

14 Jan 1859

ACTS OF THE BOARD OF EDUCATION,  
PASSED AT ITS FIRST SESSION,  
BEGUN AT DES MOINES, DECEMBER 6TH, 1858.

ACT NO. 1.

AN ACT to provide for the authentication and taking effect of the laws passed by  
the Board of Education,

SECTION 1. *Be it enacted by the Board of Education of the State of Iowa,* That all Acts passed by this Board shall, before they become laws, be correctly enrolled and signed by the presiding officer of this body.

Acts to be enrolled and signed by the President.

SEC. 2. That a printed certificate of the Secretary of this Board shall be appended to the pamphlet containing a copy of the laws of any session, stating that the Acts therein contained have been by him compared with the original statutes as passed by this Board, and such certificate shall be sufficient evidence of the correctness of those laws to render them receivable as genuine in all cases whatever.

Sec'y to append certificate to session laws.

SEC. 3. That when not otherwise expressly provided, the laws passed at any general session of this Board shall take effect on the first day of March next after the date of their enactment.

Laws to take effect March 1st.

Signed

ORAN FAVILLE,  
President of the Board of Education.

I hereby certify that the above is a true and complete copy of the original Act as passed by the Board of Education of the State of Iowa.

JOSIAH T. TUBBY,  
Secretary pro tem. of the Board.

December 15th, 1858.



## EDUCATIONAL

## ACT NO. 2.

AN Act to legalize elections, acts and contracts under an act of the General Assembly, entitled "an act for the Public Instruction of the State of Iowa," approved March 12th, 1858.

WHEREAS, Elections have been held, contracts made, acts done and taxes levied, schools taught, and teachers employed, in many, if not all, the school districts in this State, in consequence and by reason of an act of the last General Assembly of this State, commonly called the act for the Public Instruction of the State of Iowa; and

WHEREAS, The Supreme Court of the State have recently decided said act to be unconstitutional and void in many of its provisions; and as great confusion is about to result in consequence of such state of facts, unless a curative act be passed; therefore—

SECTION 1. *Be it enacted by the Board of Education of the State of Iowa,* That all elections which have been held, or have taken place, all acts done, and contracts made, and any tax which may have been levied by any person, school district or corporation, and any rights which any person, school district, or corporation may have acquired under and in pursuance of an act of the General Assembly, entitled "an act for the Public Instruction of the State of Iowa," approved March 12th, 1858, be and the same are hereby legalized and confirmed as fully and effectually as though the same had taken place in pursuance of legal enactment: *Provided,* That nothing in this act shall be construed to impair the right of the Board of Education to fix the term of office of any officer elected under said act, or to abolish any office created by said act.

Act to take effect  
by publication.

SEC. 2. This act to take effect and be in force from and after its publication in the Iowa Weekly Citizen, the State Journal and the Iowa Statesman.

Signed,

ORAN FAVILLE,  
President of the Board of Education.

I hereby certify that the foregoing is a true and complete copy of the original act, as this day passed by the Board of Education.

December 15th, 1858.

JOSIAH T. TUBBY,  
Secretary pro tem., of the Board.



## ACT NO. 3.

AN ACT to provide for the purchase of School District Libraries.

SECTION 1. *Be it enacted by the Board of Education of the State of Iowa*, That the temporary School Funds belonging to each county in this State shall be apportioned separately by the County Judge at the time of apportioning other School Funds among the several districts in each county, in proportion to the number of persons residing in such district between the ages of five and twenty-one years.

The manner of apportioning temporary school funds.

SEC. 2. The Board of Directors shall, at their regular meeting in April of each year, determine whether the amount so received shall be appropriated to the purchase of a District Library, and if not so appropriated, the same shall form a part of the Teachers' Fund of said District.

Board of Directors to determine manner of appropriating same.

SEC. 3. The Secretary of each District shall be ex-officio Librarian, and shall purchase books and perform all other duties pertaining to that office, under the direction of the Township Board.

Sec'y ex-officio Librarian.

ORAN FAVILLE,  
President of the Board of Education,

I hereby certify that the foregoing is a true and complete copy of the original Act as passed this day by the Board of Education of the State of Iowa.

December 18th, 1858.

JOSIAH T. TUBBY,  
Secretary pro tem. of the Board.

## ACT NO. 4.

AN ACT providing for the publication of the laws of the Board of Education in the several Counties of the State.

SECTION 1. *Be it enacted by the Board of Education of the State of Iowa*, That the Secretary of the Board of Education shall, as soon as possible after the adjournment of the present session of this Board, and within

Sec'y to forward to County Judges copies of laws.



thirty days from date, forward to each County Judge in this State a copy of all the laws passed at said session. It shall be a sufficient compliance with the provisions of this section, if the Secretary of the Board of Education shall forward to each County Judge duplicate copies of newspapers, or slips containing said laws.

County Judge to cause laws to be published in Co. newspapers.

SEC. 2. It shall be the duty of the County Judge of each county, to cause said laws to be published in two weekly newspapers of his county, if as many are published therein; and if but one weekly newspaper be published in his county, then the said laws shall be published in such newspaper; *Provided*, That not more than thirty-five cents per thousand ems shall, in any case, be allowed for publishing the said laws.

Terms.

Accounts to be audited.

SEC. 3. The accounts for such printing shall be audited and allowed the same as other accounts against the county, after having first been sworn to by some one acquainted with the correctness thereof.

County Judge to preserve one copy of laws.

SEC. 4. It shall be the duty of the County Judge of such county to keep and preserve at least one number of each newspaper of his county in which the laws of the Board of Education may be published under the provisions of this act, and place the same in his office, where it shall remain for future reference.

Act to be in force after its publication.

SEC. 5. This act shall be in force from and after its publication in the Iowa Weekly Citizen and Iowa Weekly Statesman.

ORAN FAVILLE,  
President of the Board of Education.

I hereby certify that the above is a true and complete copy of the original act as passed by the Board of Education of the State of Iowa.

December 31, 1858.

JOSIAH T. TUBBY,  
Secretary pro tem. of the Board.

---

## ACT NO. 5.

AN ACT legalizing the election and acts of certain school officers.

SECTION 1. *Be it enacted by the Board of Educa-*



*tion of the State of Iowa,* That whenever any township in this State has been organized since the first Monday in May, one thousand eight hundred and fifty-eight, and has since elected the school district officers provided for in the act of March 12th, 1858, entitled "An act for the Public Instruction of the State of Iowa," such election is hereby legalized and made valid; and all said officers so elected, are hereby continued in office until their successors shall be elected and qualified according to law; and all acts done by, or contracts made by or with said officers, and all rights accruing to said officers, under, by virtue, or in pursuance of said act of the General Assembly, are hereby ratified and confirmed, as fully as though said elections had been held in pursuance of legal enactment.

Election of officers in newly organized townships legalized.

Officers continued in office.

Their acts ratified and confirmed.

SEC. 2. This act to take effect, and be in force, from and after its publication in the Iowa Citizen and the Iowa Statesman.

Act to be in force after its publication.

ORAN FAVILLE,  
President of the Board of Education.

I hereby certify that the above is a true and complete copy of the original act as passed by the Board of Education of the State of Iowa.

December 21st, 1858.

JOSIAH T. TUBBY,  
Secretary pro tem., of the Board.

### ACT NO. 6.

AN ACT to provide for the compensation of the Superintendent of Public Instruction during the year one thousand eight hundred and fifty-eight.

SECTION 1. *Be it enacted by the Board of Education of the State of Iowa,* That the Superintendent of Public Instruction shall receive for his salary and contingent expenses, during the year one thousand eight hundred and fifty-eight, the sums contemplated by the act of March 12th, 1858, entitled "An act for the Public Instruction of the State of Iowa."

Superintendent's salary for the year 1858.



Act to take effect      SEC. 2. This act to take effect from and after its passage.

Signed,

ORAN FAVILLE,  
President of the Board of Education.

I hereby certify that the foregoing is a true and complete copy of the original act as passed this day by the Board of Education of the State of Iowa.

December 22d, 1858.

JOSIAH T. TUBBY,  
Secretary pro tem., of the Board.

---

### ACT NO. 7.

AN ACT prohibiting the exclusion of the Bible from the Schools of the State.

Bible not to be excluded.

No pupil obliged to read it.

SECTION 1. *Be it enacted by the Board of Education of the State of Iowa,* That the Bible shall not be excluded from any school or institution in this State, under the control of the Board, nor shall any pupil be required to read it contrary to the wishes of his parent or guardian.

ORAN FAVILLE,  
President of the Board of Education.

I hereby certify that the foregoing is a true and complete copy of the original act as passed this day by the Board of Education of the State of Iowa.

December 22d, 1858.

JOSIAH T. TUBBY,  
Secretary pro tem. of the Board.

---

### ACT NO. 8.

AN ACT to provide a system of Common Schools.

Each civil township a school district.

Sub districts continued.

SECTION 1. *Be it enacted by the Board of Education of the State of Iowa,* That each civil township that is now or may hereafter be organized in the several counties of this State, is hereby declared a School District for all the purposes of this act, and each sub-district, as now organized under an act entitled "An Act for the Public Instruction of the State of Iowa," approved March 12th, 1858, shall continue such, subject to provisions hereinafter made.



SEC. 2. In each sub-district there shall be taught one or more schools for the instruction of youth between the ages of five and twenty-one residing therein, for at least twenty-four weeks, of five school days each, in each year, unless the County Superintendent shall be satisfied that there is good and sufficient cause for failure so to do; and in case of a failure for two consecutive years to organize and keep up a school for at least three months in each year within some one of the sub-districts of such district, the whole of said district shall be deprived of its portion of the School Fund for the second of those years.

Schools to be taught in each sub-district.

Twenty-four weeks in each year.

Penalty for neglect.

SEC. 3. Scholars residing in one district may attend school in another, in the same or an adjoining county, with the concurrence of the directors of both districts, and in such case, their proportion of the school money of the district to which they belong shall be paid to the treasurer of the district in which they attend school.

Pupils may attend school in adjoining district

SEC. 4. Any township in an unorganized county shall be for the purposes of this act regarded as a portion of the county to which its county is attached for revenue purposes.

Townships in unorganized counties.

SEC. 5. Every school district which is now, or may hereafter be organized in this State, is hereby made a body corporate, by the name of "District Township of \_\_\_\_\_, in the county of \_\_\_\_\_, and State of Iowa," and in that name, hold property, become a party to suits and contracts, and do other corporate acts.

A school district a body corporate

#### DISTRICT MEETINGS AND ELECTION OF OFFICERS.

SEC. 6. *First*—Each school district shall hold regular meetings annually, on the second Monday in March.

Regular district meetings to be held on the first Monday in Mar.

*Second*—When a new township has been organized, or a district left without officers, the Trustees of the township shall post written notices specifying the time and place of the aforesaid meeting, in five conspicuous places in the township; provided, that when any district township shall be divided into two or more entire townships for civil purposes, the existing Board of Di-

Trustees to give notice of meeting



rectors shall continue to act for both or all the new districts, till the time of the next election of officers.

Organization of township meetings.

*Third*—The electors of the township, assembled in accordance with the notice required in the foregoing article shall organize by appointing a President and Secretary, who shall act as Judges of the election.

Officers to be elected.

*Fourth*—The qualified voters at such meeting, and annually thereafter, shall elect by ballot, one President, one Vice-President, one Secretary and one Treasurer, who, together with the director from each sub-district, to be elected as hereafter provided, shall constitute a Board of Directors for the district, and shall hold their office for one year, and until their successors are elected and qualified.

Board of Directors—how composed.

#### VACANCIES.

Manner of filling vacancies.

SEC. 7. All vacancies occurring in the Board shall be filled by the remaining member or members, until the next regular election of the district; but nothing herein contained shall be so construed as to prevent the remaining member or members from calling a meeting to fill such vacancy.

#### POWERS OF DISTRICTS.

Powers of district meetings.

SEC. 8. The electors of a district, when legally assembled at a district school meeting, shall have the following powers, viz:

To appoint chairman and Sec'y.

*First*—To appoint a Chairman and Secretary, in the absence of the regular officers.

To adjourn.

*Second*—To adjourn from time to time as occasion may require.

To exercise certain powers as specified in Art. 3d, 4th and 5th of section 10, act of March 12, 1858.

*Third*—To exercise the powers provided in divisions third, fourth and fifth of section 10 of an act entitled "An act for the Public Instruction of the State of Iowa," approved March 12th, 1858, as follows:

"3d. To levy such tax, not exceeding one per cent in any one year, on the taxable property of the district as the meetings shall deem sufficient to purchase or lease



a suitable site for a school house or school houses, and to keep in repair and furnish the same with the necessary fuel and appendages, and for compensation of teachers, and for procuring district libraries and apparatus for the schools, books and stationery for the board and district meetings, and defray all other contingent expenses of the district. *Provided*, No tax shall be levied for building school houses excepting at the regular meetings in March, and the first Monday in September.

"4th. To direct the sale or other disposition to be made of any school house or the site thereof, and of such other property, personal and real, as may belong to the district, and to direct the manner in which the proceeds arising therefrom shall be applied.

"5th. To authorize the board of directors to borrow money for procuring sites and erecting school houses, to be re-paid in such installments as may tend to apportion such re-payments among those who enjoy the benefits of the loan; and it shall be the duty of the County Judge in loaning the school fund, to give preference to the application of school districts, and in case any school district shall borrow any portion of the school fund, it shall be the duty of the County Judge each and every year to determine the per centum of taxation on the taxable property of such school district, that will produce in money the amount of ten per cent. on the amount of such loan, and certify such per centum to the County Treasurer, who shall enter the same on the tax list for such township, and collect the same as other taxes, and the same shall be part of the annual school fund."

*Fourth*—To provide for the payment of any debts contracted for school houses or school purposes. To provide for payment of debts

*Fifth*—To delegate all the powers contained in the foregoing specifications to the district board of directors. To delegate powers.

SEC. 9. The several sub-districts shall annually, on the first Saturday after the second Monday in March, hold a meeting for the election of a member of the District Board of Directors, five days notice of which meeting shall be given by the then resident Director, or if there is none, by the District Secretary posting a written notice in three public places therein. Sub-districts to meet on Saturday after 2d Monday in March.

SEC. 10. At the meeting of the sub-districts, a President and Secretary shall be appointed, who shall act as Judges of election in sub-dist's.



judges of the election, and give a certificate of election to the Director elect.

**Directors to take oath of office.**

SEC. 11. Each member elect of the Board of Directors, shall, within ten days after his election, appear before some officer qualified to administer oaths, and take an oath to support the Constitution of the United States, and that of the State of Iowa, and that he will faithfully discharge the duties of his office, and in case of failure so to qualify, he shall forfeit ten dollars, to be recovered against him for the use of the district.

**Penalty for neglect to qualify.**

SEC. 12. DUTIES OF DISTRICT OFFICERS.—The President, or in his absence, the Vice-President shall preside at all meetings of the Board and of the district, shall draw all drafts on the County Treasurer, for money apportioned to his district, sign all orders on the District Treasury, specifying in the orders the fund on which they are drawn and the use for which the money is assigned; and he shall sign all contracts.

**Duties of President.**

SEC. 13. The President shall appear in behalf of his district in all suits brought by or against the same, but when he is individually a party, this duty shall be performed by the Vice-President or Secretary; and in all cases where suits may be instituted by or against any of the school officers, to enforce any of the provisions herein contained, counsel may be employed by the Board of Directors.

**President to represent his district in suits.**

SEC. 14. The Secretary shall record all the proceedings of the Board and district meetings, in separate books, kept for that purpose, shall preserve copies of all reports made to the County Superintendent, shall file all papers transmitted to him pertaining to the business of the district, and shall countersign all drafts, warrants and orders drawn by the President.

**Duties of Sec'y.**

SEC. 15. He shall, between the first day of August and the fifteenth day of September of each year, take and keep on record a list of the names of all heads of families in the district, and the number of children in each family between the ages of five and twenty-one years.

**Duties of Sec'y.**

SEC. 16. He shall keep an accurate account of all



the expenses incurred by the district, and shall present the same to the Board of Directors, to be audited and paid as herein provided.

To keep account of expenses.

SEC. 17. He shall give ten days previous notice of all regular and special meetings of the district, by posting a written notice in five different conspicuous places therein, one of which shall be at or near the last place of meeting, and shall furnish a copy of the same to the teacher of the school, (if in session,) of each sub-district, to be read in the presence of the pupils thereof, and such notice shall in all cases, state the hour of meeting.

To give notice of meetings.

SEC. 18. Whenever a tax has been voted by any district for purposes in this act specified, the Secretary shall immediately certify the per centum to the County Judge, who shall, at the time of levying the tax for county purposes, levy a tax of the amount thus certified to him upon the assessed value of all the real and personal property in the district, which shall be collected by the county collector at the same time and in the same manner as State and county taxes are collected; provided, it shall be receivable only in cash.

To certify per centum of tax to County Judge.

SEC. 19. The collector shall, on the first Monday of March and September in each year, pay over to the treasurer of the district the amount of said tax which shall have been collected, and shall render him a statement of the amount uncollected; and the amount unpaid shall be collected at any subsequent time as delinquent county taxes are collected, and shall be paid over when collected to the treasurer aforesaid.

County collector to pay over tax collected to dist. treasurer.

SEC. 20. On or before the fifteenth day of September in each year, the Secretary of each school district shall file with the County Superintendent a report of the affairs of the district, which shall contain the following items, viz:

Sec'y to report to Co. Sup't.

*First*—The number of males and females each in his district, between the ages of five and twenty-one years.

*Second*—The number of schools and the branches taught.



*Third*—The number of pupils and the average attendance of the same in each school.

*Fourth*—The number of teachers employed, and the average compensation paid per week, distinguishing males from females.

*Fifth*—The length of schools in days, and the average cost of tuition per week for each scholar.

*Sixth*—The aggregate amount paid teachers during the year, and the balance of teachers fund in the treasury.

*Seventh*—The text books used, and the number of volumes in the district library, and the value of apparatus belonging to the district.

*Eighth*—The number of school houses, and their estimated value.

*Ninth*—The amount raised within the year by tax for the erection of school houses, the amount for teachers fund and for other purposes of this act, stating separately the amount of each.

*Tenth*—The amount of public fund received from the County Treasury, and if any from other sources, stating what, and how much from each, and such other information as he may deem useful.

**Penalty for failure to report.**

SEC. 21. Should the Secretary fail to file his report as above directed, he shall forfeit the sum of twenty-five dollars, and shall make good all losses resulting from such failure, and suit shall be brought, in both cases, by the district, on his official bond.

**Duties of Treasurer.**

SEC. 22. The Treasurer shall hold all moneys belonging to the district, and pay out the same on the order of the President, countersigned by the Secretary, and shall keep a correct account of all expenses and receipts in a book provided for the purpose.

**Designation of funds.**

SEC. 23. The money collected by district tax for school house purposes, and all contingent expenses, shall be called the "school house fund," and that received for the support of teachers, shall be called the "Teachers' Fund," and the Treasurer shall keep with each fund, a separate account, and shall pay no order which does not specify the fund on which it is drawn, and the specific use to which it is applied.



SEC. 24. He shall receive all money apportioned to the district by the County Judge, and also all money in the County Treasury, collected on the district tax, for his district.

To take charge of all moneys for use in his dist.

SEC. 25. He shall render a statement of the finances of the district from time to time, as may be required by the board, and his books shall always be open for inspection.

To render statements of the district finances.

SEC. 26. DUTIES OF DIRECTORS.—The District Board shall hold their regular meetings on the first Saturday after the first Monday in April and October in each year, and may hold such special and adjourned meetings as occasion may require.

Meetings of Directors.

SEC. 27. The duties of the District Board of Directors shall be as follows:

Duties of Directors.

*First*—In each district to act as judges of all district elections, and give certificates of election to officers elected.

To act as judges of election.

*Second*—To make all contracts, purchases, payments and sales, necessary to carry out any vote of the district; *Provided*, That before erecting any school house, they shall consult with the County Superintendent as to the most approved plan for such building.

To make contracts, &c.

*Third*—To employ all teachers necessary for the schools in the district, specifying in a written contract, the compensation and term of time for which they are employed.

To employ teachers.

*Fourth*—To admit pupils not belonging to the district, and not provided for in section three of this act, to their schools, on such terms as they may agree upon.

To admit pupils from other districts.

*Fifth*—To determine the number of schools which shall be established, and the length of time each shall be taught, subject to the provisions of section two of this act.

To determine no. of schools and terms of each.

*Sixth*—To fix the site for each school house, taking into consideration the wants and necessities of the people of each portion of the district.

To fix school house sites.

*Seventh*—To establish graded or union schools wherever they may be necessary, and they may, as occasion requires, select a person who shall have the general

To establish graded or union schools.



supervision of the schools in their district, subject to rules and regulations of the board.

To determine branches to be taught.

*Eighth*—To determine what branches shall be taught in the schools of their district.

To require Sec'y and Treasurer each to give bond

*Ninth*—To require the Secretary and Treasurer each to give bond to the district in such penalty and with such sureties as they may determine upon, conditioned for the faithful performance of their duties under this act. The bond shall be filed with the President of the board, and in case of breach of condition thereof, he shall bring suit thereon in the name of the district.

To examine Treasurer's accounts and settle with him.

*Tenth*—They shall from time to time examine the accounts of the Treasurer and make settlement with him, and present at each regular meeting of the directors a full statement of the receipts and expenditures of the district, and of all matters delegated to them to perform, and all such other matters as may be deemed important.

To audit claims, &c.

*Eleventh*—To audit and allow all just claims against the district, and to fix the compensation of the Secretary and Treasurer.

To visit the schools and aid and supervise the teachers.

*Twelfth*—To visit the schools in their district, and aid the teachers in establishing and enforcing rules for the government of the schools, and see that they keep a correct list of the pupils, embracing the periods of time during which they attend school, the branches taught, and such other matters as may be required by the County Superintendent.

To call special meetings.

*Thirteenth*—To call special meetings upon the written request of one-fifth of the electors of the district, and at such other times as they may deem expedient, but in all such cases the notice of such meeting shall clearly state the time and place of holding the same, and the object for which it is called, and no other business than that specified in said notice shall be transacted at such meeting.

To expel disorderly pupils

*Fourteenth*—The board may suspend or expel during the school term, all pupils guilty of gross immorality, or a persistent violation of the regulations of the school,



and re admit them on satisfactory evidence of amendment.

*Fifteenth*—They shall at their first regular meeting after the taking effect of this act, divide their district into sub-districts, such as justice, equity and the interests of the people require, and shall designate said subdistricts plainly upon a plat of the district provided for that purpose, and record the same in the district records, and they may at any regular meeting, or at any meeting called for that purpose, change the boundaries of sub-districts as circumstances may require, notice of the same having been given at any previous meeting. They shall cause all such changes to be marked on said map or plat and recorded in the proper book, and in the office of the County Judge, and they shall cause new maps to be made from time to time; provided that the boundary lines of sub-districts shall be made to correspond with some line of the Government surveys.

To divide their district into sub-districts at their first regular meeting.

Change boundaries of sub-dists.

*Sixteenth*—They shall vary the per centum of tax voted by the district meeting for school house purposes, when justice and equity require, making such discrimination as they shall deem just. They may, if necessary, appoint three disinterested householders of the county to examine and report to them the amount, value and condition of the property and reliable funds belonging and coming to each district organized under the law now force, in its corporate capacity, and appropriated to school house purposes, which report shall be sworn to and entered by the Secretary upon the records of the board, and such report, together with the total amount of taxable property in, and the necessities of each sub-district in the township in regard to school house accommodations for the pupils therein, shall constitute the basis of action of the board in determining the per centum of tax to be levied upon each sub district.

Vary per centum of tax.

*Seventeenth*—They shall, at their regular meeting in April of each year, estimate the per centum of tax on the taxable property of the district, necessary to raise a fund which, with the Teachers' Fund from the County Treasury, as shown by notice from the County Judge,



shall be sufficient to support the several schools of the district, for at least the time required by this act, for the current year, which per centum they shall certify to the County Judge, who will at the time of levying the taxes for county purposes, levy the per centum of tax thus certified upon the property of the district, which will be collected and paid over as other school district taxes are.

Certify per centum of tax to Co. Judge.

Duties of Director of sub-dist.

*Eighteenth*—The director of the sub-district, shall see that the school house is kept in repair, and supplied with fuel, and shall have the general supervision of the school and school property, under the Board of Directors, and with their approbation, he may employ a teacher.

Collect taxes and debts.

*Nineteenth*—He shall collect all taxes and debts due his sub-district, and settle any other business remaining unfinished at the time of organizing under the act entitled "An act for the Public Instruction of the State of Iowa," approved March 12th, 1858, and shall apply all funds that may thus come into his hands, to the specific purpose for which they were designed, but before entering upon the said duties, he shall file with the President of the Board of Directors, a bond such as is required of the Secretary and Treasurer under this act; but the District Treasurer shall settle with the County Treasurer, and receive from him all moneys due and unpaid, to any sub-district of his district, applying said funds as in this Section provided.

File a bond with the President.

Delinquent school taxes to be collected as other delinquent Co. taxes.

*Twentieth*—When any tax heretofore levied is still unpaid, the director may, at his option, report the amount due from any individual, or upon any tract of land, to the County Judge, who shall cause the amounts so do, to be added to the amount standing on the tax list against such individual, or tract of land, for the current year. These taxes shall then be collected in the same manner as is pursued in the collection of other county taxes.

County Judge to levy tax for support of schools.

SEC. 28. The County Judge of each county, shall at the time of levying the tax for county purposes, levy a tax for the support of schools within the county, of not



less than one mill, nor more than two and a half mills on the dollar, on the assessed value of all real and personal property within the county, which shall be collected by the county Collector at the time and in the same manner as State and County taxes are collected, except that it shall be receivable only in cash.

County collector to collect same;

SEC. 29. On the first Monday of April annually, the County Judge of each county, shall apportion said tax, together with the interest of the permanent school fund to which his county is entitled, and all other money in the hands of the County Treasurer belonging in common to the schools of his county, among the several school districts therein, in proportion to the number of persons between five and twenty-one years of age, subject to the provisions of section two of this act. And in order to enable him to make such apportionment, it is hereby made the duty of the several County Superintendents to report to their respective County Judges, on the first day of November, annually, the number of such persons in each school district in his county.

County Judge to apportion tax and other school money.

Co. Sup't to report Co. Judge number of persons in each school district.

SEC. 30. The County Judge shall immediately notify the President of each school district of the sum to which his district is entitled by said apportionment, and shall issue his warrant for the same to accompany said notice, which warrant shall be also signed by the President and countersigned by the Secretary of the district in whose favor the same is drawn, and shall authorize the district treasurer to draw the amount due said district from the county treasurer, and the Secretary shall charge the treasurer of the district with all warrants drawn in his favor, and credit him with all warrants drawn on the funds in his hands, keeping separate accounts with each fund.

County Judge to notify President of school district of amount apportioned.

#### QUALIFICATIONS AND DUTIES OF TEACHERS.

SEC. 31. *First*—No person shall be employed to teach a common school which is to receive its distributive share of the school fund, unless he shall have a certificate of qualification signed by the County Super-

Teacher must have certificate from Co. Sup't.



Penalty for neglect.

intendent of the county in which the school is situated; and any teacher who commences teaching such school without such certificate, shall forfeit all claim to compensation for the time during which he teaches without such certificate.

Teacher to keep an accurate register.

*Second*—The teacher shall keep a correct register of the school, which shall exhibit the sub-district, township, county and State in which the school is kept, the day of the week, the month and year; the name and age, and attendance of each scholar, and the branches taught, the register to be as near as practicable after the form appended to this act.

A register for each district.

*Third*—When scholars reside in different districts, a register shall be kept for each district.

The register to be filed with Secretary.

*Fourth*—The teacher shall, immediately after the close of his school, file in the office of the Secretary of the board a certified copy of the register aforesaid.

#### OF THE COUNTY SUPERINTENDENT.

Term of service.

SEC. 32. A County Superintendent of common schools shall be elected in each organized county of this State, whose term of service shall be two years.

First election.

SEC. 33. The first election of that officer shall take place on the second Tuesday of October next, at the time and several places of electing the township boards, and at the general election on every two years thereafter; and the election returns to be made in the same manner as for other county officers. The present incumbents who have been elected under the act of March 12th, 1858, shall serve in that capacity until their successors are elected and qualified; but the rate of their compensation after the taking effect of this act, shall be as herein after provided.

Incumbents to remain in office until successors are elected and qualified.

Oath of office.

SEC. 34. Within twenty days after his election, he shall take and subscribe his oath of office. On his failure to do so, or if for any other cause there be a vacancy in said office, the County Judge shall appoint a person to fill such vacancy, who shall qualify in like manner,

County Judge to fill vacancy.



and who shall hold his office till the first general election thereafter.

SEC. 35. The County Superintendent shall examine all persons who shall present themselves at the proper time and place, as to their competency and ability to teach orthography, reading, writing, arithmetic, geography and English grammar, and such other branches as may be required hereafter. In making this examination he may, at his option, call to his aid one or more assistants.

Co. Sup't to examine persons proposing to teach.

SEC. 36. If the examination is satisfactory, and if the applicant is shown to be of good moral character, he shall receive a certificate accordingly. The names of all those receiving such certificates, and of all those rejected, shall be entered on a register kept by the County Superintendent at the date at which they were given.

He shall give certificate.

SEC. 37. The County Superintendent shall, on the last Saturday of every month, meet all those who are desirous of passing an examination, and for the transaction of all other business within his jurisdiction, in some suitable room at the seat of justice of the county, or at any other place, as occasion may require, and shall notify the County Judge of the place of meeting. If an applicant desires an examination at any other time, he shall be required to pay the Superintendent one dollar, before the examination is commenced, unless he presented himself at the regular day fixed in this section, and was unable from no fault of his own to obtain an examination, in which case no fee shall be required of him.

Time to meet applicants and to transact other general business.

SEC. 38. If for any cause the County Superintendent cannot be present at the regular day thus fixed, he shall appoint one or more deputies to make the examination in his stead. He shall afterwards issue certificates to those who receive the recommendation of his deputies as aforesaid.

Co. Sup't may appoint deputies.

SEC. 39. The Superintendent may revoke the certificate of any teacher in the county which was given by the Superintendent thereof, for any reasons which would have justified the withholding thereof when the same was given. And the Board of Directors upon

He may revoke certificate.



Board of directors may expel Teacher.

sufficient cause shown, may expel any teacher from school in the district.

Co. Sup't to visit each school in his county twice in each year.

SEC. 40. The County Superintendent shall at least twice in each year visit personally each of the common schools of his county, and examine into the branches taught therein, and all other matters connected with the government of such schools. He shall also examine the site and plans of any school house about to be built, and in either case shall make such suggestions and give such instructions as he may think expedient and useful.

Other duties.

To make report to Sec'y of the Board of Education.

SEC. 41. On or before the 5th day of October in each year, he shall make a report to the Secretary of the Board of Education containing a digest of the reports made to him by the Secretaries of the several township boards, and such other matters as he shall be directed to report by the said Secretary, and such as he himself may think pertinent and material, and especially such as will show the condition of the schools under his charge. He shall also suggest such improvements in the system as he may think judicious. He shall also, by the fifth day of October in each year, file with the County Judge an abstract of the number of youths between the ages of five and twenty-one years residing in each township and school district within his county.

To file an abstract with the County Judge.

Penalty for failure.

SEC. 42. Should he fail to make either of the reports required in the last section, he shall forfeit to the school fund of his county the sum of fifty dollars, and shall besides be liable for all damages caused by such neglect.

To conform to instructions of Sec'y of Board of Education.

SEC. 43. He shall at all times conform to the instructions of the Secretary of the Board of Education as to matters within the jurisdiction of the said Secretary. He shall serve as the organ of communication between the Secretary and the township or district authorities. He shall see that the latter conform to the lawful instructions of the former, and shall transmit to the townships, districts or teachers, all blanks, circulars and other communications which are to them directed and



shall entertain and decide all appeals taken from decisions of district boards.

SEC. 44. The County Superintendent shall receive Salary. from the County Treasury, as a compensation for his services, to be paid quarterly, a sum equal to one half the amount paid to the clerk of the District Court, and such further sum as shall be allowed him by the Presidents of the several township boards, who shall meet for that purpose at the seat of justice of the county on the first Monday in April, in each year, and if a majority are not present, they may adjourn from time to time till such majority is assembled for that purpose. But Limit thereto. in no case shall the salary of the Superintendent be increased so as to exceed that of the said Clerk of the District Court.

#### GENERAL PROVISIONS.

SEC. 45. Any officer whose term of service is prescribed by this act, shall continue in office until his successor is elected and qualified. Term of service of officers.

SEC. 46. Every person elected or appointed to any office pursuant to the provisions of this act, shall, before entering on the discharge of the duties thereof, take an oath to support the Constitution of the United States, and of this State, and faithfully to discharge the duties of his office according to the best of his abilities. In case such officer has a written appointment or commission, this oath shall be endorsed thereon. In other cases it may be taken orally. In either case it may be sworn to before any officer authorized to administer oaths. Oath of office.

SEC. 47. When any officer is superceded by election, or otherwise, he shall immediately deliver to his successor in office, all books, papers and moneys pertaining to his office, taking a receipt therefor; and every such officer who shall refuse to do so, or who shall wilfully mutilate or destroy any such books or papers, or any part thereof, shall be liable to a fine of not less than fifty, nor more than two hundred and fifty dollars, at the discretion of the court. Officers to deliver effects to successors. Penalty for neglect.



Disposition to be made of funds, &c.

SEC. 48. All fines and penalties collected from a district officer by virtue of any of the provisions of this act shall enure to the benefit of that particular district. Those collected from any member of the township board shall belong to the township, and those collected from county officer, to the county. In the two former cases, suits shall be brought in the name of the township board—in the latter, in the name of the county, and by the district prosecutor. The amount in each case shall be added to the fund next to be applied by the recipient, for the use of common schools.

Unorganized counties.

SEC. 49. Unorganized counties shall be regarded for the purposes of this act, the same as though they formed a part of the organized counties to which they are respectively attached.

Certain duties and powers of the Sec'y of the Board of Education.

SEC. 50. The Secretary of the Board of Education may make all needful rules and regulations to give efficacy to this law. And should any defect be discovered therein while this board is not in session, which is evidently the result of oversight, and which in his opinion is detrimental to the efficiency of the law, he may supply such defect by a regulation having the force of law until the matter can be acted on by this board. In such cases he must report the fact and the reasons thereof to the board at its next meeting. He may also make regulations fixing the powers and duties of any subordinate officer or board, when those duties are not sufficiently defined herein, making a like report thereof as is above required.

Sub-dist. boundaries not to be changed without concurrence of board of directors of townships interested.

SEC. 51. In all cases where a school district as constituted at the time of the taking effect of an act entitled "An act for the Public Instruction of the State of Iowa," approved March 12th, 1858, and formed of a part of two or more civil townships in the same county, had a school house erected, which said house has not been destroyed, removed or abandoned, said district as at that time constituted, shall be and remain a sub-district in and form a part of the district in which such school house is situated, and the boundaries of such sub district shall not be changed except with the concurrence of the board of



directors in the townships interested; provided, that the provisions of this section shall not apply to incorporated cities and villages containing one thousand inhabitants or more; and the board of directors shall, at their regular meeting in April next after the passage of this act, divide their districts in accordance with the provisions of this section, and should a vacancy be caused thereby in the office of director in any such sub-district, the Secretary shall, as soon as practicable, call a special meeting of the electors therein, to fill such vacancy.

ORAN FAVILLE,  
President of the Board of Education.

I hereby certify that the above is a true and complete copy of the original act as passed by the Board of Education of the State of Iowa.

JOSIAH T. TUBBY,  
Secretary pro tem. of the Board.

### ACT NO. 9.

AN ACT to provide for the Election and to define the duties of the Secretary of the Board of Education.

SECTION 1. *Be it enacted by the Board of Education of the State of Iowa*, That at each regular meeting of the Board, there shall be elected a Secretary of said Board, who shall hold his office until his successor is elected and qualified. Election of a Secretary of the Board of Education.

SEC. 2. He shall, before entering upon the duties of his office, and as soon as may be after his election, give bond for the use of the State of Iowa, in the penal sum of one thousand dollars, with sufficient sureties to be approved by the Secretary of State, conditioned for the faithful and impartial performance of the duties of his office, as Secretary of the Board of Education. Bond.

SEC. 3. He shall also, at the time of giving bond, take and subscribe an oath, or make affirmation to the effect that he will support the Constitution of the United States and of the State of Iowa, and to the best of his ability, faithfully and impartially perform the duties Oath of office to be endorsed upon back of bonds.



of Secretary, which oath shall be endorsed upon the back of said bond, which shall be filed with, and preserved by the Secretary of State.

He is to keep a journal.

SEC. 4. It shall be the duty of the Secretary to keep an accurate journal of the proceedings of the Board, and to perform all other duties required of him by the Board, or by the laws of this State.

To cause acts and resolutions to be printed.

SEC. 5. Immediately after the adjournment of the Board of Education, he shall furnish the printer authorized to print the laws with copies of the acts and resolutions passed at the session, and cause them to be printed in a plain manner in the form of a pamphlet.

To make certificate as to printed copy.

SEC. 6. He shall make his certificate that the acts and resolutions therein contained are truly copied from the original rolls, and cause the same to be printed at the end of each volume, which shall be *prima facie* evidence of their correctness.

To have journals printed.

SEC. 7. He shall, as near as may be, in the same manner as provided in the two preceding sections of this act, have the journals printed.

To transmit laws &c. to Co. Sup't of each county.

SEC. 8. He shall, on or before the first day of March, after the acts, resolutions and journals, and such documents as may be required by law, are printed; after the adjournment of any session of the Board, transmit to each Superintendent of common schools in each organized county in this State, one copy of laws for every school officer in the county.

To preserve copies in his office.

SEC. 9. He shall preserve in his office one hundred copies of the acts and resolutions, and twenty-five copies each of the journals, and distribute ten copies to each member of the Board of Education, and such other documents as may have been published by order of the Board of Education, and shall hold the same subject to the order of the Board.

To transmit journals to Co. Superintendents.

SEC. 10. He shall transmit one copy of the journals to each Superintendent of common schools and County Judge, in every organized county in this State, within the time fixed for the distribution of the acts of the Board of Education.

SEC. 11. After the distribution of the acts and reso-



lutions and journals, as provided in the two preceding sections, should there be any number of the same remaining undistributed, he shall distribute the same in every organized county in this State, pro rata, in proportion to the population of each county.

To distribute remainder pro rata

SEC. 12. An office shall be provided for him at the seat of government, in which he shall file all papers, reports, and public documents transmitted to him by the County Superintendents of the several counties, each year separately, and hold the same in readiness to be exhibited to the Governor, or to a committee from either house of the General Assembly, or to the State Board of Education, at any time when required, and shall keep a fair record of all matters pertaining to his office.

His office at seat of government.

SEC. 13. The Secretary of the Board of Education shall be charged with the general supervision of all the County Superintendents, and all the common schools of the State, and he shall see that the school system is as early as practicable carried into effect, and put in uniform operation.

His duty to carry the school system into effect.

SEC. 14. With a general view to these special duties, he shall meet the Superintendents of each Judicial District, at least once in each year, at such time and place as he may appoint, giving due notice of such meeting; and it is hereby made the duty of the said County Superintendents to attend each meeting, the object of which shall be to accumulate valuable facts relative to common schools, to compare views, discuss principles, and in general to listen to all communications and suggestions, and to enter into all discussions relative to the compensation of teachers, their qualifications, branches taught, method of instruction, text books, district libraries, apparatus, and all other matters embraced in the common school system.

He shall meet Co Sup'ts of each judicial district.

Objects of meeting.

SEC. 15. He shall visit such schools as he may have it in his power to do, and witness the manner in which they are conducted.

He shall visit schools.

SEC. 16. It shall be his duty to recommend, from time to time, to County Superintendents, such books as he shall think advisable for text-books and for district

Recommend ex-books.



school libraries, a list of which the County Superintendents shall immediately transmit to the several Presidents of the district boards of directors in their respective counties.

He shall distribute forms and instructions to Co. Superintendents.

SEC. 17. The Secretary of the Board of Education shall cause as many copies of this act and all other school acts in force, with the forms, regulations and instructions herein contemplated, thereto annexed, to be from time to time printed and distributed among the County Superintendents, as he shall deem expedient, directing the latter to distribute the same among the several school districts of the State. He shall also prepare and cause to be distributed to the several County Superintendents, a form of certificate in blank to be granted to teachers, also all other blank forms necessary to be used in carrying out this act and all other acts.

Reports to Auditor of State.

SEC. 18. He shall annually on the first day of January, report to the Auditor of State the number of persons in each county of the State between the ages of five and twenty-one years.

Reports to Gen'l Assembly and Board of Education.

SEC. 19. He shall make a report to the General Assembly and the Board of Education, at each session thereof, which shall embrace,

Condition of schools, &c.

*First*—A statement of the condition of the common schools of the State, and shall contain the number of common school districts therein, the number of schools in the State, the number of scholars between five and twenty-one years of age, and also the number in each county who have attended school the previous year, as returned by the several County Superintendents, the number of books in the district libraries, and the value of all apparatus in the schools.

Plans for improvement.

*Second*—Such plans as he may have matured for the management and improvement of the common school fund, and for the better and more perfect organization and efficiency of common schools.

Other matters at his discretion.

*Third*—All such matters and things relating to his office and to the common schools, as he shall deem expedient to communicate.



*Fourth*—He shall cause his report to be printed, and shall present five hundred copies thereof to each body, on or before the second day of their session, for distribution. Five hundred copies of report to be printed.

SEC. 20. He shall receive annually, the sum of one thousand five hundred dollars, as compensation for the duties required under this act, and also all necessary contingent expenses for traveling, and clerk hire, pertaining to his office, to be audited and paid as the salaries and contingent expenses of other State Officers; provided that his contingent expenses for these purposes shall not exceed the sum of seven hundred and fifty dollars in any one year. And he shall, within twenty days after his election take possession of the books, papers, and effects belonging to the department of the Superintendent of Public Instruction, which office is hereby abolished. Salary. Contingent fund. Abolishment of office of Sup't of Pub. Instruction.

SEC. 21. Whenever reasonable assurance shall be given to the Secretary of the Board of Education that a number of not less than thirty teachers desire to assemble for the purpose of holding a Teachers' Institute, and to remain in session for a period of not less than six working days, he shall appoint such time and place for said meeting and such lecturers as the said teachers shall suggest, and give due notice thereof, and for the purpose of defraying the charges for procuring teachers and lecturers for said Institute, the Secretary may receive from the State Treasury, a sum not exceeding one hundred dollars for any one Institute, which he shall immediately transmit to the County Superintendent in whose county the Institute may be held, who shall pay out the same as the Institute may direct, in accordance with the provisions of an act of the General Assembly, approved March 12th, 1858, which appropriates one thousand dollars for that purpose. Provision for Teachers' Institutes.

SEC. 22. Should any vacancy occur at any time in the office of the Secretary of the Board of Education while the Board is not in session, the Governor shall, by appointment, fill such vacancy until the next session of the Board. Gov to fill vacancy.



Act to take effect  
from publication.

SEC. 23. This act to take effect from and after its publication in the Iowa Citizen and the Iowa Statesman.

ORAN FAVILLE,  
President of the Board of Education.

I hereby certify that the above is a true and complete copy of the original act as passed by the Board of Education of the State of Iowa.

December 24th, 1858.

JOSIAH T. TUBBY,  
Secretary pro tem., of the Board.

### ACT NO. 10.

AN ACT for the government and regulation of the State University of Iowa.

Object of Univer-  
sity.

SECTION 1. *Be it enacted by the Board of Education of the State of Iowa,* That the object of the State University of Iowa, established by the Constitution at Iowa City, shall be to provide the best and most efficient means of imparting to the youth of the State, of both sexes, upon equal terms, a thorough education and a perfect knowledge of the different branches of literature, the arts and sciences, with their various applications.

A Collegiate de-  
partment estab-  
lished.

SEC. 2. There shall be attached to the University a Collegiate Department, in which, as soon as may be deemed expedient by the Board of Trustees hereinafter provided, regular College classes shall be formed or provided for, and a President and the necessary professors and tutors elected. There shall also be a normal department to the University, in which shall be taught the theory and practice of teaching, and everything which enters into it as an art, including all the most approved methods and processes now in use in all the varieties of teaching.

Also a normal  
department.

Election and  
term of service of  
Board of trustees

SEC. 3. The University shall be governed and managed by a Board of Trustees consisting of seven persons, to be elected at the first meeting of the Board of Education, three of whom shall hold their offices for one year, and four for three years, and whenever the terms of any



trustees expire, their places shall be supplied by new elections.

SEC. 4. The members of the Board of Trustees shall each receive the same per diem during the time of their session, and mileage going to and returning therefrom, as members of the General Assembly. Compensation of trustees.

SEC. 5. The University shall never be under the exclusive control of any religious denomination whatever. University not sectarian.

SEC. 6. In all cases where specimens of natural history, and geological and mineralogical specimens which are or may be hereafter collected by the State Geologist of Iowa, or by any others appointed by the State to investigate its natural history and physical resources, are found, they shall belong to and be the property of the State University, and shall form a part of its cabinet of natural history. Cabinet of natural history.

SEC. 7. The Board of Trustees shall appoint a Secretary, a Treasurer and Librarian, and a Curator of the Cabinet of Natural History, who shall hold their respective offices during the pleasure of the Board of Trustees. Officers of University.

It shall be the duty of the Secretary to record all the proceedings of the Board, and carefully to preserve all its books and papers. It shall be the duty of the Treasurer to keep a true and faithful account of all moneys received and paid out by him, and before entering upon the duties of his office he shall take and subscribe an oath that he will faithfully perform the duties of Treasurer, and he shall also give a bond in the penalty of twenty-five thousand dollars, conditioned for the faithful discharge of his duties as Treasurer, and that he will at all times keep and render a true account of all moneys received by him as such Treasurer, and of the disposition he has made of the same, and that he will at all times be ready to discharge himself of the trust, and to pay over when required, which bond shall have two good sureties, and shall be approved as to its form and the sufficiency of its sureties by the Board of Trustees, and also the Auditor and Secretary of State, and shall be filed in the office of the latter. The Librarian and Duty of Sec'y.  
Of Treasurer.



Of librarian and  
curator.

Curator shall have charge of the Library and Cabinet of Natural History.

Board of trustees  
to prescribe  
courses of study.  
To confer degree's  
&c.

SEC. 8. The University shall consist of such departments as the Board of Trustees shall determine, subject to the provisions of this act, and the same may be altered or changed as they may prescribe. The immediate government of the several departments shall be intrusted to the faculty. The method and course of instruction in each department shall be prescribed by the Board of Trustees, who shall also confer such degrees and grant such diplomas as are usually conferred and granted by other Universities, or such others as they may think proper.

Board of trustees  
to elect officers  
and fix compensation.

SEC. 9. The Board of Trustees shall have power and it shall be their duty to enact laws for the government of the University, to elect a President and the requisite number of professors and tutors, also such other officers as they may deem expedient, and to determine the amount of their respective salaries, also the compensation of the officers mentioned in section 7th of this act. They shall have power to remove any officer connected with the institution, when in their judgment the good of the institution requires, and to determine the amount of fees to be paid for tuition.

Power to remove

Board of trustees  
may purchase  
apparatus, library,  
&c.

SEC. 10. The Board of Trustees are authorized to expend such portion of the income of the University Fund as it may deem expedient, in the purchase of apparatus, library and cabinets of natural history, in providing suitable means to keep and preserve the same, and in the procurement of all other means and facilities for giving instruction.

First meeting of  
the Board.

SEC. 11. The first meeting of the Board of Trustees shall be held on the first Wednesday of February, in the year one thousand eight hundred and fifty-nine, at

Annual meetings

Iowa City; the annual meetings of the board shall be held on the last Tuesday of June of each year. The President of the Board of Education may call special meetings when he deems it expedient. The Board of

Vacancies.

Trustees shall have power to fill all vacancies occurring therein except when the Board of Education is in session

;



and the person so appointed shall hold his office until the next session of the Board of Education.

SEC. 12. The Treasurer of the University shall have <sup>Treas. to keep a set of books.</sup> a set of books in which he shall keep an accurate account of all transactions relative to the sale and disposition of the University lands, and the management of the fund arising therefrom; which books shall exhibit what parts and portions of land have been sold, at what prices, and to whom, and how the proceeds have been invested, and on what securities; and what land still remains unsold, where situated and of what value respectively.

SEC. 13. No sales of lands belonging to the University shall hereafter take place, unless the same shall be <sup>Sales of University land.</sup> decided upon at a regular meeting of the Board of Trustees, or at one called for that particular purpose, and then only in the manner, upon the notice, and on the terms which the board shall prescribe, and no member <sup>No member to be interested.</sup> of the board shall be either directly or indirectly interested in any purchase of such lands upon sale, and it shall be lawful for the board to invest any such surplus income which is not immediately required for the purposes of instruction, in the United States or in other interest paying State stocks, and to hold the same for the University, either as a perpetual fund or as an income to defray current expenses, as said Board of Trustees may deem expedient. <sup>Surplus income, how to be invested.</sup>

SEC. 14. The Board of Trustees shall make a report <sup>Report of Board of Trustees.</sup> to the General Assembly and to the Board of Education at each of their respective sessions, which shall exhibit the state, condition and progress of the University in its several departments, the different courses of study pursued therein, the branches taught, the means and methods of instruction adopted, the number of professors, with the compensation of each, and the number of <sup>What it shall exhibit.</sup> students, with their names, ages, studies, sex and residence, the situation and condition of the University Fund, the income derived therefrom, the amount of expenditures, and such other matters as said Board of Trustees may deem proper to communicate.

SEC. 15. This act shall take effect from and after



Act to take effect  
by publication. its publication in the Iowa Statesman and the Iowa Citizen.

ORAN FAVILLE,  
President of the Board of Education.

I hereby certify that the above is a true and complete copy of the original act as passed by the Board of Education of the State of Iowa.

December 25, 1858.

JOSIAH T. TUBBY,  
Secretary pro tem of the Board.

### ACT NO. 11.

AN ACT to confer certain powers on towns and cities for school purposes.

A city may constitute a separate School District. SECTION 1. *Be it enacted by the Board of Education of the State of Iowa,* That any city or incorporated town in this State, including the territory annexed thereto for school purposes may constitute a separate school district.

Ten voters may call for a public vote. SEC. 2. At the written request of any ten voters of such city or town, the municipal authorities thereof shall provide for taking the sense of the people residing within the limits of the contemplated district, by means of a public vote by ballot.

Officers to be elected. SEC. 3. Should the majority of the votes cast at any such election be in favor of a separate organization, an early day shall be fixed for electing by ballot, a President, Vice President, Secretary, Treasurer and three Directors, all of whom shall constitute a District Board having the same general powers, duties and obligations as attach to the like Board in the township districts, except as herein provided. The said President, Vice President, Secretary and Treasurer, shall hold their offices for the same time, and after the first election their successors shall be elected upon the same day and shall conform in other respects to the same rules and requirements as is provided by law for the same officers in the township districts.

Terms of office. SEC. 4. After the first election the directors shall by lot determine the length of their respective terms of



office; one shall serve till the second Monday in March next after his election; another until one year after the said second Monday in March; and a third till two years thereafter. At the end of each such term, a successor shall be elected who shall hold his office for three years, and until his successor is elected and qualified. Should a vacancy occur in respect to either of said directors, it may be filled by the remainder of the Board until the day of the next election, when a successor shall be elected to fill out the remainder of his term.

Vacancy.

School houses & schools.

SEC. 5. The said district may have as many school houses, and their schools may be regulated in such a manner as the said Board may direct, subject to the general laws of the State. They may distribute the executive duties of their Board among the three directors in such manner as they shall think expedient.

SEC. 6. Should any portion of said city or town lie in a different township from that in which the principal portion thereof is situated, the inhabitants of such fraction may organize with the remaining portion of their own township at any time that they may think proper so to do; or should their population exceed five hundred in number, they may organize in the same manner as is provided for the main portion of the city or town as herein before provided.

Fractional part of city may organize separate district.

SEC. 7. At the written request of any ten voters residing within such fractional portion of any town or city, the municipal authorities thereof shall provide for taking a vote by ballot to determine whether they will remain attached to the main body of the city or town. And should their number exceed five hundred inhabitants there shall be provision made at the same time or afterwards for ascertaining whether the fraction so cut off will organize by itself, or will unite with the remaining portion of its own township.

Manner of proceeding.

SEC. 8. Where a town or city is carved out of a civil township as contemplated in this act, the remainder of such township shall constitute a separate school district, the boundaries between which and the said city or town district may at any time be changed with the

Boundaries-how changed.



consent of both their respective Boards of directors.

Take effect.

SEC. 9. This act shall take effect and be in force from and after its publication in the Iowa Statesman and Iowa Citizen.

ORAN FAVILLE,  
President of of the Board of Education.

I hereby certify that the above is a true and complete copy of the original act as passed this day by the Board of Education of the State of Iowa.

December 24th, 1858.

JOSIAH T. TUBBY,  
Secretary pro tem., of the Board.

## ACT NO. 12.

AN ACT relative to the introduction of Webster's Dictionary into the Common Schools of this State.

Board of Directors may purchase Webster's Dictionary.

SECTION 1. *Be it enacted by the Board of Education of the State of Iowa*, That the Board of Directors of each school district in this State may, at any regular or special meeting of said board, determine whether they will purchase for the use of the schools in their district copies of Webster's Unabridged Dictionary.

Sec'y of district to certify number of copies needed.

SEC. 2. Whenever the sub-director of any sub-district shall determine to purchase a copy of said Dictionary for said sub-district, the Secretary of the district shall immediately certify the same, specifying the number of copies determined upon, to the County Superintendent, who shall certify the same to the Auditor of State and to the County Judge.

Mode of pay'mt.

SEC. 3. At the time of each annual apportionment by the County Judge of school funds among the several districts, he shall deduct from the amount of funds derived from county tax apportioned to each district, one half of the cost of all such Dictionaries ordered by said district that or the preceding year, and the amount so deducted shall be returned to the State Treasury as provided for surplus interest in section eight, Chapter 158, laws of 1858.

SEC. 4. The Auditor of State is hereby authorized



and directed to purchase of the publishers, from time to time as they are ordered for the several counties, the number of such books necessary to supply all orders so received, provided they shall be purchased at a cost not exceeding four dollars per copy, on such terms of payment as are specified in section three of this act, shall be the latest edition of Webster's Quarto Unabridged, printed on superior paper, well bound in leather, perfect in all respects, and shall be delivered free of charges at any points in this State not exceeding four, one of which shall be Council Bluffs, and the other three not farther west than Des Moines City, which may be designated by the Auditor, and the Auditor shall notify the State Treasurer of the number of books so purchased for each county.

Auditor of State  
to purchase of  
Publishers.

Quality of Book:

SEC. 5. The Secretary of the Board of Education shall receipt to the publishers for such books on their arrival in good order at the place or places designated by the Auditor, and shall immediately distribute them to the several County Superintendents by whom they were ordered, in the same manner as laws of the General Assembly are distributed.

Sec'y of Board of  
Education to dis-  
tribute them to  
Co. Sup'ts.

SEC. 6. The County Superintendents shall, on receipt of such books, at once distribute them to the proper districts.

Co. Sup'ts to dis-  
tribute to dis'ts.

SEC. 7. Such Dictionaries shall be kept in the schools during the term time, and under the control of the teacher thereof, and when not in school, shall be placed in the district library, subject to the rules established for the government of district libraries.

Disposition of the  
Dictionaries.

SEC. 8. The Auditor of State or any other officer shall not receive any compensation for the services which they may render under this act.

No compensation  
allowed officers  
under this act.

ORAN FAVILLE,  
President of the Board of Education.

I hereby certify that the above is a true and complete copy of the original act as passed this day by the Board of Education of the State of Iowa.

December 24th, 1859.

JOSIAH T. TUBBY,  
Secretary pro tem., of the Board.



# RESOLUTIONS

ADOPTED BY THE

BOARD OF EDUCATION OF THE STATE OF IOWA.

---

## NUMBER I.

Concerning the printing of the Report of the Superintendent of Public Instruction.

*Resolved by the Board of Education of the State of Iowa, That the Committee on Printing be instructed to have two thousand five hundred copies of the Report of the Superintendent of Public Instruction and accompanying documents printed for distribution, and one hundred copies of the same for the use of the members of the Board.*

Adopted December 7th, 1858.

---

## NUMBER II

In relation to Printing the Journal.

*Resolved by the Board of Education of the State of Iowa, That the State Printer be directed to print five hundred copies of the Journal of Proceedings of this Board, such copies not to include the Report of the Superintendent of Public Instruction.*

Adopted December 7th, 1858.

---

## NUMBER III.

Powers and duties of the Board of Education.

*Resolved by the Board of Education of the State of Iowa, That*



it is the opinion of this Board that the Educational interests of the State, including common schools and other educational institutions which receive aid from the School or University Fund of the State, are under our management and control; and that it is our duty to provide for the education of all the youths of our State, through a system of common schools.

*Resolved*, That it is further the opinion of this Board, that they possess the exclusive original power to legislate upon the subject of common schools, and in the exercise of this power, we believe it to be our duty to provide *an entire system* of common schools, and such other educational institutions as may be deemed necessary.

Adopted December 11th, 1858.

---

#### NUMBER IV.

In relation to printing documents accompanying Superintendent's Report.

*Resolved by the Board of Education of the State of Iowa*, That the Secretary of this Board be and is hereby instructed to compile from the documents accompanying the State Superintendent's Report, such information as, in his judgment, is of general interest, and have the same printed in connection with the said Report, and no more.

Adopted December 21st, 1858.

---

#### NUMBER V.

Concerning the printing of the Laws and Resolutions of the Board.

*Resolved by the Board of Education of the State of Iowa*, That there be printed in pamphlet form, ten thousand copies of the Laws, and such Resolutions as are of public interest, passed by the Board of Education at its present session; together with Article 9 of the State Constitution, the blank forms and other documents: the whole to be properly arranged and indexed.

Adopted December 24th, 1858.



## NUMBER VI.

The appointment of an Acting Secretary.

*Resolved by the Board of Education of the State of Iowa, That Josiah T. Tubby continue to be the Acting Secretary until the Secretary elected by this Board shall qualify as required by law, and that he receive the pay and emoluments of the Secretary for the time he serves pro rata.*

Adopted December 24th, 1858.

## NUMBER VII.

The Secretary to furnish copies of Acts, &c., to members of the Board.

*Resolved by the Board of Education of the State of Iowa, That the Secretary be instructed to furnish each member of the Board of Education with ten copies of the Acts and Resolutions passed at the present session of the Board as soon as the same are printed.*

Adopted December 25th, 1858.



## FROM THE NEW CONSTITUTION.

---

### ARTICLE IX—EDUCATION AND SCHOOL LANDS.

#### *First*—EDUCATION.

SECTION 1. The educational interests of the State, including Common Schools and other educational institutions, shall be under the management of a Board of Education, which shall consist of the Lieutenant Governor, who shall be the presiding officer of the Board, and have the casting vote in case of a tie, and one member to be elected from each judicial district in the State.

SEC. 2. No person shall be eligible as a member of said Board who shall not have attained the age of twenty-five years, and shall have been one year a citizen of the State.

SEC. 3. One member of said Board shall be chosen by the qualified electors of each district, and shall hold the office for the term of four years, and until his successor is elected and qualified. After the first election under this Constitution, the Board shall be divided, as nearly as practicable, into two equal classes, and the seats of the first class shall be vacated after the expiration of two years; and one half of the Board shall be chosen every two years thereafter.

SEC. 4. The first session of the Board of Education shall be held at the Seat of Government on the first Monday of December, after their election; after which the General Assembly may fix the time and place of meeting.

SEC. 5. The session of the Board shall be limited to twenty days, and but one session shall be held in any one year, except upon extraordinary occasions, when, upon the recommendation of two-thirds of the Board, the Governor may order a special session.

SEC. 6. The Board of Education shall appoint a Secretary, who



shall be the executive officer of the Board, and perform such duties as may be imposed upon him by the Board, and the laws of the State. They shall keep a journal of their proceedings, which shall be published and distributed in the same manner as the journals of the General Assembly.

SEC. 7. All rules and regulations made by the Board shall be published and distributed to the several counties, townships and school districts, as may be provided for by the Board, and when so made, published and distributed, they shall have the force and effect of law.

SEC. 8. The Board of Education shall have full power and authority to legislate and make all needful rules and regulations in relation to Common Schools, and other educational institutions, that are instituted, to receive aid from the School or University fund of this State; but all acts, rules and regulations of said Board may be altered, amended or repealed by the General Assembly; and when so altered, amended or repealed, they shall not be re-enacted by the Board of Education.

SEC. 9. The Governor of the State shall be, *ex-officio*, a member of said Board.

SEC. 10. The Board shall have no power to levy taxes, or make appropriations of money. Their contingent expenses shall be provided for by the General Assembly.

SEC. 11. The State University shall be established at one place without branches at any other place, and the University fund shall be applied to that institution, and no other.

SEC. 12. The Board of Education shall provide for the education of all the youths of the State, through a system of Common Schools, and such schools shall be organized and kept in each school district at least three months in each year. Any district failing, for two consecutive years, to organize and keep up a school, as aforesaid, may be deprived of their portion of the school fund.

SEC. 13. The members of the Board of Education shall each receive the same per diem during the time of their session, and mileage going to and returning therefrom, as members of the General Assembly.

SEC. 14. A majority of the Board shall constitute a quorum for the transaction of business; but no rule, regulation or law for the government of Common Schools or other educational institutions shall pass without the concurrence of a majority of all the members



of the Board, which shall be expressed by the yeas and nays on the final passage. The style of all acts of the Board shall be, "Be it enacted by the Board of Education of the State of Iowa."

SEC. 15. At any time after the year one thousand eight hundred and sixty-three, the General Assembly shall have power to abolish or re-organize said Board of Education, and provide for the educational interest of the State in any other manner that to them shall seem best and proper.

*Second*—SCHOOL FUNDS AND SCHOOL LANDS.

SECTION 1. The educational and school funds and lands, shall be under the control and management of the General Assembly of this State.

SEC. 2. The University lands, and the proceeds thereof, and all moneys belonging to said fund, shall be a permanent fund for the sole use of the State University. The interest arising from the same shall be annually appropriated for the support and benefit of said University.

SEC. 3. The General Assembly shall encourage, by all suitable means, the promotion of intellectual, scientific, moral, and agricultural improvement. The proceeds of all lands that have been, or hereafter may be, granted by the United States to this State, for the support of schools, which may have been or shall hereafter be sold, or disposed of, and the five hundred thousand acres of land granted to the new States, under an act of Congress, distributing the proceeds of the public lands among the several States of the Union, approved in the year of our Lord one thousand eight hundred and forty-one, and all estates of deceased persons who may have died without leaving a will or heir, and also such per cent as has been or may hereafter be granted by Congress, on the sale of lands in this State, shall be, and remain a perpetual fund, the interest of which, together with all rents of the unsold lands, and such other means as the General Assembly may provide, shall be inviolably appropriated to the support of Common Schools throughout the State.

SEC. 4. The money which may have been or shall be paid by persons as an equivalent for exemption from military duty, and the clear proceeds of all fines collected in the several counties for any breach of the penal laws, shall be exclusively applied, in the sev-



## NUMBER 3.

## MINUTES OF SUB-DISTRICT ELECTION.

(Section 10, Act No. 8.)

Sub-District No.....,  
 ..... Township, ..... County, Iowa.  
 ....., 18...

At a meeting of the qualified voters of said sub-district.... was appointed President and ..... Secretary.

Whereupon said voters proceeded to elect by ballot one Director for said sub-district, for the term of one year, and upon inspection of the several ballots given at said election, it was found and publicly declared that ..... was duly elected.

..... Secretary.                          ..... President.

## NUMBER 4.

## CERTIFICATE OF ELECTION TO SUB-DIRECTOR.

(Section 10, Act No. 8.)

At a meeting of the legal voters of sub-district number ..... of ..... township, held at ....., in said sub-district at ..... on the.... day of....., A. D. 18.., pursuant to legal notice, ..... was duly elected Director for said sub-district for the term of one year.

Signed ..... President.

Attest ..... Secretary.

NOTE.—A similar form may be used by District Boards of Directors for each officer elected.

## NUMBER 5.

## OATH OF DIRECTOR.

(Section 11, Act No. 8.)

On the.... day of....., 18.., personally appeared .....  
 ....., and I then and there administered to him the following  
 oath (or affirmation:)

You ..... do solemnly swear (or affirm) that you will sup-



port the Constitution of the United States, and the Constitution of the State of Iowa, and that you will faithfully and impartially discharge the duties of Director in and for said sub-district number . . . . , township of . . . . . , county of . . . . . , Iowa, according to law, and the best of your abilities.

Director in said sub-district.

NUMBER 6.

DRAFT.—DISTRICT PRESIDENT ON COUNTY TREASURER.

(Section 12, Act No. 8.)

§ . . . . District Township of . . . . , County of . . . . , Iowa.  
 No . . . . . , 18 . . . .

Please pay to . . . . . or order the sum of . . . . . dollars on account of money apportioned to this district for school purposes.

To . . . . . District Pres't.  
 . . . . . Co. Treasurer.

NUMBER 7.

ORDER.—DISTRICT PRESIDENT ON DISTRICT TREASURY.

(Section 12, Act No. 8.)

§ . . . . District Township of . . . . , County of . . . . , Iowa.  
 . . . . . , 18 . . . .

Pay to . . . . . or order the sum of . . . . . dollars, (here specify the object, and if for teachers wages, specify time of service and rate of compensation.)

To . . . . . ,  
 District Treasurer. District President.

NOTE to forms 6 and 7.—The above draft and order are countersigned by the District Secretary by writing across the face thereof his name and title.



## NUMBER 8.

## LIST OF HEADS OF FAMILIES AND CHILDREN.

*(Section 15, Act No. 8.)*

PARENTS OR GUARDIANS.	NAMES OF CHILDREN.	AGE.
John Smith.....	Peter Smith.....	12
.....	Eliza Smith.....	10
James Jones.....	William Jones (son).....	15
.....	Charles Peters (ward).....	13
Anna Byron.....	Julia Byron.....	10

I hereby certify that the foregoing is a correct list of the names of all heads of families and of all children between the ages of five and twenty-one years residing in the township district of..... county of ....., Iowa.

.....,  
Secretary of township district of .....

Dated at ....., this .... day of ....., A. D. 18..

## NUMBER 9.

## NOTICE FOR REGULAR DISTRICT MEETING.

*(Section 17, Act No. 8.)*

Notice is hereby given to the qualified electors of township district of ....., that the regular meeting of said district will be held at ..... on the .... day of ....., 18.., at ... o'clock, .., for the election of officers (omit the election of officers for meeting in October) and the transaction of other business.

Dated at ....., this... day of ....., 18..

.....,  
Secretary of Township District of .....



NUMBER 10.

CERTIFICATE OF SECRETARY TO COUNTY JUDGE OF PER CENTUM OF TAX VOTED BY THE DISTRICT.

(Section 18, Art. 3d—Section 8, and Act. 16th, Sec. 27, Act No. 8.)

To the County Judge of ..... County, Iowa.

It is hereby certified that at a meeting of the legal voters of district township of ....., held at ....., on the ....day of ....., 18.., the following tax was voted, to-wit:

	FOR SCHOOL HOUSE PURPOSES.	FOR TEACHERS' FUND.
In Sub-District No. 1,	— mills on the dollar	— mills on the dollar
In " " 2,	— " " " "	— " " " "
In " " 3,	— " " " "	— " " " "

.....,  
Secretary of District Township of.....

Dated at ....., this ....day of ....., 18..



NUMBER 11.

ANNUAL REPORT OF SECRETARY OF — SCHOOL DISTRICT TO THE COUNTY SUPERINTENDENT OF — COUNTY, IOWA, FOR THE PERIOD COMMENCING — 18—; AND ENDING — 18—.

(See Sections 20 and 21, Act No. 8.)

Number of Sub-District or School.	No. of persons between 5 and 21 yr's		No. of Schools.	No. of pupils in each School.		Average attendance.	Number of Teachers.		Aver'ge compensation pr week.	Length of schools in days.		Average cost of tuition per week for each pupil.	Aggregate amount paid teachers during the year.	Am't of teacher's fund in hands of treasurer.	Number of school houses.	Value of each school house.	Amount of money raised by District tax for the erection of school houses.	Am't of money raised for tuition.	Amount of money raised for library and apparatus.	Am't for fuel and other purposes.	Am't of public money received from County Treasury	Am't received from other sources.	No of Vols. in District Library.	Value of apparatus.	Text Books used in each School.	Branches taught in each School.
	Male	Female		Male	Female		Male	Female		Summer.	Winter.															
										Days	Days															

NOTE.—This report should be promptly and accurately made.



NUMBER 12.

FORM OF LEASE.

(Section 27, Act No. 8.)

Know all men by these presents, that A. B., of the township of . . . . ., in the county of . . . . ., and State of Iowa, of the first part, for the consideration hereinafter mentioned, does hereby lease unto school district township of . . . . ., county and State aforesaid, party of the second part, and their assigns, the following parcel of land, (here describe the land,) with all the privileges and appurtenances thereunto belonging; to have and to hold the same for and during the term of . . . . from . . . day of . . . ., A. D. 18..

And the said party of the second part, as School Directors for the district aforesaid, for themselves and their successors in office, do covenant and agree to pay the said party of the first part, for the said premises, the annual (or monthly, as the case may be,) rent of . . . . . dollars.

In testimony whereof the said parties have hereunto set their hands and seals this . . . . day of . . . ., A. D. 18..

. . . . . Lessor.

. . . . . } Directors of Township District of . . . . .

NOTE.—Retain a copy of the lease on file in the Secretary's office.

NUMBER 13.

FORM OF DEED.

Know all men by these presents, that . . . . . of . . . . County, State of . . . . ., in consideration of the sum of . . . . . dollars, in hand paid, do hereby sell and convey unto . . . . . of . . . . . County and State of . . . . ., the following described premises, to-wit: . . . . .

And . . . . . do hereby covenant to warrant and defend the said premises against the lawful claims of all persons whomsoever.

Signed this . . . . day of . . . ., A. D. 18..

In presence of . . . . .

. . . . .  
. . . . .



STATE OF IOWA, }  
..... COUNTY, } ss.

On this....day of....., A. D. 18.., before me, .....  
in and for said county, personally came....., personally  
to me known to be the identical person whose name .....  
affixed to the above deed as grantor, and acknowledged the same  
to be.....voluntary act and deed.

Witness my hand and.....Seal, done at.....on the  
date last above written.

NUMBER 14.

CONTRACT WITH TEACHER.

Section 27.

Articles of Agreement entered into this ..... day of .....  
A. D., 18.., by and between ....., a school teacher  
of the one part, and ....., and  
....., school directors of Township District of .....,  
County of ....., and State of Iowa of the second part,

WITNESSETH,<sup>s</sup> That the said ....., party of the first  
part, hereby agrees well and faithfully to perform the duties of  
Teacher in the Public School of sub-district No. ....  
in said Township District, for the term of ..... weeks,  
commencing on the ..... day of ....., A. D. 18....  
for the sum of ..... dollars per .....

And upon the proper performance of the duties aforesaid by  
the party of the<sup>r</sup> first part, the said .....,  
and ....., party of the second part, hereby agree to pay  
to him for such services, the amount due him, as ascertained from  
the above data.

..... }  
..... } Dist. Board of  
..... } Directors.  
..... Teacher.

NOTE.—One copy of this should be retained by each of the parties.



NUMBER 15.

SECRETARY'S OR TREASURER'S BOND.

(Section 27, Article ninth, Act No. 8.)

Know all men by these Presents, that we, . . . . ., . . . . . and . . . . ., of the county of . . . . ., and State of Iowa, are held and firmly bound unto the District Township of . . . . . county of . . . . . and State aforesaid, in the penal sum of . . . . dollars, for which payment well and truly to be made, we bind ourselves, our heirs, administrators and assigns jointly, severally and firmly by these Presents.

Witness our hands this . . . . day of . . . ., A. D. 18..

The condition of the above obligation is such, that whereas the said . . . . . was, on the . . . . day of . . . ., 18.. duly elected (Secretary or Treasurer, as the case may be) of Township District of . . . . ., county of . . . . ., Iowa.

Now, if the said . . . . ., as (Secretary or Treasurer,) shall well and faithfully perform the duties of his office as required under the provisions of Act No. 8, of the Board of Education of the State of Iowa, then this bond to be null and void; otherwise, to remain in full force and virtue.

. . . . .  
. . . . .  
. . . . .

NOTE.—This form of Bond is such as may be used by Director of sub-district, as also by other officers.

NUMBER 16.

NOTICE FROM COUNTY JUDGE TO PRESIDENT OF A SCHOOL DISTRICT.

(Section 30, Act No. 8.)

OFFICE OF COUNTY JUDGE, }  
. . . . . County, March 1st, 18.. }

To the President of Township District of . . . . .

SIR:—You are hereby notified that, according to the appor- tionment of the school money made by the undersigned this day, the sum of . . . . . dollars is due township district of . . . . . from this office.

. . . . .,  
County Judge of . . . . . County.



NUMBER 17.

TEACHER'S GENERAL REGISTER.

(Article Second, Section 31, Act No. 8.)

REGISTER OF SCHOOL TAUGHT IN SUB-DISTRICT NO. — OF TOWNSHIP  
DISTRICT OF ———, COUNTY OF ———, IOWA.

FOR THE TERM COMMENCING ON THE — DAY OF —, 18 , AND ENDING ON THE — DAY OF — 18 .

Names of pupils.	Age.	Date of commencement.	Attendance in days for weeks commencing								Total attendance	Branches pursued by each scholar.															
			(January 3.)	( " 10.)										Orthography	Reading.	Writing.	Arithmetic	Grammar.	Geography.	Algebra.	Geometry.	Surveying.	Philosophy.	Chemistry.	Physiology.	Astronomy.	Botany.
—	—	—									— days																
—	—	—									— "																

I hereby certify that the above is a true and full Register of the School.  
Dated at....., this....day of...., 18.. ..... Teacher.

NOTE.—1. The items in the columns under the head "attendance in days," are posted from the teachers daily Register.  
2. Under the head "Branches taught, &c.," a "+" in the proper column will be a sufficient indication of the branches taught.



NUMBER 18.

TEACHER'S DAILY REGISTER.

(Article 2d, Section 31, Act No. 8.)

TEACHER'S DAILY REGISTER, FOR THE WEEK COMMENCING MONDAY, \_\_\_\_\_, 18—.

Number	Pupils' names	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	No. of days present	Branches pursued by each scholar.
1	A. B.	1	1	p. a.	—	1	1	4½	
2	C. D.	1	—	1	p. f.	—	1	3½	
3	E. F.	1	1	—	1	1	—	4	
4	G. H.	1	1	1	1	p. f.	1	5½	
5	I. J.	1	p. a.	—	p. a.	1	—	3	
6	K. L.	1	1	1	—	1	1	5	

This roll may be kept on a single sheet of paper, and should be posted weekly in the "Teachers' General Register"—Form No. 17. The separate sheets should, however, be carefully filed away in a uniform manner, for easy reference.

The "—" signifies *absent*; "1" *present*; "p. f." *present forenoon*; "p. a." *present afternoon*.

NUMBER 19.

TEACHER'S CERTIFICATE.

(Sections 31, 35 and 36—Act No. 8.)

The undersigned, County Superintendent of Common Schools for the County of . . . . ., and State of Iowa, and the Assistant Examiners appointed by him, being satisfied that . . . . . possesses a good moral character, and having examined him in Orthography, Reading, Writing, Mental Arithmetic, Written Arithmetic, Geography, English Grammar, and . . . . .



we do hereby certify that.....is qualified to teach the branches above named.

Given under our hands this....day of....., A. D. 18..

..... County Superintendent.

..... } Assistant Examiners.

NOTE.—The above certificate only embraces the branches specified in the law, but any additional branches which the applicant is competent to teach may be included. School Directors cannot employ a teacher unless he has a certificate; but, at the same time, they are not obliged to employ him, and should not do so, unless they are fully satisfied he is qualified to teach all the branches required in the particular school under their immediate direction.



NUMBER 20.

REVOCATION OF TEACHER'S CERTIFICATE.

(Section 39, Act No. 8.)

Office of County Superintendent, ..... Co., Iowa.

....., ..... 18..

To the several Boards of School Directors in the County of ..... and State of Iowa:

WHEREAS, The undersigned did on the....day of..... A. D. 18.., grant a certificate of qualification to .....

And whereas, upon due examination, it has been made to appear that the said....., in consequence of (here state the offence—gross immorality, for example,) is unworthy longer to retain the same,

Now, therefore, in pursuance of the provisions of Section 39 of An Act to provide a system of Common Schools, approved December 24th, 1858, the said certificate is hereby revoked.

..... County Sup't of Common Schools.



## TEXT BOOKS.

---

The following list of Text Books is recommended by the committee of the Board of Education appointed specially for the purpose:

*Readers*—McGuffey's Series.

*Spellers*—McGuffey's.

“ Webster's Speller and Definer.

*Arithmetics*—Ray's Series.

*Algebras*—Ray's Series.

*Geometry*—Davies'.

*Surveying*—Davies'.

*Geography*—Mitchell's, or Monteith & McNally's.

*Natural Philosophy*—Norton's Primary.

“ “ Parker's.

*Chemistry*—Porter's.

*Botany*—Gray's.

*History (U. S.)*—Willard's.

“ *Universal*—Willard's.

*Physiology*—Cutler's.

*Dictionary*—Webster's.

*Book Keeping*—Mayhew's.

*Grammars*—No recommendation.

The following by the Secretary of the Board of Education:

*Grammars*—Pinneo's.

---



**LIST OF**  
**COUNTY SUPERINTENDENTS OF COMMON SCHOOLS**  
 ELECTED IN 1858, WITH THEIR POST-OFFICES.

Adair.....	George W. White,...	Fontenelle.....
Adams.....	Edmond Homan,....	Quincy.....
Alamakee.....	James W. Flint,....	Wawkon.....
Appanoose.....	J. J. Cummings,....	Centerville.....
Audubon.....	L. B. Montgomery,...	Exira.....
Benton.....	Joseph Dysart,....	Vinton.....
Black Hawk.....	Truman Steed,....	Waterloo.....
Boone.....	James Phelon,....	Boonsboro.....
Bremer.....	A. K. Moulton,....	Fredericksburg, Chickasaw County.
Butler.....	D. W. Mason,....	Shell Rock.....
Buchanan.....	O. H. P. Roszell, ..	Independence.....
Calhoun.....	Charles Amy,....	Jefferson, Greene Co..
Carrroll.....	W. H. Price,....	Carrolton.....
Cass.....	James W. Brown,....	Lewis.....
Cedar.....	Joshua Maynard,....	Tipton.....
Cerro Gordo.....	Thomas Tenney,....	Mason City.....
Chickasaw.....	J. C. Strong,....	Bradford.....
Clarke.....	J. H. L. Scott,....	Osceola.....
Clayton.....	Alonzo Brown,....	Garnavillo.....
Clinton.....	J. Van Antwerp,....	De Witt.....
Crawford.....	Thomas Dobson,....	Boyer River.....
Dallas.....	James O. Reed,....	Adel.....
Davis.....	Harvey Dunlavy,....	Bloomfield.....
Decatur.....	Thomas Johnson,....	Garden Grove.....
Delaware.....	H. N. Gates,....	Almoral.....
Des Moines.....	R. J. Graff,....	Burlington.....
Dubuque.....	Wm. Y. Lovell,....	Dubuque.....
Fayette.....	S. W. Cole,....	West Union.....
Floyd.....	L. L. Huntly,....	St. Charles City.....
Franklin.....	Robert F. Piatt,....	Hampton.....
Fremont.....	L. G. Bell,....	Sidney.....
Greene.....	Jackson Orr,....	New Jefferson.....
Grundy.....	Elias Macy,....	Eldora, Hardin Co.....
Guthrie.....	N. B. Leinbach,....	Panora.....
Hamilton.....	Adam C. Baum,....	Webster City.....
Hancock.....	G. R. Maben,....	Elk Grove.....
Harrison.....	Joseph H. Smith,....	Magnolia.....
Hardin.....	Edwin Fuller,....	Eldora.....
Henry.....	Sam'l L. Howe,....	Mt. Pleasant.....



Howard.....	Chas. E. Brown,.....	Vernon Springs.....
Humboldt.....	George W. Mann,.. .	Dakotah.....
Iowa.....	C. S. Jennis,.....	Marengo.....
Jackson.....	J. P. Edie,.....	Maquoketa.....
Jasper.....	Albert Lufkin,.....	Linnville.....
Jefferson.....	Rev. Reed Wilkinson,	Fairfield.....
Johnson.....	H. W. Lathrop,.....	Iowa City.....
Jones.....	Barrett Whittemore,..	Bowen's Prairie.....
Keokuk.....	John Rogers,.....	Sigourney.....
Kossuth.....	Rev. Chancey Taylor,	Algona.....
Lee.....	John A. Nunn,.....	Fort Madison.....
Linn.....	Albert Manson,.....	Marion.....
Louisa.....	J. B. Brigham,.....	Wapello.....
Lucas.....	John Anderson,.....	Chariton.....
Madison.....	James Sheperd,.....	Winterset.....
Mahaska.....	J. M. Loughridge,....	Oskaloosa.....
Marion.....	Claiborne Hall,.....	Knoxville.....
Marshall.....	I. J. Teagarden,.....	Lafayette.....
Mills.....	Rev. J. W. Daniels,..	Glenwood.....
Mitchell.....	H. P. Nelson,.....	Mitchell.....
Monroe.....	Sam'l Adams,.....	Albia.....
Monona.....	Chas. C. Bisbee,.....	Bellverdere.....
Montgomery.....	Wm. C. Means,.....	Ross Grove.....
Muscatine.....	Wm. F. Brannan,....	Muscatine.....
Page.....	B. B. Hutton,.....	Clarinda.....
Polk.....	Samuel Bell,.....	Des Moines.....
Pottawattamie.....	James B. Rue,.....	Council Bluffs.....
Poweshiek.....	Leonard F. Parker,..	Grinnell.....
Ringgold.....	Wendell Poor,.....	Redding.....
Sac.....	Geo. F. Browning,..	Sac City.....
Scott.....	A. S. Kissell,.....	Davenport.....
Shelby.....	David Baughman,....	Shelbyville.....
Story.....	Geo. W. Maxwell,....	Goshen.....
Tama.....	Woodhull Helm,.....	Butlerville.....
Taylor.....	E. D. Bulen,.....	Bedford.....
Union.....	James W. McDill,....	Afton.....
Van Buren.....	Anderson McPherin,..	Keosauqua.....
Wapello.....	G. D. R. Boyd,.....	Ottumwa.....
Warren.....	J. E. Williamson,....	Indianola.....
Washington.....	T. H. Dinsmore,....	Washington.....
Wayne.....	George Wright,.....	Clio.....
Webster.....	Stephen B. Olney,....	Fort Dodge.....
Winneshiek.....	Henry C. Bullis,....	Decorah.....
Woodbury.....	H. H. Chaffe,.....	Sergeant's Bluffs.....
Wright.....	Jacob Davidson,....	Gold Field.....
Winnebago.....	E. D. Stockton,.....	Forest City.....
Worth.....	E. D. Hinman,.....	Bristol.....



*TEACHERS' INSTITUTES—*

How held,

*TREASURER—*

Of District—his duties,

Of District—to give bond,

Of University—his duties,

*VACANCIES—*

In the Board of District Directors—how filled, 10

In the Secretary of Board of Education—how filled, 29

*WEBSTER'S DICTIONARY—*

Act concerning, 36, 37

*STATE OF IOWA—SS.*

I, THOMAS H. BENTON, Jr., Secretary of the Board of Education of the State of Iowa, do hereby certify that the foregoing Acts and Resolutions are truly copied from the original rolls on file in my office.

In testimony whereof, I have hereunto subscribed my name, at the city of Des Moines, this 19th day of January, A. D. 1859.

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

*E R R A T A .*

On page 10, at the end of third line from bottom, for "cen" read "cent."

On page 10, at the end of last line, for "leas" read "lease."

On page 11, insert between first and second lines, as follows: "to build, rent or purchase a school house or school houses, and"

On page 18, Article 20th, fifth line, for "do" read "due."

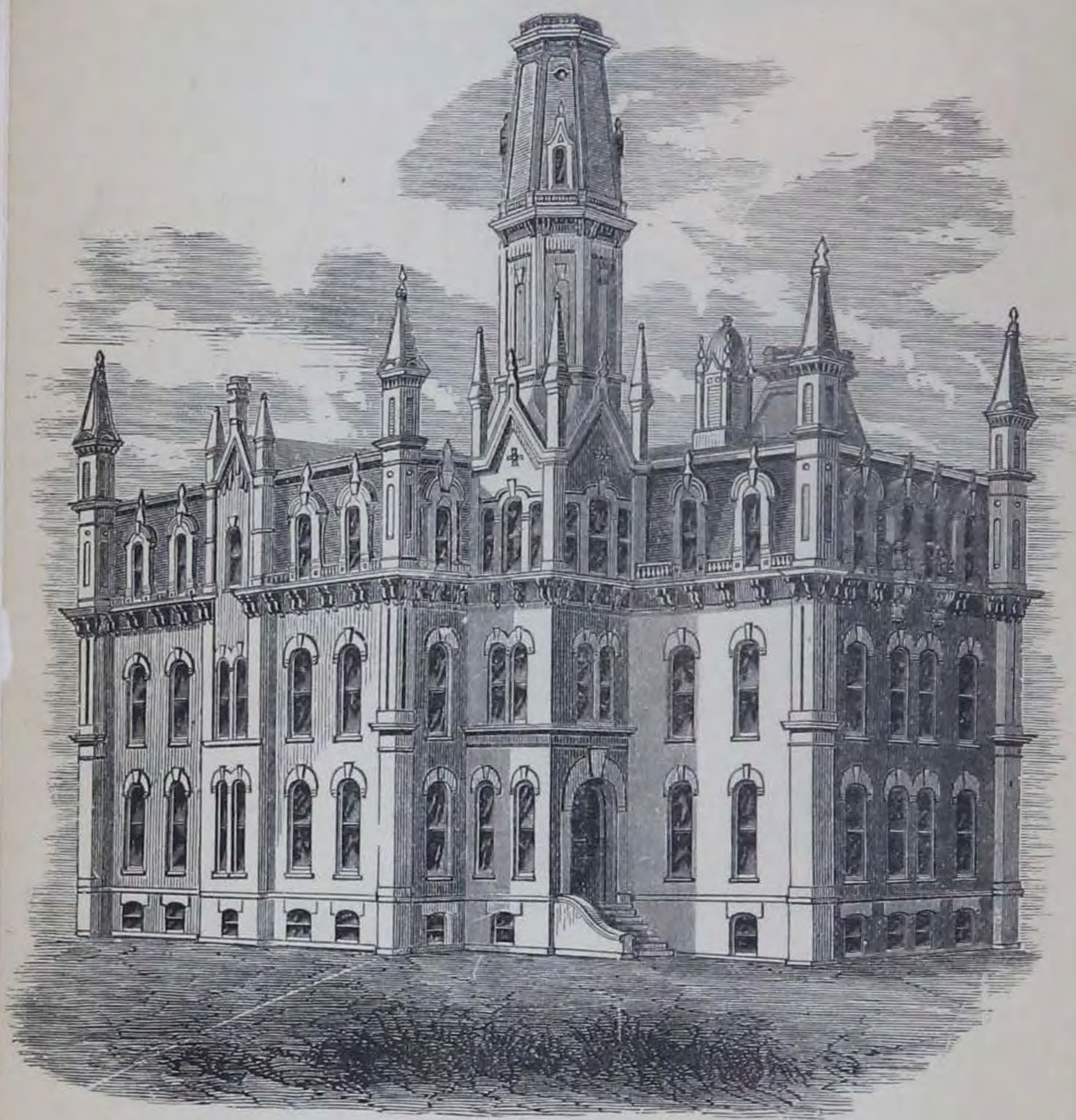
On page 21, in last line of Sec. 36, after Superintendent, for "at" read "and."

On page 23, in first line of Sec. 47, for "any officer" read "any School officer."

On page 25, after certificate of Secretary pro tem., insert "Dec. 24, 1858."

On page 47, in form Number 1, for "Township Directors" read "Township Trustees."







FIRST ANNUAL REPORT

OF THE

SUPERINTENDENT

OF

PUBLIC SCHOOLS,

OF

WEST DES MOINES, IOWA,

TO THE

BOARD OF EDUCATION,

For the year ending Sept. 15, 1873.

---

*PUBLISHED BY ORDER OF THE BOARD.*

---

DES MOINES:  
STATE PRINTING COMPANY.  
1873.



Organization of the Board of Education,  
FOR 1872.

---

PRESIDENT:  
WILLIAM H. LEAS.

SECRETARY:  
J. M. ST. JOHN.

TREASURER:  
F. R. WEST.

DIRECTORS:  
W. H. LEAS,  
W. W. WILLIAMSON,  
G. M. HIPPEE,  
JOHN J. WILLIAMS,  
FRANK BUTLER,  
C. H. GATCH.

SUPERINTENDENT:  
J. H. THOMPSON.

---

Committees.

1. *On Grounds, Buildings, Repairs, Fuel, and Warming School-houses*,—BUTLER, WILLIAMS, GATCH.
2. *On Janitors, School Furniture, and School Apparatus*,—HIPPEE, BUTLER, LEAS.
3. *On Teachers, Rules of School, and School Discipline*,—GATCH, WILLIAMSON, HIPPEE.
4. *On Finance and Accounts*,—WILLIAMSON, GATCH, LEAS.
5. *Text Book Committee*,—GATCH, WILLIAMSON, LEAS.



Organization of the Board of Education,  
FOR 1873.

---

PRESIDENT:

C. A. DUDLEY.

SECRETARY:

J. M. ST. JOHN.

TREASURER:

F. R. WEST.

DIRECTORS:

C. A. DUDLEY,  
W. W. WILLIAMSON,  
G. M. HIPPEE,  
J. J. WILLIAMS,  
FRANK BUTLER,  
T. P. MATHEWS,  
C. H. GATCH.

SUPERINTENDENT:

J. H. THOMPSON.

---

Committees.

1. *On Grounds, Buildings, Repairs, Fuel, and Warming School Houses*,—BUTLER, WILLIAMS, GATCH.
2. *On Janitors, School Furniture, and School Apparatus*,—WILLIAMS, BUTLER, MATHEWS.
3. *On Teachers, Rules of School, and School Discipline*,—GATCH, MATHEWS, HIPPEE.
4. *On Finance and Accounts*,—HIPPEE, WILLIAMSON, WILLIAMS.
5. *Text Book Committee*,—WILLIAMSON, GATCH, HIPPEE.



# President's Report.

---

GENTLEMEN:—When the present Board of Education was organized, the schools of the District were nearly all in an excellent condition, and but little remained for us to do until it became necessary to perfect arrangements for the present year, except to execute the plans wisely begun by our immediate predecessors. Thus far all the schools have had a year of uninterrupted progress and general improvement, except the temporary derangement in some rooms caused by illness and the consequent loss of some of our best teachers.

The release of the Superintendent from the duty of regular teacher, thereby giving him almost his whole time for the superintendence of the schools, has contributed largely to their present efficiency and condition.

The failure to erect a building in the First Ward the past summer has been occasioned by the inability of the Board to secure an eligible site to which a perfect title could be had. Negotiations are however pending for a lot, and should be urged to an early completion, so that the new building can be ready for use next fall. Inasmuch as the tax voted for that purpose cannot be available till the coming spring, and in view of the financial history of the country for the past few months, it is fortunate that the work has been delayed.

The attention of the Board is called to the repairs needed upon the exterior of the Second Ward building, and the urgent necessity for the adoption of some economical and efficient system of heating this building. The plan first selected has proven a total failure in both these qualities, and we have been compelled to introduce for the present, stoves throughout the building. The merits of the latter can be fully tested the present season.

The slim attendance in some of the grades in this building and the overcrowded condition of like grades in the Third Ward school require the immediate attention of the Board, either by way of redistricting the school wards, or by closing



a room in the Second Ward and opening an additional one in the Third Ward. The labors of the teachers would thus be equalized and the welfare of the schools promoted.

The attendance in the Third Ward increased so much during the past year that at the commencement of the present year another room was opened there. This action has been attended with most gratifying results.

The financial department of our schools should at all times receive the careful and considerate attention of the Board. In expenditures the most rigid economy should be observed consistent with the proper support of the schools. Sufficient tax should be raised from year to year to meet the current expenses and maturing liabilities of the District at all times, without requiring the aid of temporary loans to meet our obligations in advance of the funds received from month to month during the year.

As the sinking fund raised this year for the bonds maturing in 1875-8 will all be in the treasury a year before its use is required, I would recommend to the Board that an effort be made to redeem outstanding bonds as fast as this fund is collected, and if bonds cannot be obtained, that then this fund be invested in some interest bearing securities until such time as it is needed. The interest of the one will thus discharge the interest of the other.

By a reference to the report of our Secretary, filed with the County Superintendent, for the year ending September 15, 1873, the property of the District is estimated at \$192,000, and the outstanding bonds are \$99,000, the last of which mature April 1, 1881. Until the bonds are paid we cannot expect any diminution in the amount of school house fund tax from year to year. The amount for the contingent fund will increase some from year to year as the needs of the schools in the growth of the city will demand; so also will the same be true of the teachers' fund.

For the present school year the following are the estimates:

School house fund.....	\$22,000
Contingent fund.....	4,500
Teachers' fund.....	16,500
	<hr/>
Total.....	\$43,000



It will also be seen that the average salary for the male teachers per month last year was \$112.26, and the female teachers \$61.33, and the average tuition per month for the average attendance of pupils during the year was \$1 .676.

The salaries paid by the District are sufficient at all times to command the best qualified and most successful teachers, and the Board should insist upon a high standard of excellence upon the part of those employed as teachers.

The thanks of the Board and the patrons of our schools are due to our Superintendent and teachers for the fidelity and care with which they have discharged their duties in the responsible trust reposed in them.

Nothing should divert the attention of the Board from a careful consideration of all the ways and means which will promote the welfare of the schools and secure the end for which they have been so wisely established.

C. A. DUDLEY,

*Pre'st Board of Education*



# SUPERINTENDENT'S REPORT.

---

*To the Board of Education, City of Des Moines, West Side:*

GENTLEMEN:—According to the requirements of your Rules and Regulations, I present my first Annual Report of the condition of the Public Schools under your charge.

The population of the city is 15,135. The number of children of legal school age is 2,534.

The per cent. of pupils enrolled in the Public Schools on the total number eligible to school is 64½. The per cent. of pupils in private and denominational schools is probably 14. The total per cent. of children in schools is about 78½.

The number of weeks in the scholastic year is 38.

No. of teachers in Primary Schools.....	15
"        "        Grammar        "        .....	7
"        "        High                "        .....	3
	—
Total No. of teachers on West Side.....	.25
No. enrolled in Primary Schools.....	1,176
"        "        Grammar        "        .....	343
"        "        High                "        .....	135
	—
Total.....	1,654

For other statistics, see tables appended.

## Reading.

Reading is said to be the *key* to all knowledge. If the kind of key is indicated by the perfection of the reading, then we should say that the reading in most of our public schools is a key of some baser metal than gold.



Reading is a difficult branch to teach. In truth, reading is a fine art. Might we not as soon expect that one should be competent to give instruction in singing or on the piano, without preparation, as that any one could teach reading skillfully without special drill and cultivation of the voice, as well as culture of the mind? We believe one great fault in teaching reading is in not making the lesson a matter of drill, the same as a lesson in grammar or arithmetic.

Books are read through like a story; then new ones are called for, because the pupils are tired of the old ones. There is great room for improvement in this branch. In our schools reading is taught to beginners from charts without the use of books. We use both the *word* and the *phonic* methods. In the word method the child is taught to name several words at sight, before he is taught the letters which compose them. These words he combines into short sentences. One or two new words are added each day to a review of all the old ones he has learned, until his vocabulary of printed words is extensive enough for him to take the First Reader. After a number of words has been learned, the pupil is taught their phonic elements, and to spell them. In the phonic method the pupil is taught the *sounds* of the letters in given words, and not their *names*. This phonic spelling is kept up for some time, until the pupil has learned a sufficient number of words to begin reading. We prefer the word method to the phonic, because the child begins at once to deal with *words* which have a meaning; while in the phonic method he begins with *sounds* which have no meaning.

There is no perceptible difference between these methods, in the rapidity with which pupils are brought along in our schools. Both are very successful.

The following is the plan of teaching reading in the advanced grades: After a lesson of one or two paragraphs or verses has been assigned, the pupil is instructed to go over the task at least three times, for three different purposes:

*First.* That he may be able to *pronounce* correctly all the words of the lesson, consulting the dictionary as to the sounds of the letters, if necessary.

*Second.* As the most important object in reading is to *master the thought*, the pupil is instructed to go over the lesson especially to study the *meaning* of the words, phrases and sentences.



*Lastly.* He is instructed to review the piece for the purpose of studying the *emphatic words, inflections, tones, &c.*

This may be called the three-step method. First, the Mechanical; second, the Intellectual; third, the Emotional. If this method were thoroughly practiced, the result must be advancement in good reading.

## Writing.

In writing, our schools have made commendable progress. No printing is done in our schools. The pupil is put to writing at once on entering school. As soon as the pupils have learned a few words from the chart, they are encouraged to attempt to write them on their slates. Their progress is wonderful in many cases.

There are several advantages in this method: his hand is cultivated; his eye, as to form, is developed; and he is given something to *do*.

The pupils are instructed to sit, and to hold the pencil properly.

Copybooks are put into the hands of the pupils in the third year. Lead pencils are first used, to prevent small pupils from blotting their paper and soiling the furniture. Careful attention, in all the grades, is given to pen-holding and correct position in writing.

## Arithmetic.

The idea of number is very early developed in the mind of a child. Hence, arithmetic should be commenced early. In our schools it is commenced as soon as the pupil begins school. No book is used during the first two years of school life. Grube's method of teaching beginners has been employed during the last year with gratifying success. Heretofore the child has been kept constantly *adding* numbers for months and terms, without permitting him to perform any operations in *subtraction* or *multiplication*. The truth is, that the child can as readily comprehend simple operations in the *other* fundamental rules as in *addition*. The pupil who understands that one and one are two, knows that *one from two leaves one*, and that *once one is one*.



Hence we have taught the pupil simple operations in all the primary rules at the same recitation. All the operations are first illustrated with objects, as sticks, before writing the results on the board.

If two is the number taken, the process would be as follows: 1 stick and 1 stick are 2 sticks; 1 stick from 2 sticks leaves 1 stick; 2 times 1 stick are 2 sticks; 1 stick is contained in 2 sticks 2 times. After this illustration with sticks, and other illustrations with various objects, the work is placed on the board thus:

$$1+1=2, \quad 2-1=1, \quad 2 \times 1=2, \quad 1 \times 2=2, \quad 2 \div 1=2, \quad 2 \div 2=1.$$

The next step will be to go through the same operations with the number 3, then the numbers 4, 5, 6, &c., always keeping within the limit of the number chosen. Concrete problems should be given by the teacher, and others by the pupils, to correspond with the operations on the board.

Thus, in the illustration above: Jane had one cent and her mother gave her one more, how many had she then? If John had two marbles and lose one, how many would he have left? &c.

All the numbers treated in this way as far as the number *ten* is considered work enough for the first school year.

In the Intermediate Grades, when a book is placed in the hands of the pupil, the *four-step* method of analyzing is used. The first is the *reading* or *repeating* of the question; the second contains the *theory*; the third performs the *operation*, and the fourth gives the *conclusion*.

*Illustration.* What will 5 qts. of chestnuts cost at 20 cts. a qt? 1st step. Five qts. of chestnuts will cost five times as much as 1 qt.; 2d step. Five times 20 cts. are 100 cts.; 3d step. Therefore, at 20 cts. a qt. 5 qts. of chestnuts will cost 100 cts.; 4th step.

This formula is strictly adhered to when explanations are required.

A very simple but effective method is employed to illustrate the *decimal system* of notation to beginners. Ten small sticks are tied into one bundle; this represents one *ten*. Ten of these bundles are tied into one larger bundle to represent *hundreds*. With these bundles of tens and of hundreds and single sticks the decimal system can be shown nicely as far as hundreds. To write 111, the pupil will first lay out one single stick; then on the left of this, one bundle of tens; to the left of which is placed one bundle of hundreds. This represents to



the *eye* the relative value of the orders. One hundred equals ten *tens*, or one hundred units; and one *ten* equals *ten* single sticks. The pupils are required also to form original problems, and to illustrate them with the bundles and single sticks.

This artifice is well adapted to explain all the simple rules of arithmetic. No one can doubt that children taught in this illustrative way, have a clearer idea of the *decimal system*, and in a much shorter time, than if taught according to the usual abstract method.

## Grammar.

The object of grammar should be to make correct, elegant and forcible writers and speakers. If this is true, the practice of correct speaking and writing cannot be begun too soon. Accordingly, in the lower grades of our schools, a systematic course of *language lessons* has been followed before the use of the text book is begun. The following will indicate the plan:

1. Talking exercises on topics within the comprehension of the child.
2. Writing words.
3. Copying maxims and paragraphs from the readers.
4. Writing sentences dictated by the teacher.
5. Writing original sentences containing given words.
6. Writing original sentences about everyday matters.
7. Oral and written descriptions of pictures.
8. Writing the substance of the reading and other lessons.
9. Writing letters.
10. Writing essays.

Incorrect expressions, such as daily occur, are placed on the board and criticised by the school. In the fifth school year the elementary grammar is placed in the hands of the learner.

## Geography.

Geography is commenced in the third school year. No book is used during this year. The map of Polk county is first studied carefully, and drawn by the pupils many times, until the townships, towns and rivers are familiar to every



one. Then the State of Iowa is studied somewhat in the same way. The railroads and rivers are carefully traced and studied.

In the fourth school year the primary geography is placed in the hands of the pupil. In the higher grades the lessons are appointed by the teacher, indicating what towns and rivers and other items she wishes brought out. The pupils come to the recitation with a *skeleton* or *outline* map drawn on slates or paper. This skeleton contains nothing but the *outlines* of the country to be studied. When all are quiet, the teacher dictates the items before appointed, singly, while the pupils locate them on their outline maps. After this is done the accuracy of the work is tested by comparison with the atlas. This will occupy one-half of the time of the lesson; the remaining half is taken up with an oral examination on the same topics without using the maps. This method is very effective in fixing the facts of geography permanently in the mind. Once a week the class spend the entire time of the lesson in a map exercise, in which neatness as well as accuracy is a main point.

## Drawing and Music.

Demcker's drawing books have been used in our schools during the year.

The results in drawing have not been entirely satisfactory. Several reasons may be assigned. In many cases parents refused to purchase books, giving as a reason that they did not want their children to study "such nonsense." Some of our teachers also felt incompetent to teach it, and hesitated to pursue it with that earnestness that insures success. Nevertheless, at the close of the year, there was a very respectable show of pictures, from the different grades, collected in the high school building. All who inspected the drawings were highly pleased.

There is no doubt in the minds of those who have studied the subject, that drawing is closely connected with the mechanic arts, and that it should be made one of the regular studies in school.

In regard to music, we might almost repeat what we have said in regard to drawing. Some of our teachers made excellent progress, while others did very little towards teaching it at all.



## The High School.

The High School is the crowning excellence of the public school system. All admit that education is a good and desirable thing. If this be true, it is as desirable for the poor man's child as for the rich man's. The high school affords an opportunity for all classes to obtain a liberal education *at home*. That the high school furnishes facilities for acquiring this education at a much less expense than is required by sending abroad, should be no objection to it.

The schools should separate children as little as possible from home life and the culture of the family. If children can be educated and at the same time acquire that polish and ease which the home circle gives, it certainly should be preferable to the Boarding School or Seminary.

The High School of Des Moines was never in a more prosperous condition than now. The attendance is greater than ever before. The fact that at the Graduating Exercises, at the close of the year, the hall was packed almost to suffocation, and that scores went away unable to find seats, shows the firm hold the schools have on the people of Des Moines.

The character of the recitations in the high school is such as tends to develop independent thought on the part of the pupils. Text books are used only as skeletons, to be made alive by teacher and pupils. The teachers assume the position of *questioners* rather than that of instructors, and the pupil is required to fortify and defend his position and assertions by argument and reason. It is attempted to impress on the minds of pupils that school is not so much a *preparation* for life, as it is a *part* of it; that they are now in the midst of active, responsible life, fighting *real battles*.

The excellent feeling which exists in the high school, and the great ambition which is manifested on the part of the pupils to master everything thoroughly, is largely due to Mr. A. N. OZIAS, whose ability as an instructor is manifest to all who have ever visited the High School.

## Teachers' and Teachers' Meetings.

The true teacher should know more than he proposes to teach; and he should know it well. The pilot is not permitted to conduct the vessel into the harbor



until he has gone over the track many times, and studied every point of danger minutely. It has been claimed by foreigners that our schools are a huge system of *machinery*, which turns out many smaller machines. Doubtless this is true in many instances, and perhaps Des Moines may have some of these machine teachers, yet, as a corps of teachers, it would be difficult to find one more earnest or faithful. The teachers have aimed to cut loose from text books as much as possible. The object has been to teach *principles*, not words. The teachers have given prompt and constant attention to the work assigned them. There has been cheerful agreement in labor and ready co-operation with the plans of the Superintendent, in attempting to perfect the school system and elevate the schools.

Teachers' Meetings have been held regularly once a fortnight. These were necessary that uniformity in methods of teaching might be acquired, and that the plans of the Superintendent might be explained from time to time. Model lessons were given by skillful teachers in every grade during the year.

## New Course of Study.

By your authority, at the beginning of the school year, a New Course of Study was prepared. The Course presented was adopted by your Board after careful examination; and the year's experience has proven that it is well adapted to the conditions and requirements of our schools.

The work required to be performed in each year is now mapped out term by term, so that the teacher prepares her programme of labor understandingly. The experience of educators has shown that the time from entering the schools until the high school is reached should be eight years. If a shorter time is proposed, there is danger that the pupil will not be thoroughly prepared on the fundamental principles. If a longer time is proposed, and four years more be required for graduation in the high school, there is danger that many pupils cannot be induced to remain in school so long. Accordingly the course you have adopted requires eight years before entering the high school.

In preparing a Course of Study for primary schools, we believe this principle should be considered: That all the sciences reach down, in their elements, to



the level of the little child, as well as up into the clouds of theory and speculation. A child six years of age knows something of the elements of botany, natural philosophy and arithmetic. Even some of the axioms of geometry are in the minds of children at a very early age, though they are unable to state them. We have gone into the primary school and in a very short time led the pupils to state the axiom that two parallel lines can never meet.

It is contrary to the natural development of mind for a child to take up one branch or two and finish it or them before getting any instruction on anything else. The sciences, in their elements, ought to proceed in a *phalanx*. This leads us to say, there ought to be a course of elementary natural sciences carried through the primary departments.

There is another reason favoring the same idea: A majority of pupils in our public schools do not remain in school on an average more than five years.

"The physical sciences are considered the basis of productive industry."

Now, unless some instruction be given in these sciences before the attainment of the high school, a majority of pupils in our schools will go out into the world without any knowledge of these sciences save what they pick up by observation. Primary instruction should be objective and illustrative. Everybody observes the difference between the common intelligence of children. Though there may not be any great difference between their natural capacities, yet the activity of mind in the one, and the vocabulary of words, may be far greater than that of the other. This can only be accounted for by the difference in the home training of the children. Some parents never answer their children's inquiries, nor call their attention to objects around them.

Mr. RICOFF, of Cleveland, Ohio, tells of some pupils who, when they said the giraffe was seventeen feet high, pointed to objects not more than nine feet in height, and others to objects more than thirty feet high, for illustrations.

Classes ready to enter the high school supposed it would take five squares in the center of the city to make an acre, when in fact one square contains nearly four acres. One pupil supposed it would take *eleven hundred* such squares to make an acre.

Something like a daily drill on *common things* should be given to make the mind keener and to "open the eyes that they may see."



Again, facts, as they accumulate, begin to take shape and classify themselves in the mind. Thus in a country store you may find something of everything; hardware, dry goods, groceries, &c. But as business and trade increase, we find stores selling nothing but hardware, others nothing but dry goods, &c. So, from simple arithmetical facts obtained in youth, scientific arithmetic grows up; from a map of the school room we proceed to geography as a science. Language lessons merge into grammar; from observations on nature, springs up physics, &c. Hence, in the Course you have adopted, provisions are made for daily lessons on everyday matters.

The High School Course, you will discover, is rich in the natural sciences, at the same time a good knowledge of Latin is required. Graduates from your high school are enabled easily to enter any of the western colleges. It will be observed that the studies are so arranged that the pupil is required to pursue, at the same time, at least one branch on mathematics, one on natural sciences, and one on language. This affords that variety and recreation which the mind seems to require.

## Examinations and Promotions.

During the year monthly *written* Examinations have been held in all the schools except the primary. These examinations have had an excellent influence on our schools. They induce the pupil to keep all his knowledge fresh in his mind by frequent reviews. They discipline the mind to rigid and rapid and concise thought. They are a good discipline in composition.

At the close of the winter term there was a public *oral* examination of all the schools. The object of this was to induce parents and friends to come out and see the schools and criticize the discipline and methods of instruction. The result was that during the two weeks of examination hundreds of patrons visited our schools and became better acquainted with their workings. Near the close of the year the annual examinations of the schools, *for promotion*, took place. The questions were all prepared by the Superintendent, and all the examinations for promotion to the high school were conducted by him personally. The per



centage required for promotion in all the Grammar Grades and in the High School was an average of 80, with the further condition that in no study should the percentage be below 65. In the Primary Grades an average of 75 per cent. was required, with no per cent. below 60 in any branch.

Appended will be found the questions required to be answered by the candidates for the high school.

## Questions Proposed to Candidates for the High School.

### SPELLING.

- |                |               |
|----------------|---------------|
| 1. Metallic.   | 6. Peaceable. |
| 2. Sieve.      | 7. Luscious.  |
| 3. Hypocrisy.  | 8. Diligent.  |
| 4. Obscene.    | 9. Necessary. |
| 5. Conscience. | 10. Stupefy.  |

### ARITHMETIC.

1. What is a Decimal Fraction?
2. What is Percentage, and what are its applications?
3. Which is greater, true or bank discount, and why?
4. What is a Tax and what a Duty?
5. Add .55 and  $\frac{2}{3}$  of  $\frac{5}{8}$  and  $\frac{1}{2}$  of .75 to  $2\frac{1}{2}$ .
6. What principal at 5 per cent. will gain 3 cents interest in 6 months?
7. Multiply  $\frac{2}{3}$  by  $\frac{3}{4}$  and explain the process in full.
8. What part of 3 cents is  $\frac{2}{3}$  of 2 cents?
9. Sixty dollars is  $2\frac{1}{3}$  times the  $\frac{1}{4}$  of A.'s money. How much has he?
10. A person being asked the time of day, said that  $\frac{1}{3}$  of the time past midnight equaled the time to noon. What was the hour?

### GRAMMAR.

"In slumbers of midnight the sailor boy lay,  
His hammock swung loose at the sport of the wind.  
But watchworn and weary, his cares flew away,  
And visions of happiness danced o'er his mind."



1. Analyze the *third* sentence
2. What kind of an element is "danced o'er his mind?"
3. Parse "loose."
4. Parse "watchworn" and "danced."
5. Give the principal parts of "lay."
6. To what kind of verbs does "voice" belong, and *why*?
7. What is a *conjunctive adverb*?
8. Write a synopsis of the verb flew in the potential and subjunctive modes
9. How do you form the plural of *figures* and *letters*?
10. Correct the following sentences, and give the rule for the correction:  
 "The lady and the lapdog which we saw at the window, has disappeared."  
 "If you had been there you would find two or three whom you would say enjoyed their time very agreeable "

## GEOGRAPHY

1. What line divides the Eastern from the Western Hemisphere?
2. How wide is the North Temperate Zone in degrees?
3. Describe the Gulf Stream.
4. Prove the Earth revolves on its axis
5. Why is New England better adapted to grazing than to farming?
6. How might a drop of water on the west side of the Alleghany Mountains flow into the Gulf of Mexico?
7. Name the largest five cities in the world
8. Name the largest five rivers in the world.
9. What Territories and what States would you pass if you could float from Lake Itaska to the Gulf of Mexico?
10. Describe the Nile and the Rhine River.

## UNITED STATES HISTORY.

1. To what country did Iowa belong before it was a part of the United States?
2. Who were the Pilgrim Fathers, and what became of them?
3. What city is now where Fort Du Quesne once was?
4. What nations first settled this country?



3. Who said, and on what occasion was it said, "Or Mollie Stark is a widow?"
9. What wars have we been engaged in, and were they all just?
7. What nation contributed to the success of the Revolutionary War, and how did it contribute?
8. What was the first and what the last battle of the Revolution?
9. Name four discoverers, and what they discovered?
10. What is the condition of the United States at the present time in respect to wars, to internal prosperity, and future prospects?

## GENERAL QUESTIONS.

1. Why will a stone, thrown into the air, fall to the ground?
2. Would the same stone weigh as much on the Moon as on the Earth, and why?
3. Which way does a body fall when it approaches the Earth?
4. What is a magnet?
5. What is the use of a lightning rod?
6. How does a lightning rod protect a house?
7. What is the safest situation in time of a thunder storm, and why?
8. What objects are most liable to be struck?
9. Why is water not as solid as wood?
10. What is the force called that holds the particles of matter together?

## Discipline and Rules.

Discipline is an *end* as well as a *means* of education. Rules requiring the pupils to comply with certain conditions, and to observe certain times and ways, are usually considered as a necessary evil; and but for their value in carrying on the business of the schools at the present time, they would be unnecessary. We do not so consider them. We regard the effect they have on fixing the habits of the young for life, and in disciplining the mind in controlling its own energies, and in subduing its own impulses to the will, is of infinitely more value than that of making the machinery of the schools work more easily and pleasantly.



If the boy is not excused from being tardy because he could not find his hat or mittens, he will learn to be careful to place those articles in a convenient place in future. This has a tendency to make him methodical in all he does.

If the little girl is late in taking her place in her class because she could not find her pencil, she will be prompted to keep that appendage in a safe place, or fasten it to her slate. This may be the means of causing her also to arrange her thoughts in a classified order; and thus be a lasting benefit to her mentally. If parents could be made to see in this light the use of prompt and regular attendance, and in strict obedience to all wholesome rules, the teachers would not receive notes, not always respectful even, complaining of over strictness, and refusing to comply with the requirements of the Board.

We do not believe that the discipline of our schools is worse than that of other cities. In fact, comparing the cases of suspensions and expulsions of other cities with our own, we would be led to feel proud of our discipline. The suspensions during the year will not exceed half a score; while in cities we might name, no larger than ours, the number reaches above a hundred. While this is true, we feel there is great room for improvement in our schools.

Many parents allow their children to stay from school for the most trifling causes, such as, going a nutting or a hunting, or calling on a friend, or taking a ride into the country, thus virtually *teaching* them that school is of secondary importance. They do not seem to think that the teacher will have to spend extra time with that absent pupil, in bringing him up to his class, or he will fall behind his class and lose his interest as a result.

The government of our schools is as mild as possible to be consistent with good order. Very few cases of corporal punishment have occurred. Nor has there arisen a necessity for many. The aim is to reduce the number of cases to the minimum.

## Moral Instruction.

It is admitted by all that great improvement has been made in the organization and instruction of schools, in the last score of years.

But this improvement has been confined to *physical* and *mental* training.



*Talent* has been exalted above every thing else. Our strife has been to excel in that which will make the most show; that which can be measured by percent tables. I suppose this to be the reason that *moral instruction* has been, in a measure, neglected. Everybody yields a theoretical assent to the *importance* of the training of the heart, but practically he ignores it, because it cannot be measured out to his credit. There are some who believe that there are difficulties peculiar to moral training. Perhaps there are, but I do not believe that there is a great difference between moral instruction and any other instruction, especially in the primary work. Every human being born into the world is helpless—physically, mentally, morally helpless. Those who have the care of that being are responsible for its development. At the first only *seeds* are given. These are to be developed only by administering the proper aliment. Correct physical training is the result of correct physical knowledge. He succeeds best in *mental* training who best understands mental development.

It is so with the *moral* powers. They are to be trained according to law, just as the other parts of the trinity of man's nature. We may just as well expect that a boy will suddenly develop into a splendid mathematician, without training, as that right moral principles will spring up spontaneously in the human heart. He who expects either will be disappointed. As *gravity* is the great law of the physical world, so is *love* the great law of the moral world. The teacher who has this has the element of success. Another law is "Like begets like." The teacher must be pure himself if he would succeed in moral teaching. There must be no sham work here. A Sabbath school scholar was asked what made a gentleman: Was it fine clothes? No, for a mean man could wear these. Was it to possess good looks or great wealth? No, for a bad man could own them. What was it then? Studying a moment, he replied, "To be a clever fellow *clean through*." It is now a settled principle that all primary teaching should be objective or illustrative, and that we must proceed from the known to the unknown. These are just as true in teaching morals as in mental training. We must begin with the concrete.

Our Savior, in founding and developing Christianity, taught mainly by object lessons. The lily, the mustard seed, the sower, the vine, etc.; lastly, Himself was nailed up as an object lesson on which the world might gaze.



Stories must be told or read ; illustrations must be given; connections must be made with what the child already knows before you can teach him what he does not know.

There are three steps to be made: *First*, to cause the child to *know what is right*; *Second*, to cause him to *feel* it is right; *Third*, to cause him to *will* to do it. If any of these steps is omitted, the end will not be reached. We generally know more than we are willing to practice. The great poet has said, "I would rather give advice to twenty, than to be one of the twenty to obey mine own advice."

But if children do not know, how are they to be informed? By stories and books containing illustrations adapted to their comprehension. Then we must *feel*. Almost every one admits it is useless, and some avow it is wrong to use tobacco, yet they do not abandon its use. Simply because they do not feel the importance or necessity of it. Several persons may stand on shore and see a child struggling in the water, and each may know his duty in the case, but the father rushes in and saves the child, because his emotional nature is aroused. The minister can easily obtain the admission that the wicked ought to reform their lives, but they are not reformed because they do not *feel* the importance of acting at once. If we cannot beget a moral *feeling* in our schools, if we cannot arouse a school conscience, we shall not succeed. Again, knowing and feeling are not always sufficient. We must have the *will* to conquer. Here I believe is the secret of many failures. The drunkard, after becoming sober, and beholding the wreck of his household, bewails, with streaming eyes, his awful sin; but he is in the power of a monster who rules his *will*, and he cannot reform. I knew a teacher who often detained unruly boys and girls after school, and by his appeals would often cause tears to flow down their faces. As soon as he beheld these signs of *feeling*, they were dismissed. But these pupils were not reformed. Their *wills* were not appealed to; were not strengthened. We do not believe in *breaking* the *will*. Farmers have an expression—"breaking colts." It is a very unhappy one. If the will of the colt is *broken*, it is a ruined horse. If its will is brought under rule, under control, it becomes useful and safe. There are those who believe in breaking the *wills* of children. The will must not be *broken*. The will should be strengthened and controlled.



If you are riding a wild horse, you keep him *in the road*, then let him spend himself. So in the child; if the will is controlled, if it is kept in the right direction, it leads on to success. We want such wills as, when they meet with difficult problems in study, will say, "*I will conquer*. There is a way to solve this, and *I will find it*." Now, in morals it is the same. We want our pupils to be able to say, "I will not do this for it is *wrong*. I will do this, for it is *right*." "He that ruleth his own spirit is greater than he that taketh a city." We must *know* what is right, *feel* its importance, and *will* to do it. We remarked that at the genesis of all knowledge it must be concrete. In mental training there is a time when oral teaching and objective teaching are dispensed with. Text books are placed in the hands of the pupils, and *direct* teaching is begun. So we believe there is a time for a text book in morals. What text book is there but one, the great store-house of Revelation! Here we are in danger of being met by the cry of sectarianism, as though there is nothing in the Bible but sectarianism; as though it were sectarianism to give the child the precept of our Savior when asked if we "should forgive seven times," and replied, "till seventy times seven." As though to say to the child "do unto others as you would have them do to you," were sectarianism. As though it were sectarianism to give the child that passage concerning the widow's mite. "She hath given more than they all." As though there were anything sectarian in teaching that the principles of the Bible ennoble life, exalt our civilization, and that to them we owe our high standing among the nations of the earth. As though there were anything sectarian in teaching the Brotherhood of man, and the Fatherhood of God by reading to him, "Inasmuch as ye have done it unto one of the least of these my brethren, ye have done it unto me."

Childhood is the time of faith. A child is not always best taught that it is wrong to steal or lie, or injure a fellow, by beginning back with *sense* knowledge, and leading him to see the wrong by a process of reasoning. A father loves to have his child look up into his face lovingly and trustingly, and accept what he says as truth, not because he has gone through a process of reasoning to explain it. So the true teacher should stand in the school room with authority higher than his own. "The human conscience must hear, thus saith the Lord." A child has faith as well as reason, and it ought to be cultivated.



There is a large scope of knowledge which lies beyond the region of the senses, high up in the realm of Faith.

## School Buildings and School Board.

It is customary to judge of the intelligence and morality of a people by the enterprise and public spirit displayed in churches and school houses. This being the standard, Des Moines may well lay claim to a full share of those enviable qualities. The liberality shown and wealth expended on the school buildings of this city, amount almost to munificence. All that the generosity of the people, and the economy and wisdom of the Board of Education can effect in the way of school accommodations, have been done.

We have never been an advocate of high steeples though, and we still think that if a part of the cost of brackets and spires was expended in school apparatus and libraries, the ends of education would be better served. We would respectfully suggest that the warming and ventilation of the Second Ward building is a failure. A great deal of the irregularity of attendance in that school was due to the fact that parents refused to send their children to rooms whose temperature was not above 60 degrees. Measures should be taken to remedy this defect. The grounds of the Third Ward school should be terraced and fenced. Six months ago the city voted money to build a school house in the First Ward, or South Coon. This would be a wise expenditure of means. That school is the most irregular of any in the city; doubtless this is largely due to the uncomfortable and crowded accommodations afforded in the old building. According to the enumeration, there are pupils enough in this Ward to make two large schools.

Now, in conclusion, I desire to return sincere thanks to the present and former Board of Education for their sympathy and aid, and their many acts of kindness and forbearance toward me in the performance of my duties as Superintendent. Also to the Press of the city for their favorable mention and friendly criticism, and to the patrons of the schools for their sympathy and co-operation.

J. H. THOMPSON.



## Statistical Tables.

TABLE showing the enrollment, average number belonging, average daily attendance, number of days of absence, number of tardinesses, number neither absent nor tardy, the per cent. of punctuality, the per cent. of attendance, and cases of truancy, month by month.

MONTHS.	Enrolled.	Average No. belonging.	Average daily attendance.	No. of days of absence.	No. of tardinesses.	No. neither absent nor tardy.	Per cent. of punctuality.	Per cent. of attendance.	Cases of truancy.
First .....	1145	1018.6	959.1	1184	623	354	98.3	93.1	19
Second.....	1199	1080.2	963	2640	617	290	98.7	89.1	24
Third .....	1231	1102	1003.2	1825	1084	261	96.6	91.1	15
Fourth.....	1219	1110.4	989.6	2491	995	217	97.4	89.8	5
Fifth .....	1181	1068.4	941.2	2033	1201	154	95.9	88.1	11
Sixth.....	1144	1069.5	957.9	1683	1192	229	97.6	89.5	9
Seventh.....	1166	1068.8	967.1	1911	701	252	97.7	90.6	17
Eighth.....	1183	1070.7	974.5	1931	861	278	96.8	91.4	18
Ninth.....	1126	1045.5	940.2	2080	847	220	96.1	89.1	21
Tenth, (semi-month).....	1055	1012.4	930	795	453	495	97.2	89.5	9

TABLE showing the school accommodations of the West Side.

		No. of Sittings.			No. of Sittings.
First Ward.....		60	Third Ward ( <i>Continued</i> )—		
Second Ward—			Room No. 4.....		70
Room No. 1.....		80	“ 5.....		60
“ 2.....		80	“ 6.....		60
“ 3.....		80	Fourth Ward—		
“ 4.....		63	Room No. 1.....		67
“ 5.....		80	“ 2.....		62
“ 6.....		64	“ 3.....		53
“ 7.....		72	“ 4.....		53
“ 8.....		64	First Ward.....		60
“ 9.....		64	Second Ward.....		719
“ 10.....		72	Third Ward.....		407
High School.....		189	Fourth Ward.....		235
Third Ward—			High School.....		189
Room No. 1.....		77			
“ 2.....		70	Grand Total.....		1,610
“ 3.....		70			



TABLE showing the number in each grade of the District Schools, in the several branches.

	Reading.	Writing.	Spelling.	Eng. gramm'r and language lessons.	Arithmetic.	Geography.	U. S. History.
In Grammar Grades.....	343	341	343	341	343	341	163
In Primary Grades.....	1144	1054	1171	916	1144	479	.....
Total.....	1487	1395	1514	1257	1487	820	163

In all the grades Drawing and Vocal Music were taught, but not regularly.

### HIGH SCHOOL

Number in the following branches:

Subject.		Author.
Arithmetic.....	71	Ray.
Physiology.....	75	Brown.
Elocution.....	54	Selections.
English Grammar.....	56	Harvey.
Algebra.....	65	Ray.
Natural Philosophy.....	48	Norton.
Latin.....	36	Arnold's Harkness.
General History.....	32	Worcester.
Geometry.....	36	Legendre.
Science of Government.....	25	Alden.
Trigonometry.....	19	Davies.
Rhetoric.....	17	Day.
English Literature.....	10	Shaw.
Astronomy.....	13	Burritt.
Geology.....	14	Tenney.
Chemistry.....	16	Youman.
Mental Philosophy.....	13	Wayland.



## Catalogue of Graduates.

### GRADUATES OF 1873.

Aggie Girton.	Kate Sibby.
Olive McHenry.	Rhoda Dickey
Eva S. Gatch.	Aggie Newton.
Sarah McHenry.	Frank Vorse.
Lillie Ainsworth.	Lowrey Goode.
Nora Stark.	Lawrence Greer.

George Edwards.

### GRADUATES OF 1872.

Mary McClelland.	Jennie Dickinson.
Eliza McClelland.	Ella Perkins.
Hattie Rollins.	Sarah Pierce.

### GRADUATES OF 1871.

Anna Weeks.	Mary Coskery.	Maggie Edwards.
-------------	---------------	-----------------

## Programme of Commencement Exercises,

### CLASS OF 1873.

PRAYER—Rev. J. C. Hay.

MUSIC—"Joy, Joy, Freedom To-day" . . . . .	High School.
SALUTATORY ADDRESS . . . . .	J. L. Greer.
ESSAY—"Pre-historic Ages" . . . . .	Aggie Girton.
ESSAY—"America and Americans" . . . . .	Olive McHenry.
MUSIC—Piano . . . . .	Allie Dimmick.
ORATION—"Architecture" . . . . .	Eva S. Gatch.
ORATION—"Honor and Shame from no Condition rise" . .	Geo. Edwards.
ESSAY—"Masks" . . . . .	Sarah McHenry.
MUSIC—Vocal Duet . . . . .	Allie Aldrich, Jennie Chase.
ORATION—"Nodding Homers" . . . . .	Lillie Ainsworth.
ORATION—"The Path we Tread" . . . . .	Nora Stark.
ORATION—"A Glance into the Past and Future" . . . .	Kate Sibley.
ORATION—"The Sunny South" . . . . .	Lowrey Goode.
MUSIC—Instrumental Trio . . . . .	Ida Ingalls, Gelia Banks, Mary Cramblitt.
ESSAY—"Going out from Home" . . . . .	Rhoda Dickey.
ORATION—"The March of Time" . . . . .	Frank Vorse.
VALEDICTORY . . . . .	Aggie Newton.
AWARDING OF DIPLOMAS—by C. A. Dudley, President of the Board.	

CLASS SONG—"Auld Lang Syne."

BENEDICTION.



## Names of Teachers.

### DES MOINES SCHOOLS—WEST SIDE.

*Superintendent.*

J. H. THOMPSON

HIGH SCHOOL—J. H. THOMPSON, *Principal.*

A. N. OZIAS, *First Assistant.*

Miss IDA A. BRANCH, *Second Assistant.*

FIRST WARD (*Ungraded*)—HENRY HEATON.

SECOND WARD—Miss JULIA C. ADDINGTON, *Fourth Grammar.*

Miss LUETTE S. BOYNTON, *Third Grammar.*

Miss S. W. SKINNER, *Second Grammar.*

Miss MIRA SCOTT, *First Grammar.*

Mrs. B. M. LUNT, *Fourth Primary.*

Miss MAGGIE L. GLISSON, *Third Primary.*

Miss VIRGINIA L. SCOTT, *Second Primary.*

Miss MATTIE E. POSGATE, *Second Primary.*

Miss AMANDA RICHMOND, *First Primary.*

Miss HATTIE STANARD, *First Primary.*

THIRD WARD—Mrs. L. M. WILSON, *Principal and Teacher in 3d and 4th Grammar Grades.*

Miss ANNA WEEKS, *Second and First Grammar.*

Miss MAGGIE A. WALKER, *Fourth Primary.*

Miss E. J. FLANDERS, *Third Primary.*

Miss LIZZIE O. MORGAN, *Second Primary.*

Miss HATTIE McMANIMA, *First Primary.*

FOURTH WARD—J. W. KING, *Principal and Teacher in 1st Grammar, and 4th Primary.*

Miss JENNIE HOGAN, *Third Primary.*

Miss MARY A. WILLIAMS, *Second Primary.*

Miss LYDIA A. BERGER, *First Primary.*



## RULES OF THE BOARD.

---

1. The regular meetings of the Board shall be held on the second Monday of each month, except the regular meetings in March and September, which shall be held on the third Mondays of said months, at the office of the Secretary of the Board.

Special meetings may be called by the President, but no special meetings shall be held until all the members of the Board shall have been notified of the same by written notice left at the residence of each school director.

2. Four members shall constitute a quorum.

3. The order of business at the regular meetings shall be as follows:

*First*—Reading of minutes.

*Second*—Communications.

*Third*—Petitions.

*Fourth*—Reports of standing committees.

*Fifth*—Reports of special committees.

*Sixth*—Reports of officers and Superintendent.

*Seventh*—Unfinished business and motions.

The rules of order shall be the same as those usually governing deliberative bodies.

4. There shall be appointed annually, on the third Monday in March, five standing committees of not less than two members each, as follows:

*First*—On grounds, buildings, repairs, fuel, and warming school-houses.

*Second*—On janitors, school furniture, and school apparatus.

*Third*—On teachers, rules of school, and school discipline.

*Fourth*—On finance and accounts, to whom shall be referred all subjects respectively relating thereto.

*Fifth*—On text books.

5. The fiscal year of the Board shall commence on the first day of September, and the annual report of the Board, and of the Superintendent shall be ready for distribution by the first day of October of each year.

6. All bills presented for the action of the Board shall specify items, and no order on the Treasurer for their payment shall be issued until duly receipted.

### JANITORS.

It shall be the duty of the Janitors to prepare the fuel necessary for warming the school buildings; to build the fires in time each morning, to comfortably



warm each room before the opening of school, to keep the stoves and pipes free from all unnecessary accumulation of ashes and soot, to carefully guard the buildings from all damages by fires; to carefully and thoroughly sweep out the school rooms, halls, and passages thereto after the close of each school day, and carefully dust them before the opening of the school in the morning; to close the blinds and lock the outside doors at night; to keep the out-houses clean and in good order, and to perform such other duties as may be required of them by the principals, or Superintendent, or regulations of the Board, or the committee on janitors.

### SUPERINTENDENT AND HIS DUTIES.

SECTION 1.—The Superintendent shall act under the advice and direction of the board of education, and shall have the superintendence of all the public schools, school houses, books, and apparatus. He shall devote himself exclusively to the duties of his office. He shall keep regular office hours—other than school hours—at a place to be provided for that purpose, and at which the board may hold its meetings. He shall acquaint himself with whatever principles and facts may concern the interests of popular education and with all matters pertaining in any way to the organization, discipline and instruction of public schools, to the end that all children in the city (west side), who are interested in the public school, may obtain the best education which these schools are able to impart.

SEC. 2.—He shall visit all the schools as often as his duties shall permit, and shall pay particular attention to the classification of the pupils in the several schools, and to the apportionment among the classes of the prescribed studies. In passing daily from school to school, he shall endeavor to remedy defects and introduce improvements.

SEC. 3.—He shall keep the Board of education constantly informed of the condition of the public schools, and the changes required in the same. He shall keep a record of all his proceedings, at all times open to the Board of Education.

A general report of the condition of the public schools shall be prepared by him, at the close of each school year, for publication. He shall moreover report to the Board of Education, from time to time, such by-laws and regulations for the government, discipline, and management of the public schools as he may deem expedient, and the same may be adopted by the Board; and he shall also perform such other duties as the Board of Education shall, from time to time, direct.

SEC. 4.—The Superintendent is authorized to grant permits to pupils resident in one school division to attend school in another, when there are good reasons for the change, and report to the Board at the first subsequent meeting.

SEC. 5.—The Superintendent shall carefully observe the teaching and discipline of all the teachers employed in the public schools, and shall report to the



Board whenever he shall find any teacher deficient and incompetent in the discharge of his or her duties; and he shall appoint such meetings of the teachers as are necessary to secure uniformity in the teaching and discipline of the schools.

SEC. 6.—It shall be the duty of the Superintendent to preserve at his office a complete list of all personal property belonging to the several public schools; and at the close of each school year, he shall cause a careful comparison to be made of this list, with the articles belonging to the schools, and report the same to the Board.

SEC. 7.—He shall fill all vacancies occasioned by the temporary absence of teachers, and report the same to the Board, at its first subsequent meeting.

#### TERMS, VACATIONS, ETC.

SEC. 8.—The length of the school year and the time for opening; and time and length of vacations, shall be fixed by the Board.

SEC. 9.—The Fourth of July, Annual Thanksgiving, Decoration Day; and from Christmas to New Years following, inclusive, shall be regarded as holidays.

SEC. 10.—The Board of Education shall fix the rate of tuition for the High Schools, Grammar Schools, Intermediate Schools, Secondary Schools and Primary Schools, when they find it necessary to charge tuition, in proportion to the cost of conducting each department, requiring payment to be made the first week of each term; and they shall cause said rate of tuition to be published in the city newspapers at least one week before the commencement of each term.

SEC. 11.—The term of attendance upon the High School, necessary for graduation, shall be four years.

SEC. 12.—The principal of the High School, and such teachers of other departments as the Superintendent may direct, shall send monthly reports to the parents or guardian of each pupil, showing the average of the pupil in attendance, scholarship, deportment, etc., to be signed by the parent or guardian, and returned to the Principal.

SEC. 13.—Pupils shall not be admitted to the High School, until they shall have sustained a satisfactory examination upon the branches pursued in the Grammar Schools.

SEC. 14.—The regular examination for admission to the High School shall take place once each year near the close of the summer term.

SEC. 15. It shall be the duty of the Superintendent to prepare a suitable list of questions for the examination of candidates for admission to the High School; and some member of the Board shall be present during the examination.



## DISTRICT SCHOOLS.

## I. MANAGEMENT.

SEC. 16.—The District Schools shall be divided into eight grades, as follows: First, second, third, fourth, fifth, sixth, seventh, and eighth grades; each grade indicating the number of years that the pupil has been in school.

SEC. 17.—The first four divisions shall be called Primary Grades, and named A, B, C, and D Primary. The last four divisions shall be called Grammar Grades, and named A, B, C, and D Grammar Grades.

## II. DAILY SESSIONS.

SEC. 18.—The morning sessions of the schools shall commence at nine o'clock and close at twelve; the afternoon sessions shall commence at thirty minutes past one o'clock, during the year; and from the first Monday in the school month of November to the first Monday in the school month of March, the afternoon sessions shall close at four o'clock and fifteen minutes; provided, that nothing in this section shall be so construed as to prevent teachers from the judicious exercise of the right to detain a pupil for a reasonable length of time after the regular hour for dismissing school, either for the purpose of discipline or to make up neglected lessons.

SEC. 19.—*Uniform standard of time.* It shall be the duty of each Principal to see that the clock which is designated as the regulator belonging to his school, is set to city time every morning, and all the teachers shall conform to this standard in making their record of attendance, both for themselves and their pupils, and each teacher shall carefully set his or her clock or watch with the designated regulator of said school every morning at fifteen minutes before nine o'clock.

SEC. 20.—*Tardiness.* The bell of each school shall be rung *five minutes* before the hour for commencing school; and every pupil who is not in the school room when the hour arrives shall be marked as tardy.

SEC. 21.—*Recess.* The teachers of the High School, the Grammar and Intermediate divisions of the District Schools, shall allow a recess for all the pupils in the same, not exceeding fifteen minutes from the time they leave their seats until they are again seated; and the teachers of the Secondary and Primary divisions shall allow a recess not exceeding twenty minutes from the time the pupils leave their seats until they are again seated. Whenever pupils are detained in the school room at recess, they shall pass out after the recess is closed. Teachers shall recommend but not compel pupils to pass out of the



school-room at intermissions; but they shall never be required to remain out when the exposure will be injurious to health.

SEC. 22.—*Opening and Closing of Schools.* The teachers shall punctually observe the hour for opening and dismissing the schools; and during the time from the opening of the school-rooms to departure of the children from the school premises, the teachers shall faithfully devote themselves to the duties of their office; but they shall not in any manner encourage pupils to assemble at any other than regular hours for recitation, unless for special instruction in preparation for examination.

### III. REQUISITES FOR ADMISSION.

SEC. 23. *Age and non residence.* All children living within the limits of the district who are not otherwise disqualified, and who are upwards of five years of age, shall be entitled to attend the public schools of the district; but no child whose residence is not in the district, or who has only a temporary residence in it for the purpose of attending the public schools, shall be received or retained in any school, except by paying a fixed tuition, when on presenting to the Superintendent a certificate of tuition-fee, given by the Secretary of the Board, he shall then be received into such divisions as shall best suit the advancement of the pupil applying. After the first month of the year pupils shall not be admitted in the A Primary Grade only during the first week of each month.

SEC. 24.—*Pupils shall have books.* No pupil shall be allowed to retain connection with any public school, unless furnished with books, slate, and other utensils required to be used in the class to which he belongs; provided, that no pupil shall be excluded for such cause unless the parent or guardian shall be furnished by the teacher with a list of books or articles needed, and one week shall elapse after such notice, without the pupils obtaining such books.

SEC. 25.—*Cleanliness.* Any child that comes to school without proper attention having been given to the cleanliness of his person or dress, or whose clothes need repairing, shall be sent home to be properly prepared for the school-room.

SEC. 26.—*Contagious diseases.* No pupils affected with any contagious disease shall be allowed to remain in any of the public schools.

SEC. 27.—*Pupils passing from one district to another.* Whenever a pupil passes from one school district to another, he shall be required to present to the teacher of the school he enters, a certificate from the teacher of the school which he leaves, stating that he is in good standing at the time of leaving, and specifying the grade and class to which he belongs. He shall then be allowed to enter a class in the same grade as that which he has left.



## VI. EMPLOYMENT OF TEACHERS.

SEC. 28.—At the last regular meeting before the close of the school year, the Board may elect the teachers. The teachers then elected, and those afterwards appointed, when confirmed by the Board, shall hold their positions for the time elected or appointed, unless sooner removed.

SEC. 29.—No person, either male or female, under the age of twenty one years, shall be appointed as teachers in any of the public schools.

SEC. 30.—*Salaries of Teachers.* The salaries of teachers shall be regulated by the number of year's experience of such teachers, in schools of good standing, counting the first year at the lowest salary, and adding the annual increase for each year's experience.

The salaries of Teachers and Superintendent shall be as follows:

The Superintendent of all the schools not to exceed.....	\$1,800
First Assistant, High School, not to exceed.....	1,200
Second Assistant, High School, not to exceed.....	700
Highest salary in the eighth grade in the Second Ward, not to exceed...	700
In the eighth grade of the Third Ward, not to exceed.....	700
In the eighth grade of the Fourth Ward, not to exceed.....	800
In the first grade of the Second Ward, not to exceed.....	700
In the first grade in the Third Ward, not to exceed.....	600
In the first grade in the Fourth Ward, not to exceed.....	600

Teachers of three years' experience, in all other grades, not to exceed \$60 per month.

Teachers from two to three years' experience, not to exceed \$50 per month.

Teachers from one to two years' experience, not to exceed \$40 per month.

Teachers of one years' experience, not to exceed \$30 per month.

The Board may vary the salaries from the above rates.

SEC. 31.—All teachers when absent from school, shall forfeit their salary during the continuance of such absence; and no teacher shall absent himself or herself from school except for actual sickness, without permission of the Board. When a teacher returns to school after a temporary absence, and fails to send notice in time to save the substitute the trouble of going to the school, the substitute, and not the teacher shall receive the pay for the day. Any teacher violating the foregoing section, shall forfeit his or her position in the school. The above provisions apply to the Superintendent as well as to teachers.

## VII. DUTIES OF TEACHERS.

SEC. 32.—*Teachers to acquaint themselves with the regulations.* All the teachers of the public schools are required to make themselves familiar with the regulations, and to co-operate with the Board at all times in taking such measures as may be necessary to secure their observance.



A faithful compliance with the rules relating to teachers, shall be one of the conditions on which teachers retain their connection with the public schools.

It shall be the duty of every teacher to have a copy of the regulations at all times in his or her school room, and to be conversant with the same.

SEC. 33.—*Teachers to be punctual, and to report deviations.* Teachers shall be in attendance at their respective *school rooms* and open the same for the reception of pupils at thirty minutes before the time prescribed for commencing school in the morning; and fifteen minutes in the afternoon; and any failure to comply with the foregoing shall be reported to the Board by the Superintendent; and the Board shall have authority to reprimand or dismiss such teachers at pleasure.

Teachers shall also invariably report their own tardiness, and the dismissal, absence, or other irregularities of their schools in the monthly report to the Superintendent.

SEC. 34.—*Teachers' meetings.*—Teachers shall attend all regular and special meetings called by the Superintendent, and no excuse shall be allowed other than such as would justify absence from a regular session of the schools.

SEC. 35.—*Opening exercises* The morning exercises of each department of the schools, shall commence with reading of the Scriptures without note or comment, and this exercise may be followed by repeating the Lord's Prayer, and by appropriate singing.

SEC. 36.—*Different editions of text books.* It shall be the duty of each teacher to report to the Superintendent, as soon as he learns the same, the presence in his or her school of two or more essentially different editions of any one of the text books in use, and unless (after notice is given to that effect by the Superintendent to the publishers or agents of such books), they shall supply an edition of such books, by way of exchange, without cost, to all such scholars as may be already provided with any of the previous editions, so as to make the editions uniform in the manner prescribed by the Superintendent, such neglect or refusal shall be deemed sufficient ground for excluding such text book from the school.

SEC. 37.—*Partisan questions.* All questions of a sectarian or partisan character shall be carefully kept out of the schools.

SEC. 38.—*Discipline.* The teachers shall practice such discipline in the schools as would be exercised by a kind, firm, judicious parent in his family, and they shall avoid corporal punishment when order can be preserved by milder means

It is strictly enjoined upon all teachers in the schools to avoid all appearance of indiscreet haste in the discipline of their pupils; and in the more difficult cases that may occur, to apply to the Superintendent for advice and direction.



In any case of unusual or severe punishment of children, the teacher inflicting the same shall be immediately suspended by the Superintendent, with the consent of the President; and the case shall be reported to the Board at its next meeting.

SEC. 39.—*Care of pupils out of school hours.* It is particularly enjoined upon all the teachers that they devote their time faithfully to vigilant and watchful care over the conduct and habits of their pupils, during the time for relaxation and play, before and after school, and during the recesses, both in the school buildings and on the play grounds. When the pupils are filing in and out, at the opening and closing of the school, and at recesses, the teachers are expected to give their personal attention to the preservation of order in the halls and on the stairs, and not rely on the aid of monitors, except in cases of special necessity. The teachers shall take all practicable measures to prevent pupils from gathering on the school premises before the hour for opening the school rooms, and they shall require the pupils to leave the school premises immediately after the close of the school.

In special cases, when it would be injurious for pupils to go home at noon, on account of inclement weather, or their great distance from the school, and in all cases when a written or personal request is received from the parent, the pupils shall be allowed to remain, and some suitable provision shall be made in some of the school rooms, for their protection and care under the eye of a teacher.

As far as practicable, the teachers shall confer with parents and endeavor to secure their co-operation in preventing pupils from coming to school before the proper hour, and from remaining at noon, except in cases of urgent necessity.

The teachers are expected as far as practicable, to exercise a general supervision of their pupils while going to and from school.

SEC. 40.—*Absence and tardiness.* It shall be the duty of teachers, at each morning and afternoon session, to notify, either by mail or in person, parents or guardians of every absent pupil, and of every case of tardiness not excused. Children shall not be sent home for excuses, when tardy. All pupils may be refused admittance at the next morning session of the school, if by that time excuses be not furnished for either absence or tardiness by the parent, provided that no pupil may be refused admittance unless the proper notice shall have been served, according to this rule. If an excuse does not state that the absence or tardiness was necessary or unavoidable, the pupil may be received, and the parent notified that the excuse is not considered sufficient. Any pupil who shall have been absent three half days, or tardy three times without rendering a satisfactory excuse, may be suspended.

SEC. 41 —*Contributions and presents.* No teacher shall allow a subscription or contribution of any kind in any public school.



SEC. 42.—*Prizes.* The teachers shall not award any medals or prizes to the pupils under their charge, unless specially ordered by the Board. Nor shall a pupil or pupils make a present or presents to their respective teachers during the school year. Nor shall a teacher or teachers make a present or presents to any Principal or Superintendent of said schools during the school year.

SEC. 43.—*Advertisements and agents.* No teacher shall read or distribute any advertisement, nor allow any advertisement to be read or distributed in any of the public schools. Nor shall any agent or other person be permitted to enter any school premises for the purpose of exhibiting, either to teachers or pupils, any new book, map, or other article of apparatus, or announce, in any manner, any public entertainment. The teachers shall not permit any books, tracts, or other publications to be distributed in their schools.

SEC. 44.—*Ventilation and temperature.* It shall be the duty of teachers to give vigilant attention to the ventilation of their school rooms. A regular system of ventilation shall be practiced in winter as well as in summer, by which the air in all the school rooms shall be effectually changed at each recess, and at such other times as may be necessary to prevent the breathing of impure air. The windows must not be opened during the cold season when proper ventilation can be secured by one of the ventiducts. Whenever windows are opened for the purpose of ventilation, it shall be by lowering them a few inches at the top, except during the warmest days of summer, and children shall in no case be allowed to sit in a draft of air. The Superintendent shall give special attention to the ventilation of all the rooms, and give such aid and directions to the teachers as may be necessary to a faithful observance of the foregoing rule.

During the season for fires, the teachers shall observe carefully the state of the thermometer, and endeavor to keep the temperature of their rooms from 65 to 68 degrees Fahrenheit. If in any case the temperature is found to rise above 70 degrees, it should be reduced immediately; and, in case it should be found below 65 degrees, measures should be taken immediately to raise it. The thermometers should be so located as to indicate as nearly as possible the average temperature of the rooms.

In all buildings heated by steam, it shall be the duty of the engineers, under the supervision of the Board, to take complete control of the heating apparatus. When a higher or lower temperature is needed in any room, the teacher shall notify the engineer, whose duty it shall be to attend to the matter promptly. The teachers and pupils in these buildings will have nothing to do with the heating apparatus.

SEC. 45.—*Teachers visiting schools.* Teachers may visit any of the public schools of the city for the purpose of observing different modes of instruction and discipline; but such visits shall not occupy more than one-half day in each term, and teachers shall not leave their schools for this purpose until they have obtained permission from the Superintendent, and in all such cases their schools



shall be dismissed from the time of their absence. Only one school shall leave the same building during the same half day. The Superintendent shall keep a record of all such visits and report the same to the Board of Directors at the close of each school month.

## II. DUTIES OF PRINCIPALS

SEC. 46.—*Responsibility of teachers.* The Principals shall be responsible for the general management and discipline of the schools, but each assistant shall be held responsible for the order, discipline, and advancement of her own room, under the general supervision of the Principal and Superintendent.

SEC. 47.—*Reading regulations to pupils.* It shall be the duty of the Principal of the school to read to the pupils, from time to time, so much of the school regulations as apply to them, that they may have a clear understanding of the rules by which they are governed.

SEC. 48.—*Order in stairways, halls and yards.* The Principals of the several schools shall establish special rules for the securing good order in the halls, stairways and school-yards.

SEC. 49.—*Care of school premises and furniture.* The Principals of the several schools shall prescribe such rules for the use of the basement and out-buildings connected with the school-houses, as shall insure their being kept in a neat and proper condition, and shall examine them as often as may be necessary for such purpose. The Principal shall be held responsible for any want of neatness or cleanliness about their school premises; and they shall have the special oversight and direction of the Janitors, under the general supervision of the Board of Education.

It shall be the duty of teachers to see that no persons are allowed to step on any of the chairs, settees, or window casings of the school without first placing something on the seat or casing that will secure it against all danger of being defaced or injured.

SEC. 50.—*Closing school premises.* It shall be the duty of the Principal of each school to report to the Board or Superintendent, if the Janitor fail to perform his duty.

SEC. 51.—*Care in respect to fires.* During the cold season it is expected that the Principals will superintend the making of fires so far as may be necessary to insure their being made at the proper time, and in a proper manner. They shall use every precaution to save the buildings from exposure to fire.

SEC. 52.—*Account for missing articles.* Whenever articles previously belonging to any school have been broken or lost, or have in any way disappeared or become useless, it shall be the duty of the Principal to send to the office of the Board a written explanation of the circumstances connected with such disappearance or loss.



SEC. 53.—*Superintendent to serve as Principal.* The Superintendent shall perform all the duties required of Principals, in all schools organized without a Principal, except in such schools as the Board may think best to appoint a teacher whose duty it shall be to perform said duties.

### III. PUPILS' DUTIES AND PRIVILEGES.

SEC. 54.—*Suspension for unnecessary absence.* Pupils absent more than *three half days* without excuse satisfactory to the teacher, or for causes other than those specified in the preceding rule, shall be reported by teachers to the Superintendent, and the Superintendent shall report the case immediately to the Board. But no teachers shall thus report any pupils till they have given to parents due notice of the delinquencies of their children, and employed all other appropriate means to secure regularity.

In the application of the foregoing rule, one tardiness, or leaving school without permission, shall be regarded the same as one absence.

Absences which occur when the attendance of the pupil would occasion a serious and imprudent exposure of health, shall be regarded the same as absences occasioned by sickness. Absences and dismissals for religious instruction, or during days held sacred by parents, shall be counted the same as absences for sickness, provided a written request be sent by the parent or guardian to the teacher.

Whenever the absences of a pupil are occasioned by sickness, and the teacher does not receive the proper notice of the cause till the pupil is suspended, the pupil should be restored by the parents explaining the cause either in person or by written note to the teacher, and not to the Superintendent or Board.

SEC. 55.—*Damage to school property.* Scholars who shall be guilty of defacing or injuring any school property, shall be required to pay for all damages. Notice of such damage shall be sent to the parents or guardians of the pupil, and in default of payment, the case shall be reported to the President of the Board, who may proceed with it according to law. Scholars thus reported to the President shall not afterwards be allowed to attend until payment of damages shall have been made, or the case otherwise adjusted.

SEC. 56.—*Absence from examinations.* Any pupil who shall absent himself from any regular examinations of the schools, or who shall fail to render sufficient excuse for such absence, shall be suspended from the school, and not be allowed to return without permission from the Board.

SEC. 59.—*Leaving school.* Whenever a parent wishes to have his child leave school before its close, for the purpose of taking lessons in music, or any other branch of instruction, he shall apply to the Superintendent, who may grant such permission, not exceeding one-fourth of a day at a time, nor one-half a day in



any week, provided it will not interfere with the pupil's regular course of instruction in the school.

Dismissals under this rule are to be recorded the same as other dismissals, but they shall not effect the merit average of attendance.

SEC. 60.—*Bad habits and bad language.* The pupils are strictly enjoined to avoid profanity, falsehood and deceit, obscene and indecent language, and every wicked and disgraceful practice, and to conduct themselves in an orderly and decent manner both in school and out.

SEC. 61.—*The suspension of pupils in special cases.* For violent and pointed opposition to authority in any particular instance, the teacher may notify the Superintendent, who shall immediately take measures to bring such pupil to obedience; but in case the pupil fails to yield obedience, the Superintendent may suspend him for the time being; thereupon the teacher or Superintendent shall inform the parent or guardian, and the President of the Board. Pupils thus suspended may be restored by the Board at its discretion.

SEC. 62.—*Suspension of pupils by the Superintendent.* Whenever a teacher of any school shall report to the Superintendent the name of a pupil whose conduct is considered such, in school and out, that he is an unfit member of the school, the Superintendent shall examine the case without delay, and if in his opinion the pupil has been duly admonished, and reformation seems to be hopeless, he shall suspend such pupil from the school temporarily. Any pupil thus suspended may be restored to the school by the Board at its discretion; but no pupil shall be finally expelled from the school without the approval of the Board.

SEC. 63.—*Promotions and forfeiture of positions.* No pupil shall be advanced from one grade to another except by special permission of the Superintendent, till he is able to sustain a thorough and satisfactory examination by the Principal, on all the branches of the grade from which he is to be transferred, including the oral lessons, use of slate, exercises on tables, etc. Pupils must be able to read any piece they have gone over, with proper expression; give the names and uses of the different marks used; spell any of the words, both by letters and by sounds so far as required in the grade from which they are to be promoted. In all the divisions in which pupils are able to write with any degree of freedom, the examination should be both oral and written. All promotions from one grade to another, and from one division to another, shall be made at the commencement of the school month.

Pupils may be sent into the class below the class to which they belong, whenever their scholarship falls below the standard fixed for admission to the class, but such pupils may be permitted to regain their lost position within one month, if their scholarship warrants it.



II. *SCHOOL RECORDS.*

SEC. 64.—*School records.* The teachers of each school shall keep such records as will show the attendance, scholarship, and deportment of the pupils, embracing the date of each admission and discharge, the age, nativity, and residence of each pupil; name of parent or guardian, whole number of different scholars enrolled; average number belonging; average daily attendance, and number of tardiness. The teachers shall also preserve a permanent record of time when they enter and leave school, and the amount of time lost during school hours.

SEC. 65.—*Blanks for schools.* All school registers, class-books, monthly reports of pupils, and blanks for monthly returns, shall be after uniform patterns, to be determined by the Superintendent, to whom all teachers shall apply when such books or forms are needed.

SEC. 66.—*Manner of keeping registers and class-books.* Teachers shall keep their registers and class-books neatly and accurately. All work upon the class-books, except the making of the record, must be done out of school hours.

SEC. 68.—*Monthly returns.* The teachers shall make monthly returns of their respective schools, in accordance with the blank forms prepared for that purpose, and deliver them at the office of the Superintendent before five o'clock P. M. on the Monday following the last Friday of each school month.

SEC. 69.—*Record books sent to the office of Superintendent.* At the close of each school year, all of the class-books, general records, registers, and records of visitors, shall be sent by the teachers to the office of the Superintendent for inspection; and those which are needed again at the schools shall be returned to the teachers at the opening of the fall term in September. All class-books and other record books, when filled up, are to be returned to the office of the Secretary of the School Board.

V. *MISCELLANEOUS.*

SEC. 70.—*Buildings, how used.* The school buildings under the control of the Board of Education shall not be used for any other purpose than the accommodation of the public schools, except by special vote of the Board.

SEC. 71.—*Authorized books for studies.* The books used and studies pursued, shall be such, and such only, as may be authorized by the Board; and no teacher shall require or advise any of the pupils to purchase, for use in schools, any book, pamphlet, or publication, not contained in the list of books directed and authorized to be used in the schools.

SEC. 72.—*Examinations.* There shall be an annual public examination of all schools, to be held at such time, and conducted in such manner, as the Board may direct.

SEC. 73.—Any willful neglect of duty, or violation of any of the foregoing provisions, or of the rules and regulations of said schools, by any teacher or Superintendent, shall be deemed a forfeiture of the contract.



## COURSE OF STUDY.

### FIRST YEAR.

#### FIRST TERM.

*Reading*—Use charts or blackboards. Words to be first learned, then their phonic elements. Lastly, building words by sounds. Use both script and printed forms of words, beginning with *script*.

Observe the following order:

1. The idea represented by the word to be learned.
2. The word as a sound, and its correct utterance by the pupils.
3. The word as a form,—its recognition at sight.

In selecting words to be learned, observe the following order: 1. Names of objects. 2. Action words. 3. Qualities. 4. Other words. The names of letters to be learned as fast as introduced in the reading lessons.

*Oral reading*.—Spell by sounds and by letters all words learned in reading lessons.

*Writing*.—On slates and blackboard, at dictation, all words in reading lessons. One side of the slate should be ruled by the teacher. Pupils to use long pencils and to hold them in a proper manner.

*Drawing*.—Inventive drawing. A few straight lines to be given the children, from which to form such figures as their ingenuity may invent. Also Kindergarten method.

*Numbers*.—Clear and ready perceptions of numbers, from one to five, to be developed with use of objects.

All possible additions, subtractions, multiplications, and divisions of integral numbers to be learned within each limit, as it is reached.

Exercises in rapid reckoning to be given at every step. Also concrete problems, 20 minutes per day. Meaning of  $+$ ,  $-$ ,  $\times$ ,  $\div$ . Learn to write these numbers in script, Roman, and Arabic characters. Pupils may learn to count 20 with and without objects.

*Lessons on common things*.—1. Objects in school-room—table, chair, slate, pencil. 2. Parts of the human body—head, face, etc. 3. Domestic animals—dog, cat, etc. 4. Clothing—hat, bonnet, etc.

*Language lessons*.—Systematic correction of common faults in speech to be continued throughout the year. Form short sentences, incorporating given



words. Answers to be given in full sentences. The use of the period to be taught; also, the use of capitals at the beginning of sentences.

*Vocal music.*—Singing simple songs. For scientific instruction see Blackman's Graded Songs.

*Morals and manners.*—Inculcate reverence and love for God, obedience to parents and teachers, and a kind and forgiving spirit towards brothers, sisters, and schoolmates. Guard against rudeness, and suppress profanity and the use of vulgar language.

*Physical exercises.*—Free gymnastics, a few minutes every hour, or as often as the pupils become weary of other employment. Vocal gymnastics. Require the pupils to sit and stand erect.

#### SECOND TERM.

*Reading.*—Charts and blackboard continued. Word method continued. The power to make out new words from phonic elements to be carefully cultivated. Words of two or three syllables may be used.

*Spelling.*—Same as first term.

*Writing.*—Same as first term.

*Drawing.*—Inventions continued, using not more than eight lines. Lines one foot in length to be divided by children into halves, thirds, fourths, etc.

*Numbers.*—Addition, subtraction, multiplication, and division of numbers to be extended step by step to nine. The four operations to be learned within the successive limits as they are reached, and exercises given with a view to promote rapid reckoning as well as thought. Count to 50. Roman numerals.

*Lessons on common things.*—1st, objects from the child's home; knife, fork, spoon, etc. 2d, food; apple, peach, cherry, etc. 3d, familiar flowers; rose, pink, etc.

*Language lessons.*—Same as first term, also short sentences to be written as drawn out by the conversation on objects.

*Vocal music.*—Same as first term.

*Morals and manners.*—Same as first term. Recite verses and maxims singly and in concert.

*Physical exercises.*—Same as first term.

#### THIRD TERM.

*Reading.*—First reader, or Webb's Word Method. See that the pupils fully understand the language used in the reading lesson. Frequently require the pupils to tell the story in their own words. Introduce new reading matter if possible. Ask questions on the pictures of the lesson. Let the standard for good reading be its resemblance to good conversation. Practice mental reading; all the class pointing carefully to the words as they are read by the teacher.



*Spelling.*—All words found in reading lesson, and also words in object and language lessons.

*Writing.*—Copying portions of the reading lessons on the slate and blackboard using capitals and periods. Spell at least once a day—by writing. See directions for first and second terms. Write their own names.

*Drawing.*—Inventions continued. Simple designs, squares, rectangles, etc., with straight lines.

*Numbers.*—As in former terms drill in numbers up to ten, and review. Use concrete numbers. Count to 100 with and without objects. Roman numerals to 50.

*Lessons on common things.*—1. Some familiar plants, with roots, stem, branches, etc. 2. Place; up, down, right, etc., and cardinal points. 3. Color; distinguishing and naming colors.

*Language lessons.*—Punctuation, names of comma, semicolon, colon, interrogation point and exclamation point. Several words may be given which the children may be encouraged to incorporate in short stories. Write sentences descriptive of objects set before them. Every child should be able to write his own name, the name of his teacher, and the school building.

*Vocal Music.*—Songs. Also see Blackman.

*Morals and manners.*—Read stories and actual occurrences to illustrate principles in manners and morals. Talks about right and wrong.

*Physical exercises.*—Once per hour.

## SECOND YEAR.

### FIRST TERM

*Reading.*—McGuffey's Second Reader, 60 pages. Use "The Nursery," or some other reading matter, two days in the week if practicable. Continued drill upon the phonic elements of words, with liberal use of the blackboard. Mark vowels with signs in Webster's Dictionary.

*Spelling.*—All words occurring in the reading lessons to be written and spelled orally, by sound and letter. Also names of the days in the week and months in the year.

*Writing.*—See previous year. Also take up all the small letters, separately, in classified order, one letter at each lesson, and explain analytically.

*Drawing.*—Same as last year. Also Demcker's No. 1, for the year.

*Numbers.*—Mental and written exercises in addition, subtraction, multiplication and division of numbers to 15. Exercises in notation and numeration of tens illustrated objectively. Roman numerals to "C." Concrete examples to be freely used in this and succeeding terms.



*Lessons on common things.*—1. Form and direction; four corners, edges, sides, round, vertical, etc. 2. Size; long, short, broad, narrow, etc. 3. Weight; heavy, light, heavier, etc. 4. Materials; wood, iron, stone, glass, etc.

*Language lessons.*—The same as last year, with more original sentences about objects and pictures. Teach the use of interrogation point. All errors in conversation and pronunciation to be corrected. The use of the pronoun I as a capital.

*Vocal music.*—See previous year. Blackman's No. 1, for the year.

*Morals and manners.*—Continued as in the previous year. Lessons of civility and courtesy should be inculcated.

*Physical exercise.*—Same as before, with calisthenic and singing exercises.

#### SECOND TERM.

*Reading.*—Second Reader to page 90. Phonics continued.

*Spelling.*—Same as first term. Days of the week and months of the year. Teacher may make a list of common words most likely to be misspelled, for frequent drill, both oral and written. Names of the seasons of the year.

*Writing.*—On slates and blackboard as before. Four lessons per week in primary copy book. Small letters to be analyzed. Use lead pencils, and insist on correct positions at all times.

*Drawing.*—See previous term.

*Numbers.*—Exercises, mental and written, in addition, subtraction, multiplication, and division of numbers to 35. Exercises in notation and numeration to 100. Roman numerals to CC.

*Lessons on common things.*—1. Clothing, girls and boys; work-days, Sunday; compared with that of other animals. 2. Human body and its motions. 3. Uses of the five senses.

*Language lessons.*—Same as the first term. Second rule for use of capital letters. The simplest use of the comma, interrogation and exclamation points. Writing requests made of the teacher.

*Oral geography.*—Draw a map of some square in the city, and name streets on sides; also, situation of buildings, etc. Draw, also, map of each school room, position of desks, tables, etc.

*Vocal music.*—As before. See Blackman's Graded Songs.

*Morals and manners.*—Same as previous term, with occasional talks about the behavior of children at home, at school, at church, in presence of company, etc.

*Physical exercises.*—Every hour.

#### THIRD TERM.

*Reading.*—Complete Second Reader and review. Phonics continued. Interperse new reading matter.



*Spelling.*—Review words in Second Reader, and Object and Language lessons.

*Writing.*—Primary copy book, four days in a week, with lead pencil. Capital letters explained. Continue to write on blackboard, slates, etc., as in previous term.

*Drawing.*—Continued. Draw leaves, etc.

*Numbers.*—Exercises, mental and written, in addition, subtraction, multiplication, and division of abstract and concrete numbers to thirty. Notation and numeration to hundreds, illustrated objectively. Roman numerals continued.

*Lessons on common things.*—Food. What is eaten raw? How prepared? What cooked? How cooked? Food of domestic animals. The children's home. Different rooms and uses. How lighted? Heated? Home of other animals compared with man's.

*Language lessons.*—Same as last term. Other uses of capitals and the comma—sign of possession and omitted letters.

*Geography.*—Draw a map of the city, and name streets, prominent buildings, and give directions from school-room.

*Vocal music.*—See Blackman.

*Morals and manners.*—See previous term.

*Physical exercises.*—Every hour.

---

## THIRD YEAR.

### FIRST TERM.

*Reading.*—McGuffey's Third Reader to Lesson XLIV. Give special attention to all marks and signs used. Require the pupils to repeat the substance of lessons in their own language. Give attention to definition of words by synonym and example.

*Spelling.*—All the words in the various branches and exercises of this grade.

*Writing.*—Copy book No. 1, and exercise book. Special attention to movement and position. Pen and ink commenced.

*Drawing.*—Under direction of Superintendent. Demcker, No. 2, for the year.

*Numbers.*—Exercises, mental and written, in addition, subtraction, multiplication, and division of numbers, within the limit of 100. Numeration and notation of thousands taught objectively. Roman numerals continued.

*Lessons on common things.*—The family and the relative duties of its members. The occupations of men and children. Carpenters, masons, cabinet makers, and their tools, etc.

*Language lessons.*—See previous term. Call attention to agreement of verb with its nominative.



*Geography.*—Draw a map of Polk county, and study townships, towns, and streams. Also, use of scale.

*Vocal music.*—Blackman, No. 2, for the year.

*Morals and manners.*—Under direction of Superintendent.

*Physical exercises.*—Continued throughout the course.

## SECOND TERM.

*Reading.*—McGuffey's Third to Lesson LXXX. Introduction of juvenile literature when convenient.

*Spelling.*—See previous term.

*Writing.*—See previous term.

*Drawing.*—Under direction of Superintendent.

*Numbers.*—Notation, numeration, and addition to hundreds of thousands. Multiplication (multipliers not to exceed nine). The idea of fractions to be developed objectively, and notation of the same to be taught to 1-9. Roman numerals.

*Lessons on common things.*—The surroundings of the house, yard, garden, street, barn, etc. What is in them? What is done in them? How kept? Occupation of men and women continued.

*Language lesson.*—Sentences to be constructed containing words selected from the reading lessons. Words pronounced the same, but spelled differently, as, to, too, two. The use of punctuation marks continued.

*Geography.*—Elementary text book. Cornell, to page 60, with study of U. S., and review for the year's work. Draw map of Congressional District, containing Polk county.

*Vocal music.*—Under direction of Superintendent.

*Morals and manners.*—Under direction of Superintendent.

*Physical exercise.*—Under direction of Superintendent.

## THIRD TERM.

*Reading.*—Finish McGuffey's Third Reader and review.

*Spelling.*—As in a previous term.

*Writing.*—As in previous term.

*Drawing.*—As in previous term.

*Numbers.*—Addition and multiplication continued. Subtraction taught and illustrated objectively. Exercises in subtraction: minuend not to exceed thousands. Notation of simple proper fractions. Exercises in single step reductions (descending), on such parts of tables as may be derived from object lessons, as required below.

*Lessons on common things.*—General objects, as in second term. Also, lessons on the measures, bushel, peck, quart, and pint. The weights, pound, half.



pound, quarter-pound, ounce. Time, years, months, days, hours, minutes, and seconds.

*Language lessons.*—Write sentences containing words used by builders, and mechanics, farmers, and miners, peculiar to their callings.

*Geography.*—Elementary book used. Cornell. Also, draw a map of Iowa, and teach general features and production.

*Vocal music.*—Under direction of Superintendent.

*Morals and manners.*—Continued through the course as above.

## FOURTH YEAR.

### FIRST TERM

*Reading.*—McGuffey's Fourth to Lesson XX.

*Spelling.*—All lessons of the grade to be spelled orally, by letter and sound. Spelling book.

*Writing.*—Copy book No. 2, and Exercise Book. Particular attention to free movements and proper position.

*Drawing.*—Under direction of Superintendent. Demcker, No. 2, for the year.

*Numbers.*—Exercises in addition, subtraction, multiplication, (multipliers not to exceed 25,) and division (divisors not to exceed 5.) Reduction of mixed numbers to improper fractions and the contrary, also, single step reductions of compound numbers to correspond with object lessons. Concrete examples to be analyzed. White's Intermediate to multiplication.

*Language lessons.*—Name words and action words to be selected from reading lessons, and to be required in original sentences. Action words connected with the idea of present, past, and future time. The simple statement with *have, be, is, etc.* All work to be synthetic.

*Lessons on common things.*—Forest trees; woods and their uses; leaves and barks of different trees; color, form. The measures; yard, foot inch. The weights; pounds, ounces, etc.

*Geography.*—Same as previous term. Also, productions of the State and pursuits of the people. Also, Cornell, from the 60th page to end and review for the year.

*Music.*—Under direction of Superintendent. Blackman, No. 2, for the year.

*Morals and manners.*—Under direction of Superintendent.

### SECOND TERM.

*Reading.*—Fourth Reader to Lesson XXXIV.

*Spelling and writing.*—As in previous term.

*Drawing.*—See previous term.



*Numbers.*—White's Intermediate to division. Also, simple calculations of surfaces of rectangles, two sides being given.

*Lessons on common things.*—Writing sentences containing quality-words, and selecting the same from the reader. Name-words modified; quality-words modified; number-words; limiting words. Pupils required to compose sentences containing these elements, and to discover them in various lessons, letter writing, compositions.

*Geography.*—Primary book, (Cornell.) Routes of travel from Des Moines to other places in the State.

*Music*—Under direction of Superintendent.

*Morals and manners.*—See last term.

THIRD TERM.

*Reading*—Fourth Reader to Lesson XLVI.

*Spelling and writing.*—As in previous term. Spell names of pupils.

*Drawing.*—See last term.

*Numbers.*—White's Intermediate to Sixth Section, completed and reviewed. Also, simple calculations of contents of parallelopipedons, dimensions not to exceed twenty.

*Lessons on common things.*—Manufactures of Des Moines. Objects of foreign trade. Spring and summer; what people do. The cube. Cubic feet, yard, etc.

*Language lessons.*—Plurals of words, how formed? Predicating actions and qualities. Letters and compositions on objects used above.

*Geography.*—Cornell's Primary.

*Music.*—As before.

*Morals and manners.*—As above.

---

FIFTH YEAR.

FIRST TERM

*Reading.*—Fourth Reader to Lesson LXIV.

*Spelling.*—All technical terms in the several branches studied; and spelling book.

*Writing.*—Copy book No. 3, and Exercise Book.

*Drawing.*—As before. Demcker, No. 3, for the year.

*Numbers.*—White's Intermediate to Subtraction of Fractions.

*Lessons on common things.*—Miss Youman's Botany to Chapter II.

*Grammar.*—Harvey's Elementary, to 80th page for the year. Also composition or exercises in narration.



*Geography.*—Cornell's Intermediate to page 26, for the year.  
*Music.*—As before. Blackman, No. 3, for the year.  
*Declamations.*—Occasional exercises in declamation.

## SECOND TERM.

*Reading.*—Fourth Reader completed.  
*Spelling.*—See previous term.  
*Writing.*—No. 3, and Exercise Book.  
*Drawing.*—As above.  
*Arithmetic.*—White's Intermediate to Section VIII.  
*Lessons on common things.*—Youman's Botany to Chapter III.  
*Grammar.*—Harvey's Elementary.  
*Geography.*—Cornell's Intermediate.  
*Music and declamations.*—As before.

## THIRD TERM.

*Reading.*—Fifth Reader to Lesson XXXI.  
*Spelling.*—Same as previous term.  
*Writing.*—No. 4 and Exercises.  
*Drawing.*—As before.  
*Arithmetic.*—White's Intermediate to Section IX. Fractions reviewed.  
*Lessons on common things.*—Youman's Botany, Chapters III and IV.  
*Grammar.*—Harvey's Elementary. Compositions continued.  
*Geography.*—Cornell's Intermediate.  
*Music and declamations.*—Continued. One day of each week spent in review.

## SIXTH YEAR.

## FIRST TERM.

*Reading.*—Fifth Reader, to Lesson LVII.  
*Spelling.*—Words from reading lessons, and all technical terms introduced in the course of instruction.  
*Writing.*—Copy book No. 4. Free movement exercises continued.  
*Drawing.*—As before. Demcker No. 4 for the year.  
*Arithmetic.*—White's Intermediate to lesson XII. Denominate numbers.  
*Lessons on common things.*—Youman's Botany, chapters V and VI.  
*Grammar.*—Harvey's Elementary from 80th page to end for the year. Compositions continued. Narrative and descriptive exercises extended. Letter writing from pupil to pupil, pupil to teacher, pupil to parent on school matters.



*Geography.*—Cornell's Intermediate from 25th to 50th pages for the year.

*Music and declamations.*—Continued. Blackman No. 3 for the year.

## SECOND TERM.

*Reading.*—McGuffey's Fifth Reader to lesson LXXV.

*Spelling.*—As before.

*Writing.*—No. 5. Free movement exercises.

*Drawing.*—See above.

*Arithmetic.*—White's Intermediate completed.

*Common things.*—Youman's Botany, Chapters VII and VIII.

*Grammar.*—Harvey's Elementary. See previous term.

*Geography.*—Cornell.

*Music and Declamation.*—Continued.

## THIRD TERM.

*Reading.*—Fifth Reader completed.

*Spelling.*—As in previous term.

*Writing.*—No 5 with free movement exercises.

*Drawing.*—As before.

*Arithmetic.*—General review of White's Intermediate. Extemporaneous questions and examples.

*Common things.*—Youman's Botany completed and reviewed.

*Grammar.*—Harvey's Elementary completed.

*Geography.*—Cornell.

*Music and declamations.*—Continued.

---

 SEVENTH YEAR.

## FIRST TERM.

*Reading.*—Sixth Reader to lesson XLII, and selections from the English Poets and prose writers. Elocutionary drills.

*Spelling.*—Same as previous year. Dictation exercises. English abbreviations.

*Writing.*—No. 6. Free movement exercises four times per week.

*Drawing.*—As before. Demcker No. 4 for the year.

*Arithmetic.*—White's complete to section X.

*Elementary physics.*—Gravity; demonstrations of its existence, and proof that it is proportional to mass. Definition and study of weight; how measured; instruments used; spring balances; steelyard; common balance; practical exer-



cises in weighing; false balance, etc. Specific Gravity; definition of; application to determine the weights of large masses of matter; in detection of alloys, etc.

*Magnetic attraction.*—The laws of attraction and repulsion; polarity of the magnet; use of this in mariner's and surveyor's compass; practical experiments.

*Electric attraction.*—Experimental study of the electricity of glass, wax, fur, etc.; good and bad conductors; electroscope; positive and negative electricity, lightning, lightning rods, uses, etc.

*Cohesion.*—Experimental study of; cohesion of liquids; of gases.

*Adhesion.*—Between solids; solid and liquid, glue, mucilage, printing, writing, etc. Cases in which a liquid will not adhere to a solid, and applications. Capillary attraction; pores in matter; uses; divisibility of matter. Adhesion of liquids to liquids; liquids to gases; gases to solids, etc.

*Grammar.*—Harvey's Grammar to 124th page for the year. Occasional exercises in transposing verse into prose.

*Geography.*—Cornell's Intermediate from 50th to 76th pages for the year.

*U. S. History.*—Four lessons per week.

*Music and declamations.*—Blackman No. 4 for the year.

#### SECOND TERM.

*Reading.*—Sixth Reader to lesson LXXI.

*Spelling.*—As in previous term.

*Writing.*—No. 6. Free movement exercises.

*Drawing.*—As before.

*Arithmetic.*—White's complete to section XIV.

*Elementary physics.*—Elasticity. Difference between elastic and non-elastic bodies; demonstrations of elasticity of glass, ivory, etc.; useful application of the elasticity of solids; brittleness; elasticity of liquids; elasticity of gases; of air; demonstrations of; application to diving bell, air chamber, air guns, etc.; compressibility.

*Pressure of air.*—Demonstration of downward, lateral and upward pressures; the amount of pressure; drawing liquid from a vessel; dropping and testing tubes; pneumatic railways; barometer; construction and use of; vacuum, how formed.

*Motion.*—Laws of; uniform, retarded, accelerated; motion of falling bodies; inertia; familiar illustrations; fly-wheels, hammers, axes, projectiles, etc.; concussion.

*Machines.*—Inclined planes; practical applications; ascending a hill, loading a wagon, going up stairway, etc.; wedges, knives, etc.

*Lever.*—Varieties; experimental demonstration of laws; practical application of; movements of the human body, etc.; screw, wheel and axle, pulley.



*Grammar.*—Harvey. Composition.

*Geography.*—Cornell.

*U. S. History.*—Through the Revolution.

*Music and declamation.*—Continued.

#### THIRD TERM.

*Reading.*—Sixth Reader to lesson CII.

*Spelling.*—See previous term.

*Writing.*—No. 7.

*Drawing.*—As above.

*Arithmetic.*—White's Complete to Partial Payments.

*Elementary physics.*—Motion in a curve. Pendulum—construction and study of a simple pendulum; study of clocks, watches, etc. *Mechanics of liquids.*—Pressure communicated in all directions equally; hydrostatic press; pressure resulting from weight; pressure upon bottom of vessel; upon sides; flow of liquids from orifices, artesian wells, springs, etc.; siphon, suction, air-pump, construction and working of common pump, force pumps, chain pumps, etc.

*Grammar.*—Harvey. Composition as before.

*Geography.*—Cornell.

*U. S. History.*—Reviews of previous terms.

*Music and declamations.*—As before.

---

## EIGHTH YEAR.

#### FIRST TERM.

*Reading.*—Sixth Electic to lesson CXXVII.

*Spelling.*—All words found in their studies, with spelling book.

*Writing.*—No. 7.

*Drawing.*—As above. Demcker No. 5 for the year.

*Arithmetic.*—White's complete to section XV.

*Elementary physics.*—Thorough review of preceding year, with the addition of classification of the properties of matter; discussion of universal gravitation, application of tides, etc.; center of gravity, equilibrium, etc.; composition of air, etc.

*Grammar.*—Harvey from 124th page to end for the year. Compositions

*Geography.*—Cornell's Intermediate from 76th page to end for the year

*U. S. History.*—To page —

Geography and History alternate.

*Music and declamation.*—As before. Blackman No. 4 for the year.



## SECOND TERM.

*Reading.*—Sixth Reader to lesson CLVI.

*Writing.*—No. 7.

*Drawing.*—As before.

*Arithmetic.*—White's Complete, to Cube Root.

*Physics.*—*Sound*—How produced; discussion of wave motion; velocity of, in air, in wood, water, iron, etc.; reflection of sound, echo, etc.; noise and musical tones; pitch, intensity, and quality of tone; musical instruments; the voice; the ear. *Heat*—Shown to be a mode of motion; conduction of heat; good and bad conductors; practical applications, clothing, ice-house, etc.; expansion by heat; air, balloons, draughts of air, etc.; expansion of liquids and solids; thermometer; construction and practical use; change of state from solid to liquid, and from liquid to gas; boiling; conditions of modifying boiling point.

*Grammar.*—Harvey. See previous term.

*Geography.*—Eclectic.

*U. S. History.*—To page ——

*Music and declamation.*—As before.

## THIRD TERM.

*Reading.*—Sixth Reader finished.

*Spelling.*—As before.

*Writing.*—No. 7.

*Drawing.*—As before.

*Arithmetic.*—White's Complete, reviewed.

*Physics.*—Light; source of; luminous and non-luminous bodies; how the latter are made visible; motion of light in all directions in straight lines; intensity of light at various distances; shadows; reflection of light, angles of incidence and reflection; mirrors, &c., refraction; image formed in the eye; inverted and upright images; fishes in water; prisms, lenses, spectacles; microscope; telescope; burning glasses; colors, colors of rainbow, &c.

*Chemical electricity.*—Construction of battery; apparent flow from positive to negative; effect on magnetic needle; effect on bar of soft iron, telegraph, fire-alarm, &c.

*Grammar.*—Harvey.

*Geography.*—Alternate with History.

*U. S. History.*—To be reviewed.

*Music and declamation.*—As before.



HIGH SCHOOL COURSE.

*FIRST YEAR.*

FIRST TERM.	SECOND TERM.	THIRD TERM.
Algebra.	Algebra.	Algebra (higher.)
Arithmetic.	Physiology.	Physiology.
English Grammar.	English Grammar.	English Grammar.
Elocution.	Physical Geography.	Physical Geography.

*SECOND YEAR.*

FIRST TERM.	SECOND TERM.	THIRD TERM.
Algebra (higher)	Geometry.	Geometry.
Science of Government.	Botany.	Botany.
Latin.	Latin.	Latin.
General History.	General History.	Rhetoric.

*THIRD YEAR.*

FIRST TERM.	SECOND TERM.	THIRD TERM.
Geometry.	Trigonometry.	Trigonometry.
Natural Philosophy.	Natural Philosophy.	Natural Philosophy.
Cæsar.	Cæsar.	Virgil.
Rhetoric.	English Literature.	English Literature.

*FOURTH YEAR.*

FIRST TERM.	SECOND TERM.	THIRD TERM.
Astronomy.	Higher Arithmetic.	Higher Arithmetic.
Chemistry.	Geology.	Geology.
Mental Philosophy.	Ment'l Philosphy, one half,	Kame's Elements.
Virgil.	Kame's Elements of Crit-	Chemistry.
	icism, one-half.	
	Chemistry.	





SECOND WARD BUILDING,  
Des Moines, Iowa.



SECOND ANNUAL REPORT

OF THE

BOARD OF EDUCATION

OF THE

PUBLIC SCHOOLS

OF

WEST DES MOINES,

IOWA.

---

*PUBLISHED BY ORDER OF THE BOARD.*

---

DES MOINES:  
CLARKSON BROS., PRINTERS.  
1874.



# ORGANIZATION OF THE BOARD FOR 1873.

---

PRESIDENT :

C. A. DUDLEY.

SECRETARY :

J. M. ST. JOHN.

TREASURER :

F. R. WEST.

DIRECTORS :

C. A. DUDLEY,  
W. W. WILLIAMSON,  
G. M. HIPPEE,  
J. J. WILLIAMS,  
FRANK BUTLER,  
T. P. MATHEWS,  
C. H. GATCH.

SUPERINTENDENT.

J. H. THOMPSON.



# ORGANIZATION OF THE BOARD FOR 1874.

---

PRESIDENT :

C. A. DUDLEY.

SECRETARY :

J. M. ST. JOHN.

TREASURER :

F. R. WEST.

DIRECTORS :

C. A. DUDLEY,  
G. M. HIPPEE,  
J. J. WILLIAMS,  
FRANK BUTLER,  
T. P. MATHEWS,  
C. H. GATCH.

SUPERINTENDENT :

J. H. THOMPSON.

---

## COMMITTEES :

---

1. *On Grounds, Buildings, Repairs, Fuel and Warming School Houses,*—BUTLER and WILLIAMS.
2. *On Janitor, School Furniture and School Apparatus,*—WILLIAMS and MATHEWS.
3. *On Teachers, Rules of School, and School Discipline,*—GATCH and HIPPEE.
4. *On Finance and Accounts,*—HIPPEE, BUTLER and DUDLEY.
5. *On Text-Books,*—MATHEWS and GATCH.
6. *On Examination of Teachers,*—C. A. DUDLEY, D. G. PERKINS and J. H. THOMPSON.



# President's Report.

---

The Board of Education of West Des Moines presents its report for the year ending September 15th, 1874:

For the details of the operations of the different schools, reference is made to the accompanying report of the Superintendent, which presents very fully the work done in the different grades, and also a satisfactory showing of the expense of our schools as compared with that of other cities in different states, while the per cent. of attendance is largely in our favor.

At the last regular meeting of the electors of the district, a full statement of our receipts and expenditures was made and published, together with a recommendation of the funds needed for the coming year.

Aside from the recommendation as to the funds required, heretofore published, we shall present in general terms the financial condition of the district to the date named.

The account with the school-house fund stands as follows:

Cash on hand at date of last report,.....	\$ 2,025.30	
Cash received from district tax,.....	22,968.90	
By cash for school-houses and sites,.....		\$ 5,093.11
By cash for bonds and interest,.....		18,775.00
		<hr/>
Balance on hand,.....		\$ 1,126.09

With the contingent fund:

Cash on hand at last report,.....	\$ 266.69	
Cash received from district tax,.....	6,697.52	
Cash received from other sources,.....	335.76	
By cash repairs of school-houses,.....		\$ 1,437.07
By cash fuel,.....		875.15
By cash Secretary and Treasurer,.....		200.00
By cash other purposes,.....		4,336.29
		<hr/>
Balance on hand,.....		\$ 451.46



With the teachers' fund:

Cash on hand at last report,.....	\$ 3,934.68
Cash received from district tax,.....	16,381.50
Cash received from semi-annual apportionment,	4,992.24
Cash received from other sources,.....	234.60
By amount paid teachers,.....	\$ 17,043.38
Balance on hand,.....	\$ 8,499.60

We are by law required to raise from year to year such portion of our outstanding bonds as will enable the district to pay them in full at their maturity; and when the amount raised by the tax of '73 came into the treasury, the Board took immediate steps to call in the bonds maturing in July, 1875. These bonds amounted to \$9,000, and were redeemed June 1st, of this year, thereby saving to the district the interest on the bonds redeemed for thirteen months, amounting to \$975.

The law authorizing the issue of the bonds makes them payable at the pleasure of the district issuing them, and as this fund cannot be used for any other purpose, the Board should from time to time call in their outstanding liabilities, thus saving the interest on the bonds.

By the payment of this \$9,000, the outstanding bonds of the district are reduced to \$90,000, maturing as follows:

April 1, 1878,.....	\$ 14,000
July 1, 1878,.....	7,500
April 1, 1879,.....	5,500
June 1, 1880,.....	40,000
April 1, 1881,.....	23,000

The levy recommended by the Board for the ensuing year is as follows:

Contingent fund,.....	\$ 10,014.00
Teachers' fund,.....	17,000.00
School-house fund,.....	16,500.00
Total,.....	\$ 43,514.00

By comparing this with the levy made last year, the aggregate only exceeds that by \$514, notwithstanding the increased expenses of the district.

At the last annual election two of the members of the old Board were re-elected, C. H. Gatch, Esq., and the undersigned. As the law had reduced the number of directors to six, W. W. Williamson, Esq.,



declined to serve longer. By his retirement the Board lost its oldest member in service, and a member whose counsels were always wise and judicious.

In the First Ward the Board purchased early in the spring a site containing an acre of ground, for the location of the new school building.

For this the district paid \$700 in money, and also gave the old school-house site in exchange at \$300.

Upon this site a two story brick building, with basement under the entire house, and stone foundation, containing four rooms, (besides halls and clothes presses,) each with a seating capacity of forty-five to fifty pupils, has been erected and entirely completed.

As two rooms afford all the accommodations for school at present required, only the two lower rooms have been furnished.

The mason work was contracted for \$2,559, and the carpenter work for \$2,728.88. As the work progressed, a few changes were made and some extras ordered, so that their entire amount, including grading, out-buildings, well and pump, plank-walks, lightning-rods, and furnishing the two lower rooms with new furniture, has cost the District \$6,238.51, being in excess of the appropriation voted by the electors for that purpose, \$238.51.

The building is well arranged, both for the convenience and comfort of pupils and teachers, and in every way a credit to the public spirit of our city, which has in providing means for public school buildings, always been most liberal and generous.

Much care has been exercised in an effort to properly ventilate the entire building by providing foul air ducts in the floor of each room, leading into a large ventilating shaft in the center of the building.

Into this shaft is introduced a galvanized smoke flue, which, when warmed, will create an ascending current of warm air in the shaft, and thus aid in drawing the foul and cold air from the floor of each room.

As our school rooms are so ill ventilated and so many ill consequences result from improper ventilation, or in many instances, no ventilation at all, this subject should have the most careful and considerate attention on the part of those entrusted with the erection and management of the school buildings.

In the Second Ward, the Board has made a further effort to heat and ventilate the school building there. The stoves used during the winter failed to heat the rooms properly and uniformly, and for want of proper flues greatly endangered the building from fire. Their continued use was unsafe and the protection of the building required them to be discarded or the construction of new flues.

After much competition, the contract for warming and ventilating the house was let for \$4,000. The heating to be done by steam, combining both direct and indirect radiation, and the ventilation to be secured by supplying the old ventilating shafts with steam pipes connected directly with the boilers used for generating steam.

The contract requires each room to be heated during the coldest of



weather to a temperature of not less than 70°, and for the performance of this contract, the contractor gives bonds in the sum of \$6,000. We shall need the experience of the coming year to test the efficiency of the present arrangement.

Near the middle of the school year a new room was opened in the Third Ward school building to accommodate the increased attendance there, caused by the rapid settlement of that portion of the city and the limited accommodations for schools in the Fourth Ward. And for these causes another room will be needed before the close of the present year, otherwise the schools in both wards will suffer from over crowded rooms.

The Fourth Ward building is entirely inadequate for the accommodation of the pupils there, and its present dilapidated condition renders it almost unsafe as a house for school purposes. As it now is many pupils belonging there are forced to attend school in the Third Ward, else remain deprived of school privileges.

Some immediate step should be taken to remedy this defect, either by way of enlargement and repair of this building, or the erection of a new one in such portion of the city as will relieve the lower grades of both the Third and Fourth Ward buildings.

The district for a long time has had the use and occupancy of a strip of ground sixty-six feet in width on the west side of its lot in the Fourth Ward. The Board has purchased the lot for the consideration of \$650. This now secures to the district ample grounds for school purposes in that ward.

When the Board came to make provisions for the present year, they had to provide an additional teacher for the Third Ward and one for the High School. The salaries of a few of those who had taught longest in our schools were advanced, the Board considering that their services were worth the increased pay, and meritorious work should be rewarded here, when it had been done, and that we could better afford to compensate our skilled teachers than lose them and take our chances in securing the services of others no better skilled.

We believe the schools are in a most satisfactory condition, and indicate progress and advancement in all the many and varied elements which must harmoniously unite to make them successful and accomplish the ends for which they have been established and are maintained.

These results are due to the careful work and ability with which the Superintendent and entire corps of teachers have performed their respective duties.

No dissensions or want of harmony in the Board, or failure of cooperation between the Board and Superintendent and teachers, have occurred to retard or interfere with the progress of the school work during the year.

As the responsibilities attaching to the management of the schools, and the large sums of money necessary to sustain them, increase year by year, they who are entrusted with these cares and duties will need to plan wisely and well so as to maintain and perpetuate the purpose for which our State has established and so liberally endowed them.

C. A. DUDLEY,

*President of the Board of Education.*



# Report of the Superintendent.

---

*To the Board of Education, City of Des Moines, West Side:*

According to your rules and regulations, I have the honor to present my Second Annual Report of the condition of the schools under your direction and care.

The schools opened on the eighth day of September, 1873, and closed on the twelfth day of June, 1874.

The schools were in session nine and one-half months, or one hundred and ninety days.

There was no serious interruption of the schools during the year.

In the former part of the year, several schools were temporarily suspended on account of sickness among teachers. Also during some of the winter months the attendance of the schools was reduced considerably by the measles.

The result of the year's work was more satisfactory than any other since I have been connected with your schools.

The methods previously adopted were better understood by the teachers, and better executed. The general discipline of the schools has been considerably improved.

The percentages of attendance and punctuality were increased somewhat above other years, caused by more faithful efforts on the part of the teachers, and the adoption of more stringent rules by the Board of Education. There is still large room for improvement in these particulars. The bane of the public schools is irregularity of attendance. We are led to believe there is a lack of appreciation of this truth on the part of many parents and guardians.

After all the efforts teachers may put forth, if parents will continue to permit pupils to remain away from school on slight pretexts and for trivial reasons, there never can be that promptness in attendance that ought to be. We sometimes think it strange that many parents do not see the importance of prompt and regular attendance.



If a boy were going to learn a trade, the dullest parent understands that he must give up everything else and attend to his trade six days in a week and fifty-two weeks in a year.

But in training the mind and in pursuing branches whose subjects are more closely connected than the different parts of an artizan's work, it seems difficult for some to perceive any necessity for regular and vigorous effort.

Pupils in school are taught in classes, and like a moving line of soldiers, if one steps out of the ranks for an hour even, he finds the column has moved on and he is left behind. Nor can the line be overtaken by the delinquent without extra effort; the very one who is most frequently least disposed to make the exertion.

One of the most serious objections to the public graded schools is, that it supposes all children are equal in capability; thus keeping the bright and diligent back on account of being classed with dullards and idlers.

In our schools we have attempted to avoid this objection by making the system as flexible as possible. Each month there has been a written examination in all the grades above the first primary.

This monthly sifting causes the brightest or most industrious to rise to the surface, when they are transferred to a higher class. At the end of each term, also, the Superintendent makes a general search for such pupils and makes promotions accordingly.

This we believe is only just to those pupils who show by their industry and intelligence that they are worthy to go up higher. It is also an incentive to others to follow their example.

Two additional rooms were fitted up in the Third Ward, and two teachers employed to take charge of them.

Your attention is respectfully invited to the following summary of statistics for the year. For fuller statistics, in particular, see tables appended to this report:

*Population &c., of Des Moines.*

	1874.
Population.....	16,720
Number of children between the ages of five and twenty-one..	4,384
Percent of pupils enrolled on total number eligible.....	57



*Population, &c., of the West Side.*

Population of West Side is near.....	12,000
	1873. 1874.
Number of children between the ages of 5 and 21.....	2,534 2,728
Percent of pupils enrolled on the total number eligible.	64½ 64½
Number of weeks in school year.....	38

*Per cents. as above, in other Cities.*

Baltimore.....	.33
Buffalo.....	.50
Columbus.....	.54
Chicago.....	.44
Cincinnati.....	.24
Cleveland.....	.39
Davenport.....	.52
Indianapolis.....	.42
Richmond, Va.....	.26
St. Louis.....	.28
Washington City.....	.50
<i>Des Moines</i> .....	.64½
Boston.....	.95
San Francisco.....	.81

*School Buildings.*

Number of school buildings owned.....	4
Number of school rooms owned.....	28
Number of recitation rooms and offices.....	7
Number of seats for pupils.....	1,716

*Value of School Property.*

Value of school sites.....	\$ 25,000
Value of school buildings.....	175,000
Value of school furniture.....	4,290



*Number of Schools.*

High school .....	1
Grammar schools.....	9
Primary schools.....	13
Ungraded school.....	1
	<hr/>
Total number of schools.....	24

*Teachers.*

	1873.	1874.
Number of Teachers in High school.....	3	3
Number of Teachers in Grammar schools.....	7	9
Number of Teachers in Primary schools.....	13	13
Number of Teachers in Ungraded .....	1	1
Superintendent.....	1	1
	<hr/>	<hr/>
Total. (Males, 4; Females, 23).....		27

*Times Teachers Tardy.*

In the High School.....	00
In the Grammar Schools.....	60
In the Primary Schools.....	89
In the Ungraded School.....	6

*Pupils Registered.*

	1873	1874
In the High School.....	135	143
In the Grammar Schools.....	343	500
In the Primary Schools.....	1096	1018
In the Ungraded School.....	80	89
	<hr/>	<hr/>
Total number enrolled.....	1654	1750

*Cost of Tuition per Pupil on No. Enrolled.*

In High School.....	\$19.92
In Grammar Schools.....	10.79
In Primary Schools.....	7.15
In Ungraded Schools.....	6.92
Average cost per pupil.....	9.73



*Amount Expended per Pupil,**Including Tuition, Fuel, Repairs, and Janitor's Wages.*

DES MOINES.....	\$13.53
Baltimore.....	31.15
Buffalo.....	13.77
Columbus.....	27.38
Chicago.....	16.93
Cincinnati.....	25.32
Cleveland.....	13.09
Davenport.....	16.33
Richmond, Va.....	21.95
St. Louis.....	22.05
Washington City.....	49.73
Boston.....	29.82
San Francisco.....	26.52

In reading we have pursued the same methods as formerly.

In the lower grades the drills in the phonic elements have been kept up. The pupils have been taught to use the marks employed in Webster's Dictionary.

Familiarity in the use of these signs will be of great advantage to the pupils in after years, when they come to refer to a lexicon.

In the higher grades the "three step" method of study and recitation has been followed, namely: 1st, To criticise the *pronunciation* of words; 2d. To inquire into the *meaning* of words and phrases; 3d. To examine into the modes of *expression*, emphasis, pause, tone, &c.

In Arithmetic, Grube's Method has been employed in the Primary grades. This method was referred to and briefly explained in our last report. It succeeds admirably. Our teachers are highly pleased with the plan.

In the higher grades, Oral and Written Arithmetic have been combined. This saves time, while it gives the pupil the advantage of both methods.

The further discussions of this Report will be under the following heads, viz:

*Language Lessons in Elementary Schools.*



*Drawing.*

*The High School.*

*The Duties of the Superintendent.*

*Conclusion.*

### *English Grammar in Elementary Schools.*

This subject embraces such an amount of theoretical and practical grammar as can be taught to children from the time they enter school until their sixth school year.

It is conceded by all well informed teachers that the old treadmill way of teaching grammar to children has miserably failed; that is, if we consider that the real object of studying grammar is, to become proficient in the "Art of using the English Language appropriately and elegantly."

We remember, when a boy, of hearing a pupil, who was studying old Kirkham in the usual stereotype way, give the following remarkable examples of proper nouns. After glibly reciting the definition, he surprised his teacher and classmates by giving as examples: "Charles, epecac and gangoose." On reference to the book it was discovered that he meant "Charles, Ithica, and Ganges." I take it that this is a specimen of about how much is usually understood in text-book cramming of definitions and rules.

School drill in penmanship usually has the effect to improve the hand writing. Practice in Elocution or drill in Arithmetic generally results in improvement in reading and increased facility as accountants.

If these results did not follow we would not hesitate to pronounce that the teacher was not competent to instruct, or that the method of presentation was defective.

Certainly there is abundant evidence to convince the most incredulous that the "clish-ma-clack" of formal grammar, as taught to children, does not give any increase of power to use language any more gracefully or properly. We are led to believe then, that there is some defect, either in the subject taught or the manner in which it is taught.

The truth is there is a wide difference between the *Art* and *Science* of Grammar as applied to children.

The *science* of grammar is as far above the comprehension of children as "Locke's Essays on the Human Understanding."

The *Art* of using language and of using it elegantly, can be taught to children, and in such a way that they will take great delight in.



Boys learn to swim by going into the water and obeying Dombey's injunction to his family, by "making an effort."

They might study anatomical plates and the laws of specific gravity until the next flood, and if they did nothing more, they would not be able to keep their heads above water. One might as well expect to become a fine painter by studying the Solar Spectrum, as to expect to become proficient in the "Art of speaking and writing the English language with propriety" by studying Kirkham or Greene and nothing else.

We may confidently predict that if Milton and Shakspeare had spent years in syntactical parsing, without the study of the best authors and without living practice, that their style would have been as stiff and chilly as an icicle. I freely admit that theoretical grammar has its place, and in its place is a valuable auxiliary to the learner who would rise above mediocrity. But its place is not in the primary or intermediate schools, and all attempts to invert nature's order by introducing theory before practice instead of evolving theory from practice, must prove fruitless. It is not only fruitless, but it really inflicts an injury. If you attempt to train the vine around the trellis in a manner contrary to its nature, it will pine and die. So if we attempt to instruct mind upon plans which controvert the laws of mental development, not only is there a loss of time, but we commit a positive wrong.

It now remains for us to sketch a plan which is based on more philosophical principles. We do not attempt to give a *perfect* plan, but one we confidently believe to be superior to much of the parrot recitations in many of our schools. Text-books can be of little use to the pupil at this early age. The teacher might, perhaps, with profit use a hand-book as a guide, but real study of language, at the first, does not come from books.

The study of English begins at the cradle and ends only with life. The study of language at school should begin the first day of school and should not be interrupted during the whole school course.

### *Course of Training in Language.*

*For Primary and Intermediate Schools.*

#### FIRST YEAR.

During the first year the pupil should learn to use correctly the words it already knows.\*

This embraces correct pronunciation and correct grammatical form.



The teacher should correct all incorrect pronunciation and improper expressions. There should be a daily drill on elementary sounds, so as to give facility to the voice muscles and to acquaint the ear with the correct sounds. The pupils vocabulary should be increased by

*Talking Exercises.*

He should be led to observe the qualities of objects, and to express those qualities in complete and correct sentences.

During the latter part of this first year the pupils read from the reader. The lessons of the reader should become the topics of extended conversation. *Writing words* should begin as early as reading and even earlier.

The copying of spelling lessons should be an essential part of their preparation.

Copying sentences also from the reader will give exercise in punctuation, in the use of capitals, and in spelling, as well as be the means of enlarging the pupil's vocabulary.

SECOND YEAR.

In the second year the preceding exercises should be continued. Besides copying from the book, maxims and proverbs and stanzas should be placed neatly on the board and carefully copied by the pupils.

Heretofore the pupil has had the printed or written form before him. The teacher should now take a step in advance by requiring the pupil to convert spoken into written language. Words, phrases, and in time sentences should be dictated by the teacher and carefully written on slates or paper. These should be carefully criticised by the teacher, to see that the spelling is correct and that capitals and punctuation marks are correctly placed.

THIRD YEAR.

In the third year, besides keeping up the exercises of the preceding years, the pupil should be required to *construct* as well as copy sentences. The starting point may be an object lesson; the end is sentence-making. This should be one of the uses of all object lessons. The pupil may state each fact separately at first; as "The apple is red," "The apple is round." Afterwards he should unite all in one sentence; as, "The apple is round and red." One of the best methods of teaching the meaning of words is to require the pupil to compose sentences



containing words selected from the reading and other lessons; as, "boy," "rose," "hand." "The boy reads well," "The rose is red," "Your hand is clean." A more difficult form of the same exercise is to require all the words indicated to be incorporated into one sentence; as, taking the words used above, "The 'boy' has a 'rose' in his 'hand'."

During this year the learner may begin to study words so as to distinguish between those of nearly similar signification. Pupils may be required to change words in their reading lessons into others of like significance.

This exercise may be made auxiliary to the study of technical grammar, by grouping the words; one day taking *name* words, another day *quality* words, &c.

Thus the pupils will be delighted in making their own classifications.

#### FOURTH YEAR.

Including some of the exercises already named, in this year the pupils may be required to describe pictures, orally and in writing.

Oral descriptions of the pictures found in the readers, both from sight and memory, should be practiced from the very first, in all the lower grades. Writing the substance of reading lessons, also of stories read or related by the teacher, form good exercises for this grade. Another capital drill is changing simple verses of poetry into prose.

To familiarize pupils with the use of prefixes and affixes, they may be required to form sentences containing different derivations from the same root; as, report, import, support, comport, portable, &c.

This may be too difficult for this grade, and may be deferred till later in the course.

#### FIFTH YEAR.

In this year the teacher may give some oral lessons in Grammar, embracing the simplest classification of words.

Some of the most obvious properties of words may be brought out.

Besides this, there should be exercises in letter writing, with instruction in dating, signing, folding, &c. Composition proper may be introduced.

The previous exercises, if faithfully taught, will enable the pupils to enter on this work with confidence and pleasure.



It will be understood that Language lessons are to be a *daily* exercise, the same as Reading or Arithmetic. The exercise should be faithfully criticised by the teacher from the first. Pupils will give more faithful labor in the performance of any exercise if they know their work will be submitted to a close inspection by a critical eye. This same plan should be followed after the pupil has taken the Grammar. Every definition and form should be abundantly illustrated by sentence-making. This is the only road to good English.

### *Drawing.*

The time is almost past when the friends of "drawing in the public schools" are obliged to enter into elaborate statements of facts, figures and reasons to convince school authorities of the practical value of drawing. While certain kinds of drawing are now acknowledged to be of great use to the mechanic and manufacturer, we believe teachers themselves are not fully aware of its value in an educational course of study. They do not seem to understand that it is intimately associated with all other studies, and instead of robbing them of precious time, it really sharpens and tones up the mind for the more ready acquisition of other knowledge.

Attention, or the power of fixing the mind on any particular subject and holding it there, is necessary in the pursuit of all knowledge, or for success in any department of life. When drawing is properly taught the power of attention is directly cultivated. It is constantly making demands for close and continuous observation. It requires accurate comparisons between different objects and the different parts of the same object. The repeated exercise of this faculty creates a habit of the mind which is unconsciously used in all after life greatly to the advantage of the possessor.

When invention and composition are taught in drawing, as they may be, even to small children, they become powerful auxiliaries to the cultivation of reason and the imagination.

Perhaps no school exercise has ever been devised better calculated to lead the minds of children away from the real to the ideal than that of inventive drawing. When by simple and progressive exercises children discover they have power to create new forms and designs, the imagination becomes active and the whole mind aroused to greater exertion in the pursuit of abstract knowledge.

The power of conception is closely allied to this. The children



should be taught to *remember* forms and by rearranging them in their minds, to form mental pictures which may be expressed in a new drawing.

From forming concepts of this kind it is an easy step to the formation of concepts in other departments of thought.

Drawing is a language; and the same reasons urged in favor of the study of language as a means of culture, may also be used in favor of drawing, since it is only a general mode of communicating thought to others.

Besides being a universal language "known and read of all men," drawing is a great help in the study of a particular language. The Latin and Greek and other languages in which the meaning and relation of words often depend on minute differences in inflection, are much more readily learned by those who have had the eye and power of attention cultivated by a systematic course of drawing.

The study of drawing greatly aids in the pursuit of science. Botany, Physiology, Geology, Natural History, &c., cannot be pursued in the best way without drawing. The drawing of the leaves, stems, fruits and flowers of plants; the different parts of the human body and lower animals, serves to fix their forms in the mind better than it is possible in any other way.

The observation necessary to draw a form serves to correct that form in the mind and imagination, while the attempt to express the form by lines and shades corrects errors of observation.

While drawing seeks admission into our schools, not for the purpose of diminishing attainments in other branches of study, but as a handmaid to all of them, it also comes in as a relief from over study.

Parents sometimes complain that we, as Superintendents and Teachers, have been driving their children through the mazes of Language lessons, Arithmetic, Grammar, Algebra, &c., from year to year at an increasing speed. Drawing comes in not to increase this pressure, but as a relief, by relaxing the mind and improving our methods of instruction; by furnishing more for the hands to do while the feverish brain is comparatively at rest.

If the foregoing remarks be true it follows that all school children should have instruction in drawing. Not that it is expected or desirable that all shall become artists any more than that all who learn to read shall become professed elocutionists; but on account of its great educational worth as well as on account of its practical importance in every day life.



*Who Shall Teach Drawing?*

If drawing is to be introduced into all the grades of our public schools, special teachers cannot be found in sufficient numbers to do the work. This work must be done by regular teachers. The teaching of drawing requires the same kind of skill as the teaching of other subjects; hence, for elementary drawing at least, the regular teacher will succeed better than a special teacher. A special teacher may have more skill in making drawings, but the daily teacher generally understand the child's mind and disposition better and knows better how to present elementary ideas.

The difficulties of teaching drawing and of drawing on the blackboard for illustration have been overestimated. Let teachers begin at the beginning and practice in advance of their classes, and no unusual difficulties will be encountered.

*How Shall Time be Obtained?*

One objection frequently urged against the introduction of drawing into the public schools is the want of time. So many exercises have been introduced from time to time that no place can be found for drawing. Our answer to this objection is that the time taken from other exercises for drawing will be more than compensated in increased power in mastering other subjects. But to silence all objection on account of lack of time, the teacher can take half the time usually devoted to writing and give it to the drawing exercise. Experience has shown that nothing will be lost in writing and a great deal will be gained in drawing.

The free use of the blackboard is found to be essential to the best teaching of almost any subject. Still more is it indispensable in teaching drawing. It is not expected that fine drawings will be executed. It is used for the purpose of illustration only. The teacher should draw only a small part of a figure at a time and explain each point carefully, requiring the class to work together with her. The children should also be permitted to draw frequently upon the blackboard, dividing the class into sections if necessary on account of room.

An occasional exercise in drawing from memory or dictation of some figure or form previously learned, is very important in testing the amount of knowledge retained by the pupil. The value of this exercise is still further increased by requiring a written description of the drawing after it is made.



The geometric names of the different lines, angles and forms, may be given to children in primary grades at proper intervals. Not that an abstract definition in words should be learned, but the different geometric forms should be known by their names. We do not believe these forms and definitions should be paraded before the children in a group as their first lessons in drawing, but that they should be introduced singly and progressively, as they may be needed in childlike exercises. "Little children weary with hard names, and tire of mere geometric shapes."

Elementary drawing has been practiced in our schools during the year, and considerable progress has been made.

Both children and teachers have entered upon this work with zeal and earnestness, and the drawing exercise is looked forward to with pleasure.

### *High Schools.*

The influence of the High school is by no means confined to those who are members of it. This influence is felt in all the lower grades as a kind of magnetic force, drawing all towards its elevated situation. The High school boy or girl is looked upon by those of the lower grades as being possessed of enviable advantages; and the child of the primary school, even, sees the day longingly, when he shall belong of right to this same High school which now draws him forward with such force. He is thus incited to more patient and more persistent efforts to advance. In our own High school we have often invited the smaller children to witness the more interesting exercises, and to join in some of the simpler ones, such as singing a song or speaking a selection, that they might receive a foretaste of the delights and thus increase their appetites for more.

There is opposition in some quarters to the spirit and existence even, of our public High schools.

Though there is no dissatisfaction in our own city, so far as we are aware, yet it might be well to state briefly some of the objections urged against the High schools of our school system.

It is objected that only a limited portion of the community attend these High schools, and hence it is unjust to tax the whole community in general for such a school.

While it is too true that a fraction only of those eligible to school ever obtain the benefits of the High schools, yet it is not the fault of the schools. They are free to all.



This very fact has, doubtless, inspired many a poor boy of longing soul, whose words of wisdom in maturer years, are to fill the world, to improve the friendly aid offered him by a generous public.

Without the existence of these facilities for higher culture, furnished by the liberality of the good, "many a flower" not "born to blush unseen," would be forced to do so on account of poverty. It should be an aim of all interested in the general diffusion of knowledge to induce as many as possible to enter, and finish the course of study in these schools.

Again, it is objected that these schools cost more than they produce. Our answer to this is that ignorance wastes money. Our country is notorious for extravagant waste in official and private ways. This results from ignorant men of uncultivated and impractical minds occupying high official stations through political chicanery; and the waste of this incompetency would establish a high school in every place where there should be one, all over the land.

Knowledge is money as well as power. A single educated man, having obtained his *thirst* at least for knowledge, in the High school, might by his superior wisdom save enough to a community to pay for their High school for years.

The great advantage the Germans had in the late war with France, is universally conceded to have been in the fact that the mass of the former was educated. This was not education simply in the fundamental branches, but was a training of the muscles of the mind, produced by mastering the abstrusities of science.

Two years of higher education is of more value in developing the mind at the opportune age of sixteen than any other four years of school life.

There is a time in most young persons' experience, when the mind fairly leaps out of its confines and longs to grapple with difficult and manly things. This particular "flood-time" of life is the time when such persons should have advantages for higher culture.

We will mention one more objection. It is objected that if all become educated, there will be none to labor in the common avocations of life. It seems that these objectors hold labor to be despicable. This was the doctrine of Slavery and Feudalism. Their advocates avowed there must be a servile and ignorant class to serve the more wealthy.

The tendency of the diffusion of education would be to remove the odium of labor by making it respectable. If only the weak and igno-



rant labor, then it would always be held a degradation ; but when all are educated, then labor becomes respectable. " We must not have one kind of education for the poor and another for the rich."

The High schools constitute the head of the public school system. Decapitate the public schools by destroying the High schools, and the entire body will wriggle in convulsions and die at the going down of the sun.

The High school of Des Moines continues to be the pride of its citizens. It is well patronized by all classes. The Board of Education was exceedingly fortunate in retaining the services of Mr. A. N. Ozias, as the Principal, and Miss S. J. Porter, as Assistant. Miss Porter has for several years been one of the principal instructors in the National Normal School at Lebanon, Ohio.

### *Duties of the Superintendent.*

The duties of the Superintendent are many and often complex. None of the industries in the country can reach their highest success without an intelligent head or director.

A mile of railroad track cannot be kept in repair even, without a section Supervisor, whose business it is to direct and concentrate the labors of others with that of his own. It cannot be presumed then, that one of the most difficult operations, and one often little understood, namely: properly to "teach the young idea how to shoot," can be most successfully done without an intelligent superintendent. Especially is this so in a system of schools in which many different grades are to be made to dovetail harmoniously together.

The difficult task of systematizing the work of the Graded schools, belongs to the Superintendent. A course of study must be prepared with such care that all its parts will be suited to the capacity and powers of the pupils in different stages of growth. This supposes a degree of skill and wisdom which can only be acquired after years of experience and toil in teaching and observing.

The delicate task of selecting teachers adapted to the work of teaching in the various grades, requires an accurate estimate of character and belongs in part to the duties of the Superintendent of the schools.

The Superintendent must be acquainted with the best methods of conducting recitations in all the different branches, and must be ready to take the place of any teacher from the lowest primary to the advanced class in the High school. He must not only be able to tell a



good school from a bad one, but he must be able to show how to make a bad school a good one. He must be master of the art of instruction, and government.

The various schools must be visited frequently and thoroughly examined. Criticisms must be justly made, reproof carefully administered and instruction skillfully presented.

To this end Teachers' Meetings must be faithfully carried on and so conducted as to touch upon the practical work of every day. Such a programme must be prepared and such exercises introduced as will best develop particular methods and correct particular errors.

The work of the janitor must be inspected, that the rooms may be kept in proper condition and of proper temperature.

Records must be kept and reports received and tabulated. Scores of questions must be answered, scores of suggestions made. The Superintendent must be arbitrator between parents and teachers and between teachers and pupils. He must be everywhere present with advice on all the various subjects connected with the school business. In short, he must "be wise to know, prudent to judge, and swift to execute."

### *Conclusion.*

I desire to acknowledge the uniform kindness, forbearance, and co-operation of all the teachers in performing these arduous duties of the Superintendent. Upon the daily teacher in the school room must the real success of the schools depend.

I cheerfully attest that it was the ambition of all the teachers in our schools to faithfully perform every duty intrusted to their care. To them, and to the Board of Education, for the kind spirit in which their counsels have been given, and for the good will and forbearance of all its members—my sincere thanks are due.

J. H. THOMPSON,  
*Superintendent.*



# STATISTICAL TABLES.

## TABLE I.

*Showing the whole number of different pupils enrolled, male and female; the number examined for promotion; the number promoted at this examination; the number promoted at other times; the total number promoted during the year; the number neither absent nor tardy; the number not absent; the number not tardy, and the average age.*

	Whole No. of pupils enrolled	Whole No. of males.	Whole No. of females.	No. examined for promotion.	No. promoted at this examination.	No. promoted at other times.	Whole No. promoted during the year.	No. neither absent nor tardy during the year.	No. not absent.	No. not tardy.	Average age.
High School.....	143	64	79	91	0	84	84	1	2	6	15.8
FIRST WARD.											
Mr. Charles Ozias.....	89	43	46	Ungraded.			0	0	0	11	9.4
SECOND WARD.											
Mrs. Morrow.....	136	56	80	13	8	46	54	0	0	59	6
Miss Richmond.....	83	43	40	38	31	15	46	0	1	26	7.3
Miss Posegate.....	77	41	36	28	20	0	20	1	3	27	9
Miss Willsie .....	73	40	33	20	18	22	40	0	0	42	9.8
Miss A. Glisan .....	67	25	42	36	34	0	34	2	3	16	10.5
Miss M. Glisan .....	71	38	33	51	42	2	44	2	4	20	12
Miss Skinner.....	90	45	45	38	31	16	47	7	4	21	12.4
Miss Garfield .....	49	13	36	32	25	0	25	1	2	7	13.6
Miss Boynton.....	40	23	17	25	10	1	11	0	0	0	14.7
Totals .....	686	324	362	281	219	102	321	13	17	218	
THIRD WARD.											
Miss McManima.....	112	52	60	36	11	25	36	0	0	43	6.2
Miss Mathews.....	67	32	35	8	8	11	19	0	0	30	7.5
Miss Gray.. .....	68	37	31	20	18	1	19	0	0	57	9
Mrs. Clark.....	73	39	34	25	11	8	19	0	0	30	10.2
Miss Flanders.....	52	25	27	34	25	15	35	1	4	15	11.5
Miss Weeks .....	56	25	31	22	16	1	17	0	1	16	12.5
Mrs. Buckland.....	50	17	33	14	14	0	14	0	0	0	12.6
Mrs. Wilson.....	67	43	24	25	20	0	20	12	12	19	14
Totals .....	545	270	275	184	123	61	179	13	17	210	
FOURTH WARD.											
Miss Berger .....	105	56	49	16	14	16	30	9	9	36	6.2
Miss Williams.....	70	35	35	17	15	20	35	1	5	23	8.7
Miss Edwards.....	59	26	33	41	17	17	34	1	1	12	10.5
Mr. King.....	53	19	34	13	9	32	41	1	0	10	11.8
Totals .....	287	136	151	87	55	85	140	12	15	81	



TABLE II.

Showing the enrollment; average number belonging; average daily attendance; number of days of absence; number of tardinesses; number neither absent nor tardy; the per cent. of punctuality; the per cent. of attendance and the cases of truancy of the different Wards for each month.

	FIRST MONTH.						SECOND MONTH.					
	1st Ward.	2nd Ward.	3rd Ward	4th Ward.	High School.	Total.	1st Ward.	2nd Ward	3rd Ward.	4th Ward.	High School.	Total.
Enrolled.....	57	470	382	217	128	1254	55	500	389	218	135	1297
Average No. belonging.....	56.4	431.1	353.7	202.7	117.5	1161.4	52.4	467.5	368.2	205.8	119.2	1221.2
Average daily attendance..	48.4	406.3	334.9	191.3	115.4	1089.3	45.8	429.9	348.8	191.8	116.8	1133.1
No. days absence.....	151	530	407	267.4	148	1512.9	132	777	402	281.5	215	1807.5
No. of tardinesses.....	96	199	96	97	182	670	69	316	137	94	236	852
Neither absent nor tardy..	5	167	175	61	17	425	10	124	176	63	17	390
Per cent. of punctuality.....	95.1	98.2	98.9	98.1	96	97.2	96.2	98	98.7	98.5	98	97.1
Per cent. of attendance.....	85.5	93.9	94.7	94.3	98.6	93.2	87.4	92.2	94.3	93.1	95.2	93
Cases of truancy.....	3	10	1	.....	2	16	1	7	2	4	.....	14
	THIRD MONTH.						FOURTH MONTH.					
Enrolled.....	49	517	387	223	130	1306	65	525	388	236	125	1339
Average No. belonging.....	47.3	473.8	373.5	228.2	125	1227.8	55	471.7	362.6	215.5	123	1227.8
Average daily attendance..	44.1	449.5	352.5	194.8	116	1157.5	49	435.4	342.9	200.4	113.8	1141.5
No. days absence.....	43	524	400.5	246	125	1341.5	122	730.5	391.5	297.5	180	1720.5
No. of tardinesses.....	39	288	66	116	142	623	57	343	86	108	227	820
Neither absent nor tardy...	15	191	176	67	28	477	10	177	153	76	19	435
Per cent. of punctuality.....	97.7	97.8	99.4	98.3	96.6	97.9	97.1	97.7	98.8	98.4	95	97.4
Per cent. of attendance.....	94.5	94.5	93.9	94.3	94.4	93.5	89.1	92.2	93.4	93.1	92	91.9
Cases of truancy.....	.....	9	6	7	2	24	.....	11	2	3	.....	16
	FIFTH MONTH						SIXTH MONTH.					
Enrolled.....	65	496	371	231	115	1278	53	464	376	227	118	1238
Average No. belonging.....	53.1	459	356.6	219.4	112	1200	47	443.5	359.4	217.1	113	1180
Average daily attendance..	48.3	422.8	330.9	189.7	104.5	1106.2	43.3	412.7	344.5	195.5	105.8	1101.8
No. days of absence.....	96	566	546	290	150	1648	74	640	570.1	411	144	1839.1
No tardinesses.....	62	341	109	145	165	822	55	233	76	82	135	581
Neither Absent nor Tardy.	17	113	136	54	22	342	13	124	134	50	31	352
Per cent of punctuality.....	96.7	97.8	99.1	97.9	96	97.5	96.8	98.1	99.2	98.5	96.8	97.9
Per cent of attendance.....	90.9	92.3	91.1	93.3	91.9	92.3	92.1	92.9	94.3	91.3	93.6	92.9
Cases of truancy.....	.....	11	.....	2	2	15	.....	14	3	3	2	22
	SEVENTH MONTH.						EIGHTH MONTH.					
Enrolled.....	52	445	361	220	113	1191	31	460	354	212	103	1160
Average No. belonging	46	428.7	346.2	202.2	110.7	1133.8	21	421.8	340.2	189.7	96	1048.7
Average daily attendance..	42	396.4	323.5	185.5	105	1052.4	19	384.2	286.8	168.6	92	950.8
No. days of absence.....	64	563.9	452.5	298	107	1485.4	40	818	584	410	80	1942
No. tardinesses.....	26	139	75	138	78	456	10	167	62	54	63	356
Neither absent nor tardy...	11	148	160	62	31	412	8	127	92	58	30	315
Per cent of punctuality.....	98.2	98.5	99.3	98.8	98	98.5	98.3	98.5	98.9	99.2	97.7	98.5
Per cent of attendance.....	92.9	91.3	92.2	94.4	93.1	96.6	93.5	90.5	90.2	89.2	88.7	90.9
Cases of truancy.....	.....	12	.....	2	3	17	.....	12	4	3	3	22



TABLE II—CONTINUED.

	NINTH MONTH.						SEMI MONTH.					
	1st Ward.	2d Ward.	3d Ward.	4th Ward.	High School.	Total.	1st Ward.	2d Ward.	3d Ward.	4th Ward.	High School.	Total.
Enrolled.....	25	436	362	196	91	1100	17	386	325	173	83	984
Average No. belonging.....	21	392.7	338.4	182	88	1022.1	15.8	362.2	300.7	165.8	78.5	923
Average daily attendance..	19.5	346.1	307.	161.3	84	917.9	13.1	327.2	266.7	141.3	76.4	824.7
No. days of absence... ..	30	984.5	628.5	423	80	2132	24	390	320	186	19	939
No. of tardinesses.....	13	155	63	46	48	325	12	77	22	34	24	169
Neither absent nor tardy...	7	91	89	41	19	247	3	123	110	45	27	316
Per cent of punctuality.....	98.2	98.4	98.9	99.2	95.5	98	95	98.6	99.5	98.4	98.4	97.9
Per cent of attendance.....	92.8	88.4	91.7	88.5	98.5	91.7	83	87	90	88.4	97.5	89.1
Cases of truancy.....	.....	10	6	2	.....	18	.....	5	1	3	.....	9

*Report of High School,*

*For Year ending September 15th, 1874.*

Whole number of Teachers employed was :

Males.....	2
Females.....	1
	—
Total.....	3

Whole number of pupils enrolled was :

Boys.....	64
Girls.....	79
	—
Total.....	143

Number advanced to next grade from final examinations :

First Class.....	28
Second Class.....	26
Third Class.....	11
Senior.....	19
	—
Total.....	84



The following table shows the text-books and the number of pupils pursuing each study :

MATHEMATICS:

SUBJECT.	NO.	AUTHOR.
Arithmetic.....	61.....	White.
Algebra.....	73.....	Ray.
Geometry.....	44.....	Davies.
Trigonometry.....	11.....	Davies.

NATURAL SCIENCE.

Physics.....	13.....	Norton.
Chemistry.....	22.....	Youman.
Astronomy.....	21.....	Burritt.
Physiology.....	61.....	Brown.
Botany.....	26.....	Gray.

LANGUAGE.

English.....	41.....	Harvey.
Latin.....	26.....	Arnold (Harkness).
English Literature.....	14.....	Hart.
Mental Science.....	21.....	Wayland.
Rhetoric.....	42.....	Day.
General History.....	28.....	Anderson.
Book-keeping .....	30.....	Bryant & Stratton.

*Catalogue of the Graduates*

*Of West Des Moines High School.*

CLASS OF 1868.

Kate Lynch.

Lena Ingham.

Mary Holiday.

Clifford Newman.

CLASS OF 1871.

Anna Weeks.

Mary Coskery.

Maggie Edwards.



## CLASS OF 1872.

Mary McClelland.  
Eliza McClelland.  
Hattie Rollins.

Jennie Dickinson.  
Ella Perkins.  
Sarah Pierce.

## CLASS OF 1873.

Aggie Girton.  
Olive McHenry.  
Eva S. Gatch.  
Sarah McHenry.  
Lillie Ainsworth.  
Nora Stark.

Kate Sibley.  
Rhoda Dickey.  
Aggie Newton.  
Frank Vorse.  
Lowrey Goode.  
Lawrence Greer.

George Edwards.

## CLASS OF 1874.

Will E. Page.  
Minnie Simington.  
Mary F. Patty.  
Arthur Davis.  
Alice Jones.  
Vera Reinking.  
Frank Butler.  
Belle M. Gilcrest.  
Hattie Newton.

Joseph Myerly.  
Alice Dimmick.  
Meda Scott.  
Lewis F. Clarke.  
Katie Dorsey.  
Jennie Chase.  
Jesse Wells.  
Emma McHenry.  
Meda Scott.

*Graduating Exercises, High School,*

JUNE 12, 1874.

FIRST PART—From 9½ to 11½ o'clock, A. M.

Prayer,.....Rev. J. Murphy.

## MUSIC.

“Salutatory Address,”.....Will E. Page.  
“Our Lives,”.....Minnie Simington.  
“Clods Crumble,”.....Mary F. Patty.



## MUSIC.

- “Work,” ..... Arthur Davis.  
 “Trifles,” ..... Alice Jones.  
 “True Nobility,” ..... Vera Reinking.

## MUSIC.

- “The Creation,” ..... Frank Butler.  
 “Fact and Fancy,” ..... Belle M. Gilcrest.  
 “Pockets,” ..... Hattie Newton.

Frank Girton, excused on account of sickness.

SECOND PART—From 2½ to 4½ o'clock, P. M.

## MUSIC.

- “Our National Greatness,” ..... Joseph Myerly.  
 “Shams,” ..... Alice Dimmick.  
 “Memory's Dewdrops,” ..... Meda Scott.

## MUSIC.

- “Science,” ..... Lewis F. Clarke.  
 “Seeing ourselves as others see us,” ..... Katie Dorsey.  
 “Over the Alps lieth thine Italy,” ..... Jennie Chase.

## MUSIC.

- “Resources of America,” ..... Jesse Wells.  
 “Self-reliance and Girls,” ..... Emma McHenry.  
 “Valedictory,” ..... Inez Scott.

Conferring Diplomas, C. A. DUDLEY, President of the Board of Education.

Class Song, ..... “We Must Part.”

## BENEDICTION.



*Teachers of West Des Moines Schools.*

J. H. THOMPSON,	.....	<i>Superintendent.</i>
A. N. OZIAS,	.....	<i>Principal High School.</i>
MISS S. J. PORTER,	.....	<i>Assistant.</i>
" LU BOYNTON,	.....	<i>D Grammar.</i>
" ANNA B. GARFIELD,	.....	<i>C " "</i>
" S. W. SKINNER,	.....	<i>B " "</i>
" MIRA SCOTT,	.....	<i>A " "</i>
" MAGGIE GLISAN,	.....	<i>D Primary.</i>
" ADA GLISAN,	.....	<i>C " "</i>
" CHARITY WILSIE,	.....	<i>B " "</i>
" M. E. POSEGATE,	.....	<i>B " "</i>
" A. RICHMOND,	.....	<i>A " "</i>
MRS. — MORROW,	.....	<i>A " "</i>
" LU M. WILSON,	.....	<i>Principal 3rd Ward and teacher in D Grammar.</i>
" BELLE BUCKLAND,	.....	<i>C " "</i>
MISS LIZZIE WEEKS,	.....	<i>B " "</i>
" E. J. FLANDERS,	.....	<i>A " "</i>
MRS. — CLARKE,	.....	<i>D Primary.</i>
MISS MARY GRAY,	.....	<i>C " "</i>
" ANNA M. MATHEWS,	.....	<i>B " "</i>
" HATTIE C. McMANIMA,	.....	<i>A " "</i>
MR. J. W. KING,	.....	<i>Principal 4th Ward and teacher in A Grammar [and D Primary Grades.]</i>
MISS MARY EDWARDS,	.....	<i>C Primary.</i>
" MARY WILLIAMS,	.....	<i>B " "</i>
" L. A. BERGER,	.....	<i>A " "</i>
MR CHARLES OZIAS,	.....	<i>Ungraded Schools.</i>



# Rules of the Board.

---

1. The regular meetings of the Board shall be held on the second Monday of each month, except the regular meetings in March and September, which shall be held on the third Mondays of said months, at the office of the Secretary of the Board.

Special meetings may be called by the President, but no special meetings shall be held until all the members of the Board shall have been notified of the same by written notice left at the residence of each school director.

2. Four members shall constitute a quorum.

3. The order of business at the regular meetings shall be as follows :

*First*—Reading of minutes.

*Second*—Communications.

*Third*—Petitions.

*Fourth*—Reports of standing committees.

*Fifth*—Reports of special committees.

*Sixth*—Reports of officers and Superintendent.

*Seventh*—Unfinished business and motions.

The rules of order shall be the same as those usually governing deliberative bodies.

4. There shall be appointed annually, on the third Monday in March, five standing committees of not less than two members each, as follows :

*First*—On grounds, buildings, repairs, fuel, and warming school-houses.

*Second*—On janitors, school furniture, and school apparatus.

*Third*—On teachers, rules of school, and school discipline.

*Fourth*—On finance and accounts, to whom shall be referred all subjects respectively relating thereto.

*Fifth*—On text books.

*Sixth*—On examination of teachers.

5. The fiscal year of the Board shall commence on the first day of September, and the annual report of the Board, and of the Superintendent, shall be ready for distribution by the first day of October of each year.

6. All bills presented for the action of the board shall specify items, and no order on the Treasurer for their payment shall be issued until duly receipted.

## DUTIES OF COMMITTEES.

1. *On Grounds, Buildings, Repairs, Fuel and Warming.*—It shall be the duty of this committee to have the general supervision of the building, repairing and improving all school-houses, including



grounds. For repairs costing over twenty dollars, and building contracts, said committee shall proceed with the same under the special instruction of the Board. This committee shall provide the school buildings with such heating and ventilating apparatus as may be authorized by the Board.

2. *On Janitor, School Furniture and School Apparatus.*—This committee shall have special supervision of the Janitors, and shall furnish the school with such furniture and apparatus as the Board may direct.

3. *On Teachers, Rules of School, and School Discipline.*—It shall be the duty of this committee to inquire into the character and competency of each applicant for a situation as teacher; to fill all vacancies which may occur, requiring action before a regular meeting of the Board; and to inquire into any charges or complaints against the Superintendent, teachers, or other officers of the Board, and to report the same to the Board at its next meeting. This committee shall also consider and report on all subjects connected with the Rules of the Board for the regulation of the school.

4. *On Finance and Accounts.*—It shall be the duty of this committee to inquire into the state of the funds of the Board, and recommend such measures as may be deemed necessary to raise the amount needed for school purposes, and for the disbursement of the same.

5. *On Text Books.*—It shall be the duty of this committee to examine and recommend to the Board the text books for the use of the schools, and constantly observe the merits or defects of the books in use, and recommend any change in such matters as they may deem important.

6. *On Examination of Teachers.*—It shall be the duty of this committee to prepare suitable questions to test the knowledge of the applicant for a position as teacher in our schools, in Orthography, Reading, Writing, Arithmetic, Geography, English Grammar, United States History, Physiology, and Theory and Practice of Teaching.

In case a teacher shall be required to teach other branches than those specified, he shall, prior to his appointment, produce a certificate of qualification to teach those branches in addition to the branches aforesaid.

## JANITORS.

It shall be the duty of the Janitors to prepare the fuel necessary for warming the school buildings; to build the fires in time each morning, to comfortably warm each room before the opening of school, to keep the stoves and pipes free from all unnecessary accumulation of ashes and soot, to carefully guard the buildings from all damages by fires; to carefully and thoroughly sweep out the school rooms, halls, and passages thereto after the close of each school day, and carefully dust them before the opening of the school in the morning; to close the blinds and lock the outside doors at night; to keep the out-houses clean and in good order, and to perform such other duties as may be required of them by the principals, or Superintendent, or regulations of the Board, or the committee on Janitors.



## SUPERINTENDENT AND HIS DUTIES.

SECTION 1.—The Superintendent shall act under the advice and direction of the board of education, and shall have the superintendence of all the schools, school-houses, books, and apparatus. He shall devote himself exclusively to the duties of his office. He shall keep regular office hours—other than school hours—at a place to be provided for that purpose, and at which the Board may hold its meetings. He shall acquaint himself with whatever principles and facts may concern the interests of popular education, and with all matters pertaining in any way to the organization, discipline and instruction of public schools, to the end that all children in the city (west side), who are interested in the public school, may obtain the best education which these schools are able to impart.

SEC. 2. He shall visit all the schools as often as his duties shall permit, and shall pay particular attention to the classification of the pupils in the several schools, and to the apportionment among the classes of the prescribed studies. In passing daily from school to school, he shall endeavor to remedy defects and introduce improvements.

SEC. 3. He shall keep the Board of Education constantly informed of the condition of the public schools, and the changes required in the same. He shall keep a record of all his proceedings, at all times open to the Board of Education.

A general report of the condition of the public schools shall be prepared by him, at the close of each school year, for publication. He shall moreover report to the Board of Education, from time to time, such by-laws and regulations for the government, discipline, and management of the public schools, as he may deem expedient, and the same may be adopted by the Board; and he shall also perform such other duties as the Board of Education shall, from time to time, direct.

SEC. 4. The Superintendent is authorized to grant permits to pupils resident in one school division to attend school in another, when there are good reasons for the change, and report to the Board at the first subsequent meeting.

SEC. 5. The Superintendent shall carefully observe the teaching and discipline of all the teachers employed in the public schools, and shall report to the Board whenever he shall find any teacher deficient and incompetent in the discharge of his or her duties; and he shall appoint such meetings of the teachers as are necessary to secure uniformity in the teaching and discipline of the schools.

SEC. 6. It shall be the duty of the Superintendent to preserve at his office a complete list of all personal property belonging to the several public schools; and at the close of each school year he shall cause a careful comparison to be made of this list, with the articles belonging to the schools, and report the same to the Board.

SEC. 7. He shall fill all vacancies occasioned by the temporary absence of teachers, and report the same to the Board at its first subsequent meeting.



## TERMS, VACATIONS, ETC.

SEC. 8. The length of the school year and the time for opening ; and time and length of vacations, shall be fixed by the Board.

SEC. 9. The Fourth of July, Annual Thanksgiving, Decoration Day ; and from Christmas to New Years following, inclusive, shall be regarded as holidays.

SEC. 10. The Board of Education shall fix the rate of tuition for the High Schools, Grammar Schools, Intermediate Schools, Secondary Schools, and Primary Schools, when they find it necessary to charge tuition, in proportion to the cost of conducting each department, requiring payment to be made the first week of each term ; and they shall cause said rate of tuition to be published in the city newspapers at least one week before the commencement of each term.

SEC. 11. The term of attendance upon the High School, necessary for graduation, shall be four years.

SEC. 12. The principal of the High School, and such teachers of other departments as the Superintendent may direct, shall send monthly reports to the parents or guardian of each pupil, showing the average of the pupil in attendance, scholarship, deportment, etc., to be signed by the parent or guardian, and returned to the Principal.

SEC. 13. Pupils shall not be admitted to the High School until they shall have sustained a satisfactory examination upon the branches pursued in the Grammar Schools.

SEC. 14. The regular examination for admission to the High School shall take place once each year, near the close of the summer term.

SEC. 15. It shall be the duty of the Superintendent to prepare a suitable list of questions for the examination of candidates for admission to the High School ; and some member of the Board shall be present during the examination.



## DISTRICT SCHOOLS.

## I. MANAGEMENT.

SEC. 16. The District Schools shall be divided into eight grades, as follows:

First, second, third, fourth, fifth, sixth, seventh, and eighth grades; each grade indicating the number of years that the pupil has been in school.

SEC. 17. The first four divisions shall be called Primary Grades, and named A, B, C, and D Primary. The last four divisions shall be called Grammar Grades, and named A, B, C, and D Grammar Grades.

## II. DAILY SESSIONS.

SEC. 18. The morning sessions of the schools shall commence at nine o'clock and close at twelve; the afternoon sessions shall commence at thirty minutes past one o'clock, during the year; and from the first Monday in the school month of November to the first Monday in the school month of March, the afternoon sessions shall close at four o'clock and fifteen minutes; provided, that nothing in this section shall be so construed as to prevent the teacher from the judicious exercise of the right to detain a pupil for a reasonable length of time after the regular hour for dismissing school, either for the purpose of discipline or to make up neglected lessons.

SEC. 19. *Uniform standard of time.* It shall be the duty of each Principal to see that the clock which is designated as the regulator belonging to the school, is set to city time every morning, and all the teachers shall conform to this standard in making their record of attendance, both for themselves and their pupils, and each teacher shall carefully set his or her clock or watch with the designated regulator of said school every morning at fifteen minutes before nine o'clock.

SEC. 20. *Tardiness.* The bell of each school shall be rung *five minutes* before the hour for commencing school; and every pupil who is not in the school room when the hour arrives shall be marked as tardy.

SEC. 21. *Recess.* The teachers of the High School, the Grammar and Intermediate divisions of the District Schools, shall allow a recess for all the pupils in the same, not exceeding fifteen minutes from the time they leave their seats until they are again seated; and the teachers of the Secondary and Primary divisions shall allow a recess not exceeding twenty minutes from the time the pupils leave their seats until they are again seated. Whenever pupils are detained in the school room at recess, they shall pass out after the recess is closed. Teachers



shall recommend but not compel pupils to pass out of the school room at intermissions; but they shall never be required to remain out when the exposure will be injurious to health.

SEC. 22. *Opening and Closing of Schools.* The teachers shall punctually observe the hour for opening and dismissing the schools; and during the time from the opening of the school-rooms to departure of the children from the school premises, the teachers shall faithfully devote themselves to the duties of their office; but they shall not in any manner encourage pupils to assemble at any other than regular hours for recitation, unless for special instruction in preparation for examination.

### III. REQUISITES FOR ADMISSION.

SEC. 23. *Age and non-residence.* All children living within the limits of the district who are not otherwise disqualified, and who are upwards of five years of age, shall be entitled to attend the public schools of the district; but no child whose residence is not in the district, or who has only a temporary residence in it for the purpose of attending the public schools, shall be received or retained in any school, except by paying a fixed tuition, when on presenting to the Superintendent a certificate of tuition-fee, given by the Secretary of the Board, he shall then be received into such divisions as shall best suit the advancement of the pupil applying. After the first month of the year pupils shall not be admitted in the A Primary Grade only during the first week of each month.

SEC. 24. *Pupils shall have books.* No pupil shall be allowed to retain connection with any public school, unless furnished with books, slate, and other utensils required to be used in the class to which he belongs; provided, that no pupil shall be excluded for such cause unless the parent or guardian shall be furnished by the teacher with a list of books or articles needed, and one week shall elapse after such notice, without the pupils obtaining such books.

SEC. 25. *Cleanliness.* Any child that comes to school without proper attention having been given to the cleanliness of his person or dress, or whose clothes need repairing, shall be sent home to be properly prepared for the school-room.

SEC. 26. *Contagious diseases.* No pupils affected with any contagious disease shall be allowed to remain in any of the public schools.

SEC. 27. *Pupils passing from one district to another.* Whenever a pupil passes from one school district to another, he shall be required to present to the teacher of the school he enters, a certificate from the teacher of the school which he leaves, stating that he is in good standing at the time of leaving, and specifying the grade and class to which he belongs. He shall then be allowed to enter a class in the same grade as that which he has left.

### VI. EMPLOYMENT OF TEACHERS.

SEC. 28. At the last regular meeting before the close of the school year, the Board may elect the teachers. The teachers then elected, and those afterwards appointed, when confirmed by the Board, shall



hold their positions for the time elected or appointed, unless sooner removed.

SEC. 29. No person, either male or female, under the age of twenty-one years, shall be appointed as teachers in any of the public schools.

SEC. 30. *Salaries of teachers.* The salaries of teachers shall be regulated by the number of year's experience of such teachers, in schools of good standing, counting the first year at the lowest salary, and adding the annual increase for each year's experience.

The salaries of Teachers and Superintendent shall be as follows:

The Superintendent of all the schools not to exceed.....	\$1,800
First Assistant, High School, not to exceed.....	1,200
Second Assistant, High School, not to exceed.....	700
Highest salary in the eighth grade in the Second Ward, not to exceed.....	700
In the eighth grade of the Third Ward, not to exceed.....	700
In the eighth grade of the Fourth Ward, not to exceed.....	800
In the first grade of the Second Ward, not to exceed.....	700
In the first grade of the Third Ward, not to exceed.....	600
In the first grade of the Fourth Ward, not to exceed.....	600

Teachers of three years' experience, in all other grades, not to exceed \$60 per month.

Teachers from two to three years' experience, not to exceed \$50 per month.

Teachers from one to two years' experience, not to exceed \$40 per month.

Teachers of one year's experience, not to exceed \$30 per month.

The Board may vary the salaries from the above rates.

SEC. 31. All teachers when absent from school, shall forfeit their salary during the continuance of such absence; and no teacher shall absent himself or herself from school except from actual sickness, without permission of the Board. When a teacher returns to school after a temporary absence, and fails to send notice in time to save the substitute the trouble of going to the school, the substitute, and not the teacher shall receive the pay for the day. Any teacher violating the foregoing section, shall forfeit his or her position in the school. The above provisions apply to the Superintendent as well as to teachers.

## VII. DUTIES OF TEACHERS.

SEC. 32. *Teachers to acquaint themselves with the regulations.* All the teachers of the public schools are required to make themselves familiar with the regulations, and to co-operate with the Board at all times in taking such measures as may be necessary to secure their observance.

A faithful compliance with the rules relating to teachers, shall be one of the conditions on which teachers retain their connection with the public schools.

It shall be the duty of every teacher to have a copy of the regulations at all times in his or her school room, and to be conversant with the same.

SEC. 33. *Teachers to be punctual, and to report deviations.*



Teachers shall be in attendance at their respective *school rooms* and open the same for the reception of pupils at thirty minutes before the time prescribed for commencing school in the morning; and fifteen minutes in the afternoon; and any failure to comply with the foregoing shall be reported to the Board by the Superintendent; and the Board shall have authority to reprimand or dismiss such teachers at pleasure.

Teachers shall also invariably report their own tardiness, and the dismissal, absence, or other irregularities of their schools in the monthly report to the Superintendent.

SEC. 34. *Teachers' meetings.* Teachers shall attend all regular and special meetings called by the Superintendent, and no excuse shall be allowed other than such as would justify absence from a regular session of the schools.

SEC. 35. *Opening exercises.* The morning exercises of each department of the schools, shall commence with reading of the Scriptures without note or comment, and this exercise may be followed by repeating the Lord's Prayer, and by appropriate singing.

SEC. 36. *Different editions of text books.* It shall be the duty of each teacher to report to the Superintendent, as soon as he learns the same, the presence in his or her school of two or more essentially different editions of any one of the text books in use, and unless (after notice is given to that effect by the Superintendent to the publishers or agents of such books), they shall supply an edition of such books, by way of exchange, without cost, to all such scholars as may be already provided with any of the previous editions, so as to make the editions uniform in the manner prescribed by the Superintendent, such neglect or refusal shall be deemed sufficient ground for excluding such text book from the school.

SEC. 37. *Partisan questions.* All questions of a sectarian or partisan character shall be carefully kept out of the schools.

SEC. 38. *Discipline.* The teachers shall practice such discipline in the schools as would be exercised by a kind, firm, judicious parent in his family, and they shall avoid corporal punishment when order can be preserved by milder means.

It is strictly enjoined upon all teachers in the schools to avoid all appearance of indiscreet haste in the discipline of their pupils; and in the more difficult cases that may occur, to apply to the Superintendent for advice and direction.

In any case of unusual or severe punishment of children, the teacher inflicting the same shall be immediately suspended by the Superintendent, with the consent of the President; and the case shall be reported to the Board at its next meeting.

SEC. 39. *Care of pupils out of school hours.* It is particularly enjoined upon all the teachers that they devote their time faithfully to vigilant and watchful care over the conduct and habits of their pupils, during the time for relaxation and play, before and after school, and during the recesses, both in the school buildings and on the play grounds. When the pupils are filing in and out, at the opening and closing of the school, and at recesses, the teachers are expected to give their personal attention to the preservation of order in the halls and on the stairs, and not rely on the aid of monitors, except in cases of special



necessity. The teachers shall take all practicable measures to prevent pupils from gathering on the school premises before the hour for opening the school rooms, and they shall require the pupils to leave the school premises immediately after the close of the school.

In special cases, when it would be injurious for pupils to go home at noon, on account of inclement weather, or their great distance from the school, and in all cases when a written or personal request is received from the parent, the pupils shall be allowed to remain, and some suitable provision shall be made in some of the school rooms, for their protection and care under the eye of a teacher.

As far as practicable, the teachers shall confer with parents and endeavor to secure their co-operation in preventing pupils from coming to school before the proper hour, and from remaining at noon, except in cases of urgent necessity.

The teachers are expected, as far as practicable, to exercise a general supervision of their pupils while going to and from school.

SEC. 40. *Absence and tardiness.* It shall be the duty of teachers, at each morning and afternoon session, to notify, either by mail or in person, parents or guardians of every absent pupil, and of every case of tardiness not excused. Children shall not be sent home for excuses, when tardy. All pupils may be refused admittance at the next morning session of the school, if by that time excuses be not furnished for either absence or tardiness by the parent, provided that no pupil may be refused admittance unless the proper notice shall have been served, according to this rule. If an excuse does not state that the absence or tardiness was necessary or unavoidable, the pupil may be received, and the parent notified that the excuse is not considered sufficient. Any pupil who shall have been absent three half days, or tardy three times without rendering a satisfactory excuse, may be suspended.

SEC. 41. *Contributions and presents.* No teacher shall allow a subscription or contribution of any kind in any public school.

SEC. 42. *Prizes.* The teachers shall not award any medals or prizes to the pupils under their charge, unless specially ordered by the Board. Nor shall a pupil or pupils make a present or presents to their respective teachers during the school year. Nor shall a teacher or teachers make a present or presents to any Principal or Superintendent of said schools during the school year.

SEC. 43. *Advertisements and Agents.* No teacher shall read or distribute any advertisement, nor allow any advertisement to be read or distributed in any of the public schools. Nor shall any agent or other person be permitted to enter any school premises for the purpose of exhibiting, either to teachers or pupils, any new book, map, or other article of apparatus, or announce, in any manner, any public entertainment. The teachers shall not permit any books, tracts, or other publications to be distributed in their schools.

SEC. 44. *Ventilation and Temperature.* It shall be the duty of teachers to give vigilant attention to the ventilation of their school rooms. A regular system of ventilation shall be practiced in winter as well as in summer, by which the air in all the school rooms shall be effectually changed at each recess, and at such other times as may be necessary to prevent the breathing of impure air. The windows must not be opened during the cold season when proper ventilation can be



secured by one of the ventiducts. Whenever windows are opened for the purpose of ventilation, it shall be by lowering them a few inches at the top, except during the warmest days of summer, and children shall in no case be allowed to sit in a draft of air. The Superintendent shall give special attention to the ventilation of all the rooms, and give such aid and directions to the teachers as may be necessary to a faithful observance of the foregoing rule.

During the season for fires, the teachers shall observe carefully the state of the thermometer, and endeavor to keep the temperature of their rooms from 65 to 68 degrees Fahrenheit. If in any case the temperature is found to rise above 70 degrees, it should be reduced immediately; and, in case it should be found below 65 degrees, measures should be taken immediately to raise it. The thermometers should be so located as to indicate as nearly as possible the average temperature of the rooms.

In all buildings heated by steam, it shall be the duty of the engineers, under the supervision of the Board, to take complete control of the heating apparatus. When a higher or lower temperature is needed in any room, the teacher shall notify the engineer, whose duty it shall be to attend to the matter promptly. The teachers and pupils in these buildings will have nothing to do with the heating apparatus.

SEC. 45. *Teachers Visiting Schools.* Teachers may visit any of the public schools of the city for the purpose of observing the different modes of instruction and discipline, at the discretion of the Superintendent; but such visits shall not occupy more than one-half day in each term. Only one teacher shall be excused during the same half day. The Superintendent shall keep a record of all such visits and report the same to the Board of Directors at the close of each school month.

## II. DUTIES OF PRINCIPALS.

SEC. 46. Those applying for situations in our public schools shall, at the date of the application, be examined as required by the rules of the board, or at such other time before entering upon the duties of the teacher as the committee on examination shall determine. No applicant shall be permitted to teach in our schools without first having passed the examination required, unless in cases of necessity, and then only temporarily.

SEC. 47. *Responsibility of Teachers.* The Principals shall be responsible for the general management and discipline of the schools, but each assistant shall be held responsible for the order, discipline, and advancement of her own room, under the general supervision of the Principal and Superintendent.

SEC. 48. *Reading regulations to pupils.* It shall be the duty of the Principal of the school to read to the pupils, from time to time, so much of the school regulations as apply to them, that they may have a clear understanding of the rules by which they are governed.

SEC. 49. *Order in stairways, halls and yards.* The Principals of the several schools shall establish special rules for the securing good order in the halls, stair-ways and school-yards.

SEC. 50. *Care of school premises and furniture.* The Principals



of the several schools shall prescribe such rules for the use of the basement and out-buildings connected with the school-houses, as shall insure their being kept in a neat and proper condition, and shall examine them as often as may be necessary for such purpose. The Principal shall be held responsible for any want of neatness or cleanliness about their school premises ; and they shall have the special oversight and direction of the Janitors, under the general supervision of the Board of Education.

It shall be the duty of the teachers to see that no persons are allowed to step on any of the chairs, settees, or window casings of the school without first placing something on the seat or casing that will secure it against all danger of being defaced or injured.

SEC. 51. *Closing school premises.* It shall be the duty of the Principal of each school to report to the Board or Superintendent, if the Janitor fail to perform his duty.

SEC. 52. *Care in respect to fires.* During the cold season it is expected that the Principals will superintend the making of fires so far as may be necessary to insure their being made at the proper time, and in a proper manner. They shall use every precaution to save the buildings from exposure to fire.

SEC. 53. *Account for missing articles.* Whenever articles previously belonging to any school have been broken or lost, or have in any way disappeared or become useless, it shall be the duty of the Principal to send to the office of the Board a written explanation of the circumstances connected with such disappearance or loss.

SEC. 54. *Superintendent to serve as Principal.* The Superintendent shall perform all the duties required of Principals, in all schools organized without a Principal, except in such schools as the Board may think best to appoint a teacher whose duty it shall be to perform said duties.

### III. PUPILS' DUTIES AND PRIVILEGES.

SEC. 55. *Suspension for unnecessary absence.* Pupils absent *three half days* without excuse satisfactory to the teacher, or for causes other than those specified in the preceding rule, shall be reported by teachers to the Superintendent, and the Superintendent shall report the case immediately to the Board. But no teachers shall thus report any pupils till they have given to parents due notice of the delinquencies of their children, and employed all other appropriate means to secure regularity.

In the application of the foregoing rule, one tardiness, or leaving school without permission, shall be regarded the same as one absence.

Absences which occur when the attendance of the pupil would occasion a serious and imprudent exposure of health, shall be regarded the same as absences occasioned by sickness. Absences and dismissals for religious instruction, or during days held sacred by parents, shall be counted the same as absences for sickness, provided a written request be sent by the parent or guardian to the teacher.

Whenever the absences of a pupil are occasioned by sickness, and the teacher does not receive the proper notice of the cause till the pupil is suspended, the pupil should be restored by the parents explaining



the cause either in person or by written note to the teacher, and not to the Superintendent or Board.

SEC. 56. *Damage to school property.* Scholars who shall be guilty of defacing or injuring any school property, shall be required to pay for all damages. Notice of such damage shall be sent to the parents or guardians of the pupil, and in default of payment, the case shall be reported to the President of the Board, who may proceed with it according to law. Scholars thus reported to the President shall not afterwards be allowed to attend until payment of damages shall have been made, or the case otherwise adjusted.

SEC. 57. *Absence from examinations.* Any pupil who shall absent himself from any regular examinations of the schools, or who shall fail to render sufficient excuse for such absence, shall be suspended from the school, and not be allowed to return without permission from the Board.

SEC. 58. *Leaving school.* Whenever a parent wishes to have his child leave school before its close, for the purpose of taking lessons in music, or any other branch of instruction, he shall apply to the Superintendent, who may grant such permission, not exceeding one-fourth of a day at a time, nor one-half a day in any week, provided it will not interfere with the pupil's regular course of instruction in the school.

Dismissals under this rule are to be recorded the same as other dismissals, but they shall not affect the merit average of attendance.

SEC. 59. *Bad habits and bad language.* The pupils are strictly enjoined to avoid profanity, falsehood and deceit, obscene and indecent language, and every wicked and disgraceful practice, and to conduct themselves in an orderly and decent manner both in school and out.

SEC. 60. *The suspension of pupils in special cases.* For violent and pointed opposition to authority in any particular instance, the teacher may notify the Superintendent, who shall immediately take measures to bring such pupil to obedience; but in case the pupil fails to yield obedience, the Superintendent may suspend him for the time being; thereupon the teacher or Superintendent shall inform the parent or guardian, and the President of the Board. Pupils thus suspended may be restored by the Board at its discretion.

SEC. 61. *Suspension of pupils by the Superintendent.* Whenever a teacher of any school shall report to the Superintendent the name of a pupil whose conduct is considered such, in school and out, that he is an unfit member of the school, the Superintendent shall examine the case without delay, and if in his opinion the pupil has been duly admonished, and reformation seems to be hopeless, he shall suspend such pupil from the school temporarily. Any pupil thus suspended may be restored to the school by the Board at its discretion; but no pupil shall be finally expelled from the school without the approval of the Board.

SEC. 62. *Promotions and forfeiture of positions.* No pupil shall be advanced from one grade to another except by special permission of the Superintendent, till he is able to sustain a thorough and satisfactory examination by the Principal, on all the branches of the grade from which he is to be transferred, including the oral lessons, use of slate, exercises on tables, etc. Pupils must be able to read any piece



they have gone over, with proper expression ; give the names and uses of the different marks used ; spell any of the words, both by letters and by sounds so far as required in the grade from which they are to be promoted. In all the divisions in which pupils are able to write with any degree of freedom, the examination should be both oral and written. All promotions from one grade to another, and from one division to another, shall be made at the commencement of the school month.

Pupils may be sent into the class below the class to which they belong, whenever their scholarship falls below the standard fixed for admission to the class, but such pupils may be permitted to regain their lost position within one month, if their scholarship warrants it.

#### IV. SCHOOL RECORDS.

SEC. 63. *School records.* The teachers of each school shall keep such records as will show the attendance, scholarship, and deportment of the pupils, embracing the date of each admission and discharge, the age, nativity, and residence of each pupil; name of parent or guardian, whole number of different scholars enrolled; average number belonging; average daily attendance, and number of tardiness. The teacher shall also preserve a permanent record of time when they enter and leave school, and the amount of time lost during school hours.

SEC. 64. *Blanks for schools.* All school registers, class-books, monthly reports of pupils, and blanks for monthly reports, shall be after uniform patterns, to be determined by the Superintendent, to whom all teachers shall apply when such books or forms are needed.

SEC. 65. *Manner of keeping registers and class-books.* Teachers shall keep their registers and class-books neatly and accurately. All work upon the class-books, except the making of the record, must be done out of school hours.

SEC. 66. *Monthly returns.* The teachers shall make monthly returns of their respective schools, in accordance with the blank forms prepared for that purpose, and deliver them at the office of the Superintendent before five o'clock, P. M., on the Monday following the last Friday of each school month.

SEC. 67. *Record books sent to the office of Superintendent.* At the close of each school year, all of the class-books, general records, registers, and records of visitors, shall be sent by the teachers to the office of the Superintendent for inspection; and those which are needed again at the schools shall be returned to the teachers at the opening of the fall term in September. All class books and other record books, when filled up, are to be returned to the office of the Secretary of the School Board.

#### V. MISCELLANEOUS.

SEC. 68. *Buildings, how used.* The school buildings under the control of the Board of Education shall not be used for any other purpose than the accommodation of the public schools, except by special vote of the Board.

SEC. 69. *Authorized books for studies.* The books used and



studies pursued, shall be such, and such only, as may be authorized by the Board; and no teacher shall require or advise any of the pupils to purchase, for use in schools, any book, pamphlet, or publication, not contained in the list of books directed and authorized to be used in the schools.

SEC. 70. *Examinations.* There shall be an annual public examination of all schools, to be held at such time, and conducted in such manner, as the Board may direct.

SEC. 71. Any willful neglect of duty, or violation of any of the foregoing provisions, or of the rules and regulations of said schools, by any teacher or Superintendent, shall be deemed a forfeiture of the contract.



## COURSE OF STUDY.

### FIRST YEAR.

#### FIRST TERM.

*Reading.* Use charts or blackboards. Words to be first learned, then their phonic elements. Lastly, building words by sounds. Use both script and printed forms of words, beginning with *script*.

Observe the following order:

1. The idea represented by the word to be learned.
2. The word as a sound, and its correct utterance by the pupils.
3. The word as a form,—its recognition at sight.

In selecting words to be learned, observe the following order: 1. Names of objects. 2. Action words. 3. Qualities. 4. Other words. The names of letters to be learned as fast as introduced in the reading lessons.

*Oral reading.* Spell by sounds and by letters all words learned in reading lessons.

*Writing.* On slates and blackboard, at dictation, all words in reading lessons. One side of the slate should be ruled by the teacher. Pupils to use long pencils and to hold them in a proper manner.

*Drawing.* Inventive drawing. A few straight lines to be given the children, from which to form such figures as their ingenuity may invent. Also Kindergarten method.

*Numbers.* Clear and ready perceptions of numbers, from one to five, to be developed with use of objects.

All possible additions, subtractions, multiplications, and divisions of integral numbers to be learned within each limit, as it is reached.

Exercises in rapid reckoning to be given at every step. Also concrete problems, 20 minutes per day. Meaning of  $+$ ,  $-$ ,  $\times$ ,  $\div$ . Learn to write these numbers in script, Roman, and Arabic characters. Pupils may learn to count twenty with and without objects.

*Lessons on common things.* 1. Objects in school-room—table, chair, slate, pencil. 2. Parts of the human body—head, face, etc. 3. Domestic animals—dog, cat, etc. 4. Clothing—hat, bonnet, etc.

*Language lessons.* Systematic correction of common faults in speech to be continued throughout the year. From short sentences, incorporating given words. Answers to be given in full sentences. The use of the period to be taught; also, the use of capitals at the beginning of sentences.

*Vocal music.* Singing simple songs. For scientific instruction see Blackman's Graded Songs.



*Morals and manners.* Inculcate reverence and love for God, obedience to parents and teachers, and a kind and forgiving spirit towards brothers, sisters, and schoolmates. Guard against rudeness, and suppress profanity and the use of vulgar language.

*Physical exercises.* Free Gymnastics, a few minutes every hour, or as often as the pupils become weary of other employment. Vocal gymnastics. Require the pupils to sit and stand erect.

## SECOND TERM.

*Reading.* Charts and blackboard continued. Word method continued. The power to make out new words from phonic elements to be carefully cultivated. Words of two or three syllables may be used

*Spelling.* Same as first term.

*Writing.* Same as first term.

*Drawing.* Inventions continued, using not more than eight lines. Lines one foot in length to be divided by children into halves, thirds, fourths, etc.

*Numbers.* Addition, subtraction, multiplication, and division of numbers to be extended step by step to nine. The four operations to be learned within the successive limits as they are reached, and exercises given with a view to promote rapid reckoning as well as thought. Count to 50. Roman numerals.

*Lessons on common things.* 1st, objects from the child's home; knife, fork, spoon, etc. 2d, food; apple, peach, cherry, etc. 3d, familiar flowers; rose, pink, etc.

*Language lessons.* Same as first term, also short sentences to be written as drawn out by the conversation on objects.

*Vocal music.* Same as first term.

*Morals and manners.* Same as first term. Recite verses and maxims singly and in concert.

*Physical exercises.* Same as first term.

## THIRD TERM.

*Reading.* First Reader, or Webb's Word Method. See that the pupils fully understand the language used in the reading lesson. Frequently require the pupils to tell the story in their own words. Introduce new reading matter if possible. Ask questions on the pictures of the lesson. Let the standard for good reading be its resemblance to good conversation. Practice mental reading; all the class pointing carefully to the words as they are read by the teacher.

*Spelling.* All words found in reading lesson, and also words in object and language lessons.

*Writing.* Copying portions of the reading lessons on the slate and blackboard, using capitals and periods. Spell at least once a day—by writing. See directions for first and second terms. Write their own names.

*Drawing.* Inventions continued. Simple designs, squares, rectangles, etc., with straight lines.

*Numbers.* As in former terms drill in numbers up to ten, and review.



Use concrete numbers. Count to 100 with and without objects. Roman numerals to 50.

*Lessons on common things.* 1. Some familiar plants, with roots, stem, branches, etc. 2. Place; up down, right, etc., and cardinal points. 3. Color; distinguishing and naming colors.

*Language Lessons.* Punctuation, names of comma, semicolon, colon, interrogation point and exclamation point. Several words may be given which the children may be encouraged to incorporate in short stories. Write sentences descriptive of objects set before them. Every child should be able to write his own name, the name of his teacher, and the school building.

*Vocal Music.* Songs. Also see Blackman.

*Morals and manners.* Read stories and actual occurrences to illustrate principles in manners and morals. Talks about right and wrong.

*Physical exercises.* Once per hour.

## SECOND YEAR.

### FIRST TERM.

*Reading.* McGuffey's Second Reader, 60 pages. Use "The Nursery," or some other reading matter, two days in the week if practicable. Continued drill upon the phonic elements of words, with liberal use of the blackboard. Mark vowels with signs in Webster's Dictionary.

*Spelling.* All words occurring in the reading lessons to be written and spelled orally, by sound and letter. Also, names of the days in the week and months in the year.

*Writing.* See previous year. Also, take up all small letters, separately, in classified order, one letter at each lesson, and explain analytically.

*Drawing.* Same as last year. Also, Demcker's No. 1, for the year.

*Numbers.* Mental and written exercises in addition, subtraction, multiplication and division of numbers to 15. Exercises in notation and numeration of tens illustrated objectively. Roman numerals to "C." Concrete examples to be freely used in this and succeeding terms.

*Lessons on common things.* 1. Form and direction; four corners, edges, sides, round, vertical, etc. 2. Size; long, short, broad, narrow, etc. 3. Weight; heavy, light, heavier, etc. 4. Materials; wood, iron, stone, glass, etc.

*Language lessons.* The same as last year, with more original sentences about objects and pictures. Teach the use of interrogation point. All errors in conversation and pronunciation to be corrected. the use of the pronoun I as a capital.

*Vocal music.* See previous year. Blackman's No. 1, for the year.

*Morals and manners.* Continued as in the previous year. Lessons of civility and courtesy should be inculcated.

*Physical exercise.* Same as before, with calisthenic and singing exercises.



## SECOND TERM.

*Reading.* Second Reader to page 90. Phonics continued.

*Spelling.* Same as first term. Days of the week and months of the year. Teacher may make a list of common words most likely to be misspelled, for frequent drill, both oral and written. Names of the seasons of the year.

*Writing.* On slates and blackboard as before. Four lessons per week in primary copy book. Small letters to be analyzed. Use lead pencils, and insist on correct positions at all times.

*Drawing.* See previous term.

*Numbers.* Exercises, mental and written, in addition, subtraction, multiplication and division of numbers to 35. Exercises in notation and numeration to 100. Roman numerals to CC.

*Lessons on common things.* 1. Clothing, girls and boys; work-days, Sunday; compared with that of other animals. 2. Human body and its motions. 3. Uses of the five senses.

*Language Lessons.* Same as the first term. Second rule for use of capital letters. The simplest use of the comma, interrogation and exclamation points. Writing requests made of the teacher.

*Oral geography.* Draw a map of some square in the city, and name streets on sides; also situation of buildings, etc. Draw, also, map of each school room, position of desks, tables etc.

*Vocal Music.* As before. See Blackman's Graded songs.

*Morals and manners.* Same as previous term, with occasional talks about the behavior of children at home, at school, at church, in presence of company, etc.

*Physical exercises.* Every hour.

## THIRD TERM.

*Reading.* Complete Second Reader and review. Phonics continued. Intersperse new reading matter.

*Spelling.* Review words in Second Reader, and Object and Language lessons.

*Writing.* Primary copy book, four days in a week, with lead pencil. Capital letters explained. Continue to write on blackboard, slates, etc., as in previous term.

*Drawing.* Continued. Draw leaves, etc.

*Numbers.* Exercises, mental and written, in addition, subtraction, multiplication, and division of abstract and concrete numbers to 30. Notation and numeration to hundreds, illustrated objectively. Roman numerals continued.

*Lessons on common things.* Food. What is eaten raw? How prepared? What cooked? How cooked? Food of domestic animals. The children's home. Different rooms and uses. How lighted? Heated? Home of other animals compared with man's.

*Language lessons.* Same as last term. Other uses of capitals and the comma-sign of possession and omitted letters.

*Geography.* Draw a map of the city, and name streets, prominent buildings, and give directions from school room.

*Vocal music.* See Blackman.



*Morals and manners.* See previous term.

*Physical exercises.* Every hour.

---

### THIRD YEAR.

#### FIRST TERM.

*Reading.* McGuffey's Third Reader to lesson XLIV. Give special attention to all marks and signs used. Require the pupils to repeat the substance of lessons in their own language. Give attention to definition of words by synonym and example.

*Spelling.* All the words in the various branches and exercises of this grade.

*Writing.* Copy book No. 1, and exercise book. Special attention to movement and position. Pen and ink commenced.

*Drawing.* Under direction of Superintendent. Demcker, No. 2, for the year.

*Numbers.* Exercises, mental and written, in addition, subtraction, multiplication, and division of numbers, within the limit of 100. Numeration and notation of thousands taught objectively. Roman numerals continued.

*Lessons on common things.* The family and the relative duties of its members. The occupations of men and women. Carpenters, masons, cabinet makers, and their tools, etc.

*Language lessons.* See previous term. Call attention to agreement of verb with its nominative.

*Geography.* Draw a map of Polk county, and study townships, towns, and streams. Also, use of scale.

*Vocal music.* Blackman, No. 2, for the year.

*Morals and manners.* Under direction of Superintendent.

*Physical exercises.* Continued throughout the course.

#### SECOND TERM.

*Reading.* McGuffey's Third to Lesson LXXX. Introduction of juvenile literature when convenient.

*Spelling.* See previous term.

*Writing.* See previous term.

*Drawing.* Under direction of Superintendent.

*Numbers.* Notation, numeration, and addition to hundreds of thousands. Multiplication (multipliers not to exceed nine). The idea of fractions to be developed objectively, and notation of the same to be taught to 1-9. Roman numerals.

*Lessons on common things.* The surroundings of the house, yard, garden, street, barn, etc. What is in them? What is done in them? How kept? Occupation of men and women continued.

*Language lesson.* Sentences to be constructed containing words selected from the reading lessons. Words pronounced the same, but spelled differently, as to, too, two. The use of punctuation marks continued.



*Geography.* Elementary text book. Cornell, to page 60, with study of U. S., and review for the year's work. Draw map of Congressional District, containing Polk county.

*Vocal music.* Under direction of Superintendent.

*Morals and manners.* Under direction of Superintendent.

*Physical exercise.* Under direction of Superintendent.

#### THIRD TERM.

*Reading.* Finish McGuffey's Third Reader and review.

*Spelling.* As in previous term.

*Writing.* As in previous term.

*Drawing.* As in previous term.

*Numbers.* Addition and multiplication continued. Subtraction taught and illustrated objectively. Exercises in subtraction: minuend not to exceed thousands. Notation of simple proper fractions. Exercises in single step reductions (descending), on such parts of tables as may be derived from object lessons, as required below.

*Lessons on common things.* General objects, as in second term. Also, lessons on the measures, bushel, peck, quart, and pint. The weights, pound, half-pound, quarter-pound, ounce. Time, years, months, days, hours, minutes, and seconds.

*Language lessons.* Write sentences containing words used by builders, and mechanics, farmers, and miners, peculiar to their callings.

*Geography.* Elementary book used. Cornell. Also, draw a map of Iowa, and teach general features and production.

*Vocal music.* Under direction of Superintendent.

*Morals and manners.* Continued through the course as above.

---

### FOURTH YEAR.

#### FIRST TERM.

*Reading.* McGuffey's Fourth to Lesson XX.

*Spelling.* All lessons of the grade to be spelled orally, by letter and sound. Spelling book.

*Writing.* Copy book No. 2, and Exercise Book. Particular attention to free movements and proper position.

*Drawing.* Under direction of Superintendent. Demcker, No. 2, for the year.

*Numbers.* Exercises in addition, subtraction, multiplication, (multipliers not to exceed 25,) and division (divisors not to exceed 5.) Reduction of mixed numbers to improper fractions and the contrary, also, single step reductions of compound numbers to correspond with object lessons. Concrete examples to be analyzed. White's intermediate to multiplication.

*Language lessons.* Name words and action words to be selected from reading lessons, and to be required in original sentences. Action



words connected with the idea of present, past, and future time. The simple statement with, *have, be, is, etc.* All work to be synthetic.

*Lessons on common things.* Forest trees; woods and their uses; leaves and barks of different trees; color, form. The measures; yard, foot, inch. The weights; pounds, ounces, etc.

*Geography.* Same as previous term. Also, productions of the State and pursuits of the people. Also, Cornell, from the 60th page to end, and review for the year.

*Music.* Under direction of Superintendent. Blackman, No 2, for the year.

*Morals and manners.* Under direction of Superintendent.

#### SECOND TERM.

*Reading.* Fourth Reader to Lesson XXXIV.

*Spelling and writing.* As in previous term.

*Drawing.* See previous term.

*Numbers.* White's Intermediate to division. Also, simple calculations of surfaces of rectangles, two sides being given.

*Lessons on common things.* Writing sentences containing quality-words, and selecting the same from the reader. Name-words modified; quality-words modified; number-words; limiting words. Pupils required to compose sentences containing these elements, and to discover them in various lessons, letter writing, compositions.

*Geography.* Primary book, (Cornell.) Routes of travel from Des Moines to other places in the State.

*Music.* Under direction of Superintendent.

*Morals and manners.* See last term.

#### THIRD TERM.

*Reading.* Fourth Reader to Lesson XLVI.

*Spelling and writing.* As in previous term. Spell names of pupils.

*Drawing.* See last term.

*Numbers.* White's Intermediate to Sixth Section, completed and reviewed. Also, simple calculations of contents of parallelopipedons, dimensions not to exceed twenty.

*Lessons on common things.* Manufactures of Des Moines. Objects of foreign trade. Spring and summer; what people do. The cube. Cubic feet, yard etc.

*Language lessons.* Plurals of words, how formed? Predicating actions and qualities. Letters and compositions on objects used above.

*Geography.* Cornell's Primary.

*Music.* As before.

*Morals and manners.* As above.



## FIFTH YEAR.

## FIRST TERM.

*Reading.* Fourth Reader to Lesson LXIV.

*Spelling.* All technical terms in the several branches studied; and spelling book.

*Writing.* Copy book No. 3, and Exercise book.

*Drawing.* As before. Demcker, No. 3, for the year.

*Numbers.* White's Intermediate to Subtraction of Fractions.

*Lessons on common things.* Miss Youman's Botany to Chapter II.

*Grammar.* Harvey's Elementary, to 80th page for the year. Also, composition or exercises in narration.

*Geography.* Cornell's Intermediate to page 26, for the year.

*Music.* As before. Blackman, No. 3, for the year.

*Declamations.* Occasional exercises in declamation.

## SECOND TERM.

*Reading.* Fourth Reader completed.

*Spelling.* See previous term.

*Writing.* No. 3, and Exercise Book.

*Drawing.* As above.

*Arithmetic.* White's Intermediate to Section VIII.

*Lessons on common things.* Youman's Botany to Chapter III.

*Grammar.* Harvey's Elementary.

*Geography.* Cornell's Intermediate.

*Music and declamations.* As before.

## THIRD TERM.

*Reading.* Fifth Reader to Lesson XXXI.

*Spelling.* Same as previous term.

*Writing.* No. 4 and Exercises.

*Drawing.* As before.

*Arithmetic.* White's Intermediate to Section IX. Fractions reviewed.

*Lessons on common things.* Youman's Botany, Chapters III and IV.

*Grammar.* Harvey's Elementary. Compositions continued.

*Geography.* Cornell's Intermediate.

*Music and declamations.* Continued. One day of each week spent in review.

## SIXTH YEAR.

## FIRST TERM.

*Reading.* Fifth Reader, to Lesson LVII.

*Spelling.* Words from reading lessons, and all technical terms introduced in the course of instruction.



*Writing.* Copy book No. 4. Free movement exercises continued.

*Drawing.* As before. Demcker No. 4 for the year.

*Arithmetic.* White's Intermediate to lesson XII. Denominate numbers.

*Lessons on common things.* Youman's Botany, chapters V and VI.

*Grammar.* Harvey's Elementary from 80th page to end for the year. Compositions continued. Narrative and descriptive exercises extended. Letter writing from pupil to pupil, pupil to teacher, pupil to parent on school matters.

*Geography.* Cornell's Intermediate from 25th to 50th pages for the year.

*Music and declamations.* Continued. Blackman No. 3 for the year.

#### SECOND TERM.

*Reading.* McGuffey's Fifth Reader to lesson LXXV.

*Spelling.* As before.

*Writing.* No. 5. Free movement exercises.

*Drawing.* See above.

*Arithmetic.* White's Intermediate completed.

*Common things.* Youman's Botany, Chapters VII and VIII.

*Grammar.* Harvey's Elementary. See previous term.

*Geography.* Cornell.

*Music and declamations.* Continued.

#### THIRD TERM.

*Reading.* Fifth Reader completed.

*Spelling.* As in previous term.

*Writing.* No. 5, with free movement exercises.

*Drawing.* As before.

*Arithmetic.* General review of White's Intermediate. Extemporaneous questions and examples.

*Common things.* Youman's Botany completed and reviewed.

*Grammar.* Harvey's Elementary completed.

*Geography.* Cornell.

*Music and declamations.* Continued.

---

### SEVENTH YEAR.

#### FIRST TERM.

*Reading.* Sixth Reader to lesson XLII, and selections from the English Poets and prose writers. Elocutionary drills.

*Spelling.* Same as previous year. Dictation exercises. English abbreviations.

*Writing.* No. 6. Free movement exercises four times per week.

*Drawing.* As before. Demcker No. 4 for the year.

*Arithmetic.* White's complete to section X.



*Elementary physics.* Gravity; demonstrations of its existence, and proof that it is proportional to mass. Definition and study of weight; how measured; instruments used; spring balances; steelyard; common balance; practical exercises in weighing; false balance, etc. Specific gravity; definition of; application to determine the weights of large masses of matter; in detection of alloys, etc.

*Magnetic attraction.* The laws of attraction and repulsion; polarity of the magnet; use of this in mariner's and surveyor's compass; practical experiments.

*Electric attraction.* Experimental study of the electricity of glass, wax, fur, etc.; good and bad conductors; electroscope; positive and negative electricity, lightning lightning rods, uses, etc.

*Cohesion.* Experimental study of; cohesion of liquids; of gases.

*Adhesion.* Between solids; solid and liquid, glue, mucilage, printing, writing, etc. Cases in which a liquid will not adhere to a solid, and applications. Capillary attraction; pores in matter; uses; divisibility of matter. Adhesion of liquids to liquids; liquids to gases; gases to solids, etc.

*Grammar.* Harvey's Grammar to 124th page for the year. Occasional exercises in transposing verse into prose.

*Geography.* Cornell's Intermediate from 50th to 76th pages for the year.

*U. S. History.* Four lessons per week.

*Music and declamations.* Blackman No. 4 for the year.

#### SECOND TERM.

*Reading.* Sixth Reader to lesson LXXI.

*Spelling.* As in previous term.

*Writing.* No. 6. Free movement exercises.

*Drawing.* As before.

*Arithmetic.* White's complete to section XIV.

*Elementary physics.* Elasticity. Difference between elastic and non-elastic bodies; demonstrations of elasticity of glass, ivory, etc.; useful application of the elasticity of solids; brittleness; elasticity of liquids; elasticity of gases; of air; demonstrations of; application to diving bell, air chamber, air guns, etc.; compressibility.

*Pressure of air.* Demonstration of downward, lateral and upward pressures; the amount of pressure; drawing liquid from a vessel; dropping and testing tubes; pneumatic railways; barometer; construction and use of; vacuum, how formed.

*Motion.* Laws of; uniform, retarded, accelerated; motion of falling bodies; inertia; familiar illustrations; fly-wheels, hammers, axes, projectiles, etc.; concussion.

*Machines.* Inclined planes; practical applications; ascending a hill, loading a wagon, going up stairway, etc.; wedges, knives, etc.

*Lever.* Varieties; experimental demonstrations of laws; practical application of; movements of the human body, etc.; screw, wheel and axle, pulley.

*Grammar.* Harvey. Composition.

*Geography.* Cornell.

*U. S. History.* Through the Revolution.

*Music and declamations.* Continued.



## THIRD TERM.

*Reading.* Sixth Reader to lesson CII.

*Spelling.* See previous term.

*Writing.* No. 7.

*Drawing.* As above.

*Arithmetic.* White's Complete to Partial Payments.

*Elementary Physics.* Motion in a curve. Pendulum—construction and study of a simple pendulum; study of clocks, watches, etc. *Mechanics of liquids.*—Pressure communicated in all directions equally; hydrostatic press; pressure resulting from weight; pressure upon bottom of vessel; upon sides; flow of liquids from orifices, artesian wells, springs, etc.; siphon, suction, air-pump, construction and working of common pump, force pumps, chain pumps, etc.

*Grammar.* Harvey. Composition as before.

*Geography.* Cornell.

*U. S. History.* Reviews of previous terms.

*Music and declamations.* As before.

## EIGHTH YEAR.

## FIRST TERM.

*Reading.* Sixth Electic to lesson CXXVII.

*Spelling.* All words found in their studies, with spelling book.

*Writing.* No. 7.

*Drawing.* As above. Demcker No. 5 for the year.

*Arithmetic.* White's complete to section XV.

*Elementary physics.* Thorough review of preceding year, with the addition of classification of the properties of matter; discussion of universal gravitation, application of tides, etc.; center of gravity, equilibrium, etc.; composition of air, etc.

*Grammar.* Harvey from 124th page to end for the year. Compositions.

*Geography.* Cornell's Intermediate from 76th page to end for the year.

*U. S. History.* To page——

Geography and History alternate.

*Music and declamations.* As before. Blackman No. 4 for the year.

## SECOND TERM.

*Reading.* Sixth Reader to lesson CLVI.

*Writing.* No. 7.

*Drawing.* As before.

*Arithmetic.* White's Complete, to Cube Root.

*Physics.*—*Sound.* How produced; discussion of wave motion; velocity of, in air, in wood, water, iron, etc.; reflection of sound, echo, etc.; noise and musical tones; pitch, intensity, and quality of tone; musical instruments; the voice; the ear. *Heat*—Shown to be a mode



of motion; conduction of heat; good and bad conductors; practical applications, clothing, ice-house, etc.; expansion by heat; air, balloons, draughts of air, etc.; expansion of liquids and solids; thermometer; construction and practical use; change of state from solid to liquid, and from liquid to gas; boiling; conditions of modifying boiling point.

*Grammar.* Harvey. See previous term.

*Geography.* Eclectic.

*U. S. History.* To page —

*Music and declamation.* As before.

#### THIRD TERM.

*Reading.* Sixth Reader finished.

*Spelling.* As before.

*Writing.* No. 7.

*Drawing.* As before.

*Arithmetic.* White's Complete, reviewed.

*Physics.* Light; source of; luminous and non-luminous bodies; how the latter are made visible; motion of light in all directions in straight lines; intensity of light at various distances; shadows; reflection of light, angles of incidence and reflection; mirrors, &c., refraction; image formed in the eye; inverted and upright images; fishes in water; prisms, lenses, spectacles; microscope; telescope; burning glasses; colors, colors of rainbow, &c.

*Chemical electricity.* Construction of battery; apparent flow from positive to negative; effect on magnetic needle; effect on bar of soft iron, telegraph, fire-alarm, &c.

*Grammar.* Harvey.

*Geography.* Alternate with History.

*U. S. History.* To be reviewed.

*Music and declamation.* As before.



## HIGH SCHOOL COURSE.

*FIRST YEAR.*

FIRST TERM.	SECOND TERM.	THIRD TERM.
Algebra. Arithmetic. English Grammar. Book-keeping.	Algebra. Physiology. English Grammar. Physical Geography.	Algebra (higher.) Physiology. English Grammar. Physical Geography.

*SECOND YEAR.*

FIRST TERM.	SECOND TERM.	THIRD TERM.
Algebra (higher.) Science of Governm't. Latin. General History.	Geometry. Botany. Latin. General History.	Geometry. Botany. Latin. Rhetoric.

*THIRD YEAR.*

FIRST TERM.	SECOND TERM.	THIRD TERM.
Geometry. Natural Philosophy. Cæsar. Rhetoric.	Trigonometry. Natural Philosophy. Cæsar. English Literature.	Trigonometry. Natural Philosophy. Virgil. English Literature.

*FOURTH YEAR.*

FIRST TERM.	SECOND TERM.	THIRD TERM.
Astronomy. Chemistry. Mental Philosophy. Virgil.	Higher Arithmetic. Geology. Ment'l Philosophy, one half, Kame's Elem'ts of Criticism, one-hf. Chemistry.	Higher Arithmetic. Geology. Kame's Elements. Chemistry.



# Questions for Admission

TO THE

HIGH SCHOOL, 1875.

## SPELLING.

Spell first ten words phonically.

- |               |                    |
|---------------|--------------------|
| 1. Pyramid.   | 11. Architect.     |
| 2. Financier. | 12. Acknowledge.   |
| 3. Suicide.   | 13. Icicle.        |
| 4. Firkin.    | 14. License.       |
| 5. Mice.      | 15. Asparagus.     |
| 6. Multiple.  | 16. Louisiana.     |
| 7. Tennessee. | 17. Corporation.   |
| 8. Commodore. | 18. Ft. Du Quesne. |
| 9. Buchanan.  | 19. Business.      |
| 10. Mucilage. | 20. Massacre.      |

## ARITHMETIC.

1. Find the largest number that will divide, without a remainder, the following numbers : 495, 594 and 660.

2. A ship sailing due east makes a daily progress of 4 deg., 31 min. 15 sec. How long is the time on board from noon of any day to noon on the following day?

3.  $\frac{3\frac{2}{11}}{8\frac{3}{4}} \times \frac{3}{8}$  of  $\frac{5}{2\frac{5}{11}}$  = what?

4. Reduce  $\frac{3\frac{1}{2}}{5\frac{5}{11}}$ ,  $\frac{4\frac{1}{3}}{5\frac{1}{5}}$ ,  $\frac{7\frac{1}{3}}{6\frac{2}{7}}$  and  $\frac{4\frac{3}{4}}{7\frac{2}{5}}$  to a common denomination.

5. How many cubic yards of earth would have to be removed from an acre of ground to lower the surface 12 inches?



6. A field 20 rods wide contains 10 acres. The width is what per cent of the length?
7. At two-thirds per cent, what sum must be insured to cover both premium and property worth \$1,043?
8. If I sell 7 apples for what 5 cost, what per cent do I lose.
9. A man lent some money for 4 years, 6 mos., and received in settlement \$1,550, of which \$300 was interest; what was the rate?
10. A. pastures 8 cows 3 weeks, 2 days; B., 12 cows, 4 weeks 1 day. What part of the rent should each pay.

### GRAMMAR.

1. (a) Name and define the several classes of nouns. (b) Write the nouns in the following sentence, and state to what class each belongs: Edward and Allie came with laugh and shout and filled the house with glee.
2. (a) Name and define the several classes of pronouns. (b) Write the following sentence, substituting appropriate pronouns: James told James' brother to tell the two boys' father that the father must get the two boys new books. (c) What is gained by the use of pronouns?
3. (a) Write all the adjectives in the following sentence and compare each: Every man desireth to live long; but no man would be old. (b) Write a sentence which shall contain a limiting, a qualifying and a pronominal adjective, and write the name of the class above each one.
4. (a) What is a verb? How are verbs classified with reference to action; how with reference to forming the past indicative and past participle? (c) How many and what voices, modes, tenses, numbers and persons do verbs have? (d) State what is expressed by the several tenses of the indicative mode.
5. Write all the verbs in the following sentence, give the principal parts, and state the mode, tense, and voice of each: As the fair happened on the following day, I had intentions of going myself; but my wife persuaded me that I had a cold and nothing could prevail upon her to permit me from home.
6. Parse the underscored words in the following sentence: Every one is forward *to complain* of the prejudices *which* mislead other men and *parties*, as if *he* were free and *had* none of his own.
7. Analyze the following sentence: A preposition is a word used to show the relation of its object to the word which the phrase qualifies.



8. (a) Give two rules for the objective case. (b) Give two rules for the nominative case. (c) How many rules are used in parsing a pronoun, and why?

7. Correct the following, if necessary, and give reasons: The boy is very easy embarrassed. Let no boy or girl drop her pencil. He has drank too much. He will never be no better. Do you know who you are speaking to? I expected to see you yesterday.

10. State the difference between a complex and a compound sentence; also between an adjective modifier of the second, and one of third class.

### GEOGRAPHY.

1. In what zones does North America lie? Name the largest of the political divisions of North America. Name the most prominent natural features; viz.: rivers, lakes, mountains, and plains.

2. Name the countries of South America? Which has no sea coast? Where is there no rain? Name principal rivers, capitals, and mountains. In what part of South America would you go for silver,—for catching cattle,—to find volcanoes?

3. Which of the Grand Divisions does Africa most resemble, and in what? In what direction is Madagascar from Africa, and what separates it from the main land? In what zone is Madagascar?

4. What is the connection between Asia and Africa?

What is the boundary between Asia and Europe?

Name the peninsulas of Asia on the south.

Name and locate the capital of Prussia; and how does it rank with the other large capitals of Europe?

5. Name four important rivers which have their source in the Alps.

What are the principal occupations of the French?

6. If a steamboat were to go from the mouth of the Ohio to Pittsburg, what states would it pass? In what water would it move, in what state start and in what state stop?

7. Name and locate the largest eight cities in Iowa. What is the area of Iowa, and in the valleys of what rivers does it lie?

8. Draw a map of New England, and locate and write the names of the chief rivers and capitals of the states.

9. What are the occupations of the people in the southern part of United States; in the northern part; in the eastern part; in the western part?



10. What part of the U. S. is noted for coal; for iron, for copper, for gold and silver, for agriculture?

### U. S. HISTORY.

1. What people first settled Massachusetts? What induced these people to come to this country? Give the circumstances of their voyage and landing.

2. Where did Roger Williams first preach? Why did he not remain? To what place did he go and remain?

3. Give a sketch of the life of Columbus. Of Hudson. Of Pocahontas.

4. Give an account of the battle of Quebec. In what war was it? Who were the commanders, and which was successful?

5. Give an account of the public services of Patrick Henry. Of John Hancock. Of Gen. Greene.

6. Who was the third President, and in what war was the U. S. engaged during his administration?

Who was President when Burr killed Hamilton?

7. In whose administration was the Blackhawk war? Give another important event in his administration.

8. Why was J. C. Fremont called "The Pathfinder"? What part did he take in the conquest of California?

9. In what war was Gen. Scott engaged? Give an account of his conquests.

10. When did the Great Rebellion break out, and what was the cause of it?

Name four Generals on each side, and tell what part they took in the war.

### GENERAL QUESTIONS.

1. What is a body? Give examples.

2. State the difference between cohesion and adhesion, and give examples.

3. Why does a body weigh less under the ground than on the ground?

4. What effect has heat on adhesion and cohesion?

5. Show that air has weight. Show that it has elasticity.

6. Give two reasons why we should not swear.

7. Give two reasons why we should try to form good habits.



8. Give two reasons why we should not be cruel to animals.
9. Give three reasons why we should obey our parents.

---

*QUESTIONS FOR THE SEVENTH GRADE.*

---

SPELLING.

First ten words to be spelled phonically :

- |                 |                    |
|-----------------|--------------------|
| 1. Necessity.   | 11. Secession.     |
| 2. Metallic.    | 12. Rheumatism.    |
| 3. Prairie.     | 13. California.    |
| 4. Avoirdupois. | 14. Synopsis.      |
| 5. Rebellion.   | 15. Comparative.   |
| 6. Imperative.  | 16. Purchased.     |
| 7. Multiple.    | 17. Longitude.     |
| 8. Revenues.    | 18. Commission.    |
| 9. Emigrants.   | 19. Interrogative. |
| 10. Telegraph.  | 20. Irregular.     |

ARITHMETIC.

1. How many cubic inches in a block of sandstone 10 feet long, 3 feet wide and  $2\frac{1}{2}$  feet thick ?
2. Divide \$7 by one-half cent.
3. Find the G. C. D., and L. C. M. of 18, 24 and 30.
4. For what purpose do we reduce fractions to a common denominator ?
5. How far will a steamboat go in  $3\frac{1}{4}$  hours at the rate of  $15\frac{2}{5}$  miles per hour ?
6. How many apples can you purchase for 20 cts., at the rate of  $\frac{2}{3}$  of  $\frac{1}{2}$  of 5 cts. apiece ?
7. Reduce the  $\frac{1}{2}$  of  $1\frac{3}{4}$  to a decimal fraction.
8. Divide 1.8 by 23.
9. A grocer sold his butter at  $\frac{5}{8}$  of a dollar, which was a gain of 25 per cent. What did he pay for it ?
10. A lawyer collected 65 per cent. of a note of \$950, and charged  $6\frac{1}{4}$  per cent. What was the commission ? What amount was paid over ?



## GRAMMAR.

1. Write a sentence containing five different parts of speech, and mark the words; as nouns, verbs, &c.
2. What is the difference between the following sentences?  
William sees the mocking-bird.  
Does William see the mocking-bird?  
William, see the mocking-bird.
3. Rewrite the following sentence so that "bird" will be the subject:  
John saw the bird flying in the air.
4. Decline the pronoun I.  
Decline the pronoun who.
5. Write the possessive case, singular and plural, of soldier, child, I, box, and lady.
6. Give a synopsis of the verb "see" in the potential mode.
7. What are the properties of verbs? Give the principal parts of the verb "set."
8. Parse the word "black," in the following sentences: I saw a BLACK house. BLACK your boots. His coat is BLACK. Can you spell BLACK? Mr. BLACK is a grocer.
9. Parse the words underscored in the following sentence: On a grassy BANK stood a TALL, waving ash, sound to the CORE.
10. Correct the following sentences:  
Can you learn me to write?  
She was more active, but not so studious as Mary.  
Who had I ought to have given this to?  
He had broke the ice.

## GEOGRAPHY.

1. Name and describe the largest three rivers in South America.
2. In sailing from the Isthmus of Panama, on the east side south, to Patagonia, what countries would you pass?
3. Name and locate the largest five cities in Europe.
4. Draw a map of England and Scotland, and locate London, Edinburgh, Glasgow, Inverness.
5. Tell what you can of the soil, surface, and people of Ireland.
6. Describe the surface, soil, productions, and people of Holland.
7. Name four rivers which take their rise in the Alps.
8. Mention three long peninsulas in the south of Asia.



9. What two rivers of Europe flow into the Caspian Sea? What is the outlet of the Caspian?
10. Where are the Japan Islands? Where are the East Indies?

U. S. HISTORY.

1. Where was the first settlement in America, and by whom was it made?
2. Give an account of Bacon's Rebellion. What was Governor Berkeley's character?
3. Give an account of Hudson's discoveries. What does Manhattan mean?
4. What does the word "Mayflower" suggest to you in United States History?
5. Was Washington a soldier before the Revolution? If so, in what capacity?
6. What is suggested in History by the words "King Philip?"
7. Give an account of the capture of Quebec in 1760. Give the commander's names and their last words.
8. Relate the anecdote about the Boston boys and General Gage.
9. What can you tell about Benjamin Franklin?
10. What difficulties did the early settlers contend with?

GENERAL QUESTIONS.

1. What is meant by the density of a body?
2. Why will a body unsupported fall to the ground?
3. How can you show that glass is elastic?
4. Would the same stone weigh as much on the moon as on the earth, and why?
5. Why does smoke sometimes ascend and sometimes descend?
6. What is dew?
7. Give two reasons why we should not swear?
8. Give two reasons why we should not form bad habits.
9. How can we tell when amusements are right and when they are wrong?
10. Give three reasons why we should not be cruel to lower animals?



*QUESTIONS FOR SIXTH GRADE.*

—  
SPELLING.

First ten words to be spelled phonically :

- |                  |                 |
|------------------|-----------------|
| 1. Deceive.      | 11. Beginning.  |
| 2. Hoeing.       | 12. Camphor.    |
| 3. Headache.     | 13. Echo.       |
| 4. Temperance.   | 14. Source.     |
| 5. Tying.        | 15. Separate.   |
| 6. Liquid.       | 16. Infinitive. |
| 7. Intermediate. | 17. Semicolon.  |
| 8. Measure.      | 18. Publicity.  |
| 9. February.     | 19. Imperative. |
| 10. Equator.     | 20. Meridian.   |

ARITHMETIC.

1. Write the table for long measure.
2. How many acres in a square mile? How many acres in two miles square?
3. How many half dimes in \$4.50?
4. Divide  $\frac{3}{4}$  of 24 by  $\frac{2}{3}$ .
5. How many "three-cent" pieces will make \$10?
6. A man owing  $\frac{5}{8}$  of a ship sells  $\frac{2}{3}$  of his share for \$4400. What is the value of the ship?
7. How many ounces in a ton of hay?
8. A tailor had  $24\frac{1}{2}$  yds. of cloth from which he cut  $6\frac{5}{8}$  yds. How many yds. had he left?
9.  $\frac{4}{5}$  of 15 equal  $\frac{6}{10}$  of what number.
10. Find the amount of the following bill :
  - 27 yds. of carpet at \$2.60 per yd.
  - 23 yds. of carpet at \$1.75 per yd.
  - $8\frac{3}{4}$  yds. of oil cloth at \$1.20 per yd.
  - 32 yds. of curtains at 60 cts. per yd.

GRAMMAR.

1. What are the principal elements of a sentence, and why are they so called?



2. What is a personal pronoun? Give an example?
3. Write a sentence containing four different parts of speech and tell what parts of speech they are.
4. What five elements may a sentence contain?
5. How do you usually form the plural of nouns? Write the plural of hen, stone, book, tooth, wagon-load and chimney.
6. Write the following sentence so that what is now the object may become the subject: He has found a knife?
7. Write a sentence containing go in the past tense. Also, BRING in the future tense.
7. Correct the following sentences: I saw two deers in a field. I seed him when he gone away. Men and boys coats for sale here.
7. Analyze the following sentence: Shake off the dust from your coat.
10. Parse "shake," "off," and "coat," in the above sentence.

### GEOGRAPHY.

1. Define "isthmus," "channel," "sea," and "mouth of a river."
2. Locate Philadelphia, New Orleans, Toledo and Omaha.
8. Draw a map of Iowa locating five important cities.
4. Through what States would you pass if you were to ride along the coast from Cape Hatteras to Cape Sable?
5. Describe the three great slopes of the U. S., and tell which one we live in.
6. Compare the soil, climate and productions of Maine with those of Florida.
7. Name the important tributaries of the Mississippi river; first on the east side and then on the west.
8. What is the principal occupation of the people of the Eastern States, Southern States, and Western States?
9. In what direction would a ship sail in making the trip from San Francisco to New York?  
Could you go in any other way than in a ship? How?
10. What is meant by the Great Antilles?

### GENERAL QUESTIONS.

1. Give two reasons why we should not swear.
2. Give two reasons why we should not form bad habits.
3. How can you tell when amusements are wrong and when they right?



4. Give three reasons why we should not be cruel to lower animals.
5. Is the air light or heavy on a foggy day?
6. What does two  $\sharp \sharp$  show in music? Also two  $\flat \flat$ ?
7. How do we express a note whose sound is to be flattened?
8. Draw a net-veined leaf; a parallel-veined leaf.
9. Name three different kinds of margins of leaves.
10. What is a compound leaf?

---

*QUESTIONS FOR FIFTH GRADE.*

---

SPELLING.

First ten words to be spelled phonically.

- |                 |                     |
|-----------------|---------------------|
| 1. Summer.      | 11. Excel.          |
| 2. Climate.     | 12. Horizon.        |
| 3. Patient.     | 13. Crayon.         |
| 4. Believe.     | 14. Business.       |
| 5. Coughing.    | 15. Anchor.         |
| 6. Furlong.     | 16. Integer.        |
| 7. Sioux City.  | 17. Measure.        |
| 8. Keokuk.      | 18. Multiplicat on. |
| 9. Predicate.   | 19. Transitive.     |
| 10. Antecedent. | 20. Participle.     |

ARITHMETIC.

1. Find the L. C. M. of 20, 60, and 48.
  2. What are the prime factors of 256?
  3. What is a prime number?
- What is a composite number?  
Give examples.
4. How many and what ways are there to multiply a fraction by an integer?
  5. Divide  $\frac{2}{3}$  of 60 by  $\frac{3}{4}$  of 20.
  6.  $\frac{3}{4}$  of 12 equal  $\frac{2}{3}$  of what number?
  7. At  $\$6\frac{1}{4}$  per barrel, how many barrels of flour can be bought for \$150?
  8. What are the abbreviations for "cents," "dollars," and "yards?"



9. What is Federal money? How do you reduce mills to dollars? Cents to dimes?
10. Reduce 3,125 mills to dollars. At  $3\frac{1}{2}$  cents per pair, how many lemons can be bought for \$7?

### GEOGRAPHY.

1. Name the natural divisions of water, and define each.
2. Locate four capes of North America. Define cape, peninsula, and mountain range.
3. Name all the zones. Which one do we live in? How many seasons are there in it?
4. What two rivers flow into the northern part of the Gulf of California?
5. Draw a map of Mexico and locate City of Mexico and Acapulco.
6. What two mountain systems in the United States? What is the direction of the rivers east of the Alleghany Mountains? West of the Rocky Mountains?
7. What states border on the Gulf of Mexico?
8. Which section in the United States is the best for raising corn; for raising cotton?
9. Name the New England states and capitals.
10. Bound Iowa. Locate Council Bluffs and Keokuk.

### LANGUAGE LESSONS.

1. Write a sentence containing four nouns, and mark them.
2. Write a sentence containing an adjective element. Mark the subject, predicate, and the adjective element.
3. Define a preposition; a proposition.
4. Make a sentence containing a relative clause, and mark the clause.
5. Write a sentence containing the word "study" used as a noun; also one in which it is used as a verb.
6. Write the feminine of gentleman, son, nephew, he and Mr.
7. What is an interrogative pronoun, and give an example.
8. Make the verb in the following sentence indicate mode: Do not strike me.
9. Correct the following: She gave the apples to him and I. I have did my best to answer all the questions correct.
10. Write the order of parsing a pronoun.



## GENERAL QUESTIONS.

Same as the preceding grade.

---

*QUESTIONS FOR THE FOURTH GRADE.*

---

## SPELLING.

First ten to be spelled phonically.

- |                   |                      |
|-------------------|----------------------|
| 1. Gipsey.        | 11. Desolate.        |
| 2. Cousin.        | 12. Suitable.        |
| 3. Dialogue.      | 13. Conqueror.       |
| 4. Cabbage.       | 14. Newspaper.       |
| 5. Decide.        | 15. Precede.         |
| 6. Semicolon.     | 16. Dividend.        |
| 7. Definition.    | 17. Quotient.        |
| 8. Addition.      | 18. Character.       |
| 9. Massachusetts. | 19. St. Croix River. |
| 10. Philadelphia. | 20. Manhattan.       |

## ARITHMETIC.

1. What is the dividend? How do you prove division?
2. Show by an example that multiplication and addition are the same.
3. Express 1874 in three different ways.
4. If a man earns \$90 a month and spends \$45 in the same time, how long will it take him to save \$900?
5. What will eight bushels of potatoes cost at 6 dimes a bushel?
6. Multiply 12893 by 6005.
7. How many bushels of oats at 45 cts. a bushel, must be given for 600 bushels of wheat at 75 cts. a bushel?
8. Divide the product of 48 and 24 by their difference.
9. Methuselah lived 969 years; how many days did he live, counting 365 days in a year?
10. Write the 9th line of the multiplication table.



LANGUAGE LESSONS.

1. What is a command? What point would you place at its close?
2. Change your command into a question and punctuate it.
3. Correct the mistakes in the following: one Gloomy day the Clock looking down on the Sundial in A garden Near by Said How Stupid you Are to Stand there like A stock.
4. Write the nouns in the above sentence.
5. Write the adjectives in the following sentence: Three black sheep lived very happily in a large field.
6. Write the plural of child, knife, foot, man, and tooth.
7. Correct the following sentences: Has the cows been fed? The boys was seen in the garden.
8. Write a sentence containing the words *watch*, *night*, *street* and *black*.
9. Write sentences to show four uses of capital letters.
10. Correct the following: One of the boys were late to-day. Mary had her lessons very good to-day.

GEOGRAPHY.

1. Bound the United States.
2. What lakes are between the United States and British America? What river is the outlet of these lakes?
3. How would you go by water from St. Louis to Pittsburgh?
4. Draw a map of Vermont and New Hampshire, and locate the White Mountains; the Green Mountains: Locate Concord and Montpelier.
5. Name the Middle States and their capitals.
6. Give the chief occupations of the people of Iowa.
7. What is the most southern country of Africa?
8. Name the Great Divisions of the Eastern Continent.
9. Describe the river Nile.
10. Name the largest city in the Eastern States; in the Middle States; in the Southern; in the Western.

GENERAL QUESTIONS.

1. Draw a musical staff and locate or arrange the following figures, in the scale of C: 1, 3, 4, 2, 5, 2, 4, 1.
2. What effect does a dot, placed after a note, have?
3. What letters are used in the Musical Staff?



4. Which letters of the alphabet are used on the musical staff?
5. How many eighths are there in a measure marked  $\frac{3}{4}$ ?
6. What is an untruth? A lie?
7. Draw any of the star figures you have learned.
8. Give two reasons why we should not swear.
9. Give two reasons why you should obey your parents.
10. Give three reasons why we should not be cruel to lower animals.

---

*QUESTIONS FOR THE THIRD GRADE.*

---

SPELLING.

First ten words phonically.

- |                |                 |
|----------------|-----------------|
| 1. Thirsty.    | 11. Enough.     |
| 2. Friendly.   | 12. Skipping.   |
| 3. Carriage.   | 13. Neighbor.   |
| 4. Promise.    | 14. Elephant.   |
| 5. Mischief.   | 15. Manners.    |
| 6. Trouble.    | 16. Hearty.     |
| 7. Emphasis.   | 17. Arrayed.    |
| 8. Themselves. | 18. Butterfly.  |
| 9. Swimming.   | 19. Honey.      |
| 10. Beauty.    | 20. Sweetmeats. |

NUMBERS.

1. Write the 7th line of the Multiplication Table.
2. Three x 2—1 x 3—7 x 2 x 5—9 x 6 equals what?
3. Add 18,304  
       62,412  
       30,024  
       71,324  
       31,540  
       ———
4. 36,724x6 equals what?
5. Write in figures, three million, one hundred and twenty-five thousand, four hundred and sixty.
6. Write 1728 in Roman characters.



7. Divide 462 by 6.
8. A boy bought a book for 15 cts., a slate for 18 cts., 3 pencils at 2 cts. apiece; how much did they all cost?
9. From 470,264 take 183,654.
10. If 4 boys can sit on a bench, how many boys can sit on 9 such benches?

GEOGRAPHY.

1. Draw a map to represent a lake; a river; a strait.
2. What is a gulf?
3. What is a range of mountains?
4. What ocean north of North America? What east?
5. Describe the Mississippi river.
6. What Grand Divisions are in the Eastern Hemisphere?
7. What large island is east of Africa?
8. Into what does the Ohio river flow?
9. What large lakes on the northern boundry of the U. S.?
10. Draw a map of Iowa and locate Des Moines. Describe the Des Moines river. Locate Davenport, Council Bluffs, Iowa City.

LANGUAGE LESSONS.

1. Write a sentence containing the days of the week.
2. Give three rules for the use of capital letters.
3. Write a sentence and mark the word to be italicized.
4. Fill the blanks of the following: Good \_\_\_\_\_ and \_\_\_\_\_ always \_\_\_\_\_ their \_\_\_\_\_ and their \_\_\_\_\_.
5. What is a NAME word, and give an example.
6. What is a QUALITY word, and give an example.
7. Write a list of the names of tools farmers use.
8. Write a list of the names of tools blacksmiths use.
9. What would you do if you should lose your right hand?
10. Write four sentences about rain.

GENERAL QUESTIONS.

1. Draw a musical staff.
2. What letter names the line next to the lowest one?
3. What letter names the second space from the top?
4. How many EIGHTH notes are equal to one HALF note?
5. How long is a HALF note with a dot added?



6. Why is it wrong to tell a lie?
7. Draw any of the star figures you have learned.
8. Why should obey your parents?
9. How should we behave at church?
10. What would you consider rude manners at table?

---

*QUESTIONS FOR SECOND GRADE.*

---

SPELLING.

First ten words phonically.

- |              |                |
|--------------|----------------|
| 1. School.   | 11. Money.     |
| 2. Afraid.   | 12. Whisper.   |
| 3. Busy.     | 13. Wagon.     |
| 4. Pretty.   | 14. Woman.     |
| 5. Brother.  | 15. Scholar.   |
| 6. Bonnet.   | 16. Playmates. |
| 7. Showman.  | 17. Beasts.    |
| 8. Pleasant. | 18. Curtain.   |
| 9. Thought.  | 19. Berries.   |
| 10. Blazing. | 20. Wonder.    |

NUMBER.

1. Find three ways of getting 11 by using +.
2. Find 11 by using + and  $\times$ .
3. At 3 cts. apiece, how many oranges can you buy for 24 cts.?
4. Write 75 in Roman letters.
5. How many peaches, at 5 cts. each, can you get for 4 slates, at 10 cts. each?
6. Write six hundred and two in figures.
7.  $3 \times 4 - 6 \times 2 \div 3 + 7 - 1 =$  what?
8. Mother gave me 10 cts.; how many more must I have to make 24 cts.?
9. Make a question about Susan, 10 cts., Mary, and 4 cts.
10. How many are 4 times 7, less 5.

GENERAL QUESTIONS.

1. Write a sentence containing HOUSE, MAN and STREET.
2. Write four sentences about a dog. Punctuate and place capitals properly.



3. When do you use a period? When a question mark?
4. Draw a map of Polk county, and name all the townships. Locate the largest city and describe two rivers in the county.
5. Where is the letter C located on the musical staff?
6. Make a WHOLE note, a HALF note, a QUARTER note.
7. What letter is on the lowest line of the staff?
8. Why should you not quarrel?
9. Why should we not be cruel to dumb animals?
10. Draw any of the star figures you have learned?

---

*QUESTIONS FOR THE FIRST GRADE.*

---

SPELLING.

First ten words phonically.

- |             |              |
|-------------|--------------|
| 1. Bird.    | 11. Very.    |
| 2. House.   | 12. They.    |
| 3. Any.     | 13. Hair.    |
| 4. Eggs.    | 14. Mouse.   |
| 5. Kitten.  | 15. Bread.   |
| 6. Little.  | 16. Blind.   |
| 7. Gone.    | 17. Puss.    |
| 8. Dusty.   | 18. Began.   |
| 9. Haste.   | 19. Shining. |
| 10. Sister. | 20. Pretty.  |

NUMBERS.

1. Make the number 9 three ways by using +.
2. Make 9 three ways by using + and  $\times$ .
3. Make a question about Mary, 7 cts., 3 cts., and Jane.
4. What does XIV stand for?
5. Write 9 in Roman letters.
6. Write twenty-seven in figures and in Roman letters.
7.  $2+3-1-2+2=$  what?
8.  $3\times 1\div 3+1=$  what?
9. If James had 4 cts., and his mother gave him enough to make 9 cts., how many did she give him?
10. Write seventeen in figures and Roman letters.



## GENERAL QUESTIONS.

1. Write a sentence about a cat.
2. What mark did you place at the close ?
3. Write a question about a dog.
4. What mark did you place at the close ?
5. With what kind of a letter did you begin your sentence ?
6. Make a comma, a semicolon and a period.
7. Is it right to kill anything ?
8. When is it right to kill anything ?
9. How should you behave at table ?
10. Draw any star figure you have learned.

---

*SPECIMENS OF QUESTIONS PROPOSED TO CLASSES  
IN THE HIGH SCHOOL.*

---

## ASTRONOMY.

1. How is the position of a star indicated ? Explain the terms used.
2. Name the planets in their order and give their respective distances from the sun.
3. Explain why the moon rises later every evening.
4. Explain the reasons for the difference between solar and sidereal time.
5. Give Kepler's laws. Prove that the radius vector describes equal areas in equal times.
6. Explain the causes of the precession of the equinoxes.
7. What is the harvest moon ? Explain the cause.
8. Give the philosophy of the tides.
9. What is twilight ? How is it caused ?
10. What is aberration of light ? What effect does it have on the apparent position of a star ?

## MENTAL PHILOSOPHY.

1. How do we acquire knowledge of matter ? Of mind ? What are the acquired perceptions ? Give examples.
2. Define consciousness, attention, reflection. Give examples.



3. What is abstraction? Name the steps by which we arrive at abstraction.
4. What is the difference between conception and perception? What is intuition?
5. What is the nature of original suggestion? How do we arrive at our notions of time, space and number?
6. What is the nature of memory? How may it be improved; how impaired?
7. Describe the manner in which we proceed in reasoning. Name the different kinds of certainty at which we arrive in reasoning.
8. What is the difference between induction and deduction? Give examples.
9. Demonstrate the 47th proposition in 1st Book of Euclid in two ways: First, as Pythagoras is supposed to have done it. Second, as you would now demonstrate it in the class in Geometry.
10. What is the difference between an emotion and a passion? Give an example. What is the difference between an appetite and a passion? Give an example. What is the sympathetic emotion of virtue?





SECOND WARD SCHOOL HOUSE.



THE  
INDEPENDENT SCHOOL-DISTRICT  
OF  
DES MOINES (WEST SIDE).

---

THIRD ANNUAL REPORT

OF THE  
**Board of Education,**

FOR THE  
SCHOOL YEAR ENDING SEPTEMBER 15, 1875.

---

PUBLISHED BY ORDER OF THE BOARD.

---

DES MOINES, IOWA:  
CARTER, HUSSEY & CURL, PRINTERS AND BINDERS.  
1875.



# MEMBERS OF THE BOARD, 1874-'75.

---

<i>Name.</i>	<i>Term Expires.</i>
C. A. DUDLEY . . . . .	1877.
G. M. HIPPEE . . . . .	1875.
J. J. WILLIAMS . . . . .	1876.
FRANK BUTLER . . . . .	1875.
T. P. MATHEWS . . . . .	1876.
C. H. GATCH . . . . .	1877.

---

## ORGANIZATION OF THE BOARD, 1874-'75.

---

<i>President</i> . . . . .	C. A. DUDLEY.
<i>Secretary</i> . . . . .	J. M. ST. JOHN.
<i>Treasurer</i> . . . . .	F. R. WEST.
<i>Superintendent of Instruction</i> . . . . .	J. H. THOMPSON.

---

## STANDING COMMITTEES, 1874-'75.

---

*Grounds, Buildings, Repairs, Fuel and Warming Buildings* — BUTLER and WILLIAMS.

*Janitors, School Furniture and Apparatus* — WILLIAMS and MATHEWS.

*Teachers, Rules and Regulations* — GATCH and HIPPEE.

*Finance and Accounts* — HIPPEE, BUTLER and DUDLEY.

*Text-Books* — MATHEWS and GATCH.

*Examination of Teachers* — C. A. DUDLEY, D. G. PERKINS and J. H. THOMPSON.



## MEMBERS OF THE BOARD, 1875-'76.

---

<i>Name.</i>	<i>Term Expires.</i>
C. A. DUDLEY.....	1877.
G. M. HIPPEE. ....	1878.
J. J. WILLIAMS.....	1876.
P. M. CASADY .....	1878.
T. P. MATHEWS .....	1876.
C. H. GATCH.....	1877.

---

## ORGANIZATION OF THE BOARD, 1875-'76.

---

<i>President</i> .....	C. A. DUDLEY.
<i>Secretary</i> .....	J. M. ST. JOHN.
<i>Treasurer</i> .....	F. R. WEST.
<i>Superintendent of Instruction</i> .....	J. H. THOMPSON.

---

## STANDING COMMITTEES, 1875-'76.

---

*Grounds, Buildings, Repairs, Fuel and Warming Buildings* — WILLIAMS and GATCH.

*Janitors, School Furniture and Apparatus* — MATHEWS and HIPPEE.

*Teachers, Rules and Regulations* — GATCH and MATHEWS.

*Finance and Accounts* — HIPPEE and CASADY.

*Text-Books* — CASADY, WILLIAMS and DUDLEY.

*Examination of Teachers* — C. A. DUDLEY, D. G. PERKINS and J. H. THOMPSON.

*Visiting Schools* — First Ward, MATHEWS and DUDLEY.

Second Ward, HIPPEE and DUDLEY.

Third Ward, GATCH and WILLIAMS.

Fourth Ward, CASADY and MATHEWS.

High School, GATCH, WILLIAMS, CASADY, HIPPEE.



## PRESIDENT'S REPORT.

---

The Board of Directors of the Independent School District of Des Moines, (West Side), herewith submit their third annual report of the schools of the district for the year ending September 15th, 1875.

As the accompanying report of the superintendent presents a full and detailed account of the results of the school year in that department specially entrusted to him, there remains to be furnished only a brief statement of the finances of the district and the several uses to which they have been appropriated by the board since the date of the last report.

As part of our report we add the annual statement of the board to February 15th, 1875, required by law to be submitted to the electors prior to each annual meeting of the district. This exhibits the receipts of money from all sources and also the disbursements. It also shows the recommendation by the board of the amount to be raised by the levy of 1875.

Our last annual report showed a small balance in favor of each of the three funds of the district; and including that balance the account with the several funds of the district during the year is as follows:

School house fund:	
Balance cash, Sept. 15, '74.....	\$ 1,126.09
Cash from tax.....	16,962.13
Cash from bonds.....	10,425.00
By cash for school houses and sites.....	\$ 8,966.92
By cash for bonds and interest.....	16,587.37
	<u>2,958.93</u>
Balance on hand.....	
	\$ 2,958.93
Contingent fund:	
Balance cash, Sept. 15 '74.....	\$ 451.46
Cash from tax.....	10,054.11
Cash from other sources.....	114.00
Deficit, Sept. 15, '75.....	1,131.36
By cash, repairs for school house.....	\$ 4,833.87
By cash, fuel.....	1,093.48
By cash, Salary Secretary.....	150.00
By cash, all other purposes.....	5,674.58



cent in the school population in this ward between the years 1871 and 1874, a little more than double the increase in any other ward in the same time. To meet these demands the board submitted to the district the proposition to raise its bonds for \$10,000 which was carried by a vote of 218 for, to 95 against.

Diligent efforts were made to negotiate them at a low rate per cent but without success, but when put upon the market they were all sold however at a premium of four and one-fourth per cent.

Two sets of plans of almost equal merit were submitted to the board, in the choice of either of which the district would have secured a building both creditable and well adapted for school use. Those presented by Wm. Foster Esq., were adopted, presenting in the judgment of the board, the best elevation, the simplest and most economical interior arrangement and the best method of ventilation.

The main building is seventy-seven feet and ten inches by fifty-four feet and one inch, with two projections, one forty-one feet by fourteen feet and ten inches and the other thirty-six feet by nine feet and five inches, and a basement underneath the whole, eight feet in the clear. The lower story is fifteen and one-half feet in height and has four rooms each twenty-five by thirty feet. The second story has the same number of rooms each one-third of a foot larger each way, with ceiling three inches higher. To each room there is a wardrobe attached, and to two of the rooms in the second story there are also small recitation rooms.

To secure suitable ventilation, the smoke flues have been so placed in the center of the building as to warm two large ventilating shafts, into which by means of foul air ducts and registers in three different places in each room the foul air can be withdrawn and a constant circulation be maintained throughout the entire building. The ventilation of each room is independent and perfect in itself and can in no manner interfere with that of another.

If we have been guided by the experience and observation of others who have given the subject study and reflection as well as profit by our own experience, we have a building well ventilated and arranged for the comfort and convenience of both teacher and pupil.

The contract for the building was let in three parts as follows:

Mason work, \$11,200; Carpenter work, \$8,000; Plastering, \$1,000.

So that the appropriation made by the people is only exceeded by \$200, but if we consider the premium on the bonds sold (which may be fairly treated as a part of the appropriation), the contracts are within the sum allowed by \$225.



Thus by an increase of the bond indebtedness over that of 1874 by \$2,500, there has been added as a permanent improvement to the property of the district, a building of the value of \$20,000, which will be when completed both an ornament and substantial proof of the public spirit of the capital city of the state in providing the means for the culture and educational training of her young.

After commencing the work on the new building in this ward, the board purchased for \$2,150 the lot adjoining our school property on the west. By this purchase the district has the entire piece of ground between Sixth and Seventh streets and extending north from School street 249.4 feet, thus affording a school house site not surpassed by any other in the city.

Before definitely locating the new school house on its present site, the board caused a thorough and extended examination of the ground to be made to ascertain whether or not any trespass had been committed upon this property by those interested in the operation of a mine near the school building. That examination showed the property of the district undisturbed except a trifling amount at one point on the eastern boundary of the property.

The report of the superintendent shows that the schools have had another year of prosperity, and it is due to those who have had charge of the schools to say that this continued prosperity is the result of skillful organization and efficient work in the several school rooms.

To those portions of the report which contain suggestions for the improvement of the schools of the district, the attention of the board is called, for while we are under obligation to preserve the present high standard of excellence in our schools, we have a further duty to discharge in the thoughtful consideration of those plans which will bring the greatest and best results for the generous outlay made for their support from year to year by the people of the district.

C. A. DUDLEY,

*President Board of Directors.*

---

## WEST DES MOINES SCHOOLS.

The Board of Directors of the Independent school district of West Des Moines, Iowa, submit to the electors thereof, the following statement of the receipts and disbursements of all funds of said district to February 15, 1875; and also an estimate of the several amounts which, in the judgment of the board, are necessary to maintain the schools for the next succeeding year.



Received since last report:

CONTINGENT FUND.

From levy of 1873.....	\$ 5,488.02
From levy of 1874.....	653.70
From levy of former years.....	1,389.84
From loan.....	5,000.00
From other sources.....	435.81

TEACHERS' FUND.

From levy of 1873.....	16,277.93
From levy of 1874.....	1,120.70
Semi-annual apportionment.....	4,583.04
Tuition.....	300.60

SCHOOL HOUSE FUND.

From levy of 1873.....	21,703.86
From levy of 1874.....	1,027.23
	<u>57,980.73</u>

Deficiency at this date..... 3,218.53

Total.....\$61,199.26

Paid out since last report:

Bonds redeemed.....	\$ 9,000.00
Coupons paid.....	9,375.00
Teachers paid.....	18,356.65
Paid for school house site, 1st ward.....	700.00
Paid for building 1st ward school house.....	5,828.83
Furnishing same.....	409.68
Paid for lot in 4th ward.....	650.00
Paid Janitors.....	1,516.00
Paid on fuel.....	982.53
Paid on insurance.....	568.00
Paid on furnace, 2d ward.....	3,300.00
Paid water rent.....	150.00
Paid gas bills.....	132.00
Paid Treasurer's salary.....	50.00
Paid Secretary's salary.....	150.00
Paid for re-building flue, 2d ward.....	400.00
Paid for furniture, new room, 3d ward.....	153.35
Paid other contingent expenses, repairs, supplies, stationery, &c.....	2,595.35
Warrant issued for loan due April 1st, next.....	5,000.00
Deficit at last report.....	<u>1,881.87</u>

Total.....\$61,199.26



## Liabilities to be provided for by levy of 1875:

To pay deficiency.....	\$ 3,218.53
To pay interest to March 1st, 1877.....	18,000.00
To pay teachers to March 1st, 1877.....	39,000.00
To pay sinking fund.....	14,000.00
To pay contingent expenses.....	11,000.00
Total.....	<u>\$85,218.53</u>

## ASSETS.

Uncollected levy 1874.....	\$43,325.47
S. A. apportionment, estimated.....	8,000.00
To be raised by levy of 1875.....	<u>33,893.06</u>
Total.....	<u>\$85,218.53</u>

## As follows:

Contingent.....	12,000.00
School house.....	14,000.00
Teachers'.....	<u>8,000.00</u>
Total.....	<u>\$34,000.00</u>

By order of the Board.

C. A. DUDLEY, President.

J. M. ST. JOHN, Secretary.





THIRD WARD SCHOOL HOUSE



# REPORT OF THE SUPERINTENDENT.

---

*To the Board of Education of the West Des Moines Public Schools.*

GENTLEMEN :—I herewith submit the Third Annual Report of the schools under your care. Any system requiring as great an outlay of the people's money as the public schools, and which lies so near the welfare of the dearest objects of the people's affection, requires that a detailed statement of the outlay, and of the results obtained, should be laid before the people.

They bear the burden of taxation cheerfully, and commit the education of their children intellectually, and to a large extent morally and physically, to the care of the public schools.

A great responsibility is thus delegated to the teachers in our schools ; and it is certainly eminently proper that those who pay the bills and entrust so much, should ask, by times, whether the results are adequate to the means or not.

I submit the following figures and statements for the perusal of those who are interested. I have endeavored to set forth a truthful exhibit of the condition and workings of the schools, hoping and believing that something will be found to interest and encourage.

It is not presumed that the perusal of this Report will be satisfactory in all respects, but it is hoped enough will be seen to convince all that earnest work has been done by faithful teachers, that an honest effort has been put forth by the school authorities to make the schools the very best under the circumstances, and that steady progress has been made from year to year.

The following summaries of the work of the past year and comparative statistics are brought together for convenient reference. They are condensed mostly from tables found in other parts of the report :

## Statistics.

Population of the West Side ; census of 1875.....	10,000
Enumeration of pupils between five and twenty-one.....	2,848



Whole number of pupils registered in the public schools.....				1,831
Number of weeks in school year.....				38
		1873.	1874.	1875.
Per cent of pupils enrolled on number eligible.....	64½	64.2		64.3

### Comparative Statement of Enumeration.

Enumeration of pupils in.....	1870..	2,268
Enumeration of pupils in.....	1871..	2,364
Enumeration of pupils in.....	1872..	2,534
Enumeration of pupils in.....	1873..	2,728
Enumeration of pupils in.....	1874..	2,848

### School Accommodations.

Number of school buildings owned.....	4
Number of school rooms owned.....	34
Number of seats for pupils.....	1,855

### Value of School Property.

Value of school sites.....	\$	27,000
Value of school buildings.....		185,000
Value of school furniture.....		5,000
Total value of school property.....		217,000
Taxable property. {	Estimable cash value.....	6,698,432
	Assessed value.....	3,349,216
Tax for school purposes... {	Mills per dollar on cash value....	7
	Mills per dollar on assessed value.	14
Assessment. {	For school-house and contingent fund.....	38,000
	For teachers' fund.....	9,000

### Number of Schools.

High school.....	1
Grammar schools.....	9
Primary schools.....	15
Total number of schools.....	25

### Teachers.

Number in the High school.....	3
Number in the Grammar schools.....	9
Number in the Primary schools.....	15
Superintendent.....	1
Total number, (Males, 4: Females, 24).....	28



**Salaries.**

Of the Superintendent.....	\$ 1,800.00
Of the teachers in the High school.....	3,210.68
Of the teachers in the Grammar schools.....	6,075.00
Of the teachers in the Primary schools.....	8,404.60
Whole amount paid teachers.....	19,496.28

**Times Teachers were Tardy.**

	1874.	1875.
In the High school.....	0	0
In the Grammar schools.....	60	92
In the Primary schools.....	95	70
Totals.....	<u>155</u>	<u>162</u>

**Pupils Registered.**

	1873.	1874.	1875.
In the High school.....	135	143	107
In the Grammar schools.....	343	500	485
In the Primary schools.....	1176	1107	1239
Whole number enrolled.....	1654	1750	1831
Per cent of pupils enrolled on number eligible.....			64 3-10

**The Average Number of Pupils in Daily Attendance.**

In the High school.....	83.4
In the Grammar schools.....	348.5
In the Primary schools.....	665.1
Total average number.....	<u>1097.0</u>

**Per Cent of the Average Attendance on the Enrollment in Various Cities.**

DES MOINES.....	60
Jersey City.....	48
New York.....	54
Baltimore.....	54
Albany.....	54
Kansas City.....	55
Rochester.....	56
Newark.....	58
Pittsburgh.....	60
Chicago.....	61
Milwaukee.....	63
Cleveland.....	63



### Number of Pupils Remaining in School at the Close of the Year.

In the High school.....	77
In the Grammar schools.....	323
In the Primary schools.....	795
Whole number remaining at close of school.....	1,195
Whole number remaining at close of school, 1874.....	984

### Number of Cases of Tardiness.

	1874.	1875.
In the High school.....	1247	715
In the Grammar schools.....	1542	1459
In the Primary schools.....	2852	2748
Total number of cases.....	5541	4922

### Number of Pupils Promoted to Higher Classes at the Close of the Year.

In the High school.....	55
In the Grammar school.....	207
In the Primary schools.....	398
Total number promoted.....	660

### Number of Pupils Promoted at other times during the Year.

In the High school.....	0
In the Grammar schools.....	51
In the Primary schools.....	147
Total.....	198

Grand total of promotions during the year.....	855
Grand total of promotions during 1874.....	724

### Number of Pupils who failed to pass the Examination in June.

	1874.	1875.
In the High school.....	7	13
In the Grammar schools.....	52	63
In the Primary schools.....	93	83
Whole number who failed.....	152	159

### Average Number of Pupils per Teacher on the Number Enrolled.

	1874.	1875.
In the High school.....	47	35
In the Grammar schools.....	55	54
In the Primary schools.....	79	82



### Average Number of Pupils per Teacher on the Average Daily Attendance.

In the High school.....	28
In the Grammar schools.....	39
In the Primary schools.....	44

### Ages of Pupils.

Number of pupils 5 years of age .....	103
Number of pupils 6 years of age .....	147
Number of pupils 7 years of age .....	255
Number of pupils 8 years of age .....	165
Number of pupils 9 years of age .....	141
Number of pupils 10 years of age .....	150
Number of pupils 11 years of age .....	114
Number of pupils 12 years of age .....	140
Number of pupils 13 years of age .....	94
Number of pupils 14 years of age .....	140
Number of pupils 15 years of age .....	77
Number of pupils 16 years of age .....	72
Number of pupils 17 years of age .....	17
Number of pupils 18 and over.....	20

### Cost of Tuition per Pupil on Number Enrolled.

	1874.	1875.
In the High school.....	\$19.92	\$27.44
In the Grammar schools.....	10.79	12.52
In the primary schools.....	7.15	6.78
Average cost of tuition per pupil.....	9.73	10.64

### Cost of Tuition per Pupil on Number Enrolled in Columbus, Ohio, 1874.

In High school.....	\$ 35.85
In Grammar schools.....	15.17
In Primary schools.....	7.66
Average cost per pupil.....	11.81

### Comparison of the Average Daily Attendance for 1874 and 1875, Month by Month.

	1874.	1875.	Difference.
September.....	1089	1021	68 less.
October.....	1133	1138	5 more.
November.....	1157	1166	9 more.
December.....	1141	1215	74 more.



January.....	1106	1088	18 less.
February.....	1102	1068	34 less.
March.....	1052	1034	18 less.
April.....	951	1086	135 more.
May.....	918	1066	148 more.
June.....	825	1038	213 more.

It will be observed in the above comparison that the attendance for same months is larger in 1874 than in 1875.

The new school house in the first ward was not completed until October, consequently no school was opened in that ward until October. In the Spring months also it will be noticed the attendance was a little less in 1875 than in the same month in 1874.

During these months in 1875, the whooping-cough and measles prevailed in the primary schools. There was an unusual number of severe storms also, which combined to reduce the attendance to the number as stated above.

It will be further observed, in perusing the foregoing comparative statistics, that the number enrolled in the High school is less than the previous year. This was caused by making the tests for admission more rigorous. The object is to admit none to the privileges of the High school who are not fully prepared to grapple with the intricacies of the branches pursued there. By pursuing this course the result will be that our High school will become one not only in name but in fact.

The tables show that the cost per pupil in the High school is some increased over the previous year. This is owing to the fact that an additional teacher was employed in the High school during the last year, relieving the Superintendent from teaching any regular classes there.

The schools having increased and continuing to increase so rapidly the Board deemed it for the best interest of the schools that the Superintendent's time be entirely employed in superintending and examining the schools.

On some account, the schools during the year just closed, have never run more smoothly or harmoniously.

The comparative tables show that in almost every essential feature there is a wholesome improvement.

It is a matter of congratulation that the discipline of the schools has much improved. Very few cases of corporal punishment have occurred. The cases of discipline requiring the attention of the Superintendent can almost be numbered on the fingers of a hand.

This may have resulted in part from the fact that the Superintendent, not being confined to any particular room, could be more nearly every where present.



"An ounce of preventive is worth a pound of cure."

In the Des Moines schools, and in most of the graded schools of the country, the course of study requires twelve years for its completion. This time is divided into three equal divisions.

The first four years belong to the primary schools; the second four years, to the grammar schools; the last four to the High school. Each of these requires four years for the average pupil to pass through.

In the Primary grades almost the same studies are pursued as in the Grammar grades; viz., spelling, reading, writing, numbers or arithmetic, language lessons or grammar, geography, music, drawing, and in the Grammar grades, U. S. History.

There is this difference between the Primary and Grammar grades: there is no text book used in the Primary grades except the speller and reader.

The theory is that most of the faculties of the mind develop in a phalanx.

The child is as well prepared to take simple lessons in numbers, geography or language as he is for reading, spelling or writing. This method gives a pupil, who has been so trained, a great advantage when he comes to take a text book on those branches and begins to study their obstrusities. The branches pursued in the High school may be seen in the course of study appended to this report.

### Remarks.

In a previous Report I have briefly described the methods employed in our schools, in teaching the various branches. It does not seem necessary to report them here.

During the year just ended none of the branches enumerated in the prescribed course of study have been omitted or slighted. The method heretofore adopted and described seems now to be well understood by most of our teachers, and to be executed in such a manner as to employ their excellencies, and at the same time not interfere with the individuality of the teacher. No attempt has been made by the Board or Superintendent to confine the teachers to the minutia of particular methods. To do so would have the effect to reduce the teacher to a mere machine, a consumation greatly to be depreciated.

The course of study has remained the same as was previously adopted, with the exceptions that in the first year of the High school course Book-Keeping was introduced, and in the last year of the same, Zoology was substituted for Kames' Elements of Criticism.

The course of study in the High school is a very practical one, and well suited, as experience has demonstrated, to the wishes and requirements



of seventy-five per cent. of those in the High school, or those who will probably enter.

But it is not well arranged in some respects to the wishes of those parents who desire their children to prepare to enter a College or University.

There seems a growing desire on the part of parents to fit their children for College, and at the same time keep them at home. For the accommodation of these it would seem advisable for the Board to arrange another course of study which might be called a Classical Course, in which could be introduced higher Latin and German, and some of the Practical Sciences omitted.

Of course this arrangement would necessitate the employment of an additional teacher, as the practical course now adopted would require all the time of the teachers now employed.

The course of study for the District schools has been slightly modified by the introduction of one or two books of Hooker's Natural History series, in the intermediate grades. These are intended to supplement but not to displace the text-book on reading. In some cases a class in the second or third reader completes the book before it is convenient to promote the class; the little book on Natural History is then used as a reading book. The plan has increased the interest in reading on the part of both teachers and pupils.

In western towns and cities especially, where the population aggregates so rapidly, the crying complaint is, a want of commodious and convenient school accommodations.

In West Des Moines it should be a matter of pride to the people who have voted the means, and to the School Board who have so judiciously employed it, that not only is the city well provided for the present, but the need of several years to come is anticipated. The Board now have four comparatively new buildings, constructed after the most approved models. If, as is generally asserted, the enterprisc and intelligence of a community are indicated by the provisions for moral and intellectual culture, then West Des Moines has given the strongest proofs of the possession of those virtues.

### Industrial Exposition and Drawing.

The first term of our schools has usually closed with a reunion and literary exercises; the second term with a public, oral examination; the third with the annual test examination for promotion, and the graduating exercises of the High School.



The past year the first Industrial Exposition of school handiwork, held under the Iowa school law recently passed, was substituted for the reunion at the close of the first term.

The Exposition was much more of a success than had been anticipated. The exact number of articles exhibited is not known—probably more than one thousand. They included almost everything that can be hewn, whittled, kneaded or sewn. Many of the articles were extremely well manufactured, and some represented the labor of months. Others were rudely constructed, but evinced good constructive talent.

The exhibition occupied but one day, the forenoon in arranging the articles, and the afternoon in their inspection by committees and visitors. The time was much too short for either their arrangement or inspection.

During the afternoon fully a thousand spectators visited the High school room in which the articles were displayed.

The construction of these articles did not seem to interfere in the least with the regular school work.

They were all made during leisure hours—evenings and Saturdays.

The statement in the orthodox couplet that

"Satan finds some mischief still,  
For idle hands to do,"

was rendered useless, for the little hands were neither still nor idle.

It is hoped in the future, if other expositions are held, the Board will allow more time to display and examine the articles.

During the past year the schools have been devoting a short time every day to easy drawing lessons.

These lessons were arranged in a graded series and given to the teachers at the fortnightly teachers' meeting, by the superintendent.

Several hundred specimens of these drawings, executed by the pupils, were exhibited at the industrial exhibition.

The interest has been well sustained in this work, and the teachers have seemed to take real pleasure in reproducing the lesson given them. The importance of cultivating the *sixth* sense, the hand, was briefly set forth in my last report, both as regards its use in the mechanical arts, and its benefits as a means of culture.

At the first Universal Exposition, held in 1851, England made the humiliating discovery that she was behind all the other civilized powers of the globe, except the United States, in the fine and industrial arts. She immediately set to work to win a supremacy by introducing drawing into all her schools, and organizing schools of art, and offering prizes for meritorious productions, until now England has some of the most famous Art schools as well as Art galleries in the world.



The United States must profit by her example if she ever expects to get beyond the place now occupied, viz., the foot of the class of civilized nations in the matter of fine arts and artisans.

### The High School.

The full time of three teachers was employed in the High school during the year. Miss Hannah Scott, formerly of the High school at Mattoon, Illinois, was the second assistant until the spring term, at which time her health failed and she resigned.

Mr. H. E. Wright was elected to the vacancy for the remainder of the year.

The most important change in the High school was the purchase of chemical apparatus, and also a modification in the manner of teaching the subject. Tables are now fitted up after the most approved style, with places for a dozen students to manipulate at the same time. Lessons are now given daily in analytical chemistry.

A new enthusiasm pervades both pupils and instructor.

There is great need of philosophical apparatus in our High school.

We have nothing save an air pump and a few articles constructed by the pupils and their teachers.

A museum containing specimens for illustrations in Geology and Zoology is much needed. A few hundred dollars could be wisely and profitably spent in furnishing our High school with these needed appliances.

During the year the alumni of our High school formed an Alumni Association, electing officers and arranging a programme for the next meeting, which occurs during the holidays. The object of this association is a most worthy one—that of literary culture and keeping bright the remembrances of the past.

Some of these alumni have been employed as teachers in our schools, and have given excellent satisfaction.

The Board would do well, in case it seems advisable to select inexperienced teachers, or those with small experience, to select from the graduates of our own school. Others of these alumni have engaged in teaching with good success, while still others are students in the different colleges of the country, and by report are maintaining an equality with those from other schools and seminaries.

#### STATISTICS OF THE HIGH SCHOOL.

##### NUMBER OF TEACHERS EMPLOYED.

Male.....	1
Female.....	2



## NUMBER OF PUPILS ENROLLED.

Male.....	54
Female.....	53
Total.....	107

## NUMBER ADVANCED TO NEXT GRADE FROM FINAL EXAMINATION.

First Class.....	13
Second Class.....	16
Junior Class.....	14
Senior Class.....	10
Total.....	53

## TEXT-BOOKS, AND NUMBER IN EACH STUDY — MATHEMATICS.

<i>Branch.</i>	<i>Number.</i>	<i>Author.</i>
Arithmetic.....	36	White and Ray.
Algebra.....	52	Ray.
Book-keeping.....	25	Bryant and Stratton.
Geometry.....	40	Davies.
Trigonometry.....	17	Davies.

## NATURAL SCIENCE.

<i>Branch.</i>	<i>Number.</i>	<i>Author.</i>
Physics.....	18	Norton.
Chemistry.....	13	Youmans.
Astronomy.....	14	Burritt.
Physiology.....	25	Brown.
Botany.....	18	Gray.
Zoology.....	14	Agassiz.

## LANGUAGE.

<i>Branch.</i>	<i>Number.</i>	<i>Author.</i>
English Grammar.....	28	Harvey.
Latin.....	25	Arnold.
Cæsar.....	12	Arnold.
Virgil.....	8	Chase.
English Literature.....	16	Hart.
Mental Science.....	12	Wayland.
Rhetoric.....	16	Day.
General History.....	25	Anderson.

## GRADUATES OF 1875.

Lizzie Blanchard.  
James Edwards.  
Ella Skinner.  
Ida Weaver.  
Mollie E. Hatch.

Will. Colton.  
Ella Reinking.  
Ella Morrison.  
Thos. A. Morrison.  
Jane Hall.



## Graduating Exercises of the Class of 1875.

### PROGRAMME.

#### MUSIC.

Prayer . . . . . Rev. T. S. Berry.

#### MUSIC.

Salutatory Address — "Modern Times" . . . . . Will Colton.

Essay — "Honesty" . . . . . Jane Hall.

Oration — "Murmurings of the Sea" . . . . . Ella Reinking.

Oration — "Nothing Is but What Is Not" . . . . . Ella Skinner.

#### MUSIC.

Essay — "Rocks" . . . . . James Edwards.

Essay — "Success" . . . . . Ella Morrison.

Oration — "Wired" . . . . . Mollie E. Hatch.

#### MUSIC.

Essay — "Quid Rides?" . . . . . Thos. A. Morrison.

Oration — "Night Brings Out the Stars" . . . . . Ida Weaver.

Valedictory Address . . . . . Lizzie Blanchard.

#### MUSIC.

Conferring Diplomas . . . . . C. A. Dudley,

*President of Board of Education.*

#### BENEDICTION.

## Table of Graduates.

### TOTAL BY CLASSES.

Years.	Boys.	Girls.	Total.
1868 . . . . .	1	3	4
1871 . . . . .	0	3	3
1872 . . . . .	0	6	6
1873 . . . . .	4	9	13
1874 . . . . .	7	12	19
1875 . . . . .	3	7	10
	—	—	—
Total . . . . .	14	40	54

## Catalogue of Students Admitted upon Examination.

### BOYS.

Ellis Pierce.	Douglass Merritt.
Albert Roberts.	Volney Pattee.
George Howell.	Frank Crandall.
John Murphy.	Charles Taylor.
Robert Coskery.	Willie Morris.
Charley Sherman.	George Hippee.
Frank Perkins.	Morris Clement.
Eddie Finch.	James Tuttle.
Richard Lowe.	Walter Parker.



## GIRLS.

Nellie Lee.	Carrie Laird.
Katie McDowell.	Ella Sutton.
Cora Beach.	Ida Griffiths.
Jennie Edwards.	Nellie Harman.
Dora Jack.	Lena Reinig.
May Easton.	Hattie Edwards.
Emma Reel.	Lizzie Sprague.
Jennie Otis.	Emily Crow.
Flora Henry.	Jennie Mayne.
Lillie Frisbie.	Linnie Dunkle.
Matie Babbitt.	Genie Given.
Jennie Bartz.	Callie Smith.
Ella Kenneday.	Sadie Lunt.

## Teachers.

It gives me pleasure to bear witness to the efficiency and faithfulness of our corps of teachers as a body. Many of our teachers exhibit marked ability and tact in managing and teaching their schools.

It should remain the policy of the Board in selecting new teachers to secure those competent and experienced, or at least those who have enough experience to insure a strong probability that they are already equal to the position, or that their moral ambition and intellect will soon raise them to a full competency.

It is no easy matter to control and at the same time to teach fifty little men and women. When we consider the variety of temperament, the difference in home training, or the entire lack of it, and the crude notions that many parents entertain and often inculcate concerning school management, we are led to wonder that teachers succeed as well as they do, and that so many pupils grow up virtuous and manly.

The home training of children has much to do with the success of the teacher in managing her school. There is seldom any difficulty in controlling those children who are brought under wholesome restraint at home. Nearly all the trouble in school is caused by those who are left to the teachings of the street; whose wills know no restraint save that of the police or the muscular arm of a stronger enemy. From the action of many parents, as well as teachers, one would be led to believe that there is no such thing as method in training the young.

Punishments are inflicted according to the caprice or temper of the parent or teacher, without regard to the magnitude or kind of offence of the child.



One is reminded of the clown who came upon the stage with a bundle of papers under each arm. On being asked what the papers under one arm contained, he replied "orders." To the same question as to the contents of the papers under the other arm he replied as promptly "counter orders." So it happens that many in training the young, give orders only to contradict them, or threaten, never to perform. A child brought up under such a non-method until he is of school age has a mind in no condition to submit to either persuasion or threats. Children find themselves in the world without foreknowledge or consent. Their education begins at once. Three baths a day, Soap in their eyes, trickling streams of water in their ears, and catnip tea pouring down their throats, form a part of the growing delights of childhood. Soon follow paregoric and pins. First a dose then a trot; another spoonful and another trot, said jounces calling forth energetic expressions of internal agitations.

They are taken from their syrupy sleep and instantly taken to the blinding light and pinched and squeezed and declared to be the very image of whatever relative happens to be nearest, whether they are as beautiful as the Queen of Scotts or as ugly as Dr. Johnson or Goldsmith. Then follows a tumult of kisses from snuff-takers and smokers and children whose lips are smeared with molasses candy. By turns they are seized with croup and teething, and there are sounds of infancy by night. Visions of dolls and hobby-horses flit through their brains in restless slumber.

While hands and feet are so busy the brain is no less so. A thousand questions arise in their minds and pour forth from their mouths, for which they are called inquisitive. If their curiosity should lead them into bureau drawers and closets they are soundly boxed, when it is all the fault of their Maker for creating them with so little knowledge and at the same time giving them such a thirst for it. School days come on apace. Bunches of rods flit before their eyes and sometimes buzz about their ears. In their brains must be built up continents, a part of which may often be found on their faces. There must be room also for briny oceans, though their hearts beat so forcibly as to splash a few salty drops in their eyes, betimes.

They are soon taught to carry one for every ten, but the schoolboy's pocket usually shows it is easier for him to carry ten in every one and have a remainder besides.

Say ye that childhood is a time of ease, or that it is an easy matter to train children? The common opinion that any one will do for a primary teacher is a great mistake.

Go into an apple orchard in the fall. Those apples within reach of a child hang from those slender and graceful limbs which bear the largest



and ripest fruit. Those branches that are stiff and unbending and beyond the reach of a child, contain only small and indifferent fruit. The primary teacher must be the most yielding and flexible in her disposition, bending down to the level of child nature; inviting the little one to look up and reach up and pluck the rich clusters overhead.

### Criticisms and Directions.

1. Teachers should remember to begin the year as they intend to end it. That teaching does not avail much which neglects close drills in the former part of the year expecting to make it up by extra effort just before examinations. A class may be made to appear fairly by this manner of teaching or stuffing, but they will always resemble the hot house plant, lacking the vigor and ruggedness of those who have been drilled daily on principles rather than on rules.

Simply hearing lessons is not teaching. Pupils must not only know a thing, but they must know that they know it. They must be able to defend their positions and statements. The teacher must assume the role of a doubter, and require the pupil to clear up those doubts. One is never certain a pupil understands a subject until he can tell it.

2. There are some teachers who seem to labor for nothing but promotions. Scarcely any other incentive is ever applied than this one. This gives a very narrow motive to study. It has a cringing effect on both pupils and teacher. The teacher who does her duty daily, will have no need to fear when the trial of fitness for promotion comes. Boards of Education and Superintendents should not judge teachers simply by the number of promotions made, but rather by the thoroughness of the daily work and the independent scholarship of the pupils. Teach subjects and principles and the promotions will take care of themselves.

3. Scarcely anything is more important to the teacher than the power of holding the attention of pupils. It is a test almost of the good teacher. The teacher should never proceed until she has secured it. Attention is not always teaching, but it is that without which there can be no successful teaching. A young minister consulted a Quaker friend concerning what he supposed a "call to preach." After hearing the young man through, he quietly asked whether he noticed his audience had any call to *listen to him* or not. The teacher who has the magnetism to hold the attention of a class has one of the first elements of success.

4. Some teachers fail by talking too much. By pouring forth a volume of words into the ears of pupils, their minds become confused. Nothing is left clear and pointed. It requires skill to know just when to stop. To



tumble a basket of grapes upon one's head would ill serve the wants of the palate, while to hand a few choice bunches would allow leisure and opportunity for enjoyment and "inwardly digesting." Don't preach.

5. In reading, especially in primary grades, a part of each recitation should be taken to explain the meaning of words and sentences in the succeeding lesson. It should be understood that pupils are unfit to begin to read until they understand something nearly the meaning of what they are to read. One of the most important things to be taught to children is how to study. Children are not only barren of words but barren of ideas. They must be taught how to acquire these. The following order is recommended for studying reading lessons: 1st. Look out the pronunciation of words; 2nd. Study the meaning of the piece; 3rd. Study the best expression of the piece. Teachers should remember that concert reading or exercises are nearly worthless for tests of individual scholarship. They may be used to keep the attention or to inspire enthusiasm, but individuals can only be examined individually.

6. Some teachers have a habit of discouraging pupils. They are continually informed that they are dull that they are not making progress, that they should be in a lower class, etc. Others have a habit of scolding continually, supposing that by this means they inspire the pupils to diligence and thoughtfulness. These are great mistakes and faults. Pupils should be commended, and almost never scolded.

7. Many teachers are very unskillful in the art of questioning. Teachers may so frame the question as to contain a hint of the answer, or they may indicate by a tone of the voice, shake of the head, or shrug of the shoulders whether the pupil is right as far as he has gone or not. Pupils soon learn to expect these props, and find themselves directly unable to proceed at all without these gentle hints. Such teaching is despicable; for pupils think themselves well versed in a subject when really they know nothing of it at all independently.

The following directions may assist those who have not a method already formed:

Always use the answer obtained from the pupil in forming your next question. The teacher cannot know what question he is going to ask unless it be the first one, for after that he should be guided by the answers received. It is not meant that the teacher should not have an outline in his mind, for he should. Do not ask direct questions or those that contain or hint at the answer. If a pupil makes an incorrect answer do not generally tell him so, but question him right on until he sees his error. Never indicate to a pupil that he is wrong by emphasis or putting the opposite



idea in a question and giving it the circumflex. Do not use the same form of question continually. Children will soon see you are a mere machine, which works by a kind of crank. Repeat the question in a new form if it cannot be answered.

Teachers should ask questions rapidly so that there should be no dropping down of interest in the class; for if the teacher is too slow the interest will leak out as fast as it is created. One can dip up considerable water in a seive if he does it rapidly, if too slowly nothing remains.

The intelligent teacher watches his class closely and if he is not holding the attention of every one, he knows it, and at once changes his tactics or increases his earnestness so as to restore the necessary warmth.

### Public School System.

There have always been those who opposed the free school system; just as there have been some who opposed the Republican government, or the Christian church. The great majority of the intelligent people of the country, however, recognizing the great and permanent benefits of the system, are strong and active friends of the same; voluntarily taxing themselves to build and furnish costly school houses and pay teachers.

That the estimation of the latter is the more rational must be at once evident when we reflect that the material prosperity of our country, its mighty physical energies, seen in its long lines of railroads and its great cities, are the product of cultivated intelligence. If we remember that "it is educated mind that has transformed this whole land from its primitive wildness into the beautiful homes of a happy people; that the steam engine which whirls thousands safely across the prairies and around the hills, belting the continent, was once only a dim idea in the mind of a practical thinker; and that the telegraph, those nerves which radiate from the brain centers of civilization, was once only a thought of an educated mind, then it is that we realize there is something mightier than steam or the electric fluid, and that the public schools form a part of those batteries which evolve the forces of civilization."

Intelligent thought has sent a million shuttles in motion weaving fabrics of beauty and use. It has performed the miracle of walking upon the sea, of flying through the air, of determining the physical composition of the sun and stars, it has ransacked the "pockets of nature" and brought forth the parchments on which the great thoughts of God are inscribed. It is educated intellect that rules in every civilized land.

The Swiss Cantons, sandwiched for decades between two hungry monarchies, still maintain their independence, because education is the rule. If the few are educated, and the many are ignorant, the former always rule the latter.



Cæsar was the polished scholar as well as the bold commander.

In our own times we have seen that it is the intellectual giants of Germany that rule the consolidated Empire, and who directed the forces that gained their dashing victories. When a people have become educated, it will not do to slacken effort. The same forces that developed the powers must remain constant. Minds unexercised drop back to barbarism.

Educational effort such as is put forth in the public schools of the land constitutes the trellises which are to hold up the clasping tendrils of intelligence into the sunlight of sympathy and truth. This intelligence unaided, unstimulated, though there might be "mute inglorious Miltons," would, like the unsupported vine, fall to the ground and clasp the clods and mould and things of decay.

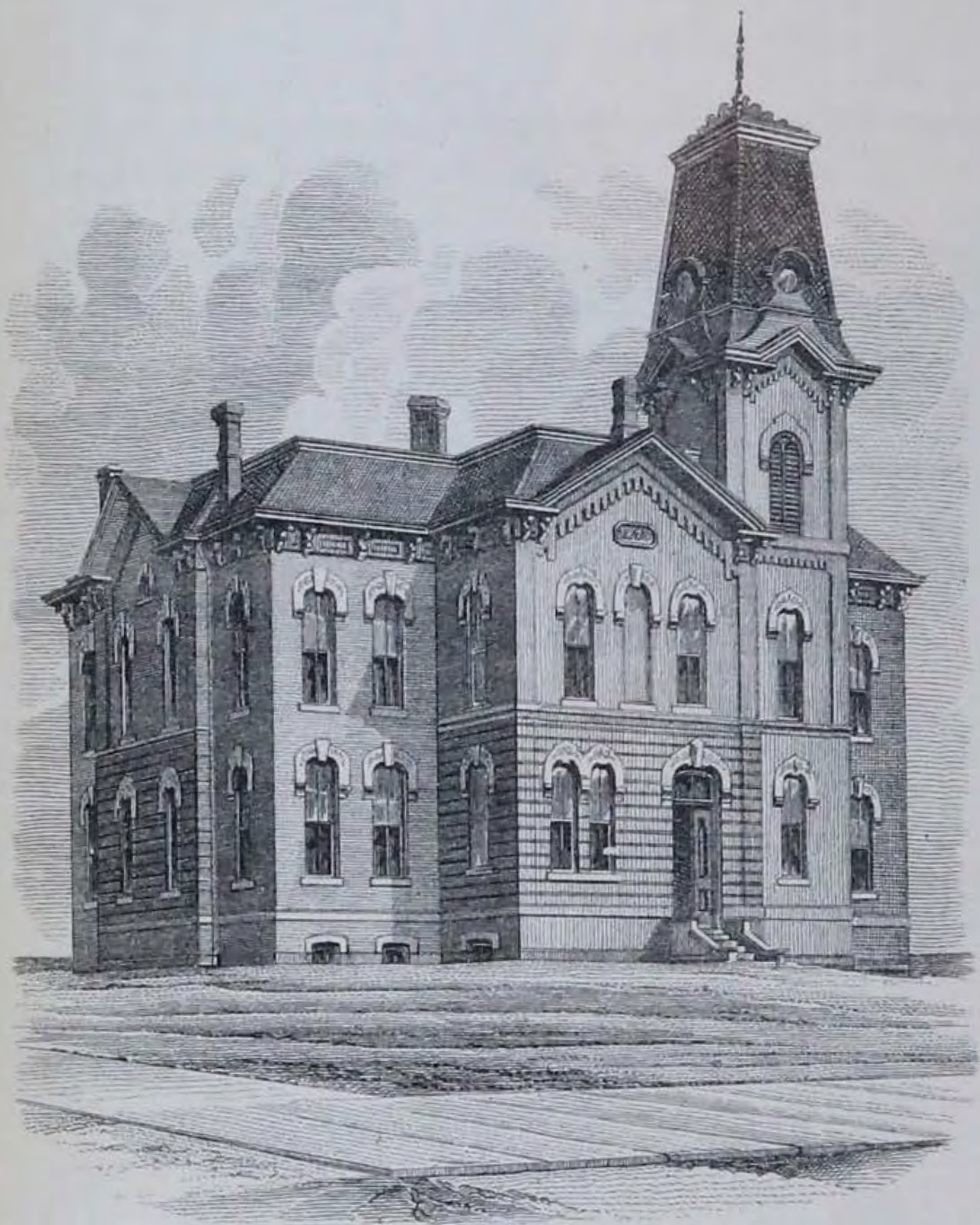
We have faith to believe the public schools, like a mighty arch, will only stand the firmer from the weight of opposition which they sustain.

---

Having made the foregoing presentation of the condition and workings of the public schools, it is respectfully submitted.

J. H. THOMPSON,  
*Superintendent.*





**FOURTH WARD SCHOOL HOUSE**



# STATISTICAL TABLES.

## TABLE I.

*Showing the number enrolled, number examined for promotion, number who passed, number who failed, per cent of failures, whole number promoted, number not absent or tardy, number not absent, number not tardy, number not tardy or absent from time of entering school, number not absent more than one day, number not tardy but once, and average age.*

SCHOOL AND TEACHER.	Number enrolled.		No. examined at end of the year	No. who passed.	No. who failed.	Per cent of failures on number examined.	No. promoted at other times.	Whole No. promoted.	No. not absent or tardy during the year.	No. not absent during the year.	No. not tardy during the year.	No. not absent nor tardy from entering.	No. not absent more than one day.	No. not tardy more than once.	Average age.	
	Boys.	Girls.														
High School.....	107	54	53	68	55	13	19	0	55	0	0	0	0	0	0	16

### FIRST WARD.

No. 1, Miss McHenry.	64	33	31	15	11	4	26	2	13	1	7	3	2	0	2	7½
No. 2, Mr. Robinson.	42	22	20	13	11	2	15.3	0	11	0	0	10	0	0	0	14½
Total.....	106	55	51	28	22	6	21	2	24	1	7	13	2	0	2	....

### SECOND WARD.

No. 1, Miss Mathews.	150	73	77	41	36	5	12	2	38	0	0	7	0	1	5	6
No. 2, Miss Scott....	96	45	51	53	46	7	13	15	61	0	1	12	0	1	20	8¼
No. 3, Miss White	70	40	30	44	38	6	13.4	0	38	0	0	9	0	1	5	9.3
No. 4, Miss Morse....	83	51	32	46	41	6	10.9	1	42	0	1	9	1	1	12	10.4
No. 5, Miss Glisan ...	74	40	34	48	31	17	35	0	31	0	1	19	6	6	24	11.1
No. 6, Miss Coffin....	56	22	34	40	30	10	25	0	30	1	0	0	0	1	1	12.7
No. 7, Miss Glisan....	69	34	35	36	25	11	30.1	0	25	1	2	23	0	2	7	13.2
No. 8, Miss Willsie. ..	48	16	32	24	18	6	25	0	18	1	1	4	0	0	0	14.1
No. 9, Miss Garfield ..	48	13	35	32	11	21	65	0	11	0	0	7	1	4	4	15.1
Total....	694	334	360	364	276	88	25.1	18	294	3	6	90	8	25	78	....

### THIRD WARD.

No. 1, Miss McManima	148	85	63	18	16	2	11	21	37	0	0	0	0	0	0	6.4
No. 2, Miss Mathews..	75	35	40	32	28	4	12	3	58	0	0	16	6	15	20	7.8
No. 3, Miss Holland ..	53	20	33	38	25	13	34	20	45	0	0	25	0	2	7	8.8
No. 4, Miss Little	67	39	28	33	30	3	9	0	30	0	0	3	0	1	10	10.2
No. 5, Miss Flanders..	62	26	36	37	27	10	27	0	27	1	1	10	2	1	2	11½
No. 6, Miss Farmer...	63	27	36	19	16	3	15.7	42	58	0	0	5	0	0	8	12.8
No. 7, Mrs. Clark ...	54	26	28	37	31	6	15	0	31	0	0	27	0	0	1	...
No. 8, Mrs. Buckland.	63	19	44	34	31	3	8.8	0	31	0	0	0	0	0	0	15
No. 9, Mrs. Wilson. ..	45	24	21	27	20	7	11.1	0	20	6	6	15	0	0	1	14.8
Total.....	630	301	329	275	224	60	21.1	86	337	7	7	101	8	19	49	....

### FOURTH WARD.

No. 1, Miss Berger ...	106	63	43	0	0	0	0	35	35	0	0	0	0	0	0	6.9
No. 2, Miss Williams .	62	35	27	43	42	1	5.8	2	44	1	0	0	0	1	0	8.6
No. 3, Miss Edwards..	61	31	30	17	14	3	17.6	26	40	1	0	12	0	0	6	10.6
No. 4, Mr. King.....	55	18	37	28	27	1	3½	19	47	0	0	5	0	0	0	11.9
Total.....	284	147	137	88	83	5	5.6	82	166	2	0	17	0	1	6	....



TABLE II.

Showing the number enrolled, average number belonging, average daily attendance, days of absence, tardinesses, number neither absent nor tardy, per cent of punctuality, per cent of attendance, and cases of truancy for each month of the year.

SCHOOL.	Enrolled.	Average number belonging.	Average daily attendance.	Days of absence.	Number of tardinesses.	Number neither absent nor tardy.	Per cent of punctuality.	Per cent of attendance.	Cases of truancy.
SEPTEMBER.									
High School	100	98	93.4	80	34	31	98.3	95.3	4
First Ward	No school this month								
Second Ward	460	408.5	376.6	444	57	197	99.5	91.8	13
Third Ward	430	410.9	380.5	621	120	127	99.1	92.6	4
Fourth Ward	210	185.3	170.4	291.5	68	64	98.7	92	3
Total	1100	1004.7	927.5	1256.5	254	388	99.1	92.1	20
OCTOBER.									
High School	96	92.5	87	117	38	28	98.3	94	9
First Ward	72	60.5	52.1	62	14	33	98.6	91.5	1
Second Ward	480	452.3	422	661	140	161	98.9	93.9	2
Third Ward	448	425.9	399.1	512.1	80	179	99.3	94	13
Fourth Ward	207	196.6	178	354	76	61	98.7	90.8	1
Total	1207	1135.3	1051.2	1589.1	310	434	99	92.5	17
NOVEMBER.									
High School	94	91.2	87	72	47	28	98.6	95.4	5
First Ward	92	85.6	72	245	84	8	96.4	84.2	0
Second Ward	492	456.2	414.8	729.5	194	130	98.3	92	4
Third Ward	464	438.3	407	559	76	206	99.4	93.2	1
Fourth Ward	216	200	183.2	303.9	80	60	98.5	91.2	2
Total	1264	1180.1	1077	1837.4	1134	394	98.1	90.2	7
DECEMBER.									
High School	99	95.9	91	99	68	21	98.1	94.9	6
First Ward	99	87.2	77.6	182.4	54	13	97.7	86.5	10
Second Ward	498	465.3	425	791	216	142	98.1	91.9	6
Third Ward	464	451.6	424	500	100	198	99.1	95.1	1
Fourth Ward	209	199.2	177.7	408	97	47	98.3	89.2	0
Total	1270	1203.3	1104.3	1890.4	464	400	98.3	90.7	17
JANUARY.									
High School	95	93.2	90.8	48	92	26	97.4	97.4	0
First Ward	81	68	53.3	300	73	10	96.4	80.7	1
Second Ward	516	443.5	389.5	947.5	326	73	97.8	87.3	7
Third Ward	467	430.3	381	941	131	97	98.2	89.5	4
Fourth Ward	202	170.4	169.4	396	147	21	97.6	89.6	2
Total	1266	1132.2	993.2	2584.5	677	201	97.5	86.8	14



TABLE II. — CONTINUED.

SCHOOL.	Enrolled.	Average number belonging.	Average daily attendance.	Days of absence.	Number of tardinesses.	Number neither absent nor tardy.	Per cent of punctuality.	Per cent of attendance.	Cases of truancy.
---------	-----------	---------------------------	---------------------------	------------------	------------------------	----------------------------------	--------------------------	-------------------------	-------------------

FEBRUARY.

High School.....	93	90.8	87.8	60	114	22	96.7	96.6	0
First Ward.....	89	73.4	56	330.6	76	6	94.3	77.4	4
Second Ward.....	488	439	376.4	1196	302	66	98.1	86.3	3
Third Ward.....	460	441.9	395.9	999	125	86	98.9	92.2	2
Fourth Ward.....	202	176	157.6	481	102	27	97.9	96.7	0
Total.....	1239	1130.3	979.9	3006.6	605	185	97.3	88.1	9

MARCH.

High School.....	93	92	87.1	98	122	25	96.5	94.6	0
First Ward.....	72	55.6	43	252	46	5	97.2	79.1	3
Second Ward.....	486	437.9	385.7	1057.5	162	98	98.8	90	2
Third Ward.....	443	411.9	361.6	740	97	121	99.3	90.4	0
Fourth Ward.....	202	181.1	156.6	475	65	28	99	87.1	1
Total.....	1203	1081.3	941.9	2518.5	220	252	98.5	86.6	6

APRIL.

High School.....	81	80	75.2	96	56	17	97.7	94	0
First Ward.....	82	66.7	51.5	304	60	11	97.8	78.7	0
Second Ward.....	501	457.5	422	698.1	158	162	99	93.2	4
Third Ward.....	466	429.7	351.7	838	90	144	98.4	88	3
Fourth Ward.....	237	209.1	185.5	364.5	78	49	98.8	89.7	2
Total.....	1286	1253.1	1010.7	2204.6	386	366	98.5	87.4	9

MAY.

High School.....	76	70.4	67.1	66	118	8	95.6	95.3	4
First Ward.....	75	64.9	50.1	296	67	1	96.1	73.3	4
Second Ward.....	493	446.4	404.4	942	220	65	98.5	89.5	8
Third Ward.....	446	429.7	351.7	830	90	144	98.4	88	2
Fourth Ward.....	234	209.1	185.5	364.5	78	49	98.8	89.7	3
Total.....	1251	1150.1	887.7	2432.5	455	259	98	85.1	17

JUNE — HALF MONTH.

High School.....	77	73	68	32	26	25	97.6	93.1	0
First Ward.....	74	66.4	53.1	135	34	14	96.7	79.8	0
Second Ward.....	432	411.2	384.2	300.5	105	200	98.1	93.4	2
Third Ward.....	397	379.8	344.8	305	50	112	98.3	90.3	1
Fourth Ward.....	215	206.2	187.9	178.5	49	81	98.4	91.4	0
Total.....	1118	1063.6	970	919	238	407	98	89	3



TABLE III.  
*Showing Value of School-houses, Size of Rooms, etc.*

NAME OF SCHOOL.	Material.	How warmed.	How seated.	Size of rooms.	Value of lots.	Value of houses	Value of furniture.	No. of stories.	No. of seats.	No. of rooms.	No. of teachers.
First Ward . . . . .	Brick.	Stoves.	Single seats.	25 x 30	\$ 1000	\$ 6500	\$ 300	2	105	4	2
Second Ward & High School . . . . .	Brick.	Steam.	Single and double.	25 x 33	8000	70000	1400	3	719	16	9
Third Ward . . . . .	Brick.	Stoves.	Single.	78 x 54	.....	.....	600	.....	189	3	3
Fourth Ward . . . . .	Brick.	Stoves.	Single and double.	25 x 40	8000	65000	1500	3	607	13	9
				25 x 30	4000	20000	600	2	235	8	4

\* Large Room.

TABLE IV.  
*Showing the Annual Salaries of Teachers.*

GRADE OF INSTRUCTOR.	Maximum.	Minimum.	Average.
Superintendent . . . . .	\$ 1800	\$ 1800	\$ 1800
Principal in High School (male) . . . . .	1400	1400	1400
Teachers in High School (females) . . . . .	1100	700	900
Principals in Grammar Schools } males . . . . .	1000	712-	856
Principals in Grammar Schools } females . . . . .	1000	1000	1000
Teachers in Grammar Schools (females) . . . . .	625	570	582-
Teachers in Primary Schools (females) . . . . .	600	380	551-

### Roll of Honor.

Names of those who have not been absent or tardy during the entire year.

EMMA BECK,  
CARRIE MITCHELL,  
WILLIE ARNOLD,  
NETTIE WILLIAMS,  
LILLIE ROW,  
DORA JACK,  
EMMA REEL.

CHARLIE SHERMAN,  
WILLIE MORRIS,  
CHARLIE TAYLOR,  
MORRIS CLEMENT,  
CORA TUTTLE,  
BRACKIE GRAVES.

### Text Books used in the District Schools.

Readers . . . . .	McGuffey and Hooker.
Arithmetic . . . . .	White.
Penmanship . . . . .	Eclectic.
English Grammar . . . . .	Harvey.
Geography . . . . .	Cornell.
U. S. History . . . . .	Venable.
Music . . . . .	Blackman.
Language Lessons . . . . .	Swinton.



Teachers in the West Des Moines Schools.

J. H. THOMPSON,	.....	.....	.....	<i>Superintendent.</i>
A. N. OZIAS,	.....	.....	.....	<i>Principal of the High School.</i>
MISS S. J. PORTER,	.....	.....	.....	<i>First Assistant.</i>
“ HANNAH SCOTT, two terms and	.....	}	.....	<i>Second Assistant.</i>
MRS. H. E. WRIGHT, one term,	.....			
MISS ANNA B. GARFIELD.	.....	.....	.....	<i>D Grammar Grade.</i>
“ CHARITY WILSIE,	.....	.....	.....	“ “
“ S. MAGGIE GLISSAN,	.....	.....	.....	“ “
“ ALICE V. COFFIN,	.....	.....	.....	“ “
“ ADA GLISSAN,	.....	.....	.....	<i>D Primary</i> “
“ ELLA M. MORSE,	.....	.....	.....	“ “
“ C. F. WHITE,	.....	.....	.....	“ “
“ ALMEDA SCOTT,	.....	.....	.....	“ “
“ E. K. MATHEWS,	.....	.....	.....	“ “
MRS. LU. M. WILSON,	.....	.....	.....	<i>Principal of the 3d Ward</i>
			[and Teacher in D Grammar	“
“ BELLE BUCKLAND,	.....	.....	.....	“ “
“ M. E. CLARK,	.....	.....	.....	“ “
MISS ANNA M. FARMER,	.....	.....	.....	“ “
“ E. J. FLANDERS,	.....	.....	.....	<i>D Primary</i> “
“ CARL B. LITTLE,	.....	.....	.....	“ “
“ LIZZIE HOLLAND,	.....	.....	.....	“ “
“ ANNA M. MATHEWS,	.....	.....	.....	“ “
“ HATTIE C. McMANIMA,	.....	.....	.....	“ “
MR. J. W. KING,	.....	.....	.....	<i>Principal of the 4th Ward</i>
			[and Teacher in A Grammar and D Primary	“
MISS MARY EDWARDS,	.....	.....	.....	“ “
“ MARY WILLIAMS,	.....	.....	.....	“ “
“ L. A. BERGER,	.....	.....	.....	“ “
MR. J. H. ROBINSON,	.....	.....	.....	<i>Principal 1st Ward</i>
			[and Teacher in D and C Primary	“
MISS OLIVE McHENRY,	.....	.....	.....	<i>B and A Primary</i> “



## RULES OF THE BOARD.

---

1. The regular meetings of the Board shall be held on the second Monday of each month, except the regular meetings in March and September, which shall be held on the third Mondays of said months, at the office of the Secretary of the Board.

Special meetings may be called by the President, but no special meetings shall be held until all the members of the Board shall have been notified of the same by written notice left at the residence of each school director.

2. Four members shall constitute a quorum.

3. The order of business at the regular meetings shall be as follows:

*First*—Reading of minutes.

*Second*—Communications.

*Third*—Petitions,

*Fourth*—Reports of standing committees.

*Fifth*—Reports of special committees.

*Sixth*—Reports of officers and Superintendent.

*Seventh*—Unfinished business and motions.

The rules of order shall be the same as those usually governing deliberative bodies.

4. There shall be appointed annually, on the third Monday in March, five standing committees of not less than two members each, as follows:

*First*—On grounds, buildings, repairs, fuel, and warming school houses.

*Second*—On janitors, school furniture, and school apparatus.

*Third*—On teachers, rules of school, and school discipline.

*Fourth*—On finance and accounts, to whom shall be referred all subjects respectively relating thereto.

*Fifth*—On text books.

*Sixth*—On examination of teachers.

5. The fiscal year of the Board shall commence on the first day of September, and the annual report of the Board and of the Superintendent, shall be ready for distribution by the first day of October of each year.

6. All bills presented for the action of the Board shall specify items, and no order on the Treasurer for their payment shall be issued until duly receipted.



## DUTIES OF COMMITTEES.

1. *On Grounds, Buildings, Repairs, Fuel and Warming.*—It shall be the duty of this committee to have the general supervision of the building, repairing and improving all school houses, including grounds. For repairs costing over twenty dollars, and building contracts, said committee shall proceed with the same under the special instruction of the Board. This committee shall provide the school buildings with such heating and ventilating apparatus as may be authorized by the Board.

2. *On Janitor, School Furniture and School Apparatus.*—This committee shall have special supervision of the Janitors, and shall furnish the school with such furniture and apparatus as the Board may direct.

3. *On Teachers, Rules of School, and School Discipline.*—It shall be the duty of this committee to inquire into the character and competency of each applicant for a situation as teacher; to fill all vacancies which may occur, requiring action before a regular meeting of the Board; and to inquire into any charges or complaints against the Superintendent, teachers, or other officers of the Board, and to report the same to the Board at its next meeting. This committee shall also consider and report on all subjects connected with the Rules of the Board for the regulation of the school.

4. *On Finance and Accounts.*—It shall be the duty of this committee to inquire into the state of the funds of the Board, and recommend such measures as may be deemed necessary to raise the amount needed for school purposes, and for the disbursement of the same.

5. *On Text Books.*—It shall be the duty of this committee to examine and recommend to the Board the text books for the use of the schools, and constantly observe the merits or defects of the books in use, and recommend any change in such matters as they may deem important.

6. *On Examination of Teachers.*—It shall be the duty of this committee to prepare suitable questions to test the knowledge of the applicant for a position as teacher in our schools, in Orthography, Reading, Writing, Arithmetic, Geography, English Grammar, United States History, Physiology and Theory and Practice of Teaching.

In case a teacher shall be required to teach other branches than those specified, he shall, prior to his appointment, produce a certificate of qualification to teach those branches in addition to the branches aforesaid.

## JANITORS.

It shall be the duty of the Janitors to prepare the fuel necessary for warming the school buildings; to build the fires in time each morning, to comfortably warm each room before the opening of school, to keep the



stoves and pipes free from all unnecessary accumulation of ashes and soot, to carefully guard the buildings from all damages by fires; to carefully and thoroughly sweep out the school rooms, halls, and passages thereto after the close of each school day, and carefully dust them before the opening of the school in the morning; to close the blinds and lock the outside doors at night; to keep the out-houses clean and in good order, and to perform such other duties as may be required of them by the principals, or Superintendent, or regulations of the Board, or the committee on Janitors.

#### SUPERINTENDENT AND HIS DUTIES.

SECTION 1.—The Superintendent shall act under the advice and direction of the Board of Education, and shall have the superintendence of all the schools, school houses, books, and apparatus. He shall devote himself exclusively to the duties of his office. He shall keep regular office hours—other than school hours—at a place to be provided for that purpose, and at which the Board may hold its meetings. He shall acquaint himself with whatever principles and facts may concern the interests of popular education, and with all matters pertaining in any way to the organization, discipline and instruction of public schools, to the end that all children in the city (west side), who are interested in the public school, may obtain the best education which these schools are able to impart.

SEC. 2. He shall visit all the schools as often as his duties shall permit, and shall pay particular attention to the classification of the pupils in the several schools, and to the apportionment among the classes of the prescribed studies. In passing daily from school to school, he shall endeavor to remedy defects and introduce improvements.

SEC. 3. He shall keep the Board of Education constantly informed of the condition of the public schools, and the changes required in the same. He shall keep a record of all his proceedings, at all times open to the Board of Education.

A general report of the condition of the public schools shall be prepared by him, at the close of each school year, for publication. He shall moreover report to the Board of Education, from time to time, such by-laws and regulations for the government, discipline, and management of the public schools, as he may deem expedient, and the same may be adopted by the Board; and he shall also perform such other duties as the Board of Education shall, from time to time direct.

SEC. 4. The Superintendent is authorized to grant permits to pupils resident in one school division to attend school in another, when there are good reasons for the change, and report to the Board at the first subsequent meeting.



SEC. 5. The Superintendent shall carefully observe the teaching and discipline of all the teachers employed in the public schools, and shall report to the Board whenever he shall find any teacher deficient and incompetent in the discharge of his or her duties; and he shall appoint such meetings of the teachers as are necessary to secure uniformity in the teaching and discipline of the schools.

SEC. 6. It shall be the duty of the Superintendent to preserve at his office a complete list of all personal property belonging to the several public schools; and at the close of each school year he shall cause a careful comparison to be made of this list, with the articles belonging to the schools, and report the same to the Board.

SEC. 7. He shall fill all vacancies occasioned by the temporary absence of teachers, and report the same to the Board at its first subsequent meeting.

#### TERMS, VACATIONS, ETC.

SEC. 8. The length of the school year and the time for opening; and time and length of vacations, shall be fixed by the Board.

SEC. 9. The Fourth of July, Annual Thanksgiving, Decoration Day; and from Christmas to New Years following, inclusive, shall be regarded as holidays.

SEC. 10. The Board of Education shall fix the rate of tuition for the High Schools, Grammar Schools, Intermediate Schools, Secondary Schools, and Primary Schools, when they find it necessary to charge tuition, in proportion to the cost of conducting each department, requiring payment to be made the first week of each term; and they shall cause said rate of tuition to be published in the city newspapers at least one week before the commencement of each term.

SEC. 11. The term of attendance upon the High School, necessary for graduation, shall be four years.

SEC. 12. The principal of the High School, and such teachers of other departments as the Superintendent may direct, shall send monthly reports to the parents or guardian of each pupil, showing the average of the pupil in attendance, scholarship, deportment, etc., to be signed by the parent or guardian, and returned to the principal.

SEC. 13. Pupils shall not be admitted to the High School until they shall have sustained a satisfactory examination upon the branches pursued in the Grammar Schools.

SEC. 14. The regular examination for admission to the High School shall take place once each year, near the close of the summer term.

SEC. 15. It shall be the duty of the Superintendent to prepare a suitable list of questions for the examination of candidates for admission to the High School; and some member of the Board shall be present during the examination.



## DISTRICT SCHOOLS.

## I. MANAGEMENT.

SECTION 16. The District Schools shall be divided into eight grades, as follows :

First, second, third, fourth, fifth, sixth, seventh and eighth grades ; each grade indicating the number of years that the pupil has been in school.

SEC. 17. The first four divisions shall be called Primary Grades, and named A, B, C, and D Primary. The last four divisions shall be called Grammar Grades, and named A, B, C, and D Grammar Grades.

## II. DAILY SESSIONS.

SECTION 18. The morning sessions of the schools shall commence at nine o'clock and close at twelve ; the afternoon sessions shall commence at thirty minutes past one o'clock, during the year ; and from the first Monday in the school month of November to the first Monday in the school month of March, the afternoon sessions shall close at four o'clock and fifteen minutes ; provided, that nothing in this section shall be so construed as to prevent the teacher from the judicious exercise of the right to detain a pupil for a reasonable length of time after the regular hour for dismissing school, either for the purpose of discipline or to make up neglected lessons.

SEC. 19. *Uniform standard of time.* It shall be the duty of each Principal to see that the clock which is designated as the regulator belonging to the school, is set to city time every morning, and all the teachers shall conform to this standard in making their record of attendance, both for themselves and their pupils, and each teacher shall carefully set his or her clock or watch with the designated regulator of said school every morning at fifteen minutes before nine o'clock.

SEC. 20. *Tardiness.* The bell of each school shall be rung *five minutes* before the hour for commencing school ; and every pupil who is not in the school room when the hour arrives shall be marked as tardy,

SEC. 21. *Recess.* The teachers of the High School, the Grammar and Intermediate divisions of the District Schools, shall allow a recess for all the pupils in the same, not exceeding fifteen minutes from the time they leave their seats until they are again seated ; and the teachers of the Secondary and Primary divisions shall allow a recess not exceeding twenty minutes from the time the pupils leave their seats until they are again seated. Whenever pupils are detained in the school room at recess, they



shall pass out after the recess is closed. Teachers shall recommend but not compel pupils to pass out of the school room at intermissions; but they shall never be required to remain out when the exposure will be injurious to health.

SEC. 22. *Opening and Closing of Schools.* The teachers shall punctually observe the hour for opening and dismissing the schools; and during the time from the opening of the school rooms to departure of the children from the school premises, the teachers shall faithfully devote themselves to the duties of their office; but they shall not in any manner encourage pupils to assemble at any other than regular hours for recitation, unless for special instruction in preparation for examination.

### III. REQUISITES FOR ADMISSION.

SECTION 23. *Age and Non-residence.* All children living within the limits of the district who are not otherwise disqualified, and who are upwards of five years of age, shall be entitled to attend the public schools of the district; but no child whose residence is not in the district, or who has only a temporary residence in it for the purpose of attending the public schools, shall be received or retained in any school, except by paying a fixed tuition, when on presenting to the Superintendent a certificate of tuition fee, given by the Secretary of the Board, he shall then be received into such divisions as shall best suit the advancement of the pupil applying. After the first month of the year pupils shall not be admitted in the A Primary Grade only during the first week of each month.

SEC. 24. *Pupils shall have Books.* No pupil shall be allowed to retain connection with any public school, unless furnished with books, slate, and other utensils required to be used in the class to which he belongs; provided, that no pupil shall be excluded for such cause unless the parent or guardian shall be furnished by the teacher with a list of books or articles needed, and one week shall elapse after such notice, without the pupils obtaining such books.

SEC. 25. *Cleanliness.* Any child that comes to school without proper attention having been given to the cleanliness of his person or dress, or whose clothes need repairing, shall be sent home to be properly prepared for the school room.

SEC. 26. *Contagious Diseases.* No pupils affected with any contagious disease shall be allowed to remain in any of the public schools.

SEC. 27. *Pupils passing from one district to another.* Whenever a pupil passes from one school district to another, he shall be required to present to the teacher of the school he enters, a certificate from the teacher of the school which he leaves, stating that he is in good standing at the time of



leaving, and specifying the grade and class to which he belongs. He shall then be allowed to enter a class in the same grade as that which he has left.

IV. EMPLOYMENT OF TEACHERS.

SECTION 28. At the last regular meeting before the close of the school year, the Board may elect the teachers. The teachers then elected, and those afterwards appointed, when confirmed by the Board, shall hold their positions for the time elected or appointed, unless sooner removed.

SEC. 29. No person, either male or female, under the age of twenty-one years, shall be appointed as teachers in any of the public schools.

SEC. 30. *Salaries of Teachers.* The salaries of teachers shall be regulated by the number of years experience of such teachers, in schools of good standing, counting the first year at the lowest salary, and adding the annual increase for each year's experience.

The salaries of Superintendent and Teachers shall be as follows :

The Superintendent of all the schools not to exceed.....	\$ 1,800
First Assistant, High School, not to exceed .....	1,200
Second " " " " " .....	700
Highest salary in the eighth grade in the Second Ward not to exceed.....	700
In the eighth grade of the Third Ward, not to exceed .....	700
In the eighth grade of the Fourth Ward, not to exceed.....	800
In the first grade of the Second Ward, not to exceed. ....	700
In the first grade of the Third Ward, not to exceed.....	600
In the first grade of the Fourth Ward, not to exceed.....	600

Teachers of three years experience, in all other grades, not to exceed \$60 per month.

Teachers from two to three years experience, not to exceed \$50 per month.

Teachers from one to two years experience, not to exceed \$40 per month.

Teachers of one year's experience, not to exceed \$30 per month.

The Board may vary the salaries from the above rates.

SEC. 31. All teachers when absent from school, shall forfeit their salary during the continuance of such absence ; and no teacher shall absent himself or herself from school except from actual sickness, without permission of the Board. When a teacher returns to school after a temporary absence and fails to send notice in time to save the substitute the trouble of going to the school, the substitute, and not the teacher shall receive the pay for



the day. Any teacher violating the foregoing section, shall forfeit his or her position in the school. The above provisions apply to the Superintendent as well as to teachers.

#### V. DUTIES OF TEACHERS.

SECTION 32. *Teachers to acquaint themselves with the Regulations.* All the teachers of the public schools are required to make themselves familiar with the regulations, and to co-operate with the Board at all times in taking such measures as may be necessary to secure their observance.

A faithful compliance with the rules relating to teachers, shall be one of the conditions on which teachers retain their connection with the public schools.

It shall be the duty of every teacher to have a copy of the regulations at all times in his or her school room, and to be conversant with the same.

SEC. 33. *Teachers to be Punctual and to Report Deviations.* Teachers shall be in attendance at their respective *school rooms* and open the same for the reception of pupils at thirty minutes before time prescribed for commencing school in the morning; and fifteen minutes in the afternoon; and any failure to comply with the foregoing shall be reported to the Board by the Superintendent; and the Board shall have authority to reprimand or dismiss such teachers at pleasure.

Teachers shall also invariably report their own tardiness, and the dismissal, absence, or other irregularities of their schools in the monthly report to the Superintendent.

SEC. 34. *Teachers' Meetings.* Teachers shall attend all regular and special meetings called by the Superintendent, and no excuse shall be allowed other than such as would justify absence from a regular session of the school.

SEC. 35. *Different Editions of Text Books.* It shall be the duty of each teacher to report to the Superintendent, as soon as he learns the same, the presence in his or her school of two or more essentially different editions of any one of the text books in use, and unless (after notice is given to that effect by the Superintendent to the publishers or agents of such books) they shall supply an edition of such books, by way of exchange, without cost, to all such scholars as may be already provided with any of the previous editions, so as to make the editions uniform in the manner prescribed by the Superintendent, such neglect or refusal shall be deemed sufficient ground for excluding such text book from the school.

SEC. 36. *Partisan Questions.* All questions of a sectarian or partisan character shall be carefully kept out of the schools.



SEC. 37. *Discipline.* The teachers shall practice such discipline in the schools as would be exercised by a kind, firm, judicious parent in his family, and they shall avoid corporal punishment when order can be preserved by milder means.

It is strictly enjoined upon all teachers in the schools to avoid all appearance of indiscreet haste in the discipline of their pupils; and in the more difficult cases that may occur, to apply to the Superintendent for advice and direction.

In any case of unusual or severe punishment of children, the teacher inflicting the same shall be immediately suspended by the Superintendent, with the consent of the President; and the case shall be reported to the Board at its next meeting.

SEC. 38. *Care of Pupils out of School Hours.* It is particularly enjoined upon all the teachers that they devote their time faithfully to vigilant and watchful care over the conduct and habits of their pupils, during the time for relaxation and play, before and after school, and during the recesses, both in the school buildings and on the play grounds. When the pupils are filing in and out, at the opening and closing of the school, and at recesses, the teachers are expected to give their personal attention to the preservation of order in the halls and on the stairs, and not rely on the aid of monitors, except in cases of special necessity. The teachers shall take all practicable measures to prevent pupils from gathering on the school premises before the hour for opening the school rooms, and they shall require the pupils to leave the school premises immediately after the close of the schools.

In special cases, when it would be injurious for pupils to go home at noon on account of inclement weather, or their great distance from the school, and in all cases when a written or personal request is received from the parent, the pupils shall be allowed to remain, and some suitable provision shall be made in some of the school rooms, for their protection and care under the eye of a teacher.

As far as practicable, the teachers shall confer with parents and endeavor to secure their co-operation in preventing pupils from coming to school before the proper hour, and from remaining at noon, except in cases of urgent necessity.

The teachers are expected, as far as practicable, to exercise a general supervision of their pupils while going to and from school.

SEC. 39. *Absence and Tardiness.* It shall be the duty of teachers, at each morning and afternoon session, to notify, either by mail or in person, parents or guardians of every absent pupil, and of every case of tardiness



not excused. Children shall not be sent home for excuses, when tardy. All pupils may be refused admittance at the next morning session of the school, if by that time excuses be not furnished for either absence or tardiness by the parent, provided that no pupil may be refused admittance unless the proper notice shall have been served, according to this rule. If an excuse does not state that the absence or tardiness was necessary or unavoidable, the pupil may be received, and the parent notified that the excuse is not considered sufficient. Any pupil who shall have been absent three half days, or tardy three times without rendering a satisfactory excuse, may be suspended.

SEC. 40. *Contributions and Presents.* No teacher shall allow a subscription or contribution of any kind in any public school.

SEC. 41. *Prizes.* The teachers shall not award any medals or prizes to the pupils under their charge, unless specially ordered by the Board. Nor shall a pupil or pupils make a present or presents to their respective teachers during the school year, Nor shall a teacher or teachers make a present or presents to any Principal or Superintendent of said schools during the school year.

SEC. 42. *Advertisements and Agents.* No teacher shall read or distribute any advertisement, nor allow any advertisement to be read or distributed in any of the public schools. Nor shall any agent or other person be permitted to enter any school premises for the purpose of exhibiting, either to teachers or pupils, any new book, map, or other article of apparatus, or announce, in any manner, any public entertainment. The teachers shall not permit any books, tracts, or other publications to be distributed in their schools.

SEC. 43. *Ventilation and Temperature.* It shall be the duty of teachers to give vigilant attention to the ventilation of their school rooms. A regular system of ventilation shall be practiced in winter as well as in summer, by which the air in all the schoolrooms shall be effectually changed at each recess, and at such other times as may be necessary to prevent the breathing of impure air. The windows must not be opened during the cold season when proper ventilation can be secured by one of the venti-ducts. Whenever windows are opened for the purpose of ventilation, it shall be by lowering them a few inches at the top, except during the warmest days of summer, and children shall in no case be allowed to sit in a draft of air. The Superintendent shall give special attention to the ventilation of all the rooms, and give such aid and directions to the teachers as may be necessary to a faithful observance of the foregoing rules.

During the season for fires, the teachers shall observe carefully the state of the thermometer, and endeavor to keep the temperature of their rooms



from 65° to 68° Fahrenheit. If in any case the temperature is found to rise above 70°, it should be reduced immediately; and, in case it should be found below 65°, measures should be taken immediately to raise it. The thermometers should be so located as to indicate as nearly as possible the average temperature of the rooms.

In all buildings heated by steam, it shall be the duty of the engineers, under the supervision of the Board, to take complete control of the heating apparatus. When a higher or lower temperature is needed in any room, the teacher shall notify the engineer, whose duty it shall be to attend to the matter promptly. The teachers and pupils in these buildings will have nothing to do with the heating apparatus.

SEC. 44. *Teachers Visiting Schools.* Teachers may visit any of the public schools of the city for the purpose of observing the different modes of instruction and discipline, at the discretion of the Superintendent; but such visits shall not occupy more than one-half day in each term. Only one teacher shall be excused during the same half day. The Superintendent shall keep a record of all such visits and report the same to the Board of Directors at the close of each school month.

#### VI. DUTIES OF PRINCIPALS.

SECTION 45. Those applying for situations in our public schools shall, at the date of the application, be examined as required by the rules of the Board, or at such other time before entering upon the duties of the teacher as the committee on examination shall determine. No applicant shall be permitted to teach in our schools without first having passed the examination required, unless in cases of necessity, and then only temporarily.

SEC. 46. *Responsibility of Teachers.* The Principals shall be responsible for the general management and discipline of the schools, but each assistant shall be held responsible for the order, discipline, and advancement of her own room, under the general supervision of the Principal and Superintendent.

SEC. 47. *Reading Regulations to Pupils.* It shall be the duty of the Principal of the school to read to the pupils, from time to time, so much of the school regulations as apply to them, that they may have a clear understanding of the rules by which they are governed.

SEC. 48. *Order in Stairways, Halls and Yards.* The Principals of the several schools shall establish special rules for the securing good order in the halls, stair-ways and school-yards.

SEC. 49. *Care of School Premises and Furniture.* The Principals of the several schools shall prescribe such rules for the use of the basement and out-buildings connected with the school-houses, as shall insure their



being kept in a neat and proper condition, and shall examine them as often as may be necessary for such purpose. The Principal shall be held responsible for any want of neatness or cleanliness about their school premises; and they shall have the special oversight and direction of the Janitors, under the general supervision of the Board of Education.

It shall be the duty of the teachers to see that no persons are allowed to step on any of the chairs, settees, or window casings of the school without first placing something on the seat or casing that will secure it against all danger of being defaced or injured.

SEC. 50. *Closing School Premises.* It shall be the duty of the Principal of each school to report to the Board or Superintendent, if the Janitor fail to perform his duty.

SEC. 51. *Care in Respect to Fires.* During the cold season it is expected that the Principals will superintend the making of fires so far as may be necessary to insure their being made at the proper time, and in a proper manner. They shall use every precaution to save the buildings from exposure to fire.

SEC. 52. *Account for Missing Articles.* Whenever articles previously belonging to any school have been broken or lost, or have in any way disappeared or become useless, it shall be the duty of the Principal to send to the office of the Board a written explanation of the circumstances connected with such disappearance or loss.

SEC. 53. *Superintendent to serve as Principal.* The Superintendent shall perform all the duties required of Principals, in all schools organized without a Principal, except in such schools as the Board may think best to appoint a teacher whose duty it shall be to perform said duties,

#### VII. PUPILS DUTIES AND PRIVILEGES.

SEC. 54. *Suspension for unnecessary Absence.* Pupils absent *three half days* without excuse satisfactory to the teacher, or for causes other than those specified in the preceding rule, shall be reported by teachers to the Superintendent, and the Superintendent shall report the case immediately to the Board. But no teachers shall thus report any pupils till they have given to parents due notice of the delinquencies of their children, and employed all other appropriate means to secure regularity.

In the application of the foregoing rule, one tardiness, or leaving school without permission, shall be regarded the same as one absence,

Absences which occur when the attendance of the pupil would occasion a serious and imprudent exposure of health, shall be regarded the same as absences occasioned by sickness. Absences and dismissals for religious



instruction, or during days held sacred by parents, shall be counted the same as absences for sickness, provided a written request be sent by the parent or guardian to the teacher.

Whenever the absences of a pupil are occasioned by sickness, and the teacher does not receive the proper notice of the cause till the pupil is suspended, the pupil should be restored by the parents, explaining the cause either in person or by written note to the teacher, and not to the Superintendent or Board.

SEC. 55. *Damage to School Property.* Scholars who shall be guilty of defacing or injuring any school property, shall be required to pay for all damages. Notice of such damage shall be sent to the parents or guardians of the pupil, and in default of payment, the case shall be reported to the President of the Board, who may proceed with it according to law. Scholars thus reported to the President shall not afterward be allowed to attend until payment of damages shall have been made, or the case otherwise adjusted.

SEC. 56. *Absence from Examination.* Any pupil who shall absent himself from any regular examinations of the schools, or who shall fail to render sufficient excuse for such absence, shall be suspended from the school, and not be allowed to return without permission from the Board.

SEC. 57. *Leaving School.* Whenever a parent wishes to have his child leave school before its close, for the purpose of taking lessons in music, or any other branch of instruction, he shall apply to the Superintendent, who may grant such permission, not exceeding one-fourth of a day at a time, nor one-half a day in any week, provided it will not interfere with the pupil's regular course of instruction in the school.

Dismissals under this rule are to be recorded the same as other dismissals, but they shall not affect the merit average of attendance.

SEC. 58. *Bad Habits and Bad Language.* The pupils are strictly enjoined to avoid profanity, falsehood and deceit, obscene and indecent language, and every wicked and disgraceful practice, and to conduct themselves in an orderly and decent manner both in school and out.

SEC. 59. *The Suspension of Pupils in Special Cases.* For violent and pointed opposition to authority in any particular instance, the teacher may notify the Superintendent, who shall immediately take measures to bring such pupil to obedience; but in case the pupil fails to yield obedience, the Superintendent may suspend him for the time being; thereupon the teacher or Superintendent shall inform the parent or guardian, and the President of the Board. Pupils thus suspended may be restored by the Board at its discretion.



SEC. 60. *Suspension of Pupils by the Superintendent.* Whenever a teacher of any school shall report to the Superintendent the name of a pupil whose conduct is considered such, in school and out, that he is an unfit member of the school, the Superintendent shall examine the case without delay, and if in his opinion the pupil has been duly admonished and reformation seems to be hopeless, he shall suspend such pupil from the school temporarily. Any pupil thus suspended may be restored to the school by the Board at its discretion; but no pupil shall be finally expelled from the school without the approval of the Board.

SEC. 61. *Promotions and Forfeiture of Positions.* No pupil shall be advanced from one grade to another except by special permission of the Superintendent, till he is able to sustain a thorough and satisfactory examination by the Principal, on all the branches of the grade from which he is to be transferred, including the oral lessons, use of slate, exercises on tables, etc. Pupils must be able to read any piece they have gone over, with proper expression; give the names and uses of the different marks used; spell any of the words, both by letters and by sounds so far as required in the grade from which they are to be promoted. In all the divisions in which pupils are able to write with any degree of freedom, the examination should be both oral and written. All promotions from one grade to another, and from one division to another, shall be made at the commencement of the school month.

Pupils may be sent into the class below the class to which they belong, whenever their scholarship falls below the standard fixed for admission to the class, but such pupils may be permitted to regain their lost position within one month, if their scholarship warrants it.

#### VIII. SCHOOL RECORDS.

SEC. 62. *School Records.* The teachers of each school shall keep such records as will show the attendance, scholarship and deportment of the pupils, embracing the date of each admission and discharge, the age, nativity, and residence of each pupil; name of parent or guardian, whole number of different scholars enrolled; average number belonging; average daily attendance, and number of tardiness. The teacher shall also preserve a permanent record of time when they enter and leave school, and the amount of time lost during school hours.

SEC. 63. *Blanks for Schools.* All school registers, class-books, monthly reports of pupils, and blanks for monthly reports, shall be after uniform patterns, to be determined by the Superintendent, to whom all teachers shall apply when such books or forms are needed.



SEC. 64. *Manner of keeping Registers and Class-books.* Teachers shall keep their registers and class-books neatly and accurately. All work upon the class-books, except the making of the record, must be done out of school hours.

SEC. 65. *Monthly Returns.* The teachers shall make monthly returns of their respective schools, in accordance with the blank forms prepared for that purpose, and deliver them at the office of the Superintendent before five o'clock, P. M., on the Monday following the last Friday of each school month.

SEC. 66. *Record Books sent to the Office of Superintendent.* At the close of each school year, all the class-books, general records, registers, and records of visitors, shall be sent by the teachers to the office of the Superintendent for inspection; and those which are needed again at the schools shall be returned to the teachers at the opening of the fall term in September. All class-books and other record books, when filled up, are to be returned to the office of the Secretary of the School Board.

#### IX. MISCELLANEOUS.

SEC. 67. *Buildings, how used.* The school buildings under the control of the Board of Education shall not be used for any other purpose than the accommodation of the public schools, except by special vote of the Board.

SEC. 68. *Authorized Books for Studies.* The books used and studies pursued, shall be such, and such only, as may be authorized by the Board; and no teacher shall require or advise any of the pupils to purchase for use in schools, any book, pamphlet, or publication, not contained in the list of books directed and authorized to be used in the schools.

SEC. 69. *Examinations.* There shall be an annual public examination of all schools to be held at such time, and conducted in such manner as the Board may direct.

SEC. 70. Any willful neglect of duty, or violation of any of the foregoing provisions, or of the rules and regulations of said schools, by any teacher or Superintendent, shall be deemed a forfeiture of the contract.



## COURSE OF STUDY.

---

### FIRST YEAR.

#### FIRST TERM.

*Reading.* Use charts or blackboards. Words to be first learned, then their phonic elements. Lastly, building words by sounds. Use both script and printed forms of words, beginning with *script*.

Observe the following order :

1. The idea represented by the word to be learned.
2. The word as a sound, and its correct utterance by the pupils.
3. The word as a form, — its recognition at sight.

In selecting words to be learned, observe the following order :

1. Names of objects.
2. Action words.
3. Qualities.
4. Other words.

The names of letters to be learned as fast as introduced in the reading lessons.

*Oral Reading.* Spell by sounds and by letters all words learned in reading lessons.

*Writing.* On slates and blackboard, at dictation, all words in reading lessons. One side of the slate should be ruled by the teacher. Pupils to use long pencils and to hold them in a proper manner.

*Drawing.* Inventive drawing. A few straight lines to be given the children, from which to form such figures as their ingenuity may invent. Also Kindergarten method.

*Numbers.* Clear and ready perceptions of numbers, from one to five, to be developed with use objects.

All possible additions, subtractions, multiplications, and divisions of integral numbers to be learned within each limit, as it is reached.

Exercises in rapid reckoning to be given at every step. Also concrete problems, 20 minutes per day. Meaning of  $+$ ,  $-$ ,  $\times$ ,  $\div$ . Learn to write



these numbers in script, Roman, and Arabic characters. Pupils may learn to count twenty with and without objects.

*Lessons on Common Things.* 1. Objects in school room — chair, slate, pencil. 2. Parts of the human body — head, face, etc. 3. Domestic animals — dog, cat, etc. 4. Clothing — hat, bonnet, etc.

*Language Lessons.* Systematic correction of common faults in speech to be continued throughout the year. From short sentences, incorporating given words. Answers to be given in full sentences. The use of the period to be taught; also the use of capitals at the beginning of sentences.

*Vocal Music.* Singing simple songs. For scientific instruction see Blackman's Graded Songs.

*Morals and Manners.* Inculcate reverence and love for God, obedience to parents and teachers, and a kind and forgiving spirit towards brothers, sisters, and schoolmates. Guard against rudeness, and suppress profanity and the use of vulgar language.

*Physical Exercises.* Free Gymnastics, a few minute every hour, or as often as the pupils become weary of other employment. Vocal gymnastics. Require the pupils to sit and stand erect.

#### SECOND TERM.

*Reading.* Charts and blackboard continued. Word method continued. The power to make out new words from phonic elements to be carefully cultivated. Words of two or three syllables may be used.

*Spelling.* Same as first term.

*Writing.* Same as first term.

*Drawing.* Inventions continued, using not more than eight lines. Lines one foot in length to be divided by children into halves, thirds, fourths, etc.

*Numbers.* Addition, subtraction, multiplication and division of numbers to be extended step by step to nine. The four operations to be learned within the successive limits as they are reached, and exercises given with a view to promote rapid reckoning as well as thought. Count to 50. Roman numerals.

*Lessons on Common Things.* 1. Objects from the child's home — knife, fork, spoon, etc. 2. Food — apple, pear, cherry, etc. 3. Familiar flowers — rose, pink, etc.

*Language Lessons.* Same as first term, also short sentences to be written as drawn out by the conversation on objects.

*Vocal Music.* Same as first term.

*Morals and Manners.* Same as first term. Recite verses and maxims singly and in concert.

*Physical Exercises.* Same as first term.



## THIRD TERM.

*Reading.* First Reader, or Webb's Word Method. See that the pupils fully understand the language used in the reading lessons. Frequently require the pupils to tell the story in their own words. Introduce new reading matter if possible. Ask questions on the pictures of the lesson. Let the standard for good reading be its resemblance to good conversation. Practice mental reading; all the class pointing carefully to the words as they are read by the teacher.

*Spelling.* All words found in reading lesson, and also words in object and language lessons.

*Writing.* Copying portions of the reading lessons on the slate and blackboard, using capitals and periods. Spell at least once a day—by writing. See directions for first and second terms. Write their own names.

*Drawing.* Inventions continued. Simple designs, squares, rectangles, etc., with straight lines.

*Numbers.* As in former terms drill in numbers up to ten, and review. Use concrete numbers. Count to 100 with and without objects. Roman numerals to 50.

*Lessons on Common Things.* 1. Some familiar plants—with roots, stem, branches, etc. Place—up down, right, etc., and cardinal points. 3. Color—distinguishing and naming colors.

*Language Lessons.* Punctuation, names of comma, semi-colon, colon, interrogation point and exclamation point. Several words may be given which the children may be encouraged to incorporate in short stories. Write sentences descriptive of objects set before them. Every child should be able to write his own name, the name of his teacher, and the school building.

*Vocal Music.* Songs. Also see Blackman.

*Morals and Manners.* Read stories and actual occurrences to illustrate principles in manners and morals. Talks about right and wrong.

*Physical Exercises.* Once per hour.

## SECOND YEAR.

## FIRST TERM.

*Reading.* McGuffey's Second Reader, 60 pages. Use "The Nursery," or some other reading matter, two days in the week if practicable. Continued drill upon the phonic elements of words, with liberal use of the blackboard. Mark vowels with signs in Webster's Dictionary.



*Spelling.* All words occurring in the reading lessons to be written and spelled orally, by sound and letter. Also names of the days in the week and months in the year.

*Writing.* See previous year. Also take up all small letters, separately, in classified order, one letter at each lesson, and explain analytically.

*Drawing.* Same as last year. Also Demcker's No. 1 for the year.

*Numbers.* Mental and written exercises in addition, subtraction, multiplication and division of numbers to 15. Exercises in notation and numeration of tens illustrated objectively. Roman numerals to "C." Concrete examples to be freely used in this and succeeding terms.

*Lessons on Common Things.* 1. Form and direction—four corners, edges, sides, round, vertical, etc. 2. Size—long, short, broad, narrow, etc. 3. Weight—heavy, light, heavier, etc. 4. Materials—wood, iron, stone, glass, etc.

*Language Lessons.* The same as last year, with more original sentences about objects and pictures. Teach the use of interrogation point. All errors in conversation and pronunciation to be corrected. The use of the pronoun "I" as a capital.

*Vocal Music.* See previous year. Blackman's No. 1, for the year.

*Morals and Manners.* Continued as in the previous year. Lessons of civility and courtesy should be inculcated.

*Physical Exercises.* Same as before, with calisthenic and singing exercises.

#### SECOND TERM.

*Reading.* Second Reader to page 90. Phonics continued.

*Spelling.* Same as first term. Days of the week and months of the year. Teacher may make a list of common words most likely to be misspelled, for frequent drill, both oral and written. Names of the seasons of the year.

*Writing.* On slates and blackboard as before. Four lessons per week in primary copy book. Small letters to be analyzed. Use lead pencils, and insist on correct positions at all times.

*Drawing.* See previous term.

*Numbers.* Exercises, mental and written, in addition, subtraction, multiplication and division of numbers to 35. Exercises in notation and numeration to 100. Roman numerals to "CC."

*Lessons on Common Things.* 1. Clothing—girls and boys; workdays, Sunday, compared with that of other animals. 2. Human body and its motions. 3. Uses of the five senses.



*Language Lessons.* Same as the first term. Second rule for use of capital letters. The simplest use of the comma, interrogation and exclamation points. Writing requests made of the teacher.

*Oral Geography.* Draw a map of some square in the city, and name streets on sides; also situation of buildings, etc. Draw, also, map of each school room, position of desks, tables, etc.

*Vocal Music.* As before. See Blackman's Graded songs.

*Morals and Manners.* Same as previous term, with occasional talks about the behavior of children at home, at school, at church, in presence of company, etc.

*Physical Exercise.* Every hour.

#### THIRD TERM.

*Reading.* Complete Second Reader and review. Phonics continued. Intersperse new reading matter.

*Spelling.* Review words in Second Reader, and object and language lessons.

*Writing.* Primary copy book, four days in a week, with lead pencil. Capital letters explained. Continue to write on blackboard, slates, etc., as in previous term.

*Drawing.* Continued. Draw leaves, etc.

*Numbers.* Exercises, mental and written, in addition, subtraction, multiplication, and division of abstract and concrete numbers to 30. Notation and numeration to hundreds, illustrated objectively. Roman numerals continued.

*Lessons on Common Things.* Food—what is eaten raw. How prepared. What cooked. How cooked. Food of domestic animals. The children's home. Different rooms and uses. How lighted. Heated. Home of other animals compared with man's.

*Language Lessons.* Same as last term, Other uses of capitals and the comma sign of possession and omitted letters.

*Geography.* Draw a map of the city and name streets, prominent buildings, and give directions from school room.

*Vocal Music.* See Blackman.

*Morals and Manners.* See previous term.

*Physical Exercises.* Every hour.



## THIRD YEAR.

## FIRST TERM.

*Reading.* McGuffey's Third Reader to lesson XLIV. Give special attention to all marks and signs used. Require the pupils to repeat the substance of lessons in their own language. Give attention to definition of words by synonym and example.

*Spelling.* All the words in the various branches and exercises of this grade.

*Writing.* Copy book No. 1, and exercise book. Special attention to movement and position. Pen and ink commenced.

*Drawing.* Under direction of Superintendent. Demcker, No. 2 for the year.

*Numbers.* Exercises, mental and written, in addition, subtraction, multiplication and division of numbers, within the limit of 100. Numeration and notation of thousands taught objectively. Roman numerals continued.

*Lessons on Common Things.* The family and the relative duties of its members. The occupations of men and women. Carpenters, masons, cabinet makers and their tools, etc.

*Language Lessons.* See previous term. Call attention to agreement of verb with its nominative.

*Geography.* Draw a map of Polk county, and study townships, towns, and streams. Also, use of scale.

*Vocal Music.* Blackman, No. 2, for the year.

*Morals and manners.* Under direction of Superintendent.

*Physical Exercises.* Continued throughout the course.

## SECOND TERM.

*Reading.* McGuffey's Third to Lesson LXXX. Introduction of juvenile literature when convenient.

*Spelling.* See previous term.

*Writing.* See previous term.

*Drawing.* Under direction of Superintendent.

*Numbers.* Notation, numeration and addition to hundreds of thousands. Multiplication (multipliers not to exceed nine). The idea of fractions to be developed objectively, and notation of the same to be taught to 1-9. Roman numerals.

*Lessons on Common Things.* The surroundings of the house—yard, garden, street, barn, etc. What is in them. What is done in them. How kept. Occupation of men and women continued.



*Language Lessons.* Sentences to be constructed containing words selected from the reading lessons. Words pronounced the same, but spelled differently, as to, too, two. The use of punctuation marks continued.

*Geography.* Elementary text book. Cornell, to page 60, with study of U. S., and review for the year's work. Draw map of Congressional District, containing Polk County.

*Vocal Music.* Under direction of Superintendent.

*Morals and Manners.* Under direction of Superintendent.

*Physical Exercise.* Under direction of Superintendent.

#### THIRD TERM.

*Reading.* Finish McGuffey's Third Reader and review.

*Spelling.* As in previous term.

*Writing.* As in previous term.

*Drawing.* As in previous term.

*Numbers.* Addition and multiplication continued. Subtraction taught and illustrated objectively. Exercises in subtraction: minuend not to exceed thousands. Notation of simple proper fractions. Exercises in single step reductions (descending), on such parts of tables as may be derived from object lessons, as required below.

*Lessons on Common Things.* General objects, as in second term. Also, lessons on the measures, bushel, peck, quart and pint. The weights, pound, half-pound, quarter-pound, ounce. Time, years, months, days, hours, minutes and seconds.

*Language Lessons.* Write sentences containing words used by builders, mechanics, farmers and miners peculiar to their callings.

*Geography.* Elementary book used. Cornell. Also, draw a map of Iowa, and teach general features and production.

*Vocal Music.* Under direction of Superintendent.

*Morals and Manners.* Continued through the course as above.

---

#### FOURTH YEAR.

##### FIRST TERM.

*Reading.* McGuffey's Fourth to Lesson XX.

*Spelling.* All lessons of the grade to be spelled orally, by letter and sound. Spelling Book.

*Writing.* Copy book No. 2, and Exercise Book. Particular attention to free movements and proper position.



*Drawing.* Under direction of Superintendent. Walter Smith's Intermediate Course, No. 1.

*Numbers.* Exercises in addition, subtraction, multiplication, (multipliers not to exceed 25), and division (divisors not to exceed 5). Reduction of mixed numbers to improper fractions and the contrary, also, single step reductions of compound numbers to correspond with object lessons. Concrete examples to be analyzed. White's intermediate to multiplication.

*Language Lessons.* Name words and action words to be selected from reading lessons, and to be required in original sentences. Action words connected with the idea of present, past and future time. The simple statement with, *have, be, is, etc.* All work to be synthetic.

*Lessons on Common Things.* Forest trees; woods and their uses; leaves and barks of different trees; color, form. The measures; yard, foot, inch. The weights, pounds, ounces, etc.

*Geography.* Same as previous term. Also, productions of the State and pursuits of the people. Also, Cornell, from the 60th page to end, and review for the year.

*Music.* Under direction of Superintendent. Blackman, No. 2, for the year.

*Morals and Manners.* Under direction of Superintendent.

#### SECOND TERM.

*Reading.* Fourth Reader to Lesson XXXIV.

*Spelling and Writing.* As in previous term.

*Drawing.* See previous term.

*Numbers.* White's Intermediate to division. Also, simple calculations of surfaces of rectangles, two sides being given.

*Lessons on Common Things.* Writing sentences containing quality-words, and selecting the same from the reader. Name-words modified; quality-words modified; number-words; limiting words. Pupils required to compose sentences containing these elements, and to discover them in various lessons, letter writing, compositions.

*Geography.* Primary book, (Cornell). Routes of travel from Des Moines to other places in the State.

*Music.* Under direction of Superintendent.

*Morals and Manners.* See last term.

#### THIRD TERM.

*Reading.* Fourth Reader to Lesson XLVI.

*Spelling and Writing.* As in previous term. Spell names of pupils.

*Drawing.* See last term.



*Numbers.* White's Intermediate to Sixth Section, completed and reviewed. Also, simple calculations of contents of parallelopipedons, dimensions not to exceed twenty.

*Lessons on Common Things.* Manufactures of Des Moines. Objects of foreign trade. Spring and summer; what people do. The cube. Cubic feet, yard, etc.

*Language Lessons.* Plurals of words, how formed. Predicating actions and qualities. Letters and compositions on objects used above.

*Geography.* Cornell's Primary.

*Music.* As before.

*Morals and Manners.* As above.

---

### FIFTH YEAR.

#### FIRST TERM.

*Reading.* Fourth Reader to Lesson LXIV.

*Spelling.* All technical terms in the several branches studied; and spelling book.

*Writing.* Copy book No. 3, and exercise book.

*Drawing.* As before. Smith's Intermediate Course No. 2.

*Numbers.* White's Intermediate to Subtraction of Fraction.

*Lessons on Common Things.* Miss Youman's Botany to Chapter II.

*Grammar.* Harvey's Elementary, to 80th page for the year. Also composition or exercises in narration.

*Geography.* Cornell's Intermediate to page 26, for the year.

*Vocal Music.* As before. Blackman's No. 3, for the year.

*Declamations.* Occasional exercises in declamation.

#### SECOND TERM.

*Reading.* Fourth Reader completed.

*Spelling.* See previous term.

*Writing.* No. 3, and Exercise book.

*Drawing.* As above.

*Arithmetic.* White's Intermediate to Section VIII.

*Lessons on Common Things.* Youman's Botany to Chapter III.

*Grammar.* Harvey's Elementary.

*Geography.* Cornell's Intermediate.

*Music and Declamations.* As before.



## THIRD TERM.

*Reading.* Fifth Reader to Lesson XXXI.

*Spelling.* Same as previous term.

*Writing.* No. 4, and Exercises.

*Drawing.* As before.

*Arithmetic.* White's Intermediate to Section IX. Fractions reviewed.

*Lessons on Common Things.* Youman's Botany, Chapters III and IV.

*Grammar.* Harvey's Elementary. Compositions continued.

*Geography.* Cornell's Intermediate.

*Music and Declamations.* Continued. One day of each week spent in review.

## SIXTH YEAR.

## FIRST TERM.

*Reading.* Fifth Reader, to Lesson LVII.

*Spelling.* Words from reading lessons, and all technical terms introduced in the course of instruction.

*Writing.* Copy book No. 4. Free movement exercises continued.

*Drawing.* As before. Smith's Free Hand Course, No. 3.

*Arithmetic.* White's Intermediate to lesson XII. Denominate numbers.

*Lessons on Common Things.* Youman's Botany, Chapters V and VI.

*Grammar.* Harvey's Elementary from 80th page to end for the year. Compositions continued. Narrative and descriptive exercises extended. Letter writing from pupil to pupil, pupil to teacher, pupil to parent on school matters.

*Geography.* Cornell's Intermediate from 25th to 50th pages for the year.

*Music and Declamations.* Continued. Blackman No. 3, for the year.

## SECOND TERM.

*Reading.* McGuffey's Fifth Reader to Lesson LXXV.

*Spelling.* As before.

*Writing.* No. 5. Free movement exercises.

*Drawing.* See above.

*Arithmetic.* White's Intermediate completed.

*Common Things.* Youman's Botany, Chapters VII and VIII.



*Grammar.* Harvey's Elementary. See previous term.

*Geography.* Cornell.

*Music and Declamations.* Continued.

#### THIRD TERM.

*Reading.* Fifth Reader completed.

*Spelling.* As in previous term.

*Writing.* No. 5, with free movement exercises.

*Drawing.* As before.

*Arithmetic.* General review of White's Intermediate. Extemporaneous questions and examples.

*Common Things.* Youman's Botany completed and reviewed.

*Grammar.* Harvey's Elementary completed.

*Geography.* Cornell.

*Music and Declamations.* Continued.

---

#### SEVENTH YEAR.

##### FIRST TERM.

*Reading.* Sixth Reader to lesson XLII, and selections from the English Poets and prose writers. Elocutionary drills.

*Spelling.* Same as previous year. Dictation exercises. English abbreviations.

*Writing.* No. 6. Free movement exercises four times per week.

*Drawing.* As before. Smith's Free Hand Course, No. 4.

*Arithmetic.* White's complete to Section X.

*Elementary Physics.* Gravity; demonstrations of its existence, and proof that it is proportional to mass. Definition and study of weight; how measured; instruments used; spring balances; steelyard; common balance; practical exercises in weighing; false balance, etc. Specific gravity; definition of; application to determine the weights of large masses of matter, in detection of alloys, etc.

*Magnetic Attraction.* The laws of attraction and repulsion; polarity of the magnet; use of this in mariner's and surveyor's compass; practical experiments.

*Electric Attraction.* Experimental study of the electricity of glass, wax, fur, etc; good and bad conductors; electroscope; positive and negative electricity, lightning rods, uses, etc.



*Cohesion.* Experimental study of; cohesion of liquids; of gases.

*Adhesion.* Between solids; solid and liquid, glue, mucilage, printing, writing, etc. Cases in which a liquid will not adhere to a solid, and applications. Capillary attraction; pores in matter; uses; divisibility of matter. Adhesion of liquids to liquids; liquids to gases; gases to solids, etc.

*Grammar.* Harvey's Grammar to 124th page for the year. Occasional exercises in transposing verse into prose.

*Geography.* Cornell's Intermediate from 50th to 76th pages for the year.

*U. S. History.* Four lessons per week.

*Music and Declamations.* Blackman No. 4 for the year.

#### SECOND TERM.

*Reading.* Sixth Reader to Lesson LXXI.

*Spelling.* As in previous term.

*Writing.* No. 6. Free movement exercises.

*Drawing.* As before.

*Arithmetic.* White's complete to section XIV.

*Elementary Physics.* Elasticity. Difference between elastic and non-elastic bodies; demonstrations of elasticity of glass, ivory, etc; useful application of the elasticity of solids; brittleness; elasticity of liquids; elasticity of gases; of air; demonstrations of; application to diving bell, air chamber, air guns, etc; compressibility.

*Pressure of Air.* Demonstration of downward, lateral and upward pressures; the amount of pressure; drawing liquid from a vessel; dropping and testing tubes; pneumatic railways; barometer; construction and use of; vacuum, how formed.

*Motion.* Laws of; uniform, retarded, accelerated; motion of falling bodies, inertia; familiar illustrations; fly-wheels, hammers, axes, projectiles, etc; concussion.

*Machines.* Inclined planes; practical applications; ascending a hill, loading a wagon, going up stairway, etc.; wedges, knives, etc.

*Lever.* Varieties; experimental demonstrations of laws; practical application of; movements of the human body, etc.; screw, wheel and axle, pulley.

*Grammar.* Harvey. Composition.

*Geography.* Cornell.

*U. S. History.* Through the Revolution.

*Music and Declamations.* Continued.

#### THIRD TERM.

*Reading.* Sixth Reader to Lesson CII.

*Spelling.* See previous term.

*Writing.* No. 7.



*Drawing.* As above.

*Arithmetic.* White's Complete to Partial Payments.

*Elementary Physics.* Motion in a curve. Pendulum—construction and study of a simple pendulum; study of clocks, watches, etc. *Mechanics of Liquids.*—Pressure communicated in all directions equally; hydrostatic press; pressure resulting from weight; pressure upon bottom of vessel; upon sides; flow of liquids from orifices, artesian wells, springs, etc.; siphon, suction, air-pump, construction and working of common pump, force pumps, chain pumps, etc.

*Grammar.* Harvey. Composition as before.

*Geography.* Cornell.

*U. S. History.* Reviews of previous terms.

*Music and Declamations.* As before.

---

### EIGHTH YEAR.

#### FIRST TERM.

*Reading.* Sixth Eclectic to lesson CXXVII.\*

*Spelling.* All words found in their studies, with spelling book.

*Writing.* No. 7.

*Drawing.* As above. Smith's Free Hand Course, No. 5.

*Arithmetic.* White's complete to Section XV.

*Elementary Physics.* Thorough review of preceding year, with the addition of classification of the properties of matter; discussion of universal gravitation, application of tides, etc.; center of gravity, equilibrium, etc.; composition, of air, etc.

*Grammar.* Harvey from 124th page to end for the year. Compositions.

*Geography.* Cornell's Intermediate from 76th page to end for the year.

*U. S. History.* To page ———

Geography and History alternate.

*Music and Declamations.* As before. Blackman No. 4 for the year.

#### SECOND TERM.

*Reading.* Sixth Reader to lesson CLVI.

*Writing.* No. 7.

*Drawing.* As before.

*Arithmetic.* White's Complete, to Cube Root.

*Physics. Sound.*—How produced; discussion of wave motion; velocity of, in air, in wood, water, iron, etc.; reflection of sound, echo, etc.; noise,



and musical tones; pitch, intensity, and quality of tone; musical instruments; the voice, the ear. *Heat*—Shown to be a mode of motion; conduction of heat; good and bad conductors; practical applications, clothing, ice-house, etc.; expansion by heat; air, balloon, draughts of air, etc.; expansion of liquids and solids, thermometer; construction and practical use; change of state from solid to liquid, and from liquid to gas; boiling; conditions of modifying boiling point.

*Grammar.* Harvey. See previous term.

*Geography.* Eclectic.

*U. S. History.* To page——

*Music and Declamations.* As before.

#### THIRD TERM.

*Reading.* Sixth Reader finished.

*Spelling.* As before.

*Writing.* No. 7.

*Drawing.* As before.

*Arithmetic.* White's Complete reviewed.

*Physics.* Light, source of; luminous and non-luminous bodies, how the latter are made visible; motion of light in all directions in straight lines; intensity of light at various distances; shadows, reflection of light, angles of incidence and reflection; mirrors, etc., refraction; image formed in the eye; inverted and upright images; fishes in the water; prisms, lenses, spectacles, microscope, telescope, burning glasses; colors, colors of rainbow, etc.

*Chemical Electricity.* Construction of battery; apparent flow from positive to negative; effect on magnetic needle; effect on bar of soft iron, telegraph, fire-alarm, etc.

*Grammar.* Harvey.

*Geography.* Alternate with History.

*U. S. History.* To be reviewed.

*Music and Declamations.* As before.



## HIGH SCHOOL COURSE.

---

### FIRST YEAR.

FIRST TERM.	SECOND TERM.	THIRD TERM
Algebra.	Algebra.	Algebra (higher).
Arithmetic.	Physiology.	Physiology.
English Grammar.	English Grammar.	English Grammar.
Book-keeping.	Physical Geography.	Physical Geography.

### SECOND YEAR.

FIRST TERM.	SECOND TERM.	THIRD TERM.
Algebra (higher).	Geometry.	Geometry.
Science of Government.	Botany.	Botany.
Latin.	Latin.	Latin.
General History.	General History.	Rhetoric.

### THIRD YEAR.

FIRST TERM.	SECOND TERM.	THIRD TERM.
Geometry.	Trigonometry.	Trigonometry.
Natural Philosophy.	Natural Philosophy.	Natural Philosophy.
Cæsar.	Cæsar.	Virgil.
Rhetoric.	English Literature.	English Literature.

### FOURTH YEAR.

FIRST TERM.	SECOND TERM.	THIRD TERM.
Astronomy.	Higher Arithmetic.	Higher Arithmetic.
Chemistry.	Geology.	Geology.
Mental Philosophy.	Ment'l Philosophy, one	Zoology.
Virgil.	half, Zoology one half.	Chemistry.
	Chemistry.	

Walter Smith's Free Hand Course of Drawing, No. 6.



## GRAMMAR SCHOOLS.

### Questions Submitted to the Highest Grammar Grade for Admission to the High School.

#### SPELLING.

First ten to be spelled phonically.

- |                |                 |                    |
|----------------|-----------------|--------------------|
| 1. Separate.   | 8. Diligence.   | 15. Caucasus.      |
| 2. Judgment.   | 9. Obscene.     | 16. Revolution.    |
| 3. Measles.    | 10. Villainous. | 17. Confederation. |
| 4. Gas.        | 11. Altitudes.  | 18. Revenue.       |
| 5. Luncheon.   | 12. Plateau.    | 19. Compromise.    |
| 6. Asparagus.  | 13. Analysis.   | 20. Territories.   |
| 7. Melancholy. | 14. Parallels.  |                    |

#### ARITHMETIC.

1. Reduce  $\frac{1}{5}$  of a yard to inches.
2. From  $\frac{3\frac{1}{2}}{7} \div \frac{2\frac{1}{3}}{11\frac{2}{3}}$  take the quotient of  $7\frac{1}{3} \div 9$ .
3. How long must a pile of wood be, which is  $7\frac{1}{2}$  feet high and 9 feet wide, to contain 72 cords?
4. Define interest, amount, present worth, discount, principal.  
What is the principal which being at interest at 7 per cent, gains \$62.50 in 6 months?
6. A store worth \$2,840 is insured for  $\frac{3}{4}$  of its value at  $\frac{9}{10}$  of 1 per cent, what is the premium?
7.  $18\frac{3}{4}$  is  $\frac{5}{8}$  of what number?
8. How many cows will consume as much pasture in 35 days as 28 cows in 15 days?
9. Add the product of 7 hundredths by 2 thousandths to the quotient of 2 thousandths divided by 7 hundredths.
10. What will 554 feet of lumber cost at \$31.18 $\frac{3}{4}$  per thousand feet?



## GRAMMAR.

1. What is the conjugation of a verb? Conjugate the verb *am* in the potential mode, passive voice, present and future perfect tenses.
2. What are modifiers of the 1st, 2d and 3d classes, and give examples?
3. Correct the following: (Unless reasons are given no credit will be allowed.) (*a*) I never studied no grammar, but I can speak as good as them that has. (*b*) Some visitors come yesterday, I asked whom they was, and were told that I saw them last Tuesday.
4. Define personal pronoun, relative pronoun, antecedent, consequent and give examples of each.
5. Write a sentence containing a phrase used as an abverb; one containing a sentence used adverbially.
6. The holidays passed away hilariously, and at New Years, I, according to time-honored custom, went forth to make my calls and see my fair friends, while my wife and daughters stayed at home to dispense the hospitalities of the day to their gentlemen friends.  
How many and what kind of sentences are there in the above?  
Write out and number each sentence.
7. Analyze and diagram the second sentence.
8. Parse *according*, *see*, *while* and *custom*.
9. What verbs have passive voice and give the reason?
10. Change the following simple sentence into a complex, then into a compound sentence: The good housewives of those days were a kind of amphibious animal, delighting exceedingly to be dabbling in water.

## GEOGRAPHY.

1. What effect have high mountains upon the climate and vegetation of a country and upon the habits of the people?
2. What large river flows into the Mediterranean sea from Egypt, from France?
3. Name four large islands between the Indian and Pacific Oceans?
4. What is the latitude of the mouth of the Amazon river?
5. Name the most northern, eastern, southern and western capes of Africa.
6. Was New Orleans ever nearer the mouth of the Mississippi than at present? Why?
7. Draw a map of France, Spain and Portugal and locate the Seine, Loire, Rhone, and Tagus rivers; also Paris, Lyons, Madrid, Lisbon and the Pyrenees mountains.



8. What natural advantages has England that enables her to excel all other countries in manufactures and commerce.

9. Mention three articles of import to this country from England, from France, from Brazil.

10. Which states are noted for the production of

- |                   |                           |
|-------------------|---------------------------|
| 1. Wheat.         | 5. Gold.                  |
| 2. Corn.          | 6. Cotton.                |
| 3. Iron and Coal. | 7. Manufactured Articles. |
| 4. Silver.        |                           |

U. S. HISTORY.

1. Which have the greater influence upon the character and development of a nation, the times of war or those of peace? Why?

2. When and by whom was the first steamboat constructed?

Which was the more important event, the invention of steamboats, or the taking of Quebec? Why?

3. When was slavery introduced into the United States, and by whom? When and how was it abolished?

4. Describe two important acts of Benedict Arnold, one in his praise and one to his blame.

5. Who was LaFayette? Who were the Hessians? Who was Pulaski? Who was Paul Jones?

6. Describe two important events in Thomas Jefferson's administration?

7. Describe three important events in Washington's administrations?

8. Give some account of Benjamin Franklin, of John Trumbull, of S. F. Morse.

9. Give some account of the beginning and progress of common school education in different sections of the Union: New England, the South, the West.

10. When and where did the war of the Rebellion begin?

When and where did it close?

GENERAL QUESTIONS.

1. Analyze the letters in the word *Penmanship*.

2. Analyze the capital letters P E N.

3. Change the following into prose:

And now when comes a calm mild day,  
 As still such days will come,  
 To call the squirrel and the bee  
 From out their winter home,



When the sound of dropping nuts is heard,  
 Though all the trees are still,  
 And twinkle in the smoky light,  
 The waters of the rill,

The south wind searches for the flowers,  
 Whose fragrance late he bore,  
 And sighs to find them in the wood,  
 And by the stream no more.

4. Write a letter of ten lines to any one on any subject you like.
5. Give rules for the use of comma, semicolon, period and exclamation point.

### Questions Submitted to the Seventh Grade for Admission to the Eighth.

#### SPELLING.

First ten to be spelled phonically.

- |               |                |                     |
|---------------|----------------|---------------------|
| 1. Grammar.   | 8. Saucy.      | 15. Mediterranean.  |
| 2. Pursuit.   | 9. Heifer.     | 16. Constitution.   |
| 3. Legible.   | 10. Martyr.    | 17. Settlements.    |
| 4. Advise.    | 11. Divisible. | 18. Discoverer.     |
| 5. Device.    | 12. Milwaukee. | 19. Surrender.      |
| 6. Stomach.   | 13. Himalaya.  | 20. Administration. |
| 7. Brilliant. | 14. Multiple.  |                     |

#### ARITHMETIC.

1. Reduce 20 to a fraction whose denominator is 4.
2. Find the L. C. M. of 3, 25, 60.
3.  $\frac{2}{3}$  of 24 =  $\frac{1}{4}$  of what number?
4. A man bought 20 pears at the rate of 2 for 3 cents; how much did they cost?
5. How much land in a field  $73\frac{1}{2}$  rods long and  $49\frac{1}{2}$  rods wide?
6. Add  $12\frac{1}{2}$  per cent of  $9.6 + 6\frac{1}{4}$  per cent of  $96 + 25$  per cent of  $.96 + 16\frac{2}{3}$  per cent of  $.096$ .
7. Two coaches are traveling toward each other, one at the rate of 5.025 miles per hour, the other at 6.1 miles per hour. In what time will they meet if they are now 89.5 miles apart?
8. In what time will \$280 gain \$14.50 at 2 per cent per annum?



9. What principal at 3 per cent will gain \$25.48 in 4 years and 2 months?
10. What costs 1875 of an acre of land at 50 cents per square yard?

GRAMMAR.

1. How do you determine what part of speech a word is?
2. How do you tell the gender, person, number and case of a pronoun?
3. What is the distinction between a relative and a personal pronoun?
4. Tell the person, number and case of *us*, *they*, *she* and *whose*.
5. Give the plurals of *ox*, *mouse*, *calf* and *deer*; also write the possessive of *trees*, *lady* and *geese*.
6. Write the following sentence making the verb in pluperfect tense, indicative mode, active voice; also in the imperfect subjunctive passive: *The sun ripens the fruit.*
7. Construct a sentence having an infinitive phrase for its object.
8. Parse in full the italicized words in the following sentence: The young man *who* is to gain his *living* by his labor *should* know the *worth* of time.
9. What are the properties of verbs?
10. Correct the errors in the following sentences: I done my exercises quicker than her. Many men treat their horses very cruel. The taxes will be collected by you and I.

GEOGRAPHY.

1. What is generally the climate of the Torrid Zone?
2. What causes affect the climate of a place?
3. How many degrees of latitude may a place have? How many degrees of longitude may a place have?
4. What peninsulas extend southward from the mainland of Europe?
5. What large island off the coast of Syria and south of Asia Minor?
6. Name the largest three tributaries of the Amazon.
7. Mention three of the largest rivers of Europe, of Asia, of South America.
8. Mention three of the largest cities of England, of France, of Italy of Brazil.
9. Draw a map of Italy and locate Rome, Venice, Naples: also the Po, Tiber and the Appenines.
10. Compare the soil, climate and people of South America and Europe.



## U. S. HISTORY.

1. What nations assisted in the settlement of our country?
2. Mention settlements made by each.
3. Mention three prominent discoverers and what they discovered.
4. Who were the Huguenots? Where did they attempt to settle?
5. What causes led to the French and Indian war?
6. What settlement as to territory was made at the close of the French and Indian war?
7. How long was this war before the Revolution?
8. Mention all the wars the U. S. have been engaged in up to the Revolution.
9. What were the causes of the Revolution?
10. Do you think the English had any right to attempt to compel the colonies to submit? Why?

## GENERAL QUESTIONS.

1. Analyze the letters in the word *Penmanship*.
2. Analyze the capital letters P E N.
3. Change the following into prose:

And now when comes a calm mild day,  
As still such days will come,  
To call the squirrel and the bee,  
From out their winter home, etc.

The other verses the same as preceding grade.

4. Write a letter of ten lines on any subject to any one.
5. Give rules for the use of commas, periods and interrogation points.

Questions Submitted to the Sixth Grade for Admission to  
the Seventh.

## SPELLING.

The first ten to be spelled phonically.

- |               |                   |                |
|---------------|-------------------|----------------|
| 1. Promotion. | 8. Fertile.       | 15. Separate.  |
| 2. Accustom?  | 9. Mountainous.   | 16. Himalaya.  |
| 3. Grievous.  | 10. Independence. | 17. Pigeon.    |
| 4. Leisure.   | 11. Cleveland.    | 18. Milwaukee. |
| 5. Physician. | 12. Isthmus.      | 19. Kennebec.  |
| 6. Exhausted. | 13. Precious.     | 20. Grammar.   |
| 7. Missouri.  | 14. Avalanche.    |                |



ARITHMETIC.

1. Write in Roman notation 1875.
2. If 17 cows are worth \$817 and each cow is worth as much as 6 sheep, what is the value of one sheep?
3. The quotient  $3\frac{1}{4}$  the divisor  $\frac{1}{8}$  what is the dividend?
4. If a person's income is one cent a minute what will it amount to in the months of June, July and August.
5. A score of boys have each of them five boxes of pens, containing a gross apiece. How many pens have they in all?
6. What cost 4 bushels, 3 pecks, 6 quarts of potatoes at 75 cents a bu?
7. How many inches in 5 miles?
8. Divide  $\frac{1}{2}$  of  $\frac{5}{8}$  of  $\frac{3}{7}$  by  $\frac{6}{11}$ .
9. How much cotton at  $15\frac{1}{2}$  cents a pound, can be bought for  $\$13\frac{3}{8}$ .
10. Find the amount of the following bill: Mrs. Smith presented her bill to Mr. Jones, for items as follows; 6 weeks board at \$8.25 a week; fuel 6 weeks at \$1.20 a week; gas 6 weeks at 50 cents a week; washing at \$1 per week.

GEOGRAPHY.

1. What is caused by the yearly motion of the earth.
2. Name the Zones and give the width of each in degrees.
3. Give the political divisions of North America.
4. Give the direction of the water courses of the U. S. Why?
5. Name five of the chief cities.
6. In what longitude would a man be who had traveled 200 degrees directly east from Greenwich?
7. Draw a map of the southern states and locate the capitals and chief rivers. Write the names of the capitals and rivers located.
8. If you were to go directly north from Charleston, South Carolina, what great lake would you reach?
6. Name five of the largest rivers on the Pacific Coast. Name two mountain ranges near the same and three of the highest peaks.
10. Which states produce the most cotton; the most wheat; the most sugar?

GRAMMAR.

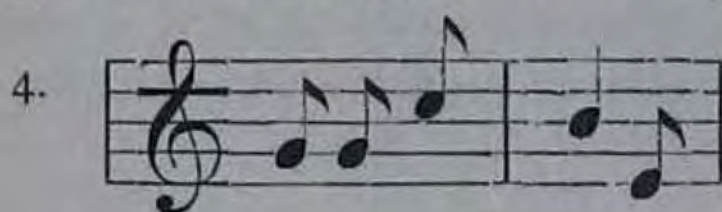
1. Give the properties of pronouns.
2. Give the properties of verbs.
3. Define a complex sentence and write one.



4. Write the opposite gender of nephew, aunt, lad, belle, and bride.
5. Write sentences containing the possessive plural of I, he, and she.
6. Write two sentences containing the word mountain as subject; the first to represent the subject as acting, the second as being acted upon.
7. When is a noun in the nominative case? When in the objective case?
8. Analyze the following sentence: There came to the beach a poor exile of Erin.
9. Parse exile, came, and there.
10. Correct the following: The paper was laying on the door step when I come home. Neither him nor her intend to go to the picnic.

## GENERAL QUESTIONS.

1. Analyze the writing of the word *School*.
2. Give directions for holding the pen and copybook.
3. How much higher are the capitals than the small letters?



Copy the above and supply the figures to indicate the proper time.

5. Give the letter and syllable name of each note.
6. Change the following into prose:
 

Still sits the school house by the road,  
A ragged beggar sunning,  
Around it still the sumachs grow,  
And blackberry vines are running.
7. Give directions for the use of capital letters.
8. Give directions for the use of the comma and period.
9. Write a letter of five lines, showing how to date, commence and close the same.
10. Draw any of the figures you have heretofore drawn.

---

Questions Submitted to the Fifth Grade for Admission to  
the Sixth.

## SPELLING.

First ten to be spelled phonically.

- |             |             |                 |
|-------------|-------------|-----------------|
| 1. Conceit. | 8. Arctic.  | 15. Measure.    |
| 2. Parasol. | 9. Oblique. | 16. Cincinnati. |



- |               |               |                 |
|---------------|---------------|-----------------|
| 3. Courteous. | 10. Receive.  | 17. Permission. |
| 4. Giraffe.   | 11. Alabama.  | 18. Condition.  |
| 5. Vigilant.  | 12. Michigan. | 19. Raisins.    |
| 6. Peaceably. | 13. Believe.  | 20. Tobacco.    |
| 7. Knowledge. | 14. Dazzling. |                 |

ARITHMETIC.

1. Give and define the signs used in arithmetic.
2. Define dividend, minuend.
3. The dividend is 1728, the quotient is 8, find the divisor.
4. What is a composite number?

Write all the prime numbers between 15 and 30.

5. Find the L. C. M. of 144, 256 and 72.
6. A merchant sold 63 bbs. of oil for \$962 and gained \$109.36; how much did the 63 bbs. cost him?
7.  $\frac{4}{5}$  of 15 =  $\frac{6}{10}$  of what number?
8. If cloth cost  $\$6\frac{3}{5}$  per yard, how much can be bought for \$104.50?
9. One seventh of  $\frac{2}{2}$  of  $3\frac{1}{2}$  bushels of wheat, equals how much?
10. What is federal money? At 3 cents and 5 mills a yard, how many yards of tape can be bought for \$9.50?

GEOGRAPHY.

1. What places have no latitude? What places have no longitude?
2. Bound the Torrid Zone and describe the climate. Name three countries located in it.
3. Name five animals native to hot climates.
4. Draw a map of the New England states and locate the capitals and chief rivers. Write the name of each river and city.
5. Name five cities on the Mississippi river?
6. Name the states on the Pacific.
7. Name the tributaries of the Mississippi river.
8. Name the states on the eastern shore of the Mississippi river.
9. What territories lie north of Mexico.
10. Name the states on the Atlantic coast.

LANGUAGE.

1. Change the following into prose: (same verse as in preceding grade).
2. Rewrite the following making all the words that are singular into the plural: The breeze blows swiftly. He gave me a penny. The boy is sick.
3. Write a sentence in which Hattie is used in the second person.



4. Write the masculine of these words : mother, sister, aunt, niece and miss.
5. Write the plural of the following : he, it, his, him and her.
6. Write a sentence using the verb "see" in past time. Change it to a question in present time.
7. What is the distinction between a proposition and a preposition?
8. Punctuate and capitalize the following : what sort of eyes can you have got said he why very good ones friend as you may plainly see.
9. Write a letter of ten lines about vacation.
10. Correct the following : you don't do that good. Can't you do it as I done it? I knew it was him.

## GENERAL QUESTIONS.

1. Analyze the writing of the word table.
2. How much longer are the capitals than the small letters.
4. Draw a musical staff and place the letters on it properly.
4. Write six notes on your staff in  $\frac{3}{4}$  time.
5. What should the hand do when there is a rest in music?

---

Questions Submitted to the Fourth Grade for Admission  
to the Fifth.

## SPELLING.

First ten to be spelled phonically.

- |                |                 |                  |
|----------------|-----------------|------------------|
| 1. Diligent.   | 8. Countenance. | 15. Nephew.      |
| 2. Pleasant.   | 9. Pieces.      | 16. Rugged.      |
| 3. Quarreling. | 10. Whither.    | 17. Toothache.   |
| 4. Beautiful.  | 11. Measles.    | 18. Egypt.       |
| 5. Wednesday.  | 12. Frigid.     | 19. Subtraction. |
| 6. Wagon.      | 13. Leather.    | 20. Dividend.    |
| 7. Laughing.   | 14. Scripture.  |                  |

## ARITHMETIC.

1. Write the ninth line of the multiplication table.
2. Write 1875 in Roman notation.
3. Name the terms used in division and subtraction.



4. How many eggs at the rate of 3 for 5 cents, can you buy for 30 cents?
5. What is the cost of 5 boxes of tea, each containing 65 lbs at 60 cents a pound.
6. If a man had \$7.050, and buy 57 sheep at \$7 a head, how much would he have left?
7. If 9 horses cost \$981 what will 19 horses cost?
8. If a man earns \$75 a month, and spends \$31 in the same time, how long will it take him to save \$792?
6. Express 1875 in three different ways.
10. How do you prove division?

GEOGRAPHY.

1. Define an island; a peninsula; an isthmus.
2. Where is Bangor; Hartford; New Orleans?
3. Name the five great lakes on the northern boundary of the U. S.
4. Draw a map of the Middle States, and locate the largest city in each and also their capitals.
5. Name the New England States and their capitals.
6. Describe the Rocky Mountains.
7. What river in Africa flows in the Gulf of Guinea. What one into the Mediterranean sea?
8. What is the climate of the Arctic regions? What is the occupation of the people?
9. Through what waters would you pass in going by steamboat from Cincinnati to New York?
10. In what states does wheat grow well?

GENERAL QUESTIONS.

1. Write a sentence containing four capitals and three commas.
2. Write a sentence containing the words meadow, hay, sunshine and labor.
3. Why do we celebrate the Fourth of July?
4. Change the following into prose :  

You still may see the fawn at play,  
 The rabbit on the green,  
 But the sweet form of Susy Gray,  
 Will never more be seen.
5. Correct the following : He spoke to John and I. I can't answer none of these questions.
6. Analyze the capital letters M, V and I.



7. Draw a musical staff and locate the following figures in the key of C, 1, 2, 5, 4, 3, 5, 1.
8. On what letters did you place those figures?
9. How many eighth notes in a measure marked  $\frac{3}{4}$  time.
10. Draw one of the star figures you have learned.

---

Questions Submitted to the Third Grade for Admission to  
the Second.

SPELLING.

- |              |                |                |
|--------------|----------------|----------------|
| 1. Pretty.   | 8. Family.     | 15. Tongue.    |
| 2. Neither.  | 9. Meadow.     | 16. Matches.   |
| 3. Writing.  | 10. Carrying.  | 17. Clothes.   |
| 4. Mischief. | 11. Nature.    | 18. Carriage.  |
| 5. Quiet.    | 12. Breakfast. | 19. America.   |
| 6. Careful.  | 13. Birthday.  | 20. Remainder. |
| 7. Neighbor. | 14. Studied.   |                |

NUMBERS.

1. Write the Roman characters for 63, 97 and 119.
2. Add  $427 + 32 + 126$ ; also find the difference between 139 and 820.
3. Write the 7th and 8th lines of the multiplication table.
4. Multiply 42,028 by 6.
5. Divide 360 by 3 and that quotient by 7.
6. I owe a man 15 dollars, and pay all but 5 dollars, how much do I still owe?
7. If 6 eggs costs 24 cents, what will 5 eggs cost?
8. How many ten dollar bills will pay for 5 yards of cloth at 4 dollars a yard?
9. If a bushel of wheat cost \$8, what will a peck cost?
10. Make a problem suiting the following numbers:  $17 + 34 - 27 + 87$ .

GEOGRAPHY.

1. What direction is Davenport from Des Moines?
2. In what direction does 9th street in Des Moines extend?



3. Draw a map of Iowa, and locate Des Moines river, 'Coon, Iowa and Cedar rivers; also, Council Bluffs, Des Moines and Keokuk.
4. What is an island?
5. Name the oceans.
6. Name the continents in the Eastern Hemisphere.
7. Name the continents in the Western Hemisphere.
8. What mountains in North America?
9. What large gulf south of the U. S.?
10. What large river in South America?

GENERAL QUESTIONS.

1. Construct a complete sentence by filling out the following blanks: the——fire——brightly on the——.
2. Write a sentence containing three capital letters.
3. When should capitals be used?
4. Correct the following every way: james and john has got their examples done?
5. Write the following words so as to make them mean more than one: girl, ox, mouse and fish.
6. What word is spelled by the following elements: left curve, left curve, lower turn, right curve, straight line, left curve, upward turn, straight line, left curve, upward turn, straight line, lower turn, left curve, left curve, lower turn, right curve, straight line two spaces high, lower turn and right curve?
7. Analyze the letter g.
8. How should the copy book be held?
9. How the pen?
10. How the feet and body?

---

Questions Submitted to the Second Grade for Admission  
to the Third.

SPELLING.

First ten to be spelled phonically.

- |            |             |             |
|------------|-------------|-------------|
| 1. Orange. | 8. Streets. | 15. Every.  |
| 2. Parcel. | 9. Wagon.   | 16. Dinner. |
| 3. Sugar.  | 10. Lazy.   | 17. Primer. |



- |            |              |              |
|------------|--------------|--------------|
| 4. Dollar. | 11. Whisper. | 18. Teacher. |
| 5. Busy.   | 12. Clothes. | 19. Parents. |
| 6. Trowel. | 13. Quarrel. | 20. Naughty. |
| 7. Lions.  | 14. Eagle.   |              |

## NUMBERS.

- Write in figures, twenty six, sixty eight and ninety six.
- Write the figures for XXIV, XIX, XXXVII.
- $4 \times 7 - 9 + 5 \div 6 - 7 =$  what?
- If you could have as many pennies as the 1 or the 9 stands for in 19, which would give you the larger number?
- Put on your slates four examples, one in addition, one in subtraction, one in multiplication and one in division, and make the answers the same in each, namely, 8.
- $27 - 4 - 4 - 4 - 4 =$  what?
- A little girl had 33 apples. She kept 9 for herself and gave the rest to 4 schoolmates. How many did she give to each?
- $27 \div (?) = 4^3$ .
- Make a story of  $6 + 8 - 10$ .
- Write answers to the following:
 

$20 \div 4 =$	$9 \times (?) = 18.$
$18 \div 8 =$	$6 \times (?) = 18.$

## GENERAL QUESTIONS.

- Analyze the writing of Mary.
- Write a sentence containing two capitals.
- Write a sentence containing two commas and one period.
- Write four sentences about the clock.
- Draw a map of Polk County and name all the townships.
- Locate Des Moines and name all the rivers in the county.



- What are the names of these three notes?
- On what letters are they placed?
  - What is the use of going to school?
  - Draw any of the stars you have learned.



Questions Submitted to the First Grade for Admission to the Second.

SPELLING.

First ten to be spelled phonically.

- |           |            |                 |
|-----------|------------|-----------------|
| 1. Many.  | 8. Grass.  | 15. Larger.     |
| 2. New.   | 9. Night.  | 16. Mother.     |
| 3. Makes. | 10. First. | 17. Apples.     |
| 4. Lamb.  | 11. Happy. | 18. Should.     |
| 5. Cry.   | 12. Noise. | 19. City.       |
| 6. Bread. | 13. Mary.  | 20. Des Moines. |
| 7. Any.   | 14. White. |                 |

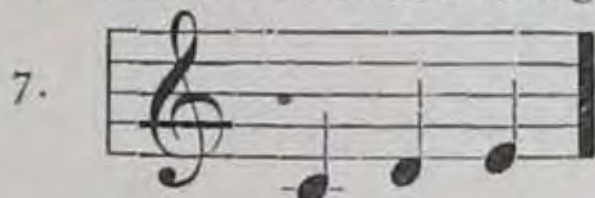
NUMBERS.

- Write nineteen in figures and Roman Letters.
- Make 8 five ways using the sign plus.
- $2 \times 4 + 2 \div 5 = \text{what?}$
- $7 + 3 - 4 - 1 \div 5 = \text{what?}$
- How much must be added to 7 to make 12?
- How much must be taken from  $7 + 8$  to leave one?
- Make a story about John, Joseph, 7 cents and 2 cents.
- Write twenty three in figures and Roman letters.
- Write answers to the following:
 

$2 + 5 =$	$(?) \times 3 = 9.$	$9 \div 3 =$
$4 + 4 =$	$(?) \times 4 = 12.$	$8 \div 5 =$
- If a pencil cost 3 cents what will 5 cost?

GENERAL QUESTIONS.

- Analyze the writing of the word man.
- Make a semicolon, a period, a question mark.
- When do you use a question mark: when a period?
- When do you use capital letters?
- Write two sentences about an apple.
- Make a sentence using the words leaf and flower.



Give the names of these notes.

- Name two things that are red; two that are yellow; two that are green.
- Draw any of the star figures you have learned.
- Write a telling sentence, and an asking sentence about a dog.



## Senior Class in High School.

## MENTAL PHILOSOPHY.

1. How do we derive our knowledge of mind and matter? What is a conception? Give different circumstances under which conceptions are formed in the mind.
2. Define consciousness, attention and reflection. How may attention be improved?
3. What is abstraction? Name and define the different steps that lead to it. Give its effect upon intellectual character.
4. What is the nature of original suggestion? How do you derive your ideas of space, time and number?
5. Describe nature of memory. On what is its existence founded? Give laws of association of ideas. How may it be improved.
6. Give nature and results of reasoning. Give the nature of first truths?
7. Explain the manner in which we proceed in reasoning. Analyze the syllogism. Prove circles are to each other as the squares of their radii.
8. What are metaphysical and absolute certainty? Name different kinds of evidence and explain each.
9. Define imagination. How does the product of imagination differ from reason? What is the difference between philosophical and poetical imagination?
10. What is the nature of taste? Name material and immaterial objects of taste.

## CHEMISTRY.

1. Define physical and chemical changes. Give examples of each. What is a simple element?
2. Define molecule. Give the molecular condition of the three states of matter. Explain combustion.
3. What is analysis? what classes? method? How is White Vitriol prepared?
4. Give physical properties of Cu. Reactions in the wet way. How is Cu. separated from Dyad Lead?
5. Write out the symbolic equations that  $Zn\ So_4$  gives with the group and special Reagents.
7. You are requested to analyze a solution of blue, green and white Vitriol.
8. Name some Organic coloring principles. Explain operation of calico printing with and without mordants.
9. Explain manufacture of soap, and show how it cleanses.
10. Define Acid, Base, Salt, Radicle. Give theory of reactions.

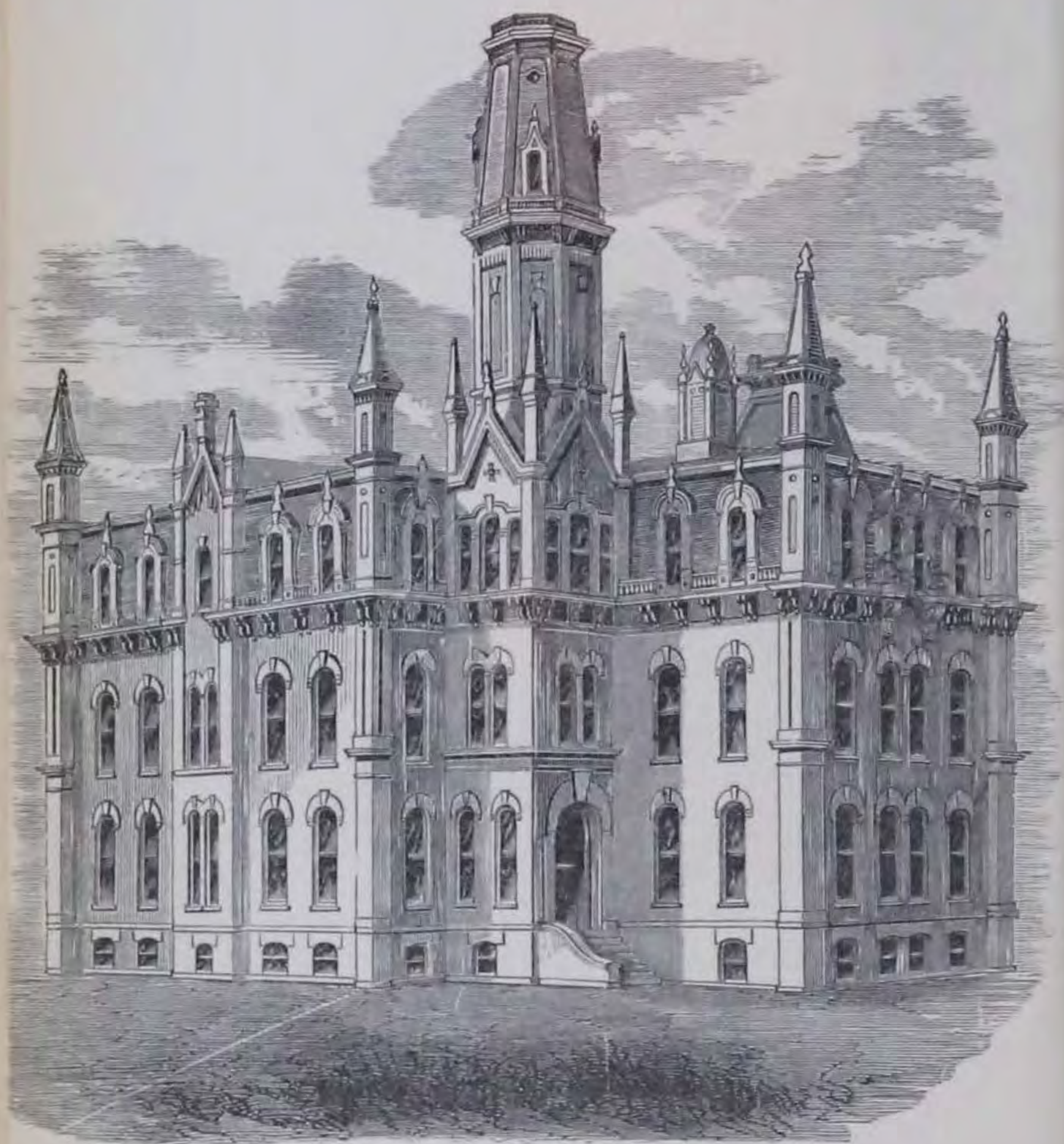


## Junior Class in High School.

## GEOMETRY.

1. Define Geometry, Demonstration and Axiom, and give use of Axioms.
2. Prove similar triangles are to each other as the squares of their homologous sides.
3. If the plane angles formed by the edges of a triedral angle are equal, their planes will be equally inclined to each other.
4. Any two rectangular parallelopipedons are to each other as the product of their bases and altitudes.
5. Similar triangular prisms are to each other as the cubes of their homologous sides.
6. Two men bought a conical hay stack 20 feet in diameter at base and 20 feet high, find altitude of remaining half after first man removed his share.
7. The diameters of two circles are respectively equal to 10 and 15, what is the diameter of a circle equal in area to the sum of both.
8. When two pyramids have equal altitudes and their bases in the same plane and are cut by a plane parallel to the base, the sections are proportional to areas of bases.
9. A triangular prism may be divided into three equal triangular pyramids.
10. How much milk will a pan hold that is 18 inches across the top, 16 inches across the bottom and 6 inches high.





SECOND WARD SCHOOL HOUSE.



THE  
INDEPENDENT SCHOOL-DISTRICT  
OF  
DES MOINES (WEST SIDE).

---

FOURTH ANNUAL REPORT

OF THE  
BOARD OF EDUCATION,

FOR THE  
SCHOOL YEAR ENDING SEPTEMBER 15, 1876.

PUBLISHED BY ORDER OF THE BOARD.

DES MOINES:  
CARTER, HUSSEY & CURL, PRINTERS AND BINDERS,  
1876.



# MEMBERS OF THE BOARD, 1875-'76.

---

<i>Name.</i>	<i>Term Expires.</i>
C. A. DUDLEY . . . . .	1877.
G. M. HIPPEE . . . . .	1878.
J. J. WILLIAMS . . . . .	1876.
P. M. CASADY . . . . .	1878.
T. P. MATHEWS . . . . .	1876.
C. H. GATCH . . . . .	1877.

---

## ORGANIZATION OF THE BOARD, 1875-'76.

---

<i>President</i> . . . . .	C. A. DUDLEY.
<i>Secretary</i> . . . . .	J. M. ST. JOHN.
<i>Treasurer</i> . . . . .	F. R. WEST.
<i>Superintendent of Instruction</i> . . . . .	J. H. THOMPSON.

---

## STANDING COMMITTEES, 1875-'76.

---

*Grounds, Buildings, Repairs, Fuel and Warming Buildings*—WILLIAMS and GATCH.

*Fanitors, School Furniture and Apparatus*—MATHEWS and HIPPEE.

*Teachers, Rules and Regulations*—GATCH and MATHEWS.

*Finance and Accounts*—HIPPEE and CASADY.

*Text-Books*—CASADY, WILLIAMS and DUDLEY.

*Examination of Teachers*—C. A. DUDLEY, D. G. PERKINS and J. H. THOMPSON.

*Visiting Schools*—First Ward, MATHEWS and DUDLEY.

Second Ward, HIPPEE and DUDLEY.

Third Ward, GATCH and WILLIAMS.

Fourth Ward, CASADY and MATHEWS.

High School, GATCH, WILLIAMS, CASADY, HIPPEE.



# MEMBERS OF THE BOARD, 1876-'77.

---

<i>Name.</i>	<i>Term Expires.</i>
C. A. DUDLEY .. . . . .	1877.
G. M. HIPPEE.....	1878.
GEO. H. MAISH .. . . . .	1879.
P. M. CASADY .. . . . .	1878.
H. L. SKINNER, .. . . . .	1879.
C. H. GATCH .. . . . .	1877.

---

## ORGANIZATION OF THE BOARD, 1876-'77.

---

<i>President</i> .....	C. H. GATCH.
<i>Secretary</i> .....	J. M. ST. JOHN.
<i>Treasurer</i> .....	J. J. TOWNE.
<i>Superintendent of Instruction</i> .....	J. H. THOMPSON.

---

## STANDING COMMITTEES, 1876-'77.

---

*Claims*—DUDLEY, HIPPEE and SKINNER.

*Grounds, Buildings, Fuel and Warming Buildings*—SKINNER, HIPPEE, DUDLEY and MAISH.

*Janitors, School Furniture and Apparatus*—MAISH, DUDLEY, HIPPEE and SKINNER.

*Teachers, Rules and Regulations*—CASADY, DUDLEY and SKINNER.

*Finance and Accounts*—HIPPEE, CASADY and MAISH.

*Text-Books*—CASADY, DUDLEY and MAISH.

*Examination of Teachers*—C. A. DUDLEY, R. S. HUGHES and J. H. THOMPSON.

*Visiting Schools*—First Ward, MAISH and DUDLEY.

Second Ward, DUDLEY and MAISH.

Third Ward, HIPPEE and CASADY.

Fourth Ward, SKINNER and HIPPEE.

*Superintendents of Repairs and Supplies*—

First Ward, G. H. MAISH.

Third Ward, G. M. HIPPEE.

Second Ward, C. A. DUDLEY.

Fourth Ward, H. L. SKINNER.



## PRESIDENT'S REPORT.

---

*To the People of the Independent School District of West Des Moines.*

In submitting the Annual Report of the Board of Directors for the year ending September 15, 1876, I have the satisfaction of being able to say that the year has been one of prosperity and success not surpassed in any previous year. The report of the Superintendent will be found quite full and satisfactory as to all matters under his supervision and should be carefully read by all who are desirous of being well informed as to the real character and condition of the schools of the district. There will be found incorporated in it and constituting one of its many interesting features, the reports of the various visiting committees present at the annual examination in the different rooms.

The patience, zeal and efficiency with which superintendent and teachers alike have discharged their difficult duties, commend them to a degree of your gratitude which it is feared few who have not experienced the trials and responsibilities of teaching, properly appreciate.

Without thorough organization, harmonious relations and strict fidelity to duty throughout the entire teaching corps, the results that are each year being achieved in our schools would be impossible.

The schools of the district for a series of years have been *growing* into their present proportions and efficiency; and this growth has been upon what is commonly known as the *graded system*, a system founded in the very necessities of every populous town and city, and which, if *de-graded*, would under the economic law of generalization, at once reconstruct itself. But notwithstanding its general adaptation to the wants of the district, the Board has been led to believe that to meet exceptional cases it might and should be so modified as to admit of an exceptional course of study, consisting of the statutory branches only, and have accordingly ordered that the course of study and rules and regulations be so modified as that upon application made by parents or guardians in writing within the first week of each term, their children or wards may be permitted to take such limited course. It is the opinion of experienced teachers that any who may wish to pursue this limited course can do so as expeditiously and efficiently in a graded as in an ungraded school.

The Board did not take this action in ignorance of the right of parents or guardians on behalf of their children or wards, under the law, to demand exemption from any other than the branches specified in the statute, but in



the belief that they might, within reasonable limits, legally regulate this right, and that, even though they had not this power, no one could be found so unreasonable as to object to a regulation so obviously just. To establish and undertake to maintain an independent *ungraded* school, would be, after, at so great cost and pains, building up a system of schools that is the pride of the city, to attempt to build up another system which in fact as well as in name, would be in direct opposition to and antagonism with it. It should never be forgotten that it is the Public Schools *with the extended course of study made possible only by the graded system*, that are the "Peoples Colleges." Without the *saving* that can only be made by *grading*, the course of study in our public schools *must of necessity be limited*. To oppose the graded system therefore is to favor a more limited education for the poor. The children of the rich can be educated beyond the course of study in the public schools, at private expense, not always so, those of the poor.

The matter of establishing night-schools for the accommodation of such as cannot have the advantages of the day schools, has been suggested and should there be a sufficient number in need of such accommodation it is not improbable that the Board would make such provision for them.

The high degree of efficiency to which the schools of the district have attained has not and could not have been reached without the liberal yet not extravagant expenditure of the money which you have ever been ready to contribute when called upon to do so, whether in the form of the regular annual levies or of special levies self-imposed by vote of the district — nor can their present efficiency be maintained in the future without a continuance of the same enlightened liberality.

The following tabular statements exhibit the more important and interesting statistics of the district for the five years ending with the year 1875:

TABLE I.  
VALUATIONS AND LEVIES.

YEAR	VALUATION	LEVIES FOR EACH YEAR AND HOW AP- PORTIONED				
		TOTAL LEVY	No. OF MILLS			
			School House	Teachers	Contingent	TOTAL
1871	\$ 2,632,000	\$ 39,500	7	6	2	15
1872	2,891,000	40,400	8 $\frac{3}{4}$	5	1 $\frac{1}{4}$	14
1873	2,945,000	45,600	8	5 $\frac{1}{2}$	2	15 $\frac{1}{2}$
1874	3,075,000	46,100	5 $\frac{1}{2}$	6	3 $\frac{1}{2}$	15
1875	3,278,000	47,500	8	3	3 $\frac{1}{2}$	14 $\frac{1}{2}$



TABLE II.  
RECEIPTS FROM LEVIES AND SEMI-ANNUAL APPORTIONMENT.

YEAR	FROM LEVIES			Semi-Annual Apportion- ment	TOTAL	Total from Lev- ies alone	Total from Teachers and Contingent
	School House	Teachers	Contingent				
1871	\$ 17,800	\$ 15,500	\$ 5,500	\$ 1,900	\$ 40,700	\$ 38,800	\$ 21,000
1872	23,300	13,300	3,700	2,400	42,700	40,300	17,000
1873	23,000	17,300	5,800	3,900	50,000	46,100	23,100
1874	16,500	18,100	11,000	4,600	50,200	45,600	29,100
1875	23,300	8,800	9,700	4,500	46,300	41,800	18,500

TABLE III.  
DISBURSEMENTS FROM PROCEEDS OF LEVIES AND SEMI-ANNUAL APPORTIONMENT.

YEAR	Int. on School House Bonds	Teachers' Salaries	Contingent Expenses	School Houses and Sites	TOTAL	Total for Teachers and Contingent
1871	\$ 11,300	\$ 15,100	\$ 5,600	\$	\$ 32,000	\$ 20,700
1872	11,300	16,900	5,500		33,700	22,400
1873	11,200	17,800	7,100		36,100	24,900
1874	9,800	17,600	6,900	6,600	40,900	24,500
1875	9,000	19,100	11,700	12,700	52,500	30,800

TABLE IV.  
RECEIPTS AND DISBURSEMENTS ON ACCOUNT OF SCHOOL HOUSES, SCHOOL HOUSE SITES AND SCHOOL HOUSE BONDS.

YEAR	RECEIPTS			DISBURSEMENTS			
	From Levies	From sale of Bonds	TOTAL	Interest on School House Bonds	School Houses and Sites	Redemption of School House Bonds	TOTAL
1871	\$ 17,800	\$ 23,000	\$ 40,800	\$ 11,300	\$ 23,000	\$	\$ 34,300
1872	23,300		23,300	11,300		500	11,800
1873	23,000		23,000	11,200		13,500	24,700
1874	16,500		16,500	9,800	6,600	9,000	25,400
1875	23,300	10,500	33,800	9,000	23,200	7,500	39,700
Total,			137,400				135,900

TABLE V.  
ANNUAL VALUATION AND INCREASE AND PER CENT OF INCREASE.

YEAR	Valuation	Increase of Valuation	Per cent of Increase
1871	\$ 2,632,000	\$ 200,000	8.
1872	2,891,000	259,000	9.8
1873	2,945,000	54,000	1.9
1874	3,075,000	120,000	4.
1875	3,278,000	203,000	6.6
Total Increase, Average "		836,000	28.3
		167,200	5.6



TABLE VI.

ANNUAL ENUMERATION OF CHILDREN OF SCHOOL AGE AND ENROLLMENT OF SCHOLARS, WITH INCREASE OF EACH AND PER CENT OF INCREASE.

YEAR	Enumera- tion	Increase	Per cent of Increase	Enrollment	Increase	Per cent of Increase
1871	2,364	96	4.2			
1872	2,534	170	7.2			
1873	2,728	194	7.6	1,654		
1874	2,848	120	4.4	1,750	96	5.8
1875	3,191	343	12.	1,831	81	4.6

TABLE VII.

SHOWING VALUE OF SCHOOL HOUSES, NUMBER OF SEATS UNOCCUPIED, SEATING CAPACITY AND COST PER SITTING.

Name of School	Value of School Houses	Number of rooms	Number of rooms occupied	Number of seats	Unoccupied seating capacity	Total capacity	Cost per sitting
First Ward.....	\$ 6,500	4	3	150	45	195	\$ 33
Second Ward.....	70,000	13	13	908*		908	77
Third Ward.....	65,000	13	10	607	150†	757	85
Fourth Ward.....	20,000	8	7	325	45	370	54

\*189 in 3rd story, High School.

†Large room in 3rd story.

From the foregoing tables I deduce the following *averages* for the period covered by them:

Per cent. of annual <i>increase</i> in valuation.....	5.6
Per cent. of annual <i>increase</i> in teachers' salaries.....	6
Per cent. of annual <i>increase</i> in enumeration.....	7.1
Per cent. of annual <i>loss</i> on levies.....	3.9

It is not probable that the income from the semi-annual apportionment will for several years to come vary materially from the average for 1874 and 1875, which was a fraction over \$4,500. The average disbursements for contingent expenses for the past five years, was \$7,400. But this average was largely increased by expenditures for extraordinary and unusual demands made upon the fund for 1874; and it is safe to assume that, with judicious and economical management, \$10,000 a year for the next six years will be adequate to all legitimate demands upon that fund.

Upon the basis of the above per cents, and the suggestions just made with respect to the probable incomes and disbursements on account of the semi-annual apportionment and the contingent fund, I have prepared the following table of estimates, for a period of six years, beginning with 1876.



## TABLE VIII.

SHOWING ESTIMATED VALUATIONS, LEVIES, ENUMERATIONS, ETC., FOR SIX YEARS, BEGINNING WITH 1876, ASSUMING A TOTAL LEVY OF 15 MILLS.

YEAR	Valuations	Levies, less 4 per cent. not collectible	Proceeds of levies and semi-annual apportionment	Disbursements for Teachers and Contingents	Balance for school house and bond fund	Enumeration
1876	\$ 3,500,000	\$ 50,400	\$ 54,900	\$ 30,500	\$ 24,400	3,414
1877	3,700,000	53,300	57,800	31,900	25,900	3,652
1878	3,900,000	56,200	60,700	33,500	27,200	3,917
1879	4,100,000	59,600	63,500	35,100	28,400	4,191
1880	4,300,000	61,900	66,400	36,900	29,500	4,484
1881	4,500,000	64,800	69,300	38,800	30,500	4,797

In making these estimates, that they should be below rather than above what the foregoing data warranted, I estimated the increase of valuation at 5.5 instead of 5.6 per cent.; the increase of teachers' salaries at 7.1 per cent.—the increase in the enumeration, instead of 6 per cent., the previous increase in teachers' salaries—and the loss on loans at 4 instead of 3.9 per cent. And it is proper to state here that this last per cent. was deduced from the amounts collected, as shown by table II; whereas there will probably be \$2,500 more realized from delinquencies of 1875.

## TABLE IX.

SHOWING WHEN AND IN WHAT AMOUNTS OUTSTANDING BONDS MAY BE REDEEMED, FROM FUTURE INCOMES.

YEAR	Amount of bonds outstanding	Interest payable on outstanding bonds	Rec'ts from levies applicable to payment of int. and redemption of bonds	Necessary to pay interest	Balance to apply on principal
1876	\$ 92,500	\$ 9,250	\$ 24,400	\$ 9,250	\$15,150
1877	77,350	7,735	25,900	7,735	18,165
1878	59,185	5,918	27,200	5,918	21,282
1879	37,903	3,790	28,400	3,790	24,610
1880	13,293	1,329	29,500	1,329	28,171

## TABLE X.

SHOWING WHEN PRINCIPAL OF BONDS MATURES, CASH ON HAND FOR ITS PAYMENT, AND ANNUAL BALANCES AFTER PAYING SAME.

YEAR	Amount maturing	Annual accumulations to pay same	Balance on hand after paying same
1877	\$ 6,500	\$15,150	\$ 8,650
1878	7,500	18,165	19,315
1879	5,500	21,282	35,097
1880	40,000	24,610	19,707
1881	23,000	28,171	24,878



According to the foregoing estimates, it will thus be seen that there will be cash enough on hand, as the successive installments of bonds mature, to redeem them, and a balance of \$24,878 left after paying the last installment, in 1881. It will be observed that I have omitted from Table X, and the deduction just made, the installment of \$10,000 issued in 1875. I have done so because, not maturing until 1885, there will be no occasion to anticipate their maturity until after the period embraced in these estimates.

It will be seen, however, by referring to Table VIII, that, within the period during which the bonds specified in Table X are to mature, there will be an aggregate increase in the enumeration of 1383.

For several years past the per cent. of the enumeration actually enrolled has averaged a fraction less than sixty-five, making the estimated aggregate increase of the enrollment, for the same period, 898. From this number deduct 240, for which, according to Table VII, there is unoccupied seating capacity in the present school buildings, and there will be 658 to be provided for, at a cost of about \$36,000, estimated at the cost of sittings in the Fourth Ward building; or, about \$22,000, adopting the cost of the First Ward sittings.

It is assumed in the estimates that the ratio of growth and increase will be as rapid in the future as it has been in the past. While I presume no one will doubt that this is at least probable, it seems not to be sustained by either the valuation or enumeration for the present year, the former of which is less than that for 1875, and the latter shows only a very slight increase. But this is only apparent. The valuation for 1876, originally made upon the basis of *actual* value, and therefore of course greatly exceeding that of the previous year, was *by the process of equalization*, County and State, subsequently reduced *below* that of 1875. But no one, acquainted with the fact of the constant and rapid growth of the District, will doubt that there was *actually* the usual per cent. of increase; and actual value is the only proper basis upon which to fix the rate of taxation. The enumeration may also be safely assumed to be erroneous, from the same well known fact of the continuous rapid growth of the city; but it is also conclusively shown by the fact that the enrollment which, for a number of years, has been in a quite uniform ratio to the enumeration, shows the usual increase. The actual income from the levy of 1876 will, however, be below the estimate, for the reason that while the taxable valuation was reduced, the rate of taxation was not correspondingly increased.

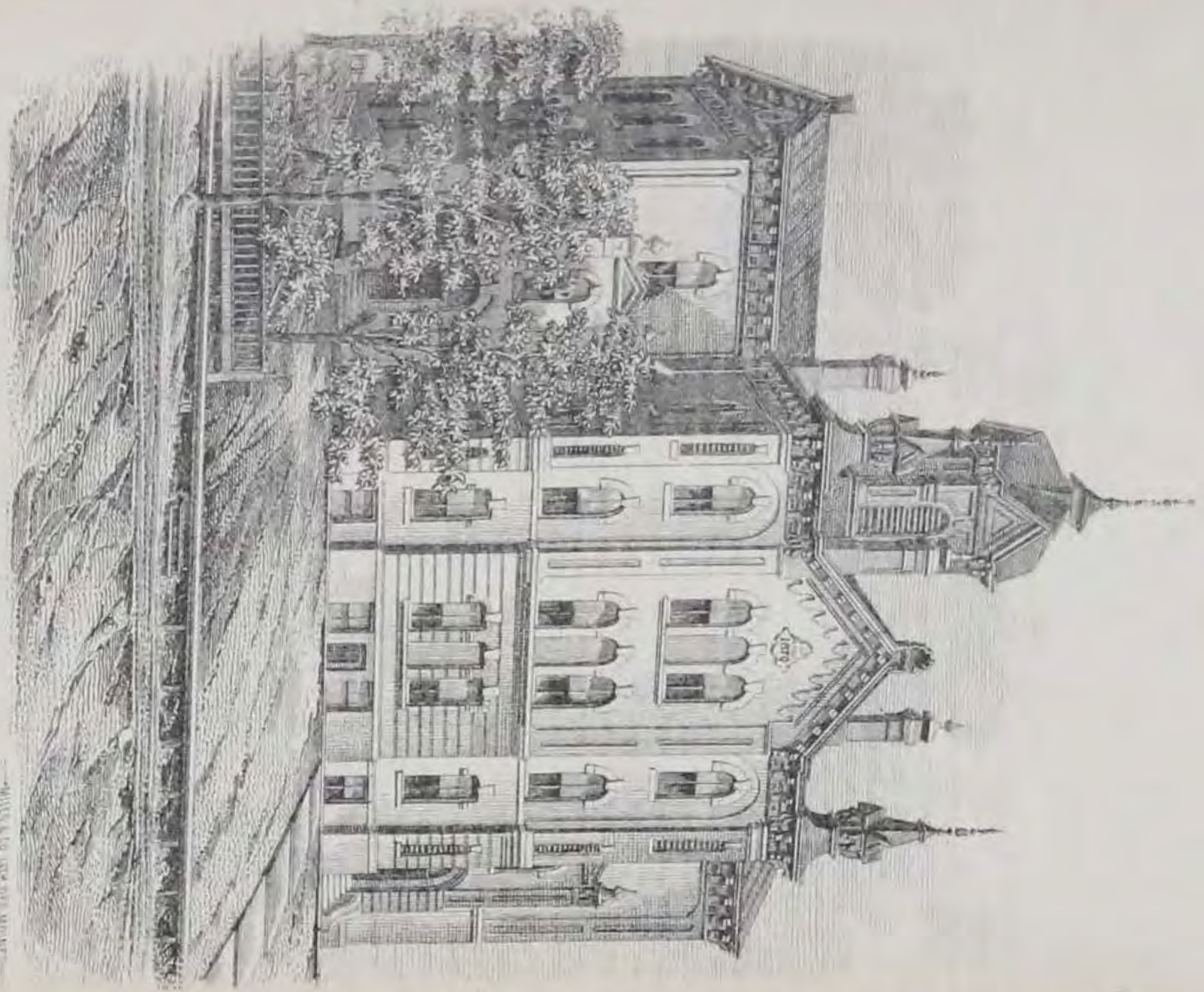
Notwithstanding the excellence of the schools and the beauty and superiority of the school buildings of the district the school grounds are so neglected and dilapidated in appearance as to be unsightly in the eyes of



visitors, and a perpetual object lesson in slovenliness to the children of the district. The matter of their improvement has already been considered by the Board and should by all means be accomplished as soon as the finances of the district will permit.

C. H. GATCH,  
*Pres't of the Board of Education.*





THIRD WARD SCHOOL HOUSE

—HILL & CO. ST. LOUIS MO.—



# REPORT OF THE SUPERINTENDENT.

*To the Board of Education of the West Des Moines Public Schools:*

GENTLEMEN:—I have the honor to present the following (the Fourth) Annual Report of the condition and management of the Public Schools under your charge.

The schools opened on September 6, 1875, and closed June 9, 1876. The year has been a prosperous one for the schools.

Through the liberality and wisdom of our citizens, the Board of Education have erected one new building in the Fourth Ward, which was occupied on the 3d of January, 1876.

Our teachers have labored with renewed interest in the discharge of their difficult duties, which should entitle them to our warmest thanks and highest consideration.

The attendance of our schools has fully kept pace with the rapid increase of population in our city. This will be apparent from the following statistics, which have been compiled from tables appended to this Report, and from the records of the Public Schools.

## Statistics.

Population of the West Side, nearly.....	12,000
Enumeration of pupils between five and twenty-one.....	3,121
Enumeration of pupils on the East Side.....	1,882

### ENUMERATION OF THE WEST SIDE, FOR 1875—BY WARDS.

	<i>Males.</i>	<i>Females.</i>	<i>Total.</i>
First Ward.....	289.....	291.....	580
Second Ward.....	306.....	387.....	693
Third Ward.....	604.....	557.....	1161
Fourth Ward.....	363.....	394.....	757

### Comparative Enumeration of Wards for Years 1874—75.

	<i>1874.</i>	<i>1875.</i>	<i>Gain.</i>
First Ward.....	550	580	30
Second Ward.....	654	693	39
Third Ward.....	950	1,161	211
Fourth Ward.....	694	757	63



### Comparative Statement of Entire Enumeration for Different Years.

In 1870. ....	2,268
In 1871. ....	2,364
In 1872. ....	2,534
In 1873. ....	2,728
In 1874. ....	2,848
In 1875. ....	3,191

### Number of Pupils Enrolled in the Public Schools for Different Years.

In 1873. ....	1,654
In 1874. ....	1,750
In 1875. ....	1,831
In 1876. ....	1,923

### School Accommodations.

Number of school buildings owned. ....	4
Number of school rooms owned. ....	34
Number of seats for pupils. ....	1,955

### Value of School Property.

Value of school sites. ....	\$ 29,200
Value of school buildings. ....	185,000
Value of school furniture. ....	5,500
Total value of school property. ....	219,700
Taxable property. {	
Estimated cash value. ....	7,705,925
Assessed value. ....	3,082,370
Tax for school purposes. {	
Mills per dollar on cash value. ....	6
Mills per dollar on assessed value. ....	15
Assessment. {	
For school house and contingent fund. ....	9
For teachers' fund. ....	6

### Number of Schools.

High school. ....	1
Grammar schools. ....	10
Primary schools. ....	18
Total number of schools. ....	29



## Number of Teachers.

In the High school.....	3
In the Grammar schools.....	10
In the Primary schools.....	18
Superintendent.....	1
	<hr/>
Total number, (Males, 3; Females, 29) .....	32

## Salaries.

Of the Superintendent.....	\$ 1,800
Of the teachers in the High school.....	3,600
Of the teachers in the Grammar schools.....	6,988
Of the teachers in the Primary schools.....	9,595
	<hr/>
Whole amount paid teachers .....	\$21,983

## Times Teachers were Tardy.

	1874.	1875.	1876.
In the High school.....	0	0	2
In the Grammar schools.....	60	92	54
In the Primary schools.....	95	70	96
	<hr/>	<hr/>	<hr/>
Total number.....	155	162	152

## Pupils Registered.

	1875.	1876.
In the High school.....	107	114
In the Grammar schools.....	485	476
In the Primary schools.....	1,239	1,334
	<hr/>	<hr/>
Whole number enrolled.....	1,831	1,924

## Average Number of Pupils in Daily Attendance.

	1875.	1876.
In the High school.....	83.4	98
In the Grammar schools.....	348.5	344.5
In the Primary schools.....	665.1	803.4
	<hr/>	<hr/>
Total average number.....	1097.	1245.9
Per cent. of attendance on enrollment.....	60	64 7-10

## Number of Pupils Remaining in School at the Close of the Year.

In the High school.....	91
In the Grammar schools.....	350



In the Primary schools.....	848
Whole number remaining at close of school.....	1,289
Whole number remaining at close of school, 1875.....	1,195
Whole number remaining at close of school, 1874.....	984

#### Number of Cases of Tardiness.

	1875.	1876.
In the High school.....	715	917
In the Grammar schools.....	1,459	1,488
In the Primary schools.....	2,748	2,778
Total number of cases.....	4,922	5,183

#### Number of Pupils Promoted to Higher Classes at the Close of the Year.

In the High school.....	76
In the Grammar schools.....	198
In the Primary schools.....	343
Total number promoted.....	617

#### Number Promoted at Other Times.

In the High school.....	0
In the Grammar schools.....	30
In the Primary schools.....	182
Total number promoted at other times.....	212
Grand total promoted during the year.....	829

#### Number of Pupils who failed to Pass the Examination in June.

In the High school.....	12
In the Grammar schools.....	70
In the Primary schools.....	95
Total number who failed.....	177

#### Average Number of Pupils per Teacher on the Number Enrolled.

	1875.	1876.
In the High school.....	35	38
In the Grammar schools.....	54	47.6
In the Primary schools.....	82	74.1



**Average Number of Pupils per Teacher on the Average  
Daily Attendance.**

	<i>1875.</i>	<i>1876.</i>
In the High school.....	28	32.6
In the Grammar schools.....	39	34.4
In the Primary schools.....	44	44.6

**Ages of Pupils.**

Number of pupils 5 years of age.....	117
Number of pupils 6 years of age.....	190
Number of pupils 7 years of age.....	183
Number of pupils 8 years of age.....	188
Number of pupils 9 years of age.....	212
Number of pupils 10 years of age.....	160
Number of pupils 11 years of age.....	148
Number of pupils 12 years of age.....	146
Number of pupils 13 years of age.....	138
Number of pupils 14 years of age.....	136
Number of pupils 15 years of age.....	77
Number of pupils 16 years of age.....	43
Number of pupils 17 years of age.....	16
Number of pupils 18 and over.....	11
Number of pupils between 6 and 16.....	1709

**Cost of Tuition per Pupil on Number Enrolled.**

In the High school.....	\$ 31.50
In the Grammar schools.....	12.56
In the Primary schools.....	7.19
Average cost.....	11.42
Average cost on enumeration.....	6.88

**Cost of Tuition per Pupil in Columbus, Ohio.**

In the High school.....	\$ 35.97
In the Grammar schools.....	16.36
In the Primary schools.....	8.28
Average cost.....	11.81
Average cost on enumeration.....	6.91

**Comparison of the Average Daily Attendance for 1875 and  
1876, Month by Month.**

	<i>1875.</i>	<i>1876.</i>
September.....	1,021	1,046
October.....	1,138	1,145



	1875.	1876.
November .....	1,166	1,157
December .....	1,215	1,024
January .....	1,088	1,164
February .....	1,068	1,122
March .....	1,034	1,041
April .....	1,086	1,118
May .....	1,066	1,065
June .....	1,038	1,025

**STATISTICS OF THE HIGH SCHOOL,  
NUMBER OF TEACHERS EMPLOYED.**

Male .....	1
Female .....	2

NUMBER OF PUPILS ENROLLED.

Males .....	54
Females .....	70
Total .....	124

NUMBER ADVANCED TO NEXT GRADE FROM FINAL EXAMINATION.

First Class .....	28
Second Class .....	15
Third Class .....	14
Fourth Class .....	15
Total .....	72

TEXT-BOOKS, AND NUMBER IN EACH STUDY—MATHEMATICS.

<i>Branch.</i>	<i>Number.</i>	<i>Author.</i>
Arithmetic .....	71	White and Ray.
Algebra .....	46	Ray.
Book-keeping .....	40	Bryant & Stratton.
Geometry .....	38	Loomis.
Trigonometry .....	15	Loomis.

NATURAL SCIENCE.

<i>Branch.</i>	<i>Number.</i>	<i>Author.</i>
Physics .....	18	Norton.
Chemistry .....	16	Youmans.
Astronomy .....	16	Burritt.
Physiology .....	46	Brown.
Botany .....	18	Gray.
Zoology .....	17	Nicholson.
Geology .....	21	Dana.



## LANGUAGE.

<i>Branch.</i>	<i>Number.</i>	<i>Author.</i>
English Grammar.....	46.....	Harvey.
Latin.....	18.....	Arnold.
Caesar.....	24.....	Chase and Stuart.
Virgil.....	15.....	Chase and Stuart.
English Literature.....	21.....	Hart.
Mental Science.....	16.....	Wayland.
Rhetoric.....	17.....	Day.
General History.....	28.....	Anderson.

## GRADUATES OF 1876.

Fannie Prichard.  
Hiram Lee.  
Ada McClelland.  
John Myerly.  
Robert Pilmer.  
Ella Smith.  
Mary Maxwell.  
George Gray.

Bertha Dewey.  
Wilson Reed.  
Charles Gilcrest.  
Nellie Stark.  
Albert Stanley.  
Belle Dewey.  
Maggie George.

## Graduating Exercises—Class of '76.

## PROGRAMME.

## MUSIC.

Prayer.....Rev. A. L. Frisbie.

## MUSIC.

Salutatory Address.....Miss Fannie Prichard.

"Building Stones".....Hiram Lee.

"Rubicons".....Miss Ada McClelland.

"Compulsory Education".....John Myerly.

## MUSIC.

"Debt".....Robert Pilmer.

"Memory".....Miss Ella Smith.

"Truth".....Miss Mary Maxwell.

## MUSIC.

"Independence of Character".....George Gray.

"Men of America".....Miss Bertha Dewey.

"Our Country, Then and Now".....Wilson Reed.

"Silent Forces".....Charles Gilcrest.

## MUSIC.

"We are Heirs of the Ages".....Miss Nellie Stark.

"Motives".....Albert F. Stanley.

"Dreams".....Miss Belle Dewey.

Valedictory.....Miss Maggie George.

Presentation of Diplomas.....(By the President of the Board).....C. H. Gatch.

Address to the Class.....A. N. Ozias.

## CLASS SONG.

Class motto—"Who thinks, Rules."



The following is a list of those who passed a successful examination for the High School, in June :

## GIRLS.

Laura Samish.	Clara Williamson.
Jennie Williams.	Cora Folsom.
Nellie Johnson.	Bertha Smith.
Alice Soutar.	Hattie Taskett.
Rosa Stutz.	Jennie McFarland.
Clara Anderson.	Abbie Sprague.
Minnie Crocker.	Addie Philbrick.
Kate Newman.	Allie Yeomans.
Ella McClure.	Bessie Hitchcock.
Vida Otis.	Nellie Saylor.
Lottie Crocker.	Minnie Wightman.
Ella Long.	Libbie Nichol.
Lizzie Hooker.	Lena Scott.
Lizzie Corbitt.	Katie Lamoreau.
Flora Wells.	Matie Given.
Lottie Elwell.	Nellie Matthews.
Jennie Shepherd.	Carrie Bently.
Sadie Otis.	Carrie Reigleman.
Gertie Lewis.	Anna Maish.
Ida Skinner.	Lottie Weaver.
Cynthia Skinner.	Minnie Sneer.
Edith Chapin.	Rose Morrison.
Mary Carson.	Estella Case.

## BOYS.

Harper Meek.	Fred. Baldwin.
Willie Slater.	Russel Barcroft.
Guerney Gue.	Willie Sargeant.
Frank Allen.	Joshua Calvin.
Willie Cormac.	Elmer Todd.
Daniel Reinking.	Willie Phillips.
Clarence Goode.	Willie Kemp.
Scott Bare.	



## Summaries for the High School.

MONTH.	Enrolled	Average number belonging	Average attendance	Days of absence	Tardiness	Not absent or tardy	Per cent. of punctuality	Per cent. of attendance	Truancies
September . . . . .	109	106.3	100.3	120	43	30	98.9	94.3	1
October . . . . .	106	100.2	97.2	60	89	20	97.7	97.1	2
November . . . . .	102	98.5	93.8	94	91	21	97.6	95.2	0
December . . . . .	106	103.8	99.5	77	93	30	97.4	95.8	1
January . . . . .	104	101	96	100	208	16	94.6	95	0
February . . . . .	101	99.5	94.6	98	95	20	98	94	0
March . . . . .	102	98.7	91.3	148	191	9	94.8	92.5	4
April . . . . .	101	99	92	141	125	13	96	93	2
May . . . . .	95	84.5	81.6	58	114	9	96.5	96.5	3
June, (semi-month) . . . . .	91	86.5	80.1	128	88	13	97.2	92.1	0

## Oratorical Contest.

## PROGRAMME.

MUSIC—"Christmas Carols" . . . . .	Miss Aitkins' Pupils.
1—"We make our Circumstances" . . . . .	Nellie Stark.
2—"Up into a Mountain" . . . . .	Mary Maxwell.
3—"Henry Wilson" . . . . .	Charles Sherman.
MUSIC—Song . . . . .	Sallie Wainscott.
4—"Disappointed Wishes" . . . . .	Annie Henry.
5—"The Only True Republic" . . . . .	George Hippee.
6—"True Greatness" . . . . .	Miss Anna Gatch.
MUSIC—"Summer Sweets Shall Bloom Again" . . . . .	
7—"Advertisements" . . . . .	Nellie Harman.
8—"Will the Republic Fall" . . . . .	Charles Taylor.
MUSIC—"Under the Beautiful Stars" . . . . .	Miss Glisan's Pupils.
9—"The Public Schools" . . . . .	Will. McHenry.
10—"Growth and Achievements of Intellect" . . . . .	Albert Stanley.
Presentation of Premiums by J. S. Runnells.	

## Remarks.

During the second term of the year's work, manuscripts of school work were prepared in all the schools for the Centennial Exposition at Philadelphia.

These consisted mostly of answers to questions prepared by the Superintendent. To these were added one folio volume of maps, drawn by pupils, and a volume of free-hand drawings.

These papers and maps were collected and bound in volumes. There were thirty-one volumes sent from our schools.

It was found that the specimens sent from our schools compared favorably with those sent from other cities of the State, and from other States. Of the two awards made to the State of Iowa for educational exhibits, one was given to West Des Moines.



The specimens sent from our schools received the compliment, also, of having been thought worthy to be copied by the French Commissioners of Education.

At the close of the first term, the schools held another Industrial Fair. The number of articles on exhibition was hardly so many as the year before; but the quality was decidedly better.

There were about eight hundred specimens of handiwork, from boys and girls from six to eighteen years of age.

The Fair was held, as before, in the High school building.

At the close of the first term, the High school held an oratorical contest after the manner of the State and Inter-State contests of the colleges.

The class consisted of volunteers from the different grades of the High school. The exercises were held in the Fifth Street M. E. Church, which was crowded to its fullest capacity. It was an occasion full of interest alike to teachers, pupils, and spectators.

The awarding committee were, Rev. T. S. Berry, J. S. Runnels, and C. S. Wilson.

The award was a handsomely engraved diploma. The successful contestants were: Will. McHenry, first award; and Annie Gatch, second.

The programme of the entertainment will be found in another part of this Report.

### Drawing.

The educational exhibits at Philadelphia revealed the fact that most schools in the West are behind in drawing.

This was to be expected. The subject of Art education has not yet taken the high position in the Western States that its importance demands, or that it is destined to take. When it comes to be seen that the hand of taste and skill adds several hundred per cent. to the value of raw material, drawing will be made one of the compulsory studies.

The States of Massachusetts and New York have, by law, made drawing one of the regular studies. These States have always had an eye to business and to money values.

France surprised the world, a few years ago, by the exhibition of immense wealth, when it was supposed that she must go bankrupt.

This can only be explained by the fact that France is a nation of artisans, who lay their fingers on raw material—wood, iron, gold, silver, precious stones, wool, silk, etc.—and, as by magic, their value is quadrupled.

The Swiss, from their barren mountains, shipped, to the United States alone, in 1873, \$2,520,000 worth of watches, \$2,095,000 worth of embroid-



ered goods, and silks to the value of \$5,224,000. Switzerland has no port, and yet, by means of her artistic manufactures, has secured to herself an immense commerce, considering her population. This she never could have done by the shipment of raw material.

What an incalculable advantage it would be to the United States if she had enough skillful and tasteful fingers to double the value of all the rough products stored away in her soil, rocks, and forests.

Drawing has been taught in our schools for two years. Walter Smith's Free-Hand Drawing books were introduced into our schools last year.

For a time our teachers hesitated to attempt to teach this branch. But now have entered into the work heartily, and good work is being done.

This subject has been referred to in a former Report, as well as the methods of teaching the various branches taught in our schools. To discuss these all separately, would exceed the bounds designed by this Report.

The patrons and friends of the schools are respectfully invited to a perusal of the statistics and of the reports of the Visiting Committees, found elsewhere, believing they will find enough to afford encouragement and a belief that faithful work has been done by earnest and conscientious teachers.

With this presentation, the Report of the year's work is respectfully submitted.

J. H. THOMPSON,  
*Superintendent.*









FOURTH WARD SCHOOL HOUSE



# REPORTS OF VISITING COMMITTEES.

## HIGH SCHOOL.

*To the Board of Education, West Des Moines.*

GENTLEMEN:—Having been appointed and having served as a Committee on High School Examinations, we respectfully submit the following :

We attended examinations in the following branches : Geometry, Geology, Chemistry, Latin, Botany, Philosophy, Physiology, Physical Geography, Algebra, English Literature, and Psychology.

The scholars bore excellent examinations, with few exceptions.

The mode of instruction in this High School is admirable, in our judgment. The old system of teaching—that of considering the mind as a blank paper, to be written upon—is not in vogue here.

The mind of the pupil is rather considered as a field of young oaks, which, by the admission of light and nutrition, *grow* by their own inherent energy.

The purpose of the Superintendent and teachers seems to be that of making every pupil like unto the strong, self-sustaining tree rather than the vine that clings to it.

This system of teaching, making scholars *think* for themselves, giving them large liberty of opinion, and treating them as a body of ladies and gentlemen gathered together for mutual improvement, will certainly produce fine results.

In all the branches taught, an effort is made to teach, as much as possible, by the eye.

In Geology, outlines are written on the board, and rocks are inspected. In Natural Philosophy, practical experiments are given daily. In Chemistry, each pupil is given material and apparatus for qualitative analysis ; and a portion of each day is spent in analyzing such substances as bone, soil, etc.

We would suggest that if a fractional part of the amount that has been invested in outside decoration of the building, were invested in Philosophical Apparatus, it would be more likely to benefit the brains of the pupils.

Respectfully,

J. BOWMAN,  
JOEL P. DAVIS,  
*Committee.*



*To the Board of Education of the West Side Schools.*

GENTLEMEN:—The committee to which was assigned the duty of attending the spring examinations of the seventh and eighth school years, or the two highest Grammar grades, present their report, first, of the work of Mrs. Wilson, of the Third Ward:

Her's is the last year of the grade, and the committee were authorized to look for a good degree of proficiency. There was no disappointment. Mrs. Wilson's rare tact in throwing pupils on their own responsibility, and arousing in them a desire to learn for themselves, bears fruit in excellent recitations, brightened by discriminating criticisms of the pupils upon the work of their fellows.

The Arithmetic, Grammar, and History recitations were the farthest possible remove from rote performances, being good illustrations of intelligent study.

The rhetorical exercises of the class were also excellent.

Miss Garfield's corresponding room, in the Second Ward, showed good work in all that was brought before the committee.

The rapid mapping of the continent of Asia, and the filling in of the natural landmarks of the different sections, as well as the delineation of political divisions and the location of cities, elicited the most favorable attention and comment from the committee.

The careful analysis of topics in Grammar, the accuracy of the parsing, and the quickness with which mistakes were corrected, showed such teaching as deserves hearty commendation.

The teachers of the seventh year grade are Miss Willsie and Miss Roberts.

Miss Willsie carries into her work in the school a quiet energy, which makes itself felt throughout the room. She wastes no words, expends no strength unnecessarily in helping her scholars over difficulties which they, alone, can surmount. But still, she moves them along with interest, and with a clear understanding of the work they do.

The analysis of her pupils in Arithmetic takes them down to the first principles.

The committee were pleased with what they saw and heard in this room.

The day grew too short for the committee, and less was seen of Miss Roberts' room than of the others. Hence, they do not speak of it as they would do if their examination had been more extended.

There did not appear to be quite the interest and independence which



had characterized the other rooms ; but a more extended visit of the committee might have shown that the first impression lacked correctness.

Very respectfully,

A. L. FRISBIE,  
WM. JOHN GILL,  
C. BECK,  
WM. H. PEARSON.

---

I desire, in justice to Miss Roberts, to state that, having had the opportunity to be present in her room at an early hour in the forenoon of the day of examination, the exercises to which I listened were very satisfactory, and creditable to both pupils and teacher.

At the late hour in which the other members of the committee visited her room, the strain and excitement to which the scholars had been subjected during the whole of the day, would easily account for any apparent want of interest or lack of independence the committee might notice. No doubt both teacher and pupils were weary and needed rest.

Respectfully submitted,

WM. H. PEARSON.

---

*To the Board of Education of the Des Moines Public Schools, West Side.*

GENTLEMEN:—Your committee appointed to examine Grade 6 in the West Des Moines schools, beg leave to submit the following, which we hope may cover the points desired:

The rooms assigned us were Miss Glissan's in the Second Ward, Miss Aitkin's of the Third Ward, and Mr. King's of the Fourth Ward.

We each took a room and gave it our attention during the greater part of the day ; and each of us feels that the teachers having these rooms in charge are in every way competent and successful.

Order, which is the first law of heaven, we are pleased to say is good in all the rooms.

In this grade, Arithmetic, Grammar, Geography, Reading, and Writing, are the regular branches taught. Every recitation showed a very thorough understanding of the principles laid down in these books.

The plan of leaving the old ruts, in deviating even from the general course of the lesson, which we observed was done in all the rooms, is a good one.



The tendency of the whole plan of teaching is towards the practical, and towards making the boys and girls think for themselves; which we think might be profitably carried even further, with good effect.

We were glad to see music taught, and to see it receive so much attention. Its effect is always good, and especially so on children.

The Essays read were all good, and some of them excellent. They were original, which means a great deal.

Children may first learn to deceive, by being encouraged in reading other person's thoughts as though they were their own. The recitations of some of the girls and boys were such as would do credit to persons much older. We are glad to report this important branch in a child's education not only not neglected, but made quite prominent.

In spelling, the average was less than in any other branch. This we were sorry to see, as it is one of the most important. To spell correctly is almost a gift. Yet, we think any one can learn to spell words in common use.

Everything considered, the rooms we had the honor of being called upon to visit, have made a splendid record. There is an absence of show, which is too often made the object in teaching, and the scholars are put on their metal.

We are but too glad to be able to commend highly the system of instruction, and the manner of putting it in force.

Very respectfully submitted,

P. H. BRISTOW,  
MRS. GALUSHA PARSONS,  
MRS. L. H. SHERMAN.

---

*To the Board of Education, West Des Moines Public Schools.*

We, the undersigned committee, respectfully submit the following report :

The duty assigned to us was to attend the examinations in the rooms of the following named teachers :

Miss Lennox and Miss White, of the Second Ward ; Miss McHenry and Miss Benton, of the Third Ward ; and Miss Nye and Miss McClelland, of the Fourth Ward.

The number and varied standing of these classes rendered it impossible for any committee to form an opinion that would enable them to give a just detailed report of each room.



One hour was spent in each room, covering the six school hours of the day.

The committee were anxious to carry out a plan that would give uniformity to their examination. But the teachers, having prepared programmes, naturally were unwilling to depart from them; so, the several recitations, declamations, music, etc.—in progress as the rooms were visited—with the blackboard work, a few leading questions asked, some examination of writing and drawing books, covered the ground of their observation.

Fortunately, in passing through the several rooms, recitations were heard in all the studies comprised in the yearly course for these grades, namely, Geography, Spelling, Arithmetic, Reading, and Grammar, showing the general plans pursued to bring out the points of the lesson and develop the understanding and thinking powers of the pupils.

These plans were admirable, although the results varied; some classes of the same grade excelling others. But, as a whole, no one could but feel pleased and satisfied that the teachers' work was being thoroughly done, and a solid foundation laid to build up higher. But it seems strange to pass an entire day among children, from ten to thirteen years of age, and not hear a word of History, except as alluded to in a reading lesson.

The blackboard drawings, although no doubt the work of the most apt pupils, were a credit to the classes. The maps, lettering, etc., were really fine. The map-drawing, by classes, to illustrate Geography recitations, were creditable to all and is an admirable plan to fix location in the mind of the pupil; at the same time developing an important branch of instruction—Drawing.

The Writing and Drawing books in but one class were examined, which we regret. We could, therefore, form no judgment, as a whole, on these most important branches.

The Declamations lacked, generally, the intonation of voice and gesture necessary to give them force. Simply recitations, but giving the pupils confidence and preparing them for culture and teaching in the higher grades.

The music was very good; in some rooms, really fine. The subjects of song, "God's Protecting Care," the "Spirit of Patriotism," and "Love of Country," sang by sweet voices, was soul-inspiring, and enunciated grand principles to plant in the hearts of our American children.

The order and discipline of the different rooms was very good; some particularly deserved commendation.

One incident illustrated an admirable handling of the class. A large class in reading ranged, standing, at the lower end of the room. After



some ten minutes, the heels of a few were not quite together, a shoulder here and there turned down; in a moment the line straightened, all in position. Not a word had been spoken. Looking back at the teacher to find out the power used, it was explained by a single word—written on the blackboard—"position."

Such management speaks for itself; no comments are necessary. The scholars, by their bright, wide-awake faces, eyes, shining with interest, watching every question, hands ready to fly up at any stumble or miss by the one asked a question; and if a miss did occur, the hands that were raised was a good index of how well the class, as a whole, were able to answer; showing plainly, too, while going through the hard routine of study there were potent agents at work, in teachers and the plans of teaching, that created an appreciation and love of their work in the hearts of the scholars that gave promise of great improvement.

The ventilation of the rooms, we regret to say, was generally poor, and strict attention should be paid to it that it may be improved in every way possible. Health is even more important than education.

The committee are satisfied the field appointed to them was too large to be thoroughly worked. Although, the result of their observations, no doubt, gives them a good idea of the general standing, efficiency, and discipline; and these were certainly the most satisfactory. And we feel warranted in saying, Des Moines can be proud of her Public schools.

We hope it will not be considered presumptuous on our part, in closing our report, if we propose an *outline* of a plan, suggested by our day's experience, for future examinations—to facilitate the work of committees, which will enable them to make detailed reports of the different rooms:

1. The committee officially appointed with power.
2. A committee to each grade in the four Wards. This would give two hours to each. (The same committee could act on one or more days).
3. The programme of the two hours to be so arranged that every study of the class should have an allotted time, leaving four hours to be used as the teacher pleased in further examinations, declamations, etc.
4. The text-books of the various studies handed to the committee previous to the day of examination, with the portions studied since the last examination marked, the committee to select the series of questions, examples, etc.
5. An equal number of questions or examples—ten or twenty—to be put in each branch of study, to each class; the answers oral or written, as the committee think best, and to be graded with the same per cent. as is now used in the scholars' monthly examinations.



6. The Writing and Drawing books laid on the desk for inspection, and to be graded.
7. The blackboard drawings to be graded.
8. Order and discipline of the rooms to be graded.

Respectfully,

N. B. COLLINS,  
ANNA W. ALDRICH,  
JOSEPHINE L. CRESSEY.

---

*To the Board of Education of the West Des Moines Schools.*

GENTLEMEN:—The committee appointed to examine Grades 1 and 2 in the Second, Third, and Fourth Wards of our city schools, submit the following as among their observations:

We realize the importance and delicacy of our position, and with an honest purpose have sought to do justice. If we err, it will be in our judgment and not through design.

In Miss Matthews' room, No. 1 of the Second Ward, was an average daily attendance of 55 bright little children, averaging 5.6 years in age.

Our first attention was given to the teacher, for we believe the progress and happiness of the pupil is, to a great extent, due the manner and natural fitness of the teacher to impart instruction and maintain proper order. We saw in Miss Matthews, quietness, self-reliance, ease, and composure in manner, which prepared us for the almost perfect order which so happily prevails throughout the exercises of this room.

The teacher made some explanations in regard to changes in this room, leaving a large part of the pupils then present only five weeks under her drill. But to us it appeared they might have been there a school year, so well did they acquit themselves in all required of them.

No frown on either teacher's or pupil's face, no reminding of pupils that they were disorderly. And this symmetrical condition in this school seemed to be the outgrowth of uniform discipline.

We noticed, also, the careful attention given by the teacher to ventilation, so necessary to the health of the children.

In their mental and physical exercises they excelled, showing that nothing had been neglected by the teacher.

In room No. 2, (Miss Scott, teacher), were enrolled 50 pupils; average age, 6½ years; average attendance, 45.

This room is next above the one in charge of Miss Matthews, and noth-



ing is lost in discipline or method of teaching. We saw nothing to criticise but much to commend, in Miss Scott's management. Thoroughness and system blended in recitation and physical exercises.

We were particularly pleased with Miss Scott's method of teaching writing. That it is successful, the work of the little ones, who have just exchanged the slate for the lead pencil, will show.

Miss Frederic is in charge of room No. 3. Here are 45 pupils enrolled; average daily attendance, 37; average age,  $7\frac{1}{2}$  years.

There have been several changes in teachers, in this room, during the year, Miss F. having had charge of it only about four weeks—scarcely giving her time to establish her plans.

It was apparent that better order and discipline would greatly facilitate the work of the teacher and add to the benefits which might be received from earnest teaching.

An interesting exercise was had in evolving the properties of numbers according to Grube's method. The "A" class evinced good drill in this recitation, as also in reading in the Second Reader.

In rooms No. 1, 2, and 3, in the Third Ward, are Miss McManima, Miss Turner, and Miss Gray.

Miss McManima has about 80 little ones in her charge, with an average daily attendance of 60; average age, 5.6 years.

This lady has taught in this grade in this city some six years. Her gentle and kindly manner wins the affection and obedience of her pupils. Her method of teaching and governing her school is successful. We were especially pleased with her reading classes.

Miss Turner has charge of room No. 2. Number of pupils enrolled, 40; average attendance, 33; average age,  $7\frac{1}{2}$  years.

This is Miss Turner's first year in the city. The recitation of her "A" class in spelling and analysis of words, was good. The children were kept busy at work, and, although fewer in numbers than in other rooms of the same grade, the quality of the work will bear favorable comparison.

Miss Gray has charge of room No. 3. Average attendance, 35; average age, 8 years.

Miss Gray is just entering on her work as teacher, and shows earnestness and the true elements of success.

The declamations in this room were exceedingly good.

In Grades 1 and 2, in the Fourth Ward, we find Miss Berger and Miss Williams, familiar teachers to us, having been in this Ward for nearly seven years. Their past and present success leaves no room for criticism. Each possesses a peculiar fitness for the work she has undertaken. They are each year, if possible, more earnest and thorough in their work.



If we were to particularize or call attention to any one point in Miss Williams' teaching, it would be to commend the thoroughness with which she teaches numbers and language. She manages to keep all her pupils at work, all the time; consequently, we find no idlers in her well disciplined and orderly room.

We would say, in conclusion, to the patrons of the Public Schools of this city, that they have room to rejoice and feel proud of the perfect working of the primary schools we visited.

Few are aware of the great labor necessary to bring about the happy results shown in these rooms. Constant and unwearied care and zeal on the part of School Board, Superintendent, and teachers, alone can insure the uniform discipline and progress apparent.

The best interests of the pupils have been carefully studied in the introduction and adoption of the best methods of teaching now in practice. Especially would we commend the adoption of *Grube's* method of evolving the properties of numbers, which so simplifies the intricacies of this science that the pupil, before he is aware, has conquered the simple rules and operations of Arithmetic.

MRS. L. F. ANDREWS,  
MRS. E. H. CARTER,  
MISS — PEARSON,  
MRS. J. M. ROSS.

*Committee.*

---

Owing to sickness on the part of some of the committee to examine the Second and Third Grades, and the absence of another part from the city, we have no committee-report on these grades.



# STATISTICAL TABLES.

## TABLE I.

*Showing the number enrolled, number examined for promotion, number who passed, number who failed, per cent. of failures, whole number promoted, number not absent or tardy, number not absent, number not tardy, number not absent or tardy from the time of entering school, number not absent more than one day, number not tardy more than once, average age.*

TEACHER AND SCHOOL.	Enrolled	Boys	Girls	No. examined at the end of the year	No. who passed	No. who failed	Per centage of failures on number examined	No. promoted at other times	Whole No. promoted	No. not absent or tardy	No. not absent	No. not tardy	No. not absent or tardy from entering	No. not absent more than one day	No. not tardy more than once	Average age	
High School.....	114	50	64	88	76	12	13.6	0	76	0	2	0	0	0	0	1	
<b>FIRST WARD.</b>																	
No. 1, Miss Dickey..	89	52	37	8	6	2	25	4	10	0	0	0	0	0	0	0	6.6
No. 2, Mrs. Clarke....	58			13	10	3	23	3	13	0	0	6	0	0	0	19	11.1
Total .....	137			21	16	5	24	7	23	0	0	6	0	0	0	19	
<b>SECOND WARD.</b>																	
No. 1, Miss Matthews	136	73	63	16	13	3	18 $\frac{3}{4}$	33	46	0	0	25	0	4	7	6.1	
No. 2, Miss Scott.....	90	44	46	20	17	3	15	42	82	2	0	35	0	3	4	7 $\frac{1}{2}$	
No. 3, Miss Frederick..	49	25	24	36	27	9	25	0	0	0	0	0	1	0	28	9 $\frac{1}{2}$	
No. 4, Miss Raybuck..	68	31	37	36	30	6	16 $\frac{2}{3}$	5	35	0	1	26	2	2	27	9.1	
No. 5, Miss Morse....	82	41	41	52	38	14	27	2	40	0	0	17	0	5	11	10 $\frac{1}{2}$	
No. 6, Miss Lennox...	79	36	43	41	29	12	29.2	3	32	0	2	29	0	0	15	11.3	
No. 7, Miss Reinking..	57	28	31	35	7	28	80	0	7	1	1	39	1	13	4	13	
No. 8, Miss Glissan...	63	26	37	32	24	8	25	1	25	2	4	5	19	1	11	13 $\frac{3}{5}$	
No. 9, Miss Willsie...	49	19	30	20	16	4	20	0	10	0	0	13	0	0	4	14	
No. 10, Miss Garfield..	50	41	9	28	25	3	10 $\frac{5}{8}$	0	25	0	0	15	1	4	4	15.6	
Total.....	725	374	361	316	206	90	28	86	302	5	8	204	24	32	115		
<b>THIRD WARD.</b>																	
No. 1, Miss McManima	116	68	48					30	30	0	0	39	0	0	0	6.9	
No. 2, Miss Turner...	50	32	18	20	15	5	25	2	17	0	0	0	5	3	32	7.4	
No. 3, Miss Gray.....	74	38	36	28	22	6	21.4	1	23	0	0	4	0	0	0	8.6	
No. 4, Miss Holland..	60	32	28	23	18	5	21	2	20	0	0	16	1	1	4	9.6	
No. 5, Miss Flanders..	54	28	26	37	30	7	18 $\frac{1}{2}$	0	30	0	0	12	4	2	0	10	
No. 6, Miss McHenry..	59	23	36	20	14	6	30	5	10	0	0	8	0	0	0	11 $\frac{1}{4}$	
No. 7, Miss Benton...	53	22	31	31	18	13	42	11	29	0	0	13	0	0	8	13	
No. 8, Miss Aitkin....	49	26	23	28	22	6	21.4	8	30	1	1	2	0	3	5	13	
No. 9, Miss Roberts...	51	17	34	28	24	4	14 $\frac{1}{5}$	2	26	1	1	12	1	0	2	13.3	
No. 10, Mrs. Wilson..	38	9	29	38	36	2	5 $\frac{1}{8}$	0	36	3	3	3	8	0	20	15 $\frac{1}{2}$	
Total.....	604	295	309	252	199	54	21	61	250	5	14	109	19	9	80		
<b>FOURTH WARD.</b>																	
No. 1, Miss Berger....	97	49	48	19	11	8	42	0	11	0	0	0	2	0	0	6.7	
No. 2, Miss Williams..	68	41	27	20	19	1	5	29	48	0	0	1	2	0	3	8.7	
No. 3, Miss Stark... ..	49	21	28	18	15	3	16 $\frac{2}{3}$	5	23	0	0	0	0	0	2	9.3	
No. 4, Miss McClelland	39	20	19	19	17	2	10 $\frac{1}{2}$	11	28	1	1	1	1	0		10.4	
No. 5, Miss Nye.....	37	20	17	12	12	0	0	5	17	0	0	0	0	1	12	12 $\frac{1}{2}$	
No. 6, Mr. King.....	44	13	31	28	26	2	7.1	8	34	0	1	9	0	0	9	12.9	
Total. . . . .	334	153	170	116	100	16	14	58	161	1	2	11	5	1	26		

In the lowest Primary grades, the number promoted and the per cent. of failures do not fairly represent those rooms. This is owing to the fact that so frequent changes are required in these grades that they are unable to complete the year's work before they are sent to another room, and this room frequently gains the credit of the promotions.



TABLE II.

Showing the number enrolled, average number belonging, average daily attendance, days of absence, number of tardinesses, number not absent or tardy, per cent. of punctuality, per cent. of attendance, and cases of truancy for each month in the school year, for the District Schools.

WARDS.	Enrolled	Average number belonging	Average attendance	Days of absence.	No. of tardinesses	No. neither absent nor tardy	Per cent. of punctuality	Per cent. of attendance	Cases of truancy
SEPTEMBER.									
First Ward .....	74	68.5	65.2	49	28	32	98.5	93.7	0
Second Ward.....	531	485.9	442.8	823.5	135	141	99	91.6	17
Third Ward .....	463	432	390	886	139	90	99	91	8
Fourth Ward.....	185	176.5	148.2	309	66	36	98.7	89.5	0
Total.....	1253	1162.9	1046.2	2067.5	368	299	99.2	90	25
OCTOBER.									
First Ward .....	93	88.6	80.7	156	35	18	99.3	91.6	0
Second Ward.....	547	508.6	480.7	755	187	146	99	92.7	3
Third Ward.....	491	459.1	410	951.6	240	108	98.5	89.5	15
Fourth Ward.....	216	185.2	174.5	375	124	57	97.6	89.7	45
Total.....	1347	1241.5	1145.9	2237.6	586	329	98.7	92.2	22
NOVEMBER.									
First Ward.....	98	84.2	71.7	238.3	55	17	98.5	85.1	0
Second Ward.....	544	510.5	465.1	815	219	148	98.6	91.1	9
Third Ward .....	488	454.9	414.9	769.1	186	147	99	91.3	1
Fourth Ward.....	234	221	206.1	250.5	122	62	98.2	93.1	1
Total.....	1364	1270.6	1157.8	2072.9	582	374	98.5	91.1	11
DECEMBER.									
First Ward.....	92	82.7	63.2	35.1	64	4	98.2	83.6	3
Second Ward .....	516	478.5	420.7	887	234	118	98.3	88.1	15
Third Ward.....	461	391.5	378.5	105.6	152	122	98.9	88.2	4
Fourth Ward.....	229	224.9	192.4	407.5	123	50	98.4	89.6	0
Total.....	1298	1177.6	1024.8	2385.6	573	294	98.4	87	22
JANUARY.									
First Ward.....	90	77.8	69	214	75	9	97.2	88.7	3
Second Ward .....	540	487.6	448.1	882.9	249	124	98.6	92.1	16
Third Ward.....	479	448.7	412.1	797.4	212	131	98.5	94.7	5
Fourth Ward.....	273	255.6	235.1	421.5	144	89	98.4	91.9	0
Total.....	1382	1269.7	1164.3	2315.8	680	353	98.2	91.7	24
FEBRUARY.									
First Ward .....	78	64.2	50.2	278	61	4	98.1	79.5	0
Second Ward.....	539	498.5	436.5	974.5	169	131	98.8	90	10
Third Ward .....	497	446.7	403.2	903.5	179	119	98.8	90.1	2
Fourth Ward.....	278	258	232.2	514	144	67	98.4	90	2
Total .....	1392	1267.4	1122.1	2640	553	321	98.5	88.6	14



TABLE II.—CONTINUED.

WARDS.	Enrolled	Average number belonging	Average attendance	Days of absence	No. of tardinesses	No. neither absent nor tardy	Per cent. of punctuality	Per cent. of attendance	Cases of truancy
MARCH.									
First Ward.....	68	56.2	51.7	189.4	36	1	98	76.8	0
Second Ward.....	521	478.6	415.2	1210	151	77	99	86.8	10
Third Ward.....	459	414.6	361.9	1004	154	90	99	87.7	5
Fourth Ward.....	283	250.4	212.7	720.5	119	45	98.5	84.9	3
Total.....	1331	1199.8	141.50	3824.3	410	213	98.5	86.5	18
APRIL.									
First Ward.....	88	63.2	55	144	40	5	98.9	88.5	2
Second Ward.....	518	471.8	427.4	944.8	116	139	99	90.5	16
Third Ward.....	502	439.3	401.9	971	162	116	99	92.4	9
Fourth Ward.....	271	264	234	393	81	66	99.1	92.2	0
Total.....	1379	1238	1118.3	2452	399	326	99	90.3	27
MAY.									
First Ward.....	89	74.9	57.9	33.2	57	5	96.4	80.1	0
Second Ward.....	499	456.7	402.1	1092	161	86	98.8	88	5
Third Ward.....	462	427.6	376	1111.8	153	62	98.8	88.4	6
Fourth Ward.....	267	254.2	229.8	528.5	94	41	98	90.4	1
Total.....	1317	1213.4	1065.8	3064.3	465	194	97.9	87.8	12
JUNE—SEMI-MONTH.									
First Ward.....	65	65	49.5	131.7	21	11	97.9	76.1	0
Second Ward.....	457	449.2	416.3	271.5	55	316	99.1	93	7
Third Ward.....	421	381.1	342.7	364.9	52	168	98.4	89.7	1
Fourth Ward.....	255	243.7	217.3	232	32	118	99	89.1	0
Total.....	1198	1137	1025.8	1000.1	160	613	98.1	90.2	8

TABLE III.

*Showing Value of School-houses, Size of Rooms, etc.*

NAME OF SCHOOL.	Material	How warmed	How seated	Size of rooms	Value of lots	Value of houses	Value of furniture	No. of stories	No. of seats	No. of rooms	No. of teachers
First Ward.....	Brick	Stoves	Single Seats	25x30	\$ 1000	\$ 6500	\$ 400	2	140	4	3
Second Ward & High School..	Brick	Steam	Single and double	25x33	8000	70000	1400	3	719	10	9
Third Ward....	Brick	Steam	Single	78x54	....	....	600	..	189	3	3
Fourth Ward....	Brick	Stoves	Single	25x40	8000	65000	1500	3	607	13	10
	Brick	Hot Air	Single	25x30	6000	20000	1000	2	350	8	7

\* Large Room.



TABLE IV.

*Showing the Annual Salaries of Teachers.*

GRADE OF INSTRUCTOR.	Maximum	Minimum	Average
Superintendent.....	\$ 1800	\$ 1800	\$ 1800
Principal in High School (male).....	1400	1400	1400
Teachers in High School (females).....	1100	700	900
Principals in Grammar Schools } males.....	1000	712-1-	856
Principals in Grammar Schools } females.....	1000	1000	1000
Teachers in Grammar Schools (females).....	625	570	582-1-
Teachers in Primary Schools (females).....	600	380	551-1-

**Roll of Honor.**

Names of those not absent or tardy during the entire year :

- |                |               |
|----------------|---------------|
| SCOTT BARE.    | IDA CLEMENS.  |
| WILLIE BEES.   | CORA TUTTLE.  |
| MAY SABIN.     | MAY WILLIAMS. |
| LIZZIE DUNKLE. | FLORA WELLS.  |
| FLORENCE BULL. |               |

**Text books used in the District Schools.**

Readers.....	McGuffey and Hooker.
Arithmetic.....	White.
Penmanship.....	Eclectic.
English Grammar.....	Harvey.
Geography.....	Cornell.
U. S. History.....	Venable.
Music.....	Blackman.
Drawing.....	Smith.
Language Lessons.....	Swinton.

**Teachers in the West Des Moines Schools.**

J. H. THOMPSON.....	<i>Superintendent.</i>
HIGH SCHOOL.	
A. N. OZIAS.....	<i>Principal.</i>
Miss S. J. PORTER.....	<i>First Assistant.</i>
Miss LAURA TONE.....	<i>Second " "</i>
FIRST WARD.	
Mrs. M. E. CLARK.....	<i>Principal</i> <i>[and teacher in 3rd and 4th Grades.</i>
Miss RHODA DICKEY.....	<i>First and Second Grades.</i>



## SECOND WARD.

MISS ANNA B. GARFIELD .....	D	Grammar Grade.	
" CHARITY WILLSIE .....	C	"	"
" MAGGIE GLISSAN .....	B	"	"
" CLARA F. WHITE, two terms and.....	} .....	" .....	" .....
" VERA REINKING, one term.....			
" HATTIE A. LENNOX .....	D	Primary	"
" ELLA M. MORSE .....	C	"	"
" M. C. RAYBUCK .....	B	"	"
" ALICE EVERETT, one term and.....	} .....	" .....	" .....
" MARY FREDERICK, two terms.....			
" MEDA SCOTT .....	A	"	"
" LIZZIE MATTHEWS .....	A	"	"

## THIRD WARD.

MRS. LU. WILSON .....		Principal	
		[and teacher in D	Grammar Grade.
MISS CARRIE ROBERTS .....	C	"	"
" MARION AITKIN .....	B	"	"
" SOPHRONIA BENTON .....	A	"	"
" OLIVE McHENRY .....	D	Primary	"
" E. J. FLANDERS .....	C	"	"
" LIZZIE HOLLAND .....	B	"	"
" EMMA GRAY .....	B	"	"
" SUE L. TURNER .....	A	"	"
" HATTIE McMANIMA .....	A	"	"

## FOURTH WARD.

J. W. KING .....		Principal	
		[and teacher in A and B	Grammar Grades.
MISS SARAH NYE .....	D	Primary	"
" LIZZIE McCLELLAND .....	C	"	"
" NORA STARK .....	B	"	"
" MARY WILLIAMS .....	A	"	"
" LYDIA A. BERGER .....	A	"	"



## RULES OF THE BOARD.

---

1. The regular meetings of the Board shall be held on the second Monday of each month, except the regular meetings in March and September, which shall be held on the third Mondays of said months, at the office of the Secretary of the Board.

Special meetings may be called by the President, but no special meetings shall be held until all the members of the Board shall have been notified of the same by written notice left at the residence of each school director.

2. Four members shall constitute a quorum.

3. The order of business at the regular meetings shall be as follows :

*First*—Reading of minutes.

*Second*—Communications.

*Third*—Petitions.

*Fourth*—Reports of standing committees.

*Fifth*—Reports of special committees.

*Sixth*—Reports of officers and Superintendent.

*Seventh*—Unfinished business and motions.

The rules of order shall be the same as those usually governing deliberative bodies.

4. There shall be appointed annually, on the third Monday in March, five standing committees of not less than two members each, as follows :

*First*—On grounds, buildings, repairs, fuel, and warming school houses.

*Second*—On janitors, school furniture, and school apparatus.

*Third*—On teachers, rules of school, and school discipline.

*Fourth*—On finance and accounts, to whom shall be referred all subjects respectively relating thereto.

*Fifth*—On text books.

*Sixth*—On examination of teachers.

5. The fiscal year of the Board shall commence on the first day of September, and the annual report of the Board and of the Superintendent, shall be ready for distribution by the first day of October of each year.

6. All bills presented for the action of the Board shall specify, items and no order on the Treasurer for their payment shall be issued until duly receipted.



## DUTIES OF COMMITTEES.

1. *On Grounds, Buildings, Repairs, Fuel and Warming Buildings.*—It shall be the duty of this committee to have the general supervision of the building, repairing and improving all school houses, including grounds. For repairs costing over twenty dollars, and building contracts, said committee shall proceed with the same under the special instruction of the Board. This committee shall provide the school buildings with such heating and ventilating apparatus as may be authorized by the Board.

2. *On Janitor, School Furniture and School Apparatus.*—This committee shall have special supervision of the Janitors, and shall furnish the school with such furniture and apparatus as the Board may direct.

3. *On Teachers, Rules of School, and School Discipline.*—It shall be the duty of this committee to inquire into the character and competency of each applicant for a situation as teacher; to fill all vacancies which may occur, requiring action before a regular meeting of the Board; and to inquire into any charges or complaints against the Superintendent, teachers, or other officers of the Board, and to report the same to the Board at its next meeting. This committee shall also consider and report on all subjects connected with the Rules of the Board for the regulation of the school.

4. *On Finance and Accounts.*—It shall be the duty of this committee to inquire into the state of the funds of the Board, and recommend such measures as may be deemed necessary to raise the amount needed for school purposes, and for the disbursement of the same.

5. *On Text Books.*—It shall be the duty of this committee to examine and recommend to the Board the text books for the use of the schools, and constantly observe the merits or defects of the books in use, and recommend any change in such matters as they may deem important.

6. *On Examination of Teachers.*—It shall be the duty of this committee to prepare suitable questions to test the knowledge of the applicant for a position as teacher in our schools, in Orthography, Reading, Writing, Arithmetic, Geography, English Grammar, United States History, Physiology and Theory and Practice of Teaching.

In case a teacher shall be required to teach other branches than those specified, he shall, prior to his appointment, produce a certificate of qualification to teach those branches in addition to the branches aforesaid.

## JANITORS.

It shall be the duty of the Janitors to prepare the fuel necessary for warming the school buildings; to build the fires in time each morning, to comfortably warm each room before the opening of school, to keep the



stoves and pipes free from all unnecessary accumulation of ashes and soot, to carefully guard the buildings from all damages by fires ; to carefully and thoroughly sweep out the school rooms, halls, and passages thereto after the close of each school day, and carefully dust them before the opening of the school in the morning ; to close the blinds and lock the outside doors at night ; to keep the out-houses clean and in good order, and to perform such other duties as may be required of them by the principals, or Superintendent, or regulations of the Board, or the committee on Janitors.

#### SUPERINTENDENT AND HIS DUTIES.

SECTION 1.—The Superintendent shall act under the advice and direction of the Board of Education, and shall have the superintendence of all the schools, school houses, books, and apparatus. He shall devote himself exclusively to the duties of his office. He shall keep regular office hours—other than school hours—at a place to be provided for that purpose, and at which the Board may hold its meetings. He shall acquaint himself with whatever principles and facts may concern the interests of popular education, and with all matters pertaining in any way to the organization, discipline and instruction of public schools, to the end that all children in the city (west side) who are interested in the public school, may obtain the best education which these schools are able to impart.

SEC. 2. He shall visit all the schools as often as his duties shall permit, and shall pay particular attention to the classification of the pupils in the several schools, and to the apportionment among the classes of the prescribed studies. In passing daily from school to school, he shall endeavor to remedy defects and introduce improvements.

SEC. 3. He shall keep the Board of Education constantly informed of the condition of the public schools, and the changes required in the same. He shall keep a record of all his proceedings, at all times open to the Board of Education.

A general report of the condition of the public schools shall be prepared by him, at the close of each school year, for publication. He shall, moreover report to the Board of Education, from time to time, such by-laws and regulations for the government, discipline, and management of the public schools, as he may deem expedient, and the same may be adopted by the Board ; and he shall also perform such other duties as the Board of Education shall, from time to time, direct.

SEC. 4. The Superintendent is authorized to grant permits to pupils resident in one school division to attend school in another, when there are good reasons for the change, and report to the Board at the first subsequent meeting.

SEC. 5. The Superintendent shall carefully observe the teaching and



discipline of all the teachers employed in the public schools, and shall report to the Board whenever he shall find any teacher deficient and incompetent in the discharge of his or her duties; and he shall appoint such meetings of the teachers as are necessary to secure uniformity in the teaching and discipline of the schools.

SEC. 6. It shall be the duty of the Superintendent to preserve at his office a complete list of all personal property belonging to the several public schools; and at the close of each school year he shall cause a careful comparison to be made of this list, with the articles belonging to the schools and report the same to the Board.

SEC. 7. He shall fill all vacancies occasioned by the temporary absence of teachers, and report the same to the Board at its first subsequent meeting.

#### TERMS, VACATIONS, ETC.

SEC. 8. The length of the school year and the time for opening; and time and length of vacations, shall be fixed by the Board.

SEC. 9. Annual Thanksgiving, Decoration Day, Washington's Birthday, and from Christmas to New Years following, inclusive, shall be regarded as holidays.

SEC. 10. The Board of Education shall fix the rate of tuition for the High Schools, Grammar Schools, Intermediate Schools, Secondary Schools, and Primary Schools, when they find it necessary to charge tuition, in proportion to the cost of conducting each department, requiring payment to be made the first week of each term; and they shall cause said rate of tuition to be published in the city newspapers at least one week before the commencement of each term.

SEC. 11. The term of attendance upon the High School, necessary for graduation, shall be four years.

SEC. 12. The principal of the High School, and such teachers of other departments as the Superintendent may direct, shall send monthly reports to the parents or guardian of each pupil, showing the average of the pupil in attendance, scholarship, deportment, etc., to be signed by the parent or guardian, and returned to the principal.

SEC. 13. Pupils shall not be admitted to the High School until they shall have sustained a satisfactory examination upon the branches pursued in the Grammar Schools.

SEC. 14. The regular examinations for promotion shall take place near the close of each term.

SEC. 15. It shall be the duty of the Superintendent to prepare a suitable list of questions for the examination of candidates for admission to the High School; and some member of the Board shall be present during the examination.



## DISTRICT SCHOOLS.

## I. MANAGEMENT.

SECTION 16. The District Schools shall be divided into eight grades, as follows :

First, second, third, fourth, fifth, sixth, seventh, and eighth grades each grade indicating the number of years that the pupil has been in school.

SEC. 17. The first four divisions shall be called Primary Grades, and named A, B, C, and D Primary. The last four divisions shall be called Grammar Grades, and named A, B, C, and D Grammar Grades.

## II. DAILY SESSIONS.

SECTION 18. The morning sessions of the schools shall commence at nine o'clock and close at twelve; the afternoon sessions shall commence at thirty minutes past one o'clock, during the year; and from the first Monday in the school month of November to the first Monday in the school month of March, the afternoon sessions shall close at four o'clock and fifteen minutes; provided, that nothing in this section shall be so construed as to prevent the teacher from the judicious exercise of the right to detain a pupil for a reasonable length of time after the regular hour for dismissing school, either for the purpose of discipline or to make up neglected lessons.

SEC. 19. *Uniform standard of time.* It shall be the duty of each Principal to see that the clock which is designated as the regulator belonging to the school, is set to city time every morning, and all the teachers shall conform to this standard in making their record of attendance, both for themselves and their pupils, and each teacher shall carefully set his or her clock or watch with the designated regulator of said school ever morning at fifteen minutes before nine o'clock.

SEC. 20. *Tardiness.* The bell of each school shall be rung *five minutes* before the hour for commencing school; and every pupil who is not in the school room when the hour arrives shall be marked as tardy.

SEC. 21. *Recess.* The teachers of the High School, the Grammar and Intermediate divisions of the District Schools, shall allow a recess for all the pupils in the same, not exceeding fifteen minutes from the time they leave their seats until they are again seated; and the teachers of the Secondary and Primary divisions shall allow a recess not exceeding twenty minutes from the time the pupils leave their seats until they are again seated. Whenever pupils are detained in the school room at recess, they shall pass out after the recess is closed. Teachers shall recommend but



not compel pupils to pass out of the school room at intermissions ; but they shall never be required to remain out when the exposure will be injurious to health.

SEC. 22. *Opening and Closing of Schools.* The teachers shall punctually observe the hour for opening and dismissing the schools ; and during the time from the opening of the school rooms to departure of the children from the school premises, the teachers shall faithfully devote themselves to the duties of their office ; but they shall not in any manner encourage pupils to assemble at any other than regular hours for recitation, unless for special instruction in preparation for examination.

### III. REQUISITES FOR ADMISSION.

SECTION 23. *Age and Non-residence.* All children living within the limits of the district who are not otherwise disqualified, and who are upwards of five years of age, shall be entitled to attend the public schools of the district ; but no child whose residence is not in the district, or who has only a temporary residence in it for the purpose of attending the public schools, shall be received or retained in any school, except by paying a fixed tuition, when on presenting to the Superintendent a certificate of tuition fee, given by the Secretary of the Board, he shall then be received into such divisions as shall best suit the advancement of the pupil applying. After the first month of the year pupils shall not be admitted in the A Primary Grade only during the first week of each month.

SEC. 24. *Pupils shall have Books.* No pupil shall be allowed to retain connection with any public school, unless furnished with books, slate, and other utensils required to be used in the class to which he belongs ; provided, that no pupil shall be excluded for such cause unless the parent or guardian shall be furnished by the teacher with a list of books or articles needed, and one week shall elapse after such notice, without the pupils obtaining such books.

SEC. 25. *Cleanliness.* Any child that comes to school without proper attention having been given to the cleanliness of his person or dress, or whose clothes need repairing, shall be sent home to be properly prepared for the school room.

SEC. 26. *Contagious Diseases.* No pupils affected with any contagious disease shall be allowed to remain in any of the public schools.

SEC. 27. *Pupils passing from one district to another.* Whenever a pupil passes from one school district to another, he shall be required to present to the teacher of the school he enters, a certificate from the teacher of the school which he leaves, stating that he is in good standing at the time of leaving, and specifying the grade and class to which he belongs. He shall



then be allowed to enter a class in the same grade as that which he has left.

IV. EMPLOYMENT OF TEACHERS.

SECTION 28. At the last regular meeting before the close of the school year, the Board may elect the teachers. The teachers then elected, and those afterwards appointed, when confirmed by the Board, shall hold their positions for the time elected or appointed, unless sooner removed.

SEC. 29. No person, either male or female, under the age of twenty-one years, shall be appointed as teachers in any of the public schools.

SEC. 30. *Salaries of Teachers.* The salaries of teachers shall be regulated by the number of years experience of such teachers, in schools of good standing, counting the first year at the lowest salary, and adding the annual increase for each year's experience.

The salaries of Superintendent and Teachers shall be as follows:

The Superintendent of all the schools not to exceed.....	\$ 1,800
First Assistant, High School, not to exceed.....	1,200
Second " " " " " " .....	700
Highest salary in the eighth grade in the Second Ward not to exceed.....	700
In the eighth grade of the Third Ward, not to exceed.....	700
In the eighth grade of the Fourth Ward, not to exceed.....	800
In the first grade of the Second Ward, not to exceed.....	700
In the first grade of the Third Ward, not to exceed.....	600
In the first grade of the Fourth Ward, not to exceed.....	600

Teachers of three years experience, in all other grades, not to exceed \$60 per month.

Teachers from two to three years experience, not to exceed \$50 per month.

Teachers from one to two years experience, not to exceed \$40 per month.

Teachers of one year's experience, not to exceed \$30 per month.

The Board may vary the salaries from the above rates.

SEC. 31. All teachers when absent from school, shall forfeit their salary during the continuance of such absence; and no teacher shall absent himself or herself from school except from actual sickness, without permission of the Board. When a teacher returns to school after a temporary absence and fails to send notice in time to save the substitute the trouble of going to the school, the substitute, and not the teacher, shall receive the pay for the day. Any teacher violating the foregoing section, shall forfeit his or her position in the school. The above provisions apply to the Superintendent as well as to teachers.



## V. DUTIES OF TEACHERS.

SECTION 32. *Teachers to acquaint themselves with the Regulations.* All the teachers of the public schools are required to make themselves familiar with the regulations, and to co-operate with the Board at all times in taking such measures as may be necessary to secure their observance.

A faithful compliance with the rules relating to teachers, shall be one of the conditions on which teachers retain their connection with the public schools.

It shall be the duty of every teacher to have a copy of the regulations at all times in his or her school room, and to be conversant with the same.

SEC. 33. *Teachers to be Punctual and to Report Deviations.* Teachers shall be in attendance at their respective *school rooms* and open the same for the reception of pupils at thirty minutes before time prescribed for commencing school in the morning; and fifteen minutes in the afternoon; and any failure to comply with the foregoing shall be reported to the Board by the Superintendent; and the Board shall have authority to reprimand or dismiss such teachers at pleasure.

Teachers shall also invariably report their own tardiness, and the dismissal, absence, or other irregularities of their schools in the monthly report to the Superintendent.

SEC. 34. *Teachers' Meetings.* Teachers shall attend all regular and special meetings called by the Superintendent, and no excuse shall be allowed other than such as would justify absence from a regular session of the school.

SEC. 35. *Different Editions of Text Books.* It shall be the duty of each teacher to report to the Superintendent, as soon as he learns the same, the presence in his or her school of two or more essentially different editions of any one of the text books in use, and unless (after notice is given to that effect by the Superintendent to the publishers or agents of such books) they shall supply an edition of such books, by way of exchange, without cost, to all such scholars as may be already provided with any of the previous editions, so as to make the editions uniform in the manner prescribed by the Superintendent, such neglect or refusal shall be deemed sufficient ground for excluding such text-book from the school.

SEC. 36. *Partisan Questions.* All questions of a sectarian or partisan character shall be carefully kept out of the schools.

SEC. 37. *Discipline.* The teachers shall practice such discipline in the schools as would be exercised by a kind, firm, judicious parent in his family, and they shall avoid corporal punishment when order can be preserved by milder means.



It is strictly enjoined upon all teachers in the schools to avoid all appearance of indiscreet haste in the discipline of their pupils; and in the more difficult cases that may occur, to apply to the Superintendent for advice and direction.

In any case of unusual or severe punishment of children, the teacher inflicting the same shall be immediately suspended by the Superintendent, with the consent of the President; and the case shall be reported to the Board at its next meeting.

SEC. 38. *Care of Pupils out of School Hours.* It is particularly enjoined upon all the teachers that they devote their time faithfully to vigilant and watchful care over the conduct and habits of their pupils, during the time for relaxation and play, before and after school, and during the recesses, both in the school buildings and on the play grounds. When the pupils are filing in and out, at the opening and closing of the school, and at recesses, the teachers are expected to give their personal attention to the preservation of order in the halls and on the stairs, and not rely on the aid of monitors, except in cases of special necessity. The teachers shall take all practicable measures to prevent pupils from gathering on the school premises before the hour for opening the school rooms, and they shall require the pupils to leave the school premises immediately after the close of the schools.

In special cases, when it would be injurious for pupils to go home at noon on account of inclement weather, or their great distance from the school, and in all cases when a written or personal request is received from the parent, the pupils shall be allowed to remain, and some suitable provision shall be made in some of the school rooms for their protection and care under the eye of a teacher.

As far as practicable, the teachers shall confer with parents and endeavor to secure their co-operation in preventing pupils from coming to school before the proper hour, and from remaining at noon, except in cases of urgent necessity.

The teachers are expected, as far as practicable, to exercise a general supervision of their pupils while going to and from school.

SEC. 39. *Absence and Tardiness.* It shall be the duty of teachers, at each morning and afternoon session, to notify, either by mail or in person, parents or guardians of every absent pupil, and of every case of tardiness not excused. Children shall not be sent home for excuses, when tardy. All pupils may be refused admittance at the next morning session of the school, if by that time excuses be not furnished for either absence or tardiness by the parent, provided that no pupil may be refused admittance unless the proper notice shall have been served, according to this rule. If an



excuse does not state that the absence or tardiness was necessary or unavoidable, the pupil may be received, and the parent notified that the excuse is not considered sufficient. Any pupil who shall have been absent three half days, or tardy three times without rendering a satisfactory excuse, may be suspended.

SEC. 40. *Contributions and Presents.* No teacher shall allow a subscription or contribution of any kind in any public school.

SEC. 41. *Prizes.* The teachers shall not award any medals or prizes to the pupils under their charge, unless specially ordered by the Board. Nor shall a pupil or pupils make a present or presents to their respective teachers during the school year. Nor shall a teacher or teachers make a present or presents to any Principal or Superintendent of said schools during the school year.

SEC. 42. *Advertisements and Agents.* No teacher shall read or distribute any advertisement, nor allow any advertisement to be read or distributed in any of the public schools. Nor shall any agent or other person be permitted to enter any school premises for the purpose of exhibiting, either to teachers or pupils, any new book, map, or other articles of apparatus, or announce, in any manner, any public entertainment. The teachers shall not permit any books, tracts, or other publications to be distributed in their schools.

SEC. 43. *Ventilation and Temperature.* It shall be the duty of teachers to give vigilant attention to the ventilation of their school rooms. A regular system of ventilation shall be practiced in winter as well as in summer, by which the air in all the school rooms shall be effectually changed at each recess, and at such other times as may be necessary to prevent the breathing of impure air. The windows must not be opened during the cold season when proper ventilation can be secured by one of the ventiducts. Whenever windows are opened for the purpose of ventilation, it shall be by lowering them a few inches at the top, except during the warmest days of summer, and children shall in no case be allowed to sit in a draft of air. The Superintendent shall give special attention to the ventilation of all the rooms, and give such aid and directions to the teachers as may be necessary to a faithful observance of the foregoing rules.

During the season of fires, the teachers shall observe carefully the state of the thermometer, and endeavor to keep the temperature of their rooms from 65° to 68° Fahrenheit. If in any case the temperature is found to rise above 70°, it should be reduced immediately; and in case it should be found below 65°, measures should be taken immediately to raise it. The thermometers should be so located as to indicate as nearly as possible the average temperature of the rooms.



In all buildings heated by steam, it shall be the duty of the engineers, under the supervision of the Board, to take complete control of the heating apparatus. When a higher or lower temperature is needed in any room, the teacher shall notify the engineer, whose duty it shall be to attend to the matter promptly. The teachers and pupils in these buildings will have nothing to do with the heating apparatus.

SEC. 44. *Teachers Visiting Schools* Teachers may visit any of the public schools of the city for the purpose of observing the different modes of instruction and discipline, at the discretion of the Superintendent; but such visits shall not occupy more than one-half day in each term. Only one teacher shall be excused during the same half day. The Superintendent shall keep a record of all such visits and report the same to the Board of Directors at the close of each school month.

#### VI. DUTIES OF PRINCIPALS.

SECTION 45. Those applying for situations in our public schools shall at the date of the application, be examined as required by the rules of the Board, or at such other time before entering upon the duties of the teacher as the committee on examination shall determine. No applicant shall be permitted to teach in our schools without first having passed the examination required, unless in cases of necessity, and then only temporarily.

SEC. 46. *Responsibility of Teachers.* The Principals shall be responsible for the general management and discipline of the schools, but each assistant shall be held responsible for the order, discipline, and advancement of her own room, under the general supervision of the Principal and Superintendent.

SEC. 47. *Reading Regulations to Pupils.* It shall be the duty of the Principal of the school to read to the pupils, from time to time, so much of the school regulations as apply to them, that they may have a clear understanding of the rules by which they are governed.

SEC. 48. *Order in Stairways, Halls and Yards.* The Principals of the several schools shall establish special rules for the securing of good order in the halls, stairways, and school-yards.

SEC. 49. *Care of School Premises and Furniture.* The Principals of the several schools shall prescribe such rules for the use of the basement and out-buildings connected with the school houses, as shall insure their being kept in a neat and proper condition, and shall examine them as often as may be necessary for such purpose. The Principal shall be held responsible for any want of neatness or cleanliness about their school premises; and they shall have the special oversight and direction of the Janitors, under the general supervision of the Board of Education.



It shall be the duty of the teachers to see that no persons are allowed to step on any of the chairs, settees, or window casings of the school without first placing something on the seat or casing that will secure it against all danger of being defaced or injured.

SEC. 50. *Closing School Premises.* It shall be the duty of the Principal of each school to report to the Board or Superintendent, if the Janitor fail to perform his duty.

SEC. 51. *Care in Respect to Fires.* During the cold season it is expected that the Principals will superintend the making of fires so far as may be necessary to insure their being made at the proper time, and in a proper manner. They shall use every precaution to save the buildings from exposure to fire.

SEC. 52. *Account for Missing Articles.* Whenever articles previously belonging to any school have been broken or lost, or have in any way disappeared or become useless, it shall be the duty of the Principal to send to the office of the Board a written explanation of the circumstances connected with such disappearance or loss.

SEC. 53. *Superintendent to serve as Principal.* The Superintendent shall perform all the duties required of Principals, in all schools organized without a Principal, except in such schools as the Board may think best to appoint a teacher whose duty it shall be to perform said duties.

#### VII. PUPILS' DUTIES AND PRIVILEGES.

SEC. 54. *Suspension for unnecessary Absence.* Pupils absent *three half days* without excuse satisfactory to the teacher, or for causes other than those specified in the preceding rule, shall be reported by teachers to the Superintendent, and the Superintendent shall report the case immediately to the Board. But no teachers shall thus report any pupils till they have given to parents due notice of the delinquencies of their children, and employed all other appropriate means to secure regularity.

In the application of the foregoing rule, one tardiness, or leaving school without permission, shall be regarded the same as one absence.

Absences which occur when the attendance of the pupil would occasion a serious and imprudent exposure of health, shall be regarded the same as absences occasioned by sickness. Absences and dismissals for religious instruction, or during days held sacred by parents, shall be counted the same as absences for sickness, provided a written request be sent by the parent or guardian to the teacher.

Whenever the absences of a pupil are occasioned by sickness, and the teacher does not receive the proper notice of the cause till the pupil is suspended, the pupil should be restored by the parents, explaining the cause



either in person or by written note to the teacher, and not to the Superintendent or Board.

SEC. 55. *Damage to School Property.* Scholars who shall be guilty of defacing or injuring any school property, shall be required to pay for all damages. Notice of such damage shall be sent to the parents or guardians of the pupil, and in default of payment, the case shall be reported to the President of the Board, who may proceed with it according to law. Scholars thus reported to the President shall not afterward be allowed to attend until payment of damages shall have been made, or the case otherwise adjusted.

SEC. 56. *Absence from Examination.* Any pupil who shall absent himself from any regular examinations of the schools, or who shall fail to render sufficient excuse for such absence, shall be suspended from the school, and not be allowed to return without permission from the Board.

SEC. 57. *Leaving School.* Whenever a parent wishes to have his child leave school before its close, for the purpose of taking lessons in music, or any other branch of instruction, he shall apply to the Superintendent, who may grant such permission, not exceeding one-fourth of a day at a time, nor one-half a day in any week, provided it will not interfere with the pupil's regular course of instruction in the school.

Dismissals under this rule are to be recorded the same as other dismissals, but they shall not affect the merit average of attendance.

SEC. 58. *Bad Habits and Bad Language.* The pupils are strictly enjoined to avoid profanity, falsehood and deceit, obscene and indecent language, and every wicked and disgraceful practice, and to conduct themselves in an orderly and decent manner both in school and out.

SEC. 59. *The Suspension of Pupils in Special Cases.* For violent and pointed opposition to authority in any particular instance, the teacher may notify the Superintendent, who shall immediately take measures to bring such pupil to obedience; but in case the pupil fails to yield obedience, the Superintendent may suspend him for the time being; thereupon the teacher or Superintendent shall inform the parent or guardian, and the President of the Board. Pupils thus suspended may be restored by the Board at its discretion.

SEC. 60. *Suspension of Pupils by the Superintendent.* Whenever a teacher of any school shall report to the Superintendent the name of a pupil whose conduct is considered such, in school and out, that he is an unfit member of the school, the Superintendent shall examine the case without delay, and if in his opinion the pupil has been duly admonished and reformation seems to be hopeless, he shall suspend such pupil from the school temporarily. Any pupil thus suspended may be restored to the school by



the Board at its discretion ; but no pupil shall be finally expelled from the school without the approval of the Board.

SEC. 61. *Promotions and Forfeiture of Positions.* No pupil shall be advanced from one grade to another except by special permission of the Superintendent, till he is able to sustain a thorough and satisfactory examination by the Principal, on all the branches of the grade from which he is to be transferred, including the oral lessons, use of slate, exercises on tables, etc. Pupils must be able to read any piece they have gone over, with proper expression ; give the names and uses of the different marks used ; spell any of the words, both by letters and by sounds so far as required in the grade from which they are to be promoted. In all the divisions in which pupils are able to write with any degree of freedom, the examination should be both oral and written. All promotions from one grade to another, and from one division to another, shall be made at the commencement of the school month.

Pupils may be sent into the class below the class to which they belong, whenever their scholarship falls below the standard fixed for admission to the class, but such pupils may be permitted to regain their lost position within one month, if their scholarship warrants it.

#### VIII. SCHOOL RECORDS.

SEC. 62. *School Records.* The teachers of each school shall keep such records as will show the attendance, scholarship and deportment of the pupils, embracing the date of each admission and discharge, the age, nativity, and residence of each pupil ; name of parent or guardian, whole number of different scholars enrolled ; average number belonging ; average daily attendance, and number of tardiness. The teacher shall also preserve a permanent record of time when they enter and leave school, and the amount of time lost during school hours.

SEC. 63. *Blanks for Schools.* All school registers, class-books, monthly reports of pupils, and blanks for monthly reports, shall be after uniform patterns, to be determined by the Superintendent, to whom all teachers shall apply when such books or forms are needed.

SEC. 64. *Manner of keeping Registers and Class-books.* Teachers shall keep their registers and class-books neatly and accurately. All work upon the class-books, except the making of the record, must be done out of school hours.

SEC. 65. *Monthly Returns.* The teachers shall make monthly returns of their respective schools, in accordance with the blank forms prepared for that purpose, and deliver them at the office of the Superintendent before five o'clock, P. M., on the Monday following the last Friday of each school month.



SEC. 66. *Record Books sent to the Office of Superintendent.* At the close of each school year, all the class-books, general records, registers, and records of visitors, shall be sent by the teachers to the office of the Superintendent for inspection; and those which are needed again at the schools shall be returned to the teachers at the opening of the fall term in September. All class-books and other record books, when filled up, are to be returned to the office of the Secretary of the School Board.

## IX. MISCELLANEOUS.

SEC. 67. *Buildings, how used.* The school buildings under the control of the Board of Education shall not be used for any other purpose than the accommodation of the public schools, except by special vote of the Board.

SEC. 68. *Authorized Books for Studies* The books used and studies pursued, shall be such, and such only, as may be authorized by the Board; and no teacher shall require or advise any of the pupils to purchase for use in schools, any book, pamphlet, or publication, not contained in the list of books directed and authorized to be used in the schools.

SEC. 69. *Examinations.* There shall be an annual public examination of all schools to be held at such time, and conducted in such manner as the Board may direct.

SEC. 70. Any willful neglect of duty, or violation of any of the foregoing provisions, or of the rules and regulations of said schools, by any teacher or Superintendent, shall be deemed a forfeiture of the contract.



## COURSE OF STUDY.

---

### FIRST YEAR.

#### FIRST TERM.

*Reading.* Use charts or blackboards. Words to be first learned, then their phonic elements. Lastly, building words by sounds. Use both script and printed forms of words, beginning with *script*.

Observe the following order :

1. The idea represented by the word to be learned.
2. The word as a sound, and its correct utterance by the pupils.
3. The word as a form—its recognition at sight.

In selecting words to be learned, observe the following order :

1. Names of objects.
2. Action words.
3. Qualities.
4. Other words.

The names of letters to be learned as fast as introduced in the reading lessons.

*Oral Reading.* Spell by sounds and by letters all words learned in reading lessons.

*Writing.* On slates and blackboard, at dictation, all words in reading lessons. One side of the slate should be ruled by the teacher. Pupils to use long pencils and to hold them in a proper manner.

*Drawing.* Inventive drawing. A few straight lines to be given the children, from which to form such figures as their ingenuity may invent. Also Kindergarten method, and Thompson's system.

*Numbers.* Clear and ready perceptions of numbers, from one to five, to be developed with use of objects.

All possible additions, subtractions, multiplications, and divisions of integral numbers to be learned within each limit, as it is reached.

Exercises in rapid reckoning to be given at every step. Also concrete problems, 20 minutes per day. Meaning of  $-|-$ ,  $-$ ,  $\times$ ,  $\div$ . Learn to write



these numbers in script, Roman, and Arabic characters. Pupils may learn to count twenty with and without objects.

*Lessons on Common Things.* 1. Objects in school room—chair, slate, pencil. 2. Parts of the human body—head, face, etc. 3. Domestic animals—dog, cat, etc. 4. Clothing—hat, bonnet, etc.

*Language Lessons.* Systematic correction of common faults in speech to be continued throughout the year. Form short sentences, incorporating given words. Answers to be given in full sentences. The use of the period to be taught; also the use of capitals at the beginning of sentences.

*Vocal Music.* Singing simple songs. For scientific instruction see Blackman's Graded Songs.

*Morals and Manners.* Inculcate reverence and love for God, obedience to parents and teachers, and a kind and forgiving spirit towards brothers, sisters, and schoolmates. Guard against rudeness, and suppress profanity and the use of vulgar language.

*Physical Exercises.* Free Gymnastics, a few minutes every hour, or as often as the pupils become weary of other employment. Vocal gymnastics. Require the pupils to sit and stand erect.

#### SECOND TERM.

*Reading.* Charts and blackboard continued. During the term begin First Reader. Word method continued. The power to make out new words from phonic elements to be carefully cultivated. Words of two or three syllables may be used.

*Spelling.* Same as first term.

*Writing.* Same as first term.

*Drawing.* Inventions continued, using not more than eight lines. Lines one foot in length to be divided by children into halves, thirds, fourths, etc. Also, Thompson's system.

*Numbers.* Addition, subtraction, multiplication, and division of numbers to be extended step by step to nine. The four operations to be learned within the successive limits as they are reached, and exercises given with a view to promote rapid reckoning as well as thought. Count to 50. Roman numerals.

*Lessons on Common Things.* 1. Objects from the child's home—knife, fork, spoon etc., 2. Food—apple, pear, cherry, etc. 3. Familiar flowers—rose, pink, etc.

*Language Lessons.* Same as first term, also short sentences to be written as drawn out by the conversation on objects.

*Vocal Music.* Same as first term.



*Morals and Manners.* Same as first term. Recite verses and maxims singly and in concert.

*Physical Exercises.* Same as first term.

#### THIRD TERM.

*Reading.* First Reader, or Webb's Word Method. See that the pupils fully understand the language used in the reading lessons. Frequently require the pupils to tell the story in their own words. Introduce new reading matter if possible. Ask questions on the pictures of the lesson. Let the standard for good reading be its resemblance to good conversation. Practice mental reading; all the class pointing carefully to the words as they are read by the teacher.

*Spelling.* All words found in reading lesson, and also words in object and language lessons.

*Writing.* Copying portions of the reading lessons on the slate and blackboard, using capitals and periods. Spell at least once a day—by writing. See directions for first and second terms.

*Drawing.* Inventions continued. Simple designs, squares, rectangles, etc., with straight lines. Also Thompsons system.

*Numbers.* As in former terms drill in numbers up to ten, and review. Use concrete numbers. Count to 100 with and without objects. Roman numerals to 50.

*Lessons on Common Things.* 1. Some familiar plants—with roots, stem, branches, etc. Place—up, down, right, etc., and cardinal points. 3. Color,—distinguishing and naming colors.

*Language Lessons.* Punctuation; names of comma, semi-colon, colon, interrogation point and exclamation point. Several words may be given which the children may be encouraged to incorporate in short stories. Write sentences descriptive of objects set before them. Every child should be able to write his own name, the name of his teacher, and the school building.

*Vocal Music.* Songs. Also Blackman.

*Morals and Manners.* Read stories and actual occurrences to illustrate principles in manners and morals. Talks about right and wrong.

*Physical Exercises.* Once per hour.

---

#### SECOND YEAR.

##### FIRST TERM.

*Reading.* McGuffey's Second Reader, 60 pages. Use "The Nursery," or some other reading matter, two days in the week if practicable. Con-



tinued drill upon the phonic elements of words, with liberal use of the blackboard. Mark vowels with signs in Webster's Dictionary.

*Spelling.* All words occurring in the reading lessons to be written and spelled orally, by sound and letter. Also names of the days in the week and months in the year.

*Writing.* See previous year. Also take up small letters, separately, in classified order, one letter at each lesson, and explain analytically.

*Drawing.* Same as last year.

*Numbers.* Mental and written exercises in addition, subtraction, multiplication and division of numbers to 15. Exercises in notation and numeration of tens illustrated objectively. Roman numerals to "C." Concrete examples to be freely used in this and succeeding terms.

*Lessons on Common Things.* 1. Form and direction—four corners, edges, sides, round, vertical, etc. 2. Size—long, short, broad, narrow, etc. 3. Weight—heavy, light, heavier, etc. 4. Materials—wood, iron, stone, glass, etc.

*Language Lessons.* The same as last year, with more original sentences about objects and pictures. Teach the use of interrogation point. All errors in conversation and pronunciation to be corrected. The use of the pronoun "I" as a capital.

*Vocal Music.* See previous year. Blackman's No. 1, for the year.

*Morals and Manners.* Continued as in the previous year. Lessons of civility and courtesy should be inculcated.

*Physical Exercises.* Same as before, with calisthenic and singing exercises.

#### SECOND TERM.

*Reading.* Second Reader to page 90. Phonics continued.

*Spelling.* Same as first term. Days of the week and months of the year. Teacher may make a list of common words most likely to be misspelled, for frequent drill, both oral and written. Names of the seasons of the year.

*Writing.* On slates and blackboard as before. Four lessons per week in primary copy book. Small letters to be analyzed. Use lead pencils, and insist on correct positions at all times.

*Drawing.* See previous term.

*Numbers.* Exercises, mental and written, in addition, subtraction, multiplication and division of numbers to 35. Exercises in notation and numeration to 100. Roman numerals to "CC."

*Lessons on Common Things.* 1. Clothing—girls and boys; workdays, Sunday, compared with that of other animals. 2. Human body and its motions. 3. Uses of the five senses.



*Language Lessons.* Same as the first term. Second rule for use of capital letters. The simplest use of the comma, interrogation and exclamation points. Writing requests made of the teacher.

*Oral Geography.* Draw a map of some square in the city, and name streets on sides; also situation of buildings, etc. Draw, also, map of each school room, position of desks, tables, etc.

*Vocal Music.* As before. See Blackman's Graded songs.

*Morals and Manners.* Same as previous term, with occasional talks about the behavior of children at home, at school, at church, in presence of company, etc.

*Physical Exercises.* Every hour.

### THIRD TERM.

*Reading.* Complete Second Reader and review. Phonics continued. Intersperse new reading matter.

*Spelling.* Review words in Second Reader, and object and language lessons.

*Writing.* Primary copy book, four days in a week, with lead pencil. Capital letters explained. Continue to write on blackboard, slates, etc., as in previous term.

*Drawing.* Continued. Draw leaves, etc.

*Numbers.* Exercises, mental and written, in addition, subtraction, multiplication, and division of abstract and concrete numbers to 45. Notation and numeration to hundreds, illustrated objectively. Roman numerals continued.

*Lessons on Common Things.* Food—what is eaten raw. How prepared. What cooked. How cooked. Food of domestic animals. The children's home. Different rooms and uses. How lighted. Heated. Home of other animals compared with man's.

*Language Lessons.* Same as last term. Other uses of capitals and the comma sign of possession and omitted letters.

*Geography.* Draw a map of Polk County, and study townships, towns, streams, etc.

*Vocal Music.* See Blackman.

*Morals and Manners.* See previous term.

*Physical Exercises.* Every hour.



## THIRD YEAR.

## FIRST TERM.

*Reading.* McGuffey's Third Reader to lesson XLIV. Give special attention to all marks and signs used. Require the pupils to repeat the substance of lessons in their own language. Give attention to definition of words by synonym and example.

*Spelling.* All the words in the various branches and exercises of this grade.

*Writing.* Copy book No. 1, and exercise book. Special attention to movement and position. Pen and ink commenced.

*Drawing.* Under direction of Superintendent.

*Numbers.* Exercises, mental and written, in addition, subtraction, multiplication and division of numbers, within the limit of 75. Numeration and notation of thousands taught objectively. Roman numerals continued.

*Lessons on Common Things.* The family and the relative duties of its members. The occupations of men and women. Carpenters, masons, cabinet makers and their tools, etc.

*Language Lessons.* See previous term. Call attention to agreement of verb with its nominative.

*Geography.* Elementary text book, Cornell to page 21.

*Vocal Music.* Blackman, No. 2, for the year.

*Morals and Manners.* Under direction of Superintendent.

*Physical Exercises.* Continued throughout the course.

## SECOND TERM.

*Reading.* McGuffey's Third to lesson LXXX. Introduction of juvenile literature when convenient.

*Spelling.* See previous term.

*Writing.* See previous term.

*Drawing.* Under direction of Superintendent. Also Thompson's system.

*Numbers.* Notation, numeration and addition to hundreds of thousands. Multiplication (multipliers not to exceed nine). The idea of fractions to be developed objectively, and notation of the same to be taught to 1-9. Roman numerals.

*Lessons on Common Things.* The surroundings of the house—yard, garden, street, barn, etc. What is in them. What is done in them. How kept. Occupation of men and women continued.

*Language Lessons.* Sentences to be constructed containing words selected from the reading lessons. Words pronounced the same, but spelled differently, as to, too, two. The use of punctuation marks continued.



*Geography.* Elementary text book. Cornell, to page 41.

*Vocal Music.* Under direction of Superintendent.

*Morals and Manners.* Under direction of Superintendent.

*Physical Exercise.* Under direction of Superintendent.

#### THIRD TERM.

*Reading.* Finish McGuffey's Third Reader and review.

*Spelling.* As in previous term.

*Writing.* As in previous term.

*Drawing.* As in previous term.

*Numbers.* Addition and multiplication continued. Subtraction taught and illustrated objectively. Exercises in subtraction: minuend not to exceed thousands. Notation of simple proper fractions. Exercises in single step reductions (descending), on such parts of tables as may be derived from object lessons, as required below.

*Lessons on Common Things.* General objects, as in second term. Also, lessons on the measures, bushel, peck, quart and pint. The weights, pound, half-pound, quarter-pound, ounce. Time, years, months, days, hours, minutes and seconds.

*Language Lessons.* Write sentences containing words used by builders, mechanics, farmers and miners, peculiar to their callings.

*Geography.* Elementary book used. Cornell to page 62. Also, draw a map of Iowa, and teach general features and production.

*Vocal Music.* Under direction of Superintendent.

*Morals and Manners.* Continued through the course as above.

---

#### FOURTH YEAR.

##### FIRST TERM.

*Reading.* McGuffey's Fourth to Lesson XX.

*Spelling.* All lessons of the grade to be spelled orally, by letter and sound. Spelling Book.

*Writing.* Copy book No. 2, and Exercise Book. Particular attention to free movements and proper position.

*Drawing.* Under direction of Superintendent. Walter Smith's Intermediate Course, No. 1.

*Numbers.* Exercises in addition, subtraction, multiplication, (multipliers not to exceed 25), and division (divisors not to exceed 5). Reduction of mixed numbers to improper fractions and the contrary, also, single step



reductions of compound numbers to correspond with object lessons. Concrete examples to be analyzed. White's intermediate to multiplication.

*Language Lessons.* Name words and action words to be selected from reading lessons, and to be required in original sentences. Action words connected with the idea of present, past and future time. The simple statement with, "have," "be," "is," etc. All work to be synthetic.

*Lessons on Common Things.* Forest trees ; woods and their uses ; leaves and barks of different trees ; color, form. The measures ; yard, foot, inch. The weights, pounds, ounces, etc.

*Geography.* Cornell, from the 60th page to page 78th.

*Music.* Under direction of Superintendent. Blackman, No. 2, for the year.

*Morals and Manners.* Under direction of Superintendent.

#### SECOND TERM.

*Reading.* Fourth Reader to Lesson XXXIV.

*Spelling and Writing.* As in previous term.

*Drawing.* See previous term.

*Numbers.* White's Intermediate to division. Also, simple calculations of surfaces of rectangles, two sides being given.

*Lessons on Common Things.* Writing sentences containing quality-words and selecting the same from the reader. Name-words modified ; quality-words modified ; number-words ; limiting words. Pupils required to compose sentences containing these elements, and to discover them in various lessons, letter writing, compositions.

*Geography.* Primary book. Cornell to page 95.

*Music.* Under direction of Superintendent.

*Morals and Manners.* See last term.

#### THIRD TERM.

*Reading.* Fourth Reader to Lesson XLVI.

*Spelling and Writing.* As in previous term. Spell names of pupils.

*Drawing.* See last term.

*Numbers.* White's Intermediate to Sixth Section, completed and reviewed. Also, simple calculations of contents of parallelopipedons, dimensions not to exceed twenty.

*Lessons on Common Things.* Manufactures of Des Moines. Objects of foreign trade. Spring and summer ; what people do. The cube. Cubic foot, yard, etc.

*Language Lessons.* Plurals of words, how formed. Predicating actions and qualities. Letters and compositions on objects used above.



*Geography.* Cornell's Primary to the end, with general review.

*Music.* As before.

*Morals and Manners.* As above.

---

FIFTH YEAR.

FIRST TERM.

*Reading.* Fourth Reader to Lesson LXIV.

*Spelling.* All technical terms in the several branches studied; and spelling book.

*Writing.* Copy book No. 3, and exercise book.

*Drawing.* As before. Smith's Intermediate Course No. 2.

*Numbers.* White's Intermediate to Subtraction of Fractions.

*Lessons on Common Things.* Miss Youman's Botany to Chapter II.

*Grammar.* Harvey's Elementary to 27th page. Also, compositions or exercises in narration.

*Geography.* Cornell's Intermediate to page 12.

*Vocal Music.* As before. Blackman's No. 3, for the year.

*Declamations.* Occasional exercises in declamation.

SECOND TERM.

*Reading.* Fourth Reader completed.

*Spelling.* See previous term.

*Writing.* No. 3, and Exercise book.

*Drawing.* As above.

*Arithmetic.* White's Intermediate to Section VIII.

*Lessons on Common Things,* Youman's Botany to Chapter III.

*Grammar.* Harvey's Elementary to page 55.

*Geography.* Cornell's Intermediate to page 24.

*Music and Declamations.* As before.

THIRD TERM.

*Reading.* Fifth Reader to Lesson XXXI.

*Spelling.* Same as previous term.

*Writing.* No. 4, and Exercises.

*Drawing.* As before.

*Arithmetic.* White's Intermediate to section IX. Fractions reviewed.

*Lessons on Common Things.* Youman's Botany, Chapters III and IV.

*Grammar.* Harvey's Elementary to page 81. Compositions continued.



*Geography.* Cornell's Intermediate to page 31, with review of the term's work.

*Music and Declamations.* Continued. One day of each week spent in review.

---

### SIXTH YEAR.

#### FIRST TERM.

*Reading.* Fifth Reader to Lesson LVII.

*Spelling.* Words from reading lessons, and all technical terms introduced in the course of instruction.

*Writing.* Copy book No. 4. Free movement exercises continued.

*Drawing.* As before. Smith's Free Hand Course, No. 3.

*Arithmetic.* White's Intermediate to Lesson XII. Denominate numbers.

*Lessons on Common Things.* Youman's Botany, Chapter's V and VI.

*Grammar.* Harvey's Elementary from 81st page to page 109. Compositions continued. Narrative and descriptive exercises extended. Letter writing from pupil to pupil, pupil to teacher, pupil to parent on school matters.

*Geography.* Cornell's Intermediate from 31st page to the 39th.

*Music and Declamations.* Continued. Blackman No. 3, for the year.

#### SECOND TERM,

*Reading.* McGuffey's Fifth Reader to Lesson LXXV.

*Spelling.* As before.

*Writing.* No. 5. Free movement exercises.

*Drawing.* See above.

*Arithmetic.* White's Intermediate completed.

*Common Things.* Youman's Botany, Chapters VII and VIII.

*Grammar.* Harvey's Elementary to page 136. See previous term.

*Geography.* Cornell's Intermediate to page 48.

*Music and Declamations.* Continued.

#### THIRD TERM.

*Reading.* Fifth Reader completed.

*Spelling.* As in previous term.

*Writing.* No. 5, with free movement exercises.

*Drawing.* As before.

*Arithmetic.* General review of White's Intermediate. Extemporaneous questions and examples.



*Common Things.* Youman's Botany completed and reviewed.

*Grammar.* Harvey's Elementary completed.

*Geography.* Cornell's Intermediate to page 54, and general review of year's work.

*Music and Declamations.* Continued.

---

## SEVENTH YEAR.

### FIRST TERM.

*Reading.* Sixth Reader to Lesson XLII, and selections from the English Poets and prose writers. Elocutionary drills.

*Spelling.* Same as previous year. Dictation exercises. English abbreviations.

*Writing.* No. 6. Free movement exercises four times per week.

*Drawing.* As before. Smith's Free Hand Course, No. 4.

*Arithmetic.* White's complete to Section IX, page 73.

*Elementary Physics.* Gravity; demonstrations of its existence, and proof that it is proportional to mass. Definition and study of weight; how measured; instruments used; spring balances; steelyard; common balance; practical exercises in weighing; false balance, etc. Specific gravity; definition of; application to determine the weights of large masses of matter, in detection of alloys, etc.

*Magnetic Attraction.* The laws of attraction and repulsion; polarity of the magnet; use of this in mariner's and surveyor's compass; practical experiments.

*Electric Attraction.* Experimental study of the electricity of glass, wax, fur, etc.; good and bad conductors; electroscope; positive and negative electricity, lightning rods, uses, etc.

*Cohesion.* Experimental study of; cohesion of liquids; of gases.

*Adhesion.* Between solids; solid and liquid, glue, mucilage, printing, writing, etc. Cases in which a liquid will not adhere to a solid, and applications. Capillary attraction; pores in matter; uses; divisibility of matter. Adhesion of liquids to liquids; liquids to gases; gases to solids, etc.

*Grammar.* Harvey's Grammar to 49th page. Occasional exercises in transposing verse into prose.

*Geography.* Cornell's Intermediate from 4th to 60th page.

*U. S. History.* Venable to page 50.

*Music and Declamations.* Blackman No. 4 for the year.



## SECOND TERM.

*Reading.* Sixth Reader to Lesson LXXI.

*Spelling.* As in previous term.

*Writing.* No. 6. Free movement exercises.

*Drawing.* As before.

*Elementary Physics.* Elasticity. Difference between elastic and non-elastic bodies; demonstrations of elasticity of glass, ivory, etc.; useful application of the elasticity of solids; brittleness; elasticity of liquids; elasticity of gases; of air; demonstrations of; application to diving bell, air chamber, air guns, etc.; compressibility.

*Pressure of Air.* Demonstration of downward, lateral and upward pressures; the amount of pressure; drawing liquid from a vessel; dropping and testing tubes, pneumatic railways; barometer; construction and use of; vacuum, how formed.

*Motion.* Laws of; uniform, retarded, accelerated; motion of falling bodies, inertia; familiar illustrations; fly-wheels, hammers, axes, projectiles, etc.; concussion.

*Machines.* Inclined planes; practical applications; ascending a hill, loading a wagon, going up stairway, etc.; wedges, knives, etc.

*Lever.* Varieties; experimental demonstrations of laws; practical application of; movements of the human body, etc.; screw, wheel, and axle, pulley,

*Grammar.* Harvey to page 84. Composition.

*Geography.* Cornell's Intermediate to page 70.

*U. S. History.* Venable to page 112, Section 146.

*Music and Declamations.* Continued.

## THIRD TERM.

*Reading.* Sixth Reader to Lesson CII.

*Spelling.* See previous term.

*Writing.* No. 7.

*Drawing.* As above.

*Arithmetic.* White's complete to Taxes, page 164.

*Elementary Physics.* Motion in a curve. Pendulum—construction and study of a simple pendulum; study of clocks, watches, etc. *Mechanics of Liquids.*—Pressure communicated in all directions equally; hydrostatic press; pressure resulting from weight; pressure upon bottom of vessel; upon sides; flow of liquids from orifices, artesian wells, springs, etc.; siphon, suction, air-pump, construction and working of common pump, force pumps, chain pumps, etc.



*Grammar.* Harvey to page 134. Composition as before.

*Geography.* Cornell's Intermediate to 78th page, with general review of year's work.

*U. S. History.* Venable to page 134, and review.

*Music and Declamations.* As before.

---

### EIGHTH YEAR.

#### FIRST TERM.

*Reading.* Sixth Eclectic to Lesson CXXVII.

*Spelling.* All words found in their studies, with spelling book.

*Writing.* No. 7.

*Drawing.* As above. Smith's Free Hand Course, No. 5.

*Arithmetic.* White's complete to Bonds, page 204.

*Elementary Physics.* Thorough review of preceding year, with the addition of classification of the properties of matter; discussion of universal gravitation, application of tides, etc.; center of gravity, equilibrium, etc.; composition, of air, etc.

*Grammar.* Harvey from 124th page to 163d Compositions.

*Geography.* Cornell's Intermediate from 78th page to page 86, Lesson —XX.

*U. S. History.* To page 187. Venable.

Geography and History alternate.

*Music and Declamations.* As before. Blackman No. 4 for the year.

#### SECOND TERM.

*Reading.* Sixth Reader to Lesson CLVI.

*Writing.* No. 7.

*Drawing.* As before.

*Arithmetic.* White's Complete to Compound Proportion, page 230.

*Physics.* *Sound.*—How produced; discussion of wave motion; velocity of, in air, in wood, water, iron, etc.; reflection of sound, echo, etc.; noise, and musical tones; pitch, intensity, and quality of tone; musical instruments; the voice, the ear. *Heat*—Shown to be a mode of motion; conduction of heat; good and bad conductors; practical applications, clothing, ice-house, etc.; expansion by heat; air, balloon, draughts of air, etc.; expansion of liquids and solids, thermometer; construction and practical use; change of state from solid to liquid, and from liquid to gas; boiling; conditions of modifying boiling point.



*Grammar.* Harvey to page 201. See previous term.

*Geography.* Eclectic, Cornell's Intermediate to Lesson CXXVI.

*U. S. History.* To page 234, Section 250. Venable.

*Music and Declamations.* As before.

## THIRD TERM.

*Reading.* Sixth Reader finished.

*Spelling.* As before.

*Writing.* No. 7.

*Drawing.* As before.

*Arithmetic.* White's Complete to Section XVI, and review.

*Physics.* Light, source of; luminous and non-luminous bodies, how the latter are made visible; motion of light in all directions in straight lines; intensity of light at various distances; shadows, reflection of light, angles of incidence and reflection; mirrors, etc., refraction; image formed in the eye; inverted and upright images; fishes in the water; prisms, lenses, spectacles, microscope, telescope, burning glasses; colors, colors of rainbow, etc.

*Chemical Electricity.* Construction of battery; apparent flow from positive to negative; effect on magnetic needle; effect on bar of soft iron, telegraph, fire-alarm, etc.

*Grammar.* Harvey completed.

Elementary Physiology.

*U. S. History.* Completed and reviewed.

*Music and Declamations.* As before.



## HIGH SCHOOL COURSE.

---

### FIRST YEAR.

FIRST TERM.	SECOND TERM.	THIRD TERM.
Algebra.	Algebra.	Algebra (higher)
Arithmetic.	Physiology.	Physiology.
German.	German.	German.
Physical Geography.	Physical Geography.	Political Economy.

### SECOND YEAR.

FIRST TERM.	SECOND TERM.	THIRD TERM.
Algebra (higher).	Geometry.	Geometry.
Science of Government.	Botany.	Botany.
Latin.	Latin.	Latin.
General History.	General History.	Rhetoric.

### THIRD YEAR.

FIRST TERM.	SECOND TERM.	THIRD TERM.
Geometry.	Trigonometry.	Trigonometry.
Natural Philosophy.	Natural Philosophy.	Natural Philosophy.
Cæsar.	Cæsar.	Virgil.
Rhetoric.	English Literature.	English Literature.

### FOURTH YEAR.

FIRST TERM.	SECOND TERM.	THIRD TERM.
Astronomy.	Higher Arithmetic.	Higher Arithmetic.
Chemistry.	Geology.	Geology.
Mental Philosophy.	Mental Philos. one-	Zoology.
Virgil.	[half, Zoology one-half.	Chemistry.
	Chemistry.	

Walter Smith's Free Hand Course of Drawing, No. 6.



## GRAMMAR SCHOOLS.

---

### Questions Proposed to Candidates for Admission to the High School.

#### SPELLING.

First ten to be spelled phonically.

- |                 |                  |                 |
|-----------------|------------------|-----------------|
| 1. Alleghany.   | 6. Treasured.    | 11. Cramming.   |
| 2. Luscious.    | 7. Recognized.   | 12. Volcanoes.  |
| 3. Hindostan.   | 8. Refreshed.    | 13. Colleague.  |
| 4. Catastrophe. | 9. Appreciated.  | 14. Chimborazo. |
| 5. Invincible.  | 10. Punctuation. | 15. Vengeance.  |
16. Write abbreviations for Major ; Doctor of Laws.  
17. M. C. and Hon. equal what ?  
18. Write abbreviations for Before the Christian Era ; In the Afternoon.  
19. E. G. and *via* equal what ?  
20. Write abbreviations for *namely* and *merchandise*.

#### ARITHMETIC—ORAL.

1. Add  $\frac{2}{3}$  and  $\frac{3}{4}$ .
2. Subtract  $\frac{2}{7}$  from  $\frac{2}{3}$ .
3. Seven is  $\frac{3}{4}$  of what number ?
4. Four times the  $\frac{1}{2}$  of 6 is how many times 3 ?
5. What is the cost of 50 lbs. of beef at  $10\frac{1}{2}$  cts. a lb ?
6. Divide .2 by .02.
7. Twenty is 4 per cent. of what number ?
8. One-fourth is what per cent of 10 ?
9. When is the product less than the multiplicand ?
10. Define G. C. D. and L. C. M.

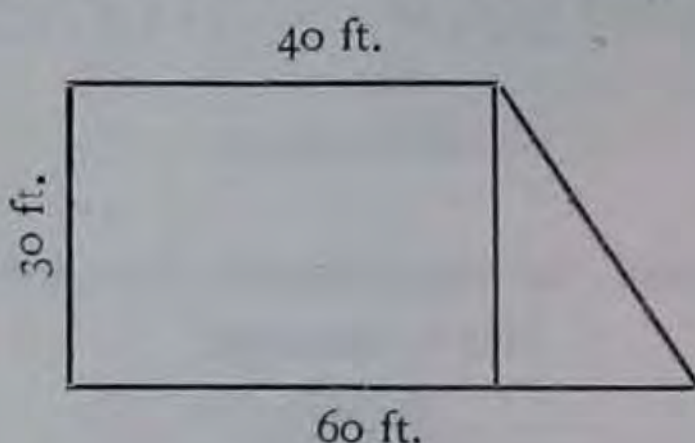
#### ARITHMETIC—WRITTEN.

1. What is a factor ? What is a concrete number ? Give examples.
2. Define interest ; brokerage ; ratio ; profit and loss.



3. How many dimensions in cubic measure? How many in square? How many in long? Also, write the abbreviations for the denominations in long measure.

4. I have a floor of the following shape and dimensions :



How many yards of carpet, 1 yd. wide, will cover it?

5. Reduce the following to its simplest form :

$$\frac{37.05 \times 125}{\frac{3}{4} \text{ of } 9624}$$

6. A grocer wishes to put 240 lbs. of tea into 3 kinds of boxes, containing respectively 5, 10, and 15 lbs., using the same number of each kind or size.

How many boxes of each size will be required?

7. What is the smallest sum of money for which I can purchase an exact number of sheep at \$8 a head, or cows at \$28, or oxen at \$54, or horses at \$162?

8. A man purchased wheat at \$1.25 per bu., and sold the same at a profit of 20 per cent., making \$50 by the transaction. How many bushels did he buy?

9. Make a bill of 6 different articles and give your note for the same, due 6 months after date.

10. What is the face of a note whose proceeds are \$448, when the time is 9 months and 27 days, interest 6 per cent.?

### GRAMMAR.

1. Give the principal parts of the verbs, lay, do, and help.

2. Correct the following, giving the reasons: (a) To perseveringly try should be the aim of each pupil if they would succeed. (b) California has two seasons, a wet and dry season. (c) If a boy or girl go out on a rainy day, they should be wrapped up well.

3. Illustrate how a word may be used as different parts of speech.

4. Any man who attends to what passes within himself, may easily discern that the human character is a very complex system. Write each prop-



osition on a separate line, tell its kind, and draw a single line under each subject, and a double line under each predicate.

5. Of what pronouns are the nom. and obj. cases alike? Of what pronouns are the sing. and plu. alike?

6. Tell the mode of each verb, the case of each noun, and the gender of each pronoun, in the following :

“ For sure to hug a fancied case  
That never did or can take place,  
Is madness in its greatest hight,  
Or I mistake the matter quite.”

7. Parse the marked words in the following sentence: “ Let *him who* thinks he stands, *take heed lest* he *fall.*”

8. Tell the case of whose, us, its, me, and Mary's.

9. Write the plural of mouse, ox, brother, ally, and swine.

10. Write four simple sentences about Des Moines, and condense them all into one compound sentence.

### GEOGRAPHY.

1. Bound the following states, and name three of the largest cities in each: Massachusetts, Pennsylvania, Ohio, Louisiana, and California.

2. Describe five of the largest river basins in the world, and give their climate and productions.

3. Name the most important mineral productions of the United States; of England; and of Germany.

4. Why are the vegetable productions of the Arctic regions and of the highest plateaus of the Torrid, the same?

Name five countries whose climate is affected by the Gulf Stream, and why?

5. Name the different races of men that inhabit the different zones, and tell where man has attained the highest development.

6. Name three animals native to the Arctic zones, seven to the Temperate, and five to the Torrid.

7. Name ten of the largest commercial cities of the world, and give two articles exported from each.

8. Name three principal wheat-growing states, three cotton, three wool, and three manufacturing; also, ten of the largest cities of the United States.

9. (a) What city in Europe is built on the water? (b) What country is lower than the ocean level? (c) What country in Europe has no sea-port?

10. Name the animals that are native to different latitudes of Europe?



## U. S. HISTORY.

1. Mention the discoveries made by Columbus; by Balboa; by Sir Francis Drake; by LaSalle and the Cabots.
2. By whom and where, and about when, were the following states settled: Florida, California, Louisiana, New York, and Virginia?
3. What causes produced the French and Indian war, and what were the results of it?
4. Name the original thirteen colonies. Tell when and where the first Continental Congress met, and what important act it performed.
5. Why did the annexation of Texas cause a war? Name three important battles. What did the United States gain by the war?
6. Name important events in the following administrations: Jefferson's, Polk's, Madison's, Lincoln's, and Grant's.
7. Give an account of the Missouri compromise. Tell what were the results of the Great Rebellion.
8. What is meant by the Centennial year? Why is it celebrated? What results will probably follow from the Centennial Exposition?
9. Mention some important inventions, and tell the effect they have had on the development of the country.
10. How has the country developed since the late war? Does war or peace develop a nation the faster?

---

**Questions Proposed to the Seventh Grade for Admission  
to the Eighth.**

## SPELLING.

First ten to be spelled phonically.

- |               |                |                 |
|---------------|----------------|-----------------|
| 1. Callous.   | 8. Hickory.    | 15. Triphthong. |
| 2. Billious.  | 9. Cypress.    | 16. Phlegm.     |
| 3. Deceive.   | 10. Obstacle.  | 17. European.   |
| 4. Uppermost. | 11. Crochet.   | 18. Precious.   |
| 5. Medical.   | 12. February.  | 19. Poured.     |
| 6. Miracle.   | 13. Shrieked.  | 20. Sustenance. |
| 7. Petulant.  | 14. Criticise. |                 |

## ARITHMETIC—ORAL.

1. Reduce 15 to a fraction whose denominator is 10.
2. Reduce \$24 to cents.



3. How many square inches of surface are there in a paper 20 inches long by 8 inches wide?
4. Ten-eighths of 64 are how many times 9?
5. What is the cost of 50 lbs. of butter at  $10\frac{1}{2}$  cents a lb?
6. Multiply .2 by 2 and divide the product by .2.
7. A man bought 20 pears at the rate of 2 for 3 cts. How much did they cost?
8. How many eggs, at the rate of 3 for 10 cts., can you buy for 30 cts.?
9. How many ten-cent pieces in an eagle?
10. In 33 ft. how many rods?

ARITHMETIC—WRITTEN.

1. If 9 days work will pay for 6 tons of coal at \$6 a ton, what is the price of a day's labor?
2. What number taken from  $2\frac{1}{2} \times 12\frac{2}{3}$  leaves  $20\frac{3}{4}$ ?
3. How many tons of ice can be packed in a building 40 ft. long, 30 ft. wide and 20 ft. high, one cubic foot of ice weighing  $58\frac{1}{8}$  lbs.?
4. Divide 3 mi., 7 fur., 32 rds., 15 ft., by 9.
5. Reduce 5 oz., 10 pwt., 5 gr., to the decimal of a Troy pound.
6. If the sum of two fractions is  $1\frac{1}{8}$  and one of them is  $\frac{9}{20}$ , what is the other?
7. If the divisor be  $\frac{9}{12}$  and the quotient  $3\frac{1}{2}$ , what is the dividend?
8. (a) What is a compound number?  
(b) What is a concrete number?  
(c) What is the local value of a figure?  
(d) What is a prime number?
9. (a) Multiply twenty-five hundredths by four-fifths and divide the product by two thousandths.  
(b) Multiply eighty-four hundredths by forty-seven ten thousandths.
10. If by selling wheat at \$2 per bushel there was a gain of 25 per cent., at what price must it be sold to lose 15 per cent.?

GRAMMAR.

1. (a) Write an interrogative sentence containing the superlative of *near*.  
(b) Write an imperative sentence containing the comparative of *well*.  
(c) Write a sentence containing a neuter verb in the imperfect tense.



2. (a) Change "the sun is sinking in the west" to the past tense.  
 (b) Change "I heard the clock strike" into the potential mode.  
 (c) Change "it was a pleasant day" into the subjunctive mode.
3. Correct the errors in the following :  
 (a) I then come in and was not let out again.  
 (b) If there were no rain, we would die and so would cattle.  
 (c) I had rather not let you go to the party.
4. Our expectations are frequently disappointed, because we hope for greater happiness in the future than our experience authorizes us to expect.  
 (a) Write the principal clause on a line and draw a single line under the subject and a double line under the predicate.  
 (b) What does *in the future* modify?  
 (c) How many *independent* clauses in the above?
5. Give the mode and tense of each verb in the following :  
 If I were you I would not do so ; but you know best, and I shall not interfere with you.
6. There is a *time* in every man's life *when* he *arrives* at the conclusion *that* envy is *ignorance*.  
 Parse the marked words.
7. Write in separate columns the principal parts of the following verbs : Sit, came, catch, ride, and speak.
8. Name all of the personal pronouns, and give the possessive, singular and plural of each.
9. Write two simple sentences about the centennial, and condense them into one complex sentence. Now write the same in one compound sentence.
10. Give five rules for use of capital letters.

## GEOGRAPHY.

1. (a) What is latitude? (b) What places have no latitude? (c) What places have the highest latitude?
2. (a) What is the most southern town in Iowa? In Illinois?  
 (b) What city opposite Cincinnati?  
 (c) What city near the mouth of the Missouri River?
3. (a) Describe the general appearance of South America, and name two mountain ranges, three mountain peaks, or volcanoes. (b) Name the extreme points of land on the north, east, south, and west.
4. (a) In what zone does the greater part of Europe lie?  
 (b) Describe the climate and people of Europe.
5. Describe the Volga, the Danube, the Rhine, and the Rhone.



6. Name five of the largest cities of Europe, and tell what each is noted for.
7. In what direction is Paris from London? From Brussels? From Rome? From Vienna? From Washington City?
8. (a) What is meant by the "Highlands?"  
(b) What is meant by the Black Forest?"
9. (a) What city of Europe is built on the water?  
(b) What country is below the level of the Ocean?  
(c) What country of Europe has no seaport?
10. Name the animals that are native to different latitudes of Europe.

HISTORY.

1. What inducements led Europeans to come to America?
2. (a) When and by whom was the Hudson River discovered?  
(b) What names have been given to it?
3. (a) Who was Roger Williams?  
(b) Give an account of his ministry and exile.
4. Give a sketch of the life of DeSoto.
5. Give an account of the Salem witchcraft.
6. Give an account of the enterprise, explorations, and death of La Salle.
7. What were the terms of the treaty between the French and English in the conquest of New France?
8. Who were William Penn, King Phillip, Cotton Mather, and Jonathan Edwards?
9. (a) Where were the New Netherlands?  
(b) Where was Ft. Des Quesne?  
(c) Whese was New Sweden?
10. Give the principal events in the settlement of Virginia.

---

Questions Proposed to the Sixth Grade for Admission to the Seventh.

SPELLING.

First ten to be spelled phonically :

- |               |                |                 |
|---------------|----------------|-----------------|
| 1. Torrid.    | 8. Radiant.    | 15. Colonel.    |
| 2. Swollen.   | 9. Possession. | 16. Homage.     |
| 3. Beginning. | 10. Canadians. | 17. Brilliance. |
| 4. Oceanica.  | 11. Nymph.     | 18. Apparition. |



- |               |                |                 |
|---------------|----------------|-----------------|
| 5. Latitude.  | 12. Penniless. | 19. Spectacles. |
| 6. Similar.   | 13. Canoe.     | 20. Verify.     |
| 7. Fisheries. | 14. Separate.  |                 |

## ARITHMETIC.

1. (a) What is a simple number?  
(b) What is a compound number?  
(c) What is a concrete number?
2. (a) What are the factors of a number?  
(b) What do the terms of a fraction show?
3. (a) How do you reduce mills to dimes?  
(b) How reduce dimes to eagles?  
(c) How reduce dollars to mills?
4. In how many days, of 24 hrs. each, will a ship cross the Atlantic, 2880 miles, if she sail 12 miles per hour?
5. How many boxes, each containing 12 lbs., can be filled from a hogs-head containing 9 cwt., 6 lbs. of sugar?
6. A gentleman has \$9,750 invested in U. S. Bonds, which is  $\frac{2}{5}$  of his fortune; what is he worth?
7. A man has \$2,500 invested; three-sevenths in bonds, nine-twentieths in bank stock, and the remainder in railroad stock; how much has he in railroad stock?
8. What will three-fourths of a pound of sugar cost at 3 cts. an oz.?
9. If seven-ninths of a ton of hay cost \$12 $\frac{1}{4}$ , what will a ton cost?
10. Make out and receipt the following bill, purchased by you at New York, on May 18th, of Brown & Co.:

10 tons of ice	@	\$12.37 $\frac{1}{2}$
25 bbs. of flour	@	9.25
100 bu. of corn	@	.87
50 bu. of wheat	@	1.75

## GEOGRAPHY.

1. (a) What places have no latitude?  
(b) What places have the highest latitude?
2. (a) Where are the Tropics and Polar Circles?  
(b) Bound all the Zones.
3. Bound Maine, Pennsylvania, Texas, and Oregon.
4. In what States are the following cities: Quincy, Atlanta, Toledo, Utica, and Cambridge?



5. Into what do the following rivers flow: Red, Rio Grande, Ohio, Monongahela, and Hudson?
6. Which are the Western States?
7. Describe Mexico as to position, surface, soil, and climate.
8. Draw a map of the Gulf States, and locate the principal rivers and cities.
9. Describe the mountain ranges of North America.
10. How many motions has the earth, and what do they cause?

GRAMMAR.

1. (a) Write a sentence containing an irregular verb.  
(b) Write a sentence containing a transitive verb.  
(c) Write a sentence containing a neuter verb.
2. Give the principal parts of the verbs buy, fly, teach and steal.
3. Give the tense of each of the following verbs: He has not been here this week. I do not like to toil. A fox and a goat were traveling together.
4. Correct the errors in the following: My umbrell turned inside out and a man seen me and turned it in shape again. A rainy day is not made for boys and girls to catch a cold in like I did, but it is good for the land.
5. Write two simple sentences about the Exposition. Now form a complex sentence of them. Again, form a compound sentence out of your complex.
6. Write the sentence "Men come and men go," in four different tenses.
7. Write the objective case of the following: She, my, who, his and our.
8. Compare big, happy, good, and singular.
9. (a) Write a sentence containing the plural of *ox*.  
(b) One containing plural of *valley*.  
(c) One containing plural of *girl*.
10. Men *may* come and *men* may go; *but* I go on *forever*. Parse the marked words.



Questions Proposed to Pupils of the Fifth Grade for Admission to Sixth.

SPELLING.

First ten to be spelled phonically :

- |                   |               |              |
|-------------------|---------------|--------------|
| 1. Excellent.     | 8. Enough.    | 15. Busily.  |
| 2. Meadows.       | 9. Peaceable. | 16. Scythe.  |
| 3. Mischief.      | 10. Defense.  | 17. Martial. |
| 4. Luxuries.      | 11. Ancient.  | 18. Pistol.  |
| 5. Panama.        | 12. Rhubarb.  | 19. Dakota.  |
| 6. Mediterranean. | 13. Gingham.  | 20. Adieu.   |
| 7. Britain.       | 14. Parasol.  |              |

ARITHMETIC.

1. (a) Divide 48,564 by 304.  
(b) Prove your work.
2. If an engine burns  $\frac{1}{3}$  of a ton of coal in one day, how many tons will it burn in 24 days?
3. (a) What is a fraction?  
(b) On what does the value of a fraction depend?
4. Find the least common multiple of 16, 220, 200, 144.
5. At  $\$5\frac{1}{2}$  a yard, what will four-fifths of a yard of cloth cost?
6. Make out the amount of the following bill, and receipt for the same in your own name :

NEW YORK, May 17, '76.

Bought of Jones & Bros. :

27 yds. of Brussels carpeting	@	\$2.60
23 " of Ingrain "	@	1.75
8 $\frac{3}{4}$ " Oil cloth	@	1.20
32 $\frac{1}{4}$ " Curtains	@	.60

7. (a) How do you reduce mills to dollars?  
(b) Eagles to mills?  
(c) Dollars to dimes?
8. What two methods are there of changing the form of a fraction without altering its value?
9. From the sum of  $16\frac{2}{3}$  and  $18\frac{3}{4}$  take their difference.
10. Divide one-fifth of  $18\frac{1}{3}$  by  $\frac{2}{3}$  of  $\frac{5}{8}$ .



GEOGRAPHY.

1. What is the distinction between a small and a large circle?
2. How many degrees between the Tropic of Cancer and the Tropic of Capricorn?
3. Name the animals native to the different zones of North America.
4. (a) What country of North America is nearest to Asia?  
(b) What nearest to Greenland?  
(c) What nearest to South America.
5. Into what do the following rivers flow: Hudson, James, St. Lawrence, Columbia, and Clarkes?
6. In what States are the following cities: Pittsburg, Mobile, Baltimore, Washington, and Cedar Rapids?
7. Draw a sketch of the Mississippi River and the States that border upon it.
8. Describe Mexico as to soil, climate, and productions.
9. Name the natural divisions of land and water.
10. (a) What is a seaport?  
(b) What is a metropolis?  
(c) What is a capital?

GRAMMAR.

1. (a) What is a sentence?  
(b) Write one containing a noun and an adjective.
2. Write an interrogative sentence and draw a line under the subject and two lines under the predicate.
3. (a) Write a sentence containing a relative pronoun.  
(b) Write a sentence containing the plural of child.  
(c) Combine these two into one complex sentence.
4. (a) Can an adjective be used as a predicate?  
(b) Can a noun be used as a predicate?  
(c) Can a noun be used as an adjective element?
5. (a) Write a sentence containing an intransitive verb.  
(b) One containing copalative verb.  
(c) One containing an objective element.
6. (a) How do you make a noun plural?  
(b) Write the plural of desk, key, box, fly, and child.
7. Write the possessive case of horses, of Ellen, and of I.
8. Write the order of parsing a noun.
9. Decline the pronoun *it*.
10. Correct the following: There was two boy's tardy to-day. The Shakers is a peculiar people.



Questions Proposed to Pupils of the Fourth Grade for  
Admission to the Fifth.

SPELLING.

First ten to be spelled phonically :

- |            |                  |                |
|------------|------------------|----------------|
| 1. Field.  | 8. Falsehood.    | 15. Yesterday. |
| 2. Eight.  | 9. Cowardly.     | 16. Gardener.  |
| 3. Thumb.  | 10. Scholar.     | 17. Deceived.  |
| 4. Laugh.  | 11. Chieftain.   | 18. Piercing.  |
| 5. Gnaw.   | 12. Connecticut. | 19. Whipping.  |
| 6. Ocean.  | 13. Medal.       | 20. Diligent.  |
| 7. Coming. | 14. Egyptian.    |                |

ARITHMETIC.

1. Write two hundred and five thousand and six in figures.
- 2t Write 945 in roman characters.
3. If 6 acres of land are worth \$366, what are 2 acres worth ?
4. How many times are 13 contained in 273? Prove it.
5. How much greater are  $7 \times 8 + 4$  than  $72 \div 9 \times 4$  ?
6. What is the difference between  $74 \times 23$  and  $975 \div 25$  ?
7. How many melons at 11 cts. each must be given for 11 oranges at 7 cts. each ?
8. If a boy has 50 apples and gives 4 apples apiece to 9 boys, how many will he have left ?
9. If a man has \$40, and spends \$4.06 for apples, \$7.40 for flour, and \$9.54 for fish, how much money has he left ?
10. (a) What is the minuend ?  
(b) What is the multiplier ?  
(c) What is the quotient ?

GEOGRAPHY.

1. (a) What is a territory ?  
(b) What is a capital ?  
(c) What is a boundary ?
2. Name the four sections of the United States.
3. (a) What two rivers form the Colorado ?  
(b) What two rivers form the Ohio ?  
(c) What two rivers form the Columbia ?



4. (a) Which way is Washington City from Florida?  
(b) Which way from California?  
(c) Which way from Maine?
5. Name all of the States that touch the great Lakes.
6. In what States are the following large cities: Bangor, West Point, Annapolis, and Mobile?
7. (a) Where are the East India Islands?  
(b) Mention several of the large ones.
8. Draw a map of the Middle States, and locate the mountains, cities, and rivers.
9. (a) What is an Isthmus?  
(b) What is a mountain range?  
(c) What is a harbor?
10. (a) Where is Hindostan?  
(b) Where is Australia?  
(c) Where is Egypt?

### LANGUAGE.

1. Make a sentence containing two capitals, two commas, and one question mark.
2. Write a sentence containing the words you, rabbit, water, meadow, and play.
3. What is the Centennial?
4. Write four sentences about the Centennial.
5. Change the following into prose :
 

"Said a hare to a tortoise, ' Good  
 Sir, what a while you have been  
 Only crossing the way ;  
 Why, I really believe that to travel  
 A mile, it would take  
 You a night and a day.' "
6. Correct the following :
  - (a) The dog laid on the porch quiet.
  - (b) I think he aint of no account.
7. (a) Write a sentence containing the singular of teeth.  
(b) Write one containing the plural of loaf.  
(c) Write one containing the second person.
8. (a) What is a noun?  
(b) What is a verb?  
(c) What is an adjective?



9. Write these sentences over, making all of the words that are plural, singular.

(a) They hunted two days for the children.

(b) The mice broke their teeth on some knives.

10. (a) Write a telling sentence.

(b) Write an asking sentence.

(c) Change the telling to an asking and the asking to a telling sentence.

---

### Questions Proposed to Pupils of the Third Grade for Admission to the Fourth.

#### SPELLING.

First ten to be spelled phonically :

- |               |              |                |
|---------------|--------------|----------------|
| 1. Violets.   | 8. Lesson.   | 15. Busy.      |
| 2. Pretty.    | 9. Kitten.   | 16. Capstan.   |
| 3. Grieved.   | 10. Tuesday. | 17. Charlotte. |
| 4. Canary.    | 11. Daisy.   | 18. Naughty.   |
| 5. Minutes.   | 12. Onions.  | 19. Easily.    |
| 6. Questions. | 13. Barley.  | 20. Indian.    |
| 7. Obliging.  | 14. Vinegar. |                |

#### ARITHMETIC.

- (a) What is the subtrahend?  
(b) What is the divisor?
- What must be added to 787 to make 1000?
- If 6 pencils cost 30 cts., what will nine cost?
- Multiply 128 by 9, and subtract 999 from the product.
- There are 120 apples in a pile; how many smaller piles of 12 each can be formed from them?
- $365 \times 9 + 46 - 189 =$  what?
- If a boy has 3 twenty-five cent pieces and spends part of them for 8 ounces of candy at 2 cts. an ounce, how much will he have left?
- Jane has 2 dollars and spends 50 cts. for some ribbon, and 75 cts. for some silks, how much will she have left?
- $65 - 40 \div 5 \times 10 - 36 =$  what?
- (a) What is addition?  
(b) What is multiplication?



GEOGRAPHY.

1. What is a map?
2. Draw a map of Polk County and spell the townships.
3. Name three large rivers and three large towns in Iowa.
4. (a) What is an isthmus?  
(b) What is a peninsula?
5. (a) Name the large lakes on the northern boundary of the United States.  
(b) Which is the largest?  
(c) Which is the farthest west?
6. (a) Which is the largest country in South America?  
(b) What is its capital?
7. (a) Where are the British Isles?  
(b) What islands compose them?
8. (a) Into what does the Mississippi river flow?  
(b) Into what does the St. Lawrence flow?  
(c) Into what does the Mackenzie flow?
9. In what countries are the following cities: Rio Janeiro, Santiago, Bogota.
10. Name the Grand Divisions of the Eastern Hemisphere.

LANGUAGE.

1. Write a sentence having three capitals.
2. Write three rules for using capitals.
3. Write a sentence having two commas and a period.
4. (a) Make a sentence having a question mark.  
(b) Change it so as to have it end with a period.
5. Write the plural of lady, day, ox, man, and church.
6. Correct the following:  
(a) them is my marbles.  
(b) they are some boys sittin on the Fence.
7. Make a sentence containing the words home, night, school, I, from, him, and with.
8. Make a sentence containing a noun, an action word, and a quality word.
9. Write all of the nouns in the following sentence in one column, all of the action words in another, and all of the quality words in another: Mary gave me a lovely red rose that I saw in her beautiful garden, and I like it very much.



10. Re-write the following, putting capitals and points where they belong : here is a letter for emily, it is from her little cousin john i will read it to you it is clever for john to write to you.

Questions Proposed to Pupils of the Second Grade for  
Admission to the Third.

SPELLING.

First ten to be spelled phonically :

- |             |             |               |
|-------------|-------------|---------------|
| 1. Village. | 8. Silly.   | 15. Naughty.  |
| 2. Hear.    | 9. Because. | 16. Surely.   |
| 3. Music.   | 10. Friday. | 17. Meadow.   |
| 4. Moments. | 11. Taught. | 18. Tomorrow. |
| 5. Truly.   | 12. Coming. | 19. Bonnet.   |
| 6. Morning. | 13. Guess.  | 20. Animal.   |
| 7. Flying.  | 14. Again.  |               |

NUMBERS.

1.  $6 \times 3 \div 7 =$  what ?
2. If one apple cost 6 cts. what will 4 apples cost ?
3. John is 23 years old ; how old was he 9 years ago ?
4.  $16 + 4 - 9 + 3 \div 4 - 6 =$  what ?
5. Write in figures ninety-six, five hundred and ninety-nine.
6. Write the figures for XXXIX, XL, LV, XIX.
7. If you could have as many strawberries as either of the one's stand for in the number 11, which of the one's would you take ? Why ?
8.  $28 \div ( ) = 4.$
9.  $4 \times 2 - 1 \times 2 + 14 \div 4 =$  what ?
10.  $30 - 3 \div 3 - 4 \times 3 \div 6 =$  what ?

LANGUAGE.

1. What kind of a letter should every sentence commence with ?
2. Make a sentence using the words walk, good, softly, hall, in, the, and boys.



3. Make a sentence asking a question.
4. Make a sentence of the words what, these, pretty, are and kittens.
5. Correct the following: "Mary haint no pencil." "Them are my books."
6. Add something to the following to tell where and how Mary runs: Mary runs—
7. Correct the following: i am very sorry. i done it For You.
8. Ask a question about something you can see from your seat.
9. Correct the following: Them white mice are awful pretty.
10. Put these three sentences into one: Gold is heavy. It is yellow. Money is made of it.

Questions Proposed to Pupils of the First Grade for Admission to the Second.

SPELLING.

First ten to be spelled phonically :

- |           |              |             |
|-----------|--------------|-------------|
| 1. Eyes.  | 8. Nero.     | 15. Second. |
| 2. Eggs.  | 9. Night.    | 16. Lion.   |
| 3. Lucy.  | 10. Sheep..  | 17. Food.   |
| 4. Mice.  | 11. Teacher. | 18. Sleeps. |
| 5. Light. | 12. Ready.   | 19. Man.    |
| 6. Cries. | 13. Peach.   | 20. Goes.   |
| 7. Tail.  | 14. Cripple. |             |

NUMBERS.

1.  $16 \times 9 - 10 \div 5 \times 2 =$  what?
2.  $17 - 7 \times 1 \div 5 =$  what?
3.  $7 \times 2 \div 1 \div 5 =$  what?
4. How many must be taken from ten to leave seven?
5. Write 17, 18, 21, 30, in Roman letters.
6. Write in figures twenty-six, fifty, thirty-seven.
7. If Peter has 8 marbles and George 3, how many more has Peter than George?
8. Sarah is 6 years old, how old was she 3 years ago?
9. If Mary has seven peaches and wishes to give them to her two little brothers, how many will each get?
10.  $3 \times 3 + 2 - 5 \times 3 \div 9 =$  what?



## LANGUAGE

1. With what should every sentence begin ?
2. What mark should be placed after a question ?
3. Make a sentence about a fish.
4. Ask a question about the school.
5. Correct the following : We was'nt there.
6. Correct the following : I don't want none.
7. Make a sentence by telling the color of paper.
8. Make a sentence using the words leaf and flower.
9. Make a sentence using the words girl, school, good, and is.
10. Write two things a boy cannot do.

---

Questions Proposed to the Senior Class in the High School  
for Promotion.

## ZOOLOGY.

1. Give characteristics by which life is distinguished from not life. Define Zoology.
2. Give differences between plants and animals. Which distinction is most important? Why?
3. Give the general divisions of the animal kingdom. Give types of vertebrate and invertebrate animals, representing the several systems of nutrition and the nervous system.
4. Classify arthropoda and give the characteristics of four orders of insects.
5. Describe the respiration of a vertebrate land animal, water animal, and of an insect.
6. Give distinguishing parts of an insectivorous bird, and trace the digestion.
7. What is metamorphosis? How much does the term comprehend? Give the difference between alternate reproduction and metamorphosis.
8. Describe organs of respiration in vertebrate animals. To what is the heat of the body due? How may we elevate or lower the temperature of our bodies? What is hibernation?



CHEMISTRY.

1. Define physical changes. Chemical changes. Give examples. Give number of simple elements. What are compound bodies. How are compound bodies named?
2. Give use of symbols. Theory of reaction. Define acid, base and salt.
3. What are the products of the combustion of a candle? How shown? What gives the flame its color? How shown?
4. How is charcoal prepared? Name several uses and the properties upon which those uses depend.
5. Write the formula showing the reaction when  $H_2CO_3$  is made from marble. When  $H$  is made with  $Zn$ ,  $H_2SO_4$  and water.
6. Define analysis. Give method, classes and the difference between the wet and the dry.
7. Take an ore of iron and prepare green vitriol ready for market, writing the reactions.
8. Name ores, give physical properties and important compounds of lead. Write reactions for preparation of white lead.
9. Explain manufacture of soap, and show how it cleanses.
10. Name important vegetable coloring principles. Explain operation of calico printing.

Questions Submitted to Junior Class for Promotion.

TRIGONOMETRY.

1. What is a Logarithm? Show that the log. of .001 is—3. Find the log. of the fifth root of .01 of 1.
2. Define angle, plane angle, obtuse angle, quadrant, complement and supplement.
3. What is a function? Name and define all those used in plain trigonometry.
4. What is a natural sine? A log. sine? Which is better? Why? How find characteristic in a log. sine?
5. Derive the formulas for the solution of the four cases in right angled triangles. The sine is .7, find cos. and tang.
6. Prove  $A \sin B = b \sin A$ .
7. Prove,  $a \frac{1}{\sin} b : a - b :: \text{tang. } \frac{1}{2} (A - B) : \text{tang. } \frac{1}{2} (A + B)$ .
8. Prove,  $s \frac{1}{\sin} s' : a \frac{1}{\sin} b :: a - b : s - s'$ .



9. What are meant by limiting values of functions? Trace those for sine and cos.

10. I wish to find the distance between two objects in the river, what data shall I take?

### PHYSICS.

1. Classify motion. Give and illustrate its laws.

2. Name and describe the simple machines. Derive the statical law for the wheel and axle.

3. How far will a body fall in twelve seconds? What will be its velocity at end of the time?

4. How find the sp. gr. of a solid, a liquid, a gas? How much will a cu. ft. of cork weigh?

5. Construct a figure and explain principle of common suction pump.

6. Classify undulations. Give the difference between noise and a musical sound. Upon what does pitch depend? Give law for length of strings.

7. Explain by diagram how the image is formed in a plane mirror; in a double convex lens.

8. Explain formation of rainbow. What is meant by polarization? How is polarized light analyzed? Give the different ways in which light is polarized.

9. What is meant by specific heat? Give methods of determining. What substance has the greatest specific heat? Why?

10. Illustrate by diagram the essential parts of a steam engine. Describe the different parts.



THE  
INDEPENDENT SCHOOL DISTRICT  
OF  
DES MOINES (WEST SIDE).  
FIFTH ANNUAL REPORT  
OF THE  
BOARD OF EDUCATION,  
FOR THE  
School Year Ending September 15, 1877.

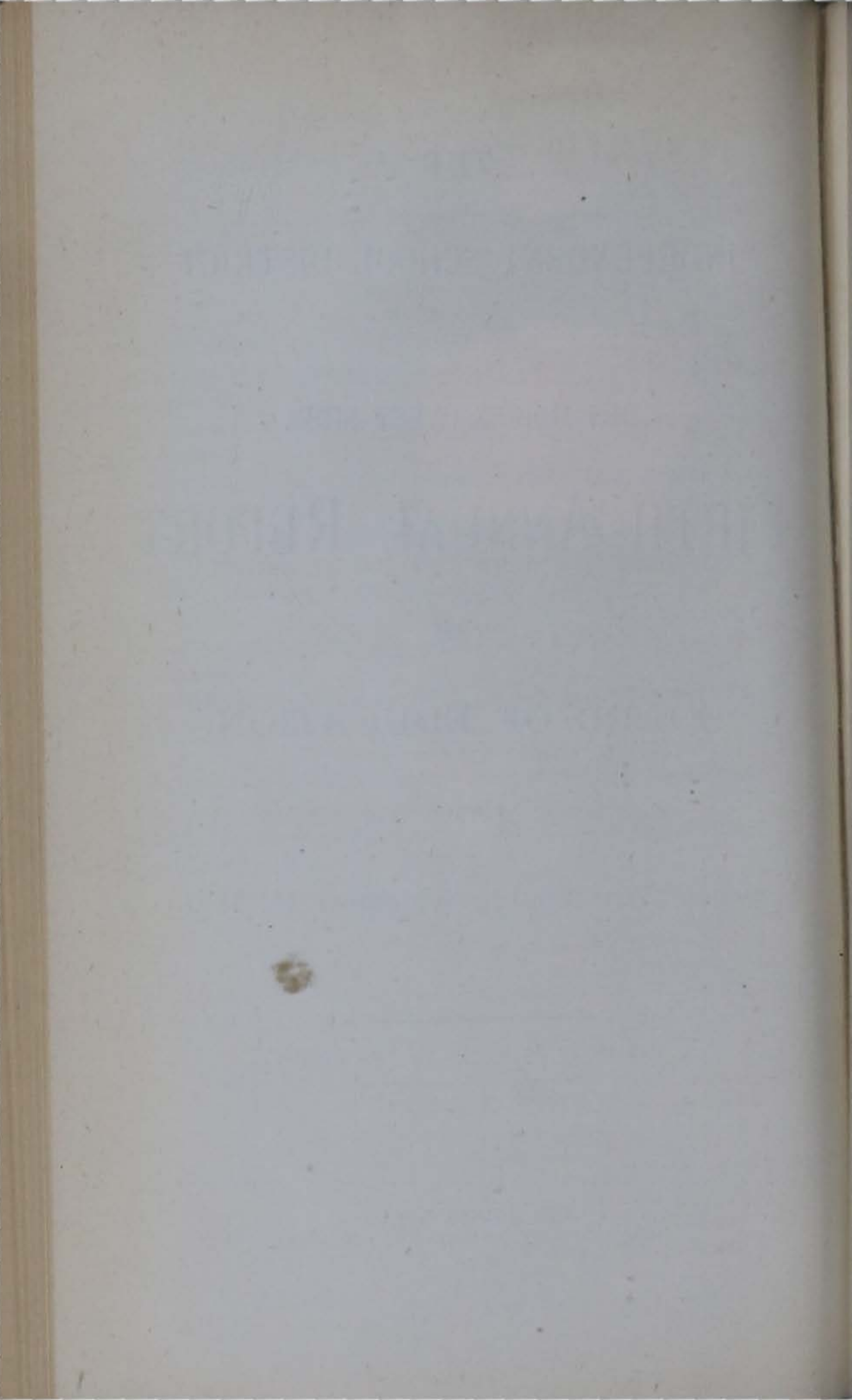
---

PUBLISHED BY ORDER OF THE BOARD.

---

DES MOINES, IOWA:  
MILLS & COMPANY, PRINTERS AND PUBLISHERS.  
1877.







## MEMBERS OF THE BOARD, 1876-'77.

---

<i>Name.</i>	<i>Term Expires.</i>
C. A. DUDLEY,	1877.
C. H. GATCH,	1877.
G. M. HIPPEE,	1878.
P. M. CASADY,	1878.
H. L. SKINNER,	1879.
G. H. MAISH,	1879.

---

## ORGANIZATION OF THE BOARD, 1876-'77.

---

<i>President,</i>	C. H. GATCH.
<i>Secretary,</i>	J. M. ST. JOHN.
<i>Treasurer,</i>	J. J. TOWNE.
<i>Superintendent,</i>	J. H. THOMPSON.

---

## STANDING COMMITTEES, 1876-'77.

---

- Claims*—DUDLEY, HIPPEE and SKINNER.
- Grounds, Buildings, Fuel and Warming Buildings*—SKINNER, HIPPEE, DUDLEY and MAISH.
- Janitors, School Furniture and Apparatus*—MAISH, DUDLEY, HIPPEE and SKINNER.
- Teachers, Rules and Regulations*—CASADY, DUDLEY and SKINNER.
- Finance and Accounts*—HIPPEE, CASADY and MAISH.
- Text-Books*—CASADY, DUDLEY and MAISH.
- Examination of Teachers*—C. A. DUDLEY, R. S. HUGHES and J. H. THOMPSON.
- Visiting Schools*—First Ward, MAISH and DUDLEY.  
 Second Ward, DUDLEY and MAISH.  
 Third Ward, HIPPEE and CASADY.  
 Fourth Ward, SKINNER and HIPPEE.
- Superintendents of Repairs and Supplies*—
- |                            |                             |
|----------------------------|-----------------------------|
| First Ward, G. H. MAISH.   | Third Ward, G. M. HIPPEE.   |
| Second Ward, C. A. DUDLEY. | Fourth Ward, H. L. SKINNER. |







## PRESIDENT'S REPORT.

---

THE Board of Directors of the Independent School District of Des Moines, West Side, after reviewing the work of the school year which ended in September, 1877, take pleasure in stating that it was a year of undoubted and of gratifying success. This is due, in a great measure, to the efficiency of the Superintendent, Principals of the different ward schools, and to the faithful work of the teachers. They have all labored with the view of accomplishing as much effective and practical work as lay within their power, and we credit them with the doing of all that could reasonably have been expected.

The patrons of the District have in every way aided and sustained the Superintendent and teachers in their efforts to establish here at the Capital City the best regulated graded schools in the State. And judging from the expressions of good will so freely made by them, we believe that the patrons, in common with the members of the Board, feel assured that a good work has been done during the past year in laying the foundation of a practical education. In the ensuing year we hope for still greater success, as the teachers are experienced and are inspired with a laudable ambition to succeed and to excel in the high and honorable profession they have selected.

The Board have, as they think, in accord with the spirit and intent of the law establishing the common school system, aimed to have taught *thoroughly* the elementary branches—to lay the foundation in the mind of every pupil upon which he or she may build a finished superstructure, if their inclination and circumstances prompt them so to do.

What is needed by the great mass of scholars who attend the public or common schools is, an acquaintance with, and a full understanding of, the elementary branches of an education. And that need is amply provided for in the common school system. The public schools are peculiarly the schools "of the people and for the people." They are the great lever-power in the hands of the masses by which they elevate themselves. As such power they are recognized, and are therefore growing in popularity and public favor. This is evidenced by the interest manifested in the progress of the schools, and in the readiness and cheerfulness with which the people contribute to their support. Other taxes may seem to be a burden, but taxes for school purposes, however heavy, are seemingly light.

The prejudice against the common schools is fast giving way, and by the good effected thereby the system is being firmly intrenched in popular



favor; insomuch that the system may now be regarded as one of the established institutions of our country — one that we could not do without, and would not if we could.

It may be truly said that the common schools are the offspring of our free government, and are a part and parcel of the free institutions of this country; that the two will stand together, and if one must fall, both will fall together. We have said this much for the purpose of impressing upon the minds of the patrons and of the public the great importance of their cordial and active support.

Good feeling between teacher and pupil is essential. This may be preserved or destroyed by the slightest word by the parent when not so intended. If the child is brought under necessary discipline or unaccustomed restraint, it is likely to complain. In such case the parent cannot be too prompt in sustaining the teacher, and at the same time should inculcate the idea that the teacher has pursued the best course for the interest of the child. In that way only can continued success be assured.

The Board are but the agents of the patrons and of the public. For the time being the educational interests of the District are committed to their hands. If they err, the remedy lies in appealing to them directly; and if that is not effective, remove them. No complaints, at least, should ever reach the ear of the scholar. Nothing so much interferes with the order and discipline of the school. We suggest not because of the existence of such things during the past year, but for the purpose of guarding against an evil that is liable to exist.

The reports of the Superintendent and Principal of the High School give full information as to the actual school work performed during the last year, to which we would respectfully refer the people.

### Receipts and Expenditures.

This statement is made in addition to the detailed statement required to be made and published two weeks before the annual election to be held in March of each year, but submitted now with a view of keeping the acts and doings of the Board before the people of the District. In this active and enterprising age the tax-payers require of their stewards frequent statements of expenditures of public money.

#### STATEMENT OF RECEIPTS FROM SEPTEMBER 15, 1876, TO SEPTEMBER 15, 1877.

##### *School-House Fund*—

From district tax, - - - - -	\$20,440.10
From sale of 7 per cent bonds, - - - - -	40,000.00
From accrued interest on same, - - - - -	32.78

##### *Contingent Fund*—

On hand, September 15, 1876, - - - - -	448.55
From district tax, - - - - -	9,960.06



*Teachers' Fund*—

On hand, September 15, 1876,	- - - - -	\$ 6,114.46
From district tax,	- - - - -	17,640.00
From semi-annual apportionment,	- - - - -	4,949.24
From tuition,	- - - - -	341.13
		<hr/>
		\$99,926.32

## PAID OUT IN SAME TIME.

School-house fund overdrawn, September 15, 1876,	- - - - -	\$ 4,677.05
Ten per cent bonds redeemed,	- - - - -	46,000.00
Paid interest on bonds,	- - - - -	10,766.27
Paid interest on temporary loans,	- - - - -	268.05
Paid teachers,	- - - - -	22,395.00
Paid for fuel,	- - - - -	1,338.45
Paid janitors,	- - - - -	1,722.00
Paid for fence and walk at 4th ward,	- - - - -	890.00
Paid for stone fence at 3d ward,	- - - - -	1,082.00
Paid on contract for heating 3d ward,	- - - - -	1,000.00
Paid for 4th ward furnace,	- - - - -	1,225.00
Paid for repairs,	- - - - -	1,453.57
Paid for supplies,	- - - - -	515.50
Paid for insurance,	- - - - -	420.00
Paid for school furniture,	- - - - -	426.00
Paid for water,	- - - - -	175.00
Paid for apparatus,	- - - - -	125.00
Paid for printing and lithographing,	- - - - -	462.92
Paid for gas,	- - - - -	76.04
Paid for secretary's salary,	- - - - -	150.00
Paid for miscellaneous,	- - - - -	383.36
		<hr/>
		\$95,551.21

Interest bearing debt, September 15, 1876,	- - - - -	\$86,500.00
Interest bearing debt, September 15, 1877,	- - - - -	80,500.00
Reduction past year,	- - - - -	6,000.00
Bonds at ten per cent, September 15, 1877,	- - - - -	40,500.00
Bonds at seven per cent, September 15, 1877,	- - - - -	40,000.00

## VALUE OF SCHOOL PROPERTY.

Value of school sites,	- - - - -	\$ 31,200
Value of school buildings,	- - - - -	188,000
Value of school furniture,	- - - - -	5,800
		<hr/>
Total value of school property,	- - - - -	\$225,000

The Board at the June meeting, believing that the indebtedness of the District — to-wit: \$7,500 Second ward, and \$63,000 of Third ward bonds,



bearing ten per cent interest, the most of which would mature within three years — could not be paid at maturity without imposing burdens too onerous to be borne in the present financial stringency, and believing that seven per cent bonds of the District could be negotiated, adopted a resolution calling a special meeting of the voters of the District to determine whether authority should be given to issue \$70,000, to draw interest at seven per cent, to run not longer than ten years. The meeting was had, and with great unanimity authorized the Board to issue the bonds.

The bonds have been issued bearing date September 1st, 1877, interest at seven per cent, and placed in the hands of the Treasurer of the District. The Treasurer reports that he has disposed of \$40,000 of the bonds, leaving \$30,000 to be disposed of, which we have every reason to believe will be sold in a short time.

P. M. CASADY,

*President of the Board of Directors.*



## REPORT OF THE SUPERINTENDENT.

---

*To the Board of Education of the West Side Public Schools:*

GENTLEMEN: I herewith present the following, my Fifth Annual Report of the condition and workings of the Public Schools under your charge.

Owing to the unusual and protracted financial depression of the country, every thing that is supported by public taxation has been placed upon the rack of investigation in at least two different directions; first, whether or not the industries of the country could be carried on more economically, and second, whether or not the community were receiving as much benefit as possible from their outlay.

The Public Schools, being one of the heaviest items of taxation, have come naturally under both of these tests.

So far as these ordeals, through which schools and school systems are passing, are candid and honest they are not to be deprecated. On the contrary, every real educator will be grateful that public attention has been directed toward the public schools, even though caused by the adverse circumstances of the country. We propose in a few sentences to assist in this investigation by a brief comparison of the old-time methods with those of the modern schools.

Let us begin at the primary grades: Those who belonged to the "infantry" thirty or forty years ago have vivid recollections of the wearisome routine of a, b, c's, and a-b, abs; and monotonous drills in adding meaningless numbers of 2, 4, 6, 8, etc., to 50, or 3, 6, 9, etc., to 60; and insipid copying of the famous round hand of the master. In those days no attempt was made to create an interest in the child-mind by rapping on the doors of the inlets to his mind, viz: the senses. Small pupils were expected to sit for most of the time unoccupied, on uncomfortable seats, except the brief time in which they drawled out the lazy alphabet, with the stern wielder of the birch looking over their shoulders.

Later, long lists of words, which were utterly meaningless to the speller, were required to be spelled, and he was the hero of his class who could run the gauntlet from "baker" to "incomprehensibility" without tripping. It is entirely "incomprehensible" why so much time and strength were spent in learning to spell words that would never be seen again in a lifetime, and learned, too, in a way that gave no real assurance that they would be spelled correctly in actual use, for in using words they are never spelled except by writing.



The test of reading was the ability to name the words of a page with the greatest rapidity. Well do we remember two bright girls who were noted for miles around as readers, because they could read so fast that it almost extracted the breath from their admiring classmates. No particular effort was made to bring out the sense of the passage nor to forcibly express it.

In numbers, the most unphilosophical methods were pursued by thrusting the abstract before the concrete. Rules were to be memorized without any effort to explain the underlying principles.

This was the extent of the curriculum. The three r's were supposed to be all the child-mind was capable of, hence any indications of a desire to make drawings or to find out the reasons for things, were considered unmistakable signs of total depravity, and were promptly suppressed.

The education of the present day recognizes the fact that the mind of the child contains, in embryo, all the possibilities and faculties it ever will have, and that it is his duty to develop all these in a phalanx—in a uniform and natural method.

He recognizes the fact that the five senses are the inlets to the mind, especially those of seeing and hearing, hence he endeavors to teach through the eye as much as possible.

In the modern primary school, activity is regarded as the law of childhood, hence as great a variety of exercises as possible is arranged for. An attempt to give the *meaning* to everything is made.

The alphabet is not taught except as it is used in words, for the sounds of the alphabet mean nothing.

Spelling is taught with reading, and is chiefly confined to words whose meaning is understood by the pupil, and is mainly taught by writing.

Reading is made interesting by exhaustive questioning on the meaning of the words and phrases.

Instruction is given in inflections and tones of the voice, not technically, but by many examples of the living teacher.

Reading books, as well as all books for children, are profusely illuminated with pictures, not to attract the eye alone, but to assist in comprehending the meaning of the page.

Numbers are largely taught at the first by means of objects, thus concurring with the recognized Pestalozzian principle that the concrete should precede the abstract.

Rules are not given till methods are well understood, nor is the rule considered learned until the language of it is thoroughly understood.

The child has as much ability to sing or draw simple outlines or to express its wishes in tasteful language, at the first, as it has to read or comprehend numbers.

Hence, the educator of to-day endeavors to cultivate all these faculties from the start, not permitting one-half of them to slumber or die. The primary school of to-day gives training in language, in drawing, and in writing, as well as reading and numbers, while everything as far as possible is illustrated on slate or blackboard.



Not only does this modern method better accord with known laws of mental growth, but there is another more practical reason for giving instruction in as wide a range of subjects as possible in the lower grades of our schools.

The statistics show that only a small per cent of the pupils in our schools ever enter the High School or attend at all after twelve or thirteen years of age. So, that unless some instruction is given to awaken an interest in common things, to arouse the senses, and an effort made to give the elements of a variety of branches in the primary and grammar schools, they never will receive any.

What must be the mental condition of a child who has passed through the primary school of to-day compared with one who has taken a course in the ancient method?

It must be greatly superior.

Reading, spelling and numbers have been carried further than formerly, and by more intelligent methods. In addition, the primary pupil of to-day can write a good hand, a thing never attempted before in such schools. He can compose a simple essay or indite a letter with capitals and punctuations properly placed. He can sing simple notes at sight, or draw simple outlines of objects, and he has accumulated quite a fund of ideas on common things, and has his senses quickened and trained in a variety of ways.

I have drawn this brief comparison with great confidence, believing that intelligent inquiry must concede the results of present school labor much more valuable than those of former times.

As results become more valuable, the cost of conducting the schools, per capita, is diminished, for a larger number will attend. The average cost per pupil in the Des Moines schools is the least during the year just closed that it has ever been, and it is considerably less than the average cost per pupil in the rural districts, as seen by the County Superintendent's Report.

Your attention is invited to the following statistics, compiled from records kept in the office of the Superintendent:

### STATISTICS.

Population of the West Side, about.....	14,000
Enumeration of pupils between five and twenty-one.....	3,198

#### ENUMERATION OF THE WEST SIDE FOR 1876.

	<i>Males.</i>	<i>Females.</i>	<i>Total.</i>
First Ward.....	315	322	637
Second Ward.....	339	346	685
Third Ward.....	497	588	1085
Fourth Ward.....	375	416	791
Totals .....	1526	1672	3198

#### COMPARATIVE STATEMENT OF ENUMERATION FOR DIFFERENT YEARS.

In 1870.....	2,268
In 1871.....	2,364



In 1872.....	2,534
In 1873.....	2,728
In 1874.....	2,848
In 1875.....	3,191
In 1876.....	3,198

There is evidently an error in taking the enumeration for 1876. It is only 7 more than the enumeration of the preceding year. The City Directory shows a large increase in the population of the city, and the enrollment in the public schools is about 300 more than in the year 1875.

NUMBER OF PUPILS ENROLLED IN THE PUBLIC SCHOOLS FOR THE  
DIFFERENT YEARS.

In 1873.....	1,654
In 1874.....	1,750
In 1875.....	1,831
In 1876.....	1,923
In 1877.....	2,211

SCHOOL ACCOMMODATIONS.

Number of school buildings owned.....	4
Number of school rooms owned.....	38
Seating capacity.....	2,150

NUMBER OF SCHOOLS.

High school.....	1
Grammar schools.....	11
Primary schools.....	19
Total number of schools.....	31
Total number of schools in 1876.....	29

NUMBER OF TEACHERS.

In the High school.....	
In the Grammar schools.....	11
In the Primary schools.....	19
Superintendent.....	1
Total (males, 5; females, 29).....	34

TIMES TEACHERS WERE TARDY.

	1875.	1876.	1877.
In the High school.....	0	2	7
In the Grammar schools.....	92	54	82
In the Primary schools.....	70	96	58
Total number.....	162	152	147

PUPILS REGISTERED.

	1875.	1876.	1877.
In the High school.....	107	114	146
In the Grammar schools.....	485	476	543
In the Primary schools.....	1,239	1,334	1,522
Total number enrolled.....	1,831	1,924	2,211



## ENROLLMENT BY SEXES.

In the High school.....	{ Boys.....	56
	{ Girls.....	90
In the Grammar schools..	{ Boys.....	237
	{ Girls.....	306
In the Primary schools...	{ Boys.....	755
	{ Girls.....	767
Total. ....	{ Boys.....	1048
	{ Girls.....	1163

## AVERAGE ATTENDANCE.

For year 1875.....	1097
For year 1876.....	1246
For year 1877.....	1399

## PER CENT OF ATTENDANCE ON ENROLLMENT.

For year 1875.....	60
For year 1876.....	64.7
For year 1877.....	63.2

## NUMBER OF PUPILS REMAINING IN SCHOOL AT THE CLOSE OF THE YEAR.

In the High school.....	105
In the Grammar schools.....	340
In the Primary schools.....	953
Total number at close of school.....	1398
Total number in 1876.....	1289
Total number in 1875.....	1195

## NUMBER OF CASES OF TARDINESS.

	1876.	1877.
In the High school.....	917	1372
In the Grammar schools.....	1488	1488
In the Primary schools.....	2778	3876
Total number.....	5183	6736

## NUMBER OF PUPILS PROMOTED TO HIGHER CLASSES AT THE CLOSE OF THE YEAR.

In the High school.....	92
In the Grammar schools.....	211
In the Primary schools.....	470
Total number promoted.....	773

## NUMBER PROMOTED AT OTHER TIMES.

In the High school....	0
In the Grammar schools.....	45
In the Primary schools.....	219
Total number promoted at other times.....	264
Grand total promoted during the year.....	1037
Grand total promoted in 1876.....	829



## NUMBER OF PUPILS WHO FAILED TO PASS THE EXAMINATION IN JUNE.

In the High school.....	16
In the Grammar schools.....	66
In the Primary schools.....	100
Total number who failed.....	182
Total number who failed in 1876.....	177

## AVERAGE NUMBER OF PUPILS PER TEACHER ON THE NUMBER ENROLLED.

	1876.	1877.
In the High school.....	38	48
In the Grammar schools.....	48	49
In the Primary schools.....	74	80

## AVERAGE NUMBER OF PUPILS PER TEACHER ON THE AVERAGE DAILY ATTENDANCE.

For the year 1875.....	41
For the year 1876.....	40
For the year 1877.....	42

## NUMBER OF PUPILS OF DIFFERENT AGES.

	1876.	1877.
Number of pupils 5 years of age.....	117	183
Number of pupils 6 years of age.....	190	167
Number of pupils 7 years of age.....	183	222
Number of pupils 8 years of age.....	188	193
Number of pupils 9 years of age.....	212	216
Number of pupils 10 years of age.....	160	192
Number of pupils 11 years of age.....	148	158
Number of pupils 12 years of age.....	146	135
Number of pupils 13 years of age.....	138	135
Number of pupils 14 years of age.....	136	142
Number of pupils 15 years of age.....	77	122
Number of pupils 16 years of age.....	43	84
Number of pupils 17 years of age.....	16	45
Number of pupils 18 years of age.....	9	14
Number of pupils over 18 years of age.....	6	15
Number of pupils between 6 and 16.....	1665	1698
Number of pupils over 16.....	31	74

## COST OF TUITION PER PUPIL ON THE NUMBER ENROLLED.

	1876.	1877.
In the High school.....	\$31.50	\$19.86
In the Grammar schools.....	12.56	13.73
In the Primary schools.....	7.19	6.98
Average cost.....	11.42	9.58
Average cost on enumeration.....	6.88	6.62
Cost of supervision per pupil.....	.83	.72



## COST OF TUITION PER PUPIL IN VARIOUS CITIES, BASED ON THE AVERAGE NUMBER BELONGING.

In Cleveland.....	\$16.96
In Cincinnati.....	19.84
In Toledo.....	16.08
In Dayton.....	19.84
In Springfield, Ohio.....	15.86
In Zanesville.....	17.59
In Salem, Massachusetts.....	17.38
In Hew Haven, Connecticut.....	18.09
In Indianapolis.....	16.25
In Boston.....	23.44
In New York City.....	21.62
In Pittsburgh.....	19.13
In Columbus.....	14.64
In Des Moines.....	13.77

## COMPARISON OF THE COST OF TUITION PER PUPIL IN DIFFERENT WARDS, BASED ON THE ENROLLMENT.

First Ward.....	\$8.06
Second Ward.....	8.14
Third Ward.....	9.09
Fourth Ward.....	9.19

## COMPARISON OF THE AVERAGE DAILY ATTENDANCE FOR 1876 AND 1877, MONTH BY MONTH.

	1876.	1877.
September.....	1046	1351
October.....	1145	1385
November.....	1157	1369
December.....	1024	1332
January.....	1164	1316
February.....	1122	1365
March.....	1041	1302
April.....	1118	1353
May.....	1065	1291
June (semi-month).....	1025	1234

By consulting the preceding statistics in the table marked "Number of Pupils of Different Ages," it will be seen that a very large majority of those enrolled in the schools are under fourteen years of age. After that age there is a rapid diminution of the numbers of greater ages. This shows that in our city, as well as in all the cities of the country, it is only a small per cent of those who attend school that ever reach the High School, or attend any school after fourteen or fifteen years of age.

It seems, then, a matter of practical importance that as much should be taught as possible in the Grammar schools, and that of the most useful kind. The pupils of these lower grades should become acquainted with literature as much as possible, for language is the greatest study of the whole course.



Pupils should also widen their range of knowledge by a course of reading in history, aside from the regular text-book. Every inducement should be extended to make reading and research a habit with pupils before they leave the public schools.

With a view toward making our schools as nearly complete as possible in the grades below the High School, the Superintendent has made the following selections from the reading books to be thoroughly committed to memory by all the schools using the books, and recited to the teacher, with an account of the life and writings of the author.

This will store up in the minds some good specimens of literature, and perhaps create a taste for further accumulations.

FROM THIRD READER.

Jack Frost.....	page 43,	4 weeks.
Don't Kill the Birds.....	page 80,	4 weeks.
The Seven Sticks.....	page 105,	4 weeks.
Speak Gently.....	page 116,	4 weeks.
Spring.....	page 142,	5 weeks.
Evening.....	page 157,	3 weeks.
Too Late for School.....	page 213,	4 weeks.

FROM FOURTH READER.

The River.....	page 43,	6 weeks.
Boy and Butterfly.....	page 75,	2 weeks.
Hare and Tortoise.....	page 66,	4 weeks.
Freaks of the Frost.....	page 104,	4 weeks.
Evening Hymn.....	page 125,	3 weeks.
The Winter King.....	page 146,	5 weeks.
The Tempest.....	page 222,	4 weeks.

FROM FIFTH READER.

Tired of Play.....	page 45,	4 weeks.
The Festal Board.....	page 86,	4 weeks.
The Pebble and The Acorn.....	page 116,	4 weeks.
April Day.....	page 139,	4 weeks.
Death of the Flowers.....	page 143,	4 weeks.
It Snows.....	page 167,	4 weeks.
Procrastination.....	page 176,	4 weeks.

FROM SIXTH READER.

The Hour of Prayer.....	page 100,	4 weeks.
The Soldier's Rest.....	page 125,	4 weeks.
God is Everywhere.....	page 155,	4 weeks.
Thanatopsis.....	page 197,	6 weeks.
Psalm of Life.....	page 212,	2 weeks.
Elegy in Churchyard (one-half).....	page 222,	4 weeks.
Last half of same.....	page 224,	4 weeks.



HISTORICAL TOPICS FOR THE SEVENTH AND EIGHTH GRADES.

One to be selected each month, and thoroughly studied, and written about at the close of the month.

Alexander the Great.	Queen Elizabeth.
Hannibal.	Queen Mary.
Julius Cæsar.	Gustavus Adolphus.
Charlemagne.	Peter the Great.
George Washington.	Peter the Hermit.
Napoleon I.	Dante.
Columbus.	Cervantes.
John Gutenberg.	Shakspeare.
Galileo.	Goethe.
Isaac Newton.	Archimedes.
James Cook.	John Milton.
Mohamed.	Richard Arkwright.
James Watt.	Charles Linneus.
Cuvier.	Mozart.
Raphael.	Richelieu.
Wm. Pitt.	Alexander Humboldt.
Martin Luther.	Louis XIV.

**THE HIGH SCHOOL.**

The High School has continued to hold the high position it has occupied for some years. The following is the report of the Principal, Mr. A. N. Ozias. I heartily indorse the recommendations and criticisms therein contained.

I hereby submit the report of the High School for 1876 and 1877:

WHOLE NUMBER OF TEACHERS EMPLOYED.

Men.....	1
Women.....	2
	—
Total.....	3

NUMBER OF PUPILS ENROLLED.

Boys.....	56
Girls.....	90
	—
Total.....	146

NUMBER PROMOTED AT END OF YEAR.

First Class..	{ Boys.....	10
	{ Girls.....	26
Second Class	{ Boys.....	10
	{ Girls.....	16
Third Class..	{ Boys.....	11
	{ Girls.....	6
Fourth Class	{ Boys.....	5
	{ Girls.....	8



TEXT-BOOKS AND NUMBER IN EACH,  
MATHEMATICS.

<i>Branch.</i>	<i>Number.</i>	<i>Author.</i>
Arithmetic.....	77.....	White & Ray.
Algebra.....	105.....	Ray.
Geometry.....	14.....	Loomis.
Trigonometry.....	9.....	Loomis.

## NATURAL SCIENCE.

Physics.....	14.....	Norton.
Chemistry.....	13.....	Youmans.
Astronomy.....	16.....	Burritt.
Physiology.....	56.....	Brown.
Botany.....	31.....	Gray.
Zoology.....	15.....	Nicholson.
Geology.....	16.....	Dana.

## LANGUAGE.

German.....	33.....	Ahn by Henn.
Latin.....	31.....	Arnold.
Cæsar.....	17.....	Chase & Stewart.
Virgil.....	8.....	Chase & Stewart.
English Literature.....	18.....	Hart.
Mental Science.....	13.....	Wayland.
Rhetoric.....	38.....	Day.
General History.....	31.....	Anderson.

## GRADUATES OF 1877.

Rachel Clarke, <i>Valedictory.</i>	Curt M. Higley, <i>Salutatory.</i>
Maggie Pilmer.	Hattie Cormac.
Wilmot Dickinson.	Anna Gatch.
Anna Henry.	Sallie Maxwell.
Fred Goode.	Will McHenry.
Etta Maxwell.	George Reinking.

Ella Swift.

## Graduating Exercises—Class of 1877.

## PROGRAMME:

Prayer..... Rev. J. W. Gill.

## MUSIC—ORATIONS.

"Method"—Salutatory..... Curt M. Higley.

"Binding the Sheaves"..... Maggie Pilmer.

"So It Fell Out Unto Him"..... Wilmot D. Dickinson.

## MUSIC—ORATIONS.

"The Marble Lieth Waiting"..... Annie L. Henry.

"First the Blade, then the Ear, then the Full Corn in the Ear"..... Fred D. Goode.

"Fortune's Favorites"..... Etta J. Maxwell.

"The Soul of the Nineteenth Century"..... Hattie M. Cormac.

## MUSIC—ORATIONS.

"Success a Failure"..... Anna M. Gatch.

"Omens"..... Sallie F. Maxwell.

"Utopia"..... Will H. McHenry.

## MUSIC—ORATIONS.

"Unity"..... George F. Reinking.

"Human Faces"..... Ella Z. Swift.

"Dip It Up, Then"—Valedictory..... Rachel C. Clarke.

Conferring Diplomas..... President P. M. Casady.

## MUSIC.

Class Motto: "*Be Honest.*"



The following is a list of those who passed a successful examination for the High School in June:

## GIRLS.

Mary St. John.	Lucy Stoddard.
Lizzie Otis.	Lillie Tibbetts.
Sadie Persing.	May Tebbetts.
Celeste Easton.	Fannie Smith.
Carrie Mitchell.	Lillie Row.
Mamie Willis.	Florence Knapp.
Katie Parsons.	Ollie Eaton.
Nellie Lane.	Nettie Hatch.
Jessie Woodward.	Nellie Rawson.
Carrie Shankland.	Lulu Cooke.
Mamie Vincent.	Eliza George.
Katie Gibson.	Katie Ruger.
Abbie Whittaker.	Franc Maxwell.
Carrie Neely.	Anna St. John.
Carrie Johns.	Lizzie Roach.
Mamie Johns.	Mamie Stewart.
Jennie McIntosh.	Minnie Anderson.

## BOYS.

Charles Morris.	Dan Huntington.
Elmer Ward.	Isaac Williamson.
Henry Gray.	John Laird.
Clinton Chevalier.	Alfred Marks.
Earnest Gaston.	Will Dangler.
Walter McHenry.	Eddie Moore.
	Harry Skinner.

## SUMMARIES FOR THE HIGH SCHOOL.

MONTH.	Enrolled.	Average No. belonging.	Average attendance.	Days of absence.	Tardinesses.	No. not absent or tardy.	Per cent of punctuality.	Per cent of attendance.	Truancies.
September.....	125	121	118	61	127	41	97.3	97.5	..
October.....	123	116	113	118	173	29	96.2	96.5	4
November.....	123	119	110	149	180	29	95.3	93	4
December.....	133	126	124	87	200	36	95.7	98.2	3
January.....	131	127	120	144	206	31	95.7	94.3	..
February.....	136	133	126	140	130	29	97.5	94.7	4
March.....	127	120	114	118	85	25	98.1	95.1	2
April.....	118	114	107	134	93	24	97.8	94.1	4
May.....	105	101	97	82	103	26	97.2	95.7	2
June (semi-month).....	105	101	95	61	75	....	93.9	92.1	..

The second Oratorical Contest of the High School was held in the Opera House at the close of the first term.

There were nine contestants. The prizes were an elegant volume of Shakspeare's works, and one of Macaulay's Essays.



Florence Cooke was awarded the first prize, and Charles Sherman the second.

Below is the

PROGRAMME:

MUSIC—"Mind"—A number of Pupils.

1. "Beauties of Nature".....Isaac Williamson.
2. "Self-Reliance".....Charles Taylor.
3. "Shakspeare".....John Cope.

MUSIC—"Beautiful Moonlight"—Three High School Girls.

4. "Motive Powers".....Fred Goode.
5. "Ambition".....Charles Sherman.
6. "The Press and its Freedom".....Will McHenry.

MUSIC—"The Laugh of a Child"—A number of Pupils.

7. "Influence of Morality on National Prosperity".....Florence Cooke.
8. "First Cause".....Wilmot Dickinson.
9. "Liberty".....Curt Higley.

MUSIC—"Home, Sweet Home"—A number of Pupils.

Presentation of Premiums, by Rev. A. L. Frisbie.

The attendance has been better during the year than that of any previous year since my connection with the High School. The classes generally have been large, and for the most part industrious and ambitious. On this point we are proud to say that we have never seen greater or more intelligent study, than was exhibited this year by the higher classes in the preparation of lessons, not only during study hours but at the intermissions even, the majority of the students have been occupied with their work. Good natured rivalry and emulation have stimulated the members of the different classes. We had six written examinations during the year. Every possible precaution was taken that these examinations should fairly exhibit the scholarship of the students; never before were they so thoroughly testing. The result in the higher classes was highly gratifying to the teachers. I have little confidence in the work of an examination in which there is every opportunity for dishonesty and little sympathy for those who advocate placing pupils "on their honor" and then leave the room while their classes are writing their examinations. The school is a drill for active life, and children are not less easily tempted than men, therefore I hold that while the teacher should trust his pupils, at the same time he should remove every possible temptation from them. Every experienced teacher knows that all pupils are not honest, and in the examinations care and pains should be taken that every student stand on his own merits. Thus conducted, our examinations were very satisfactory. They are of two-fold value. They not only exhibit to the teacher and pupil himself what he has accomplished in the month, but also afford him an exercise of great value in writing his acquired knowledge and his own ideas in concise and plain language in a given length of time. Every succeeding examination verifies the maxim of Lord Bacon, that "writing makes an exact man."

Some of our classes have been very large, especially those of the first year. Owing to want of room and want of teachers these classes have been overcrowded, and therefore their progress has been less marked than that of the other classes. Considering these disadvantages the progress of the school



was very satisfactory, and it is but simple justice to say that much of its success is due to the zealous and conscientious efforts of the assistant teachers.

We all endeavored to present the subjects we taught topically. We insisted on the students classifying each lesson. We encouraged the use of every outside means in preparation of lessons. It is only when the pupils experienced the satisfaction resulting from patient research and mastery of subjects that they become earnest and true students.

Our chemical and philosophical apparatus is growing by slow contributions. We still need more. Our library also demands attention. We need a cyclopedia of literature. The works of all the great scientists and philosophers should be on our shelves. A taste for such reading could easily be cultivated now when so many references are made to them, and so much use can be made from the knowledge of them. Neglected until business occupies the mind as well as the time, they are frequently omitted forever. The works of Fielding and Addison, the English and American poets, the speeches of Webster and Clay, should be there, also. This is the period of the student's life when not only the taste for reading is cultivated, but the style of composition also is formed.

We greatly need a teacher of elocution for the High School, especially during the last year. It certainly is a matter of regret that many of our most thorough students pass through school and graduate without knowing how to read. The objection to this, however, is the same as to many other improvements, that we have no class room for another teacher. The matter of reading is demanding more attention than it has in the recent past, and should be considered by our Board of Education. To be able to read aloud is certainly a great aid in the proper use of the English language, both in speaking and writing. Compositions or readings have been required from the whole school once a month, but little progress was made in reading, however, owing to want of room and teachers to drill them. Original declamations were required from the senior class at the close of each term, and we are assured that the drill given them out of school hours on those productions gave them more knowledge of elocution than all the monthly exercises of the course. Their improvement, for the time, was remarkable. But it is impossible for the present number of teachers to give any systematic training in this branch, the time being entirely occupied with other studies.

We introduced German this year for the first time, and are trying it as an experiment, and with the change of teachers and short time we can scarcely say it has had a trial. If it is continued we would recommend that the time for it be lengthened or that it come in the last year of the course. Under the present arrangement the pupil pursuing the study the first year must either continue it with a private teacher the remainder of the course, which with the regular studies makes the work too hard, or forget it all before he graduates, but coming later he could and doubtless would pursue it after leaving school. We most earnestly hope the Board will see proper to incorporate this most important study in the High School course, and would



like to see it extend through the last two years. The Latin course is too short. It is not sufficient to prepare a student for any college, nor give him any satisfactory knowledge of the language. We recommend that it begin the first year and continue three years. Below we give some of the methods of teaching the different branches and a few lists of test questions for promotion.

### Latin.

In teaching Latin we use the English pronunciation as is the custom in western schools. We teach the composition and Grammar exclusively the first year, taking no Latin author until the class has mastered all the inflections and has a thorough understanding of all the common constructions; this is accomplished by daily drill on declensions and conjugations, by translating Latin into English and English into Latin. It is a fact well known by linguists that the key to any language is its grammar. We have no confidence in the methods of those teachers, nor proficiency of those classes, who rush over or omit these fundamental principles, and by the aid of notes and translations, skim over the works of the Latin authors. In the second and third year we have generally required *literal* translations of the text the first day and on the second or review, a smooth translation, always testing the reader's knowledge by calling for the constructions. We believe the first two years can be spent to the best advantage by a thorough drill on the constructions of the language, and that elegance of translation and analytical study of writers were better left for subsequent study.

### History.

History is taught by topics; first by countries, then in a review by centuries. Each student was required to prepare a classification of the lesson daily, whether it was a country, a century or a war. The use of the larger Histories and Cyclopedias in preparation, was encouraged, maps were drawn of the countries as their histories were studied, and the philosophy of history received some attention. Essays on the great historical characters, and on causes and effects one hour every week; committees were appointed to prepare themes on the present condition and history of European countries; much interest was taken and many valuable things learned which were not in the text-book.

### Mental Science.

Mental Philosophy is taught by means of a text-book. The preparation of a lesson consists in making a classification of the subject to be discussed. At the beginning of the recitation a member of the class is selected to put his classification on the black-board, or several are asked to transfer their topic lists to the board and the best one selected, which is used as the basis of the recitation. Each student reciting a principle illustrates it from his own experience if he has any, if not from whatever source he can. Reviews are frequent and are based upon the aforesaid classifications which are all preserved.



### Geology.

In Geology the class began with the Nebular Hypothesis of the origin of the earth and traced it down through the changes of external conditions and organic life as treated in the text-books. Good use was made of reference books, the works of scientists and of the Report of the Geological Survey of Iowa. Note books were used daily, and drawings and descriptions of Iowa fossils, representative of the different ages, by each member of the class. The class labored under the disadvantage of having only a few specimens at its command, and some of those were borrowed from private collections. This practical method of teaching Geology implies the necessity of a cabinet of fossils and minerals representing the different geological ages.

### Physics.

In both Natural Philosophy and Chemistry we have aimed to be as practical as our present apparatus will allow. In Chemistry we have a laboratory fitted for experimenting in Qualitative Analysis, and the larger part of the time of every recitation is given to actual practice. In Philosophy we use Norton's Text Book, and except an air pump and a few other articles of apparatus, our pupils construct the apparatus and perform all the experiments described in our text.

Respectfully,

A. N. OZIAS.

### Irregularity.

While our schools have made considerable advancement from year to year in discipline, punctuality and regularity of attendance, there is still room for improvement.

We do not regard punctuality to the minute, as a light matter, but on the contrary, as one of immense value to the child as an *end* as well as a *means* of education.

So powerful is habit that some philosophers maintain that conscience itself is nothing but a bundle of habits. Rules requiring the pupils to comply with certain conditions, and to observe certain times and ways are by some considered a necessary evil, and have only a value in carrying on the business of the school. We do not so consider them. We regard the effect they have in fixing the habits of the young for life, and disciplining the mind to control its energies, and in subduing its own impulses to the will, as of infinitely more value than that of making the machinery of the schools work more smoothly and pleasantly. If a boy is refused an excuse for being tardy because he could not find his mittens or hat, he will learn to place those articles in a convenient place in future. This has a tendency to make him methodical in all he does. If the little girl is late in taking her place in her class because she could not find her pencil, she will be prompted to keep that appendage in a safe place or fasten it to her slate. This may assist her to arrange her thoughts in a classified order, and thus be a lasting benefit to her mentally.



If parents could be made to see the use of prompt and regular attendance in this light, and the use of strict obedience to wholesome rules, teachers would not receive notes complaining of over strictness, and complying with the Rules of the Board only under protest.

We fear many parents in our schools as well as others, permit their children to remain out of school for the most trifling causes, such as going a nutting or hunting, calling on a friend or taking a ride into the country; thus virtually *teaching* that school is of small importance. They forget that extra time and effort must be spent by the teacher in bringing up the pupil to his class, or he will fall behind and perhaps soon lose all interest in his studies.

It seems evident that one of the essential things to be learned by the children of America to-day, is submission to wholesome restraint.

When will boys learn submission if they are allowed to spend most of their spare time on the streets, whooping and hallooing until night is hideous? If boys are allowed to go when they please, come when they please, retire and rise up when they please, smoke, go to parties as soon as they arrive at their teens, make love to babies like themselves, call their father and mother "the old man" and "the old woman," how long will it be before they shall have learned self-government or compliance with proper restraint?

Twenty years from now, I suppose things will be much the same as now. We shall see the drunk man winding his devious way along the streets, the saloons will be doing a thriving business as now, the police will be making arrests of thieves and burglars, crimes unmentionable will be committed under cover of the night.

These persons arrested or seen reeling on the streets or guilty of vileness, are boys now, fondly loved by parents who hope to delay their entrance into the tomb by leaning on the manly arm of their boy, but who will instead be thrust therein before their time.

A great majority of those who are to fill up the ranks of the wicked begin in youth by simply visiting saloons, and other forbidden places. They do not arrive at these places I have mentioned at one single step, but at first "*walk* in the counsel of the ungodly, then *stand* in the way of sinners and finally *sit* in the seat of the scornful."

### The Kindergarten.

"Education begins with the first moment of consciousness." I suppose that every human being in its development from infancy to manhood goes through about the same order as a nation of people does in rising from barbarism to the highest culture. The first occupation is to get food and clothing, second, shelter; afterward, when there is leisure, to ornament or beautify all these. The invention of letters is a long way up the incline toward civilization. Just so, there is an education that should precede that of books or letters, in every child.

The education of the hand is one of the first educational wants of the child. The idea of construction or making things is early developed in children. That education, then which begins with the alphabet must omit a large



and important amount of culture which naturally comes before the introduction of letters. There seems to be a need of a course of training of a peculiar kind which should precede the common school work. This want has been felt long ago by thoughtful educators, but seems never to have been adequately supplied until the time of Froebel.

His invention of the kindergarten seems to be founded on known principles of mind growth, and it is now occupying the attention of educators everywhere.

In this school it is not expected that a great amount of intellectual possessions will be accumulated, but a training of the will into correct habits previous to the sixth or seventh year of age.

The formation of habits of neatness and cleanliness, and of politeness is an important education, but there is besides considerable development of the intellect in making numerical combinations with sticks and lines on slates or blackboard. Manipulation in various ways is practiced, such as drawing, folding paper, moulding clay, etc., so as to train the eye and hand.

It was feared by educators that the expense of conducting Kindergarten schools was so great that they never could become a part of the public school system of the country, as only a limited number of pupils can be taught by one teacher.

But it is now conducted in St. Louis in such a way as to bring the cost to about the same amount per pupil as the regular primary school.

The session in the Kindergarten school is only one-half day, so that the same room is used for two schools one in the forenoon and one in the afternoon.

The assistant teacher is not paid, but gives one year's work for the sake of the profit she gains herself. By these means the cost is reduced to that of the regular primary school.

The attention of the Board of Education is respectfully invited to this new education and to the article, appended below, by Mrs. Collins, Principal of of the Kindergarten school in this city.

“Froebel, after twenty-three years of careful observation and experiments, at last realized in 1840, what is so rightly termed Kindergarten. The education of hand, head and heart, by actual learning through doing, was Froebel's idea. Thus developing the child, physically, intellectually and morally. All these natures acted upon and called into action by the various gifts and occupations, which as instructive play, he gives the child, and through which clear and complete impressions may be made upon the mind of the child. Thus making the acquirement of knowledge pleasurable; beginning with the concrete, impression deepening into conception, conception followed by definition, until the abstract is finally reached by gradual process. Froebel looked forward to the development of the Kindergarten in America, the principle of it being just the principle of American nationality, freedom to discover and obey law *ad infinitum*. The seed has been planted. Our prayer is that it may grow and healthfully thrive until every child in the



country may be benefitted by the true culture that a *true* Kindergarten bestows.

This can only be done when the public schools of every city, have a Kindergarten, initiatory to the primary department, as have thirty of the public schools of St. Louis.

Just one year ago was the Kindergarten established in Des Moines as a private enterprise, with an average attendance of thirty pupils.

We now occupy a neat little building erected within the last few months for our especial accommodation.

We are working and waiting, hoping the final result will be satisfactory to patrons and all interested, thus insuring its success and the necessity of the system's being engrafted upon the public schools of Des Moines."

### Conclusion.

It gives me great pleasure to testify to the faithfulness of the corps of teachers under your employ. There has been a ready compliance with all requirements and a moral ambition to be faithful to every trust committed to their care. Nothing in the course of study has been omitted.

We have endeavored to bring up drawing to a place in our schools commensurate with its importance.

In a commercial and practical sense drawing yields to no other study of the course.

A great improvement has been made during the year.

The mastery of the English language is the great study of our youth.

In a pecuniary point of view, even, we believe there is more depends on the ability to express one's self in a clear, perspicuous, and business manner, than on the ability to make accurate calculations. Our teachers have made every effort, by compositions, by reading, by grammatical rules, and in the higher grades by a criticism of the writings of some of the standard poets and prose writers, to give the pupils as good a command of language as possible.

There are in the present corps of teachers, seven who are graduates of the Des Moines High School.

The fact that they are doing as good work as those who have had much more experience, speaks well for the training of the school which is the crowning excellence of the free school system.

The foregoing presentation of the condition and workings of the schools is respectfully submitted.

J. H. THOMPSON, *Superintendent.*



# REPORTS OF VISITING COMMITTEES.

## HIGH SCHOOL.

*To the Board of Directors Independent District of Des Moines, West Side:*

GENTLEMEN: Your committee, to whom has been assigned the duty of examining the High School under your charge, report that the members of the committee attended the sessions of the school on the last days of March, A. D. 1877, a few days preceding the annual examinations, and during the ordinary recitations and reviews of the several classes, an opportunity was thus afforded to witness the usual and daily work of the school.

We do not deem it incumbent upon us to make individual mention of the several teachers in charge of that department, since if we were to make estimates of their several abilities as teachers, from our limited observations we might err in judgment and do injustice.

We found the department throughout the main and recitation rooms excellent, and good order everywhere prevailed, to secure which the pupils co-operated cheerfully and readily with the teachers.

The same tact observable in the discipline of the rooms was apparent in nearly every class exercise attended. The pupils are mostly of sufficient age to comprehend fully their several studies, and their recitations were not restricted to the narrow range of a simple repetition of the words of the text-books, but they exhibited a knowledge of the subject matter which could only be acquired by independent thought and investigation outside of the limits of the text-book.

The training of the pupils by the teachers in this particular is very marked and deserving of special notice by your committee. If we should specify any classes as particularly pleasing, we would mention the class in Mental Philosophy, in which ripeness of thought on the part of the scholars and thorough instruction on the part of the teacher were apparent; and the class in Cæsar, in which a knowledge of the principles of the language were tested by many questions proposed, which were nearly all readily and correctly answered. The charge that instruction in ancient languages is superficial in our High schools, we are glad to testify, does not apply to the High School of Des Moines.

Respectfully submitted,

C. A. DUDLEY,  
C. W. VON COELLN,  
J. A. JACKSON.



*To the Board of Education of the West Side Public Schools of Des Moines:*

GENTLEMEN: In accordance with your custom, we herewith present you a brief report of our visit as a committee to Grade 8 in your Public Schools.

We spent one day in each of the rooms of Mrs. Wilson and Miss Garfield, and directed our best efforts to find how well grounded the pupils were in the elementary parts of the various studies in which they were engaged. To this end, we left the beaten track of the text-books and the usual routine of the school room—our questions pertained to the actual business and labor of life, our object being to see their power and ability to apply what they had been taught. The result was, we were much gratified with the solid and substantial attainment we witnessed in both rooms.

We will particularize a little. In Miss Garfield's room, the map drawing and intimate knowledge of the country represented, were excellent; in arithmetic, they were thoughtful and practical, our questions being such as they will meet in the busy arena of future life; in orthography they were correct, and specimens of drawing and penmanship were neat and fair.

In Mrs. Wilson's room, we spent considerable time with exercises in reading and orthography, and the pupils acquitted themselves well in both studies. We tested them severely in arithmetic, and found them sound and able to use the weapons your excellent school system has put into their hands. We examined their penmanship; much of it was very good, and drawings tasteful and neat.

There seemed but little need of government; self-respect and regard for their teachers pervaded both rooms, and our visit closed with much satisfaction and pleasure to ourselves, and a high appreciation for the faithful labors of the teachers.

It would have taken another full day to have made examination in all the branches taught; we gave our time to those we deemed most important.

A few words as to the rooms: The desks in Miss Garfield's room are old and poor, many of them loose and defaced by cutting. The warming of Mrs. Wilson's room is deficient, the temperature of the room very unequal and irregular; her time-piece out of order and useless.

Trusting that our Public Schools may continue to prosper more and more, and be a blessing to all who attend them, the report is

Respectfully submitted,

WM. H. PEARSON,  
GALUSHA PARSONS.

*To the Board of Education of the Des Moines Public Schools, West Side:*

GENTLEMEN: Your committee appointed to examine Grade 7 in the West Des Moines schools, beg leave to submit the following report:

The rooms assigned to us were Miss Wilsie's, No. 9, of the Second Ward,



Miss Roberts', No. 9, of the Third Ward, and Mr. King's, of the Fourth Ward. We spent together one-half day in each of the rooms, and nearly one whole day in Miss Roberts' room. As it is impossible to have a school perfectly graded in respect to thoroughness of knowledge or capacity to learn, of course we found different degrees of ability in understanding, and answering questions. And, while a few of the pupils fell below the proper standard, the majority answered the questions with a promptness, and clearness, that would have done honor to any school in the same grade, in this, or any other country.

We were especially pleased with the self-reliance of the pupils. They seemed to *know* they were right—did not merely *think* it. This, we think, reflected great honor upon their teachers. The general knowledge, too, displayed by the pupils, showed that they were not wholly confined to the text-books. Although the discipline was not quite what some regard as perfect, yet on the whole we must regard the schools as very successful. The teachers engage in their work with an energy and enthusiasm that must insure success. We congratulate the Board, and the people of Des Moines, in this regard. The condition of the rooms, so far as neatness and cleanliness are concerned, we regard as perfect. In regard to ventilation, we think there might be an improvement. And we would kindly suggest that the stairs, at least in the Second Ward, be carpeted. On the whole, then, we would say, we were highly pleased with the appearance and condition of the schools.

R. S. HUGHES,  
G. L. GODFREY,

*Committee.*

*Des Moines, March 20th, 1877.*

---

*To the Board of Education, Des Moines, West Side:*

GENTLEMEN: The undersigned committee appointed to visit the sixth year grade of your schools, respectfully submit the following report:

Two of the teachers assigned us, Miss Glissan, of Second Ward, and Mr. King, of Fourth Ward, have been in your employ so many years, and their reputations are so well established, that anything that we might say of them could affect them but very slightly; yet we cannot but express our admiration for the skill with which they rouse the enthusiasm of their pupils, and for their remarkable faculty of exciting independent thought, the grand *desideratum* of all teaching.

In Miss Aitkin's room, Third Ward, we were highly pleased with the excellent discipline, lively recitations and thorough teaching we saw and heard there. Judging from what we saw in the short time we were able to spend in this room, we would have no hesitancy in ranking Miss Aitkin among the best teachers of the city.

In Miss George's room, Fourth Ward, we did not find the discipline that



is necessary to produce the best results. The teacher also seemed to depend too much on the text-book in conducting recitations. But, considering the youth and inexperience of the teacher, these faults were to be expected. We have no doubt time will remove them.

In every room we visited, we heard recitations in arithmetic, grammar, geography, and spelling. In arithmetic, problems were solved and analyzed in a thorough and systematic manner, almost without an exception. In grammar, sentences were constructed and analyzed, and the words parsed, all doing remarkably well. Some of the pupils not more than twelve or thirteen years old, particularly two or three in Miss Glissan's room, showed an ability to handle the difficult points of the complex sentence, often found wanting in persons holding teachers' certificates. In geography, in Miss Glissan's, Miss Aitkin's and Mr. King's rooms, the classes were sent to the blackboard, and maps were drawn by *every* member of the several classes. The maps were all good, some of them remarkably so.

In spelling, in all the rooms, words are selected by the teacher from the various lessons, thus requiring the pupil to form the habit of observing the spelling of new words wherever they may occur.

Very respectfully,

H. HEATON,  
MRS. A. L. FRISBIE.

*To the Board of Education, West Des Moines:*

GENTLEMEN: We, the undersigned, respectfully submit a report of our visit to the schools taught in the Second, Third and Fourth Wards of Des Moines, being rooms respectively presided over by Misses Hattie A. Lennox, Olive McHenry and Sarah A. Nye. And, first, as to

MISS LENNOX'S SCHOOL.

*Appearance of room, desks, books, etc.,* cleanly and in good order. A commendable appearance of cleanliness and tidiness among scholars was noticeable.

We believe even this outside matter may be, and should be influenced by a faithful teacher. Homely dress may be excusable, plain clothes are no disgrace; but dirt, filthiness of person, unkempt hair, and bedraggled hands and faces should be rebuked in scholars scarcely less than slovenliness of recitation, bad breeding, want of respect to teachers, proper attitude or manners and address; for these go very far toward making up the sum of character of scholars; and this training will be a strong auxiliary to the teacher's directly legitimate work, to-wit: teaching. It does not take a very close observer to note the difference among scholars between those who may be classed unwashed and the tidy scholar. This matter of cleanliness and personal pride of appearance in the school room, we submit, is important in its



effect; not only because it instills self-respect—hence, a better ambition for excellence in scholarship will result—but influences the after life of scholars. Where these characteristics are found, one way or the other, so, generally, in our experience and observation of schools, in due proportion are found efficiency or sloth.

*Tact in discipline.* This we regard as a subject of prime importance. Indeed, the foundation of all education is discipline. It is of the very essence of efficiency; and, a teacher who lacks the power of adaptation to each scholar's case, in the main, cannot hope to be fully successful. We believe Miss Lennox has this rare tact in a fair degree; more commendable, because she has a pleasant, cheery manner, which makes the child's task a pleasure, instead of reluctant drudgery or dull routine. This kindliness of manner is a valuable adjunct to the teacher that uses it discriminatingly.

*Skill in teaching.* We should say this is hard to define, for it is a matter of method rather than rule. It is easy to criticise. Those who, in a particular department, may prove a failure, generally make the most pungent and unsparing critics. *Not what a teacher is, so much as what is accomplished, should be the standard of qualification.* So that a fair degree of success is apparent, that should speak for itself; for, "by their fruits ye shall know them."

Miss Lennox seems to combine skill—that is, familiarity with the text-book, with the proper tact to develop the scholar's pride and self-reliance. A little more severity, more dignity (not coldness), and less complaisance of manner toward scholars, would result in greater efficiency. The pupil should be made to feel that it is a stringent requirement to have his lesson thoroughly, as well as a pleasure on the part of the teacher, to bestow approbation when it is deserved.

*Thoroughness of pupils' knowledge.* There was less thoroughness than intelligence among scholars in this room. So far as we could hear scholars recite, there was an evident *understanding* of their lessons. The reason of things seemed to enter into the lesson. It is difficult to define the difference between thoroughness and intelligence. So far as scholars' thoroughness depends upon text books, there seemed to be a lack; but outside of books, or in verbal analysis, there was a ready "because" in answer to the teacher's queries. There was some halting and stumbling, but scarcely a breakdown in reciting.

It is only fair to say that the timidity and natural embarrassment of scholars in being called suddenly to recite before a visiting committee, should be considered in mitigation of any severe judgment, either of their proficiency or the efficiency of their teachers.

#### MISS OLIVE M'HENRY'S SCHOOL.

The remarks applied to the condition and discipline of Miss Lennox's school will, with some modification, apply to the school in charge of Miss McHenry. In the matter of appearance and manners of scholars there was noticeable a want of tidiness and respectful bearing toward the teacher. This teacher



has rare tact in questioning. Is very ready and apt in plying questions to scholars, and uses sparing help to those in doubt or who attempt to guess an answer. A degree of warmth or kindness of manner would be a valuable help to Miss McHenry. Had she corresponding vivacity or heartiness of manner with her instant ability to propound a question, she would be a model teacher. But this is a matter of temperament for which there can hardly be a standard set up for teachers to be judged by. The desideratum—*success* is the one thing that should be demanded, and, yet, it is very hard and unjust, no doubt, to measure what may be vaguely termed success, by the standard of a particular class. The *material*, after all, governs this in great degree.

The scholars of Miss McHenry's room are, in the main, younger (being of an average of 10 years and 3 months), than those found in Miss Lennox's school, and this should account for an appearance of general superiority of the latter's scholars.

Miss McHenry's zeal in aiming to impart knowledge, causes her to lose sight of some minor matters of discipline which she can readily correct, for there is no lack of prompt obedience to her commands on the part of all the scholars.

A consideration of importance should not be overlooked in judging the work of Miss McHenry, by a comparison with Misses Lennox and Nye. The latter ladies have been teachers for many years in various schools, while the former is a novice in the profession, the present school being her second. For so young a teacher (both in years and experience), her standard is very good, and she bids fair to become a teacher of the first class.

#### MISS SARAH A. NYE'S SCHOOL.

We found Miss Nye's scholars exceedingly bright and tidy. They looked as if it were a pleasure to be at school. This teacher is extremely quiet in her method—almost to timidity, yet, this quality she does not impart to her scholars. In reading, for example, the children had the rare habit of reading audibly, in a clear, well modulated manner, though with a slight tendency to emphasize particular words more than might be in good taste. Generally, the enunciation was clear and full with no slurring over words, a common fault to be found among readers, old and young, a habit mostly formed in early training, and very hard to get rid of after it is acquired. This may, also, be said of her spelling class, every syllable was fully enunciated and the proper intonation given. This cannot be commended too highly. The deliberation and neatness in writing lessons on black-board was a marked feature of this school. The chalk writing was a model of round legibility remarkable for scholars so young. The same may be said of the map drawing. It was singularly neat.

In general the remarks applied to Miss Lennox and Miss McHenry, will be applicable to Miss Nye with this difference: The former have self-reliance, or the skill in teaching which is not wholly derived from text-book routine, while it seems to us, Miss Nye is too much confined to the books. That is to say, there is a tendency toward following text-writers literally, and



an apparent disinclination to vary the beaten track, or set rule or methods laid down in the books. This, however, is no serious fault.

JARVIS BLUM,  
D. G. PERKINS.

---

DES MOINES, 1877.

*To the West Side School Board:*

GENTLEMEN: Your committee appointed to examine some of the rooms in the third year grade of the West Des Moines Public Schools ask to make the following report:

We were called upon in the short time allotted, to visit and examine the eight rooms mentioned, and it is needless to say that we could not give that thorough attention to each room that we wished to give. Two of the rooms we were in were of higher grade, those of Mr. Lee and Mr. Edwards, in the First Ward.

All the teachers we believe to be hard working and earnest, and to have a full realization of the responsibilities imposed upon them. They teach not as though merely for the pay, but evidently feeling that to a certain extent at least depended the future of the children under their instruction. This is not equally so of all, but generally very commendable.

Arithmetic, geography, reading and writing are taught in the rooms of the third year grade, together with lessons on common things, language lessons, drawing, physical exercises, vocal music, etc., etc.

Without giving our individual opinion in detail of all or any part, we can truly say that the instruction and the manner of imparting it is all good. Children are taught not to rely on text-books, but upon themselves, and are thus given an independent style of thinking that must prove beneficial to them for life. They are not allowed to make an assertion or give answer without being able to give the reason for it. They are also encouraged in questioning just as closely as they want to in matters which they do not understand. This feature, we are glad to know, is encouraged and urged by the Superintendent.

Vocal music, which adds so much to the schools, is well taught in most of the rooms.

The reading and number lessons in some rooms were excellent, in others not so good, and *vice versa* of other studies. Some teachers are thoroughly good instructors in some branches and not so good in others. This is always the case, but we are glad to note that the teachers we saw at work made very successful efforts to develop a tact for teaching what is not most natural for them to teach. This we found equally true in the two higher grades we visited, those of Mr. Lee and Mr. Edwards.



Order, in most of the rooms, was very good; in some it was excellent. In general, we are able to report very favorably of all of the rooms we visited.  
Very respectfully,

P. H. BRISTOW,  
M. F. GRAY PITMAN.

---

DES MOINES, March 26, 1877.

*To the Board of Education, Des Moines, Iowa:*

GENTLEMEN: Having served on the committee to examine second grade of West Des Moines Schools, we respectfully submit the following

All the rooms in this grade presented a neat and orderly appearance and were well ventilated.

In Miss Gray's room, Third Ward, forty-six pupils were present; a general good feeling seemed to prevail. We were particularly pleased with Miss Gray's method of teaching singing, and listened to an instructive object lesson. Teacher and scholars seemed earnest in their work.

Miss Holland, of Third Ward, had but one class in second grade. The reading exercise of this class was remarkably good. Miss Holland has a quiet and pleasing manner of instructing, and we judge her a *thorough* teacher.

In Miss Frederic's room, Second Ward, we found sixty-one pupils. A decidedly good work is in progress here. Miss Frederic excels in thoroughness, promptness and order. The reading, writing and concert recitations were especially noticeable, also the physical exercises and artistic arrangement of classes.

Miss Raybuck, of Second Ward, had but thirty-one pupils present, a less number than found in any other room. Miss Raybuck has rare ability in penmanship, therefore we were not surprised at the many fine specimens of writing and drawing we found here. We were pleased with the quiet work and recitations in this room.

The scholars of Miss Williams' room, Fourth Ward, are apparently younger than those in the corresponding rooms; forty-two pupils were present. The perfect working order here, the promptness in recitation and the thorough knowledge so manifest, bespeak the most faithful and untiring labor on the part of the teacher. The finest drawing lesson and analysis of writing we had the pleasure of seeing were conducted in this room. The knowledge these little folks evince of numbers is truly wonderful, and the promptness and correctness with which they give the answers shows good attention and quick thought. The amount of work required of these undeveloped minds and bodies seems prodigious. Such a multitude of subjects, and so many ideas elicited from all of them, it is surprising the children are not bewildered and can give as comprehensive a knowledge as many of them possess.



In Miss Raybuck's room was a lack of enthusiasm not apparent in the others.

We would suggest to all of the teachers a careful attention in reference to the position of the book when reading, not holding it too near the face.

As a whole we are confirmed in the belief that the schools are in excellent condition, and that a good work is being done by the present corps of teachers in the second grade.

MRS. S. F. HANNA,  
MRS. ALVERSON.

---

DES MOINES, IOWA, March 13, 1877.

*To the Board of Education of West Des Moines Public Schools:*

We the undersigned committee, appointed to examine method of teaching and progress of pupils in the first school year of our Graded schools, submit the following:

We first visited Miss Mathews' room, Second Ward, where were eighty pupils enrolled, with an average daily attendance of sixty. We were very much pleased. We were here, during the opening exercises, several class recitations and physical exercises, in all of which the pupils showed excellent training. Worthy of especial notice in Miss Mathews, is the ease with which she governs her school and maintains the most perfect order, also the neat appearance of the room and attention to ventilation.

In Miss Scott's room, Second Ward, were seventy-five pupils enrolled, average daily attendance sixty-five. Recitations were had here in reading, spelling by sound and letter, in numbers, etc., in which we found no reason for criticism. From the pupils in this room as in all we visited we received prompt and clear answers to all questions given them by us. We also consider the neatness of the room and good order worthy of especial notice.

In Miss McManima's room, Third Ward, we failed to get number of pupils enrolled and average daily attendance, but found a room full of busy, happy looking little folks, who acquitted themselves admirably in their several exercises, reflecting credit upon their teacher, whose gentle, lady like manners is calculated to win obedience to rules of school and leave a good impress upon the children in her charge. We noticed here as in all the rooms we visited, with one exception, good attention paid to ventilation.

In Miss Turner's room were fewer pupils than in others, but earnestness on part of teacher, thoroughness in exercises on part of children, were marked features.

In room No. 1, Fourth Ward, Miss Berger, teacher, were pupils enrolled sixty-five, average daily attendance fifty-three. We were in this room during the regular exercises of the several classes and were pleased with the thoroughness and energy apparent throughout. Miss Berger has well earned



her enviable reputation as a teacher in this school, where she has labored for the past eight years, giving the fullest satisfaction.

We had one class in charge of Miss Williams, Fourth Ward, to examine, and deem it superfluous to say anything as regards this well known and faithful teacher, more than that her efficiency as instructress was evinced in the recitations of this class.

We would say that in our judgment the teachers in charge of these important primary rooms, are amply competent to meet the duties required of them, and that the Board of Education and patrons of the schools are to be congratulated in having as efficient a corps of teachers in this department. While there is of necessity a difference in the management of each school, growing out of the individuality of each teacher, and while some excel others in some particular point, yet summed up, the result is the same, in that the pupil is alike thoroughly taught in the course for the first year and appears happy and well cared for. It is astonishing to see the rapid progress these little ones make, and all, without cramming or pushing, as might appear to a careless observer, ignorant of the practical effects of the methods adopted to advance the pupils, making simple and of easy comprehension the difficulties which formerly required years of close application to grasp. The admirable workings of Grube's system of teaching numbers is observable in this first school year and the benefits to be derived by the pupil as he advances, are almost incalculable. The same may be said of the manner of teaching reading and spelling in its advantages over the old methods, and so we might enumerate the good results of our present school system.

Respectfully,

MRS. L. F. ANDREWS,  
E. K. STANLEY.



# STATISTICAL TABLES.

## TABLE I.

Showing the number enrolled, number examined, number who passed, number who failed, per cent of failures, whole number promoted, number not absent or tardy, number not absent, number not tardy, number not absent or tardy from the time of entering the school, number not absent more than one day, number not tardy more than once, and average age, of the several schools.

TEACHERS.	Enrolled.	Boys.	Girls.	No. examined at end of year.	No. who passed.	No. who failed.	Per cent of failures on No. examined.	No. promoted at other times.	Whole No. promoted.	No. not absent or tardy.	No. not absent.	No. not tardy.	No. not absent or tardy from time of entering.	No. not absent more than one day.	No. not tardy more than once.	Average age.
High School....	146	56	90	108	92	16	14.8	...	92	....	...	...	....	....	....	16
FIRST WARD.																
Miss Dickey.....	102	42	60	8	8	..	...	23	31	....	1	....	...	....	1	6.1
Mr. Lee.....	56	33	23	17	12	5	29.5	6	18	...	...	14	....	....	2	8.6
Mr. Edwards....	45	26	19	22	12	10	45.4	16	28	....	....	9	...	....	9	10.5
Total.....	203	101	102	47	32	15		45	77	..	1	23	....	....	12	
SECOND WARD.																
Miss Mathews...	140	64	76	30	19	11	36.6	16	35	....	2	44	1	....	10	6.1
Miss Scott.....	86	43	43	51	41	10	19.5	26	67	....	....	36	1	....	17	7.9
Miss Frederic ..	106	47	59	64	56	8	12.6	18	74	...	....	35	....	....	11	9.3
Miss Raybuck...	48	24	24	34	30	4	8.8	...	30	1	...	20	....	..	29	9.8
Miss Morse.....	68	30	38	39	34	5	13	1	35	....	....	12	1	1	9	10.8
Miss Harvey...	82	46	36	50	30	20	40	...	30	....	....	15	...	....	8	11.2
Miss Lennox....	62	26	36	35	19	16	45.7	4	23	1	2	15	...	1	18	12.7
Miss Glissan....	49	20	29	24	22	2	6.8	5	27	1	1	16	3	1	9	13.6
Miss Willsie ...	39	12	27	19	18	1	5.2	2	20	1	....	2	....	...	...	14.4
Miss Garfield ...	45	11	34	27	26	1	3.7	....	26	2	....	5	....	1	2	15.8
Total.....	725	323	402	373	293	80		72	365	6	5	200	6	4	113	
THIRD WARD.																
Miss McManima.	132	63	69	22	22	....	...	23	45	1	1	30	9	2	5	6.4
Miss Turner....	80	46	34	21	13	8	38	19	32	1	1	28	8	4	21	7.5
Miss Gray.....	97	48	49	41	34	7	17	12	46	....	....	...	....	4	34	8.8
Miss Holland...	60	35	25	22	18	4	18.3	10	28	1	....	19	....	2	6	9.9
Miss Booten....	58	35	23	44	34	10	22.7	1	35	1	2	7	1	1	...	10
Mrs. Clark.....	64	33	31	31	28	3	9	....	28	....	....	24	3	21	13	11.4
Miss McHenry..	46	21	25	27	19	8	33	....	19	2	....	18	3	1	18	11.5
Miss Aitkin.....	61	30	31	31	18	13	41	....	18	2	2	13	1	3	3	13.5
Miss Roberts....	52	21	31	28	24	4	14	....	24	1	1	8	2	3	5	14.2
Mrs. Wilson....	41	20	21	24	23	1	4	..	23	3	3	14	3	8	4	15
Total... ..	691	352	339	291	233	58		65	298	12	10	161	30	49	109	
FOURTH WARD.																
Miss Berger.....	122	58	64	5	5	...	....	13	18	1	1	43	1	...	26	6.6
Miss Williams...	72	37	35	10	10	....	..	45	55	..	....	23	....	1	19	8.1
Miss Bristow....	61	29	32	17	16	1	5.8	10	26	1	....	17	3	2	4	9.1
Miss McClelland	41	17	24	34	31	3	8.7	6	37	....	....	7	....	1	5	9.6
Miss Nye.....	47	25	22	28	27	1	3.5	....	27	1	4	17	1	6	8	11
Miss George....	47	28	19	18	12	6	33.3	1	13	2	2	5	6	8	8	12.2
Mr. King.....	56	22	34	22	20	2	4.7	17	37	2	2	3	....	4	5	13.5
Total.....	446	216	230	134	121	13		92	213	7	9	115	11	17	70	



TABLE II.

Showing the number enrolled, average number belonging, average daily attendance, days of absence, number of tardinesses, number neither absent nor tardy, per cent of punctuality, per cent of attendance, cases of truancy, and times teachers were tardy for each month in the year, for the District Schools.

WARDS.	Enrolled.	Average No. belonging.	Average attendance.	Days of absence.	No. of tardinesses.	No. neither absent nor tardy.	Per cent of punctuality.	Per cent of attendance.	Cases of truancy.	Teachers tardy.
SEPTEMBER.										
First Ward.....	118	96	81	298	113	5	96.5	85	9	..
Second Ward.....	514	481	453	561	129	211	98.5	93.9	17	2
Third Ward.....	487	463	434	578	132	176	98.4	93.7	11	8
Fourth Ward.....	308	283	265	375	106	99	98	98.7	6	1
Total.....	1427	2223	1233	1812	480	491			43	11
OCTOBER.										
First Ward.....	121	105	85	597	73	9	97.8	80.3	3	1
Second Ward.....	552	514	480	716	148	175	99.2	93.3	14	7
Third Ward.....	488	463	425	794	130	172	99.2	91.9	5	8
Fourth Ward.....	325	306	283	469	90	91	99.1	92.4	2	..
Total.....	1486	1388	1173	2376	441	447			24	16
NOVEMBER.										
First Ward.....	121	109	97	245	115	13	96.7	89	1	..
Second Ward.....	544	500	459	765	210	144	98.7	91.7	4	3
Third Ward.....	505	467	425	815	154	145	98.9	91	4	20
Fourth Ward.....	334	311	278	587	113	78	99	89.6	..	..
Total.....	1504	1387	1259	2412	592	380			9	26
DECEMBER.										
First Ward.....	124	109	85	352	88	4	98.7	77.1	..	8
Second Ward.....	560	510	467	897	201	167	98.3	91.5	4	5
Third Ward.....	467	433	395	756	170	146	98.8	91.2	4	5
Fourth Ward.....	323	288	262	517	164	71	98.1	91	3	3
Total.....	1474	1340	1209	2522	623	388			11	16
JANUARY.										
First Ward.....	109	94	71	462	175	3	93.4	75.2	1	1
Second Ward.....	538	503	458	914	250	137	98.6	91.9	6	9
Third Ward.....	494	461	406	1109	237	94	98.5	88.1	7	10
Fourth Ward.....	311	292	261	608	155	51	98.5	89.3	..	3
Total.....	1452	1350	1196	3093	817	285			14	23
FEBRUARY.										
First Ward.....	113	100	88	251	56	15	98.5	87.8	..	..
Second Ward.....	534	490	453	946	149	164	99.1	92.6	6	3
Third Ward.....	497	465	421	876	163	141	99	90.5	8	4
Fourth Ward.....	328	303	276	536	77	93	99.3	91.2	5	1
Total.....	1472	1358	1238	2609	445	413			19	8



TABLE II.—CONTINUED.

WARDS.										
	Enrolled.	Average No. belonging.	Average attendance.	Days of absence.	No. of tardinesses.	No. neither absent nor tardy.	Per cent of punctuality.	Per cent of attendance.	Cases of truancy.	Teachers tardy.
MARCH.										
First Ward	118	102	81	359	56	13	98.2	79	...	..
Second Ward	532	473	420	839	219	140	98.7	68.8	3	5
Third Ward	500	449	418	650	179	142	98.9	93	6	4
Fourth Ward	334	293	269	383	123	73	98.8	91.8	...	2
Total	1484	1317	1188	2231	577	368			9	11
APRIL.										
First Ward	131	121	94	339	78	8	95.8	78	5	3
Second Ward	524	479	436	836	179	128	98	91	5	1
Third Ward	509	473	422	997	162	135	98	89.3	5	4
Fourth Ward	347	324	291	583	108	66	99.2	90.7	2	1
Total	1711	1897	1243	2755	527	418			17	9
MAY.										
First Ward	132	121	97	462	117	8	96.8	80.7	1	1
Second Ward	491	456	414	777	149	123	99	90.8	7	5
Third Ward	482	446	401	886	178	118	98.8	89.8	17	3
Fourth Ward	340	319	282	692	97	80	99.9	88.4	4	2
Total	1445	1342	1194	2817	541	329			29	11
JUNE.										
First Ward	104	88	74	122	46	32	96.5	84.1	...	3
Second Ward	447	429	404	237	60	257	99.2	94.1	1	..
Third Ward	439	429	394	805	74	237	99.3	91.8	2	3
Fourth Ward	303	292	267	265	85	113	98.3	91.5	...	2
Total	1293	1238	1839	929	265	639			3	8

TABLE III.

Showing Value of School-Houses, Size of Rooms, etc.

NAME OF SCHOOL.	Material.	How warmed.	How seated.	Size of rooms.	Value of lots.	Value of houses.	Value of furniture.	No. of stories.	No. of seats.	No. of rooms.	No. of teachers.
First Ward	Brick	Stoves.	Single seats	25x30	\$ 1000	\$ 6500	\$ 600	2	180	4	4
Second Ward	Brick	Steam.	Single & double	25x33	8000	70000	1400	3	719	10	10
Third Ward	Brick	Steam.	Single	25x40	9000	67000	1500	3	607	13	10
Fourth Ward	Brick	Hot air.	Single	25x30	7000	20000	10.0	2	350	8	7
High School, third story Second Ward	Brick	Steam.	Single	78x54	.....	.....	600	..	189	3	3



TABLE IV.

Showing the Name, Residence, etc., of the Teachers in the West Side Schools.

NAME.	RESIDENCE.	WHERE EDUCATED.	Date of ap- pointment.	Years of ex- perience.	Times tardy.
A. N. Ozias	523 Fourth St.	Lebanon, O	May, 1872	10	..
M. Louise McKenzie	523 Fourth St.	State University	June, 1876	5	7
Nellie Cummins	1503 High	Oberlin, O.	June, 1876	..	5
Anna B. Garfield	1021 Cherry St.	Jamestown, N. Y.	June, 1873	18	..
Charity Willsie	533 Seventh St.	Fayette, Iowa	Nov., 1868	9	7
Maggie Glissan	1021 Cherry St.	Denmark Academy, Iowa.	June, 1870	13	14
Hattie Lennox	1102 Locust St.	Mt. Pleasant, Iowa	June, 1875	14	..
Ada L. Harvey	820 Locust St	Earlham, Indiana	Dec., 1876	9	..
Ella F Morse	816 Fifth St.	Poughkeepsie, N. Y.	June, 1874	6	1
M. C. Raybuck	..	..	June, 1875	..	4
Mary Frederick	714 Cherry St.	State University	Feb., 1876	8	4
Meda Scott	1220 Walnut St.	Des Moines High School	Jan., 1874	4	2
Lizzie Mathews	1415 Locust St.	Des Moines	June, 1874	5	4
Lu M. Wilson	1021 Cherry St.	Newberry, Vermont	June, 1870	19	13
Carrie A. Roberts	1021 Cherry St.	Kalamazoo, Michigan	June, 1875	13	22
Marion Atkin	1102 Sycamore St.	Ames, Iowa	Sept., 1875	6	7
Olive McHenry	2 Seventh St.	Des Moines High School	Sept., 1874	8	6
M. E. Clark	562 Ninth St.	Reading, Pennsylvania	Oct., 1873	12	2
Viola Booton	..	..	Aug., 1876	..	6
Lizzie Holland	615 Third St.	Baltimore High School	Jan., 1874	3½	7
Sue L. Turner	523 Fourth St.	Mt. Pleasant, Iowa	June, 1874	6	9
Emma Gray	1417 High St.	Delaware, Ohio	June, 1875	3	1
Hattie McManima	1009 High St.	Van Wert, Ohio, High School	June, 1870	11	1
W. H. King	1820 Woodland Av.	Massachusetts	July, 1869	13	5
Maggie George	920 Walnut St.	Des Moines High School	Nov., 1876	1½	6
Sarah Nye	708 Fifth St.	Beloit, Wisconsin	Jan., 1875	12	..
Lizzie McClelland	321 Crocker St.	Des Moines High School and Oberlin, Ohio	June, 1874	3	4
Maggie Bristow	321 Crocker St.	Denmark Academy, Iowa	June, 1876	8	3
Mary Williams	841 Fifth St.	State University	Aug., 1869	12	..
Lydia A. Berger	841 Fifth St.	State University	Aug., 1869	12	..
George Edwards	Eleventh St.	Des Moines High School and State University.	Aug., 1876	3	2
Hiram Lee	1205 Sycamore St.	Des Moines High School	Oct., 1876	2	8
Rhoda Dickey	714 Cherry St.	Des Moines High School	Oct., 1875	3	5

STATISTICS.



## ROLL OF HONOR.

---

Names of those who have not been absent or tardy during the entire year:

GEORGE BACHMAN,  
ANNA GEORGE,  
NETTIE HIGHLAND,  
MAHALA CAVERT,  
ASBURY JONES,  
MAMIE VINCENT,  
LILLIE ROW,  
MAY SABIN,  
NETTIE WILLIAMS,  
LIBBIE PORTER,

NETTIE NEAFIE,  
ALLIE GROVES,  
ROSA SKINNER,  
IDA CLEMENS,  
FRANK HATCH,  
AUGUSTA GREFE,  
CLYDE BAKER,  
KATIE PARSONS,  
NELLIE RAWSON,  
JESSIE WOODWARD,

HARRY DRABELLE.



# COURSE OF STUDY.

---

## FIRST YEAR.

### FIRST TERM.

*Reading.* Use charts or blackboards. Words to be first learned, then their phonic elements. Lastly, building words by sounds. Use both script and printed forms of words, beginning with *script*.

Observe the following order:

1. The idea represented by the word to be learned.
2. The word as a sound, and its correct utterance by the pupils.
3. The word as a form—its recognition at sight.

In selecting words to be learned, observe the following order:

1. Names of objects.
2. Action words.
3. Qualities.
4. Other words.

The names of letters to be learned as fast as introduced in the chart lessons.

*Oral Reading.* Spell by sounds and by letters all words learned in reading lessons.

*Writing.* On slates and blackboard, at dictation, words in reading lessons. One side of the slate should be ruled by the teacher. Pupils to use long pencils and to hold them in a proper manner.

*Drawing.* Inventive drawing. A few straight lines to be given the children, from which to form such figures as their ingenuity may invent. Also Kindergarten method, and Thompson's system.

*Numbers.* Clear and ready perceptions of numbers, from one to five, to be developed with use of objects.

All possible additions, subtractions, multiplications, and divisions of integral numbers to be learned within each limit, as it is reached.

Exercises in rapid reckoning to be given at every step. Also concrete problems. Meaning of  $+$ ,  $-$ ,  $\times$ ,  $\div$ . Learn to write these numbers in script, Roman, and Arabic characters. Pupils may learn to count without objects.

*Lessons on Common Things.* 1. Objects in school room—chair, slate, pencil. 2. Parts of the human body—head, face, etc. 3. Domestic animals—dog, cat, etc. 4. Clothing—hat, bonnet, etc.



*Language Lessons.* Systematic correction of common faults in speech to be continued throughout the year. Form short sentences, incorporating given words. Answers to be given in full sentences. The use of the period to be taught; also the use of capitals at the beginning of sentences.

*Vocal Music.* Singing simple songs. For scientific instruction see Blackman's Graded Songs.

*Morals and Manners.* Inculcate reverence and love for God, obedience to parents and teachers, and a kind and forgiving spirit toward brothers, sisters, and schoolmates. Guard against rudeness, and suppress profanity and the use of vulgar language.

*Physical Exercises.* Free gymnastics, a few minutes every hour, or as often as the pupils become weary of other employment. Vocal gymnastics. Require the pupils to sit and stand erect.

#### SECOND TERM.

*Reading.* Charts and blackboard continued. During the term begin First Reader. Word method continued. The power to make out new words from phonic elements to be carefully cultivated. Words of two or three syllables may be used.

*Spelling.* Same as first term.

*Writing.* Same as first term.

*Drawing.* Inventions continued, using not more than eight lines. Lines one foot in length to be divided by children into halves, thirds, fourths, etc. Also, Thompson's system.

*Numbers.* Addition, subtraction, multiplication, and division of numbers to be extended step by step to ten. The four operations to be learned within the successive limits as they are reached, and exercises given with a view to promote rapid reckoning as well as thought. Count to 50. Roman numerals.

*Lessons on Common Things.* 1. Objects from the child's home—knife, fork, spoon, etc. 2. Food—apple, pear, cherry, etc. 3. Familiar flowers—rose, pink, etc.

*Language Lessons.* Same as first term; also, short sentences to be written as drawn out by the conversation on objects.

*Vocal Music.* Same as first term.

*Morals and Manners.* Same as first term. Recite verses and maxims singly and in concert.

*Physical Exercises.* Same as first term.

#### THIRD TERM.

*Reading.* First Reader, or Webb's Word Method. See that the pupils fully understand the language used in the reading lessons. Frequently require the pupils to tell the story in their own words. Introduce new reading matter if possible. Ask questions on the pictures of the lesson. Let the standard for good reading be its resemblance to good conversation. Practice



mental reading; all the class pointing carefully to the words as they are read by the teacher.

*Spelling.* All words found in reading lesson, and also words in object and language lessons.

*Writing.* Copying portions of the reading lessons on the slate and black-board, using capitals and periods. Spell at least once a day—by writing. See directions for first and second terms.

*Drawing.* Inventions continued. Simple designs, squares, rectangles, etc., with straight lines. Also, Thompson's System.

*Numbers.* As in former terms drill in numbers up to 15, and review. Use concrete numbers. Count to 100 with and without objects. Roman numerals to 50.

*Lessons on Common Things.* 1. Some familiar plants—with roots, stem, branches, etc. Place—up, down, right, etc., and cardinal points. 3. Color—distinguishing and naming colors.

*Language Lessons.* Punctuation; names of comma, semi-colon, colon, interrogation point and exclamation point. Several words may be given which the children may be encouraged to incorporate in short stories. Write sentences descriptive of objects set before them. Every child should be able to write his own name, the name of his teacher, and the school building.

*Vocal Music.* Songs. Also Blackman.

*Morals and Manners.* Read stories and actual occurrences to illustrate principles in manners and morals. Talks about right and wrong.

*Physical Exercises.* Once per hour.

---

## SECOND YEAR.

### FIRST TERM.

*Reading.* McGuffey's Second Reader, 60 pages. Use "The Nursery," or some other reading matter, two days in the week if practicable. Continued drill upon the phonic elements of words, with liberal use of the black-board. Mark vowels with signs in Webster's Dictionary.

*Spelling.* All words occurring in the reading lessons to be written and spelled orally; selections by sound. Also names of the days in the week and months in the year.

*Writing.* See previous year. Also take up small letters, separately, in classified order, one letter at each lesson, and explain analytically.

*Drawing.* Same as last year.

*Numbers.* Mental and written exercises in addition, subtraction, multiplication and division of numbers to 25. Exercises in notation and numeration of tens illustrated objectively. Roman numerals to "C." Concrete examples to be freely used in this and succeeding terms.



*Lessons on Common Things.* 1. Form and direction—four corners, edges, sides, round, vertical, etc. 2. Size—long, short, broad, narrow, etc. 3. Weight—heavy, light, heavier, etc. 4. Materials—wood, iron, stone, glass, etc.

*Language Lessons.* The same as last year with more original sentences about objects and pictures. Teach the use of interrogation point. All errors in conversation and pronunciation to be corrected. The use of the pronoun "I" as a capital.

*Vocal Music.* See previous year. Blackman's No. 1, for the year.

*Morals and Manners.* Continued as in the previous year. Lessons of civility and courtesy should be inculcated.

*Physical Exercises.* Same as before, with calisthenic and singing exercises.

#### SECOND TERM.

*Reading.* Second Reader to page 90. Phonics continued.

*Spelling.* Same as first term. Days of the week and months of the year. Teacher may make a list of common words most likely to be mis-spelled, for frequent drill, both oral and written. Names of the seasons of the year.

*Writing.* On slates and blackboard as before. Four lessons per week in primary copy book. Small letters to be analyzed. Use lead pencils, and insist on correct positions at all times.

*Drawing.* See previous term.

*Numbers.* Exercises, mental and written, in addition, subtraction, multiplication and division of numbers to 35. Exercises in notation and numeration to 100. Roman numerals to "CC."

*Lessons on Common Things.* 1. Clothing—girls and boys; workdays, and Sunday; compared with that of other animals. 2. Human body and its motions. 3. Uses of the five senses.

*Language Lessons.* Same as the first term. Second rule for use of capital letters. The simplest use of the comma, interrogation and exclamation points. Writing requests made of the teacher.

*Oral Geography.* Draw a map of some square in the city, and name streets on sides; also situation of buildings, etc. Draw, also, map of each school room, position of desks, tables, etc.

*Vocal Music.* As before. See Blackman's Graded Songs.

*Morals and Manners.* Same as previous term, with occasional talks about the behavior of children at home, at school, at church, in presence of company, etc.

*Physical Exercises.* Every hour.

#### THIRD TERM.

*Reading.* Complete Second Reader and review. Phonics continued. Intersperse new reading matter.

*Spelling.* Review words in Second Reader, and object and language lessons.



*Writing.* Primary copy book, four days in a week, with lead pencil. Capital letters explained. Continue to write on blackboard, slates, etc., as in previous term.

*Drawing.* Continued. Draw leaves, etc.

*Numbers.* Exercises, mental and written, in addition, subtraction, multiplication, and division of abstract and concrete numbers to 45. Notation and numeration to hundreds, illustrated objectively. Roman numerals continued.

*Lessons on Common Things.* Food—what is eaten raw? How prepared? What cooked? How cooked? Food of domestic animals. The children's home. Different rooms and uses. How lighted? Heated? Home of other animals compared with man's.

*Language Lessons.* Same as last term. Other uses of capitals and the comma, sign of possession and omitted letters.

*Geography.* Draw a map of Polk county, and study townships, towns, streams, etc.

*Vocal Music.* See Blackman.

*Morals and Manners.* See previous term.

*Physical Exercises.* Every hour.

---

## THIRD YEAR.

### FIRST TERM.

*Reading.* McGuffey's Third Reader to lesson XLIV. Give special attention to all marks and signs used. Require the pupils to repeat the substance of lessons in their own language. Give attention to definition of words by synonym and example.

*Spelling.* All the words in the various branches and exercises of this grade.

*Writing.* Copy book No. 1, and exercise book. Special attention to movement and position. Pen and ink commenced.

*Drawing.* Under direction of Superintendent.

*Numbers.* Exercises, mental and written, in addition, subtraction, multiplication and division of numbers, within the limit of 55. Numeration and notation of thousands taught objectively. Roman numerals continued.

*Lessons on Common Things.* The family and the relative duties of its members. The occupations of men and women. Carpenters, masons, cabinet makers, and their tools, etc.

*Language Lessons.* See previous term. Call attention to agreement of verb with its nominative.

*Geography.* Elementary text-book, Cornell to page 21.

*Vocal Music.* Blackman, No. 2, for the year.



*Morals and Manners.* Under direction of Superintendent.

*Physical Exercises.* Continued throughout the course.

## SECOND TERM.

*Reading.* McGuffey's Third to lesson LXXX. Introduction of juvenile literature when convenient.

*Spelling.* See previous term.

*Writing.* See previous term.

*Drawing.* Under direction of Superintendent. Also, Thompson's system.

*Numbers.* Notation, numeration and addition to hundreds of thousands. Multiplication (multipliers not to exceed nine). The idea of fractions to be developed objectively, and notation of the same to be taught to 1-9. Roman numerals. Grube's Method to 65.

*Lessons on Common Things.* The surroundings of the house — yard, garden, street, barn, etc. What is in them? What is done in them? How kept? Occupation of men and women continued.

*Language Lessons.* Sentences to be constructed containing words selected from the reading lessons. Words pronounced the same, but spelled differently; as to, too, two. The use of punctuation marks continued.

*Geography.* Elementary text-book. Cornell, from page 21 to 35, and from page 76 to 79.

*Vocal Music.* Under direction of Superintendent.

*Morals and Manners.* Under direction of Superintendent.

*Physical Exercise.* Under direction of Superintendent.

## THIRD TERM.

*Reading.* Finish McGuffey's Third Reader and review.

*Spelling.* As in previous term.

*Writing.* As in previous term.

*Drawing.* As in previous term.

*Numbers.* Addition and multiplication continued. Subtraction taught and illustrated objectively. Exercises in subtraction: minuend not to exceed thousands. Notation of simple proper fractions. Grube's Method to 75.

*Lessons on Common Things.* General objects, as in second term. Also, lessons on the measures, bushel, peck, quart and pint. The weights, pound, half-pound, quarter-pound, ounce. Time, years, months, days, hours, minutes and seconds.

*Language Lessons.* Write sentences containing words used by builders, mechanics, farmers and miners, peculiar to their callings.

*Geography.* Elementary book used. Cornell from page 79 to end. Also draw a map of Iowa, and teach general features and production.

*Vocal Music.* Under direction of Superintendent.

*Morals and Manners.* Continued through the course as above.



## FOURTH YEAR.

## FIRST TERM.

*Reading.* McGuffey's Fourth to lesson XX.

*Spelling.* All lessons of the grade to be spelled orally, by letter and many by sound. Spelling Book.

*Writing.* Copy Book No. 2, and Exercise Book. Particular attention to free movements and proper position.

*Drawing.* Under direction of Superintendent. Walter Smith's Intermediate Course, No. 1.

*Numbers.* White's Intermediate to addition. Also, promiscuous work in Grube's Method.

*Language Lessons.* Name words and action words to be selected from reading lessons, and to be required in original sentences. Action words connected with the idea of present, past and future time. The simple statement with, "have," "be," "is," etc. All work to be synthetic.

*Lessons on Common Things.* Forest trees; woods and their uses; leaves and barks of different trees; color, form. The measures, yard, foot, inch, etc.

*Geography.* Cornell, from page 35 to 51.

*Music.* Under direction of Superintendent. Blackman, No. 2, for the year.

*Morals and Manners.* Under direction of Superintendent.

## SECOND TERM.

*Reading.* Fourth Reader to Lesson XXXIV.

*Spelling and Writing.* As in previous term.

*Drawing.* See previous term.

*Numbers.* White's Intermediate to division. Also, simple calculations of surfaces of rectangles, two sides being given.

*Lessons on Common Things.* Writing sentences containing quality-words and selecting the same from the reader. Name-words modified; quality-words modified; number-words; limiting words. Pupils required to compose sentences containing these elements, and to discover them in various lessons, letter writing, compositions.

*Geography.* Primary book. Cornell from page 51 to 65.

*Music.* Under direction of Superintendent.

*Morals and Manners.* See last term.

## THIRD TERM.

*Reading.* Fourth Reader to Lesson XLVI.

*Spelling and Writing.* As in previous term. Spell names of pupils.

*Drawing.* See last term.

*Numbers.* White's Intermediate to Sixth § Section, completed and reviewed. Also, simple calculations of contents of parallelopipedons, dimensions not to exceed twenty.



*Lessons on Common Things.* Manufactures of Des Moines. Objects of foreign trade. Spring and summer; what people do. The cube. Cubic foot, yard, etc.

*Language Lessons.* Plurals of words, how formed. Predicating actions and qualities. Letters and compositions on objects used above.

*Geography.* Cornell's Primary from page 65 to 78, and review.

*Music.* As before.

*Marals and Manners.* As above.

---

## FIFTH YEAR.

### FIRST TERM.

*Reading.* Fourth Reader to Lesson LXIV.

*Spelling.* All technical terms in the several branches studied; and spelling book.

*Writing.* Copy book No. 3, and exercise book.

*Drawing.* As before. Smith's Intermediate Course No. 2.

*Numbers.* White's Intermediate to Subtraction of Fractions.

*Lessons on Common Things.* Miss Youman's Botany to Chapter II.

*Grammar.* Harvey's Elementary to 36th page. Also, compositions or exercises in narration.

*Geography.* Cornell's Intermediate to page 12.

*Vocal Music.* As before. Blackman's No. 3, for the year.

*Declamations.* Occasional exercises in declamation.

### SECOND TERM.

*Reading.* Fourth Reader completed.

*Spelling.* See previous term.

*Writing.* No. 3, and exercise book.

*Drawing.* As above.

*Arithmetic.* Whites Intermediate to Section VIII.

*Lessons on Common Things.* Youman's Botany to Chapter III.

*Grammar.* Harvey's Elementary, to page 55.

*Geography.* Cornell's Intermediate to page 24.

*Music and Declamations.* As before.

### THIRD TERM.

*Reading.* Fifth Reader to Lesson XXXI.

*Spelling.* Same as previous term.

*Writing.* No. 4. and Exercises.

*Drawing.* As before.

*Arithmetic.* White's Intermediate to section IX. Fractions reviewed.



*Lessons on Common Things.* Youman's Botany, Chapters III and IV.  
*Grammar.* Harvey's Elementary to page 81. Compositions continued.  
*Geography.* Cornell's Intermediate to page 31, with review of the term's work.

*Music and Declamations.* Continued.

---

## SIXTH YEAR.

### FIRST TERM.

*Reading.* Fifth Reader to Lesson LVII.

*Spelling.* Words from reading lessons, and all technical terms introduced in the course of instruction.

*Writing.* Copy book No. 4. Free movement exercises continued.

*Drawing.* As before. Smith's Free Hand Course, No. 3.

*Arithmetic.* White's Intermediate to Lesson XII. Denominate numbers.

*Lessons on Common Things.* Youman's Botany, Chapters V and VI.

*Grammar.* Harvey's Elementary from 81st page to page 109. Compositions continued. Narrative and descriptive exercises extended. Letter writing from pupil to pupil, pupil to teacher, pupil to parent on school matters.

*Geography.* Cornell's Intermediate from 31st page to the 39th.

*Music and Declamations.* Continued. Blackman No. 3, for the year.

### SECOND TERM.

*Reading.* McGuffey's Fifth Reader to Lesson LXXV.

*Spelling.* As before.

*Writing.* No. 5. Free movement exercises.

*Drawing.* See above.

*Arithmetic.* White's Intermediate completed.

*Common Things.* Youman's Botany, Chapters VII and VIII.

*Grammar.* Harvey's Elementary to page 136. See previous term.

*Geography.* Cornell's Intermediate to page 48.

*Music and Declamations.* Continued.

### THIRD TERM.

*Reading.* Fifth Reader completed.

*Spelling.* As in previous term.

*Writing.* No. 5, with free movement exercises.

*Drawing.* As before.

*Arithmetic.* General review of White's Intermediate. Extemporaneous questions and examples.

*Common Things.* Youman's Botany completed and reviewed.



*Grammar.* Harvey's Elementary completed.

*Geography.* Cornell's Intermediate to page 54, and general review of year's work.

*Music and Declamations.* Continued.

---

## SEVENTH YEAR.

### FIRST TERM.

*Reading.* Sixth Reader to Lesson XLII, and selections from the English Poets and prose writers. Elocutionary drills.

*Spelling.* Same as previous year. Dictation exercises. English abbreviations.

*Writing.* No. 6. Free movement exercises four times per week.

*Drawing.* As before. Smith's Free Hand Course, No. 4.

*Arithmetic.* White's complete to Section IX, page 73.

*Elementary Physics.* Gravity; demonstrations of its existence, and proof that it is proportional to mass. Definition and study of weight; how measured; instruments used; spring balances; steelyard; common balance; practical exercises in weighing; false balance, etc. Specific gravity; definition of; application to determine the weights of large masses of matter; in detection of alloys, etc.

*Magnetic Attraction.* The laws of attraction and repulsion; polarity of the magnet; use of this in mariner's and surveyor's compass; practical experiments.

*Electric Attraction.* Experimental study of the electricity of glass, wax, fur, etc.; good and bad conductors; electroscope; positive and negative electricity, lightning rods, uses, etc.

*Cohesion.* Experimental study of; cohesion of liquids; of gases.

*Adhesion.* Between solids; solid and liquid, glue, mucilage, printing, writing, etc. Cases in which a liquid will not adhere to a solid, and applications. Capillary attraction; pores in matter; uses; divisibility of matter. Adhesion of liquids to liquids; liquids to gases; gases to solids, etc.

*Grammar.* Harvey's Grammar to 49th page. Occasional exercises in transposing verse into prose.

*Geography.* Cornell's Intermediate from 4th to 60th page.

*U. S. History.* Venable to page 50.

*Music and Declamations.* Blackman No. 4 for the year.

### SECOND TERM.

*Reading.* Sixth Reader to Lesson LXXI.

*Spelling.* As in previous term.

*Writing.* No. 6. Free movement exercises.

*Drawing.* As before.



*Elementary Physics.* Elasticity. Difference between elastic and non-elastic bodies; demonstrations of elasticity of glass, ivory, etc.; useful application of the elasticity of solids; brittleness; elasticity of liquids; elasticity of gases; of air; demonstrations of; application to diving bell, air chamber, air guns, etc.; compressibility.

*Pressure of Air.* Demonstration of downward, lateral and upward pressures; the amount of pressure; drawing liquid from a vessel; dropping and testing tubes, pneumatic railways; barometers; construction and use of; vacuum, how formed.

*Motion.* Laws of; uniform, retarded, accelerated; motion of falling bodies, inertia; familiar illustrations; fly-wheels, hammers, axes, projectiles, etc.; concussion.

*Machines.* Inclined planes; practical applications; ascending a hill, loading a wagon, going up stairway, etc.; wedges, knives, etc.

*Lever.* Varieties; experimental demonstrations of laws; practical application of; movements of the human body, etc.; screw, wheel, and axle, pulley.

*Grammar.* Harvey to page 84. Composition.

*Geography.* Cornell's Intermediate to page 70.

*U. S. History.* Venable to page 112, Section 146.

*Music and Declamations.* Continued.

#### THIRD TERM.

*Reading.* Sixth Reader to Lesson CII.

*Spelling.* See previous term.

*Writing.* No. 7.

*Drawing.* As above.

*Arithmetic.* White's complete to Taxes, page 164.

*Elementary Physics.* Motion in a curve. Pendulum—construction and study of a simple pendulum; study of clocks, watches, etc. *Mechanics of Liquids.*—Pressure communicated in all directions equally; hydrostatic press; pressure resulting from weight; pressure upon bottom of vessel; upon sides; flow of liquids from orifices, artesian wells, springs, etc.; siphon, suction, air-pump, construction and working of common pump, force pumps, chain pumps, etc.

*Grammar.* Harvey to page 134. Composition as before.

*Geography.* Cornell's Intermediate to 78th page, with general review of year's work.

*U. S. History.* Venable to page 134, and review.

*Music and Declamations.* As before.

---

### EIGHTH YEAR.

#### FIRST TERM.

*Reading.* Sixth Eclectic to Lesson CXXVII.



*Spelling.* All words found in their studies, with spelling book.

*Writing.* No. 7.

*Drawing.* As above. Smith's Free Hand Course, No. 5.

*Arithmetic.* White's complete to Bonds, page 204.

*Elementary Physics.* Thorough review of preceding year, with the addition of classification of the properties of matter; discussion of universal gravitation, application of tides, etc.; center of gravity, equilibrium, etc.; composition, of air, etc.

*Grammar.* Harvey from 124th page to 163d. Compositions.

*Geography.* Cornell's Intermediate from 78th page to page 86, Lesson CXX.

*U. S. History.* To page 187. Venable.

Geography and History alternate.

*Music and Declamations.* As before. Blackman No. 4 for the year.

#### SECOND TERM.

*Reading.* Sixth Reader to Lesson CLVI.

*Writing.* No. 7.

*Drawing.* As before.

*Arithmetic.* White's Complete to Compound Proportion, page 230.

*Physics.* *Sound*—How produced; discussion of wave motion; velocity of, in air, in wood, water, iron, etc.; reflection of sound, echo, etc.; noise, and musical tones; pitch, intensity, and quality of tone; musical instruments; the voice, the ear. *Heat*—Shown to be a mode of motion; conduction of heat; good and bad conductors; practical applications, clothing, ice-house, etc.; expansion by heat; air, balloon, draughts of air, etc.; expansion of liquids and solids; thermometer, construction and practical use; change of state from solid to liquid, and from liquid to gas; boiling; conditions of modifying boiling point.

*Grammar.* Harvey to page 201. See previous term.

*Geography.* Eclectic, Cornell's Intermediate to Lesson CXXVI.

*U. S. History.* To page 234, section 250. Venable.

*Music and Declamations.* As before.

#### THIRD TERM.

*Reading.* Sixth Reader finished.

*Spelling.* As before.

*Writing.* No. 7.

*Drawing.* As before.

*Arithmetic.* White's Complete to Section XVI, and review.

*Physics.* Light, source of; luminous and non-luminous bodies, how the latter are made visible; motion of light in all directions in straight lines; intensity of light at various distances; shadows, reflection of light, angles of incidence and reflection; mirrors, etc., refraction; image formed in the eye; inverted and upright images; fishes in the water; prisms, lenses, spectacles, microscope, telescope, burning glasses; colors, colors of rainbow, etc.



*Chemical Electricity.* Construction of battery; apparent flow from positive to negative; effect on magnetic needle; effect on bar of soft iron, telegraph, fire alarm, etc.

*Grammar.* Harvey completed.

Elementary Physiology.

*U. S. History.* Completed and reviewed.

*Music and Declamations.* As before.

## HIGH SCHOOL COURSE.

### FIRST YEAR.

FIRST TERM.	SECOND TERM.	THIRD TERM.
Algebra.	Algebra.	Algebra (higher).
Arithmetic.	Physiology.	Physiology.
German.	German.	German.
Physical Geography.	Physical Geography.	Physical Geography

### SECOND YEAR.

FIRST TERM.	SECOND TERM.	THIRD TERM.
Algebra (higher).	Geometry.	Geometry.
Science of Government.	Botany.	Botany.
Latin.	Latin.	Latin.
General History.	General History.	Rhetoric.

### THIRD YEAR.

FIRST TERM.	SECOND TERM.	THIRD TERM.
Geometry.	Trigonometry.	Trigonometry.
Natural Philosophy.	Natural Philosophy.	Natural Philosophy.
Cæsar.	Cæsar.	Virgil.
Rhetoric.	English Literature.	English Literature.

### FOURTH YEAR.

FIRST TERM.	SECOND TERM.	THIRD TERM.
Astronomy.	Higher Arithmetic.	Higher Arithmetic.
Chemistry.	Geology.	Geology.
Mental Philosophy.	Mental Philos. one-half,	Zoology.
Virgil.	Zoology one-half.	Chemistry.
	Chemistry.	



## THE DISTRICT SCHOOLS.

### Questions Proposed to the Eighth Grade for Admission to the High School.

#### SPELLING.

First ten to be spelled phonically.

- |               |                  |                    |
|---------------|------------------|--------------------|
| 1. Vengeance. | 8. Conspicuous.  | 15. Sobriquet.     |
| 2. Instill.   | 9. Constitution. | 16. West Minster.  |
| 3. Icicle.    | 10. Thanatopsis. | 17. Promissory.    |
| 4. Scythe.    | 11. Secession.   | 18. Liability.     |
| 5. Docile.    | 12. Extirpate.   | 19. Incorporated.  |
| 6. Debt.      | 13. Labyrinth.   | 20. Miscellaneous. |
| 7. Alaska.    | 14. Coadjutor.   |                    |

#### ARITHMETIC (ORAL).

1. Three times five and  $\frac{3}{5}$  of five are how many times 4?
2. 30 is  $\frac{5}{8}$  of what number?
3.  $\frac{5}{6}$  of 12 is  $\frac{2}{3}$  of what number?
4. 8 is  $\frac{2}{3}$  of what number?
5. Add  $\frac{1}{2}$  and  $\frac{3}{5}$ .
6. 50 is 10 per cent of what number?
7. How many times is  $\frac{3}{7}$  contained in  $\frac{2}{3}$ ?
8. What is the interest of \$300 for 6 mos. at 6 per cent?
9. A man bought 20 pears at the rate of 2 for 3 cents. How much did they cost?
10.  $\frac{3}{8}$  of 24 is  $\frac{3}{4}$  of what number?

#### ARITHMETIC (WRITTEN).

1. Define number, factor, dividend and multiple.
2. A certain number divided by 93 gives a quotient 90 and a remainder 5. What is the number?
3. Add  $\frac{1\frac{1}{2}}{1\frac{1}{3}}$  and  $\frac{\frac{2}{3}}{\frac{3}{8}}$ .
4. Write 34 and  $\frac{1}{3}$  tenths.
5. Divide one hundredth by four millionths.



6. How shall I mark calico costing  $\$.16\frac{2}{3}$  a yd. so as to make 25 per cent?

7. I can sell a farm for \$4,000 cash or \$5,000 in two years. I accept the latter and get the present worth, discount 10 per cent. Do I gain or lose, and how much?

8. A note of \$65.80, dated Feb. 20, 1868, interest at 7 per cent, was paid June 25, 1870. Write the note to be paid to yourself by Wm. Williams, and give the amount of the note.

9. If 16 men can excavate a cellar 50 ft. long, 36 ft. wide, and 8 ft. deep, in 10 days, of 8 hrs. each, in how many days of 10 hrs. each can 6 men excavate a cellar 45 ft. long, 25 ft. wide, and 6 ft. deep?

10. If \$75 yield \$10.00 interest, what principal will bring \$89.28 in the same time?

## ENGLISH GRAMMAR.

1. Write a sentence containing all the parts of speech.  
2. Write a sentence using a verb as a noun, one using an adjective as a noun, and one using a pronoun as a noun.

3. Write the principal parts of the verbs lie, sit, go, do, arise, and sat.

4. Write a sentence containing the plurals of the following nouns: Lady, valley, deer, money and scissors.

5. Correct the following, giving reasons: Eloquent he spoke and the people listened attentive. It was her and him who you saw. He should have went and seen for hisself.

6. Analyze the following: The ceremonies concluded by the Doctor's saying "Gentlemen, we will resume our studies to-morrow."

7. Change the verb in the following, so that the verb shall be passive: John drove the horses from the field to the barn for shelter.

8. Give four rules for the use of the comma, and one each for the use of the semicolon and colon.

9. Parse the following words in the sixth question: Doctor, saying, gentlemen, and will resume.

10. Give the declension, plural number, of the following: Fox, ox, its and woman.

## GEOGRAPHY.

1. What is climate, and give three conditions which modify it?  
2. Name a characteristic tree in each of the zones, Temperate, Frigid and Torrid.

3. Describe a journey by water from Albany, New York, to St. Petersburg.

4. Name the productions and exports of the Atlantic States.

5. What countries do not have any rain? Why?

6. Describe the Gulf Stream and its effect on the climate of certain countries.

7. What imaginary lines are used in treating of the earth's surface, and in what directions do they extend?



8. Sketch a map of Asia locating chief rivers, mountain ranges and seas.
9. Why are the days and nights of unequal length?
10. Name four leading occupations of the United States.

## U. S. HISTORY.

1. In what wars was Gen. Scott engaged? Give some account of his campaigns.
2. Give an account of the taking of Quebec by the English, and of the invention of steamboats, and compare their importance to the country.
3. Where did Washington receive his military education and training, fitting him for the leader of the Revolution?
4. Who were the Huguenots? Where did they settle? Who were the Pilgrim Fathers? Where did they settle?
5. Do you think the English had a right to attempt to compel the colonies to submit? Why?
6. What settlement as to territory was made at the close of the French and Indian war?
7. What wars have the United States been engaged in, and were they all just?
8. Sketch the life of Columbus, Hudson, John Smith.
9. Give the causes and results of the "War of '12."
10. Mention four useful inventions each having a large influence in the progress and prosperity of the country.

---

**Questions Proposed to the Seventh Grade for Admission to the Eighth.**

## SPELLING.

First ten to be spelled phonically.

- |               |                   |                     |
|---------------|-------------------|---------------------|
| 1. Zephyrs.   | 8. Mariner.       | 15. Classification. |
| 2. Twanged.   | 9. Holowly.       | 16. Phrase.         |
| 3. Shrieked.  | 10. Calcutta.     | 17. Synthesis.      |
| 4. Martial.   | 11. Formulas.     | 18. Preliminary.    |
| 5. Shivering. | 12. Definition.   | 19. Schuylkill.     |
| 6. Mystery.   | 13. Apothecaries. | 20. Burgoyne.       |
| 7. Familiar.  | 14. Avoirdupois.  |                     |

## ARITHMETIC (ORAL).

1. How many inches in  $9\frac{1}{3}$  ft.?
2. At  $12\frac{1}{2}$  cts. a lb. how many lbs. can be bought for \$3?
3. A man earns \$20 a week and spends \$16.75, how much has he left?



4. How many qts. and pts. in  $\frac{3}{5}$  of a gallon?
5. What part of a bushel is 2 pks. and 5 qts.?
6. How many thousandths in 24?
7. How many pounds of honey at  $\frac{3}{8}$  of a dollar a pound can be bought for \$3?
8. If one place is  $30^\circ$  east of another what is their difference of time?
9. What per cent of 50 is 20?
10. 80 is  $12\frac{1}{2}$  per cent of what number?

## ARITHMETIC (WRITTEN).

1. Explain the reasons for the method of reducing a common fraction to a decimal.
2. Explain the reason for pointing off the quotient in division of decimals.
3. Write 3 hundred and 75 billionths; also 3 hundred, and 75 billionths.
4. Multiply one-tenth by one hundredth and divide the product by their difference.
5. How do you reduce mills to eagles; also, dimes to mills; also, eagles to dimes?
6. What part of 3 barrels of flour is 110 lbs and 4 oz.?
7. The difference of longitude between two cities is  $5^\circ 31' 2''$  what is their difference of time?
8. A man sold a watch for \$185 and lost  $16\frac{2}{3}$  per cent, what was its cost?
9. A merchant sold a lot of goods at  $12\frac{1}{2}$  per cent profit and gained \$20; what did he sell them for?
10. Bought pencils at  $12\frac{1}{2}$  cts. a dozen and sold them at  $26\frac{2}{3}$  cts.; what per cent did I make?

## GRAMMAR.

1. Define and give examples of the subjunctive, indicative and infinitive modes.
2. Define the present, past, perfect and future tenses, and give examples.
3. In what mode, tense and voice are "thou mayst have loved" and "if they had been loved"?
4. Give an example of an adverbial phrase and a conjunctive adverb, and mark each.
5. Write three examples, containing: 1st, a copulative, 2d, a disjunctive, and 3d, a correlative conjunction.
6. Write: 1st, a simple, 2d, a complex, and 3d, a compound sentence.
7. Write the mode and tense of each of the following verbs: "Writers of every age have endeavored to show that pleasure is in us and not in the objects offered for our amusements."
8. The happiest fellow I ever knew was of the number who are said to do no harm to anybody but themselves. Parse knew, who, do, and themselves.
9. Analyze the following: "Ah, father," cries Dick, without any emotion, "may heaven give you life to enjoy it yourself."
10. Write a sentence containing six parts of speech.



## GEOGRAPHY.

1. Bound the three oceans that are found in the torrid and temperate zones.
2. Define parallels and meridians and give their use.
3. Name the chief productions and exports of the Atlantic States.
4. Name three rivers of Asia flowing into the Artic, three flowing into the Pacific, and three flowing into the Indian ocean.
5. Name some of the principal possessions of the British Empire outside the mother country.
6. Sketch Norway, Sweden and Russia, and locate the mountain ranges, chief rivers and cities of those countries.
7. Name the entrance of the Mediterranean sea, its chief isles and its exit.
8. Name the chief mountain systems of North and South America.
9. Name several countries that do not have any rain. Why?
10. What country of South America touches two oceans? What one does not touch any ocean?

## HISTORY.

1. How did European nations get possession of territory in North America?
2. Name some of the principal nations once owning territory here and in what part.
3. Name and explain the different kinds of governments or charters of the early colonies.
4. In what respect did the customs and laws of New England differ from those of Virginia?
5. Explain who are meant by Jesuits, Huguenots and Puritans.
6. What explorations were made and what rivers discovered by La Salle?
7. What is meant by an inter-colonial and what by a revolutionary war, and give examples of each.
8. Between what colonies were there friendly relations with the Indians, and between what hostile? Why?
9. Tell what you can of John Winthrop, Roger Williams, John Smith, and Red Jacket.
10. Name the thirteen colonies and tell in what two wars they were engaged.

---

**Questions Proposed to the Sixth Grade for Admission to the Seventh.**

## SPELLING.

First ten to be spelled phonically:

- |             |                |                    |
|-------------|----------------|--------------------|
| 1. Phantom. | 8. Currency.   | 15. Miscellaneous. |
| 2. Awry.    | 9. Definition. | 16. Analyzing.     |



- |                |                 |                   |
|----------------|-----------------|-------------------|
| 3. Poignant.   | 10. Separation. | 17. Correlative.  |
| 4. Surges.     | 11. Obviously.  | 18. Argentine.    |
| 5. Tremendous. | 12. Vehicles.   | 19. Montevideo.   |
| 6. Regiment.   | 13. Casual.     | 20. Geographical. |
| 7. Chivalry.   | 14. Reduction.  |                   |

## ARITHMETIC.

1. How does simple differ from compound addition?
2. How do you divide one compound number by another?
3. Write the table for circular measure.
4. How are mills reduced to dimes; eagle to mills; mills to dollars?
5. How do you multiply an integer by a fraction? How divide an integer by a fraction?
6. A man owning  $\frac{2}{3}$  of a ship, sells  $\frac{5}{8}$  of his share for \$4,400; at this rate what is the value of the ship?
7. How many times will a clock that beats seconds tick in the month of February, 1878?
8. How many times will a carriage wheel 11 ft. 4 in. in circumference turn around in running 8 miles?
9. What will it cost to dig a ditch 40 rds. long,  $4\frac{1}{2}$  ft. wide and 2 ft. deep at 15 cts a cubic yard?
10. What will 20 miles of telegraph wire cost at  $27\frac{1}{2}$  cts a yard?

## GRAMMAR.

1. What is a relative pronoun? Decline "it" and "thou."
2. In how many ways may a noun be in the absolute case, and give examples.
3. What is the difference between a pronoun in the possessive case and a possessive pronoun? Give examples.
4. What is the difference between a synopsis and a conjugation? Give a synopsis and conjugation of the verb *fly* in the indicative mode.
5. Give four rules for the use of the comma, one for the semi-colon and one for the colon.
6. Give examples of principal and subordinate clauses.
7. Correct the following: A yoke of oxen were sold for \$100 dollars; also, It was her and him who you saw.
8. Analyze the following: Adverbs ending in *ly* are compared by prefixing more and most.
9. Parse "ly" and "most" in the above.
10. In what mode, tense, person and number are the following: I might teach, we teach, and they will have taught?

## GEOGRAPHY.

1. In what zone does South America lie? And what generally is its climate?
2. Name the principal mountain systems of North and South America.



3. Bound the Arctic and Indian oceans.
4. Describe a journey from Albany, New York, by water, to Lima, in South America.
5. Sketch a map of Wisconsin, Michigan, Illinois, Indiana, Ohio and Kentucky, and locate the capital and metropolis of each, and chief rivers.
6. Which direction do the rivers of the New England and Middle States flow? Why?
7. What four rivers flow into the Chesapeake Bay?
8. Why do people in the different sections of the United States have different employments? Give examples.
9. Compare the soil, climate and occupations of Canada and those of the Southern States.
10. What are parallels and meridians, and what is their use?

---

### Questions Proposed to the Fifth Grade for Admission to the Sixth.

#### SPELLING.

First ten to be spelled phonically.

- |                  |                  |                    |
|------------------|------------------|--------------------|
| 1. Revelry.      | 8. Definitive.   | 15. Penholder.     |
| 2. Languished.   | 9. Exercise.     | 16. Sympathies.    |
| 3. Cottage.      | 10. Tennessee,   | 17. Interrogative. |
| 4. Musical.      | 11. Countenance. | 18. Adverbial.     |
| 5. Legacy.       | 12. Continueth.  | 19. Multiple.      |
| 6. Paragraph.    | 13. Extolled.    | 20. Alleghany.     |
| 7. Interjection. | 14. Diamond.     |                    |

#### ARITHMETIC.

1. What is Federal money? What is United States money?
2. How do you reduce mills to cents? Cents to dollars? Dollars to mills?
3. What is a compound fraction? How is it reduced to a simple one?
4. How do you divide an integer by a fraction? How a fraction by a fraction?
5. What is necessary before fractions can be added or subtracted? Why?
6. At  $37\frac{1}{2}$  cts. a bushel, how many bushels of oats can be bought for \$57.75?
7. If a boy pays \$3.50 a hundred for papers and sells them at 5 cts. a piece, how much does he make on 150 papers?
8. Write five hundred dollars and three mills. Write six cents and one mill. Reduce \$4.50 to mills.
9. A man owning  $\frac{5}{7}$  of a property sells  $\frac{2}{5}$  of his share for \$2,400, at this rate what would be the value of the estate?



10. If a pound of butter costs  $\frac{1}{3}$  of a dollar, how many pounds can be bought for  $\frac{3}{4}$  of a dollar?

## ENGLISH GRAMMAR.

1. Decline I, thou, and it.
2. Write three examples: the 1st containing a personal, the 2d a relative and the 3d an interrogative pronoun?
3. Parse each one of those pronouns in the 2d question?
4. When is a noun in the objective and when in the absolute case? Give examples.
5. Write the plural of tooth, armful, plow and Charles; also the singular of geese, oxen, heroes and valleys.
6. Give examples of the three methods of distinguishing the masculine and feminine genders.
7. What is the distinction between a possessive pronoun and a pronoun in the possessive case? Give examples.
8. Can a noun be used as an adjective element? Give examples.
9. Write a sentence containing a noun, a pronoun, an adjective and a verb, and mark them.
10. Parse each word marked in the 9th.

## GEOGRAPHY.

1. Draw a map of the Middle States and locate the capital and largest city in each State; also the chief rivers and mountains.
2. Which two Middle States do not touch the ocean? Why do two of them have large cities in them?
3. What river is between what two Middle States?
4. Why are most large cities on the ocean coast or on some extensive lake or river?
5. What five large rivers flow into the Chesapeake Bay?
6. In what direction do the rivers of the New England States flow? Why?
7. Name the Southern States and Capitals?
8. What mountain ranges extend across the United States?
9. What can you say of the soil, climate and productions of New Found-land?
10. Which Southern States border on the Atlantic and which on the Gulf of Mexico?

---

**Questions proposed to the Fourth Grade for Admission to the Fifth.**

## SPELLING.

First ten to be spelled phonically.

- |           |             |                    |
|-----------|-------------|--------------------|
| 1. Forge. | 8. Chagrin. | 15. Massachusetts. |
|-----------|-------------|--------------------|



- |                |                  |                 |
|----------------|------------------|-----------------|
| 2. Millwright. | 9. Desperate.    | 16. Australia.  |
| 3. Pinest.     | 10. Incense.     | 17. Quotient.   |
| 4. Resigns.    | 11. St. Croix.   | 18. Thousands.  |
| 5. Fertile.    | 12. Savannah.    | 19. Multiplier. |
| 6. Descry.     | 13. Neuse River. | 20. Arithmetic. |
| 7. Viewless.   | 14. Alleghany.   |                 |

## ARITHMETIC.

1. How many and what are the figures used to express numbers?
2. In writing 303, which of the 3's has the larger value, and how much?
3. To what operation does multiplication naturally belong? Show it?
4. How many times may the divisor be subtracted from the dividend?
5. Write the rule for Long Division.
6. If one man can build a wall in 36 days, how many can build it in 4 days?
7. A man bought 3,500 bushels of grain, then sold 1,650 bushels; he then bought twice as much as he had left. How many bushels did he buy in all?
8. If a man earn \$12 a week, and spend \$7, how much will he save in 9 weeks?
9. If an orange is worth 2 lemons, and a lemon is worth 5 plums, how many plums are worth 8 oranges?
10. Add 3861 to 3979 and divide the sum by the  $\frac{1}{2}$  of their difference.

## GEOGRAPHY.

1. Name the most important river of Africa.
2. Name the countries of Africa that border on the Mediterranean sea.
3. Of what does Oceanica consist?
4. Name the four sections into which the United States are divided.
5. What States border on the Pacific Ocean?
6. Name the Southern States that border on the Atlantic Ocean.
7. Name the States in the U. S. that do not touch any ocean.
8. Draw a map of the Middle States, and locate chief rivers and cities.
9. Name the States that touch the Mississippi river.
10. Mention four rivers of the U. S. that are formed by two other rivers, and name the forming rivers.

## LANGUAGE.

1. Make a sentence containing ball and bawl.
2. Make a question containing the following words: States, New England and Middle.
3. Correct the following: There aint no use in trying to speak correct. He went with you and I.
4. Write the plural of egg, man, fly, box and ox.
5. Write all the nouns in one column, all the verbs in another, and all the adjectives in another, in the following sentence: George Washington's father one day prepared a bed of earth near George's favorite walk.



6. Rewrite the following, making all necessary corrections: a Good action Said henry is never thrown Away though Done to a Dog.

7. Change the following to prose, or write it in your own language:

You for many a mile must wander,  
 Many a lovely prospect see;  
 Gentle river, gentle river,  
 O, how happy you must be.

8. What is a noun? a verb? an adjective?

9. Write a telling sentence. An asking sentence. Change the telling to an asking, and the asking to a telling sentence.

10. Write four sentences about the Third Ward, in which one must be a question.

### Questions Proposed to the Third Grade for Admission to the Fourth.

#### SPELLING.

First ten to be spelled phonically.

- |               |               |                 |
|---------------|---------------|-----------------|
| 1. Pitchfork. | 8. Proof.     | 15. Carriages.  |
| 2. Stretch.   | 9. Dismissed. | 16. Africa.     |
| 3. Deceived.  | 10. Starve.   | 17. Arctic.     |
| 4. Mischief.  | 11. Shepherd. | 18. Geography.  |
| 5. Trouble.   | 12. Briers.   | 19. Arithmetic. |
| 6. Snowballs. | 13. Thistle.  | 20. Thousands.  |
| 7. Minuend.   | 14. Elephant. |                 |

#### NUMBERS.

- $6 \times 6 - 6 \div 6 + 6 =$  what?
- The sum of two numbers is 109: one of them is 46, what is the other?
- $9 \times 8 = 18 \times ( \quad )$ .
- $48 \div ( \quad ) = 5 \underline{3}$ .
- How many times as large is the left hand 3 in 33, as the right hand three?
- $19 \times 2 + 7 \div 5 \times 8 - 70 =$  what?
- A man is now 75 years old; when was he 18 years of age?
- Add  $7650 + 109 + 076 + 2918$ .
- Find the difference between 20106 and 2060.
- What is the minuend? What is the multiplicand?

#### LANGUAGE.

- Tell something about George Washington.
- Change the first into an asking sentence.



3. Make a sentence containing the following words: Sun, John, hay and wagon.
4. Make a sentence containing two action words and two name words.
5. Write the plural of man, mouse, boy, me, and I.
6. Correct the following: I have saw a elephant. I seen a elephant.
7. Re-write the following putting in capitals, etc.: well john what Have you come for. do you Wish to have Youold place agin.
8. Write the first verse of Mary's Lamb in your own words.
9. Write a sentence containing all the days of the week.
10. Write a sentence containing Mr., Dr., and 10 o'clock.

## GEOGRAPHY.

1. What two rivers form the Colorado?
2. What two New England States have a river for their boundary line.
3. Name all the New England States that touch the Atlantic.
4. What four States does the Connecticut river touch?
5. Draw a map of the Middle States and locate capitals and chief rivers.
6. Through what Middle State do the Alleghanies extend?
7. Through what countries do the Andes extend?
8. What country in South America touches two oceans? What touches none?
9. Represent a lake, an island, a mountain range, a capital city and a river.
10. Name all the oceans and all the grand divisions of land in the world.

**Questions Proposed to the Second Grade for Admission to the Third.**

## SPELLING.

First ten to be spelled phonically.

- |            |                |              |
|------------|----------------|--------------|
| 1. Shell.  | 8. School.     | 15. Truly.   |
| 2. Any.    | 9. Beasts.     | 16. Beauty.  |
| 3. Crying. | 10. Soothes.   | 17. Guides.  |
| 4. Hearth. | 11. Something. | 18. Prayer.  |
| 5. Honey   | 12. Dewy.      | 19. Every.   |
| 6. Abroad. | 13. Clothes.   | 20. Thought. |
| 7. Powers. | 14. Where.     |              |

## NUMBERS.

1.  $6 \times 4 + 11 \div 7 = \text{what?}$
2. If one boy has 3 apples, and another twice as many, how many have both?



3. William is 29 years old, how old was he 11 years ago?
4.  $18-5\times 2+4$ =what?
5. Write in Roman letters 29, 45 and 50.
6. Write the figures for XVIII, XXIV and XLIX.
7. Write in figures, sixty-nine, one hundred and one, and a number containing 2 units and 5 tens.
8.  $29\div(\quad)=4\frac{1}{2}$ .
9.  $36\div 9\times 4-10$ =what?
10. Divide 31 by all the odd numbers up to 12.

## LANGUAGE.

1. Where should capitals be used besides at the beginning of a sentence?
2. Make a sentence so as to have the last word in it begin with a capital.
3. Make a sentence using these words, eleven and six.
4. Fill out the following blanks: I ( ), we have a ( ) school.
5. Make a question about home.
6. Correct the following: That aint hisen. Me and her walked together.
7. Say two things about singing in one sentence.
8. Correct the following: i seen some boys playin.
9. Write a telling sentence. Now change it into an asking sentence.
10. Tell the following in your own words:

Hark, my mother's voice I hear,  
Sweet that voice is to my ear.

### Questions Proposed to the First Grade for Admission to the Second.

## SPELLING.

First ten to be spelled phonically.

- |             |              |             |
|-------------|--------------|-------------|
| 1. Bright.  | 8. Snow.     | 15. Bossy.  |
| 2. Because. | 9. Cries.    | 16. Toward. |
| 3. Pretty.  | 10. Friend.  | 17. Fleece. |
| 4. Sheep.   | 11. Second.  | 18. Coming. |
| 5. Guess.   | 12. Month.   | 19. Lamb.   |
| 6. Those.   | 13. Clothes. | 20. Wrong.  |
| 7. Leave.   | 14. Again.   |             |

## NUMBERS.

1. Write twenty-seven, forty-nine, and eighty-six in numbers.
2. Write 19, 34 and 46 in Roman Letters.
3. How many 3's are there in 10?
4.  $7=2\times(\quad)+1$ .



5. Three children had 3 cherries apiece, how many did they all have?
6. XXXI=what? XVII=what? XXIX=what?
7. William is ten years old, when was he three?
8.  $2 \times 3 + 1 = 5 + ( \quad )$ .
9.  $2 \times 4 + 4 - 5 \div 4 = ( \quad )$ .
10. Make a question using 3, 2 and 4 and mother, Henry and I.

## LANGUAGE.

1. Write a telling sentence. Also an asking one.
2. Write an asking sentence using the words, afraid and dark.
3. Make a telling sentence using the words out, week and school.
4. Write two sentences about cherries.
5. Correct this sentence: I seen a boy a eaten a apple.
6. Mary had a little lamb,  
Its fleece was white as snow.  
Tell this in some other words.
7. When should you use capital letters?
8. Make a sentence using three capitals.
9. Write two things a horse can do.
10. Correct the following: We wasn't there. I don't want none.

---

### Questions Proposed to the Classes in the High School for Promotion.

## CHEMISTRY.

1. What is chemistry? Give a short history of its progress. What is chemical force? Give and illustrate the difference between adhesion and affinity.
2. How is chemical force affected by heat and light? Define atom, molecule. Why do theories regarding the constitution of bodies change?
3. What is atomicity? Quantivalence? Bonds? How are changes in quantivalence explained? When may an atom exist free?
4. What are hydrates, acid and basic? Explain the present method of naming compounds. Give illustrations.
5. What is chemical analysis? Proximate, ultimate, qualitative, and quantitative? What methods of analysis and upon what does each depend?
6. Name three important mineral acids and tell how the presence of each is detected. How is Pt. detected the dry way?
7. Trace a mixture of blue, green and white vitriols through the general and class schemes and write all the reactions.
8. Name the Cu. ores. How is the metal reduced? Give its properties and uses, and name the properties upon which those uses depend.



9. How are Ag., As., Zn. and Cu. detected in the wet way? Write the reaction for making  $\text{CO}_2$  with marble and  $\text{H}_2\text{SO}_4$ .

10. What is organic chemistry? Name the organic elements. What are organic acids? Bases? Name some. Explain the manufacture of illuminating gas.

#### GEOLGY.

1. Give the size, form and cause of form of the earth, with a brief statement of the nebular hypothesis.

2. What is geology? Name the grand divisions of geologic time with the ages each includes. What characterizes geologic time? Geologic ages? Geologic periods?

3. What can you say of strata, as to kind as we ascend from the Archæan? What does this prove? What conditions were necessary for formation of Archæan rocks? Conglomerates? Sandstones? Limestones?

4. How are the rocks of any age characterized? Apply your answer to Silurian and Devonian rocks.

5. What was the coal period? Give geography of coal areas. Explain in full the formation of coal. Compare the vegetation of that age with this. Why? Why should there be an accumulation of carbonic acid more than others?

6. Draw a map representing the growth of North America through the different ages, and tell when the prominent features of the country were made.

7. What is the probable age of the world? How determined? Give the time ratios of the different ages. What changes took place in the water? In the air? How was soil made?

8. Give all the facts bearing on a glacial epoch, and a probable theory that will account for them.

9. What changes have taken place since the glacial epoch? What agencies operated? Give the history of the appearance and progress of man according to geology. Draw a map representing the geology of Iowa.

10. (The class were required to name and locate ten fossils that were selected promiscuously).

#### TRIGONOMETRY.

1. Name and define the units of angular measure. What relation between arcs and angles? Define quadrant, complement, supplement. Trace the limiting values of the sin., cos., tang., and cot.

2. What is the radius of the circle from which the natural functions are obtained? Derive value for sin. in terms of cos.; of cos. and tang.; of cosec.; of cos. and cot.

3. What is a logarithm? Show that any quantity whose exponent is 0 equals unity. Find the log. of .001, of  $\sqrt{.001}$  of .001.<sup>4</sup>

4. In the right angled triangle A B C, a and b are given to find C, a and C to find c,  $b=40$ ,  $C=30^\circ$ , find remaining parts. Find sin., cos., tang., and sec. of  $60^\circ$ .



5. Prove, a sin.  $B=b \sin. A$ .  
 Prove  $(a+b) : (a-b) :: \text{tang. } \frac{1}{2} (A+B) : \text{tang. } \frac{1}{2} (A-B)$ .
6. Prove  $(a+b) : (S+S') :: (S-S') : (a-b)$ .  
 Prove  $\cos. A=R \times \frac{b^2+c^2-a^2}{2bc}$ .
7. Derive the formulas and compute the sin., cos., tang. of  $75^\circ$ .
8. Prove, sin.  $2a = \frac{2 \text{ tang. } a}{1 + \text{tang.}^2 a}$  if  $2 \sin. a = \frac{2 \sin. a \cos. a}{R}$ .
9. Given: sin.  $3b=2 \sin. b$ ,  $2b \cos. b = \sin. b$ , and sin.  $2b=2 \sin b \cos. b$ , to prove sin.  $3b=3 \sin. b - 4 \sin.^3 b$ .
18. Find value of  $x$  in the equation  $\frac{\sin. 3x}{\sin. 2x} = .88$ .

## ENGLISH LITERATURE.

1. Who was the first great English poet? Name his masterpiece, and give an outline of it. Why is it that the first writers of a nation are nearly always poets? Why is America an exception? Can you give any reason why the poets of the present are less numerous and less talented than those of the past? If so, what is it?

2. Give a sketch of the life of Spencer. Name his chief work, and mention his chief excellencies as a writer. What great authors were his contemporaries? Who was the author of the "Merchant of Venice"? Give an outline of it.

3. Tell by whom each of the following works was written, and give the excellencies of each author: "The Pilgrim's Progress"; "Gulliver's Travels"; "The Ancient Mariner"; "Paradise Lost"; "The Essay on Man"; and "John Gilpin's Ride".

4. Give a sketch of the life and character of Samuel Johnson. Name his chief work. By what means do we know so much of him? What was the character of the writings of Bacon?

5. Name the greatest historical works written in the English language during the last century, and the two greatest written this century. Give the author of each, and his rank as a historian compared with the others. What constitutes a good historian?

6. Contrast Byron and Tennyson as poets, and quote from each to substantiate your views. Name the chief work of each. Give the chief excellency of each as a poet. Who was the founder of the English novel? Name ten later novelists. What qualities as a novelist has George Eliot which are superior to Dickens? Whom do you consider the greatest English novelist?

7. Name three important works of Longfellow, and tell for what each is noted. Compare and contrast him with Bryant. What is his reputation in America?

8. Write a brief sketch of Whittier and name three of his most important works. Name three works of Nathaniel Hawthorne, and tell how he ranks as a novelist. What peculiar habits has he? What is the difference between a witty and a humorous writer? Give examples of each.



9. Who was the greatest American philosopher? Write sketches of Irving and Emerson. Name one work by each.

#### NATURAL PHILOSOPHY.

1. Of what does Natural Philosophy treat? Define matter, force. Classify the forces of nature. Classify motion and give its laws.

2. What is mechanics? Name the simple machines. Derive the statical law for the lever. The inclined plane.

3. What is gravity? What are its laws? Prove law of intensity. Derive the laws for falling bodies. A pendulum that vibrates once in a second at the surface of the earth was found to vibrate in one and one-fourth seconds; how high above the surface was it taken?

4. What is specific gravity? How find Sp. Gr. of solids? Liquids? Gases? Of what use is it? Name an illustration.

5. Diagram and name the principles on which each of the following depends: Common suction pump, force pump, hydraulic ram, siphon and hydraulic press.

6. What is pneumatics? Classify aeriform bodies. Describe the barometer. Explain the causes for the variation in the height of the column. How much weight will be lost or gained by ten pounds of cork when transferred to a vacuum? A cu. in. of air weighing .31 of a grain.

7. What is acoustics? Name conditions necessary for hearing. What is the difference between noise and musical sound? Upon what does pitch depend? Give law of length of strings. Give principle of tuning a musical instrument.

8. Name the principles assumed by the Wave theory of light. In how many ways is incident light disposed of? Give law of reflection. Prove law of intensity. Show by diagram how the image is formed by a plain mirror, by a double convex lens.

9. What is Double Refraction? Polarization? In how many ways is light polarized? How is polarized light analyzed? State all the facts you can in favor of the Wave theory.

10. What is heat? How measured? What is specific heat? Latent heat? Vaporization? Give laws of evaporation.

#### LATIN.

1. What is the Latin Language? Why called a dead language? Who is your author? What methods of pronunciation? Which do you use? What are the rules of accent?

2. What are the Genitive singular endings of the declensions, and the Infinitive endings of the conjugations? How do you tell the declension of a noun? Decline a noun of each declension.

3. In how many ways are adjectives declined? Illustrate by declining one of each kind. What is the regular method of comparison? Compare altus, pulcher, bonus, malus and multus.



4. Decline *ego*, *hic*, *idem*, and *aliquis*. Give the first person singular and plural of *sum*, Indicative and Subjunctive. What are the principal parts of a verb? Give examples.

5. Give the second person, singular and plural, Indicative, active of *amo*, and same in passive of *mones*. Inflect the future tense of a verb in each conjugation.

6. Give the imperative, infinitive, participle, gerund and gerundive of *rego*. What is the difference between a gerund and a gerundive? Give the rules for the use of supines. To what do they correspond in English?

7. Translate the following:

*Te haec docebo, Caium Athenas mittat, Certum est, Caesarem belli gerendi peritum fuisse Jucundum est auditu, Christianorum est misereri pauperum.*

Give rules for *te*, *haec*, *Athenas*, *belli*, *gerendi*, *auditu*, *Christianorum* and *pauperum*.

8. Put the following into latin:

He enjoys pleasure. You cannot change the past. He says that he eats to live. [They must] be sent to the country. Carthage must be destroyed. You have hurt Caius. The boy was fond of writing letters.

9. Translate into English, *andi*, *monitu*, *vocatus erit*, *regendus est*, *regas*, *laudator*, *amaverit*, *audietur*, *regite*, *monemini*, *audiamini*, *vis*, *navultis*, *possem*, *tulit*, *latus erat*, *fit* and *itu*.

10. Give principal parts of *abire*, *ferre*, *nolle*, *posse*, *uti*, *agere*, *cantare*, *nocere*, *loqui*, *petere*, *capere* and *vendere*. Give the prepositions which govern both the accusative and ablative.







THE  
INDEPENDENT SCHOOL DISTRICT

OF

DES MOINES, (WEST SIDE.)

---

Sixth Annual Report

OF THE

BOARD OF EDUCATION,

FOR THE

SCHOOL YEAR ENDING JUNE 7, 1878.

---

*PUBLISHED BY ORDER OF THE BOARD.*

---

DES MOINES:  
IOWA STATE REGISTER PRINT.  
1879.



## MEMBERS OF THE BOARD, 1877-78.

NAME.	TERM EXPIRES.
G. M. HIPPEE,	1878
P. M. CASADY,	1878
H. L. SKINNER,	1879
G. H. MAISH,	1879
L. H. BUSH,	1880
C. A. DUDLEY,	1880

### ORGANIZATION OF THE BOARD. 1877-78.

<i>President,</i>	P. M. CASADY.
<i>Secretary,</i>	J. M. ST. JOHN.
<i>Treasurer,</i>	J. J. TOWNE.
<i>Superintendent,</i>	J. H. THOMPSON.

### STANDING COMMITTEES, 1877-78.

*Claims*—DUDLEY, MAISH and SKINNER.

*Grounds, Building, Fuel and Warming Buildings*—SKINNER, BUSH, DUDLEY and MAISH.

*Janitors, School Furniture and Apparatus*—MAISH, SKINNER, DUDLEY and BUSH.

*Teachers, Rules and Regulations*—HIPPEE, BUSH and SKINNER.

*Finance and Accounts*—HIPPEE, MAISH and BUSH.

*Text-Books and Course of Study*—BUSH, DUDLEY and HIPPEE.

*Examination of Teachers*—C. A. DUDLEY, J. H. THOMPSON and R. S. HUGHES.

*Visiting Schools*—First Ward, BUSH and DUDLEY.

Second Ward, HIPPEE and MAISH.

Third Ward, SKINNER and BUSH.

Fourth Ward, MAISH and DUDLEY.

*Superintendents of Repairs and Supplies*—First Ward, L. H. BUSH.

Second Ward, C. A. DUDLEY.

Third Ward, G. H. MAISH.

Fourth Ward, H. L. SKINNER.







## REPORT OF THE PRESIDENT.

---

*To the People of the Independent School District of West Des Moines:*

In presenting the annual report of our schools for the year, we are able to say with confidence that in every department it has been a period of success, and that there has been a degree of prosperity which justifies the establishment and continued encouragement and support of our graded system. It is, however, true that there is and must of necessity be much rigidity in this plan of school management, when as many are to be taught as are now enrolled as pupils in attendance; but with the right of selecting studies to be pursued, and the regulation of the Board allowing entire freedom of choice in that respect, and frequent promotions from grade to grade allowed upon examination, there is such flexibility in the system that advancement is no longer determined by the promotion of whole classes, but is made at any time when ability and scholarship warrant.

With a Superintendent and corps of teachers in full sympathy with this plan of management, promotion from grade to grade or in particular studies has been made as fast as age and acquirement would justify. Doubtless there are a few isolated cases in which promotion in particular studies has been too slow, but it is true as a rule that the majority of the pupils of the schools of the district are advanced too rapidly, and that many pupils find their way to the difficulties of the High School course of study who are unfitted for such work both by age and previous preparation.

Notwithstanding the discipline and culture which advanced studies bring to those who pursue them carefully and intelligently, the public, in estimating the worth of our common schools, looks not to the High School, but to the proficiency and the skill of the pupils in those branches allowed by our statute to be taught.

And in view of the great amount necessary to maintain our public schools, and the tendency to enlarge the range of studies taught at public expense, it is a matter to be carefully considered whether there is not annually appropriated and expended a large amount of the resources of the district without any warrant or authority of law in maintaining schools for teaching studies other than those allowed by law to be taught in the common schools.

It is a frequent remark that school taxes are paid cheerfully, but however cordial the support which is yielded by all citizens to the maintenance of our common schools, this does not permit a diversion of those funds from common school purposes to their consequent detriment, and their appropriation for instruction in those arts and sciences unmentioned in the statutes providing for common and public instruction. Nothing but the expense of our common school system will bring it into disrepute, for when it passes beyond what may not inappropriately be termed a necessity and becomes a luxury, it will lose its hold on the affections of the people and they will refuse it support. We have escaped the revolutionary feeling which in some parts of the country has well-



nigh destroyed its public schools in an effort to restore instruction to the common branches; but the attention of the Board and teachers has been turned more particularly during the year to thoroughness in the common branches, with the hope that every pupil should become at least a fair writer, good reader and accurate speller. The year has witnessed great improvement in the scholarship of the Primary and Grammar Grades.

The High School commenced the fall term in charge of L. B. Cary as Principal. This change was brought about by the resignation of Mr. Ozias, who had for six years discharged the duties of Principal with great acceptability to the Board of Directors and people of the district. But the High School in charge of Mr. Cary and his assistants has in no degree lost by this change, in scholarship or efficiency. It has been the policy of the Board to retain among the teachers of the district those who by experience, scholarship and attention to their profession merited the confidence and support of the public. Especial attention has been given to the scholarship of all new applicants for positions as teachers, and the results of that attention have been embodied in suitable rules adopted by the Board, which will protect the district from unqualified teachers and tend to advance the scholarship of present and future teachers, if our successors in office adhere to them in making future selections.

Notwithstanding the accommodations which have been provided to furnish school facilities to the pupils of the district, there is a present necessity for a school building in the northwest part of the city. The growth and unexpected development of that portion of the city have been such that the buildings in the Third and Fourth Wards are overcrowded, and there have been established two overflow rooms, and still the demand for school accommodations is greater than the district can possibly meet. The citizens in that portion of the city have petitioned the Board to re-submit the question at the annual election whether an appropriation shall be made for that purpose. As the district has three large, commodious buildings, we submit for the consideration of the Board the propriety of erecting in the future smaller structures, well ventilated, with ample grounds, as the best and most economic method of accommodating the pupils in the lower grades, where we find there is the greatest demand for school facilities. With small buildings located in different parts of the city, the younger class of pupils have advantages which must be denied them when they live remote from school. There are many reasons of a sanitary nature which suggest such a course.

In 1876 the Board inaugurated the scheme of refunding \$70,000 of its outstanding ten per cent bonds at the rate of seven per cent. That work has been fully completed during the year, and thus a saving of three per cent per annum on \$70,000 has been made.

Of the Fourth Ward school bonds, only \$5,000 now remain outstanding, and these will be retired the ensuing April or May.

There is appended to this report a statement which exhibits the receipts and



expenditures during the year ending Dec. 31, 1878, which shows in detail the annual cost of our schools.

For more detailed information upon the subject of our schools, reference is made to the report of the Superintendent, herewith submitted, which, with its statistical tables, contains full and accurate information upon the schools during the year. Nothing has occurred to interfere with the steady and regular working of every department of the district schools, and whatever success has been attained in them is due to the Superintendent and his corps of teachers, who in all matters have fully and heartily co-operated with the Board to secure to each pupil every advantage which the common schools have been organized to afford. No one of our public institutions demands more care or better thought in administration than our public schools, which were organized for the good of the State, and at this time, after years of trial, are justly regarded as the element which secures to us national strength and perpetuity.

C. A. DUDLEY,  
President of Board of Directors.

**Receipts for Year Ending Dec. 31, 1878.**

School House Fund, tax of 1877.....	\$16,760.77
“ “ “ accrued interest on 7 per cent bonds.....	450.94
Teachers' Fund, tax of 1877.....	16,780.77
“ “ semi-annual apportionment.....	4,399.92
“ “ tuition.....	160.00
Contingent Fund, tax of 1877.....	10,032.13
Total.....	\$48,584.53

**Expenditures for the Year Ending Dec. 31, 1878.**

Paid deficiency of previous year.....	\$3,549.90
“ teachers.....	24,610.00
“ interest on bonds.....	6,467.45
“ Fourth Ward bonds redeemed.....	5,000.00
“ expense and discount placing 7 per cent bonds.....	731.55
“ repairs.....	1,406.65
“ supplies.....	643.50
“ fuel.....	1,283.48
“ furniture.....	875.65
“ gas.....	61.20
“ janitors.....	1,924.65
“ printing.....	143.85
“ Secretary.....	315.00
“ Third Ward furnace, balance.....	750.00
“ insurance.....	542.50
“ water.....	200.00
“ use of Opera House.....	20.00
“ for taking the enumeration.....	25.00
Cash on hand.....	34.15
Total.....	\$48,584.53



## REPORT OF THE SUPERINTENDENT.

*To the Board of Education of the West Side Public Schools:*

GENTLEMEN: In compliance with your regulations, I submit herewith for your consideration the following, my Sixth Annual Report of the Public Schools of West Des Moines:

The schools opened on Monday, Sept. 10, 1877, and closed on Friday, June 9, 1878. The schools were in session 38 weeks. Tables will be found appended, from which the following usual summary of statistics is made:

### Statistics.

Population of the City of Des Moines .....	25,000
Population of the West Side.....	15,000
Value of school property.....	\$225,000
School sites.....	31,200
School buildings .....	188,000
School furniture.....	5,800
Taxable property—Estimated cash value.....	9,546,000
Assessed value.....	3,818,400
Tax for school purposes—Mills per dollar on the cash value .....	4 4-5
Mills per dollar on assessed value .....	12

### Enumeration of Pupils Between Five and Twenty-one Years of Age for 1877.

	<i>Males.</i>	<i>Females.</i>	<i>Total.</i>
First Ward.....	412	349	761
Second Ward .....	431	544	975
Third Ward .....	463	565	1028
Fourth Ward .....	429	460	889
Totals .....	1918	1735	3653
Totals for 1876 .....	1526	1672	3198

### COMPARATIVE STATEMENT OF ENUMERATION FOR DIFFERENT YEARS.

In 1870.....	2268
In 1871.....	2364
In 1872.....	2534
In 1873.....	2728
In 1874.....	2848
In 1875.....	3191
In 1876.....	3198

There was an error in taking the enumeration for this year.

In 1877.....	3653
--------------	------



**Number of Pupils Enrolled in the Public Schools for Different Years.**

In 1873.....	1654
In 1874.....	1750
In 1875.....	1831
In 1876.....	1923
In 1877.....	2211
In 1878.....	2301

**School Accommodations.**

Number of school buildings owned.....	4
Number of school rooms owned.....	38
Seating capacity.....	2150

**Number of Schools.**

High School.....	1
Grammar Schools.....	12
Primary Schools.....	22
Total number of schools.....	35
Total number of schools in 1872.....	22

**Number of Teachers.**

In the High School.....	3
In the Grammar Schools.....	12
In the Primary Schools.....	22
Superintendent.....	1
Total (males, 5; females, 33).....	38

**Times Teachers were Tardy.**

	1876.	1877.	1878.
In the High School.....	2	7	17
In the Grammar Schools.....	54	82	62
In the Primary Schools.....	96	58	50
Total.....	152	147	129

**Pupils Registered.**

	1876.	1877.	1878.
In the High School.....	114	146	141
In the Grammar Schools.....	476	543	553
In the Primary Schools.....	1334	1523	1607

**ENROLLMENT BY SEXES.**

In the High School—Boys.....	48
Girls.....	93
In the Grammar Schools—Boys.....	240
Girls.....	313
In the Primary Schools—Boys.....	830
Girls.....	777
Total—Boys.....	1118
Girls.....	1183



## Average Attendance.

In 1876.....	1246
In 1877.....	1399
In 1878.....	1476

## Per Cent of Attendance on the Enrollment.

In 1876.....	64.7
In 1877.....	63.2
In 1878.....	64.4

With all the effort teachers and officers can make, the per cent of attendance varies but little from year to year—an argument in favor of compulsory attendance.

## Number of Pupils Remaining in School at the Close of the Year.

In the High School .....	88
In the Grammar Schools.....	380
In the Primary Schools .....	1060
Total.....	1528
Total in 1877 .....	1398
Total in 1876 .....	1289
Total in 1875 .....	1195

## Number of Cases of Tardiness.

	1877.	1878.
In the High School .....	1372	1077
In the Grammar Schools .....	1488	1630
In the Primary Schools.....	3876	3897
Total.....	6736	6604

## Number of Pupils Examined for Promotion to Higher Classes at the Close of the Year.

In the High School .....	88
In the Grammar Schools .....	305
In the Primary Schools.....	542
Total.....	935

## NUMBER OF PUPILS WHO PASSED THEIR EXAMINATION AT THE CLOSE OF THE YEAR.

In the High School .....	85
In the Grammar Schools .....	204
In the Primary Schools.....	431
Total.....	720

## NUMBER OF PUPILS WHO FAILED TO PASS.

In the High School .....	3
In the Grammar Schools .....	101
In the Primary Schools.....	111
Total.....	215



NUMBER OF PUPILS PROMOTED AT OTHER TIMES.

In the High School .....	0
In the Grammar Schools.....	38
In the Primary Schools .....	315
Total.....	353
Total number promoted during the year .....	1073

Number of Pupils per Teacher on the Enrollment.

	1877.	1878.
In the High School .....	48	47
In the Grammar Schools .....	49	46
In the Primary Schools .....	80	72½

NUMBER OF PUPILS PER TEACHER ON THE AVERAGE ATTENDANCE.

In 1876.....	40
In 1877.....	42
In 1878.....	40

Number of Pupils of Different Ages.

	1878.	1877.
Number 5 years of age .....	160	183
Number 6 years of age .....	195	167
Number 7 years of age .....	238	222
Number 8 years of age .....	228	193
Number 9 years of age .....	211	216
Number 10 years of age .....	236	192
Number 11 years of age .....	170	158
Number 12 years of age .....	176	135
Number 13 years of age .....	167	135
Number 14 years of age .....	154	142
Number 15 years of age .....	104	122
Number 16 years of age .....	62	84
Number 17 years of age .....	33	45
Number 18 years of age .....	15	14
Number over 16 .....	136	74
Number between 6 and 16.....	1993	1698

Cost of Tuition per Pupil on the Number Enrolled.

	1877.	1878.
In the High School .....	\$19.86	\$19.85
In the Grammar Schools .....	13.73	13.45
In the Primary Schools .....	6.98	7.73
Average cost on enrollment .....	9.58	10.06
Average cost on enumeration.....	6.62	6.33
Cost of supervision per pupil on the enrollment.....	.72	.69



## COMPARISON OF THE COST OF TUITION PER PUPIL IN DIFFERENT WARDS.

In the High School.....	\$19.85
In the First Ward.....	8.80
In the Second Ward.....	8.69
In the Third Ward.....	9.15
In the Fourth Ward.....	9.25

**Comparison of the Average Daily Attendance for 1877 and 1878, Month by Month.**

	1877.	1878.
September.....	1351	1377
October.....	1385	1474
November.....	1369	1396
December.....	1332	1365
January.....	1316	1429
February.....	1365	1442
March.....	1302	1494
April.....	1353	1528
May.....	1291	1469
June (semi-month).....	1234	1390

For the purpose of storing the mind with select passages in English, and increasing the love of literary study in the English tongue, the following selections were made by the Superintendent to be committed to memory by the pupils and recited frequently to their teachers. The exercises proved very profitable and interesting, so much so that it is made a prominent exercise of the schools:

## FROM THIRD READER.

Jack Frost.....	page 43, 4 weeks
Don't Kill the Birds.....	page 80, 4 weeks
The Seven Sticks.....	page 105, 4 weeks
Speak Gently.....	page 116, 4 weeks
Spring.....	page 142, 5 weeks
Evening.....	page 157, 3 weeks
Too Late for School.....	page 213, 4 weeks

## FROM FOURTH READER.

The River.....	page 43, 6 weeks
Boy and Butterfly.....	page 75, 2 weeks
Hare and Tortoise.....	page 66, 4 weeks
Freaks of the Frost.....	page 104, 4 weeks
Evening Hymn.....	page 125, 3 weeks
The Winter King.....	page 146, 5 weeks
The Tempest.....	page 222, 4 weeks



FROM FIFTH READER.

Tired of Play.....page 45, 4 weeks  
The Festal Board.....page 86, 4 weeks  
The Pebble and the Acorn.....page 116, 4 weeks  
April Day.....page 139, 4 weeks  
Death of the Flowers.....page 143, 4 weeks  
It Snows.....page 167, 4 weeks  
Procrastination.....page 176, 4 weeks

FROM SIXTH READER.

The Hour of Prayer.....page 100, 4 weeks  
The Soldier's Rest.....page 125, 4 weeks  
God is Everywhere.....page 155, 4 weeks  
Thanatopsis.....page 197, 6 weeks  
Psalm of Life.....page 212, 2 weeks  
Elegy in Churchyard (one-half).....page 222, 4 weeks  
Last half of same.....page 224, 4 weeks

HISTORICAL TOPICS FOR THE SEVENTH AND EIGHTH GRADES.

One to be selected each month, and thoroughly studied, and written about at the close of the month.

Alexander the Great.  
Hannibal.  
Julius Cæsar.  
Charlemagne.  
George Washington.  
Napoleon I.  
Columbus.  
John Gutenberg.  
Galileo.  
Isaac Newton.  
James Cook.  
Mohamed.  
James Watt.  
Cuvier.  
Raphael.  
William Pitt.  
Martin Luther.

Queen Elizabeth.  
Queen Mary.  
Gustavus Adolphus.  
Peter the Great.  
Peter the Hermit.  
Dante.  
Cervantes.  
Shakspeare.  
Goethe.  
Archimedes.  
John Milton.  
Richard Arkwright.  
Charles Linneus.  
Mozart.  
Richelieu.  
Alexander Humboldt.  
Louis XIV.



## THE HIGH SCHOOL.

### NUMBER OF TEACHERS EMPLOYED.

Male .....	1
Female .....	2
Total .....	3

### NUMBER OF PUPILS ENROLLED.

Boys .....	48
Girls .....	93
Total .....	141

### TEXT-BOOKS.

#### MATHEMATICS.

<i>Branch.</i>	<i>Author.</i>
Arithmetic .....	White & Ray
Algebra .....	Thomson
Geometry .....	Loomis
Trigonometry .....	Loomis

#### NATURAL SCIENCE.

Physics .....	Norton
Chemistry .....	Youmans
Astronomy .....	Burritt
Physiology .....	Brown
Botany .....	Gray
Zoology .....	Nicholson
Geology .....	Dana

#### LANGUAGE.

Latin .....	Arnold
Cæsar .....	Chase & Stewart
Virgil .....	Chase & Stewart
English Literature .....	Hart
Mental Science .....	Wayland
Rhetoric .....	Day
General History .....	Anderson

### GRADUATES OF 1878.

Charles E. Blodgett, <i>Salutatory</i> .	Everett M. Kelsey,
George M. Weaver,	Mary B. Williams,
Dora M. Jack,	Will C. Mathews,
Charles B. Taylor,	Charles A. Keffer,
Nellie I. Harmon,	Frances E. Gaston, <i>Valedictory</i> .

Class Motto: "Industry is Talent."



GRADUATING EXERCISES.

PROGRAMME.

Prayer.....Rev. D. R. Lucas

*Music.*

"Diamonds"—Salutatory.....Charles E. Blodgett

"The Leaders and the Led".....George M. Weaver

"Unrest the Spirit of the Times".....Dora M. Jack

"The Power Behind the Throne the Real Seat of Government", Chas. B. Taylor

*Music.*

"Tapestry".....Nellie I. Harmon

"Look Up and Go Up".....Everett M. Kelsey

"Stopping by the Wayside".....Mary B. Williams

*Music.*

"Physical Sciences in Education".....Will C. Mathews

"Literature and Its Influence".....Charles A. Keffer

"The Real and the Ideal"—Valedictory.....Frances E. Gaston

*Music.*

Conferring Diplomas, by C. A. Dudley, President of the Board of Education.

Benediction.....Rev. C. A. Gelwicks

The graduating exercises have always proved a very interesting occasion. There should be some exercises of a similar character to emphasize the advent of new pupils into the High School as well as when passing out of it. It would encourage those pupils if the Board would have prepared a suitable certificate to present to each one entering the High School. This year some formal exercises were had in the Third Ward which were meant to be an introduction to this order of things.

The following is the list of those who passed a successful examination for the High School in June:

GIRLS.

Nettie Suplee,  
Lottie Estis,  
Florence Everett,  
Matie Holmes,  
Lettie Galbreth,  
Ida Kuntz,  
Lizzie Buck,  
May Porter,  
Blanche Scott,  
Ella French,  
Ida Easton,  
Helen Miller,  
Laura Dickey,

Ida Clemens,  
Fannie Suplee,  
Rilla Wightman,  
Ida Olmsted,  
Emma Wellslager,  
Lydia Reinchild,  
Jennie Horning,  
Ida King,  
Ada Preston,  
Edith Robertson,  
Etta Chevalier,  
Lorette Winslow.



## BOYS.

John Woodward,  
Ernest Muffly,  
Edwin Merrill,  
George Aulman,  
David Anderson,  
Eugene Sherman,  
Hugh Lucas,

Frank Phillips,  
Henry Keffer,  
Charles Denman,  
Clinton Nourse,  
Nathaniel Stark,  
Fred Hubbell.

## SUMMARIES FOR THE HIGH SCHOOL.

MONTH.	Enrolled.	Average No. be- longing.	Average daily attendance.	Days of absence.	Tardiness	No. not absent or tardy.	Per cent of punctuality.	Per cent of attendance.	Truancies.	Teachers tardy.
September.....	133	130.8	123.4	142	68	63	98.8	94.6	0	3
October.....	132	128	121.4	130	160	30	96.7	94.9	3	0
November.....	127	122.7	117.5	93	142	26	96.6	95.2	3	0
December.....	127	121.6	116.2	108	121	21	94.6	95.5	3	3
January.....	121	118.2	113.5	94	136	17	97.1	96	3	5
February.....	108	105.2	101.5	78	123	13	96.9	96.2	2	5
March.....	106	95.7	92.3	74	126	17	96.6	96.4	3	3
April.....	94	91.2	88.5	54	63	24	97.9	97	3	0
May.....	88	85.2	81.4	72	95	12	97.1	95.5	2	0
June (semi-month).....	88	86.5	84.3	22	43	17	97.4	98.6	3	0

The statistics are given in the preceding pages, in three classes, viz: The High School, the Grammar School and the Primary Schools. Our schools are divided into these three divisions, requiring four years for the completion of each, that is, four years for the Primary, four years for the Grammar schools, and four years for the High School.

Pupils enter school at five years of age, and if they follow a regular course, they will graduate from the High School in twelve years or at seventeen years of age.

To some this seems a long time, and some criticisms have been passed on the great length of time required to pass through the Public Schools. It should be remembered that a child at five or six years, starts with nothing in a literary way; now glance up the path he must climb before he graduates from the High School. Our difficult orthography must be mastered.

The mazes of numbers from the scale of tens up to the extraction of roots, must be threaded. The intricacies of our grammar must be sought out and learned. The pupil must not only learn to read our language but also to write it. Thousands of geographical names must be learned and spelled. Still nothing has been said of language lessons, object lessons, drawing and singing lessons, composition and elocutionary exercises, lessons of common things and history. All this before he even enters the High School, and to be done in one-fourth of each day and three-fourths of each year.

If a pupil could graduate at fifteen, what could he do afterwards?



He is too young for college and too young to be sent abroad in the world to win his way.

If Boards of Education would declare pupils to be educated at fourteen years of age, this would not make them so, any more than to declare an oak sappling of ten years to be a tree, would make it so.

The course of study might be cut down, so that pupils could finish it at fourteen, but they would not be any more mature nor possess any more knowledge than they do under the present system at that age.

The truth is it takes time to develop a human being. Men are considered unfit to be called men or to do the work of men, or to represent men in Congressional Halls, before they are twenty-five or thirty years of age. "The great end of education is not information but personal vigor and character. What makes the practical man, is not the well informed man, but the alert, disciplined, self commanded man."

We believe in practical education, and an effort is made at each step to fit the pupil to go *out* rather than to go *up* to other grades. Education should touch life, touch it in the present, touch it on all sides. There is profound wisdom in the method adopted by Dickens' school-master, old Squeers, who first taught his boys to spell stable, and then made them take turns in cleaning the stable, that they might the better understand the word.

Confining the student to the study of books alone, has something of the effect that hunting game in the farmer's barnyard might have on the spirits of Nimrod.

There would be plenty of game and some variety, but a lack of enthusiasm and original effort, such as the open prairie and wild woods, can only inspire.

The farm, the mountains, have always furnished the best men for the pulpit, the press, and the commerce of the city; because of their communion with two worlds, the world without and the world within. Education does not consist in the accumulation of facts, but rather in acquiring such mental strength as will seize facts as they appear and make them useful for an end. Napoleon I. was one day riding in advance of his army, when he came to a bridgeless river, which it was necessary for him and his hosts to cross immediately on a forced march.

"Tell me," said the Great Emperor to his engineer, "the breadth of this stream." "Sire, I cannot," was the reply, "my scientific instruments are with the army, and we are ten miles ahead of it." "Measure the breadth of this stream instantly." "Sire, be reasonable." "Ascertain at once the width of this river, or you shall be deposed from your office."

The engineer drew down the cap-piece of his helmet till the edge of it just touched the opposite bank, and then holding himself erect, turned upon his heel and noticed where the cap-piece seemed to touch the bank on which they stood.

He then paced the distance from where he stood to the latter point, and turned to the Emperor, saying, "this is the breadth of the stream."

He was promoted.



While there is great deal of practical education outside of books and schools, yet it would be a blessing if all could have the culture of the schools. I could wish all hewers of wood could talk as learnedly of trees as Solomon; all stone-cutters had the artistic skill of Phidias or Angelo. I could wish our plough-boys could sing the *Bucolics*, our kitchen maids scold in Arabic, our beggars beg in Sanscrit, and our profane men swear in some unknown tongue.

If there were more learning, there would be less begging and less swearing. The plough-boy would plough better; the artisan will hammer, hew, and build better on account of their higher sense of beauty.

All the world's work would put on a new significance, and get a marvelous efficiency, from such an uplifting of the people's manhood. Give us schools then, accessible to all, not only to the sons but to the daughters.

Our teachers as a corps, are to be highly commended for their faithfulness and competency. Without such teachers, it is impossible to have efficient schools. The policy of the Board cannot be too highly approved, in retaining from year to year all those who are laboring successfully. From six months to a year is necessary for a new teacher to become thoroughly acquainted with her work and with the dispositions of half a hundred pupils. We frequently hear teachers say on entering their second year: "I just begin to feel that I shall do good work. It took me last year to get acquainted."

Teacher's Meetings have been maintained promptly and regularly throughout the year.

Besides the usual general work of these meetings, historical essays and discussions were had on the following educational personages: Socrates, Plato, Newton, Bacon, Rosseau, Locke, Pestalozzi, and Froebel, and on "Old Time Methods."

The various educational journals, have been read more extensively by our teachers than ever before..

No teacher can be said to be entirely first class who does not keep posted on educational topics and methods, from time to time.

Our teachers, with but few exceptions, seem anxious to perfect themselves in every way possible in their profession.

The greatest change that has taken place among instructors in the High School for several years, occurred at the close of this year. Mr. A. N. Ozias, the former principal, resigned to accept a position in the Columbus High School of Ohio. Mr. Ozias has long had the reputation in all parts of the State, as one of the most profound scholars and thorough instructors to be found within its borders.

Miss Roberts, a good instructor, resigned her place to go to California to teach.

Mr. L. B. Cary and Miss Sarah Collier were elected to fill these vacancies respectively. These teachers come to us with the best testimony of their efficiency and faithfulness.

Having made the foregoing presentation of the workings of the public schools for the last year, it is respectfully submitted.

J. H. THOMPSON, *Superintendent.*



## STATISTICAL TABLES.

TABLE I.

Showing the number enrolled, number examined, number who passed, number who failed, per cent of failures, whole number promoted, number not absent or tardy, number not absent more than one day, number not tardy more than once, and average age of the several schools.

TEACHERS.	Enrolled.		Examined for promotion.	No. who passed.			Per cent of failures.	Promoted at other times.	Whole No. promoted.	No. not absent or tardy.		No. not absent.		No. not absent more than one day.	No. not tardy more than once.	Average age.
	Boys.	Girls.		No. who passed.	No. who failed.	No. who failed.				No. not absent or tardy.	No. not absent.					
High School.....	141	48	93	88	85	3	3.4	0	85	2	5	2	7	4	16.3	

### FIRST WARD.

Miss Bartholomew.....	69	48	21	0	0	0	0	54	54	0	0	32	0	15	6.3
Miss Maxwell.....	61	31	30	25	13	12	45	16	29	0	0	33	0	2	9.1
Mr. Lee.....	59	33	26	0	0	0	0	23	23	1	1	6	1	2	9.6
Mr. Edwards.....	44	26	18	15	14	1	6.6	1	15	0	0	13	1	8	11.1
Total.....	233	138	95	40	27	13		94	121	1	1	74	2	27	

### SECOND WARD.

Miss Mathews.....	154	75	79	14	9	5	35.7	54	9	1	2	3	1	2	5.9
Miss Scott.....	74	34	40	24	17	7	41	23	40	0	0	5	0	3	8.2
Miss Dickey.....	61	27	34	44	32	12	27	3	35	0	1	15	3	8	8.9
Miss Frederic.....	64	32	32	44	36	8	18.5	3	39	0	0	27	0	37	9.1
Miss Morse.....	73	32	41	24	21	3	12.5	0	21	1	0	7	1	4	10.8
Miss Harvey.....	66	34	32	45	32	13	28.8	0	32	0	0	26	0	6	13.6
Mrs. Woods.....	44	21	23	32	23	9	28	1	24	0	6	4	0	3	13
Miss Glisson.....	39	11	28	23	19	4	21	0	19	4	3	19	1	10	13.7
Miss Walter.....	38	13	25	21	16	5	23.6	2	18	0	2	8	3	10	
Miss Garfield.....	32	9	23	17	15	2	11.7	0	15	2	0	10	0	2	15.8
Total.....	485	288	387	278	220	68		86	252	8	14	124	9	85	

### THIRD WARD.

Miss McManima.....	145	77	68	56						0	0	32	0	35	6
Miss Clark.....	89	45	44	40	34	6	15	7	41	2	0	14	0	0	7.7
Miss Turner.....	90	56	34	31	21	10	32	0	21	2	2	16	5	6	8.9
Miss L. Holland.....	63	27	26	35	25	10	28.6	17	42	1	1	21	5	10	9.4
Miss McHenry.....	65	31	34	24	17	7	25	0	17	0	9	11	10	7	9.8
Miss Lennox.....	61	24	27	42	34	8	19	4	38	0	0	17	0	13	10.8
Mrs. Clark.....	54	30	24	25	21	4	16	0	21	2	2	20	0	6	12
Mrs. Morrow.....	52	27	25	28	6	2	73	0	6	1	2	20	0	2	12
Miss Aitkin.....	50	26	24	30	17	13	43	3	20	1	2	12	1	8	13.3
Miss Willsie.....	32	6	26	15	7	8	53.3	2	9	2	2	5	0	0	14.4
Mrs. Wilson.....	55	25	30	27	22	5	19	0	22	1	0	10	0	3	14.9
Total.....	756	314	372	353	204	93		53	137	12	20	178	21	90	

### FOURTH WARD.

Miss Berger.....	115	59	56	16	16	0	0	6	22	3	4	3	0	1	6.5
Miss Williams.....	66	36	30	13	13	0	0	50	63	1	1	2	5	9	8.4
Miss Bristow.....	67	32	35	29	29	0	0	32	61	2	1	0	2	0	9
Miss McClelland.....	46	22	24	34	33	1	2.9	3	36	1	2	7	0	1	9.7
Miss Glissan.....	53	23	30	52	19	13	40	4	23	5	5	12	1	14	11.6
Miss Chapman.....	65	35	30	33	28	5	15	20	48	0	0	0	1	2	10.5
Miss Wylie.....	64	34	30	12	4	8	66	7	11	0	0	12	0	0	
Mr. King.....	50	19	31	20	14	6	30	18	32	0	0	0	0	14	14.2
Total.....	526	261	266	189	156	35		134	296	12	13	36	9	41	

The reason why very few or none seem to be promoted in the first or lowest primary grades is because pupils do not remain in those rooms long enough to complete a year's work. Changes occur two or three times a year in those rooms.



TABLE II.

Showing the number enrolled, average number belonging, average daily attendance, days of absence, number of tardinesses, number neither absent nor tardy, per cent of punctuality, per cent of attendance, cases of truancy and times teachers were tardy, for each month in the year, for the district schools.

WARDS.	Enrolled.	Average No. belonging.	Average attendance.	Days of absence.	No. of tardinesses.	No. neither absent nor tardy.	Per cent of punctuality.	Per cent of attendance.	Cases of truancy.	Teachers tardy.
SEPTEMBER.										
First Ward .....	157	133.7	125.1	110	27	70	99.4	93.5	15	1
Second Ward .....	515	471	444	536	92	176	99.5	94.3	26	3
Third Ward .....	560	528	494	649	110	186	99.4	93.6	13	3
Fourth Ward .....	366	337	314	440	77	105	99.4	93.2	7	3
Total .....	1598	1469.9	1377.1	1742	306	537			61	10
OCTOBER.										
First Ward .....	154	135	119	328	71	35	98.5	88.1	3	0
Second Ward .....	513	485	449	722	203	130	98.8	93.5	8	9
Third Ward .....	554	533	585	937	138	145	99.2	91.6	6	3
Fourth Ward .....	385	354	321	649	148	64	98.8	90.8	4	1
Total .....	1606	1507	1474	2636	590	374			21	13
NOVEMBER.										
First Ward .....	158	139	127	204	46	55	98.9	91.6	3	0
Second Ward .....	517	496	449	680	216	166	98.7	90.6	13	4
Third Ward .....	576	546	500	751	129	180	99.3	91.5	5	3
Fourth Ward .....	384	356	320	646	157	101	98.6	90	0	0
Total .....	1635	1537	1396	2381	548	502			21	7
DECEMBER.										
First Ward .....	162	128	110	280	48	26	98	85.7	0	0
Second Ward .....	498	456	413	764	231	147	98.3	90.5	4	6
Third Ward .....	583	554	507	947	220	190	98.7	91	12	6
Fourth Ward .....	382	357	335	398	134	131	98.8	94.1	2	2
Total .....	1625	1494	1365	2389	633	494			18	14
JANUARY.										
First Ward .....	152	139	129	199	108	42	97.9	92.8	0	0
Second Ward .....	500	467	432	708	259	150	98.5	93	2	1
Third Ward .....	594	572	528	864	273	188	98.6	92.1	3	10
Fourth Ward .....	393	364	340	482	234	114	98.2	93.3	5	2
Total .....	1639	1542	1429	2253	873	494			10	13
FEBRUARY.										
First Ward .....	165	153	144	195	116	53	97.9	93.9	0	1
Second Ward .....	496	450	408	642	176	138	98.9	90.6	3	2
Third Ward .....	602	574	533	815	205	204	99	92.7	6	7
Fourth Ward .....	402	383	357	533	230	119	98.3	93	5	2
Total .....	1665	1560	1442	2185	827	514			14	12
MARCH.										
First Ward .....	164	142	128	282	79	50	96.5	90.2	0	2
Second Ward .....	483	434	396	764	149	136	99	91.3	4	4
Third Ward .....	610	570	524	944	166	214	99.2	91.5	2	4
Fourth Ward .....	408	373	346	525	139	127	99	91.9	1	2
Total .....	1665	1519	1494	2515	533	527			7	12



TABLE II—CONTINUED.

WARDS.	Enrolled.	Average No. be- longing.	Average attend- ance.	Days of absence.	No. of tardinesses.	No. neither absent nor tardy.	Per cent of punc- tuality.	Per cent of at- tendance.	Cases of truancy.	Teachers tardy.
APRIL.										
First Ward .....	153	141	126	308	57	35	98.8	89	0	0
Second Ward .....	481	444	403	784	161	124	99.5	90.5	2	4
Third Ward .....	604	566	500	128	176	122	99	88.3	7	6
Fourth Ward .....	402	377	343	711	161	117	98.8	90.8	3	4
Total .....	1640	1528	1372	3070	555	398			12	14
MAY.										
First Ward .....	144	122	104	338	66	14	98.3	93.4	0	0
Second Ward .....	462	437	393	833	152	87	99.2	90	8	4
Third Ward .....	581	545	477	1292	173	82	99	87.6	0	10
Fourth Ward .....	383	364	329	669	206	174	98.3	90.4	3	0
Total .....	1570	1469	1303	3132	597	357			11	14
JUNE (SEMI-MONTH).										
First Ward .....	112	101	90.7	92	14	56	99.2	88.9	0	0
Second Ward .....	427	419	385	316	64	218	98.7	92	0	0
Third Ward .....	533	514	773	406	72	254	99.2	92.1	2	4
Fourth Ward .....	368	356	330	251	74	207	98.1	92.9	0	1
Total .....	1440	1390	1270.7	1065	224	735			2	5



TABLE III.  
SUMMARIES FOR THE WARDS.

MONTHS.	Enrolled.	No. belonging.	Average attendance.	Days of absence.	No. of tardinesses.	No. not absent or tardy.	Per cent of punctuality.	Per cent of attendance.	Cases of truancy.	Teachers tardy.
FIRST WARD.										
September.....	157	134	125	110	27	70	99.4	93.5	15	1
October.....	154	134	118	328	71	35	98.5	88.1	3	0
November.....	158	139	127	204	46	55	98.9	91.6	3	0
December.....	162	128	110	280	48	26	98	85.7	0	0
January.....	152	139	129	199	108	42	97.9	92.8	0	0
February.....	165	153	144	195	116	53	97.9	93.9	0	1
March.....	164	142	128	282	79	50	96.5	90.2	0	2
April.....	153	141	126	308	57	35	98.8	89	0	0
May.....	144	122	104	338	66	14	98.3	83.4	0	0
June (semi-month).....	112	101	90.7	92	14	12	99.2	88.9	0	0
SECOND WARD.										
September.....	515	471	444	535	92	176	99.5	94.3	26	3
October.....	513	485	449	721	203	130	98.8	93.5	8	9
November.....	517	496	449	679	216	166	98.7	90.6	13	4
December.....	495	456	413	764	231	147	98.3	90.5	4	6
January.....	500	467	432	708	259	150	98.5	93	2	1
February.....	496	450	408	642	176	138	98.9	90.6	3	2
March.....	483	434	396	765	149	136	99	91.3	4	4
April.....	481	444	403	784	161	124	99	90.5	2	4
May.....	462	437	393	833	152	87	99.2	90	8	4
June (semi-month).....	427	419	385	316	64	218	98.7	92	0	0
THIRD WARD.										
September.....	560	528	494	646	110	186	99.4	93.6	13	3
October.....	554	533	485	937	138	145	99.2	91	6	3
November.....	576	546	500	751	129	180	99.3	91.5	5	3
December.....	583	554	507	947	220	190	98.7	91	12	6
January.....	594	572	528	864	273	188	98.6	92.1	3	10
February.....	602	574	533	815	205	404	99	92.7	6	7
March.....	610	570	524	944	166	214	99.2	91.8	2	4
April.....	604	566	500	1268	176	122	99	88.3	7	6
May.....	581	545	477	1292	173	82	99	87.6	0	10
June (semi-month).....	533	514	473	406	72	254	99.2	94.1	2	4
FOURTH WARD.										
September.....	366	337	314	440	77	105	99.4	93.2	7	3
October.....	385	354	321	649	148	64	98.8	90.8	4	1
November.....	384	356	320	646	157	101	98.6	90	0	0
December.....	382	356	335	398	134	131	98.8	94.1	2	2
January.....	393	364	340	482	234	114	98.2	93.3	5	2
February.....	402	383	357	533	230	119	98.3	93	5	2
March.....	408	373	346	525	139	127	99	91.9	1	2
April.....	402	377	343	710	161	117	98.8	90.8	3	4
May.....	383	364	329	669	206	174	98.3	90.4	1	1
June (semi-month).....	368	355.7	329.7	251	74	207	98.1	92.9	0	1



## ROLL OF HONOR.

---

Names of Those Who Have not Been Absent or Tardy During the Year.

---

NINA HALIDAY,  
CARRIE WEAVER,  
NETTIE WILLIAMS,  
JESSIE DICKS,  
KITTY KIMBLE,  
LIBBIE PORTER,  
CHARLIE BAKER,  
IDA CLEMENS,  
WILLIE NEAFIE,  
MAUD BRACKETT,  
FREDDIE BEANER,  
MAUD CARY,  
MAMIE McWILLIAMS,  
FLORENCE EVERETT,

FINA IBHLER,  
CHARLEY RAWSON,  
MAHALA CAVERT,  
ADELA NELSON,  
FRED. MORRISON,  
GEORGE BAKER,  
IDA EASTON,  
AVA PICKLE,  
MAY YOUNG,  
EDDIE MINSON,  
GERTIE LAWTON,  
LOUIS BECK,  
HARRY DRABELLE.



## RULES OF THE BOARD.

1. The regular meetings of the Board shall be held on the second Monday of each month, except the regular meetings in March and September, which shall be held on the third Mondays of said months, at the office of the Secretary of the Board.

Special meetings may be called by the President, but no special meetings shall be held until all the members of the Board shall have been notified of the same by written notice left at the residence of each school director.

2. Four members shall constitute a quorum.

3. The order of business at the regular meetings shall be as follows:

*First*—Reading of minutes.

*Second*—Communications.

*Third*—Petitions.

*Fourth*—Report of standing committees.

*Fifth*—Reports of special committees.

*Sixth*—Reports of officers and Superintendent.

*Seventh*—Unfinished business and motions.

The rules of order shall be the same as those usually governing deliberative bodies.

4. There shall be appointed annually, on the third Monday in March, five standing committees of not less than two members each, as follows:

*First*—On grounds, buildings, repairs, fuel, and warming school houses.

*Second*—On janitors, school furniture, and school apparatus.

*Third*—On teachers, rules of school, and school discipline.

*Fourth*—On finance and accounts, to whom shall be referred all subjects respectively relating thereto.

*Fifth*—On text books.

*Sixth*—On examination of teachers.

5. The fiscal year of the Board shall commence on the first day of September, and the annual report of the Board and of the Superintendent, shall be ready for distribution by the first day of October of each year.

6. All bills presented for the action of the Board shall specify items, and no order on the Treasurer for their payment shall be issued until duly receipted.

### DUTIES OF COMMITTEES.

1. *On Grounds, Buildings, Repairs, Fuel and Warming Buildings.*—It shall be the duty of this committee to have the general supervision of the building, repairing and improving all school houses, including grounds. For repairs costing over twenty dollars, and building contracts, said committee shall proceed with the same under the special instruction of the Board. This committee



shall provide the school buildings with such heating and ventilating apparatus as may be authorized by the Board.

2. *On Janitor, School Furniture and School Apparatus.*—This committee shall have special supervision of the Janitors, and shall furnish the school with such furniture and apparatus as the Board may direct.

3. *On Teachers, Rules of School, and School Discipline.*—It shall be the duty of this committee to inquire into the character and competency of each applicant for a situation as teacher; to fill all vacancies which may occur, requiring action before a regular meeting of the Board; and to inquire into any charges or complaints against the Superintendent, teachers, or other officers of the Board, and to report the same to the Board at its next meeting. This committee shall also consider and report on all subjects connected with the Rules of the Board for the regulation of the school.

4. *On Finance and Accounts.*—It shall be the duty of this committee to inquire into the state of the funds of the Board, and recommend such measures as may be deemed necessary to raise the amount needed for school purposes, and for the disbursement of the same.

5. *On Text Books.*—It shall be the duty of this committee to examine and recommend to the Board the text books for the use of the schools, and constantly observe the merits or defects of the books in use, and recommend any change in such matters as they may deem important.

6. *On Examination of Teachers.*—It shall be the duty of this committee to prepare suitable questions to test the knowledge of the applicant for a position as teacher in our schools, in Orthography, Reading, Writing, Arithmetic, Geography, English Grammar, United States History, Physiology and Theory and Practice of Teaching.

In case a teacher shall be required to teach other branches than those specified, he shall, prior to his appointment, produce a certificate of qualification to teach those branches in addition to the branches aforesaid.

#### JANITORS.

It shall be the duty of the Janitors to prepare the fuel necessary for warming the school buildings; to build the fires in time each morning to comfortably warm each room before the opening of school; to keep the stoves and pipes free from all unnecessary accumulation of ashes and soot; to carefully guard the buildings from all damages by fires; to carefully and thoroughly sweep out the school rooms, halls, and passages thereto after the close of each school day, and carefully dust them before the opening of the school in the morning; to close the blinds and lock the outside doors at night; to keep the out-house clean and in good order, and to perform such other duties as may be required of them by the principals, or Superintendent, or regulations of the Board, or the committee on Janitors.

All persons engaging as Janitors, must do so on the explicit agreement that their whole time is employed for the whole year, including the vacations of the schools, and that the Board has the right to send them to do special work in any



of the wards or buildings of the district. No "extra" allowances will be made to Janitors for services, unless ordered by the Board.

SUPERINTENDENT AND HIS DUTIES.

SECTION 1. The Superintendent shall act under the advice and direction of the Board of Education, and shall have the superintendence of all the schools, school houses, books, and apparatus. He shall devote himself exclusively to the duties of his office. He shall keep regular office hours—other than school hours—at a place to be provided for that purpose, and at which the Board may hold its meetings. He shall acquaint himself with whatever principles and facts may concern the interests of popular education, and with all matters pertaining in any way to the organization, discipline and instruction of public schools, to the end that all children in the city (west side) who are interested in the public school, may obtain the best education which these schools are able to impart.

SEC. 2. He shall visit all the schools as often as his duties shall permit, and shall pay particular attention to the classification of the pupils in the several schools, and to the apportionment among the classes of the prescribed studies. In passing daily from school to school, he shall endeavor to remedy defects and introduce improvements.

SEC. 3. He shall keep the Board of Education constantly informed of the condition of the public schools, and the changes required in the same. He shall keep a record of all his proceedings, at all times open to the Board of Education.

A general report of the condition of the public schools shall be prepared by him, at the close of each school year, for publication. He shall, moreover report to the Board of Education, from time to time, such by-laws and regulations for the government, discipline, and management of the public schools, as he may deem expedient, and the same may be adopted by the Board; and he shall also perform such other duties as the Board of Education shall, from time to time, direct.

SEC. 4. The Superintendent is authorized to grant permits to pupils resident in one school division to attend school in another, when there are good reasons for the change, and report to the Board at the first subsequent meeting.

SEC. 5. The superintendent shall carefully observe the teaching and discipline of all the teachers employed in the public schools, and shall report to the Board whenever he shall find any teacher deficient and incompetent in the discharge of his or her duties; and he shall appoint such meetings of the teachers as are necessary to secure uniformity in the teaching and discipline of the schools.

SEC. 6. It shall be the duty of the Superintendent to preserve at his office a complete list of all personal property belonging to the several public schools; and at the close of each school year he shall cause a careful comparison to be made of this list, with the articles belonging to the schools and report the same to the Board.

SEC. 7. He shall fill all vacancies occasioned by the temporary absence of teachers, and report the same to the Board at its first subsequent meeting.



TERMS, VACATIONS, ETC.

SEC. 8. The length of the school year and the time for opening; and time and length of vacations, shall be fixed by the Board.

SEC. 9. Annual Thanksgiving, Decoration Day, Washington's Birthday, and from Christmas to New Years following, inclusive, shall be regarded as holidays.

SEC. 10. The Board of Education shall fix the rate of tuition for the High Schools, Grammar Schools, Intermediate Schools, Secondary Schools, and Primary Schools, when they find it necessary to charge tuition, in proportion to the cost of conducting each department, requiring payment to be made the first week of each term; and they shall cause the said rate of tuition to be published in the city newspapers at least one week before the commencement of each term.

SEC. 11. The term of attendance upon the High School, necessary for graduation, shall be four years.

SEC. 12. The principal of the High School, and such teachers of other departments as the Superintendent may direct, shall send monthly reports to the parents or guardian of each pupil, showing the average of the pupil in attendance, scholarship, deportment, etc., to be signed by the parent or guardian, and returned to the principal.

SEC. 13. Pupils shall not be admitted to the High School until they shall have sustained a satisfactory examination upon the branches pursued in the Grammar Schools.

SEC. 14. The regular examination for promotion shall take place near the close of each term.

SEC. 15. It shall be the duty of the Superintendent to prepare a suitable list of questions for the examination of candidates for admission to the High School; and some member of the Board shall be present during the examination.



**DISTRICT SCHOOLS.****I. MANAGEMENT.**

SECTION 16. The District Schools shall be divided into eight grades, as follows:

First, second, third, fourth, fifth, sixth, seventh, and eighth grades, each grade indicating the number of years that the pupil has been in school.

SEC. 17. The first four divisions shall be called Primary Grades, and named A, B, C, and D Primary. The last four divisions shall be called Grammar Grades, and named A, B, C, and D Grammar Grades.

**II. DAILY SESSIONS.**

SECTION 18. The morning sessions of the schools shall commence at nine o'clock and close at twelve; the afternoon sessions shall commence at thirty minutes past one o'clock, during the year; and from the first Monday in the school month of November to the first Monday in the school month of March, the afternoon sessions shall close at four o'clock and fifteen minutes; provided, that nothing in this section shall be so construed as to prevent the teacher from the judicious exercise of the right to detain a pupil for a reasonable length of time after the regular hour for dismissing school, either for the purpose of discipline or to make up neglected lessons.

SEC. 19. *Uniform standard of time.* It shall be the duty of each Principal to see that the clock which is designated as the regulator belonging to the school, is set to city time every morning, and all the teachers shall conform to this standard in making their record of attendance, both for themselves and their pupils, and each teacher shall carefully set his or her clock or watch with the designated regulator of said school every morning at fifteen minutes before nine o'clock.

SEC. 20. *Tardiness.* The bell of each school shall be rung *five minutes* before the hour for commencing school; and every pupil who is not in the school room when the hour arrives shall be marked as tardy.

SEC. 21. *Recess.* The teachers of the High School, the Grammar and Intermediate divisions of the District Schools, shall allow a recess for all the pupils in the same, not exceeding fifteen minutes from the time they leave their seats until they are again seated; and the teachers of the Secondary and Primary divisions shall allow a recess not exceeding twenty minutes from time the pupils leave their seats until they are again seated. Whenever pupils are detained in the school room at recess, they shall pass out after the recess is closed. Teachers shall recommend but not compel pupils to pass out of the school room at intermissions; but they shall never be required to remain out when the exposure will be injurious to health.

SEC. 22. *Opening and Closing of Schools.* The teachers shall punctually observe the hour for opening and dismissing the schools; and during the time



from the opening of the school rooms to departure of the children from the school premises, the teachers shall faithfully devote themselves to the duties of their office; but they shall not in any manner encourage pupils to assemble at any other than regular hours for recitation, unless for special instruction in preparation for examination.

III. REQUISITES FOR ADMISSION.

SECTION 23. *Age and Non-residence.* All children living within the limits of the district who are not otherwise disqualified, and who are upwards of five years of age, shall be entitled to attend the public schools of the district; but no child whose residence is not in the district, or who has only a temporary residence in it for the purpose of attending the public schools, shall be received or retained in any school, except by paying a fixed tuition, when on presenting to the Superintendent a certificate of tuition fee, given by the Secretary of the Board, he shall then be received into such divisions as shall best suit the advancement of the pupil applying. After the first month of the year, pupils shall not be admitted in the A Primary Grade only during the first week of each month.

SECT 24. *Pupils shall have Books.* No pupil shall be allowed to retain connection with any public school, unless furnished with books, slate, and other utensils required to be used in the class to which he belongs; provided, that no pupil shall be excluded for such cause unless the parent or guardian shall be furnished by the teacher with a list of books or articles needed, and one week shall elapse after such notice, without the pupil obtaining such books.

SEC. 25. *Cleanliness.* Any child that comes to school without proper attention having been given to the cleanliness of his person or dress, or whose clothes need repairing, shall be sent home to be properly prepared for the school room.

SEC. 26. *Contagious Diseases.* No pupil affected with any contagious disease, shall be allowed to remain in any of the public schools.

SEC. 27. *Pupils passing from one district to another.* Whenever a pupil passes from one school district to another, he shall be required to present to the teacher of the school he enters, a certificate from the teacher of the school which he leaves, stating that he is in good standing at the time of leaving, and specifying the grade and class to which he belongs. He shall then be allowed to enter a class in the same grade as that which he has left.

IV. EMPLOYMENT OF TEACHERS.

SECTION 28. At the last regular meeting before the close of the school year, the Board may elect the teachers. The teachers then elected, and those afterwards appointed, when confirmed by the Board, shall hold their position for the time elected or appointed, unless sooner removed.

All applications for positions as teachers, must be accompanied by a certificate or certificates, showing that the applicant has passed the examination im-



posed by the County Superintendent of Public Schools, and also the special examination imposed by the Board.

SEC. 29. No person, either male or female, under the age of twenty-one years, shall be appointed as teachers in any of the public schools.

All teachers retained or re-elected, will be required to pass the annual examination of the County Superintendent, the same as new teachers.

SEC. 30. *Salaries of Teachers.* The salaries of teachers shall be regulated by the number of years experience of such teachers, in schools of good standing, counting the first year at the lowest salary, and adding the annual increase for each year's experience.

The salaries of Superintendent and Teachers shall be as follows:

The Superintendent of all the schools not to exceed.....	\$1,800
Principal of High School, not to exceed.....	1,500
Assistants of High School, not to exceed, each.....	700
Principals in Ward Schools, not to exceed, each.....	1,200

Teachers of three years' experience, in all other grades, not to exceed \$60 per month.

Teachers from two to three years' experience, not to exceed \$50 per month.

Teachers from one to two years' experience, not to exceed \$40 per month.

Teachers of one year's experience not to exceed \$30 per month.

The Board may vary the Salaries from the above rates.

SEC. 31. All teachers when absent from school, shall forfeit their salary during the continuance of such absence; and no teacher shall absent himself or herself from school except from actual sickness, without permission of the Board. When a teacher returns to school after a temporary absence and fails to send notice in time to save the substitute the trouble of going to the school, the substitute, and not the teacher, shall receive the pay for the day. Any teacher violating the foregoing section, shall forfeit his or her position in the school. The above provisions apply to the Superintendent as well as to teachers.

#### V. DUTIES OF TEACHERS.

SECTION 32. *Teachers to acquaint themselves with the Regulations.* All the teachers of the public schools are required to make themselves familiar with the regulations, and to co-operate with the Board at all times in taking such measures as may be necessary to secure their observance.

A faithful compliance with the rules relating to teachers, shall be one of the conditions on which teachers retain their connection with the public schools.

It shall be the duty of every teacher to have a copy of the regulations at all times in his or her school room, and to be conversant with the same.

SEC. 33. *Teachers to be Punctual and to Report Deviations.* Teachers shall be in attendance at their respective *school rooms* and open the same for the reception of pupils at thirty minutes before time prescribed for commencing school in the morning; and fifteen in the afternoon; and any failure to comply with the foregoing shall be reported to the Board by the Superintendent; and



the Board shall have authority to reprimand or dismiss such teachers at pleasure.

Teachers shall also invariably report their own tardiness, and the dismissal, absence, or other irregularities of their schools in the monthly report to the Superintendent.

SEC. 34. *Teachers' Meetings.* Teachers shall attend all regular and special meetings called by the Superintendent, and no excuse shall be allowed other than such as would justify absence from a regular session of the school.

SEC. 35. It is expected that all teachers in the employ of this district, shall avail themselves of all opportunities for improving themselves in their profession, and it will be required of them to attend at least one Normal Institute during the year.

SEC. 36. *Different Editions of Text Books.* It shall be the duty of each teacher to report to the Superintendent, as soon as he learns the same, the presence in his or her school of two or more essentially different editions of any one of the text books in use, and unless (after notice is given to that effect by the Superintendent to the publishers or agents of such books) they shall supply an edition of such books, by way of exchange, without cost, to all such scholars as may be already provided with any of the previous editions, so as to make the editions uniform in the manner prescribed by the Superintendent, such neglect or refusal shall be deemed sufficient ground for excluding such text-book from the school.

SEC. 37. *Partisan Questions.* All questions of a sectarian or partisan character shall be carefully kept out of the schools.

SEC. 38. *Discipline.* The teachers shall practice such discipline in the schools as would be exercised by a kind, firm, judicious parent in his family, and they shall avoid corporal punishment when order can be preserved by milder means.

It is strictly enjoined upon all teachers in the schools, to avoid all appearance of indiscreet haste in the discipline of their pupils; and in the more difficult cases that may occur, to apply to the Superintendent for advice and direction.

In any case of unusual or severe punishment of children, the teacher inflicting the same shall be immediately suspended by the Superintendent, with the consent of the President; and the case shall be reported to the Board at its next meeting.

SEC. 39. *Care of Pupils out of School Hours.* It is particularly enjoined upon all the teachers that they devote their time faithfully to vigilant and watchful care over the conduct and habits of their pupils, during the time for relaxation and play, before and after school, and during the recesses, both in the school buildings and on the play grounds. When the pupils are filing in and out, at the opening and closing of the school, and at recesses, the teachers are expected to give their personal attention to the preservation of order in the halls and on the stairs, and not rely on the aid of monitors, except in cases of special necessity. The teachers shall take all practical measures to prevent



pupils from gathering on the school premises before the hour for opening the school rooms, and they shall require the pupils to leave the school premises immediately after the close of the schools.

In special cases, when it would be injurious for pupils to go home at noon on account of inclement weather, or their great distance from the school, and in all cases when a written or personal request is received from the parent, the pupils shall be allowed to remain, and some suitable provision shall be made in some of the school rooms for their protection and care under the eye of a teacher.

As far as practicable, the teachers shall confer with parents and endeavor to secure their co-operation in preventing pupils from coming to school before the proper hour, and from remaining at noon, except in cases of urgent necessity.

The teachers are expected, as far as practicable, to exercise a general supervision of their pupils while going to and from school.

SEC. 40. *Absence and Tardiness.* It shall be the duty of teachers, at each morning and afternoon session, to notify, either by mail or in person, parents or or guardians of every absent pupil, and of every case of tardiness not excused. Children shall not be sent home for excuses, when tardy. All pupils may be refused admittance at the next morning session of the school, if by that time excuses be not furnished for either absence or tardiness by the parent, provided that no pupil may be refused admittance, unless the proper notice shall have been served, according to this rule. If an excuse does not state that the absence or tardiness was necessary or unavoidable, the pupil may be received, and the parent notified that the excuse is not considered sufficient. Any pupil who shall have been absent three half days, or tardy three times without rendering a satisfactory excuse, may be suspended.

SEC. 41. *Contributions and Presents.* No teacher shall allow a subscription or contribution of any kind in any public school.

SEC. 42. *Prizes.* The teachers shall not award any medals or prizes to the pupils under their charge, unless specially ordered by the Board. Nor shall a pupil or pupils make a present or presents to their respective teachers during the school year. Nor shall a teacher or teachers make a present or presents to any Principal or Superintendent of said schools during the school year.

SEC. 43. *Advertisements and Agents.* No teacher shall read or distribute any advertisement, nor allow any advertisement to be read or distributed in any of the public schools. Nor shall any agent or other person be permitted to enter any school premises for the purpose of exhibiting, either to teachers or pupils, any new book, map, or other article of apparatus, or announce in any manner any public entertainment. The teachers shall not permit any books, tracts, or other publications to be distributed in their schools.

SEC. 44. *Ventilation and Temperature.* It shall be the duty of teachers to give vigilant attention to the ventilation of their school rooms. A regular system of ventilation shall be practiced in winter as well as in summer, by which the air in all the school rooms shall be effectually changed at each recess, and



at such other times as may be necessary to prevent the breathing of impure air. The windows must not be opened during the cold season when proper ventilation can be secured by one of the ventiducts. Whenever windows are opened for the purpose of ventilation, it shall be by lowering them a few inches at the top, except during the warmest days of summer, and children shall in no case be allowed to sit in a draft of air. The Superintendent shall give special attention to the ventilation of all the rooms, and give such aid and directions to the teachers as may be necessary to a faithful observance of the foregoing rules.

During the season of fires, the teachers shall observe carefully the state of the thermometer, and endeavor to keep the temperature of their rooms from 65° to 68° Fahrenheit. If in any case the temperature is found to rise above 70°, it should be reduced immediately; and in case it should be found below 65°, measures should be taken immediately to raise it. The thermometer should be so located as to indicate as nearly as possible the average temperature of the rooms.

In all buildings heated by steam, it shall be the duty of the engineers, under the supervision of the Board, to take complete control of the heating apparatus. When a higher or lower temperature is needed in any room, the teacher shall notify the engineer, whose duty it shall be to attend to the matter promptly. The teachers and pupils in these buildings will have nothing to do with the heating apparatus.

SEC. 45. *Teachers visiting schools.* Teachers may visit any of the public schools of the city for the purpose of observing the different modes of instruction and discipline, at the discretion of the Superintendent; but such visits shall not occupy more than one-half day in each term. Only one teacher shall be excused during the same half day. The Superintendent shall keep a record of all such visits and report the same to the Board of Directors at the close of each school month.

#### VI. DUTIES OF PRINCIPALS.

SEC. 46. *Responsibility of Teachers.* The Principals shall be responsible for the general management and discipline of the schools, but each assistant shall be held responsible for the order, discipline, and advancement of her own room, under the general supervision of the Principal and Superintendent.

SEC. 47. *Reading Regulations to Pupils.* It shall be the duty of the Principal of the school to read to the pupils, from time to time, so much of the school regulations as apply to them, that they may have a clear understanding of the rules by which they are governed.

SEC. 48. *Order in Stairways, Halls and Yards.* The Principals of the several schools shall establish special rules for the securing of good order in the halls, stairways, and school-yards.

SEC. 49. *Care of School Premises and Furniture.* The Principals of the several schools shall prescribe such rules for the use of the basement and out-buildings connected with the school houses, as shall insure their being kept in



a neat and proper condition, and shall examine them as often as may be necessary for such purpose. The Principal shall be held responsible for any want of neatness or cleanliness about their school premises; and they shall have the special oversight and direction of the Janitors, under the general supervision of the Board of Education.

It shall be the duty of the teachers to see that no persons are allowed to step on any of the chairs, settees, or window casings of the school without first placing something on the seat or casing that will secure it against all danger of being defaced or injured.

SEC. 50. *Closing School Premises.* It shall be the duty of the Principal of each school to report to the Board or Superintendent, if the Janitor fail to perform his duty.

SEC. 51. *Care in Respect to Fires.* During the cold season it is expected that the Principals will superintend the making of fires so far as may be necessary to insure their being made at the proper time, and in a proper manner. They shall use every precaution to save the buildings from exposure to fire.

SEC. 52. *Account for Missing Articles.* Whenever articles previously belonging to any school have been broken or lost, or have in any way disappeared or become useless, it shall be the duty of the Principal to send to the office of the Board a written explanation of the circumstances connected with such disappearance or loss.

SEC. 53. *Superintendent to serve as Principal.* The Superintendent shall perform all the duties required of Principals, in all schools organized without a Principal, except in such schools as the Board may think best to appoint a teacher whose duty it shall be to perform said duties.

#### VII. PUPILS' DUTIES AND PRIVILEGES.

SEC. 54. *Suspensions for unnecessary Absence.* Pupils absent *three half days* without excuse satisfactory to the teacher, or for causes other than those specified in the preceding rule, shall be reported by teachers to the Superintendent, and the Superintendent shall report the case immediately to the Board. But no teacher shall thus report any pupils till they have given to parents due notice of the delinquencies of their children, and employed all other appropriate means to secure regularity.

In the application of the foregoing rule, one tardiness, or leaving school without permission, shall be regarded the same as one absence.

Absences which occur when the attendance of the pupil would occasion a serious and imprudent exposure of health, shall be regarded the same as absences occasioned by sickness. Absences and dismissals for religious instruction, or during days held sacred by parents, shall be counted the same as absence for sickness, provided a written request be sent by the parent or guardian to the teacher.

Whenever the absences of a pupil are occasioned by sickness, and the teacher does not receive the proper notice of the cause till the pupil is suspended, the



pupil should be restored by the parents explaining the cause, either in person or by written note to the teacher, and not to the Superintendent or Board.

SEC. 55. *Damage to School Property.* Scholars who shall be guilty of defacing or injuring any school property, shall be required to pay for all damages. Notice of such damage shall be sent to the parents or guardians of the pupil, and in default of payment, the case shall be reported to the President of the Board, who may proceed with it according to law. Scholars thus reported to the President shall not afterward be allowed to attend until payment of damages shall have been made, or the case otherwise adjusted.

SEC. 56. *Absence from Examination.* Any pupil who shall absent himself from any regular examinations of the schools, or who shall fail to render sufficient excuse for such absence, shall be suspended from the school, and not be allowed to return without permission from the Board.

SEC. 57. *Leaving School.* Whenever a parent wishes to have his child leave school before its close, for the purpose of taking lessons in music, or any other branch of instruction, he shall apply to the Superintendent, who may grant such permission, not exceeding one-fourth of a day at a time, nor one-half a day in any week, provided it will not interfere with the pupil's regular course of instruction in the school.

Dismissals under this rule are to be recorded the same as other dismissals, but they shall not affect the merit average of attendance.

SEC. 58. *Bad Habits and Bad Language.* The pupils are strictly enjoined to avoid profanity, falsehood and deceit, obscene and indecent language, and every wicked and disgraceful practice, and to conduct themselves in an orderly and decent manner both in school and out.

SEC. 59. *The Suspension of Pupils in Special Cases.* For violent and pointed opposition to authority in particular instances, the teacher may notify the Superintendent, who shall immediately take measures to bring such pupil to obedience; but in case the pupil fails to yield obedience, the Superintendent may suspend him for the time being; thereupon the teacher or Superintendent shall inform the parent or guardian, and the President of the Board. Pupils thus suspended may be restored by the Board at its discretion,

SEC. 60. *Suspension of Pupils by the Superintendent.* Whenever a teacher of any school shall report to the Superintendent the name of a pupil whose conduct is considered such, in school and out, that he is an unfit member of the school, the Superintendent shall examine the case without delay, and if in his opinion the pupil has been duly admonished and reformation seems to be hopeless, he shall suspend such pupil from the school temporarily. Any pupil thus suspended may be restored to the school by the Board at its discretion; but no pupil shall be finally expelled from the school without the approval of the Board.

SEC. 61. *Promotions and Forfeiture of Positions.* No pupil shall be advanced from one grade to another except by special permission of the Superintendent, till he is able to sustain a thorough and satisfactory examination by



the Principal, on all the branches of the grade from which he is to be transferred, including the oral lessons, use of slate, exercise on tables, etc. Pupils must be able to read any piece they have gone over with proper expression; give the names and uses of the different marks used; spell any of the words, both by letters and by sounds so far as required in the grade from which they are to be promoted. In all the divisions in which pupils are able to write with any degree of freedom, the examination should be both oral and written. All promotions from one grade to another, and from one division to another, shall be made at the commencement of the school month.

Pupils may be sent into the class below the class to which they belong, whenever their scholarship falls below the standard fixed for admission to the class, but such pupils may be permitted to regain their lost position within one month, if their scholarship warrants it.

#### VIII. SCHOOL RECORDS.

SEC. 62. *School Records.* The teachers of each school shall keep such records as will show the attendance, scholarship and deportment of the pupils, embracing the date of each admission and discharge, the age, nativity, and residence of each pupil; name of parent or guardian, whole number of different scholars enrolled; average number belonging; average daily attendance, and number of tardiness. The teacher shall also preserve a permanent record of time when they enter and leave school, and the amount of time lost during school hours.

SEC. 63. *Blanks for Schools.* All school registers, class-books, monthly reports of pupils, and blanks for monthly reports, shall be after uniform patterns, to be determined by the Superintendent, to whom all teachers shall apply when such books or forms are needed.

SEC. 64. *Manner of keeping Registers and Class-books.* Teachers shall keep their registers and class-books neatly and accurately. All work upon the class-books, except the making of the record, must be done out of school hours.

SEC. 65. *Monthly Returns.* The teachers shall make monthly returns of their respective schools, in accordance with the blank forms prepared for that purpose, and deliver them at the office of the Superintendent before five o'clock, P. M., on the Monday following the last Friday of each school month.

SEC. 66. *Record Books sent to the Office of Superintendent.* At the close of each school year, all the class-books, general records, registers, and records of visitors, shall be sent by the teachers to the office of the Superintendent for inspection; and those which are needed again at the schools, shall be returned to the teachers at the opening of the fall term in September. All class-books and other record books, when filled up, are to be returned to the office of the Secretary of the School Board.

#### IX. MISCELLANEOUS.

SEC. 67. *Buildings, how used.* The school buildings under the control of the Board of Education, shall not be used for any other purpose than the accommodation of the public schools, except by special vote of the Board.



SEC. 68. *Authorized Books for Studies.* The books used and studies pursued, shall be such, and such only, as may be authorized by the Board; and no teacher shall require or advise any of the pupils to purchase for use in schools, any book, pamphlet, or publication, not contained in the list of books directed and authorized to be used in the schools.

SEC. 69. *Examinations.* There shall be an annual public examination of all schools, to be held at such time, and conducted in such manner as the Board may direct.

SEC. 70. Any willful neglect of duty, or violation of any of the foregoing provisions, or of the rules and regulations of said schools, by any teacher or Superintendent, shall be deemed a forfeiture of the contract.



# COURSE OF STUDY.

## FIRST YEAR.

### FIRST TERM.

*Reading.* Use charts or blackboards. Words to be first learned, then their phonic elements. Lastly, building words by sounds. Use both script and printed forms of words, beginning with *script*.

Observe the following order:

1. The idea represented by the word to be learned.
2. The word as a sound, and its correct utterance by the pupils.
3. The word as a form—its recognition at sight.

In selecting words to be learned, observe the following order:

1. Name of objects.
2. Action words.
3. Qualities.
4. Other words.

The names of letters to be learned as fast as introduced in the reading lessons.

*Oral Reading.* Spell by sounds and by letters all words learned in reading lessons.

*Writing.* On slates and blackboard, at dictation, all words in reading lessons. One side of the slate should be ruled by the teacher. Pupils to use long pencils and to hold them in a proper manner.

*Drawing.* Inventive drawing. A few straight lines to be given the children, from which to form such figures as their ingenuity may invent. Also Kindergarten method, and Thompson's system.

*Numbers.* Clear and ready perceptions of numbers, from one to five, to be developed with use of objects.

All possible additions, subtractions, multiplications, and divisions of integral numbers to be learned within each limit, as it is reached.

Exercises in rapid reckoning to be given at every step. Also concrete problems, 20 minutes per day. Meaning of  $+$ ,  $-$ ,  $\times$ ,  $\div$ . Learn to write three numbers in script, Roman, and Arabic characters. Pupils may learn to count twenty with and without objects.

*Lessons on Common Things.* 1. Objects in school room—chair, slate, pencil. 2. Parts of the human body—head, face, etc. 3. Domestic animals—dog, cat, etc. 4. Clothing—hat, bonnet, etc.

*Language Lessons.* Systematic correction of common faults in speech to be continued throughout the year. Form short sentences, incorporating given words. Answers to be given in full sentences. The use of the period to be taught; also the use of capitals at the beginning of sentences.



*Vocal Music.* Singing simple songs. For scientific instruction see Blackman's Graded Songs.

*Morals and Manners.* Inculcate reverence and love for God, obedience to parents and teachers, and a kind and forgiving spirit towards brothers, sisters, and schoolmates. Guard against rudeness, and suppress profanity and the use of vulgar language.

*Physical Exercises.* Free Gymnastics, a few minutes every hour, or as often as the pupils become weary of other employment. Vocal gymnastics. Require the pupils to sit and stand erect.

#### SECOND TERM.

*Reading.* Appleton's First Reader to page 45. Word method continued. The power to make out new words from phonic elements to be carefully cultivated. Words of two or three syllables may be used.

*Spelling.* Same as first term.

*Writing.* Same as first term.

*Drawing.* Inventions continued, using not more than eight lines. Lines one foot in length to be divided by children into halves, thirds, fourths, etc. Also Thompson's system.

*Numbers.* Addition, subtraction, multiplication, and division of numbers to be extended step by step to ten. The four operations to be learned within the successive limits as they are reached, and exercises given with a view to promote rapid reckoning as well as thought. Count 50. Roman numerals.

*Lessons on Common Things.* 1. Objects from the child's home—knife, fork, spoon, etc. 2. Food—apple, pear, cherry, etc. 3. Familiar flowers—rose, pink, etc.

*Language Lessons.* Same as first term, also short sentences to be written as drawn out by the conversation on objects.

*Vocal Music.* Same as first term.

*Morals and Manners.* Same as first term. Recite verses and maxims singly and in concert.

*Physical Exercises.* Same as first term.

#### THIRD TERM.

*Reading.* Appleton's First Reader to the end. See that the pupils fully understand the language used in the reading lessons. Frequently require the pupils to tell the story in their own words. Introduce new reading matter if possible. Ask questions on the pictures of the lesson. Let the standard for good reading be its resemblance to good conversation. Practice mental reading; all the class pointing carefully to the words as they are read by the teacher.

*Spelling.* All words found in reading lesson, and also words in object and language lessons.

*Writing.* Copying portions of the reading lessons on the slate and blackboard, using capitals and periods. Spell at least once a day—by writing. See directions for first and second term.



*Drawing.* Inventions continued. Simple designs, squares, rectangles, etc., with straight lines. Also Thompson's system.

*Numbers.* As in former terms drill in numbers up to 15, and review. Use concrete numbers. Count to 100 with and without objects. Roman numerals to 50.

*Lessons on Common Things.* 1. Some familiar plants—with roots, stem, branches, etc. 2. Place—up, down, right, etc., and cardinal points. 3. Color—distinguishing and naming colors.

*Language Lessons.* Punctuation; names of comma, semi-colon, colon, interrogation point and exclamation point. Several words may be given which the children may be encouraged to incorporate in short stories. Write sentences descriptive of objects set before them. Every child should be able to write his own name, the name of his teacher, and the school building.

*Vocal Music.* Songs. Also Blackman.

*Morals and Manners.* Read stories and actual occurrences to illustrate principles in manners and morals. Talk about right and wrong.

*Physical Exercises.* Once per hour.

---

## SECOND YEAR.

### FIRST TERM.

---

*Reading.* Appleton's Second Reader to 54th page. Use "The Nursery," or some other reading matter, two days in the week if practicable. Continued drill upon the phonic elements of words, with liberal use of the blackboard. Mark vowels with signs in Webster's Dictionary.

*Spelling.* All words occurring in the reading lessons to be written and spelled orally, by sound and letter. Also names of the days in the week and months in the year.

*Writing.* See previous year. Also take up small letters, separately, in classified order, one letter at each lesson, and explain analytically.

*Drawing.* Same as last year.

*Numbers.* Mental and written exercises in addition, subtraction, multiplication and division of numbers to 25. Exercises in notation and numeration of tens illustrated objectively. Roman numerals to "C." Concrete examples to be freely used in this and succeeding terms.

*Lessons on Common Things.* 1. Form and direction—four corners, edges, sides, round, vertical, etc. 2. Size—long, short, broad, narrow, etc. 3. Weight—heavy, light, heavier, etc. 4. Materials—wood, iron, stone, glass, etc.

*Language Lessons.* The same as last year, with more original sentences about objects and pictures. Teach the use of interrogation point. All errors in conversation and pronunciation to be corrected. The use of the pronoun "I" as a capital.



*Vocal Music.* See previous year. Blackman's No. 1, for the year.

*Morals and Manners.* Continued as in the previous year. Lessons of civility and courtesy should be inculcated.

*Physical Exercises.* Same as before, with calisthenic and singing exercises.

#### SECOND TERM.

*Reading.* Second Reader to page 98. Phonics continued.

*Spelling.* Same as first term. Days of the week and months of the year. Teacher may make a list of common words most likely to be misspelled, for frequent drill, both oral and written. Names of the seasons of the year.

*Writing.* On slates and blackboard as before. Four lessons per week in primary copy book. Small letters to be analyzed. Use lead pencils, and insist on correct positions at all times.

*Drawing.* See previous term.

*Numbers.* Exercises, mental and written, in addition, subtraction, multiplication and division of numbers to 35. Exercises in notation and numeration to 100. Roman numerals to "CC."

*Lessons on Common Things.* 1. Clothing—girls and boys; workdays, Sunday, compared with that of other animals. 2. Human body and its motions. 3. Uses of the five senses.

*Language Lessons.* Same as the first term. Second rule for use of capital letters. The simplest use of the comma, interrogation and exclamation points. Writing requests made of the teacher.

*Oral Geography.* Draw a map of some square in the city, and name streets on sides; also situation of buildings, etc. Draw, also, map of each school room, position of desks, etc.

*Vocal Music.* As before. See Blackman's Graded songs.

*Morals and Manners.* Same as previous term, with occasional talks about the behavior of children at home, at school, at church, in presence of company, etc.

*Physical Exercises.* Every hour.

#### THIRD TERM.

*Reading.* Complete Second Reader. Phonics continued. Intersperse new reading matter.

*Spelling.* Review words in Second Reader, and object and language lessons.

*Writing.* Primary copy book, four days in a week, with a lead pencil. Capital letters explained. Continue to write on blackboard, slates, etc., as in previous year.

*Drawing.* Continued. Draw leaves, etc.

*Numbers.* Exercises, mental and written, in addition, subtraction, multiplication, and division of abstract and concrete numbers to 45. Notation and numeration to hundreds, illustrated objectively. Roman numerals continued.

*Lessons on Common Things.* Food—what is eaten raw. How prepared.



What cooked. How cooked. Food of domestic animals. The children's home. Different rooms and uses. How lighted. Heated. Home of other animals compared with man's.

*Language Lessons.* Same as last term. Other uses of capitals and the comma sign of possession and omitted letters.

*Geography.* Draw a map of Polk County, and study townships, towns, streams, etc.

*Vocal Music.* See Blackman.

*Morals and Manners.* See previous term.

*Physical Exercises.* Every hour.

---

### THIRD YEAR.

---

#### FIRST TERM.

*Reading.* Appleton's Third Reader to page 48. Give special attention to all marks and signs used. Require the pupils to repeat the substance of lessons in their own language. Give attention to definition of words by synonym and example.

*Spelling.* All the words in the various branches and exercises of this grade.

*Writing.* Copy book No. 1, and exercise book. Special attention to movement and position. Pen and ink commenced.

*Drawing.* Under direction of Superintendent.

*Numbers.* Exercises, mental and written, in addition, subtraction, multiplication and division of numbers, within the limit of 55. Numeration and notation of thousands taught objectively. Roman numerals continued.

*Lessons on Common Things.* The family and the relative duties of its members. The occupations of men and women. Carpenters, masons, cabinet makers, and their tools, etc.

*Language Lessons.* See previous term. Call attention to agreement of verb with its nominative.

*Geography.* Elementary text-book. Cornell, to page 21.

*Vocal Music.* Blackman, No. 2, for the year.

*Morals and Manners.* Under direction of Superintendent.

*Physical Exercises.* Continued throughout the course.

#### SECOND TERM.

*Reading.* Appleton's Third to page 94. Introduction of juvenile literature when convenient.

*Spelling.* See previous term.

*Writing.* See previous term.

*Drawing.* Under direction of Superintendent. Also Thompson's system.

*Numbers.* Notation, numeration and addition to hundreds of thousands.



Multiplication (multipliers not to exceed nine). The idea of fractions to be developed objectively, and notation of the same to be taught to 1-9. Roman numerals. Grube's Method to 65.

*Lessons on Common Things.* The surroundings of the house—yard, garden, street, barn, etc. What is in them. What is done in them. How kept. Occupation of men and women continued.

*Language Lessons.* Sentences to be constructed containing words selected from the reading lessons. Words pronounced the same, but spelled differently, as to, too, two. The use of punctuation marks continued.

*Geography.* Elementary text-book. Cornell, to page 41.

*Vocal Music.* Under direction of Superintendent.

*Morals and Manners.* Under direction of Superintendent.

*Physical Exercise.* Under direction of Superintendent.

#### THIRD TERM.

*Reading.* Appleton's Third Reader to page 147.

*Spelling.* As in previous term.

*Writing.* As in previous term.

*Numbers.* Addition and multiplication continued. Subtraction taught and illustrated objectively. Exercises in subtraction; minuend not to exceed thousands. Notation of simple proper fractions. Grube's Method to 75.

*Lessons on Common Things.* General objects, as in second term. Also, lessons on the measures, bushel, peck, quart and pint. The weights, pound, half-pound, quarter-pound, ounce. Time, years, months, days, hours, minutes and seconds.

*Language Lessons.* Write sentences containing words used by builders, mechanics, farmers and miners, peculiar to their callings.

*Geography.* Elementary book used. Cornell to page 62. Also, draw a map of Iowa, and teach general features and production.

*Vocal Music.* Under direction of Superintendent.

*Morals and Manners.* Continued through the course as above.

### FOURTH YEAR.

#### FIRST TERM.

*Reading.* Appleton's Third to the end.

*Spelling.* All lessons of the grade to be spelled orally, by letter and sound. Spelling book.

*Writing.* Copy book No. 2, and Exercise Book. Particular attention to free movements and proper position.

*Drawing.* Under direction of Superintendent. Walter Smith's intermediate Course, No. 1.



*Numbers.* Exercises in addition, subtraction, multiplication (multipliers not to exceed 25), and division (divisors not to exceed 5). Reduction of mixed numbers to improper fractions and the contrary; also, single step reductions of compound numbers to correspond with object lessons. Concrete examples to be analyzed. White's Intermediate to multiplication.

*Language Lessons.* Name words and action words to be selected from reading lessons, and to be required in original sentences. Action words connected with the idea of present, past and future time. The simple statement with "have," "be," "is," etc. All work to be synthetic.

*Lessons on Common Things.* Forest trees; woods and their uses; leaves and barks of different trees; color, form. The measures; yard, foot, inch. The weights, pounds, ounces, etc.

*Geography.* Cornell, from the 60th page to page 78.

*Music.* Under direction of Superintendent. Blackman, No. 2, for the year.

*Morals and Manners.* Under direction of Superintendent.

#### SECOND TERM.

*Reading.* Appleton's Fourth Reader to page 55.

*Spelling and Writing.* As in previous term.

*Drawing.* See previous term.

*Numbers.* White's Intermediate to division. Also, simple calculations of surfaces of rectangles, two sides being given.

*Lessons on Common Things.* Writing sentences containing quality-words and selecting the same from the reader. Name-words modified; quality-words modified; number-words; limiting words. Pupils required to compose sentences containing these elements, and to discover them in various lessons; letter-writing, composition.

*Geography.* Primary book. Cornell, to page 95.

*Music.* Under direction of Superintendent.

*Morals and Manners.* See last term.

#### THIRD TERM.

*Reading.* Fourth Reader to page 102.

*Spelling and Writing.* As in previous term.

*Drawing.* See last term.

*Numbers.* White's Intermediate to Sixth Section, completed and reviewed. Also, simple calculations of contents of parallelopipedons, dimensions not to exceed 20.

*Lessons on Common Things.* Manufactures of Des Moines. Objects of foreign trade. Spring and summer; what people do. The cube. Cubic foot, yard, etc.

*Language Lessons.* Plurals of words, how formed. Predicating actions and qualities. Letters and compositions on objects used above.

*Geography.* Cornell's Primary to the end, with general review.

*Music.* As before.

*Morals and Manners.* As above.



## FIFTH YEAR.

## FIRST TERM.

*Reading.* Appleton's Fourth Reader to page 151.

*Spelling.* All technical terms in the several branches studied; and spelling book.

*Writing.* Copy book No. 3, and exercise book.

*Drawing.* As before. Smith's Intermediate Course No. 2.

*Numbers.* White's Intermediate to subtraction of fractions.

*Lessons on Common Things.* Miss Youman's Botany to Chapter II.

*Grammar.* Harvey's Elementary to 27th page. Also, composition, or exercises in narration.

*Geography.* Cornell's Intermediate to page 12.

*Vocal Music.* As before. Blackman's No. 3, for the year.

*Declamation.* Occasional exercises in declamation.

## SECOND TERM.

*Reading.* Fourth Reader to page 198.

*Spelling.* See previous term.

*Writing.* No. 3, and Exercise Book.

*Drawing.* As above.

*Arithmetic.* White's Intermediate to Section VIII.

*Lessons on Common Things.* Youman's Botany to Chapter III.

*Grammar.* Harvey's Elementary to page 55.

*Geography.* Cornell's Intermediate to page 24.

*Music and Declamation.* As before.

## THIRD TERM.

*Reading.* Fourth Reader to the end.

*Spelling.* Same as previous term.

*Writing.* No. 4, and Exercises.

*Drawing.* As before.

*Arithmetic.* White's Intermediate to Section IX.

*Lessons on Common Things.* Youman's Botany, Chapters III and IV.

*Grammar.* Harvey's Elementary to page 81. Composition continued.

*Geography.* Cornell's Intermediate to page 31, with review of the term's work.

*Music and Declamations.* Continued. One day of each week spent in review.



## SIXTH YEAR.

### FIRST TERM.

*Reading.* Appleton's Fifth Reader to 59th page.

*Spelling.* Words from reading lessons, and all technical terms introduced in the course of instruction.

*Writing.* Copy book No. 4. Free movement exercises continued.

*Drawing.* As before. Smith's Free Hand Course, No. 3.

*Arithmetic.* White's Intermediate to Section XII. Denominate numbers.

*Lessons on Common Things.* Youman's Botany, Chapters V and VI.

*Grammar.* Harvey's Elementary from 81st page to page 109. Compositions continued. Narrative and descriptive exercises extended. Letter writing from pupil to pupil, pupil to teacher, pupil to parent on school matters.

*Geography.* Cornell's Intermediate from 31st page to the 39th.

*Music and Declamations.* Continued. Blackman No. 3, for the year.

### SECOND TERM.

*Reading.* Fifth Reader to page 110.

*Spelling.* As before.

*Writing.* No. 5. Free movement exercises.

*Drawing.* See above.

*Arithmetic.* White's Intermediate completed.

*Common Things.* Youman's Botany, Chapters VII and VIII.

*Grammar.* Harvey's Elementary to page 136. See previous term.

*Geography.* Cornell's Intermediate to page 48.

*Music and Declamations.* Continued.

### THIRD TERM.

*Reading.* Fifth Reader to page 161.

*Spelling.* As in previous term.

*Writing.* No. 5, with free movement exercises.

*Drawing.* As before.

*Arithmetic.* General review of White's Intermediate. Extemporaneous questions and examples.

*Common Things.* Youman's Botany completed and reviewed.

*Grammar.* Harvey's Elementary completed.

*Geography.* Cornell's Intermediate to page 54, and general review of year's work.

*Music and Declamations.* Continued.



## SEVENTH YEAR.

## FIRST TERM.

*Reading.* Appleton's Fifth to page 212, and selections from the English poets and prose writers. Elocutionary drills.

*Spelling.* Same as previous year. Dictation exercises. English abbreviations.

*Writing.* No. 6. Free movement exercises four times per week.

*Drawing.* As before. Smith's Free Hand Course, No. 4.

*Arithmetic.* White's complete to Section IX, page 73.

*Elementary Physics.* Gravity; demonstrations of its existence, and proof that it is proportional to mass. Definition and study of weight; how measured; instruments used; spring balances; steelyard; common balance; practical exercises in weighing; false balance, etc. Specific gravity; definition of; application to determine the weights of large masses of matter, in detection of alloys, etc.

*Magnetic Attraction.* The laws of attraction and repulsion; polarity of the magnet; use of this in mariner's and surveyor's compass; practical experiments.

*Electric Attraction.* Experimental study of the electricity of glass, wax, fur, etc.; good and bad conductors; electroscope; positive and negative electricity, lightning rods, uses, etc.

*Cohesion.* Experimental study of; cohesion of liquids; of gases.

*Adhesion.* Between solids; solid and liquid, glue, mucilage, printing, writing, etc. Cases in which a liquid will not adhere to a solid, and applications. Capillary attraction; pores in matter; uses; divisibility of matter. Adhesion of liquids to liquids; liquids to gases; gases to solids, etc.

*Grammar.* Harvey's Grammar to 49th page. Occasional exercises in transposing verse into prose.

*Geography.* Cornell's Intermediate from 54th to 60th page.

*U. S. History.* Venable to page 50.

*Music and Declamations.* Blackman No. 4, for the year.

*Spelling.* Graded Speller to page 35.

## SECOND TERM.

*Reading.* Fifth Reader to page 263.

*Spelling.* As in previous term.

*Writing.* No. 6. Free movement exercises.

*Drawing.* As before.

*Elementary Physics.* Elasticity. Difference between elastic and non-elastic bodies; demonstrations of elasticity of glass, ivory, etc.; useful application of the elasticity of solids; brittleness; elasticity of liquids; elasticity of gases; of air; demonstrations of; application to diving bell, air chamber, air guns, etc.; compressibility.

*Pressure of Air.* Demonstration of downward, lateral and upward pressures;



the amount of pressure; drawing liquid from a vessel; dropping and testing tubes; pneumatic railways; barometer; construction and use of; vacuum, how formed.

*Motion.* Laws of; uniform, retarded, accelerated; motion of falling bodies, inertia; familiar illustrations; fly-wheels, hammers, axes, projectiles, etc.; concussion.

*Machines.* Inclined planes; practical illustrations; ascending a hill, loading a wagon, going up stairway, etc.; wedges, knives, etc.

*Lever.* Varieties; experimental demonstrations of laws; practical application of; movements of the human body, etc.; screw, wheel and axle, pulley.

*Grammar.* Harvey to page 84.

*Geography.* Cornell's Intermediate to page 70.

*U. S. History.* Venable to page 112, Section 146.

*Music and Declamations.* Continued.

*Spelling.* Graded Speller to page 63.

#### THIRD TERM.

*Reading.* Fifth Reader to page 317.

*Spelling.* See previous term.

*Writing.* No. 7.

*Drawing.* As above.

*Arithmetic.* White's complete to Taxes, page 164.

*Elementary Physics.* Motion in a curve. Pendulum—construction and study of a simple pendulum; study of clocks, watches, etc. *Mechanics of Liquids.* Pressure communicated in all directions equally; hydrostatic press; pressure resulting from weight; pressure upon bottom of vessel; upon sides; flow of liquids from orifices, artesian wells, springs, etc.; siphon, suction, air-pump, construction and working of common pump, force pumps, chain pumps, etc.

*Grammar.* Harvey to page 134. Composition as before.

*Geography.* Cornell's Intermediate to 78th page, with general review of year's work.

*U. S. History.* Venable to page 134, and review.

*Music and Declamations.* As before.

*Spelling.* Graded Speller to page 91.



## EIGHTH YEAR.

## FIRST TERM.

*Reading.* Appleton's Fifth to page 365

*Spelling.* All words found in their studies, with spelling book.

*Writing.* No. 7.

*Drawing.* As before. Smith's Free Hand Course, No. 5.

*Arithmetic.* White's complete to Bonds, page 204.

*Elementary Physics.* Thorough review of preceding year, with the addition of classification of the properties of matter; discussion of universal gravitation, application of tides, etc.; center of gravity, equilibrium, etc.; composition of air, etc.

*Grammar.* Harvey from 124th page to 163d. Composition.

*Geography.* Cornell's Intermediate from 78th page to page 86. Lesson—XX.

*U. S. History.* To page 187. Venable.

Geography and History alternate.

*Music and Declamations.* As before. Blackman No. 4, for the year.

*Spelling.* Graded Speller to page 111.

## SECOND TERM.

*Reading.* Fifth to page 413.

*Spelling.* See previous term.

*Writing.* No. 7.

*Drawing.* As above.

*Arithmetic.* White's Complete to Compound Proportion, page 230.

*Physics. Sound.*—How produced: discussion of wave motion; velocity of, in air, in wood, water, iron, etc.; reflection of sound, echo, etc.; noise, and musical tones; pitch, intensity, and quality of tone; musical instruments; the voice, the ear. *Heat*—Shown to be a mode of motion; conduction of heat; good and bad conductors; practical applications, clothing, ice-house, etc.; expansion by heat; air, balloon, draughts of air, etc.; expansion of liquids and solids, thermometer; construction and practical use; change of state from solid to liquid, and from liquid to gas; boiling; conditions of modifying boiling point.

*Grammar.* Harvey to page 201. See previous term.

*Geography.* Eclectic, Cornell's Intermediate to Lesson CXXVI.

*U. S. History.* To page 234, Section 250. Venable.

*Music and Declamations* Same as before.

*Spelling.* Graded Speller to page 131.



## THIRD TERM.

*Reading.* Fifth to page 460.

*Spelling.* As before.

*Writing.* No. 7.

*Drawing.* As before.

*Arithmetic.* White's Complete to Section XVI, and review.

*Physics.* Light, source of; luminous and non-luminous bodies, how the latter are made visible; motion of light in all directions in straight lines; intensity of light at various distances; shadows, reflection of light, angles of incidence and reflection; mirrors, etc., refraction; image formed in the eye; inverted and upright images; fishes in the water; prisms, lenses, spectacles, microscope, telescope, burning glasses; colors, colors of rainbow, etc.

*Chemical Electricity.* Construction of battery; apparent flow from positive to negative; effect on magnetic needle; effect on bar of soft iron, telegraph, fire-alarm, etc.

*Grammar.* Harvey completed.

*Elementary Physiology.*

*U. S. History.* Completed and reviewed.

*Music and Declamations.* As before.

*Spelling.* Finish Graded Speller.



HIGH SCHOOL COURSE.

FIRST YEAR.

FIRST TERM.

Algebra.  
Arithmetic  
Latin  
Reading.

SECOND TERM.

Algebra.  
Physiology.  
Latin.  
Physical Geography.

THIRD TERM.

Algebra (higher).  
Physiology.  
Latin.  
Physical Geography.

SECOND YEAR.

FIRST TERM.

Geometry.  
Science of Government.  
Latin, Cæsar.  
General History.

SECOND TERM.

Geometry.  
Reading.  
Latin, Cæsar.  
General History.

THIRD TERM.

Geometry.  
Botany.  
Latin, Virgil.  
Rhetoric.

THIRD YEAR.

FIRST TERM.

Trigonometry.  
Natural Philosophy.  
Latin, Virgil.  
Rhetoric.

SECOND TERM.

Trigonometry.  
Natural Philosophy.  
Latin, Cicero's Orations.  
English Literature.

THIRD TERM.

Reading.  
Natural Philosophy.  
Latin, Cicero's Orations.  
English Literature.

FOURTH YEAR.

FIRST TERM.

Reading.  
Astronomy.  
Mental Philosophy.  
U. S. History.

SECOND TERM.

Reading.  
Geology.  
Mental Philos.  
Chemistry.

THIRD TERM.

Reading.  
Geology.  
Zoology.  
Chemistry.



## PRIMARY SCHOOLS.

### Questions proposed to the First Grade for admission to the Second.

#### SPELLING—PHONIC.

- |              |            |
|--------------|------------|
| 1. Clothes.  | 6. Could.  |
| 2. Soiled.   | 7. Reader. |
| 3. Laughing. | 8. Older.  |
| 4. Please.   | 9. Hungry. |
| 5. Teacher.  | 10. Beast. |

The grade in spelling was determined by counting off one per cent. for every spelled word in all the written examinations.

#### NUMBERS.

Write forty-eight, thirty-nine, and ninety-three in figures.

Write 16, 29, and 44 in Roman characters.

XVII—what? XXIV—what? XLV—what?

How many fours in 12?

$8 - 3 \times ( ) + 2$ ?

- Four boys had 3 cents apiece, how many did they all have?
- Four boys had a half a cent apiece, how many cents did they all have?
- James is now 14 years old, when was he 9 years old?
- Make a question using  $8 + 5 - 3$ .
- $2 \times 6 + 1 - 4 \div 2 =$  what?

#### LANGUAGE.

- Write a telling sentence and an asking sentence about a knife.
- Write an asking sentence using the words snow and cold.
- Write a telling sentence using the words man, horse, and wagon.
- Write two sentences about frost.
- Correct this sentence: I seen an pretty lamb.
- Tell this in other words: I saw a busy bee on the bough of an apple tree.
- Make a sentence using three capital letters.
- When should you use a period?
- Write two things a boy can do to please his mother.
- Correct the following: I ain't got no more candy.



Questions proposed to the Second Grade for admission to the Third.

SPELLING—PHONIC.

- |               |              |
|---------------|--------------|
| 1. Breast.    | 6. Money.    |
| 2. Grief.     | 7. Throwing. |
| 3. Streamlet. | 8. Swing.    |
| 4. Elsewhere. | 9. Wheel.    |
| 5. Mischief.  | 10. Beaver.  |

On spelling see remarks on First Grade.

NUMBERS.

- Write two hundred, one hundred, forty-two, and ninety-eight, in figures.
- Write 86, 75, and 59 in Roman letters.
- XLIX—what? LXVIII—what? CIV—what?
- $36 \div 7 \times ( ) + 1$  ?
- Six children had 4 cents apiece, how many did they all have?
- John is now 29 years old, when was he 18?
- When will he be 38?
- Make a question using  $24 + 5 - 6$ .
- Five boys had each  $1\frac{1}{2}$  cents apiece, how many did they all have?
- $4 \times 6 + 8 \div 3 \div 5$ —what?

LANGUAGE.

- Make a sentence so as to have the first and last words begin with a capital letter.
- Where should capitals be used besides at the beginning of one's name?
- Make a sentence using the words horse, walk, and rode.
- Fill out these blanks: School—soon—for—vacation.
- Make a question about Iowa. Now change it into a telling sentence.
- Correct the following: There is no big hills near Des Moines.
- Say two things about gold using the word and.
- Correct this sentence: I seen a boy a eaten a apple.
- Write a sentence using to and two.
- Tell the following in your own words:  
The little lamb is on the green,  
With snowy fleece so soft and clean.

Questions proposed to the Third Grade for admission to the Fourth..

SPELLING—PHONIC.

- |                 |                |
|-----------------|----------------|
| 1. Heartily.    | 6. Complain.   |
| 2. Flower.      | 7. Elephant.   |
| 3. Interrupt.   | 8. Horseshoes. |
| 4. Temptation.  | 9. Carriages.  |
| 5. Instruction. | 10. Heavenly.  |

See remark on First Grade.



## NUMBERS.

1.  $9 \times 5 + 9 \div 13 \times 6$  - what?
2.  $111 - 68 + ( ) ?$
3.  $8 \times 7 - 2 \times ( ) ?$
4.  $43 \div ( ) = 10 \frac{3}{4} ?$
5.  $496 - 406 +$  how many tens?
6. 365, 540, and 199 - what in Roman letters?
7. Mr. Smith has 640 acres of land, and Mr. Jones has 124 less, how many acres have both?
8. A man is now 80 years old, when was he 29?
8. Find the difference between 20,601 and 1,049.
10. What is the remainder? How do you prove subtraction?

## LANGUAGE.

1. Make a sentence so that the last two words will begin with capitals.
2. Correct: Mary and i seen the sheep.
3. Write a telling and an asking sentence about the sun.
4. Make a sentence containing the following words: Children, food, and some.
5. Make a sentence containing one action word and two name words.
6. Make this sentence mean more than one: This man and that woman work hard.
7. Rewrite the following, putting in capitals, &c.: this Boys little sister bought A pound of Candy.
8. Write the first verse of "Speak Gently."
9. Write a sentence containing two boy's names, one dog's, and one horse's name.
10. Correct this: Them poor children has no food.

## GEOGRAPHY.

1. Name all the Eastern States and their capitals.
2. Sketch a map of the Middle states, and locate as many points as you can.
3. What Southern States do not touch any water?
4. Which Southern States touch the Gulf of Mexico?
5. Which Southern States do not have mountain ranges in them?
6. Name the States that touch the Mississippi River and give their capitals.
7. What three States are east of Missouri?
8. Describe the Ohio River.
9. What lakes does Michigan touch?
10. Represent a lake, a river, a bay, and a capital city in one map.



Questions proposed to the Fourth Grade for admission to the Fifth.

SPELLING—PHONIC.

- |               |                 |
|---------------|-----------------|
| 1. Viewless.  | 6. Congenial.   |
| 2. Precious.  | 7. Circuit.     |
| 3. Dialogue.  | 8. Docile.      |
| 4. Integrity. | 9. Hurricane.   |
| 5. Vengeance. | 10. Experiment. |

See note on spelling in First Grade.

ARITHMETIC.

1. What are the significant figures used to express numbers?
2. How many orders make period? Name the first four periods.
3. What is the dividend, the remainder, the sum or amount?
4. What is the proof of subtraction, of division?
5. How do you divide when there are ciphers on the right of the divisor.
6. If 6 men can do a work in 8 days, how many can do it in 12?
7. Multiply the sum of 486 and 394 by their difference.
8. The subtrahend is 34,203 and the remainder 8,706, what is the minuend?
9. A man bought 75 acres of land at \$35 an acre: paid \$300 for improvements, and then sold it for \$3,651, how much did he gain?
10. A book contains 277 pages, each page contains 41 lines, and each line 11 words, how many words in the book?

LANGUAGE.

1. This man drives his ox. Make each word in the above plural.
2. The old hunter stood on a high mountain and saw the blue sea. Tell the parts of speech in the above.
3. Write the plurals of foot, loaf, woman, fly and mouse.
4. Correct the following: He done his work very good. Also, the man and woman was hard at work.
5. Rewrite the following making all necessary corrections: ha ha a fine Gentleman truly when we desire the Honor of your Company we will send for you.
6. Change the following into prose:  
The long boat, the jolly boat  
The pinnace and the yawl;  
The skiff and the water boat  
Ship boats we call.
7. Correct the following: Them poor children has not got no food. He set on the floor and eat his dinner very quick.
8. Write five nouns, five verbs, and five adjectives.
9. Write two telling sentences and two questions about the last day of school.
10. Make a sentence containing four different parts of speech.  
Write an essay of twelve lines on the Des Moines River.



## GEOGRAPHY.

1. Name the countries of Africa that touch the Mediterranean Sea.
2. What and where is the Sahara? Give the latitude and longitude of the mouth of the Nile.
3. Name the largest islands in Oceania.
4. Locate Constantinople, Mecca, and Cabul.
5. Sketch the New England States and locate their capitals.
6. Locate Pittsburgh, Philadelphia, Albany, Trenton, Brooklyn.
7. What mountain ranges in the Middle States?
8. Name the States in the U. S. that do not touch any ocean.
9. Name the States in the U. S. that border on the Gulf of Mexico.
10. What States touch New York?

## GRAMMAR SCHOOLS.

## Questions submitted to the Fifth Grade for admission to the Sixth.

## SPELLING—PHONIC.

- |                  |                   |
|------------------|-------------------|
| 1. Statutes.     | 6. Appendages.    |
| 2. Presumptuous. | 7. Unsullied.     |
| 3. Leviathan.    | 8. Inexhaustible. |
| 4. Opportunity.  | 9. Architects.    |
| 5. Defaulter.    | 10. Medicinal.    |

See remarks on First Year.

## ARITHMETIC.

1. Make out a bill of six items, two of which must be credits.
2. A farmer exchanges 7 cows at \$37.50 apiece, for sheep at \$7.25 ahead, how many sheep did he get?
3. 38 acres of land cost \$1400, how many acres can be bought for \$1750?
4. A man bought a carriage for \$159, paid \$22.75 for repairing it, and then sold it for \$179.125; did he make or lose, and how much?
5. Write 60 dollars, 60 dimes, 60 cents, and 60 mills on the same line.
6. Divide  $\frac{3}{4}$  by  $\frac{7}{8}$ .
7. A man spent  $\frac{2}{5}$  of his money and had \$21 left; how much had he at first?
8. What do the numerator and denominator show?



9. How do you multiply an interger by a fraction?
10. One-sixth of a pole is in the ground,  $\frac{2}{5}$  in the mud, what part is in the air?

## ENGLISH GRAMMAR.

1. Name the part of speech of each marked word in the following: It is very pleasant to listen to the sweet song of the pretty little bird.
2. Name the person and number of each of the following words: Them, my, his, me, and you.
3. Write the feminine of gentleman, son, nephew, he, and brother.
4. Write the plural of sheep, loaf, chimney, and church.
5. Correct the following: The teacher promised him and I a holiday. Theres only two or three of us here.
6. Analyze the following: Robert caught a rabbit in my father's orchard.
7. Parse *in*, *orchard*, *father*, and *my*, in the above sentence.
8. Decline *they*, *it*, *thine*, and *we*.
9. Give an example of declarative, interrogative, imperative, and exclamatory sentence.
10. What is a compound element, and give an example?

Write an essay of fifteen lines on mice.

## GEOGRAPHY.

1. Bound the Torrid, the North and South Temperate Zones.
2. How many directions might one standing on the equator go; standing on the South Pole?
3. What is an isthmus, a strait, an island, a lake, a mountain, and a wave?
4. Sketch the Southern States and mark the capitals.
5. Describe the Connecticut River and tell what capital city is on it.
6. Name all the Great Lakes in order, beginning at the west.
7. What Western States touch the Mississippi River?
8. What mountain ranges extend across the U. S.?
9. Why are so many of the largest cities on the ocean shore?
10. What can you say of the soil, climate, and productions of New Foundland?

—

**Questions proposed to the Sixth Grade for admission to the Seventh.**

## SPELLING—PHONIC.

- |                |                  |
|----------------|------------------|
| 1. Jogged.     | 6. Consummation. |
| 2. Avalanche.  | 7. Confiscate.   |
| 3. Emanation.  | 8. Coffe.        |
| 4. Architrave. | 9. Callous.      |
| 5. Reptiles.   | 10. Decrepit.    |
- See remark on First Grade.



## ARITHMETIC.

1. How many yards of carpeting  $\frac{3}{8}$  of a yard wide, will carpet a room 20ft. by  $28\frac{1}{2}$ ft.?
2. James was born Aug. 8, 1856, and on Jan. 1, 1862, his age was just  $\frac{1}{7}$  that of his father; how old was his father?
3. If a man sleep 54 hrs., 30 min. in a week, how much does he average each day?
4. Andrew Jackson died June 8, 1845, aged 78 yrs., 2 m., 23 ds.; what was the date of his birth?
5. Give the table for Cubic Measure.
6. A man receives \$1.50, and his living costs him 75 cts. a day; how much can he lay up in a year, if he work 309 days?
7. How may an interger be multiplied by a fraction?
8. A man sold  $\frac{2}{5}$  of his farm to one neighbor and  $\frac{1}{5}$  to another, and valued the remainder at \$2,000; what was the value of the whole farm?
9. How do you reduce mills to dollars, dollars to dimes?
10. At  $12\frac{1}{2}$ cts. a dozen, how many eggs can be bought for \$5.00?

## ENGLISH GRAMMAR.

1. Give the properties of the pronoun him.
2. Write a sentence containing an interrogative pronoun, and mark it and its subsequent.
3. Give the second person singular of the verb "to sing," in every tense of the Ind. Mode.
4. Correct the following: Where are you taking them things to. I ain't got no more time to stay. He has spoke recently against the idea.
5. Give the case of the nouns and pronouns in the following sentence: Cast thy bread upon the waters and it shall return to thee after many days.
6. Give the principal parts of the following verbs: have, draw, catch, and come.
7. Parse cast, shall, and after, in the 5th question.
8. How do you determine the properties of pronouns?
9. What is it to conjugate a verb?
10. Write the poss. plural of fox, lady, boy, and ox.

## GEOGRAPHY.

1. Name the countries of South America that touch the Atlantic Ocean.
2. What is the occupation of the people in the West Indies?
3. Name the hottest zone and the largest river in the world.
4. Name a great grain market, a great cotton market, and a great manufacturing city of the U. S.
5. Name the capital, three other cities and two important minnrrals of California.
6. Compare the area, pop., and productions of Iowa with Mass.



7. Sketch a map of Mexico and Central America and locate ten items.
8. Give the latitude and longitude of Cape Horn and Lake Itasca.
9. Why do people in different sections have different employment?
10. Compare Oregon with Maine as to climate, geographical position, and population.

Questions proposed to the Seventh Grade for admission to the Eighth.

SPELLING—PHONIC.

- |                |                 |
|----------------|-----------------|
| 1. Sustenance. | 6. Preliminary. |
| 2. Miracle.    | 7. Twanged.     |
| 3. Petulant.   | 8. Definition.  |
| 4. Medical.    | 9. Formulas.    |
| 5. Criticise.  | 10. Mystery.    |

On spelling, see remark on first grade.

ARITHMETIC—ORAL.

1. How many degrees of the earth's surface pass under the sun in 24 hours?  
In 1 hour?
2. What difference in longitude gives 1 second of time?
3. How many half-pint bottles can be filled from  $2\frac{1}{2}$  gallons of oil?
4. If a man spend  $\frac{1}{8}$  of the day in sleep, how many hours will he sleep in June and July?
5. How many weeks in 192 months?
6. What will 120 Spellers cost at  $33\frac{1}{8}$  cts. apiece?
7. If a man earn \$39 in 6 days, how much will he earn in 10 days?
8. What is the rule for dividing an integer by a fraction?
9. Rule for pointing off the quotient in decimals.
10. Write three hundred and sixty-four thousands; also, three hundred and sixty-five thousandths.

ARITHMETIC—WRITTEN.

1. What per cent of 75 is 125?
2. What is  $66\frac{2}{3}$  per cent of  $2\frac{1}{8}$ ?
3. An eclipse was seen at New York  $74^{\circ}$  W. at 9.20 P. M. The time of its observation on a vessel in the ocean was 11.10 P. M. What was the longitude of the vessel, and in what ocean was it?
4. Philadelphia is  $75^{\circ} 10'$  W. When it is noon at San Francisco what is the time at Philadelphia, San Francisco being in  $122^{\circ} 26'$  W. longitude?
5. How many axes, each weighing 3 lbs. 3 oz., can be made from a half ton of iron?
6. What part of 3 bbls. of flour is 110 lbs. 4 oz.?
7. From .41 of a day take .16 of an hour.
8. Divide .08 by 80.
9.  $\frac{5}{8}$  of \$1 less  $\frac{3}{4}$  of a dime — what?
10. By what must  $\frac{3}{8}$  be multiplied that the product may be 10?



## ENGLISH GRAMMAR.

1. Henry, get me some apples; John may go with you. Give the mode and tense of each verb.
2. The statement which you made is not correct. Give the case and governing word of which.
3. Write a sentence containing two verbs, one in the infinitive and one in the subjunctive mode.
4. *Knowing* his oddities as well as you *do*, you *should* not be surprised at *what* he does. What part of speech is each italicized word? Give the case of oddities.
5. I am *he*. Parse *he*.
6. Write two sentences, one containing an abstract and one a verbal noun.
7. Write, first, a simple, second, a complex, and third, a compound sentence.
8. Give an example of an adverbial phrase, and one of a conjunctive adverb.
9. Many adverbs admit of comparison. Tell the part of speech of each word in the above.
10. Conjugate the verb to be in the potential mode, past perfect tense. Write an essay of 15 lines on the subject of Fire.

## GEOGRAPHY.

1. Name two Alpine lakes. Name two rivers that rise in the Alps.
2. Sketch a map of the Mediterranean Sea and locate four large Islands.
3. Name the countries of Europe, Asia and Africa that touch the Mediterranean Sea.
4. Between what two points does the Atlantic cable extend?
5. Compare France and England as to population and habits of the people.
6. What two places in England are noted for their universities?
7. Name the Nile countries, and tell the latitude and longitude of the mouth of the Nile.
8. Describe the Obe and the Cambodea rivers.
9. Mention four animals peculiar to Asia.
10. What countries of South America touch the Pacific Ocean?

## U. S. HISTORY.

1. Name the principal nations once owning territory in this country, and in what part.
2. In what respect did the laws and customs of New England differ from those of Virginia?
3. Give an account of the ministry and exile of Roger Williams.
4. Give a sketch of the work of LaHalle.
5. Where were the New Netherlands, New Sweden and New France?
6. What led the Huguenots and Puritans to this country?
7. Sketch the Life of De Soto.
8. Give the names of three men, not soldiers, who had an active part in the Revolution. Also, the name of four who were soldiers.



9. What did John Adams pronounce "the greatest question ever debated in America?"

10. Who demanded the surrender of a fort "in the name of the Great Jehovah and the Continental Congress," and what fort was it?

### Questions Proposed to the Eighth Grade for Admission to the High School.

#### PHONIC SPELLING.

- |                |                    |
|----------------|--------------------|
| 1. Luscious.   | 6. Labyrinth.      |
| 2. Invincible. | 7. Liability.      |
| 3. Colleague.  | 8. Miscellaneous.  |
| 4. Vengeance.  | 9. Recognized.     |
| 5. Extirpate.  | 10. Abbreviations. |

See remark on first grade.

#### ARITHMETIC—ORAL.

1. What is the ratio of  $\frac{1}{4}$  to  $2\frac{1}{2}$ ?
2. What is a compound ratio, a compound proportion?
3. Five has the same ratio to what number as  $25 : 12\frac{1}{2}$ ?
4. If  $\frac{2}{5}$  of a yd. of lace cost  $\frac{3}{8}$  of a dollar, how many yds. can be bought for  $\frac{5}{6}$  dollar?
5. A can cut a cord of wood in  $\frac{3}{4}$  of a day, and B in  $\frac{2}{3}$  of a day. How long will it take both together to cut 3 cords?
6. A man being asked his age, said: 10 years ago my age was  $\frac{5}{7}$  of my present age. What was his age?
7. Sold cloth, losing  $\frac{1}{10}$  of the cost. What was the loss per cent?
8. If to two-sevenths of my age you add 13 yrs., the sum is  $\frac{3}{4}$  of my age. How old am I?
9. Which is greater,  $\frac{1}{4}$  per cent of a number or 25 per cent, and how much?
10. What is the rule for stating a simple proportion?

#### WRITTEN ARITHMETIC.

1. Divide the difference between 200 and 2 hundredths by .9.
2. Harry is  $1\frac{1}{2}$  times as old as Albert, and Albert is twice as old as Horton. The sum of their ages is 24 years. How old is each?
3. If a pole 20 ft. high cast a shadow 12 ft. long, how high is a tree whose shadow at the same time is 90 ft. long?
4. If 4 men can dig a ditch 72 yards long, 5 ft. wide and 2 ft. deep in 12 ds.: how many men can dig a ditch 120 rods long, 6 ft. wide and 1 ft. 6 in. deep, in 9 days?
5. The capital of two partners is as 4 to 3; their profits are \$10,000, and their expense \$2,500. What is each partner's share of the profits?
6. Bought a cow for \$30 cash; sold her for \$35 on a credit of 8 months. Reckoning interest at 6 per cent, how much do I gain?



7. If \$75 yield \$10.75 interest, what amount will gain \$85.28 in the same time?
8. At what time between 1 and 2 o'clock will the hour and minute hands of a watch be together?
9. If  $\frac{3}{4}$  of A's age equals  $\frac{1}{7}$  of B's, and the difference between their ages is 5 years, how old is each?
10. How large a draft payable 30 days after sight can be bought for \$502.25, exchange 1 per cent, interest 6?

## ENGLISH GRAMMAR.

1. What is analysis? What is synthesis?
2. Analyze the following: Americans boast that their government is the most free that exists on the earth.
3. Correct and explain: You have condemned me, who are your friend. If any one was omitted, let them now say so.
4. Let him go. Give the mode of let and go.
5. Whatever purifies the heart, fortifies it. Parse whatever. They are such as I could find. Parse as. Whence all but him had fled. Parse but.
6. Give the principal parts of flow, dare, and lie (to recline).
7. To live in hearts we leave behind, is not to die. Parse to live and to die.
8. Correct the errors and explain: Which is furthest north, Chicago or London. A squirrel can climb a tree quicker than a boy. Let the same be she who thou hast appointed.
9. Write a sentence using a verb as a noun, one using an adjective as a noun, and one using a pronoun as a noun.
10. Write one sentence containing the plurals of all these words: Valley, deer, lady, money, and scissors.

Write an essay of 20 lines on Almost.

## GEOGRAPHY.

1. Name the Great River System of North America. Which is the most important?
2. Describe the climate and soil of the Rocky Mountain Region.
3. Through what States do the coal fields of the U. S. extend?
4. Locate Stockholm, Vienna, Dresden, and Geneva.
5. Why is France fitted for all the occupations of civilized life?
6. What countries form the British Empire?
7. Why can there be only 90° of lat. when there are 180° of long.?
8. What is the lat. and long. of Caracas and Moscow?
9. State the uses of mountains.
10. Describe the course of the Equator, beginning at the mouth of the Amazon, and tell the continents and oceans through which it passes.



U. S. HISTORY.

1. Give an account of Pocahontas.
2. What was the cause and result of the French and Indian War?
3. Where did the Huguenots begin their settlements and what was their motive for emigrating?
4. Give an account of the battle of Bunker Hill.
5. Describe the treason of Arnold.
6. How long were Gen. Taylor and Gen. Harrison presidents? Why?
7. What can you tell of the history of Texas previous to its annexation?
8. When was the battle of Antietam fought, and what was the result?
9. Give an account of Decatur's exploit; also of Farragut's in Mobile Bay.
10. What was the financial condition of the U. S. at the close of the American Revolution?



STATE LIBRARY OF IOWA



3 1723 02121 3269

