



# IOWA EDUCATION

AT THE

# INTERNATIONAL EXHIBITION,

1876.

SUGGESTIONS RESPECTING

THE

PREPARATION OF MATERIAL.

DES MOINES:

R. P. CLARKSON, STATE PRINTER.

1875.

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## INTRODUCTION.

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Materials for the International Exhibition to be held at Philadelphia, May 10, to Nov. 10, 1876, will be arranged in seven departments. Three of all these will be placed in the Main Building, one of which is the DEPARTMENT OF EDUCATION AND SCIENCE.

The exhibit of EDUCATION will be one of the most attractive and important features; it will be arranged by states, and by this exhibit the prevailing educational systems and methods throughout the country will be judged. As the intelligence and morality of the people determine the condition, wealth, and prosperity of the state, it will be judged by its means of promoting these ends. No state can afford to lose this opportunity of exhibiting, to the country and the world, its resources, its condition, and its prospects; and certainly, Iowa will not.

Our state board of centennial managers has made provision, through appropriate agencies for the full representation of all Iowa products and interests; and has committed to school officers and teachers, through the superintendent of public instruction as secretary of group number 28, comprising schools, colleges, scientific associations, etc., the representation of Iowa education.

The exhibition is open to every school, institution and educational association in the state. The effort to prepare, for exhibition, a showing of what it is doing or can do will be an immediate and direct advantage to every such school, institution, or association, by awakening interest, intensifying effort, and necessarily stimulating to excellence. If every school in the state, could be induced to prepare some exhibit of its condition and work for display at the state capital, alone, where it is hoped most of the material sent to Philadelphia, will eventually be deposited, the reflex influence would not only greatly assist in disseminating improved methods of instruction and school management but, the contribution to our historical data, alone, would amply repay the effort.

No school or institution need hesitate to prepare material for exhibition under the impression that it is for the purpose of competitive

examination, as this forms no part of the object of this portion of the exhibition.

The growth of Iowa schools, like that of its population, wealth, and the development of its resources, has been almost unparalleled. No citizen of the state need be ashamed of its schools, as they are but a fair reflection of its people.

Nothing short of a general and full exhibit of our educational systems, methods, and work will do us justice, be a credit to us, or enable us to study their lessons to the best advantage. It is of great importance that all the schools of the state, as far as possible, avail themselves of this opportunity to display their methods of instruction, recitation, and examination, in some written form, for future comparison and study. There is time enough during the months of January and February, when nearly all the schools of the state are in session, to prepare an abundance of creditable material, if boards, superintendents, and teachers will give it their immediate attention. It is desirable that the question of determining what, and how much, any school shall send for exhibition be left, principally to boards, superintendents, principals, teachers, and pupils.

#### CONTRIBUTORS AND MATERIAL.

##### I. SCHOOL AUTHORITIES may prepare :

1. Plans of school and college buildings, of arrangements for seating, lighting, warming and ventilating the same.
2. Photographic views of one or more of their best school buildings, with interior views of the same.
3. Collections of reports, courses of study, catalogues, or other publications.
4. The preparation of brief histories of schools, school systems, and all institutions of learning is of paramount importance. The authorities of our city schools, our academies and colleges, should not let this opportunity pass of putting into permanent form such facts and figures relating to their origin and early history as are yet attainable. The materials for such histories are rapidly disappearing, and there will never be afforded, to us, such another opportunity of placing upon record the facts of early history which will grow in interest with the lapse of time.
5. A graphic representation, for wall exhibition, of the school system or institution, present and past, showing for 1875, and every fifth

or tenth year preceding; the number of schools; teachers; pupils; amount of expenditures; assessed valuation of property, etc., in tabular form; also present organization of board, corps of teachers, etc.

II. Teachers of UNGRADED SCHOOLS in any part of the state, whose pupils will prepare materials of excellence, may have them sent to Philadelphia for exhibition. They may consist of exercises in printing; penmanship; letter writing; composition; lessons or exercises of any kind prepared in writing; drawing, including map-drawing: girls' and boys' handiwork of any kind, prepared by pupils, showing taste and skill in design or execution. There are thousands of such schools in the state that can prepare, in a few days, without interruption of their regular work, material enough in written exercises alone, to make a creditable volume for exhibition, and at the same time be greatly benefitted by the effort.

III. Every GRADED SCHOOL and every HIGH SCHOOL in the state may make a good showing of its work, if superintendents, principals and teachers will determine what work should be undertaken, and will enter, at once, upon its execution with energy. Material for exhibition will consist of any exercise of the school susceptible of being placed upon paper, or any mechanical construction or other production of skill; e. g. the teacher having given full and explicit instruction in letter writing, in the regular exercises of the school, may assign, at a given time, to the pupils in any one or more of the grades, the task of writing a letter of introduction and recommendation to the governor of the state, or other person named. From the letters so written, those of one entire class (or grade if the school is small) and one-tenth of the remainder may be selected, and bound or stitched separately. See rule 5, "Examination Manuscripts."

IV. ACADEMIES and COLLEGES may send students' work as suggested under I, II, and III, and anything additional, from which the character and extent of their instruction may be judged.

V. PROFESSIONAL and SPECIAL schools can best determine how to display the distinctive characteristics of their work for exhibition.

VI. INSTITUTIONS under the care of the state, which are wholly or partially of an educational character, may have a prominent place in the exhibition.

## TRANSMISSION AND DISPOSITION OF MATERIAL.

The material, having been prepared in accordance with the suggestions herein, should be securely boxed, or otherwise carefully packed, and forwarded, with charges prepaid, to the DEPARTMENT OF PUBLIC INSTRUCTION, DES MOINES, IOWA.

Articles designed for exhibition should be sent as early as practicable, and in no case, later than April 1, 1876. All articles received, will be classified, and such as require, will be bound in volumes of suitable size, forwarded to Philadelphia, arranged for exhibition, and properly cared for.

It is designed, as far as practicable, to have all material illustrating the condition of education in Iowa returned and deposited, permanently, in the Department of Education at the State Capital.

ALONZO ABERNETHY,  
*Superintendent of Public Instruction.*

DES MOINES, IOWA, *December 24, 1875.*

## REVISED CLASSIFICATION.

### DEPARTMENT III.—EDUCATION AND SCIENCE.

#### EDUCATIONAL SYSTEMS, METHODS, AND LIBRARIES.

[The following is the educational classification published by the Centennial Commission:]

CLASS 300.—Elementary instruction: Infant-schools and Kindergarten, arrangements, furniture, appliances, and modes of training.

Public schools: Graded schools, buildings and grounds, equipments, courses of study, methods of instruction, text-books, apparatus, including maps, charts, globes, etc.; pupils' work, including drawing and penmanship; provisions for physical training.

CLASS 301.—Higher education: Academies and high schools.

Colleges and universities: Buildings and grounds; libraries; museums, of zoology, botany, mineralogy, art, and archæology; apparatus for illustration and research; mathematical, physical, chemical, and astronomical courses of study; text-books, catalogues, libraries, and gymnasiums.

CLASS 302.—Professional schools: Theology, law, medicine and surgery, dentistry, pharmacy, mining, engineering, agriculture and mechanical arts, art and design, military schools, naval schools, normal schools, commercial schools, music.

Buildings, text-books, libraries, apparatus, methods, and other accessories for professional schools.

CLASS 303.—Institutions for the instruction of the blind, the deaf and dumb, and the feeble minded.

CLASS 304.—Educational reports and statistics: National Bureau of Education; State, city, and town systems; college, university, and professional systems.

CLASS 305.—Libraries: History, reports, statistics, and catalogues.

CLASS 306.—School and text-books: Dictionaries, encyclopedias,

gazetteers, directories, index volumes, bibliographies, catalogues, almanacs, special treatises, general and miscellaneous literature, newspapers, technical and special newspapers and journals, illustrated papers, periodical literature.

#### INSTITUTIONS AND ORGANIZATIONS.

CLASS 310.—Institutions founded for the increase and diffusion of knowledge: Such as the Smithsonian Institution, the Royal Institution, the Institute of France, the British Association for the Advancement of Science, and the American Association, etc., their organization, history and results.

CLASS 311.—Learned and scientific associations: Geological and mineralogical societies, etc. Engineering, technical and professional associations. Artistic, biological, zoological, medical societies, astronomical observatories.

CLASS 312.—Museums, collections, art galleries, exhibitions of works of art and industry; agricultural fairs; State and county exhibitions; national exhibitions, international exhibitions; scientific museums and art museums; ethnological and archæological collections.

CLASS 313.—Music and the drama.

## SUGGESTIONS, EXPLANATIONS, AND DIRECTIONS RESPECTING THE PREPARATION OF MATERIAL.



### MAPS, DIAGRAMS, AND PLANS OF SCHOOL AND COLLEGE GROUNDS.

It is recommended that one scale be uniformly used. One inch to 33 feet, (one-half an inch to the rod) is considered to be best adapted to this purpose. The map or diagram should show points of compass, location of all buildings, walks, shrubbery, etc. A marginal table of reference should in all cases be attached.

### PLANS AND VIEWS OF SCHOOL AND COLLEGE BUILDINGS.

A scale of one-eighth inch to the foot has been adopted to represent plans of buildings. They should show the arrangement of each floor, plans of seating, warming, ventilating, etc. A marginal table of reference, explaining the uses of each apartment, etc., should be attached.

All plans should be accompanied with manuscript or printed explanations showing cost, material of construction, date of erection, name of architect, etc.

Photographic views should be taken from a sufficient number of points to fully represent the extent, style of architecture, and general appearance of the school or college buildings. They should be either of the size known to photographers, 4-4. ( $6\frac{1}{2}$  by  $8\frac{1}{2}$  inches), or 14x18 inches.

Photographs for the stereoscope, showing the interior of study and recitation rooms, laboratories, etc, with pupils at work are of special interest.

Photographic representations or drawings of recitation and lecture rooms, libraries, chemical laboratories, apparatus cabinets, assembly halls, rooms for gymnastic exercises, play rooms, clothes rooms, teachers' conference rooms, vestibules, water closets, etc., are of great value.

## CONCISE HISTORIES OF INSTITUTIONS.

As deemed most important of all, because it will be altogether the most lasting and valuable, will be a concise history of each institution. These histories should be upon letter paper, eight by ten inches in size, written upon but one side, and leaving a margin of one inch for binding. It is highly desirable that photographic views of buildings and grounds should accompany these condensed histories. They should be either the 4-4 size, or 14x18 inches.

As to the subject-matter of these summaries, they should show the general facts:

- (1) Name of the academy, college, or university, and its origin and changes, with the reasons therefor.
- (2) Date of organization and incorporation; denominational or other control.
- (3) Location, and the reasons that determined it.
- (4) Brief notices of founders and patrons.
- (5) Description of buildings; extent of college grounds and of other lands and estates.
- (6) General or special objects and original plan of organization, with its subsequent modifications and present status.
- (7) Preliminaries of organization and brief notice of academic or other institutions from which it may have sprung, with dates of their establishment, their changes, etc.
- (8) Summary of special legislation relating to the institution, and of the decisions of courts affecting property or rights, with references to documentary and other authorities, in which these can be studied in detail.
- (9) Relating to our dependence upon state governments, and patronage or grants from state or general government, with dates, amounts received, or other information concerning them.
- (10) Extent and history of local, denominational, or other endowments; their income, investment, and limitations. These may often be most concisely stated in tabular form.
- (11) Number of trustees, visitors, or other controlling officers; their mode of election and tenure or term.
- (12) Organization of the faculty, their mode of election, tenure, powers, etc.

(13) Course and plan of study, with important changes from time to time. Methods of instruction.

(14) Departments of professional or special study, with historical statement of formation and changes.

(15) Libraries, cabinets, laboratories, observatories, apparatus, art-galleries, gymnasiums, and other accessories.

(16) College societies, with facts and statistics, dates of formation, discontinuance, consolidations, and changes. These may often be concisely presented in tabular form.

(17) Financial statements; expenses to students; scholarships; prizes, etc.

(18) Lists of graduates, which will be sufficiently presented in copies of the last general catalogue with supplement added.

(19) Such statements as facts may justify in relation to the work accomplished by the institution, of course, avoiding invidious comparisons with other institutions.

## INSTRUCTION FOR THE BLIND, DEAF-MUTE, ETC.

Schools for the blind, deaf-mute, etc., are requested to exhibit the peculiar features of their instruction, such as—

For the instruction of the blind: Specimens of printing, with the presses by which they were executed; samples of the literature printed; contrivances for aiding in writing, in teaching numbers and geography.

For the deaf and dumb: Graphic illustrations of the mechanism of speech as applied to articulation and lip-reading, and of the application of visible speech to articulation; practicing-mirrors, and books for teaching reading.

## CATALOGUES AND REPORTS.

Full series of college and library catalogues, reports, reports of public schools, and all other publications are earnestly solicited. If full sets cannot be supplied, partial ones should be sent.

## COURSES OF STUDY.

Full courses of study of public schools, colleges, and other institutions of learning are desired, whether in print or manuscript.

## PROGRAMMES OF SCHOOL WORK, METHODS OF CLASSIFICATION AND GRADATION, AND OF SCHOOL MANAGEMENT.

It is hoped that the methods, which are in actual use will be clearly and fully explained, graphic modes of illustration being used whenever applicable.

## RULES AND REGULATIONS FOR THE GOVERNMENT OF TEACHERS AND SCHOOLS.

Under this head will be included all rules and regulations adopted by the board for the government of schools and teachers: lists of textbooks used, etc.

## PHOTOGRAPHS AND SKETCHES OF IOWA EDUCATORS.

It is hoped that a photograph, 4x4 size, accompanied by a brief personal sketch, will be contributed by every prominent Iowa educator. All manuscripts to be 8 by 10 inches, with margin for binding.

## TEXT-BOOKS AND BOOKS OF REFERENCE.

It is expected that all authors and publishers within the state will contribute specimen copies of their productions.

## ASSOCIATIONS.

Reports, transactions, and histories of all educational, scientific and literary societies are solicited for exhibition and preservation for historical purposes.

## EDUCATIONAL PUBLICATIONS.

Complete sets of all educational publications should be exhibited. If parties having incomplete sets, or any numbers, of Iowa educational publications of any date, will forward them to this Department, it will greatly assist in completing sets for exhibition.

## FURNITURE AND FITTINGS.

Iowa manufacturers and inventors are requested to furnish teachers' desks, tables, and chairs; scholars' desks, tables, benches, chairs, and

settees; specimens of such as are in actual use; historical specimens, illustrating progress; accompanied by statements of peculiar features and supposed excellences and advantages of dimensions, respective heights of seat and desk of each size, and relative position of seat and desk as to distance, (prices in detail;) cabinets for specimens of natural history and apparatus; cases for reference and library-books, for portfolios of drawing, etc.; contrivances for the preservation and suspension of maps, window-shades, inside blinds, etc.

## APPARATUS AND APPLIANCES.

These should consist of samples of any kind of apparatus for teaching in the ungraded school, the graded school, the college, or other institution of learning. Contributions of all sorts of educational apparatus and appliances are solicited from every inventor and manufacturer within the state.

## SCHOLARS' WORK.

This is an extremely important division of the educational exhibition, though, with the exception of drawing, it is not showy in its character. It is not an easy task to arrange a satisfactory scheme, nor will it be easy to carry out the best arranged plan. Much must be left to the taste, judgment, invention, and fidelity of teachers. Although the results of instruction belong to the mind, yet they are to a great degree capable of ocular representation, and all written examinations are based upon this presumption, and upon a little reflection it will be perceived that the scope of this division is very large. It comprises every exercise and performance that is susceptible of a graphic representation; all the work of the pen and pencil, and, in addition mechanical constructions and productions, modelings and carvings, whether imitations or original designs.

It is essential that each exhibit should be just what it purports to be, and each collection of papers bound up together, or in any way arranged in a set, and each separate individual paper or production should carry on its face a distinct indication of the facts as to its execution necessary to judge of its merits.

It is obvious that productions, without the indication of the essential facts as to their execution, have little or no value for purposes of comparison, and therefore for the purposes of an instructive exhibition.



It is hardly necessary to attempt an exhaustive enumeration in detail of all descriptions of scholars' work which might be useful for exhibition. The limits of this programme will permit only the most essential suggestions and direction.

The following should be exhibited:

Examples of printing; of Arabic and Roman figures; musical notes; writing; drawing, including map-drawing from memory or from copy; essays; translations; dissertations; examination papers in all the branches taught; models of bridges and other engineering projects and designs; models of building construction; specimens of carving and modeling in clay; samples of productions of any description made by pupils as contemplated by the law relating to industrial expositions.

With the exception of examples of writing, all manuscript should be 8 by 10 inches, written upon but one side, leaving a margin of one inch for binding.

Three sizes of paper have been adopted for drawing, viz.:  $7\frac{1}{2} \times 10$ ,  $9\frac{1}{2} \times 12$ , and  $14 \times 18$  inches. Either of these sizes may be used, as the subject requires. A margin of two inches should be left on each side.

Every specimen should be accompanied with a statement, showing the name and age of the pupil; the school, grade, and class; the time occupied in its preparation; whether from copy; with or without assistance; and any other particulars having a bearing upon an estimate of its merits.

These statements (see class 2, Special Products) and certificates referred to in rule 6, under the head: "Examination Manuscripts," should in all cases be forwarded with the production to the Department of Public Instruction.

#### RULES FOR THE PREPARATION OF SCHOLARS' WORK.

At the request of Hon. John Eaton, United States Commissioner of Education, a committee of the Superintendents' Section of the National Educational Association was appointed at its last meeting to draft rules to govern the preparation and exhibition of pupils' and students' work at the Centennial Exposition.

This committee prepared the following rules, which have been approved and adopted by Gen. Eaton.

#### CLASSIFICATION.

All material which may be offered for exhibition will be classified as follows:

I. Examination manuscripts prepared according to prescribed rules.

II. Special work for the preparation of which no rules are prescribed.

III. Material arranged and presented to illustrate systems of instruction.

On account of peculiarities of organization or administration, it may be difficult for an institution, or the public schools of a town or city, to exhibit in some one of the classes above named, while in another, it might be able to make a display which would be creditable to itself, and to the whole country. It is therefore, left to managers of schools and school systems of every grade to exhibit in any class or classes they may elect.

Class I affords an opportunity for the public schools of towns and cities and separate institutions of learning of every grade to compare their own work with the work of others, performed under like conditions.

Class II provides for the exhibition of any thing that may be looked upon as of value in the line of educational products. Here no limit is prescribed in time or other conditions of preparation. As a condition of exhibition, however, it is required that the circumstances of the preparation be fully stated.

Class III opens the door for the exhibition of such products of the school room as will serve to illustrate the working of a course of study or a system of instruction. In this class the smallest district school or private institution may have an opportunity to exhibit its plans and ways of working. Here a principal of a single school, or one subordinate teacher in a large unorganized mass of schools may submit illustrations of a plan or process of instruction, methods of recitation, etc., in one or more branches of study, though the number of pupils he represents may be comparatively insignificant.

*No contribution will be received in either of the three classes for purposes of competition.*

## GENERAL RULES.

1. No article shall be exhibited unless the class to which it belongs be stamped or otherwise plainly marked on the article itself or on the cover containing it.

2. It is recommended that all manuscript work, especially in class I, be written on letter paper eight by ten inches in size.

3. The questions to be answered should be written directly above each answer in all manuscripts in arithmetic, and in all other subjects the same course should be pursued, or the answers should be so framed that the question is plainly indicated. The latter is the better plan.

## CLASS I.—EXAMINATION MANUSCRIPTS.

RULE 1. *Who may be examined.*—No one but *bona fide* pupils of the school and of the particular grade of schools purporting to be represented shall be permitted to contribute any thing for exhibition in class I.

RULE 2. *Time of examination.*—All manuscripts to be exhibited in this class shall be prepared from the first to the fifteenth of February. Not more than four hours shall be allowed for the writing of a paper on any one branch of study, which time shall include the entire work from the time the questions are placed before the pupil to the completion of the copy submitted.

RULE 3. *The ground of examination.*—The ground or limit of the examination shall be the work done within the current school year up to the time of the examination and work preliminary thereto, according to the course of study of the institutions or schools preparing the work, which course of study shall accompany all manuscripts sent for exhibition.

RULE 4. *Questions by whom prepared and precautions to be observed.*—The questions for examination shall be prepared by the Superintendent of schools, or some other person not engaged in the instruction of the class or classes under examination, and the utmost care shall be taken that no information in regard to the nature or topics of the questions be circulated among the pupils, and that no intimation of the ground of examination, except as in Rule 3, be given to the teachers or the classes to be examined, previous to the time of examination.

RULE 5. *Manuscripts to be exhibited.*—All schools, colleges, technical schools, special schools, and school systems of towns and cities exhibiting in Class I, may be represented, first, by papers prepared as above from one entire class of each grade in which pen and ink are used in writing; and second, by not less than one paper in ten selected from all the other manuscripts prepared in the examination.

NOTE.—It is to be understood that when any grade of pupils, fifth year grade for example, is examined, all the pupils in that grade throughout the entire town or city system shall be examined, and that thereafter the manuscripts of some one entire class of that grade are to be taken for exhibition, and also one-tenth of all the other manuscripts of that grade; and further, that the exhibition of manuscripts of entire classes and selected manuscripts shall be specially subject to the following rule.

RULE 6. *Title page and declaration of chief officers.*—A title page, after model (a) for the papers of entire classes, or after model (b) for selected papers, shall be inserted in every volume, collection, or set of manuscripts designed for exhibition in Class I; and no papers shall be admitted for exhibition in this class unless accompanied by a declaration from the principal executive officer of the school or other institution of learning thereby represented, that said papers were executed in accordance with the above rules and Rule 7 as below:

NOTE.—The course of study in some towns and cities is divided into eight grades, to correspond approximately with the average time taken for completing the course assigned to primary and grammar schools. In such cases it will be easy to fill this blank, but when the number of grades does not correspond with the average number of years thus required, it is desirable that the blank be so filled as to show approximately what year of the course is represented by the manuscripts.

In the title page (marked a), it might be well to insert the name of the teacher of the class under the words "One entire class represented."

RULE 7. *Headings of manuscripts and declarations of students or pupils.*—Every manuscript of every pupil or student should be headed in the pupil's own handwriting, with his name, age, grade or class, the name of the school or institution of which his class is a part, and the date of the examination, and at the foot of the last page it should contain, also in the pupil's own handwriting, a minute of the time taken for the writing of the paper, which must include the whole time elapsing from the putting of the questions before the pupil to the handing in of the copy exhibited. On the completion and handing in of any manuscript or specimen for exhibition under Class I, the student or pupil should make the following declaration on a separate slip of paper over his own signature, viz:

"This accompanying manuscript was written by myself without aid from any source."

The manuscript of every class should be accompanied by a written declaration by the teacher, or from the one who had charge of the pupils of the class at the time of the examination, that the entire work of the class was done under his own eye, and that all the regulations were observed as herein prescribed. These certificates, written on separate sheets of paper, shall be sent to the superintendent or other officer having the direction of the examination. They need not, however, be sent to the Exposition. (See Rule 6.)

#### CLASS II.—SPECIAL PRODUCTS.

Bound volumes or portfolios of examination papers prepared at any previous time in regular examinations and without reference to the Centennial or any other "Exposition." An exact statement of what it purports to be should accompany each collection of this class. Such statement should set forth whether the collection is from an entire class, or whether the papers are selected, and if selected, what part of an entire grade is represented; also the time occupied in the examination, the rules under which it was conducted, and all such other information as may be necessary to enable any one to judge of the merit of the exhibition. In Class II may be included also any work of students or pupils connected with or incident to school work, such as collections of insects, plants, shells, etc., etc., collected and arranged by pupils or graduates of schools, colleges, or other institutions of learning; specimens of manual skill in the construction of models of any sort prepared for the illustration of school studies; drawing and specimens of penmanship of special merit; in short anything which may be fairly exhibited as results of school instruction or training. Every production in this class should be accompanied by a statement of the age, sex, and class of the pupil, the time occupied in producing the article, whether it was made with or without assistance of professors or teachers, and of all the circumstances which should enter into an estimate of its educational value or bearing.

It is not necessary that students or pupils contributing to this class be members of the schools represented during the current year. All that is required is, that they have been *bona fide* members of the school represented, and that the work exhibited be directly traceable as the result of school instruction.

#### CLASS III.—MATERIAL ILLUSTRATING SYSTEMS OF INSTRUCTION.

Specimens of examination papers, exercises in review, regular lessons, or class exercises of any nature which may be adapted to exhibit

and illustrate the course and method pursued in any line of study or instruction, from the commencement to the end thereof, in any public, private, or corporate institution or system of institutions of learning. The value of any exhibition in this class will not depend so much upon the excellence of the specimens submitted as upon the clearness with which they may show in outline and in detail the plans and processes of instruction pursued. The specimens should be few, and it is quite indispensable that they be accompanied by written or printed explanations, as the case may seem to demand. More will depend in this department than in any other upon the judgment, invention, and taste of teachers and school officers; more, indeed, than upon the skill with which the schemes may be carried out in practice. Exhibitions in this class may also consist of proposed schemes or syllabuses of instruction in any department of literature, science, or art, without accompanying specimens from pupils, if from the nature of the case illustration be impracticable. If, however, any scheme is submitted as one which has been adopted in any institution or system of schools, it is not to be accepted as such unless it be explicitly stated by the highest executive officer of such institution or system, that it has been as regularly and systematically carried out in practice as any other work required in the school or schools under his or her care.

#### DRAWING AND PENMANSHIP.

All exhibitions in Drawing and Penmanship shall be stamped or otherwise plainly marked as entered for exhibition in Class I, II, or III, as the case may be, and the preparation and display of the same shall be governed by all the rules for the respective classes, and in addition thereto by the following:

#### SPECIAL RULES FOR PENMANSHIP.

Specimens in Penmanship shall be written on paper of the ordinary size of the writing books commonly used in the schools, and shall consist of not less than eight or ten lines of poetry or prose, the selection to be announced only at the time of writing. (See Rule 3.) No written copy shall be permitted either on black-board or elsewhere in sight of the pupil at the time of writing. Not more than two hours shall be given to the writing of such a specimen after the matter to be written is placed before the pupil.

## SPECIAL RULES FOR LABELING DRAWINGS.

The labels are the italicized words, and they are to be used to designate drawings according to the explanations annexed.

In the drawing of problems, the thing required shall be written out in the pupil's own handwriting on the same sheet and side of the sheet with the drawing.

## FROM FLAT COPY.

*Free Hand.*—Drawings from flat copy without the use of a rule, straight-edge, or measure of any kind at any step of the work.

*Semi-Free Hand, Case 1.*—Drawings from flat copies in which the construction lines were made with a rule, or points were located by the aid of rule or measure.

*Case 2.*—Drawings made on paper having construction lines or points either made in or pointed on the paper.

*Instrumental.*—Drawings of machines, geometrical or architectural problems, or any kind of drawings made from flat copy, and in which the usual mechanical appliances have been made use of.

## FROM DICTATION.

*Free hand.*—Drawings made entirely free hand, line by line, or part by part, at dictation of the teacher, no rule or measure of any kind being allowed.

*Semi-Free Hand.*—Drawings in which distances were measured, or construction points were located, but otherwise free hand.

*Instrumental.*—Drawings in which the rule and measure were freely used.

## MEMORY.

*Free Hand.*—Drawings made entirely free hand.

*Semi-Free Hand.*—Drawings in which construction lines only were made, or construction points were located with the rule or by measure.

*Instrumental.*—Drawings from memory with the free use of mechanical aids.

## MECHANICAL.

*The Solution of Problems.*—Whether geometrical, in mechanical contrivance or architectural arrangement, either from the object or to satisfy given conditions or dimensions, or both, wrought out by the

pupils, in the execution of which the usual mathematical principles and mechanical appliances are made use of.

## OBJECT DRAWING.

From the object without the use of vanishing points, horizon lines, or projections.

From objects in alto-relief, as above.

From objects in demi-relief.

From objects in bas-relief.

## OBJECT DRAWING FROM DICTATION.

The teacher stating the position in which the object is supposed to be, the pupil makes the drawing without seeing the object.

## PERSPECTIVE.

Drawings of problems made by mathematical perspective.

Drawings from the object with the use of mathematical perspective.

Drawings made with the use of elementary perspective, either as the solution of a problem or from the object.

*DESIGNS.*—(*Free Hand, Semi-free Hand, or Instrumental, as the case may be.*)

*Entirely Original.*—Designs made from natural objects, in which the particular natural objects from which they are taken are manifest.

*Original Combinations.*—Designs made up of elements taken from other designs and recombined, making new arrangements.

*Original with Given Elements.*—Designs in which given elements are combined, the plan and arrangements being the pupil's.

*Elements and Arrangements Given.*—Designs in which the elements and arrangement of the elements by the teacher.

[a]

(Name of Institution or School System.)

(Location.)

## MANUSCRIPTS OF EXAMINATION OF

(Insert here the grade or grades of the class or classes examined.)

BEING THE.....YEAR OF THE COURSE IN

(Insert here the subjects of the examination.)

HELD

(Insert here the date of examination.)

ONE ENTIRE CLASS REPRESENTED.

The class has pursued this study.....

Whole number of pupils in the grade,.....; average age,.....

Whole number of pupils in the class represented,.....; average age,.....

Per cent. of whole number represented,.....; whole number of pupils in all  
the schools,.....

[b]

(Name of Institution or School System.)

(Location.)

## MANUSCRIPTS OF EXAMINATION OF

(Insert here the grade or grades of the class or classes examined.)

BEING THE.....YEAR OF THE COURSE IN

(Insert here the subjects of the examination.)

HELD

(Insert here the date of examination.)

SELECTED PAPERS.

The class has pursued this study .....

Whole number of pupils in the grade .....; average age .....

Number of pupils represented by the selections .....; average age .....

Per cent. of whole number represented .....; whole number of pupils in all  
the schools .....