,425	\$16,355,842	\$16,790,053	\$16,908,076
Schoolhouses built during the year ..	305	294	241	237	272
Schoolhouses with flags.....	4,185	4,684	5,505	5,752	6,027
Enumeration between 5 and 21.....	712,941	720,175	727,694	727,456	727,715
Number enrolled in school.....	533,824	543,092	546,886	548,852	554,992
Average daily attendance.....	339,300	345,242	347,620	370,845	364,409
Average No. enrolled to each teacher.	30	30	30	28	30
Average monthly tuition, per pupil... \$	1.87	1.89	1.87	1.77	1.86
Male teachers employed .....	5,726	5,614	5,824	5,835	5,577
Female teachers employed.....	22,117	22,507	22,209	22,639	22,860
Total different teachers employed....	27,843	28,121	28,032	28,694	28,437
Average monthly wages, males .....	\$ 37.68	\$ 38.28	\$ 37.01	\$ 37.10	\$ 38.31
Average monthly wages, females .....	31.63	32.23	31.45	31.45	30.30
Teachers necessary to supply all sch'ls	17,677	17,861	18,066	18,387	18,605
Schools teaching effects of stimulants.	16,987	17,220	17,384	17,699	17,780
Teachers enrolled in normal institutes	21,908	22,908	22,235	20,784	20,454
Expended for normal institutes..... \$	62,140	\$ 61,921	\$ 61,579	\$ 59,006	\$ 66,717
Av. yearly salaries of county supts ..	1,220	1,226	1,215	1,222	1,212
Paid for teachers' salaries.....	5,075,492	5,205,287	5,264,354	5,315,157	5,417,663
For all other purposes.....	3,242,383	3,131,759	3,176,674	3,136,340	3,873,995
Total amount expended.....	8,317,875	8,337,046	8,440,428	8,451,497	9,291,658

## CHART SHOWING AMOUNT PAID TEACHERS IN THE STATE OF IOWA FOR TWENTY YEARS.



## CHART SHOWING TOTAL EXPENDITURES FOR PUBLIC SCHOOLS IN THE STATE OF IOWA FOR TWENTY YEARS.





TWENTY-NINTH BIENNIAL REPORT  
OF THE  
Superintendent of Public Instruction,  
STATE OF IOWA.

In submitting this, the twenty-ninth report of the department of public instruction, it affords me great pleasure to inform his excellency, the governor, the members of the general assembly, and the public that progress has been made in the field of education since the making of the last report in 1897.

Our universities, colleges, normal schools (state and private), academies, seminaries, high schools, and others of a lower rank have enjoyed a period of great prosperity.

The statistics show that the people have provided for the support of public education with their usual liberality; interest in educational movements has kept pace with the state's growth; teachers continue to display the highest order of professional spirit; directors are each year taking a deeper interest in educational matters; and the people are demanding as never before that schools be supplied with trained teachers.

Those conversant with the educational needs of the state have long felt that the entire school system should be remodeled; that the present system is not a system, but a patch-work capable of improvement by even a novice is believed by many. While some desirable changes were made in the school laws when the code was revised, the system

remains nearly the same as first promulgated. What is needed is an articulated system that begins at the very lowest department and continues to and includes the higher institutions. Such an educational system would appeal strongly to our young people, and many who now drop out of school work would be induced to pass step by step through grades and complete a course of study at the state university—some standard college or other higher educational institution.

Among the more important topics to which I would respectfully call the attention of the general assembly are normal schools, school libraries, school attendance laws, the consolidation of weak school districts, township graded schools, the transportation of children, the county superintendency, and the licensing of teachers. Other topics in which the people and the fraternity are interested are mentioned under appropriate headings.

SUMMARY OF SUGGESTIONS AND RECOMMENDATIONS.

The suggestions and recommendations offered are not of equal merit. Overshadowing every other in importance is that of providing qualified teachers for all schools. Any legislation which tends toward the improvement of the teaching force, either by retaining those already in the profession for longer periods, or requiring better preparation of those seeking admission, will be regarded as highly beneficial. So deeply do I feel on this subject, that I cannot forego saying that better results will be obtained by a skillful teacher under an imperfect school system than by a poor teacher with a perfect system.

The improvement of rural schools occupies a place next in importance to the above.

Better conditions can be produced:

1. By providing better teachers.
2. By making the township the unit of organization.
3. By consolidating districts.
4. By providing township graded schools.
5. By transporting children to a central township high school.
6. By providing school libraries.
7. By the use of free text-books.
8. By closer supervision by skilled supervisors.



9. By providing a course of study suited to the needs of pupils. In the preparation of such a course, the child should be considered physically, intellectually, and morally.

THE RECOMMENDATIONS ARE AS FOLLOWS:

1. That a summer school for teachers be maintained in connection with the state university; and that the present tax levy for the university be continued for another period of five years.

2. That a summer term of twelve weeks be held at the state normal school and be considered as one of the regular terms of the year.

3. That a chair of pedagogy be established in connection with the state college of agriculture and mechanic arts; and that additional buildings be provided to meet the increased attendance.

4. That an additional normal school building be erected at Cedar Falls.

5. That three additional normal schools be provided, the same to be located by the executive council, judges of the supreme court, or a special commission named by the general assembly.

6. That the office of county superintendent be removed from partisan politics. That said officer be chosen by a committee appointed by the judge of the district court, or the board of supervisors from among the presidents of school boards within the county.

7. That the present law relating to the superintendent of public instruction should be so modified as to give him additional power and increased fund for traveling expenses.

8. That county superintendents be authorized to use a limited amount of the institute fund to defray the expenses of teachers' associations held within the county; to provide also that all money on hand in the institute fund at the time of making the annual report to the state department above a fixed reserve fund, be apportioned in some just and equitable manner among the weaker counties, to be expended in maintaining the institute in said counties.

9. That provision be made for a high school inspector with power to assist high schools in the preparation of courses of study, and to perform such other duties as inspectors usually perform.

10. That the law governing teachers and boards of directors shall be so amended as to enable teachers to attend meetings called officially by the county superintendent, without loss of pay.

11. That proper legislation be enacted by the general assembly regarding attendance at school. At the present time Iowa is one of only a few states that has no law requiring children to attend school, either public or private.

12. The enactment of such laws for the legal establishment and maintenance of libraries in all school corporations not otherwise provided, by requiring boards to withhold annually, for library purposes, a definite amount or percentage for each person of school age residing in each corporation.

13. That bulletins relating to nature teaching or the elements of agriculture and horticulture be published frequently for use in the public schools.

14. That lawful authority be given to revise and reissue the Hand-Book for Iowa Teachers.

15. That a special agent be sent to the International Exposition at Paris in 1900 to observe the educational work and methods of foreign countries, and report such observations for the benefit of the schools of the state.

16. That the legal right to print leaflets of a miscellaneous educational character for the benefit of the teachers and pupils, be conferred upon the department of public instruction.

17. That the state board of educational examiners be given power to issue a state certificate to a graduate of any college in Iowa maintaining courses of study, equal in extent and professional and academic requirements to those maintained by the state normal school at Cedar Falls.

18. That quarterly examinations of applicants to teach be held, and that the county superintendent be assisted in the examination and certification by a committee of two persons appointed for that specific purpose.

19. That the township be made the unit of school organization, in order that township graded schools may be made possible in all townships, thereby increasing the school privileges of the children residing therein.

20. That the laws concerning text-books remain unchanged, since nearly one-half of the counties of the state have adopted uniformity of text-books, and one or more districts in about one-fourth of the counties have free text-books.



## In Memoriam

"Death seems triumphant only here and there,  
Life is the sovereign presence everywhere."

Harlan

Schaeffer

Kretschmer

Breckenridge

Robbins

Schlabach

Dukes

"They drop around us, one by one,  
Like stars when morning breaks; though lost to sight  
Around us are they still in Heaven's own light,  
Building their mansions in the purer zone  
Of the invisible: when round are thrown  
Shadows of sorrow, still serenely bright  
To faith they gleam; and blessed be sorrow's night  
That brings the o'erarching heavens in silence down,  
A mantle set with orbs unearthly fair!  
Alas! to us they are not, though they dwell,  
Divinely dwell in memory; while life's sun  
Declining bids us for the night prepare;  
That we, with urns of light, and our task done,  
May stand with them in lot unchangeable."

### HARLAN.

James Harlan did his chief work in the councils of the government during the anti-slavery struggle and the war for the union. He was the confidential friend and trusted adviser of President Lincoln, who named him for the position of secretary of the interior. While occupying high place in the United States senate he achieved, in opposition to Charles Sumner and Carl Schurz, the greatest success in forensic debate that has characterized national halls since the days of Webster and Hayne. A halo of public greatness crowned his lengthened years and his name will go down on history's page as the last surviving member of a group of statesmen, wise and just. But, wider honors cannot rob the state of his adoption and the soil consecrated to his memory of a share in the glory of his career of usefulness and purity, for

"Poor were fame, did grief confess  
That death can make a great life less,  
Or end the help it gave!"

James Harlan was born in Clark county, Ill., August 26, 1820. He came to the then new state of Iowa almost direct from Asbury university, Indiana, where he graduated August 20, 1845. With his young wife he located in Iowa City in March, 1846. As principal of Iowa City college he had frequent opportunities for lecturing and making public addresses. On April 3, 1847, he was elected first state superintendent of Iowa schools. This election was set aside by the supreme court on account of legal technicalities, but as father of the free schools, Superintendent Harlan rendered efficient service in helping to establish Iowa's present magnificent school fund of nearly \$5,000,000 through judicious selection of lands granted by the United States. He was engaged in law practice from 1847 to 1853, at which time he accepted the presidency of Iowa Wesleyan university at Mount Pleasant, his chosen place of residence from that date to his life's close—October 5, 1899.

In 1855 he resigned the presidency, but for a number of terms filled the chair of international law in the university. He was officially connected with that institution of learning from the time of his first entrance there, and not only added to its endowments, but planned and worked for its increased usefulness.

His career as United States Senator covered eighteen years, though not in continuous succession. His first speech before the senate was delivered March 27, 1856, on the subject of the admission of Kansas to the Union.

The presence of Senator Harlan at any occasion of state importance was ever gladly welcomed. His last appearance in Des Moines was to assist in the exercises of laying the corner stone of the Iowa historical building. In his speech he said: "There is, I think, no other community of two and a quarter millions of people anywhere on earth, whose masses are so well provided with physical comforts or possessing more ample opportunities for intellectual, moral and social culture, coupled with the conveniences and even luxuries, which mark this epoch a marvel in the world's history, than the people of Iowa." It was the hand of Harlan that wove the central mesh whose silver threads of learning have widened until the web and woof constitutes a sparkling canopy, under which nestles the constituency of the commonwealth he eulogized.

### SCHAEFFER.

Charles Ashmead Schaeffer, A. M., Ph. D., LL. D., was born in Harrisburg, Pa., August 14, 1843. After graduating at the University of Pennsylvania in 1861, he enlisted among the "emergency men" of Pennsylvania, and saw active service in the Gettysburg campaign. Afterwards, for several years, he devoted himself almost exclusively to scientific studies at home and abroad, and obtained the degree of doctor of philosophy in 1866 which admitted him to a professorship in Cornell university which he held seventeen years, when he was made dean. In 1887 Dr. Schaeffer accepted the presidency of the University of Iowa, which position he filled until his death, September 23, 1898. At the head of the university he displayed great executive ability and was untiring in his efforts to enlarge the possibilities of that institution. He was a sympathetic co-worker with the members of the faculties and entered with generous spirit into the welfare of students. He was an active spirit in the Iowa state teachers' association, and as a member of the educational council and member *ex officio* of the state board of educational examiners, his faithful labors were recognized and appreciated.

In resolutions adopted at the northeastern Iowa association this expression was made: "In the death of President Charles Ashmead Schaeffer, the educational forces of Iowa have suffered an irreparable loss; his genial companionship, his wise counsels and his strong, sturdy manhood not only have endeared him to Iowa, but have left marks which time cannot efface."

"Only the actions of the just  
 Smell sweet, and blossom in the dust."

### BRECKENRIDGE.

John Breckenridge, born in Ware, Mass., October 26, 1834, died at Decorah, Iowa, April 21, 1899.

Living worth sometimes shapes for itself a monument more lasting and imperishable than the granite shaft that marks the place of last repose. This distinction is fitly applicable to Professor Breckenridge, whose incisive thought and wise counsels found lodgment in the minds and hearts of thousands of young people, to be through their lives perpetuated in the years to come. The fruitage of his educational zeal came back to bless him ere his death, for some of the students of Decorah institute are ranked among state superintendents of schools, county superintendents and principals of schools, teachers in colleges, academies and public schools, besides a long list of those filling professions of honor and positions of trust.

With a firm grasp on the duties and necessities of manly existence gained from farm discipline, John Breckenridge entered the state normal school at Westfield, Mass., at the age of 18. In Charlottesville institute he received his education in Greek, Latin, French, German and mathematics. He came west at the age of 23 and taught in public schools in Illinois and Wisconsin until August, 9, 1864, when he enlisted in the Eighth Wisconsin battery. In June, 1865, he was discharged from army service, and resumed teaching as principal of public schools in Wisconsin and for six years in

Decorah, Iowa. In 1874 he established the Decorah institute, which became under his influence a leading educational factor of the schools of the northwest. Professor Breckenridge was a recognized authority in successful school methods and management and acquired an enviable reputation as a conductor of teachers' normal institutes.

### KRETSCHMER.

Charles G. Kretschmer died at Dubuque, December 9, 1897.

Other titles convey honored meaning but what a significance lies in the letters V. E.—veteran educator! Appended to the name of Professor Kretschmer, they represent fifty-four years of active teaching, almost forty years, successively, as principal of Audubon school, Dubuque. This record surpasses that of any other teacher in Iowa and with one exception in the United States. On September 2, 1897, the grown-up children and former pupils of Principal Kretschmer joined with the youthful generation in a picnic celebration known as "Kretschmer day." A day that must have gladdened the heart of the dear old man!

Charles G. Kretschmer was born January 22, 1822, near Breslau, Germany, and graduated from Breslau seminary in 1843. After a few years' experience in teaching he came to America and in 1849 established a private school in St. Louis. In 1853 he removed to Dubuque and opened a private school which was so manifestly successful that the Dubuque board of education selected and elected him as principal over Audubon school.

In this capacity he saw the public schools grow from meager appointments to elegant equipment. He kept pace professionally with the fine educational systems of the age and continued in his advancing years, his vigorous habits of teaching, always inciting the young to an earnest, unabated pursuit of knowledge. His private character was that of a courteous, unpretentious gentleman. In 1855 he joined the order of I. O. C. F., and was in turn past grand master of the state and its grand representative.

### ROBBINS.

Henry Edward Robbins, born in East Springfield, N. Y., died in Chicago, Ill., February 6, 1899, aged 52 years. He was buried at Lyons, Iowa, the scene of his labors as city superintendent of schools for fourteen years. The Knights of Rose Croix assumed charge of the memorial services and a city full of friends and grateful children, whom he had endeared to him through daily acts of tenderness, were in attendance to pay their tribute of respect to the loved one gone before.

The testimony of those who knew Superintendent Robbins well was: "He was a strong, Christian teacher." He was a graduate (1873) of the Illinois university at Champaign. He was in charge of the Lyons schools from 1880 to 1895. He then spent some months in California, after which he returned to Illinois and took a post graduate course at the University of Chicago. Superintendent Robbins had many warm friends among Iowa educators. He was earnest and progressive and held, as an evidence of fine scholarship, a life diploma granted him by the Iowa board of educational examiners.



### DUKES.

C. K. Dukes, born at Vinton, Iowa, October 10, 1857, died at Newell, Iowa, January 30, 1899. He graduated from Cornell college in 1885. Afterwards he was employed as principal at Denison, West Union and Newell, where he closed his earthly labors—after five years of efficient work in school, church and Sunday school.

Principal Dukes was possessed of great executive ability and was a fine disciplinarian. An instance of his rare personal influence was given at the State teachers' association a few years ago, when he was surrounded by a group of former pupils, now teachers. One of them told of a recent meeting at Denison, where the teachers were asked to tell what man or woman had exerted the most helpful influence upon them, "And, Mr. Dukes," she exclaimed, "Every one of us gave you."

### SCHLABACH.

C. E. Schlabach was born at De Witt, Iowa, August 3, 1862, and died at that place April 4, 1899. After graduating from the high school of his native town in 1878, he continued his studies for some time in the high school and university at Madison, Wisconsin. He acted as principal of schools at Grand Mound and De Witt, Iowa, and Chatsworth and Dwight, Illinois. In 1892 he accepted a position as teacher of science in the Clinton high school where he served until 1894, when he resigned to take up the duties of county superintendent, to which office he had been chosen in the fall of 1893. Two years later he retired from the active duties of school life, hoping to recuperate his health which had been seriously impaired by disease. Mr. Schlabach had a deep interest in educational work and all that tended to elevate the intellectual life of the people. He took a great personal interest in all his pupils and urged the young to be studious and persevering and have high ideals and lofty ambitions in their work. Though not finished, his work was well done and he passed on to his reward, leaving to his friends the memory of an honorable and useful life.

### SUPERINTENDENT OF PUBLIC INSTRUCTION.

This officer is by law "charged with the supervision of all county superintendents and the common schools of the state." The language quoted is not clear enough to determine the exact powers of the superintendent. Where such important interests as the children's welfare are considered, the statutes governing should be definitely stated and liberally construed. The above quotation is said to be meaningless and to convey no authority whatever to intelligently and systematically supervise either the county superintendents or the schools. The law should be so stated as to preclude the possibility of doubt as to meaning. The superintendent of public instruction should have power (1) to collect and disseminate statistical and other information relating to public schools and education in general, (2) to make tours of inspection among the common schools and higher institutions of learning, (3) to deliver addresses when requested so to do by any body of teachers, school officers, or citizens, (4) to see that school laws and regulations are faithfully executed, (5) to prepare and distribute blank forms for all returns required by law, or considered necessary to be made by teachers and school officers, (6) to annually issue leaflets or circulars relating to memorial day, arbor day, bird day, or other days considered worthy of special observance in the public schools, (7) to have prepared suitable questions for the use of county superintendents in the examination of applicants for county certificates to teach in all common and high schools, (8) to appoint at his discretion one or more persons to assist the county superintendent in making reports required by law when such officer shall fail to make full report at the time designated, and to allow such appointee a reasonable compensation for his services, which should be paid by the delinquent county superintendent or the board of supervisors, (9) to prescribe the mode of examining and licensing applicants to teach, and their necessary qualifications, (10) to prepare and distribute among teachers and school directors, a course of study for use in the common schools.

To enable the superintendent of public instruction to perform these and other duties enumerated in the law, he should be paid a salary equal to that paid other state officers, and have at his disposal sufficient traveling fund to permit him to



perform all such duties as come to him as a public official without expense to local parties.

### COUNTY SUPERINTENDENTS.

These officials are elected biennially by popular vote in the odd numbered years, and serve for two years from the first of the year following their election. They are, by the provisions of law enacted by the twenty-seventh general assembly, required to be the holders of a two years certificate, issued by any county superintendent in the state, a state certificate or life diploma, and are declared ineligible to the office of school director or member of the board of supervisors. They are at all times under the direction of the superintendent of public instruction in all matters within that officer's jurisdiction, and serve as the medium of communication between him and the local school authorities.

Their different duties are to examine applicants for certificates to teach, hold a normal institute, make an annual report to the superintendent of public instruction, determine appeal cases brought from the action of boards of directors, and see that all provisions of the school-law are observed and enforced; and may, at their discretion, visit the schools of their respective counties.

For each day necessarily spent in the performance of official duty, they receive \$4, and such further compensation as the board of supervisors may allow.

The educational advancement of the different counties of the state is due in great measure to the energy and skill displayed by this officer in the management of the schools. As a general rule the work imposed upon the superintendent is too great by far to be done with the highest degree of efficiency. Even in the smallest counties the magnitude of the work is so great as to require the whole time of the superintendent. This should emphasize the great need of additional help in the larger and more populous counties.

While I view the county superintendency as one of the strongest elements of the entire educational system, in results accomplished it produces only a fraction of what it might with but a slight change. Greater educational waste is not found in the entire school system than that which arises from the frequent changes in this office. The present year, election returns indicate that upon the qualification of those chosen to the office,

forty-six of the ninety-nine superintendents will be entirely new in the supervisory work of the schools, thirty-two will have served one term, sixteen two or more terms, and five have previously held the office. Usually new superintendents prove of little service to school boards during the first year. In fact, they will have done well if during the first term they learn the strength and weakness of teachers, and the conditions existing or surrounding the different schools of the county. This knowledge is essential before the superintendent can intelligently and best aid boards of directors in the selection of teachers.

Under the present system for choosing county superintendents, the state biennially loses the assistance of about fifty per cent of those who have been trained in the school of experience to supervise county schools. If there could be some method whereby the county superintendent could be given supervisory work of the same kind elsewhere upon retiring from office in any particular county, it would prove highly beneficial. This could be readily accomplished if county superintendents were chosen by a county board in a similar manner to that employed in the selection of superintendents for city schools. Such a board might be appointed from among the presidents of boards of directors, by the judge of the district court, or by the board of supervisors, and given power to choose the county superintendent from any part of the state, and to enter into a contract with him for a period of two, three or four years. The adoption of such a plan would result, first—in removing the office from partisan politics, and second, in making it more permanent. By offering to pay a sufficiently large salary, the best talent engaged in superintending city schools would in some instances be induced to enter the county superintendency.

The present method of paying the county superintendent places a premium upon office work, which, though essential, is not the most important service this officer can render. The law should be so amended as to require the payment of the verified expenses of the county superintendent necessarily incurred in visiting schools.

Neither the county superintendency nor the schools will attain their highest rank until the changes of the kind above suggested have been made,

## THE STATE UNIVERSITY.

During the biennial period the university of the state has suffered a great loss in the death of Dr. Charles A. Schaeffer, president of the institution. In September of 1898 Dr. A. N. Currier, dean of the collegiate department, was elected acting-president, and served acceptably until August, 1899, when Dr. George Edwin MacLean of the state university of Nebraska became president.

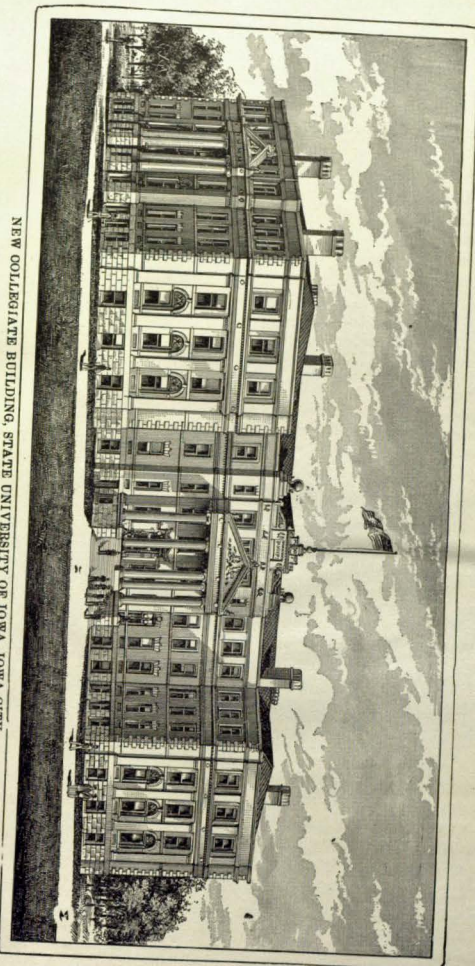
Never before has there appeared to be so much interest manifested in the promotion of higher education through the university than at this time. With the new administration there has come new and disinterested eagerness to build up a great university within the bounds of the state. This can only be done by and through increased appropriations sufficiently large to enable those in authority to plan for its future growth and prosperity. Though other boards may have been excellent, the present board of regents will easily rank with the best. The report of the regents is commended to all those who desire to learn the true rank of our university as compared with those of other states, and who want to have the institution become the head of the public school system in fact as well as in name. While attention is called to the report in general and in detail, I would call especial attention to that part of it which refers to the summer school at the university. Such a school is of importance to the schools of the state and the university itself. The exodus of young men and young women who go to other states for advanced work during summer vacations, can only be prevented by making suitable and adequate provisions, for their instruction at home.

The following extract from the report of the board of regents indicates the hopes of the board, and shows the necessity of additional appropriations, as well as a continuation of the present tax levy:

Iowa is a great state, great not alone in the richness of her soil, the wealth of her products, but far greater in the intelligence, patriotism and high character of her people. They have a right to expect and demand that as ample facilities shall be provided for their children in the way of advanced education as are afforded by the other states by which they are surrounded.

These enlarged equipments, laboratories, and facilities, if furnished, demand very considerable sums of money to provide them. A glance at the table of statistics compiled and published by the national bureau of education from figures furnished from official sources showing the total

NEW COLLEGIATE BUILDING, STATE UNIVERSITY OF IOWA, IOWA CITY.





income of the state universities in the states surrounding us, and that of our own for the collegiate year ending in June, 1898, will be instructive on this question. These figures show the total income of the universities named for the collegiate year, ending in June, 1898, including receipts from tuition, interest, legislative appropriations, and all other sources, and are as follows:

University of Minnesota.....	\$ 351,749
University of Wisconsin.....	400,000
University of Illinois.....	354,982
University of Missouri.....	183,000
University of Nebraska.....	287,000
University of Michigan.....	541,672
University of Iowa.....	150,038

The average income for the year of the six named, not including that of Iowa, is \$353,131. Thus it will be seen that the income of the state university of Iowa is not only far less than that of any of the other states surrounding her, but is less than one-half of that of the average of the six others named. You will observe that we have not undertaken to compare its income with some of the larger universities in the east, some of which have over ten times the amount, but have compared it with other like institutions in the central west only.

Under these conditions, with the limited income at our disposal, we have followed the only pathway open to us. We have kept the expenses strictly within the income provided by the legislature, and used the limited income at our disposal to make the strongest university that could possibly be maintained for that amount of money.

We have felt, however, very keenly the fact that it has fallen very short of our ideal and in very many ways far short of what the people of Iowa had a right to expect and demand for their children.

The result is what anyone could foresee—hundreds of our young people each year are going to other states and other institutions to seek that education which they had a right to expect and receive at home.

If the people of Iowa wish this condition to continue, if they wish their children to seek elsewhere what their own state refuses them, to go to the other universities for that which they cannot get at home, this board must recognize that fact however unwillingly and rest content with a secondary place in the ranks of western educational institutions. But we believe, and think we are fully justified in believing, that the people of Iowa do not wish this. We believe that they desire to have the state university of Iowa take and maintain as high a place among the educational institutions of this nation, as Iowa does among the states of this nation, and we believe that they may know enough to realize that a first-class university cannot be maintained upon a third-class income. We feel justified in saying, at the risk of being accused of self-glorification, that the state university of Iowa has given its students more for the money expended upon it by the state, than any similar institution in the west, but it is a hopeless task to endeavor with our present means to compete with the more favored state universities about us.

The university has five departments, embracing courses of study in pharmacy, dentistry, medicine, law, engineering, science, philosophy, and classics.



It is the purpose of the board of regents to bring the high schools of the state into closer relationship with the university. To this end, it has planned for the examination of high school pupils and for general high school inspection. Any school, academy, seminary, or normal school, satisfying the university authorities as to its course of study, method of teaching, and facilities for instruction, may be placed upon the accredited list of high schools upon application. Upon request, pupils may be examined by the university at a convenient time in any subject. This arrangement makes it possible for students to make full preparation for admission to university courses at their home schools. In all cases the expense of examining pupils and inspecting schools is borne by the university. This phase of educational influence should be extended until all schools, both graded and high, are inspected by a recognized authority, either university or state.

#### STATE COLLEGE OF AGRICULTURE AND MECHANIC ARTS.

This college provides the very best instruction, in "agriculture and mechanic arts and military tactics," while at the same time other scientific and classical studies are not excluded. No other institution in the state attempts to provide the liberal and practical education of the industrial classes in the several pursuits and professions of life to the great extent carried on in this. Courses of study are offered in agriculture, dairying, animal husbandry, veterinary medicine, domestic science, civil engineering, mechanical engineering, electrical engineering, mining engineering, special courses for women, science related to industry and post graduate courses. Tuition is free to all students of Iowa.

By law, the governor and the superintendent of public instruction became *ex-officio* members of the board of trustees of this institution in 1898. This institution, the normal school, and the state university are the only state institutions not under the management of the board of control.

Since the founding of the college in 1858 the enrollment has steadily increased until the present year, when it reached 744. Sixty-seven professors and instructors give daily instruction. Sixty students were graduated in 1899.

The increased attendance makes it imperative that additional buildings be provided.

The establishment of a chair of pedagogy has often been recommended, and I take pleasure in renewing the same. The long winter vacation permits the teachers in common schools to teach a winter term of fourteen or sixteen weeks without a break in the college course. Practical instruction in school management and methods of teaching would prove beneficial to both teachers and pupils.

#### NORMAL SCHOOLS.

That there is need of additional normal schools is generally believed. The present school at Cedar Falls has for a number of years been crowded beyond its capacity. To meet the demands there, ten class rooms are needed at once. Since the school was established in 1876, the state has expended only \$73,000 for new buildings at that institution. The board of trustees in their report to the governor of the state have presented the claims of the school, and from personal knowledge I know them to be reasonable. An extract from their report is herewith given and commended to the favorable notice of members of the general assembly:

At the present time, three buildings are used for school purposes. North Hall was originally built for use by the soldiers' orphans' home, and was turned over by the state in 1876, to be used for school purposes. This building has been remodeled as far as possible to fit it for use by the normal school, but it is ill adapted for such use, is old, and dilapidated, unsightly in appearance and unsafe. It ought to be torn down as soon as another building can be erected.

South Hall was built in 1882, at a cost of \$35,000, the citizens of Cedar Falls donating \$5,000 of that amount.

Central Hall was erected by the state in 1895 at a cost of about \$38,000.

The board makes the above statement relating to these buildings for the purpose of showing the small amount of money heretofore appropriated by the state for buildings for the use of the normal school. The fact is, that excepting one year immediately following the erection of Central Hall, the normal school has greatly suffered on account of the lack of adequate school buildings. The board has not been able to furnish a sufficient number of class or recitation rooms for teachers and students, thereby making necessary a division of the students into classes much larger than can be well taught. As the number of students has increased from year to year, the only thing that could be done has been to increase the size of the classes, thereby intensifying the evil of classes that were already too large for profitable instruction.

In many cases the classes number from sixty to eighty, and at the present time, nine teachers cannot be provided with separate class rooms. Not to exceed one-half of the students can be seated in the chapel.

The table below shows the total number of students in

attendance during the years 1898 and 1899, including the summer term of 1898:

Regular courses.....	Gentlemen, 318	Ladies, 908	Total, 1,226
High school graduate courses.....	Gentlemen, 97	Ladies, 285	Total, 382
Total normal students.....	Gentlemen, 415	Ladies, 1,193	Total, 1,608
Preparatory department.....	Boys, 88	Girls, 71	Total, 159
Grammar and primary grades....	Boys, 69	Girls, 64	Total, 133
Grand totals.....	572	1,328	1,900

During the years 1897 and 1898, in addition to the regular terms, professional summer terms were conducted under the direction of the president and faculty of the normal school. So well patronized and successful were these terms, that in 1899 the board of trustees announced the organization of a summer term as a regular part of the normal school work in the preparation of teachers. The term was six weeks in length, beginning Monday, June 19th, and ending Friday, July 28th. The popularity of the summer term is attested by the large enrollment, which reached 471.

The support of the summer term has not been met by the state; hence, thus far, the expenses have been paid by the teachers themselves. From the president's report to the board of trustees, I find that \$4,401 were contributed by the teachers in attendance at the summer term. This is a heavy burden, and it is to be hoped that the general assembly at its next session will provide such additional support for the school as will enable the board of trustees to make the summer term practically free to all who attend, as is now the case with those who attend other terms.

Provision should also be made to increase the length of the summer term to twelve weeks. Aside from the increased financial support necessary to keep the school in operation there is no reason why the doors of the institution should not be open continuously. Teachers at work in the schoolroom throughout the year are anxious to avail themselves of the opportunity to attend a high grade training school during vacation.

#### ADDITIONAL NORMAL SCHOOLS.

There is a growing interest in education for trained teachers. All classes of intelligent people are in favor of having the children taught by skilled teachers. It is believed that an additional expenditure of public funds in the training of teachers will eventually lessen the amounts now paid for the

care of the incorrigible, neglected and unfortunate classes. This, however, is not the chief reason for urging the establishing of other normal schools.

A republican form of government can only be maintained by an intelligent people. An intelligent people necessarily require intelligent teachers. The more skillfully trained the teachers, the more highly developed will be the citizens of the republic. Iowa state and private schools have accomplished much in the preparation of teachers, but the mutual effort of all has failed to supply the needs of our urban population. We need additional training schools to supply skilled instructors for both town and country schools.

So thoroughly do our people in various sections of the state believe in properly trained teachers that they have offered on several occasions to donate to the state ample grounds and excellent buildings if the state would bear the expense of operating the schools. The exhibition of such generosity on the part of citizens might well be met by the state in the same spirit, especially since the state profits immeasurably by so doing.

Reports received from authorities in other states show that Massachusetts has 10 normal schools; New York 12; New Jersey 1; Illinois 4 completed and a fifth to be erected soon; Pennsylvania 13; Indiana 1; Minnesota 4; Michigan 3; Wisconsin 7; Missouri 4.

The total income of normal schools in the above mentioned states for the years 1896-7 was as follows:

Massachusetts .....	\$168,462
New York .....	511,648
Pennsylvania .....	587,969
Michigan .....	76,205
New Jersey .....	70,998
Indiana .....	65,460
Wisconsin .....	833,676
Illinois .....	74,800
Minnesota .....	103,164
Missouri .....	166,286

The total income for the Iowa normal school for the same period was only \$56,913.

It is interesting to note that under the provisions of "An act to establish normal schools" approved January 15, 1849, the state was divided into three districts, to-wit:



The counties of Lee, Des Moines, Louisa, Washington, Jefferson, Van Buren, and Henry composed the first district.

The counties of Allamakee, Clayton, Dubuque, Delaware, Buchanan, Jackson, Jones, Linn, Benton, Clinton, Cedar, Johnson, Iowa, Scott, Muscatine, Tama, Marshall, and Story, and all the unorganized country north of township eighty five north composed the second district.

The counties of Davis, Appanoose, Wapello, Monroe, Lucas, Keokuk, Mahaska, Marion, Warren, Madison, Poweshiek, Jasper, Polk, Dallas, Boone, and Pottawattamie, and the unorganized country south of the northern line of township eighty-five north composed the third district.

In accordance with the above, schools were located at Andrew in Jackson county, Oskaloosa in Mahaska county, and Mount Pleasant in Henry county. These schools never prospered to any great extent and in 1855 the appropriation was withdrawn and a normal department established in connection with the state university at Iowa City. This department was successfully conducted until 1878, when it was finally merged into what is now known as the chair of pedagogy.

Fifty years of legislative experience, and as a result only one normal school, does not appeal to the thoughtful citizens as the most enviable record. We need at least three additional normal schools. The plea so often made that the state cannot stand the expenditure of the amount of money necessary to establish normal schools for the training of teachers cannot be sustained. Iowa has no state debt, and has at this writing more than a half million dollars in the state treasury. It is not urged that the state shall engage in the establishing of normal schools to that extent that it will be financially embarrassed, but it is hoped that the proper training of teachers will be given such attention as the importance of the work demands. If it is not practicable to establish three normal schools at once, let there be a beginning at least. The law might be so framed as to provide for the establishing of one school in 1900, a second school in 1901, and the third in 1902.

#### OTHER AGENCIES.

Other agencies for training teachers have been suggested. The suggestion is made to have normal departments in good city schools; these to be recognized by the state as a part of

the state normal training of teachers; the course of study and examinations to be under the direction of the state or the board of trustees of the state normal.

A training school in each county where every person intending to teach shall attend for two years after completing the common branches before teaching, is also proposed.

One who believes that the normal institute is a strong factor in teachers' training says: "The state should appropriate \$500 to each county per year to pay part of the expenses of normal institutes. This would give each county six weeks of normal institute work instead of two. The work should be for normal training in methods."

In the state of Wisconsin, county training schools are provided in addition to the regular normal schools. The county board of any county is authorized to appropriate money for the organization, equipment, and maintenance of county training schools for teachers in the common schools. The schools are managed by a board of three members, of which the county superintendent is one. The course of study is prescribed by the state superintendent, who also determines the qualifications of all teachers employed in such schools. The county maintaining one of these schools is reimbursed by the state to an amount equal to one-half of the sum actually expended for instruction. The purpose is to impart academic instruction and give professional training in the branches covered by the lower grade certificates.

The county superintendents spend much of their time visiting schools. They are close observers and know well the needs of the schools. In 1898 the question, "What additional means do we need for training teachers?" was asked them. Responses were received from eighty-six, and of this number sixty-three urged the establishing of other normal schools.

My predecessors have, without a single exception, urged the necessity of providing schools for the special instruction and training of teachers for the common schools.

I most heartily concur in their repeated recommendations and submit the subject to you for your consideration.

#### NORMAL INSTITUTES.

The enrollment in normal institutes for the year 1898 was 20,784 and in 1899, 20,454. The entire cost of maintaining these institutes was \$59,908.86 in 1898 and \$60,717.26 in 1899,

or a total of \$120,626.12. With the exception of \$50 paid annually by the state to each county for the benefit of the institute fund, the entire amount was paid by the teachers.

After paying all expenses for the year 1899, there remain in the institute fund of the various counties a balance of \$14,564.88. This amount is largely in the larger and more populous counties where county superintendents are seemingly unable to spend the entire sum received from examination fees and registration at normal institutes. The smaller counties are often crippled for lack of funds to secure competent instructors, and it might prove wise to provide that all money above a fixed reserve fund should at the close of each year be apportioned in some just and equitable manner among the weaker counties to be used by the county superintendents in sustaining the institute. In support of such a plan it might be said that the money is paid by the teachers of the state and should only be expended for their benefit.

The right to use a limited amount of the institute fund to defray all expenses incurred in securing noted speakers and lecturers on educational subjects for teachers' associations held during the year should be given county superintendents.

Aside from the scholastic training received in common and high schools the annual sessions of the institutes are the only means hundreds have for their preparation as teachers. Under the guidance of conductors and instructors who understand thoroughly the needs of schools, they have served their purpose well. In a few counties where those in charge have sought to pay their political obligations by employing all home talent to give instruction, the inspirational element so important to a successful institute is often found lacking.

Some of the most successful county superintendents consult frequently with their teachers before engaging their instructors. The plan has much of merit and is commended.

Institutes should be held at a time of year when schools are generally closed. The law provides that no school may be in session at the time of holding an institute, except by the written permission of the county superintendent. When vacations in city, town, or village schools do not conflict and qualified instructors can be secured, some experienced superintendents have found the latter part of March and the early part of April the most suitable time. Some have found it possible to conduct both a spring session of one or two weeks

and another term during the summer. The plan adopted is determined almost entirely by the amount of institute fund. There are some reasons why a spring session should be held if possible. As a rule young teachers begin at that time of year, and the institute affords an excellent opportunity to outline plans of work or give general suggestions concerning new duties about to be assumed.

In determining the time for holding the institute, the convenience of teachers should be consulted. The best time is when the largest number can attend. In some counties this is found to be immediately after the closing of schools in June, and in others just prior to entering upon the labors of another year. In all cases the ability to secure competent instructors is to be given great weight; however, it is not wise to inconvenience the teachers to please some instructor who has a conflict of dates.

The length of time during which the institute shall remain in session is determined by the needs of the county, and the funds at the disposal of the county superintendent. The time in very many counties should be increased. During the year 1898 three counties had one week of institute, seventy-two counties two weeks, seventeen counties three weeks, four counties four weeks, two counties five weeks, and one county six weeks. In 1899 eight counties held one week, seventy-four counties two weeks, eleven counties three weeks, five counties four weeks, and one county five weeks.

The character of instruction to be given will to some extent fix the time the institute shall remain in session. If it be the purpose to make the institute assume an academical character it may profitably be continued from three to six weeks, or even longer. In many counties it is very necessary that institutes give such instruction coupled with methods of teaching. The truer purpose of the institute is to inspire, illuminate, and instruct; to give direction to knowledge already possessed; "to impart instruction in new and improved methods of teaching and government; to quicken thought, to awaken professional spirit; and to cultivate a unity of interest among the teachers." A few counties have held such institutes in past years, and it is to be hoped that others will adopt the same plan when conditions are favorable. To accomplish the purpose set forth above, a session of one or two weeks conducted by instructors of high



grade will be found more satisfactory than one conducted for a longer period.

As a rule too much is attempted daily. Teachers should not be gathered together and be compelled to sit passive and try to absorb daily for seven or eight hours. They should be given time to think and opportunity to show what they can do. In the preparation of the daily program some provision should be made for general exercises and music. Music should be an important part of the daily school work, and we know of no better opportunity to give instruction in this branch than that afforded by the normal institute. Whether or not there shall be both a forenoon and an afternoon program is left to the individual judgment of each superintendent. However, experience and observation have led many to believe that the individual class-room instruction might best be given in the forenoon and those exercises in which all teachers are expected to receive instruction or participate might be given for a brief time in the afternoon.

## NORMAL INSTITUTES FOR THE YEAR 1898.

COUNTY.	TOWN.	TIME.	Weeks.	CONDUCTOR.
Adair.....	Greenfield.....	July 25	3	A. A. Taylor.
Adams.....	Corning.....	July 18	3	Ira P. Clark.
Allamakee.....	Waukon.....	July 5	4	J. F. Smith.
Appanose.....	Centerville.....	Aug. 15	2	E. W. Adamson.
Audubon.....	Audubon.....	Aug. 8	2	E. L. Essley.
Benton.....	Vinton.....	July 25	3	S. B. Montgomery.
Black Hawk*..	Waterloo.....	June 27	3	W. W. Brittain.
Boone.....	Boone.....	Aug. 15	3	B. P. Holst.
Bremer.....	Waverly.....	July 18	2	E. E. Blanchard.
Buchanan.....	Independence....	Aug. 1	4	E. C. Lillie.
Buena Vista...	Storm Lake.....	Aug. 1	2	J. E. Durkee.
Butler.....	Allison.....	Aug. 8	2	C. P. Colgrove.
Calhoun.....	Lake City.....	Aug. 1	2	R. W. Murphey.
Carroll.....	Carroll.....	July 25	2	J. J. McMahon.
Cass.....	Atlantic.....	Aug. 8	2	A. J. Burton.
Cedar.....	Tipton.....	June 20	2	J. W. Marker.
Cerro Gordo...	Mason City.....	July 18	4	Eugene Brown
Cherokee.....	Cherokee.....	July 18	2	H. H. Seerley.
Chickasaw.....	New Hampton...	July 18	2	F. J. Sessions.
Clarke.....	Osceola.....	Aug. 8	2	I. N. Beard.
Clay.....	Spencer.....	Aug. 1	2	W. G. Ray.
Clayton.....	Elkader.....	Aug. 1	2	Sumner Miller.
Clinton.....	Clinton.....	June 27	2	G. U. Gordon.
Crawford.....	Denison.....	Aug. 1	2	W. C. Van Ness.
Dallas.....	Dexter.....	July 25	1	A. C. Hutchins.
	Perry.....	Aug. 22	1	
Davis.....	Bloomfield.....	Aug. 15	2	C. W. Martindale.
Decatur.....	Leon.....	June 20	2	R. A. Harkness.
Delaware.....	Manchester.....	June 20	2	L. T. Eaton.
Des Moines.....	Burlington.....	June 20	1	M. B. Shaw.
Dickinson.....	Spirit Lake.....	Aug. 22	2	H. A. Welty.
Dubuque.....	Dubuque.....	Aug. 22	1	A. P. Kress.
Emmet.....	Estherville.....	Aug. 8	2	H. H. Davidson.
Fayette.....	West Union.....	Aug. 1	2	F. H. Bloodgood.
	Oelwein.....	Aug. 22	1	
Floyd.....	Charles City.....	Aug. 1	2	J. I. Martin.
Franklin.....	Hampton.....	Aug. 22	2	Emily Reeve.
*Fremont.....	Sidney.....	Aug. 1	5	Lee Notson.
Greene.....	Jefferson.....	Aug. 4	1	L. B. Carlisle.
		Aug. 2	1	
Grundy.....	Grundy Center..	July 11	2	J. E. Stout.
Guthrie.....	Panora.....	Aug. 1	4	C. M. Young.
Hamilton.....	Webster City....	Aug. 1	2	W. F. Cole.
Hancock.....	Britt.....	July 11	3	B. F. McClelland.
Hardin.....	Iowa Falls.....	Aug. 1	2	C. F. Woodward.
Harrison.....	Logan.....	Aug. 1	2	W. T. Arthur.
Henry.....	Mt. Pleasant....	Aug. 18	2	Ed. L. Roth.
Howard.....	Cresco.....	Mar. 29	2	Geo. Chandler.
Humboldt.....	Humboldt.....	July 18	2	O. S. Opheim.
Ida.....	Ida Grove.....	Aug. 15	2	A. W. Rich.
Iowa.....	Marengo.....	June 20	2	T. M. Clevenger.
Jackson.....	Maquoketa.....	Mar. 1	1	A. F. Kearney.
Jasper.....	Newton.....	Aug. 1	2	E. C. Meredith.
Jefferson.....	Fairfield.....	July 25	2	R. A. Harkness.
Johnson.....	Iowa City.....	July 18	3	N. A. Willis.



## NORMAL INSTITUTES FOR THE YEAR 1898—CONTINUED.

COUNTY.	TOWN.	TIME.	Weeks	CONDUCTOR.
Jones	Anamosa	June 20	2	J. T. Cowan.
Keokuk	Sigourney	Aug. 1	2	H. H. Seerley.
Kossuth	Algona	Aug. 15	2	Frank Van Erdewyk
Lee	Keokuk	Aug. 8	3	O. W. Weyer.
* Linn	Marion	Aug. 15	3	H. H. Freer.
Louisa	Wapello	Aug. 1	2	C. M. Donaldson.
Lucas	Chariton	July 25	2	C. F. Goltry.
Lyon	Rock Rapids	June 20	2	W. S. Wilson.
Madison	Winterset	Aug. 1	2	Geo. W. Samson.
Mahaska	Oskaloosa	July 25	2	Chas. A. Kent.
Marion	Knoxville	July 18	3	S. J. Finley.
Marshall	Marshalltown	Aug. 15	2	J. Morrissey.
Mills	Glenwood	June 20	2	O. H. Marsh.
Mitchell	Osage	July 5	2	W. H. Salisbury.
Monona	Onawa	Aug. 1	2	F. E. Lark.
Monroe	Albia	July 25	3	H. C. Hollingsworth.
Montgomery	Red Oak	July 25	2	J. W. Clark.
Muscatine	Muscatine	Aug. 22	2	F. M. Witter.
O'Brien	Primghar	Aug. 15	2	Ella Seckerson.
Osceola	Sibley	Mar. 18	2	T. S. Redmond.
Page	Shenandoah	Aug. 1	2	H. E. Deater.
Palo Alto	Emmetsburg	Aug. 15	2	H. E. Blackmar.
Plymouth	Le Mars	June 20	2	J. S. Shoup.
Pocahontas	Pocahontas	Aug. 15	2	A. W. Davis.
* Polk	Des Moines	Aug. 15	2	F. B. Cooper.
Pottawattamie	Council Bluffs	June 27	2	H. W. Sawyer.
Poweshiek	Montezuma	July 5	3	Viola H. Schell.
Ringgold	Mt. Ayr	July 5	2	Martha Stahl.
Sac	Sac City	Aug. 8	2	J. W. Jackson.
Scott	Davenport	July 11	3	A. A. Miller.
Shelby	Harlan	Aug. 1	2	W. O. Riddell.
Sioux	Hull	Aug. 1	2	A. V. Storm.
Story	Nevada	Aug. 1	3	G. W. Phillips.
Tama	Toledo	July 11	2	A. L. Speaker.
Taylor	Bedford	July 11	2	F. E. Crosson.
Union	Afton	Aug. 1	2	Chas. M. Peters.
Van Buren	Kecauqua	July 25	3	J. H. Landes.
Wapello	Ottumwa	Aug. 8	3	A. W. Stuart.
Warren	Indianola	Aug. 8	2	Edd. R. Guthrie.
Washington	Washington	July 11	2	Cornelia Klass.
Wayne	Corydon	Aug. 15	2	Carrie M. Goodell.
Webster	Ft. Dodge	July 25	2	C. V. Findlay.
Winnebago	Forest City	Aug. 23	2	J. D. Stout.
Winneshek	Decorah	Mar. 28	2	G. O. Haugen.
Woodbury	Smithland	July 11	2	E. A. Brown.
Worth	Sioux City	Aug. 1	3	S. B. Toye.
Wright	Northwood	Aug. 15	2	G. T. Eldridge.
	Clarion	Aug. 8	2	

\* Another institute included.

## NORMAL INSTITUTES FOR THE YEAR 1899.

COUNTY.	TOWN.	TIME.	Weeks	CONDUCTOR.
Adair	Greenfield	July 24	2	A. A. Taylor.
Adams	Corning	Aug. 8	2	Ira P. Clark.
Allamakee	Waukon	July 24	4	J. F. Smith.
Appanoose	Centerville	July 24	2	E. W. Adamson.
Audubon	Audubon	Aug. 7	2	R. C. Spencer.
Benton	Vinton	July 10	2	A. K. Rife.
Black Hawk	Belle Plaine	July 24	2	W. W. Brittain.
Boone	Waterloo	Mar. 20	2	B. P. Holst.
Boone	Ogden	July 10	2	A. W. Merrill.
Bremer	Boone	Aug. 14	2	E. C. Lillie.
Buchanan	Waverly	July 17	2	J. E. Durkee.
Buchanan	Independence	Mar. 27	1	H. B. Akin.
Buena Vista	Storm Lake	July 31	2	R. W. Murphey.
Butler	Allison	July 31	2	J. J. McMahon.
Calhoun	Rockwell City	Aug. 14	1	A. J. Burton.
Carroll	Carroll	July 17	2	J. W. Marker.
Cass	Atlantic	Aug. 14	2	Eugene Brown.
Cedar	Tipton	June 19	2	F. B. Cooper.
Cerro Gordo	Rockwell, Clr. Lk	Mar. 27	3	J. A. Bishop.
Cherokee	Mason City	July 24	2	I. N. Beard.
Chickasaw	Cherokee	June 19	2	F. E. Willard.
Clarke	New Hampton	July 24	2	Sumner Miller.
Clay	Osceola	Aug. 14	2	G. U. Gordon.
Clayton	Spencer	July 31	2	W. C. Van Ness.
Clinton	McGregor	Aug. 7	2	A. C. Hutchins.
Crawford	Clinton	June 19	2	M. F. Arey.
Dallas	Denison	Aug. 1	2	R. A. Harkness.
Davis	Adel	Aug. 14	1	Henry Sabin.
Decatur	Bloomfield	Aug. 14	2	M. B. Shaw.
Delaware	Leon	June 12	2	H. A. Welty.
Des Moines	Manchester	Mar. 27	1	A. P. Kress.
Dickinson	Burlington	June 12	1	H. H. Davidson.
Dubuque	Spirit Lake	Aug. 14	2	F. H. Bloodgood.
Emmet	Dubuque	Aug. 14	2	J. I. Martin.
Fayette	Estherville	Aug. 7	2	Emily Reeve.
Floyd	Fayette	July 24	2	Lee Notson.
Franklin	Charles City	Mar. 20	1	W. E. Jenison.
Fremont	Hampton	Aug. 14	2	J. T. Gray.
Greene	Sidney	July 24	2	C. M. Young.
Grundy	Jefferson	July 19	3	W. F. Cole.
Guthrie	Grundy Center	Aug. 7	2	C. F. Schell.
Hamilton	Guthrie Center	Aug. 7	2	C. F. Woodward.
Hancock	Webster City	Aug. 7	2	W. T. Arthur.
Hardin	Garner	June 26	3	Ed. L. Roth.
Harrison	Eldora	July 31	2	L. T. Weld.
Henry	Logan	July 31	2	O. S. Opheim.
Howard	Mt. Pleasant	Aug. 14	2	J. C. Hagler.
Humboldt	Cresco	Mar. 27	2	T. M. Clevenger.
Ida	Humboldt	July 31	2	A. F. Kearney.
Iowa	Ida Grove	July 31	2	E. C. Meredith.
Jackson	Marengo	July 10	2	R. A. Harkness.
Jasper	Maquoketa	Mar. 29	1	
Jefferson	Newton	July 10	2	
	Fairfield	July 31	2	



## NORMAL INSTITUTES FOR THE YEAR 1899—CONTINUED.

COUNTY.	TOWN.	TIME.	Weeks.	CONDUCTOR.
Johnson	Iowa City	July 17	3	S. D. Whiting.
Jones	Wyoming	April 3	1	T. J. Cowan.
Keokuk	Sigourney	July 31	2	W. H. Gemmill.
Kossuth	Algona	Aug. 14	2	Frank Van Erdewyk.
Lee	Ft. Madison	Aug. 7	2	O. W. Weyer.
Linn	Cedar Rapids	Mar. 25	1	J. T. Merrill.
Louis	Marion	Aug. 14	2	H. H. Freer.
Lucas	Wapello	July 24	3	C. M. Donaldson.
Lyon	Chariton	Aug. 14	2	C. F. Gollry.
Madison	Rock Rapids	June 19	2	W. S. Wilson.
Mahaska	Winterset	July 31	2	Ed. M. Smith.
Marion	Oskaloosa	July 31	2	Chas. A. Kent.
Marshall	Keokuk	Aug. 7	2	W. F. Crew.
Mills	Marshalltown	Aug. 14	2	J. Morrissey.
Mitchell	Glenwood	June 19	2	O. H. Marsen.
Monona	Osage	July 10	2	Wm. H. Salisbury.
Monroe	Onawa	July 31	2	F. E. Lark.
Montgomery	Albia	Aug. 7	3	Mrs. F. Ella McKillip.
Muscatine	Red Oak	July 10	2	Thos. McCulloch.
O'Brien	Muscatine	June 19	2	Silvan Plumly.
Oceola	Primghar	Aug. 14	2	Ella Seckerson.
Page	Sibley	Mar. 20	2	T. S. Redmond.
Palo Alto	Clarinda	Aug. 14	2	H. E. Deater.
Plymouth	Emmetsburg	Aug. 7	2	Anna Donovan.
Pocahontas	Le Mars	June 19	2	I. C. Hise.
Polk	Havelock	July 24	2	A. W. Davis.
Pottaw't'mie	Des Moines	June 19	2	Hill M. Bell.
Poweshiek	Council Bluffs	June 26	1	H. W. Sawyer.
Ringgold	Avoca	July 10	1	Viola H. Schell.
Sac	Grinnell	July 10	2	Martha Stahl.
Scott	Mt. Avr.	Aug. 14	2	J. W. Jackson.
Shelby	Sac City	Aug. 21	2	A. A. Miller.
Sioux	Davenport	Mar. 27	1	J. B. Shorett.
Story	Harlan	July 31	2	A. V. Storm.
Tama	Hawarden	July 31	2	G. W. Phillips.
Taylor	Nevada	July 10	4	A. L. Speaker.
Union	Toledo	Mar. 27	2	E. H. Griffin.
Van Buren	Bedford	July 10	1	Chas. M. Peters.
Wapello	Creston	July 17	2	J. H. Landes.
Warren	Keosauqua	July 24	3	A. W. Stuart.
Washington	Ottumwa	Aug. 14	3	Edd. R. Guthrie.
Wayne	Indianola	Aug. 7	2	Cornelia Klass.
Webster	Washington	Aug. 14	2	Carrie M. Goodell.
Winnebago	Corydon	Aug. 14	2	C. V. Findlay.
Winneshek	Ft. Dodge	Aug. 7	2	G. D. Stout.
Woodbury	Forest City	Aug. 21	2	G. O. Haugen.
Worth	Decorah	Mar. 27	2	E. A. Brown.
Wright	Correctionville	July 5	3	S. B. Toye.
	Sioux City	July 24	2	G. T. Eldridge.
	Northwood	Aug. 7	2	
	Clarion	Aug. 7	2	

## THE HIGH SCHOOL.

The law of our state gives to boards of directors "power to maintain in each district one or more schools of a higher order for the better instruction of all in the district prepared to pursue such a course of study \* \* \* but the course of study shall be subject to the approval of the superintendent of public instruction."

While nearly all the cities, towns, and villages have schools of a "higher order" and some of them are schools of a higher order, both in regard to the course of study adopted and the quality of instruction given, very few courses have been submitted to this department for approval; and there is no legalized nor well established standard for the guidance of superintendents and boards of directors in the preparation and adoption of the courses now pursued in their schools.

To determine definitely the different branches of study that should be taught to, and studied by, pupils in the high schools of the state, is a most important and difficult duty. Conditions and needs vary greatly. A course that is adapted to one locality may not be entirely suited to another. Many courses of study are too heavy. A college curriculum may not be maintained in an average high school, nor may the smaller towns and villages maintain so extended a course as first-class high schools.

## A STANDARD OF REQUIREMENT.

The need of some common course of study by the completion of which an even measure of requirement shall be secured to the Iowa high schools has become more and more apparent as the graduates multiply and the influence of such schools is extended.

It is a duty to the people whose right it is to know, to the pupils receiving their diplomas, to higher institutions making demands of preparation upon these high schools, that there be a uniformity of requirement in length of course, variety of subjects and time given to each subject.

The principal criticism that can be made against our high schools is that in some instances they do exactly the same kind of work that is done below the high school, paying no attention to disciplinary or secondary studies whatever, except that they include certain branches in their course that are usually considered in the secondary school; and in some other instances they go beyond their legitimate province and endeavor to do such work as belongs properly to the higher education.

The requirements for admission to the high school should be satisfactory evidence that the pupil has gained approximately the maximum of power that may be derived from the training of the primary school, or,

what is in reality the same thing, he must give evidences of the ability to begin the secondary branches and pursue them in a disciplinary manner.

The test for graduation from a first-class high school should be evidence of the approximate maximum of power to be derived from such discipline, or in other words the ability to pursue a course of instruction under the methods peculiar to higher education.

The high school problem is to secure in a limited time the maximum amount of discipline.

This problem necessitates the investigation of several subsidiary propositions.

1. The relative standing of different branches of study as a means of producing power.
2. The different kinds of discipline required.
3. The best division of pupils' time as far as the study of these branches is concerned.

#### NEED OF LEGISLATION.

Until we are favored with such legislation as shall make even demands upon the high schools, specifying by enactment what subjects shall be taught as well as the length of time, the limitations placed upon the several branches, as well as providing means by which the proficiency of pupils shall be judged, little more can be done than to offer courses fitting the needs of schools of various degrees, and urge upon school boards the necessity that such uniform courses be adopted and followed.

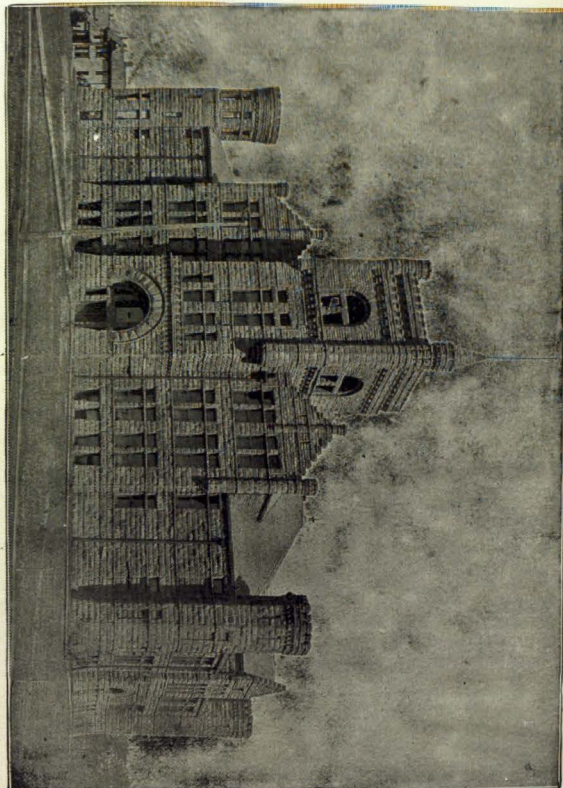
We think the course of study prepared a few years ago for the high schools of the state, by a committee appointed by the Iowa State Teachers' association, is admirable. We commend it to boards of education as worthy their careful consideration. Modifications will be found necessary in some instances. Boards of directors in towns and villages who find their present course of study too heavy may find the relief they seek in the two-year or the three-year English course offered. Too often ambitious principals burden an entire community by attempting to establish a course of study beyond the needs of the district or the age and strength of pupils. It is a serious mistake and we are desirous of seeing it remedied. In the arrangement of the course of study, the committee exercised sound judgment. The common school studies, while not unduly emphasized, are given prominence. This is demanded on account of their value and importance. Cities and towns with well equipped high schools and a corps of trained teachers will find three year and four-year Latin courses and an English course of four years.

#### COMMITTEE OF TWELVE.

We are glad to state that a committee of twelve appointed in 1898 by the Iowa State Teachers' association now have the matter of "the revision and the framing of suitable high school courses of study under consideration." In a preliminary report made by that committee in July, 1899, it is well stated that:

The aim of the high school was not to fit for college. People do not and will not consider it specifically a college preparatory school. No more is it a school to fit for business occupations, mechanical pursuits or any of

HIGH SCHOOL BUILDING, SIOUX CITY, IOWA.





the professions. Its specific purpose is to fit its pupils for the duties of life. It may become the duty of life to go to college, to engage in business, to practice law or medicine or any one of a hundred other conceivable things unforeseen by the pupil while he is in the high school. The aim of the high school course should, therefore, be to give the child a solid discipline of his faculties, a broad view of life, proper self-control, a trained judgment, an appreciation of educational values, proper methods of study and of work, an inspiration for life and for study, and such a command of himself and of all his powers as shall enable him advantageously and intelligently to take up any of the legitimate things which may become the duty of life.

#### A HIGH SCHOOL MANUAL.

The plan of the committee is to issue at an early date a manual for high schools which shall contain the course of study and embody, among other things, the following:

1. Very practical and really helpful suggestions to teachers. It will contain an explanation of the course of study, give a detailed outline of the character and the amount of work expected in each subject, deal with the question of recitation periods, the time to be given to each subject, and the best arrangement of the studies in schools which have less than the four-year course. It will be the aim to make this manual so explicit that the teacher may get definite directions both of a pedagogical and of a practical character from it, and yet to keep it so free from the dictatorial that it shall in no way interfere with the individuality of the teacher.

2. It will indicate and discuss the maximum number of subjects which a high school teacher may teach and the maximum number of classes which should be taught by any one teacher. It may also suggest the general preparation desirable for teachers in the respective branches.

3. It will contain the opinions of educators best qualified to speak on such subjects as the proper methods of teaching, the equipment necessary and how to secure it, the character and the preparation of teachers, and other such matters.

4. Suggestions as to the proper keeping of records. It will indicate the scope of the report and the blank forms necessary for keeping and reporting specific statements of the amount and of the general character and quality of work done by the pupil and the time which he should spend on each subject.

Though not perfect, the high school system is the pride of the state. The one weakness of the present system is that it lacks a central authority to supervise or inspect the schools. For the superintendent of public instruction to undertake

inspection and examination of the high schools before approving the course of study submitted, would require the greater part, if not the whole, of the time of this official. To approve the courses of study without such inspection and examination would not prove satisfactory, much less ideal. In a number of states high school inspectors working in harmony with the state department of education have done much to improve high schools. I would recommend such amendments to present laws as will provide for the appointment of a high school inspector, with power to assist high schools in the preparation of courses of study, and perform such other duties as usually pertain to such an officer.

#### TEACHERS' WAGES.

This question is fundamental in the upbuilding of a perfected educational system. No system of schools can reach the highest degree of perfection that has, as we have in this state, an almost complete change of teachers every three or four years. In the teachers' profession, progress on the part of children means greater permanency on the part of teachers.

In part at least the constant change in teachers is caused by low wages. This is especially true of males, who each year abandon teaching in large numbers solely because other professions appear more inviting and remunerative.

Of all the states and territories west of the Mississippi river, Iowa pays the lowest average monthly compensation to both males and females, with the exception of Louisiana; and of the states north of Mason and Dixon's line, Ohio alone pays less average monthly salary to males, while Maine, New Hampshire, Vermont, and Ohio pay less average monthly compensation to females.

The following table shows the average monthly salary paid teachers in the north central division of the United States:

#### AVERAGE MONTHLY SALARIES.

STATE.	Males.	Females.
Ohio .....	\$35.00	\$29.00
Indiana .....	48.25	40.25
Illinois .....	59.64	50.69
Michigan .....	47.79	34.95
Wisconsin .....	67.90	35.50
Minnesota .....	45.50	34.78
Iowa .....	37.01	31.45
Missouri .....	42.50	49.50
North Dakota .....	40.29	34.84
South Dakota .....	32.00	30.00
Nebraska .....	42.57	36.14
Kansas .....	39.26	34.29

Are these salaries sufficiently large to induce young men and young women, who possess in high degree aptness to teach and ability to govern, to enter upon the teachers' work as the business of life? Are these salaries reasonable?

A dogmatic answer will not suffice. There must be reason in the reply. Nothing has come to our notice which so completely answers the question as the following from the pen of Hon. J. J. Powell, of Cedar Rapids:

What are reasonable wages for the teacher? He works only nine or ten months of the year, and for the remaining two or three months has no income; but during this vacation he must eat, drink, and wear clothes. Our best teachers use this time in work to better fit them for teaching.

The teacher must go into society; mingle with people; buy books and magazines; attend lectures and entertainments; must dress in good taste, and not look "seedy." It is not proper that a teacher should be paid so little that he can barely pay necessary expenses each month. No teacher can do his best work if he must spend anxious hours considering how to meet his bills with his wages. Every person can do better work with a little money in his pocket. I do not mean that it is necessary to pay teachers salaries that they may live in luxury or extravagance; but a teacher should receive enough so that he can live comfortably, by proper habits of economy, attend lectures and other entertainments, buy good books, take good magazines, lay aside each month some money for old age or disability. The time of the teacher's life is not long. After he arrives at a certain age the board is apt to think the younger and fresher can do better work with the children.

In many of our cities janitors of school buildings receive larger salaries than the principal or any teacher in the building. The janitors are seldom trained mechanics or skilled laborers, and would not command high wages in other work; they are ordinarily retained in service during the twelve months; they have not spent much time or money in fitting themselves for the work; their work is with material things only. The teacher



has to do with mind. It is true the janitor is a man and ordinarily the head of a family. But the teacher frequently helps support a family. I do not know any other place than in public schools where the janitor is paid more than those who have the management of the business in the building. The teacher's social life and relations make demands on their means and time and imply modes of life and expenditures from which the janitors are entirely exempt.

Teachers are not paid as well as trained nurses. Nurses command from \$10 to \$25 a week, besides bed and boarding. They have no more responsibility and no more previous preparation than the teacher. The nurse has the care of only one or two persons at a time; while the teacher has the care of from twenty-five to seventy-five children. The teacher has to care for the health of body and mind, at a time when all future life depends on careful and discreet management.

The trained mechanic, locomotive engineer or railroad conductor receives more than the teacher. Is it reasonable that the teachers should receive less per month than these, while the teacher can receive pay only for nine or ten months, and the others draw pay for the entire twelve months? I am speaking of good teachers. A poor teacher is dear at any price. I believe teachers in the beginning are paid reasonably well, but as teachers become more efficient by experience and earnest effort, striving continuously to be stronger and progressive they should be paid higher wages. Let school boards have the courage to make a discrimination and advance the wages of those that do better work than others. It is not fair to those who are faithful and efficient and strive hardest to improve to receive no encouragement.

Reasonable wages for the teacher will support him in proper style for the position which he occupies, and enable him to lay up something for old age or disability; will reward the arduous and faithful effort that achieves success; and should be as high as the wages of skillful, trained mechanics, or janitors or trained nurses. Like all human beings, they must live; they must eat, and wear clothes; and they must also buy books and have places to stay. And they should need to take no anxious thought for to-morrow.

### TEACHERS' ASSOCIATIONS.

Iowa enjoys annually a large number of teachers' associations. The National Educational association which met in Washington, D. C., in 1898 and at Los Angeles, Cal., in 1899, was largely attended by the teachers of the state. Dr. William M. Beard-shear, of Ames, director to the N. E. A. for Iowa, deserves much credit for the work he did in keeping Iowa well to the front educationally at both annual sessions of the association.

The Trans-Mississippi Educational convention held at Omaha, Neb., June 28 and 30, 1898, was attended by several hundred teachers from the state.

The forty-fourth annual session of the Iowa State Teachers' association was held in the city of Des Moines, December 27,

28, 29, 1898. The attendance exceeded 1,000 teachers. Dr. Amos N. Carrier, acting president of the State university, presided as president of the association. His address, which is full of good sense and practical suggestions, appears in this report.

The present officers are:

*President.*—Supt. Freeman H. Bloodgood, Vinton.

*Secretary.*—Miss Carrie M. Goodell, Corydon.

*Treasurer.*—G. W. Samson, Cedar Falls.

*Vice-Presidents.*—Prin. W. N. Clifford, Council Bluffs; Co. Supt. Laura B. Swan, Fairfield; Miss Ella Truan, Sioux City.

*Executive Committee.*—Prof. Thomas Nicholson, Mount Vernon, chairman; Supt. W. F. Chevallier, Red Oak; Pres. Charles Eldred Shelton, Indianola.

*Legislative Committee.*—Hon. J. B. Knospfner, Lansing, 1898; Miss Floral Patterson, Okaloosa, 1899; Supt. J. T. Merrill, Cedar Rapids, 1900; Hon. Henry Sabin, Des Moines, 1900; Prof. J. J. McConnell, Iowa City, 1901; Co. Supt. A. A. Taylor, Greenfield, 1901.

The annual meeting for 1899 will be held in Des Moines December 27th, 28th, 29th. There were also held each year district meetings in each quarter of the state, schoolmasters' round tables in different parts of the state, inter-county associations comprising two or more counties, and county teachers' associations. These organizations, as well as the state association, are voluntary and are conducted and maintained by the teachers without the aid of the state or the county in which they are held.

The meetings of the northwestern section were held at Sioux City in 1898 and at Algona in 1899; the northeastern were held at Waterloo in 1898 and at Independence in 1899; the southeastern were held at Fort Madison in 1898 and at Iowa City in 1899; the southwestern were held at Council Bluffs in 1898 and at Creston in 1899. The total attendance at these meetings for the two years was more than 5,000. The county superintendents conducted 2,866 meetings during the biennial period. The state and district associations are generally conducted and attended by representative educators from all parts of the state. The co-operation of laymen has been secured in many instances. The governor of the state, judges of supreme court and district courts, congressmen, and a large number of other prominent citizens have taken an active part in the educational meetings.

Boards of education have generally granted their teachers a leave of absence for the purpose of attending associations without loss of pay. This action is commendable. The law governing teachers and boards of directors should be so amended



as to make it the duty of teachers to attend, without loss of pay, meetings called officially by the county superintendent.

### COUNTY SUPERINTENDENTS' CONVENTIONS.

In the year 1898 the semi-annual meetings of county superintendents were held during the latter part of April and early part of May.

Meetings were held at Des Moines, Sioux City, Ottumwa, Council Bluffs, Cedar Rapids, and Charles City. Among the subjects discussed were the following: The institute fund; recent school legislation; libraries; certificates and examinations; course of study for village schools; teachers' wages; associations—teachers' and officers'; school visitation; mothers' meetings; the last state report, 1896-1897; teachers' reading circle; our great needs; free text-books; uniform system of blanks; a perfected school system; improvement of school property. The following superintendents were in attendance:

At Des Moines, B. P. Holst, A. A. Taylor, Nellie Richards, A. C. Hutchins, C. F. Woodward, W. T. Arthur, E. C. Meredith, Ed. M. Smith, C. A. Kent, W. F. Crew, J. M. Brenton, G. W. Phillips, A. L. Speaker, Edd. R. Guthrie.

At Sioux City, J. E. Durkee, Agnes J. Robinson, Mrs. Helen Reed, A. G. Myers, W. E. Jenison, W. F. Cole, O. S. Opheim, J. C. Hagler, Frank Van Erdewyk, L. A. Dailey, J. Morrissey, F. E. Lark, Ella Seckerson, T. S. Redmond, Anna Donovan, I. C. Hise, A. W. Davis, J. W. Jackson, C. V. Findlay, E. A. Brown.

At Ottumwa, E. W. Adamson, C. W. Huff, Ed. L. Roth, Laura B. Swan, W. H. Gemmill, J. S. Stewart, C. M. Donaldson, Mrs. F. E. McKillip, Joseph Parks, Cornelia Klass, Carrie M. Goodell.

At Council Bluffs, R. C. Spencer, R. W. Murphey, J. J. McMahon, A. J. Burton, Lee Notson, C. M. Young, O. H. Marsh, H. E. Deater, H. W. Sawyer, J. W. Wilkerson, J. B. Shorett, Chas. M. Peters.

At Cedar Rapids, A. K. Rife, E. C. Lillie, J. W. Marker, G. U. Gordon, L. T. Eaton, M. B. Shaw, A. P. Kress, F. H. Bloodgood, J. T. Gray, C. F. Schell, T. M. Clevenger, S. D. Whiting, T. J. Cowan, I. E. Gould, Viola H. Schell, A. A. Miller, D. T. Sollenbarger.

At Charles City, J. F. Smith, W. W. Brittain, F. P. Hagemann, H. B. Akin, Eugene Brown, Sumner Miller, J. I. Martin, Emily Reeve, F. A. McPherson, W. H. Salisbury, G. O. Haugen.

In December of 1898 the superintendents were called officially as follows:

In accordance with section 2622 of the code you are hereby called to meet in annual convention at Des Moines, Tuesday, Wednesday and Thursday, December 27th, 28th and 29th. The provisions of law which apply are as follows: He (superintendent of public instruction) may meet county

superintendents in convention at such points in the state as may be most suitable for the purpose, at which proper steps may be taken looking towards securing a more uniform and efficient administration of the school laws. He (county superintendent) shall at all times comply with the directions of the superintendent of public instruction in all matters within that officer's jurisdiction. (Part of section 2735.) He (county superintendent) shall receive four dollars per day \* \* \* and his expenses incurred in attendance upon meetings called by the superintendent of public instruction. (Part of section 2742.)

It is of the very greatest importance that every county superintendent be present. If, on account of distance or for any other cause, county superintendents are unable to return home in time to conduct the monthly examination required by law, an assistant should be left in charge of the office. We think the law fully intends to make it a duty of the county superintendent to attend meetings called officially. The convention promises to be of great interest. You are urged to come and participate in the discussions.

In response to this call superintendents were present from all but six of the counties.

In the spring of 1899 meetings were held at Iowa City, April 6th, 7th and 8th, St. James hotel; Council Bluffs, April 13th and 14th, county superintendent's office; Cedar Falls, April 20th and 21st, State Normal school; Des Moines, April 25th and 26th, state capitol; Algona, May 4th, 5th and 6th, county superintendent's office.

At one or more of these meetings resolutions were adopted favoring the establishment of more normal schools, township graded schools, libraries for all school districts, consolidation of small schools, transportation of children, the organization of independent districts into school districts governed by a board of five directors elected from the township at large, and the issuing of only those grades of certificates recommended by the superintendent of public instruction. The work of the reading circle board was approved and resolutions were also passed recommending at least one week's pay to teachers attending institute, and that county superintendents be relieved of the duty of hearing appeal cases.

The following subjects were presented for discussion at the spring conventions in 1899:

1. How may school property be improved?
2. What steps should be taken to secure a more perfect school system?
3. The desirability of township graded schools.
4. The advantages of free text-books.
5. What is most needed to advance the interests of the rural school?



6. The library movement. What are the best means of establishing libraries?

7. Agriculture and horticulture in rural schools.

8. Annual reports of secretaries, treasurers and county superintendents. What changes, if any, should be made in form? What other information should be gathered?

9. A discussion of the resolutions adopted by the last I. S. T. A.

10. How may the efficiency of the normal institute be increased?

11. Election of teachers. By whom? For what length of time?

12. What changes are most needed in the school laws?

13. Parents' meetings. Manner of conducting; success attained.

14. The examination and certification of teachers. Are present laws and plans satisfactory?

15. Individual reports from county superintendents concerning county work.

16. Should the county superintendent be relieved of the duty of hearing appeals?

17. How may the county superintendency be strengthened?

18. The Iowa Teachers' Reading circle.

19. The benefits of a uniform system of blanks for Iowa schools.

20. Shall we have additional normal schools?

### SCHOOL ATTENDANCE.

Statistics show that in only two years in the past ten have 50 per cent of the school population been found in regular attendance upon the public schools, while 30 per cent to 40 per cent of those enrolled have failed to attend school regularly.

This condition of affairs has prompted many citizens to study the causes producing this result and to inquire earnestly for the best remedy.

All recognize that illiteracy is the curse of the nation and the enemy of popular government. In its pathway are blighted industries, wrecked lives, homes and governments. The moral growth and material prosperity of our people are daily threatened by the failure of so large a number to avail

themselves of the advantages offered by the free school system.

The first table given below shows for a period of ten years the number of pupils in the state between the ages of five and twenty-one years, number enrolled in public schools, per cent of school population enrolled, total average attendance, per cent of school population attending regularly and per cent of enrollment attending regularly.

The second table gives the same information for the different counties of the state for the year 1898-99. It will be observed that the percentage of the enrollment attending regularly ranges from 84.4 per cent in Linn county, to 46.4 per cent in Monroe county, while the percentage of school population attending regularly, varies from 62 per cent in Floyd county to 30.7 per cent in Dubuque county. These figures have reference entirely to attendance upon the public schools.

STATISTICS FOR PERIOD 1889-1899.

STATE.	Pupils between ages of 5 and 21.	Enrolled in public schools.	Per cent of school population enrolled.	Total average attendance.	Per cent of school population attending regularly.	Per cent of enrollment attending regularly.
1889-90.....	660,495	493,267	74.6	308,309	46.3	62.0
1890-91.....	668,841	503,755	75.3	317,267	47.4	62.9
1891-92.....	675,024	509,830	75.5	321,708	47.6	63.1
1892-93.....	687,150	513,614	74.7	324,217	47.1	63.1
1893-94.....	697,228	522,731	74.9	331,408	47.5	63.3
1894-95.....	712,941	533,824	74.8	339,300	47.5	63.5
1895-96.....	720,175	543,052	75.4	345,242	47.9	63.5
1896-97.....	727,694	546,836	75.1	347,620	47.7	63.5
1897-98.....	727,466	548,852	75.4	370,945	60.9	67.5
1898-99.....	727,775	624,992	76.2	364,409	60.0	66.6



## STATISTICS FOR YEAR 1898-1899.

COUNTIES.	No. of pupils between the ages of 5 and 21, in 1899.	Enrolled in public schools, 1898-9.	Per cent of school population enrolled.	Total average attendance.	Per cent of school population attending regularly.	Per cent of enrollment attending regularly.
Adair.....	5,664	4,841	83.7	2,851	53.1	58.8
Adams.....	4,670	3,967	84.9	2,442	52.2	61.5
Allamakee.....	6,354	4,239	66.7	2,697	42.4	63.6
Appanoose.....	8,893	6,917	77.7	4,565	51.3	65.9
Audubon.....	4,638	3,634	78.3	2,247	48.4	61.8
Benton.....	7,936	6,279	79.1	4,392	55.3	69.9
Black Hawk.....	9,630	7,351	76.2	4,957	51.4	67.4
Boone.....	9,512	7,420	78.1	5,212	54.7	70.2
Bremer.....	5,191	4,062	78.2	2,401	46.2	51.2
Buchanan.....	6,564	5,211	79.3	3,500	54.8	67.1
Buena Vista.....	5,602	4,559	81.2	3,089	55.1	67.7
Butler.....	5,919	4,701	79.4	3,130	53.0	66.5
Calhoun.....	5,892	4,971	84.3	3,298	55.9	66.3
Carroll.....	7,437	5,141	69.1	3,490	46.9	67.8
Cass.....	7,602	5,272	69.3	4,116	54.1	78.0
Cedar.....	6,311	4,295	68.0	3,163	50.1	73.6
Cerro Gordo.....	6,342	4,965	78.2	3,365	53.0	67.7
Cherokee.....	5,560	5,029	90.0	3,127	56.2	52.1
Chickasaw.....	5,865	4,528	77.2	2,833	48.3	62.5
Clarke.....	4,059	3,538	87.1	2,243	55.2	63.1
Clay.....	4,210	3,782	89.8	2,253	53.5	59.5
Clayton.....	9,276	6,728	72.5	4,249	45.8	63.1
Clinton.....	14,213	9,698	68.2	6,807	47.8	70.1
Crawford.....	7,818	5,700	72.9	3,679	47.0	64.5
Dallas.....	7,378	6,618	89.6	4,544	61.5	68.6
Davis.....	5,210	4,410	84.6	2,779	53.3	63.0
Decatur.....	6,402	5,606	87.5	3,358	52.4	59.9
Delaware.....	5,968	4,428	74.1	2,910	48.7	65.7
Des Moines.....	12,598	7,760	61.5	5,088	40.3	65.5
Dickinson.....	2,413	2,280	93.6	1,270	52.6	56.1
Dubuque.....	19,747	8,648	43.7	6,068	30.7	70.1
Emmet.....	3,162	2,550	80.6	1,506	47.6	59.0
Fayette.....	9,026	7,053	78.1	4,552	50.4	64.5
Floyd.....	5,009	4,538	90.5	3,108	62.0	68.4
Franklin.....	4,838	3,863	79.8	2,438	50.3	62.8
Fremont.....	6,040	5,043	83.4	3,442	56.9	68.2
Greene.....	5,726	5,030	87.8	3,513	61.3	69.8
Grundy.....	4,801	3,911	81.4	2,565	53.4	65.5
Guthrie.....	6,405	5,519	86.1	3,718	58.0	67.3

## STATISTICS FOR YEAR 1898-1899—CONTINUED.

COUNTIES.	No. of pupils between the ages of 5 and 21, in 1899.	Enrolled in public schools, 1898-9.	Per cent of school population enrolled.	Total average attendance.	Per cent of school population attending regularly.	Per cent of enrollment attending regularly.
Hamilton.....	6,293	5,373	85.3	3,388	53.8	63.0
Hancock.....	4,589	3,667	79.9	2,235	48.7	60.9
Hardin.....	7,487	5,832	77.8	3,905	52.1	66.9
Harrison.....	8,546	7,212	84.3	4,410	51.6	61.1
Henry.....	5,564	5,535	99.4	2,731	49.0	51.1
Howard.....	4,890	3,666	74.9	2,392	48.9	65.2
Humboldt.....	4,193	3,286	78.3	2,101	50.1	63.9
Ida.....	4,460	3,445	77.2	2,278	51.0	66.1
Iowa.....	6,238	4,811	77.1	3,532	56.6	73.4
Jackson.....	8,146	5,755	70.6	3,888	47.7	67.5
Jasper.....	8,484	7,179	84.6	4,489	52.9	62.5
Jefferson.....	5,231	4,441	84.8	2,726	52.1	61.3
Johnson.....	7,497	5,718	76.2	3,809	50.8	66.9
Jones.....	6,721	5,540	82.4	3,728	55.4	67.2
Keokuk.....	8,706	6,995	80.3	4,606	52.9	65.8
Kossuth.....	7,520	5,681	75.5	3,497	46.5	61.5
Lee.....	12,938	7,400	57.1	5,483	42.3	74.0
Linn.....	18,674	11,381	60.9	9,612	51.4	84.4
Louisa.....	4,274	3,450	80.6	2,252	52.6	65.2
Lucas.....	5,200	4,090	78.6	2,565	49.3	62.7
Lyon.....	4,522	3,749	82.9	2,521	55.7	67.2
Madison.....	5,676	5,062	89.1	3,134	55.6	61.9
Mahaska.....	10,690	8,249	77.1	4,976	46.5	60.3
Marion.....	8,118	6,663	82.0	4,170	51.3	62.5
Marshall.....	9,336	6,794	72.7	4,789	51.2	70.4
Mills.....	5,756	4,237	73.6	2,689	46.7	63.4
Mitchell.....	5,113	4,114	80.4	2,613	51.1	63.5
Monona.....	6,311	4,846	76.7	3,137	49.7	64.7
Monroe.....	5,957	4,507	75.6	2,095	35.1	46.4
Montgomery.....	5,759	4,737	82.2	3,234	56.1	68.2
Muscatine.....	8,518	6,044	70.9	4,130	48.4	68.3
O'Brien.....	5,699	4,793	84.1	3,244	56.9	67.6
Osceola.....	3,073	2,576	83.8	1,426	46.4	57.2
Page.....	7,609	6,319	83.0	4,132	54.3	65.3
Palo Alto.....	4,501	3,435	76.3	2,268	50.3	66.0
Plymouth.....	7,955	5,570	70.0	3,674	46.1	65.9
Pocahontas.....	4,893	3,827	78.3	2,469	50.4	64.5
Polk.....	25,095	18,048	71.9	12,363	49.2	68.5
Pottawattamie.....	15,699	12,687	81.3	5,765	36.7	45.4



## STATISTICS FOR YEAR 1898-1899—CONTINUED.

COUNTIES.	No. of pupils between the ages of 5 and 21, in 1899.	Enrolled in public schools, 1898-9.	Per cent of school population enrolled.	Total average attendance.	Per cent of school population attending regularly.	Per cent of enrollment attending regularly.
Poweshiek.....	5,952	4,984	83.7	3,554	59.7	71.3
Ringgold.....	5,578	4,741	84.9	3,278	58.7	69.1
Sac.....	5,848	4,686	80.1	3,088	52.8	65.8
Scott.....	17,969	9,930	62.2	7,311	45.7	73.6
Shelby.....	6,457	4,864	75.3	3,204	49.6	65.6
Sioux.....	8,266	6,329	76.5	4,168	50.4	63.8
Story.....	7,024	6,126	87.2	3,887	55.3	63.4
Tama.....	7,924	6,119	77.2	4,329	54.6	70.7
Taylor.....	6,135	5,442	88.7	3,592	58.5	66.0
Union.....	6,251	5,049	80.7	3,502	56.0	69.3
Van Buren.....	5,410	4,513	83.4	3,190	57.1	70.6
Wapello.....	11,077	9,083	81.9	6,106	55.1	67.2
Warren.....	6,838	5,839	85.3	3,643	53.2	62.3
Washington.....	6,272	4,994	79.6	3,455	55.0	69.1
Wayne.....	5,886	4,942	83.7	3,458	58.7	69.9
Webster.....	9,149	6,455	70.5	4,107	44.8	63.6
Winnebago.....	4,201	3,252	77.4	2,022	48.1	62.1
Winneshek.....	7,756	5,120	66.0	3,051	39.3	59.5
Woodbury.....	10,209	13,713	74.3	8,675	45.1	63.2
Worth.....	3,668	2,652	72.3	1,755	47.8	66.1
Wright.....	6,327	5,380	85.0	3,611	57.0	67.1

Statistics regarding attendance in city and town schools will be found elsewhere in this report.

Below are given the principal states having compulsory laws, together with the average number of days each pupil enrolled attended a public school in 1896-1897:

Vermont.....	118.9
Massachusetts.....	141.8
Rhode Island.....	137.7
Connecticut.....	131.6
New York.....	126.7
New Jersey.....	119.0
Pennsylvania.....	116.2
Maryland.....	105.8
Ohio.....	120.9
Indiana.....	104.1
Illinois.....	121.0
Michigan.....	113.7
Wisconsin.....	103.1
* Iowa.....	103.0
Montana.....	105.3
Colorado.....	110.2
Utah.....	106.1
California.....	126.4

\* No compulsory law.

Number of pupils in daily attendance for each 100 enrolled in public schools for 1896-1897.

Maine.....	73.10
New Hampshire.....	74.33
Vermont.....	77.23
Massachusetts.....	76.20
Rhode Island.....	78.96
Connecticut.....	70.21
New York.....	68.16
New Jersey.....	65.03
Pennsylvania.....	73.43
Delaware.....	68.40
Maryland.....	58.11
West Virginia.....	65.40
South Carolina.....	70.72
Florida.....	65.92
Kentucky.....	71.70
Tennessee.....	70.23
Alabama.....	66.67
Louisiana.....	73.05
Texas.....	71.40
Ohio.....	73.55
Indiana.....	73.08
Illinois.....	76.65
Michigan.....	70.60
Wisconsin.....	64.23
Iowa.....	63.56
Missouri.....	72.87
North Dakota.....	67.40
South Dakota.....	61.34
Nebraska.....	64.39
Kansas.....	69.07
Montana.....	67.43
Wyoming.....	66.48
Colorado.....	69.00
New Mexico.....	80.12
Arizona.....	78.14
Utah.....	69.77
Idaho.....	71.02
Washington.....	70.15
Oregon.....	70.78
California.....	73.22

## COMPULSORY ATTENDANCE.

Where the question has been carefully investigated it is ascertained that irregular attendance is caused usually by parental indifference, lack of proper books or suitable clothing, poor teaching talent, or an utter disregard for the wishes of parents. In some localities parents deprive their children of

school privileges that they may have their help in supporting the family.

So vital do I consider this question that I have deemed it best to give in this connection a general summary of the laws relating to school attendance in the United States.

The table taken from the report of the national commissioner of education, shows that twenty-nine states and two territories have passed compulsory school laws, defining the ages to which the law shall apply, the annual term of school attendance, and the penalty imposed on parents or guardians for violation of the law:

# COMPULSORY EDUCATION REQUIREMENTS IN THE UNITED STATES.

STATE.	AGE.	ANNUAL PERIOD.	PENALTY ON PARENTS OR GUARDIANS.
Maine.....	8-15	16 weeks (2 terms of 8 weeks each, if practicable).	Fine \$25 (maximum).
New Hampshire...	6-16	12 weeks.	Each offense \$10 (maximum).
Vermont.....	8-15	24 weeks.	Fine \$10 to \$50.
Massachusetts.....	8-14 or 15	30 weeks.	Each offense forfeit not exceeding \$20.
Rhode Island.....	7-15	12 weeks; 6 consecutive.	Each offense, fine \$30 (maximum).
Connecticut.....	as-14 or 15	8 to 13 years of age, 24 weeks; 13 to 14, 19 weeks.	For each week's neglect, fine \$5 (maximum).
New York.....	as-14	8 to 12 years of age and unemployed youths 14 to 16, full term; for children 12 to 14, at least 80 days consecutive.	First offense, fine \$5 (maximum); each subsequent offense \$50 (maximum) or imprisonment 30 days.
New Jersey.....	67-12	20 weeks; 8 consecutive.	Each offense \$10 to \$25 or imprisonment 1 to 3 months.
Pennsylvania.....	as-13	70 per cent of the entire term.	First offense \$2 (maximum); each subsequent offense, \$5 (maximum).
Dist. of Columbia.	65-15	12 weeks; 6 consecutive.	Fine \$20 (maximum).
West Virginia.....	8-14	16 weeks.	Fine not to exceed \$5.
Kentucky.....	7-14	8 consecutive weeks.	Fine \$5 to \$30 (first offense); \$10 to \$30 each subsequent offense.
Ohio.....	as-14	20 weeks, city district; 16 weeks, village and township districts.	Fine, \$5 to \$20.
Indiana.....	8-14	12 consecutive weeks.	\$10 to \$30; also, if court so orders, imprisonment 2 to 30 days.
Illinois.....	7-14	16 weeks; 8 consecutive.	Fine, \$5 to \$20.
Michigan.....	65-14	16 weeks; 8 consecutive.	First offense, \$5 to \$10; each subsequent offense, \$10 (minimum).
Wisconsin.....	7-13	12 weeks.	Fine, \$3 to \$30.
Minnesota.....	8-16	12 weeks; 6 consecutive.	First offense, \$10 to \$25; each subsequent offense \$25 to \$50.
North Dakota.....	8-14	12 weeks; 6 consecutive.	First offense, \$5 to \$30; each subsequent offense \$10 to \$50.
South Dakota.....	8-14	12 weeks; 6 consecutive.	Fine, \$10 to \$20.
Nebraska.....	8-14	12 weeks.	Each offense, \$10 to \$30.
Kansas.....	8-14	12 weeks; 6 consecutive.	First offense, fine \$5 to \$10; each subsequent offense, \$10 to \$20.
Montana.....	8-14	12 weeks; 6 consecutive.	Each offense \$5 to \$20, or 30 days imprisonment.

## COMPULSORY EDUCATION REQUIREMENTS, ETC.—CONTINUED.

STATE.	AGE.	ANNUAL PERIOD.	PENALTY OF PARENTS OR GUARDIANS.
Wyoming.....	66-21	12 weeks.	Each offense \$25 (maximum).
Colorado.....	8-14	12 weeks; 8 consecutive.	Each offense, \$5 to \$25.
New Mexico.....	8-16	12 weeks.	Fine, \$1 to \$2, or imprisonment for not more than 10 days.
Utah.....	8-14	16 weeks; 10 consecutive.	First offense, \$10 (maximum); each subsequent offense, \$30.
Nevada.....	68-14	16 weeks; 8 consecutive.	First offense, \$50 to \$100; each subsequent offense, \$100 to \$200.
Idaho.....	8-14	16 weeks; 8 consecutive.	First, \$5 to \$20; subsequent offenses \$10 to \$30.
Washington.....	8-15	12 weeks.	Fine, \$10 to \$25.
Oregon.....	8-14	12 weeks; 8 consecutive.	First offense, \$5 to \$25; subsequent offenses \$25 to \$50.
California.....	8-14	Two-thirds of school term; 12 weeks consecutive.	First offense, \$20; each subsequent offense, \$30 to \$50.

a.—To 16 if unemployed in labor.

b.—The law applies to youths 12 to 16 years of age if discharged from employment in order to receive instruction.

c.—Law not enforced.

d.—In cities 7 to 16.

e.—Penalty imposed only for children 7 to 16.

Perhaps no law has been more satisfactory in its workings than that enacted by the state of New York in 1894 and amended in 1896. The measure is herewith given complete:

The people of the state of New York represented in senate and assembly, do enact as follows:

1. *Required attendance upon instruction.*—Every child between 8 and 16 years of age, in proper physical and mental condition to attend school, shall regularly attend upon instruction at a school in which at least the common school branches of reading, spelling, writing, arithmetic, English grammar and geography are taught, or upon equivalent instruction by a competent teacher elsewhere than at school as follows: Every such child between 14 and 16 years of age, not regularly and lawfully engaged in any useful employment or service, and every such child between 8 and 12 years of age, shall attend upon instruction as many days annually, during the period between the first days of October and the following June, as the public school of the city or district in which such child resides shall be in session during the same period. Every child between 12 and 14 years of age in proper physical and mental condition to attend school, shall attend upon instruction during the school year then current, at least eighty secular days of actual attendance, which shall be consecutive except for holidays, vacations and detentions by sickness, which holidays, vacations and detentions shall not be counted as a part of such eighty days, and such child shall, in addition to the said eighty days, attend upon instruction when not regularly and lawfully engaged in useful employment or service. If any such child shall so attend upon instruction elsewhere than at public school, such instruction shall be at least substantially equivalent to



the instruction given to children of like age at the public school of the city or district in which such child resides; and such attendance shall be for at least as many hours of each day thereof as are required of children of like age at public schools; and no greater total amount of holidays and vacations shall be deducted from such attendance during the period such attendance is required than is allowed in such public school to children of like age. Occasional absences from such attendance, not amounting to irregular attendance in the fair meaning of the term, shall be allowed upon such excuses only as would be allowed in like cases by the general rules and practice of such public school.

2. *Duties of persons in parental relation to children.*—Every person in parental relation to a child between 8 and 16 years of age, in proper physical and mental condition to attend school, shall cause such child to so attend upon instruction or shall present to the school authorities of his city or district proof by affidavit that he is unable to compel such child to so attend. A violation of this section shall be a misdemeanor, punishable for the first offense by a fine not exceeding \$5, and for each subsequent offense by a fine not exceeding \$50 or by imprisonment not exceeding thirty days or by both such fine and imprisonment. Courts of special sessions shall, subject to removal as provided in sections 57 and 58 of the code of criminal procedure, have exclusive jurisdiction, in the first instance, to hear, try and determine charges of violations of this section, within their respective jurisdictions.

3. *Attendance officers.*—The school authorities of each city, union free school district, or common school district whose limits include in whole or in part an incorporated village, shall appoint and may remove at pleasure one or more attendance officers of such city or district, and shall fix their compensation and may prescribe their duties not inconsistent with this act, and may make rules and regulations for the performance thereof; and the superintendent of schools of such city or school district shall supervise the enforcement of this act within such city or school district; and the town board of each town shall appoint one or more attendance officers whose jurisdiction shall extend over all school districts in said town, not by this section otherwise provided for, and shall fix their compensation, which shall be a town charge; and such attendance officers appointed by said board shall be removable at the pleasure of the school commissioner in whose commission's district such town is situated.

4. *Arrest of truants.*—The attendance officers may arrest without warrant any child between 8 and 16 years of age, found away from his home, and who then is a truant from instruction upon which he is lawfully required to attend and within the city or district of such attendance officer. He shall forthwith deliver a child so arrested either to the custody of a person in parental relation to the child, or of a teacher from whom such child is then a truant, or, in case of habitual and incorrigible truants, shall bring them before a police magistrate for commitment by him to a truant school as provided for in the next section. The attendance officer shall promptly report such arrest and the disposition made by him of such child, to the school authorities of the said city, village or district where such child is lawfully required to attend upon instruction or to such person as they may direct.

5. *Truant schools.*—The school authorities of any city or school district may establish schools, or set apart such separate rooms in public school buildings, for children between 8 and 16 years of age, who are habitual truants from instruction upon which they are lawfully required to attend, or who are insubordinate or disorderly during their attendance upon such instruction, or irregular in such attendance. Such school or room shall be known as a truant school; but no persons convicted of crimes or misdemeanors, other than truancy, shall be committed thereto. Such authorities may provide for the confinement, maintenance and instruction of such children in such schools; and they or the superintendent of schools in any city or school district may, after reasonable notice to such child and the persons in parental relation to such child, and an opportunity for them to be heard, and with the consent in writing of the persons in parental relation to such child, order such child to attend such school, or to be confined and maintained therein for such period and under such rules and regulations as such authorities may prescribe, not exceeding the remainder of the school year, or may order such child to be confined and maintained during such period in any private school, orphan's home or similar institution controlled by persons of the same religious faith as the persons in parental relation to such child, and which is willing and able to receive, confine and maintain such child, upon such terms as to compensation as may be agreed upon between the authorities and such private school, orphan's home or similar institution. If the persons in parental relation to such child shall not consent to either such order, such conduct of the child shall be deemed disorderly conduct, and the child may be proceeded against as a disorderly person, and upon conviction thereof, if the child was lawfully required to attend a public school, the child shall be sentenced to be confined and maintained in such truant school for the remainder of the current school year; or if such child was lawfully required to attend upon instruction otherwise than at a public school, the child may be sentenced to be confined and maintained for the balance of such school year, in such private school, orphan's home or similar institution, if there be one, controlled by persons of the same religious faith as the person in parental relation to such child, which is willing and able to receive, confine and maintain such child for a reasonable compensation. Such confinement shall be conducted with a view to the improvement and to the restoration, as soon as practicable, of such child to the institution elsewhere upon which he may be lawfully required to attend. The authorities committing any such child, and in cities and villages the superintendent of schools therein shall have authority in their discretion to parole at any time any truant so committed by them. Every child suspended from attendance upon instruction by the authorities in charge of furnishing such instruction, for more than one week, shall be required to attend such truant school during the period of such suspension. The school authorities of any city or school district not having a truant school, may contract with any other city or district having a truant school, for the confinement, maintenance and instruction therein of children whom such school authorities might require to attend a truant school, if there were one in their own city or district. Industrial training shall be furnished in every such truant school. The expense attending the commitment and cost of maintenance of any truant residing in any city or village employing



a superintendent of schools shall be a charge against such city or village, and in all other cases shall be a county charge.

6. This act shall take effect immediately.

In 1897 the state of Illinois passed a law to promote attendance of children in schools, and to prevent truancy. It is provided that any person having control of any child between the ages of 7 and 14 years, shall annually send the child to some public or private school for at least sixteen weeks, twelve weeks of which attendance shall be consecutive. The act does not apply in any case when the child has been or is receiving instruction for a like period every year in the elementary branches by a person competent to teach, or when the physical or mental condition renders attendance impracticable or inexpedient, or when any court of record excuses the child for sufficient reason. The willful neglect to send a child subjects the parents or guardian to a penalty of not to exceed \$5.

Truant officers appointed by the board of education are charged to arrest any child of school age that habitually haunts public places and has no lawful occupation, or who absents himself or herself from school, and to place him or her in school. For services performed, officers are paid such compensation as may be fixed by boards of education.

Persons having control of children forfeit a sum of not less than \$3 nor more than \$20 for the use of the public schools of the district for making a wilfully false statement concerning the age of children or the time they have attended school.

Regarding the practical workings of the law in New York, the superintendent of public instruction, in his annual report for the year 1899, says:

Compulsory education in this state is no longer a mere pretense but an accomplished fact. It does not follow that every child who should be, is in school every day, but public opinion is heartily in accord with the theory that the state has a right to insist that every child shall be educated for citizenship, and the people are earnestly co-operating with state and local authorities in securing constantly improving results. In 1894, the year before the present law became operative, the per cent of average daily attendance to total enrollment was 64. In 1898 it was nearly 71. But mere statistics as to school attendance do not tell the whole story of the good accomplished by the consistent enforcement of this law. Children are absent from this school, and the law impels an investigation. In many cases it is found that lack of suitable clothing or oftentimes actual hunger is the cause of detention. Private or public charity is invoked and thousands of cases of want and suffering are alleviated which would have escaped notice save for the visit of the attendance officer.

This leads me to renew my recommendation for enlarged authority to purchase text-books for the needy. Many heads of families relieved of the burden of purchasing necessary text-books would be enabled to clothe and feed their children so that their regular attendance at school would be possible.

The need of state truant schools is very seriously felt. During the past school year over 1,000 children were placed in local truant schools or in private institutions willing to receive them. These provisions are very inadequate, and the necessary expense for travel is often practically prohibitive. State institutions properly located would remove these difficulties and materially simplify the administration of the law, as well as lessen the expense of its enforcement, and until such schools are established the full benefit to be derived from the law will not be secured.

A study of statistics as to attendance shows a constant and healthy increase. That this increase did not result from natural causes, but was mainly due to a consistent and earnest enforcement of the law, the following comparisons of like periods before and after its enactment show: The period of four years just preceding the enactment of the present law, namely 1889 to 1893, shows an increase in net enrollment of 49,415, in average daily attendance of 50,610, and in aggregate days' attendance of 8,217,451. A like period, 1893 to 1897, most of it under the present law, shows an increase in net enrollment of 119,971, in average daily attendance of 132,157, and in aggregate days' attendance of 28,900,406.

The superintendent of public instruction in Illinois says:

The result of the law relating to school attendance and the appointment of the truant officer are only fairly satisfactory, many districts in the state making no attempt to comply with its provisions.

The weakness of the law is that it makes no provision for the schooling of habitual truants except to re-arrest and bring them back to school. If there could be a "parental school" for each county, or for the larger cities, as is provided for Chicago, to which habitual truants could be committed, the benefits of the attendance law would be greatly increased.

It is believed that satisfactory results in enforcing school attendance laws are not attained, except by the aid of the state. In Massachusetts, local authorities, especially in the smaller cities and towns, fail to enforce the law, while in Connecticut laws are quite rigidly enforced by the state attendance officers.

Public education at the hands of the state demands large expenditures of school funds. The state is annually expending vast sums to secure the conviction of those charged with crime and in providing for the criminal classes which are to a great extent made up of the youth who grow up in idleness and ignorance. Crime, ignorance and idleness are a gigantic trinity and either directly or indirectly cause the expenditure of largely increased tax levies. The state needs to examine



carefully into causes of idleness and crime, and to learn of the dangers which citizens are facing.

A Massachusetts report for 1893 truly says:

The greatest danger to which the state is exposed from its own citizens comes not from the multitudes of youth that move regularly and dutifully through its schools, but from those smaller numbers that the schools do not reach or only slightly touch, and that contribute far more freely to the hoodlumism of crime and communities than the properly schooled. It becomes the state to put its great foot down, and see to it that such children when in their plastic and redeemable stages shall attend school, public or private, as the choice may be, if intractable because of conduct therein or absence therefrom, be sent to a truant school. It is far cheaper, as a money investment, to say nothing of the immeasurable moral investment in such a case, to save a child from becoming a criminal than to deal with him after he has become one. It is indispensable, therefore, that the school authorities shall keep a watchful eye upon such children as might otherwise escape the beneficent influences of the schools.

The schools of Prussia are regarded as models in many respects. Though the laws in Prussia in respect to attendance have been modified and amended frequently, two principles have been held as fundamental:

1. That the child must attend school every day that it is in session throughout the year.
2. That parents shall be held responsible.

Iowa is one of the very few states of the union that do not have a law requiring the attendance of children upon the schools either public or private. Nor are the parents by law held responsible for a failure to give children an education of even the most elementary character. These are unquestionably fundamental defects in our school system of the most serious nature, and proper legislation should be enacted by the Twenty-eighth General Assembly.

### TRUANCY.

In this connection it is proper, I think, to call attention to truancy. Nothing so valuable has come to my attention on this subject as the following extract from a report submitted in 1897 by the committee on truant officers for the city of Boston. The report in part is as follows:

Truancy is a matter affecting the body politic that has only recently received the attention that its vital importance to our social system demands. Much legislation has heretofore been had upon the subject, and more is proposed in the near future; but it is only lately that the principle has been fully recognized that the erring child should be reformed rather than punished, and that the cure for truancy is prevention. A truant is a

child who is required under the law to attend school, but who wilfully, habitually, and in opposition to the wishes of the parent, absents himself therefrom. Unrestrained, the truant is more than likely to become a dangerous person in the community, and a menace to the peace of society. Often the truant is "more sinned against than sinning." His home environment is such that he is offered no opportunity to form those habits that are fundamental to good citizenship. Deprived of such advantages, how can he be expected to acquire of himself, without suitable instruction and guidance, a proper esteem for himself, and respect for others? Here, then, arises the responsibility of the state or city to the child, its obligation to afford him an opportunity to achieve good citizenship, beyond the mere providing of free schools, rather than to seek an excuse to brand him as a criminal. This responsibility has, we think, been recognized by the city of Boston in its establishment of the parental school, and the maintenance of a competent and well-organized truant force, the members of which in general perform their varied duties with admirable tact, discretion and zeal.

Truancy grows largely from lack of resources in expedients for arousing and holding the attention and interest of the child, on the part of the teacher. There is, of course, the influence of heredity, environment, and the natural inclination of the child to be taken into account as modifying factors; but the wise and judicious teacher will realize that the more successful she is in holding the interest of the child, in stimulating its intellectual growth, in implanting in its breast a respect for constituted authority and regard for law and order, the less will be the inclination to truancy and the greater the prospective gain in true and upright manhood and womanhood to the state. An appeal to the rod should be a last resort. The best solvent of a perverse nature is love. The master of one of our school districts noticed that one of his teachers, new to the work and young in years, had a much larger average attendance than the other teachers under his control, and sought an explanation. The reply was that she endeavored to make the opening of each session particularly bright and attractive, to arouse the interest and enthusiasm of her pupils as soon as they came into her presence, and so turn their inclination in the direction of the schoolroom rather than away from it. It is, of course, impossible to prescribe just how the school is to be made a place to be sought rather than avoided on the part of the child. The regular course of study must be followed, but the individuality, the tact of the teacher must be exercised in her own way.

Someone said of Dean Swift that he could write entertainingly of a broomstick; and the personality of the born teacher will shine through and illumine the driest and most unattractive subjects. Were all teachers equally gifted with the ability to understand, to sympathize with and direct the child, it seems clear that truancy would be reduced to a minimum.

Truancy in the primary schools, limited in amount though it be, is of as great importance as in the higher grades. The children attending these schools are in the most formative period of their lives, and more susceptible to moral influences than at any later time. Goethe has said that the impression formed by a child during the first few years of his existence are



stronger and more enduring than those made during the whole of his subsequent life. A bad habit contracted in the primary school clings to the child during the whole term of his school attendance, and may result in his lasting injury, or even his final ruin. The truant officers have no jurisdiction, under the present law, over children under 8 years of age, and consequently their control over pupils in the primary grades is confined to moral suasion in cases coming under their notice, which, owing to the time of the officers being fully occupied with their regular duties, are of necessity comparatively limited in number. In these schools especially, therefore, should the wise and judicious teacher, mindful of her deep responsibilities, exercise a strong influence upon the children committed to her care, that will bear rich fruit in future years.

In the course of their duties the various truant officers frequently become acquainted with cases where children are kept away from school because of the inability of their parents to provide them with suitable clothing. Many such parents are unwilling to expose their necessities by applying for charitable assistance, but do not object to receiving aid through the agency of the truant officers, who collect shoes and clothing from more fortunate people in their respective districts and distribute them among those who are destitute. Masters and teachers cheerfully and generously contribute to relieve the necessities of their pupils in this respect, and the amounts given by the truant officers themselves for such purposes are not inconsiderable in the course of a year. It has been recently suggested that it might be wise to appropriate annually a certain amount to be expended by the truant officers for the purchase of shoes and clothing for needy children, at their discretion, and that such an expenditure is as legitimate a tax upon the public treasury as the providing of free text-books. While we have no question that any money available for such purposes would be most judiciously expended by the truant force, yet in view of the number of charitable organizations established in this city and the numerous channels through which relief may be readily and speedily obtained by anyone actually needing assistance, we feel that the time has not yet arrived to recommend that any action be taken in this direction.

Boston should have a single court having jurisdiction over truants and other juvenile offenders, as well as over parents failing to comply with the school attendance laws applicable to them. With one judge giving his entire attention to this class of cases, the laws relating to truancy and school attendance would be given a uniform interpretation, and the truant officers would be enabled to pursue their duties in full harmony with the well-understood practice of the court. As it is now, there is a lack of uniformity in the action of the judges of the several courts having jurisdiction, and the truant force is often embarrassed in the preparation and conduct of cases on this account.

A teacher suspecting an absent pupil of being away without the consent of the parents fills out a "truant card," furnished for the purpose by the school committee, entering thereon the name of the pupil, his age, name of parent, residence, and date or dates of suspected truancy. These cards are collected by the officer in charge of the district, on his daily visit, and the cases immediately investigated by him. If an absent child is not suspected of truancy, but is supposed to be detained or allowed to remain at

home without reasonable excuse, the teacher fills out an "information card," which is an inquiry as to the cause of the pupil's absence. In order that the time of the truant officer may not be consumed unnecessarily, the regulations prescribe that the "information cards" shall be examined and signed by the principal of the district before any investigation is made. It often happens that the truant officer is able to state the cause of the pupil's absence immediately. In such cases the information is at once sent to the teacher, and the card destroyed, and the officer proceeds to investigate the remaining cases referred to him for attention.

The work of a truant officer demands intelligence, patience and tact to a marked degree. It frequently extends into the evening, as it often happens that more can be accomplished by their efforts with the fathers than with the mothers. The performance of this part of an officer's duty is often exceedingly difficult of successful accomplishment. The interest and sympathy of the parents in the welfare of the children must be aroused and stimulated, and their co-operation enlisted in seeing that their children are regular and punctual in their school attendance. The result of the truant officer's investigation is entered upon the back of each card referred to him, and stated to the respective teachers on the day following that on which the card was received by him. If the officer finds that an absentee has returned to the school, he notes the date of the return on the back of the card of such child, and signs his name. If a truant has not returned, the officer keeps the card for future investigation. The completed cards are then taken to the principal of the district for examination. If satisfied with the results of the investigation, he affixes his signature as evidence that the truant officer has performed his duty, and the cards are then transmitted weekly to the chief truant officer. The truant officer retains the cards of pupils who have not returned to school, and calls daily at the home and school until the child returns to the school, or until a satisfactory explanation of the absence is obtained, when the facts and the number of sessions absent are recorded on the card, which is then handed to the principal as described above. The truant officers are also alert and watchful for truants upon the streets, and, finding such, take them to school and turn them over to the charge of the principal.

In the case of a persistent or incorrigible truant, after it has been demonstrated that the persuasive efforts of the truant officers are of no avail, a record is obtained from the teacher of the dates of suspected truancy for the preceding three months, which the truant officer presents, together with the result of his investigation, to the chief truant officer, who may then give his consent to the case being brought before a court having jurisdiction. The truant officer then brings the matter to the attention of the court, pronounces the summons, and notifies the parents to bring the child into court on a certain day. If they fail to comply, the child is arrested on sight and brought before the court. Except in extreme cases a truant is placed on probation, and if after the expiration of a few weeks it appears that reformation has taken place, the case is placed on file. If otherwise the truant is again brought before the court and sentenced to the parental school for a term not exceeding two years, in the discretion of the court.

In the first place many people must give up thinking that the parental school is a penal institution, designed to inflict prescribed penalties for



truancy and stubborn disobedience. People who undertake to reform boys on the principle of making hard the way of the transgressor, usually fail, because the boys appreciate perfectly well the spirit of such discipline, and simply bide their time, knowing that the season of their tribulation shall have an end, whether they reform or not. The parental school will undertake the work of reforming boys on another and better principle—that of intelligent self-control. There is to be no high fence around the institution. How are you going to stop truants from running away? people ask. The answer is, by letting them run away. The boys are going to run away sometimes, but they are not going to run away so much as they would if a high fence were put around them. A truant was never cured of truancy by shutting him up or by flogging him, because such treatment does not generate intelligent self-control.

Secondly the parental school is not the proper place for boys who have already taken the first steps in crime, and who have manifested unmistakable tokens of criminal tendency and intent. Such boys are in need of more radical treatment. \* \* \* But the persistent truant, the naughty boy of the schools, or the disobedient son of despairing parents is not necessarily a criminal, though in imminent danger of becoming one if neglected. Such a boy needs the discipline of the parental school. This distinction between the criminal boy and the truant boy has generally been recognized in theory, but circumstances hitherto existing in Boston have made the observance of it in practice impossible. \* \* \* The state, as we know, has undertaken for its own protection to make education universal. To make education universal, it must be made free and it must also be made compulsory. Therefore no system of education is complete without schools for truants, wherein are used the last resorts of compulsory education. When these fail, and not until then, can children rightly be surrendered by the educational to the criminal jurisdiction of the state.

If these views are correct, it is easy to recognize a vital relation between the parental school and the other public schools of the city, and this relation lends importance to three other matters which shall be mentioned here.

*First.*—The parental school being an educational institution free from criminal associations, the courts may feel willing to commit truants to its care at an earlier stage in their career of waywardness than has been usual heretofore; and the truant officers need not hesitate so long to bring complaints. \* \* \*

*Secondly.*—It is of the highest importance that the new parental school be kept altogether free from the taint and traditions of criminality. \* \* \* The spirit and traditions of the new school are to be purely its own, untainted by any contact with the older institution. It is to be hoped, therefore, that the courts and the truant officers may act in accordance with this view, and see to it that no boys are committed to the parental school on complaints for truancy when the real substance of their offending is of a criminal nature. \* \* \*

*Thirdly.*—If possible under existing laws, it would be highly advantageous to apply to all boys committed to the parental school the principle of the indeterminate sentence. Under this principle all boys would be com-

mitted for the full term of two years, which term, however, would be shortened by the boys themselves through good behavior and the manifestation of a right disposition. A system of licenses, whereby boys appearing to have acquired habits of regularity, punctuality and self-control after six months' residence should be permitted to return to their homes on condition of attending the day schools regularly and behaving well. Failure to fulfill this condition to be followed by a revocation of the license, would secure all the benefits of the system of pardons hitherto used, and would be free from its objectionable features. \* \* \*

### THE COUNTRY SCHOOL PROBLEM.

The opinion is prevalent that the country school has not kept pace with the city school. In some sections of the state, the rural population has diminished until the district schools have but a fraction of the attendance they had twenty-five years ago, and citizens vitally interested in the education of all children are earnest inquirers after the best solution for the problem presented. The pertinent question with them is, how can the school system be improved? Admitting that the educational growth and material prosperity of the state depend to a very great extent upon the schools, they want the best possible, in order that children may be prepared for the duties of life and good citizenship.

Iowa has school townships, independent districts, rural independent districts, and subdistricts. With the exception of the latter, all are corporations and may hold property or perform any corporate acts. Some are governed by a board of seven directors, others by a board of five, and still others by a board of three. School township boards generally have a number corresponding with the number of subdistricts. There are 1,193 school townships containing 9,336 subdistricts and 3,642 independent districts. This number of districts gives an army of at least 25,000 school directors. In addition, there are nearly 10,000 school secretaries and treasurers, giving a grand total of about 35,000.

### SMALL SCHOOLS.

Reports from county superintendents show that there are 70 independent and 263 subdistricts having an attendance upon the public schools of less than 5; 502 independent and 2,075 subdistricts having an attendance of less than 10; 1,273 independent and 5,100 subdistricts having an attendance of less than 15; and 1,950 independent and 7,379 subdistricts having an attendance of less than 20; or 53 per cent of the

independent districts and 79 per cent of the subdistricts have an average daily attendance of less than 20; 34 per cent of the independent and 54 per cent of the subdistricts have an average daily attendance of less than 15; 13 per cent of the independent and 22 per cent of the subdistricts have an average daily attendance of less than 10.

#### TEACHERS.

In 1898 there were enrolled in the schools 548,852 youth of school age and of this number, 377,340 were in ungraded schools. If each teacher were given forty pupils, it would require 9,433 teachers to supply the country schools alone.

How to properly train these teachers for service in ungraded schools is a phase of the country school problem worthy the most careful attention. As a rule qualified teachers are found in town and city schools, while the inexperienced do their first teaching in the country. Of those licensed in 1898, 3,508 had no experience and 3,825 had taught less than one year.

Our facilities for educating teachers are insufficient. The report of this department shows that notwithstanding the fact that the state normal school, the state university, the state college of agriculture and mechanic arts, and our many excellent colleges, seminaries, and academies are giving the whole or part of their time to the training of teachers, only 2,526 persons were issued first-class certificates in 1898, and 976 were holders of state certificates or diplomas.

Since 5,381 teachers are required for the graded schools alone, it is evident that in our efforts to prepare teachers we fail to meet the demands made alone by the cities, towns, and villages.

How can the state supply trained teachers for the ungraded schools? Only by providing additional training schools. Iowa was never more able to take an advanced step in the promotion of the children's welfare, by and through the training of teachers.

The state has two penitentiaries, three well equipped hospitals for the insane, and one in the process of building, two industrial schools, and a single school for the training of teachers.

It is impossible for a single state normal school to prepare the teachers necessary to give instruction to more than 700,000 children, since all agencies combined have thus far

been unable to supply the graded schools. If the country school is to be improved, *the state must provide additional facilities for the training of teachers.*

#### CONSOLIDATION OF WEAK DISTRICTS.

Is the consolidation of school districts practicable? If so, and the plan is executed, what effect will it have, first, upon the taxpayers, second, upon teachers, and third, upon pupils?

##### EFFECT UPON TAXPAYERS.

This in part can be answered from the standpoint of experience. The transportation of children and consolidation of districts has proven feasible in Ohio, New York, Maine and Massachusetts. Iowa has had but few trials thus far, but reports indicate that all have been successful. In speaking of the practical workings of the plan, the principal of the public schools at Buffalo Center says: "The plan is entirely satisfactory, especially to those farmers who have tried it. I have paid careful attention to the financial part and believe my figures are correct. Besides a saving of \$18 per month for each school, the township has saved the cost of erecting three schoolhouses."

It is estimated that the teachers of the city and town schools have charge daily of forty pupils. If the entire school enrollment of the state was so divided as to give each teacher forty pupils, the total number of teachers and schoolrooms necessary to accommodate the children in attendance upon the public schools would be 13,721. Or if the children were properly concentrated, the number of schoolrooms could be diminished by 23 per cent of the entire number. The statistics show that \$1,106,423.02 was paid for fuel, rent, repairs and janitors for the year ending September, 1898. A reduction in the number of schoolhouses would necessarily give a corresponding reduction in the amount paid for the above purposes; consequently there would be a saving of 23 per cent or \$254,477.29. During the above mentioned period, \$423,088.99 was paid for schoolhouses and sites. It is fair to assume that this amount would be reduced 23 per cent of itself, or \$97,310.46, and the amount (\$5,315,157.17) paid teachers could also be reduced by 23 per cent or \$1,222,486.14; or the total amount paid for fuel, rent, repairs, insurance, janitors, schoolhouses, sites and teachers could be diminished by \$1,574,273.89 if districts were consolidated,



pupils transported and teachers throughout the state were given forty pupils each.

It is not claimed that all the above amount would be saved to the taxpayers. A part at least would necessarily have to be spent in conveying children to and from school. Just what this amount would be is not easily determined with accuracy. At Buffalo Center, in Winnebago county, where children have been transported for some years, the principal reported that \$18 per month was saved for each school. At Forest City, in the same county, where children were conveyed from a single district, the superintendent reported that the amount saved was \$10 per month. At Baldwin, in Jackson county, where children were conveyed from a single district, the principal reported the amount saved per month to be \$11. In Madison township, Lake county, Ohio, where consolidation has been successfully accomplished, the cost of tuition for pupils on the basis of total enrollment has been reduced from \$16 to \$10.48; on the basis of average daily attendance from \$26.63 to \$16.07. If only 10 per cent of the \$1,574,273.89 were saved, it would give a sum sufficiently large to warrant us in saying that the change would be favorable to the taxpayers.

#### EFFECT UPON TEACHERS.

An illustration will show the partial effect upon teachers. Suppose that a county has an available fund of \$36,000 for the payment of teachers and has 150 schools to maintain. This will give each teacher an average salary of \$240 for eight months or \$30 average monthly salary. If the number of schools be increased from 150 to 200, the average monthly salary must drop from \$30 to \$22.50 or the rate of taxation must be increased. If the number of schools, on the other hand, be diminished from 150 to 100, the rate of wages paid will be increased from \$30 to \$45 per month. It may be stated as a general proposition that a multiplication of the schools of any county or state necessitates the diminution of the rate of wages paid or an increase of the rate of taxation, unless there be a corresponding increase in the assessed valuation. The intellectual growth of teachers depends to a great extent upon the wages paid. Good wages enables the teacher to make the preparation so essential for advancement, while low wages discourages the teacher, makes impossible attendance upon educational associations and institutes, eventually drives from the ranks the

teacher of experience, and commits into the hands of untried, inexperienced and often incompetent teachers, the children of the state.

#### EFFECT UPON PUPILS.

The effect upon pupils is determined to a greater or less extent by the strength or weakness of the teacher. A hopeless, cheerless teacher, devoid of skill and the spirit of helpfulness, may preserve order, keep records and make accurate reports required, but fail to arouse in pupils the loftiest ideal and inspire them to lead nobler and purer lives.

#### TOWNSHIP HIGH SCHOOLS.

Since 70 per cent of the children of the state reside in the rural schools remote from high schools, it is right and proper that central schools of a more uniform grade and a higher standard of excellence should be provided for them. Such schools have been successfully maintained for a number of years in Johnson, Mitchell, and Greene counties. The advantages of such schools are so apparent as to make their setting forth here unnecessary.

Under present laws, schools of this character can be maintained only in school townships.

#### THE UNIT OF ORGANIZATION.

The support and administration of public schools is remarkable for its lack of uniformity. The county is not recognized as the unit of school administration, except in a few instances. The unit of support and administration in school affairs should be such territory as will best unite the teaching, economic, and administrative sides of educational work. As a rule the unit has been too small, and as a consequence we have inferior schools and wasteful expenditure of school funds, unequal and excessive tax rates and a waste of teaching power.

Sixty years ago Horace Mann, in an official report, said: "I consider the law of 1789, authorizing towns to divide themselves into districts, the most unfortunate law on the subject of common schools, ever enacted."

Hon. Francis Adams, secretary of the national educational league of England, in speaking of "the free school system of the United States," says: "Although at first sight the area of a school district may appear to be an unimportant matter of detail, yet upon it, as the experience of the United States has



proven, the efficiency of any school system largely depends. The most formidable difficulty which the American system has encountered has arisen out of this question. This is what is known in the United States as the district system. Wherever it still exists, it is the subject of the most bitter complaint and condemnation amongst school superintendents and officers. Most of the states have, after an extended trial of the district system, reorganized under the township plan; and the complete abolition of the former system, if it can be secured by the almost unanimous condemnation of school officers of all grades, would appear to be a question of time only."

In the report of the national commissioner of education for 1887, Mons. F. Buisson of Europe, is quoted as saying: "The district is a territorial unit not only too narrow but too variable to serve as either the basis for wise distribution of school funds or for efficient supervision of the schools. Chance, caprice, sometimes the interests of a single family, or an insignificant village rivalry, sometimes also the prejudice or carelessness of a single man, may determine the fate of a locality, either burdening it with useless taxes, depriving it of any school whatever, or giving it a very poor one. The district system has been tried; it is not liberty, but chaos. Those who are engaged in elementary instruction with one voice demand its repeal."

Ten years prior to the time mentioned the United States commissioner of education said: "The oldest American educational idea was that of Massachusetts, which looked to one elementary school in every town containing fifty householders, with a grammar school where there were fifty more householders. A somewhat recent but more widely spread idea was to have ordinary schools in every township, a higher school for each county, and a college or university for every state. The township was the unit of the whole school system, and many thoughtful men are questioning whether it ought not to be restored to that position instead of being broken into cohesive fragments called school districts, as is common now. These being the invariable characteristics and results of the two systems, a number of the states are endeavoring to get rid of the district and substitute the township system. The voice of the state superintendents is believed to be uniformly in favor of this change."

Hon. N. C. Schaeffer, state superintendent of Pennsylvania,

says: "Since the township is the unit in local government, it is undoubtedly superior to any other basis of control in school affairs. Where the system of district control is in vogue, too many persons must be reached before any extensive reforms can be introduced. Our system of six directors for a township has been tried for many years, and, so far as I know, no one is anxious to exchange it for any other system."

Hon. O. T. Corson, ex state superintendent of Ohio, and president of the National Educational association, says: "I am still of the opinion that the township school system is superior to the subdistrict system. In the townships of the state, in which our township law is enforced in the proper spirit, good results are secured."

Hon. J. F. Crooker, ex-state superintendent of New York, says: "Several attempts have been made to have laws enacted to have the township system supersede the district system, but owing to conflicting interests and strong opposition interposed by corporations, all efforts so far have failed. I am satisfied, from the examination I have given the subject, that the character and efficiency of the common district schools would be materially enhanced by the change, for the reason that it would obviate the opportunity that now exists for using favoritism in the employment of teachers who are not well qualified to teach. Trustees, under the present regime, are apt to employ persons to teach who are incompetent, through the influence of neighbors and friends. I think this influence would not reach a town board so readily. Then, boards of trustees are reduced to a small number for a whole township instead of having one or three for each district. The chances are that better persons could be selected when only a few are chosen to compose the board instead of so many. The board, then, would be removed from so many temptations of favoritism. Control would become centralized; the system would be uniform for the whole town, the rate of taxation would be made uniform etc., and, in my opinion, the result would be, that we would have a better class of teachers with a more permanent tenure of office, better school buildings and uniform text-books."

Hon. C. R. Skinner, state superintendent of the same state, says: "The township system, or some unit larger than the present system, in my judgment, is the only solution of the



difficulty, and until the state shall have adopted that system, its rural schools will continue to decline in efficiency."

The advantages of the township over the district system have been strongly urged with great ability by all superintendents of public instruction in this state. In 1850 Hon. Thos. H. Benton said: "For myself, I think our congressional townships (six miles square) none too large for school districts."

Horace Mann, Amos Dean and Judge Bissell, having been appointed a committee to revise the school laws in 1856, reported: "Your commissioners, however, feel bound to say that they have presented this organization simply in reference to the existing state of things. Their own settled convictions are, that the whole district system as stated in the bill, should be promptly discontinued, and that of making each civil township a district substituted in its place. The following are some of the reasons which have led to this conviction:

"1. It facilitates and greatly simplifies the organization of districts.

"2. It gives fewer occasions for controversies relative to boundaries.

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

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

"5. It leads to the erection of more commodious schoolhouses, with larger accommodations and means of instruction.

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

Hon. M. L. Fisher, superintendent of public instruction in 1857, said: "The tendency of the present system is to multiply districts so far that they contain but a small number of scholars, and, of course, receive but a small portion of the school money. The consequence of this is that in many districts no school is kept, and in a greater number it is kept for so short a time as to be almost useless. If each township formed one school district, under charge of a competent committee, they could establish as many schools in different parts of the township as the inhabitants need, and provide for the continuance

of schools for the same length of time, thereby affording equal opportunities for all the children of the township to obtain an education.

Hon. D. F. Wells, superintendent of public instruction, said: "The advantages of the district township system are so numerous and apparent that prominent educators in other states where it has not yet been introduced are laboring earnestly for its adoption."

Hon. A. S. Kissell, superintendent of public instruction, said: "A large majority of the most active friends of education in Iowa have always insisted that a serious mistake was made in the incorporation of the subdistrict feature into the district township system; that if each civil township had been made a simple, single district, to be governed by a board of directors, to be chosen at large in the district, as in independent districts, and provision made for but one annual meeting of the electors, instead of two, much better results might have been looked for, and better satisfaction given."

Hon. Alonzo Abernethy, superintendent of public instruction, said: "My own convictions, strengthened by the observations of another two years, are that the township district system recommended by Horace Mann, in 1856, should have been adopted."

Hon. C. W. von Coelln, superintendent of public instruction, having verified every statement regarding the advantages of the township system said: "The civil township should be the unit, but it should not be subdivided into subdistricts, to be in part governed by a subdirector. The objections to the division into rural independent districts are, a needless multiplication of officers, for which often suitable persons cannot be found, the unnecessary expense of paying so many secretaries and treasurers and the inability of many of these districts to provide proper school facilities, owing to the lack of means."

Hon. J. W. Akers, superintendent of public instruction, said: "I would therefore recommend that all district townships be constituted school districts, with boundaries coincident with civil township lines."

Hon. J. B. Knoepfler, superintendent of public instruction, said: "There is at present but a small number of independent township districts in which a board of six directors is elected from the township (district) at large and having full control, as a board, of all schools in the district. But the universal ver-



dict of county superintendents and other educators is favorable to this form of district. This is not true alone for this state, but for others. The unlimited multiplication of rural independent districts has not proven conducive to the best school interests."

Hon Henry Sabin, superintendent of public instruction, in his last report said: "I desire to reaffirm my belief that the rural independent system is anything but a blessing to Iowa schools. The adoption of the township as a unit of organization would advance the educational interests of the state many fold. An argument can be based on the side of economy which cannot be denied. Add to that the greater efficiency of the schools and the argument is still stronger. Add yet again the equality of school privileges for all children, and every reasonable man must be convinced that the next great step forward must be the adoption of the township system."

A special committee appointed by the educational council of the Iowa State Teachers' association in 1898, reports as follows: "The township is the proper unit of rural school system. Instead of the present plan of a series of subdistricts practically independent of one another, each provided with a small ungraded, or, by necessity, poorly-graded school, establish, as far as feasible in each rural township, a central graded school, modeled after the plan of the village public schools, for all the children of the district. The expense of transportation, when necessary, of pupils to and from the central school, should be paid from the school fund. This plan, serving as it would, the purpose of increased educational efficiency and economy to the taxpayer, is already provided for by law (revised code of Iowa, sections 2774 and 2776) and deserves the active and earnest support of every friend of education in the state."

After most careful study and observation, I am persuaded that the township system excels the district system.

*First.*—By giving equal school burdens and privileges.

*Second.*—It ultimately results in securing better buildings and apparatus.

*Third.*—It secures better teachers and retains them for longer periods.

*Fourth.*—It enables supervising officers to obtain better results.

*Fifth.*—It results in greater economy in expenditures and reduced taxation.

*Sixth.*—It aids in uniting small schools, thus allowing the classification of pupils with others of the same ability.

### TRANSPORTATION OF CHILDREN.

If boards of directors in rural districts will avail themselves of the present provision of the law which provides for the transportation of children to and from school in the same or in another corporation, children will often be able to enjoy the advantages of graded or high schools with small expense, which may be paid by the board from the contingent fund.

### FREE TEXT-BOOKS.

By free text-books is meant that districts own the books and loan them to children without cost. In Minnesota more than 60 per cent of all districts are loaning text-books to pupils free of charge and "always with the most marked satisfaction." An increase of 8½ per cent in average daily attendance is said by the state superintendent to be due to the adoption of free books alone. "No other influence is more wide-reaching or has accomplished so much in raising the standard of our district schools as the operation of this wise law."

Elsewhere in this report are given the names of the cities, towns and rural districts now using free books. I believe the subject to be one that will do much to better conditions in rural schools, and commend it to the favorable consideration of all those interested in the solution of the school problem.

Having adopted a proper unit of organization, consolidated the weak districts, equalized the taxes, provided skilled teachers, free books, libraries and courses of study suited to the needs of our great agricultural state, extended the school year to thirty-six weeks, provided skilled superintendents, increased the wages of teachers and lengthened their tenure of office, properly classified the pupils and graded the schools, the country school will equal if not excel in rank those in cities and towns. Until, however, some of the things enumerated have been accomplished, the country schools in the great majority of cases will do only the most ordinary work in the preparation of the youth for the duties of true citizenship.



## ATTENDANCE IN RURAL DISTRICTS.

COUNTIES.	Number of school townships.	Number of subdistricts in same.	No. of sub-districts with daily attendance less than 10.	No. of sub-districts with daily attendance less than 15.	No. of sub-districts with daily attendance less than 20.	No. of sub-districts with daily attendance less than 25.	No. of sub-districts with daily attendance less than 30.	No. of sub-districts with daily attendance less than 35.	No. of sub-districts with daily attendance less than 40.	No. of sub-districts with daily attendance less than 45.	No. of sub-districts with daily attendance less than 50.	No. of sub-districts with daily attendance less than 55.	No. of sub-districts with daily attendance less than 60.	No. of sub-districts with daily attendance less than 65.	No. of sub-districts with daily attendance less than 70.	No. of sub-districts with daily attendance less than 75.	No. of sub-districts with daily attendance less than 80.	No. of sub-districts with daily attendance less than 85.	No. of sub-districts with daily attendance less than 90.	No. of sub-districts with daily attendance less than 95.	No. of sub-districts with daily attendance less than 100.
Adair.....	15	127	0	12	55	104	0	3	6	8											
Adams.....	9	75	0	6	14	44	0	0	2	4	10										
Allamakee.....	13	94	0	6	30	45	0	12	9	13											
Appanoose.....	12	106	13	49	50	75	0														
Audubon.....	10	82	2	17	47	72	3	20	52	73											
Benton.....	10	78	0	1	7	10	0	11	18	33											
Black Hawk.....	11	94	1	8	43	74	0	2	13	32											
Boone.....	9	77	3	5	38	63	1	26	31	43											
Bremers.....	15	135	12	23	59	106	136	1	3	7											
Buchanan.....	9	77	3	5	38	63	1	26	31	43											
Buena Vista.....	15	135	12	23	59	106	136	1	3	7											
Butler.....	16	135	0	15	105	120	0	7	22	30											
Calhoun.....	13	115	3	24	73	101	1	6	11	13											
Carroll.....	15	130	2	12	64	107	0	0	3	18											
Cass.....	15	130	2	12	64	107	0	0	3	18											
Cedar.....	11	94	5	30	67	95	0	1	23	27											
Cerro Gordo.....	15	127	1	22	80	110	0	2	6	6											
Cherokee.....	5	13	0	16	39	42	0	1	22	40											
Chickasaw.....	9	77	0	18	52	68	0	1	10	16											
Clarke.....	16	129	5	55	96	115	0	1	11	15											
Clayton.....	17	141	0	35	79	120	4	8	7	14											
Clinton.....	17	134	0	57	86	115	0	5	7	15											
Crawford.....	20	168	3	40	110	146	0	1	1	1											
Dallas.....	13	116	10	35	50	75	1	3	10	15											
Davis.....	6	37	0	1	11	22	0	2	5	26											
Decatur.....	9	66	0	7	12	20	1	4	18	12											
Delaware.....	14	110	4	27	63	97	0	1	15	12											
Des Moines.....	4	25	0	0	8	11	0	5	15	12											
Dickinson.....	12	71	1	10	18	54	0	1	3	3											
Dubuque.....	10	86	0	20	50	58	0	1	14	24											
Emmet.....	9	37	5	20	50	61	0	1	14	24											
Fayette.....	12	107	5	27	59	83	1	14	35	54											
Floyd.....	11	103	4	15	48	88	0	1	3	5											
Franklin.....	12	103	1	23	66	81	1	6	19	24											
Fremont.....	11	94	3	12	32	85	0	2	5	8											
Greene.....	14	127	5	30	80	122	1	8	20	28											
Grundy.....	14	110	4	18	50	69	1	3	18	3											
Guthrie.....	15	113	3	21	59	95	1	1	2	3											
Hamilton.....	15	113	3	21	48	84	0	2	6	10											
Hancock.....	16	124	16	66	89	116	0	1	1	1											
Hardin.....	8	123	5	52	68	74	7	35	50	58											
Harrison.....	16	113	3	16	53	92	1	4	10	15											
Henry.....	10	85	1	18	50	69	1	3	18	3											
Howard.....	11	89	5	18	45	77	0	4	4	6											
Humboldt.....	10	85	3	23	55	70	0	3	7	9											
Ia.....	12	98	0	12	35	82	0	1	1	1											
Iowa.....	10	76	0	15	38	56	0	3	24	40											
Jackson.....	14	107	...	23	55	77	0	3	7	23											
Jasper.....	12	103	...	35	82	123	0	1	1	13											
Jederson.....	9	68	0	29	22	44	0	1	7	11											
Johnson.....	16	116	4	36	68	89	0	7	17	31											
Jones.....	9	70	4	20	35	58	0	1	4	41											
Keokuk.....	2	34	0	3	16	18	3	10	28	43											
Rossuth.....	28	203	19	115	180	198	0	1	1	1											
Lee.....	7	47	2	13	22	35	0	8	23	33											
Linn.....	11	105	5	17	30	51	0	6	11	11											
Louis.....	9	60	2	13	33	52	0	4	9	16											
Lucas.....	4	33	3	7	13	15	2	4	10	18											
Lyon.....	12	81	6	24	62	77	0	7	16	30											
Madison.....	13	102	1	10	38	63	0	3	6	18											
Mahaska.....	9	67	1	6	16	20	1	4	7	13											

## ATTENDANCE IN RURAL DISTRICTS—CONTINUED.

COUNTIES.	Number of school townships.	Number of sub-districts in same.	No. of sub-districts with daily attendance less than 5.	No. of sub-districts with daily attendance less than 10.	No. of sub-districts with daily attendance less than 15.	No. of sub-districts with daily attendance less than 20.	No. of sub-districts with daily attendance less than 25.	No. of sub-districts with daily attendance less than 30.	No. of sub-districts with daily attendance less than 35.	No. of sub-districts with daily attendance less than 40.	No. of sub-districts with daily attendance less than 45.	No. of sub-districts with daily attendance less than 50.	No. of sub-districts with daily attendance less than 55.	No. of sub-districts with daily attendance less than 60.	No. of sub-districts with daily attendance less than 65.	No. of sub-districts with daily attendance less than 70.	No. of sub-districts with daily attendance less than 75.	No. of sub-districts with daily attendance less than 80.	No. of sub-districts with daily attendance less than 85.	No. of sub-districts with daily attendance less than 90.	No. of sub-districts with daily attendance less than 95.	No. of sub-districts with daily attendance less than 100.
Marion.....	4	23	0	2	8	14	0	9	37	54												
Marshall.....	12	92	5	34	64	78	1	14	27	37												
Mills.....	4	19	1	7	14	15	0	3	33	45												
Mitchell.....	8	54	0	16	34	33	0	2	30	30												
Monona.....	16	121	4	23	61	100	0	3	3	19												
Monroe.....	6	50	0	2	11	24	0	2	9	16												
Montgomery.....	10	85	0	10	35	50	0	1	5	9												
Muscatine.....	11	67	1	14	32	53	0	1	5	9												
O'Brien.....	16	117	4	24	90	117	0	7	7	7												
Oceola.....	9	56	0	27	58	75	0	1	1	1												
Page.....	11	81	0	5	30	49	0	5	11	20												
Palo Alto.....	16	122	0	22	67	90	0	0	0	0												
Plymouth.....	13	155	0	49	107	139	0	1	1	1												
Pocahontas.....	15	128	2	22	85	112	0	1	1	1												
Polk.....	13	91	3	11	18	24	0	5	17	26												
Pottawattamie.....	25	215	1	30	108	166	0	1	6	12												
Poweshoke.....	14	121	1	20	60	97	0	5	9	12												
Ringold.....	12	95	0	30	55	80	1	13	23	25												
Rising.....	16	132	0	33	76	110	0	2	7	7												
Scott.....	13	79	0	7	38	56	0	2	7	7												
Shelby.....	16	123	0	12	81	105	0	0	0	1												
Sioux.....	21	138	4	40	84	142	0	1	1	1												
Story.....	14	115	2	21	60	110	0	1	1	1												
Tama.....	12	97	0	18	43	97	1	11	48	62												
Taylor.....	13	100	0	9	40	66	0	1	7	7												
Union.....	10	89	0	2	8	40	0	0	4	4												
Van Buren.....	8	67	1	11	22	48	0	3	13	22												
Wapello.....	7	54	0	2	19	30	0	4	12	25												
Warren.....	6	52	0	9	27	41	1	20	37	43												
Washington.....	6	50	0	9	27	41	1	20	37	43												
Wayne.....	13	91	9	9	19	20	0	5	29	40												
Webster.....	18	137	0	37	87	118	1	1	9	19												
Winnebago.....	16	120	0	17	47	61	0	1	9	20												
Winneshek.....	14	97	2	8	63	84	0	3	15	18												
Woodbury.....	17	134	5	47	91	116	1	8	20	25												
Worth.....	12	85	0	20	46	70	0	1	1	1												
Wright.....	10	126	3	30	79	108	0	1	1	1												
Total.....	1,235	9,045	203	2,075	5,100	7,379	70	502	1,278	1,900												



result of such investigation, and to recommend to the Twenty-eighth General Assembly the best methods of establishing and maintaining such libraries, or of placing the best literature in the hands of school children and others.

In order to comply with the resolution inquiries were submitted to all state superintendents. The responses received proved conclusively that there is a lack of uniformity in the different states regarding the establishing of libraries. In fact, scarcely any two states have the same method. As to the practicability and desirability of establishing free school libraries, there is to a great degree unanimity.

It is generally agreed that it is not sufficient to teach children to read, but that it is also the duty of the state to see that pupils read books of such character as will develop their best qualities. The motive which prompts the establishing of libraries has been well expressed by ex President Eliot, who said that "it is always through the children that the best work is to be done for the uplifting of any community."

The importance of school libraries was early recognized in this state. In the convention for the formation of a constitution for the state, begun and held at Iowa City, on the first Monday of October, 1844, Hon. Gideon S. Bailey, of Van Buren county, chairman of the committee on education and school lands, reported as follows touching libraries: "As soon as the circumstances of the state will permit the legislature shall provide for the establishment of libraries, one, at least, in each township." Then, as now, the desirability of libraries was not questioned. To provide for them was to be mandatory upon the legislature as soon as the circumstances of the state permitted. Other states possessed of less wealth than ours have taken an advanced step in library work.

Connecticut, California, Illinois, Indiana, Massachusetts, Montana, Minnesota, Missouri, New York and Wisconsin appear to have made the most progress.

#### MASSACHUSETTS.

In Massachusetts the school-district system was abolished in 1892. Mr. Frank A. Hill, secretary state board of education, writes as follows:

We have public, town, or city libraries in 346 of our 353 towns and cities. These take the place of the school district libraries in vogue fifty years or more ago. Our aim is to keep the schools well supplied with suitable reference books. Collections of such books are, in a sense, school

libraries, but we do not speak of them as such unless they are quite large. Indeed, we incline, in practice, to limit the name "school library" to a large, central collection of books distinct from those reference books that are conveniently distributed throughout the rooms and departments of a school. Our history shows that we prized school libraries and encouraged them with state aid until the rapid use and spread of public libraries brought larger and more valuable collections within the reach of about all. Now we attach much importance to the establishment of close relations between the schools and public libraries. Notwithstanding our reliance on public libraries, I think our schools were probably never better supplied with reference books—small working collections—than at the present time.

In 1890 the free public library commission was established in Massachusetts, and at that time only 6 per cent of the entire population in sparsely settled communities were without library privileges. The free libraries contain 3,750,000 volumes and only seven towns, or less than one-half of 1 per cent of the population, are without free library privileges.

#### MINNESOTA.

In Minnesota three-sevenths of all the school districts in the state are supplied with free school libraries. The law under which these districts have been supplied is as follows:

#### AN ACT TO PROVIDE FOR PUBLIC SCHOOL LIBRARIES.

Be it enacted by the legislature of the state of Minnesota:

*Library list.*—The superintendent of public instruction and the presidents of the normal schools shall prepare lists of books suitable for school libraries, including books of reference, history, biography, literature, political economy, agriculture, travel and natural science.

*State aid.*—Any school district having purchased under this contract any one year a selection of books from the list prepared and recommended by the state superintendent of public instruction, and having provided for their care a suitable bookcase, and for their distribution by the appointment of a librarian and by the adoption of suitable rules and regulations, and having forwarded a certified statement of the same through the county superintendent, with his indorsement, to the superintendent of public instruction, the said superintendent of public instruction shall make requisition upon the state auditor for one-half the amount so expended, who shall issue his warrant in favor of said district for said amount. No district can receive more than \$20 upon the first statement, nor more than \$10 upon any subsequent statement, and no more than one statement shall be made by any one district in any one school year. Each township organization of schools is estimated as equal to four districts, and is entitled to a proportionate aid in the establishing of a school library. Whenever the county superintendent shall make report to the superintendent of public instruction, that upon satisfactory investigation he finds that the books of any district are not properly



cared for or properly used, it shall be his duty to exclude or suspend such district from the benefits of this act. Districts having more than one school building are estimated as one district to each school building occupied, and are entitled to aid accordingly.

#### RULINGS RELATING TO SCHOOL LIBRARIES.

1. They may be kept at any convenient place selected by the school board.
2. State aid cannot be allowed for a preceding year in the case of a district that neglected to make an order or statement in such year.

Under the above law and rulings the state superintendent reports that there is little difficulty in securing and maintaining libraries.

#### NEW YORK.

In New York there are 10,864 school districts exclusive of cities, and of this number about one-half are supplied with free school libraries. The number of volumes in the school libraries for all districts is reported to be 1,117,333. The state superintendent writes that "within certain limits money raised for library purposes by local authorities is duplicated from state funds. Expenditures are made in accordance with regulations prescribed by the state superintendent of public instruction. All books proposed to be purchased must have the approval of the state superintendent. The teacher is the librarian and the books are kept in the school building and loaned to pupils, teachers, and school officers. Libraries are well patronized by pupils, but patrons are now denied use of same."

#### NEW HAMPSHIRE.

The state superintendent of public instruction of New Hampshire writes as follows:

I am in receipt of your circular and in reply would say that there is no school library law in this state. The liberal and advanced law for public libraries of the state renders the need of school library laws less pressing. In cities and larger towns public library authorities co-operate with school authorities in placing good and abundant reading matter at the disposal of the pupils.

#### OREGON.

The superintendent of public instruction of Oregon writes:

There are 2,123 school districts in this state, but there are no statistics that would indicate the number of school districts having school libraries. We have no library law in this state, and the libraries which we have are furnished through the liberality of school boards in taking a part of the school funds for that purpose, or by means of donations, entertainments, etc. We have a great many school libraries that are furnished in this way.

In all cases such libraries are well patronized by pupils and patrons, and I have heard no objections raised against the school libraries.

The books are selected by county superintendents, teachers, and school officers, and this department furnishes a list of books suitable for different grades.

There is a strong growing sentiment in favor of school libraries in this state and the probabilities are that a law will be framed at the coming legislature looking toward the establishment of libraries.

#### WISCONSIN.

Perhaps the most remarkable growth in school libraries is that made in the state of Wisconsin. This state has 6,592 school districts, and without a single exception all are supplied with free school libraries. During the year 1896-97, 54,266 volumes were purchased at a cost of \$34,454.83, and for the year 1897-98, 61,090 volumes were purchased at a cost of \$11,347. These amounts expended are for township libraries and do not include libraries in cities. The provisions of law under which these libraries have been established and maintained are as follows:

#### FUNDS FOR LIBRARY AND DUTIES OF TREASURER— Section 486a.

The treasurer of every town, incorporated village, or city of the fourth class in this state, shall withhold annually from the apportionment received from the school fund or other income for the school district or districts, the schoolhouse or schoolhouses of which are located in his town, village or city, an amount equal to 10 cents per capita for each person of school age residing therein, for the purchase of library books as hereinafter provided.

1. *In case of joint districts.*—In case of joint districts between one or more towns, a town or towns and an incorporated village or city, the treasurer or treasurers of the town or towns, shall transmit to the treasurer of the town, village or city in which the schoolhouse or houses may be located, on or before the first day of June of each year, an amount equal to 10 cents per capita for each person of school age residing in that part of the joint district in his town at the time of the last annual school census.

2. *Books, how and when purchased.*—Between the first days of May and September of each year, the town, village or city clerk, except that in cities having a board of education such board of education, or a majority thereof, shall act in place of city clerk, shall, with the assistance and advice of the county or city superintendent of schools, as the case may be, expend all such money in the purchase of books selected from the list prepared by the state superintendent, for the use of the several school districts from which money has been so withheld, said books to be distributed among said districts, in proportion to the amount of money withheld from each.

3. *Lists of books to be prepared.*—The state superintendent shall prepare, as often as he shall deem necessary, lists of books suitable for school



district libraries, and furnish copies of such list to each town, village or city clerk, or secretary of the board of education, and to each county or city superintendent, from which lists the above designated officers shall select and purchase books for use in such school libraries.

4. *Duties of town, village, city clerks, or secretaries of boards of education.*—Each town, village or city clerk, or secretary of the board of education, shall keep a record of the books so purchased and distributed in a book provided for that purpose. For such service properly performed, each clerk or secretary shall be allowed \$2 per day for each day actually and necessarily devoted thereto, such sum to be paid out of the town, village or city treasury.

*Suspension of law.*—Section 2. The state superintendent shall have authority to suspend the operation of this act in any school district, town, village or city which shall maintain a free public library by giving due notice of such suspension to the clerk of such school district, town, village or city.

*Librarian and records.*—Section 486b. Unless the school district shall at the annual meeting elect some other person librarian, the clerk shall act as librarian and receive and have the care and custody of the books so distributed to the district, and shall loan them to teachers, pupils and other residents of the district in accordance with the regulations prescribed by the state superintendent. The clerk shall keep a record of the books received from the town clerk in a book furnished by the state superintendent through the town clerk; but during the time school is in session the library shall be placed in the schoolhouse, and the teacher shall act as librarian under the supervision of the clerk or of the librarian elected at the annual meeting. The state superintendent shall furnish to each town clerk suitable record books for his use and the use of the several clerks in his town.

*Farm institute bulletins.*—Section 486c. The superintendents of agricultural institutes shall deposit with the state superintendent a sufficient number of copies of the bulletins of such institutes to supply every public school library with one copy of each edition thereof, which bulletins the state superintendent shall send to the various town clerks, who shall distribute them to such libraries in their respective towns, from which they shall be loaned in like manner and under the same regulations prescribed for the loaning of books therein.

It will be noticed that the above law covers incorporated villages and cities of the fourth class. The state superintendent writes that, "the law works admirably." In his biennial report for the year ending June 30, 1898, he says: "The township library has passed beyond the stage of trial and experiment. It has grown to hold a permanent place in the economy of school work. It has long been believed on the part of friends of education that every school should have at least a small working library. The hope long cherished that this condition might sometime prevail in Wisconsin has finally been realized."

Regarding opposition to the establishing of libraries the report says: "The strongest opposition came partly from the oldest settled, extremely conservative towns, and partly from towns where the English language is little read or even spoken."

Regarding the purchase of books: "The business of supplying some 65,000 volumes to over 1,000 town clerks, and involving the expenditure of about \$45,000 are matters of considerable consequence. The department has used the utmost precaution in arranging for opportunities to buy the books cheaply, conveniently, and to have them supplied promptly after they are ordered. The books are secured at discounts from the list prices ranging from 10 per cent to 60 per cent."

Speaking of the care of books the superintendent says: "The greater number of districts are already provided with convenient and safe places for their books. Many have even handsome cases that add materially to the homelike appearance of the schoolrooms. In many counties every schoolhouse is furnished with a book case."

#### CALIFORNIA.

In California there are 3,310 school districts, all of which are supplied with free school libraries. These libraries at the present time contain 900,000 volumes. The libraries are generally placed in charge of the teacher, and books are selected by the school trustees assisted by the teacher. The superintendent of public instruction under date of August 21, 1899, writes: "The state law requires the county school superintendent to set aside from 5 per cent to 10 per cent of all county school funds apportioned to each school district for the district library fund."

#### ILLINOIS.

In Illinois where the law provides that the school board "may appropriate for the purchase of libraries and apparatus any school funds remaining after all necessary school expenses are paid" we find that only 3,915 school districts out of the 11,620 have school libraries. In this state the books are generally selected by the teachers under the direction of the school board, and by and with the advice of the county superintendent. Generally the libraries are in charge of the teacher. All libraries are well patronized by pupils and patrons "in districts where a well selected list of books has been made. Occasion-



ally objections are raised by ignorant people who think children ought to be studying their 'books', and in cases in which the reading matter has not been properly selected, the reading tends to dissipation." In securing and maintaining libraries in this state the state superintendent finds that the chief difficulties are "The law provides no liberal means to secure them, and frequently there is no proper place in which to keep the books, and no competent person to look after them."

#### INDIANA.

In Indiana there are 9,754 school districts and of this number 75 per cent have school libraries, consisting largely of reading circle books. The total number of volumes in school libraries is reported to be 218,393. These books are in the country schools and do not include books in town and city libraries.

The general assembly which held its regular session early in 1899 enacted the following law regarding the establishing of township libraries:

On the written petition of fifty legal voters of township filed with the county clerk not less than fifteen days prior to a township election, the county board of election commissioners shall cause to be printed on the township ballots for such township the words: "For a township library tax," "yes," "no." If in the election a majority of the votes cast on said question shall be in the affirmative the township trustee shall thereafter levy annually a tax of one-fifth of a mill on each dollar of the property taxable in said township for the establishment and support of a township library free to all inhabitants of such township, which tax shall be levied, assessed, collected and paid. *Provided*, That, after such library has been established such tax levy shall be discontinued when, under the above provision, the question of discontinuing such levy shall have been submitted to a vote and the majority of the votes cast on said question shall be in the negative. *Provided* further, That if there be located in said township a public library open to the use of all the inhabitants thereof, then the proceeds of said tax shall be paid to said public library.

#### MONTANA.

In Montana, where 164,474 volumes are found in school libraries, the law provides that the library fund shall consist of not less than 5 nor more than 10 per cent of the county school fund annually apportioned to the district. *Provided* that should such 10 per cent exceed \$50, \$50 only shall be apportioned to the district. In cities having a population of 2,000 or more the library fund consists of a sum not to exceed \$50 for every 500 children or fraction thereof, of 300 or more,

between the ages of 6 and 21 years. The libraries are under the control of the board of trustees, and when practicable are kept in the schoolhouses. All books are selected from lists approved by the superintendent of public instruction.

Summarizing, it is found that states usually employ one of the following methods in securing libraries for schools:

1. To confer upon the electors the power to vote a tax to be expended in the purchase of books and the maintenance of libraries.

The chief objection to this method is that the authority conferred is seldom exercised. When called to the attention of the electors, it is often in connection with other matters considered more important, and consequently is neglected or entirely overlooked. Iowa has had such a law for many years, but it has been so noneffective as to be practically of little value.

2. To make it discretionary with boards of directors to expend a certain definite sum each year from the school funds for library purposes.

This is considered preferable to the first method, because results can be more easily and quickly obtained. The present law in this state which provides that boards "may purchase dictionaries, library books, maps, charts and apparatus, for the use of schools therein, to an amount not exceeding \$25 in any one year for each schoolroom," has not brought the results anticipated. It is faulty in this—that it couples apparatus, charts, etc., with libraries, and boards either wisely or unwisely often expend the entire amount before the district library is considered. In Illinois where the purchase of libraries is discretionary with boards, only one-third of the school districts are provided with libraries.

3. To make it mandatory upon boards of directors to set aside annually a certain per cent of the school funds apportioned to each district or school township for the purchase of library books.

This plan is the one adopted in Wisconsin and California, and, as indicated above, all of the school districts of these states are supplied with school libraries.

4. To provide within certain limits for the duplication from state funds of money raised by local taxation for libraries.

New York and Minnesota both work under this plan.

Regarding the best methods of placing the best literature

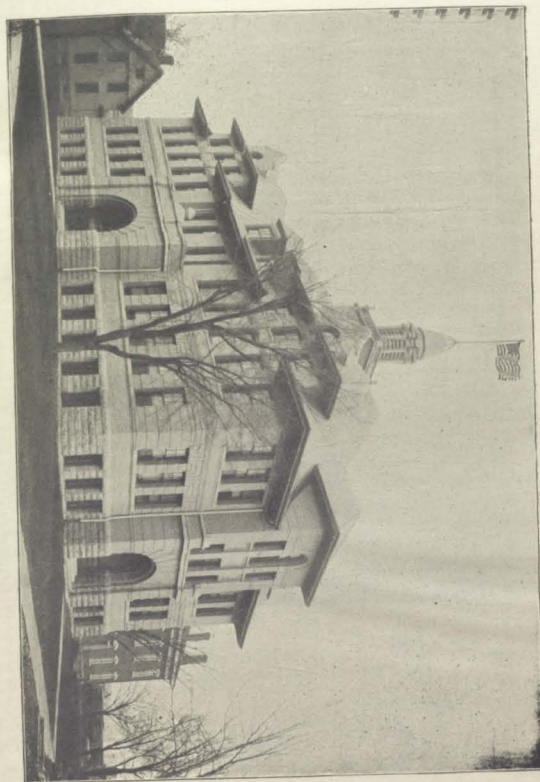


into the hands of children and adults, I have been able to reach but one conclusion. The results in those states which require the various boards to withhold annually a certain per cent of the school fund, or a definite sum for each person of school age, have been so marked as to clearly indicate that particular plan as the most highly successful. I would, therefore, recommend the enactment of such laws for the legal establishment and maintenance of libraries in all school corporations not otherwise provided, by requiring boards to withhold annually from money received, a definite amount or percentage for each person of school age, residing in each corporation. The enactment of such a law will within a few years place within easy reach of all children, even in the most remote districts, the choicest literature of the age.

In making the above recommendation, I have construed the resolution of the general assembly to mean that such recommendation was desired that when enacted into law would result in the legal establishment, maintenance and care of libraries. At no time have I lost sight of the fact that many libraries have been established, though often they have not been maintained nor cared for, by the voluntary efforts of teachers, patrons, school officers and pupils.

Herewith are given tables, showing statistics relating to libraries in the different counties and principal cities and towns of the state:

HIGH SCHOOL BUILDING, EAST WATERLOO, IOWA.





SPECIAL REPORT ON LIBRARIES FOR THE YEAR ENDING  
SEPTEMBER 18, 1899.

COUNTY.	Number of districts.	No. of districts having libraries.	Number of volumes in library.	No. of libraries established in last 3 years.	How many boards have been organized under sec. act.
Adair.....	143	18	1,120	18	+
Adams.....	111	6	421	4	+
Allamakee.....	127	10	1,568	7	+
Appanoose.....	138	15	1,911	7	+
Audubon.....	109	80	1,000	+	+
Benton.....	180	88	2,545	+	+
Black Hawk.....	143	35	2,456	16	+
Boone.....	151	31	6,345	31	3
Bremer.....	108	62	4,240	62	3
Buchanan.....	129	88	4,500	80	1
Buena Vista.....	146	80	3,875	40	1
Butler.....	143	27	1,810	13	6
Calhoun.....	142	75	3,003	65	+
Carroll.....	142	30	2,300	25	+
Cass.....	147	29	3,853	+	+
Cedar.....	144	+	3,712	+	+
Cerro Gordo.....	123	24	1,681	+	+
Cherokee.....	141	141	7,000	80	+
Chickasaw.....	115	26	2,000	8	+
Clarke.....	105	39	700	23	4
Clay.....	129	66	3,224	65	2
Clayton.....	175	23	2,547	+	+
Clinton.....	160	68	9,670	3	+
Crawford.....	173	13	3,579	1	1
Dallas.....	147	28	2,900	43	5
Davis.....	104	30	380	15	+
Decatur.....	130	16	735	9	1
Delaware.....	136	60	2,645	33	7
Des Moines.....	84	12	1,350	+	+
Dickinson.....	74	7	2,217	4	+
Dubuque.....	119	28	3,890	9	+
Emmet.....	45	10	700	+	+
Fayette.....	188	37	2,244	37	6
Floyd.....	117	59	2,778	62	1
Franklin.....	137	13	822	1	8
Fremont.....	119	18	2,662	3	+
Greene.....	145	25	2,499	13	+
Grundy.....	126	190	4,514	+	+
Guthrie.....	148	150	2,251	25	2
Hamilton.....	139	22	331	12	2
Hancock.....	129	+	980	+	+
Hardin.....	130	30	2,360	+	10
Harrison.....	143	+	2,889	3	2
Henry.....	103	+	975	+	+
Howard.....	102	+	1,316	+	+
Humboldt.....	103	26	250	22	1
Ia.....	104	+	1,731	+	+
Iowa.....	145	66	6,085	51	+
Jackson.....	151	+	3,330	3	3
Jasper.....	157	127	4,614	65	6
Jefferson.....	96	+	190	+	+
Johnson.....	164	96	3,351	18	10
Jones.....	134	97	3,797	43	10
Keokuk.....	139	33	2,561	11	2
Kossuth.....	210	25	500	+	+
Lee.....	112	10	3,819	+	+
Linn.....	176	51	4,359	+	18
Louis.....	86	51	2,156	19	+
Lucas.....	92	9	551	1	+
Lyon.....	99	+	1,340	14	3
Madison.....	126	33	600	28	4
Mahaska.....	139	25	2,118	5	1
Marion.....	184	39	2,935	12	+



# SPECIAL REPORT ON LIBRARIES FOR THE YEAR ENDING SEPTEMBER 18, 1899—CONTINUED.

## STATISTICS OF TOWN AND CITY LIBRARIES.

COUNTY.	Number of districts.	No. of districts having libraries.	Number of volumes in library.	No. of libraries established in last 3 years.	How many boards have held under Sec. 2788.
Marshall.	149	8	7,077	2	2
Mills.	83	43	4,000	20	11
Mitchell.	100	34	2,036	3	1
Monona.	138	5	1,419	2	1
Monroe.	97	1	1	1	1
Montgomery.	108	53	5,402	2	1
Muscatine.	93	54	1,782	54	20
O'Brien.	123	127	6,336	+	+
Oceola.	128	42	5,536	20	18
Page.	133	123	123	+	+
Palo Alto.	134	43	1,728	8	1
Plymouth.	137	9	1,099	8	2
Pocahontas.	151	59	10,219	27	2
Polk.	242	36	5,151	12	14
Pottawattamie.	139	*	4,904	4	1
Poweshiek.	134	35	1,240	36	1
Ringgold.	140	100	5,000	4	22
Sac.	106	47	4,638	4	1
Shelby.	140	43	1,720	37	28
Sioux.	169	78	4,530	32	+
Story.	148	58	3,313	38	2
Tama.	176	12	3,000	4	+
Taylor.	127	2	1,800	5	16
Union.	112	39	2,830	6	10
Van Buren.	116	10	1,284	3	+
Wapello.	109	24	3,219	+	+
Warren.	141	55	3,377	22	+
Washington.	135	74	1,918	15	6
Wayne.	182	30	3,600	15	2
Webster.	181	44	1,428	7	10
Winnebago.	84	10	1,200	2	+
Winchester.	142	30	2,560	2	2
Woodbury.	170	2	2,560	41	1
Worth.	89	52	850	41	1
Wright.	131	121	4,463	60	+
Total.					388

\*No data.

+None.

In a few instances county superintendents submitted no special library report. Where such was the case information was obtained from the most reliable sources. The amounts expended for library purposes are given in schoolhouse fund and contingent fund under proper headings in statistical tables.

TOWN.	NAME.	Year founded.	CHARACTER.	Number volumes added in 1898.	Total number volumes.
Anamosa.	Penitentiary library.	1872			500
Afton.	Commercial college.	1891	C. and A.		420
Ames.	Iowa Agricultural college.		C. and A.	500	12,000
Algona.	Free public.		Free.	8	1,000
Ackley.	Public.	1808	Sub.	200	200
Alden.	Public.	1884	Sub.	80	1,100
Atlantic.	James C. Powers.		Sub.	20	2,072
Audubon.	Columbia.	1893	Sub.	75	1,075
Albia.	School.		School.		700
Altamont.	Public school.		School.		1,000
Aiton.	High school.	1895	School.	60	850
Boone.	Free public.	1889			
Burlington.	Free public.	1808	Free.	384	4,987
Belle Plaine.	High school.	1885	Free.	504	16,760
Boone.	High school.	1883	School.	200	2,000
Burlington.	Public school.	1889	School.	200	1,000
Clarinda.	Iowa hospital for insane.	1892	Scientific.		1,377
Council Bluffs.	Iowa school for deaf mutes.	1878			1,377
Council Bluffs.	Free public.	1870			300
Cedar Falls.	Iowa State normal.	1870	C. and A.	777	21,242
Cedar Falls.	Free public.	1878	Free.	53	6,000
Cedar Rapids.	Coe college.	1881	O. and A.	25	2,500
Cedar Rapids.	Free public.	1897	Free.	1,503	3,750
Cedar Rapids.	Iowa masonic.	1844	Masonic.	425	18,000
Cedar Rapids.	Bohemian reading society.	1865			720
Centerville.	Free public.	1896			
Clinton.	Warburg college.	1896	Free.	440	1,630
Clinton.	Public school.	1863	C. and A.	152	2,000
Charles City.	Charles City college.	1890	C. and A.	43	1,103
Charles City.	Free public.	1818			
College Springs.	Amity college.	1872	C. and A.	196	2,700
Carroll.	Public.	1894	Sub.	55	850
Chariton.	Public.	1898	Sub.	130	1,032
Clear Lake.	Public.	1889	Sub.	130	1,032
Coifax.	Public.	1862	Sub.	135	1,249
Central City.	John C. Ollge.	1892	Sub.	200	1,000
Cherokee.	Free public.	1846			
Davenport.	Iowa Orphans' home.	1868	Free.		1,650
Davenport.	Grissold college.	1853	C. and A.	50	8,550
Davenport.	Kemper hall.	1884	C. and A.		500
Davenport.	St. Katherine.	1885	C. and A.		1,500
Davenport.	St. Ambrose college.	1885	C. and A.	20	4,300
Davenport.	Association.	1853	Sub.	231	6,705
Davenport.	Academy natural science.	1867	Law.		10,000
Davenport.	Turner society.	1856	Soc.	53	2,000
Des Moines.	Iowa state library.	1838	State.	2,850	63,767
Des Moines.	State traveling library.	1898		150	2,450
Des Moines.	Iowa State Agricultural society.	1854		10	1,528
Des Moines.	Iowa State horticultural.	1863			1,000
Des Moines.	State board of health.	1880			1,000
Des Moines.	Historical department of Iowa.	1892		362	4,804
Des Moines.	Supt. of public instruction.				3,000
Des Moines.	Danish college.	1895	C. and A.	50	3,000
Des Moines.	Des Moines college.	1895	C. and A.	223	4,723
Des Moines.	Drake university.		C. and A.		6,000
Des Moines.	Richland Park.	90	C. and A.		2,000
Des Moines.	Free public.	1868			
Des Moines, W.	High school.	1883	Free.	1,658	23,979
Des Moines, N.	Public school.		School.	300	400
Dubuque.	Ger. Pres. Theo. Sch. of N. W.	1871	Theol.	20	4,000
Dubuque.	Mc. St. Joseph's academy.	1898	C. and A.		1,500







## STATE TEACHERS' READING CIRCLE.

This organization is governed by a board of six members, elected from among the county superintendents of the state, at the annual meeting held in December of each year. The superintendent of public instruction is president ex-officio.

## BOARD OF DIRECTORS.

J. M. Brenton, Des Moines.  
W. W. Brittain, Waterloo.  
Eugene Brown, Mason City.  
Cornelia Klass, Washington.  
Ella Seckerson, Treasurer, Primghar.  
J. W. Marker, Secretary, Tipton.  
Richard C. Barrett, President, Des Moines.

## COURSE OF READING.

## 1899-1900.

Study of the Child, Taylor.....	\$ .90
Teaching the Language-Arts, Hinsdale.....	.75
Uncle Sam's Secrets, Austin.....	.60
D. Appleton, Chicago. Per set, \$2.	

## 1898-9.

History and Civil Government of Iowa, Parish and Seerley—Werner Co.....	\$1.00
Students' Manual of Physics, Cooley, A. B. Co.....	1.00
School Recreations and Amusements, Mann, A. B. Co.....	1.00

## 1897-8.

Wood's—"How to Study Plants" A. B. Co.....	\$1.00
Koopman's—"Mastery of Books," A. B. Co.....	.85
Harrison's—"Study in Child Nature".....	1.00

## 1896-7.

"Patrick's Pedagogics".....	\$ .75
Arnold's "Waymarks for Teachers," Kindergarten Co.....	1.00
"Four Literature Studies," A. B. Co.....	1.05

During the past year the circle has enrolled 2911 members. In a circular of information the secretary gives the following regarding the circle:

"The reading circle year begins and ends with the Normal institute. It is suggested that the county manager urge his members to take notes of their reading as they progress, and

on the completion of any book forward these notes to the county manager, who may review them and issue a certificate thereon. It has also been suggested that a half hour be set aside on the program each day of the institute, at which time the county superintendent can speak to his teachers on the subject of school law, school legislation, the state course of study, etc., etc. One half hour at this time given to the discussion of the reading circle questions would aid materially in advancing the interests of the teachers and inducing beginners to read good literature.

"Where practicable it would be advisable for the teachers of a school township to meet at stated periods to review and discuss the books read. Where this can not be conveniently done, two or three could meet together for the same purpose. In the absence of either of the above plans, procure the books and set apart a definite portion of each day and devote it to systematic reading."

The success of any teachers' reading circle depends upon the co-operation of the teaching body. The suggestion has been made that the circle should be so reorganized as to include in the governing body not only county superintendents, but city superintendents and college professors as well. It is believed that the adoption of such a plan would enlist the co-operation of additional forces and thus materially strengthen the circle and promote its growth.

## PUPILS' READING CIRCLE.

## BOARD OF DIRECTORS.

W. A. Doron, President, Eldora.  
George I. Miller, Secretary, Boone.  
I. N. Beard, Osceola.  
J. T. Merrill, Treasurer, Cedar Rapids.

Many of the books have been newly added to the course, and all have been most carefully selected. All are true culture books, whether in the lines of nature study, myth, history, or character study. The course of reading for 1897-1898 is as follows:

## COMMON SCHOOL COURSE.

## SECOND GRADE.

Baldwin's Fairy Stories and Fables.....	\$ .35
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## THIRD GRADE.

Baldwin's Old Stories of the East.....	.45
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FOURTH GRADE.	
Eggleston's Stories of American Life.....	.50
Eggleston's Stories of Great Americans.....	.40
FIFTH GRADE.	
Baldwin's Fifty Famous Stories Retold.....	.35
Johonnot's Curious Flyers Creepers, and Swimmers.....	.40
SIXTH GRADE.	
Johonnot's Stories of our Country.....	.40
Eggleston's First Book in American History.....	.60
SEVENTH GRADE.	
McGuffey's Familiar Animals and Their Wild Kindred.....	.50
Carpenter's Geographical Reader—Asia.....	.60
EIGHTH GRADE.	
Guerber's Story of the Romans.....	.60
Guerber's Story of the Greeks.....	.60
	<hr/>
	\$5.75
HIGH SCHOOL COURSE.	
The books of the twelfth grade are the ones adopted by the representative colleges and universities of the United States as a basis for the examination in literature for admission in the year 1898.	
NINTH GRADE.	
Dowden's Shakespeare.....	\$ .35
Irving's Sketchbook.....	.20
The De Coverley Papers (Selections from "The Spectator")...	.20
TENTH GRADE.	
Emerson's American Scholar.....	.20
Shakespeare's Julius Cæsar.....	.20
Scott's Marmion.....	.40
ELEVENTH GRADE.	
Arnold's Sohrab and Rustum.....	.20
Macaulay's Second Essay on the Earl of Chatham.....	.20
Shakespeare's Merchant of Venice.....	.20
Scott's Ivanhoe.....	.50
TWELFTH GRADE.	
Shakespeare's Macbeth.....	.20
Burke's Conciliation with American Colonies.....	.20
DeQuincey's Revolt of the Tartars.....	.20
Tennyson's The Princess.....	.20
	<hr/>
	\$3.45
Total.....	\$9.20

The principal objects of the circle are to induce children and youth to read, to supply good reading, which is the only effective way to avoid the bad, and to correlate the reading in the schoolroom, in such a way as to make it most profitable.

Every school in the state should have a pupils' reading circle. The officers of the circle have by skillful management succeeded in inducing thousands of children to read wholesome literature. They will cheerfully render assistance to all teachers who ask their aid.

#### NATURE TEACHING IN THE COMMON SCHOOLS.

To some extent at least the resources of a country determine the character of instruction given in common schools. Iowa is recognized as one of the greatest (if not the greatest) agricultural states in the union. The value of its products is almost beyond computation. This fact should be considered by those charged with the making of courses of study. Congress has endowed colleges to teach agriculture and the sciences relating thereto, and while progress is reported it has not been so rapid as the importance of the work would seem to indicate, nor the growth of our country and schools demand. The country boy and girl should know more of nature. A knowledge of those things with which he has to contend will enable the farmer to solve the problems of productive farm life, education, etc. I am in accord with the following written by Hon. James Wilson, secretary of agriculture:

"It is evident to educators in agricultural science that elementary study should be introduced into the common schools to give direction early in life.

"Agriculture, horticulture, forestry, gardening and landscaping are delightful studies that attract people in all walks of life, but there is enough to be learned regarding each of these to require the devotion of a lifetime. The colleges and experiment stations endowed by the federal government provide for training along this line for longer or shorter periods at the institutions of the several states and territories designed for this purpose; but while encouraging progress has been made in building up courses in these institutions that teach the sciences relating to production, instruction before going to college and after graduation is lacking. Nothing is being done in most of the common schools of the states to cultivate a taste for and lead the mind to inquire into and store up facts regarding nature, so that the young farmer may be directed into the path that leads to education concerning his future life work.

"The great prerequisite is the education of the teacher. Most of the states have institutes where teachers are required



to assemble for instruction in their work; there they should be met by lecturers from the agricultural colleges who may be qualified to outline methods of nature studies in the common schools. The normal schools of the states could give courses of instruction along these lines to those who are fitting themselves for teaching in the high schools, so that instruction of a more advanced character might be given their graduates, preparing them for, and inclining them toward, the agricultural college."

The public schools of New York have taken an advanced step in nature study work. Leaflets explaining how rural school grounds may be improved have been issued and freely distributed. Teachers have by lectures given at institutes and educational associations and printed bulletins been instructed in the best methods of presenting the subject. In many schools junior naturalist clubs have been formed by pupils. So great has the interest become that more than 16,000 children of the state have asked for instruction in the making of gardens.

Indiana is also reported to have introduced nature study successfully.

During the past year by combined effort on the part of the State Horticultural society and the State Agricultural college and others interested in the introduction of these subjects into the rural schools, an attempt has been made to place outlines before the teachers. We have before us the advanced sheets of a primer prepared by Mr. John Craig, professor of horticulture at Ames, for use in public schools.

The purpose in issuing the primer is set forth in the introductory chapter in these words: "The Horticultural society has in view the advancement of the horticultural interests of the state by developing a love for, and a knowledge of, plants in the hearts and minds of Iowa school children. The Agricultural college labors for the promotion of accurate, systematic, and businesslike farming; in other words scientific farming."

The purposes are most worthy and the efforts exerted by these friends of popular education are commendable. So important do I consider this branch of educational work that I would recommend that the greatest publicity be given to the leaflet above referred to, and all others that may be prepared. That the work may prove the most effectual, bulletins should be prepared and issued frequently. This work should be done

systematically and under the supervision of skilled men and women who understand the needs of the schools of the state.

The Handbook for Teachers when revised and reissued, should contain a course of study in nature teaching suitable for use in public schools.

If properly authorized to do so, the State College of Agriculture and Mechanic Arts could render a valuable service to the common schools by issuing from time to time leaflets on the various phases of nature study. If there are reasons for doing this work in states where agriculture is not the chief occupation of the people, how much stronger are the reasons in a state where the people are principally employed upon the farms or in connection therewith?

#### CONSOLIDATION OF DISTRICTS AND TRANSPORTATION OF CHILDREN.

For several years, children have been conveyed to and from school at Buffalo Center and Forest City in Winnebago county, and at Baldwin in Jackson county. Sioux City has to some extent been transporting pupils from the outlying portions of the independent districts.

At Buffalo Center the district consists of an entire township six miles square and is organized as a single independent district. The board of directors is elected at large by the qualified electors on the second Monday in March. At Forest City and Baldwin the children are conveyed from schools belonging to the districts in which the towns are situated.

At Buffalo Center, forty-nine children have been carried from one and one-half to five and one-half miles for at least the past three years. The estimated amount saved per annum is reported to be \$488. This sum is saved in transporting children to and from their schools. Besides the above amount the township has saved the cost of erecting three schoolhouses. The bus men are engaged on contract bids. The routes are carefully planned and let to the lowest responsible bidders, who furnish their own means of conveyance and good wraps. The buses are closed and carpeted, thus affording the best of protection for the children in case of bad weather. Contractors give bonds to go to every house where children of school age live. The drivers are under contract to have control of the children on the road to and from school. They also sign a contract to neither swear nor allow swearing, use tobacco nor per-



mit any bad conduct, and in no case are they allowed to drive faster than a trot. During the winter of 1898-1899 when the thermometer registered 40° below zero and country teachers could not reach their schools, losing from two to three days each, the buses lost only one day each.

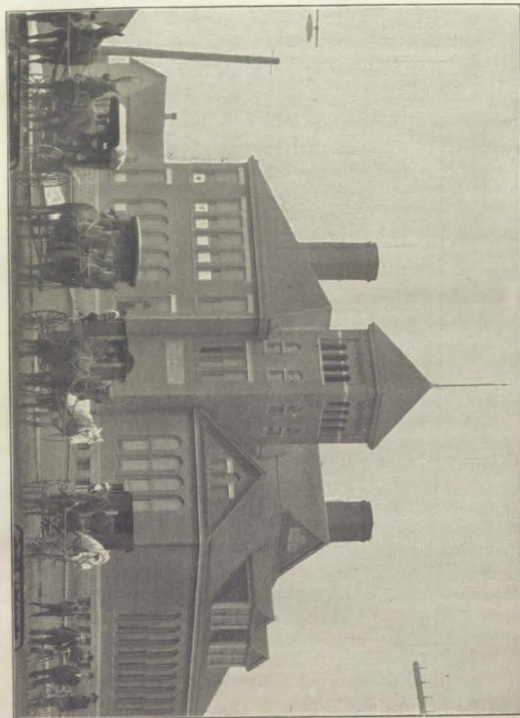
At Forest City fifteen children were conveyed an average distance of four miles by means of one team at a cost of \$20 per month. The plan at this point has been in operation for two years, and is reported to be generally satisfactory. Ten dollars is the estimated amount saved per month. Parents are pleased, because their children have the advantage of being in larger classes, better classified, better disciplined, and less exposed in bad weather.

At Baldwin twelve pupils have been conveyed a distance of one and one-half miles during the past year of nine months. One team at a cost of \$19 per month was used for the transportation of children. The amount saved per month is estimated at \$11. At this particular point the children assembled at the old schoolhouse in the country and were met each morning by the bus and conveyed to the school building in the village of Baldwin, and in the evening were conveyed to the schoolhouse in the country, from which place they returned to their homes by the most direct route. The bus made the daily trip as regularly as any passenger train, and if pupils were not on time they were left behind, as they would have been at a railway station. As a result of this arrangement, the transported pupils were never tardy, and the attendance was very regular. The average daily attendance in the country before consolidation was but *six*, and the average since pupils have been transported has been *eleven*. Additional remarks on this subject will be found under the heading, "The Country School Problem" in this report.

#### MORAL TRAINING.

It has been sometimes said that the public schools are not educating pupils morally; that they are Godless. This is a most serious charge, and one which should cause citizens to pause and consider. While neither admitting nor denying that some schools may not be giving the moral element in education that consideration which it deserves, I do enter a protest against the charge that our schools *in toto* are Godless. Thousands of those giving instruction daily in the school are men and women

TOWNSHIP GRADED SCHOOL, BUFFALO CENTER, IOWA.  
The hacks shown are used for the transportation of children.





of the very highest Christian character. Though not preachers, nor evangelists nor prophets, they, nevertheless, by their lives teach that which is highest and best more efficiently than those who rely upon precept.

It is true that teachers do not press upon pupils their own particular or peculiar religious views nor give formal religious instruction in our schools, but the whole life of nearly all teachers stands for virtuous living, honesty, reverence, patience, truthfulness, reliability, honor, obedience, true refinement and elegant culture.

Unquestionably moral education is the most essential element in the training of the child. The true teacher comprehends this fully, and daily seeks to train the child in the formation of right habits and correct ideas.

Old-time schoolmasters sometimes complain upon visiting the present day schools that the order is not so perfect as in their time. Admitting without argument the statement, they should remember that we seek future results and not temporary success. The purpose of the new education is to build up self-control and individual insight. "It substitutes the internal authority of conscience for the external authority of the master. It claims by this to educate the citizen fitted for the exercise of suffrage in a free government. He will weigh political and social questions in his mind, and decide for himself. He will be apt to reject the scheme of the demagogue. While the old-fashioned schoolmaster relied on the rod to sustain his external authority, he produced, it is said, a reaction against all authority in the minds of strong-willed pupils. The new education saves the strong-willed pupil from this tension against constituted authority, and makes him law-abiding from the beginning."

That a systematic course in ethics should be given is believed. Many schools maintain such a course, and when coupled with the exemplary life of a true teacher, is a most healthy moral stimulant to pupils.

#### THE NATIONAL CONGRESS OF MOTHERS.

The next annual session of this organization will be held in the city of Des Moines in May, 1900.

The objects of the association as stated in the declaration of principles are to promote conference on the part of parents concerning questions most vital to the welfare of children, the



manifest interests of the home, and in general the elevation of mankind; to inculcate love of humanity and love of country; to encourage closer relations between home influences and school life; to promote kindergarten principles from the cradle to college; to seek to create in all, those characteristics which shall elevate and ennoble; and to work for life development from standards of knowledge, truth, peace and harmony.

All persons, parents, clubs and other organizations interested in the objects of the congress are invited to send delegates.

Iowa is favored in having the great association come to it. Few, if any, organizations are destined to exert so wonderful an influence on both home and school life.

The association is broader than its name indicates. Instead of being limited to mothers, it properly includes both parents.

Since one of its chief purposes is "to encourage closer relations between home influences and school life," every teacher in Iowa should co-operate in promoting the success of the next annual session.

#### NIGHT SCHOOLS.

A few cities maintain night schools for the benefit of those who are unable to attend the regular day schools.

West Des Moines has conducted a successful night school for several winters. Classes are conducted in all of the common branches. Pupils are industrious and interested. They are a well-behaved, earnest lot of young people as desirous of obtaining an education as those attending classes in the day schools. The average attendance nearly equals the total enrollment.

In cities where right conditions prevail boards of education will perform a good service by providing night schools. Upon the payment of tuition those beyond school age should be admitted to regular classes.

#### TEMPERANCE INSTRUCTION.

It is worthy of notice that in the year 1899 instruction in temperance was given in 17,760 schoolrooms. The reports for the past four years show an annual increase in the number of rooms teaching effects of stimulants and narcotics.

Under the law of the state it is illegal for any person to sell or give tobacco in any form to minors under 16 years of age, except upon the written order of the parents or guardians. A rigid enforcement of this law will do much to save boys from the formation of bad habits.

#### KINDERGARTENS.

The system of kindergarten instruction introduced into the public schools is meeting with encouraging success. Boards may establish kindergarten departments for the instruction of children in connection with the common schools in any independent school district. Teachers in kindergartens must pass examination in kindergarten principles and methods, and receive a certificate from the superintendent in the county where she is to teach.

#### CORPORAL PUNISHMENT

Power to administer corporal punishment is denied by law in New Jersey only. Courts in Alabama, Arkansas, Connecticut, Indiana, Maine, Minnesota, North Carolina, Pennsylvania, Wisconsin, as well as our own state, recognize the teacher's right to administer corporal punishment if necessary.

The law confers upon boards of directors the authority to make all necessary rules and regulations for the management of pupils, and, doubtless, our courts would sustain a board that prohibited corporal punishment.

While statutes nowhere, except in Arizona, confer upon the teachers in expressed language the authority to whip a child, the custom has prevailed from the "time whereof the memory of man runneth not to the contrary."

If custom makes law, surely the legal right to use corporal punishment may not be raised. Persons guilty of its abuse may be held amenable to the law. Corporal punishment is a recognized agency in the successful management of public schools. While seldom, if ever, used in hundreds of schools of the state, owing to the prevailing sentiment against it and the improved and liberal methods of dealing with children, it is in many cases the latent power which enables the teacher to govern easily and without friction.

#### TEXT-BOOKS.

By request of the extra session of the Twenty Sixth General Assembly, my predecessor made a special report on this subject in 1897. He treated the subject somewhat exhaustively, and in his conclusion says: "I believe that the readiest and most satisfactory solution of the matter is in the free text-book system; that state publication is the most expensive system yet devised; that state adoption, as generally practiced, shuts



out competition, and results too often in the use of inferior books to the injury of the school interests; \* \* \* that, next to free text-books, the best and cheapest books are obtained when the directors purchase directly from the publishers and sell to the pupils at cost, without the intervention of middlemen, as can now be done under the present Iowa law."

In the above, I most heartily concur. Present laws provide for free books with district ownership, district and county adoptions with sale of books to pupils at cost; hence, it appears unnecessary to give the subject further attention at this time.

It is sincerely to be hoped that whatever legislation may be proposed to strengthen the educational system, that it will be along those lines which tend eventually to build up the teaching force, and give an education to all the children, rather than to the subject of text-books.

#### DISTRICTS USING FREE TEXT-BOOKS.

The districts that have availed themselves of the law providing for free text-books are named below:

Allamakee—Capoli, Fairview.  
Audubon—Audubon, Exira.  
Calhoun—Manson, Rockwell City.  
Cedar—Highland, Centerdale, Springdale.  
Cerro Gordo—Campbell.  
Clinton—Orange, Clinton, Delaware, Excelsior.  
Des Moines—Northfield.  
Fremont—Highland, Madison.  
Guthrie—Pioneer.  
Hancock—Ell.  
Hardin—Union township.  
Harrison—Missouri Valley.  
Jackson—Preston.  
Jasper—Kellogg.  
Marshall—Marshalltown.  
Mills—Glenwood, Preston.  
Page—Clarinda.  
Pocahontas—Pocahontas.  
Polk—Capital Park, East Des Moines, West Des Moines, Oakdale.  
Pottawattamie—Neola.  
Ringgold—Poe (No. 1-2.) Mt. Ayr.  
Tama—Toledo.  
Warren—Oak Grove.  
Webster—Westring.  
Winnebago—Norway, Logan.  
Woodbury—Grant, Oto, Woodbury, Liberty, Pierson, No. 4.

#### NAMES OF COUNTIES HAVING UNIFORMITY OF TEXT-BOOKS.

COUNTIES.	When adopted.	COUNTIES.	When adopted.
Adair.....	1896	Linn.....	1891
Adams.....	1894	Louisia.....	1891
Appanoose.....	1891	Lyon.....	1892
Benton.....	1895	Madison.....	1891
Boone.....	1899	Mahaska.....	1891
Buchanan.....	1891	Marshall.....	1891
Buena Vista.....	1891	Mills.....	1891
Butler.....	1891	Mitchell.....	1891
Cherokee.....	1891	Monona.....	1893
Chickasaw.....	1892	Muscatine.....	1891
Dallas.....	1892	O'Brien.....	1891
Davis.....	1891	Plymouth.....	1891
Dickinson.....	1892	Polk.....	1891
Emmet.....	1891	Pottawattamie.....	1896
Fayette.....	1896	Ringgold.....	1891
Greene.....	1891	Scott.....	1892
Grundy.....	1891	Shelby.....	1891
Hardin.....	1891	Tama.....	1891
Harrison.....	1891	Taylor.....	1898
Howard.....	1891	Union.....	1896
Ida.....	1897	Warren.....	1892
Jasper.....	1891	Winnebago.....	1891
Johnson.....	1891	Worth.....	1891
Jones.....	1891		

#### HEALTH AND ATHLETICS.

Athletics are enjoyed by two classes of students; namely, those who engage in them for the development which follows a proper physical training, and by those who play the games for their own sake.

There is a growing sentiment in many schools of the country that those games which are played for their own sake, such as football, baseball and tennis, should be discontinued by athletic associations, and exercise in the gymnasium be substituted.

Recent events in football have caused many who have always looked with favor upon the game to view it with dread and alarm. It is reported that in Iowa alone, there have been nine killed at football this year.

Students need physical exercise under skilled supervision, but the training required of the average player of football is considered unnecessary for the best physical and intellectual development. The game itself as usually played is a test of trained muscle, such as is required of the chilos or matador in



the bull-fighting of Spain. Such a test of training is not productive of the best and strongest manhood, nor does scholarship of the highest order follow. "The effect of attention to boating and ball upon scholarship," says Dr. Thwing, "is not as excellent as upon health and in increasing the length of one's days. Though with some marked exceptions, the scholastic rank of boating and ball men is low. The expenditure of the energy necessary to the indulgence in the sports decreases the amount of thought and study that might otherwise be given to Tacitus and calculus."

The present day improved physical health of college students over those of a quarter of a century ago can be traced to the systematic exercise taken in the college gymnasium.

More of the exercise afforded by the gymnasium and less of that required for football matches will find favor with the public. Sound, vigorous health is a necessity in all lines of business and professional life. Teachers in schools, both public and private, seminaries, academies, colleges and universities, should train students to meet the demand.

Good health demands that schoolhouses be constructed in accordance with hygienic laws and principles. Too often, especially in cities and towns, they are crowded to their utmost capacity, with little or no ventilation, and the air so laden with impurities as to poison the pupils and bring them to the point of stupidity. Such a condition amounts to almost criminality, and should not be tolerated. In all cases citizens should insist that schoolhouses be constructed in conformity with plans prepared by skilled architects.

#### IOWA HISTORICAL HALL.

It is a matter of state pride that Iowa now has a separate building in which to preserve the treasures of her historic growth. This leads to the hope that complete visible records may accrue, showing the extension and improvement of Iowa's educational system. If the compilation of school data has been a neglected branch, we bespeak for it now due and proper attention.

The new building will be an open home for teachers and students. Its reading rooms contain rare files of newspapers, valuable historical documents, portraits and pictures of eminent worth, and a fine collection of autographs and authors' manuscripts. A department of great interest to families and

societies is the display of genealogical books. The war annals of Iowa and other states are fairly represented. One set of Stevens' facsimiles of manuscripts that accrued in British and French archives during the United States war of the revolution, 25 volumes costing \$500, is in the war alcove.

In the museum may be found a small collection of prehistoric Iowa pottery, also of Iowa mammals. There is a variety in prehistoric stone implements, fossils of coal plants, alcoholic specimens, stuffed birds and natural history objects germane to such a department. Also a military display including relics from Cuba and the Philippines.

A splendid feature of the building is the art hall and auditorium, destined for use for higher educational, literary and scientific purposes. Hon. Charles Aldrich, curator, hopes to see established here such a course of lectures on important subjects as are constantly maintained in the American Museum of Natural History in Central Park, New York. The advantage of such opportunities for the diffusion of learning, culture, and acquaintance will be an inestimable boon to Iowans.

#### THE TRANS-MISSISSIPPI EXPOSITION.

Whatever degree of success may have attended the Iowa exposition at Omaha, it was not purely in the educational line. In fact, with a few individual exceptions, no attempt was made to exhibit the products of the schools of the state. This was in no sense the fault of the department of public instruction, nor the teachers of the state, for both the teachers and the department were willing to make a creditable display.

The following letter written by the superintendent and secretary of the Iowa Trans-Mississippi and International commission sets forth clearly why, educationally, we were not represented:

Hon. R. C. Barrett, Superintendent Public Instruction, Des Moines, Iowa:

MY DEAR SIR—Yours of the 21st inst. at hand. I have noted carefully what you say in regard to the matter of an educational exhibit and have corresponded with Commissioner Cook and Chairman Packard, of our executive committee, and they think it would be impossible to make a change in the plan decided upon by our commission in regard to exhibits. That plan does not include an exhibit of school work. We have no space in the liberal arts building, and our commission are decidedly opposed to buying space in which to install an exhibit. The board of management assigned free space for horticulture and agriculture. In the dairy department of course we have to pay for the refrigerator cases. In any event we think it would be impossible to secure at the present time a creditable



exhibit of school work from the public schools of our state. Commissioner Cook, of Davenport, is in charge of that department, and intended last fall to try and have an exhibit for the educational department, but when our appropriation was cut in two he decided to drop that and only use some of the space in the Iowa building to hang some paintings made by Iowa artists.

I had not forgotten this matter, but I was in hopes that some arrangement might be made by which an educational exhibit could be collected and installed, but the lack of funds and the limited time make it impossible.

#### THE PARIS EXPOSITION.

If the general assembly should, at its coming session, make provision for the representation of the products of the state at the International exposition to be held in Paris in 1900, it is to be hoped that the educational interests will not be overlooked.

The state would find it highly desirable to send a special agent to this great international exposition to observe and study the educational work and methods of other countries and report such observations in such form that they could be published for the benefit of the whole state. A report of this character would be invaluable to teachers and boards of education. The expense incurred would be insignificant compared with the good that would follow.

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## SPECIAL DAY OBSERVANCES.

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Patriots' Day,

Arbor Day,

Bird Day.

Memorial Day,

Lafayette Day.

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Closely allied with the lessons found in books are the grand examples of living character and the teachings given by the great Master on nature's open page. No educational system would be complete without the incorporation of these helps.

Since 1887 it has been the custom of the department of public instruction to furnish county superintendents with choice material, suitably arranged in leaflet form, for suggestive programs in the observance of special days in the schools of Iowa.

This feature of supervisory influence has met with visible returns in the increased attention given to school grounds, the decoration of schoolrooms with portraits and patriotic emblems, and, we believe, in touching directly the springs of feeling that lead to the formation of sound moral character and consequent good citizenship.

#### PATRIOTS' DAY.

In 1898 a circular commemorative of the dates of February 12th and February 22d, was issued by this department, under title of patriotic selections.

*To the teachers of Iowa:*

Washington and Lincoln are two of the greatest characters known in history. They stood upon lofty summits; they scanned a wide horizon; they saw with greater clearness than their contemporaries the relations and influences that touch our humanity. Teach the children to study their lives, to learn the elements of character that made them pre-eminent. Present strongly the traits that made each renowned. They were easily distinguished for wisdom, probity, and foresight; petty conceits, animosities, and piques, were no part of their character. Encourage the children to emulate them. Their portraits should adorn the walls of every schoolroom. Have the children learn to know them and love them.

Material is provided for both days. If only one is observed, arrange a program to suit the occasion, which under your guidance may be most happy and fruitful. The flag salute should be given. May we all unite in the beautiful sentiment of Benjamin Harrison: "Let the national flag float over every schoolhouse in the country, and the exercises be such as shall impress upon our youth the patriotic duties of American citizens."

Yours sincerely,

RICHARD C. BARRETT.  
Superintendent Public Instruction.

#### OUTLINE HISTORY OF GEORGE WASHINGTON.

(TRACE CONNECTION WITH PLACE, EVENT OR DATE.)

Virginia. Father's orchard. Mission at 21. Cambridge Elm. July 4, 1776. Delaware River. Valley Forge. Yorktown, 1783. "With a heart.

full of gratitude," etc. 1759-1797-1799. Mount Vernon. What geographical features bear his name? How is he remembered on Iowa soil? In your county?

#### GEORGE WASHINGTON.

##### SELECTED TRIBUTES.

Washington was first in war, first in peace, and first in the hearts of his countrymen.—*Lee*.

Washington, in fact, had very little private life, but was eminently a public character.—*Irving*.

In my idea General Washington is the greatest man, for I look upon him as the most virtuous.—*Lafayette*.

Washington early acquired the magic of method, which of itself works wonders.—*Irving*.

The test of the progress of mankind will be in the appreciation of the character of Washington.—*Brougham*.

#### SKETCH OF ABRAHAM LINCOLN.

(TELL THE STORY IN YOUR OWN LANGUAGE.)

Born in Hardin county, Kentucky, February 12, 1809. Poverty and hardship borne in youth. Education limited, became his own teacher. Hired as hand on a flat boat to New Orleans. Was clerk in store in Illinois. Enlisted in Black Hawk war. Chosen to Illinois legislature 1834. Studied law, worked as a surveyor. Entered the field of national politics and public speaking 1833. Elected President of the United States 1860. Re-elected 1864. War period 1861-65. Lincoln issued emancipation proclamation January 1, 1863. Was assassinated April 15, 1865. Buried at Springfield, Illinois. Tall, homely in looks, truthful, noble in character.

#### WORDS OF LINCOLN.

"Gold is good in its place; but living patriotic men are better than gold."

"God must like common people or He would not have made so many."

"This country with its institutions belongs to the people who inhabit it."

"Let us have that faith that right makes might, and in that faith let us, to the end, dare to do our duty as we understand it."

"The reasonable man has long since agreed that intemperance is one of the greatest, if not the greatest, of all evils among mankind."

#### LINCOLN IN IOWA.

In the noted Lincoln-Douglas debate of 1858, Abraham Lincoln delivered a political speech in Burlington. He was invited to visit Keokuk later, but declined because he could not afford the loss of time and expense of the trip.

In 1859 Abraham Lincoln, in company with Secretary of State Hatch, of Illinois, made a visit of several days in Council Bluffs. Hon. W. H. M.



Pusey accounts for the long stay by saying that visitors who came to Council Bluffs in 1859 had to wait for a steamboat to get away, often many days. Halting in a carriage drive to point out the probable location of the bridge across the Missouri for the Union Pacific railroad Mr. Pusey said: "You are aware, Mr. Lincoln, that the act of congress incorporating and creating the Pacific railroad company has passed, and there is one clause near the close of the articles of incorporation which gives to the president of the United States power to fix the turning point of the Union Pacific railroad. You are aware that the act provides that the terminal point of the Union Pacific railroad shall be in Iowa, on a certain section east of and past the town of Omaha. Who knows but you may be elected next year, and have to fix the terminal point of the Union Pacific railroad?" Standing there for some minutes with his arms folded, Lincoln's reply was: "Well, nature seems to have laid that bottom down there and that Platte valley just to build railroads on, didn't it?"

In 1863 Mr. Pusey visited President Lincoln at the White House, and the president arose and went to a map that was hanging on the wall, and tracing the Union Pacific, placing his finger as near as he could on the bluff where he stood in 1859, said: "Mr. Pusey, I never will forget the impression made on me in looking over that great country that is to be developed by this road, and the little side remark you made to me, that possibly I might be called upon to fix the terminal point of the Union Pacific railroad, gazing as it were right on the very spot, as I did from that bluff."

During a visit to Council Bluffs in 1859 Mr. Lincoln pulled from his vest pocket a little soiled piece of newspaper, in which was rolled a land warrant. He asked Mr. Pusey to enter this 160 acres of land for him, saying, "I kept it as an heirloom of the Black Hawk war. For years and years it was all I had, and after my boys began to grow up I thought I would keep it and show them that their father had once been a soldier." The 160 acre land warrant of President Lincoln for his services in the Black Hawk war was located December 27, 1859, on the north half of the northeast quarter and the southeast quarter of the northeast quarter of section eighteen (18), in township eighty-four (84) north of range thirty-nine (39), west of the fifth principal meridian in Crawford county. The township is named Goodrich township. This land was held by the Lincoln estate until April 26, 1892. April 26, 1892, Robert T. Lincoln and wife deeded this land to Henry Edwards (unmarried), who deeded the same to E. T. Cochran, of Denison. Robert Lincoln received for the land \$1,300. E. T. Cochran and wife, on the 24th of October, 1892, deeded the same to Peter F. Jepsen, for the consideration of \$1,925.

The leaflet for February, 1899, was headed "Washington and the Flag." To the teachers of Iowa:

By order of the Iowa department of the Grand Army of the Republic, February 22d is designated as "Flag Day." You are earnestly requested to unite in the observance of the day. Since this year is the centennial anniversary of the death of Washington, it is doubly appropriate that suitable exercises be held.

Special days are golden opportunities for the schools, if properly observed. Washington's birthday affords an opportunity for acquainting

the children with the best thoughts of the ablest writers, thus giving them literary culture, as well as teaching historic facts and keeping alive the fires of patriotism.

In both recitation and song let the patriotic element be prominent. Give the flag a conspicuous place.

Teach the duty of sustaining it unsullied wherever it waves. The virtues that make men strong in character should be emphasized.

From the home life of Washington, at Mt. Vernon, lead the pupils to think of their own school and home life. Teach them that a love of home is the beginning of patriotism, that in its broadest sense patriotism includes the community, county, city and nation.

Encourage pupils to suggest ways for the improvement and beautifying of the school.

Care should be taken to make the exercises as enthusiastic as possible. The spirit and animation which prevail on these occasions often touch the school and arouse in it new activities.

Try and interest the parents. Encourage them to attend the exercises. Endeavor to enlist their co-operation in all your work.

Work in harmony with the Grand Army of the Republic. Invite a veteran, who is a good speaker, to address the school briefly.

The patriotic selections offered are only suggestive. We rely on the good judgment of each teacher to provide such variety as will interest all classes of pupils. In all our work may we remember that we labor not for a year, nor for self, but for life and for others. With confidence may you answer every call; perform faithfully and well every duty, and with courage teach the highest and divinest truths.

RICHARD C. BARRETT,  
Superintendent Public Instruction.

#### STONES FOR THE MONUMENT.

When the Washington monument movement was started memorial stones were sent from all parts of the country, and from many of the foreign governments, to be incorporated in the structure. Forty of these stones were built into the old part of the monument. Many of the states sent memorial blocks. Iowa contributed a stone on which is inscribed: "Iowa, her affections, like the rivers of her borders, flow to an inseparable Union."

#### DECORATIONS FOR WASHINGTON'S BIRTHDAY.

Decorate the room tastefully with flags, bunting and drawings on the blackboards. On the most prominent board print in large letters the word "Washington," and the dates 1732, 1776, 1799. Surround with groups of flags drawn with red, white and blue crayon. On another board place the words, "First in War, First in Peace, First in the Hearts of his Countrymen." Have a picture of Washington wreathed with flags and evergreens. Very pretty and inexpensive souvenirs of the day, made of cardboard, on which the name of Washington and the dates 1732-1899 are printed, and which are fastened to the dress or coat by red, white and blue ribbons. Decorations of colored chains made by the children are very pretty for drapings. Pulp maps made by pupils aid in following the geographical data. Throughout the entire month, lead the child to actually see clearly,



and live the life of Washington. Make frequent use of sand, sticks, pulp, clay and putty, thus leading the child to create and construct "forts," "battles" and other features connected with the career of Washington.

#### FORMULA FOR SALUTING THE FLAG.

A boy steps forward and takes the American flag, and stands a silent color bearer before the school. At signals they rise, and with one hearty voice salute the flag, with uplifted hands, in the following words:

"I GIVE MY HEAD AND MY HEART TO MY COUNTRY. ONE COUNTRY,  
ONE LANGUAGE, ONE FLAG!"

One verse of "America" by the whole school is an appropriate ending before the children are seated, and the work of the day begins.

#### ARBOR DAY.

Friday, April 29, 1898, was celebrated by the schools of Iowa as Arbor Day. To aid teachers and children the department sent out 20,000 copies of:

#### NATURE'S LESSON LEAF.

*To the teachers of Iowa:*

"Plant in the springtime the beautiful trees,  
So that in future each soft summer breeze  
Whispered through tree tops may call to our mind  
Days of our childhood, then left far behind."

Another Arbor Day is at hand and we should make the most of it. It furnishes the teacher a fine opportunity to impress upon the child the beauty and use of trees. Its object is to arouse and create a sentiment among the children in favor of tree planting, and to show them how it may contribute to their pleasure and comfort. The teacher must use his judgment in the use of the following exercises so as to interest all grades of pupils. Spend at least a portion of the day in the open air. Let the children come in touch with nature. Trees should be planted both for ornament and utility. We need them to cultivate the taste and beautify our homes. We need them for the material they make and for their effect upon the soil and climate. Our state needs them as a preventive against drouth and desolation. Our primeval forests have been slaughtered with a ruthless hand. We must plant trees, cultivate them and grow forests again or suffer in consequence. Impress this matter upon your pupils. Teach them to plant, and urge them to protect the trees about their schoolhouses and homes.

From a small beginning Arbor Day has become a most important and quite general holiday. Let us continue its proper observance. School grounds should be the most beautiful and the brightest in the community. The cultivation of plants and flowers should become the habit and pleasure of our young people in every school district. "The refining and elevating influence of such work goes out to the homes around, and sweeter and happier lives are the result." Would you rear a monument more noble

than marble and more enduring than granite? Plant a tree that may furnish shade for the weary or fruit for the hungry in future years.

"Heaven and earth will help him who plants a tree;  
And his work its own reward shall be."

May the spirit of Arbor Day pervade the entire year, and may we all be stronger in heart and purpose for its proper observance.

RICHARD C. BARRETT,  
*Superintendent Public Instruction.*

*To the Citizens of Iowa:*

While there is no statutory provision therefor, I count it a privilege to indorse the recommendation of the superintendent of public instruction fixing Friday, April 29th, as Arbor Day. I would suggest that the day be observed throughout the state by school officers, teachers, pupils, and other citizens for planting trees, shrubs, and vines, in order that our homes, schools, highways, and public grounds may be beautified. County and city superintendents, city, town, and township officers, are invited to co-operate in the proper observance of the day. Suitable exercises on that day cannot but be of especial benefit to the young, by teaching them to be more thoughtful, and to plan for the future, as well as by inculcating in them a love of nature. That the day may be one of pleasure and profit to both old and young is my earnest desire.

LESLIE M. SHAW,  
Des Moines, Iowa, April 11, 1898.  
*Governor of Iowa.*

#### A LETTER FROM THE SECRETARY OF AGRICULTURE.

##### ARBOR DAY.

The observance of a tree-planting anniversary should be attended with memories as sweet as the anniversary of the baby's birthday. The school should be remembered, and additions made to its grounds; the home should be remembered, and improvements made on the lawn; animals should be remembered, and wind-breaks set out, that they may have better protection from the cold weather of fall and spring; the birds should be remembered, and trees planted where they may find sanctuaries from their enemies and nesting-places for their families, to the end that the insect world may be kept in check.

The young should plant trees in recognition of the obligations they owe to those who planted trees for them. The old should plant trees to illustrate their hope for the future and their concern for those who are to come after them. The economist should plant trees, especially in the prairie country, to beautify the landscape and ameliorate the sweep of the north wind. And as we plant trees on Arbor Day a kindred feeling to that experienced on the Fourth of July should possess us. For the time being, we are one in mind; we are one people, engaged in something to do good to mankind.

Very truly,  
Washington, D. C.

JAMES WILSON.



## SELECTION OF TREES.

The Germans and the old Mexican Indians observed special days for tree planting. The American Arbor Day dates from 1872, and was instituted by Hon. J. Sterling Morton of Nebraska. Chapter 23, laws of 1852, provided for the planting of twelve or more shade trees on each schoolhouse site in Iowa, but the popular celebration of Arbor Day by the schools began in 1887, with the issue of a forestry circular by the department of public instruction.

The custom of surrounding tree-planting exercises with a literary program gives opportunity for a study of scripture texts about trees, kinds of trees mentioned in the Bible, and for investing the tree with the personality of a man by naming it after a statesman, military hero, or an author. A very interesting story may be woven about the trees of the United States, as the "Charter Oak," "The Washington Elm." Significant Iowa names may be traced, as Red Oak, Elm Lake, etc.

The study of nature, associated with Arbor Day, may include the names, varieties, durability and uses of trees; also, the trees of the neighborhood, trees about individual homes and trees on the school grounds. If preparation for planting is made by digging holes beforehand, then talks may be given on how to propagate trees and shrubs from layers, from cuttings, and what kinds may be set out in different locations—high, low, wet or dry. Experiment should be made with as large trees as can be readily transplanted and the children themselves charged to feel responsible for their further care. The operations of budding and grafting, and simple lessons in botany, with suitable blackboard drawings, should constitute a part of the indoor program. If a resident nurseryman, or an experienced farmer, would conduct an object lesson, it might be a profitable feature.

Four trees, among the best, are sugar maple, red maple, linden and elm. Trees of easy growth are the box elder, catalpa, red oak and black cherry. For beauty, plant the cut-leaved weeping birch; for durability, the white elm; for convenience, transplant native trees from groves near by.

## BIRD DAY.

At the recurrence of the annual date for Arbor Day exercises and tree-planting the department issued a bulletin for use in the schools on April 28, 1899. This was entitled "Bird Day," and was intended to promote friendly acquaintance between school children and their little brothers of the air. Choice selections followed the letters.

*To the Teachers and School Officers of Iowa:*

For more than a decade Arbor Day has been celebrated in Iowa schools. Each year its value and influence have become more evident. As school premises have been beautified, interest and enthusiasm have increased. While it has been deemed best to modify the official bulletin this year relating to the observance of the day, it is hoped that the awakened interest in tree-planting will continue to grow until all school grounds are beautified, shaded and ornamented. Since 1887, 101,996 trees have been planted on Iowa school sites by and through your work and influence. It

is my earnest wish that many more be planted. It is of far more importance as a factor in education that school yards be improved by the planting of trees, than that buildings be lavishly ornamented. In all may you seek to make each pupil feel a sympathetic interest in that which surrounds him and his daily life. He will soon take pleasure in studying those things he loves. Teach pupils to have pride in the good name and the beauty of their school. As a result of your labor may each pupil not only be inspired to "go forth under the open sky and list to nature's teaching," but with strong and noble purpose be determined to aid in beautifying and bettering the world.

RICHARD C. BARRETT,  
*Superintendent of Public Instruction.*

*To the School Children of Iowa:*

Did it ever occur to you why the superintendent of public instruction never wrote you a letter and sent it through the postoffice? I will tell you. You now form such an army of more than 700,000 soldiers, all marching under the white banner of education, that if I should write one letter every minute for ten hours a day and 300 days in the year, it would be more than four years before some of you would hear from me. Though I have never before addressed you, I have often thought of you and been glad when word came to me of your excellent deportment and success. Be assured that it gives me very great pleasure to speak to you on Bird Day, which for this year has taken the place of Arbor Day.

I have called you soldiers, and so some of you will be. But whether you work for your country or for your state, for yourself or for others, whether you toil with your hands or serve others by thinking for them, your parents and friends all want you to be manly men and womanly women. You are now the greatest care and expense of the state. Last year the state spent more than \$3,000,000 in order that you might be cared for and properly taught.

The state wants you to be well trained so that you may, when called upon to do so, perform honorably and well all the duties given you. You should know that very soon all of the state's different lines of industrial and educational development, all branches of business and all affairs of the state will come into your hands. So far as possible the kind people of your school district and of the state generally will help you fit yourself so that you may do well everything given you to do. You should remember that it is what you do for yourself and not what others do for you that will make you strong and useful.

One reason for writing you to-day is to urge you to become acquainted with all your bird neighbors. Birds are everywhere about us and we should all have at least a bowing acquaintance with them. They "nest in our gardens or under the very eaves of our houses; haunt our wood piles; keep our fruit trees free from slugs; awaken us with their songs, and enliven our walks along the roadside and through the woods." I am sure you enjoy the sweet songs of the robin and the blue bird and will find joy in learning of them and their many companions. May I not ask you to choose one of your schoolmates to write me a letter describing the manner in which your school observed Bird Day? I want also to ask you to do what you can to make beautiful our schoolrooms and schoolyards. I have written your teacher a



few words about tree planting and it is my wish that you will do all you can to aid her. You can clean up the yard by removing all rubbish; prepare the soil for seeds, plant flowers and shrubs, and in many other ways help to make the school attractive. If you will do this our school homes will soon be more cheerful, our work more pleasant and the results of our efforts more satisfactory. With loving regard, I am,

Yours sincerely,

RICHARD C. BARRETT,  
Superintendent of Public Instruction.

March 25, 1899.

### MEMORIAL DAY.

In co-operation with the Iowa department of the Grand Army of the Republic the department of public instruction prepared an order of exercises for use in schools for May 30, 1898.

A Loyal Leaflet for Iowa's Patriotic People.

### MEMORIAL DAY.

*To the Teachers and Pupils of the Public Schools of Iowa:*

The beautiful custom of observing Memorial Day was formally established in 1868 by Gen. John A. Logan, then commander-in-chief of the Grand Army of the Republic. He frequently said: "It was the proudest act of my life." We should observe the day for what it teaches as well as for what it commemorates. To decorate the resting places of the patriotic dead should be counted a sacred privilege, and it is my earnest hope that schools of every class will do so with exercises appropriate to the occasion. It is suggested that you invite the Grand Army posts to be present and unite with you in making the program one of special interest. Music should be made a prominent feature. Sing our best and most patriotic songs, in which all may join with heart and spirit.

By arrangement with the department of the Grand Army of the Republic, I take great delight in presenting to you an address written by a soldier-teacher, Prof. L. F. Parker. It is the official communication from the defenders of our country. It is laden with the spirit of gratitude and pure patriotism. To read it carefully and study it thoughtfully will deepen your love for our country and increase your appreciation of the services rendered by those who fought for its defense and preservation. Of all days of the year on this Memorial Day I would have you fling the flag to the breeze. Let it float as the emblem of the purity and perpetuity of our nation, and the life and liberty of our citizens.

As these words are being penned there comes to us a declaration of war. Another battle is to be fought for the freedom and independence of an oppressed but patriotic people. Cheered by the courage and strength of our united country, our army and navy go out once more to strike a blow in the name of humanity and liberty.

That the exercises of the day may increase our patriotic zeal and inspire us with a greater appreciation of our country, her institutions, manners, customs and laws, is the fond desire of your friend.

RICHARD C. BARRETT,  
Superintendent Public Instruction.

### THE GRAND ARMY.

A CORDIAL GREETING FROM THE OLD SOLDIERS.

GRINNELL, May 5, 1898.

*To the Teachers of Iowa:*

A generation has gone since the most momentous war in the world's history was ended. Never before had such billions of treasure or such rivers of blood been poured out in any civil or international conflict. Never before in a war between citizens did a victorious general grant such generous terms; never did a vanquished chief so loyally consecrate his later life to the service of a reunited nation. Never did another government provide so generously for the needs of its late defenders; never did once warring sections leap so loyally to the common defense as Americans do to-day in the presence of a possible national peril. Never did the teachers and the taught in a nation cherish more sincerely the memory of deeds of earlier patriotism nor propose more heartily to emulate the best of those gone before.

The members of the Grand Army of the Republic tender you their gratitude and their congratulations. True, their steps grow feeble with each added year, their sight more shadowy, their hold on life feeble, but their memory of those who fell at their side on fields swept by grape and canister, or who have dropped one by one in the calm of civil life, grows more nearly reverential. The grassy mounds beneath which they sleep are sacred spots. Every flower placed on their graves on Memorial Day by those of a later generation is a tribute to the living soldier; every eulogy on their deeds is an honor to him. With a sense of personal favor, then, we thank you for every token of honor to the dead.

Iowa had special reason to resolve that the Mississippi should be our nation's river from its source to the sea. The union soldier made it "ours." Iowa, her teachers and her pupils, cherish the memory in oration, in essay and in song. For this, too, Iowa soldiers would return heartiest thanks to state superintendent, to teachers and to pupils. To those who know so well what to do, and how to do it, in cultivating patriotism we would, at present, express no other thought than this one of grateful appreciation.

Yours very cordially,

L. F. PARKER,

*Special Aid in charge of patriotic exercises for the Iowa Department, G. A. R.*

By order of A. H. Evans, Department Commander.

This is approved officially.

D. W. McElroy, Assistant Adjutant-General.

### SUGGESTIVE PROGRAMS.

#### FOR LOWER GRADES.

1. Music.....America
2. Address.....Brief talk by the teacher
3. Recitation.....For Me and You
4. Recitation.....Returning Thanks
5. Music.....God Save the State
6. Salutation.....The American Flag
7. Recitation.....Meaning of the Colors



8. Music.....The Stars and Stripes
9. Recitation.....Our Tribute
10. Recitation.....What Can the Children Do
11. Recitation.....Holy Ground
12. Music.....The Vacant Chair
13. Recitation.....All Heroes' Day
14. Recitation.....Bring Flowers
15. Recitation.....Cover Them Over
16. Music.....The Banner of the Union

## FOR HIGHER GRADES.

1. Music.....America
2. Reading.....Address of State Superintendent
3. Reading.....The Governor's Proclamation
4. Quotations.....Short Selections from Leaflet
5. Reading.....Greeting from Grand Army
6. Music.....Battle Hymn of the Republic
7. Recitation.....Hats Off, My Boys
8. Quotations.....About the Flag
9. Music.....Columbia, the Gem of the Ocean
10. Quotation.....Our Loyal Women
11. Recitation.....Our Fallen Heroes
12. Music.....The Vacant Chair
13. Recitation.....The Sleep of the Brave
14. Recitation.....A Brotherhood of Heroes
15. Music.....God Save the State
16. Recitation.....The Loss of the Maine
17. Recitation.....Tribute to its Dead
18. Recitation.....Call to the Colors
19. Music.....The Banner of the Union

## MEMORIAL DAY, 1899.

DEPARTMENT OF PUBLIC INSTRUCTION, STATE OF IOWA.

## ANNOUNCEMENT.

*To the Teachers of Iowa:*

Decoration Day, or Memorial Day as it is now usually called, is the day set apart for commemorating the services of those who lost their lives in the service of their country.

The day had its origin one year after the fall of Fort Sumter. It is reported that on May 30, 1862, an Iowa woman, accompanied by the wife and two daughters of a chaplain of the Second Michigan volunteers, entered the beautiful cemetery at Arlington and decorated with flowers the graves of the dead soldiers in the National cemetery. The kindly interest shown in 1862 was manifested by the same loyal women the next year. The beautiful service of the women attracted the attention of

others. With years the custom has grown, until to-day thousands, actuated by noble impulses, show forth a loving spirit by paying homage to the sons who died that their country might live. The day should be observed in a sacred manner. Good citizens everywhere deplore the fact that the day is too often given to the playing of games and sports of various kinds. The way in which the day will be observed in the future depends in part upon your teaching and influence to-day.

The historic events of the past year will, if possible, make the observance of Memorial day even more sacred than ever. As teachers you will honor not alone those who died in the cause of freedom, but country, home and self, by assisting the Grand Army of the Republic or the citizens of your community in the proper observance of the day. This leaflet is presented with the hope that it will prove helpful to you in preparing a suitable program. It will add to the interest if some of the parents are invited to participate in the exercises. Try to make all feel that the schools belong to all the people; that they are free schools, and that their safety, as well as the safety of citizens, depends upon their successful maintenance.

Invitations signed by a committee from the school may be sent to all parents. A statement that you wish their presence and co-operation in the work for home and country will not be unappreciated. Whatever may be the order of exercises, it should be a part of the program to decorate the graves of fallen heroes and loved ones. Let no grave in a secluded nook escape a flowery wreath.

"Cover them over with beautiful flowers,  
Crown them with garlands, those brothers of ours."

Yours very sincerely,

RICHARD C. BARRETT,  
*Superintendent of Public Instruction.*

A CORDIAL GREETING FROM THE OLD SOLDIERS.

WAVERLY, April 21, 1899.

*To the State Superintendent, County Superintendents, Teachers and Pupils of Iowa:*

In the name of the Grand Army of the Republic, I send you cordial greeting and convey to you thanks for the loyal and efficient manner in which you have observed Memorial Day in the past.

A third of a century ago the old soldiers were young. In the time of the rallying of the Grand Army for the defense of the nation in its greatest peril, the sight was not infrequent of a company of volunteers, made up, to



a large extent, of members of a school, drawn up on the playground to receive the parting words of teachers before marching away to the war, from which so many never returned. The Grand Army of the Republic is in fellowship with the grand army of teachers and pupils of the public schools of to-day, who will make the nation of to-morrow. You have shown yourselves true and loyal in your country's recent effort to liberate the oppressed. They have in that assuring hope that you will continue to keep the graves of the defenders of the country decorated when the last of them is laid to rest; and, what is more, keep the country committed to your charge.

While expressing gratitude for the past, they invite you to participate in the observance of Memorial Day this year. Let us make it a happy day, for never had a generation a fairer heritage. Let us make it a patriotic day, for never were liberties purchased and institutions maintained at greater price. These will not be continued and enlarged by thoughtless seekers of pleasure. It will be a day in the presence of our country's heroic dead. We greet you and congratulate you.

Yours very cordially,

R. D. PARSONS,

*Special Aid in charge of Patriotic Exercises.*

BY ORDER OF R. W. TIRRILL, DEPARTMENT COMMANDER.

Approved officially.

H. A. DYER,

*Assistant Adjutant-General.*

#### SUGGESTIVE PROGRAM.

Song.

Scripture reading—

A Message to the Young—Eccles. 12: 1-7, or

The Greatest Thing in the World—I Cor. 13.

Song.

Recitation by a girl.

Reading by teacher, "A Cordial Greeting from the Old Soldiers."

Recitations by pupils.

Reading by a pupil, "The Iowa National Guard."

Recitation by a boy, "The Strenuous Life."

Song.

Roll call.

Quotations given by pupils.

Short address by citizen or teacher.

Decoration of graves.

(The department of public instruction is indebted to the Lothrop Publishing company, Boston, for electrotypes used in this leaflet.)

#### NATURE'S TOKENS.

For eight pupils, each carrying the flowers of which he speaks. The first pupil leads, and with muffled drumsticks beats time softly.

*All repeat—*

We go to-day with solemn tread,  
In May time's fairest hours,  
To deck each brave, true soldier's grave  
With purest, sweetest flowers.

*First Pupil—*

I carry deep blue violets;  
Of faithfulness these speak.  
For faithful soldiers, true and brave.  
I'll take these flowers meek.

*Second Pupil—*

I've a bunch of fresh elm leaves;  
Of patriots these tell,  
Who marched, fought, suffered, won,  
'Midst furious shot and shell.

*Third Pupil—*

I bring these lilies, sweet and pure;  
O ring, each fragrant bell!  
Ring of deeds so brave, so great,  
Of our Grand Army tell.

*Fourth Pupil—*

Syringa flowers I bring to-day;  
'Tis memory's reverent flower.  
From year to year we'll keep alive,  
Memorial Day's fair hour.

*Fifth Pupil—*

And sweetest roses, bending low,  
Shall deck the soldier's bed;  
For these bring love from our young hearts,  
Love for our honored dead.

*Sixth Pupil—*

And these oak leaves, for bravery,  
I'll place upon a mound;  
They tell of brave and loyal deeds  
On our country's battle ground.

*Seventh Pupil—*

And the laurel wreath lay tenderly—  
Its glory shall never fade.  
But evermore shall brightly tell  
Where our brave heroes all are laid.

#### TRIBUTE TO THE FLAG.

BY N. M. HUBBARD, CEDAR RAPIDS.

We each have two lives, an individual and a national life. Our individual lives are short, but we all hope that the nation, of which we are a part and with which we leave our children, may endure forever.

The instinct of self-preservation of the individual life is strong, but our desire for the immortality of the nation is far stronger, for we are all willing to sacrifice our individual lives, if need be, to save the life of the nation.

And this is patriotism, and our flag  
Is its token, its buckler and shield.

Perhaps none love the flag like the soldier. He sees it riddled with shot and shell! He sees the color-bearer fall in death, and the flag for a



moment go down! Instantly another patriot seizes it and bears it aloft, waving defiance to its enemies! He remembers amid the roar of cannon that it is the flag of Washington and his compatriots of the revolution; that it is the flag of General Jackson and the heroes of 1812; that it is the flag of Scott and Taylor and the gallant army of Mexico in 1846; that it is the flag of Lincoln, Grant and Sherman and the army of the Union.

And it is the only flag that waves in  
All the world that never knew defeat.

When he uplifts the flag, he knows it is the emblem of liberty wrested from persecution and oppression.

It is the flag that guards our citadel of justice and national honor.

It typifies the equality of all men before the law.

It is the ensign of the government of the people, by the people and for the people.

It is the symbol of universal suffrage and universal emancipation.

Our flag is the talisman and halo of the bond of union of all the states forever.

It is the sign by which we conquer. It is the guiding star of our fervor and the New Jerusalem of our patriotism.

It is the rainbow of promise that this nation shall not perish. It is the pillar of cloud by day and the pillar of fire by night to guide our children and our children's children and their descendants along the pathway of intelligence, virtue, integrity and honor forevermore.

And as we near the shores of the eternal morning, the old flag lifts the soul to new visions of the future glory of our common country.

#### SACRIFICE FOR THE UNION.

After a heavy battle in the southwest, a wounded soldier was taken to the Nashville hospital, his arm so shattered that it had to be amputated at the shoulder. When the chloroform sleep was over he raised the cloth and finding it gone, called for it and said: "Let me look at you once again," addressing it as follows: "Farewell, my good right arm: never again will you aim a carbine or swing a sabre in defense of the government." Then lifting his eyes to those who were at his side, he said, as the tears rolled down his face: "Don't think I regret the loss of this, my strong, right arm; it has been torn from my body that no one state shall be torn from the glorious union."

#### TRUE HEROISM.

"He who plows and plants that others may reap is of noble blood; but he who dies that a nation may live is made of the stern stuff that justifies the songs that sing his deeds and the wreathed marble that marks the sacred spot where his ashes sleep. \* \* \* True heroism is self abnegation. It is only when toll and sacrifice are inspired by a desire to secure the happiness of others that these noble virtues attain their highest forms, and prove the title to heroic living. The world's heroes have not all stood on the high cliffs of prominence before the gaze of their admiring multitudes. Some of this royal line have walked in unapplauded silence where he blaze of human glory rested on their bare brows."

#### OUR COLORS.

Red! 'tis the hue of battle,  
The pledge of victory;  
In sunset light, in northern night,  
It flashes brave and free.  
"Then paint with red thy banner,"  
Quoth Freedom to the Land,  
"And when thy sons go forth to war,  
This sign be in their hand!"

White! 'tis the sign of purity,  
Of everlasting truth;  
The snowy robe of childhood,  
The stainless mail of youth.  
Then paint with white thy banner,  
And pure as northern snow  
May these thy stately children  
In truth and honor go.

Blue! 'tis the tint of heaven,  
The morning's gold-shot arch,  
The burning deeps of noon tide,  
The star's unending march.  
Then paint with blue thy banner,  
And bid thy children raise  
At daybreak, noon, and eventide  
Their hymn of love and praise.

Valor and truth and righteousness,  
In threefold strength to-day  
Raise high the flag triumphant,  
The banner glad and gay.  
"And keep thou well thy colors,"  
Quoth Freedom to the Land,  
"And 'gainst a world of evil  
Thy sons and thou shall stand."

—Laura E. Richards.

For the privilege of publishing the above beautiful verses, we are indebted to the courtesy of the publishers of that excellent periodical, the *Youth's Companion*.

#### SOME FAMOUS PATRIOTS.

##### FROM "TEACHERS' WORLD."

(The following is to be recited by eight boys, to be dressed, if possible, like the pictures of the respective men mentioned. The sailor and soldier suits may be made of paper, muslin or some such cheap material. Wooden swords, tied with red, white and blue ribbon, should be carried in the right hand.)

Paul Jones—"I have not begun to fight yet."

"In that well known battle,

Where we fought with all our might,  
When they thought we were defeated,  
We had not begun to fight."



Oliver H. Perry—"We have met the enemy, and they are ours."

"After a bloody meeting,

Between two mighty powers,

I was proud to send the message,

'We have met them, they are ours.'"

Lawrence—"Don't give up the ship."

"When wounded, sore and dying,

I told my men so brave,

'Do not give up the ship at all,

Our honor we must save.'"

Hale—"I regret that I have only one life to give for my country."

"I gave my life up gladly,

To aid my country dear.

If I'd had many lives to give,

I'd have lost them without fear."

U. S. Grant—"I propose to fight it out on this line if it takes all summer."

"I proposed to fight it in my way,

If all summer it should take,

And if once I made a complete plan,

I would never have it break."

Jackson—"Stonewall."

"I stood as firmly as I could,

And faced the cannon ball,

My soldiers, cheered and comforted,

Called me their 'Old Stonewall.'"

B. F. Butler—"Contraband of war."

"Whene'er the negroes ran away,

I said, 'contraband of war,'

And that meant that they were free to go,

And need return no more."

Daniel Webster—"Liberty and union, now and forever."

"Liberty and union, be ours forevermore,

Our country undivided be,

And peace and happiness we'll see."

—L. Blumenthall.

#### THE IOWA NATIONAL GUARD.

Gathered in vast assemblies on this Memorial Day and moving with measured tread beneath the "stars and stripes," a grateful nation lays its floral tributes upon the graves of its heroic dead. The opening flowers and the buoyancy of early springtime call anew to the mind the fresh and vigorous young manhood that, a generation ago, offered itself a willing sacrifice for the preservation of National Union—to them no less dear than was independence to the sires of '76. A grateful remembrance of such patriotic devotion and such valorous deeds is an inspiration in the homes and at the firesides of a free people, and begets a higher appreciation of liberty and a greater love of country.

This truth has been clearly illustrated in the last year, within which time, responding to the call of the president of the United States, supple-

mented by that of the governors of the several states, an army of 200,000 volunteers stepped forth from the ranks of civil life to battle for country and humanity. The unselfish patriotism of this prompt movement, coupled with the valor of the regular army and that of Columbia's matchless navy, has caused America,

"The land of the free

And the home of the brave,"

to stand forth to-day before the world a greater and more highly honored nation than ever before.

With pride and satisfaction it can be said that these heroic men were from the schools of our country, where, as well as from platform and rostrum, newspaper and magazine, patriotism is taught and reverence for the flag is instilled.

In this struggle for the rights of humanity, Iowa, with her four stalwart regiments, was early in the field—armed, equipped and ready for duty—ready to strike off the fetters of tyranny, release the down-trodden from the iron heel of oppression and raise to the plane of a nobler manhood benighted peoples and tribes in the near and far away "Isles of the seas."

"Brave boys are they,

Gone at their country's call;

And yet, and yet, we cannot forget

That many brave boys must fall."

On land and sea, in army and navy, lives dear to loved ones at home are ever in peril, and for these loyal, unselfish lives, teachers and pupils of Iowa, brave men and fair women, true citizens of a great commonwealth, cherish the highest regard and will lovingly remember and ever pay tribute to the patriotic volunteer of "The Iowa National Guard."

Very respectfully,

MELVIN H. BYERS,  
Adjutant-General.

#### THE FIRST DECORATION DAY PROCLAMATION.

[EXTRACT FROM G. A. R. COMMANDER-IN-CHIEF'S ORDER, MAY 5, 1893.]

We should guard their graves with sacred vigilance. All that the concentrated wealth and taste of the nation can add to their adornment and security, is but a fitting tribute to the memory of her slain defenders. Let no wanton foot tread rudely on such hallowed grounds. Let pleasant paths invite the coming and going of reverent visitors and fond mourners. Let no vandalism of avarice or neglect, no ravages of time, testify to the present or to the coming generations that we have forgotten as a people the cost of a free and undivided republic.

If other eyes grow dull, and other hands slack, and other hearts cold in the solemn trust, ours shall keep it well as long as the light and warmth of life remain to us.

Let us, then, gather around their sacred remains, and garland the passionless mounds above them with the choicest flowers of the springtime; let us raise above them the dear old flag they saved from dishonor; let us in this solemn presence renew our pledges to aid and assist those whom they have left among us as a sacred charge upon a nation's gratitude—the soldier's and sailor's widow and orphan.—John A. Logan.



## EMBLEMS OF DECORATION DAY.

## I.

(Child with bunch of red roses recites.)  
 With slow and reverent tread,  
 I bring the roses red  
 To deck the soldier's bed,  
 Emblem of blood they shed,  
 For this our native land.

## II.

(Child with bunch of daisies recites.)  
 And I, white daisies bring,  
 A simple offering  
 Emblems of holy peace,  
 Oh, may its reign ne'er cease  
 In this our happy land.

## III.

(Child with bunch of violets recites.)  
 I bring the violets blue,  
 They say be true, be true,  
 True to God above you,  
 True to friends that love you  
 And to thy native land.

## IV.

(All three recite together.)  
 For the brave and the true  
 We'll twine them together,  
 For the red, white and blue  
 Are united forever.

—William Woodman.

## DID THEY DIE IN VAIN?

I come with a full heart and a steady hand to salute the flag that floats above me; my flag and your flag; the flag of the Union; the flag of the free heart's hope and home; the star spangled banner of our fathers; the flag that, uplifted triumphantly over a few brave men, has never been obscured; destined by God and nature to waft on its ample folds the eternal song of manhood—freedom to all the world, the emblem of power on earth which is to exceed that on which it was said the sun never went down. I had it in my mind to say that it is for us, the living, to decide whether the hundreds of thousands who fell on both sides during the battle were blessed martyrs to an end, shaped by a wisdom greater than ours, or whether they died in vain. I shall not admit the thought. They did not die in vain. The power, the divine power, which furrowed the land with battlefields, sowing it deep and broadcast with sorrow, will reap thence for us, and for ages, a nation truly divine; a nation of freedom and of free men; where tolerance shall walk hand in hand with religion, whilst civilization points out to patriotism the many open highways to human right and glory.—Henry W. Watterson.

## DECORATION DAY HYMN.

(Tune—"Lang Syne.")

Should glorious mem'ries be forgot,  
 An' never brought to min',  
 An' all for which we bravely fought  
 In Auld Lang Syne?

*Chorus—*

For Auld Lang Syne, so dear,  
 For Auld Lang Syne;  
 We'll breathe the flow'rs o' mem'ry yet,  
 For Auld Lang Syne.

We've tramped the long and weary march;  
 We've formed the battle line;  
 But many a comrade's mustered out,  
 Since Auld Lang Syne.

They died for our Columbia's weal;  
 The weal is mine and thine;  
 We owe the blessings of to-day  
 To Auld Lang Syne.

Immortal fame their valor won,  
 Shall bright and brighter shine;  
 We'll keep in heart an' mind the days  
 Of Auld Lang Syne.

So here's a hand, my soldier friend,  
 An' gi'e's a hand o' thine;  
 We'll join in flowers and tears to-day  
 For Auld Lang Syne.

—Lu B. Cake.

## "OLD GLORY."

The following patriotic song was written by Miss Carrie Harrison, of West Union, Iowa, now residing temporarily in Washington, D. C. She is of Scandinavian descent and the lines are an adaptation from a Scandinavian national hymn. The song is dedicated to Colonel Henderson and ranks with the best called forth by the war with Spain.—Gate City.

Comrades, awaken the bugle from slumber,  
 Blow for "Old Glory," the flag of the free,  
 High and heroic in soul-stirring numbers,  
 Flag of our fathers, arouse them for thee.

Old recollections,  
 Wake our affections,  
 Each time we speak of the flag of our birth,  
 Hearts beating loudly and cheeks glowing proudly,  
 Honor "Old Glory," the flag of the earth.



Patriots, look back on her far-reaching glory,  
Gaze on the splendor that bursts on your glance,  
Chieftains and heroes, immortal in story,  
Press to the battle like maids to the dance.

Blood flows before them,  
Death hovers o'er them,

On to the ocean they press with their steel,  
Champions who saved the country that bore them,  
Leave they to die for their union and weal.

Pride of America! symbol of freedom,  
Stood like a rock when the cannons awoke  
Thundering around you, nor did you heed them;  
Freely you floated, as freely you spoke,

Birds in their motion,  
Waves of the ocean,

Poorly can rival proud liberty's choice;  
Yet all obey with a willing devotion,  
Laws that are made by the people's own voice.

Flag of the prairie, the wood and the mountain,  
Blest with the wealth of the field and the mine,  
Sons of thy daughters may drink of truth's fountain,  
Vigilance must be eternally thine.

Oceans protect thee!

Freedom surround thee!

Flourish "Old Glory," thy stars be unfurled,  
Free as the breakers and breezes around thee,  
Pride of thy children, the flag of the world.

### THE STRENUOUS LIFE.

BY GOVERNOR ROOSEVELT, OF NEW YORK.

Governor Roosevelt, of New York, delivered an address at a banquet in Chicago April 10th on "The Strenuous Life," in which he said:

"A life of ignoble ease, a life of that peace which springs merely from lack either of desire or of power to strive after great things, is as little worthy of a nation as of an individual. I ask only that which every self-respecting American demands for himself, and from his sons shall be demanded of the American nation as a whole. Who among you would teach your boys that ease, that peace is to be the first consideration in your eyes—to be the ultimate goal after which they strive? We do not admire the man of timid peace. We admire the man who embodies victorious effort; the man who never wrongs his neighbors; who is prompt to help a friend; but who has those virile qualities necessary to win in the stern strife of actual life. It is hard to fail, but it is worse never to have tried to succeed.

"In this life we get nothing save by effort. Freedom from effort in the present merely means that there has been stored-up effort in the past. A man can be freed from the necessity of work only by the fact that he or his fathers before him have worked to good purpose. If the freedom thus

purchased is used aright, and the man still does actual work, though of a different kind, whether as a writer or a general, whether in the field of politics or in the field of exploration and adventure, he shows he deserves his good fortune. But if he treats this period of freedom from the need of actual labor as a period not of preparation but of mere enjoyment, he shows that he is simply a cumberer on the earth's surface, and he surely unfits himself to hold his own with his fellows if the need to do so should again arise. A mere life of ease is not in the end a satisfactory life, and, above all, it is a life which ultimately unfits those who follow it for serious work in the world. As it is with the individual, so it is with the nation. It is a base untruth to say that happy is the nation that has no history. Thrice happy is the nation that has a glorious history. Far better it is to dare mighty things, to win glorious triumphs, even though checkered by failure, than to take rank with those poor spirits who neither enjoy much nor suffer much, because they live in the gray twilight that knows neither victory nor defeat."

### GOD GIVE US MEN.

God give us men! A time like this demands

Strong minds, great hearts, true faith and ready hands;  
Men whom the lust of office does not kill;

Men whom the spoils of office cannot buy;

Men who possess opinions and a will;

Men who have honor; men who will not lie;

Men who can stand before a demagogue

And damn his treacherous flatteries without winking;

Tall men, sun crowned, who live above the fog

In public duty and in private thinking.

For while the rabble with their thumb-worn creeds,

Their large profession and their little deeds

Mingle in selfish strife, lo! freedom weeps,

Wrong rules the land, and waiting justice sleeps.

—J. G. Holland.

### OUR IMMORTAL BANNER.

The history of this banner is all on one side. Under it rode Washington and his army; before it Burgoyne laid down his arms. It waved in the highlands at West Point; it floated over old Fort Montgomery. When Arnold would have surrendered these valuable fortresses and precious legacies, his night was turned into day and his treachery was driven away by the beams of light from the starry banner.

It cheered our army, driven from New York, in their solitary pilgrimage through New Jersey. It streamed in light over Morristown and Valley Forge. It crossed the waters rolling with ice at Trenton; and when its stars gleamed in the cold morning with victory, a new day of hope dawned on the despairing nation, and when at length the long years of war were drawing to a close, underneath the folds of this immortal banner sat Washington while Yorktown surrendered its hosts, and our revolutionary struggles ended with victory.

Let us twine each thread of the glorious tissue of our country's flag about our heart strings; and looking upon our homes, and catching the



spirit that breathes upon us from the battlefields of our fathers, let us resolve, come weal or woe, we will, in life and in death, now and forever, stand by the stars and stripes.—*H. W. Beecher.*

### SCATTER THE FLOWERS.

(Air: "Tenting on the Old Camp Ground.")

We come with gifts of flowers sweet  
For each dear soldier's grave;  
We'll cover the mounds where they gently sleep,  
Those boys so true and brave.

*Chorus—*

Many are the boys who are sleeping for aye  
Under the sod and dew;  
Many are the hearts sending love to day  
To those brave boys in blue.  
Scatter the flowers, scatter the flowers,  
Over the soldiers' graves.  
Scatter the flowers, scatter the flowers,  
Over the soldiers' graves.

We'll honor the graves of our soldiers dead,  
Who heard their country's cry,  
Who left their homes, and fought and bled  
And died for liberty.

We'll bring them to-day the violets blue,  
And roses red and white,  
Those colors bright they bore so true,  
For God, and home, and right.

—*Ada Simpson Sherwood.*

### THE AMERICAN SOLDIER'S BIBLE.

BY H. I. CLEVELAND.

General Toral has commented in a Spanish journal on the fact that his men during the battle of Santiago, when they had opportunity to examine the American dead, usually found a Bible or a Testament on the bodies. He is unable to reconcile this discovery with his belief that the Americans are a nation of hypocrites, dishonest, vain-glorious and bloodthirsty. He thinks it proof of the deep-rooted hypocrisy existing in the nation—so he asserts.

Perhaps if General Toral could have entered thousands of American city and farm homes last April he would have noticed a gray-haired woman or a young girl on whose bosom gleamed the badge of social purity, writing with trembling hands on the fly-leaf of the sacred Book: "To John. From his affectionate mother (or sister)."

And if General Toral had looked closely he would have seen that on the fly-leaf, just below the writing, or perhaps immediately upon the name, there were stains as if tears had fallen from eyes that were to know no rest until the soldier boy came home. If this be hypocrisy, if it be no sign of a deeper and truer undercurrent of life dwelling in the great national heart, then General Toral is entitled to make all that his wits can of it.

The American does not carry his religion on the sleeve of his coat. It has been said by some philosopher that the American, of all nationalities, most held his religion in reserve for a crisis, for an hour when the soul is tried upon the rack of temptation. If this be true, what a spectacle for a man when on uncovering the bosoms of 80 per cent of the American dead, fallen between Siboney and Santiago, those who came to bury found blood-stained or bullet-pierced the Word of the Scriptures! It matters little how the truth comes to a man, so that the truth be found with him when his battle song is at an end.

We are wont, in our pain-free moments, when the laugh is most careless, to speak lightly of the religious faith of our fathers, to toss aside the Bible even as a volume of extraordinary literary merit.

But is there not something more than the mere influence of orthodoxy, of a set theology, in this death struggle of Johnson, private of the Fourth infantry, at Siboney, who, turning and tossing, called to his nurse to read to him? In the tent there was not even a scrap of paper. That mattered nothing to him. He indicated with his head that she should go to his blouse. She did so, and found in the inner pocket an old Testament given him by an Iowa mother. She turned page after page, wondering what he would care for, until her eyes chanced upon the lines:

"As the hart panteth after the water brooks, so panteth my soul after thee, O God."

It was sufficient. There came to this American soldier's face one gleam of radiance, one lasting interblending of the sunlight of life and the here-after, and he was without days.

### WHAT IT MEANS.

We do not teach our children sufficiently what is due the "old flag"—what it stands for. It is to our institutions what the cross is to the Christian religion.—*Colonel Hepburn.*

### HEAR THE DRUMS MARCH BY.

BY WILL CARLETON.

Sarah, Sarah, Sarah, hear the drums march by!  
This is Decoration Day—hurry and be spry!  
Wheel me to the window, girl; fling it open high!  
Crippled of the body now, and blinded of the eye,  
Sarah, let me listen while the drums march by.

Hear 'em, how they roll! I can feel 'em in my soul,  
Hear the beat-beat-beat o' the boots on the street,  
Hear the sweet fife cut the air like a knife,  
Hear the tones grand, of the words of command;  
Hear the walls nigh shout back their reply,  
Sarah, Sarah, Sarah, hear the drums dance by!

Blind as a bat, I can see 'em for all that;  
Old Colonel J., stately and gray,  
Riding slow and solemn at the head of the column;  
There's Major L., sober now and well;  
Old lengthy Bragg, still a-bearing of the flag.

There's old Strong, that I tented with so long;  
There's the whole crowd, hearty and proud.  
Hey! boys, say! can't you glance up this way?  
Here's an old comrade, crippled now an' gray!  
This is too much. Girl, throw me my crutch!  
I can see—I can walk—I can march—I could fly!  
No. I won't sit still and see the boys march by!

Oh!—I fall and I flinch; I can't go an inch!  
No use to flutter, no use to try.  
Where's my strength? Hunt down at the front;  
There's where I left it. No need to sigh;  
All the milk's spilt; there's no use to cry.  
Plague o' these tears, and the moans in my ears!  
Part of a war is to suffer and die.  
I must sit still and let the drums march by.

Part of a war is to suffer and to die—  
Suffer and to die—suffer and to—Why,  
Of all the crowd I just yelled at so loud,  
There's hardly a one but is killed, dead and gone!  
All the old regiment, excepting only I,  
Marched out of sight in the country of the night.  
That was a spectre band marched past so grand.  
All the old boys are a-tenting in the sky.  
Sarah, Sarah, Sarah, hear the drums moan by.

#### QUOTATIONS FOR ROLL CALL.

- There is a higher law than the Constitution.—*Seward*.  
Where law ends, tyranny begins.—*Pitt*.  
A poor freedom is better than rich slavery.—*Beecher*.  
One country, one Constitution, one destiny.—*Webster*.  
I regret I have but one life to give for my country.—*Nathan Hale*.  
Let us have peace.—*U. S. Grant*.  
Liberty and union, now and forever, one and inseparable.—*Webster*.  
Liberty cannot be established without morality, nor morality without faith.—*Greeley*.  
The noblest motive is the public good.—*Virgil*.  
Millions for defense, but not one cent for tribute.—*C. C. Pinckney*.  
A great nation is made only by worthy citizens.—*C. D. Warner*.  
Liberty is not the right of one, but of all.—*Herbert Spencer*.  
Liberty is from God; liberties from the devil.—*Auerbach*.  
Whether in chains or in laurels, liberty knows nothing but victories.—*Wendell Phillips*.  
I have never advocated war except as a means of peace.—*U. S. Grant*.  
The love of liberty, with life is given.—*Dryden*.  
Slow are the steps of freedom, but her steps never turn backward.—*J. R. Lowell*.  
Death never comes too soon, if necessary, in defense of the liberties of our country.—*Story*.  
Our federal union; it must be preserved.—*Andrew Jackson*.

- One on God's side is a majority.—*Wendell Phillips*.  
I care not what course others may take, but as for me, give me liberty or give me death.—*Patrick Henry*.  
Authority must not forget humanity.—*O'Reilly*.  
The men who have changed the world, with the world have disagreed.—*O'Reilly*.  
A veteran of the war is dearer and nearer even than the flag. He is a living flag, starred and scarred.—*O'Reilly*.  
We have met the enemy, and they are ours.—*Commodore Perry*.  
Don't give up the ship.—*Captain Lawrence*.  
He serves his party best who serves his country best.—*Rutherford B. Hayes*.  
The union of hearts, the union of hands, and the flag of the Union forever.—*G. P. Morris*.  
Party spirit is the madness of many for the gain of a few.—*Alexander Pope*.  
I require no guard but the affections of the people.—*Washington*.  
Resistance to tyrants is obedience to God.—*Thomas Jefferson*.

#### TRUE TO THE BRAVE.

(TUNE: "THE OLD OAKEN BUCKET.")

My comrade, the old flag above you is floating,  
And sweet flowers are clust'ring upon your low grave,  
Love's tribute from millions of sad hearts, denoting  
The nation is grateful and true to her brave.  
Your wonderful valor is every day speaking,  
And glory is crowning your immortal band;  
To aid this are millions the soldiers' graves seeking,  
Around them with "Old Glory's" banner to stand;  
The "Old Flag," the dear flag, the grand flag of freedom,  
The flag that your sacrifice saved for our land.

Although in an unknown grave many are sleeping,  
With stricken hearts mourning they cannot know where.  
Yet tenderly, gratefully, mem'ry's watch keeping,  
No matter how lonely, our love will reach there.  
Your deeds of self-sacrifice brighten forever,  
While Fame, richly crowning with her grateful hand,  
In thrilling tones bids us, "Forget you? Oh, never!"  
To you we owe liberty's glory so grand;  
The "Old Flag," the dear flag, the grand flag of freedom,  
The flag that your sacrifice saved to our land.

—Selected.

#### "A SOLDIER'S FAREWELL."

Now rest, my sword,  
Rest, for I ne'er shall wield  
Thy faithful blade again on battlefield;  
Slow through my veins the scanty life drops run—  
My work is done.



Now peace to me—  
Rest after the long fight  
And suffering for fatherland and right.  
After the victory, by heaven sent,  
I am content.

Until this hour  
Life's book was full of stain—  
Now God himself has made it pure again;  
Has closed the volume, and His hand divine  
Now rests on mine.

And so, farewell!  
I may not see again  
The golden sunlight fall on hill and plain;  
A long, a last farewell! My work is done,  
My rest is won!

—From the German.

#### A WORD TO THE COMRADES.

The following is an extract from a Memorial Day oration by J. F. Grawe, Waverly, Iowa:

"Just a word to my old comrades! We used to hear the announcement that the head of the column had gone into camp. The head of our column has gone into camp. Let us guard with zealous care the honor and glory of those gone before. Do no act that will cast a stain on the head of the column already in camp on 'fame's eternal camping ground.' Let us, on every Memorial Day, aim to teach lessons of a pure and holy patriotism, and a love for our nation's honor, so deep that a repetition of the woes of our civil strife can never again occur in our land."

Let us continue to keep Memorial Day for:

There are lilies for the valorous and roses for the brave,  
And laurel for the victor's crown and rue for lowly grave;  
There is crimson for the blood that flowed that freedom might be free,  
And golden for the hearts of gold that died for you and me.

Till love no more is loving we lift our souls and say—

For liberty and loyalty

We keep Memorial Day.

#### DECORATION DAY.

(This may be sung to "Hebron.")

We give this peaceful day to hope,  
O, country of our love and prayer;  
Thy way is down no fatal slope,  
But up to freer sun and air.

Tried as by furnace fires, and yet  
By God's grace only stronger made,  
To meet new tasks before thee set  
Thou shalt not lack the old-time aid

The fathers sleep; but men remain  
As wise, as true, as brave as they.  
Why count the loss and not the gain?  
The best is that we have to-day.

O land of lands! to thee we give  
Our prayers, our hopes, our service free;  
For thee thy sons shall nobly live,  
And at thy need shall die for thee.

—J. G. Whittier.

#### FOR DECORATION DAY.

"Do you know what it means, you boys and girls,  
Who hail from the North and the South?  
Do you know what it means—  
This twining of greens  
Round the silent cannon's mouth?  
This strewing with flowers the grass-grown grave;  
This decking with garlands the statues brave.  
This flaunting of flags,  
All in tatters and rags;  
This marching and singing;  
These bells all a-ringing;  
These faces grave and these faces gay;  
This talk of the Blue and this talk of the Gray,  
In the North and the South, Decoration day?  
Not simply a show-time, boys and girls,  
Is this day of falling flowers;  
Not a pageant, a play,  
Nor a holiday  
Of flags and floral bowers.  
It is something more than the day that starts  
War memories a-throb in veteran hearts;  
For, across the years,  
To the hopes and the fears;  
To the days of battle,  
Of roar and of rattle—  
To the past that now seems so far away,  
Do the sons of the Blue and the sons of the Gray  
Gaze—hand clasping hand—Decoration Day.  
For the wreck and the wrong of it, boys and girls,  
For the terror and loss, as well.  
Our hearts must hold  
A regret untold  
As we think of those who fell.  
But their blood, on whichever side they fought,  
Re-made the Nation, and progress brought!  
We forget the woe;  
For we live, and know  
That the fighting and sighing,

The falling and dying,  
Were but steps toward the future—the martyr's way!  
Adown which the sons of the Blue and the Gray  
Look, with love and with pride, Decoration Day."

### LAFAYETTE DAY.

In conformity with a movement indorsed by President McKinley, and approved by the United States senate, the committee on foreign relations of the house of representatives, the members of the cabinet, and also cordially supported by Gov. Leslie M. Shaw, there was a call issued from the department of public instruction for a celebration in honor of *Lafayette*, the *Knight of Liberty*, the author of the immortal sentiment:

"The chief glory, the true honor of a nation is liberty."

France and America claim him, but he belongs to the whole world.

October 19, 1898, will be celebrated by the children of the United States and friends of education as Lafayette day.

National instruction, especially elementary education—that main-spring of public reason, of practical morality, of public peace and comfort—is the first duty of government.

To the Teachers of Iowa:

—Lafayette.

It is proposed to erect a monument in Paris and dedicate the same July 4, 1900, to the memory of General Lafayette, the early friend and defender of our country. The Lafayette Memorial Commission, of which our own Hon. William B. Allison is a member, has designated October 19th as "Lafayette Day." On this day it is hoped to secure ample funds to build the monument. Citizens, and students in universities and colleges, academies and seminaries, public and parochial schools are accorded the privilege of giving. All funds collected are to be forwarded direct to Hon. Charles G. Dawes, comptroller of the currency, Washington, D. C., and at the same time notice of the amount forwarded sent to Robert J. Thompson, Chicago, secretary of the commission.

The proper observance of the day will do much to arouse in the youth of our state a still greater patriotism. The story of our struggle for liberty will again have attentive listeners. The biographies of Lafayette and Washington will be read anew with pleasure. The whole movement, rightly conducted, will have a tendency to inspire and encourage the youth of the land. While personally in most hearty accord with the movement and consider it most praiseworthy, teachers will please remember that the department of public instruction has nothing to do with the funds and cannot receive them.

RICHARD C. BARRETT,  
Superintendent of Public Instruction.

Des Moines, Iowa, October 1, 1898.

### LAFAYETTE'S PRAYER FOR THE UNITED STATES OF AMERICA.

"May this immense temple of freedom ever stand a lesson to oppressors, an example to the oppressed, and a sanctuary for the rights of mankind! And may these happy United States attain that complete splendor and prosperity which will illustrate the blessings of their government, and for ages to come rejoice the departed souls of its founders."

The *Lafayette Memorial Commission*, by its secretary, Robert J. Thompson, rendered the following report, November 1, 1899:

Hon. R. C. Barrett, Superintendent of Public Instruction, Des Moines, Iowa:

DEAR SIR—I take pleasure in handing you herewith a manuscript list of the contributions of the schools of Iowa to the Lafayette memorial fund. Beside the school contributions, \$118.75 was received from postmasters of Iowa (personal contributions), which makes a total of \$1,865.66, an amount of which the citizens and children of your fine commonwealth may well feel proud, and for which this commission is very grateful.

Again thanking you for the very active and effective part you have taken in this great work, and trusting you may be present at its materialization in the unveiling of the monument in Paris next year, I remain,

Yours respectfully,

R. J. THOMPSON,  
Secretary.

### LAFAYETTE MEMORIAL FUND.

Adams county—		Boone county—	
Iveyville.....	\$ .15	Angus.....	.85
Allamakee county—		Madrid.....	2.60
Waterville.....	.45	Ogden.....	4.80
Appanoose county—		Pilot Mound.....	.50
Centerville.....	27.67	Bremer county—	
Darbyville.....	.60	Tripoli.....	2.25
Moravia.....	1.00	Buchanan county—	
Moulton.....	5.78	Quasqueton.....	1.00
Mystic.....	4.00	Rowley.....	1.00
Unionville.....	1.88	Winthrop.....	2.18
Auburn county—		Buena Vista county—	
Exira.....	.46	Linn Grove.....	2.85
Benton county—		Storm Lake.....	12.59
Belle Plaine.....	4.43	Butler county—	
Blairtown.....	.35	Allison.....	.30
Garrison.....	3.23	Aplington.....	.40
Shellsburg.....	.88	Bristow.....	.35
Van Horne.....	4.67	New Hartford.....	1.43
Vinton.....	.16	Shell Rock.....	1.80
Black Hawk county—		Cherokee county—	
Hudson.....	1.92	Aurelia.....	1.00
La Porte City.....	27.70	Cherokee.....	.91
Raymond.....	1.00	Washta.....	4.50
Waterloo.....	2.00		



## LAFAYETTE MEMORIAL FUND—CONTINUED.

Chickasaw county—		Cedar county—	
Alta Vista.....	4 00	Cedar Valley.....	.41
Bassett.....	.90	Downey.....	1.30
Fredericksburg.....	1 00	Durant.....	5.75
Lawler.....	3.90	Lowden.....	11.32
Nashua.....	4.25	Mechanicsville.....	.20
New Hampton.....	16.40	Springdale.....	.10
Clayton county—		West Branch.....	.10
Edgewood.....	.75	Cerro Gordo county—	
Elkport.....	3.00	Clear Lake.....	3.62
Graham.....	.48	Mason City.....	13.67
Garnaville.....	2.12	Nora Springs.....	8.80
Guttenburg.....	2.50	Dallas county—	
Highland.....	10	Adel.....	5.50
McGregor.....	4 89	Dallas Center.....	2.01
Postville.....	3.03	Dexter.....	5.29
Volga City.....	5.75	De Soto.....	2.54
Clinton county—		Waukesa.....	1.44
Andover.....	.45	Davis county—	
Calamus.....	1.61	Bloomfield.....	7.66
Charlotte.....	3.80	West Grove.....	1.00
Clinton.....	53 00	Decatur county—	
De Witt.....	8.90	Garden Grove.....	3.03
Grand Mound.....	3.00	Grand River.....	3.38
Low Moor.....	1.94	Leon.....	5.22
Lost Nation.....	2.58	Tuskego.....	.10
Lyons.....	14.35	Weldon.....	2.33
Wheatland.....	.50	Delaware county—	
Crawford county—		Almira.....	.51
Arion.....	.73	Colesburg.....	1.06
Aspinwall.....	1.05	Delhi.....	1.40
Charter Oak.....	4.31	Ewart.....	.70
Dow City.....	2.00	Hopkinton.....	2.90
Manilla.....	3.02	Ryan.....	2.05
Calhoun county—		Des Moines county—	
Lohrville.....	.50	Burlington.....	22.85
Pomeroy.....	8.41	Danville.....	.60
Rockwell City.....	2.40	Mediapolis.....	3.04
Carroll county—		Middletown.....	.50
Acadia.....	.50	Dickinson county—	
Carroll.....	6.73	Spirit Lake.....	3.66
Coon Rapids.....	.85	Lake Park.....	2.40
Glidden.....	1.35	Dubuque county—	
Manning.....	6.04	Cascade.....	1.50
Templeton.....	1.00	Dubuque.....	8.45
Cass county—		Dyersville.....	5.00
Griswold.....	17.85	Farley.....	.50
Wiota.....	.65	Rockdale.....	.60

## LAFAYETTE MEMORIAL FUND—CONTINUED.

Emmet county—		Iowa Falls.....		2.85
Estherville.....	1.00	New Providence.....		2.95
Fayette county—		Radcliffe.....		7.00
Clermont.....	2.11	Harrison county—		
Douglass.....	1.00	Beebeetwa.....		*.50
Eldorado.....	10.00	Dunlap.....		10.58
Fayette.....	10.35	Little Sioux.....		2.40
Lima.....	.13	Logan.....		8.40
Oelwein.....	.35	Magnolia.....		1.43
Waucoma.....	3.37	Modale.....		1.25
Westgate.....	5 30	Woodbine.....		16 20
Floyd county—		Henry county—		
Charles City.....	12.40	Mount Pleasant.....		51.27
Marble Rock.....	2.91	New London.....		5.00
Rudd.....	1.00	Salem.....		.88
Franklin county—		Humboldt county—		
Chapin.....	4.05	Humboldt.....		8.28
Hampton.....	7.61	Livermore.....		6.50
Hensell.....	.50	Ida county—		
Popejoy.....	1.00	Galva.....		3.15
Sheffield.....	4.38	Holstein.....		9.15
Fremont county—		Ida Grove.....		.40
Hamburg.....	5.74	Iowa county—		
Randolph.....	5.00	Victor.....		.16
Sidney.....	1.51	Jackson county—		
Thurman.....	2.83	Andrew.....		.50
Greene county—		Baldwin.....		1.00
Churdan.....	1.65	Bellevue.....		7.29
Grand Junction.....	3.54	Maquoketa.....		3.00
Jefferson.....	5.00	Miles.....		4.10
Ripley.....	1.10	Monmouth.....		3.00
Grundy county—		Preston.....		2.77
Conrad.....	2 03	Zwingle.....		6.00
Grundy Center.....	7.11	Jasper county—		
Wellsburg.....	1.10	Kellogg.....		2.32
Guthrie county—		Monroe.....		1.50
Bagley.....	1.50	Vandalia.....		.20
Guthrie Center.....	6.06	Jefferson county—		
Menlo.....	1.21	Fairfield.....		15.63
Hamilton county—		Johnson county—		
Jewell.....	1.50	Oasis.....		.95
Hancock county—		Jones county—		
Britt.....	10.00	Amber.....		1.00
Garner.....	10.53	Anamosa.....		8.67
Hardin county—		Castle Grove.....		.52
Ackley.....	7.98	Hale.....		.05
Alden.....	6.25	Monticello.....		11.70
Eldora.....	10.00	Onslow.....		2.50
Hubbard.....	6.70	Oxford Junction.....		4.20

## LAFAYETTE MEMORIAL FUND—CONTINUED.

Oxford Mills.....	.40	Tracy.....	1.18
Stone City.....	4.45	Marshall county—	
Wyoming.....	3.50	Ferguson.....	.65
Keokuk county—		Gilman.....	3.60
Aurora.....	2 20	Marshalltown.....	43.68
Delta.....	3.86	State Center.....	3.41
Hedrick.....	2.04	Mills county—	
Keota.....	4.20	Hastings.....	1.62
Keosauqua.....	2.62	Malvern.....	7 06
Martinsburg.....	1.08	Mineola.....	2 00
Ollie.....	1.24	Silver City.....	2 50
South English.....	1.41	Mitchell county—	
Kossuth county—		Riceville.....	4 00
Bancroft.....	4.20	St. Ansgar.....	1 50
Ledyard.....	1.20	Monona county—	
Wesley.....	2 30	Turin.....	3.40
Lee county—		Whiting.....	6.00
Charleston.....	.70	Monroe county—	
Denmark.....	1.00	Albia.....	9 40
Fort Madison.....	.75	Cedar Mines.....	.44
Keokuk.....	.50	Hiteman.....	3 13
Montrose.....	2.60	Melrose.....	1 00
South Augusta.....	.60	Montgomery county—	
Viele.....	.50	Grant.....	1 25
Vincennes.....	.30	Red Oak.....	41 24
Linn county—		Stanton.....	3 95
Cedar Rapids.....	4.07	Villsca.....	5.32
Central City.....	2.00	Muscatine county—	
Coggon.....	1.65	Muscatine.....	21.95
Mount Vernon.....	.25	Wilton.....	1 00
Springville.....	2.50	Wilton Junction.....	.90
Louisa county—		O'Brien county—	
Wapello.....	3 08	Calumet.....	2.65
Lucas county—		Germantown.....	.10
Charlton.....	.85	Sanborn.....	17.70
Lucas.....	2 50	Sheldon.....	20.35
Lyon county—		Sutherland.....	1 25
George.....	3 80	Page county—	
Larchwood.....	3 00	Blanchard.....	4 00
Lester.....	4 00	Palo Alto county—	
Little Rock.....	.45	Emmetsburg.....	5.31
Rock Rapids.....	10 65	Graettinger.....	4.70
Madison county—		Lake View.....	2.55
Patterson.....	.46	Ruthven.....	4.42
Mahaska county—		West Bend.....	2 05
New Sharon.....	5 76	Plymouth county—	
Marion county—		Akron.....	5 06
Bussey.....	.68	Hinton.....	.35
Marysville.....	.56	Le Mars.....	1.73

## LAFAYETTE MEMORIAL FUND—CONTINUED.

Pocahontas county—		Story county—	
Fonda.....	5.00	Ames.....	7.34
Havelock.....	2 00	Colo.....	4.01
Lizard.....	1 00	Gilbert Station.....	1 17
Polk county—		Nevada.....	1.94
Des Moines.....	11.69	Slater.....	1.69
Valley Junction.....	4.45	Tama county—	
Pottawattamie county—		Elberon.....	1.88
Avoca.....	6.50	Gladbrook.....	4 00
Carson.....	2.55	Montour.....	1.30
Council Bluffs.....	1 01	Toledo.....	9.28
Neola.....	.90	Taylor county—	
Poweshiek county—		Athelstan.....	1.46
Brooklyn.....	6.91	Bedford.....	.45
Deep River.....	2.85	Blockton.....	1.25
Grinnell.....	19 10	Clearfield.....	3.70
Malcom.....	1.71	Lenox.....	.11
Montezuma.....	4.81	New Market.....	1.76
Ringgold county—		Plattville.....	.16
Maloy.....	.70	Slam.....	.75
Mount Ayr.....	7 70	Sharpsburg.....	1 18
Tingley.....	1 75	Union county—	
Sac county—		Afton.....	5 50
Lake View.....	.25	Creston.....	19 50
Odebolt.....	7 15	Cromwell.....	.15
Sac City.....	8 12	Shannon City.....	.61
Schaller.....	3.82	Van Buren county—	
Wall Lake.....	3.39	Birmingham.....	1 76
Scott county—		Farmington.....	.28
Buffalo.....	1 28	Keosauqua.....	.30
Collins.....	1 48	Mount Sterling.....	1 00
Davenport.....	156 80	Wapello county—	
Dixon.....	3 60	Eddyville.....	3 90
Le Claire.....	5 35	Kirkville.....	1 10
Long Grove.....	1 79	Warren county—	
McCausland.....	1 26	Carlisle.....	.75
Pleasant Valley.....	3 80	Hartford.....	1 88
Princeton.....	1 32	New Virginia.....	1 25
Wolcott.....	4 10	Washington county—	
Shelby county—		Brighton.....	9 47
Defiance.....	1 10	Grace Hill.....	.20
Earling.....	.61	Kalona.....	1 50
Harlan.....	.30	Wellman.....	1 56
Sioux county—		Wayne county—	
Chatsworth.....	5 00	Allerton.....	1 50
Granville.....	.46	Clio.....	.51
Hull.....	1 25	Lineville.....	2 25
Rock Valley.....	3 50	Promise City.....	1 10
	10	Seymour.....	1 72



## LAFAYETTE MEMORIAL FUND—CONTINUED.

Webster county—		Woodbury county—	
Duncombe.....	1.85	Correctionville.....	4.60
Fort Dodge.....	44.00	Danbury.....	3.87
Gowrie.....	3.10	Hornick.....	.75
Lehigh.....	1.64	Moville.....	1.30
Winneshago county—		Pierson.....	1.50
Lake Mills.....	8.59	Sioux City.....	51.00
Thompson.....	1.61	Worth county—	
Winneshiek county—		Fertile.....	2.08
Decorah.....	21.46	Grafton.....	1.00
Hesper.....	1.00	Kensett.....	2.25
		Manly.....	9.50

## CIRCULARS OF INFORMATION.

Following the established custom of my predecessors, circulars have been sent frequently to county superintendents, boards of directors, teachers, and the general public. The value and importance of circulars concerning arbor day, bird day, memorial day, and others of more general character is not questioned. In fact, they are generally conceded to be of great inspirational power to both pupils and teachers.

During the year, the legal authority of the state to print publications of such character was questioned and the executive council referred the matter to the attorney-general, who in part held: "There is no question but that the law contemplates that all such officers as are entitled to draw supplies, and whose offices are furnished by the state, shall receive at the expense of the state all such articles required for public use and necessary to enable them to perform the duties imposed upon them by law. (See section 165.)

"Public use in that connection I would consider to mean for the proper use of the public officer performing the duties imposed upon him by law. Any publication which does not come within the limitation above stated cannot in my judgment be paid at the expense of the state without there is some act of the legislature authorizing the publication thereof.

"In my judgment the question should be determined with a spirit of liberality and fairness. Where any printing is done either in the form of blanks or stationery or circular letters, or anything whatsoever that will facilitate the work of the officer in performing his duties, the judgment of the officer

ordering the work might well be considered by the executive council as practically conclusive, and the bills for printing and paper should be properly allowed. But where the printing done has no relation to the office and in no reasonable view is necessary to enable the officer to perform the duties imposed upon him by law, then the state could not be required to pay the bills therefor.

"Whether the particular publications submitted to me and referred to in your communication are for the public use and necessary for the officers to perform the duties imposed upon them by law, is not a question of law. The determination of that question is a question of fact, which determination is by law wisely left to persons other than myself."

On the above ruling the executive council declined to issue to the state printer the paper necessary to print an edition of the hand-book containing a course of study for the teachers of the state, or "assume questionable authority inasmuch as the legislature will soon convene and can give the required authority."

Among the states now publishing courses of study at the expense of the state are found: Nebraska, Colorado, Massachusetts, Missouri, Michigan, Wisconsin, Oregon, Nevada, New York, Kansas, and Indiana.

A dream of Iowa teachers was realized when a uniform course of study for the country schools was first issued a decade ago. Two editions have been issued since 1890. The supply was entirely exhausted two years ago and the demand during the last biennial period has exceeded five thousand. Since the legal right to print courses of study and leaflets of a miscellaneous character is now denied it is to be hoped that the necessary authority will be conferred by the twenty-eighth general assembly.

The circulars sent from the department of public instruction during the biennial period have been favorably received. A few are herewith given.

STATE OF IOWA,  
DEPARTMENT OF PUBLIC INSTRUCTION.*To County Superintendents:*

In accordance with the usual custom of the department we herewith extend to you greetings and best wishes for a successful term of service. It is our hope that through your labor for the betterment of the schools may

come greater blessings to the youth of the state and prosperity to all our people. We congratulate you on the opportunity you now enjoy of disseminating knowledge, which is the surest basis of public happiness. We desire at this time to call your special attention to the importance of school visitation. Until you have become thoroughly acquainted with the special fitness of each teacher and the needs of each school, permit us to urge upon you the necessity of spending the greater portion of your time among the schools of the rural districts. The value of your visits to the schools of your county cannot be estimated. You will be afforded the opportunity to speak to the school. Do not fail to improve it. Encourage every pupil to do his best. Helpful suggestions can be given to both pupil and teacher. In no way can the strength or weakness of the teacher be discerned so quickly as by personal inspection of his work in the schoolroom. An accurate knowledge of each teacher in aptness to teach and ability to govern will soon prove of inestimable value to you in aiding boards of directors to secure competent teachers. Do not fail to note the condition of the outbuildings. If you find the same in an untidy or worse condition you will do well to call the attention of the proper persons to the law which provides that water closets or privies be kept in wholesome condition and in good repair. To display false modesty in this matter will be recreant and may result in untold injury to the moral sense of the youth of the community.

Experience has proven the value of carrying a notebook in which to record the enumeration in the district, enrollment for the term, average daily attendance, number present that day, discipline, condition of schoolhouse in regard to suitableness for use, apparatus in use, apparatus needed, number volumes in library, number trees in thrifty condition, condition of school grounds, the general deportment of the school, and the success of the teacher. Lighting, heating, ventilation, water supply, wardrobes, and the proper arrangement of seats and desks for the comfort and health of the pupils, should be carefully noted, and proper remedies for existing evils, if any, suggested. When convenient, try and have one or more members of the board accompany you to the school. Urge them to call frequently. The plan already adopted in some counties of sending members of boards blanks to be filled out and returned to the county superintendent has proven helpful and is approved. In all cases deal justly and frankly with the teachers. In nearly all schools something will appear worthy of commendation. Young and inexperienced teachers will especially appreciate words of praise. Where deserved they should not be withheld. Remember that but little talent is required to criticize, and seek when duty prompts you to suggest changes in manner or method of teaching, to prove yourself a wise counselor, and the teacher's true friend. If unable to talk privately with the teacher concerning the work, a cordial invitation should be extended to call on you at your office, when the work can be talked over in detail, or a slip from your notebook containing suggestions can be left on the teacher's desk. A very important duty is to be performed should you, in any case, find the register incorrectly or improperly kept. Section 2789 should be complied with by the teacher in every particular. The manner of keeping the registers should be uniform throughout the county. In order that the most may be accomplished in the way of visitation, the office work should be systematized and reduced to the minimum. At an early date the depart-

ment will ask you for a special report embodying points suggested above, and other matters now under consideration will be brought to your notice.

Yours sincerely,

Des Moines, January 15, 1898.

RICHARD C. BARRETT,  
Superintendent of Public Instruction.

#### TO BOARDS OF DIRECTORS.

The general assembly has made very important changes in the law regarding the coming school elections on the second Monday in March. The sections printed in this circular show the law as modified and as it now stands, the acts being in effect by publication yesterday and to-day. It is not likely that other changes will be made in the law affecting the school elections of this year. We send this information at the earliest possible moment, in order that you may be governed by the new law in giving the notices of the election, if your district is affected thereby.

The insertion of the words *or village* in sections 2744 and 2754, gives independent school districts composed in whole or in part of a village, five directors, while under the new code they were entitled to three only.

It will be noticed that any rural independent school district having now a board of six will have a board of five members, and that all other rural independent school districts will have only three members as at present. This provision allows many of the formerly so-called independent district townships, which became rural independent school districts under the code, to have a board of five members, instead of a board of three. But unless such a rural independent school district has had a board of six, it must now have a board of only three.

The provision of the code requiring a treasurer to be chosen by the electors, has been so changed as to make the term of the treasurer two years. It will also be noticed that a treasurer will be so chosen only in independent school districts composed in whole or in part of cities or towns. The word *town* means an *incorporation* and does not mean to recognize town sites platted and unincorporated, which latter are known as villages. See subsection 16 to section 48, and section 638 of the code. The only districts in which a treasurer will be chosen by the electors are those independent school districts that have been formed by including all or part of a city or town.

A careful reading of the sections will answer nearly every inquiry which is likely to arise. You are aware that this circular is sent you only for information, and is not an attempt on our part to determine any question which may arise in connection with the right or title to office. Any matter of this kind must be determined by the courts of law. See last four notes to section 2758, and note 20 to section 2749. But it is our earnest desire to be of the greatest possible help to school officers and to the school public. It is in this spirit only that this circular is sent.

RICHARD C. BARRETT,  
Superintendent of Public Instruction.  
Des Moines, February 19, 1898.



## TO BOARDS OF DIRECTORS.

The department of public instruction extends to you most cordial greetings and hopes that under your management the cause of education may be promoted immeasurably during the school year. That the outlook for the children of the commonwealth is daily growing brighter by reason of the efficiency of the common schools, very few will question. That there is still opportunity for advancement, none will doubt. The common schools are as highly valued to-day as ever before. If the progress in education has not proven in all cases to be as rapid as was hoped for, it should be remembered that improvements in our system depend largely upon the voters themselves, and upon the directors and officers that they may elect to serve them. Further improvement in the school system cannot well be hoped for until public opinion prompts the electors, when legally assembled, to plan for the same, and by choosing those competent to devise and execute a broader and more liberal educational policy. You have been honored by your fellow citizens with the position you now hold, because of your deep interest in the welfare of the children of the state, and I congratulate you on the opportunity you have to promote their physical, moral and intellectual education.

It is gratifying to note that there has been a gradual increase in the length of the school year. The plan in vogue in cities and towns of dividing the school year into three terms, namely: spring, fall and winter, has proven satisfactory and is commended to the thoughtful consideration of boards in rural districts. It is desirable that the long vacations be abridged. The school year in each district commences on the third Monday in March.

To secure competent and trained teachers for all schools is a most difficult and important duty. By the provisions of the new code the election of teachers for the different schools is given into the hands of the entire board in all districts. We believe the law to be meritorious and that a thorough trial will establish its value. An extra meeting of the board may be obviated by electing supply teachers to take the place of those who may fail to contract.

The annual reports submitted to this department by the county superintendents show that the school treasurers of the state had on hand September 20, 1897, nearly \$3,500,000. This is an unusually large sum to remain unexpended. The increase was more than \$100,000 during the year. Your attention is called to this matter, as it is in your power to diminish this sum in making your annual levy for the contingent and teachers' funds. Your especial attention is called to that part of section 2768 which provides that the treasurer shall make partial payment on an order when the same cannot be paid in full out of the fund upon which it is drawn. A strict compliance with this law on the part of the treasurer will simplify the keeping of his accounts, and enable him to file his annual report with no *balance overdrawn*.

Among the important duties you are to perform is the prescribing of a course of study for the schools over which you have supervision. Where none other has been adopted, the rural and smaller village districts of the state will find the course of study issued by this department quite admirably adapted to their needs. In this connection the attention of boards is

called to section 2775, which provides for instruction to be given in physiology and hygiene, with special reference to the effects of alcoholic stimulants, narcotics and poisonous substances. The law clearly states that the instruction in this branch shall of its kind be as direct and as specific as that given in other branches, and each scholar shall be required to complete such study in his class or grade before being advanced to the next higher, and before being credited with having completed the study of the subject.

The statute concerning the bonds of the secretary and treasurer is mandatory, and in no case may boards excuse them from complying with the same. Section 1197 of the code provides that any officer whose duty it is to give bonds for the proper discharge of his office, and who neglects to do so is guilty of a misdemeanor and is liable to a fine.

We take especial pleasure in calling your attention to the fact that under the provisions of section 2783 of the code, you are authorized to pay out of the contingent fund for library books, not to exceed \$25 in any one year for each schoolroom. A wise expenditure of at least a small portion of this amount will soon provide all of our schools with choice literature. To assist boards in making a selection of books, a circular on school libraries containing a suggestive list of books thought to be suitable for such purpose, was prepared and distributed in 1897. The supply has not been exhausted and copies may be secured upon application to the county superintendent. We very much hope that the schoolhouse may become the educational center from which may be supplied choice reading matter for pupils and other residents.

Section 2887 makes it the duty of boards to set out and properly protect shade trees upon schoolhouse sites. In compliance with this law, thousands of trees have been planted; but this necessary improvement is still neglected in many districts. For the purpose of encouraging tree planting, it has been customary for this department to issue an Arbor day leaflet, designating a certain day to be generally observed by all schools of the state. The custom will be followed this year. May we not suggest that you appoint a committee to co-operate with the teachers in a general observance of the day? It is not sufficient to simply plant the trees, they should be properly protected. It is needless to say that it requires the same care to promote the growth of shade trees upon public school grounds as it does for tree culture in the yards of our homes.

Copies of the school laws sufficient to supply those entitled to them, were sent county superintendents at the earliest possible moment. Any director or officer not supplied should apply to his county superintendent. "Each school officer, upon the termination of his term of office, shall immediately surrender to his successor all books, papers and moneys pertaining or belonging to the office, taking a receipt therefor."

In some communities expenses may be reduced and greater school privileges secured by boards acting under the latter part of section 2774, which provides that boards may arrange with any person outside the board for the transportation of any child to and from school in the same or in another corporation, and such expenses shall be paid from the contingent fund.

May we not urge upon you the need of greater activity in educational work? We must not rest content with past achievements. There is still



great need of better schools and school buildings. The condition of the schoolhouse, outbuildings, furniture and grounds indicates to the close observer the average educational status of the community, the energy of the teacher and the morals of the pupils. That the culture and refinement of the pupils is influenced by the buildings and surroundings is unquestioned. Both interior and exterior of school buildings should be improved. *The law in regard to water-closets must be complied with in every particular.*

We take this opportunity to assure you that this department is desirous of aiding you in every way. The most hearty co-operation of your county superintendent in all efforts to bring about better results is also assured. Since the ultimate aim of all education is the proper training of the child, the united effort of officers, patrons, citizens, and teachers should be secured.

RICHARD C. BARRETT,

*Superintendent of Public Instruction.*

March 8, 1898.

### THE MARCH MEETING.

The boards of all districts hold their first regular meeting on the third Monday in March. No meeting of the new board will have any force if held before that date. Members-elect may qualify on or before the third Monday in March. In case of failure to elect, or to qualify, there is a vacancy, to be filled by the board, and the person appointed holds only until the next meeting of the electors. Secretaries and treasurers elected last September hold for the year, except those treasurers whose term expires on the third Monday in March, by the special provision of section 2754, as amended. The term of subdirectors holding over was not shortened by the code, and such persons elected in 1896 for three years will hold for the full term for which they were elected. A director may administer the oath to any director-elect, and to the president, or such person may qualify before some one authorized by law to take an acknowledgment.

At this meeting boards are empowered:

1. To admit members elect, and to fill the membership of the board. See sections 2757, 2758 and 2771.

2. To elect by ballot from the board a president, who must take the oath of office required by section 5, article II, constitution of Iowa. Section 2757.

3. To require the secretary to file with the officers named in section 2766, a certificate of the election, qualification, and postoffice address of the president, secretary and treasurer.

4. To transfer any surplus in the schoolhouse fund unappropriated, to either the contingent or teachers' fund, if instructed by the electors to do so. Sections 2749 and 2778.

5. To provide for the teaching of any special study ordered by the electors to be taught as a branch. Sections 2749 and 2778.

6. To take the proper steps to carry out the expressed wishes of the electors upon matters within the control of such electors. Sections 2778 and 2779.

7. To make any contracts, purchases, payments, and sales necessary to carry out a vote of the electors. Section 2778.

8. To confer with the county superintendent as to the most approved plan for the erection of any schoolhouse. Section 2779.

9. To fix schoolhouse sites and to order the removal of any schoolhouse. Section 2773.

10. To establish graded or union schools wherever they may be desirable. Section 2776.

11. To prescribe a course of study in the branches to be taught. Section 2772. This must include the subjects directed to be taught in all schools by section 2775.

12. To adopt such rules and regulations as may be needed for the general government of the schools. Section 2772.

13. To provide for change of text-books, if so voted by the electors. Section 2829.

14. To use contingent fund in the treasury to purchase records, dictionaries, library books, maps and apparatus, to the extent of \$25 yearly for each schoolroom. Section 2783.

15. To furnish the necessary books to indigent pupils. Section 2783. If free text-books have been voted, the board will take measures to carry out such vote. Section 2837.

16. To give especial attention to the matter of convenient water-closets, as required by the mandatory provisions of section 2784.

17. Where county uniformity is not in force, to purchase text-books to be resold to pupils, in accordance with sections 2824 to 2828.

18. To direct shade trees set out on each site where the required number is not now in growing condition. Section 2787.

19. To effect an insurance on school property with unappropriated contingent fund. Section 2783.

20. To examine the books and accounts of the treasurer, and make a proper settlement with him. Sections 2780 and 2769.

21. To make such rules and regulations as may be thought necessary to control and govern the board as a body. Section 2772.

22. In school townships, to adopt rules and regulations for the government of each director in the discharge of his official duties. Sections 2772 and 2785.

23. To determine the number of schools, the time more than six months they shall be taught, and where each child shall attend school. Section 2773.

24. To elect teachers and to fix the compensation of each teacher. Section 2778.

25. To estimate the amounts required for the teachers' and contingent funds, and for text-books, and cause the secretary to certify the same with the amount voted by the electors for schoolhouse purposes, to the board of supervisors. Sections 2753, 2806 and 2825.

26. In school townships, to apportion the schoolhouse taxes among the subdistricts, and cause the secretary to certify such apportionment in strict accordance with section 2806.

27. To direct upon what terms nonresidents not entitled by section 2803 to attend, may be admitted. Sections 2804 and 2774.

28. To arrange for the instruction of children in other districts, and to provide for transporting children to school. Section 2774.



29. To provide for the visitation of the schools of the district by one or more of the members of the board. Section 2782.

30. In independent school districts, to make provision for a kindergarten for the instruction of small children. Section 2777.

31. To vote a rate of schoolhouse tax to pay interest on bonds, or to pay the principal maturing, if the electors have failed so to vote. Section 2813.

32. TO TAKE ANY OTHER ACTION CONSISTENT WITH THE LAW THAT WILL TEND TO INCREASE THE VALUE AND EFFICIENCY OF THE SCHOOLS.

### COURSE OF STUDY AND SUGGESTIONS FOR NORMAL INSTITUTES.

#### NOTES AND SUGGESTIONS.

##### *To Conductors and Instructors in Normal Institutes:*

Into your hands are committed the institutes of our state. Their success or failure depends largely upon your work. The ideas you advance, the methods you advocate, the teachings you espouse, will determine to no small extent the school and class work for the coming year. This means much. More than one-half million of children will come directly or indirectly under your influence. Your character and your teachings will greatly affect their lives.

The county superintendent is by virtue of his office the director of the institute. He has full control and management. He employs the instructors and makes all other arrangements. The teachers and patrons have a right to demand that he perform his duties fearlessly and faithfully in giving them the most possible for their time and money. If the institute is a success he will receive due credit.

As the time is limited, every hour should be made to count full sixty minutes of enthusiastic work. The first day should be devoted to actual work. Enrollment, classification and other preliminaries should be attended to promptly. A lesson in promptness may be given the teachers by being on hand early and beginning the first day's work at the appointed hour. By being punctual himself, the superintendent can demand that teachers observe the same regulation.

Instructors should not forget that they are employed to give instruction rather than to hear recitations. A proper proportion of the time should be devoted to testing the teachers' knowledge as well as to imparting additional information. To teach the best methods of presenting the subject to the pupils is important. As teachers will, to a large extent, imitate their own instructors in school and institute, every recitation should be made a model, so that when they enter upon their duties they may imitate the very best. Instead of spending much time in talking about how to do, the instructor should do the actual work by way of illustration.

The normal institute is not intended as a place of entertainment, and should not be given up to amusement; but it should be conducted in such a way as to be entertaining and enjoyable to the teachers every hour of the time. As many of the teachers have but few opportunities to hear lectures we think that one or two evenings may rightly be used for that purpose. The superintendent and instructors may well occupy an evening in giving short addresses on special topics that will be profitable to the teachers and interesting to the general public. In some places the teachers themselves,

under the direction of the county superintendent, may occupy an evening with papers, recitations and addresses that will prove instructive as well as entertaining. A plan that has met with good success in some counties and might well be tried in others, is to have a short address before the institute each day by one of the instructors or some prominent citizen. In this way much information on general topics may be imparted, and a spirit of investigation greatly stimulated. In such stirring times as these teachers should be aroused to the importance of being well informed on current events if they would secure and maintain the respect and confidence of the pupils and patrons of their schools; and a few minutes each day may be profitably spent in their discussion. Instrumental and vocal music should be given such attention as the importance of each demands. Patriotic music will be appropriate on all occasions.

I would urge the importance of inspirational instruction. That the teacher be learned is important, but it is not sufficient. He must be earnest, in fact, enthusiastic; must love his profession. The machinery of his own mind must be active if he would arouse activity in others.

It is a trite saying that "example is better than precept;" so inspiration given in the institute may prove of greater value than instruction.

One object of the normal institute is to give instruction in the best and most improved methods of school management and discipline; but this is not all. A still more important part of the work is to give to the teachers a higher ideal and an enlarged conception of their opportunities and responsibilities. The instructor who fails to enthuse the teacher, and to arouse in them the spirit of a new life and increased love for their important mission, fails in so much to meet the just requirements of his work. A lifeless, cheerless, hopeless man or woman has no business to act as an instructor of teachers any more than such a person should attempt to be a teacher of pupils in our public schools. To impart information to the teachers, and to develop their minds is an important part of the instructor's work; but to cultivate their taste for the best things pertaining to intellectual life, and to ennoble their thoughts and elevate their opinion of the teacher's life and work, is the highest and most essential part. The teacher should go home from the institute with increased knowledge, clearer mind, greater self-respect, more lofty ideal, and a larger hope for success in his chosen work; all this will be true if the instructors are imbued with the spirit of their high vocation.

It is my purpose to visit many institutes. When possible, two will be visited daily. Routes of travel will be planned accordingly. Primarily I desire to inspect the regular work of the institute, but am willing to address the teachers, lecture when it is convenient, or co-operate in any other way in carrying forward the work. That your labors may result in better teachers and better schools is one of my fondest desires.

Yours sincerely,

RICHARD C. BARRETT,  
Superintendent of Public Instruction.

Des Moines, June, 1898.

## GRADED COURSE OF STUDY FOR NORMAL INSTITUTES.

SUBJECTS.	FIRST YEAR.	SECOND YEAR.	THIRD YEAR.	FOURTH YEAR.
MATHEMATICS.	Primary Methods. A review of essential principles. Special stress on Factoring, Fractions and Compound Numbers.	Percentage and Applications. Business forms given special attention. Definition of Practical Mensuration.	Mental Arithmetic. Ratio and Proportion, and Arithmetical Analysis. Involution and Evolution.	Methods in Mental Arithmetic. Explanation and Application of the Principles in Mensuration.
LANGUAGE.	Grammar, including Definitions. - Inflections of Speech, and Means to induce pupils to use them. Methods in Language Lessons. Reading and Composition. Primary Reading. Dictionary Work.	Grammar, with special reference to the English language. English in both speech and composition. Analysis of the elements of the sentence. Methods of teaching Reading and Orthography.	Practical methods in teaching English Composition. Analysis of the elements of the sentence. Reading and Word Analysis.	Elements of Rhetoric with special reference to the use of speech and application of same in teaching Reading. Literature, with reference to standard selections.*
SCIENCE.	Physiology and Hygiene including the effects of Stimulants and Narcotics. Geography.	Physiology and Hygiene, including the effects of Stimulants and Narcotics and reference to the Laws of Sanitation. School Management.	Nature studies; the study of which the child can bring into the schoolroom.	Elements of Science, particularly the study of the laws of actual demonstration. Physical Geography.
DIDACTICS.	Organization and Study. Recitation and Government.	School Law affecting Teachers.	Principles and Methods of Teaching with reference to special duties.	History of Education, by topics. <sup>1</sup>
GENERAL.*	Pennmanship and Drawing. U. S. History. <sup>2</sup>	Pennmanship and Drawing. U. S. History. <sup>3</sup>	Pennmanship and Drawing. U. S. History. Illustrated methods of tracing cause and effect. Civil Government; County, State, National.	Study of Children.

\* Music and physical culture may be introduced as general exercises, or in any way the county superintendent thinks best.

<sup>1</sup> Special attention should be called to these conditions of the schoolroom and surroundings that conduce to the health of pupils.

<sup>2</sup> The county superintendent can use either of these subjects or combine them, at his discretion.

<sup>3</sup> The lecture method should be largely used in this connection, with such reference books as the teachers may have at hand.

This course of study was prepared by a committee consisting of six county superintendents.

## TO BOARDS OF DIRECTORS.

NOTE—In accordance with section 2735 it is expected that each county superintendent will send the secretary of every district a copy of this circular, to be read to the board at their meeting on the third Monday in September.

Your annual meeting this year will be held on the 19th day of September. That you will discharge the high duties imposed by law in accordance with your ideas of right and justice is unquestioned. The suggestions offered are with a view to assist in promoting the efficiency of the school system.

To carefully investigate the financial condition of the district is important. While the books of the school treasurer are always open for inspection, and this officer may be required to render a statement of the finances at any time, the law makes it his duty to report to you annually on the third Monday in September. The funds and property belonging to the district in the hands of the treasurer should be produced and fully accounted for. The bondsmen may reasonably demand that the board make a complete settlement. If proper settlement is made by the treasurer an entry should be made on your records to that effect. Blanks for the annual reports of both secretary and treasurer have been sent these officers by the county superintendent. You will confer a favor upon that officer and upon this department as well by seeing that a copy of the reports made to your board are *immediately* filed with the county superintendent.

Every possible effort is made by teachers to create a desire on the part of pupils for wholesome reading matter. Once aroused the desire should be met. As a board, the power is given you to purchase library books and pay for the same out of the contingent fund. To provide good libraries means greater interest on the part of pupils and teachers, and consequently better schools. A greater interest in study is invariably aroused. Every child should have access to a dictionary, a cyclopedia of biography and the choicest works of literature. A suggestive list of books suitable for library purposes was sent your board recently by the county superintendent. The library movement is gathering strength. It is only in its infancy in our state, especially in rural schools. The power to encourage the great movement is yours by law. Any effort you may put forth to promote the same will be appreciated by present and future generations.

To provide schoolbooks for indigent children is important. The authority to do so is conferred, when children are likely to be deprived of the benefits of instruction. When so directed by vote of the district you may purchase and loan books to pupils and pay for the same from the contingent fund. The introduction of free text-books will do much to increase the daily attendance and raise the standing of schools.

Your attention is called to the importance of school visitation. It is your duty to provide for visiting the schools of your district by one or more members of your board. A faithful compliance with this requirement will greatly increase the efficiency of the schools. At best the county superintendent can scarcely expect to visit your school oftener than once each term, and in many cases it is impossible to visit more than once a year. The appointment of a committee, such as the law contemplates, will assure the teacher of hearty co-operation and support on your part.



To maintain a school regularly established for at least six months in each year is required of every board. Small schools may be closed and the children transported to a school in the same or another district. The plan is in successful operation in several counties and is highly satisfactory to taxpayers, teachers and pupils. Progressive teachers generally shun small schools. They know that results will frequently be unsatisfactory and that the compensation is less than in larger schools. Schools in districts sparsely settled are often carried on at financial loss, while at the same time their value from an educational standpoint is extremely low. The conveying of children to school and the consolidation of districts containing small schools are questions commended to your thoughtful attention.

You may, by the provisions of section 2786 hold, under the direction of the county superintendent, an industrial exposition in connection with the public schools. The exhibit shall consist of useful articles invented, made or raised by pupils in any of the departments of mechanics, manufacture, art, science, agriculture, and the kitchen. The exposition may be held as often as once a month in the schoolroom on a school day. Pupils participating in the exposition should be required to explain, demonstrate or present the kind and plan of the articles exhibited. The law expressly states that work in these different departments shall be encouraged and patrons of the school invited to be present at each exhibition. Industrial education is each year appealing more strongly to all thoughtful persons, and we take pleasure in commending the subject to you.

To secure competent teachers is very essential. No other duty to be performed by boards equals it in importance. The efficiency of the whole system depends upon the fidelity with which this duty is discharged. It is a source of much gratification that boards are each year taking a deeper interest in the selection of teachers. Plans for the improvement of schools cannot succeed without good teachers. Boards may well demand of teachers a wide experience, professional training, excellent scholarship, and a pleasant and attractive manner. Teachers with such qualifications deserve liberal pay.

Many of the best schools in rural districts have adopted the plan in vogue in city and town schools and employ teachers for the school year. The plan is excellent. The welfare of the schools demands that our successful teachers be retained for longer periods.

In compliance with a request of the county superintendents of the state, this department has issued a circular in regard to teachers' certificates. In accordance with law, we have recommended that first-class certificates be issued only to such persons as are competent to pass a satisfactory examination in the common school branches and elementary economics, elementary civics, elements of physics and elementary algebra. Upon proof of thirty-six weeks' successful experience in teaching, applicants who pass the examination in the above branches are issued a first-class certificate for a period of two years. Many worthy and successful teachers who have taught to the entire satisfaction of boards have found it impossible in the short time given to make necessary preparation, to qualify themselves for the examination in the new branches. Though forced to accept of a second-class certificate, they will in many cases be found to be first-class instructors.

Reports indicate that nearly 200,000 pupils enrolled in the schools fall to

attend regularly. This is entirely too large a percentage of non-attendants. While powerless to do anything as a board to enforce attendance, as individuals and citizens interested in the best welfare of the community you are urged to awaken public sentiment to the importance of more regular attendance. The causes of non-attendance should be studied and remedies suggested.

In closing we are prompted to say, after having visited nearly half of the counties, that friends throughout the state are active in their efforts to promote the cause of education. Communities are responding to the demand for better schoolhouses, better teachers and modern equipment. There is abundant work for all if we attain the high standard we seek. A closer union of home and school is desirable. Better acquaintance between the parent and teacher will bring greater sympathy and better results. If, in the performance of your many duties, we can be of service to you, write us freely. To uplift and help the child, the citizen and the state, is our common duty.

RICHARD C. BARRETT,  
*Superintendent Public Instruction.*

Des Moines, Iowa, September 3, 1893.

#### SEPTEMBER MEETING.

The boards of all school districts are required by law to hold a regular meeting on the third Monday in September. Among the items of business that may then be transacted are the following:

1. To fill, by ballot, any vacancies among the officers or members of the board. Section 2771.
2. To examine the books and accounts of the treasurer and make a proper settlement with him. Section 2769.
3. To elect a secretary and also a treasurer in all districts in which he is not chosen by the electors. Section 2757.
4. To fix the compensation of secretary and treasurer. Section 2780. And to fix the amount of their bonds. Section 2760.
5. To fix schoolhouse sites and to order the removal of any schoolhouse. Section 2773.
6. To establish graded and high schools wherever they may be necessary. Section 2776.
7. To prescribe a course of study in the branches to be taught. Section 2772.
8. To adopt such rules and regulations as may be necessary for its own government, as a board, and that of the directors, officers, teachers and pupils. Section 2772.
9. To determine the number of schools, and the time more than six months that they shall be taught during the year. Section 2773.
10. To direct upon what terms nonresidents, not entitled by section 2773 to attend free of tuition, may be admitted. Section 2804.
11. To effect an insurance on school property with contingent fund not otherwise appropriated. Section 2783.
12. To adopt rules and regulations for the government of the director in each subdistrict in school townships in the proper discharge of his official duties. Section 2785.



13. To make any contracts, purchases, payments and sales necessary to carry out a vote of the electors. Section 2749.

14. To use any unappropriated contingent fund in the treasury to purchase dictionaries, library books, maps, charts and apparatus. Section 2783.

15. To arrange for building and maintaining fences about schoolhouse grounds. Chapter 88, laws of 1898.

16. To issue "funding bonds" to pay any judgment, or any bonds lawfully issued against the corporation. Chapter 95, laws of 1898.

17. To give special attention to the matter of convenient water-closets as required by the mandatory provisions of the law. Section 2784.

18. To take the proper steps to carry out the expressed wishes of the electors upon any matters within the control of said electors. Section 2778.

19. To instruct the secretary to file with the county superintendent, county auditor and county treasurer the name and postoffice address of the president, secretary and treasurer of the district, promptly according to the law. Section 2768.

20. To take any other action consistent with the law that will tend to increase the value and efficiency of the schools.

#### TO BOARDS OF COUNTY SUPERVISORS.

Section 1301 of the code provides that all county officers collecting fees shall, on the first Monday in January of each year, make report thereof, under oath, to the board of supervisors of their county, showing the amount of fees collected, together with vouchers for the payment to the proper officer of all sums collected. We would respectfully call your attention to the fact that settlement should be made with the county superintendent the same as with any other county officer. This should be done as a matter of interest to the county, fairness to the superintendent and justice to his bondsmen.

By section 2738 the county superintendent is required to collect certain fees and deposit the same with the county treasurer. As amended by the last general assembly, the law provides that "all disbursements of the institute fund shall be by warrants drawn by the county auditor, who shall draw said warrants upon the written order of the county superintendent, and said written order must be accompanied by an itemized bill for services rendered or expenses incurred in connection with the institute, which bill must be signed and sworn to by the party in whose favor the order is made, and must be verified by the county superintendent. All said orders and bills shall be kept on file in the auditor's office until the final settlement of the county superintendent with the board of supervisors at the close of his term of office. No warrant shall be drawn by the auditor in excess of the amount of institute fund then in the county treasury."

We take this occasion to commend the school interests of your county to your thoughtful consideration. The very large disbursement of public funds necessary to render our schools efficient calls for the highest wisdom of administration. The county superintendent has large power and equal responsibility. We would suggest that you give him your support and your encouragement in every right endeavor to advance the good of the

schools. We are confident that fair and liberal treatment from you will be compensated by increased usefulness on the part of the superintendent.

RICHARD C. BARRETT,

*Superintendent of Public Instruction.*

DES MOINES, Iowa, December 30, 1898.

#### SCHOOL ENUMERATION.

Statistics to be of value must be accurate. For the two years past, we have attempted to obtain an absolutely correct school census of the state. Last year the following circular was sent county superintendents:

The taking of the annual enumeration of school children is so important that we address you for the purpose of urging that you leave nothing undone to secure prompt and accurate returns.

As you are aware, the school census includes *all persons* between 5 and 21 years of age who are residents of the district. No exception whatever is made, and to be complete the list must include the names of all persons of the stipulated age even if married or temporarily absent to attend school or engage in other work. A child in one of the charitable or reformatory institutions must be enumerated in the district where its parents reside. To do justly with all the districts, it is absolutely essential to have a correct list of all who are entitled to school privileges in each separate district.

The time for taking the enumeration is fixed by the statute, which should be strictly followed. Section 2785 says that "each director shall, between the first and tenth days of September in each year, prepare a list of the heads of families in his subdistrict, the number and sex of all children of school age, and by the fifteenth day of said month report this list to the secretary of the school township, who shall make full record thereof." Section 2784, referring to the duties of the secretary, says: "He shall, between the first day of September and the third Monday in September of each year, enter in a book made for that purpose, the name, sex and age of every person between 5 and 21 residing in the corporation, together with the name of the parent or guardian."

We call your attention to this important matter so that you may use the best means possible to have the enumeration taken at the right time, and with the utmost care in respect to securing an accurate count in every district in your county. We suggest that it may be well to send blanks to secretaries, and directors in subdistricts, containing form number 34, for their help and guidance in performing their duty in this matter.

Notwithstanding the extreme caution suggested, we have reasons for thinking that carelessness is prevalent in many districts, not only in taking the school enumeration, but in giving statistics regarding enrollment and average daily attendance.

In 1895 the state census taken in January showed 23,879 more persons between the ages of 5 and 21 years than was



reported by school authorities in September of the same year. The federal and school census for 1900 should be more nearly the same.

## REQUIREMENTS FOR ADMISSION TO THE EDUCATIONAL INSTITUTIONS.

### STATE UNIVERSITY.

Candidates for admission to the freshmen class in any of the collegiate courses must be at least 16 years of age, and must, by examination or by presenting acceptable certificates, furnish evidence of having completed the preparatory requirements.

No one will be admitted whose deficiencies exceed the equivalent of four credits; a *preparatory* credit is the equivalent of one study daily for a term of twelve weeks, on the basis of three studies a day in the preparatory schools. Candidates having deficiencies not exceeding this limit may be admitted upon condition that they complete their preparation within the first year after admission.

It is expected that the following work will be completed in the grammar school: Practical arithmetic, reading, penmanship, orthography, English grammar, geography, bookkeeping (single entry), physiology (the statutory requirements for primary and grammar schools), United States history (three terms' work), civil government (one term's work), composition (three terms' work), drawing, (three terms' work).

The work in bookkeeping, composition, drawing, and civil government is not to be considered as absolutely required, but only work in excess of the amount named in this paragraph will receive credit as preparatory work.

### CLASSICAL COURSE.

1. *Latin.* Grammar, Cæsar (four books), Cicero (six orations), Virgil (six books), with Prosody.

2. *Greek.* Grammar, Xenophon's anabasis.

3. *Algebra.* The algebra of the high school should comprise a careful study of the following topics: signs and symbols, fundamental operations, factoring (including lowest common multiple and highest common divisor), fractions, simple and quadratic equations, theory of exponents (including negative and fractional exponents and radicals), progression.

4. *Geometry.* Both plane and solid geometry are required.

5. *English Composition.* All applicants for admission, whether from accepted schools or not, will be examined to test their ability to write clear and correct English. The applicant will be required to write an essay of not less than two hundred words upon a subject chosen by himself from a considerable number set before him. No applicant will be accepted who is deficient in spelling, punctuation, sentence and paragraph structure.

6. *English Literature.* Throughout the high school course much attention should be paid to the study of literature, by which is meant not merely the study of a manual on the history of literature but a careful, sympathetic study of literature itself in the writings of representative authors. Entire

masterpieces suited to the attainments of the class should form the basis of recitations and an equal amount of collateral reading should be assigned and written reports required.

7. *History.* At least four terms' work should be represented in history.

### ELECTIVE.

Three terms' work, and if Greek is not offered, six terms' work are to be selected in science or in a modern language.

8. *Science.* The subjects are arranged in the order of preference: Physics, botany, physical geography, physiology, drawing or bookkeeping, economics, chemistry, astronomy, zoology, geology.

9. *German.* A full year in German may be indicated by Joynes-Meissner's German grammar.

10. *French.* Van Daell's Introduction to the French Language or Edgren's French grammar, and Van Daell's Introduction to French Authors or Super's French reader will be accepted as an equivalent of a year's work in French.

### PHILOSOPHICAL A COURSE.

The requirements for admission to this course are the same as for the classical course, except that one year of German or French, or one year of additional science may be substituted for Greek.

### PHILOSOPHICAL B, SCIENTIFIC AND ENGINEERING COURSES.

Preparation in all respects the same as that offered for the classical or philosophical A course will be accepted for the philosophical B, scientific and engineering courses.

### IOWA STATE COLLEGE.

Candidates for admission to the first term of the academic year will be required to pass a satisfactory examination in geography, arithmetic, United States history, human physiology, algebra to simple equations, orthography and grammar. For studies of the academic year, see the beginning of each course of study. The examination in grammar will cover the following subjects: The eight parts of speech, the classification of nouns, pronouns, adjectives and adverbs, the declension of nouns and pronouns, the comparison of adjectives and adverbs, and the rules of spelling that apply in grammatical inflection. Examinations will be held on the first and second days of the school year. In lieu of these examinations, first-class teachers' certificates or standings from approved high schools will be accepted.

Students seeking admission to the second term of the academic year will need to meet the requirements for admission to the first term and in addition thereto, pass a satisfactory examination in the studies of that term. In lieu of examinations in history and drawing, standings of approved high schools will be accepted.

The examination in algebra will include addition, subtraction, multiplication, division, factoring, highest common factor, lowest common multiple, fractions, simple equations containing one or more unknown quantities, problems involving equations of the first degree and the discussion of



such equations. The work in algebra should be of a grade equal to that in Wentworth's Complete or Wells' College Algebra.

The examination in English will cover the entire field of grammar, except prosody. In this examination much will depend on the candidate's ability to analyze a passage of good modern prose, and to punctuate his paper correctly. In analyzing he should be prepared to treat phrases and clauses as units, and to state the exact function of conjunctive words.

The requirements for admission to the freshman year of the agricultural and veterinary courses are about the same as those for admission to the college academic year. All other courses require, in addition, standings in the studies of the academic year. In lieu of examination, high school records are accepted from graduates of high schools approved by the State Teachers' association, in all studies except drawing, English and mathematics. In drawing, students must present satisfactory evidence of proficiency in the work of the second term of the academic year.

As a test in English, every applicant will be required to write an essay of not less than two hundred words on a subject chosen by himself from a number set before him. No candidate will be admitted to freshman English whose work is notably defective in spelling, punctuation, idiom, or sentence structure.

The examination in plane geometry will be upon the text used by the student. The examination in algebra will extend through quadratic equations. An idea of the subjects covered and the quality of work demanded can be gained from the sample examination questions on following pages.

#### STATE NORMAL SCHOOL.

1. Age.—The age of the student must be at least 16 years, to give him the development essential to the work required in the classes.

2. Scholarship.—Teachers are admitted on their county certificates. Those having at least an average of ninety per cent in the legal branches orthography, reading, writing, arithmetic, geography, English grammar, physiology and history of the United States, are able to be classified as A class students. Those having at least an average of eighty per cent in the legal branches above mentioned are classified as D class students. The difference between these two classes is that A class students can take several subjects in one term of twelve weeks while D class students will need to take more time to do the same work, all depending upon the present condition of their scholarship. Others not possessing teachers' certificates, are examined at the school at the time they enter, or will be received on the appointment of a county superintendent who certifies that they have the scholarship demanded. Should any person, classified under these rules, prove incapable of doing the assigned work, he will be re-classified by the faculty, and, if very poor in scholarship, can even be remanded to preparatory classes until the deficiencies are made good. Re-classification is ordinarily made at the close of the first month of each term.

Students below the grade of scholarship above required are admitted to preparatory classification, or to the training school, according to their age and requirements.

3. Intention.—To secure entrance as a teacher-student, it is necessary for each person to sign the following declaration, in accordance with law.

"I hereby declare that, in becoming a student of the Iowa State Normal school, it is my intention in good faith, to follow the business of teaching in the state of Iowa."

#### SOCIETY FOR CHILD STUDY.

##### ORGANIZATION OF THE SOCIETY.

Supt. H. E. Kratz, Sioux City, president.

Prof. J. J. McConnell, Iowa City, secretary and treasurer.

Pres. H. H. Seerley, Cedar Falls, leader for 1898.

Supt. C. R. Aurner, Adel, and Prof. George W. Samson, Cedar Falls, presiding officers.

Mrs. Isaac L. Hillis, Des Moines, delegate to the Mothers' Congress.

Supt. H. B. Hayden, Council Bluffs, leader for 1899.

#### REPORT OF THE SECRETARY FOR THE YEAR ENDING DECEMBER 31, 1898.

In the report submitted by the secretary of the society for the year 1897, the lines of work mentioned below were recommended for the year of 1898. These recommendations have been carried out, in part, by the executive committee during the year.

*First.*—That the society appoint one or more of its members to prepare an outline on "How to organize and Conduct Parents' Meetings."

To carry out this recommendation the executive committee of the society selected the following committee to report on parents' meetings: Supt. H. E. Kratz, chairman, Sioux City; Supt. S. K. Stevenson, Iowa City; Supt. O. E. French, Creston; Supt. G. I. Miller, Boone; Supt. F. B. Taylor, Seymour.

The committee have arranged their outline and will report to the society.

*Second*—That some society members be selected to prepare a circular from a practical standpoint on the prevalence of defects of sight, hearing; and other physical defects, with practical, easily applied tests for discovering these defects.

The following members were selected to prepare the circular on defects. Supt. C. C. Magee, Carroll; Supt. E. D. Y. Culbertson, Ames.

*Third.*—That the society select a committee to prepare a course of reading and study along child-study lines, suitable for use in city and country teachers' meetings, reading circles, normal classes, and private reading.

Prof. C. P. Colgrove, County Supt. F. H. Bloodgood, and Prof. A. D. Cromwell were selected to prepare this course, and they will report to the society.

*Fourth.*—That the executive committee be empowered to select material for a publication to be known as the publication of the Iowa Child-Study society, which shall give results of value, secured by its members. A list was made from the secretary's report of last year of those who had prepared, or were willing to prepare, such material, and an invitation was sent to them to submit their results.

Reports have been received from Mrs. H. W. Ingham, Villisca; Miss Belle Wylie, "Observations with Reference to Children," Council Bluffs; and Principal Milo Hunt, "Children's Ideals," Oskaloosa;



The secretary believes that the reports of these committees will be of great value and, in order that they may be productive of the best results, he makes the following recommendations:

1. That the society adopt one or both of the following methods to secure the printing of these outlines:

*First Method.*—That an appeal be made to all in the state who are interested in child-study to become active members of the society (active members pay a yearly fee of 50 cents) on the society's pledge that the reports of its special committees will be distributed to all society members without further charge as soon as they are printed.

*Second Method.*—That the secretary offer for sale at 50 cents each, copies of these reports to the public at large.

2. The secretary wishes to urge the desirability of securing full reports from those who, during the year, hold parents' meetings in order that the value of these meetings may be strongly impressed upon all who are engaged in educational work.

3. That the executive committee of the society appoint a committee, say four at least (one from northwestern, one from southwestern, one from northeastern, and one from southeastern Iowa teachers' associations) who shall have power to appoint subcommittees, for the purpose of making a vigorous test of the prevalence of defects of the sight, hearing and other physical defects in Iowa. Such a report, if carefully planned and carried out, could hardly fail to be of very great value.

4. That the executive committee be instructed to devise some means to get the reports of the committee on parents' meetings and on course of study into the hands of county superintendents of the state, with a strong recommendation that the plans they have devised be tried during the coming year as generally as possible.

5. That members who have reports of their investigation be urged to place them on file during the year with the secretary, who can then make some recommendations next year in regard to the printing of their reports.

6. That the members of the society and all interested in child-study, give these three lines of work undertaken by the society, viz., (a) Parents' Meetings, (b) Study of Defects, and (c) a careful following of the Course of Study, an earnest endeavor during the year.

J. J. MCCONNELL,

Secretary.

Report referred by vote to the executive committee.

#### REPORT OF COMMITTEE ON PARENTS' MEETINGS.

To the Iowa Child-Study Society:

LADIES AND GENTLEMEN—Your committee on "How to Organize and Conduct Parents' Meetings" respectfully submits the following report:

We are thoroughly convinced that our public school work could be made much more effective by securing a heartier co-operation between parents and teachers. It is a reasonable conclusion that parents generally are intensely interested in their children's welfare, and will heartily engage in whatever promises to advance their children's interests. Their same intense interest for the advancement of the children also actuates the teachers. It is one of the strange unaccountable facts that heretofore these two classes most intensely interested in the welfare of the children,

the parents and the teachers, have often worked at cross purposes, neutralizing each others' efforts, instead of taking counsel of each other and harmonizing their efforts in securing the greatest advancement for the children. Ignorance as to each others' desires, plans and purposes has stood as a cold barrier, shutting off this much needed co-operation and sympathy. Teachers should take the initiative in removing this barrier, and securing from the parents a more cordial co-operation. Your committee sees in the holding of parents' meetings one of the best means for the securing of this much-needed co-operation, and therefore submits the following brief suggestions how to organize and conduct parents' meetings:

Experience has shown that the afternoon of a school day is the best time for holding such meeting, beginning at 3 or 4 o'clock, and holding about an hour. Short meetings held three or four times a year are preferable to one long meeting. Meetings should be held in every school building, and in one room, unless attendance be too large, in which case they can be held simultaneously in several rooms. Evening meetings have also proved successful, especially in getting out the fathers. These are purposely called parents' meetings, not mothers' meetings, so that fathers cannot excuse themselves from attending them. A large central room should be secured for the evening meetings, and a more formal program presented.

The teachers should extend either oral or written invitations to all the parents in the ward or district where the meeting is to be held. Invitations need not be duplicated where pupils of the same home are in different rooms. Teachers can contribute much to the success of the meeting through a careful sending out of the invitations, and even in some cases giving a personal invitation.

The program for the afternoon meeting should be somewhat informal. Two topics, such as these, would make a good opening meeting: "What should teachers expect from mothers?" "What should mothers expect from teachers?" At least one teacher and one mother should be requested to prepare themselves to open the discussion of these topics. Then the discussion should be informal and general. It would be well to invite some mother from outside the district to open the topic, if no mother in the district would accept the responsibility.

No formal organization need be made for the conduct of these meetings. The principal of the building can easily arrange program, appoint one of the mothers or teachers to preside, or preside himself.

The topics should be selected with reference to the greatest need in that community, looking to a better understanding of school requirements, their reasonableness, etc.

The following topics are mentioned as suggesting the direction which discussions in parents' meetings should take:

What should teachers expect from parents?

What should parents expect from teachers?

How may children learn to dislike school?

The loss from irregular attendance.

Effects of street education.

Excuses, why asked for and when valid?

How can we make the schoolrooms more attractive?

How can the schools be made more helpful to the homes?



How can the homes be made more helpful to the schools?

Influence of home reading.

Evils of smoking cigarettes.

Loss through defective senses.

Co-operation in matters of discipline.

Co-operation in decoration of schoolrooms.

Improved methods of instruction, promotions, moral instruction, etc.

This report is written in the hope that parents' meetings may be held all over Iowa. Respectfully submitted,

December 24, 1898.

F. B. TAYLOR,  
O. E. FRENCH,  
GEO. I. MILLER,  
S. K. STEVENSON,  
H. E. KRATZ,  
Committee.

#### COURSE OF READING AND STUDY.

##### To the Iowa Child-Study Society:

Your committee selected to prepare a course of reading and study along child-study lines suitable for use in country and city teachers' meetings, reports as follows:

We recommend a course of twenty lessons.

LESSON I. *Topic*.—The Brain—its structure, growth, function.

*References*.—(1) Lecture by local physician. (2) Donaldson's Growth of the Brain, ch. 4, 9, 12.

LESSONS II, III, IV. *Topic*.—The Senses—structure of organs, importance and function, defects, culture.

*References*.—(1) Taylor's Study of the Child, pages 1-59. (2) Donaldson's Growth of the Brain, ch. 18. (3) Preyer's Development of the Senses.

LESSONS V, VI. *Topic*.—Growth of the Body—physical defects and fatigue.

*References*.—(1) Taylor's Study of the Child, ch. 21 and 22. (2) Northwestern Monthly, July, 1897, pages 24-44. (3) Radestock's Habit in Education, ch. 2, and Donaldson's Growth of the Brain, ch. 16.

LESSON VII. *Topic*.—Care of the Pupil's Health. (1) Lecture by local physician. (2) The Doctor and the School, address by Henry Sabin. (3) Northwestern Monthly, July, 1897, page 45 and following.

LESSON VIII. *Topic*.—Muscular and Motor Activity.

*References*.—(1) Taylor's Study of the Child, ch. 13. (2) Imitation in Childhood, Baldwin, Proceedings N. E. A., 1895.

LESSONS IX, X. *Topic*.—Apperception and Attention.

*References*.—(1) Taylor's Study of the Child, ch. 9 and 10. (2) Rooper's Apperception. (3) Lange's Apperception, Part I.

LESSONS XI, XII. *Topic*.—Symbolism and Language.

*References*.—(1) Taylor's Study of the Child, ch. 11 and 12. (2) Symbolic Education, Susan E. Blow. (3) Tracy's Psychology of Childhood, ch. 5.

LESSON XIII. *Topic*. The Feelings—their nature and culture.

*References*.—(1) Taylor's Study of the Child, ch. 14. (2) Compayre's Psychology Applied to Education, ch. 12.

LESSONS XIV, XV. *Topic*.—The Will.

*References*.—(1) Taylor's Study of the Child, ch. 15. (2) Radestock's Habit in Education, ch. 6. (3) Preyer's Development of the Will.

LESSONS XVI, XVII. *Topic*.—The Intellect.

*References*.—(1) Taylor's Study of the Child, ch. 16 and 17. (2) Radestock's Habit in Education, ch. 5. (3) Compayre's Psychology Applied to Education, ch. 15.

LESSON XVIII. *Topic*.—Habit and Character.

*References*.—(1) Taylor's Study of the Child, ch. 18. (2) Radestock's Habit in Education, ch. 4. (3) James' Psychology, chapter on Habit, and De Mott's The Secret of Character Building.

LESSON XIX. *Topic*.—Children's Instincts and Plays.

*References*.—(1) Taylor's Study of the Child, ch. 19. (2) Education by Plays and Games, Pedagogical Seminary, Vol. III, page 97. (3) Northwestern Monthly, July, 1897, Play in Education.

LESSON XX. *Topic*.—Manners and Morals.

*References*.—(1) Taylor's Study of the Child, ch. 20 and 23. (2) Radestock's Habit in Education, ch. 7 and 8. (3) Compayre's Psychology Applied to Education, ch. 11.

#### SUGGESTIONS.

*First*.—The references under (1) are mostly from Taylor's Study of the Child, and used alone, constitutes a course suitable for beginners. The references under (2) and (3) are intended to supplement Taylor's book, thus providing an advanced course.

*Second*.—We recommend that at least one child-study topic be given a place on the program of all county teachers' association meetings, and that a child-study round table be planned in connection with each county institute.

*Third*.—We suggest that each teacher pursuing this course of reading keep a detailed record of a very few pupils—not infants—and that these observations deal with the normal rather than the exceptional, and the abnormal characteristics of children.

C. P. COLGROVE, Ch'mn.  
G. C. FRACKER,  
F. H. BLOODGOOD,  
A. D. CROMWELL,

Committee.

#### PARENTS' MEETINGS.

BY O. E. FRENCH, CRESTON, IOWA.

In the training of the child a co-partnership is formed between parent and teacher involving higher interests and graver responsibilities than are committed to any other association outside the home.

The great importance of the duties thus assumed clearly demands that the mutual relations of the partners to this trust be those of the utmost sympathy, confidence and co-operation.

If these propositions are true, they are very generally misapprehended by the parent, for, instead of his being a confidential member of the firm, he is usually the "silent partner."

Some misconception of this truth must also prevail among teachers, or more frequent conferences would be sought for the mutual understanding of the character and needs of pupils and the discussion of the best methods of training them.



It may be urged that courtesy requires the parent to make the first call, but custom has not so ruled in these latter days; and the teacher, junior partner though he be, must make the first advance toward establishing relations of personal and professional fellowship. Calls so made at the home, friendly greetings on the street, and conferences as cordial and as frequent as the teacher may be able to secure, will serve to cure many ills and to prevent far more.

But much more of parental co-operation is needed than is afforded by chance meetings or infrequent calls. The purposes, plans and methods of the teacher can as well be explained to all the parents as to one, if all can be brought together; while the teacher's interest in the welfare of all the pupils, and parents as well, may be made manifest to the many as easily as to the few, if the many are placed under his influence. To this end parents' meetings have been organized under different names and with widely different plans, but with unvarying success.

How parents' meetings should be conducted is best answered by the teacher or superintendent, who understands the conditions and influences surrounding him.

How these meetings have been planned and carried on in one city of the state it is the purpose of this paper to explain.

Creston is a city of 9,000 inhabitants. It contains nine school buildings, somewhat scattered, but forming several small groups.

In these buildings about forty teachers are employed.

Since the fall of 1896 three series of parents' meetings have been successfully held, the first and last being called "Afternoons in School," and the second a series of "Mothers' Meetings."

The "Afternoons in School" have been so planned as to serve two purposes—the first being to bring parents into the schoolroom, where the regular daily work was being done by the children, and the second to bring about a conference between teachers and parents for the discussion of topics bearing upon their mutual interests and relations. To accomplish the first purpose a neatly printed folder was issued containing the programs of the entire series, and bearing upon its face a personal invitation to visit the schools in which the recipient was most interested, from 1:30 to 3 o'clock in the afternoon of the day appointed for the meeting in that group. To accomplish the second purpose the same invitation requested these visitors to remain for the meeting of the teachers and parents in the principal's room of the central building of the group, for which purpose the schools of this group were to be dismissed at 3 o'clock. One of these invitation programs was presented to every pupil in the city with a request that it be given to the parent with the teacher's personal invitation to be present.

There have been five meetings in each series, occurring on successive afternoons and culminating in the visitation and program at the high school.

In the preparation of these programs the superintendent has provided himself with a list of topics covering the purpose of the meetings, and with a list of teachers and parents in each group whom he shall invite to appear upon the program.

A personal visit to each one of these persons is then made, a topic is selected or a new one agreed upon, and four or five ten-minute papers are secured with scarcely a failure to accept the appointment. The first place is usually assigned to a teacher, the second to a parent, and an even division is generally observed. To the different groups are assigned somewhat different subjects, though in all of them the idea of mutual helpfulness is kept foremost.

Besides these assigned topics in the several programs, a list of ever-present questions on truancy, tardiness, excuses, cigarettes, street influences, etc., is appended for general discussion when time permits.

The city press has generously lent its aid to advertise the meetings and to report their deliberations.

On each of these afternoons the superintendent assists the teachers in the reception and distribution of visitors, calls the meeting to order at the

appointed time, and briefly states the purpose of the meeting. He also presides at the meetings unless the chairmanship is accepted by a member of the board of education.

These in brief, are the plans which have been successfully tried, as is shown by the following, among other results:

The schoolrooms have been visited on these afternoons by scores who would not otherwise have called; and the subsequent monthly reports of visitors have shown a lasting gain.

The best citizens, ladies largely predominating, have willingly accepted places upon the programs, and nearly all addresses and papers furnished by parents and teachers have been worthy of a far wider circulation than that afforded by the local press. The spirit of criticism has scarcely appeared, while every paper presented by a parent has been filled with expressions of appreciation and gratitude, mingled with sympathy and love for the teacher.

While discussions have not been free in all cases, topics of local and present importance have brought out helpful sentiments from interested parents, who have followed the revelation of these discussions by a closer watchfulness at home.

The spirit of each meeting has been such as to bring about a most cordial relation between visitors and teachers, and this fellowship has found free expression at the close of the meeting, when many have lingered until darkness has compelled the final separation.

Most teachers will testify that these meetings have made discipline easier and teaching less a task because of the appreciation shown; while some are wont to say that no other event has been so helpful to the Creston schools as have these "Afternoons in School."

The mothers' meetings referred to as the second series held, were necessarily somewhat exclusive, and they were made less formal. As in other meetings, topics were chosen beforehand, but papers were not often prepared.

A mother was selected to preside at each meeting, save one where one of the senior teachers took the chair. The five meetings of this series were held on the same afternoon, the chief objection to this plan being that many who, in the other series, had followed the successive programs through the course were here compelled to attend but one, but this objection was lessened on account of the uniformity of topics in the mothers' meetings.

The interest shown in these meetings was no less than in the others, and in some of them it was reported as intense. Subjects bearing upon evil practices and habits were in some cases so earnestly discussed that unsuspecting teachers were keenly touched where no criticism was intended. For this reason, chiefly, the memory of the mothers' meetings is less grateful to the teachers than that of either series of "Afternoons in School."

In conclusion it may not be over-presuming to make a few observations as the result of experience:

*First.*—Afternoon meetings, while they will not secure a large attendance of men, are more favorable for the ladies, and it is they who are most interested in the schools. The absence of men, too, serves to give greater confidence to teachers, the most of whom are women. Then, too, if school visitation is to be a part of the plan, the afternoon must be chosen.

*Second.*—It is better that the plans be outlined and completed by the responsible head of the schools, rather than by a committee of teachers or citizens.

*Third.*—A well prepared program of not too great length will serve a far better purpose than will a round table discussion of general subjects.

*Fourth.*—Appointments to places on the program should be made by personal request rather than by written notice, and a definite acceptance should be secured to avoid failure.

*Fifth.*—A newspaper mention of these appointments will not bring out the people; they must receive personal invitations.

*Sixth.*—A mother's heartfelt appeal or her expressions of assurance and helpfulness are worth more here than the addresses of preachers or lawyers,



though both of these can do much to clinch a good thought or to emphasize a truth.

*Seventh.*—The superintendent or head of the schools is the proper presiding officer at these meetings, and his knowledge of prevailing conditions and sentiments should enable him to shape discussions in the interest of his schools and toward the end sought in establishing closer relations.

It must be confessed that these meetings have not reached the majority of parents, and that many who would profit most by them cannot be induced to attend; but the spirit of the meeting is carried to all neighborhoods, and results are manifest in all departments of school work. Teachers and citizens alike are convinced that great good has resulted from these "Afternoons in School."

#### STUDY OF RETARDED PUPILS.

BY H. E. KRATZ, SUPERINTENDENT OF SCHOOLS, SIOUX CITY, IOWA.

About two years ago, at the instigation of the Iowa Child Study society, an investigation was begun into the chief causes of retardation of pupils. It was believed that pupils were in many cases greatly retarded and by causes which were, to a considerable extent, remediable. At least an inquiry would prove profitable, as it gave promise of decreasing some of the losses in this direction.

The president of the society formulated the following plan:

General purposes, to see what causes have operated in retarding those pupils who are older than the average of their classes, and to discover, if possible, how to prevent such loss.

#### PLAN.

Determine first the present average age of pupils in the different grades. Compare this with what you think the average age should be, provided the children entered at 5 years and move regularly, *e. g.*, children at the beginning of the fourth grade, having spent three years in school, should be in their ninth year.

Having settled this average for each of the grades, compare individual pupils with this standard. All pupils whose ages are a year or more above this standard should be investigated in the following manner:

1. How many pupils are a year older than the standard of their grade? One and a half years? Two years? Three years and above?
2. Ascertain the cause or causes, by carefully questioning each pupil in private, and make a record of results. Question parents and make record of information gained.
3. Give the whole number of pupils canvassed, and also the number retarded. Classify the causes of retardation, and calculate the per cent of each class in comparison with the whole number of pupils retarded.
4. Study these causes to see if any of them can be removed, and thus economize the valuable time of retarded pupils. Report in detail the results of this study of causes of retardation.
5. Study in this connection the advantages of short intervals between classes. Ascertain the per cent of pupils regularly promoted by classes and those not regularly promoted. Ascertain also the per cent of special promotions and demotions made during the school year. Special promotions refer to promotions of individual pupils whenever they are prepared to take up advanced work, and occur at any time during the year.

The outline was distributed throughout the state with the request that results be reported to the president. While quite a number undertook these investigations, yet only a few summarized and sent in their reports. As the returns from the Sioux City schools were the nearest complete they are presented here as a type of what such investigations may disclose.

A general standard for comparison was obtained from their last year's records, which gave 5.8 years as the average age of their preliminary

pupils. The other grades were fixed as follows: junior 1, 6.3 years; junior 2, 7.5 years; junior 3, 8.7 years; junior 4, 9.8 years; junior 5, 10.8 years; junior 6, 11.8 years; junior 7, 12.8 years; junior 8, 13.8 years.

It should be said by way of explanation, that it was recognized at the beginning of this investigation that causes of retardation from their very nature could not be accurately secured. In nearly every case of retardation, it is reasonable to suppose that several causes were operative; the chief one, however, was the only one called for. Neither teachers nor parents would be inclined to attribute retardation to causes which would seriously reflect on them or their management. Such causes as poor teaching, arrested development, lack of home training, etc., would not be made prominent, but there would still remain other causes which, it was believed, could be studied with profit, and remedies sought.

Out of the 4,592 pupils canvassed, 1,605 were found who had been retarded one year or more, or in other words, nearly 35 per cent of all the pupils were, according to the crude standard, retarded.

The following table summarizes the causes as reported:



GRADIS.	8th.	7th.	6th.	5th.	4th.	3d.	2d.	1st.	Pre.	TOTAL.
No. pupils canvassed.....	207	312	384	499	636	607	509	691	657	4,592
Entered late.....	31	43	51	59	61	47	66	78	43	479
Per cent*.....	28	34	26	24	22	24	32	40	67	29.8
Poor health.....	15	20	33	39	41	26	24	28	9	245
Per cent.....	14	16	16	16	15	13	12	20	14	15.3
Attended other schools.....	23	20	34	40	38	22	18	19	1	215
Per cent.....	20	16	17	16	14	11	9	10	1	13.4
Mental deficiency.....	6	13	21	19	32	42	26	18	.....	177
Per cent.....	5	10	11	8	12	22	13	9	.....	11.0
No cause given.....	9	6	20	49	42	10	10	4	1	151
Per cent.....	8	5	10	20	15	5	5	2	3	9.4
Irregular attendance.....	20	12	19	11	26	21	21	15	5	150
Per cent.....	18	9	9	4	10	10	10	8	8	9.3
Lack of application.....	3	9	11	18	15	8	22	3	.....	89
Per cent.....	3	7	6	7	5	4	11	2	.....	5.5
Foreigners.....	.....	.....	1	4	7	5	5	9	4	35
Per cent.....	.....	.....	1	2	2	3	2	4	6	2.2
Defective sight.....	1	.....	2	2	4	3	5	5	.....	22
Per cent.....	1	.....	1	1	1	2	2	2	.....	1.4
Kept out to work.....	1	3	.....	.....	1	6	3	.....	.....	14
Per cent.....	1	2	.....	.....	1	3	1	.....	.....	.9
Defective hearing.....	1	.....	1	2	3	1	3	2	.....	13
Per cent.....	1	.....	1	1	1	1	1	1	.....	.8
Poverty.....	.....	1	1	1	1	.....	.....	1	1	6
Per cent.....	.....	1	1	1	1	.....	.....	1	2	.4
Advanced too rapidly.....	.....	.....	1	2	1	1	1	.....	.....	6
Per cent.....	.....	.....	1	1	1	1	1	.....	.....	.4
Lack of home training.....	.....	.....	.....	.....	.....	2	.....	1	.....	3
Per cent.....	.....	.....	.....	.....	.....	1	.....	1	.....	.2
Total No. retarded.....	110	127	195	246	272	194	204	193	64	1,665

\*Per cent based on number of pupils retarded, i. e., 28 per cent of the pupils retarded entered late.

## RETARDED.

1899.]

SUPERINTENDENT OF PUBLIC INSTRUCTION.

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GRADE.	NO. PUPILS IN GRADE.	1 YEAR.		1½ YEARS.		2 YEARS.		3 YEARS.		TOTAL.	
		No.	Per cent.	No.	Per cent.	No.	Per cent.	No.	Per cent.	No.	Per cent.
Eighth grade.....	207	49	24	25	12	23	11	13	6	110	53
Seventh grade.....	312	41	13	12	4	39	12	35	11	127	40
Sixth grade.....	384	57	15	36	9	68	18	34	9	195	51
Fifth grade.....	499	65	13	30	6	92	18	59	12	246	49
Fourth grade.....	636	103	16	13	2	86	14	70	11	272	43
Third grade.....	807	66	11	40	7	42	7	46	8	194	32
Second grade.....	599	77	13	40	7	46	8	41	7	204	34
First grade.....	691	77	11	30	4	58	8	28	4	193	28
Preliminary.....	657	26	4	15	2	15	2	8	1	64	10
Total.....	4,592	561	12	241	5	469	10	334	7	1,605	35
No. of years retarded.....	.....	561	.....	361.5	.....	938	.....	1,002	.....	2,862.5	.....



In studying the foregoing table, it excites some surprise, at first, that "entered late" should be given as the most prominent cause of retardation. Observation teaches that the normal pupil, entering at six, where pupils are admitted at five, if given the opportunity, will distance his less mature classmates and reach the high school at nearly the same age as those started at five. If, however, a pupil is very much delayed in entering school, he cannot be expected to recover all that he has lost, and it is a fair presumption that some of these very much delayed cases originally started to school in the country where distance and other causes were operative.

The large per cent of retardation attributed to "poor health" suggests the question, ought there not to be a medical inspector of schools connected with every school system? As a matter of economy of the time of our pupils and teachers, saying nothing about the decrease in suffering, would it not prove a wise provision? The best resources of a city are found in the strong muscle and clear brain of its citizens, and what fosters these, directly ministers to the city's best interests. With such an inspection better sanitary conditions could be attained, contagious diseases could be better guarded against, and in many ways the health of the children conserved.

Parents are not generally aware of the loss which usually attends a change in schools, neither do they fully appreciate the very serious harm which results both to the pupil and to the school from irregular attendance. In the closer union of home and school through mothers' and parents' meetings, and a better understanding of conditions which contribute to a pupil's progress, lies the hope of much improvement in our school work.

Space will not permit further discussion of these causes of retardation than to state that this investigation has already suggested some means of improvement and has disclosed among other matters, that primary teachers are sometimes unwittingly led into doing beginning primary pupils an injustice in this manner. Quite early in the school year a separation is made between strong and weak pupils, and then, overlooking or forgetting the fact that pupils who at first are slow, sometimes rapidly develop a few months later, fail to reclassify and put forward from the weak or slow class into the strong. This investigation should put primary teachers more keenly on the alert to discover such signs of more rapid progress in the weak divisions, and to plan for more frequent reclassifications.

#### AN IMPORTANT STUDY.

The scientific study of children should be given more prominence for hygienic reasons if for no other. Examinations show an increase of myopia in children as they move forward through the grades. A correct knowledge of lighting and seating schoolrooms, the use of proper type and paper in printing text-books will do much to remedy this evil. Boards of education should not be satisfied that they have made the best selection of text-books until experts have determined that such books are hygienically perfect. It is an unwise attempt to economize, and a gross abuse of good sense to buy books cheaply made, for very soon ten times the amount supposedly saved will have to be expended in the purchase of glasses for children, or for their proper medical treatment.

Proper child study is doing much for the right education of those having defective hearing. From tests made upon thousands of children in the schools of America and Europe, investigators find from 13 per cent to about 30 per cent are defective. Experts have ascertained that memory, power of attention and general mental ability are seriously affected by nasal disorders. One expert alone reports 300 cases of cures of head pressure, headache, asthma and hay fever through treatment of nasal diseases. If practical child-study will eventually result in the examination of schoolhouses, grounds, apparatus, programs and methods of teaching by experts as well as the medical examination of children, in normal or other schools giving special attention to the training of teachers and the employing of trained instructors to give instruction in school hygiene; in inducing school boards to insist upon teachers receiving such instruction from resident physicians as will lead them to observe defects of children and render assistance directly to the child, or by calling the parent's attention to the defects in order that skilled medical treatment may be prescribed, it will have accomplished much good. The tendency is in the direction indicated and should be encouraged by both parents and teachers.

#### STATE LICENSES TO TEACH.

The law governing the state board of educational examiners requires that an accurate and detailed account of all money received and expended shall be kept, and, together with a list of those receiving certificates or diplomas, shall be published by the superintendent of public instruction in his biennial report.

The tabulated statements given are as complete as it is possible to make them. Since the completion of the last report the law conferring upon the board the power to issue primary state certificates has gone into effect. Reference to the proper tables will show that more certificates have been issued primary teachers than were issued during the first six years under the old law, which gave authority to issue state certificates and diplomas only. The fact that only five applicants for primary state certificates were rejected may be taken as evidence of the superior qualifications of those who have applied.

The act of the Twenty-seventh General Assembly authorizing the board of educational examiners to employ a secretary has proven wise. Under its provisions the board has been able to accommodate the teachers of the state by holding examinations at convenient places, and at the same time the amount of money paid the state treasurer in fees has exceeded the amount paid in other years. It is believed that the present law should be amended so as to give the secretary power to conduct examinations.

The law authorizes the board to issue certificates to graduates of any state normal school in the state upon proof of thirty-six weeks' successful experience in teaching, and a diploma when five years' such experience is shown. Under the same conditions a state certificate might well be issued to a graduate of any university or college in Iowa maintaining courses of study equal in extent and in professional and academic requirements as those maintained by the State Normal school at Cedar Falls.

Under the law as amended by the code of 1897 the board has entered into reciprocal relations with state superintendents or state boards of education



in a number of states, thus giving the teachers of our own state the right to secure state licenses elsewhere without being subjected to a formal examination. At the same time the same courtesy is extended to applicants from those states by our own board. This feature of the law commends itself to all those who hope to see the profession of teaching placed upon a plane with other professions.

CIRCULAR OF INFORMATION CONCERNING STATE DIPLOMAS,  
STATE CERTIFICATES AND PRIMARY TEACHERS'  
STATE CERTIFICATES. 1899.

The following general information in regard to diplomas, state certificates and primary state certificates is published for the benefit of teachers seeking to fit themselves to obtain the highest certificate issued under the laws of the state:

BOARD OF EDUCATIONAL EXAMINERS.

*Members.*—The board of educational examiners consists of the superintendent of public instruction, president of the State university, principal of the State Normal school, and two persons appointed by the governor. By virtue of his office, the superintendent of public instruction is president of the board.

*Meetings.*—Meetings of the board are held at such times and places as the president may direct.

*Examinations.*—All examinations are conducted in accordance with rules and regulations adopted by the board, not inconsistent with the laws of the state. At least two examinations are held annually.

*Powers.*—The board may issue state certificates, primary teachers' certificates and state diplomas to such persons as are found upon examination to possess good moral character, thorough scholarship and successful experience in teaching.

*Term.*—The holder of a state diploma is authorized to teach in any public school in the state for life.

*Educational requirements.*—Candidates for state diplomas are required to be examined in orthography, reading, writing, arithmetic, geography, English grammar, bookkeeping, physiology, history of the United States, algebra, botany, natural philosophy, drawing, civil government, constitution and laws of the state, didactics, geometry, trigonometry, chemistry, zoology, geology, astronomy, political economy, rhetoric, English literature, general history, and such other studies as the board may require. Each candidate must file in his own handwriting an original thesis of from 3,000 to 4,000 words on a professional subject assigned by the president of the board. In every case this thesis must be fully outlined and be accompanied by a complete bibliography of the subject considered. The thesis is due thirty days before the time set for the examination. The candidate must be the holder of a state certificate and have taught under the supervision of the board before applying for a state diploma.

*Experience.*—Candidates for state diplomas must produce evidence of having taught at least eight years, three of which have been in Iowa within recent years. Applications of nonresidents may not be considered.

STATE CERTIFICATE.

*Term.*—A state certificate shall authorize the holder to teach in any public school in the state for a period of five years.

*Renewals.*—Upon their expiration, certificates held by teachers who have taught under them successfully may be renewed by the board. Upon application the president of the board will furnish complete information concerning renewals.

*Educational requirements.*—Candidates for state certificates are required to pass examination in orthography, reading, writing, arithmetic, geography, English grammar, didactics, physiology, history of the United States, algebra, botany, natural philosophy, drawing, civil government, constitution and laws of the state, and bookkeeping.

*Experience.*—Candidates for this certificate must produce evidence of having taught three years of thirty-six weeks each. Graduates of any state normal school in the state of Iowa may be issued certificates upon proof of thirty-six weeks' successful experience in teaching.

*Standing required.*—Certificates of this grade will be issued only to those candidates who show proficiency in scholarship. At least an average standing of 90 per cent is expected.

PRIMARY TEACHER'S STATE CERTIFICATE.

*Term.*—The holder of this certificate is authorized to teach in first, second and third grades in public schools in the state for a period of five years.

*Educational requirements.*—It is expected that the applicant will be the holder of an excellent county certificate in force and pass such professional examination as the board may require. The professional examination for the present consists of psychology of the child, school management, history of education, school laws of Iowa, primary methods, vocal music, physical culture, drawing and plant study.

*Experience.*—Candidates must submit proof of successful teaching experience in first, second or third grade work for a period of three years of thirty-six weeks each, two of which years have been under one school board.

*Standing required.*—Candidates must attain an average standing of 90 per cent in orthography, reading, writing, arithmetic, geography, grammar, history of the United States, didactics, physiology and hygiene, and such standing as the board may require in all other subjects. A thesis of at least 1,000 words must be written by the candidate on some subject assigned by the president of the board.

GENERAL SUGGESTIONS TO CANDIDATES.

1. Candidates are advised to arrive the day before at the place of examination, as no allowance can be made for delayed trains or for poor physical and mental condition caused by illness or loss of sleep.

2. The examination in each subject will be restricted to the published program as to time.

3. The fee for registration for state certificate and primary state certificate as fixed by law is \$3, and for state diploma is \$5, one-half of which is returned to the candidate in case of failure.



4. All necessary paper, pens and pencils will be furnished each candidate at the time of examination.

5. Applicants will bear in mind that the possession of a primary state certificate, a state certificate, or a state diploma will not in any sense lessen their duty to comply with all the rules and requirements of the county superintendent of the county in which they are teaching.

6. The board will require an examination for state certificate in all cases before application can be made for state diploma, except by the unanimous vote of the full board, in individual cases.

7. Graduates of the collegiate department of the State University of Iowa, having certificates signed by the president of the university and by the professor of pedagogy of that institution, that they have completed a course in pedagogy embracing one full year's work in said institution, will be granted a state certificate upon presentation of satisfactory evidence of thirty-six weeks of successful experience in teaching.

8. All candidates for state certificates who are graduates from the Iowa State Agricultural college may be exempt from examination in all branches which they have pursued at that college, upon presenting a certificate signed by the president of said institution.

9. Graduates of colleges having courses of study equivalent to those of the collegiate department of the State University of Iowa, may be granted reductions upon examinations after receiving individual consideration by the board of examiners.

10. Residents of Iowa holding state papers from other boards of examiners or state normal schools will be granted reductions upon examinations after receiving individual considerations by this board of examiners.

11. The board itself holds the right and will, in every case, investigate the character, scholarship and professional standing of the applicant, securing information not only from the references given on the registration blank, but also from others who may know of the fitness of said person for professional recognition.

12. Lists of old questions are not sent out to applicants, as such questions are no guide for the next examination.

13. The law governing this board can be found in sections 2623 to 2634, code of 1897, and on pages 7 and 8, school laws of 1897.

14. Graduates of the State Normal school and the State university, desiring information, must apply to the president of the institution from which they graduated.

15. All other official correspondence of the board must be with the president.

RICHARD C. BARRETT,  
*Superintendent Public Instruction.*

## STATE DIPLOMA.

### I. GENERAL REQUIREMENTS.

1. In every case the applicant must have held a state certificate and have taught under the supervision of this board before applying for a state diploma, the life certificate.

2. Unless the candidate expects to take the full legal examination, he is required to file the following credentials:

a. Documentary evidence from standard reputable educational institutions certifying to the special scholarship and training of the applicant.

b. Documentary evidence showing the standing and ability of the applicant as an educator. This evidence should cover recent work.

c. He should also refer to at least three persons of good scholarship and professional success who are engaged in educational work, and who can vouch for his success and character.

### II. SPECIFIC REQUIREMENTS.

1. In his registration blank, the candidate must certify that he has taught or studied all the branches that are required by law for the state diploma.

2. He must give in detail the places where he has done educational work, and must produce evidence that he has taught at least eight years, three of which have been in Iowa within recent years.

3. He must be a resident of Iowa at the time of his application.

4. He must file, in his own handwriting, an original thesis of from 3,000 to 4,000 words on a professional subject assigned by the president of the board. This thesis is due thirty days before the time set for the examination, if it is to receive consideration at that meeting of the board.

5. The thesis will be marked by such persons as the board may designate on the following points:

- Correct use of the English language.
- Choice and arrangement of subject matter.
- Thought and expression.
- General appearance of the manuscript.

### III. DIFFERENTIATION OF APPLICANTS AS REGARDS KIND AND CHARACTER OF PREPARATION.

1. *Graduates of Standard Colleges.*—Requirements of candidates who have taken a course of study equivalent to that prescribed for the collegiate department of the State University of Iowa.

a. They must fully comply with the general and the special requirements before enumerated in I and II.

b. They must appear for examination at a regular meeting of the board and pass satisfactory examination in two subjects selected by themselves, with the approval of the board, from the group of branches designated by law as additional scholastic requirements for state diploma. The president of the board should be notified at the time the thesis is filed of the subjects chosen.

2. *Candidates, not college graduates,* but who have attained excellent rank as educators in the state of Iowa.

a. They must comply fully with the general and the special requirements before enumerated in I and II.

b. They must take such examinations in at least three subjects as the board may designate. Such selection of subjects by the board will not, however, be valid beyond the following semi-annual examination, if for any reason the applicant does not appear at that time.

3. *Other candidates* who cannot apply under either 1 or 2.



a. They must comply in every case with all the general and special requirements enumerated under I and II.

b. They must take examination in such subjects as the board may designate, but the time of appearing for such examination cannot be extended beyond the next semi-annual meeting of the board.

*Note.*—It is important for all applicants for state diplomas to remember that great value will be attached to the use of the English language in all the papers filed as a part of the scholastic examination.

#### IV. DATES AND PLACES FOR EXAMINATION FOR STATE DIPLOMAS, 1898.

1. Tuesday and Wednesday, June 21 and 22, at the state capitol, Des Moines.

2. Tuesday and Wednesday, December 27 and 28, at the meeting of the State Teachers' association.

#### NOTE AS TO CORRESPONDENCE.

1. Graduates of the State Normal school and the State university conduct their business correspondence regarding diplomas with the presidents of their respective institutions.

2. All other official correspondence for the board must be with the president.

RICHARD C. BARRETT,  
President Board of Educational Examiners.

#### REGULATIONS GOVERNING EXAMINATIONS FOR ALL STATE CERTIFICATES EXCEPT THE STATE PRIMARY TEACHER'S CERTIFICATE.

##### I. DOCUMENTARY EVIDENCE REQUIRED OF APPLICANTS REGARDING EXPERIENCE AS TEACHERS, PRINCIPALS OR SUPERINTENDENTS.

1. Each candidate must file the following credentials as the official proofs of being qualified to hold a state certificate:

a. Official letters addressed to the board by one or more county or city superintendents, or other professional educators, certifying to the success of the applicant in government and in instruction. The work thus commended must have been done under the person's supervision who certifies to its excellence, even if he is not now in office.

b. Letters from one or more school boards or school board officers for whom the candidate has taught, certifying to teaching covering at least three years of thirty-six weeks each, in which good and successful service was rendered.

2. To be assured that the candidate is successful in instruction and government, the board reserves the right to investigate farther until all doubt is removed. It is necessary that the applicant be a resident or teacher in Iowa, at the time of registration, and part of the work certified to must have been done in Iowa.

##### II. VALUE OF DIPLOMAS AND STATE CERTIFICATES.

1. The possession of certificates issued by other states or of state normal diplomas granted by other states or of degrees from approved colleges may, at the option of the board, release a person from part of the legal

examination. To secure action on any such request, the applicant must file such credentials ten days before the regular semi-annual meetings of the board.

#### III. PLAN OF THE EXAMINATION.

1. *Preliminary.*—The application blank properly filled out, the fee of \$3 and the credentials mentioned in I and II must all be filed with the president of the board *thirty days* before the dates of the examination to receive consideration at that meeting, and approved by the board before the written examination is given.

2. *Didactics.*—The examination in this professional subject will consist of an essay written in one and one-half hours on a subject assigned by the examiner. The subject will be chosen with special reference to the applicant's experience, and is intended to show his professional knowledge of school work.

3. *United States History and English.*—An essay prepared in one and one-half hours on some topic in United States history, which must be written without delay and not copied, will constitute the examination in United States history, orthography, penmanship and use of English language, if the other papers written do not discredit the English.

4. Grouping of subjects with options commonly provided:

	QUESTIONS ASKED.	TO BE ANSWERED.
a. Group 1. First paper.		
English grammar.....	5	4
Reading.....	4	3
Geography.....	4	3
b. Group 2. Second paper.		
Civil government of United States.....	4	3
Civil government of Iowa.....	4	3
School law.....	3	2
Economics.....	3	2
c. Group 3. Third paper.		
Arithmetic.....	5	4
Algebra.....	5	4
Bookkeeping.....	3	2
d. Group 4. Fourth paper.		
Physiology.....	5	4
Botany.....	4	3
Physics.....	4	3

Sketching and illustrating the answers in group 4 will constitute the examination in drawing.

#### IV. RENEWAL OF STATE CERTIFICATES.

*Proofs required.*—a. The candidate must file letters from superintendents or other prominent educators that certify to the present success in instruction and in government, and to the fact that his present physical condition and mental and moral character are still such as to justify the board in granting him this renewal.

b. He must also show by official letters from school boards for whom he has worked, the fact of his being successful as an instructor and as a disciplinarian under the expiring certificate.



2. *Examination required.*—Unless otherwise decided, the candidate must appear at the time assigned and take such examination as the board may think necessary, but where personal knowledge or acquaintance of the board with the applicant may permit, and where the first examination was good, an original essay on an educational topic assigned by the president may be substituted for personal presence at the examination. This paper must be in the handwriting of the applicant, and must show professional study and investigation.

#### V. SCHEDULE OF TIME GRANTED.

##### *First Day.*

A. M.—8:00 to 9:30, Essay on United States History.

9:30 to 12:00, Group 1.

P. M.—1:30 to 3:00, Didactics.

3:00 to 5:00, Group 2.

##### *Second Day.*

A. M.—8:00 to 12:00, Group 3.

P. M.—1:30 to 4:30, Group 4.

#### VI. GENERAL SUGGESTIONS TO CANDIDATES.

1. Candidates are advised to arrive the day before at the place of examination, as no allowance can be made for delayed trains or for poor physical and mental condition caused by illness or loss of sleep.

2. The examination at the times announced will be restricted to the published program given in this circular.

3. All necessary paper, pens and pencils will be furnished each candidate at the time of the examination.

4. An examination for state certificate must be had before there can be an application for a state diploma. A teacher must do work under the supervision of this board, before an application for a diploma can be considered.

5. Lists of old questions are not sent out to applicants, as such questions are no guide for the next examination.

6. The law governing this board can be found in sections 2628 to 2634, code of 1897, and pages 7 and 8, school laws, 1897.

#### VII. DATES AND PLACES FOR EXAMINATION FOR STATE CERTIFICATE, 1898.

1. Wednesday and Thursday, June 1 and 2, at State Normal school, Cedar Falls.

2. Tuesday and Wednesday, June 7 and 8, at Cornell college, Mt. Vernon.

3. Tuesday and Wednesday, June 21 and 22, at state capitol, Des Moines.

4. Tuesday and Wednesday, December 27 and 28, at the meeting of the State Teachers' association.

*Note, as to correspondence.*—1. Graduates of the State Normal school and the State university desiring information concerning state certificates must apply to the president of the institution from which they graduated.

2. All other official correspondence of the board must be with the president.

RICHARD C. BARRETT,  
President Board of Educational Examiners.

#### PRIMARY TEACHER'S CERTIFICATE.

The primary teacher's certificate is intended for primary teachers as a recognition of professional skill and successful experience. The holder of such a certificate will be authorized to teach in first, second and third grades in any public school in the state for a period of five years. The fee, as fixed by law, is \$3, one-half of which is returned in case of failure. The syllabus is not intended as a course of study but is merely suggestive.

I. DOCUMENTARY EXAMINATION. The following testimonials and credentials are required as evidence of success in primary teaching and of good character as a person:

1. Official statements from school boards certifying to the service of the applicant as teacher in first or second grade work for a period of three years of thirty-six weeks each, two of which years must have been under one school board.

2. Professional statements from city superintendents or village principals under whose supervision the applicant has worked, certifying to the particular and professional success of the applicant as a teacher of first and second grade work.

II. SCHOLASTIC EXAMINATION. To insure that the applicant has sufficient scholarship to be granted a primary teacher's certificate, the following things are required:

1. Such an examination in the branches, orthography, reading, writing, arithmetic, geography, grammar, history of United States, and physiology and hygiene, as in each individual case may be necessary to insure good scholarship in the applicant. In cases where the applicant is the holder of an excellent county certificate in force in regard to these branches, this scholastic examination may not be necessary. By sending to the president of the board the certificate and any other documentary evidence that may assist in making the necessary proofs, this part of the examination can be determined before the date of appearance before the board.

2. The examination in English will be determined by a thesis of at least 1,000 words, subject selected by the president of the board.

III. PROFESSIONAL EXAMINATION. The following subjects as outlined in the syllabus will constitute the professional examination required for the present year: Psychology of the child, school management, history of education, school laws of Iowa, primary methods, vocal music, physical culture, drawing, and plant study.

IV. PLAN OF EXAMINATION. As preliminary, the application blank properly filled out, the fee of \$3, thesis and the credentials mentioned in I and II must all be filed with the president of the board *thirty* days before the dates of the examination, to receive consideration at the meeting, and be approved by the board before the written examination is given.

#### V. SCHEDULE OF TIME GRANTED.

##### *First Day.*

A. M.—8:00 to 9:30—Psychology of the Child. School Management.

9:30 to 12:00—History of Education. School Laws of Iowa.

P. M.—1:30 to 4:00—Primary Methods. Drawing. Plant Study.

4:00 to 5:00—Vocal Music. Physical Culture.



*Second Day.*

A. M.—8:00 to 12:00.—P. M.—1:30 to 5:00—Scholastic examination in case board requires same. See section II, note 1, in this circular.

VII. DATES AND PLACES FOR EXAMINATION FOR STATE CERTIFICATES FOR PRIMARY TEACHERS, 1898.

1. Wednesday and Thursday, June 1 and 2, at State Normal school, Cedar Falls.
2. Tuesday and Wednesday, June 7 and 8, at Cornell college, Mt. Vernon.
3. Tuesday and Wednesday, June 21 and 22, at the capitol, Des Moines.
4. Tuesday and Wednesday, December 27 and 28, at the time of the meeting of the State Teachers' association.

VII. GENERAL SUGGESTIONS TO CANDIDATES.

1. Candidates are advised to arrive the day before at the place of examination, as no allowance can be made for delayed trains or for poor physical and mental condition caused by illness or loss of sleep.
2. The examination at the time announced will be restricted to the published program given in this circular.
3. All necessary paper, pens, and pencils will be furnished each candidate at the time of examination.
4. Lists of old questions are not sent to applicants, as they are no guide for the next examination.
5. The law governing this board can be found in sections 2628 to 2634, code of 1897, and pages 7 and 8, school laws of 1897.

VIII. AS TO CORRESPONDENCE.

1. State Normal school candidates who have taken the prescribed course authorized for state primary certificates should apply to the president of that institution for information.
2. All other official correspondence must be with the president of the board.

RICHARD C. BARRETT,

*President Board of Educational Examiners.*

SYLLABUS.

PSYCHOLOGY.

Mental phenomena and operations. Mental development—heredity, environment.

Intellectual faculties, order of development, unity of development. Attention and interest. Perception. Education of the senses. Memory. Laws of association. Apperception. Office and culture of imagination. The emotions. The will.

*Child Study.*

The child and his environment. Development of the senses. The germs of emotion and will. Language development in first five years of life.

*References.*

Psychology—Sully, Dewey, Halleck, or others.  
Child study—Tracy's Psychology of Childhood, Rooper's Apperception, McMurry's General Method, etc.

HISTORY OF EDUCATION.

The revival of learning. Comenius—biography, his "School of Infancy." Locke—biography, "Thoughts on Education." Rousseau—biography. "Emile." Pestalozzi—biography, "How Gertrude Teaches Her Children." Froebel—biography, invention of the kindergarten, "Education of Man."

Herbart—The doctrine of interest, the doctrine of correlation of studies, apperception, culture epoch theory.

SCHOOL MANAGEMENT.

Aim and value of school work—What is educative work? How test the value of school work?—immediately, remotely.  
Relation between the school and the home.

Course of study—Branches included in an elementary course, time devoted to each branch; relation of each branch—to the general purpose of education, to work of higher grades, to the formation of right habits.

Organization—Gradation and classification. Program. School mechanism—Movements, care of material, general exercises and intermissions, records, reports, and promotions.

Instruction—Assignment of work; study, how to secure it; recitation, reviews and examinations.

Government—The relation of the course of study to order, the relation of the teacher's qualifications to order, the relation of the pupil's surroundings to order, rewards and privileges, punishment.

Moral training—Its place in the school, ends, principles, methods.

School sanitation—School sites and surroundings construction of school-houses, seats, lighting, heating and ventilation, contagious diseases, physical exercises—the educational value and efforts of exercise, results of improper exercise.

SCHOOL LAWS.

Regarding legal rights and duties of teachers.

Regarding legal rights of pupils.

Regarding legal rights and duties of superintendents.

Regarding legal rights and duties of school boards.

PHYSICAL CULTURE

Objects.—To develop the body in unity, to lift the vital organs, to strengthen the muscles and to train each part of the body to do its intended work.

Exercises required.—For correct standing and walking, for correct breathing, for body building, for freedom of body, for grace.

Results secured.—Beauty and lightness are given to the body, vital organs are assisted, correct breathing increases life-giving power. The muscles and organs are strengthened, the vital supply increased, and the tone of the entire body raised. Power is gained, physically, mentally and morally.

*References*

"Physical Culture," Emerson; "Swedish System of Educational Gymnastics," Posse; "Public School Gymnastic Course," Carl Betz; or "Light Gymnastics," Anderson.

METHODS.

Expression.—Necessity of it, value of it, modes, materials—as games, dramatizing parts of lesson, songs, sketching, clay, sewing, cutting, peas work, oral and written language, etc.

*References.*

Parker's Pedagogics, Paradise of Childhood, Jackman's Nature Study. Number.—How defined by some educators, history of number teaching,



importance of number, the number instinct, the beginnings of number, how numbering faculties should be developed, the aims of number teaching, systems outlined, as Grube, Speer, etc.

#### References.

Speer's Manual, McLellan's Psychology of Number, or other manuals.

Literature.—Purpose, subjects, selections from Longfellow—Hiawatha's Childhood, Fastings, or the Children's Hour; Whittier—Snow Bound; Ingelow—Seven Times One; Dickens—Christmas Stories, Child's Dream of a Star; Myths and fables.

History.—Purpose, importance, subjects to be studied; early inhabitants of America—Indians, Eskimo, Pilgrims. Noted characters—Columbus, Washington, Lincoln, Franklin, Fulton, Watt, Whitney.

#### References.

American History Stories, Poullson's Child's World, Educational Papers.

Nature Study—Ends to be gained, what to study, animal life, insects, worms, birds, fishes, frogs, snails, domestic animals. These studied as to movement, significance of color, habits, habitat, periods of activity and rest, food, means of nutrition, means of defense and offense. Plant life, see outline for Plant Study. Lessons upon the physical forces which act upon and about us—Energy through light, from heat, through the atmosphere, through air and water. Daily weather record. Lessons on minerals—Collections of minerals; constituents of soil, rocks distinguished, mining fossils.

#### References.

Kingsley's Geology, Burrough's Birds and Bees, Buckley's Fairyland of Science, Morse's First Lessons in Zoology, Mead's Elements of Physics, Jackman's Nature Study, Jane Andrews' Books, All the Year Round, Seaside and Wayside Readers, Murche's Science Readers, "Birds," a monthly magazine, Arnold's Waymarks for Teachers, etc.

#### PLANT STUDY.

Purpose. Materials—Growing plants studied in relation to their environment. Order of Study—Fall—Three or four typical plants, distribution of seeds, fruits and vegetables; select a tree to study throughout the year. Winter—Combine the study of trees. Give special attention to the evergreens. Spring—Seeds and germination, development of buds, flowers.

The following subjects should be emphasized the first two years—Provision for the protection and care of the parts of the plant, function of root, stem, leaf and flower, environment, expression.

#### References.

Fresh Fields, John Burroughs, Winter Sunshine, John Burroughs, Arnold's Waymarks for Teachers, Arnold's Lessons in Botany, Hale's Little Flower People, Flagg's A Year Among the Trees.

#### DRAWING.

First year. Observation—Form, color, pictures. Materials. Type-forms—sphere, cube, cylinder, hemisphere, square prism, right triangular prism. Tablets. Sticks. Colored paper. Clay. Brush—Water-colors or India ink. Chalk. Charcoal. Paper for cutting. Representation—Illustration Cutting—Type-forms and animate and inanimate objects. Block-building. Types. Objects based on type-forms.

Second year. Subject matter—Type-forms—Models used in first year and also ellipsoid, ovoid, equilateral triangular prism, square, pyramid, cone and vase form. Objects based on type-forms.

Observation. Pictures—Photographs, engravings, wood cuts, casts. Form—Light and shade. Color.

Representation. Illustration—Cutting and drawing, type-forms and animate and inanimate objects, block building. Type-forms. Objects based on type-forms. Construction—Pattern making, paper cutting, stick laying. Decoration. Arrangement—Tablets, sticks, paper cuttings, conventionalized plant forms. Construction.

#### VOCAL MUSIC.

Notes and rests, dotted notes, triplets.

Soprano staff, tenor staff, base staff.

G clef, F clef, C clef.

Location of letters on staves. Bars, double bars, dotted bars, measures. Double time, 2-2, 2-4, 2-8; triple time, 3-2, 3-4, 3-8; quadruple time, 4-2, 4-4, 4-8; compound double time, 6-8, 6-4; compound triple time, 9-8; compound quadruple time, 12-8.

Diatonic and chromatic scales. Diatonic divided into major and minor. Minor divided into normal minor, harmonic minor, and melodic minor.

Keys, key-notes, signatures, sharps, flats, naturals, double sharps, double flats.

Common musical terms such as, andante, allegro, d. c., d. s., ritard, etc.

Singing by syllable in all the keys and in all the different kinds of time. Beating time with the hand.

#### SAMPLE LISTS OF QUESTIONS.

##### SCHOOL MANAGEMENT.

1. How may we test the educational value of primary work, immediately and remotely?
2. What branches should be included in the second year of a graded school course, and what share of time should each branch receive?
3. How far and in what ways should the individual differences among pupils be taken into account in elementary school work?
4. What kinds and what amount of manual occupation are practicable and desirable in primary schools?
5. How may home and school be mutually helpful?
6. What are the sources of the lack of the pupil's interest in school work? Suggest remedies.
7. State the principles that should govern the making out of a program.
8. In what ways and to what degree do the teacher's qualifications enable her to secure order by indirect means?
9. Give directions for properly questioning a class.
10. How may school life and work react unfavorably upon the pupil's health and morals?

##### HISTORY OF EDUCATION.

1. What was the effect of the Renaissance upon education?
2. What work was written by Locke? What principles are embodied in this work?
3. What are the watchwords of Rousseau's educational system? In what book are his principles laid down? What are his principles?
4. What books were written by Pestalozzi?
5. Which was his most important book? What was its purpose?
6. What did Pestalozzi accomplish besides the writing of books? In what was he successful? Wherein did he fail?
7. What did Froebel invent? Of what does his invention consist?
8. What work did Froebel write? What principles are set forth in this work?
9. What phases of self-activity does Froebel emphasize? Illustrate.
10. What thought finds its culmination in Froebel? With whom did it originate? Who were instrumental in its unfolding? In what way were they instrumental?



11. What is the central thought of Herbart's teachings? Who are his disciples?

#### PSYCHOLOGY.

1. Name the intellectual faculties, and discuss *order* of development (or dependence), and *unity* of development.
2. What is meant by the *laws of association*? Discuss and illustrate.
3. What is a concept? Discuss and illustrate.
4. What powers of the child mind are especially active in the first ten years of life? Give reasons for your answer.
5. Name some of the egoistic or anti-social emotions. Which are prominent in childhood? Why?
6. What do you understand by inference? What, by induction? Do children reason? Give reasons for your answer.
7. What do you know of the child study movement? Is *observation* or *interpretation* more important in child study?
8. Give an example of what you consider an *abuse of memory*. Of the eyes. What are some signs of defective vision? Of defective hearing?
9. Purpose of the object lesson. Some things to be done and some things not to be done in the object lesson.
10. Relation of the spontaneous activity of childhood to the growth of will. What do you understand by *motives*? Have they any place in primary instruction?

#### METHODS.

1. Outline your methods of reading for the first three months in school.
2. What should the child read in the first two years?
3. Give four suggestions to guide the teacher in presenting nature work.
4. Write a lesson plan for a week's work upon any one of our birds.
5. Using a nature lesson as a basis, show correlation in reading, literature, and expression.
6. Outline two systems of number.
7. Value of myths and stories.
8. Give five suggestions for profitable busy work in first year.

#### PLANT STUDY.

1. Why require plant study of children in the primary grades?
2. What powers are cultivated by the systematic study of plants?
3. What is the function of the root? Illustrate.
4. What is the function of the leaves?
5. What points of advantage as a street tree has the elm over the soft maple?
6. What would you emphasize most in plant study in the beginning work?
7. How is the thought of protection brought out in the study of the plant?
8. Write at least twelve lines upon your favorite tree.
9. Suggest appropriate plant study for different seasons.
10. Write a lesson plan for the study of a common plant.
11. What books are especially helpful to the teacher in guiding the child in the study of plants?

#### PLAN TO OBTAIN A RENEWAL.

##### To the Holders of State Certificates:

- I. The applicant is required to fill out the application blank furnished by the department of public instruction.
- II. The applicant is required to pay the fee stated by law.
- III. The applicant is required to file credentials of such character as will justify the board of examiners in granting him a renewal of his certificate.

(1) Official letters of recent date addressed to the board of examiners written by one or more county or city superintendents, or other professional educators, certifying to the success of the applicant in government and in instruction.

(2) Testimonials from school officers or patrons assuring the board that the applicant's present physical and mental condition and moral character fit him for public school work.

IV. The applicant may be required by the board to write a thesis upon some subject assigned.

V. The applicant may be required to pass an examination in such subjects as the board may determine.

#### SUGGESTIONS TO CANDIDATES.

I. The applicant will note that inasmuch as the conditions of no two cases are identical that the case of each must be decided by the state board of examiners at a regular meeting.

II. (1) Graduates of the State Normal school and the State university, desiring information concerning renewal of state certificates must apply to the president of the institution from which they graduated.

(2) All other official correspondence of the board must be with the president.

RICHARD C. BARRETT,

President Board of Educational Examiners.

#### CERTIFICATES MUST BE REGISTERED.

To Holders of Primary State Certificates, State Certificates, and State Diplomas:

Your attention is called to the following section of the law establishing a state board of educational examiners:

Section 2632. Each holder of a state certificate or diploma shall register the same with the county superintendent of the county in which he or she is to teach before entering upon the work, and the county superintendent, in his annual report to the superintendent of public instruction, shall include therein an account thereof.

The above is construed that you are, *once each year*, to have your certificate or diploma registered at the office of the county superintendent, and that it is unlawful for you to commence your school until this has been done. Please note this requirement carefully, as failure to comply with it may cause you trouble afterwards.

The fact that a teacher holds a primary state certificate, a state certificate or a state diploma, does not in any way exempt him from the same obligations imposed by the law upon other teachers. It is the duty of all teachers to attend the county normal institute and to support the county superintendent in all measures calculated to improve the schools and to advance the interests of education in the county.

Holders of primary state certificates, state certificates or state diplomas are not exempt from reporting to the county superintendent, or complying in every respect with requirements made of other teachers, except as to examination for certificates.

Your state license to teach cannot be revoked by the county superintendent, but may be by the board of examiners. The causes for which the board would be disposed to revoke said license are, in general, failure to



comply with the requirements of the law, well-founded charges against the character or scholarship of the holder, or evidence that he lacks ability to teach and govern children.

The board takes this occasion to express the hope that the holders of state licenses will be leaders in the educational work of their county. The annual institute and the county association should be the better for your presence.

Do not forget that if state licenses imply additional honor, they also imply additional responsibility.

RICHARD C. BARRETT,  
President Board of Educational Examiners.

Sample lists of questions used by the state board of educational examiners for examination for state certificates and life diplomas during the biennial period:

#### ARITHMETIC.

1. Tell in full how you would teach true and bank discount, explaining the difference between them. Construct a problem in each, solve and explain.
2. Give complete analysis of the following: A room contains 432 square feet, and its breadth is to its length as 3 is to 4; what are the dimensions of the room?
3. How many barrels of flour at \$4 a barrel shall an agent sell so that he may remit to his principal \$3,510, after deducting a commission of 2½ per cent? Explain in full as you would to a class.
4. Solve and explain all the principles involved: What is the greatest number which will divide 2,000 with remainder 11, and will divide 2,708 with remainder 17?
5. When it is May 1st at Manila, what is the date at Washington, D. C.? Explain your answer in full.

#### BOOKKEEPING.

1. Define debit, credit, cash, ledger, account, bills payable, bills receivable.
2. How is a trial balance made? What is it for? How journalize cash, merchandise, personal accounts, bills payable and bills receivable? How do you find the net gain or the net loss?
3. What is a certificate of deposit? A time draft? Account sales? Set of exchange? What is the difference between a joint note and a principal and surety note?
4. Of what practical use is a knowledge of bookkeeping to a pupil? Distinguish between double and single entry bookkeeping.

#### ALGEBRA.

(Answer four of the six questions.)

1. Find the value of  $x$  in the following equation:  

$$\frac{x}{8} - \frac{2x-2}{24} = \frac{3x-4}{15} - \frac{x}{12}$$
2. Define algebra, literal factor, like terms, a power, a monomial, pure quadratic equation, surd, a radical, an imperfect power, homogeneous equation.
3. If you were to raise  $x-y$  to the 89th power, answer the following questions:
  - a. How many terms will there be in the answer?
  - b. What will be the exponent of the last term?
  - c. What will be the sign of the second term from the last?

- d. Write out in full the third term of the power.
- e. Explain wherein the first term and the last term of the power will differ.
4. I have a rectangular field containing 6,250 square yards. The number of rods in the length exceeds the number in the breadth by 75. Find the length and breadth of the field.
5. A man traveled 204 miles. If he had gone 6 miles an hour he would have performed the journey in 5½ hours less time. How many miles an hour did he go?
6. A number consists of two figures. If the digits be inverted the sum of the resulting number and the original number is 121; and if the number be divided by the sum of its digits the quotient is 5 and the remainder 10. Required the number.

#### PHYSIOLOGY.

1. Discuss the purposes of respiration and the production of energy in the body.
2. Make a detailed classification of the blood.
3. Discuss the action of each of the fluids assisting digestion and name the channels by which the digested products reach the heart.
4. Name in their order and describe the media of the eye through which light will pass in reaching the retina.
5. Discuss the contents of the middle ear, including the parts in communication with the outer world and the internal ear.

#### BOTANY.

1. What is a plant? How distinguished from an animal?
2. Describe the structure and functions of a leaf. By use of drawing show the forms of the leaves.
3. Discuss the relation of the color, form and arrangement of flowers to the process of pollination.
4. What are microbes and how do they stand related to public health?

#### PHYSICS.

(Answer five of the eight questions.)

1. Explain the causes that accelerate evaporation.
2. Give method of making and graduating a thermometer.
3. Explain specific heat and give illustration.
4. Explain by a figure the magnifying power of a double convex lens.
5. How long will it take a body to fall freely 1,000 feet? How far does it fall during the last second?
6. Define hydraulics, hydraulics and pneumatics.
7. What kind of glasses will remedy long sightedness, and what short sightedness, and why?
8. What are the principles of the telegraph?

#### UNITED STATES CIVICS.

1. State qualifications for president of the United States, for a member of the house of representatives, for a United States senator.
2. Briefly sketch the history of the formation and adoption of the federal constitution.
3. State the powers of congress as enumerated in the constitution.
4. To what subjects do the 12th, 13th, 14th and 15th amendments to the constitution relate?

#### UNITED STATES HISTORY.

1. The formation of the constitution.
2. The Spanish-American war.
3. Great American military leaders.
4. Slavery in the United States.



## DRAWING.

1. Sketch memory group of three objects, one being rectangular. Give attention to grouping, perspective, light and shade.
2. Draw two views of cylinder. Select views which will give all the facts of the form.
3. In what grade would you introduce constructive drawing?
4. Would you give much time to illustrative drawing? In what grades do you consider it of the greatest value?
5. Would you study pictures from an aesthetic standpoint? If so, would you consider them helpful in the study of drawing, and how?

## GEOLOGY.

1. What are rocks? Distinctions between indurated, or hard rocks and unindurated, or soft rocks? Give examples of each taken from the geological series of Iowa.
2. What are clastic rocks? Crystalline rocks? Metamorphic rocks? Name three different kinds of each.
3. What are the agents and processes concerned in producing rock disintegration and decay? Describe and name some of the products of rock decay.
4. History and genesis of limestones? Of sandstones? Of shales?
5. What is erosion? Effects of sheet erosion? What are the agents of erosion? Effects of stream erosion? Conditions affecting rate of erosion?
6. What is base level? Describe the topographic forms developed during a cycle of base-leveling. What is a peneplain?
7. What are glaciers? Conditions necessary to the development of glaciers? Movements of glaciers? Geological work of glaciers?
8. What are the different types of mountain structure? The genesis of each? Typical examples?
9. Make a table showing the principal divisions and subdivisions of geological time.
10. What are the geological formations of Iowa, named in order of age? What are the geological formations of your home country?

## CHEMISTRY.

1. Describe a mode of formation of nitric acid and the properties of this substance, giving its formula.
2. Explain the distinction between oxygen acids and haloid acids, giving examples of each.
3. What facts are expressed by a chemical equation? Answer fully, using the following equation as an illustration:  $\text{H}_2\text{O} + \text{C} = \text{CO} + \text{H}_2$ .
4. Name the four chief constituents of the air.
5. Describe the occurrence of sulphur, its uses, properties, and the composition and properties of five of its more important compounds.
6. What is meant by a "trivalent element?"
7. What is "deliquescence?"
8. What is the nature of the action of an acid upon a base, and what products are formed?
9. How is ortho phosphoric acid made and how may it be converted into meta-phosphoric acid?
10. Name five of the most important elements occurring in the human body, giving the symbol of each.

## POLITICAL ECONOMY.

1. What do you mean by a "standard of deferred payments," and what do you think would best serve this purpose? Give reasons for your opinion.
2. What can you say about the nationalization of land?
3. What are your views in regard to luxurious consumption?
4. What do you mean by "no rent" lands?
5. Define industrial co-operation and state its advantages?

6. What can you say of Malthusianism?
7. What are the causes of differences in industrial efficiency in laborers.
8. What is included in the term land? State some general economic proposition in regard to land.
9. What is meant by "utility" in an economic sense?
10. State Ricardo's law of rent.

## RHETORIC.

1. Write twenty lines showing the province of rhetoric and the benefits to be derived from its study.
2. Discuss the several steps to be taken in producing an essay in their proper order and emphasizing their relative importance.
3. Name three marked varieties of style and show how the subject treated should influence the style.
4. Name three of the most important qualities of style and show their relative importance.
5. In ten lines discuss the origin and utility of figure of speech.
6. What is the province of imagination in literature? In science?
7. What is poetry? Its purpose? Its form? Its style?
8. Write fifteen lines criticizing rhetorically the twenty-third psalm, beginning "The Lord is my Shepherd."
9. Which is more poetical, the twenty-third psalm, or the lines, "Thirty days hath September, April, June and November," etc., and why?
10. What is fiction? A novel? A romance? An epic poem? Name a good example of each in English or American literature.

## DIDACTICS.

(This is a very important paper. One hour and one-half should be taken to answer the questions fully.)

1. What is the reason for teaching the concrete before the abstract?
2. If you were about to hire a teacher for your own children, upon what points would you lay special stress?
3. What are the chief principles that should underlie a school program of recitations?
4. Give an illustration of the application of the doctrine of "correlation of studies" in the curriculum.
5. What is meant by "the dogma of formal discipline," as this phrase is used in educational literature?
6. What importance do you attach to child study as of great use in your daily work?
7. What are the essential characteristics of a good and true method of instruction?
8. What is meant by the disciplinary value of a branch of study? Name some branches of study that are particularly valuable in this respect.
9. What do these names stand for in education: Comenius, Froebel, Horace Mann, Herbart?
10. In what ways is moral instruction a possible attainment of public education?

## ZOOLOGY.

1. Define an animal.
2. Name the parts of a typical animal cell.
3. What is an insect? How distinguished from a crustacean?
4. How do the following animals secure their food? Amoeba, starfish, clam, tapeworm.
5. Define anatomy, embryology, physiology, histology.
6. Define a bird. Name three peculiarities of its skeleton whereby it may be distinguished from other animals.
7. What is a mammal? Name and define the three principal parts of the brain.
8. Name the bones in the cranium of a typical mammal.
9. To what orders do the following mammals belong? Bear, horse, rat, whale, man.



10. Name an animal belonging to each of the following orders: Insectivora, cheiroptera, marsupialia, edentata, ungulata.

#### GEOGRAPHY.

1. Name some mountain systems that separate nations. Name the principal manufacturing people of the world. What are the chief causes of their superiority in this respect?

2. During what months do the Philippines, Cuba, and the Hawaiian islands have their rainy season? Why is this true? Give capital city and exports of each.

3. What effect on the prosperity of Montreal have the Lachine Rapids? Would Bremen and Hamburg be more prosperous than they are, or less so, if the rivers on which they are built emptied east of the peninsula of Jutland? Why? Which is the best situated for commerce, Barcelona, Marseilles, Genoa, or Venice? What are some of the advantages and disadvantages of each?

4. By what European nations was South America colonized? What part is now subject to these nations? Which of the cultivated plants of the United States are native of America? Which have been imported? Where do the farmers meet with difficulty on account of too much alkali in the soil? Where from stones in and on the land? Where is the hay crop of most value? Which states are coming to the front in dairy products? Why?

#### SCHOOL LAWS OF IOWA.

(Answer five questions.)

1. Name three important duties of the superintendent of public instruction, county superintendent, president board of directors.

2. Into what funds are the school moneys of a district divided? For what purposes may each fund be used? Of what is the semi-annual apportionment composed?

3. In what way may a nonresident staying in the district attend school? How, if living in an adjoining district? How, if living in another subdistrict in the same district township?

4. How may a teacher be discharged? What remedy has any one who thinks the teacher has been unjustly discharged? For what causes may the certificate of a teacher be revoked?

5. For how long time is a first-class county certificate issued? A second grade?

6. What is the legal school age in Iowa? For what purpose is the school enumeration taken each year? Why should pains be taken to have it as nearly correct as possible?

#### READING. □

1. What relation does physical culture bear to the art of expression? What is the correct standing and sitting position?

2. Give reasons why supplementary reading should be taught in the public schools.

3. How does supplementary reading differ from sight reading? Mention publications or selections you would use for supplementary work in the primary, intermediate and grammar grades.

4. How would you correct indistinct utterance and lack of volume in your pupils? What do you mean by creating a mental picture, and of what benefit is it to the reader and auditor?

#### ENGLISH GRAMMAR.

1. Classify sentences on the basis of use; on the basis of structure. Illustrate each kind in each division.

2. Write an example of a substantive clause used (1) as the subject of a verb, (2) as the object of a verb, (3) as the predicate, (4) in apposition.

3. What is the value of sentence analysis? What is the value of parsing? What is the purpose of studying English grammar?

4. Give at least three distinctions between a personal and a relative pronoun.

5. What classes of words are: Compared, inflected, declined, conjugated; derived from other parts of speech?

#### CIVIL GOVERNMENT OF IOWA.

1. What are the requisites for right of suffrage in the state of Iowa? Are any classes denied the right of suffrage?

2. Give names and location of different institutions supported by the state of Iowa.

3. In case a horse should be stolen and the thief should be known, state all the forms of procedure necessary in order to send him to the penitentiary.

4. What are the powers and duties of the Iowa railroad commissioners?



## PRIMARY CERTIFICATES.

PLACES OF HOLDING EXAMINATIONS.	DATE OF CERTIFICATE.	NO. OF APPLICANTS.		CERTIFICATES GRANTED.		Failed.	Fees.
		Male.	Female.	Male.	Female.		
Cedar Falls.	Aug. 1, 1898.		16		16		\$ 48.00
Cedar Falls.	Sept. 1, 1898.		1		1		3.00
Humboldt.	Sept. 1, 1898.		2		2		18.00
Des Moines.	Sept. 1, 1898.		2		2		6.00
Des Moines.	July 20, 1898.		4		4		12.00
Boone.	July 20, 1898.		5		5		15.00
Des Moines.	July 20, 1898.		4		4		15.00
Shenandoah.	Sept. 1, 1898.		5		5		12.00
Mason City.	Sept. 1, 1898.		2		2		6.00
Dubuque.	Sept. 1, 1898.		2		2		3.00
Des Moines.	Jan. 2, 1899.		12		10	2	83.00
Cedar Falls.	Jan. 2, 1899.		3		3		9.00
Algona.	June 1, 1899.		3		3		6.00
Des Moines.	May 1, 1899.		5		5		15.00
Des Moines.	June 1, 1899.		1		1		3.00
Cedar Falls.	July 1, 1899.		7		6	1	19.50
Mt. Vernon.	July 1, 1899.		1		1		3.00
Iowa City.	July 1, 1899.		2		2		12.00
Des Moines.	July 1, 1899.		5		5		15.00
Cedar Falls.	Sept. 1, 1899.		3		3		9.00
Bedford.	Sept. 1, 1899.		15		13	2	42.00
Des Moines.	Sept. 1, 1899.		9		9		27.00
Cedar Falls.	Sept. 1, 1899.		4		4		12.00
Webster City.	Sept. 1, 1899.						
Total.			119		114	5	\$349.50

## STATE DIPLOMAS.

PLACE OF HOLDING EXAMINATIONS.	DATE OF DIPLOMA	NO. OF APPLICANTS.		DIPLOMAS GRANTED.		Failed.	Fees.
		Male.	Female.	Male.	Female.		
Cedar Falls.	December 1, 1897						\$ 5.00
Des Moines.	January 1, 1898	12	3	12	3		75.00
Cedar Falls.	January 1, 1898	1		1			5.00
Des Moines.	July 20, 1898	1	1	1	1		10.00
Mt. Vernon.	July 20, 1898	1		1			5.00
Iowa City.	August 1, 1898						1.00
Cedar Falls.	August 1, 1898		3		3		15.00
Cedar Falls.	Septem'r 1, 1898	1		1			5.00
Dubuque.	Septem'r 1, 1898		1		1		5.00
Cedar Falls.	January 2, 1899		2		2		10.00
Des Moines.	January 2, 1899		6		6		27.50
Cedar Falls.	July 1, 1899	1		1			10.00
Iowa City.	July 1, 1899	1	2	1	2		15.00
Burlington.	Septem'r 1, 1899	1	3	1	3		15.00
Des Moines.	Septem'r 1, 1899	2		2			10.00
Total.		37	18	36	16	3	\$ 217.50

## STATEMENT

Showing Record of Examinations Held by the State Board of Examiners  
Together With Fees Received.

## STATE CERTIFICATES.

PLACES OF HOLDING EXAMINATIONS.	DATE OF CERTIFICATE.	NO. OF APPLICANTS.		NO. CERTIFICATES GRANTED.		No. failed.	Fees received.
		Male.	Female.	Male.	Female.		
Dubuque.	Renewal, Jan. 1, 1898	1		1			\$ 3.00
Cedar Falls.	Dec. 1, 1897.	1	8		8		27.00
Des Moines.	Jan. 1, 1898.	44	13	38	12	11	166.50
Des Moines.	Jan. 1, 1898.	6	2	6	2		24.00
Cedar Falls.	Jan. 1, 1898.	2	6	2	6		24.00
Cedar Falls.	Renewals, Jan. 1, 1898	3	4	3	4		21.00
Des Moines.	July 20, 1898	11	12	9	7	7	58.50
Des Moines.	July 20, 1898	4	1	4	1		15.00
Mt. Vernon.	July 20, 1898	3	4	3	4		19.50
Iowa City.	Aug. 1, 1898.	4	6	4	6	1	30.00
Cedar Falls.	Aug. 1, 1898	35	70	33	69	3	310.50
Cedar Falls.	Renewals, Aug. 1, 1898	9	36	9	36		135.00
Cedar Falls.	Sept. 1, 1898.	7	11	4	8	6	45.00
Cedar Falls.	Renewals, Sept. 1, 1898.		2		2		6.00
Tabor.	Sept. 1, 1898		2		2		3.00
Iowa City.	Sept. 1, 1898.	1	6		1	2	21.00
Iowa City.	Renewals, Sept. 1, 1898		1		1		3.00
Des Moines.	Sept. 1, 1898.	10	9	5	6	8	45.00
Des Moines.	Renewals, Sept. 1, 1898.		4	2	4		12.00
Humboldt.	Sept. 1, 1898.	2	2	2			6.00
Shenandoah.	Sept. 1, 1898	6	5	6	4	1	31.50
Mason City.	Sept. 1, 1898.	5	3	5	2	1	22.50
Dubuque.	Sept. 1, 1898.	2	12	2	9	3	37.50
Cedar Falls.	Jan. 2, 1899.	6	12	6	12		54.00
Cedar Falls.	Renewals, Jan. 2, 1899	3	3	3	3		18.00
Des Moines.	Jan. 2, 1899.	23	26	18	21	10	132.00
Des Moines.	Renewals, Jan. 2, 1899.		15		15		45.00
Iowa City.	May 1, 1899.	2	2	2	1	1	10.50
Algona.	June 1, 1899.	6	2	4	2	2	21.00
Des Moines.	May 1, 1899.	5	6	5	6		33.00
Des Moines.	Renewals, May 1, 1899.	3	1	3	1		12.00
Des Moines.	June 1, 1899.						3.00
Des Moines.	Renewal, July 1, 1899	1		1			3.00
Mt. Vernon.	July 1, 1899	2	4	2	4		18.00
Cedar Falls.	July 1, 1899.	16	40	16	40		168.00
Cedar Falls.	Renewals, July 1, 1899	11	27	11	27		114.00
Iowa City.	July 1, 1899.	2	11		11		39.00
Cedar Falls.	July 1, 1899	6	25	6	25		93.00
Des Moines.	July 1, 1899	9	7	9	6	1	46.50
Des Moines.	Renewals, Sept. 1, 1899.	5	4	5	4		27.00
Cedar Falls.	Sept. 1, 1899.	14	18	10	16	6	87.00
Burlington.	Sept. 1, 1899.	13		13			39.00
Cedar Falls.	Renewals, Sept. 1, 1899	1	2		2		9.00
Des Moines.	Sept. 1, 1899	9	13	4	9	9	52.50
Des Moines.	Renewals, Sept. 1, 1899.		1		1		3.00
Cedar Falls.	Sept. 1, 1899.	6	14	2	2	16	36.00
Bedford.	Sept. 1, 1899.	6	6	1	1	10	21.00
Webster City.	Sept. 1, 1899.	2	5	1	3	3	16.50
Burlington.	Sept. 1, 1899.		3				4.50
Albia.	Sept. 1, 1899.	5	7	2	6	4	30.00
Ft. Dodge.	Sept. 1, 1899	5	6	5	5	1	31.50
Total		321	468	275	405	109	\$2,203.50



## SUMMARY.

KIND OF TESTIMONIAL.	NO. OF APPLICANTS.			CERTIFICATES AND DIPLOMAS ISSUED.			Number failed.	Fees received.
	Male.	Female.	Total.	Male.	Female.	Total.		
State certificates.....	321	468	789	275	405	680	109	\$ 2,203 50
Primary certificates.....	119	119	238	114	114	228	5	349 50
State diplomas.....	27	18	45	26	16	42	3	217 50
Total.....	348	605	953	301	535	836	117	\$ 2,770 50

## STATEMENT OF AMOUNT OF FEES PAID TO THE TREASURER OF STATE WITH DATE OF PAYMENT.

NO. OF TREASURER'S RECEIPT.	DATE.	Amount.
1235.....	April 11, 1898	\$ 316 00
1257.....	August 13, 1898	496 50
1258.....	August 19, 1898	12 00
1296.....	October 14, 1898	104 50
1313.....	November 9, 1898	200 50
1332.....	December 9, 1898	167 50
1362.....	March 24, 1899	294 00
1373.....	June 6, 1899	117 00
1381.....	July 13, 1899	319 00
1386.....	August 22, 1899	216 00
1387.....	August 24, 1899	46 50
1390.....	September 2, 1898	421 00
Total amount paid over.....		\$ 2,770 50

## DATES OF EXAMINATIONS FOR STATE CERTIFICATES.

1897.	Cedar Falls.....November	Cedar Falls.....December
	Des Moines.....December 28-29	
1898.	Des Moines.....June 21-22	Des Moines.....July 29
	Mt. Vernon.....June 7-8	Shenandoah.....August 12
	Iowa City.....June 9	Mason City.....August 18
	Cedar Falls.....June 1-2	Dubuque.....August 25
	Cedar Falls.....July 28-29	Des Moines.....December 27-28
	Tabor.....July 26-27	Cedar Falls.....December
1899.	Burlington.....June 15-16	
	Des Moines.....July 25-26	
	Cedar Falls.....July 27-28	
	Iowa City.....July 31-Aug. 1	
	Cedar Falls.....May	Webster City.....August 17-18
	Cedar Falls.....June 6-7	Albia.....August 22-23
	Iowa City.....June	Ft. Dodge.....August 24-25
	Des Moines.....June 15-16	

## DATE OF EXAMINATIONS FOR PRIMARY CERTIFICATES.

1898.	Shenandoah.....August 12-13
	Mason City.....August 18-19
	Dubuque.....August 25
	Cedar Falls.....December
	Des Moines.....December 27-28
1899.	Des Moines.....June 15-16
	Des Moines.....July 25-26
	Cedar Falls.....July 27-28
	Bedford.....July 31-Aug. 1
	Webster City.....August 17-18

## DATE OF EXAMINATIONS FOR LIFE DIPLOMA.

1897.	Cedar Falls.....November	Cedar Falls.....December
	Des Moines.....December 28-29	
1898.	Des Moines.....June 21-22	Shenandoah.....August 12
	Mt. Vernon.....June 7-8	Dubuque.....August 25
	Iowa City.....June 9	Des Moines.....December 27-28
	Cedar Falls.....June 1-2	Cedar Falls.....December
	Cedar Falls.....July 28-29	
1899.	Cedar Falls.....May	Burlington.....June 15-16
	Iowa City.....June	Ft. Dodge.....August 24-25

## CERTIFICATES AND DIPLOMAS ISSUED UNDER THE PRESENT LAW BY BIENNIAL PERIODS.

KIND OF LICENSE.	1882-83	1884-85	1886-87	1888-89	1890-91	1892-93	1894-95	1896-97	1898-99	Total.
State certificates.....	7	9	53	141	238	252	440	509	680	2,339
State diplomas.....	...	...	38	44	52	88	54	41	42	309
Primary certificates.....	...	...	...	...	...	...	...	...	114	114
Total.....	7	9	91	185	290	290	494	550	836	2,752

## RECEIVED IN EXAMINATION FEES.

1884-85.....	\$ 42.00
1886-87.....	33.00
1888-89.....	766.00
1890-91.....	856 50
1892-93.....	1,140.00
1894-95.....	1,282.00
1896-97.....	1,800.50
1898-99.....	2,456.50
1899*.....	1,032.50
Total.....	\$9,409.00

\*From July 1st to September 30th.



## PAID FOR EXPENSES.

1882-83.....	\$ 237.05
1884-85.....	72.55
1886-87.....	318.12
1888-89.....	539.50
1890-91.....	786.92
1892-93.....	549.81
1894-95.....	964.95
1896-97.....	1,052.28
1898-99.....	1,660.57
1899*.....	448.26

Total.....\$6,630.01

## SUMMARY.

No. of certificates issued to September 30, 1897.....	1,649
No. of certificates issued during period ending September 30, 1899....	680
Total number issued.....	2,329
Expired by limitation.....	858

No. in force September 30, 1899.....	1,471
No. of primary certificates in force September 30, 1897, none.	
No. of primary certificates issued during period ending September 30, 1899.....	114
No. of diplomas in force September 30, 1897.....	267
No. of diplomas issued during period ending September 30, 1899.....	42
Total No. of diplomas in force September 30, 1899.....	309

## STATEMENT

*Of the expenses of the state board of examiners from October 1, 1897, to October 1, 1899.*

## WARRANTS ISSUED TO WHOM.

From October 1 to December 31, 1897.

1897.		
December 6.	C. A. Schaeffer.....	\$ 12.76
December 6.	H. H. Seerley.....	9.10
December 9.	Lizzie Hughes.....	16.90
December 31.	Sadie Shaffer.....	6.00
December 31.	H. H. Seerley.....	11.95
December 31.	C. A. Schaeffer.....	11.46
December 31.	Lizzie Hughes.....	31.68
December 31.	E. E. Blanchard.....	31.03
December 31.	E. E. Blanchard.....	34.26
December 31.	Lucy Curtis.....	15.00
December 31.	A. M. M. Dornon.....	10.00
December 31.	Cornelia Klass.....	15.00

Total.....\$ 205.14

\*From July 1st, to September 30th.

From January 1 to December 31, 1898.

1898.			
January 22.	Lizzie Hughes.....		76.03
January 28.	Gertrude Leachman.....		3.00
March 7.	W. F. Giesseman.....		9.50
June 4.	Lizzie Hughes.....		17.89
June 17.	H. H. Seerley.....		2.65
June 18.	Lizzie Hughes.....		64.76
June 24.	E. E. Blanchard.....		61.72
June 24.	W. F. Giesseman.....		.50
June 30.	Lizzie Hughes.....		45.48
August 13.	Lizzie Hughes.....		106.75
August 13.	W. A. McCord.....		17.65
September 19.	Lizzie Hughes.....		35.30
October 28.	W. F. Giesseman.....		20.50
October 28.	E. E. Blanchard.....		194.80
November 21.	E. E. Blanchard.....		31.63
November 21.	Lizzie Hughes.....		18.40
November 21.	H. H. Seerley.....		12.70
November 21.	Amos N. Currier.....		13.51
November 30.	Mrs. A. B. Billington.....		25.00
December 21.	W. F. Giesseman.....		5.70
December 23.	Mrs. A. B. Billington.....		26.52
December 24.	Mrs. A. B. Billington.....		11.48
December 29.	Helen Elliott.....		22.06
December 26.	H. H. Seerley.....		6.90
December 26.	A. N. Currier.....		8.05
December 26.	H. H. Seerley.....		8.35

Total.....\$ 846.83

From January 1, 1899, to September 30, 1899.

January 20.	W. F. Giesseman.....	\$ 4.60
January 27.	Lizzie Hughes.....	16.74
January 31.	Helen Elliott.....	13.50
February 28.	Helen Elliott.....	70.00
March 23.	W. F. Giesseman.....	8.70
March 31.	Helen Elliott.....	70.00
April 15.	Herbert E. Dorcas.....	6.00
April 29.	Helen Elliott.....	70.00
May 2.	Home Savings Bank (exchange).....	2.21
May 3.	H. H. Seerley.....	9.60
May 3.	A. N. Currier.....	11.86
May 3.	H. H. Freer.....	10.80
May 8.	Helen Elliott.....	10.74
May 31.	Helen Elliott.....	70.00
June 5.	W. F. Giesseman.....	3.60
June 7.	H. H. Freer.....	6.00
June 30.	Helen Elliott.....	70.00
July 3.	H. H. Seerley.....	13.14
July 7.	W. F. Giesseman.....	10.50
July 10.	Helen Elliott.....	24.30



August	5.	Lizzie Hughes.....	91.02
August	21.	G. W. Walters.....	6.00
August	21.	Nellie McAlvin.....	6.00
August	21.	W. F. Giesseman.....	7.70
August	25.	Helen Elliott.....	4.50
August	28.	E. D. Rummel.....	30.00
August	30.	A. N. Currier.....	10.71
August	31.	H. H. Seerley.....	5.05
September	2.	Elizabeth Hughes.....	135.53
September	2.	Emma C. Moulton.....	77.00
September	9.	H. H. Freer.....	15.21
September	22.	W. F. Giesseman.....	11.60
Total.....			\$902.61

CERTIFICATES AND DIPLOMAS.

STATE CERTIFICATES.

Date of Cert.	TO WHOM ISSUED.	Date of Cert.	TO WHOM ISSUED.
1897.		Jan. 1	Milo Hunt
Oct. 21	Arthur Clair Hutchins	Jan. 1	Adrian M. Kearney
Dec. 1	Matilda Byers	Jan. 1	William H. Lancelot
Dec. 1	Archie M. Degan	Jan. 1	Ollie Maddy
Dec. 1	Frances M. Drake	Jan. 1	Lewis J. Neff
Dec. 1	Fannie E. Emery	Jan. 1	Esther V. Nicholson
Dec. 1	Alice C. Howard	Jan. 1	Newell J. Noble
Dec. 1	Harriett R. Boward	Jan. 1	Sarah Nunamacher
Dec. 1	Maggie J. Mitchell	Jan. 1	O. S. Opheim
Dec. 1	Vennie Louise Wells	Jan. 1	David P. Repass
1898.		Jan. 1	Henry Ernest Ronge
Jan. 1	Chester G. Wilcox	Jan. 1	Rose Rummel
Jan. 1	Edgar A. Ford	Jan. 1	Chas. Ramsey Scroggie
Jan. 1	Ella Morris	Jan. 1	Walter B. Woods
Jan. 1	Josephine Carlon Skiff	Jan. 1	William Elery Kyler
Jan. 1	Iva B. Allard	Jan. 1	Ida Belle Gordon
Jan. 1	Benj. Sherman Asquith	Jan. 1	Wilhelm ne C. Hegner
Jan. 1	Walter S. Athearn	Jan. 1	Sara Feld
Jan. 1	Margaret Bell	Jan. 1	Nettie Maude Arnold
Jan. 1	S. J. Boller	Jan. 1	Anna M. Showers
Jan. 1	Ulysses G. Beam	Jan. 1	Joseph W. Ellingson
Jan. 1	W. F. Cole	Jan. 1	Carrie F. Whitaker
Jan. 1	Henry Elisha Deater	Jan. 1	Matie B. Steimel
Jan. 1	Lemuel H. DeWitt	Jan. 1	Charles E. Moore
Jan. 1	George Thomas Eldridge	Jan. 1	Lillian L. Crosley
Jan. 1	Mary Agnes Fenner	Jan. 1	Lillie Jane Leech
Jan. 1	Frank Gardiner	Jan. 1	Thom s J. Cowan
Jan. 1	George W. Gordon	Jan. 1	Kdward P. Fogg
Jan. 1	Edd R. Guthrie	Jan. 1	Hoy s Bradlee Newcomb
Jan. 1	Frederick E. Hansen	Jan. 1	Allie Perrine
Jan. 1	Perry Miles Hersom	Jan. 1	John E. Stout
Jan. 1	Frank L. Hoffman	Jan. 1	Lottie Lucinda Wallace
Jan. 1	W. W. Brittain	Jan. 1	John Walter Kitch
Jan. 1	Ellis J. Hock	Jan. 1	Bertha Mary Adams

STATE CERTIFICATES—CONTINUED.

Date of Cert.	TO WHOM ISSUED.	Date of Cert.	TO WHOM ISSUED.
Jan. 1	Harriet King Avery	Aug. 1	Elizabeth Platt
Jan. 1	Jesse Benjamin	Aug. 1	Zoe Ferguson
Jan. 1	Nella J. Brydolf	Aug. 1	Anna Montgomery
Jan. 1	Elmer L. Coffeen	Aug. 1	Jessie Inez Miller
Jan. 1	Lottie E. Granger	Aug. 1	Byron James Lambert
Jan. 1	Gladys I. Goddard	Aug. 1	Francis David McIlroy
Jan. 1	Joseph C. Hisey	Aug. 1	Ben A. Osler
Jan. 1	Ira C. Kling	Aug. 1	Edward Bechly
Jan. 1	Emma B. Lilly	Aug. 1	Melville E. Logan
Jan. 1	George H. Mullin	Aug. 1	Jessie M. Hartsock
Jan. 1	Franklin T. Oldt	Aug. 1	Isabella F. Fields
Jan. 1	John Frank Smith	Aug. 1	Amos L. Heminger
Jan. 1	Ashley Van Storm	Aug. 1	Mat le Milner
Jan. 1	Oscar W. Weyer	Aug. 1	Ada Dell Groves
Jan. 1	Delos D. Miles	Aug. 1	Willard Earl Salisbury
Jan. 1	Frank H. Beadle	Aug. 1	Celia Grace Troutner
June 30	Albert L. Comstock	Aug. 1	James R. Kelley
July 20	Mary Allison	Aug. 1	Margaret I. Berry
July 20	John W. Agans	Aug. 1	Lewis Alvy Warwick
July 20	Israel M. Boggs	Aug. 1	Maud Landis
July 20	Mary E. Berry	Aug. 1	George Elmer Pruitt
July 20	James H. Dutton	Aug. 1	Alice Josephine Fowler
July 20	May Goodrell	Aug. 1	Vernon R. Eggleston
July 20	Henry E. Hammond	Aug. 1	Lizzie Bain
July 20	Sarah E. Kendall	Aug. 1	Maud Hursey
July 20	Nellie A. Luther	Aug. 1	Henrietta Stewart
July 20	Robert G. Mully	Aug. 1	Joseph H. Anderson
July 20	Frank L. Martin	Aug. 1	Louise Schulze
July 20	Wesley L. McKee	Aug. 1	Ethlyn M. Barclay
July 20	Fred Steinmetz	Aug. 1	Gertrude Du Bois
July 20	Laura S. Seals	Aug. 1	Katie McConnell
July 20	Minnie A. VanPetten	Aug. 1	Ralph Oliver Peterson
July 20	Frank Waninger	Aug. 1	Merton L. Fuller
July 20	Frank Elmer Howard	Aug. 1	Perry O. Cole
July 20	William O. Reed	Aug. 1	Myrtle M. Putnam
July 20	Samuel G. Richards	Aug. 1	Ira Carlton Welty
July 20	Mary Alda Tate	Aug. 1	Alma A. Manson
July 20	Alexander A. Taylor	Aug. 1	Richard M. Wyant
July 20	Nellie Alexander	Aug. 1	Jennie May Hoyt
July 20	Katharine B. Blackwell	Aug. 1	Natalia I. Vest
July 20	James P. Matthews	Aug. 1	Edith Elmira Curtis
July 20	Frank Paul Morgan	Aug. 1	Elizabeth S. Parmenter
July 20	Walter B. Munson	Aug. 1	Carrie Schneider
July 20	Anna Lucretia Wolfe	Aug. 1	Ida E. Sturgeon
Aug. 1	F. V. Brock	Aug. 1	Jennie Weaver Clute
Aug. 1	Jessie Mae Corbett	Aug. 1	Sadie E. Herrick
Aug. 1	Mattie A. Dunham	Aug. 1	Dora Marie Larson
Aug. 1	Ethel Rose Golden	Aug. 1	Minnie R. Carlson
Aug. 1	Lulu Claire Holson	Aug. 1	Chas. McMullen
Aug. 1	Frank Hollingsworth	Aug. 1	Walter W. Bell
Aug. 1	Frank Lindeman	Aug. 1	Elizabeth J. Harkness
Aug. 1	Libbie Lodwick	Aug. 1	Maude Alice Long
Aug. 1	James Joseph Sharpe	Aug. 1	Ida Mae Brewer
Aug. 1	Maud St. John	Aug. 1	Frank E. Green
Aug. 1	Lura Phillips	Aug. 1	Jeannette Songstad
Aug. 1	Jennie Culbertson	Aug. 1	Ida F. Leydig



## STATE CERTIFICATES—CONTINUED.

Date of Cert.	TO WHOM ISSUED.	Date of Cert.	TO WHOM ISSUED.
Aug. 1	May E. Anderson	Aug. 1	Elizabeth Kearville
Aug. 1	Emma L. Reese	Aug. 1	Jane Ken Thompson
Aug. 1	Fanny May Mowry	Aug. 1	Emma Sherrett
Aug. 1	John J. Williams	Aug. 1	Mary E. Steele
Aug. 1	Mrs. Olie Williams	Aug. 1	Emma S. Heverly
Aug. 1	Edwin T. Sheppard	Aug. 1	Florence E. Streeter
Aug. 1	Jennie H. Slawson	Aug. 1	Clara Funston
Aug. 1	Daisy D. Wood	Aug. 1	Maude Humphrey
Aug. 1	Bertha Louise Marsh	Aug. 1	M. Franc DeGraffe
Aug. 1	Katherine Pollard	Aug. 1	Jennie Raymond
Aug. 1	Amelia Heiber	Aug. 1	Samuel L. Thomas
Aug. 1	Edgar Samuel Smith	Aug. 1	Gertrude Conner
Aug. 1	Verna B. Board	Aug. 1	Ruth Traver
Aug. 1	Percival Hunt	Aug. 1	Herbert E. Wheeler
Aug. 1	Myrtle Anna Boardman	Aug. 1	J. Adell Andrews
Aug. 1	Clarence J. Burrell	Aug. 1	Lena Alice Hussey
Aug. 1	Lillian C. Graham	Aug. 1	Florence Knickerbocker
Aug. 1	William Judson Ford	Aug. 1	Rose Mintier
Aug. 1	Myrtle M. Nims	Aug. 1	Helen L. Poor
Aug. 1	Bessie A. Little	Aug. 1	May Church
Aug. 1	Harriet A. Kimbell	Aug. 1	Lissa Jeffers
Aug. 1	Nora Catharina Noland	Aug. 1	Mattie Elva Emery
Aug. 1	Sara M. Nev	Aug. 1	Allie D. Asquith
Aug. 1	M. Nervie Keeler	Aug. 1	Florence M. Claypool
Aug. 1	Inez S. Croasdale	Aug. 1	Bertha L. Engle
Aug. 1	Minnie Quist	Aug. 1	Charles Henry
Aug. 1	Rose Altha Morris	Aug. 1	Emma E. Pollock
Aug. 1	Amos W. Fuller	Aug. 1	Joseph E. Clayton
Aug. 1	Oscar D. Longstreth	Aug. 1	Mrs. Iva B. Clayton
Aug. 1	Cora G. Curtis	Aug. 1	Maude E. Miller
Aug. 1	Charles Meyerholz	Aug. 1	LeRoy A. Wescott
Aug. 1	Charles Edgar Stinson	Aug. 1	Katherine Cunningham
Aug. 1	Grace Sullivan	Aug. 1	Arthur L. Lyon
Aug. 1	Lizzie Bushyager	Sept. 1	Frank B. Taylor
Aug. 1	Arthur M. Nicholson	Sept. 1	Abbie L. Blakely
Aug. 1	Flora Kaufman	Sept. 1	Clara S. Rice
Aug. 1	Willis E. Lamb	Sept. 1	Wm. H. Sloan
Aug. 1	Lina C. Aukerman	Sept. 1	Lillian L. Smith
Aug. 1	Margaret Sheridan	Sept. 1	Nannie G. Carroll
Aug. 1	Lena P. England	Sept. 1	Clara Gonwick
Aug. 1	Lina H. Moore	Sept. 1	Ella Jane Jones
Aug. 1	Bird Bundy	Sept. 1	Ida M. Brusie
Aug. 1	Blaine T. Yonel	Sept. 1	Frances Mills
Aug. 1	Cora A. Learned	Sept. 1	Charles E. Jayne
Aug. 1	Mrs. Alice R. Hargrave	Sept. 1	Charles H. Atkinson
Aug. 1	Lucy M. Wood	Sept. 1	Florence G. Barnes
Aug. 1	Kate H. Knoche	Sept. 1	Lillian Filmer
Aug. 1	Lulu Newcombe	Sept. 1	Mary B. Jay
Aug. 1	Jessie Segner	Sept. 1	Lillian E. Long
Aug. 1	Mrs. Ella F. S. Collins	Sept. 1	G. A. Rundlet
Aug. 1	Robert C. McConnell	Sept. 1	Anna Boden
Aug. 1	Edith A. N. McConnell	Sept. 1	J. W. Conner
Aug. 1	Genetta B. Bushyager	Sept. 1	Elisha L. Esley
Aug. 1	Chas. E. Hall	Sept. 1	Kittie Freed
Aug. 1	Nellie McAlvin	Sept. 1	Henry Glackemeyer
Aug. 1	Etta J. Calderwood	Sept. 1	Mrs. H. G. Hickenlooper

## STATE CERTIFICATES—CONTINUED.

Date of Cert.	TO WHOM ISSUED.	Date of Cert.	TO WHOM ISSUED.
Sept. 1	Mary A. Lundgren	Jan. 2	O. E. Dixon
Sept. 1	Ida A. Mosher	Jan. 2	Ernest W. Fellows
Sept. 1	Sylvia J. Westcott	Jan. 2	A. R. Gardiner
Sept. 1	Wm. M. Ege	Jan. 2	A. W. Grisell
Sept. 1	B. J. Still	Jan. 2	Mrs. V. C. Helmick
Sept. 1	L. A. Wilson	Jan. 2	J. C. Harrington
Sept. 1	Mrs. Belle Anderson	Jan. 2	Frank Jarves
Sept. 1	Wm. R. Andrews	Jan. 2	F. J. Kuppinger
Sept. 1	Hiram S. Ash	Jan. 2	Mabel Kitterman
Sept. 1	Mrs. H. K. Bieghler	Jan. 2	Alice G. Lewis
Sept. 1	Ella B. Finley	Jan. 2	Emma Lewis
Sept. 1	Lizzie Marley	Jan. 2	E. C. Miller
Sept. 1	Levi Harper Mattox	Jan. 2	J. L. Mishler
Sept. 1	Wm. R. Myerson	Jan. 2	W. J. McDonald
Sept. 1	M. E. Shuck	Jan. 2	Katharine Marley
Sept. 1	Frank M. Statler	Jan. 2	Emma Maiden
Sept. 1	Gertrude W. Blanchard	Jan. 2	F. L. McBurnin
Sept. 1	Robt. L. Curry	Jan. 2	Jessie G. Nutting
Sept. 1	James L. Fleming	Jan. 2	Hulda M. Nelson
Sept. 1	Mae L. Richie	Jan. 2	Bertha M. Stetson
Sept. 1	L. B. Swaggart	Jan. 2	Katherine Willis
Sept. 1	Marcella Grimsby	Jan. 2	C. M. Williams
Sept. 1	S. T. Walker	Jan. 2	Jessie Walker
Sept. 1	Ida Haroldson	Jan. 2	Laura Coddington
Sept. 1	Lily A. Freeland	Jan. 2	Payson Peterson
Sept. 1	Ella B. Chassell	Jan. 2	Fannie Holmes
Sept. 1	Maud Stinson	Jan. 2	Wm. C. Holiday
Sept. 1	Ella M. Horn	Jan. 2	Jay A. Lapham
Sept. 1	Mary Hornibrook	Jan. 2	S. S. Wright
Sept. 1	Arthur H. Hoffman	Jan. 2	Bertha Lawrence
Sept. 1	Arthur C. Lyon	Jan. 2	Bessie Larsen
Sept. 1	May Marker	Jan. 2	E. C. Meredith
Sept. 1	Seward R. Thornton	Jan. 2	Mary L. Dow
Sept. 1	Amelia H. Atkins	Jan. 2	Minnie Adams
Sept. 1	Margaret Cunningham	Jan. 2	Mrs. Nora Clingman
Sept. 1	Jessie V. Dobson	Jan. 2	Lillian B. Daniels
Sept. 1	Elizabeth Gick	Jan. 2	Nellie Dority
Sept. 1	Mary Gorman	Jan. 2	Irene S. Emery
Sept. 1	Harrison L. Hunt	Jan. 2	Forest C. Ensign
Sept. 1	Frances E. Lathrop	Jan. 2	Minnie M. Goude
Sept. 1	Nora B. Lockwood	Jan. 2	Ezra N. Gibson
Sept. 1	Amine Quackenbush	Jan. 2	Edith D. Muhs
Sept. 1	Emilie C. Kelsner	Jan. 2	Jessie B. Roberts
Sept. 1	Jacob B. Steinmetz	Jan. 2	Elizabeth Burgess
1899.		Jan. 2	E. D. Y. Culbertson
Jan. 2	Mattie Phillips	Jan. 2	J. G. Grundy
Jan. 2	Lillian Blakely	Jan. 2	Nellie Johnson
Jan. 2	Mary Christ	Jan. 2	Joseph J. McMahon
Jan. 2	Ida Berg	Jan. 2	Lizzie M. Frye
Jan. 2	Meyer Brandvig	Jan. 2	Edith Roberts
Jan. 2	Jasper Bennett	Jan. 2	Perry E. McClenahan
Jan. 2	C. F. Barrows	Jan. 2	Jesse Harris
Jan. 2	Ida Agnes Baker	Jan. 2	Edith O. Neff
Jan. 2	Lena Christenson	Jan. 2	Cora B. Dodd
Jan. 2	H. L. Coffeen	Jan. 2	Luella Johnson
Jan. 2	Geo. Dickson	Jan. 2	Sherman M. Coddington



## STATE CERTIFICATES—CONTINUED.

Date of Cert.	TO WHOM ISSUED.	Date of Cert.	TO WHOM ISSUED.
Jan. 2	G. W. Satterthwait	July 1	C. Adella Hostetter
May 1	Jeanie Calderwood	July 1	Belle Hayes
May 1	Bertha Dunlap	July 1	Mame Hochstetler
May 1	Chas. H. Erwin	July 1	Marie Johnson
May 1	J. C. King	July 1	Prudence Jackson
May 1	F. W. Bechley	July 1	Mamie Klinefelter
May 1	C. H. Laartz	July 1	Clara D. Kneedy
May 1	F. Ella McKillip	July 1	Susan Kerstetter
May 1	Reita Wood	July 1	Frank L. Kolb
May 1	James Lawrey	July 1	Charles Lambert
May 1	Robert A. Jackson	July 1	Marian Leonard
May 1	W. L. Stevens	July 1	Olivia Morton
May 1	Paul Radenhausen	July 1	Edgar R. Monroe
May 1	Wilber C. Cobb	July 1	Winnifred Morris
May 1	Emma J. Fordyce	July 1	Mabel Montgomery
May 1	Carrie Palmer	July 1	Nellie Mettlin
May 1	Marie Schmennund	July 1	Mae McKay
May 1	Fridchen Rieck	July 1	Valeda Madson
May 1	George M. Hewey	July 1	George Mueller
June 1	Frank W. Else	July 1	Frances Outwater
June 1	H. E. Crosby	July 1	Olive I. Orton
June 1	J. E. Durkee	July 1	Nellie Oathout
June 1	David C. Henderson	July 1	Frank Poots
June 1	Alvah Negus	July 1	Edna Poorbaugh
June 1	Maud B. Poole	July 1	Galen Ripley
June 1	Caroline Schichtl	July 1	Chas. Sutherland
June 1	John B. Morris	July 1	Alma Songstad
July 1	Jennie Walcott	July 1	Anna Schulte
July 1	Edgar E. Saxton	July 1	Jessie Turner
July 1	Martha Reeder	July 1	Edna L. Wells
July 1	Helen White	July 1	Jennie Wilson
July 1	Arthur M. Jayne	July 1	Georgian Whitmore
July 1	Marie Vandracek	July 1	A. O. Wydell
July 1	Gertie Ayers	July 1	Elsie L. Arnold
July 1	Chlous Anderson	July 1	Mary Achenbach
July 1	Stephen Baldwin	July 1	Fannie Beckwith
July 1	Edward Bartlett	July 1	Jacob O. Belz
July 1	Loretta Blake	July 1	Agnes N. Boal
July 1	Benj. Boardman	July 1	Frances Cross
July 1	Anna B. Black	July 1	George W. Curtis
July 1	Carl D. Behrens	July 1	Clara E. Dodd
July 1	Frank Bronson	July 1	Angie J. Elder
July 1	Gertrude Clark	July 1	Isaac Eaton
July 1	Myrtle A. Drew	July 1	Alice Foster
July 1	Nellie N. Dunham	July 1	Ella M. Ford
July 1	Chas. T. Ensign	July 1	Clarence Draper
July 1	Myrtle Elder	July 1	Agnes Heightshoe
July 1	Lily M. Elderkin	July 1	Maurice Hassell
July 1	Rose M. Ferguson	July 1	Sophia Hieber
July 1	Arhuna Gifford	July 1	Estella Harding
July 1	Aurilla Grant	July 1	Jennie Hallingby
July 1	Lida Groesbeck	July 1	Myra Martin
July 1	Flora Gault	July 1	Mary Montgomery
July 1	Dora D. Clark	July 1	Louie Morris
July 1	Kittie Grimes	July 1	Frank Perkins
July 1	E. E. Hill	July 1	Justice Stuckrath

## STATE CERTIFICATES—CONTINUED.

Date of Cert.	TO WHOM ISSUED.	Date of Cert.	TO WHOM ISSUED.
July 1	Frank W. Shultis	July 1	Tressie Waldo
July 1	Harriet Stinson	July 1	Ida G. Ziegler
July 1	Mabel Shearer	July 1	Harlan Updegraff
July 1	Cynthia Titus	July 1	Ed R. Collins
July 1	Nora Vaughan	July 1	Leila Daugherty
July 1	Frank Allen	July 1	Wm. H. Gemmill
July 1	Orianna Wesche	July 1	Anna M. Hill
July 1	Emma Randall	July 1	Sarah Gertrude Hixon
July 1	Kate G. Newberry	July 1	Chas. P. Johnson
July 1	Florence Marshall	July 1	Harriet Miller
July 1	Kittie Maher	July 1	Wm. A. Neely
July 1	Hilda Lundeen	July 1	Rupert Nourse
July 1	Mary Hieber	July 1	Mrs. Rose W. Reed
July 1	Beniah Dimmitt	July 1	Mrs. Zoe W. Seever
July 1	Katharine Barber	July 1	John W. Ullmann
July 1	Delos Churchill	July 1	Robert F. Wood
July 1	Cora E. Dorcas	July 1	Josephine Barton
July 1	Carrie L. Eustis	July 1	Miranda Scoville
July 1	Chas. R. Garrett	July 1	L. E. A. Ling
July 1	Ora Horine	July 1	Emma Allison
July 1	Libbie C. Howard	Sept. 1	Lorenzo J. Little
July 1	Mary Lytle	Sept. 1	R. B. Daniel
July 1	Mary G. Morton	Sept. 1	W. J. Cattell
July 1	Fannie D. Patton	Sept. 1	Dorothea Jensen
July 1	Agnes I. Saffey	Sept. 1	Lydia J. Ralston
July 1	Antonie J. Stober	Sept. 1	Clara Thompson
July 1	Eva M. White	Sept. 1	Georgiana Scurr
July 1	Lizzie Bowen	Sept. 1	James F. Croft
July 1	Emma Miller	Sept. 1	Eva Cresswell
July 1	Katharine Walters	Sept. 1	Kate Gams
July 1	James F. Treasure	Sept. 1	Lorin W. Inman
July 1	Mabel Gillett	Sept. 1	Marshall M. McFee
July 1	Susie Arnett	Sept. 1	Nina L. Balmer
July 1	Mabel Belknap	Sept. 1	Wm. S. Calderwood
July 1	Harriet Bock	Sept. 1	Edward B. Clingman
July 1	Anna B. Coomer	Sept. 1	Mae G. Dolan
July 1	Anna Mae Fletcher	Sept. 1	Winona E. Epley
July 1	Brayton Sweet	Sept. 1	Thos. Hudgens
July 1	Nellie Cahow	Sept. 1	Mary Hoagland
July 1	Rhoda E. Dane	Sept. 1	Lou Kelly
July 1	Melvin Fayram	Sept. 1	Emma L. Meier
July 1	Guy E. Green	Sept. 1	Louise A. Nelson
July 1	Edith Garland	Sept. 1	Lucy O. Pingrey
July 1	Liona Hopkins	Sept. 1	Byron J. Read
July 1	Elizabeth Huey	Sept. 1	Martha Roberts
July 1	Laura Hoag	Sept. 1	Abbie A. Rodman
July 1	Nellie Hinman	Sept. 1	Jeannette Sloss
July 1	Edith L. Korinke	Sept. 1	Frances E. Smith
July 1	Ouell Larrison	Sept. 1	L. F. Sornson
July 1	Jennie McKellar	Sept. 1	Lucy Sullivan
July 1	Mary R. McDuffie	Sept. 1	Bertha B. Taylor
July 1	Ernest E. Nichols	Sept. 1	Mame Ryan
July 1	Georgia Packer	Sept. 1	Clara A. Boss
July 1	Elsie Stewart	Sept. 1	Jennie Harper
July 1	Minnie Trask	Sept. 1	John Sogard
July 1	Bertha H. Wise	Sept. 1	Edward G. Quigley



## STATE CERTIFICATES—CONTINUED.

Date of Cert.	TO WHOM ISSUED.	Date of Cert.	TO WHOM ISSUED.
Sept. 1	Minnie Bucklew	Sept. 1	Maria Z. Pingrey
Sept. 1	Anna R. Darwin	Sept. 1	Aaron K. Rife
Sept. 1	Ida Droegemeyer	Sept. 1	Emily Greer
Sept. 1	Minnie B. Hunter	Sept. 1	Lora L. Richardson
Sept. 1	Hattie E. Kline	Sept. 1	John T. Bradshaw
Sept. 1	Mary B. Miller	Sept. 1	Louis N. Gerber
Sept. 1	Crissie Millsbaugh	Sept. 1	Ada Jane Houck
Sept. 1	Marie Richter	Sept. 1	Mary H. Wickware
Sept. 1	Carrie E. Robbins	Sept. 1	Mollie Barber
Sept. 1	Mabel S. Young	Sept. 1	Newton Castle
Sept. 1	Katheryn M. Taylor	Sept. 1	Mae J. Evans
Sept. 1	J. DeEtte Long	Sept. 1	Myrta Harlow
Sept. 1	Edna McFarland	Sept. 1	Marguerite Harlow
Sept. 1	William A. Blackwell	Sept. 1	Alice White
Sept. 1	Eva Evans Buckley	Sept. 1	Elsie M. Whited
Sept. 1	Gertrude M. Duff	Sept. 1	Chas. Young
Sept. 1	Mrs. Mina Faulk	Sept. 1	Mattie Anderson
Sept. 1	Kate A. Hummer	Sept. 1	Charles Findlay
Sept. 1	Maud McClure	Sept. 1	John F. Monk
Sept. 1	Jno. W. Piercy	Sept. 1	J. F. O. Malley
Sept. 1	Annie B. Romig	Sept. 1	Kittie C. Preston
Sept. 1	Maisy Schreiner	Sept. 1	Emory A. Rolf
Sept. 1	Etta M. Smith	Sept. 1	Jennie Richardson
Sept. 1	P. P. Sullivan	Sept. 1	Dora M. Cornelysen
Sept. 1	Lute J. Sullivan	Sept. 1	P. A. McMillen
Sept. 1	Flora E. Smith	Sept. 1	Ginerva Peirce
Sept. 1	Bessie M. Kane	Sept. 1	H. E. McLeod
Sept. 1	John W. McCulloch		

## PRIMARY STATE CERTIFICATES.

1898.		Aug. 1	Mary Riley
July 20	Sadie A. Bollen	Aug. 1	Sadie Shaffer
July 20	Minnie W. Dungan	Aug. 1	Stella E. Smith
July 20	Carrie M. Evans	Aug. 1	Mary Young
July 20	Lois Mobery	Sept. 1	Emma J. Buckholz
July 20	Kittie M. Mulhern	Sept. 1	Emma C. Buesch
July 20	Effie Schuneman	Sept. 1	Atlanta G. Conard
July 20	Emma Trent	Sept. 1	May Crapser
July 20	Carrie Van Gilder	Sept. 1	Harriet Eversole
July 20	Anna L. Wertz	Sept. 1	Ora V. Fairbairn
Aug. 1	Grace Baker	Sept. 1	Etta A. Hall
Aug. 1	Lillian L. Bridgeford	Sept. 1	Mary H. Hobbs
Aug. 1	Cora A. Bryant	Sept. 1	Kate Irwin
Aug. 1	Florence May Carter	Sept. 1	Blanche J. Keller
Aug. 1	Charlotte Choate	Sept. 1	Lula E. Kittle
Aug. 1	Ida A. Davis	Sept. 1	Mary D. Korinke
Aug. 1	Lina C. Dennis	Sept. 1	Bertha Patterson
Aug. 1	Lillian Gillaspie	Sept. 1	Viola Mann
Aug. 1	Anna C. D. Hansen	Sept. 1	Kate H. Melson
Aug. 1	Clara A. Hunt	Sept. 1	Belle Rowe
Aug. 1	Bessie Pattee	Sept. 1	Henrietta Stensby
Aug. 1	Bertha Pike	Sept. 1	Viola E. Stillians

## PRIMARY STATE CERTIFICATES—CONTINUED.

Date of Cert.	TO WHOM ISSUED.	Date of Cert.	TO WHOM ISSUED.
Sept. 1	Rose O. Warren*	July 1	Lulu Pickard
Sept. 1	Elizabeth Wilson	July 1	Anita McCune
1899.		July 1	Mattie K. Bagley
Jan. 2	Elizabeth Boehmler	July 1	Una Grettenberg
Jan. 2	Emma Crew	July 1	Lillian M. Smith
Jan. 2	Maud Claiborne	July 1	Anna E. Sullivan
Jan. 2	L. Ruth Colt	Sept. 1	Olive Gruver
Jan. 2	Ora E. Clayton	Sept. 1	Lulu McKissick
Jan. 2	Fannie Foster	Sept. 1	Nannie McKissick
Jan. 2	Emma H. Forsythe	Sept. 1	Mary A. Martin
Jan. 2	Lavinia M. Forsythe	Sept. 1	Isabel Burnside
Jan. 2	Nancy Golden	Sept. 1	Sada Brown
Jan. 2	Julia Jacob	Sept. 1	Kathryn Boylan
Jan. 2	Agnes M. Patterson	Sept. 1	Emma Crisman
Jan. 2	Josephine Petheram	Sept. 1	Edna Harris
Jan. 2	Blanche Stoddard	Sept. 1	Johanna Linehan
May 1	Jane Kreigh	Sept. 1	Bertha Mosler
May 1	Nellie R. Swingle	Sept. 1	Bell McConnell
May 1	May Miller Brown	Sept. 1	Florence N. Rice
May 1	Mary G. Windle	Sept. 1	Lillian Shaw
May 1	Marion B. Stewart	Sept. 1	Martha Waynick
June 1	Katie McGuire	Sept. 1	Mrs. H. C. Wilson
June 1	Mayme Johnson	Sept. 1	Mary E. Witmore
June 1	Helen B. Nye	Sept. 1	Esther Adolphson
June 1	Ruth Van Husen	Sept. 1	Margaret Condon
July 1	Charlotte Sweney	Sept. 1	Carolyn Corns
July 1	Allie B. LeFever	Sept. 1	Mary J. Munholland
July 1	Allie B. Hawk	Sept. 1	Elizabeth Pattee
July 1	Ruth Adsit	Sept. 1	Lulu B. Ramsey
July 1	Lillie M. Britten	Sept. 1	Mary Uhley
July 1	Emma R. Jenney	Sept. 1	Bessie G. Ward
July 1	Rosa May Pine	Sept. 1	Mary L. Talbott
July 1	Ida Hoon	Sept. 1	Emma M. Cash
July 1	Etta Wallack	Sept. 1	Maude A. Cash
July 1	Jessie Moore	Sept. 1	Sadie Hazen
July 1	Anna McCullough	Sept. 1	Amelia Thompson

## STATE DIPLOMAS.

1897.		Jan. 1	Cora A. Holbrook
Dec. 1	Charles E. Locke	Jan. 1	James H. O'Donoghue
1898.		Jan. 1	Clara M. Travis
Jan. 1	Christian C. Carstens	July 20	Eli W. Beard
Jan. 1	Chas. S. Cobb	July 20	Mary E. Beckly
Jan. 1	Herbert B. Hayden	July 20	Martha V. Ward
Jan. 1	Franklin P. Hocker	Aug. 1	Emma L. Funk
Jan. 1	Thos. B. Hutton	Aug. 1	Laura L. Marsh
Jan. 1	Leonard L. Lightcap	Aug. 1	Emma L. Evans
Jan. 1	James A. McLean	Aug. 1	Inez F. Kelso
Jan. 1	Frank E. Palmer	Sept. 1	D. E. Barnes
Jan. 1	Adam Pickett	Sept. 1	Lenna Prater
Jan. 1	E. F. Schall	1899.	
Jan. 1	James B. Young	Jan. 2	A. E. Day
Jan. 1	Minnie Adel Howe	Jan. 2	William Aldrich
Jan. 1	Arthur C. Franklin	Jan. 2	C. H. Carson



## STATE DIPLOMAS—CONTINUED.

Date of Cert.	TO WHOM ISSUED.	Date of Cert.	TO WHOM ISSUED.
Jan. 2	E. C. Mills	July 1	Bessie Wickham
Jan. 2	Oscar Marsh	July 1	Kate Wickham
Jan. 2	Helen F. Clute	Sept. 1	Marion Lindsay
Jan. 2	Mamie F. Hearst	Sept. 1	Luella C. Rankin
July 1	Owen J. McManus	Sept. 1	Harry E. Blackmar
July 1	Carrie C. Rule	Sept. 1	J. J. Moser
July 1	D. T. Sollenbarger		

## COUNTY LICENSES TO TEACH.

## EXAMINATION OF TEACHERS.

Under the laws of the state the county superintendent is the chief agent for the licensing of persons to teach in the public schools.

During the year ending September 19, 1898, 29,025 different persons were examined, and for the succeeding year ending September 18, 1899, 30,084 were examined. Leading educators have seriously questioned the wisdom of giving into the hands of one man or woman the power of determining the qualifications of teachers. Under the present methods of choosing the county superintendents it must be admitted that the temptations on the part of certain officers to be lenient are very strong. The political influence directly exerted in securing the certificate to teach is weak, and we think seldom called into use; but the indirect power which can be so effectually used at times is strong. In the licensing of teachers the only essential consideration should be, is the applicant qualified to govern and instruct children. Whether or not the examiners are to any extent influenced by other considerations, as will the certification of applicants or their rejection affect their renomination or election, it is not my purpose to discuss. County superintendents are doing their very best under the law to give the children of the state competent teachers, and any plan that will give greater efficiency of service will be most cordially welcomed by them.

The plan that the county superintendent be assisted in the examination and certification of teachers by a committee appointed for that specific purpose has been suggested. Those who advocate this plan see in it much to encourage. They hold

that a committee of two prominent teachers to assist the county superintendent will relieve him of the important responsibility and insure impartial treatment for all candidates.

Recognizing that the examination and certification of teachers is of primary importance it has been our chief concern to aid county superintendents in the performance of this duty. To this end a circular, from which the following is an extract, was sent the county superintendents in February, 1898:

It is doubtful if any other single official duty is of so great importance and responsibility. The competent teacher is the prime essential of every school. A modern building well lighted, thoroughly ventilated, properly seated, equipped with the necessary appliances, and surrounded with beautiful grounds is to be desired, but the earnest, well qualified teacher, thoroughly alive to the needs and requirements of the school and the community, is more desirable. The purpose of the examination in scholarship is to test the applicant's knowledge and to determine so far as possible the aptness of the candidate to give instruction to children and youth. In every case before granting a certificate you must be satisfied that the applicant possesses good moral character and ability to govern. One who is wanting in either of these latter particulars is not to be considered a suitable person to admit to the teachers' ranks. Manuscripts should be uniformly graded, but in arriving at your final estimate you have large discretionary powers. The teacher's manner, personal appearance, habits, language used, previous teaching experience, and training, may be properly considered. The issuing of a certificate is an official duty of the greatest importance, and if a reasonable doubt as to the wisdom of the act exists in your mind, give the children of the state the benefit of it. A careful study of the notes given in connection with sections 2735, 2736, 2737, S. L. of 1897, is suggested. The code has fixed the time for the examination of teachers on the last Friday and Saturday of each month. Much confusion may be avoided and the duties of the office performed with greater satisfaction if applications for private examinations are denied. At the discretion of the county superintendent special public examinations may be held elsewhere than the county seat. Questions for monthly examinations will be sent from this office for February, March, April, July, August, September, and October. For the other months old lists will be supplied upon application. Questions for the additional studies required under the law for two-year certificates will be supplied. The lists are intended for the average county. It is the right and privilege of any superintendent to give his teachers a more thorough test. The attorney-general, in an opinion given in 1892, held that a county superintendent may not indorse or renew a certificate, nor grant a certificate upon an examination taken in another county. It is expected that the applicant will appear in person and take such examination as the examiner may require.

The entire subject of examinations demands careful attention and revision. The necessity for monthly examinations no longer exists. Quarterly examinations will subserve the con-



venience of teachers and the general public, and enable the county superintendents to devote more of their time to the promotion of the general upbuilding of the educational work.

For many years it has been a rule of this department to supply lists of examination questions to county superintendents. Their use has been optional. While many have used the lists furnished, others have used them in part, and a few not at all, thus making uniformity in this particular impossible. We think it highly desirable that a greater uniformity be secured.

In Minnesota the last legislature, upon recommendation of the state department of education, provided for state instead of county certification of teachers. The law provides for a first grade certificate, valid for not to exceed five years, and a second grade certificate, valid for not to exceed two years. The requirements for these certificates include both scholastic and professional ability, and the regulations governing the examinations are prescribed by the state superintendent of public instruction. Two examinations are held each year in every county, and are conducted by the county superintendent or by persons appointed by him, according to the regulations prescribed by the department of public instruction. The written answers for the scholastic examination are forwarded to the state superintendent of public instruction, and marked under the direction of this officer, and the markings for the professional requirements are given by the county superintendent, who is made the judge of the moral character, aptness to teach, and ability to govern, of the applicant. The first grade certificate is valid in any county of the state, and the complete second grade certificate, signed by the state superintendent and the county superintendent, is valid in the county in which the examination is held, and may be made valid in any county by the indorsement of the county superintendent in the county in which the holder desires to teach.

Applicants for the first grade certificate must have taught successfully for eight months in the state, be recommended by the county superintendent, and pass with high standing in algebra, geometry, natural philosophy, civics and physical geography, in addition to the common school branches. Applicants for the second class certificate must have taught five months, be recommended by the county superintendent, and pass the required examination in the common school studies.

It is also provided that the county superintendent may issue

a limited second grade certificate, good for one year, to applicants without experience, not under seventeen years of age, who have passed the scholastic examination given by the state department of public instruction. The county superintendent may, when he deems it necessary, issue a third grade certificate upon his own examination, for a term of one year, such certificate to designate the district in which the holder may teach. This certificate may not be renewed without examination, nor may any teacher receive a third grade certificate more than twice in the same county. This attempt on the part of the state officials to conduct the examination and certification of teachers will be watched with much interest.

At the annual convention of county superintendents held at Des Moines, December, 1897, the superintendents requested the superintendent of public instruction to outline a uniform system of issuing certificates. In compliance with the request, the following circular was issued in May, 1898:

#### REGULATIONS GOVERNING UNIFORM EXAMINATIONS FOR TEACHERS' COUNTY CERTIFICATES.

##### *To County Superintendents:*

The following regulations with reference to uniform examinations for teachers' certificates are hereby prescribed for the guidance of county superintendents, to take effect July 4, 1898.

#### REGULATIONS.

##### CERTIFICATES.

Teachers' certificates issued by county superintendents shall be of three grades, namely: first, second and third. A special certificate and a kindergarten certificate are authorized by law.

##### FIRST GRADE.

*Term.*—Certificates of this grade shall be issued for a term of two years.

*Educational requirements.*—The examination of candidates shall include competency in and ability to teach orthography, reading, writing, arithmetic, geography, grammar, history of the United States, didactics, physiology and hygiene, including special reference to effects of alcohol, stimulants and narcotics, elementary civics, elementary algebra, elements of physics, and elementary economics.

*Experience.*—Candidates must submit proof of thirty-six weeks' successful experience in teaching.

*Standing required.*—For certificates of this grade, candidates must attain an average standing of 90 per cent; and in orthography, reading, writing, arithmetic, geography, grammar, history of the United States, didactics, physiology and hygiene a standing of at least 85 per cent, with no other branch below 80 per cent.



*Renewals and indorsements.*—Under the laws of this state there is no provision for the renewal of a certificate or for the indorsement of one by another superintendent. Section 2737 provides for the *issuing*, but not for the renewing or indorsing of a certificate. A certificate may not be issued upon an examination taken in another county or state. In addition to furnishing any credentials or other written evidence which the county superintendent may require, the applicant must appear in person.

#### SECOND GRADE.

*Term.*—All second grade certificates shall be issued for a term not to exceed one year.

*Educational requirements.*—The examination of candidates shall include competency in and ability to teach orthography, reading, writing, arithmetic, geography, grammar, history of the United States, didactics, physiology and hygiene, including special reference to effects of alcohol, stimulants and narcotics.

*Experience.*—In counties issuing only two grades of certificates none is required. Counties issuing three grades may require evidence of at least one term of successful experience.

*Standing required.*—Candidates must attain an average standing of at least 85 per cent, with no branch below 75 per cent.

*Renewals and indorsements.*—See same heading under First Grade.

#### THIRD GRADE.

*Term.*—At the discretion of the county superintendent certificates of this grade may be limited to one or two terms.

*Number of certificates.*—Certificates of this grade should not be granted more than once or twice to the same person.

*Educational requirements.*—Same as for second grade.

*Experience.*—None is required.

*Standing required.*—Candidates for certificates of this grade must attain an average standing of at least 80 per cent, with no branch below 65 per cent.

*Renewals and indorsements.*—See same heading under First Grade.

#### SPECIAL CERTIFICATES.

*Term.*—Special certificates shall be issued for a term not to exceed one year.

*Educational requirements.*—Candidates for this certificate need be examined in such branches only as they shall be employed to teach. Those possessed of special certificates may not teach any study not included in the certificate.

*Standing required.*—Optional with the county superintendent.

#### KINDERGARTEN CERTIFICATES.

*Term.*—Kindergarten certificates shall be issued for a term not to exceed one year.

*Educational requirements.*—“Any teacher in kindergartens shall hold a certificate from the county superintendent certifying that the holder thereof has been examined upon kindergarten principles and methods and is qualified to teach in kindergartens.”

*Standing required.*—Optional with county superintendent.

#### DATES OF EXAMINATIONS.

The examination of applicants for all certificates shall be held on the last Friday and Saturday in each month, at the county seat. Special examinations may be held elsewhere in the county at the discretion of the county superintendent. Applications made at irregular times should be rejected, unless good reasons are given for not attending the regular examinations.

#### GENERAL REGULATIONS.

1. Candidates undertaking the first grade examination and failing to attain the standard required for a certificate of that grade may be given a certificate of a lower grade, provided the percentages attained are as high as those required in the grade for which the certificate is granted.

2. County superintendents may at their discretion supplement examinations with additional questions; demand a higher percentage than is required by these regulations, and for sufficient reasons refuse to grant a certificate to a candidate after he has attained the required standing.

3. Applicants may be required to present such evidences of good moral character as the county superintendent shall demand. The superintendent must be fully satisfied in every particular mentioned in the law before issuing the certificate.

4. The examination papers of applicants for certificates and any testimonials with regard to the moral character of the applicant belong to the county superintendent individually, and are for his guidance alone.

5. The county superintendent is the sole judge of the manner and extent of the examination he will require of applicants for certificates to teach, and unless fully satisfied in all respects it is his duty to refuse to grant a certificate.

6. Candidates to whom a first class or two years' certificate is granted shall pay two dollars. Applicants for all other certificates issued by a county superintendent are required to pay a fee of one dollar.

In compliance with a resolution adopted at the convention of superintendents held in Des Moines in December, 1897, requesting this department to outline a uniform system of issuing certificates by county superintendents, the foregoing is submitted.

RICHARD C. BARRETT,  
Superintendent of Public Instruction.

#### COUNTY EXAMINATIONS.

Questions prepared by the superintendent of public instruction for the regular examination, September, 1898:

DES MOINES, Iowa, September, 1898.

#### PRELIMINARY QUESTIONS.

(Every applicant is required to pay an examination fee of one dollar. See Code, section 2738.)

(Any violation of the promises you make in answer to 7 will be sufficient to withhold your certificate.)



1. Give your name, date of birth, postoffice address, and number of terms taught.
  2. What professional training in normal schools or institutes have you received?
  3. What higher schools have you attended and how long?
  4. What professional books have you? Have you read them; and what others have you read?
  5. What educational journal do you take?
  6. What class of certificate, if any, do you now hold?
  7. Will you promise neither to give nor to receive aid during this examination?
  8. Are you a member of the state teachers' reading circle?
  9. Will you endeavor to attend educational meetings when called by the county superintendent, and to aid all in your power in advancing the educational work of the county?
- Enclose one dollar with this paper.

#### To applicants:

The questions upon which you will be asked to write are not intended to be difficult, but they require thought. Read through the list on any branch and then think out carefully each question before answering it. Write no more than is necessary, but answer fully. The paper will be closely marked as to the time it takes the candidate, to correctness, to arrangement, and particularly as to the clearness, brevity and completeness of the entire work. Your arithmetic should show all the work and in the best shape. Your grammar paper should contain only the best forms of speech and your ability to use good English should appear in all work. In marking the penmanship the examiner will regard the appearance of all your papers. Careful attention should be paid to punctuation and like particulars, and no pains should be spared to prove your full ability to give instruction in the several subjects.

#### PHYSIOLOGY.

1. Give a definition of food. Name three groups of food considered necessary to a well-regulated diet.
2. Name five fluids with which the food is mixed during the progress of mastication and digestion.
3. Give name, location and office of the two general divisions of the brain.
4. Describe the sympathetic nervous system.
5. What is the effect of the use of stimulants and narcotics upon the stomach? Upon the nerves?
6. Explain your method of teaching physiology and hygiene to the pupils of the lower grades.
7. Describe the lungs as to location, structure and office.
8. Locate the scapula, humerus, femur, parietal and tibia.
9. Explain the necessity for food, exercise, sleep and bathing.
10. How do aged people compare with children as to composition of the bones, rapidity of pulse, rate of respiration, and average temperature of the body?

#### READING.

"Whoever has made a voyage up the Hudson must remember the Kaatskill mountains. They are a dismembered branch of the great Appalachian family, and are seen away to the west of the river, swelling up to a noble height and lording it over the surrounding country. Every change of season, every change of weather, indeed every hour of the day, produces some change in the magical hues and shapes of these mountains; and they are regarded by all the good wives, far and near, as perfect barometers. When the weather is fair and settled, they are clothed in blue and purple, and print their bold outlines on the clear evening sky; but sometimes, when the rest of the landscape is cloudless, they will gather a hood of gray vapors about their summits, which, in the last rays of the setting sun, will glow and light up like a crown of glory."

1. Name the author of the above selection and write briefly of his literary career.
2. Tell how you would teach the selection to a class.
3. Ask some of the important questions you would ask your class in teaching the above as a lesson.
- 4-5. Write the paragraph in your own language, expressing as nearly as possible the same thought.
- 6-10. Read the extract to the examiner.

#### ELEMENTARY CIVICS.

1. What are the qualifications required in this state for governor? What state offices are to be filled at the general election this year?
2. Who are the nominees for representative in this district? When will the members of congress chosen this year enter upon the performance of their duties?
3. Who are entitled to vote in this state? Mention certain classes excluded from voting.
4. Explain what you understand by "presidential succession." Who is the present secretary of state?
5. Under our form of government, who has power to declare war? Explain what is meant by letters of "marque and reprisal." Define piracy and felony.
6. Distinguish between the *capital* and the *capitol* of the United States.
7. How often is the United States census taken? How often is the state census taken? When will the next census be taken?
8. Name the different kinds of juries. Explain what is meant by a *panel*. Enumerate some of the different classes of persons who are exempt from liability to act as jurors.
9. Define impeachment. Explain where impeachments originate and by whom they are tried.
10. Write briefly of the advantages of the Australian system of voting. Are voters in any cities of this county required to register? If so, why?

#### PENMANSHIP.

1. Of what advantage is it to a teacher to be a good penman?
2. What claim of superiority is made for vertical writing over that of slant writing? What is your opinion of the system?



3. How soon after a pupil enters school do you begin to teach him to write? Do you have him use pencil or pen? Give reasons for your method.

4. Make the different classes of small letters according to height and form.

5. Copy the following: The board shall elect all teachers. Contracts with teachers must be in writing, and shall state the length of time the school is to be taught, the compensation per week of five school days, or month of four weeks, and such other matters as may be agreed upon, signed by the president and teacher, and filed with the secretary before the teacher commences to teach under such contract.—Section 2778, School Laws of 1897.

The examination in penmanship will be graded as follows: One-half on the answers to the above five questions, and one-half on the neatness and legibility of all your manuscripts in the examination.

#### ELEMENTARY ECONOMICS.

1. What is political economy? Name the topics under which it is commonly considered.

2. Define capital, wages, rent, interest, and profit as they are used in economics.

3. What do you understand by division of labor? What are some of its advantages? Its disadvantages?

4. State Gresham's law in regard to money. Explain the meaning of it.

5. Name some of the evils and some of the benefits that result from close competition in business.

6. Explain the benefits we are all receiving each year from local and general taxation.

7. State and explain the two laws that govern investments.

8. What are the advantages, if any, of intensive as against extensive farming, considered economically?

9. Give definitions of the terms supply and demand, and show how prices vary with the supply and demand.

10. Explain briefly the far-reaching extent to which man has harnessed the inanimate forces of nature for his own comfort and benefit.

#### ORTHOGRAPHY.

1. Define and give examples of each: Word, primitive word, derivative word, simple word, and compound word.

2. Give rules for spelling: Primitive words ending in silent e; primitive words ending in y preceded by a consonant; preceded by a vowel.

3. Divide the following words into syllables; then indicate the accent and the sounds of the letters by the proper marks: August; precise, frigid, prosaic, covetous, armament, magazine, diploma, certificate, homeopathy.

4. Analyze these words: Intercede, civilize, excursion, inaudible, credibility, incorporate, confluence, transitory, recapitulate, anniversary.

5. What suggestion could you make to pupils to incite them to good spelling? What methods do you use in this recitation? What reason do you have for using each method?

6-10. Write the following words pronounced by the superintendent: Decisive, deficient, delicious, descend, develop, diameter, diaphragm, digestible, dimension, disappoint, discipline, discussion, equinoctial, ery-

sipelas, exaggerate, exhaustion, exhibition, explicit, fascinate, farinaceous, ferocious, financial, financier, forcible, fossilize.

#### ELEMENTS OF PHYSICS.

1. Explain the workings of a common pump. In which direction do the valves open? What is a vacuum?

2. How does the elevation above the earth's surface affect the boiling point of liquids? What does a barometer measure?

3. What degrees on the Fahrenheit thermometer indicate the freezing and boiling of water? What causes dew?

4. Explain what you understand by the center of gravity. By specific gravity.

5. Define hydrostatics, hydraulics, molecule.

6. Illustrate and explain two kinds of levers.

7. What is the weight of the air in a room 15 feet long, 12 feet wide and 10 feet high? What evidences can you give of the existence of air?

8. Illustrate by diagrams the position of the earth, the sun and the moon in order that the sun may be eclipsed; in order that the moon may be eclipsed.

9. With what velocity does sound travel? How far away is a peal of thunder if half a minute elapse between it and the flash of lightning?

10. Name and explain some of the simple experiments that you plan to give in your school during the coming year.

#### GRAMMAR.

1. Define a sentence, a clause and a phrase. Illustrate each.

2. A declarative sentence may also be an exclamatory sentence. Give an illustration. Tell what you understand by affirmative and negative sentences.

3. Define analysis. Analyze the following:

"We are the mariners, and God the sea,

And though we make false reckonings, and run

Wide of a righteous course, and are undone,

Out of His depths of love we cannot be." —Carey.

4. Write a declarative sentence with a compound predicate and with a compound subject made up of two pronouns.

5. Why should we study words and their uses? What is language? What is the purpose of studying grammar?

6. Write the plural of the following: Lasso, wagon-load, cupful, jack-o-lantern, apex, beau, emphasis, focus, memorandum, apparatus.

7. Define comparison. Name the forms of comparison. Give examples of dissyllables compared by prefixing more and most. Give examples of dissyllables compared so as to express diminution.

8. Explain the use of *either* and *neither*, *any* and *none*, *each other* and *one another*.

9. What means would you employ to convince pupils that they should all learn to write and speak the English language accurately and fluently? With what branches of study may language well be taught?

10. Which do you consider of the greatest importance, the ability to analyze ordinary sentences and to parse words, phrases and clauses, or to



outline and compose an essay, using accurate phraseology, correct form and punctuation, and spelling? Give reasons for your answer.

#### ELEMENTARY ALGEBRA.

1. Define quantity, co-efficient, exponent, trinomial and transposition, giving an example of each.

2. Give definitions and illustrations of equation, simple equation, pure and affected quadratic equations.

3. From  $\frac{b-a}{x-b}$  subtract  $\frac{a-2b}{x+b}$  and to the remainder add  $\frac{3x(a-b)}{x^2-b^2}$  giving the result in its simplest form.

4. Find the square root of  $x^4+4x^3-6x^2-20x+25$

5. When is a radical quantity in its simplest form? Reduce  $(x+y)\sqrt{x^3-2x^2y+xy^2}$  to its simplest form.

6. Find the value of x in the following equation:

$$\sqrt{x} + \sqrt{a - \sqrt{ax + x^2}} = \sqrt{a}$$

7. A person laid out a rectangular garden. Had he made each side 4 yards longer, then the longer side would have been  $1\frac{1}{2}$  times the shorter; but had he made each side 4 yards shorter, then the longer would have been  $1\frac{1}{2}$  times the shorter. Find the lengths of the sides.

8. What A is worth, added to 3 times what B and C are worth, equals \$4,700; what B is worth, added to 4 times what A and C are worth, equals \$5,800; what C is worth, added to 5 times what A and B are worth, equals \$6,300. Find the value of each man's property.

9. If 4 be subtracted from a father's age, the remainder will be thrice the age of the son, and if 1 be taken from the son's age, half the remainder will be the square root of the father's age. Find the age of each.

10. State the algebraic theorems for squaring the sum of two quantities, the difference of two quantities, and finding the product of the sum and difference. Prove the correctness of your statements by actual multiplication.

#### GEOGRAPHY.

1. Define and give examples of peninsula, volcano, harbor, lake, and mountain range.

2. Explain three proofs that you would present to your class to show that the earth is round.

3. What is the cause of storms? What are tornadoes, cyclones and monsoons?

4. Beginning at Lake Superior, name the states that form the northern boundary of the United States in the order in which they come from east to west. Give the capital of each.

5. Sketch a map of Iowa, showing five railroad lines from east to west, three principal rivers, and five leading cities. Locate your own town and county.

6. Name five important drainage basins in North America, and mention the river or rivers that form the chief outlet of each.

7. Describe Cuba, giving its location, length, breadth, character of soil, climate and population. What important changes are taking place in the government?

8. Give a brief explanation of the way in which you would teach and illustrate the elementary facts in geography to a class of beginners.

9. Locate the continent of Africa. Name its two great explorers. What important changes are taking place in that country?

10. Name the five leading countries of Europe. What is the government and who is the ruler of each?

#### U. S. HISTORY.

1. How many voyages did Columbus make to the new world, and what discovery did he make at each visit? Name at least one incident of his voyages.

2. Who colonized Rhode Island? What principle of free government was advocated by its people?

3. History speaks of the Puritans of New England. Who were they, why so named, and what led to their immigration to this country?

4. Give an account of that occurrence in American history that furnished the occasion and material for Longfellow's "Evangeline."

5. Give a brief sketch of Daniel Webster and the important work he did in behalf of our country.

6. What great questions were settled by the civil war? What general effect has it had on the south?

7. What do these quotations call to mind? "Minute-men." "Don't give up the ship." "Battle of July 3d." "Era of good feeling."

8. Name the commander-in-chief of our army and navy; the commanding general; the secretary of war; the peace commissioners to form treaty with Spain.

9. How many senators of the United States are there from all the states? How are they chosen? Name the senators from Iowa and give their residence.

10. Give a short account of the way in which the United States has from time to time added to its original territory.

#### DIDACTICS.

1. What do you understand by school discipline?

2. In molding the character of pupils, what do you consider to be the great secret of success?

3. Explain how the teacher may correct a tendency (a) to falsehood, (b) to irregularity, (c) to disobedience, and (d) to disorder.

4. A close classification of the school will enable the teacher to reduce the number of recitations, give more time to each, induce more thorough work, systematize the operations of school and improve the discipline. In classifying, what points should the teacher consider?

5. In your opinion what apparatus is necessary in the average rural school? May the teacher do anything to secure needed apparatus? Explain.

6. Name the instructors who were the most helpful to you during the institute. Why considered the most helpful?

7. What suggestions have you to offer for the improvement of the normal institutes held in this county? Write freely.

8. What may be done to help dull and backward pupils? By the teacher? By the parent?



9. Define attention. Name the different kinds of attention. What may the teacher do to hold the attention of pupils?
10. In hearing recitations, what should teachers seek to accomplish? What is the object of education?

## ARITHMETIC.

1. Give an example of composite numbers relatively prime to each other. Divide  $18 \times (24 - 6 \times 3) \times 5$  by  $(24 - 18) \times (3 + 6)$ .
2. A can walk around a circular mile track in 10 minutes; B in 12 minutes; C in 15 minutes. In how many minutes will they be together? How many miles will each have traveled?
3. When it is 12 o'clock noon September 23d, 90° west longitude, between what meridians is there another day? What would the day be?
4. Tell what you understand by the greatest common divisor. How do you find the greatest common divisor of fractions? Find the greatest common divisor of any three numbers of your own choosing.
5. Reduce 10 pounds Avordupois to pounds, ounces, pennyweights and grains Troy.
6. Find the difference between  $\frac{1}{2}$  square foot and  $\frac{1}{4}$  foot square; also between  $\frac{1}{2}$  cubic foot and  $\frac{1}{4}$  foot cubed.
7. Sold cotton on commission, 5 per cent. Invested the net proceeds in sugar, commission 2 per cent. My whole commission was \$210. What was the value of the cotton and the sugar?
8. Find the number of gallons in a cylindrical cistern 5 feet in diameter and 10 feet deep.
9. What is the bank discount of a note of \$350, payable in sixty days, discounted at 10 per cent? What are the proceeds?
10. Write briefly of the relative importance of arithmetic and grammar.

## TEACHERS' CERTIFICATES VALID UNDER LAWS OF IOWA.

[389.]

## SUPERINTENDENT OF PUBLIC INSTRUCTION.

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NAME OF CERTIFICATE.	BY WHAT AUTHORITY ISSUED.	DURATION.	WHERE VALID.	EXPERIENCE REQUIRED.	SCHOLARSHIP REQUIREMENTS.	REFERENCE TO SCHOOL LAW, 1897.
State Diploma.	State Board of Examiners.	For Life.	State.	Eight Years.	In addition to branches required for State Certificate, examination in Geometry, Trigonometry, Chemistry, Zoology, Geology, Astronomy, Political Economy, English Literature, General History.	Sections 2629, 2630, 2631.
State Certificate. (On I. S. N. Diploma.)	State Board of Examiners.	Five Years.	State.	One Year.	Graduation from Iowa State Normal School.	Sections 2630, 2631.
State Certificate. (On Examination.)	State Board of Examiners.	Five Years.	State.	Three Years.	Examination in Orthography, Reading, Writing, Arithmetic, Geography, English Grammar, Book-keeping, Physiology, History of United States, Algebra, Botany, Physics, Drawing, United States Civics, Iowa Civics, School Laws of Iowa, Didactics.	Sections 2629, 2630, 2631.
Primary Teacher's State Certificate.	State Board of Examiners.	Five Years.	State.	Three Years.	I. Examination in Psychology of the Child, School Management, History of Education, School Laws of Iowa, Drawing, Primary Methods, Plant Study, Vocal Music, Physical Culture.	Section 2630.
First Grade County Certificate.	County Superintendent.	Two Years.	County.	Thirty-six Weeks.	II. In addition to the branches required for Second Grade Certificate, examination in Elementary Civics, Elementary Algebra, Elements of Physics, Elementary Economics.	Sections 2736, 2737.
Second Grade County Certificate.	County Superintendent.	Not to Exceed One Year.	County.	Optional with County Supt.	III. Examination in Orthography, Reading, Writing, Arithmetic, Geography, Grammar, History of United States, Didactics, Physiology and Hygiene.	Sections 2736, 2737.
Third Grade County Certificate.	County Superintendent.	One or Two Terms.	County.	None.	IV. Examination in same branches as required for Second Grade Certificate.	Sections 2736, 2737.
Kindergarten Certificate.	County Superintendent.	Not to Exceed One Year.	County.	None.	Examination in Kindergarten principles and methods.	Section 2777.
Special Certificate.	County Superintendent.	Not to Exceed One Year.	County.	Optional with County Supt.	Examination in such branches only as the candidate is employed to teach.	Section 2736.

I. Such an examination in Orthography, Reading, Writing, Arithmetic, Geography, Grammar, History of United States, and Physiology and Hygiene, as in each individual case may be necessary to insure good scholarship.

II. Superintendent of Public Instruction recommends that candidates must attain an average standing of 90 per cent.

III. Superintendent of Public Instruction recommends that candidates must attain an average standing of 85 per cent.

IV. Superintendent of Public Instruction recommends that candidates must attain an average standing of 80 per cent.



## APPEAL CASES.

After an extended personal experience, I am inclined to the opinion that appeal cases should be heard by some one learned in the law, familiar with the rules of evidence, and skilled in the process of applying the law to the fact. With perhaps a few exceptions, county superintendents have performed the difficult task of determining cases without fear or favor and with conscientious regard for the best interests of all. Without legal accomplishment or broad experience, they have adjudicated cases submitted to the best of their ability. This, however, too often only subjects them to the opposition of one faction or the other, and lessens their influence as leaders of all the educational forces. They should have power to aid boards in the settlement of differences, to act as arbiters between boards of different corporations, and boards and individuals; but when they have done all in their power to harmonize differences and have failed, they should be relieved, and in case of appeal the merits of the controversy should be determined by a person or court of competent jurisdiction.

The result of the adoption of such a plan would, I believe, be fewer appeal cases.

County superintendents who now hesitate to advise school boards, fearing a subsequent appeal, would cheerfully co-operate and advise if cases were appealed to any person other than themselves.

It is believed that the expense incurred by the change suggested, would not be increased.

The following appeal cases were heard and decided by the Department of public instruction from January 1, 1898, to October 1, 1899:

## APPEAL CASES—CONTINUED.

COUNTY.	TITLE OF CASE.	NATURE OF CASE.	DECISION BY COUNTY SUPERINTENDENT.	DECISION BY STATE SUPERINTENDENT.
Johnson.	Frank Beard et al. vs. School Township of Oxford.	Location of site.	Reversed the board.	Decision of county superintendent affirmed February 15, 1898.
Cass.	C. M. Baxter vs. School Township of Bear Grove.	Opening of school road.	Reversed the board.	Decision of county superintendent affirmed March 9, 1898.
Linn.	Hezekiah Woodland vs. Independent District of New Buffalo.	Change of site.	Reversed the board.	Decision of county superintendent modified and affirmed May 11, 1898.
Guthrie.	John Martin vs. School Township of Baker.	Petition for school.	Affirmed the board.	Case dismissed on question of costs May 25, 1898.
Black Hawk.	Thos. Hudgens vs. District No. 10, Cedar Falls Township.	Discharge of teacher.	Affirmed the board.	Decision of county superintendent reversed June 23, 1898.
Tama.	R. A. Kletzing vs. Independent District of Montour.	Discharge of teacher.	Reversed the board.	Decision of county superintendent reversed September 10, 1898.
Fayette.	H. J. Loomis vs. Independent District of Randall.	Change of boundaries.	Affirmed the board.	Decision of county superintendent reversed and case remanded to board August 30, 1898.
Davis.	J. L. Munn vs. School Township of Soap Creek.	Refused to establish boundaries.	Affirmed the board.	Decision of county superintendent reversed October 1, 1898.
Keokuk.	J. W. Maynes et al vs. W. H. Gemmill, county superintendent.	Attendance in another corporation.	Permission granted.	Case dismissed September 15, 1898.
Butler.	Samuel Conn and G. A. Hammer vs. Independent District of Shell Rock.	Selection of site.	Affirmed the board.	Case remanded to board September 3, 1898.
Shelby.	O. W. Lantrup vs. School Township of Fairview.	Change of site.	Reversed and modified.	Decision of county superintendent affirmed November 25, 1898.
Appanoose.	John Hendon vs. School Township of Wells.	Refused permission to attend in another corporation.	Reversed the board.	Decision of county superintendent affirmed December 1, 1898.



## APPEAL CASES—CONTINUED.

COUNTY.	TITLE OF CASE.	NATURE OF CASE.	DECISION BY COUNTY SUPERINTENDENT	DECISION BY STATE SUPERINTENDENT.
Dubuque.	Jas. S. Donahue et al. vs School Township of Washington.	Refused additional school.	Affirmed the board.	Decision of county superintendent affirmed October 12, 1898.
Appanoose.	Rob't Attkin vs. Independent District No. 1, Township of Johns.	Change of site.	Reversed the board.	Decision of county superintendent affirmed December 1, 1898.
Van Buren.	Jno. W. Shepherd et al. vs School Township of Washington.	Change of site.	Reversed the board.	Decision of county superintendent affirmed January 15, 1899.
Ringgold.	L. O. Knight and Jethro J. Griffith vs. School Township of Middle Fork.	Change of site.	Affirmed the board.	Decision of county superintendent reversed January 1, 1899.
Polk.	E. F. Bacon vs. Independent District of West Des Moines.	Discharge of pupil.	Affirmed the board.	Decision of county superintendent reversed March 18, 1899.
O'Brien.	Irving J. Johnston et al. vs Independent District of Sanborn.	Refused to restore territory.	Affirmed the board.	Decision of county superintendent affirmed February 8, 1899.
Butler.	Sam'l Conn et al. vs Independent District of Shell Rock.	Change of site.	Affirmed the board.	Decision of county superintendent affirmed December 7, 1898.
Kossuth.	O. F. Hale vs. School Township of Riverdale.	Change of site.	Affirmed the board.	Case remanded to board February 5, 1899.
Page.	E. A. Pendegrift vs. School Township of Valley.	Refused longer term.	Reversed the board.	Decision of county superintendent modified and affirmed January 4, 1899.
Kossuth.	Charlie Pooch vs. School Township of Cresco.	Refused to change site.	Affirmed the board.	Decision of county superintendent affirmed May 23, 1899.
Cerro Gordo.	E. Hadley et al. vs. Board of Directors of Portland Township.	Refused additional school.	Affirmed the board.	Decision of county superintendent affirmed April 15, 1899.
Sioux.	Herbert Snyder vs. Independent School District of Hawarden.	Refused attendance without tuition.	Reversed the board.	Decision of county superintendent affirmed April 15, 1899.

## APPEAL CASES—CONTINUED.

COUNTY.	TITLE OF CASE.	NATURE OF CASE.	DECISION BY COUNTY SUPERINTENDENT.	DECISION BY STATE SUPERINTENDENT.
Guthrie.	W. H. Messner and Foster Rigler vs School Township of Bear Grove.	Redistricted township.	Affirmed and dismissed.	Decision of county superintendent reversed and case remanded to county superintendent on question of costs June 28, 1899.
Howard.	L. P. Sanborn and J. G. Bargabas vs. School Township of Vernon Springs.	Refused additional school.	Reversed the board.	Decision of county superintendent modified and affirmed August 25, 1899.
Polk.	E. F. Bacon vs. Independent District of West Des Moines.	Petition for rehearing by state department.		Petition denied June 1, 1899.
Pottawattamie.	T. L. Smith et al. vs. Independent District of Council Bluffs.	Selection of site.	Affirmed the board.	Decision of county superintendent reversed and case remanded to board September 12, 1899.

## OPINIONS RENDERED BY THE ATTORNEY GENERAL.

## ALL SCHOOL CORPORATIONS ARE DIVIDED INTO THREE CLASSES.

STATE OF IOWA,  
OFFICE OF ATTORNEY-GENERAL,  
DES MOINES, March 12, 1899.

*Hon. R. C. Barrett, Superintendent of Public Instruction:*

DEAR SIR—Your favor of the 3d inst. is at hand, in which you ask my opinion upon several questions, all of which involve the construction of section 2743 and section 2744, with reference to the effect of said sections upon the legal status of rural independent districts in which villages or incorporated towns have sprung up since the organization of such independent districts.

Section 2743 provides: "Each school district now existing shall continue a body politic as a school corporation unless hereafter changed as provided by law, and as such, may sue and be sued, hold property and exercise all the powers granted by law."

I apprehend that the misconception of the meaning and effect of this section causes all the doubts as to the legal status of the independent districts. It by no means is contemplated by said section that all school districts existing at the time the code took effect, should continue to be governed by the same laws, or remain in the same class of school corporations



that had theretofore existed. The existence of the school districts as a body politic, as a corporation with power to sue and be sued, and to hold property, remains unchanged, and unquestionably the boundaries of the several school districts were, by the said section, to continue unchanged unless the same were changed by some other provision.

By section 2744, as amended by the present legislature, a new classification of school corporations was made. All school corporations, then, are divided into three classes: First, school townships; second, independent school districts of cities, incorporated towns or villages; and third, rural independent school districts. All independent districts come within the second or third classes of school corporations. While all classes of school corporations have certain powers in common, yet certain laws are applicable only to the school corporations of a specified class. The condition existing at the time the code took effect determines the class to which a given school corporation belongs. It is competent for the legislature to provide that all school corporations in the state which contain an incorporated town or village of over 100 inhabitants shall be called the independent district of such city, town or village, and shall be governed by the laws provided for districts of that class, and to assign other corporations to another class and to prescribe different laws for its management.

This may be done by the legislature without reference to the law under which school corporations were originally organized, or the name by which they have been heretofore known. As an illustration, it has been held by the supreme court in *Russell et al. v. Dist. Township of Cleveland*, 97 Iowa, 573, that the enactment of section 1713 of the code of 1873 had the effect of dividing subdistricts then existing which involved territory in two townships, except those subdistricts organized by attaching territory from one township to that of another for school purposes in cases where, by reason of streams or other natural obstacles, any portion of the inhabitants of any school district cannot, in the opinion of the county superintendent, with reasonable facility enjoy the advantages of any school in their township.

The status or classification of the school districts depends not upon the law under which they are organized, or the manner in which they became independent districts, but upon the nature and condition of the district itself. The amendment to section 2744, enacted by the present legislature, makes the independent school district of a village belong to the same class as the independent school district of a city or incorporated town. If, then, a village of over 100 inhabitants has grown up in an independent district which has been previously organized under the provisions of the law for organizing what are now called rural independent districts, then such district becomes, under section 2744, an independent district of a village or town, and belongs to the school corporations of that class, and ceases to be a rural independent district. The code defining the classes, all districts take their places in the class to which, by their existing conditions, they belong. I am quite clear that all independent districts which contain a village of over 100 inhabitants under section 2744 as amended, cease to be rural districts. I am also inclined to the opinion that a rural district organized under the provisions of section 2797, by the growth of a village of over 100 inhabitants within its boundary, becomes *ipso facto* an independent district of a city, town or village.

There seems to be no provision for organizing a district of a city, town or village out of an independent district already existing. Section 2794 provides for the organization of an independent district of a city, town or village of over 100 inhabitants from a school township, but does not contemplate that such independent district of a city, town or village should be formed from an independent district already existing. It is true that section 2798 provides for the subdivision of rural independent districts, but this can hardly be said to apply to the formation of independent districts of towns or villages.

I am quite clear that it was the intent of the legislature that all independent districts, irrespective of the manner of their original organization, which contain a city, town or village of over 100 inhabitants, should come within the second class as above stated, and be governed by the laws applicable to independent districts of that class; and I am inclined to the view that when a village in an independent district increases in population to exceed 100, that it becomes *ipso facto* a member of the class of independent districts of the cities, towns and villages and ceases to belong to the class known as rural independent districts. An incorporated town, when it increases in population to 2,000 or upwards, becomes a city of the second class, and must change its organization accordingly; it has no volition in the matter.

In like manner, the growth of population in a village within a rural independent district may change the class of school corporations to which the district belongs. I see no good end to be gained, in view of the changes in the law, in attempting to classify the school corporations of the state according to the laws under which they were originally organized. The evident intent of the legislature was to simplify the matter and place the school corporations of the state in three classes, the class to which each belongs depending not upon the manner of its organization, but upon the existing circumstances and conditions of the district itself.

My conclusion is that independent districts having a city or an incorporated town or village of over 100 inhabitants forming a part thereof, are not rural independent districts.

Yours respectfully,

MILTON REMLEY,  
Attorney-General.

#### THE STATUTE FOR ESTABLISHMENT OF BOUNDARIES IS MANDATORY.

STATE OF IOWA,  
OFFICE OF THE ATTORNEY-GENERAL,  
DES MOINES, May 20, 1898.

Hon. R. C. Barrett, Superintendent Public Instruction:

DEAR SIR—Your favor at hand, in which you ask my opinion upon the following questions:

"First.—Under the provisions of section 2794 of the code, relating to the formation of independent school districts, may the board refuse to establish the boundaries of a district, or is the statute mandatory?

"Second.—In determining the boundary lines, has the board discretionary power or is it restricted to the boundaries petitioned for by a majority of the resident electors of the contiguous territory proposed to be included?



"*Third*—In case an appeal is taken to the county superintendent from the action of the board in refusing to establish boundaries, should the county superintendent consider both the convenience of the people and the petition presented by the majority of the electors, or is he limited to the petition alone?"

First, the evident purpose of section 2794 is to provide the means by which the wish of the voters of any city, town or village, and also the voters residing in contiguous territory thereto in regard to forming an independent district, may be carried into effect.

It will be noticed that a petition signed by ten voters of the city, town or village, residing in that portion of the city, town or village having the largest number of voters, is sufficient to require the board of directors of the school township to call an election to determine the question when the boundaries of the proposed independent district are co-extensive with the city, town or village. If it be proposed to include the contiguous territory therein, then a petition of the majority of the voters residing on such contiguous territory must also be presented.

The language of the section relating to the duties of the board is as follows: "Such board shall establish the boundaries of a proposed independent district, including therein all of the city, town or village, and also such contiguous territory as authorized by a written petition of a majority of the resident electors of the contiguous territory proposed to be included in said district in not smaller subdivisions than entire forties of land in the same or in an adjoining school township, as may best subserve the convenience of the people for school purposes, and shall give the same notice of the meeting as is required in other cases."

The board of directors of the school township is elected by the people of the entire township. They may have interests antagonistic to the formation of an independent district. There seems to be but little left to the discretion of the board. They are required to include therein all the contiguous territory proposed to be included in said district in not smaller subdivisions than forty acres of land. It seems to be obligatory upon them to include the territory petitioned for, except where the proposed boundary line would divide forty acres of land, according to the government survey. They might, however, in case the convenience of the people of some sub-district left out of the proposed independent district demanded it, include more territory than was described in the petition. The circumstances might be such that a few families, after the proposed independent district was carved out of the school township, would be practically left without school privileges. The law seems to require, in fixing the boundaries, that all of the contiguous territory petitioned for shall be included, but does not even inferentially prevent the board of directors, in fixing the boundaries, from including some not petitioned for.

I think the statute is mandatory, requiring the boundaries to be established by the directors, which boundaries shall include all territory petitioned for, and as much more as the judgment of the board of directors shall deem necessary to subserve the convenience of the people for school purposes. It is also mandatory upon the board to give notice of the meeting at which the people may vote.

*Second*.—In regard to the second question, in my judgment the board

has a discretionary power to establish the boundaries so as to include contiguous territory not described in the petition, but has no discretion in regard to omitting from the proposed independent district, any description of land named in the petition, except in case the line as fixed in the petition divided forty acres of land, in which case the board might, in its discretion, omit the part of the forty acres included within the proposed boundaries of the independent district.

It evidently never was intended by the legislature that the wish of the people of a city, town or village, or of territory contiguous thereto in regard to the formation of an independent district, should be thwarted by the board of directors of a school township. The power to include in the boundaries established by the board of directors, territory not described in the petition, enables the board to prevent a few families with not enough school population to maintain a school, from being cut off from school privileges by the creation of an independent district in the exact form petitioned for.

*Third*.—In case of an appeal to the county superintendent, he should be governed by the rules above stated. He can exercise no power not given by statute to the board of directors, and can make such order as the board of directors should have made. In adding any territory not embraced within the petition, he should certainly consider the convenience of the people, both in the proposed independent district, and also the convenience of any who are left in a school township; but like the board of the district township, he would not be authorized to omit any of the territory included within the petition from the proposed independent district. He is not, however, limited any more than the board would be by the petition in regard to adding to the proposed independent district land not included in the petition.

Yours respectfully,

(Signed) MILTON REMLEY,  
Attorney-General.

#### CONCERNING THE EXTENSION OF THE BOUNDARIES OF A MUNICIPAL CORPORATION.

STATE OF IOWA,  
OFFICE OF ATTORNEY-GENERAL,  
DES MOINES, March 23, 1899.

Hon. R. C. Barrett, Superintendent Public Instruction:

DEAR SIR—Yours at hand, in which you ask my opinion upon the following question:

"Does the law as found in chapter 89, acts of the Twenty-seventh General Assembly, contemplate that when the corporate limits of any city or town are extended outside the existing independent district or districts, the boundaries of said independent district or districts shall be also correspondingly extended, without regard to township or county lines, manner of the organization of the district or districts from which the territory is taken, or the condition in which such district or districts will be left after the territory has been taken?"

In regard to this I will say that chapter 89, laws of the Twenty-seventh General Assembly, contains this provision: "When the corporate limits



of any city or town are extended outside of the existing independent district or districts, the boundaries of such independent district or districts shall be also correspondingly extended."

This language is general, and without exception or limitation. It is evidently the intent of the legislature that whenever the limits of a city or town are extended beyond the independent district or districts within said city or town, then the boundaries of the independent district or districts shall be correspondingly extended. The extension of the corporate limits of the town *ipso facto* extends to the boundaries of the independent district or districts of the city or town.

The first part of said chapter provides how the boundaries between a school township and an independent city or town district may be changed in certain cases by the action of the respective boards of directors. There are also certain sections of the code which provide how the boundary lines of independent districts in certain cases may be changed. For instance section 2793 is in relation to the change of the boundary lines of contiguous independent districts within the same civil township. A limitation is found therein, viz. "The independent district from which territory is detached shall, after the change, contain not less than four government sections of land," etc. This limitation applies alone to the case described by the section.

The restrictions contained in said section do not apply to some other case, as for instance, that above specified in the language quoted in said chapter 89. We are not authorized to engraft conditions or limitations expressed in a section relating to one class of cases upon the statute relating to another class of cases. I do not recall any law which is in conflict with the provisions above quoted, but that being the last expression of the legislative will, it would be considered as repealing any in conflict therewith, if any such there be, though I think there are no statutes in conflict with it.

Hence, my conclusion is that the extension of the boundaries of a municipal corporation made in the manner required by law, extends the boundaries of the independent district of said municipal corporation, without any action on the part of the school districts or their officers, and regardless of the effect of such change upon the districts from which territory is taken.

Yours respectfully,

MILTON REMLEY,

*Attorney-General.*

#### AUTHORIZED COSTS IN CASES OF APPEAL.

STATE OF IOWA,  
OFFICE OF ATTORNEY-GENERAL,  
DES MOINES, October 19, 1899.

Hon. R. C. Barrett, Superintendent Public Instruction:

DEAR SIR—In regard to your request for my official opinion upon the following questions:

"First.—What may be legally included as costs in the hearing of appeal before a county superintendent?

"Second.—May the expenses of a stenographer be charged as part of the costs? If not, by whom should expenses of this character be paid?"

I will say that section 2821 of the code authorizes the issuance of subpoenas for witnesses, and provides for the service of the same, and for such services the witnesses and officers shall be allowed the same compensation as is paid for like attendance or services in the district court. These items constitute the costs. The statute in express terms authorizes no further costs to be paid which shall be taxed or recovered. While the term, "tax all costs to the party responsible therefor," appears, it evidently refers to the costs for which the statute provides. Section 2820 prohibits the allowance of any other compensation to the superintendent than that now allowed by law. The necessary postage must be paid by the party aggrieved. The county provides proper stationery, and I think of no other costs that are proper to be taxed by the county superintendent.

Second, in regard to the expenses of a stenographer, I will say that there can be no expenses unless a stenographer is employed, for which the statute makes no provision. The design of the law in allowing appeals to the county superintendent, and from him to the state superintendent, is to afford a speedy and inexpensive tribunal for the correction of abuses or errors by school directors. The law with reference to charging of fees, and the manner of procedure in the district court, has no application to trials before county superintendents. There is no authority of law to employ a stenographer and tax the expenses of such stenographer as costs in the appeal case. There is no requirement of law that the evidence there shall be preserved of record. If a party wishes to appeal to the state superintendent from the judgment of the county superintendent, he must make such provision for preserving the testimony as he may desire. There is nothing to prevent the parties agreeing to employ a stenographer, or to prohibit the superintendent from permitting such a record to be kept, and if kept correctly, from certifying the same; but any arrangement in regard to the employment of a stenographer must be by consent of the parties litigant, and at their expense, without having the same taxed as part of the costs for which a judgment can be rendered.

Yours respectfully,

MILTON REMLEY,  
*Attorney-General.*

#### SCHOOLHOUSE SITE—FORTY RODS FROM RESIDENCE.

STATE OF IOWA,  
OFFICE OF ATTORNEY-GENERAL,  
DES MOINES, November 23, 1899.

Hon. R. C. Barrett, Superintendent of Public Instruction:

DEAR SIR—I have the honor to acknowledge the receipt of your request for my construction of section 2814 of the Code, especially that clause thereof which says that a schoolhouse site, "shall, except in cities and incorporated towns or villages, be at least forty rods from the residence of any owner who objects to its being placed nearer," the exact point, if I understand the matter, being whether, in a condemnation proceedings to obtain a site, any person other than the owner of the land about to be condemned can object to the condemnation of such land because it may be within forty rods of his residence.



The question is one of no little difficulty because of the very general terms used in said section. At first blush it would seem that the clause, "forty rods from the residence of any owner," is general and broad enough to give to any person whomsoever the right to object to a schoolhouse being placed within forty rods of his residence. In order to arrive at the true meaning of this section, it is necessary to compare it with other provisions of the law, and to look at the history of the legislation.

Prior to 1870, there was no provision of law for the condemnation of a site for a schoolhouse. School districts had a right, prior to that time, to acquire by purchase or lease, sites upon which to erect schoolhouses, and no person whomsoever had a legal right to object to a schoolhouse being erected upon any site, which the school district could thus acquire. Chapter 124 of the Thirteenth General Assembly provided a way whereby a school district, by its board of directors, might legally take and hold, under condemnation proceedings, a suitable site for the erection of schoolhouses, the first section of said act giving such power, but providing certain limitations upon its exercise for the protection of the land owner who was unwilling to have his land thus taken. One such limitation was that the land taken for schoolhouse purposes should not exceed one acre; another, that orchards, gardens, or public parks should not be taken; and a further limitation, that all sites selected should be on the public road, and not within twenty rods of any residence without the consent of the owner.

It is very clear to me that such limitations were for the sole benefit of the land owner, and the provision prohibiting the selection of a site within twenty rods of a residence was for the protection alone, and referred to the residence of the man whose land was about to be taken.

On the adoption of the code of 1873, said chapter 124 was incorporated in chapter 10 of title 12 of the code of 1873. In section 1826 of the code of 1873, this language is found: "The site so taken must be on some public highway, at least forty rods from any residence, the owner whereof objects to its being placed nearer;" *i. e.*, the site taken under the provisions of said chapter as it appears from the preceding section.

It will not do to take a paragraph or a sentence out of the connection of the law in which it appears and give it a universal application, disassociating it from what precedes or follows, or the subject matter treated of. Chapter 10 of title 12 of the code of 1873, relates alone to the condemnation of property for a schoolhouse site. Said chapter 10 now appears as sections 2914, 2915 and 2916 of the code of 1897. The phrase, then, "at least forty rods from the residence of any owner who objects to its being placed nearer," must be construed in connection with the subject matter treated of, and the purpose the legislature had in view in inserting such language in the act. From the beginning of our school system, school boards were authorized to purchase or rent school sites, to be situated where, in their judgment, was best, and the owner of no residence near by could prevent such site being selected within twenty or forty rods of his residence.

There must be something wrong with any construction which would authorize a school board to place a schoolhouse at the door yard of a resident, if it could purchase the land therefor from his neighbor, and would preclude it from so doing in case it had to resort to condemnation proceedings. At least, it is such an inconsistency that we must not presume the

legislature so intended, unless the language of the statute forces us to that conclusion. Does the language of the statute so provide? What is meant by "any owner," or "the residence of any owner?" What owner is referred to? Evidently, the owner of the land about to be taken. If the owner of the land about to be condemned does not object to the schoolhouse being within forty rods, it can be condemned.

"Any" is derived from the words "a, one." The Century Dictionary defines it in the singular to be: "One; a or an; some." "Any owner," then, means an owner of the land about to be taken who objects to its being placed nearer to his residence. This construction of the meaning of "any," or the limitation of it to a class of individuals, is not without authority. The case of *Shute v. Boston*, 99 Mass., 236, sustains these views, as does also the case of *Wells v. Greenhill*, 5 B. & Ald., 869.

The power of a school district, acting through its school board, to purchase grounds for schoolhouse purposes, is given by sections 2749 to 2773. The acquisition of real estate for schoolhouse purposes under these sections may be made without consulting the wishes of the owners of adjacent lands, and I am clearly of the opinion that sections 2814 to 2816 inclusive, providing the way for the condemnation of schoolhouse sites, were never intended by the legislature to permit one whose land was not taken to prevent a schoolhouse being erected within forty rods of his residence. This is in accord with *Fisher v. Dist. Twp. of Tipton*, S. L., Dec., 1892, 686. This clause, "forty rods from the residence of the owner," is for the benefit alone of the man who is unwilling to have a schoolhouse upon his land and refuses to sell, whose land, in the exercise of eminent domain, is taken from him by condemnation proceedings. This clause is a concession made to such unwilling owner alone, and to no other person.

Yours respectfully,

MILTON REMLEY,  
Attorney-General.

## CONTRACTS WITH TEACHERS.

ABSTRACT OF AN OPINION BY THE SUPREME COURT OF IOWA.  
SEE 107, IOWA, PAGE 29.

S. G. Burkhead, appellant, v. Independent School District of Independence.

SCHOOLS.—Code, section 2743, vests school districts with corporate powers to be exercised by their boards of directors. Section 2778 provides that the board shall elect all teachers and make all contracts on behalf of the district; section 2776, that the district may elect a person who shall have general supervision of the schools, subject to the control of the board; section 2773 authorizes the board to designate the period each school shall be held beyond the time required by law; section 2749 empowers the electors, at their annual meeting, to determine what additional branches shall be taught during the following school year, and section 2772 authorizes the board to prescribe a full course of study for the school. Held, a board of directors of a school district has no authority to employ a teacher or superintendent for a period of five years, although the duration of such contract is not expressly limited by statute, since the statutory provisions



requiring school taxes to be levied annually, limiting the ordinary certificate of a teacher to one year, and providing that the board of directors must make an estimate of the expenses and determine the course of study each year and designate the period each school shall be taught beyond the time required by law, impliedly limits the duration of such contracts to the school year, as determined by the board of directors.

CONTRACTS.—A contract to render services as superintendent and teacher of schools is not invalid because it does not state the time the school was to be taught, as required by code, section 2778, where the rules and regulations of the district fixed the time the schools were to be open and were made part of the contract.

APPEAL TO SUPERINTENDENT.—Though the remedy of a teacher, when aggrieved by the action of the board of directors, in a proceeding under code, section 2782, where he had an opportunity to be heard, is by appeal to the county superintendent, the remedy of one discharged without such hearing is by action for breach of contract.

SAME.—An appeal cannot be taken to a county superintendent from a refusal of a board of school directors to allow a school teacher to render services because of the alleged illegality of the contract of employment.

#### REMARKS AND ACKNOWLEDGMENTS.

In closing this report I do so with the feeling that the school interests have had my best service and my whole time during the biennial period. Whether or not results achieved have been satisfactory will be determined in due time by the kind judgment of friends.

On account of the small appropriation now allowed the superintendent of public instruction for extra clerical work, both the deputy and the superintendent himself have been obliged to give personal attention to petty details that could be well attended to by a clerk. The time now given to details might be spent to much better advantage by both of these officers.

During the year 1898 the department had prepared and sent throughout the state to friends of education, 144,000 circulars of information, 10,000 school directories for teachers, 40,000 amendments to the school laws of 1897, 1,500 copies of the proceedings of the State Teachers' association, and 13,000 lists of questions for the monthly examination of teachers.

In addition to the regular office correspondence, more than 1,000 opinions on school law were written to school officers; twenty cases appealed from the decisions of county superintendents were decided, and the work of the state board of educational examiners supervised.

As the years pass the work grows in magnitude and importance, and as a consequence the official duties of 1899 were more arduous and in some respects more important than those of the preceding year.

Aside from the office work, I have to perform my official duties as president of the board of trustees of the State Normal school and as a member of the boards governing the State university and the State Agricultural college at Ames. Four-fifths of the counties of the state have been visited and one or more addresses given in each. On every hand a most cordial welcome has been extended. Everywhere our people are thinking of better schools. School directors have traveled twenty-five or more miles to listen to an address upon an educational subject. They are feeling as never before that the great need of Iowa to-day is not more schools, but better schools; not more teachers, but better teachers; not alone a public school, but a free school in the broadest and best sense; not a school that fits for teaching, for business, for college, but one that aids students in the preparation for life and its manifold duties. School officers and other citizens want Iowa children trained to habits of usefulness; to be the possessors of spotless characters and enviable reputations; to stand for that which is highest and best in life and be prepared for the duties of the twentieth century.

The work of Miss Byrdella Johnson, the present stenographer, and her predecessor, Miss Gertrude Leachman, has been acceptable in a high degree. Not only have they performed the usual duties belonging to their department, but they have almost daily done other work, such as is performed generally by a clerk in other offices. This extra work has been done without additional pay, or even the thought of it.

With pleasure I mention the esteemed services of Hon. A. C. Ross, present deputy superintendent of public instruction, and Hon. Ira C. Kling, who preceded him. Both have been closely related to the educational work for almost a quarter of a century, and understand well the needs of the schools. In many instances they denied themselves pleasure and comfort in order to serve the state.

I desire also to acknowledge the service rendered by Hon. C. W. von Coelln and Hon. O. O. Roe in the preparation of the statistical tables. These gentlemen, one as superintendent of public instruction, and the other for ten years a county



superintendent, have given much time and thought to the compilation of the school statistics. Their work has been done with unusual care. The statistics are probably as reliable as can be expected with so large a number of school secretaries and treasurers.

Any degree of success that may have attended me in the administration of the office must in large part be accredited to the loyal support of the school officers and teachers. They have extended every courtesy and kindness. I have relied upon them and my confidence has not been in vain. Our official and personal relations have been marked with mutual confidences. To bring great honor and glory to our state and prosperity and blessings to all our people has been our chief purpose. To have been even in a small way successful, is a great reward.

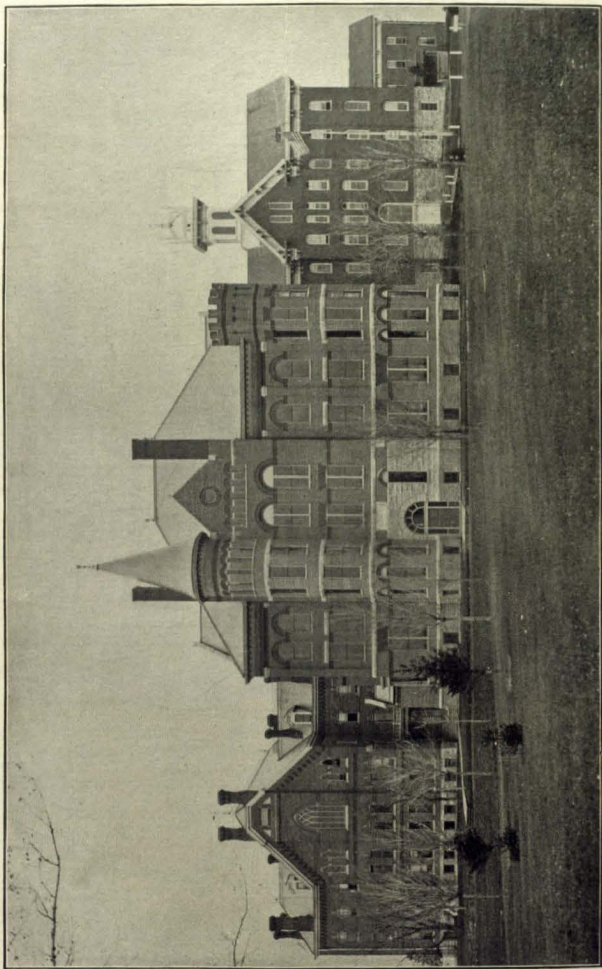
Most wonderful results have been accomplished by and through universal education, but "Greater things than these shall ye do" who so soon will step over the border line into the twentieth century.

With firm faith and confidence in the honesty of purpose of those who are charged with the enactment of laws for the perfecting of the school system,

I respectfully submit this report.

RICHARD C. BARRETT,  
*Superintendent of Public Instruction.*





THE STATE NORMAL SCHOOL, CEDAR FALLS, IOWA.

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## APPENDIX.

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## THE PRESIDENT'S ADDRESS.

DELIVERED BEFORE THE IOWA STATE TEACHERS'  
ASSOCIATION, DECEMBER 27, 1898.

AMOS N. CURRIER, IOWA CITY.

*Fellow Teachers of the State Association:*

I congratulate you over another year's work well done. I congratulate the state over the certain and manifest progress in the means and methods of public and private instruction—its colleges crowded with students, and equipped for large and efficient service as never before; its multiplied high schools and academies enlarged and enriched during the year; its army of teachers in the grades and common schools—the thronged university of the people—prosecuting their high mission with devotion and success. I count it a ground for present joy and an omen of a still brighter future that these forces are united by a common sympathy, and work in substantial harmony in their several spheres and in this representative body.

The Iowa of to-day is substantially the growth and product of little more than a half century, but the pages of this brief history are crowded with the records of noble lives and with great achievements in things material, in the sphere of society, in the domain of government and in the realm of education and religion. The transformation of an expanse of raw prairie into one of the richest and most productive regions in the world, with its varied occupations and industries and the substitution for nomadic and barbarous tribes of a mighty state with its intricate and complex organization, civic and social, is a wonder outdoing the marvels of fairy tale. We do well to call these things to mind in our semi-centennial celebrations of towns and cities, of institutions and societies and of the state as a whole. We must not forget the pioneers and founders and the debt we owe them; we have good reasons, too, to take account of our present capital stock of inheritance and earnings with modest pride, and do well to recount our privileges and blessings with thankful hearts. Yet, as we near the threshold of the twentieth century the glorification of the past however worthy, and a self gratulation however well justified, ought not to be our dominant thought, but rather should we have a solemn consciousness of our greatly enlarged responsibilities, the good sense to realize our shortcomings in the past and our present limitations and a resolute purpose to make *realities* of the highest ideals for the greater Iowa just before us.

I believe there is a real peril for Iowa education in the general pride in the schools of the state and the consequent satisfaction with things as they are.

It was perhaps worth while to stand for *once* at the head of the states in the small percentage of illiterates, but I am not at all sorry that we have yielded our place to Wyoming, the youngest in the sisterhood of the states, so that the opposers of reforms in educational methods and the objectors to larger provision for schools, public and private, can no longer point to our proud position as a proof of substantial perfection.

Ability to read and write is *indeed* a long step from barbarism and *was* a high personal distinction *1,000 years ago*, but greater things are needed to justify boasting at the close of the nineteenth century. Whatever may be our place on the roll of literacy or illiteracy we have *not* reached a standard of perfection adequate to the



needs of the *present* and of the *immediate future*, whether we measure ourselves by high ideals or by the actual attainments of other states, either in our common and high schools, in our provision for normal training or in our colleges and universities. These are not the words of pessimism but of an optimism which is satisfied only when good is made the best attainable. Nothing less is good enough for the Iowa of the twentieth century, and fortunately we are strong enough and rich enough to build and equip according to our needs and our standards of excellence. It is simply a question of wisdom and will.

As practical people, we should not stand gazing upon theoretical perfection or the achievements of others, but, catching inspiration therefrom, should put our hands to the tasks just now most pressing.

To some of these I ask your attention, not as new in fact or untouched in this association, but which, in spite of discussion and effort through a series of years, are yet unaccomplished and more urgent now than ever before.

#### I. AS TO COMMON SCHOOLS.

According to the last annual report of the state superintendent, the rural (ungraded) schools number 12,528; the rooms occupied by graded schools, 5,002—figures that place the magnitude of the rural school problem in a clear light. Its importance is still *plainer* when we take into account the *weight* of the population here represented, in the social, moral and political scale, not only in itself considered, but in the vast and constantly increasing contributions it makes to the towns and cities, to the trades, occupations and professions; in a word, to all ranks and forces of society and the state.

Besides, the *quality* of these contributions is quite as notable as its quantity. The farm and the rural hamlet have been the birthplace, and the common school the first intellectual gymnasium of the men and women of mark and genius and character, out of all proportion to the population *resident* there. Here, as nowhere else, is felt and inculcated the duty and dignity of labor, not only as a means of livelihood, but of moral salvation. The town and the city stimulate, sharpen and polish, but in every age the country, with its untainted, wholesome air, its direct and constant contact and communion with nature, and its simple life of industry, economy, integrity, of personal self-reliance and of individual freedom, have largely given the world its best muscle and brain.

To what extent are the rural schools of Iowa discharging the important duty laid upon them?

Asserting for many of them a high degree of excellence and efficiency, we are compelled to declare that as a *whole* they form the weakest, the most poorly equipped and the most inefficient corps in our army of education.

Unsuitable houses and unsightly grounds—evidently nobody's pride and the objects of nobody's care—meager and antiquated appliances, schools imperfectly organized, with few pupils and poorly prepared, immature and inexperienced teachers, insufficient and unintelligent supervision, and less than six months school periods, are confined to no section of the state. The lack of life and spirit and force resulting from these conditions may justly be diagnosed as intellectual anemia, affecting not only the teacher and the school, but the whole district with its blight. It is no consolation for us that the same conditions are found in *other* states, but we may learn something from their experience and example.

The whole matter has been ably and exhaustively treated by the committee of twelve, with our honored ex-State Superintendent Sabin at its head, which, scattered broadcast, ought to exert a potent influence in the state.

Among the reforms suggested there and elsewhere, more or less modified, the following seem to me feasible and promising and pressing:

*First.*—The abolition of the subdistrict, with a consequent new school unit—the civil township.

*Second.*—The extensive consolidation of neighboring small schools, and, where practicable, the attachment of outlying districts to the graded schools of the town.

*Third.*—To make this feasible, the transportation at public expense of children living at a distance from the new central school or the city schools, a plan practiced with great success in other states, especially in New England. This consolidation would create schools large enough to allow better grading, would insure the inspiration of numbers, better appliances, more competent and better paid teachers and longer school periods—conditions just as essential in the country districts as in the city.

Strong and well equipped country schools, paying reasonable salaries for a year's service, could command teachers not inferior to those of the town. Such schools, well taught, will arouse the general interest and become the pride of the community. Even the wayfaring man will discover the *fact* by the fine house, attractive without and within, and supplied with modern appliances and conveniences.

Public spirit will demand large and well kept grounds, adorned with trees, with ample space for games and sports, nowhere so much needed and so much to be encouraged as in the country districts; it will demand a suitable library and find means for lectures and in student exhibitions. Such a school, brought into touch and sympathy with all the occupations and interests of the community as of no party and no sect, would be a unifier of no mean power, and would *be* and *be felt* to be the intellectual center and inspiration of the district thus made a social as well as civil entity, with resources and interests of its own, and not a mere humble dependent upon the city or town. This is not merely a picture of the imagination, for it has been realized more or less completely over and over again, and will be realized in many more rural districts in Iowa when the state *allows* or *requires* the financial conditions and the proper organization, and the local communities become aware of the possibilities within their reach. Such schools, planted and nurtured throughout the state, would put a powerful check upon that growth of urban population at the expense of the country, which is ominous of evil for democratic institutions.

To secure the better supervision of these schools, the county superintendency must be made a much more efficient agency. Its present weakness is the direct and necessary result of its conditions and limitations, which only radical reforms can substantially improve. In the first place, it must cease to be a political office dependent upon the whims and intrigues and bargains of the party caucus, and subject to the fortunes of political parties at their best devoted to principles and policies not directly concerned with education, and at their worst, busied in the scramble for offices as personal privileges and sources of personal gain. The election should be committed to a county board of school directors, or possibly to the county supervisors, with the same freedom as to choice (not limited by county or even state lines), term of service and pay, as is now allowed and practiced in case of city superintendents. In the second place, a change should be made from *per diem* pay to a yearly salary, with allowance for clerical work and for a deputy to assist in supervision as required by the necessities of the case. And, finally, there is need of an enlargement of duties and powers. Such a position would attract and retain a larger body of well trained and experienced men and women who would find in it a worthy career not inferior to the city superintendency in its fruitful service to education and to the state.

I heartily endorse the recommendation so often made and urged on this platform in annual addresses, papers and discussions, for *free text-books in all grades of the public school*. *Theoretically*, there is no reason for placing this *one tax* upon schools otherwise free. *In practice*, the system has perceptibly increased the attendance by the addition of the children of the poor, to secure the education of whom, is one of the strongest reasons for public schools at public expense. The total cost is *less*, the schools are better equipped and organized with less delay.

It seems to me that public sentiment ought to be ripe for compulsory attendance upon schools, public or private, wisely limited and judiciously applied. In all such schools, accepted as meeting the requirements of the law, daily instruction in English should be *absolutely required*. In rare cases it may be necessary to furnish food and clothing, an expense quite as reasonable and legitimate when plainly necessary, as the support of children in the almshouse, this not merely as a kindness or duty to the child, but as a service to the state. Iowans surely have no sympathy with the aristocratic view, endorsed by so sensible an authority as the *Popular Science Monthly*, that "education should be made *easy* to all but *not free* to all," and of course, compulsory upon none. Even the stoutest opponents of state socialism in its spirit and methods, must admit that the state *may*, nay, *ought* to require some things not only for the welfare of the individual, but also for its own existence and salvation, and one of these in a republican government with universal suffrage, must be universal elementary education. The enlightened civilization of the twentieth century, not afraid of the bugbear of compulsion where liberty is license, will do this much, I am confident, to stamp out illiteracy and its attendant evils, as it will take compulsory measures against unsanitary conditions and the contagion of grossly immoral teaching and conduct. Ignorance may make more docile and more contented *slaves*, more obedient *serfs*, and more pur-



chasable voters for the Crokers, Platts and Quays, but it does not make better freemen of any grade. I have no patience with the sentiment *whispered* in certain quarters, as it used to be said *aloud* in aristocratic circles, that education is bad for the common laborer because it makes him discontented, and so careless and inefficient. The fact is, intelligence counts in the simplest and crudest tasks for quantity and quality. Even in the savage work of the common soldier in battle, it counts against ignorance, and "bayonets that think" win victories, as we have proven again and again within the last few months.

The educated, intelligent, well-fed American worker in the shop, at the loom and in the mines, can outdo his ignorant competitor and undersell him in every market if unhampered by trade restrictions. This competition of intelligence and capacity is a fact to be reckoned with in modern industry and activities, not as a device of Satan, but as a beneficent law of progress and of God. He that gained other five talents was admitted to the joy of his Lord, but for the unprofitable servant, who hid his one talent unused in his napkin, there was outer darkness, weeping and gnashing of teeth.

Education does not indeed ensure industry or morality, even with the help of religion it cannot extirpate incapacity and worthlessness, as prisons and tramps and slums testify, but it does offer opportunities to all, and from the poorest and weakest it does save multitudes for themselves and for the state. Of course it costs, but so do roads and courts and churches and everything that differentiates civilized society from barbarism; but most of us think the taxes they cost bear fruit, some thirty, some sixty, and some an hundred fold.

In the second place, there is no adequate provision in the state for the supply of trained teachers—by far the most essential factor in this work. The university, the colleges, and the normal school train and send out a body of well qualified teachers each year, yet insufficient to meet the demands of the high schools and the more advanced grades, and only in a slight degree supplying the needs of the elementary grades and the rural schools. Private normal schools of very different degrees of excellence, and the training departments of a few large city high schools make a substantial contribution, but when all are counted and rated at the highest, it still remains true that a very large percentage of the elementary teachers are not only deficient in scholarship, but utterly lacking in special training for their work. This means great waste in money expended, and enormous and irreparable loss to the army of children thus defrauded. The state requires years of technical training of the lawyer or doctor before he can open his office, but it hands over many of its helpless children to the tuition of immature boys and girls armed with certificates often second class, but without an iota of special training for their all-important duties.

#### DIFFICILE EST SATIRAM NON SCRIBERE!

Our state normal school is of the very best, and is working to the utmost of its capacity, but with limited means and insufficient buildings and appliances. However, with every provision and appointment complete, it would be utterly inadequate for the normal training demanded in the state. Minnesota has four normal schools; Wisconsin, seven; Massachusetts, nine; Iowa, one. All these states except the last, have a smaller population than Iowa. We ought to have three new schools at once. These might well be confined, for the present, to elementary work, with no courses longer than two years; others for one year, and others for a single term, with special reference to the needs of the teachers of rural schools. As recommended by Dr. Sabin, a state appropriation to high schools for normal instruction, would bring the same good results as in Wisconsin and Minnesota. Let us make urgent appeals to the legislature for additional normal schools until we succeed.

Secondary education, as represented in the public high schools, has made a great advance in the last decade in the number of such schools and in their organization and equipment. They have justly won the public favor and are sure to get a fairly liberal support. In some cases they are unwisely burdened with some branches better left to the colleges, and with others whose place in public education is not certainly justified. In some cases money is expended for supervision which should go to thoroughly competent teachers. I am persuaded that some of the smaller schools offer too many courses and too many branches, in unwise imitation of stronger schools, and so sacrifice quality to quantity. Minnesota gives \$400 a year to high schools furnishing preparation for the university, with the special purpose of strengthening the schools in the smaller towns—a plan which Iowa might wisely follow. While all high schools in their courses and subjects of study are properly shaped to answer local

needs, every such school should carry at least one course fitted to give the preparation required for college, not so much in the interest of the college or university, as for the benefit of its own constituency. This need involve little additional expense, and if the colleges are wise, they will adapt their specific requirements to subjects properly taught at public expense, or even to those that local communities will support the high school in carrying. If the colleges are unwise enough to give no heed to the exigencies of the high school in this respect they deserve to be cut off from its sympathy and its recruits.

It is to be hoped that the day is not far distant when the high schools of the state shall be brought into a consistent and enlightened system and have a place in, and the support of, the laws commensurate with their importance.

While it is the general conviction that elementary education is a public interest of the highest moment and justly supported from the public purse, it is often said that the higher education of the colleges and universities, as it is the privilege of the few, so it is mainly the concern of the individual and a small favored class, and not of the masses and the state.

The fact is that the higher, even the highest, education, though the direct possession of the comparatively few, is of vital importance to the general welfare and to the security of civilization, to every department of the state, to every business and occupation, to every interest of society, and to every individual in the community, and this in a sensible degree, even in case of those who would seem to be least within the sphere of its influence.

Annapolis and West Point are, indeed, the privilege of a selected few, but the whole nation, and every citizen in it, is deeply interested in the production of Dewey and Hobson, of Grant and Sherman, and no sensible patriot grudges even lavish expenditure for this end.

The higher civil education has even stronger claims to public and private support as, directly and indirectly, the fruitful and beneficent source from which spring our statesmen and jurists of high degree, the men of science and the arts who reveal the secrets of nature and make her forces prolific in opportunities and gifts even for the poorest and weakest, the men of letters, the ministers of religion, the leaders in education, and the promoters of sweetness and light in the realm of the higher life.

These contributions to the commonweal affect the lot of the so-called higher or favored classes far less than that of the so-called lower classes. They have, indeed, greatly modified and improved the condition of the former; they have absolutely revolutionized the life of the latter, and that for good. In this regard the higher learning may boldly place its claim of beneficent service beside those of religion herself. Besides, it is absolutely certain that the extent and quality of the higher education essentially determines the character of the lower.

The expansion and the elevation of the college and the university in the individual state and in the nation means the elevation and enrichment of the high school, the grades and the rural school to such an extent that it may be fearlessly asserted that the patrons of even the most elementary schools are benefited by the colleges to an extent far beyond any contribution made either by voluntary gift or public tax. Doctor Bancroft, principal of Phillips, Andover, says: "If any one extrinsic cause be sought for the improvement in secondary schools it will be found in the new universities, like Clark and Johns Hopkins, and the university features adopted by the older schools like Harvard, Yale and Princeton. Educational influences, like sunshine, work from above."

There can be no doubt that the money expended for the colleges and universities of the land has been a paying investment even in a material and pecuniary point of view, but much more in the production and nurture of all that makes for civilization in its widest acceptation. No ten millions put into factories have ever brought such rich returns to Massachusetts as that invested in Harvard, which has been one of the most potent factors in the creation of that state, and for her or for the country at large, hardly any conceivable loss would be so disastrous as the blotting out of her colleges and universities. Says Professor Joynes, of South Carolina university: "It may be asserted that the prosperity, prominence and influence of the several states and sections of the union have been in the direct ratio to their provision for higher education. To what extent Harvard, Yale, Dartmouth, Amherst, and other great colleges have contributed to the domination of New England all over the great north and northwest and to their ultimate predominance in the great industrial and political struggles of



the country cannot be computed. Suffice it to say, these schools educated New England, and New England has largely educated the nation."

All this may seem trite and so generally accepted as to be unnecessary and therefore superfluous, but I make it the basis of an earnest plea for a wider interest and a far more generous support of higher education in Iowa. We are justly proud of Iowa as the corn state, and our rank in the provision market. It is high time that we should covet the fact and the fame of higher education at its best. If a stranger were to read without further examination the last report of the commissioner of education, he might think us fortunate among the states, with our twenty-three colleges and universities, against ten in Minnesota, nine in Wisconsin and Massachusetts, and three each in Connecticut and Maine, but if he should examine the column of endowments, *i. e.*, working capital, he would learn that the colleges of Iowa have together little more than Dartmouth college, without taking account of the heavy debts that seriously consume the resources of many of these institutions. The fact is, this number is much greater than the needs of the state, and out of all proportion to the means of support now possessed or in reasonable prospect for the next half century. If one-half of them would take their proper place as first rate academies, of which there is some lack in the state, it would be a great gain to higher education. This I say with a full appreciation of the excellent work now done on starvation salaries and with slender equipment by the devoted, cultivated and capable men and women in these weaker colleges. The stronger colleges, occupying the entire field, concentrating in themselves a wider interest, devoting themselves entirely to college work and strengthened in number of students, might confidently look for the much larger resources essential to the best college work. A vigorous crusade needs to be preached from one end of the state to the other among the churches and other adherents of these colleges. The day of usefulness for the unendowed college is over. The children of the twentieth century ought not to miss, and I believe will not miss, the best and richest education merely to swell the numbers of the college of a particular church, however orthodox, in the vain attempt to get a liberal education without a well stocked library, fully equipped laboratories, and a large and strong faculty essential to create a true college atmosphere and to do real college work. These cost money, much money, and more money year by year. Much as they are preached to and dunned by agents, the friends and supporters of the colleges only half realize the stern and serious and essential fact. The strongest colleges in the state are doing work of high excellence and great importance, but they are poor and hampered by meagre appliances, small teaching force, and means of support to a degree that their constituency and the general public little dream. The wider development they long for is impossible without larger means. Every year they lose valued professors, called away by wealthier colleges of neighboring states, whose higher salaries and better appliances could command every college professor in Iowa not retained by duty and loyalty.

If the constituency upon which these colleges depend for support was poor, we might mourn over the fact and cultivate patience, but, in fact, it is prosperous and rich, but its garners and mortgages and bank deposits are not consecrated to the Lord's service in higher education. God speed the evangelists of endowment on their sacred mission.

The State College of Agriculture and Mechanic Arts has a magnificent field peculiar to itself, whose proper culture is of vast importance to the state; with a fine endowment from the general government and considerable appropriation by the state, it is well equipped for the work it now undertakes, and is fulfilling its mission with eminent ability and success and to general acceptance. But it is only fairly started on its beneficent mission and sees afar off the realization of its hopes in the fully equipped and widely developed polytechnic school and college of agriculture in fruitful touch with all the varied industries of the coming Iowa, and especially with agriculture, which must learn, even in Iowa, the secret of making the land not a mine of limited wealth, but a laboratory ever increasing in its resources of production. The attainment of this end is impossible without far larger means. The nation will not add to its bounty; the state must supplement it with its gifts, not only for buildings and appliances, but in aid of the income for support, in the near future sure to be inadequate by reason of the decreasing rate of interest on invested funds, and the rapid growth of the college. This aid should not come in laggard appropriations of a few thousands grudgingly given, but should promptly attend upon the necessities of the present and provide for the large development sure to come and essential to the prosperity of the interests concerned.

As to the university, I can speak from long and intimate personal knowledge. On entirely inadequate means it is doing thoroughly and with marked success the work it undertakes, and points with pride to its five thousand graduates and its other thousands of non-graduates as evidences of its practical success and pledges of its future achievements. Beginning forty years ago in the smallest and most modest way, in spite of poverty, in spite of scanty public favor, at least in early years, and sometimes of suspicion, because the child of the state and not of some faction of the church, it has grown apace, strengthened and developed with the years, and stands to-day sturdy and strong, ready and eager to cultivate a far wider field as yet untilled and not likely to find culture from other hands. The people of the state have been willing to give its university a fair support, and many of its legislators have meant to do generous things, but for the most part there has only been a faint and hazy conception of what constitutes a real university, and so of the means necessary to create and support it.

For buildings the university has received about one-fourth the sum given to Michigan university; one-third of that given to Illinois, Wisconsin and Missouri; less than one-half of the amount received by Minnesota and California, and much less than the sum obtained by Kansas and Nebraska. In regard to state aid for support, our university is at about the same disadvantage. Its yearly income is about one-third that of Michigan, Illinois and Wisconsin; one-half of that of Minnesota, and considerably less than that of Nebraska and Missouri.

It is so cramped for room in its eleven buildings that it is compelled to hire all the suitable rooms within its vicinity.

Even when the present appropriation has been put into the new building for the liberal arts, the actual and present necessities will not be provided for. The excellent library will have no adequate fire-proof home, and the same is true of the very valuable museum, the herbarium and the geological collections. There will be no fit observatory, no assembly room sufficient to accommodate the whole body of students, and large laboratories will still be crowded into space that does not allow comfort, much less growth; and beyond these are the departments and chairs yet waiting for means of living as well as a habitat, for the university is an ardent expansionist in this field if nowhere else. It proposes a large and wide development in its most advanced work, especially along all lines of graduate study and investigation—the true sphere and special function of the fully developed university.

The university is ready to keep its doors open from year's end to year's end, not only to its regular clientele, but in the summer months to the teachers of the state of every grade, with courses to suit their varied wants, with all the helps and wider view that would come from contact with the library, museum, laboratory and university spirit, methods and men, all *without cost*, as a service to the public schools of the state. The university is anxious to build up a library, not only adequate to its own needs, large and rapidly increasing, but as a store-house and laboratory for the use of teachers and students from without in special study and investigation.

The university would like to put into the field a staff of extension lecturers to go to and fro into every nook and corner of the state, to bring the spirit and results of high scholarship to the multitudes that can never go to the great schools, and especially to give help and inspiration to teachers and pupils not otherwise brought into contact with these influences. The university is ready and anxious to publish the results of the studies and investigations of its staff of instructors as the fruit of its activity, and a contribution to the thought and knowledge of the time.

In these and other directions, no rapid advancement is possible without substantial additions to the annual income. It is unreasonable to expect it—unjust to demand it. Every motive of self interest and pride of duty on the part of the state towards its youth urges to such generous provision that the university may assume the rank among its fellows that the state justly claims in the great northwest and the nation.

Let us trust that the people of the state, fully informed, and aroused to a just sense of the vast importance of a great advance all along the line from the common school to the university, will provide the necessary means out of their abundant and rapidly increasing wealth, from private pockets, converted and consecrated, and from the treasures of the rural community, the municipality, and the state; and to this end, let us each and all resolve that our own proper constituency shall be thoroughly educated to its duty and privilege. In this matter let us of the colleges and the various grades of state schools feel and show our brotherhood, and accept as the motto of



our feeling and practice, "all for each and each for all." The state needs us all and can spare the work of none without serious harm.

The coming century is certain to be compelled to deal with the gravest problems of society—some inherited, and others peculiar to itself. There will be urgent demand for a wider utilization of material forces for human needs, a more thorough knowledge of human nature and history, clear discernment and independent thinking, intelligent patriotism, large capacity for wise action and effective leadership, and hence for men of broadest training, and women of truest culture of head and heart, whose vital force of character has not been sacrificed either to knowledge or refinement, in sympathetic touch with all the interests of society, who magnify in preaching and practice the sacredness of law, who make conscience and not so-called destiny or popular clamor the guide to action, and who hold and use all life as a service. Convinced that the training of such men and women for these ends depends upon us as upon no others, let us consecrate ourselves anew to our high mission as conservers and promoters of civilization and so servants of humanity and of God.

ADDRESS DELIVERED BEFORE THE IOWA STATE TEACHERS' ASSOCIATION DECEMBER 28, 1898.

THE AMERICAN SCHOOL AND THE AMERICAN PEOPLE.

HOMER H. SEERLEY, CEDAR FALLS.

The American public school is the organized attempt of democracy to educate and train a people for the responsible and peculiar duties of citizenship in a republic. It is fundamentally a political institution, being planned, managed and conducted according to local ideas and theories to an extent unknown in any other civilized nations of the world. The experience of the past was almost entirely ignored when the public schools were founded, as they represented a new method of solving the problems of human rights, individual liberty and popular government. The demands made upon human life on this continent were, at the very beginning, recognized as so totally different and the prospects for human progress were so remarkably great, that the function of education and the benefits to be derived therefrom became an entirely new field for thought and action. Out of these new conditions came, consequently, a new movement, from these new demands came a new organization of public opinion and an educational work was inaugurated that for far reaching effects and for public interests has had no parallel in the history of civilization; whether one considers its magnitude, its true benevolence of purpose or its marvelous accomplishments as an agency of good.

*The Beginnings of the Movement.*—The origin of free public education as practiced in the republic cannot be localized in any one state or community. It is the product of the thought of no one special people. It came naturally from the greatness of the public demand and the real spirit of public enterprise found in the colonies. It was no man's creation, no philanthropist's suggestion, no religious or philosophical development from experience, though it had for its object the amelioration of men and the advancement of civilization. New England's sturdy and conscientious people established it as the next institution after the church; the Dutch of New Amsterdam, far-seeing as merchants and wise as prudent lovers of learning, provided it for their children; the mixed population of Maryland laid aside prejudice and hostility and united in its development; while the peace loving Quakers, who founded the city of brotherly love, organized it as soon as settlements were established. The educating of the people of all the colonists in this new environment became such an urgent and early necessity that co-operation and union of effort gave birth to a new application of socialism and the maintenance of education at public expense became a great national policy as eternal in fact as the republican institutions it seeks to maintain and permanently establish.

Other countries have governmental schools, society schools, church schools, etc.; America alone has the people's schools in which is attempted universal education, the greatest governmental movement of the age. The schools of other countries are easily remodeled, reconstructed or reorganized, since their legislative authority is centered in a few individuals, but in America reconstructing the schools means reconstructing the people, since the people of each school district are the supreme authority in this great movement and are not amenable to any higher power for the management of the training and education of their children. The prosperity, the strength and the character of public education in America depends absolutely upon the character of the ideals, the support, the encouragement and the spirit of the people who constitute the body politic of the school district.

*The Magic Effect of Public Opinion.*—The American way is a slow way of progress because it is the conservative way, but it is always certain and sure and lasting, as it comprehends and requires the improvement, the development and the training of all. This naturally produces an unprecedented degree of interest among the people regarding school affairs, because there is a constant struggle for supremacy of ideas and a general triumph of the best and most practical things obtained through the experience of a thinking and testing people. It should not be overlooked that under this system the people can have and will eventually always have what they want in the line of education. Public opinion may be revolutionary, critically severe, progressively modern, radically changeable or conservatively prudent, and no servant of the public in the capacity of teacher or educator can fail to respond to the people's mandate regarding the approved and desired public policy. This is notably true with all forms and grades of public education from the kindergarten to the university, compelling a recognition of the public ideals and an attempt to ascertain public expectations, that frequently set aside long-time standards of taste and experience, reorganizing professional policy and practice.

*The Public School Limits.*—It remains, therefore, to be deduced that there are no limits to the province of the public school except such limits as each school district shall see fit to establish for itself. The course of study as to grade, quality of work and character of directions has no metes and bounds except the individual business interests and the ideal culture interests that the community deems essential and practical. The whole field of experience, culture and training is thus open to an invasion of the public school army as rapidly as the public opinion of necessity, desirability, ambition and hope considers it possible and expedient. The American doctrine of expansion belongs as much to educational organization, instruction and practice as it does to commerce, manufactures and government, and the new century will witness changes in school organization, school management and school policy that will exceed the limits of present diplomacy and responsibility so much as to make a new world of thought and action. There is nothing definite or permanent in America. The students of the philosophy of modern civilization fail to interpret such a movement as popular universal education. They find fault with our schools, our government and our ideals because they lack system and symmetry. Educational theory and educational practice each appears to have no fixed policy, and to be one huge chaos of opportunity, too difficult to interpret and too complex to comprehend. Our systems of education but partake of other characteristics that are common in America. Again and again attempts have been made to drive the stakes that would define the limits of primary education, secondary education, higher education and professional education, only to find, after a few short years of comparative tranquillity, the boundary stakes again pulled up, and the conditions and results of progress and extension again under discussion, resulting in such a final adjustment of plans and notions as to place the new limits in new territories, the control and administration of which is forever assumed and possessed.

*The High School Advance.*—There was a time when the American college outlined its province and asserted its right, by discovery and settlement, to the absolute management of certain work and educational activity. The past century has witnessed a struggle for the control of this well-defined field of education, with a result that the college retired to higher, broader and more specific lines of work, leaving its former well-worked fields to the modern public high school. What a convenient term is the word high school! How suggestive its meaning! How much of a province it may prospectively include no one can conjecture! It is a creature of public necessity and public demand, and its functions will be enlarged and its courses of study modified and reorganized according as the requirements of civilization may change and



develop. Sundry attempts have been made to classify the high school as a "secondary school," and to define its absolute province. The best philosophers have worked out its mission and written for all time; they have designated what branches of study declared that it was settled for all time; they have designated what branches of study constitute its field of labor, and they have really thought they had the young giant under bonds to grow no more and not alarm the hoary institutions of past generations by the threat to take away their name and distinction; but, in every case, the would-be masters have finally realized that they had not fully appreciated the magnitude of the vital forces involved in the great movements of the people for supremacy of control in the factors that determine enlightened civilization. Progress and development are the watchwords of this age and of this nation's destiny, and the theory and the practice of the past must yield to the inevitable, if ever the experience and the judgment of the people demand a reconstruction of public policy in the determining of public work. This is clearly recognized in the disasters and defeats that higher education has already had to suffer in its attempts to determine the function or assume the control of the public high school. The only apparent method of success has been for higher education to readjust and readapt itself every decade to the new conditions that progress has made apparent. The public high school represents too much kinetic energy, too much indeterminate policy, too much unsettled motives, too much uncontrollable destiny to be able to pay much regard to past practice or graciously submit to present standards while pushing forward with an inertia which overwhelms all opposition and declines to consider any restrictions.

*The Public Demands are Very Great.*—Having thus outlined the public province in American education and attempted to discern the conditions of the problems at issue, it ought to be possible to fairly consider the demands which present educational effort have betrayed to the investigator, and determine to some extent the reasonableness of the claims and criticisms. That everything will be reasonable and right could hardly be assumed by the most optimistic lover of American ideals and endeavors. That much must be only approximate and somewhat unsatisfactory must certainly be anticipated by those who have never stopped even a moment to take a note of progress and estimate the rapid pace that American development is assuming. That there is no real self-satisfied condition among the people is certainly apparent to any careful and thoughtful observer. There is an absolute continual demand that the schools must be made better, more practical, more economical and more efficient. Let any educational worker name anything in educational methods of instruction or in educational organization or in educational results that reaches the point of perfection or of excellence that the public demand requires. What is not challenged by the press, the pulpit, the reformer and the advocate of progress! What is not asked to be done by the public school! What a substitute it is assumed to be for the home, the church, organized society and government! If anything is wrong or inefficient or unsatisfactory in any of these great centers of civilizing influences, the attempt is at once made to add some force, some labor or some duty to the public school teacher on the assumed theory that the school is to reform, reconstruct and save society by a system of substitution that is entirely impossible and unreasonable. Hence the school becomes the place for all sorts of experiments, for all sorts of reforms and for all sorts of claims, and is bitterly criticized if it cannot reach the aims and purposes and standards that all these other centers insist upon setting for it. The school can supplement the home, the church, the social environment and the influence of organized government, but it can never substitute for them in the great departments of work they are themselves to do for the maintenance and the perfection of civilization. The results demanded are only such as the combined and harmonious efforts of all these great forces can produce, and the American child is deprived of its rights when he does not possess all the beneficent influences of all these great departments of human organized effort for the betterment of the race.

*The Demand for the Practical.*—One of the most prominent characteristics of public expectation, as the results of education, is that which insists that it should be so practical that every child, who has the training and the scholarship there given, should be capable of making an honest living. It is not alone a question of self-support, but a question of a larger and broader success, that the American people think should naturally follow as a consequence of our system of public schools. The most severe comment that any critic can make against the schools is the asserted helplessness of the average public school graduate or representative who finds that he can really do nothing that is remunerative and that he must now begin to learn to do something

that will prepare him to be able to wield power in the world by being able to render helpful individual service to the public. It is also asserted that at the time when the industrial power of a child should be developed and trained that he is kept continuously upon intellectual activities and all his strength absorbed by things that have little or no bearing upon his industrial life, thus permitting his real, practical powers to lie dormant and fail to be ever made strong or effective through neglect or non-use. The application of the doctrine of arrested development would certainly show that all the life of a child could profitably, and certainly more successfully, be divided between the curriculum of the present school and certain industrial employment and work that is now in many of the so-called best schools entirely disregarded and undervalued. It must be conceded without controversy that there is a necessity to give more attention in America to the industrial future of every child, and that the application of means to ends in manual activities and dexterity should not be any longer neglected. There should be more training of the eye and the hand, more development of the judgment along practical lines, and this can be done without loss of time to child life, without real loss to present standard courses of study and with great good to the future career of the children preparing for life's duties, cares and responsibilities. There is much discontent among the people that our schools and our civilization are not working together to the extent that is possible and desirable, regarding the actual interest of the whole people. Since America stands ready to do all that scholarship and judgment and experience can contrive for the benefit of the education of the next generation, it seems that the educator-class should bend energy and continuous thought to an early solution of this great problem.

*The Demand for Universal Education.*—It is assumed as a truism that every child born into this civilization should be entitled to his inheritance of preparation and training. It is un-American to permit anything to interfere with this right and privilege, and yet it is apparent to observation and proved by careful investigation that there is a submerged tenth who get little or no benefit from the contributions of the taxpayer or the public administration of education. Ignorance, criminal neglect, indifference, or persistent interference with the rights of children should not be allowed to prevail much longer on this soil. The necessity is so apparent to the good citizen, the largeness of the demand is so urgent to the mind of the patriot, the salvation of republican institutions depends so entirely upon the character, the intelligence, and the manliness of the democratic adherents, that something should be done to protect those who are in absolute need and are likewise incapable of protecting themselves. There is room for much difference of opinion regarding the plans and methods of securing this end, but it is evident that the government that has the right to deprive the criminal or the dependent of his liberty in the name of the rights of the people, has also the right to assert its authority to prevent the development and training of the criminal and the helpless. The fault does not lie in the schools themselves, since they are incapable of going outside of their province to correct this defect in our political institutions and government; yet in so far as they are hampered and hindered in the carrying out of their function, they fail to meet the reasonable demands of the people. The time has come for differences of opinion to be harmonized, for peculiar notions of individual liberty and conscientious scruples to be minimized, and this great maelstrom of evil in the successful carrying out of the practice of civilization be stopped up, and in its place there be located the largest and strongest influences that are able to guarantee to every child the chance for "life, liberty, and the pursuit of happiness" that the fundamental law of the land vouchsafes.

*The Demand for Greater Efficiency.*—It is apparent to anyone who can read the signs of the times and is capable of drawing conclusions therefrom, that the public in every progressive community is not satisfied with the degree of efficiency that the schools show in management, conditions and definite results. The belief is very prevalent that, considering the shortness of a child's life and the great value to him of his school-given years, there should be larger expertness in the efficiency of management and instruction. The supply of well-qualified, well-trained, well-equipped teachers is far below the necessary demand. The result of this lack is really to lower the appreciation necessary to such proper financial support as good teaching requires, and, as a consequence, the profession of teaching is annually deprived of many of its most promising members because the remuneration offered is not sufficient to pay them for their capable service. Hence, the average teacher at work is not sufficiently competent to properly satisfy public expectation, and there is, therefore, a continual warfare between the public



deals unrealized and the power of the managers of the schools. This endless conflict to make the schools better and the results attained more satisfactory, causes much needless loss of time and effort. The weak point in the American school system is the inability of democracy to redress positive grievances and institute necessary reforms at the same time. The average citizen is not fully competent in either judgment or skill to undertake with certainty the task that belongs to the voter at the polls. He really wants good schools and yet realizes that he does not know just how to secure them. He can induce revolution and turn the unsatisfactory teachers out, and too generally he is entirely satisfied when he wreaks his vengeance, as an elector, on known incompetency and weakness where he rightly feels that he has reason to expect strength, intelligence and efficiency. Public opinion, however, annually grows in the power to differentiate the good from the bad, the effective from the indifferent, the strong from the weak in teaching and teachers. There are many evident marks of real and encouraging progress, but educational home missionary work is not yet over, as the people still need an evangelizing that will make them more capable of recognizing the true and of repudiating the false. The teacher problem is the great problem of the public school. All other difficult problems fade into insignificance when compared with it. A wise people cannot afford much longer to overlook the magnitude of the need and the folly of not meeting the extraordinary demand by suitable progressive public measures. There is too much assumption that the schools are all right because they are public and American; too much satisfaction with mediocrity in leadership; too much tendency to regard education as an expense and not as an investment; too much adherence to the fetish of so-called intelligence as public salvation, and too little recognition of the fact that prosperity and power depend upon character and full development.

*The Demand for the Rational Treatment of Children.*—Possibly there has been more advancement in the humane treatment of school children in the past decade than in any other direction of educational progress. This growth has come as a consequence of a positive public demand. The growth of this principle of kindness to the child is one of the fundamental indices to the progress in such notions as Pestalozzi taught and which his disciples so ardently have practiced. The savage spirit of physical punishment has given way to a more rational treatment of the individual, and has also induced a careful study of the child's mental and physical characteristics to such an extent that methods of management and instruction have been revolutionized and an era of love and sympathy for childhood has come which promises great things for the future American citizen. This movement is not solely one of the philosophers and the philanthropists; it is as much one of the teachers and the parents, and has introduced such a spirit of regard for individual life that all points of the educational circle have been touched by its magic influence, while such interest and spirit has also come to the body politic that regeneration and progress are recognized as essential. The child study movement is a response to this public demand, and it is such a response that elementary education promises to be entirely reorganized on lines that make the school a more potent factor in civilization, and the teacher a more sympathetic co-operator with the home and society in the personal salvation and education of the coming man.

*The Outcome of the Experiment.*—The final question now arises in this discussion. Are these demands reasonable and is this people capable of solving the great questions of individual and national life by the methods adopted in the organization of the republican form of government? There is something of the experiment about the entire movement, and it has no experience to guide its direction and no historical tests to apply to its applications of means to ends, and it is not to be wondered at that the whole civilized world of old ideas and old precedents wags its head and says time will prove the futility of Americanism. This movement, with all its demands for progress, improvement and reform, is not the result of accident, nor is it the vagary of an uncentered and unconscious and consequently unsafe public opinion. The value, importance and strength of the people's school is unquestioned and is marvelously strange in its types and promise. A careful study of its functions and its accomplishment is a great and mighty interpretation of the power concealed in our civilization, but yet is known and experienced by everyone who can feel the public pulse and thus take note of public sentiment. The drift of public opinion has been onward and upward during the past century. Time does not permit the discussion of this fact, but the progress in educational literature, in educational thought, in educational discussion and in public interest in all things that give a chance in this respect is unparal-





RURAL SCHOOLHOUSE IN MAHASKA COUNTY.

The above cut shows West Valley school of Monroe township, Mahaska county, built at a cost to the school township of \$645. Another structure of identical plan was erected at Green Hill, in Richland township, in the same county, but with rock foundation, and was constructed for \$631.

Provision is made for one main schoolroom, entrance, porch, fuel room and two cloak rooms. The ceiling is twelve feet high; thirty desks are placed therein; slate black board, four feet wide, extends the entire front end of the schoolroom; heating is accomplished by a jacketed stove and ventilating flue; a door swung on double spring hinges separates the cloak room hall from the main schoolroom.

The light comes into the room from the left and rear; seats of the same size are in the same rows; the smaller seats nearest the left side of the room; the largest pupils seated farthest away; the house is splendidly ventilated, uniformly heated, conveniently arranged, and well built, and is a revolutionizer in rural school work.

eled. Education is to-day one of the greatest problems occupying the public mind. It is the center of the largest local interests and also the thought of the brightest and most cultured individual minds. There is no statesman too great not to be compelled to recognize the majestic importance of its connection with the problems of his statesmanship. There is no thinker too profound not to find within its problems something sufficient to tax his utmost powers; there is no organizer too competent not to find his most gifted skill exhausted by its demands; there is no man so highly endowed, so superbly trained and so wonderfully developed that he does not find room and to spare to employ all his wisdom and his cunning, and then be compelled to admit that his reach was not sufficient to completely unfold the possibilities of its promise and its greatness.

There is strength and beauty and good in these indices of civilization; strength that excels the mightiest heroic eras of the past in that the individual man through this mighty movement is fully recognized and given due weight in doing the ponderous work belonging to this great age; beauty that surpasses the grandeur of all æsthetic accomplishments of bygone ages in that character and personality and usefulness, all have a place in the ideals of grandeur that are the thought and the hope of a great people; good that it is so much alone in type of majesty as compared with all time that it is a full response to the joint demands of democracy and Christianity—such a demand as never before was attempted to be met in all lines of progress and enlightenment.

#### RATIONAL METHODS OF CONSTRUCTING, HEATING, LIGHTING AND VENTILATING RURAL SCHOOLHOUSES.

BY CHARLES A. KENT, OSKALOOSA.

Over 90 per cent of all children between 5 and 15 years of age are enrolled in the public schools of this country, and a realization of the high element of responsibility reposed in their bringing up, together with a certain and manifest spirit of progress along all lines economic which affect the health, comfort, pleasure and convenience of the young during and through the formative or school period, together with a keener examination into causes for apparent "arrested development" in the work of the teacher of the period, has led, easily and naturally, into an investigation as to means of sanitation, construction, lighting, heating and means of ventilation employed with reference to rural and village schools.

The construction of city school buildings on rational and sanitary lines has been a reality for a period of nearly twenty years. The tax, once voted, a competent architect employed, a site chosen, a good plan (of which there have been for several years an almost unlimited number and variety) adopted, and the work goes forward with but little heed or care on the part of the average citizen. Because it is taken as a matter of course that only a well-planned building will be erected and because new and lasting improvements in all lines of endeavor find their first introduction in the centers of population and trade.

But in the rural and far inland communities, where enterprise becomes stagnated on account of lack of railway and mail facilities, where the farmer is too often thronged with unending toll to study out modern and better ideas, where the dead leveler precedent holds progress grin by the throat; where fraud and fraudulent concerns have bitten the people to a sullen, stolid evasion of every change, however much of good therein contained, here is where the least advancement has been noted. The daily toiler has here too often viewed the school along the line of least resistance, and where this is the feeling on the part of the community, retrogression will ensue.

The introduction of such improved advantages on the farm as have come, are to be credited rather to ambitious sales-representatives of modern farm machinery, than to a voluntary investigation into, and searching for, them on the part of the farmer himself. Likewise, too, the building of better and orderly arranged edifices in our cities has been vastly furthered by the enterprise of architects and heating companies rather than due to any particular acumen of the average town citizen. Then again, it must be admitted that the superintendent, principal or teacher of any city system,



whose position, less transient than any rural teacher's is, nor is desired to be, has largely a personal and permanent interest in the system with which he is employed, to the extent of studying discipline, organization, sanitation, ventilation and other outward questions affecting the system at large.

"The large number of children assembled in schools, the number of hours they spend together at the most impressionable period of their lives, and the necessity for healthy bodily conditions if we would secure good mental growth, all require that the best known provisions be made for their health while in school. Nor should mental growth be of less concern than the physical well-being, since both have a direct influence on morals, which is more important than either."

Says McTurnan: "Every schoolhouse should rival the ideal home in cleanliness, tidiness and beauty. The yard should be roomy, well drained and beautifully situated; trees, rosebushes, vines and flowers should be grown; well built walks should be provided. The construction should provide for the best method of heating and ventilation, so that the rooms may be heated uniformly by pure warm air. There should be a wash stand accessible for each room, with wash bowl, soap, towel, mirror and whisk broom, and on a lower shelf, brushes and blacking. Every child, however poorly clad, should be taught life lessons in neatness and cleanliness. The rule of combed hair, clean faces, hands and nails, and brushed shoes and clothes, should be so universally adopted that the pupils could not feel at ease unless they observed it.

"The walls of the schoolroom should be tastefully decorated with flags, pictures, and such ornaments as will of themselves teach. A large clock should be hung so that all may see its face. This will help to impress the value of time and aid in carrying out the program. Windows must be kept clean and adorned with potted plants. The teacher's desk should be a model of neatness. Children from careless homes will unconsciously become missionaries of tidiness to their own homes. Beautiful schoolrooms will help to stimulate the dull, to govern the unruly, to soften the stubborn, to temper the vicious, to refine the coarse, to make home brighter, life sweeter, to advance civilization and to protect our flag."

It must be conceded in advance that the first requisite for the success of any school is a strong, sensible, pure-minded teacher. A dictionary, library, charts, maps, and text-books are also indispensable. But there can be no assured permanency of a good school without a substantial, convenient, attractive and comfortable schoolhouse. The moral and spiritual influence of a school is, in a large measure, determined by the physical condition of the premises. Whether well kept or otherwise, the school surroundings make their mark on the children. Where the aspect of the school grounds is forbidding, it is a matter of little surprise that children go reluctantly to school and are glad to get away as soon as they can. And this condition is the more aggravated, now that the improvement of private houses on the farms outruns the improvement of the schoolhouse, where the children of the community go to school,—for children do not fail to note the contrast. For, given a district whose homes are clean, well lighted, airy, and to a greater or less extent attractive in appearance, and where the schoolhouse constitutes everything of an opposite character,—ill-ventilated, cold, dark and cheerless, of prosy "box car" structure, indifferently supplied with curtains and furniture, the foothill of years of carelessness and abandonment, so far as paint and water are concerned, and it is not surprising that children suffer from headache, weak or distorted eyesight, colds and other forms of "arrested development," and that the teacher contends against a persistent spirit of disorder, restlessness and insubordination.

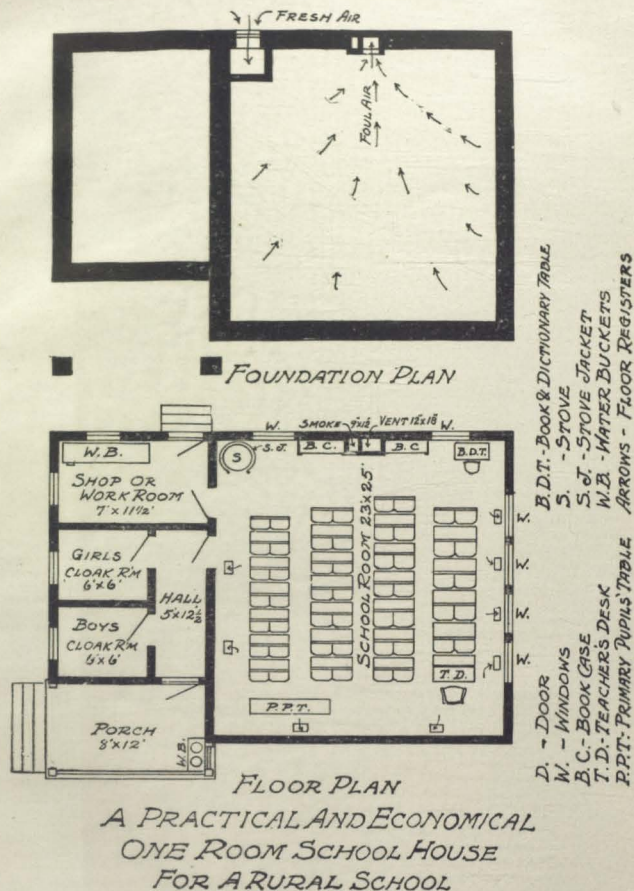
The past five years has witnessed rapid and wonderful advances in the tastes of the rural classes with reference to location, construction and drainage of private houses on the farm, and the days of progress in like matters pertaining to our schools will soon be with us.

The disposition of these matters in this paper will be made under the following heads:

1. The School Environs.
2. The Buildings.
3. Heating.
4. Lighting.
5. Ventilation.
6. Drainage.

#### THE SCHOOL ENVIRONS.

Much may be added to the progress and comfort of a school by having neat, comfortable buildings and attractive grounds. In school life much depends on the child's surroundings. Of course, we may be inclined, perhaps, to think and say that such as they are, school facilities to-day are better than thirty years ago, and true, but like-





wise is the world further along in progress and invention than ever before. The weapons of nations as well as the opportunities at the disposal of men,—agricultural, mechanical, educational,—are more and more perfected each year, until the triumphs of diligence and genius for even the next ten years are hard to estimate.

It seems strange that school grounds should ever be allowed to look like a feed yard or coal dump, but some places present an appearance equally uninviting.

The schoolhouse should be built on a high and healthful spot. The well should be far removed from outhouses or ash piles, so that drinking water be of undoubted purity. After a long interval, such as the summer vacation, all the water should be pumped out, so that fresh water may fill the well for use. To avoid water settling under the floor, the earth should be heaped up under the house, but not so much as to interfere with the proper circulation of air thereunder.

Let every school ground be made a pleasant place—a picture of cheer, comfort and beauty (instead of a harsh, dreary desolation), where patrons may enjoy assembling; a place to be visited all the year round by parents as well as by children; where people may delight to go because its quiet, homelike influence will lighten the heart and lift up the soul; a cheerful place that will tend to make people happier and encourage them to strive harder for purity and nobility of life and character.

Says Mary Farrand Rogers: "Can children be expected to develop a love for nature and beauty and goodness when surrounded by neglect and ugliness? The inner and outer view of the schoolroom should be, in harmony of color and design, in neatness, in cleanliness, the superior spot of the whole neighborhood. Plant winter or evergreen trees on exposed sides, massing at the sides, skirted in the foreground to evergreens with low-growing bushes and shrubbery. Such border-planting does not interfere with the play space. Trees planted through the center of the play-ground are annoyingly in the way of vigorous games, and rarely survive hard knocks for many years. Border planting, carefully planned, will, in a few years, hide unsightly outbuildings.

The inner margin in border planting, and next the taller evergreens and elms, may be of lilacs, hydrangeas, snowball, and "burning bush." Lastly, rose bushes, dahlias, bleeding heart, lily, golden-rod, hollyhock and larkspur. Flower beds proper are to be along the inner border, sowed to petunia, "bachelor's button," hibiscus, etc., etc.

Part of every school ground should be sowed and sodded to blue grass. It holds the soil from washing and wearing, and is pleasing to the eye.

#### THE BUILDING.

The best building is one combining a minimum floor space, with a maximum change of air and inlet of light. Such a one, in all respects essential, is submitted, accompanying this paper, and will serve as the basis for the following remarks as concerns "The Building," "Heating," "Lighting" and "Ventilation," and remarks under either of these heads will be understood as referring to a

#### MODEL SCHOOL HOUSE.

The structure referred to and styled "model," because followed in most of its essential respects in schoolhouse construction in several different states, consists of a main room 21x35, and a front "ell," or projection, containing entrance porch, cloak-rooms for both sexes, and a fuel room. The outside is covered with six-inch drop siding over building paper, spread directly on the studding. The inside is plastered with hard wall plaster on 1x3 patent solid lath, the walls finished with color flat mixed with finish or "skim" coat. The floor is one thickness, of "quarter-sawn" hard pine, laid lengthwise of the room. The finish may be either yellow pine or best basswood, hard oiled. A chairboard extends around the main room and cloak-rooms, three and one-half feet above the floor; also a baseboard at bottom of walls of all rooms.

Blackboard is of hard stone slate, extending entirely across the front end (twenty-one feet).

Seats are single and should be adjustable to height of pupil; seats of the same size in the same row as nearly as possible.

Rostrums, if made, should be movable and mounted on casters. They are not much longer used in recitation rooms.

Large windows, next to customary play-ground, should be covered with woven wire window guards, wire one and one-quarter-inch mesh.



Iron scrapers (which can be made at any blacksmith's shop) should be placed at each outer corner of the porch.

Storm sash in exposed windows will lessen coal bills.

Temperature should be gauged by a thermometer hanging in plain view. That is one instance where the "feelings" are not a safe guide.

A low table for the beginning of primary pupils is a helpful thing.

Book or cabinet cases may fill up the vacant corners in the rear of the room. The two inner doors have ten-inch transoms with lifts over them, and are to contain each five short horizontal panels. The outer doors are similar, except that the top panel is of chipped glass, with no transoms above.

The door between the main room and hallway is mounted on double spring hinges, with check and grip on hall side, fastened at top of door. All doors, where knobs strike plastering, to be supplied with bumpers.

The tower and flagstaff set off the proportionate shape of the structure.

The porch is of great value. Water buckets, placed thereon in summer, are removed to the fuel room in winter or freezing weather.

#### HEATING.

The best and most satisfactory heating to be had is by means of a jacketed stove, accomplishing its work by what is known as indirect radiation or circulation of heated air. Observations show that the average difference between the temperature at the floor of an ordinarily heated room by direct heat, and at a height of five feet, is from 25° to 40°, and not only are these conditions of differentiated temperature unnatural and extreme, but exactly reversed from what would be hygienic, for in such temperature, the feet, always best to be as warm as any part of the body, are coldest, whereas, the head, containing the brain, the active organ in school work, is in the warmest stratum of air.

The best system of heating, then, is one providing for the entire change of air in the schoolroom every hour or so, and for keeping all the air in the room at or near the same temperature as is possible.

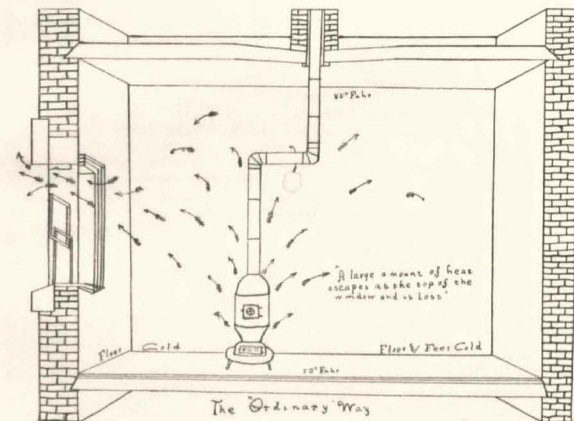
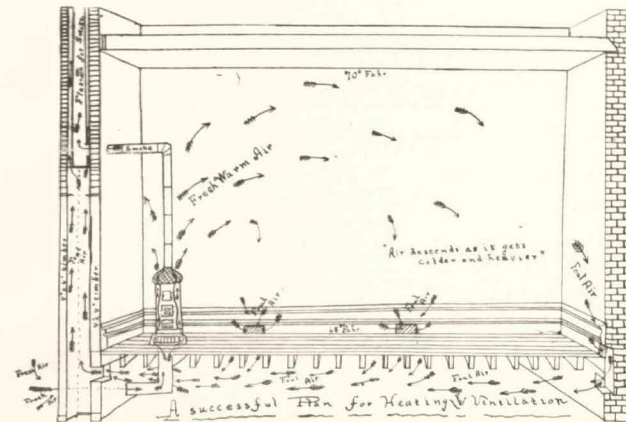
The ordinary conditions of a private house are such that, with far fewer inmates, a passing through room to room, keeps the house fairly well ventilated; and with direct heat, furnished by means of some of the "Oak" patterns of stoves, unsanitary conditions do not so strongly obtain; but in the schoolhouse of the community, where from fifteen to forty pairs of lungs are breathing, where a large share of the time is spent in concentrating thought on lessons, where less freedom of movement is to be had in passing about, there are to be noted the needs for more rational attention to some of these matters.

The popular fallacy concerning schoolroom ventilation is found advanced by many misinformed educators who are governed by their temperature-sense rather than having based their opinions on scientific grounds, and by many text-books on hygiene, made up too largely from excerpts from contemporary sources of equally fallacious origin. It is, among other things, that "foul air may rise" and that per contra, "cold air is pure air."

It need take but a little careful reflection to discover that cold air is pure or impure according to the source it is drawn from; and that likewise foul air may either rise or fall according as the agency of heat or cold may affect it. If a schoolroom were air-tight, and direct heat were given out from the stove, the air would of course be coldest at the floor and warmest at the top, because of gravity; if a jacket stove were used, the air in all the room would be of nearly the same temperature, for inside the jacket, and upward, would be a current created constantly by the heat from the stove expanding the air inside the jacket, forcing it upward and out over the room, its place being as rapidly taken by colder air from the vicinity of the floor, sucked up by the vacuum.

If there were openings near the floor directly from the outer air into the room, and through the ceiling into the more open loft, the colder air would be the purest, as the breathed air of the room, being warmer, would rise constantly and pass through the openings in the ceiling. But it is certainly manifest to any careful thinker that a system which provides by mechanical means for the pure air to be the warmest air, the conditions toward a perfect ventilation are by so much greatly augmented. Such advantages are claimed in the system proposed in the model schoolhouse under discussion.

The relative merits of steam, hot water, hot air, furnace and jacketed stove may



HEATING AND VENTILATION.



be here disposed of in a few words. Steam and hot water heating are clearly impracticable because of the excessive charges of plumbers in making repairs of breakages. Hot air, by means of a small basement furnace is very satisfactory, except that in rural schoolhouses, where the furnace stands so long without fire in the warm season, rust and decay soon develop and destroy.

#### LIGHTING.

The problem of proper light has begun to be the subject of more general investigation. The large percentage of cases of astigmatism and other imperfect vision is the result of poor blackboards, cross or front lights, curtainless study rooms, etc., etc. With the ever-completely furnished home as to shades of agreeable tint, to keep away the glare of the sun, it is a matter of wonder that the people of any community will tolerate the conditions that so often obtain in schoolrooms where children are compelled to sit, often facing the glaring sun, and that for every recurring day.

Light, according to a proper arrangement, should come from the left side and rear of the pupil, more largely from the left. Right-side lighting, to the right-hand developed child, causes the shadow of the hand to fall on the work. Windows should start three and one-half feet from the floor and extend to within eighteen inches of the ceiling. Cross-lights, or lights on sides opposite to each other, should if possible, be avoided. Seats of the same size should be in the same row; smaller children nearest the light.

#### VENTILATION.

The plan of ventilation in the "model schoolhouse" contemplates the introduction of fresh, cold air at a grating in the foundation, passes up through a register below the stove, around the stove inside of the jacket, and, heated, rises and is diffused outward and over the room. It then descends as it becomes colder and heavier, and, passing through vents in the baseboard, goes to an opening at the foot of the flue, ascends and passes out around a square, centrally set smoke flue-tile, through the walls of which tile the foul air, coming from below, is heated and expands, passing finally out and off at the top. Such a system keeps all the air in the schoolroom at or very near a uniform temperature, and assures a sufficient supply of fresh air constantly.

#### DRAINAGE.

The subject of sewerage of rural school premises has as yet received but little attention, particularly in the states west of the Mississippi river. The farms and farm houses afford so wide a distribution of activity and life that the health of any given rural community is as yet rarely endangered by contamination through imperfect drainage. But with the improvement in schoolhouse construction, the hygienic and æsthetic spirit will, I believe, early be manifest, resulting in the same care, thoroughness and adaptability of the school environment of the community to the physical comforts and needs of the child. Closets will not much longer be vile appearing, uncomfortable, unhealthful and nauseating. The spirit and demand of the people is coming to be for the most wholesome surroundings, physical, mental and moral, that modern science and skill are able to contribute.

### THE HIGH SCHOOL COURSE SHOULD BE EXTENDED TO INCLUDE THE INDUSTRIAL ARTS.

BY A. W. BRETT, DES MOINES.

It is a well known fact that there is a growing dissatisfaction on the part of many of our most intelligent citizens in regard to the meager practical results of our secondary and higher education. There is also a constant expression of regret that there are such numbers of young men who enter business wholly unprepared, and who fail, and through failure become discouraged, dissipated, and criminal. More regret should be expressed that so many young women, by force of circumstances, are compelled to enter upon some poorly paid occupation where the impossibility of making too small wages cover expenses, precipitates upon them temptations which, yielded to.



are destruction. Every young man and young woman should enter upon life furnished with that safeguard from temptation found in the strength and independence which an ample means of subsistence affords. Those who are busily engaged in some successful occupation are out of harm's way.

To what extent is our educational system responsible for the present condition of social affairs?

The school seems to many a misfit factory of stupendous magnitude and infinite capacity where young men and young women become discontented with what they consider menial labor and are unfitted for that for which they are naturally best suited. I would not in any measure decry the value of the so-called liberal education, but believe the liberal education should be calculated to introduce the mechanic to the shop as well as the minister to the pulpit or any genius to the calling for which he is naturally adapted and make it possible for him to be contented therewith however humble it may be.

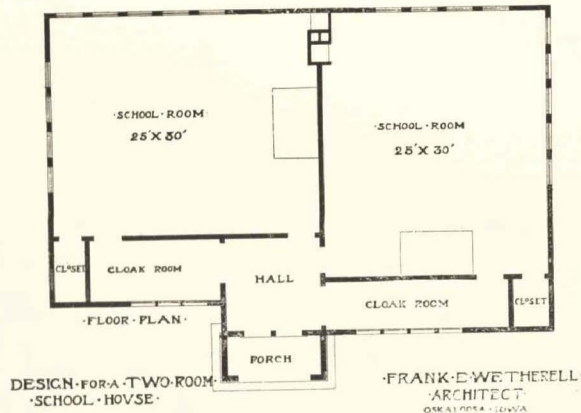
The frequency of strikes and bread riots are evidences of an unrest and general social disorder which is not confined to those who actively participate in the open demonstration. Strikes are but the uncontrolled expression of a feeling that pervades the large majority of all mankind, a feeling which is a recognition of the conflict between labor and capital. Labor and capital are antagonized from a lack of appreciation of the interdependence of the two and from an improper adjustment of the rewards of each in proportion to the sacrifice made. These social conditions cannot be remedied by the application of punishment to those few passionate ones who have lost self-control. The correction must be made at the root of the difficulty. If a community is being poisoned by an ivy vine, it will not suffice to make large expenditures for the erection of plans for the manufacture of a remedy to alleviate the suffering of those who are afflicted. The axe should be laid at the root of the poisonous vine. The prison, workhouse, reform school, poorhouse and insane asylum are establishments intended to correct and alleviate the effects of the poison of ignorance, inability and immorality; ignorance of the civil and economic relations of man to man; inability to gain a livelihood for self and those dependent; immorality, which follows ignorance and idleness as surely as death follows life. The remedy for the conditions which have made these establishments necessary is the education of the child. As an offset for the three I's, ignorance, idleness and immorality, I propose three H's, head, heart and hand education. Head education is at present very well provided for. The heart education would take care of itself as our system is now constituted if provision were made for the hand education; but right at this important point we are sadly deficient. There are schools of technology, but they are for the few who have the money and preparatory training which is necessary for admission to their advantages. The only way to build up a nation of intelligent, industrious citizens is to provide a means of education, intellectual and industrial, which shall be available and desirable for every child whatever his station in life may be. That our educational system is either not available or else not desirable is proved by the fact that in the schools throughout the country there are about one-fourth as many children in the seventh and eighth grades as in the primary, and about the same proportion exists between the graduating and entering classes of the high school.

The percentage of high school graduates who finish a college course is much smaller still. The solution of the question why lies in the fact that the great problem of life with the majority is not how to know something but to know how to do something well. When a parent of moderate or scanty means weighs the advantages of the usual high school course of study against the same time spent in an occupation which will possibly lead to business opening and at the same time relieve the financial strain necessary to keep the boy in school the chances are that work will get the boy rather than the school. What would be the probabilities if instead of the culture idea of education alone there was afforded the boy the possibility of choosing a course of study calculated to furnish the essentials of a commercial education and at the same time put him in line for learning a trade which would be to his taste to follow? It is wrong to disassociate any one part of preparation for life from the rest. There is no reason why a young man should regard the idea of learning a trade as incompatible with the idea of securing at the same time a liberal education. The essentials of a practical education can be assimilated at the same time that a young man is learning to be an engineer, a carpenter or a machinist. The elimination of only a few of the studies of the high school course and the substitution of a little shop and laboratory work each day for four years would accomplish much toward giving a boy a practical





DESIGN FOR TWO-ROOM SCHOOLHOUSE



FLOOR PLANS FOR TWO-ROOM SCHOOLHOUSE.

knowledge of tools or other trade craft in addition to the fundamentals of an education. There is no reason why, if a boy wishes to learn the carpenter's trade he need give up entirely the school work and attach himself to some ignorant carpenter as an apprentice with the idea of absorbing the trade. A trade which is to occupy the attention of a lifetime is worth learning well. There is the same reason and need for skilled instruction and method in the learning of a trade that there is in learning a language.

I would suggest, in order to make a desirable education available to those who would otherwise be unable to spend the time and provide the means, that the shops of the manual training department undertake the manufacture of salable articles and as fast as the boys attained to a certain degree of proficiency wages be paid them for their work. On the same basis that other factories are run, besides paying the boys for their labor, profits from the sales of manufactured articles would defray the expense to the government for material and ultimately for a portion or all of the original equipment.

A machinist may well be proud of his calling. Financially there are fine openings for skilled machinists, but only those who have by some system or other developed good brain capacity can become master mechanics. A boy should learn his trade in surroundings which are conducive to the formation of good habits, of moral and intellectual growth instead of an atmosphere of ignorance and vice, as is too often the case. Tradesmen who have been accustomed to associate intellectual work with the shop work will make practical citizens; citizens who will appreciate the economic conditions in which they are laboring and who will seek the improvement of their own position through appeal to the intelligence of those with whom they are associated as fellow laborers and employers, rather than follow out brute instinct which can result in nothing better than a clash of force opposed to force.

The state owes it to the youth that provision be made for preparation for citizenship in more ways than teaching them the theory of government and economics. The most useful and law-abiding citizen is the one who is filling some responsible place in the community to which he belongs. There is a necessity for all parts of the machinery of society to work well. Those who are successful and do their work well pay for the mistakes of those who are criminal, indigent and ignorant. The grand object of life is to live. The fewer blunderers, paupers and criminals there are for the industrious to support the easier it will be for the industrious to secure the necessities of life, and the more time there will be for recreation and improvement. The elevation or improvement of the social condition does not mean that all of the so-called lower classes of labor be educated for artists or professional pursuits. There must be machine work done, and the better machinists there are the better results can be secured in every department, directly and indirectly, dependent on machinists.

Government appreciates the need of educating recruits for the army and navy. There is even greater need that the government should provide education for the ranks of the industrial army. Our present system of education received its origin and impetus in the education which was intended for the priesthood of the twelfth and thirteenth centuries. Modification has been along the line of the slow admission of science, but there is still too much of the smack of the priestly origin, and it does not meet modern requirements.

The Chicago committee, appointed within the year to examine the condition of the Chicago schools and make recommendations, reported favorably of the results of the manual training schools and advised the increase of their number and the organization of a commercial high school. There is the same reason for teaching a boy to be a carpenter or printer or machinist that there is for teaching him to be a bookkeeper.

While the boys are receiving their share of attention, there is many a girl who would profit well by a knowledge of sewing; but most important of all, no girl should undertake the sacred responsibility of wife and mother without a thorough knowledge of food values, and the proper selection and preparation of foods. The final success and happiness of a family will depend more largely on the intelligent selection and preparation of food for the daily meals than upon any evidence of the classical learning of the wife and mother. The mother or housekeeper ought no more to be expected to undertake the education of her daughter in matters of food and cooking than she would to assume her classical education, and in most cases a mother is less capable of giving instruction in the value of foods, their preparation and adaptation to the needs of different individuals, than she would be to teach Latin and Greek.



The schools as now constituted are best calculated to serve the purpose of the few who desire and can pay for an education for the sake of the acquisition itself or for professional purposes. Provision should be made for the larger number who need an education which shall fit them for intelligent activity in commercial and industrial work. While the thousands who are to follow professional or literary pursuits are enjoying the provisions which government has already furnished, the millions who are to be the toilers should receive their proportionate share of the public fund for their preparation. The successful operation of manual training schools in many of our large cities and the highly popular success of the cooking schools of Philadelphia, Boston and New York are indications of material progress toward the practical recognition of the necessity for the intelligent preparation of the laboring class for their sphere in the social organism.

#### SCHOOLROOM DECORATION.

BY MRS. C. P. ROGERS.

The first work which I desire to present is that of schoolroom decoration, and so much has been done in this line that in the time allotted to this paper it is possible to mention but a very small portion of it.

##### PORTLAND, MAINE.

In 1896, a member of the Woman's Literary union, of Portland, Maine, asked the superintendent of schools, "What can the union do to help the cause of education in our city?" and the reply was, "Why not place some pictures and casts in the school-rooms?" The suggestion was received with favor by the union, and as a result of united effort, early in 1897, the sum of \$500 for this purpose was in their treasury. The teachers were consulted as to the line of pictures suitable for their respective grades.

For the kindergarten and first two years of the primary, pictures were selected suggesting paternal or maternal affection, charity, kindness to animals, and some of the Madonnas.

In the intermediate grades, language study is commenced and for these story pictures were selected, together with American poets and their homes.

In the grammar grades, pictures of home and foreign cities and countries, American history in its different periods, and for art culture, famous pictures by famous artists.

For the high school there was an endless line of pictures, as nearly the whole field is open to it. For the manual training school selections were made from historic architecture.

Mrs. Burnham, chairman of the club committee, says: "Our aim has not been the purchase of pictures because they were pictures, but pictures with a purpose and of acknowledged merit. All pictures are not suitable. The fact of its being a masterpiece does not make it appropriate for a schoolroom. It is not necessary that the pictures be expensive but they must be large and good of their kind, but a photograph or photogravure gives the light and shade, the drawing, composition and perspective and above all the thought of the artist."

In one schoolhouse a room was fitted up as a Greek room. The walls and ceiling were tinted a light yellow, and among the decorations were two casts, one a head of Homer and the other that of Sophocles; a colored print of the Parthenon and a slab from the frieze of the Parthenon.

##### CHICAGO.

The Public School Art society, of Chicago, is a "little coterie within the circle of the Woman's club." It aims at beautifying the interiors of school buildings and decorating the walls with pictures and casts. Superintendent Andrews is in hearty sympathy with the movement and as an accompaniment is urging the turling of the lawns and general improvement of outside surroundings.

A short time ago this society gave an exhibit, in the Art Institute, of pictures and casts suitable for each grade from the kindergarten to the high school. The general plan was the same as in the Portland schools. This exhibit was visited by hundreds of teachers and parents of Chicago and the neighboring towns, and by the women who

were in attendance on the Illinois State Federation of Clubs. The aim of the exhibit was the education of the adult portion of the community. The society by last January had placed works of art—pictures and casts—in thirty-one schools, "preference being given to the poorer districts of the city where the children are deprived of all natural beauty of surroundings and where the school stands as the representative of everything that is elevating and wholesome in their lives."

The picture that has a story to tell is usually the favorite. The Madonna, the Christ-Child, Sargent's Prophets, Watts' Sir Galahad and particularly the Shaw memorial are in demand.

Another feature has been introduced in Chicago. Mrs. Sherwood, ex-president West Side club, has accumulated about four hundred photographs as the beginning of a traveling picture gallery. The collection is divided into groups. A group is left for several weeks in a room and when the children have become familiar with the pictures the group is moved to another room. Teachers report that the pictures have a refining influence upon the children to a marked degree. The society was overwhelmed with letters from teachers and pupils of the poorer districts asking for the pictures.

One of the Chicago papers says: "The joy with which the collections are hailed in sections where beauty is down deep in mud and poverty is enough to reward the workers for the labor they have given along this line."

##### DENVER, COLORADO.

The Woman's club of Denver, Colo., under the able leadership of Mrs. Sarah Platt, has been foremost in this work.

The school buildings are handsomely decorated, and, while the entire work has not been done by clubs, it was largely due to the influence of club women that the work has made such wonderful advancement. Casts, pictures, traveling groups and specially-decorated rooms are to be seen in many of the school buildings. The vestibule and corridor of the high school is worthy to be the entrance to an art building.

The work continues to be carried on with the earnestness and enthusiasm characteristic of the Denver Woman's club. Under the management of the picture committee of the art and literature department, assisted by six school art leagues, an entertainment was given in November which netted \$725. Sixty-two and one-half dollars was given to each art league and \$350 was retained by the committee, which, in turn, was divided in such a manner that each of six buildings will have a Woman's club room. The description of one room will serve as a sample of all. The two ladies having a room in the Swansea building "decided that each wall in their room shall represent the art of a different country." One of the committee writes: "In our work in Denver we have aimed to have the art of each country represented in separate rooms, but sometimes we must make an exception, as in the case of this school. It is located in one of the poorest districts, and is a building of twelve rooms. The parents will be able to do very little toward schoolroom decorations. So the Woman's club selected the largest room and the committee thought best that each wall should represent a different country, making the American side the most attractive. There are many foreigners in the school, it being in the smelter district, and we selected the front wall for the American art and placed a splendid bust of Lincoln, draped with the flag, in the center as an object lesson in patriotism. An engraving of Priscilla, photographs of frescoes from the congressional library, and a shelf filled with fine pottery of American make comprise the decorations of this wall. On the English side is found a portrait of Shakespeare, an etching of Shakespeare's church and one of Windsor castle. The French wall is not yet complete, but already has a landscape etching of Corot, The Gleaners, by Jules Breton, and a portrait of Rembrandt as an officer. The Italian side has two casts, bas-reliefs of angels from a church in Venice by Donatello, an etching interior of St. Mark and a view of the coliseum by Perinisi.

##### STATE WORK.

And what is our own state doing in this matter? The work has made a good beginning. At Coon Rapids the Woman's club has placed 150 nicely mounted Perry pictures in the schoolrooms. In each room, on the walls or brackets, are a few good casts and one or two good pictures, and in addition nearly every room has a Madonna.

The most extensive single effort for this work in the state was carried on by the division of art and literature and the division of education of the Woman's club of



Keokuk. An art exhibit was opened on November 10th which continued a week. The net proceeds were \$239.

The first installment, consisting of twenty-four fine pictures, was received in January. To the high school was assigned Winged Victory, Arch of Constantine, The Parthenon and the Cathedral of Amiens. In the list of the twenty remaining are noticed three Raphaels, three Rosa Bonheur, two Landseer, one Millet.

The work at Council Bluffs is worthy of especial mention. This work has been carried on by joint action of women's clubs and school authorities. The work done directly by the teachers and pupils is very interesting and instructive, as showing what can be done in this direction within the school, but does not come within the province of this paper.

The supervisor of drawing, herself a member of the Council Bluffs Woman's club, interested her own club in the work and the corridor of one of the large buildings was fitted up as an art gallery and an afternoon and evening exhibit was held with a 5-cent admission. Seventy-eight dollars was realized and the corridors on the three floors of the building were decorated with the proceeds. Two weeks later another woman's club held a similar entertainment in the Twentieth avenue school and had \$70 to expend for beautifying the building.

Soon the Ideal club—which had already donated the Circus Maximus to the building—took charge of the Bloomer school and over \$100 crowned their efforts, while the Progress club secured over \$50 for the Pierce street school. About two weeks ago the Derhick club, in a similar manner, obtained \$116 for the Second avenue school, making a grand total of \$444 for schoolroom decoration.

Funds have been raised in a similar manner in Corning, and during the coming week the Twentieth Century club of Marshalltown, which I have the honor to represent, will hold an exhibit for the same purpose.

The art committee of the State Federation, Mrs. Anna B. Howe, chairman, is active in calling the attention of clubs to the work, and has sent out a circular of suggestions as to the proper tinting of walls preparatory to the hanging of pictures. A full report of the work already done will be given at the coming meeting in May, and next year will see an advance all along the line.

Commissioner Harris endorses the movement. He says: "The greatest works of art should become the ones most familiar to the people. Care should be taken, therefore, to select for a school only these great works."

#### VACATION SCHOOLS.

Another movement which is being aided by the women's clubs is that of vacation schools.

As early as 1872, the school committee of Cambridge, Mass., urged "the need of providing occupation for those children whose natural guardians were unable to do so during the months that the schools are closed. It is a time of idleness, often of crime, with many who are left to roam the streets, with no friendly hand to guide them, save that of the police."

Although the need was first felt in Cambridge, the idea was first put into practical operation in Boston, in 1885, followed soon by New York city, Cleveland, Brooklyn, and not until 1897 had Cambridge a vacation school, and it was established by a committee of women from the Cantabrigia club.

Mrs. Alice Freeman Palmer has been prominent in this work, and at the New England Conference of Educational workers, held in Boston in January, described the results. She said that the spirit of the work was well expressed in a remark of a boy, that it was more fun to work in the vacation school than it was to play outside. The children were taught to do a number of things which they had not before thought were worth doing. The children were chosen for the school after suitable names had been suggested of those most likely to be benefited, and after conference with the parents, whose consent was obtained. In this way it had been possible to rescue from the streets for ten weeks of summer idleness, a group of children who would otherwise not only have received great injury in their idleness, but who would have given much trouble to others.

This school differs from other vacation schools in having two sessions a day—ninety pupils attending in the forenoon and the same number of different pupils in the afternoon.

The most pretentious work of this kind was carried on last summer in Chicago,

under the auspices of the Vacation School Committee of Women's clubs, representing twenty-nine city and fourteen suburban clubs—Miss Sadie American, chairman. The first act of the committee was to issue a circular stating arguments as to the necessity of such schools and asking contributions for their maintenance. At the same time a committee of prominent school and charitable workers were invited to decide on the curriculum for the schools. Among the names of the committee are found the well known ones of Colonel Parker, Professor Jackman, Mr. Belfield, Professors Coulter, Zeublin and Thurber, and Miss Jane Addams, and for over three months this committee gave of their time and thought to the enterprise. After much study and discussion on the part of the committee, it was decided to ignore books, and the result showed the wisdom of the decision. Manual training, in its various forms, interested the children and nature was studied by excursions varying in distance from the parks to a steamboat ride to Milwaukee.

The lessons were learned by self-activity. In the schoolroom were teachers for manual training, sewing, nature study, music, drawing, gymnastics and a kindergarten. The nature study centered around the things seen growing or living in their native haunts, on the excursions. Local geography was emphasized. Over 70 per cent of the children had never been two miles from their own door.

Very interesting accounts of this school are to be found in the *American Journal of Sociology* of September and November last.

Connected with this movement was that for providing playgrounds for children for the summer months. Six school grounds were especially fitted up, the equipment of each yard consisting of five swings, one double see-saw, one sand box, a pile of paving blocks, quoits, bean bags, jumping ropes, magazines, picture books, dolls and other things, as the ingenuity of the overseer could inspire.

The amount raised by the committee, including \$1,000 appropriated by the school board towards fitting up the yards, was nearly \$11,000. Two thousand four hundred and fifty-four children were enrolled in the schools, and, contrary to the usual record, the attendance in the four upper grades was the largest.

#### VILLAGE IMPROVEMENT.

For a moment I will touch upon another phase of work, which has been prosecuted with success in some towns in conjunction with the public schools, and that is village improvement.

The pupils are asked to assist the club women in their attempts to beautify towns by keeping refuse, paper particularly, off the streets. Much has been done in many places, and if prosecuted in the right spirit by the combined influence of women and children our streets and alleys may become in a few years "a thing of beauty and a joy forever."

Lately I have been asked many times how the art exhibits are obtained.

Local conditions must be considered in arranging for one, but the following statement may contain suggestions which may be helpful to those who are interested:

The exhibit at Corning was principally furnished by the Prang company, of Chicago. The one at Keokuk was obtained through the Helman Taylor company, of Cleveland, O., and in connection with it was a loan collection of art objects belonging to various residents of the city.

At Council Bluffs are two art stores and the local exhibits have been provided through one or the other of them.

The Marshalltown art exhibit contained twenty-five pictures from the Century company, of original drawings of the illustrations of the Century magazine. These pictures are framed and must be insured and the express charges paid by the borrower. From the Chicago Art Education company were obtained two dozen pictures and some casts, and from Curtis & Cameron, Boston, nine Oopley prints which, with the Prang collection, made a fine exhibit.

I am informed that the Scribners have a collection of ninety-nine Revolutionary pictures, which are loaned for this purpose.

In this connection I wish to call the attention of the country teachers to the Perry pictures which are only 1 cent each and are wonderfully clear and distinct. The pictures are on paper, a little larger than 5x7 inches, and should be mounted on cardboard, 7x9 inches. An envelope fastened on the back with the address side on the cardboard makes a convenient receptacle for a description of the picture or an account of the



artist. Any good mucilage can be used, but Higgins' photo mounter gives the best satisfaction.

These pictures can be obtained to assist in teaching history, geography and language work. The number of uses to which they can be put in a small school is infinite, and they are especially useful where other pictures cannot be had.

## CO-OPERATION OF WOMEN'S CLUBS WITH PUBLIC SCHOOLS.

BY JENNIE REDMAN BROWN, IOWA CITY.

Public education in all its phases, has aroused more interest in the women's clubs, and enlisted more members for the clubs than any other form of activity. The clubs are more and more turning away from the original idea of the movement, which was self culture, and are now taking up the problems of the present day and generation. One hundred and sixty thousand women in clubs, eager to help in every way possible, are studying the needs of our schools. In thirty state federations, composed of from ten to one hundred and ninety-six clubs, more or less work has been done. It is true that clubs have always identified themselves with movements for the betterment of the schools, but it was not until the meeting of the General Federation of Women's clubs, at Louisville, in 1893, that the first step was taken toward the selection of a subject upon which the sympathies and energies of all clubs represented in this organization might be concentrated. Resolutions were there passed recommending to the clubs the study of the science of education, and the investigation of educational conditions existing in their vicinity, with the object of striving to bring to bear the united influence of this great organization of women for the betterment of all educational systems, from the kindergarten to the university.

Hostile criticism has no place in the club scheme. The Nebraska federation voices the sentiment of all other federations when it advises the clubs to "study your schools, visit them not as a critic and reformer, but as a friend desiring to learn, that you may help."

### KINDERGARTENS.

Although two men originated the kindergarten system, both look to women to put in practice the theories which they worked out. How interesting, then, that in most of the states the first practical work inaugurated by any club was to establish free kindergartens. This system, so in harmony with the child's nature, in which it is sought to develop the heart, conscience and imagination, before storing the memory with knowledge, finds most enthusiastic supporters in the women's clubs. This is shown by the fact that the clubs in more than twenty states are laboring to promote free kindergartens and to incorporate them into the public school system. Some of the clubs of Maine, New Jersey, District of Columbia, Illinois and of Denver, Col., have succeeded, to a notable extent, in having the kindergartens admitted into the public school system; while others are operating many free kindergartens as an object lesson.

### MANUAL TRAINING.

Froebel taught us to no longer restrain the activity of the child, but to utilize that activity. Women are glad to do all they can to foster the kindergarten. But they are ambitious also that the good work begun there should be carried further in the education of the child, by allowing the activity to find expression in the Sloyd or Manual training department. Much time and energy has been spent by the women's clubs in the attempt to introduce manual training into the school curriculum, and with good results.

### DOMESTIC SCIENCE.

The clubs are expending large amounts of money and energy in securing instruction in cooking and sewing. The homes of several of the members of the Evanston Women's club of Illinois have been open on Saturday to schoolgirls in groups of six who have been taught plain sewing, mending, cleaning and putting in order a house,—mothers and teachers uniting to accomplish that work. The Cantabrigia club of Massachusetts has fitted up in one school of Cambridge a thoroughly-equipped model

kitchen. The club women support a teacher in domestic science to instruct the girls of the public schools on Saturday. Over 400 girls have applied for admission to this school, but only ninety-six could be accommodated. Many clubs have supported teachers in these branches as object lessons—as for instance in Urbana, Ill., with the result that, later, the school board has taken up the work. The introduction of these subjects has been most difficult to achieve, for there is a strong tendency to emphasize the ethical and intellectual in the education of our youth rather than have these coördinate with the practical and domestic. The need of this training in our schools is emphasized by such facts as these: "One-half the money earned in the United States is spent for food." "Six hundred million dollars are annually wasted in American kitchens." Someone has said that "the prosperity of a nation depends upon the health and morals of its citizens; and the health and morals of a people depend mainly upon the food they eat and the homes in which they live." This is the theory upon which this departure is based.

Something more is required than a merely routine drill in building fires, dishwashing and bread-making; fundamental studies in chemistry, bacteriology, physiology and sanitary science are paving the way for the making of healthful and beautiful homes. What girls should be taught is the principle of cooking, and not merely recipes; the science of cleanliness, and not merely how to scrub and sweep. Miss Helen Kinne says: "When health becomes a virtue and a mother is ashamed of a child which has not developed as he should, we shall give to food and cleanliness their proper place in the development of the race."

### PHYSICAL TRAINING.

Where there has been need, physical training has received attention from the women's clubs. The best methods of promoting health in the home and the school have been thoughtfully and carefully studied, that a sound mind in a sound body may be realized in our girls as well as our boys. In some places there have been secured well appointed gymnasiums, expert teachers in physical culture, who give definite instruction in the laws of health.

The clubs of Denver and other cities have found it possible to establish baths in connection with the kindergartens and grammar schools. In a few instances it has proven practicable to have a swimming school where systematic lessons in swimming can be given to pupils in the grammar and high schools.

Several years ago two women of Boston, recognizing the need, supplied the fund out of their private means, to have the teachers properly instructed in manual and physical training. And the time will yet come when public opinion will demand such training everywhere for teachers.

Gymnasiums for the training of the body are becoming deservedly popular. So, too, the supreme value and importance of schools for training the mind are being recognized as never before. But, hitherto, these two institutions have stood almost wholly apart from one another. When one is spoken of as educated, as a scholar, it implies nothing as to the development of his body; and when we hear of one as an athlete we can safely infer nothing as to the training of his mind. Now the women in the clubs believe that this training of the mind and the body should be conducted side by side in our schools; that the noble word "education" is never properly used unless it denotes a trained mind in a trained body,—a trained body the perfect servant and instrument of a trained mind.

### MOTHERS' CLUBS.

Mothers' clubs, parents' and teachers' leagues, and child study classes are being formed all over the country in connection with the work of the women's clubs. These meetings are bringing about a direct and sympathetic relation between parents and teachers, to the unquestioned benefit of the child. "In some schools these organizations are the means of teaching cleanliness, the need of sleep, proper care of the body, prevention of sickness, the evils which arise from allowing the children to run the streets—especially at night. They may also be an important factor in preventing tardiness, loitering on street corners, the use of cigarettes, profanity, destruction of private property, and the circulation of improper literature."

### MUSIC.

The clubs are taking a great interest in the musical work of the schools. It has been said that "next to religion, music is the greatest factor in civilization." The



committee on music brings to children, especially in the less favored sections of cities, the privilege of hearing really fine music. Musicians of ability, upon invitation, and with the approval of the school board, have gone into the schools and given a half hour of vocal or instrumental music. This is held to be done, not for the entertainment or amusement of the child, but in order that "the higher esthetic nature may receive proper nutrition during that period of life when the child is impressionable and receptive." One educator where this was tried, convinced of the wisdom of the plan, says: "We believe with Bulwer Lytton, that music once admitted to the soul becomes a sort of spirit and never dies." Brief, simple talks on great musicians and their masterpieces, with the opportunity of listening to portions of these selections, as given in certain schools, cannot but help develop in the pupils an appreciation for the best in music and must have a tendency to make the so-called popular songs and selections more unpopular with the rising generation.

#### LIBRARIES.

Libraries have attracted the interest of more clubs than any other one object. In many states not half the population, in others not a third, have anything to adequately supply mind hunger. Forty-five Iowa clubs have aided libraries. One Illinois club contributed \$1,200 to libraries. School libraries have been encouraged and aided in many ways. The Colorado clubs have secured many new school libraries. The Chicago clubs have aided nearly every school library in the city, and they report that a close relationship has been established between the public library and the school. The Minnesota federation issues a list of children's books. The literary clubs of that state are requested to co-operate in cultivating a taste for good literature. Carefully prepared lists of books suitable for children and young people have been prepared and these are being placed in the hands of teachers and parents by the women in the clubs. In some places a valuable, annotated list of books on each subject taught in the grades is prepared. These books are to be found in the public library, and the shelf numbers are given to enable the children to call for the books that interest them. The Evanston Women's club has organized a boys' club, with reading room and gymnasium. A club member has an evening meeting for boys, who have given trouble at home and at school, which, the principal reports, has improved the members. Where state traveling libraries cannot be obtained, the clubs are operating local traveling libraries. In Georgia the women were confronted by the fact that only three states in the union stand lower in the scale of illiteracy. Library work was undertaken by them and now nearly every club in Georgia is operating traveling libraries. Twenty traveling libraries are operated in the interest of remote rural districts. Massachusetts leads with only fourteen towns possessing no libraries. The women's clubs in other states are striving to do as well or better than Massachusetts has done.

#### NATURAL SCIENCE.

Some clubs are trying to bring nature and the children together. One club appropriated a considerable sum last year for field work in the Hancock school of Boston, where the children are nearly all foreigners and very ignorant. They are taken to the parks or beaches and instructed in nature study. These trips are invaluable in awakening the intellect and interest of the children. As an illustration of the utter lack of acquaintance with the most common scenes in nature which is to be found among the children in many of our large cities, Miss Starr, of Hull House, Chicago, tells this pitiable story: Two small girls were going to one of the Hull House picnics. As they were crossing the bridge over the Chicago river one of them said: "I hate rivers, don't you?" and the other answered, "Yes, they smell so awful bad." Their only idea of a river was that gained from the Chicago river, filled with refuse and filth of the city. Other clubs support Audubon societies. The Cantabrigia club, of Massachusetts, has secured a course of ten lectures on birds, by Olive Thorne Miller, for the benefit of public school children. We note with great pleasure that bird day is growing in favor in the public schools and promises to become as popular as arbor day.

#### LOCAL HISTORY.

The committee on history in the clubs tries to awaken an intelligent and active interest in the traditions and history of their city, county and state. The pupils are taught by interesting methods, such as lectures on local history, illustrated by stereopticon views and excursions to different historical points. In some places tracts, concerning historic roads, houses and Indian trails, have been issued. Thus a pride in their

own city and state is inspired, which will result in the improving, uplifting and civic betterment of the community. To encourage patriotism in the pupils the women of Michigan have presented flags to the schools. Prizes have been offered by clubs for the best essay on some historical subject.

The popular generals and battleships are quickly recognized by our youth, and patriotic enthusiasm is aroused by the pictures or the mention of them. This is as it should be. But there are heroes of peace whose deeds are as well adapted to thrill young hearts, and whose names are as worthy of being preserved in the affectionate memory of the nation. The women are endeavoring to impress upon the children the idea that war is not necessary to bring out the heroic traits of character. The courageous services of our firemen—as at the recent Windsor Hotel fire—and the heroic acts of our policemen, are called to their attention. Sacrifice of life such as Robert Ross made in defending the purity of the ballot box. The action of the brave Irish stoker in Queen Victoria's navy, who recently made the daring dash into the scalding steam of a boiler room, after a steam explosion, that he might save the lives of others—these and many others, heroes of peace!—may the rising generation be watchful to give them their just recognition and honor.

"Dream not helm and harness  
The sign of valor true;  
Peace hath higher tests of manhood  
Than battle ever knew."

#### SCHOLARSHIPS.

Many of the pupils in our public schools have been helped to a higher education by the clubs. Scholarships have been given to many deserving young people. The Heptorean club, of Somerville, Mass., was the pioneer club to establish a scholarship for girls. It sends each year one to Radcliffe and one to Tufts college. One Rhode Island club has provided a fund for a scholarship to Brown university. The Cantabrigia is looking forward to establishing a permanent scholarship at Radcliffe; and while perfecting arrangements for the permanent fund is at the same time paying the expenses of a student at Radcliffe. In Montgomery, Ala., the clubs have established a free scholarship at Montevallo for girls and are educating nine girls at that school.

#### LEGISLATION.

Legislation to improve school conditions has occupied the clubs. We can but hint at the results. The women of Illinois have obtained school suffrage. In one case the clubs have aided in securing 2 per cent of the school funds for raising teachers' salaries. Maine clubs have aided in passing twenty-two laws to improve school conditions. There is concerted action in many states to induce good women to serve on school boards. Missouri has taken steps in this direction. The clubs of New York state are at present sending strong messages to each of the senate and assembly committees on public education, endorsing and urging the passage of a bill introduced by Mr. Murphy on February 6th, providing that in all cities and towns where the board of education is appointed, at least one-third of the members hereafter appointed shall be women.

#### COMPULSORY EDUCATION.

Children have rights, and one of the most important of these rights is education. According to the last census 1,200,000 children were employed in 320 of our 360 industries. Two-thirds of the yarn manufactured in this country is the handwork of children. The taking of so many children out of school to work for their daily bread is already producing a bad state of affairs in this country. In Massachusetts we find the stunted, undeveloped child of the factory districts of England. A few years ago it was thought that this free country would never reach the level of England. But in many portions of the United States can be heard "the children weeping, 'ere the sorrow comes with years. But the young, young children \* \* \* They are weeping bitterly! They are weeping in the playtime of the others. In the country of the free."

The child in industry is not wholly due to the manufacturer and merchant. Charitable women with the kindest of intentions often urge employers to take children because their parents are in need of bread. According to the last census there were more than 1,000,000 men out of work, while more than that number of children were given employment. Twenty-nine states and territories have embodied in their statutes one for compulsory school attendance. The federated clubs of Iowa are co-oper-



ating with the educators of our state to secure a compulsory education law in Iowa. Circulars and blank petitions have been sent to the women's clubs by the educational committee of the state federation. The women's clubs are determined to stand by this movement till the law is secured.

#### CONCLUSION.

As we have taken this hasty glance over the work of the women's clubs in education during the past three years, we see that there has been no ambitious effort to strike out on entirely new lines. In all these departments of education the women of the homes in the clubs have been co-operating with other educators to make more effective the public schools. Knowledge of school conditions and general interest are, however, the greatest results accomplished by club educational effort.

On the 25th of June, last, at the fete held in honor of the long reign of the Emperor of Austria, the emperor, in his speech, called the children "the symbol of the people's hearts, the richest hope of the state." What is true of the children of Austria is quite as true of the children of our own loved country; hence the earnest effort which the women's clubs are making to co-operate with the public schools, to the end that "the divinity in every little child may develop into perfect humanity."

#### EXAMINATION AND CERTIFICATION OF TEACHERS.

##### FROM REPORT OF SUB-COMMITTEE OF THE NATIONAL EDUCATIONAL ASSOCIATION ON RURAL SCHOOLS.

Were teaching a profession in the sense in which law and medicine are professions, teachers themselves would formulate the terms of professional recognition; but evidently the time for that is not yet. What the public school is immediately to aim for is uniformity in state examinations, and we have to consider the agencies, the standards, the methods for these examinations. The agency may be the state superintendent of public instruction, a special examining board, or a state board of education when such a board exists.

Times and places for examinations should be announced frequent enough and numerous enough to meet all reasonable demand. The scope and character of the examination should be announced beforehand to enable candidates to consider the matter deliberately, as is now done in regard to examinations for admission to college and for the civil service. Information as to books for use and as to modes of preparation should be given. Each examination should be conducted by an expert, and the papers should be critically examined.

Certificates granted should be graded as to the range of the examination, not as to length of validity, unless the certificate be a provisional one. A one-year physician would receive little credit; why should a one-year teacher receive more?

Examinations should cover the range of work required of the teacher, and should be written, oral and practical. The written examination should be planned not merely to test the candidate's range of acquirement, but rather his accuracy, his general style of thought and expression. The oral examination should test the range of attainment, the personality of the candidate, and his readiness to resource. These two are generally combined in one—the written form, but there are great advantages in the separation whenever it is practicable.

The examination for the elementary certificate should cover the ground of common school studies, with so much of the elements of natural science as is demanded for the intelligent teaching of the nature lessons in the common-school course. The questions should be few, but comprehensive, and such as will fairly test the reflective power of the candidate.

The professional examination for the elementary grade of certificate should not be severe, but should require clear general statements regarding methods of conducting recitations and the organization and management of a school.

The practical examination, or the test of skill, for the elementary grade of certificate, should include some test of the candidate's ability to plan a lesson and an examination paper in some common-school subject, and to conduct a recitation. If the can-

didate has been a member of a class in training, a record of this practical work might be brought over from the work in that class.

So much ability as is implied by this examination is necessary to the good teaching of any school. Wherever this ability cannot be secured now for the rural school, a clear public appreciation of the need will lead to a supply of the means.

The examination for the advanced certificate should in general cover the ground of an English high school course of at least three years, or fair equivalents for such a course. A special certificate might be given for a foreign language. This examination should include psychology and ethics, drawing, and the elements of vocal music.

The professional examination for the advanced certificate should include history of education, methods of teaching, general principles of pedagogy, and the organization and management of schools.

The practical examination should include the preparation of plans of lessons and of examinations; judging the character of a lesson and a written paper; teaching, including an oral lesson on some subject in nature study, elements of science, language or morals.

As in the examination for the elementary certificate, if the candidate is a member of any training class, the practical examination can be taken in that class.

Formulating the preceding statements, the teachers' certificates should be graded in two general classes, elementary and advanced, and in each class three grades.

#### ELEMENTARY.

1. Elementary scholastic certificate, grade 3.
2. Elementary professional certificate, grade 2.
3. Elementary certificate of skill, grade 1.

#### ADVANCED.

1. Advanced scholastic certificate, grade 3.
2. Advanced professional certificate, grade 2.
3. Advanced certificate of skill, grade 1.

A life certificate of either class and honorable recognition in the profession should be granted after a certain period of successful teaching to those holding a first-grade certificate of that class.

In each class the higher certificate presupposes the lower; thus grade 1 cannot be obtained without 3 and 2.

Many, if not most, of the examinations of teachers for rural schools in the United States to-day do not go beyond the range of the elementary certificate, grade 3, as here given; the elementary certificate, grade 2, could be obtained upon attendance of a teachers' training class in a high school. A course in a district training school organized as described in this report, or a partial course of one year in a state normal school, should give the complete elementary certificate. In many cases thoughtful and successful teachers in the rural school, by their own study and the help afforded by a well-conducted reading circle and a normal extension course, could rise from the elementary certificate, grade 3, to the complete elementary certificate. A high-school course would give advanced certificate, grade 3, and, with the course in a high-school teachers' training class, might give advanced certificate, grade 2. The complete advanced certificate could be obtained by a two-years' course in a normal school.

This gradation of the examinations and certificates will utilize to the utmost the existing educational agencies, will point out to teachers a way in which they may rise, step by step, and will thus encourage their advance, and will secure to the rural school the benefit of their improvement.

A question will arise as to the interval between the elementary and the advanced certificate. In many cases it may be best to lower the standard of the advanced certificate and make it intermediate between the elementary certificate and the normal school diploma, attesting the completion of a two-years' course. On this question your sub-committee pronounces no opinion. It would point out a way by which the teachers of the rural school as it now is may be taken as they are and induced to enter upon a course of advanced study, and by which the school may derive all possible benefit from the advance; and your sub-committee believes that by such a course standards will gradually be raised all along the line.

Your sub-committee on the supply of teachers for the rural schools, in closing its report, would call attention to some of the main points in this discussion.



It appears that there are numerous agencies which may be made available for the improvement of rural school teachers already in the service. With these the only question is that of more perfect organization.

Although there is in general an increase in interest in educational questions and an elevation of standards of teaching, yet the large majority of rural school teachers now enter upon their work with no professional preparation; the improvement in character of rural schools, where there has been any improvement, has been slow; large sections of the country report no advance; some report a decline.

The causes for this condition and the changes needed are not far to seek:

*First.*—The school year must be lengthened to a full school year of nine or ten months, in order that skilled teachers may be retained. This result can be secured, as it has been secured elsewhere, when its absolute necessity has been recognized. The state, among other conditions for payment from the school fund, may prescribe a full school year, which is done in England, as logically as six, or seven, or eight months, now done in some of our states; or it may secure this result, as it has been secured in Canada, by making the length of the school year so prominent a condition in the distribution of the school fund as to insure the co-operation of the county and the town to this end.

*Second.*—The existing agencies for the supply of teachers for the rural schools do not suffice. There must be modifications in these and the provision of others.

*Third.*—There must be some definite standard for the certification of teachers, coming within reach of the teacher of the rural school, and encouraging advance to such higher degrees of attainment and skill as will give full professional recognition. And your committee believes that some provision should be made to secure inter-state recognition.

The question of finance does not lie within the province of this sub-committee, but it does not believe that the financial difficulty need prevent the necessary reform. When there is once full recognition by the state of its final responsibility for the education of every child within its borders, there will be possible such an adjustment of expenses between it and the lower educational units as will be burdensome to none and just to all.

Your sub-committee has sought to ascertain accurately what the rural school now is; in all its suggestions it has had in view the rural school as it ought to be. It believes that this nation can have such a system of schools for all its people as may challenge comparison with any other, and that it will have such a system when it clearly perceives the injustice and the peril of the present condition and the way in which safety lies.

CHARLES C. ROUNDS, *Chairman*,  
DAVID L. KIEHLE,  
JOHN H. PHILLIPS.

## INDIAN EDUCATION.

### HISTORICAL SKETCH OF THE SAC AND FOX INDIANS OF IOWA.

[Excerpt from annual report of Horace M. Rebok, United States Indian agent, to the commissioner of Indian affairs, 1898.]

Four hundred members of a prehistoric race, residing on an average of a little more than 8 acres of land among the hills, groves and meadows which skirt the banks of the beautiful Iowa river, in Tama county, enjoying the rude, wild life and cherishing the customs of their ancestors of a century ago, relishing the dog feast and growing zealous in the medicine dance, marrying and divorcing as their fathers did before the light of a Christian civilization spread beyond the banks of the Mississippi river, without a church, house or a school, or a single communicant of the Protestant or Catholic faith, although for fifteen years devoted missionaries have faithfully ministered to their physical wants and zealously tried to make the story of Christ music to their barbaric ears and comfort to their disquieted souls, clinging firmly and steadfastly in life and in the hour of death to the superstitions of their ancestral warriors of a hundred years ago, has been such an anomaly in the history of the North American Indian, as the Indian bureau was until recent years disposed to disbelieve. Yet such is no overdrawn picture of the life of the Muskaki Indians as they have resided in Iowa for over forty years.



This band of Indians is a remnant of the once powerful Sauks and Foxes, who were a terror to the white settler in the region of the Great Lakes and the Mississippi valley, and every other band of Indians whose path they crossed.

Their original abiding place is hidden among the mysteries of the unwritten history of the continent. Caleb Atwater, who visited them along the Mississippi river, in 1829, wrote at that time:

"The farthest back I am able to trace their traditions was up to the time when our European ancestors first settled on this continent. That story every Indian can tell; and the Sauks have some tradition of their living, as I suppose, in Rhode Island, and of King Philip's war."

This story by Mr. Atwater, and known facts concerning the history of these people in the north, correspond very closely to the traditions that are related by the old men of the tribe, who cherish them as the most sacred legacies of their fathers. In the warm summer days it is not uncommon to see an old man, with his blanket spread upon the ground, and himself disrobed of all garments except the breechcloth, basking in the sunshine and teaching his grandchildren and the young men of the tribe the religion and traditions of his ancestors. They relate that the first white man that their people saw was an Englishman. The next nationality they came in contact with was the French; that the French were hostile to them and allied other Indian tribes against them and finally drove them westward across the lakes.

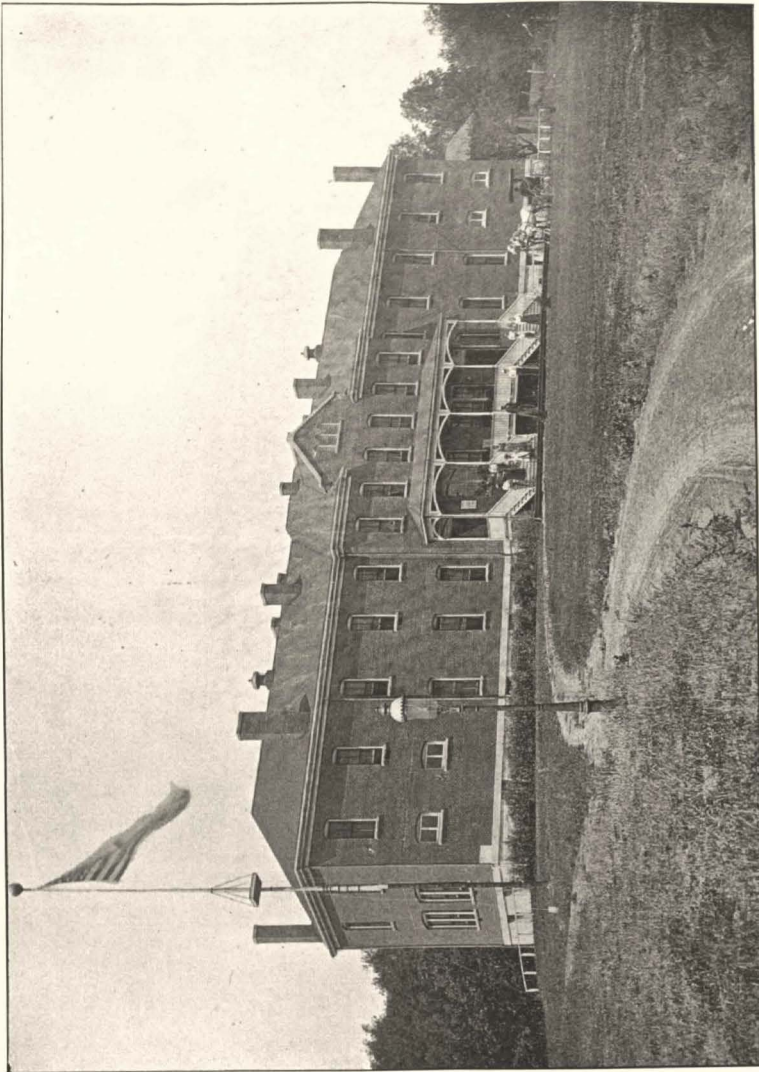
The Sac and Fox Indians of Iowa are the Foxes of the tribe known in the treaties with the government as the "Sac and Fox of the Mississippi." Just when or where the union of the Foxes and Sauks took place I am unable to state, but at the siege of Detroit they were two distinct tribes, for it is related that the French were enabled to withstand the fierce and disastrous assaults of the Foxes only by an alliance with the Sauks and other tribes in that locality; and as late as 1815 the United States made a "treaty of peace and friendship with the Fox nation." This treaty is now in the possession of the chief of our tribe, and is preserved in a little buckskin sack, which he guards as jealously as he guards his life.

The tribe attaches as much importance to the treaty of 1815 as we do to the Declaration of Independence or the constitution of the United States. To it they invariably refer when pressing any claim against the government. They boast with much pride that they have never violated any of the stipulations of this treaty, and from its date to the present time none of their band have taken up arms against the government. They disclaim any part or responsibility in the Black Hawk war, and point to the fact that Black Hawk was a Sauk, and that the war known in history by his name was an uprising of the Sauks and not of the Foxes.

This band is otherwise known as the Muskawki. The spelling here given is that adopted by the Smithsonian Institute. The name as locally used during their residence in Iowa has been spelled Musquakie, and, in a certificate of good character given to their chief by John C. Calhoun, secretary of war, in 1824, they were referred to as the "Musquy Nation." There have been many erroneous explanations in vogue as to the meaning of this name and the date of its origin. For many years the story was current that the name originated at the time of the outbreak of the Black Hawk war, when the Foxes refused to take part in the hostilities, and that it signifies "coward." Nothing could be farther from the truth, for I have already indicated that the name was common in 1824, and however spelled, it is always pronounced the same way by the Indians, and, literally translated, signifies "red earth." The Indians claim that it was the word by which their tribe was originally designated and distinguished from other tribes, and boast that it signifies "red earth;" they are original Indians—the first created by the Great Spirit—and that when they were created he gave them the name Muskawki, signifying that they had been made from red earth.

By a treaty, in 1842, the joint tribes sold their lands in Iowa to the United States, and in partial consideration therefor were assigned a reservation in Kansas. The Sauk branch promptly removed to Kansas, but the Foxes hesitated to leave Iowa. However, under the influence of their leaders and the government agents, the most of them removed to Kansas between 1842 and 1845, but scarcely had they settled in their new home when they became dissatisfied and began to return to Iowa in small groups, and between 1845 and 1866 about 264 members of the tribe returned, and settled in small villages along the Iowa river in Tama, Iowa, and Johnson counties, and it is related that a few of their band never left the state.

In 1866 the general assembly of Iowa passed an act legalizing the residence of these Indians in the state and requesting the secretary of war to pay the Indians their



DORMITORY-INDIAN TRAINING SCHOOL, TOLEDO, IOWA.



annuity in their new home. In the summer of 1857, while the Indians were residing along the Iowa river in Johnson county, five of the principal men of the tribe were sent out to select a location for their permanent abiding place, and on July 13th purchased their first tract of land from a white settler in Tama township, Tama county. In 1866 the first agent was appointed over them in the person of Maj. Leander Clark, who is still a resident of Toledo. That year the first census was taken since their return to Iowa. There were then enrolled 264 persons, 125 males and 139 females, and their first annuity payment was made in January, 1867.

After this payment had been made the secretary of the interior ordered them to remove to the joint tribal reservation in Kansas, and informed them that no further payment of annuity would be made to them except upon said reservation. Fortunately congress reversed this unfair ruling by a special act on March 2, 1867, providing that the Indians should receive their annuity at their Iowa home so long as they remained peaceful and as they had the assent of the government of Iowa to reside in the state. Since this date this band has annually received an approximate proportion of the annuity due it under the treaties of 1837 and 1842, but during the years from 1853 to 1867 the band was wholly unrecognized by the government and received no annuity, and to the present time the Fox branch of the Sacs and Foxes of the Mississippi has not been permitted to share in the benefit which should accrue to them under the stipulations of the treaties above referred to, wherein they provided for schools, physician, and tribal government, including \$500 annually to be paid to their chief, and I here submit that the responsibility for the immovability of this tribe and its opposition to civilization rests, all things considered, far more with the government than with the Indians themselves.

When these Indians determined to return to Iowa and take the unequal chance of casting their lot among white men, purchasing land on their own account and relying on their resources, it took a special act of congress to save them their annuity which had been guaranteed to them by solemn treaty stipulations, and it has taken two or three special acts of congress since that time to give them something like a fair apportionment of the funds due them under said treaties.

For the past forty years this tribe has cost the government of the United States less per capita for administrative purposes than any other tribe in the United States. Their peaceful career has been their greatest curse. They have not enforced the pledges of the government by force of arms or by threat of uprising since the treaty of peace in 1815, and apparently for this reason they have been left alone to suffer, while other tribes, including the Sauk branch of their own tribe, have been given the lion's share as a natural consequence of their hostility. To-day the chief of the Sauk branch in Oklahoma is enjoying the treaty stipulation of \$500 annually, and has received this amount for all the years since the treaty was made, while the chief of the Fox branch, to whom an equal amount was as solemnly pledged in the same treaty, has not received a single dollar since the return of the Fox band to Iowa. Has not the chief of the Muskawaki paid too dear a price for the honor of a good conscience? In reflecting upon these events one is led to believe that had he taken a war club and led forth his band upon the early settlers along the Iowa river in 1857, instead of transacting a simple piece of legitimate business in buying a small patch of land upon which his people could settle, he would have enforced recognition where deeds of peace and years of quietude have been unable to make appeal.

To the eighty acres originally purchased in 1857 there have been added from time to time other tracts of land, until to-day this tribe owns nearly 3,000 acres, held in trust for them, some by the governor of Iowa, some by the United States Indian agent, all of which is soon to be transferred in trust to the secretary of the interior, as provided by act of congress in 1896. During their residence in Iowa prior to 1896 the question of the legal status of these Indians was very much complicated. In order to clear the matter up to some extent and to open the way for the establishment of an agency boarding school, I organized in the summer of 1895 what is known as the Indian Rights Association of Iowa. The purpose of this association was to take such steps as were necessary to determine and fix, as far as possible, the legal status of the Indians and to promote education and civilization among them. The work of this association was left in the hands of an executive committee, composed of Rev. S. N. Fellows, D. D., of Fayette, Iowa; Hon. E. C. Ebersole, Judge John R. Caldwell, of Toledo; Hon. A. E. Jackson and Hon. E. G. Penrose, of Tama, and the Indian agent, and it spent much time for several months in investigation and advisement. The committee finally

SAC AND FOX BOYS ATTENDING THE INDIAN SCHOOL, TOLEDO, IOWA.





formulated a bill ceding jurisdiction over the Indians and over their lands to the federal government, making certain advisable reservations in criminal matters and fixing the power of the state to tax the Indians for state, county, road, and bridge purposes, and relieve the Indians from taxation for educational and charitable purposes. Heretofore the Indians had been paying taxes to support the white schools in the townships and were receiving no benefits therefrom; they were being taxed to help maintain the state university, and not a member of the tribe was provided with a common school education.

The act granting jurisdiction was passed in January, 1896, by the legislature of Iowa and shortly afterwards congress passed an act accepting the jurisdiction tendered. This has no doubt been the most important legislation affecting these Indians since their residence in Iowa. It will probably not settle all disputed points, but it clearly points the way for exercise of federal authority of the agent in charge, and every day proves the wisdom of these acts. Prior to this legislation the agent could exercise little or no authority and the Indians were well aware of the fact and often took advantage of it. Hostile members of the tribe who did not approve of the course of the agent at times would order him from the ground and even attempted to enforce their demand. I do not know that they ever succeeded, but this simply shows how these Indians had gotten from under the control of federal authority, and that to get them back after forty years of undisturbed self-will is no easy task.

The cession of jurisdiction to the federal government opened the way for a school. In introducing this subject it is only fair to history to state that the government maintained a day school on the Indian land for about eighteen years and that the school amounted to little less during the last than during the first year of its existence. Without the authority to enforce school regulations it was impossible to maintain a school of respectable standing, and while a few of the boys of the tribe availed themselves to a limited extent of some of the advantages offered, it can be truthfully said that the school was almost a farce during the entire eighteen years of its operation.

The matter of establishing a boarding school for the tribe was taken up in January 1895, with the Indian department, and during the ensuing months received much consideration. Commissioner Browning indicated his approval and willingness to co-operate with us to that end as soon as the matter of jurisdiction should be settled so that the government would be warranted in establishing a school over which it could operate without liability of interference by reason of the jurisdiction of the state of Iowa.

After adopting a plan by which to settle the question of jurisdiction, the executive committee of the Indian Rights association determined to make an effort to secure an appropriation from congress for the establishment of a boarding school. A delegation consisting of Dr. Fellows, of Fayette, Judge Caldwell of Toledo, and the writer was detailed to wait upon Senator Allison, at his home in Dubuque, in the fall of 1895, prior to the opening of congress. The plan presented met with the hearty approval of Senator Allison, and early in February, 1896, acting on similar recommendations from both Commissioner Browning and Senator Allison, a delegation, representing the Indian Rights association, visited Washington for the purpose of presenting the matter to a committee on Indian affairs and to the Iowa delegation in congress. The committee detailed for this work consisted of Dr. S. N. Fellows, of Fayette; Rev. T. S. Bailey, of Cedar Rapids; and the agent. When we reached Washington the Indian bill had already passed the house. An agreement was promptly reached between the Indian department and the Iowa senators to attach an amendment in the senate, asking an appropriation of \$35,000 to the bill as it passed the house. This was done, and was concurred in by the house, and thus the first appropriation for the first school for these Indians was secured.

#### SUPERINTENDENT'S REPORT, 1899.

SAC AND FOX AGENCY,  
TOLEDO, Iowa, August 15, 1899.

MADAM—I have the honor to submit the following report of the boarding school at this agency for the fiscal year ending June 30, 1899:

On September 15th the last of the main buildings was completed and receipted for, all necessary supplies had been received, a full corps of employes was on hand, and everything was in readiness for the reception of pupils.

During the preceding year, while the buildings were in process of erection, every effort was made to create an interest in the school on the part of the Indians. Employ-



ment in cultivating the crops on the farm and grading around the buildings was offered them, but was accepted by only four Indians, and they remained only a few days, owing to the criticism and ridicule of the other Indians. From time to time as many as could be induced to go were taken to the school and shown over the buildings and grounds. The clothing and subsistence, supplies and appliances for industrial training were shown them, and the advantages the school offered to their children pointed out. It seemed, however, that as the buildings neared completion and the date set for the opening of the school drew near, the opposition instead of diminishing became more intense. The chiefs, members of the council and head men were especially determined in their opposition. When the annuity payment was made over one hundred refused to receive it, mainly because they had been made to believe that if they did so, they thereby gave the government the right to place their children in school. About this time two girls, one a daughter of the head chief, became very unruly and were causing their parents a great deal of annoyance. The chief reported the matter to the agent and asked that the girls be apprehended by the police and punished. The agent at once had them brought in and taken to the school. This raised the greatest kind of an uproar among the people. The chief and his wife came to the agent and demanded the immediate release of the girls, saying that they were perfectly willing that the girls be put into jail and for any time he might deem best, but under no circumstances would they consent to their remaining in the school. The agent refused to release them, but by no amount of reason or argument could he change the feelings of the parents in the matter. The girls afterwards ran away from the school and were not returned, for the reason that they were notoriously bad girls and not proper companions for the other pupils.

Such were the conditions when, everything being ready for the opening of the school, we started out to obtain pupils. Daily and almost nightly visits were made by the agent and myself to the reservation. We were generally received in a friendly way and respectfully listened to. At times we were bitterly denounced for attempting to interfere with them in living the life decreed for them by the Great Spirit and guaranteed to them in earlier times by the government of the United States. Many interesting councils were held; one of them at least will not soon be forgotten. It occurred at night, and there were present besides the agent and myself, only the head chief, Push-E-To-Neke-Qua, the interpreter and three policemen. No other Indians had been invited for the reason that it was thought the key to the situation lay mainly in the attitude of the chief, and that he might be more easily influenced if unaccompanied by others. The policemen had already expressed their willingness to put their children into school if the chief would do likewise. Addressing the old man the agent referred to the deplorable condition of affairs on the reservation, especially among the children, and pointed out the benefits to be derived from attendance at the school. He spoke of the chief's leadership and great influence among the people and his consequent responsibility, and insisted strongly that it was his duty to have the children of the tribe put into the school, and that to do otherwise would be a crime against his people. It was a strong case and the old man felt it. He listened in silence until the agent concluded, then quickly rising and advancing into the center of the room, his eyes flashing and his voice trembling with emotion, his whole bearing indicating intense excitement, he said: "My friend, the Musquakies have always been friends to the white people, but they will not accept your school. You may come and kill us, but we will not give you our children. I will say no more." He started for the door, but recovering his composure to some extent, he turned back, shook hands with us and went out into the night, followed by the interpreter, whose attitude was scarcely less unfavorable than that of the chief. It was a discouraging point. All chance for further negotiations seemed to be lost. The outlook was anything but hopeful. The next morning the agent summoned the interpreter before him and informed him that if he wished to retain his official position he must not only cease all opposition to the school, but must work earnestly in its favor. This he agreed to do, and from that day on has been a loyal and efficient helper. It was through his influence that the agent was enabled to again bring the chief into council on the school question. Thus matters progressed, frequent conferences with the chief and council being held, and the parents and children being interviewed and solicited without success, until on the 20th day of October, an orphan boy, nineteen years of age, came to the school and was enrolled as a pupil. Two days later the captain of the police brought in his eight-year-old boy, to be followed the next day by an older daughter. October 27th, another boy, the son of an old medicine man, in opposition to his parents' wishes, came and was



INDIAN SCHOOL GIRLS AND MRS. SHOWAN, INDIAN ASSISTANT,  
INDIAN TRAINING SCHOOL, TOLEDO, IOWA.



enrolled. November 1st a second son of the old medicine man came in, and a few days later two more boys were secured. This made seven pupils, and our enrollment stood at that point for some time. Meanwhile, the constant work with the chief and council had begun to bear fruit, and on the 14th of December the chief in open council accepted the school and granted permission to the people to send their children, and the same day sent his own boy. He some time later sent a daughter and four grandchildren. At this time, also, the agent went into the district court and petitioned for the appointment of suitable guardians for a number of orphan children who were being neglected. This petition the court granted, naming the present agent as guardian and at the same time issuing an order that the children be put into the school provided for them. In this way during the year twenty pupils were secured. December 31st twenty-five pupils had been enrolled, and on January 27th, the date upon which Mr. Rebok turned the agency over to his successor, the attendance had reached thirty-five. When school closed, June 30th, fifteen more pupils had been added, making the total enrollment for the year fifty. The average attendance for the last quarter was forty-seven.

The children were very bright and tractable and adapted themselves to their changed conditions much more readily than the Indian children further west, with whom I have worked, due doubtless to the fact that they have mingled more with the white people. In good weather the children were permitted to go home on Saturday mornings and in every case they returned voluntarily in the evening. They seemed to enjoy their life in the school, and when they went home for vacation, nearly all promised to return in the fall, the large boys being especially positive in their assurance.

Parents and friends made frequent visits to the school and on closing day over one hundred of them took dinner with the children in the grove. The great majority of these people, however, are bitterly opposed to education, and it will be some time before the school can be filled by voluntary attendance. It is exceedingly unfortunate that some means cannot be found to compel attendance on this reservation. Many of the children and young people are anxious to attend school, but are prevented from doing so by their parents and other relatives. I hope the day is not far distant when congress will follow the recommendations of the honorable commissioner of Indian affairs in his last report and pass laws compelling the attendance of Indian children at the schools provided for them. If compulsory education is justifiable anywhere it certainly is among the Indians, and nowhere more so than on the Sac and Fox reservation of Iowa.

The results obtained in the class room were most satisfactory and reflect much credit upon the teacher.

The several industrial departments were intelligently and successfully administered and excellent progress made.

The school farm consists of seventy acres, and has been well cultivated.

The estimated yield for the year is:

Corn .....	350 bushels
Oats .....	250 bushels
Potatoes .....	150 bushels
Turnips .....	50 bushels
Onions .....	50 bushels
Other vegetables .....	150 bushels
Fruit .....	10 bushels
Millet .....	10 tons
Mangel-wurzels .....	10 tons
Rutabagas .....	1 ton
Cabbages .....	2,000

The school stock consists of four horses, three cows, three calves, twenty-four hogs and pigs and fifty chickens. We had the misfortune to lose a valuable cow a short time since from sickness. A majority has been requested for the purchase of five additional cows, which are much needed.

During the year the barn, warehouse, poultry house and hog house were erected, the first three by contract, the others by the school carpenter, assisted by the Indian boys. About 300 rods of board fence, and 450 rods of wire fence were built. The different buildings were connected with sidewalks, and the main dormitory building provided with screen doors and windows. Driveways over the premises were con-



structed, and the lawn, about 400 feet long and 200 feet deep, has been seeded. About 100 elm and other forest trees were set out along the driveways, most of which seem to be in a thrifty condition.

Early in September a gasoline gas plant was installed at a cost of \$1,055 and has proven an unqualified success. Where the Welsbach burner is used, it gives a light much superior to the electric light. The plant lights the grounds and all the main buildings except the barn and has been operated all year at a cost of less than \$150, including all repairs.

The health of the school has been fairly good. There were only two cases of serious illness, no deaths and no dismissals on account of ill health. The physician was attentive and thoroughly competent.

One of the pleasant occurrences of the year was a meeting at the school January 27, 1899, of the Indian Rights Association of Iowa, an organization formed in 1895 for the promotion of education and civilization among the Sac and Fox Indians of Iowa. This association rendered valuable assistance to the agent in obtaining an appropriation for the establishment of this school. During the day an inspection of the school plant, and a thorough investigation of the working of the school were made by the executive committee, and in the evening a reception and public meeting was held in the assembly room. Rev. Dr. S. N. Fellows, of Grundy Center, Iowa, president of the association, presided at the meeting and made a very interesting address. Short talks were also made by the out-going agent, H. M. Rebok, and his successor, Mr. Malin, Judge J. R. Caldwell and Hon. E. C. Ebersole, of Toledo; Hon. A. E. Jackson, of Tama, the superintendent and others. It was a very interesting and enjoyable occasion and full of encouragement to the employees of the school. The interest taken in our work by the people who comprise the Indian Rights Association of Iowa is much appreciated.

Very respectfully,

GEO. W. NELLIS,  
Superintendent.

The superintendent of Indian schools. (Through W. G. Malin, United States Indian agent.)

#### SECURING LIBRARIES FOR RURAL SCHOOLS.

BY F. A. HUTCHINS.

In January of the present year a sub-committee of the committee on libraries and schools sent out a circular to leading teachers in each state, asking information as to the number, size, and use of libraries in the rural schools. The replies show that, in the great majority of the states, few rural schools have adequate libraries, with a due proportion of books for the smaller children. In a few states—California, Montana, Minnesota, Wisconsin, Michigan, New York and New Jersey among others—the money to purchase rural school libraries has been partly or wholly provided by the state, but in the great majority of our states, the money has been obtained by appropriations by school boards, gifts, entertainments, or public subscription.

In states where the laws require the purchase of suitable school libraries, the state departments of education furnish lists of the best books and often aid in training teachers to use the books to good advantage. It seems best, therefore, to devote this chapter to the discussion of the problem which meets the teacher who must get the money for a school library from local sources.

A teacher or school trustee who would secure a good school library must first know what benefits will be secured by a library, and must have the enthusiasm and persistence as well as the knowledge, to make other people understand these benefits.

A well-selected small library for children may do much more good in proportion to its cost than any of the large popular libraries. The best books for children, read and re-read, are of much more worth to the child than a careless reading of the best, the second rate, and many indifferent books. The boy or girl upon the farm, who has read, many times over, in the school and at home, *Seven Little Sisters*, *Black Beauty*, *Robinson Crusoe*, *The Man Without a Country*, *The Great Stone Face*, and a few other children's classics; who knows the best biographies of Washington, Lincoln, and Franklin, through frequent reading, is almost certain to become a habitual reader of good books. The best books for children are of so much more worth than the second





WINTER WICK-I-UP OF JOHN ALLEN, SAC AND FOX AGENCY, TAMA COUNTY, IOWA.  
JOHN ALLEN.  
AGENT REBOK.

best that a teacher who can get a few of the best books for her children has the greatest encouragement to do so.

Each rural school should have a library of from twenty-five to one hundred volumes, which should include wholesome and interesting books for the pupils of all the grades. A library must usually grow by small annual or occasional accretions. It is important to secure the best books in the first purchase, so that the good results of their use may be quickly apparent. The child must get the reading habit before he gets the study habit, and if the teacher must choose for the first purchase between a few entertaining and inspiring stories, like *Black Beauty*, and a few books of information, like the children's cyclopedias, she should choose the former. When the children and parents have fairly grasped the idea that books are a means of pleasure, and inspire to better living, the library will grow. The wholesome books that are read for pleasure will procure the means to buy the books of information.

The teacher who would secure a school library should, therefore, know and love the children's classics. If she does not know them, she must learn of them through other teachers, librarians, county superintendents, state departments of education, or educational journals. When she has read the best of the books, she will find herself eager to have others enjoy them. Enthusiasm for books is the foundation of success. Enthusiasm begets enthusiasm. "I have heard that this is a good book" goes unheeded, when "this is a delightful book," given convincingly, inspires the pupil to get and read.

When the teacher knows and loves the best books, she should find means to get one or more of them, and use them to show pupils and parents that good books give pleasure, inspiration to better living, and broaden the school work. Through doing this she would find the means to get more books.

In this, as in all other lines of work, she must learn to do by doing. The ability to lead comes only to those who try to lead. Her first efforts to convince people of the necessity of a school library may not be successful, but if she loves books and perseveres, she will convince others.

Sometimes the first money for school libraries comes from the pupils. A few years ago a determined teacher in a poor neighborhood induced each pupil to give her one or two eggs each week. On the Saturdays she carried these a few miles to a country store, and with the money obtained from their sale bought a few books. Sometimes teachers and pupils have raised money by entertainments and subscriptions after concluding an agreement with the school board that the board would give as much as the school could raise.

When the earnest teacher has secured a few good books, she can get others, if she will use the first wisely. A few books should be called the "school library." When not in use, they should be kept in a box or case with a simple system of records. The pupils should be taught to keep the volumes clean and neat, and to have reasonable pride in their library and the neatness of their books.

At every opportunity pupils and parents should be shown by object lessons the power of the books to entertain, inspire, and instruct. If the teacher knows the books as she should, opportunities will be abundant, and the books will often become the subjects of the daily talks at the homes as well as the school.

In expending the money for the school library, take pains to get its full value. Do not buy of agents or unintelligent book dealers. Buy durable editions. There are fifty or more editions of *Robinson Crusoe*, but only two or three that are suited to your purse and your needs. Take the advice of intelligent teachers and librarians, not only in selecting the books, but in the case of the older books, in choosing the editions. You will be safe in choosing from the lists recommended in this hand book.

You should only rarely pay the list price for a book. Discounts vary according to the amount of your purchase and the kind of books bought. The publications of school book publishing houses are generally subject to smaller discounts than those of houses which publish miscellaneous books. Here, as elsewhere, get information from those who have had more experience. Untrained readers, and many others, like small books. To the child who has read little it seems a great task to attempt to read a large book. The great majority of teachers buy too few small and simple books for their school libraries.

#### SUGGESTIONS.

The following suggestions by Miss Gertrude E. Woodard, of Ypsilanti, Mich., are so practical and well considered that they will be found very helpful:



If you have not money enough to buy books, make your own. Encourage pupils to bring newspaper clippings on interesting subjects. You soon have enough to make half a dozen scrap books. Sort the clippings into geography, history, literature, biography and the like. Let the children carefully mount them on uniform size pieces of paper then they may be placed between two paste-board covers and treated as reference books. This is good work for the boy who always has his lessons and never has enough to do.

A book which will be interesting to children is one which contains the programs of entertainments and school exercises given during the year. These programs, by the way, need not necessarily be printed. Let the drawing class furnish the design for them. A very pretty book may be made of these designs, and pupils are always interested to know that their productions are valuable enough to be bound.

When the birthday of a great man is celebrated, put his picture up in your school room for several days, until the pupils have become familiar with the face. When not in use, these pictures should be kept in a box secure from dust. Children should learn to take pride in having a library in the room and in keeping it in the best condition possible. Let some pupil be librarian and keep the books in order for a week at a time.

What has just been said assumes that the schoolroom possesses shelving in some form or other. But what if it does not? Well, if not, do just as you did when you had no money to buy books. You made them, and you can more easily make the book shelves. Any boy in your room will get you a box from a grocer. Make the shelves of the cover of the box. Line inside of box and shelves with cambric, if rough. Usually, however, there will be some carpenter near by who will gladly help if you can get him interested. Let pupils help as much as possible, for the chances are that they will want to make similar cases for themselves, and that is to be desired. When books, through use or accident, become torn or damaged in any way, remedy the mischief as quickly as possible. Always keep on your desk a little jar of flour paste. It is the only thing to use in mending torn pages, inserting loose leaves, mounting scrap pictures, etc. It is made in ten minutes from the following recipe, and costs practically nothing:

Paste: (a) one tablespoonful flour in cup; one tablespoonful cold water in cup; (b) four tablespoonfuls cold water in pan; one-fourth teaspoonful powdered alum in pan. Mix (a) until perfectly smooth. Heat (b) to boiling. Pour (b) slowly on (a), stirring always in the same direction. Pour all back into pan and heat, stirring until thick. It will be of the consistency of jelly.

When pasting clippings lay the article to be pasted face down on a slate and paste from center of paper toward the edges. The slate furnishes a smooth surface and can easily be cleaned.

Card system for keeping memoranda:

Arbor Day celebrations.  
King, R. M. school interests  
and duties, pp. 123-46.

Card of paper is cut into pieces three by five inches. Cost of white paper which takes ink, 8 to 10 cents per pound. Put one item on a slip. File slips alphabetically by first word on top line. Keep standing on edge in a box. Comments can be made on the reverse side of slips. In this way preserve authors, titles and subjects of books, addresses, and clippings small enough to be mounted on slips.

A pamphlet on Arbor Day by N. H. Eggleston may be obtained without cost from the department of agriculture at Washington, D. C. Other pamphlets are issued by the bureau of education at Washington. Another class of books which may be obtained free, or for a few cents, is the illustrated guide books issued by the various railway companies throughout the United States; also the lake and ocean steamship companies. Beautiful books descriptive of Mackinac, the wonders of Yosemite, and the Yellowstone National park may be had for 5 or 10 cents. They serve as attractive reference books in geography.

Pictures may be mounted on the felt paper used as carpet lining. It can be obtained at any carpet store and costs 2 cents a square yard.

If you have no wall space on which to place pictures, clippings, etc., make a folding screen, cover it with cloth of one color, and pin on whatever is to be displayed.

# THE PRESENT CONDITION OF SCHOOL LIBRARIES IN RURAL SCHOOLS AND VILLAGES OF LESS THAN 2,500 INHABITANTS.

BY F. A. HUTCHINS.

On account of unavoidable delays the sub-committee which was appointed to investigate the present condition of school and public libraries in farming districts and villages of less than 2,500 inhabitants, was unable to begin its work until January, 1899.

It was found necessary to complete the work of this sub-committee by May 1st. A large proportion of the circulars of inquiry which were sent out in January were answered so late in April that it was impossible to tabulate the results.

The circulars were sent to all the state departments of education, to all state library commissions, to a large number of librarians and leaders in educational work in all parts of the country, and to nearly all normal schools. The presidents of the institutions last named were asked to select from among their teachers and students careful observers who had recently taught in small communities or had recently had unusual opportunities for inspecting school libraries in their states. Replies have been received from nearly all states and territories. While these show that the pupils in only a very few states have respectable library facilities, and that a great proportion have none, they also show that in every state the leaders understand the necessity of school and public libraries, and are making a determined and hopeful fight for better conditions.

The spirit is well illustrated by the remark of the superintendent of public instruction in a southern state. After filling out the blank and looking it over, he writes:

"The showing is bad, but we mean to make a revolution in this matter."

Nearly all the villages in New England and New York have free public libraries, and, although many of them are poorly managed, the library commissions and library associations in those states are rapidly improving them. In the states mentioned, and in Michigan, Wisconsin, Minnesota, New Jersey, Montana and California, where the states aid rural school libraries, nearly every school has a library, and these libraries are growing in size and improving in quality. In a few other northern states quite a proportion of the schools have fair libraries, and, occasionally, there are some notable school libraries.

It may be fairly said that in no state in the union have all, or nearly all, the children in rural communities adequate school and public library facilities, and that in fully half of the states pupils do not have free access to suitable selection of books.

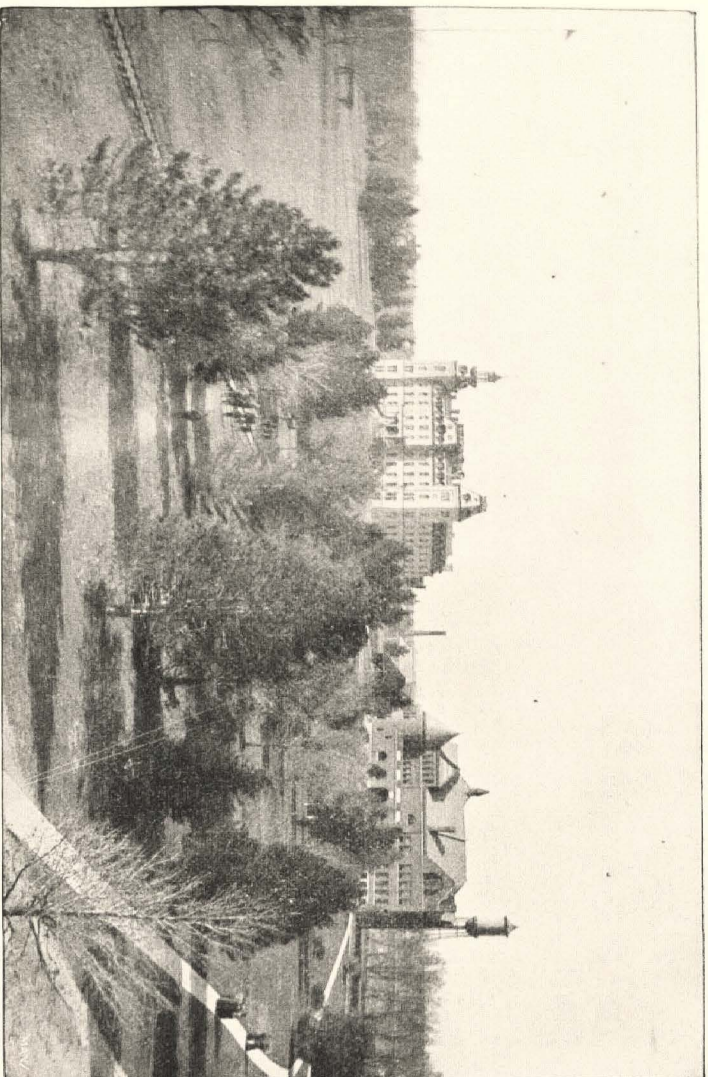
The school libraries do not, as a rule, have a suitable proportion of simple books for the smaller children, nor are the books, as a whole, well selected. The replies seem to indicate that the libraries are generally kept in the schoolhouses, and the books are loaned to the children without unnecessary restrictions. The more careful observers usually report that only a very small proportion of children have access to a good number of children's books at home. Ninety per cent of the children who attend school seem, from the replies, to come from homes where newspapers are taken. In two-thirds of the states comparatively few of the children have opportunity to read the best of the children's periodicals; the same states report that a large proportion of the families are supplied with them. Only a few rural schools subscribe for them, and very few have a supply of children's classics for supplementary reading. Enough schools, however, report such aids to prove that the belief in their value is growing.

A large proportion of the village schools seem to have collections of books, the most of them are not well selected for their purpose.

A very small proportion of the public libraries in villages are well conducted, and many of the leading teachers do not seem to know how various are the methods by which a good public library may help the public schools. Very few of the librarians have had special training for their work.

The most serious difficulty in receiving school libraries and in getting a good use of the books is found in the fact that most of our teachers did not learn to love books in childhood.





STATE COLLEGE OF AGRICULTURE AND THE MECHANIC ARTS, AMES, IOWA.