

BIENNIAL REPORT  
OF THE  
Superintendent of Public Instruction  
OF THE  
State of Iowa.

NOVEMBER 1, 1891.

HENRY SABIN,  
SUPERINTENDENT OF PUBLIC INSTRUCTION.

PRINTED BY ORDER OF THE GENERAL ASSEMBLY.

DES MOINES:  
G. H. RAGSDALE, STATE PRINTER.  
1891.



DIST. TWP. EAGLE GROVE, WRIGHT CO.

Size 20 x 30.

Cost \$600.

*His Excellency, HORACE BOIES, 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, 1891.

HENRY SABIN,  
*Superintendent of Public Instruction.*



## CONTENTS.

	PAGE
REMARKS ON THE SUMMARY.....	7
GENERAL SUMMARY OF STATISTICS FOR 1889-90-91.....	8
TABULAR EXHIBIT OF IOWA SCHOOL SYSTEM FROM 1847 TO 1891.....	14
PREFATORY REMARKS.....	17
<b>THE SCHOOL SYSTEM—</b>	
Superintendent of public instruction.....	21
County superintendents .....	23
School finances.....	26
City school systems.....	29
High schools.....	31
Town and village schools.....	35
Country schools.....	36
Directors.....	39
Buildings.....	41
<b>PREPARATION FOR TEACHING—</b>	
Normal school.....	47
Institutes.....	51
Teachers.....	60
State university.....	63
University extension.....	67
<b>EDUCATIONAL ORGANIZATION—</b>	
State teachers' association.....	71
County superintendents' meetings .....	75
Teachers' associations.....	79
Teachers' round tables.....	81
State reading circle.....	83
Iowa pupils' reading circle .....	86
Women's round table.....	89
<b>SCHOOL LAWS—</b>	
The text-book law.....	93
Scientific temperance instruction .....	98
State board of examiners.....	106
Enumeration of children.....	123
Age of attendance.....	125

SPECIALTIES—	PAGE
Reading for teachers.....	131
Public school libraries.....	134
Arbor day annual.....	140
Columbian exposition.....	145
CONCLUSION—	
In memoriam.....	151
Remarks.....	155
Acknowledgments.....	157
CITY SCHOOL SYSTEMS—	

## APPENDIX.

STATISTICS—	
ABSTRACTS FROM REPORTS OF 1890—	
School statistics [A].....	2
School finances [B].....	6
Examination of teachers [C].....	12
Visitation of schools, appeals, etc. [D].....	16
Teachers' normal institutes [E].....	18
Statistics of city systems.....	24
Graded schools.....	25
Announcement of state university.....	29
Announcement of state normal school.....	30
List of county superintendents.....	31
ABSTRACTS FROM REPORTS OF 1891—	
School statistics [A].....	34
School finances [B].....	38
Examination of teachers [C].....	44
Visitation of schools, appeals, etc. [D].....	48
Teachers' normal institutes [E].....	50
City systems.....	56
Graded schools.....	57
High school statistics.....	61
List of county superintendents.....	73

## REMARKS ON THE SUMMARY.

By printing the few pages that follow, after the remainder of the report including the full itemized accounts is in print, we are able to collect and summarize a few of the most important features of the work, and to place the results of the last year side by side with the same items for former years.

The tabular exhibit on pages 14 and 15 brings together the leading features in such a form as to make them easy of comparison.

The figures given for 1890 and 1891 in this summary may be verified by reference to the statistical tables in the appendix of this report.



## GENERAL SUMMARY OF STATISTICS.

## SECRETARIES' REPORTS.

## SCHOOL DISTRICTS.

	1889.	1890.	1891.
District townships.....	1,188	1,202	1,198
Independent districts.....	3,451	3,439	3,463
Whole number of districts.....	4,639	4,641	4,661
Subdistricts.....	8,768	8,875	8,969

## SCHOOLS.

Ungraded.....	12,088	12,094	12,178
Rooms in graded.....	3,523	3,668	3,854
Whole number.....	15,611	15,762	16,032
Average duration in months.....	7.7	7.8	7.8

## TEACHERS.

Males employed.....	5,432	5,460	5,228
Females employed.....	20,861	21,107	21,541
Whole number.....	25,793	26,567	26,769
Av. monthly compensation, males.....	\$ 37.52	\$ 37.09	\$ 37.54
Av. monthly compensation, females.....	30.37	30.21	30.52

## SCHOLARS.

Between five and twenty-one, males..	331,386	336,166	339,969
Between five and twenty-one, females	318,220	324,329	328,572
Total enumeration.....	649,606	660,495	668,541
Enrolled in public schools.....	489,229	493,267	503,755
Total average attendance.....	304,856	306,309	317,267
Percentage enrollm't on enumeration	75.3	74.8	75.4
Percentage attendance on enrollm't..	62.3	62.1	63.0
Percentage attendance on enumerat'n	46.9	46.4	47.5
Av. tuition per month per scholar....	\$ 1.79	\$ 1.80	\$ 1.80
Av. number to each teacher.....	31	31	31

## SCHOOL-HOUSES.

	1889.	1890.	1891.
Whole number.....	12,879	12,997	13,129
Value.....	\$ 12,580,345	\$ 12,715,766	\$ 13,184,944

## APPARATUS.

Value.....	\$ 320,150	\$ 381,106	\$ 404,534
------------	------------	------------	------------

## DISTRICT LIBRARIES.

Number of volumes.....	74,891	84,957	98,701
------------------------	--------	--------	--------

## SHADE TREES ON SCHOOL GROUNDS.

Number of growing trees.....	164,528	170,306	177,391
------------------------------	---------	---------	---------

## TEMPERANCE INSTRUCTION.

Schools teaching effects of stimulants..	14,851	15,097	15,249
--	--------	--------	--------

## TREASURERS' REPORTS.

## SCHOOL-HOUSE FUND.

## RECEIPTS.

	1889.	1890.	1891.
On hand at last report.....	\$ 327,108.86	\$ 276,410.77	\$ 334,699.93
From district tax.....	584,799.42	612,226.66	595,833.87
From other sources.....	544,779.00	427,258.21	597,972.11
Total receipts.....	\$1,456,687.28	\$1,315,895.64	\$1,528,495.91

## EXPENDITURES.

For school-houses and sites.....	\$ 561,251.37	\$ 509,204.72	\$ 581,579.01
For libraries and apparatus.....	10,552.10	8,745.86	7,777.16
On bonds and interest.....	364,730.71	327,862.76	437,768.71
Paid for other purposes.....	243,742.33	135,882.37	139,828.10
Total expenditures.....	\$1,180,276.51	\$ 981,195.71	\$1,166,952.98
On hand.....	276,410.77	334,699.93	361,542.93
Total.....	\$1,456,687.28	\$1,315,895.64	\$1,528,495.91



## GENERAL SUMMARY OF STATISTICS.

## SECRETARIES' REPORTS.

## SCHOOL DISTRICTS.

	1889.	1890.	1891.
District townships.....	1,188	1,202	1,198
Independent districts.....	3,451	3,439	3,463
Whole number of districts.....	4,639	4,641	4,661
Subdistricts.....	8,768	8,875	8,969

## SCHOOLS.

Ungraded.....	12,088	12,094	12,178
Rooms in graded.....	3,523	3,668	3,854
Whole number.....	15,611	15,762	16,032
Average duration in months.....	7.7	7.8	7.8

## TEACHERS.

Males employed.....	5,432	5,460	5,228
Females employed.....	20,361	21,107	21,541
Whole number.....	25,793	26,567	26,769
Av. monthly compensation, males.....	\$ 37.52	\$ 37.09	\$ 37.54
Av. monthly compensation, females.....	30.37	30.21	30.52

## SCHOLARS.

Between five and twenty-one, males..	331,386	336,166	339,969
Between five and twenty-one, females	318,220	324,329	328,572
Total enumeration.....	649,606	660,495	668,541
Enrolled in public schools.....	489,229	493,267	503,755
Total average attendance.....	304,856	306,309	317,267
Percentage enrollm't on enumeration	75.3	74.8	75.4
Percentage attendance on enrollm't..	62.3	62.1	63.0
Percentage attendance on enumerat'n	46.9	46.4	47.5
Av. tuition per month per scholar....	\$ 1.79	\$ 1.80	\$ 1.80
Av. number to each teacher.....	31	31	31

## SCHOOL-HOUSES.

	1889.	1890.	1891.
Whole number.....	12,879	12,997	13,129
Value.....	\$ 12,580,345	\$ 12,715,766	\$ 13,184,944

## APPARATUS.

Value.....	\$ 320,150	\$ 381,106	\$ 404,534
------------	------------	------------	------------

## DISTRICT LIBRARIES.

Number of volumes.....	74,891	84,957	98,701
------------------------	--------	--------	--------

## SHADE TREES ON SCHOOL GROUNDS.

Number of growing trees.....	164,528	170,306	177,391
------------------------------	---------	---------	---------

## TEMPERANCE INSTRUCTION.

Schools teaching effects of stimulants..	14,851	15,097	15,249
--	--------	--------	--------

## TREASURERS' REPORTS.

## SCHOOL-HOUSE FUND.

## RECEIPTS.

	1889.	1890.	1891.
On hand at last report.....	\$ 327,108.86	\$ 276,410.77	\$ 334,699.93
From district tax.....	584,799.42	612,226.66	595,823.87
From other sources.....	544,779.00	427,258.21	597,972.11
Total receipts.....	\$1,456,687.28	\$1,315,895.64	\$1,528,495.91

## EXPENDITURES.

For school-houses and sites.....	\$ 561,251.37	\$ 509,204.72	\$ 581,579.01
For libraries and apparatus.....	10,552.10	8,745.86	7,777.16
On bonds and interest.....	364,730.71	327,862.76	437,768.71
Paid for other purposes.....	243,742.33	135,882.37	139,828.10
Total expenditures.....	\$1,180,276.51	\$ 981,195.71	\$1,166,952.98
On hand.....	276,410.77	334,699.93	361,542.93
Total.....	\$1,456,687.28	\$1,315,895.64	\$1,528,495.91



## CONTINGENT FUND.

## RECEIPTS.

	1889.	1890.	1891.
On hand at last report.....	\$ 599,279.15	\$ 577,618.91	\$ 619,233.72
From district tax.....	1,260,368.02	1,282,415.80	1,314,002.94
From other sources.....	121,036.27	115,545.50	167,759.76
Total receipts.....	\$1,980,683.44	\$1,975,580.21	\$2,100,996.42

## EXPENDITURES.

For fuel, rent, repairs, etc.....	\$ 878,696.05	\$ 834,831.73	\$ 887,979.45
Paid secretaries and treasurers.....	130,399.10	130,214.39	132,736.09
For records, dictionaries, etc.....	66,859.07	64,640.45	56,480.51
For text-books to be resold.....		6,224.46	41,696.66
For general supplies.....	98,835.49	141,770.62	156,912.76
For other purposes.....	228,274.82	178,664.84	189,839.02
Total expenditures.....	\$1,403,064.53	\$1,356,346.49	\$1,465,644.49
On hand.....	577,618.91	619,233.72	635,351.93
Total.....	\$1,980,683.44	\$1,975,580.21	\$2,100,996.42

## TEACHERS' FUND.

## RECEIPTS.

On hand at last report.....	\$2,019,747.14	\$2,122,645.88	\$2,149,302.15
From district tax.....	3,490,635.16	3,490,770.79	3,575,711.62
From semi-annual apportionments.....	782,137.40	799,578.21	834,784.19
From other sources.....	94,912.93	109,081.64	98,408.09
Total receipts.....	\$6,387,432.63	\$6,522,076.52	\$6,658,206.05

## EXPENDITURES.

Paid teachers.....	\$4,197,165.11	\$4,318,870.87	\$4,458,590.30
Paid for other purposes.....	67,621.64	53,903.50	53,009.96
Total expenditures.....	\$4,264,786.75	\$4,372,774.37	\$4,511,600.26
On hand.....	2,122,645.88	2,149,302.15	2,146,605.79
Total.....	\$6,387,432.63	\$6,522,076.52	\$6,658,206.05

## COUNTY SUPERVISION.

## EXAMINATION OF TEACHERS.

	1889.	1890.	1891.
First grade certificates issued.....	9,959	9,966	10,437
Second grade certificates issued.....	12,441	12,554	13,326
Third grade certificates issued.....	2,692	1,981	1,597
Total number issued.....	25,092	24,501	25,360
Applicants rejected.....	3,842	4,049	3,512
Total number examined.....	28,934	28,550	28,872
Certificates revoked.....	3	3	3
Average age of applicants.....	26 and 22	26 and 22	26 and 22
No experience in teaching.....	3,944	3,936	4,330
Taught less than one year.....	4,043	4,116	4,136
With state certificates or diplomas.....	193	267	377

## VISITATION OF SCHOOLS.

Schools visited.....	10,444	9,811	10,665
Visits made during the year.....	13,418	12,376	13,654
Educational meetings held.....	748	775	827

## APPEALS.

Number of cases.....	65	49	78
----------------------	----	----	----

## COMPENSATION.

Total paid county superintendents.....	\$ 114,053	\$ 115,830	\$ 116,226
Average received per annum.....	1,152	1,170	1,174

## PRIVATE SCHOOLS.

Number reported.....	180	218	245
Teachers employed.....	807	1,049	1,099
Students in attendance.....	25,440	28,728	31,498
Number of graduates.....	1,130	1,178	1,401



## TEACHERS' NORMAL INSTITUTES.

## GENERAL REPORT.

	1889.	1890.	1891.
Number of institutes held.....	99	99	99
Continuing weeks.....	2.7	2.6	2.5
Males in attendance.....	3,803	2,748	2,696
Females in attendance.....	15,244	15,773	15,859
Total.....	18,047	18,521	18,655

## FINANCIAL REPORT.

## RECEIPTS.

On hand at last report.....	\$ 14,280.73	\$ 14,220.86	\$ 15,101.16
Examination fees.....	28,934.00	28,550.00	28,872.00
Registration fees.....	18,047.00	18,521.00	18,655.00
State appropriation.....	4,950.00	4,950.00	4,950.00
From other sources.....	535.52	996.54	470.13
Total.....	\$ 66,747.25	\$ 67,238.40	\$ 68,048.29

## EXPENDITURES.

For instruction and lectures.....	\$ 44,792.99	\$ 44,367.51	\$ 44,939.77
For incidentals.....	7,733.40	7,769.73	7,866.95
On hand.....	14,220.86	15,101.16	15,241.55
Total.....	\$ 66,747.25	\$ 67,238.40	\$ 68,048.29

## PERMANENT SCHOOL FUND.

Amount in September.....	\$4,319,441.91	\$4,375,942.00	\$4,475,088.47
Interest on the same.....	263,690.00	266,338.00	247,686.00

## THE COST OF OUR SCHOOLS.

	1889.	1890.	1891.
For teachers' salaries.....	\$ 4,197,165	\$ 4,318,871	\$ 4,458,590
For school-houses, apparatus, etc.....	* 1,582,777	1,380,668	1,611,413
For general contingencies.....	1,068,186	1,010,778	1,074,195
Total.....	\$ 6,848,128	\$ 6,710,317	\$ 7,144,198

## FIGURED ON TAXABLE PROPERTY.

Number of mills for each dollar of assessed valuation.

	1889.	1890.	1891.
Teachers' salaries.....	\$ 8.03	\$ 8.29	\$ 8.39
School-houses, apparatus, etc.....	3.03	2.65	3.03
General contingencies.....	2.04	1.94	2.02
Total.....	\$ 13.10	\$ 12.88	\$ 13.44

## ON ESTIMATED POPULATION.

For each individual of entire population.

Teachers' salaries.....	\$ 2.15	\$ 2.26	\$ 2.30
School-houses, apparatus, etc.....	.81	.73	.83
General contingencies.....	.55	.53	.55
Total.....	\$ 3.51	\$ 3.51	\$ 3.68

## ON SCHOOL ENUMERATION.

For each youth between 5 and 21.

Teachers' salaries.....	\$ 6.46	\$ 6.54	\$ 6.67
School-houses, apparatus, etc.....	2.44	2.09	2.41
General contingencies.....	1.64	1.53	1.61
Total.....	\$ 10.54	\$ 10.16	\$ 10.69

## ON TOTAL ENROLLMENT.

For each scholar enrolled in school.

Teachers' salaries.....	\$ 8.58	\$ 8.76	\$ 8.85
School-houses, apparatus, etc.....	3.23	2.79	3.20
General contingencies.....	2.18	2.05	2.13
Total.....	\$ 13.99	\$ 13.60	\$ 14.18

## ON AVERAGE ATTENDANCE.

For each scholar actually in attendance the average time.

Teachers' salaries.....	\$ 13.77	\$ 14.09	\$ 14.05
School-houses, apparatus, etc.....	5.19	4.51	5.08
General contingencies.....	3.50	3.30	3.33
Total.....	\$ 22.46	\$ 21.90	\$ 22.51



TABULAR EXHIBIT: SHOWING THE GROWTH OF THE PUBLIC

Year.	DISTRICTS.			SCHOOLS.			TEACHERS.				PUPILS.			
	District townships.	Independent districts.	Subdistricts.	Ungraded.	Graded.	Average annual session.	Number employed.		Average compensation per month.	Number of persons between the ages of 5 and 21 years.	Number enrolled in public schools.	Total average attendance.	Average cost of tuition per month.	
							Males.	Females.						
														Months.
Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	
1847	416													
1848	603			105				101	23	15.43	8.20	20,922	2,439	
1849	1,005	554				4	4	336	245	14.53	7.64	40,646	17,577	
1850	1,262	914				3	10	549	250	14.76	8.78	50,082	17,350	
1851	1,358	1,181						706	432			64,336	24,804	
1852	1,560	1,266						806	525			77,154	33,040	
1853	1,761	1,379				3	12	740	509			85,000	33,033	
1854	2,353	1,520				3	9	961	772	19.61	9.39	100,083	42,442	
1855												24,559		
1856	2,850	2,153						1,279	1,243	14.47	8.23	173,898	59,014	
1857	3,265	2,708						1,572	1,424	24.38	12.95	195,285	79,670	
1858	3,32	2,200						1,118	1,082	25.33	9.42	233,927	36,574	
1859	4,109	4,243						2,901	2,364	27.68	17.16	240,531	142,849	
1860	4,554	4,927						3,219	3,155	23.76	15.28	244,968	167,869	
1861	4,803	5,502						3,763	3,562	24.24	16.20	262,570	183,318	
1862	5,057	5,805						3,618	4,187	21.76	14.24	269,522	201,805	
1863	5,172	6,237				4	2	2,937	5,593	22.00	15.68	281,733	199,750	
1864	5,540	6,623				5	5	2,815	6,140	25.12	17.60	294,912	210,569	
1865	5,572	5,732				5	5	2,353	6,467	31.64	22.80	324,338	217,563	
1866	5,926	5,900				5	4	2,673	6,670	33.60	23.76	348,408	241,827	
1867	6,168	6,229				5	6	3,076	6,667	35.88	24.64	372,969	257,281	
1868	6,410	6,439	212			6	8	4,123	6,846	35.42	25.72	393,630	279,007	
1869	6,773	6,788	221			6	12	4,479	7,515	36.96	27.16	418,168	296,138	
1870	6,986	6,919	213			6	4	4,909	7,806	35.60	26.80	431,134	320,803	
1871	7,344	7,116	289			6	10	5,483	8,587	36.00	27.80	460,629	341,938	
1872	7,317	7,400	403			6	10	5,961	9,320	36.00	28.66	475,499	340,789	
1873	7,206	7,270	419			6	10	6,091	10,193	36.28	27.68	491,344	347,572	
1874	7,196	7,316	403			6	14	6,273	10,729	35.95	27.67	506,385	367,065	
1875	7,134	7,062	403			6	10	6,500	11,645	36.68	28.34	533,571	384,012	
1876	7,099	7,017	405			6	16	6,830	12,322	37.27	28.69	553,920	398,825	
1877	7,086	7,015	476			7	5	7,348	12,518	34.88	28.69	567,859	421,193	
1878	7,119	7,266	508			7	6	7,561	13,023	33.98	27.84	575,474	428,362	
1879	7,440	7,543	507			7	7	7,373	13,579	31.71	26.48	577,353	431,317	
1880	7,162	7,608	509			7	8	7,254	14,344	31.16	26.28	586,556	436,057	
1881	7,161	7,178	511			7	8	6,546	15,230	32.50	27.25	594,730	431,513	
1882	7,170	7,354	511			7	2	6,044	16,037	35.20	27.46	604,739	406,947	
1883	7,171	7,186	511			7	2	5,605	16,521	35.21	27.80	621,042	477,222	
1884	7,183	7,391	511			7	4	5,760	17,359	37.40	30.42	623,151	472,966	
1885	7,202	7,461	511			7	4	5,809	17,906	37.95	29.65	645,407	477,663	
1886	7,195	7,340	511			7	6	5,927	18,748	38.42	29.16	638,156	480,788	
1887	7,190	7,400	511			7	8	6,007	18,205	38.00	29.50	638,448	487,169	
1888	7,193	7,426	511			7	14	5,595	19,518	36.44	30.05	639,248	477,184	
1889	7,188	7,451	511			7	14	5,432	20,361	37.52	30.67	649,606	489,229	
1890	7,202	7,430	511			7	16	5,400	21,107	37.00	30.21	660,495	493,267	
1891	7,198	7,463	511			7	16	5,228	21,541	37.54	30.52	668,541	503,755	

\* No report in 1855.

† Including independent districts.

‡ Rooms in graded schools.

SCHOOL SYSTEM OF IOWA FROM 1847 TO 1891, INCLUSIVE.

Total number.	SCHOOL- HOUSES.	No. volumes in libraries.	No. teachers' institutes held.	EXPENDITURES.					Annual interest of perma- nent fund.	Total equalized assessment of entire state.	Year.
	Value.			Teachers' salaries.	School-houses, grounds, libraries, and apparatus.	Fuel and other con- tingencies.	Total.				
287	38,509	180		24,648	18,978	1,812	44,748	2,185	12,271,000	1847	
522	68,762	287		36,814	30,655	3,450	71,219	6,138	14,450,000	1848	
357	63,412	476		47,502	25,770	3,475	76,756	17,028	18,509,000	1849	
804	99,708	709		54,649	18,822	4,425	77,896	23,546	22,623,000	1850	
859	144,979	943		72,035	31,890	3,739	107,625	20,600	28,465,000	1851	
1005	170,564	570		87,817	39,224	3,924	121,965	36,186	38,427,000	1852	
								50,155	49,540,000	1853	
								68,796	72,327,000	1854	
1033	265,790	875		147,862	128,437	15,442	291,741	106,895	106,895,000	1855	
1086	571,064	321		198,142	147,167	19,206	394,515	164,395	164,395,000	1856	
2182	971,004	249	20	148,574	98,719	51,181	298,474	111,839	210,045,000	1857	
2620	1,019,747	827	14	380,580	166,802	67,241	617,632	103,966	179,828,000	1858	
3208	1,200,840	2225	32	445,468	158,291	62,179	617,632	145,035	197,823,000	1859	
3479	1,288,837	2065	33	518,591	134,903	40,933	694,447	142,151	193,385,000	1860	
3976	1,290,288	3888	56	515,939	190,805	49,027	704,771	155,217	177,451,000	1861	
4110	1,394,788	3857	60	570,115	160,253	58,289	788,657	155,217	175,000,000	1862	
4274	1,739,131	4840	63	686,672	190,590	78,029	964,291	123,766	167,109,000	1863	
4935	2,183,728	6389	50	856,725	207,453	111,480	1,265,657	135,320	165,000,000	1864	
5009	2,836,577	10344	69	1,066,623	272,593	158,739	1,737,955	165,344	215,063,000	1865	
5454	3,450,978	16903	67	1,161,653	692,034	185,910	2,039,597	165,344	230,000,000	1866	
6000	4,207,344	8776	65	1,230,823	917,904	415,484	2,663,911	201,403	256,517,000	1867	
6407	5,374,542	6032	74	1,438,994	941,884	466,183	3,146,034	201,403	260,000,000	1868	
6888	6,191,633	11399	78	1,636,951	1,038,404	378,065	3,043,429	238,356	295,000,000	1869	
7598	6,868,091	11482	78	1,900,893	935,617	432,680	3,269,190	226,111	300,000,000	1870	
8253	7,495,929	11645	85	2,130,447	1,212,722	722,897	4,065,666	226,111	349,038,000	1871	
8656	8,164,325	12944	84	2,248,676	1,184,081	796,095	4,229,455	240,077	366,076,000	1872	
9228	8,232,935	10719	62	2,447,430	1,154,745	832,646	4,443,482	275,789	399,124,000	1873	
9528	8,617,950	13120	97	2,568,440	1,114,684	892,626	4,605,749	304,826	374,340,000	1874	
9908	9,375,833	17122	98	2,784,099	1,168,057	1,205,618	4,957,774	318,907	395,423,000	1875	
10296	9,044,973	17329	92	2,953,645	1,106,788	1,136,095	5,197,428	276,960	401,264,000	1876	
10566	9,161,701	20587	99	3,011,230	1,101,956	900,213	5,103,399	284,013	404,670,000	1877	
10791	9,096,145	22581	99	2,927,308	1,149,718	979,452	5,051,478	276,218	401,488,000	1878	
11037	9,245,243	22699	99	2,901,948	1,231,598	787,703	4,921,249	282,903	405,854,000	1879	
11221	9,533,493	26751	98	3,040,716	1,263,665	825,441	5,129,820	282,903	400,819,000	1880	
11285	9,940,345	27899	99	3,218,320	1,404,727	935,212	5,558,259	234,622	419,316,000	1881	
11789	10,473,147	34749	99	3,630,516	1,426,260	1,041,666	6,098,442	225,997	426,281,000	1882	
11975	10,808,095	33922	99	3,696,453	1,487,393	1,053,123	6,236,971	229,748	464,105,000	1883	
12309	12,690,326	57095	99	3,777,002	1,227,815	1,049,406	6,054,313	242,710	464,508,000	1884	
12444	11,560,326	46527	99	3,981,033	1,280,135	1,071,005	6,332,173	248,260	488,953,000	1885	
12931	11,706,439	55203	99	4,026,919	1,262,794	1,086,756	6,376,469	250,393	489,540,000	1886	
12752	12,007,340	63169	99	4,107,102	1,251,198	1,045,269	6,405,569	261,763	500,950,000	1887	
12879	12,580,345	74891	99	4,197,165	1,582,777	1,068,186	6,848,128	264,763	504,901,000	1888	
12997	12,715,766	84057	99	4,318,871	1,680,668	1,010,778	6,710,317	262,690	522,567,000	1889	
13129	13,184,944	98701	99	4,458,590	1,391,413	1,074,195	7,144,198	266,338	520,983,000	1890	
								247,686	531,368,526	1891	



## TWENTY-FIFTH BIENNIAL REPORT

OF THE

# Superintendent of Public Instruction.

---

### PREFATORY REMARKS.

---

The school law in the sections defining the duty of the superintendent of public instruction, requires that officer to report, with other particulars, the condition of the common schools of the state, and such plans as he may have matured for their more perfect organization and efficiency.

While other great questions affecting our material prosperity have received the attention of our people, there has never been a time in the history of Iowa when her educational interests have been either forgotten or neglected. Her schools have made Iowa great, and have given her an honorable renown among her sister states of the union.

In the following report the effort has been made to present a fair view of the educational system of the state, as far as it is connected with this department.

A large majority of the people receive their education in the common schools. The school-houses on the prairies and in the small villages are potent factors in forming the character of future citizens. In these schools over which but little supervision is exercised, we need the most competent teachers that can be obtained.

While we have not neglected the interests of our higher schools, we trust it will not be considered amiss that we have devoted so large a space in this report to the wants and interests of the rural schools, and to the improvement of those agencies upon which we depend for their advancement.



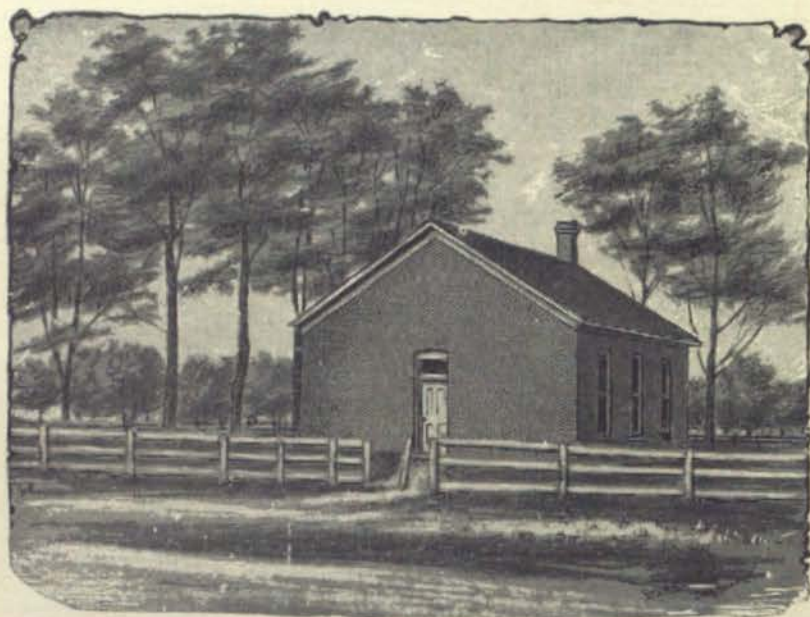
The legislation we most need at this present time, is in the direction of closer supervision, more suitable buildings, and teachers better acquainted with the wants of these schools. Those enactments which affect the welfare of the children of Iowa, should be broad and generous, and in accordance with the most enlightened views of the age.

We cannot afford to economize by denying the pupils those opportunities, which once lost, are lost for a lifetime. The school life of the child is less than four years, and when we consider the work which must be done in that short time, we cannot fail to see the necessity for placing at his disposal the best educational advantages.

We should not forget, however, that the school system of the state is a unit, and legislation should be devised so as to strengthen it in its entire length and breadth.

The work done in the higher institutions which are under the care of the state cannot advance far beyond that done in the common schools.

We have endeavored to furnish as accurate statistical information as possible, and trust that the recommendations which our observation has led us to make, will some of them, at least, be found worthy to be incorporated in the school laws of the state.



DIST. TWP. DES MOINES, BOONE CO.

Size 24 x 30.

Cost \$800.

---

## THE SCHOOL SYSTEM.

---

### SUPERVISION:

SUPERINTENDENT OF PUBLIC INSTRUCTION.  
COUNTY SUPERINTENDENTS.

### ORGANIZATION:

SCHOOL FINANCES.  
CITY SCHOOL SYSTEMS.  
HIGH SCHOOLS.  
TOWN AND VILLAGE SCHOOLS.  
COUNTRY SCHOOLS.  
DIRECTORS.  
BUILDINGS.

---



## SUPERINTENDENT OF PUBLIC INSTRUCTION.

---

The work incumbent upon this office increases with each year.

The twenty-second general assembly made the superintendent of public instruction president, *ex-officio*, of the board of directors of the state normal school.

He is also a member of the board of regents of the state university. The duties connected with the state board of examiners, of which he is, *ex-officio*, president, add very much to his responsibilities, and will continue to grow, as teachers become more desirous of state recognition.

The members of the state teachers' association have made him president of the educational council, and he is largely consulted in arranging the program for that body.

In addition, he is by the law of the state charged with the duty of hearing and deciding appeals, he must give a written opinion upon any point of the school law to a school officer asking for it, he should meet county superintendents in conventions, in order to secure a more uniform administration of the law, and, as far as possible, he has a general supervision of the common schools of the state.

The latter duty is more important than any of the others, and yet it is the one to which he is able to pay the least attention.

Massachusetts employs the entire time of six agents, fitted by intelligence and long experience for their special work. This is too much to expect of Iowa, at the present, but the time is not far distant when the work of this office must be supplemented in some such way, if it is to produce results commensurate with the needs of the schools.

While it is gratifying to report that the educational forces of the state are working in almost perfect harmony, and there are signs of growth on every hand, it is also our duty to say plainly and emphatically that this department cannot meet all the demands of public service made upon it unless a way can be devised to relieve it of some of the routine duties which now occupy so much time



and thought. If this department had the power to visit and inspect, through its appointed agents, the numerous schools of the state, to counsel with school officers, to meet teachers in the associations, more closely to supervise and direct the work of normal institutes, and to deliver lectures with a view of arousing public interest in the schools, the whole educational system would soon feel the impulse.

As a matter of historical interest, the following list of all persons who have held this office, with approximate term of office, is included:

William Reynolds, Johnson county; appointed by territorial governor.—1841-42.

James Harlan, Henry county; supreme court decided law creating office had not gone into effect at time of election; Mr. Harlan resigned after a few months' valuable service.—1847-47.

Thomas H. Benton, Jr., Dubuque county.—1848-54.

James D. Eads, Lee county.—1854-57. Near the close of his term, Mr. Eads was suspended from office, and Joseph C. Stone appointed.

Maturin L. Fisher, Clayton county.—1857-58.

Office of superintendent of public instruction abolished December, 1858; duties performed by secretary of state board of education.

Office of superintendent of public instruction again created in March, 1864, by act of legislature.

Oran Faville, Bremer county; served nearly two terms.—1864-67.

D. Franklin Wells, Johnson county; appointed to fill unexpired term; afterwards elected.—1867-68.

Abraham S. Kissell, Scott county; appointed, then elected.—1869-72.

Alonzo Abernethy, Fayette county.—1872-76.

Carl W. von Coelln, Black Hawk county; appointed, then elected.—1876-82.

John W. Akers, Linn county.—1882-88.

Henry Sabin, Clinton county.—1888-92.

## COUNTY SUPERINTENDENTS.

It is a subject for congratulation that it is no longer necessary to adduce arguments in favor of retaining the county superintendency. We believe this office to be indispensable to our school system, but its efficiency would be vastly increased if we could guard it against falling into the hands of inexperienced and incompetent persons.

The first step which the conditions seem to exact is to require that candidates for this office should possess certain qualifications. It would seem to be a common sense maxim that no one is fitted to act with discretion and judgment in the office of county superintendent, who has not had a certain amount of experience in teaching in the common schools.

Three years of experience, two of which were consecutive, and all within the five years preceding the election, should be required. The county superintendent should come to his work direct from the school-room, full of enthusiasm, and ready to be the leader of the teachers of his county.

In Pennsylvania, where the office is an appointive one, the law contains these provisions:

No person shall hereafter be eligible to the office of county, city, or borough superintendent in any county in this commonwealth, who does not possess a diploma from a college legally empowered to grant literary degrees, a diploma or state certificate issued according to law by the authorities of a state normal school, a professional certificate from a county, city, or borough superintendent of good standing, issued at least one year prior to the election, or a certificate of competency from the state superintendent of common schools, nor shall such person be eligible unless he has a sound moral character, and has had successful experience in teaching within three years of the time of his election.

This is the foundation upon which an amendment to our school law should be based.

In addition to the experience already suggested, no one should be eligible to the office of county superintendent who does not hold



a state certificate, a diploma, or some credential from a reputable college or normal school, equal in value, in the estimation of the board of examiners, to such testimonial, as an evidence of scholarship. The opinion of the educators of this state in favor of such a requirement approaches very nearly to unanimity, and none have committed themselves more strongly to its support than many of the county superintendents.

It would seem to be a self-evident proposition that an officer whose duty it is to pass upon the qualifications of the teachers in our schools, should himself possess those qualifications to a very large degree; which we so rightfully expect in them. The only wonder is, that it did not commend itself to the intelligence of the people years ago.

In addition to this, the present degradation of the county superintendency is its connection with county politics. It is too often made the object of trade and barter by those who use it to obtain some more lucrative office for themselves, and the incumbent holds it in fear and trembling, lest he be deprived of it at the end of two short years, not through any malfeasance in office or dereliction of duty, but because his very faithfulness has raised up for him political enemies.

One remedy for this evil is in a change of time, and possibly of the manner, of election.

As in Pennsylvania and Indiana, the county superintendent could be appointed by the school officers of the county, the presidents of the boards of directors coming together for that purpose at the county seat, or he could be chosen by the electors of the county at the annual meetings in March.

Either plan, if joined to the qualifications already suggested, would do much towards raising this office to its proper level in the estimation of the people. We are not disposed to disparage in any degree the worth of the office of county superintendent as at present administered. We believe it to be, from the nature of its duties, the most important office in the county.

Because we cannot better express our valuation of it, and of those who discharge its duties, we quote from the latest Indiana state report:

The county superintendent, by his efficiency or incompetency, can exercise a wider influence for permanent good or evil than any other county official. There is no county in the state that could not better afford to pay several times the present cost of the county

superintendency, rather than to dispense with the efficient services of that official.

We are of the opinion that it is necessary to give the county superintendent more power, and to define more closely the duties of his office.

He should be required to audit each year the books of district treasurers. There is an imperative demand, based upon sound financial reasons, for this amendment to the law. He should also, whenever he has knowledge that any one is teaching in his county without a certificate and receiving pay from public funds, be required to report the same to the county attorney.

Whenever he has reason to believe that religious or sectarian instruction is given contrary to the letter and spirit of the law, in a school which is maintained at public expense, he should be required to investigate it at once, and if he finds such to be the fact, to report the same to the proper legal authorities.



## SCHOOL FINANCES.

It is a saying so frequently repeated as to be commonplace, that the people of Iowa tax themselves generously to support their public schools. Located favorably upon a productive soil, and made up so largely of the better elements from the states to the east, the early settlers of Iowa builded with wise foresight. Public sentiment has advanced steadily all these years, keeping our state well in the lead in expenditures for education, and in the results secured. As school buildings of a better class have been furnished, the money raised by taxation has been applied to secure a better teaching force, and to provide apparatus and other helps so necessary to the highest efficiency.

The only money voted directly by the electors is that known as the school-house fund. As the term implies, this fund is used to erect and furnish school buildings.

An amount for current running expenses, necessary repairs, apparatus, and like supplies, estimated annually by each board, is collected with the other taxes, and named by the law the contingent fund.

The money directed by law to be disbursed to teachers, and which must be held and used for no other purpose, is designated the teachers' fund. It will be interesting briefly to enumerate the sources of this fund. The larger portion is collected by tax upon the property of each district. The remainder comes from the interest on the permanent school fund, from the temporary school fund, and from the county school tax.

The permanent school fund of the state is derived from five per cent on the net proceeds from the sales of public lands in the state, the proceeds from the sales of the five hundred thousand acres granted to the state in 1841, by the general government, the proceeds from sales of escheated estates, and the proceeds from sales

of the sixteenth section in each township, or of land selected in lieu of the same.

Only the interest of the above fund may be appropriated. The amount of the permanent fund for 1891 was \$4,475,088.41, and the interest apportioned September, 1891, for the half year, was \$122,191.57, or eighteen and one-half cents for each of the 660,495 youth enumerated the previous year. In March, 1891, the interest amounting to \$125,494.05 was apportioned, nineteen cents for each youth.

The temporary school fund consists of all forfeitures of ten per cent made for the benefit of the school fund, all fines collected for violation of the penal laws, fines collected for the non-performance of military duty, and the proceeds from the sales of lost goods and estrays.

A county school tax of not less than one mill nor more than three mills on the dollar, is levied by each county board of supervisors and collected with the other taxes.

The interest from the permanent fund, all of the temporary fund, and the county school tax, are added together and apportioned semi-annually among the different districts in the county in proportion to the number of youth between the ages of five and twenty-one. In order that these sums may not be diverted from their original purpose, the law includes them in the teachers' fund.

It is thought by many that no necessity exists for a separation into three funds. But the experience of the years has shown the wisdom of the law compelling such division. We name a single one of many reasons. Under the present system it is impossible for a board lawfully to use the money, set apart to pay teachers, in building an expensive house, or to use all the money in any other way, so as to leave nothing to pay for teaching.

It is also easy for the electors to determine what sums shall be used for new buildings or repairs, and to require the board to expend the money for the purpose voted. The provision allowing the electors to order any surplus in the school-house fund, transferred to either of the other funds, operates very satisfactorily, and of late years the idea that there should be but a single common fund is being urged less and less frequently.

There is a disposition on the part of many boards to carry large amounts on hand from year to year. A careful distribution of the money to the probable needs should make it undesirable to leave in the hands of treasurers large sums belonging to the tax-payers.



Four hundred and fifty dollars, in each district, carried along unnecessarily, does not seem so great, but if this becomes an average for the state, we have about two millions kept on hand only for the benefit of treasurers, and bringing no gain to the people contributing this money. Instead of having more than three millions on hand, as is the rule, one million would be an amount of surplus funds amply sufficient for any special needs likely to arise.

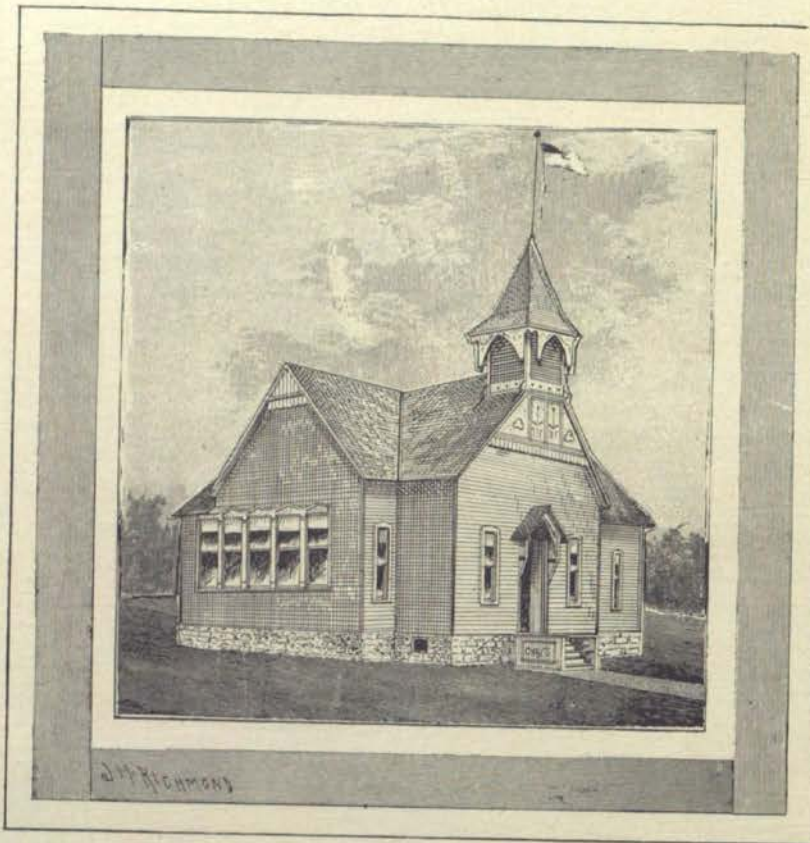


## CITY SCHOOL SYSTEMS.

Near the close of this report will be found a carefully compiled statement of the conditions of the schools in twenty-four city districts numbering over 4,000 inhabitants each, according to the census of 1890. We think a close inspection will reveal a promising growth in buildings, libraries, and salaries, as well as a prosperous financial condition.

In improved methods of instruction, in the self-devotion of the teachers, in the cordial support of the people, the schools of these cities will compare favorably with cities of corresponding size in older settled states.

At present the attention of the educational public is drawn strongly towards the necessity of improving the character of the instruction given in the grades below the high school. It is from these grades that the majority of the children of the district drop out to commence the work of earning a living for themselves and others. The superintendent of the Chicago schools states in his last report, that the average attendance of the child in school does not exceed three years. It thus becomes a question of grave importance how we can make the first years of the course productive of the greatest good to those who, by the hard necessities of life, are so limited in time. When we note the fact, that in our city schools the lower rooms are always crowded, that the great majority of pupils are found in the first five grades, we realize that the instruction given during the first three or four years takes a firmer hold upon the lives and homes of the people than that of all the other years combined, including the high school. While we do not believe that it is desirable to make a radical change in our courses of study, there is occasion for a rigid inquiry as to whether valuable time is not wasted over things which are not essential to a practical education, and whether some of the methods adopted under the attempt to be philosophical and thorough are not in reality too slow and cumbersome, when we consider the demands life



POLK SCHOOL, CEDAR RAPIDS.

Two-room Building.



will soon make upon the child. It is true that under our American form of government all things are possible to the child, and this should not be lost sight of in conducting his education; but it is true as well that the education of the masses should be directed with regard to that which is to be the probable career of most of them.

To be able to read, write, and cipher forms only a limited education, yet even this is exceedingly valuable to the man who, in his childhood, had not the opportunity to obtain any other. The same rigid inquiry already suggested, brings forward the question whether we could not secure time also for instruction in morals, patriotism, and the government of the state, of which the child, as a voter, is soon to become an important factor. These questions are certainly worthy the consideration of every one who is interested in the education of the children of the state.

## HIGH SCHOOLS.

In April, 1890, a number of city superintendents and high school principals presented the following petition to the regents of the state university:

WHEREAS, We, who are connected with high school work, realizing the need of a stimulus for our pupils towards higher education, and feeling the necessity of a closer connection between the high school and higher institutions of education, recognizing the state university as a very important factor in this higher education and the culmination of the public school system,

Therefore we respectfully and earnestly request your honorable body to take such action as will bring the university and the high schools of the state into more intimate relations.

The regents, in June of the same year, referred the petition to a committee of their number, consisting of Hon. A. Abernethy, Prof. J. J. McConnell, and the superintendent of public instruction, with directions to report at their next meeting. This committee held a conference with some of the leading high school teachers of the state, and endeavored, as far as possible, to ascertain by correspondence the opinions of others.

As a result of their deliberations the following report was submitted to the board of regents, March, 1891, and adopted by that body:

Your committee, to whom was referred the matter of instituting a closer relation between the high schools of Iowa and the university, beg leave to report:

In October, 1890, circulars were sent from the department of public instruction to one hundred and forty high schools in the state. From the replies we learn that eighty-eight schools maintain a four years' course, fifty a three years' course, and two a two years' course. Of these, seventeen schools have Latin during the entire four years, fifty-one during three years, forty during two years, seven during one year, and twenty-five have no Latin in the course.

At a later date, circulars requesting information on certain other points, were sent to one hundred high schools in the larger places of the state.



From the replies received, we learn that all the schools included in the list can complete the work required by the university in algebra and plane geometry, sixty-seven can complete the requirements in solid geometry, thirty-five can comply with all the requirements in Latin, twenty-two can read an amount equal to at least two-thirds of the requirements. A majority of the schools express themselves heartily in favor of the plan, but there is very great diversity in the proposed methods of carrying it out.

From a careful inspection of the courses of the universities in adjoining or neighboring states, we find that they are far in advance of us in their requirements for admission. Those of Minnesota, of Wisconsin, of Michigan, and of Kansas, especially, require more Latin and algebra, with the same amount of geometry and English, and in addition, a certain amount of Greek.

Among the colleges of Iowa there exists but little uniformity. Nearly all of them place Greek among their requirements, and several of them have their standard well up to that of the university.

At our request the president of the university investigated the preparation for admission of the members of the present freshman class. Of the eighty-eight in the regular courses at that time, sixty were fitted in high schools. Of these, three were deficient in Latin, two in spherical geometry, four in spherical geometry and Latin, nine in both solid and spherical geometry, one in solid and spherical geometry and in Latin, making nineteen admitted on conditions.

The real question before us is: What changes, if any, are necessary, in order that the graduates of high schools may pass most readily into the different courses of the state university? In considering this we recognize the fact that the university is part of the public educational system of the state. We reach these conclusions:

1. It is practicable to arrange and, perhaps, modify the requirements for admission to the university, with a view to what we may reasonably expect the high schools to accomplish, and without in any degree lowering the present standard of admission.
2. The high schools can be classed in three divisions. (a). Those which can do all the work required for admission to any course. (b). Those which can do the largest part of the work for each course. (c). Those which can fit pupils for one of the courses, but not for all.
3. Those schools which are not able to complete in their course of study, all the requirements for entrance to any course, should have credit given them for all which they have accomplished under satisfactory conditions.
4. Recognition should be given to work done in the high school, which is included in the university course, provided it covers not less than one year, and the student passes his examination upon it at the university.

### SCHEME

As amended and recommended by the committee:

1. Any school may be placed upon the accepted list, under one of the three divisions mentioned, upon application of its principal or board of directors, provided the collegiate faculty of the university are satisfied as to its course of study, methods of teaching, and facilities of instruction.

2. The course of study of such school must be adapted for fitting its graduates for some of the collegiate courses of the university, or it must be in the direct line of such preparation.

3. Whenever any accepted school in any of the classes requests, its students may be examined by the university at a convenient time, in any subject or subjects selected by the school authorities from the schedule of studies required for admission to the university, and the student will receive from the university a credit card for each subject passed.

4. The university shall provide for schools desiring the same, a syllabus of each of the subjects in which examination is to be taken.

5. All schools in accepted relation shall be inspected at the pleasure of the university, the expense of the inspection to be borne by the university.

6. The authorities of accepted schools shall report annually to the university all changes made in the course of study, and submit list of names of the instructors employed in the high school.

We further recommend that a committee of three be appointed from this body, to confer with the collegiate faculty of the university, and make an additional report at the June meeting, if necessary.

HENRY SABIN,  
ALONZO ABERNETHY,  
J. J. McCONNELL,  
*Committee.*

This report proved generally acceptable to the high school teachers of the state, and there is every reason to hope that it will form the basis for action looking towards a closer union between the high schools and the university.

If this scheme, with such amendments from time to time as experience may suggest, is carefully followed, it will remove from the schools of the smaller towns the temptation to undertake the work of fitting students to enter any course in the university, since such school can now obtain full recognition and credit for whatever work, under its surroundings, it is able to do to the satisfaction of the university authorities.

The high schools are growing in usefulness each year, and deserve a more distinct recognition from the state than they now receive. In Minnesota they are under the control of a state board, which has power to prescribe the adoption of an orderly and regular course of study, and to inspect at least once a year the working of each school. They also have power to apportion to each school which meets their requirements the sum of four hundred dollars from the state treasury.

In Wisconsin the state superintendent is required to prepare courses of study for the high schools, and as far as possible to exercise personal supervision over them. He is also authorized to



appoint an assistant of suitable qualifications, who devotes his entire time to inspecting the free high schools.

In a large number of schools the teaching force is not adequate to sustain a full four years' course. In such cases it would in our opinion be conducive to the advantage of the pupils if the studies of the fourth year were eliminated, and the same instructors left free to expend their energies upon those which naturally come earlier in the course. The students would not, it is true, have passed over as much ground, but they would have acquired a more thorough knowledge of some important branches, would have better disciplined minds, and would be stronger men and women in the world. We do not make this as a plea for economy, but we believe that in this way the same amount of money now expended upon the schools would produce much more satisfactory results.

Two things are absolutely necessary to the efficiency of our high school system.

The state should promise substantial aid to every town maintaining a school which reaches a certain standard, and this department should be given, through its appointed agents, power to determine whether in the character of its teaching force, in its appliances for teaching, and in the general excellence of its work, the school reaches the required grade. Our high school system needs organization, and this organization must have its fountain head in the department of public instruction.

## TOWN AND VILLAGE SCHOOLS.

A very important element in the educational forces of the state is found in the schools of two, three, or four rooms, maintained in small towns and villages. These schools cannot be closely graded, fewer rules and regulations are necessary than in larger places, and there is less need of close supervision. The great mistake made, is in attempting to work from the same standards as those which obtain in our city schools, and the consequent adoption of unnecessary and therefore burdensome restrictions, and the attempt to carry out an over-ambitious course of study. While the value of these small schools is not always justly appreciated by those whose children have the benefit of them, the entire neighborhood is educated through their influence. Many pupils who have passed beyond the studies of the ordinary country school, find in the advanced course of the village school the incentives which induce them to seek the advantages of a higher education in the university, the college, or the normal school.

In the studies pursued in such schools, the common English branches, and those things which it is most necessary for teachers in the country schools to know, ought to have especial attention. In the near future the state will undoubtedly be compelled to utilize these schools in some systematic way, for the preparation of teachers. An attendance of one or two terms by the bright, intelligent teacher, at a village school, often has a stimulating effect in opening new avenues of thought and in bringing to his notice for the first time a glimpse even of the vast fields of knowledge and literature, and of scientific inquiry, which he may hope partially to explore. Many of these schools are gathering small libraries, and a supply of apparatus for illustration and experiment. In some districts the directors are wise enough to make special preparation for the admission of non-resident pupils, who pay a reasonable tuition. In this manner they extend the benefits of the school to the surrounding country, while they render it possible to sustain a good school without increasing the burden of taxation upon the district.



## COUNTRY SCHOOLS.

At the meetings of the county superintendents in 1888, our attention was called to the unorganized condition of the schools in rural districts. We found that in many cases the first work of a new teacher is to reclassify the school, thus throwing everything into disorder to the great detriment of the pupils' interests. We also ascertained that in many cases the teacher upon entering his school finds that his predecessor has kept no records, with the possible exception of the attendance register. It not infrequently happens that a newly elected superintendent ignores entirely the plans of his predecessor, and proceeds at once to reorganize in accordance with his own notions, the work of supervising the schools of the county. It is also true that in some cases the county superintendent finds no records, or at best very imperfect ones, on his entrance to office, and thus has nothing except his personal knowledge of the teachers and schools of the county to guide him in laying out his work.

When we come to consider in this connection, the frequent changes of teachers in the country schools, and the fact that at least forty per cent of the county superintendents at every election are untried and inexperienced in the duties of the office, we see at once that the great weakness of the country schools is the lack of permanent organization. How to remedy the evils arising from this want, heightened by the isolation of the school, becomes at once a serious question. Many of the wisest and most experienced county superintendents had commenced to classify the schools under their care, and had instituted a system of records and a series of reports such as seemed to them necessary at that time. In the summer of 1890, in response to urgent solicitations from many parts of the state, this department caused to be printed and distributed among the schools a hand-book for the use of Iowa teachers. The hand-book contained so much of the school law as is especially applicable to directors and teachers, a brief synopsis of

the civil government of the state and nation, and a course of study prepared with direct reference to the needs of the country schools. When the first edition was exhausted we reprinted the course of study, in the summer of 1891, and it has been widely distributed. As a consequence of having a course of study issued directly from the department of public instruction, there has been a remarkable interest on the part of county superintendents and teachers in classifying the country schools. Ninety-five of the county superintendents in the state, report that they have commenced this work. Several of them have so far systematized their plans that regular examinations and promotions are held under the direction of the county superintendent, and scholars are admitted upon the result, to the neighboring high school, or to the preparatory school of the college.

The great point to be guarded against is the danger of lessening the exercise of individuality, on the part of teacher and pupil, which has hitherto been the strength of the rural school. The surroundings, the essential conditions in the rural districts, are different in many particulars from those of the city, and this difference is such that it can be made to inure to the advantage of the country school.

There is a very plain distinction between grading a school and classifying it. When the pupils are limited in number, and are all in one room, it has not been found necessary or desirable to follow a strict system of grading. A pupil may be in one class in arithmetic, in another in grammar, and possibly in still another in reading, or he may take only such studies as his pressing necessities seem to demand. The teacher is, however, required to record in the classification register, provided for that purpose, the attainments of the pupil in each branch, his attendance, deportment, and such other items as may be of use in ascertaining his standing and rank in the school. This record is the permanent property of the district, and a new teacher, upon entering a school, is expected to take up the work of each class where the former teacher left it.

In connection with the classification of the school there should be a course of study adopted by the proper authorities, to which teacher and pupils should be expected to conform. To instruct teachers in its use should be an important part of the work of the county superintendent at the normal institute, and the reports which they make to the county superintendent should be in accordance with its conditions.

The classification of the schools serves to bind the schools together, and to form a common basis of comparison between



those of the entire township. It economizes the time and strength of the teacher, and furnishes as a stimulus to the pupil a deserved recognition, when he reaches the proposed end of the grade or the course.

We believe that it should be made the duty of this department to revise the course of study at least once in two years, taking the advice of the wisest and most experienced county superintendents, and that its use should be made obligatory in all the rural schools of the state. At the same time the superintendent of public instruction should issue a uniform series of blanks corresponding to the course of study, which teachers should be required to use in reporting to the county superintendent, and which that officer should condense and use in making his report to this department.

The desirability of classifying the country schools has been urged by every one of my predecessors in this office for the past thirty years. While much good has been accomplished by these efforts, we believe we need legislation in the line indicated above, to render these benefits lasting and secure the results of their labors. The work done in many of the country schools is equal to that of the best schools in the state, but as a whole it is too fragmentary, too unsettled, too aimless, to accomplish all we may rightfully expect of it. We need just so much system as will unify, direct, control, and stimulate, but not enough to impede or lessen in any degree that freedom of action, that choice of methods, that power of mind over mind, which is an essential characteristic of all true teaching.

The process of classifying the rural schools, or systematizing the work connected with them, within reasonable limits, should be vigorously pushed in all parts of the state.

## DIRECTORS.

It is not our purpose in this report to argue the question of making the township the unit in our school system.

The state superintendent of Wisconsin, in his last report, says:

The economic and educational advantages of the aggregation of the districts of a town, or a similar unit, under a single board of education, have been fully demonstrated by experience in this and other states.

Nothing that we can add will strengthen the arguments so often laid before the legislature. We are, however, compelled by a sense of duty to say that in our opinion the welfare of the schools of the rural districts demands legislation which shall free them in part at least from some of the hindrances which now surround them. Upon these points we shall have more to say under another topic.

As far as concerns the township board of directors, the term of service should be lengthened to three years, and they should be so divided that only one-third, as nearly as possible, would go out of office each year. The present system, whereby it is possible to elect an entire new board each election, prevents the carrying out of any well devised scheme for improving the schools, promotes neighborhood quarrels over the office of director, encourages frequent changes of teachers, degrades the office and is highly detrimental to the best educational interests of the township. It is strange that this amendment to the school law has not before this commended itself to the legislature as wise and prudent.

In addition to this, the duty of hiring the teachers of the township should be intrusted to the board as a collective body, and not to the individual subdirector. Such a course would tend to discourage favoritism in the selection of teachers without regard to the welfare of the schools, would foster a healthy pride in the schools of the township and would alleviate very materially the



evils which so often arise from the election of an incompetent person to fill the office of subdirector, but against whose actions, under the law as it now is, the inhabitants of the subdistrict have no remedy. We could thus have, without any great or sudden change in our school laws, many of the benefits which are claimed by the advocates of the township system.

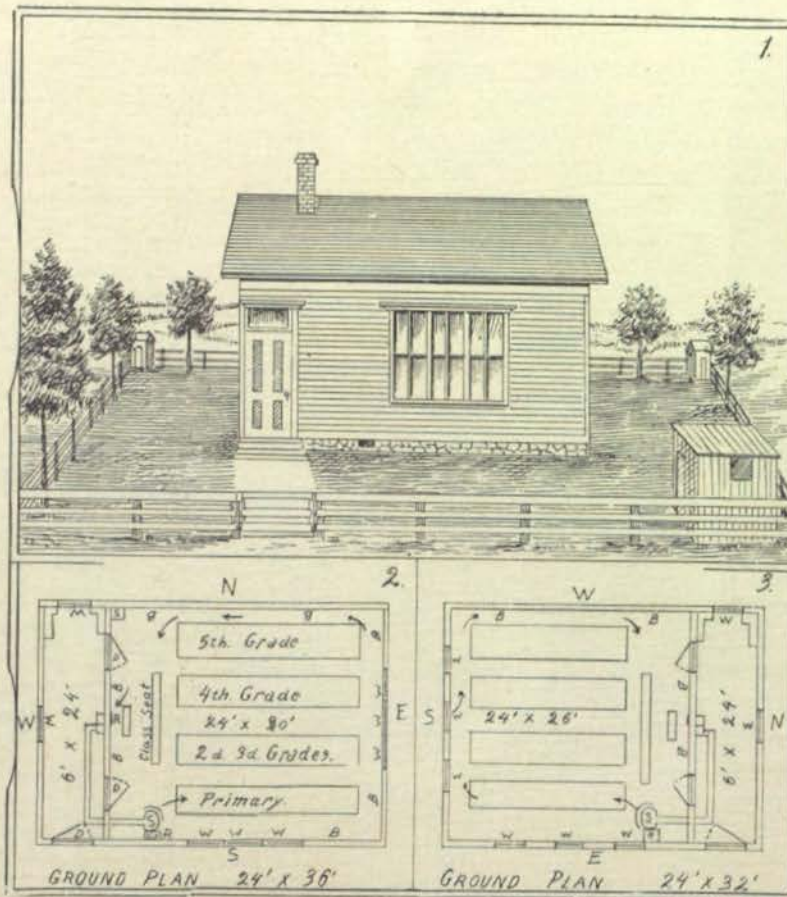
We do not think we present the subject any too strongly when we say that in our opinion the changes of the law suggested above would do more to advance the interests of the rural schools than any amendment which has been enacted for the past ten years.

The office of director should be filled by the most intelligent men in the district. The discharge of its duties involves a wise expenditure of funds, a careful selection of competent teachers, ample provisions for the health and comfort of pupils, and such painstaking care of the schools as will attract and retain the confidence of the entire community.

As the school funds of the state are rapidly increasing, additional care should be thrown around their disbursement by the officers of the board. The district treasurer should be required to take his books to the office of the county superintendent, at a stated time each year, for the purpose of having them audited.

A late decision of the supreme court, whereby it is declared to be unlawful for a board to purchase apparatus of any kind, unless the money is in the treasury to pay for the same in excess of the amount required to provide for the running expenses of the school, has had a very salutary effect. In September, 1890, this department caused the decision above referred to to be printed, and sent a copy of it to each district secretary in the state.





DIST. TWP. BEAR CREEK, POWESHIEK CO.

Cost \$600.

## BUILDINGS.

As a fair sample of some of the best school buildings in the rural districts, we have incorporated several cuts of school-houses located in different parts of the state.

This subject has been discussed and plans and models exhibited at the meetings of the county superintendents, we think with excellent results. Still it remains true that most of our teachers, the large majority of directors and many superintendents are ignorant of what constitutes a school building, constructed so as to meet the demands of sanitary laws concerning size, light, heat, ventilation and seating. The following suggestions, compiled mainly from a valuable pamphlet prepared by the secretary of the state board of health, may serve a useful purpose in this connection.

In a school room fairly well ventilated, there should be sixteen square feet of floor space for each pupil and two hundred and fifty cubic feet of air space. The height of the room should not be less than twelve feet, the window space should be one-fourth the floor space, the ventilating flue, through which as much of the smoke pipe as possible should pass, should be two by three feet in the clear. These are all minimum requirements.

In four-room buildings, for villages and ward schools, light should be admitted only from one side, but in country school-houses the windows should be on opposite sides of the room. They then serve as a means of ventilation, when needed for that purpose, and the light is more evenly distributed in all parts of the room. The windows should not be spread along the sides of the room, but should as far as possible be placed in groups. The window-sills should not be less than four feet from the floor, and the tops of the windows should reach very nearly to the ceiling. The sash should be carefully adjusted and hung with weights, so as to be easily raised or lowered. Except for purposes of protection, outside blinds are not desirable, shades being less costly and more



readily adjusted. The steps into the building, and the same rule applies to the stairs in a two-story building, should be built with direct reference to the wants of children. The treads should be broad enough for the entire foot to rest upon them, and the risers should not exceed four inches in height. Directly under the stove there should be an opening, at least twelve by sixteen inches, with a pipe or tight wooden box connecting with the air outside. By fitting to the floor of the room a jacket extending beyond the stove on all sides, the cold, fresh air may be brought in contact with the warm sides of the stove, and become heated before it enters the room. With a tight underpinning to the building, and a double floor to the school room, the children will seldom suffer from cold feet. The blackboards should be at each end of the room, but never between the windows. They should be provided with troughs to collect the chalk dust, and the bottom of the board should not be more than three feet from the floor, in order to accommodate the little children. There should always be a wardrobe or vestibule, well supplied with hooks, upon which the children can hang their outside garments. A wardrobe for each sex is very desirable, as it is sometimes necessary for children to use them as retiring rooms.

A country school-house can be built in accordance with these suggestions, without adding perceptibly to its cost, but adding very much to the health and comfort of teacher and pupils. There is a mistaken idea abroad that to build a school-house for the accommodation of a few pupils, so as to meet the conditions of sanitary laws, adds greatly to the expense. It is the failure to give attention to a few very simple, inexpensive precautions, which goes so far to render our school-rooms destructive of the bodily health of the children who frequent them.

The school-house site should be ample in size, dry, and easily accessible. Our law provides that an acre may be taken for that purpose. A larger site may be secured by purchase. The pupils should be encouraged to set out shade trees and shrubs, and to care for them. The directors should pay personal attention to this, and also require it of the teachers. A certain part of the site should be designated as play-ground, and the remainder be reserved for a grass plat, or to be planted in flowers. This can be done without taking a penny from the public treasury, and with only a slight expenditure of time and labor. Provide suitable screens for out-buildings, such as privacy and decency suggest.

It is not necessary that the school-house should be a costly model of architectural beauty. Treat it to an occasional coat of paint as it may from time to time require, and let there be an air of order and neatness about it suggestive of a civilized community. These things are insignificant when we count the cost, but they are all-powerful as aids to that unconscious tuition which either enforces or thwarts the influence of the living teacher within the building.

In many parts of the state there has been a pronounced improvement in the condition of the school buildings during the last biennial period. This has been chiefly due to the personal efforts of county superintendents, and to a newly awakened interest and pride in the school affairs of the district. There are, however, sections in which the country school-house is still a hideous thing, sitting alone in its barren desolation, without one redeeming feature to render it attractive to children. Surely, the school-house with its surroundings, and the children who are taught therein, are of as much consequence as the fields and the crops which grow on them, or the barns and the animals that live, grow, and fatten in them. Then why should not the farmers of Iowa in their institutes, and the miners or artisans in their societies, consult concerning the schools and school buildings provided for their children, in order that the youth may obtain all the advantages possible out of the years of their childhood.

Attention is called in this connection to the accompanying table showing the condition of the public school buildings in the state. In New York it has been found necessary to provide by an enactment that suitable and separate outbuildings shall be provided for each sex. It would seem that the civilization of the nineteenth century ought to render the demand for such legislation needless in Iowa.

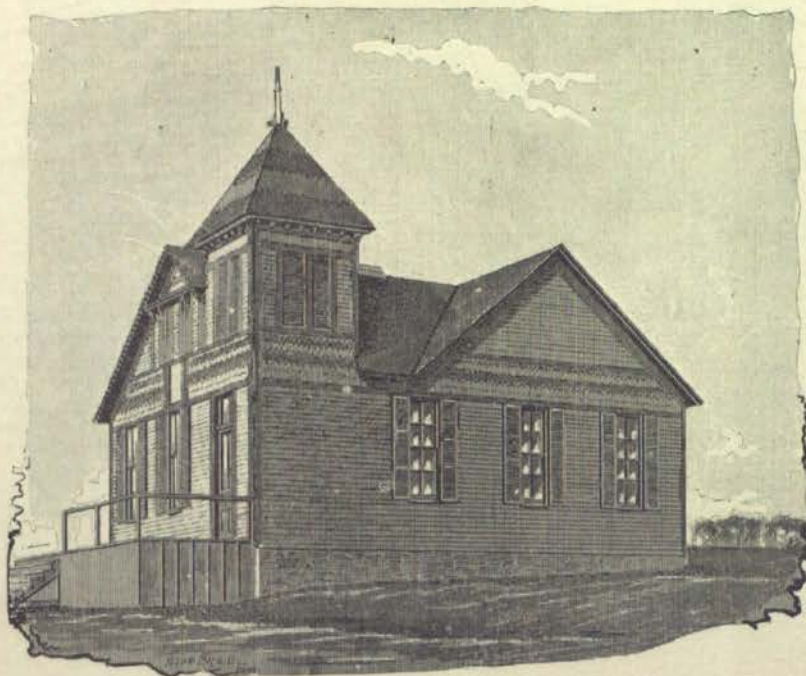
An inspection of the table will convey an idea of the approximate condition of the school-houses of the state.



## 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.....	144	40	75	29	11	Johnson.....	174	87	52	35	70
Adams.....	110	80	16	14	10	Jones.....	136	74	55	7	30
Allamakee.....	128	59	51	18	100	Keokuk.....	148	3	142	3	1
Appanoose.....	128	65	54	9	5	Kossuth.....	145	102	33	10	28
Audubon.....	110	61	46	3	2	Lee.....	126	106	17	3	1
Benton.....	191	165	20	6	...	Linn.....	200	156	40	4	40
Black Hawk.....	151	44	60	47	87	Louisa.....	82	52	20	10	55
Boone.....	156	87	59	10	27	Lucas.....	100	61	25	14	11
Bremer.....	109	77	23	9	25	Lyon.....	104	50	40	14	25
Buchanan.....	143	89	42	12	6	Madison.....	138	50	50	38	25
Buena Vista.....	136	82	39	15	1	Mahaska.....	158	101	23	34	50
Butler.....	144	84	40	20	7	Marion.....	150	86	40	24	54
Calhoun.....	141	40	98	3	12	Marshall.....	154	36	100	18	6
Carroll.....	143	104	39	...	67	Mills.....	88	52	30	6	20
Cass.....	150	85	35	30	20	Mitchell.....	103	51	42	10	50
Cedar.....	141	38	85	18	...	Monona.....	133	80	40	13	20
Cerro Gordo.....	130	14	30	86	65	Monroe.....	96	53	36	7	43
Cherokee.....	139	128	7	4	4	Montgomery.....	112	79	29	4	4
Chickasaw.....	118	85	20	13	40	Muscatine.....	100	55	39	6	...
Clarke.....	106	82	11	13	16	O'Brien.....	125	90	32	3	21
Clay.....	110	70	30	10	40	Osceola.....	76	52	18	6	12
Clayton.....	176	132	35	9	18	Page.....	133	62	47	24	20
Clinton.....	180	46	91	43	10	Palo Alto.....	99	60	29	10	40
Crawford.....	171	135	25	11	10	Plymouth.....	158	120	30	8	9
Dallas.....	154	118	26	10	10	Pocahontas.....	122	79	18	25	10
Davis.....	104	35	40	9	3	Polk.....	181	122	42	17	10
Decatur.....	119	29	65	25	56	Pottawattamie.....	251	199	50	2	...
Delaware.....	136	101	28	7	50	Poweshiek.....	147	80	31	36	10
Des Moines.....	97	50	34	13	2	Ringgold.....	134	85	42	7	10
Dickinson.....	52	5	21	26	13	Sac.....	139	87	47	5	4
Dubuque.....	139	66	48	25	42	Scott.....	121	82	33	6	20
Emmet.....	45	20	15	10	15	Shelby.....	143	72	36	35	72
Fayette.....	186	49	120	17	40	Sioux.....	161	122	39	9	15
Floyd.....	122	76	28	18	10	Story.....	145	94	39	12	7
Franklin.....	137	70	41	26	48	Tama.....	178	158	14	6	50
Fremont.....	122	40	50	32	37	Taylor.....	131	66	50	15	14
Greene.....	145	89	44	12	50	Union.....	120	11	102	7	12
Grundy.....	126	90	31	5	6	Van Buren.....	113	49	50	14	60
Guthrie.....	152	64	44	44	40	Wapello.....	113	28	57	28	28
Hamilton.....	136	100	29	7	5	Warren.....	142	103	25	14	50
Hancock.....	95	73	10	12	8	Washington.....	137	80	52	5	91
Hardin.....	146	110	30	6	20	Wayne.....	122	87	24	11	18
Harrison.....	147	120	19	8	10	Webster.....	181	64	94	23	12
Henry.....	107	49	50	8	12	Winnebago.....	65	50	13	2	25
Howard.....	92	30	30	32	35	Winneshiek.....	144	6	80	58	22
Humboldt.....	104	13	89	2	20	Woodbury.....	191	100	50	41	...
Ida.....	108	102	4	2	4	Worth.....	84	39	40	5	15
Iowa.....	141	100	24	17	21	Wright.....	123	101	15	7	25
Jackson.....	152	61	72	19	10	Totals.....	13129	7387	4189	1553	2389
Jasper.....	185	114	52	19	16						
Jefferson.....	90	19	71	9	15						





IND. DIST. EUREKA, PAGE CO.

Size 24 x 36.

Cost \$950.

---

## PREPARATION FOR TEACHING.

---

NORMAL SCHOOL.

INSTITUTES.

TEACHERS.

STATE UNIVERSITY.

UNIVERSITY EXTENSION.

---



## NORMAL SCHOOL.

---

The attention of the legislature is most respectfully called to the condition and pressing wants of the state normal school, as found in the reports of the directors and president of that institution.

They have in no degree over-estimated the things which they need in order to enable them to do the work that the state expects of the school.

Since the last biennial report of this department the school has grown in numbers, in efficiency of instruction, and in the character and maturity of the teachers who attend it. The law, as amended by the twenty-third general assembly, by which the graduates of the state normal school, who have had thirty-six weeks' experience, are granted a state certificate from the state board of examiners, has had a most excellent effect. It has raised the school in the estimation of teachers, and it gives its graduates a better professional standing in the neighboring states.

The introduction into the school, of instruction in the art of illustrative teaching, has been productive of good results, but to insure success in a high degree we need more space for laboratories and work rooms.

Part of the aim of illustrative teaching should be to enable those who are to teach in village and country schools to construct forms, solids, maps, charts, and simple apparatus, at very little expense.

Without in any respect disparaging professional reading, we believe no depths of pedagogical lore, no study of educational history, no knowledge of methods learned from books, can compensate for a lack of that power which enables the village school mistress to stand, crayon in hand, before the blackboard, and illustrate the lesson, or to construct her apparatus from the cheap articles obtained at the country store, or to use the things of common life to make clear the truths of nature to the minds of her wondering pupils.

The purchase of expensive charts and apparatus for the country schools is not necessary. Dr. Klemm, in his *European Schools*,



speaks of finding village schools well supplied with home-made apparatus, and he contrasts this with the indescribable poverty found in many schools in this country, in some of which not even a blackboard is provided. If the preparation of the teacher included a knowledge of the use of a few tools, a skilled hand, and a trained eye, he would not stand utterly helpless in the presence of his class on account of the absence of some simple appliance, or of a piece of apparatus needed in his work for purposes of instruction and illustration. His course in the normal school should not fail to give him this skill.

The time has come, in our opinion, when steps should be taken towards the establishment of a second normal school.

Facts are more potent than words. Illinois, with an average daily attendance of 538,310 pupils, and with 23,000 teachers, supports in reality three normal schools. Minnesota, with an average daily attendance of 127,025, and 8,847 teachers, supports three. Wisconsin, with an average attendance of 200,457, and 12,037 teachers, sustains five. Massachusetts, with an average attendance of 273,910, and with 8,935 teachers, has five. Iowa, with an average attendance of 306,309, and with 16,000 teachers at work, affords but one such school.

In Germany, France, Switzerland, and other countries of the old world, an untrained teacher is no more allowed to trifle with the education of the child than the uneducated physician to experiment upon the bodies of his patients. In the Dominion of Canada, no teacher is allowed in the public schools who has not received a normal training.

The fact that the school at Cedar Falls is doing excellent service for the state, that not only its graduates, but those who have partially finished the course, are sought for as teachers, is the strongest argument which we can adduce for the establishment of another school to enable us to meet the increasing demand for teachers who have had special training for their work.

The following historical sketch will, we think, be found valuable and interesting.

#### HISTORY OF THE NORMAL SCHOOL.

In 1876 the sixteenth general assembly established the Iowa state normal school at Cedar Falls, and the governor appointed the following persons to organize and inaugurate the work: H. C. Hemenway, Cedar Falls; E. H. Thayer, Clinton; L. G. Smith, Newton; G. S. Robinson, Storm Lake; L. D. Lewelling, Salem;

and Wm. Pattee, Janesville. The assembly transferred the buildings and grounds occupied by the soldiers' orphans' home to the normal school, and appropriated \$14,500 for the biennial period. In June, 1876, preliminary arrangements were made for opening the school in September, and a faculty was elected, consisting of J. C. Gilchrist, M. W. Bartlett, D. S. Wright, Frances L. Webster, increased in October by E. W. Burnham. A boarding department was also organized, Wm. Pattee, of the board of directors, resigning to become steward and business manager of the school. The first day opened with twenty-seven students, the first term enrolled eighty-eight, and the first catalogue shows that one hundred and fifty-nine were enrolled during the first year. In 1882 the board discontinued the graduating at the end of the second year, adopted at the beginning, and conferred diplomas only at the close of the third or the fourth year, which plan is still in practice.

In 1882 the nineteenth general assembly recognized the growth, the development, and the needs of the school, by making a special appropriation of \$30,000, for the purpose of erecting a new building, south hall, devoted to library, chapel, laboratories, office, and recitation rooms. The erection of this building was an era in the history of the school, and with its completion the preliminary stage was passed and the school emerged from its experimental existence. Prof. J. C. Gilchrist remained in charge of the school during the first ten years of its history, and with the assistance of Profs. M. W. Bartlett, D. S. Wright, S. Laura Ensign, and Anna E. McGovern, accomplished a work that firmly established the school as a valuable factor in the development of elementary education in the state, and their names must always be identified with the more prominent educators in Iowa educational history. Those were years of hard service, when courage, endurance, and perseverance, became virtues, as the state did not provide liberally enough for the school to enable it to take the rank its merit and its prominence demanded.

In 1886 Homer H. Seerley, superintendent of the Oskaloosa schools, was elected principal, and entered upon his official duties in September of that year. With the change of administration, as a natural consequence, changes in the school began to be made. A course of study, specially intended for high school graduates, was instituted, and such a class organized in September, 1887. The entire course of study was revised, to make it harmonize with the law for state certificates and diplomas, and a course for college graduates was established.



In 1888, by an act of the twenty-second general assembly, the superintendent of public instruction became president and member *ex-officio* of the board of directors, a change that proved of immediate benefit to the school, as it thus became connected with the active educational work of the state.

In 1890, the twenty-third general assembly passed an act authorizing the state board of educational examiners to confer state certificates and state diplomas upon graduates of the school under certain reasonable and necessary restrictions. The same assembly also made the first movement toward giving the school permanent support, by granting an annual income of seventeen thousand five hundred dollars to pay teachers and cover contingent expenses.

The past five years have shown rapid growth and development in the school. It has doubled its faculty, doubled its students, trebled its graduates, and quadrupled its usefulness by better facilities and more varieties of work. The work has developed faster than the revenue granted by the state justified, and to-day the work at Cedar Falls is worthy the support and approval of all who believe in the thorough professional education of teachers for public schools.

## INSTITUTES.

The most important factor in the preparation of teachers in this state is the normal institute. Nearly, if not quite one-third of the teachers in the country schools have a teaching experience of less than one year. Many of them are young, not over eighteen years of age, with immature minds and with very moderate scholastic requirements. These things ought not to be. I grant it, but these things are, nevertheless. What ought to be is dumb in the presence of what is.

The mission of the normal institute is largely with the country schools. It furnishes an excellent means of reaching the isolated school teacher who needs not only instruction, but the inspiring influence which comes from close contact with other minds. Isolation often means stagnation.

The first consideration is to bring the institutes within the reach of the teachers' means. Two hundred and fifty dollars is more than the average woman teacher receives during the year in the country schools, in most counties. One hundred dollars additional covers all she receives in the village school. Out of this she must pay her board, buy her clothing, and meet incidental expenses. The amount left for books and professional instruction is not an extravagant sum. We ought to remember the circumstances of many of these teachers and endeavor to be just, as well as zealous.

The enrollment fee every teacher must pay when he enters the institute is a tax which ought to be removed.

The institute should be free to all actual teachers, or those who expect to be teachers in the county within the year. A warrant equal to the sum of one dollar for every such person attending should be drawn upon the state treasury and turned into the institute fund. This enactment would be just and right and should be no longer delayed.

[ There are three points to be considered in the institute question.



The institute should be at the end of the year's work, not the beginning. It should be the culmination of so many months of previous study and preparation. There should be a regular succession of steps or grades, each of which means a perceptible advance. At the close of the institute each teacher should know in what class he belongs. He should be furnished with a syllabus as a guide, in order that he may more intelligently prepare for the institute of the succeeding year. The institute should be something more than an educational spasm, recurring annually, but leaving no permanent effects. There should be a carefully prepared course of study, arranged with the design of preventing aimless teaching on the part of the instructors. Branches of immediate importance should have the greater prominence.

Nowhere should it be indicated in the outlines of the course that the institute is for any other purpose than to enable every teacher to do better and more satisfactory work.

The second point concerns the instructors. Some of the poorest work in our institutes is done by men who are adepts in knowledge, but who are entirely ignorant of the wants of the teachers; and some of the best work is done by instructors of somewhat limited knowledge, but who, from personal acquaintance with the condition of the schools, and the wants of the teachers, are able to bring themselves and the class into the closest sympathy.

The choice of instructors should be left to local authorities. Their scholarship and fitness for the position should be passed upon by some competent authority before they are allowed to enter upon their work. Their special fitness should consist in a knowledge of the branches which they are to teach, in an acquaintance with modern methods, and the best educational thought, and in an ability to awaken a lasting enthusiasm in actual school work. It is the easiest thing possible to excite a frenzy about the latest educational craze, but it is much more difficult to awaken a lasting enthusiasm in teaching boys and girls to read, write, and cipher, and that is what they go to school for, very largely. Thousands of them fail to learn these things well.

Some means must be devised to exclude incompetent instructors from the institute. No one should be allowed to act as instructor who does not possess a license issued by some competent authority, based, not so much upon his academic knowledge, or his success as a class room instructor, as upon his real fitness to act in the position of a teacher of teachers.

The third point pertains to the character of the instruction. Complaint is often made that the work done in the institute is too largely academic. Closer observation will convince one that this is a mistake. It is not the amount of academic work of which we may rightly complain, but the kind. It is no longer the quantity about which we are concerned, but the quality.

In an institute which can be called normal in any sense, every academic exercise should have a professional bearing, and every professional branch should be taught as illustrating the best class room methods.

We believe firmly in the institute, but it needs rejuvenation. Some old things should be brought back, some new ones should be cast out.

The instruction should not be negative, but positive. It is not enough that the teacher be told what to avoid. He should be told what to do, and should be shown how to do it. Too frequently the instruction is calculated not so much to banish ignorance as to introduce chaos.

The best instruction in our institutes is that which instructs both the public and the teacher. It declares the school to be the common property of every citizen of the state, and brings it within the pale of common interests. It touches upon the school-house and its surroundings, as regarding health, comfort, and even decency, upon co-operation on the part of parents, and regularity and punctuality on the part of the pupils. It is the office of institute instruction to bring the public and the schools into touch.

School government and school discipline, the recitation, the art of questioning, of study, of recreation, the moral and physical fitness of the teacher, even more than the intellectual, are set forth in their bearing upon the practical work of the school. The instructor avails himself of the tenderness of Pestalozzi and the wisdom of Froebel, to set forth the office of the teacher and the worth of the child.

This may be characterized as only plain, old-fashioned instruction, but it is the kind sadly needed by our country school teachers, and, possibly, by some of the city teachers.

We wish we had more institute workers in Iowa, whose instruction is luminous with the light of common things.

We cannot refrain from calling attention to the condition of the institute fund. It is very greatly to the credit of county superintendents that it has been so honestly and judiciously expended.



At the same time it should be remembered that, with the exception of the fifty dollars from the state, nearly every dollar of this fund represents just so much taken from the teachers of the county. It does not seem to be right or just that a large sum should be carried over from year to year, to lie idle in the county treasury. The teachers of the county contributed the money and they are entitled to the benefit of it.

A reasonable amount may be kept in reserve, but the rest of the fund should be expended yearly, so as to do the teachers of the county the greatest good.

The following circulars of instruction were issued from this department in 1890.

*To County Superintendents:*

You cannot convince the teachers of your county that it will benefit them to attend the normal institute, unless you employ instructors who are superior to them in attainments, and who have something to give them worth receiving.

A man or woman who is dead to the present activities of educational life, will not make a profitable institute worker. The best work which is done in our institutes is that which quickens the thinking powers of the teachers and remains with them as a mental stimulant through the entire year.

As you visit your schools, you will find that the institute instruction which is producing the most valuable results is that which induces the teachers, not only to read and study, but also to put their brains into their school work. "The fundamental purpose of the teachers' institute is to aid teachers in acquiring skill in teaching the branches required in our common schools." It would be well for you to insist that those who act as instructors in your institute bear this in mind.

There is one department of work to which I wish especially to call your attention. There should be on your program a certain time, at least one-half hour each day, during which the county superintendent should have charge, and every teacher expecting to teach in the schools should be required to be present. The work of this period should be such as the experience of the county superintendent shows him is most necessary. He should give instruction in the methods of keeping records, in the reports which he expects to require of his teachers, in the care of school buildings, outhouses and school grounds, in the kind of reading they ought to pursue during the coming year; in fact, there is no limit to the work which can be accomplished in this half hour by a wide awake superintendent.

For the benefit of those who have not a large experience in this work, I have gathered a few subjects in groups, which seem to me to be of great importance.

1. Care of school property: room, grounds, apparatus, out-buildings, planting and care of trees and shrubbery upon school grounds.
2. Records: how and what to keep, what ought they to show. Reports: explanation of those required by county superintendent, value of those made to parents.

3. Attendance of pupils: how to obtain the whole number enrolled, the average number enrolled, and the average attendance, per cents. How to increase attendance.

4. Associations: county and township; arrange definite plan as far as possible.

5. The subject matter which teachers ought to read during the coming year: value of educational periodicals.

6. Classification of schools: examinations with reference to classification, organization, first day's work, specimen program.

This list is only suggestive, it could be largely increased. Adapt this work entirely to the wants of the schools in your particular county. It should not interfere with the work in didactics. The latter embraces a larger field and should not be neglected.

It is in this work that you can avail yourself of the aid of your most successful teachers, with much profit. An exercise in this connection, which will give them something to do or say, in which they can draw largely from their experience, will encourage them and benefit others.

It is hoped that the reading circle, under its new management, may be of service to your teachers. Their attention should be called to its merits, during the session of the institute, and as many of them as possible induced, not only to enroll as members, but to read the books intelligently and with the view of getting the greatest amount of good from them.

We shall send to you, before the close of your institute, a sufficient number of the circulars prepared by the state board of examiners to enable you to place one in the hands of each of your most successful teachers. The board of examiners regret exceedingly that the funds placed at their disposal by the state, will not allow them to hold examinations, as they would like to do, in different sections of the state. They are well aware that in each county there are teachers who would honor state certificates. They are willing to do all in their power, under the limitations of the law.

Accompanying this is a circular intended especially for those who are to work in your institute. Please see that each conductor and instructor has a copy. The course of study as printed with this is not greatly changed. You will notice that primary reading is placed in the first year, as its importance seems to demand.

We hope your institute may prove a great help to the teachers of your county.

Yours cordially,

HENRY SABIN,

*Superintendent of Public Instruction.*

April 16, 1890.

*To the Conductor of the Institute:*

A definite plan is necessary to the success of the institute. The absence of such a plan is often complained of, very justly, as a great hindrance to the highest success. It is frequently the case that the work of one instructor is allowed to interfere with that of another, the instruction in one branch is sometimes purely academical, and that in another based entirely upon methods. Too large a field is covered by the work of one instructor, and



consequently some other instructor can not obtain from his class sufficient time and attention to complete even a reasonable amount.

The following are some of the most important duties of the conductor:

1. He should hold himself largely responsible for the character of the instruction given in the institute. To this end he should have no "off hours" on his hands. When not employed in his class work, he should visit other rooms, notice the manner and methods of instruction employed, and be ready to make such suggestions to the instructors, *in private*, as will bring their work into harmony with the entire work of the institute.

2. He should hold a conference daily with the instructors, and at such meetings the character and amount of work done, the best methods of reaching the desired end, and of unifying the work, should be carefully considered. Whenever it is possible the county superintendent should be present at these conferences and give the instructors the benefit of his advice, from the standpoint of the needs of the schools of his county.

3. The general exercises should be under the direct charge of the conductor. Very often these exercises are a waste of time because they have no object in view, they should properly accomplish a kind of work not done in the class room. Under the lead of a competent conductor these general exercises can be made the means of arousing enthusiasm, of exciting zeal, and of awakening an interest which will last throughout the entire year.

4. The conductor should not be a hobbyist, nor a specialist. He should be a man of broad, yet exact ideas, and well versed in practical school work. Consequently, he should study with care all the lines of work likely to be taken up. The conductor needs special preparation for his duties, that he may so adapt his plan as to inspire confidence in his knowledge of school affairs, and in his ability to conduct.

5. He should seek opportunities to converse with the more experienced and progressive teachers, advise them in regard to their school work, suggest what line of reading would be profitable, and give them practical hints to guide them in the discharge of their duties.

6. He should hold his plans subordinate to the wishes of the county superintendent, but at the same time the utmost confidence should exist between them. The work of one should supplement that of the other, and both should aim at the same results, that the institute may enable the teachers to gain a more definite knowledge of *what* and *how* to teach.

Very respectfully,

HENRY SABIN,

*Superintendent of Public Instruction.*

April 16, 1890.

*To Institute Instructors:*

There are certain points to which we wish to call your attention:

1. The larger part of those in attendance upon the institute are intending to teach in the rural districts. You will therefore keep the needs of these schools well in mind. Encourage the teachers to talk freely to you of their difficulties and of what, in their estimation, the rural schools stand most in need. Do this not only for their good, but for your own enlightenment. The teacher whose work is in the country school, needs to be encouraged and stimulated to ask questions, to make suggestions, and to point out

the difficulties which are perplexing her. The dearest kind of an institute recitation is one in which the instructor does all the talking, and the teachers sit in solemn silence.

2. Do not make the mistake of thinking that your business is simply to hear the teachers recite what you have given them to learn. Fitting them to pass an academic examination is no part of your work. You are teaching teachers, not children. Your object should be to *teach them how to teach children*.

Whatever academic teaching there is, should be practical, not theoretical. How can I present this to a class so as to awaken an interest and arouse their enthusiasm, should be a constant inquiry.

Above all, your instruction should arouse a desire for something higher and better than mere routine work. Anything less than this is failure. Send the teachers out from the institute hungry and thirsty for information and they will find for themselves food and drink.

3. It is part of your work to help teachers to learn how to study a lesson in order to teach it. This is altogether different from studying it with a view to hearing pupils recite it from the book. You should illustrate this difference and make it clear.

4. Let everything you say have a point to it, but never talk for the mere purpose of filling up the hour; you have no right to waste time which belongs to the teachers. Select for illustrations, not the most difficult points, which seldom come up in school work, but those easily recognized and which are of every day occurrence. Give a regular class drill upon them in order to illustrate your methods. Present methods, as far as possible, by actual example. Always bear this in mind: "In order to adapt improved methods to the ungraded schools, teachers must be shown *how these methods can be used*. Simply *telling* teachers that these methods must be *modified* to suit their circumstances will not do. It is the province of the instructor to *point out these modifications* and fix them well in the minds of unskilled teachers. This is the vital point upon which our teachers need help."

5. Confer daily with the conductor of the institute and be always as willing to receive as to give advice. Labor in harmony with all the other instructors for one common end, and subordinate your own plans, if need be, to that general plan which is outlined for the good of the entire institute. Throw your whole soul into your teaching. Study your part as the actor studies his lines in the play, in order that you may be enabled to impress yourself upon the teachers of the institute.

The following suggestions are commended to your notice:

1. Insist upon good order in the class room. Do not allow the exercises to go on until you have it.

2. Conduct each exercise so as to exact the closest attention from the teachers.

3. Prepare each exercise with great care so that you may not be obliged to consult the text-book.

4. Question the teachers so as to obtain from them their manner of teaching the branch under consideration, criticise kindly what is faulty, approve heartily what is good, and illustrate what seems to you better.



5. Enthusiasm begets enthusiasm. Begin the exercise promptly and close as promptly, but keep the interest alive from beginning to end.

6. Encourage teachers to ask questions, either answer them fully and frankly yourself or allow others to answer them, state definitely what points you wish teachers to write in their note books, and give them time in which to record them, then ask for their attention again. Put soul and brains into your work.

Yours cordially,

HENRY SABIN,

*Superintendent of Public Instruction.*

April 16, 1890.

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. Primary Reading.	Elements of Composition. Methods of Teaching Reading and Orthography, with Dictionary.	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. School Law affecting Teachers.*	Principles and Methods of Teaching. School Law affecting Teachers.*	History of Education.
GENERAL.	Pennmanship. Drawing.	U. S. History. Map Drawing.	Civil Government.	U. S. History as taught by Biography and in Literature.

\* We hope to furnish a pamphlet including the law relating to teachers, with explanatory notes, for the use of members of the Institute.



## TEACHERS.

The reports of county superintendents show that during the year ending October, 1890, they examined twenty-eight thousand, five hundred and fifty applicants for certificates. Of this number four thousand and forty-nine were rejected, and twenty-four thousand, five hundred and one were accepted.

This number must be reduced, to some extent, in order to represent the number of individual teachers who hold certificates, as the same candidate sometimes passes two or more examinations in a year. To this number, for the same year, should be added two hundred and sixty-seven, who at that date held state certificates or life diplomas. The same reports show that three thousand, nine hundred and thirty-six teachers had no experience whatever, and four thousand, one hundred and six an experience of less than one year, making a total of eight thousand and forty-two who had less than one year's experience in teaching.

The reports also show that there were for that year twelve thousand and ninety-four ungraded schools, and three thousand, six hundred and sixty-eight rooms in graded schools, making in all fifteen thousand, seven hundred and sixty-two rooms in the ungraded and graded schools, taken together.

With these facts before us, it becomes a serious question where we are to obtain a supply of competent teachers for our schools in the future. The statistics show that while the number of teachers receiving certificates has increased in the last ten years only thirty-eight per cent, and the number of school rooms twenty-three per cent, the number of inexperienced teachers has increased nearly fifty per cent. It is not our present purpose to attempt to account for this. It admits of several explanations. We desire to present only the facts, and let others draw the conclusions.

In the same decade, from 1880 to 1890, there has been an increase in the average age of the male teachers, of one year and six months,

and of the female teachers, of seven months. The number of male teachers has fallen off about thirty per cent, and that of female teachers has increased nearly fifty per cent. The compensation of males has increased six dollars and that of females four dollars per month.

Two things are very evident in this connection. In the first place the number of male teachers in our schools is gradually decreasing. The different avenues of business are offering to our young men employment which is more lucrative and more congenial. This is true of other sections of the country as well as of Iowa.

The United States commissioner of education in his late report states that in Maine and New Hampshire the male teachers form less than one-tenth of the whole number. We fully appreciate the work done by women as teachers in our schools, but we believe that the exclusion to so large an extent of the masculine mind from the teaching profession is not conducive to the best interests of the scholars. It cannot be disputed that previous to the civil war, the schools of New England were largely indebted to the students from the colleges who were accustomed to spend the winter months in teaching. These men were capable of self-exertion and self-activity and their presence gave manly vigor and intellectual strength to the entire community. Brawny, brainy men, their work made New England pre-eminent in the councils of the nation. We need this stimulating, vivifying influence in our schools to-day, and we know not where we can find it, unless we encourage the young men who are graduates from our colleges to enter the profession of teaching. Professional training is very desirable, but it is not always attainable, neither is it an equivalent for all other deficiencies. The intellectual strength, the power of independent thought which comes at the end of four years of patient, intelligent, persistent study, will enable a man to master any educational problem which the schools present if he has the teaching spirit within him.

But it is also to be noticed that while there has been an increase of a fraction of a year in the average age of women teachers, there has been a slight increase in the number of inexperienced teachers, compared with the whole number of certificates granted, and that when compared with the number of school rooms, the increase has been from forty-two per cent in 1880, to fifty-one per cent in 1890.

Are the schools deteriorating in the meantime? We do not think they are. Our personal experience convinces us that the schools to-day are better than they were ten years ago. But this is



due chiefly to our normal institutes, to the wide circulation of papers and books prepared expressly for teachers, to the better work done in our high schools, and to an awakened professional pride. We can undoubtedly hold the schools where they are for the next decade. We can even hope for a little improvement, but the vital question is, ought we to be content with this when it is within our power to do better? We do not believe that we can prevent this influx of raw material into our schools as long as society is organized upon its present basis, and young people "marry, and are given in marriage." But we can do something to raise the grade of our teachers before they enter the work.

In the first place, no person under eighteen years of age should be allowed to teach in the schools. This ought to be a statutory provision, and enforced by a penalty. In the next place, the business of hiring teachers should be intrusted to the township boards, and they should be encouraged to make engagements for the year, as they do in cities.

In the third place, the state board of examiners should have the power given them to inspect, whenever invited, the courses of study and the work done in private schools and colleges, which claim to prepare teachers, and if they find them satisfactory, to grant certificates upon certain fixed conditions. Every such school, even though the work done is very crude, is an aid in strengthening public opinion in favor of some special preparation for the business of teaching. The trouble with many of the schools is not that they do so little, but that they claim to do so much.

We are satisfied that the best of them would welcome this connection with the state, purely voluntary on their part, and for the great advantage which it would bring to their institutions, would willingly conform their course of instruction and their methods to any reasonable requirements of the state board of examiners.





CENTRAL BUILDING, STATE UNIVERSITY, IOWA CITY.

## STATE UNIVERSITY.

The state has at Iowa City \$300,000 worth of property invested in sites, buildings, apparatus, cabinets, museums, and other appliances connected with the state university. The official register of 1890, shows that including the fiscal year ending June 30, 1889, the state has expended for

Penitentiaries.....	\$2,059,849
Hospitals for Insane.....	3,171,058
Institution for Deaf and Dumb.....	1,357,342
College for the Blind.....	929,848
State University.....	732,629

The above figures, to say the least, are very suggestive. The university has its foundation in the organized law of the state. The words of the constitution are: The state university shall be established at one place without branches at any other place, and the university fund shall be applied to that institution and no other.

And further: The seat of government is hereby permanently established as now fixed by law at the city of Des Moines, in the county of Polk, and the state university at Iowa City, in the county of Johnson.

With these facts before us it would seem to be a wise business policy to deal liberally and generously with the university, in order to make the investment there as productive as possible.

Besides, something is due to the framers of the constitution. These men builded wisely, and in the present prosperous condition of the university we are reaping the fruit of their labors. From the time to which Thomas H. Benton, Jr., refers in his address delivered at the commencement in 1867, when the university library consisted of four hundred and eighty-four volumes, and the apparatus was valued at \$1,097, until to-day when the libraries number over thirty thousand volumes, and the apparatus and cabinets are worth above fifty thousand dollars, there has been an almost uninterrupted growth in all that constitutes a university.



In the original act establishing the university, power was given the superintendent of public instruction to institute a professorship for the education of teachers of the common schools.

The plan of making the university available as a means of preparing young men and women for teachers, has at no time been abandoned by the regents.

In fact the university of Iowa was the first institution in the country to establish and maintain a chair of pedagogy. The chair is at present filled by an alumnus of the university, who has had a successful experience in school work, and we may reasonably expect that it will be serviceable in carrying out the purpose for which it was established.

We believe that the regents have exercised good judgment in the expenditure of appropriations. Reference is made to the university reports which accompany this.

Their estimates are made with great care, and we are convinced they are no more than sufficient to meet the wants of the institution.

We think the following historical sketch will be found interesting:

#### HISTORY.

The first constitution of the state provided for the establishment and support of a university, with such branches as the public convenience may hereafter demand. Accordingly, by act approved February 25, 1847, the legislature directed the establishment of the state university of Iowa to be located at Iowa City, with such branches as, in the opinion of the general assembly, the public convenience may hereafter require.

The university was first opened March, 1855, with about seventy-five students. The next year elementary normal work was made a prominent feature. In accordance with the recommendation of Chancellor Dean, the university proper was closed from 1857 to 1860 for lack of funds and suitable buildings, but the normal department continued its work. In 1860, the university organization was completed, and on September 19th of that year the institution was formally opened under the new order of things. This may be properly regarded as the original organization of the university, and it is so treated in the annals of the institution. The catalogue of 1860-1861 shows a faculty of eight, with one hundred and seventy-two students, of whom only nineteen were of collegiate rank, the remainder normal and preparatory students.

Elementary English branches were taught until 1867, and in 1879 it was deemed wise to drop all preparatory instruction and depend

upon the high schools and academies for this service. The normal department was merged with the collegiate in 1873. In 1868 the law department was opened, with twenty-five students; in 1870 the medical department, with fifteen students; in 1877 the homeopathic medical department, with eighteen students; in 1882 the dental department, with fifteen students, and in 1885 the pharmaceutical department, with fourteen students. All these departments have grown steadily in numbers, appliances and efficiency, and fully deserve their very high reputation. Since 1860 the faculty has grown from eight to seventy-nine, and in contrast with the nineteen collegiate students of that year the attendance for 1890-1891 was eight hundred and ninety, distributed as follows: Collegiate, three hundred and sixty-six; law, one hundred and sixty-one; medical, one hundred and forty-four; homeopathic medical, forty-four; dental, one hundred and sixty-nine; pharmaceutical, forty-four. The catalogue of the current year will show a decided advance over last year. From one small building in use in 1855, the twelve buildings now occupied are very inadequate for the present work of the university.

The university library proper, has twenty-six thousand volumes, selected with reference to actual needs. Among the medical equipments are eleven laboratories, several museums, and the hospitals.

Close hall, erected through the efforts of the Christian associations, provides gymnasium, reading rooms, and bath rooms, as well as a home for these associations. The seminaries, connected with the chairs of English, Latin, German, History, Political Science, Philosophy, and Pedagogy, offer excellent facilities for advanced study and original investigation. The moot courts presided over by members of the law faculty, in a most efficient way supplement the class room instruction, as a preparation for actual practice.

The collegiate department offers four general courses of study—classical, philosophical, general scientific, letters; and two technical courses, civil engineering and electrical engineering; also provides for special courses, under direction of the faculty. The university has published the results of original investigation in the Natural History Bulletin, the Transit, and a monograph on the history of the Amana community. The students publish the Vidette Reporter, a tri-weekly paper, and The Quill, weekly. There are five flourishing literary societies in the collegiate department, and one in the law department. Some estimate of the extent



of the past work of the university may be formed from the number of its graduates, 3,331. The quality of its training is best shown in the character and work of this body of men and women in public station and private life, in every western state.

The presidents of the university have been as follows:

Amos Dean, LL. D.....	1855-1858
Silas Totten, LL. D.....	1860-1862
Oliver M. Spencer, D. D.....	1862-1867
Nathan R. Leonard, A. M. (Acting).....	1867-1868
James Black, D. D.....	1868-1870
George Thacher, D. D.....	1871-1877
Christian W. Slagle, A. M.....	1877-1878
Josiah L. Pickard, LL. D.....	1878-1887
Charles A. Schaeffer, Ph. D.....	1887-....

## UNIVERSITY EXTENSION.

The regents of the university have had under consideration two plans whereby they hope to extend the usefulness of the institution in different parts of the state. The first had reference to allowing non-resident alumni to avail themselves of the university library, under certain conditions.

The subject was referred to the library committee and consequent upon their action the following report was adopted:

### *To the Regents of State University of Iowa:*

The library committee, to whom was referred the matter of loaning books from the library of the university, to the non-resident alumni, offer the following report:

Whenever it is possible to loan such books as are not wanted by the students or professors for immediate use, we see no objections to doing it, *provided*, it can be done without expense to the university and under such guarantees as will secure the library from loss of books, or from any unusual damage.

We therefore recommend that the matter be referred to the president of the university, and the librarian, and they be requested to draw up such rules and regulations as may be necessary to carry out the plans successfully, said rules to be in force after their approval by the library committee of the board of regents.

Subsequently the subject of university extension was brought to the notice of the regents by gentlemen not connected with the university, residing outside of Iowa City. It was urged that the usefulness of the institution can be greatly extended by courses of scientific and literary lectures, delivered by the university professors in the cities and towns of the state. Also, courses of reading and study can be arranged in lines kindred to the lectures, thus affording a fund of information upon popular subjects, not otherwise attainable.

Although this plan has been in existence in England for over twenty years, it is yet in its infancy in this country. There can be no reason why it should not succeed if wisely directed.



The subject was referred to the collegiate committee, and their report was adopted by the board. Since then the faculty of the university have appointed a director of university extension and several courses of lectures are already arranged. It is expected that a number of places will avail themselves of this opportunity for self-improvement.

#### REPORT OF COMMITTEE.

In the absence of any funds with which to inaugurate and carry on the work of university extension, the committee can recommend only as follows:

We recognize the desirability of making all the forces connected with the university available for the spread of useful knowledge among the people of the state. This work can best be done at present through the voluntary efforts of the different professors, and the more general use of the university library. There is a grand opportunity for aiding those who desire to carry on a course of study through correspondence with professors who are specialists, and who thus can direct and oversee the reading and study of students who are not able to take a full course at the university. The inauguration of such a scheme would add not only to the usefulness, but to the popularity of the institution.

As far as possible, there should be inaugurated during the coming fall and winter, courses of lectures not altogether of the popular form, but such as require some study and investigation on the part of the class.

We recommend:

1. The selection by the collegiate faculty of one of their number, to be designated as university extension director, through whom all correspondence concerning lectures and other matters incident to the work shall be carried on.

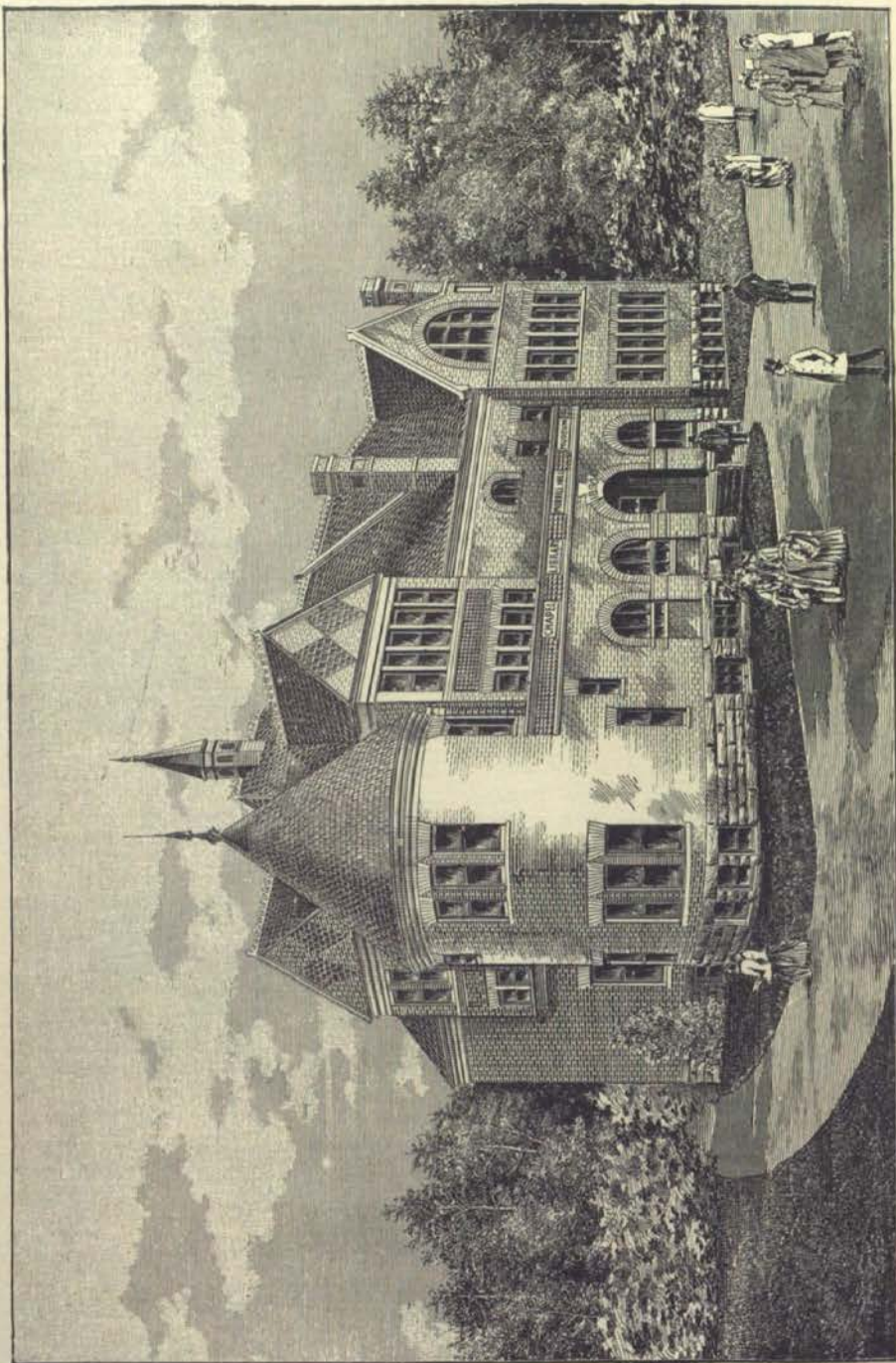
2. The university director shall prepare at as early a date as possible, a scheme giving information concerning the different courses of study, the different courses of lectures proposed, the expense necessarily included, and any other information deemed essential. Such scheme should be published in the leading papers of the state, also should be distributed wherever it can be available for awakening public interest in the plan.

3. The courses of lectures should be determined upon at an early date, by such professors as are willing to give their services for a very reasonable compensation.

4. Such places should be selected as centers as can guarantee the necessary expenses, and can furnish suitable halls or places for meeting, and the libraries or museums of natural history, which are necessary for the successful prosecution of the work.

5. Under the proposed plan, it will be necessary to select only such centers for work as are in easy communication with Iowa City, in order that the professors may not be too largely hindered in their regular university duties.





MORRILL HALL, AGRICULTURAL COLLEGE, AMES.

---

## EDUCATIONAL ORGANIZATION.

---

STATE TEACHERS' ASSOCIATION.  
COUNTY SUPERINTENDENTS' MEETINGS.  
TEACHERS' ASSOCIATIONS.  
TEACHERS' ROUND TABLES.  
STATE READING CIRCLE.  
IOWA PUPILS' READING CIRCLE.  
WOMENS' ROUND TABLE.

---



## STATE TEACHERS' ASSOCIATION.

---

There is no reliable record in the office, of the first meeting of the state teachers' association. It was stated by D. Franklin Wells, afterwards superintendent of public instruction, that the association was organized at Muscatine, May, 1854. We are strongly inclined to accept this date, making the meeting called for December, 1891, the thirty-seventh annual meeting.

The association, since its organization, has exerted a wide influence in the state. In the printed records of the meeting in 1856, we find the members discussing the expediency of establishing an educational journal for the benefit of the teachers of the state.

Later we find the executive committee reporting that they had secured during the year the delivery in the state of four hundred lectures, at which twenty-five thousand persons were addressed upon the subject of education.

The members of the association were also instrumental in creating a public opinion in favor of establishing normal schools. They for a time kept a state agent in the field, whose business it was to co-operate with the state superintendent in holding institutes and in furthering the general interests of education in the state.

The final establishment of the reform school was chiefly due to the efforts of this association.

The discussions have at all times been free from any partisan or sectarian bias, and open to any one interested in the education of the people.

The following list of those who have acted as presidents, is republished in order that it may be preserved.

We have designated by the star those who have passed away.

"Peace to the honored dead,  
The light that on their head  
So many years have shed.  
Shall ne'er grow dim."



- |  |                   |                             |                    |
|--|-------------------|-----------------------------|--------------------|
| 1. 1854—{ Muscatine }<br>{ Iowa City } ..... | *J. A. Parvin.    | 19. 1873—Iowa City... ..    | L. M. Hastings.    |
| 1855—No meeting.                             |                   | 20. 1874—Des Moines...*     | Allen Armstrong.   |
| 2. 1856—{ Iowa City }<br>{ Muscatine } ..... | J. L. Enos.       | 21. 1875—Burlington...*     | J. H. Thompson.    |
| 3. 1857—{ Dubuque }<br>{ Iowa City } .....   | *D. F. Wells.     | 22. 1876—Grinnell.....      | C. P. Rogers.      |
| 4. 1858—Davenport.....                       | C. C. Nestlerode. | 23. 1877—Cedar Rapids.      | Miss P. W. Sudlow. |
| 5. 1859—Washington...Fred'k                  | Humphrey.         | 24. 1878—Marshalltown.....  | Henry Sabin.       |
| 6. 1860—Tipton.....                          | *D. F. Wells.     | 25. 1879—Independence.....  | W. J. Shoup.       |
| 7. 1861—Muscatine.....                       | *A. S. Kissell.   | 26. 1880—Des Moines...*     | R. G. Sanderson.   |
| 8. 1862—Mt. Pleasant...C. C.                 | Nestlerode.       | 27. 1881—Oskaloosa.....     | Samuel Calvin.     |
| 9. 1863—Grinnell.....                        | M. K. Cross.      | 28. 1882—Cedar Falls ....   | R. A. Harkness.    |
| 10. 1864—Dubuque.....                        | H. K. Edson.      | 29. 1883—Des Moines... ..   | L. L. Klinefelter. |
| 11. 1865—Oskaloosa.....*                     | Oran Faville.     | 30. 1884—Des Moines.....    | H. H. Seerley.     |
| 12. 1866—Cedar Rapids.....                   | L. F. Parker.     | 31. 1885—Des Moines.....    | W. F. King.        |
| 13. 1867—Des Moines.....                     | M. M. Ingalls.    | 32. 1886—Des Moines.....    | M. W. Bartlett.    |
| 14. 1868—Keokuk .....                        | T. S. Parvin.     | 33. 1887—Cedar Rapids.....  | L. T. Weld.        |
| 15. 1869—Marshalltown.....                   | W. M. Brooks.     | 34. 1888—Des Moines.....    | J. L. Pickard.     |
| 16. 1870—Waterloo.....                       | Jona Piper.       | 35. 1889—Des Moines...Miss  | L. E. Granger.     |
| 17. 1871—Council Bluffs.....                 | S. J. Buck.       | 36. 1890—Des Moines...James | McNaughton.        |
| 18. 1872—Davenport .....                     | S. N. Fellows.    | 37. 1891—Des Moines.....    | H. H. Freer.       |

The following is the program for December 29-31, 1891:

#### GENERAL ASSOCIATION.

*President*—Professor H. H. Freer, Mt. Vernon.

*Secretary*—J. M. Mehan, Des Moines.

*Treasurer*—Superintendent D. W. Lewis, Washington.

*Executive Committee*—Professor J. Macy, chairman, Grinnell; County-Superintendent J. F. Riggs, Mt. Pleasant; Superintendent G. I. Miller, Boone.

#### TUESDAY EVENING.

7:30. Music. Invocation. Music. Address of welcome. Response. Music. President's address: Prof. H. H. Freer, Mt. Vernon. Music.

#### WEDNESDAY A. M., DECEMBER 30.

9:00. Music. Devotion. Business.

9:40. Paper: The Home and the School; how far and for what is each responsible in the education of the child? On behalf of the school, Prof. C. M. Grumblin, Mt. Pleasant. On behalf of the home, Supt. S. F. Fiester, Waverly.

11:00. General criticisms and suggestions, a free-lance hour.

#### WEDNESDAY EVENING.

7:30. Music. Announcements. Music. Lecture: Hon. Andrew S. Draper, Albany, N. Y. Music.

#### THURSDAY, A. M., DECEMBER 31.

9:00. Music. Devotion. Business.

9:40. Paper: The first four years of school life. Supt. A. W. Stuart, Ottumwa.

#### THURSDAY AFTERNOON.

1:30. Music. Election of officers, and reports of committees.  
2:20. Paper: The Iowa School Exhibit at the Columbian Exhibition. Prof. T. H. McBride, Iowa City.

#### THURSDAY EVENING.

#### EDUCATIONAL COUNCIL.

*President*—State Superintendent Henry Sabin, Des Moines.  
*Secretary*—Prof. M. F. Arey, Cedar Falls.

#### TUESDAY A. M., DECEMBER 29, 1891.

9:00. Business. Reports and discussions.  
9:30. I.—How shall we diminish the waste in our present school system in graded and high school work? Prof. R. A. Harkness, chairman of committee.  
10:45. II.—Shall we make utilitarian knowledge, or general culture, the objective point in education? Superintendent J. S. Shoup, chairman of committee.

#### TUESDAY AFTERNOON.

2:00. III.—What shall precede the American university? Prof. A. N. Currier, chairman of committee.  
3:30. IV.—The library: For the teacher, for pupils, for the public. Principal F. E. Stratton, chairman of committee.

#### DEPARTMENT MEETINGS.

#### WEDNESDAY P. M., DECEMBER 30.

#### COLLEGE AND UNIVERSITY DEPARTMENT.

*President*—Prof. R. A. Harkness, Fairfield.

*Secretary*—Prof. J. E. Todd, Tabor.

2:00. President's address.

2:20. Paper: The educational value of the study of science. Prof. J. C. Hainer, Ames.

3:30. Paper: Is there need of a reorganization of higher education in America? President Geo. A. Gates, Grinnell.

#### SECONDARY DEPARTMENT.

*President*—Prof. D. S. Wright, Cedar Falls.

*Secretary*—Prof. A. W. Rich, Le Mars.

2:00. Paper: Should instruction in the normal school be exclusively professional? Prof. W. O. Riddell, Woodbine.

2:45. Paper: Specialized instruction in the high school. Miss Ida L. Schell, Fort Dodge.



## ELEMENTARY AND GRADED DEPARTMENT.

*President*, Frank E. Plummer, Des Moines.

*Secretary*, H. B. Larrabee, Creston.

1. A continuous course of study, Supt. A. W. Stuart, Ottumwa.
2. The use and abuse of blank books in our graded schools, Prin. Ella Malone, Des Moines.
3. What can we do for our grammar schools? Supt. E. N. Coleman, Le Mars.
4. Educational embellishments, Prin. Walker De Witt, Carson.
5. Additions and eliminations which will give us an ideal graded school system. Supt. Clarence M. Boutelle, Decorah.

## PRIMARY SECTION OF ELEMENTARY AND GRADED DEPARTMENT.

*President*, Miss Jennie Kreigh, East Des Moines.

*Secretary*, Miss Adelaide Skliba, Boone.

- 1:50. Handwork in the primary school. Miss Kate E. Palmer, Oskaloosa.
- 2:30. The individual in primary teaching. Mrs. E. C. Farrand, Davenport.
- 3:10. Literature for primary pupils. Miss Clara Banks, Knoxville.

## SUPERINTENDENTS' AND PRINCIPALS' SECTION OF ELEMENTARY AND GRADED DEPARTMENT.

*President*, Supt. E. N. Coleman, Le Mars.

*Secretary*, Prin. C. H. Cole, Ackley.

- 1:30. Where must we look for teachers for our graded schools? Supt. Wm. Wilcox, Mason City.
- 3:00. The counsel work of the superintendent. Prin. M. A. Reed, Woodbine.

## COUNTY SUPERINTENDENTS' DEPARTMENT.

*President*, W. M. Ward, Maquoketa.

*Secretary*, Eva L. Gregg, Cherokee.

1. Closer relations of county superintendents. John Carr, Webster county; George Phillips, Wapello county.
2. Some needed legislation. W. J. Baldwin, Johnson county.  
How to obtain it. C. O. McLain, Jasper county.
3. The Columbian Exhibit. Supt. Henry Sabin.
4. Report of reading circle committee. C. F. Saylor, Polk county.

## PENMANSHIP AND DRAWING DEPARTMENT.

*President*, C. H. Pierce, Keokuk.

*Secretary*, Bertha L. Patt, Decorah.

- 2:00. Drawing a factor of the new education. Miss Etta M. Budd, Indianola.
- 2:45. Drawing in public schools; what it includes and how it should be taught. Miss C. E. Foster.
- 3:30. Penmanship: By the best talent in the state.

## COUNTY SUPERINTENDENTS' MEETINGS.

In accordance with Section 1577 of the Code, an official call was issued, in the spring of 1890, to the county superintendents of Adair, Boone, Calhoun, Dallas, Greene, Guthrie, Hamilton, Hardin, Jasper, Madison, Marion, Marshall, Polk, Poweshiek, Story, Warren, and Webster counties, to meet at Des Moines, April 23, 1890. To those of Appanoose, Clarke, Davis, Decatur, Des Moines, Henry, Jefferson, Keokuk, Lee, Lucas, Mahaska, Monroe, Ringgold, Union, Van Buren, Wapello, Washington, and Wayne, to meet at Ottumwa, April 29. To those of Adams, Audubon, Carroll, Cass, Crawford, Fremont, Harrison, Ida, Mills, Monona, Montgomery, Page, Pottawattamie, Sac, Shelby, and Taylor, to meet at Council Bluffs, May 6. To those of Allamakee, Bremer, Butler, Cerro Gordo, Chickasaw, Clayton, Fayette, Floyd, Franklin, Hancock, Howard, Mitchell, Winnebago, Winneshiek, Worth, and Wright, to meet at Charles City, May 15. To those of Benton, Black Hawk, Buchanan, Cedar, Clinton, Delaware, Dubuque, Grundy, Iowa, Jackson, Johnson, Jones, Linn, Louisa, Muscatine, Scott, and Tama, to meet at Cedar Rapids, May 15. To those of Buena Vista, Cherokee, Clay, Dickinson, Emmet, Humboldt, Kossuth, Lyon, O'Brien, Osceola, Palo Alto, Plymouth, Pocahontas, Sioux, and Woodbury, to meet at Sheldon, May 22.

These sections were called to meet at the same places in April and May, 1891, except that Clinton was substituted for Cedar Rapids, and Atlantic for Council Bluffs.

The following are the general programs for each year:

## PROGRAM FOR 1890.

The new text-book law.

Ought the basis for promotion in, and graduation from normal institutes, to be the same in all the counties in Iowa?



## ROUND TABLE.

The model country school-house.

Location.

Plans. { Size.  
Light.  
Heat.  
Seating.

Grounds and surroundings. Flags.

How can a county superintendent best serve his teachers?

Reading circle.

Its object:

Formation, manner of.

How to awaken an interest in it.

Suggestions and plans of work.

Course of study for rural schools.

The connection between the rural and town or city schools.

## PROGRAM FOR 1891.

Primary pupils in our country schools. How secure better instruction and more care?

How can we obtain more thorough instruction in the common branches?

## ROUND TABLE.

The use of the teachers' hand-book. { School law.  
Course of study.  
Civil government.

Teachers' reading circle.

Objections to it, incentives to join it, methods, reports.

How to overcome the following difficulties:

Diversity of text-books, including new text-book law.

Irregularity of attendance, suggestions and incentives.

Indifference of patrons, effects of personality of teacher.

The value of the institute lecture.

The value of an institute round table.

Business: Iowa exhibit for Columbian exposition.

Plans for country school-houses.

The county superintendents have also been officially called together at each meeting of the state teachers' association.

The discussions at these meetings were strictly informal, and we think, productive of good results. Those questions were taken up which are of the most pressing importance to the schools. The earnestness which the county superintendents present displayed, and their eagerness to gain suggestions and to receive information from others as to the best manner of discharging the duties of their office, could not be excelled by any body of men gathered together for a common purpose.

They have generally responded readily to these calls, some of them coming a long distance and at considerable expense in order to be present. If the schools of the county derive any benefit from the meetings of county superintendents for consultation, then the law should plainly make it their duty to attend, and as plainly provide that their expenses in addition to their per diem, must be allowed by the board of supervisors.

The table on the following page, compiled from the reports, shows something of the value and character of the work which each county superintendent accomplished in the year closing October 1, 1891.



## SUMMARY OF SUPERINTENDENTS' WORK.

COUNTIES.	No. of school rooms.	No. of schools visited.	No. of separate visits made.	No. of teachers needed to supply schools.	No. of certificates granted.	Attempted classification	COUNTIES.	No. of school rooms.	No. of schools visited.	No. of separate visits made.	No. of teachers needed to supply schools.	No. of certificates granted.	Attempted classification
Adair.....	158	87	88	159	324	Yes.	Keokuk.....	188	118	140	190	260	Yes.
Adams.....	125	110	123	125	252	Yes.	Kossuth.....	162	158	276	163	248	Yes.
Allamakee...	145	118	170	149	193	Yes.	Lee.....	190	80	110	193	250	Yes.
Appanoose...	150	86	102	150	277	Yes.	Linn.....	321	83	85	323	429	Yes.
Audubon.....	122	71	76	122	252	Yes.	Louisia.....	103	60	120	105	227	Yes.
Benton.....	222	77	82	225	464	Yes.	Lucas.....	119	91	132	120	193	Yes.
Black Hawk...	195	181	203	199	269	Yes.	Lyon.....	111	98	107	112	132	Yes.
Boone.....	195	156	173	198	294	Yes.	Madison.....	158	155	158	159	329	Yes.
Bremer.....	125	125	232	128	188	Yes.	Mahaska.....	202	82	82	206	386	Yes.
Buchanan.....	169	144	187	173	204	Yes.	Marion.....	185	53	60	187	259	Yes.
Buena Vista...	151	108	120	154	242	Yes.	Marshall.....	213	35	35	225	408	Yes.
Butler.....	160	100	125	162	313	Yes.	Mills.....	109	105	105	110	212	Yes.
Calhoun.....	157	142	165	158	266	Yes.	Mitchell.....	120	120	140	121	212	Yes.
Carroll.....	174	79	79	175	293	Yes.	Monona.....	149	102	102	150	253	Yes.
Cass.....	185	170	179	188	319	Yes.	Monroe.....	106	75	90	108	159	Yes.
Cedar.....	165	88	110	169	285	Yes.	Montgomery...	141	118	126	149	218	No.
Cerro Gordo...	160	146	231	168	294	Yes.	Muscatine.....	150	80	100	160	263	Yes.
Cherokee.....	158	158	232	161	292	Yes.	O'Brien.....	144	108	116	145	224	Yes.
Chickasaw....	134	118	188	135	260	Yes.	Osceola.....	82	79	181	82	125	Yes.
Clarke.....	120	120	146	121	181	Yes.	Page.....	166	45	45	169	353	Yes.
Clay.....	118	116	196	118	202	Yes.	Palo Alto.....	108	106	193	109	205	Yes.
Clayton.....	205	150	212	207	327	Yes.	Plymouth.....	183	156	189	185	294	Yes.
Clinton.....	260	245	272	269	344	Yes.	Pocahontas....	128	90	112	128	241	Yes.
Crawford....	192	87	123	193	188	Yes.	Polk.....	345	64	81	414	645	Yes.
Dallas.....	188	136	174	192	277	Yes.	Pottawmle....	336	206	210	345	501	Yes.
Davis.....	120	80	90	120	169	Yes.	Poweshiek....	176	115	125	182	214	Yes.
Decatur.....	139	109	120	140	212	Yes.	Ringgold....	147	68	72	148	203	Yes.
Delaware.....	160	104	139	162	251	Yes.	Sac.....	157	138	245	160	246	Yes.
Des Moines....	176	16	16	180	203	Yes.	Scott.....	215	123	175	226	301	Yes.
Dickinson....	55	52	95	57	74	No.	Shelby.....	159	30	35	161	319	Yes.
Dubuque.....	221	100	100	233	268	Yes.	Sioux.....	184	165	194	184	270	Yes.
Emmet.....	52	42	46	53	74	Yes.	Story.....	172	166	234	176	311	Yes.
Fayette.....	217	118	118	218	362	Yes.	Tama.....	209	110	118	212	320	Yes.
Floyd.....	143	100	116	146	225	No.	Taylor.....	156	58	72	158	294	Yes.
Franklin.....	149	115	130	132	198	Yes.	Union.....	146	112	134	151	270	Yes.
Fremont.....	151	138	138	152	221	Yes.	Van Buren....	140	43	48	140	234	Yes.
Greene.....	166	116	158	167	228	Yes.	Wapello.....	179	170	200	187	255	Yes.
Grundy.....	139	139	167	140	218	Yes.	Warren.....	162	128	140	164	251	Yes.
Guthrie.....	185	120	150	186	203	Yes.	Washington...	161	66	66	162	268	Yes.
Hamilton.....	153	130	189	154	250	Yes.	Wayne.....	145	95	90	145	232	Yes.
Hancock.....	102	94	162	102	138	Yes.	Webster.....	205	143	169	206	326	Yes.
Hardin.....	177	101	151	182	303	Yes.	Winnebago....	74	74	150	74	49	Yes.
Harrison.....	180	125	125	184	223	Yes.	Winneshiek...	166	144	287	167	286	Yes.
Henry.....	127	60	60	133	217	Yes.	Woodbury....	283	130	176	301	295	Yes.
Howard.....	104	85	162	104	197	Yes.	Worth.....	90	90	172	90	157	Yes.
Humboldt....	111	88	160	111	169	Yes.	Wright.....	141	109	126	141	222	Yes.
Ida.....	120	101	131	121	181	Yes.	Totals.....	16032	10665	13654	16377	25360	
Iowa.....	168	64	73	169	307	Yes.							
Jackson.....	187	162	181	189	264	Yes.							
Jasper.....	221	120	126	230	303	Yes.							
Jefferson....	117	98	138	119	227	Yes.							
Johnson.....	199	111	111	206	332	No.							
Jones.....	171	115	160	173	269	Yes.							

## TEACHERS' ASSOCIATIONS.

The schools of Iowa have but little use for dead teachers. We do not mean those who are bodily dead, but those who attend no associations, take no educational journals, read no educational books, and have no professional growth, which is the only sign of life. There are in the state seventy counties that report county associations, forty-three report township associations, twenty-nine report both, and fifteen report neither. In eighty-four counties the teachers are accustomed to meet at stated times for mutual consultation and encouragement.

The programs at these meetings often call out free and animated discussions, not only from the teachers, but others who are interested in the schools. There are no agencies under the control of the superintendent which can be made more valuable for increasing the efficiency of the teachers of the county than these associations. There should be one in every county.

The programs for these gatherings should be pointed and practical. While particular attention may be paid to school management, and methods of teaching, subjects of general culture should also be introduced, both for the sake of variety and for the quickening influence which they have upon the intellectual life of the teacher.

In many instances the association takes the form of an institute. Classes are called in, methods of instruction are illustrated by class work, and afterwards discussed, with a view of ascertaining their practical value.

The relation which the school director bears to these associations is not as well determined as it ought to be. In Indiana the law provides that the teacher shall attend meetings when called by the county superintendent, and shall "for each day's attendance receive the same wages as for one day's teaching. *Provided*, That no teacher shall receive such wages unless he or she shall attend the full session, and perform the duties assigned."

This seems to be a wise provision of the law.



If the meeting is called for Friday, the schools in the place in which it meets may be in session and open to inspection by the visiting teachers. The evening may be, and should be, devoted to an educational lecture, intended for the public. We have almost entirely lost sight of the value of such lectures, as a powerful means of creating public sentiment.

We are greatly in need of the influence which such gatherings would exert in favor of better schools, and of the enthusiasm which could thus be created.

This is not the place to outline all the particulars attendant upon such institutes. Certain points are very evident. The county superintendent should have power to call them at stated times. It should be made the duty of the teachers to attend, and to perform the duties assigned each one, and the directors should be required to allow them their pay, as for teaching the same length of time.

This plan would go very far towards solving the problem of bringing the schools and the people into closer sympathy. They must come to know more of each other, to understand better what the one is accomplishing and the other expects them to attain. The need of these institutes, or associations, is the more felt, because of the great number of young and inexperienced teachers in our schools.

We do not see how it is possible for the schools of a county to be successfully conducted or the teachers to keep awake and abreast of the times, in the entire absence of any association which brings them together for mutual advice and deliberation.

These suggestions are the result of consultation with active county superintendents in Iowa, and the experience of others in neighboring states.

## TEACHERS' ROUND TABLES.

The existence of a regular program is not necessary to the success of a round table meeting. There are no written papers, and no formal speeches.

Sometimes some one is appointed to open the discussion in which others are expected to follow, and for the time being he acts as leader. Untrammelled by any constitution or by-laws, except such as are necessary to orderly proceedings, to fix time and place of meetings and to select subjects, this round table admits of freedom of discussion unequalled by any other body. It is, in fact, an unorganized collection of teachers, informal in its nature, composed of men and women who desire to discuss vital topics connected with their profession.

It is usual for the table to meet so as to spend at least one-half day in visiting schools.

Such gatherings are exceedingly useful in making teachers better acquainted with each other's plans and in promoting professional pride in good work.

These round tables are generally well attended by the most progressive teachers, and the greatest interest elicited in the proceedings. The subjects taken up for discussion embrace a wide variety of topics, and the conclusions reached have a decided influence in shaping the tone of educational thought among those who are regular attendants.

There are already several of these tables in existence, and others could be formed with great profit to the teachers. Numbers is not a prime consideration, as ten or fifteen members can conduct a profitable meeting.

There is perhaps a tendency to attempt too many subjects at one session. With a skillful leader, who should be well prepared both to ask and answer questions, and to guide the discussions



without limiting or hindering them, one subject for each half day will often be found sufficient.

The round table feature has also found a place in some of our institute programs. Teachers of the same grade meet once or twice a week under the guidance of the county superintendent or an instructor, or sometimes one of the older and more experienced of their own number, for a free interchange of thought and opinions, as suggested by the variety of their experience in matters connected with school work. This has proved to be a valuable feature in the institute work of several counties.





IND. DIST. OSAGE, MITCHELL CO.

Size 26 x 36.

Cost \$1,200.

## TEACHERS' READING CIRCLE.

## BOARD OF DIRECTORS.

Superintendent of Public Instruction, *President*.C. F. Saylor, *Secretary*, Polk county.

J. S. Shoup, Woodbury county.

A. R. Sale, Cerro Gordo county.

Lottie E. Granger, Page county.

G. W. Coverston, Muscatine county.

The Iowa state reading circle was organized at the meeting of the county superintendents' section of the state teachers' association, December, 1889.

The following extracts from the constitution will give a general idea of the plan of organization and methods of work.

There shall be held each year three regular meetings of the reading circle board, and such called meetings as a majority of the board from time to time designate. The first regular meeting shall be during the assembly of the state teachers' association, and after the new members have been selected by the county superintendents' section. It shall be the duty of the board at this meeting to organize by selecting officers for the following year, and to transact such other business as is not hereinafter specified.

It shall be the duty of the board to lay out a course of reading covering a period that in its judgment seems to be most practical for the teachers of the state; said course to be limited to two books for the first year, one on professional work, and one on general culture.

The county superintendent of schools shall be ex-officio manager of the reading circle work of his county, or some other person whom he may recommend to the state board.

It is hereby recommended that the course of reading prepared by the state board be made to begin with the county normal institute, and the year's reading close with the institute following.

It shall be the duty of the manager to have general charge and oversight of the reading circle; to report to the secretary of the



board on the third Saturday of December, March and September, the number and names of members in his county; to notify the publishers of books from time to time of the number of books required.

It is recommended that the reading circle be regarded as a preparation for the county normal institute, and at every annual session thereof a suitable place on the program be given to the subject; and in the examination of teachers the questions on the subject of theory and practice should be so selected, that the county superintendent may determine if the applicant has carefully and intelligently studied the books which have been selected for the applicant's reading during the previous year.

It is recommended that at each examination of teachers the list of preliminary questions shall contain the following: Do you agree, if permitted to teach in this county, to provide yourself with a book, required to be read by the teachers' reading circle, and study the same in the manner prescribed, provided that you are furnished with the names of said books, and an outline of study?

In any county where books have already been selected on the same subjects, those teachers shall not be required to purchase the books here adopted, until they have finished the books they now have.

No member of this reading circle shall be required, at any time, to pay any membership fee.

The publishers of the books selected shall be required to prepare and send out to each county superintendent of the state, before the institute season opens, a circular explanatory of the books of the course, the cost of the same, etc. They shall advise with the county superintendent for the sale of books. They shall arrange the necessary outlines of said books, for publication in the educational journals of the state, and for the use of the county manager.

At the first meeting the board of managers selected for the year's reading: Page's Theory and Practice of Teaching, and Hale's Lights of Two Centuries.

They were furnished to the teachers under the following conditions.

The books to be sold to the members of the circle at wholesale.

The books to be transmitted to the county manager, by the publishing house at its own expense, said house to take back all unsold books, and pay the expenses of returning the same.

The house to allow a commission, if necessary, of five per cent for handling the books.

The house to give the board a commission of ten cents on each book sold in the state, for the purpose of bearing the expense of the reading circle.

The report of the secretary, made December, 1890, shows that in eighty counties of the state, the reading circle had a membership of over five thousand.

At the meeting in 1891 the directors adopted Steele's Popular Zoology, and Shoup's History of Education, as the course for this year.

It is estimated that over seven thousand teachers are, at present, reading in the course. The circle is popular with the teachers, and it is undoubtedly doing an excellent work. It is to be hoped the number of teachers who will avail themselves of its benefits will be largely increased in the near future.

The secretary has displayed commendable zeal and skill in awakening an interest in the reading circle work, and this department has given the movement its hearty support.

In another part of this report, we have discussed more fully the question of professional reading for teachers.



## IOWA PUPILS' READING CIRCLE.

## BOARD OF DIRECTORS.

W. A. Doron, *President*, Monticello, J. T. Merrill, Cedar Rapids,  
Georgia Warrick, Des Moines, J. M. DeArmond, Davenport.

George I. Miller, *Secretary*, Boone.

The Iowa pupils' reading circle is a direct outgrowth from the state teachers' association. Its organization was effected through the passage of a resolution introduced into the graded section, at the annual meeting in 1890. The board of managers reported by the nominating committee was confirmed by the state association.

The organization of the pupils' reading circle provides for a board of five directors. An outline of the work as conducted during the first year is as follows:

## COURSE OF READING:

DIVISIONS.	GRADES.	BOOKS.
First	Second Year or Second Reader Grade.	{ Friends in Feathers and Fur. Price, 30 cents.
	Third Year or Third Reader Grade.	{ Grandfather's Stories. Price, 27 cents.
Second	Fourth Year or first half of Fourth Reader Grade.	{ Familiar Animals and Their Wild Kindred. Price, 50 cents.
	Fifth Year or second half of Fourth Reader Grade.	{ Eggleston's First Book in Amer- ican History. Price, 60 cents.
Third	Sixth Year or first half of Fifth Reader Grade.	{ Living Creatures of Water, Land and Air. Price, 50 cents.
	Seventh Year or second half of Fifth Reader Grade.	{ Stories of Other Lands. Price, 40 cents.
Fourth	Eighth Year or Advanced Grade.	{ Some Neighbors with Claws and Hoofs. Price, 54 cents.
	Ninth Year or Preparatory High School Grade.	{ Ten Great Events in History. Price, 54 cents.

For memorizing, Peaslee's Graded Selections. Price, 50 cents.

All correspondence should be directed to the secretary and the plan of organization requires the following duties of this officer: He shall make an annual report to the board of managers, shall appoint the director of each county, shall furnish supplies to the various county directors and leaders, and send out circulars to teachers and friends of education in general in connection with the work.

The county director shall be appointed by the secretary of the reading circle board and shall hold his office one year. Said director shall have charge and oversight of the pupils' reading circles of his county. He shall make his report to the secretary of the board, keeping the number and names of members in his county, he shall issue certificates of promotion and completion to the members and shall assist the leaders and members in procuring their books from the publishers. The said director is expected to heartily co-operate with the secretary in such a way as to promote the interests of the pupils' reading circle in his county.

All active teachers of the state shall be made *ex-officio* leaders in the pupils' reading circle, but must have their authority and supplies from the county director or from the secretary of the board of directors. Other leaders may be appointed by the county director or the secretary of the board of directors.

Any person between the ages of five and twenty-one may become a member of the Iowa pupils' reading circle by signing the roll and receiving a membership card, purchasing at least one book, and agreeing to take up and faithfully perform the work. No membership fee shall be charged. Each member will be required to read at least one book, as prescribed in the course, each year, and when said book is so read, he shall be given credit by the leader for the work done, on a certificate card, prepared for that purpose, and as the pupils shall advance in the course from year to year, credit for each year's work will be duly recorded in a book kept for that purpose by the county director. Any person may join and receive a membership card from the nearest leader, from the county director, or from the secretary of the board of directors.

A membership card will be issued upon which will be a neat picture, a motto, a place for the member's name, and a blank for the official signature of the leader, director, or secretary. Second year readers will be given a red card, third year readers a pink card, fourth year readers a green card, fifth year readers a violet card, sixth year readers an orange card, seventh year readers a rose card, eighth year readers a blue card, and ninth year readers a gray card, and at the close of the course of reading a certificate of completion, which will be a beautiful white card, officially signed.

Circulars, cards, envelopes, and any special instruction desired, will be furnished promptly by writing the secretary.

Books can be procured at the prices already indicated, by sending your money direct to the publishers, the American Book Co., 258 and 260 Wabash Ave., Chicago, Ill., by ordering through your leaders or directors, or from your local booksellers.



Members may begin the reading at any time, may read more than one book each year, if they so desire, and at any time they shall finish the entire course they will be entitled to the certificate of completion. They shall commit to memory at least two selections or memory gems each year. Peaslee's Graded Selections for Memorizing to be taken as a guide.

Teachers and friends desiring to take up the work and who have not yet learned the name of the county director can get such information by applying to the county superintendent of their respective counties or to the secretary of the board of directors.

This reading circle has been organized in eighty-five counties in the state. School boards are adopting the course as supplementary work. There are now over ten thousand pupils who are active readers. This exceeds the membership in any other state, although Michigan, Illinois, Indiana, and Ohio have had the circle four or five years.

The circle commends itself to the friends of education, to school officers, to teachers and parents, in helping to direct the children of Iowa in the reading of good books. No membership fee is charged. The cost of the books is but a trifle, and they are of such a character that they will become the nucleus of a library for many a child. Children love to do the things which their associates are doing. When a child hears that the other children of the state are reading these books, he at once feels that they are desirable books to read. Teachers will find that the circle can be used to bring a new element of interest into school work. The true teacher wishes to put such influences into the lives of his pupils as will mould their characters for good. Here is an opportunity to interest them in a plan to which system, novelty and association lend their charms.

## WOMEN'S ROUND TABLE.

The women's round table of Iowa is in nowise connected with the state teachers' association, but for convenience in matters of travel and expense its annual state meetings are held at the same place and on a day prior to the assembling of the association.

The first call, addressed to the women teachers of Iowa, stated that in accordance with a suggestion made by some of our leading school workers, among whom was the superintendent of public instruction, a meeting was held in Des Moines in December, 1888, for the purpose of adopting some plan by which to bring more of our women teachers to the front, and thereby enable them to work more in unison, and in lines wherein they could not work so well if accompanied by their brother workers.

It was further urged that in the profession many women possessed of excellent ideas, lacked the power to express them in the presence of the general association. Another reason for separate organization was found in the fact that many topics pertaining to boys and girls in the schools could be more freely discussed by men and women apart. Therefore, there was organized in the aforesaid meeting a women's round table, wherein women teachers, without embarrassment, might bring forward and discuss such subjects as seemed desirable. The state was divided into five districts, from each of which a vice-president was selected. A yearly membership fee of twenty-five cents was required for defraying necessary expenses.

The first annual meeting occurred December 31, 1889, Mrs. L. T. Weld, president. The topics discussed were as follows: Can women compete with men in school work,—as disciplinarians, Leona Call; as science teachers, Anna E. McGovern; in strength of character, which leaves a life-long impression on pupils, Mrs. Addie B. Billington. How to make teaching a profession for women; time devoted to it, qualifications, Rebecca Greene. Social



position of teachers, Nettie Sawyer. Teacher quacks; in educational qualifications, in moral fitness, in method, Lydia Hinman. Our future profession; teaching to be made a life work, Mrs. M. E. Boynton. Better training for teachers, Alice Lewis. Special lines of work, Elizabeth K. Matthews. The use and abuse of uniformity in education, Carrie Barnard.

Reports were then received from the district meetings and officers elected for the ensuing year.

The second annual meeting, December, 1890, was presided over by Abbie S. Abbott, of Cedar Rapids. The attendance was large, discussion lively, and time well filled.

Reports from the district meetings, now increased to eleven to correspond with the congressional districts, were replete with interest, and it became clearly evident that acquaintance and good fellowship, as well as professional zeal, had been served through these semi-annual gatherings.

While it cannot be claimed for the women's round table that it has accomplished all it sought to bring about, since reading from papers has not yet given way to free speaking, it has both in membership and enthusiasm vindicated the plea for its existence.





OTTUMWA.

Two-room Kindergarten. Size 36 x 48. Cost \$1,950.

---

## SCHOOL LAWS.

---

THE TEXT-BOOK LAW.  
SCIENTIFIC TEMPERANCE INSTRUCTION.  
STATE BOARD OF EXAMINERS.  
ENUMERATION OF CHILDREN.  
AGE OF ATTENDANCE.

---



## THE TEXT-BOOK LAW.

---

In accordance with section 9, chapter 24, laws of 1888, the electors of thirty counties in the state voted to adopt a uniform series of text-books for use in the public schools.

A carefully compiled synopsis of the contract price paid for each grade of book, as reported by the county superintendents, accompanies this report.

The county superintendents generally report the law as working satisfactorily.

The following are a few extracts from remarks accompanying the reports:

Some publishing houses are furnishing us books at less than the former contract price. They give us one year in which to complete the introduction.

The operation of the new law gives general satisfaction.

There is much less opposition to the new law than we feared.

There was much opposition to the new law, but it has almost entirely died out.

The price of books has cheapened, and the people are well satisfied.

In addition, quite a number of counties have practical uniformity through township adoption. In most of the other counties there are townships and independent districts having contracts for five years.

Over one hundred cities and towns have also a five years' contract for a supply of books.

It is reasonable to estimate that at least seventy per cent of the state has taken advantage of the law, to obtain books at the contract price. The average reduction in the price of the books to the pupils is from thirty to fifty per cent.

The law has not been in operation long enough to judge fully of



its merits or its deficiencies. It will be remembered that county uniformity could not go into actual effect until after March, 1891.

So far, it has resulted in a material reduction in the price of books. The law, however, to be less burdensome to those charged with its execution, should be amended in a few particulars.

The president of the board should not be required, as in section 1, to give a bond of \$500. It is a useless and vexatious restriction, and hinders the efficiency of the law. The directors should have power, however, to engage some one to handle the books, to require from him a suitable bond, and to pay him a reasonable compensation for his trouble.

The requirement in section 5 having reference to advertising in two or more papers, is in many cases, a waste of public money. It should be limited to districts of over 4,000 population, and to the adoption of books for an entire county.

Cities and towns excluded under section 12, from the operation of county uniformity, should have the power granted them to call a special election any time after the annual election in March, and prior to the 1st day of August, for the purpose of voting upon the question of using the same books adopted by the county board of education.

There should also be some definite provision made for paying the dealers who handle the books in cities or towns a reasonable compensation.

With these amendments the efficiency of the law would be greatly increased, without lessening in any degree the precautions necessary for its safe and economical administration.

We are glad to note a tendency on the part of some houses to reduce the price of school books, and to give the districts already holding contracts the advantage of the reduction.

We do not propose in this report to traverse again the field of argument in favor of optional free text-books. If the doctrine of local option is good anywhere, it is good here. The rule of the majority is always safe. The school district is the purest form of a republic in our government.

If the people at a regular election, or at one called for that purpose, say by their ballots that text-books and supplies shall be furnished to the pupils in their schools at the public expense, that ought to be conclusive in the matter.

Again, no child should be kept out of school a day because of the inability of his parents to provide him with the books and materials used by his grade or class. Not only should boards of education be given the power, but it should be made their duty to provide every such child with books and whatever else is needed for the purposes of his instruction.



## CONDENSED

as provided for by section 10, chapter 24, laws of 1890, of the list of text-books

TEXT-BOOKS.	Appanoose.	Buena Vista.	Butler.	Cherokee.	Davis.	Emmet.	Greene.	Grundy.	Hardin.	Harrison.	Howard.	Jasper.
READER—First.....	\$.24	\$.14	\$.16	\$.16	\$.14	\$.20	\$.18	\$.18	\$.18	\$.24	\$.16	\$.14
Second.....	.24	.24	.25	.28	.24	.28	.27	.27	.27	.24	.25	.24
Third.....	.34	.30	.35	.40	.34	.40	.36	.36	.36	.34	.35	.30
Fourth.....	.40	.40	.45	.56	.40	.52	.45	.45	.45	.40	.45	†.40
Fifth.....	.58	.72	.60	.72	.58	.72	.68	.67	.68	.58	.60	.72
Sixth.....							.68		.68	.68		
SPELLER—												
Word Analysis.....	.14	.15	.15	.15	.14	.16		.18	.15	.14	.15	.16
WRITING—	.77	.84	.77	.77	.84	.77	.84	.72	.77	.72	.77	.84
ARITHMETIC—Primary.....	†.28	.24	.25	.24	.23	.28	.25	.24	.28	†.20	.22	.28
Intermediate.....	.40				.40		.48	.34	.40	.49	.40	
Complete.....	.68	.60	.50	.59	.68	.48	.50	.60	.48	.68		
Seat Work.....												
GEOGRAPHY—Introductory.....	.44	.36	.44	.38	.44	.36	.44	.44	.44	.44	.44	.44
Complete.....	1.00	.87	1.00	.86	.96	.81	.96	.96	.96	1.00	1.00	.96
Physical.....		.87		1.00	.80		.87	.87	.87			
LANGUAGE LESSONS—												
Grammar and Composition.....	†.18	†.31	.32	†.24	†.18		.32		.30	.30	.32	.30
	.52	.50	.50	.51	.52	.52	.50	.50	.51	.50	.51	.52
PHYSIOLOGY—Primary.....	.24	.24	.24	.24			.24	.24	.24	.24	.24	
Intermediate.....	.48	.40	.40		.48	†.40	.40	.40	†.40	.40	†.40	
Advanced.....		.80	.80	.80	.80	.80	.80		.80	.80		
HISTORY—Primary.....	.48	.48	.48			.48		.48	.48	.48		.48
Advanced.....	.80	.84	.80	.80	.80	.84	.65	.80	.84	.80	.65	.80
General.....				1.28						1.28		

\* Primer and first reader together.

† More than one book.

## REPORT

selected by the county boards of education, with contract prices of said books.

Johnson.	Jones.	Linn.	Louisa.	Madison.	Mahaska.	Marshall.	Mills.	Mitchell.	Muscatine.	O'Brien.	Plymouth.	Polk.	Ringgold.	Shelby.	Tama.	Winnebtek.	Worth.	Average price.
18.27.36.45.58	16.28.38.46.56.72	15.25.34.40.45.60	20.28.38.40.45.72	20.28.38.40.45.72	16.28.38.40.45.72	18.36.40.45.56.60	16.28.38.40.45.56.72	20.28.38.40.45.56.72	16.25.35.40.45.56.60	20.31.28.40.45.56.72	20.28.38.40.45.56.72	16.28.38.40.45.56.72	24.34.40.45.56.58.68	16.28.38.40.45.56.72	16.28.38.40.45.56.72	16.28.38.40.45.56.72	20.28.38.40.45.56.72	18.27.36.40.45.56.68
15	14	20	14	13	14	+14	20	20		+13	+13	14	14	16	14	14	+16	15
						28					28		28					28
77	77	80	77	77	72	84	77	77	+1.07	84	77	+1.04	77	+1.08	+1.05	77	77	82
24	24	24	+20	+24	28	+22	24	24	24	24	24	28	28	24	+28	24	24	25
48	48		40	48				48		48	48	40	40				48	43
52	60	52	68		52	52	52	52	52				60	52		52		58
		.06		.06		.06		.06			.06	.06		.06				.06
44	44	44	44	44	44	48	48	44	44	48	44	44	44	44	44	44	44	44
1.00	1.00	.96	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.04	1.00	1.00	1.00	1.00	.96	1.00	1.00	.98
				1.00		.94		.80				.80	1.00	.94	.87			.89
+34	+38	+34	+28		34	30	30	32	+38		+31	+18	+18	30	32	32	31	30
52	51	52	52	52	52	50	50	50	52	50	51	52	52	52	50	51	51	51
	24		24			24	24	24			24	24	24	24	24			24
40	40	50	40	40	40	40	40	40	50	40	40	40	40	40	40	40	40	41
	80	92	80	80	80	80	80			80	80	80	80	80	80	80	80	80
	48	48	48	48	48	48	48	48	48		38	48	48	48	48	48		48
85	80	80	80	80	80	84	80	80	84	80	80	80	80	80	80	80	80	80
			1.28	1.28									1.28	1.28				1.28



## SCIENTIFIC TEMPERANCE INSTRUCTION.

It is estimated that 12,000,000 children in the public schools of the United States are receiving instruction in the effects of narcotics and alcoholic stimulants upon the human body.

The results of this instruction, in promoting temperance and sobriety, must be apparent in the lives of the next generation. The blessings which will flow from it cannot be estimated in dollars and cents.

If this instruction could be given in the spirit as well as the letter of the law, and made universal, the greatest source of poverty, sorrow, and crime known to our race would be dried up at the fountain-head.

The law, in most counties of this state, is faithfully complied with.

We believe that there is, in fact, no county in which there has not been an honest effort made to observe it. Still, it is true that there are districts in which the law is a dead letter, either through the indifference of the teacher or the unwillingness of school authorities to have the required instruction given. Section 2 of the law, which provides that only schools and institutions reporting compliance with the law shall receive their proportion of the school funds, or allowance of public money, provides no way by which it can be enforced.

This omission should be provided for in some way, in order to make it operative.

The law already requires boards of directors to see to the observance of this statute and make provision therefor.

No doubt the law would be much better observed, in accordance with this provision, if power was given the boards of directors to purchase text-books for the use of the pupils while in school.

This department has uniformly held that the provisions of the law are mandatory, and that boards of directors have no power to exclude such teaching from their schools, or to excuse pupils from

pursuing this study until they have finished it, in the same sense in which they finish any other branch.

We should fail in our duty if we neglected to call attention to the need of a stringent law prohibiting the sale of tobacco in any form to a minor under sixteen years of age. The evils which come from the use of tobacco by boys not having attained their growth, are so well known that we need not dwell upon them here.

The sale of tobacco to them for their use in any manner, or under any disguise, should, in our opinion, be made a misdemeanor punishable with a heavy fine.

An inspection of the following table will show something of the information gathered from the reports made to this office by secretaries of school boards, as required by the provisions of the law:















## STATE BOARD OF EXAMINERS.

## MEMBERS OF BOARD:

Superintendent of Public Instruction, President.  
 C. A. Schaeffer, President of State University.  
 H. H. Seerley, President of State Normal School.  
 County Superintendent J. S. Crawford, Atlantic, 1894.  
 Miss Lucy Curtis, Secretary, State Center, 1892.

The following circulars were issued in 1891, for the information of those who wish to receive state examination as teachers.

## THE STATE CERTIFICATE.

This certificate is good for five years from date of examination, in any county in the state. The candidate must be present at the appointed hour on the first day, and must come prepared for two days' continuous work. It will be the aim of the board of examiners to make the examination reasonably thorough. Time will be given the candidate to do the work with deliberation and thought, so that he may be free from that nervous feeling which accompanies haste and always induces superficial work. It is proper to say as a matter of information that the state certificate is a grade higher than the ordinary county certificate. Teachers who hold a first class certificate *upon merit*, and are prepared in the additional branches required, can come to a state examination with a reasonable prospect of success.

It may not be out of place here to call the attention of young teachers to the fact, that a state certificate is the first step toward professional recognition. By careful study of certain lines of work, a life diploma will be within their reach before the expiration of the five years for which the certificate is issued.

Applicants will please bear in mind that the possession of state certificates or diplomas will not in any sense lessen their duty to comply with all the rules and requirements made by the county superintendent of the county in which they are teaching. They are not required to appear before him for examination, but *in all other respects* they are to be under his guidance and direction, the same as all other teachers in the county.

## I. GROUPS OF SUBJECTS FOR CERTIFICATES.

The candidate must write an essay at the time of examination, upon some one of the following topics: *a.* The origin, progress, and result of the civil

war. *b.* The period of reconstruction. *c.* The revolutionary war. *d.* The articles of confederation and the adoption of the constitution. The topic will be selected by the examiner at the time of examination; the time given to it will be at least one hour. From this paper will be marked history, orthography, and penmanship.

## GROUP ONE.

Orthography.  
 Reading.  
 Penmanship.  
 Arithmetic.  
 Geography.  
 English Language.  
 Physiology.  
 U. S. History.  
 Didactics.

## GROUP TWO.

Algebra.  
 Botany.  
 Elementary Physics.  
 Drawing.  
 Civil Government.  
 Laws of Iowa.  
 Book-keeping.

The board may omit the examination upon any of the above branches, but the candidate must certify that he has studied each branch and is prepared for examination in it.

## II. CONDITIONS.

While not absolutely necessary, it is much better for the candidate to send for a registration blank, and to fill it out carefully and return it to this office before the day named for examination. The fee for registration, as fixed by law, is \$3.00, one-half of which is returned to the candidate in case of failure.

The following requirements as to testimonials and credentials are imperative:

1. Written statements from one or more county superintendents or other experienced educators, certifying to the professional success and good moral character of the applicant. *When possible, one of these should be the superintendent of the county in which the candidate is now teaching, or the superintendent who gave the last certificate under which he taught.* The absence of such reference is always to be regretted.

2. Written official statements from school boards, or directors, for whom the candidate has taught, certifying to his success in teaching and government.

3. At the time of registration 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 anyone 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 thirty-six weeks of successful experience in actual school work.

The registration blank should be filled out with great care, as the examiners depend upon this record to learn the professional history of the candidate.

#### VALUE ATTACHED TO CERTAIN CREDENTIALS.

The possession of a diploma from any approved college or state normal school, or of a state certificate from another state, may be accepted in place of the examination in academic studies. The candidate, however, will be obliged to submit his credentials to the board of examiners, together with proof of at least eighteen months' successful work in Iowa. He will also be required to pass an examination in the theory and art of teaching, or such branch of group one and two as the board may designate.

#### THE LIFE DIPLOMA.

The life diploma is intended as a recognition of professional standing attained by long and successful experience. It is the presumption that those who hold these diplomas have entered upon teaching as a life work and are devoting all their energies to the practice of their profession. The life diploma is received in any county in Iowa as an evidence of ability to instruct the children and youth. The fee, as fixed by law, is \$5.00, one-half of which is returned to the candidate in case of failure.

#### TESTIMONIALS, CREDENTIALS, AND OTHER REQUIREMENTS.

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, regarding his success in teaching and government.

3. At time of registration 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.

5. In his registration blank the candidate must certify that he has taught or studied all the branches named in both groups. He must present evidence that he has taught at least eight years, and three of these in Iowa. He must also satisfy the board that he has a thorough knowledge of the subjects required for a state certificate.

6. 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.

7. 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.

8. 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 topic must be submitted to the president of the board for his approval, before the thesis is written. The thesis will be subjected to a critical examination by at least two persons chosen by the board.

9. The credentials required, the registration blanks 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 examination.

10. Each paper submitted will be examined with particular reference to the *correct use of the English language*.

11. The candidate must come prepared to do at least ten hours of work. The examination requires the writing of three papers, in addition to the thesis before submitted.

#### GROUPS OF SUBJECTS.

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

#### RELATING TO GRADUATES OF SUCCESSFUL EXPERIENCE.

In order to meet the wants of teachers who deserve recognition as professional educators, by reason of superior education, and of long and successful experience, the board of examiners have adopted the following rules:

*Resolved*, That resident teachers of Iowa, graduates of approved institutions either within or without the state, may receive life diplomas under the following conditions:

*First*: The candidate shall file with the president of the board, at least thirty days before the time appointed for a regular meeting:

1. The required registration blank properly filled out, accompanied by the fee, five dollars, as required by law.

2. A thesis in his own hand-writing, especially prepared for this examination upon a professional subject, selected by the president of the board. This thesis will be submitted to a critical examination, by two professional teachers chosen by the board.

3. The proofs as to experience and success, such as are required of all candidates for life diplomas, but covering an experience of ten years of teaching, three of which must have been in Iowa.

*Second*: 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.

*Third*: 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.

\*In order to prepare for the examination in the Science and Art of Education, a careful reading of some standard work is recommended. Compayre's Pedagogy, Painter's History of Education, Palmer's Science of Education, Payne's Lectures on Education; or other works of equal merit, acceptable to the board, may be used in this connection.



*Fourth:* He must receive the unanimous vote of the board of examiners.  
 HENRY SABIN,  
 February 2, 1891. *President State Board of Examiners.*

#### RENEWAL OF STATE CERTIFICATES.

The following regulations were adopted by the board of examiners at the meeting in June, 1891.

The board will not re-issue state certificates on the proof being made that the applicant has previously held a state certificate.

Such applicant shall furnish as credentials testimonials from his county superintendent, or a professional educator, and also from the boards of school directors for whom he has taught, certifying that he is successful in government and in instruction, and that his physical condition, mental and moral character are such as to justify this board in granting a state certificate, the right still being held of making further investigation should the board desire.

The applicant shall appear before the board in person and write a paper on didactics and also on such other branches as the board may assign at the time of the examination.

Graduates of the Iowa state normal school who have held state certificates shall be permitted to re-apply for a new certificate, and are required to make proofs in conformity with section two of this report.

At the meeting of the board, held in June, 1891, the subject of holding examinations in various sections of the state, in order to afford better facilities to those who wish to take advantage of the law, was freely discussed.

As a conclusion, the board appointed a committee of their number to prepare a memorial to the legislature, such as the facts and necessities of the case seemed to warrant.

The following is their statement:

The state board of examiners desire to call your attention to these facts:

1. The business of the board has largely increased.
2. The demand for examinations for state certificates comes from all parts of the state, remote from, as well as near the capital.
3. Should the board attempt to meet these demands, their expenses would exceed the appropriation of section 8, chapter 167, laws of 1882.

In the current biennial period the state has received a net income of \$410.00, from applicants for state certificates.

We think this statement of facts would warrant the legislature in appropriating money sufficient to hold examinations for state certificates in different parts of Iowa, and thus satisfy, to a reasonable degree, the demand of that class of ambitious, worthy teachers, who desire to promote themselves in this laudable way. It certainly is not the interest of the state to derive any income from this class of teachers.

We ask, therefore, that the amount of \$300.00, as provided in the law above cited, be increased to \$600.00, and assure the legislature that the examination fees will, in all probability, cover the amount back into the state treasury.

J. S. CRAWFORD,  
 C. A. SCHAEFFER,  
*Committee.*

The statement of the fees received shows that during the present biennial period the board have received and paid into the state treasury \$1,010, while they have drawn out \$595.67, leaving the expense of the examinations to be held December 28 and 29, 1891, to be provided for almost entirely from next year's appropriations.

The board thus find themselves greatly restricted in their work, which ought to be more extended than it is. We think the amount asked for by the committee is reasonable and in no way in excess of what the examiners really need. We therefore respectfully recommend that the legislature so amend section 8, chapter 167, laws of 1882, that it shall read \$600.00 in lieu of \$300.00.

#### DATE OF EXAMINATIONS FOR CERTIFICATES.

##### 1890.

Mt. Vernon.....	June 2, 3.
Cedar Falls.....	June 4, 5.
Grinnell.....	June 6, 7.
Iowa City.....	June 9, 10.
Des Moines.....	June 24, 25.
Des Moines.....	December 30, 31.

##### 1891.

Mt. Vernon.....	June 2, 3.
Cedar Falls.....	June 4, 5.
Grinnell.....	June 4, 5.
Des Moines.....	June 23, 24.
Des Moines.....	July 31, August 1.
Des Moines.....	December 29, 30.
Atlantic.....	August 7, 8.



## FOR LIFE DIPLOMAS.

Des Moines...	..... June 24, 25, 1890.
	..... December 30, 31, 1890.
	..... June 23, 24, 1891.
	..... December 29, 30, 1891.

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.

DATE OF CERTIFICATE.		TO WHOM ISSUED.	COUNTY.
January	1, 1890	Nettie A. Fibbs.....	Ida.
January	1, 1890	Millie M. Cuplin.....	Hardin.
January	1, 1890	L. W. Pollock.....	Cerro Gordo.
January	1, 1890	M. Jennie Mellen.....	Hardin.
January	1, 1890	George F. Thompson.....	Harrison.
January	1, 1890	Anna M. Hurley.....	Hardin.
January	1, 1890	Carrie A. Scott.....	Shelby.
January	1, 1890	P. H. Rolfs.....	Chickasaw.
January	1, 1890	S. A. Darland.....	Buena Vista.
January	1, 1890	A. O. Bakken.....	Worth.
January	1, 1890	H. H. Davidson.....	Emmet.
January	1, 1890	F. A. Lacey.....	Hardin.
January	1, 1890	Samuel W. Beyer.....	Dallas.
January	1, 1890	Ella M. Harrington.....	Jackson.
January	1, 1890	Libbie A. Tower.....	Hardin.
January	1, 1890	Vietor L. Dodge.....	Scott.
June	5, 1890	William L. Stevens.....	Mahaska.
June	5, 1890	L. J. Bowman.....	Delaware.
June	5, 1890	Mary E. Chandler.....	Linn.
June	5, 1890	Robert John Boyd.....	Washington.
June	5, 1890	Francis L. Douglas.....	Black Hawk.
June	5, 1890	Gertrude W. Dawley.....	Scott.
June	5, 1890	R. C. Gibson.....	Washington.
June	5, 1890	Alonzo D. Hayes.....	Henry.
June	5, 1890	James K. Mock.....	Monroe.
June	5, 1890	Anna E. Shepherd.....	Johnson.
June	5, 1890	Q. A. Woodward.....	Cedar.
June	5, 1890	H. L. Copeland.....	Johnson.
June	5, 1890	C. Ray Aurner.....	Marshall.
June	5, 1890	Lewis H. Bock.....	Carroll.
June	5, 1890	A. E. Cunningham.....	Black Hawk.
June	5, 1890	M. C. Cunningham.....	Black Hawk.
June	5, 1890	J. F. Doderer.....	Cerro Gordo.
June	5, 1890	Fred H. Dawson.....	Fayette.
June	5, 1890	Bruce Francis.....	Madison.
June	5, 1890	M. C. Gilchrist.....	Linn.
June	5, 1890	Ida L. Grimes.....	Louisa.
June	5, 1890	Carrie B. Hickman.....	Jones.
June	5, 1890	Libbie Hieber.....	Black Hawk.
June	5, 1890	H. B. Lizer.....	Buchanan.
June	5, 1890	Emma S. Mantz.....	Keokuk.
June	5, 1890	James I. Martin.....	Buchanan.
June	5, 1890	Grace E. Milliman.....	Harrison.



## STATE CERTIFICATES.—CONTINUED.

DATE OF CERTIFICATE.	TO WHOM ISSUED.	COUNTY.
June 5, 1890	M. E. McCracken.....	Montgomery.
June 5, 1890	F. A. Nimocks.....	Wapello.
June 5, 1890	Mary Pickrell.....	Mahaska.
June 5, 1890	Etta A. Robinson.....	Black Hawk.
June 5, 1890	Ida E. Shaw.....	Butler.
June 5, 1890	Maude Stinson.....	Montgomery.
June 5, 1890	J. H. Schroeder.....	Carroll.
June 5, 1890	G. D. Thompson.....	Hamilton.
June 5, 1890	Ada Williams.....	Cass.
June 5, 1890	E. B. Wilson.....	Cass.
June 5, 1890	Susie A. Young.....	Tama.
June 5, 1890	Hannah M. Hess.....	Buena Vista.
June 5, 1890	Ella M. Clark.....	Black Hawk.
June 5, 1890	Adelia O. Gregg.....	Montgomery.
June 5, 1890	Gertrude Mitchell.....	Jasper.
June 5, 1890	Eunice Overman.....	Black Hawk.
June 5, 1890	Nellie M. Stark.....	Black Hawk.
June 5, 1890	Janet Wilson.....	Appanoose.
June 5, 1890	Mary L. Stever.....	Jefferson.
June 5, 1890	Ella D. Williams.....	Black Hawk.
June 5, 1890	L. W. D. Coombs.....	Black Hawk.
June 5, 1890	C. A. Ensign.....	Butler.
June 5, 1890	Alice Hurley.....	Hardin.
June 5, 1890	Mary R. White.....	Hardin.
June 5, 1890	Alice E. Wright.....	Black Hawk.
June 5, 1890	M. A. Ainsworth.....	Webster.
June 5, 1890	Nellie Anderson.....	Franklin.
June 5, 1890	Wilbur Bender.....	Black Hawk.
June 5, 1890	A. E. Felmley.....	Black Hawk.
June 5, 1890	Emma L. Funk.....	Buchanan.
June 5, 1890	William C. Moyer.....	Dallas.
June 5, 1890	Eva S. Leland.....	Black Hawk.
June 5, 1890	Charles C. Miller.....	Black Hawk.
June 5, 1890	Hilda G. Lundeen.....	Jackson.
June 5, 1890	Lucy E. Plummer.....	Black Hawk.
June 5, 1890	M. O. Roland.....	Shelby.
June 24, 1890	C. J. Brower.....	Appanoose.
June 24, 1890	Amelia Ehlers.....	Mahaska.
June 24, 1890	Alice Fulton.....	Cass.
June 24, 1890	Charles Garrett.....	Madison.
June 24, 1890	Laurence T. Kersey.....	Hardin.
June 24, 1890	Herbert G. Lamson.....	Mills.
June 24, 1890	Angus Macdonald.....	Wright.
June 24, 1890	Maggie A. Ross.....	Mahaska.
June 24, 1890	Frances M. Wallace.....	Cherokee.
June 24, 1890	Mrs. K. E. M. Sartori.....	Plymouth.
June 24, 1890	George A. Bateman.....	Black Hawk.
June 24, 1890	Adolphus W. Wier.....	Cerro Gordo.
June 24, 1890	James F. Hester.....	Fremont.
June 24, 1890	Ella Reed.....	Hardin.
June 24, 1890	David Williams.....	Page.
June 24, 1890	Howard Wilson.....	Page.
January 1, 1891	Ellen M. Austin.....	Cass.

## STATE CERTIFICATES.—CONTINUED.

DATE OF CERTIFICATE	TO WHOM ISSUED.	COUNTY.
January 1, 1891	Amelia M. Allyn.....	Woodbury.
January 1, 1891	Anna C. Althouse.....	Hardin.
January 1, 1891	Anna S. Aul.....	Marion.
January 1, 1891	Samuel G. Burkhead.....	Buchanan.
January 1, 1891	Charles K. Dunster.....	Adair.
January 1, 1891	Letta A. Davis.....	Butler.
January 1, 1891	Walter A. Ferguson.....	Osceola.
January 1, 1891	John H. Garber.....	Adair.
January 1, 1891	Dennis M. Kelly.....	Jasper.
January 1, 1891	Lillie V. Lambert.....	Mahaska.
January 1, 1891	Clarence Messer.....	Humboldt.
January 1, 1891	Cornelia A. van der Linden.....	Marion.
January 1, 1891	James W. Miller.....	Shelby.
January 1, 1891	Sadie Nevill.....	Marshall.
January 1, 1891	Clara Pugh.....	Poweshiek.
January 1, 1891	Alva Pressnell.....	Marshall.
January 1, 1891	James L. Rose.....	Carroll.
January 1, 1891	Jerome W. Robey.....	Appanoose.
January 1, 1891	Lida Styles.....	Marshall.
January 1, 1891	Kate Stevens.....	Marshall.
January 1, 1891	Hattie B. Shaw.....	Marion.
January 1, 1891	Mary Taylor.....	Clarke.
January 1, 1891	Jennie L. Tower.....	Hardin.
January 1, 1891	Elmer H. White.....	Mahaska.
January 1, 1891	Lulu M. Wallace.....	Cherokee.
January 1, 1891	Charles L. Wilson.....	Adair.
January 1, 1891	Allen T. Whitmer.....	Guthrie.
January 1, 1891	Julien W. Case.....	Bremer.
January 1, 1891	Warren J. Dean.....	Keokuk.
January 1, 1891	Robert A. Jackson.....	Story.
January 1, 1891	William L. Veatch.....	Marshall.
January 1, 1891	Anna E. Wilson.....	Clay.
January 1, 1891	William McC. Martin.....	Clinton.
January 1, 1891	Henry S. Edwards.....	Hardin.
June 3, 1891	Helen Elliott.....	Scott.
June 3, 1891	Nettie A. Kepler.....	Linn.
June 3, 1891	Robert C. Lusk.....	Buchanan.
June 3, 1891	Frank H. Slagle.....	Kossuth.
June 3, 1891	Annie G. Adams.....	Muscatine.
June 3, 1891	C. W. Cruikshank.....	Lee.
June 5, 1891	Alsina M. Andrews.....	Mahaska.
June 5, 1891	Minnie D. Ashbrook.....	Marshall.
June 5, 1891	Lillie M. Andrews.....	Allamakee.
June 5, 1891	Elmer E. Bartlett.....	Black Hawk.
June 5, 1891	Florence McH. Butler.....	Grundy.
June 5, 1891	Etta B. Conner.....	Black Hawk.
June 5, 1891	Mary A. Crew.....	Keokuk.
June 5, 1891	Helen F. Clute.....	Poweshiek.
June 5, 1891	Agnes M. Cowan.....	O'Brien.
June 5, 1891	Mary E. Drew.....	Poweshiek.
June 5, 1891	Mattie E. Emry.....	Washington.
June 5, 1891	Mary A. England.....	Mahaska.
June 5, 1891	H. Beatrice Evers.....	Black Hawk.



## STATE CERTIFICATES.—CONTINUED.

DATE OF CERTIFICATE.	TO WHOM ISSUED.	COUNTY.
June 5, 1891	M. Florence Graham.....	Cass.
June 5, 1891	Nell J. Gunn.....	Mahaska.
June 5, 1891	Charles E. Hall.....	Wapello.
June 5, 1891	Clyde C. Hammerly.....	Webster.
June 5, 1891	Mary E. Helphrey.....	Henry.
June 5, 1891	Lissa B. Lenocker.....	Dallas.
June 5, 1891	Alice Lynde.....	Scott.
June 5, 1891	Anna E. Livingood.....	Clayton.
June 5, 1891	Mary A. Mills.....	Story.
June 5, 1891	Minnie M. Moore.....	Floyd.
June 5, 1891	T. Burton Morris.....	Adams.
June 5, 1891	Eva F. Moffit.....	Cedar.
June 5, 1891	E. Linnie Moore.....	Cerro Gordo.
June 5, 1891	Oscar H. L. Mason.....	Johnson.
June 5, 1891	Charles R. Martin.....	Butler.
June 5, 1891	Carrie A. McCausland.....	Taylor.
June 5, 1891	Louis M. Parsons.....	Buena Vista.
June 5, 1891	Alvin E. Reynolds.....	Keokuk.
June 5, 1891	Maude R. Rhoad.....	Greene.
June 5, 1891	Mary O. Stuart.....	Black Hawk.
June 5, 1891	David L. Skiff.....	Hardin.
June 5, 1891	Lurton D. Stubbs.....	Black Hawk.
June 5, 1891	Mollie Schmid.....	Bremer.
June 5, 1891	Sadie M. Seablom.....	Page.
June 5, 1891	Simon B. Stonerook, Jr.....	Cedar.
June 5, 1891	William Douglas Taylor.....	Mahaska.
June 5, 1891	Harvey A. Welty.....	Story.
June 5, 1891	Adam M. Willson.....	Louisa.
June 5, 1891	Dorcas Whitaker.....	Pottawattamie.
June 5, 1891	Charles E. Moore.....	Greene.
June 5, 1891	Bessie Larsen.....	Palo Alto.
June 5, 1891	Mary J. Wilson.....	Black Hawk.
June 5, 1891	Bertha E. Bush.....	Hancock.
June 5, 1891	C. C. Carstens.....	Poweshiek.
June 5, 1891	J. M. Crinklaw.....	Marshall.
June 5, 1891	Fred Cole Hicks.....	Hardin.
June 5, 1891	Blanche McMeans.....	Jackson.
June 5, 1891	Isabella E. Powers.....	Chickasaw.
June 5, 1891	Nettie Sutliff.....	Poweshiek.
June 5, 1891	L. H. Ozias.....	Scott.
June 5, 1891	George Henry Shulte.....	Clayton.
June 5, 1891	Jessie H. Wilson.....	Lee.
June 24, 1891	William H. Bowser.....	Louisa.
June 24, 1891	Alfred L. Brown.....	Greene.
June 24, 1891	Ella C. Blanchard.....	Polk.
June 24, 1891	Harry A. Dean.....	Carroll.
June 24, 1891	Walker R. DeWitt.....	Marion.
June 24, 1891	Milan J. Garrett.....	Madison.
June 24, 1891	Charles O. Greever.....	Calhoun.
June 24, 1891	Lyle E. Goodwin.....	Benton.
June 24, 1891	Arthur C. Hutchins.....	Dallas.
June 24, 1891	Margaret E. Lackey.....	Poweshiek.
June 24, 1891	George L. Matson.....	Warren.

## STATE CERTIFICATES.—CONTINUED.

DATE OF CERTIFICATE.	TO WHOM ISSUED.	COUNTY.
June 24, 1891	J. Calvin Owen.....	Hardin.
June 24, 1891	A. J. Oblinger.....	Dallas.
June 24, 1891	Albert C. Peckham.....	Adams.
June 24, 1891	Alice J. Suydam.....	Carroll.
June 24, 1891	Mary Avis Scott.....	Story.
June 24, 1891	Fanny B. Wilde.....	Hardin.
June 24, 1891	Julia Scurry.....	Hardin.
June 24, 1891	C. N. Brones.....	Cherokee.
June 24, 1891	Bertha Bishop.....	Black Hawk.
June 24, 1891	Ella N. Gibbens.....	Iowa.
June 24, 1891	John A. Kleinsorge.....	Scott.
June 24, 1891	Gertrude L. Leland.....	Black Hawk.
June 24, 1891	Lizzie A. Weinschenk.....	Jackson.
June 24, 1891	Nellie B. Wallbank.....	Henry.
August 1, 1891	Alice Clark.....	Hardin.
August 1, 1891	Esther D. Hunt.....	Mahaska.
August 1, 1891	Frances McWhirter.....	Hardin.
August 1, 1891	Samuel B. Montgomery.....	Jasper.
August 1, 1891	Clara Rice.....	Poweshiek.
August 1, 1891	Alexander A. Taylor.....	Adair.
August 8, 1891	Gertrude Barnard.....	Cass.
August 8, 1891	Hannah A. Boyle.....	Cass.
August 8, 1891	A. F. Burton.....	Cass.
August 8, 1891	Clarence Henry Carson.....	Iowa.
August 8, 1891	Rachel S. Harris.....	Cass.
August 8, 1891	Alice E. Havens.....	Cass.
August 8, 1891	Henry Heaton.....	Cass.
August 8, 1891	Eliza Emily Lamson.....	Cass.
August 8, 1891	Frank Budd Lawrence.....	Cass.
August 8, 1891	James Arnott McLean.....	Montgomery.
August 8, 1891	Hoyt Bradley Newcomb.....	Cass.
August 8, 1891	Levaretta M. Northup.....	Cass.
August 8, 1891	William N. Orris.....	Cass.
August 8, 1891	Seeley W. Rowley.....	Cass.
August 8, 1891	James Monroe Rooker.....	Cass.
August 8, 1891	Anna O. Temple.....	Cass.



## LIFE DIPLOMAS.

DATE OF DIPLOMA.	TO WHOM ISSUED.	COUNTY.
January 1, 1890	Clarence M. Boutelle.....	Winneshiek.
January 1, 1890	George Chandler.....	Mitchell.
January 1, 1890	William M. Beardshear.....	Polk.
January 1, 1890	Ella H. Durley.....	Polk.
January 1, 1890	J. H. Orcutt.....	Sac.
January 1, 1890	A. B. Carroll.....	Page.
January 1, 1890	William O. Riddell.....	Harrison.
January 1, 1890	Caroline E. Campbell.....	Polk.
January 1, 1890	Jane M. Buchanan.....	Worth.
January 1, 1890	Emma I. Casey.....	Ida.
January 1, 1890	W. M. Wilcox.....	Cerro Gordo.
January 1, 1890	J. Peasley.....	Hardin.
June 24, 1890	David S. Wright.....	Black Hawk.
June 24, 1890	John P. Hendricks.....	Linn.
June 24, 1890	Albert C. Ross.....	Mitchell.
June 24, 1890	Nancy R. Weld.....	Story.
June 24, 1890	Louise E. Hughes.....	Johnson.
June 24, 1890	Kate B. Reed.....	Black Hawk.
January 1, 1891	Horace F. Anders.....	Butler.
January 1, 1891	Chauncey P. Colgrove.....	Allamakee.
January 1, 1891	Charles H. Cole.....	Hardin.
January 1, 1891	Richard E. Call.....	Polk.
January 1, 1891	William J. Dobson.....	Dallas.
January 1, 1891	Henry A. Field.....	Shelby.
January 1, 1891	Alice L. Heald.....	Jefferson.
January 1, 1891	James McNaughton.....	Pottawattamie.
January 1, 1891	Marcellus A. Reed.....	Harrison.
January 1, 1891	Julia J. Sweet.....	Clinton.
January 1, 1891	Susie S. Stivers.....	Dallas.
January 1, 1891	Caroline M. Sheldon.....	Jasper.
January 1, 1891	Cassius M. Wirick.....	Des Moines.
January 1, 1891	William D. Wells.....	Grundy.
January 1, 1891	George W. Young.....	Calhoun.
January 1, 1891	Clara R. Bamber.....	Hamilton.
January 1, 1891	Charles H. Brake.....	Crawford.
January 1, 1891	George W. Bryan.....	Poweshiek.
January 1, 1891	Susan P. Peabody.....	Benton.
January 1, 1891	Mary A. Tanner.....	Hardin.
January 1, 1891	James A. Woods.....	Page.
January 1, 1891	Alvah A. Weaver.....	Hamilton.
January 1, 1891	Alice Wegener.....	Clinton.
June 24, 1891	Josephine B. Burt.....	Des Moines.
June 24, 1891	J. J. Dofflemyer.....	Lee.

## LIFE DIPLOMAS.—CONTINUED.

DATE OF DIPLOMA.	TO WHOM ISSUED.	COUNTY.
June 24, 1891	A. B. Goss.....	Van Buren.
June 24, 1891	G. M. Holiday.....	Wayne.
June 24, 1891	T. H. L. Jappe.....	Scott.
June 24, 1891	Carl L. Suksdorf.....	Scott.
June 24, 1891	G. F. Wood.....	Butler.
June 24, 1891	J. L. Buechele.....	Black Hawk.
June 24, 1891	F. B. Cooper.....	Johnson.
June 24, 1891	Rufus H. Frost.....	Cass.
June 24, 1891	J. P. McMurray.....	Mahaska.

## STATEMENT

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

## STATEMENT.

PLACE OF HOLD- ING EXAMINA- TIONS.	DATE.	NUMBER OF APPLICANTS.		CERTIFICATES GRANTED.		Number failed.	Fees received.
		Males.	Females.	Males.	Females.		
Des Moines.....	Dec. 31, 1889	12	7	9	7	3	\$ 52.50
Cornell College...	June 2, 1890	2	2	1	1	2	9.00
Cedar Falls.....	June 4, 1890	22	26	22	26	...	144.00
Grinnell.....	June 7, 1890	2	...	2	...	...	6.00
Iowa City.....	June 9, 1890	6	3	6	3	...	27.00
Clarinda.....	June 17, 1890	3	1	3	1	...	12.00
Des Moines.....	June 24, 1890	5	7	5	5	2	33.00
Held over.....	from 1889	2	2	2	2	...	12.00
Des Moines.....	Jan. 1, 1891	15	17	14	16	2	93.00
Cedar Falls.....	Jan. 1, 1891	4	1	4	1	...	15.00
Mt. Vernon.....	June 3, 1891	3	5	3	3	2	21.00
Des Moines.....	June 24, 1891	13	8	12	6	3	58.50
Cedar Falls.....	June 5, 1891	15	30	15	30	...	135.00
Grinnell.....	June 5, 1891	3	5	3	4	1	22.50
Iowa City.....	June 3, 1891	3	1	2	1	1	10.50
Cedar Falls.....	June 24, 1891	2	5	2	5	...	21.00
Atlantic.....	Aug. 8, 1891	9	7	9	7	...	48.00
Des Moines.....	Aug. 1, 1891	3	11	2	4	8	30.00
Totals.....		124	138	116	122	24	\$750.00



REPORT OF THE  
LIFE DIPLOMAS.

PLACE OF HOLD- ING EXAMINA- TIONS.	DATE.	NUMBER OF APPLICANTS.		DIPLOMAS GRANTED.		Number failed.	Fees received.
		Males.	Females.	Males.	Females.		
Des Moines.....	Dec. 31, 1889	8	4	8	4	....	\$ 60.00
Des Moines.....	June 24, 1890	3	3	3	3	....	30.00
Des Moines.....	Jan. 1, 1891	14	9	14	9	....	115.00
Des Moines.....	June 24, 1891	10	1	10	1	....	55.00
Totals .....		35	17	35	17	....	\$260.00

## SUMMARY.

KIND OF TESTIMO- NIAL.	NUMBER OF APPLI- CANTS.			CERTIFICATES AND DIPLOMAS ISSUED.			Number failed.	Fees received.
	Males.	Females.	Total.	Males.	Females.	Total.		
State certificates.....	124	138	262	116	122	238	24	\$ 750.00
Life diplomas.....	35	17	52	35	17	52	....	260.00
Totals .....	159	155	314	151	139	290	24	\$1,010.00

## STATEMENT

*Of the expenses of the State Board of Examiners from October 1, 1889, to  
October 1, 1891.*

WARRANTS ISSUED AND TO WHOM.	Amount
FROM OCTOBER 1 TO DECEMBER 31, 1889—	
C. A. Schaeffer.....	\$ 6.00
H. H. Seerley.....	12.00
Lucy Curtis.....	19.00
Minnie D. Nash.....	8.71
Vina L. Warr.....	6.00
Total.....	\$ 51.71
FROM JANUARY 1 TO DECEMBER 31, 1890—	
F. B. Cooper .....	\$ 155.55
Mrs. E. H. Durley .....	9.00
J. M. Mehan.....	11.60
H. H. Seerley.....	43.90
Lucy Curtis.....	64.50
Joella F. Gowdy.....	9.00
Minnie D. Nash.....	6.45
Total.....	300.00
FROM JANUARY 1 TO SEPTEMBER 30, 1891—	
H. H. Seerley.....	\$ 24.32
C. A. Schaeffer.....	41.50
J. S. Crawford.....	98.00
Joella F. Gowdy.....	6.00
J. M. Mehan.....	15.10
Lucy Curtis.....	83.55
Mrs. E. F. Sabin.....	27.20
Total.....	\$ 295.67



## SUMMARY.

Number of certificates issued to September 30, 1889.....	210
Number of certificates issued period ending September 30, 1891.....	238
Total number issued.....	448
Expired by limitation.....	31
Number in force September 30, 1891.....	417
Number of diplomas in force, 1889.....	89
Number of diplomas issued period ending September 30, 1891.....	59
Total number of diplomas in force September 30, 1891.....	134

## ENUMERATION OF CHILDREN.

The constitution of the state provides as follows:

The money subject to the support and maintenance of common schools shall be distributed to the districts in proportion to the number of youths between the ages of five and twenty-one years, in such manner as may be provided by the general assembly.

This section settles one question, at least. Without an amendment to the constitution the legislature has no power to change the relative ages upon which the proportionate share of the public money is distributed throughout the state.

The constitution, however, reserves to the legislature the power to change the manner of ascertaining the number of youths between five and twenty-one, also of distributing the money. Section 1745, of the school law, needs amending in several important particulars. As it stands at present, the secretary must file his report with the county superintendent, between the fifteenth and twentieth days of September in each year, but there is nothing said as to the time when he shall make the enumeration.

The department has held that it shall be taken between the first and tenth of September, but as a matter of fact it has been taken in some cities in July, in many in August, and in others in September.

Sometimes it is taken by the secretary, sometimes by a boy whom he may employ for that purpose, and sometimes it is estimated in part, care being taken to make it large enough to cover all deficiencies.

There is probably no item in our school statistics more unreliable than that which is designed to show the number of children of school age in each district in the state, and there is none the correctness of which is as important.

This is becoming a very grave evil, working injustice in many cases, as it causes an uneven distribution of the public money not contemplated by the constitution.



In order to remedy this, the law should state definitely between what dates the enumeration should be taken, in all portions of the state. It should, in every case, be taken by the secretary or by some one authorized by the board to do it. If necessary, in large cities it might be taken by some one whom the board should appoint in each ward, but in any case, the person so taking the enumeration, should make affidavit that he believes it to be substantially correct.

He should file with the president of the board, the names of the children of school age, male and female, with the names of the heads of families, designating place of residence.

Other items should be added, such as might be useful for this department, for the board of health, or for the labor commissioner, to use in the preparation of reports.

A uniform set of blanks should be prepared at this department and distributed through county superintendents to secretaries of school boards, and no other form should be allowed in the state for purposes of enumeration.

This is a matter worthy of grave consideration. It has been referred to repeatedly in former biennial reports of this department, and we feel it our duty to bring it again to the attention of the legislature.

## AGE OF ATTENDANCE.

Section 1727 of the code, provides that schools shall be taught in each district for the youth between the ages of five and twenty-one years. It is difficult to assign any reason why these ages were selected. Probably the legislature in passing the law followed the usual custom without giving it any particular thought. In Maine and Wisconsin, children may attend school at four years of age. In the remaining New England States, in New York, New Jersey, Michigan, Minnesota, Nebraska and Kansas, at five; in Ohio, Indiana, Illinois, and Pennsylvania, at six.

The question has often been raised, whether it is wise to admit children into our schools at the early age of five. There are some apparently strong arguments against it, and if the conditions of home life were in all cases favorable, it would not be difficult to reach a conclusion. Under the influence of a refined home, and cared for by a mother whose time and attention is given wholly to her children the little child may well be kept out of school until he is six, or even eight years of age. The instruction of the home becomes that of a private kindergarten.

But there are thousands of homes to which this does not apply. While the father is at his daily work, and the mother is busy with the cares of a large household, the child is left to play in the street, and to grow up with little or no restraint thrown about him. As a consequence when at the age of seven or eight years he comes to school for the first time, he is likely to be restive under necessary rules, and intractable in his disposition.

The fifth and sixth years of a child's life are especially valuable in the formation of habits of discipline, obedience, order, attention, and in the cultivation of those virtues which form the foundation of the future character of the man. In very many cases, particularly in the cities, the school furnishes the only alternative against neglect and the development of vicious traits of character,



which might be eliminated if taken earlier in life. The question often resolves itself into this—

Shall the child attend school during these years, under the care of a wise, judicious teacher, or shall he go to school in the street?

It adds to the argument when we remember that the delay in placing these children in schools adds to the chances of their learning to play truant, to their being attracted by their old associations, and to their leaving school at an early age. To shut the doors of the school rooms in Iowa to all children under seven years of age would be an act of injustice, which would affect disastrously the homes of the laborers and of the workingmen, whose children, at the best, can have but limited advantages. It would take two very profitable years out of the four years which the average child spends in school.

In the best primary rooms there are but five school hours out of the twenty-four in the day, and these are broken up by two hours intermission at noon, by recess, marches, plays and songs, and recitations. There are but five school days out of the seven in the week, and but thirty-six weeks out of the fifty-two in the year. Under favorable circumstances there is nothing in these conditions to injure the physical growth or development of the healthy child.

But there is another side to the question. Too many teachers, and parents as well, are unwisely ambitious to have their children pushed forward in their work. Too many school rooms are badly lighted, poorly ventilated and over crowded; too many school boards are disposed to assign the primary school to the rooms in the basement of the building. These, however, are faults of the administration of the system, rather than of the system itself. There is a growing tendency in the state to demand of the primary teacher the highest qualifications. Educational men and women are closely studying those laws of growth which characterize the mind of the child. There is more careful study today along the line of primary work, than along that of the high school or college. As a consequence, primary teachers are learning every year to direct the self-activity of the child's mind so as to make it aid, and not to retard, his mental and moral growth. The sharp distinction between work and play is so observed as to render the exercises of the school interesting, while there is enough of mental stimulus to excite and arouse the faculties of the mind.

We believe it to be not only the duty of the state, but for her highest interest to compel in all our school rooms the observance of

sanitary laws, and hygienic conditions as affecting the body and the brain of the child, and then to throw the doors wide open and encourage the children to enter.

The kindergarten has its especial work with little children, and it is not only unjust, but it is poor policy to limit it to those alone who are able to pay for it. It should be a part of the public school system, free to all children of suitable age.

Froebel's noble maxim applies to the whole child—*Come let us live for our children.*





DIST. TWP. MAPLE VALLEY, BUENA VISTA CO.

Two-story Twp. High School.

Cost \$1,500.

---

## SPECIALTIES.

---

READING FOR TEACHERS.

PUBLIC SCHOOL LIBRARIES.

ARBOR DAY ANNUAL.

COLUMBIAN EXPOSITION.

---



## READING FOR TEACHERS.

---

We have compiled a table, to accompany this report, from estimates made by county superintendents, showing the number of papers in the state that maintain an educational column, and also the number of educational periodicals taken in each county. To this list of papers must be added those that occasionally devote a column to the school news of the county, besides several that are distinctively educational in their nature.

Many teachers subscribe for two journals, and there is often an interchange of papers by those who live near each other.

It would seem, then, that the amount of professional reading of the kind referred to is probably seventy-five per cent larger than is indicated by the number of periodicals taken.

But the value of such reading has its limitations. While much of it is of especial worth to the young teacher, the teacher of wider experience finds but little in it to interest or instruct. It is true that many of these journals furnish outlines of new devices in teaching; they provide excellent programs of exercises for noted days in the school calendar, and they contain something of that harmless gossip which characterizes every occupation and goes far to make men akin to each other.

The older teachers cannot well dispense with them. But they fail to reach very deep beneath the surface; they do not provoke and stimulate thought; their contents do not provide the food which ministers to the real strength of the teacher, and makes him self-dependent.

The reading circle usually carries on two lines of reading, one strictly professional, and the other for general culture.

This reading is always purely voluntary, is sometimes only hurriedly done, and is liable to be interrupted and left unfinished. It suffers from want of supervision and of direction towards a specific end. There is no purpose in it.

We do not say this by way of criticising the work of the reading circle, for we are in hearty sympathy with it. It is at present the



best means at our disposal for inducing teachers to enter a line of systematic reading.

We have the rare opportunity to organize in Iowa a system of reading, in connection with the normal institutes, beginning with the first year of the course, and finishing with the last. It should be carefully graded, and a review of the books selected should be made a part of the regular work at each institute session. No greater mistake can be made than to suppose that professional reading alone, that which treats of methods and devices, of the art and science of teaching, of the history of education, is all that is necessary to the successful teacher.

He must have some knowledge of the best prose and poetry, of living authors, of history, literature, and science, of biography, and fiction, that he may be instrumental in guiding the pupils under his care in the choice of books and good reading.

The tastes and habits of the teacher have a very important bearing for good or for harm upon the reading prevalent among the pupils.

No expenditure of the public money would produce richer or more durable returns in the improvement of our schools than to place the direction of the reading by the teachers of the state in the hands of some competent person connected with the department of public instruction. He should have authority to make out the course, to select the books, and to inspect at institutes, and at other times, the manner in which the work is performed.

No one should be granted a certificate until he has read at least one year of the course, or its equivalent, and no one should be granted a state certificate until he has completed the entire course.

## SUMMARY REGARDING EDUCATIONAL PAPERS.

COUNTIES.	Number of papers containing an educational column	Number of teachers who are subscribers to some educational paper.	COUNTIES.	Number of papers containing an educational column	Number of teachers who are subscribers to some educational paper.
Adair.....	130	1	Jefferson.....	1	75
Adams.....	100	1	Johnson.....	1	300
Allamakee.....	150	1	Jones.....	1	312
Appanoose.....	132	2	Keokuk.....	2	150
Audubon.....	150	1	Kossuth.....	1	150
Benton.....	180	1	Lee.....	1	240
Black Hawk.....	175	3	Linn.....	3	200
Boone.....	341	1	Louis.....	1	80
Bremers.....	120	3	Lucas.....	3	90
Buchanan.....	150	1	Lyon.....	1	140
Buena Vista.....	152	1	Madison.....	1	100
Butler.....	180	4	Mahaska.....	4	205
Calhoun.....	162	1	Marion.....	1	140
Carroll.....	150	1	Marshall.....	1	150
Cass.....	200	1	Mills.....	1	85
Cedar.....	200	1	Mitchell.....	1	120
Cerro Gordo.....	200	2	Monona.....	2	120
Cherokee.....	150	1	Monroe.....	1	75
Chickasaw.....	145	1	Montgomery.....	1	100
Clarke.....	75	1	Muscatine.....	1	80
Clay.....	100	1	O'Brien.....	1	125
Clayton.....	180	1	Osceola.....	2	85
Clinton.....	200	1	Page.....	1	170
Crawford.....	175	1	Palo Alto.....	1	120
Dallas.....	150	1	Plymouth.....	1	200
Davis.....	100	1	Pocahontas.....	1	110
Decatur.....	150	1	Polk.....	1	500
Delaware.....	150	3	Pottawattamie.....	3	551
Des Moines.....	150	1	Poweshiek.....	1	250
Dickinson.....	60	1	Ringgold.....	1	121
Dubuque.....	200	3	Sac.....	3	76
Emmet.....	40	1	Scott.....	1	280
Fayette.....	200	2	Shelby.....	2	307
Floyd.....	160	1	Sioux.....	1	125
Franklin.....	125	1	Story.....	1	150
Fremont.....	150	2	Tama.....	2	200
Greene.....	200	1	Taylor.....	1	100
Grundy.....	134	2	Union.....	2	100
Guthrie.....	125	1	Van Buren.....	1	150
Hamilton.....	160	2	Wapello.....	2	125
Hancock.....	85	1	Warren.....	1	162
Hardin.....	150	2	Washington.....	2	180
Harrison.....	135	1	Wayne.....	1	205
Henry.....	70	3	Webster.....	3	65
Howard.....	110	2	Winnebago.....	2	280
Humboldt.....	80	3	Winneshiek.....	3	300
Ida.....	115	1	Woodbury.....	1	80
Iowa.....	160	1	Worth.....	1	150
Jackson.....	180	1	Wright.....	1	150
Jasper.....	200	1			



## PUBLIC SCHOOL LIBRARIES.

Several years ago we had occasion to write some things concerning the public school library, and we are disposed to reproduce a few thoughts for the benefit of those into whose hands this report may fall. There is no subject of more importance to the welfare of the state than the character of the reading which is placed before the children and youth:

It is true that evil is embalmed in books, the meanest vices of men speak from the printed page. It is equally true, however, that books are the open doors through which the poorest and the humblest enter the inheritance provided for us by the imperial intellects of the world. So that as an old writer says: "Without books God is silent, justice dormant, natural science at a stand, philosophy lame, letters dumb, and all things involved in Cimmerian darkness."

We have fallen upon an age of knowledge. Men are unearthing the buried trophies of old nations, and striving to read the records of the ages before the flood. The explorer is visiting the utmost corners of the earth. Every decade sees new avenues of trade opened with opulent cities. The school boy of to-day, who becomes acquainted with the world's great channels of commerce, knows the geography of vast continents, which, on the atlas that his father studied, were marked as "unknown regions."

The last half century has been especially prolific in great names, and history can no longer be taught apart from biography. The nations of the earth in making history, change not only boundaries of empires, but the habits and customs of whole peoples.

Once science delighted in a few chosen worshipers. Cuvier and Humboldt, Agassiz and Morse, were high priests in the secret places of her sanctuary. Now she throws wide open the gates of her temples, and the great refrain of her praise is full of the voices of the common people. The mechanic or the laborer has more avenues

of scientific investigation opened to him through books and journals, than were known to the professed scientists of the last century.

To impart useful knowledge, and to inform the child of the sources of knowledge, are two ends to be kept in mind by the teacher. In both respects the text-book alone is insufficient. In order to bring the text-book within reach of the parent's means, most authors have reduced it to a mere epitome, a compendium, embracing only certain facts or general truths.

Intelligent teaching is not content with this. Geography and biography must both be studied in connection with history. Travels, the lives of eminent explorers, the commercial value of a country, must all be connected with its geography.

With physical geography the child studies the contour of the continent, the supplies of fuel, of building material, the mineral resources, and the products which constitute the wealth of agricultural states.

We have indicated but a few of the many lines which can be successfully followed by the pupil, aided and directed by the teacher. It is impossible to do this without books of reference. They need not be expensive, nor many, but they should be carefully selected with regard to the present wants of the school.

It is one of the great benefits arising from the use of reference books, that they enable the teacher to guide and control the reading of the pupil without lessening his enthusiasm. He is made to feel that he is, in a degree, independent of his teacher, and this feeling acts as a stimulus, increasing with every step of his progress.

The pupil thinks, reasons, investigates, compares, draws his own impressions, makes his own deductions. If, in addition to this, he is required to state the results in his own language, he completes the circle of activities. Patience, work, and time, are now the only elements needed to make the child a scholar as well as a pupil.

One other truth should be mentioned in this connection. The time is not far distant when teachers will be examined as to the sources of knowledge. "To what book would you refer the pupil for information on such and such a subject," is more pertinent to the candidate's fitness than a question embracing some mathematical puzzle, or an isolated fact in history or geography.

There is another argument too weighty to be passed over. Character forms itself; it is a thing of inward growth. We can aid its right formation, by instilling ideas of honor and manliness; we can strengthen it by counteracting the bad influences which environ it; but we cannot create character.



The world does not need men of genius so much as it needs men of sense; not so much great men, whom it is fashionable to admire, as God-fearing men, with clean hands and clear heads, whom it is safe to follow.

It is one aim of the school to develop right-mindedness in the pupils. That it fails to do this is the most serious charge of the day. The enemies of the public school system regard this as the vulnerable point, and are massing their forces against it. It does not avail anything that these charges are, in a measure, untrue. The main charge, that we fail to make our teachings reach out into the homes of the pupils, is true. The mental growth of the child at school cannot be separated from his mental growth at home. When they are in the same line of direction the greatest progress is made; when they are in opposing, or diverging lines, one or the other must eventually predominate, and become the character of the man.

The school library promises to furnish the missing link between the school and the home. The book, in the hands of the child, carries on the work of the school in a more attractive form, or silently repeats the same lessons of virtue and morality which the child hears from the lips of the living teacher.

We can not over-estimate the influence of books upon the child's mind. Goldsmith's *Vicar of Wakefield* gave tone to the intellectual development of Goethe. Irving, when a boy, read with eagerness *Robinson Crusoe*, and afterward Chaucer and Spenser. William Wirt read in the library of a Presbyterian minister with whom he studied, and Whittier read Shakespeare by stealth, when at work in the fields of his father's farm.

The demands upon us are beyond our resources. It is the old legend over again, of the brick makers and the straw. An exacting public demands the "full tale of bricks," fit for the builder's use. We are not idle, but we ask for material with which to work.

Economy can be practiced in many directions. Less showy and less expensive buildings will answer every purpose; but in those things which underlie the intellectual and moral salvation of the child economy is a sin.

We can not escape the conclusion that the school library is as much a part of the necessary furniture of the school as the seats, the blackboard, or any of the apparatus.

The day ought not to be far distant in Iowa, when every township and every independent district will maintain a free school library, and

will insist upon it, as one of the qualifications of a teacher, that he is capable of directing the reading of his pupils.

The very flood gates of evil are open and are pouring their nauseous streams of impurity and crime into the minds of the boys and girls. If the disposition to enter upon a life of debauchery and criminal adventure, which breaks out here and there among those who are commencing life, could be traced back to its origin, it would too often be found in the dime novel, the police gazette, or the sensational story paper.

A law forbidding the sale of such books will avail but little. We must place the best reading in which our literature abounds, within reach of our children, and we must encourage them to use it.

Other states have generously offered to supplement the amount raised by a district for the maintenance of a school library, by a like amount drawn from the public treasury of the state. No more beneficent law could be placed upon the statute books of Iowa.

A short summary of what has been done in this state during the last decade in the purchase of books and apparatus is given herewith:



## SUMMARY REGARDING GROWTH OF LIBRARIES AND APPARATUS.

COUNTIES.	LIBRARIES.			APPARATUS.		
	1881.	1891.	Increase.	1881.	1891.	Increase.
	Volumes.	Volumes.		Value of ap- paratus.	Value of ap- paratus.	
Adair.....	19	609	590	\$ 1,323	\$ 2,522	\$ 1,199
Adams.....	32	281	249	1,346	2,882	1,536
Allamakee.....	19	839	820	1,204	2,224	1,120
Appanoose.....	62	867	805	1,291	1,423	132
Audubon.....	253	253	253	2,779	6,241	3,462
Benton.....	322	1,056	734	2,730	4,438	1,708
Black Hawk.....	339	1,153	814	3,235	4,001	766
Boone.....	801	2,136	1,335	1,734	4,342	2,608
Bremer.....	119	1,421	1,302	2,140	3,380	1,240
Buchanan.....	198	462	264	1,617	4,783	3,166
Buena Vista.....	202	1,492	1,290	2,378	4,494	2,116
Butler.....	135	519	384	1,247	3,085	1,838
Calhoun.....	20	644	624	1,721	4,432	2,711
Carroll.....	731	731	731	3,035	6,677	3,642
Cass.....	313	430	117	4,813	3,483	*1,330
Cedar.....	689	1,672	983	2,572	5,449	2,877
Cerro Gordo.....	18	304	286	1,640	5,167	3,527
Cherokee.....	33	752	719	1,855	3,042	2,087
Chickasaw.....	15	619	604	1,350	4,098	2,748
Clarke.....	97	97	97	799	1,841	1,042
Clay.....	817	128	*689	1,500	2,507	1,007
Clayton.....	588	1,355	767	2,334	3,035	2,701
Clinton.....	254	5,463	5,209	2,244	4,995	2,751
Crawford.....	2,013	1,505	*418	4,146	8,440	4,294
Dallas.....	546	1,102	556	1,800	5,571	3,681
Davis.....	10	142	132	980	1,092	112
Decatur.....	149	270	121	778	1,684	906
Delaware.....	128	463	335	1,620	2,431	841
Des Moines.....	250	762	512	5,431	6,823	1,392
Dickinson.....	110	727	617	1,051	1,777	726
Dubuque.....	949	1,662	713	4,913	6,654	1,741
Emmet.....	332	524	192	974	2,508	1,534
Fayette.....	21	570	549	1,778	3,530	1,752
Floyd.....	50	641	591	1,506	2,783	1,277
Franklin.....	109	788	679	1,720	2,235	515
Fremont.....	507	576	69	3,254	3,291	37
Greene.....	654	1,386	732	2,549	4,390	1,841
Grundy.....	46	3,609	3,563	1,075	3,825	2,750
Guthrie.....	313	1,145	832	2,761	6,517	3,756
Hamilton.....	206	211	5	2,825	5,156	2,331
Hancock.....	70	140	70	1,372	5,272	3,900
Hardin.....	17	1,284	1,267	1,667	4,910	3,243
Harrison.....	565	1,807	1,242	2,664	6,513	3,849
Henry.....	64	437	373	1,210	2,125	915
Howard.....	583	1,310	727	483	2,920	2,437
Humboldt.....	682	682	682	2,262	2,590	328
Ida.....	357	229	*128	2,782	4,008	1,226
Iowa.....	974	1,417	443	2,349	4,077	1,728
Jackson.....	158	1,035	877	1,156	5,748	4,592
Jasper.....	438	1,423	985	2,281	3,413	1,132
Jefferson.....	220	418	198	960	1,330	350
Johnson.....	71	576	505	1,665	3,476	1,811
Jones.....	44	518	474	1,407	4,875	3,468

## GROWTH OF LIBRARIES AND APPARATUS—CONTINUED.

COUNTIES.	LIBRARIES.			APPARATUS.		
	1881.	1891.	Increase.	1881.	1891.	Increase.
	Volumes.	Volumes.		Value of ap- paratus.	Value of ap- paratus.	
Keokuk.....	31	912	881	\$ 1,271	\$ 4,923	\$ 3,652
Kossuth.....	1,543	1,115	*428	2,392	5,648	3,256
Lee.....	250	341	91	812	3,237	2,425
Linn.....	448	1,672	1,224	1,729	5,992	4,263
Louisa.....	64	355	291	586	1,323	737
Lucas.....	15	171	156	940	2,387	1,447
Lyon.....	416	416	416	3,525	4,740	1,215
Madison.....	257	289	32	1,265	2,961	1,696
Mahaska.....	283	1,814	1,531	2,361	4,117	1,756
Marion.....	187	1,114	927	2,206	2,781	575
Marshall.....	673	2,005	1,332	3,197	4,453	1,256
Mills.....	77	1,158	1,081	1,727	4,129	2,402
Mitchell.....	38	556	518	1,856	4,225	2,369
Monona.....	789	842	53	2,769	4,569	1,800
Monroe.....	715	715	715	530	1,384	854
Montgomery.....	58	1,976	1,918	579	3,726	3,147
Muscatine.....	189	2,015	1,826	2,021	4,296	2,275
O'Brien.....	934	934	934	707	5,296	4,589
Osceola.....	2	151	149	321	1,843	1,522
Page.....	232	1,007	775	2,430	5,033	2,603
Palo Alto.....	690	1,023	333	2,363	2,160	*203
Plymouth.....	8	1,132	1,124	2,894	6,970	4,076
Pocahontas.....	145	190	45	2,416	4,152	1,736
Polk.....	71	6,476	6,405	2,809	12,003	9,194
Pottawattamie.....	71	859	788	7,529	10,470	2,941
Poweshiek.....	88	1,536	1,448	1,614	3,299	1,685
Ringgold.....	9	319	310	1,185	1,325	140
Sac.....	12	327	315	1,124	2,722	1,598
Scott.....	545	2,093	1,548	3,681	7,033	3,352
Shelby.....	69	845	776	2,429	5,979	3,550
Sioux.....	900	683	*217	2,358	4,210	1,852
Story.....	210	1,161	951	2,135	3,220	1,085
Tama.....	149	1,536	1,387	1,671	4,810	3,139
Taylor.....	*10	476	466	2,135	4,225	2,090
Union.....	27	405	378	707	2,252	1,545
Van Buren.....	40	600	560	583	1,795	1,212
Wapello.....	406	3,421	3,015	1,357	4,476	3,119
Warren.....	1,185	339	*846	1,792	2,632	840
Washington.....	49	447	398	1,550	2,284	734
Wayne.....	71	974	903	1,896	2,743	847
Webster.....	326	726	400	4,555	5,718	1,163
Winnebago.....	32	32	32	2,600	2,321	*279
Winneshiek.....	51	824	773	3,283	3,272	*11
Woodbury.....	94	636	542	4,280	8,382	4,102
Worth.....	84	324	250	787	2,318	1,531
Wright.....	1,347	1,091	*256	2,861	6,096	3,235
Totals.....	26,751	98,701	71,950	\$ 205,120	\$ 404,534	\$ 199,414

\* Decrease.



## ARBOR DAY ANNUAL.

The celebration of arbor day in Iowa schools, first established in 1887, by Hon. J. W. Akers, superintendent of public instruction, has met with a generous response from patrons and pupils.

The memory of Horace Mann was wrought into the program of 1887. Thus the worthy life and useful deeds of a good man were brought into association with the tender and beautiful in nature, where trees served both as symbols, and as reminders of one who had passed away.

The anniversary of the birth of Ulysses S. Grant was chosen as the date for character study in connection with tree planting exercises, in 1888. The Grant Tree, planted that day on many school grounds, stands as a living lesson, and brings the school children into a closer knowledge of the period which drew so largely upon the elements of bravery and self-denial, among the people of our land. Tributes to Louisa M. Alcott were also woven into the exercises in 1888.

The third circular issued from the department of public instruction, as a stimulus to the observance of arbor day, April, 1889, was framed in accordance with the national commemoration of the centennial of the United States under a constitution. A vignette portrait of George Washington embellished the first page of the pamphlet, which bore the inscription, *The Loyal Leaflet*. It contained suitable selections, and choice songs set to music.

In 1890, the patriotic sentiment was continued, the title page of the department circular bearing a flag in colors. The blending of the red, white and blue in nature, was appropriately shown by articles on the sky, sunrise, sunset, and in poems about favorite flowers of these emblematic hues. Fully seventeen thousand copies of these arbor day annuals were distributed to secretaries of school boards.

So far the exercises had been of a general order, seeking mainly to awaken in the minds of school children a love for trees and flowers, and an appreciation of the kindred ministry of woodland influences, sunshine, and song of birds. In 1891 an effort was made to reach more directly those springs of character which tend to the formation of good citizens. It was thought best to encourage state pride, and foster the feeling of ownership that would arise through a careful study of the resources of Iowa, so richly diversified in soil and surface. Invitations were extended to such persons as were known to be in ready sympathy with nature's moods, and to cherish likewise a fond companionship for all of Iowa's generous products, to contribute some lines of song, or a short sentiment, to be used by the school children of Iowa in celebration of arbor day, April 24, 1891.

This resulted in the compilation of a sixteen page circular entitled *A Forest Festival*, with illustrations in harmony with the subjects treated. Twenty thousand copies were printed.

The introduction was the annual greeting of the state superintendent to the school children of Iowa, in letter form:

*My dear young friends:*—You may be tired of school and books. It is not very strange if you are. Grown people sometimes are tired of their work and would like to play, as well as you. You are only little "grown up people," and so get weary of that which is real work to you. To-day let us drop school and lessons, and spend the day in the open air, with trees, and fruit, and flowers, and birds.

Bring your teachers with you, it will do them good. Put your books in the desk, you will have no need of them. Here is a book as old as the world and so simple that a little child can learn its lessons. It is so full of truth and knowledge that wise men have spent days and nights, all their long lives in the study of it.

You have learned much about Iowa. You can draw a good map of the state, and trace its rivers, and locate its large cities and towns. You know what crops grow in the fields and what can be dug from its mines.

You ought to be proud of Iowa! It is a great state, it is a grand state! There is no state in the union in which the people are happier or more prosperous.

Iowa has a noble history which you ought to know. Years before you were born, when there was a dreadful war in the land, the men of Iowa proved themselves the bravest of the brave. Many of them gave their lives in order that you might have happy homes in a free country.

But this is not all you should know of Iowa. You should learn what trees grow best in Iowa soil, and are of the greatest use to us. When white men first came to live on these wide prairies there were but few trees. In some parts of the state there were not any. So they went to work at once to plant trees about their homes, and in the yards, and along the sides of their farms.



Men do not like to live where there are no trees to break the force of the winds, to furnish fuel for the fires, and shade and shelter for the cattle in the fields.

Then we have many very beautiful birds that build their nests in the trees and sing their songs to us.

The wild flowers on the prairies and in the groves can teach you lessons, and the birds sing to you, while you gather at noon in the shade of the trees to rest from your work or your play.

You should also learn what fruit grows best in your part of the state. The apple, the pear, the cherry, all the small fruits like the strawberry or blackberry, these will soon be among the products which pay the farmer best to raise on his land. You ought to learn all you can about them; how to plant them and care for them would be a good subject to talk about in school.

This arbor day annual has been made by Iowa men and women, and tells you of Iowa trees and fruits, and flowers and birds.

We hope you will enjoy it, and that you will learn from its use how good it is to live out of doors and open our hearts to learn the lessons of love and trust and beauty, which nature is so ready to teach us.

April 24, 1891.

Yours respectfully,

HENRY SABIN.

This was followed by an outline of work, styled hints and helps.

We designate for especial study this year the trees of Iowa, kinds and habits; also flowers of Iowa, with close observation, to be continued as the season advances; and the birds of Iowa, between the children and whom a loving acquaintance should be established.

These subjects are suitable for every day talks, and the work begun on arbor day may properly run through the year. They are available for town and country alike, the thoughts they give rise to will foster love of home and state, and stimulate patriotic sentiment, while they inculcate a protecting care for the tender and weak, and develop a love for the beautiful.

Where trees are abundant and planting is not desirable, the opportunity for impressive lessons remains. Preparation may be made in advance by assigning lists of words for the writing and spelling exercises, as names, varieties, and uses of trees and woods; nut and fruit bearing trees, etc. Names of birds and flowers may also be brought to notice beforehand, and drawings upon the blackboard will be found ready aids to object lessons. Taking a vote on a favorite tree, calling upon children to choose a national flower, giving the children the names of trees, flowers, or birds that each one may represent, will create a strong personal regard for arbor day.

In cases where the provisions of chapter 23, laws of 1882, have been so fully complied with that the planting of large trees, singly

or in groups, is no longer desirable, short exercises of marching among the trees with appropriate song will serve useful purpose. Flags should be freely introduced on this as many other days, the red, white and blue blend harmoniously with nature's coat of green.

Call attention to names given to towns, rivers, lakes, etc. For example, Elm Lake, in Wright county, derived its name from a stately elm standing on its southeast border; again Oskaloosa, founded on a treeless site, has, by the labors of citizens, become so densely shaded that it is known as the "City of Trees." In Montgomery county, a considerable grove of red oak timber gave the name of Red Oak to a town and to a creek. Lead children to honor the locality of home by investing it with a charm of interest. A pretty incident connecting the life of the anchoress, Lydia H. Sigourney, with trees in Iowa, is as follows: Some of the early settlers who greatly admired Mrs. Sigourney's poems, named the county seat of Keokuk county, after that lady—Sigourney. In recognition of the compliment, Mrs. Sigourney furnished trees for planting about the public square.

Over forty different Iowa authors were represented in the *Forest Festival*. Two selections are given:

#### SOME IOWA FOREST TREES.

Iowa is called a prairie state, and yet we have no lack of native varieties with which to protect her fertile, but wind-swept, area, if properly distributed. It is estimated that there are about two millions of acres of wood land in the state. But that is not enough. It ought to be doubled. If we could not import a single species we should have enough to answer the planter's demand for real beauty and usefulness. Our native trees are not appreciated as they ought to be.

In our natural forests we find such valuable deciduous trees as the oak, elm, maple, black walnut, butternut, ash, hickory, linden, black wild cherry, locust, hackberry and many others.

For roadside planting, the American white elm is not excelled. It is easily transplanted, grows into a grand tree, and will live through many generations. The sugar maple is also a good street tree.

For the school yard the catalpa, box elder, and American linden are good. The first and last are especially fine shade trees. Their large leaves, their luxuriant foliage, their freedom from insect enemies, and their fragrant and abundant blossoms, make them favorites with everyone who knows them.

For the lawn, these and many others of our native trees are worthy of a place. The size of the lawn, its location and natural contour should be considered when selecting trees to plant.

For wind-breaks and groves around the farm house, the varieties named above, or others of less permanent value but more rapid growth, may be selected to suit every soil and every part of the state.



Let us plant trees. Plant them for their beauty, plant them for their usefulness, plant them to encourage the songsters of the forest, plant them to add to the wealth of the state, plant them to make home a loved and sheltered spot, the dearest place on earth.

—Eugene Secor.

#### THE PINE.

My favorite forest tree is the white pine, which has its distinctive characteristic of five needles in a package. It is pretty when young, exhibits its life in winter, sings to the breeze, is a rapid grower, and in age is majestic.

—James O. Crosby.

Plant plenty of evergreens, especially white pine, a native of eastern Iowa. It is a beautiful and stately tree, and is longer lived than any other evergreen, living five hundred years.

—E. F. Brockway.

#### THE TREE PARTY.

We had a fine party last night on the lawn;  
All the trees and the flowers were invited,  
It never broke up till the first peep of dawn,  
And the guests went away quite delighted.

The maple and pine gave this banquet so fine,  
Spread out in the moonlight before us;  
The music was planned by a whippoorwill band  
With a cricket and katydid chorus.

The jolliest set in the garden had met;  
Not a scoffer was there nor a mourner,  
Except a rude thorn whom they treated with scorn,  
As he grumbled away in his corner.

The loveliest costumes were emerald green,  
With dewdrops for jewels resplendent;  
But the stately rose queen all in scarlet was seen,  
And in purple her lilac attendant.

Now the oak is a hundred years old as they tell,  
And very exalted his station;  
And so on this midsummer night it befell  
That they gave him a royal ovation.

With a dignified grace he arose in his place  
And thanked all his neighbors politely,  
Described the rough ways of his pioneer days  
And the hardships recalled now so lightly.

Then all the night long there was laughter and song,  
In a language the trees comprehended,  
Until daylight fell strong on the mirthmaking throng,  
And the famous tree party was ended.

A. I. Shattuck.

## COLUMBIAN EXPOSITION.

Iowa is very deeply interested in the approaching Columbian Exposition, to be held in Chicago, 1892-93. Our nearness to Chicago, the relations which Iowa bears to surrounding states, and the necessity of making a most creditable exhibition of our educational and material interests, cannot fail to impress every thoughtful observer of the course of events.

At the meeting in December, 1890, the state teachers' association took a very lively interest in the educational exhibit, which it is hoped Iowa will be able to make. We issued the following circular in February, 1891, and the subject has been brought to the notice of institutes, and various gatherings of teachers, throughout the year.

### COLUMBIAN EXPOSITION.

*To the Members of Teachers' Round Tables or of Teachers' Associations of any kind in Iowa:*

The state commission to prepare an Iowa exhibit at the Columbian Exposition have charged this office with the general oversight of the educational department.

In order that the matter may be thoroughly discussed and an interest awakened commensurate with the greatness of this undertaking, we ought to begin our preliminary work at once.

It would be well if at the next meeting of your body, this subject could be placed upon the program, and some time given to its consideration.

If the officers of any association will designate the time and place of the next meeting, and inform us, we can give them suggestions, upon which we should be glad of counsel and advice.

HENRY SABIN,

February 20, 1891.

*Superintendent of Public Instruction.*

We deem it well that the plans for the educational exhibit, as far as they have been formulated, should be laid before the legislature, in order that they may judge of their practicability.



*First*, Whatever material is placed on exhibition must be so arranged as to show the general character of the entire educational work of the state, and also the special features which may characterize any particular portion of it.

The educational forces of the state may be divided into three groups:

Public schools, including all institutions under state control.

Private schools, and denominational colleges.

The special, and industrial schools.

No school of any kind, which has for its purpose or object the education of children and youth, should be excluded.

This refers to the school work which it may be desirable to display. This work must be so arranged for purposes of examination and study, that each section may be taken as an entirety, and yet bear such a position relatively to others, as may be useful for purposes of comparison and competition.

*Second*, There must be a very complete display of statistical history, showing the growth and development of educational progress, along each of several lines, since the formation of Iowa into a separate territory. This, if carefully done, will be a work of great magnitude, but at the same time it will prove exceedingly instructive.

*Third*, The material educational resources of the state must be given prominent attention. This part of the exhibit should consist of photographs of school buildings and grounds, of the interior of school rooms, with schools in active operation, or without, as may best suit the purpose in hand, of pieces of apparatus, of college and university buildings, making in all a complete display of our resources in this department.

This collection should also embrace photographs, plans of buildings, cost of structure, number of sittings furnished, and other items necessary to display fully the accommodations afforded. Maps, charts, and apparatus, of all kinds, may be exhibited in this division. School publications by Iowa authors, school journals, catalogues, etc.

*Fourth*, There should likewise be a statistical statement of our available financial resources. The amount of school funds, and how raised, the actual amount expended, the cost of teachers, of buildings, of libraries, the outlay for incidental expenses, and all that goes to make up the grand total cost of the schools of the state, should be clearly indicated in some striking manner.

*Fifth*, We must show the means of preparing teachers for their work, including the growth of the normal school, and the present condition of the county institute, with the amount of money annually expended to sustain it.

*Sixth*, The results must be carefully tabulated so as to show the attendance of pupils, the number of teachers employed, the condition of schools in our large cities, the number of school officers, and the school organizations, by districts, in each county of the state.

These are only a few of the particulars to be considered, but they ought to be sufficient to convince the legislature that the subject needs careful and generous treatment. To carry out the work as indicated will, of necessity, require the preparation of large tablets, maps, and charts, such as would be worthy a great state, and serve properly to represent us before the rest of the world.



*First*, Whatever material is placed on exhibition must be so arranged as to show the general character of the entire educational work of the state, and also the special features which may characterize any particular portion of it.

The educational forces of the state may be divided into three groups:

Public schools, including all institutions under state control.

Private schools, and denominational colleges.

The special, and industrial schools.

No school of any kind, which has for its purpose or object the education of children and youth, should be excluded.

This refers to the school work which it may be desirable to display. This work must be so arranged for purposes of examination and study, that each section may be taken as an entirety, and yet bear such a position relatively to others, as may be useful for purposes of comparison and competition.

*Second*, There must be a very complete display of statistical history, showing the growth and development of educational progress, along each of several lines, since the formation of Iowa into a separate territory. This, if carefully done, will be a work of great magnitude, but at the same time it will prove exceedingly instructive.

*Third*, The material educational resources of the state must be given prominent attention. This part of the exhibit should consist of photographs of school buildings and grounds, of the interior of school rooms, with schools in active operation, or without, as may best suit the purpose in hand, of pieces of apparatus, of college and university buildings, making in all a complete display of our resources in this department.

This collection should also embrace photographs, plans of buildings, cost of structure, number of sittings furnished, and other items necessary to display fully the accommodations afforded. Maps, charts, and apparatus, of all kinds, may be exhibited in this division. School publications by Iowa authors, school journals, catalogues, etc.

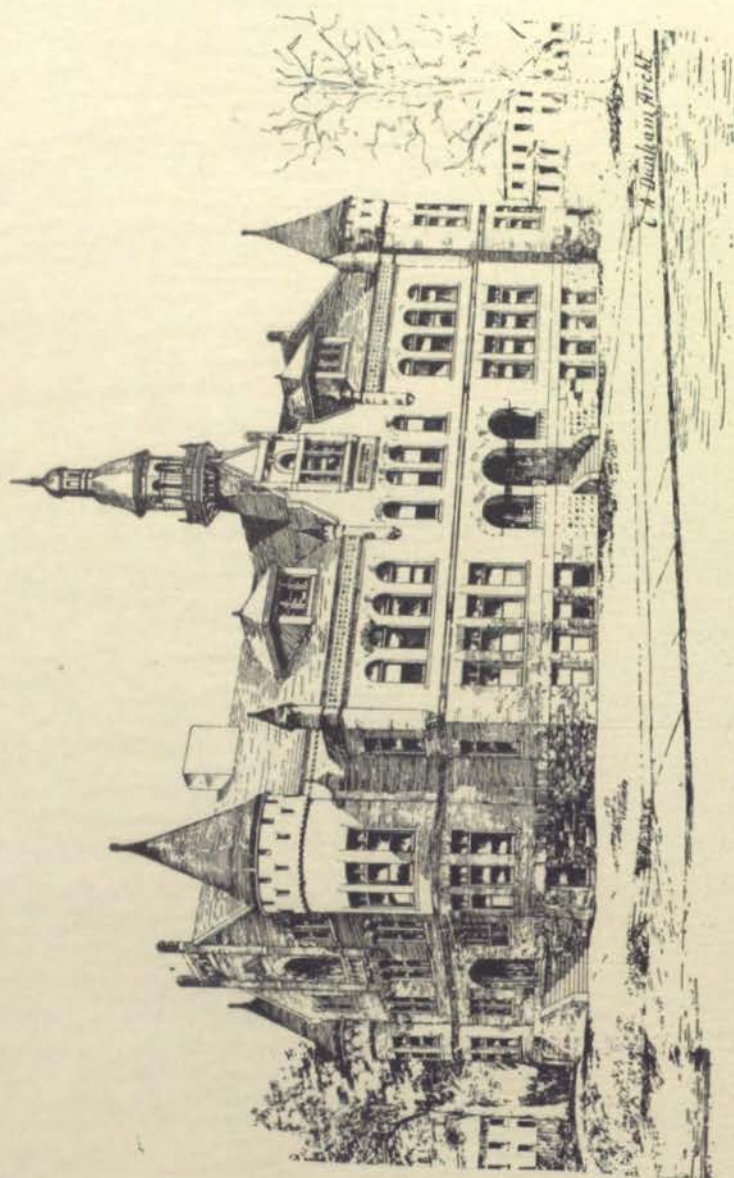
*Fourth*, There should likewise be a statistical statement of our available financial resources. The amount of school funds, and how raised, the actual amount expended, the cost of teachers, of buildings, of libraries, the outlay for incidental expenses, and all that goes to make up the grand total cost of the schools of the state, should be clearly indicated in some striking manner.

*Fifth*, We must show the means of preparing teachers for their work, including the growth of the normal school, and the present condition of the county institute, with the amount of money annually expended to sustain it.

*Sixth*, The results must be carefully tabulated so as to show the attendance of pupils, the number of teachers employed, the condition of schools in our large cities, the number of school officers, and the school organizations, by districts, in each county of the state.

These are only a few of the particulars to be considered, but they ought to be sufficient to convince the legislature that the subject needs careful and generous treatment. To carry out the work as indicated will, of necessity, require the preparation of large tablets, maps, and charts, such as would be worthy a great state, and serve properly to represent us before the rest of the world.





SAUNDERSON SCHOOL, BURLINGTON.

## IN MEMORIAM.

"We leave our holy dead  
To rest in hope. From this world's sufferings  
Their souls have fled."

J. A. NASH.

The subject of this brief notice was born in Chenango county, New York, July 11, 1815. As a lad he received the advantages of a country school. In 1842 he graduated from Madison university, a leading Baptist school, and from the theological department in 1844. With his family, he came to Des Moines in 1851, and identified himself intimately with the educational and religious history of Iowa. More than thirty Baptist churches were assisted in their organization by this active missionary.

In 1853 Mr. Nash opened a little private school. Schools were different then, but their gentle master ruled the sturdy pioneer boys with love and kindness. From these beginnings, through successive enterprises, grew what is now Des Moines college.

Mr. Nash also served one term as county superintendent of Polk county, and afterwards was deputy superintendent of public instruction, from 1875 to 1877.

To those who knew Father Nash so long and so well he will ever stand forth as a pre-eminently great and good man. No misfortune, no pain, no disappointment, could rob him of those christian graces, or cause him for a moment, in his intercourse with his neighbors, to forget his sweet, courteous, gentle manner, or to utter an unkind or thoughtless word.

The death of Father Nash was the result of a serious accident. Boarding a moving train, he sustained injuries which caused his death February 14, 1890, in his seventy-fifth year.

R. G. SAUNDERSON.

Since the last biennial report of this department the cause of public education has suffered a great loss, in the death of R. G. Saunderson, superintendent of the Burlington schools.



R. G. Saunderson was born in Ireland in 1848, and graduated from the state university of Iowa in 1872. In the same year he commenced his work in Burlington as principal of the high school, and was elected superintendent of the city schools in 1873, in which position he continued until his death in 1890.

He was a man of sterling integrity, of tireless perseverance, and withal of a kind and gentle disposition which strongly attracted to him both teachers and pupils. Rarely was a man so beloved by his associates.

The work which he did in Burlington was of a very lasting character, there was nothing showy or superficial about it.

Himself frank and open to a marked degree, he could not endure anything in the nature of a sham or a pretense in others. His death was greatly lamented by the teachers of the state.

He was chosen president of the state teachers' association in 1879, and presided at the meeting held in Des Moines the following year. His inaugural address was one of the most able papers ever delivered before that body.

On an accompanying page of this report is a cut of the Saunderson school building, which thus becomes a lasting and fitting memorial of his work and of the esteem and love in which his memory is held by the citizens of Burlington.

#### AMOS DILLEY.

Very much of the present efficiency to which the schools of Dallas county have attained is due to the labors of superintendent Dilley. He possessed that strong native common sense, connected with a rare judgment of practical school affairs, which commended his administration highly to the people of that county.

Amos Dilley was born in Ohio in 1831. He enlisted in the service of his country early in 1861, and remained until the close of the war, when he was mustered out, with the rank of captain. After teaching some time in Adel, he was elected county superintendent in 1868, and held the office almost continuously until his death, in 1890. His memory is fondly cherished by those who were scholars in his school, or were teachers in the county under his charge.

He was interested in the welfare of every school in the county, and no labor was too great for him to undertake, if it seemed to be for their benefit.

He rarely, if ever, failed to be present at the meetings of county superintendents, and his counsel and advice at such times were highly prized. He was honest in his dealings with men, faithful to his trust as an officer, and death found him at his post of duty, patient, heroic, faithful to the end.

#### W. C. PRESTON.

W. C. Preston was born in Ohio in 1837, and at the time of his death was principal of one of the Davenport public schools.

He was a graduate of the state university, and for thirteen years was instructor in the chemical laboratory of that institution.

In his methods of teaching he was progressive and eminently practical. As a lover of natural science he was untiring in his efforts to interest his scholars in the study of nature. He recognized the highest duty of a teacher as a builder of character, and thus impressed upon all under his instruction lessons which they can never forget.

He met his death on the morning of September 1, 1890, in the collision of an electric car, in Davenport, with a freight train.

"To him death came swift and painless,  
He found himself translated into life eternal."

#### J. M. M. CONNER.

J. M. M. Conner was born on a farm in Wayne county, Iowa, November 5, 1864. His early educational advantages were such as the farm and the rural schools of Iowa offer to the farmer boys. He graduated from the Allerton high school in 1883. He taught successfully in the schools of his own county, and in 1886 entered college in Quincy, Illinois. His college course was soon stopped by sickness.

His nomination to the office of county superintendent came unsought and unexpected, and his election, against a strong opposition majority, showed the high esteem in which he was held by his fellow citizens. He entered upon the discharge of the duties of his office with energy, and his administration gave promise of great benefit to the schools of the county; but early in his second year in office he was again prostrated by sickness. A visit to the mountains partially restored his health, and he resumed his work;



but in the spring he suffered a relapse from which he never rallied. He died in Corydon, May 31, 1891.

The life of superintendent Conner deserves a higher tribute than this brief sketch can pay. A career that promised great usefulness to his fellow men was cut short by an untimely death. But length of days is not a just estimate of a life that had already borne fruit in a noble character. His heart was pure and his conduct exemplary. He was loved by all who knew him well, and his life left an impress for good upon all with whom he came in contact.

## REMARKS.

We have not failed, whenever we have had occasion to address teachers, to urge upon them the necessity of inculcating in the minds of their pupils love of country, reverence for the flag, and obedience to law. In many cases the public schools afford the only opportunity to implant right ideas concerning the duties of citizenship, and the responsibilities inseparable from it.

We have brought to their notice that the schools must be American, in tone and in their instructions, that the English language is the only language in which the common schools are authorized by law to be taught and that the necessities of those children who are compelled to leave school at an early age, and go to work, should be regarded in the instruction given in the common English branches.

We have not neglected to call the attention of teachers to the necessity of carefully watching over and guarding the morals of their pupils. The state cannot exist without free schools. But free schools cannot fulfill their purpose except as they give the children ideas of right living and right doing.

The church and the Sunday school teach religion. They touch upon the side of the child's immortality. The common school should teach morals, thus touching upon the side of his humanity. The one regards the future life of the child, the other regards his relations to this world, to himself, and to his neighbors. The aim of the one is to make a good christian of the child; of the other, to make him a good citizen. The good citizen need not, of necessity, be a good christian; but the good christian must, perforce, be a good citizen. When the framers of the constitution of Iowa inserted in the preamble to that instrument the lines:

We, the people of the state of Iowa, grateful to the Supreme Being for the blessings hitherto enjoyed, and feeling our dependence on Him for a continuance of those blessings—



They committed the state to the doctrine which is at the foundation of all religion, no matter by what name it may be called, and without which no civilized state can exist for one generation.

The essence of all moral training is in cultivating the conscience of the child. It is not love, it is not fear, but that approval of his conscience, which comes with the abiding consciousness that "I am right" that has sustained the prisoner in his dungeon, and the martyr at the stake.

The free school, in its relations to a free state, has a duty to perform in the field of moral instruction, which it is criminal to neglect.

## ACKNOWLEDGMENTS.

It does not seem to us appropriate to make any extended allusions to the labors of the last four years.

They have fallen very far short of the expectations cherished when we entered upon the office, and yet we are conscious of having been actuated by no other motive than to promote the welfare of the educational interests of the state. We are willing to leave the future to judge of our work.

There has been marked progress in every line of educational activity, but it would be presumptuous to claim that it is due in any large degree to our influence. The institute instruction is of a higher grade and better suited to the purpose of preparing teachers. The state normal school has grown with every succeeding term, in point of numbers, in the character of its instruction, in the equipment of the school, in everything which makes it a desirable school for teachers.

The state university has prospered under the administration of its president and professors, and offers more substantial attractions to the young men and women of Iowa than at any previous period in its history.

The work of the state board of examiners has been systematized and brought very prominently to the notice of the teachers of the state.

The country schools are better classified, there is a growing interest taken in their improvement, school-houses are in better condition, and, above all, the teachers are more enthusiastic, and parents are more zealous in their desire to provide the best advantages for their children.

Eight thousand teachers are included in the reading circle membership, and ten thousand children are reading the books of the pupils' reading circle. The city schools are providing themselves with libraries, apparatus, and needed appliances. They are demanding every year higher qualifications of teachers, and exacting more profitable, because more intelligent, work.



As we look back on the field we see signs of progress on every hand, and if our efforts have hastened or helped it, we rejoice in this.

We should be wanting in gratitude did we not, before we close, pay a tribute to the teachers of Iowa. We have worked in their ranks for over twenty years. County superintendents, as well as teachers, college professors, as well as workers in the rural districts, have been lenient with our mistakes, tolerant of our views, and more ready to praise than to censure. They have bestowed upon us the highest honor within their gift, and aided us in our duties by an earnest, hearty support. May the consciousness of work well done in the cause of learning and the education of the people abide with them always.

The statistics which accompany this report we believe will be found correct and valuable. Whatever merit there is in them is due largely to the skill of the Hon. C. W. von Coelln, who has made their compilation a study for many years.

My thanks are due to my deputy, Mr. Ira C. Kling, for his patient persistence in well doing. With an unsurpassed knowledge of the intricacies of our school laws, with a true devotion to the interests of Iowa schools, and with an undisguised loyalty to this office, he has been of inestimable service to me in the discharge of my duties.

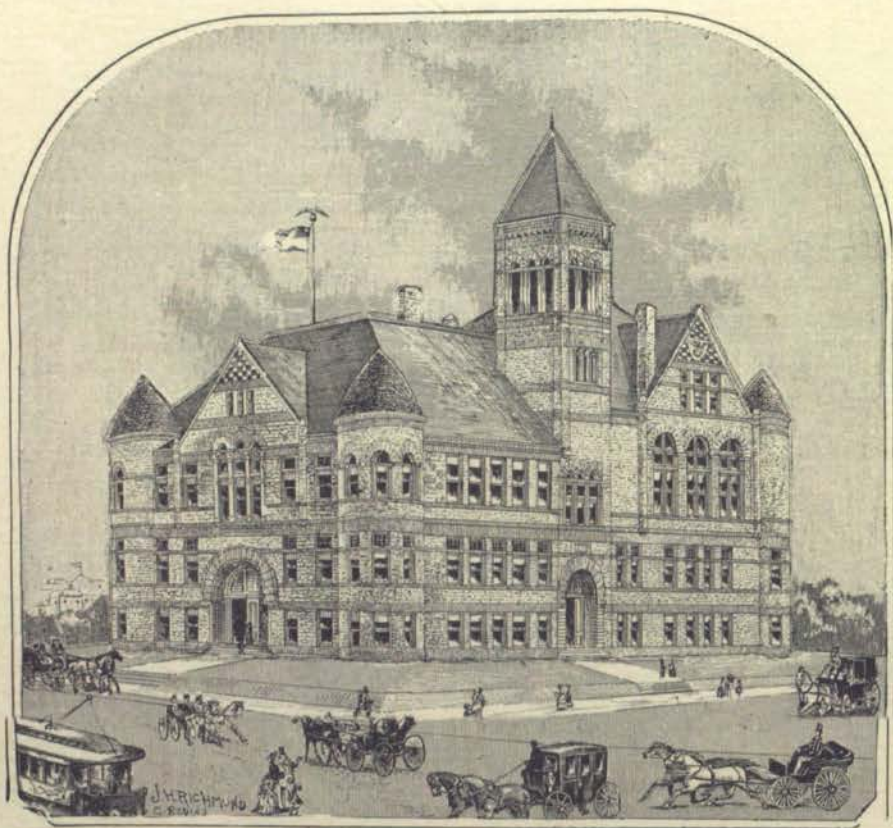
I have been greatly aided by my secretary, Mrs. A. B. Billington. She has taken a laudable pride in the work of the office, and has relieved me of many burdens. Her acknowledged literary ability has impressed itself upon much of the work of the office.

For my successor, Hon. J. B. Knoepfler, I ask the same patient forbearance, the same broad charity, the same hearty support, which has been so generously accorded me by the teachers and people of Iowa.

Respectfully submitted,

HENRY SABIN,  
*Superintendent of Public Instruction.*





HIGH SCHOOL, CEDAR RAPIDS.

---

CITY SCHOOL SYSTEMS.

---



# WEST DES MOINES.

President of board.....	D. D. FLEMING
Secretary of board.....	J. M. St. JOHN
Superintendent.....	F. B. COOPER
Salary of superintendent.....	\$2,250.00
Principal of high school.....	CELIA FORD
Salary.....	\$1,700.00
Number of teachers required to supply the schools, not including superintendent.....	116
Number of special teachers, and monthly salary paid each, 4 at.....	\$96.00
Average monthly salary paid all teachers, not includ- ing superintendent.....	67.06
Number of our teachers who are graduates of our high school.....	33
Total enumeration, 1890.....	7,101
Total enrollment for school year.....	4,226
Total average attendance.....	2,974
Number of months in school year.....	9
Total expended for all purposes, from September, 1890, to September, 1891.....	\$ 132,758.00
Present assessed valuation of district.....	8,928,910.00
Present bonded indebtedness.....	153,000.00
Number of school houses.....	12
Amount paid during the year for building.....	\$ 18,545.00
Value of all buildings and sites.....	480,000.00
Value of apparatus.....	5,000.00
Number of volumes in libraries.....	1,000
Value of libraries.....	\$ 2,000.00
Number of kindergartens proper.....	8
Number of teachers employed in kindergarten work.....	15
Estimated yearly average cost of text-books only, per pupil in primary grades.....	\$ .75
Estimated yearly average cost of text-books only, per pupil in grammar grades.....	1.10
Estimated yearly average cost of text-books only, per pupil in high school grades.....	4.50



Instruction in the public schools of West Des Moines covers a period of thirteen years; kindergarten, one year; elementary, eight years; and high school, four years.

The kindergarten was established in January, 1883, in one of the buildings of the city, and has grown steadily since, until now there are eight kindergartens in the system employing besides a supervisor, sixteen directors and paid assistants, together with twelve to fifteen assistants in training, called volunteers who receive regular instruction and training in kindergarten and give their services without other pay. Experience has proved that those pupils received into the primary schools from the kindergarten are better prepared for school instruction and make better progress with less effort than those who have not had the advantage of such training.

For four years past a teacher of physical culture has been employed in the schools with beneficial results. Penmanship and drawing are also under the direction of special teachers, the former having been a special feature for four years past, and though the latter has had but a single year's trial, the wisdom of its adoption is already apparent.

Industrial training was introduced into the high school in 1890. Two courses are offered, one for girls in domestic economy and manual training, one year in each, and the other for boys in manual training, at present covering two years and including drawing, joinery and wood turning. Pupils taking either of these courses are permitted to substitute for indicated subjects in the other courses of which there are five: A business course of two years, an English course, a scientific course, a Latin course, and a classical course, four years each.

No plan for recess is general throughout the city. At some of the buildings having ample play ground, the out-door recess is given, at others physical exercise or a brief in-door recess takes the place of the out-door intermission. Where the conditions are favorable for holding the out-door recess, that plan is as satisfactory as any so far as discipline and morality are concerned, and offers advantages over others from the hygienic standpoint.

Formal examinations are held at the close of the year only, and they are given only to those pupils whose work for the year, as shown by the estimates of the teachers recorded four times each term, has not been satisfactory. Written reviews or tests are given occasionally, at convenient points in the work, to assist the teacher in forming a judgment upon the efficiency of her own and the pupils' work.

At present, no provision is made for fitting teachers for future work in the school room beyond what is done in the kindergartens.

# EAST DES MOINES.

President of board.....	G. D. ELLYSON	
Secretary of board.....	W. N. HEATON	
Superintendent.....	AMOS HIATT	
Salary of superintendent.....	\$1,800.00	
Principal of high school.....	F. E. PLUMMER	
Salary.....	\$1,500.00	
Number of teachers required to supply the schools, not including superintendent.....		84
Number of special teachers, and monthly salary paid each, 1 at .....	\$	100.00
Average monthly salary paid all teachers, not includ- ing superintendent.....		44.82
Number of our teachers who are graduates of our high school .....		50
Total enumeration, 1890.....		5,237
Total enrollment for school year.....		3,634
Total average attendance.....		2,521
Number of months in school year.....		9
Total expended for all purposes, from September, 1890, to September, 1891.....	\$	98,300.00
Present assessed valuation of district.....		2,804,950.00
Present bonded indebtedness.....		115,500.00
Number of school houses .....		10
Amount paid during the year for building .....	\$	48,600.00
Value of all buildings and sites.....		251,500.00
Value of apparatus.....		1,500.00
Number volumes in libraries.....		1,089
Value of libraries.....	\$	1,000
Estimated yearly average cost of text-books only, per pupil in primary grades .....		.84
Estimated yearly average cost of text-books only, per pupil in grammar grades.....		1.42
Estimated yearly average cost of text-books only, per pupil in high school grades.....		3.14



The following facts will show the growth of the schools of East Des Moines during the past six years:

	1885.	1891.
Enumeration.....	4,641	5,267
Enrollment.....	3,000	3,634.
Enrolled in high school.....	138	242
Number of teachers.....	55	80
Number of school buildings.....	6	10
Number of school rooms.....	49	71
Value of school buildings and grounds.....	\$171,500	\$251,500
Number volumes in libraries.....	120	1,089
Value of apparatus.....	\$ 750	\$ 1,500

Music is taught as a regular study, and is under the direction of a special teacher. Physical culture is systematically taught, and is of material interest and benefit to the pupils.

A fifteen minutes' recess is given each session of school when the weather permits. The pupils are all marched to the play ground, where they enjoy the fresh air and sunshine. At the close of the fifteen minutes they are formed in line and marched to their rooms.

Our method of preparing young teachers for their work is to give those members of the senior class who expect to teach, instructions in psychology and didactics through the year; also, training in observation and practice two hours a week, and lessons in methods, management and preparation of daily lessons.

After graduation those selected by the board are placed on the supply list, to do supply duty for six months or a year, and during that time they continue the study of psychology and didactics.

### SIOUX CITY.

President of board.....	A. W. ERWIN
Secretary of board.....	H. C. McNEIL
Superintendent.....	C. W. DEANE
Salary of superintendent.....	\$2,200.00
Principal of high school.....	W. F. CRAMER
Salary.....	\$1,800.00

Number of teachers required to supply the schools, not including superintendent.....	115
Number of special teachers, and monthly salary paid each, 4 at.....	\$ 60.00
Average monthly salary paid all teachers, not including superintendent.....	56.75
Number of our teachers who are graduates of our high school.....	30
Total enumeration, 1890.....	9,690
Total enrollment for school year.....	5,306
Total average attendance.....	3,484
Number of months in school year.....	10
Total expended for all purposes, from September, 1890, to September, 1891.....	\$ 189,189.00
Present assessed valuation of district.....	16,000,000.00
Present bonded indebtedness.....	127,600.00
Number of school-houses.....	28
Value of all buildings and sites.....	518,000.00
Value of apparatus.....	3,000.00
Number volumes in libraries.....	1,000.00
Value of libraries.....	1,000.00



The same intensely active, progressive spirit manifest in business enterprises in Sioux City also characterizes the actions of the board of directors. New buildings and additions, with all the latest improvements, are springing up all over the city.

The same liberality is manifest in providing first class teachers, and specialists to supervise them. In addition to the general superintendent, there are supervisors of primary work, music and drawing, who are doing highly commendable work.

Primary work is presented after the most approved methods. Music and drawing were only introduced last year, yet surprising results are already manifest. The suggestions and inspiration of these specialists justify the conclusion that a high degree of excellence will soon be attained.

Other features deserving of special mention are the high school, with its three courses of study, fitting for the state university, the training school, furnishing us a supply of well trained teachers, and a commercial department for business training.

In the training school the students pursue the first five months of the year the theory of teaching, interspersed with some practice derived from substituting in the city schools. During the last five months, practice work under a training teacher with some substituting forms the chief work. Our experience has shown that highly efficient teachers are thus developed, who are wholly in sympathy with all our methods and plans of work. A supply of the best teachers, trained elsewhere, contributes fresh blood sufficient to prevent deterioration.

The high school has a well selected library, which will be largely increased as soon as the new building for the high school will be ready for occupancy. Some of the other schools also possess libraries. The training school has some quite choice volumes along professional lines.

A teachers' library, supported by a 2 per cent contribution of one month's salary of each member, is growing rapidly and proving a very helpful factor in developing a higher standard of work among the teachers. It already contains many of the leading pedagogical works.

In addition to the six or seven buildings and additions erected last season, a site costing \$70,000 has been secured for a high school building. Plans and specifications have already been agreed upon for a structure to cost about \$100,000, which is to be second to none in the northwest.

## DUBUQUE.

President of board.....	B. DANIELS
Secretary of board.....	THOMAS HARDIE
Principal of high school.....	DAVID COMPTON
Salary.....	\$1,800.00
Number of teachers required to supply the schools, not including superintendent.....	94
Number of special teachers, and monthly salary paid each, 4 at .....	\$ 75.00
Average monthly salary paid all teachers, not includ- ing superintendent.....	47.70
Number of teachers who are graduates of our high school .....	85
Total enumeration, 1890.....	10,852
Total enrollment for school year.....	4,799
Total average attendance.....	3,271
Number of months in school year.....	10
Total expended for all purposes, from September, 1890, to September, 1891.....	\$ 68,213.00
Present assessed valuation of district.....	7,494,867.00
Number of school houses .....	13
Amount paid during the year for building.....	\$ 6,370.00
Value of all buildings and sites.....	230,000.00
Value of apparatus.....	3,000.00
Number of volumes in libraries.....	2,150
Value of libraries.....	\$ 1,570.00
Estimated yearly average cost of text-books only, per pupil in primary grades .....	.49
Estimated yearly average cost of text-books only, per pupil in grammar grades.....	1.27
Estimated yearly average cost of text-books only, per pupil in high school grades.....	4.80



The people of Dubuque are satisfied with our public schools and have always given them their cordial support.

A distinguishing feature in the Dubuque schools is the absence of a city superintendent, the board itself taking the general supervision and establishing rules which provide for uniformity in the course of study and text-books. Each principal is held responsible for the conduct of his own school, his time being divided between teaching the highest class and superintending the various departments under his charge.

No especial methods have been adopted here to prepare young teachers for their work. Pupils in our schools are promoted on the result of their examination at the close of the term, and their general term standing.

Of the teachers employed in our public schools in 1863, few if any were educated in the city, whilst of the ninety-six teachers now in the regular corps, eighty-five have been educated in the public schools of this city, and six of these hold principals' positions.

The examination questions are prepared by the principals and are the same in all the schools. An average of 70 on examination and term standing entitles the pupil to a certificate of admittance to the high school. An average of 80 entitles them in addition to a teacher's honorary certificate of the secondary grade on completion of the Latin, scientific or four years' course in the high school, and to a grammar certificate if they reach 90 on entering the high school and complete the four years' course. Of these pupils no further examination is required. This rule has had a very salutary effect, not only in causing pupils to be diligent in study in the grammar schools, but to hold them steady to the Latin scientific course.

In our schools some attention is given to physical culture, such as marching, deep breathing, gymnastics, etc. These exercises are given as often as once or twice each day from five to ten minutes, some of them accompanied by spirited songs.

There is a recess of fifteen minutes morning and afternoon. The pupils are encouraged to spend the same, if the weather is favorable, on the play ground under the care and oversight of the principals. Teachers are not allowed to deprive pupils of any portion of their recess for any purpose whatever.

There are two divisions of the lower primary classes, one division attend school in the morning, the other in the afternoon.

Drawing was tried for a few years, but has been dropped from our course of study as not having given satisfactory results for the time consumed. Manual training has not been considered.

## DAVENPORT.

President of board.....	J. C. BILLS
Secretary of board.....	E. WEINGARTNER
Superintendent.....	J. B. YOUNG
Salary of superintendent.....	\$2,000.00
Principal of high school.....	F. E. STRATTON
Salary.....	\$1,500.00
Number of teachers required to supply the schools, not including superintendent.....	108
Number of special teachers, and monthly salary paid each, 14 at.....	\$ 70.00
Average monthly salary paid all teachers, not includ- ing superintendent.....	58.55
Number of our teachers who are graduates of our high school.....	72
Total enumeration, 1890.....	9,654
Total enrollment for school year.....	4,758
Total average attendance.....	3,602
Number of months in school year.....	10
Total expended for all purposes, from September, 1890, to September, 1891.....	\$ 79,059.00
Present assessed valuation of district.....	4,662,235.00
Number of school houses.....	11
Value of all buildings and sites.....	\$ 300,000.00
Value of apparatus.....	3,000.00
Number of volumes in libraries.....	1,700.00
Estimated yearly average cost of text-books only, per pupil in primary grades.....	.90
Estimated yearly average cost of text-books only, per pupil in grammar grades.....	2.88
Estimated yearly average cost of text-books only, per pupil in high school.....	4.62



The Davenport public schools were organized into an independent school district and the graded system inaugurated therein in 1857. The next year the high school department was established. The grammar school course includes the common branches and embraces nine years of study. In the high school there are three courses, the classical, the literary, and the English, the first two requiring four years each and the latter three years for completion.

In 1863 a training school for the preparation of young teachers for their work was instituted. It is still maintained, and has contributed in no small degree to the efficiency and success of the schools. Only graduates of the high schools or those of equivalent education are admitted. The course embraces one year. The first four months are devoted to reviews and visitation of schools, the remaining six months are devoted to the study of school economy, methods of instruction, and to actual practice in teaching, under the supervision and criticism of the principal.

Early in the history of the schools drawing was made a part of the course. It is taught by the regular teachers in the primary and grammar grades, but by a special teacher in the high school.

Four years ago physical culture was introduced, and a teacher employed who is specially qualified in this line. He spends all his time in the schools. In his absence, the teacher of the room directs the exercises. They are given twice a day regularly in all the rooms. In addition to the free gymnastics of the system, dumbbells, Indian clubs and wands are used in the upper grades.

Three years ago a cooking school was established, and a competent and specially educated teacher put in charge. Little beyond ordinary plain cooking is attempted. The science is taught as well as the art. All other lines of kitchen and dining room service receive due attention. Attendance is optional and limited to girls of the ninth grade and the high school, 236 being the number that took lessons last year.

The next year manual training for boys was instituted. The course embraces work in wood with all the ordinary wood-working hand tools, lathe work, pattern making and moulding. Other work in metals may be added later. The pupils are trained in the use and care of tools, in the execution of typical forms of construction, and in the practical application of these forms. Drawing constitutes an important feature of the instruction. Boys of the high school and those of the grammar schools who are 14 years of age or over are admitted. Membership is voluntary, but once made, must be continued for the year, except for good reasons. One hundred and fifty-five was the attendance last year.

## BURLINGTON.

President of board.....	A. M. ANTROBUS
Secretary of board.....	H. A. KELLEY
Superintendent.....	ROBERT McCAY
Salary of superintendent.....	\$1,800
Principal of high school.....	E. POPPE
Salary .....	\$1,500

Number of teachers required to supply the schools, not including superintendent.....	86
Number of special teachers, and monthly salary paid each, 2 at .....	\$ 90.00
Average monthly salary paid all teachers, not including superintendent.....	57.00
Number of our teachers who are graduates of our high schools.....	60
Total enumeration, 1890.....	8,461
Total enrollment for school year.....	3,985
Total average attendance.....	2,997
Number of months in school year.....	10
Total expended for all purposes, from 1890 to 1891..\$	59,170.00
Number of school-houses .....	11
Amount paid during the year for building.....	50,000.00
Value of all building and sites.....	175,000.00
Value of apparatus .....	4,000.00
Number volumes in libraries .....	800
Value of libraries.....	1,200.00
Estimated yearly average cost of text books only, per pupil in primary grades.....	.65
Estimated yearly average cost of text books only, per pupil in grammar grades .....	2.05
Estimated yearly average cost of text books only, per pupil in high school grades.....	8.00



Our schools consist of eight grades in the elementary schools, four in the high school, and one in the training school for teachers, making thirteen in all. Semi-annual promotions occur in all grades, but the commencement exercises of the high school occur in June only.

Our training school has a special principal instructing the pupil teachers in didactics and methods of teaching, and requiring them to do actual teaching under her eye for the entire year. Their instruction and discipline are now confined to the lowest three grades, but the department will shortly be transferred to the finest building in this part of our state when their work will be extended to at least three more grades. None but high school graduates are matriculated and of those graduated none but the best are chosen to positions in our schools.

Writing, drawing, music, and physical culture are now supervised by three special teachers, and with the exception of the first which is not in the high school, are taught throughout the thirteen grades.

I have tried the no-recess plan and abominate it. It is in the interest of lazy teachers, and not of the children; for whom alone the school exists. Nor is calisthenics, which, according to Dr. William T. Harris, "is will training to a greater extent than physiological training," much, if any, better. We have too general (out-door) recesses daily, during which all pupils are required to refrain from study.

Each of our twelve buildings has a principal—ten are men—who, though teaching much of their time, is required to give a number of minutes equal to ten times the number of his assistants to daily visitation, and to report the same monthly to the superintendent.

Our schedule of salaries for assistants below the high school, with \$50 added for teachers of the lowest grade, and \$70 for the highest, based upon years of *successful* experience, is as follows: First year, \$300; second, \$375; third, \$425; fourth, \$455; fifth, \$480; sixth, \$500.

Under our present plan of promotion, about seven hundred first grade pupils were promoted solely upon the judgment of their teachers and principals. In other grades from five to twenty per cent were examined in one or two subjects, and about seven per cent in all. Out of two hundred and ten high school pupils remaining until the close of the year but three or four failed in two or more studies, while but eight or ten others failed in even one.

### COUNCIL BLUFFS.

President of board .....	LUCIUS WELLS	
Secretary of board.....	E. E. WRIGHT	
Superintendent.....	H. W. SAWYER	
Salary of superintendent.....	\$2,000.00	
Principal of high school.....	E. H. EASTMAN	
Salary.....	\$1,200.00	
Number of teachers required to supply the schools, not including superintendent.....		89
Number of special teachers, and monthly salary paid each, 2 at.....	\$	65.00
Average monthly salary paid all teachers, not includ- ing superintendent.....		56.20
Number of our teachers who are graduates of our high school.....		35
Total enumeration, 1890.....		9,505
Total enrollment for school year.....		3,758
Total average attendance.....		2,725
Number of months in school year.....		10
Total expended for all purposes, from September, 1890, to September, 1891.....	\$	96,974.00
Present assessed valuation of district.....		5,610,325.00
Present bonded indebtedness.....		110,000.00
Number of school houses .....		18
Amount paid during the year for building.....	\$	19,126.00
Value of all buildings and sites.....		310,000.00
Value of apparatus.....		1,000.00
Estimated yearly average cost of text-books only, per pupil in primary grades.....		.61
Estimated yearly average cost of text-books only, per pupil in grammar grades.....		2.92
Estimated yearly average cost of text-books only, per pupil in high school grades.....		5.19



The attendance in the Council Bluffs schools for the past year shows an increase of 528. Two modern brick buildings have been erected within the year, at an aggregate cost of \$20,000. Fourteen teachers have been added to the corps. The board have also been compelled to rent three buildings.

Special teachers in drawing, music and penmanship are employed.

The Delsartean system of physical culture is taught in every school in the city.

In each building a ten minute recess is given, morning and afternoon, during which the school grounds are under the supervision of a teacher designated for the purpose.

Promotion is dependent upon the record of the pupils' daily work. The learner should know many common place facts that are found in no text-book. This information is supplied in general information lessons.

Daily instruction in moral training is also given.

Two half days in every semester each teacher in the city is permitted, under the direction of the superintendent, to visit other teachers in the same grade, one of the substitute teachers taking charge of her room.

The high school work embraces three courses of study—the English, the Latin, the business—but it is a requirement of the school that, while a pupil *may* study Latin or German, he *must* study English.

Stenography and type writing have been added to the business course with the hope of holding in school that class of young men, who, prompted by a desire to engage in business, or to be independent and have money of their own, drop out of school into a world whose full magnitude dawns upon them too late.

So many graduates devote their lives to teaching—thirty-six of the present corps being alumni of the city high school—that a course in didactics has been added to the work of the twelfth year.

Literary and debating societies are conducted in the grammar and high schools.

The high school is provided with excellent physical and chemical laboratories.

The high school is conducted on the college plan—all the pupils, 200 in number, collecting in a large assembly room for morning exercises, from which they are dismissed to their respective recitation rooms.

President Wells in his annual report says: "The members of the board have a feeling of satisfaction arising from the belief that our schools have improved much during the last year, notwithstanding the fact that there were many obstacles in the way of their progress, and will compare favorably with those of any other city."

## CEDAR RAPIDS.

President of the board.....	J. S. ANDERSON
Secretary of board.....	A. B. VAN ALBADA
Superintendent.....	J. T. MERRILL
Salary of superintendent.....	\$2,000.00
Principal of high school.....	ABBIE S. ABBOTT
Salary .....	\$1,200.00

Number of teachers required to supply the schools, not including superintendent.....	89
Average monthly salary paid all teachers, not includ- ing superintendent.....	\$ 46.50
Number of our teachers who are graduates of our high school.....	54
Total enumeration, 1890.....	5,635
Total enrollment for school year.....	3,964
Total average attendance .....	3,075
Number of months in school year .....	9
Total expended for all purposes, from September, 1890, to September, 1891.....	\$ 143,400.00
Present assessed valuation of district.....	3,405,200.00
Present bonded indebtedness.....	145,000.00
Number of school-houses.....	14
Amount paid during the year for building.....	\$ 55,000.00
Value of buildings and sites .....	250,000.00
Value of apparatus.....	1,300.00
Number volumes in libraries.....	1,000
Value of libraries.....	\$ 1,000.00
Number of kindergartens proper .....	12
Number of teachers employed in kindergarten work..	12
Estimated yearly average cost of text-books only, per pupil in primary grades .....	\$ .73
Estimated yearly average cost of text books only, per pupil in grammar grades.....	1.29
Estimated yearly average cost of text-books only, per pupil in high school grades .....	4.54



There were enrolled in the public schools of Cedar Rapids during the year 1890-91, *seventy* per cent of the enumeration.

No city in the country, so far as known, with a population as great as that of Cedar Rapids, enrolls so great a proportion of her school enumeration in the public schools.

Total enrollment in public schools of Cedar Rapids..3,964  
Enrollment in private and parochial schools..... 577

Total number under instruction in city.....4,541  
Enumeration for 1890.....5,675  
Number of school population not enrolled in school  
in Cedar Rapids.....1,134

The major part of this number could be accounted for if an accurate census could be obtained of the following classes:

Those who have passed through the public school and graduated therefrom and are carried on the enumeration lists for four years after the school course ends.

Those who are absent from the city pursuing courses of instruction.

Those who are still of school age but are engaged in the various manufacturing establishments and other business enterprises of the city.

Those whose parents think five years of age too young for school attendance.

An out-door recess of fifteen minutes is given to all the pupils in the grades—each session. There is no systematic physical training in the grades. The high school has no out-door recess, but a few minutes rest at the close of each recitation, during which the classes are changed from room to room.

In physical training the high school has a four years' course:

For girls—First year, Swedish gymnastics (Ling), without apparatus; second year, American, with apparatus; third year, Advanced Swedish; fourth year, Delsarte.

For boys—Military drills and manual of arms.

For the purpose of preparing young teachers for their work, there is a one year normal course, not a part of high school but post graduate. All who enter the normal class must have finished the four years' course of the high school.

During the year they must prepare and recite daily lessons in pedagogic literature for five months, and do experimental teaching four months.

## KEOKUK.

President of board.....S. M. CLARK  
Secretary of board.....W. W. JAMIESON  
Superintendent.....W. W. JAMIESON  
Salary of superintendent.....\$1,500  
Principal of high school.....G. E. Marshall  
Salary.....\$1,300

Number of teachers required to supply the schools,  
not including superintendent ..... 52  
Number of special teachers, and monthly salary paid  
each, 1 at .....\$ 111.00  
Average monthly salary paid all teachers, not includ-  
ing superintendent..... 58.81  
Number of our teachers who are graduates of our  
high school..... 35  
Total enumeration, 1890 ..... 4,674  
Total enrollment for school year..... 2,350  
Total average attendance..... 1,803  
Number of months in school year..... 9  
Present assessed valuation of district.....\$3,202,489.00  
Number of school houses..... 8  
Amount paid during the year for building ..... 1,500.00  
Value of all buildings and sites..... 140,000.00  
Value of apparatus..... 400.00  
Number volumes in libraries ..... 300  
Value of libraries..... 600  
Estimated yearly average cost of text books only, per  
pupil in primary grades..... 1.00  
Estimated yearly average cost of text books only, per  
pupil in grammar grades..... 2.44  
Estimated yearly average cost of text books only, per  
pupil in high school grades..... 5.49



The principals, under the direction of the superintendent, act as a board of consultation in determining the policy and conduct of the ward schools.

The course of study covers eight years of work, primary two years; intermediate four years; grammar course two years.

In the first and second years very little number work is attempted, and very little is done in applied numbers before the sixth year. Through the four years of the intermediate course language is taught, and the study of grammar as a science is begun in the seventh year.

Drawing is taught by the regular teachers; penmanship is taught by a special teacher.

The work of the first seven years is done in the different buildings in the various parts of the city, then classes are all brought together in the grammar school for the eighth year's work preparatory to entering the high school.

In the ward schools the classes are promoted twice a year for the first seven years, once a year to the grammar school, and once a year to the high school. Individual promotions and demotions occur whenever the interests of the pupil demand them. Promotions are determined almost wholly by the daily work of the pupil, and the personal judgment of the teacher, who acts with the advice and consent of the principal. The discipline of the schools is kind but firm. Corporal punishment is administered only when the parent gives his consent in writing, and then it rests with the discretion of the principal.

The recess system is partially abolished. Short recesses are given in the lower grades, but in the higher grades they are almost wholly dispensed with.

The principals have about one-half of their time to give to supervision of their schools. The majority of the assistant teachers are graduates of the high school. There is no provision for training young teachers until they enter upon the actual duties of the school room.

In the high school our classical course is four years, which we found was longer than the majority of boys remained. To meet this defection we organized the scientific course, covering three years. This course gives more time to history, mathematics, natural science, and English, to the exclusion of Latin, German and some other studies.

The plan of no recess has been tried and permanently adopted. We have reduced all examinations to a minimum.

## OTTUMWA.

President of board.....	DWIGHT BANNISTER
Secretary of board.....	W. H. FETZER
Superintendent.....	A. W. STUART
Salary of superintendent.....	\$1,900
Principal of high school.....	F. C. WIXOM
Salary.....	\$1,200
Number of teachers required to supply the schools, not including superintendent.....	60
Number of special teachers, and monthly salary paid each, 1 at.....	\$ 50.00
Average monthly salary paid all teachers, not including superintendent.....	46.75
Number of our teachers who are graduates of our high school.....	39
Total enumeration, 1890.....	3,847
Total enrollment for school year.....	3,009
Total average attendance.....	2,151
Number of school months in school year.....	9.5
Total expended for all purposes, from September, 1890, to September, 1891.....	\$ 52,000.00
Present assessed valuation of district.....	3,427,771.00
Present bonded indebtedness.....	52,000.00
Number of school houses.....	7
Amount paid during the year for building.....	\$ 4,000.00
Value of all buildings and sites.....	145,000.00
Value of apparatus.....	1,000.00
Number volumes in libraries.....	1,000
Value of libraries.....	\$ 2,000.00
Estimated yearly average cost of text books only, per pupil in primary grades.....	.40
Estimated yearly average cost of text books only, per pupil in grammar grades.....	2.06
Estimated yearly average cost of text books only, per pupil in high school grades.....	4.08



The Ottumwa schools are classified as elementary schools and a high school. The elementary schools are divided into eight grades and each grade into four quarters as nearly equal as possible. The high school consists of four classes or grades and it requires about four years to complete the course. Latin is required three years of those who receive a diploma. French is studied the last year of the course. Ottumwa schools abolished the recess ten years ago—except that the children of the three lowest grades are permitted to leave the room for five minutes each half day under the eye of their teacher, but no two schools in the same building, are out at the same time. Marching and physical exercises take the place of the former recess. Drawing in connection with form study and modeling is an important feature of the course. Music has been a regular study in all the schools for twenty years under the direction of a special teacher, although the instruction, except in the high school, is given by the regular teachers. The only special opportunity afforded to prepare for teaching is in connection with the lowest grades as assistants of the regular teachers. First grade teachers, who have more than sixty pupils, are given an assistant, who receives \$20 a month.

This plan affords an opportunity for training and testing candidates for permanent positions, while returning nearly full value for the expenditure. Ottumwa schools are growing even faster than the city, and the accommodations are always inadequate to the demands. Two large school buildings are being built, which, when completed, will doubtless accommodate all the pupils. A plan of furnishing additional room for crowded buildings has been to build small houses for the lowest grade upon the same lot. One such has just been completed. This building contains two rooms, and will accommodate about one hundred pupils, and cost \$2,000. The school system is somewhat more elastic than most others of the state. Pupils are thus given an opportunity for frequent promotion. The school buildings are among the best in the state, and Ottumwa is justly proud of its schools.

## CLINTON.

President of board.....	M. M. TIFFANY
Secretary of board.....	A. H. PADDOCK
Superintendent.....	O. P. BOSTWICK
Salary of superintendent.....	\$1,800.00
Principal of high school.....	JULIA J. SWEET
Salary.....	\$1000.00

Number of teachers required to supply the schools, not including superintendent.....	57
Number of special teachers, and monthly salary paid each.....	\$ 32.00
Average monthly salary paid all teachers, not includ- ing superintendent.....	49.00
Number of our teachers who are graduates of our high school.....	36
Total enumeration, 1890.....	4,714
Total enrollment for school year.....	2,808
Total average attendance.....	2,018
Number of months in school year.....	9.5
Total expended for all purposes, from September, 1890, to September, 1891.....	\$ 41,376.00
Present assessed valuation of district.....	1,990.090
Present bonded indebtedness.....	60,000.00
Number of school-houses.....	10
Amount paid during the year for building.....	\$ 4,240.00
Value of all buildings and sites.....	100,000.00
Value of apparatus.....	1,000.00
Number volumes in libraries.....	4,300
Value of libraries.....	2,500
Estimated yearly average cost of text-books only, per pupil in primary grades.....	.75
Estimated yearly average cost of text-books only, per pupil in grammar grades.....	1.80
Estimated yearly average cost of text-books only, per pupil in high school grades.....	6.72



The public schools of Clinton are organized in two departments: elementary, embracing a nine years' course of study; and the high school with course of four years. In the elementary department no time is fixed for the completion of a grade, but classes of average ability usually advance in regular order from year to year. The time for promotions and general re-classification is at the close of the school year, although promotions are made at any time a class may have completed the work assigned them.

Drawing is one of the established branches, and its introduction has proved a great advantage to the pupils.

Vocal music was introduced one year ago, under the direction of a special teacher, employed two days each week.

The high school offers three courses, Latin, German, and English, each requiring four years. Graduates of the Latin course are prepared to enter any course of the state university. High school graduates receiving appointments to teach, serve one year in the training school under the direct supervision of a skillful teacher, who gives them instruction in primary methods.

The new high school building furnishes elegant and commodious accommodations for the library and the high school. It was erected at a cost of over \$40,000, and is one of the finest school buildings in Iowa.

The public school library has over 4,000 volumes, and is open to the members of the high school and the three upper grades of the elementary department. The pupils are guided largely in their reading by a fixed course, supplemented by the judgment and advice of their teachers. The high school also has the exclusive use of the Irving library, comprising 800 volumes carefully selected for their especial use. This library, augmented by numerous reference books, represents the product of various entertainments given by the pupils during the past ten years. A record is kept of the books read by each pupil, in accordance with a prescribed course of study.

The schools are well supplied with aids for teachers in all departments. The high school possesses a complete electrical apparatus, a good air pump, one good compound microscope, and a fair supply of appliances needed for purposes of illustration or experiment. Twenty-six pupils can do individual work at once in the chemical laboratory.

## MUSCATINE.

President of board.....	F. REPERT
Secretary of board.....	J. H. LUKENS
Superintendent.....	F. M. WITTER
Salary of superintendent.....	\$1,500.00
Principal of high school.....	E. F. SCHALL
Salary.....	\$1,000.00
Number of teachers required to supply the schools, not including superintendent.....	49
Number of special teachers, and monthly salary paid each.....	\$ 63.00
Average monthly salary paid all teachers, not includ- ing superintendent.....	50.70
Number of our teachers who are graduates of our high school.....	42
Total enumeration, 1890.....	3,391
Total enrollment for school year.....	2,162
Total average attendance.....	1,581
Number of months in school year.....	9.5
Total expended for all purposes, from September, 1890, to September, 1891.....	\$ 33,695.00
Present assessed valuation of district.....	2,037,600.00
Present bonded indebtedness.....	14,500.00
Number of school-houses.....	8
Value of all buildings and sites.....	\$ 110,185.00
Value of apparatus.....	1,450.00
Number volumes in libraries.....	320
Estimated yearly average cost of text-books only, per pupil in primary grades.....	\$ .52
Estimated yearly average cost of text-books only, per pupil in grammar grades.....	1.83
Estimated yearly average cost of text-books only, per pupil in high school grades.....	3.93



Muscatine owns four fine brick school buildings, each having an average capacity of four hundred. These are all seated with the best modern school furniture, and have a liberal supply of apparatus and appliances. Nearly twenty-two hundred children were enrolled in 1890-91, in charge of forty-nine teachers, with one superintendent. The course of study adopted in 1864 has been slightly altered in all the grades, but most in the higher grades. Our course now covers twelve years. For the past eight or nine years we have had a special teacher in writing and drawing, for which the outlay seems well expended. Music has also been taught, although not at present in our course.

Physical culture has received considerable attention during the past six years. Teachers and pupils in all grades enjoy these daily exercises.

Children in the first, second and third grades are released morning and afternoon after a session of one and three-quarter hours.

It has always been a weak point in our school system that the good and vicious are thrown together away from parents, or teachers, away from all restraining care. The recess was the one great opportunity, and many a pure little girl and boy were led astray.

It seems to be an axiom, that either the children must be carefully supervised by the teacher at recess, or there should be no recess. To the recess was charged much of the disorder in the school, and it is believed a considerable part of sickness, especially colds and all kindred disorders are directly traceable to the recess. Had the recess enough redeeming qualities to justify its continuance? It was deemed wise to make a trial to abandon recess. Six years ago we ceased to have recesses, gave the children the fifteen minutes by closing earlier, and finally all grades closed together in the afternoon at 3:15, beginning the session at 1:30. Almost every child goes home to its dinner. The people of the city whose children are in the schools appear to be well pleased, and it seems to me doubtful if we could return again to a recess.

It has been the policy of the school management for many years, to retain the able and efficient teachers as long as they desire to stay. Teachers are required to hold a first-class certificate from the county superintendent, and in addition to this to pass an examination in algebra, physical geography, physics, general history or botany. Eighty per cent of our teachers at this time are graduates of our own schools.

## MARSHALLTOWN.

President of board.....	A. F. HARADAN
Secretary of board.....	J. G. TROTTER
Superintendent.....	C. P. ROGERS
Salary of superintendent.....	\$1,800.00
Principal of high school.....	BERTHA L. BROWN
Salary.....	\$900.00

Number of teachers required to supply the schools, not including superintendent .....	57
Number of special teachers, and monthly salary paid each, 3 at .....	\$ 60.00
Average monthly salary paid all teachers, not including superintendent.....	55.80
Number of our teachers who are graduates of our high school.....	13
Total enumeration, 1890.....	2,663
Total enrollment for school year.....	2,049
Total average attendance .....	1,566
Number of months in school year.....	9
Total expended for all purposes, from September, 1890, to September, 1891.....	\$ 42,688.00
Present assessed valuation of district.....	1,539,359.00
Present bonded indebtedness.....	57,000.00
Number school houses.....	7
Value of all buildings and sites.....	\$ 118,000.00
Value of apparatus.....	200.00
Number volumes in libraries.....	400
Number of kindergartens proper.....	2
Number of teachers employed in kindergarten work.....	4
Estimated yearly average cost of text-books only, per pupil in primary grades.....	\$ 1.09
Estimated yearly average cost of text-books only, per pupil in grammar grades.....	2.24
Estimated yearly average cost of text-books only, per pupil in high school grades.....	4.44



The schools of this city have made steady increase in attendance for the past five years. We have found it necessary to open from one to three additional schools each year. The present facilities are ample and probably will meet all requirements for some years to come. The course of instruction now includes the special branches of drawing, penmanship and music. Physical culture receives attention in an incidental way, and is combined as far as possible with instruction in hygiene. After a brief experience in omitting recess, the program for the day now includes a regular out-door recess each half day session. Out-door exercise under favorable conditions of weather, does much to remove the necessity of physical exercise in the school room and under the restraints of class methods.

Drawing has been maintained under a special teacher for the past three years. The Prang system has been adopted, and very gratifying results have been obtained. Music is under the direction of a special teacher. Instruction in penmanship receives special supervision by the teacher of the commercial department of the high school.

No special provision has been made for instruction in manual training. Much of the instruction in drawing takes the form of handicraft work, which is done out of school hours.

A large majority of the teachers selected have received preparation in colleges or normal schools.

About one quarter of the present corps are graduates of the high school here, without any additional preparation for teaching except that afforded in the county institute. As a condition of employment in the city schools the board require at least one year's successful experience after having graduated from the high school. This experience is usually obtained in rural districts.

The teachers employed in the kindergarten department are all under pay, no volunteers being accepted or permitted.

### FORT MADISON.

President of board.....	P. FRAILEY
Secretary of board.....	J. EINSPANGER
Superintendent.....	C. H. DYE
Salary of superintendent.....	\$1,250.00
Principal of high school.....	CHARLES CRUIKSHANK
Salary.....	\$630.00

Number of teachers required to supply the schools, not including superintendent.....	26
Number of special teachers and monthly salary paid each, 1 at.....	\$ 50.00
Average monthly salary paid all teachers, not including superintendent.....	42.00
Number of our teachers who are graduates of our high school.....	10
Total enumeration, 1890.....	2,292
Total enrollment for school year.....	1,500
Total average attendance.....	1,300
Number of months in school year.....	9
Number of school-houses.....	7
Value of all buildings and sites.....	\$ 40,000.00
Value of apparatus.....	300.00
Number volumes in libraries.....	30
Value of libraries.....	\$ 50.00
Estimated yearly average cost of text-books only, per pupil in primary grades.....	.60
Estimated yearly average cost of text-books only, per pupil in grammar grades.....	3.00
Estimated yearly average cost of text-books only, per pupil in high school grades.....	5.00



## CRESTON.

President of board.....	ROBERT BISSET
Secretary of board.....	J. M. SCURR
Superintendent.....	H. B. LARRABEE
Salary of superintendent.....	\$1,400.00
Principal of high school.....	O. E. FRENCH
Salary.....	\$1,100.00
Number of teachers required to supply the schools, not including superintendent.....	33
Number of special teachers, and monthly salary paid each, 2 at.....	\$ 60.00
Average monthly salary paid all teachers, not includ- ing superintendent.....	49.34
Number of our teachers who are graduates of our high school.....	12
Total enumeration, 1890.....	2,345
Total enrollment for school year.....	1,872
Total average attendance.....	1,266
Number of months in school year.....	10
Total expended for all purposes, from September, 1890, to September, 1891.....	\$ 32,903.00
Present assessed valuation of district.....	1,000,000.00
Present bonded indebtedness.....	50,000.00
Number of school houses.....	7
Amount paid during the year for building.....	\$ 2,000.00
Value of all buildings and sites.....	125,000.00
Value of apparatus.....	2,000.00
Number volumes in libraries.....	1,000
Estimated yearly average cost of text-books only, per pupil in primary grades.....	\$ .40
Estimated yearly average cost of text-books only, per pupil in grammar grades.....	2.80
Estimated yearly average cost of text-books only, per pupil in high school grades.....	3.50



The public schools of Creston have not attained their prominence among the excellent school systems of Iowa by giving undue attention to specialties or to novel methods of instruction, but because of acknowledged honest, thorough, and systematic efforts along all lines of school work. The plan of grading and classification is sufficiently systematized to secure economical expenditure of teaching force, yet elastic enough to allow each pupil to do his best.

The discipline of all the schools is excellent and the good will and cordial co-operation of the people most gratifying. The high school has a fine building, a large enrollment and is a strong factor in the educational work of this section of the state.

There are no distinctive kindergartens; but kindergarten material and methods are employed as far as practical, in the primary grades.

Earnest efforts are being made, with some evidences of success, to strengthen what is believed to be, at present, the weakest part of the graded school systems of America, viz.: the grammar grades.

The teaching of music, drawing and writing is supervised by special teachers.

Fifteen minute recesses are given during the fall and spring months, five minutes during the winter months. No recesses at any time in the high school building.

It is the policy of the board to retain competent and faithful employes, hence the term of office of teachers is considered secure when they have once proved themselves to be worthy of confidence and support.

## IOWA CITY.

President of board.....	J. W. LEE
Secretary of board.....	W. T. JACKSON
Superintendent.....	W. T. JACKSON
Salary of superintendent.....	\$1,600.00
Principal of high school.....	E. L. PORTER
Salary.....	\$1,200.00
Number of teachers required to supply the schools, not including superintendent.....	35
Number of special teachers 2, monthly salary paid each.....	\$ 55.00
Average monthly salary paid all teachers, not includ- ing superintendent.....	49.75
Number of our teachers who are graduates of our high school.....	15
Total enumeration, 1890.....	3,642
Total enrollment for school year.....	1,432
Total average attendance.....	941
Number of months in school year.....	9.5
Total expended for all purposes, from September, 1890, to September, 1891.....	\$ 30,014.00
Present assessed valuation of district.....	7,664.593.00
Present bonded indebtedness.....	25,000.00
Number of school-houses.....	8
Amount paid during the year for building.....	\$ 6,830.00
Value of buildings and sites.....	80,000.00
Value of apparatus.....	600.00
Number volumes in libraries.....	500
Value of libraries.....	\$ 250.00
Estimated yearly average cost of text-books only, per pupil in primary grades.....	.72
Estimated yearly average cost of text-books only, per pupil in grammar grades.....	1.84
Estimated yearly average cost of text-books only, per pupil in high school grades.....	5.23



The close of the year was marked by the retirement of superintendent W. A. Willis, after seven successful years of service.

In his last report he expresses satisfaction with the work of the schools in general and with the employment of a special teacher of drawing and penmanship during the past two years. He also recommends the employment of a special teacher in music, as well as the adoption of the synthetic method of teaching reading.

These suggestions met with a hearty response from the board. The synthetic system has been introduced with satisfactory results, and a special teacher of music employed with equal gratification to all concerned. Liberal appropriations have also been made for purchase of the Prang models in wood.

Perhaps the most important event in our school history the past year was the appropriation of \$25,000 for the erection of a new high school building, an improvement greatly needed.\* The building will be a credit and ornament to the city. A small but tasteful four-room building has also been erected in the extreme north-eastern part of the city.

The course of study has been thoroughly revised; the high school course extended to four years and closely adapted to the requirements of the university.

The university exerts a salutary influence on the public schools of the city, not only by its elevated standards of scholarship, but by the presence of the faculty and students and the large number of graduates resident here. It is to be hoped that our schools will feel more and more this potent stimulus to sound scholarship, and our whole public school system be brought into close and vital union, feeling the healthful current of a common life-blood through all its parts.

## OSKALOOSA.

President of board.....	W. H. SHAW
Secretary of board.....	I. W. COOK
Superintendent.....	O. C. SCOTT
Salary of superintendent.....	\$1,500
Principal of high school.....	G. H. STEMPLE
Salary.....	\$900
Number of teachers required to supply the schools, not including superintendent.....	34
Number of special teachers, and monthly salary paid each, 2 at.....	\$ 70.00
Average monthly salary paid all teachers, not including superintendent.....	51.66
Number of our teachers who are graduates of our high school.....	16
Total enumeration, 1890.....	2,132
Total enrollment for school year.....	1,678
Total average attendance.....	1,241
Number of months in school year.....	9
Total expended for all purposes, from September, 1890, to September, 1891.....	\$ 28,151.00
Present assessed valuation of district.....	1,321,441.00
Present bonded indebtedness.....	10,000.00
Number of school houses.....	5
Value of all buildings and sites.....	\$ 120,000.00
Value of apparatus.....	1,150.00
Number volumes in library.....	1,487
Value of libraries.....	\$ 1,500.00
Estimated yearly average cost of text books only, per pupil in primary grades.....	.78
Estimated yearly average cost of text books only, per pupil in grammar grades.....	1.37
Estimated yearly average cost of text books only, per pupil in high school grades.....	5.42



Oskaloosa has five school buildings, named Lincoln, Jefferson, Webster, Grant, and Whittier. Estimated value of buildings and grounds, \$120,000. The school grounds are large. School hours, 9 A. M. to 12 M., 1:30 to 4:00 P. M., with a recess of fifteen minutes near the middle of each session, primary and grammar grades going out separately. The high school has no recess, and is excused twenty minutes earlier each session, for this reason.

Oskaloosa has employed only seven superintendents in a term of thirty years. Present number of teachers, thirty-seven.

Much attention and thought has been given to the high school. The course of study prepares for the university. Number of graduates: Eighty-three boys, two hundred and forty-six girls; total, three hundred and twenty-nine.

Physical culture receives daily attention, under a special teacher. Music has become a required branch in our schools, and great credit is due the efficient instructor. A special teacher of drawing and penmanship entered upon the work in September, 1891. Manual training, the teaching of sewing and baking, has been conducted with excellent results by the ladies' society of the city, aided by an appropriation of \$200, granted by the school board, at its annual meeting. This industrial school meets in rooms fitted for the purpose, from 2 to 4 P. M., Saturdays.

A class in didactics is organized each year from members of the senior class in the high school. Their course embraces study and visitation of schools. After one year's successful experience in country schools, these pupil teachers are favorably considered in the selection of new teachers in the city schools. Grade meetings are an important feature of the work of the schools.

Kindergartens have been established in Jefferson and Grant buildings.

The teachers' literary social, an organization of the teachers of the city schools, holds stated meetings of a literary and social nature, to which patrons and citizens are invited. The ties of acquaintance and friendship here formed, unite people and schools. Out of these meetings grew the Annual Educational Banquet. This has been a strong factor for the moulding of public sentiment in the interests of the schools.

## BOONE.

President of board .....	J. B. CLAPP	
Secretary of board .....	J. J. SNELL	
Superintendent .....	G. I. MILLER	
Salary of superintendent .....	\$1,500	
Principal of high school .....	SADIE RICE	
Salary .....	\$700	
Number of teachers required to supply the schools, not including superintendent .....		23
Number of special teachers, and monthly salary paid each, 1 at .....	\$	40.00
Average monthly salary paid all teachers, not including superintendent .....		51.40
Number of our teachers who are graduates of our high school .....		5
Total enumeration, 1890 .....		1,523
Total enrollment for school year .....		1,251
Total average attendance .....		1,090
Number of months in school year .....		9
Total expended for all purposes, from September, 1890, to September, 1891 .....	\$	17,891.00
Present assessed valuation of district .....		800,000.00
Present bonded indebtedness .....		18,000.00
Number of school houses .....		4
Value of all buildings and sites .....		50,000.00
Value of apparatus .....		400.00
Number of volumes in libraries .....		1,800
Value of libraries .....	\$	1,500.00
Estimated yearly average cost of text books only, per pupil in primary grades .....		.47
Estimated yearly average cost of text books only, per pupil in grammar grades .....		2.05
Estimated yearly average cost of text books only, per pupil in high school grades .....		4.00



A wide-awake and public spirited school board assisted by an appreciative and intelligent public makes the Boone schools strong in all kinds of school work. In selecting teachers the utmost care is taken to secure none but the best—teachers who know their work before going into the school room. Our teachers are continued in service just as long as they wish to be, the only requirement being good, honest, faithful work. No teacher has been retained or engaged in these schools for the last six years through any social, religious or political influence whatever. The motto of the board is "do good work or resign."

Our high school with full four years' course, prepares pupils for admission in most of the eastern colleges. Having now two in Wellesley, one in Vassar, one in the Polytechnic of Boston, and scores of others in other colleges, all entering *without examination*. Twenty-eight pupils left Boone for college work last September.

The high school library, with about eighteen hundred volumes of choicest works on travel, science, fiction, etc., is open to pupils above the fifth grade. The value of these books to our pupils cannot be estimated in dollars and cents. Our ward buildings are all well supplied with cyclopedias, dictionaries, charts, maps, globes and everything necessary for a successful prosecution of school work.

Music is a regular study—the same as geography. The per cent of pupils who cannot learn music is about the same as that of any other branch of study. With the proper care and training all pupils do good work in music. The study has assisted us in making better readers, and the influence over pupils toward better discipline cannot be questioned.

About one fourth of our teachers are graduates of our schools, having been fitted for the work they are now doing.

Fifty per cent of our high school pupils are boys. Twelve boys in our present graduating class of eighteen.

## LYONS.

President of board.....	S. W. GARDINER
Secretary of board.....	I. N. MANVILLE
Superintendent.....	H. E. ROBBINS
Salary of superintendent.....	\$1,500
Principal of high school.....	MARY J. PALMER
Salary.....	\$700
Number of teachers required to supply the schools, not including superintendent.....	23
Number of special teachers, and monthly salary paid each, 3 at.....	\$ 46.00
Average monthly salary paid all teachers, not includ- ing superintendent.....	41.00
Number of our teachers who are graduates of our high school.....	14
Total enumeration, 1890.....	1,972
Total enrollment for school year.....	1,172
Total average attendance.....	761
Number of months in school year.....	10
Total expended for all purposes, from September, 1890, to September, 1891.....	\$ 13,606.00
Present assessed valuation of district.....	689,006.00
Present bonded indebtedness.....	6,000.00
Number of school houses.....	4
Value of all buildings and sites.....	\$ 45,000.00
Value of apparatus.....	305
Number of volumes in libraries.....	247
Value of libraries.....	\$ 380
Estimated yearly average cost of text books only, per pupil in primary grades.....	.50
Estimated yearly average cost of text books only, per pupil in grammar grades.....	1.41
Estimated yearly average cost of text books only, per pupil in high school grades.....	4.17



The school population of Lyons is 2,118 of which some 1,200 are enrolled in its public schools. We have four school buildings, all of brick and all are well filled, so that we shall be obliged to erect another house in the near future.

Our school year consists of ten months. Each day is divided into two sessions, the first beginning at 9 A. M. and closing at 11:30, the second beginning at 1 P. M. and closing at 3:30 the year around.

We have no stated recesses, having abolished them some nine years since and should be unwilling to return to the old plan of stated fifteen minute recesses. Space will not permit a full discussion of the subject here but I shall be glad to correspond with any teacher who desires to know more of the details of the plan.

Our sessions for chart classes close at 10:30 A. M. and 2:30 P. M.; for first grade at 10:45 and 2:45; second grade 11:00 and 3:00; third grade at 11:15 and 3:15; fourth grade at 11:20 and 3:20; fifth grade at 11:25 and 3:25; from the sixth to eleventh inclusive, at 11:30 A. M. and 3:30 P. M. By this plan the younger pupils are at home before the older ones are dismissed.

Instead of recess we have free gymnastic exercises in each room, at about the middle of the session, with the windows open so as to secure a complete change of air.

We have a special teacher of drawing and one of penmanship. The instruction in these branches from the fourth to eighth grades, inclusive, is all given by these special teachers. These teachers alternate with each other so that the pupils in a given room have drawing one day and penmanship the next. We like the plan and hope in time to extend it to the primary grades.

The number of pupils in our schools has more than doubled in the last ten years. The increase has been steady and our growth has been a healthy one. The educational sentiment of the city has kept pace with the needs of the schools and we are reasonably well supplied with supplementary reading matter, libraries and apparatus.

With earnest faithful teachers, a progressive school board and an appreciative public, Lyons schools have been enabled to take and maintain an honorable place among the leading schools of our state.

# FORT DODGE.

President of board.....	D. K. LINCOLN
Secretary of board.....	D. A. WELLER
Superintendent.....	F. C. WILDES
Salary of superintendent.....	\$1,500
Principal of high school.....	IDA L. SCHELL
Salary.....	\$810
Number of teachers required to supply the schools, not including superintendent.....	23
Number of special teachers, and monthly salary paid each, 1 at.....	\$ 45.00
Average monthly salary paid all teachers, not includ- ing superintendent.....	44.00
Number of our teachers who are graduates of our high school.....	2
Total enumeration, 1890.....	1,763
Total enrollment for school year.....	1,144
Total average attendance.....	800
Number of months in school year.....	9
Total expended for all purposes, from September, 1890, to September, 1891.....	\$ 17,967.00
Present assessed valuation of district.....	832,243.00
Present bonded indebtedness.....	20,000.00
Number of school houses.....	8
Amount paid during the year for building.....	\$ 3,573.00
Value of all buildings and sites.....	65,000.00
Value of apparatus.....	1,000.00
Number volumes in libraries.....	500
Estimated yearly average cost of text-books only, per pupil in primary grades.....	.55
Estimated yearly average cost of text-books only, per pupil in grammar grades.....	1.84
Estimated yearly average cost of text-books only, per pupil in high school grades.....	5.10



The high school building is a twelve room brick structure and there are five other buildings, ranging from one to four rooms, in use for school purposes. The district is completing and will have ready for occupancy after January, 1892, a model eight room building with all the latest improvements for heating, ventilating, basement, playrooms, etc., at a cost of about \$15,000.

The enrollment in our public schools for 1890-91, was 1,144.

Physical culture is not included in the school exercises, the natural location of Fort Dodge and its healthful environment, afford to our youth the necessary amount of physical exercise.

Drawing is not made a special feature, but practice is given in the illustration of daily work from the first to the twelfth year, inclusive.

From December to April the recess period is shortened to five minutes' duration.

There is no teaching which could be classed under the head of manual training, in the general acceptation of the term.

Teachers' grade meetings are held at the call of the superintendent.

In all centrally located buildings only one year grade, or class, is assigned to the teacher. Opportunity is thus afforded for individual assistance during the study hours, and the teacher is not obliged to hasten from one recitation to another.

Our teachers are not hampered by hourly, daily, weekly, or monthly reports. A term report of the attendance is all that is required.

Pupils are promoted, or remanded to former grades, at any time during the school year.

There are two recitations daily in mental arithmetic, in the primary classes, and daily drill in all other grades to the high school.

Business forms are taught daily in the sixth grade, twice a week in the seventh grade, and single entry book keeping is given forty minutes twice each week in the eighth grade. Double entry book keeping and commercial law are given daily recitations of forty minutes each, in the second year of the high school course.

As a rule, in grades below the high school, reading lessons "at sight." Reading for eighth grade from English Classics, Riverside literature series, and historical classic series.

## ATLANTIC.

President of board .....	T. G. STEINKE
Secretary of board .....	F. E. WHIPPLE
Superintendent .....	J. J. McCONNELL
Salary of superintendent .....	\$1,600
Principal of high school .....	ELLEN M. AUSTIN
Salary .....	\$900
Number of teachers required to supply the schools, not including superintendent .....	23
Average monthly salary paid all teachers, not including superintendent .....	49.25
Number of our teachers who are graduates of our high schools .....	4
Total enumeration, 1890 .....	1,636
Total enrollment for school year .....	1,299
Total average attendance .....	931
Number of months in school year .....	9
Total expended for all purposes, from September, 1890, to September, 1891 .....	\$ 26,318.00
Present assessed valuation of district .....	821,813.00
Present bonded indebtedness .....	40,000.00
Number of school-houses .....	4
Amount paid during the year for building .....	\$ 6,508.00
Value of all buildings and sites .....	60,000.00
Value of apparatus .....	225.00
Number volumes in libraries .....	200
Value of libraries .....	\$ 300.00
Estimated yearly average cost of text books only, per pupil in primary grades .....	.80
Estimated yearly average cost of text books only, per pupil in grammar grades .....	1.40
Estimated yearly average cost of text books only, per pupil in high school grades .....	2.90



The schools of Atlantic have grown as the city has grown. Reference to old reports reveals the fact that the teaching force has been more than doubled within the past twelve years. School attendance has increased in about the same proportion. The aim in the administration of the schools has been to emphasize the work in the common branches. The high school, however, has not been neglected. The graduating class of 1891 numbered twenty-six.

Four substantial steam heated brick buildings serve to furnish accommodations for the children of the district. At the present rate of growth, however, another building will soon be needed.

The recess, by a process of evolution, has nearly been eliminated. In the higher grades it has been abandoned entirely, but in the primary grades short intermissions are allowed. The change has been satisfactory to teachers, pupils, and to most of the people. A close observation of results warrants the statement that the movement has been a wise one. It has promoted continuity of work, economy in time, as well as good deportment among pupils in the building and on the grounds, and so far as can be seen no detrimental effects have resulted.

In instruction no effort has been made to specialize any branch of work, but rather to give to each branch in the curriculum its due proportion of time and attention.

Drawing only has received less attention than the other branches, while especial prominence has been given to mental arithmetic in the grammar grades and in the lowest class in the high school.

The school board has adopted the plan of selecting one member of the graduating class each year, who, after serving one year as a supply teacher without salary from the district, if successful, receives a position as teacher.

The policy pursued in the administration of the schools has been conservative rather than radical.

### LE MARS.

President of the board.....	P. F. DALTON
Secretary of board.....	FRANK KOOB
Superintendent.....	J. W. LOVE
Salary of superintendent.....	\$1,400
Principal of high school.....	FRANCES MAGNESS
Salary .....	\$600
Number of teachers required to supply the schools, not including superintendent.....	19
Average monthly salary paid all teachers, not includ- ing superintendent.....	\$ 54.43
Number of our teachers who are graduates of our high school.....	1
Total enumeration, 1890.....	1,438
Total enrollment for school year.....	980
Total average attendance .....	718
Number of months in school year .....	9
Total expended for all purposes, from September, 1890, to September, 1891.....	\$ 20,910.00
Present assessed valuation of district.....	582,840.00
Present bonded indebtedness.....	29,000.00
Number of school-houses.....	3
Amount paid during the year for building.....	\$ 2,748.00
Value of all buildings and sites.....	50,000.00
Value of apparatus.....	550.00
Number volumes in libraries.....	445
Value of libraries.....	\$ 400.00



## EAST WATERLOO.

President of board .....	F. M. SHOEMAKER
Secretary of board.....	LEWIS LICHTY
Superintendent.....	F. J. SESSIONS
Salary of superintendent.....	\$1,500
Principal of high school.....	LYDIA HINMAN
Salary.....	\$855
Number of teachers required to supply the schools, not including superintendent.....	22
Number of special teachers, and monthly salary paid each, 2 at .....	\$ 50.00
Average monthly salary paid all teachers, not includ- ing superintendent.....	47.10
Number of our teachers who are graduates of our high school.....	5
Total enumeration, 1890.....	1,370
Total enrollment for school year.....	957
Total average attendance.....	707
Number of months in school year.....	9
Total expended for all purposes, from September, 1890, to September, 1891.....	\$ 14,957.00
Present assessed valuation of district.....	701,422.00
Present bonded indebtedness.....	22,000.00
Number of school houses.....	5
Value of all buildings and sites.....	\$ 54,000.00
Value of apparatus.....	500.00
Number of volumes in libraries.....	400
Value of libraries.....	\$ 300.00
Estimated yearly average cost of text books only, per pupil in primary grades.....	\$ 1.13
Estimated yearly average cost of text books only, per pupil in grammar grades.....	1.91
Estimated yearly average cost of text books only, per pupil in high school grades.....	3.84

Our school conveniences are good, though not the most modern.

Last year out of a school population of one thousand, three hundred and fifty-seven there were nine hundred and fifty-seven pupils enrolled in the schools. Ten years ago the school population was one thousand, one hundred and twenty-two and the enrollment six hundred and forty-nine.

Something more than a year ago vocal music was added to the course of study; with few exceptions pupils enjoy this branch. This study tends to develop the chest capacity and lung power of pupils; it is helping to soften and modulate harsh voices; it is making school more attractive; it is stimulating a desire for culture of other kinds. As an aid to proper expression in reading it has more than repaid the cost.

Recently, industrial drawing, under the direction of a special teacher, has been introduced. The new study is popular and the outlook is promising. It is hoped that out of it something more advanced in the way of manual training may develop.

Up to the beginning of the present year the board of education had made no provision for preparing teachers for the work in our schools. With the opening of the present school year three cadet teachers were placed in charge of a principal who devotes three-fourths of her time to training them. The cadets were selected from the graduates of our high school. They receive small pay only, but are held responsible for the discipline and instruction of their pupils. Thus far the results have been quite satisfactory.

The recess question has been the cause of much anxiety to us. We have settled down to the policy of having out-door recesses at all buildings where the grounds are sufficiently large to accommodate the pupils at play. At the high school building the grounds are small and the pupils number between four and five hundred. Under these conditions it is impossible to have a general recess, so all pupils above the "A" class, fifth grade, take indoor physical culture drills instead. These drills are conducted by the regular grade teachers, who have had no special preparation for them. This work is not entirely satisfactory because of a lack of unity of purpose and plan of application of principles. With a special instructor these objections might be easily overcome, but I am satisfied that no in-door drills can be as conducive to the health of pupils and the general good of the schools, as can properly regulated out-door recesses. The only excuse for abandoning the out-door recess it seems to me is a lack of proper grounds for pupils to play and exercise upon.



## MASON CITY.

President of board .....	H. M. BAKER
Secretary of board .....	DUNCAN RULE
Superintendent .....	WILLIAM WILCOX
Salary of superintendent .....	\$1,500
Principal of high school .....	T. R. AMLIE
Salary .....	\$675.00
Number of teachers required to supply the schools, not including superintendent .....	22
Number of special teachers, and monthly salary paid each, 2 at .....	\$ 45.00
Average monthly salary paid all teachers, not includ- ing superintendent .....	43.25
Number of our teachers who are graduates of our high school .....	10
Total enumeration, 1890 .....	1,235
Total enrollment for school year .....	1,179
Total average attendance .....	803
Number of months in school year .....	9
Total expended for all purposes, from September, 1890, to September, 1891 .....	\$ 18,483.00
Present assessed valuation of district .....	663,117.00
Present bonded indebtedness .....	13,000.00
Number of school houses .....	3
Value of all buildings and sites .....	65,000.00
Value of apparatus .....	500.00
Number volumes in libraries .....	250
Value of libraries .....	\$ 200.00
Estimated yearly average cost of text books only, per pupil in primary grades .....	.44
Estimated yearly average cost of text-books only, per pupil in grammar grades .....	1.00
Estimated yearly average cost of text-books only, per pupil in high school grades .....	3.05

Our people are loyal and enthusiastic in their support of our schools; the authorities are especially considerate and generous in anticipating every need. All our teachers appreciate that the quality of their work is fairly judged.

Each department has an average of fifty-five pupils on the enrollment; on attendance, less. Two grades are assigned to each room, and twelve and one-half years for the completion of all grades. Classification is strictly adhered to, and a pupil's place is determined, above fourth grade, by class work supplemented by semi-annual examinations.

Awake to the fact that pupils, as a rule, find their way into our high school at too early an age, we have organized a grade which we are pleased to call preparatory high school, where pupils are to spend a half year in review work and such other as will more amply prepare them for the high school. We have promise of gratifying results therefrom.

No pupil is allowed to graduate from our schools who has not, in his senior year, taken a review of all common branches. Each pupil is required to pass an examination on such common branches from a state list of questions obtained from the county superintendent's office. The grades are placed on record. This arrangement, recently inaugurated, must result in great good; the effects are already manifest.

Realizing the unrighteous influence of the old time recess we have abolished this time-honored institution in grades above fourth. No teacher who has tried this change would, for a moment, feel satisfied to have it reinstated. Much more work is accomplished, and many patrons have said to us that the objection they had harbored so long was at last removed, and that they felt no hesitation in placing their pupils under the influence of our public school.

Music, penmanship and drawing are regularly taught. As yet instruction in physical culture is left to the discretion of the teachers, many of whom are competent to instruct, and do give the subject a share of attention. Except that in the high school and its preparatory, a company has been organized and instructed in military tactics. The company is uniformed, equipped, and under excellent drill. The free use of our large armory building makes this possible at all times.



SUMMARY OF STATISTICS FROM CITIES IN IOWA OF  
YEAR COMMENCING

NAMES OF CITIES.	Population, census of 1890.	Salary of superintendent.	Salary of principal.	Number of teachers required to supply the schools, not including superintendent.	Number of special teachers.	Salary paid special teachers.	Average monthly salary paid all teachers, not including superintendent.	Number of our teachers who are graduates of our high school.	Total enumeration, 1890.	Total enrollment for school year.	Total average attendance.	Number of months in school year.
Des Moines, W. I.	50093	\$ 2,250	\$ 1,700	116	4	\$ 96	\$ 67.06	33	7,101	4,226	2,974	9.0
Des Moines, E. I.	37806	1,800	1,500	84	1	100	44.82	50	5,237	3,634	2,521	9.0
Sioux City.....	30311	2,200	1,800	115	4	60	56.75	30	9,600	5,306	3,484	10.0
Dubuque.....	26872	1,800	1,500	94	4	75	47.70	85	10,852	4,799	3,271	10.0
Davenport.....	22672	2,000	1,500	108	14	70	58.55	72	9,654	4,758	3,602	10.0
Burlington.....	21474	1,800	1,500	86	12	90	57.00	60	8,461	3,985	2,997	10.0
Council Bluffs.....	18020	2,000	1,200	80	65	56.20	55.00	35	9,505	3,758	2,725	10.0
Cedar Rapids.....	14101	1,500	1,300	52	1	111	58.81	35	5,635	3,964	3,075	9.0
Keokuk.....	14001	1,500	1,200	60	1	50	46.75	39	3,847	3,069	2,151	9.5
Ottumwa.....	13619	1,800	1,000	57	1	32	49.00	36	4,714	2,808	2,018	9.5
Muscatine.....	11454	1,500	1,000	49	1	63	50.70	42	3,391	2,162	1,581	9.5
Marshalltown.....	8914	1,800	900	57	3	60	55.80	13	2,663	2,049	1,566	9.0
Ft. Madison.....	7901	1,250	630	26	1	50	42.00	10	2,292	1,500	1,300	5.0
Creston.....	7200	1,400	1,100	33	2	60	40.34	12	2,345	1,872	1,296	10.0
Iowa City.....	7016	1,600	1,200	35	2	55	49.75	15	3,642	1,432	941	9.5
Oskaloosa.....	6558	1,500	900	34	2	70	51.06	16	2,132	1,678	1,241	9.0
Boone.....	6520	1,500	700	23	1	40	51.40	5	1,523	1,251	1,000	9.0
Lyons.....	5799	1,500	700	23	3	46	41.00	14	1,972	1,172	761	10.0
Ft. Dodge.....	4871	1,500	810	23	1	45	44.00	2	1,763	1,144	800	9.0
Atlantic.....	4351	1,600	900	23	1	40	25.4	4	1,636	1,290	931	9.0
LeMars.....	4036	1,400	600	19	1	54	43.1	1	1,438	980	718	9.0
Waterloo, E.....	4012	1,500	855	22	2	50	47.10	5	1,370	957	707	9.0
Mason City.....	4007	1,500	675	22	2	45	43.25	10	1,235	1,179	803	9.0

1891.]

SUPERINTENDENT OF PUBLIC INSTRUCTION.

209

OVER 4,000 BY THE CENSUS OF 1890, FOR THE SCHOOL  
SEPTEMBER, 1890.

Total expended for all purposes from September, 1890, to September, 1891.	Present assessed valuation of district.	Present bonded indebtedness.	Number of school houses.	Amount paid during year for building.	Value of all buildings and sites.	Value of apparatus.	Number of volumes in libraries.	Value of libraries.	Number of kindergartens proper.	Number of teachers employed in kindergarten work.	Average cost of text books only per pupil in primary grades.	Average cost of text books only per pupil in grammar grades.	Average cost of text books only per pupil in high school grades.
\$ 132,758	\$ 8,928,910	\$ 153,000	12	\$ 18,545	\$ 480,000	\$ 5,000	\$ 1,000	\$ 2,000	8	15	\$ .75	\$ 1.10	\$ 4.50
98,300	2,804,950	115,500	10	48,600	251,500	1,500	1,089	1,000	...	...	...	...	...
189,189	16,000,000	127,600	28	...	518,000	3,000	1,000	1,000	...	...	...	...	...
68,213	7,494,867	...	13	6,370	230,000	3,000	2,150	1,570	...	...	...	...	...
79,069	4,662,235	...	11	...	300,000	3,000	1,700	...	...	...	...	...	...
59,170	...	...	11	50,000	175,000	4,000	800	1,200	...	...	...	...	...
96,974	5,610,325	110,000	18	10,126	310,000	1,000	...	...	...	...	...	...	...
143,400	3,405,200	145,000	14	55,000	250,000	1,300	1,000	1,000	12	12	...	...	...
...	3,202,489	...	8	1,500	140,000	400	300	600	...	...	...	...	...
52,000	3,427,771	52,000	7	4,000	145,000	1,000	1,000	2,000	...	...	...	...	...
41,376	1,990,096	60,000	10	4,240	100,000	1,000	4,300	2,500	...	...	...	...	...
33,605	2,037,600	14,500	8	...	110,185	1,450	320	...	...	...	...	...	...
42,688	1,539,350	57,000	7	...	118,000	200	400	400	2	4	...	...	...
...	...	...	7	...	40,000	300	30	50	...	...	...	...	...
32,903	1,000,000	50,000	7	...	125,000	2,000	1,000	...	...	...	...	...	...
30,014	7,664,593	25,000	8	2,000	80,000	600	500	250	...	...	...	...	...
28,151	1,321,441	10,000	5	6,850	120,000	1,150	1,487	1,500	...	...	...	...	...
17,891	800,000	18,000	4	...	50,000	400	1,800	1,500	...	...	...	...	...
13,606	689,006	6,000	4	...	45,000	300	247	380	...	...	...	...	...
17,967	332,243	20,000	8	3,573	65,000	1,000	800	...	...	...	...	...	...
26,318	821,813	40,000	4	6,508	60,000	225	300	300	...	...	...	...	...
20,910	582,840	29,000	3	2,748	50,000	550	445	400	...	...	...	...	...
14,958	701,422	22,000	5	...	54,000	500	400	300	...	...	...	...	...
18,483	663,117	13,000	3	...	65,000	500	250	200	...	...	...	...	...