

DES MOINES HIGH SCHOOL

BIENNIAL REPORT
OF THE
SUPERINTENDENT
OF
PUBLIC INSTRUCTION
OF THE
STATE OF IOWA.

NOVEMBER 1, 1889.

HENRY SABIN,
SUPERINTENDENT OF PUBLIC INSTRUCTION.

PRINTED BY ORDER OF THE GENERAL ASSEMBLY.

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1889

His Excellency, WILLIAM LARRABEE, Governor of Iowa:

SIR—In compliance with section 1583, of the Code, as amended by chapter 82, laws of the Twenty-second General Assembly, I have the honor to submit to you the report of the Department of Public Instruction for the biennial period ending September 30, 1889.

HENRY SABIN,
Superintendent of Public Instruction.

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REMARKS ON THE SUMMARY.

The tables directly following were prepared after the remainder of the report was printed. Since it is highly desirable that the governor, the legislature, and all others interested, may have the latest information available, this plan of summing up the statistics by years has been followed. The itemized reports by counties are found in the appendix, in full tables from which these totals were taken.

Attention is invited to a close comparison of some of the more important items. The increase in the number of schools, of teachers employed, in the compensation of these teachers, in the number of scholars enrolled, and in the average attendance, compares very favorably with the increase in the total number of school age in the State. These totals, and the averages derived therefrom, on page 8, show a general advance, while the average cost of tuition per month has diminished. The falling off in 1888, in enrollment and attendance was the natural result of the very severe winter.

A like inspection of the items of receipts and expenditures indicates the very gradual but moderate increase in the several items, while proving clearly that no single interest or necessity of the schools is neglected by our people.

The conclusions given in the tables on page 13 will prove interesting to those who desire to trace more fully the relation of special particulars in the cost of our school system. The tabular exhibit of pages 14 and 15, brings together the leading features in such a form as to make them easy of comparison. Page 16 supplies the opportunity to contrast the larger cities and towns, in several important particulars.

If a critical examination of these comparative tables affords the reader the satisfaction their compilation has given us, we shall feel repaid for the extra labor, and the pains taken to make them concise and yet reasonably complete.

GENERAL SUMMARY OF STATISTICS.

SECRETARIES' REPORTS.

SCHOOL DISTRICTS.

	1887.	1888.	1889.
District townships.....	1,199	1,193	1,188
Independent districts.....	3,409	3,426	3,451
Whole number of districts.....	4,608	4,619	4,639
Subdistricts.....	8,661	8,634	8,768

SCHOOLS.

Ungraded.....	11,782	12,065	12,088
Rooms in graded.....	3,194	3,400	8,523
Whole number.....	14,976	15,465	15,611
Average duration in months.....	7.4	7.7	7.7

TEACHERS.

Males employed.....	6,007	5,595	5,433
Females employed.....	18,205	19,518	20,341
Whole number.....	24,212	25,113	25,793
Average monthly compensation, males.....	\$ 38.00	\$ 36.44	\$ 37.52
Average monthly compensation, females.....	29.50	30.05	30.37

SCHOLARS.

Between five and twenty-one, males.....	325,247	325,741	331,386
Between five and twenty-one, females.....	313,201	313,507	318,320
Total enumeration.....	638,448	639,248	649,606
Enrolled in public schools.....	487,169	477,184	489,229
Total average attendance.....	294,937	291,070	304,856
Percentage of enrollment on total enumeration.....	76.3	74.6	75.3
Percentage of attendance upon enrollment.....	60.5	60.9	62.3
Percentage of attendance upon enumeration.....	46.2	45.5	46.9
Average cost of tuition per month, per scholar.....	\$ 2.04	\$ 1.83	\$ 1.79
Average number to each teacher.....	32	31	31

SCHOOL-HOUSES.

	1887.	1888.	1889.
Frame.....	11,595	11,712	11,847
Brick.....	770	771	777
Stone.....	226	239	225
Log.....	40	30	30
Whole number.....	12,631	12,752	12,879
Value.....	\$ 11,706,489	\$ 12,007,340	\$ 12,580,315

APPARATUS.

Value.....	\$ 277,161	\$ 326,957	\$ 320,150
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DISTRICT LIBRARIES.

Number of volumes.....	55,303	63,169	74,891
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SHADE TREES ON SCHOOL GROUNDS.

Number of growing trees.....	119,179	132,573	164,528
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TEMPERANCE INSTRUCTION.

Schools teaching effects of stimulants.....	13,946	14,851	
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TREASURERS' REPORTS.

SCHOOL-HOUSE FUND.

RECEIPTS.

	1887.	1888.	1889.
On hand at last report.....	\$ 289,753.09	\$ 276,017.98	\$ 327,108.80
From district tax.....	611,697.12	579,231.38	584,799.42
From other sources.....	297,092.45	347,851.36	544,779.00
Total receipts.....	\$1,197,942.66	\$1,203,100.72	\$1,456,687.22

EXPENDITURES.

For school-houses and sites.....	\$ 383,894.71	\$ 401,797.71	\$ 561,251.37
For libraries and apparatus.....	13,988.71	12,179.50	10,552.10
On bonds and interest.....	372,468.93	319,475.91	394,730.71
Paid for other purposes.....	152,924.39	142,538.74	243,742.39
Total expenditures.....	\$ 923,276.74	\$ 875,991.86	\$1,310,276.51
On hand.....	274,665.92	327,108.86	276,419.77
Total.....	\$1,197,942.66	\$1,203,100.72	\$1,456,687.22

CONTINGENT FUND.

RECEIPTS.

	1887.	1888.	1889.
On hand at last report	\$ 481,831.07	\$ 546,142.51	\$ 599,279.15
From district tax	1,315,163.30	1,275,271.70	1,260,368.02
From other sources	151,305.63	138,642.25	121,036.27
Total receipts.....	\$1,948,300.00	\$1,960,056.46	\$1,980,683.44

EXPENDITURES.

For fuel, rent, repairs of school-houses	\$ 615,647.11	\$ 648,166.69	\$ 685,641.26
Paid secretaries and treasurers.....	129,244.83	128,748.46	130,399.10
For records, dictionaries, etc.....	46,236.98	52,089.04	66,859.07
For insurance and janitors.....	174,814.44	181,234.87	193,054.79
For general supplies	93,249.25	89,201.15	98,835.49
For other purposes.....	338,296.88	261,387.10	228,274.82
Total expenditures.....	\$1,397,489.49	\$1,360,777.31	\$1,403,064.53
On hand.....	550,810.51	599,279.15	577,618.91
Total.....	\$1,948,300.00	\$1,960,056.46	\$1,980,683.44

TEACHERS' FUND.

RECEIPTS.

On hand at last report	\$1,477,139.85	\$1,763,989.71	\$2,019,747.14
From district tax	3,485,543.47	3,535,417.84	3,490,635.16
From semi-annual apportionments	755,473.39	794,938.08	782,137.40
From other sources	97,867.44	95,200.89	94,912.93
Total receipts.....	\$5,816,024.15	\$6,189,546.52	\$6,387,432.63

EXPENDITURES.

Paid teachers.....	\$4,026,919.26	\$4,107,102.01	\$4,197,165.11
Paid for other purposes	28,783.11	62,697.37	67,621.64
Total expenditures.....	\$4,055,702.37	\$4,169,799.38	\$4,264,786.75
On hand.....	1,760,321.78	2,019,747.14	2,122,645.88
Total.....	\$5,816,024.15	\$6,189,546.52	\$6,387,432.63

COUNTY SUPERVISION.

EXAMINATION OF TEACHERS.

	1887.	1888.	1889.
Professional certificates issued	672	594	704
First grade certificates issued	8,855	8,085	9,255
Second grade certificates issued	12,676	11,581	12,441
Third grade certificates issued	2,552	2,609	2,692
Total number issued.....	24,755	22,869	25,092
Applicants rejected	3,878	3,813	3,842
Total number examined.....	28,633	26,682	28,934
Certificates revoked.....	5	4	3
Average age of applicants.....	25 and 22	25 and 22	26 and 22
No experience in teaching.....	3,743	3,946	3,944
Taught less than one year.....	3,223	3,671	4,043
Teachers with state certificates or diplomas.....	80	150	193

VISITATION OF SCHOOLS.

Schools visited.....	9,540	8,669	10,444
Visits made during the year.....	12,883	11,196	13,418
Educational meetings held.....	724	557	748

APPEALS.

Number of cases.....	96	77	65
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COMPENSATION.

Total paid county superintendents...	\$ 109,734.66	\$ 112,003.65	\$ 114,053.00
Average received per annum.....	1,108.00	1,131.00	1,132.00

PRIVATE SCHOOLS.

Number reported.....	169	190	180
Teachers employed	742	825	807
Students in attendance.....	21,737	21,515	25,440

TEACHERS' NORMAL INSTITUTES.

GENERAL REPORT.

	1887.	1888.	1889.
Number of institutes held.....	99	99	99
Continuing weeks	2.92	2.77	2.70
Males in attendance.....	3,044	2,589	2,803
Females in attendance.....	15,176	14,875	15,244
Total.....	18,220	17,464	18,047

FINANCIAL REPORT.

RECEIPTS.

On hand at last report.....	\$ 16,361.35	\$ 16,208.00	\$ 14,280.73
Examination fees	28,682.00	26,682.00	28,934.00
Registration fees	18,220.00	17,464.00	18,047.00
State appropriation.....	4,950.00	4,950.00	4,950.00
From other sources.....	1,045.51	1,001.94	535.52
Total receipts.....	\$ 69,258.86	\$ 66,305.94	\$ 66,747.25

EXPENDITURES.

For instruction and lectures.....	\$ 43,455.72	\$ 43,562.06	\$ 44,792.99
For incidentals	9,595.14	8,468.15	7,735.40
On hand.....	16,208.00	14,280.73	14,220.86
Total.....	\$ 69,258.86	\$ 66,305.94	\$ 66,747.25

PERMANENT SCHOOL FUND.

Amount in September	\$4,209,642.13	\$4,272,447.78	\$4,319,441.91
Interest on the same	255,207.00	261,769.00	263,690.00

THE COST OF OUR SCHOOLS.

	1887.	1888.	1889.
For teachers' salaries.....	\$ 4,026,919	\$ 4,107,102	\$ 4,197,165
For school-houses, apparatus, etc.....	1,262,794	1,251,198	1,582,777
For general contingencies.....	1,086,756	1,048,269	1,068,186
Total.....	\$ 6,376,469	\$ 6,406,569	\$ 6,848,128

FIGURED ON TAXABLE PROPERTY.

Number of mills for each dollar of assessed valuation.

	1887.	1888.	1889.
Teachers' salaries.....	8.04	8.13	8.03
School-houses, apparatus, etc	2.52	2.48	3.03
General contingencies.....	2.16	2.08	2.04
Total.....	12.72	12.69	13.10

ON ESTIMATED POPULATION.

For each individual of entire population.

Teachers' salaries.....	\$ 2.19	\$ 2.16	\$ 2.15
School-houses, apparatus, etc .....	.68	.66	.81
General contingencies.....	.58	.55	.55
Total.....	\$ 3.45	\$ 3.37	\$ 3.51

ON SCHOOL ENUMERATION.

For each youth between 5 and 21.

Teachers' salaries.....	\$ 6.31	\$ 6.42	\$ 6.46
School-houses, apparatus, etc	1.98	1.96	2.44
General contingencies.....	1.70	1.64	1.64
Total.....	\$ 9.99	\$ 10.02	\$ 10.54

ON TOTAL ENROLLMENT.

For each scholar enrolled in school.

Teachers' salaries.....	\$ 8.27	\$ 8.61	\$ 8.58
School-houses, apparatus, etc	2.59	2.02	3.23
General contingencies.....	2.23	2.20	2.18
Total.....	\$ 13.09	\$ 13.43	\$ 13.99

ON AVERAGE ATTENDANCE.

For each scholar actually in attendance the average time.

Teachers' salaries.....	\$ 13.66	\$ 14.11	\$ 13.77
School-houses, apparatus, etc	4.28	4.30	5.19
General contingencies.....	3.68	3.60	3.50
Total.....	\$ 21.62	\$ 22.01	\$ 22.46

TABULAR EXHIBIT: SHOWING THE GROWTH OF THE PUBLIC

Year.	DISTRICTS.		SCHOOLS.		TEACHERS.		PUPILS.		Average cost of tuition per month of tuition per pupil.
	District townships.	Independent districts.	Subdistricts.	Ungraded.	Graded.	Average annual session. Days.	Males.	Females.	
1847	416								
1848	1,005								
1849	1,302								
1850	1,558								
1851	1,560								
1852	1,701								
1853	2,453								
1854	2,933								
1855									
1856									
1857									
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1884									
1885									
1886									
1887									
1888									
1889									
1890									

* No report in 1855.

† Including log school-houses.

‡ Including independent districts.

§ Rooms in graded schools.

SCHOOL SYSTEM OF IOWA FROM 1847 TO 1889 INCLUSIVE.

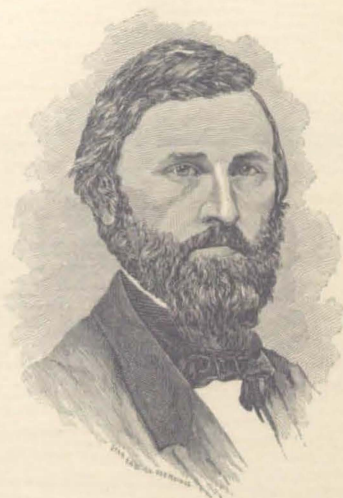
SCHOOL-HOUSES.						EXPENDITURES.								
Year.	Frame.	Brick.	Stone.	Total.	Value.	No. volumes in libraries.	No. teachers' institutes held.	Teachers' salaries.	School-houses, salaries and apparatus.	Fuel and other contingencies.	Total.	Annual interest of permanent fund.	Total equalized assessment of State.	Year.
1847	11,130	136	38	11,304	395,700	875	147,802	125,457	16,445	201,241	102,718	164,306	185,000	1847
1848	10,616	167	43	10,826	361,000	1,014	108,142	147,107	19,200	354,515	111,820	210,045	180,000	1848
1849	10,710	173	45	10,928	371,000	1,014	148,574	167,100	21,141	398,474	103,000	170,828	180,000	1849
1850	10,710	173	45	10,928	371,000	1,014	148,574	167,100	21,141	398,474	103,000	170,828	180,000	1850
1851	10,710	173	45	10,928	371,000	1,014	148,574	167,100	21,141	398,474	103,000	170,828	180,000	1851
1852	10,710	173	45	10,928	371,000	1,014	148,574	167,100	21,141	398,474	103,000	170,828	180,000	1852
1853	10,710	173	45	10,928	371,000	1,014	148,574	167,100	21,141	398,474	103,000	170,828	180,000	1853
1854	10,710	173	45	10,928	371,000	1,014	148,574	167,100	21,141	398,474	103,000	170,828	180,000	1854
1855	10,710	173	45	10,928	371,000	1,014	148,574	167,100	21,141	398,474	103,000	170,828	180,000	1855
1856	10,710	173	45	10,928	371,000	1,014	148,574	167,100	21,141	398,474	103,000	170,828	180,000	1856
1857	10,710	173	45	10,928	371,000	1,014	148,574	167,100	21,141	398,474	103,000	170,828	180,000	1857
1858	10,710	173	45	10,928	371,000	1,014	148,574	167,100	21,141	398,474	103,000	170,828	180,000	1858
1859	10,710	173	45	10,928	371,000	1,014	148,574	167,100	21,141	398,474	103,000	170,828	180,000	1859
1860	10,710	173	45	10,928	371,000	1,014	148,574	167,100	21,141	398,474	103,000	170,828	180,000	1860
1861	10,710	173	45	10,928	371,000	1,014	148,574	167,100	21,141	398,474	103,000	170,828	180,000	1861
1862	10,710	173	45	10,928	371,000	1,014	148,574	167,100	21,141	398,474	103,000	170,828	180,000	1862
1863	10,710	173	45	10,928	371,000	1,014	148,574	167,100	21,141	398,474	103,000	170,828	180,000	1863
1864	10,710	173	45	10,928	371,000	1,014	148,574	167,100	21,141	398,474	103,000	170,828	180,000	1864
1865	10,710	173	45	10,928	371,000	1,014	148,574	167,100	21,141	398,474	103,000	170,828	180,000	1865
1866	10,710	173	45	10,928	371,000	1,014	148,574	167,100	21,141	398,474	103,000	170,828	180,000	1866
1867	10,710	173	45	10,928	371,000	1,014	148,574	167,100	21,141	398,474	103,000	170,828	180,000	1867
1868	10,710	173	45	10,928	371,000	1,014	148,574	167,100	21,141	398,474	103,000	170,828	180,000	1868
1869	10,710	173	45	10,928	371,000	1,014	148,574	167,100	21,141	398,474	103,000	170,828	180,000	1869
1870	10,710	173	45	10,928	371,000	1,014	148,574	167,100	21,141	398,474	103,000	170,828	180,000	1870
1871	10,710	173	45	10,928	371,000	1,014	148,574	167,100	21,141	398,474	103,000	170,828	180,000	1871
1872	10,710	173	45	10,928	371,000	1,014	148,574	167,100	21,141	398,474	103,000	170,828	180,000	1872
1873	10,710	173	45	10,928	371,000	1,014	148,574	167,100	21,141	398,474	103,000	170,828	180,000	1873
1874	10,710	173	45	10,928	371,000	1,014	148,574	167,100	21,141	398,474	103,000	170,828	180,000	1874
1875	10,710	173	45	10,928	371,000	1,014	148,574	167,100	21,141	398,474	103,000	170,828	180,000	1875
1876	10,710	173	45	10,928	371,000	1,014	148,574	167,100	21,141	398,474	103,000	170,828	180,000	1876
1877	10,710	173	45	10,928	371,000	1,014	148,574	167,100	21,141	398,474	103,000	170,828	180,000	1877
1878	10,710	173	45	10,928	371,000	1,014	148,574	167,100	21,141	398,474	103,000	170,828	180,000	1878
1879	10,710	173	45	10,928	371,000	1,014	148,574	167,100	21,141	398,474	103,000	170,828	180,000	1879
1880	10,710	173	45	10,928	371,000	1,014	148,574	167,100	21,141	398,474	103,000	170,828	180,000	1880
1881	10,710	173	45	10,928	371,000	1,014	148,574	167,100	21,141	398,474	103,000	170,828	180,000	1881
1882	10,710	173	45	10,928	371,000	1,014	148,574	167,100	21,141	398,474	103,000	170,828	180,000	1882
1883	10,710	173	45	10,928	371,000	1,014	148,574	167,100	21,141	398,474	103,000	170,828	180,000	1883
1884	10,710	173	45	10,928	371,000	1,014	148,574	167,100	21,141	398,474	103,000	170,828	180,000	1884
1885	10,710	173	45	10,928	371,000	1,014	148,574	167,100	21,141	398,474	103,000	170,828	180,000	1885
1886	10,710	173	45	10,928	371,000	1,014	148,574	167,100	21,141	398,474	103,000	170,828	180,000	1886
1887	10,710	173	45	10,928	371,000	1,014	148,574	167,100	21,141	398,474	103,000	170,828	180,000	1887
1888	10,710	173	45	10,928	371,000	1,014	148,574	167,100	21,141	398,474	103,000	170,828	180,000	1888
1889	10,710	173	45	10,928	371,000	1,014	148,574	167,100	21,141	398,474	103,000	170,828	180,000	1889
1890	10,710	173	45	10,928	371,000	1,014	148,574	167,100	21,141	398,474	103,000	170,828	180,000	1890

STATISTICS OF CITY SYSTEMS.

Comparative showing for 1888-9 from all cities in Iowa of more than 2,000 population in 1885. Compiled chiefly from the reports of county superintendents for 1889.

CITIES.	Population, census of 1888.	Between 5 and 21, 1880.	Enrolled in school, 1888-9.	Average attendance.	Percentage of attendance upon enrollment.	Paid teachers in 1888-9.	Cost of tuition per month.
Albia	2124	751	678	407	62.2	68.9	\$ 4708
Atlantic	3842	1484	1250	861	68.0	68.0	10220
Belle Plaine	3102	835	725	513	61.4	70.8	5336
Boone	4331	1483	1117	783	52.8	70.1	10130
Burlington	22450	8381	4946	2933	35.2	67.0	40122
Cedar Falls	3385	100	830	631	63.7	78.0	7707
Cedar Rapids	15430	5314	3384	2010	54.8	81.2	34600
Centerville	3434	1141	956	604	52.9	63.2	7172
Chariton	2891	941	750	589	62.5	78.5	5950
Charles City	2978	1136	797	570	49.2	72.8	7363
Clarinda	2808	978	870	564	57.7	64.8	7100
Clinton	12012	4403	3075	1802	40.9	67.4	22603
Council Bluffs	21357	9419	3380	2496	26.5	73.8	20574
Crescent	7303	2412	1840	1105	49.5	64.9	13402
Davenport	22873	9272	4575	3331	25.9	72.8	62408
Decorah	2022	913	542	382	41.8	70.5	5738
Des Moines, East	12460	3294	3010	2494	47.1	69.1	34060
Des Moines, West		6311	4380	2607	46.5	63.8	60704
Dubuo	29330	10615	4472	3091	29.1	69.1	42270
Fairfield	3264	977	774	517	52.9	66.8	6985
Ft. Dodge	4532	1688	1073	788	63.4	73.4	9763
Ft. Madison	4625	2226	780	702	31.5	90.0	7542
Grinnell	3229	1021	764	570	66.7	75.8	8450
Independence	3234	1132	790	565	49.9	74.3	8059
Indianola	3381	750	633	475	62.8	78.8	3230
Iowa City	6748	3571	1307	1001	28.0	70.6	14746
Keokuk	13151	4329	2309	1772	29.1	74.8	25028
Knockville	2573	830	623	329	62.2	81.0	7058
Le Mars	3808	1403	1610	746	53.5	73.9	10338
Lyons	4803	1032	1022	748	38.3	73.3	8504
Manchester	2328	819	652	446	54.9	68.4	6320
Maquoketa	3128	917	849	608	66.3	71.6	6660
Marion	2673	971	720	559	56.6	75.8	6450
Marshalltown	8208	2545	1904	1480	58.1	73.8	23578
Mason City	2319	1254	1088	738	60.4	69.6	8010
Missouri Valley	2305	814	630	423	51.9	67.1	7383
Mount Pleasant	3837	1282	898	614	44.4	70.7	8822
Muscataine	10590	3072	1050	1488	48.4	75.1	22298
Newton	2902	773	688	503	65.1	73.1	6382
Oceola	2158	793	630	460	60.1	72.0	6313
Oskaloosa	6012	2015	1557	1046	52.2	67.2	17170
Ottumwa	16596	3260	2078	1761	33.4	68.3	21920
Pella	2292	1082	733	565	51.4	67.1	6225
Perry	2573	875	789	553	63.4	70.1	6572
Red Oak	3410	1082	955	680	63.4	71.8	9490
Shenandoah	2100	748	613	430	57.5	70.1	3310
Sioux City	10060	8750	3800	2969	34.1	78.5	40211
Stuart	2147	805	790	565	63.1	73.8	8970
Vinton	2710	864	690	485	56.1	70.2	6098
Washington	3094	1037	754	505	57.4	78.9	2644
Waterloo, East	4470	1278	847	610	47.8	72.0	8639
Waterloo, West		890	688	477	53.6	60.4	6776
Waverly	6343	718	595	365	56.8	66.4	6644
Webster City	2808	933	764	530	56.4	68.5	6540
What Cheer	3324	1127	908	638	56.6	63.0	6290
Winterset	2431	739	638	530	72.5	86.1	6703

IOWA
STATE HISTORICAL
SOCIETY.



A. S. KISSELL.

TWENTY-FOURTH BIENNIAL REPORT
OF THE
Superintendent of Public Instruction.

IN MEMORIAM.

A. S. KISSELL,

SUPERINTENDENT OF PUBLIC INSTRUCTION, 1869-72.

A. S. Kissell was born in Chambersburg, Pennsylvania, March 24, 1829. His educational work in Iowa commenced in 1856, at which time he became principal of the first grammar school in Davenport. When the schools of that city were consolidated, in 1858, he was elected city superintendent, in which office he remained for six years. He organized the training school in that city and brought a lady from the famous school at Oswego, New York, to act as its principal. Under his enthusiasm and magnetic influence, the schools of Davenport attained a high degree of prosperity.

From May, 1858, to October, 1859, Mr. Kissell also filled the office of county superintendent for Scott county. His usefulness, while connected with the Davenport schools, cannot be better characterized than in the following extract from a letter written by one who knew him intimately:

"Doubtless, it was as a teacher of teachers that Mr. Kissell excelled. In every department was his influence felt in that regard. No part of the entire range of school instruction escaped his attention. To incite the teacher to a use of the best attainable methods, to inspire with zealous endeavor to secure the best possible results, to perfect and elevate their ideas—these were his constant aims. It was ever the testimony of his teachers that his presence and his words were to them constantly operative incentives to fresh effort and more devoted zeal."

The office of superintendent of public instruction having become vacant through the death of Superintendent D. Franklin Wells, in 1868, Governor Merrill tendered the office to Mr. Kissell, who assumed its duties January 28, 1869. He was elected in October of that year to fill the unexpired term of Mr. Wells, and also for the next term of two years, 1870-72. During his term of office, he labored incessantly to unite and strengthen the educational forces of the State. His report, made at the close of his full term, was very ably written, and after the lapse of eighteen years, it possesses a value which attaches to but few such documents. The establishment of normal schools for the training of teachers received his earnest attention, and it is still the hope of the teachers of the State that some plans which he advocated may yet be carried out, and they may have better opportunities to fit themselves for their work.

Mr. Kissell's last educational work was done in Iowa. He afterward engaged in various mercantile pursuits, making his residence in Chicago, at which place he died May 27, 1888. Although during the last years of his life he was not connected with educational work, he did not lose his interest in the schools of Iowa, for whose advancement he had labored so long and arduously. Mr. Kissell was a strong man, broad and comprehensive in his views of educational subjects, firm and decided in his own convictions, but anxious only to do his duty as a man and a Christian. This tribute at least is due to one who left an impress, which is yet felt upon the common school system of our State.

PREFATORY REMARKS.

THE questions which concern the education of the children and youth of the State lie at the foundation of our material prosperity. While in this, as in all other public matters, a due regard to economy should be observed, we ought to legislate concerning our schools with respect to increasing their efficiency, rather than to lessening their cost. A wealthy and prosperous State can do nothing which will more surely build up its industries and attract the best class of emigrants to its borders than by fostering an educational system which proffers its advantages, freely and liberally, to the children of the rich and poor alike.

Horace Mann once addressed letters to prominent manufacturers, mechanics, merchants and business men in Massachusetts, asking their opinion as to "the difference in productive ability between the educated and the uneducated; between the man or woman who has had good school facilities and one who has never enjoyed such privileges." The answers which he received were such as to enable him to write: "They seem to prove, incontestably, that education is not only a moral elevator and a multiplier of intellectual power, but that it is also a most prolific parent of material riches. It is not only the most honest and honorable, but the surest means of amassing property."

In the sharp competition which exists between the different sections of the great Northwest, other States realize these truths and are not slow to take advantage of them. They are pressing their educational interests forward with untiring zeal, and point to their institutions of learning as the best possible evidences of their material advancement. They realize more and more each year the economic value of knowledge.

Iowa must not be allowed to be second in the race. Surely that State's pride, which in every emergency of war or peace has kept Iowa in the front rank, must again come to our aid and prompt us to deal generously by our institutions, that we may furnish to our

children school facilities unequalled by any other State in the Union.

The children of to-day will be the citizens of to-morrow, and our legislation will influence the character of the citizenship of the future, just in proportion as it increases or lessens their opportunities for gaining, at least a good common school education. All other legislation is transient in its nature and changes with the times; but the legislation which affects our schools has a terrible hold upon the future of the State.

The following report is submitted, in accordance with the requirements of the statute, to furnish as accurate statistical information as is possible, and in the hope that some of the plans suggested in it may commend themselves to the legislature as worthy of serious consideration.

IOWA
STATE HISTORICAL
SOCIETY.



CRESTON HIGH SCHOOL.

SPECIAL FEATURES.

SCIENTIFIC TEMPERANCE INSTRUCTION.
REPORT STATE BOARD OF EXAMINERS.
ARBOR DAY IN IOWA SCHOOLS.

SCIENTIFIC TEMPERANCE INSTRUCTION.

The law requiring that regular instruction shall be given in all the public schools of the State, having special reference to the effects of alcoholic drinks, stimulants and narcotics upon the human system, has been the subject of much thought and attention. I believe the law has been steadily growing in favor, and that its provisions are generally complied with by our teachers. Not only has the attention of teachers been called to the absolute necessity of obeying the letter of the law, but in most of our county institutes valuable instruction has been given in methods of teaching this branch, and in the arrangement of the subject matter, so as to make the teaching most effective.

In response to many inquiries, in May, 1888, the following circular was distributed among the teachers for their guidance and direction:

To County Superintendents and Teachers of Iowa:

We are often asked as to the limit of instruction in the branch of scientific temperance instruction.

The evident intent of the law is to place the teaching of the nature and effects of stimulants and narcotics upon the same basis as other branches taught in our public schools. The pupil gains his knowledge of arithmetic by successive steps; he must pass an examination in one part of the subject, and show his familiarity with it, before he is advanced to the next division. Scientific temperance instruction should be treated in the same manner. One portion should be thoroughly mastered before the next is entered upon. If this is well done, the teacher will often find work enough in one part of the subject to employ and interest the pupils during a whole term. Careful consideration will convince us that the work in this branch of study is too superficial in many of our schools, because we are attempting more in a given time than can be done well. Temperance instruction needs to be reduced to a system.

We suggest the following plan:

In the first division, intended for little children, let the work be entirely oral and confine the subject-matter largely to the simple rules of health, as cleanliness, exercise, and habits of eating and drinking, with but little of physiology or anatomy.

In the second division, instruction should still be given orally, but an advance may be made, in that the pupil should be required to carefully reproduce what has been given him and to commit to memory facts and principles, so as to make them his own. The department of hygiene may be enlarged and something of the mechanism of the body may be added. It is to be noticed, however, that this oral work should be very carefully prepared, with method and thought, in order to adapt it to the capacity of the pupils. It is of especial importance in these two divisions, that you give, if possible, a strong bent to the child's mind against the use of liquor and tobacco.

In the third division, the use of the text-book should begin. Here more individual study and work on the part of the pupil is necessary. It would not be well to endeavor to cover the whole ground of physiology and hygiene. The functions of the more important organs only, should be thoroughly studied and explained. The action of stimulants and narcotics upon these organs should be faithfully impressed upon the child's mind.

In advanced divisions, the whole subject of the human body, its mechanism, its needs and protection, may be carefully studied. At this stage, a few of the more important technical names may be learned and the functions of the various organs more minutely described.

In all your work, care should be taken to give instruction in accordance with the spirit of the law. *Total abstinence should be taught as the only sure way to escape the evils arising from the use of alcoholic drinks and tobacco.* This systematic plan if carefully followed will insure a more thorough understanding of the subject, and teachers will not complain that they have used up all their material.

Allow me to suggest to county superintendents, that you give this study, especially as it has reference to the effects of stimulants and narcotics upon the human system, the attention which it deserves at your coming institute; and that at examinations you submit to your teacher short but comprehensive questions to test their knowledge, as required by section 3, of the law.

For the information of many who will receive this, but have not the law itself at hand, we print the chapter in full, and invite your careful attention to its provisions. It will be seen that its requirements are plain, positive and mandatory.

CHAPTER 1, LAWS OF 1886.

TEACHING AND STUDY OF EFFECTS OF ALCOHOL AND STIMULANTS UPON THE HUMAN SYSTEM.

SECTION 1. Physiology and hygiene, which must in each division of the subject thereof include special reference to the effects of alcoholic drinks, stimulants and narcotics upon the human system, shall be included in the branches of study now and hereafter required to be regularly taught to and studied by all pupils in common schools and in all normal institutes, and normal and industrial schools and the schools at the soldiers' orphans' home, and home for indigent children.

SEC. 2. It shall be the duty of all boards of directors of schools and of boards of trustees, and of county superintendents in the case of normal institutes, to see to the observance of this statute and make provision therefor, and it is especially enjoined on the county superintendent of each county that he include in his report to the superintendent of public instruction, the manner and extent to which the requirements of section one

of this act are complied with in the schools and institutes under his charge, and the secretary of school boards in cities and towns is especially charged with the duty of reporting to the superintendent of public instruction as to the observance of said section one hereof, in their respective town and city schools, and only such schools and educational institutions reporting compliance, as above required, shall receive the proportion of school funds or allowance of public money to which they would be otherwise entitled.

SEC. 3. The county superintendent shall not after the 1st day of July, 1887, issue a certificate to any person who has not passed a satisfactory examination in physiology and hygiene with especial reference to the effects of alcoholic drinks, stimulants and narcotics upon the human system, and it shall be the duty of the county superintendent, as provided by section 1771, to revoke the certificate of any teacher required by law to have a certificate of qualification from the county superintendent, if the said teacher shall fail or neglect to comply with section one of this act, and said teacher shall be disqualified for teaching in any public school for one year after such revocation, and shall not be permitted to teach without compliance.

Reports from every county in the State indicate that there is a very general desire to administer the law faithfully. Considering the difficulties naturally arising when a new branch is introduced into the course of study, the progress made is very encouraging. The attention the subject received last year in institutes greatly assisted teachers in their work. Our confidence in the fidelity of the school officers and instructors of Iowa to any trust imposed upon them, makes us certain that much more will be accomplished during the coming year. To assist in this important work, the hearty co-operation of all is invited.

HENRY SABIN,

Superintendent of Public Instruction.

DES MOINES, May 20, 1888.

By the provisions of the law, the secretaries of school boards in cities and towns are charged with the duty of reporting to the superintendent of public instruction, as to the observance of section one in their respective town and city schools. I accordingly prepared a blank form and sent to each secretary, asking for definite information upon certain points in primary, grammar, and high school grades.

An inspection of the following table will show the nature of the information sought, and the answers received from each town or city included in the list:

This law needs some slight amendments to make it more effective. Section 1760 of the Code should be amended so as to require the teacher to include in his register, which he files with the secretary at the close of his school, a certificate that he has fully complied with the provisions of the law. Section 1745 should also be amended so that the secretary should be required to furnish the county superintendent with a transcript of the action of the board as required by section 2, chapter 1, laws of 1886, and also with the names of those teachers who have and those who have not, filed the required certificate.

The attempt to teach the children and youth the injurious effects of stimulants and narcotics, promises great good to the cause of temperance. The aim of such instruction should be to fortify the child against the formation of bad habits in his youth, and to lay the foundations upon which to build the higher work of strengthening the will, so that he may be able to resist temptation from whatever source it may come. In this connection I am free to say that I believe there should be upon our statute book, a law, making it a misdemeanor, punishable by a heavy fine, to sell tobacco in any form to a minor under sixteen years of age. The necessity of such a law is becoming more apparent every day, and we ought not longer to delay its enactment.

STATE BOARD OF EXAMINERS.

In order that the teachers of the State might have some reliable information, as to the manner of conducting examinations for State certificates and life diplomas, the board of examiners issued the following circular. This scheme is, of course, liable to change in the future, as the examiners may think best. The board of examiners have endeavored to make the examinations reasonably thorough; at the same time, however, they have had respect to the character and successful experience of the candidates, as well as to their scholarship:

GROUPS OF SUBJECTS FOR CERTIFICATES.

1. The candidate must write an essay at the time of examination upon some topic selected by the examiners, from United States History; and upon this essay will be based his markings in United States History, Orthography, Penmanship, and English Grammar.
2. One of the following branches selected by the board: Arithmetic, Algebra, Book-keeping.
3. One of the following branches selected by the board, which will require illustrative drawing: Physiology, Botany, Physics, Geography.
4. School Laws of Iowa, and Civil Government.
5. Didactics, Reading.

TESTIMONIALS AND CREDENTIALS FOR STATE CERTIFICATES.

1. Written professional statements from one or more county superintendents, or professional educators, certifying to the professional success and good moral character of the applicant.
2. Written official statements from school boards, or directors, for whom teaching has been done, certifying to the success of the applicant as to teaching and government.
3. At the time of registration of the applicant, the names of three disinterested persons of liberal education shall be given as references. In addition, the board hold the right to apply to others for information, if these are not entirely satisfactory.
4. Unless a certificate has been granted in Iowa since July 1, 1887, the candidate will be subject to examination in effects of alcoholic stimulants and narcotics, in compliance with chapter 1, laws of 1886.

EXPERIENCE.

The board will not issue a certificate to any one having had less than three years' experience, part of which must have been in Iowa. Allowance, however, will be made for those having attended the state normal school, state university, or any accredited institution having a normal department; but in no case will a certificate be issued to any person having had less than three terms' successful experience in teaching.

REQUIREMENTS AND CREDENTIALS FOR LIFE DIPLOMAS.

In his registration blank the candidate will be asked to certify to the fact that he has taught, or studied, the branches named in each group. In order to obtain the life diploma, the candidate must comply with the following conditions:

1. He must produce evidence that he has been engaged in teaching at least ten years, three of which must have been in Iowa.
2. He must pass an examination in the Science and Art of Education and in two subjects selected by him from the following groups, one of which shall be taken from group A or B, and the other shall be taken from group C.
3. In this examination the candidate may select one of the two subjects as of primary importance, upon which he may expect a more thorough examination and on which his thesis should be based.
4. He must present an original thesis in his own hand-writing of not less than 3,000 nor more than 5,000 words, upon some special topic embraced in one of the subjects selected for examination. This thesis will be subjected to a critical examination by at least two persons selected by the board.
5. The certificates required, the registration blank properly filled, and the thesis accompanied by the fee of \$5.00, must be filed with the president of the board at least thirty days before the date fixed for the examination.
6. Each paper submitted will be examined with particular reference to the correct use of the English language.

GROUPS OF SUBJECTS.

- A. Geometry, Trigonometry, Astronomy.
- B. Chemistry, Zoology, Geology.
- C. English Literature, Rhetoric, General History, Political Economy, Psychology.

TESTIMONIALS AND CREDENTIALS FOR LIFE DIPLOMAS.

1. Written professional statements from three or more county superintendents, or professional educators, certifying to the professional success and the good moral character of the applicant.
2. Written official statements from school boards, for whom the applicant has taught, or is now teaching, that he is successful in teaching and government.
3. At the time of registration of applicant, the names of three disinterested parties of liberal education shall be given as references. The board hold the right to investigate further, until fully satisfied.

4. Unless a certificate has been granted in Iowa since July 1, 1887, the candidate will be subject to examination in effects of alcoholic stimulants and narcotics, in compliance with chapter 1, laws of 1886.

ADDITIONAL RULES.

At a meeting of the board of examiners, held at Des Moines, December 27, 1888, the following action was had:

Resolved: That life diplomas may be issued to graduates of approved institutions, located either within or without the state of Iowa, now engaged in teaching, upon the following conditions:

1. The candidate shall file with the president of the board, at least thirty days before the time appointed for a regular meeting:
 - a. The required registration blank properly filled out, accompanied by the fee, five dollars, as required by law.
 - b. A thesis in his own hand-writing upon a professional subject, selected, or at least approved, by the president of the board.
 - c. The proofs as to experience and success, such as are required of all candidates for life diplomas, covering an experience of ten years' teaching, three of which must have been in Iowa.
 2. He shall submit, for the approval of the board, his diploma, together with a copy of the course of study pursued by him at the institution of which he is a graduate.
 3. He may file with the president of the board any other credentials testifying to his character, his scholarship, and his personal success as a teacher.
 4. He must receive the unanimous vote of the board of examiners.
- HENRY SABIN,
President State Board Examiners.
- F. B. COOPER,
Secretary.
- DES MOINES, March 1, 1889.

Appended is a list of the names of all persons to whom State certificates or life diplomas have been granted since the last report of this department, together with the date of issue and the county in which said applicant resided. We also append a statement of all fees received, which have been covered into the State treasury as the law directs, and of the name of each person in whose favor warrants have been drawn upon the State examiners' fund and the amount of the same, during the period covered by this report:

STATE CERTIFICATES—CONTINUED.

STATE CERTIFICATES.

DATE OF CERTIFICATE.	TO WHOM ISSUED.	COUNTY.
January 2, 1888	H. F. Anders	Butler.
January 2, 1888	H. A. Davis	Guthrie.
January 2, 1888	E. L. Ericson	Story.
January 2, 1888	W. C. Kennedy	Van Buren.
January 2, 1888	J. H. Orent	Sac.
January 2, 1888	G. H. Sumner	Delaware.
January 2, 1888	M. C. King	Jackson.
February 1, 1888	J. J. Dofflemeyer	Lee.
February 1, 1888	E. J. Unger	Lee.
April 6, 1888	T. H. Bradbury	Dallas.
April 6, 1888	F. Hersey	Delaware.
April 6, 1888	S. L. Tipton	Carroll.
July 23, 1888	G. W. Cowden	Adair.
July 23, 1888	Mary A. Higgins	Clinton.
July 23, 1888	V. W. Macy	Poweshiek.
July 23, 1888	F. E. Palmer	Poweshiek.
July 23, 1888	Mary O. Tabor	Butler.
July 23, 1888	Catharine Armbruster	Marshall.
July 23, 1888	J. A. Beard	Warren.
July 23, 1888	Mrs. E. C. Bellows	Butler.
July 23, 1888	Frances E. Buckingham	Dubuque.
July 23, 1888	Susie E. Bither	Black Hawk.
July 23, 1888	Eva Cadwallader	Bremer.
July 23, 1888	O. B. Chassell	Black Hawk.
July 23, 1888	Isabella Cowan	O'Brien.
July 23, 1888	Janet Cowan	O'Brien.
July 23, 1888	T. P. Ebersole	Calhoun.
July 23, 1888	J. P. Dodds	Keokuk.
July 23, 1888	P. G. Fullerton	Floyd.
July 23, 1888	Clara Funston	Cherokee.
July 23, 1888	Nellie Hoch	Cedar.
July 23, 1888	Emma E. Hogg	Calhoun.
July 23, 1888	Sarah Kallenbach	Black Hawk.
July 23, 1888	Dora A. King	Black Hawk.
July 23, 1888	G. M. Langetoig	Hardin.
July 23, 1888	Pauline M. Leader	Iowa.
July 23, 1888	S. E. McMahon	Butler.
July 23, 1888	B. W. McKeen	Black Hawk.
July 23, 1888	Maud E. Miller	Black Hawk.
July 23, 1888	Frances Mills	Henry.
July 23, 1888	W. R. Patterson	Black Hawk.
July 23, 1888	G. G. Sampson	Bremer.
July 23, 1888	W. D. Townsend	Polk.

DATE OF CERTIFICATE.	TO WHOM ISSUED.	COUNTY.
July 23, 1888	Lydia A. Trimble	Calhoun.
July 23, 1888	Clara M. Travis	Buchanan.
July 23, 1888	H. E. Wheeler	Mitchell.
July 23, 1888	Eva A. Weir	Cerro Gordo.
July 23, 1888	H. O. Bateman	Black Hawk.
July 23, 1888	Florence M. Brown	Bremer.
July 23, 1888	T. E. DeButts	Marshall.
July 23, 1888	W. G. Dixon	Black Hawk.
July 23, 1888	C. B. Fountain	Buena Vista.
July 23, 1888	W. E. Hanger	Black Hawk.
July 23, 1888	Emma Reeder	Cedar.
July 23, 1888	Etta Galvin	Muscatine.
July 23, 1888	Laura M. Graves	Johnson.
July 23, 1888	Sara D. Hutchinson	Johnson.
July 23, 1888	Myrtle O. Lloyd	Floyd.
July 23, 1888	A. W. McCausland	Washington.
July 23, 1888	F. G. Orelup	Cedar.
July 23, 1888	Evangeline Rankin	Johnson.
July 23, 1888	Clara Remley	Johnson.
July 23, 1888	R. Annette Slotterbee	Buchanan.
July 23, 1888	F. B. Tracy	Washington.
July 23, 1888	C. R. Zimmerman	Johnson.
July 23, 1888	Mary Ross	Mahaska.
July 23, 1888	P. E. Woods	Marion.
July 30, 1888	Carris E. Allen	Lucas.
July 30, 1888	Abbie L. Blakely	Fremont.
July 30, 1888	Mary E. Brewer	Poweshiek.
July 30, 1888	W. E. A. Anl	Warren.
July 30, 1888	E. O. Garrett	Carroll.
July 30, 1888	Sara D. Garrett	Carroll.
July 30, 1888	Mrs. L. L. Long	Calhoun.
July 30, 1888	Bertha L. Lyman	Poweshiek.
July 30, 1888	L. E. Moyer	Dallas.
August 1, 1888	J. H. O'Donoghue	Buena Vista.
August 1, 1888	I. M. Roadman	Black Hawk.
August 1, 1888	G. M. Holiday	Taylor.
January 1, 1889	E. H. Griffin	Tama.
January 1, 1889	S. S. Wright	Keokuk.
January 1, 1889	S. F. Fiester	Bremer.
January 1, 1889	J. C. Hadley	Hardin.
January 1, 1889	L. N. Beard	Adair.
January 1, 1889	H. B. Larrahee	Union.
January 1, 1889	V. C. Gaubell	Marshall.
January 1, 1889	Mary E. Burnham	Clinton.
January 1, 1889	C. H. Wolfe	Lee.
January 1, 1889	George Galloway	Lee.
January 1, 1889	F. I. King	Wayne.
January 1, 1889	C. C. Hodges	Wayne.
January 1, 1889	James Lawroy	Fremont.
June 5, 1889	N. Emma England	Mahaska.
June 5, 1889	May M. Boynton	Story.
June 5, 1889	Ella M. Ford	Black Hawk.
June 5, 1889	W. L. Hearst	Black Hawk.

STATE CERTIFICATES—CONTINUED.

DATE OF CERTIFICATE.	TO WHOM ISSUED.	COUNTY.
June	5, 1889 Lizzie A. Rhodes.....	Webster.
June	5, 1889 Blanche Simmons.....	Mahaska.
June	5, 1889 Luella Simmons.....	Mahaska.
June	5, 1889 Clara Boss.....	Black Hawk.
June	5, 1889 Mary Hieber.....	Black Hawk.
June	5, 1889 Maggie L. Cunningham.....	Black Hawk.
June	5, 1889 Lillian L. Crosley.....	Webster.
June	5, 1889 Lizzie M. Ellis.....	Adams.
June	5, 1889 Libbie M. Wyatt.....	Keokuk.
June	5, 1889 G. N. Sabin.....	Black Hawk.
June	5, 1889 C. A. Fullerton.....	Floyd.
June	5, 1889 F. C. Sage.....	Black Hawk.
June	5, 1889 Lizzie Hughes.....	Louisa.
June	5, 1889 May Roberts.....	Washington.
June	5, 1889 Minnie Mack.....	Butler.
June	5, 1889 Anna Morgan.....	Keokuk.
June	5, 1889 C. F. Curtis.....	Palo Alto.
June	5, 1889 T. R. Amlie.....	Winneshiek.
June	5, 1889 Laura J. Brown.....	Henry.
June	5, 1889 Emelie Kreig.....	Clayton.
June	5, 1889 E. D. Y. Culbertson.....	Jefferson.
June	5, 1889 Elizabeth Jones.....	Jefferson.
June	5, 1889 L. B. Moffett.....	Poweshiek.
June	5, 1889 R. A. Elwood.....	Appanoose.
June	5, 1889 A. J. Stone.....	Appanoose.
June	5, 1889 C. M. B. Christenson.....	Shelby.
June	7, 1889 W. R. Joslyn.....	Linn.
June	7, 1889 G. S. Kirkpatrick.....	Linn.
June	7, 1889 Ida Leonora Schell.....	Poweshiek.
June	7, 1889 A. Brandvig.....	Story.
June	7, 1889 G. W. Hogle.....	Crawford.
June	7, 1889 W. L. Etter.....	Cedar.
June	13, 1889 J. U. Stott.....	Johnson.
June	13, 1889 J. E. Allen.....	Scott.
June	13, 1889 F. Park.....	Johnson.
June	13, 1889 J. H. Freeman.....	Johnson.
July	3, 1889 Phebe S. Sites.....	Hardin.
July	3, 1889 Clara E. Thompson.....	Boone.
July	3, 1889 Annie T. Molloy.....	Jasper.
July	3, 1889 Mary Butterfield.....	Hardin.
July	3, 1889 J. Grundy.....	Wright.
July	3, 1889 Inez F. Kelso.....	Wayne.
July	3, 1889 J. H. Richard.....	Hamilton.
July	3, 1889 L. E. A. Ling.....	Howard.
July	3, 1889 E. A. Thomas.....	Marshall.

LIFE DIPLOMAS.

DATE OF DIPLOMA.	TO WHOM ISSUED.	COUNTY.
January	2, 1888 L. B. Carlisle.....	Monroe.
January	2, 1888 G. F. Skinner.....	Cedar.
January	2, 1888 M. A. B. Witter.....	Linn.
February	1, 1888 J. W. Akers.....	Polk.
February	1, 1888 J. A. Barnes.....	Des Moines.
February	1, 1888 J. R. Bowman.....	Scott.
February	1, 1888 C. R. Buchanan.....	Muscatine.
February	1, 1888 R. S. Davis.....	Des Moines.
February	1, 1888 W. Hummel.....	Des Moines.
February	1, 1888 W. W. Jamieson.....	Lee.
February	1, 1888 Clara Lillibridge.....	Buchanan.
February	1, 1888 G. A. Miller.....	Des Moines.
February	1, 1888 W. E. Parker.....	Buchanan.
February	1, 1888 M. E. Phillips.....	Dallas.
February	1, 1888 J. K. Pickett.....	Louisa.
February	1, 1888 G. W. Samson.....	Benton.
February	1, 1888 J. Wernli.....	Plymouth.
February	1, 1888 J. V. Williams.....	Johnson.
February	1, 1888 Luella M. Wilson.....	Polk.
July	31, 1888 E. R. Eldridge.....	Louisa.
July	31, 1888 H. A. Hollister.....	Delaware.
July	31, 1888 G. I. Miller.....	Boone.
July	31, 1888 H. Olerich, Jr.....	Carroll.
January	1, 1889 A. L. Shattuck.....	Poweshiek.
January	1, 1889 O. J. Laylander.....	Black Hawk.
January	1, 1889 Sadie Rice.....	Boone.
January	1, 1889 Justina M. Whitehead.....	Boone.
January	1, 1889 P. W. Kaufman.....	Montgomery.
January	1, 1889 Hannah P. Best.....	Des Moines.
January	1, 1889 S. W. Stookley.....	Delaware.
January	1, 1889 J. J. Nagel.....	Scott.
January	1, 1889 W. A. Willis.....	Johnson.
January	1, 1889 H. A. Kinney.....	Harrison.
January	1, 1889 C. W. Martindale.....	Iowa.
July	3, 1889 C. B. Stayt.....	Union.
July	3, 1889 H. E. Robbins.....	Clinton.
July	3, 1889 Eliza J. Hyndman.....	Hancock.
July	3, 1889 L. Derby.....	Hardin.
July	3, 1889 W. J. Shoup.....	Dubuque.
July	3, 1889 Irene McCleary Cooke.....	Warren.
July	3, 1889 Cora B. Widlick.....	Des Moines.
July	3, 1889 E. G. Cooley.....	Howard.
July	3, 1889 Delia M. Glisan.....	Polk.
July	3, 1889 E. N. Coleman.....	Harrison.

SUMMARY.

Number of certificates issued previous to 1888.....	69
Number of certificates issued in 1888-9.....	141
Total number issued.....	210
Expired by limitation.....	7
Number in force September 30, 1889.....	203
Number of diplomas issued previous to 1888.....	38
Number of diplomas issued in 1888-9.....	44
Total number issued.....	82

STATEMENT

Showing record of examinations held by the State Board of Examiners, together with fees received.

STATE CERTIFICATES.

PLACE OF HOLDING EXAMINATIONS.	DATE.	NUMBER OF APPLICANTS.		CERTIFICATES GRANTED.		Fees received.
		Males.	Females.	Males.	Females.	
Des Moines.....	November 25, 1887	7	.....	7	.....	\$ 21.00
Cedar Rapids.....	December 30, 1887	2	.....	2	.....	6.00
Des Moines.....	April 5, 1888	3	.....	3	.....	9.00
Grinnell.....	May 31, 1888	3	3	3	2	15.00
Cedar Falls.....	June 4, 1888	15	18	14	19	97.50
Mount Vernon.....	June 6, 1888	7	2	5	2	24.00
Iowa City.....	June 8, 1888	6	8	4	7	36.00
Des Moines.....	July 5, 1888	5	7	5	7	36.00
Des Moines.....	December 26, 1888	14	3	12	1	45.00
Cedar Falls.....	June 4, 1889	16	24	12	18	97.50
Mount Vernon.....	June 6, 1889	5	3	5	1	21.00
Iowa City.....	June 12, 1889	5	.....	4	.....	12.00
Des Moines.....	July 2, 1889	5	6	4	5	28.50
Totals.....		93	74	80	61	\$448.50

LIFE DIPLOMAS.

PLACE OF HOLDING EXAMINATIONS.	DATE.	NUMBER OF APPLICANTS.		DIPLOMAS GRANTED.		Fees received.
		Males.	Females.	Males.	Females.	
Des Moines.....	November 25, 1887	2	1	2	1	\$ 15.00
Cedar Rapids.....	December 30, 1887	14	2	14	2	77.00
Des Moines.....	July 5, 1888	4	.....	4	.....	20.00
Des Moines.....	December 26, 1888	8	3	8	3	55.00
Des Moines.....	July 2, 1889	7	4	6	4	52.50
Totals.....		25	10	34	10	\$219.50

SUMMARY.

KIND OF TESTIMONIAL.	NUMBER OF APPLICANTS.			CERTIFICATES AND DIPLOMAS ISSUED.			Fees received.
	Males.	Females.	Total.	Males.	Females.	Total.	
State certificates	93	74	167	80	61	141	\$448.50
Life diplomas	35	10	45	34	10	44	219.50
Totals	128	84	212	114	71	185	\$668.00

STATEMENT

Of the expenses of the State Board of Examiners from July 1, 1887, to September 30, 1889.

WARRANTS ISSUED AND TO WHOM.	Amount.	
FROM JULY 1 TO DECEMBER 31, 1887—		
E. R. Eldridge.....	\$ 36.00	
Mrs. Ella H. Durley.....	155.75	
J. W. Akers	11.10	
Total		\$ 202.85
FROM JANUARY 1 TO DECEMBER 31, 1888—		
E. R. Eldridge.....	\$ 70.10	
H. H. Seerley.....	31.51	
Mrs. Ella H. Durley.....	132.43	
C. A. Schaeffer.....	34.75	
F. B. Cooper.....	22.19	
Miss M. D. Nash.....	9.00	
Total		300.00
FROM JANUARY 1 TO SEPTEMBER 30, 1889—		
Miss Lucy Curtis.....	\$ 131.27	
F. B. Cooper.....	86.43	
H. Sabin.....	4.50	
H. H. Seerley.....	13.67	
J. M. Mehan.....	7.40	
C. A. Schaeffer.....	5.00	
Total.....		248.29
Total.....		\$ 715.14

Early in June, 1888, we issued a circular to all holders of State certificates and life diplomas, from which the following is an extract:

Your attention is called to the following section of the law establishing a state board of examiners:

SEC. 7. Every holder of a state certificate, or a state diploma, shall have the same registered by the county superintendent of schools of the county in which he wishes to teach, *before entering upon his work*, and each county superintendent of schools is required to include in his annual report to the superintendent of public instruction a full account of the registration of state certificates and diplomas.

The above is construed to mean that you are, once each year, to have your certificate or diploma registered at the office of the county superintendent, and that it is *unlawful* for you to commence your school until this has been done.

The fact that you hold a state certificate or diploma, does not in any sense lessen your duty to comply with all the rules and requirements made by the county superintendent of the county in which you are teaching. You are not required to appear before him for examination, but *in all other respects* you are to be under his guidance and direction, the same as any other teacher in the county.

A complaint entered by the county superintendent that you are not doing your duty in this respect, or that you are careless or negligent in your work, if found to be well grounded, will be considered by the state examiners as sufficient reason for revoking your certificate or diploma.

The law is growing in favor with teachers throughout the State, and we confidently look for good results from it in the future, as its merits become better known. We should be able to increase the efficiency of the law very greatly, if the funds would allow us to hold our examinations oftener and in different parts of the State.

The board of examiners, as at present constituted, is as follows: Henry Sabin, Superintendent of Public Instruction, President *ex-officio*, Des Moines.

Charles A. Schaeffer, President Iowa State University, Iowa City.

H. H. Seerley, President Iowa State Normal School, Cedar Falls.
Miss Lucy Curtis, Principal of Schools, State Center.

F. B. Cooper, Secretary of Board, Le Mars.

ARBOR DAY IN IOWA SCHOOLS.

Each man's grove and fireside, is a term which might fitly apply to the homes on the beautiful prairies of Iowa, so cosily do the farm-houses nestle in their settings of green. In some sections of the State natural shade abounds, and here the thrifty settlers have everywhere availed themselves of selected sites, where shelter and protection is afforded by the friendly trees.

The same care should extend to the grounds upon which school-houses are located, and these temporary homes of our little ones be made to present the most cheerful appearance possible. The chilling winds of winter might be warded off by a line of trees, and during the sultry days of summer their cooling shade and pleasant retreat would be eagerly sought by the children.

The practical reasons for tree-planting commend themselves to the general public. It is only necessary then, that a plan for the observance of arbor day be established. The esthetic uses of such a custom may not be so readily understood, but the influences upon mind and heart will gradually reappear in the conduct and character of the growing youth. Moral education is strengthened by the cultivation of the sense of the beautiful, and its highest models exist in God's creation, not man's.

Lessons of form, symmetry, color, etc., are to be gained from a study of trees, and from this grandest of natural products we may also glean comparisons—whereby the great problem of life and eternity is brought nearest to human comprehension. A spirit of tenderness and thoughtful protection of weaker things is likewise fostered by the planting and tending of trees, and their tops stretching heavenward and drinking in the warm rays of the sun, while they furnish in leaf and branch safe nesting-places for the twittering birds, are potent examples of nature's law of kindness and reciprocity.

"What land-mark so congenial as a tree
Repeating its green legend every spring.
And with a yearly ring
Recording the fair seasons as they flee,
Type of our brief, but still renewed mortality?"

In the early history of Iowa, the State horticultural society attempted by various means and with some measure of success, to attract attention to tree-planting. In 1882, the following school law was enacted:

CHAPTER 23, LAWS OF 1882.

SECTION 1. The board of directors of each district township and independent district, shall cause to be set out and properly protected, twelve or more shade trees on each school-house site belonging to the district, where such number of trees are not now growing, and such expense shall be paid from the contingent fund.

SEC. 2. It shall be the duty of the county superintendent, in visiting the several schools in his county, to call the attention of any board of directors neglecting to comply with the requirements of this statute, and the required number of shade trees shall be planted as soon thereafter as the season will admit.

SEC. 3. That section 1745 of the Code be amended by adding an additional item at the end of said section, as follows: 12. The number of trees set out and in thrifty condition on each school-house grounds.

Adopting the plan established by Gov. J. S. Morton, of Nebraska, Hon. J. W. Akers, superintendent of public instruction, announced the date of May 4, 1887, as arbor day for Iowa, and called upon the schools to celebrate the day in honor of the memory of that noble educator, Horace Mann, and plant trees, singly or in groups, naming and associating them in song and recitation with lives worthy of lasting remembrance. The forestry circular, issued in furtherance of this idea, met with cordial reception, and the returns were so favorable that in 1888, an arbor day annual was distributed from the department of public instruction, with these suggestions on its title page:

To secure united effort and engage the hearty co-operation of old and young, in every neighborhood, in the laudable enterprise of beautifying school-house sites, it is well to set apart a special day for the final labors of tree-planting, and the celebration of a suitable program.

In furtherance of this aim, and that the growth of the trees may be emblematic of the heights attainable in human character, and that their care may devolve as a sacred trust and duty, the date chosen for arbor day in Iowa, is

FRIDAY, APRIL 27TH,

the anniversary of the birth of

GENERAL CLYSSES S. GRANT.

We do well to plant a tree in every school-house yard on this the birthday of "The Old Commander." Let it be called "The Grant Tree;" let the

little children, as they plant it, be taught to revere the name of him, who by his sword carved victory out of defeat, and opened the way to peace, to his distracted country. So shall "The Grant Tree" be to them a perpetual reminder of the debt they owe, not alone to him, but to the humblest Union Soldier, who sleeps in an unknown but not unhonored grave. The truest incentives to patriotism are found in the lives of the Nation's heroic dead.

HENRY SARKS,

Superintendent of Public Instruction.

PLANT TREES.

BY GOVERNOR WILLIAM LARRABEE.

Plant trees and care for them. Like friends they will always be to you objects of interest and attachment. They will repay you for many years to come in fruit and nuts and flowers; and will afford protection for man, beast and bird against the piercing rays of old Sol in summer and the fierce blasts of rude Boreas in winter. Plant trees.

TREE PLANTING.

BY HON. C. F. CLARKSON.

Tree planting is the true language of the heart's love of Nature. It is the outward show of the religion of the soul, for, in the morning of years, the grove was the sanctuary where man communed with his Maker. Plant trees in your youth, so that in your manhood you may have a refreshing shade at the moonlit hour, and in the fullness of age you can rest under their kind boughs, and enjoy a sweet retreat from the toils, the strife, and the anxieties of life's hot days of battle.

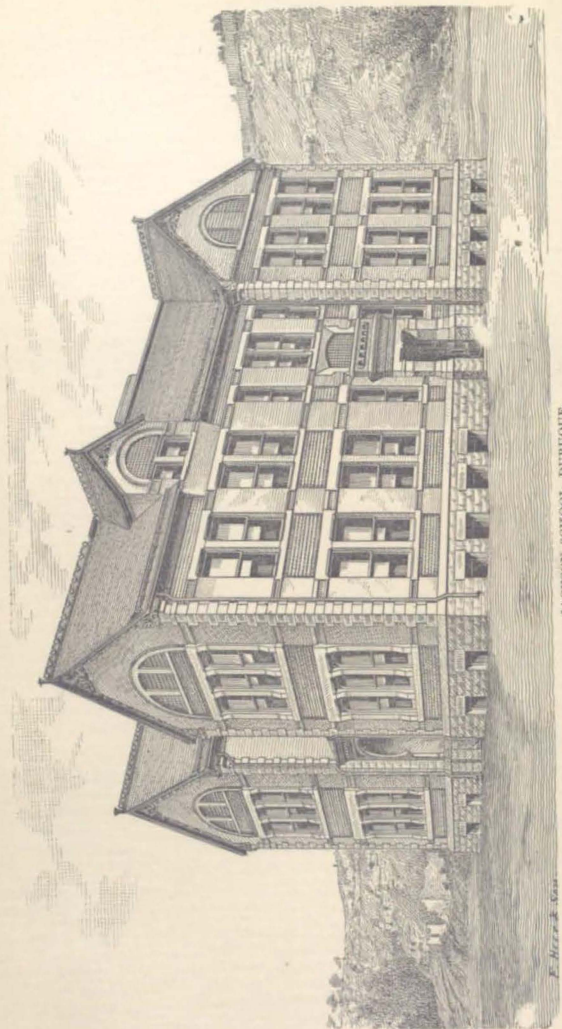
Besides the eulogy paid to Gen. Grant, the annual contained a tribute to the children's friend, Louisa M. Alcott, and presented selections in prose and poetry about sunshine, trees, children, birds and flowers. Greetings and letters of thanks received at the department, proved how very welcome this annual visitor had become, and definite records as to the number of trees planted and in good condition on schoolhouse grounds, were obtained for the report of 1888.

The third circular, April 30, 1889, bore the inscription, "The Loyal Leatler," and comprised in its contents an address to the teachers and pupils of the schools of Iowa; appropriate articles in memory of George Washington and other leaders who shaped the destinies of our country during the first century under a constitution; patriotic songs set to music; "Lyrics of our Land," from our most eminent poets; "Lays for the Little Ones," and a choice

poem, entitled "The Marriage of the Flowers," by an Iowa author, Adjutant S. H. M. Byers.

Over 17,000 copies of the Leatler were sent to secretaries of school boards, and from the hearty response made to this call it is evident that arbor day programs are regularly established, and every succeeding year will bring its round of interesting exercises to add to the treasured recollections of the days that are no more.

IOWA
STATE HISTORICAL
SOCIETY.



JACKSON SCHOOL, DUBUQUE.

THE SCHOOL SYSTEM.

ADMINISTRATION:

SUPERINTENDENT OF PUBLIC INSTRUCTION.
 COUNTY SUPERINTENDENTS.
 DIRECTORS.
 TEACHERS.

SCHOOLS:

UNIVERSITY.
 STATE NORMAL SCHOOL.
 TEACHERS' NORMAL INSTITUTES.
 HIGH SCHOOLS.
 GRADED AND DISTRICT SCHOOLS.

SUPERINTENDENT OF PUBLIC INSTRUCTION.

By section 1577, Code, the superintendent of public instruction is charged with the general supervision of the schools of the state. He is given the power to call the county superintendents together, for purposes of consultation and in order to gain an efficient and uniform administration of the school laws. The county superintendents have generally responded cheerfully to these calls, but in order to reach the results contemplated under this provision their attendance should be made mandatory, and they should be allowed their expenses, in addition to the usual *per diem*, while attending such conventions.

In section 1579, as amended by the Twenty-second General Assembly, the superintendent of public instruction is also charged with the publication and distribution of the school laws. At present there are no provisions for furnishing the laws to any one who is not a school officer. This has occasioned some complaint. The students in the university preparing to teach, and those in the normal school, as well as students in the various schools which have a special normal department, are anxious to become acquainted with those requirements of the law in which they are especially interested. The same is true of the teachers in the normal institutes.

It is for the interests of the State that the teachers in the schools should be familiar with the school laws. It would be a wise provision of the law if the superintendent of public instruction were empowered to prepare a pamphlet containing those sections of the law which bear directly upon the teacher's duties and liabilities, and distribute it so that a copy may reach every teacher in the State, and may also be furnished to those who are carefully preparing for the teacher's profession. The constitution, and an outline of the civil government of the State should also be included in this manual. This department will very willingly undertake the preparation of such a compilation, if authorized to do so.

THE COUNTY SUPERINTENDENCY.

Nearly all the States of the Union, as well as the territories, have recognized, in their school laws, the value of county supervision. The only question in any of them now is, how to make it more effective. No State, as far as I know, has ever taken steps toward abolishing the office. In our school law the county superintendent is a factor of recognized importance. No other county officer is charged with as weighty responsibilities, and for that reason he ought to be selected with special reference to his fitness for his work. More than this, the office should be placed upon such a basis as regards compensation and influence, that competent men will consent to take it and devote all their time and energy to the discharge of its duties. In our more populous counties the county superintendent should be allowed the services of a deputy, during a part of the year, to aid him in looking over examination papers, in conducting his correspondence, and in the details of his office work.

His own time should be very largely given to visiting schools, inspecting the work of teachers, settling trifling misunderstandings which often arise in the district, holding township meetings and institutes, and in creating by his personal influence a healthy public opinion in favor of good schools. About the worst use to which we can put a county superintendent is to confine him within the walls of his office, doing the work which a clerk could do as well, while he, himself, ought to be out among his schools, directing, encouraging, stimulating, every-where making his influence felt by his energy and enthusiasm.

Close supervision is coming to be recognized universally as essential to a well-ordered school system. It is true that under the most favorable conditions the county superintendency does not give our country schools the supervision they need, but it gives us the best we can hope for at present. Even as it now exists, if we

make the most of this form of inspection that is possible, it will greatly improve our schools in the rural districts.

This department has often been asked to what extent the county superintendent may require reports from the teachers employed in the schools of the county. We have always answered, just so far as he may deem it essential and necessary, in order that he may obtain an exact knowledge of the schools under his charge.

I do not believe that the time will ever come in Iowa, when we can afford to abolish the office of county superintendent. But it is generally conceded that the time has fully come when we can, and ought to, increase his remuneration, lengthen his term of office, and enlarge his powers, to the end that we may obtain the best possible results from his labors. An educational and moral qualification should be fixed upon, and no one should be eligible to the office who does not reach the required standard. The office ought to be strictly non-partisan; no other office, in its administration, comes so near the most vital interests of the people. The county superintendent should be chosen upon his merits alone, regardless of party affiliations. To substantiate my position I quote one sentence from the Minnesota report:

"Because, therefore, of the importance of this office, I must again call attention to the serious embarrassments which superintendents of counties suffer in being chosen at popular elections, at times when all the agencies of party prejudice, personal enmities, and personal ambitions, conspire to obscure a sound judgment, and prevent a careful selection of an officer who is thoroughly competent to discharge the duties of the office."

I do not mean in any way to disparage our present county superintendents. During the last two years I have been brought into close relations with most of them. I have met them in associations and in their county superintendents' meetings; I have seen them in their institutes, and have corresponded with them largely. I believe that the large majority of them have devoted themselves to their work with untiring energy, and have displayed a rare fidelity to their trusts: an energy and a fidelity worthy the highest commendation.

I take this occasion to renew the recommendation of my predecessor in office, that the county superintendent be required by law, to audit the accounts of each district treasurer in his county, at least once every year, and if he finds any funds missing or not accounted for, to bring the matter to the notice of the proper

authorities without delay. The law should also explicitly provide that the board of supervisors should settle yearly with the county superintendent, as with other county officers, and it should be made their duty to see at the expiration of his term of office, or upon his removal or resignation that, as provided for by law, he delivers to his successor all books, moneys, papers, records, or personal property belonging to the office, or subject to the control, of the county superintendent.

DIRECTORS.

Under the present system of organization there are in our State over 8,600 subdistricts, in each one of which the subdirector employs the teacher. His term of office is one year, at the expiration of which time he may, or may not be, re-elected. In a district township it is possible to change the whole board each year. The law very carefully guards the independent districts against any such results. Why should not the interests of our rural schools be guarded in a similar way? If, in accordance with the recommendation so often made by this department, the term of office of subdirector could be lengthened to three years, and the board divided into classes, so that only one third the members should go out of office each year by the expiration of term, I believe great good would result to our country schools. It would simply be applying to our district townships the same law which now applies to town, city, and independent districts. The same reasons which exist for the necessity of such a law in one case, exist in the other also.

Such an amendment to the law would add permanency to the office of director, would induce more competent men to accept the position, and would encourage the board to mature and carry into effect plans for gradually improving the condition of the schools in their townships.

It is very often the case that the subdirector in selecting a teacher is influenced by wrong motives, or fails through want of judgment. In my opinion it would be much safer, if the duty of selecting teachers for the entire township was made incumbent upon the township board. They would then be held more fully responsible for the schools of the township as a whole. The subdirector might and probably would retain the power to nominate the teacher for his subdistrict; but the judgment of the board, as a body, would be passed upon the fitness of each candidate for the position, and undoubtedly many serious mistakes and errors would thus be averted. Such an amendment would afford the people of a subdistrict a remedy against having an unworthy or objectionable

teacher thrust upon them, which now they are sometimes powerless to prevent. It would limit in some degree the power of the subdirector, but on the other hand it would place the district board in the same relation to the schools of the township as is now held by the boards of independent districts toward the schools under their care.

I regard it as highly important that no one should be elected to the office of director, secretary, or treasurer, in any school district, who cannot speak, read, and write the English language with reasonable facility. This is a matter of more importance than appears upon the surface. These officers have to deal largely with the public. They are, from time to time, the recipients of letters and circulars from this department, as well as from other sources, written or printed in English, containing instructions and information bearing directly upon their duties. It is often difficult for the county superintendent to communicate with them because of this disability. I am not as yet convinced that any enactment is necessary upon this point, and only call attention to it as worthy of consideration on the part of all who participate in the election of these school officers.

TEACHERS.

In a circular issued to the county superintendents in January, 1888, they were instructed by this department not to issue certificates to females under seventeen years of age nor to males under nineteen. This was in accordance with a precedent established in 1877, by the Hon. C. W. von Coella, then superintendent of public instruction. I am aware that in a few instances this may appear to be a hardship; but it is an eminently just rule, when applied to candidates for the important position of teacher in our public schools. But few persons under these ages possess the maturity of mind, the ripe judgment, and the accurate scholarship, necessary to fit one to be an instructor of children and youth. It would be better if the law fixed the age for both sexes at eighteen.

It is the custom in most counties for the superintendent to issue first, second, and, in some cases, third grade certificates, based in part upon scholarship, and in part upon experience. The same custom is incorporated in the laws of Wisconsin and other States. It furnishes an incentive to many teachers to study the best methods of teaching, especially in cases in which directors fix salaries in accordance with the grade of certificate. Sometimes a professional pride is awakened and encouraged by this means, inducing teachers to strive for the best certificate possible.

I think we ought to be looking forward to the time when teachers of certified experience and success, can after examination, prepared at the state department, obtain certificates good for two or three years, upon the recommendation of the county superintendent and with the approval of the state board of examiners. Such a provision would, in my opinion, encourage young teachers to fit themselves more thoroughly for their vocation, and to look upon teaching as a more permanent calling.

It is submitted as a fact, which has been found to exist in other States, as well as in Iowa, that, whenever the grade of scholarship requisite to obtain a certificate has been raised, the candidates have always raised their scholarship in the same ratio. Our law

enumerates certain studies in which the teacher must pass a creditable examination. I do not think it desirable to add to that number. The point of failure with too many of our teachers now, is the want of a thorough practical knowledge of the common English branches. Instead of increasing the number of branches, it would be better to demand a more exact and comprehensive knowledge of those already on the list; and when the teacher reaches a high standard in these branches, we should recognize it by a certificate corresponding in grade to his acquirements.

What we need in our country districts, and, indeed, in many city schools as well, is better instruction in those branches, a knowledge of which constitutes the education of the average citizen. A teacher who can give thorough instruction in reading, writing, and spelling, in the daily, practical use of the English language, and in the fundamental rules in arithmetic, ought to be honored with a certificate empowering him to teach these branches in any county in the State. To do this well, is no mean acquirement, and any teacher who possesses it, has a right to be proud of it.

The Wisconsin law has in it a wise provision that "no person shall receive any certificate who does not write and speak the English language with facility and correctness." The great mass of business in this country is done through the medium of the English language; our laws are written in it; our papers and books are printed in it; and, while we cannot expect those to acquire it readily who were accustomed in childhood to the use of another tongue, it is only justice to their children who are to be American citizens, that this language, a knowledge of which is so essential to their success in life, be taught to them in its strength and in its purity.

SCHOOLS.

STATE UNIVERSITY OF IOWA.

For information concerning the present condition and the wants of the state university, reference is made to the report of that institution and accompanying documents. I have great confidence in the faculty of the university, as at present constituted, and in the character of the work which they are doing. The institution is steadily growing in popular favor, as is shown by the increased number of students.

But I feel that I should be false to my convictions of what the true interests of the State demand, from an educational standpoint, if I dismissed this subject here. The university stands at the head of the educational system of the State. Its influence ought to be felt in every grade of public schools, and among all classes of teachers. It is not a separate school standing by itself, but its interests are very closely interwoven with those of all our schools. A neglect to grant the university ample support means a lessening of the standard of public education all along the line.

We have in our university, as at present organized, the foundations of an institution which can be made equal to the wants, intelligence, and dignity of Iowa. It has done a good work for the State in the past, but the time has come in its history, as it has come in the history of all similar institutions, when very decided steps must be taken in advance, if we expect it to do the work which the university was originally intended to do. As a matter of state economy, as a matter of justice to our young people, no one should be obliged to leave Iowa for his education because similar schools in other States furnish better facilities. A State, which is rich in resources, free from debt, proud of the past, and

ambitious for the future, can well afford to deal liberally by her educational institutions. To do this we need appropriations, not extravagant nor lavish, but generous; such as will enable us, in point of appliances and competent instructors, to compete with other universities in neighboring States.

The recommendations and suggestions of the regents and the president are believed to be wisely conceived and worthy of thoughtful attention.

IOWA STATE NORMAL SCHOOL.

The twenty-second general assembly amended the act relative to the state normal school so as to make the superintendent of public instruction a member of the board of directors and, *ex-officio*, president thereof.

In accordance with that enactment I have met with the directors at their quarterly meetings, and have endeavored, as far as possible, to understand the workings of the school and to advance its interests. The reports of the directors and of the president of the school contain many items of importance which deserve very careful consideration. During the two past years the school has grown in numbers, in the efficiency of its instruction, and in its special worth as related to our general school system. It is coming, more and more each year, to realize the purpose very clearly expressed in the first section of the bill enacted for its establishment: "A school for the special instruction and training of teachers for the common schools of this State." In other States the graduates of their state normal schools are granted certificates to teach without further examination. There does not seem to be any good reason why the same privileges should not be granted to the graduates of the school at Cedar Falls. It would only be conferring upon the students of this institution, the same professional recognition which is accorded to those who graduate at the law or medical departments of the state university.

The question of providing additional facilities for supplying our schools with trained teachers cannot much longer be delayed. Illinois has practically three normal schools; Wisconsin has five; Minnesota, three; Missouri, four. Of the older States Massachusetts has five; New York, nine, and Pennsylvania, eleven. The necessity of having teachers in their schools, fitted for their work by normal or professional training, is no greater with them than it is with us.

We have nearly 16,000 teachers in our schools at one time. A very large proportion of them enter upon teaching without any

special study or preparation. We have about 300,000 children in daily attendance. A very large proportion of them fall into the hands of inexperienced and untrained teachers. We expend more than four millions of dollars annually for the tuition of our pupils. Much of it is wasted because the instruction is given by teachers who are ignorant of the art and science of teaching.

The practical question now is how can we meet the demands which are every-where made for skilled teachers. I believe it is time to take steps looking toward the establishment of an additional normal school, in that section of the State in which it is most needed

NORMAL INSTITUTES.

The normal institute, regarded as an educational factor, has without doubt had a very marked influence upon our schools, since its inception in its present form in 1874. In our more sparsely settled counties, it still has an academic value, which must continue until the establishment of high schools and normal schools offers better means of obtaining a thorough knowledge of the essential branches. But in the more populous counties, this necessity has ceased to exist and the institute is devoted almost entirely to the study of those principles which are closely related to education and the best methods of instruction. In every case I think this course has increased the popularity of the institute, as proved by the fact that the best teachers have been the most eager to attend its sessions. The original intention of the normal institute was to enable teachers to enter upon their work with a better knowledge of *what* and *how* to teach. It is encouraging to know that the tendency is to come back to this purpose. The teacher's knowledge of the subject-matter cannot be perceptibly enlarged in a short session of two, or even three, weeks. But in this time much can be done to give teachers a more correct idea of the practical value which attaches to certain parts of each branch, and the best and most modern ways of presentation to the pupils. *What* of each branch under consideration shall I teach, and *how* can I most effectually teach it, are questions which meet the teacher every day in the school-room. The work of the institute should be largely devoted to the solution of these questions.

It is with gratification that I can notice an improvement in another direction also. There was a time in the past, when the institute was simply a review school; the exercises constituted a cramming process, the aim of which was to enable the teachers to pass an examination for certificates at the close of the session. In many such cases the work of the institute had no perceptible effect upon the schools of the county; its influence did not extend a day beyond the writing of the last examination paper. At present

there exists a very healthy disposition in many counties to divorce the examination for certificates, as far as possible, from the legitimate work of the institute; in some counties the examination has been abolished, I am assured, with good results. I wish more county superintendents would make the experiment.

The institute is a means to an end; but that end is to increase or strengthen the teaching power of those in attendance, and not to enable them to obtain a certificate solely. Where this is most thoroughly understood, the work of the institute is best appreciated.

In January, 1889, the following circular was issued:

To County Superintendents:

The department of public instruction desires to call your attention to the following suggestions:

It is not our intention to limit or restrict you in any way in your choice of institute workers, except as the law requires our concurrence. See section 1769, S. L. 1888.

As a mutual protection we shall send you at an early date, a blank to be returned with your application for teachers' normal institute, in which you will be requested to give us definite information as to the character of each person selected by you to instruct in your institute, and of his peculiar fitness for such work. We are conscious that, under our present arrangements, it is not always possible for every county superintendent to obtain just the instructors he wishes; but we urge you to get the very best you possibly can under the circumstances.

As soon as you can well do so, fix the date of your institute, and secure at least one or more leading *instructors*, in order that you may be able to give the teachers of your county definite information, and then they can make their plans accordingly. When you have fixed a date, please inform us of it. Do not wait until you send in your application.

You will notice on page 127, of the school laws of 1888, number 28, that there has been a slight change made in the form. This is also in accordance with section 1769, note (g).

The county superintendent as *director*, should be the highest officer known to the institute, and should assume the general management. He should not be confined to any class work, but should be at liberty from other duties, to visit the different rooms and listen to the exercises from time to time. School directors visiting the institute, should find him at liberty to advise and consult with them concerning their schools. The teachers in attendance should feel themselves directly responsible to him, for attention, promptness and regularity; he alone should have power to excuse them from any exercise. The county superintendent should be always ready to give his personal attention to everything which promises to benefit the institute.

There should be in every institute, one *instructor* of superior qualifications and large experience in institute work. He should have charge of the work in theory and practice, even though he may not be the only teacher of that branch. He should be a reader of the advanced educational thought, of the

day, and should be so well acquainted with the history of education, as to be able to awaken a deep and lasting interest in that subject. Acting under the authority of the county superintendent, he should consult daily with the other instructors as to the progress of their work in the different branches. In the hours when he is not engaged in his own classes, he should visit other rooms, and afterward compare his observations with those of the county superintendent. He should be the *conductor*, in the sense that his professional attainments, his experience, and the high character of his work, make him a leader and guide in all the instruction of the institute.

There are counties in which the county superintendent is fitted to fill the positions of *director* and *conductor*, but these are exceptions.

The *instructors* should in every case, be those whom the teachers regard as superior to themselves in knowledge of the subjects assigned to them, and of the methods of presenting them, as practiced in the best schools. If, as often becomes necessary, some of the *instructors* are selected from the teachers of the neighborhood, let them in every case be those who, by their zeal in the profession, skill in their daily work, and by their high moral character, have proved their fitness for the responsible position of a teacher of teachers.

Cordially,

HENRY SABIN,
Superintendent of Public Instruction.

January 10, 1889.

This department ought to exercise a very careful supervision over the character and educational standing of those who are employed to teach in the county institutes. In the spring of 1889, we sent to each county superintendent a blank, to be filled out and returned to this office, showing where each instructor was educated, and in what respects he was fitted by experience to do acceptable institute work. In many cases the blanks were of use in enabling us to ascertain, to a certain extent, the kind and character of the instructors in the institute. In other cases, they either were not returned at all, or were filled out in such an indefinite way as to be of no service to us. We judge, however, that in most institutes more care than usual was taken to select competent instructors, and that the work done was therefore of a somewhat higher grade. I am of the opinion that this department ought not to relax its efforts in this direction, but should require from the county superintendents a more searching inquiry as to the character and qualifications of those whom they employ as instructors in their annual institutes.

The funds to sustain the institutes are derived from the fees,—one dollar each from those who are candidates for certificates, and one dollar from each person enrolled in the institute, supplemented by fifty dollars from the State. Thus the money comes almost entirely from the teachers of the county. I am very strongly convinced that this is not right. Our State is rapidly advancing in

wealth and population. We now pay from the State treasury annually, fifty dollars in aid of each county institute. This is the amount fixed upon when the first act concerning institutes was passed and amended in 1860. It has not been increased since then. It would seem that now we ought to do more than this, and aid our institutes to the same amount, at least, that we aid our county agricultural societies.

The sum of two hundred dollars appropriated annually to each county for this purpose would enable us to make the instruction in each free to all actual teachers. All others who are not actual teachers in the county, or who are not intending to teach during the coming year, should pay the regular fee of one dollar. I wish this suggestion might commend itself as just and right and as in the line of that wise public policy, which ought to encourage our teachers to obtain the best possible preparation for their responsible work.

The graded course of study for normal institutes has been revised in some particulars. Other changes will be made from time to time, as circumstances seem to demand. Most of the counties in the State have received this course with favor and are guided by its requirements.

The work of each grade, for the next session, should be outlined before the teachers leave the institute, that they may know in what lines to read and study during the year. A certain proficiency, especially in the common English branches, should be required of every one who desires to enter the institute, and these requirements should be made known to all the young people in the schools of the county, who are likely to avail themselves of institute instruction with a view to future work as teachers. No one should be allowed to enter the institute until he has sufficient knowledge and mental discipline to grasp and comprehend the character of the work required of him.

The following circular and revised course of study was issued in June, 1889, for the guidance of those having the institutes in charge:

TO COUNTY SUPERINTENDENTS AND INSTITUTE CONDUCTORS:

No radical changes are suggested in the following course of study. A few additions, which experience seems to render desirable, are indicated.

All admit that the normal institute should fulfill the purpose for which it is intended by law. The institute is for the instruction of the teachers. Those in charge should furnish a kind of instruction that may not fail to be of great interest to the teachers attending. The exercises outlined should guarantee to every teacher valuable instruction not ordinarily accessible, in

the science and art of teaching, with frequent reference to those methods most likely to be of actual benefit in the work of the average teacher.

The formation of small classes in special branches should not be encouraged. On account of varying attainments, divisions are necessary, but the number of recitations for each division may well be diminished, thus making it possible to increase the thoroughness of the instruction sought to be given.

The work outlined to be completed during the institute should not have reference to an examination at the close of the session, for a certificate. The instruction should have a more practical tendency, and be of a more enduring character.

In every institute more attention ought to be given to *modes of study*. Teachers should be taught how to study in order to gain knowledge of the subject-matter, and also how to study a lesson to prepare it for presentation to their classes. This latter is of special importance, and should receive marked attention.

The penmanship in our schools is as a general thing poor. Lessons in this branch at the institute should have special direction to teaching pupils to write a plain, legible hand. Drawing should be taught with a view to enabling the teacher to illustrate lessons by use of the blackboard, whenever occasion demands. This ability is worth very much to every teacher.

The plan of general exercises in music, local geography, township and county government, simple scientific experiments, lessons on common things, and lessons on other similar subjects, is one to be commended, as almost certain to produce excellent results.

Last year's statistics show a slight falling off in the aggregate attendance upon our institutes. This does not necessarily indicate that the work done is deteriorating in quality. Yet the fact remains that no efforts should be spared to make our institutes worth more to those attending them. The truth should be kept in sight that the institute affords our very best means at present to improve all the schools in the State. While it is evident that we are hardly ready to dispense entirely with academical instruction, every lesson should be *illustrative* in its character.

We heartily recommend that at the close of the institute you place in the hands of each teacher a brief outline of the work of his grade for the next institute, and encourage every one to study with that in view. Also that you suggest the educational book or books which it would be well to read during the year.

If your institute is a success, the county superintendent will find the methods of governing, disciplining, and instructing, in the schools of the county, modeled very largely after those adopted and enforced in the work of the institute.

The pamphlet copy of the State constitution, sent to each county superintendent, is for use in the institute, and afterward to be retained in the county superintendent's office. This single copy is supplied by kindness of the secretary of state, and no more copies can be furnished.

We wish you to note defects in this course, as you use it, and suggest what may seem to you desirable improvements.

Yours cordially,

HENRY SABIN,

Superintendent of Public Instruction.

JUNE 1, 1889.

GRADED COURSE OF STUDY FOR NORMAL INSTITUTES.

	FIRST YEAR.	SECOND YEAR.	THIRD YEAR.	FOURTH YEAR.
MATHEMATICS.	Primary Methods. A review of Essential Principles, to Percentage.	Percentage. Applications of Percentage. Oral Test Reviews. Business Forms.	Ratio and Proportion. Involution and Evolution. General Review.	Elements of Algebra.
LANGUAGE.	Methods in Language Lessons. Orthography.	Elements of Composition. Methods of Teaching Reading and Orthography, with Dictionary work.	Grammar (analysis). Reading and Orthography, with use of Books of Reference.	Elements of Rhetoric.
SCIENCE.	Geography.	Physiology and Hygiene, including Stimulants and Narcotics.	Physiology and Hygiene, with reference to laws of Sanitation.	Elements of Science. Physical Geography.
DIDACTICS.	Organization and Study. Recitation and Government. School Law affecting Teachers.	Principles and Methods of Teaching, with reference to special duties.	Principles and Methods of Teaching.	History of Education.
GENERAL.	Penmanship. Drawing.	United States History. Map Drawing.	Civil Government.	United States History, as taught by Biography and in Literature.

REPORT OF THE

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HIGH SCHOOLS.

In his report made to the eleventh general assembly, the Hon. Oram Faville, at that time superintendent of public instruction, said:

"The high school is the crowning glory of our system of free schools. * * * They (the high schools) are the outgrowth of the spirit of Republicanism which would give to every child of the State, not only the rudiments of an education, but that culture which *will fit him for the higher walks of life.* * * * The high school furnishes facilities for educating children without sending them abroad. It exerts a happy influence upon the schools of lower grade, inciting their pupils to prepare for the higher course. It also furnishes some of our most successful teachers."

It has been lately said that the high school was engrafted upon the system at some time subsequent to its formation. This idea is entirely without foundation.

The commissioners appointed in 1856, to revise the school laws, Hon. Horace Mann and Hon. Amos Dean, did not hesitate to urge the necessity of providing public education in higher institutes of learning. The following quotation is from the commissioners' report:

"The entire system of public instruction which your commissioners here present, seeks the attainment of three leading objects: The first, is to render us universal, and as perfect as possible the system of elementary or common school instruction.

The second, is to offer facilities in higher institutions for a much more advanced style of culture.

The third, to animate every youthful mind, and encourage to effort by holding out this higher style of culture as a reward for good conduct, strict application, and scholar-like attainments."

The Hon. Maturin L. Fisher, in his report to the seventh general assembly, is no less positive in his assertion that the State must provide for higher instruction in its schools. He says, "The proposed system then is thus constituted: 1st, the common school;

2nd, the high school; 3rd, the state university, each in its order preparatory to the other." I have made these brief references, because I desire to show that the establishment of high schools is not in any sense "a violation of the purpose and spirit found in the statutes," but on the contrary is in full harmony with the spirit of the organic law. I cannot better express my meaning than in the words of the commissioners who framed that law:

"Your commissioners desire to send into every family of Iowa, now, and through all future time, a spirit-stirring impulse, an animating principle, which shall penetrate the depths of every young heart, and arouse the latent energies of every young spirit, and thus carry forward the common school system into the fullest and completest realization of its glorious mission. They submit that the young State of Iowa owes it to herself, after having rejected the clog of human servitude, and banished the evils of intemperance, to adopt such an educational system as will develop in harmonious proportions, and push to their extremest limits, both the intellect and the moral power of each coming generation."

There are in Iowa, at the present time, something over one hundred and twenty high schools, which afford instruction in more advanced branches than are usually taught in the district schools. The graduates of twenty-nine of these schools are admitted to the state university without examination; those from forty-one, in addition, are accredited with the work done in their respective courses of study, so far as it covers the required preparation. Forty-two high schools are able to meet the requirements for students who desire to enter the supplementary course for high school graduates at the state normal school.

At various times an effort has been made to effect a closer union between the high schools and the higher institutions of learning, including the university, and the denominational schools. At the meeting of the educational council held in connection with the state teachers' association in 1888, an agreed report, submitted by a committee representing the university, the normal school, the denominational colleges, and the city high schools, was adopted, fixing upon these essential points:

CLASSIFICATION OF HIGH SCHOOLS.

1. High schools shall be classified as follows:

- a. First class high schools, having a four years' course.
- b. Second class high schools, having a three years' course.
- c. Third class high schools, having a two years' course.

2. The details of minimum of work for high schools that are to be considered as worthy of classification as first class shall be as follows:

- a. Higher algebra through quadratics.
- b. Plain geometry.
- c. Latin:—Caesar (4 books), Virgil (6 books), Cicero (4 orations), prose composition and reading of easy Latin at sight.
- d. One year's Greek for admission to classical course in colleges; or equivalents in German; or plain trigonometry, solid and spherical geometry, and structural botany.
- e. Physiology, physical geography, descriptive botany, elementary physics.
- f. Rhetoric and literature, equivalent to four terms' work.
- g. Civics, general history, drawing.

3. As equivalents for the Latin in an English course of four years the following studies may be substituted:—book-keeping and commercial arithmetic, zoology, political economy, descriptive astronomy, elementary chemistry.

4. The rank of a high school shall be determined, on its application, and presentation of course of study to the superintendent of public instruction, by a committee consisting of seven members to be constituted as follows: the superintendent of public instruction to be chairman *ex-officio*, three members to be appointed by the college and university department, and three by the department of secondary instruction.

RELATIONS OF HIGH SCHOOLS.

All students graduating from first class high schools, being properly certificated by principals or superintendents, shall be admitted to the freshman class in college course on trial, or probation, without further evidence of preparation.

The difficulty encountered here is that we have no means of determining the amount and character of the work done in these schools. The law in some States provides that teachers in high schools must pass a special examination, and hold a certificate of their fitness to teach all branches in which they attempt to give instruction. Our school law might bear this construction. If the state board of examiners were empowered to issue a high school teacher's certificate, it would be a step in the right direction.

I am convinced that there is a tendency in many of our smaller towns to introduce more of these higher studies than the size and conditions of the schools warrant. As a consequence, not only is the character of the higher instruction poor, but there is a want of that thoroughness in the lower grades which is essential to the child's education. If the provisions of section 1766 were fully complied with, and teachers of special branches were compelled to

hold a certificate obtained by an examination before some competent authority, it would go far toward checking this evil. If, in addition to this, such schools, either through their principal, or the secretary of the board, were required to file their course of study in this office, and to state the number of scholars in each branch, we could so classify them that the faculty of any of our institutions could very easily determine what weight to attach to the diplomas granted to the graduates of any high school in the State.

I do not wish, however, to leave the impression that the main object of the high school is to afford means of preparation for the college or the university. We look to the high school for a broader work than this. It is here that a very large proportion of the teachers in the district schools attain a certain amount of knowledge and mental discipline which lifts them somewhat above the pupils whom they are teaching. The tendency of this is to elevate the whole school system. Besides this, it is true that a majority of the pupils in our high schools come from families of but little wealth. My own observation convinces me that a large majority of the parents, whose children are in high schools, are persons in moderate circumstances, and who could not afford to send their children away to school. There are more parents who could not, in addition to providing books and clothing for their children, pay the tuition necessary to maintain a school of like grade, than there are who could provide for them the means of obtaining an education, if the high school were abolished. The impulse which comes from our high schools is felt in every department of work and in all grades of society. In them we are educating the men and women who are to be leading and influential spirits in society, and in the State at large. We shall make a fatal mistake if we do not offer to them the best possible means of fitting themselves to discharge the responsibilities which must soon fall upon them.

DISTRICT SCHOOLS.

GRADED SCHOOLS.—In most of our large towns and cities the schools below the high school are divided into eight grades; each grade corresponds as nearly as may be to a year's work for the average pupil. It is not, however, true that the exceptionally bright scholar must be eight years in going through the course, nor that the exceptionally dull pupil must be hurried over the course so as to complete it in the prescribed time. In every well regulated course, there is a degree of elasticity sufficient to allow a pupil, who is able to do it, to pass more rapidly from grade to grade, or to allow a pupil to remain more than a year in any one grade, if that seems desirable. But we cannot deny that there is in many cases a disposition to hurry children over the work of these grades much too rapidly. This is as often the fault of the parent as of the teacher.

Instead of that acquisition of knowledge and that discipline of mind, which will be of priceless worth to the man when he assumes the duties of citizenship, promotion in his grade is held up to the child's ambition as the end and aim of the year's work; and failure to make it is sometimes esteemed such a disgrace that he cannot be induced to continue in his school. In other cases, the curriculum of our graded schools is crowded so full, there is such a number of branches to be taught, such a multitude of duties required of the teacher, that thoroughness in anything is almost out of the question. Consequently there is too much danger of neglecting the common English branches, a knowledge of which is absolutely essential to transacting successfully the business of every-day life; and of failing to impart that strength of mind which will enable the child to make the best possible use of himself in the world. The remedy for these evils is not in legislation, but in fostering a healthier public sentiment, and in acquainting, in every way, both teachers and parents with a knowledge of what constitutes the foundations of a practical education.

THE COUNTRY SCHOOL.—I have purposely reserved this topic to be considered last under our school system, because I believe it to be the most important. The larger proportion of the youth of the State receive their education in the district school, while residing at home. The advantages offered to them, as far as they include the ordinary branches of study in our common schools, ought to be equal to those offered in our best city schools. If we consider the facts, that our country schools are in session but little over seven months each year, that many of the pupils work on the farms during the summer, and attend school during the winter only, it is evident that, in order to accomplish much, great care should be taken to surround these schools with those conditions which are most favorable to success.

Early in the spring of 1889, I wrote to each county superintendent calling his attention to the low percentage of attendance in the country schools, and asking him to suggest ways and means by which we can hope to improve it. Many of the county superintendents are men who have studied this matter closely, and their ideas are worthy of consideration.

The following recommendations are condensed from their letters:

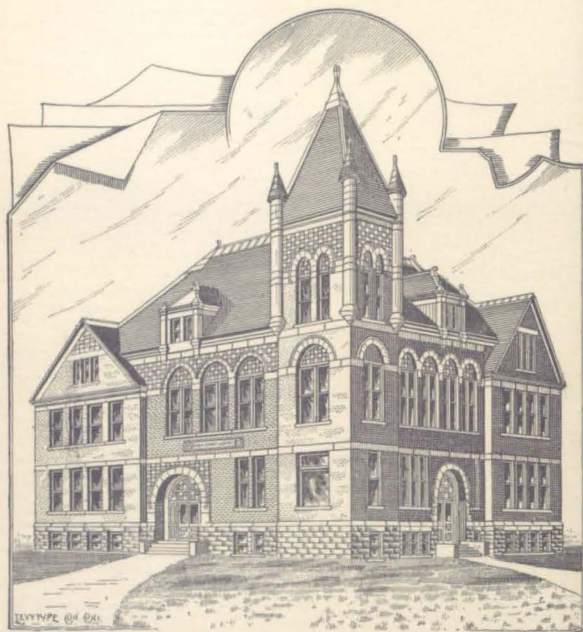
1. A compulsory law, under which each child must attend a certain number of months consecutively, during each year.
2. Such a division of the school year that the longest term shall be during the winter. This term should be long enough to cover the time of attendance required by the law.
3. The examination of teachers should be uniform throughout the State. The standard of qualifications should be raised, especially as to their ability to interest and govern their pupils.
4. Maturity of mind and judgment on the part of the applicant should be given more weight in hiring teachers. There are too many immature boys and girls at work in our schools.
5. More attractive surroundings to the buildings, and greater care to make the school rooms pleasant.
6. A course of study for country schools, prepared at the State department, and its use made obligatory upon teachers.
7. The classification of pupils according to their attainments; a system of reporting their progress to their parents; and a certificate to those who finish the course, which should entitle them to admission to any high school without examination.
8. Free text-books, the ownership being vested in the district.
9. Township meetings with the view of uniting the efforts of county superintendent, school directors, parents and teachers for the good of the schools.
10. School officers should be paid for their services, and only competent and responsible men elected to fill these positions in the township.

One of the greatest hindrances to the progress of the country schools is the indifference of the community. This is manifested in various ways. It is too often the case that the school is committed to the care of an incompetent teacher. What can be expected of an untrained, immature girl of sixteen or seventeen years of age, whose education scarcely entitles her to a third grade certificate? She can keep school, it is true, as far as filling out the six hours each day is concerned, but she has neither the amount of knowledge, the discipline of mind, nor the maturity of judgment necessary to make a teacher in any sense of the word.

The trained teacher who thoroughly understands her vocation, who is fruitful in expedients to interest children and arouse their ambition, is needed in the country school more even than she is in the city school. In the country district the school depends very largely upon the teacher; she is subject to but little supervision; she is not often brought in contact with other teachers, and in her little domain she reigns almost supreme. Outside of and beyond their daily lessons, her influence over her pupils ought to make itself felt for their good. In hiring a person to take charge of a school in an isolated country district, the personal character, the skill, the training, and the education of the applicant, should be considered as of first importance, and the matter of wages per month should be so adjusted as to obtain the services of a teacher fitted for that important position. Here as elsewhere, "money should not be weighed against the welfare of the child."

In the appendix to this report will be found a table which shows the average salaries paid the past year, 1889, as compared with those paid ten years ago, 1879. While the increase in nearly every county is encouraging, an inspection of the reports in this office reveals the fact, that there are very many districts in which the salary is exceedingly small. In some of these districts a farther inspection reveals the fact that on account of the small number of pupils in attendance, the cost of tuition per month is comparatively large. The problem of what to do for our country schools is a very weighty one and involves many perplexing conditions. It is by far the most urgent matter to which the attention of the legislature is invited in this report, and I ask for it that careful consideration which its importance deserves. No other question ought to be allowed to overshadow it.

IOWA
STATE HISTORICAL
SOCIETY.



CLINTON HIGH SCHOOL AND LIBRARY.

EDUCATIONAL MEETINGS.

STATE TEACHERS' ASSOCIATION.
COUNTY SUPERINTENDENTS' COVVENTIONS.
COUNTY AND TOWNSHIP ASSOCIATIONS.

STATE TEACHERS' ASSOCIATION.

The state teachers' association is composed of those who are working in some part of the educational field, or, who have a common interest in the educational progress of the State. Hence, in its membership every grade of school is represented, private as well as public, the country school and the city district, the university, the normal school, the academy, and the denominational college. No educational question is debarred from its program, and its platform is broad enough to admit of the freest and fullest discussion.

The following list, showing the number of meetings held, the year, place of meeting, and name of the presiding officer, is believed to be correct.

1. 1854—Muscatine {	.....J. A. Parvin.	17. 1871—Connell Bluffs.....S. J. Buck.
1855—No meeting.		18. 1872—Davenport.....S. N. Fellows.
2. 1856—{ Iowa City {	.....J. L. Enos.	19. 1873—Iowa City.....L. M. Hastings.
1857—{ Muscatine {	.....D. F. Wells.	20. 1874—Des Moines.....A. Armstrong.
3. 1858—{ Dubuque {	.....D. F. Wells.	21. 1875—Burlington.....J. H. Thompson.
4. 1859—Washington.....F. Humphrey.		22. 1876—Grinnell.....C. P. Rogers.
5. 1860—Tipton.....D. F. Wells.		23. 1877—Cedar Rapids.....Miss P. W. Sudlow.
6. 1861—Muscatine.....A. S. Kissell.		24. 1878—Marshalltown.....H. Sabin.
7. 1862—Mt. Pleasant.....C. C. Nestlerode.		25. 1879—Independence.....W. J. Shoup.
8. 1863—Grinnell.....M. K. Cross.		26. 1880—Des Moines.....R. G. Sanderson.
9. 1864—Dubuque.....H. K. Edson.		27. 1881—Oskaloosa.....S. Calvin.
10. 1865—Oskaloosa.....Oran Faville.		28. 1882—Cedar Falls.....R. A. Harkness.
11. 1866—Cedar Rapids.....L. F. Parker.		29. 1883—Des Moines.....L. L. Kilnefelter.
12. 1867—Des Moines.....M. M. Ingalls.		30. 1884—Des Moines.....H. H. Seerley.
13. 1868—Keokuk.....T. S. Parvin.		31. 1885—Des Moines.....W. F. Kling.
14. 1869—Marshalltown.....W. M. Brooks.		32. 1886—Des Moines.....M. W. Bartlett.
15. 1870—Waterloo.....Jona Piper.		33. 1887—Cedar Rapids.....L. T. Weld.
		34. 1888—Des Moines.....J. L. Pickard.
		35. 1889—Des Moines.....Miss L. E. Granger.

The following is the program of the meeting held at Des Moines, December 26-29, 1888:

OFFICERS.

President—Dr. J. L. Pickard, Iowa City.
Secretary—A. C. Ross, Hampton.
Treasurer—D. W. Lewis, Washington.

GENERAL PROGRAM.

WEDNESDAY, DECEMBER 26—EVENING.

Opening exercises. President's address: What the great public expects of its schools.

THURSDAY, DECEMBER 27—FORENOON.

The standard of college entrance: Prof. C. P. Rogers, Marshall own.
 Music in the public schools: Miss Marie Chambers, Cedar Rapids.
 The establishment and management of a school library: Superintendent James McNaughton, Council Bluffs.

FRIDAY, DECEMBER 28—FORENOON.

The relation of the state association to the public at large: Superintendent Dan Miller, Newton.
 How to familiarize the people with actual school work: Superintendent C. F. Saylor, Des Moines.
 Rhetoricals: Prof. R. G. Saunderson, Burlington.
 Reports of educational council and reading circle.

FRIDAY, DECEMBER 28—AFTERNOON.

Reports of nominating committee. Election.
 The mission of the normal institute: Pres. H. H. Seerley, Cedar Falls.
 The relation of the school system to morals and religion: Pres. J. F. McFarland, Mt. Pleasant.
 The problem of illiteracy, its peril and solution: Pres. Geo. A. Gates, Grinnell.

FRIDAY, DECEMBER 28—EVENING.

Address: Power of the teacher's profession: State Superintendent Sabin.

SATURDAY, DECEMBER 29—FORENOON.

Civics, from the standpoint of the public schools: Pres. W. I. Chamberlain, Ames.
 Miscellaneous business.
 Business meeting of educational council.

The address of the president, Hon. J. L. Pickard, of Iowa City, is found in this volume, and contains very much that is worthy of thought on the part of those who are anxious for the welfare of our school system. The long experience Dr. Pickard has had in neighboring States, as well as in Iowa, entitles his opinion upon the trend of educational affairs to great weight, not only with thoughtful educators, but with the public at large.

The officers of the association, for 1889, are:

President—Miss Lottie E. Granger, Superintendent Page county.

Secretary—Superintendent J. W. Cliff, Newton.

Treasurer—Superintendent D. W. Lewis, Washington.

Member Executive Committee—Professor J. Macy, Grinnell.

In addition to the meetings of the general association, a part of the time is given up to the meetings of the different sections.

As at present arranged these sections are:

1. Educational Council, Superintendent Public Instruction, President *ex-officio*.
2. College and University Department, G. F. Carpenter, President.
3. County Superintendents' and Normal Department, W. A. McIntire, President.
4. Elementary and Graded Department, P. W. Kauffman, President.
5. Department of Secondary Instruction, W. A. McCord, President.
6. Department of Penmanship and Drawing, J. M. Mehan, President.

Since the last report of this department, the cause of education has met with a great loss in the death of Superintendent Allen Armstrong, of Sioux City, who died in that city November 21, 1888.

The following resolutions were spread upon the records of the association as a tribute to his memory by his fellow teachers:

WHEREAS, It has pleased God to remove by death, Superintendent Allen Armstrong, at one time president of this association.

Resolved, That in the death of Superintendent Armstrong, this association has lost a valued member, whose attendance upon our meetings was always assured, and whose counsels were always welcome.

Resolved, That we will cherish his memory as that of a warm-hearted friend, a good type of a true, manly, Christian teacher.

Resolved, That we extend to Mrs. Armstrong, for so long a time a member of our profession, our warmest sympathy, and commend her to the watchful care of Him whose acts are always wise and good.

Resolved, That the secretary be directed to spread these resolutions upon the records of the association, and furnish a copy of the memorial heretofore adopted, to the friends of the deceased.

COUNTY SUPERINTENDENTS' CONVENTIONS.

In accordance with section 1577, it has been the custom of the superintendent of public instruction to call the county superintendents together at different points in the State, for consultation and advice. In the spring of 1888, an arrangement was made for a series of such meetings, at Des Moines, Red Oak, Ottumwa, Davenport, Boone, and Clear Lake; and in 1889, at Des Moines, Council Bluffs, Ottumwa, Cedar Rapids, and Clear Lake.

The county superintendents have also been called to meet as a body, each year, with the state association.

The programs for the spring meetings were made out at the department of public instruction, and in the main the same topics were discussed at the several different points. A summary of the proceedings, plans, and suggestions presented at the spring conventions, was reported at the winter session. We have thus been enabled to bring certain very important topics to the notice of nearly all the county superintendents of the State, and have secured a marked degree of uniformity in many particulars.

These conventions have been largely informal in their nature. In many cases there was no paper presented, especially when the meeting took the form of a round table; but the superintendents present were left free to state facts, as drawn from their experience, to ask questions, and to discuss the subject under consideration from every possible stand-point.

The following are the general programs for 1888 and 1889:

PROGRAM FOR 1888.

ROUND TABLE.

Certificates:

Knowledge.
Character.
Ability and fitness.

Superintendent's acquaintance with his schools:

Visitation.
Reports.

Superintendents are requested to bring samples of reports, records, and all blank forms used in their respective counties.

How can I unify the work in my county?

What are the mutual relations of county superintendents?

UNDER DIRECTION OF STATE SUPERINTENDENT.

Classification of country schools:

Extent of.
Is it practicable?
First steps.
Results.

Teachers' normal institutes:

Licensed conductors for.
Graded work in.
Examinations at.

County superintendent's annual report:

Errors in.
How to be corrected.

PROGRAM FOR 1889.

How to interest teachers professionally in their work.

The relation of county superintendents to boards of directors.

Township associations.

ROUND TABLE.

Instruction	{	In methods, how much.
		Academical, how much.
	}	
Study	{	During.
		Previous to.
Institutes.....	{	When.
		Questions for.
Examinations	{	By systematic reviews.
		By professional reading.
Preparation for ..	{	Of teachers.
		Of county superintendent.
Personal influence	{	Of parents.
		Of directors.
Attendance increased by	{	Methods.
		Inspection.
Visitation	{	Records.
Classification.	{	
		Compulsory law.

The county superintendents have shown much interest in these meetings, and a great readiness to profit by the experience of others. By means of these conventions, we hope, as the educational affairs of the State become permanently settled, to secure more uniform and intelligent management of school interests throughout the State.

COUNTY ASSOCIATIONS AND TOWNSHIP MEETINGS.

In a majority of the counties, a county association exists and meetings are held at stated periods. The main object of such an association is to arouse the interest and enthusiasm of those teachers who are at work in the rural schools, and to inform them concerning methods of teaching and discipline, as practiced in the best schools of the county. These associations are entirely voluntary, and no effort has yet been made to induce any degree of uniformity in their proceedings.

In some cases the county association has been supplanted by a union township meeting, in which the teachers of several adjoining townships have been called together at some central point, to consult upon school interests. The county superintendent should have the power to call the teachers of his county to assemble at stated times, and their schools should be closed for that purpose. A certain number of days in each school term should be fixed by the statute for this purpose, and the pay of those in attendance should not be deducted from the month's salary. In the State of Illinois the law provides that the time, not exceeding five days in any one school year, or three days in any one term, actually spent by any teacher of a public school in attendance upon a teachers' institute called by the county superintendent, shall be considered as time expended in the service of the district, and no deduction of salary shall be made for the days thus employed.

There are a few townships in the State in which the directors by resolution have allowed the teachers to close their schools and to attend such meetings without any loss of time on their part. One county superintendent writes: "The township meetings are doing a great good. The people are becoming more and more interested. *Many boards of directors at the September meeting passed resolutions giving the teachers one day in each term to attend the township meetings.*" Another writes: "The county association was more largely attended at both meetings than ever before. The township meetings were very generally attended. In some townships, *parents and school officers came to the meetings and pledged themselves to take more active interest in school matters in the future.*" Another writes: "Our county teachers' association has awakened quite an

interest in educational topics. School boards and teachers are giving their hearty support to the township institutes. These organizations promise to arouse a deeper interest in the cause of education."

There are counties in which both organizations are maintained with vigor, and with the best results. Under the present arrangement these meetings are usually held on Saturday, which is not a favorable day in many respects. To obtain the most profit from them they should begin with Friday morning. The whole day should be devoted to a thorough drill under the direction of some competent person; in the evening a familiar lecture such as would interest the public at large should be given upon some educational topic, or there might be a discussion upon the management and improvement of the schools, in which the defects or excellencies of the school system should be prominent; on Saturday the regular work of the institute should be resumed, and closed in season to give the teachers an opportunity to reach home before night.

The benefits accruing affect the schools in a variety of ways. These short institutes have a tendency to raise the standard of qualification. When the people, who are most interested in the schools, are determined that the dull, the lazy, the incompetent, shall not be chosen to instruct their children, there will be greater inducements for the intelligent, progressive teacher to make special preparation for his work. At these meetings each teacher obtains an exact knowledge of the condition of other schools in the county, and is thus encouraged and stimulated to do better work in order that his school may not suffer from comparison with others. The methods and objects of instruction, as understood and practiced in the best schools, with the conclusions reached by men of superior intellect after years of experience, are brought to the notice of the teachers and are studied in order to make them applicable to their own needs and surroundings.

Perhaps one of the best results of such meetings is found in the thought that the teacher goes back to his duties feeling that he is not alone in his work, but that others, with strong hands and willing hearts are helping him,—as he may, if he will, help them. He has new views of the importance of his work and he enters into it with renewed zeal and increasing earnestness. In order to encourage these institutes I am convinced that the suggestions already given of making the attendance of teachers compulsory, with no loss of salary for the time engaged in them, should be incorporated into the law.

IOWA
STATE HISTORICAL
SOCIETY.



JACKSON SCHOOL, CEDAR RAPIDS.

CONDITIONS.

THE TEXT-BOOK QUESTION.

ATTENDANCE.

TOWNSHIP SYSTEM.

ENUMERATION OF SCHOOL POPULATION.

SCHOOL-HOUSES AND SANITATION.

TEXT-BOOKS.

If we had in each school a well-trained, thoroughly equipped teacher, whose knowledge was sufficient to enable him to supply deficiencies, or to detect and remedy defects, then we could dismiss this subject of text-books with but few remarks. The fact, however, that so many of our teachers, through their youth and inexperience, are to a great extent dependent, both for matter and methods, upon the text-books in use, renders this question one of very grave importance. Whether it be creditable or discreditable, it is nevertheless true, that the character of the text-book determines very largely the character of the school. This state of things will remain so until we afford teachers better means of preparing for their work, and offer greater inducements for them to choose teaching as a permanent calling. This brings us directly to the consideration of the character of a desirable text-book, and to the best and most economical way of providing it for the use of the pupil.

In selecting a text-book, reference should be had, in the first place, to its mechanical construction. It may be perfect in all other respects, but, if it is defective in this, it is a dear book at any price.

School-book publishers have taken great pains to find the strongest and most durable binding possible for books to put into the hands of children, and they have succeeded to a remarkable degree. Any effort to cheapen a book by using an inferior style of binding is not in the line of true economy. The life of a school-book, under the ordinary wear and tear of daily use, is from three to four years. The more this average can be increased by the care taken in putting the book together, the cheaper, relatively, the book becomes. The binding that will answer for the ordinary book which is read in the family, or used by the student in his library, will not by any means answer for a school-book. Just as soon as the cover falls off, or the leaves become loose, the book begins to go to pieces and

is of little worth to the pupil. In this, as in other particulars, a school-book to be cheap and at the same time serviceable, must be made with special reference to school use. This point is apparent to every one who has had an extensive experience in selecting the text-books for a system of schools.

Again, in the preparation of text-books great care should be taken to relieve from undue exertion, the eyes of those using them. It is said by those who have investigated the subject that defective eyesight is on the increase among our youth. It is unquestionably true, that poor paper, bad impressions, broken and worn out type, and fine print in our books, have had much to do with injuring the sight of school children. The paper used in our school-books should be thick and firm in its texture, so as not to be transparent; it should be white, forming a sharp contrast with the black letters, and without any gloss to dazzle the eyes. The ink is a matter of importance. The type should be of a proper size and form so as to give a perfect impression, and the general arrangement of the page should be such as to render each letter and word legible, without any conscious effort of the eye. The eyesight of the child is his most precious heritage; more precious even to the children of the poor than to those of the wealthy, as its use is one of the means by which they are to obtain a livelihood. A text-book which is not made in accordance with the latest scientific discoveries, calculated to preserve and strengthen this sense, should not be allowed in the school-room. Such mechanical perfection is not the result of accident. To produce it requires expenditure of money, scientific research, and the employment of skilled labor.

The selection and arrangement of material for a text-book is often a matter of considerable difficulty. Not every one with a correct literary taste, or possessed of an accurate knowledge of authors, can be trusted to compile a system of school-readers.

Something more than an acquaintance with the facts of history or geography is necessary to enable one to write a book suitable for instruction in these branches. A successful compiler of a school-book must be thoroughly familiar with the workings of the child's mind; he must be an adept in modern ways and methods of teaching, and he must have an extensive acquaintance with teachers in order that he may adapt his books to their wants and capacities, as well as to those of the pupils. In a word he must know all the conditions of school life, or his work will prove a failure in some important particulars.

The same spirit of enterprise which has wrought a great change

in all kinds of machinery, in farm implements, and has invaded every department of social as well as business life, has brought the American school-book to a high degree of perfection. The school-book of to-day bears the same relation to the school-book of twenty-five years ago, that the reaper or mower of to-day bears to the rude implements which were used in the fields at that time. The farmer teaches his son the use of these improved implements on the farm in order that he may thereby lessen the cost of production. No mechanic would forbid his apprentice to avail himself of the latest improved machinery in the shop; he rather requires him to become skillful in its use. Upon the same principle we ought to provide the latest and best books for the use of our schools, and require the teachers to understand how to use them with the greatest possible benefit to the pupils. The money which is saved by the use of an old worn out text-book, is often more than counterbalanced by the time and opportunities lost, and which might be saved to the child by the substitution of one better adapted to his present wants.

How shall we provide text-books for the schools has been very widely discussed, and several plans have been proposed. It is taken for granted that no one wishes, or would be willing, to do anything which would injure the efficiency of the schools. We wish in the first place to have suitable books, and afterward to obtain them at reasonable rates. Some have thought that the State could enter into the manufacture of school-books with profit, but the experiment as tried in California has not been so successful, in any sense, as to warrant its repetition elsewhere. Allusion has been made to some of the things required in making a good text-book. Additional light is thrown upon the question by the fact that of the large number of manuscripts submitted to publishers, comparatively few are deemed worthy of publication; and that of the series of school-books published from time to time, a majority are not of such merit as ever to come into anything like general use. The reason for the failure is that these manuscripts and books are made by men not accustomed to this special form of authorship. It is an acknowledged fact that it requires the highest degree of skill to make the books used in the common schools; that it is more difficult to make a good third or fourth reader, than it is to make an accurate and well arranged chemistry. How, then, can the State, contemplating only the cost of a book, enter into competition with a firm ambitious to make the best book, and therefore employing, in every department, men trained in the business of book-making, whose services command the highest compensation?

When we consider also that the best features of every series of books are covered by a copyright; that the selections are largely those copyrighted by American authors, and that the State is just as liable to prosecution for infringement as an individual, we can see at once how hazardous it would be for the State to enter upon the purely commercial business of making text-books.

The suggestion has been largely entertained that the State can enter into the market as a purchaser of text-books, and because of the large quantities required, contract for them at a very low rate. A plan of this nature is incorporated in the Minnesota law. That State has a contract with a dealer, running for fifteen years, to furnish the schools with books at certain fixed prices. The independent districts, including of course the cities and large towns, are exempt from the provisions of the law. It is asserted upon good authority, that text-books of the same quality can be bought in Iowa as cheap as they can be in Minnesota.

Another proposed plan similar to the above, is that the State should enter directly into a contract with some book firm to furnish the books for the schools at certain fixed prices. Let us see what this plan involves. Such a law to be effective must be compulsory upon every school in the State. One of the strongest arguments in its favor is that the poor man, who occasionally moves from one place to another, will no longer be forced to provide a new set of books for his children when they change schools. It is a fact that this necessity of providing new books is a hardship from which the citizen of small means ought to be relieved in some way, but unless the law is universal in its application he will obtain no benefit from it. The law then must apply to the largest city, as well as to the smallest sub-district. This would necessitate a complete and thorough revision of every course of study in use in our graded schools; for while it is true that these courses are based upon general principles, the details are worked out in accordance with the series of text-books in use in the schools under consideration. The text-books have been selected with special reference to desired results in each grade of work, and the courses of study have been arranged with a view to the same points, by experienced men, who are thoroughly versed in their calling. Is it not a reasonable proposition that to compel a violent change in these vital points, would work an incalculable injury to the schools?

It is also worth while to consider that an ungraded school of fifteen or twenty pupils, needs a very different series of books from the large city school. It demands, it is true, books just as

perfect in every respect, but the pupils are in school a shorter time, they are not as regular in attendance, and consequently do not accomplish as much. If the city schools were compelled to use the same books as the country schools, they would of necessity be forced to supplement their work by using additional books, the purchase of which would entail extra expense upon the pupils. The total expense for books in these schools would probably be increased rather than diminished.

There is not space in this report to consider all the objections to this plan of state uniformity. It would undoubtedly tend to increase the inflexibility, the machine-like teaching which already characterizes too many of our schools. The compact once made would be enforced for a series of years, and the State would have no remedy, no matter how much the schools were suffering under its restrictions. Experience has proved that the difficulty of administering such a law is very great. In the first place, no body of men are wise enough to select a series of books suited to the wants of every section of the State. No educator of experience in Iowa would be willing to attempt to select a series of books for some large system of schools, until he had studied long and carefully the wants of those schools, what progress they have already made, and what they are capable of doing in the future. In every case where a selection has been made for the use of the entire State, the result has been to take the lowest priced book, with little reference to other features. In the second place, the pecuniary loss on the books thus displaced, and the inferiority of the ones introduced occasion distrust and dissatisfaction among the patrons of the schools. It is possible that a firm might be found willing to take all the books at present in use in the schools, and replace them without expense to the pupils; but the very fact that they propose to do this, is sufficient to awaken the suspicion that they know the worth of a monopoly when they see it, and are willing to pay a price for it. Moreover this plan has nowhere been a success. Wherever it has been tried the result has proved detrimental to the schools. The best known educational men in the country, men who have studied this question from every stand-point, are unanimously opposed to it. These men are known in every part of the educational world; their character is above reproach; their judgment is respected, and no man who knows them would think of imputing to them unworthy motives. In purchasing and distributing the books, in collecting and returning the purchase money, and in the amounts carried over, by the 4,650 secretaries or agents who must account

for the books, there would arise a need for complicated machinery, which it would be hazardous for the State to create.

I cannot close this part of this discussion better than in the words of the honored governor of Iowa, in his message to the twenty-second general assembly, in which he shows that wise statesmanship, so characteristic of his administration. "Keep the State from engaging in commercial enterprises like the publishing of school-books, etc. Leave to the people of the school districts great freedom to determine such questions and to govern their own affairs."

There are, however, some prominent evils connected with the use of text-books, which must be met and corrected. One is the question of cost. The people have long complained of the high prices charged for text-books, and have become restless and impatient under a sense of injustice done them in this branch of trade. Another source of complaint arises from the fact that books bearing the same imprint sell at different prices in different parts of the State. Still another source of confusion and annoyance is the variety of text-books found in many schools, which renders it difficult to classify the pupils to any advantage. And again, persons who have occasion to move from one part of the State to another, find themselves forced to supply their children with a new series of books, which in a family of several children is a great burden. The people should have the power in some way to remedy these evils.

The principles which apply to other mercantile transactions apply to the book trade as well. The nearer we can get to the manufacturers, and the fewer middle-men there are to handle the goods, the less is the expense to the consumer. The cost of books would be reduced 33 $\frac{1}{3}$ per cent, probably more than that, if the boards of directors had the power to purchase the text-books in the open market at the lowest wholesale rates. The money with which to do this should be drawn from the contingent fund and replaced from the cash sales of the books. This power could safely be lodged in the directors' hands at all times, and should be made imperative whenever the electors of the district order it done. It should also be made their duty to adopt a series of text-books and to permit no others to be used in the schools of that township. When the order to adopt any given series has been passed by a majority vote of those constituting the quorum, such action should be considered final, and no other series should be adopted for three years. The list of such books, with the prices attached should be kept posted in every school-room, together with the place where such books

may be obtained. It is urged in favor of this plan that it puts up no bar to competition in price or quality, and leaves the interests of the schools entirely in the hands of the people.

FREE TEXT-BOOKS.—I am very strongly of the opinion that the surest and quickest relief will be found in giving the people of each district the power to furnish the text-books, as they furnish the desks and other equipments of the school, without cost to the individual pupil. The Michigan legislature passed an act to this effect, at its last session. A long step in advance was taken, when in 1858 the rate-bill system was abolished, and the door of the school-house was thrown wide open to the child of the poorest parent in the State. It would be another step forward, if the twenty-third general assembly would make our schools absolutely and entirely free schools. It would undoubtedly bring children into them whom a compulsory law would fail to reach.

The following advantages of free text-books are based upon conclusions drawn from the reports of cities in which the system has been in use long enough to test its efficiency:

1. It reduces the cost of text-books to the lowest possible point. In Boston the cost per pupil in 1888, was 71 cents. Other cities report the cost much less than this. It is a fair estimate that 50 cents per pupil each year, will keep the stock good after the first purchase. This great saving is effected in three ways:—The books are bought at wholesale prices; they are loaned to pupils and used until worn out; and they are handled with greater care and are better preserved, when the teacher and pupils are held to a strict responsibility, than when the pupils have them at their homes through the vacations.
2. There is a great saving in time. The pupils are ready for work on the first day of each term. There is no time lost in waiting for books. Every pupil in the class is supplied with books, as soon as he enters school.
3. It increases the attendance from ten to twenty per cent. This fact is beyond dispute.
4. It secures absolute uniformity in the kind of books used, and relieves the poor man from the burden of purchasing books whenever he changes his place of residence.
5. It furnishes an excellent opportunity to train pupils to take care of public property which for the time being they are allowed to use.
6. It makes the schools absolutely free schools.

In discussing this matter there has been no disposition to question the honesty of those who arrive at different conclusions. I could not say less, and be true to my convictions of what I believe to be

for the best interests of our schools. The whole subject is commended to the thoughtful attention of the legislature, as worthy of very careful consideration, in order that the means of educating his children may be placed within the reach of every citizen of the State.

COMPULSORY ATTENDANCE.

The following concurrent resolution was passed by the twenty-second general assembly:

Resolved, by the House, the Senate concurring, That the superintendent of public instruction be requested to ascertain from the city independent districts of over 1,000 inhabitants in this State, the number of children,—

1. Between the ages of 8 and 16 inclusive.
 2. The number between those ages at work in stores, shops or factories.
 3. The number between such ages not in a school of any kind.
- These statistics shall be embodied in his next biennial report to the governor.

It is also made the duty of the secretaries of such districts to fill out and return such blanks as the superintendent may deem necessary in order that he may comply with this resolution.

In accordance with this resolution, blanks were prepared and sent to the secretaries of each city independent district, having the required number of inhabitants. The answers received appear in the following table:

NUMBER OF PUPILS NOT ATTENDING SCHOOL—CONTINUED.

NUMBER OF PUPILS NOT ATTENDING SCHOOL.

TOWNS.	Total number between 8 and 16 inclusive.	Between 8 and 16 at work in stores, shops, or factories.	Between 8 and 16 not in a school of any kind.
Ackley	265	12	10
Adel	188	10	10
Afton	249	21	21
Albia	443	5	10
Algona	327	12	12
Allerton	267	12	12
Ames	175	4	10
Anamosa	518	15	15
Atlantic	728	33	33
Audubon	333	10	10
Avoca	320	10	10
Bedford	430	11	11
Belle Plaine	356	11	11
Bellevue	290	6	6
Bloomfield	365	130	130
Bloomington	740	84	84
Boone	123	5	5
Brighton	220	10	10
Brooklyn	446	32	32
Burlington	478	90	90
Carroll	580	5	5
Cedar Falls	1,110	713	713
Cedar Rapids	371	21	21
Centerville	371	16	16
Charles City	718	2	2
Cherokee	409	41	41
Chariton	823	149	149
Clarksville	133	1	1
Clear Lake	2,478	423	423
Clinton	187	2	2
Columbia Junction	176	10	10
Corning	4,758	155	155
Corydon	367	24	24
Council Bluffs	1,320	56	56
Cresco	3,998	147	147
Creston	547	56	56
Davenport	362	3	3
Decorah	2,364	440	440
Denison	3,378	37	37
Des Moines, E	264	1	1
Des Moines, W	584	602	602
De Witt	270	3	3
Dubuque	392	28	28
Dunlap	350	16	16
Dyersville	180	12	12
Eagle Grove	278	29	29
Eddyville	261	6	6
Eldon	210	10	10
Eldora	210	10	10

TOWNS.	Total number between 8 and 16 inclusive.	Between 8 and 16 at work in stores, shops, or factories.	Between 8 and 16 not in a school of any kind.
Malingona	180	5	5
Monroe	230	11	11
Monterey	324	0	0
Montrose	194	14	14
Morning Sun	235	15	15
Moulton	156	9	9
Mount Ayr	292	6	6
Mount Pleasant	743	23	23
Mount Vernon	189	5	5
Muscatine	2,156	319	319
Nashua	300	12	12
Sevilla	238	3	3
New Hampton	297	6	6
New Sharon	186	18	18
Newton	530	65	65
Northwood	165	1	1
Odebolt	70	6	6
Orange City	280	23	23
Osage	417	32	32
Ossola	468	13	13
Oskaloosa	1,542	23	23
Oshtemo	2,434	262	262
Panora	230	45	45
Pella	519	15	15
Perry	248	24	24
Red Oak	625	1	1
Rockford	238	1	1
Rock Rapids	351	15	15
Scandia	220	19	19
Sac City	198	5	5
Samborn	234	30	30
Sheldon	250	1	1
Shenandoah	467	35	35
Sibley	180	4	4
Sidney	368	19	19
Sigourney	550	4	4
Sioux City	4,180	770	770
Spencer	125	6	6
Spirit Lake	163	10	10
State Center	300	15	15
Storm Lake	349	9	9
Stuart	490	15	15
Tama City	314	23	23
Tipton	316	1	1
Toledo	306	14	14
Traer	171	5	5
Victor	128	1	1
Villisca	410	1	1
Vinton	435	3	3
Walnut	188	23	23
Wapello	202	2	2
Washington	512	1	1
Waterloo, E	705	20	20
Waterloo, W	429	28	28
Waverly	401	19	19
Waukon	340	3	3
Webster City	482	7	7
West Liberty	225	12	12
West Union	340	12	12
What Cheer	516	110	110
Wilton	228	133	133
Total	96,302	6,740	13,977

It is true that in some instances the results have been estimated, but they are sufficient to determine the fact that in all our cities there is a large number of children who are not in attendance upon any school. This number would undoubtedly be greatly increased, if made to include those who have not been in attendance at school for twelve consecutive weeks during the past year. Here is an evil for which there ought to be some remedy. We have thousands of children growing up in ignorance, which is a prolific source of crime. They will become a perpetual menace to the safety and peace of the community in which they live. The education of the street, the companionship of the idle and the vicious, is every whit as potent as that of the school, of books, and the influence of a cultured home. It is by no means clear that any law can be framed which will wholly provide relief.

As Americans we are too fond of legislating evil out of existence; of thinking that our responsibility is discharged when we have made a wrong deed unlawful. The law, however, becomes a most powerful factor, when supplemented by a strong public opinion. The attention of the public needs to be aroused upon this point. An ignorant populace, armed with the ballot, is the most dangerous enemy republican institutions can have. This is a work too high for the law to accomplish. It is encouraging to know that practical men are beginning to recognize the value of mental discipline as an accessory to skilled labor. A large corporation in a neighboring State, lately issued an order that hereafter no boy will be accepted as an apprentice in their machine shops, who has not passed a certain grade of work in the city schools. The pulpit, the press, the teacher, the citizen, all who prize intelligence as the corner stone of our institutions, must unite their efforts to establish a public opinion which will render the enforcement of the law an easy matter. But there is a line along which we need the aid of a strong compulsory law, embracing these particulars:

1. Every person having under his care a child between the ages of seven and eleven years, inclusive, shall keep such child in school during the whole time that the schools of his district, or city, are in session, unless the health of the child is such as to prevent it, or unless the child is instructed at home.

2. Every person having under his charge a child between the ages of twelve and sixteen years, inclusive, shall keep such child in school at least sixteen consecutive weeks each year. Provided also that such child must be kept in school during all the

time the schools are in session, unless he has some regular employment.

3. No child under twelve years of age should be employed in any store, mine, or factory, or in other labor, when the schools are in session. And no child between the ages of twelve and sixteen, inclusive, should be employed in such establishments, unless he can furnish a certificate to show that he has attended school in compliance with law.

4. Any child between the ages of seven and sixteen years, inclusive, who is habitually irregular in his attendance, without sufficient excuse; and any child between the same ages who is found wandering or loitering about the depots and public places, or in the streets or lanes of any district or city, while the schools are in session, shall be considered a truant, for which cases provisions should be made in a special section of the enactment.

5. In case a person residing in any city or district certifies in person, or in his own handwriting, that he is unable to provide the required text-books for his children, then it shall be the duty of the school authorities to provide such books to be loaned to those needing them during their attendance at school.

Of course such an act must be carefully guarded that it may not infringe upon the personal rights of the parent in the care of his child. It should look to one end above all others, that of furnishing every child such a common school education as will enable him to transact the ordinary business of life, and to act the part of an intelligent citizen. If he can satisfy the proper authorities that he has this knowledge before he is sixteen years of age, and it is necessary for him to have all his time, in order that he may support himself, or aid in supporting his father's family, he should be released from further compliance with the terms of the law. The aim of the law should have reference to the amount of knowledge and the mental discipline which the child has acquired, rather than to the length of time during which he must attend school.

THE TOWNSHIP SYSTEM.

This subject has been so ably discussed by each of my predecessors in office that it does not seem necessary to spend much time upon it in this report. If the people of the State could be made to understand how much time, and money, and strength, is wasted in carrying our present complex system into effect, and how much the efficiency of the schools could be increased by the adoption of the civil township as the unit, they would demand that the legislature take immediate steps toward accomplishing that result.

Some valuable facts may be learned from the following tables:

TABLE

Showing total number of districts and subdistricts, in 1888, by counties:

COUNTIES.	District townships.	Independent districts.	Total number of districts.	No. of subdistricts.	Paid secretaries and treasurers.	COUNTIES.	District townships.	Independent districts.	Total number of districts.	No. of subdistricts.	Paid secretaries and treasurers.
Adair.....	15	14	29	126	\$1,119.48	Jefferson.....	9	28	37	69	\$610.02
Adams.....	9	32	41	76	1,030.45	Johnson.....	15	48	63	115	1,209.52
Alfalfa.....	9	60	78	57	971.19	Jones.....	9	64	73	86	1,248.01
Appanoose.....	13	29	43	96	893.61	Keokuk.....	2	114	116	24	1,407.01
Audubon.....	12	2	14	107	1,036.42	Kossuth.....	20	2	22	114	1,292.20
Benton.....	10	98	108	84	1,712.31	Lee.....	8	64	72	48	1,122.15
Black Hawk.....	12	57	69	95	1,406.16	Lincoln.....	12	53	65	114	2,083.47
Boone.....	13	40	53	89	1,401.10	Louisiana.....	9	39	48	76	783.84
Bremer.....	6	61	67	43	1,032.01	Lucas.....	4	60	64	33	1,290.37
Buchanan.....	9	62	71	77	1,177.45	Lyon.....	12	12	24	29	1,288.50
Buena Vista.....	15	9	24	11	1,255.57	Madison.....	12	24	36	100	703.58
Butler.....	11	47	58	90	1,583.45	Mahaska.....	9	76	85	68	1,209.91
Calhoun.....	16	5	21	119	1,319.16	Marion.....	4	112	116	22	1,650.60
Carroll.....	15	16	31	117	1,638.77	Marshall.....	12	53	65	92	1,668.55
Cass.....	15	15	30	125	1,540.96	Mills.....	9	60	69	29	1,304.78
Cedar.....	12	43	55	96	1,534.70	Mitchell.....	8	45	53	50	801.32
Cerro Gordo.....	13	18	31	82	1,022.45	Monona.....	17	10	27	109	885.95
Cherokee.....	16	4	20	128	1,422.56	Monroe.....	7	40	47	36	912.21
Chickasaw.....	5	61	66	83	1,113.77	Montgomery.....	10	23	33	84	991.15
Clarke.....	9	30	39	76	919.00	Muscatine.....	11	25	36	68	1,103.69
Clay.....	15	2	17	61	834.78	O'Brien.....	16	5	21	103	1,202.45
Clayton.....	17	37	54	128	1,799.23	Osceola.....	8	3	11	54	739.56
Clinton.....	19	38	57	133	1,983.31	Page.....	11	45	56	83	1,415.43
Crawford.....	20	5	25	161	1,807.62	Palo Alto.....	16	2	18	74	912.88
Dallas.....	13	31	44	115	1,621.51	Plymouth.....	23	4	27	132	2,041.34
Davis.....	6	68	74	58	878.16	Pocahontas.....	13	56	69	92	1,132.84
Decatur.....	9	50	59	64	854.36	Polk.....	13	56	69	92	1,132.84
Delaware.....	14	23	37	104	1,073.83	Pottawattamie.....	36	14	50	218	2,421.62
Des Moines.....	5	58	63	24	1,197.90	Poweshok.....	14	23	37	115	1,374.97
Dickinson.....	12	3	15	24	619.65	Ringold.....	12	34	46	101	1,201.08
Dubuque.....	10	49	59	66	3,162.10	Sac.....	16	6	22	130	1,090.75
Emmet.....	10	1	11	32	321.98	Scott.....	13	27	40	79	2,544.43
Fayette.....	12	82	94	104	1,515.84	Shelby.....	16	7	23	135	1,714.12
Floyd.....	11	16	27	69	772.90	Sioux.....	17	12	29	108	1,833.62
Franklin.....	12	35	47	89	1,237.10	Story.....	14	37	51	116	1,389.64
Fremont.....	11	18	29	102	1,202.10	Tama.....	12	28	40	98	1,559.55
Greene.....	14	13	27	132	1,449.15	Taylor.....	14	23	37	104	1,354.44
Grundy.....	11	35	46	90	1,290.28	Union.....	10	21	31	90	1,114.28
Guthrie.....	14	29	43	122	1,149.73	Van Buren.....	8	47	55	66	884.67
Hamilton.....	15	22	37	105	1,348.20	Wapello.....	8	50	58	53	1,409.63
Hancock.....	15	2	17	33	994.14	Warren.....	8	98	106	41	1,244.65
Hardin.....	9	39	48	78	1,443.22	Washington.....	6	81	87	49	1,130.57
Harrison.....	13	35	50	94	1,878.81	Wayne.....	13	33	46	91	985.43
Henry.....	4	73	77	32	1,144.47	Webster.....	19	31	50	143	1,429.61
Howard.....	11	10	21	81	719.90	Winneshiek.....	16	1	17	49	963.10
Humboldt.....	10	14	24	70	825.36	Winnebago.....	13	38	51	69	1,162.69
Ia.....	12	3	15	160	822.28	Woodbury.....	17	20	37	102	1,961.28
Iowa.....	10	65	75	76	1,969.83	Worth.....	12	14	26	77	831.75
Jackson.....	14	46	60	104	1,442.78	Wright.....	16	5	21	102	1,040.60
Jasper.....	17	29	46	133	1,383.45						
Total.....	1195	3420	4619	9634	128,748.46						

TABLE

Showing the growth of the independent districts since 1870:

	District townships.	Independent districts.	Paid secretaries and treasurers.
1870.....	1,170	334 8	54,595
1875.....	1,154	2,336	76,136
1880.....	1,162	3,192	102,215
1885.....	1,202	3,401	129,380
1888.....	1,103	3,426	128,748

The reports for 1889 show that the money which is paid out for school purposes must pass through the hands of about 4,650 school district treasurers; that the orders upon which it is paid out must be drawn and signed by 4,650 secretaries, and that they must also be signed by an equal number of presidents of boards of directors. Thus, under the present system, it requires some part of the time of about 13,950 different persons before the money reaches those to whom it is due. It is a fair estimate that, including officers, directors, and subdirectors, it requires over 25,000 persons to manage our school affairs.

We may look at this from another standpoint. Section 1751 of the code requires the treasurer of each district to keep an account with three funds: teachers', contingent, and school-house. He must report to the county superintendent the amount held over, received, paid out, and on hand in each fund. The secretary must also report to the same officer, in accordance with section 1745, eight different items. The county superintendent is required to file an abstract of these reports with the superintendent of public instruction, on the first Tuesday in October of each year. In Marion and Keokuk counties, each, there are 116 secretaries and the same number of treasurers. The county superintendent in either of these counties must thus obtain reports from 232 officers before he can compile his report for this office. These are exceptional counties, it is true, but the average subdivisions for school purposes is over forty-six to each county; so that on an average the county superintendent's report is an abstract of ninety-two reports made to him by the secretaries and treasurers of his county. Many of the treasurers are ignorant of the manner of keeping accounts. It is not

strange that, as is often the case, their account shows that they have paid out more than they have received; or that they have neglected to enter some items for which they have paid out money, and are not able to show vouchers for all the money received; or, that the money on hand at the beginning of the year does not correspond in amount with that on hand at the close of the preceding year. To obtain one report will sometimes cause the county superintendent to visit a remote part of the county, and he may possibly have to go over each item in the different accounts with the treasurer in order to correct the evident mistakes. And then, after all possible care has been taken, the reports sent in to this office by the county superintendents often contain unavoidable discrepancies, of considerable amount in the aggregate, which cannot be satisfactorily explained.

The pay which the secretary, and treasurer receives averages about fourteen dollars to each officer. This does not seem a large sum, but when we pay it to each one of over 9,000 men, it amounts, as in 1888, to \$128,748, and is increasing yearly.

While the law, strictly speaking, provides for but two kinds of districts, it practically allows of four, viz.: the district township, the independent township district, the city independent, and the rural independent. In addition, the district township may consist of one subdistrict, or in another form of two subdistricts, under separate provisions of the law; it may consist of one independent district alone, which may be divided into wards for school purposes.

The only feasible remedy for this evil is to return, as soon as possible, to the provisions of the organic law of 1858, making each civil township a district for school purposes. This, including the city independent districts, would reduce the number of districts to a little over 1600 in the State. Whether, under all the light shed upon this question by this and preceding reports, the change is desirable, is a plain business proposition, with which the legislature alone can deal.

ENUMERATION OF SCHOOL POPULATION.

In connection with this subject of attendance, something should be said concerning the annual enumeration of our school population. By section 1745 of the code, it becomes the duty of the secretary to file with the county superintendent "between the first and fifteenth days of September of each year the number of persons, male and female each, in his district between the ages of five and twenty-one years." There is no direct provision designating between what dates the enumeration is to be taken, nor by whom, although the law very strongly implies that it must be done between the first and fifteenth day of September, and it is usually considered the duty of the secretary. In some districts it is taken in August, and in others in September. In some cases the number of males and females is reported; in others the names and residence of the parents and the number of children in each family, and in a few cases it is probable that an estimate is made, based upon last year's report. As a consequence our statistics are not as reliable as they ought to be.

There appears to be no good reason why the enumeration should be taken each fall. It would answer every purpose if it were taken every odd-numbered year. Then it should be taken in all districts, as nearly as possible at the same time, by some one authorized to do it, and he should be required to make affidavit to the correctness of the work. The returns should show the whole number between the ages of five and twenty-one; the number between the ages of seven and sixteen, inclusive, and the number of those who have not been in any school at least twelve consecutive weeks, during the last year. The blanks for these returns should be prepared at the office of the superintendent of public instruction, and sent by him to each district through the county superintendent, in order that the enumeration may be uniform throughout the State.

The suggestion made by my predecessor, Hon. J. W. Akers, that the apportionment of money, at present derived from the interest of the permanent school fund and other sources, should be

based upon the average daily attendance for the preceding year, as reported by the county superintendent to the superintendent of public instruction, carries with it much force. The changes in the law necessary to carry such a provision into effect would be but few. It seems the only just and equitable way, when we consider that the money would thus reach those schools in which there is the most work to be done on account of the large number of pupils. In fact such an enactment, together with one providing for free text-books, would doubtless increase the attendance and act as a very efficient auxiliary to a compulsory law.

SCHOOL-HOUSES AND SANITATION.

Section 1723 of the code makes it the duty of the board to consult with the county superintendent as to the most approved plans before erecting any school-house. This provision of the law is very generally complied with, and a majority of the buildings lately erected are comfortable and well adapted to the purpose for which they were designed.

The following comparison shows a gradual growth and improvement.

Number and kind of school-houses, with their valuation:

	FRAME.	BRICK.	STONE.	LOG.	TOTAL NUMBER.	VALUATION.
1878.....	9,596	650	244	76	10,556	\$ 9,161,701
1888.....	11,712	771	239	30	12,752	12,067,340

There has been an increase in number in the last ten years of 2,196 buildings, and of \$2,845,639 in their valuation. The log school-house is fast disappearing.

The blanks sent from this office to each county superintendent, upon which to compile his annual report, contained certain questions as to the condition of school-houses in his county. In some cases the county superintendent could only give an estimate, but we believe the following table compiled from their answers, contains a fair summary of the condition of the school-houses throughout the State:

SUMMARY OF CONDITION OF SCHOOL-HOUSES, ETC.

COUNTIES.	Whole number of school-houses.	Good.	Fair.	Poor.	Without suitable out-houses.	COUNTIES.	Whole number of school-houses.	Good.	Fair.	Poor.	Without suitable out-houses.
Adair.....	142	119	20	12	71	Johnson.....	174	43	87	44	100
Adams.....	109	75	26	8	1	Jones.....	138	75	35	25	2
Allamakee.....	131	90	18	23	51	Keokuk.....	146	1	142	0	1
Appanoose.....	128	45	48	15	50	Kossuth.....	129	8	31	10	12
Audubon.....	112	90	16	6	...	Lee.....	121	100	16	5	3
Benton.....	190	150	25	15	10	Lincoln.....	230	150	44	5	50
Black Hawk.....	150	35	73	40	112	Louisia.....	80	50	30	10	15
Boone.....	150	*	...	...	70	Lucas.....	98	65	22	11	...
Bremer.....	100	90	11	8	...	Lyon.....	84	46	34	4	...
Buchanan.....	146	110	25	11	8	Madison.....	137	5	127	5	98
Buena Vista.....	129	72	30	18	30	Mahaska.....	136	100	30	30	130
Butler.....	130	*	...	...	...	Marion.....	148	72	37	39	120
Calhoun.....	134	31	92	11	10	Marshall.....	132	10	122	10	3
Carroll.....	144	85	47	12	46	Mills.....	97	50	24	13	24
Cass.....	148	71	26	41	40	Mitchell.....	102	60	25	17	38
Cedar.....	140	80	40	20	46	Monona.....	125	69	43	13	...
Cerro Gordo.....	125	63	40	22	63	Monroe.....	96	70	9	11	12
Cherokee.....	133	126	6	3	15	Montgomery.....	111	77	28	6	5
Chickasaw.....	117	78	24	15	75	Muscatine.....	101	78	15	8	...
Clarke.....	101	74	17	10	10	O'Brien.....	113	40	50	23	37
Clay.....	103	78	13	10	23	Osceola.....	70	10	4	12	...
Clayton.....	173	120	35	9	9	Page.....	132	55	47	30	20
Clinton.....	162	45	91	40	40	Palo Alto.....	96	36	25	13	40
Crawford.....	167	120	23	12	83	Plymouth.....	148	100	48	...	...
Dallas.....	152	9	139	4	...	Pocahontas.....	112	80	18	5	...
Davis.....	103	75	22	8	10	Polk.....	107	30	40	4	...
Deaurot.....	116	20	65	31	60	Pottawattamie.....	251	150	94	7	...
Delaware.....	136	130	2	4	...	Poweshiek.....	144	104	30	10	...
Des Moines.....	86	43	35	8	...	Ringold.....	136	81	40	15	12
Dickinson.....	50	3	47	40	...	Sac.....	130	4	125	8	13
Dubuque.....	136	88	19	29	33	Scott.....	121	66	40	15	12
Emmet.....	42	30	9	3	3	Shelby.....	144	72	38	34	30
Fayette.....	187	141	40	6	19	Sioux.....	154	122	21	11	4
Floyd.....	134	87	27	10	5	Story.....	145	111	24	10	12
Floyd.....	134	102	20	12	...	Tama.....	179	144	23	12	60
Franklin.....	132	80	34	8	12	Taylor.....	129	62	50	17	32
Fremont.....	147	58	60	29	44	Union.....	119	16	81	22	50
Greene.....	126	110	11	5	...	Van Buren.....	113	47	50	16	65
Grundy.....	146	40	106	6	12	Wapello.....	111	66	33	12	11
Guthrie.....	136	128	3	5	...	Warren.....	142	70	68	4	3
Hamilton.....	94	3	130	3	10	Washington.....	136	50	74	12	44
Hancock.....	143	3	139	3	10	Wayne.....	121	84	25	12	12
Hardin.....	138	124	14	...	...	Webster.....	177	88	53	36	10
Harrison.....	109	46	51	12	51	Winnebago.....	145	40	40	15	50
Henry.....	90	25	36	30	45	Winneshek.....	145	90	50	28	90
Howard.....	102	102	...	...	...	Worth.....	113	70	22	11	50
Humboldt.....	108	105	2	1	5	Wright.....	113	70	22	11	50
Ia.....	142	72	60	30	90	...	...	...	...	...	...
Iowa.....	153	69	50	43	...	...	...	...	...	...	...
Jackson.....	185	92	47	46	...	...	...	...	...	...	...
Jasper.....	96	16	71	9	23	...	...	...	...	...	...
Jefferson.....	...	...	...	...	...	...	...	...	...	...	...

* No report.

It seems almost beyond belief that so many boards of directors should so disregard the laws of health, decency and civilization, as not to provide for each sex suitable out-buildings, separate from each other. Yet many county superintendents report the out-buildings as in wretched condition, and several of them report districts in which there is no such building on the school grounds. The personal influence of the county superintendent and the teachers, combined, has wrought a marked change in some counties. They should have the aid of the law by a special enactment compelling boards of directors to provide suitable out-buildings, to surround them with such fences or partitions as may assure privacy, and to see that they are furnished with locks, so as to be secure at night and when school is not in session. Then both county superintendent and directors should hold the teacher responsible for their condition. A gentleman who has had much experience in school matters, once said that he thought he could determine the moral tone of a school by inspecting the out-houses; and he was not far from right.

The public at large are not well informed concerning matters which affect the health of school children. In the buildings lately erected in our cities, great attention has been paid to sanitary arrangement, but in nearly every city there are in use, and in some cases crowded with pupils, buildings which are poorly lighted, vicious in the manner of heating, and entirely without suitable ventilating apparatus. It is seldom that the wardrobes are properly arranged. The outer garments of the children are hung in thick rows, or thrown together in the corner, where there is not the slightest ventilation and but little light—reeking sometimes with dampness and foul with the odors of cooking, the best possible conditions for the growth of disease germs, and the propagation and spread of contagion.

There is not the same need for providing artificial means of ventilation in the rural districts as in the cities. Yet no school building, however small its dimensions, should be considered fit to be used by human beings, which does not provide some means for a supply of pure air.

Physicians are accustomed to charge many of the diseases incident to childhood and youth to school life. In many cases their diagnosis is correct. But, if they would carefully inspect the environments of the school, they would often find the causes of weak eyes, of distorted spines, of unstrung nerves, of aching heads, of unnatural languor, of weakness and debility, in the

impure water the children drink; in the vitiated air which they breathe; in the forced and constrained positions necessitated by ill-fitting seats; in the steep stairs which they wearily climb three or four times a day; in the light, deficient in quantity, and admitted often in the faces of the pupils, or reflected from neighboring buildings; in the method of warming, which heats the head while the feet are freezing,—they would find in some or all of these the sources of ill-health, much oftener than in the amount of hard study required of the scholars.

If they would go still farther, and trace the connection between the school-house well and the water-closet which stands not far removed; if they would reflect that the floors of many school-rooms are washed not oftener than once a year; that the desks, which may have been occupied by children coming from families in which some member is sick with a contagious disease, are seldom if ever cleansed; that the walls are never treated to a thorough coat of whitewash; if they would look at the heaps of rubbish and litter which accumulate under the stairs and in dark corners of the buildings; if they would place themselves in a position to catch some of the vile odors which come from cellars and basements, and in the country school from under the building, but which find their way up through crack and crevice to mingle with the air which the scholars and teacher breathe,—they would no longer wonder at the mysterious outbreaks of diphtheria and scarlet fever among the children of the neighborhood.

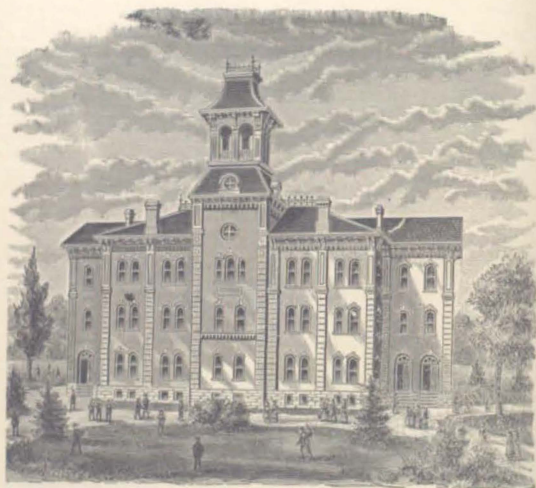
To a careful observer two conclusions seem evident: In the first place teachers should be held to a strict accountability. They should understand that it is not a matter of physiology and books, but of hygiene and common sense. The rules of the state board of health should be posted in every school-room, and boards of directors should require teachers and parents to observe them. It is better that a child coming from a family in which there is a possible case of contagious disease should be excluded for a day or so, even though it may prove to have been unnecessary, than to admit one carelessly from a family or neighborhood infected with such a disease, and thus to expose all his school-mates to the contagion.

The second conclusion is this: Every building or room in which a school supported by public funds is maintained should be inspected, at least once a year, by some competent authority, in regard to its absolute cleanliness, to the manner of lighting, heating and ventilation, to the seats and desks, to the condition and convenience of out-buildings, and to all its surroundings. Every

building of more than one story should be so constructed as to avoid danger from fire, and to afford ample means of egress, in case of alarm. These requirements should be made mandatory upon school officers, and failure to comply with them should be punishable, not by withholding the public money—which would punish innocent parties, but by a heavy fine upon the officers who failed to do their duty.

I am aware that many of our teachers are careful, as far as in their power, to impress upon their pupils the duty and necessity of personal cleanliness, and to instruct them in the laws of health and moral purity. They beautify their rooms with pictures and flowers, and make them happy homes for the children under their care. But that does not in any degree relieve the State from the duty of providing every possible facility for promoting the physical welfare of the great army of youth in our schools. Neglect to do this during the most susceptible age of the child's life, is more censurable than to neglect his mental training.

IOWA
STATE HISTORICAL
SOCIETY.



DAVENTPORT HIGH SCHOOL BUILDING.

CONCLUSION.

INDUSTRIAL EDUCATION.
EDUCATION OF THE MORAL SENSE.
MISCELLANEOUS.
REMARKS AND ACKNOWLEDGMENTS.

INDUSTRIAL EDUCATION.

It is undoubtedly true that many persons in the community share in the belief that the education given in our schools is too entirely intellectual in its character. Hence there has arisen a demand for what—because we have no better term by which to designate it—is called industrial education. The busy life of the age demands, as a pledge of success, something more than the mere possession of facts. As the inventive genius of the country shuts up one avenue of industry, by the introduction of labor-saving machinery, it at the same time opens new and broader ones for the employment of skilled labor. Every decade raises the laborer higher in the scale in proportion as his work requires more thought.

Industrial education does not, as I understand it, mean a lessening of intellectual vigor. There is no design of lowering in any degree the standard of scholarship. It is in no way associated with learning a trade, or serving an apprenticeship. Industrial education does not of necessity fit the child for the industrial pursuits of after life, although no harm could ensue if it did. Perhaps I may qualify that remark: Industrial education should fit the child, not for any particular industrial work, but for any work to which, in the emergencies of life, he may be forced to turn his attention. It should expand and increase his resources, and give him confidence in himself. It should arouse and strengthen the manly instincts and powers of the man.

When the child leaves school, it is not what he knows, not his amount of positive knowledge, not the almost infinite number of branches, of which he has a smattering, which stamps him as an educated man; it is rather his ability to acquire, his power of application, the readiness with which he adapts himself to circumstances, the grit to endure which he manifests in overcoming difficulties,—the American grip, which once fastened never lets go—which furnish evidences of the kind and character of his schooling. The men who have the boldness to dare, the power to conceive, the

ability to execute great things, are men who from boyhood have been taught self-reliance, and compelled to stand squarely upon their own feet.

Now, what does industrial education require? Simply that the hand and eye shall be trained as an aid to mental development. It contemplates the fact that the senses are the natural servants of the brain, and must be taught to do faithfully their master's bidding. We make a mistake when we assure the child that knowledge is the supreme good. There is nothing more that is royal in knowledge, than there is that is beautiful in a pile of brick. The possibility of usefulness is all that renders either of them valuable, in any practical sense.

We are told that knowledge is power; but knowledge is not always power. There are men who are forever learning, yet never really know anything. Men who count themselves wise, who dig deep into the mysteries of things, and yet the world sets them upon the dunce block, puts the fool's cap upon their heads and makes fun of them. The intrinsic value of knowledge is always on the productive side. Change the adage so that it may read, *applied knowledge is power*, and we have at once the key to our present civilization and progress. This is just what we hope may be accomplished by industrial education. Its advantages do not contemplate the narrow purpose of teaching the child a trade, but the broader purpose of enabling him to act as well as speak; to do as well as think—not with the idea of giving him something to do, but to give him the idea of doing something. So that, when he leaves school, whether he becomes a blacksmith's apprentice, or a clerk behind the counter, or enters an office, he may be able to bend all the energies of head, heart, and hand, to making himself perfect in his calling.

Industrial education, as far as it seeks to give skill to hand and eye, concerns itself as much with the probabilities as with the possibilities of life. It fits the child to work at the forge and the bench, to plow and reap and weave, just as much as it does to sit in the editor's chair, or to fill a position of emolument or power. It does not seek to impress upon the child the dignity of labor, but the dignity of manhood. A sound heart which throbs for God and humanity is a good thing; a sound heart and a clear, strong head is better; but a sound heart, a clear head, and a skilled hand, give us the nearest approach to a perfect man.

There is as much call to-day for the eye that can see, and for the hand that can execute, as there is for the brain that can plan or

conceive. Knowledge runs to and fro upon the earth. God's errands seem to multiply on every side. The education of the twentieth century will concern itself with the whole man. It will educate the head, the heart, and the hand. It will fit the child to think, to feel, and to do. It will not fail to maintain the distinction between the school and the workshop; but will avail itself of the educating influences of each, of study and work, of brain and nerve and muscle, in moulding the man.

The introduction of drawing is becoming very general in our city schools, and in not a few of the rural districts. It is a step in the right direction, and ought to be encouraged. The power to delineate upon paper that which the individual has in his mind, is of great use in the affairs of every-day life. No teacher should consider himself thoroughly equipped for his work who does not understand at least the rudiments of this branch. It is proper to say, however, that by drawing is meant something more than sketching from printed copies. To acquire and express ideas of form, and to combine them into new forms of utility, is one of the best and surest means of cultivating both observation and expression. As a fine art, drawing has no place in the common school course. To justify its introduction, it must be made to develop accuracy in the use of the eye, and skill in the use of the hand; to train the mind to think while the hand works, and to enable the man in business life to express to others the design which he wishes worked out.

The American public is much interested in this question of industrial education. How can we educate the whole child so that he may have the use of all his faculties; so that he may have brain, muscle, and nerve for his allies, in the struggle for position and a living which he must meet when he exchanges the quiet of the school for the tumult of the world, is the problem proposed for solution.

THE CULTIVATION OF THE MORAL SENSE.

It is not true that, because the public schools are non-sectarian, they are therefore Godless; nor that because they may not lawfully instruct in the tenets of creed or doctrine they must exclude all moral training. The church has its dogmas, which seem necessary to its existence; but humanity has its principles, broader than any dogma, without which Christianity has no fruition, and upon which the State rests its only hope of stability; over which neither church nor State may claim exclusive jurisdiction. For instance, when truthfulness, which is the basis of common honesty, which in turn is at the foundation of public confidence, fails, and man no longer has faith in those with whom he deals in the ordinary business of life, society begins at once to disintegrate. The same is true when it is felt that the sacredness of human life is no longer regarded; or that the rights of private property are invaded; or that the strength and sanctity of the official oath is impaired.

We might name a long list of virtues, the practice of which by its citizens, adds to the wealth and security of the State, each having for its opposite, a vice, the tendency of which is to destroy human happiness. Every crime which the State punishes is a transgression of some one of the ten commandments; every virtue which binds together the brotherhood of man, is inculcated in the Sermon on the Mount.

There is a broad range of morals, within the legitimate domain of the reserved rights of the State, which can be taught in our public schools without infringing in the least upon any man's religious belief. Very much depends upon the formation of correct habits. The order and discipline of the school is a powerful factor in moral training. Where disorder and disobedience is the rule of the school, no amount of instruction in morals will produce a good character. The example of the teacher is another factor. Example is the soul of precept. The conscience of the child must be kept alive by constant appeals. The question, is this action right or wrong, must be asked daily in the school-room. There is an immense amount of practical theology in the question, is this right, when brought home to the conscience of the child.

Intimately connected with this is the exercise of the will. It is a species of cruelty to nurture a tender conscience in the child, and leave him, with a weak and vacillating will, to become the prey of his passions and afterward the victim of a bitter remorse. The will can be exercised only when one of two or more courses is to be chosen. In addition to nurturing the conscience, we must bring to bear upon the child the power of duty and obligation; the force there is in *must* and *ought*, in *thou shalt*, and *thou shalt not*; we must appeal to motives rather than impulses; we must show him the results of actions if we would have him both know and choose right things. Against this cultivation of the moral sense by the nurture of conscience and the strengthening of the will, on the part of the teacher, there is no law. The State should require it, the church should urge it, because the absence of it threatens them with a common peril. Neither is there any law which forbids the teacher to recognize the child as an accountable, immortal being.

The schools of the State may not neglect to teach public morals. Honesty, reverence, temperance, purity, patriotism, justice, mercy, obedience, whatever tends to add to the usefulness of the citizen or the stability of the government, comes within the legitimate exercise of this duty. It is especially necessary that patriotism, love of our native land, should be inculcated. The flag should be displayed in every school-room and children should be taught what it signifies. The singing of national songs, and the recitation of patriotic pieces should be encouraged. To assign the public schools a place in the observance of Independence Day, or of Memorial Day, has a tendency to keep the deeds and sacrifices of their fathers alive in the hearts of the children. The growth and resources of this country, the history of the past, and the possibilities of the future, should be so impressed upon the child that he may be proud to say: "I am to be an American citizen." The cultivation of the moral sense, leads us also to teach children obedience to law, and reverence for constituted authority. There can be no question upon this point. To live in open disregard of the laws of the State is inconsistent with the character of a good citizen, affixes to the offender the brand of disloyalty, and affords an example which the youth in our schools should be taught to shun.

In regard to moral training there is this to be said: Our American education, if it is to retain the confidence of the people, must be wholly on the side of that morality which has truth for its basis; it must stand for law and order, and decency; its instructors must

first *know*, and then *practice*, and then *teach* those 'eternal, immutable principles of right and wrong, which are the foundations of a permanent republican liberty. The public school system is strong in proportion as it has the confidence of the people. When it comes to be regarded only as a machine for teaching enough of certain branches to enable a man to pass muster in the business world; when it does not claim to have any hold beyond material and transient things; when it fails to include in its lessons the binding force of conscience and responsibility, it will perish through its own unguided momentum.

As a body, the teachers of this State are thoroughly awake to the necessity of acquiring the best methods of intellectual training. They are careful that the child's physical nature shall receive merited attention. Let them be equally zealous in cultivating the moral sense of their pupils, and every avenue of social, mercantile, and political life will feel the impulse.

MISCELLANEOUS.

LIBRARIES.—In 1854, Hon. James W. Grimes, then governor of the State, said in his inaugural address: "I suggest the propriety of establishing in each school district in the State a district school library. I believe that an act appropriating to each district a small sum of money for this purpose, provided the district would appropriate an equal amount, would be received by the people with the highest satisfaction. It would establish in each district complying with the provisions of the act a *nucleus*, around which in a few years would be gathered respectable libraries that would be accessible to all. These libraries would be great aids in the diffusion of general intelligence." It was my intention to urge this subject upon the attention of the legislature, but I have not been able to gather sufficient statistics, from our own and other States, to enable me to make an intelligent presentation of it.

A carefully selected school library, in every school district, free to all the children of the schools, would exert a most beneficial influence upon them. Its tendency would be to form a taste for good reading, to the exclusion of very much which is positively pernicious. Good habits of reading naturally follow the selection of good books. Time which is now wasted would be improved at home, and the influence would be felt in the family circle as well as in the school. In many cases the teachers in the township would profit largely by the advantages afforded by such a library.

READING CIRCLES.—For some reason, the reading circle has not prospered in Iowa as in adjoining States. If it is ever revived, it must probably be in some other form. Prominent educators in the State have suggested that it would be an excellent plan if the superintendent of public instruction had the power to name two or three books, chiefly professional, from which list the county superintendents should select certain ones for teachers to read, and upon which they should be examined when they apply for a certificate. The matter is one in which the teachers of Iowa are very deeply interested. Reading circles are still maintained in some counties among

the teachers, but it would be better, for purposes of testing the thoroughness of the reading, if they were under some control and were uniform in their requirements.

COURSE OF STUDY FOR COUNTRY SCHOOLS.—A desire has often been expressed by county superintendents that a course of study for country schools should be prepared at the department of public instruction, and that its use should be made obligatory in all parts of the State. Illinois and Wisconsin have such a course in use at this time. This course would have to be very general in its provisions, in order to suit the varying conditions of the schools in different counties. It would be useful in guiding and directing teachers in their work, and would lessen some of the evils which arise from the frequent change of teachers in the country schools. Forty-three of the ninety-nine county superintendents elected at the last election have had no experience in the work of their office. A course of study, which had become well established in the schools of their counties, would aid them greatly, and would at times prevent the introduction of new schemes, by which the work of their predecessors is completely undone.

STATE TEACHERS' ASSOCIATION AT NEW ORLEANS EXHIBIT.—In order to enable the State to make a creditable exhibit in the educational department at the New Orleans exposition in 1884, the state teachers' association advanced two hundred dollars from the funds of that society. There was no obligation assumed by any one, but there was a general expectation that the money would some time be repaid to the association. The time has now come when the association could use that money to good advantage in furthering the interests of education in the State. It would be an act of justice for the State to replace the principal at least, in order that the association may carry out plans which it has long had in contemplation.

REMARKS AND ACKNOWLEDGMENTS.

By the action of the twenty-third general assembly, the report of the superintendent is now made to the governor on the first day of November, preceding the regular session of that body. The last report of this department in accordance with the law as it then was, requiring the report to be made August 15, could not contain anything from the reports of the various county superintendents later than 1886. Consequently the present report contains the statistics for the years 1887, 1888, and 1889, including everything up to the close of the year ending October 31. This change in the time of making the report, while it adds much to the work of this office, increases very materially the value of the statistics.

A revised edition of the school laws was issued June 1, 1888, and distributed in accordance with the provisions of section 1579 of the code. All amendments and additional enactments were included, and the explanatory notes carefully rewritten. Many of the decisions of the superintendent of public instruction contained in former editions were dropped out of this, in order to insert others of more modern date, and bearing more directly upon the provisions of the law as it at present exists.

During the time since January 1, 1888, this department has decided, or there are docketed for hearing before January 1, 1890, forty-eight appeal cases, coming from thirty-three different counties. This is against fifty-four in the preceding two years, showing that the number of such cases is gradually diminishing. As the State becomes more densely populated, school affairs will gradually adjust themselves to the surrounding conditions, so that there will be less contention over them. This is a consummation greatly to be desired, for an appeal case with its attendant talk and local excitement, always proves detrimental to the welfare of the school.

The statistics which accompany this volume have been compiled with great care, and will undoubtedly be found as correct as can be gathered until we can reduce the number of school officers. The tables which comprise the first 16 pages will be found very useful for purposes of comparison. They show a growth in school

population, in the number of pupils enrolled, and in the average daily attendance, which is very gratifying.

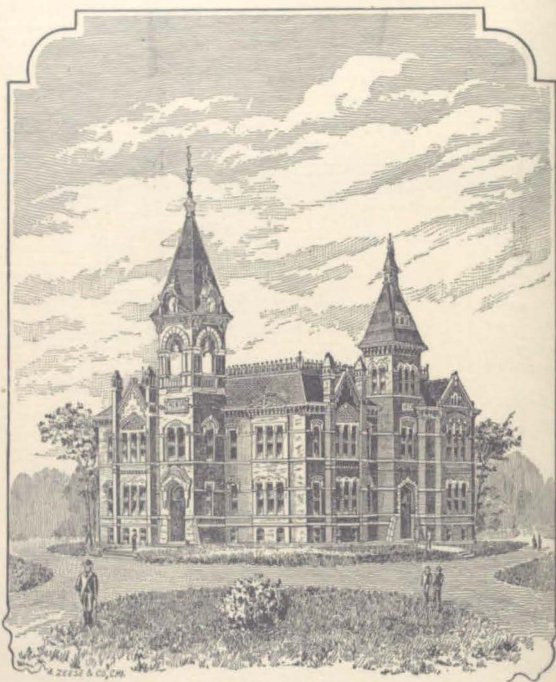
The teachers of Iowa as a body, rank with those of any other State. I am indebted to them and to the county superintendents for their very hearty co-operation and assistance in my work. It is very pleasant to mention the valuable services of Mr. Ira C. Kling, deputy superintendent of public instruction: His knowledge of the school law, and his interest in the educational work of the State render him peculiarly well fitted for the position he now fills. The division of work intrusted to my secretary, Mrs. Addie B. Billington, has been faithfully performed. Her acquaintance with the educational forces of the State, and with the details of the work in this office, has enabled her to be of great service to me.

Respectfully submitted,

HENRY SABIN,

Superintendent of Public Instruction.

IOWA
STATE HISTORICAL
SOCIETY.



ALBIA HIGH SCHOOL.

EDUCATIONAL PAPERS.

ADDRESS, AND CITY SCHOOLS.

SCHOOL-HOUSES.

IMPROVEMENT OF COUNTRY SCHOOLS.
ORGANIZATION.

HOW TO INTEREST THE COMMUNITY.
INDUSTRIAL TRAINING.

ADDRESS, AND CITY SCHOOLS.

WHAT THE PUBLIC EXPECTS OF ITS SCHOOLS.
WHAT CITY SCHOOLS SHOULD ACCOMPLISH.
SUPPLY OF TEACHERS FOR CITY SCHOOLS.

WHAT THE GREAT PUBLIC EXPECTS OF ITS PUBLIC SCHOOLS.

[Iowa state teachers' association. Extracts from the president's address.]

DR. J. L. PICKARD, IOWA STATE UNIVERSITY.

No form of government has existed without some system of education, a system intended to subserve the ends of government. Under the Jewish theocracy religious instruction and ceremonial observances were the requirements—each family a school, and each father the teacher. Sparta had for its fundamental principle physical development as a means of preparation for contest. "Might made right," and the fittest to survive were those of the strongest constitution—the best developed bodily powers—their boys were taken from the home and placed in the school of the soldier. Between these extremes of religious training on the one hand, and pure physical training on the other, there have existed as many systems of education as there have been theories of government. But the American public school is all that concerns us. The principle underlying our government is that of voluntary allegiance. This implies intelligent submission to constituted authority. The authority is derived from those who are themselves to submit. Intelligent obedience must be accompanied by the intelligent power to command obedience. To educate rulers under a monarchy is a small matter, for few are involved, but under a republic it becomes a chief concern. Washington, in his farewell address, says: "In proportion as the structure of a government gives force to public opinion, it is essential that public opinion be enlightened. Promote as an object of primary importance institutions for the diffusion of knowledge."

Franklin receives from Cadwallader Colden a letter which contains the following: "While you keep the great end of education in view, that is, to *enable* men and *incline* them to be more useful to mankind in general and to their own country in particular, and at the same time to render their own lives more happy, you cannot

be in danger of taking wrong steps, while all of them tend to that end." Two words in this extract I wish to emphasize: "Enable" an intellectual service, and "incline" a moral force. Please remember them in their connection, and their importance may appear farther on.

Jefferson writes to Colonel Yancey: "If a nation expects to be ignorant and free in a state of civilization, it expects what never was and never will be. The functionaries of every government have propensities to command at will the liberty and property of their constituents. There is no safe depository for these but with the people themselves, nor can they be safe there without information."

As population has increased, and with it has come enlargement in all directions, social, industrial, political and moral, the schools of the day need a like enlargement. The movement has been from simple to complex, in society, in industry, in civil life. An education which shall meet demands must of necessity be wider and deeper. "Yes," do I hear from my friend on the right, "but not at public expense, for few leaders suffice to meet the demand, and these can afford the facilities they seek, as better reward will follow their preparation. At any rate, facilities must not be provided for the many to be used only by the few." My friend will accept gladly the opinion of Franklin, who wrote to Samuel Johnson as follows: "And though the culture bestowed on the *many* should be successful only with the *few*, yet the influence of those few, and the service in their power may be very great. Even a single woman that was wise, by her wisdom saved the city."

An intelligent Frenchman studying carefully our best schools and noting the few drawn from the masses for the higher schools asks: "How is this selection made? By virtue of public liberality, which is a burden to none, thousands of children, the best, the most gifted, the most highly educated, the best fitted for labor, the best prepared for the battle of life, both by the examples of their parents and by their own struggles, come out of the mass of the poor, perhaps indigent population, where otherwise they would remain undistinguished, and year by year infuse new life into the middle classes. If it is true that the prosperity of a republic is in direct ratio to the renewal of these middle classes, to the abundance and facility of their indefinite recruiting, the high school of the United States, whatever it may cost, is the best investment which can be made of national capital." Here my argument rests in favor of advanced schools. "Yes," says the friend at my left, "*growth*, to be sure, but growth in one direction—chiefly that of fitting the

child for self-support." My friend's horizon seems limited. Across his sky is emblazoned the word *practical*. Its letters are formed of planes, readers, axes, chisels, trowels, iron-work, cleavers, arithmetics, lathes, in the use of which a livelihood is to be gained. Is the coming man to be an immense hand with head and heart attachment? Let me commend to all the reading of Lord Armstrong's article in the *Nineteenth Century* for November, 1888; also, Prof. Ramsay's article in *Blackwood* of March last. Time fails me to quote.

And now permit me as an application of my principle, expressed in virtuous manhood as the chief end of an education, to refer to a theme which for months past has occupied the attention of the American people, the political campaign, which has been dignified by the title of an "educational campaign." What lessons have we learned? Have our schools prepared us to receive instruction in the direction of intelligent and conscientious exercise of the sacred right of suffrage? Have we been taught the value of the ballot's power for good or ill, its far reaching consequences, the responsibility which attaches to its use? What proportion of nearly 400,000 voters of this State can truthfully say: "We were taught in our schools the principles of free government, the sacredness of the ballot, and we have voted intelligently? We learned there not partisan creed, but patriotic principles. We have differed as to the application of these principles, as those who framed our government differed, but our differences are due to study, not sentiment. We have been honest in our opinions and we sincerely believe them to have been founded in right." Is this proportion the complement of Iowa's percentage of illiteracy? No one will claim it. That it should be so no one will deny. Were it true that illiteracy is the measure of ignorance in the use of the ballot, is there not danger to free institutions where illiterates hold the balance of power? What shall we say of localities including entire States, wherein the illiterate vote if fully cast and fairly counted would control an election? To-day it may chance to be right, and to-morrow it may chance to be wrong. It is the element of chance which endangers. It should be eliminated. Are our schools, established for the perpetuity of free institutions, giving the attention they ought to the structure of the fabric they are set to defend? How many of even our advanced pupils know anything of the struggles ending at last in compromise of conflicting ideas, through which the framers of our constitution passed? How many knew of the excitements attending the ratification by legislatures or conventions of the instrument

we recognize as fundamental law? How many could give a clear account of the steps by which George Washington became president of the New Republic? What changes have taken place in the constitution of the Electoral College? What changes in the mode of choosing electors? What change as to election of vice-president? How many otherwise intelligent voters would satisfy their scruples as to some candidate for the presidency or the vice-presidency by erasing his name from the head of his ticket, while the list of electors remains unchanged? (This last question is not one born of the imagination, for I once heard a quite intelligent man say that he was happily free from responsibility for the party defection of President Tyler, as he crossed his name from his ballot.) How many of those who left the high schools of our State last June could give a clear and concise statement of the steps from nomination of candidates for the presidency to the inauguration of the successful candidate? How comes it that a candidate having a plurality of the popular vote fails of election? What course would have been pursued during the present session of Congress, if no candidate shall have received a majority of the electoral vote in the pursuance of the election of November 6? May the electoral college of any State thwart the will of a plurality of the electors of that State and still act in a constitutional manner? These questions occur to me as some of the questions which an "Educational Campaign" should have led us all to study and they are all outside of mere party issue. How many teachers of the State made the last election an occasion for instruction of pupils upon machinery of government? Failing in this, is it not probable that other matters of equal importance, though perhaps of not so absorbing interest for the time, have been neglected? What proportion of pupils in our schools have received instruction regarding the penalties attached to laws which they so frequently violate, in defacing walls, in mutilating posters, in making targets of windows in unoccupied houses or of street lamps, in petty thieving from grocers' displays? How many have learned that our views of the expediency of a particular law cannot release us from its strict observance? If the public school established for the preservation of our liberties shall fail us at this point, not long will the law be a bulwark for defense of social order!

Intelligence alone will not suffice. It may *enable* us to do right, but will it so *incline* us.

Anarchy boasts of its intelligence. Nihilism is at home in Russian universities. Horace Mann once said: "It is not within the

power of the mightiest nation to prevent bad men from doing wrong; the only sure way to prevent wrong-doing is to cease the making of bad men." It is the *preventing, inclining*, moral force which is most needed. No man better appreciated the close relation subsisting between governmental security and virtue than did Washington. Upon the 30th of April, 1889, occurs the centennial of his inauguration. Would it not be well for all pupils who can read, upon that day to read his inaugural address, and to repeat many times this sentence: "The propitious smiles of Heaven can never be expected on a nation that disregards the eternal rules of order and right which Heaven itself has ordained since the preservation of the sacred fire of liberty and the destiny of the republican model of government are justly considered as *deeply*, perhaps as *finally* staked on the experiment intrusted to the hands of the American people." This sacred trust is to-day in our hands. Tomorrow our children must take it. Are they being prepared for the trust? Let me read a few words recently written by a leading educator in a neighboring State. His life has been devoted to public education. "We are sending out our graduates without fixed moral principle, without a strong conviction that God, conscience and truth are eternal verities."

The venerable historian Bancroft says: "No people can be bound to acknowledge the invisible hand which conducts the affairs of men, more than the people of the United States."

Gladstone, in an article on crime, says: "Make it as hard as possible for people to do wrong and as easy as possible for them to do right." How can this ease be acquired but by practice? And what opportunity for practice if the eternal verities are ignored in our education? As the scholar becomes more and more a factor in politics, shall he carry with him a spirit under the influence of these eternal verities? Is the lie in politics a whit less heinous than the lie in society, in business, the acted lie in manufactures? Is misstatement or equivocation, or evasion in the attempt to secure or to prevent a vote less to be condemned than the suppression of the vote cast, or the falsification of returns? A writer in a recent popular science monthly very tersely says: "To have political power in our hands and then to resort on a large scale to falsehood, deliberate, unblushing, reiterated falsehood, as a means of influencing elections is about as shameful a thing in our opinion as the sun shines upon. * * * Why is the national conscience so dead upon this subject? Has it anything to do with the fact that as yet the morality of science, the morality that consists in the strenuous

pursuit and conscientious utterance of truth is so feebly recognized? Where is the remedy for this dangerous national habit of political lying? It is to be sought in a reorganized national education." Neither the author of the above nor the channel through which he speaks can be charged with subjection to any form of religious faith. When one who hesitates not to proclaim his freedom from bigotry lays such stress upon part of the eternal verities, shall we not hail his co-operation, not in *reorganizing*, but in *revivifying* our national education, of bringing back into it that which we have allowed to pass into disuse? With better study of our civil polity, with clearer understanding of the *privileges* of citizenship, do we not do well to press upon the minds and the hearts of our youth the *duties* which the citizen assumes, to press home *responsibility*, the responsibility of the individual to a power above civil power? Do we not do well to enforce our precepts by those of the Book of books? Once more listen to the inaugural before quoted: "There is no truth more thoroughly established than that there exists in the economy and course of nature an indissoluble union between virtue and happiness, between duty and advantage, between the genuine maxims of an honest and magnanimous policy and the solid rewards of public prosperity and felicity."

If, as some assert, the schools of the olden time were superior to those of the present, judged by their product, is it not because of our growth in one direction, that of intellect to the neglect of character? We cannot, if we would, go back to old methods or to limitations in studies. Our civilization will not admit it. But while we *enable* men to meet the demands of their age, shall we not *incline* them more directly and persistently toward virtue? While we abate not one jot of energy in the effort to *inform* the *head*, shall we not renew our purpose to *encourage a virtuous life*? The better part of the great public expects its schools to furnish more thoroughly informed farmers, mechanics, artisans, professional men and politicians, *enabled* to work and *inclined* to do honest work. In every field open to American industry let us have *men and better men*; men who have felt the *revivifying* influence of an education which recognizes God and conscience and truth as eternal verities.

WHAT OUR CITY SCHOOLS OUGHT TO ACCOMPLISH FOR THE AVERAGE CHILD.

MRS. L. T. WELD, HIGH SCHOOL, NEVADA.

This is a broad question, but in this short article we do not expect to embody a complete system of work for our city schools, or to suggest a full process through which the child must pass in order to complete an educational course; but rather we wish to state what ought to be the result of that process; and we beg our readers to bear in mind that it is not of the prodigies and geniuses, but of the *average* child that we are speaking.

We do not believe, as did many of the ancient Greeks, that the child should be educated exclusively for the good of the State, but certain it is that he must be educated with this in view, as well as his own well-being and that of his associates and his offspring; and, as comparatively few of our young people ever reach the college or the university, this work must be done largely by our city schools; hence it is of vital importance that they be such as to secure these ends. They must be capable of developing the child physically, mentally, morally and religiously. Our schools are made up of children from all sorts of homes, from the very best down to those that are absolutely vile, where nothing is done for the child but to feed and to keep the animal. For such as these, there is little hope except in the school; and to such it must be both parent and teacher in everything that is instructing or elevating. But it is not for the lower classes alone that this work must be done. It must be done, to a great extent, for all; and the only difference is that the parents of the better class expect it to be done, whereas those of the other class think little or nothing about it.

Nor must our schools allow the intellectual and the physical to crowd out the moral or the religious. All must go hand in hand together. No lesson is complete, or in its best form, that does not impress something upon the child besides the bare facts of the lesson. We would not advocate the teaching of any religious dogma

or the doctrines of any religious sect; but we do believe that there should be developed in the child the love of God, and a profound respect for all His works. He should be early taught to believe that it is the duty of each individual to embrace every opportunity for improving both mind and body, and that it is a sin, and a gross insult to the Creator, for man to go through the world with eyes blind to the beauty of His works. And when can the beauty of the flower, and the loveliness of Him who painted it, be so easily and so clearly seen as when studying its structure? When can the wisdom and grandness of God be so well taught the child as when teaching him of the rocks, the mountains, the prairies, the forest, the mighty ocean and the starry heavens? Indeed, all right education rests upon religious and moral training as a foundation; therefore let our schools look to the careful interweaving of these two elements if they would produce men and women eminent for virtue and good works.

Nearly all of our city schools are provided with a carefully prepared course of study, such as the average child can, and, for the most part, such as he should master, though to expect him to do the work of any of these courses without vigorous effort would be folly; but one important fact that our schools should teach is that we are all of us intended for *work*, and that the individual must begin it while young. Let the pupil understand that to acquire an education is the work of the young, and that the school-room is his place of business, just the same as the store, the shop, the office, or the field is that of his father; and that regular attendance, punctuality, and industry are just as necessary to his success as they are to that of his father. Much importance should be attached to the study of English. No child should leave our schools without being proficient in the use of it. He should learn to speak it correctly, to write it correctly, and above all, to read it correctly. When I say "to read it correctly," I do not refer to the so-called elocutionary readings so common in many of our schools, but I mean that he should possess the ability to take up any ordinary book or paper and read it understandingly to himself or to others, for upon the ability to read depends almost wholly the ability of acquiring all the other branches of learning. In arithmetic, the child should be taught to work accurately and rapidly through all parts that are of practical use; but all puzzles and all useless applications should be omitted. In geography, he should learn more than is usually taught of the manners and customs of the people in different parts of the

world, the climate, the productions, the physical features, routes of travel both on sea and land, and less of the locating of boundaries, cities and towns, and the length of rivers. He should know the history of his own country thoroughly, and enough of that of other countries to enable him to read it understandingly. But, without further specifying what these schools should do in certain studies, we will say simply that our city schools ought to fit our young people for all the ordinary duties and enjoyments of life. They ought to produce men and women of refinement and good judgment—men and women fit to become the fathers and mothers of a great people; and while we ought not to expect them to prepare our children for special lines of work or for the professions, we have a right to suppose that a foundation, broad and secure, will be laid, upon which those superstructures may be reared; and we hope that the time has come when neither men nor women shall be recognized as practitioners unless they have built on this or some other foundation equally good.

Strict honesty in all work should be exacted from the time the child enters the school till he leaves it. And right here, in connection with this point, we should like to say something of those schools that habitually have "fixed up" exercises to bring out and exhibit to the visiting public, instead of the regular, honest lesson of the day, and of those teachers who through carelessness or personal aid on their part allow their pupils to acquire or to maintain a false standing in their classes, but we can only say that, like everything else of a vicious nature, they ought either to be reformed or dismissed. As said before, our children enter school restless little beings from all sorts of homes; and they must be taught not only what is right and what is wrong, but they must be imbued with a love for right and a hatred for wrong. They should also learn strict obedience to proper authority. Slack government, or government that continually fills the whole being of the child with rebellion, is what is found too often in our schools. Alas! we fear that if we were to examine closely, we should find that much of the anarchy of the State is born of the schools. Manliness, womanliness, bravery, courage, fortitude, courtesy, gentility, at all times and in all places, should likewise be the outgrowth of the schools. And how is all this work to be accomplished? Shall we have text-books on all the moral vices and virtues? No. The teacher must himself be the text-book. He must turn each lesson, each incident of the day, each scholar, into a text-book for the rest of the school to study, and must at the same time carry on this

study and watch its effects, besides attending to the numerous other details of the school.

Is there anything arduous in this work? Are we to suppose that the teacher ever grows weary? And what kind of person should he or she be in order to perform all this? Should we expect the young, the uncultivated, or the careless, to do it? Should we expect it to be done by persons who enter the work only as a stepping-stone from their school days to that of marriage, or until they can decide what occupation they can best follow through life, or, in other words, till something else turns up? And shall they who expect to devote their life's best efforts to the work, they who grudge neither time nor expense to make it thorough, they who have chosen the work because they love it—shall they be thrust aside to make room for these mere apprentices who little expect, and often careless, to reach any degree of proficiency in the work? Too often has such been the case in the past, and the only way to avoid it in the future will be to demand of all who enter the work a special preparation so extensive that, like any other profession, they cannot afford to prepare for the work of only a few months or years.

We hope that our readers will pardon this digression in behalf of the true teacher, and that the time may soon come when, in school work, and in all other lines of work, we as a people may know and practice what is right.

THE SUPPLY OF TEACHERS FOR CITY SCHOOLS.

ORION C. SCOTT, CITY SUPERINTENDENT, OSKALOOSA.

In the discussion of this topic it will be the endeavor to observe with Emerson: "We must be as courteous to a man as we are to a picture, which we are willing to give the advantage of a good light." A distinguished educator of Indiana said: "No sufficient means have yet been found to provide a supply of qualified teachers." The law of supply and demand operates alike in the educational and in the commercial world. There can be no supply without production.

What are the sources of the supply of teachers? The answer is the district school, the high school and normal institute, the normal school and the college. It would seem that the first should not be here classed. Take a second thought. There is a sufficient supply of would-be teachers in the State, as is seen in the report of 1888, which gave the number of applicants examined for certificates as 26,600 and the number rejected 3,810, a ratio of 1 to 8. There were teaching in the State in 1888, over 3,900 persons of no previous experience, and 3,700 persons with less than one year's experience. It will be attested by a large company of city superintendents that there are too many of these novices employed in the city schools, who are learning to teach at the expense of the children.

It can readily be seen that the teachers who hold State certificates and life diplomas and those holding professional certificates, an honorary first grade certificate granted by county superintendents to experienced and worthy teachers—can be placed in charge of only a small part of the school rooms in the cities of Iowa. It is true however, that experience should not have too great weight. Prof. Hinsdale, of Ann Arbor, aptly said: "Touching the teacher's experience, then, the main question is not 'How much experience have you had?' but 'What kind of an experience has it been?'"

not 'How long have you taught?' but 'What have you learned about teaching?'

There is often-times great advantage to be gained by introducing into a system of schools, teachers trained in a different way, in a different atmosphere, and under a different mind. Yet as Supt. Williams, of Delaware, says: "It must be admitted that an incompetent teacher should be superseded by a better one, but other things being equal, pupils will learn more from a teacher with whose methods they are familiar, than from a new one. If a teacher has succeeded well, has evinced skill, industry and intelligence, it is, almost without exception, a decided detriment to change. When the services of a thoroughly competent teacher have been secured they should be retained from term to term and the question of wages, whether a few dollars more or less per month, is of small consequence."

It is the sacred duty of the State to see that the best possible corps of teachers should be prepared for the instruction of her youth. The preparation of teachers should be demanded. We expend annually about \$4,000,000 in the salaries of teachers and intrust them with the training of the immortal minds of those dearest to us. Their responsibility is beautifully expressed in Longfellow's lines:

"No action, whether foul or fair,
Is ever done but it leaves somewhere
A record, written by fingers ghostly,
As a blessing or a curse, and mostly
In the great weakness or greater strength
Of the acts which follow it."

The high schools are doing a good work in preparing teachers, and are ably supplemented by the normal institutes. High school graduates acquire a good degree of academic knowledge. In some schools those who purpose teaching are permitted to take didactics as one study during the senior year. A text on the theory and practice of teaching is studied during the fall term, a careful review of the principles of the common branches is made during the winter term, and during the spring term the class, divided into sections according to a well arranged program, visits the several school rooms of the city to take notes of methods of instruction and government; and to aid the teachers when called on by them. Each week these notes are read in the presence of the class.

The proper sphere of our normal schools is to prepare teachers to teach, to give them the theory and practice during the review of the common branches, and the acquirement of added academic knowledge. They should stand at the head of the institutions for the preparation of teachers. While it is granted that excellent private normal schools are being conducted in the State, the great need is larger normal school provisions. The state normal school is doing a grand work, is growing rapidly in numbers, in influence, and in usefulness. It must be greatly enlarged or other schools must be established.

Many high schools have been accustomed to demand that their instructors should possess more academic knowledge than normal schools provide. To meet this want and to impart also a knowledge of the history, philosophy, theory and methods of teaching, the chair of pedagogy has been established, and the graduates of our colleges have proven to be the chief source of supply of high school teachers.

The hinderances operating to produce a lack of qualified teachers may be enumerated as insufficient remuneration; a want of permanency of employment; the custom of regarding teaching as a stepping stone to a better position; and not till "service pension of teachers" of years of experience, gives a more pleasing prospect to the "sunset of life" will the most efficient be willing to remain permanently in the ranks. Inducements of compensation and permanency must be given teachers that they may enter the profession as a vocation in order that this question may be satisfactorily answered. Tenure of office is becoming a question not only among teachers, but also among school officials and patrons. The more settled communities are desirous of a greater permanency in the supervision and conduct of their schools.

There are several sources of supply which furnish teachers for our city schools. First among these we name teachers retained because they have proved their efficiency. Many cities have a normal training school, or school of practice, to which graduates of the high school preparing to teach may be admitted, and thus gain a more complete knowledge of the philosophy of teaching as well as of the branches to be taught. They also have an opportunity to study the philosophy of governing, and to exercise the art of governing so as to secure that self-control so essential to the successful teacher. The normal institute is a powerful and growing factor among the sources of supply of teachers, and every city teacher, not a graduate of a normal school of acknowledged worth, should be required to take

a full course in a county normal institute. The state normal school should be generously supported by the people. It should be sufficiently enlarged to provide ample accommodations to all applicants, and its course of study should be made so comprehensive as to require more advanced academic work, and include a well-equipped and conducted training department. Raised to this ideal standard it would be required to do less elementary or preparatory work, and have more time for training classes and model class recitations, and for the philosophy and history of education.

SCHOOL-HOUSES.

THE COUNTRY SCHOOL-HOUSE.

WHAT A COUNTRY SCHOOL-HOUSE SHOULD BE.
MODEL BUILDINGS FOR CITY SCHOOLS.

THE COUNTRY SCHOOL-HOUSE.

J. S. SHOUP, SIOUX CITY.

Iowa is justly proud of her system of schools and all that pertains to it. As a member comparatively young in the great sisterhood of States, we might naturally expect to find her somewhat deficient in many respects, and this is undoubtedly true. The system has attained to its present state of comparative excellence by a species of evolution that has been very regular in its development. Its whole course has been one of progress, not so rapid, it is true, as some of the more sanguine among its advocates and supporters may have desired; possibly, at times moving so slowly that those who were naturally moving with it were unable to note its advancement. But to those who fully realize that perfection is never attained at a single bound, and that the germinating plantlet requires time, care, and skillful husbandry to produce its fruit in a superior state of fruition, there is indeed much to show that it is possessed of a most healthful growth, and that it is firmly and securely grounded in a soil of such fertility that its onward growth, development, and further improvement are matters not only within the limits of probability, but of almost absolute assurance. And not the least of these evidences of rational improvement is portrayed in the *country school-house*. The early settlers of Iowa, as a class, were comparatively poor, as concerned worldly goods, but rich in honest manhood, stern integrity, and earnestness of purpose. Their first dwellings were often the rude hut or the dug-out, and their school-houses were of similar construction; but as material wealth increased, the shabby dwellings were gradually eliminated, and the school-house, too, presented a better appearance, while the ever increasing influx of immigration into the State brought men of conflicting views and diverse opinions, eager to engage in the accumulation of wealth and the material development of the country;

still the country school-house was not overlooked or forgotten, but gradually increased in numbers and appearance until to-day we find this great State dotted all over with these evidences of intellectual progress.

The unpainted school-house in Iowa is quite a rarity, and if I read the signs of the times aright, in the very near future, no such a spectacle will be found in any portion of the State. But in numerous places, and in many respects, the country school-house may be, and will be greatly improved. Our law-makers have wisely ordained, that the contract for building any school-house shall not be made until the plans and specifications are approved by the county superintendent. Now, while it is not essential that the county superintendent should be a skillful architect, he should be very jealous of any infringement of this prerogative of his office. He should study carefully the subjects of arrangement, construction, and ornamentation, in order that he may be able to advise and instruct school officers in these important particulars:

First—He should consider the subject of permanency and durability, and if he is faithful to his oath of office, he will approve no plans that do not specify that the material and workmanship shall be of the first quality. The school-house should rest upon a solid foundation, constructed with as much care as he would require in a dwelling erected for the home of his wife and children.

Second—He should consider the number of pupils that are likely to occupy the building, and be particular that it is of sufficient dimensions to accommodate all.

Third—The height of the building is a matter that he must by no means overlook. The distance from the floor to the ceiling is a most important matter. The number, size and position of the doors and windows should not be neglected. In the reports of county superintendents, made to the superintendent of public instruction, and published in the biennial report of 1887, occurs this statement: "The heating is very good, except that the heads are apt to be altogether too warm, while the feet are uncomfortably cold, sometimes actually freezing." There is a world of sarcasm in this statement, and the superintendent's statement made in the second sentence below: "the ventilation of our school-houses is deplorable," is wholly unnecessary, for if the proper conditions of structure and dimensions had been complied with, and the house furnished with a good stove and sufficient fuel, such a state of circumstances would have been impossible. The problem of ventilation in the country school-house need occasion but little difficulty;

properly constructed windows and a double chimney will answer the entire purpose. The question which the teacher in the country school-house has to determine, is not so much how to admit pure air, as how to keep out cold air. The plan of having the outside door to open directly into the school-room, is not only a means of producing discomfort to teacher and pupils, but it is also a fruitful source of expense in the matter of extra fuel. Let there be a good outside door, of strong, heavy material, opening into a hall or ante-room, plentifully supplied with hooks for the children's hats and wraps; this hall should have two windows, one at each end, and one door, or two, according to the size of the building, opening into the school-room. This inner door should never be placed directly opposite the outside door. The subject of light should receive careful consideration. Let the windows be of sufficient number and size, that the pupils seated in various parts of the room may be enabled to see without straining or over-taxing their organs of vision. These windows should be behind and at the left side of the pupils, with one window on the other side of the house, opposite the teacher's desk. This window should have a screen so arranged that the light may be shut off from the pupils. An eminent optician says: "The progress of myopia is extremely rapid between the ages of eight and twenty-one, and the system of cross-lights so common in our school-rooms, has much to do in accelerating its progress."

The windows should each be supplied with curtains attached near the bottom of the window and arranged to roll *upward* instead of downward, as is often the case, for by this means when it becomes necessary to shut off a portion of the light, it may be diminished from below and not from above. Any one who has given this subject any degree of consideration will readily perceive the advantage of such arrangement. The protection of the child's vision is a subject of vital importance, and well worth the most careful consideration of those who have charge of the arrangement and construction of country school-houses.

Third—The seating arrangement must not be overlooked. The old blue-back spelling-book is responsible for the information: Thus, "Nine boys can sit on one long bench." The writer has great respect for this old book, and knows from past experience that this proposition is within the range of possibility, but he has also learned from long experience as a pedagogue, that one boy on one short seat has a much stronger influence in the matter of keeping the teacher's temper down somewhere near to normal.

Fourth—The school-house should be plentifully supplied with blackboard surface. The globe, charts, and outline maps may be made useful, but the blackboard surpasses them all. This, and an unabridged dictionary, may be made by the skillful teacher to supply innumerable wants. A good, large bell on the country school-house is something much to be desired.

Fifth—The out-houses deserve special attention, even in the cities this matter is sadly overlooked. From the biennial report quoted above, it appears that in many counties in the State the condition of affairs in this respect is not good. When the county superintendent finds it necessary to use such expressions as "poor, very bad, deplorable, filthy, nasty, shameful, obscene," etc., as may be found in this report, it is evident that improvement in the construction and care of these buildings is much needed, and may not be safely ignored.

Sixth—The grounds should not be neglected. When cattle are permitted to run at large, the grounds should be inclosed by a good substantial fence, and ornamented with shade trees. As stated before most of our school-houses are painted without and within. This should be true of every one, nor should we overlook the subject of ornament. It is easy to supply each room with pictures. The home-like cheerfulness of its general appearance may be largely enhanced by this means, with but little cost or outlay of money. Who does not realize its pleasing and beneficial influence on the minds of the children? With them, the good and the beautiful are closely related, and it becomes our duty, as school officers, teachers, and parents, to take every advantage of any circumstance that may have a tendency to gladden the minds of these little ones, and to lay the foundation for such character as will make them good and useful citizens.

WHAT A COUNTRY SCHOOL-HOUSE SHOULD BE.

MRS. ELMA W. DALLAS, TEACHER, CASS COUNTY.

There is no more potent factor in education than pleasant surroundings. The first step in civilization is always a cleansing and purifying one.

Give us first then, a clean, pure, cheerful location. Give us next plenty of room on the play-ground for all those old-fashioned games that so delight boys and girls. Shade trees and flower beds, too, if you can afford room for both, but don't stint the play-ground.

Give us a neat, well-built, well-ventilated house, furnished with comfortable seats, for what child can study in a cramped, uncomfortable position?

Now, when our school boards have done all this they usually sit down with a satisfied smile and say, "Now *we* have done *our* duty, let the teachers do *theirs*." Hold on, we say, we want more black-board room. You have given us only about twenty square feet of blackboard, and we need five times as much at least.

"What!" they exclaim, "we had no more when *we* went to school; what will you do with it all?"

We explain the almost numberless uses to which we could apply the extra room.

"Well, if we give you that, you won't be satisfied; you will keep on wanting something else; there will be no stopping place."

Yes, we will want maps, globes, charts, books of reference, and a year's subscription to some good literary or scientific publication, to furnish fresh items of interest for daily *talks* among the pupils.

A carpenter would not attempt to build a house without tools. No farmer or mechanic, in this age of progress, expects to make a success of his business without making use of all the new inventions which science has brought to his aid.

Why, then, do you expect a teacher to work without proper tools?

Next, after all these necessities are provided, we want our house cleaned.

"Why, we clean the school-house twice a year," they say, "what more will you have?"

Yes, you have scrubbed the floors, and on rare occasions have washed the desks and windows; but look at the *walls*. Don't you recognize those old paper wads as some you, *yourselves*, fired at the ceiling while your teacher's back was turned?

Get alabastine of some soft neutral tint, hire a man to sweep down those old relics, and then give ceiling and walls a good coat, and see what a nice background it will make for the cards, mottoes, pictures and autumn leaves which the children will delight to arrange upon the walls. Their room will be so attractive then, that you will have to hire them to stay at home when necessary, instead of being compelled daily to drive them to school.

In searching the woods and fields for curiosities with which to decorate their school-room, they will learn facts in natural history which they would find out in no other way. Their pleasant surroundings will have a refining influence, more powerful than line upon line, and precept after precept, could be.

Dress a child nicely and he will intuitively adopt the manners suited to his dress.

Surround him with objects pleasing to the eye and he will instinctively try to make himself worthy of his surroundings.

MODEL BUILDINGS FOR CITY SCHOOLS.

GEO. E. MARSHALL, PRINCIPAL KEOKUK HIGH SCHOOL.

It is wholly unnecessary in this age of intellectual progress to urge upon the public the necessity of providing adequate educational facilities for the young. That is a matter well understood and appreciated. There is, however, one phase of the educational question that has suffered some considerable neglect, due in part to the ignorance, and in part to the indifference, of communities. This matter—important, and even essential—relates to the external, to the school buildings.

In nothing is educational progress more marked than in the newly awakened interest in school architecture. We already see the folly of housing children in dirty, close, poorly-lighted, ill-ventilated, and inadequately heated rooms, and are demanding that proper attention be given to the erection of suitable structures for school uses. The external equipment of our schools must keep pace with their advancement. It is not too much to say that the character of the school buildings is a fair reflection of the sentiment of any community in matters pertaining to the general welfare.

It goes without saying that the model school-house should be well situated, well planned, thoroughly constructed, and even beautifully designed. Of course, such details as size, arrangement, materials, and cost, must depend upon the community, and the uses to which the building is to be put. That is, plans for a high school would materially differ from plans for a grammar school, while a building to be devoted to the use of both would need a still different design. But there are certain essentials that our model building demands, regardless of grade or use. Modern buildings must be planned and constructed with due regard for sanitary rules, hygienic principles, and esthetics. In the past too scant attention has been given to these matters; and it is not likely that in the present we shall err in the other extreme.

Our model school-house should have ample grounds, not only as an ornament, but for the convenience and pleasure of the pupils, and it is not necessary that these grounds should be unsightly patches covered with cinders, as is too often the case, but they may be beautified and adorned, and a right sentiment in the school will protect them. There is no reason why public school buildings and grounds should not be as much of an ornament to a city as its churches and libraries.

Ventilation, warming, and lighting ought to be well considered in the plan and construction of school buildings. Unfortunately this is not always the case, and buildings are failures as far as school purposes are concerned—not from any lack of expense, but rather for lack of common sense. It does not come within the scope of this article to dwell upon the different modes of ventilation and heating. As for the former it is only necessary to say that it is a matter too often neglected. Any method whereby the warmed fresh air can be brought into rooms by registers a few feet from the ceiling, and the foul air disposed of through the floor by means of ventilating shaft,—which ought to be warmed,—is a good one. The great thing is to have plenty of fresh air. In a room occupied by fifty pupils there should be drawn off every minute from twelve to fifteen hundred cubic feet of air and an equal amount of fresh air introduced, in order that atmospheric purity may be at least approximately preserved. That is an admitted physiological fact. But whether the warm fresh air that is admitted comes from hot air furnaces or plain radiators it should not be too hot, as in that case its vitalizing power is greatly diminished.

In a model school building there would of course be abundant light and the seats so arranged that the eyes of the pupil will be protected from a glare. Under no circumstances should the desks face the window.

There is great folly in many-storied school buildings. Two stories are sufficient. It is better that the building should cover more ground even at an increased cost than that children should be obliged to climb long flights of stairs several times a day. Stair climbing is a particularly objectionable feature for many reasons, which it is unnecessary to mention. Hence school buildings should at most have but two stories and the stairs broad and easy of ascent. The corridors should be broad, well lighted and, in winter, warmed.

Another important feature of a properly constructed school building is a basement which, it is unnecessary to say, should not be the damp dark cellar of many pretentious structures, but well

lighted, well ventilated dry, clean, and in winter warm. The advantages of such a room are obvious. It offers places for recreation in inclement weather, and may be used as a gymnasium, separate rooms in it being fitted up and apparatus for the use of boys and girls. If water is used in buildings, the water closets may be located here and in such a case I presuppose the most careful oversight, and the most thorough plumbing. The objections to water closets in basements are trivial if the drainage and plumbing are good, otherwise they are serious. If closets are not used the out-houses should not be placed too far from the building, and should be kept free from odor by the use of dry earth or ashes, either of which is cheap and a disinfectant.

With the heating, ventilation, lighting, plumbing duly considered, the long flights of stairs abolished, and the esthetic ideas given sufficient prominence in the structure, we have some of the most important features that constitute a model school building. These must be considered, whether in the costly and elaborate structures that are erected at great expense, or in the more unpretentious buildings.

It costs but little more to have a building erected with due regard for ventilation and convenience, and it is an outlay that the community is well able to afford.

ORGANIZATION.

THE TOWNSHIP DISTRICT.
DISTRICT ORGANIZATION.

THE TOWNSHIP DISTRICT.

J. H. LANDES, COUNTY SUPERINTENDENT OF VAN BUREN COUNTY.

In this State two leading systems of district organization are in vogue: The district township, with its subdistricts; and the independent district. These methods of districting were adopted in the first place, not as the best, but as the result of a compromise, and time has shown that each has within it serious defects, the full import of which was not so well understood when the compromise was effected.

Cities and incorporated towns have peculiar interests, not identical with rural communities, and for these the independent district is exclusively practical.

The rural independent district should have no place in our school economy, and the legalizing of the same, we regard as the most serious mistake that has affected the school interests of this State. So, think also our law-makers, for that part of our statutes has been repealed, and here is one instance, at least, where school men and legislators have agreed. Although the statute has been repealed, and stamped with the seal of folly, yet its ill-begotten progeny is still with us, and the independent rural district returns, if not to plague its inventor, to harass those who maintain it, and to retard the progress of our schools.

In this short article we can enumerate only a few of the many objections to the rural independent district:

We are generally agreed that the civil township should be the unit of the school district. If this premise is correct, the independent district is wrong, since it divides the unit into a number of fractions, each one of which becomes a little unit of its own. This multiplicity of small, independent bodies disturbs all system. It creates a multitude of boards and an army of school officers. Were

the schools of this county all independent, there would be one hundred and thirteen school boards, and nearly five hundred school officers.

The county superintendent is to the rural schools, to a large extent, what the city superintendent is to the city schools. He must think and plan for his schools, classify and grade them, through his agents, the boards of directors. But how can he work systematically or successfully with this large number of boards and officers, all independent and arbitrary? The result is that much of the work of the superintendent is neutralized and thrown away.

In this system taxation is the most unequal, and in localities the most burdensome, which means poor school-houses, poor teachers with poor pay, and the poorest schools. We are acquainted with a little shoe-string district in this county that receives the tax from four miles of straight railroad track, while the contiguous districts in the same township raise their tax principally on brush land and children.

The district township plan has many advantages over the rural independent. In fact it would serve our purpose quite well if one feature, the subdirector, could be eliminated, or better, annihilated. He is the disorganizer in this plan. The law clothes him with certain powers such as hiring teachers and making contracts, under such rules and restrictions as the board may prescribe. The rule is not to prescribe any restrictions, except that he must not exceed a fixed amount of expenditures. He is thus created a little autocrat, and this one-man power controls the subdistrict as arbitrarily and nearly as disjointedly as though the district were independent.

He fixes the time for his school to begin with no reference to the other schools in his district—a matter of great annoyance to the county superintendent's plans for grading the schools.

He fixes the monthly salary of the teacher. The board may allow thirty dollars a month for a six months' school. He may hire a teacher at twenty dollars a month, and get nine months' school, thus gaining in quantity what he evidently loses in quality.

The selection of teachers is decided by his peculiar whims, and he rarely rejects an application on the ground of nepotism.

When we take into consideration the fact that the office of subdirector is not generally regarded by competent men as a desirable one, and that as a result the best material of a district is not worked up into subdirectors, we will not be accused of prejudice when

we assert that too much responsibility is thrust upon the subdirector, and that this one-man rule is subversive of the vital interests of our schools.

While, in this system, the township is the unit, as it should be, this unit is lost sight of in the method employed in raising the funds. The law contemplates that the three funds should be levied upon the district township. It however, permits the general practice of levying the teachers' fund upon the whole district, and the contingent and school-house funds upon the respective subdistricts. This is very similar to the independent district plan and carries with it all of the evil consequences. It sometimes happens that the subdistrict is too weak financially to build its own school-house; the electors of the township refuse to vote a tax for the house; thus it is possible to deprive a district of school privileges, and no way to remedy the matter. This is not a hypothetical case, for just such a case was threatened in this county, and thwarted by mere *coup d'état*.

Again, occasion sometimes requires that a subdistrict be divided. The school-house is the property of the subdistrict, but there is no way of dividing the property of a subdistrict, as the law does not recognize such property. Hence the new district must surrender its rights, and strike out into the wilderness like a disinherited youth. The school-house should be the property of the district, and the three funds should be merged into one.

We have data before us that would help us to cite a long list of objections to both of the old systems of organization, but we forbear in the interest of space. The important question is, is there any plan that can be substituted that will be free from these objections.

That the township district plan would meet the demands of our growing school interests, is the verdict of those who are most closely connected with school affairs. This plan is not advocated as an experiment. It has gained its strength from practical application. Some of our best States have adopted this plan; they have tested it, and found it a great improvement over the old plans.

Here the civil township is the unit, and the only possible unit; the number of boards and school officers is reduced to a minimum; subdirectors and subdistricts are not known; the schools of the township are all governed alike; taxation is equalized; co-operation between the county superintendent and school boards is made practicable; uniformity and system is made possible; school laws will

be so simplified that even though a wayfaring man or a fool may not understand them, a good lawyer can: in short the township will be governed in the same manner that the city district with its ward schools is governed. The boards of the city district and of the rural township will be constituted alike; their duties will be the same and will be defined in the same explicit terms, and these duties will then be equally well performed. Welcome will be the day for the schools of Iowa that ushers in the era of such results! Such a day is within sight, at least to the eye of faith, and all that is necessary to its dawn is for the legislature to lead us out of the slough of difficulty to rise to the plane of their convictions, and to assume fearlessly the responsibility of inaugurating an invaluable change. Not that a radical change is demanded; for the township district plan could be very easily engrafted upon our present district township plan. Let the subdistrict fall out of the district township, and the board of directors be constituted on a different basis, and the vital part of the change is made.

DISTRICT ORGANIZATION.

C. B. BOYDSTON, COUNTY SUPERINTENDENT OF MARION COUNTY.

It is the theory of our boasted free school system that every child in our commonwealth is entitled to, and must receive equal school privileges. It is also the theory of every just law on the subject, that taxation, for any purpose, shall fall equally upon all. Every law, therefore, touching the schools of our State, should be based upon these two theories. Does our present code of school laws aid in carrying forward these principles? We boldly aver that it does not; but on the contrary our present school laws in their provisions for districting the territory for school purposes practically increase the burdens of taxation where the least school privileges are afforded.

The general assembly of 1858 enacted a law granting cities and incorporated towns, by a vote of the electors, the privilege of becoming independent districts. In 1860 the same privilege was extended to unincorporated towns of three hundred inhabitants. Again in 1866 it was extended to subdistricts of not less than two hundred inhabitants. The general assembly of 1872 enacted a law whereby the subdistricts of a district township could become independent districts by a majority vote of the electors of the township. That this could be done by the legislature over the solemn protest of the best and wisest school men of this State and others, is most incomprehensible.

After three years of sad experience, the sixteenth general assembly was induced to repeal this law so far as it applied to rural subdistricts. But unfortunately for school interests in Iowa the three thousand subdistricts, which in the three years of the existence of this statute had become independent, are to-day suffering the baneful results entailed upon them by this pernicious law, and without apparent hope of immediate relief from its burdens.

But we pause to notice the inequalities that arise from the rural independent district system as we now have it. Under the law of

1872, eleven of the fifteen townships of Marion county immediately adopted the independent system, thereby constituting one hundred and thirteen independent districts, from a like number of sub-districts, with the same boundary lines for new districts as were maintained by the old subdistricts.

The experience of the past sixteen years shows these facts: That many of these districts which held large bodies of land in desirable localities, have become very wealthy, and are able to maintain good schools from eight to ten months in each year, employing at all times first-class teachers, with a levy of two to three mills. In addition to this these opulent districts, in nine cases out of ten, share all the benefits arising from the taxation of railroads. Only about one fourth of all the independent districts of Marion county derive any revenue for school purposes from the various lines of railroads running through it. Railroads should not pay taxes for school purposes to the few districts whose territory they touch, but should pay on a general levy, and the amount thus raised should be apportioned with the temporary fund.

On the other hand, very many of these independent districts that were organized with but four sections of land of inferior quality have become exceedingly poor; and in order that they may be able to maintain school for the time prescribed by law they are compelled to burden themselves with a levy of fifteen to twenty mills. With from four to six times the levy, they receive only two thirds of the amount of schooling received by their more fortunate neighbors—made so by the workings of a foolish and unjust law. It is also true that these unfortunate districts, on account of their enforced poverty, are compelled to employ inferior teachers because they are cheaper. It would be well for the children of such districts, if the law would permit the employment of a first-class teacher for three months with the money that is given the inferior teacher for six months.

But what is the remedy for these evils? Manifestly, it is the independent township district system, which makes the civil township the basis of district organization.

It is cheaper, because, as in the case of this county, instead of paying one hundred and seventeen secretaries, and a like number of treasurers, only fifteen of each would be required.

It is better, because it is easier to secure six good directors from a township at large, together with a first-class secretary and treasurer, than from the narrow limits of the average rural independent district.

It is better, because every child in a township so organized would have equal school privileges at the same cost. All would pay the same rate of levy and receive the same privileges.

It is better, because a better class of talent can more easily be secured where but one secretary and one treasurer for a township are needed, than where twenty-two of each are to be chosen, as is the case under the present system in Knoxville township in this county.

School statistics would be better compiled; reports would be more nearly correct. As it is now, but little reliance can be placed on the report, either statistical or financial, that comes from the average rural independent district.

We beg to mention one more of the many important benefits that we think would arise from the township organized as a unit under one board.

The township board could readily and on short notice, determine at which school the pupils of the district should attend, thereby setting aside scores of difficulties which occur under the present law concerning the sending from one independent district into another. From our experience as county superintendent, we are led to the belief that by this one item alone the average attendance would be largely increased in a county, cursed, as this is, with rural independent districts.

When shall we have a legislature that will devote some reasonable portion of its time and talent to evolving better methods and systems for running our schools, and incorporating them in our code of school laws? We have long waited and wished for it, but with no results save "the echo of listening silence."

IMPROVEMENT OF COUNTRY
SCHOOLS.

PAPERS BY THREE COUNTY SUPERINTENDENTS.

THE IMPROVEMENT OF COUNTRY SCHOOLS.

JOHN F. RIGGS, COUNTY SUPERINTENDENT OF HENRY COUNTY.

To the critical student of our rural schools a very marked difference is discovered between the typical country school of to-day and that of twenty years ago. A broader and more intelligent course of study is now pursued, better methods are in use, more thoroughly qualified teachers are in charge, and the presence of intelligent classification is seen. In these particulars there has been improvement, not so pronounced, indeed, as we could wish, yet sufficient to give encouragement.

I desire to consider a few of the agencies that have contributed to this improvement, for in what has been achieved we have the prophecy of greater things for the near future.

I.—THE RELATION OF THE COUNTY SUPERINTENDENT TO THE RURAL SCHOOLS.

The county superintendency is a great power in the uplifting of rural schools. Its efficiency, however, is crippled by the ignorance and prejudice that deny any value to the schools of the office, and by the unfortunate connection of the office with politics. *No system* can be efficient without intelligent organization, and wise executive control. It is a misfortune which costs us much, that the people do not recognize the necessity of the highest scholarly and executive ability in the county superintendent's position, and once securing such ability, that they do not make the tenure of office more permanent.

The scope of this paper will allow only the briefest mention of a few of the ways in which the county superintendent is a value to the schools. By virtue of his official rank he stands as the only defense for the schools against the army of incompetent persons who aspire to the office of teacher. For the year ending September,

1888, there were 3,813 applicants for certificates rejected in the State of Iowa. This is evidence that in most counties of the State the superintendents are exercising care in the licensing of teachers. One of his functions, then, is to secure the best qualified teachers possible, and protect the schools from incompetent instructors.

A constant student of the principles and methods of educational systems, familiar with the most advanced thought in all departments of school work, and a daily inspector of the actual work of the school-room, he becomes a most valuable adviser on all questions relating to the welfare of the schools. In his visits to the schools, defects in methods of management or instruction are pointed out, and the means of improvement suggested. In teachers' meetings and teachers' institutes he directs discussion to questions of practical importance. In his mingling with teachers, pupils and parents, he exerts an influence that goes far in promoting the welfare of the schools. But the crowning value of the county superintendent to the schools is in the work of organization and classification. This phase of the subject will be discussed farther on.

* II.—THE RELATION OF THE TEACHER TO RURAL SCHOOLS.

The improvement of our schools will not be marked unless there is a corresponding improvement on the part of the teachers. The constant cry is for teachers of higher qualifications and better didactic training. Our normal schools and institutes are doing much to awaken a professional spirit, but as yet these institutions are utterly inadequate to the work in hand. There is a demand for more normal schools, and for a department of normal methods in connection with each of the best colleges of the State. Following this provision for first-class didactic training, no person should be allowed to begin the work of teaching until he had spent a specified time in the pursuit of a normal course.

The adequate provision for the training of teachers will be attended with expense to the State, but the money thus expended will be a wise and politic investment. It is an *expensive economy* that places the training of the men and women of to-morrow in the hands of illy-equipped teachers. It is the higher wisdom to provide for and demand of our teachers thorough preparation, and then pay them well for their services.

I am not sure that it is a wise provision which grants free tuition to those who enter the state normal school on the "*promise to engage in teaching.*" At best, but a small per cent of teachers can

be educated here, and many persons *may* be educated at the expense of the State, from whom the State will receive small service. Let all students in all schools pay a reasonable tuition; then let the graduates of the state normal school, and of approved private normal schools, and of normal departments of our best colleges, be re-imbursed by the State to the amount of money expended by them for tuition, when they shall teach in the public schools of the State for a period of two years. Such a provision would turn the footsteps of our teachers toward schools maintaining normal courses and would encourage our colleges to provide a teachers' course similar to that pursued at Cedar Falls. Instead of one approved school in the State, offering professional training, there would in a short time be many, and without immediate cost to the State—the expense to the State coming after the graduates of these schools had taught for the prescribed period. A competent state board could be empowered to pass upon the merits of schools claiming this privilege for their students, could see that the courses were uniform, and could be authorized to exclude any school not maintaining a high standard and thorough scholarship. Space forbids the elaboration of an argument in defense of this plan, but it is apparent that it would give an incentive to our teachers to make large preparation, and would in a short time give us a class of teachers better equipped for the work than the rural schools can now possibly command.

I have spoken of the urgent need of superintendents of ability, tact, and energy, and of teachers capable in scholarship, professional in spirit, and progressive in methods. I desire now to consider:

III.—GRADING OF THE RURAL SCHOOLS.

"Can the country schools be graded?" is no longer a question that admits of a negative answer. We do not, of course, use the word grading, in the exact sense in which it is applied to city work. The conditions surrounding city and country schools are very different. The attendance in the former is more uniform, the classes are larger, and fewer grades are assigned to the individual teacher. Grading in the city may, therefore, be more exact than is wise to attempt, or possible to execute, in the country.

Among the benefits realized from grading the rural schools may be mentioned the following: A uniform basis of classification is introduced; a course of study is established which shows teacher and pupils what is expected to be accomplished in a prescribed

period; children are directed to the study of subjects in their proper order, and the old error of pursuing two or three subjects to the exclusion of all other essential studies, is corrected. A systematic record is kept of each pupil's progress, thus binding term to term in a manner that economizes the time and makes more sure the success of the succeeding teacher, and system and method on the part of the teacher encourages good order and methodical work from the pupils. While sufficient and uniform text-books are much desired under all circumstances, in a *graded* school prominence is given to the topical method of instruction, and a diversity of texts in the hands of the skillful teacher is less annoying than has been manifest in the loosely classified school.

But the crowning value of country school gradation remains to be stated. A course of study implies an *end* as well as a beginning. When the course is completed a country school diploma is awarded. A worthy object is here placed before the scholar, an object which by industry and perseverance he may gain. It awakens his interest and arouses his zeal. He determines to complete the course, and is thus held in school for a longer time and makes better application of that time. The course, if wisely devised, connects with the preparatory course of the college, and thus there is the stronger inducement for the country boy to pursue the higher course when the lower one has been completed.

Many things, which cannot here be enumerated, retard the advancement of rural schools. Of these some are removed, and others minified by the three agencies discussed, viz.: wise supervision, professional teaching, and intelligent grading.

The legislature may promote each of these results:

First—By extending the term of the county superintendency to four years, thus giving greater permanence and independence to the office.

Second—By providing ample means for the professional training of teachers, and by requiring a minimum of such training as one of the conditions for a license to teach.

Third—By authorizing the state superintendent to prepare a course of study and teachers' manual for use in rural and village schools, thus giving the sanction of state authority, and with it greater permanence to country school grading, insuring more general co-operation in its support, and extending to the entire State the benefits of the system, made manifest by the experience of many counties.

THE IMPROVEMENT OF COUNTRY SCHOOLS.

OLE O. ROE, COUNTY SUPERINTENDENT OF STORY COUNTY.

Among the things needed to improve the condition of our country schools, I shall briefly suggest the following:

I.—STRONGER DISTRICT ORGANIZATION AND LONGER TENURE OF SCHOOL OFFICERS.

The tendency of recent legislation has been to multiply school districts, and thus scatter forces, that should be united in order to make the school what it ought to be. The creation of innumerable independent districts makes the school in most of these districts a little neighborhood affair, instead of a public institution. No subdivision less than the civil township, outside of a town, should be clothed with corporate powers in school matters. The subdirector should be elected for three years. This would insure greater permanency to many teachers, and would also, because of longer service, give us better school directors.

II.—BETTER CLASSIFICATION.

As a means of securing better classification I would suggest that a county board of education, consisting of the presidents of the different school boards, and the county superintendent, be authorized by law. This board should have power to adopt a course of study, and to make needed rules and regulations for the government of the schools. To them might also be delegated the power to purchase text-books and apparatus for the use of their schools.

III.—BETTER TEACHERS.

Our best qualified teachers seek and obtain positions in the town or city schools. They do this, mainly, because there they receive better wages than in the country.

While a few teachers are, perhaps, paid more than they are worth, the majority of teachers in our rural schools earn more than

they receive. A clerk in a country store often receives from \$40 to \$50 per month, and works the entire year; while a teacher receives only \$25 to \$35 per month, for seven to nine months of work. The public must be made to realize that good school work is worth money, and that as long as it is under-paid the best talent will go to other professions.

IV.—MORE EFFICIENT SUPERVISION.

Many cities, employing from fifteen to twenty teachers, have a city superintendent, who is generally kept busy, if he attends to his work in the proper manner. The county superintendent in the average county has at least 150 teachers under his supervision. The fact that these teachers are scattered over a large territory makes the work of the superintendent not only difficult, but in many instances of little value. The superintendent should spend most of his time among the schools, and the office work should be performed by a deputy.

V.—A BETTER SCHOOL SENTIMENT.

Unless the people are reached and made to see the value of *organization, classification, good teaching, and efficient supervision*, very little improvement need be hoped for. The value of these things should be taught in our normal schools and institutes, advocated in our teachers' associations, discussed in the public press, and preached in season and out of season by teachers and school officers.

THE IMPROVEMENT OF COUNTRY SCHOOLS.

S. W. HEATH, COUNTY SUPERINTENDENT OF POWESHIEK COUNTY.

In considering this subject, there are so many factors with their relations and workings in detail, that it will be impossible for us to mention more than a few of the most important.

The one attracting our attention first is the office of director. Under the present plan he is required to give from three to five days of his time, in the performance of the duties of his office, without any compensation whatever, except the criticism of the patrons. What is the result? He does as little as possible, thinking there is no pay nor penalty to follow. This is not business, and should not be continued. Other officers of much less importance receive pay for their services, and why should not directors? The office is of great importance, when the duties are properly performed; but as it is they are almost useless from neglect.

The law should be amended so as to permit boards to fix the pay for services rendered, or make it gratuitous as they might see proper. The county superintendent would require much more aid from directors were they compensated for their services. The idea that directors have sufficient interest to perform the duties gratuitously is a delusion that is working great harm to the schools. If a man is paid for doing something he wishes to show that he has performed his duty, and without compensation he invariably neglects it. Directors should not only be remunerated for their services, but the term of office should be made two years. A change of directors means a change of teachers and no progress in management, for the reason that the new board is inexperienced, not knowing what has been done, nor the needs of the schools; and by the time they have found out and are prepared to do something, a new board is installed.

There are many points in which the schools could be improved by having better teachers. The only way to secure better teachers

is to offer better pay for superior work. As long as we have uniform wages for all classes of teachers and all grades of teaching, we will make but little progress on that line. Whenever school boards grade wages according to scholarship, preparation, experience, known success, and size of school, etc., then teachers will spend two dollars in improving themselves for the one they receive as an increase of their wages.

Teachers should be employed for a year, the same as they are in the city schools, instead of a single term, as is the custom in most schools at present. Our best district schools are taught one or more years by the same teacher, while the poorest change teachers every term. Civil service rules should be applied to teachers as well as to government officials. Teachers, to do successful work, must be supplied with the necessary appliances for holding the attention of pupils, and illustrating the principles of the subjects taught. These essentials the inexperienced board fail to supply, and here the teacher fails to interest the pupil, and he passes over what he does not understand; and loses interest and drops out of school. We have seen teachers go before classes prepared with the apparatus for illustrating the subject of the lesson, and have heard members of the class say that they learned more from one such lesson than during an entire term of the old plan of the "school-keepers" recitations.

We hear the complaint that the variety of text-books necessitates too many classes. This can be overcome by teachers preparing themselves to teach subjects and not books. We have too much book teaching. Subjects should be outlined to suit the different books, and lessons prepared and recited topically.

There is a demand for state and county uniformity, which would result in a great loss in the books already in the hands of the pupils. All that is needed to correct this trouble is to amend the law permitting boards to buy books needed for pupils unable to supply themselves with the necessary books, and at the request of the voters of the township or district, make all books free. This plan throws it in the hands of the people to settle for themselves as they think best and will save most of the books now in use.

In building new school-houses much improvement can be made over the old plan. In Poweshiek county the new houses are being built on the following plan: Position always north and south; size, 24x36 feet; entrance near the corner into an ante-room, 6x24 feet, from which two doors open into the school room; the stove is placed near the door, admitting cold air; pupils sit facing the

doors seated in classes or grades; teacher's desk is at the end of the room; the blackboard extends around the entire room. The advantages of this plan are apparent and have proven quite a success.

The office of county superintendent could be improved in many ways. Since one half of the total tax is expended for school purposes, it is important to have the best supervision possible to secure results equal to the expenditure. No other office is of more importance and no other officer is left so free as to the details of his official duties. Each superintendent has his own plans of management. He finds as much work to do, if not more, as other county officials and has no deputy to help do the work.

It is impossible to superintend 140 schools by visitation only; hence it is necessary to have a system of official supervision. In connection with office supervision each teacher should be supplied with a definite course of study, fixing the work to be accomplished by each grade before being promoted to a higher grade. In addition to the outlined course of study, supplementary work should be outlined for each grade suited to the age and capacity of the pupils. Teachers should report at the close of each month to the county superintendent the progress made, and ask for suggestions needed. Each school should be supplied with a classification register to be filled out at the close of the term, showing the standing and work accomplished by each pupil. A copy of this should be sent to the county superintendent's office to be bound and kept as a permanent record in his office. All reports filed in the superintendent's office should be durably bound. Monthly report cards to parents, showing the progress, standing, and needs of each pupil, can be furnished at a small expense by the county superintendent, and they prove quite an incentive in securing better work.

Graduation from the district school has proven quite a success and should be continued, and a post graduate course added where time will allow.

An educational paper, or column, edited by the county superintendent, may be made very useful in agitating and encouraging all kinds of educational work in the county. This might contain the educational news of the county and notes of special interest on methods and plans being used by the different teachers of the county. It should contain special suggestions and answers to questions in which all would be interested. Faults noted in visiting schools may be mentioned and suggestions made in a general way.

Teachers' meetings on the round table plan, held in the different towns for the purpose of discussing educational topics in an informal way, will induce teachers to attend and participate and will result in more good than the association with cut and dried speeches.

Educational exhibits at the close of each term, or at least once a year, should be encouraged. The best work may be sent to the county superintendent's office and a county exhibit made at the institute and the county fair.

One more thought and we close. The term of office of the county superintendent should be extended to four years, thus taking it more out of politics and the spoils system and giving it the benefit of civil service and business principles.

HOW TO INTEREST THE COMMUNITY.

PAPERS BY THREE COUNTY SUPERINTENDENTS.

HOW TO INTEREST THE COMMUNITY.

W. L. MILLER, COUNTY SUPERINTENDENT OF GUTHRIE COUNTY.

In securing and maintaining good schools people are interested more or less easily, in proportion as they are personally benefited. This benefit to them may come either directly or indirectly. Directly in that they or their neighbors may have children that attend the school, so that the effects of a good or bad school come home to them at once. Indirectly, in that they enjoy living in a community where the people are intelligent and law-abiding. They realize also that their property is more valuable and secure in such a community.

While all people are interested in schools and doubtless desire their greatest prosperity, they do not always give evidence of this feeling by any personal sacrifices or unusual efforts to secure such, when it is in their power to shape the course of the school, or by hearty support given to carry out the plans inaugurated by others.

What influence can be brought to bear upon the people that will cause them to become as deeply and as continually interested in the success of their schools as they are in ordinary business transactions?

Experience and observation have taught us that communities, as individuals, cannot all be influenced alike; but that all communities, as individuals, can be interested in some way. The same plan of operation will not create the same degree of enthusiasm in neighborhoods with ungraded schools as in neighborhoods having graded schools.

There are two general ways by which the people may be interested in their schools:

By exhibits of school work showing the proficiency and advancement of the pupils, by occasional entertainments, or by the observance of anniversary days.

By introducing such system and efficiency in the management of the schools that their excellence and usefulness will become apparent to every one.

In graded schools there is more permanency or stability than in ungraded, and less need of any unusual means to create and keep up an interest. They are usually more wisely and systematically managed. The more nearly a school approaches the system and regularity of successful business, the more efficient it will become, and the more interest the people will take in it. This can be secured by providing a suitable course of study, by employing competent persons to teach and superintend, by keeping a complete record of the advancement and deportment of pupils, and by having proper graduating exercises for those who complete the course of study.

This is the legitimate and solid way to interest a community. Such a plan, kept up for a few years, will interest the people. When young men and women, after having completed in a creditable manner, the course of study in such a school, assume responsible positions in the community, or go to other places to pursue higher studies, every parent who has a bright child of school age will become interested, and want the school to do for his boy or girl what he has seen it do for those of his neighbors.

School officers and teachers are largely responsible for the standing of the schools in a community. It is the business of the officers to employ competent persons to teach and to see that they have the necessary apparatus and conveniences for successful work. Then it is the duty of the teachers to study the character of the school and patrons and to do a reasonable amount of work in the way of exhibits, entertainments, etc., to bring the work of pupils to the notice of their parents. Teachers of course should remember to do these things in such a way as to secure the most permanent good to the pupils.

After all there is nothing that will take the place of systematic and thorough work,—that real hard work that develops the highest type of manhood and womanhood. Every young man and young woman who has been well taught in a good school and who leaves it to seek a higher education and afterward engages in useful employment, at home or away from home, is an inspiration to every other boy and girl in that community.

When directors exercise the same good judgment in employing teachers, both in selecting and retaining them, that they would in employing persons to transact private business for them; when

teachers succeed in developing in their pupils that sturdiness of character and intellectual strength that will make them aspire to become useful and respected citizens; and when the young men and women who have gone out from the schools are filling useful stations in life and can attribute their success to the training of a good home and good schools; then the community will have become interested in its schools.

HOW TO INTEREST THE COMMUNITY.

D. W. HASTINGS, COUNTY SUPERINTENDENT OF DAVIS COUNTY.

The suggestions following indicate briefly the course pursued in Davis county, during the last two years:

Educational columns are maintained in each of our county papers. Teachers and others interested in educational matters are invited to contribute by sending questions, notes, and suggestions concerning the wants and improvement of our schools. With such additional suggestions as are thought necessary, these items are arranged by the superintendent for publication.

During the time for visiting schools, these items consist largely of suggestions and observations relating to matters to which attention has been called in connection with such visits. Thus we are able to communicate with the people concerning the wants of the schools in general. Patrons naturally read these items with interest.

For the purpose of discussing questions affecting the schools and the community, a meeting of the county teachers' association is held each month. To accommodate teachers, these meetings are held at towns and villages easy of access. When the place of meeting is determined, a competent teacher is chosen to deliver a lecture, on the evening preceding the meeting.

In addition to the regular meeting of the association, we have what we call the superintendent's night sessions, which are held by him in each township, monthly, from October to March. When possible to do so, the first meetings are held at out of the way places, where patrons are unaccustomed to such gatherings. Last winter we met scores of people who told us they had never attended an educational meeting before. Some of these same persons attended all the subsequent meetings held in their township. At each meeting the time and place of the next one in the township is announced.

Preparation for these meetings is as follows: Programs for all of them are prepared by the superintendent. These consist of

general subjects to be considered at all the meetings for the same month; subjects bearing upon the special needs of the community in which meetings are held, and subjects relating specially to the teacher's work. The following subjects indicate the nature of the programs: "How patrons can make schools better." "Wants of our schools." "How to teach language." "Mistakes in teaching reading." "Class drill in oral geography." At each meeting, when possible to do so, a director or some live school man is put on program. A general discussion follows the opening of each subject. The superintendent presides at the meetings and opens them by talking fifteen or twenty minutes, giving the result of his observations in connection with his visits among the schools, and pointing out the things needful to make them more efficient.

Notice of the time and place of meeting in each township is published in the papers two weeks previous to the time at which it is to be held. Blank notices are then filled and sent to those on duty, to teachers and directors not on duty, inviting them to attend, and to teachers in charge where meetings are to be held, asking them to prepare for them, by providing lights and music, and by inviting patrons of the district to be present. The following will serve as a specimen of notices sent:

The next educational meeting in township, will be held at the school-house, on evening, at 7 P. M. For that meeting you are assigned the subject, Hoping that you will respond to this invitation, I am,

Very truly,

.....
County Superintendent.

The other notices are similar to the foregoing, varied to suit their purpose. In townships where the school-houses are scattered and not easy of access, two sessions are held each month. Townships are visited in regular order. One week each month is spent in attending to office work, and in preparing for the next month's meetings. Fifty were held last fall and winter.

Our school officers' day does much to create an interest. This meeting is held when our institute is in session, one day of the session being used for that purpose. A regular program is arranged, and notice of the meeting is sent to each director in the county. It is usually well attended, and affords a good opportunity to

present those things in which directors and teachers should cooperate. This year the following were considered: "The protection of trees in the school-house yard." "How to increase the attendance in our schools." "A course of study for country schools." "How to secure uniformity of text-books, under existing laws."

We feel sure there is a better understanding of these matters, as the result of the meetings. It was decided to unite our forces, to make a better showing in the matter of attendance in the schools next year.

We have not accomplished all that is desired in pursuing the course outlined, but are gratified to know that to some extent the community has been interested.

HOW TO INTEREST THE COMMUNITY.

W. D. REEDY, COUNTY SUPERINTENDENT OF TAMA COUNTY.

With an army of public school teachers whose study of their profession is limited to a few books on teaching and several weeks in the county institute; whose scholastic achievements are measured by the curriculum in the common school; with hundreds of school-houses devoid of even the commonest conveniences—bare of furniture and destitute of apparatus; with a confusion of texts which to the teacher that *is*, seems almost as fatal to system and progress as was the divinely ordained confusion of tongues, and only less intolerable than the complete absence of texts; with a "grand change" every few months in the administration of a teacher's duties,—the greatest hinderance to-day to the proper advancement of the youth in our common schools is the great irregularity in school attendance. With a school population numbering more than six hundred thousand, with taxes levied, school-houses built and teachers licensed to provide for the instruction of that number, less than one half are in daily attendance at the public schools of our commonwealth. In school to-day, away to-morrow and back next week. What is the primal cause for this undesirable condition of things in our public school affairs? The intelligence and progressive spirit of our people are witnessed in the system on which our schools are founded.

Their wealth and munificence are exhibited in our magnificent state house, numerous state institutions, educational, reformatory and benevolent, and a government practically out of debt. The homes of the great majority of our people are within a reasonable distance of the school, and the average citizen of Iowa says with decision and emphasis, "I intend that my children shall receive a good education." Is it then the inertia and lack of interest on the part of the people to which this evil is attributable or is there another cause?

Misguided interest is in its effects as devoid of desired results as interest not manifest.

There may be activity, there may be the strong effort, but, misdirected, it will be as futile in bringing to pass the desired end as would the force of an army expended on the rocks and trees be impotent in dislodging the enemy from his stronghold.

This essential difference in favor of the interests misdirected, the army mispent, is discernible; the first may be redirected into right channels, the last rallied and under skilled leadership be hurled with terrific force against the enemy. But where no interest exists, where no troops are levied there must first be *created* the activities and forces which afterward require the skillful guidance ere aught can be accomplished toward attaining the desired results. The question then presents itself as to who shall direct and guide aright the interest that manifestly exists, as witness "a school-house on every hill" in a commonwealth the child of a government in which the people are sovereign.

I am firmly convinced that through the intelligent supervisor and teacher must the interest of a community be rightly directed. The citizen makes material provision for the support of the schools, but to the superintendent and teacher is largely left the question of their direction. The superintendent of to-day is too much in his office, too little in the field. He takes upon himself the duties of the office clerk rather than the intelligent supervision of the skilled director.

True it is that in our State too much is demanded of the county superintendent; with his schools scattered over an area from five hundred to seven hundred square miles, with hundreds of examination papers to pass upon and file, numerous reports to make, almost daily called upon to construe portions of the school law and a correspondence requiring prompt attention, even with an intelligent assistant in his office it is next to impossible for the superintendent to make the rounds of his county more than once during the school year. Still there is a disposition on the part of many in the county superintendency, now that the statute does not require school visitations unless at the request of school officers, to remain at home and let the schools drift on as they will.

A man or woman of such tendencies or proclivities is morally, if not in a legal sense, a usurper of the office of county superintendent.

If the community is to be *interested* the superintendent must *visit* in the community and help to create and direct an interest.

He, as well as his teachers, *must reach the people.*

Teachers need to be impressed with a necessity of visiting at the homes of their patrons and making themselves acquainted with the influences that are about their pupils when not in school. It is not only *desirable* that the teacher do this, but in order to secure the proper co-operation of patrons and teacher in the interests of the school it is *imperative*.

In pastoral communities, by visiting in the homes the teacher may effectually rid her patrons of the ridiculous, though prevalent, notion that she considers herself their superior socially as well as intellectually. She should lose no opportunity to urge them to send the children regularly to school and visit it themselves.

Unless the superintendent and teacher call their attention to it many parents do not have a proper realization of the loss their children sustain through an irregular, spasmodic attendance at school. It is as properly the function of the teacher to portray to parents the evils that must result from such delinquencies as it is the duty of the minister to exhort his flock to well doing. Conjointly with this I know of no better plan to enlist the interest and hearty co-operation of patrons than to hold meetings at some central point in the community, making the township the unit of such gatherings. Every teacher in the township should be present at the meetings and patrons should be earnestly solicited to come and be made to feel at ease. The county superintendent should plan to frequently address the people at such meetings.

In this way he may do much to awaken an interest in and sympathy for the teacher and the work of the schools. While patrons should be treated with a marked consideration and respect, the topics for discussion should be chosen and arranged with a view to making plain the needs of the schools and the value of the hearty sympathy of the parent.

All this needs the skilled direction of the earnest, self-sacrificing superintendent. He may at first find it necessary to call a series of meetings for his teachers alone in order that he may give them proper conceptions of what is desired to be accomplished. They should be exhorted to visit parents and invite them to attend the meetings. The program for meetings to which patrons are invited should be made attractive.

Every teacher should promptly and cheerfully perform all duties assigned and strive to impress patrons with their earnestness and zeal.

The utility of maps, charts, globes, the necessity of proper ventilation that the health of pupils may be assured, the desirability

of having pupils attend the school regularly and pursue the course of study outlined, the great value of abundant blackboard space and need of texts for study, and guidance, should all be pointed out.

An excellent plan by which to get the people out to the meetings is to arrange for competitive exercises between classes selected from the different schools of the township. There will be no lack of interest and it will become apparent in the closer scrutiny of the work of the schools, greater care in the selection of teachers and better salaries and longer terms of contract when once retained. Newer, better and more apparatus will be provided, conveniences before considered as of no account will be regarded as necessities, old dilapidated outbuildings and fences will disappear and new ones take their places, trees will be planted and the grounds beautified.

If superintendents and teachers will but prove by their devotion to the work that everything is not of minor importance to the question of salary, there will be no lack of practical interest on the part of patrons.

A hundred school-houses placed in good repair, proper outbuildings supplied, grounds inclosed and made beautiful, hundreds of trees in a thrifty condition, dictionaries, maps, globes and uniform texts, all are evidences of what the teachers in Tama county have done in less than two years toward interesting the community. This can be done in every community in the State, but not by sitting at home in the superintendent's office, not by locking the school-room door at four o'clock p. m. and giving the school and its responsible duties no further consideration until the morning hour.

Supervisors and teachers must be imbued with the true missionary spirit, the spirit which from the lids of the Bible says to the pulpit, "Go preach the gospel to all the people."

We must go to the people!

They must be interested because *we* are interested. And instead of the desultory hit and miss fashion of conducting the schools, now so prevalent in many communities, there will be intelligent local supervision, cheerful co-operation, consequent increased facilities, a much enhanced attendance and greater results for the money expended in support of our public schools.

INDUSTRIAL TRAINING.

INDUSTRIAL EDUCATION.

MANUAL TRAINING IN DAVENPORT SCHOOLS.

INDUSTRIAL EDUCATION.

W. F. CRAMER, PRINCIPAL HIGH SCHOOL, SIOUX CITY.

This is one of the growing questions of the day. It is, perhaps, the greatest question now before the educational public. It claims a larger share of attention in teachers' associations and conventions, and is the subject of more comment, by the secular and professional press, than any other one question of education. Its importance demands a careful consideration and a correct solution.

The question is not a new one. The Hebrews have always held that the physical powers should be cultivated, and have required their sons to learn some handicraft. Legend tells us that our Savior worked at the carpenter's bench. Paul was a tent-maker. Among that people the training was given early in life. While Cortez was thundering away at the palaces of the Montezumas, Dr. Martin Luther was formulating his system of popular education in which he advocated "manual training, with instructions in other branches." (Sluys.) In the latter part of the seventeenth century, Comenius declared that "manual training should be an integral and important part of the school course." Locke, Pestolozzi, and Froebel, each in turn, promulgated the same doctrine. It was reserved for Froebel, in our century, to develop a system for the first years of the child's school life in his justly famous kindergarten culture.

The opposition of private and parochial schools to the public schools of all lands; the activity of the world in commerce, and colonization consequent upon the discovery of America, since the promulgation of the idea by Luther; and the fetters of custom in favor of training the intellect alone, have conspired to delay the extended application of this phase of education. It has been reserved for the past twenty-five years, and for one of the most conservative nations of Europe, to develop a practical system of manual education. Sweden was led to this through economic

considerations, but sufficiently strong pedagogic results have been attained to justify the introduction of the fundamental principles of the trades into the schools. There are over 700 schools where this system is pursued, and it is still gaining in popular esteem.

If the pedagogic value can be shown to be great enough to justify the introduction of this additional work, or if the work can be shown to be of more value than some of the work now done, we need have no fear of its reception with the people, as its economic value to the public is sufficient to justify the new movement.

This country is very much interested in this question. Many private manual training schools have already been established. Many cities have introduced instruction in wood and metal working, and in sewing and cooking. According to their published reports, the results are highly satisfactory to teachers, patrons, and pupils. Some years ago the St. Paul Pioneer Press said of industrial education: "It is coming everywhere, and it is coming not as an interloper, but as one who seeks the rightful heritage so long denied him. Culture will not suffer; but the masses who do not hope for culture, will not be denied that practical help which is the only justification for education in the name and by the liberality of the State." Superintendent MacAlister, of Philadelphia, says: "I believe the incorporation of industrial training into the public schools of this country is only a question of time. The misunderstanding as to its purposes arises chiefly among those who have no personal knowledge of its practical operation and management. My conviction is that before a great while it will be universally accepted as the greatest advance which has been made in the United States for half a century." The growing interest is shown in the increasing number of cities that are introducing manual training into their schools. Baltimore, Toledo, Philadelphia, Cleveland, Minneapolis, Omaha, and scores of smaller places are meeting the demand. Iowa is wheeling into line, with Davenport in the van with her cooking and carpentry departments. Des Moines has a fine new high school building completed, with the design of introducing an industrial department.

There is a very determined, almost bitter, opposition to the movement, by many very eminent school men, on theoretical grounds. They claim that manual training gives nothing of pedagogical value that is not given or cannot be given by our present system of intellectual education, and that it is beyond the province of the State to give to any person anything of a professional or technical training as such. The latter is an assumption that is based on

theoretical considerations merely. The State, backed by a hearty public sentiment, does now give professional, or semi-professional, training to lawyers, doctors, pharmacists, teachers, clerks, and engineers. The reformatory and eleemosynary institutions teach their inmates how to earn an honest living. The State provides homes for paupers and prisons for criminals. It is right to do so. If education helps to lessen crime and pauperism, would it not be a wise disposition of the funds of the State to provide schools of industry for the boy before he becomes a criminal, rather than after, as is now done in the reform schools and penitentiaries?

As to the pedagogical objection. It may be said, first, that the testimony of the professional expert ought to have as much weight here as in other questions. Dr. Woodward, of St. Louis Manual Training School, states that "more mental discipline and valuable culture can be given by combining manual training with the study of mathematics, science, and literature, than by omitting manual training and giving the attention exclusively to the other subjects." Professor Leipziger, of an industrial school in New York City, says of boys in that school: "I have never seen boys so earnest, so studious, and so desirous of remaining in school." Dr. Bradley, of Minneapolis, affirms that "manual training helps to hold pupils in school. It has reacted upon intellectual training. We may safely say that the educational influence of this training is of the highest order."

Second—The pedagogical value is apparent in this, that greater attention is secured in making or drawing an object, than in reading about it, keener observation is developed; imagination is correctly trained; and judgment finds in such exercise its earliest and surest test, and often its incorrectness pointed out. It gives distinct conceptions and cultivates taste. "It teaches accuracy; accuracy leads to truthfulness, and when once you get truthfulness, you cultivate the moral faculty and produce truthful men and women." All hard work at first is made with self-conscious effort; as long as this is so it is educative. "Every step of hand culture involves a corresponding increase of brain culture." It gives the young confidence in their physical powers, which leads to confidence in mental ability. Manual training does not allow the pupil to have another do his work for him. It develops self-reliance, and cultivates the executive capacity.

Another advantage, which is incidental, but worthy of notice, is that it affords recreation of a healthful character. "Manual training is physics and art and gymnastics and mechanics combined."

"It contributes to establish that physical equilibrium which is always more or less disturbed by studies purely intellectual." The superintendent of the Toledo schools says that health is benefited by shop work.

The reports of superintendents of schools where manual training has been tried are almost universally favorable to this plan of education. This question was thoroughly discussed by the educational council at its session last December, at Des Moines, and the following report was adopted by them expressive of their opinion upon this question at that time. This paper would not be complete without it.

Report of the committee on Industrial Education:

1. That the trend of public opinion is toward what is known as industrial education, as shown by current literature, industrial exhibits, and the establishment of numerous manual training schools and industrial departments in the public school systems of many of our larger cities.

2. That industrial education helps to lead the child to the full consciousness of its powers, mental, moral, and physical, and to give the ability to execute possible mental concepts into visible forms with both pencil and tools. It extends to the realms of applied science. It aims to give skill as well as knowledge, to the development of all the powers of the man.

3. That the public schools should labor to meet all reasonable demands in this direction.

4. That there are two principal reasons for desiring the incorporation of industrial work in school courses:—*First*. Economic; *Second*. Pedagogic.

First—The economic considerations are—That it tends to correct that contempt for labor which is the bane of our civilization; to train the youth in a general way so that they may be better fitted to gain a livelihood; to turn the current of thought from the already overcrowded clerkships and professions toward skilled productivity; to protect the nation from an increase of pauperism and crime.

Second—The pedagogic value is—That it tends to secure greater attention, keener observation, better trained imagination and surer judgment; to deepen the thought process; to attract more attention and to enlist stronger sympathy; to promote self-confidence, self-reliance, self-dependence, more distinct conceptions and a cultivated taste, a greater regularity of attendance and longer continuance in school. The ordinary mental work in schools is improved by a judicious intermixing of manual and intellectual work.

5. That the work can be attempted with greater certainty of success in the larger cities. That evening industrial schools be established wherever practicable.

6. That caution in selecting work and methods must be exercised that discredit be not brought upon this phase of education. Plans must be carefully digested and special teachers put in charge of the advanced work.

7. That teachers' training schools should give the proper attention due this subject.

8. That where higher technical schools are not already in operation it is as much the duty of the State to provide for them as for professional schools.

The report was adopted by the educational council and ordered printed with the proceedings of the Iowa state teachers' association.

MANUAL TRAINING IN THE DAVENPORT SCHOOLS.

J. B. YOUNG, CITY SUPERINTENDENT, DAVENPORT.

The initial step in manual training in the Davenport schools was the introduction some years ago of industrial drawing into the course of study. The instruction in this branch was made as practicable as the means and teaching ability at command would permit, the aim being to train the executive faculties as well as to impart knowledge. In the lower grades this work was supplemented by stick-laying, paper-weaving, folding and cutting, and such other exercises as would tend to develop power in executing as well as in apprehending. In the higher grades nearly all the geometric surfaces and solids were cut and made from manilla paper. Designs were also drawn and cut in the same material. This kind of drawing, thoroughly and systematically taught and illustrated, not only affords the proper basis for other and higher forms of manual training, but begets a desire for it.

At various times within the past few years the school management has had under consideration the establishment of other forms of manual training in the schools, but the undertaking was encumbered with difficulties. Just what and how to do was not apparent. The expense was an objection. The educational value and the feasibility were not clear. There was little or no successful experience to guide them. Finally, a year ago last September, it was decided to organize a cooking school. The sentiment, however, which prompted this move was to some extent the outcome of lectures and lessons on cooking, given in the city by Mrs. Emma P. Ewing, and especially of the favorable results of a cooking school subsequently established for poor girls and maintained by private gifts. The old high school building centrally located, and with rooms well adapted to this manual work, was at the command of the board. A room in this 40x50 feet was fitted up and equipped with all the implements and appliances necessary for

practical instruction in the cooking art. A lady, well qualified both by education and practice, was employed and placed in charge. The following is a synopsis of the course prepared and followed:

Cooking.....	Definition.	
Processes	Baking. Boiling. Broiling. Frying. Mixing.	
Baking.....	Definition. Roasting in oven. Baking in oven. Baking on griddle.	Bread. Meats. Cake. Pies. Puddings. Vegetables.
Boiling	Definition. Boiling. Steaming. Fricasseeing. Braising.	Meats. Vegetables. Doughs. Liquids.
Broiling	Definition. Broiling over hot coals. Pan broiling.	Meats. Fish. Poultry. Game.
Frying	Definition. Frying. Sauteing.	Fish. Poultry. Mushes. Batters.
Mixing	Stirring. Beating. Cutting, or folding.	

Admittance to the school was confined to those girls of the high school and of the ninth grade of the grammar schools who desired to avail themselves of its advantages. Seventy-five from the former and one hundred and twenty-four from the latter presented themselves for admission. These were divided into classes of fifteen each, this being the largest number that could be advantageously taught at a time. The lessons were given only in the afternoons and occupied about two and a half hours each. The high school girls were instructed the first half of the year, and the ninth grade girls the last half. Each high school class then received one lesson a week, and each ninth grade class one every eighth day.

The girls engaged in these lessons with enthusiastic interest, and expressed regret when the instruction closed. No line of instruction in our schools has ever proven more popular, and its usefulness in preparing these girls for some of the most important duties of life, and in qualifying them to help themselves in the world, if such should be necessary, is unquestionable. Though absent from certain recitations, they kept themselves fully and faithfully up with their classes in the regular studies of the course.

The instruction was confined to plain cooking, and was in accordance with the scheme outlined above. The girls were required to perform all these processes themselves, under the supervision of the teacher. They were taught the theory as well as the practice. Here was opportunity for practical application of their knowledge of physiology, chemistry and physics. The properties and nutritive value of the different kinds of food were discussed. In addition they were instructed in how to take care of food, and in all the common operations of the kitchen and the dining-room. Nearly all of them did cooking at home and brought samples to the school.

Forty lessons constitute the course. When this is completed the girls are prepared to do all ordinary kinds of cooking, according to the most approved methods.

The cost of the school last year was:

Salary of teacher	\$ 693.75
Fitting and furnishing the room	204.32
Groceries and other supplies for cooking	100.88
Janitor's salary	57.00
Total	\$1,055.95

The popularity and success of the cooking school had influence in leading to the decision to establish a department of manual work for boys. The boys themselves, also, claimed as much right as the girls to recognition in this line of education. The matter had been under the earnest consideration of the board for some time. They believed that the scheme had in it educational value and merit that deserved attention. They corresponded extensively with school authorities where manual training had been introduced. The testimony was unanimously and strongly in favor of such work as an adjunct to the public school course. The arguments were numerous, both economic and pedagogic, but they need not be repeated here.

Accordingly, last June the board resolved to make provision for one line of manual work for boys for the ensuing school year. The special committee, in its report of recommendation, said: The object of the manual training herein contemplated, is not to educate the hand to the neglect of the brain, not to train in the power of doing to the detriment of the power of thinking, not to teach a trade, but rather the rudiments of all trades. It is not intended to limit or abridge literary training and attainment, but to supplement it and render it more thorough. Through the manual exercises to be required and the tools to be used, the purpose is not only to illustrate and explain more clearly and intelligibly than the methods of the ordinary class-room have hitherto done the principles of mechanics, geometry, drawing, and other branches of study, but also to train the hand and eye, and cultivate and develop the constructive and executive faculties, so that when the boy gets through school, he will not simply know, but be able also to do. In short, the system will seek "to put the whole boy at school," and turn him out with a good degree of executive ability.

The exercises this year are to be limited exclusively to work in wood, giving practice in the use of all the ordinary tools employed in all the common operations in carpentry, joinery, wood-carving, etc. No machinery is to be required this year. Next year wood-working machinery will be added.

Drawing is to form a prominent feature of the instruction—all the kinds that a systematic and workmanlike execution of the various operations involves or implies.

The upper room, in the same building in which the cooking-school is, 40x60 feet in floor dimensions, and well adapted in every respect, is used for this school. In it were placed seven double work-benches, suitably constructed for carpenter work. Thirteen sets of tools were provided. Drawing-tables, a grind-stone, and a few other necessary equipments were furnished, and a competent teacher employed at a salary of \$800 for twelve calendar months. He has arranged a systematic course of exercises for the entire school year. The cost of furnishing the room was less than \$300. Only boys in the public schools fourteen years of age, or over, are admitted. Attendance is optional, but once begun, it must be continued, except for good reason. Sixty boys from the high school, and seventy-two from the grammar schools elected this work. They are divided into classes of twelve each, the high school boys taking their lessons in the afternoons, and the grammar school boys in the forenoons. Two and a half hours is the time of

a lesson. Thus, each high school class has a lesson once a week, and each grammar school class once every sixth school day. The boys are required to keep up with the regular studies of the grades to which they belong. This they are doing cheerfully and well, and they are taking great interest and making rapid progress in their manual work.

It is, perhaps, a little too early for safe conclusions, but there is strong evidence now that the results will fully justify the establishment of this handicraft work in our schools.

STATISTICS.

1887, 1888, 1889.
