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BIENNIAL REPORT

OF THE

SUPERINTENDENT

OF

PUBLIC INSTRUCTION

OF THE

STATE OF IOWA.

 PRINTED BY ORDER OF THE GENERAL ASSEMBLY.

DES MOINES:
 GEO. E. ROBERTS, STATE PRINTER.
 1885.

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To His Excellency, BUREN R. SHERMAN, Governor of Iowa:

SIR—Agreeable to chapter 159 of the Code, as amended by section 2, chapter 175, of the Nineteenth General Assembly, I have the honor to submit to you, the report of the Department of Public Instruction for the biennial term ending June 30, 1885.

J. W. AKERS.

Superintendent of Public Instruction.

TWENTY-SECOND REGULAR REPORT
OF THE
Superintendent of Public Instruction.
1883-5.

GENERAL REMARKS.

Iowa, though a young State, is rapidly moving forward to a position of first rank among the sisterhood of States.

Admitted to the Union as the twenty-ninth State, in the year 1846, with a population of 100,000 souls, she is already tenth in population, second in the number of acres of improved land, fourth in her coal product, first in the production of creamery butter, second in live stock on farms, first in production of corn per capita, and first in yield of corn per acre. She is third in the number of miles of railroads, and thirty-seventh in the amount of her State and local indebtedness. But her chief glory is to be seen in the fact that she is fifth in whole number of public schools and whole number of school-houses, and first in the proportion of persons over ten years of age who are able to read, and also first in the proportion of white male population between the ages of fifteen and twenty years who are able to write.

The people of Iowa become absorbed in whatever they undertake. There is, in every class, thorough devotion and entire consecration to business. On the farm, in the factory, in the bank, the office, everywhere, this is alike true. No man in Iowa does well, in any station or position, who does not do his utmost.

It would not be surprising, therefore, if under such circumstances, some of the great and beneficent causes which concern and relate to the inner and higher life of the people were sometimes forgotten and

allowed to fall into neglect and disuse. So far as education is concerned, there never has been a time in the history of our State when this was in any sense true. All classes realize that this is the foundation of our prosperity and the promise and hope of our future. It is indeed gratifying and assuring to reflect, that among all the older and wealthier and larger States, with their great cities and denser population, there are but four that out-rank Iowa in the number of schools and school-houses.

Volumes may be written, but no fact which can be disclosed will be so significant or express more than is contained in this statement, as to the comparative standing of our State.

Since my last report, notwithstanding the large number of school houses reported at that time, we have since built over seven hundred new ones, many of them being elegant and commodious structures. I mention this, not as being remarkable, but as showing a healthy and substantial growth and as indicating that there has been no reaction from the zeal of earlier years. The number of pupils in attendance upon our schools has increased by over 30,000, and our entire enrollment by 70,000. The report for 1882 shows a total expenditure, for school purposes, of \$5,558,260, while the total expenditures for 1884 were \$6,321,802, or an increase of \$763,542, leaving a balance on hand of \$2,505,807. It is interesting to note that while our expenditures are constantly increasing, our system of raising money for school purposes provides for this increase with unfailing accuracy. In 1882 the total amount raised for educational purposes was \$8,061,552, including the amount left on hand at the close of the previous year. Of this sum \$2,503,292 was left on hand. For the year 1884 the total amount raised and on hand was \$8,827,609, and of this sum \$2,505,807 was left on hand at the close of the year, so that whatever increase there may be in expenditures, comparatively the same amount is left on hand at the close of each year, the difference in the two years just cited being only \$2,515. I am glad to report an increase in the average

COMPENSATION OF TEACHERS.

Two years ago the average compensation for male teachers was \$35.20 per month, while by this report it is \$37.40. The average compensation for female teachers, two years ago, was \$27.46, and in this report it is \$30.42 per month. This may not seem to be important, but if we reflect that we have a body of 23,119 teachers, and

that our schools continue an average of 7.2 months per year; that we have 17,359 female teachers and 5,760 male teachers, the increase in salary paid teachers for the year 1884, as against 1882, is \$478,133, and for the biennial term a difference of fully \$950,000, as against the term closing September, 1882.

The past two years have witnessed increased activity and zeal on the part of our teachers of all classes. Indeed, I may say that this is quite generally true of the educators of the western States. The meeting of the National Teachers' Association at Madison, Wisconsin, in July, 1884, was one of the principal causes leading to this result. Such a gathering of educators has never been known in the history of this country, and the influence which it has exerted cannot be estimated. In addition to the great good flowing from a meeting representing such an array of talent and experience, and presenting so much food for thought and investigation, in the form of addresses, discussions and criticism, the exhibit of the

INDUSTRIAL EDUCATION

produced a most profound impression, and awakened a new interest in, and cast new light on, this phase of modern education.

It had come to be quite too generally understood that industrial training, as related to our schools, involved principally the teaching of mechanics and the production of articles of real and practical value. Much real effort has been put forth by many of our leading educators to accomplish this class of work, being in full sympathy with the demand that our schools should become more practical. But the conditions being so obviously against us, the problem seemed impossible of solution, and there was setting in the conviction, that after all, no real good could come from it. This great exhibit showed, as never had been done before, what a world of opportunities the school-room affords for giving a practical and useful direction to the education of the children.

For instance, drawing has been taught as a means of affording entertainment and amusement to the children, whereas it may and should be studied and taught with a view of acquiring and imparting a knowledge of mechanical and geometrical principles. The fondness of young people for ornamental drawing may also be turned to real and practical account, by the invention and execution of patterns for carpets, oil cloths, mats, rugs, wall paper and other useful things,

combining with beauty the element of utility. The fact that the boy feels that he is making something which will yield a constant pleasure and delight in the use of it, imparts an added interest and zest to labor, and encourages persistent effort to complete it.

Lessons in history, geography, arithmetic, and in fact almost everything taught in schools, may be lessons in form and orderly, systematic arrangement, a most important, practical and useful element in educational methods hitherto almost entirely ignored in connection with these branches. It not only gives a new meaning to the work, inspires and intensifies expression, secures better attention and more careful application on the part of the child, but the work he has performed stimulates his own pride and his ambition to improve, and educates and benefits all who behold it.

Iowa was well and creditably represented. Great numbers of our leading teachers were in attendance, and many of our schools were contributors to the industrial display.

Prof. Henry Sabin, superintendent of the city schools of Clinton, was designated by the National Association to act as manager for our State, and his untiring energy and the ability and peculiar fitness which he brought to the work, resulted in a showing which was, alike, an honor to the State and creditable to himself.

Following closely upon this educational gathering came the great

EXPOSITION AT NEW ORLEANS.

At the earnest solicitation of the Commissioner for Iowa, the Department of Public Instruction undertook the supervision of an exhibit of the educational status of Iowa. The material used at the Madison exhibit was re-collected so far as possible (it having been returned to the schools which contributed it). The work was very generally rebound, and the Kindergarten work framed and covered with glass, so far as this was necessary and possible from its nature. The College for the Blind at Vinton and the School for the Deaf and Dumb at Council Bluffs contributed very fine displays of their work, and the contributions of many counties, cities and towns not represented at Madison, swelled the New Orleans exhibit beyond our hope or expectation when entering upon it.

A space of 40x42 feet in the main gallery, directly over the space assigned to the Iowa Commissioner on the floor of the Government building was assigned to the Iowa educational exhibit. By suitable partitions and decorations our space was made very attract-

ive, and was commonly called the "parlor of the gallery." Joining our space on the west was the exhibit of education of the State of Minnesota. When it is known that this exhibit was probably the most beautiful and attractive exhibit of education ever made by any State, it will not seem surprising that Iowa was put upon her metal, and taxed to her utmost, in order to make a comparatively favorable showing. Our exhibit certainly received a fair share of attention from the visitors and teachers of all States, and many gratifying commendations from visitors from foreign countries.

The Department issued a circular of information, setting forth the organization and practical operation of our school system, and containing a lithograph school-house map of our State. This map excited great interest, and it is believed accomplished much for the credit of our State which could not otherwise have been expressed. It shows at a glance what Iowa has done in the interest of the education of her children and youth. Every dot stands for a school house, and there is a school-house in the State for every dot on this map. The Department spent considerable time to arrive at accuracy in this matter. County maps were sent to the county superintendents respectively, with instruction to indicate with red ink the quarter section upon which each school-house in their individual county stood. These dots were transferred to a large map, 9x12 feet, the work being done in this office, and great care taken to place the dots accurately and correctly. It is safe to say that there are to-day more school-houses in the State than the map represents, as the data for it was obtained two years ago.

Following will be found the circular of information above referred to, and the report of Prof. T. H. McBride, of the State University, at Iowa City, to whom I desire here to acknowledge my great obligations for his able and efficient assistance, without which the educational exhibit at New Orleans could not have been made what it was. The arrangement of the material for the exhibit was very largely his work.

IOWA PUBLIC SCHOOL SYSTEM.

State aid and State supervision with local control; advantages for primary, secondary and collegiate instruction within the State; statistical tables and dotted map, showing the "school-house on every hill-top;" issued from the Department of Public Instruction, Des Moines, Iowa, for the Educational Department of the New Orleans Exposition.

DEPARTMENT OF PUBLIC INSTRUCTION.

JOHN W. AKERS, Superintendent.

GEORGE H. NICHOLS, Deputy.

STATE INSTITUTIONS.

Iowa State University,	- - - - -	Iowa City.
Agricultural College,	- - - - -	Ames.
College for the Blind,	- - - - -	Vinton.
Institution for the Deaf and Dumb,	- - - - -	Council Bluffs.
Industrial School for Boys,	- - - - -	Eldora.
Industrial School for Girls,	- - - - -	Mitchellville.
Soldiers Orphans' Home,	- - - - -	Davenport.
Normal School,	- - - - -	Cedar Falls.
Asylum Feeble-minded Children,	- - - - -	Glenwood.

STATE BOARD OF EXAMINERS.

[State certificates granted for term of five years. State diploma valid for life of holder.]

Hon. Josiah L. [Pickard,	- - -	President State University.
Hon. J. C. Gilchrist,	- - -	President State Normal School.
Miss Ella A. Hamilton,	- - -	Des Moines.

State Superintendent, John W. Akers, President of Board.

Hon. John W. Rowley, Secretary.

COUNTY SUPERVISION OF SCHOOLS.

One Superintendent—male or female—for each county, 99.

Teachers' Normal Institutes—established by law—held annually in each county.

Teachers' Associations, County or Township Unions—voluntary organizations.

County Examinations, for granting certificates, held monthly at each county seat, conducted by county superintendent.

Total number of public schools in Iowa..... 13,624

Number of graded schools..... 530

Total number of school-houses.... 11,844

Total number of teachers (females, 16,721; males, 5,795).... 22,516

STATE TEACHERS' ASSOCIATION.

Established in 1855. Holds session annually.

Sections— { County superintendent's section.
City superintendents' section.
High school section.
Attendance voluntary.

SCHOOL SYSTEM OF IOWA.

ORGANIZATION.

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

The entire population of the State was then 100,000, with a reported school population of 20,000, and about 400 organized school districts.

It was not until 1848, and after much agitation of the subject by eminent men, that the people were ready for a system of schools wholly free and supported by taxation. A comprehensive bill prepared by Hon. Horace Mann, of Massachusetts, was adopted by the general assembly March 12, 1858. It made a radical change in the school system. Small districts were replaced by large ones; the rate-bill system, by free schools, to be taught in every sub-district for at least four months each year, and as much longer as the board of directors might determine. The office of county superintendent was created, and provision was made for the examination of teachers, the supervision of schools, and the establishment and support of graded and high schools. The management of the permanent school fund was removed from school officers and placed in the hands of those not otherwise officially connected with the public schools. This law awakened enthusiasm among the people and gave a grand impetus to the cause of popular education.

OFFICERS.

A State superintendent of public instruction, county superintendents, boards of directors for district townships and independent districts, and subdirectors for subdistricts, form the present official staff of the school system.

POWERS AND DUTIES OF THESE OFFICERS.

STATE SUPERINTENDENT.

The State superintendency provided for in the constitution of 1846 was supplanted by a State board of education in that of 1857, and again restored by act of March 19, 1864, in accordance with a constitutional clause allowing such change after 1863. The incumbent of this office, elected by the people, holds it for a term of two years. He determines all questions appealed from decision of county superintendents; is charged with the gen-

eral supervision of all the county superintendents and all the common schools of the State; files in his office at the seat of government all papers, reports, and public documents transmitted to him; is to keep a fair record of all things belonging to his official work; is to co-operate with county superintendents in organizing and holding normal institutes for the instruction of teachers and those who may desire to teach; is to see to the publication and distribution of acts amendatory of the school laws; is to report annually to the State Auditor, on the first of January, the number of persons of school age (5 to 21) in each county, and at each regular session of the State legislature is to report the condition of the common schools of the State, with a detail of any plans he may have matured for the more perfect organization and efficiency of common schools.

COUNTY SUPERINTENDENTS.

These officers are elected by the people for terms of two years. They have charge of the examining and licensing of teachers for the schools of their respective counties; they decide all questions appealed from boards of directors; they act as organs of communication between the State Superintendent and township or district authorities, hold normal institutes, and report annually the condition of the schools and full statistical summary to the State Superintendent.

BOARDS OF DIRECTORS OF TOWNSHIP DISTRICTS AND SUBDIRECTORS.

The subdirectors of the several subdistricts compose the township district boards, but if there are no subdistricts three members are chosen at large. This board has general charge of the school matters in their district. It selects sites, builds school-houses, and fixes boundaries for subdistricts. It may establish graded schools, select text-books, purchase records, maps, dictionaries, charts and apparatus; but may not contract debts for that purpose. It chooses its own officers, such as president, secretary and treasurer.

SUBDIRECTORS.

These officers are chosen annually, by the people of the subdistricts. They have charge, subject to the board of directors of the township, of all school matters in their subdistricts.

SCHOOL DISTRICTS.

The law provides that a civil township shall constitute a school district, and these are divided into subdistricts, usually from six to nine to each township.

There is also a provision by which district townships may be divided into independent districts, and the present tendency is strongly in that direction.

There are now 1,170 district townships, and 8,134 subdistricts. There are 3,205 independent districts, including cities, towns and rural districts.

SCHOOLS.

The law now provides that, in each subdistrict, there shall be taught at least one school for not less than twenty-four weeks of five school days each. Graded schools and high schools are also provided for, with normal schools and normal institutes for the better training of teachers, schools for soldiers' orphans, for the blind, the deaf and dumb, and the youth that need reformatory training; while beyond all these there is a State agricultural and mechanical college and a State University at the head of the school system.

Industrial expositions, to be held in each school once a term or oftener, and to consist of useful articles made by the pupils, are also here an interesting feature authorized and encouraged by law.

SCHOOL FUNDS.

The State permanent school fund is derived (1) from 5 per cent on the net proceeds of the sale of public lands within it, (2) the proceeds of the sales of 500,000 acres granted it by the General Government in 1841, (3) the proceeds of escheated estates, and (4) the proceeds of sales of the sixteenth section in each township, or of lands selected in lieu thereof. Amount, 1883, \$4,009,-865.52.

A temporary fund for school purposes, to be received and appropriated annually in the same manner as the interest on the permanent fund, is derived from (1) all forfeitures of 10 per cent authorized to be made for the benefit of the school fund, (2) fines collected for violation of the penal laws, (3) fines collected for non-performance of military duty, and (4) sales of lost goods and estrays.

A county tax for local purposes, not to exceed 3 mills on the dollar, may be levied by the board of supervisors.

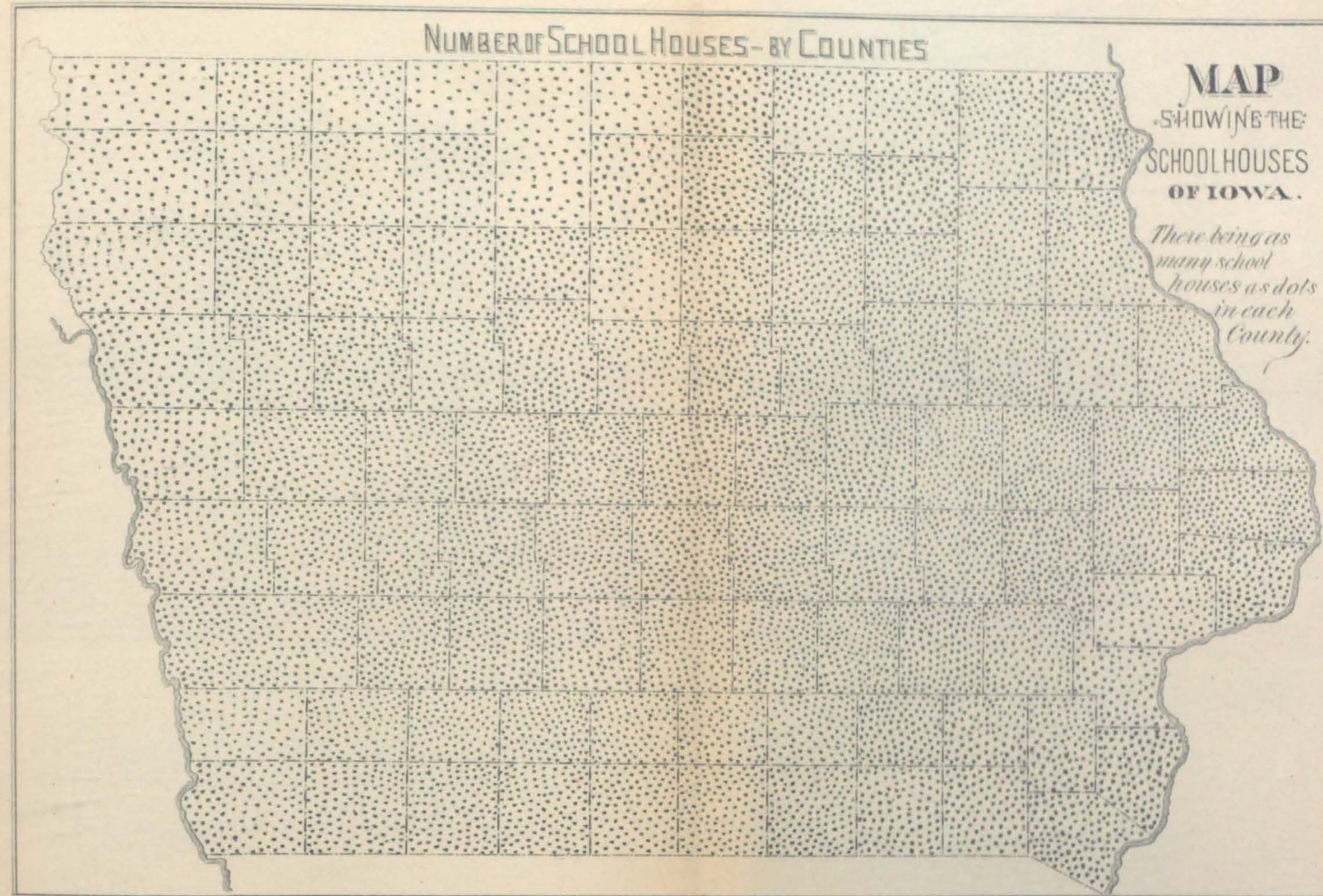
SCHOOL FINANCES.

The constant and rapid increase in the amount of money expended for school purposes is indisputable evidence of the appreciation of the public schools on the part of the people of the State. In the year 1849 the total expenditures for school purposes were \$44,138; in 1869, \$3,434,822.00; in 1883, \$5,856,068.00. With the exception of the semi-annual apportionment, derived largely from the interest on the permanent school fund, these sums were raised by voluntary taxation.

SCHOOL HOUSES.

In the year 1848 there were 105 school-houses in the State, and these in the great majority of cases were log houses, and valued at \$14,247.00, or an average valuation of \$135.00.

The number of school houses according to the reports of 1883, is now, 13,624, and their entire valuation is \$10,430,247.00.



The following table shows the number of school houses in every county in the State :

COUNTIES.	School-houses, 1883.	COUNTIES.	School-houses, 1883.	COUNTIES.	School-houses, 1883.
Adair.....	136	Floyd.....	118	Monona.....	100
Adams.....	104	Franklin.....	118	Monroe.....	93
Allamakee.....	130	Fremont.....	121	Montgomery.....	110
Appanoose.....	134	Greene.....	136	Muscatine.....	104
Audubon.....	95	Grundy.....	127	O'Brien.....	64
Benton.....	183	Guthrie.....	143	Osceola.....	55
Black Hawk.....	149	Hamilton.....	108	Page.....	130
Boone.....	154	Hancock.....	68	Palo Alto.....	66
Bremer.....	110	Hardin.....	138	Plymouth.....	109
Buchanan.....	144	Harrison.....	131	Pocahontas.....	81
Buena Vista.....	101	Henry.....	111	Polk.....	159
Butler.....	134	Howard.....	90	Pottawattamie.....	237
Calhoun.....	90	Humboldt.....	83	Poweshiek.....	146
Carroll.....	121	Ida.....	82	Ringgold.....	127
Cass.....	144	Iowa.....	141	Sac.....	124
Cedar.....	128	Jackson.....	150	Scott.....	122
Cerro Gordo.....	120	Jasper.....	183	Shelby.....	135
Cherokee.....	104	Jefferson.....	97	Sioux.....	87
Chickasaw.....	109	Johnson.....	172	Story.....	141
Clarke.....	109	Jones.....	136	Tama.....	175
Clay.....	78	Keokuk.....	142	Taylor.....	123
Clayton.....	173	Kossuth.....	89	Union.....	118
Clinton.....	178	Lee.....	120	Van Buren.....	114
Crawford.....	136	Linn.....	195	Wapello.....	110
Dallas.....	150	Louisa.....	80	Warren.....	143
Davis.....	106	Lucas.....	97	Washington.....	133
Decatur.....	108	Lyon.....	45	Wayne.....	117
Delaware.....	125	Madison.....	135	Webster.....	159
Des Moines.....	98	Mahaska.....	152	Winneshiege.....	42
Dickinson.....	44	Marion.....	145	Winneshiek.....	132
Dubuque.....	133	Marshall.....	150	Woodbury.....	118
Emmet.....	31	Mills.....	84	Worth.....	74
Fayette.....	153	Mitchell.....	101	Wright.....	86

ATTENDANCE.

Attendance on schools is voluntary.

The school population of the State is now 621,222. The enrollment in the public schools is 469,537.

It should be noted that this does not include the large number of children enrolled in private schools and eleemosynary institutions.

During the year 1883 about 300,000 pupils were in daily attendance.

TEACHERS.

The number of teachers employed for 1883 was, males, 5,795; females 16,721; total, 22,516.

SECONDARY EDUCATION.

The number of graded schools is 530, or an average of more than five to each county. In the majority of such schools the higher branches are taught, and in many of them pupils are prepared for admission to the State University.

The law provides for county and township high schools, but so far the people have not generally availed themselves of the opportunity to establish such schools.

The State Normal School, for the training of teachers was established by act of the General Assembly in the year 1876, has been within late years greatly enlarged and is patronized to the limit of its capacity.

SUPERIOR EDUCATION.

In addition to the State University, which is now in a most prosperous and growing condition, there are many private institutions and sectarian colleges and universities, which furnish abundant facilities for superior education.

NORMAL INSTITUTES.

The County Normal Institute is a school of from two to four weeks' duration, the objects of which are to improve the scholarship of teachers, and to inform them as to the best methods of instruction and school government. One such school must be held in each county, annually, for which the State appropriates the sum of \$50.00. Teachers pay a registration fee of \$1.00, and also \$1.00 for examination for certificate, and this money being paid into the county treasury, is credited to the Normal Institute fund, to be paid out upon the order of the county superintendent. The total enrollment of teachers for 1883, was 13,444, and the entire cost of such schools, annually, is fully \$60,000.

When it is considered that, with the exception of the small State appropriation, the teachers pay this money each year, from their earnings, and that attendance upon such schools is entirely voluntary, a high order of interest, and a flattering showing so far as teachers are concerned, is certainly made.

STATE TEACHERS' ASSOCIATION.

The State Teachers' Association is composed of the teachers of the State who have voluntarily associated themselves together for the purpose of improvement and advancement. It meets annually during the winter holidays, is always very largely attended, and is rapidly becoming a power in the State.

RESULTS.

The interest which the people of Iowa have always manifested in all the pertains to education furnishes abundant ground for confidence in the unlimited growth and development of the system.

Our school facilities are being improved each year, our buildings are better, our teachers are better paid and are rapidly improving in all that goes to make a successful teacher, and no class of our people show so deep an interest in their work.

As for our army of school youth, the following sentiment is expressive of the condition of affairs in Iowa, and may be fitly given with local application:

"Let the American who is fearful of the future, and doubtful of the orderly behavior of his countrymen, visit some school, such as can be found in thousands of towns and villages in the United States, and re-assure himself as he sees with what prompt and respectful obedience well-grown boys and girls, young men and young women, responded to the quiet signal or low-voiced word of command, given by the young lady who worthily fills the position of teacher and mistress of the school."

REPORT OF PROF. T. H. M'BRIDE.

Hon. J. W. Akers, Superintendent Public Instruction:

SIR—I have the honor to transmit herewith a brief report of the Educational Exhibit of Iowa, at the World's Fair, New Orleans.

EXHIBITORS.

The following is a list of exhibitors contributing to the Iowa Educational exhibit at the World's Exposition, New Orleans, with a brief list of the articles contributed by each exhibitor:

ACKLEY PUBLIC SCHOOLS.

Manuscript work in grammar and history, from the seventh grade.
Physiological drawings, from the seventh grade.
Drawings illustrating problems in physics.
Map drawings.

(All the work bound.)

ALBIA PUBLIC SCHOOLS.

Manuscript work, from various grades.
Penmanship—copy-books bound in volumes.
Map drawings.

(All the work bound.)

ATLANTIC PUBLIC SCHOOLS.

Manuscript work in arithmetic and history, from the eighth grade.
Manuscript work in language, from the sixth grade.
Manuscript work in arithmetic, from the fourth and seventh grades.
Map drawing, from the sixth grade.

BANES, J. DE, DUBUQUE.

Display card of photographic work.

BALLINGALL, P. G., OTTUMWA.

Silk banner with Iowa coat of arms.

BELLE PLAINE PUBLIC SCHOOLS.

Manuscript work of all grades from first to eleventh.

Drawings, from the seventh and eighth grades.

Map drawings, from the same grades.

Worsted maps of Iowa.

Mat weaving from first grade.

Box of clay models.

BLACKBURN, MISS S., VINTON.

Teachers' examination questions.

Teachers' examination manuscripts.

Circulars showing the work of county normal institutes during a period of ten years.

(All work bound.)

BURLINGTON PUBLIC SCHOOLS.

Manuscript work in arithmetic, language, grammar, history, geography and music, from all grades.

Penmanship from all grades.

Manuscript work in algebra, geometry, trigonometry, Latin, German, natural science, book-keeping, etc., from the high school.

(All the work bound.)

CASS COUNTY PUBLIC SCHOOLS.

Drawings, from the country schools.

Map drawings, from the graded schools of Marne.

Map drawings, from the country schools.

(All the work in portfolio.)

CEDAR RAPIDS PUBLIC SCHOOLS.

Manuscript work in arithmetic and language, from the first, second and third grades.

Manuscript work in arithmetic, geography and grammar, from the fourth, fifth and sixth grades.

Manuscript work in arithmetic, grammar and history, from the seventh grade.

Manuscript work in political economy, English literature, algebra, botany and physics, from the high school.

(All the work bound.)

CHARLES CITY PUBLIC SCHOOLS.

Manuscript work in arithmetic, from all grades from third to eighth inclusive.

Penmanship, from grades third to eighth inclusive.

Manuscript work in geography and language, from grades four to eight inclusive.

Manuscript work in history, from the eighth grade.

Manuscript work in physical geography, algebra and word analysis, from the ninth grade.

Manuscript work in physics and word analysis, from the tenth grade.

Manuscript work in physiology and geometry, from the eleventh grade.

Manuscript work in political economy, Latin and English literature, from the twelfth grade.

Slate work drawings and pencil work, from the primary grades.

Map drawings, from the fifth and sixth grades.

CLINTON PUBLIC SCHOOLS.

Manuscript work, from the first and third grades.

Manuscript work in language and arithmetic, from the fourth and fifth grades.

Manuscript work in arithmetic and geography, from the sixth and seventh grades.

Manuscript work in arithmetic, grammar and history, from the eighth grade.

Manuscript work in English literature, geometry, algebra, physiology, modern history, German and Latin, from the high school.

Charts of kindergarten work, from the primary grades.

Boxes of kindergarten material.

Drawings, from the primary grades.

Library blanks filled by pupils.

(Manuscript work all bound.)

COLUMBUS JUNCTION.

Manuscript work in arithmetic, grammar, geography, history, physiology and algebra, from the grammar grades.

Manuscript work in grammar and geography, from the intermediate grades.

Map drawing, from the intermediate grades.

CORNELL COLLEGE.

Framed cut of the buildings and grounds.

Photographs of president and professors.

Manuscript sketch of the institution.

CRESTON PUBLIC SCHOOLS.

Manuscript work in language and arithmetic, from the first and second grades.

Manuscript work in language and arithmetic, from the third, fourth, fifth and sixth grades.

Manuscript work in history, from the seventh and eighth grades.

Drawings, from the fourth grade.

Map drawings, from the fifth, seventh and eighth grades.

Manuscript work in civil government and geometry, from the high school.

Charts "outlines of grammar," from the high school.

DAVENPORT PUBLIC SCHOOLS.

Manuscript work in language, arithmetic and geography, from the third to seventh grades inclusive.

Manuscript work in language, arithmetic, geography and history, from the eighth and ninth grades.

Manuscript work in zoology, geometry and botany, from the high school.

Manuscript work in German, from several grades and from the high school.

Manuscript work, from the city training school.

Miscellaneous manuscript work.

Drawings, from grades fourth to ninth inclusive and from the high school.

States, from primary grades.

Teachers' charts for instruction in primary grades.

Color charts for instruction in primary grades.

Box of colors corresponding to the item last mentioned.

Charts for instruction in music.

Charts for elementary work in numbers.

Programme of daily exercises.

(All manuscript work bound.)

DES MOINES PUBLIC SCHOOLS.

Manuscript work in language, arithmetic and geography, from the primary and grammar grades.

Inventions in paper cutting and paper folding from the primary grades.

Original designs in paper cutting from the fifth grade.

Manuscript work in history from the eighth grade.

Herbaria from the high school.

Map drawing from the seventh and eighth grades.

Slates from the primary grades.

Charts for primary instruction from the *training school*.

Worsted maps of Iowa from the primary grades.

Worsted maps of Polk county from primary grades.

Clay relief maps of Iowa from primary grades.

(All manuscript work bound.)

DUBUQUE.

Chart of ornamental penmanship from Baylies' Commercial College.

ELDORA PUBLIC SCHOOLS.

Manuscript works in language and arithmetic from the grammar grades.

Manuscript work in arithmetic, history and geography, from the high school.

Book-keeping from the high school.

Manuscript work in commercial arithmetic from various grades.

Drawings illustrating physiology from the high school.

FORT MADISON PUBLIC SCHOOLS.

Penmanship from grades third to eighth, inclusive.

Primary drawings.

Map drawings from — grade.

GRAND JUNCTION PUBLIC SCHOOLS.

Penmanship from the primary grades.

Manuscript work in grammar from the grammar grades.

Manuscript work in arithmetic, ancient history, physical geography and United States history, from the high school.

Drawings from the grammar grades and from the high school.

HACKNEY, W. F.

Plans and elevation for a five-room school-house.

HARDIN COUNTY PUBLIC SCHOOLS.

Manuscript work in language, arithmetic and history, from the country schools.

Drawings from the country schools.

Map drawings from the country schools.

HUISCAMP, J. C.

An oil painting—fruit-piece.

IOWA AGRICULTURAL COLLEGE.

Herbaria from the Sophomore class of 1884.

IOWA AUTHORS.

The following authors have contributed to this exhibit:

Allen, Jerome.	Marvin and Morisey.
Benton, T. H.	McBride, T. H.
Bessey, C. E.	McClain, Emlin.
Burke, Finley.	McClain, William.
Crosby, W. E.	McCreary, J. L.
Currier, A. N.	Ross, J. N.
Fisher, W. R.	Salter, William.
Friesner, W. N.	Stevens, A. J.
Gurney, C. H.	Sudlow, P. W.
Harris, J. B.	Tillinghast, B. F.
Hornberg, J. D.	Wedgewood, G.
Hull, W. N.	White, C. A.
Jackson, J. H.	Wright, D. S.
Magoun, George F.	

IOWA COLLEGE FOR THE BLIND.

Manuscript work in geometry.
Two volumes "raised letter."
Numerous samples of bead work.
Two brooms.
One hair mattress.
One husk mat.
One piece of rag carpet.
Numerous pieces of fancy knitted work.
One cane chair bottom.
Samples of thread lace.
One doll and hammock.
Maps (cloth) of Iowa and Louisiana.

IOWA FALLS PUBLIC SCHOOLS.

Manuscript work in geometry and physiology from the high school.
(All the work bound.)

IOWA INSTITUTION FOR THE DEAF AND DUMB.

Two crayon portraits enlarged from photographs.
Four crayon art pieces.
One pen and ink sketch.
Eleven pairs of boots and shoes.
One walnut office desk.

IOWA STATE NORMAL SCHOOL.

Manuscript work in English literature, geometry, English analysis, algebra, arithmetic and penmanship.
Theses of the graduating classes, 1878-83.

Notes of lectures on didactics.
Notes of work in botany.
Notes of laboratory work in physics.
Set of drawing books.
Herbaria.
Set of relief maps, made in putty.
Charts of physiological drawings.
Charts for primary teaching.
Charts of drawings from various grades.

(All manuscript work bound.)

GREENE COUNTY PUBLIC SCHOOLS.

Manuscript work from the country schools of Bristol township.
Manuscript work from the country schools of Cedar township.
Map drawings from the country schools of Cedar township.
Miscellaneous work in manuscript from the country schools of Franklin township.
Map drawings from the country schools of Franklin township.
Manuscript work from the country schools of Grant township.
Map drawings from the country schools of Grant township.
Manuscript work from Hardin township country schools.
Manuscript work from Highland township country schools.
Manuscript work from Junction township country schools.
Manuscript work from Paton township country schools.
Manuscript work from Washington township country schools.

JEFFERSON PUBLIC SCHOOLS.

Manuscript work from all grades and from the high school.
Drawing illustrating problems in physics from the high school.
Map drawings from the grammar grades and the high school.

JESUP PUBLIC SCHOOLS.

Manuscript work in history.
Map drawings.

KINGSLEY PUBLIC SCHOOLS.

Manuscript work in reading, arithmetic, geography, history and civil government.

(All work bound.)

KOSSUTH COUNTY PUBLIC SCHOOLS.

Map drawings.

LE CLAIRE PUBLIC SCHOOLS.

Manuscript work in language, etc., from the fifth and sixth grades.
(All the work bound.)

LE MARS PUBLIC SCHOOLS.

Primary work in arithmetic and penmanship.
 Manuscript work in language and arithmetic, from grades second to fourth inclusive.
 Manuscript work in geography from the seventh grade.
 Manuscript work in German and political economy from the high school.
 (All the work bound).

LEWIS PUBLIC SCHOOLS.

Manuscript work in geography and history from the eighth and ninth grades.

LYONS PUBLIC SCHOOLS.

Manuscript work in botany and rhetoric from the high school.

MARBLE ROCK PUBLIC SCHOOLS.

Manuscript work in arithmetic and language from the second, third and eighth grades.
 Manuscript work in geography from the fourth grade.
 Manuscript work in grammar and algebra from the fifth grade.
 Manuscript work in history, English grammar and arithmetic from the seventh grade.
 Map drawings from the grammar grades.

MARENGO PUBLIC SCHOOLS.

Manuscript work in language and arithmetic from grades fifth, sixth and seventh.
 Manuscript work in history from the eighth grade.
 Manuscript work in rhetoric, botany, Latin and German, from the high school grades.
 (All the work bound).

MARSHALL COUNTY PUBLIC SCHOOLS.

Manuscript work in geography, arithmetic, language, physiology and history, from district No. 1, Timber Creek township.
 Drawings from the same school.
 Map-drawings from the same school.
 (All the work bound.)

MARSHALLTOWN PUBLIC SCHOOLS.

Manuscript work in language, from grades second to seventh, inclusive.
 (All the work bound.)

MC GREGOR PUBLIC SCHOOLS.

Manuscript work in arithmetic, geography and history from the grammar grades.
 Report of the public schools for the term ending December 21, 1883.
 (All the work bound.)

MONROE PUBLIC SCHOOLS.

Manuscript work in arithmetic and language, from the first and second grades.
 Manuscript work in geometry and English literature, from the high school.

NORA SPRINGS PUBLIC SCHOOLS.

Manuscript work in language and arithmetic from the sixth grade.
 (All the work bound.)

NORRIS, H. W.

Herbaria, representing the Iowa flora.

OTTUMWA PUBLIC SCHOOLS.

Manuscript work in arithmetic and language, from the first and second grades.
 Manuscript work in music and language, from the third and fourth grades.
 Manuscript work in music, arithmetic, history and language, from the fifth grade.
 Manuscript work in music, language and geography, from the sixth grade.
 Manuscript work in arithmetic, geography and language, from the seventh grade.
 Manuscript work in arithmetic and language, from the eighth grade.
 Manuscript work in history, english literature, latin, geometry, physics and botany, from the High School.
 Drawing, from all grades above the second.
 (All the work bound.)

PLACK, W. L.

Architectural designs for school-houses (three).

POCAHONTAS COUNTY PUBLIC SCHOOLS.

Manuscript work from the primary and grammar grades.
 Map drawings from the primary and grammar grades.

ROCKFORD PUBLIC SCHOOLS.

Manuscript work in arithmetic from the first, second, third and fourth grades.

Manuscript work in physical geography and arithmetic from the fifth grades.

Manuscript work in arithmetic, physiology, history and language from grades, seventh, eighth, ninth and tenth.

SANBORN, W. W.

Architectural designs for school-houses (five).

SPIRIT LAKE.

Manuscript work and map-drawing.

SPRINGFIELD.

Manuscript work from various grades.

Bound volume of map-drawings.

SPRINGVILLE.

Drawings from the grammar school.

Map-drawings from the grammar grades.

STATE DEPARTMENT.

Four glass charts, displaying—

1. Organization and growth of County Normal Institutes for a period of ten years.

2. A graphic representation of the relation of the school population to the entire population; school population to enrollment; enrollment to average attendance; daily attendance to daily absence.

3. The school statistics of the State from 1848 to 1883.

4. The organization of the Iowa school system.

Six linen charts, illustrating graphically the increase in the number of teachers employed; in school population; in number of schools; in permanent school fund; in valuation of school property; in total annual expenditures for school purposes.

Blank teachers' certificates of four grades.

Blank high school diploma.

Blank State certificate.

Sample lithographs from Des Moines.

Photographs of public school-buildings and colleges throughout the State.

A bound set of Iowa school reports.

A bound set of Iowa school laws and decisions.

The report of the census of Iowa from 1885-80.

Bound volumes of various school journals.

Bound volumes of miscellaneous State documents.

One volume of blanks for reports of district secretaries.

One volume of blanks for reports of county superintendents.

One volume of blanks for reports of district treasurers.

A school-house map of the State showing number and distribution of school-houses.

STATE UNIVERSITY OF IOWA.

One illustrative paleontological cabinet.

Laboratory note-books in biology, botany, conchology and paleontology.

Theses in zoology and civil engineering.

Five photographs of drawings, illustrations for a work on paleontology.

Sets of drawings illustrating three terms' work in instrumental drawing.

Drawings illustrating first and second terms' works in free hand drawing.

A set of topographical maps.

Drawings in India ink and water colors.

Box of mounted microscopic slides.

STEAMBOAT ROCK.

Charts of kindergarten work.

Charts of primary drawing.

Charts of physiological drawings.

Charts of various work from the grammar grades.

Map drawings.

STITCH, JOHN M.—CLINTON.

A set of crayon sketches and drawings.

TAMA COUNTY PUBLIC SCHOOLS.

Manuscript work in language from the ungraded schools of Oneida township.

Manuscript work in language from Gladbrook graded schools and high school.

Drawings from the country schools of Columbia township.

Map drawings from Howard, Carroll, Lincoln, Crystal, Highland, York and Columbia townships.

Worsted map of Tama county and of the State.

UNION PUBLIC SCHOOLS.

Manuscript work in language, from the intermediate grades.

Manuscript work in arithmetic, language, physiology and history, from the grammar grades.

Drawings, from the grammar grades.

WATERLOO PUBLIC SCHOOLS—EAST SIDE.

Photographs of free-hand drawings.

Photographs of school buildings.

Programme of daily exercises.

Floor plans of school buildings.

Map drawings.

WATERLOO PUBLIC SCHOOLS—WEST SIDE.

Penmanship, from the fourth grade.
 Manuscript work in grammar and arithmetic, from the seventh grade.
 Manuscript work in history, from the eighth grade.
 Manuscript work in algebra, history, geometry, analysis and physical geography, from the high school.
 Map drawings from the primary grades.

WEST LIBERTY PUBLIC SCHOOLS.

Manuscript work in grammar, arithmetic, composition and physiology, from ——— grades.
 Dissected maps illustrating anatomy.
 Map drawing.

WITTER, F. M.

A collection of the land and fresh water mollusks of Iowa.

HONORS AND AWARDS MADE IN THE EDUCATIONAL DEPARTMENT.

(*From Times-Democrat, New Orleans*)

The State of Iowa enjoys the proud distinction of being among the foremost in the educational department at the World's Exposition just closed at New Orleans, and the following list of diplomas awarded for the reasons assigned, speaks eloquently to the lovers of education throughout the State. It is a much larger list of awards than any other State received—yet published—it is far ahead of Kansas or Indiana, Colorado or California. Here is the roll of honor:

DIPLOMA OF HONOR.

State of Iowa—Collective educational exhibits.
 Iowa State University, Iowa City—Theses, laboratory, note-books, drawings, cabinet of paleontology.

DIPLOMAS.

Frank Bend, Iowa City—Thesis on blue jay.
 Burlington Public Schools—Class work from graded and high schools.
 Charles City Public Schools—School work, etc.
 Clinton Public Schools—Pupils' work, kindergarten charts, etc.
 Davenport Public Schools—Manuscript work, teaching charts, drawing.
 Des Moines Public High Schools—Manuscript work, clay and worsted maps, herbaria.
 Eldora Public Schools—Drawings and class work.

Hardin County Public Schools—Pupils' work, map drawing, etc.
 Iowa College for the Blind, Vinton—Papers in geometry, bead work, brooms, etc.

DIPLOMA.

Iowa Institution for the Deaf and Dumb, Council Bluffs—Shoes, desk, art work, etc.
 Iowa State Normal School, Cedar Falls—Theses, examination papers, note-books, herbaria, charts, etc.
 Ottumwa Public Schools—Pupils' work.

CERTIFICATE OF MERIT.

Ackley Public Schools—Language, drawing and maps.
 Atlantic Public Schools—Pupils' work.
 Belle Plaine Public Schools—Maps, drawings and language.
 Miss S. Blackburn, Vinton—Teachers' examination questions, reviews.
 Cedar Rapids Public Schools—Pupils' work.
 Hattie Cochrane, Iowa City—Thesis on leaves, illustrated.
 Columbus Junction Schools—Pupil's work.
 Creston Public Schools—Manuscript work and charts.
 Grand Junction Public Schools—Pupils' work.

CERTIFICATE OF MERIT.

Greene County Public Schools—Pupils' work.
 Iowa Agricultural College, Ames—Herbaria.
 Iowa Falls High School—Geometry and physiology.
 Jefferson Public Schools—Pupils' work.
 Lemars Public Schools—Pupils' work.
 Marble Rock Public Schools—Maps and class work.
 Marengo Public Schools—Class work.
 Monroe Public Schools—Pupils' work.
 Polk County Public Schools—Pupils' work.
 Rockford Public Schools—Class work.
 Shenandoah Public Schools—Pupils' work.
 Sidney Public Schools—Class work.
 Shimck, Bohnenel, Iowa City—Thesis on fresh-water mollusks.
 Sioux City Public Schools—Maps, drawings and class work.
 Tama County Public Schools—School work.
 Webster County Public Schools—Pupils' work.

HONORABLE MENTION.

Albia Public Schools—Manuscript, pupils' work.
 Cass County Public Schools—Pupils' work.
 Marble Rock Public Schools—Pupils' work.
 Marshall County Public Schools—Class work.

Marshalltown Public Schools—Manuscript work in language.

McGregor Public Schools—Class work.

Nora Springs Public Schools—Pupils' work.

W. H. Norris—Herbaria of Iowa flora.

Pocahontas Public Schools—Class work, maps, etc.

Scranton Public Schools—Manuscript, class work, all grades.

Searsborough Public Schools—Pupils' work.

Sheldon Public Schools—Class work in arithmetic, geography, etc.

Steamboat Rock Public Schools—Kindergarten, maps, etc.

Union Public Schools—Class work.

West Liberty Public Schools—Pupils' work.

The preceding list, affording in almost every case only the briefest description possible, can give the reader no adequate conception of Iowa's educational exhibit at New Orleans. The list is simply a catalogue intended to indicate the general nature of the work displayed. Only those who saw and studied the exhibit in place are prepared to give opinion of its excellence. The material shown was abundant and varied. It came from the deft and willing fingers of our children. The greater part of the work was not prepared especially for the World's Fair; much of it was never intended for display at all, yet all compared most favorably with work coming from schools in which the Exposition had been for months the one thing thought of. The honesty of the display was everywhere apparent, some of the work shown being superlatively good, some fair, and some very poor, altogether revealing exactly what was going on in our Iowa schools on the day the exhibit was collected.

In amount of material displayed, Iowa was certainly second to no other State, while in variety, in what may be called comprehensiveness, her exhibit was unrivalled. Pupils' work was shown from every grade; from nearly every kind of school in the State, from lowest primary to the university, and through it, from schools in the city, schools in the village, and schools in the country.

Of the credit gained for the State by this exhibit, it is difficult to form any adequate estimate. The place assigned Iowa was, perhaps, the most prominent in all the educational display, and her school work was the "observed of all observers." The name of our State became familiar to those who had hardly known it before, and everywhere her enlarging fame was associated with her intellectual progress as indicated by the growth and development of her schools. Nor was this the only benefit derived. The stimulus given to educational effort, both at home and in other States, must not be overlooked.

Our larger towns now, more than ever, vie with each other in the excellence of work produced. City and county exhibits are the order of the day, and a generous emulation is everywhere manifest. Iowans who visited the exhibit, proud that their schools had done so well, were incited to make them more and more worthy of a world's praise; while citizens of States in which public schools have made little progress, judged the system by its fruits and became its warmest advocates, determined upon its universal introduction and support.

The exhibit derived, in some respects, a decided advantage from the fact that a similar display was made at Madison last July. The preparation for Madison was an experience by which many Iowa teachers knew how to profit. At the same time so much praise was bestowed on that first effort that the State was in danger of resting upon its laurels, and of allowing the opportunity of the New Orleans World's Fair to pass by default. The short time elapsing between the two exhibits also worked disadvantageously, since in many cases the work sent to Madison had scarcely reached home, when similar work was again called for.

However, notwithstanding these difficulties, and some others that need not here be named, the exhibit as it stands may be fairly considered representative. Country schools, graded schools, high schools, colleges, and university, are all represented, and taken together present almost every kind and grade of work done in the schools of the State. The work also came from a great many localities, illustrating the same or equivalent grades, in a great many different schools, so that the exhibit is not representative only, but likewise very comprehensive and complete.

It would be impossible, within the present limits, to give even a brief account of each of the individual exhibits. A few must be selected which are more prominent either on account of the amount of material displayed, or because of some special attraction. It has been said that all kinds of school work are represented. By no means the least interesting material in this wide variety is the work of primary grades. Many schools, both city and country, show very conclusively how the kindergarten methods and material can be made available in our public school system; and that, too, without the aid of special kindergarten teachers. The Clinton schools make a very handsome exhibit of this kind in form of map-weaving and simple paper cutting.

The district schools of Tama county, the public schools of Belle Plaine and Steamboat Rock, and the city schools of Des Moines, also make exhibits of kindergarten work of various sorts, notably in the form of worsted maps of State and county. In west Des Moines the kindergarten method is carried through several grades, and in addition to the primary work we have displayed beautiful patterns in intentional paper cutting, from the fourth and fifth grades.

In primary language-work much excellent material is shown; that from Marshalltown and from Hardin county being perhaps most prominent. Burlington sends primary work in all subjects, and from her entire system of schools. Folding slates, covered with primary work in various subjects, are shown from Charles City, Davenport and Des Moines.

In Iowa, as elsewhere, drawing is rapidly coming into favor and finding a place for itself in schools of all grades. Clinton follows her kindergarten work immediately with drawing, and shows what can be done in a short time without a special teacher. Davenport, in a beautiful series, shows her entire course in the subject, from the fourth grade through the high school, and from nearly all the schools exhibiting we have samples of drawing evincing more or less perfect systems of instruction.

But it is of general work, in the ordinary lines of study, that the great bulk of Iowa's exhibit consists. There are thousands of pages of pupils' work in arithmetic, grammar, geography, history, and the like. In such display Oskaloosa vies with Ottumwa, Marshalltown with Clinton and Davenport, and Rockford and Marble Rock with Shenandoah and Sidney. Every step of the pupil may be traced from the primary to the high school, or through it. Burlington shows this whole educational history in a single volume, embellished by numerous ornate title-pages and drawings in ink. High schools in all the places named send work in mathematics, science and language. There are beautiful pages of German, problems in algebra, botanical records and herbaria. Iowa Falls high school sends fine manuscript geometrical demonstrations, and Creston elaborate outlines of English grammar, together with a large amount of manuscript in subjects pertaining to the ordinary high school course. Nor is the higher education of the State without adequate representation. The State Normal at Cedar Falls makes a large display of drawings of all grades, of charts for primary instruction, and most beautiful map drawing in ink, large folio size. Then we have manuscripts of ex-

aminations in many subjects, physics, didactics, geometry, algebra, etc.; fine herbaria, prepared under the direction of Miss M. Gilchrist, the professor of natural science, and a set of large relief-maps in putty, prepared under the direction of Miss McGovern. These maps are something unique, at once simple, beautiful and instructive, and have deservedly received a great deal of attention.

The whole Normal school exhibit conveys the impression of an effort to furnish the State with teachers who shall be well-informed and competent for work, with the ordinary school machinery and apparatus or without it.

Close by the display just described will be found that made by the State Department of Public Instruction. This exhibit is a sort of epitome of the entire school system of the State. Here are school statistics spread on beautiful glass charts, displaying in concise and graphic manner all the facts which statistics are competent to show. For example, these tables show the growth of the Iowa school system from its organization to the present, the growth of the permanent school fund, of the expenditure for school purposes, the increase in the school population and in the number of teachers employed; they show the present organization of the various educational institutions under the patronage of the State; the organization and growth of the county normal institute system. A distinctive feature of this display is a large map of the State, showing the location of each school-house in every county. This map is a revelation to almost every one. Very few of all who have seen it, had the remotest idea of how abundant school-houses in Iowa are, or of the uniformity of their distribution throughout the counties of the State; conditions which justify the motto, "A school house on every hill-top."

Associated with all these exhibits from the common schools, and in the center of all in the general arrangement, the contributions from the State University find their place. The university shows a large display of drawings, both instrumental and free-hand, illustrating the work in this line for the freshman and sophomore classes. Then follow topographical maps of great perfection and excellence. In the very center of the exhibit stand two cases—the one containing a collection of fossils illustrating the method of teaching paleontology in the university, the other displaying two collections of land and fresh water shells—one belonging to the university, the other to Mr. B. Shimek, a former student. A score or more of note-books, neatly written and filled with original pencil-drawings, showing beautiful

work done by students in the laboratories of natural science; and the theses in engineering, botany and zoology are, so far as we have been able to see, entirely without rivals.

It remains to speak of two special exhibits, one from the Iowa College for the Blind at Vinton, and one from the Institution for Deaf Mutes at Council Bluffs. Both these institutions send samples of pupils' work. From the blind are shown all kinds of fancy needlework beadwork, and knitted lace; from Council Bluffs come crayon sketches, boots and shoes, and a handsome walnut office-desk.

Taken altogether, Iowa's educational exhibit is, as has been said, representative, comprehensive and complete, and once more, as at Madison, places the State in the foremost rank for educational privilege and endeavor.

STATE TEACHERS' ASSOCIATION OF IOWA.

It is generally conceded that the permanent organization of the Iowa State Teachers' Association was effected at Iowa City June 16 to 18, 1856, under the name above given.

The object of the organization is to advance the general interests of education in the State, especially those of the common schools. A remarkable degree of harmony has always prevailed at its sessions, a list of which, with the names of the officers, so far as at hand, is appended:

TIME.	PLACE.	PRESIDENT.	RECORDING SEC.
June, 1856	Iowa City.....	J. L. Enos.....	D. Franklin Wells....
Oct., 1856	Muscatine.....	D. Franklin Wells....	F. Humphrey.....
April, 1857	Dubuque.....	C. C. Nestlerode.....	J. H. Sanders.....
Aug., 1857	Iowa City.....	F. Humphrey.....	W. B. Lawler.....
Aug., 1858	Davenport.....	D. Franklin Wells....	S. H. Weller.....
Aug., 1859	Washington.....	A. S. Kissell.....	C. C. Nestlerode.....
Aug., 1860	Tipton.....	M. K. Cross.....	H. K. Edson.....
Aug., 1861	Muscatine.....	Oran Faville.....	M. W. Bartlett.....
Aug., 1862	Mount Pleasant..	L. F. Parker.....	L. M. Hastings.....
Aug., 1863	Grinnell.....	M. M. Ingalls.....	M. S. Hamill.....
Aug., 1864	Dubuque.....	T. S. Parvin.....	C. A. Mosier.....
Aug., 1865	Oskaloosa.....	W. M. Brooks.....	R. A. Harkness.....
Aug., 1866	Cedar Rapids.....	J. Piper.....	R. J. Crouch.....
Aug., 1867	Des Moines.....	S. J. Buck.....	J. E. James.....
Aug., 1868	Keokuk.....	S. N. Fellows.....	A. Armstrong.....
Aug., 1869	Marshalltown....	L. M. Hastings.....	C. P. Rogers.....
Aug., 1870	Waterloo.....	A. Armstrong.....	C. P. Rogers.....
Aug., 1871	Council Bluffs....	J. H. Thompson.....	W. H. Pratt.....
Aug., 1872	Davenport.....	C. P. Rogers.....	Miss P. W. Sudlow....
Aug., 1873	Iowa City.....	H. Sabin.....	W. J. Shoup.....
Sept., 1874	Des Moines.....	R. G. Saunderson....	L. A. Rose.....
Dec., 1875	Burlington.....	S. Calvin.....	L. A. Rose.....
Dec., 1876	Grinnell.....	B. A. Harkness.....	J. Valentine.....
Dec., 1877	Cedar Rapids.....	H. H. Seerley.....	J. E. Harlan.....
Dec., 1878	Marshalltown....	W. F. King.....	J. M. De Armond....
Dec., 1879	Independence.....		D. S. Wright.....
Dec., 1880	Des Moines.....		
Dec., 1881	Oskaloosa.....		
Dec., 1882	Cedar Falls.....		
Dec., 1883	Des Moines.....		
Dec., 1884	Des Moines.....		

The Association has always been interested in the character of the educational publications of Iowa, fostering and sustaining them in very many ways. These publications have been active auxiliaries of the Association in their efforts to reach and benefit the great mass of our teachers and people. In fact, the work of the Association would have been much crippled without the valuable aid of these publications.

As early as 1853 a monthly paper of twenty-five pages, was published at \$1 per year, called the "District School Journal of Education" for the State of Iowa, edited by R. R. Gilbert, published by R. Spaulding, at Dubuque, Iowa, circulation 1,500, one being sent to every district in the State. In 1854 it was changed to the "Iowa Journal of Education."

In 1857 "The Voice of Iowa," a monthly of 32 pages, by J. L. Enos, at \$1.00 per year, commenced as the organ of the State Teachers' Association. The General Assembly passed a law authorizing school districts to subscribe for the "Voice of Iowa," but very few copies were taken by them.

In 1859 the Rev. S. S. Howe started the "Literary Advertiser and Public School Advocate," a quarto monthly of 8 pages, at 25 cents per year. Also, in 1859 "The Iowa School Journal," monthly, quarto, 16 pages, by Andrew J. Stevens, was published by Messrs. Mills & Co., of Des Moines, at \$1.00 per annum. Subsequently it assumed the octavo form and was edited by T. H. Benton, Jr., Secretary of the State Board of Education.

In October, 1855, The Iowa Instructor was commenced, published by the State Teachers' Association and edited by its executive committee. This paper is said to have been spirited, practical and successful in every thing but paying expenses. In October, 1862, the Instructor and Journal were united, the executive committee of the State Teachers' Association and the Secretary of the State Board of Education were the editors, and Messrs. Mills & Co., of Des Moines, were the publishers. This publication was sent to each county superintendent of the State at public expense.

In 1872 Edwards & Greene became the editors and publishers of the Instructor and School Journal, which was afterward published by Mr. Greene until 1875.

During the past ten years a large number of papers and periodicals have been published in the State, more or less, in the interest of education. Many county superintendents are issuing monthly papers for

the benefit of the teachers, school officers and patrons in their own respective counties. Quite a number of newspapers publish educational columns regularly, and the higher institutions of learning in the State, publish catalogues and many of them papers that are edited by their faculties and students. The graded schools nearly all publish courses of study, all of which, with the educational publications that come to us from outside the State boundaries, constitute a vast literature on educational subjects.

Among the educational journals now published in the State (1885) may be named the Iowa Normal Monthly, which is the organ of the State Department, the Central School Journal, Iowa Teacher and Northwestern Journal of Education.

In all forms of republican government public opinion constitutes a very important factor. Public opinion is formed by influences so conspicuous as to attract the attention of the people, and inform them of the conditions and circumstances surrounding any given subjects in which they are interested. This influence the Iowa State Teachers' Association has been enabled to exert in this commonwealth with very happy results. No institution is more highly valued or more jealously guarded than the public school system of the State; nor is any one institution in the State supported by so great outlay of public treasure. This important interest the Association strives to improve and uphold, and the people appreciate their efforts.

In point of numerical strength, as well as in popular favor, the Association has grown steadily from the date of its organization to the present time, when the membership has reached about 360. The professional enthusiasm generated at the meetings of the Association has always been of the purest order, and has been felt throughout the State. The able papers on educational topics, the discussions of methods of instruction and the interchange of thought between the teachers at these meetings, have been far reaching in their influence, encouraging the dispirited and stimulating the laggard to renewed hopefulness and energy.

The following is the

NEW CONSTITUTION OF THE IOWA STATE TEACHERS' ASSOCIATION,

Adopted at Des Moines, December 26, 1885.

ARTICLE I.

Name—This Association shall be styled the Iowa State Teachers' Association.

ARTICLE II.

Membership—Any person engaged as teacher, or as State, county or city superintendent of schools, may become an active member by paying a fee of one dollar, and having his name enrolled; and he may continue a member by the payment of an annual fee of one dollar. On his neglect to pay such fee his membership ceases.

Any person eligible to active membership may become a life member by paying at once ten dollars. Any person may become an associate member by paying a fee of one dollar.

ARTICLE III.

OFFICERS—1. The officers of this association shall consist of a president, three vice-presidents, a secretary, treasurer, and an executive committee of three elective members—the president of the association being *ex-officio* the fourth member.

2. The president, vice-president, secretary and treasurer shall be elected for the term of one year. The executive committee shall be elected for the term of three years, in such manner that one shall go out of office each year, and the one holding the shortest term of office shall be chairman of said committee.

3. The president of the association shall preside at the annual meeting, and deliver an inaugural address.

The duties of the vice-presidents, secretary and treasurer shall be such as usually pertain to such stations.

The executive committee shall carry out all measures authorized by the association; determine the time and place of holding the annual meeting; prepare programme for the same, in which provision shall be made of not more than one-half day for the separate meetings of the several departments—said programme to be published three months before the annual meeting. They shall also arrange business for the daily sessions at the annual meeting.

ARTICLE IV.

DEPARTMENTS—1. *Number*—The association shall include three departments, viz:

- (1) The county superintendents' and normal department.
- (2) The graded and high school department.
- (3) The college and university department.

Other departments may be organized on written application of twenty members, recommendation of the executive committee and a two-thirds vote of the association.

2. *Management*—Each department will be administered by a chairman and secretary, and such other officers as it shall deem necessary to conduct its affairs. It may prescribe its own rules of membership, provided that no person be admitted to membership who is not an active member of this association. It may also prepare its own programme for the annual meeting.

ARTICLE V.

BOARD OF TRUSTEES—The superintendent of public instruction, the president, secretary and treasurer of this association, and their successors in office, shall constitute a board of trustees, and shall become incorporate under the statutes of the State, as the "Trustees of the Iowa State Teachers' Association," and when so incorporated, they shall receive and hold in trust for the association all property and permanent funds belonging thereto.

ARTICLE VI.

EDUCATIONAL COUNCIL—1. *Of whom composed*.—The Superintendent of Public Instruction shall be *ex-officio* member and chairman. The elective members shall be elected by ballot, as follows, viz.:

- (1.) Six members by the general association.
- (2.) Six members by the county superintendents' and normal department.
- (3.) Six members by the graded and high school department.
- (4.) Six members by the college and university department.
- (5.) The educational council shall have power to elect six members, and to fill all vacancies. It is provided that no person can be elected to, or hold membership in the council, who is not an active member of the Association, and should any member fail to attend the annual meeting of the council, he shall forfeit his membership therein unless excused by the council.

2. *Term*. Elective members shall serve for three years, one third being elected annually, after the first election.

3. *Duties of the Council*. To consider carefully the needs and ends of the several departments of educational work, and recommend the ways and methods whereby the educational forces and agencies of the State may be more wisely adjusted and controlled.

4. *Committees.* The council shall appoint from its own members such standing committees as may be deemed necessary, and also the advisory board of the Superintendent of Public Instruction.

5. *Meetings.*—The council shall meet in the same place and during the same week as the general association, as follows, viz.:

(1.) On the last half day of the annual meeting—for organization, election of members, arrangement of standing committees, and assignment of topics and work for the ensuing year.

(2.) Also, on the day before the next annual meeting for completing the work of the year, and preparing reports to the general association.

6. *Reports.*—At the request of the council, the executive committee may set apart not more than one half day of the annual meeting for papers and reports from the council, and discussion thereon.

ARTICLE VII.

AMENDMENTS—This constitution, and the accompanying by-laws, may be altered or amended at any annual meeting, by a two thirds vote of the members present, provided that one day's notice of such desired amendment has been publicly given, and any by-law may be temporarily suspended at any time by a two thirds vote.

BY-LAWS.

ARTICLE I.—The annual meeting of the association shall be held during the winter holidays, at such place, and on such days, as may be determined by the executive committee.

ARTICLE II.—At the beginning of each annual meeting the President shall appoint the following standing committees, viz.:

1. Committee on enrollment.
2. Committee on finance.
3. Committee on President's address.
4. Committee on resolutions.
5. Committee on nominations.
6. Committee on teachers' situations.

ARTICLE III.—The committee on nominations shall nominate all officers except the President and member of the executive committee; and, unless a ballot is ordered, the adoption of their report will constitute the election of the officers so nominated.

ARTICLE IV.—The report of the committee on nominations and the election of officers shall take place on the second day of the annual meeting, at such time as shall be designated by the executive committee on the programme.

ARTICLE V.—Nominations of President and member of the executive committee shall be by ballot of the association—the three persons receiving the highest number of votes for each office on the first ballot being nominated. And in case no one receives a majority of votes on the second bal-

lot, the two persons receiving the highest number of votes shall be the candidates.

ARTICLE VI.—Only life members and active members, who have paid their annual fees, shall be entitled to vote; and each one, before depositing his ballot, shall exhibit to the tellers his receipt from the treasurer for payment of fees, and the balloting shall be conducted in such manner as the executive committee may prescribe.

ARTICLE VII.—Every paper read before the association, or any department thereof, becomes the property of the association, and shall be furnished immediately to the secretary of the association, for publication in the proceedings.

Some years ago the Association considered various methods of increasing its own usefulness to the Department of Public Instruction. In carrying out this purpose a committee was appointed to consider the subject, who reported as follows:

"Your committee also recommend the appointment of a permanent committee of council to work in concert with the State Superintendent of Public Instruction for the advancement of the educational interests of the State. This committee of council should consist of not less than five members, representing the various public and private interests of our educational work, and should be carefully selected by a committee of the Association, and their names presented to the Association for approval."

In compliance with this recommendation of their committee the Association proceeded to choose the members of such council.

The first council thus chosen consisted of:

President J. L. Pickard, of the State University.

President W. F. King, of Cornell College.

Prof. Bessey, of the Agricultural College.

Prof. Bartlett, of the State Normal School.

R. H. Frost, County Superintendent of Cass county.

H. H. Seeley, City Superintendent, Oskaloosa.

The present advisory council (1885) consists of:

Dr. J. L. Pickard, of the State University.

Principal E. R. Eldridge, Columbus Junction.

County Superintendent R. H. Frost, Cass county.

City Superintendent A. W. Stuart, Ottumwa.

Dr. W. F. King, Cornell College.

City Superintendent R. G. Saunderson, Burlington.

The last session of the Association was held at Des Moines, Decem-

ber 22d to 24th inclusive. The following is the inaugural address of President H. H. Seeley :

INAUGURAL ADDRESS.

Another active, busy year has been numbered with the past. Again we assemble to consult together concerning the educational work of this great State. No selfish purpose inspires us to come together from year to year to discuss fundamental problems, [the solution of which enables us to do more in the work of training immortal minds for the important duties of life.

The last year has been full of hope, of difficult tasks and of happy successes. At the close of the year we find ourselves confronted with the urgent necessity for educating a free people and thereby preparing them for citizenship, while we have the admonition of the press, the pulpit and the home, to do well what is intrusted to us. While it is right that we do all in our power to withstand the many adverse circumstances and conditions that threaten child-life, yet to lay the success or failure of individual life at our door alone is unjust. It is wrong to impute so much of responsibility or importance to the work of the school, since the condition demanded must be a result of model homes, model churches, model teaching, and a model state of society.

To-day, there is too much tendency to demand such results from the schools as can only be developed from the united efforts of society, of the church, of the school, and of the home. If we read aright the signs of the times, we find the schools arraigned for the physical excesses and weaknesses of the age, for the moral pollution that crops out in depraved humanity, for the failures in business life, for the ignorance that abounds, for the young men that are advocates of special political doctrines, for the vices that are daily dragging down weak humanity.

Every reform movement seeks to do some work through the schools, and it criticises and sometimes abuses them if it fails to get done what it desires. Political parties would fain dictate what we teachers are to say to the children, hoping thereby to prolong their existence for a few years. As a consequence, the field of an educational worker is broadening, and his views and responsibilities should adapt themselves to the circumstances. The importance of the school ; the character, habits and training of the teacher ; the welfare and health of the children ; the character of the instruction and training the school should give ; physical, mental and moral culture of the children, and many other great questions are before the public morning, noon and night. Permit me to call attention to a few of these that have most strongly impressed me during the past year, and from my point of view to make a few suggestions for your consideration.

In the domain of morals there is much room and responsibility granted to the teacher. It is wrong and unjust to hold the school responsible for more than its share of moral training, but that part it should faithfully accomplish. Moral training is a creature of circumstance. It is incidental, and

is, therefore, more effective. Everyone, then, will grant that all the surroundings and associations of the school should cultivate and develop a high moral sense. Unless the surroundings and associations measure up to this standard, whatever is lacking is that far destructive of moral character. It is a fact that school buildings, school grounds, the seating of pupils, the recess, the out-buildings, the truthfulness and the honesty of the teacher, the associations of the school, are all moral agents that will cultivate, strengthen and develop ; or debase, weaken and dwarf the moral sense.

Managers of schools are vieing with each other in providing the best school-houses, as regards light, ventilation, and comfort ; they are boasting of their apparatus, furniture, library, and other appliances ; they are solving moral questions regarding seating of pupils, and general accommodations that are truly laudable. Boards of education are greatly interested in architectural plans of school buildings. They are keeping pace with the times as regards their work. Country and town are competing as to which can furnish the most beautiful and attractive school home for the children. Many of our Iowa school buildings are models of convenience, architecture, and beauty, and the attention of strangers is constantly directed to these as an evidence of the prosperity and progressive spirit of the community.

While we insist upon single seating as a great moral advantage ; while we believe in the spirit that grants improved apparatus and appliances ; while we boast and rejoice over our results and our methods ; while we feel gratified with the moral and social culture that exists, yet I fear that a serious evil is existing in many localities that degrades the child faster and more completely than is being resisted by the moral teaching and training, directed by the anxious and conscientious teacher of youth and childhood.

Investigation in city districts and country districts will prove that many of the out-buildings erected and maintained as a pretended guard for morality and privacy are a standing disgrace to this enlightened age, and this boasted civilization, as well as to those in authority who permit such evils to exist when the remedy is within the reach of all. These out-buildings in point of publicity, compelled by the plans of construction, are laying the foundation for the most depraved thoughts, leading to a disregard for privacy and person that will certainly be the first step to degraded character and infamous living. The cheapness and smallness of these structures, outside of the architectural plan, tells the simple story of neglect on the part of the proper authorities. School buildings costing more than \$20,000, where five hundred or more children can be accommodated, where construction and arrangement have been sought to meet every comfort and interest, where expense has not been spared to make beauty and convenience the first consideration, have attached to them outbuildings meagre in capacity, uncomfortable and unpleasant, whose interior is contaminating and polluting the minds and souls of the very children which the school house was erected to beautify and save.

Destroy a child's modesty, destroy his self-respect, his care for privacy as to his person, force him into a daily association and into a publicity that many of these structures require, and you ought not to be surprised at the

outcropping of vulgar thoughts, improper language, and vicious conduct—the forerunners of immoral and criminal deeds.

I appreciate the fact that this is a delicate question to publicly discuss. It is much neglected for this reason as regards investigation and inspection, but its importance is so great that it must receive the attention from boards of education and from the people that it deserves, if moral training is not to be disregarded. A full appreciation of this question will secure the attention of the authorities to such an extent as to produce results that will insure a moral betterment in school life.

In many cases increasing the capacity of the buildings, with a change of plan so as to secure privacy and pure conduct, will give an opportunity to strengthen the moral tone of the school. Then an individual appreciation of person and character will be gradually developed and fostered during the formative period of mental and moral sense.

The advocates of the no-recess plan of conducting school, base their strongest argument upon this condition of moral effect; but since the highest and most experienced authorities regard the continuation of the old-time recess as a necessity, we must demand a scientific handling of the questions underlying the causes that augment and develop the immoral tendencies that debase and destroy budding child-life.

As our State develops its manufacturing and mining interests there is a growing demand for child labor. Even now in some parts of the State boys and girls are finding it possible to enter upon a vocation before they are old enough to have acquired the rudiments of an elementary education. To-day, in the shops, in the factories, in mercantile houses, in mines can be found children under the age of fourteen who are thereby being deprived of the education that is so necessary to mature life.

Children should be granted the elements of an education before undertaking the great struggle of self support. Some plan should be devised to prevent the employment of child labor during these earlier years to the exclusion of the chance for an elementary education. There is no room for argument concerning the advisability of every child being furnished with the elements necessary to equip him for life as a citizen, as a member of society, or as a factor in business enterprise. Our people accept this fact as self-evident and fundamental, and they are beginning to believe that the State has a right to require certain mental and moral qualifications before permitting one to assume the responsibility of citizenship, or that of self direction and control.

There is much talk in these days about what is called industrial education in the public schools. The theory is promulgated that the schools must fit the children for special callings; that it is their province to take the individual during the period of development and immaturity, and turn him out a finished expert ready to do competitive work with those who have spent years of maturity in developing their special skill. The term, industrial education, as generally used is meaningless, but as it can serve well as a cover to a vast amount of ignorance concerning the powers and possibilities of childhood, and can give an opportunity to the dissatisfied and inimical to

berate and belittle elementary education, it is finding a great field for discussion that provokes many attempts to meet the presumed popular demand.

While an entire change in the system of public education is advocated, while claims are made for the introduction of manual arts and manual training in the school curriculum, while some industrial panacea is sought that, it is hoped, will do away with crime and indolence, the school is quietly going along with its work turning out a generation of men and women that are the most helpful and the most practical that the world has ever seen. It is but fair to suppose that he who holds the school accountable for lack of application and sense in business, will willingly admit that wherever business tact, energy or success is shown, the school should have the credit for these, just as much as to be debited for the failures.

Much of the present criminal tendencies, as well as criminal acts, is conjectured to be the fault of the schools. Failures in home-training, in business and professional honor, in brain-power and greatness are too frequently assigned to faults in the system of public education. Even the friends of temperance and other social reforms are inclined to think that the schools are responsible to a wonderful extent for the many prostitutions of appetite, life and character, that are daily occurring in every community of this broad land.

In the consideration of the crime question, of the temperance question, of all questions involving morals and character, there is too much of an assumption that knowledge will protect the child and prevent waywardness and ruin. The training and cultivation of the will power is too often a forgotten quantity in the making up of the causes that are developing so many youths into depraved and worthless characters. Individuals are criminals, are intemperate, are profane, are licentious, not because they lack the knowledge that would keep them out of these evils, but because they either lack or fail to use the necessary will power that is required to make life what it ought to become. So it is, therefore, with all education; the development of the intellect may be most beautiful and harmonious, while the will is left so untrained and powerless as to defeat the very object of life.

The family, business and professional life, the press, the church, the home and society, all have much to do with the type of character possessed by to-day's young people. It is not right for the school to be regarded as more responsible for crime and vice than each of these.

So it is with industrial pursuits; the will becomes an important factor. The school and the State do not assume to dictate the calling of those under their care. The fundamental doctrines of this government preclude success in this direction since no one can even conjecture the future of the most humble boy.

* The popular demand for well trained practical minds is all right if the demand is gauged by reasonable possibility. He who is unwilling to grant this much to the teacher, is setting too high a standard for the attainment of youth and immaturity. The banker has no just cause to expect a public school boy to compete with him in accuracy and rapidity in casting up accounts, when he has had more years of experience and drill in his specialty,

since maturity, than the undeveloped and immature boy has been in school. The editor has no justice in the claim when he asserts that public school children should rival him in spelling and composition, since he has spent years in man's great training school of experience to the boys' months of drill in the school. The merchant should not ridicule elementary education when he finds that boys and girls are not able to keep pace with him in rapid mental and per cent calculations, when these have been his mental food for many years.

To sum up the demand that comes upon us from all quarters, we must change youth into manhood, immaturity into maturity, unskilled judgment into trained judgment:—things that only years of study and application can do. No one who calmly sits down and computes the actual time allotted to the school, to drill the child in many subjects requiring attention, will be disposed to expect more than is possible, and even will be surprised that so much is being done to assist and direct the child. The maximum time under the best conditions is very short. Deducting days for illness, for work, for pleasure; considering the many social attractions that encroach upon study; contemplating the inability of youth to understand and appreciate the importance of the work he is doing, and then one is ready to sympathize with those who teach, laboring under difficulties that cannot be avoided.

What constitutes a collegiate course of study is getting to be a pertinent question. The standard of requirements are almost as varied as there are different institutions. The requirements for admission into the Freshmen class are not the same. Secondary education is, therefore, an undecided quantity and higher education is the sufferer. It does seem that the time is here when the colleges ought to determine what sort of preparatory work will be acceptable to them from secondary schools. Until this is done, the effect must be depressing, as none of these excellent institutions get as many students as they would if more encouragement was offered youth who leave secondary schools. The State University has a plan for harmony and unification that has benefited and developed the high schools. Some such similar arrangement on the part of the colleges would be a benefit to both parties. The great diversity of requirements discourages the high school graduates from going ahead. As a result, the high schools have not half as many representatives in colleges as they would have, were there any encouragement offered them to enter upon a course of study. Much of the inspiration that keeps students in college is that which comes from the pleasant and favorable auspices of the beginning of college life. The good of higher education demands far greater uniformity in this respect, even if diversity of course thereafter is desirable. High schools are securing a strong hold upon the public mind. It is right and proper that parents have the immediate care of their children before the attainment of college age, and justice demands that there should be such an adjustment of courses without increasing time or expense.

This reform must come from above. It is still easier for Mahomet to go to the mountain. Educational progress asks for simplification and agreement without any deterioration from a high standard of excellence.

After an experience of eight years in conducting normal institutes, I am convinced that a permanent course of study for this great summer training school is as necessary as it is for elementary, secondary or higher education. There is every reason to think that regular study between the sessions of these institutes ought to be established. Long ago, some of the churches instituted such a plan for the improvement of the ministry. A definite course of study was adopted for a number of years, the necessary examinations were held and regular promotion made when deserved. The result was very satisfactory, and while this scheme was not a substitute for a more general education, yet it was much better than doing nothing to improve the condition.

There is good reason to believe that the improvement and professional preparation of the great mass of elementary teachers must be sought in the adoption, development and enforcement of some such plan through the agency of the annual normal institutes. The argument that some such organized effort is necessary need not be made to this assembly of educational workers, for a visit to any of our institutes will show that more education in subject-matter and more professional knowledge is sadly needed by the thousands that are annually enrolled in these county training schools. It is impossible for the mass of these elementary teachers to attend college or normal school; it is impossible for the brief session of the institute to give the education and training that must be attained; hence, we must devise some solution for the great problem.

The institute course of study should be the same in every county in the State. To-day there are as many courses as there are counties, and the election of a new superintendent means the introduction of a new course. If there was but one course in the State there could be a unification of interests, a comparison of work done, and an opportunity to do more good for those that attend. It does seem that the province and scope of elementary education ought to be soon understood so that we can all build together the superstructure. To those, who consider this question as chimerical or undesirable, I have only to say that until this much can be determined there can be no such a thing as a professional, elementary teacher.

Justice to many excellent elementary teachers, who deserve recognition above the common mass as well as to those who do work in two or more counties, demands that there be a unification in what constitutes preparatory work for the business of teaching. By such a plan, it seems to me, work would be recognized and appreciated, study would be extended over the entire year instead of confining it to the weeks of institute session, while the superintendent would be able to devote himself to the devising of plans for encouraging self-application and progress, and for determining what has been done in the work outlined and assigned.

Believing this plan to be feasible, the State educational office becomes, in fact, the central agency for the management of this work throughout the State. The course of study should come from it, and should be the product of the best thought and experience, and should not be materially changed for a term of years. By this means, institute supervision, visitation and in-

spection become a reality, and could be helpful and suggestive. Institute inspection is now a necessity. Good results and good work should be exacted of conductors and instructors as rigidly as is required of the teachers in the schools of to-day.

The old-time institute had its place in our educational development. It helped to organize and discipline the forces of the early schools. But the time came when the increase in the number of schools and the urgent necessity of more preparation for the teacher demanded a change. Out of this grew the normal institute, with its better financial basis and its more extended session. Fifteen thousand attendants are annually enrolled in these summer schools. They are of varied experience, education and success. There is, then, a necessity for division, and, so far as I know, all superintendents recognize this to a greater or less degree. One step more will give to us all the graded institute, which, with proper safeguards, can give the help so much needed, and yet determine a definite end to be sought in this institute work. It is certainly not best to conduct these institutes on the plan that the time could never come when attendance upon them would become needless and a hardship, yet such has been the plan maintained in some places. Should other kinds of educational work be organized and managed in the same way, much of the inspiration would be destroyed that now encourages effort and application. Colleges, high schools and even elementary schools have tested the plan of fixed limits. Students who work under such conditions are encouraged and inspired by the fact that at the end of a certain fixed time of faithful study they are granted the honors usually bestowed, and are commended to the world for sacrifice of time and effort.

I believe the time has come for us to recognize this same principle in dealing with the twenty thousand elementary teachers that are at work in Iowa. A few years ago the association created a committee which reported a four years' course of study. That course, with slight modifications, has been tried in several counties. The experience that has been reported is much in its favor, and justice is better met than by the endless plan of expecting any and all to attend every year.

Every institute should have a standard, unto which an elementary teacher who gives time and study to the desired work could attain, and receive the recognition of being a professional teacher of the common, fundamental branches—removed from the mass who are preparing for professional recognition.

A graded course of four or more actual years of assigned study, including all the work of the elementary school and such subsidiary work as is of actual benefit, requiring study and preparation between sessions, will put an interest and a zeal into the work united with an enthusiasm that young teachers, and those having but few terms' experience, will be easily induced to enter upon a course of self-development and personal application that will in a few years revolutionize our elementary schools and greatly accelerate true progress.

The experience of those counties that have tested it is as follows: 1.

Teachers granted this immunity of professional standing do not grow slothful and indifferent, but are more deeply interested in the professional performance of their work. 2. The number in attendance is fully maintained by the greater regularity of enrollment. 3. Those contemplating teaching attend from one to two terms before applying for a certificate. 4. School officers observe a difference in professional preparation and prefer those that have completed the work. 5. The welfare of the school interests have been best served.

So far as the effect upon graded schools is concerned, the same holds true. My own city has tested it. The board requires of its teachers, at least, that much professional preparation, and none have felt it unjust or a hardship to do the work required. Such a result has had a marked effect upon the professional skill and zeal of the teachers under the board's employ.

The results and benefits that have come from several years continuous study between sessions are very marked. The growth and development of the mind are hastened in thus giving encouragement by placing a definite end to the work of preparation. Professional standing is what is demanded. This can never come unless we can agree that elementary teaching, and the preparation therefor, are fixed quantities. This unsettled condition has made a professional basis an impossibility. It is certain that this unprofessional condition is not desirable, and that the fixing of definite standards will go far toward establishing the end sought.

In connection with a State graded institute course of study, uniform in all the counties in the essentials, there ought to be a course of reading adapted to the needs of every elementary teacher who wishes to acquire excellence. If this association could determine through a committee and recommend courses of reading in history, biography, science, literature, philosophy and pedagogy, that are within the reach and comprehension of elementary teachers, it would be a great aid to an army of workers that are asking for such supervision and direction.

There are demands from every county, from the most energetic and progressive teachers, for just this kind of assistance. Preliminary work has been done in some counties toward selecting courses of reading; but we believe a State plan would be far preferable, as teachers are not permanent inhabitants of any special place, and could, therefore, be benefited by the same system wherever they may work.

The suggestion to formulate and adopt a State course of reading is not new. With our association such a work would be a new feature, and our part would be to devise plans of introduction, and to assist the State Department by encouragement and co-operation in the development and forwarding of the work. The necessity for some action on our part is obvious. The mass of elementary teachers cannot be reached by collegiate or normal instruction. The normal institute is all the professional school they will ever attend, and through the agency of the institute and the county superintendency, this course of reading can be made very effective in creating broader and stronger scholarship, higher conceptions of the work in hand and the child to be taught, than at present exists.

Other States have been doing something in this direction, but few of them have such an excellent county and institute organization, fully equipped for the management and introduction of approved plans of work.

The elementary teachers need our help. They look to us, meeting in this voluntary association from year to year to do more than to read papers, theorize, and have a good time; they expect us to devise means that will help them in their humble schools. The betterment of the elementary teacher is the greatest question before the people to-day. It must be solved. The schools must be lifted up; the years go by; the work goes on; the mass of our children sit under their instruction and will never know any higher or better. The province of the elementary school is of such wide scope, and such great interests are involved, that it has a just right to expect the employment of the best thought in determining the course to be taken.

Since the importance of the position of the elementary teacher is so great, the work done must not be underestimated. The need of broader culture and more accurate knowledge is not met by founding schools and establishing systems of education. System and discipline can never take the place of ability and qualification. Improved classification and excellent methods can never make an ignorant teacher successful, yet in these latter days it does seem that not a few well-meaning persons, in their search after what is called "the new education," are striving industriously to find a method that will not require learning, intelligence, and judgment to preside at the teacher's desk, and will make the way clear for ignorance and conceit to send from the schools well-educated and well-trained children, fitted for the demands of citizenship and life.

In this connection I wish to protest, in the kindest way, against the wonderful systematizing of work and methods to which many educational workers are tending. The system must not become the master of the teacher. It must not supplant good sense and cultivated judgment. It must not be honored above character and mentality. Codes of signals, programmes, classifications, and so-called "red tape," are no substitute for the living, real, conscientious teacher. Time tables and programmes are often so divided and sub-divided that the pupil and teacher are absolutely hindered in doing the work in hand. The more intricate and scientifically perfect they are, the more they challenge comparison and criticism, the more they are idolized by the slave to system, and the more they reduce the child and the teacher to automatons.

Permit one illustration, lest I may be misunderstood. Time tables are often framed on an ideal plan. The divisions into absolute minutes to the several classes are shown. Here are five minute classes, seven minute classes, ten minute classes, etc.—such divisions that the teacher degenerates into a mere time-keeper. How much better it would be to divide the whole day into parts, say one quarter for arithmetic, one for language, one for reading, and one for geography and history, all the pupils with the teacher working during each period to one definite end—that of personal, individual work.

Graded classification can be so reduced to a system that the child is forgotten when he is the only object worthy of consideration. The welfare of the child, his personal progress, his needs and necessities must be first regarded, even if beautiful plans and perfect organization must be destroyed. System is a grand thing when man is the master, controlling and directing it; but when it becomes master and man becomes the slave, he is forced and driven by a bondage that degrades and destroys his personality. The great German teacher once said, "I am the system." None the less ought every teacher in the land to assert his individuality and break the shackles that hamper and prevent good school work.

THE TEXT-BOOK QUESTION.

There is no question in connection with the entire subject of education which has been so generally agitated and discussed, and which is so difficult of any satisfactory solution, as that which relates to the selection and supply of text-books.

In almost every State the subject has been forced upon the attention of the law-makers, and in answer to the demands of the people, several States have attempted, by legislation, to remedy the evils complained of; and if we accept the testimony of those who are well informed as to the operation of laws enacted, with results which are far from satisfactory, and in many cases productive of greater and more deplorable evils than those they sought to remedy.

The Legislature of Iowa has repeatedly attempted some solution of this vexed question, but the importance which our legislators have always attached to measures tending to change or to unsettle the condition of education in our State, and the extreme care and caution which has heretofore characterized their investigations of all proposed legislation, has prevented the enactment of any State law bearing directly on this subject.

It will be admitted by any fair-minded and disinterested person, that some relief from the evils which the public has so long and so patiently borne, is imperatively demanded. Among these may be included:

I. FREQUENT CHANGES.

Within the past twenty years the publication of school text-books has come to be a business of enormous proportions. The profits arising from the sale of such books led to the establishing of a large number of publishing houses, representing millions of capital. Competition for the patronage of the people became general, and in many instances, where large interests were involved, competition partook of the nature of a bitter warfare. Every possible influence was brought to bear upon school boards, superintendents and teachers, to induce them to exchange the books used in their schools for another

and superior (?) series. By means of free exchanges any house which was disposed to make an effort, easily succeeded in securing the removal of the books in use and the formal adoption of their own. Such victories, however, were of little value, since any other house might, with the same effort, secure the removal of the books just adopted, by giving new books in exchange.

Without seriously considering the effects upon public opinion and upon the schools, boards of directors rather enjoyed the fun (?) and in many instances encouraged and invited exchanges, provided, always, that they could be made without expense to the people.

There can be no doubt that this prerogative of the board was greatly abused, and that the people were called upon to suffer in consequence. They have been made to pay, and that dearly for every book given away—during the free-exchange craze. Free exchanges were usually limited to a given time after the adoption of the new book, and any pupil who did not enter school before the expiration of that time, was compelled to buy the new book. His old book may have been given to him, but no matter, when he informed his father that his book would not do and that he must purchase one of another series, on account of a change, he became angry, and stormed on the street and in the book-store, about the intolerable abuse of text-book changes.

The local press took up the universal protest and unmercilessly lashed the boards for inflicting unbearable burdens upon the poor of their districts. These burdens were real and hard to bear; but so thoroughly did the people become enraged and outraged, that they greatly magnified the matter and refused to forget it, and to stop scolding about it, even though the evil had practically disappeared. It had become and continues to be a chronic ailment, which an occasional irritation serves to keep in a state of inflammation.

To remedy and to some extent to cure this evil, the 14th General Assembly enacted a law providing that after the formal adoption of any text-book, or series of text-books, the same should not be changed until three years had elapsed, except by vote of the electors.

This was a wise and necessary enactment, and did much to put an end to the evil of too frequent changes. But time has had more to do in correcting this abuse than any other cause. The evil effects of such an unwise policy became so evident, that a reaction set in and boards, in many cases refused to change books when changes really should have been made. So sensitive has the public mind become on

this question that the promotion of a child from a lower grade of work to a higher, requiring a more advanced book, is resented as "another change," and is roundly and unqualifiedly denounced.

Too frequent changes should be avoided. A really good book may be used in any school for a life time, provided no book surpasses it in the mean time. It should not be discontinued because "The children all know it by heart." If a book proves, after a fair trial, to be bad and unsatisfactory, a board of directors should be free to discontinue its use at any time.

There is no good reason why school-books should be frequently changed. The expense to our people of supplying the requisite school-books is very great. It is rapidly increasing in the multiplicity of books required for each branch, and the increasing number of studies pursued. The expense attending this frequent change in text-books is a just and common cause of complaint. As the ordinary retail price of school-books greatly exceeds the cost of publication, the propriety of devising some other method of supplying the schools with the necessary text-books has been occasionally canvassed.—*Hon. Alonso Abernethy, State Superintendent Public Instruction, Iowa.*

A very important feature of the law, and one that should receive your earnest attention, is that connected with the frequent change of text-books. Some remedy for an evil that in many places has been very burdensome ought to be devised.—*Hon. John Monteath, Superintendent Public Instruction, Missouri.*

The great evils of diversity, or rather of frequent changes of text-books, are admitted and deplored.—*Hon. B. S. Northrop, Secretary Connecticut Board of Education.*

II. THE EXPENSE OF TEXT-BOOKS.

For years the people have borne unreasonable and unjust burdens, in the enormous expense of school-books. They have protested against it, and have very persistently demanded relief. They are entitled to a hearing, and to any relief which can be given without inflicting upon them heavier burdens than they now bear. Those who propose to relieve the people from the power of one monopoly in school-book manufacture and traffic, by creating another and greater one, may mean well, but have not duly considered the details of the operation of such schemes, or they could not avoid the conclusion that however desirable it may be, it is utterly and wholly impracticable. This point will be more fully discussed hereafter.

wise and proper measures are undertaken by the State, relief

may be secured which shall bring no necessary evils with it. The price of text-books should and may be reduced from forty to fifty per cent below what they are now costing the people.

This will be fully considered and demonstrated under the head of free text books.

The publishers of these books being compelled to keep up constantly very expensive contests in order to keep their books in use where they have been adopted, and to keep expensive agencies the year round in order to look after and protect their interests, are compelled in a measure to charge higher prices for their books than under other, and possibly any, circumstances they ought to charge. But the responsibility of the high price of books, and all other material and accessories needed in our schools, belongs largely to our local dealers.

Merchandising in other lines is considered sufficiently remunerative when the profits of sales amount to ten and fifteen per cent, but no book-dealer feels that he can afford to handle school-books and stationery unless he realizes a clear profit of from thirty per cent to fifty and even one hundred per cent. From twenty to thirty per cent is the rule as to text-books; but in the matter of ink, pens, blank books, copy books, paper, pencils, etc., of which vast quantities are purchased for the schools, the rate of profit is much higher.

The book which costs the local dealer from ninety cents to one dollar is sold to the pupil for one dollar and fifty cents. If the district was authorized by law to purchase the books from the publishers direct, they could be had at much lower prices than it is possible for local dealers to obtain. This statement will be more fully treated under the head of free text-books.

Some measure to cheapen school-books, as well as to make their use more permanent, is of paramount necessity, and in my judgment the Legislature must supply the remedy.

III. WANT OF UNIFORMITY.

Probably no phase of the whole text-book question has been so generally discussed and so persistently demanded as that of uniformity. Whether text book uniformity is necessary, and for the good of education in our State, depends very largely, if not wholly, upon what is meant by such uniformity. That the books used by the classes in any given school—as, for instance, the readers, grammars, histories

and arithmetics used in the same school—should be uniform and of the same series is unquestionably true.

A good degree of system and classification, in the ungraded school, is simply an impossibility so long as pupils are permitted to bring to the school any book which they may happen to have. For several text-books in the subject of arithmetic means several classes in that branch of study—while the time devoted to these classes might be devoted to one class, if the books used were by the same author. As evidence of the wide prevalence of the demand for uniformity in the school-room, I cite the following pertinent extracts:

The endless variety and diversity of school books brought to Kansas with the children from nearly every State in the Union, find their way into our schools as so many disorganizers, bidding defiance to everything like classification or system. It is believed that so long as this evil continues, will the schools remain comparatively valueless, and the securing of a uniform series of text-books and holding to these for some years at least, will prove a means of greatly more efficient education.—*Hon. H. D. McCarty, Superintendent Public Instruction, Kansas.*

One great obstacle to satisfactory progress that confronts the teacher of an ungraded school is the multiplicity of classes. In nine tenths of the districts of the State the schools are ungraded or the grades mixed. The number of classes is necessarily large, and the time the teacher can devote to each is correspondingly short. In many of these schools the number of classes is greatly increased by the diversity of text-books used, and a great decrease would be effected if uniformity could be secured. The question how can uniformity be secured becomes an important one.—*Hon. E. A. Appgar, Superintendent Public Instruction, New Jersey.*

I find a great variety of text-books in our schools. Indeed it is one of the greatest obstacles we have to contend with. I hazard the ascertainment that with a uniformity of text books and the proper classification that would result, more genuine work could be done in one term than in two under the present regime.—*Samuel Johnson, Superintendent Public Instruction, Michigan.*

Indeed, it may be a question whether these evils are not now actually on the increase, owing to the increasing multiplicity of text-books published and urged upon the public, and the increasing number of subjects and divisions, or grades of subjects taught in the schools.—*Hon. Edward Searing, State Superintendent Public Instruction, Wisconsin.*

I most heartily endorse all the above, and hope the time may soon come when we shall have uniformity of text-books in the schools of each school district.

I desire to say, however, that I favor this simply as made necessary by the existing state of things, and not because I think uniformity of

school-books is necessarily a good plan in itself. I should probably make an exception in the case of school readers.

If our teachers were masters of the branches they teach, so that they could teach in an independent manner subjects rather than books, if they were able to rise above books and give their pupils their own knowledge, acquired from any and all sources, to correct, and to compare authors, a variety of books, and hence a diversity of treatment, would be rather an advantage than a hindrance to good work. It must be admitted, however, that it is not reasonable to expect this of young teacher of whom we must employ so large a number. Even though our books are all uniform we should, however, encourage topical study, rather than the slavery of memory to section and page, now so generally practiced.

But the advocates of uniformity demand it upon a much larger scale than that above indicated.

What they mean by uniformity is enforced STATE UNIFORMITY. To the majority of people, this will appear at first glance to be both simple and easy; but of all the men who have given long, patient and thorough attention to the investigation of the many plans which have been proposed for securing State uniformity, I do not know one who favors that remedy for the evils now complained of. Several of our sister States have already tried this remedy, and from their experience we may learn some valuable lessons, and avoid the mistakes which they have made. In many States it proved a costly experiment, however profitable it may have been to contractors and publishing houses.

Hon. B. G. Northrop, Secretary of the Board of Education for Connecticut, in discussing this same subject, says:

Instead of giving my own views, I present a more authoritative judgment in the following report, unanimously adopted by the joint, standing committee on education and accepted without dissent by the general assembly.

"The joint standing committee on education, who were instructed by resolution to inquire into the expediency of establishing a uniform set of school-books for the use of common schools," beg leave to report that they have had the subject under consideration, and are of the opinion that on very many accounts it is desirable that there should be one and the same (kinds of) books used in all the schools of the State, and—

1. Because the use of such uniform series would do away with the confusion which now exists in some schools where no uniform series is used.

2. It would remedy the evil in some towns where the local boards have neglected to prescribe books.

3. It would save expense to those children moving from one town to another, and often from one district to another in the same town.

4. It would prevent frequent changes of books, which is a very great evil, for, while occasional changes are desirable, and sometimes indispensable for the good of schools, too frequent changes retard the progress of pupils, embarrass teachers, and tax those having care of children heavily and unjustly.

5. It would prevent the introduction into the schools of inferior books, by incompetent local boards for private interest.

On the other hand, your committee find great difficulty in establishing and maintaining such uniformity of books, and some objections to having such uniformity, if it could be brought about and retained.

1. The expense of making a change to a uniform series; your committee find that in the various schools of the State there are used eleven (11) different spelling-books, ten (10) series of arithmetics, eight (8) series of readers, seven (7) grammars, seven (7) histories and eleven (11) geographies, that only about one-ninth (1-9) of 119,944 children reported as attending schools the past year use the same books. In order, then, to produce uniformity, eight-ninths of the children, that is, 106,617, must have new books. The average cost of books for each child your committee estimate at four (4) dollars at retail. For introduction, these books can be had at half ($\frac{1}{2}$ price), not less at the present time, owing to the trade compact (syndicate). Whereby the publishers have agreed not to introduce books at less than half retail prices. This would cost the State or those children, more than \$200,000, probably with cost of making the change not less than a quarter of a million of dollars, which would be a heavy tax on the poor people of the State. If such a change is to be made your committee would recommend an appropriation from the State treasury of \$250,000, to furnish books.

Your committee have tried to devise some method to effect the change gradually, such as to order that all new books hereafter purchased shall be of one prescribed series. But such an order, it will readily be seen, would produce a diversity of books in eight-ninths (8-9) of the schools for at least five years, and at the end of that time many that first made the change would desire another, and the State board or other constituted authority might, at the end of five years, be induced to order new books, thus there would be confusion, *ad infinitum*, between the old and the new prescribed books.

2. Your committee do not doubt from what has been stated to them, that the local boards having charge of schools in the large cities and towns, would either insist that the books they use should be the books for the schools of the State, or that their city or town should be an exception to the general order; thus would arise a clashing of interests, and a general order with exceptions would effect but little.

3d. Parents and those having charge of children should have an influence in the choice of books. They have little enough, it is true, with the local boards, but with a State board they could have none at all. The local board

is in a measure under their control, the State board being farther removed and more independent.

4. The power to prescribe what books shall be used in all the schools of the State is too great a power, exposed, as it would be, to corrupting influences, to be placed in the hands of the board of education, or any other board. If it is true, as has been stated, that local boards have been bought where a trade of a few hundred dollars was pending, what shall be said of a State board when a trade of several hundred thousand dollars is at stake? It has already been shown that the first cost of making an exchange could not be less than \$200,000. This in itself would not be a matter of so much importance, inasmuch as we reckon the books at half price only, but the subsequent trade would be an object worth bidding for. It probably costs, on an average, a dollar a year to furnish each child with new books when no changes are made. This would make a trade, with the present attendance in our schools of 119,944, amounting to more than \$100,000 to the publisher. Now, to have this guaranteed for five or ten years is quite an object, and publishers could well afford to pay one or two hundred thousand dollars for the trade.

The gentleman who offered the resolution to instruct your committee paid a high compliment to the integrity and wisdom of the board of education when he proposed to place this power with its temptations in their hands; and, in the opinion of your committee, the compliment is well deserved, and they do not doubt that if this board are required to direct what books shall be used in all the schools, they will act wisely and independent of any mercenary influences or private interests. But corrupt men are found in all places of trust, and who can tell what men may at some future time find a place in this board, especially if we make it a place of emolument at the expense of the people. Place this power with whatever body we please, or let the General Assembly itself assume to direct what books shall be used in all the schools, and the same objection holds good.

5. If the board of education, or any committee, or the Legislature itself, should act with perfect integrity, unbiased by any outside influence, in prescribing one set of school-books to the exclusion of all others, their good intentions, wisdom and integrity would be assailed, the value of their work destroyed and the interests of education made to suffer. This objection would have had but little weight with your committee had it not been for a remark made to a member of the committee by the mayor of one of our cities: that the member who introduced this matter of school-books to the Legislature must have been in collusion with some publishing house. Your committee know that this is not so; that the source from which the resolution instructing them to inquire into this subject came is far above all influence of the kind here referred to, and that the question was introduced solely with regard to the good of the cause of education and the economy of the people of the State. But the remark shows the force of the objection your committee here present to the proposed measure; also, how the best motives of the friends of education are misunderstood, and how they will be misunderstood if they attempt to act in the matter under consideration.

It has been stated to your committee that the same books might not be equally well adapted to all the schools of the State, the graded and the ungraded schools. Other reasons for and against the measure have been stated to your committee, but your committee consider them of little force.

In view of all the reasons mentioned in this report, your committee are of the opinion that it would not be expedient to direct, or to order any board to direct, what school-books shall be used in all the schools of the State.

Hon. H. B. Wilson, State Superintendent Public Instruction of Minnesota, says :

Will it be wise for the Legislature at its present session, or at any future session, to provide that the commission shall make another examination and selection of books for five years, or provide for another and larger commission for the same purpose? I think not. For many and good reasons I have always been opposed to State uniformity in text-books. While it has some advantages, the evils growing out of it more than counterbalance the good resulting from it.

How is it in other States? It is not the States most forward in educational matters that have adopted uniformity. Some have adopted it, then abandoned it. Massachusetts has never adopted it. None of the New England States have adopted a uniform system of text-books for their public schools, with the exception of Vermont, and it has been only partially successful there. Neither Ohio, Illinois or Pennsylvania has ever had a State uniformity. The great body of educators in the States above named are opposed to it.

The great improvement we have had in text-books, has resulted from competition among the publishers. But the controlling argument against uniformity is that it establishes a monopoly, and all the arguments that apply against monopolies in other cases are pertinent in this.

Hon. Newton Bateman, in the eighth biennial report as Superintendent of Public Instruction for Illinois, says :

Such were some of the objections that I felt constrained to urge fifteen years ago, to the plan of compulsory uniformity of text-books throughout the State, the initial step toward which was taken in the school law of 1855, which requires the State Superintendent to designate the most approved books, maps, charts, apparatus, etc., and to do what he could to secure uniformity in the use of the same.

I was sustained in these views by the great body of the teachers and friends of education in the State, and a measure which could hardly have failed to injure the school system in its infancy, was arrested.

The next legislature not only declined to favor compulsory uniformity, but also wisely repealed the provision making it obligatory upon the State Superintendent of Public Instruction even to recommend a State list of books.

Experience and observation have but confirmed the judgment then formed on that subject. The opinion is still confidently entertained that State uniformity enforced by law is impracticable and undesirable, and that no such power should ever be committed to the hands of any public officer or committee.

It has seemed worth while to review that portion of our common school history, and the principles involved, because the question of text books continues to recur in various forms, and there are some who still think that absolute uniformity throughout the State, and enforced by law would, upon the whole, be desirable and beneficial.

Hon. Edward Searing, State Superintendent of Public Instruction, Wisconsin, in a report to the Legislature in 1876, says :

1. The attempts at enforced uniformity (of text-books) in the several States where such attempts have been made, have proved conspicuous failures, generally resulting in more evil than good.

2. The most experienced, competent and respected educational authorities in this country who have expressed views upon the subject, are unanimously opposed to the plan of State uniformity. These authorities include such men as the Hon. Newton Bateman, of Illinois; Secretary Northrop, of Connecticut; Superintendent Wickersham, of Pennsylvania, and others.

3. State uniformity is not essential to secure cheap books, the largest aggregate attendance of pupils, and the greatest general efficiency in school work.

4. Uniformity in a particular school, or in the schools under the control of a single board, is in the highest degree essential, and is all that, in this direction, is essential; but this can be as easily secured by the local board as any other desirable condition of success can be secured, e. g. a good teacher, a comfortable and convenient school-house, suitable apparatus, proper outbuildings and pleasant grounds. There appeared even less reason why the State should interfere in the matter of text-books, than in the matter of other desiderata.

Hon. Herschel B. Gass, State Superintendent of Michigan, says:

Laws designed to regulate the use of text-books in the schools, have been enacted in nearly every State. These laws have provided for either State, county, township or district uniformity. At the last session of the legislature two or three bills were introduced, providing for State uniformity. These measures had but few advocates, and when the house bill upon this subject was brought to a vote, only five or six names were recorded in its favor. It failed because legislators could see in it no relief from the difficulties experienced under our present system, and the probability of opening a Pandora's box of greater and more numerous evils than now exist. Had a bill been introduced providing for a well regulated county or township uniformity, I am confident that it would have become a law.

Where State uniformity has been tried it has soon become unpopular. To place in the hands of a single person, or single board, the power to determine the text-books to be used in an entire State for a series of years, is to subject that person or board to most dangerous influences, and to charges of the basest corruption. No person or set of persons can understand the needs of every district in the State; and were they able to determine the wants of every school, the selection of a single set of text-books would not meet the requirements of so many different communities.

The failure of such legislation to secure books suitable to all parts of the State, and to bring all the benefits which its advocates promised, results in general dissatisfaction with the law, and those who have charge of the selection of books are put down as incompetent to make a wise choice, or are accused of selling out to the publishing houses.

The popular discontent with State uniformity, and the futility of all such legislation, can be seen by consulting the educational reports from those States that have tried this plan of solving the text-book question.

Hon. B. G. Northrop, Secretary of the State Board of Education of Connecticut, in his report for 1882, says:

In theory the remedy seems sure, but in practice it always fails. The lessons of experience are decisive upon this point. The States which have tried this sovereign remedy of *enforced* uniformity have found it worse than the disease. Wherever such a law has been fairly tried it has soon been repealed. Vermont, for example, will not be likely to try again the experiment, which, however profitable to certain publishers, proved costly to the State and prolific of litigation and alienation.

The State Superintendent of Public Instruction for California, in his report for 1880, writes:

The adoption of text-books is one of the most troublesome points of school administration, and, in this State, under the law of State uniformity, it had become fruitful of complaints and scandals.

A joint committee appointed by the State legislature of Connecticut to inquire into the expediency of a State uniformity of school-books, reported to that body that "We are of the opinion that on many accounts it is desirable that there should be one and the same books used in all the schools in the State. * * * * On the other hand, your committee find great difficulties in establishing and maintaining such a uniformity of books, and some objections to having such a uniformity if it could be brought about and retained." To close their report they say: "In view of all the reasons mentioned in this report, your committee are of the opinion that it would not be

expedient to direct what school-books shall be used in all the schools of the State."

Hon. D. Burk, State Superintendent of Public Instruction for Minnesota, in his report for 1879 and 1880, says of the operation of the State uniformity law in that State:

It is enough to say that the law for the past two years has made school books dearer rather than cheaper, and we can never realize any better results under the law.

Hon. Henry Raab, State Superintendent of Public Instruction for Illinois, in his report for 1881 and 1882, says:

I know that State uniformity seems, at first sight, to be a very simple and easy way to remove the popular discontent produced by the lack of economy and system, in the supply and use of text-books, but I find, after making a complete examination of the results of experiments in enforced uniformity of text-books in other States, that there are many serious objections to the plan, among which may be mentioned the following:

1. It is difficult, if not impossible, to enforce such a law, because of the feeling that it is arbitrary, undemocratic, un-American, unnecessary, impertinent.
2. It fails to recognize and supply all the varied needs of our complex school system.
3. It prevents the free competition that stimulates the production and promotes the selection of the best books.
4. It is liable to abuse, on account of the magnitude of the pecuniary interests involved.
5. It is not the only way to secure cheap books.
6. It has been frequently tried in other States, and has uniformly failed, whether the books have been manufactured, purchased, or selected by State authority.
7. The most competent educational authorities in this country, who have expressed themselves upon this subject, are opposed to State uniformity.

Of another form of the school book uniformity question, Hon. Herschel R. Gass, Superintendent of Public Instruction for Michigan, in his report for 1883, says:

Eight States have laws providing for county uniformity. This plan has fewer objections than that of State uniformity. The county being smaller, and the requirements less varied than those of a whole State, adoptions can be made that more readily meet the wants and approbation of different localities.

Again, each county being allowed to select its own books, there are as many fields for free competition as there are counties in the State. The numerous rivalries that arise between the publishing houses, under this sys-

tem, lead them to make better books and to place them in the market at reduced prices.

But this plan of adopting text-books is not without its faults. Some of the difficulties encountered in providing books for a State are also met with in providing them for a county. The field is still so large that a single set of books cannot be selected which will be suitable to all parts of so large a territory, and persons empowered to make the adoptions are frequently charged with being in league with book agents and receiving money for their votes.

While the county seems to be too large for the successful operation of a uniformity law, the country school district proves to be too small, unless free text-books are provided by the district. They are too readily manipulated by importunate book agents.

The township seems to be the most suitable unit for regulating the adoption and use of text-books, as well as for managing many other affairs connected with the country schools. Every uniformity law, whether it be State, county, township, or district, will be likely to have its defects and to meet with some disfavor. In consideration of the abuses that have been practiced under laws providing for State or county uniformity, in view of the inefficiency and unpopularity of these laws, and knowing that our own statutes, providing for district adoption, are generally disregarded and worthless, I have come to the conclusion, after consulting reports upon this subject from many States, that the township plan is the most feasible and most productive of good results.

The State of Minnesota is trying the State contract plan. The Hon. D. L. Kiehl, State Superintendent of Public Instruction, in his report for 1883 and 1884, says:

The law provides that, at the end of five years, the contractor shall make such changes in any books of the series as shall be required by the superintendent of public instruction.

The contract with Mr. D. D. Merrill provides that the superintendent of public instruction shall indicate precisely what matter is to be removed and what shall be introduced. This means, that beyond the correction of errors, or changes of statistics, as in geography, the books shall be revised by the superintendent.

Basing my judgment upon the experience of those who have used the books, and upon my own examination and comparison of them with other books, of the same grades, I am satisfied that if the best interests of our schools are to be consulted, there should be a general revision for these reasons:

1. The readers having been in use five years, the matter, which is quite light, should be renewed. We are using the old edition of the series, which was long ago superseded by the publishers with a new and better one.

2. The arithmetic, especially the practical, should be re-written throughout. Several useless rules and chapters should be left out, much new

matter, in the elaboration of practical rules and in better methods, should be added.

3. Grammars should be made, in matter and methods, what is required in making pupils practically able to speak and write the English language correctly. A primary text-book, "How to Speak and Write," prepared by Knox and Whitney, has been added to the list, and meets the demands of primary instruction.

4. The geographies give the statistics and political boundaries of years ago. The geography of Minnesota is being revised by the contractor, and from an examination of the manuscript, I am of the opinion that it will be satisfactory. Its plan comprehends so much of general geography that I am now of the opinion that it may supersede the primary, and require but one book more to complete the course.

5. The history might be much improved by new matter, fresh and interesting, and by more maps, plans and charts.

From this it is apparent that a revision will involve a large amount of work. For this provision must be made. If the State desires the superintendent to prepare a revision that will satisfy the demand, he must ask for an appropriation with which to secure the services of experienced and educated persons to do the work.

The demand for an improvement in our school-books is universal. The most urgent are those who best know the difference between instruments worn out and antiquated, and those which can utilize the latest skill and experience. I, therefore, very respectfully recommend that the legislature provide for the necessary improvement of our text-books.

Hon. D. Burk, Superintendent of Public Instruction in Minnesota, for the years 1879 and 1880, says:

The business of the year ending March 15, 1879, discloses the following results: The first cost of books ordered through my office was \$38,634.87. The transportation of these books from St. Paul to counties was \$681.70. The law requires county auditors to add five per cent to the bill of each district, to pay for conveying its books to the clerk. As nearly as can be ascertained one third of this sum, or \$655.26, was retained for this purpose.

The law requires any unexpended part of this five per cent to be returned to districts. But this makes a problem in percentage on which some auditors do not figure. It is easier to let the balance go into the general county fund. I am credibly informed that the auditor of a certain county, after getting rid of his books, had left \$130. To dispose of this, he apportioned it upon all the scholars of the county, thus giving to one district that had ordered no books \$2.96.

It is a provision of the law, that when a county auditor is notified that books have been shipped to his county, the commissioners shall, at their next meeting make provision for payment, and the county treasurer shall immediately thereupon remit the amount of the cost of such books to the State Treasurer. But if counties complied with this requirement, they

would be obliged to make payment out of any surplus fund on hand, or to borrow money for this purpose and wait for their pay until districts ordering books shall have funds in the county treasury that can be taken in payment. Counties have generally decided not to advance money for districts, as the law requires, but have said: "We will pay the State, when the districts pay us." To meet this difficulty, the Legislature of 1878 passed an act to borrow \$25,000, out of which to pay the contractor, at sight, all bills presented to the State Treasurer; so much of this amount as has been necessary has been provided. The sum due the State from counties, at the present time, is \$6,178.78. The perpetual floating indebtedness of counties to the State does not vary much from these figures.

In the new counties, owing the largest items of this sum, the books were ordered last summer, but school district taxes will not be levied until next December, and not collected until next spring. Such districts get their books on credit for at least one year, and the State pays interest on money which it provides to meet their bills. The amount of interest so paid is \$1,075.

In order to meet the terms of the act and the wishes of the contractor, the blanks printed in 1879 cost the State \$329.15; postage and express charges on the same were about \$160. The total cost to the people for running the machinery of the law in addition to the first cost of books for 1879, was as follows:

Freight to counties.....	\$ 681.70
Part of the five per cent not returned	655.23
Cost of blanks.....	329.15
Postage and express.....	160.00
Interest mostly in 1879.....	1,075.00
Total extra cost	\$2,901.11

The current text-book year will not close until March 15, 1881. Its business will show about the same amount of extra expense on the books ordered.

To secure reliable facts concerning the operation of the law, a circular of questions was lately issued to superintendents of the principal counties in the State. Thirty of those circulars have been returned, with their questions definitely answered. From other counties the reply in substance is: "The book business is so mixed that definite information can be gained from but few clerks. Most of them are keeping few accounts of sales, and the proceeds will be much less than the cost of books, but the exact loss can never be known."

To the question how many districts did not receive their books in time for the schools of last summer, the exact figures are one hundred and twenty two.

In addition to these are such replies as the following: "Several;" "In case of all the districts that ordered the books they did not arrive in time;"

"Of all that ordered this spring," is the reply from two counties; "No books in 1880 have been received on time;" "Nearly half the districts did not receive the books in time for the summer schools." The exact figures in these counties would more than double the figures given. The import of this is that after requisitions for books were made upon the contractor, from six to eight weeks elapsed before the books reached the counties for which they were intended. In one county where the superintendent reports fifty-seven districts of this kind, it was just two months from the date of the State superintendent's requisition to the time of shipment by the contractor. These schools were through their summer term either with almost no books or by violating the law and using such books of other series as could be found.

Most of those districts refuse to receive those books, for the reason that they did not come in time for the summer schools. In many such districts parents bought books of agents, and as clerks ordered by guess, without any pledges from parents to take the books, they have become a double supply, and clerks will not receive them from county auditors, although their districts have been compelled to pay for them. In one instance the clerk accepted the delayed package, costing \$45.50, but he could sell only \$1.23 worth of books, parents having bought elsewhere; the balance he has on hand, and writes to his county superintendent to know what he shall do with "the trash." In some counties packages ordered two years ago remain in the county office. One auditor, having fifteen packages on hand, informs me that the feelings of the district are such that they will let the books rot in his office rather than take them.

To the question, "how many clerks in your county have neglected to give bonds?" the figures are 378. In one instance a clerk of this class made large orders and sold not only to his own district, but to two or three adjoining districts, accumulated \$130, and left the country, taking the money with him. Cases of similar defalcation will be sure to occur in other clerks of this unbound class, and others will fail to report the entire proceeds of sales. The amount of such losses cannot be definitely calculated, but it will be large.

Another question is, "How many districts have made their orders too large for a year?" The exact figures in reply are 143. In addition are such answers as these: "Nearly all," "More than half," "Quite a large number." Many have ordered unsuitable books that can never be sold. In one district, with only thirteen scholars, the clerk ordered of readers: twelve first, twenty-four second, twenty-four third, twelve fourth, and eighteen higher. His whole bill was \$90, and at the usual rate of taxation in the district, it will require the entire levy for five years to pay the bill. Another clerk says: "I supposed that I must order some books of all kinds on the list, and I find that I have \$25 worth of kinds that cannot be sold." This wasteful excess in orders has been largely increased in many counties by circulars to the district clerks from the contractor, urging them to be sure to make their orders large enough for a year's supply. Many foreign born clerks, fearing the threatened penalty in case of neglect to order, have

ordered indiscriminately, including kinds of books not used in their schools. One superintendent informs me that fifty clerks in his county, influenced by the circulars in question, have made excessive and unwise orders, and adds, "Serious loss must result therefrom."

In how many districts have books been sold on credit? is another question. The figures in answer are some one hundred, to which we are to add from other counties such replies as the following: "In nearly all;" "say three counties;" "probably in most districts;" "about one-half." Some clerks have supposed that the books were to be given away, and have allowed children to help themselves at pleasure. The losses that will occur from trusting children with books under the promise: "Father will pay you next week," may be inferred from a single instance: The clerk of district No. 23 in this county ordered \$100 worth of books and sold \$72 worth on credit. Dying suddenly it was found that he had on hand only \$20 as money collected on sales. Of the remaining \$52 no record can be found to show from whom it is due, and the district treasury is short to that extent.

From data of this kind it is evident that the waste and loss in school districts, or at the termination of the machinery of the law, are much greater than the extra expense required of State officials to set it in motion. It is not necessary to attempt to estimate the per cent that must be added to the prices named in the law to indicate the actual cost of the books to the people. It is enough to say that the law has made school books dear, rather than cheap, and we can never realize any better result under the law. Its native depravity exceeds the original sin in the Theology of Jonathan Edwards: "depravity innate, inherent, inseparable, incapable of regeneration and sure to work out waste and loss for which there can be no remedy while the law remains in force."

I have drawn very largely from the report of Hon. D. L. Kiehl, Superintendent of Public Instruction, Minnesota, for the reason that Minnesota having adopted the contract plan of enforcing State uniformity, furnishes an example of the failure of that plan which is especially valuable in this connection. I have stated that the advocates of State uniformity have not duly considered in detail the operation of such a plan, and I here invite them carefully to read and consider what Mr. Kiehl has to say of the operation of the Minnesota law. After having carefully studied the problem of enforced State uniformity, from all the facts within my reach, and after careful consideration of the views of able and competent men who have devoted years to its investigation and who have proved the unwisdom of such measures by experience, I feel convinced that it would be unwise and exceedingly prejudicial to education in our State, should we seek to enact a law providing for any plan of enforced State uniformity of school books.

In what remedy, therefore, may we hope to find relief from existing evils without entailing upon our people and upon our schools those that are infinitely greater, and burdens more grievous to be borne. I do not hesitate to say that in my judgment we shall sooner or later, find that remedy in

FREE TEXT-BOOKS.

A common school education is well nigh free to the children of this State, but not wholly free. While our constitution guarantees a common school education to every boy and girl, it is nevertheless conditioned upon his ability to buy the necessary books, he is furnished free of charge, a comfortable house, a comfortable seat, a competent teacher, ink, pens, crayons and other accessories of school work, but he must buy his own book, or be debarred from school privileges. This he is required to do at a cost almost three times as great as it would cost the school district to buy it for him. But here again I prefer to draw from the experience of those whose testimony is entitled to great weight because of their knowledge of the practical workings and advantages of such a plan, as tried and proved in other States.

Hon. Hirschel R. Gass, Superintendent Public Instruction, Michigan, in his report to the Legislature for 1883, says:

I wish here to call attention to another factor in this question, and one upon which the ready solution of the text-book problem depends. I refer to the furnishing of text-books free to the children in the public schools. I am aware that such a proposition will readily find its opponents, but there are considerations which strongly favor such a measure, and to which I invite careful thought. Districts now furnish dictionaries, globes, maps, charts, crayons, erasers, and many other appliances for the use of the schools. If there are reasons why they should furnish these necessary articles, there are equally as good reasons why they should provide text-books. A pupil studies arithmetic: he learns his lesson in a book which belongs to himself, but a large portion of the work in this subject he performs upon the blackboard belonging to the school, with district crayon and eraser. It is difficult to understand why public generosity should refuse the pupil an arithmetic when it has provided him every other means for pursuing the study of mathematics. If public munificence is to be withheld from the pupil in any respect, why not require him to bring his own eraser, crayon and blackboard. There is no particular necessity for a uniformity in these articles, while there is a crying demand for uniformity of arithmetics and other text-books. The district builds a school-house and furnishes it with uniform seats, because it wishes to economize space and utilize all the room

possible. Why should it not, upon the same grounds, furnish a uniform set of books, and, by avoiding an endless jumble of classes, economize the time of pupils and teacher?

Our schools are called *free* schools. Let them be free, then, in that broad sense which will allow every child to enjoy their privileges, untrammelled by any consideration of private expense for school appliances.

I know that such a law would be objected to upon the plea that it would increase the amount of school tax to be raised. This might be true in a *few* cases, but to the average tax-payer who sends his children to school, and to those who pay no taxes, it would be a saving. For instance, a country school of forty scholars is taught seven months in the year. The amount of money required to run the school is \$200, and the cost of furnishing the pupils with free text-books—as shown below in similar expense reports from other States—will range from \$10 to \$20. Now, a person who pays one-tenth of the school tax will contribute from \$1 to \$2 for the purchase of free school books.

Men who are assessed one tenth of the school tax in rural districts are very few, and it is safe to say that the average tax-payer, in the case referred to, would not give to exceed seventy-five cents for supplying the schools with free text-books for a year.

General laws are enacted for the benefit of the masses. Any legislation, providing for free school books, will annually save large aggregate amounts to the country districts; and it would be justified upon the principle of doing the greatest good to the greatest number. Under the present plan of providing text-books it costs fully two dollars a year for each pupil. By the method of free text-books it is shown by the reports from the States referred to, that the average annual expense per pupil for books would be about fifty cents. The latter plan, then, would make an annual saving of \$1.50 for each pupil.

[The enrollment in Iowa for 1884 was 472,966 pupils, at \$1.50 each, which would be saved to the people of the State under the above estimate of saving by free text-books, amounts to \$709,449.00.]

In the report of the State Superintendent of Public Instruction, for Maine, for 1880, Mr. Samuel Libbey, of the school committee of Orono, says :

During the year 1879 the amount expended for all the books for all the scholars was only \$140.29, and yet every scholar attending the school was supplied with all the books he needed, or could use, and the number of different scholars registered was 527. The cost to the town for each scholar was only 26½ cents for the year. What have we gained by the adoption of this system? I answer: Uniformity of text-books, a satisfactory classification in all our schools, an adequate supply of all the books needed, increased attendance upon our schools, and large savings in the cost of books. We have found it the most convenient method; and transfers and exchanges

of books are much more easily effected. This system was adopted in Orono in 1876.

N. W. White, Town Superintendent of Hartford, Vermont, writes :

The plan of furnishing books to pupils works well with us. It secures a uniformity of books. The poorest pupils are all as well supplied as the richer. Teachers like to teach in our town because the schools are well supplied with books. We are near the close of the fifth year since adopting this plan. We at first made an appropriation of \$600, for the purchase of books, and \$100, annually, to keep up the supply. We have about 500 pupils, so that the cost per pupil has been a fraction over \$2.00 for the five years. The books now on hand are worth at least \$300. This would reduce the actual cost to \$1.60 per pupil for five years. We buy books at the publishers' lowest wholesale price. To prevent loss or abuse, we hold teachers responsible as far as possible, as we do to take care of other school property. I am not aware of any disadvantages worth mentioning arising from this system of furnishing books. In regard to how much less it costs, my judgment is that it would cost double, or more, for the pupil to buy his own books. My own individual opinion is most decidedly in favor of the plan.

In 1881, Superintendent Connell, of Fall River, Massachusetts, writing on the "Free text-book plan," says :

Books and stationery are purchased at wholesale rates, on the best terms known to the trade. During seven years the enrollment has increased but 301, while the average attendance has gained 1,340. In other words, the enrollment has increased, in the seven years, but two per cent, while the average attendance has gained twenty-seven per cent. The result is due almost entirely to free text-books.

The Wisconsin school report for 1879 states :

The number of districts purchasing text-books was 1,104, and in 1882 the number purchasing was 1,795; an increase of 691 districts.

The city superintendent of LaCrosse, Wisconsin, writes that the school board of that city, after careful inquiry and mature deliberation, unanimously adopted the plan. The text-books proper cost about thirty-four cents per pupil last year, and twenty-three cents per pupil this year. There is no opposition to the plan. These are some of the advantages :

First. The economy; it does not cost this community one third of the former cost for books.

Second. The pupils are on hand promptly at the beginning of the term, and do not have to wait to get books; that is, it increases the regularity of attendance.

Third. It increases the attendance in higher grades; more children get a better education.

Fourth. It makes the schools free, indeed; puts the poor man's child on an equality with the rich man's child; all are supplied alike.

Fifth. It is an educational force; it teaches the responsibility and care of property.

Superintendent John Jasper, of New York City, writes:

The board of education furnishes all pupils in the public schools with books and school supplies free of expense, and this merits the hearty approval of the citizens of New York City.

Superintendent Henry B. Pierce, of New Brunswick, New Jersey, writes:

For the past eighteen years our readers have not cost on an average per year more than ten cents per pupil. More than six hundred different girls used the same forty-five reading books. The original cost to the board was less than \$45, while the retail price during that time was \$1.25 per book. The advantages of furnishing books to the pupils by the board are many.

Superintendent William N. Barringer, of Newark, New Jersey, writes:

We have furnished our pupils with books, slate pencils, chalk, etc., for many years. It has cost, on an average, about forty-five cents per pupil per annum. We like the plan very much. Its advantages are many. I will name a few of them: cheapness, convenience, uniformity, complete control of the course of study, and removal of all excuses for non-performance of work by pupils.

Superintendent George H. Barton, of Jersey City, writes:

For many years free text-books have been furnished to the children in the public schools of this city. The plan has proven very satisfactory. The cost per pupil has varied from fifty cents to \$1.25 per year for books and stationery.

State Superintendent E. A. Apgar, of New Jersey, writes:

Nearly all our cities furnish text-books free of cost to the children. Among them are Newark, 130,000 population, Jersey City, 125,000, Paterson, 50,000, New Brunswick, 20,000. We have 1,500 school districts in the State, outside the cities, and about 400 of these furnish free text-books. It is my endeavor to get all the districts in the State to adopt the policy which now prevails in so many. In advocating this policy I have opposed State, or even county, uniformity. Every advantage which uniformity offers is secured, from the fact that the pupil, in removing to a new district, is not required

to buy new books, and all the evils growing out of a State or county adoption, which are many, are avoided.

Hon. Edward Searing, State Superintendent Public Instruction for Wisconsin, in 1874, wrote:

Free text books offer several substantial advantages that mere uniformity cannot secure. In the first place they are strictly consistent with—nay, the logical result from—our theory of free schools. We hold general education to be the safeguard of our republican institutions. We hold that the State can secure a closer approximation to universal education than can be secured by denominational and individual effort. Hence the State system dots our plains, hills and valleys with school-houses, putting one almost within sight of every man's door. It furnishes free seats therein, free maps, charts, globes, blackboards, and to crown all, free instructors. The State says to all her children of school age, come, use and enjoy these means of instruction, without money and without price. Such is the beautiful and alluring theory. But are the facts really in harmony therewith? Is this proffered instruction so free that the seven children of the poor man can partake of it as easily as the two or three children of the rich man? The seats in the school-house may be free, but is suitable clothing for the seven so easily obtained that every term they can occupy their seats with a feeling of self-respect? The maps, blackboard and dictionary may be free, but are the more indispensable readers, arithmetics, spellers, geographies, etc., as free for the unfortunate seven? The services of the teacher may be free, but is the leisure of the seven so free from the necessity of productive labor that they can for any length of time continuously receive the benefit of those services?

Let him who is wont to boast of our "free" school system, to become indignant over the statistics of non-attendance, and to call loudly for a compulsory law to drive into schools the children of the "indifferent"—let him conscientiously and thoroughly investigate the true causes of non-attendance and he would probably exhibit an accession to his previous stock in the virtues of wisdom, benevolence and reticence. In this investigation let him justly estimate the cost to the poor man above mentioned of the additional clothing necessary for the barely respectable appearance of his children in the school, the cost of their cessation from productive labor in order to secure the advantages of a sufficiently continuous and protracted connection with the school for the acquirement of even a little less than a fair common school education, and the cost of the necessary text-books—a constantly recurring and no inconsiderable money tax, as every patron of the school knows. Let him, I repeat, investigate these three sources of expense in school attendance, and no longer wholly ascribe to absolute indifference a degree of illiteracy due to causes less disgraceful to our common human nature. I believe that very few parents are so absolutely indifferent to the welfare of their children as not to care at all for their intellectual culture—to the extent at least of their ability to read and write. Illiteracy is confined

almost exclusively to the extremely poor, and if the result of poverty rather than of such want of natural affection for their children as would lead parents wholly to disregard their best interests in not securing for them any degree of intellectual culture whatever.

If this be true, then, the State, before seeking compulsory attendance, should seek to remove as many as possible of the barriers that separate poverty from culture. The abolition of the rate bill was the removal of one; evening schools are, in many cities and villages, a partial removal of another. Free text-books in all free public schools would be the entire removal of still another. With this last barrier of expense, immediately and necessarily attendant upon education removed, our system would, indeed, be free. No longer would it involve, under this term, the paradox of an unavoidable annual cost of books to the individual pupil several times the amount given by the State to secure merely free instruction.

Not only would the text-books in the schools, by making the latter truly free, largely remove the excuse for and cause of non-attendance and illiteracy, but they would bring many other positive and manifest advantages.

Superintendent Searing then quotes from a letter written by the superintendent of schools for the city of Lewiston, Maine, Thomas Tash, Esq., who wrote: "The following are some of the advantages which have resulted from the adoption of the 'free text-book plan' in this city:"

1. Books are ready at the proper time. When parents furnish books much time is often lost to scholars, and much inconvenience felt by teachers, especially at the beginning of the year, by delays in procuring proper books. Parents are also subjected to much inconvenience and vexation by being so often called upon to procure books and other materials for school use. Those having large families of children find their slender incomes taxed to the utmost to procure these supplies, while those in affluence assume that the supply of free text-books relieve them from a frequent and troublesome annoyance. Our wealthiest men are among the best pleased with the results of this experiment. The expense is so insignificant compared with the time, trouble and criticism which it saves.

2. Every child is supplied with all the books, etc., needed. No odious distinctions are now made. Our schools are as they never were before, absolutely free schools. The city label in a book is no longer a mark of pauperism, but a mark of sovereignty and attaches to all alike. It is as honorable for a child to bear home a school-book having the city mark in it, as the book bearing the label of a free city library. There is no longer fussing to get the books furnished to indigent pupils into their father's tax bills. This is a convenience to our city authorities.

3. Uniformity in books.—Non-uniformity has been a source of as much vexation in the school as in the church, and it has been vastly more pernicious. In rural schools there has always been encountered the inconven-

ience of a multiplicity of unlike text-books. Many extra classes have had to be formed in consequence, as is now the case in most rural communities. When free text-books are furnished, this difficulty is obviated. Again, there is no longer complaint from those moving from district to district, that books are different; they are at no extra expense in consequence.

4. Considerable latitude can be allowed in the selection of books without increasing the expense of them. Wherever there are several schools in different parts of a city, or town, of the same grade, teachers may be allowed a choice in the books they are to use. The school-book is a tool, and the workman will work all the better with the tool of his choice. It is unpleasant to hear a teacher affect to have no choice in the text-books to be used. I would as soon hear the woodman claim to have no choice in his axe. A perfect workman will use to advantage even a poor tool, I am aware, but he will use with much more pleasure and success a good one. If teachers of such parallel schools are held, with their classes to perform topically the same amount of work in a given time, and the school board sanction several series of geography or arithmetic, for example, as is now done in the city of New York, in which the work may be done, giving the choice of tools, but holding responsibility for the work, no inconvenience could arise, but manifest advantage. One series of books is about as expensive as another, and the city might not be unwilling to divide its patronage, satisfy its teachers and test the various books, all of which can be done under the plan of free text-books, with no additional expense to the board, but with the positive saving of securing from all publishers the best possible terms. Again, in the successive classes in the same school, different books adapted to the progress of the pupils, as United States history, for instance, might be used on the same subject, with no additional expense to the city, as each class must have its own book. While pupils furnish their own books it would be found a necessary saving of expense to them, to keep pupils, during their entire course, in the same book, even at considerable positive loss.

Necessary changes could be made in the different schools of a country town by transferring the books no longer used in one district to another, without much expense or inconvenience. In this way the best and most modern books can be brought into use, as well in the country as in the city, and without additional expense, if the town is the owner of the books used.

5. Books are entirely under the control of the teacher. This is of considerable advantage in enabling the teacher to fix more definitely the hours of study. Over study is more pernicious than lack of study, and is less easily controlled by the teacher. The former destroys the best scholars, the latter only injures the poorer pupils. * *

6. Books furnished by the town or city are much more carefully used, and better kept than when owned by the children; there being four parties interested in the preservation of the books, school officers, teachers, parents and children.

7. It leads parents to procure reference books, useful both to themselves and their children. * * *

8. Commence in making transfers. * * When books belong to the

board, the advancing of pupils to higher grades, or reducing them to lower grades, is comparatively easy and much less often the subject of criticism. When scholars are promoted on trial, the books last used, belonging to themselves immediately disappear, and the lack of them furnishes an argument for maintaining the new place, stronger than ability or diligence. When books are free this inconvenience vanishes.

9. "The free supply of books increases school time."

Hon. N. S. Luce, State Superintendent of Public Instruction for Maine, in his report for 1884, says:

As regards text-books, there is needed some method of selection and of supply, other than that now prescribed by law. Such a method should be one which would give uniformity in any particular school, with a full supply for every pupil of the best books at the least possible cost. Under our present methods uniformity in any school presupposes uniformity in all schools in the same town, a condition which, as the statistics show, does not exist in one third of the towns in the State. The conditions as regards supply are somewhat more satisfactory, though in about one-eighth of the schools there is lack in this regard. As to the character and quality of books used we have no exact statistics showing present conditions. It is a matter of general knowledge, however, that a very considerable number of different series is to be found in the schools of the State—in some subjects as many as twenty—and all of them cannot be "the best." As to cost no statistics are needed. Every individual who has to supply books for the use of his children, has learned at the expense of his purse that they cost too much. Indeed they come to the consumer through so many hands that the accumulated profits are often more than the original cost of production.

To remedy these evils—and they are evils of no little moment—several plans have been suggested, such as State uniformity in some one of its several forms: State publication; county uniformity; the town's becoming the agent for furnishing at cost, etc., etc. No one of these plans has proved, when tested in practice, a practicable remedy. The only complete remedy for evils such as grow out of our present method, the only plan which has proved itself invariably to answer all the conditions of the text-book problem, is the "free text-book" plan. Whenever tested in our State and others, by towns and cities, it has been found so advantageous to parent, pupil and school that it has never been discarded. In Massachusetts, where it was last year adopted for the whole commonwealth by legislative action, it has already proved of such signal benefit as to have come into general favor. We, in Maine, would act wisely if we should follow the example set by our mother State in this regard, and settle this perplexing text-book problem once for all, by an enactment compelling all towns to furnish all necessary books free of all expense to all pupils attending the schools. We should thus make common school education free in reality as well as in name.

The Hon. E. E. Higbee, State Superintendent Public Instruction for Pennsylvania, in his report for 1884, says:

Our whole system, while general, is largely controlled by the various school districts, and the matter of supplying the required school books may as properly rest in the discretion of the respective school boards as the determination of the courses of study, which are now regulated by these same school boards. And it is in favor of such a law that it would save expense to the people; it would be a growth of the system in the line of its previous development, and it would sanction the action taken by many of the school boards in the State, who have been sustained by their constituencies in the purchase of all the necessary school books out of the district funds.

The report of the School committee of Holyoke, Massachusetts, quoted by the State Superintendent of Rhode Island, in his report for 1884, says:

It is noteworthy that the practice of loaning text-books to pupils, to be recovered by the teacher and loaned again, has proved profitable to the city and a convenience to both teacher and pupil. The annual tax for text-books has thus been reduced several hundred dollars, and the period of waiting for the pupil to purchase the book is considerably shortened, with less hindrance and better progress in the school-room.

C. J. White, Superintendent of Woonsocket Schools, writes:

Some years ago the town voted to furnish the public schools with text-books in the English tongue, free of cost. At the time this action was taken it seemed to many friends of popular education contrary to sound public policy. They regarded it as fostering an undue reliance upon the State, and strengthening of tendencies to helplessness already too strong among the masses.

Doubtless, there are in many quarters undue reliance upon the State, and tendencies to helplessness, but these considerations were wholly irrelevant here, for the State at the outset undertakes the education of her youth in their dependence and helplessness precisely that, having been made capable, they may be required to discharge all their obligations as citizens. From first to last the attitude of the State toward the child in the matter of education is, "we educate you that you may become a good citizen."

It was claimed, moreover, to be an act of economy, since first, the town could purchase at the lowest terms known to the trade; second, the same books would be used by successive classes; third, they would be better cared for, because the teacher now is charged with a responsibility to see that the books are cared for, and if maliciously mutilated by pupils, by them replaced, and therefore would last much longer.

It was alleged that valuable time would be saved to the pupils, inasmuch as they would not have to wait for supplies of books or stationery, these would be at hand and ready for immediate use, whereas, it often happened under the old regime that days and weeks passed before the needed books

were obtained, meanwhile the class had been advancing and nameless disorder had hindered the work of the school.

By this method not a shadow of disparagement is placed on the child of the poor man in the public school. Every youth has a book, stamped "this is the property of the town."

This method increases the attendance upon the public schools. The poor are relieved of a heavy burden, and they neither have to wait to be able to purchase books before they enter the schools, nor be absent till they are able to buy the new book. The constant improvement in attendance in our own town, as well as that in other towns and cities, is largely due to the free text-books. Every year the towns and cities and states adopting this policy have multiplied.

Hon. Robert Graham, State Superintendent of Public Instruction for Wisconsin, in his report for 1884, writes :

The policy of the State of Wisconsin has been very liberal in matters relating to free public schools from the period of its organization to the present time. Needed provisions for extending the benefits and improving the character of the public school system, have only waited upon conviction of their merits, and opportunity for supplying them. Instruction is not only free in the common schools, but the university, the normal schools, and in several charitable and benevolent institutions, which afford care and training for the unfortunate juvenile population. This is commendable, and every proposition looking toward placing these advantages within the reach of all classes, and with the least possible hindrance to their acceptance, and the highest practicable success in their dispensation, should receive the attention which its merits demand. Especially is this true of elementary education. No child in the Commonwealth should be left for any cause practicable to overcome, without that foundation for future usefulness as a citizen, and for the honor and respect and equality which education and a love of learning commands, that is to be acquired in the training of the public school.

While tuition in our common schools is free, yet in various ways attendance at these schools is accompanied by no inconsiderable expense, which, on the part of large numbers, is found to be onerous, and often charged as unnecessary. Among these expenses is that for text-books for use in the schools. The lack of uniformity in the books used even in adjoining districts, and the short time the books are in use, and the cost when purchased singly, combine to make the expense on this account quite large, and especially burdensome upon such as have large families, or have occasion to change residence from one district to another.

The present law authorizes electors of school districts to empower district boards to purchase text-books for use in the public schools, to be loaned or furnished to pupils under such conditions as may be prescribed by the voters and regulations of district boards. Very few districts have voluntarily undertaken to furnish free text-books to pupils. Some cities

have done so, and the result has coincided with experience in other States, and proved of great advantage. Attendance has been increased, uniformity of text-books secured, prompt supply, better classification, and very much reduced aggregate expense, are some of the fruits of the measure wherever tried.

Doubtless like or even greater advantages would accrue to our schools from a similar law in Wisconsin, where remoteness from business centers, and the consequent difficulty of procuring promptly needed books of the right kind, and the limited trade and attendant high prices, result in delay, confusion and great expense.

It will be observed that stress is placed on the fact that the attendance at the schools would be largely increased by the adoption of the "free text-book plan" in nearly all the authorities quoted herein. As an additional evidence of the truth of that conclusion a few statistics gathered by Mr. Homer B. Sprague, of Massachusetts, a few years ago, showing the increased attendance at the public schools following the abolition of the rate bill in various States, are given.

The rate-bill of two or three dollars per child in the schools of Connecticut was abolished in 1868. The increase of attendance the next year, without any perceptible increase of population, was 6,000 pupils, and the year following the additional increase was 5,000.

In New York the rate-bill amounted to about \$2.75 per year. The increase of attendance following its abolition was 22,000 the first year, 5,000 the second and 78,000 the third. In California the rate was \$2.50 for the school. The increase of attendance following its abolition was six and one half per cent.

The law, as enacted by the legislature of Massachusetts and approved by the governor in 1884, is as follows :

SECTION 1. The school committee of every city and town shall purchase, at the expense of said city or town, text-books and other school supplies used in the public schools, and said text-books and supplies shall be loaned to the pupils of said public schools free of charge, subject to such rules and regulation as to care and custody as the school committees may prescribe.

SEC. 2. Pupils supplied with text-books at the time of the passage of this act shall not be supplied with similar books by the committee until needed.

SEC. 3. This act shall take effect upon the first day of August, 1884.

Maine was the first State to provide for free text-books, as claimed by their State Teachers' Association, and as yet undisputed, in resolutions printed in the report of the State Superintendent of Schools for 1880, the preamble of which is as follows :

Whereas, It has been found by actual practice in Bath, Lewiston, Orono, Dexter, Waterville and other places, whenever adopted in our own State and in other States, that among the various methods which have been tried to secure the advantages of uniformity of text-books in public schools, the furnishing of free text-books has proved the most valuable for the schools, the most economical to communities and the most satisfactory to parents; and whereas,

Maine was the first State, so far as we are informed, to provide by law that her towns and cities may at their option furnish free text-books to all pupils, thus placing the poor child on an equality with the wealthier, in securing an education free of cost to both; therefore,

Resolved, That we earnestly recommend for general adoption the system of free text-books for public schools throughout the State.

Section 1, chapter 315, general laws of 1875, Wisconsin, reads :

The qualified electors of any school district, or of any town in which the township system of school government has been adopted, may, by legal vote, and the board of aldermen or board of trustees of any city or incorporated village may by ordinance or resolution, authorize the school board or board of school directors of such district, town or incorporated city or village, to purchase text-books, to be the property of the district, town, village or city so purchasing, and to be loaned to pupils or otherwise furnished to them, under such conditions and regulations as the aforesaid school authorities may prescribe.

The State Teachers' Association of Wisconsin, at its session on the 30th day of December, 1875, adopted the following resolution:

WHEREAS, the project of State uniformity of text-books in the public schools of the State is being vigorously pressed in certain quarters, and is likely to come before the Legislature for its consideration at the coming session; be it, therefore,

Resolved, that while we fully realize the evils of diversity and the advantages of uniformity of text-books, we nevertheless are fully convinced, both from its failure in other States and from the nature of the case, that the plan of State uniformity will practically result in mischief to the educational work of the State.

Resolved, that in our opinion the town is the proper unit for uniformity, and that we would reiterate our expression of one year ago in favor of compulsory township uniformity.

As to the practical working of the system under which text-books are furnished free to pupils of the public schools, the testimony of prominent educators, who have tested the practical workings of it, as subjoined.

Hon. William J. Rogers, superintendent of city schools, Patterson, New Jersey, answering questions, writes:

Question 1. To what extent are text-books furnished free to the pupils of your schools?

Ans. All are furnished with the books required.

Question 2. How long have they been so furnished?

Ans. I cannot tell, but I think it has been so since the schools were organized.

Question 3. What are the results in respect to economy?

Ans. It is a great saving.

Question 4. What are the results in respect to school efficiency, attendance, etc.

Ans. Excellent.

Question 5. Are the books as well cared for by the pupils as if owned by them?

Ans. They are.

Question 6. Does the plan give general satisfaction to those concerned?

Ans. It does.

Question 7. What are your regulations governing the distribution of books?

Ans. Each pupil must replace any books lost, damaged or destroyed.

The same questions answered by W. Cornell, Jr., superintendent of city schools, Fall River, Massachusetts:

All the text-books and stationery used in the schools are furnished free.

They have been so furnished nearly four years.

The cost is not one-half under this arrangement what it would be if each pupil furnished his own.

The books are now ready on the first day of each term, and the attendance is very much improved.

The books are very much better cared for. This may seem strange to you, yet it is a fact.

It gives general satisfaction; I have yet to hear the first complaint against the plan.

George B. Sears, city superintendent public schools, Newark, New Jersey, February 3, 1877, wrote:

I send you a list of books, stationery, etc., furnished entirely free. (The list embraces everything used in all grades, from primary to high school inclusive.)

This has been done for twenty-five years.

As it regards economy, the accounts show that for the last ten years the books and stationery have cost an average of less than seventy-five cents a year to each pupil, including primary, grammar and high schools.

Under this system there is no excuse for a pupil's absence on account of the necessary books or implements for work, consequently we believe the attendance is more regular, and pupils will necessarily progress more rapidly than they otherwise would, thus adding greatly, we believe, to the efficiency of the schools.

Please find below the average number of pupils enrolled, and the entire cost of books and stationery:

Year.	No. pupils.	Cost.
1873.....	10,302	\$ 7,607.10
1874.....	10,567	7,649.05
1875.....	11,518	8,183.07
1876.....	12,198	8,223.10

This aggregate cost includes books, etc., for the evening schools, which is about \$300 per year, and the evening school pupils are not included in the above statement.

Hon. Henry Kiddle, city superintendent of New York City, writes:

Text-books are entirely free in New York.

Have been so for upward of forty years.

There can be no doubt, however, that the schools are more efficient, and the attendance of pupils larger, by the operation of the system of free books.

No dissatisfaction has ever been expressed with the school law on this account.

The superintendent of city schools of Lewiston, Maine. Thomas Tash, writes:

We furnish text-books and every other needed school appliance to all our schools of every grade.

We have furnished in this way for five years.

School-books, stationery and other appliances do not cost the city much, if any, over half the cost to citizens; and if we consider the time books are used, not nearly in that proportion.

Free text-books add greatly to the convenience and efficiency of our schools, and much to school-time. Teachers fully concur in this.]

Books are much better cared for than when owned by pupils, and are entirely free from pencilings and obscene drawings.

Hon. Robert Graham, State Superintendent Public Instruction for Wisconsin, in his report for 1883 and 1884, speaking of free text-books, writes:

Attendance has been increased, uniformity of text-books secured, prompt supply, better classification, and much reduced aggregate expense, are some of the fruits of the measure wherever tried.

Hon. J. W. Dickinson, Secretary of State Board of Education for Massachusetts, under date of January, 1885, writes:

The law is working well in our commonwealth. The people like it. I have reports from all parts of our State showing that it has increased the attendance (in some cases ten per cent). The new method of supplying books and supplies is cheaper by two-fifths (40 per cent) than the old. The schools can now organize at once on the beginning of the term, and the teachers can make a thorough classification of the pupils. Our schools are now free schools.

It will be seen that the plan of providing text-books free to all pupils, by law, either optional or mandatory, has been practiced many years with the most gratifying results. Maine, Massachusetts, New Jersey, California, New York, Wisconsin and other States have tried this plan with entire success; not a single exception is found.

A paper read before the Iowa State Teachers' Association at its last session, 1884, at Des Moines, sums up an argument in favor of free-text books with the following points:

1. It would correct those irregularities which are caused by the failure of pupils to equip themselves with books at the opening of the term.

This failure may be due to the negligence either of the pupil in buying, or the book-seller in ordering, but in either case free books will remove the difficulty and enable the teacher to organize and equip every class on the morning of the first day (of the term). There would be no dependence upon the forgetfulness of the pupil, or the uncertain practice of the book-seller. Schools in cities where competition in the sale of books is lively, will hardly feel the full force of this argument, but it will be keenly appreciated in small villages where the book-seller has no competition and is not afraid of losing his trade by failing to keep in stock a full line of such books as the school will need.

2. It would place the books under the direct control of the teacher, and thus secure better care and longer use than is at present possible.

The surface view already referred to is that children will take better care of their own books; but the testimony of scores of schools that furnish free books is overwhelmingly the other way. The argument itself, if not wholly for us is at least two-edged. Suppose you have injured a borrowed book, how natural it is for you to say, "if it were only my own I would not care so much." The feeling that prompts this statement in you ought, also, to assert itself in children, and so it does, as the facts clearly show, but even if this feeling, instead of being natural, were an acquired one, the sooner the acquisitions were made the better it would be for all property. Again, when the teacher interferes in behalf of a private book, the pupil is likely to feel, if he does not say, this book is my own, and I have a right to use it as I please. This independent spirit is, perhaps, the leading characteristic of

American youth, and is sure to be met by every teacher who enforces the care of private text-books. Under the free system he (the teacher) is the virtual owner of the books, and his right of ownership, not only goes unchallenged, but is actually reinforced by a native respect for the property of others.

3. In the case of families moving into a new district it would economize at both ends of the string.

The books which they had used in the old district would stay there for the benefit of those who remained, while those which they need in the new district would be ready for them. As things now are, not only the old books become worthless, but new books must be purchased every time a family moves from one district to another. When it is remembered that these movers usually belong to a class of persons who can least afford to carry a single needless burden, the real strength of the argument will be more apparent.

4. It would effectually prevent the frequent change of text-books, and at the same time secure the only kind of desirable uniformity.

Boards of directors often fail to exercise their right to control the change of text-books and in these cases teachers have their own way about the introduction of new books. If, however, the books were to be paid for out of district funds, the directors would speedily terminate all those changes which are based simply on a personal preference for the new books, or a lack of acquaintance with the old ones. Furthermore the district would enjoy absolute uniformity. There would be none of that puzzling, perplexing, demoralizing variety of authors which now and then greets a teacher in a country school, impeding his progress and clogging his labor from the beginning to the end of the term. * * *

5. It would greatly facilitate the proper gradation of pupils and the judicious formation of new classes, if pupils could be tried in one class and afterwards, if it seemed best, placed in another, without sacrificing the old book, or purchasing a new one, whereas, under the present system, the book which a pupil has bought, or happens to inherit from an older brother or sister, rather than the degree of his advancement very commonly determines the class to which he belongs.

6. It would in two ways greatly reduce the present outlay for books:

(a) By the advantage of wholesale purchases, amounting to twenty or twenty-five per cent off the retail prices. (b) By the marked saving that would be realized from the longer use of the book.

7. It would materially enlarge the attendance, by making our school system absolutely free and thus removing what, though small, has proved in many cases a serious financial barrier. Furthermore it is the spirit of the system to be free, and it is hard to find an excuse for not making it so in fact. No apparatus, no furniture in the school-room is more essential than the text-book, and yet out of them all, this is the only one not paid for at the public expense. Who doubts the wisdom of furnishing stoves, desks, crayons, pointers and erasers? Why is it not equally wise to furnish text-books. They are not less important, nor less burdensome to the poor parents of

large families. Their cost often falls so heavily upon the hewers of wood and drawers of water that their children are kept at home. If it be claimed that in special cases books might be furnished at the expense of the district, I reply that the acceptance of such a charity would be very humiliating. Some persons, clearly entitled to the franchise, would be unwilling to present their claim; while others, not so entitled, but constituted with less pride and more manners, would jump at the chance of shifting a burden upon the shoulders of their neighbors. No law of this sort could even tolerably well bestow aid where it was most needed; but its operation, whether successful or not, would work a serious mischief by intensifying the dividing line between the rich and the poor—between those who could and those who could not buy their own books—and this invidious distinction would mar the sports of the play-ground, hamper the work of the school, and in some cases, doubtless, throw the whole neighborhood into a ferment of quarrels and jealousies.

I believe, therefore, that out of all the plans proposed, or schemes devised, the free system is the only one that will completely and adequately solve the text-book problem. Objections to it can be easily disposed of, while its affirming arguments can neither be met by sophistry nor broken down by force. * * *

Another speaker before the same association, but in a more didactic style, among other things, says:

If our legislators wish to provide a way for securing good books for the schools at lower prices, let them by law authorize boards of directors to purchase at wholesale, at public expense, all the books needed in their schools, said books to be used by the pupils free of cost. This plan has been tried and is no longer an experiment. The testimony is conclusive that free text-books not only cost less to begin with, but they last longer, can be used until they are worn out, and can be replaced at wholesale or exchange rates, when unfit for further use. This is a cheapness that people can appreciate and they do appreciate it.

The Iowa Commissioner of Labor Statistics, in his report for 1884 and 1885, page 208, under the head "Education," gives a variety of criticisms upon the school system of the State, supposed to have been communicated by laboring men of various avocations, their trades being given, but other designation omitted. Nearly every one, if not every one, of these strictures could be entirely satisfied by the enactment of a law requiring the boards of education throughout the State to purchase the necessary text-books for the use of the pupils of the public schools under their control. This conclusion is abundantly sustained by the experience, without exception, of the multitude of cities, towns and districts that have tried the plan of furnishing free text-books.

The same report, page 259, states that two hundred and thirty-seven (237) teachers in Iowa favor State uniformity of text-books, thirteen (13) are undecided, seventy-eight (78) are opposed to State uniformity of text-books. The reasons for this unique inquiry are unknown to the Department of Public Instruction. The grade of teachers to whom the inquiry was directed, or from whom replies were received, is likewise unknown, but the 27,000 teachers of Iowa may not be fairly judged by the expression of opinion given by two or three hundred persons who may, or may not, have carefully studied the problem of the relation between the State and the individual citizen with such diligence as to render such opinion valuable.

By authorizing each board of education in the State to purchase books at first cost of the publishers, or of book-sellers, every argument in favor of uniformity, economy and consistency is fully met. All authorities unite in favor of uniformity in the individual school organization, which is opposed by no one, and is readily secured by the plan of free text-books. The experience of cities, towns and districts, to the number of many thousand, testifies to the economy of this plan. If the city of LaCrosse, Wisconsin, could furnish all the pupils of her schools with text-books and stationery last year, as testified by their city superintendent, at a cost of only 23 cents per pupil for the year, why should the neighboring city of Dubuque pay from two to five dollars per pupil for books for the same time? But it is not LaCrosse, nor Wisconsin alone, that testifies to the fact of the economy of the plan of free text-books. Massachusetts, New Jersey, New York, California, Maine,—not the least important of the States of this Union, educationally considered,—with a multitude of cities, towns and rural districts, in widely separated localities, and without exception testify to the economy of the free text-book plan.

The consistency of this plan is shown by the fact that it harmonizes with the policy of the State in supplying free school-houses, free instruction, and encourages the poor in every way to seek the advantages of an education, unrestricted by an insupportable expense.

This plan of purchasing through the board of education, or board of directors, is consistent with the policy of the State in leaving the management of their own local affairs in the hands of the people, so far as that can be done. These boards are allowed to determine the course of study to be followed in their schools, the length of time they shall be taught and who shall teach them. Why should they not also determine what books should be used in their schools?

These boards are authorized to purchase school-sites, build school-houses, purchase apparatus and other needful supplies for carrying on a successful school. Why not purchase the needed books? This would be consistent in that it would make the schools free in fact as they now are in theory.

TEACHERS' NORMAL INSTITUTES.

The high grade of efficiency and growing popularity of our normal institutes is confirmed by the large increase in the number of our teachers who annually avail themselves of this means of professional improvement. This is a result of a better understanding of the character of the work being done. School officers are coming to know that, other things being equal, teachers who have been trained and instructed in these institutes do much better work as instructors, while they are in all respects superior as organizers and managers. Those in search of teachers, therefore, are beginning to make inquiries relative to the attention given to, and the amount of time spent in institute work. The certificate of the county superintendent that a teacher has regularly and faithfully attended the institute, maintained a good standing and attained to a good institute character, exerts a great influence in favor of the person holding it, and in the great majority of cases he is awarded the school as against an applicant without such credentials. Young persons who desire to enter the teacher's calling have come to understand this, and have correctly assumed that the surest and shortest way to the position and pay of a good teacher is through the normal institute of their county. Our institutes are organized and conducted with special reference to our own needs. Their duration, the scope and character of the work done, have all been determined by the actual and peculiar conditions and necessities of our schools and of our teachers. We did not blunder by accident upon our present plan. Neither did we copy it from any other State. We have advanced from a very small beginning, carefully and thoroughly testing and proving each position before advancing to another. We began by asking ourselves:

First. What are our necessities?

Second. What are the conditions?

Third. In view of these necessities and conditions, what kind or character of work is needed?

Having determined this latter inquiry in theory, we addressed ourselves to the solution of the problems involved in reducing theory to practice.

We have drawn largely upon the experience of others, and upon the whole history of the normal institute movement in this country. It may not be out of place here to advert briefly to this history, and trace its growth through its various stages, from an imperfect and crude beginning, to its present state of development.

HISTORY.

Hon. Oran Faville, Superintendent of public Instruction for Iowa, in his report for the years 1864 and 1865, page 7, says: "The first teachers' institute in this country was held at Hartford, Connecticut, in 1839, appointed and conducted by Hon. Henry Barnard. He is their justly acknowledged founder, and his labors have eminently contributed to their success. They were introduced into New York in 1843; into Rhode Island (by Dr. Barnard) in 1844; into Massachusetts and Ohio in 1845; into Vermont, New Hampshire, Michigan and Illinois in 1846; into Maine and New Jersey in 1847, and into Pennsylvania in 1851."

The writings and reports, reasonings, lectures and arguments of such eminent school authorities as the Hon. Horace Mann, and his successor in the office of State Superintendent of Schools of Massachusetts from 1843 to 1854, unite in urging the importance of teachers' institutes, their methods of management, length and time of session, need of legislative encouragement and predictions of their success. These writings and arguments were supported by such reputable educators as Hon. Ira Mayhew, of Michigan, in 1847, Hon. H. H. Barney, of Ohio, in 1855, G. S. Boutwell, of Massachusetts, in 1857, David N. Camp, of Connecticut, Newton Bateman, of Illinois, H. H. Van Dyke, of New York, and a host of others whose names stand high as organizers and managers of the public school system of the United States.

Iowa was not a State when this movement began, but in 1849 the teachers recognized the need of professional assistance and began the

work of lifting the school system of the State up into the light of the best professional training. The first attempt at organized effort, in Iowa, of which any record has been preserved, was made in October, 1849, at Dubuque. A joint association of teachers from Iowa, Illinois and Wisconsin, or rather, the portions of these three States near that point, was organized. We must not forget that railroads, newspapers, educational journals, telegraphs and a thousand appliances of the year 1884 were either unknown or comparatively feeble and unimportant at that early day, yet in spite of these difficulties the teachers affected an organization which, though crude and imperfect, accomplished much toward placing their profession on the same plane with other well-established and learned professions. Other portions of the State were equally alive to the needs of the hour. We read of similar organizations in Henry, Jones and other counties of the State at about the same time.

These movements on the part of the teachers were recognized by the law-making power of the State in 1858 by the enactment of a general law for the encouragement of teachers' institutes in the following words:

"Whenever reasonable assurance shall be given to the Superintendent of Public Instruction, that a number of not less than thirty (30) teachers desire to assemble for the purpose of holding a teachers' institute and to remain in session for a period of not less than six working days, the Superintendent shall appoint such time and place of said meeting as the said teachers shall suggest and give due notice thereof, and for the purpose of defraying the charge for procuring teachers and lecturers for said institute the Superintendent may receive from the State treasury a sum not exceeding one hundred dollars for any one institute which he shall immediately transmit to the county superintendent in whose county the institute may be held, who shall pay out the same as the institute may direct.

And for meeting the expenses of the teachers' institute one thousand dollars per annum is hereby appropriated. The Superintendent of Public Instruction shall, if practicable, attend these institutes."

From our present standpoint we are very liable to under-estimate the benefits our teachers received from this brief and necessarily restricted institute system; but it cannot be denied that these meetings were in a high degree successful in awakening new interest and enthusiasm. They were usually conducted by one or more of the men who were recognized as leaders in the educational movements of those times. The plan of organization was simple to the last degree. The institute composed one class, however large, and the conductor

taught by the lecture plan. Discussions and debates consumed much of the time, and if the opposing sides were well matched the interest and enthusiasm ran high,—while the great body of the teachers listened, laughed and enjoyed themselves.

It is a pleasure to mention as among these early leaders the names of Jerome Allen (they were not styled "professors" in those times), Jona Piper, C. G. Kretchmer, D. Franklin Wells, A. S. Kissell, O. A. Bronson, T. S. Parvin, N. R. Leonard, W. A. Burris, J. Wernli, E. Baker, J. D. Hornby, L. T. Weld, O. H. P. Rozelle, L. F. Parker, W. F. King, G. F. Magoun, S. N. Fellows, S. J. Buck, W. M. Brooks, R. A. Harkness, E. H. Ely, C. C. Nestlerode, J. Valentine, P. W. Reader and the list might be greatly extended did time and space permit.

These institutes brought to an untimely end many a 'hobby,' and exposed the emptiness of many theories. They served a noble purpose, too, in bringing to light the real condition of the teacher's profession and the crying needs of the schools. The profession needed better scholarship, and improved methods of instruction, while the schools needed better systems of organization and classification.

It was clear, then, that the institute should not only impart a knowledge of the several branches then constituting the school curriculum, but it should also fit and prepare the teacher to impart that knowledge according to improved methods, and to conduct his school and manage his pupils agreeable to right principles.

These requirements have been mentioned in what appeared to be the order of their importance.

The institute must do academic work, for which this institute system did not provide sufficient time. The 'lecture' plan of instruction was, perhaps, in that early day, a necessity, but a few years experience served to convince the more thoughtful and observing among our educators that the system must be radically changed before it could be made to meet the needs of the great body of teachers. Complete organization and closely classified, systematic work was impossible under that plan of institute management. The instruction could not be best adapted to meet the needs of the instructed.

In 1874 the General Assembly of Iowa passed an act which was approved March 19th, whereby an institute was ordered to be held in each county in the State. The law was expressed in these words:

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

SECTION 1, That section 1760, Code, is hereby amended to read as follows: The county superintendent shall hold annually a normal institute for the

instruction of teachers and those who may desire to teach, and with the concurrence of the Superintendent of Public Instruction, procure such assistance as may be necessary to conduct the same at such time as the schools of the county are generally closed. To defray the expenses of said institute he shall require the payment of a fee of one dollar for each certificate issued, also the payment of one dollar registration fee for each person attending the normal institute.

SEC. 2. He shall monthly, and at the close of each institute, transmit to the county treasurer all moneys so received, including the State appropriation for institutes, to be designated the Institute fund, together with a report of the name of each person so contributing, and the amount. The board of supervisors may appropriate such additional sum as may, by them be deemed necessary for the further support of such institute. All disbursements of the institute fund shall be upon the order of the county superintendent; and no order shall be drawn except for bills presented to the county superintendent; and no order shall be drawn except for bills presented to the county superintendent and approved by him for services rendered, or expenses incurred in connection with the Normal Institute."

The institute fund was farther increased by requiring every applicant for a certificate to teach school in Iowa, to pay the county superintendent one dollar for the benefit of normal institutes whether the certificate was issued or not.

This amendment is still (1885) in force and is expressed in the following words:

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

SECTION 1. That section one, of Chapter 57, of public laws of the Fifteenth General Assembly, be, and the same is, hereby amended to read as follows:

The county superintendent shall hold annually a normal institute for the instruction of teachers and those who may desire to teach, and with the concurrence of the Superintendent of Public Instruction, procure such assistance as may be necessary to conduct the same, at such time as the schools of the county are generally closed. To defray the expenses of said institute he shall require the payment of a registration fee of one dollar from each person attending the normal institute, and shall also require the payment in all cases of one dollar from every applicant for a certificate.

Approved March 16, 1878.

The attendance of the teachers and those who intend to teach, upon these institutes, though entirely voluntary on their part, has steadily increased since the inauguration of this system in 1874, as is shown by the following table:

YEAR.	Number attending.
1874.....	6,774
1875.....	7,579
1876.....	9,548
1877.....	11,929
1878.....	11,293
1879.....	11,961
1880.....	12,073
1881.....	11,381
1882.....	12,232
1883.....	13,444
1884.....	14,793

In other words the attendance has more than doubled in ten years. Meantime the detail of management of these professional training schools has been very greatly improved and perfected, so that the real work accomplished in a given time has been largely increased year by year as experience exposed defects in the system, which intelligence hastened to correct or remedy.

As we have seen the State pays fifty dollars annually to each county to aid in defraying the expenses of these institutes, which expense has increased quite as rapidly during the last decade as has the attendance: It was in:

1874.....	\$ 18,931
1875.....	30,962
1876.....	34,805
1877.....	40,983
1878.....	42,799
1879.....	46,589
1880.....	50,879
1881.....	50,733
1882.....	51,494
1883.....	53,676
1884.....	57,866

The want of greater uniformity in the gradation and organization of our institutes has been quite generally felt on the part of county superintendents, institute conductors, and instructors. The lack of this uniformity has greatly limited the usefulness of institute work. The fact that a teacher had completed a course of study in the normal institute of a given county, though certified to by the county superintendent of the county in which the work had been done, was of little value to the teacher holding such certificate, after he had

crossed the boundary lines of his own county. It could not be known outside of that county what had been the scope and character of the work which constituted the course of study whether it had been purely academic, or whether it had reference more closely to methods of instruction and principles of school government and management. It was, therefore, impossible for a county superintendent to determine what credit should be given for such a certificate, or what degree of benefit the teacher holding it, had received in the way of real fitness and necessary qualification for doing successful work in the school room. The result was that little or no allowance was made, and the teacher with, or without such certificate was subjected to the same requirements in the way of tests and examinations. A certificate of graduation from the normal institute course of one county ought to be a passport, and an introduction which would carry great weight with it, and should be suitably recognized in any other county in the State. This can never be true of these certificates of graduation until we have a course of study, and a system of organization, which shall be common to all our counties, and which shall serve as a basis of a common understanding between the county superintendent, by which to determine the value of the work done. The average county superintendent is well informed as to the qualifications of the teachers of his county. He knows how much they have accomplished in the way of professional training and to what degree they possess the happy faculty denominated "aptness to teach," and if it were possible for the superintendent to express the facts, in each case, in terms which would be everywhere understood, it would result in a real benefit to the teacher—a protection to the county superintendent and a reliable source of information to school directors who are now so often and so easily imposed upon, by a migratory and incompetent class of teachers.

In order to obviate these and other difficulties, and to secure greater uniformity and efficiency in institute work, attempts have been made to draft a course of study which would be acceptable to county superintendents, but so far with very little success. The trouble has been, I think, rather with institute instructors and county superintendents, than with the courses of study heretofore proposed. Of course they were not faultless, and possibly were not entirely adapted to meet the varied wants of each of the ninety-nine counties for which they were intended to provide. It is a very difficult task to

discover just what work should be attempted and the best plan for conducting these institutes.

But unity of action and concentration of effort upon one plan, though not a perfect one, as well as a disposition to censure what has been tried and proven to be of advantage, would greatly accelerate progress and aid in insuring the realization of the greatest good. I regret to say that there is a disposition on the part of newly elected county superintendents to ignore the experience, and to cast aside as worthless the results of the labors of their predecessors. In many cases, where those elected to the office of county superintendent are least fitted by training and experience for an intelligent discharge of the duties of that office, the greater is the disposition to throw away the accumulated results of years of experience, and to seek to discover new ways and new standards. The law should put a stop to such unwise and ruinous experimenting. The legislature should authorize the preparation of a course of study and training, and a plan of organizing our normal institutes, and the adoption and use of this course of study so authorized should be made a necessary condition to obtaining State aid. Until this is done, a change of county superintendents may work an entire change in the organization of the institutes of any county in the State.

The Iowa State Teachers' Association, at its last session, passed a resolution asking the Superintendent of Public Instruction to prepare a course of study for the normal institutes of the State. A meeting of the "advisory council" was immediately called, and the work of preparing the new course was undertaken. When completed it was printed and very generally circulated throughout the State. It was simply an outline or skeleton of the work to be done in the institutes adopting it. The "advisory council" were of the opinion that any extended syllabus of the work would not strengthen it, nor increase the probability of its general adoption. The wants and conditions of our counties, while in some sense common, are not identical, and a course of study which admits of some diversity of treatment, and certain modifications to favor peculiar and local wants, it was thought, would meet with greater favor and be more generally used than would be the case with a course of study, unsupported by law, which presented a full and complete syllabus of daily work.

The following is the circular letter and outline of work so sent out:

STATE OF IOWA,
OFFICE OF SUPERINTENDENT PUBLIC INSTRUCTION,
DES MOINES, IOWA, March 27, 1885. }

The course of study for normal institutes, as arranged at a meeting of the "advisory council" is herewith submitted, in the hope that it will serve as the basis of more uniform work in the institutes throughout the State. It can, no doubt, be improved, and we most earnestly request the county superintendents to organize their institutes with the view of giving it a trial, to the end that they may be able to criticize and recommend changes, which will be made in future when any considerable number agree as to what changes are demanded. It only requires that the attention and experience of our county superintendents and institute conductors shall be concentrated upon one scheme to give us in a few years a course which will be in the main acceptable to everybody, and which will not only be productive of the best results but will also organize our county institutes upon the same basis and plan of work. This would prove of great advantage to that large class of teachers who change from one county to another.

It is recommended that each county superintendent using the following course have certificates printed, to be given to any teacher who completes the work of and passes a successful examination in any year of the course, the particular year being specified in the certificate, and also a diploma graduating those who shall have completed the entire course.

The State board of examiners will make an arrangement by which teachers holding these diplomas may pass a limited examination and receive the State certificate. It is also recommended that boards of education require all teachers in their employ to attend the graded normal institute until they have graduated therefrom.

It was the sense of the advisory council that no syllabus of the work should be prepared by the department, but that this be left to the superintendents and their conductors. This plan will enable the county superintendents to follow substantially the same course, and yet to vary the work to suit the peculiar conditions in their respective counties.

Hereafter the outline will be prepared if it seems to be very generally demanded.

It is hoped you will correspond freely with us in relation to the course as now published.

Very respectfully,

JOHN W. AKERS,
Superintendent of Public Instruction.

GRADED COURSE OF STUDY FOR NORMAL INSTITUTES.

	FIRST YEAR.	SECOND YEAR.	THIRD YEAR.	FOURTH YEAR.
MATHEMATICS.	I. Fundamental Rules: General Principles and Analysis. II. Properties of Numbers. III. Common and Decimal Fractions. IV. U. S. Money. V. Compound Numbers.	I. Percentage. II. Applications of Percentage.	I. Ratio and Proportion. II. Involution and Evolution. III. Review.	Elementary Algebra.
LANGUAGE.	I. Language Lessons. II. Orthography.	I. Composition. II. Reading and Orthography, with Dictionary work.	I. Grammar (Analysis). II. Reading and Orthography, with Dictionary work.	Rhetoric.
SCIENCE.	Geography. Local and Political.	Physiology and Hygiene.	Physical Geography.	Elementary Science.
DIDACTICS.	Elementary work. (a) Organization and Study (b) Recitation and Government.	Principles and Methods of Teaching.	Principles and Methods of Teaching.	History of Education.
GENERAL.	Penmanship and Drawing.	I. U. S. History. II. Map Drawing.	U. S. History.	Civil Government.

The result has proved highly satisfactory. Fully one-half of all our counties immediately began to prepare for the organization of their institutes according to this graded outline of work, and it is now thought that within another year the remaining counties will also adopt it. Certificates or diplomas of graduation from the course will be given to teachers completing it. As has heretofore been stated, to make these diplomas of real value to the teachers holding them throughout the State, they should be recognized by law. I am not prepared to say what that recognition should be. A little more time and experience are necessary to determine so vital a point. Possibly in connection with other requirements this diploma should exempt the teacher holding it from the annual examination before the county superintendent, for at least a term of years. A teacher who has graduated from any college, university, or normal school which includes in its course of study at least one year of normal training, and also has subsequently graduated from the normal institute graded course, teaching in the meantime, should, with the consent of the State board of examiners, be entitled to a State certificate. That the examination for graduation from the normal institute course, should be upon questions prepared by the State department, and therefore uniform, has many supporters, but is not clear to my mind. Unless our institutes were held simultaneously throughout the State, teachers passing from one county to another could obtain more than one examination upon the same list of questions, which would destroy the real value of the certificate or diploma which had been so obtained. The lack of qualified institute conductors, as heretofore intimated, would preclude the possibility of holding the institutes at the same time in all the counties. As our institutes are now held our best institute conductors manage several different institutes during our institute season, and it would be very unwise policy to make it impossible for them to do this, as it would limit the work of our best men to one county each for the whole season.

While the attendance upon these normal institutes is entirely voluntary, as has been stated, it is continually increasing, and in many counties the large number in attendance is a real obstacle, in my judgment, to the attainment of the best results. A kind of training school for beginners held prior to the assembling of the regular institute would make a closer organization possible and would certainly produce better results. This school might be held in March, and should be in charge of a competent man and under the general super-

vision of the county superintendent, but not requiring his special attention and oversight to the extent necessary in the regular institute. Young persons who are preparing to teach should be required to attend this spring training school and should not be admitted to the regular institute. The entire attention of the teaching and training force, in the regular institute, would then be confined to the more advanced classes, composed of teachers in actual work who need training rather than academic instruction. The State can well afford to assist in defraying the expense of such schools. Fifty dollars, a sum equal to the aid which the State is now giving to normal institutes, with the same fee for registration, would create a fund sufficient, in my judgment, to cover the necessary expenses of such a school.

If this school for beginners is provided for by law, it should be left in the discretion of the county superintendent to decide whether the conditions and needs of his county are such as to demand the extra school, as there may be some sparsely settled counties in which it is not a present necessity, but I have no doubt that within a few years this additional school will be required in the great majority of the counties.

The supply of teachers for the district schools is and must continue to be drawn, largely, from the country. We cannot hope to prepare the large number of teachers necessary to maintain a fully equipped teaching force in State normal schools, however favorable to such institutions the future policy of the State may be. While our academies, colleges, State normal schools and State University are annually supplying large numbers of teachers for our schools, it must still remain true that we are obliged to depend on the district school, supplemented by the county normal institute, for the greater number. This being the case, all possible provision should be made for the improvement of the normal institute system, as to organization and classification, methods of instruction and training.

These important topics have been considered, to some extent, by our State Teachers' Association and by county and district associations. But the papers and discussions of these educational meetings cover a vast range of subjects relating to our entire educational system, and it has not been possible to give to the normal institute work that attention which its importance deserves. The leading normal institute conductors and the instructors, with all the county superintendents, should meet at least every two years in a State

institute, the labors and discussions of which should be devoted entirely to the interests of the county normal institute work. This meeting should continue for at least one week. It should be enabled to bring to its assistance the latest and most valuable experience and attainment of the ablest educators of the Nation. It should also seek to exemplify the methods of our own able and justly popular institute instructors for the purpose of enabling the profession at large more fully to apprehend in just what the excellence of their work consists.

This State institute would treat the special work of normal institutes very much as our earliest teachers' institute treated the whole subject of pedagogics. The difference being that while the latter sought to comprehend everything, the former would be restricted to one theme, viz.: Our normal institutes.

There are those who will sneer at the proposition of a State institute having no faith in its success, because, forsooth, the same experiment has been tried and failed to elicit interest sufficient to sustain it. It may be replied, if any such are worthy of consideration here that the fact that a crowd may have been called together, under the name of a State institute, without proper and necessary organization, or a meeting projected without any well defined purpose and plan, and for want of necessary assistance and co-operation of the State and of the profession, naturally fell to pieces, furnishes no argument to show that a State institute organized and managed in the sole interest of this special work may not be inaugurated and successfully sustained.

But it is entirely certain that assistance from the State will be necessary and indispensable. While other States are building numerous and expensive State normal schools and appropriating annually vast sums of money to maintain them, and since it seems to be well settled that Iowa will adopt a different policy—the State can certainly well afford—and cannot afford to do less than to come to the aid of the teachers, who by their own interest in the cause of education seek to realize all that is possible for the benefit of those agencies which have been provided. If they must depend so largely upon the normal institutes, the State certainly should come to their relief and assist in raising the institute to the highest possible plane of usefulness and efficiency.

Under the head of needed legislation I shall again call your attention to this important subject, in the hope that you will make suitable recommendations looking to favorable action by the General Assembly as in your judgment may be wise and prudent.

THE IOWA TEACHERS' READING CIRCLE.

Perhaps there is no more significant indication of the determination on the part of the teachers of Iowa public schools, to secure for their profession every possible aid and guide, than the movement of the past year which resulted in the organization of the Iowa Teachers' Reading Circle.

Among the benefits to be derived from this institution may be cited its demand for systematic work in what might, otherwise, be wasted hours. Such portions of time are now spent by a multitude of earnest, interested and faithful students, along the most effective lines of professional thought and experience. Not a desultory haphazard wading through the unimportant verbiage of the novelist, or penny a line writer of to-day, but a careful perusal of the literature of those who have studied and written to some purpose, on themes of vital importance to the person who is to assume the responsible office of teacher.

Besides a multitude of forces and influences set in operation by the character of the matter read, that are exceedingly desirable, the work is intensified by a spirit of emulation which is excited by the fact that so many are engaged on the same subject and by the further fact that the results of this reading will be compared with those attained by their peers in the same avocation and along the same lines of reading, thought and investigation. The habit of annotation, carefully followed, of what they read is of priceless value to the real student in fixing his acquisitions of knowledge in his mind in an orderly way for further use, and also in enabling him to reproduce the thoughts, principles and doctrines concerning which they have been reading. These and many other advantages this corps of workers would not have enjoyed, to so great degree, except for the assistance of this organized and carefully arranged course of reading.

It is possible, too, that the Iowa Teachers' Reading Circle is destined to become a powerful auxiliary to the system of county normal institutes now in operation in this State. The reading circle teaches methods of classification and annotation of the expressions and opin-

ions of the authors which the teacher reads under its direction, while the county normal institute carries the idea of classification and organization into the school room by its methods of grading the work assigned to the pupils in the various branches they are required to pursue in the school. The idea of orderly and systematic arrangement runs through the work of the institute and of the reading circle alike, and nothing is more necessary to impart scholarly habits and character to our teachers.

Large numbers of our public school teachers have just left the schools as students, and in their preparatory course they have been more or less accustomed to text-book work. This work has been largely the memorizing of the words of certain assigned authors on each subject which was the limit of their efforts to understand the theme of such authors' work. They have now arrived at a point that must test their knowledge of these departments of learning to a far greater degree than the recollection of the words of the authors they studied will ever enable them to do.

On leaving school to begin the work of teaching, these young people become sadly conscious of many defects in their preparation for this employment. Not the least of these defects is that they are illy prepared to undertake any connected and systematic course of professional reading, whereby they could gain a more thorough mastery of the subjects which they are to teach. This difficulty the reading circle obviates by instructing its membership in the most approved methods of reading and of annotation.

It often happens that young teachers become interested in some of the higher forms of literature which they can read without either labor or thought, thus wasting many valuable hours that should be devoted to close, careful professional work. This will be remedied in a large measure by the influence of the reading circle. It too often happens that listless and careless habits of thought are formed which result in a disinclination to attempt anything that requires persistent mental efforts. The mind is weakened—thought is supplanted by a sort of castle building or day-dreaming. In this weakened state the teacher is unable to discharge his full duty toward his pupils, patrons or the profession to which he nominally belongs.

The mistaken idea that it is very desirable to read many books and many authors at the expense of thoroughness in the method of reading, is corrected by the judicious arrangement of the reading circle.

The influence of this institution is not limited to the direct effect

it may have upon the teachers, but will be felt, no doubt, in many ways, throughout the commonwealth.

There are now, in Iowa a very large number of library associations, and school libraries aided, if not supported, at public expense, money being levied by taxation in very many localities for this purpose. The selection of books for these public libraries should not be left to the political bias or religious prejudice of any person or set of persons who may desire to favor any partizan or selfish interest whatsoever; but should be in the hands of those who are desirous of promoting the best interests of the whole people. It is hoped that the Iowa Teachers' Reading Circle will be so intelligently and impartially managed in all the counties of the State that it will exert a controlling and highly beneficial influence in the selection of the future supplies of books for these numerous libraries.

Popular reading, it is hoped, may be greatly encouraged by the results it must bring to the people generally, when they are induced to read for a specific purpose and along lines that will impart to them the most reliable and accurate knowledge of subjects important to their welfare.

"Human life is indeed short, but most men still farther abridge the period allotted to them, by a disregard of system," wrote a modern author, and it is certainly true that the time which should be devoted to reading, is very much shortened by the very unsystematical way in which many read. Not only is the time shortened, but it is often, in large part, wasted by a failure to garner the harvest of what is read.

Below will be found copies of some of the circulars of information which have been issued by the managers of the Iowa Teachers' Reading Circle. These clearly state the origin of the movement in Iowa, its plan of organization, and the course of reading so far as it has been determined.

ORIGIN.

At the last meeting of the Iowa State Teachers' Association, Superintendent H. H. Seerley, President, in his annual address, recommended the organization of a Teachers' Reading Circle, on the ground that, "there ought to be a course of reading adapted to the needs of every teacher who wishes to acquire excellence."

The committee on president's address reported as follows:

In respect to a course of reading, we recommend that a committee of nine persons be appointed, three from each department of the association; that

this committee have power to arrange the course of study and make all provision necessary to carry the plan into effect.

S. J. BUCK,
C. H. GURNEY,
DAN MILLER,
D. S. WRIGHT,
H. SABIN,

Committee.

The report was adopted and the executive officers of the departments were instructed to appoint the Reading Circle Committee.

BOARD OF DIRECTORS.

UNIVERSITY AND COLLEGE DEPARTMENT.

Prof. S. N. FELLOWS, State University, Iowa City.
Prof. H. K. EDSON, Iowa College, Grinnell.
ALONZO ABERNETHY, Chancellor University of Des Moines.

GRADED AND HIGH SCHOOL DEPARTMENT.

J. W. McCLELLAN, Superintendent, Mt. Pleasant.
F. E. STRATTON, Principal of High School, Davenport.
DELLA KNIGHT, High School, Oskaloosa.

COUNTY SUPERINTENDENTS AND NORMAL DEPARTMENTS.

E. R. ELDRIDGE, President Eastern-Iowa Normal, Columbus Junction.
D. A. KENT, County Superintendent, Des Moines.
J. P. HENDRICKS, County Superintendent, Toledo.

PLAN OF ORGANIZATION.

1. The object of the reading circle shall be the improvement of its members in literary, scientific and professional knowledge, and the promotion of habits of self-culture.
2. The committee appointed by the State Association shall be styled a Board of Directors, and its officers shall be a President, a Vice-President, a Secretary, and a Treasurer. These officers shall be elected annually at the first meeting after the election of the members of the Board.
3. Adjourned meetings may be held at any time by a vote of the Board, and special meetings may be called by the President at the request of a majority of the members.
4. Any teacher or other resident of Iowa may become a member of the Circle by signing a pledge to faithfully pursue the prescribed course of reading, and by the payment, in advance, of the membership fee.
5. The annual membership fee shall be fifty cents, fifteen cents of which shall be retained by the county manager for local expenses.
6. The Board shall appoint the County Superintendent, or a special dep-

uty in each county as county manager, who shall enroll members, organize local Circles of four or more members, receive membership fees and remit monthly to the Treasurer of the Board, furnish information, distribute books and have the general direction of the work in his county.

7. The course of reading shall cover a period of four years and shall consist of selections from three departments, viz.: The Department of History and Art, the Department of Literature and the Department of Science.

8. These departments shall be sub-divided as follows:

I. HISTORY AND ART. { General.
Professional.

II. LITERATURE. - { General.
Professional.

III. SCIENCE. - { Physical.
Natural.
Social.
Political.
Mental.
Moral.

9. The Board of Directors shall annually be sub-divided into three committees of three members each, to be known as:

I. The Committee on Readings in History and Art.

II. The Committee on Readings in Literature.

III. The Committee on Readings in Science.

10. These committees shall recommend to the Board books for reading in their respective departments, and shall prepare necessary outlines of work. These outlines will be published in the educational journals of the State.

The Board will arrange for reviews at the close of each year's course to be conducted by the County Manager. Any person having certified to the careful reading, and having furnished satisfactory answers to outlines, will receive a certificate from the Board showing that he has completed the course for the year, and to all who in like manner complete the work laid out for four years, a diploma will be issued.

12. The Executive Committee of the Board shall consist of five members, viz.: The President, Treasurer, and three other members elected by the Board. The Secretary of the Board shall be the Secretary of the Executive Committee.

COURSE OF READING.

DEPARTMENTS.	FIRST YEAR.		SECOND YEAR.		THIRD YEAR.		FOURTH YEAR.	
	1st half.	2d half.	1st half.	2d half.	1st half.	2d half.	1st half.	2d half.
1. History and Art.	General.	Anc't and Medieval. Barnes' General History.	In preparation.					
	Professional.		In preparation.					
2. Literature.	General.	American, by Richardson.	In preparation.					
	Professional.	Theory and Practice of teaching, by Page.	In preparation.					
3. Science.	Physical. Natural. Social. Political. Moral. Mental.	Physiology, Physics, by Hunt's or Stewart.	In preparation.					
		Watts on the Mind, Recast.	In preparation.					

BOOKS ADOPTED AND PRICES.

	Regular Price.	Price to Members.
<i>History and Art</i> —General: Barnes' Brief General History, Professional.....	\$2.00	\$1.40
<i>Literature</i> —General: Richardson's American Literature Primer.....	.35	.25
Professional: Page's Theory and Practice of Teaching.....	1.25	.90
<i>Science</i> —Natural: Hunt's Physiology and Hygiene for Young People.....	.65	.50
Or the Eclectic (new), Van Antwerp, Bragg & Co.....	.80	.50
Physical: Balfour Stewart's Physics.....	.45	.35
Mental: Watt's Improvement of the Mind (new edition).....	—	—

The following are the Committees on Readings:

On Reading in History—J. P. Hendricks, Alonzo Abernethy, J. W. McClellan.

On Reading in Literature—H. K. Edson, D. A. Kent, Delia Knight.

On Reading in Science—S. N. Fellows, E. R. Eldridge, F. E. Stratton.

INSTRUCTIONS TO COUNTY MANAGERS.

How to secure Books.—Ordinarily it will be advisable for the county manager to order necessary supplies in quantities direct from the publishers, a sufficient discount being allowed in such cases to cover transportation, thus saving all risks and delays liable to individual orders, and also giving to members of the Circle the benefit of the very lowest prices.

How to Organize.—Call the teachers and others together, explain the object and course of reading. Next enroll the members, having them sign the pledge and deposit the membership fee; select a leader, whose business it shall be to keep the record, enroll and forward new names to the county manager, announce time and place of the meeting of the Circle, and to act, or appoint some one to act, as conductor in the readings and reviews.

PLEDGE.

I hereby engage to enter upon and faithfully pursue, for one year or more, the course of reading as outlined by the board of directors of the Iowa Reading Circle.

Blanks and Records.—The board, through the secretary, will supply the necessary blanks to the county managers and local circles. The name and leader of each local circle, with a list of its members, should be forwarded monthly to the secretary of the board.

Future Work.—The second, third and fourth year courses of reading have not yet been outlined by the board, but will be announced in due time.

The course of reading and work herein presented is neither burdensome

nor expensive. It is believed to be wisely confined to a few subjects, and at the same time that it will incite those pursuing it to more extensive readings. The books selected are of standard value, and it is hoped that the entire course will be at once suggestive and progressive.

OFFICERS.

J. W. McCLELLAN, President. H. K. EDSON, Treasurer, Grinnell.
J. P. HENDRICKS, Vice-President. R. D. JONES, Secretary, Des Moines.

J. W. McCLELLAN,
H. K. EDSON,
DELIA KNIGHT,
D. A. KENT,
S. N. FELLOWS,
Executive Committee.

The following OUTLINES have been prepared for the guidance of local circles and individual readers:

OUTLINES OF THE IOWA READING CIRCLE.

HISTORY.

First Month.—Barnes' General History, pages 9-44.

The oldest history is also the newest. Among the most marvelous achievements of science in this wondrous age are the results of Egyptian and Aryan researches.

The Rosetta stone, turned up by the workman's spade in the mud of the Nile, furnished the key to unlock the secrets of forty centuries. A throng of copyists and translators have spent a lifetime among the silent ruins of the land of the Pharaohs, reproducing in modern tongues the history, the poetry, the law, the religion and the science of the earliest civilization. More favored than the sixty generations that have lived before us, to us it is given to read what to them was a sealed volume.

A still more marvelous triumph is the development of Aryan history. No pyramids, no walls, no ruins of cities, no carved stones remain upon the land of the ancient Aryans, the forefathers of our race. No trace of them whatever is to be found in the material world. No record of that primitive people was ever written in any of the ancient histories. How has the story of their life been read? The new science of comparative philology has wrought this result. It has shown us the ancient Aryan home; the husbandman with his bronze plow; the shepherd with his flock and his dog; the carrier with his bronze-wheeled cart; the instructor with his decimal system, his lunar division of time and his pure conception of Deity. It has revealed the fact that the Hindoos and the Persians, the Greeks and the Romans, the Celts, the Teutons and the Slaves are all one people—of one common ancestry and heritage. It tells the millions of subjects in India that their Empress

Victoria is not a foreign monarch; that [the opening of the portals of the East means only the reunion of brothers long divided.

Such is the history which first claims the attention of the Reading Circle. In the volume selected it is thoroughly condensed, and will require careful and attentive perusal.

First Week. 1. The central point in history. Error in our chronology. The Savior born 4 B. C. 2. The three divisions of history and their boundaries. 3. The one historic race. Its three great branches. The characteristics of each. 4. The ancient Aryans. Their civilization. How all our knowledge of them is obtained. 5. The Aryan migrations. The two Aryan families of Asia, and the five of Europe. The nations descended from the latter. 6. Other races. 7. The commencement of civil history.

Second Week. Old sources of information on Egyptian history. Herodotus and Manetho. 2. Geographical features in Egypt. Peculiarities of the Nile. 3. The old Empire. Its period in history. The pyramid builders. Memphis and Thebes. 4. The Middle Empire. The Shepherd Kings. Four centuries of darkness. 5. The new Empire. A thousand years of glory. Thotmes III. (His pillar in Central Park, N. Y.) Amunoph and the statue of Memnon. The conquests of Rameses. His library. 6. The decline of Egypt. The Pharaohs of Scripture and the temporary restoration of Egypt. Final decline and conquest.

Third Week. 1. The King. His training and mode of life. 2. The Priests. Their ceremonials. 3. The soldiery. Their equipment. 4. The lower classes. 5. Egyptian writing. Erroneous ideas concerning the hieroglyphics. The Rosetta stone. The discovery of an alphabet. 6. The papyrus rolls. 7. Literature. The Book of the Dead. The oldest book in the world. The nature of the miscellaneous works. 8. Egyptian education. 9. Character of Egyptian architecture. 10. Sculpture and painting. Faults in drawing. 11. The useful arts. Work in metals. Lost art in glass making. The gold-smith's art. Veneering. The culture of textile plants. Perfection of spinning and weaving. Tools and implements.

Fourth Week. 1. General difference between the religious views of the priests and those of the masses. 2. Ideas concerning the sun. The use of the scarab. 3. The three orders of gods. Triads of gods. Stories and beliefs concerning Osiris and Isis. 4. The worship of animals. The bull in the temple at Memphis. The crocodiles and other animals. 5. The art of embalming. Burial customs. Effect of religious belief and customs on national character.

SUNDAY READINGS. SUGGESTIVE.

First Sunday. Address to the Mummy of Belzoni's Exhibition—Horace Smith.

Second Sunday. Abraham in Egypt, Gen. 12; Joseph in Egypt, Gen. 37-47.

Third Sunday. Moses in Egypt, Gen. 50, Ex. 1-15.

Fourth Sunday. Psa. 107, Isa. 9, Ezek. 29-30, Matt. 2.

First Month—Physiology.

The best defense of society against any evil is the education of the masses with reference to it. Particularly is this true of the use of alcoholic stimulants and narcotics. The frequency with which the advocates of reform have been baffled in their efforts for the suppression of a baneful traffic has shown that to every plan hitherto attempted there are plausible objections, which are used to alienate needed support; that those who agree as to the end desired are often unable to unite upon the means to be employed. The new plan of the advocates of temperance is not open to any of the old objections. Who shall say that it is not constitutional, that it is not wise, that it is not proper, that it is not necessary.

It is objected that the work before us contains information which it is dangerous to place before the public. This is true only in the sense in which all information is dangerous. An educated criminal is of far greater harm to the public than an ignorant one. Had the forger never learned to write he would not victimize the banks. Education must always increase the power of the individual for good or for evil. The right education is of the heart and the body, as well as of the head. Society has nothing to fear from an education which seeks the development of the mental, the moral and the physical natures in harmony each with each.

As a contribution to such an education this book is designed. It is worthy the most careful attention and study.

First Week. 1. New laws concerning the work of schools. A new feature of school education. 2. The statement of Dr. Palmer. 3. The value of the new study to children. 4. Characteristics and uses of alcohol. 5. The change of starch to sugar. 6. The change of sugar to alcohol and carbonic acid. 7. What is a poison? Alcohol a poison.

Second Week. 1. What is a narcotic? The uses of narcotics in dental surgery. 2. The shrinkage of bulk in the union of alcohol and water. 3. The proportion of water in the human body. Richardson's interesting observation. 4. The growth of the alcoholic appetite. Dangers to be avoided. The effect of this appetite on our nation. 5. The process of fermentation. Two kinds to be considered. 6. Bacteria. The froth and the lees of fermented drinks. 7. The various things necessary to the formation of alcohol. 8. Malt, and how it is made. 9. Porter and stout.

Third Week. 1. Valuable uses of fermentation. 2. How bread is made light. The escape of the alcohol and carbonic acid gas. 3. The amount of alcohol in cider, beer and wine. The result of heating these liquors. 4. Why alcohol is not found in fruits or grains. 5. The change of alcohol to vinegar. Sour bread and "working" fruit. 6. Distillation, natural and artificial. Its object to separate the alcohol from the water. How alcohol may be wholly separated from water. 7. Other poisons frequently added to liquors. 8. The alchemists and the discovery of alcohol.

Fourth Week. 1. Recent growth of tobacco culture in the United States and Canada. 2. Nicotine. Its effects on animals; on men. 3. Special objections to cigarettes. The paper wrappings. The source of the materials.

used. 4. The influence of tobacco in *dwarfing* youths. Dr. Palmer's estimate. 5. The cost of alcohol and tobacco. 6. Opiates, their source and effects. 7. The narcotic habit.

PAGE'S THEORY AND PRACTICE OF TEACHING.

First Month—Pages 9-38.

In the work before us the author begins at the true beginning. It is not assumed that all persons are alike fitted by nature for the teacher's work. The reader is shown at the outset that if he be lacking in the spirit of the teacher, no mere study of pedagogical science will suffice for the full accomplishment of the teacher's mission; that the want of natural adaptation cannot be supplied with a mere knowledge of work and methods. The causes which have hindered the success and delayed the recognition of the profession which seeks now to be admitted even as a "new profession" are set forth clearly and forcibly. The mirror is held up, and teachers can see in the reflection reasons for the lower rank which their calling has held so long. The teacher's responsibility is stated in the spirit of one who felt responsibility in its fullest weight, of the nature of that responsibility the writer takes a broad and liberal view. It is not the mind alone that is to be trained, guarded and developed. The physical and moral welfare of the pupil is to be secured.

Taking for all an illustration, a homely incident of his life in Newburyport—his experience with a pear tree—he states epigrammatically four facts which lie at the base of the science of teaching; and in relating another incident—his visit to the prison at Auburn—he impresses the necessity of moral training. Outlining them, briefly, the true order of intellectual development, he presents a basis for the arrangement of studies in a course.

First Week.—1. The spirit of the teacher. Something more than mental power requisite. A conscientious, inquiring, reverent, beautiful spirit. 2. The teacher's motives. The work peculiarly open to those who are not animated by the highest motives. Teaching as a secondary object. Teaching as a stepping stone to "something higher." The result of a wrong estimate of the dignity of the work. 3. The harmful results of such teaching visited on the pupils, rather than on the teaching himself. Ignorance no excuse. 4. The four lessons of the pear tree.

"In spite, then, of Pestalozzi's patent disqualification in many respects for the task he undertook; in spite of his ignorance of even common subjects (for he spoke, read, wrote and ciphered badly, and he knew next to nothing of classics or science); in spite of his want of worldly wisdom, of any comprehensive and exact knowledge of men and of things; in spite of his being merely an elementary teacher,—through the force of his all-conquering love; the nobility of his heart, the resistless energy of his enthusiasm, his firm grasp of a few first principles, his eloquent exposition of them in words, his resolute manifestations of them in deeds,—he stands forth among educational reformers as the man whose influence on education is wider, deeper, more penetrating, than that of all the rest—the prophet and

the sovereign of the domain in which he lived and labored."—*Joseph Payne*. "How weary a life this would be if my soul were not in it! But it is, and this renders the toil a pleasure."—*Horace Mann*.

Second Week.—1. The teacher responsible alike for what he does and for what he fails to do. 2. The physical health of pupils. Over-excitement, over-study; impure air; wrong temperature; want of exercise. What evil should the teacher especially aim to avert? 3. A natural order in the education of a child. The order of nature in teaching reading. 4. Earliest lessons in arithmetic. Earliest lessons in geography. The first map drawn. 5. History connected with geography. A common mistake. 6. Writing on the slate should be commenced early. The use of the pen at the age of ten years. 7. The relation of written arithmetic to mental. 8. Practical grammar may be early acquired by means of language lessons—exercises in description. 9. The study of grammar should not be commenced too early. It cannot be depended upon to do the work of language lessons. Maturity of mind necessary to its comprehension.

NOTES IN SCHOOL HYGIENE.

1. The size of the school building should be such as to allow twenty-five square feet of floor space and 300 cubic feet of air space for each pupil. On this standard a room to accommodate forty pupils should not be less than 40x25x12 feet.

2. The grounds should include from one to three acres, and should be supplied with suitable walks. The community should unite in the work of Arbor Days, and render those grounds tasteful and beautiful.

3. The minimum of window space should be one-sixth of the floor area. The most comfortable and wholesome light is that coming from but one side of the room; sufficient light, however, is difficult to obtain from one side. Cross-light from opposite sides is a far less evil than cross-light at right angles.

Windows should be supplied with suitable blinds that undesirable light may be excluded.

4. The amount of fresh air admitted per hour should be about 1,000 feet for each pupil. It must be remembered that children are far more susceptible to atmospheric poisoning than adults, and yet reveal less quickly the disorganization of system arising therefrom. The windows should be thrown up at recesses and at noon in all weathers, and the atmosphere of the room purified. During much of the year some of the windows should be left partly open at the top. In the use of various arrangements for ventilation both ingress and egress of the air should be facilitated.

5. The normal temperature of a healthful room is seventy degrees. The most approved of ventilating stoves should be used, and the conditions of their adaptation should be carefully observed.

Third Week. 1. Wrong manner of studying. Studying for the recitation. Studying the book, rather than the subject. The results of such study. 2. Right manner of studying. A motto for pupils. Mental dis-

cipline rather than knowledge mechanically acquired. 3. Two pictures of school children. 4. Knowledge without moral training not always a blessing. Teaching by precept alone not sufficient. 5. The moral nature strengthened by exercise, not capable of systematic and successful cultivation. 6. Pupils should be taught the danger of silencing conscience. Appeals to the moral sense. The wrong that may be done by a teacher possessing the love and confidence of his pupils.

"Feeling is not co-ordinate with intelligence and will. Intelligence and will are co-ordinate powers, which condition feeling. Feeling must be cultivated through intellect and will. The school has to do with separating these powers and subordinating them."—*Dr. William T. Harris.*

"The opinion prevails among many teachers that intellectual development is, by its nature, separate and distinct from moral training. Of all the evils in our schools, this terrible mistake is productive of the greatest."—*Francis W. Parker.*

Fourth Week. 1. Our debt of gratitude to the Christian religion. Religion as opposed to sectarianism. 2. How much and what of religion may be taught? In what ways may it be inculcated? 3. The danger of cultivating a spirit of skepticism. 4. A high standard for the teacher. What teachers have nothing to fear from their responsibility as to religious influence. 5. The lesson of the prison.

"God help us to realize that there is something else to be accomplished in our school rooms besides intellectual acquirements and mental discipline."—*Eva D. Kellogg.*

"Oh, thank God, all who see it, for that older fashion yet, of immortality. And look upon us, angels of young children, with regards not quite estranged, when the swift river bears us to the ocean."—*Dickens.*

HISTORY.

Second Month—Barnes' General History, pages 45-72.

In 1870 George Smith published in England an account of the Deluge, many centuries older than the Books of Moses. The Christian world, long accustomed to think and speak of the Bible as the "oldest book in existence," was slow to receive this new revelation of science, and gave to its credentials the closest scrutiny. No one longer questions the genuineness of the original or the faithfulness of the translation.

Like that of Egypt, the earliest history of Assyria and Babylon has been largely developed in recent years. These were the two great empires of the young world. It must be remembered that Assyria first conquered Babylon, and then was conquered by Babylon. Thus, while the latter was first settled, Nineveh first became the seat of a great empire.

First Week. The geographical study on page 45 should be carefully followed in connection with an atlas or wall maps. 1. Early Babylon. Loss of its history for a thousand years. Conquered by the Assyrians, 625 B. C. 2. The Assyrian empire. Six hundred years of glory. Ninus. Tiglath-pileser I. Sardanapalis I. Shalmaneser II. Semiramis. Tiglath-pileser

II. Shalmaneser IV. Sargon. Sennacherib and his mysterious overthrow. Esarhaddon and the captivity. Sardanapalus II. and his library at Nineveh. 3. Gen. xi and xiv, and 2 Kings, xv, should be read with care, as they present a vivid account of this history.

Second Week. 1. The Babylonian empire. Eighty-seven splendid years. 2. The wonders of the capital. Other great works of the empire. 3. Nebuchadnezzar. Belshazzar. The Persian conquest, 538 B. C. 4. The first six chapters of Daniel and chapters xxiv and xxv of 2 Kings should be carefully read, since they relate graphically the scenes of the Babylonian reigns.

Third Week. 1. Society in Babylon and Assyria. Magical arts of the Babylonians. Despotism of the government. 2. Ancient cuneiform inscriptions of the Turanians. Assyrian and Babylonian tablets. The Behistun inscription and Rawlinson's feat. 3. Literature. The sciences—botany, zoology, mineralogy, etc. Magical works. Sacred poems. Babylonian antiquities. Accounts of the deluge. Grammars and lexicons. 4. Building materials. Temples. Ruling idea of architecture. Faults of statuary and drawing. 5. Description of Babylon. The walls, "Hanging Gardens," palaces, etc. 6. Industries—weaving, metal working, glass making, gem cutting.

Fourth Week. 1. Characters. Religion. Manners and customs. 2. Scenes in real life.

Sunday Reading. Suggestive.

First Sunday. "The destruction of Sennacherib."—Byron. Isa. x.

Second Sunday. "The Vision of Belshazzar."—Byron. Isa. xiii, xiv. Jer. 1, II.

Third Sunday. The Assyrian account of the deluge, compared with Scripture narration.

Fourth Sunday. Bel and the Dragon. The Prayer of Manasseh. The Song of the Three Holy Children.—Apocrypha.

PHYSIOLOGY.

Second Month.

In the natural order of study we pass from anatomy to physiology and from physiology to hygiene. It is from the first two of these sciences that the last—the most important, practically—is deduced. The three are happily combined in our text-book. The laws of life are illustrated and explained by the structure and use of the various parts of the body. The skeleton is the first to be considered, as it is the framework upon which our earthly house is builded. While it is not exhaustively treated, all that is necessary to a fair general knowledge of the subject is presented. The muscles are described more briefly, then follow valuable lessons on the subject of food.

First Week. 1. Organs and tissues. 2. The skeleton and its uses. 3. The shape and composition of the bones. 4. How bones grow. How the

lime is obtained. The marrow and the skin investing the bones. 5. How broken bones are mended. 6. The skull and face bones. The spine. The other bones of the trunk. 7. The bones of the upper and lower limbs. 8. The cavities of the skull, the chest and the abdomen.

Before leaving this chapter the reader should become sufficiently familiar with the subject to reproduce the tables on pages 51 and 52, if not able to do so at the outset.

Second Week. 1. Reasons why the feet of children should rest on the floor. Why the head and shoulders should be thrown back, and the body held erect, in walking. 2. What results when the cushions of cartilage lose their elasticity. 3. Evils resulting from the use of improperly made shoes. 4. The effect of tobacco on the bones. 5. Different kinds of joints. Their lubrication. 6. The muscles and their fastenings. 7. How the muscles work. Their uses. 8. Voluntary and involuntary muscles. 9. The necessary conditions of muscular health.

Third Week. 1. The kinds of exercise that are desirable. 2. The tendency of alcoholic drinks to change the muscles to fat. The evils resulting from this. 3. The deceptive appearance of the beer drinker. 4. The sources of food. Kinds of food. 5. The water contained in the body. The danger from lead pipes. 6. Salt, lime, iron and phosphorus. 7. Eggs, milk, meat and grains, tissue-making foods.

Fourth Week. 1. The heat-making foods. The special need of fats and oils in cold regions. 2. Starch as food. Its extensive use. Why it must be cooked or in fruit ripened before it is fit for food. 3. Sugar as food. Objections to candies. 4. The substances contained in milk. 5. What food should be eaten. Spices. Vinegar; more healthful acids. Tea and coffee. 6. Improper foods. The evil of frying good. Warm bread. Rich pastry. Bolted flour. The useless parts of fruits. 7. Why alcohol is not a food. Liebig's famous statement as to the amount of food contained in beer. 8. The small amount of food in wine. The danger in its use.

PAGE'S THEORY AND PRACTICE OF TEACHING.

Second Month—Pages 59-64.

Few teachers have ever illustrated in their own persons what a teacher should be in manner, appearance and character, more faithfully than Page. All the elements of his strength were necessary in the great work which he was called upon to perform. Nor can any teacher afford to neglect any means of influence for good which it is possible for him to possess and to use. The need of a more extended knowledge of the branches to be pursued than is contained in the text-books, the need of a knowledge of sciences which are not to be taught specifically in the district schools—the need, in short, of a generous culture should be impressed upon the minds of all who would undertake the training of youth. The habits and the acquirements of the teacher are discussed in the work of this month, and form a subject of special interest and value.

First week. 1. The characteristics of the teacher are subjects of observation and imitation by pupils. His teaching by example is not limited to his association with them in the school-room. 2. Neatness. The importance of little things. Frequent bathing peculiarly needful to the teacher. Care of the teeth. Care of the nails. The teacher's dress. 3. The use of tobacco. 4. Order. Its observance in the school, at the boarding house, and in the teacher's room. 5. The language of the teacher should be pure and accurate. Things which are to be avoided. 6. Courtesy. It does not consist in simply complying with rules of etiquette in the fashionable world. The influence of the teacher's courtesy upon the pupils. 7. Punctuality. The effect of a single tardiness of the teacher per month. Questionable liberality displayed in prolonging the work of the school beyond the regular hours. Punctuality, as a habit, should be observable in every thing. Why is it necessary? 8. The teacher should pursue a regular course of reading and study. How time may be found for the work. (Here is an argument for the Reading Circle). 9. Knowing the characteristic of the true teacher, all should endeavor not to lower the standard.

"The practical farmer, the ingenious mechanic, the talented artist, upright legislator or judge, the accomplished teacher, are only modifications or varieties of the original man. The man is the trunk; the occupations and professions are only different qualities of the fruit it yields. The development of the common nature, the cultivation of the germs of intelligence, uprightness, benevolence, truth, that belongs to all—these are the principal, the aim, the end: while special preparation for the field or the shop, for the forum or the desk, for the land or the sea, are but incidents."—*Horace Mann.*

Second week. 1. The statutes prescribed the minimum of attainments of the teacher. It is not desirable that the minimum be taken as the standard. In the advancement of the profession, more will be required in the way of educational culture. 2. The teacher needs more than a text-book knowledge of the subjects he is to teach, and also a knowledge of more branches than he will probably be required to teach specifically. 3. Orthography, something more than spelling. Our alphabet imperfect. A correct knowledge and use of the elementary sounds. 4. A startling fact—there is but one good reader in one hundred teachers. (In many parts of our country this estimate is probably true of to-day.) The remarkable result of Horace Mann's investigation of the subject. Pupils should comprehend, think and feel all they read. 5. For what reasons is a knowledge of Latin and Greek desirable? 6. It is not respectable for a teacher to be a poor writer. 7. An estimate of what a teacher should know of the geography of all lands. 8. The value of mental arithmetic. Clear and concise statements of each process.

The use of punctuation, it must be remembered, is to make clear the construction of sentences and the relations of words, and not to guide the voice except by indicating the meaning of the language used. There may be commas which do not indicate pauses of the voice, and pauses which are not indicated by commas. Nature and not punctuation must determine how a passage is to be read. It should be read as it would be naturally spoken.

Third week. 1. Arithmetic should be known by principles, rather than rules. Page's estimate of what a teacher should know of written arithmetic. 2. Peculiar facts concerning grammar. Few teachers have a liberal acquaintance with it. It is a science in which the mind naturally runs to big-otry. 3. Grammar, the philosophy of language. To appreciate the characteristics of his own tongue, the teacher should know something of other tongues. 4. Where he does not possess such acquirements, he should study the subject of grammar in works other than text-books. 5. The advantages of a knowledge of algebra, even where the teacher does not have to teach it. 6. The value of a knowledge of geometry; of trigonometry and surveying. 7. Natural philosophy not generally taught in the district schools. Thus a reason why the teacher should have a special knowledge of the subject. 8. Some acquaintance with chemistry desirable.

"That the leading object of the study of English grammar is to teach the correct use of the English language is, in my opinion, an error, and one which is gradually becoming removed. * * One must be a reflective user of language, to amend even here and there a point by grammatical reasons. No one ever changed from a bad speaker to a good one by applying the rules of grammar to what he said."—*Professor Whitney.*

Fourth Week. 1. The teacher should well understand the subject of physiology. Practical instruction needed in this science. 2. Statistics of mortality. Dr. Woodworth's estimate. Horace Mann's comment on quackery. 3. Intellectual and moral philosophy, rhetoric and logic. How useful. 4. Book-keeping, common ignorance of the subject and of business usages, among teachers. The wide extent of its usefulness. 5. Federal and State constitutions. Special need of an acquaintance with the supreme law. 6. Drawing and its practical value to the teacher. 7. Music as a safety valve. Other reasons in its favor. 8. The habit of acquiring general knowledge. The temptation to which the teacher is liable, to limit his attainments to the branches he expects to teach. 9. Page's plan for the study of special subjects (a plan well adapted to a system of county and township institutes).

"I have seen teachers conducting lessons on the need of ventilation, the atmosphere of the recitation rooms being at the same time almost suffocating. I have seen teachers teaching from the book the care of the teeth, their own teeth being at the same time carious, discolored, neglected and offensive. Of what good is teaching without practice?"—*Remark of a Superintendent.*

HISTORY.

Third Month.—*Barnes' General History, pages 73-108.*

First Week.—The splendid maritime achievements of the Phœnicians—the pathfinders of the ancient world—are subjects of peculiar interest to the student. The voyages of these primitive navigators should be carefully traced upon a map or globe. 1. The influence of their commerce upon the world, in distributing the arts, sciences and customs of many nations, with

their material products, abroad over the earth. 2. The influence of this commerce upon public spirit at home. 3. Carthage, her rise and fall. Date of the former. (Virgil's account of Queen Dido, in the *Æneid*, is a gross and unpardonable anachronism.) 4. From what regions did the Phœnicians acquire, and to what regions did they carry art and culture? From whom was the first alphabet derived? 5. Native Arts, Astronomy, Mining, Pottery, Dyeing. 6. Religion. Baal, or Bel-Moloch. Astarte, or Ash-toreth. The influence of the Phœnician queen upon the kingdom of Israel. —(I Kings, xvi.)

Second Week.—The Jews. 1. Origin of the Jews. The sojourn in Egypt. The return to Palestine. 2. The Exodus. The date compared with that of the discovery of America. 3. The conquest of Canaan, as related in the book of Joshua. 4. The Jews under the Judges. (See the Book of Judges.) 5. King Saul. 6. King David. The new capital. The Psalms. 7. King Solomon. The great temple. The Proverbs, Canticles, and the Preacher. 8. The division. Israel and her captivity. Judah and her captivity. 9. The restoration of Judah. 10. Civilization. The Jewish commonwealth. Character of the Mosaic laws. Mitigations of Oriental cruelty.

NOTE.—Jerusalem consisted of three parts. 1. The old town of Salem (Gen. xiv. 18). 2. The hill to the south, wrested from the Jebusites by David (II Samuel v.), called by him Mt. Zion, and built up with splendor for the new capital. 3. Mt. Moriah, the hill to the eastward, added by Solomon as the site of his new temple (I Kings, vi). The old capital was Hebron, where Abraham was buried.

Third Week.—The third of the five great empires—the Persian. 1. Romantic story of Cyrus. 2. The fulfillment of prophesy in his career. 3. Cambyses and Egypt. 4. Darius I and the satraps. Susa, the Shushan of Scripture (Esther i. 2). 5. Oriental despotism. Oriental etiquette. 6. Persian literature. The Zend-Avesta. 7. Why the Greeks considered the Persians "barbarians," in spite of their luxuries. What elements of true civilization were wanting. 8. Peculiarities of Persian art. 9. Persian religions. The Magi. 10. Oriental status of women. 11. Persian army. (Perhaps the most entertaining portion of the history remains to be told, in connection with that of Greece. These accounts of Persian warfare will be of interest hereafter.)

Fourth Week.—The Hindoos. 1. Their relation to us, as Aryans of a common parentage. Physical differences resulting from the long separation. Other differences. The time of the migration. Reunion of the sundered branches in British India. 2. The system of caste. Have we lost it, or have they acquired it, since the separation? 3. The Sanskrit. Its literature, extent and quality. The Rig Veda. 4. The ancient religion of Brahminism. 5. Buddha, or Gautama, the great reformer. Driven from India, his religion takes root in other lands, and in China is degraded into a disgusting superstition. The character of Gautama.

NOTE.—It will be observed that the two great founders of religions other than the Christian, were nearly equally distant in time from the Savior.

Buddha was born over five centuries B. C., and Mahomet was born about 570 A. D.

SUNDAY READING. SUGGESTIVE.

First Sunday.—I Kings xviii, Ezek. xxvi-xxviii.

Second Sunday.—Selections from Exodus, Joshua, Samuel and Kings.

Third Sunday.—Isaiah xlv, 1-4 (a prophesy written more than a century before Cyrus was born).

Fourth Sunday.—Arnold's "Light of Asia." (This is published in cheap form, and is worth perusal.)

PHYSIOLOGY.

Third Month.

The work we are studying does not confine its hygienic teachings to the influences of alcoholic stimulants and narcotics upon the human system. The subject of digestion, the principal topic for the present month, is developed somewhat at length. All causes which impair digestion should be learned by pupils, as a most practical part of education.

It is fortunate that the evils mentioned are so clearly demonstrable, and that the subject is possessed of such interest as to engage the attention without effort.

First Week. 1. How cider is made; its fermentation. The proportion of alcohol in "hard" cider. 2. The danger in using "hard" cider. Good substitutes. 3. What is a real stimulant. Alcohol falsely called a stimulant. The experiment with a "health lift." The case of the Australian ship's crew. The regulations of Sir William Fairbairn. 4. Three effects of alcohol. 5. The two opposite processes always going on in the human body. 6. The organs of digestion.

Second Week. 1. The number, composition and growth of the teeth. 2. Things necessary to the proper care of the teeth. 3. The salivary glands and mastication. The reason for slow eating. 4. The influence of tobacco on the salivary glands. How tobacco causes dyspepsia. The thirst created by tobacco. 5. The act of swallowing. 6. The stomach. Its muscular action. Absorption commences in the stomach; the starch and sugar thus taken up. The action of the gastric juice, and the formation of chyme from the remaining foods. 7. The intestinal canal. The bile, the pancreatic juice and intestinal juice. The transformation to chyle. The work of the lacteals. 8. The special work of each of the juices used in digestion. 9. How often should we eat. The evil of irregularity in eating. Cheerfulness promotive of digestion.

Third Week. 1. Alcohol robs the stomach of its fluids, and causes sores. It prevents the absorption of tissue-making foods. Its effect on the gastric juice. 2. Dr. Munroe's experiment. An interesting table. 3. The case of St. Martin. 4. The effect of the nicotine of tobacco on the stomach; of opium and chloral. 5. The liver and its functions. The evils of a diseased

liver. 6. The effect of alcohol on the gall. The enlargement of the liver. An incurable disease. Blood poisoning from disease of the liver. 7. The terrible "Bright's disease" caused by the action of alcohol on the kidneys. 8. Water and alcohol contrasted.

Fourth Week. 1. Inspiration and expiration, with their accompaniments. 2. The bronchial tubes, the trachea and the larynx. The vocal cords. 3. The lungs. The cilia and their uses. The capillaries. The change in the blood effected in the lungs. 4. How we should breathe. The evil of cramping the lungs with tight clothing. How the weight of the clothing should be supported. 5. Diseases of the respiratory organs. How they may be generally avoided. 6. How unhealthful homes may be rendered healthful. 7. The necessity for ventilation. How it may be effected. 8. The effect of alcohol upon the lungs. Alcoholic consumption. 9. A very popular fallacy. 10. How alcohol affects the breathing. The importance of the diaphragm and the muscles which move the ribs in breathing.

THEORY AND PRACTICE OF TEACHING.

Third Month.

The subject before us is one of paramount importance to the candidate for the teacher's office. It should be thoroughly considered before the commencement of his work.

Prevailing opinions as to what constitutes true education are often absurdly erroneous. The educational literature of the day teems with discussions of the question. Ignorance or indifference on the part of the teacher as to the conclusions reached by the best thought is unpardonable. The subject of method is one of corresponding moment. The views of the author, as here given, are unexcelled for correctness and for clearness of statement.

First Week. 1. Without a definite idea as to what constitutes education, the teacher may accomplish but little good. 2. In other occupations of life the need of competent workers is recognized by society: Is the work of the teacher less difficult, less important, less needful, of natural and acquired qualifications? 3. Evils resulting from the indifference of communities and from the teacher's want of a correct idea of education. 4. Imparting knowledge does not constitute education. 5. The cultivation of the intellectual powers is not education, nor is it always a benefit. It may be a positive evil. 6. The first thing necessary is for the teacher to form a true ideal of human excellence—mental, moral and physical. 7. Next is the question: how is this ideal to be realized? The question requires time, study and meditation. 8. Authors to be consulted. (For some of those mentioned may be substituted Pestalozzi, Froebel, Payne, Spencer and others.) 9. The etymology of the word *education*. Education is inspiration and discipline. It is arousing the child's mind to think for itself.

"An educator is therefore a trainer, whose function it is to draw forth persistently, habitually and permanently, the powers of a child; and education is the process which he employs for this purpose."—*Joseph Payne*.

"Education is the development of the faculties, or germs of power, in man, and the training of them into harmonious action in obedience to the laws of reason and morality."—*Dr. Hewett.*

Brief Notes of Educational Authors.

I. JOHN MILTON.—(1608-74.)

From 1640 to 1660 the poet Milton was "carried out of art into politics, and out of poetry into prose." His pamphlets, written within this period, are inconceivably bold and powerful. He defended liberty against the crown, the prelates, the cannon laws. His diction was majestic, the force of his argument at times overwhelming. Among these noted prose writings was his "Tractate on Education." Despising precedent, and living in the revolutionary age, he condemns the whole system of schools and colleges of his time, as containing more of evil than of good, and proposes a new system of national education modeled chiefly after the schools of ancient Athens and Sparta. "Grand, noble, colossal, but at the same time (as our readers need hardly be cautioned) totally impracticable and Utopian, Milton's plan of education embraces like that of ancient Greeks, as may be collected from the half fabulous accounts of the antique philosophers and historians, the physical no less than the moral intellectual development of the human powers. The bodies of the English youths were to be trained in all kinds of corporal and gymnastic exercises, while their minds were to be occupied with the whole cycle of human knowledge, in which the arts, particularly music, were by no means to be neglected. The whole scheme reminds the reader of nothing so strongly as of the half burlesque description of the education of Pantagruel in the immortal romance of Rabelais."

In spite, however, of the fantastical character of the education proposed by Milton, his famous tract is replete with utterances of profound wisdom. It has exerted a vast influence for good, and continues to be recognized as an educational classic, and to be quoted in discussions of educational topics.

"I call, therefore, a complete, generous education, that which fits a man to perform justly, skillfully and magnanimously, all the offices, both public and private, of peace and of war."—*John Milton.*

II. JOHN LOCKE.—(1632-90.)

This celebrated English metaphysician commenced his great work, with the *Essay on the Human Understanding*, in 1670, and completed it after seventeen years of labor. By stating with luminous clearness the workings of the mind, he guards against errors in the search after truth. He turned the attention of teachers to nature as a true guide in educational matters. He was the avowed foe of all manner of scholasticism, and mysticism, and practically taught clearness of thought and the use of plain, simple forms of expression. His *Essay on Education*, a later work, contains, as Hallam says, more good sense on the subject than can be found in any preceding writer. He contemplates the education of the whole man—intellectual,

moral, physical. Useful and customary accomplishments as well as book-learning are required by his system. It is said that he overstates the influence of habit in molding character, and also that his idea of discipline is harsh and severe.

III. JEAN JACQUES ROUSSEAU.—(1712-78.)

A French writer of brilliant genius but of loose morals. He sent his own children at birth to the hospital for Foundlings. He published a famous work entitled *Emile*, setting forth his ideas of the education of youth. It contains much that is good, with much that is false and depraved. He was of course a mere theorist. He claimed to follow nature, and thus led others to a truer study of natural principles. The style of the work is very felicitous and captivating.

IV. JOHANN HEINRICH PESTALOZZI.—(1745-1827.)

A Swiss teacher, the greatest of modern educational reformers. He established in his country-seat at Neu Hof, in Aargau, an industrial school for the poor—the first ever founded. It failed. Following the French massacres in the canton of Nidwalden, he maintained in an old convent at Stanz a school for the starving and homeless victims of war. For a time he conducted a school in Burgdorf, and afterward established a famous institute of learning in the old castle of Yverdon, in the canton of Vaud. He wrote "Leonard and Gertrude" and some minor works. The Pestalozzian system is now in use in all the more advanced nations of the world. No other man has influenced primary education so much as Pestalozzi.

V. FRIEDRICH FROEBEL.—(1782-1852.)

A very noted German educator, the author of the kindergarten, a training-place for young children. It embraces the training from infancy—a development of both the physical and the mental powers in accordance with the order of nature. The materials used are called "gifts," and each successive gift is adapted to the development and needs of the child nature. The first kindergarten was established at Blankenburg, in 1840. Frobel was a disciple of Pestalozzi, having studied with him at Yverdon. The kindergarten system is now very popular in America and in several of the nations of Europe, and receives a large share of public attention.

VI. VICTOR COUSIN.—(1792-1867.)

One of the most notable French writers of this century, and one of the greatest of modern philosophers. He was made member of the French council of education on the formation of the Guizot ministry in 1830. Three years later, thirty-five thousand public primary schools were established in France. M. Cousin was subsequently director of the French National Normal school. His reports are of great value and interest. He reformed the elementary education of France, and reviewed philosophically

the educational system of other nations, with which he had become familiar by travel and observation as well as by a study of authorities.

VII. HORACE MANN.—(1796-1859.)

The most eminent of American educators. Distinguished also as a statesman and lawyer. Was secretary of the State Board of Education of Massachusetts from 1837 to 1848. During all this time he worked fifteen hours a day, conducting an immense correspondence, delivering addresses, holding institutes and conventions, and laboring in every way for the advancement of education in America. His educational reports are of the greatest value.

VIII. JOSEPH PAYNE.—(1808-76.)

An English teacher and educational author, was the first to hold a chair of the science and art of education in a reputable college of the English-speaking world, being elected to that position in the English College of Preceptors.

Was an earnest advocate of the systems of Pestalozzi and Froebel, and of the higher education of women. He was distinguished for his attainments in philology. He was the author of valuable lectures on the art of teaching.

IX. HERBERT SPENCER.—(1820—.)

An English essayist and critic of the highest rank. His "Psychology" appeared in 1855, and his "Education" in 1862. His fame rests chiefly upon the former work, but the latter has exerted a deep influence upon the people of England and America. He is regarded as one of the most eminent philosophers of his time.

Second Week. 1. Should the education of the mental, moral and physical powers be commenced simultaneously, or at different times? What is the teaching of nature on this question? 2. The life failures of many "good scholars." The success of many "poor scholars." Are these instances of freaks of nature, or are they the results of the education received? 3. Page's explanation of the facts. The peril of exciting the mind too much. 4. Aptness to teach. The teacher cannot be successful without it. Is it an instinct or an acquired power? 5. Too much, not too little assistance rendered to pupils the more common error. (Here is where Pestalozzi himself was at fault in his teaching). 6. The *Pouring-in* process described. The mind injured by unsuccessful efforts to retain.

"In fact, Dr. Blimber's establishment was a great hot-house, in which there was a forcing apparatus incessantly at work. All the boys blew before their time. Mental green peas were produced at Christmas, and intellectual asparagus all the year round. Mathematical gooseberries (very sour ones, too) were common at untimely seasons, and from more sprouts of bushes, under Dr. Blimber's cultivation. Every description of Greek and Latin vegetable was got off the driest twigs of boys, under the frostiest circumstances. Nature was of no consequence at all. No matter what a

young gentleman was intended to bear, Dr. Blimber made him bear to pattern, some how or other."—*Dickens*.

Third Week. 1. The *drawing-out* process described. (It must be remembered that this expression is often used in a different sense from that in which Page uses it hereto). The evils resulting from this kind of a drawing-out process. 2. Two things the teacher should not do when [appealed to for assistance. 3. The satisfaction of the pupil in mastering a difficult subject for himself. 4. How is the skill of the teacher best manifested? 5. Something more than the stated branches should be taught in the schools. The school age the most critical period of the pupil's life. Many things useful and necessary to be taught not given in the prescribed text-books.

"Questioning is not the best method of instruction, nor can it be safely adopted as the only method. Yet the method has a place, and may be useful; first, to direct the attention of the pupil to special topics or thoughts which have been omitted in the recitation; second, it is useful in conducting reviews and examinations."—*Hiram Orcutt*.

Fourth Week. 1. The uses of general exercises. They rest the body and mind. They afford the only opportunity for presenting many important subjects not in the line of required work. 2. The lesson on the ear of corn. 3. The lesson on seeds. 4. Other subjects for oral lessons. 5. The effect of such lessons on the pupils. 6. The effect on parents. 7. The effect on the teacher himself. 8. Things necessary to success in this work. The exercises should be short. They should be opportune. They should not be made a "hobby."

In many county schools there are small cabinets for simple apparatus and for collections of leaves, woods, rocks, fossils, arrow-heads, etc. These collections are used for object lessons. Thus valuable instruction is combined with recreation. Interesting collections of this kind, made by pupils, received marked attention at the educational exhibition at Madison.

HISTORY.

Fourth month—Barnes' General History, pages 109-135.

First Week—The Chinese. 1. Antiquity of the nation; Ching Wang and the Great Wall; ultimate triumph of the Tartars. 2. Isolation and its results; visit of Marco Polo. 3. Chinese literature. 4. The religions: Buddhism, Taoism; Confucius (Kong Fu Tse) a philosopher rather than a false prophet; his Silver Rule compared with the Golden Rule of the Savior.

Second Week—The Greeks. 1. The earliest seat of western civilization; difference between the western and the eastern civilizations. 2. Geographical features of Greece, and their influence on the Greeks. 3. The Greeks a *people* rather than a *nation*; their origin, bonds of union. 4. Legends; the Argonauts and the war of Troy. 5. The return of the Heraclidae compared with the return of the Israelites to Canaan. 6. Greek colonies. 7. Divisions of Greece.

Third Week—Athens and Sparta. 1. The kingdom of Sparta; Lycurgus and his laws; results of his system. 2. The republic of Athens; Draco and

his laws; Solon and his laws. 3. The tyrants or kings; triumph of democracy. 4. The first Persian expedition; its failure. 5. The second expedition; the defense of Greece; the battle of Marathon, which "saved the civilization of the world." (NOTE—Everything pertaining to this most important engagement should receive careful study.) 6. The effect of this battle [on Greece; on Athens; on Sparta; on Miltiades. 7. Themistocles and Aristides; the system of ostracism; its injustice.

Fourth Week.—The third Persian expedition. 1. Magnitude of the undertaking. 2. Sparta's first part in the war; Leonidas and Thermopylæ. 3. The Athenian victory at Salamis; the fleet of the wooden wall of the Athenians; the flight of Xerxes. 4. Final conflicts. 5. Results of the war.

PHYSIOLOGY.

Fourth Month.

First Week.—1. The blood. When it appears red. The nature and use of clots. 2. The arteries and the veins. Their connection through the capillaries. The portal vein an exception as a general rule. Its use. 3. The heart. Its septum, auricles and ventricles. How it acts. 4. The circuit of the blood. Its double function of distributing and collecting. 5. The passage from the arteries to the veins through the capillaries. 6. The change from impure to pure blood. 7. The valves and their uses.

Second Week.—1. The pulse. Its rate in youth and in manhood. 2. When the heart rests. 3. The labor performed by the heart. How it is estimated and described. 4. Severing of arteries and veins. What to do in case of such wounds. 5. The effect of alcohol on the blood. How the latter is thinned so that it will not readily clot. The shrinkage of the blood disks. 6. The effect of alcohol on the blood vessels. How the latter become distended and overloaded. 7. The effect of alcohol on the heart. Rapid and weak pulsations and shortened rest. 8. The effect of tobacco on the heart. The "tobacco heart." (It need hardly be remarked that this is always attended with great and immediate danger to life.)

Third Week.—1. The skin and its layers. The mucous membrane. 2. Characteristics of the cutis. The papillæ and their use. 3. The cuticle and its characteristics. 4. The parts of the skin. Perspiration. Its necessity. The gilded boy at St. Peters. 5. The sebaceous glands. "Worms." 6. How the different complexions are caused. Freckles. The hair and nails, appendages of the skin. 7. The necessity for bathing. The best time for bathing. How frequent should be the baths. The need of soap. 8. How diseases may be contracted through the skin. A soldier's trick. Lead poisoning. Mischievous toilet articles. 9. The necessity for sunlight.

Fourth Week.—1. The normal temperature of the human body. Its approximate uniformity in all healthful conditions. The danger of abnormal extreme heat. The loss of heat. 2. The various sources of animal heat. 3. Characteristics of suitable clothing. Right use and disposition of underclothing. 5. The nature of "colds." How they may be guarded against. 6. Alcohol and animal heat. Why the drinker thinks he is

warmer, after a draught has been taken. Why he is really cooler. 7. The experience of Arctic explorers. 8. Alcohol does not afford protection against heat.

THEORY AND PRACTICE.

Fourth Month.—Pages 103-138

In the work of this month the manner of conducting recitations and the means to be used in awakening interest are discussed. Much that is stated will be in the nature of a surprise to the teacher, since the author strongly objects to the use of means which teachers very generally employ without hesitation or question. In the words of Socrates, it is *making the worse appear the better reason*, against which Page enters protest. It will be well to weigh carefully his arguments, and to remember that he records the results of personal experience and careful observation.

First Week.—1. A difference observable in writers, speakers and teachers,—a corresponding difference in schools. 2. What constitutes the accomplished teacher. 3. The natural gift of ability to interest and instruct,—can this faculty be acquired? 4. The teacher should recall the operations of his own mind in childhood. 5. The importance of ascertaining the natural order. 6. Reasons why a mastery of the subjects is necessary to the teacher. 7. The necessity for a special preparation for each recitation. The teacher's "common-place book." 8. Fluency and correctness of speech necessary to the teacher. Examples of misused words.

"It is said, one loses this enthusiasm after a while. Then he ought to stop teaching. If he cannot grow enthusiastic presenting the plainest rules of arithmetic and Latin for the fiftieth time to a *new mind*, he is unfit for his work, and should spend his strength on stone or clay, which can only yield to force, but never take form at the mere glow of enthusiasm in the worker."—*President Chadbourne.*

Second Week.—1. The importance of the teacher's manner, tone, attitude, animation—in its influence upon the class. 2. The attention of the pupils must be secured and held. 3. The recitation erroneously considered by pupils the object of study. The evil results of this idea. How they may be prevented. 4. The frequency of the use of unintelligible words in explanations by the teacher. What is the result of this? 5. It is as easy to have good lessons as to have poor lessons. Promptness and accuracy in recitations. 6. The evils of recitations in concert. Are such recitations ever useful? 7. Individuality in method.

"When poor Paul had spelt out (book) number two, he found he had no idea of number one; fragments whereof afterwards obtruded themselves into number three, which slid into number four, which grafted itself on to number two. So that whether twenty Romuluses made a Remus, or *hic hæc hoc* was Troy weight, or a verb always agreed with an ancient Briton, or three times four was Taurus, a bull, were open questions with him.

"Oh, Dombey, Dombey!" said Miss Blimber, 'this is shocking!' 'If you

please,' said Paul, 'I think if I might sometimes talk a little to old Glubb, I should be able to do better?'—*Dickens*.

Third Week.—1. Motives to be employed in exciting interest in study. An artificial stimulus harmful. The higher principles to be aroused. The greater ease of securing a temporary interest by appealing to lower considerations. 2. The long controversy as to the wisdom of appealing to a spirit of emulation. The controversy turns somewhat upon the meaning of the word. 3. The emulation of which St. Paul speaks, is unquestionably right. 4. The emulation of which St. Paul gives warning. 5. Since a wrong or questionable spirit of emulation does exist in the character of pupils, and will be found to characterize the world with which they will mingle in after life, should the teacher attempt to utilize it for good in the school-room? 6. Page's view. This spirit should *not* be encouraged. It is not even expedient to encourage it. The evil of "head-marks."

"The judicious exercise of approbation is of the first importance in promoting obedience, and in cultivating in the bosom of the child affectionate and cheerful feelings. Let your smiles animate his heart and cheer him on in duty."—*J. S. C. Abbott*.

Fourth Week.—1. The question of prizes. Page's experience and conclusions. 2. Prize seeking, a lower and less worthy motive. 3. The danger of an ungenerous rivalry. 4. It is inexpedient for the same reason that a system of "head-marks" is inexpedient. 5. Prize scholars and "honor men" not usually the most distinguished in after life. 6. The liability to injustice in making the award. 7. Pupils are not all upon an equal footing as to facilities for work. 8. Improper means often used to secure the prize. 9. Success not always a true criterion of merit. 10. The reaction when the stimulus is withdrawn.

"The marking of class recitations does not determine the ability of the man in future life. The brilliant scholar who has spent his time in comparative idleness, and looked with contempt upon the laborious student who stumbles in recitation, has often been compelled to step aside and see his less scholarly but more industrious companion come up to occupy positions which he (the former) could not fill. Good scholarship is desirable, but it sometimes happens that the brilliant scholar is sadly deficient in those manly qualities which are the only guarantee of success in life—common sense, untiring industry, energy and perseverance. Treat the dull scholar with stimulants, the timid with encouragement, the self-sufficient with hard questions and severity; task the apt scholar, and give him but little assistance."—*Hiram Orcutt*.

Fifth Month.—*Barnes' General History*, pages 135-153.

First Week.—1. The career of Cimon. 2. Periclese, and the triumph of democracy. Modes of educating the populace. 3. Athenian civilization and culture. 4. How an inland city was made a seaport. 5. Exhibitions of Athenian sport.

Second Week.—1. The real cause of the great war between the Greek

States. The occasion of the war. 2. How the States were arranged in the two great parties in the conflict. 3. The conduct of the war. The terrible siege of Athens. 4. The perfidy of Pausanias. The heroic defense of Platea, and the destruction of the city. 5. The scheme of Alcibiades. His traitorous conduct after his deposition. The fate of the expedition. His recall of the fickle Athenians, and his second deposition. 6. The fall of Athens. 7. Her continued supremacy in literature and art. The thirty tyrants, and the re-establishment of democracy.

Third Week.—1. The third Persian war. How Greece became involved. 2. How victory was turned into defeat. 3. The retreat under Xenophon. Its remarkable character. 4. A fifth war with Persia. Greeks again the aggressors. 5. Persian gold triumphs. Decline of Sparta. 6. The Washington of Greece—Epaminondas. Leuctra and Maninea. The fall of Thebes. The Theban phalanx.

Fourth Week.—1. In what respect was Macedon to be considered a Greek State? 2. Philip's ambition to be recognized as a Greek. His success. He craftily insinuates himself into Greek affairs. 3. The opposition of Demosthenes. 4. The Macedonian phalanx. 5. Anecdotes illustrating the character of Philip. His death. 6. Alexander. The destruction of Thebes. 7. The conquest of Persia. The conquest of Egypt, and the new city on the Mediterranean. The advance into India. 8. Alexander's death. 9. His plans. His influence on the history of the world. 10. In what respects was Alexander's empire a Greek empire? 11. Did Alexander really conquer the world, as legend states?

NOTE.—It is not generally spoken of as the Greek empire, since that term is used to designate the eastern division of the Roman empire of centuries later.

PHYSIOLOGY.

Fifth Month.

First Week. 1. The mortality of drinking men, as exemplified by the statistics of the plague at New Orleans. 2. Life insurance table of probabilities. The "expectations" of men of various ages who are abstainers, contrasted with those men who are not. 3. Hereditary transmission of mental, moral and physical characteristics. The transmission of the alcoholic appetite and the desire for tobacco and opium. 4. As a people we inherit an appetite for stimulants and narcotics. The reason why our ancestors did not suffer from their indulgence as we of a latter generation suffer. 5. The danger and the responsibility which our inheritance brings.

Second Week. 1. The nervous system of animals. Various grades in the scale of sentience and intelligence. 2. Nerve centers. The origin and transmission of nerve force. 3. The coverings of the brain. The cerebrum. Its appearance and functions. 4. The cerebellum. The tree of life. The functions of the cerebellum. 5. The "vital knot." Why it is "vital." The spinal cord. 6. The spinal nerves. Why each tube must

proceed without ramification, and preserve its identity. 7. Fibers of feeling and fibers of motion. How the nerves work. 8. How we know there are two sets of fibers connected with the brain center. What is paralysis?

Third Week. 1. The cranial nerves. Killing the nerve of a tooth. 2. The functions of the brain. How one may be strengthened in doing right, or confirmed in wrong doing. Who suffer most from the deadening of the brain power by alcohol. 3. Ways in which the brain may be injured. A sign of approaching insanity. 4. The amount of blood required by the brain. Apoplexy. 5. Alcohol enlarges the blood vessels of the brain, robs the organ of its moisture, and paralyzes its action. 6. Why the drinker does not perceive at once the danger done to the stomach and brain. Why the disposition of the intoxicated man is so different from that of the same man when sober. 7. The phenomena of "dead drunkenness." 8. The necessity for sleep. How alcohol deprives the brain of its rest. How it facilitates the contraction of nearly all forms of disease. No evil results from suddenly ceasing to use alcoholic liquors. 9. The effect of tobacco on the brain and nerves. The experience of athletes and rowers. 10. Legal precautions of various countries relating to its use.

Fourth Week. 1. The opium habit the most dangerous of all. Its effects. The danger of chloral. 2. The nerves of taste, and their connection. 3. The nerves of smell. 4. The structure of the internal ear. Injuries to the organ. The effect of tobacco on the ear. 5. The structure of the eye. The function of the iris. Care of the eyes at school and at home. The effect of tobacco on the eyes.

PAGES' THEORY AND PRACTICE.—139-215.

Fifth Month.

If the motives discussed in the work of the last month are less worthy, the higher incentives are not wanting in the nature of children, nor are they less potent in their influence when called out.

Since it is in the government that most teachers fail, it is highly essential that the conditions and qualities of good government be well understood, and especially that the teacher should know the legal and moral status of his authority. Here, it is true, is debatable ground. Yet while the field is not wholly free from controversy, the main points are well established by clear and forcible arguments.

First Week. (a). 1. The love of approbation of parents and friends a proper motive. 2. The desire to advance. 3. The desire to be useful. 4. The desire to do right. 5. The marvelous acquisitions of the first three years of life. The cause of this amazing progress. 6. Observations concerning children, the deaf and dumb and the blind. 7. The delight in acquisition is a natural incentive. 8. The superiority of natural to artificial stimulation in the pupil's work. 9. This incentive destroyed by surfeiting.

(b) 1. Self-government the first requisite of a teacher in governing a school. 2. The exhibition of anger by a teacher. 3. Extremes of levity and morose-

ness. 4. Pupils marked by physical or mental defects must not be the subjects of cutting remarks. 5. A teacher must not doubt his own ability to govern. Bravery and self-confidence in the right. 6. The only object of government. 7. The teacher must not govern according to his feelings but with uniformity. 8. School government must be equal and impartial. 9. Elements of character which a teacher may use in governing. 10. The evils of vacillation. 11. Conscientiousness essential to good government.

"Hartsook's first day in school was hurried and unsatisfactory. He was not master of himself, and consequently was not master of anybody else. When evening came there were symptoms of insubordination through the whole school. Poor Ralph was sick at heart. Half that night the young man lay awake. At last comfort came to him. A reminiscence of the death of the raccoon flashed on him like a vision. He remembered Bud's certificate that 'Ef Bull once takes a holt, heaven and yarth can't make him let go.' He thought that what Flat Creek needed was a bull dog. He would be a bull dog, quiet but invincible. He would take hold in such a way that nothing should make him let go, and then he went to sleep."—*Edward Eggleston.*

Second Week. (a). 1. A teacher's frankness and freedom from assumption disarms resistance on the part of the pupil. 2. Courtesy mingled with firmness. 3. The evils which result from a suspicious spirit. Dr. Franklin's rule. 4. The school must be kept employed. How this may be accomplished. A stated time for the study of each lesson. 5. The evil of numerous rules. A comprehensive rule. 6. The evil of announcing penalties in advance. 7. Want of interest a frequent cause of disorder. Variety in the work. 8. The value of vocal music in a school.

"Children are very much creatures of sympathy. They form their characters from those around them. And we must cherish in our own bosoms those virtues we would foster in theirs. If we would give them calm, gentle and friendly feelings we must first show them by our example how valuable those feelings are."—*J. S. C. Abbott.*

(b) 1. Acquaintance with the parents of the pupils an aid to government. 2. Page's system of credits. The evils of "black marks." An estimate of the value of a register. 3. Government is a means rather than an end. 4. The mistake of too much government. Who govern best. 5. Can a school be kept too quiet? 6. Many schools can be governed without resort to fear or force.

Third Week.—(a) 1. A definition of punishment; two essentials of punishment; the importance of the motive in punishing. 2. The authority to punish; the legal status of the teacher; *in loco parentis*. 3. The argument against punishment; the argument in its favor. 4. Two general classes of punishments. Is it consistent to favor the first class and not the second? 5. Improper punishments; indignities. 6. Scolding; the use of slang and low wit. 7. Cruel punishments. 8. Ridicule; objections to its use. "In reality it will be found that any valid arguments against corporeal punishments are valid against all punishments. To punish is to inflict pain—an operation from which every right-feeling person shrinks, but an operation

which should never be abolished until the offenses cease which make punishment proper. Proper punishment is not cruelty; taking far-reaching consequences into account, it may be the bitterest cruelty to withhold it."—*Dr. Hewett.*

(b) 1. The subject of corporeal punishment a debatable field. 2. Extremists *pro* and *con*. 3. What is agreed upon by all at the outset. 4. Great dissimilarity in the home training of children, as well as in temperament and disposition. 5. Two implied propositions which Horace Mann does not admit. 6. What *may be* in the future, still liable to exceptions. 7. Divisions in the community, and their influence on the school. 8. The effect of failure on the teacher's reputation and on the school. 9. Corporeal punishments sometimes a duty as well as a right.

"In the absence of statutory enactments, the authorities upon the right of a teacher to inflict reasonable chastisement upon a pupil are not numerous, but they are sufficient to prove its existence. The law is well settled that the teacher has the right to exact from his pupils obedience to his lawful and reasonable commands, and to punish disobedience with kindness, prudence and propriety. *State v. Mizner*, 45 Iowa, 248; *Danenhaffer v. State*, 69 Ind., 295; S. C., 35 Am. Rep., 216."—*Circular of Information No. 4, 1883, of Bureau of Education*, to which the teacher is referred.

Fourth week (a). 1. The necessity for a resort to corporal punishment sometimes exists in the teacher himself. Proof of this. 2. The difference in degree of difficulty between establishing and maintaining authority. 3. The discretion of silence on the part of the teacher as to his intentions. Holding that he has no power to punish diminishes the probability of success. Little of good comes from threatening to punish. 4. Solitary confinement as a substitute for the infliction of bodily pain. Objections to this form. 5. Expulsion and its results. Horace Mann's views on the subject. 6. The conclusion of the argument. The abuse of corporal punishment.

"The view which sees in the rod the panacea for all the teacher's embarrassments is censurable; but equally undesirable is the false sentimentality which assumes that the dignity of humanity is affected by a blow given to a child."—*Dr. Rosenkrantz.*

(b) 1. The disposition of the pupil to be considered, and the infliction of bodily pain to be the last resort. 2. Self possession and freedom from anger of the utmost importance to the teacher. 3. Should corporal punishment be inflicted in the presence of the school? Reasons why it should. 4. The good results of a delay of punishment. 5. How corporal punishment should not be administered. 6. Punishment should be effectual, and should be administered neither for trifling causes nor in a trifling manner. 7. Pupils should not become familiar with scenes of punishment or with the sight of the instrument used. 8. Conclusions on the subject of corporal punishment should not be drawn hastily or without the knowledge of experience. 9. Sweeping statements of theory should be avoided. Opposing resolutions that leave no middle ground. 10. The main reliance of the teacher should not be upon appeals to fear and force. What means are best employed. 11. When is the minimum of punishment the maximum of excellence?

"Don't believe he'll do," was Mr. Pete Jones' comment to Mr. Means. "Don't thrash enough. Boys won't larn 'less you thrash 'em, says I. Leastways mine won't. Lay it on good, is what I says to a master. Lay it on good. Don't do no harm. Lickin' and larnin goes together. No lickin' no larnin, says I. Lickin' and larnin, lickin' and larnin is the good ole way."—*Edward Eggleston.*

HISTORY.

Sixth month—Barnes' General History, pages 153-177.

First Week. It was the mission of Alexander to diffuse the Greek language and civilization over the earth. Calling himself a Greek, he gathered about him Greek generals, philosophers, artisans and authors. His empire was of short duration. From its ruins four Greek kingdoms immediately sprang into existence. Of these the most interesting in its history is Egypt—not the Egypt of Abraham and the Pharaohs and Joseph, but the Egypt of the Ptolemys and Cleopatra and Mark Antony and Julius Caesar.

1. Ptolemy and his wise policy. The new elements of the population. The predominant speech. 2. The new city. The Pharos. The mausoleum. The original Suez Canal. 3. The Alexandrine Library. The great work of the seventy Jewish doctors. (This book alone cost the king \$2,500,000.) The vast number of the volumes. 4. The great school. Its museum. Its gardens. The numbers in attendance. In what respect was it the greatest school in the history of the world? The famous names connected with it. Its influence on the world's measurement of time. Its influence on science. Its later influence on religion. 5. The end of the Ptolemy line, after nearly three centuries of rule. The romantic story of Cleopatra. Egypt swallowed up in the Roman Empire. 6. The Greek kingdom of Thrace and Asia Minor. Its short duration and its annexation to the kingdom of the East. 7. The Greek kingdom of the East. New cities founded. The Syrian Antioch. Pergamos, and the English word derived from its name. Their absorption by the Roman dominion. The one kingdom which was not conquered by the Romans. 8. Pontus and its surrender to the Romans. The kingdom of Macedon and Greece. The incursion of the Barbarians, and their expulsion to Galatia. The Achaean and Aetolian Leagues. "All roads lead to Rome." The history of this kingdom ends as end those of the others. 9. Greece as a Roman province. As it is to-day, so was it in the time of Horace and Cicero—a land of departed greatness, of sentiment, of song and story.

Sunday Readings—The prophecy concerning Alexander (the "King of Grecia") and the four Greek kingdoms—Daniel viii, xi, 3.

Second week.—If it be an instructive study to analyze the civilization of any nation or race, especially is this the case with Grecian civilization. Though Gibbon may have overestimated the influence of that civilization upon the development of our own, it is yet difficult to comprehend the extent of our indebtedness to early Greece.

1. The fabled celestial descent of the Athenians. Their social orders.

The dignity of Athenian manhood. 2. The employments deemed honorable. Those deemed degrading. The examples of Solon, Aristotle and Plato. 3. The three classes of the population of Sparta. 4. Difference between the literature of the Greeks and those of other ancient peoples. The Greek literature not a *dead* literature even at this day. 5. The dawn of epic poetry. The rhapsodists, their lyre and odes. The joining of many odes to form an extended poem. 6. Homer. Traditions concerning him. Doubts concerning his existence. The theory of the doubters. The work of Dr. Schliemann. (Mrs Schliemann recently arrayed herself for a portrait in the veritable jewels of Helen of Troy, as Dr. Schliemann believes them to be.) Antiquity of the poem. How was it preserved until the invention of writing? 7. The story of the Iliad. Characteristics of the poem. Alexander's fondness for the poem (page 151). The Odyssey. 8. The poems of Hesiod. The martial songs of Tyrtanes, and the fulfillment of the oracle's prophecy. Archilochus. 9. The Tenth Muse (the story of Sappho's suicide by leaping from the Lady's Cape—the Leucadian Promontory—is not now believed). Alcaeus, her lover, rendered familiar in our day by the translation of his best poem by Sir William Jones. 10. Anacreon. His odes (translated into elegant English verse by Tom Moore). Simonides and the Epigram. 11. Pindar and his odes. Respect paid him on the destruction of Thebes.

Third week. 1. The origin of the drama. It must be remembered that the modern drama had an entirely separate origin, and is not modeled after the classic drama at all, as modern epics are modeled after classic epics. Bacchanalian revels. The poets crown. 2. The character of the classic drama. Prologue, epilogue and chorus. 3. The Tragic Trio of the Golden Age. 4. Eschylus. Prometheus Bound. The story of Prometheus (Read Willis's Parrhasius). 5. The Attic Bee. The character of his works. King Oedipus. (The reader is recommended to study carefully the story of Oedipus, and to read a translation of the drama. It is often called the greatest of classic tragedies. I incline to the opinion expressed at Oxford, that Philoctetes, the "Classic Crusoe," is "the masterpiece of the Athenian stage." It will well repay the reader to peruse the Philoctetes. If these tragedies are not accessible, he will find in Milton's Samson Agonistes a faithful representation of Greek tragedy.) The Science Philosopher. His characters. His advanced thought. 7. Comedy. Aristophanes and his historic personages, Menander and his representative but fictitious characters.

Fourth week. The Father of History. His life; His travels; His subjects. 2. Thucydides. His great work; His style contrasted with that of Herodotus. 3. Xenophon. The Anabasis. The earliest conversational memoirs. 4. Demosthenes. His Oration upon the Crown. 5. The Seven Sages. 6. The Academy. Plato's philosophy. 7. The Lyceum, Aristotle and the Peripatetic school. Aristotle's philosophy. 8. The Epicureans (Acts xvii 18). The Stoics and the Painted Porch. Zeno and his philosophy. Diogenes and the Cynics.

PAGES' THEORY AND PRACTICE.

Sixth Month.

Under the head of school arrangements our author now discusses a variety of topics relative to school administration. There is a world of wisdom, not to say a Yankee-like shrewdness, in his suggestions. Nothing is small, nothing is of little moment, if it can conduce to success. Every statement tells its story of the actual experience of the writer.

The recess has been, of late, a topic of earnest discussion in all the larger gatherings of educators. So also has the examination. These matters continue to receive a large share of attention in the educational world, and not unfrequently are the themes of spirited canvass in school elections and appointments. Their discussion in the pages before us is as opportune as though the work were written but yesterday.

First week (a).—1. The opening of school a critical moment for the teacher. Plans should be made beforehand. The result of want of forethought. 2. The teacher should become acquainted with the district in advance, in order to consult with the officers and to meet the parents. 3. Cautions to be observed in visitation. Things not to be encouraged. Whom he should not neglect to visit? 4. Valuable suggestions of Abbott as to the first interview with pupils in the school. 5. The evils of working without a plan. 6. A scheme of recitations and study. (In this, Page seems to anticipate the very important matter of "grading" the district schools—a work now happily accomplished in many States.)

For suggestions concerning the first day's work, for a discussion of plans of organization and of various means of improvement in the work of country schools, as well as for much other valuable information, the teacher is referred to circular of information No. 6, 1884, of the Bureau of Education.

(b).—1. The necessity of punctuality. 2. In the scheme of study, one branch may be omitted, to be studied at home. 3. Instruction in drawing. Methods. A suggestion as to original teaching. 4. Alteration of studies as a remedy against too short recitations. 5. Changes of plan should be made slowly and carefully. 6. Arrangements for reviews and for oratorical exercises. 7. Interruptions, and how they may be anticipated and avoided.

"No person not familiar with the practice can have any idea of the extraordinary rapidity with which children learn to draw and design, when they are confined to simple outline patterns for decorative work, under the stimulus of invention. It is because there is no shading or "effects" or "picturesque," mingled with their drawing to bewilder their brains, that they advance so quickly. As a rule, with very rare exceptions, or in my experience with almost none, the child from twelve to fourteen years of age, who can draw a clean, light, free-hand line, can be taught in a few weeks—at the utmost in a few months—to design beautiful, original patterns."—Charles G. Leland.

Second Week.—(a) 1. How frequent should be the recesses? 2. What should be their duration? How may the time be employed advantageously

by the teacher? 3. The middle of the session is not the proper time for recess. The best time, and reasons for the choice. 4. Is it advisable that all pupils leave the room? 5. More frequent rests or recesses for the younger pupils. 6. The effects of a poorly learned lesson. 7. Slow progress at first better than attempts to secure too much. 8. A careful and judicious assignment of work necessary. 9. The uses of reviews; periodic and general reviews.

"If there is anything in the moral argument against recess, it holds with stronger force against association at noon, and in coming and going to and from school. But, it may be inquired, ought this limited association to be prevented? Is not the school valuable in this very feature that it brings together young people under such limitations and restraints as to permit and encourage reaction against evil influences? * * * But even were the influence of the recess an immoral and dangerous one, still there would be no choice in the matter, for the physiological reasons for its existence are imperative and final."—*Dr. Wm. T. Harris.*

(b) 1. The good results of public examinations; are they overbalanced by attendant evils? 2. They are not criteria of faithfulness nor success of teachers. How the public may be misled by them. 3. They do not indicate accurately the proficiency of pupils; a proof of this. 4. They present great temptations to dishonesty. 5. Examinations of a proper kind are desirable and useful. What is the true object of examinations. 6. Things that are essential to the honesty of examinations. 7. Page would reform the examinations and restrict them to their true purpose, rather than discard them altogether. 8. They should not be used as a temporary stimulant; to give prominence to a lesser motive is to obscure the greater.

"That the importance commonly attached to examinations is a mistake is a conviction slowly making itself felt among a large number of teachers. That they are not, and cannot be to any great extent, a means of estimating mind growth, is clear; and certainly the formation of right habits of thinking and acting is not the least result for which the teacher labors. On the other hand, the diverse tendencies of individual minds, faulty recitation work, the relatively small amount of written work done in our schools, the periodicity of examinations where such practice exists, and faulty questioning—one and all—are active agents in lessening the value commonly ascribed to examinations as measures of intellectual attainments; and to determine either the class standing or the promotion by them alone, is certainly an injustice to pupils."—*Margaret Lawrence.*

Third Week.—The concluding chapters of the book are directed to the teacher himself; his intercourse with others; his probable failings; his needs; his rewards. It is an elder brother who speaks. It is the voice of one who has made the work his own. How welcome is the experience of such to those who are entering upon their labors. How many false steps are saved by those whose feet are guided by the lamp of experience.

(a) 1. Important qualifications of ministers and teachers, which are apt to be overlooked. 2. Etiquette should not stand in the way of intercourse with parents. 3. Inquiry as to the plans and purposes of the teacher should

not be discouraged, but rather invited. 4. Parents should be encouraged to visit the school. A danger to be avoided. 5. Disingenuousness in reporting progress and conduct of pupils is impolitic as well as wrong. 6. A didactic manner toward the community an infirmity incident to teachers. 7. "Out-door work," so frequently despised, really of great value in enhancing success.

"Teachers can easily interest their pupils in adorning the school grounds. With proper arrangement as to the selection and procuring of trees, vines or shrubs, Arbor Day may accomplish wonders. Many hands will make work merry, as well as light. Such a holiday will be an attractive occasion of social enjoyment and improvement. The parents should be persuaded to approve and patronize the plan. It tends to fraternize the people of a district when they thus meet on common grounds and young and old work together for a common object, where all differences of rank, or sect, or party, are forgotten."—*Dr. Northrup.*

(b) 1. The teacher's work renders him peculiarly liable to ill-health and depression of spirits. 2. This liability may be resisted, if anticipated and properly met. 3. Precautions hitherto unnecessary become imperative when the teacher enters upon his work. 4. The needs of exercise. The case of Hitchcock. Walking, driving, rowing. 5. Early rising. Air and light. Bathing. Sleep. 6. Proper food. Time of eating. Drink. 7. The importance of dress. The golden rule of health. Cheerfulness an attendant of health. The oppression of loneliness to be avoided. 8. Music and its influence. 9. A special caution.

Fourth Week. (a) 1. A peculiarity of the teacher's profession. Two great evils which strengthen each other. 2. The desire of philanthropists to elevate the profession. Means proposed to this end. Division of sentiment in Page's time. 3. A mutual evil. The improvement of work and wages must progress together. 4. The teacher's duty to the profession. 5. Self-improvement especially the duty of the teacher. 6. Why the first school is the best, in the case of many teachers. The peculiar temptation to neglect of personal improvement. 7. The cares of school should be dismissed with the school. A judicious division of time. 8. Improvement brings its own reward.

"The remarkable success of the Chautauqua course of home reading and study has encouraged effort in the direction of special courses of reading adapted to the peculiar needs of the teacher. While this home study never can be to the individual what personal contact with the live teacher is, still much useful knowledge and inspiration as well, may come through carefully selected reading. * * * It need not be replied that some teachers have neither money nor leisure to pursue a course of reading which shall the better fit them for their work. It must be as it has ever been, that present sacrifice must be made for future good. There ought to be years of preparation in the hope of doing better work and of receiving better compensation. All over the world, notably in our own country, there is an intellectual awakening. People are thinking, investigating, getting abreast

of the age. Teachers must not be left behind. The times demand broader culture, more exact training, and a higher manliness."—*Emma M. McRea*.

(b) 1. The value of a course of professional reading. 2. The value of a journal. 3. Teachers should aid one another. Visitation of other schools. Monthly meetings of the teachers of a town (township). The township institute anticipated. 4. Teachers as contributors to the press. 5. Errors in the way of institutes. The social advantage of institutes. Professional advantages. 6. A caution relative to institutes. The extraordinary not to be sought after. 7. Individuality should not be destroyed by servile copying.

At a recent meeting of the Reading Circle Board a committee was appointed to recommend such changes or modifications as they deemed necessary. The committee recommend for the second year the following course of reading:

- I. In history.—The latter half of medieval history and modern history.
- II. In literature.—English literature.
- III. In science.—1. That Watts be transferred to first half of second year. 2. Some work in political and social science.
- IV. Some work on professional history or literature.
- V. That as history is the main or central study for the first year, especial emphasis shall be given in the second year to the works in science.

Approved.

The committee on history was ordered to decide and report this question: "Shall we have a work for the second year's reading on the history of education, or one on professional literature?"

NOTES.

(a.) The year's reading is ten months, from September to July. The first half is from September to February; the second half from February to July.

(b.) The first half of the first year's reading is Barnes' General History to page 202, completing Grecian history; complete Page's Theory and Practice of Teaching, and the Hygiene for Young People.

(c.) The second half of the first year's reading is Barnes' General History from pages 202 to 312, completing Roman history; complete Belfour Stewart's Physics and Richardson's American Literature Primer.

(d.) The compiling of the amount of reading required shows the following as a year's work: In history, 312 pages, or eight pages a week. In literature, about 600 pages, or fifteen pages a week. In science, about 300 pages, or eight pages a week.

SUMMARY.

First year's reading, 1,200 pages.
One month's reading, 120 pages.
One week's reading, 30 pages.
One day's reading, 5 pages.

(e.) Suggestive readings in literature: 1. Holmes' Grandmother's Stories and other poems. 2. Hawthorne's True Stories, I, II, III. 3. Hawthorne's Biographical Sketches. 4. Studies in Longfellow.

The great majority of the county superintendents of Iowa are heartily committed to the success of the reading circle movement. Many of them have taken charge of the work, each for his own county, and the teachers in large numbers have already signified their approbation of it by joining the local organizations which have been formed in more than half the counties of the State.

It is hoped that a powerful influence for good will thus be exerted not only upon the profession but upon the people of our State.

INDUSTRIAL EDUCATION.

In the report of two years ago we referred briefly to this subject. Inasmuch as our remarks then related to the proposition to teach manual industry in our public schools, we are led by the importance of the subject as seen in its constant and growing agitation, to submit here a more general discussion of the various plans proposed by which industrial training is to be accomplished. The brevity of the reference of two years ago made it impossible to state clearly our views, and on this account, probably, the impression has quite generally gone out that we are not at all in sympathy with the demand that education shall do more than is now being done, or attempted, to prepare young people for the departments of industry in which they are to spend their lives.

Nothing could be farther from the truth. Our personal sympathies as well as much of our life experience, are with the "hewers of wood and the drawers of water," and we desire to do our utmost to make their burdens less heavy, their work less arduous, and their life more prosperous. But if we seek to do this through the agency of our schools we are at once confronted by many stubborn problems upon the correct solution of which our success will depend. The importance and the necessity of the early training of the physical as well as the intellectual man, is fully recognized, and it is the plain and imperative duty of the State to devise some means by which

these two phases of education may be simultaneously carried on. Whatever the plan of accomplishing this may be, it must not only leave the common school intact but it must supplement and strengthen it, in its proper and legitimate work of improving the mental and spiritual nature of the child. It will, no doubt, be necessary to modify our present methods, and in some respects to curtail the work now being done in the common schools, so as to permit of a close connection and co-operation with such schools or workshops as may be established for teaching the elements of mechanics. This can be done without difficulty, and will be done so soon as the additional and necessary facilities are provided.

It is believed that the public mind is prepared for the change, and it should come without unnecessary delay. Nothing is more clearly settled than the fact that we are failing to cover the whole field of proper, necessary and legitimate education.

We are addressing ourselves to but one phase of education to the almost total neglect of the other, which is perhaps of equal importance; the aim of education is to-day, and has been in the past, to improve and enlarge the understanding. We are seeking to do this through the eye, the ear and the hand. No doubt we are depending too largely upon the eye and the ear to the neglect of hand culture. In the primary, intermediate and grammar grades of our schools this is unquestionably true. If our aim be only to develop the understanding, one of the most powerful aids will be found by bringing the hands of the pupil into actual contact with objects. Simple handling, however, will not suffice. The hand must be taught to give shape and form to the object in order to contribute most largely to the development of the understanding. In other words construction is essential to manual training. Object lessons, once so popular, failed simply because of the fact that while teaching, they did not train. It is, however, as a means of expression that manual training is seen to be of transcendent importance. A high state of development of the understanding is a great blessing to the race, but in the skillful expression of it is to be found almost every source of revenue. A man may understand the principles of mechanism involved in the construction of a wagon—he may have a mental picture of each of its separate parts, and a knowledge of their several relations—and such knowledge is of the highest order, but if he has not been so trained that he can make a wagon, it will be difficult for him so to use that particular knowledge as to contribute to his own imme-

diately necessities, much less will he be able to aid in the progress and improvement that ought to be made in the manufacture of wagons. In other words, we should seek through industrial training to accomplish progress and improvement in all arts, mechanical and other kinds, by the skillful expression and general employment of the knowledge we acquire by the education of the mind, and which, when it is not so employed occupies our faculties to little purpose.

Industrial education should be fostered and encouraged not only in the interest of the individual, but because the State at large would receive incalculable benefit as a result of it.

The natural advantages of Iowa are excelled by no State or nation on earth. Her citizens should be prepared to avail themselves of these advantages. Every possible limitation should be removed, whether such restriction lay in the realm of mind or in the coarser field of matter. All mechanical appliances that exist should be utilized, and the ability to invent others should be cultivated. Agricultural products, large as they now are, should be vastly increased by a more economic use of those elements by which they are created. The mining interests of the State could, no doubt, be greatly enhanced by that skill which the general diffusion of mechanical knowledge would produce. Horticulture, a thorough acquaintance with which, should enable the citizen to supplant the product of an acre of ground, the commercial value of which is fifteen dollars, by the production, at like cost, of that which would bring one hundred dollars in the world's markets. Our flax, our straw, our wool, even our clay and sand should be manufactured into articles, the value of which would enrich the entire commonwealth. This is not an utopian dream, but lies within the possibilities, yes the probabilities, of the near future of our State, if proper means are employed to imbue each succeeding generation with the spirit of industry and so to educate the people as not only to increase knowledge but to secure its profitable application and use.

The neglect of industrial education laid an embargo upon the development of many interests in this country prior to 1860, at which time we may date a sort of renaissance in the mechanical products of the United States. Manufacturing establishments sprung up all over the land, though in the face of an internecine strife that would have paralyzed a less robust nation. The experiments made in some of the Eastern States as early as 1851, had borne fruit in calling attention to the need of the nation in these directions. Yet, in spite of these

efforts skilled artisans were imported from Europe to supply the demand of our rapidly growing manufacturing interests and must still be so imported. One single industry that has mainly come into existence in this country within the last quarter century admirably illustrates this wonderful growth.

The manufacture of American watches alone, would by its revenue repay the entire State and national outlay made for the encouragement of mechanical industries. To be more specific, what general plan of imparting manual instruction in connection with our common schools is at all practicable? Let the State take the initiative and thus set an example to the counties and municipalities. A good beginning has already been made.

About 1869 the Iowa Agricultural College established a course in mechanical engineering. Previously there had been a shop connected with the college, but it was made of service in purely utilitarian work for the college, which was chiefly concerned with agriculture. While repairs were being made and other work done, the students had opportunities to earn wages and learn the use of tools. On the re-organization of the college, instruction in branches contributing to mechanical knowledge was arranged in a course by itself, which followed closely the agricultural course for a year and a half, and then was characterized by special studies in the mechanic arts. The work in the shop consists of a series of exercises, such as are involved in the construction of models and simple pieces of apparatus and has become more regular and systematic. It is required for two or three hours per week during freshman, junior and senior years. Much work is done in the mechanical laboratory during junior year, and the study of steam occupies considerable time during the senior year.

This department of the college should be strengthened and enlarged, and a similar department should be added to the State University at Iowa City. In addition to this the State should establish at least one great industrial school, where large numbers of young people could receive that training which would fit them for the position of masters or foremen in shops connected with public schools, to which reference will be made further on. The legislature should so amend the law as to permit of the creation of such departments in connection with county high schools now provided for by statute. Cities and towns of a specified population should also be empowered to establish industrial schools or workshops, to be connected with and form a part of the school system of such cities and towns. These

industrial schools should be in charge of competent teachers in those departments of mechanics to be taught in them. The organization of classes in the public schools would serve as a basis of classification for the new department and the daily programme should be so adjusted that classes could pass from one school to the other without friction or interruption.

This plan has been tested and the results have been even more than was anticipated.

As an illustration your attention is invited to a short account of the Public Industrial Art School, Philadelphia, Pa. (Commissioner Eaton's report, 1882 and 1883 p. 287.)

This school was established in May, 1881. Started with an appropriation of \$1,500, but only half that sum was spent by the school, the rest being devoted to teaching drawing in the other schools. The school began with 150 pupils 12 to 16 years old, all sent from the public grammar schools, each teacher of which was allowed to select a limited number of applicants. They were divided into two classes, seventy-five pupils in each; one class attending on Tuesday from 3 to 5 o'clock P. M., the other on Thursday at the same hours. A class in brass repousse was held on Saturdays from 2 to 5 P. M. All the pupils were required to begin with lessons in design, according to Mr. Leland's method of simple outline decorative work in curves. As soon as a boy or girl could make a design fit to be "put in hand," he or she was allowed to take up any branch of work taught in the school. These other branches were embroidery, wood carving, modeling in clay with color and glaze, and rudimentary decorative oil painting—subsequently increased by carpenters' work, cabinet making, mosaic setting, inlaying, scroll sawing and sheet leather work. There is no definite limit, however, as to the branches taught, the principle tested being this, that any pupil who can design and has learned to model in clay can turn his or her hand almost at once to any kind of decorative art. *This has been fully tested*, as there is no pupil in the second year who cannot turn his hand successfully to anything.

Seeing others work,—being in an atelier where many kinds of work are going on, teaches them to regard all as one.

The school was from the beginning an experiment to ascertain what children could do, not an institute to teach art. A want of appreciation of this fact on the part of the public has been the only source of the only troubles which the school has experienced. The

general outery has been, teach the boys while at school a practical trade by which they can get a living. The Leland experiment was made solely to find out what boys and girls are capable of learning. The result has been to prove beyond doubt that all children taking one or two lessons a week in an atelier, can in two years time learn not only one, but several arts so well that they can obtain paid situations. On one occasion the head of a factory offered to take forty of the designing class, at once into paid employment.

No effort was made to sell the work of the pupils, but much valuable and beautiful glazed and colored pottery, was made which had a high market value. The panels produced by the wood carvers, owing to the ability of the teacher, Prof. B. Uhle, are decidedly superior to the average work seen in cabinet making. There are thrifty boys and girls in this class (three colored) and there is not one who could not earn nine dollars per week. All of the pupils can design a piece of work, model it in clay, then carve it. All the wood carvers are encouraged to make their work up in the carpenter shop.

A close study of the pupils themselves, by the director, developed these facts:

(1.) That one or two afternoon's work in the week at the art school, far from interfering with the regular school studies, seems to aid them materially. This is the opinion of the teachers of the grammar schools.

(2.) That the pupils in the art school began to take a greater interest in reading of all kinds, and that in visiting exhibitions or when seeing art work or tasteful manufactures, they criticise what is before them with more ability than grown persons display who have not been trained to understand design and its applications.

(3.) That the children all regard the art work of the school as being as attractive as any amusement; and as the drawing is not mere copying, but original design, they regard it also as an agreeable employment. If the bell did not ring to summon them to cease, the pupils would, apparently, never leave off carving. In our school of 87 pupils, every one entered his or her name for a place in the industrial school.

Prof. Robert H. Thurston, A. M. C. E., of Steven's Institute of Technology, Hoboken, New Jersey, has prepared an outline of the requirements of such a system of industrial education as shall be able to accomplish the elevation of the nation to a higher plane of indus-

trial enterprise, whereby its citizens should be enabled to take advantage of the inventions and discoveries of this age, and be prepared to receive and appropriate those which are yet to come. It is held that this can only be done by a system of instruction begun in the elementary schools, and carried up to the most advanced institutions of learning.

Prof. Thurston says: "Such a plan, to be satisfactorily complete, must comprehend—

"(1.) A common school system of general education, which shall give all young children tuition in the three studies which are the foundation of all education, and which shall be administered under compulsory law, as now generally adopted by the best educated nations and states on both sides the Atlantic.

"(2.) A system of special adaptation of this primary instruction to the needs of children who are to become skilled artisans, or who are to become unskilled laborers in departments which offer opportunities for their advancement, when their intelligence and skill prove their fitness for such promotion to the position of skilled artisans. Such a system would lead to the adoption of reading, writing and spelling books, in which the terms peculiar to the trades, the methods of operation and the technics of the industrial arts, should be given prominence, to the exclusion, if necessary, of words, phrases and reading matter of less essential importance to them.

"(3.) A system of trade schools, in which general and special instruction should be given to pupils preparing to enter the several leading industries, and in which the principles underlying each industry as well as the actual and essential manipulations, should be illustrated and taught by practical exercises until the pupil is given a good knowledge of them, and more skill in conducting them. This series should include schools of carpentry, stone cutting, blacksmithing, machine work, weaving schools, schools of bleaching and dyeing, schools of agriculture, etc.

"(4.) A least one polytechnic school in every State in the Union, in which the sciences should be taught, and their applications in the arts indicated and illustrated by laboratory work. In this school the aim should be to give a certain number of students a thoroughly scientific education and training, preparing them to make use of all new discoveries and inventions in science and art, and thus to keep themselves in the front rank."

In the school of mechanic arts, founded at Boston, Massachusetts,

in August, 1876, the plan of work as given by Mr. Thomas Foly (Eaton, 1881, p. 179) is to give the student the fundamental principles in such lessons as will teach them most clearly, and give practice enough in the shortest time to acquire a knowledge of the different kinds of tools and various ways of using them. For instance, if a man can make a small article in iron, steel or any other material, perfectly by such methods, he can make it of larger proportions with the additional time and help required for such an undertaking. The same in degree of heat required for fusing or welding metals: if he can do it well in a lesser degree, he can certainly do so in a greater, with the additional facilities.

"After nearly five years' experience in the workshops in my charge, with the valuable suggestions of the professors so much interested in the success of the school, we find the best results in the time allowed accomplished by the method now in use in the institute workshops, viz.: three lessons per week, of three hours each. The time is just sufficient to create a vigorous interest without tiring; it also leaves a more lasting impression than by taxing the physical powers for a longer period. We have tried four hours a day, and find that a larger amount of work and of better quality can be produced in the three hour lessons."

In 1860 the Institute of Technology was organized at Boston, Massachusetts. The course of instruction included analytic mechanics, applied mechanics, construction of machines, descriptive geometry and general studies.

While the Institute of Technology was being organized in Boston, gentlemen of wealth in the central part of the State (Massachusetts) becoming convinced of the need of a system of training for boys for the duties of active life, broader and brighter than the old-time method of learning a trade, and more simple and direct than the so-called liberal education, established the Worcester County Free Institute, which offers an education based on mathematics, living languages, physical sciences, drawing and a training for mechanical pursuits.

In 1868 the Stevens Institute of Technology was established at Hoboken, New Jersey. President Henry Morton, of this Institution, speaking of shop practice in it, says: "We have no idea of allowing our workshop course in any way to displace the valuable instructions of other departments; but, on the contrary, we intend that it shall render them only more efficient, by making closer their relations to

whatever every student sees to be the object of his course here, namely, the acquirement of the various and extensive knowledge—scientific, mathematical and practical, which will enable him to grapple successfully with the vast and difficult problems daily presented."

"Regular instruction in the mechanic arts was first given" in the Industrial University of Illinois at Champaign, in 1870, by Prof. Robinson. By his advice an engine, a lathe, machine tools, a forge and its accessories, raw material and other necessities were provided. In 1871 a building 128x88 feet was erected in which were placed a boiler, forge-room, machine shop, furnished with steam engine, lathes and other machinery, pattern and furnishing shop, shops for carpentering, cabinet work, etc. Over seven thousand (7,000) dollars worth of new machines and tools were added to the outfit of the several shops. In 1878 a course in mechanical engineering was announced, which has been adhered to closely to the present time.

This course gives the student practice in five different shops: (1) pattern-making, (2) blacksmithing, (3) moulding and founding, (4) bench work for iron, (5) machine tool work for iron. In the first, the practice consists of planning, turning, chiselling and the preparation of patterns for casting. In the second, the common operations of blacksmithing are undertaken. In the third, casting. In the fourth there is a course of free hand bench work, and afterward, the fitting of the parts is undertaken. In the fifth shop all the fundamental operations on iron by machinery are practiced. The actual work done is carefully outlined beforehand by drawings, and the designing of machines and their elements is required.

Also in 1870 Cornell University made provision for a department of mechanic arts.

In 1871 a distinct course in mechanical engineering was announced by the officers of Washington University, St. Louis, Missouri. Its studies include mathematics, descriptive geometry, drawing (through the course), mechanics, physics, chemistry, mineralogy, geology, astronomy and English studies.

At the outset, the equipment of the workshop consisted of a lathe, machine tools, carpenters' tools and benches. It has been supplied from time to time with other tools and appliances, until now the admirable and extensive shops of the Manual Training School are at the service of the student.

In 1872 the Legislature of Minnesota created a college of arts in connection with the State University. In the next college year a

course in mechanical engineering was constituted by giving increased attention in the last year of the civil engineering course to physics, applied mechanics, and machines. The appliances of this department were increased until in 1881 they had a wood shop with benches, lathe and wood-working tools, a vise shop, with benches, vises, files and other fitting tools, and a forge-shop with a steam engine of eight-horse-power, eight forges, anvils and the necessary forging tools.

It is intended to devote the first term to vise work, the second to forge work and the third to wood work. The prospect of satisfactory results is most gratifying.

Maine, Pennsylvania, Kansas, Texas, Indiana, Wisconsin, Ohio and Michigan are among the States prominently noticed as having given especial attention to this subject.

There are many private and denominational institutes and institutions devoted to the instruction of young people in mechanic arts, more or less entirely, especially in the Southern States, among which may be named the Le Moyne Normal Institute, Memphis, Tennessee; Atlanta University, Atlanta, Georgia; Hampton Normal and Agricultural Institute, Hampton, Virginia. The industrial training in the latter is said to be particularly thorough. It includes farming, sewing, knitting, machine making, wood-working, blacksmithing, shoe-making, harnessmaking and a cooking-school. (Eaton, 79, p 45.)

It will be observed that these experiments were designed for students of the grammar grade, or from higher departments of school life. Another feature is noticeable in all the work described above. The instructors were experts, thoroughly competent to examine the work of the student; to discover and correct error; to explain difficult parts of it; to eliminate those errors that would be fatal to true progress if allowed to remain; and to encourage and sustain their students by the very force of their professional skill.

IOWA STATE BOARD OF HEALTH.

This report should not be closed without calling attention to the labors of the State Board of Health to secure the protection of the children in schools, as well as the communities outside, as far as possible from infectious diseases.

When we remember that there are over six hundred thousand children of school age in our State, whose physical welfare is, individually, of primary importance, and collectively of vital interest to the commonwealth, we feel under personal obligation to the gentlemen of the State Board of Health for their assiduous labors in correcting the evils and warning the people of the dangers of unhealthful conditions in our school surroundings and appliances.

As they have well suggested "education consists in the development of the physical as well as the mental and moral powers. The child should grow stronger as he grows better through school life. A sound mind in a healthy body is necessary to the enjoyment of life as well as to a successful education. Ignorance and filth are Siamese twins. Education and sanitation render growth more perfect, decay less rapid, life more vigorous, death more remote. Both appeal to the public mind on economic grounds. Prevention is better than cure. Who would not give a trifle to prevent what he would give a thousand worlds to cure. The unsanitary condition of many of our school buildings, the condition and situation of wells, springs, out-houses, school yards, heating, lighting and seating, as related to the health of the four hundred and fifty thousand school children who spend so much of their time within the environment of school are matters demanding the attention of those whose duty it is to act, that every possible measure may be adopted to protect our children, our homes and the people from the ravages of diseases, which can, in many instances be traced directly to the unsanitary condition of school-houses."

In May, 1885, I called the attention of the State Board of Health to this subject, and that body at its last annual meeting promptly took action thereon, by formulating a plan for a sanitary survey of all

school-houses in the State to be made by teachers, principals and superintendents, with a view of determining the best measures to be adopted.

The following communication upon the subject of the spread of contagious disease has been received :

OFFICE OF THE STATE BOARD OF HEALTH, }
May 14, 1885. }

Hon. John W. Akers, State Superintendent Public Instruction:

DEAR SIR—As the transmission of contagious diseases is frequent in the public schools, it is deemed indispensable that superintendents, principals and teachers should be informed so as to recognize these affections at the earliest possible period. At the annual meeting of the State Board of Health, held to-day, the following brief instructions as to the first symptoms of transmissible diseases, compiled for the use of the teachers by the Health Department of the city of Brussels, were accepted and ordered referred to you with the recommendation that the same be printed in your biennial report; and that teachers throughout the State be supplied with copies thereof :

BRIEF INSTRUCTIONS AS TO THE FIRST SYMPTOMS OF TRANSMISSIBLE DISEASES, COMPILED FOR THE USE OF THE TEACHERS OF THE PUBLIC SCHOOLS, BY THE HEALTH DEPARTMENT OF THE CITY OF BRUSSELS, AND RECOMMENDED BY THE IOWA STATE BOARD OF HEALTH.

Of the diseases which affect the human body, some are harmful or dangerous only to the patients, while others may become so to those in the neighborhood, by contamination or infection.

In the first group are classed all diseases of the nosological catalogue; in the second, the contagious diseases more especially, such as typhoid fever, scarlatina, etc.

In order to keep the sanitary condition of a school safe, it would be necessary to ascertain the presence of these latter affections at their very beginning, in order to prevent their propagation; and the teacher ought, therefore, to be competent to recognize the positive preliminary signs. Unfortunately, it is not possible to realize that desideratum, for these affections but rarely show a well marked character during their initial period, and they sometimes even escape the attentive and practiced eye of the physician. Does this mean that the disease must augment and spread, before there is power to oppose it? By no means; for the study of certain general symptoms will always permit a grave disease to be recognized at its beginning, and if, now and then, one should fall into the error, which moreover would entail no real injury, of attributing to an indisposition an importance which it did not possess, he would have, in return, the certainty of not allowing morbid germs to remain in the midst of a school. Moreover, the return of a child to his family, or his isolation in an infirmary,

can only be favorable to him, if his state of health be compromised, no matter to what degree. Never, in such a case, would an excess of caution be blamable.

We propose to describe briefly and in their general outlines, the signs of those diseases which permit the teacher to take without delay, the proper preventive measures.

To facilitate the exposition of these signs, we will divide transmissible affections into: A, internal diseases with initial fever; B, internal diseases in which the initial fever is but slightly marked; C, diseases without fever; and finally, D, external diseases, or those which are situated upon the surface of the body.

A. The first list includes: *small-pox, scarlatina, and influenza.*

The symptoms which at first attract attention are those of an intense febrile condition, viz: severe headache, general or localized; exaggerated heat of the skin; the eyes markedly blood-shot; quick, full, and hard pulse; a general depression of spirit; physical and intellectual prostration, or an unwonted restlessness; sometimes nausea, vomiting, pain in the loins, back or limbs; an intense thirst, great dryness of the mouth, and a foul coating on the tongue.

B. The affections of the second class, in which fever is not always present at the beginning, are *typhoid fever, measles, croup, diphtheria and chicken-pox.*

In the initial stage of these diseases depression of spirits is the rule. There exists a feebleness of body and mind and marked inattention. Besides these symptoms, to which those of fever described above may be added, we must further note: in *typhoid fever*, a sort of hebetude manifest in the look, a continuous pain in the limbs, somnolence with heaviness of the head, and nose-bleed; in *measles*, a jerky, persistent, tormenting cough, frequent sneezing, and eyes watery and of a brilliant lustre; in *croup and diphtheria*, hoarseness of voice and a cough with a peculiar resonance such as it would produce by reverberation in a metallic tube, and, besides, the red and swollen floor of the fauces reveals whitish patches partially covering the tonsils and the uvula. The danger of propagation in these two latter affections is extreme.

Chicken-pox is the most benign of contagious diseases, and it often is recognized only by the appearance upon the body of red pimples, which are rapidly succeeded by round-topped vesicles filled with a transparent serous fluid.

C. The transmissible diseases without initial fever are: *whooping cough and catarrhal and granular ophthalmia.*

Whooping cough presents, at first, the appearance of a cold, only the cough is more jerky, more persistent, and more resonant, and the knowledge that there is another case of that affection in the child's family will contribute to rendering the diagnosis clear. Later, the affection can be recognized without possible error by its very characteristic attacks, which are paroxysms formed by attacks of continuous coughing, which produce a sort of transient asphyxia, turn the face blue, swell out the eyes, and start the tears,

and end in a peculiar cry—a cry which sounds like the crow of a cock—and in an abundant expulsion of thin and transparent mucus. These attacks cannot be mistaken by any one who has once witnessed them.

The *contagious ophthalmias* are to be recognized by redness of the eyes, swelling of the lids, photophobia or fear of light, pain situated in the organ, and especially by the abundance of a turbid fluid which escapes from the angles and from the free borders of the lids.

To the group of non-febrile diseases we ought to add those affections of the nervous system whose propagation is not due to a virulent or miasmatic morbid principle, but which may recognize imitation or fear as causes. These diseases are: *epilepsy, convulsions, nervous attacks and chorea*.

Children affected with these spasmodic diseases should be at once withdrawn from the sight of their comrades. We believe it, therefore, necessary to enter into this subject somewhat in detail, in order that the teacher may without delay take the proper measures and afterward inform the superintendent what symptoms he has observed, in order to decide, together with the latter, as to the removal or re-admission of the pupil.

I. *Epileptic vertigo*.—The patient sits down or falls; his face is pale and motionless, his eyes are haggard, and involuntary tremors affect the upper limbs and the face. There is a prompt return of intelligence in from two to three minutes.

II. *Epilepsy or falling sickness*.—The child grows pale, sometimes utters a cry, and falls down unconscious and insensible. Respiration is arrested, the body becomes rigid, and then is violently shaken by alternations of muscular contraction and relaxation. The face becomes purple, the features are distorted and agitated with convulsive movements, the teeth grind together, the tongue is often bitten and torn, a frothy and sometimes bloody spume, pushed by the jerky movements of a whistling respiration, comes noisily out from between the lips. Then there is a return of normal respiration, pallor of the face and somnolence. The child awakens dazed, stupefied and worn out without fatigue. These attacks vary both in number and duration in the same patient, and at first his health may be perfect during the intervals.

III. *Nervous attacks*.—This affection is less grave and attacks only the older girls in the schools. Imitation is a powerful cause of its development. These attacks may be provoked by the least annoyance. The symptoms are: general agitation, cries, weeping and movements much more extensive than in epilepsy, while loss of consciousness is incomplete or entirely absent. The patient should be excluded from the school until it has been fully shown that the crisis which was developed accidentally and from a moral cause has no tendency to recur.

IV. *Convulsions of children*.—In infant classes convulsions may be produced by divers causes: emotions, fear, indigestion, worms, etc. The child should be isolated and at once transported to his home.

V. *Chorea*.—This affection is much more dangerous in point of view of its propagation by imitation. It is permanent and consists in the production of involuntary, irregular and disordered movements, which may affect

the whole body or be limited to one member, to one side of the body, to the neck or the face. Though sometimes very slight it may reach the point of destroying all possibility of voluntary movement and of preventing walking. Every choric patient should therefore be removed from the school, and should not be re-admitted until after a time long enough for his cure to become evident.

Nervous Twitchings.—A localized form of chorea, which, like the latter, requires ostracism; only for certain less marked cases the measure might seem rigorous, and the decision in such cases should be reserved for the physician.

D. In the last class of contagious diseases we place those which are produced by animal or vegetable parasites, and which are situated on the surface of the body.

Although a brief description permits the recognition of these affections, it is necessary, in order to justify the removal of the pupil, to have the one who is suspected of being affected presented to a physician for confirmation of the diagnosis. In the meanwhile it is prudent to isolate the child from his companions in the same class.

These affections are, 1st, the *itch*; 2d, the *tinea*; which are subdivided into *favosa, tonsurans* and *decalvans*. They are recognized by the following features:

I. *Itch* (an animal parasite).—The itch is the result of the presence of a peculiar animal, *acarus scabiei*, under the epidermis. The symptoms are: small vesicles, transparent on top, due to the existence of the acarus, and situated principally upon the internal surface and the commissure of the fingers, wrists, arms and armpits, upon the abdomen, etc. These vesicles produce a lively itching, especially at night, and are almost always torn off by the patient and replaced by a brownish crust. There frequently leads off from it a small whitish or grayish track, from one-twelfth to one-fifth of an inch long, and ending in an enlargement where the acarus lodges. The itch can be cured in a few hours if properly treated.

II. *Tinea*.—These are characterized by vegetable parasites.

a. *Tinea favosa* (parasite; *achorion Schonleinitis*), which is generally situated upon the head. The symptoms are: small yellowish crusts, unequal in size, and made up of cup-shaped scales: slender, discolored and brittle hairs traverse these crusts, which may invade the whole scalp.

The itching is quite lively; the head exhales a characteristic, disagreeable odor. This affection results in *alopecia* or baldness.

b. *Tinea tonsurans*; *Ringworm* (parasite; *trichophyton tonsurans*), situated upon the scalp. Its signs are: slender, friable hairs, lighter colored than that in the neighborhood; in the dark complexioned becoming reddish, and in blondes an ashy gray; moreover, they break off unevenly from one-eighth to one-twelfth of an inch above the level of the epidermis. There is thus formed by the falling off of the hair a real tonsure, of the size of a quarter of a dollar or thereabouts. The surface of these patches is unequal, covered with rough points and grayish pulverulent debris, and shows a slightly bluish tint.

c. *Tinea decalvans* (parasite; *microsporon Audouini*), situated upon parts covered with hair, the scalp, the eyebrows, etc. The signs are: itching, falling of the hair, sometimes, but not constantly preceded by alterations in its strength and color. The denuded patches are of a variable size and are smooth, while the skin is soft and of remarkable whiteness. This affection, which seems very innocent, is perhaps the gravest of the tineæ, for it goes for a long time unnoticed, and may leave the whole body entirely deprived of hair. The habit which children have in their play of using each others' head-dress is the most frequent cause of contagion. They should therefore be put upon their guard against that custom, which is condemned by hygienic rules.

It was further ordered that the following resolution be referred to you, with the request that it also be printed in your biennial report:

Resolved, That the State Board of Health recommend to local boards of health and trustees of public schools throughout the State, the *compulsory vaccination of all unprotected children* attending the schools, on the outbreak of an epidemic of small-pox in the neighborhood.

Yours truly,

L. F. ANDREWS,
Acting Secretary.

The safety of the public health demands all possible protection against the ravages of contagious diseases. No pupil should be permitted to attend a public school who has not been successfully vaccinated. There is now no provision of law by which this can be required. The attention of the General Assembly may well be called to this important subject.

THE PUBLIC SCHOOLS AND CRIME.

In nearly all the discussions and reports of those who talk or write upon the subject of education we find more or less said on the subject of the relation existing between the public school systems of to-day and crime. The remarkable increase in the per centage of criminals among our citizens within the last decade, has drawn renewed attention to this subject. And the claim that illiteracy has decreased during the same period leads to the consideration of the relation subsisting between these two facts, and to an effort to remedy the evil, if possible, on the part of those who are responsible for the manage-

ment of our system of public instruction. While it must be admitted that our schools are in some degree responsible for juvenile crime, that the causes and conditions which have resulted in an increase in the per centage of crime among all classes of society, are to be found outside of the school room, is believed to be true by all who have intelligently and persistently studied this question.

But that the public schools should do more than they are now doing to prevent crime is a proposition admitted by all. The only question being as to the best method of bringing about this very desirable result.

When we consider the reckless mismanagement of children in far too many of the so-called homes of the land to-day, and when we add to that consideration the fact that criminal and pauper elements have been imported by the thousands from foreign lands and the farther fact that upward of 4,000,000 of illiterate and unprepared people injected into the political life of this Nation within the last quarter of a century, we readily see that there are other and far more potent elements to be found among the causes of the present deplorable increase of crime in our commonwealth than exist in any real or supposed mistakes that may be attributed to the management of our schools. The germs of a criminal life nearly always, if not always, (as held by many good authorities) antedate the direct influence of the public schools upon the creature who is yet to utter criminal acts. For the existence of these criminal germs the homes from whence they came may be justly held responsible, prior to the admission of the child to the school. But for the development or repression of those germs and for the spread of their evil influences, like a contagious disease, the public school may be held responsible only so far as it has control of the diseased, afflicted, degenerate child.

It was held by many in earlier times that "a man's home is his castle, the wind and the snow unbidden may enter there, but not the king." In our time the presence of a contagious disease, a want of cleanliness, or anything else in the condition, habit or character of the home of a citizen, that menaces the public outside the limits of such home, to such a degree as to constitute a nuisance, is considered sufficient reason for the invasion of that home and the correction of that evil by law. The time cannot be far away when it will be necessary for the State to see to it that moral pest houses in the disguise of homes are abated, and means used to prevent the inoculation of

those not affected among the children, by those who are under the scourge of vicious and criminal influences.

Dr. Henry C. Porter in an address delivered before the church congress in Richmond, Virginia, in October, 1882, said: "There are thousands of criminals to-day, whose fathers and mothers are as familiar with prison life as themselves. Many were born in prison. Many more in alms-houses, and nearly all of them have from their very cradle lived in an atmosphere of vice. A clever professional thief whom I met in Portland two years ago, told me that he got his first lessons in thieving from his mother. His father, he said, was on the square, an honest working man, as he called him, in a grocery house. The idea of morality entertained by this class may be inferred from the fact that this prisoner meant by being on the square, that his father, though as habitual a thief as his mother had never been caught. * * * This class are simply dead to all sense of shame. They approach very closely to the idea of total and consummate depravity. They think nothing of passing their lives in inflicting misery on their fellow creatures, and they do it not only without remorse but with a hideous rapture. Their social habits are as loathsome inside the prison as in the vilest dens without. They have so fixed a propensity for all horrible vices, that if the sensuality, the poltroonery, the baseness, the effrontery, the mendacity, and the barbarity which distinguish the everyday life of these professional criminals were depicted in the character of a hero, in a criminal romance, it would be set down as a caricature."

Further on the same speaker in referring to the power of association says: "What does the present convict system do for those offenders who do not yet belong to the class of habitual criminals? It sentences them to the society, and thrusts them into close communion with the abandoned villains and professional thieves, whose characteristics I have already described. It virtually binds them as apprentices for a shorter or a longer time, to learn the trade of law breaking. * * * Said a discharged convict speaking of this to a friend, there are times now on my way home and in the presence of my pure young wife, when the memory of the hideous oaths, the vile speech, the infamous themes and schemes which were forced upon me when I was a prisoner, so rings in my ears that I find myself shuddering at the thought of them, and wondering most of all how I ever escaped the pollution and ruin, both moral and spiritual, with which they threatened me."

The hideousness of vicious and criminal character need not be largely treated in this report. It is known and abhorred by all intelligent and reputable citizens; but the causes that lead to the formation of such character so far as they are to be found in the associations of the public schools are, at this time, of great importance. It is not so much the reformation of the criminally disposed as it is to prevent the dissemination of such criminal disposition among the pupils of the schools who have not been predisposed to it by the home influences that have surrounded them prior to their attendance at school, and to prevent so far as possible the development of such disposition in those already tainted by it or matured in it.

In his report for 1884, page 7, the State Superintendent of Public Instruction for Pennsylvania, says: "Of course much elementary training is carried forward in the family, where father and mother are the divinely appointed guides and guardians of their offspring, and the commonwealth would be weak indeed, the cultured purity of whose home life forms not its chief pillar of support. But the relation between home and the so-called common school is most intimate. The children go from one to the other and return day after day through years. The opening of school creates a kind of festival stir in every household, and as the term goes on, the communion becomes so close that the new companionships and disciplinary restraints and study tasks of the school move into the loving converse and freedom of the family life, as a part of its experience each adding effect to the other.

"An agency, therefore, so co-operant with the family life, taking character therefrom and adding character thereto, an agency so capable of becoming a lasting blessing, as it should, or a blighting curse as it may throughout the thousands of homes which make up a State, clearly demands the most watchful care of those who make and execute the laws. * * * Too often is it the case, we fear, that some of the most significant forces of our social order, because silent in their operation, insignificant in their outward show and more spiritual than material in their results, escape consideration. * * * We must bear in mind that our schools are filled with *children* and not with *men* and *women*. As yet they have no formed habits of thought nor self-control, no fixed character has yet been reached. Everything with them is in a plastic state. They stand only at the half-opened portals of life, but like insects they are

'Eager to taste the honeyed spring
And float amid the liquid nooks.'

By no means are they blanks, but filled with a thousand impulses, and any one of these impulses is liable to gain imperial sway over their whole lives."

This is sufficient to show the drift of thought among educational authorities at this time as well as to intimate what is thought of the power of the so-called moral atmosphere of the schools, and to indicate the opinion that every precaution should be taken to preserve their purity. Who can estimate the result of a profane oath, a vulgar expression, an obscene picture, exposed to the comprehension of the children attending a school. The person who brings to a school these contaminating influences should be as rigidly excluded as though he had the small-pox or any other contagious disease, for his influence is far more destructive to the interests of the State and the well-being of the children. The oath, the lie, the vulgar expression are both the symptoms, not the disease. If we were to undertake to describe the disease itself beyond the general name of moral-rottenness, heart-pollution, our vocabulary would have to include terms unfit for these pages.

What shall be done with those children who are thus morally diseased and who apply for admission to, or are found in the public schools? To exclude them from the school is a necessity, for the protection of others who are not so afflicted. To turn them into the street, is not to protect the innocent pupils to any such extent as is demanded by the civilization of our day and commonwealth. To undertake to limit them to their homes is beyond our prerogative, (in cases where they have homes). Then, too, the influences that made them to be what they are, would still operate upon them, and the degradation of having been excluded from the school would only accelerate their onward drift toward utter ruin. A place has been provided for them, the boys at Eldora, the girls at Mitchellville, but these institutions, though admirably managed, are not adequate to the accommodation of the numbers who should be in them, for the entire relief of the public schools and of the streets of our cities, towns and villages, that are now burdened with, or beset by them. Besides, the boys and girls who are sent to these institutions are only a comparatively small per cent of those who are incorrigible and specially vicious, and who have committed some crime against the law of the home, or of society; this does not extend to that class, which owing to causes and conditions above referred to, are totally unfitted for association with pure children in the schools.

Could some means be devised by which this necessary and all important selection and separation of the impure from the pure could be carried farther and larger numbers of erring and corrupt children cared for in institutions, supported at public expense, it would benefit not only the schools, cleanse the streets and protect the homes, but it would also cut down court, jail and prison expenses, by cutting off a large per cent of the criminal supply.

It should be made the duty of school authorities and teachers, to watch closely the habits and conduct of boys and girls in the school room and on school grounds, and when evidences of a corrupt moral nature are discovered, and the practice of destructive habits, or anything which unfits a child for free association with other children and youth, the same should be reported to a lawfully constituted authority, before whom the facts should be presented in the form of evidence, and after due investigation this authority should be empowered and required to remove such child to a public educational institution provided by the State for that purpose, and better adapted to the care and education of such children than the public school can ever be.

Some of the authorities referred to above, have advocated the addition of an industrial department to each of the graded schools, as now organized, or the industrial element in some of its varied forms, to the present school system as a means of attracting and holding this embryonic criminal element. But, to say nothing of the difficulties in teaching such additional industrial branches, the dangers of association are too great to permit even the expectation of relief from such an expedient. If successful in retaining these erring ones, which it could not be, without a police force nearly equal in point of numbers to the young criminals they would be required to restrain, it would introduce a very undesirable element, of both sexes, into the schools which would certainly injure, if not destroy, their purity and efficiency.

There is a class of pupils in our schools already, that may not be denominated criminal, but whose home advantages are of a very meagre sort, and who exhibit a strong tendency toward wrong-doing, that may be retained in the school and saved by the judicious management of the expert teacher, and were our teachers all, or even a large per centage of them, of this kind, much of the difficulty that now surrounds this subject would be obviated. Especially is this true in reference to the suppression of vice in the schools. Should a boy be de-

tected reading an obscene book, or humming a vulgar song, quite a majority of our teachers in Iowa schools to-day, would be utterly at a loss to know what to do to save that boy, and his companions, from the evil influences that had come upon them. Many would not detect the fault until it had grown to be of serious consequences. Especially, would this be the case, in some of those nameless, but terribly destructive vices that sometimes, far too often, get into the schools. It is possible that this defect, so far as it relates to the teachers, may be remedied, in part, by the managers of the normal institutes, who should see that the very best methods of detection known to the profession are thoroughly explained to, and understood by all the teachers. And that the corrective agencies most successful in such cases are explained to the institute. Even if it had to be divided, for a time, for such purpose of explanation.

As an illustration of this part of this subject I may be allowed to state a case in point, with the particular remedy successfully used in such case.

A prominent teacher once told me that when he was a lad in school, he thoughtlessly gave utterance to a questionable expression on the play ground, when he thought none but his play-fellows could hear; but the quick ear of the master caught the sound, and when he returned to the school-room advised him to rinse his mouth carefully; even proposed to use hard-wood ashes, to render the water more effective in cleansing the befouled track of a vulgar word, describing the cleansing properties of ashes and water; the lesson was not forgotten, and for twenty years he had never heard a vulgar expression without thinking of ashes and water.

These lapses are in manifold directions, each of which requires a remedy adapted to that one case. The children are ignorant of the baneful results of vice and crime, or they would not so easily be led into them. Could they be made to understand the deep, rich lessons taught by Victor Hugo in his wonderful portrayal of the leadings toward vice, and toward crime in the book called "La Miserables," or the same doctrines taught by Charles Dickens in "Oliver Twist," and in "Barnaby Rudge" as well as our own countryman. Mr. Clemments, in "Tom Sawyer," and "Huck Finn," they would see the danger to themselves and all in any way connected with them in life, and that vice or crime had nothing desirable to offer them in exchange for the happiness, either would be sure to destroy. The influence of tobacco and intoxicants should be clearly shown to the pupils in

the same connection, to the end that they may take warning against the use of such things as destroy both body and mind.

It is said that the Spartans made their slaves drunk in the presence of their children in order that they might know and so avoid the evils of drunkenness. Nearer our own day, when the Ludley Murray English Reader was used by all classes, the precept of this doctrine was brought well home to the mind of every child in the schools. And it is thought that if the practice of those days had been supported by an exalted public sentiment, such as obtains in Iowa to day, and had been disabused of a certain element of religious cant, the heritage of our time would have been much more desirable: there would be a much larger percentage of our people, exempt from the bondage of tobacco, liquor, or other vices. Many a tobacco, or whisky, or both, cursed father would gladly warn his child of the evils under which his own life was degraded, but being restrained by the humiliation of such a confession, the child passes on the same ruinous course, unwarned, uninstructed.

Such cases need the attention of some interested party who can act in the interest of the child as of well as of the State, and in most cases there is no such party in existence except the school authorities, who will, and can do this work thoroughly well. Some have objected that the State must not interfere with the autonomy of the home. This question is argued by the State Superintendent of Public Instruction for Pennsylvania in his report for 1884, page 13, where he says:

"We must take hold of the young, turn them through proper schools to higher purposes of social life, and save them from the bondage that awaits them if they are not trained to intelligent industry. It is purblind folly to weary ourselves with pulling out the grown up darnel, while leaving the ground from which it springs full of pernicious seeds, which make certain another baneful crop to choke the rising corn.

"In regard to the second extreme the difficulty is not so easily obviated. Many parents are in such circumstances of life as to need the services of their children in support of the household. Their necessities are often so pressing as to make the temptation very strong, to use, in this way, the service of sons and daughters at a very tender age. Experience shows us that all legislation which, in any way, effects the autonomy of family life, must be carefully guarded for there are most delicate reasons in the bond of home, whose disturbance is likely to do more injury than good.

"This much, however, can be said without any hesitation, viz: that no parents can be justified in keeping their children in a state of illiteracy, which is the worst form of bondage, in order to reap the advantage of their labor. When the relation of parent and child is of such mercenary character as this, the very idea of family-life is violated, and the sacrifice, in a moral point of view, far outweighs the material benefit, and the injury both to the State and the children so far overbalances any profit supposed to be gained by either parents or employers, that the wisdom of our law as it stands on the statute book, is fully justified."

My attention has been called to quite a number of cases in our own State, that should have received earlier interference from the authorities, I will give one of them as an illustration: A boy of fifteen, who had, from his earliest years, been taught, to *steal*, by his mother, and as soon as he was old enough to go out on the street, was required to bring home something he had stolen. Returning empty-handed one dark, rainy night, when about fifteen years old, he was whipped for his want of success, and driven into the street, cold, hungry, dirty and ragged, where could he go? To the saloon, where warmth, shelter and light could be obtained by such as he, and often something to eat, always something to drink. At the saloon he was taken in hand by an expert, who had a job in which he could use a boy. A pair of horses are stolen, a barn burned; the boy is caught with one of the horses in his possession, is sentenced by Judge Hayes to seven years in the Fort Madison prison; his mother swearing in court that he was eighteen years old, because she supposed that if he was younger than that she would be made to suffer for his crime. That boy, under the kindly tuition of the chaplain, was taught better ways, became a very promising young man, and after five years of reformation, was pardoned, his only friend, the chaplain, having secured for him a home among respectable people in Vermont, where he lived two years, honored and respected by his employers and acquaintances, without exception, a church member in good standing, and a Sunday-school teacher to the time of his death, which recently occurred.

Who shall say that such a home as that from which this boy was turned out ought not to be invaded, cleansed, if need be, so as by fire, by the strong arm of the law? Or who will argue in defense of a system that refuses to save such exposed children of whom we have no means of determining the number except from the jail, poor house and penitentiary statistics or the court expenses, where the re-

sults of their treatment partially appear. Let the Legislature, whose interest in this subject has been excited to a sufficient degree, examine the criminal statistics of Iowa for the past ten years with a view of discovering the causes that have resulted in the production of so many children of crime within the commonwealth. For their production is a result, an effect, for which there must be an adequate cause or causes, and the State of Iowa cannot afford to ignore their existence or refuse to seek and apply an adequate remedy.

In volume four, Iowa Documents, 1882, criminal statistics, page 53, may be found the totals of convictions for the year ending September 30, 1880, reported by the Secretary of State. The number was ten hundred and eighty-one (1081), eight hundred and ninety-nine (899) of whom could read and write, while twenty-seven (27) are reported as illiterate. The expense of these convictions to the counties was three hundred and thirteen thousand, one hundred and forty-one dollars and ten cents (\$313,141.10), besides twenty thousand, three hundred and sixteen dollars and fifty-nine cents (\$20,316.59) for the fees of district attorney.

In 1881 the same authority reports the number of convictions at one thousand, three hundred and seventy (1,370), of whom one thousand, one hundred and sixty-one (1,161) were able to read and write, while twenty-six (26) are reported as being illiterate. The expense of these convictions was three hundred and fifty-eight thousand, five hundred and thirty-five dollars and fifty cents (\$358,535.50), and district attorney fees of twenty two thousand, three hundred dollars and seventy-five cents (\$22,300.75).

In the year ending September 30, 1882, the convictions numbered one thousand, four hundred and seventy (1,470), of whom one thousand, two hundred and forty-three (1,243); were able to read and write thirty-seven (37) were reported to be illiterate. The expense of these convictions was four hundred and one thousand, four hundred and thirty-one dollars and eighteen cents (\$401,431.18), and twenty-two thousand, one hundred and eighty-nine dollars and ninety-one cents (\$22,189.91) fees for the district attorneys.

Senator James F. Wilson, of Iowa, in a lecture delivered at Fairfield, August 17, 1885, said: "Many of the causes of disquietude involved in our present condition are chargeable to that defect in our system of education which has withheld from it the enforcement of the ethical rule that it is a man's duty to act up to the commands of his best convictions of right in every relation of life. This is a rule

of political ethics, which the ethics of education commands shall be embedded in the minds of all persons who are members of organized society, and, especially so in a country like ours, where each man's personal, domestic, social and civil relations are supplemented by the possession of political power. If through the action of our system of education this rule should find lodgment in the mind of every citizen, and its obligation be observed, it would effectuate incalculable good in both our private and public affairs. Of course it would not unify the judgment of men, nor do I think it would be desirable to attain such a result. But it would eliminate willfully wrong conduct from both private and public affairs. With respect to the former it would put an end to most of those things which, if left to repetition, end in crime, while in the latter case it would give to the public service the results of the best judgment of our public men. Multitudes of public laws are made which do not receive the approval of the best judgment of a majority of the legislators enacting them. This ought not to be, but if all public men were to accept and practice the rule I have stated it might result in shortening the terms of service of many of them. Constituencies are sometimes intolerant, and the man who follows a judgment based upon the more perfect knowledge oftentimes is set aside for one who is willing to suspend his conscience and surrender his judgment for the price of a place. But this does not invigorate public morals or promote the general welfare. We extol the heroism of men who put their lives in the balance of the chances of battle, and it is heroic to do so. But all heroism is not confined to the battlefield. The public man who follows the judgment which his conscience has formed, notwithstanding it promises him only personal disaster and loss of position, serves his country well, and is none the less heroic in his action. And we may set it down as true, and beyond disputation, that the citizen who will not knowingly do wrong in his private affairs, will not be tempted into wrongdoing in the public service. You may reverse this rule and arrive at a truth equally exact. A man will be himself wherever you place him. If he is bad as a man he will be that and nothing more or less, whether the relations in which you test him be personal, domestic, social, business, or those of the private citizen, or public officer. The virus affects him in all the relations of life."

The education of the rising generation should be directed toward the eradication of this virus, of which Mr. Wilson speaks from the mind and heart of the child. The school is no more responsible for

the presence of this evil than it is for the ignorance it was primarily established to remedy. Reference is here made to those inherent propensities for evil and wrong doing with which so many children are afflicted at school age. So far as this virus may mean an acquired taint, the result of contact with evil education may work improvement and, possibly a radical cure; and all the energies and agencies of our educational system should and must be promptly and persistently exerted to accomplish the earliest possible reformation.

The boy and the girl must be taught to know something of the enormity of those vices which lead to crime, and are more destructive of human weal than is the poison of the viper, because they corrupt the mind and stain the inmost soul. That a lie leaves upon the tablet of the life an inerradicable scar, like white vitrol upon human flesh. That a vulgar word or an indecent act is an axe laid at the root of the life-tree, aye, driven to the helm into the very soul of character and moral purity. That an evil habit is a monstrous sin against ones self and against nature. That whatever wounds the purity and moral beauty of youth will leave an ugly scar or leprous infection upon the soul and body of manhood and dishonor and sorrow as the heritage of declining years. Let our school rooms abound in moral teaching, illustrated and emphasized by every incident of school life, which may call for a timely warning, a loving admonition or a merited rebuke.

The schools do not and will not shrink from their full measure of responsibility, but they should and do demand the entire support and co-operation of the public. Insisting that this responsibility, which is acknowledged and cheerfully borne, rests alike upon those in authority everywhere the common burden of every institution of society. That the church shall have a greater solicitude and care for the protection of childhood. That the press shall exert all its influence to prevent the creation of pitfalls into which the unwary children so frequently fall. That our municipal officers shall protect the child when he is out of school, away from his home, or upon the streets from the snares of vice which to-day abound in our cities. Let the walks and rambles, the pastimes and associations of our children be cleansed and purified, and let the people know that whosoever or whatsoever tends to corrupt and debauch the life of childhood and youth is a public plague, a scourge and a curse, the enemy of every home, an insufferable evil that must be instantly abated.

LEGISLATION RECOMMENDED.

Your attention is most respectfully invited to the following particulars in which our present law should be amended by appropriate legislation.

I. Section 1718 of the Code provides that sub-directors shall be elected annually. This law was enacted by the Ninth General Assembly, Section 8, Chapter 162.

Experience has long since taught us that the limitation of the term of the sub-director to one year is unwise, and on many accounts should be so amended as to lengthen the term. Following are some of the reasons why the law should be changed :

(1.) Experience in the discharge of the important duties of this office is of incalculable value.

(2.) A knowledge of the condition of the complex affairs of a school district, including comparatively recent orders and decisions of the board of directors, together with the reasons therefor, which tend to throw light upon imperfect and defective records, is well-nigh indispensable. The law should therefore provide that the township board should always be composed of a certain number of experienced men, or old members, in connection with those newly elected. This would constitute a necessary check against unwise and imprudent acts and orders, and would bring to the solution of every question the light of antecedent facts, and of experience in connection with similar matters. As the law now stands, it may and not infrequently does happen that the township board is composed entirely of new and inexperienced members, changes having been simultaneously made in all the sub-districts.

A longer term would not only result in greater familiarity with the duties of the office, the condition and needs of the schools, but it would lead to a better understanding of the law relating to the powers of the various school officers, and to fewer mistakes, which are the fruitful source of much litigation and strife.

Frequent changes in the office of sub-director tend to unsettle and retard progress in the schools of the sub-districts.

(1) It results in too frequent changes of teachers.

(2) Too frequent changes of text-books.

(3) Too frequent changes of the entire character of the school, including studies pursued, course of study, rules and regulations, etc.

In all these important matters, permanency is the one thing needed, and in my judgment the key to the reforms so much needed is the lengthening of the term of office of the sub-director.

Directors of independent school districts are now elected for a term of three years, and I am unable to discover any reason why a sub-director should not be elected for the same term. Indeed, the reasons in favor of a term of three years for the sub-director are stronger and more numerous than those which apply to directors in independent districts, composed of cities or towns. In the latter records are more complete, and the local press supplies a continuous history of the proceedings of the board. The public therefore become familiar with these proceedings, and have a much better understanding of school management than is possible in rural districts.

In view of the foregoing, I beg to urge upon you the importance of making the change suggested.

II. I very much regret the necessity which compels me to recommend further changes in the law governing

RURAL INDEPENDENT DISTRICTS.

The law is now so misleading and confusing as to make it impossible to be understood by those whose duty it is to administer it. In the hope of simplifying this law I urged upon the Twentieth General Assembly the necessity of consolidating rural independent districts into independent township districts. For reasons and under circumstances which need not be enumerated here the measure failed, and I am now of the opinion that until this unwise and ruinous system shall fall to pieces of its own weight, any recommendation which I might now make would be equally unavailing. If this system is to be adhered to and the law is to remain substantially as it is, it should be so amended as to render the recurrence of some evils which have naturally resulted from it, impossible in the future.

First. As our civil townships become more thickly settled the territory included within civil township lines is being continually reduced. The law authorizes boards of supervisors to move civil township lines and when this can be done by adopting congressional lines

it frequently results in dividing school districts. Now if two adjoining civil townships have been organized as school districts, the one into rural independent districts and the other into subdistricts of a district township, this change of the civil line often works an evil, for which our present law provides no remedy. If the civil line which separates the two townships should be so moved as to cut off a strip along the entire district township and throw it into the adjoining township, the parts of subdistricts included in the strip are thrown out of their former district and cannot be incorporated into the independent districts of the township to which they geographically belong, they are therefore left without schools or school privileges. The law should be so changed as to give the county superintendent authority to incorporate such territory into the independent districts which it adjoins.

III. Sec. 1802 of the Code provides that the school boards for independent town and city districts shall consist of six members, one of whom shall be president, with the same right as to voting possessed by the other members. This law has been repeatedly changed, but its present operation is exceedingly unsatisfactory and mischievous. During the past year many such school boards have "tied" for weeks and months in the fruitless endeavor to elect superintendents, principals or teachers. Such long continued contests are in a high degree injurious to the welfare of our schools, and very frequently lead to ruptures, the unfortunate effects of which are felt for years.

The law should be so changed that tie votes could not occur. The simplest remedy, it seems to me, would be to continue that provision of the law requiring six members, but to amend the clause which relates to the president, making it the duty of the board to elect a president who shall not be a member of the board, and only entitled to vote in case of a tie. I think it very important that this change be made, and hope you will urge it upon the General Assembly.

IV. Sec. 589, chapter 7, laws of 1876, provides that each county shall elect a county superintendent at the general election of each even numbered year; any argument in favor of a longer term may be said to apply to all other county officers. I am convinced, however, that no other interest is so unfavorably affected on account of frequent changes as the cause of education by reason of too frequent changes of county superintendents.

1st. As has been before stated in connection with the recommendation relative to subdirectors, a change to a longer term for the

county superintendent would tend greatly to lengthen the tenure of the teacher's position. This would result naturally:

1. From a better and more extended acquaintance with teachers. At present the majority of county superintendents serve but four years; some of them but two years. It is simply impossible for the superintendent to become well informed as to the professional character of his teachers in that time. Some teachers have a diversity of talent which enables them to succeed in any school. Others have their strong points and their weak points. They may therefore succeed in some schools and fail in others. The county superintendent should know these facts as no other person can. Then by reason of his knowledge 2, of the peculiar needs of school districts he would exert a powerful influence toward placing the right teacher in the right school. But to enable him to do this it is necessary that he possess, 3, an extensive acquaintance throughout the county, that he enjoy the confidence of school officers, to the end that the selection of teachers for the various schools be deferred to him. This would require more time than is generally given under the present law.

4. A longer term would result in a more comprehensive knowledge of the school law. The county superintendent is the official adviser of school officers and directors. It is imperative that he possess a thorough knowledge of the school law, and that he should be able to construe it correctly.

5. He is the official, through whom the schools of his county are connected with the department of public instruction. The reports which the law requires him to make to the superintendent of public instruction relative to the finances and the condition of education in his county are difficult to make correctly. He must educate the great majority of secretaries and treasurers to that degree of accuracy and correctness which is absolutely necessary to the production of a proper report.

6. It is especially important that the county superintendent should be thoroughly acquainted with the law governing appeal cases, and skilled in the proper management of them in order to prevent litigation in the civil courts, by the early adjustment of difficulties and differences.

7. He is responsible for the normal institute work of his county. No phase of county educational work requires so great a knowledge of all the conditions upon which success depends as this particular

work. We are just now introducing a graded course of study into these normal institutes covering a period of four years, and a longer term is necessary in order to insure a fair trial of this system. A change of county superintendents frequently works an entire change in the organization of the institute as well as the character of the teaching and training in it.

8. A longer term would tend to remove the office from political influence, and the strife of political parties, and would remove a powerful weapon out of the hands of a certain class who take advantage of every approaching election to coerce the county superintendent into waiving his judgment and violating his conscience. The granting of certificates is a duty which should be conscientiously discharged. In the great majority of cases this is now done; but in many instances other considerations than the qualification and fitness of applicants are allowed to exercise too great weight. In counties where the election of county superintendent is decided by a small number of votes, the frequently recurring elections are exciting a very bad influence. I have found during the present summer (1885) that many of our normal institutes have been greatly injured by political schemes tending to prevent the success of the institute and to break down the county superintendent in charge. A longer interim between the elections for county superintendent is imperatively demanded on this account if upon no other.

9. Having a longer term the county superintendents would more frequently undertake to unify the work of the schools under their charge; they would select and bring into use better books and other appliances if they were not hampered by an approaching election always close at hand; they would be relieved of that constant anxiety which the best of men cannot entirely escape, and would throw more energy into their work.

10. The office would be worthy of a better and stronger class of men and the term being longer the people would very naturally seek to fill it with the best material at hand, and with less regard to the locality from which the candidate happened to come. I am quite sure that a change in our present law which would make the term of office of the county superintendent four years instead of two would be wise and result in great good to the cause of education.

V. I am clearly of the opinion that the law should be so amended as to authorize school boards to purchase text-books, using the contingent fund therefor. These books would be the property of the district, and

pupils would be allowed the free use of them so long as they attend the school. And for the care and preservation of books so purchased the teachers should be held strictly responsible.

I have considered the merits of this question at some length in an article in this report entitled Free Text-books. There would, no doubt be some opposition to the change, but as in other States a little time and experience would accustom the people to the plan, and I think all would be pleased and satisfied with it. Were this change made there need be no more trouble with regard to the introduction and change of text-books.

In closing this report I desire to acknowledge my great obligations to Hon. Geo. H. Nichols, my deputy, Mrs. A. B. Billington, my secretary, and to Prof. E. H. Ely, who have by their faithful and efficient labors assisted me in the compilation of these pages.

Respectfully submitted,

J. W. AKERS,
Superintendent Public Instruction.

August 15, 1885.

REMARKS FROM REPORTS OF COUNTY SUPERINTENDENTS FOR THE YEAR 1883.

ADAIR COUNTY.

J. W. BOYER.

Records of this office were all destroyed by fire September 13, 1883. * * *

If secretaries and treasurers served for a longer term, and the latter had but one fund to keep accounts with, educational reports would be more reliable and there would be less than one-third the present annual loss to the school fund by deficits in reports of said officers. I am persuaded that the greater portion of these deficits are caused by transferring from one fund to another. I trust that something will be done by our next legislature to simplify our school laws and render our educational system less cumbersome.

The educational tree should be subjected to a most thorough pruning, and while at it the small independent district and the sub-district branches should be lopped off completely. I experienced more difficulty this fall in getting correct reports from the treasurers of the nine independent districts of one township than from the district treasurers of the other fifteen townships. This has been my experience in other years. It is attributable to the fact that in district townships competent men are elected, while in small independent districts it is often difficult to find men who are competent to keep accounts and make reports.

AUDUBON COUNTY.

R. M. CARPENTER.

In spite of the cry "Our schools are costing too much," teachers' wages have increased. We have thought it the duty of the county superintendent to protect the schools against incompetent teachers by rigid and thorough examinations. This has been our policy during the past four years and good results have followed. Competent and experienced teachers are able to secure work at any time, and in some instances boards of directors have been compelled to advance wages five dollars on the month in order to secure teachers.

Since our last report thirteen (13) new school-houses have been built, at a cost of nearly ten thousand dollars. Shade trees have been put out on every permanent school-house site in the county. * * * The normal institute gains new friends at every session and is getting a stronger hold on public confidence.

BLACK HAWK COUNTY.

L. E. CHURCHILL.

One cannot be a county superintendent long without seeing defects in the schools, and if he is progressive and has the welfare of the schools at heart, he will try to find out ways to cure the defects.

In making my annual report I have thought best to mention some changes which I think could be made in our laws, that would materially benefit our schools.

1. Drawing is a mode of expressing thought and can be employed very profitably, both by pupil and teacher. As an aid to mental discip-

line there is nothing to equal it. But county superintendents cannot get teachers to learn to draw, except in few instances, or, if they succeed, they are forced to take measures that tend to make them unpopular with the teachers, a circumstance which should not occur. Considering its importance I think it would be well to have drawing placed among the branches in teachers' examinations.

2. The teachers' normal institute has done more to place Iowa schools at the very front, making them a light to other States, than any other agency.

There is more real work accomplished, more progress made toward truer methods in one of our county institutes than is accomplished at the State associations in the East. Since they have such a wonderful influence upon the schools I do not think it should be held lawful to have a school in session during the continuance of a county normal institute. * * The insertion of the word *normal* in the first line of section 1762, after the word teachers would remove this difficulty.

3. As said in the last report of the State Superintendent, township associations of teachers "constitute the most important and valuable work of the county superintendents in connection with teachers of their respective counties." It is found very difficult to get teachers together in townships, for many reasons. Chief of which is that teachers are so poorly paid—in the country districts, that they feel they cannot afford to lose any time. It would pay each district to give teachers their time, and let wages go on while at such associations, but directors cannot be convinced of that fact except in rare instances.

Chapter 64, laws of 1874, will be a dead letter as long as left as it is.

It would be well if section 1761 could be amended so as to read: "A school month shall consist of four weeks of five school days each; *provided*, that the teacher, or teachers, of any school may attend not to exceed one day each month, a teachers' association or industrial exposition under the direction of the county superintendent, and no part of the teacher's wages shall be forfeited for time spent in such association or exposition."

4. Teachers should do all they can to develop a taste for good reading on the part of their pupils. Section 1729 could profitably read thus: "They shall maintain a library in each school which shall be properly graded, and they shall adopt rules for its use and preservation, and pay for such library from the contingent fund, and they may use any unappropriated contingent fund in the treasury to

purchase records, dictionaries, maps, charts and apparatus for the use of the schools of their districts, but shall contract no debts for this purpose."

BUCHANAN COUNTY.

W. E. PARKER.

How can the people obtain trained teachers for their children's schools is a question of first importance. Constantly—as teachers of the children—are very young persons who have had no previous training and no scholarship or culture, save the indirect results of a common school training, striving for the teacher's desk, * * the people have given liberally of their money for the support of the common schools, and the school officers and older teachers have brought them up to a point beyond which they cannot pass, until the State lays hold of the matter and puts age and *professional* training into the teacher's ranks.

The question is, how shall teachers be prepared and trained for the work, since in the main every county must provide its own teachers, and that a few young persons in the county must teach, train and educate the children and youth of the same?

Pennsylvania, with her great number of State normal schools, has failed to answer the question and solve the problem. Probably not one in twenty of the graduates of these normal schools or of those in any degree trained in them, ever teach school in the rural districts, except by way of defraying expenses while they are undergoing training.

For the fullest and most practical solution of the problem, every county must have a teachers' normal and training school of its own; in such an institution, with the least possible expense to themselves, the young people of the county who aspire to teach can be professionally trained before they are permitted to take charge of schools, and the people would demand it were there such professional schools easy of access.

Then, let the State make provision for such county institutions and give \$1,000, more or less, to every county that will accept the terms, found the institution, equip, maintain and run a county normal school.

CERRO GORDO COUNTY.

L. L. KLINEFELTER.

* * I presume it is necessary to have the school year begin and end in September, but I see no reason why it should also be the case with the report of institute fund and in fact all of the county superintendent's report. It would certainly be more satisfactory if the period reported by the county superintendent began and closed with his official term. Under the present system there is such an over-lapping of one year with another that it is almost impossible to make a true report.

CLARKE COUNTY.

MARY A. OSMOND.

The independent district system continues to be troublesome. Reports come in very tardily and are often imperfect. It is evident that the funds are not as well appropriated in these districts as in the sub-districts of townships. The extra pay of secretaries and treasurers is another considerable item. Our nine district townships paid their secretaries and treasurers an average of \$51.30 per township, and the independent district townships an average of \$88.00 each. This difference of \$36.70 should be applied to better uses. * *

Perhaps our best work as teachers the past year has been the founding of a teachers' library of professional literature. Almost everywhere in this county uniformity of teachers' salaries prevails, no discrimination being made between male and female teachers, ability the only test.

The length of school terms is increasing steadily, nine months constituting the school year in many districts and seven months in others.

CLAYTON COUNTY.

O. D. OATHOUT.

In presenting my report, I wish to make the following suggestions in regard to our school law: 1. That the object of normal institutes should not be exclusively to prepare teachers for better work in teaching, but rather to improve the entire school system of the county. Accordingly I suggest that the law be so changed as to authorize the department of public instruction to prepare for institute work each year memoranda on the following subjects: teachers' contracts, secretaries' and treasurers' bonds, term reports, election notices and secretaries' and treasurers' reports to county superintendents. * *

2. That secretaries, treasurers and county superintendents ought to pass a certain examination before their bonds are approved. Let treasurers show by actual work at the examination that they can make accurate reports in a neat, legible handwriting: reports that are properly itemized, that balance, that agree with the last report, and that agree with the county treasurer's books in receipts of district tax and apportionment orders; and let secretaries have work adapted to their reports, the ability to make accurate reports being considered a fit qualification to hold either office. A good utilization of the present law authorizing State certificates and diplomas would be to require all county superintendents-elect to register such certificates with the county auditor before the board of supervisors could be allowed to approve the superintendent's bond. Thus the head of the

school system of the county would have to be a first-class scholar, holding a high grade of certificate.

3. That the interest of the permanent school fund should be apportioned on the basis of the average attendance of scholars, rather than upon the total enumeration of youth, as provided by the present law. Thus districts would receive interest in proportion as they appreciated their schools, to be shown by the actual average attendance of pupils.

4. That all completed registers, record books, order books and all bills audited by the board shall be placed in the care of the county superintendent for safe keeping, the board of supervisors being required to furnish a suitable book-case for their preservation.

5. That all school funds shall be consolidated into one fund, to be known as "school fund benefits." Greater simplicity in treasurer's reports, no "borrowing" from one fund to another, no "over-paying," and no transferring of funds without authority of the electors.

6. In the blank form for secretaries' reports I think there ought to be an extra space, showing the amount paid teachers in each subdistrict. Object: the more readily to find average cost of tuition per month for each pupil. In addition there ought to be spaces for entering the number of teachers, male and female, employed at one time during the year.

You will see that recommendations Nos. 3, 4 and 5 are the same as those adopted by the superintendents' convention at Okoboji last July.

DECATUR COUNTY.

MISS E. A. MANNEY.

A call for good teachers is coming in from all sides and wages are better than ever before. This is encouraging, also the increased attendance at the normal institute and the interest the directors manifest in having teachers present.

The schools were represented at the county fair this year for the first time.

Most of the school officers are willing to give the teachers a day for attending a township teachers' association; yet some are fearful and unbelieving—we hope to convert them.

IOWA COUNTY.

J. JONES, JR.

In submitting my report at this late day, I have only to say that the delay is caused by a serious defect in our school system. I refer to the multiplicity of independent districts.

Since we have three separate funds a little knowledge of book-keeping and accounts is necessary on the part of school officers, but I think I am safe in saying that more than one half of our secretaries and treasurers are incompetent to do the work required.

Our schools, in general, are fully up with the average. Our town schools are well graded. The Marengo schools rank among the foremost in the State. Not only have we an excellent high school, but we have most admirable work done in our primary departments.

We have in one township in this county a system of schools that is unique to a degree worthy of mention, and, indeed, worthy of a great deal of consideration. I refer to the Amana schools. There are fourteen male teachers in charge of these schools, and as many more female assistants. These teachers are employed in the same schools from year to year. The teacher having the *least* experience has taught the same school over eight years, while the one having the *most* has taught for more than twenty years. Such work must needs bring skill to the teacher and benefit to every pupil.

Here, also, we find the practical industrial school. Every pupil is required to do a certain amount of manual labor besides his book-work, and this every day. A large knitting and sewing-room is found in every one of these well-built school-houses. Here every boy and girl is taught to knit; then, as they grow older, the girls learn to sew, while the boys are furnished with some kind of farm or shop-work. Here, also, school is held for twelve months in the year.

Hence there are no long vacations for the children to forget what they have learned in school. Work, study and play are so adapted to the age of the child that he does not tire of any. Here are found the most healthy, the most orderly, the most obedient school children in Iowa county.

JACKSON COUNTY.

C. A. MILLER.

The schools of the county are in a prosperous condition. The schools have mostly adopted a uniform course of study and system of grading which cannot fail of good results.

Secretaries and treasurers have been very slow to report, in many instances the superintendent has been compelled to drive to the residences of these officers and make such report as was shown by their books.

There appears to be an unusual demand for male teachers, for what reason, we are unable to state. We have to chronicle an increase in the number of school-houses, and a good degree of interest is manifested by the people in school matters in general.

KEOKUK COUNTY.

C. H. M'GREW.

In general the educational work of Keokuk county is in a progressive and encouraging condition. Never before was the profession of teaching so marked and distinct from other callings. With us the practice of following some other business three fourths of the year and teaching the remainder is fast becoming a custom of the past.

Thus our teachers recognize more clearly their rights and duties. Teachers must be leaders. This new and deep-seated enthusiasm has begun to show itself in a permanent way in the conservative masses by an increasing desire for better teachers, better schools and better buildings. The year just past will be a memorable one in the history of our county for school-house building. * *

In the local educational meetings I have been able to do far more good in correcting mistakes in teaching, in establishing new and natural methods, and in systematizing the work of the country schools, as well as creating an interest in the school work among patrons, than by the usual form of school visitation. * *

But it is through the normal institutes that I have been able to do the greatest work for the schools of the county. The graded course of study adopted has given satisfaction to all. More than half the subject matter of the course relates to professional work. * *

The inefficiency of school officers is almost beyond description; secretaries' reports are often very inaccurate. Our treasurers frequently confound the three funds; in many cases the amount "on hand" does not correspond with figures given in previous year's report, etc., so no one can have to do with the returns and not feel that that there is much guess work about them. Some good may come from such approximations, but much valuable time and labor are spent in collecting. It seems to me that a much more valuable and interesting report of the schools and their workings could be made—a report giving an accurate account of the normal institute, its work, character, influence and results; of educational meetings held, methods disseminated and interest created; of methods, plans, and work of county superintendent in directing and organizing the work in the county; of work done, methods employed and results accomplished in each school; of the material and educational progress of the school work of the county, would be much more interesting and valuable than this mass of figures: "District No. 3 of Benton township paid teachers last year \$225.00." This is the most interesting fact in reports from that district. What do you know of the school, its character, work, methods and results? So it is with the aggregate of all the schools of the county.

The evils of which I speak are inherent in our system—especially in our *independent district* system. The true remedy is, of course, found in a nobler growth of individual excellence. But the reform desired can be greatly accelerated by an abolition of this system

which time and experience have proven to be a failure. We will gladly welcome a change that will make the civil township the unit of our system. Such a plan would reduce the present number of officers over two thirds, and greatly facilitate the chances of securing efficient and interested persons for these positions. This done, and a great step will have been taken toward the solution of the rural school problem.

LEE COUNTY.

J. S. STEWART.

Owing to the work of the normal institute, and an increase in the number of really good teachers, the schools of Lee county are in a better condition now than at any time during the last four years.

The great factors of general education are the public school, the pulpit, the press and the college. But the highest degree of common school education can be obtained only through the agency of earnest, well trained and well paid teachers; hence the necessity for more normal schools under the patronage of the State, and a liberal salary for all good teachers.

To secure the best results from the amount of money expended for public school purposes there should be a uniform set of text-books in each county, all schools should be graded, and a graduating system for county schools should be adopted throughout the State.

REMARKS FROM REPORTS OF COUNTY SUPERINTENDENTS FOR THE YEAR 1884.

BUTLER COUNTY.

J. D. ANDERSON.

The educational interests of Butler county are steadily advancing. Teachers are reading the best educational journals and professional works.

There is, in consequence, a noticeable improvement in methods.

At our normal institute this year there was a good enrollment and attendance. Special attention was given in all grades to didactics, instruction in methods being the leading feature.

The county teachers' association has held three educational meetings during the past year, with very satisfactory results.

We think every thing is in condition for excellent work during the coming year.

CALHOUN COUNTY.

MRS. C. E. TRIMBLE.

Our schools have increased in number to one hundred and sixteen. I have just issued a yearly report of the schools which I hope will interest patrons and thereby promote the attendance of pupils. * *

About half the school sites have trees. Shall try to have trees on all the permanent sites.

The teachers are advancing; only first and second grade certificates are issued. Many teachers are using the most approved methods, all are readers of journals and professional literature.

District meetings were held at five points in the county, we think, with good results.

Our normal institute was well attended; members enthusiastic; well repaid for attendance.

Hope to be able to introduce a "classification register," so that we may have more system in our work.

CEDAR COUNTY.

MRS. A. N. FILSON.

Never, in the history of this county, has more enthusiasm prevailed among the teachers in their work, and among school officers there is a general disposition to do all in their power to assist us. As we need the co-operation of both teachers and school officers, in order to accomplish the best results, we are hopeful for the future.

The meetings of the "teachers' association" are unusually well attended and highly interesting.

A new feature of our work in the county is collecting written review work from every school and keeping it in this office on exhibition.

CHEROKEE COUNTY.

H. B. STREVER.

There are few changes to report in the educational affairs of this county.

Twelve new school-houses have been built in the rural districts to accomodate the increasing school population.

In Cherokee a large and commodious school-building has been erected at a cost of nearly \$20,000. It is built of brick and contains all modern appliances for heating, ventilation, etc.

Wages have materially advanced in a number of townships and at present there is a growing demand for better teachers.

Our last normal institute was a success, the enrollment and average attendance exceeding that of any previous year.

CHICKASAW COUNTY.

J. A. LAPHAM.

Since my last annual report the schools of Chickasaw county have moved quietly on, with few jars and with increasing efficiency.

I am more than ever convinced that it is practicable to grade our country schools. We have been steadily pushing the course of study. The common school diploma has now been awarded to more than seventy scholars, and a goodly number of boys and girls over the county are striving to merit it. The educational meetings held in connection with the examinations for the diplomas have usually drawn a good attendance of the school patrons.

Three new school-houses have been erected during the past year,

improved seating arrangements have been made in several districts, and some useful apparatus is being purchased by a few schools.

Our normal institute was the largest ever held in the county—five weeks' session—and the work done therein is reacting and greatly helping our country schools.

Bradford township high school is in fine condition, and well attended.

In our work of examinations we use the State questions almost entirely, and find them well adapted to our needs.

CLAYTON COUNTY.

G. H. SMART.

The schools of the county are steadily advancing, and I expect to be able to report still greater improvement for the coming year.

At our normal institute we paid more attention to teaching methods than has been done heretofore. This, with increased standard for certificates, has resulted in marked improvement on the part of our teachers.

It is my purpose to attempt to grade the country schools this year.

DALLAS COUNTY.

MRS. J. E. KINNICK.

The normal institute was productive of good results, and I see in many schools the fruits of the work done there. The register showed an enrollment of two hundred and fifty-two, and the average attend-

ance was excellent. * * * We have held two educational meetings since the schools opened this fall. * * *

Our graded schools are improving each term. The manuscripts received from examinations in country schools show that writing is carefully taught in most places, and that composition is a part of their daily work.

DELAWARE COUNTY.

H. G. MILLEN.

An exhibit of school work was held last spring, the first in the history of Delaware county. Preceding this educational meetings were held in different parts of the county to awaken greater interest in our schools and at the same time to arouse all to the importance of making the exhibit a success. The course pursued proved to be for the best. Every town school and three-fourths of the country schools had samples of their work on exhibition. In connection with the exhibit an association was held which was largely attended. The work planned for the exhibit led the pupils into practical and too often neglected fields. As a proof of the favor with which the exhibit was received, the teachers at our normal institute decided unanimously that these annual meetings for the exhibition of school work, should become, a permanent feature of our system of education in Delaware county. * * * Our institute enrollment was two hundred and two. At the close of the institute a business meeting was held, at which the question of grading the country schools was duly considered and decided upon.

The interest in our schools is becoming intensified on the part of teachers, school officers and patrons, which naturally results in an increase of interest on the part of the pupils—the prime object of all our efforts.

DUBUQUE COUNTY.

 N. W. BOYES.

In 1880 a four years' graded course of study for Dubuque county teachers' normal institute was arranged and adopted. In 1881 it was revised to correspond with the State course, which was recommended by the committee appointed by the State Teachers' Association, and it has been adhered to strictly, since that date, producing most satisfactory results by giving good and regular attendance at the institute, and raising the grade of teachers.

Of the 205 teachers engaged for the winter term forty-seven hold professional certificates,—having previously had successful experience, and completed the institute course; sixty-five hold first-class certificates and have had an average experience of five years' work in the schools of this county.

It is my opinion that the State department of public instruction should at least promulgate and recommend an elementary uniform course of study for the institutes of the State, so that all may know what work has been done by those who complete the course. It will save both time and money to the teachers and people of the State, and raise the standard of work done in the schools.

Short terms with frequent change of teachers, has become the exception—and not the rule, as was the case formerly in this county. * * Sixty-four per cent of our school population (5-21) have attended in either public or private schools during the past year, and when we consider the fact that the average age of those who finish the common and ward school courses is not more than fifteen, and those of the seminaries and high schools eighteen years, we regard this as a good showing, and evidence that very few, if any children, are being raised in ignorance, or without a fair knowledge of the common branches of learning.

Several teachers' and school officers' meetings were held last winter and were well attended, some of the ablest men in the county taking part in the proceedings, and assisting to create a liberal progressive spirit in the minds of the people.

FLOYD COUNTY.

 H. H. DAVIDSON.

My report is submitted as early as the information necessary to make it could be obtained.

I am thoroughly convinced that the county superintendent or some supervising officer posted in school law, its objects and its aims, should be authorized and required to take closer notice of the receipts and expenditures of public moneys; that some system ought to be devised whereby accounts shall be more uniformly and accurately kept. * * I can see no good reason for maintaining the distinction of three separate funds, unless the law by some means follows these funds to their proper disbursement.

Our school work has been constantly advancing. There is a growing desire on the part of our teachers for more extended professional training and for broader general culture. * * We continue our efforts toward securing more equal development of pupils in rural schools by urging teachers to follow more closely our out-line course of study; and our two years' experience with such a course of study has served to confirm us in the opinion that it is essential to the success of these schools. In the matter of supervision of rural schools our efforts have fallen short of reaching those details, in direction of work, which good supervision with ordinary teachers, would demand. But, even in this field we are gratified at the hearty co-operation which we have uniformly met among patrons, school officers and teachers.

Since our last report we have built four new country school-houses, three of them good ones—well heated, seated, lighted, etc. The independent district of Charles City is erecting an eight-room building, at a cost of about \$12,000.

FREMONT COUNTY.

T. J. R. PERRY.

We shall hail the day when the teachers of our country quit their migratory life and settle down to an average of at least one year's residence with each school.

By this every-term change we are sinfully wasting not only much money, but that which is incomparably greater, the invaluable time of the children. This assertion needs no argument to substantiate it, as we find none to deny; and still we go on from year to year, patrons, teachers and school officers, all crying "guilty" to ourselves, and none making the proper effort to remedy the evil, as evil it certainly is.

Our schools should be faithful nurseries for training the coming responsible citizen to better and more implicitly loyal obedience to law. This we consider one of the prime incentives for our government to continue to publicly educate her minors. A well regulated and well governed school will send forth law abiding citizens and *vice versa*.

The text-book question has been disposed of for a time at least, by an almost universal adoption of a uniform series of text-books, and we are already experiencing the good results of this wise action on the part of our school boards.

GUTHRIE COUNTY.

W. L. MILLER.

The school work in this county is steadily moving on. Several school-houses have been built during the summer, and prospects are favorable for a successful year's work in the school room.

The graded schools—six in number—are following printed courses of study, and will graduate classes at the close of the present school year. We hope to have the work of the country schools systematized soon, and a record of the work, classification, etc., left in each school at the close of the term.

Our normal institute was a success, both in point of numbers and work done.

The county teachers' association is considered one of the permanent factors in our educational work, and we shall try to organize several township associations during the winter.

The influence of our County High School upon the teachers of the county is becoming more apparent each term. A teacher's course of ten weeks, to close just before the beginning of the winter and spring terms of our rural schools, has been added to the regular work of the school, and will increase its usefulness.

HAMILTON COUNTY.

G. F. RICHARDSON.

The interest in good schools is increasing throughout the county. There is a growing demand for better teachers. In our examinations we are hewing closer to the line, and, as a result, indifferent teachers are dropping out of the work.

Our last normal institute reached an enrollment of one hundred and thirteen, and was one of marked success. At the close of the institute, a teachers' county library association was organized, from which we expect good results. * * * The directors' meetings give promise of much good for the schools.

IDA COUNTY.

MRS. A. H. SMITH.

The educational interests of Ida county are steadily advancing. The teachers, as a class, are live, progressive and conscientious, seeming to realize the importance of their work. The per cent of inexperienced teachers is less, which may be ascribed to the good wages paid. The examinations have been thorough, the standard for certificates raised, and yet there has been quite an increase over last year in the number of first-grade certificates issued.

It is encouraging to note the improvement in methods. The normal institutes have been working wonders in that direction. The enrollment this year was a surprise to every one, for we had not thought it possible that "Little Ida" could call out that number.

I have tried in my visitations to correct the impression that the county superintendent is to be dreaded as a critical stranger, whose chief object is to find fault. The teachers consult me as a friend, eager and free to talk over school matters, and I am better enabled to point out errors and to suggest and recommend improvements. They are willing and prompt to make out monthly reports of their schools to this office. The school attendance is not so good as it should be, but the teachers are generally trying to overcome this failing.

There is a well organized teachers' association, which meets every quarter, and so far has been well attended.

The school officers and patrons deserve credit for their enterprise and pride in building comfortable, commodious school-houses. There have been eight houses built this year, all constructed after the most approved plans, nicely finished and well furnished.

KEOKUK COUNTY.

H. D. TODD.

Ideal School.—As a tree is judged by its fruits, so may a community be measured by its schools. The school may be taken as the exponent of the intelligence of a people. In general it is difficult to advance the school standard beyond the ideal school of the district in which it is taught. Those who seek to execute successfully a public school system, must educate public opinion as well as make the schools systematic and efficient in their work and operation. □

School Officers.—Some indication of progress is noticeable, in the promptness with which secretaries and treasurers make their annual reports. * * * I do not see why we cannot have a township school treasurer; or why we cannot make the township clerk school treasurer and abolish all others. * * * We ought to have a county board of education, whose duty, among other things, should be to arrange a course of study for the schools of the county, and select a series of text-books to be used for a period of years.

Teachers and Schools.—We have a very zealous and efficient class of teachers, who are making teaching a profession. * * The average number of months of school is gradually increasing. Many of our rural districts now have eight and nine months school during the year.

Normal Institute.—Our normal institute was of marked interest. Enrollment two hundred and twenty-five members.

School-Houses.—Five new school-houses have been erected during the year. What Cheer built a large two-story, four-room brick building, at a cost of \$6,000.00; Keswick erected a two-story frame building, cost \$2,000.00; and three were built in rural districts, all of which were constructed in accordance with the most modern and improved plans of our best architects.

LEE COUNTY.

J. S. STEWART.

The schools of Lee county show a marked improvement in several particulars. In uniformity of programme and classification, in pupils acquiring a correct use of common English, by the study of appropriate language lessons, in neatness and dispatch in the solution of questions in arithmetic and algebra, and map drawing and penmanship.

A majority of the schools are better supplied with globes, maps, charts and suitable black-boards than formerly.

During the last year three comfortable and durable school-houses have been built in rural districts, also a well-planned and commodious school-building has just been completed in Keokuk.

Excellent and comprehensive courses of study have been adopted by the school boards of Keokuk and Fort Madison, while the schools of Montrose, West Point, Franklin, Primrose, Charleston and Mt. Hamill, reflect great credit upon teachers and boards of education.

The greatest need of the country schools at the present time is trained and experienced teachers. The annual election of directors and teachers, together with nepotism and favoritism, are the causes of thousands of unnecessary changes among the teachers of our State, every year. Many schools are thereby disorganized, the pupils' time is lost, the people's money squandered and the teacher's calling degraded and his position and salary rendered uncertain. In many cities and school districts teachers are required to sign contracts agreeing to leave their positions upon notification that their services are no longer wanted by the board of education. What teacher is secure in his position? And who desires to make teaching a life-work under such humiliating uncertainties? * * *

The right education of children implies and demands competent teachers as instructors. This rule applies to all schools in the State. To secure the services of competent instructors two important considerations must be offered to all applicants for the position

of teacher: The State must make provisions for the proper training of all public school teachers, and permanency of position and salary must be the security offered to all teachers elected,—subject to removal only for dereliction of duty, immorality, etc., as may be provided by law. Until these important questions are squarely met and settled, the teacher's calling will never receive that recognition, protection and recompense that its importance demands, as a factor in the elevation of the masses preparatory to self-government and the perpetuation of American liberty.

LOUISA COUNTY.

MRS. L. G. MURDOCK.

The schools in Louisa county are in a fair condition, but not what they should be by any means. Too little attention has been given to methods of teaching, and too much stress put upon mere text-book knowledge, hence there are many persons employed in the schools who are good scholars, but prove inefficient as teachers.

I would heartily endorse a section in the school law that made the attendance at the normal institute a requisite in the qualifications necessary for obtaining a certificate; that a uniformity of methods of teaching might be secured throughout the district schools, where a change of teachers is made nearly every term. In this way it would not take the school one-third of the session to learn the "ways" of the new teacher and much time might be saved. No third-class certificates are issued this fall and winter, and holders of such will be required to work up their grades before they again receive certificates. Our teachers' meetings are well attended, and our normal institute was both pleasant and profitable.

LUCAS COUNTY.

J. M. HANLIN.

The educational work of our county is in a very prosperous condition.

The enrollment and average attendance of pupils for the year just closed are the largest in the history of the county.

We are making encouraging progress in the classification and graduation of our country schools.

More than eighty per cent of our teachers are taking and reading good educational journals, and many are ordering professional books.

We have organized a teachers' library association with fifty-two members. We have a live teachers' association holding meetings each month.

Six new school-houses, three of them two story edifices, have been erected since my last report; all of them commodious, beautiful in architecture and comfortably seated.

Our normal institute this year was more interesting and successful than any former one. The enrollment one hundred and sixty-seven, and the work of a high order.

MADISON COUNTY.

J. W. MANN.

Our normal institute was a success in enrollment, attendance and general interest manifested.

The greatest difficulty teachers have to contend with in this county arises from the variety of text-books in use. The evils arising from this cause are too numerous to mention here. * *

Let it come from whatever source it may we want a uniform system of instruction throughout the State.

Our school law is entirely too complicated.

We have organized a teachers' association this year, and have added quite a number of volumes to our teachers' library, which now comprises one hundred and five volumes.

MARION COUNTY.

A. YETTER.

The schools of Marion county are in a progressive state.

There is nothing of more vital importance in preserving the stability and perpetuity of our government than the great work of properly educating the youth of our land. The idea of an elementary education does not fully convey the kind and extent of mental training necessary to make good citizens. Home influences and social and public sentiment combined would, to a great extent, establish the character of our youth. The mind, however well-disciplined needs to be thoroughly impressed with correct ideas of honest labor and moral worth, to direct and lead us in the discharge of our relative duties of good citizens.

So far as this work can be done in the school-room we are not without some evidence of improvement. The first principles in the different branches of study are more thoroughly taught. There is a greater effort made than heretofore by teachers to have their pupils think and reason instead of mechanically following rules without understanding them. An additional evidence of improvement is found in the increased anxiety among the teachers to excel in their vocation. Many of them have done good work and thereby justly gained the confidence and esteem of their pupils and patrons. Others have not been so successful, and yet they are entitled to our respect, having done what they could.

To attain greater efficiency in our common work, let us have the aid and influence of every citizen in support of our system and the furtherance of its interests, and as the fruits of such united influence

teachers will be improved and encouraged, the best men chosen to the office of school director, and parents will be aroused to a stronger sense of their duty and responsibility, the community interested and prejudices removed; and in the end the sustaining and powerful influence of an enlightened public opinion brought to the support of our system of education, that shall make it impregnable.

MILLS COUNTY.

W. M. MOORE.

Our schools are in a prosperous condition, and are giving satisfaction, as a general thing. There is a growing tendency on the part of school boards to retain in their employment those teachers who are doing good work, and the results are very gratifying.

The people seem to be interested in the schools, and we are laboring to bring the home and the school to a more perfect union.

MONROE COUNTY.

HENRY J. BELL.

As a class the teachers of this county are enthusiastic. A number of local institutes were held during the spring session of schools and were freely participated in by teachers, pupils and patrons.

The normal institute was well attended, and was productive of good results, as is evidenced by improved school work.

An effort at systematic classification has been made, and with a good degree of success.

On August 23d a meeting of school officers was held, which, while

not largely attended, was instrumental in awakening quite an interest among officers and patrons.

On the whole the educational out-look in this county is encouraging.

O'BRIEN COUNTY.

DAVID ALGER.

The schools of this county have been reasonably prosperous for the year just ended. More especially is this true in regard to the graded schools, where a salary sufficient to induce good teaching talent is paid. * * *

It is very discouraging to have school boards defeat all efforts of county superintendents by refusing to make a reasonable difference between teachers holding first, second and third-class certificates, but we are trying to educate the people to see these things as they are.

The work in the graded schools is of the most satisfactory character, considering the facilities we have by way of apparatus, etc. * * * This is one of the new counties of this great State, and the people are paying heavy taxes for all purposes, but I am pleased to say that as a rule they are willing to tax themselves to the extent of the law for school purposes, and pay the same cheerfully in order to better the condition of the schools.

OSCEOLA COUNTY.

J. R. ELLIOTT.

The school work during the year has been of a highly satisfactory nature. While some difficulty has been experienced in procuring suitable teachers, yet, lack of experience has, in a measure, been made

up by the enthusiasm and life which has been manifested by many of the younger teachers. We are under special obligations to the teachers and pupils of the Sibley high school, and to the conductor and instructors of our normal institute.

There has been a notable disposition among the school boards to retain tried teachers for a year. This we consider a very hopeful sign.

PLYMOUTH COUNTY.

J. WERNLI.

The past school year has been one of prosperity and improvement for our public schools.

The number of districts and subdistricts established has increased from 109 to 113, the number of schools from 126 to 148, and two new graded schools have been established.

Among the great number of school-houses erected is one in Le-Mars at a cost of \$12,000, one in Kingsley at a cost of \$4,000, and one in Remsen costing \$2,500.

The influence of our normal institutes and of the educational periodicals and books is seen and felt in the teachers' work and the results of the schools. * * *

As a rule we have better methods, better work, more thought, more training and more skill.

In order that the teachers and their pupils may receive the recognition due them, we have adopted a system of reports and records, and shall establish a regular system of public competitive examinations for this county after a plan we expect to publish soon. We are also trying to classify our schools and get the desired uniformity of books.

It is to be regretted that our school law is not keeping pace with public opinion. When will our legislature do justice to our teachers, superintendents and schools? When will order be created in the

qualification of teachers, in attendance, in a uniform course of study, and in many other things?

We hope the time may soon arrive.

POTTAWATTAMIE COUNTY.

J. M. MATHEWS.

Our normal institute this year was in all respects a grand success, and the means of awakening in the teachers an enthusiasm which in their school work, is to this time showing no signs of diminution.

Music was an important and interesting feature of our normal work, and in consequence of the manner in which it was there brought to the attention of our teachers, to-day, in upward of two hundred school-houses in the largest county in Iowa, at the same hour, are lifted in shouts of joy and praise the voices of nearly ten thousand children.

The variety of text-books in our county is a matter of great defect in the system which allows every board of directors to choose for its district such books as may favorably impress the members.

Several new school buildings have been erected during the past year, and there is now an average of about one to every four sections of land.

SAC COUNTY.

H. T. MARTIN.

School interests in this county are advancing. Teachers' wages show an increase of twenty-five per cent within the last two years. But the most hopeful indications are that the people, the patrons of

the schools, are giving more attention to school work than ever before.

Our teachers' meetings and associations are growing in interest; our teachers are active and are anxious to do good work in the school room.

SCOTT COUNTY.

C. E. BIRCHARD.

I have the pleasure of reporting the schools of Scott county in very good condition. * * The prevailing opinion among our people is that teachers should have fair compensation and be required to do good work. That the opinion is a correct one is well established by the fact that the schools wherein the teacher is retained from term to term and at a good salary, are much in advance of the schools where constant change and small compensation is the rule.

It seems to be the general opinion among school officers that there would be less complication if the school funds were united into one general fund. Judging from the treasurers' reports of this year, I am satisfied that financial statistics would be more reliable, and give less work for county auditor, county superintendent and school officers, without disadvantage to any one.

In visiting schools I have endeavored to become acquainted with as many of the patrons as possible, and with a short experience I am satisfied that time so spent is well repaid. Am decidedly in favor of school visitation, for in no other way can the superintendent find out the ability of the teacher, or the wants of the school.

School property is in good repair, most of the houses well painted and the grounds well supplied with shade.

STORY COUNTY.

OLE O. ROE.

The schools of Story county are fairly prosperous. The people show a commendable willingness to tax themselves for school purposes. During the past year eleven new school buildings have been erected; five of them to replace old buildings.

One drawback to the efficiency of the country schools is the frequent change of teachers. Those schools that retain a competent teacher for a number of successive terms are always found in the best condition.

The surest way to improve the schools is to elevate the teachers; not only by requiring a higher degree of scholarship, but by well directed efforts in institutes and teachers' associations to create a professional enthusiasm for the work.

Our normal institutes have been increasing in attendance and in efficiency from year to year. The work done in our normal institute will be supplemented by that of the teachers' associations which have been maintained for the past two years.

The number of graded schools is increasing, and they are all doing satisfactory work. Those of Nevada and Ames have been especially successful.

We are fortunate in possessing an earnest and progressive body of teachers, who, as a class, are willing to second every effort for the advancement of the cause of education in our county.

TAYLOR COUNTY.

W. P. BISHOP.

The schools in the county, I think, will bear favorable comparison with those of our neighboring counties, but they are not perfect.

We lack systematic work. We are now developing a plan of classification of country schools that we think will give us a better grading.

Our last normal institute was of great practical good to the teachers, and a county teachers' association was organized during the session. Our graded schools are doing well.

UNION COUNTY.

GEO. J. DELMEGE.

The schools of this county are generally in a healthy and satisfactory condition. Graduates from the schools of Afton and Creston are prepared to take standing and rank with graduates from any city schools in the State.

In the country we sometimes find a district or township where the public seem to be dragging wearily through an unprofitable term of school; where there seems to be little energy or interest on the part of the teacher, and consequently none on the part of the pupils. This condition of affairs, it seems to us, is largely attributable to a want of interest in school matters by the patrons. * * It is too often the case in country districts that those who are most competent to discharge the duties of sub-director, are least willing to assume them. Consequently some party who has a near relative who would like to teach in the home district, because of the facilities for boarding at

home, secures the election. The result is—a school in session with more harm than profit to the pupil. These are abuses of our present school system, that in our opinion should be amended.

The power of the county superintendent in granting certificates is largely discretionary; but he cannot well refuse to issue a certificate to a party whose scholarship is fair and whose moral character is good, feeling confident of his ability to teach a school successfully, under ordinary circumstances, but morally certain he will prove a failure in his home district. This one feature works great injury to our school system.

The constant changing of teachers should be avoided. The good work done during one term should be carried forward throughout the year. * * It seems to us, school boards as a rule, are false economists and cut off a mill in taxes, frequently, at great detriment to our schools. The building may be fine, and the furniture appropriate, but the chief adornment of a school-room is a competent teacher adapted to the work. Can this be attained by offering for valuable services from \$22.50 to \$32.50 per month? Can school officers expect to secure talent of a high order or of such degree as will promote the well-being of our schools, so long as the compensation is held at these figures?

Our normal institute was regarded by all as a decided success. The greatest enthusiasm prevailed among instructors and instructed, and the work done was of the highest order of excellence.

Several fine school buildings have been added to our list this year.

VAN BUREN COUNTY.

ANNIE E. PACKER.

In the educational work of Van Buren county there is a healthy tone that is encouraging. Unusual care is used in gaining the "what to teach," and more and more are seeking a better "how to teach." This is especially true of primary work. Teachers are spending more for professional journals and books, and a fine interest is taken in current literature and elementary science.

A county association and sectional institute have been organized. It is believed that only united action and intelligent persistent effort can place our schools where they should be in the wondrous work of fitting human beings for citizenship and for homes.

A course of study for ungraded schools and a classification register have been adopted and will be placed in the rural schools, to be compulsory for the younger pupils and "strongly insisted" upon throughout. The older pupils are often very irregular in the advancement, but as they grow out of the schools the classification will conform to the course of study. * * Our normal institute was successful in point of interest. Instruction was well given and well received. Our best teachers have always prepared their lessons for each recitation in their schools, and it is hoped that the poor teachers have gone out feeling that lack of preparation is a crime against themselves and their employes, intending to teach better or find other work.

WINNEBAGO COUNTY.

A. N. BRONES.

I herewith take pleasure in submitting this, my fifth annual report on the educational statistics of Winnebago county. Most of the schools in this county are in a very prosperous condition, and are generally supplied with live and energetic teachers. * * *

Our normal institute and teachers' associations for this year were well attended by both teachers and citizens, and were productive of the most practical and satisfactory results, the effect of which is to be met with in nearly every school in the county, in the manner of more complete organization, better methods of instruction, better school government, and better systematized and more thorough work generally. * * *

Last year we employed forty-eight teachers; this year we find work for fifty-one. The total average attendance in the whole county for the year 1883 was thirteen, with an average cost of tuition per month for each pupil of \$1.151, while for the year 1884 the average attend-

ance has reached fifteen, and the average cost of tuition per month for each pupil has been reduced to \$1.20.

Although our teachers are steadily advancing in *their* profession, and our schools taught according to the latest and most approved methods, I find that [in many localities the parents are apt to be too careless and indifferent to the benefits that are offered them. And the question of permanent importance is, what can be done, or whither shall we go for a remedy that will counteract this evil? After a thorough investigation and a fair trial of how to remove this evil, I have come to the conclusion that the best and only universal remedy that will reach every household or parent in this country would be to adopt compulsory education, for the simple reasons that, notwithstanding our State with its free system of education makes ample provision for the education of her youth, more than one-third of those between the ages of five and twenty-one years fail to regularly attend school. Again: if the State has the right to tax property for the purpose of educating the children, she certainly has the right to compel them to enjoy the advantages and to reap the benefits of said tax.

WINNESHIEK COUNTY.

DAN. SHEA.

On the first of April, of the present year, we introduced and put in operation in the schools of this county a course of study, and from the certified reports of the teachers we feel justified in saying that it has had the effect of putting the schools on a more substantial foundation, and placing them in a position to do more effective work in the future.

There is now a tendency toward uniformity and system in the quality and quantity of the work to be done; besides, it has given a stimulus to both teachers and pupils, that, under the "hap-hazard" style of working, did not exist.

The course is so arranged as to give an outline of work for the teacher to work from, and an object for the pupils to work for, be-

sides systematizing the work to be done—making it more uniform, and giving each branch its due portion of time. By and with the aid of the course of study, and the hearty co-operation of teacher and patrons, we hope in the next year to be able to place the schools of this county in a rank second to none in the State.

WORTH COUNTY.

H. T. TOYE.

Our schools are in a fairly prosperous condition, with the encouraging feature of a general disposition all along the line to move forward.

We are now inaugurating a series of evening meetings, for the purpose of arousing some degree of interest in the needs and possibilities of the country schools.

It is our desire to make Worth county inferior to no county in the State, and to that end our energies are being directed; not that our pride may be gratified, though that even would be incentive enough, but that we may have, with our limited ability, done what we could.

GENERAL SUMMARY.

SECRETARIES' REPORTS.

SCHOOL DISTRICTS.

	1883.	1884.
District townships.....	1,171	1,183
Subdistricts.....	7,956	8,395
Independent districts.....	3,189	3,281
Whole number of districts.....	11,145	11,628

SCHOOLS.

	1883.	1884.
Ungraded.....	10,874	10,436
Graded (departments).....	2,720	2,957
Whole number.....	13,594	13,393
Average duration in months.....	7.1	7.2

TEACHERS.

	1883.	1884.
Males employed.....	5,695	5,760
Females employed.....	16,521	17,359
Whole number.....	22,216	23,119
Average monthly compensation, males.....	\$ 35.21	\$ 37.40
Average monthly compensation, females.....	27.80	30.42

SCHOLARS.

	1883.	1884.
Between the ages of 5 and 21 years, males.....	315,344	316,594
Between the ages of 5 and 21 years, females.....	305,198	306,557
Total number.....	621,042	623,151
Enrolled in public schools.....	477,222	472,968
Total average attendance.....	276,901	284,498
Percentage of enrollment on total enumeration.....	70.40	75.89
Percentage of attendance upon enrollment.....	58.02	60.15
Percentage of attendance upon enumeration.....	44.58	45.65
Average cost of tuition per month.....	2.15	2.08

TREASURERS' REPORT.

SCHOOL-HOUSES.

	1883.	1884.
Frame.....	10,772	10,962
Brick.....	714	739
Stone.....	245	227
Log.....	58	47
Whole number.....	11,789	11,975
Value.....	\$ 10,473,147	\$ 10,808,930

APPARATUS.

	1883.	1884.
Value.....	\$ 2,302.02	\$ 2,378.72

DISTRICT LIBRARIES.

	1883.	1884.
Number of volumes.....	34,749	33,922

SCHOOL-HOUSE FUND—RECEIPTS.

	1883.	1884.
On hand at last report.....	\$ 368,194.67	\$ 866,276.61
From district tax.....	654,883.66	714,908.65
From other sources.....	491,586.50	398,090.73
Total receipts.....	\$ 1,514,644.83	\$ 1,479,275.99

EXPENDITURES.

	1883.	1884.
For school houses and sites.....	\$ 704,786.80	\$ 716,709.13
For libraries and apparatus.....	22,043.43	15,775.21
On bonds and interest.....	229,889.12	251,622.43
Paid for other purposes.....	185,955.19	198,437.38
On hand.....	371,970.79	296,731.84
Total expenditures.....	\$ 1,514,644.83	\$ 1,479,275.99

CONTINGENT FUND.

RECEIPTS.

	1883.	1884.
On hand at last report.....	\$ 431,146.84	\$ 432,719.17
From district tax.....	1,692,882.61	1,286,935.10
From other sources.....	146,130.79	148,111.31
Total receipts.....	\$ 1,670,160.24	\$ 1,817,765.58

EXPENDITURES.

	1883.	1884.
For rent and repairs of school-houses.....	\$ 251,489.66	\$ 268,969.21
For fuel.....	325,387.41	340,413.73
Paid secretaries and treasurers.....	115,060.24	122,122.78
For records, dictionaries, etc.....	32,096.01	35,941.57
For insurance and janitors.....	133,940.41	151,062.00
For supplies, brooms, chalk, etc.....	82,524.73	84,996.18
For other purposes.....	301,292.04	326,014.35
On hand.....	428,369.74	488,305.67
Total expenditures.....	\$ 1,670,160.24	\$ 1,817,765.58

TEACHERS' FUND.

RECEIPTS.

	1883.	1884.
On hand at last report.....	\$ 1,796,237.34	\$ 1,706,812.82
From district tax.....	2,882,128.59	3,020,433.53
From semi-annual apportionments.....	680,241.90	690,223.18
From other sources.....	135,632.35	113,100.42
Total receipts.....	\$ 5,494,240.18	\$ 5,530,569.95

EXPENDITURES.

	1883.	1884.
Paid teachers.....	\$ 3,630,516.19	\$ 3,696,453.02
Paid for other purposes.....	83,461.35	28,513.52
On hand.....	1,780,262.64	1,805,603.41
Total expenditures.....	\$ 5,494,240.18	\$ 5,530,569.95

PERMANENT SCHOOL FUND.

	1883.	1884.
Amount September 20th.....	\$ 3,843,363.08	\$ 4,008,217.13
Interest on same.....	229,748.84	242,710.16

COUNTY SUPERVISION.

EXAMINATION OF TEACHERS.

	1883.	1884.
Professional certificates issued.....	305	289
First grade certificates issued.....	7,474	7,168
Second grade certificates issued.....	9,794	10,265
Third grade certificates issued.....	3,146	3,078
Total number issued.....	20,719	20,800
Applicants rejected.....	2,166	2,881
Total number examined.....	22,885	23,681
Certificates revoked.....	8	3
Average age of applicants.....	23	20
No experience in teaching.....	3,217	3,460
Taught less than one year.....	3,223	3,108
Teachers with State certificates.....	27	16

VISITATION OF SCHOOLS.

	1883.	1884.
Schools visited.....	10,053	8,726
Visits made during the year.....	13,011	7,445
Educational meetings held.....	786	629

APPEALS.

	1883.	1884.
Number of cases.....	91	100

COMPENSATION.

	1883.	Jan. 1 to Oct. 1, 1884.
Total paid superintendents.....	\$ 102,396.00	\$ 79,095.00
Average compensation per annum.....	103,430.00	79,893.00

PRIVATE SCHOOLS.

	1883.	1884.
Number.....	114	140
Teachers employed.....	502	545
Scholars in attendance.....	13,040	17,158

TEACHERS' NORMAL INSTITUTES.

GENERAL REPORT.

	1883.	1884.
Number of institutes held.....	99	99
Continuing in weeks.....	297	290
Males in attendance.....	2,188	2,355
Females in attendance.....	11,256	12,439
Total.....	13,444	14,794

FINANCIAL REPORT.

RECEIPTS.

	1883.	1884.
On hand at last report.....	\$ 12,140.02	\$ 7,860.52
Examination fees.....	23,321.82	23,992.57
Registration fees.....	13,338.00	14,913.00
State appropriation.....	4,950.00	4,950.00
County appropriation.....	312.32	671.76
Total receipts.....	\$ 54,062.16	\$ 52,387.85

EXPENDITURES.

	1883.	1884.
For instruction and lectures.....	\$ 34,929.41	\$ 35,743.40
For incidentals.....	6,285.94	2,556.46
On hand.....	12,846.81	14,087.99
Total.....	\$ 54,062.16	\$ 52,387.85

TABULAR EXHIBIT: SHOWING THE GROWTH OF THE PUBLIC

YEAR.	DISTRICTS.			SCHOOLS.			TEACHERS.				PUPILS.				
	District townships.	Independent districts.	Subdistricts.	Ungraded.	Graded.	Months. Days.	Av. annual session.	Number employed.		Average compen- sation per month.	Number of persons be- tween the ages of 5 and 21 years.	Number enrolled in public schools.	Total average attend- ance.	Average cost of tuition per month.	
								Males.	Females.						
															Males.
1847	416	693	105	101	23	15.43	8.20	20,922	2,439						
1848	1,005	554	4	336	245	14.53	7.64	40,646	7,077						
1849	1,262	914	3	540	250	14.76	8.78	50,082	17,350						
1850	1,358	1,181	7	706	432			64,336	24,804						
1851	1,560	1,266	8	806	525			85,060	33,043						
1852	1,761	1,379	8	812	740	599		100,083	42,442	24,559					
1853	1,761	1,379	8	812	740	599		100,083	42,442	24,559					
1854	2,353	1,520	8	961	772	19.61	9.39	111,093	44,115						
1855															
1856	2,850	2,153	1,279	1,243	1,424	14.47	8.23	173,868	59,014						
1857	3,265	2,708	1,572	1,424	1,424	24.38	12.95	195,285	79,670						
1858	3,222	2,708	1,572	1,424	1,424	11.18	1.82	233,927	96,574						
1859	3,993	4,274	2,901	2,364	2,768	27.68	17.16	240,531	142,949	79,411					
1860	4,013	4,655	4,927	3,219	3,155	23.76	15.28	244,938	167,869	77,113	1.06				
1861	4,073	4,803	5,502	3,763	3,502	24.24	16.20	262,570	183,818	101,893	1.10				
1862	4,015	5,057	5,896	3,618	4,187	21.76	14.21	269,522	201,805	100,041	1.02				
1863	4,129	5,172	6,237	4	2,307	5,553	22.00	15.68	281,733	199,750	111,185	1.10			
1864	4,141	5,340	6,023	5	2,815	6,140	25.12	17.60	294,912	210,569	117,378	1.12			
1865	4,171	5,572	6,237	5	2,840	6,467	31.94	32.50	324,338	217,593	119,593	1.36			
1866	4,195	5,920	5,900	5	4	2,675	33.48	23.76	348,498	241,827	136,174	1.52			
1867	4,321	6,168	6,229	5	6	3,676	35.68	24.41	372,969	257,281	148,620	1.37			
1868	4,412	6,410	6,439	212	6	4,123	6,646	35.42	25.72	393,630	279,007	160,773	1.32		
1869	4,462	6,773	6,788	221	6	4,127	7,515	36.06	27.16	418,168	296,138	178,329	1.34		
1870	4,776	7,334	6,999	213	6	4,909	7,808	35.00	26.80	431,134	320,803	202,246	1.32		
1871	4,800	7,716	7,823	280	10	5,483	8,587	36.00	27.80	460,629	341,938	211,562	1.52		
1872	4,817	8,438	8,705	403	7	5,240	8,667	36.00	28.60	475,429	340,789	214,905	1.48		
1873	4,890	8,797	8,397	419	6	6,091	10,133	36.00	28.60	491,344	347,572	204,204	1.35		
1874	4,985	9,375	8,797	375	6	6,273	10,729	35.95	27.67	506,385	367,095	215,656	2.31		
1875	5,134	9,536	9,303	407	6	6,500	11,645	36.68	28.84	533,571	384,012	225,415	2.32		
1876	5,099	9,933	9,454	405	6	6,138	12,222	37.27	28.09	553,920	398,825	229,315	2.29		
1877	5,086	9,948	9,948	476	7	5,748	12,514	34.88	28.09	575,474	428,362	251,372	1.62		
1878	5,119	9,947	10,218	483	6	7,561	13,023	33.08	27.84	575,474	428,362	256,913	1.60		
1879	5,140	9,949	10,674	484	7	7,573	13,579	31.71	25.40	575,474	428,362	256,913	1.49		
1880	5,162	9,948	10,674	484	7	7,254	14,144	29.28	25.28	575,474	428,362	256,913	1.56		
1881	5,162	9,948	10,674	484	7	7,254	14,144	29.28	25.28	575,474	428,362	256,913	1.56		
1882	5,161	9,948	10,674	503	7	6,546	15,230	32.50	27.46	575,474	428,362	256,913	1.62		
1883	5,170	9,948	10,674	503	7	6,546	15,230	32.50	27.46	575,474	428,362	256,913	2.10		
1884	5,171	9,948	10,674	503	7	6,546	15,230	32.50	27.46	575,474	428,362	256,913	2.15		
1884	5,183	2,841	3,395	10,436	2937	7	5,690	17,359	37.48	30.82	623,151	472,966	284,498	2.15	

SCHOOL SYSTEM OF IOWA FROM 1847 TO 1884 INCLUSIVE.

SCHOOL-HOUSES.					Libraries. No. volumes. No. teachers' institutes held.	EXPENDITURES.					PERMANENT SCHOOL FUND.		
NUMBER.	Frame.	Brick.	Stone. Log.	Total.		Teachers' salaries.	School-houses, grounds, libraries, and apparatus.	Fuel and other con- tingencies.	Total.	Amount.	Annual interest.	Year.	
				\$.	\$.	\$.	\$.	\$.	\$.	\$3,993	\$.	1847	
1349	35	3	...	387	38,506	180	24,648	18,278	1,881	51,819	2,185	1848	
1470	48	4	...	522	68,762	267	36,414	30,955	3,450	68,969	2,185	1849	
1504	48	4	...	522	68,762	267	36,414	30,955	3,450	68,969	2,185	1850	
245	74	14	...	804	99,708	476	57,502	25,779	3,475	77,756	177,740	23,546	1851
297	91	12	459	859	144,979	943	54,643	18,822	4,425	77,890	20,000	1852	
1897	98	9	...	1005	170,564	976	87,817	31,800	3,730	107,626	36,186	1853	
										907,582	50,155	1854	
											68,790	1855	
1139	106	38	...	1333	265,799	875	147,862	128,437	15,422	291,741	102,716	1856	
936	167	47	535	1686	571,064	623	198,142	147,167	19,206	364,515	111,839	1857	
1330	175	48	629	2182	971,004	249	148,574	97,919	51,181	396,474	103,966	1858	
1882	274	76	866	3208	1,206,840	2325	383,589	166,802	67,241	617,632	2,308,675	115,035	1859
2199	301	86	893	3479	1,288,837	2905	518,591	134,903	40,953	694,447	2,382,729	140,427	1860
2415	315	99	847	3676	1,288,288	3888	515,939	130,805	49,027	704,771		155,217	1861
2830	332	111	837	4111	1,394,788	8867	570,115	160,253	58,289	788,657	2,355,523	128,766	1862
3251	345	108	786	4274	1,739,138	1484	656,672	78,629	964,291		133,523	1863	
3671	368	166	698	5006	2,306,757	10334	696,022	85,728	297,453	1,118,89	1,265,667	138,840	1864
4200	436	101	612	5543	3,450,978	97367	1,161,653	692,034	185,910	2,039,597	2,557,107	177,791	1865
4208	444	223	605	6000	4,387,244	83065	1,330,823	917,604	415,484	2,663,911		201,403	1866
5192	527	229	459	6407	5,374,542	89372	1,438,964	941,884	466,186	3,146,034	2,932,026	204,604	1867
5748	550	234	356	8688	6,191,633	1130978	1,638,951	1,038,401	378,665	3,043,420		228,356	1868
6469	600	247	282	7586	6,868,910	124428	1,930,893	935,617	492,680	3,289,190		3,191,483	1869
7122	626	257	248	8253	7,495,926	149878	2,100,810	1,122,732	722,507	3,865,066		229,111	1870
7782	635	261	81	8856	8,164,323	194284	2,245,076	1,184,083	796,005	4,229,454		274,778	1871
8158	649	268	153	9226	8,232,935	107192	2,447,430	1,154,745	832,640	4,443,842		304,836	1872
8400	650	259	138	9528	8,617,956	133190	2,598,440	1,114,684	892,626	4,605,749	3,303,991	318,997	1873
8885	651	264	108	9908	9,375,533	171229	2,784,490	1,168,057	1,005,618	4,957,774		283,021	1874
9270	671	299	99	10296	9,644,973	173299	2,983,646	1,106,787	1,136,965	5,197,428	3,462,000	276,860	1875
9696	650	264	70	10660	9,161,701	20581	3,011,280	1,101,956	990,213	5,103,399		281,111	1876
9783	680	262	72	10791	9,065,145	22687	2,927,308	1,100,716	1,022,551	5,051,478		276,218	1877
10043	678	249	67	11037	9,243,243	276909	3,248,232	1,239,598	787,703	4,921,249		282,903	1878
10305	684	247	48	11285	9,919,243	287859	3,040,716	1,203,663	825,441	5,129,820		3,474,124	1879
10772	714	245	58	11789	10,473,147	334799	3,218,320	940,776	1,089,946	5,556,259	3,681,482	222,057	1880
10962	739	227	47	11975	10,808,093	379299	3,630,516	481,781	700,619	4,872,906	3,834,263	229,748	1881
							3,096,453	782,384	1,003,445	5,452,392	4,095,217	242,710	1882

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ERRATA.

- Page 41, line 32, for "Seeley," read Seerley.
- Page 42, line 2, for "Seeley," read Seerley.
- Page 53, line 23, for "unmercilessly," read mercilessly.
- Page 101, line 31, for "careful," read careless.
- Page 156, line 14, for "both," read but.
- Page 159, line 5, for "Ludley," read Lindley.