

REPORT

OF THE

Secretary of the Board of Education,

TO THE

BOARD OF EDUCATION

AT ITS THIRD BIENNIAL SESSION, HELD AT DES MOINES, DECEMBER 2, 1861.

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REPORT.

OFFICE OF SECRETARY OF THE BOARD OF EDUCATION, }
DES MOINES, IOWA, December, 2, 1861. }

Gentlemen of the Board of Education :

As required by law, I beg leave to lay before you my second biennial report.

Subsequent to the close of your last session, a period of unusual interest has intervened. Our State was then just beginning to recover from the disastrous effects of a financial revulsion. Our School System had partially overcome the inconveniences and obstacles to which it had been subject, by the unconstitutionality of the act of March 12th, 1858. With the sad experience of the past fresh in our memory, and the bright prospects of the future opening before us, we had reason to believe that the day of our calamity was past. But time has shown that we had only escaped the paralyzing influences of injudicious legislation and financial embarrassment, to encounter the more fearful consequences of civil war, which is now prostrating all of the great productive interests of the country.

I am happy to say, however, that our schools have resisted the shock, perhaps more successfully than any other interest. For this we are greatly indebted, under the protection and guidance of a kind and beneficent Providence, to the energy and vigilance of the people. They seem to have placed a true estimate upon the value of a system of public instruction, and to have comprehended the necessity, great at all times and augmented under existing circumstances, of sustaining our schools. Instead of yielding to the pressure of the times and the dictates of expediency and false economy, they appear to have realized their increased responsibility, and to have made corresponding preparations for meeting the crisis. We feel safe in saying, that instead of retrograding, we are still gradually advancing.

Many neat and comfortable school houses have been constructed during the past summer. The character of these buildings forms a striking contrast to those in use when our school system commenced its existence. They are mostly frame, constructed with a good deal of taste, seated in modern style, thoroughly painted, and the number of the district legibly inscribed over the main entrance. In some of the more populous counties, brick buildings are by no means uncommon, and in some instances I have been agreeably surprised in finding the schools of some of our frontier settlements supplied with elegant furniture, procured from Cincinnati or St. Louis.

While traveling through the State during the past summer and fall, the appearance of a new school house in process of erection was a daily occurrence. There are two objects which attract the attention of the weary traveler over the broad prairies of Iowa, namely: the grove and the school house, and we seldom find the one without the other. Soon after catching the first glimpse of the trees, the neat, snowy-white, little school house is seen in the distance, ensconced in the edge of the grove, or pleasantly situated on an adjacent prairie knoll. As we approach the site, the shouts of joyous children salute the ear, and the scene furnishes a favorable index to the future growth and prosperity of the State.

It is a cheering reflection to the friends of Education, that, while the thrilling strains of martial music are summoning thousands of heroic spirits to the battle field, the tolling bell is still assembling the hundreds of thousands of children and youth in our schools. Thus while we are sending forth to the defense of the country an army of unsurpassed intelligence and valor, we are training up a host of youthful patriots in our schools, to whose keeping we trust we may safely commit the destinies of the country and our time-honored institutions, after our generation shall have passed away.

In this particular, I was forcibly struck with the peculiarity of the American character, apparently formed for emergencies, in a few instances that have recently come under my observation. On visiting the town of Toledo, in the county of Tama, which was organized only eight years ago, and reported only 168 persons of school-going years in 1854, I learned that one full company of volunteers had been enrolled and equipped, and had taken up the line of march for the field. A second company was then on drill on the common, preparatory to their departure. Only a few squares distant, I found the mechanics engaged in finishing, in a neat and

substantial manner, a commodious, two story, brick school house, 33 by 53 feet, of good architectural proportions and well arranged for the accommodation of pupils. I was fully impressed with the teaching of the apostle relative to the proximity of faith and works. Parents were manifesting their faith in the permanency of our institutions by making permanent provisions for the education of their children.

On the occasion of my visit to Mount Pleasant, in Henry county, always noted for its educational enterprise, the streets were thronged with soldiers, and the air vibrating with the sounds of martial music. To the eye and ear of the casual observer, it would have seemed that I had passed the confines of our school system; but on visiting the public school I found seven hundred and fifty children quietly pursuing their studies, under a corps of faithful and efficient teachers. At my lecture in the evening I had a crowded house of attentive auditors. In the town of Bloomfield, in the county of Davis, only a few miles from the seat of war, I also had an excellent audience. The same may be said of the town of Clarinda, in Paga county, still nearer the scene of conflict. A fine frame structure, two stories high, 34 by 56 feet, had just been completed, and a school of much promise was in progress.

I might extend the list, but it is unnecessary. I have alluded to these particular cases, simply for the purpose of showing, that in the midst of civil war itself, education is still appreciated and sustained, illustrating the old adage that "where there is a will there is a way."

But it must not be inferred that there are no exceptions to this flattering state of things, or that the war excitement is not detrimental to the prosperity of our schools. While our remarks are applicable to the larger portion of the State, some of the oldest and most favorably located counties, in the matter of schools and school houses, are still clinging with unyielding tenacity to the flesh-pots of Egypt. In other words, they are content with the temporary log school houses erected ten or fifteen years ago. There are, however, even in these, favorable symptoms of a healthy reaction.

Were it not for the unhappy civil conflict now pending, our schools would be greatly in advance of their present attainments, and their progress would far exceed any thing heretofore known in our educational history. Indeed, when we contemplate the stupendous scope of the present crisis, it is really a matter of surprise

that we have even succeeded in keeping up our organization. That we have done so, furnishes the best evidence that general intelligence is properly appreciated by the people, and that they are fully impressed with the necessity of renewed diligence in sustaining the medium through which it is derived. Such evidence is truly encouraging. Nothing can be more gratifying to the friends of education than the assurance that our school system is gradually obtaining a stronger hold on the affections of the people.

War under any circumstances is a dreadful calamity, but it affords lessons of instruction that we seldom succeed in deriving from any other source. While, in the present instance, it has made our utter destitution of the means of national defense so glaringly apparent in the commencement of hostilities, it has also shown the wisdom of those who originated a system of popular education. It has demonstrated more forcibly than all the books and educational reports heretofore published, could have done, that intelligence and virtue, in a government like ours, are indispensable elements of prosperity. The millions heretofore expended in the development of the popular mind, are to-day accomplishing more for the perpetuity of our institutions, than the millions now being expended in war-like preparations for their defense; for money and munitions of war, in the present struggle, would avail but little, without mind to steady the helm of State, and morality and virtue to curb the passions.

Admitting the correctness of these deductions, another important doctrine, held for many years by experienced educators, must be conceded, namely: that the State is solemnly obligated, in accordance with the dictates of sound policy and by the more imperative law of self-preservation, as well as the principles of justice and equity, to educate its youth. Every well regulated system of public instruction must be based upon this principle. The question is often propounded in these perilous times: What can we do to give stability to our institution and efficiency to our laws? Were I made the judge, my answer would be, develop the morals and intellects of the masses to the highest point of Christian civilization and refinement.

It is true that this is a higher degree of attainment than is contemplated in the institution of our public schools. It is simply our duty to lay the foundation upon which other agencies must erect and adorn the superstructure. But our field of labor, though limi-

ted to a system of elementary instruction, is nevertheless sufficiently extensive to employ all our energies and skill. Whatever religious bias the mind may subsequently receive, is a matter with which we have nothing to do. We leave that, where it properly belongs, with the parents and clergy. But while it is not our province to interfere with the sectarian views of the pupil, we must thoroughly inculcate the principles of morality and virtue; for without these, our mental training would be productive of but little, if any, good.

These reflections suggest another idea, intimately connected with our present situation, and which demands particular attention. Licentiousness and social degeneracy are the natural offspring of war, whether offensive or defensive, and it is not probable that in this respect we shall form an exception to other nations. The idea, then, which I wish to present is, that a well regulated system of public instruction is one of the most efficient agents for counteracting these evils. Consequently, instead of relaxing our efforts, it behooves us to tax our ingenuity to the utmost in imparting additional vitality to our schools, and I am fully persuaded that your deliberations on the present occasion will be specially directed to the accomplishment of this end. In contemplating the whole scene, I cannot resist the conclusion, that if there ever was a period that made a direct appeal to the friends of education for systematic and simultaneous co-operation, it is the present.

It is proper at all times to guard against extravagance in the administration of our school system, but under existing circumstances, I fear that there is more danger of running into the other extreme. In diseases of the body, depletion is sometimes salutary; but when carried to an extreme, it aggravates the disease, and if persisted in, produces death. In like manner, retrenchment in the management of our public schools, so far as may be consistent with their prosperity, is wise and beneficial; but beyond that point, it is in direct conflict with true economy. I think the facts will show, that in this particular we have already reached the minimum, and that a further reduction would be fatal and suicidal. While in the matter of levying taxes and appropriating money you are restricted by the Constitution, yet your legislation will enter largely into the financial operations of the system, and will do much to increase its efficiency, or retard its progress.

Our public schools should never be permitted to occupy a secondary position in the mind of the legislator, especially when the sub-

ject of retrenchment is under consideration. They should at least share equally with all other objects of public utility. Should it be deemed expedient to curtail public expenditures, they of course should bear a proportionate part of the necessary reduction. But the point I wish to make is, that they should not be singled out and sacrificed, simply for the purpose of reimbursing injudicious expenditures for other objects. No interest, connected with the growth and prosperity of the State, can claim pre-eminence over that of popular education. Our State is already rich in natural resources; but we must have mind as well as muscle, to develop them, and the public school is the best medium through which we can supply the deficiency.

Immediately after your adjournment two years ago, I published the law in sheet form, and forwarded two copies to each County Judge, and one copy to each County Superintendent in the State. I deferred the publication in pamphlet form until after the adjournment of the General Assembly in order that I might include the amendments made by that body. The amendments made by the General Assembly were simply designed to give the law vitality, without making any material change in its general features. Some little inconvenience was experienced in the election of sub-directors in the spring following, the provisions of the law as amended not being generally understood, which resulted, however, in no material detriment.

The changes made gave rise to an extensive correspondence and a great variety of intricate questions. This, however, gradually subsided as a more thorough knowledge of the law was obtained. The experience of the past two years clearly shows, that dissatisfaction arises more from a misapprehension of its provisions, than from the real defects of the act. Although some of its provisions have been the subject of very general complaint, yet I believe that the uniform sentiment of the people is, that no material alterations should be made at present. My own impression is, that it might be greatly improved by closely scrutinizing its phraseology, without radically changing its import; but whether it would be prudent to undertake so laborious a task at this time, is, to say the least, questionable.

The peculiar provisions of the Constitution form the chief obstacle to correct and judicious legislation. It requires the concurrence of two distinct legislative bodies to perfect the law, and these two bodies never being in session at the same time, it is impossible that

there should ever be a perfect understanding between them. Hence if either should attempt any thing like a general revision, it must necessarily conflict with the other before it terminates its labors. This dilemma does not appear to be very generally understood among the people; but to those whose duty it is to legislate, it becomes exceedingly embarrassing and perplexing. I am therefore disposed to believe that it would be unwise to make any material changes, but simply to enact such provisions as may be essentially necessary to render the law efficient, and they should be so expressed as to avoid misconstruction.

The construction of school houses in sub-districts is still a prolific source of trouble. The amendments adopted on this subject at your last session, have not produced the desired effect. There seem to be two points of difficulty—the equalization of the tax, and the refusal of the district township to vote a tax after a majority of the sub-districts have been accommodated with houses. The provision for equalizing the tax is not susceptible of much improvement. It is extremely difficult to make one that would be entirely satisfactory. The refusal of the district township to vote a tax, in the contingency named, is a gross violation of good faith, and may be corrected. A district township, for instance, consisting of five sub-districts, will levy a tax for the erection of two school houses. The following year it levies an additional tax for the erection of one additional house and the completion of the former two. But the next year it refuses or neglects to levy any tax, thus leaving two sub-districts, that have already been taxed for the construction of three school houses, without any for themselves. In such cases the district townships should be *compelled* to vote a tax, and I shall propose an amendment under the appropriate head for that purpose. To simply authorize a sub-district under such circumstances to provide a school house by taxing itself, is adding insult to injury.

In the rural districts the school house is an extremely useful edifice, the most so of any other in the State. It subserves more interests than any other structure. It is the center of attraction on all public occasions, a feature to which I find no objection. The people build it, and let the people use it, and when they have worn it out, let them build another and better one. It is indispensable in every neighborhood. A wagon can better dispense with one wheel, than a neighborhood with the school house. It must be provided, and hence I am in favor of a little compulsion in the matter,

especially when the principles of equity and justice are involved.

I propose to point out somewhat in detail certain ambiguities in the law and to suggest some amendments that may be profitably made, commencing with Part VIII, page 7, of the law as now arranged.

SEC. 2. It should be definitely stated whether the *whole expense* incurred in the instruction of the pupil should be paid by the district township from which he is transferred, or simply that he should take with him his proportion of the apportionment made by the Clerk of the Board of Supervisors.

SEC. 6. The notice required in case of district townships left without officers, should be posted in each *sub-district*. In case of the division of district townships, the division of assets and assumption of liabilities should be provided for.

SEC. 7. It has been repeatedly suggested, by school officers and others, that the whole section might be repealed, and the duties transferred, under proper restrictions, to the board of directors, in which event it would also be proper to repeal the first clause of Sec. 6, all of Sections 8, 12, 13, and 22, and all other provisions pertaining to a district township meeting. I am induced to believe that such a change would be salutary.

If, however, the district township meeting is retained, the *proviso* of Sec. 7 should be so expressed as to show whether the words "for building school houses," are to be considered synonymous with the term "school house fund" in Sec. 28, and whether it is designed to authorize the district township meeting to transfer to the board of directors, the power to levy tax *for building school houses*.

SEC. 11. A failure to qualify within the time specified, should create a vacancy.

SECTIONS 14 and 15. The board of directors should be empowered to elect their own Secretary from the district township at large, who should be ex-officio Secretary of the district township, but not a member of the board of directors and should have no vote in its proceedings. It should also be made their duty to elect a Treasurer from the district township at large. The Secretary should never be made the presiding officer of the board, but they should choose a President from the district township at large, who should only vote in case of a tie. In case such alteration is made, Sec. 2 of Part IX, page 24, should be repealed.

My reason for requiring the President, Secretary and Treasurer

to be elected from the district at large is, that in a large number of districts there are only two or three sub-directors, which renders it inexpedient to elect from their own number. While the rule will work well in sparsely settled districts, it will do no harm in the more populous ones, and I am disposed to believe that it will result in the selection of better officers. There are many men who would make good directors, but not very competent officers of the board.

SEC. 16. In case the district township meeting is discontinued, amend the *first* clause so as to make it conform to the change. The *fourth* clause should specify *sub-district*, instead of district. To the *tenth* clause add the words "and no order shall be drawn on the district treasury until the claim for which it is drawn has been so audited and allowed."

The board of directors should also be prohibited from drawing any orders on the district treasury in the way of advance payments, unless there is a sufficient amount to the credit of the fund on which they are drawn to pay them in full, and then only to a limited amount, and with good security for the performance of the work or contract on which the money is advanced. The abuse of the power to draw orders, without restriction, results in serious injury to the district. An instance occurred some year and a half since in which the board of directors drew orders to the amount of \$7,000, as an advance payment on a contract for the erection of a school house, when there was not a dollar in the treasury, and before any steps had been taken for procuring even the material for the house.

The *twelfth* clause should be so changed, that, after the district township has been divided into sub-districts, all subsequent alterations should not take effect until the next sub-district election thereafter. In the *thirteenth* clause the apportioning of the tax should extend to the sub-districts owning no school house property, unless they have never paid a tax for building school houses. The *fourteenth* clause should confer power to levy tax for fuel, rent and necessary repairs and fixtures. If, however, the district township meeting is abolished, the whole clause should be remodeled and blended with the provisions of Sec. 7.

SEC. 17. The provision relative to school house tax is superfluous and should be omitted, unless the district township meeting is abolished and the board authorized to levy all taxes, in which event it should be retained. In its present connection it is void, and only leads to misconstruction.

SEC. 18. The provision for the Secretary to preside, should be omitted.

SEC. 20. The Secretary and Treasurer should each be required to keep a register of all orders drawn on the Treasurer, as per form No. 12, page 64, of school laws. Such an amendment is essentially necessary. See note appended to the form above referred to. The Secretary should also be required to take the enumeration of the children, instead of the sub-director. The change will make but little difference as to cost, but a vast improvement as to the accuracy of the reports.

SEC. 22. The entire section should be repealed in case the district township meeting is abolished. If retained, the words "and special" should be omitted, as there are no special meetings of the district.

SEC. 24. In addition to the times of payment named, the Treasurer should be required to pay over at any intermediate period whenever the amount in his hands exceeds a certain sum, say forty dollars. Otherwise a large amount of school-money may remain in the respective county treasuries for a period of three or four months, to the great detriment of the districts and those in their employ.

SEC. 28. There should be three funds instead of two. Money raised for building school houses, to constitute the "school house fund," that designed for rent, fuel, repairs and all other contingent expenses necessary for keeping the school in operation, the "contingent fund," and that for the payment of teachers, the "teachers' fund." In case the district township meeting is continued, the first should be levied as at present by its vote, but the other two by the board of directors without a vote of the district.

SEC. 31. The entire section should be repealed and the duties transferred to the Secretary.

SEC. 32. All contracts for building school houses should be made by the board of directors. All others, including necessary repairs, by the sub-director as at present, but not to become binding until approved by and filed with the President.

SEC. 33. The facts should be reported to the County Superintendent and his consent obtained before the pupil is dismissed.

SEC. 35. The bond required seems only to contemplate the special duties required in section 35, 36 and 37. It should be general covering explicitly all the duties of sub-director.

The sections defining the duties of County Superintendent, I shall notice more at length in another part of this report.

SEC. 54. The provision making the township clerk, who is ex-officio Secretary, a member of the Board, should be omitted.

SEC. 55. A vacancy in the office of Secretary should, in all cases, be filled from the district township at large.

SEC. 65. If the district township meeting is retained, this section should be so amended as to make it the duty of the Board of Supervisors, on application of the sub-director, when the district township meeting neglects or refuses to vote a tax, to levy the amount asked for on the property of the district township, which should be collected and expended for the erection of a school house in the sub-district making the application, by the same officers and in the same manner as other school district taxes are collected and expended for similar purposes, and sections 66, 67, 68, 69, and 70, and Section 1 of Part IX, page 24, should be repealed.

The justice of such a provision will be obvious when we reflect that a sub-district may be taxed two or three times for the construction of school houses in other sub-districts, and may then be denied the means, by the neglect or refusal of the district township, for providing one for itself. The object of the proposed change is to prevent this gross injustice, and to compel the district townships to deal fairly and equitably.

There is also an incongruity in permitting sub-districts to levy taxes and build school houses for themselves. The house when completed is owned by the district township, and not, as some suppose, by the sub-district, it having no corporate existence. Again, the board of directors have power to divide the sub-district, which would give rise to serious difficulty. Some such cases have already transpired.

In case the district township meeting is abolished, and its duties transferred to the board of directors, it will simply be necessary, in addition to the alterations connected with the change previously noted, to repeal all of Part VIII from Section 65 to 70 inclusive, and Sec. 1 of Part IX.

I think it would be proper to repeal the whole of "An act to provide for appeals," and all similar provisions. It seems thus far to have been productive of more evil, than good. Some one is dissatisfied with almost any act of the board of directors, and by avail-

ing himself of the right of appeal, much trouble often grows out of a very small matter.

There should be some stringent and summary provision for compelling a school officer to perform any duty required of him by law, in case he neglects or refuses to do so, and also to restrain him in case he is disposed, from selfish or improper motives, to disregard the law. Recourse on official bonds, in an emergency, is rather a slow and inefficient process. We want something on the *instant* principle.

I come now to the office of County Superintendent. There has been a very general expression of sentiment among educational men in favor of the restoration of the duties of this officer, especially that of requiring him to visit the schools. In other words, that he should be made in *reality*, what he now is only *nominally*, the educational officer of the County, and that he should receive such compensation as would enable him to devote his time exclusively to the supervision of schools. I have no hesitation in saying that such legislation would greatly promote the cause of education, and in the end would prove one of the most beneficial and economical features of the law. But whether the present condition of the country and the state of our finances will justify such a change, is for you to determine.

Should you feel compelled, in view of the considerations named, to decide in the negative, I beg leave to suggest a substitute, namely: that the Superintendent be paid for his miscellaneous duties, a certain per cent. of the sum fixed as the salary of the Clerk of the District Court, and that he be required, in addition to his present duties, to visit each school and lecture in each sub-district once during each year, for which he should be allowed the sum of \$3, for each school, to be paid from the county treasury, upon presentation by the Superintendent of a certificate from the sub-director, or Secretary in case of City districts, that the duties had been performed as required by law, the number of schools reported by the Superintendents in October of the present year to be taken as the basis of such allowance.

In case this plan should also fail to meet your approval, I would present another, for which I am indebted to the Superintendent of Lee county, Mr. Rufus Hubbard. I do not recommend it, however, as a permanent measure, but simply as an alternative to meet present contingencies, until the financial condition of the country will

warrant the full restoration of the duties and salary of the office upon a proper basis, an act which the progress of our school system will, in a few years, imperatively demand.

The plan is this—let the Superintendent be compensated as at present for the duties now required of him, and require him, in addition to his present duties, to visit all the schools of the county and lecture in each township district, or if practicable in each sub-district, once during each year, and for such additional service allow him a stipulated sum from the temporary school fund of the county, to be deducted before the apportionment is made by the Clerk of the Board of Supervisors and paid over by said Clerk on presentation by the Superintendent of the certificate of the sub-director or secretary, as the case may be, that the duties had been performed.

Our prime object is to resume as far as possible, under existing circumstances, the visitation of the schools, and if it cannot be done in full at the present time, we should at least make a beginning, with a view of consummating it hereafter. The plan last proposed was sanctioned by all the Superintendents of the first Judicial District, and adopted by one of them, Mr. William Harper, of Des Moines county, in lieu of a suggestion made by himself in his written report.

It must also be remembered that there is an intimate connection, as a general principle, between the compensation and qualifications of an officer. A nominal compensation seems to contemplate nominal qualifications. It is not reasonable to suppose that we can secure the services of an efficient officer, without a corresponding compensation. In this particular we have been more fortunate than we had reason to expect. The office has been ably filled in many of the counties, but the incumbents were elected before the salary was reduced. My attention was recently called, however, to a striking exception. A Superintendent had committed an error of over \$49,000 in the addition of a single column, at which we need not be surprised when we learn that his annual compensation was less than \$100. If we expect men qualified for the Superintendency to assume and discharge its duties, we must remunerate them for it.

I have made a series of estimates, founded respectively upon the number of districts, sub-districts and schools, which may aid you in fixing the compensation of Superintendents upon some equitable basis. I shall lay them before you in tabular form when the

subject comes up for consideration. It is proper to add that more than half of the Superintendents, whose reports appear in this pamphlet, and whose suggestions on this subject correspond with my own, have either declined a re-election, or were superseded at the election in October last. Hence, there can be no motive of self-interest in their recommendations.

The Superintendent should also be required to give bond to the county for the faithful performance of his duties. He is made the agent for receiving and disbursing the money appropriated for Teachers' Institutes, and in case he fails to make his annual report, the law provides that "he shall forfeit to the school-fund of his county the sum of \$50, and shall besides, be liable for all damages caused by such neglect,"—a very singular provision in the absence of an official bond. The necessity of requiring him to give bond, is an additional reason, why his duties should be extended and his remuneration increased.

I would further suggest, that, in making amendments, the original section should be repealed, and a new one embracing the amendment adopted in its stead.

With the view of elevating the standard of qualification in the profession of teaching, other States have appointed a State Board for the examination of teachers. Many of our teachers have expressed a desire that a similar Board should be established in this State. I would therefore respectfully recommend that such a body be created at your present session to be known as "The Educational Board of Inspection," and to consist of the Faculty of the State University, of which the Professor of the Normal Department shall be Chairman, and the Secretary of the Board of Trustees, ex-officio Secretary, and the course of study required in the Normal Department of the University shall be the standard of qualification in order to procure a certificate.

The said Board to hold an annual session of one week, commencing on the first Monday after the Fourth of July, and such special sessions as they may deem proper. They shall keep a record of their proceedings, and a register of the name, age, sex, residence and date of certificate of each person to whom a certificate is issued. They shall also procure a seal, upon which shall be inscribed the words "Educational Board of Inspection of the State of Iowa," and such other device or sentiment as they may consider appropri-

ate, and shall adopt and cause to be printed in a neat, legible manner a form of certificate.

To all persons who pass a satisfactory examination, they shall issue a certificate, signed by the Chairman and Secretary, with the seal affixed, which shall authorize the person to whom it is given to teach in any of the public schools of this State, that may wish to employ him, without any further evidence of qualifications. Said certificate shall be perpetual, unless revoked by said Board for gross immorality or any other cause of disqualification. In case a certificate is revoked, they shall cause the facts to be published in two newspapers or periodicals published in this State, and shall, also, report them to the Secretary of the Board of Education, who shall notify the County Superintendents.

Said Board shall receive no compensation for their services. The expenses incurred for books, stationery, certificates, seal and compensation of Secretary, shall be allowed and paid by the Trustees of the University.

The suggestion that the Faculty of the University constitute the Board, is in view of their unquestioned ability, and as a matter of convenience and economy, and that the Professor of the Normal Department act as Chairman, because the education of school teachers is the specific business of his Department.

The very judicious change made by the General Assembly at its last session in regard to the appropriation for Teachers' Institutes, has been productive of the most satisfactory results. It has increased the number of Institutes, and extended their influence to remote regions of the State where they had not previously been held. No agency has accomplished more for the benefit of our schools in the interior than the Teachers' Institute, and any legislation designed still more to enlarge its sphere of usefulness, will be hailed with joy by the friends of education.

The following is a list of the Institutes that have been held since the statement in my last report was rendered :

FOR THE YEAR 1860.

Monroe County,	at Albia, March 5, 1860	.....	\$50 00
Winnesheik	" at Decorah, March 19, 1860	.....	50 00
Powesheik	" at Grinnell, March 26, 1860	.....	50 00
Pottawattamie	" at Council Bluffs, April 2, 1860	.....	50 00
Butler	" at Clarksville, May 7, 1860	.....	50 00

Buchanan	County at Independence, May 14, 1860	50 00
Jefferson	" at Fairfield, May 14, 1860	50 00
Muscatine	" at West Liberty, July 9, 1860	50 00
Benton	" at Vinton, Sept. 3, 1860	50 00
Alamakee	" at Waukon, Sept. 10, 1860	50 00
Jasper	" at Newton, Sept. 10, 1860	50 00
Marion	" at Pella, Sept. 10, 1860	50 00
Washington	" at Washington, Sept. 17, 1860	50 00
Henry	" at Mt. Pleasant, Sept. 24, 1860	50 00
Louisa	" at Columbus City, Sept. 24, 1860	50 00
Dubuque	" at Epworth, Oct. 1, 1860	50 00
Floyd	" at Floyd, Oct. 1, 1860	50 00
Van Buren	" at Keosauqua, Oct. 1, 1860	50 00
Clayton	" at Monona, Oct. 15, 1860	50 00
Delaware	" at Hopkinton, Oct. 15, 1860	50 00
Hardin	" at Eldora, Oct. 15, 1860	50 00
Jones	" at Anamosa, Oct. 15, 1860	50 00
Cedar	" at Tipton, Oct. 22, 1860	50 00
Chickasaw	" at Bradford, Oct. 22, 1860	50 00
Clinton	" at De Witt, Oct. 22, 1860	50 00
Story	" at Nevada, Oct. 22, 1860	50 00
Fayette	" at Fayette, Oct. 29, 1860	50 00
Linn	" at Western, Oct. 29, 1860	50 00
Black Hawk	" at Cedar Falls, Nov. 8, 1860	50 00
Madison	" at Winterset, Nov. 26, 1860	50 00
Des Moines	" at Kossuth, Dec. 24, 1860	50 00
Mahaska	" at Oskaloosa, Dec. 24, 1860	50 00
Tama	" at Toledo, Dec. 24, 1860	50 00
Warren	" at Indianola, Dec. 24, 1860	50 00

Total amount in 1860.....\$1,700 00

FOR THE YEAR 1861.

Monroe	County at Albia, March 18, 1861	\$50 00
Lee	" at Ft. Madison, March 25, 1861	50 00
Polk	" at Des Moines, March 25, 1861	50 00
Wayne	" at Corydon, April 1, 1861	50 00
Muscatine	" at Muscatine, April 15, 1861	50 00
Appanoose	" at Centerville, July 15, 1861	50 00

Mills	County at Glenwood, Aug. 5, 1861	50 00
Page	" at Clarinda, Aug. 5, 1861	50 00
Fremont	" at Sidney, Aug. 12, 1861	50 00
Pottawattamie	" at Council Bluffs, Aug. 19, 1861	50 00
Benton	" at Vinton, Aug. 26, 1861	50 00
Louisa	" at Grandview, Sept. 2, 1861	50 00
Iowa	" at Marengo, Sept. 9, 1861	50 00
Jasper	" at Newton, Sept. 9, 1861	50 00
Black Hawk	" at Cedar Falls, Sept. 16, 1861	50 00
Alamakee	" at Waukon, Sept. 23, 1861	50 00
Bremer	" at Horton, Sept. 23, 1861	50 00
Buchanan	" at Independence, Sept. 23, 1861	50 00
Cerro Gordo	" at Clear Lake, Sept. 23, 1861	50 00
Van Buren	" at Bentonsport, Sept. 23, 1861	50 00
Fayette	" at West Union, Sept. 30, 1861	50 00
Floyd	" at St. Charles City, Sept. 30, 1861	50 00
Poweshiek	" at Grinnell, Oct. 7, 1861	50 00
Chickasaw	" at Bradford, Oct. 14, 1861	50 00
Clayton	" at Garnaville, Oct. 16, 1861	50 00
Dubuque	" at Epworth, Oct. 17, 1861	50 00
Harrison	" at Magnolia, Oct. 21, 1861	50 00
Jones	" at Monticello, Oct. 21, 1861	50 00
Linn	" at Mt. Vernon, Oct. 21, 1861	50 00
Cedar	" at Tipton, Nov. 4, 1861	50 00
Story	" at Nevada, Nov. 4, 1861	50 00
Marshall	" at Marshalltown, Nov. 11, 1861	50 00
Decatur	" at Leon, Nov. 18, 1861	50 00
Jefferson	" at Fairfield, Dec. 23, 1861	50 00
Henry	" at Mt. Pleasant, Dec. 25, 1861	50 00

Total amount in 1861 \$1,750 00

The following is a statement of the total number of copies of Webster's Dictionary that have been ordered since the passage of the Act authorizing the various counties to purchase them. It will be seen that Jackson county takes the lead, having ordered 106 copies—more than double the number ordered by any other county. This is doubtless attributable to the energy and perseverance of her Superintendent, Mr. W. S. Redmond, who announced his determination in the beginning to place a copy in each sub-district. We hope other Superintendents will imitate his worthy example:

Adair 3, Adams 13, Alamakee 2, Appanoose 12, Benton 19, Black Hawk 60, Boone 12, Bremer 26, Buchanan 9, Butler 8, Calhoun 2, Cedar 40, Cerro Gordo 12, Chickasaw 22, Clayton 41, Dallas 2, Davis 6, Decatur 9, Delaware 13, Des Moines 14, Dubuque 50, Fayette 29, Floyd 40, Greene 7, Grundy 13, Hamilton 13, Hancock 7, Hardin 26, Harrison 4, Howard 6, Humboldt 6, Iowa 6, Jackson 106, Jefferson 7, Johnson 6, Keokuk 3, Kossuth 9, Lee 28, Linn 21, Louisa 23, Madison 10, Mahaska 12, Marion 43, Marshall 6, Mills 13, Mitchell 5, Monona 3, Monroe 15, Montgomery 18, Muscatine 20, Page 16, Plymouth 3, Pottawattamie 7, Poweshiek 15, Scott 51, Shelby 7, Story 16, Tama 3, Van Buren 49, Wapello 12, Warren 2, Washington 47, Wayne 9, Winnebago 7, Winneshiek 22, and Wright 7.

Total number for the State,..... 1,153

The following is a statement of my appointments in the various Judicial Districts :

FOR THE YEAR 1860.

The First District, June 14th, at Burlington, in the county of Des Moines. Superintendent present—William Harper, of Des Moines county.

The Ninth District, August 22d, at Waterloo, in the county of Black Hawk. Present—Dr. Timothy Mason, of Dubuque county; Truman Steed, of Black Hawk county; C. E. Lathrop, of Buchanan county; Ezra F. Chase, of Delaware county.

The Eighth District, September 7th, at Cedar Rapids, in the county of Linn. Present—James McClung, of Cedar county; Ira J. Fairbanks, of Linn county; John Ramsdell, of Tama county; B. F. Shaw, of Jones county.

The Seventh District, September 13th, at De Witt, in the county of Clinton. Present—Rev. Charles Woodhouse, of Muscatine county; Samuel S. Burdett, of Clinton county; W. S. Redmond, of Jackson county.

The Tenth District, September 24th, at Bradford, in the county of Chickasaw. Present—Hervey Wilbur, of Floyd county; Rev. C. E. Brown, of Howard county; Benj. H. Bennett, of Fayette county; G. J. Tisdale, of Chickasaw county; G. T. Sayles, of Bremer county.

The Eleventh District, September 28th, at Hampton, in the county of Franklin. Present—Josiah Davidson, of Wright county; E. H.

Blair, of Hamilton county; W. N. Davidson, of Franklin county; Rev. Ira H. Rees, of Story county.

The Second District, October 13th, at Centerville, in the county of Appanoose. Present—Rev. James H. Shields, of Appanoose county; E. M. Bill, of Monroe county; G. D. Hackworth, of Wapello county; Geo. Wright, of Wayne county.

The Sixth District, October 17th, at Sigourney, in the county of Keokuk. Present—L. F. Parker, of Poweshiek county; Rev. Jas. Frey, of Keokuk county; Albert Lufkin, of Jasper county.

The Fifth District, October 31st, at Winterset, in the county of Madison. Present—Dr. Lewis Mayo, of Madison county; George White, of Adair county; W. M. White, of Warren county.

The Fourth District, November 15th, at Onawa, in the county of Monona. Present—J. C. Lininger, of Woodbury county; Rev. H. D. King, of Harrison county; H. C. Laub, of Crawford county; Hugh Lytle, of Monona county.

I dispensed with the meeting in the Third District as the inclemency of the weather, at the time contemplated for holding it, rendered it impracticable.

FOR THE YEAR 1861.

The Seventh District, July 11th, at Davenport, in the County of Scott. Present—W. S. Redmond, of Jackson County; Dr. T. J. Saunders, of Scott County; Rev. Chas. Woodhouse, of Muscatine County.

The Eighth District, July 17th, at Iowa City, in the County of Johnson. Present—Richard H. Sylvester, of Johnson County; John Ramsdell, of Tama County; Amos Dean, of Benton County; B. F. Shaw, of Jones County; James McClung, of Cedar County.

The Fourth District, August 21st, at Denison, in the County of Crawford. Present—H. C. Laub, of Crawford County; Felix G. Clarke, of Shelby County.

The Third District, September 12th, at Clarinda, in the County of Page. Present—J. H. Walker, of Page County; Dr. W. S. Newlon, of Cass County; Wm. T. Reed, of Montgomery County.

The Eleventh District, October 2d, at Webster City, in the County of Hamilton. Present—Rev. Ira H. Rees, of Story County; Josiah Davidson, of Wright County.

The Ninth District, October 11th, at Delhi, in the County of Delaware. Present—Truman Steed, of Blackhawk County; Ezra F.

Chase, of Delaware County; Dr. Timothy Mason, of Dubuque County; S. G. Pierce, of Buchanan County.

The Sixth District, October 18th, at Montezuma, in the County of Poweshiek. Present—Albert Lufkin, of Jasper County; Rev. James Frey, of Keokuk County; Leonard F. Parker of Poweshiek County.

The First District, October 22d, at Mount Pleasant, in the County of Henry. Present—William Harper, of Des Moines County; J. A. Smith, of Henry County; Rufus Hubbard, of Lee County; S. E. Jones, of Louisa County.

The Second District, October 25th, at Bloomfield, in the County of Davis. Edward M. Bill, of Monroe County; Rev. James H. Shields, of Appanoose County; W. T. L. Bengé, of Davis County.

The Fifth District, November 20th, at Des Moines, in the County of Polk. Present—W. M. White, of Warren County; E. D. Hawes, of Polk County; W. H. Price, of Carroll County; M. C. Twitchell, of Dallas County; Wm. V. Huxley, of Guthrie County; Rev. Simon Barrows, of Adair County.

I had a meeting appointed for the Tenth District for the 7th of October, at Decorah, in the County of Winneshiek, but failed to reach it in consequence of the continued rains. I learn from Mr. W. F. Coleman, the Superintendent of Winneshiek, that only two others were present, to-wit: Benj. H. Bennett, of Fayette, and G. J. Tisdale, of Chickasaw County.

The foregoing statement shows that these meetings have not accomplished the end for which they were designed. If all the Superintendents in any one Judicial District were present, it would be difficult, even then, to create any special interest; but with the limited attendance we have heretofore had, they become a mere form. I would therefore recommend that they be discontinued, and that a biennial meeting at the Capitol, of all the Superintendents in the State, to remain in session one week, be substituted for them. I would much prefer an annual meeting, but deem it inexpedient, on the score of economy, to suggest it on the present occasion. I hope, however, that in the course of time it will become a permanent, annual convocation of the best educational talent of the State.

I have made this recommendation after much observation and reflection, and under the clear conviction that it will be an advance in the right direction. There is but one difficulty in the way, and that is, to devise some feasible plan for meeting the necessary ex-

penses. It would not be proper to require each County to pay the expenses of its own Superintendent; for then the burden would fall most heavily upon the more remote counties, which are least able to bear it. The whole expense should be paid directly from the State Treasury; but it is not likely, in view of the heavy drafts the State is constantly called on to meet at the present time, that we could secure an appropriation from that source. I therefore propose, that, for the present, it shall be paid from the interest of the School Fund.

Require the Auditor of State, before making the annual apportionment, to deduct from the aggregate, the sum of \$2,000, and to place it in the State Treasury, to be applied in defraying the expenses of the meeting. At the close of the session, let the amount to which each Superintendent is entitled be ascertained by an estimate, based upon the distance from his residence to the Capitol, by the nearest and most practicable route, and the number of days he has been in attendance, for which the Secretary of the Board of Education shall give him a certificate, upon the presentation of which the Treasurer shall pay over the money.

The interest of the School Fund is designed for the education of the children and youth of the State, and the sum suggested, less than one cent for each pupil, cannot be expended in any other manner, that will so effectually accomplish that object. Give us such a meeting, with the necessary means for defraying its expenses, and require the Superintendents to visit the schools, and an interest will soon be awakened throughout the State that will overshadow the petty disputes and bickerings now so common in the various school districts. It would also lead to a uniform construction of the law, which would be of sufficient importance in itself, to justify the proposed expenditure.

It may be urged, that if the Superintendents fail to attend the District meetings, they will also fail to attend the State meetings. But the facts show, that at the State meeting, held four years ago at Iowa City, they had more than double the aggregate attendance of all the District meetings held in any one of the three succeeding years. The character and objects of a State meeting, will create sufficient interest to secure a general attendance.

For further suggestions and recommendations, I beg leave to refer you to the written reports of the County Superintendents.

I present herewith the report of the Trustees of the State Uni-

versity. It has been prepared with great care, and may be considered strictly reliable. I was not present at the special meeting in October, when it was adopted, being occupied with other official duties. I am informed by one of the Trustees who was present, that it was not considered essential to present the items, in the statement of receipts and expenditures. They appear in detail in the books of the Treasurer, and can be furnished at any time if deemed necessary.

I heartily concur in the portions of the report which refer to the prosperity of the Institution. When we consider the peculiar circumstances that have attended its organization and progress—the failure to realize the annual income of its fund, the gloomy aspect of our industrial pursuits and commercial relations, and the paralyzing effects of the unhappy civil conflict now raging, all in some degree beyond human control—its success has far exceeded the most sanguine expectations of its friends. If it continues to receive the fostering care of our legislative authorities, we shall soon have an Institution of which the State may justly feel proud.

Our sister State—Michigan—has founded a similar Institution, which is fast becoming the successful rival of Yale and Harvard. Wisconsin, our junior in the Confederacy, is making rapid strides in the same direction. It is hoped that Iowa will not fail to imitate the noble example of these States in this particular.

I would invite your special attention to the proposed amendment to the law, relative to the investment of the University fund. It is the *only effectual remedy* for rendering the fund *safe* and *available*, and the failure to secure these ends, withdraws the life-blood from the Institution.

The official term of four of the Trustees will expire on the 24th inst., to-wit: M. L. Fisher, Charles Pomeroy, H. D. Downey, and T. H. Benton, Jr. The law fixing the official terms of the Trustees should be so amended as to conform to the regular Sessions of the Board of Education. If strictly construed, the term of the three Trustees elected at your last Session would have expired on the 24th of December last, and that of those elected at the present time would expire one year prior to your regular Session in 1865.

In addition to the suggestions embraced in the report of the Trustees, I would recommend that an additional section be added to the law making the certificate or diploma, given to graduates of the Normal Department, sufficient evidence of qualification to ena-

ble them to teach in any of the public schools of the State, which may wish to employ them, without procuring a certificate from the County Superintendent.

Tables "A" and "B," in the Appendix to this report, embrace the statistical reports of the County Superintendents, for the year 1861. Tables "C" and "D," are an *abstract* of similar reports for the year 1860. The result, for the State at large, as shown by the two tables last named, is as follows: number of district townships 1,013, sub-districts 4,655, males between five and twenty-one years 127,517, females 117,421, number of schools 4,927, number of pupils attending school 167,869, average attendance 77,113, number of male teachers 3,219, female 3,155, average compensation of teachers per week—male \$5 94, female \$3 82, aggregate number of days the schools have been taught—summer 191,580, winter 216,147, average cost of tuition per week—summer \$0 25, winter \$0 28, aggregate amount paid teachers during the year, \$445,467 88, teachers' fund in hands of district treasurers \$63,847 67, number of school-houses—brick 274, stone 76, frame 1,982, log 876, value of school-houses \$1,206,840 24, for district tax building and repairing school-houses \$157,003 46, for library and apparatus \$1,287 63, for rent of school-houses \$7,510 07, for fuel \$29,884 01, for compensation of Secretary and Treasurer \$14,784 97, for teachers' fund \$132,903 70, amount of apportionment from County Treasury \$316,040 28, number of volumes in district libraries 2,325, value of apparatus \$2,380 44.

Tables A and B show for the State at large: number of district townships 1,073, sub-districts 4,803, males between five and twenty-one years 136,080, females 126,490, number of schools 5,502, number of pupils attending school 183,318, average attendance 101,893, number of male teachers 3,763, females 3,562, average compensation of teachers per week, males \$6 06, females \$4 05, aggregate number of days the schools have been taught—summer 228,907, winter 240,870, average cost of tuition per week—summer \$0 27, winter \$0 28, aggregate amount paid teachers \$518,590 80, teachers' fund in hands of district treasurers \$84,315 07, number of school-houses, brick 301, stone 86, frame 2,199, log 893, value of school-houses \$1,288,837 13, district tax for building and repairing school-houses \$132,531 40, for library and apparatus \$2,372 03, for rent of school-houses \$8,851 69, for fuel \$26,352 39, for compensation of Secretary and Treasurer \$15,746 59, for teachers' fund \$180,471 92,

amount of apportionment from the County Treasury \$340,048 73, number of volumes in district library 2,995, value of apparatus \$2,751 83.

In the main, these items approximate the truth; but there are exceptions, which serve only as an imperfect index. I shall only allude to one—the “amount of annual apportionment received from the County Treasury,” which consists of the county school-tax and the interest of the permanent fund. I felt extremely anxious that the information required under this head should be strictly accurate, as it would have shown the total amount, with the exception of *school district* tax reported under a separate head, received during the year for the support of our schools. From a careful examination of the reports, I am satisfied that the *actual* amount exceeds that shown by the figures. Lucas county (and others of a similar character could be cited) is a case in point. The amount reported by the Secretaries to the Superintendent was \$1,796 65. Being satisfied that it was erroneous, the Superintendent, Mr. Sarver, procured a correct statement from the Clerk of the Board of Supervisors (whose duty it is to make the apportionment) from which it appeared that the actual amount was \$2,773 93, showing that in a single county the sum *reported* from the districts, was \$977 28 *less* than the amount *apportioned*.

Again, in tables A and B, the figures show that the sum of the amount *paid out* and the *balance on hand*, on account of teacher's fund is \$602,905.07. They also show that the sum *received* on account of teacher's fund, including school district tax, is \$520,520.65. If correctly reported, these sums should be equal; but it will be seen that the former exceeds the latter by \$82,385.22. It may be assumed that the districts still owe the difference, in the shape of outstanding orders; but this is not a fair assumption, when they report a balance of \$84,315.07, *still in the hands of the district Treasurers*. The more reasonable presumption is, that the difference arises from discrepancies in the reports similar to the one pointed out in the case of Lucas county.

In view of these facts, I would suggest that the provision requiring the Secretary to report “the amount of public fund received from the County Treasury” be repealed, and that it be made the duty of the Clerk of the Board of Supervisors to report the amount apportioned to each district township or city district to the County

Superintendent, to be embraced in his annual report to the Secretary of the Board of Education.

An interesting comparison might be drawn between the two years embraced in the reports, but I must leave this for the reader. It is sufficient for the present to say, that the figures, for the year ending October 4th, 1861, show a very handsome increase over the previous year.

In conclusion, permit me to reassure you of my constant and ardent desire to act in concert with you, in the discharge of your responsible duties. You have assembled under peculiar circumstances. The public mind is excited and absorbed with our national troubles, and hence it will be difficult in your present deliberations to attain that composure and concentration of thought which are at all times so essential to wise and judicious legislation. The present period, will be one of unusual interest in the world's history. The thrilling events of to-day rise far above those of the past, and open to the historian a field hitherto unexplored. Our conduct will be closely scrutinized, our virtues commended and our vices exposed, our wisdom admired and our follies condemned.

To you has been intrusted an interest, which is more intimately connected with the permanence and prosperity of the Republic than any other. While our children read of the splendor and magnificence of some of the governments now only known in history, the youthful mind is often puzzled in its efforts to ascertain the causes which led to their destruction, but to the more mature and reflecting mind, one prominent cause is obvious—the *popular mind was not properly trained and developed*.

Your legislation, lightly as it may be regarded by some, will have an important bearing on the perpetuity of our institutions, and will form an instructive page in the history of our times. In view of the magnitude of the work before you, you have appropriately invoked the aid of Almighty God on entering upon your present labors, and I trust that He will so order your steps and direct your efforts that you may prove equal to the task.

I am Very Respectfully,

Your ob't. Servant,

THOMAS H. BENTON, JR.,
Secretary of the Board.

WRITTEN REPORTS

OF

COUNTY SUPERINTENDENTS.

BOONE COUNTY.

I am gratified to state that the condition of the schools in this county have materially improved in the past year. I believe more interest has been manifested in the welfare of the schools by Parents and Patrons, than during any previous year. Officers are becoming more familiar with the law and of course are able better to see that its provisions are carried out according to their letter and spirit.

There is much less complaint and fault-finding with the system than heretofore. But yet I am satisfied the people here prefer and would hail with joy a return to the old Independent Sub-District system.

C. W. WILLIAMS, Co. Superintendent.

BUCHANAN COUNTY.

The condition of the schools in this county is quite good, considering the many disadvantages under which they labor. Much interest is manifested in educational matters and the school law is generally received with favor.

C. E. LATHROP, Co. Superintendent.

BUENA VISTA COUNTY.

The schools in this county are improving. We have had two schools in operation the past season but have been obliged to hold them in private houses. There are now two school houses nearly finished for

winter school. I think the present school system well calculated for the improvement of the rising generation.

MENDAL L. METCALF, Co. Superintendent.

CASS COUNTY.

I have the pleasure to report to you that the schools in this County are in a healthy and flourishing condition. The present year our people have voted and have in progress of erection some eleven or twelve school houses. Taking into view the present hard times, and the thinly settled condition of our County, I am inclined to think we have done very well, and that the people are awake to the glorious cause of education. With but one or two exceptions, all of these houses will be built on an improved plan. The new law will work well enough, when we become acquainted with it, and if it is not changed for some years. There should be some way provided, however, to enable County Superintendents to get certificates to teach in their own Counties, and to visit the schools therein.

W. SMITHSON NEWLON, Co. Superintendent.

CLAYTON COUNTY.

In submitting my annual report I regret very much that I am unable to make it as complete as is desirable. But this failure does not arise from any neglect of duty on my part, but in the carelessness of the directors of the township districts. They, in many instances, have failed to render full reports to the Secretaries, and in consequence of their failure, the Secretaries have been unable to report fully to me.

Our schools are backward, and there is not a proper interest manifested by the directors in visiting schools and encouraging teachers in their labors. A strong desire is manifested in some parts of the County to employ those who will work for the least pay. It is made the duty of the directors to visit the schools in their respective townships; and yet but very few, I am sorry to say, have performed that duty. In my opinion but little progress will be made in our schools, until some competent person or persons are selected, whose imperative duty it should be to visit every school in the County. Our

Teacher's Institute was a decided success. There were about forty teachers in attendance.

HORACE EMERY, Co. Superintendent.

CLINTON COUNTY.

Enclosed, find "annual report" required by law. It is as complete as can be made from the incomplete returns filed in my office. In two of the district townships, of the county, you will perceive no report has been made. If within a few days such reports should be made to me, I will embrace them in a supplemental report and return the same to your office.

Further than the accompanying report, I have nothing to communicate in relation to the "condition of schools under my charge" (?) for the reason that, as I understand the law as it now stands, the County Superintendent is not allowed by an official visitation to inform himself as to the health of schools "under his charge." I regard this *slaughter* of the Superintendency involved in the denial to the Superintendent of the right of official visitation and remuneration therefor by the Board of Education at its last Session as most unfortunate, both in its influence on our school system, generally; as well as on educational advancement in its detail, and that slaughter is the more to be regretted since it is most evident that it was done at the dictation of political expediency, rather than upon considerations of sound policy.

I would suggest but two changes in the present law—1st, That the County Superintendency be restored to its formerly honorable and useful position.

2d, That the "Act relative to the introduction of Webster's Dictionary into the common schools of this State," be so amended as to leave it discretionary with the Board of Directors of each school-district of the State, whether they will purchase, for the use of schools in their districts, copies of Webster's or Worcester's Unabridged Dictionaries. The growing popularity of Worcester's Dictionary in the literary mind of the public, would seem to demand that it be relieved from the "interdict," which the present act, in fact, lays upon it.

There are doubtless other changes for the better which might be made in some of the details of the law; but I doubt whether it

would be expedient to make them, for the reason that every change made is the mother of endless objections to the whole law, from those whose duty it is to execute it, but who regard every change made as an unnecessary complication. Certainty and fixedness are the great pre-requisites of efficient law. Better to have an imperfect law whose requirements are known, than a perfect code whose provisions are unfixed and undefined.

Upon the whole I am satisfied that the present school system is growing in favor in the popular mind, doubtless from the fact that its provisions are becoming better known.

Its bitterest opponents here from the first have been found among those most ignorant of its provisions, and "Political Hucksters" who for present purposes have made it the butt of party malice.

SAMUEL S. BURDETT, Co. Superintendent.

CHEROKEE COUNTY.

As our County is new and our schools are small we have not had a chance to test the school law here, but it works well with us here. I have been in the State fourteen years and had opportunity to observe the workings of the old system, and as Secretary of school district three years; what most embarrassed us was the cumbrous manner of collecting district taxes. I think the school law was much improved last winter, although I lose twenty dollars by it. Yet I think it would be better for the Superintendents to visit the schools.

ORANGE S. WIGHT, Co. Superintendent.

CHICKASAW COUNTY FOR 1860.

The accompanying report, though not in all respects complete, is, I think, a pretty correct exhibit of the condition of the schools and school matters of this county.

It is not made, as you will see, within the time specified in the School Law, owing to the tardiness of some of the Township Secretaries in reporting to me.

You will perceive that the number of schools is less than that reported by Mr. Strong, from this county last year. This discrep-

ancy is owing, I think, to the fact that the Township Secretaries have nearly all reported the number of terms for the number of schools. My report, I think, shows the exact number of schools. There have been some six or seven more schools during the past summer than ever before.

In regard to our school system, I think it will work admirably, when the people become thoroughly acquainted with it, with the exception of the County Superintendency. I think the Superintendent should visit schools, and I think this is the wish of a majority of the people of the county.

I wish to make a suggestion in regard to the text books used in our schools. It appears to me that there is a greater deficiency in the reading-books than in any other branch of school books. It is a rare thing to find a good reader. Our reading books should embrace the whole range of natural science, so illustrated and arranged as to bring facts and principles within the comprehension of the pupil, and cultivate a familiar, conversational style of reading. There would be two advantages which would result from the use of such reading books. The pupil would be interested and led to inquire into the nature and causes of the various phenomena to which his attention would be directed, and thus be started on the right road to knowledge, and this would stimulate the teacher to renewed effort to acquire such a fund of general information as can alone fit him for the office of teacher.

With these few remarks I submit my report, hoping that it will meet with your approval, and that my next report, should I be permitted to make another, will show a great advance on the present condition of the schools and school interests of this county.

G. J. TISDALE, Co. Superintendent.

CHICKASAW COUNTY FOR 1861.

I find a great lack of really good teachers. The practice of my predecessors has been to grant certificates to nearly all applicants—very few of whom were legally qualified. The consequence is that little or no encouragement is given to good teachers, and I am aware of only two who make the business a profession. I would be glad to know your opinion as to how far a Superintendent's discretion extends, in regard to the qualification of candidates, for if I obey

the letter of the law, three-fourths of the schools in this county will be minus teachers for some time at least.

It appears little better than a farce to require an examiner to grant a certificate to a stranger after a brief examination, which at best can give but a limited idea of his ability as a teacher, and then *not* oblige him to visit his school and satisfy himself by personal observation. But still more important reasons exist why the Superintendents should visit the schools, of which every educationist is well aware. I know full well that the ignorant classes—by far, too numerous—oppose this idea; but I am equally certain that if our legislators conform their school laws to the wishes of said classes, their number, and consequent power for evil, will never be much less. It is the wish of the intelligent classes of this county, to have the Board make some important alterations in the school system, at their coming session, the principal of which are to abolish the Township Board and increase the duties of the Superintendent. It seems hard to require a candidate to pay for his certificate, if unable to be present on examination day. Those who pay for certificates usually reside in distant parts of the county, and one or two day's time and one or two dollars in cash are usually expended. Teachers are almost universally poor, and ought not to be subjected to this, as I believe, unjust expense.

J. A. SAWIN, Co. Superintendent.

DAVIS COUNTY.

Herewith I present you with a digest of the reports of the different township secretaries. You will perceive that it is very deficient—more deficient than last year. This so far as I can learn, is owing to the impression, and perhaps a correct one, that there is no compensation allowed to sub-directors. Many complaints have been made to me, and is made the basis of a refusal to act, or at least it is made the excuse, and induces lukewarmness. Want of acquaintance with the time these things are required, and also the constant complaining, "I do not understand this school law," "it is so complicated," &c., and "I get nothing for what I may do," are among the indications why the reports of sub-directors are so deficient, for, I emphatically say, from knowledge, that this deficiency is entirely owing to sub-district officers. I have no particular suggestions to

make, except those that may grow out of the inquiries directed to you during the year.

I believe, however, that the virtual abolition of the county superintendency has been no spur in the operations of the school system.

I hope for one thing, however, and that is, that the present school laws, if the system is to be retained, will not be materially changed soon. There is a probability that they may be understood and followed, after a while. There is considerable misunderstanding, and I am not very clear on that branch of the school law, in reference to the powers of taxation for different purposes and the time when the power may be exercised, and who may exercise it.

AMOS STECKEL, Co. Superintendent.

DES MOINES COUNTY.

I herewith enclose my report for the year ending Oct. 4, 1861.

In relation to the cause of Education I would say, that I have been connected with the educational interests of this county, either directly, or indirectly, for the last seventeen years; and at no period during that time, has the Common School Cause been in a more flourishing condition than at this time. By reference to my annual report it will be seen that the attendance, both in number and average, has been greater, during the past, than any previous year since the formation of the Board of Education under our present State Constitution.

The standard of qualification of our teachers is at least seventy five per cent. better at this time than two years ago.

Certificates have been issued to but very few other than professional teachers.

The meetings of our County Association have been largely attended by both teachers and patrons of common schools.

We held an Institute, during the last week in December, at Kosuth, which was attended by about *one hundred* teachers.

The public lectures were well attended by citizens of the surrounding country.

Very little complaint, in this county, is any longer urged against our present, noble, Free School System.

Inexperienced officers find it difficult, very often, under the present arrangement of the laws, to determine their meaning.

I suggest that the Board, at their next session, so codify, or re-arrange, the laws, as to embrace the entire system, so far as practicable, under one general heading, or caption; and repeal all former acts.

I protest against any radical change in the law in force, except that part which relates to the County Superintendency.

We believe that the Board materially injured the cause of education in this State by taking the "Visiting Power" from Superintendents. I therefore suggest that that power be restored, and the salaries of County Superintendents be fixed by the County Board of Supervisors, to be graded with reference to the population of the county—salary not to be more than six, nor less than one hundred dollars.

The amount of salary, when fixed upon, to be added to the tax levied by the County Board upon the several districts, for school purposes.

I have long advocated the doctrine that our common schools should be taught by professional teachers.

As there is nothing in our present system of issuing certificates that establishes, or recognizes the teacher, professionally, beyond the limits of the county in which the certificate issues, I suggest the passage of a law providing for a State Board of Examiners, consisting of three members, of which the Secretary of the Board of Education shall be President, who shall be authorized to grant and issue certificates or diplomas, of eminent qualification, as teachers, to such persons as may be found worthy to receive the same, upon due examination into their literary qualifications, and practical experience, and success in teaching.

Such certificate to supercede the necessity of any other examination, and to be of perpetual validity in every county and school district in the State, subject to revocation by the Board, upon proof of immoral or unprofessional conduct.

Each applicant to pay a fee of five dollars, which fee shall apply in part payment of the salary or fees of the Board of Examiners.

As district boards are often troubled in selecting sites for school houses on account of land-holders refusing to convey or lease, I suggest the passage of a law, providing that, in case of refusal to convey or lease, a jury be appointed by some county officer or officers, consisting of three disinterested land-holders, whose duty it shall

be, to examine the site, and award damages, if any, to the owner of the land.

All of which is respectfully submitted.

WM. HARPER, Co. Superintendent.

DUBUQUE COUNTY.

Herewith, you will receive my annual report. It is fuller than I anticipated, when the Board of Education devolved on the Directors the duty of reporting to the Secretary. I predicted there would be meager returns, but they are much better than I expected. If the school law, as it now is, be permitted to remain undisturbed, the people will accommodate themselves to its provisions, learn its requirements, and see the necessity of electing capable men, when it is known that there are duties imposed on the Directors that require some scholarship.

There is a good state of feeling in this county with regard to educational matters. The district school is properly appreciated; new school-houses are being erected, more commodious and convenient, and the log-cabin seminary is fast fading out. Teachers are ambitious to excel in their profession and a high degree of attainment is expected in those who are authorized to teach. Some township districts are far in advance of others in every thing pertaining to schools. With some there is a degree of apathy and want of interest justly censurable. I do not think it would be profitable to particularize in this report. I have thought it would be better to prepare an article for our city papers, setting forth the actual condition of each school-district, with such animadversions as may be suitable, and thus it will be circulated throughout the county.

The school-law provides that the County Superintendent "shall suggest such improvements in the system as he may deem judicious." My opinion is that the fewer suggestions the better from any quarter, unless they be of a negative kind. Leave the present law undisturbed until the people understand its provisions and become accustomed to its operation. I understand that many educational men in our State are in favor of restoring to the Superintendent's office the duty of visiting the schools and allowing the former salaries, and several Institutes have passed resolutions recommending such action. My own opinion on this subject, after viewing it

in all its aspects, is, that the law, as it now stands, is preferable. The duty of visiting all the district schools of the county was both onerous and expensive. I am satisfied that the flying visits did not repay the outlay and were of equivocal benefit. That officer has ample scope for the exercise of all the ability he may possess, in the duties now incumbent upon him, and upon the faithful discharge of these depend, in some good degree, the elevation of the teacher, the improvement of our schools, and the success and ultimate prosperity of our school system.

I attended the Institutes held in this county and remained during the entire week. I deem it a duty to make some remarks relative to these conventions. They doubtless may become a great adjunct toward improving our teachers, if judiciously conducted. The design of the Institute should never be lost sight of, the prime object being to impart to the teachers assembled the best and most improved method of teaching all those branches which are required by law to be taught in our common schools. The teachers who convene on these occasions are already acquainted with these branches or at least they should be. They need not, therefore, be taught to spell, read, write, &c., but the best method of teaching others. This distinction should constantly be remembered, otherwise the time of the Institute may be frittered away on subjects alien to the legitimate design.

The State has provided that an Institute may be held in every County on certain easy conditions. Teachers should profit by the liberality and avail themselves of such favorable means for improving themselves in their vocation. They should be prompt in assembling, constant in their attendance, and give their undivided attention to the business of the Institute. The first Institute held in a County ought to confine their efforts to the branches required by the School Law. As our District Schools improve and are better sustained, other branches will be introduced than those specified in the law. Already Natural Philosophy, United States History, Algebra and Geometry, are taught in many of the District Schools in our State. As these several branches are engrafted upon our system we shall expect the Institute to embrace them within its scope.

We would exclude however, from all participation in the exercises of our Institute such subjects as can not properly be taught in our District Schools. Among these I would name Vocal Music. I would desire to be clearly understood, and therefore I say, that

while singing should be introduced into all our Schools and Institutes, and should form a part of the exercises of every day, it should be learned only by the ear, because it is not contemplated in our School System to have Music taught scientifically. This is a special study taught by professional masters and to them it should be confided. Therefore the time of our Institutes should not be consumed in an *ineffectual* attempt to impart the knowledge of Vocal Music, which it best will amount only to the veriest smattering of that science.

There is also danger of introducing under the head of Orthography the subject of Phonetics or Phonography, and of not only consuming the time of the Institute unprofitably, but of misleading the teachers, and exciting expectations which can never be realized. Perhaps a report of this kind is not the best place or even a proper place for the discussion of Phonography, and yet it does seem to me to fall properly here. I will therefore say what may be found true on this topic.

It is assumed that if our alphabet were reconstructed, that spelling would not have to be learned at all, that our youth would spell every word spontaneously, and that there would then be entire uniformity in the pronunciation of our language; and, consequently, that a change of this sort would be of incalculable advantage. I think there are three fallacies in these assumptions. First, it is not possible for a civilized people, having a literature enriched by the accumulation of ages, to change their alphabet; Secondly, if it were possible to do this, the spelling and pronunciation of no language can ever be fixed by *any* alphabet, for language is ever progressive and mutable; and thirdly, that if it were possible, the advantages would be far out-weighed by the losses we would sustain.

Shall I stop to argue the possibility of changing the alphabet of a people, the alphabet which is interwoven with their innermost life, which is intertwined with their every thought? Let it be remembered then that the language of a people is regulated by eternal laws. It is at first poor and feeble, and capable of expressing only the simplest ideas; but as a nation increases in numbers, in wealth and intelligence, as agriculture is improved, manufactures introduced and commerce extended, the language grows with its growth, and strengthens with its strength. It becomes more forcible and copious, until it is capable of expressing every shade of thought. It assimilates and adapts itself to the progressive expansion of the

nation, civilization, refinement and culture, and becomes inwrought with its intellectual life, for it is constantly true that we think by means of words. Can a language thus enriched by the accretions of ages, and which has been represented to the eye in a gradually improving dress, in characters accommodated to the exigencies of its growth, be suddenly dropped, overturned and ignored by one fell swoop? It is impossible. As well might we argue the propriety of entirely changing the grammar of a people, overthrowing the established laws of their language, or attempt to persuade a free people to change their form of government which they have adopted and modified and adapted to their wants.

Again, suppose it were possible to do this. I think on this hypothesis I can show that it will not accomplish what is assumed. It will neither fix our spelling or pronunciation. This is so fine and subtle a thing that we find even in the same locality and even in the same family, among persons speaking the same language, a considerable difference in pronunciation; and hence a difference in spelling by those who spell by sound is inevitable. Persons who have not learned to spell accurately at school, are compelled to spell most words by the sound, and do we find that such persons always spell alike? Surely not. Among these very persons we find the greatest diversity. This may be illustrated in the case of proper names. Such names are spelt in a great variety of ways by those who hear them pronounced. My own name is written Mason, Mas-son, Meason, Mayson, Masin, Masen, Masun, Maason, &c. The same variety would be found in spelling most words in our language, if men were left to spell by the sound and were not so constantly drilled in school.

The reason of this probably is, that there is a great diversity in the organs of hearing, and persons in imitating a particular sound differ widely. It is so with regard to the eye. Many persons cannot judge of colors. There are hundreds who cannot match the color of a piece of silk, or purchase a skein of thread of the same color as the material. Another reason why people do not pronounce alike is probably an inability to do so. Those who have studied foreign languages know that there are in these languages certain sounds, that an American can with great difficulty imitate and others that he cannot attain at all. Uniformity of pronunciation, therefore, may be partially attained in certain localities, where the people are generally educated. It is found that all well educated men pronounce

nearly alike, but this is the work of the constant drilling they have had at school. But to suppose that any system of Orthography can of itself secure this, is absurd. The written language can never be commensurate with the spoken, therefore it is by the ear, rather than the eye, pronunciation can be acquired.

I admit that if we were to adopt a new alphabet, we could learn to spell more easily, but we would have to learn as we do now, and the new alphabet would not prevent words from being changed, or improperly pronounced. The pronunciation of words is ever changing, and therefore if we attempt to spell by sound, we must change our spelling with our pronunciation. If we should thus change our orthography, we would soon unsettle it altogether and it would become worse than it now is. We should thus adopt all the corruptions that are from time to time introduced, until the whole of our orthography would become vitiated, and there would then be no conservative element, as the written language now is, to fall back upon and restrain innovations.

It is reasonable to suppose that the alphabets of all nations were originally phonetic, that each vowel had one sound only, and yet no language, dead or living, remained thus. Language is ever growing by a law natural and immutable. New words are constantly being introduced, and to express these the original letters are insufficient, and hence they adopted the expedient of so combining the letters they had, that they should express every sound desired. But to accomplish this, the same letter would have two or more sounds or values, accordingly as it was associated with others. This is so with all the languages of the earth and could not have been otherwise, all things considered. We might *now* invent an alphabet for the Cherokees, civilized as they are, that might express all the sounds in the language to-day, but in process of time it would not do so.

We might have performed all arithmetical calculations with five digits, or we might have increased our present number to twenty, but we did not. Can we change them now? And if we could, would we be gaining by it?

But suppose it were possible to bring about this change—persuade a people to change the alphabet of their language, which is so closely interwoven with all their thoughts and modes of imparting information to each other. What would we give in exchange for this trifling vantage? In the first place we would not be able to distin-

guish between words sounded alike, but of different meanings. For example, *air*, the atmosphere, and *heir* to an estate, would be spelled phonetically alike. How then would we distinguish them? There are a multitude of such words in our language. Again, a great many words in our language are derived from other tongues, and when at any time we wish to define a word, we can now trace it back to its origin by its similarity of orthography; but the Phonetic system destroys at once all resemblances, and we might as well seek in the Choctaw language, as our own in its Phonetic dress for the derivation of all words from foreign languages. If it were possible to introduce such an absurdity as a new alphabet, our whole stock of literature, the millions of volumes in our libraries would become useless lumber and be sealed up from all who did not learn the old, as well as the new system.

I have dwelt longer on this topic than I at first intended. My fears that too much prominence might be given to it in our educational meetings, have led to the foregoing suggestions. I desire to confine Institutes to what legitimately comes within their sphere. My health and strength are failing and I shall not be able to work much longer. It cannot be long before I shall be promoted to the High School. Hoping you may have good health, and a long career of usefulness, I remain your friend.

TIMOTHY MASON, Co. Superintendent.

NOTE.—The above report is longer than was contemplated, and if all the counties had reported, a portion of it would necessarily have been omitted. But under the circumstances, the subject being an unsettled one and perhaps engrossing the attention of our Institutes to a greater extent than is profitable, I did not feel that it would be treating the Doctor courteously to sever the thread of his argument.

SECTY. OF THE BOARD.

FLOYD COUNTY FOR THE YEAR 1860.

Please accept this as part of my report. Being so overwhelmed with business at the time I made my report I could do no more than present you a bare abstract.

With regard to the operation of the new school law and the propriety of amending it, I beg leave to report, that I think it works as favorably as could have reasonably been expected from so radical a change. Where literally acquiesced in, it works well. Where the people comprehend its full import, and permit it to be executed in its true

intent and meaning, but few alterations, I apprehend, will be asked for. Many sub-districts still cling to the old theory, and suppose they are still acting on the independent district system, and hence talk about *our* share of the public money, &c. Others fully comprehend its intent; and although few in numbers insist on the same length of schools, and ask for just as high priced teachers as those of very large districts. I know this is no fault of the law, but this is just where the people of this county experience the greatest difficulty. Our county is quite new, and many of our schools are very small, numbering from 5 to 10 or 12 scholars only. And hence, to obviate this difficulty, I suggest that no sub-district shall be found numbering less than twenty or twenty-five scholars. Or, that in case of very small schools the township board be allowed to establish them for a less term than six months. And again, as township boards are not limited in establishing schools in sub-districts only for the short period of six months, but may establish them for a longer time, I can see no propriety in calling a district meeting of the whole township. Why not let these sub-directors act, each for his own sub-district the same as the Supervisors for their respective townships? I would also suggest that the township board be authorized to levy such sums not exceeding a certain amount, as each sub-district may ask for, *for school house purposes*, and, that that amount be levied entirely on the sub-district asking; in such a case they would be prudent in their petitions, not asking for any more than they really needed. I also recommend that County Superintendents be *compelled to visit* schools and *lecture* upon the subject of education, delivering one lecture at least in each township, at least once in each year; and, in order to withdraw their selection from party politics, that they be appointed by the Board of Supervisors.

HERVEY WILBUR, Co. Superintendent.

FLOYD COUNTY FOR THE YEAR 1861.

I have the honor herewith to submit my annual report for the year 1860-1. You will on examination discover frequent defects; but it is as perfect as I could make it from the *data* furnished me. I shall endeavor to remedy the errors of this year before my next report. The delay of District Secretaries in making their returns, is my excuse for not making my report at an earlier day.

The schools of Floyd county for the past year have been in the hands of more competent teachers than they had previously, and good judges have said that the schools have been at least 25 per cent. better than ever before. Various causes have combined to produce this result. Our Teacher's Institute last October, seemed to infuse a new life and energy into the teachers, which has been felt throughout the county.

During last winter I visited quite a number of schools and published "Notes of Schools," after each visit; this plan, if followed, I think, would be of great value to the schools, and there is an urgent desire among the teachers and *people* that this duty be restored to County Superintendents.

I would not recommend any material changes in our present law. There is, it is true, a good deal of opposition to the law, but it comes mainly from those unacquainted with the provisions of the law, or those who are not willing to let the law have its course.

J. CHESTON WHITNEY, Co. Superintendent.

FRANKLIN COUNTY.

I think the acts of the Board of Education at its last session in distributing the power of the District Boards among the sub-districts are resulting in general satisfaction in Franklin county. Some improvements might still be made in the system, and among them would be a return to the former method of making it the duty of the District Secretary to report the affairs of the entire district originally. The present system of reports by sub-directors is productive of much failure and inaccuracy in reporting.

It is not easy to see the utility of the office of County Superintendent as now constituted. Let the office cease entirely, or revive the law requiring him to visit the schools, and our people will be better satisfied. The law requiring applicants for teacher's certificates to pay a fee to the County Superintendent previous to examination at certain times, is obviously injudicious and should be repealed. The schools of the county are steadily increasing in numbers and interest.

W. N. DAVIDSON, Co. Superintendent.

HAMILTON COUNTY.

Accompanying this note please find Annual Report for this county, required of me by law. Having so recently conferred with you upon the condition of schools in this county, it may not here be necessary to remark at length. For the past year our schools have generally been well conducted, considering their antecedents, and it is a gratifying reflection to know that a more enlightened public sentiment is beginning to prevail in the matter of schools. The advance, as yet, is but trifling, yet it is hoped and believed that ere long, with the proper efforts of all school-officers, our schools may rank favorably with any in the older States. In relation to public opinion upon our School Law, you have already been apprized verbally. I spoke with you concerning two Townships in this County about to be divided, and you instructed me to make my report after the sub-division. You may observe I have not done so. These are my reasons: The division, in one case, has not yet been effected, and, in the other, disaffected parties refused to give in the census returns of their families to any sub-director, and hence my inability to comply with your request. I should be glad of any further instructions in this case.

All of which is respectfully submitted.

E. H. BLAIR.

NOTE.—In my account of the meeting of County Superintendents, on the 2d of October, 1861, for the 11th Judicial District, the name of Rev. O. A. Holmes, the successor of Mr. Blair, was incidentally omitted.

SEC'Y. OF THE BOARD.

HARDIN COUNTY.

It being my duty to report to you the condition of the schools in this county, I must confess that I know but little of school matters, for the the reason of the prohibition by the school-law of Superintendents visiting the schools. What can a Superintendent know concerning schools of his County, except what he can ascertain by the reports, and that is only of a financial character principally. In the examination of Teachers, a very essential part of the examination, I usually made in the school-room, where if it was found that the teacher was competent to govern a school, and had

the ability to impart knowledge, then the time of duration of certificate is extended. Under present law the most essential qualifications of Teachers cannot be ascertained. The consequence can be readily seen. A class of Teachers that can pass an examination in the books, present themselves for our Teachers—well aware that they are not to stand the scrutiny of a Superintendent in their school-rooms.

The spirit of emulation in having schools well reported by the Superintendents, took wings with our visiting duties; however, I think that schools in Hardin County have been well attended, and a very perceptible improvement been made. There have been some new school-houses put up, and more in course of construction; but I hear much complaint of the school law, in various particulars; one, more especially is, a desire to have the independent district system, allowing each school district to control its own school matters, and tax its own members for all school purposes. I am inclined to the belief that such an amendment to our present school-law, with many others that I cannot at this time notice, would be of great advantage to the interests of our common schools. Hoping that much may be done for our schools at the next Session of the Board, and that well done,

I remain yours for the cause of Education.

J. M. COMSTOCK, Co. Superintendent.

HARRISON COUNTY.

I have had great difficulty in getting the reports from several of the districts, and in some cases, Secretaries have made their reports at the right time; but owing to the neglect of the sub-directors have reported not more than half of the sub-districts of their townships. In such cases I have returned the report and directed them to call on the delinquent directors and be able to make a full report. But after all my labors, my report is far from full and exact as contemplated by the law.

I would recommend that Teachers be required to report to the Secretary of the Township, and the Secretary to the County Superintendent, without depending upon any sub-director reports, as obviously less complicated and likely to produce more satisfactory results.

The late change in the Law taking from the County Superintendents the obligation to visit the schools has not worked well in this County; indeed, so evident have been the evils resulting from the change, that the Board of Supervisors of this County, at their meeting in June, *unanimously* directed the Superintendent to visit all the schools of the County, at least once in each term, and to receive his pay therefor out of the County Treasury. It is questionable whether they had the legal right to make this appropriation, but as all seem to be in favor of it no trouble will be likely to result. I would recommend restoration of the original law, or if preferred, I would attach a moderate salary to the office, and leave the question of visiting the schools to a vote of the Supervisors of the County, or the Board of Presidents of the several Townships, fixing his pay for so doing at not more than three dollars per day, which would be moderate, as he would have to furnish his own team and pay his expenses.

The schools are backward in this County. The most of the districts have twenty-four weeks' school, but few of them more—*many less*. I expect to labor this winter and do what I can to raise the standard of Education in the County.

GEO. S. BACON, Co. Superintendent.

IOWA COUNTY.

I respectfully suggest that the low grade of qualification and the ease with which incompetent persons get certificates, (thereby making teaching a mere catch-penny,) reduce the wages of Teachers so low that competent persons quit the business for more lucrative positions. Can this not be obviated by adding higher branches than those now required by law?—say U. S. History, Natural Philosophy, Chemistry, and Algebra. Depend upon it, the efficacy of our system rests upon the qualification (both moral and intellectual) of our Teachers.

C. S. JENNIS, Co. Superintendent.

JACKSON COUNTY.

Herewith, I transmit to you my annual report. I have put forth

all my endeavors to have this report as accurate as possible; but have not succeeded altogether. I shall make a few remarks upon the report, and in doing so, I shall notice the inaccuracies as far as I am aware of them. The District Townships are the same as last year. The number of sub-districts has increased from one hundred and fifteen to one hundred and nineteen—four. Of persons between the age of five and twenty-one, there has been an increase of forty-three, (increase of males, forty-five; decrease of females, two). As to the number of schools in each district, I have been able to report nothing accurate, except from my own notes,—some of the Secretaries reporting the number of schools; others, the number of terms of schools. The number of pupils attending school is reported only approximately; the reason, as given by Secretaries, the imperfection of Teachers' registers.

Speaking of this, I would say, that it would assist greatly in getting correct statistics, if every school had a blank weekly register; and, I think the Secretary of the Board of Education has full power to furnish the same, under Section 17, of Part XIV. The same as to average attendance. With regard to the number of Teachers, the Secretaries reported upon the same principle as they did of the number of schools, some reporting one way, and others the other way, for which reason I had to correct them, as far as was in my power, from my own notes. The column of average cost of tuition per week, is only approximately correct, one-half of the Secretaries not understanding what it meant. Money received is entirely from the books of the County Treasurer, as very few of the Secretaries reported correctly upon this matter, the district treasurer mostly reporting for the time they were in office only, for which reason, also, I have reported it mostly in the columns "For building, &c.," and "For Teachers' Fund." Volumes in library are mostly Webster's Dictionary. The condition of schools in this county, has improved measurably since the Act of March 12th, 1858, but not as much as could be expected. The reasons for this are several, but the principal one is the general misunderstanding of the law, also, the too frequent changes in the law. I think, also the abolishing of the duties of the County Superintendent was wrong. Indeed, I think the office should be abolished altogether, rather than leave it as it is. I think the law might be bettered by a few more changes; for instance, take away the voting of taxes from the people altogether, as given in Sections 6, 7, and 8, of Part VIII, and place it

wholly in the hands of the Board of Directors. I think the sub-districts should be done away with altogether; and if it is necessary for those who send to that particular school to build the school-house, let the Board of Directors lay the tax on those persons. As to the pay of the County Superintendent, I would suggest that it be according to the number of schools he has to visit; thus if there are twenty schools to visit, ——— dollars, &c. I think this would be the most equitable way it could be regulated.

All of which is most respectfully submitted.

WILLIAM L. REDMOND, Co. Superintendent.

JASPER COUNTY.

You will find my report somewhat defective, from the fact that I have been unable to get anything like full reports from the District Secretaries. I think it is not good policy for the sub-directors to take the enumeration, as they do not feel the importance of the duty so much as the Secretary would in taking it for the whole district. If the sub-directors are still required to perform that duty, it will facilitate the matter to omit furnishing the blanks, as they study their blanks much more than their duty. I would therefore suggest that in furnishing blanks, that the Superintendents and Secretaries be furnished with *duplicate* blanks, and the sub-directors omitted in such distribution. The reasons are obvious, as a moment's reflection will suggest, that a large number of the directors are not selected for their business qualifications, and in fact, it is lost sight of in many instances. The teachers are required to file a copy of their register with the Secretary, and the directors will of course have to go to him for much of the information that is required in his report.

The township clerk is elected on the supposition that he is qualified to attend to his duties, and it more frequently happens that he is, than among the directors of our sub-districts.

In some of the districts the Board of Directors fail to certify the amount of tax necessary to keep 24 weeks of school, because at the regular meeting the electors refused to vote a tax for fuel and contingent expenses. I would therefore suggest that the Board be clothed with the necessary power, and required to certify such tax,

without being required to submit it to a vote of the district. It is certainly as fair for one as the other.

Many pupils in parts of every county have to suffer from the niggardly disposition or petty malice of the very persons who ought to be the guardians of their rights and privileges, under our liberal school law.

Let the law, then, not only require that 24 weeks of school shall be kept, but also require that the necessary funds for fuel, &c., shall be furnished in the same way that the teachers' funds are raised to supply any deficiency that may occur.

ALBERT LUFKIN, Co. Superintendent.

JEFFERSON COUNTY FOR THE YEAR 1860.

I have been detained in making my report by the want of promptness on the part of some of the Secretaries. I think the interest on the subject of education in this county is on the increase. We have a Teachers' Institute, a Teachers' Association meeting quarterly, and an auxiliary Association meeting monthly. I think the Board of Education committed a great blunder in abolishing school visiting by the County Superintendent. It is in my opinion the only thing that gives life and interest to the office. During last winter I visited the schools, two during the day, and at night lectured on the subject of education in every alternate school house in the county. My visits were well received, and I think not in vain. I shall visit the schools this winter. I am sorry I cannot meet with you at Sigourney, but it is out of my power.

ROBERT S. HUGHES, Co. Superintendent.

JOHNSON COUNTY.

Accompanying this, you will find my Annual Report for the year ending Sept. 15th, 1860.

The chief obstacle to its earlier transmission has been the delay to which the district secretaries have been subjected by the inefficiency or dilatoriness of sub-directors; and the reports of the secretaries do not exhibit that evidence, which could be desired, of capacity or fidelity or intelligible comprehension of their duty.

Consequently, quite a number of sub-district reports, having been found very imperfect, have given much trouble to the secretaries, created additional expense to the Districts, and procrastinated their return to my office, until in some cases it has been too late to rectify errors and I have been necessitated to receive then in all their imperfections.

This lack of promptness and care will doubtless be remedied in course of time. Its main cause, however, consists in the fact that the County Superintendent is unable without great personal expense, to confer with district officers, post them up frequently in their duty, guide them when mystified and see to it that they do their work seasonably and thoroughly.

All this, until the last curtailment of his duties, he could do with little trouble and save more money to the districts in the aggregate, than his contingent allowance could reasonably amount to, even with devotion of *all* his time to the interests of his county schools.

It is but just to say, however, that a majority of directors and secretaries in this county, with most of whom I have personal acquaintance, are thoroughly *competent*. Competency is not the worst thing in the way. It is a want of *interest* and a want of *pride*, that we have to contend with, and until that interest and that pride are stimulated by direct personal appeal, and admonition if necessary, nothing will be well done; exactly as it is in *all* positions where the remuneration is trifling and the responsibility deemed trivial, accordingly.

I am not able, so fully as I would desire, to represent to you the condition of our county schools; inasmuch as it has been deemed expedient to legislate the county superintendency out of its main feature of usefulness—the visitation of schools, parents, pupils and school officers.

I think experience will demonstrate that not only should the office be continued, but it should be placed upon such a basis, in point of respectability and practicability as will demand for the position, men of the highest worth and fairest qualifications. To this end his sphere of duty should be enlarged rather than contracted, and his services be remunerated with some compensation worthy to be dignified with the name of salary.

But without further digression, I take pleasure in assuring you of a marked improvement in the district schools of Johnson county. This I judge, not from examination, but by a pretty safe test, the

demand of the people for *better teachers*, and a *better grade* of teachers who are presenting themselves for certificates. It is a good symptom, when pedantry and quackery and ignorance in the school master are unable to impose upon the good sense and sagacity of the district; and school officers become careful and quick to discover his disqualifications and reject him on that ground.

Hoping that I may be able to make in the coming year, a more full and satisfactory Report, and that I may have *better things* to report, and that more utility may be legislated into the hands of Superintendents as soon as may be,

I have the honor to remain, yours,

R. H. SYLVESTER, Co. Superintendent.

MAHASKA COUNTY.

The reports of the secretaries of the various school districts of this county, are so deficient in many particulars that my report will not give a correct statement of the condition of the schools in this county. Some of the secretaries have not returned the number of pupils attending school in their districts; while others have returned only the number attending in *some* of the sub-districts; consequently the total number in school and the average attendance, as shown by my report, will be much too small. The same trouble exists in all the other items, except the number of children in the districts. Many of the reports were received by me after the time prescribed by law. I therefore had not time to send them back for correction.

As the County Superintendent is not required, by the present law, to visit the schools in his county, he can form but little idea of the true condition of the schools in his county.

The best information that I have, however, leads me to fear that we have retrograded very much during the past eighteen months. The schools of the City of Oskaloosa are not in as flourishing a condition as they were four years ago. Then, under the old school law, we had ten months of public school, but under the new, we have from three to six.

In the annual apportionment there appears to be but little attention paid to that provision of the law which requires the schools to be kept open not less than six months each year. This should be remedied in some way.

J. M. LOUGHRIDGE, Co. Superintendent.

MITCHELL COUNTY.

Allow me to give expression to the sentiment prevalent in this county, in regard to our school system. It is thought that to constitute each sub-district, a *district*—a body corporate—would tend to more favorable results than the present system; experience proving that the districting of Townships inevitably leads to alienation of feelings and bitter strife between sub-districts, to a decrease in the salaries of teachers; hence, lowering the standard of our schools and the abridging of the terms. Each sub-district is desirous of employing *whom they choose*, through their director for three to ten months as *they may desire*, without the necessity of consulting parties comparatively disinterested other than their own selfish interest would dictate to curtail length of term and salary as much as possible. It is also thought but just that teachers should be paid in the order of the maturity of their claims. The several District Boards deem it but just and the teachers are desirous of receiving pay thus. A higher salary must be paid or an inferior grade of teachers must be employed as the result of the present system.

E. G. RICE, Co. Superintendent.

MONTGOMERY COUNTY.

I am happy to find our people so well pleased with our present system of education.

D. C. Powell, Secretary of the Prankfort District, after writing concerning some business matters, says: "Believing our present system of Education, to be the best we have ever had, I would, therefore, request you, as County Superintendent, to exert all your influence in securing to us permanently, our present system of education, with, however, the exception of allowing the County Superintendent a more liberal compensation for his services; and it does seem to me, that the Superintendent should be required to visit each school once during the session—giving notice of the same; thus securing an interest and giving an impetus, that would otherwise be lost."

I find the above to be the prevailing sentiment in this county. A considerable interest is being manifest in this county in the edu-

cation of our youth. All that is lacking now, is *time* to get our system into *harmonious* operation.

WILLIAM T. REID, Co. Superintendent.

MUSCATINE COUNTY.

In addition to the above report, I beg leave, in accordance with Section 50, Part 8, of the School Laws of Iowa, to submit the following remarks:—

It affords me great pleasure to say that the public schools of this County are beyond all question in a better condition than perhaps ever before. A more extensive range of studies and more careful and thorough instruction now characterize our schools than has formerly been the case. There is a general acquiescence in the school system of the State, substantially *as it is*. The doctrine that "the property of the State shall educate the children of the State," is regarded as our fixed and unalterable policy. Parents begin to feel that we have a permanent system, and an interest in schools is increasing, both on their part, and also of pupils.

Teachers feel this growing interest, and in many honorable cases, contribute to its increase. They are striving "to keep up with the times," and have not in this county labored in vain. They have improved the discipline of their schools; but rare cases of corporal punishment have lately secured. In our best and most successful schools, this kind of punishment has become well nigh obsolete.

While the people are as a general, if not universal thing, rarely opposed to changes in our School Laws, there are a few changes which seem to them to be very desirable. One is to restore to the County Superintendent the duty of visiting schools, and so to frame the Law as to make that duty imperative, under the penalty of a suitable forfeiture of pay. As far as I know there is but one opinion among the friends of the school system on this subject. All feel that the Board of Education acted without sufficient reason in repealing that part of the law which imposed this duty on the County Superintendents. So earnest are the people on this point that during my term of office I have visited and lectured to a large number of schools in this County, at their request and expense. These visits have been productive of great good and in various ways. Among them I name—

1. An increased interest in schools.

2. Mistakes in government and deficiencies in modes of instruction are pointed out and corrected, but (if the Superintendent is prudent) in such general remarks, as without being, or seeming to be personal, have the desired effect.

3. Faults of parents are pointed out, and they are "provoked to good works," in behalf of their school.

4. Pupils and Teachers are encouraged.

5. Incapacity in government on the part of Teachers, and also inability to impart instruction, are discovered by the County Superintendent more certainly than in the ordinary mode of examining Teachers. For more than fifteen years I have been connected with Common Schools as an examiner of Teachers, and I must say, that a half a day, or a day spent in the school-room with them, is a better way of testing their capacities to govern and teach than any other plan ever discovered by me. There are many Teachers who can pass an unexceptionable examination so far as education is concerned, and yet lack the tact, industry, and temper of mind which are all so essential to success in the school-room. While there are some Teachers, who, on examination, will only just "rub and go," that in the school-room are always ahead of their classes, and by industry and good management make their schools profitable to their pupils.

For the above named reasons I think the law on the point alluded to should be changed back to where it was. In relation to my visits to the Schools of our County, the opinion was freely expressed that they were useful, and one gentleman declared that my visit to his School was worth one hundred dollars to it. I hope to say this without being egotistical.

In the law making the County Superintendent a court of appeal from the decisions and acts of Boards of School Directors, by parties claiming to be aggrieved thereby, some amendments seem to be necessary. One I would suggest, that of specifying what shall be sufficient notice from the County Superintendent, and the manner of giving it; and also an amendment requiring the Secretaries of School Districts to enter the decisions of the County Superintendent—when required by the County Superintendent so to do—upon their books of School District records. Another amendment I would propose is, one requiring Sub-Directors and Secretaries to make oath to their returns of the number of children they report to the County Superintendent, as entitled to draw

county money, and a provision to punish those who shall swear to a false statement, knowingly. It has come to my knowledge that for the purpose of increasing the School Fund of their respective townships, some Sub-Directors are not over careful to enumerate only those pupils which the law requires them to count and return to the County Superintendent. For years this practice has been going on in this County. The effect is to misapply county money, as you can readily see. I think that every County should have an accurate map of all its Districts and Sub-Districts, at all times open for inspection at the Court House, so that no one can claim ignorance of his duty in this important matter.

None of these amendments make any radical changes in the law. They supply some omissions and restore one valuable provision which was unwisely stricken out at the last session of the Board. The people are satisfied with the great principle on which the law is based, and would have the law only changed where it is defective.

During the past two years we have had two Teacher's Institutes in this County, viz: One at West Liberty in 1860, and in Muscatine in 1861. These Institutes were pretty well attended, but not as fully as they would have been but for the action of some School Directors who refused to allow Teachers the privilege of suspending Schools for the purpose of attending them.

It is impossible to fix upon a time for a Teacher's Institute when some Schools in the County will not be in session. I think the law should require of Directors that they suspend their Schools during the session of any legal Institute in their County. I have known School Directors refuse to permit their Schools to be suspended during the session of an Institute, but to require a suspension for their own accommodation in time of harvest. The law should, as far as possible, remedy this evil. These Institutes are intended to benefit Teachers—appropriations of money to carry them on are made for this purpose, and no selfishness on the part of Directors should be allowed to interfere with the important ends which the law aims to effect.

I would also suggest that a law, stringent and imperative, be made, requiring County Treasurers to disburse County School money at least twice every year, as the annual distribution of it only makes it hard on Teachers who have to wait a long time for their money, when there may be thousands of dollars in the hands

of the Treasurer. This money belongs to the Teachers and should not be withheld from them.

All of which is respectfully submitted.

CHARLES WOODHOUSE,
Co. Superintendent.

PLYMOUTH COUNTY.

The School Law works satisfactorily in most respects in this county. During the past year nearly every child in the county has had an opportunity of attending school. Public opinion is still responding to the sentiment, "we must educate." I have during my term of office done all in my power to assist and promote the cause of Education, and I can safely say that our present system is constantly gaining friends. Few find fault with it in any respect and were the same more efficiently put into effect, and more zeal manifested for the cause by each individual, then its design and benefits would shine forth with greater luster.

JOSEPH V. STAFFORD, Co. Superintendent.

POLK COUNTY.

I trust no attempts will be made to modify the present system, for a year at least, believing that much of the confusion now existing has arisen from the frequent changes which have been made in the law.

C. C. DAWSON, Co. Superintendent.

POTTAWATTAMIE COUNTY.

It is to be earnestly hoped that there will be as few changes made in our school system as possible. I have no fears but that it will work well enough as soon as sufficiently understood.

JAS. B. RUE, Co. Superintendent.

STORY COUNTY.

I would suggest that as far as our School Law is concerned, it should be allowed to remain about as it is with only a few amendments. Let the salary of the Superintendent be fixed at some specified sum and have his duties clearly pointed out in the law. Require him to give bonds for at least double the amount that may come into his hands for the use of Teacher's Institutes, and the purchase of Webster's Dictionaries.

I think there are not as many objections found to the law, now, as there were upon its first introduction into the county. The people are becoming more familiar with its workings. There is quite a disposition in the county to make the schools of the county second to none in the State. Our schools are far in advance of those under the old school law, as teachers are usually better qualified, and parents seem to take a greater interest in the education of their children.

IRA H. REES, Co. Superintendent.

TAMA COUNTY.

Our School Law works as well as anybody could be expected to work without a *head*; for virtually it has had no head (in the counties) since our law-makers, in their wisdom, abolished the visits of the Superintendents.

JOHN RAMSDELL, Co. Superintendent.

WARREN COUNTY.

I herewith submit to you my annual report of our public schools from which, as compared with my last, you will see that we believe in progression. I can truly speak encouragingly of our schools, and of the commendable spirit manifested by our people in the educational interests of the rising generation. I can assure you that it is not a small item for the County Superintendent to find, in his labors for the advancement of schools, that the sympathies of the people are with him in the cause of education. This is worth to him more than all the pecuniary reward which he receives.

As a general thing, I think the people of this county are very

well satisfied with our school law. Of course there are a few people whose fault-finding propensities are constitutional, and they are seldom pleased with anything; but this is a class of people whose opinions have but little weight. My observation is, that just in proportion as the people become acquainted with the school law, they are in favor of its main features. There are some slight changes that might be made in the law, that we think would be beneficial, rendering it *more* acceptable. Some of these changes I will briefly enumerate.

First—The sole power of levying tax for school house purposes, should be in the hands of the District Board, and the Board required to build, at least, one good school house each year, until all the sub-districts be supplied.

Second—I think the 13th clause of Sec. 16, Part VIII, of the school law, should be so amended as to make the tax equal on all the property of the district for school house purposes, except those sub-districts that have built their houses independently, since the new law has been in force. The clause as it now stands, has caused much dissatisfaction in our county.

Third—We think the Board of Directors should be changed but once in three years; as it is now, they scarcely become tolerably well acquainted with the law, before they give place to others.

Fourth—The people of this county are almost unanimously in favor of giving the County Superintendent more work to do—of his spending all his time in advancing the interests of schools, by conferring with teachers in regard to the best methods of teaching and managing their schools, and encouraging the pupils in their respective schools. My observation leads me to say, that no feature of the law is more satisfactory than would be an efficient County Superintendency. Require the County Superintendent to devote all his time in personally superintending our schools and attending to other matters necessarily connected therewith, and our people will be still better pleased with the school law.

WBSLEY M. WHITE, Co. Superintendent.

WRIGHT COUNTY.

I have no suggestions to offer respecting the working of the law. The people are pretty well satisfied, and the schools appear to be in a prosperous condition.

JOSIAH DAVIDSON, Co. Superintendent.

STATE UNIVERSITY REPORT.

To the Hon. General Assembly

and Board of Education of the State of Iowa :

As required by Sec. 14, Art. 1, Chap. 84 and Title 14 of Revision of the Laws of Iowa, the Board of Trustees of the State University of Iowa, begs leave to submit its regular biennial report to your honorable bodies.

I—ORGANIZATION OF THE UNIVERSITY.

Under this head we would “exhibit the state, condition and prospects of the University in its several departments, the different courses of study pursued therein, the branches taught, the means and method of instruction adopted, the number of Professors, the number of students with their name, ages, sex, studies and residence.”

At its regular annual meeting on the last Tuesday of June, 1860, the Board resolved, in view of what it conceived to be the desires and expectations of the people of the State, to fully and thoroughly organize the University, open it for the reception of students, and start it upon its career of usefulness. It was its design to carry out, both in letter and spirit, the words of Sec. 1 of the Article, Chapter and Title already quoted, which declare it to be the object of the University “to provide the best and most efficient means of imparting to the youth of the State, of both sexes, upon equal terms, a thorough education, and a perfect knowledge of the different branches of literature, and the arts and sciences with their various applications.” It was conceived, after mature deliberation, that this could best be accomplished by an organization by departments and such an organization was accordingly adopted. A regular collegiate course was also adopted for those preferring to pursue it, so that, as required by law, “regular college classes” are provided

for, and may at any time be formed. The reasons for this plan, the plan itself and the course of study adopted are fully set forth in the printed document marked "A," herewith transmitted and made a part of this report.

According to this plan there are in the University seven Departments, as follows:

- I. Intellectual and Moral Philosophy and Rhetoric.
- II. History and Political Economy.
- III. Ancient and Modern Languages.
- IV. Mathematics and Astronomy.
- V. Chemistry and Natural Philosophy.
- VI. Natural History.
- VII. Normal Department.

The President, REV. SILAS TOTTEN, D. D., L. L. D., is *ex-officio* Professor of the *First* Department—that of Intellectual and Moral Philosophy. The Second Department—that of History and Political Economy, was temporarily placed in his charge. The Sixth Department—that of Natural History—was placed temporarily in charge of the Curator and Librarian, THEODORE S. PARVIN, A. M., L. L. B. The *Seventh* or Normal Department was continued under the charge of its former Professor, D. FRANKLIN WELLS, A. B., and at the same meeting at which this plan of organization and course of studies were adopted, REV. OLIVER M. SPENCER, A. M., was elected Professor of the Third Department—that of *Ancient and Modern Languages*. NATHAN R. LEONARD, A. M., was elected Professor of the *Fourth* Department—that of Mathematics and Astronomy, and REV. JAMES LILLIE, M. D., D. D., was elected Professor of the *Fifth* Department—that of Chemistry and Natural Philosophy. Subsequently, Professor Spencer and Lillie exchanged Departments with the consent and approval of the Board of Trustees. The Professors elect all accepted the positions tendered them.

On the third Wednesday of Sept., 1860 they entered upon the discharge of their respective duties, and on that day the re-organized University opened its doors for the reception of students. Although the last year has been one of peculiar trial, so much so that had the present condition of the country been foreseen the action of this Board would probably have been very different—although not quite three months elapsed between the election of Professors and the re-opening of the University, and although the fact of such re-opening was not generally known, the catalogue for the year 1860-61—the

first under the re-organization—shows the attendance of *one hundred and seventy-two* different students during the year. In this number the students of the Preparatory Department are included while *those of the Model School are not*. The average attendance for the year, exclusive of Model School, was *one hundred and ten*.

In cheerful contrast [with this, though not strictly pertinent to this report, is the fact that one month from the commencement of the *first* term of the *second* year we have *One Hundred and Eighty-two* different students in the University and its Preparatory Department. Of these seventy-two recite in the classes of the first six departments.

By a resolution adopted by the Board of Trustees at the last annual meeting *two* students from each county in the State, to be selected by the County Superintendent, County Judge, and Clerk of the District Court of such county, are admitted to gratuitous tuition in the *Normal* Department of the University—and two additional students, selected from each county in like manner, are admitted to gratuitous instruction in any other department of the University.

It is believed that all further information under this head required by law to be given—and also other information as may be desired, may be found in the catalogue of the State University of Iowa for the year 1860-61, which is hereto appended marked "B" and made part of this report.

It should perhaps be added that *eleven* counties of the State were represented on that catalogue of students receiving gratuitous instruction in the different departments of the University.

II.—NORMAL DEPARTMENT.

During the University year ending in June last the students of the Normal Department all recited to the Professor of that department and his Assistants though pursuing studies embraced in the six other departments. This was conceived to be unnecessary and hardly in compliance with law as the Normal Department became thus really a separate institution. In order to carry out the letter and spirit of the law as contained in Section 2, Art. 1, Chap. 84 and Title 14 of the Revision of 1860—and also in order to avoid the expense of a duplication of teachers for the same branches, the Board of Trustees, at its last annual meeting, required the students of the

Normal Department when pursuing studies embraced in the other departments to recite to the Professors of those departments.

By the same resolution the Normal Department was placed by the Trustees where they conceive it was previously placed *by law*, under the control of the Faculty of the University—its Professor was recognized as a member of the Faculty and was directed to confine himself as far as practicable to instruction in the Theory and Practice of Teaching.

During the past year Prof. Wells has been assisted in his department by Miss LAVINIA DAVIS.

The number of students in this department during the last year was limited to *Sixty*. In June last the number was increased to *Ninety-two*—that being all that can be accommodated in the space available for that department.

The average age of the students in this department for the past year is *twenty years*.

III.—PREPARATORY DEPARTMENT.

As many of the students presenting themselves for admission to the first six departments of the University, while qualified in some branches were found not sufficiently advanced in others, the institution of a Preparatory Department became a necessity. It was accordingly organized and Mr. E. M. GRIFFIN A. M. was appointed principal.

It is conducted without cost to the University fund, the Principal receiving as his compensation the tuition fees of his department. Of the *thirty-one* students in that department during the past year, *twenty-four* were engaged in the study of the Ancient Languages.

IV—MODEL SCHOOL.

This School is attached to the Normal Department and is under the more immediate supervision of the Professor of that Department. It is designed to afford the students of that Department an opportunity to acquire a practical knowledge of the art of teaching. Experience has tested its utility. During the past year it has been taught by Mrs. M. A. M'Gonegal. It was nearly self-sustaining, the tuition fees having paid the salary of the instructress within about *twenty dollars*. Hereafter it will pay its own way. Mrs. M'Gonegal having resigned has been succeeded by Miss Amelia C. Romaine, whom the tuition fees, \$2 per quarter, will pay for her services.

All the space available for the uses of this school is occupied, and much more could be used.

V—LEASE OF MECHANIC'S ACADEMY AND GROUNDS FOR NORMAL DEPARTMENT AND MODEL SCHOOL.

It being found impossible to accommodate the Normal Department and its Model School in the main building of the University, the "Mechanic's Academy" and grounds were leased for their use for five years at a yearly rent of *three hundred dollars*. About nine hundred dollars were expended in fitting up the buildings and grounds. The Board of Trustees reserved the right of purchasing the property at the expiration of the lease, for Four Thousand Dollars—at which price the property is considered cheap.

Could it possibly have done so the Board would gladly have avoided this outlay.

VI—BOARDING HALL.

Of the Five Thousand Dollars, from the fund arising from the sale of the Saline Lands, appropriated by Sec. 1, Art. 6, Chapter 84, Title 14, for the completion and furnishing of a Boarding Hall, the sum of \$1899.98 was expended previous to June 25th, 1861. Since which time the further sum of \$1499.10 has been expended, making \$3,399.08 in all. This money has been expended and the work done under the gratuitous supervision of Robert Hutchinson, Esq., who received the thanks of the Trustees for his services and for the economical manner in which the work was done under his supervision.

The two lower stories of the Boarding Hall are now completed. (Oct 22nd, 1861.) All the rooms for the use of students in those stories are now occupied by students. It is estimated that \$1,300 will be required to finish the building and it is to be regretted that that amount is not now available, as the rooms are needed by students.

It being deemed necessary that some one of the Faculty should reside on the University grounds and in the University building, it was resolved by the Board that the south third of the basement and half of first floor should be finished as a dwelling to be so occupied at a yearly rent of not less than \$150 for the present year.

That has been done and that portion of the Boarding Hall will soon be occupied by Rev. Dr. Totten, the President. The north

part of the basement is occupied as a Boarding Hall at a rent of \$6 per month or \$72 per year. It will be seen that *besides the rent of students' rooms* the amount of \$222 is received for rent of the Boarding Hall.

It will be seen from the data furnished above that the Boarding Hall will be completed within the appropriation of Five Thousand Dollars.

VII—MAIN UNIVERSITY BUILDINGS.

Of the Five Thousand Dollars appropriated by Sec. 1, Art. 6, of the Chapter and Title already cited, for the purpose of fitting up and repairing the main building for University purposes, the sum of \$1864.53 was expended previous to June 25th, 1861. Since that time a farther sum of \$150 has been expended, making an expenditure of \$2,104.53 to this date for work in repairing and fitting up the building.

In "the purchase of the necessary apparatus for instruction"—the funds for which must be drawn from the same appropriation, \$1,600 have been expended, and the Philosophical and Chemical apparatus is now very complete, nearly new, and adapted to the illustrations of the latest discoveries in Science.

On the Mineralogical Cabinet \$340 have been expended, but this expenditure was made from the general interest fund and before the Saline Lands and funds were donated to the University.

Of this appropriation there have therefore been expended,

For fitting up and repairing main building, . . .	\$2,014.53
Philosophical and Chemical apparatus,	1,600.00

Making in all,	3,614.54
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In this connection we would state that as the Chemical Apparatus is as complete as any in the West, Prof. Spencer is prepared to make analyses of the ores, earth, &c., of this and other States—a fact which should be generally known.

VIII—THE LIBRARY.

Previous to the transfer of the saline lands and funds to the University, \$600 was appropriated from the general interest fund and expended in an increase of the Library. Though it now contains 1410 volumes it is far from being what the wants and character of the University require.

IX.—SALARIES.

Each Professor receives a salary of *One Thousand Dollars*. During the past year the President has received a salary of \$2,000. At the annual meeting of the Board, in June, 1861, the salary of the President was reduced to \$1,500. The tuition fees, except in the Preparatory Department and Model School are divided equally among the President and Professors.

The following are the salaries at present paid from the funds of the University:—

President.	\$1,500
Five Professors at \$1,000 each.	5,000
	<hr/>
	\$6,500

To which may be added:—

Assistant Teacher in Normal Department.	\$500
Secretary of Board of Trustees.	150
Treasurer.	200
Janitor.	300—1,150
	<hr/>

Total paid for salaries.	\$7,650
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X—SALINE LANDS.

The following is a condensed, yet it is hoped intelligible, summary of the condition of the Saline Lands and Funds:

Lands unsold and their estimated value—

In Wayne County, A.	427.38	at \$2 50 per acre.	\$1,068 45
" Appanoose "	3,754.74	at " "	9,386 85
" Lucas "	639.23	at " "	1,598 07
" Davis "	400	at " "	1,000
" Monroe "	120	at " "	300
" Decatur "	60	at " "	150

Acres unsold.	5,401 35	Valuation.	\$13,503 37
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ESTIMATED VALUE OF THE GRANT.

Amount of Saline Fund Notes, now in the hands of the Treasurer of University.	\$20,517 10
Cash received on said notes.	9,054 64
Estimated value of 5,401.35 acres unsold.	13,503 37
	<hr/>
Making.	\$43,075 11

It is believed that the estimate of \$2.50 per acre for unsold lands is as high as can be safely made.

The amount of delinquent interest on Saline Land Notes at this date, (Oct. 22, 1861,) is \$2,368 25.

In another place the attention of the proper Legislative authority is respectfully invited to this subject of delinquent interest.

XI—UNIVERSITY FUND, (ORIGINAL.)

1—DELINQUENT INTEREST.

The following is a statement of the delinquent interest on the Land and Loan Notes belonging to this Fund on the 28th day of June, 1861:—

For 1855,.....	\$ 68 44
“ 1856,.....	723 83
“ 1857,.....	2,057 49
“ 1858,.....	3,508 30
“ 1859,.....	4,787 03
“ 1860,.....	6,743 07

Total delinquent interest on Land and Loan Notes, \$17,888 16

It therefore appears that the amount of delinquent interest due the University is as follows:—

Amount delinquent on Land and Loan Notes,.....	\$17,888 16
“ “ on Saline Fund Notes,.....	2,368 25

Total delinquent interest,.....\$20,257 41

2—UNIVERSITY LAND, (ORIGINAL.)

Since our last report there has been sold—the south-west quarter of north-east quarter, section 12, township 72, range 10 west, lying in Jefferson County, and comprising a tract of 40 acres, which was sold on the usual terms, at \$10 per acre.

The statement respecting this Land and Fund, is therefore as follows:

Number of acres sold.....	31,451.36
“ “ “ unsold.....	14,479.19
“ “ “ yet to be selected.....	122.06
“ “ “ Deficient.....	27.39

Total originally granted,.....A., 46,080.

The Lands already sold amount to.....\$110,982 75

The lands unsold are valued at.....61,966 36

Total amount of old University Fund.....\$172,949 11

The apparent discrepancy between this statement and that of our previous report arises from the fact that the last sale of 40 acres was made at \$2 per acre above the appraised value.

XII—NET UNIVERSITY FUND.

As it may be desirable to have as correct an estimate as can be made of the amount of the present Fund of the University, the following is subjoined:—

Total amount of old University Fund,.....	\$172,949 11
Estimated amount of Saline Lands and Funds.....	43,075 11

Making an amount of.....\$216,024 22

XIII—RECEIPTS AND EXPENDITURES.

It is not deemed necessary to present the various items of receipts and expenditures. The following is a statement of the receipts and expenditures of the interest fund—the only fund available for the ordinary and current expenses of the Institution as presented by the Treasurer:—

Expenditures.....	\$14,543 45
Receipts of interest.....	13,496 87

Showing a deficiency of.....\$1,046 58
for which interest account is of course overdrawn.

When the alarming delinquency of interest is considered the cause of this deficiency is easily perceived. How long this state of things is to continue, and how long the University can continue in operation under it, time must determine.

XV—RECOMMENDATIONS.

In view of the large amount of delinquent Interest and the fact that it is constantly augmenting notwithstanding the continued efforts of the Board to enforce the collection of the same, the Board would recommend that some alteration be made in the law regulating the loaning of the University Fund so as to insure a more prompt payment of the interest when it becomes due.

A law authorizing the collection of the same per cent. upon the interest after due that is drawn by the principal, might, in some degree, be instrumental in promoting its collection.

It may be a question however, deserving your serious considera-

tion, and one to which we would direct your special attention, whether it would not be as well for the State, inasmuch as it is obliged to resort to loans to meet its expenses, and better for the University, if all money hereafter collected of the principal fund, and, all money hereafter arising from the sale of University Lands, were paid directly into the State Treasury, and interest bearing bonds issued to the University therefor, thus finally making a loan of the whole University Fund to the State.

This, or a similar course has been pursued by some of our sister States; and while it would lessen the expense of managing the fund, the honor of the State and its regard for the welfare of the University would insure the payment of the interest when due.

The present struggle of the General Government to maintain its existence has shown a lamentable deficiency in military knowledge on the part of our people and has created an earnest demand for instruction in all that pertains to the military art. The Board of Trustees in view of this fact have had under consideration the propriety of establishing a Professorship of military tactics and Civil and Military Engineering, as a part of the regular course of instruction in the University, and have decided that such a Professorship is highly desirable, and demanded by the best interests of our State.

Doubting their power to establish such a Professorship under the present law defining the objects of the University and the power of the Trustees; and being also conscious that the revenues of the University are entirely inadequate for the purpose at present, they would recommend that an appropriation of \$2,500 for the first year and \$1,500 annually thereafter, be made from the State Treasury for this object.

All of which is respectfully submitted.

THOMAS H. BENTON, JR.,
President of the Board.

ANSON HART, Secretary.

STATEMENT "A"

SHOWING THE APPORTIONMENT OF THE INTEREST ON THE PERMANENT SCHOOL FUND, MADE BY THE AUDITOR OF STATE, ON THE FOURTH DAY OF MARCH, 1861, AS PROVIDED BY SECTIONS 1967 AND 1969, OF THE REVISION OF 1860.

COUNTIES.	Number of Youth.	Amount of Int. reported Delinquent.	Amount of Int. reported Collected.	Amount Apportioned.	Warrants on State Revenue.	Excess payable to Revenue.
Adair.....	371	\$ 612 50	\$ 522 95	\$ 211 47	\$	\$ 311 48
Adams.....	568	239 37	467 14	323 76		143 38
Alamakee.....	5,282	17,058 96	3,621 56	3,010 74		610 82
Appanoose.....	4,658	2,424 44	770 99	2,655 06	1,884 07	
*Audubon.....	109		* 293 77	62 13		
Benton.....	3,283	7,267 26	2,566 22	1,871 31		231 64
Black Hawk.....	3,127	4,804 40	2,489 30	1,782 39		694 91
Boone.....	1,614	2,217 87	914 73	919 98	5 25	706 91
Bremer.....	1,587	6,326 70	2,190 32	904 59		
Buchanan.....	2,663	1,382 29	997 02	1,517 91	520 89	1,285 73
Buena Vista.....	23			13 11	13 11	
Butler.....	1,462	2,462 68	208 40	833 34	624 94	
Calhoun.....	49		24 92	27 93	3 01	
Carroll.....	110	98 53	128 08	62 70		65 38
Cass.....	563	131 75	79 67	320 91	241 24	
Cedar.....	4,733	3,946 80	3,081 79	2,697 81		383 98
Cerro Gordo.....	371	1,526 82	341 51	211 47		130 04
Cherokee.....	24			13 68	13 68	

STATEMENT A—Continued.

70

Chickasaw	\$ 1,491	\$ 4,596 40	\$ 428 73	\$ 849 87	\$ 421 14	
Clarke	2,227	2,575 07	2,832 06	1,269 39		1,562 67
Clayton	6,414	6,244 39	3,097 30	3,655 98	558 68	
Clinton	5,839	4,938 46	6,177 38	3,328 23		2,849 15
Crawford	274	1,008 82	66 34	156 18	89 84	
Davis	5,549	2,240 62	2,158 96	3,162 93	1,003 97	
Dallas	1,983	2,998 07	2,425 78	1,130 31		1,295 47
Decatur	3,511	8,243 63	3,290 25	2,001 27		1,288 98
Delaware	4,016	3,051 68	2,639 73	2,289 12		350 61
Des Moines	7,171	3,651 08	2,579 78	4,087 47	1,507 69	
Dickinson	54			30 78	30 78	
Dubuque	10,258	7,394 16	3,432 66	5,847 06	2,414 40	
Emmett	35			19 95	19 95	
Fayette	4,189	9,646 86	4,521 66	2,387 73		2,133 93
Floyd	1,376	5,852 84	981 28	784 32		196 96
Franklin	501	564 42	321 65	285 57		36 08
Fremont	1,810	737 60	405 22	1,031 70	626 48	
Greene	558	729 93	437 87	318 06		119 81
Grundy	320	73 55	35 74	182 40	146 66	
Guthrie	1,211	665 26	548 03	690 27	142 24	
Hamilton	642	4,504 16	579 64	365 94		213 70
Hancock	64			36 48	36 48	
Hardin	1,664	844 00	1,313 28	948 48		364 80
Harrison	1,219	1,570 48	845 60	694 83		150 77
Henry	6,264	5,380 67	1,512 89	3,570 48	2,057 59	
Humboldt	109	1,000 36	203 66	62 13		141 53
Howard	1,120	3,547 67	1,202 39	638 40		563 99

STATEMENT.

Ida	19			10 83	10 83	
Iowa	2,938	6,758 08	3,306 15	1,674 66		1,631 49
Jackson,	6,970	3,053 10	1,947 18	3,972 90	2,025 72	
Jasper,	3,709	2,228 73	1,644 84	2,114 13	469 29	
Jefferson,	6,064	1,429 75	1,698 73	3,456 48	1,757 75	
Johnson,	6,232	4,495 29	1,670 92	3,552 24	1,881 32	
Jones,	5,160	2,785 00	2,895 73	2,941 20	45 47	
Keokuk,	5,301	681 42	1,898 09	3,021 57	1,123 48	
Kossuth,	168	1,396 69	199 90	95 76		104 14
Lee	9,259	5,958 74	2,034 96	5,277 63	3,242 67	
Linn,	6,731	4,087 85	3,114 49	3,836 67	722 18	
Louisa,	4,158	3,044 25	1,403 63	2,370 06	966 43	
Lucas,	2,191	3,525 89	1,007 23	1,248 87	241 64	
Madison,	2,936	1,920 86	1,614 85	1,673 52	58 67	
Mahaska,	5,885	2,650 35	2,664 52	3,354 45	689 93	
Marion,	6,540	2,503 57	1,889 09	3,727 80	1,838 71	
Marshall,	2,283	1,601 58	1,729 09	1,301 31		427 78
Mills	1,663	1,026 23	909 46	947 91	38 45	
Mitchell,	1,148	2,494 55	508 93	654 36	145 43	
Monona,	280	23 03	101 97	159 60	57 63	
Monroe,	3,592	1,793 47	929 44	2,047 44	1,118 00	
Montgomery,	422	1,179 91	397 72	240 54		157 18
Muscatine,	5,544	2,891 28	1,396 50	3,160 08	1,763 58	
Page	1,694	1,993 88	588 38	965 58	377 20	
Plymouth,	43			24 51	24 51	
Pocahontas,	36			20 52	20 52	
Polk,	4,435	3,808 55	1,451 52	2,527 95	1,076 43	
Pottawattamie	1,749	926 81	106 69	996 93	890 24	
Poweshiek	2,203	10,273 53	2,703 68	1,255 71		1,447 97

STATEMENT.

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STATEMENT A—Continued.

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Ringgold,	\$ 1,068	\$ 2,321 67	\$ 1,696 14	\$ 608 76	\$ 1,665 07	\$ 1,087 38
Scott	7,741	2,137 29	2,747 30	4,412 37		
Shelby,	320	120 91	159 79	182 40	22 61	
Story,	1,517	3,088 58	877 34	864 69		12 65
Sac,	91	59 31	6 08	51 87	45 79	
Tama,	1,983	4,912 81	2,548 68	1,130 31		1,418 37
Taylor,	1,475	361 75	224 60	840 75	616 15	
Union	751	2,064 89	1,204 28	428 07		776 21
Van Buren,	6,744	1,982 11	2,325 53	3,844 08	1,518 55	
Wapello,	6,432	1,941 14	1,864 01	3,666 24	1,802 23	
Warren,	4,095	1,508 25	1,579 76	2,334 15	754 39	
Washington,	5,433	3,928 58	1,712 64	3,096 81	1,384 17	
Wayne,	2,400	4,920 09	1,398 37	1,368 00		30 37
Webster,	808	2,740 86	1,393 23	460 56		932 67
Winneshiek	4,736	2,881 79	3,447 35	2,699 52		747 83
Winnebago,	71			40 47	40 47	
Woodbury	361	636 77	51 71	205 77	154 06	
Worth,	283			161 31	161 31	
Wright	236	882 91	316 45	134 52		181 93
Amount by Counties,	246,364	243,581 65	124,103 20	140,427 48	41,112 97	24,788 69
*Amt. omit'd last y'r—Audubon co.			291 87			291 87
Amount on Ead's Loans,		55,805 73	550 00			550 00
Amount on State Loans,			15,482 41			15,482 41
Totals		299,388 38	140,427 48	140,427 48	41,112 97	41,112 97

NOTE.—The report from Audubon county, not coming to hand, the amount collected was estimated at \$293 77, of which amount \$291 64 had been previously paid into the State Treasury as excess. The item of \$291 87 from said county, was not included in the report from said county, last year, as collected, and having been paid into the State Treasury previously to the report, was overlooked and omitted, and is therefore included in this year's apportionment.

STATEMENT.

STATEMENT "B"

OF THE ANNUAL APPORTIONMENT OF THE INTEREST ON THE PERMANENT SCHOOL FUND, AMONG THE SEVERAL COUNTIES OF THE STATE, MADE BY THE AUDITOR OF STATE, MARCH 15, 1860.

COUNTIES.	Number of Youth.	Interest reported Delinquent.	Interest reported Collected.	Amount Apportioned.	Warrants on Revenue.	Excessive Counties.
Adair,	350	\$ 484 22	\$ 195 79	\$ 206 50	\$ 10 71	\$
Adams,	510	142 67	433 81	300 90		132 91
Alamakee,	3,881	11,261 02	7,305 08	2,289 79		5,015 29
Appanoose,	4,502	1,526 95	1,083 58	2,656 18	1,572 60	
Audubon,	141	633 42	38 47	83 19	44 72	
Benton,	3,196	5,693 82	2,247 15	1,885 64		361 51
Black Hawk	2,444	3,221 70	2,802 50	1,441 96		1,360 54
Boone,	1,573	1,533 11	911 84	928 07	16 23	
Bremer	1,589	4,082 98	3,007 75	937 51		2,070 24
Butler,	1,282	1,579 88	500 03	756 38	256 35	
Buchanan,	2,432	661 76	1,185 86	1,434 88	249 02	
Calhoun,	42		7 48	24 78	17 30	
Carroll,	119	87 13	124 24	70 21		54 03
Cass,	474	80 98	114 55	279 66	165 11	
Cedar,	4,726	2,304 52	4,240 90	2,788 34		1,452 56
Cerro Gordo,	312	963 70	564 88	184 08		380 80
Cherokee,	28	No Fund.		16 52	16 52	
Chickasaw,	1,419	3,091 00	911 17	837 21		73 96

STATEMENT.

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STATEMENT "B"—Continued.

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Clayton	\$ 6,869	\$ 4,370 82	\$ 3,833 39	\$ 4,052 71	\$ 219 32	\$
Clinton	6,107	6,377 39	1,983 40	3,603 13	1,619 73	
Clarke	2,032	2,292 75	2,671 60	1,198 88		1,472 72
Crawford	165		501 05	97 35		403 70
Dallas	1,835	2,169 10	2,303 65	1,082 65		1,221 00
Davis	5,652	1,670 92	1,970 72	3,334 68	1,363 96	
Decatur	3,425	5,671 57	4,112 43	2,020 75		2,091 68
Delaware	3,875	2,460 72	3,008 13	2,286 25		721 88
Des Moines	7,330	3,063 94	1,675 17	4,324 70	2,649 53	
Dickinson	33	No Fund.		19 47	19 47	
Dubuque	10,326	5,778 55	2,477 28	6,092 34	3,615 06	
Fayette	4,348	7,010 14	3,285 30	2,565 32		719 98
Floyd	1,253	4,299 98	1,585 06	739 27		845 79
Franklin	430	562 89	289 45	253 70		35 75
Fremont	1,534	412 85	425 48	905 06	479 58	
Greene	570	562 08	289 99	336 30	46 31	
Grundy	295			174 05	174 05	
Guthrie	1,219	379 15	568 03	719 21	151 18	
Hamilton	583	3,281 14	465 09	343 97		121 12
Hancock	55	No Fund.		32 45	32 45	
Hardin	1,973	773 01	1,063 15	1,164 07	100 92	
Harrison	1,132	1,004 49	763 76	667 88		95 88
Henry	6,167	3,359 99	1,361 90	3,638 53	2,276 63	
Howard	1,100	2,637 63	1,664 53	649 00		1,015 53
Humboldt	121	749 83	138 06	71 39		66 67
Iowa	2,776	3,279 19	4,740 32	1,637 84		3,102 48
Jackson	6,927	1,890 51	2,531 77	4,086 93	1,555 16	

STATEMENT.

Jasper	3,554	1,720 27	1,688 97	2,096 86	407 89	
Jefferson	6,075	618 61	2,160 48	3,584 25	1,423 77	
Johnson	6,201	2,960 13	2,047 38	3,658 59	1,611 21	
Jones	5,009	5,300 42	3,532 81	2,955 31		577 50
Keokuk	5,183	526 15	1,622 87	3,057 97	1,435 10	
Kossuth	172	811 25	258 98	101 48		157 50
Lee	10,203	3,682 08	2,948 86	6,019 77	3,070 91	
Linn	7,028	2,881 52	3,964 12	4,146 52	182 40	
Louisa	4,329	3,096 87	1,014 47	2,554 11	1,539 64	
Lucas	2,029	2,773 55	233 38	1,197 11	963 73	
Madison	2,862	1,148 55	1,761 61	1,688 58		73 03
Mahaska	5,743	1,919 02	2,092 68	3,388 37	1,295 69	
Marion	6,485	1,733 79	1,719 72	3,826 15	2,106 43	
Marshall	2,163	1,057 59	1,702 06	1,276 17		425 89
Mills	1,588	1 308 31	951 22	936 92		14 30
Monona	264			155 76	155 76	
Mitchell	1,096	No Report	646 64	646 64		
Monroe	3,606	1,199 54	1,221 94	2,127 54	905 60	
Montgomery	405	793 99	700 21	238 95		461 26
Muscatine	5,332	1,540 69	1,530 84	3,145 88	1,615 04	
Page	1,514	2,420 66	1,583 83	893 26		690 57
Plymouth	26	No Fund		15 34	15 34	
Polk	4,056	2,397 54	1,405 81	2,393 04	987 23	
Pottawattamie	1,610	520 74	453 69	949 90	496 21	
Poweshiek	2,089	6,099 63	3,477 46	1,232 51		2,244 95
Ringgold	918	1,216 95	1,944 77	541 62		1,403 15
Sac	107	35 38	14 40	63 13	48 73	
Scott	7,842	1,383 77	2,396 14	4,626 78	2,230 64	
Shelby	280	96 78	263 44	165 20		98 24

STATEMENT.

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STATEMENT B—CONTINUED.

Story	1,484	\$ 2,540 92	\$ 1,140 56	\$ 875 56	\$ 265 00
Tama,	1,962	3,713 53	2,913 89	1,157 58	1,756 31
*Taylor	1,305		100 00	769 95	669 95
Union	748	1,345 70	1,395 48	441 32	954 16
Van Buren,	6,639	1,322 74	2,100 12	3,917 01	1,816 89
Wapello,	5,994	1,164 20	1,929 87	3,536 46	1,606 59
Warren	4,304	1,330 26	1,248 00	2,539 36	1,291 36
Washington,	5,364	1,812 53	1,654 32	3,164 76	1,510 44
Wayne,	2,210	3,356 96	1,259 26	1 303 90	44 64
Webster,	957	3,211 41	677 29	564 63	112 66
Winnebago,	46	No	Fund	27 14	27 14
Winnesheik,	4,255	4,021 21	4,007 49	2,510 45	1,497 04
Woodbury,	319	253 13	102 55	188 21	85 66
Worth,	190	No	Fund	112 10	112 10
Wright,	236	614 15	269 27	139 24	130 03
Total by Counties,	240,934	175,318 02	131,520 67	142,151 06	44,308 00
Add Int. rec'd on Eads Loans inclu'd			750 00		750 00
Add Int. on State Loans,			9,980 39		9,880 39
Totals			142,151 06	142,151 06	44,308 00

STATEMENT.

Counties marked thus *, not having reported the amounts collected, were estimated.

NOTE.—“Sec. 2” in second paragraph on page 10 of the Report of the Secretary of the Board, should be Sec. .

STATEMENT.

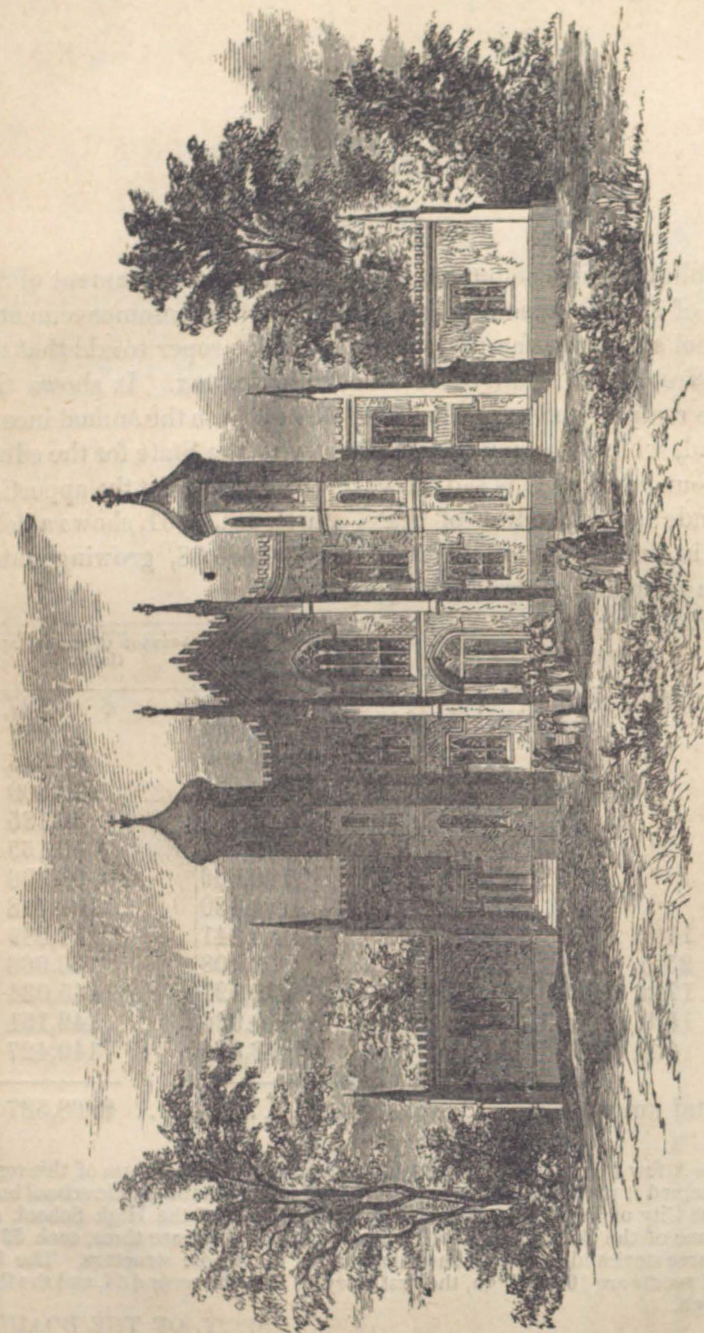
STATEMENT.

The following is a statement of the annual apportionment of the interest of the permanent school fund, from the commencement of our school system to the present time. It is proper to add that this is *exclusive* of the county and school district tax. It shows that we have realized and expended \$968,587.08 from the annual income of a fund, which was generously *donated* to the State for the education of our youth. It is sad, however, to reflect, that the apportionment made by the Auditor of State, March 4th, 1861, shows a delinquency in the interest of this fund of \$299,388.38, growing out of our own mismanagement and neglect.

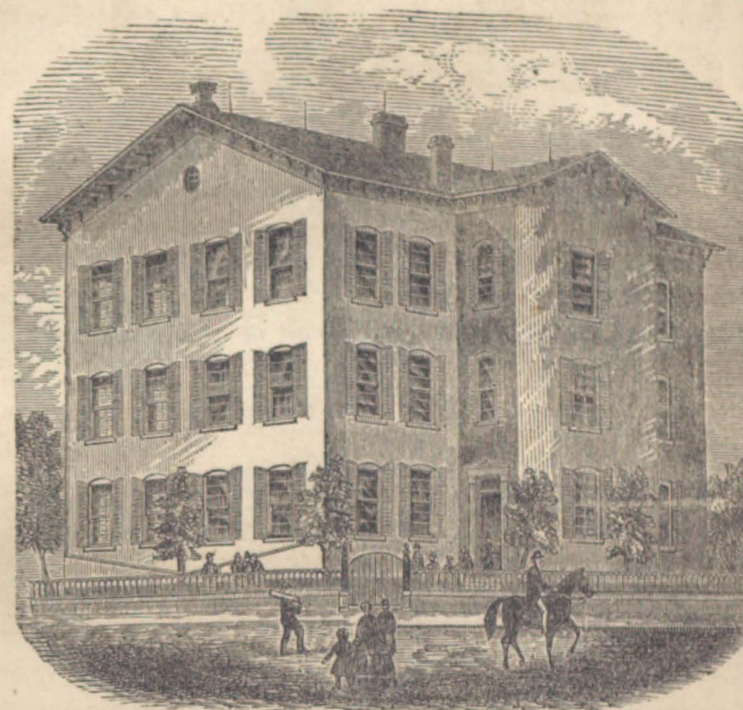
DATE.	Number of persons between 5 and 21 years.	Amount of annual apportionment.
January 25th, 1849,	42,435	\$ 6,137 85
“ “ “ 1850,	50,082	17,027 88
“ “ “ 1851,	64,509	23,545 78
“ “ “ 1852,	77,154	20,600 11
“ “ “ 1853,	86,157	36,185 94
“ “ “ 1854,	100,083	50,155 12
“ “ “ 1855,	120,696	68,796 72
“ “ “ 1856,	151,130	102,718 38
March 14th, 1857,	182,841	111,839 64
“ 25th, 1858,	203,408	103,966 38
“ 17th, 1859,	232,927	145,034 74
“ 15th, 1860,	240,934	142,151 06
“ 4th, 1861,	246,364	140,427 48
Total amount,		\$968,587 08

NOTE.—A few blank pages unavoidably occurring in the last form of this report I have deemed it proper to fill them with the following cuts of public school buildings in the City of Dubuque. The first is a perspective of the High School, and the last, one of the Common School Houses, of which there are three, each 52 by 80 feet, three stories high, with a basement under the whole structure. The four basement rooms are 10 feet high, the first story 15 feet, the second 14, and the third 16 feet high.

SECY. OF THE BOARD.



HIGH SCHOOL BUILDING IN DUBUQUE.



WARD SCHOOL BUILDING IN DUBUQUE.