Iowa state teachers assn.
Proc -

PROCEEDINGS

OF THE

STATE TEACHERS' ASSOCIATION

OF IOWA,

AT ITS ANNUAL MEETING,

HELD AT GRINNELL,

DECEMBER 26, 27, AND 28, 1876.

DAVENPORT:
GAZETTE COMPANY, STEAM PRINTERS.
1877.

OFFICERS FOR 1876.

PRESIDENT.

C. P. ROGERS, of Marshalltown.

VICE-PRESIDENTS.

CARL W. VON COELLN, of Waterloo.
HENRY SABIN, of Clinton.
Prof. S. J. BUCK, of Grinnell.
W. J. SHOUP, of Dubuque.
J. A. SMITH, of Burlington.

RECORDING SECRETARY.

W. H. PRATT, of Davenport.

CORRESPONDING SECRETARY.

Prof. S. CALVIN, Iowa City.

TREASURER.

D. W. LEWIS, Washington.

EXECUTIVE COMMITTEE.

Prof. A. N. CURRIER, of Iowa City.
A. ARMSTRONG, of Council Bluffs.
J. W. McCLELLAN, of Marion.

PROCEEDINGS.

FIRST DAY.

GRINNELL, December 26th, 1876.

The Iowa State Teachers' Association convened in the Congregational Church, pursuant to published notice.

At 4 P. M. the President, C. P. ROGERS, called the meeting to order, and announced the Committee on Enrollment, consisting of Supt. J. K. PICKETT, of Sigourney, Miss M. H. PROCTOR, of Grinnell, Miss MATTIE L. JACKSON, of Davenport.

While the Committee were proceeding with the enrollment, Prof. CURRIER, Chairman of the Executive Committee, presented the report of the Committee, in the form of a printed programme of exercises.

On motion of Prof. FELLOWS it was voted to adopt said programme, subject to any modifications which the Committee might find necessary or desirable.

On motion, it was voted that a committee of three on situations for teachers be appointed, and the President appointed Messrs. H. H. SEERLY, of Oskaloosa; A. C. Ross, of Tipton; J. VALENTINE, Mason City.

At the request of the President, Prof. T. S. PARVIN made some remarks upon the progress in the educational interests of Iowa, as shown by the exhibit at the Centennial Exposition, and by the annually increasing attendance at meetings of this Association, and other gatherings in the interests of public education.

On counting it was found that the Enrollment Committee had taken seventy names.

Prof. FELLOWS moved that the hour of evening meeting be fixed at 7 o'clock. Carried, and the Association adjourned.

Evening Session.

7 P. M.—The President called to order, and the session was commenced with opening exercises, conducted by Prof. FELLOWS, after which the Association listened to a song by Prof. KIMBALL, WALKER BROTHERS, and Messrs. HERRICK and EATON.

Rev. Dr. MAGOUN, President of Iowa College, invited the members to a reception at his house at the close of the evening's exercises.

The President then delivered his inaugural address, which was listened to with much interest.

PRESIDENT'S INAUGURAL ADDRESS.

LADIES AND GENTLEMEN OF THE ASSOCIATION:

The year just closing has been one of deep interest to us as a nation. The world has been paying homage to the youngest of the Republics. The fruits of a century of free thought and untrammeled industry were placed on exhibition, and the nations of the earth invited to witness the display. The labor of all classes was placed under contribution, and all took just pride in the exhibit made. There was the engineer pointing with honest satisfaction to the great Corliss; the artist ecstatic over the Yosemite on canvass; the merchant displaying a wonderful ingenuity in the arrangement of rich and costly fabrics; the miner contemplating with delight the shining specimens of the exhaustless mineral wealth of our country; the agriculturist rejoicing in the fertility of the soil of the western prairies; the schoolmaster apparently deeply absorbed in the examination of a few diagrams and manuscripts.

The *comparison* of educational systems is a matter of interest, but the *results* of educational systems are matters of far deeper interest. That teacher, imbued with a true sense of the responsibilities of his profession, sought for the results of educational systems in the products of mechanical industry and artistic skill. As a citizen, the teacher rejoices in the Centennial festivities; as the parent of mind, he views with the most intense interest the vast display of industrial energy brought together at this comparison of the work of the world.

The gates of the Exposition have closed, our guests have departed, the schoolmaster is at his desk, and it remains for us to gather the lessons of the year. We must confess to having entered upon the year with a feeling of pride in our achievements—mechanical, professional, literary and artistic. We have no reason to be ashamed of our machinery; it would be well to let our literary and artistic products ripen a little longer in the atmosphere of culture, while if there were evidences that the schoolmaster was abroad in the land, it was as a politician rather than as a statesman.

Professionally, the year has been characterized by a spirit of criticism. The many excellences of foreign systems have induced unfavorable comparisons. We have passed from a condition of self complacency to one of self accusation. We are now trying to blame each other with the many supposed errors in our system of education. Let us have no hesitation in eradicating error, wherever found, but let us be careful that no truth is destroyed with it. The features in the foreign systems of instruction which have impressed us so favorably, should be examined in the light of conditions existing here.

Notwithstanding this spirit, which is destructive rather than constructive, there is cause for congratulation when we look over our system of public instruction. Great and good results have been produced by our public schools; the masses are being educated in these, the people's colleges. Revolutions in public sentiment, whose results are seen in every department of human science, art, and industry, are

now inaugurated in the school-room. We take just pride in the progress of education during the past century. But a more important duty than reviewing the past now lies before us. What will the future be? What will be the achievements of the century just opening? Shall we be equally proud of the record to be written on its pages? Will it be characterized by a spirit of progress? Will the leaders of the future in school, church, and State, be guided by principle, and actuated by pure and honest motives? Will the press of the future be lifted into an atmosphere of purity, or will it continue to pander to the lowest passions of party strife? These are questions with the answering of which the schoolmaster has much to do. Teachers of Iowa, what shall be your record?

We have no time to waste in congratulatory or laudatory addresses, in magnifying the office of the teacher or in reviewing the great responsibilities of the profession. We have accomplished too little to say, "Behold what we have done," and I assume that every one *does* magnify his office and *does* feel the responsibility of his calling.

This is a time for *work*. The topics selected for your consideration have a practical bearing, and are of direct and immediate importance. It is in no spirit of fault-finding, but with a view of securing improvement that a few points of a negative character are first presented.

1. There is a manifest lack of *thoroughness* of instruction in the common branches. I would not add to the list of grumblers, who think that in the good old times of our forefathers everything was done better than at present; but, is there not ground for the assertion when grammar school pupils are unable to tell a receipt from a draft, cannot read an article in the daily paper intelligently, nor write a business letter with correct orthography, nor add a column of figures rapidly and accurately; when the graduates of high schools cannot write a respectable essay, and fail in an examination in arithmetic, geography, and English grammar, though nothing but essential elementary principles be called for. It would seem that if these branches had been once thoroughly mastered, they ought to become a permanent possession. Are not the pupils in our graded schools kept long enough in the common branches? Do they not spend time enough on arithmetic and English grammar? Are the duller majority dragged through these branches by the brighter minority? Our schools profess to give thorough instruction in these branches, but the trouble is, they make loud pretensions of doing a great deal more. In attempting to do the latter they fail in the former and far more important part of their work. We can reasonably expect of our public schools that they teach their pupils correct spelling, fair writing, and, at least, a fair knowledge of how to use our own language. It is gratifying to observe that object lessons and the so-called oral instruction are receiving less attention than formerly.

Dr. Harris, in the National Association at Baltimore, struck the key note to the great movement that has just begun as a reaction, when he said that reading, writing and arithmetic must form the essential

elements in every course of study. A partial explanation of the poor qualifications of graduates of many so-called high schools, is found in the prevalent disposition among principals and superintendents to make a display every year for the purpose of flattering the public into a belief that something wonderful has been accomplished. "We must have a graduating class for its influence on the public," is a declaration frequently made to the teacher in the high school.

In an able address a few years since by one of your own number upon the dangers of the graded school, the tendencies of the graded system were clearly pointed out. The warning was timely, but we have failed to preserve the graded system from that just criticism which has served as the rallying ground for many opponents of the public school.

2. The individuality of teacher and pupil alike has been ignored. Our work of systematizing school labor has gone so far that the office of teacher has been reduced to that of an operative. Courses of study are arranged, a given amount of work for the term or year is required, neither more nor less, methods are prescribed until the class-room teacher is made to feel that her own judgment and experience are of no service in carrying out the will of another. Indeed, the candidate for a position in our graded schools is now careful to send with her application a certificate that she is willing to carry out all of the plans of the Superintendent. That element which ought to be the strongest in the character of the teacher, is sacrificed to a false idea of method. Better make a few blunders in doing original work, than present the finest imitation without any soul in it. Methods ought to grow out of an intelligent interpretation of the underlying principles of instruction, taking nature as the guide. Instruction and not dictation should develop such an interpretation. The tyranny of the superintendent, and the obsequiousness of the teacher are but logical complements.

3. The ignoring of the individuality of the pupil is cause for still more serious apprehension. Upon the adoption of the graded system there came a company of educated imitators, capable of running a machine, but not capable of managing a system which has for its material that variable and peculiar element, human nature. We cannot deny the fact that in our common school system there is a tendency to elevate the mechanical part, and that in our efforts to bring up a nicely fitted mechanical arrangement, we occasionally lose sight of the real thing to be accomplished, and rob ourselves of the highest kind of educational forces. If the intellectual or moral uplifting of society is to be delegated to any system or organization, such system will meet with the just condemnation of the spirit of the age, unless it places the individual above the system. Individual development is the product of that religion whose founder passed by institutions and systems, and sought the reformation of mankind in the reformation of the individual. The mightiest force in the education of the young is human character, personal character in the teacher; and we want

our schools conducted in such a way as to give the fullest opportunity for this influence to be felt by the individual pupil.

We proceed now to mention some matters whose consideration is urged upon the Association.

1. We need a more complete union of the educational forces of the State. This idea has been hinted at once before, but at no time has the importance of such a union been so apparent as at the present. In union alone there is strength. If we would accomplish anything through the Legislature we must be united. If the teachers of the State would create a sentiment that will sustain aggressive action, their representatives must be found in every community, ready to bear a hand in urging forward the educational car. We can ill afford to scatter our forces, for the teacher is naturally inclined to withdraw from those channels in which governmental machinery is moulded. That there is sufficient interest is evidenced by the several organizations of an educational character now existing in the State. Our interests are one. It would seem desirable to have the various organizations represented in one body, by regularly appointed delegates, and it does not seem that the various organizations, with meetings at different times and places throughout the year, can do as much service as a union body holding a session long enough to give full consideration to all matters coming before it. In short, we recommend a State Educational Congress, to be held sometime during the summer season, to the support of which all educational organizations should contribute. A most important element would be representation from county associations and school boards of independent and township districts. Then, whether we came from the common school, the high school, the academy, the college, or the university, we should labor together in that spirit that is content only with the harmonious progress of the educational work, and that cheerfully accords to others that charity that "thinketh no evil."

2. It is to be hoped that the pending discussion concerning the unification of the school system will be carried through to a successful termination at an early date. It is the firm belief of the great majority of teachers in Iowa that a more complete unification of our school system is both desirable and possible, but when we are told by those high in position that such unification is impracticable, we lose our hold upon what we have, and the pernicious influences, disintegrating elements begin to appear. What is the limitation of the common school course? what are the extent and scope of high school instruction? what is the initial line of collegiate work? are questions not yet satisfactorily answered.

Indeed a more important question than any or all of these thrusts itself upon us even now. Has secondary instruction, as now carried on, received any legitimate recognition in our public school polity? From the platform of secondary instruction must come the great majority of those who will be called upon to administer in State and national affairs, who will become educators of public opinion, from

the platform, pulpit, and through the press, and who in turn must give direction to the very instrumentalities which conferred upon themselves influence and responsibility. Can provision for so important a department of a school system be left to private beneficence? Can it be left to the uncertain influence or illy sustained authority of the local principal or superintendent? Let the friends of the High School utter no uncertain voice at this time. While upon the subject of unification, why should not the discussion strike deeper than heretofore? Why avoid discussion of radical changes for fear of losing what little good we now have? It is a confession of weakness of which we ought to be ashamed. The most complete unification of our school system will be effected when in its organization there is combined the greatest strength and the greatest simplicity. In no one thing was the wisdom of the last General Assembly so apparent as in the act providing for the cutting out of an excrescence upon our school system, which, in the shape of special districts, was fast introducing disorder and confusion. But we are still left in doubt whether this wise action was designed or accidental, when we find the sub-district remaining and the integrity of the township district impaired. All special districts, whether as sub-district or township district, being made independent, form a discordant and disorganizing element, *thrust* into the common school system. Ten thousand workmen under the direction of 20,000 officers is the anomaly which our school system presents to-day. No where else would such a bar to unity of action be tolerated. It is true this army of officials draws no money from the public treasury; but this adds strength to the objection, for it is more difficult to hold them responsibible for active, interested service. Let the State be divided for school purposes into township districts and city districts. Let the administration of the two be the same, the board of directors the same in number, term of office, power and authority. Let local schools be classified as to grade, into common school and high school, the minimum course of instruction for each being exactly defined. Then let any district establish any grade of school that the electors may determine. This plan simply does for the country district what has been done for the city district, gives the patron the right to say what school privileges shall be brought to his door, simplifies the present cumbrous and entangling, clashing machinery of country school management, and abolishes the pernicious and obsolete sub-district system and the necessity for a vast army of officers, whose officiousness is often mistaken for an intelligent interest in school management. A high school of low grade might be established in every township or district of three or four townships, or a county high school could be made a reality under the management of a County Board of Education, consisting of the presidents of the township boards.

I have now endeavored to prepare the way for the enunciation of sentiments heretical. I trust I shall not be read out of the profession until a committee of investigation shall have had time to make a complete report.

3. *Supervision.*—I would abolish the office of County Superintendent, root and branch. No other office charged with such responsibility is accomplishing so little real service. No other office permits such unwise and injudicious expenditure of labor. The grave responsibilities of such an office indicate the propriety of carefully guarding admission to it, but we find no guards, no specified qualifications are necessary. No other office has so little authority commensurate with the imposed responsibility. It is generally true that the less efficient the officer, the more popular he is, while the reverse is most emphatically true, that the more efficient the officer, the more bitter the opposition against him. If the duties of this office are clerical, why not attach it to that of the auditor. If judicial, why should one poor mortal be compelled to sit in judgment on the technical weaknesses of his fellow mortals every day in the year? If supervisory, why in the name of common sense are not time and opportunity given so that supervision will be something more than nominal? In advocating the abolition of the office I do not ignore the value of supervision. I would abolish the office in order to get supervision. It is unnecessary to go into an argument to show the importance of supervision. Its value is recognized in every department of human labor, and the extent to which careful supervision is maintained is regarded as the measure of success. Its value in the management of city schools has long been conceded. Why is it of any less value in the management of country schools? The outline of school organization previously suggested provides opportunity for more thorough supervision than is possible under the present system.

Let the presidents of the several township boards constitute a county board of education, clothed with power to legislate for the welfare of the county schools. This board should have power to *appoint* a superintendent and to fix his salary. This would make county supervision a matter of employment, and would recognize the right of patrons living in the country to have as well organized and thoroughly-managed schools as the city folks. A most important object to be gained by this plan would be the removal of the office from the sphere of partizan influence. Each county or supervisor's district would select its superintendent outside the limits of its territory, if need be, anywhere that might be found the person best qualified for the work. Such superintendent should be required to hold a certificate of a high grade, such as could be issued by State authority alone, and, of course, valid in any part of the State. The duties of this district superintendent would be similar to those of the superintendent of city districts, though more exactly defined. Such power should be given him that uniformity might be secured in all things essential to the welfare of the schools.

4. *Licensing Teachers.*—We need a reform in the manner of licensing the teacher. The welfare of the schools, the peace and quiet of a suffering officer, and the dignity of the profession alike demand it. The standard of qualification for admission to the responsible office of

teacher is at present far from being uniform; it varies as do the individual tastes, judgment and previous education of ninety-nine officers chosen through political considerations. There is no other profession whose members are subjected to the indignity of annual examinations by an officer possessing no required qualifications, and in many cases with no legal qualifications other than those conferred by the votes of a political party. No other profession has sunk so low in the estimation of our law makers that its members are required to practice three or six months on probation. The effort to establish a State Board of Examiners, inaugurated by this Association one year ago, met with considerable favor and might have been placed upon the statute book, if the poverty of the State of Iowa had not compelled the last General Assembly to shorten its session. It needs continual agitation until the object is accomplished. But the establishment of a State Board of Examiners will but half do the work. We need a county board of examiners. This county board should consist of the County Superintendent and two other persons chosen by the educational board of the county or appointed by the judiciary. The responsibility of licensing teachers is better discharged by a board than by an individual. There is less likelihood that rejected candidates will labor to create sentiment prejudicial to the examiner. The county board should act under the direction of the State Department, holding regular sessions quarterly, and using questions prepared under the direction of the State Board. This board should have power to grant certificates for different lengths of time, none, however, for less than one year. Evidence of successful teaching should entitle to renewal, while a given number of years of successful work in the school-room should secure a certificate of a higher rank in the same grade of schools. Certificates granted in one county should be honored by the board of any other county in the State. The great object to be gained is to so vest the power of granting certificates that neither entreaties nor threats, personal nor political considerations will avail anything, and that successful experience receive the recognition accorded to it in all other departments of human labor.

5. *Tenure of Office.*—Much has been said lately about reform in the teaching service, so as to secure to the teacher greater permanence of position. This seems to have been prompted more by the possibility of worthy teachers failing to retain their places than by what actually occurs in the history of the schools. Whatever you may think best to recommend in regard to this, it certainly will be unwise to favor any policy that has the appearance of a desire to shield incompetency. When so large a per cent. of the teachers of the State hold only second and third grade certificates, their work must and ought to be regarded as experimental. Our schools suffer greatly from frequent changes, but the changes that affect the schools unfavorably are usually voluntary, while those made in the interests of the schools are compelled. A poor teacher never resigns, and a good teacher certainly wants the privilege of doing so at times. Claim to permanency of position can be

urged by those workmen only whose standard of work is high. Barnacles must not be permitted to cling to the educational ship. Competent and efficient service, according to the judgment of intelligent supervisors, ought to be a basis of employment acceptable to both employer and employee. The standard of admission to the teacher's profession is too low, and the methods of passing judgment upon the work done too partizan and inefficient to employ teachers during good behavior. The welfare of the schools and the character of the profession demand the continuation of the periodical employment of teachers. But give teachers an opportunity of engaging for a period of time equal to that of past successful experience.

6. I have now presented what seem to me to be the most important topics demanding the attention of this Association. Other topics, no doubt, will meet with careful consideration. Normal instruction, as cared for in the State Institute, the State Normal School, the County Institute, and Normal Departments of High Schools and Colleges, is a subject of too vital importance to be ignored.

Whatever educational superstructure you may be instrumental in rearing, its ultimate success must rest on the foundation of individual integrity.

This was succeeded by a paper by Prof. J. B. YOUNG, Principal of Davenport High School. Subject—"Responsibility of the School for the Personal Development and Culture of its Pupils," eliciting close attention and marked signs of approval.

RESPONSIBILITY OF THE SCHOOL FOR THE PERSONAL DEVELOPMENT AND CULTURE OF ITS PUPILS.—BY J. B. YOUNG.

All intelligent human conduct is burdened with responsibility. It underlies all civil enactments, permeates all our social relations, and is entwined with all our duties. It is the most obtrusive conviction of conscience, the most solemn fact of all our lives. We would not be released from it, if we could, for it is the source of the holiest restraints, the spring of the noblest actions, and lays upon us commands, in the keeping of which there is great reward. No station or relation in life is free from it. It attaches itself to every profession, every calling, every avocation. Whether we are dealing with matter or mind, working with the hand or the head, tilling the soil or reading the story of the rocks, building a fire or developing the theory of heat, commanding a child or legislating for a nation, every act has its responsibility. But there is no work in which our responsibility assumes the transcending significance that it does in the training of youth. If in our ordinary intercourse it is great, here it is intensely magnified. If in our common walks and avocations it is fearful, here it is enough to make angels tremble; for here we are forming character, moulding society, shaping states and nations, and, it may be, determining immortal destiny. Clearly, the greater share of responsibility in the right training of youth rests with parents. They are the

moral and legal guardians of children during the most plastic period of their lives. They can make of the child almost anything they desire. It is true there is something in native cast of mind, but the young twig is easily bent. In the home, especially, is developed the moral character. It is here that subordination to wholesome restraint, and respect for authority and law are inculcated. It is here that love of the true and right is engendered ; here, if anywhere, that the affections receive their culture, that amiable dispositions are developed, that the mind and body are established in healthful habits, and all those faculties and qualities nurtured which enter into the structure of a worthy character. From our American homes go out into American life American boys and girls. They bear the stamp of these homes with them, and it is only as these homes are what they should be, that our youth will go forth equipped with the panoply of true manhood, prepared to adorn American life and honor American institutions.

But it is to be feared that right parental authority and counsel, and true home culture are waning somewhat in our land.

Some one has pithily said, there is as much family government as ever, but it has changed hands. The children govern the parents instead of the parents the children. It has not been unusual in our experience to have parents acknowledge to us that they could not control their children, and beg that we would do all possible for them in advice and restraint. How sad a confession is this of unwise and injudicious home training. I counsel no stiffness of family etiquette, no sternness of family discipline, but the child should learn among the first things that the parent's will is supreme, and that it must yield implicit obedience to all reasonable requirements. It is from unwisely ordered homes that arises most of the perplexities and difficulties in school management. Hence is the source of disrespectfulness, disobedience, stubbornness, indocility. Of this every teacher of experience is well aware.

But if waywardness in school conduct were all, the harm would be slight. When we think of ruined characters and wasted lives, the harm is augmented beyond comparison. But independent of parental duties and responsibilities, the school has its own well defined and clearly appointed work, not self-assumed, but entrusted and imposed by the community, the State, and the highest moral obligation, for the faithful doing of which it is justly held accountable.

As far as time will permit, let us inquire briefly what that work is, and next how it is to be accomplished.

First, then, what is the end we seek to reach, the product we desire to attain in all our methods of educational handling ; this, namely : a complete, well-developed and thoroughly furnished manhood, whole and complete in all the equipment of a ripe, physical, intellectual and moral integrity, with each original gift honored by judicious recognition and culture, with each faculty evoked and sharpened, each power trained and disciplined to prompt executive energy ; a

manhood thus strong in the completeness of a rounded strength, that on all sides meets and matches every manly claim, master of itself, of all that it has in original endowment, of all that it has won by liberal culture, and therefore master of the work that is given it to do among men; such a manhood brought into spiritual fealty to goodness and truth, loyal to duty and the right, and directed in all its energies to the noblest ends, should be the grand ultimate aim of all education. This is that beautiful and priceless thing, that precious and peerless fruit which we covet, the pride and crown of all our schemes of training, the top and round of our desire. Every system of education, every scheme of culture, not recognizing this high purpose, this grand resolve, has no proper conception of the nature and scope of the work in hand. Our aim, then, is a broad and ample development of the whole being, in the fullness of all attainable strength, in a valid and balanced proportion of all its powers, and, above all, that this accumulated and perfected force shall be in conscious allegiance to the true and the right, in harmony with the highest and best interests of humanity, obedient to the demands of love and law, of charity and duty.

Such a product is composite, and involves, as its essential constituents, these three capital aims: Development, Discipline, Direction. These three purposes seem to complete the educational circle, to fill the round of responsibility, and must be embraced in every scheme of culture, which has for its end the ripe product of well-equipped and ennobled manhood. The first purpose, then, we aim to compass by carefully devised courses of study, selected, as far as may be, by insight of the needs of mind, and suited to clasp and ply it on all sides, educing and unfolding each faculty and capacity in its order, and to its utmost limit. Thus largely, by linguistic drill, by mathematical training, by scientific investigation, by metaphysical disquisition, we reach in turn every power of the mind, and train it to every style of intellectual effort. Little more than an introduction and some experimental essays in these vast fields can be attempted within the limits allowed; but this is much, for it is a training in each mode, a discipline in every direction. If it does not explore widely and exhaustively, it at least gives the alphabet of knowledge and teaches how to use it. It is, for all future work, what the drill of the camp is to the tug of battle. The question has often been earnestly discussed, whether it shall be held the chief object of education to develop skilled power, and discipline it for future use, or whether the acquisition of knowledge shall be the foremost aim. The solution which seems most to accord with reason and right sense is that, as far as possible, our schemes of study and modes of training shall combine these objects; that such lines of thought and such fields of research shall be chosen as shall, along with the best development, afford also the most abundant and precious fruit of knowledge. And this intent, in fact, characterizes our educational plan and purposes. Moreover, in the handling of mind in these different departments, great care and wise

tue and right, to establish them in a proper attitude and habit in relation to moral good and evil, to inspire unselfish devotion to law and country, and to unfold and stimulate into aggressive and telling activity all that is best and holiest in our being. It has been said that the teachers hold the destiny of our country in their hands; and, verily, here is opportunity as ample and abounding in deep significance as the country itself, for the most consecrated endeavors in inculcating allegiance to principle and honesty, in inspiring such loyal patriotism and such love of the true and right as will hold in wholesome subjection the malicious designs of artful corruptionists and contemptible demagogues.

We have thus briefly completed our circle of thought, our ideal of the work for which the school may in some measure be held responsible. We may make many failures, many partial approximations, for it is not of every soul that the utmost culture can realize the royal product of a complete manhood; but amid all our shortcomings we may be cheered by the assurance that in perfecting even one such man or woman, we have given to the world its rarest ornament and choicest blessing.

It may be added, moreover, that it is not in the so-called professions alone that these several constituents of a true education are to be desired. The school owes this complete development, this exact discipline, this grace of character, to all who come within the reach of its influence. They are each without price, whatever place in life and society their possessor may fill. The educated man is not by necessity a professional man, nor his culture in that case a frustrate thing; and though the school can do little more than lead to the threshold of knowledge, and sow the first seeds of culture, yet it is to be deemed a serious failure if these years of suggestive study and thoughtful training do not imbue the mind with liberal tastes, inspire the scholarly temper, create a craving for wider outlooks and richer repasts, and incline the soul on every side to that which refines and elevates. But such fruit can come only from a pure source. Teachers should be the embodiment of all that is best in human character. They should be confined to no professional limits. Nothing should be foreign to them of all that is stirring in the great brain of the race. They should be among the foremost actors and thinkers of their time, aiding in every way, as best they may, in the grand, onward march of mind. From such hearts and hands we may expect a broad, generous culture, a noble and ennobling manhood, a true and loyal citizenship. We build greater than we know when we put our hands to such a work as this. We do not know what there is in it when we plant the seed and nurse the feeble germ which in its ripening comes to so much. Let us then put forth our best, with aims that deserve success. Of these, such as are vital and accord with truth and right shall attain growth and greatness beyond our utmost thought. Not one of all our loyal and generous endeavors will fail. Among them God will choose some to glory.

After some discussion relative to the appointment of a committee on the President's Address, Prof. YOUNG moved that Prof. PARVIN be appointed Chairman of such committee, which was carried, as was also a motion by Prof. FELLOWS that the other two members of said committee be appointed by the Executive Committee.

Association adjourned.

A large portion of the members in attendance repaired to the residence of President MAGOUN, where they were received by him with an address of welcome, which was responded to by President ROGERS, after which the members spent a happy hour of social enjoyment.

SECOND DAY.

COLLEGE CHAPEL, Wednesday, Dec. 27th, 1876.

8:30 A. M.—The President called the Association to order. The opening exercises consisted of singing "All Hail the Power of Jesus Name" by the Association, reading a chapter and prayer by Prof. GILCHRIST, and an anthem, sung by the choir, Miss FANNIE R. LITTLE presiding at the organ.

The President then announced the following Committees:

Committee on Finance.—Mr. CHARLES R. CLARK, Montezuma; Mr. M. W. BARTLETT, Cedar Falls; Mr. J. B. JENNINGS, Liscomb.

Committee on School Legislation.—C. W. VON COELLN, Des Moines, State Superintendent; Prof. E. R. ELDRIDGE, Grandview; Supt. J. W. JOHNSON, Oskaloosa, Mahaska County.

Committee on Resolutions.—Mr. J. VALENTINE, Mason City; S. L. MOSER, Albia; B. J. TRUEBLOOD, Oskaloosa.

The following persons were then nominated and elected a Committee on Nominations: H. H. SEERLY, Oskaloosa; M. E. COLBY, Maquoketa, and Miss E. E. FRINK, Tipton.

Prof. PARVIN offered the following resolution:

Resolved, That in the judgment of this Association it is both desirable and important that the transactions of the session be published for preservation and future use, said publication to include the President's Address and such papers read before the Association as may be advisable, and that the same be prepared and published under the direction of the President, Secretary and Executive Committee.

Prof. GILCHRIST moved that the resolution be referred to a special committee to report during the session. Carried; and the chair appointed Prof. GILCHRIST, Cedar Falls; JOHN W. ROWLEY, Utica; WM. ELDON, Independence.

The first paper of the day was then read by Miss KATE N. TUPPER, of Marshalltown. Subject, "The School Library."

THE SCHOOL LIBRARY.—BY MISS KATE N. TUPPER.

When the Egyptian King, Osymandyas, of the twelfth dynasty, founded the first library the world had known, he placed it in a division of his palace in Memphis, and over the entrance, in golden letters, were inscribed these words: "For the healing of the soul."

That first librarian had seen in those dry volumes of antiquity the healing power which so many minds since his time have felt; that charm which, if rightly used, will heal all manner of mental ills; a power that not only cures but nourishes, strengthens, developes into true greatness and vigor.

This treasure which Osymandyas held sacred was destroyed in the ravages attending and following the Persian invasion, but other rulers have collected and preserved volumes in other palaces; priests have also gathered together volumes of lore and holy writ, and learned men in every age have contributed gifts, wrought by the tiny thread of perseverance upon the golden net work of time, to eager recipients, who, as ages have passed, have prized them more, and more carefully have preserved them, until to-day not only the mighty cities, but the tiny villages; not only the monarchs, but the humble cottagers; not only the church dignitaries, but the simplest worshipers have their collections of books, their libraries. No college, no university, no seminary, no academy, or no Sabbath School even, is complete without its library, but for some unaccountable reason the common school room, in which, *if anywhere*, good books and plenty of them are needed, has been passed by without so much as an excuse for the neglect. But we cannot wonder that this need has not been sooner supplied when we think that it is only a few years since the learned masters have appreciated the want.

They have seen that our boys and girls leave school, and that, in spite of their thorough discipline in branches taught, they are found indulging in the dissipation of light reading, and by means of this are worse than wasting their mental powers, as their minds are rendered unfit for thorough beneficial work.

They have become conscious of the fact that pupils were studying text-books, not truths, and that the narrow, one-sided views obtained from them were of no practical value.

They have seen those pupils most noted for thorough work and fine recitations, and whose prospects for a brilliant future were unexcelled, leave school and with it their text-books, and with their text-books all mental work.

They have seen their pupils surpassed in general information, real intelligence and literary culture, by men, who, claiming none of the titles of the learned, and with no help from the common school, have attained, by gleanings, an amount of knowledge of which any one could well be proud.

I have in mind a gentleman of my acquaintance who never attended school in his life, who has obtained from miscellaneous reading and

the study of standard works a degree of literary culture that I have seldom seen equaled.

The best loved President of our glorious Nation gleaned his store of information without the help of our learned masters, by a persevering and judicious course of reading which lasted throughout his entire life.

Thinking men have seen these things, as I have said. They have seen that "Reading maketh a full man," and "if he readeth little he had need have much cunning to seem to know that he doth not," and they have felt that in order to make our schools what they ought to be, the foundation for a superstructure of a noble, useful, intelligent manhood, our boys and girls must be sent from them masters of the printed page; seekers after and lovers of knowledge and truth. To do this they must have placed in their hands that which has developed so many noble, useful, intelligent men of our country, and they have begun to demand the best of books for our common schools. There are but few young people who have not a love for reading. There are, on the contrary, hundreds of boys and girls who devour everything in the shape of books, papers or periodicals, whether "clean or unclean," that comes in their way. What a conglomeration presents itself to one who dares look into the depths of juvenile literature. There are adventures, travels, romances and the like, in which boys and girls figure as heroes and heroines. Distorted, unnatural, disfigured prodigies perform unheard of, unnatural and astonishing acts; pass through innumerable, improbable, impossible adventures, in unknown and unknowable places; have hair-breadth escapes, and trials greater than the fiery furnace, through which they pass unharmed, and finally settle down in some sequestered spot, "live long and die happy."

A large portion of the food for the brains of the restless, nervous, imaginative American children consists of trash like the above. A lesser portion consists of poorer material, if possible, namely: a collection of uninteresting, unimportant details, which form stories so very good, that they are absolutely good-for-nothing. The remaining and smallest portion of juvenile literature is wholesome, beneficial, and withal interesting, but with such a superabundance of trash we cannot wonder that so many of the youths of our land are troubled with what I will call, for want of a better term, intellectual dyspepsia, an inability to digest pure, wholesome, strength-giving thought. Surely, if anywhere can be found that which is good "for the healing of the soul," it should be where the depraved tastes of the young can be influenced by it, and where is better opportunity offered than in the school-room?

The question properly comes in here as to the class of books to be placed in a school library. It seems to me that a library for the school-room may properly be divided into two parts, one for reference and one for circulation among pupils. In the first should be placed dictionaries, encyclopædias, gazetteers, selections from best authors,

histories, biographies, and numerous text-books on the subjects taught in the school, maps, atlases and home papers. In regard to the last it may be well to say that one of the most potential agencies in education is the daily and weekly press. Its influence is everywhere, and in some way or another affects everyone. It marks more fully than anything else the education, culture and refinement of the times, and illustrates the saying to which Lord Brougham gave popularity more than half a century ago, " The school-master is abroad in the land."

This silent but powerful teacher should not be admitted into the school-room without examination by proper authorities, for where great good is so easily obtained, great evil is equally possible. That newspapers have a place in the school-room cannot be doubted, for it seems to be a settled fact that the newspaper is one of the most influential and indispensable institutions of the age. If judiciously made, no investment pays better than the small amount paid for the newspaper. It is the medium of universal intelligence. It is the mouth-piece of the whole world. It is the daily or weekly history of what is going on in all nations. It is the record of what man is doing, and what God is doing in our day. It is a kind of encyclopædia of that common intelligence, and that practical knowledge of men and things which the times demand. To borrow a figure: " The press, watchful with more than the hundred eyes of Argus, strong with more than the hundred arms of Briareus, not only guards all the conquests of civilization, but leads the way to future triumphs."

Through its untiring energies the most trifling accidents, the greatest achievements, the smallest event, and the results of investigations in science, art, education, literature and religion are given wings of words by which they fly to the uttermost parts of the earth.

The reference library cannot afford to do without this most powerful of educational agents.

In the circulating library may be placed with propriety any work of pure sentiment, and such as would be considered standard among best critics. The influence such a collection of books would have upon the minds of the young cannot be estimated. One of the greatest scientists of the present day has said: " The reading of the works of two men, neither of them imbued with the spirit of modern science, neither of them, indeed, friendly to that spirit, has placed me where I am to-day. These men are English Carlyle and American Emerson. I never should have gone through geometry and calculus had it not been for those men. They told me what I ought to do in a way that caused me to do it. These unscientific men made me a scientific worker. They called out ' Act !' I hearkened to the summons, taking the liberty of determining for myself, however, the direction which the effort was to take." To this eminent author's testimony might be added that of others, showing how great is the influence of the thought of great minds, even when received only from the printed page.

The people of the United States form an eminently distinctive

nation of readers, and to this fact must be attributed their wonderful progress during the past century. How important, then, that the growing minds in our land be early taught to discriminate between good and bad in literature, and not only to know good from bad, but to love the one and hate the other. This can be done in no other way than by giving literature of the best kind into their hands for study.

They need not only to know that "some books are to be tasted, others to be swallowed, and some few to be chewed and digested," but they need to know what books to taste, what books to swallow and what books to chew and digest, and where can they be taught if not in the school-room ?

Aside from the beneficial effect a library would have upon the tastes and general information of pupils, it is an absolute necessity in the proper study of any branch taught in our schools. A thorough teacher cannot conduct a class far in the mazes of any study without finding himself cramped for the proper books of reference, and even if a teacher could be a walking encyclopædia of dates, facts, histories, biographies and science, he could not be of an atom's weight compared with a library in which these same truths could be gleaned by the pupils. Every fact found by a scholar is so much treasure gained that nothing can take away.

Let the library be the mine and the children will prove themselves hard working miners, who will eagerly dig for the nuggets of precious truth, until a wealth of knowledge will have been obtained which will prove of unfailing benefit to them. How to imbue the scholar with a spirit of research, is a problem that each teacher must solve for himself, but when once acquired it becomes a flame before which lethargy, restlessness and idlenesss melt, and that gives a sparkle and brilliancy to the entire mind. Before it the text-books seem new, the lessons are no longer dry nor uninteresting. The old thoughts of the author have new meaning when embellished by ideas gleaned from other works.

A teacher of any degree of ingenuity, and a proper appreciation of the capabilities of the embryonic citizens entrusted to his care, can do much to cultivate a taste for proper reading, which, when once acquired, will prove an anchor to keep the mind firm in the harbor of culture and refinement. I can think of no greater legacy a teacher could bestow on a pupil than a taste for solid reading. If he were, in after-life, to become anything, from a day laborer to the President of the United States, it would be worth more to him than an ability to parse every word in our language in any conceivable position, and more than a knowledge of all the dates in all the histories ever written.

As an auxiliary to the pupil in the preparation of each day's work in school, it cannot be over-estimated. Every page of a properly-constructed text-book should contain some historical or other allusion, or some new word which the pupil should be required to understand for himself.

In composition exercises, the library, if judiciously used, is an invaluable aid.

General exercises for the school upon any stated subject become doubled in interest, when studied upon and partially understood by the pupils beforehand.

In the study of English literature, which is of late justly receiving so much attention, the text-book is and should be but an index to the treasures of the language. It is practically of no value unless the treasures can be found by means of it, and if they are not within reach of the school-room, how can they be found? Teachers are obliged to give but the index to the mighty and incomplete volume, having Chaucer for an introduction and Bryant for a closing page, and must imagine they have taught the volume. To be sure, an index is better than nothing, but this great study can never be successfully taught in our schools until we have good libraries of good works, by means of which to teach it.

As an auxiliary to the teacher in discipline, a library cannot be too highly regarded. Viciousness, mischief, restlessness—in fact, nearly all disorder in the school-room arises, directly or indirectly, from a lack of interest in work given, or from a lack of work.

The Library, furnishing, as it does, important, instructive work for the unemployed and interest for the uninterested, would prove a powerful aid to the teacher in discipline.

In conclusion, let me say that the child is placed in the teacher's hands. The teacher is called the general of the coming generation, he helps more than any one else to form the character of our nation fifty years hence. He is constantly told of the great responsibility resting upon him, from the pulpit, press and rostrum, and he never escapes this feeling of responsibility.

The theory is an exploded one, that the mind of the child is as a blank paper upon which may be written whatsoever is desired. As Prof. Tyndall has so aptly written: "He comes to us a bundle of inherited capacities and tendencies, labeled from the indefinite past to the indefinite future, and he makes his transit from one to the other through the education of the present time."

But it matters not what these inherited capacities and tendencies may be, the teacher is expected to make lambs of lions, sheep of goats. He is expected to make bricks of the straw placed in his hands, and is considered incompetent or unfaithful if he fails in so doing.

Teacher, do you expect to do this without tools? Do you expect to complete the great work given you for the coming years without proper appliances for completing it? If you do, you will fail. One of the great needs of the present, in the school-rooms of our State, is the library. To do proper work—work that will tell in all future ages—the library must become a substantial part of the educational superstructure. It rests with the teachers of the State whether or no they will have it, and the future will testify to their decision.

On motion of Prof. CURRIER it was voted that in discussions upon papers, the time should be limited to ten minutes for the first speaker, and five minutes each for those who follow.

Discussion on "School Libraries," opened by Supt. P. N. MILLER, West Liberty, was continued by Prof. GILCHRIST, Prin. CHAS. JACK, Supt. EVERETT, Rock Island, Ills.; Prof. FELLOWS, State Supt. VON COELLN, Pres. WOODY, of Penn College; Prin. MACY, Grinnell; W. E. CROSBY, Davenport; Prof. ELDRIDGE, Prof. PARVIN and others.

On motion of Prof. CROSBY it was voted that the subject of "School Libraries" be referred to a committee, and the chair appointed the following: W. E. CROSBY, J. MACY, and Miss FRANCES L. WEBSTER.

On motion it was voted that the discussion of this subject be closed for the present, and that on presentation of the report of the committee, the ladies be requested to open and continue the discussion.

Recess of ten minutes.

A paper on "The Spelling Reform," by Supt. J. K. PICKETT, of Sigourney, was the next exercise.

THE SPELLING REFORM.—BY J. K. PICKETT.

MR. PRESIDENT AND FELLOW TEACHERS:

If, by the announcement of my subject in our programme, your anticipations have been aroused with the hope or expectation that I would be enabled to bring to your waiting ears some specific, some grand panacea for the ills and difficulties to be encountered in the work of trying to learn to spell our language in the present condition of its orthography, you will be disappointed. I have no royal road to present, no magic scheme to offer. *Work*, constant, unremitting, and I may say, unrequited *toil* in the good old method of oral spelling in all its varieties, and just as constant effort in the good, new method of written work, and the combination of the two in all possible ways and continued to all possible lengths, limited only by the endurance of the subjects of this unmitigated prescription.

Spell when you begin school; spell when you close school; spell in the forenoon; spell in the afternoon; spell in the morning; spell in the evening. Spell thus through the first year; repeat the process for the second year, and continue the operation for the third, and when you get to the fourth year, *spell*, and so on *ad infinitum*.

No, I know of no royal road to the spelling of our noble mother tongue, in its present unreasonable, inconsistent orthography. I make no attempt to suggest methods for acquiring our present spelling.

"The Spelling Reform" aims at no such impossibilities. It seeks a remedy in a very different direction. It aims not to reform the teachers nor the schools. It strikes at the cause of all these ills.

The trouble is not in the teacher nor the learner, but in the thing to be learned, the language to be spelled, and if we would be delivered

from our thraldom, the language itself must be re-formed, revolutionized, and disencumbered of its present accumulation of inconsistencies.

So much is being said and done of late, and well said and well done, in regard to this matter of spelling the English language, that what I shall say on this occasion will be in some of its parts a *compilation* of thoughts, facts and utterances which seem most worthy of the consideration of the teachers and educators of Iowa, in convention assembled for the purpose of consultation, discussion and deliberation concerning our educational destiny in the coming future. The subject, however, is not limited by State boundaries nor national extent. It is international and even world-wide in its interests and the scope of its importance.

The past, the eternal past, is now in retrospect before us, the revolving years, arranged in unbroken centuries, stand forth in full array with the eventful Centennial at the head of the grand receding column, and loudly challenge us to a careful review of all their excellences that they may be deeply impressed on the approval and support of warm, earnest hearts, and be fully sustained by cool heads and ready hands, and that their errors and faults may, with an equally bold and progressive spirit, be met with an unwavering resolution to eradicate and abolish them.

A reform in the spelling of our vernacular, which would be radical, and sufficiently thorough to vindicate the effort, is an undertaking of no small magnitude. The prejudices of the ages, in clinging tenaciously to the old landmarks, and the blindness of that inactivity and ignorance which sees no good in prospective progress, and a thousand imaginary obstacles, as well as many real difficulties and objections, must be met by an effort that knows no faltering, no flagging, no discouragement.

Prudence, indeed, will dictate that habits customs and conditions of society, which possess excellences or involve important considerations, should not be changed for slight and transient causes, and accordingly all experience shows that mankind are more disposed to suffer, while evils are endurable, than to right themselves by abolishing those forms, customs and conditions by which they have been made to suffer. Hence the difficulty of approaching this matter favorably.

It is evident that all educational effort, in order to accomplish its desired end, must either produce mental culture. discipline and growth, or it must afford absolute, positive useful knowledge, or it must result in accomplishing both of these objects.

This will be conceded, I presume, without comment. Algebra, geometry to some extent, essay writing, declamation, reading, and much other work, is pursued in the schools of our country, principally, though not wholly, for the drill, the mental training thereby received, while the study of spelling, arithmetic, grammar and language generally, history and the natural sciences, accomplish the double object of producing mental culture and imparting useful knowledge, but let

me ask the defender of our present mode of spelling and pronouncing the English language (if any there be), to which of the above departments he would accredit the endless task of mastering English orthography and orthoepy?

Indeed, does not every teacher's experience testify, that, instead of either of these results, a distaste for all study, a dislike for all school work, or, at least, an indifference, becomes so prominent that not only poor spelling ensues, but careless unconcern in respect to all mental effort soon overpowers all influence for good, and sends its victim forth into life a failure.

Indeed, are we not blindly struggling on in daily contest with a monster evil, which will continue to overpower and thwart us as long as we suffer him to have a being.

Our Webster and our Worcester have their champions, but does their championship remove our difficulties, or brighten the future for the millions of innocents who must be slaughtered at their shrine. I speak reverently of these mental giants, and of the colossal work which they have accomplished, but who of these champions now would be guilty of arming his own son or his own daughter, at the early age when he ought and could secure the entire work of spelling, with a Webster's Unabridged, with the injunction and requirement that he must devour it, master it? Let those champions compare the last editions of Webster's dictionary with the earliest issues, and they will find that mutability, as well as the jumble and confusion of tongues, in regard to spelling, is incomprehensible, irreconcilable, irreducible to law or system, and consequently unlearnable by the masses.

Lord Chesterfield, in speaking of Johnson's Dictionary, said: "Our language is at present in a state of anarchy; we must have recourse to the old Roman expedient in times of confusion, and choose a dictator. Upon this principle I give my vote to Mr. Johnson to fill the great and arduous post, and I hereby declare that I make a full and total surrender of all my rights and privileges in the English language as a free-born British subject, to the said Mr. Johnson during the term of his Dictatorship. Nay, more, I will not only obey him like an *old* Roman, as my Dictator, but like a *modern* Roman I will implicitly believe in him as my Pope, and hold him to be infallible while in the chair, *but no longer*."

Wm. Lloyd Garrison said: "If the wit of man had been stimulated by a more than princely reward, to invent a method of spelling more deceptive or more incoherent than the one we now have in vogue, it is difficult to see how he would have succeeded. The alphabet put into words is a 'Will-o'-the-wisp'—now leading, now misleading, but *misleading* at almost every step into bogs and quagmires, and sloughs of despond."

W. E. Gladstone, Prime Minister of Great Britain, said: "The difficulties of spelling are enough to drive the learner mad."

Earl of Malmesbury said: "No Prime Minister, from Lord Bute to Lord Palmerston, could pass an examination in spelling."

The late John Stuart Mill said: "The terrible fact that the teachers of the country are able to turn out not one child in ten who can spell with accuracy, demands the serious attention of the executive, and even of the Legislature."

The *Daily Telegraph*, commenting on the American spelling matches, says: "Pupils need not trouble themselves much about spelling according to the rules of the spelling-book, as it is probable that we are on the eve of a radical change, a reform in our old system of orthography; and that the conventional primer, with all its arbitrary and capricious absurdities, will be dismissed into the infinities."

Chamber's Encyclopædia says: "Why should not some national measure be adopted to correct the anomalies of our spelling? Such a work was undertaken by the Spanish Academy in the middle of the last century, and carried out so efficiently, that at the present day, the pronunciation of any word in Spanish is determined with certainty by every reader. The writing of the Italian, Dutch and many other languages has also been successfully phoneticised. A similar result would be attained in English if the work were submitted to a competent tribunal, and the changes found necessary were sanctioned by authority."

Sir John Bowring, L. L. D., F. R. S., says: "A few years ago the Dutch reformed their alphabet, and the ancient orthography is nearly abandoned. The Spaniards also have done much. The work you propose is excellent and important."

Many other authorities of England could be quoted, expressing similar sentiments.

Prof. Max Müller, of Oxford University, in "Lectures on the Science of Language," says: "I feel convinced of the truth and reasonableness of the principles on which the spelling reform rests; and, as the innate regard for truth and reason has always proved irresistible in the end, enabling men to part with all they hold most dear and sacred, whether Stuart dynasties, papal legates or heathen idols, I doubt not that the effete and corrupt orthography will follow in their train.

"Nations have before now changed their numerical figures, their letters, their chronology, their weights and measures, and it requires no prophetic power to perceive that this grand reform will finally triumph."

Prof. Marsh, President of the American Philological Society, says: "It is of no use to try to characterize with fitting epithets the monstrous spelling of the English language. * * The time lost by it is a large part of the whole school-time of the mass of men. * * * Count the hours which each man wastes at school in learning to read and spell, the hours spent through life in keeping up and trying to perfect his knowledge of spelling, in consulting dictionaries—a work that never ends—the hours that we spend in writing silent letters;

and multiply this time by the number of persons who speak English, and we shall have a total of millions of years wasted by each generation."

Russell Martineau, A. M., commenting on English orthography, says: "How spelling can be taught at all in elementary schools, is a constant wonder to me. There is not a single rule which a teacher can lay down, which has not almost as many exceptions as examples. Thus: Final *e* lengthens the preceding vowel, as in *make*, *bite*, but what of *love*, *glove*, *tongue?* *G* before *e* or *i* is sounded like *j*, as in gentle, gin, but *gig*, *gild*, *get*, protest. *Gh* after *au* and *ou* is sounded like *f*, as in *laugh*, *cough*, *rough*, but what of *haughty*, *plough*, *bough?* And worst of all, what can the teacher make of the double vowels *ea* in *each*, *bread*, *great*; *ai* in *hail*, *against*; *ou* in *sound*, *wound*, *soul*; *ow* in *blow*, *trowel*; *ew* in *yew*, *shew*; *ei* in *receive*, *reign*; *ie* in *field*, *tie*, *friend?* Or, approaching the subject from the other side, the following sounds have a plurality of modes of expression, between which the luckless pupil has to choose. The elementary sound produced by naming the letter *e* is represented by seventeen different signs. The sound heard in naming the letter *i* has sixteen different signs. The sound indicated by *ew* has nine representatives. The sound of *k* has seven; the letter *a* has in constant use eight sounds; the letter *e* has six; the letter *i* has five; the letter *o* has nine; the letter *u* has seven.

"Thus, whether the learner has to utter the written words or to write the uttered ones, in either case he has so many possibilities before him, that it can only be by mere chance if he hits on the correct result; and it is through such guess work, which cannot be dignified with the name of discipline at all, that he makes his entrance into the world of letters and science, where everything *ought* to be ordered according to system and intelligence.

"I am not speaking too strongly in saying that *our want of systematic orthography has reduced the advantage of alphabetic writing to a minimum, and makes correct spelling virtually impossible.*"

No one can be sure that he always spells rightly. The fact that lexicographers, who have devoted their lives to the study of this subject, differ among themselves in between two and three thousand words, proves this. Indeed, in many cases one who doubts is wiser than one who knows no misgiving.

Prof. Francis A. March, President of the Spelling Reform Association, says: "Our wretched spelling hinders our people from becoming readers in two ways, by the length of time which it takes to learn it, and by the dislike of reading which it induces. Three years are spent in our primary schools in learning to read and spell a little. The German advances as far in a twelvemonth. A large fraction of the school time of the millions is thus stolen from useful studies, and devoted to the most painful drudgery. Besides, it affects the intellects of beginners. The child should have its reason awakened by order, system, consistency, fitness, by law in the objects it is

required to study. But woe to the child who attempts to use reason in spelling English.

"It is a mark of promise not to spell easily. One whose reason is active must learn not to use it. The whole process is stupefying and perverting; it makes great numbers of children finally and forever hate the sight of a book, and reluct from all learning. There are reported to the takers of our last census 5,500,000 illiterates in the United States. One-half, at least, of those who report themselves as able to read, cannot read well enough to get much good from it. It may be held certain that good spelling would increase by millions the number of easy readers, and by millions more the number of those fond of knowledge. But moral degeneracy follows the want of cultivated intelligence. Christianity cannot put forth half her strength where she cannot use her presses. Republics fall to ruin when the people become blind and bad. We ought then to try to improve our spelling from patriotic and philanthropic motives. If these do not move us, it may be worth while to remember that it has been computed that we throw away $15,000,000 a year, paying teachers for addling the brains of our children with bad spelling, and at least $100,000,000 more, paying printers and publishers for sprinkling our books and papers with silent letters.

"If our present system had any real historical value as indicating the source—the original pronunciation—or any other important fact about a word, we might reconcile ourselves to it. But its positive mistakes are so many that we cannot rely on these indications any better than if spelled phonetically. That some historical information may be conveyed by the present orthography cannot be denied, but so much is doubtful and uncertain that we can well afford to trace such information through one more slight change in order to secure the good thereby obtained.

"Hence we may contend that even the most plausible argument for the old spelling, the argument most likely to find favor with men of letters, who cling to the magic of antiquity, tends often to confuse, and if of any value, *which indeed it is*, and of great value, too, is not lost nor seriously obscured; *besides, the changes which our language has undergone within the last two hundred years, and probably within one hundred and fifty years, are at least as great as the reform proposes.*"

The inventive genius of the present age lays aside everything that impedes progress in all the great industries and mechanical arts. The spinning wheel has given place to the spinning jenny, the stage coach to the railroad, the post boy to the telegraph and marine cable, the sloop and becalmed brig to the ocean steamer. The spirit of the age in all these great physical enterprises knows no obstacle too great to be overcome. Mountains are leveled or tunneled, valleys are filled, continents are spanned by the iron track, and seas o'er-leaped by the tongue of electric fire. Nothing is too great to be accomplished in these departments of human enterprise, and shall it be said of the educators of millions that they alone are laggards, that they alone

are barely floating in the wake of an uprising public sentiment, a tide of public interest that will, through some channel, find its vindicators. If not found in us, the glory will fall to more worthy hands.

That these anomalies and incongruities exist is no wonder, nothing strange. Our language is a growth, a formation, an *evolution*, a production of the revolving centuries, through all the mutations of Angle and Saxon, Norman and Celtic moulding, and it comes down to us, accumulating in irregularity and deformity from all the mother and grandmother tongues with which it has come in contact, and it stands forth an immense accumulation of strength and beauty, in power of diction, and richness of versatility, and it now awaits the accumulation of that moral strength, that decision, that high purpose, which impels to every deed fraught with humanity's highest attainments, to deliver it from its present thraldom and present it to the world the grandest monument of human achievement.

After a short discussion by Hon. J. B. GRINNELL and others, it was voted that the subject of "Spelling Reform" be referred to a committee, and the chair appointed Supt. J. K. PICKETT, Sigourney; Miss ANNA E. PACKER, Salem; Mrs. T. F. M. CURRY, Davenport.

A paper on "Political Science in the Public Schools" was next presented by Supt. N. E. GOLDTHWAITE, of Boone County.

POLITICAL SCIENCE IN THE PUBLIC SCHOOLS.—BY SUPT. N. E. GOLDTHWAITE.

The relative importance of knowledge, according to Herbert Spencer, is, first, how to keep out of the fire; second, the bread and butter problem; third, our social duties; and, finally, a knowledge of our political relations, and of the municipal laws that surround us.

Blackstone, in his immortal work, declares that the educated Englishman is far more ignorant of the jurisprudence of his own land, than is the educated scholar of the continent. He continues: "I think it an undeniable position that a competent knowledge of the laws of that society in which we live, is the proper accomplishment of every gentleman and scholar; a highly useful—I had almost said an essential—part of liberal and polite education. And in this I am warranted by the example of ancient Rome, where, as Cicero informs us, the very boys were obliged to learn the twelve tables by heart, as a *cannen necessarium* or indispensable lesson, to imprint on their tender minds an early knowledge of the laws and constitution of their country."

Chancellor Kent advances the sentiment that the young American citizen, who aspires to any influence or consideration among his fellow countrymen, should be thoroughly versed in the principles that underlie the constitution and laws of the Republic.

Admitting the public school to be the *Alma Mater* of nine-tenths of the youth of our land, we proceed to give several reasons why politi-

cal science, or the science of government, should be among the branches taught.

The first argument in the affirmative of this discussion is deduced from the nature and theory of our political institutions. In the words of President Lincoln, this is a government "of the people, for the people, and by the people." This government is unalterably committed to the theory that all authority resides in the legally expressed will of the people, that the ultimate decision of every political question must be submitted to the entire body politic—that it is far safer to trust "life, liberty, and pursuit of happiness" to the entire body of citizens than to any particular class or section of them. Nay, we proceed further, and consider it unsafe to have any considerable number or class of men among us who are deprived of the elective franchise. Witness the recent enfranchisement of the freedmen of the South. It may seem deplorable to have tens of thousands of ignorant voters, but it is more deplorable, and even dangerous to have large numbers of non-voting members of the community, who, like the helots and slaves of ancient Sparta and Rome, are a standing menace to the Republic. The opposite theory of government has prevailed for several centuries in most countries of Europe, and is expressed in the dogma of the "Divine rights of Kings." This doctrine proceeds upon the theory that the people are created for the *Kings* and not the *Kings* for the people; that *certain classes* are "born to rule;" that certain families and individuals, by a long course of study or practice, are peculiar adepts in the science of politics and government; that to govern well a man must be educated and trained in the profession, and that this education and training must of necessity be confined to a small and select class of society. This would be a beautiful and practical theory were this peculiar class always honest, always unselfish, always actuated by a lofty ambition to govern for the best interests of their subjects. Alas! this beautiful theory is widely contradicted by the ambition of kings, the selfishness of monarchs, the aggrandizement and enriching of the governing classes, and the degradation of the governed. Kings, princes and nobles will legislate for their own selfish purposes. Witness the condition of France just before the great revolution. The nobility and clergy refused to bear any share in the crushing taxation, and the whole weight of the accumulated war debts of Louis, Le Grand, fell upon the middle and lower classes of society. It was too much for human nature to endure, and the meeting of the "*Tiers Etat*" (Third Estate), was the signal for the grand explosion that convulsed France and the world in arms.

These two principles of government, the Democratic and the Aristocratic, ever have and ever must contend for the supremacy in the history of our race. When the masses are ignorant, vicious or degraded, the principles of aristocracy prevail. As fast as intelligence, moderation and political science advance among the masses, so fast the Democratic principles of legislation extend. Witness the present condition of England, France and Spain—England, though nominally

a monarchy, is far advanced in the liberal institutions that characterize the commonwealth or the republic, while France and Spain are struggling for the same glorious emancipation. It is only when the masses become a mob, selfish and debased, that men fly from the tyranny of an ignorant populace, to the more tolerable tyranny of an aristocracy or of a monarchy. Allison, the historian of modern Europe, declares that most of the republics of the past have ended in monarchy or aristocracy. The true cause of this is found in the ignorance, vice and selfishness of the masses.

If these remarks are just, it follows that the American youth should be instructed in the principles of morality, temperance, justice, moderation and all those virtues that tend to perpetuate a republican form of government. More than this, they ought to be taught the elements of political science in a school where just and intelligent sentiments prevail. The family, society, and the affairs of life may do their part in this grand work, but all of them will not excuse the public school from its responsibility in the premises.

Passing from the theory of our institutions that all men are created equal, and are equally interested in the affairs of our nation, we come to consider the historic interest of our civil polity. No period of our national annals is more fraught with interest and with profit to the American scholar than the constitutional period, extending from the close of the Revolution to the inauguration of the first President. During this period (1783-1789) all the best minds of the country were intensely directed to securing for the emancipated colonies the best civil government the history of the world could suggest. Hamilton and others in the "Federalist," and Madison in the "Madison Papers," are really exhaustive in their discussion of political topics. John Adams turned his practical and powerful intellect to the study of all those forms of civil polity under which the nations of the world had prospered in the enjoyment of liberty, or had groaned under the burden of heavy despotism and oppression. Out of this vast mass of political research, he was compelled to adopt as a model, the English Constitution, as the best adapted to the character, wants and condition of the Colonies—Colonies, who, in the struggle for independence, had appealed to the English Common Law as their apology and justification in resisting the oppression of an arbitrary King and selfish parliament.

In the new Constitution, President, Senate and House of Representatives take their origin from King, Lords and Commons in the British polity. In both countries the power of purse and sword is virtually committed to the popular branch of the Legislature; no bill for raising a revenue can originate in the Upper House; neither King nor President can arbitrarily arrest the humblest subject of the land; every person accused of crime is entitled to a speedy trial by a jury of his peers; all the great safeguards of liberty are firmly established on nearly the same basis in both countries. The political wisdom and necessity of all the various machinery, as well as of the fundamental

principles of the American Constitution, can best be taught to the pupil by reviewing the great struggle between prerogative on the one hand and privilege on the other, from the extorting of Magna Charta from the weak and worthless King John, down to the great revolution of 1688. At this time the liberties of the people of England were absolved from the caprices, whims and foibles of the monarchs, and were committed to the hands of a responsible ministry, subject to impeachment "for high crimes and misdemeanors" by the popular branch of the Legislature. The pupil must deeply study this great struggle in the light of historical events, or the wisest aphorisms of political philosophy will be but "glittering generalities" of no practical value to him.

And here it may be proper to glance at the passing political events, and we do so without passion or partisan prejudice. We see at the doors of a State House in one of our sister States a file of soldiers permitting no one to enter the hall without a certain partisan certificate. We see a Governor, having a smaller popular vote than that of his rival, inaugurated by the aid of the bayonet. We see in one State a majority of 8,000 votes thrown out by a wholesale process, and the electors of the opposite party declared successful. In another State we see a Governor attempting to defeat the will of the people by giving a certificate to the candidate of the minority. Many of the events now passing, remind us of the times of the great English struggle for liberty and constitutional law. These are the events of the hour that require patience, political wisdom, and moderation on the part of all. The "sober second thought" of the people is usually correct—correct because Americans are usually educated in their political rights and duties.

This digression brings us to another argument in the affirmative, viz: the necessity of political information as a part of the current news of the day.

The New England *Journal of Education* notes the following conclusions of a teacher: "I have found it to be a universal fact, without exception, that those scholars of both sexes, and of all ages, who have access to newspapers at home, when compared with those who have not, are: 1. Better readers, excellent in pronunciation, and consequently read more understandingly. 2. They are better spellers, and define words with ease and accuracy. 3. They obtain practical knowledge of geography in almost half the time it requires of others, as the newspapers have made them acquainted with the location of the important places of nations, their government, and doings on the globe. 4. They are better grammarians, for, having become so familiar with every variety of style in the newspapers, from the common-place advertisement to the finished and classical oration of the statesman, they more readily comprehend the meaning of the text, and constantly analyze its construction with accuracy. 5. They write better compositions, using better language, containing more thoughts, more clearly and more correctly expressed. 6. Those young men who have

for years been readers of newspapers, are always taking the lead in debating societies, exhibiting a more extensive knowledge upon a greater variety of subjects, and expressing their views with greater fluency, clearness and correctness."

Illustrations of an opposite character are numerous. An anecdote is told of a young gentleman on a visit to his lady love. *Pater familias* very gravely inquires if he has read the President's Message, just then published. "Not lately," was the dubious reply. It is needless to add how far the youth fell in the family estimation, or that the intended alliance was never consummated. In the recent election a voter gravely remarked that Tilton would have been President, but for his unfortunate quarrel with Beecher. No man who permits himself to be practically ignorant of present events can fully appreciate similar events of history. History repeats itself, and the man who enters into the events, affairs and passions of the present hour, qualifies himself not only to understand the questions that immediately concern him, but also to receive a flood of light upon historical matters, otherwise obscure and incomprehensible. The fact that Macaulay was a member of Parliament, a ready debater, explains the brilliant and luminous pages found in every part of his History of England. Milton, one of the most profound and just writers of political science, was a man of affairs, and deeply versed in the most recondite State secrets of his illustrious patron, Oliver Cromwell.

In our High Schools and Seminaries another department of political science is worthy of the attention of the American citizen. I refer to International Law. Our position, extending from the Atlantic to the Pacific Ocean; our trans-continental railroad, a highway of the nations; our extensive commerce, bringing us into close relations with every people on the globe; our foreign immigration, from every kindred and tribe of earth; our love of adventure, of travel, of research —all combine to render the study of international law of the utmost importance. Next to Great Britain we are, if I may be allowed the expression, the most cosmopolitan of nations. We wander everywhere; we trade everywhere; we form treaties of amity and commerce everywhere; we are sometimes belligerents; we are sometimes neutrals. In all these relations we must know our rights and our duties as dictated by the all-pervading and beneficent code of international law. Within a month after the firing upon Fort Sumter, and before Minister Adams could reach London, the Queen of England issued a proclamation of neutrality, according to the rebels of the South belligerent rights. Was this in accordance with the laws and comity of nations? Was it not, to say the least, a most hasty and unfriendly action towards a friendly nation involved in the great calamity of civil war. In sending the Queen's document abroad to the British Foreign Ministers, Lord Russell spoke of the "late Republic of America," the "former Union of the United States." A member of Parliament spoke of the breaking of the "Great Republican Bub-

ble." Even Mr. Gladstone, the wisest and best of English statesmen, was betrayed into the belief that the separation of the States was inevitable, and so expressed himself on a number of public occasions. The irritation produced in the minds of our countrymen by these expressions of English officials, should teach us caution and moderation in referring to the calamities or misfortunes of other nations.

In a recent letter Mr. Gladstone says: "The escape of the Alabama in July, 1862, forms in the American view the greatest offense committed by the British Government" during the great rebellion. This and other similar vessels were allowed privileges in British ports that were denied to the war vessels of the Union. What principles of international law are involved? Did the British ministry use due diligence in preventing the escape of the Alabama? What are actual, and what are constructive damages? What new and beneficent principles were introduced into the intercourse of nations by the Geneva Arbitration? The settlement of national animosities without the intervention of war. All these questions are intensely interesting to the American voter—questions upon whose proper settlement depended the momentous issues of peace or war, with a powerful and intimate neighbor.

The capture of Mason and Slidell presents another series of international questions, the proper and speedy settlement of which, by Secretary Seward, saved our honor and a foreign war in the midst of our domestic strife. Long before the hasty and intemperate demand of the British Ministry for the surrender of the prisoners had reached our shores, the wise and sagacious Secretary had quietly sent an apology and a disavowal of the conduct of the gallant Captain whose zeal had led him into an act of indiscretion. We had violated in this unfortunate affair the principles for which we fought in the war of 1812—viz: the inviolability of the vessels of neutrals.

We now proceed to answer objections to the affirmative of this discussion. The most obvious of these is a public sentiment that forbids the introduction of politics into the schools. We answer that politics in a partisan or offensive sense should never be taught to our youth. We wish only to teach those general principles of political science that underlie the fabric of our national institutions, and upon which all parties agree. We desire to notice the comparative advantages and disadvantages of free and liberal institutions over those hereditary and prescriptive governments that exist in Europe and Asia. Let our youth be taught the reasons that induced our ancestors, at the expense of life and treasure, to establish the form of government that we enjoy.

Let them drink in at the very fountains of instruction a love and veneration for the men we honor as the fathers of the republic. Let them learn to reverence the wisdom, the patriotism, and the achievements of the wise and good men of our nation, and to despise the partisan rancor and bitterness too often seen in our political contests.

If it is right to teach in our schools the love of home, of father and mother, of brother and sister, of social and moral obligations, can it be wrong to introduce the great principles of patriotism, love of country, knowledge of her institutions, a comparison of them with the institutions of other nations, and even to inquire into the character and policy of the two great parties that always exist in a free government.

The "want of time" is urged as another objection to political science in the schools. Want of time *is* a serious objection, but if we have shown the importance and necessity of the study, *time* must be found for its cultivation. Curtail the *time* given to arithmetic, omit the minutiæ of geography, teach less of the technicalities of grammar, then may we have more attention to forming the manners and characteristics of our future citizens.

All the various material, social and religious interests of our nation must soon be committed to the custody of the youth now in the public school. This glorious country, so rich in material resources; these benign institutions, the purchase of the blood and toil of our ancestors; this mild and beneficent code of laws; this unequalled system of public instruction; all ours—ours to enjoy, ours to preserve, ours to transmit.

In our intercourse with our pupils, let us, as teachers, endeavor to illustrate the character of true American citizens. In the general exercises in the school, in the selection of patriotic extracts and anecdotes, and especially in our history classes, we have ample time to inculcate the truths of political science, to observe in our own country and in other nations the struggle between the right and the wrong, between justice and injustice, between slavery and freedom, between liberal and proscriptive institutions, the growth of international law, and the tendency of nations towards peace and friendly arbitration in the settlement of national disputes and animosities.

We cannot fail to point out the great lessons taught by our recent rebellion, and by the present restless and unsettled affairs of our country, teaching us the necessity of moderation, prudence, political sagacity, and a love of country outweighing all considerations of a personal character.

Association adjourned.

Afternoon Session.

2 P. M.—The Association was called to order by the President. He stated that a letter had been received from the Treasurer, announcing that he cannot be present, and enclosing a statement of the balance on hand.

On motion voted that the matter be referred to the Finance Committee.

Prof. PARVIN, Chairman of the Committee on President's Address, presented the report of said committee, as follows:

To the State Teachers' Association:

The committee having in charge the address of President ROGERS, beg to report thereon.

Having carefully considered the several topics presented, and the reasons and conclusions drawn from their discussion, your committee are prepared, in the main, to give them their hearty endorsement.

Your committee are especially pleased to record their approbation of the course pursued by our worthy and efficient President in submitting, after suitable elucidation thereon, such subjects as are necessary and proper to come before the Association for its discussion and determination.

It has always occurred to us that this were preferable to the discussion of a single general subject, however important, as such questions are usually referred to proper individuals for either an address or essay.

We are not discouraged that failures have heretofore attended many of our efforts to secure that which is so desirable, the much-needed legislation upon many topics which, in the opinion of this Association, are essential to the full and proper development of our school system.

Some of the evils may be overcome or remedied by the active labors of the Association, and the efforts of its individual members. To the accomplishment of this much needed reform we must labor and toil on till success shall reward our labors.

Other evils can only be removed by legislative action, and to the securing of this the Association should strive to create a proper public sentiment, and educate the governing public to an appreciation of our wants, and the needed reforms to give our educational system greater usefulness and efficiency.

We are fully of the opinion, with our President, that a more complete union of the educational forces of the State can be secured, and we will not cease to labor in its behalf, notwithstanding the embarrassments that have thus far beset our path.

So, too, do we concur with him in his views of the inefficiency of our present system of county superintendency. We do not, however, believe it good policy to abolish it altogether till assured of the substitution of a better in its stead. We believe there is a necessity for proper county supervision, but that the system should be wholly withdrawn from partisan contest and the political arena, which has done so much to impair its present usefulness. Like the city superintendency, the incumbent should be chosen because of eminent fitness for the place. That a better plan of county superintendency can be matured, we have no doubt, and we recommend that so much of the President's Address as refers to this subject, together with such papers upon the same subject as may be presented, be referred to a committee on "needed reform in legislation."

Connected intimately with this subject are the kindred topics of suitable Boards of Examiners, and tenure of the teacher's office,

both of which might, with propriety, be referred to the same committee. (Signed,) T. S. PARVIN,
J. B. YOUNG.

Prof. CURRIER moved that the report be accepted, and action deferred until after the reading of papers on the subject of County Superintendency. Carried.

A motion to appoint a Treasurer *pro tem.* was adopted, and Mr. J. K. SWEENEY, of Waterloo, was chosen.

The President called the State Superintendent, C. W. VON CŒLLN, to the chair.

The first exercise of the afternoon was a paper upon "The County Superintendency," by Miss ABBIE GIFFORD, of Marshalltown, County Superintendent.

The next was remarks by Mrs. HELEN R. DUNCAN, Floyd County, on "County School Management."

Discussion by Supt. J. F. THOMPSON, Elkader, and Supt. BOYES, of Dubuque; Supt. C. P. ROGERS, Marshalltown (Pres.); Prof. W. E. CROSBY, Davenport; Prof. GILCHRIST, Cedar Falls; Prof. T. C. CAMPBELL, Moulton; President KING, Mount Vernon College; Principal J. MACY, Iowa College.

On motion of Prof. CROSBY a rising vote was taken upon the following proposition:

Resolved, That we, the State Association of Teachers of Iowa, are in favor of county supervision as a part of the school system of the State.

Adopted by an almost unanimous vote.

President MAGOUN presented the following:

Resolved, That it is the sense of this State Teachers' Association that the county supervision should be made more efficient, and the appointment of the officer removed, if possible, from party politics.

Unanimously adopted by rising vote.

On motion, voted that a committee of three, with President G. F. MAGOUN as chairman, be appointed to recommend means for securing the objects of the last resolution, and to report during this session.

The chair appointed as the other members J. F. THOMPSON and Supt. IRA C. KLING, of Cerro Gordo County.

Association adjourned.

Evening Session.

7 P. M.—The President called the Association to order, and the session commenced with a piano solo by Prof. KIMBALL.

The President then introduced Mrs. T. F. M. CURRY who read an able paper on "The Footprints of the Centuries," which was listened to with the most earnest attention and hearty applause.

FOOTPRINTS OF THE CENTURIES.—BY MRS. T. F. M. CURRY.

Space and time are kindred conceptions of the mind. The former represents the boundless void in which matter exists, and is itself the postulate of material existence; the latter that equally boundless realm in which action, movement, events, take place. "Space," St. Augustine tells us, "is a sphere whose center is everywhere, and whose circumference is nowhere." Time, on the other hand, is suggestive of a stream whose ceaseless current is forever setting in the same direction.

In its more limited application, Time denotes a measured portion of duration—that part of it which has a history. Indeed, we can form no conception of a record of days and years and centuries, prior to the creation of man; and yet science, the handmaid of religion, teaches us that then, as now, the material universe was incomparably grand; that space was hung with blazing luminaries; separable into groups and systems; but the ages came and went; only "He who sitteth on the circle of the heavens, with whom one day is as a thousand years," noted their movements—timeless suns darted their timeless rays athwart timeless space; and yet *duration* flowed on and on.

Out of the mists of the eternity of the past, its origin concealed by clouds and vapors, rises an arch of grand proportions. Spanning the dark abyss, the further extremity is lost in the eternity of the future.

Let us study briefly this chart upon which are spread out the records of time. Here have lived and moved the busy generations of men, leaving their footprints, sometimes in the sand, often in the enduring rock. As we note the division into centuries, we cannot but observe that near the beginning very few records appear. Jabal pitches his tents and folds his flocks beneath the giant trees, and the votaries of Jubal dance to the music of the harp and organ.

The antediluvian period was characterized by muscular, rather than intellectual development. Although life was prolonged in some instances, almost indefinitely, there was little to stir the fountains of thought, and the wild, rugged life which men led impelled them to deeds of prowess and bold adventure.

After the deluge, the immortal in man began to reach out toward the infinite. Earth was one vast place of graves, and the very atmosphere was instinct with the results of the awful catastrophe which had left a single family, the sole representatives of the race.

The Creator now communed with his children through sacrificial offerings; and we soon find him covenanting with Abram in regard to the future of the Jewish nation. The age of Abram, though distinguished by the first recorded wars, and by signal victories over surrounding clans or tribes, has stamped its impress more indelibly on the scroll of time by the simple faith of him who questioned not when God commanded. The reverberations of his weary foot-falls, while pursuing his toilsome way towards Mt. Moriah have echoed all along

the aisles of the centuries down to the present day, encouraging the faint-hearted to deeds of constancy and faith.

As we trace the progress of events, we are amazed at the slow steps towards civilization. But from the earliest dawn of intellectual development, each century has been a factor in the culture of the succeeding one. Man has ever been a searcher after truth; his eager intelligence has seized upon startling events, and crystalized them into ideas of permanence and value. An earthquake, burying thousands in a common ruin, has been to him an occurrence of less importance than a blow struck for God and liberty. The latter, whether it results in the overthrow of a despotism, the emancipation of a down-trodden race, or the establishment of wholesome government, is an exponent of the possibilities of his own dual nature.

The plain of Esdrælon, the battle field on which the ancient Hebrew nation alternately conquered and retreated before their victorious foes, was fattened with the blood of the slain; but in all subsequent time it holds up to us the lesson that whether under the leadership of Deborah and Barak, or of Gideon—"God is with the right."

During the heroic age, when the Greeks battered the walls of Troy, and Samson slew his thousand Philistines, the foot-prints are those of a giant, striving to make himself master of the situation by sheer physical force. The next swing of the ponderous pendulum discloses to view David, the warrior poet, the statesman king, whose æsthetic nature was equalled only by his religious fervor. The crowning act of his eventful life was the collection of materials for the building of the grandest temple which the world had ever seen.

The voluptuous Solomon, in carrying out his father's plans, gave an unheard of impetus to commerce and the mechanic arts. Solomon was a shrewd financier, and besides building palaces and cities, and equipping a navy, he furnished to the century in which he lived a solution of the problem, "What shall be done with the *tramps?*" When he would send hewers of wood and bearers of burdens to the mountains of Lebanon, he did not select the free-born Israelites, those who had comfortable homes, but the strangers, the sojourners, those who were dependent upon the free-holders for the bread which they ate. While this floating population, to the number of 153,600, found remunerative employment in the forests and by the sea, home industries sustained no shock, and the country increased in wealth, while lavishing millions of the precious metals in adorning that beautiful structure which made Jerusalem the "joy of the whole earth."

Of the personal history of Homer, we know little, except that he was a poet, and, according to some traditions, that he was blind. Among the many conflicting opinions, we incline to the belief that he was a school-master, that his mother was a matchless woman, and that his early childhood and youth were passed amid fostering circumstances and culturing influences. From one to three centuries had elapsed since the fall of Troy, and the only history of the event consisted in traditional tales, and the songs of wandering poets. To

these the youthful Homer listens, until his dreamy, poetic nature is roused from its slumbers, and from his sunny Ionian home he looks across the Hellespont, and sees, like white specks on the horizon, those twelve hundred ships, armed with the vengeful wrath of Achilles. He makes their cause his own, and in numbers softer than had ever before fallen from the lips of straying minstrel, he sings the story of the Iliad, and later the return of the brave Odisseus and his comrades to the Grecian shores. True, the century in which Homer lived is doubtful, but the foot-prints which he left are traceable through all the period of Greek civilization and renown.

Not the warrior who causes the earth to tremble to the tread of armed hosts, not the hero who scales the battlements and captures the enemy's colors, leaves the most enduring impress on the ages; but he who, at the forge of thought, molds and fashions the theories of science, and the laws which regulate human conduct; or who sweeps the chords of the sensibilities with the creations of his own matchless genius. Alexander was a hero in his way, but what remains to testify that he ever existed, save the perpetuation of his name in a few time-rocked cities? But Plato and Aristotle, Moses and Lycurgus, David and Isaiah, Shakespeare and Milton, have left foot-prints which will mark the centuries as long as the "great round earth goes spinning down the ringing grooves of change."

The Roman legions, marching from conquest to victory, laid the whole world under tribute; and when they had planted their victorious eagles on the soil of every country, from Britain to Mesopotamia, the doors of the temple of Janus swung on their rusty hinges, and proclaimed peace to the war-weary nations. In the hush of that peace the Christ-child was born. Angels ushered in his advent with "Glory to God in the Highest," an unlettered virgin hung over his pillow, wise men from the East laid their offerings at his feet, and the minions of Herod sought his life. O, the beautiful foot-prints left by the straying boy on the hills of Judea, while the world were all unconscious of the divinity that walked in their midst!

Time speeds on. The Roman Empire, in which the seeds of weakness and decay have already germinated, slowly passes to its disintegration. But the "handful of corn in the earth, on the tops of the mountains," proves the germ of a civilization, purer and freer than any which the centuries have known. From the blood of martyrs, from the ashes of Polycarp, springs a race of believers, which, henceforward, marches on to the overthrow of paganism.

The irruption of Northern Barbarians, hastening the downfall of the Western empire, was followed by the establishment of new kingdoms; and for several centuries ignorance and barbarism shrouded the whole of Europe—an almost rayless night, in which the simple truths of the gospel were corrupted, and history records little else but conflicts between church dignitaries and petty sovereigns.

In the twelfth and thirteenth centuries the Crusades, kindled by the false fires of fanatacism, agitated and distressed every family in

Europe. Men, women and children flocked to the standards of unprincipled leaders, and under the cover of religious enthusiasm, their foot-prints were everywhere marked with blood. At the close of the Holy Wars, Asia held entombed in her sepulchres or bleaching on her plains the bones of two millions of these deluded fanatics.

In the meantime the corrupt languages, growing out of a fusion of the classic Latin with northern tongues, passed their nascent periods, and the Renaissance literature approached its full development.

In the fourteenth century, Tamerlane, with an immense army, came forth from the walls of Samarcand, invaded Persia, capturing Ispahan and afterwards Bagdad. He next extended his conquests into Russia, took Moscow, and established the Tartar dominion north of the Black Sea. When we contemplate the cities ravaged, the inhabitants butchered, the pyramids built of human skulls, and the tramp, tramp, of that slaughtering host, it would seem that the vibrations imparted to the vaulted arch before us, would break only on the shores of eternity. But a few days ago we asked a young student of history what she thought of the campaigns of Tamerlane. She opened her innocent eyes, and said she had never heard of him.

Among the contemporaries of Timour, the Tartar, was Wickliffe, the "morning star of the Reformation," who translated the scriptures into the English tongue, and a few years later, John Huss and Jerome of Prague ascended to Heaven from the fires kindled by the Council of Constance. These Christian heroes, armed with the sword of the spirit, made the Papal throne to tremble, and they drove broad and deep the ploughshare of free thought through the stubborn soil of ignorance and superstition. A century later the "singing monk of Erfurt" broke up the fallow ground thus prepared. His was a mission grand and peculiar. He was, to use his own language, "born to fight innumerable devils and monsters, to remove stumps and stones, to cut down thistles and thorns, and to clear the wild woods." With the fire of his own enthusiasm, he set the German hill tops all ablaze, and the arrogant power which for more than five hundred years had harrassed and tortured the believers in a simple faith, now hurled its anathemas at the head of Martin Luther.

Where shall we look for the footprints of these reformers of the fifteenth and sixteenth centuries? The pages of history are all glowing with them. Wherever we find a fettered intellect shaking off its chains, a crushed soul, rising to a higher level, a poet singing of liberty, a philosopher unlocking the mysteries of the universe, a nation emancipating its bondsmen, a spirit of enterprise going forth to subdue the wilderness and make the desert bloom, to endow universities and establish free schools—*there* have the reformers walked.

In the recent centuries the spaces seem to lengthen, and are big with the record of mighty events. Prominent among these was the Thirty Years' War, terminated by the peace of Westphalia, which parcelled out the exhausted territories among the contending powers—France taking the "lion's share." Arrogant and haughty Louis XIV

revokes the Edict of Nantes, and scatters to the distant corners of the earth half a million French Huguenots as thoughtlessly as the playing child blows the winged seed from the dandelion, little recking that on other shores the fugitive germs may attain a riper fruitage. Germany, depleted by the protracted struggle, turns her attention to literary culture, and her distinguished writers occupy the front rank.

The battle fields of the British Empire grow green under the influence of rain and sunshine; her generals win laurels and dominion on the continents, and glory on the seas; and her poets and philosophers mount to heights hitherto untrodden, and write their names among the stars.

In the Western Hemisphere, exposed to the perils of the wilderness and the midnight attacks of savage foes, a few scattered colonies are working out the problem of freedom. With an almost sublime ignorance of the magnitude of the country, they lay the foundations of their superstructure in the imperishable granite of New England's hills, and in the sunny valleys of the more southern Atlantic slope.

At the beginning of the century just closed the eyes of Christendom were turned towards the Star of Empire, as it hovered over the thirteen colonies of North America. England had "builded better than she knew" in the grants of lands made to various companies, and the enterprising settlements steadily increased in material resources. The nations of Europe were just now at peace, and when the startling echoes of the Independence bell slowly rolled across the Atlantic, the problem everywhere presented for solution was, "Can they maintain that declaration?" The results of the sanguinary struggle of those seven eventful years woke up the slumbering monarchies of a musty civilization; and government *for* the people and *by* the people became the ideal which floated in the dim distance before many a longing eye.

Soon came the French Revolution, succeeded by the Reign of Terror, and anon, the Man of Destiny, by a rapid succession of victories, placed himself at the head of the French soldiery. O, how the strong pillars quaked under the heavy tread of Napoleon's armies! Cast your eyes on the chart of Time, and you will see his battle-flags, standing like lone sentinels on land and sea, from Trafalgar and the Pyramids to Borodino. Defeat and temporary banishment were succeeded by a second enthusiastic welcome from the royal army. Once more at the head of his veterans he met the allies on the plains of the modern Esdrælon, and Waterloo was the closing military chapter in his remarkable career.

But what of his foot-prints? The code of laws given to France, the oppressive feudal and ecclesiastical institutions subverted, the religious toleration granted, are among the beneficial results of his achievements. On the other hand the splendid opportunities for benefiting the race cast away, the self-aggrandizement persistently sought, the military despotisms established—all prove him to have been the foe of true liberty.

We now turn to the New World, and notice the progress of the

young Republic. Throned on her myriad hills, gathering inspiration from mountain breezes and meadow brooks, from the spicy gales which sweep the northern pines, the orange groves, the chestnut blooms, and the wild, purple vintage. she sits, the Queen of the Occident.

Hang the picture high in our art gallery! Frame it with sheaves of russet wheat, and ears of yellow corn, and bolls of snowy cotton, and clusters of luscious fruits. Suspend over it a canopy of the purest cerulean, from whose graceful folds the benignant countenance of Washington shall calmly look down on the miracle which God hath wrought; and then utter paëans of thanksgiving to the beneficent Father, who hath so marvellously attuned the hearts of the people, that in peace and in war they have always instinctively turned to the name and character of Washington as the embodiment of all that is great in purpose and heroic in action.

Pushing out her settlements westward and southward, State after State was brought into the Union which had been cemented by the blood of its brave defenders.

The integrity of this Union has been repeatedly imperilled. The South Carolina Nullification Act in 1832 meant dissolution, but that catastrophe was averted by the consummate statesmanship of Henry Clay. The repeal of the Missouri Compromise in 1854 threatened to deluge with fraternal blood the Territory of Kansas, but out of the smoke of border warfare, the young State mounted gaily to her place in the the galaxy, holding aloft her motto—*Ad Astra, per Aspera.*

Then came the great Rebellion, causing every timber in the ship of State to quiver, but from that fratricidal strife the old flag came home, battered and torn, but without the dimming of a single star. Amid the roar of cannon and the clash of sabers, the foul blot of slavery was forever wiped out from our fair escutcheon. Abraham Lincoln attained an enviable position among the statesmen of the age, when he seized the opportune moment, and wrote the word *freeman* across the brow of every sable son of bondage.

Alas! that sectional animosity and party strife should still exist; but the government, in its beneficence, knows no East, no West, no North, no South.

And what shall we say of Iowa—the emerald setting in the crown-jewels of the West? In her resources, she is *great;* in her citizenship, MAGNIFICENT; in her politics, GRAND.

In tracing the development of our country, we cannot afford to lose sight of the influence which a system of free schools has exerted. Long ago, the Spartans were, perhaps, the first to grasp fully the idea that the strength of the State depends on the homogeneity of its education. The Romans, whose schools were open to both sexes, gave special attention to the cultivation of language, the attainment of a pure and correct expression, and the highest honors of the State were the prizes bestowed upon eloquence.

Martin Luther, in 1526, writes: "Government, as the natural guar-

dian of the young, has a right to compel the people to support schools," and with an energy characteristic of the man, he established a system of free education, which flourished until interrupted by the Thirty Years' War.

The first legislative enactment in America in favor of schools was in 1647, and it is worthy of note that Massachusetts and Connecticut were far in advance of their more Southern sisters. Taxed on their imports, taxed on their exports, taxed on their wars with the Indians and French, taxed for the erection and support of churches, they yet cheerfully taxed themselves to support the school-master.

In 1670, the Foreign Commissioner interrogated the Colonial Governors as to the means of education. The Governor of Connecticut responded: "One-fourth of the revenue is given to the support of schools." Governor Berkely, of Virginia: "I thank God there are no free schools nor printing, and I trust there will not be for a century to come." Happy Governor Berkely! If his prayer was not literally answered, it is certain that for many years after his time the hoe and tobacco stalk were virtually Virginia's coat of arms.

After the Revolution, portions of the public domain were, in some instances, set apart for school purposes, and in all the New England and Middle States, the church and the school-house were found in close proximity. Alluding to the reflex influence of each in the molding of society, Whittier sings of his own Massachusetts:

> "Nor heeds the skeptic's puny hands,
> While near the school the church spire stands;
> Nor fears the blinded bigot's rule,
> While near the church spire stands the school."

We must pass over the deterioration in educational work, resulting from a tiresome routine, and also the subsequent revival, conducted by Horace Mann, Emma Willard, and other distinguished teachers. Of this revival, the graded school of to-day is the acknowledged fruit.

While congratulating ourselves on the substantial progress made during the past century, it were well to take the soundings carefully, and to inquire whether we are accomplishing all that is practicable with the appliances furnished us. The end and object of the common school is to educate the future citizen of this English-speaking Republic. When Edward Everett was asked what he called a good education, he replied: "To read the English language well; to write with dispatch a neat, legible hand, and be master of the first four rules of arithmetic, so as to dispose of every question of figures which comes up in practice — I call this a good education. And if you add the ability to write pure, grammatical English, I regard it an *excellent* education. These are the tools. You can do much with them, but you are helpless without them. They are the foundation, and unless you begin with these, all your *ologies* and *osophies* are ostentatious rubbish."

This opinion has the more weight, because coming from one of the

most accomplished scholars of his generation, and it suggests to us that too little time is given to the critical study of our mother tongue. Our children are hurried on to the "ologies" and "osophies" before they are old enough to understand the philosophy of language; and in the crowded curriculum before them, no place is found to resume the broken thread. We submit that analysis of our best English authors ought to run parallel with the study of the classics, through all the higher school life.

But the future citizen must be developed morally as well as intellectually; and that system of education which fails to secure this symmetrical development is essentially defective. The absorbing question to-day is, "Shall morals be taught by illustrations drawn from the best ideals of the teacher? or, shall we use for this purpose the words of inspiration?"

We are not surprised at the prominence which this question has assumed; for it is secondary to a growiug tendency everywhere to substitute *natural* for *revealed* religion. But the former is an element of moral strength, only in as far as it is an outgrowth of the latter. The religion of golden sunsets, and singing birds, and laughing brooks, and general benevolence, is all very well, but it is not the fountain whose waters can make clean the springs of human thought and action.

Having had this fountain of perennial blessing so long in our garden of tender plants, wherefore should we remove it beyond the hedge, trusting that some of its healthful spray may still fall upon our thirsty borders and drooping exotics? Wherefore should we cheerfully tax ourselves to send the Bible, in the hands of the home missionary, to the destitute children on our frontiers, and withhold it from the more destitute thousands who come up from the lanes and alleys, to crowd our school-rooms? Wherefore should this Magna Charta of our civil and religious liberty be secluded in the cloister of the Christian home, the church, and the Sunday School, as if unfit for unregenerate eyes and ears?

Not thus in the infancy of the race did the spoken word of the prophet lead the ancient Hebrew nation, slowly up from barbarism to the light of a clearer day. Not thus did the *unchained* Bible of Luther and his compeers, pour its flood of light on the nations of Europe. Not thus did the Pilgrim Fathers and their descendants provide for the dissemination of religious truth, when, in laying the foundations of this Republic they made the Bible the strongest pillar in the social fabric. In those good old days, when children studied the New Testament in school, and conned the catechism at the fireside, men were not "fit for treason, strategem and spoils."

We reverently believe that if we would save our precious youth from going down into the vortex of dissipation and shame, we must hedge them about with the truths of inspiration. Then, when lured to the haunts of the strange woman, a sepulchral voice shall say, "Her feet go down to death; her steps take hold on hell." When

halting between two opinions on the street corner, looking at the gilded entrance to the brilliantly lighted saloon, the same voice shall be heard, "Whoso is simple, let him turn in hither. But he knoweth not that the dead are there, and that her guests are in the depths of hell."

When the infidel of foreign birth, who has crossed the ocean, to enjoy the benefits of our free institutions, says to us,—"Your schools are the best in the world, and if you will only take God and the Bible out of them, I shall be proud and happy to have my children educated in them," let our reply be,—"No, sir; you are welcome to sit in the shadow of the tree, planted by the prayers and watered by the blood of our fathers; but you cannot uproot it, nor engraft thereon the adjuncts of the old monarchy from which you came."

At the same time, we would carefully guard every approach to coercion. The Revised Statute of our own State provides, that while the Bible shall not be excluded from any school, no child shall be compelled to read it contrary to the wishes of his parent or guardian. In my heart of hearts, I thank the framers of that law; for in it they have respected *my* conscience, as well as that of the unbeliever; and have effectually barred the door against arbitrary dictation, whether of teachers, or of school officers.

Teachers, the saying has become trite, that for the future of this Republic, we are largely responsible. Oh! let us remember that steps forward may be taken slowly, yet surely.—steps backward are hard to retrieve.

The centuries move on; and the voice of the faithful schoolmaster, in the long-buried generations, comes to us to-day, in the interest of the boys and girls of 1876, and asks, "What are you doing for God and humanity?" Answer him in the words of the black boy of Atlanta—"Massa, tell 'em we are rising!" Our record, as educators, will soon belong to the past. Let the work of our hands be done so faithfully, that the work shall live, when the hands are still.—

> LIVE, through the countless ages yet before us,
> In which the soaring mind shall lose its thrall,—
> LIVE, while in long procession o'er us,
> The FOOT-PRINTS of the CENTURIES shall fall.

The Association was then favored with a vocal solo by Miss LITTLE, with piano accompaniment.

Prof. L. F. PARKER, Chairman of the Committee on Unification of the School System, presented their report.

To the Members of the Iowa State Teachers' Association:

Your Committee on the Unification of the School System were assigned to a work far from novel in the State of Iowa. The theme, old and threadbare as it may seem, and, indeed, really is, still manages to hold a front seat in this very goodly company. It has agitated individual minds for long years, and been to this Association a kind

of herculean task in which, when one obstacle seems overcome, two new ones instantly spring into the vacant place. One member of this committee attempted a similar service for you some ten years ago, and we do not flatter ourselves that either our present effort, or even that yours at this meeting, will render all further thought on this subject unnecessary. Nevertheless, we hope some progress will be made in the solution of this question, whose importance has justified and demanded so much thought and effort.

The subject assigned us assumes that there is a school system in Iowa, and that it is not yet beyond all possible improvement, and your committee accept both as facts. But such a system may exist only in theory, or, also, in reality; it may be found merely on the statute books, or in the school-rooms, also, and we believe it is found in both forms and in both places.

The legal system may be said to be triple-headed, and to culminate in the Normal School at Cedar Falls, in the Agricultural College at Ames, and in the State University, but no modification proposed or contemplated by anyone in this Association or out of it, (unless it be the one advocated by those who would reduce all public instruction to "the three R's), would affect the first two. Hence, the question before us involves the University only, and it concerns that only in its Academical and Engineering Departments. The private and denominational academies in the State form no part of the legal system, though the usual action of this Association and the composition of this Committee, will justify us in treating them as parts of the actual system, as factors in the educational problem of the State.

The legal system consists of primary, secondary and collegiate schools, or, loosely speaking, of common schools, high schools and the literary and scientific departments of the University. The University is controlled by its Faculties and board of Regents, and the other schools of the system by the will of their boards of directors and localities. The practical difficulty is to secure such action by these absolutely independent bodies, as shall result in the largest reasonable number of secondary schools, and in making them most wisely efficient. Whether the lower and the higher education in our public school system is lower or higher than it ought to be, whether it is better or worse than it should be, is not now before us, but this only, how shall the chasm between these parts be filled?

On this subject we have no time or taste for spinning theories for merely possible circumstances. Had we the egotism to suppose that we could have given the current of popular education a more auspicious direction, if we had had a share in its inception, we cannot pause now to condole with Iowa on her great loss by our absence.

The law now provides for secondary education in townships, cities and counties, which may choose to engage in it. All above the elements of English is permissive, and at the option of localities, and the law becomes mandatory only when it reaches the University, and commands it to "begin" where the high schools leave off.

Few, if any, will charge Iowa towns and cities with indifference to the advanced grades in the public schools; few, even of those who think they can improve them, would venture that criticism, while most will acknowledge that the less populous districts have been but ill supplied with local opportunities for secondary education. The law now, however, offers additional facilities to the people of every section of the State for bringing these opportunities within comparatively easy reach. *Every township and every county may establish its own high school.* We would call especial attention of country districts to Section 1726 of the school law, and to Superintendent Abernethy's comment on it, viz: "A graded school, open to the older and more advanced pupils from every sub-district, may be advantageously established at some central point in every district township." The stirring words of Hon. Newton Bateman, late Superintendent of Public instruction of Illinois, and now President of Knox College, deserve heartiest endorsement. We would gladly quote all his wise suggestions and vigorous argument in their favor. We can only say he shows most pleasantly and most convincingly that such local high schools will not only bring the higher branches within easy reach of all, but also so react upon sub-district schools as to convert them from scenes of dull routine to very beehives of industry.

We would express our appreciation, also, of the legislative wisdom which has suggested county high schools. While such a school may not be so imperatively demanded in the more populous counties, in which there are already several municipal high schools, we believe the educational interests, and even the financial prosperity, of the more sparsely settled counties would be promoted by a well-managed county school of this sort. Such a school would be a perpetual fountain of superior instruction for the township schools, and a constant tonic there.

The importance of these township and county high schools demands that they should be made as easy and as inexpensive as possible, especially at their inception, and to attain this object we will recommend such a modification of the school law that their officers may be authorized to lease rooms or a building for their use. Many counties could, and some doubtless would, then open such a school at once, and its advantages could be enjoyed at but little above teacher's wages.

We now turn to consider existing high schools, but we feel tempted to violate our pledge, and to breathe our most plaintive Jeremiad. Not that teachers have been incompetent, or the people uninterested, or directors negligent, but that these schools have been so unlike, and so frequently suggestive of nothing beyond. However, even in this cerulean tint, we cannot allege that the evil has been greater in Iowa than in most other States, yet it has been great enough to command the anxious thought of educators here as elsewhere.

The curriculum of these schools has ended all along from fairly finished arithmetic and geography to well-taught fourth year Latin, the

calculus and mental philosophy. In one place the languages have absorbed an undue share of time; in another, mathematical studies have worn the crown; and in still another, the natural sciences have distanced all competitors.

Unquestionably, greater uniformity, and a more distinct recognition of higher education would have been secured had the first high school legislation in Iowa, been the re-enactment of the law, which provided for the first in the country. When the General Court of Massachusetts Bay, in 1647, placed her grammar schools, by express enactment, in the hands of those only who were "able to instruct youth so far as they may be fitted for the university," a measure was adopted, admirably arranged to permit local modifications, and to secure a general uniformity. The spirit of that puritan legislation still characterizes Massachusetts law, and is still visible in Massachusetts high schools, and is even yet producing rich fruit throughout the country, but in no state so rich as in Michigan, for in no other has the form of her legislation been so exactly reproduced. But Iowa law contained no hint of what branches ought to be taught in high schools, and none of what their instructors should be qualified to teach. It was natural, then, and almost unavoidable, that the most vigorous thinking in our pioneer communities should be done along the avenues of commerce and in the centers of business, rather than in accurately arranging their school curricula, a work for which the mass of the people had no scholarly preparation. It was natural, too, that they should leave such minutiæ to their teachers, for they affected the remoter future rather than the immediate present. Teachers, too, were but human when they over-valued studies with which they were best acquainted, and gave them the lion's share of thought and time. And such, in general, has been the history of our high school courses. They have usually reflected the personal tastes of their various authors, and been as diverse as their sources; so that an intelligent reader could safely assert that a classical scholar was the originator of this, a mathematician of that, and a scientist of the other.

But we must pause here, to warn you against misunderstanding. We are recommending and urging a much nearer approach to uniformity, but not an absolute oneness of courses. There are local advantages and local needs that ought to affect the local high school work. For example, there are mineralogical and geological localities of the profoundest interest, and, in these, there should be enough mineralogy and geology taught to induce a reasonable apprehension and appreciation of the marvels of nature all around the pupils. In other places, the number, the intelligence, and the influence of the German population, would render special attention to the German language eminently proper. But teachers may well move with unusual circumspection when tempted to multiply or extend the time of their favorite studies. If possible, indeed, the *personal* element should be entirely *eliminated* from the courses, and only those portions

be permitted to remain which are demanded by the local and the general good.

The general good will demand that the elements of the natural sciences, the sciences of observation, should have an early place in the high school; a peep should be taken at the wealth of literature garnered in our English language, and Latin is too large a part of our best English to be forgotten, while mathematical studies, with their sturdy self-assertion, are in no danger of being neglected. Besides these, American history and American politics (in the large and unpartisan sense of the term), will demand a revived and hearty interest as we float on into our new century. Perchance, even heavier drafts will be made on the patriotism of the nation's second century, than those on its first, there may be a more imperative need of men in the future than in the past, a need of men more patriotic than partisan, of men more devoted to truth than to dogma. Though duty to country should be taught, and love for it inspired, even in the primary school. The high school should conduct the pupils into a larger knowledge of civil rights and obligations. In some high schools it may seem wise to push on into ethical and metaphysical studies, but pupils who take these will probably intend to graduate without finishing a collegiate course elsewhere, and, hence, these studies scarcely fall within the scope of the present discussion.

Thus far we have alluded to studies which may be wisely introduced into the better high schools, considered as local institutions merely, for it is this consideration which will and ought to determine all these questions. But we are to treat of them especially as links between primary and collegiate education, that is, to treat them as they were intended to be made in our legal system. The real problem now is, "what can be done to increase their efficiency as preparatory schools, without *sacrificing* local interests; or, if possible, how can this be done while *enhancing* those interests."

It is obvious that some genuine high schools ought not to be carried along to freshman work, while others, in the larger cities, should go, as they do, up among college studies. The former, then, should not aim to become links between the primary school and a full college course, yet even they may sometimes make close connections with the last sub-freshman (or senior preparatory) year, and we believe some of the more advanced high schools may profitably prepare pupils for college, and that too, without introducing a single additional study. The State University is peculiar in placing about two years of German among its pre-requisites for freshman standing, and deferring Greek to the freshman year, while other collegiate institutions in Iowa, require some two years of preparatory Greek. Those two high schools, then, which provide for about two years of Greek and a little more than that of Latin, have all in their courses that is necessary to fit students for the denominational college of the state, and the other four that have some Greek, need only to add a few terms in that single study to attain the same honorable

position. The twenty schools in which two years or more of Latin and German are already taught can easily become fitting schools for the freshman class of the State University by a little adjustment of the studies now taught in them, and a similar change would adapt several others to the wants of the last sub-freshman class, while those with still less of language can prepare for the scientific courses.

We anticipate the ready objection to the suggested modification, an objection which may linger long in some minds; that the high school courses are prepared to accommodate the large majority who leave these studies for business, and not for the few who might be inclined to acquire a college education. That is all true, and the principle is perfectly just, but we suggest that in many, if not in all cases, *both* classes of students can be accommodated, and without any increase in the number of recitations. The only practical difficulty in the way of this adjustment will probably be with the linguistic studies, for every probable course of study will make ample provision for all required preparatory science and history before the completion of the required study or language. Now, if the studies should be so arranged that Latin and Greek, or Latin and German, can be carried forward simultaneously, the third and fourth studies can be supplied by algebra and geometry, by the natural sciences and history, and then the student will be in the way of direct preparation for the collegiate course. This will probably necessitate occasional permission to these prospective collegians to take studies from different *years* of the course as arranged, and no change whatever beyond this. An irregularity so slight scarcely deserves mention in connection with advantages so important. Where the high school course embraces many studies more than those which are strictly preparatory for college, we would recommend that those who propose to graduate from the high school into college, should do so, usually, as soon as the strictly preparatory studies are completed, and be granted a special diploma without completing the entire local course. We are aware how pleasant it would be to have such students finish the home course, and yet quite as well aware that citizens and teachers will probably ere long take a pride more just and more joyous in the scholarship of those collegians, than in that of those who take all the high school course, and then engage in business; ere long it may well be the peculiar glory of high schools in Iowa, as it has long been that of academies everywhere, that they have sent the largest number of the best students into freshman classes.

But some have thought that high schools can never be depended upon to bridge this chasm between primary and higher education, and that reliance in this work must be placed on Academies only, and, hence, that any attempt to secure such an office for high schools must be utterly fruitless. The wondrous growth of high schools has been acknowledged and lamented; acknowledged because proved by everyday facts; lamented because they have too often elbowed

private academies out of life, and yet failed to take up this intermediate and most popular academic work. This unbelief in high school possibilities has ripened, sometimes, into indifference or opposition to their enlargement, and, possibly, to their very existence. It has been feared that these public schools would throttle our academies, and then, necessarily, dissipate our education just as a multitude of points dissipates the electricity from a well-charged battery. Your committee can sympathize with neither element of this fear. Even if high schools do perform a part of the work of academies, academies themselves will still enjoy, as they ought to enjoy, a glad and useful life. The Athenian Academy was a calm retreat on the Attic plain, on the banks of the Cephissus and among the sacred olives, away from the hum of the Agora, beyond the tumult of the Pnyx, and outside of the wild strifes of the politicians and the struggles of faction, yet it was in full view of the most inspiring monuments of human art and human history, a charmed spot where the wisdom of a Socrates and a Plato led eager listeners to grand views of life and mind, of man and God. So its American namesakes, embodying many of its virtues, will remain, we believe, while civilized life shall last, justly honored and wisely cherished centers of education, centers *good* for *all* and *best* for *some*.

But that high schools may suggest still higher study than their own, and lead pupils by gentlest though mightiest influence, up to a still higher plane of culture, is apparent in philosophy, and in our recent, as inour earliest, history. So apparent is it in philosophy, that such men as Dr. McCosh have advocated national aid for these very high schools and for this very end, while the recent history of Michigan high schools especially, has verified the philosophy. Many of these high schools have attained the dignity of fitting schools for Michigan University, and more than fifty aspire to the honor. More than half of the Freshmen in the University, and that, too, the *best* half, are even now sent up by them, as President Angell assures us.

The influence, also, of this distinctively and avowedly secondary work is said to be most happy upon the schools themselves. Academies preparatory to Yale or Harvard, or any other good college, have long felt a freshening, quickening glow from their favorite higher institution, just as the lower schools receive warmth and stimulation from the high schools. Those Michigan high schools give and they get. They give, not gold, but better than gold, good students; they get, not iron, but life, a happier, healthier, higher life. The Superintendents in those schools recognize this fact, and gladly, too. The Superintendent of Grand Rapids says that this preparatory work of these schools brings them "the freshest and healthiest stimulus which they have received." The Superintendent of Pontiac affirms that his pupils now "take a greater pride in getting good lessons, which they prepare far easier and much better." Prof. Chandler, now of Denison University, Ohio, and late of Pontiac, says, "the increased talk and thought about college" was "almost the most

powerful cause" "of greater interest in study and better work," and the Ann Arbor Superintendent declares that the "influence of the preparatory classes in the school is unquestionably happy, inspiring ambitious aims, earnest study and thorough scholarship." It is not difficult for us to believe all this, for we can readily imagine the fervor of local gratulation which would attend the graduation of the incipient freshman, the sympathetic joy in his future triumphs, and the ambitious thrill inspired by the welcome to the returning college alumnus. Such a graduating class in the high school would not be the most idle, but the most earnest; it would not be courting excuses for vacations, but seeking new acquisitions as a basis for college honors. We may well remember that the difference between the longitude of Michigan and that of Iowa, will not prevent like causes from producing like effects.

But some of you may now be thinking that Iowa colleges should abandon their preparatory departments before Iowa high schools should attempt such direct preparatory work. We remember that Michigan University has no preparatory department, and that the older New England colleges have none, while all our Iowa colleges and universities do more or less subfreshman work. Nevertheless, it may seem rather ungracious to ask Iowa colleges to abandon this work so long as not more than five per cent. of their college students obtain all their preparation in our high schools, and only about the same number come from private schools, and all the rest of them step out of their college preparatory classes into their freshman. It would be scarcely delicate to ask them to cut off nine-tenths of their supplies, merely in hope of some new and undeveloped source of supply. Some officers of colleges in Iowa were consulted about a year ago on this subject. President Burns, of Simpson, said, "nearly all of his freshmen came from his own preparatory department;" President King, of Cornell, reported all of his, except one, as from a corresponding source; and President Brooks, of Tabor, said 76 per cent. of his came from his antecedent class, and not one from an Iowa high school. These are but specimen facts. A few years ago the question was raised whether Iowa College could not dispense with its subfreshman work, and every one interested, we believe, became satisfied that such a step would be disastrous to the college. This was precisely the conclusion of Ex-President Wheeler, then of Mt. Pleasant, as to the need of the preparatory department in his institution, and he said that, "at present, colleges *must* largely prepare their own students." President Burns maintained that to abolish his preparatory department "would be exceedingly injurious," and President Brooks declared that with him it would be "the abolition of the college department."

But, after all, this difference must be quite immaterial in this discussion, for the reflex influence of such a work is not modified by the number or locality of students prepared elsewhere. If the high schools of Detroit and Davenport send freshmen to colleges, it is

wholly and equally unimportant where or how the other members of the same class secure *their* ticket of admission. But the case is really stronger than this, for the Ann Arbor high school is, practically, the local preparatory department of Michigan University. This high school has been constantly moving right upward and outward in its course of study and general work, yet, two years ago, its Superintendent said three-fourths of all of its work was preparatory, purely and distinctively so. Indeed, among fitting schools in the United States, it is said that only one, or, at most, two, send more pupils directly into college classes than this very high school. More than this: About 75 per cent. of all the freshmen from all the high schools enter the University from this one. But this fact does not in the least interfere with the advantages which that preparatory work brings to other high schools, and it *would not* even if the Ann Arbor high school were *in organic union* with the University, rather than *legally independent.*

It seems obvious, therefore, that preparatory departments in Iowa *do* not and *can* not interfere with a successful adjustment of high schools to this work of secondary education, with the possible exception, however, of high schools in college towns. For the benefit of these we may say we know some Iowa institutions which are more than ready to remit all this work to others so soon as their localities become Ann Arbors in secondary education.

In conclusion, we would recommend in the way of legal action, nothing better, for we know nothing better, than that of the Puritan founders of high schools almost 230 years ago, viz: that teachers' certificates should be graded according to the grade of the schools, and that those who teach in what the Puritans called "grammar" and we call "high" schools, shall be competent to teach certain specified branches. Surely high school teachers should be qualified to teach the branches which are desirable in high schools.

We now recommit this subject to you, and commend it, especially, to your individual action, for upon your action as *individuals*, rather than as members of this Association, will actual unification depend. No question takes precedence of this one of secondary education in the minds of American teachers; none is more vital to the high schools themselves, to the colleges above them, or, indeed, to the very safety of our mighty and motley nation. We commend it to your individual action, and also to the immediate consideration of the Association of Principals and City Superintendents, for they are most directly and professionally concerned.

Just here, and for a moment, we disfranchise one member of this committee, when we say that the very valuable high school statistics already gathered by our indefatigable Superintendent of Public Instruction, have been of great service to us in confirming some opinions here expressed, and will prove of highest utility to you in adjusting the details of unification.

We leave this theme with you, gentlemen and ladies, confident that

you are already moving in the line of assured and reasonable success, confident, too, that this grand work will be accomplished with a generous and a just impartiality between denominational academies and colleges on the one hand, and your own high schools and the State University on the other, accomplished with a hearty good speed and God speed, to every high minded educator, and every honest educational effort.

On motion, voted that the report be accepted and placed on file.

A motion to devote half an hour to the discussion of the subject was lost, and the Association adjourned.

THIRD DAY.

THURSDAY, Dec. 28th, 1876.

8:30 A. M.—Association was called to order by President ROGERS.

Opening exercises conducted by Rev. Mr. Murphy, followed by an anthem by the choir.

The President called the especial attention of the Association to the matter of enrolment.

A motion to refer to the Committee on Resolutions all matters requiring definite action, and not specially referred to any committee, was adopted.

Prof. N. R. Leonard, of the State University, called attention to the subject of the metric system of weights and measures, and offered the following resolutions :

Resolved, That this Association hereby expresses its gratification in view of the progress that is being made in the introduction of the metric system of weights and measures.

Resolved, That as the teachers of our country have an important work to do in preparing the way for its general adoption in the United States :

Resolved, That a committee of three be appointed to report upon the general subject of the metric system and upon the best plan of preparing our State for its adoption.

Adopted.

Supt. C. W. VON CŒLLN presented a brief report on Normal Institutes held during the year just closing.

Received and placed on file.

Supt. W. W. JAMIESON, of Keokuk, according to programme, read the following paper :

CURSE, CAUSE AND CURE OF TEXT-BOOK CHANGE.—BY W. W. JAMIESON.

My province is to discuss the "Cause and Cure of Text-Book Change," and not subjects or branches to be taught; still it involves both, as subjects must be determined upon before we can discuss authors.

What is the feeling of the people on this subject of text-book change?

First. In every community there are about three representative classes in regard to school books and school taxes. The first class, representing the most intelligent and public-spirited men (not necessarily the most wealthy), pay their school taxes cheerfully, and rejoice in the privilege. The second class pay their school taxes always *under protest*, claiming that these taxes are burdensome, and to some extent an imposition. Schools are costing too much money; school teachers are paid too much salary, and work too short a time. The third class is one that is influenced entirely by what the second class says. It has *no* mind of its own, but loudly echoes the opinions of the second class; owns little or *no* property, and, as a consequence, pays but a mere moiety of school tax, as compared with the whole.

Second. In regard to text-books, but *few* men, even, of the *first* class understand beforehand, what books have been adopted, and when a new book is required for a child, but few know whether the purchase of the new book is necessitated by the promotion of the child to an advanced grade, by the introduction of a new subject into the course of study, or by a change of the text-books in use in the schools.

A *few* of the first class, however, *may have* sufficient interest in schools to keep themselves thoroughly posted in these matters.

The second class take it for granted, every time a child wants a new book, that there is another change of text-books, and they go to their *henchmen*, publish the news—*change in the school books again*—and if they should happen to meet a member of the Board of Education, they would greet him with, "What are you going to introduce into our schools next?"

These two classes constitute but a *very small* portion of the people in any intelligent community, and the opinions of the *great* majority will, except when influenced by one or the other of these two classes, depend *almost entirely* upon the condition of the schools in that community.

If the schools are good, if their children are making rapid progress in their studies, satisfied with their teachers, the majority, and the *great* majority, will buy all the text-books required with the utmost cheerfulness.

Thus, we see, that *all* these complaints that are made in regard to text-book change, come from those who are not in sympathy with public schools, or from those who, through ignorance, are totally unfit-

ted to judge of these matters; an indication of bad management on the part of those who have the control of the schools. On account of this willingness of the *very large* majority of the people to submit themselves to any burden that may be laid upon them, for the sake of their children, we are all the more bound to see to it that these burdens be not unnecessarily increased by anything that we may do in the matter of text-book change; or, indeed, in any other matter connected with school management.

It behooves us, therefore, to inquire carefully into the actual state of affairs as regards text book change, to ascertain the evils at present connected therewith, and, if any should be found, to ascertain, if possible, their causes, and to carry the responsibility home to the proper parties, and to use all legitimate means within our power to bring about a cure.

Now, what is the actual state of affairs to-day in the State of Iowa?

In order to get reliable information on this subject, and as much information as I could from every locality, I sent notes to thirty different cities and towns, asking them to inform me what changes had been made in text-books in the last five or ten years. I received answers from thirteen different localities, embracing all the largest and most influential schools in the State, a synopsis of which I will give you:

Eleven of the thirteen city schools, report, within the last ten years, one change in Readers; ten, one change in Geographies; ten one change in Grammars; and four, one change in Spell rs.

A few report the introduction of new books, such as Language Lessons, Child's History, Child's Book of Nature, Elementary Works on Science, etc.

Two High Schools report a change in their Latin Series; three in Algebras, one having changed twice; three in Physiologies, one having changed twice; four have changed text-books in Physics, one changing three times; two have changed Botanies; two Chemistry; two Astronomies; two Geometries; one Rhetorics; one Geologies; and one English Literatures.

One High School reports numerous changes, but does not specify.

In addition to these letters, from all these prominent schools and localities, I have examined the reports made by County Superintendents, to the Superintendent of Public Instruction, for the last four years, and I find but one or two counties where complaints have been made in regard to this matter, and in a report from one county, the Superintendent says: "Some changes are needed very badly, and in all parts of the county."

Judging from these statistics, I would suppose that *entire* changes of text-books are not made in every *ten* years of time. Some are reported in use already, for ten years, and are still there; and the other books now in use may remain equally as long, or longer, judging of the future by the past.

But we must not conclude that there are no evils connected with

this subject. While it is true that, in the majority of places, changes are made only at long intervals, there are many localities where changes are of very frequent occurrence. Again, good books are often changed for poor ones, poor books for others, not one whit better, and, even in cases where a poor book is changed for a better one, the change is often so badly managed that the evils resulting therefrom, far exceed the benefits derived from even much better books.

In making these changes, in many localities, in place of a gradual interweaving of the books into their grades, where they properly belong, they just turn the whole thing upside down, throw out everything in use, at once, and put in the new; then comes the storm, and somebody is deluged—not with rain, but with curses—and they ought to be.

Who are responsible for the evils? Teachers, Boards of Education, and publishing houses. By the general principles of law, as applied to our common schools, *Boards* of *Directors* have the *entire control* of the public schools, as well as of the teachers employed to instruct them.

The legal instructions are positive, to *visit* the schools; the law says *shall* visit, and see what branches are taught, and that certainly embraces text-books.

These directors, in many localities, neglect their duties, and, as a consequence, are ignorant of the condition of the schools, in every respect. No attention is, or has been paid to what text-books or branches are in many of these schools; and, consequently, when a teacher is employed and takes charge of the school, he finds a great diversity of books upon every branch.

The teacher advises the children to buy certain other books; most likely those he has been accustomed to use, for we must bear in mind this class of teachers teach *books*, not *subjects* nor *principles*, in any branch, and they do not feel at home unless they have the identical books they have been in the habit of using; another change is made, adding to what has already been made every previous year, for possibly eight or ten years, and it is an easy matter to see what is the condition of that school under this variety of changes. For this *last* change the *teacher* is responsible, but it reflects back upon the directors, showing additional neglect on their part.

Now, at this point, the *people* appear upon the scene of action, and they want to know why their children are required to buy new books, every time school opens, and a new teacher is employed. The directory must now answer, and of course they know nothing about it: "first they ever heard of it." *This shows very deep interest on their part.* The directors find this out from the people, the people from their children attending the school. Of course, at this point in the proceedings, the duty of these directors is now very plain, to go and see the teacher, and investigate the causes which have stirred up all this commotion in the district, about the change of text-books.

The teacher explains this change, by saying that he found a great

diversity of authors in the school, and he thought the best plan was to have some uniformity in text-books, in order to do good work in the school-room, and the arrangement finally made will be as various as localities. Again, the influence of publishers often brings about an unwise change of text-books. These men, of course will urge a change, in order to extend their sales, and exchange and "introduction rates," and personal influence of agents, will often operate to bring about changes, where otherwise they would not be made; and sometimes, it may be, a bonus is offered in order to effect a change; such things have been done, and may be done again, under certain circumstances, and in some localities. Of course this thing of offering a bonus, is practiced by but few of our publishing houses, and to a very limited extent.

But the evils enumerated are not the only ones connected with this subject. Teachers and Boards of Directors have been subjected to so much personal abuse, on account of text-book changes; the schools have suffered so severely, on account of ill-advised and badly managed changes, that there is now great danger from the opposite extreme. of no change.

If we are to keep our schools up to a high standard, and still keep raising that standard, it cannot but be expected that changes in the text-books will be necessary from time to time, both in subjects and authors.

The citizens of Iowa certainly expect the educational interests of the State, to keep pace with the material interests; they certainly do not wish to stand still upon a subject of such vital importance to every child in the State. Let us look for a moment at the common and general industries of our State. Shall our wives and daughters go back to the old spinning wheel and hand loom. throw aside their washing and wringing machines, give up sewing machines, and go back to *hand sewing;* the cotton planter throw aside his cotton gin, and gin his cotton by hand; the farmer abandon his bright, steel plow-share, and go back to his wooden mould-board, and use the old hickory flail, and hand wind mill, instead of his steam thresher and cleaner; and reapers and mowers must give place to the sickle and hand scythe? Must we have no improvements in school furniture? Instead of the beautiful and elegant box desks now in use, adorning our stately school houses all over this State, furnishing every comfort and convenience to our children, must we go back to the old *slab-seat*, with no back to it, and our children's feet dangling six inches from the floor; refuse to ride, or have our produce carried upon railroads, preferring ordinary wagons and common roads? Go tell our farmers, in addition to all this, they must stop improving their stock, and raising those fine cattle we see scattered all over our beautiful prairies; they must sell them off, and buy and raise the old *Ribey* stock of forty years ago—with horns twenty inches long, and backs sharp as a table knife. Go talk to an intelligent farmer in this way, and what reply will he make?

Shall we, teachers, see these material interests improving in this way daily, and this spirit of progress still alive in the minds of all our citizens, in regard to their further improvement, these interests that are all short lived, and for any reason whatever, refuse to recommend a change of text-books, when the interests of the youth under our care demand a change?

The *man*, be he *teacher* or *director*, that refuses to make a change, when the circumstances imperatively demand it, and the change can be made without detriment to the community, shows conclusively that he has not the interests of the children under his tuition, at heart, has not the true grit in him.

LEGAL ADOPTION.

Books should be legally adopted. The law makes this the duty of the Board of Directors. This we think a wise provision. They are nearer to the people, and they have more interest in their own and in their neighbors' children than in the children of entire strangers; hence, would more likely attend to their duty conscientiously, than would State or county boards. But State and county adoption, where it has been tried, has been such signal failure that we think there is no present need of discussing this part of the subject. We must insist upon it, that Boards of Directors do their duty in this matter, and assume the responsibility that properly belongs to them. If they are inclined to be negligent, as they often are, in these and other matters, we, in justice to ourselves, must urge them to stand up like men and shoulder the responsibility.

While all this is true, while the law holds Boards of Directors, and Boards of Directors alone responsible for the books used, and consequently, for any changes made, teachers, as the agents and advisers of these Boards, have great responsibility resting upon their shoulders, and most of these deplorable evils will remain until the teachers are possessed of sufficient intelligence, morality, stability and tact, to rightly deal with the ever varying, constantly recurring problem.

The teacher must know the condition and needs of the school, as well as the merits of the various books published, before he is fit to advise the Board. The teacher must be content to get along with a poor book, until the proper time for the change arrives; for it will not do to tear up classes and disarrange the work of a term, by an untimely change. It is not expedient to require children to throw aside books that are almost new, on account of a change in text-books. It is not well to make a hurried change, even though the book introduced be far superior to the one in use, for there may be still better books in existence; and, indeed, it often pays to wait for a revision of an old book, or the publication of a new one, months, and even years, rather than change for the very best of the faulty books on that subject, in existence.

The teacher must not be too conservative; content to work along year after year, in the same old ruts; nor too much of a radical, eagerly adopting everything and anything that is new, just because

it looks pretty. Many a book has been sold by its tasty binding, clear type, and pretty pictures. Again, the ground must be prepared beforehand. A book may be good in itself, far superior to any other published on that subject, and yet, on account of this very superiority, its introduction into the school may be productive of nothing but dissatisfaction and discouragement.

Besides all this, the teacher must not allow himself to be swerved in the least from the narrow path of duty, by the personal influence of book agents. He must not allow his opinion to be influenced in the least, by the fact that the agent of one publishing house is a personal friend, while the man that represents the other, is obnoxious to him. He had better form his opinion of the merits of the book in the absence of the agent. He should see to it that his Board of Education have that high respect for his opinion, that will make book agents feel that nothing is to be gained by *interviewing the Board.*

Neither must the teacher allow himself to be lured into the recommendation of a change in text-books, by the seductive influences of exchange and introduction rates. Indeed, we believe the whole system of exchange and introduction rates to be based upon a wrong principle. We believe it would be much better if these special rates were abolished, and a corresponding reduction were made in the retail prices of books. Transition from introduction rates to retail rates, is always a source of dissatisfaction.

When teachers learn to teach subjects, and not text-books, this whole matter, with all its attendant evils is very soon disposed of. Uniformity in books is then found to be undesirable, and all books standing on their own merits, the good gradually crowd out the poor. By a process of natural selection, the law of the "survival of the fittest," settles all questions relative to books used. We *know* this is true as regards *some* subjects, from experience. We have in Keokuk, topical outlines on certain subjects, that we are using as the basis of our work; the pupils being allowed to use any book, provided he will do the work required. The result, is *better* work than before; and the text-book question, as far as far as these subjects are concerned, no longer troubles us. We are gradually extending this plan, applying it to the different subjects in the course, as far as may be done to advantage. The work of preparing these outlines is not light, and should not be intrusted to novices.

Too many subjects should not be attempted at once, as it requires more skill on the part of the teachers to teach by this method, than to get along with the other. There may be some subjects and some grades that it may not be advisable to apply this method to, but we do not expect to settle this question for some years yet. Changes should partake of the nature of growth; otherwise, you destroy the vitality of the system, and make it an inorganic mass, instead of a living thing. Growth is gradual. All organic bodies move toward perfection by scarcely perceptible changes, but the progress is never-ceasing. We believe the school system to be an *organic living thing*,

and do not wish to see *any* change not in accordance with the laws of nature.

The cure of the evils of text-book change must come gradually, and we believe can come in no other way than by the *raising up* of the teacher to a higher plane. When once teachers *generally* begin to *teach*, the curse is ended.

After some remarks of explanation, by Mr. ELY, a book agent, regarding inducements supposed to be sometimes offered by publishers, for the introduction of new books, the discussion was opened as per programme, by Supt. J. VALENTINE, of Mason City, and continued by Supt. H. H. SEERLY, of Oskaloosa.

Prof. FELLOWS offered the following resolution, which, after a rather scattering discussion, was adopted:

Resolved. That we request the Superintendent of Public Instruction to collect statistics in reference to change of text-books in the schools of Iowa; said statistics to include the following items, viz: 1. Name of the text-books in use. 2. Date of introduction of the same. 3. Any other items deemed of value by the Superintendent.

Recess of ten minutes.

The President called to order, and called Vice-President BUCK to the chair.

A paper on Normal Instruction, by Prof. J. C. GILCHRIST, President of the State Normal School, came next in order, as follows:

NORMAL SCHOOL INSTRUCTION. — ITS SCOPE AND METHODS. — BY J. C. GILCHRIST.

It seems to me that the boundaries of Normal School instruction are well defined, and that the scope of it can be readily measured.

First. A Normal School should give thorough instruction to its students in the sciences that are to be taught.

If any doubt about this proposition has ever been entertained, the process of thought which leads to that doubt, is certainly based on wrong premises. It is assumed, perhaps, that the profession of teaching and some other profession, are parallel, and that a school for the preparation of teachers should, for example, correspond in general features with a law school. Does a student go to a law school with previously acquired education in general science and literature, and devote himself exclusively to professional studies? Yes. Then it is argued that the student of teaching, should go to a Normal School similarly prepared, and pursue professional studies only. The studies belonging to a general education, should be excluded from a Normal School. But this reasoning fails to recognize the fact, that for the teachers, this scientific and literary knowledge is inherent professional knowledge; while for the lawyers, it is only preparatory and incidental.

The teacher uses this scientific and literary knowledge every hour

of his practice, directly, not incidentally; just as the lawyer uses the rules of evidence, daily in his practice. The study of arithmetic in a Normal School, is as strictly professional as the study of contracts is, in a law school. Each is an essential equipment of a profession; one no more so than the other.

The elementary knowledge of a few sciences by every person, is necessary, as a preparation for the duties of life, and for general culture; this is one thing, but a broader, deeper knowledge of the same subjects, with a professional aim, is a very different thing. The position that sciences needed for the general duties of life, cannot, in any case, be professional studies, is a position entirely too broad. The fact is, nearly every subject, is at the same time, universal and professional.

A general elementary knowledge of the Constitution of the United States, is necessary for every citizen; but because our common schools and academies teach it, shall it be said that law schools should not teach constitutional law? Every one should comprehend something of the mechanism of his own body; and our schools do teach the rudiments of anatomy; but can it be said, therefore, that medical colleges should not teach this science? The medical college must teach anatomy with a depth and a range far beyond the capacity of our academic schools. The same obligation rests on our Normal Schools, with regard to the common branches. Our common schools and higher institutions, are to teach any given subject, in the phase of its relation to the common wants of the race; the Normal School is to teach it in the specific relation to the business of teaching; they are very distinct phases; they need not be confounded. The teaching of the common branches, to meet the general demands of life, is not the business of a Normal School; but to teach these subjects in all their depth and fullness, in order to professionally qualify teachers to teach the masses these branches, is the business of a Normal School, which it cannot resign, or even delegate to another.

Second. The methods of teaching these sciences in a Normal School must be professionally and technically correct. The teacher must be taught them in that manner which will best illustrate the rules and methods which are to guide him in his own practice. Fullness, thoroughness and true methods are essential characteristics of Normal School instruction.

Third. It is within the proper scope of a Normal School to teach the advanced branches of knowledge—natural science, mathematics, and English and classical literature. The teacher ought to study these subjects for the discipline of his mind, even if he does not intend to teach them. His knowledge should extend in every direction beyond the mere limits of the curriculum that he teaches. One can teach well only that which lies far within the boundaries of his mental explorations. The light that illuminates objects near us comes from the distant sun.

The teacher should be charged to a plenum, like a Leyden jar, in order to effect a decisive result.

These higher studies will prepare students to teach the courses of study in our High Schools, which now are essential departments of respectable public school in the country. These courses, as is well known, include the mathematics, the sciences, and the languages. Normal Schools of any State ought not to neglect the preparation of educators fitted for the best positions in the compass of our public school system. The demand for this advanced scholarship is always great, and will continue to increase as an educational status enlarges. Hence, it is within the scope of the instruction of a Normal School, to produce scholarship of a broad, thorough and searching quality, not only in common branches, but also in advanced science and literature.

Fourth. Another great province of Normal School instruction is the Science of Didactics. This may be regarded as the professional work —the peculiar distinguishing feature of the Normal School. The pupil, by means of this department, learns how *to teach*. His knowledge may be acquired elsewhere, in the other departments of the Normal School, or at another institution, but that knowledge, wherever acquired, is now to be treated from the stand point of a teacher and not of a learner. It is here that he studies knowledge as a force to evoke and train the human mind, and to store it with scientific truth. Knowledge is an instrument, and he must learn how to use it, and how to transfer the use of it to the possession of others. The acquisition of the matter of knowledge sinks out of sight, and the manner of imparting that knowledge rises into prominent view. I emphasize the importance of this department, this didactic philosophy and didactic art. I must say that it is this which gives form, strength and perfection to the Normal Schools. Without it they would be delusions.

We are pleased to dignify a collection of generalization of various degrees of crudeness with the name *Science of Didactics.* Only one thing we can distinctly see ; we are struggling toward a science and an art of education. Such a science and art we do not possess. The body of thought on this great subject is in process of development, more perfect at present than ever before ; but still its perfection is the work of the future. Floating on the great sea of mind is a mass of speculations, uncertain experiments, crude classifications, and unsettled theories.

I am almost tempted to say, that one duty of a Normal School, is to gather in these nebulous theories, and dimly traced aims and systems, and arrange the whole in a rational order, to command the confidence and respect of the world. May the time soon come, when the wand of some genius shall touch this confused heap, and order it into congruity and system. For the sake of a common understanding, permit a general outline of the science of didactics to be laid before you. This science has two main parts.

I. The Theory of Education.
II. The Art of Teaching.

The Theory of Education may be divided as follows:

1. The faculties and powers of a human being as the subject to be educated.

This includes the nature of mind, the classification of the mental powers, their definition, nature and office.

2. The laws that regulate the growth and development of these powers.

This includes the nature of mental growth, its source, and stimulating cause, the genesis of knowledge, the order of growth, and the nature of discipline and habit.

3. The educational instrumentalities and forces, that bear on the human being.

This includes the means and methods of cultivating each faculty and department of the mind, knowledge and its classification, the true order of studies, the influences of climate, of history, of country, of race and family, of home, and occupation, civilization, of institutions of national government and enterprise, of the arts and sciences, and, lastly, of the church and the schools.

The art of teaching has three main points:

1. School management.

This includes organization, all general exercises, school evolutions, class management, school records, and general ecomomy in all the service.

2. School Government.

This includes all the theory of government, legislative and executive details, school authorities, and State laws.

3. School Instruction.

This includes the principles of instruction, as discovered in the movements of the child's mind, the forms of instruction, as inductive or deductive, analytic or synthetic, philosophical and practical, abstract or concrete, the adaptation of these forms to the several periods of the child's life, or stage of advancement, producing methods of teaching. These methods of teaching alter their forms and character to suit given conditions. Out of this adaptation of the forms of instruction, there comes oral instruction, object lessons, kindergartening, topic methods, questioning methods, synopsis, and so on. The art of questioning, of illustration, of securing attention, the management of reviews and examinations; these, and many more, are to be taught and exemplified.

I have said that one branch of school instruction is methods of teaching; not only has every subject something of method, peculiar to itself, but it also has peculiar methods for the different stages of the pupils' life. Hence, primary instruction becomes a distinct branch of pedagogy, intermediate work another, and high school work another.

Now, the Normal School must teach and train its pupils in methods for each grade of work, in every subject to be taught. To illustrate. When a student graduates, he ought to have at his command, some

approved method for primary reading, and another for intermediate reading, and another for advanced reading; he ought not only to know these methods, but to be skilled in the use of them. The subjects of greatest importance, and in which the teacher ought to be deeply skilled, are, reading, arithmetic, geography, language culture, and penmanship. I say again, that a Normal School, when it sends away a student, must send with him a knowledge of some method, and skill in the use of it, for teaching these subjects in all their grades. These methods must be the result of the best practice, by the standard teacher of our country. No objections can reasonably be offered against an approved method in teaching. The learning of a method is substantially, the same as the learning of an art; all arts are taught by leading the learner through methods. Nor has it been proven that such a course has suppressed originality or genius; on the contrary, all genius has been supported by instruction in the principles and laws discovered by the experience of the world.

The last inheritance that comes to us, is the experience and discovery of our ancestors. Civilization is the aggregated wisdom of the past ages. Originality and genius find their best friend in the methods of other geniuses, past and present. Starting, as it should do, with this impetus of example and experience, genius is sooner independent, and master of itself. To grope its way out of darkness, when a full beam of light thrown on its path, would lead it to success and efficiency, is painful; to withhold this beam of light, is cruel and wasteful, even to destruction. The course of study in the Normal School must suit the conditions of attendance thereat. I have been indicating a full course, one that needs at least four years of continual study; but students generally will not attend so long; a year at most, with many, will be all; the course should, therefore, bring to them those things that they will most use, when at actual work. Hence, early in the course, should the practical parts of the science and the art, school organization, school government, and methods in the elementary branches, be given. We must hold the condition of attendance, and the immediate needs of our work before us, and suit our plans thereto.

The actual practice of students in teaching is another department, prominent in a Normal School course. This is easily effected by practice classes, composed of students themselves or of children from model schools. Skill in the use of pedagogical tools soon comes to the practitioner. The details of this practice need not be presented. They will vary to suit the several circumstances of the school and the students' attainments.

Who can doubt that a Normal School, putting in full force all these agencies, will prepare, in a reasonable manner, those who are to teach? It is, with justice, generally conceded that, other things being equal, teachers receiving Normal School training, compared with those who do not, are much more successful. Yet it must not be supposed that none coming from Normal Schools ever fail, or that *all* who

attend a few months can be qualified for success. Good Normal Schools in their results compare favorably with schools of law, medicine or theology. Failures and blunderers come from all institutions.

The true Normal School, in an indirect way, should infuse professional life and zeal into its students. It should envelope them in a teacher's atmosphere. What to teach, when to teach, how to manage, the qualities of the taught, the spirit of the teacher, personal experiences, actual trials in the class room, conversation, criticism, earnest discussion, the study of standard authors, the living voice of the lecturer—these and such as these constitute the atmosphere investing the school and its students. They, walking amidst it, and breathing its vitality, will incorporate the very body and spirit of the profession into their minds and actions. In a Normal School the teacher is not exposed to counter currents and diverting influences; he will feel the pressure of no loftier ambition, hear no derision of his chosen employment, find that all public occasions and stately ceremonies are to dignify him and his pursuits. With development thus sustained and inspiration thus instilled, teachers will go forth to their work, knowing themselves and their business, infusing life and zeal not only into the schools they teach, but into the communities which they serve.

Discussion (paper) by Prin. E. R. ELDRIDGE, of Eastern Iowa Normal School.

Adjourned to meet at 1:30.

Afternoon Session.

1:30 P. M.—Association was called to order by the President.

Prof. GILCHRIST offered the following motion:

Moved, That the Committee on Nominations be instructed to report three names for President of the Association, and three names for members of the Executive Committee, and that the Association elect by ballot one of the persons named for each office.

Adopted.

The Committee on Nominations presented the following recommendations as their report:

For President—Miss P. W. SUDLOW, City Superintendent, Davenport; Prof. H. SABIN, City Superintendent, Clinton; Prof. A. N. CURRIER, of Iowa State University.

Vice-Presidents—First, J. W. JOHNSON, Superintendent Mahaska County; 2d, M. W. BARTLETT, of State Normal School; 3d, Miss S. BLACKBURN, Superintendent Benton County; 4th, J. W. VALENTINE, Superintendent Cerro Gordo County; 5th, F. C. CHILDS, Superintendent, Council Bluffs.

Recording Secretary—W. H. PRATT, Davenport.

Corresponding Secretary—Miss KATE N. TUPPER, Marshalltown.

Treasurer—D. W. LEWIS, Superintendent, Washington.

Member of Executive Committee—Prof. E. R. ELDRIDGE, Grandview; Prof. N. R. LEONARD, Iowa City; Supt. A. C. HART, Grinnell.

Signed, H. H. SEERLY,
E. E. FRINK,
W. M. COLBY,
Committee.

The Chair appointed as Tellers, Messrs. WM. OSMOND, and CHAS. JACK.

On motion, it was voted that a plurality of the votes cast, should be sufficient to elect.

The Association then proceeded to ballot for President, and Member of Executive Committee; resulting in the election of Miss P. W. SUDLOW, for President, and Prof. E. R. ELDRIDGE, for member of Committee. On motion, both were declared unanimously elected.

By vote of the Association, the Tellers were instructed to cast the ballot of the Association, for the persons recommended for the remaining offices, by the Committee; which was done, and they were declared elected.

Prof. W. E. CROSBY, Chairman of Committee on School Libraries, presented the following report:

Resolved, 1. That it is the sense of this Association, that no Public Library can be created and maintained, except in those places where there is a local demand for it.

2. That we believe that it is possible for teachers to create such a demand, by themselves using, and teaching their pupils to use, all the books, papers, and magazines at their command, which are in any way connected with the subjects of instruction.

3. That with the proper faithfulness of teachers, there may be a reference library, and something of a circulating library, maintained in every school in our State.

4. That we recommend to the legislature, the enactment of a law, providing for the appropriation of money, for the establishment of school libraries, by Boards of School Directors, where a majority of the voters of a school district shall petition therefor.

Signed, W. E. CROSBY.

This resolution was adopted.

Supt. J. K. PICKETT, Chairman of Committee on Spelling Reform, presented the report of said Committee, as follows:

The Committee, to whom was referred the matter of the paper read yesterday mornlng, on the subject of Spelling Reform, have embodied their report in the following resolution:

Resolved, That we cordially approve of Spelling Reform, in the English language, in the direction of phonetic simplification, and we will most heartily co-operate with any feasible plans and efforts, for securing said result; also, that a committee of three be appointed to

confer with the Spelling Reform Association, for the promotion and advancement of this most important object.

Signed, J. K. PICKETT,
MRS. T. F. M. CURRY,
MISS ANNA E. PACKER,
Committee.

The report was adopted, and the Chair appointed the same Committee to carry our the above recommendations.

Prof. GILCHRIST, Chairman of Committee on Publication of Proceedings of this Association, presented the following :

The Committee reports two plans for the publishing of the proceedings.

1. That the papers, and some additional matter, be printed in a pamphlet; the cost of which, is roughly estimated at $250.00, for 1,500 copies. That every member of the Association, enrolling for this session, be entitled to one copy, to be sent by mail. That the President of the Association, the Secretary and the Chairman of the Executive Committee, be a Committee on Publication.

2. That the papers, and some additional matter, be printed in the *Common School*, at a cost of $150.00; and that one copy be sent to each member, and to the Committee.

On motion, it was voted that the report be received, and that the matter be placed in the hands of the Committee therein recommended, with instructions to secure the publication, at a cost not to exceed $100.00.

Supt. PICKETT, Chairman of Committee on Enrollment, reported 177 names enrolled.

Supt. J. VALENTINE, Chairman of Committee on Resolutions, reported the following :

Resolved, 1. That in this Centennial year, we express to the All-Wise Ruler, our profound gratitude, for the perpetuity of our free institutions; and we pledge ourselves to renewed diligence, in doing all we can to preserve these, and to transmit them to the future generation unimpaired.

2. That a knowledge of the history and principles of Political Science, is essential to the intelligent performance of the duties of citizens ; and, therefore, that the elements of Political Science should be taught in our public schools.

3. That we believe that much of the alleged complaint, in regard to frequent text-book changes, is without foundation, and results from a manifest lack of thorough investigation of the subject. That in keeping with the spirit of the age, changes in text-books, especially in the Physical Sciences, become necessary from time to time; and that such changes generally can be effected, without increasing the necessary expense.

4. That we congratulate ourselves, and the State, on the final estab-

lishment of a State Normal School, and that we will do all in our power to secure its prosperity, and its efficiency.

5. That the Central Railroad of Iowa, by its Receiver, Hon. J. B. GRINNELL, be tendered our hearty thanks, for the liberal reduction from the usual rates of fare.

6. That our thanks are also due, and are hereby tendered, to the good people of Grinnell, for their generous hospitality; to President MAGOUN, for the great pleasure he and his good wife have afforded us, by the excellent entertainment at their house; to the local Committee, headed by Prof. BUCK, and Principal HART, for their untiring labors to secure the comfort of the members of the Association; to the Congregational Church and the Faculty of Iowa College, for the use of their buildings for our meetings.

Signed, J. VALENTINE,
S. S. MOSER,
B. T. TRUEBLOOD,
Committee.

A motion to consider the resolutions singly prevailed.

1st resolution, on motion, adopted. 2d resolution, after some discussion, adopted. 3d resolution, adopted. 4th resolution, adopted. 5th resolution, adopted unanimously, by rising vote. 6th resolution, adopted.

On motion, it was voted to add a resolution of thanks to Prof. KIMBALL for music furnished, and the resolutions were then adopted as a whole.

Dr. MAGOUN, Chairman of Committee on County Superintendency, presented the following

REPORT.

The Committee on the subject of County Supervision of Schools beg leave to report: That the subject has to do in part with the law, and in part has not.

So far as amendments to the law would be wise, if recommended by the Association at its *next* annual meeting, they will be in season for the next session of the Legislature, and would have more force with that body, in the opinion of your committee, if adopted by this body at its next session, after more mature conference and study of the subject than are now possible. No hasty changes should be made in the law, nor could any wise ones be hastened by the adoption of recommendations now.

That county supervision should be more effective, and in order thereto, the election of the officer charged with it removed, if possible, from party politics, the Association has already declared, by an emphatic rising vote. We waste no words nor time upon these well-settled points.

Too much importance cannot be attached to suitable and adequate qualifications of this officer, or to the requirement of such duties as will secure the highest possible prosperity of our rural schools; for

upon these in a vital sense, and perhaps in an increasing degree, we must lean for the production of trustworthy intelligence and character in the mass of the people. We recommend, therefore, the following propositions for your adoption:

No one should occupy the office of County Superintendent unless a proper examination has been successfully passed.

This examination should be held by the State Superintendent, or by local examiners, either designated by law, or appointed by him by authority of law.

Nominations for the office should be made only from those persons who have passed such examination beforehand, and should be made by the Directors in the interest of the schools.

No merely political nomination should for a moment be entertained by the people in competition with one thus made by those engaged in the actual working of schools in the counties, and presumably competent to select the best men.

Superintendents should not be required to visit all the schools each term—which is found to be physically impossible—and if this requirement of visiting is to be continued, the territory of each Superintendent should be made less than that of a county, and decided by the population.

Superintendents should have power to call meetings of Directors for purposes deemed important, and possess discretion in respect to the conduct of the schools to some extent, sufficient to make the office more than merely advisory—at least, power to decide questions on appeal from Directors—and the people on the other hand should still retain the right of appealing to the State Superintendent.

In order to secure men who are competent to such duties, and will submit to such examination, and a non-political nomination by the Directors, the compensation should be more adequate, and to save them from needless labor, error, and incompetency on the part of Directors, these officers should also be properly paid for their services—at least those rendered in meetings on their own call, and at the call of the county superintendent. We ask for the appointment of a careful special committee to embody these suggestions in the form of amendments to the law, so far as they are matters of the law, to be reported at the next meeting of this Association for consideration and adoption, and we recommend the following resolution:

Resolved, That the interests of the country schools in Iowa will be greatly promoted at once, if the Directors in each organized county will nominate suitable persons for county superintendents for the suffrage of their fellow citizens at the election next year, in order to remove that election entirely from party politics.

Signed, GEO. F. MAGOUN,
J. F. THOMPSON,
IRA C. KLING,
Committee.

The report was unanimously adopted, and in accordance therewith

the chair appointed the following Committee on County Supervision: Dr. G. F. MAGOUN, J. F. THOMPSON, J. W. JOHNSON.

Supt. P. N. MILLER moved that a committee of three be appointed to report at the next meeting of this Association on the expediency of a congress of Iowa educators.

Carried, and the chair appointed Prof. FELLOWS, Supt. P. N. MILLER, Supt. TODD.

Prof. L. F. PARKER, Chairman of a committee appointed some years since on History of Education in Iowa, reported as follows:

Your Committee on the Early History of Education in Iowa would beg leave to report:

This committee was provided for in 1872, and its members then were L. F. PARKER, J. PIPER and C. C. NESTLERODE; after that year the chairman alone was continued on it. Its object was to gather the materials for the early educational history of the State, and, if possible, to secure the publication of a volume on that subject.

It was found that a competent editor of such a work could not be secured for any sum within the means of the Association, and the effort was limited to the collection of the materials for the history.

Circulars have been sent out and private letters were written to early actors in the educational field. Many responded, promising a contribution, especially if it should be needed for publication, but when aware of the improbability of any immediate accomplishment of this object, they found the pressure of daily duties too great to permit them to do to-day what they could defer till to-morrow.

Comparatively few printed papers have been obtained, and still fewer manuscripts, but among the latter an elaborate history of early educational legislation, by Hon. Thomas H. Benton, Jr., deserves especial mention. Mrs. D. Franklin Wells favored us with the gift of all her late husband's addresses and educational papers, and a few local histories were contributed by other parties. Most of the collections have been of printed matter, consisting of the laws, reports of State and county superintendents, educational addresses, catalogues of literary institutions, reports from high schools, institutes and associations, with personal notices of secretaries of the board of education, and of superintendents of public instruction.

Last year the committee was inclined to recommend a discontinuance of this special service, as important facts of educational history are now so carefully printed and preserved, that our special effort could scarcely increase the materials accessible to the future historian, but hoping for specially valuable collections as the result of our Centennial effort, we deferred that suggestion another year. This year, also, has been less fruitful than was hoped, for Iowa's Centennial collections for the International Exhibition have been meagre enough to show that our people find something more potent than their desire to immortalize themselves by writing personal or local history.

Believing, then, that further special collection of material for early

educational history here will be secured only by sending men, rather than "for persons and papers," we recommend the discontinuance of this committee, and that the collections made be placed in the care of the Librarian of the State University.

The sum of $50, placed in the hands of the committee four years ago, was reduced to $20 last year, and will be exhausted by the binding of the catalogues, pamphlets and papers now on hand. The money expended thus far this year has been for expressage, postage, circulars, papers and binding, and has amounted to $12.50.

While recommending the suspension of correspondence, and of individual solicitation, we would express the hope that educators will still be careful to forward all publications of local and personal educational value to the custodian of these documents, so that materials for our future history, even, may be more available in our own collection than elsewhere.

Respectfully submitted. L. F. PARKER.

Grinnell, December 28th, 1876.

On motion this report was adopted.

A motion that Prof. PHILBRICK be added to the Committee on Spelling Reform was carried.

Recess, five minutes.

Prof. J. M. MANSFIELD read a paper on "Plan of a Scientific Course," and the subject was continued by a paper by Prof. BESSEY, of the Agricultural College.

Upon request, by a vote of the Association, Miss WILSON read the article prepared by Supt. THOMPSON, of Des Moines, he being absent. Subject: "Drawing in Elementary Schools."

Association adjourned.

Evening Session.

7 P. M.—The Association was called to order by the President.

Mr. CHAS. R. CLARK, Chairman of the Committee on Finance, presented the following report:

Your Committee on Finance offer this report:

Amount on hand Dec. 30, 1875	$236.30	
Feb. 12, 1876, paid W. E. Crosby, publishing proceedings		$ 45.00
Feb. 18, 1876, paid Legislative Committee		45.00
March 13, 1876, paid W. E. Crosby, publishing proceedings		30.00
Paid exchange, postage and envelopes		45
Interest on balance for 9½ months	5.50	
Dec. 26, 1876, balance in hands of D. W. Lewis		121.35
	$241.80	$241.80

Received from membership fees	$176.00	
Bills presented and paid—C. P. Rogers, $2.60; Secretary, .30; A. N. Currier (Ex. Com.), $18.40.....		21.30
Expenses of County Superintendents' Convention		4.50
Expenses of Principals' Convention		19.50
Expenses of Prof. Kimball (moving piano).....		7.00
Balance in hands of Prof. Sweeney.....		123.70
	$176.00	$176.00
Total amount on hand.....		$245.05

Respectfully submitted.

CRARLES R. CLARK,
J. B. JENNINGS,
M. W. BARTLETT,
Committee on Finance.

Grinnell, Iowa, Dec. 28th, 1876.

Report accepted and committee discharged.

The Association was favored with a piano solo by Prof. KIMBALL.

The President introduced Prof. H. SABIN, of Clinton, who delivered an address upon "The State and the School," which was received with much favor, and elicited frequent and prolonged applause.

THE STATE AND THE SCHOOL.—BY HENRY SABIN, OF CLINTON.

(SYNOPSIS.)

Two extremes manifest themselves in this controversy; a narrow-minded economy, and a generous philanthrophy; the one inquires *how little* will suffice for the necessities of life; the other inquires *how much* can be given, under existing circumstances.

The theme is old and hackneyed indeed, but not more so than truth itself. We are not to doubt the worth of those who do not approve of our present system of schools; our mistakes furnish them with their best arguments; they cannot be turned off with a sneer, nor effectually answered by a quibble.

There are those who assert that the State ought not to concern itself with educational matters. It may furnish a limited amount of education to the poor, as it furnishes fuel or food to the pauper, but it is only as a matter of mere charity. Their theory is that the State is only an aggregation of those forces, necessary to preserve the peace of society, but that it has no interest in the moral or intellectual welfare of the citizen. The opposite theory, is that the State has a higher object, and seeks to make the future man better than his father.

There are certain reasons why the State cannot be indifferent to the education of its children. 1st. There is no dead level upon which the State may rest, it must advance or recede; the banners never stand still. The intelligence of the people furnishes the only momen-

tum which can carry the State irresistibly forward. 2d. The State builds for the future; it makes no provision for extinction or decay; it can hope for permanency, only through the education and enlightenment of its citizens. 3d. An argument may be derived from the relations of labor to capital. Wealth has this advantage, in every contest with labor: it may calmly await the wants of *to-morrow*, while the necessities of *to-day* press heavily upon labor; in this emergency, it is true economy for the State to render every possible assistance to labor, and this it can do in no way so wisely as by giving to every child of poverty and toil, an education; limited only by the circumstances which surround him.

But more than this is demanded; the interests of capital require the education of the masses; an ignorant populace, armed with the ballot, is the deadliest enemy which capital can have. It is well to remember that ideas never change their nature, and never lose their vitality. Those ideas, which, centuries ago, cast their weird shadows directly across the path of human progress, are beginning to cast their shadows in the same direction, in the full light of the nineteenth century. We have now to consider the question, "Ought the State to furnish higher education?"

Selecting a few of the more prominent arguments used by those who are opposed to what we usually call higher education at public expense, I propose to consider them in two groups.

1st. Those which relate to the expense as unjust and unnecessary.

2d. Those which have relation to the nature and obligations of the State.

It does not follow that because an expense incurred, is not an absolute necessity, it is therefore useless. The spire upon the church is not necessary to the worshiping congregation. The new state house at Des Moines, erected at great expense, and to be paid for by taxes drawn from the laboring classes, is not by any means a necessity. An excellent fording place, renders the bridge over yonder stream, not useless, but unnecessary. This objection is exceedingly popular with those who object to higher education on the part of the State; they say it is not an absolute necessity; therefore, to tax the people to pay for it, is unjust.

If this principle is correct, let it be applied to all the interests of society. It is unfair and illogical to apply it to the educational interests and no other; its application in the proposed way, would not only destroy the high school, but it would put in force the old idea, that all higher education is a special privilege, belonging only to those who are able to pay for it.

Again, we are told that it is unfair to tax the poorer classes to support a school patronized chiefly by the rich. The argument fails, because the premises are false. The large majority of pupils in our high schools are from families in moderate circumstances; they are from families which could not pay the necessary tuition in addition to the purchase of text books. Some of these families make heroic

vate schools are all in one boat, and the interests of public schools and universities are in a different boat. We forget that we ride upon the surface of the same tempestuous sea. The storm which causes the one boat to founder and go down beneath the waves will surely drive the other a helpless wreck among the breakers. The interests of education are one and indivisible.

After a vocal solo by Miss LITTLE, with instrumental accompaniment by Prof. KIMBALL, Prof. E. B. KEPHART, of Western College, read the following paper:

THE PROPER ATTITUDE OF DENOMINATIONAL INSTITUTIONS OF LEARNING TO STATE SCHOOLS.—BY E. B. KEPHART.

The great problem of self-government has not as yet been solved by us. The Centennial of our nation's birthday, which has just closed, served as a reminder that trusts greater, responsibilities more mighty, and interests more comprehensive, are, in the providence of God, committed to us than to any other people. With us the experiment—"a government of the people, by the people, for the people"—is anew on trial, and we are to determine whether what the founders of this government conceived and conceded to be the rights of the people, namely: the right of conscience and "freedom to worship God," is to be realized and enjoyed by their posterity. To know how to govern is necessary, if one would govern well. This is true of the individual, and it is none the less true of the whole people, when they become the government. General intelligence is necessary to the existence of the State, but it is not a guarantee that the State will necessarily exist. Greece, Rome and Italy tried the experiment of man's capacity for self-government and failed through their citizens' incapacity to use liberty without abusing it.

Two things, at least, are requisite in man to self-government; namely: intelligence and moral culture. A people may be intelligent and the best government in the world perish at their hands, through their vices. Greece and Rome fell, not when the mighty were upon them, but their vices having disarmed them of their virtue, they exiled their wise men and were swallowed up by their own crimes. And do we depart from the truth when we assert that man's failure in all the past at self-government, grew out of his lack of moral and religious culture, rather than a lack of intellectual.

The State exists to protect its citizens in that freedom which will best enable them to secure the harmonious development of their powers, spiritual and physical, and to make the most of them. This includes the moral as well as the intellectual powers; for that system which seeks to educate the mind, at the sacrifice or neglect of the religious element of man's nature, will ever fail of that harmonious development of his powers, which is essential to fit him for self-government, and to place him in possession of that high civilization of which he is capable, and without which he must fail of his highest

earthly glory. It has been said in truth: "It would be better to let every literary institution perish than to maintain them, if literary cultivation involved the ruin of the moral element; for the moral nature is the very end and aim of human existence. It is all that renders life endurable here or hereafter; its absence sinks us into immediate misery here, and that misery halts not at the grave."

Culture, then, in this broad, noble and comprehensive sense, is what the American people need to fit them for the duties of true citizenship, and to secure them in the ends and aims for which the State and American institutions exist. That the State should afford the facilities for higher as well as for elementary education, is a fact, plain and satisfactory to my mind, nor in this do I differ in opinion from the founders of this government. Washington's farewell address contained this sentiment: "Promote, then," said he, "as an object of primary importance, institutions for the general diffusion of knowledge." In his bequest provisions were made "toward the endowment of a university under the auspices of the general government."

Thomas Jefferson's letter to Dr. Priestly, written in 1800, leaves his views unquestionable on this subject.

Even as early as 1647, according to Bancroft, it was ordered in all the Puritan Colonies, "that every township, after the Lord hath increased them to the number of one hundred families, they shall set up a grammar school, the masters thereof being able to instruct the youth so far as they may be fit for the university." Were they not wise in this?

Right here this question presents itself: If the State is to provide for higher as well as for elementary education, what is the work of denominational institutions of learning, and what is their proper attitude to State schools? This question must be met fairly, for it is one of the live questions of the day.

That denominational schools should have a place in the educational work of the State, the most zealous advocates of State schools will hardly deny. Even President Folwell, of the University of Minnesota, who, by some, is regarded as the author of "State Absolutism" in education, says, speaking of State organization: "It should make room for the work of the church, to the full extent of her interests and resources. The church is of her very nature an educating institution." But to limit her work, as he does, "to that body of youth who have literally no homes, and to those who have fathers and mothers, but no parents, to the sons and daughters of persons holding public offices, whose duties carry them to stations remote from schools and civilization, and to the children of persons traveling or living transiently in public houses," does not express the true idea of the educational work of the church, nor does it assert the proper attitude of her institutions of learning to State schools. These classes are the less fortunate of the State, and should, if any do, receive the fostering care of both the church and the State, and should not be deprived of the advantages of either. But if the ordinance of 1787 be to this

country what the most eminent jurists and statesmen have claimed for it, surely the educational work of the church should not be so circumscribed as President F. would have it.

That ordinance declares, "Religion, morality and knowledge being necessary to good government and the happiness of mankind, schools and the means of education shall be forever encouraged." Said Daniel Webster: "I doubt whether one single law of any law giver, ancient or modern, has produced effects of more distinct, marked and lasting character, than the ordinance of 1787. Following the adoption of this ordinance, said Washington in 1796: "Of all the dispositions and habits that lead to political prosperity, religion and morality are indispensable supports. In vain would that man claim the tribute of patriotism, who should labor to subvert these great pillars of human happiness, these foremost props of the duties of men and citizens. And let us with caution indulge the supposition that morality can be retained without religion. From this it is evident that, in the opinion of those to whom reference is made, the education of those who are to become citizens of the State, is of a two-fold nature—moral and intellectual—and their opinion was founded on truth. (I use the term moral in the religious sense.) Now, this being the nature of the work, and the church being both religious and educational in her nature, the place for her schools is wherever there is educational work to be performed, and whatever would displace her schools inflicts an injury upon the State, her citizens and the church.

As doubtless it would have been better, had Abraham and Lot occupied the country together, the disputes of their herdsmen having been settled; so I think with reference to the schools of the church, and of the State; and would define the proper attitude of denominational institutions of learning, to State schools, to be *co-workers with the State*, and *side by side* with her schools, in the great duty of educating the people, and in exploring the field of useful knowledge. This appears to me to be the true position; from the fact that our government knows no union of church and State, it follows from what has already been said, that each should bear its part in educating the youth of the land, and fitting them for the noble duties of true citizenship. And do I assume too much, when I affirm that the church cannot do the educational work of the State, nor the State that of the church? Yet in many respects, their interests are reciprocal, and so blended that one cannot exist and prosper, without the other. The christian colleges of the State—for such are all denominational institutions of learning, at least in the sense in which the citizen belongs to the State—need protection from the strong arm of the State; and in turn, the State needs the moralizing and religious influence of the christian colleges, to save it from the festerings and corruption which too often obtain in a popular government.

The State has no established religion, and knows no religion as such, but acknowledges the necessity of morality and religion in its citizens, and provides for these, through the medium of the church.

Its schools are secular, and while it requires a good moral character in its teachers and professors, it does not require that they be religious and pious individuals. This latter is a requirement in the teachers and professors of denominational schools; for these schools are not only literary, but also religious, and look with as much care after the religious culture of the student as they do after his intellectual. While the tendency of State schools is to secularize all education, and to ignore the claims of christianity and sweep away its services, the tendency of denominational institutions of learning, is to run into religion, bigotry and sectarianism. Now, both occupying the same field in the educational work, they serve as checks to each other, and thereby accomplish the noble end for which they exist. That the tendencies referred to are not imaginary, seems to be quite apparent; and the same is true also, of a class of colleges founded by private munificence, and amply endowed and equipped.

Recently, at the opening of the John Hopkins University, no religious services whatever, were had on the occasion; notwithstanding quite a number of Christ's ministers were on the rostrum. Was it because the distinguished materialist, Professor HUXLEY, was selected to deliver the address? In the University of Cincinnati, one of its regents has resigned his place on the board, because that body resolved to regard *sacredly*, the obligation imposed by Mr. MCMICKEN, its principal donor, to give the Bible a place in the instruction of the University. The conflict is said to be raging in Michigan University, which has been noted for its care for the spiritual welfare of its students. It is declared upon good authority, that recently the sentiments of her christian patrons, were startled by converting some of her recitation rooms into dancing halls.

Need I recite instances of church schools tending to religious bigotry and sectarianism? If it were demanded, you know that instances are not wanting. But, as already stated, these schools, church and state, operating in the same field, with a view to accomplishing a two-fold work, namely, the culture of man's moral and intellectual natures, a work which neither, alone, is adequate to perform; under the blessing of God, serve as checks to each other, and holding each to its true work, they bring about that harmony of culture which has already excited the admiring wonder of the civilized world, and which places us in the van of the nations of the earth.

But it is urged that much money is squandered in establishing denominational institutions of learning, which might be used to a better purpose through State schools. This is a statement without proof, and who would assume to demonstrate that the State is educating at a less expense, and giving a richer yield of true culture, for the amount expended, than denominational schools are? While we take great pride in State schools, and believe in its higher as well as in its elementary schools, yet we are not prepared to say that her schools have done more in unfolding our present civilization, and

bringing us to our present enviable position among the nations, than church schools have. May we not safely say, "no tongue can tell, nor pen describe, all that has been done for the good of the American people, by the Christian Colleges of this country;" and that a history of the co-educational work done by the church and the State, is little other than a history of our growth and development as a nation?

But if money has been squandered in building and supporting denominational schools, may not the same also be said of the State, in conducting her educational work? Of the munificent donations of lands by the general Government to the States, and which by some were devoted to school purposes, in many instances all the benefits resulting, are that the *purchasers* of the lands, hold them "free from the imposition of all taxes." The truth is, these school funds were squandered. While what is urged might be a just criticism on the financial management of the church and State, in relation to their colleges and universities, it is no reason why either should be driven from the field. And while it is urged that "as denominations have multiplied and extended, their colleges have multiplied, not only beyond the needs of the bodies which have established them, but far beyond the needs of the country;" a sufficient answer to this objection, is, that the great law of supply and demand, will regulate this, as in any other department of human industry.

The attitude of denominational schools to those of the State, should be friendly, in that their interests and aims in many respects are almost identical. Policy, if there be no higher motive, dictates that it is to the interests of both, that the most perfect harmony should exist between them; for the church is included in the State, and is one of her most powerful bulwarks of safety. And as it is true, that whatever is for the good of the whole, must be for the good of all its parts; it follows that what is for the good of the State, therefore, must be for the good of the church, which is included in, and is in some sense, a part of the State. Now, if this be true, the same is true of the educational systems of both. The history of the denominational schools in this country, and I speak more especially of the protestant schools, shows that as a rule, their attitude to State schools never has been other than friendly. True, the green-eyed monster has not unfrequently exhibited itself, in the men connected with these two great educational agencies, and would if possible, have dragged them into a useless conflict with each other. The difficulty has not been with the nature of their work, nor the schools with which they were identified, but always with the men themselves.

The educational systems of the church and the State are not in themselves antagonistic, but in many respects one and the same, and the life and prosperity of the one does not depend upon the destruction of the other. But, in fact, too often the vanity and selfishness of men are such, that they would not only over-shadow all other schools by their own, but also annihilate all others; even if by so doing, half

the world should be left in ignorance. I, for one, do not believe that the life and future of the christian colleges of this country depend upon the sacrifice of "higher education by the State;" nor do I believe that the interests and safety of the State, would suffer a second or third place to be assigned to them, in the educational field of the nation. Their place is side by side; they are co-workers in the same field, and the more perfect the harmony, the richer will be the yield of moral and intellectual culture, which is of the first importance to the individual, the church, and the State.

On motion, it was voted that those who have presented papers at this Association, be requested to furnish copies of said papers, to the Chairman of the Publication Committee.

Prof. ELDRIDGE moved that the members of the Association remain half an hour after adjournment, for a farewell sociable. Carried.

Hon. J. B. GRINNELL made some remarks on behalfof the citizens of Grinnell.

The retiring President, Prof. C. P. ROGERS, then introduced Miss P. W. SUDLOW, of Davenport, the President elect, who was received with a cordial and hearty welcome of applause. After some very brief remarks by Miss SUDLOW, the Association adjourned.

LIST OF MEMBERS.

Akers, W. R., County Superintendent.....*Malcom.*
Anderson, L. J., County Superintendent.....*Nora.*
Arey, M. F., Principal.....*Cedar Falls.*
Armstrong, A., City Superintendent.....*Sioux City.*
Avery, Miss Lizzie, Teacher.....*Waterloo.*
Baker, C. H.....*Boonesboro.*
Baker, E.....*Oskaloosa.*
Baldwin, J. E.....*Des Moines.*
Balliet, C. H., County Superintendent.....*Nevada.*
Barnes, A. R., County Superintendent.....*Garner.*
Bartlett, M. W., State Normal School.....*Cedar Falls.*
Beckington, C.....*Des Moines.*
Beede, S. E.....*Keokuk.*
Bell, H. J.....*Albia.*
Bemis, W. A.....*Davenport.*
Blackburn, Miss Salina, County Superintendent..*Vinton.*
Boyes, N. W., County Superintendent.....*Dubuque.*
Brant, T. J., County Superintendent.....*Sidney.*
Buck, Prof. S. J., Iowa College.....*Grinnell.*
Bucklin, Addie W.....*Charles City.*
Burnham, Fannie A.....*Chariton.*
Bushnell, H. M.....*Osage.*
Colvin, Prof. Samuel, State University.....*Iowa City.*
Campbell, T. C.....*Moulton.*
Carroll, F.....*West Liberty.*
Cary, J. W., County Superintendent.....*Centerville.*
Cary, L. B.....*Hampton.*
Chamberlin, C. C., City Superintendent.....*Indianola.*
Clark, Chas. R., Principal.....*Montezuma.*
Clemmer, C. H., County Superintendent.....*Davenport.*
Cœlln, C. W. von., State Superintendent.....*Des Moines.*
Colby, W. M., Principal.....*Avoca.*
Colby, Mrs. W. M.....*Avoca.*
Collins, Alice.....*Oskaloosa.*
Crosby, W. E.....*Davenport.*
Crozier, Miss S. R.....*Marengo.*
Currier, Prof. Amos N., State University.....*Iowa City.*
Curry, Mrs. T. F. M., High School.....*Davenport.*
Darling, Mrs. A. R.....*Niles.*
Douglass, Etta H.....*Tipton.*

Duncan, Miss Helen R., County Superintendent.*Charles City.*
Edelblute, Miss Emma, Teacher .....*Grinnell.*
Edwards, W. R.....*Osage.*
Elden, Wm.....*Independence.*
Eldridge, Prof. E. R., Prin. Normal School.....*Grandview.*
Ely, E. H.....*Independence.*
Ensign, S. Laura.....*Cedar Falls.*
Everett, J. F., City Superintendent.....*Rock Island, Ills.*
Farnham, Mrs. S. F.....*Charles City.*
Fellows, Prof. S. N., State University.....*Iowa City.*
Fogg, E. P.....*Earlville.*
Foster, Luther.....*Monticello.*
Frink, Miss E. E., County Superintendent.....*Tipton.*
George, Mrs. M. J.....*Waterloo.*
Gifford, Miss Abbie, County Superintendent.....*Marshalltown.*
Gilchrist, Prof. J. C., Prin. State Normal School..*Cedar Falls.*
Gilchrist, M. M.....*Clear Lake.*
Gilchrist, Miss M. P.....*Oskaloosa.*
Goldthwaite, N. E., City Superintendent.....*Boone.*
Grawe, John F., Prin. Academy.....*Bradford.*
Grinnell, Hon. J. B.....*Grinnell.*
Guthrie, A. A.....*Iowa City.*
Hanna, J. Q., County Superintendent.....*Goldfield.*
Hart, A. C., Principal .....*Grinnell.*
Hart, Mrs. A. C.....*Grinnell.*
Hartmann, Miss M.....*Marshalltown.*
Hassell, R. B.....*Grinnell.*
Hatch, Mrs. J. B .....*Des Moines.*
Hedger, F. M. .....*Oskaloosa.*
Hiatt, Amos.....*Anamosa.*
Hill, E. C.....*Fort Dodge.*
Hoyt, Osmond N., County Superintendent.....*Cresco.*
Hudson, Kate, County Superintendent.....*Lyons.*
Ingram, Geo., County Superintendent.....*Marengo.*
Jack, Chas. B., Principal.....*Albia.*
Jackson, Miss Lizzie, Teacher.....*Davenport.*
Jackson, Miss Mattie L., Teacher.....*Davenport.*
Jamieson, W. W., City Superintendent.....*Keokuk.*
Jenkins, I. F., County Superintendent.....*Bloomfield.*
Jennings, J. B.....*Liscomb.*
Johnson, J. W., County Superintendent.....*Oskaloosa.*
Jordan, Miss Helen B.....*Montezuma.*
Kennedy, J. A., County Superintendent.....*Grandview.*
Kephart, E. B.,.....*Western College.*
Kilbourne, M. H.....*Vinton.*
King, Myron H.....*Rock Fall.*
King, W. F., President Cornell College.....*Mt. Vernon.*
Kling, Ira C., County Superintendent.....*Mason City.*

Ladd, E. M.....*Marengo.*
Lavender, J. Fred., Principal.....*Le Claire.*
Leonard, Prof. N. R., State University.....*Iowa City.*
Lester, Miss J. E., County Superintendent.....*Afton.*
Lewis, N. L.....*Grinnell.*
Little, Fannie R.....*Grinnell.*
Lyman, Chas. N., County Superintendent.....*Onawa.*
Macy, J.....*Grinnell.*
Magoun, Rev. G. F., President Iowa College.....*Grinnell.*
Mansfield, J. M.....*Mt. Pleasant.*
Marsh, Ella E.....*Grinnell.*
Marvin, J. F.....*Iowa City.*
Mattison, Thos.....*Wilton.*
McClain, W.....*Iowa City.*
McCowen, Miss Mary.....*Waterloo.*
McKenzie, M. Louise.....
McKee, S. E.....*Washington.*
Miller, P. N.....*West Liberty.*
Moser, S. L.....*Albia.*
Mowatt, S. M., Principal.....*Newton.*
Noyes, H. A.....*Grinnell.*
Orvis, Alta L.....*Oskaloosa.*
Orvis, Stella V.....*Oskaloosa.*
Osmond, Wm.....*Iowa City.*
Outland, J. S.....*Oskaloosa.*
Packer, Annie E.....*Salem.*
Parish, Leonard W.....*Traer.*
Parker, Prof. L. F., State University.....*Iowa City.*
Parker, W. E., County Superintendent.....*Independence.*
Parvin, Prof. T. S., State University.....*Iowa City.*
Pattengill, G. D., County Superintendent.....*Stacyville.*
Peck, Mrs. M. A., Prin. Normal School.....*Ottumwa.*
Peet, E. J., Principal.....*Delhi.*
Philbrick, P. H., State University.....*Iowa City.*
Pickett, J. K., City Superintendent.....*Sigourney.*
Pierce, Mrs. N. E.....*Vinton.*
Piper, J.....*Chicago, Ills.*
Pittman, C. K.....*Burlington.*
Porter, J. M., County Superintendent.....*Albia.*
Powers, Mary J.....*Clinton.*
Pratt, W. H.....*Davenport.*
Proctor, Miss M. H.....*Grinnell.*
Raymond, S. B., County Superintendent.....*Hampton.*
Rightmire, W. T., Principal.....*Sabula.*
Rhodes, D., Central University.....*Pella.*
Robertson, W. H.....*Waterloo.*
Robinson, J. H.....
Rogers, C. P., City Superintendent.....*Marshalltown.*

Rogers, S. G., County Superintendent.....*Logan.*
Ross, A. C .....*Tipton.*
Rowell, E. P.....*State Center.*
Rowley, John M., County Superintendent .....*Utica.*
Sabin, Henry, City Superintendent.....*Clinton.*
Scott, J. C.....*Des Moines.*
Seawright, John.....*Montezuma.*
Seerley, H. H., City Superintendent .....*Oskaloosa.*
Shattuck, A. L., Principal.....*Brooklyn.*
Shoup, H. J., City Superintendent.....*Dubuque.*
Sisson, W. H.....*Belle Plain.*
Skinner, S. W.....*Fort Madison.*
Smith, Chas. E., City Superintendent.....*Bellevue.*
Snell, T. S., County Superintendent.....*Ida.*
Stevens, Miss E. C.....*Grinnell.*
Stewart, J. W., County Superintendent.....*Shell Rock.*
Sudlow, Miss P. W., City Superintendent.....*Davenport.*
Swan, R. W.....*Grinnell.*
Sweeney, J. K., Principal.....*Waterloo.*
Tallman, Geo. W .....*Grinnell.*
Thomas, J. F.....*Chicago.*
Thompson, J F., County Superintendent.....*Elkader.*
Todd, H. D., County Superintendent.....*Sigourney.*
Trueblood, B. T., Penn College.....*Oskaloosa.*
Tucker, Chas.....*Boone.*
Valentine, J., City Superintendent.....*Mason City.*
Ventres, S. S.....*Chicago, Ills.*
Wallace, Joseph.....*Union.*
Webster, Miss Francis L.....*Cedar Falls.*
Wedgwood, Geo. S., Principal.....*Atlantic.*
West, J. W.....
White, C. E., Principal.....*Decorah.*
Wier, A. W., Principal.....*Kellogg.*
Witter, Miss Mary A. B.....*Mt. Vernon.*
Woodward, C. F.....*Keokuk.*
Woody, John W., Penn College .....*Oskaloosa.*
Work, W. G., County Superintendent.....*Newton.*
Wright, D. S., State Normal School.....*Cedar Falls.*
Young, J. B., Principal High School.....*Davenport.*
Zeller, E. R.....*Winterset.*

OFFICERS FOR 1877.

President—Miss P. W. SUDLOW, City Sup't.....*Davenport.*

1*st Vice-Pres't*—J. W. JOHNSON, County Sup't.....*Oskaloosa.*

2*d* " —M. W. BARTLETT, State Nor. School. *Cedar Falls.*

3*d* " —Miss S. BLACKBURN, County Sup't.. *Vinton.*

4*th* " —J. VALENTINE, City Sup't.....*Mason City.*

5*th* " —F. C. CHILDS.....*Council Bluffs.*

Recording Secretary—W. H. PRATT, Teacher.....*Davenport.*

Cor. Secretary—Miss KATE N. TUPPER, Teacher ...*Marshalltown.*

Treasurer—D. W. LEWIS, County Sup't.....*Washington.*

Executive Com.,
- A. ARMSTRONG, County Sup't.....*Sioux City.*
- J. W. MCCLELLAN.....*Marion.*
- E. R. ELDRIDGE.....*Grand View.*