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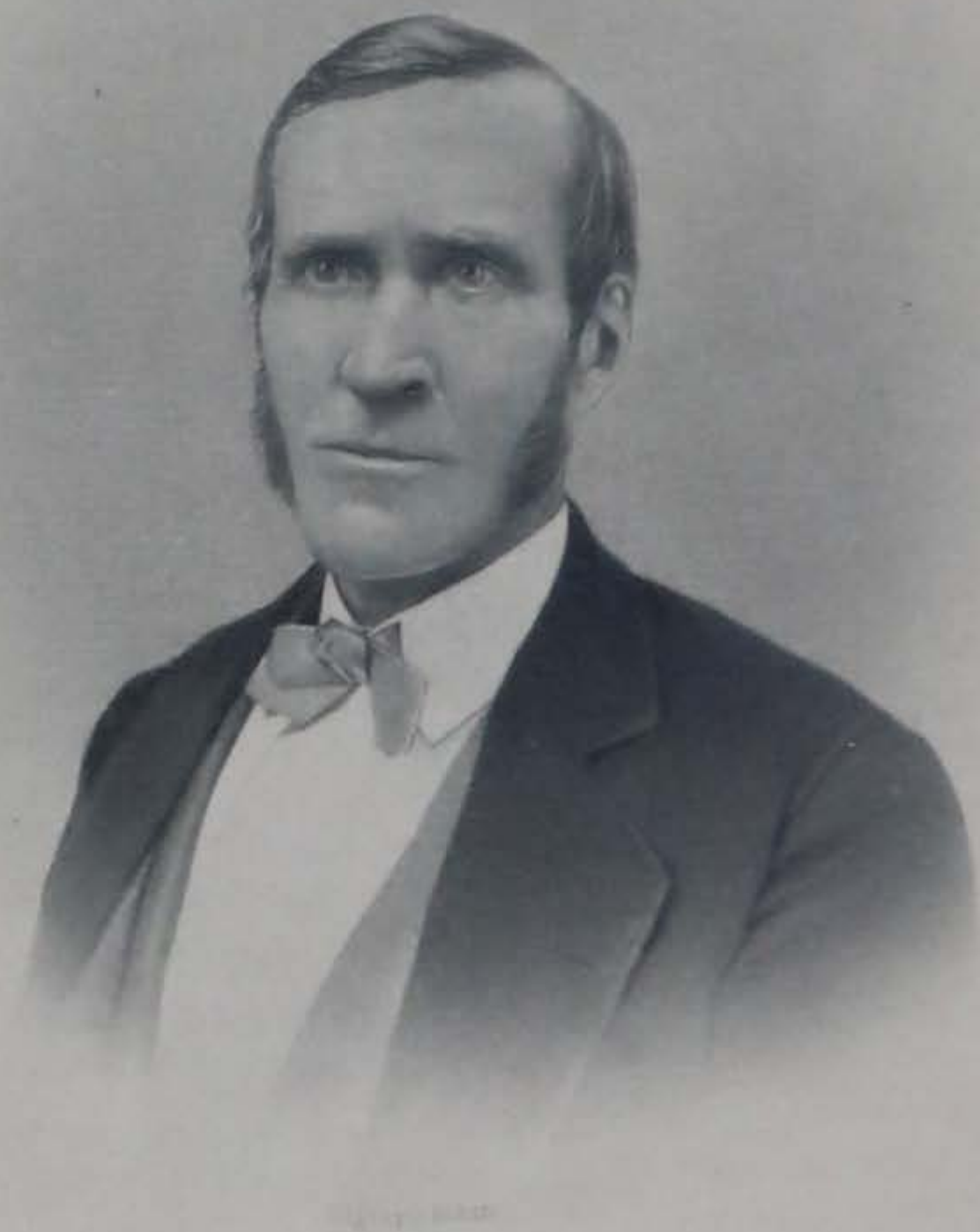
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Yours Truly
Thomas A. Burton Jr.

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The Iowa Normal Monthly

GEO. W. JONES, Editor in Chief.

JAMES A. EDWARDS, Business Manager.

We confront the dangers of suffrage by the blessings of Universal Education.—JAMES A. GARFIELD.

Vol. XII. DUBUQUE, FEBRUARY, 1889.

No. 7.

EDITORIAL PREFACE.

Iowa may be called the Massachusetts of the West. Iowa is deeply concerned in the political and industrial movements of the country, but the cause nearest the hearts of her people is "universal education." Other States may boast of famous battle-fields and renowned military and political leaders, but Iowa points to her "school house on every hill-top," to her twenty-three thousand school teachers and her six hundred thousand school children as the glory of her statehood, the protection of her citizenship.

A half century of educational effort in Iowa now belongs to the past. Some earnest men and women have devoted noble lives to the great work. It is the purpose of this volume to make a few notes on the work and the workers of the past and present. It is certainly as befitting to write the educational history of our State as to make record of the political and industrial history.

The educator's work is not noisy. He attracts little of the world's attention. His victories and successes are not applauded by brass bands and booming cannon, but his work is of deeper concern to the people than political campaigns, or the achievements of war. In the warp and woof of the social fabric of the country the teacher weaves the brightest and the most enduring colors.

The editor here desires to thank the corps of contributors who have helped in collecting and compiling the historical and biographical data. It has been no easy task to gather up the almost forgotten history of the work and workers of the past. Much may have been overlooked that should have been published, and some parts of the volume might perhaps have been omitted. But in these pages there is certainly much that is worth preserving.

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HISTORY OF THE EARLY SCHOOLS AND EDUCATION IN IOWA, 1830-59.

BY T. S. PARVIN, CEDAR RAPIDS, IOWA.

This is the title of the subject assigned us by the publishers of the IOWA NORMAL MONTHLY, upon which we are expected to prepare a *Monograph* for the Souvenir Edition of their valuable work.

In the preparation of this paper it will not be so much our purpose to write an "epitomized history" of early education in Iowa, as to collect the *data* for such a history, to be written, we trust, at an early period by some competent person. The time allowed us for this purpose is insufficient for the collecting alone of the needed materials, and, being a contemporary of the work since the organization of our territorial government (1838), we must rely, to a certain extent, upon our personal recollection and knowledge of the passing events and legislation, constituting a great part of this history.

In the presentation of the subject we shall reverse the order of the historian of nature, in that we shall aim to present and discuss how and when the several forms of progress and development came into existence in our educational system, rather than to show how the earlier forms were changed into the higher and more improved methods of the same nature or character. This is amply provided for in the plan of the publishers who have assigned "special subjects" to experts in those departments of our educational work.

No general history of education in Iowa, so far as we know, or can learn, has been written or compiled. Nor indeed of any part of this great subject, *except* that of the "State University of Iowa," the head of the "common school system" of the State. This valuable monograph prepared by Thomas H. Benton, Jr., then president of the board of trustees and superintendent of public instruction, was prepared in 1867, but not published till ten years later.

In view of the universally recognized fact, so well presented by Gov. Grimes in his inaugural address of December 9, 1854 (the same year the "Iowa State Teachers Association" was organized), that "education is the great equalizer of human conditions;" that "the State should see to it that the elements of education, like the elements of universal nature, are above, around and beneath all;" and that, "the perpetuity of our republican institutions and system of government depends upon the universal education of the youth of the country." It seems strange that no effort has heretofore been attempted during the half century now passed in our history, to present the "history of education," if not the most important, quite as interesting and essential to illustrate the progress our people have made during these passing years.

We shall endeavor to present the "First Things" in their origin, in our system; continuing from that of "Who taught the first school in Iowa, when, and where?" When we published our first essay on this subject, five years ago, and showed that a school had been taught in

Iowa as early as the fall and winter of 1830, the leading papers of the State severely criticised our article. They declared that, while an "old settler" and "well posted and correct in our historical statements generally," that "*in this* we were certainly incorrect, as there could be no school without children, and no children without people, and that prior to the 'Black-Hawk' war of 1832 there were no settlements or people in Iowa."

It seems incumbent upon us now, in the presentation of this subject, that we first people the state or territory before we "open school." We shall therefore present an introductory chapter devoted to the subject of the

EARLY SETTLEMENT AND GOVERNMENT OF IOWA.

"The cause which I know not I searched out."—*Job*.

DISCOVERY AND SETTLEMENT 1763-1834.

The history of Iowa, "the beautiful land," is largely tinged with the poetical of our nature. We can here only touch upon some of the more salient points of her history, interesting as a romance through all its early periods. Iowa was the "first child born of the Missouri Compromise." Soon after assuming the responsibilities of statehood (1846), her General Assembly, in 1851, declared that the State of Iowa was "bound to maintain the union of these States by all the means in her power." And in the same year had inscribed upon the block of Iowa marble furnished and placed in the "Washington National Monument" this well known inscription: "Iowa—Her affections, like the rivers of her borders, flow to an inseparable union." Enoch W. Eastman, afterward lieutenant governor, was the author of this motto. To this faith Iowa was wedded from the fact that her people were from the older States north and south, and from foreign lands. The Mississippi river was the great highway of her citizens to the markets of the world, for the future net-work of railroads had not then bound the States into a union by the strong bands of iron and steel as now.

The Territory and State of Iowa, the former much the larger as including all of Minnesota and a part of Dakota, was originally a part of the "Louisiana Purchase" made by President Jefferson from Napoleon, first consul of France, in 1803. France claimed all the territory west and much of that east of the Mississippi river by right of discovery.

DISCOVERY AND EARLY SETTLEMENTS.

De Soto, a gallant cavalier of Spain, first saw the Great West in the New World and discovered the Mississippi river in April, 1541, which he crossed, and died in the limits of Louisiana and was buried beneath the Father of Waters he had discovered. He, however, founded no settlements, produced no results and left no traces of his discoveries and explorations save to awaken the hostility of the red man against the white man. The French nation was eager and ready to seize upon the news of this discovery and were the first to profit by De Soto's defeat. Yet it was more than a century before the French set out upon voyages of discovery in this great region of the west.

In May, 1673, James Marquette and Louis Joliet, two enterprising

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missionaries of the cross and crown of France, set out from Mackinaw, through Green Bay, up Fox river and Lake Winnebago across the Portage and down the Wisconsin river, they entered the Upper Mississippi on the 17th day of June (a month memorable in the later history of Iowa), 1673.

Drifting rapidly down stream, on the 25th they landed upon the west bank in the present county of Lee, Iowa, near the mouth of the Des Moines, on the banks of which a few miles in the interior they found several villages of Indians, Sac and Foxes of our day, it is believed. They descended no further than latitude 33 degrees, while De Soto had ascended to the 35th degree of latitude. Later La Salle, another intrepid explorer, traversed the Mississippi from the falls of Hennepin at Minneapolis to the mouth of the river, where it debouches into the Gulf of Mexico. He claimed all the vast region for and in the name of the great king, Louis XIV., and by the labors of himself and associates an immense and most valuable country was opened to France and the World.

New Orleans was founded in 1718 and St. Louis in 1764, and from these points as radiating centers settlements were made and the country opened up in all directions.

In 1788 the first white man settled within the limits of Iowa, just a year after the adoption of the famous ordinance of 1787, whose provisions relative to freedom and education were to exert such an influence upon the history of the Northwest. Julien Dubuque, the first white settler, was a Frenchman and a native of Canada and a resident of Prairie du Chien, where Fort Crawford was located, and a trading post. He purchased September 22, 1788, from Blondeau and other chiefs of the Fox Indians a tract of land covering the site of the city afterwards built and bearing his name. He afterwards (November, 1796,) obtained a qualified confirmation of this grant, or "permit," as styled in the state papers of that day, from the Baron de Carondelet, the Spanish Governor at New Orleans. He had some ten white men in his employment digging mineral (lead), and married an Indian squaw. He died a victim to his vices in 1810, and was buried on a high bluff overlooking the river a mile or so below the city. A leaden coffin encompassed his remains, and upon the cross was inscribed: "Julien Dubuque, miner, of the mines of Spain, died this 24th day of March, 1810, aged 45 years and 6 months." At an early day we visited the grave; the cross was still there, but the lead had been removed by vandal hands who preferred to steal the lead to the digging of the ore. It is literally true, as has been said, "the Americans are the greatest vandals" known to the world, since the days when their progenitors in kind invaded Italy and destroyed her works of art.

This grant was subsequently held by the Supreme Court of the United States—December term, 1853—to be merely "a lease or permit to work the mines."

In 1795 the Lieutenant Governor of Upper Louisiana, _____, granted to Basil Giard (also a Frenchman) a tract of upwards of 5,000 acres of land in what is now Clayton county and known as the "Giard Tract." He occupied with others this tract under the Spanish, French and American governments and was granted at a later day by the latter a "patent" in his own right.

In March, 1799, Louis Honore Tesson obtained from Tenon Trudeau, acting Lieutenant Governor of Upper Louisiana, a "permit" to establish himself at the head of the lower rapids (where Montrose is now located) "for commerce in peltries and to watch the Indians and keep them in the fidelity which they owe to His Majesty." Here he built him a cabin and planted an orchard of apple trees, many of which were living and bearing when Iowa was organized in 1838. Of this "claim" he took immediate possession and held it till 1805, when it passed to Thomas F. Reddick, whose heirs had confirmed to them by a decision of the Supreme Court in 1839 one mile square of the original league of land. This is therefore the oldest legal title to land in Iowa. As this square league was situated within the limits of the famous "Half-Breed Tract" (of which we shall speak) it became involved in the litigation which followed.

HALF-BREED TRACT.

In 1824, August 4, the Sacs and Foxes in a treaty made at Washington "reserved to the half-breeds of those tribes (confederated) a large portion of (the present county of Lee) the country between the Mississippi and Des Moines rivers, known in our legal history as "The Half-Breed Tract." This reservation was a triangular strip of about 119,000 acres. Under that treaty the "half-breeds" had the right to occupy the soil, but not to convey it, the reversion being reserved to the United States. On the 30th of January, 1834, by act of Congress, this reversionary right was relinquished and the half-breeds acquired the lands in *fee-simple*. It was held, however, "in common," and not severalty. Prior to this last date and between 1824 and 1830, however, "a horde of speculators," in anticipation of such legislation for which they had lobbied at Washington, had come upon the tract and made settlements at Montrose, Keokuk and other points. It was not till October 7, 1841, that the titles to these lands, among the most valuable in Iowa, was quieted by the decree of the Iowa court partitioning the lands among the new claimants, for they had passed into the ownership of the white people.

The influence exerted upon our history, political, legal and *educational*, of this Half-Breed Tract and its early settlers fully warrants its presentation in this connection.

We shall, however, touch only upon the *educational history*, for here was established the first schools ever taught in Iowa.

Before any permanent settlement had been made in the territory of Iowa or Wisconsin, white and venturesome trappers and traders, many of whom were scattered along the Mississippi and its tributaries as agents and employes of the American Fur Company, intermarried with the females of the Sac and Fox Indians. Many of them were respectable people. The first settlement and the one productive of the greatest results was made in Lee county in 1820 by Dr. Samuel C. Muir, a surgeon in the United States army stationed at Fort Edwards, now Warsaw, Ill., who built a cabin on the site of Keokuk. The Doctor had been educated at Edinburgh, Scotland, and was a man of strict integrity and irreproachable character and very popular in the army. He had fallen in love and married a beautiful Indian maiden, to whom four children were born, one of whom, an honored lady, still lives in Keokuk.

In reply to an order of the War Department for all army officers and soldiers to cast off their Indian wives Dr. Muir said: "No. May God forbid that a son of Caledonia should ever desert his child or disown his clan," and at once threw up his commission and retired to private life. He erected the first cabin in what is now the city of Keokuk, and became as Isaac R. Campbell (father of J. W.) says, the founder of that city. The Annals of Iowa for July, 1867, contains a lengthy and interesting letter from Mr. C., containing much valuable material for our history, educational and political, of that period.

Numerous settlements were made in Lee county prior to the "Black-Hawk" war of 1832 because the Half-Breed Tract was not forbidden ground as all other portions of Iowa was. After the treaty at Fort Armstrong, or rather on the main land in the limits of the present city of Davenport, of September —, 1832, the Indians were to hold possession of the narrow strip (about thirty miles in width) along the Mississippi river, till April, 1833, when the country became opened for settlement.

A number of enterprising emigrants, however, crossed over to Dubuque, Flint-Hills, now Burlington, eager to make "claims" and settlements, and though frequently driven back by the troops at Prairie du Chien, Warsaw and Rock Island, many succeeded in getting foothold.

Soon as the restriction was removed settlers flocked in, and to the fifty families of Lee county of 1830 large accessions were made in 1833, and all along the river.

With these settlers, many of them bringing their families, arose a demand for schools and the means of education, which at first and for several years were what was known as "private schools," and taught in most primitive houses and without any method or system. But they opened the way and ceased not their labors till better systems prevailed.

IOWA GOVERNMENT—1673-1803.

FRANCE AND SPAIN.

From the discovery of Iowa by Marquette and Joliet in 1673 to its cession to the United States in 1803, Iowa was under the government of European nations. France claimed and held it by right of discovery till the close of what is known in American history as the "Old French and Indian war," ending in 1763 when it was ceded to Spain. In 1800 Spain retroceded it to France by which under the consulate of Napoleon it was sold to the United States during the presidency of Thomas Jefferson, under the treaty of April 30th, 1803, known as the "Louisiana purchase."

While under the dominion of Spain the whole territory was divided into upper and lower Louisiana with capitals at New Orleans founded in 1718 and St. Louis in 1764.

At only two points in Iowa do we find any traces of the dominion of the Spaniard, at Dubuque, 1788 and Montrose, 1799. With these exceptions for a period of one hundred and thirty years after its discovery the savage roamed over the prairies, the trader in furs coursed up and down its streams. During all the years no European institution found a foothold. No mortal eye, says a writer, is known to have observed, with any

distinctiveness the great resources of a state now attracting the eyes of the civilized world.

1805-1812—TERRITORY OF LOUISIANA.

The territory of Louisiana organized March 5th, 1805, included Iowa within its boundaries and during this period it was explored by officers of the army and posts established for troops as well as the traders.

For a brief period beginning with 1807 it was attached to and became a part of the territory of Illinois.

1812-21—TERRITORY OF MISSOURI.

In December—of the former year Iowa became a part of Missouri and so remained till 1821,—when that territory became a state.

1821-34—"A POLITICAL ORPHAN."

As Judge Nourse in his centennial address characterized the child of so many parents "A man without a country," a country without a government.

It was during these years 1824-34, that the settlements heretofore made in the "Mines of Dubuque" and upon the "Half-Breed Tract" in Lee county received numerous additions and were considerably enlarged. New settlements were also made at Davenport and other intervening points on the Mississippi river. With these then new settlers came children and for them educational provisions had to be made and schools were opened and taught in Keokuk, Ft. Madison, Burlington, Dubuque and some other points of less note.

1834-36—TERRITORY OF MICHIGAN.

By an Act of Congress of June 28, 1834, the Iowa district and Wisconsin was attached to Michigan and remained a legal portion of that territory till its admission into the Union, July 3, 1836, when it became a part of the

TERRITORY OF WISCONSIN—1836-38

And so remained till its separation in 1838, July 4th, when it became the

IOWA TERRITORY—1838-46,

And so remained till December, 1846 when Iowa became an independent state in the union of states.

Under Michigan Iowa was divided into two counties, Dubuque and Des Moines. More were subdivided again while under Wisconsin.

The school legislation of these last three periods we shall treat under separate heads.

SCHOOLS AND SCHOOL HOUSES, PRIOR TO 1834.

SCHOOLS.

Berryman Jennings now (1888) living in Oregon city, Oregon, opened and taught the first school in Iowa at what is now Nashville, Lee County, during the months of October, November and December, 1830. Of his pupils in that school Capt. J. W. Campbell, of Fort Madison, Washington Galland of Nashville, same county, and others in Iowa, Illinois and Missouri still survive and have verified this fact by autograph letters in our collection.

As a sketch of this pioneer teacher, accompanied by a portrait, is to appear in this volume, we forbear any further notice.

Mr. I. K. Robinson, now of Mendota, Ill. taught a school in the present site of Keokuk, Lee County, then known by its Indian name Puck-e-she-tuck commencing December, 1830, and closing with the month of February, 1831. Some of his old pupils still live in the three states named and from some of them we have received letters in affirmation of these facts.

Beside the autograph letters from both of these old teachers, explanatory in full of their pioneer work in education in Iowa (and now in our autograph collection) possess great interest and value as settling, and and forever all doubt as to "who taught the first school in Iowa!"

Within this period and before the *ægis* of Michigan law was thrown over the territory and people of Iowa Mr. Jesse Creighton taught a school as early as the winter of 1832-33 in Keokuk. Mr. George Cabbage at Dubuque in the latter part of the winter and early in 1834 at Dubuque and Mr. Z. C. Ingrham in Burlington in the spring of the same year (1834). Mrs. Rebecca Parmer, the first lady teacher in Iowa, opened her school in Ft. Madison, Lee county, in the summer of 1834.

Schools were taught in the counties of Van Buren, Henry, Muscatine, Scott, Clinton and Jackson, also while Iowa was a part of Wisconsin in the years 1836 and 37.

We have the names and places of no less than forty teachers who taught school in Iowa *prior* to the organization of the territory, July, 1838.

These letters of the old teachers of Iowa, deserve not only to be preserved, but made accessible to the public—we therefore present them entire.

FIRST LETTER FROM BERRYMAN JENNINGS.

OREGON CITY, Oregon, Nov. 28, 1884.

T. S. Parrin, P. G. M., Iowa City, Iowa:

DEAR SIR AND BROTHER:—Your letter of January 7th last asking whether Berryman rather than Benjamin Jennings taught school in Lee county, Iowa, in 1830 was received. I could not use the pen then nor now, but will try with a pencil to reply.

I was residing on the "Half-Breed Tract" now part of Lee county, in 1830. Dr. Isaac Galland an eminent physician and citizen resided six or eight miles above the present site of Keokuk on the Mississippi river, near where resided several American citizens who had children of a school age. The doctor prevailed upon me to teach a three months school, Dr. Galland furnished rooms, fuel, furniture and board in his family. While teaching he gave me the use of his medical books (with which he was well supplied) to read, and after school I continued to read until mid summer of 1831, when I was taken sick, convalescing I returned to my father in Warren county, Ill.

This school room was as all other buildings in that new country, a log cabin built of round logs, or poles, notched close and mudded for comfort logs cut out for doors and windows, and also for fire-places. The jamb back of the fire-places was of packed dry dirt, the chimney topped out with sticks and mud. This cabin like all others of that day was covered with clap-board. This was to economize time and nails, which were scarce and far between, there were no stoves in those days and the fire-place was used for cooking as well as comfort.

You mention Capt. James W. Campbell, who went with his father to Iowa in 1830, or earlier. I remember an Isaac R. Campbell who went

from near Nauvoo [then Commerce], Ill., prior to 1830. I can hardly realize that the Mr. Campbell, whom I then knew and who would now be sixty years old, is still a resident there [Ft. Madison]. I would like to relate many incidents of the early settlement of that county but fear I might make mistakes as some others have done.

Dr. W. R. Ross, whom I know well made some mistakes. [He refers to his address at Burlington, 1883 commemorating the semi-centennial settlement of Iowa—a copy of which we had sent him]. Capt. Campbell's mistake in my name is easily accounted for. I usually signed my name "B." I do not remember the names of the pupils of my school or of my patrons—but I do remember that I taught school in Lee county, Iowa in 1830, and that it was the first school taught north of Missouri and west of the Mississippi river—a very large school district extending to Canada on the north and to the Pacific ocean on the west, where there are now some thirteen or more states and territories. What a growth in fifty-five years!

About thirty years ago I met Dr. Galland in Sacramento, Cal., tottering with old age. Some say he was buried near Sacramento, with no stone to mark his grave, others that he died in Ft. Madison, I don't know. [We do, he died at Ft. Madison in 1858, and near where he had first settled thirty years earlier. His son erected a marble monument over his grave]. Your "Annals" [we had sent him the quarterly published by the State Historical Society] of Iowa will perpetuate the names and services of some of them for the benefit of future historians.

With fraternal regards &c.,

BERRYMAN JENNINGS.

LETTER FROM I. K. ROBINSON.

MENDOTA, Ill., January 30th, 1887.

T. S. Parvin, Cedar Rapids, Iowa:

DEAR SIR AND BROTHER:—In answer to your letter of inquiry of the 17th inst. about "the early schools of Iowa," I reply I commenced teaching a school December 1st, 1830 in the employment of a Mr. Stillwell, who was then owner of a ware-house and wood yard at the present site of Keokuk, Iowa. His only child large enough attended the school. A brother of Mrs. Stillwell whose christian name I have forgotten but whose surname was Vanausdol, Seth Wagener and his brother of "Wagener's run," Hancock county, Ill., one or two children of Mr. Samuel Brierly, a sister of Mrs. Fyrsythe, a Chippewa Indian girl and I think a son of Dr. Samuel C. Muir, [the first settler in Lee county]. In a subsequent letter he supplies the omissions, christian name of Vanausdol was "Valentine;" of Seth Wagener's brother "Christian;" Mr. Brierly's son was named Thomas]. It is possible that Capt. Campbell of Ft. Madison can furnish you the address of Mrs. Stillwell and her brother Vanausdol as they were living in 1884 [at Keokuk, and the oldest living settlers in Iowa]

The school was continued some time into the spring of 1831. The winter was one of remarkable severity and noted for the great amount of snow falling at one time, being over two feet in depth. If there were any schools in Iowa previous to this one I do not know where or by whom taught.

Battese, a full blooded Indian boy and adopted by Mr. Blondeau into his family, informed me that he had gone to school and learned the letters and could spell words of one syllable but that he got flogged every time he went to recite his lessons. He was probably attending the same school with Mr. Blondeau's daughters at St. Charles or Portage de Sioux, Mo.

Yours respectfully,

I. K. ROBINSON.

LETTER OF CAPT. JAMES W. CAMPBELL, A PUPIL OF BERRYMAN JENNINGS IN 1830.

FORT MADISON, Iowa, March 20, 1887.

T. S. Parvin, Cedar Rapids, Iowa:

DEAR SIR:—I have delayed answering your question relative to the

fact stated as to the first school taught in Iowa. I now have the information which is unquestionable and communicate to you the following facts:

Berryman Jennings was the first to teach a regular school in Iowa, which he did at what is now Nashville, Lee county, in October, 1830. This locality was then known as Au-wi-pe-tuck on the "Half-breed Tract" or reservation.

Mr. Jesse Creighton taught a school at Puck-e-she-tuc (now Keokuk) in the winter of 1832-33. He was a shoe-maker by occupation and about sixty years of age then and came from Louisiana. The attendants at Creighton's school at Keokuk were Valencourt Vanausdol [still living] Valencourt Stillwell, Margaret Stillwell, Forsythe Morgan, John Rigg, *alias* Keokuk John, Geo. Crawford, P. D. Bartlett, Mary Bartlett, Mary Muir, Sophia Muir, [daughters of Dr. Muir by his Indian wife], Michael Forsythe, Eliza J. Anderson and the writer Jas. W. Campbell.

In regard to the claim of Mr. John Robinson's friend, that he taught the *first* school in Iowa, there is some mistake. He or his friend for him claims that Valencourt Vanausdol and the Muir children attended his school. I have a letter from Vamausdol stating the contrary. I have in my possessions Dr. Muir's books which show that he (though formerly a resident and for many years in this county) was *at that time* a practicing physician at Galena, Ill., and did not return to Keokuk till the autumn of 1830, a short time before Berryman Jennings opened his school at Au-wi-pe-tuc (Nashville). And further I have in my possession Mr. J. Robinson's receipt signed by Chauncey Robinson for school tuition at Commerce, now Nauvoo, at which I attended his school August 5, 1830, on the hill in the Gouch school house, about 300 feet east where the Mormon temple was built in after years.

[This was evidently written to refute the claim published in the Burlington Gazette that Mr. Robinson had taught school at Keokuk in the winter of 1829-30, whereas his letter to us states that it was in the succeeding winter of 1830-31 and after Mr. Jennings—wherefore those persons might and probably were pupils of Mr. Robinson.]

Mr. Robinson is in error in his statement that Francis Labersure was one of his scholars. He was not less than twenty six years old at that time and was far advanced in educational accomplishments over Mr. R. or any one else in Keokuk at that date. He was educated at the Jesuit college at Portage de Sioux under the supervision of the Chontaus and was their interpreter for the America Fur Company at that town.

I think it superfluous to add more in refutation of the claims of Mr. Robinson being the first school teacher in Iowa.

That honor belongs to Berryman Jennings, now of Oregon and his pupils now living Capt. Washington Galland at Montrose, Lee county, Tolliver Dedman, of Clarke county, Mo. and myself assert these facts.

Yours truly &c.,

J. W. CAMPBELL.

CAPT. WASHINGTON GALLAND'S LETTER.

MONTROSE, Iowa; April 16, 1887.

T. S. Parvin, Cedar Rapids:

DEAR SIR AND BROTHER:—Replying to your favor of the 9th in regard to the school taught by Berryman Jennings, now a P. G. M. of Oregon, I would say to the best of my recollection and the limited data at my command, that the time must have been the fall and winter of 1830, and the place Ah-wi-pe-tue (the Indian name) afterward "Brierly's Point," then Nashville, and now changed by order of the board of supervisors of Lee county to "Galland," that being the name of the post office. The settlers resident with families there were, as far as I can now remember, Dr. Isaac Galland (my father), Isaac R. Campbell (father of Capt. J. W. Campbell), James and Samuel Brierly (Samuel afterwards married Sophia, a daughter of Dr. G. W. P. Smith), Col. ——— Dedman (father to Toliver, referred to in Capt. Campbell's letter) and Abel Galland. Among those without families was Berryman Jennings, our school

teacher. Among the young people who were his pupils I can only recall the following names: J. W. Campbell, Toliver Dedman, Thos. Brierly [all now living, December, 1888, the latter in western Iowa], James Dedman, David Galland, Eliza Galland, Mary Ann Brierly and myself.

With sincere and fraternal regards,

WASHINGTON GALLAND.

NOTE—The teachers and several of the pupils, as may be seen by the headings, are "Masons," and it is to this fact alone that we have been enabled to reach them and unravel the mystery so long obscuring those early recruits.

SCHOOL HOUSES.

The historian of Lee county ten years ago wrote, that "school teachers were among the first immigrants to Iowa (coming as early as 1830). Wherever a little settlement was made the school house was the first united public act of the settlers, and the rude primitive structure of the early time only disappeared when the communities had increased in population and wealth and were able to replace them with more commodious and comfortable buildings." As late as 1858, or two decades after the organization of the territorial government, and when Iowa had been ten years a State, there were upwards of eight hundred of these primitive log school houses used for school purposes, as we gather from the State documents.

The writer above does not give the date, or indeed any data relative to the erection of the first two or three school houses in Lee county, where the first two or three schools were taught, two in 1830 and the third in 1833. But he says that the first school house erected in Iowa was a log cabin at Dubuque, built by James L. Langworthy and a few others in the autumn of 1833."

The Dubuque papers have in more recent years put forth the same claim in their criticisms upon our articles on the early schools in Iowa, claiming to have had the first school; also assigning the year 1833, which of itself refutes that claim, as three schools were earlier taught in Lee county.

The historian of Lee county in speaking of *that* house says: "When it was completed George Cabbage was employed as a teacher during the winter of 1833-34. Barrett Wittemore taught the second term." Mr. Lucius H. Langworthy, of Dubuque, in his lectures on the History of Dubuque, etc., before the Dubuque Literary Institute March, 1855, says: "The first house erected here for *public worship* was the old log church standing on the ground now occupied by the old Methodist church. Rev. Mr. Bastian usually preached on the Sabbath, and *the house was occupied for a school* on week days. Mr. Whitmore was the teacher." The evidence is abundant that both Mr. Witmore, or Wittemore, as differently spelled, and Mr. Cabbage taught school in that church; but old settlers differ in their views as to which was the first teacher. We think the weight of evidence is in favor of Mr. Cabbage's claim, although Mr. Langworthy was an earlier settler, having located in the Dubuque mines as early as 1827. Mr. Langworthy no where in his address gives the date of the erection of that church, but by letter, some years ago, gave to us the date—"Fall of 1833." He did not in his address or his letter claim that log house to have been a *school house*, but said it was a "church."

The Rev. John C. Holbrook, pastor (for many years) of the Congre-

gational church of Dubuque, in his "Historical Discourse," says: "In the course of the year 1834, a log building was erected on what is now (1860) Washington Square, which for some time served the double purpose of a court house and meeting house; * * * that the Methodists had in that year organized a 'class' and the circuit preacher held services in that house," etc. The log building of Mr. Holbrook is the same as the log church of Mr. Langworthy.

But we have evidence much more conclusive. That log house was built by subscription "by Mr. Langworthy and a few other miners," says the Lee county historian, but the subscription paper, lying before us as we write, and belonging to the "State Historical Society," says the few were many, no less than sixty-eight names being appended thereto. In that list we find many whom we knew and some few of them were living four years ago, when we wrote our article referred to above, and they all concurred that the date was late in 1833 or early in 1834, while others said it was commenced in November and completed in December, 1833. The subscription ranged from twenty-five cents to twenty dollars, and foots up the sum of \$255.00.

The paper is headed, "Subscription for a Chapel for the Methodist Episcopal Church in the Town of Dubuque." "The plan of the house—to be built of *hewn logs* 20x26 feet in the clear, etc., and cost estimate for completing \$255. The above house is built for the use of the M. E. church, but when not occupied by said church shall be open for divine service by other Christian denominations, and *may be used for a common school* at the discretion of the trustees." Two of the four we knew well, John Johnson and Orrin Smith. In no sense of the word was *that* building a "school house;" hence we must look elsewhere for the "first school house erected in Iowa."

Dr. Wm. R. Ross, who died a year ago in Lovilia, Monroe county, Iowa, in his address at Burlington June 1st, 1883, held in "commemoration of the fiftieth anniversary of the settlement of Iowa," said that he located at "Flint Hills," Burlington, in the fall of 1833, and was commissioned first post master in the spring of 1834. (Milo S. Prenkiss was appointed the first postmaster in Iowa at Dubuque in 1833). That in the fall of 1833 he built two cabins on his claim west of the Park, one for a dwelling and also "a log cabin for a school house and for preaching." * * That in 1834 he boarded Zudok C. Inghram, who taught a school in the log cabin—the first school in Iowa," he adds. In this he was in error, it having been preceded by no less than five and by three years. Later, in reference to a letter we addressed him, he wrote that *that* was a school house built as such and used for that purpose, except on Sundays, religious services were held therein when the preacher happened that way.

Until further and better proof is presented we must decide in favor of Burlington as having erected the first (a log) school house in Iowa.

In the early summer of 1840 the stockholders (of whom we were one) under and by virtue of "an act to incorporate the Bloomington (Muscatine) Education Society," approved December 31, 1839, erected a large and fine frame school house and schools were kept therein. The incorporators were Stephen Whicker (later United States District Attorney),

Joseph Williams (Judge of the Supreme Court), John A. Parvin (for many years State Senator and author of the "Reform School" bill) and such others as may from time to time hold stock therein." Later we were secretary, and the directors voted the use of the building for church purposes on the Sabbath to all denominations in the order of their application, first come first served."

Whicker was a Presbyterian, Williams and Parvin Methodists, and under their management in a few years that denomination bought a majority of the stock and ruled all other denominations out and held the exclusive occupancy of the "school house" now turned into a church. This compelled the Presbyterians, Catholics, Episcopalians and Baptists to erect churches of their own. A few years later the Methodists also built a larger and better church, when "the old school house was turned, as the old teacher wrote, into a livery stable, for the training of horses, rather than children."

So, too, did Muscatine erect the first large and commodious brick school house, and by taxation, 1850. While to Dubuque must be given the credit of erecting the first school house in 1844 by taxation under the provisions of the law of January 1, 1839, which provided that the legal voters in any school district shall have the power to select a place, build a school house and to levy a tax upon the inhabitants of the district, etc. Dubuque, also the same year in which Muscatine erected two large houses, built two small brick houses for schools.

Col. Benton in his report to the Legislature December 1, 1850, under the head of "School Houses," says that "Muscatine has rather taken the lead in the matter." He then describes the houses, size, cost, etc., and adds: "Thus a town, occupying the third rank in point of population among those of the State, has contributed in the present year for this single object the sum of \$5,500." That was a large sum in those days when fairly good school houses cost only about one-tenth of that sum.

SCHOOL LEGISLATION, 1834-38.

MICHIGAN, 1834-36.

September 6, 1834, "An act to lay off and organize counties *west* of the Mississippi river" was enacted. The counties of Dubuque, constituting a township called Julien, and Des Moines, constituting the township of Flint Hills, were created and organized a little later.

"An Act to amend an Act to Regulate Common Schools," was enacted March 23, 1835. No schools in Iowa were organized under this act. It created the office of "Superintendent of Common Schools," appointed by the Governor with the consent of the Legislature. He was to take charge of the "school houses," report annually their condition, the money received, number of schools taught, and "whatever may to him appear necessary and proper for the advancement of education and the interest of the school fund generally." His salary was fixed at twenty-five dollars per annum. So far as the "Iowa district" was concerned, this act remained a dead letter upon the statute book, though private schools were taught in both counties, and we have in it a distinct recognition of the "townships," the basis of all well established school organization.

WISCONSIN, 1836-38.

The first act relating to schools passed by the Legislature of Wisconsin was enacted December 9, 1836, and entitled, "An act to prevent trespass on school lands." This act is remarkable for its contradictory provisions, and shows that at that early day public legislation was made to pander to private interests and to "catch votes." It was by that act made a "trespass to cut down, destroy or haul from off the school lands any timber or wood of any kind, *provided*, the act shall not be so construed as to prohibit any person from using any of the timber on said school land for the purposes of cultivating such land."

On the preceding day the Legislature passed "An act to establish a university,—to be called the 'Wisconsin University'—at Belmont, in Iowa county." That town then had less than a population of one thousand, and to-day its broad acres are devoted to farming purposes and the town vanished in mid air.

At the next session in December 13, 1837, was passed "An act to establish the Wisconsin University of Green Bay." Neither of these universities ever had more than a *paper* existence.

At the same session in January 19, 1838, was passed "An act to establish the University of the Territory of Wisconsin, at or near Madison" (which had then been but just laid out and made the capital of the Territory). This was "for the purpose of educating youth," and in later years became the "Wisconsin University," in fact as well as name, and to-day deservedly ranks among the best institutions of the kind in the West.

It is a little strange, wondrous strange, indeed, that a legislature, composed almost wholly of Eastern and many New England men, should begin at the top and foolishly try to build downwards to the bottom. At that period there were not "youth" of both sexes of sufficient number and advancement to constitute a collegiate "preparatory department," or even a "high school," in all the Territory. Still the Legislature went on and the same week, January 15th, 1838, passed "An act to incorporate the Du Buque Seminary, a seminary of learning for the instruction of *both sexes* in science and literature." Of the seven trustees named in the act of incorporation, Hon. Thomas S. Wilson alone survives. This, too, as well as all of its successors, are things of the past and never had an existence save upon the statute book. The Legislature continued its labors, and this time engaged in a wholesale work, and by an "omnibus bill," enacted the same day, "An act to establish the several seminaries herein named," viz:

The Ft. Madison Seminary at Ft. Madison, in Lee county.

The West Point Seminary, of West Point, Lee county.

The Union Seminary of Des Moines county, at Burlington.

The Mt. Pleasant Seminary, of Mt. Pleasant, Henry county.

The Augusta Seminary, of Augusta, Des Moines county.

The Farmington Seminary, of Farmington, Van Buren county.

These six seminaries, on the *west* side of the Mississippi river, and as many more were incorporated on the east side of the river, and all "for the instruction of young persons of both sexes in science and literature."

Sam day (a good day for seminaries). "An act" was passed "to es

tablish the Philandrian College in the town of Denmark, Des Moines (now Lee) county. This was "for the purpose of educating youth, open to every religious denomination," and no person as president, professor, instructor or pupil shall ever be refused admission for his conscientious persuasions in matters of religion." *Query*—Were the others more restrictive in the absence of all legislation than this most liberal institution?

The last, and numbered 100, in the list of acts, also passed same day, January 19, 1838, was entitled, "An act to incorporate the Davenport Manual Labor College." "The object," says the act, "shall be the promotion of the general interest of education and to qualify young men to engage in the several employments and professions of society and to discharge honorably and usefully the various duties of life."

Of this institution of high sounding title and wide range of subjects, the historian of "Davenport, past and present," says: "This scheme was a fine one, but it never amounted to anything, for two reasons—a lack of students and a want of money." It evinced, however, a most commendable desire upon the part of those engaged in it to promote educational interests. Of the twenty-two trustees incorporated, all save one, Mr. Lemuel Parkhurst, of Le Claire, have long since deceased.

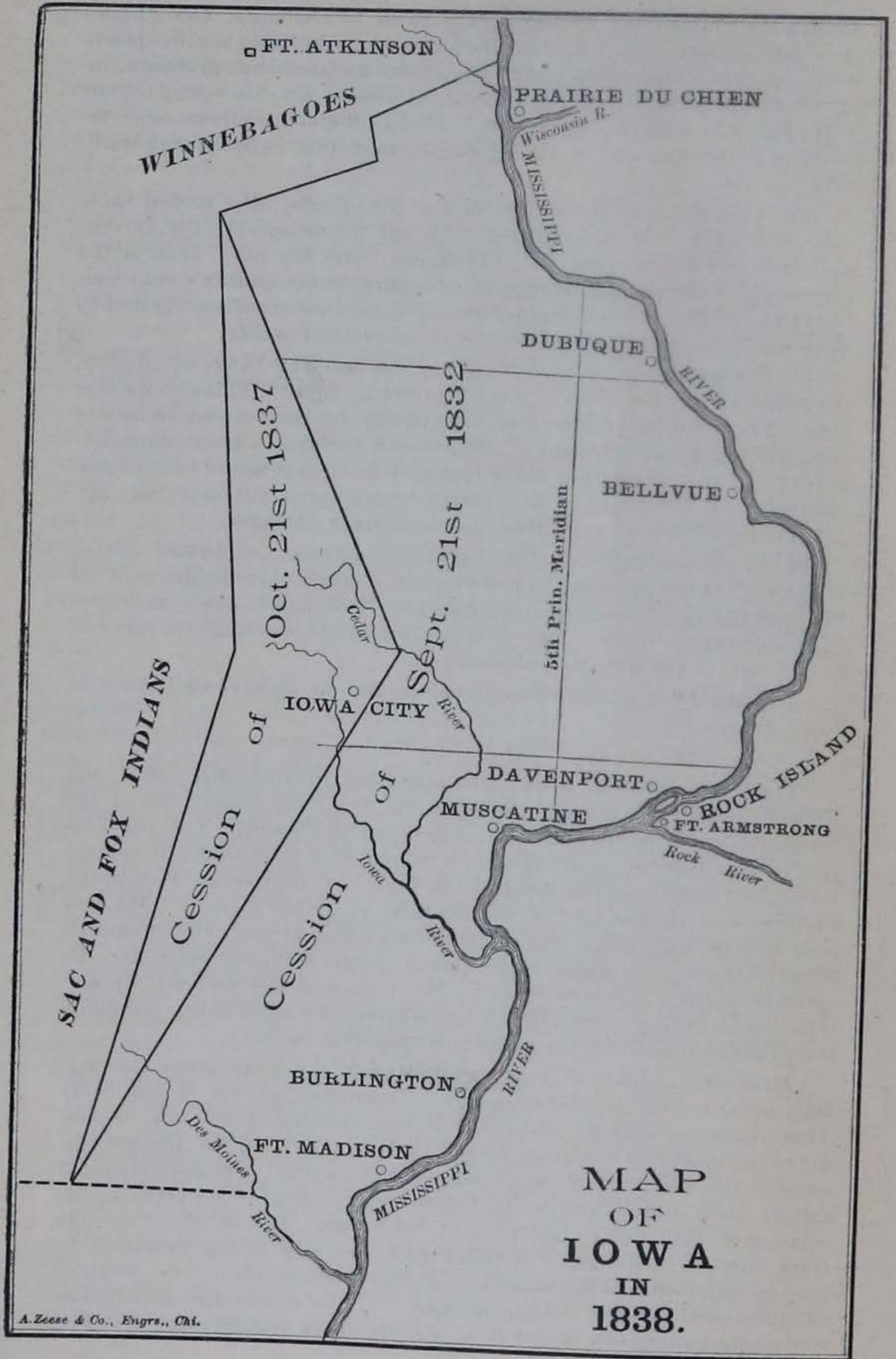
What the historian of Davenport has written, as quoted above, might with equal propriety be placed as an epitaph over the grave of all the institutions of learning incorporated by Wisconsin in the years 1836-38 and located in Iowa—"they never amounted to anything, for want of money, and at the time lack of students."

A brighter day was however dawning and we now come to treat of IOWA proper.

IOWA, 1838-46.

The "Territory of Iowa" was organized in July (4th), 1838, and Robert Lucas, twice Governor of Ohio, the first State created out of the Northwestern Territory of 1787, appointed Governor. The previous year (1837) Ohio had enacted a new school law, and under it Samuel Lewis, of Cincinnati, President of the Board of Trustees of Woodward College, was elected first superintendent of public schools. We had been a clerk in his office and an assistant editor of the "Ohio Common School Director," a monthly periodical issued from his office and devoted to common school education. We were also the first private secretary of Governor Lucas, and know whereof we affirm when we quote their language and sentiments upon educational subjects.

Mr. Lewis in his first report, submitted to the Legislature January, 1838, says: "The *legal* foundation of common schools in this State (Ohio), (and the same may be said with equal truth of Iowa) may be laid in the ordinance of Congress passed in 1787, providing for the government of the Territory, of which Ohio formed a part. In that document certain great principles were laid down, which must of necessity be incorporated into the constitution of the States. The third article has these words: "Religion, morality and *knowledge* being necessary to good government and the happiness of mankind, *schools and the means of education* shall forever be encouraged." This became the common as well as the written law of the land, and has been incorporated into the



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constitutions of the new States as well as those of the old Northwestern Territory, Iowa belonging to the former class.

Governor Arthur St. Clair, the first Governor, in his first message to the Legislature of the Territory of Ohio in 1799, uses this language: "The benefits that result from early education and due instruction in the principles of religion, are of immense value to every country, and are, too, obvious that an attention to them for the rising generation should be pressed upon you." All the action of that period, as well as most of their successors in Iowa, sleep with their fathers, but they have left us a rich inheritance.

Governor Robert Lucas, of Iowa, in his first message, thirty-nine years later, quotes the 12th section of the act of Congress, establishing the Territory, which extended to Iowa all the privileges received by the ordinances of 1787 to the States of this Northwestern Territory. "The inhabitants of the said territory [of Iowa] shall be entitled to all the rights and immunities heretofore granted and secured to the Territory of Wisconsin and to its inhabitants." It had been enacted in the original act creating the Territory of Wisconsin that "The inhabitants of said territory shall be entitled to and enjoy, all and singular, the rights, privileges and advantages granted and secured to the people of the territory of the U. S. northwest of the Ohio river by the articles of compact contained in the ordinances for the government of the said territory, passed on the 13th day of July, 1787." So Iowa became a child by adoption of that celebrated ordinance next to the constitution of the U. S. of 1789 and of the Declaration of Independence of 1776, the most remarkable political paper ever penned by mortal man. Under and by virtue of it "Schools and the means of education shall ever be encouraged." In order to give efficiency to these provisions, Governor Lucas (as Gov. St. Clair, of Ohio, had before him), in his first message to the Legislature, read by him in person, on the 12th day of November, 1838, distinctly and forcibly recommended the "organization of townships, as without proper township regulations it will be extremely difficult, if not impracticable, to establish a regular school system. In this first State paper, under the newly organized government of Iowa, do we find the *township system* recognized and enforced as the basis of a school organization.

The Governor then adds: "There is no subject to which I wish to call your attention more emphatically than the subject of establishing at the commencement of our political existence a well digested system of common schools," etc.

It may be, as it has been truly said, that "the legal foundation of common schools" in Iowa was laid in the ordinance of 1787, the organic Act of Iowa, 1838, and the Governor's message of the same year.

The Committee of the House "On Common Schools," through its Chairman, Dr. Gideon S. Bailey, of Van Buren County, reported House File No. 6, on the 22d of November, and on the 1st day of January, 1839, the new year recorded the approval of "An Act providing for the establishment of Common Schools." Some of the provisions of that Act are tainted with the colored views of ante-bellum times. Schools were to be established and opened free for every class of *white* citizens between the ages of four and twenty-one. The Governor's sensible views as to

the "township system" were not carried out, but the *district* system unfortunately substituted, from which "greivous error" it took the State long years to escape, and it is not even now wholly free from its pernicious effects. The law provided for the levying and collection of a tax for "the establishment and support of schools," and also "to build school houses." Under this last provision the City of Dubuque was the first district, in the year 1844, to levy such tax for the building of a school house—heretofore they had been built by private enterprise. That Act was No. 40, and No. 41 was an Act comprising grants of property made for the encouragement of education."

So far as paper acts were concerned the new territory was not only committed but set out in the right line of educational work. The only drawback was "the want of money and lack of students." Children of school age not otherwise employed were so scarce that in a town of 100 people there was but one child, and to prevent him from being lost in the bushes his mother tied a small bell about his neck. And even after the erection of the first school house, which, in its day, was the largest only frame school house in the territory, we remember having gathered wild strawberries in the streets. The Legislature as well as the people were, however, in earnest in their efforts to educate the coming generation, and so incorporated Seminaries of Learning at Wapello, Louisa County; Fort Madison and West Point, Lee County; Burlington and Augusta, Des Moines County; Farmington, Bentonsport and Keosauqua, Van Buren County; Rockingham and Davenport, Scott County; and Dubuque. It would require an antiquarian with surveyor and his compass and chain at this date to find some of those seats of learning of fifty years ago. Some of them, like Jonah's gourd, came up at night, flourished for a season, very brief one, and withered with the rising of the sun. All of these were included in an "Omnibus Act," approved January 23, 1839. The West Point Academy was successfully maintained for several years, being located in a rich farming country, peopled largely by eastern people, to whom education was the bread of life. But that, too, ceased when the Common School system had a local habitation, as well as a name.

The importance, however, of that early and first move toward the establishment of Common Schools should not be overlooked, and cannot be too highly appreciated, for people thereby became committed to the work and ceased not till the Common School system of Iowa, through *their own* efforts, became one of the best in all the land.

It has been often remarked that "we are the heirs of all ages." Yet the saying is far from being the case. The heir of a truth must go through much of the experience which the discoverer went through. We have learned from an examination of our historical educational experience that the people of Iowa had to go through very much of the experience of the people of Ohio and the older States before we succeeded in establishing such a system of Common Schools as should prove adequate to the wants of our people and the age in which we live. Nor has this yet

been wholly attained, because the remains of the old "district" yet crowds out the "township system," in some localities. Gov. Lucas was right, and it had been better had his advice been followed, as "without proper township regulations it will be extremely difficult, if not impracticable to establish a regular system of Common Schools."

At the second session of our Territorial Legislature, convened in November, 1839, "An Act to incorporate the Bloomington (Muscatine) Education Society," was passed Dec. 31. "Stephen Whicher, Joseph Williams, J. A. Parvin and such others as may from time to time hold stock therein," were authorized to build a school house. Under and by virtue of this Act, during the summer of 1840, the stockholders erected a large and commodious school house.

1840, January 16, the Legislature passed a second Act, this time "to establish," instead of as before "providing for the establishment" of a system of Common Schools. This Act, with subsequent amendments, constituted the school legislation of the territorial period—1838-46.

During this same session, viz: 1841, January 13, "An Act was passed creating the office of Superintendent of Public Instruction." The law provided that the Governor should nominate and the Council (Senate) approve of the nomination. The Governor immediately tendered the appointment to T. S. Parvin, who had been his private secretary, and whose views and knowledge of the subject he had learned when preparing his first message. The appointment was declined, and then tendered to Dr. William Reynolds, who had but very recently come to the territory, and located at a place he and others had laid out and named Columbus City, Louisa County. His appointment was confirmed by the Council (of which the writer was secretary) though a prominent member criticised the nomination saying the nominee was "a traveling lecturer with a magic lantern, and a new comer." The Doctor was, however, a gentleman of education from the East, but wholly unacquainted with the West and her people. He, however, did what he could under the circumstances. We are enjoined by the limitation of space from any analysis of that law, which may be excused, as to a large extent it proved a dead letter upon the statute book.

The Superintendent submitted a report to the next Legislature, which convened at Iowa City the 6th of December, 1841. As we know of no other copy of that report than the one in the possession of the writer, a brief synopsis of it may be proper. It bears date December 20th, and covers some ten 8 vo. pages. The law creating the office made it his duty to submit a report "exhibiting the condition of the primary school fund; of the primary schools, and such other matters relating to his office and the public schools as he may think proper, etc. And that he be enjoined to use every exertion to effect an immediate organization of the primary school system in accordance with the laws of the territory of January 1, 1839, and January 16, 1840. Those laws had been passed in anticipation of realizing a school fund at no distant day from the national government. But those anticipations were not realized till the territory became a State, in the winter of 1846.

The Superintendent reported that some of the Counties had not even been divided into townships, hence no districts had been organized or school officers elected; that complaints had been made that "the law was hard to understand," whereupon he recommended some modification of its provisions. He recommended legislation tending to the creation of a permanent school fund, and discussed the propriety of providing for "compulsory education," even at that

early day. He added that the territory was settling with such astonishing rapidity that the Legislature should take early steps more efficiently to organize schools in the territory. This document possesses great interest from its statement of difficulties encountered, suggestions made, as well as from the fact that it was the first report of the state of public education for Iowa.

The Legislature evidently, however, felt that the creation of the office had been premature, and the Committee on Education in the Senate was directed to report upon the subject. That Committee, through its Chairman, Dr. G. S. Bailey, of Van Buren County, a man well informed and liberal in his views, reported adversely to its repeal, and gave some forcible reasons in support of his views. The law was, however, repealed, and the office abolished February 17, 1842, and the most important officer in our early educational system proved to be only "a yearling."

In addition to the two forcible reasons assigned by the Superintendent why the laws enacted had proved failures,—the want of proper township organization and the lack of a school fund,—there were others we know not of as being contemporary of those times.

The territory was very sparsely settled, the people coming from all parts of the Union, were not homogeneous, and they were poor. In all the territory no man was known then as being worth the sum of twenty thousand dollars. The settlers had sought a home in the new territory to better their condition. They had come from afar by land, traveling with their own teams, and had first to seek a shelter and make a home. The lands of a large portion of the territory had not been surveyed, and of those that had but a small part had been brought into market, for no lands were subject to entry till first proclaimed for sale at the public land sales. The people were only claimants, or squatters, as styled in conversation and in print. Many of these claimants had to borrow money at most fearful rates of interest of the land sharks and "money 'changes" from abroad. The farmers had no market for the little raised in those times which sorely tried men's souls. Wheat was the staple grain, and but little corn raised because too bulky to haul, and the nearest railroad was east of Detroit, and the river was closed several months each year. In 1843, the writer went to house-keeping on his own account, and paid the following sums for the articles named: horse, \$45.00; cow and calf, \$10.00; oats and corn, per bushel, 16 and 12½ cents; hay, prairie, \$2.00 per ton; wheat only 31 to 35 cts per bushel, and pork, dressed, \$1.25 per cwt. And let it be borne in mind that these articles were of the very best quality of their kind, and all things else in proportion. The people could not, had they so desired, paid a school tax, and the long sought grant of land and surveys for school purposes came not till Iowa became a State.

Yet mid all these trials and deprivations in every settlement and community large enough, the people with wise forethought, and anticipating the needs of the future, built the log school house and employed the best teachers accessible to them. Dr. Reynolds complained that good and competent teachers could not be had. As late as 1853 the writer imported three for the school at Muscatine, and all from the Normal School at Albany, New York. The salaries paid them, as gathered from the published report of that year, was the Principal \$500.00 for ten months; assistants, first \$250.00, second \$200.00, and the third \$150.00, but a little in excess of sums paid in some of our best schools of to-day—as that was in its day—per month. Need it be wondered at then, now that the people of Iowa did not in the years preceding our

Statehood, organize and maintain public schools, as provided by the laws of an earlier date.

In later years it has been reported by competent authority that the Iowa school system was a compound of those of Massachusetts, New York and Ohio, and more of the latter than of either of the former. The great difficulty at that period felt in the framing of a suitable law was owing in part to the entire absence from the territorial library of the statutes of the several States. They could not be purchased, and Iowa had none of her own to exchange. Another was to adapt any law to the diverse views of a people from so many States and countries.

In the last year of Iowa's pupilage, however, the legislature on January 15, 1846, provided by law for the "assessment of school tax", but the amount only partly met the demands, and a personal assessment had to be levied upon the patrons of the school till early in the fifties, when the teachers and officers of the Muscatine school, with G. B. Dennison, then a teacher at the head, secured an enactment meeting the emergencies of the case.

With the last act, in January, 1846, all school legislation ceased for the territory.

STATE OF IOWA—1846-'58.

A Constitutional Convention had been held October 7, 1844, and a Constitution adopted, but *rejected* by the people because of opposition to the boundaries imposed by Congress—a west line from the mouth of the Minnesota (then St. Peter's) river, and south through the Racoon forks of the Des Moines river to the north line of the State of Missouri.

The Second Constitutional Convention was held at Iowa City, May 10, 1846, and the Constitution it adopted was ratified by the people August 3, 1846.

Congress passed an Act providing for the admission of Iowa into the Union December 28, 1846. This date is therefore (and not that of August, as often erroneously printed) the true date of our Statehood.

Article IX. of that Constitution, entitled "Education and School Lands," provided, Section 1, that "The General Assembly (for by this name the Legislature is henceforth to be styled) shall provide for the election by the people of a Superintendent of Public Instruction," etc. Section 2. "The General Assembly shall encourage by all suitable means the promotion of intellectual, scientific, moral and agricultural improvement."

The silly statement published widely over the State, in very recent years, that Iowa had no "school system" till after the adoption of the present Constitution in 1857; that during all those intervening years, more than a decade, while the population had increased from one to five hundred thousand people that our people would turn a deaf ear to this authoritative constitutional declaration, seems too absurd to need refutation. And the equally false statement that "Hon. Horace Mann (then of Ohio), is the father of the Iowa school system," we shall refute later in this paper.

This same section 2 further provides that "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," also that "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 1841"; also "Such per cent [five] as may be granted by Congress on the sale of lands

in this State, shall remain a perpetual fund, appropriated only to the support of common schools throughout the State."

Section 3. "The General Assembly shall [and we shall see that among its first acts it did] provide for a 'system of common schools,' " etc., etc.

The Act of Congress providing for the admission of Iowa into the Union provides that "section numbered sixteen in every township of the public lands, shall be granted to the State for the use of schools;" also, that "Five per cent of the net proceeds of sales of all public lands lying within the said State, shall be appropriated to the State," etc.

The first General Assembly of the new State convened at Iowa City in December, 1846, and its *first* act was entitled "Chapter I, School Fund," and approved December 14, of that year. Chapter 99 is entitled "Common Schools," and this act, which is declared in its title to be "Supplemental and amendatory to that of January 16, 1840, provides for the election, (as provided for in the Constitution) of a State Superintendent of Public Instruction at the next township election [which occurred April 5, 1847.] In this law of nine pages provision is made for the erection and organization of school districts, election of directors and defining their duties, raising of moneys and building of school houses, inspection of schools, receipt and disbursement of the school fund, examination (by the inspectors) of teachers, levying of taxes for the support of schools, defining the duties of State Superintendent, whose office was established permanently at the seat of government, proper control of the school fund of the State, and to report annually to the General Assembly, stating fully and minutely no less than seven important matters touching his office and the progress of the schools. The School Fund Commissioners of each county had the management of the county share of public moneys, and had to report to the Superintendent in some nine particulars, carefully guarding the funds, and providing for the best interests of the schools.

In this law the township was not then nor before nor since made the absolute basis of the system, as recommended by Governors Lucas, Grimes, and the Superintendents. Nor was the system of county superintendency engrafted upon the system, nor yet that of graded schools and teachers institutes, the outgrowth of later laws and recommendations. These were wisely provided for and ably enforced by the Commissioners on Revision of the Laws, Mann and Dean, in 1857. A further act was passed the same session, and approved February 25, 1847, providing more fully for the "management and distribution of the School Fund."

At the next session, January 25, 1848, an act was passed to authorize a District School tax, "both for the support of schools and the building of school houses."

1847. April 5th the first election under the new constitution was held for the election of a State Superintendent of Public Instruction. The candidates were Hon. Charles Mason of Burlington, then Chief Justice of the State Court, and Professor (afterwards Senator) Harlan, of Mt. Pleasant. The latter was, or had been Professor and President of the Methodist College at Iowa City, and then removed to Mt. Pleasant. An educator of pleasing address and great ability, as well as a popular speaker, he canvassed the State, while his competitor, equally learned and able, but less of a public man, remained at home and was left behind in the race for office. The Democrats, who had carried the election for State officers, through the Secretary of State, Hon. Elisha Cutler,

Jr., brought suit, and had the election declared null and void, for the reason that the proclamation had not been published in accordance with law. Superintendent Harlan, however, filed his bond, and at the next General Assembly made a report. This document, of such great interest under the circumstances, we have been unable to find, and is the only one so far in demand we have not found in our collection of Territorial and State documents.

1848. April 3. Hon. Thos. Benton, Jr., of Dubuque, was elected and continued most ably to fill the office for several years. He, too, was an educator, and had taught in Dubuque as early as the spring of 1837, and succeeding years the *first* "Classical School in Iowa." Superintendent Benton set himself earnestly at work to effect as thorough and efficient an organization of the school system as possible under the law of the previous year. He submitted his, and the first State report, on the condition of the "Schools and School Lands," from which the most casual reader, if not prejudiced, may see that Iowa had in December (4), 1848, a "School system" in full operation, and doing a grand work at that date in educating the "youth of both sexes in the State." By his recommendations and suggestions of amendments to the existing laws, and incorporation of new features in future laws, he showed not only a mastery of the subject, but anticipated many of the most important provisions and improvements recommended later by others, who have received the credit justly his due.

The subjects presented and discussed in this report are the formation of districts; organization of school districts; examination of teachers; employment of teachers; location of school houses; county school tax; sale of school lands,—and another topic, which he capitalized "The School Law." Under this head he recommended "the repeal of the present law and the passage of a new one."

The General Assembly seems to have entertained the same view of the imperfections of the existing law, as it passed a new law of thirteen pages, entitled "An act to establish a system of common schools." In addition to the improvement of the provisions of the old, this new law provided for the examination and recommendation by the Superintendent of a "series of text books, to be used in the schools"; the loaning of the school fund, to bring interest upon it; providing for school libraries; exempting from taxation for school purposes, the property, real and personal, of blacks and mulattos—for the reason, though not stated, that at that date persons of color were denied admission to the public schools. At this session an act was passed "to establish 'NORMAL SCHOOLS' for the education of common school teachers" at Andrew, (Jackson county), Oskaloosa and Mt. Pleasant."

In his report the succeeding year, received December 2, 1850, the Superintendent announced that he had divided the State, as provided by this law, into three districts, and appointed the trustees who had been recommended by the people of the respective counties in such districts. The Normal School at Andrew, however, was the only one organized and opened, that on the 21st of November, 1849 with Prof. Samuel Pray as principal, and Miss Julia S. Dorr, assistant. The course of instruction being similar to that of the New York Normal School at Albany, which later furnished a number of the most efficient of our teachers.

Thirty-two counties were now organized, though in some of them districts only in part, judging from the reports of the county officers organized.

The University had not yet nor for some time was it opened to students, though an incipient organization had been effected and trustees elected.

"Phonetics" and phonetic printing seems to have at that early date (1850) attracted the attention of the superintendent and teachers, and in 1856 and later years became a hobby and ridden to death in the State Teachers' Association, for of late years we hear no more of it in our "school system."

TEACHERS' INSTITUTES.—Col. Benton dwells quite at length upon this subject, and traces their history East. He then adds: "An institute of this character was organized a few years ago composed of the teachers of the mineral region of Illinois, Wisconsin and Iowa. One of its sessions was held at Dubuque. An *Association of Teachers* has also been formed in the county of Henry." He recommended (and let it be noted) seven years before the proposed revision of Messrs. Mann and Dean, that these Institutes, State and District, be held annually, and that the General Assembly appropriate at least \$50.00 for the support of each.

This whole report, which for that period was very voluminous, is replete with valuable suggestions and recommendations to the General Assembly, school officers and teachers.

As this is the first mention and introduction of the subject of "*Teachers' Institutes*" and "*Teachers Associations*," the subjects demand, from their great importance, and the great influence they have exerted upon the educational work in Iowa, a more extended notice.

A Teachers' Institute (the first no doubt in the west) was held at Chicago in the month of October, 1846, conducted by Rev. Salem Town and others of the State of New York. J. L. Pickard, then teaching an academy at Platteville Wisconsin, was in attendance upon that institute, and under the impetus then given the subject, he and others organized an association called "The Mining Region Teachers' Association." Meetings were held at Platteville, Galena and Dubuque alternately in 1847, 1848 and 1849. This last institute was held in April of the latter year, conducted by Professor Pickard, Thomas H. Benton, Jr., F. E. Bissell, an attorney and one of the Commissioners of Revision in 1857; Hon. Lincoln Clark, later member of Congress; Hon. Benjamin M. Samuels, candidate for Governor in 1856, and Professor Chandler Childs, of Dubuque, Principal of the High School in 1856. Professor Pickard and his co-workers continued that institute for several days, and made it quite a success.

In the summer of 1854, Professor Jonathan Piper held a successful institute at Troy, Davis county, where he was then teaching in an academy, and later at other places in the neighboring counties. From this time forward these private institutes were held.

COUNTY TEACHERS' INSTITUTES.—The first of which we find any published record was held at Tipton, Cedar county, in December, 1856. Of this P. Le Boynton was President, and Professor C. C. Nestlerode, Principal of the Union School, the conductor. This was continued, and such County Institutes were held the succeeding year at Oskaloosa, and various other cities.

STATE TEACHERS' INSTITUTE.—The first was held in connection with the Iowa State Teachers' Association's fifth session at Dubuque, April, 1857, and conducted by Professor D. F. Wells, President.

STATE PUBLIC TEACHERS' INSTITUTES.—These were first held under and by permission of the school law of 1858.

NORMAL INSTITUTES.—The first was held at Oskaloosa in the summer of 1867, under the auspices of J. F. Everett, County Superintendent; Professor Jonathan Piper, conductor, and several other leading teachers of that and

neighboring counties. This institute was continued through five weeks, and proved a great success. The enrollment was about seventy. Following this Professor E. H. Ely, of Independence, held a successful Normal Institute for several weeks at that place in the summer of 1863.

TEACHERS' ASSOCIATIONS—County of Henry. The first county teachers' association was held in Henry county in 1850. This continued for many years. Professor Howe, of Mt. Pleasant, one of the leading educators of that period, was the principal officer and leader in it. Ex-Governor Newbold in 1853 became a leading spirit in it also. In 1856 one was organized in Cedar county.

IOWA STATE TEACHERS' ASSOCIATION—Was organized at Muscatine, May 10, 1854. (1)

Pursuant to a call signed by Professor D. F. Wells, of the Muscatine Schools, and seventeen others, a number of teachers and educators assembled at the Court House, and organized the "Iowa State Teachers' Association," adopted a constitution, and elected the following officers:

President—Hon. J. A. Parvin, Muscatine.

Vice-President—Rev. Daniel Lane, Davenport.

Recording Secretary—D. Franklin Wells, Muscatine.

Corresponding Secretary—Rev. Samuel Newbury, Dubuque.

Treasurer—Prof. G. W. Drake, Oskaloosa.

Executive Committee—Rev. Samuel Newbury, Dubuque; G. B. Dennison, Muscatine; Rev. W. W. Woods, Iowa City; Prof. D. S. Sheldon, Davenport; Prof. H. K. Edson, Denmark.

The Association adjourned to meet at Iowa City, on Wednesday, the 27th of December 1854.

Prof. Edson was *not* present at that first meeting, though he attended many subsequent ones. After leaving the "Denmark Academy," which he made the "first among its equals" among the educational institutions of Iowa, he became a member of the faculty of Iowa College, at Grinnell, where he labors with the zeal born of the love of a profession to which he has devoted his life. Geo. B. Dennison still lives at Muscatine, and, while no longer a teacher, has lost none of the interest he then felt in the cause of common school education. His wife, *nee* Mary Lyon, with ourself, were among the members who on that day organized the Association which has done much indeed to advance the cause of popular education in Iowa. We were then President of the Muscatine Board of Directors, and Miss Lyon, with Prof. Wells, were of our corps of teachers. It is sad to relate that all the others named as educators who "built, that day, wiser than they knew," have all passed from their labors.

(1). NOTE—Prof. Enos, Editor, in the "Voice of Iowa," July, 1857, in publishing an "Abstract of Proceedings of the State Educational Convention, held at Iowa City, June 16-18, 1856," has this foot note: "An organization had existed prior to this time under the name of the Iowa State Teachers Association, but had become inoperative."—[Ed.]

In an address on "Self Culture," delivered by Prof. Wells before the association at Tipton in 1860, we find on page 15, this reference: "The first State Teachers Association in Iowa was organized at Muscatine in May, 1854, and a subsequent meeting held at Iowa City in December," etc. But inasmuch as the newspapers containing the only copy of these proceedings had long since been lost or destroyed, and the volumes of the *Voice* became, what few copies were preserved, shelved, all trace of the early history of the association had been lost. It was only on the Saturday preceding the last meeting (December 26, 1888), that I found the copy of the paper containing the first, and a fortnight later that of the second, session.

SECOND SESSION—DECEMBER 27-28, 1854.—The Association met pursuant to adjournment, and held its sessions in the Representative Hall, evenings, and Presbyterian church during the days. President, Recording and Corresponding Secretaries, Chairman of Executive Committee, with many other teachers and friends of education, present. Many of the members of the Legislature (which was in session) attended the evening sessions.

The list of members is not given, but of those who took part in the discussion upon the subject of "Graded Schools," are given as follows: Rev. Dr. W. W. Woods, Dr. Wm. Reynolds, Jas. G. Hill, and Prof. Wells, of Iowa City; Revs. Samuel Newbury and Jerome Allen, of Dubuque; Samuel Howe, of Mt. Pleasant; J. L. Enos, of Cedar Rapids, and a Mr. Crew—whom we do not recollect, and concerning whom we can learn nothing.

In the evening Hon. J. A. Parvin, President, delivered "An Address on the Necessity of Universal Education," which was published by the Association in a pamphlet of fifteen octavo pages. A copy of the address lies before us as we write. An address was also delivered by Prof. Jerome Allen, of Alexander College, Dubuque; subject, "Utility of Chemistry."

Rev. Samuel Newbury, of Dubuque, also delivered an address, but the subject is not stated in the minutes and we do not remember it.

Copies of these two were also requested for publication, but, if published, we do not recollect to have ever possessed or seen them.

The Association adjourned to meet at Davenport on the first Tuesday (4th day) in September next, 1855.

The session was not held then and there, as we learn from a letter of recent date from Geo. B. Dennison, a member of the Executive Committee. He attended, but there was not a quorum, owing to the fact, he writes, that the meeting had not been "advertised"—with a little printer's ink "it might have been" quite different.

EDUCATIONAL CONVENTION.—Under this title we have an abstract of the proceedings of educators, held at Iowa City, June 16, 17 and 18, published in the "Voice of Iowa," Vol. 1, July, 1857. Among the names given we recognize several of those present at the first and second sessions.

Since the meetings have been held regularly and the proceedings with few exceptions published, though the Association possesses no complete copy, nor any one, so far as we can learn. "What is worth doing is worth doing well," and this means preserve and publish for use the proceedings in full.

SCHOOL LEGISLATION RESUMED.

An extra session of the Legislature was held at Iowa City, July 2, 1856. Gov. Grimes, in his message, "recommended that three competent persons be selected to *revise* all the laws on the subject of schools and school lands."

The Legislature embodied *his* "recommendations" into a law, which he approved July 14, 1856, which provided that "there shall be three Commissioners appointed, * * * whose duty it shall be to revise and improve the school laws of Iowa, and report," &c. "Said Commissioners shall be appointed by the Governor." For their service "the Commissioners were to receive four dollars per day for each day's attendance on said Board."

Gov. Grimes appointed Hon. Horace Mann, of Ohio, Amos Dean (Chancellor of the State University of Iowa) of New York, and F. E. Bissell, an at-

torney of Dubuque, and later Attorney General of the State Commissioners to report a revision and improvement of the existing school laws of the State. This subject, in connection with the execution of a proper geological survey of the State, were near to the Governor's heart, and he desired that they might especially signalize his administration, hence he watched the progress of this work with unusual interest.

At the succeeding and regular session, which also convened at Iowa City, on the 3d of December, the Governor reported in his annual message that, in compliance with the law, "he had appointed * * * (the three persons named above) Commissioners to revise the school laws of Iowa."

The same month the commissioners submitted their report, bearing this title, "Report of the Commissioners of Revision of the School Laws." The report covers twelve pages, and is signed Horace Mann, Amos Dean, Commissioners. We have an original copy before us, and quite a synopsis thereof. The commissioners "deeply regret the inability of the other commissioner, Mr. Bissell, to render his services," etc. "They found the previous legislature of the State upon this great subject in the main, judicious in its provisions, but fragmentary in its character, lacking in general aims, and entirely wanting in unity or completeness." "The results of their labors were embodied in the act or acts [bill] herewith presented." The committee then succinctly present the principles, four in number, upon which they proceeded" in the preparation of the work. 1. Every youth in Iowa is entitled to receive an education in the elements of knowledge. 2. Education to be successful must become a distinct and separate pursuit and business. 3. That as property, material wealth, owes its existence to mind, it ought in return to furnish adequate means by which the intellect and moral power of the State can be brought out and developed. 4. That to complete a perfect system of education *three* elements are necessary—the organizing, financial and educational. Then each of these three are discussed and amplified, concluding with the distinct and specific presentation of the truth that they cannot regard any system of public instruction as complete without some liberal provision for institutions of learning higher than the primary school. Their "Bill" makes provision for such higher grade schools, topping out with the State University, as the head of the common school system.

The commissioners themselves show, but too plainly, that their work was only a revision, and not a system *de novo*. Would that it had been the latter. They report a continuance of the "district organization" against their convictions, and only in deference to "the existing state of things." "Their own convictions are" (like those of Governor Lucas in 1838, and every enlightened educator since), "that the whole district system, as stated in the bill, should be promptly discontinued, and that of making the CIVIL TOWNSHIP a district, substituted in its place."

The commissioners then present no less than twelve good and sufficient reasons in support of their views. So tenacious were the commissioners that they drafted two bills, one based upon the "district," the other upon the "township" system. The entire system reported seeks the attainment of three leading objects. 1. To render as universal as possible the system of common school instruction. 2. To offer facilities in higher instruction for a more advanced style of culture; and 3. To animate every youthful mind and encourage to effort by holding out this higher style of culture as a reward for good conduct, strict application and scholar-like attainments." To these wise, uniform and

beneficent ends the bills prepared by them fully tended. But, alas! in that, as in every legislative body, there were "many men of many minds," each thinking he knew better than the commissioners, whose lives had been devoted and consecrated to the cause of public education.

At the suggestion of Governor Grimes, Hon. J. B. Grinnell, of Poweshiek county, was in the Senate made chairman of the committee on education, and to the support of the bill he lent his best efforts. But he was in his voting capacity but one of the fifty to pass upon the labors of the commissioners. Mr. Grinnell was by education, taste habits and pursuits of life an earnest educator, and what he has done for his county and city and Iowa College he would gladly have done for the State of Iowa, given it an educational system worthy the great State, often called the "Massachusetts of the West," but only in reference to its great educational system and work.

"Parturiunt montes, nascetur ridiculus mus. The Iowa Legislature of 1856, with the grandest opportunity, ever enjoyed by a legislative body in the State, of doing the greatest amount of good to the greatest number and at the least cost, turned a deaf ear to the charmer and adjourned—having passed an act of a few pages, with imperfections upon its head, styled (a misnomer) "An act for the better protection of public schools in cities, towns," etc., but overlooking wholly the "rural districts."

Governor Grimes in his message December 12, 1858, says: "I again call your attention to the revision of the school laws of this State, as prepared and submitted to the late General Assembly by Messrs. Mann and Dean. It can safely be said that the general provisions of that report meet the approval of the friends of education in the State. Indeed the report was acceptable to a large majority of the members of the last General Assembly, but failed to be enacted into a law, for reasons not connected with the report itself." For the sake of continuity of narrative we have anticipated, and must return to the

THIRD CONSTITUTIONAL CONVENTION

which convened at Iowa City, January 19, and adjourned March 5, 1857. The constitution adopted by the convention was ratified by the people August 3, 1857, which is still the "organic law" of Iowa.

Article 9, Education and School Lands, of this last is more full in its provisions than that of the former constitution. It embraces a novel feature, nick-named at the time, of "a wheel within a wheel," or the "Legislature number two." It declares that "The educational interests of the State, including common schools and other educational institutions shall be under the management of a 'Board of Education'" The Lieutenant Governor was a member and the presiding officer of the board, while the Governor was *ex officio* also a member.

This anomalous body might, indeed would no doubt have worked well, as possessing less friction and more concentrated wisdom, but for the fatal provision of the constitution, providing that "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."

Under the circumstances resulting from subsequent acts of the General Assembly, probably the wisest of the provisions of that instrument was the one which provided that "At any time after 1863 the General Assembly shall have power to *abolish* or reorganize said Board of Education," etc.

It was "abolished" by an act (chapter 52), passed and approved March 19, 1864, entitled under the head of "Superintendent of Public Instruction," "An act to abolish the 'Board of Education' of the State of Iowa, and to provide for the election of a Superintendent of Public Instruction," etc.

This act provided for the abolishment of the office of "Secretary of the Board of Education," upon whom had devolved during its continuance the duties of superintendent, and for the election of a superintendent and defining his duties. It also provided for the organization and support of County Teachers Institutes under the supervision of the State Superintendent, the office of County Superintendent having been created by the act of 1858.

EARLY EDUCATIONAL CENTERS.

In the territorial decade 1838-46, when there was no government aid in support of common schools; no "educational fund" to maintain them; and when those called public were supported in the main by a *pro rata* tax assessed upon the patrons, there were but a few educational centres. But from those few there went out a light that ere long lighted up the whole area of the new State.

The first and oldest of these centres was in Lee county, and in the neighborhood of the old Indian village, where in 1830 the young pedagogue Jennings was "lord of all he surveyed." At West Point and *Denmark*, the latter a classic name in our educational history, academies were organized prior even to the organization of the territory of Iowa. After a few years of fitful struggle the former went down to rise no more, but the latter still exists in all its atonetime and wonted glory, for many years presided over by one of the most advanced and enlightened of his profession, Prof. Edson, now of Iowa College, Grinnell. This institution did good service, and paved the way for the establishment of denominational colleges, now as numerous as the groves that once dotted our prairies. He had able coadjutors, and if our memory serves us correctly Prof. Bartlett of the State Normal School, and president of the association in 1886, was one of the most efficient. This enterprise was, however, "strictly private" in its character.

At a later day, 1856, the *Tipton* "Union Schools," founded and presided over by Prof. C. C. Nestlerode, became the center of influence in educational work. Prof. Nestlerode was a born educator and leader. He, while visiting at Galena, saw the second meeting of the association advertised for December 27, 1854, at Iowa City, when he walked all the way to attend it, and became so pleased and interested in it and the surroundings, that he located at Tipton, and at once set to work to "make his mark." The impress of his labors shine forth upon every page of the association's proceedings at and for several years following the third session at Iowa City in 1856. He secured the State legislation relative to his favorite topic, "hobby" indeed, but made the act conform to, as it grew out of his work of "union schools." In 1858 he presided over the association. Not finding himself supported as he felt he deserved, he departed and returned to Ohio. His "mistake," and who has not made one, was that he selected a small rather than a large field of labor. Had he gone to Davenport he might have done for it what Kissell did the succeeding year. Prof. Nestlerode had a few most able lieutenants, B. Le Boynton, Wm. McClain, Dr. Maynard, and others whose efficient labors at that early day deserve "honorable mention" in these records.

The first and oldest *public* work was, however, done at *Muscatine*, whose

citizens by public tax had in 1850 erected too large and fine brick school houses, arranged specially for the introduction of graded school work, which was introduced there as early as 1851, and ever after continued. George B. Dennison, a native of Oneida county, New York, educated at the Whitestown Seminary, and with some years experience as a teacher, came to Muscatine, and commenced his teacher's work in the First District May 12, 1851. Later Prof. D. F. Wells, from the same State, graduated from the Normal School at Albany, and taught a term at the old historic Tarrytown, also came, and upon the invitation of T. S. Parvin, president of the board of directors, and took charge in 1853 of the schools in District No. 2. Following them were M. M. Ingalls, Dr. Goodman and others, as Hon. J. A. Parvin, first president of the State Teachers' Association, May 1854, T. S. Parvin, (nephew, not brother, as often written), both long connected with the school work there as directors, etc., were very efficient co-workers at that day (and later too). Mr. Dennison was the prime mover to dispense with the "Rate Bill" plan upon which the schools had been largely run, and to substitute therefor a law to "provide for the levying of a tax" so as to make the schools free in fact as well as name.

Dubuque, with Thomas H. Benton, Chandler Childs and others, early embarked in the work, and the latter became the first principal of the first high school established under the law.

Davenport, with Prof. Kissell, in 1857, established the first "Training School," in which he was materially aided by Mrs. Magonegal, who, with himself, had graduated from the training school, the pioneer of this class, at Oswego, New York. Following them came a host of able workers, who soon placed the common schools of Davenport in the fore front of our schools.

Oskaloosa, Mt. Pleasant and others followed, and at the latter in 1850 the first county teachers association was organized.

Iowa City, while not leading or even keeping pace with her neighboring towns in the common school work, (in which she took but little interest till in 1861, when Profs. Wells and Parvin were elected into the board, and gave the schools a new life), yet was in advance of all other towns then and now in her efforts in behalf of a "higher education." In this she was materially aided by the State and denominational interests, pride and a laudable ambition to serve the public. All these efforts were inaugurated, "begun and continued" by live men, live teachers, whose efforts, characters and public impulses wrought upon the public mind, awakened an influence among the people, led to an improvement, so much needed, in our school system, and was finally crowned with the success now so apparent to our people and those abroad.

Prior to the presentation of the commissioners' report on revision, and any legislative action thereon, several new and essential features of the "Iowa school system" had become, in practice, through the instrumentality of the teachers and school officers of the cities, counties and State, engrafted upon it. Some of them deserves special mention here.

We have already treated of "Teachers' Institutes," local, county and State. Of "Teachers' Associations," county and State. Of the territorial and State "Superintendency of Public Instruction." Of "Normal Schools" established by the State. All of these had become a part and parcel of our school work, and without which no system of schools would be worthy the name.

But other and equally important features had been introduced and practiced during the years 1850-'57, of which we have not spoken, but shall now, in brief.

GRADED SCHOOLS—COMMODIOUS SCHOOL HOUSES.

To the successful inauguration of the former the latter became a condition precedent. Dubuque had been the first town to erect a school house by public tax, but it was a small one, and not much in advance of the log school house of primitive times.

State Superintendent Benton says in his report of December, 1850: "The town of Muscatine took the lead in this matter. It is divided (unfortunately I think) into two districts, in one of which (No. 2) a neat edifice has been recently *completed*, 40x45 feet, two stories high, at a cost of about \$2,500. In the other district (No. 1.) (in which the writer was president of the board of directors) a building 46x60 feet, two stories high, each story 15 feet—estimated cost \$3,000, was commenced and to be completed in the spring. Both houses are constructed of brick, with a vestibule in front, and separate apartments to the seats and desks, constructed on the most approved plan. Thus a town occupying the third rank in point of population has contributed \$5,500. [We have the data showing that the aggregate of the two exceeded *double* this sum.] Such enterprise must be appreciated, and cannot fail to *produce the happiest of results.*"

It did, and immediately, produce happy results for other towns and cities, as Dubuque, Davenport, Ft. Madison, Burlington, etc., soon followed. But the happy result, at home, was the execution of the plan had in view by the projectors of those enterprises—the establishment of "graded schools" in both districts. If the division of the town into two districts was, as the superintendent said, "unfortunate" in the perfection of the *graded* work, it was fortunate in that it secured two, rather than one, good buildings, and awakened a proper competition between the two to do good work. George B. Dennison took charge in 1851 of district No. 2, and later D. F. Wells of No. 1, each having a suitable corps of *trained* teachers, from the best schools in the State of New York.

This graded work was ere long introduced at Tipton, Dubuque, Davenport and other places, and has ever since been the corner-stone of our school system.

HIGH SCHOOLS.

In this Dubuque led the way, and in 1856 organized the *first* "High School," Prof. Samuel M. Chase being the *first* "principal." The next year Prof. A. S. Kissell, later president of the association in 1861 and State superintendent in 1868, established the high school of Davenport, and also a "*Training School for Teachers*," with Mrs. Magonegal (now of Des Moines) as his assistant, both from the training school of Oswego, New York. This latter proved of inestimable value to the city and also other districts.

The same year, if not indeed late in 1856, Prof. C. C. Nestlerode established the *first* "*Union School*" at Tipton, and later secured public legislation favorable to such institutions, and based upon the plan of his organization.

SUPERINTENDENT CITY SCHOOLS.—Dubuque in this also took the lead, having in April, 1856, introduced it, and elected Prof. Chandler Childs *first* "superintendent." This office at once became engrafted upon the city system, followed by Davenport in 1857, with Prof. Kissell one of the most active workers the State ever had.

SCHOOL LEGISLATION UNDER THE CONSTITUTION OF 1857.

1858, January 4th, the General Assembly held its first session under the new (present) constitution.

Gov. Grimes in his (the last) message again called the attention of the General Assembly to the "Revision of the school laws prepared and submitted at the last session by Messrs. Mann and Dean, and upon which no legislation had then been had. Among the first Acts passed was Chap. 52, entitled:

"An Act for the Public Instruction of the State of Iowa," approved March 12, 1858.

This law, embracing many of the provisions incorporated into the bill prepared by the Commissioners, retaining the "district system," became the basis of the system of education since in force in the State, and being familiar to all teachers and school officers, no extended analysis of it need be given here. Its principal features, some of them *new* and important in their future bearing upon the school work, may with propriety, however, be presented.

This law retains the Superintendent of Public Instruction, and authorized him to "recommend to the County Superintendent a uniform system of text books;" to recommend also such books as he shall think advisable for the district school libraries;" "gave him supervision over the County Superintendent," and directed that he "convene them once a year in convention to compare views, discuss principles, etc., relative to common schools," the State defraying the charges thereof, etc.; to direct and "arrange for the holding of Teachers' Institutes."

The law provided for *new features*, the election of "County Superintendents," their meeting in convention aforesaid; for "County Teachers' Institutes," making them by law part of the system; assembling annually of the Presidents of the several districts as a "Board of Presidents," and authorizing them to establish County or Township High Schools, erection of buildings, levying taxes for the purpose, etc. It recognized the State University and established as one of its departments a "Normal Department," for the education of teachers, and provided free scholarships for such.

Its provisions for taxation, disbursement of school funds, and indeed all the machinery of the government of schools was harmonized and improved. And it is to be regretted that the bill as presented by the Commissioners could not as a whole have become a law, but by emasculation of the many (150) minds much of its order, symmetry and value was impaired. And yet more so by the "conflict of law" under the new and anomalous system of two school Legislatures.

March 23d the General Assembly provided "for the election of the members of the "Board of Education," and fixing the time of meeting," election to be held second Tuesday (12th day) in October, and the first meeting to be held first Monday (6th day) in December, 1858, and every second year thereafter.

MISLEADING STATEMENTS.

The following statements have been repeatedly published in brief and with elaborate amplifications in some of the leading papers of the State within a recent period and largely copied:

1. That "Horace Mann was the *founder* of the Iowa school system." "The father of free schools in Iowa." The wish was in all cases "father to the thought."

2. That he was selected by a committee of the legislature to prepare a law *embodying his ideas* of a public school system, which he did, providing for the "township" as the unit in school administration. "Teachers Institutes,"

Iowa State Library

"*County Superintendents*," (we have italicised this as the only new feature he introduced) and "Normal schools for teachers.

WHO IS THE FOUNDER OF THE IOWA SCHOOL SYSTEM?

The time has come when in the progress of this work we may safely ask—

Who is the *father* of the "Iowa School system?" Certain it is that it was *not* Horace Mann, nor his colleague, Amos Dean, nor yet the two who in December, 1857, reported a bill upon the recommendation and nomination of Governor Grimes for a "*revision* of the school laws of Iowa." It was only a "*revision*," and but little more. Nor is the school system of Iowa a creation, for, like *Topsy*, it had no father, no creator. The school system of Iowa of 1888, of 1858, is a growth, a development, the work of time resulting from the labors of many educators of prominence and ability in their day. Thomas Jefferson, the original author of the draft of the ordinance of 1787, laid the corner stone of the educational temple later erected with grand proportions in Iowa, a part of his purchase from Louisiana in 1803. Stones fit for the builders' use were brought from numerous quarries by such master builders as Governor Lucas, who in 1838 so strongly recommended the "township" as the only correct basis of a good school system; Governor Grimes, who at the special session in July, 1857, so forcibly urged a thorough revision of the school laws; Dr. Bailey, the intelligent chairman of the council committee on education, who so earnestly advocated the continuance of the system of State superintendency. Senator Grinnell, chairman of the like committee in the Senate, who in 1856, 1857 and 1858, labored so zealously to perfect the system, and secure the adoption of all new features (as the "*County Superintendency*") upon the existing laws. Superintendents Benton, 1848, and Fisher, 1858, the ablest and most far-seeing of the school or State officers of their day, labored in season and out of season in presenting and urging the wisest of measures, and sought most diligently to secure their adoption. Prof. Dennison, of the Muscatine Public Schools in 1854, and Nestlerode, of the Tipton Union Schools, 1856, who were the authors and promoters of the laws providing *first* "for the making of the public schools wholly dependent upon the State, and so relieving the patrons from the *pro rata* tax levied before by the directors—and the incorporation of a provision of law establishing union or graded schools."

Nor should we in this enumeration, (to which other illustrious names as co-workers might with propriety be added), omit the Iowa State Teachers' Association, whose members, collectively and severally, wrought upon this work through the earlier years of its history. As early as its third session at Iowa City, June, 1856, the association, upon motion of Prof. Wells, later (1857) its President, and also Superintendent (1867), a committee of three was appointed on the school law of the State. At its next, fourth session, in August, 1857, on motion of Prof. Childs of Dubuque, (first principal of the first high school in Iowa, July 1856), the association earnestly recommended the establishing of union or graded schools by law. At this same session Prof. Kissell of Davenport, (President in 1861, and Superintendent in 1869), moved a resolution declaring that "the true interests of our State demand that every child in the State, during minority, be compelled to attend school for a specified time." And a committee of the association reported an earnest recommendation to the General Assembly for a thorough revision of our school laws." This was but a second to the recommendation of Gov. Grimes in his message to the special session of the previous month (July).

In pursuance of Gov. Grimes' recommendation the General Assembly passed an act authorizing the Governor to appoint three commissioners to revise the existing school law of the State. The commissioners did this, accompanied with a report, a full analysis of which we have given elsewhere in this history.

The acts of the General Assembly show the compensation paid the two commissioners, Mann and Dean, each receiving the same amount. Is there one wicked or ignorant enough to believe that Chancellor Dean of the State University would have shared in the compensation, and equally, if he had not rendered equal service? Yet no where, at no time, have any of these "penny a liners," so much as mentioned his name in connection with this work.

We here submit two items of proof, if a negative can be proved, that Horace Mann is not the "founder," or "father," of our school system. The writer was a State officer, a member of the executive government of Iowa with Gov. Grimes, was consulted, and conferred with him at various times before and after the appointment of those gentlemen, and with others labored with him to secure a *revision*—a new system was never contemplated—of our school laws.

Hon. J. B. Grinnell, the personal friend of Hon. Horace Mann, and chairman of public schools of the Senate committee, and also later a fellow member of Congress with Mr. Mann, says, in his correspondence at the time, Mr. Mann wrote, that the commissioners must take what they could, ideas were not reached in a day, time would clothe the idea after discussion. Hence it was not his "ideas," as these writers aver, that he was to embody into a "law," but to harmonize and perfect as far as possible existing laws.

"Meeting him in Congress later," says Mr. Grinnell, "he was pleased with the compliment which discussions (on the report and bill) and letters brought to his eye, but generously *gave credit to Mr. Dean* as the master of details and worthy of credit for his part."

We knew Mr. Dean, and met him during the progress of that work, and "know whereof we affirm," that he is entitled to equal, and both great credit for their work, in the "Revision."

BOARD OF EDUCATION.

The board assembled at Des Moines, December 6, 1858, as provided by law. Lieutenant Governor Oran Faville presided by virtue of the constitution. In his opening address he well remarked that they had met to consider and *act* upon the educational interests of the State; that it was closely allied to the prosperity of the commonwealth. Frequent changes had rendered the school laws complicated, and destroyed much of the interest of the people in their administration. The ambiguities and defects of these laws would be pointed out by the Superintendent of Public Instruction, and the board called upon to remedy such defects, etc.

The board consisted of ten members. Hon. Charles Mason, Chief Justice during the whole territorial period of our history, represented the First District. A gentleman of education, liberal views and great experience, his presence was a power for good in the board. Col. S. F. Cooper, of Grinnell, was a most useful and efficient member, having had educational experience, and had others of whom (were we not limited) we might profitably speak, as we personally knew them all, and often attended their deliberations.

"What is worth doing is worth doing well," and as this is the first attempt

to present, however briefly, the early educational history of our State, we would that time and space had been allowed to prepare it properly—but we hasten to “cut off.” The “conflict of law” between the Board and the General Assembly to which reference has been made, developed at an early day and culminated in the following action: That in the opinion of the Board the educational interests of the State are under the control and management of the Board; that the Board possessed exclusive original power to legislate upon the subject of common schools.

The Board held three sessions; second, December 5, 1859; third, December 2, 1861, when at the next session of the General Assembly it was “abolished.”

The history of the acts of this Board would make a long and interesting chapter of our educational work in Iowa at a formative period, and their acts exerted a wide influence upon the cause. It had enacted a law as provided, creating the office of “Secretary of the Board of Education,” and devolved upon that officer the duties, before and at a later day, devolving upon the Superintendent of Public Instruction.

The reports of the last Superintendents, M. L. Fisher, to the Board, and that of the first Secretary, Thos. H. Benton, Jr., the one rendered December 6, 1858, the other December 5, 1859, from their intrinsic interest and connection with the legislation of the General Assembly and the Board, and connecting the two eras of Territorial and State educational interests, deserve special mention, and when this history is written, must receive the attention they deserve. But for the reason named heretofore *we* pass it over, with a word of personal opinion based upon general knowledge that Iowa has never had two educational officers possessing more advanced, liberal and correct views of the educational wants and needs of the people, and of the best and most efficient means to meet those wants, than Superintendents Fisher and Benton, whose services deserve “honorable mention” whenever speaking of the “School system of Iowa.”

CONVENTION OF COUNTY SUPERINTENDENTS.

Pursuant to a call (as provided by the law of their creation), Superintendent Fisher called the newly elected county superintendents to meet at Iowa City, September 22 and 23, 1858. All we believe attended, and no convention since has had a greater number of efficient and able educators upon its roll of members. Superintendent Fisher presided, and among his associates we recognize Joseph Dysart of Benton county, since Lieutenant Governor, and a citizen of large activity and usefulness. Dr. J. Maynard of Cedar county, one of the foremost of our educators at that period, actively connected with our union schools, teachers' institutes and associations; Wm. Y. Lovell of Dubuque, an able man and useful at home and abroad; S. W. Cole of Fayette, always an active worker in Sunday and week-day schools and later regent of the University; Jackson Orr of Green, late a prominent member of Congress, and now of Colorado; Samuel L. Howe of Henry, the first among his equals as an educator in the common schools and in higher education. He it was organized, way back in 1850, the first county teachers association. H. W. Lathrop of Johnson, a teacher in early times, of youth, in later years of men in the culture of flowers and fruits, and those things which minister to our pleasure and comfort and the material wealth of the State. Barrett Whitmore of Jones, the same who taught the second if not the first school in Dubuque in the early part of January, 1834, and whose interest in the work had known no abatement during

these twenty-four years. J. M. Loughridge of Maquoketa, later Judge of the District Court and member of Congress. W. F. Brannan of Muscatine, Judge of the District Court years earlier and now; and regent of the University, where his voice was heard for good in behalf of higher education. Professor L. F. Parker of Poweshiek, one of the prominent educators of Iowa in all its history. As president of the Iowa School Teachers' Association his name will appear as it deserves prominently. A. S. Kissell of Scott, who first introduced "training schools" into Iowa, superintendent of Davenport schools, which he lifted above all others of his day, president of the association and State superintendent. J. W. McDill of Union, Judge, member of Congress, United States Senator, etc., he was yet a teacher and educator of the first class. Dr. Henry C. Bulis, late Lieutenant Governor, and many years a most active and useful member of the Board of Regents, where his large experience has told for good. Of others too we might speak who labored diligently in their calling. That was a memorable body and they labored not in vain.

But the "half has not been told" of the workers and their work during those earlier years, when the school system of Iowa was growing and developing, for it was always a growth and never a creation, the work of many minds and laborers, all of whom in their day and according to their opportunity did well and deserve well of their generation.

CONCLUDING CHAPTER OF FIRST THINGS.

ARRANGED ACCORDING TO DATE.

1830, October—First School, Berryman Jennings, teacher; Nashville, Lee County.

1833, December—First School House, "log," erected at Burlington, by Dr. W. R. Ross.

1834, September—First lady teacher, Mrs. Rebecca Parmer, Ft. Madison.

1838, November—First message of Gov. Lucas, recommending a "School System," and the "Township" as the unit. And the action of the Legislature enacting the first School law, approved January 1, 1839.

1839, April—First Classical School, at Dubuque; Col. Thos. H. Benton, Principal; Mrs. Thos. Hughes, *nee* King, now of Iowa City, Assistant.

1840, July—First School House, frame, Muscatine, erected by the "Bloomington Education Society."

1841, January 13—Office of Superintendent of Public Instruction, created, and Dr. Wm. Reynolds, of Columbus City, appointed.

1841, December 20—Dr. Reynolds presented his first and only report on the Schools of Iowa.

1842, February 17—Law repealed, and office of Superintendent abolished.

1844—First Public School House, erected by taxation under and by virtue of law at Dubuque.

1846, December 28—Iowa became a State, and a constitution adopted providing a "School Fund" for the support of common schools.

1847, January 24—A new "School Law," adopted, and office of State Superintendent of Public Instruction created.

1847, April 3—Hon. James Harlan, of Mt. Pleasant, elected first Superintendent. In the same year, July term, the Supreme Court held the law unconstitutional (not having been properly published), and the office was declared vacant.

x
W. Ross

1848, April 5—Hon. Thos. H. Benton, Jr., elected, qualified and served as Superintendent Public Instruction; and on December 4th presented his first report.

1849, April—First Teachers' Institute, held by Dr. J. L. Pickard, Chandler Childs, and others, at Dubuque.

1849, November 21—First State Normal School, opened at Andrew, Jackson County, Prof. Samuel Pray, Principal, and Miss Julia S. Dorr, Assistant.

1850—First County Teachers' Association, organized at Mt. Pleasant, Prof. Samuel L. Howe, President.

1850, November—First large and commodious brick school house erected by taxation at Muscatine; T. S. Parvin, President of the Board, District No. 1.
* * * President No. 2.

1851, May 12—First Graded School, opened at Muscatine, by Geo. B. Denison (still a resident of Muscatine).

1854, May 10—The Iowa State Teachers' Association organized at Muscatine, and Hon. J. A. Parvin elected first President.

1856, July 3—Gov. Grimes, in his message to the General Assembly, at the extra session, recommended the appointment of three Commissioners to "Revise the School laws of Iowa." He appointed Hon. Horace Mann of Ohio, Amos Dean of New York, Chancellor of the State University of Iowa, and F. Bissell of Dubuque.

1856, December—At the regular session Messrs. Mann and Dean submitted their "Report of the Commissioners of Revision of the School laws of Iowa." No action except to ignore it was had upon the bill or drafts of laws.

1856—First Superintendency of City Schools established, and Chandler Childs elected Superintendent.

1856, December 29—First County Teachers' Institute, held at Tipton, Prof. C. C. Nestlerode, Conductor.

1856, September—First State Teachers' Institute, held at Dubuque, Prof. D. F. Wells, Conductor.

1857, November 3—New (and present) Constitution adopted, and "Board of Education" created under it.

1858, March 12—A new School law adopted, continuing the office of State Superintendent of Public Instruction, and creating the office of County Superintendent of Schools. Also providing for the holding of County Teachers' Institutes at the expense of the State.

1858, September 22—First Convention of "County Superintendents, at Iowa City, Hon. M. L. Fisher, State Superintendent, President.

1867—First Normal Institute of four weeks' session for teachers, held at Oskaloosa, by Profs. Piper and Everett, and in 1869 was held by Prof. Ely at Independence.

1869—First lady elected County Superintendent—Miss Julia A. Addington, of Mitchell County.

1875—First lady elected Superintendent of City Schools—Miss Phebe Sudlow, of Davenport.

1876—Miss Sudlow was the first lady elected President of the "I. S. T. Association."

The State University of Iowa, the head of the common school system, opened September, 1855, closed 1858, and reopened September, 1860.

NOTES ON IOWA EDUCATIONAL WORK FROM 1860 TO 1888.

BY R. A. HARKNESS, PARSON'S COLLEGE, FAIRFIELD, IOWA.

Iowa's greatest development in all lines has been since 1860. By that time the State had passed through the greatest difficulties of the experimental stage. In 1860 the population of Iowa had reached 675,000; several lines of railroad had pushed out into the State; cities and towns had sprung up everywhere; the material resources and prosperity of the State were great; the present constitution had been adopted; the foundation of our public school system had been established, after a great deal of experimental legislation, and now things took on a more permanent and developing aspect. Our public school system had been planted, had taken deep root in the minds of the people, and now came its time of growth. The State Superintendency, the County Superintendency, the Teachers' Institute, the graded school, the High School, and our State educational institutions, have all had their development since 1860. All of these had sprouted before 1860. The past quarter of a century has been the period of growth for all these special features of our public school system, now become fixed factors in our educational work. Since these features are all treated in separate articles it is not necessary to discuss them here.

THOMAS H. BENTON IN REPORT TO BOARD OF EDUCATION.

We are given a glimpse of the growing condition of our schools at the beginning of this period, in the report of Thomas H. Benton to the Board of Education, Dec. 1861.

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

It is a cheering reflection to the friends of education, that, while the thrilling strains of martial music are summoning thousands of heroic spirits to the battle field, the tolling bell is still assembling the hundreds of thousands of children and youth in our schools. Thus while we are sending forth to the defense of the country an army of unsurpassed intelligence and valor, we are training up a host of youthful patriots in our schools, to whose keeping we trust we may safely commit the destiny of the country and our time-honored institutions, after our generation shall have passed away." In speaking of the public school house he says: "It is indispensable in every neighborhood." A wagon can better dispense with one wheel than a neighborhood with the school house."

FROM REPORT OF ORAN FAVILLE, 1865.

At the close of the civil war State Superintendent Oran Faville, in his report to the General Assembly, December, 1865, says: "It is cause for congratulation, that during these years of civil war, our State has not only met the de-

mands of the hour, but has been providing for the future. While her sons in the field have been vindicating the nation's rights, her people at home have been preparing for perpetuating those rights. The lessons of the last few years have been to them a re-assertion of the great truth taught by the founders of the nation, that universal education is the central idea of republicanism. Believing that the public schools must furnish this education, they have given them their unfaltering support."

THE GRADED SCHOOL.

An important feature in our school system, not treated elsewhere in this volume, is the work of the graded school. Col. Benton, as early as 1848, had in his report recommended the establishment of the graded school, and in the following year permission was given to the electors to determine at their annual meeting whether schools above the primary grade should be established. The law of 1858, as established by the Board of Education, contains the following provision: "The Board of Directors may establish graded or union schools wherever they may be necessary." The formation of such schools does not, however, seem to have proceeded very rapidly. While I find from correspondence with early educators, that in most of the large towns graded schools were in existence at a much earlier period, no statistics seem to have been collected prior to 1868, when 212 schools of this class are reported as established. The following from Prof. Jona Piper, whose acquaintance with Iowa schools is equaled by few others, probably gives the essential facts: "Many schools had been graded in Iowa prior to 1860, but the great revival of educational work in regard to the graded schools, probably was started and promoted by the Institute Act of 1858. From the stimulus given by this act to the institutes of the State very many of the large towns were persuaded to adopt the graded system, and probably the number of graded schools founded between 1860 and 1870 was greater than during any other ten years in the history of the State." By 1877 nearly five hundred graded schools had been established, but each working after its own way, with little uniformity of plan or method. To remedy this defect, at a meeting of the principals and city superintendents, held at Des Moines, June 28, 1877, State Superintendent Von Coelln, C. P. Rogers, of Marshalltown, and J. H. Thompson, of Des Moines, were appointed a committee to prepare an outline course of study, and a uniform nomenclature for the graded schools of Iowa. As a result of these combined influences nearly every town in the State has a graded school, the majority of them, so far as circumstances will permit, following the same general plan of work.

SOME PROMINENT EDUCATORS OF THE PERIOD.

Of necessity much of the school work of twenty-five years ago was very imperfect. The population of the rapidly growing State was of the kind that appreciated and demanded schools, and provision for the establishment and maintenance was readily made, but for various reasons the supply of competent teachers fell far short of the demand. The demands of the country had taken very many of the young men into the army. Other pursuits offered greater inducements and advantages to the young man ambitious for advancement. The advantages for preparation for school work were few, and those few not very accessible. As a consequence county supervision became very lax, and almost every one who was willing to take charge of a school had the opportunity. Those who conducted the teachers' institutes in those days will remember the abundant supply of ministers and doctors and lawyers, who, failing to find employment in their own professions, were considered abundantly well fitted for teaching school.

With these came a number of others, more worthy in that while they knew but little, they professed but little. The former class were gradually crowded out as more congenial employment offered itself, or as their incompetency became apparent in contrast with the gradually increasing better class, while many of the latter, availing themselves of the increasing educational advantages of the State, came to be ranked among our successful teachers. In my own school at Garden Grove, it was no unusual thing to receive young men and women from the adjoining counties who had been teachers for a greater or less length of time, but who had never studied English Grammar, or been through fractions in arithmetic. But while this condition of things existed to a greater or less degree, perhaps much of the time between 1860 and 1870, Iowa was particularly fortunate in the character and ability of her leading educators. In referring to the names and work of some of these, no attempt is made to give a complete list. I mention such names as occur to me as I recall from memory those with whom I associated at our educational meetings. Parties who were actively and publicly engaged in the work have at my request suggested other names, while the reports of Superintendent Faville give the names of others, especially those prominently engaged in institute work. Undoubtedly many are omitted equally worthy of mention. Early in the 60's I think no names were more intimately connected with our educational work than those of Wells, Kissell and Piper. The two former afterwards becoming Superintendents of Public Instruction, the latter for many years a most efficient institute worker, and a hearty supporter and promoter of everything pertaining to the educational interests of the State. To these may be added J. L. Enos and Moses Ingalls, pioneers in institute work; Dr. Maynard of Tipton, always foremost in good works; L. M. Hastings, County Superintendent of Decatur county, and afterwards the founder of the Ottumwa system of graded schools; Prof. Henry K. Edson, then in charge of the Denmark Academy, now in Iowa College at Grinnell; C. S. Kretschmer, then and still in the schools of Dubuque; Theodore S. Parvin, then Professor in the State University, and always on hand at the State gatherings; Prof. Norris, for many years Principal of the Troy Academy; Prof. Ameziah Hull and Jeremiah Everett of Mahaska county; R. W. Haines, now an attorney at Grinnell; John Valentine of Keokuk. Perhaps a little later than these may be mentioned the names of W. A. Beemis and W. O. Hisky of Davenport; Professor William Jamieson, still connected with the schools of Keokuk; Miss Phoebe Sudlow, Superintendent at Davenport; Mrs. McGonnigal, in charge of the Davenport training school; J. D. Hornby, then of Benton's Port, now of Logan, Iowa; Prof. Wood, for over twenty years in charge of the Clarinda schools; Prof. Witter, for an equally long time connected with the school at Muscatine.

These early workers were from time to time reinforced by such well known and successful educators as Prof. Sabin of Clinton, now State Superintendent; Prof. Gilchrist, formerly Principal of the State Normal School; President Seerley, now of the State Normal School, formerly Superintendent of the Oskaloosa schools; Prof. Saunderson, Superintendent at Burlington; Prof. Rogers of Marshalltown, and many others who have done, and are still doing, commendable work in their several fields.

HIGHER INSTITUTIONS OF LEARNING.

While those persons whom I have mentioned, with others of equal worth, were in their individual capacity doing much for the good of the cause, the State University, with such men as Professors Leonard, Currier and Fellows;

Iowa College, with President Magoun and Professors Parker, Buck and Von Coelen; Cornell College, with President King at its head; the Academies at Troy and Denmark, were all centers of influence from which much of good was flowing. To these, as the demands of the present and the prospects of the future were unfolded, were added the various educational institutions, which in their various spheres are extending their influence through every part of the State and in every department of life. State support, denominational zeal, private enterprise, and local pride have harmoniously united to promote the common good. The Agricultural College at Ames, opened in 1869, has undoubtedly supplied a want not otherwise met; the State Normal School at Cedar Falls, commencing its work in 1876, has won the approval of the friends of learning everywhere; the score of denominational schools by their untiring zeal and self sacrifice have won to their support all lovers of higher education and christian culture, while Business Colleges, Seminaries, Academies and Normal Schools, the fruits of private enterprise, preparing for and supplementing the work of the higher institutions of learning, have brought the facilities for acquiring an education very near to all who wish to avail themselves of them. The influence proceeding from these sources has had a marked effect upon the common and graded schools of the State. While, in a general way, the educational sentiment of the commonwealth has been thereby indirectly stimulated and advanced the direct influence of those who, as teachers, have gone out from the Colleges, and Academies, and Normal Schools into schools of all grades has had the effect not only of improving the quality of work done, but of bringing about a constantly increasing condition of harmony and uniformity throughout our entire school system.

STATE INSTITUTIONS OF LEARNING.

The State University, the State Agricultural College, and the State Normal School are fully treated elsewhere. The following table briefly presents the condition of our State institutions of learning in 1886:

Title of Schools.	Location.	Estab'd by Law.	Opened.	Permanent endowment fund, including endowed chairs.	Value of Buildings and grounds.	Value of apparatus.	Volumes in library.	Students.	
								Males.	Females.
State University	Iowa City	1847	1855	\$ 28,000 00	\$400,000	\$ 3,000	18,000	485	90
State Agricultural Col.	Ames	1858	1869	641,566 16	300,000	60,000	8,000	246	65
State College for Blind	Vinton	1853	1853	.....	250,000	2,000	1,300	63	80
State Institute for Deaf and Dumb	Council Bluffs	1853	1866	.....	350,000	3,000	1,200	150	125
State Industrial School	Eldora	1868	1868	.....	90,000	400	750	338	.....
State Indus'l School for Girls	Mitchellville	1868	1868	.....	32,000	.....	500	.....	121
State Sold'rs' Or. Home	Davenport	1866	1868	.....	.....	.....	.....	.....	.....
State Normal School	Cedar Falls	1876	1876	.....	100,000	700	1,600	113	313
State Asylum for Feeble Minded	Glenwood	1876	1876	.....	150,000	.....	.....	169	90

COUNTY TEACHERS' ASSOCIATIONS.

The plan of holding teachers' associations for mutual professional improvement is an important feature of the unwritten law of our educational system. Both county and State associations were held previous to 1860, and they have all along become more and more important and influential as means of advancing the profession, and of awakening a public interest in all that pertains to

the educational work of the State. Association meetings are now held from one to four times in almost every county in Iowa, And in many counties township meetings have been organized for the especial purpose of promoting better work in the country schools. In all this county and township association work the county superintendent is the prime mover and guiding spirit.

STATE TEACHERS' ASSOCIATION.

No other organization in the State has done more toward creating a public sentiment in favor of improved educational methods and systems and institutions than the Iowa State Teachers' Association. Organized in 1854 by a handful of zealous and courageous educational spirits, it has grown during the past quarter of a century to be an organization of State-wide influence, and the originator and promoter of advanced methods and systems. Out of the discussions and deliberations of this body were born the Teachers' Normal Institute, the Graded School system, the High School, the State Normal School, and the State system of examination for State certificates and diplomas. And the movements to improve and to perfect all these have almost always originated in the State Teachers' Association. The State Association holds its meetings annually. The attendance is voluntary. The membership has gradually increased since 1860, when it was less than 50, until at the meeting of 1888, when the enrollment was 502. The meeting usually lasts four days. One afternoon and evening are given to department meetings. These are:

1. County Superintendents' and Normal Department.
2. Graded School Department for City Superintendents.
3. College and University Department.
4. Secondary Department for High Schools, etc.
5. Department of Penmanship and Drawing.

A few years ago there was organized in connection with the association an "Educational Council," made up of six members elected from each of the Departments and six members elected by the Council. The State Superintendent is ex-officio member and chairman of the council. This council is supposed to be composed of the ablest educators of the State.

STATE CERTIFICATES AND DIPLOMAS.

By act of the Nineteenth General Assembly in 1882, a State Board of Examiners was established. This Board examines applicants for State Certificates and Life Diplomas. The object of this plan is to elevate the standard of the profession and bring it into greater recognition. It has been the purpose of the examiners to issue certificates and diplomas to those only, who by experience, character and scholarship have shown themselves worthy to hold them.

State certificates are good for five years. The examination fee is \$3. The candidate for said certificate shall be examined upon the following branches: Orthography, reading, writing, arithmetic, geography, English grammar, book keeping, physiology, U. S. history, algebra, botany, natural philosophy, drawing, civil government, constitution and laws of Iowa and didactics.

For State diplomas on all the foregoing and in addition thereto, Geometry, Trigonometry, Chemistry, Zoology, Geology, Astronomy, Political Economy, Rhetoric, English Literature and General History, and such other branches as the Board may require. The fee is \$5.

In addition to the examination, the Board requires written testimonials

and credentials from county superintendents and professional educators, who are able to judge of the moral character and professional fitness and success of the candidate.

THE RURAL SCHOOLS.

There has been a decided improvement in the country schools of Iowa during the past twenty-five years. First as to buildings, the architecture of the country school house is being constantly improved, they are better and more substantially built, better equipped and more conveniently arranged. In 1860 there were about 800 log school houses in Iowa. The log school house is now practically a thing of the past.

The standard of the country teacher has been raised. The teachers' institute with good county supervision on the part of superintendents have done much in this direction. The numerous colleges with normal departments, the private Normal Schools and the State Normal School have given the schools a higher grade of teachers during the past dozen years than they have ever had before. Much has been done within the past ten years in the way of country school classification and organization. In a large number of counties a uniform course of study has been adopted, and pupils who complete the required course are admitted into the High School. For the past ten years the State Superintendents have given special attention to perfecting and advancing the work of the country schools.

Teachers' wages have advanced, since 1860, from 50 to 125 per cent.

COMPARATIVE GROWTH.

To give some idea of the advancement of the public school work, the following statistics are presented. In 1860 there were 3,208 school houses in Iowa; in 1888 there were 12,752. The number of teachers in 1860 was 6,374; in 1888 there were 25,113. In 1860 there were enrolled in the public schools of Iowa, 167,869; in 1888 there were 477,184. There were not in Iowa in 1860, more than a dozen graded schools; in 1888 there were about 550, an average of more than five to each county. In 1860 the average duration of school year was 5½ months; in 1888 it was 7 7-10 months. Iowa now spends nearly six million dollars annually in the maintenance of her public schools.

PRESENT CONDITION OF THE SCHOOLS OF IOWA.

BY HENRY SABIN, STATE SUPERINTENDENT, DES MOINES.

The total enumeration of persons between 5 and 21 is as follows, taken from the statistics for 1888: males, 325,741; females, 313,507; total, 639,248.

Enrolled in public schools, 477,184; average attendance, 291,070.

Paid for sites, buildings and furniture, \$749,965.00; paid teachers, \$4,107,102.00.

Number of independent districts, 3,426; number of subdistricts, 8,634.

Number of ungraded schools, 12,065; number of graded (rooms), 3,400.

Average length of year in months, 7.7.

Number of teachers employed: males, 5,595; females, 19,518.

Average compensation: males, \$36.44; females, \$30.05.

Number of school-houses, 12,752; increase during the year, 121; value of school-houses, \$12,007,340.

Number of districts reported as teaching effects of stimulants and narcotics, 13,946.

Number of certificates issued: males, 4,628; females, 18,241.

Average age of applicants for certificates: males, 25; females, 22.

Holding State certificate or diploma: males, 97; females, 53.

Schools visited by County Superintendents, 8,669; visits made by County Superintendents, 11,196.

Educational meetings held, 537.

Normal Institutes held, 99; teachers in attendance: males, 2,589; females, 14,875; total, 17,464.

Expenses of Institutes: instruction, \$43,562.06; incidentals, \$8,463.15.

Received from examination fees, \$26,682; registration, \$17,464; State appropriation, \$4,950; other sources, \$1,001.94.

The State Board of Examiners—Organized in 1883. As then constituted, the members were: Hon. J. W. Akers, Superintendent Public Instruction, President; J. L. Pickard, L. L. D., President State University; J. C. Gilchrist, A. M., President State Normal School; Hon. J. W. Rowley, Keosauqua, Secretary; Mrs. Ellen M. Rich, Vinton. At this date the Board, as organized, consists of Henry Sabin, Superintendent Public Instruction, President; C. A. Schaeffer, President State University; H. H. Seerley, President State Normal School; Superintendent F. B. Cooper, Le Mars, Secretary; Miss Lucy Curtis, State Center.

State Certificates and Life Diplomas—During the year ending September 1, 1888, there were issued, State certificates: males, 40; females, 35; total, 75; life diplomas: males, 22; females, 2; total, 24.

The State certificate entitles the holder to teach in any county in the State, without further examination, for the term of five (5) years. It does not, however, exempt the holder from supervision, and the Board of Examiners have power to revoke the certificate, "upon well grounded complaint by any county Superintendent.

The holder must also have his certificate registered in the county superintendent's office before he begins to teach in the county.

The life diploma is subject to the same regulations, but is good during life in any county in Iowa.

The Board of Examiners are anxious to make the certificate and diploma of more value as an evidence of professional ability and success in teaching.

At least two examinations are held each year at Des Moines. It is also customary to hold an examination in June at the State Normal School, the State University, and such other schools as have a special course in didactics which meets the requirements of the Board of Examiners.

Temperance Instruction—The statistics show that 13,946 schools are in some measure complying with the requirements of the law, concerning the teaching of the effects of stimulants and narcotics. It has for some time been made the subject of special instruction in all the normal institutes. The county superintendents, with hardly an exception, are anxious to have the law enforced, and so instruct their teachers. The spirit of the law as it is generally accepted, is embraced in the following extract from a circular issued from the office of the State Superintendent, May 20, 1888.

The evident intent of the law is to place the teaching of the nature and effects of stimulants and narcotics upon the same basis as other branches taught in our public schools. The pupil gains his knowledge of arithmetic by successive steps; he must pass an examination in one part of the subject, and show his familiarity with it, before he is advanced to the next division. Scientific temperance instruction should be treated in the same manner. One portion should be thoroughly mastered before the next is entered upon. If this is well done, the teacher will often find work enough in one part of the subject to employ and interest the pupils during a whole term. Careful consideration will convince us that the work in this branch of study is too superficial in many of our schools, because we are attempting more in a given time than can be done well. Temperance instruction needs to be reduced to a system.

In all your work care should be taken to give instruction in accordance with the spirit of the law. *Total abstinence should be taught as the only sure way to escape the evils arising from the use of alcoholic drinks and tobacco.* This systematic plan if carefully followed will insure a more thorough understanding of the subject, and teachers will not complain that they have used up all their material.

THE IOWA TEACHERS' INSTITUTE.

BY H. H. SEERLEY, CEDAR FALLS.

I. HISTORICAL.

1. *The First Institute.*—The first teachers' institute held in the State of Iowa cannot be determined with certainty. There were a number of volunteer efforts before the law of 1858 made the institute a part of the school system. These were the result of the enterprise and the righteous enthusiasm of men who cared more for the progress and the development of intelligence among the people than they did to leave records making their names historical. A teachers' institute was held in Dubuque in the spring of 1849, conducted by J. L. Pickard and others. Henry county held an institute in 1850, and an attempt was also made to have one in Jones county during the same year.

2. *The Pioneer Conductor and Instructor.*—The birth and the development of the Iowa institute cannot be truly considered apart from the grand services of the pioneers in education. The early fathers opened up the way, began the battle against ignorance, and laid the foundations of our school system broad and deep. The names most prominent in these early days of Iowa's educational history are Jonathan Piper, J. L. Enos, C. C. Nestlerode, Moses Ingalls, Sibbell Maynard, H. K. Edson, D. Franklin Wells, Daniel Lane, T. S. Parvin, S. N. Fellows, L. F. Parker, S. J. Buck, T. W. Mulhern, Wm. McClain, R. M. Haines, A. J. Kane, Jerry F. Everett, and A. S. Kissell, who as conductors, instructors and lecturers did grand work in favor of a perfected school system and better teachers for the youthful commonwealth. These set forth the doctrines of methods of instruction with the voice of an evangel, and did a work at a time and under circumstances that pay a tribute to their memory. There was a unity of soul in a mighty purpose as they went about the land preaching the gospel of enlightenment that rendered subsequent progress an absolute necessity.

3. *A Typical Institute.*—An institute was held at Tipton, Cedar county,

beginning Monday, December 29, 1856, remaining in session for one week. There were three daily sessions, beginning respectively at 9:00 A. M., 1:15 P. M., and 6:00 P. M. C. C. Nestlerode, the conductor, was assisted by B. Le Boynton, Wm. McClain and Sibbel Maynard as instructors. The branches taught were orthography, reading, mental and written arithmetic, geography, English grammar and physiology. The program granted one-half hour to each recitation. Each day the conductor delivered a lecture on the "theory and practice of teaching," and the evening sessions were devoted to lectures by the most prominent men. At the close of the institute the members passed a series of resolutions, among which occurred the following:

Resolved, That teachers' institutes are efficient aids in elevating the standard of education, and preparing teachers for the faithful and successful discharge of their duties.

One would almost believe that such sentiment as this, exhibits indications of being promulgated in the year 1888, as nothing better could be said at present, and certainly establishes the fact that the spirit of the men and women who were the educators of early Iowa were actuated by the highest and most commendable enterprise and judgment.

Another attempt deserving mention in this connection occurred at Oskaloosa in the summer of 1857. It was in session two weeks, and is the first institute, so far as we can ascertain, that extended over one week. It was conducted by Prof. Naylor and Dr. J. L. Enos, assisted by Prof. Jerry F. Everett. In this institute, in addition to the branches taught in the Cedar county institute, lessons were daily given in algebra by Prof. Everett. The people of Oskaloosa gave free entertainment to the teachers, and great good came of the effort.

4. *The Law of 1858*.—March 12, 1858, the Governor approved an act passed by the General Assembly establishing the institute as a part of the system of public education, and appropriated \$1,000 annually to be used for the support of these brief training schools. The law required that twenty teachers of a county should request the county superintendent to hold an institute. He then applied to the Superintendent of Public Instruction, who appointed a time of assembling, and sent a warrant on the State treasury for \$50.00 to defray the expense of instruction. The law also provided that the institute must be in session at least six working days, and to some extent gave the supervision of the institute to the Superintendent of Public Instruction.

Following the passage of this law, there was greater activity in institute work, and from this time it became necessary in most of the best settled counties to hold sessions of one week in duration each year. These institutes occurred in every month of the year, the conducting of institutes became a profession, men following it as a business, and the work of three professional conductors form an era in our educational progress, as can be honestly testified by scores of persons yet living, who were helped and inspired by their lectures, their instruction and their professional spirit. In addition to this the law of 1858 was so interpreted as to require the attendance of every actual teacher in the county, all schools were closed and most of the districts allowed the teachers their salaries during the week thus spent. There was no half-heartedness in those times by either people, school officers, teachers or institute instructors.

The law of 1858 was modified sometime before 1864, so that the State granted \$50.00 annually to every county holding an institute, as the annual appropria-

tion of \$1,000 was not large enough, as the State developed, to allow the usual amount to each institute held.

INSTITUTES RECEIVING STATE AID IN 1858.

<i>County.</i>	<i>Place.</i>	<i>Time.</i>	<i>Days Held.</i>	<i>Attendance.</i>	<i>Conductor.</i>	<i>Instructors and Lecturers.</i>
Blackhawk	Waterloo . . .	Nov. 15	6	52	J. L. Enos	
Bremer	Waverly	Nov. 1	6	46	J. L. Enos	
Cedar	Springdale	Nov. 15	9	209	C. C. Nestlerode	J. Maynard, D. F. Wells.
Clarke	Osceola	Nov. 1	6	43	J. H. L. Scott	
Clayton	Garnavillo	Nov. 1	6	58	A. Brown	J. Briggs, L. H. Bigbee.
Decatur	Garden Grove	Sept. 13	6	40	J. R. Carey	L. M. Hastings.
Delaware . . .	Delhi	Oct. 11	6			
Hardin	Eldora		6	35	E. Fuller	
Henry	Mt. Pleasant . . .	Dec. 27	6	110	S. Howe	J. H. Sanders.
Jackson	Maquoketa	Oct. 4 . .	6	70	D. F. Wells	J. L. Enos.
Jasper	Newton	Nov. 1	6			
Johnson	Iowa City	Sept. 27	6	38	C. C. Nestlerode	Wm. Reynolds, D. F. Wells.
Jones	Anamosa	Oct. 18	6	54	J. L. Enos	
Linn	Marion	Nov. 22	6	60	S. N. Fellows	J. L. Enos, D. F. Wells.
Louisa	Wapello	Nov. 1	2	15	C. C. Nestlerode	J. H. Saunders, W. J. Woodruff.
Madison	Winterset	Oct. 4 . .	6	30	J. Shepard	J. H. L. Scott.
Mahaska	Oskaloosa	Dec. 27	6	55	J. L. Enos	A. Smiley, A. Hull.
Marion	Knoxville	Dec. 27	6	62	C. C. Nestlerode	P. H. Van Slyck.
Marshall	Albion	Oct. 18 . .	6	24	D. F. Wells	E. Fuller, T. J. Wilson.
Washingt'n	Washington	Oct. 19 . .	10	81	C. C. Nestlerode	J. Maynard, J. R. Doig.

The institute record for the year 1859, as given in Hon. Thos. H. Benton's, Jr.'s, reports, is as follows:

<i>County.</i>	<i>City.</i>	<i>Date of Opening.</i>
1. Van Buren	Keosauqua	April 4.
2. Buchanan	Independence	May 9.
3. Polk	Des Moines	August 22.
4. Benton	Vinton	August 29.
5. Marion	Knoxville	August 29.
6. Blackhawk	Waterloo	August 29.
7. Mahaska	Oskaloosa	September 12.
8. Hardin	Iowa Falls	September 12.
9. Madison	Winterset	September 19.
10. Decatur	Leon	September 19.
11. Jasper	Newton	September 26.
12. Marshall	Marshalltown	September 26.
13. Wayne	Clio	October 3.
14. Cedar	Tipton	October 24.

From this time institutes multiplied, and the encouragement granted by the State added greatly to their usefulness by making the work permanent.

The growth may be noted by the following table of years and number of institutes held as provided by the law of 1858:

<i>Year.</i>	<i>No. of Institutes Held.</i>
1860.....	32
1861.....	43
1862.....	44
1863.....	62
1864.....	63
1865.....	59

In 1864 there were over 4,000 teachers enrolled in the sixty-three institutes held, and when we remember that at that time only 8,955 teachers are reported as certificated, and a number of these doubtless are duplicates because of not issuing all certificates for a year, we are impressed with the extent of the work done in reaching the schools of the State.

As an example of the kind of work done and the attendance upon the institutes, we will quote Poweshiek county in 1866—'67—then under the supervision of S. J. Buck, at present the well known professor of mathematics and physics at Iowa College. The institute of '66 enrolled 120 persons, and was conducted by Messrs. Piper and Ingalls. The institute of '67 was conducted by Prof. L. F. Parker, and enrolled 52 gentlemen and 47 ladies. Prof. Parker was assisted by Prof. S. J. Buck, Hon. R. M. Haines, Prof. J. Vallentine, and Hon. Carl W. Von Coelln, whose names are sufficient to guarantee the character or the work done. Poweshiek County Board of Supervisors during these years printed in pamphlet form the annual reports and suggestions of County Superintendent Buck, and they were distributed among the people of the county, much to the benefit of education. One of the suggestions specially worthy of note in these reports is the importance of extending the time of the institute to two or more weeks, and advising that the County Board supplement the State's fifty dollars by voting an appropriation, and thus enable the institute to extend the time and do more for the training and education of the teachers. Already Piper, Everett, Enos, Buck and others had the idea of the necessity for an institute of a longer term, and already they began to advocate its early adoption.

5. THE NORMAL INSTITUTE.

The Normal Institute, as we at present know it, had its fore-runner in the extended institute where attempts were made to give more time and do more review work of branches taught. One of these has been mentioned as being held at Oskaloosa in 1857. A more notable effort was made at Oskaloosa in 1867 while Prof. Jerry F. Everett was county superintendent of Mahaska county. Prof. Everett speaks of this institute as follows:—"Prof. Jonathan Piper and I thought it would be of great benefit if a Normal Institute of several weeks duration could be held. We undertook such a one having secured the services of Prof. A. Hull for a portion of each day. We placed the tuition at \$2.00 for four weeks and advertised in the county papers. We had a fair attendance. The institute was held in the old Cumberland church and continued one month. We had about fifty teachers in attendance. Both teachers and instructors worked very hard, the results in a pecuniary way were a success, my impression is that when Prof. Hull and the other expenses were paid, the credit account was on the wrong side; but I am inclined to think that at no time in my life have I been more successful in aiding the cause of education than during that month. Some of the teachers who attended were soon called

to higher fields of work. Moak was called to one of the ward schools of Cincinnati, Tyne went to Wisconsin at a good salary, and several of the ladies received good positions in graded schools in this State and in Illinois."

In the same year that this four weeks' institute occurred at Oskaloosa, and also the year thereafter, Messrs. Piper and Haines conducted similar institutes at Ft. Dodge, which were followed by similarly favorable results, having a marked effect upon the work of the schools. A more decisive impulse to the normal institute movement came in November, 1870, when Prof. E. R. Eldridge planned and organized, and Prof. Jerome Allen conducted an institute at Washington. It is probable that about this time the term, "Normal Institute," appeared, as Superintendent Abernethy's report in 1874 employs the expression, and discusses the merits of the same, and in 1873, Superintendent Eldridge refers to his institutes in his report to the State Department as "the normal and training school."

The 1870 normal institute of Washington county continued two weeks, enrolling 216 members from sixteen different counties of south-eastern Iowa, and from Illinois. The special characteristic of this new type of institute was in the positive attention given to didactics. Dr. Allen devoted his time to teaching methods, school government, school management, organization, etc., the other instructors teaching the scholastic branches. This institute was so satisfactory that it was permanently organized, and sessions were held in '72 and '73—that of '73 being a two months session. During the session of '73, State Superintendent Abernethy called a meeting of the county superintendents at Washington, and the new plan was thoroughly and favorably considered by this convention, resulting in a decision to press the next General Assembly for a law that would recognize such institutes to be held in every county in the State.

Institutes of this kind were held also in '71 at Vinton, Iowa Falls, Cedar Falls, Springdale and Independence; in '72 at Corydon, Corning, Sigourney and Oskaloosa, and perhaps other places. All were very successful, and the results were much applauded by workers and by attendants; the general attention of the public was attracted; the press strongly approved, and all the friends of education united with the State Department of Public Instruction to secure the endorsement of the plan by the General Assembly. Senator Kephart, now Bishop Kephart of the United Brethren Church, took charge of the bill, and as a result of harmony of action and of wisdom in those empowered and authorized to press the matter before the General Assembly, the institute law of 1874 was passed, and from that date almost every county has annually held a two to four weeks' normal institute.

6. THE LAW OF 1874.

The legal status of the teachers' institutes under the law of 1874 is as follows:

1. The County Superintendent is required to annually hold a normal institute for the instruction of teachers and those desiring to teach.
2. The County Superintendent, with the concurrence of the Superintendent of Public Instruction, procures such assistance as may be necessary to conduct the same. He practically controls the wages and the appointment of these conductors and instructors.
3. The institute must be held at a time when the schools are generally closed.

4. The expenses of the institute are defrayed by,
 - a. The one-dollar registration fee of each member enrolled.
 - b. A one-dollar examination fee from each candidate for certificate.
 - c. \$50.00 appropriated by the State.
 - d. Appropriations made by the County Boards of Supervisors.
5. The institute fund is drawn from the treasury on the order of the County Superintendent, he having sole authority in auditing bills.
6. Teachers get no pay while in attendance.
7. The County Superintendent gets no extra compensation for services rendered the institute.
8. There are no legal requirements determining the qualifications of institute instructors and conductors.

7. THE GRADED NORMAL INSTITUTE.

After a few years work under the plan adopted by the law of 1874, the institute began to get irksome to the better qualified teachers, as so much time was devoted to the subject matter of the branches and to those teachers with little or no experience. Hence the leaders in the work began to cast about for some remedy. In the institutes as held since '74 a course of study had been adopted and quite generally introduced. This course of study commonly classified the teachers into three grades, being determined by scholarship, number of institutes attended and experience in teaching. The instruction of the institute was modified to suit the needs and the interests of these several classes or grades. Finally in some counties, in order to hold the most advanced and most scholarly teachers, higher subjects than the common school branches were introduced. These varied somewhat, but frequently consisted of two or more selections each year from algebra, physics, botany, political economy, physical geography, etc.

In August, 1880, County Superintendent N. W. Boyes of Dubuque County, developed and put into operation the first graded normal institute, and arranged that at the completion of the prescribed course of study, professional certificates were given as a recognition of professional advancement and standing, and all such persons were released from future attendance. This plan received the hearty endorsement of the educators who investigated its workings, and its advent was specially encouraged by all those counties where the other plan of interesting the more superior teachers had been employed, and where advanced branches were already introduced. In December, 1880, the State Teachers' Association appointed a committee to assist the State Superintendent of Public Instruction in the preparation of a course of study for graded institutes. The work of the committee was done so well as to be adopted, at once, in a number of counties, and such success and satisfaction attended the new kind of institute that the State Teachers' Association, in 1884, gave its hearty endorsement of the modified system, and instructed the Advisory Board of the Educational Council to co-operate with the State Superintendent of Public Instruction, and make such modifications in the course published in 1880 as experience and the demands of the times would justify. From this time all the more enterprising counties have maintained graded institutes, conforming generally as to course of study, but differing greatly as to the privileges and exemptions granted to those who complete the work required.

8. THE ENROLLMENT AND THE FINANCES.

The first year under the law of 1874, institutes were held in 92 of the 99

counties of the State, enrolling 6,774 persons, and costing for instruction and incidental expenses \$16,452.73, leaving a balance on hand in the institute fund of \$2,479.32. In 1886, institutes were held in every county of the State, enrolling 18,026 persons, and costing for instruction and incidentals \$49,780.90, leaving a balance of \$16,361.35.

The conductors of these institutes where they are not County Superintendents, are paid about \$50.00 a week for their services, though there are rare cases where \$60.00 and even more have been paid. Instructors are paid from \$20.00 to \$50.00 a week, according to their professional reputation, and the amount on hand in the institute fund. There is no line of educational work where remuneration is more liberal and the financial condition insures the best talent if proper care and wisdom is used by the County Superintendent.

9. THE PRESENT CONDITION OF THE NORMAL INSTITUTE.

Fifteen years of experience in this kind of work have passed since the founding of the normal institute. Fifteen years, they have been, of experimenting, of modifying, of honest endeavor to better the teachers in scholarship and training. In these fifteen years the number of teachers in the State has been doubled, while the educational instrumentalities that can be used to prepare teachers have not been increased as much as the times and the needs demand. The State has founded and fairly supported the normal school, when she should have, at least, four such institutions doing regular work in the special education of teachers. There is a dearth of well qualified teachers of a good grade and of good development and training, such as the normal institute cannot equip and prepare in its limited time and with its limited resources.

The present normal institute is not up to the grade that it is possible for it to attain. Considering its opportunities and the length of time it has been in existence, its progress has been very slow, and at times at an evident standstill. Perhaps the most injurious influence that it has to contend against is the constant change in the county superintendency, and the consequent change in policy and plan that has made it often unsatisfactory to those who are desirous of being benefitted. Considering the supreme authority granted the superintendents in the organization and management of the institutes, and knowing the brief official existence of most of them, it is a wonder that the great interests at stake are not more hampered and neglected. System is all well enough, but it cannot be made a substitute for skill and experience. There is no work in an educational line as likely to suffer from lack of skill and experience as the normal institute, and it is to-day, to too great an extent, a field for experiment and for waste of energy.

There are institutes and institutes. Some excellent, some good, some fair, some poor; all claiming to be organized according to the best plans known, and to be all that enterprise and effort can make them. The chief cause for these marked differences in the character of the work done by these institutes is due to the fact that institute conducting is not assumed to be professional work, but official work, and hence to be announced as conductor of an institute does not mean anything at all that can be specially defined. Nothing could add more to the improvement of the normal institute than a close supervision of the appointment of those who are to conduct and to instruct in these short summer schools. No one should be permitted to assume such a place of importance and of usefulness as a conductor without good accurate scholarship, extended experience as a teacher, and also experience as an instructor in institutes. Con-

ducting should mean executive skill, a knowledge of how to so manage as to economize time, and special ability as an instructor in professional subjects.

The interests of the work, the importance of the hours to be employed, the size of the classes to be instructed, all would exact the utmost care in the selection of those who instruct, and assist the conductor. Policy and political favor should be refused the control over such appointments, as the time has certainly come to require that institute instructing and conducting should be purely professional work. The State should more carefully supervise the selection and the appointment of those persons, and none should be allowed such positions without the closest official scrutiny of their fitness for such places of trust and usefulness.

The normal institute has done a great work, but it is capable of doing a much greater work. Considering the greatness of the field, the exigencies of the times, the limitations as to time and as to expense for the teacher, it has done a work beyond any mathematical computation. Modifications will come as times and needs change. The Iowa teachers, superintendents, and people are always ready to make changes that will add to the power and the efficiency of the public schools.

BERRYMAN JENNINGS,
FIRST SCHOOL TEACHER IN IOWA, 1830.

BY PROF. T. S. PARVIN.

At an early day and before any settlements had been made by Americans in Iowa, there was a Fort Edwards and a small settlement at Warsaw in Illinois, at the foot of the Des Moines Rapids. There was another at the head of the rapids, on the east bank of the Mississippi river, at a place called Commerce, later when it had been bought up by the Mormons called (as now) Nauvoo. Before the era of the Mormons, American people had crowded over the river, and located upon the "Half-Breed Tract," embracing the whole of the present county of Lee, and the only portion of the district open to settlement. Many of these people had families and children of a school age, for whom they sought the aid of a teacher.

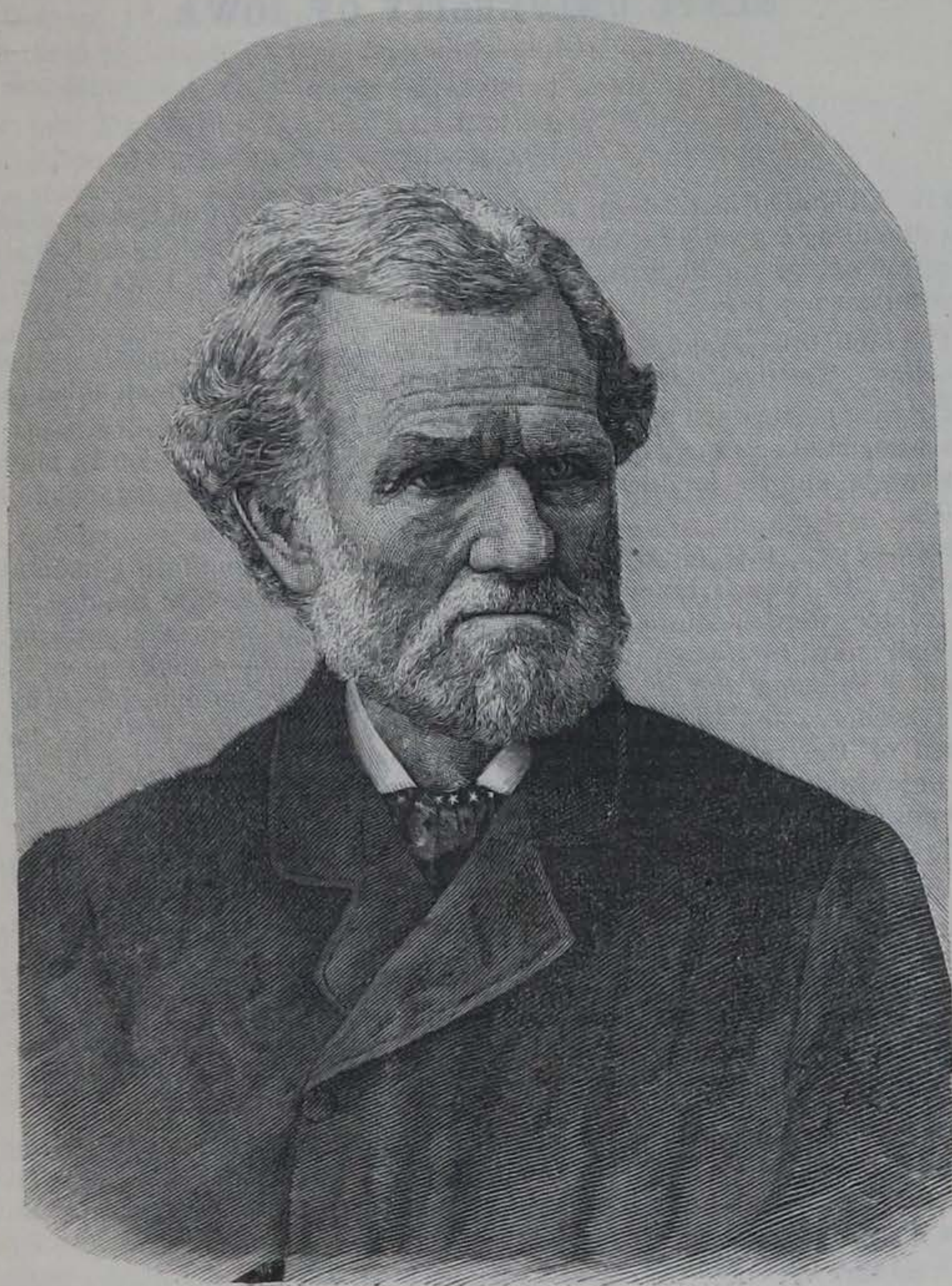
The parents of young Jennings were then residing at Commerce, Illinois, and their son was induced to enter the promised land, and teach "the young idea (not Indians) though they were as

"Thick as autumnal leaves that strew the brooks
In Vallambrosa"

how to shoot." All this and more he did, commencing in October and closing his term with the year 1830. During these long, and they must have been weary months, the young pedagogue read medicine with his chief patron, Dr. Isaac Galland, with whom he boarded and in whose house he "kept school." Of his previous history we know but little beyond this: He was born in Jessamine County, Kentucky, June 16, 1807; removed with his parents to Illinois some time in the twenties, where he married in 1833, and subsequently located in Burlington. In 1847 he joined the overland emigrant train, westward bound, and later found a home

"Where the Oregon rolls his flood to the sea,"

and located and still lives (1888) an octogenarian at Oregon City, honored and



BERRYMAN JENNINGS.

respected by the pioneers and the settlers of to-day in that once far-off land.
Blest be the memory of Iowa's *first teacher*.

“Though with slow steps goes forth the sower, weeping,
And on earth's lap his precious treasures leave,
Yet comes the harvest with its joyous reaping,
When shall be gathered home the ripened sheave.”

STATE UNIVERSITY OF IOWA.

BY J. L. PICKARD, LL. D.

HISTORY.

Like all similar institutions it had its beginning in a Congressional enactment providing *generally* for the gift of two townships of land to each State organization out of public territory—and again specifically to Iowa first in 1840, and afterward in 1846.

The land thus granted, amounting to 46,080 acres, was mostly sold at an early date. The first 31,000 acres yielded only \$3.50 per acre on an average.

The State afterward gave to the University 4,600 acres of saline lands, and some saline land contracts of little value. Less than 6,000 acres of all lands remain unsold, and the productive fund realized from sales is but little more than \$200,000.

February 25, 1847, an act was approved locating the State University at Iowa City, "with such branches as the public convenience may require." Fifteen trustees were appointed, and no steps were taken toward organizing the University until 1849, when the Legislature authorized the establishment of one branch at Dubuque and another at Fairfield, and three normal schools at Andrew, Oskaloosa and Mt. Pleasant. The "Fairfield branch," the only one organized of the two, maintained a feeble existence till 1853. Normal schools were organized at Andrew and Oskaloosa, but without University funds, only \$500 being donated each by the State.

By the constitution of 1857 the University was located *permanently* at Iowa City "without branches."

March, 1855, the University was opened for sixteen weeks. During that term Loran Andrews, of Ohio, was elected President but declined. Upon July 16 of the same year, Amos Dean, LL. D., of New York, was elected Chancellor. After four years nominal connection with the University, during which he advised with the Trustees, he presented a plan of organization having five philosophical and four scientific departments, Chancellor Dean resigned.

Under the organization by advice of Chancellor Dean, Henry S. Welton, A. M., acted as Professor of Ancient Languages; Alexander Johnston, A. M. Mathematics; John Van Valkenburg, Principal Normal School, and E. M. Guffin, Principal Preparatory School.

Changes were made at close of year 1855-'56, whereby there were added to the Faculty J. M. Stone, Natural Philosophy, and George R. Perkins, Mathematics, in place of Alexander Johnston. D. Franklin Wells, Normal School, in place of J. Van Valkenburg.

Professors Welton and Guffin were retained.

James Hall, A. M., and Josiah Whitney, A. M., were retained, though it does not appear that either engaged in teaching during the year 1855-'56.

Chancellor Dean received no compensation for his services except for expenses incurred in two or three visits to Iowa City.

Six professors served until April 27, 1858, when the University was closed, except the Normal Department, which was opened September, 1858.

September, 1860, witnessed the re-organization of the University, with

Silas Totten, D. D., of Connecticut, as President. The reorganization embraced three philosophical and three scientific departments—the normal department remaining as a separate organization.

In 1862, Dr. Totten resigned, and was succeeded by Prof. O. M. Spencer. The abolition of the Board of Education in 1864 left the University in the hands of nine trustees, of which body the Governor of the State and the President of the University were *ex-officio* members.

In 1865 an important change was made, and three departments, preparatory, normal and collegiate, were instituted. The Collegiate Department embraced two courses—classical and scientific—with four classes in each. Three years of the scientific course entitled the student to the degree of B. S., and an additional year to the degree of B. Ph. Four years of classical course ended in the degree of A. B. The normal course was limited to two years—all elementary studies of that course being transferred to the preparatory department.

In 1866 President Spencer had leave of absence for foreign travel, and Prof. N. R. Leonard, A. M., was made President *pro tem.*, and continued to serve in this capacity until June, 1868—Dr. Spencer having resigned in the meantime.

March, 1868, James Black, D. D., of Pennsylvania, was elected President, and entered upon his duties the following September.

April 11, 1870, by an act of the Legislature the Board of Trustees was replaced by a "Board of Regents," with the Governor, Superintendent of Public Instruction, and the President of the University *ex-officio* members—and one member from each Congressional district of the State.

August, 1870, Dr. Black resigned the presidency, taking effect the December following.

March, 1871, George Thacher, D. D., of Iowa, was elected President, and began his duties in April.

In 1873 the Normal Department was discontinued, and a course in didactics was introduced into the senior year of the Collegiate Department, leading after two years of successful teaching to the degree of Bachelor of Didactics.

June, 1877, the relations of Dr. Thacher as President were terminated, and Christian W. Slagle, a member of the Board of Regents, was elected President until the Board should choose a successor to Dr. Thacher.

1878. The preparatory department was abolished. Two courses, classical and scientific, were established in the Collegiate Department with four classes in each, the former leading to the degrees of B. A. and B. Ph., (the study of Greek required for the first). The degrees conferred in the scientific course were B. S. and C. E.

June, 1878, Josiah L. Pickard, of Illinois, was elected President and resigned in 1887.

Charles A. Schaeffer, Ph. D., of New York, was elected to the office which he now holds.

In 1886 a change was made in the Board of Regents by taking from the *ex-officio* members, the President of the University.

PROFESSIONAL DEPARTMENTS.

LAW DEPARTMENT.

Provisions for opening the Law Department were made June, 1868, and in September of that year the Law School of Des Moines was transferred to Iowa City, and was merged into the Law Department of the State University.

MEDICAL DEPARTMENT.

This department was organized October, 1870—(the medical school at Keokuk having held a quasi connection with the University at an earlier date and retaining it for a short time after 1870.)

HOMEOPATHIC MEDICAL DEPARTMENT.

This department was organized in accordance with legislative requirement with two chairs in 1876.

ENGINEERING DEPARTMENT.

Organized in 1876 and merged in scientific course in 1878.

DENTAL DEPARTMENT.

After two years independent existence, and two years partial connection, this department became a component part of the University in 1886, the salaries of the professors being paid out of the appropriation for 1886 for the years 1884 and 1885, after deducting tuition fees previously received by them for the two years above named.

PHARMACEUTICAL DEPARTMENT.

Organized independent of University, so far as support is concerned, 1886.

STATE AID.

The Congressional grants of lands invested as a permanent fund and Tuitions have not been sufficient for support of the University. Applications have been made to the Legislature from time to time for aid in buildings and in current expenses. These appeals have resulted as follows:

1857—	For Oskaloosa Normal School,.....	\$ 1,000
	“ Andrew “ “	1,000
1858	“ Repairs,	3,000
	“ New Building, (South Hall,).....	10,000
1860	“ Additional Repairs, (from Saline Fund,).....	5,000
	“ Apparatus, (from Saline Fund,) ..	5,000
1864	“ New Building, (Chapel or North Hall,).....	20,000
	Iowa City contributed material valued at \$3,000	
1866	{ For completion of North Hall.....	13,000
	{ “ Heating Slate Roof and Repairs,.....	8,000
1868	“ Repairs and to increase efficiency,.....	20,000
1870	“ Support of University,.....	25,000
1872	“ Increase of Salaries and for support of University and Repairs	52,300
1874	“ Current Expenses,.....	46,000
	“ “ “	43,357
1876	{ “ Homeopathic Medical Dept.,.....	4,100
	{ “ Repairs,.....	10,000
1878	{ “ Permanent annual Endowment,	20,000
	{ “ Medical Building,.....	30,000
1882	{ “ Repairs and Enlargement,.....	10,000
	{ “ Income Fund.....	10,000
	{ “ Science Building and Furnishing, etc.,.....	59,600
1884	{ “ Repairs and Refrigerator for Med Dept.,	4,900
	{ “ Addition to Annual permanent Appropriation,....	8,000
	{ “ Deficiency,	20,000
1886	{ “ Current Expenses,.....	30,000
	{ “ Dental Department,.....	2,000
	{ “ Current Expenses,.....	40,000
1888	{ “ Repairs,.....	8,500
	{ “ Chemical and Physical Apparatus, ..	2,500
	{ “ Engineering Course,.....	1,000

This last appropriation is payable in four installments—the first only paid in 1888.

The total amount appropriated by the State outside of Endowment Funds \$447,257
 Endowment Funds—\$20,000 for 10 yrs., \$8,000 for 4 yrs.,..... 232,000

Total appropriations to 1888.....\$709,257

Of this total appropriation there has been paid into the University

Treasury,	\$670,257
Available for 1889-90.....	39,000
	\$709,257

Of this total amount nearly \$175,000 has been used in buildings and repairs.

WORK ACCOMPLISHED.

Permanent Improvements,.....	\$175 000
Libraries.....	20,000 volumes
Apparatus estimated.....	8,000

Museum and Varied Collections—the largest west of Michigan, and is of special value in matters of illustrative teaching.

GRADUATES.

Normal Department.....	185
Collegiate Department	593
Law Department.....	1316
Medical Department	494
Homeopathic Medical Department.....	113
Dental Department.....	100
Pharmaceutical Department.....	2
Engineering Department.....	3
	2806

The University at this writing, Dec., 1888, has—

Professors employed full time.....	30
Assistants " " ".....	12
Librarian " " ".....	1
*Assistants and Lecturers part time.....	14
Librarians, Law and Medical part time.....	4
	61

Total, 61

*In many cases for a few lectures upon special subjects, the Departments are provided as follows:

	Professors and Assistants including Librarians.	Students.
Collegiate.....	22	253
Law.....	9	92
Medical.....	14	120
Homeopathic Medical.....	8	27
Dental.....	16*	70
Pharmaceutical	4	15
	73	577
†Deduct Twice Counted.....	12	9
	61	568

For the first five years after reorganization of University the average enrollment in College Classes was 20. For the last five years ending June, 1888, 249.

THE PRESENT CONDITION OF THE STATE UNIVERSITY.

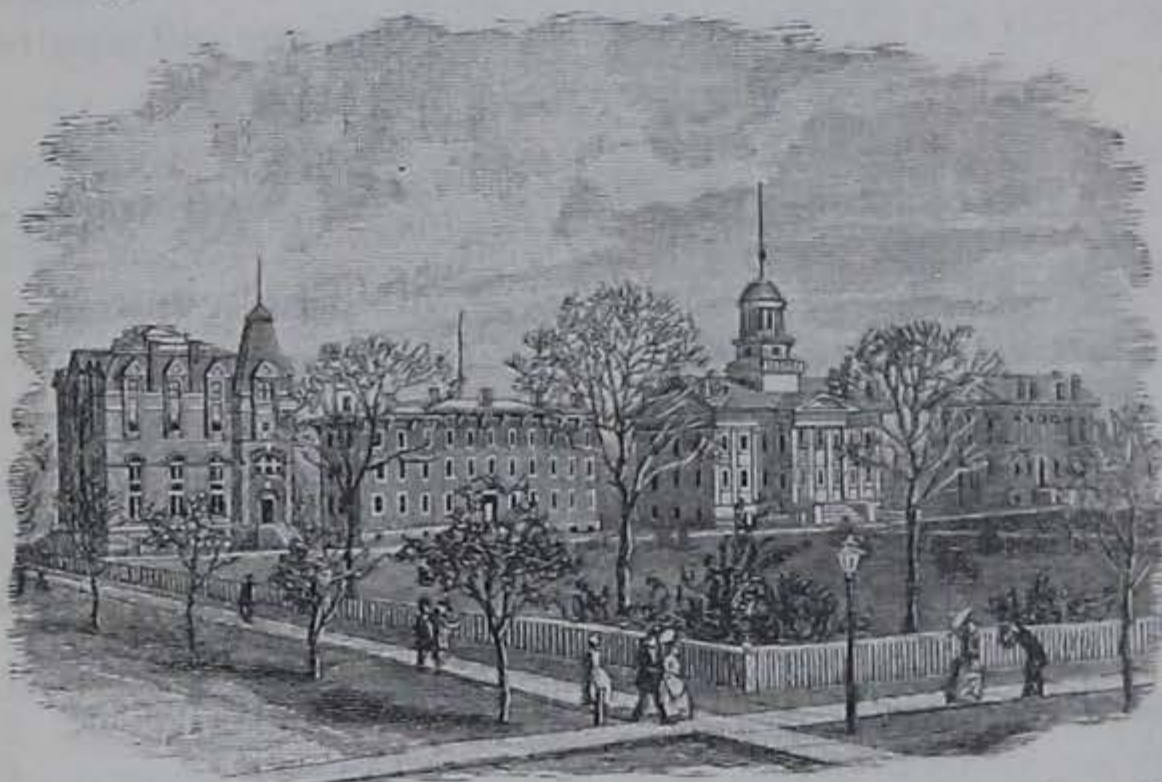
Since the State University of Iowa belongs to the people of the State, and is intended for their benefit, it is proper that they should keep themselves in-

*All but two are in other departments also or are employed as Demonstrators for brief time.

†Professors lecture to students of several departments, chiefly Medical Homeopathic Medical, Dental and Pharmuceutical. Students also are enrolled in two departments in nine cases

formed as to the general condition of affairs at that institution. We therefore present the following as embodying the main points of interest.

No recent change in the organization has been made, the University embracing merely the six departments as enumerated elsewhere. But numerous



changes have taken place within the past two or three years in some of the special Faculties. This is quite noticeable both in the Collegiate and Dental Faculties. The Collegiate Faculty contains fourteen full professors and seven assistants. Of this number four only had served more than three years at the be-

ginning of the current college year. Since there is no Preparatory Department of the University all of these twenty one instructors are engaged exclusively in the Collegiate Department, thus rendering it possible to give instruction in many special lines of work, in science, in literature, in history, in engineering, and in other directions. During the past summer the Dental Department was reorganized, and in place of four full professors there are now but two. The work of the other two chairs of instruction is now supplied by a number of lecturers, demonstrators and clinical instructors, thus giving much broader scope and greater variety in the specialties taught in the Department. So successful has been this change in the organization of the Department that there is already an increase in attendance, over last year, of almost fifty per cent; the attendance last year being fifty-two, and at present seventy-five. In the Law Department a new resident professor has been added to the Faculty, a gentleman of note as a jurist, and who was formerly on the Supreme bench of Vermont.

Perhaps the most important change that has been made recently is one which very materially increases the requirements for graduation in the Medical, Homœopathic Medical, and Dental Departments. In the former two, although a graded course of instruction extending through three years was offered, nevertheless, if the candidate desired, he could complete the course in two years, and in the Dental Department the entire course was finished in two years. By recent action of the Board of Regents students entering any one of these Departments will be hereafter required to take three courses of lectures, and at the same time the lecture term will be extended from five to six months. Provision will be made for the proper gradation of studies, so that while the student may be required to attend a number of courses twice it will not be necessary in all cases. The courses will be so arranged that the more general and elementary will be taken early in the course, and the more advanced and strictly professional during the latter part. These changes will put the professional departments on a much higher plane and enable the graduates to take higher rank than ever before.

The amount of practical work in the various laboratories and drafting

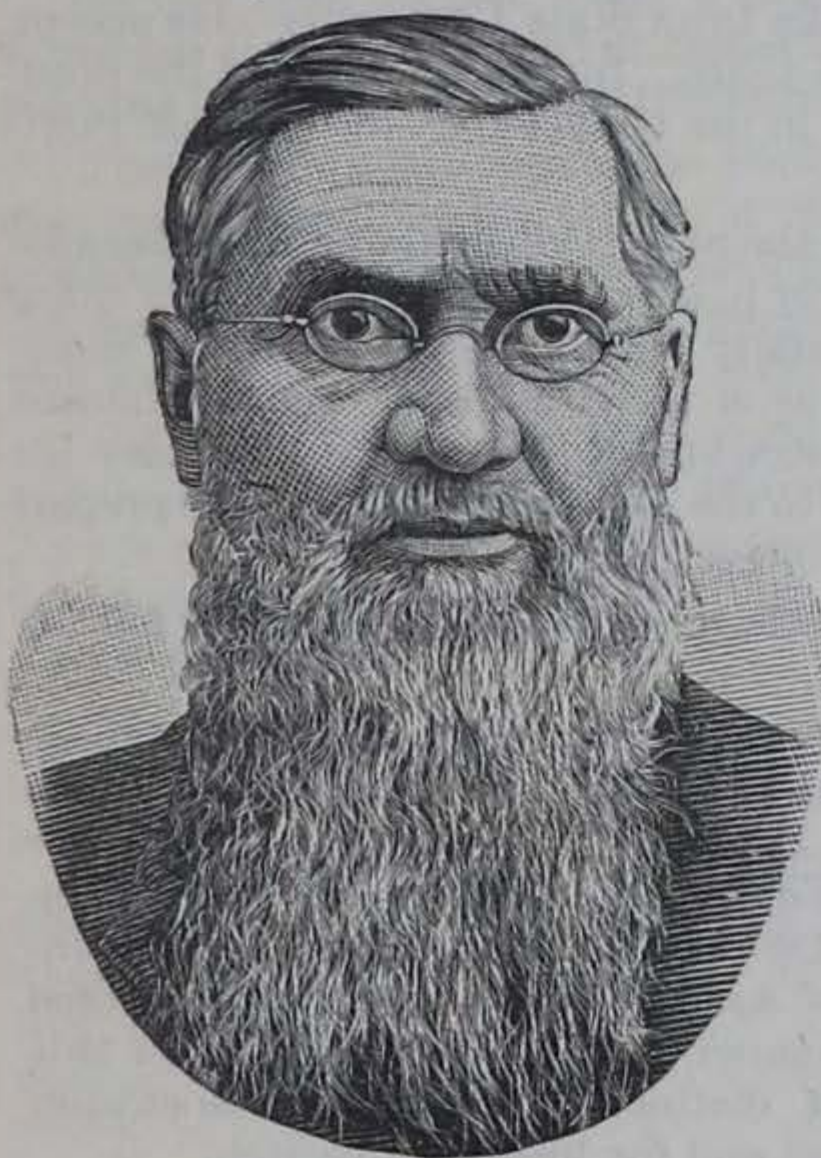
rooms is steadily increasing, so much so that the chemical laboratory is incapable of properly accommodating the large number of students seeking admission. The State has with great liberality erected substantial and capacious buildings for the accommodation of the criminal classes; she has spent millions of dollars for the insane. But she has not encouraged as she should have done the higher educational development of her youth. Though not altogether neglecting it, she has not been as liberal as her means would have allowed. Hence it is, unfortunately, true that the accommodations at the State University are not such as they should be when we take into consideration the wealth and importance of Iowa. What is needed in order to put the University on a better footing, so that it may be worthy of the State, is a larger endowment wherewith to increase, and improve, both the accommodations and the equipment.

The total number of students in all departments at the present time is 590, and there is every prospect that the number will exceed 600 before the end of the college year.

JOSIAH L. PICKARD, A. M., LL. D.

Among the prominent educators of the Northwest, no one has become more widely or more favorably known than Dr. J. L. Pickard. Three States have directly felt the influence of his work. Eighteen years in Wisconsin, thirteen years in Illinois, and ten years in Iowa where he now resides—his educational career thus embraces a period of more than forty years.

J. L. Pickard was born March 17, 1824 in Rowley, Essex county, Massachusetts. He spent his boyhood on his father's farm, and there learned those habits of industry, economy and temperance which have characterized his successful life. After attending a preparatory school he entered Bowdoin College, graduating in 1844. He taught his first school in Minot, Maine, in the winter of 1843-'4. After graduation he took charge of the Academy of North Conway, New Hampshire, for a short time. But within a year he was on his way toward the far West. He finally found his way to Platteville, Wisconsin, where, in November, 1846, he took charge of Platteville Academy, which had not long been organized. When he opened Platteville Academy five students responded to roll call on the first day. But by the close of the year, 109 different students had been enrolled. He remained at the head of the school until 1859, when it had an attendance of more than three hundred. Nearly



twelve hundred different students were under his instruction during his thirteen years work in the academy. It is said that to him more than to any other man are due the effort and the interest that led to the establishment of a State Normal School at Platteville.

It was while in Platteville Academy that he with others conducted the first teachers' institute ever held in Iowa, at Dubuque, April, 1849.

In 1859 Mr. Pickard was elected to the office of Superintendent of Public Instruction of Wisconsin, and he entered upon his official duties January 1, 1860. With reluctance he left the dear academy. But it was hoped that the change might better his health, which had been somewhat impaired by hard and protracted mental labor. He thought that on the expiration of his official term he would return to the academy, but on account of dimmed eyesight he was persuaded not to return to the school room. He was twice re-elected to the office of State Superintendent. And in 1864 he resigned to accept the superintendency of the public schools of Chicago. During his eighteen years work in Wisconsin he did much to advance the schools of the State. To his foresight and energy were largely due the organization of the Wisconsin State Teachers' Association, the establishment of the Wisconsin Journal of Education, and the thorough establishment of the normal institutes.

While in Chicago in 1866, he was elected President of the University of Wisconsin, but feeling that he could not leave his work in Chicago so soon after entering upon it, he declined. Dr. Pickard remained in charge of the Chicago schools for thirteen years, from 1864 to 1877. During this time the attendance of these schools was quadrupled, and their efficiency increased. In 1870 he was elected President of the National Educational Association, over whose meeting he presided in St. Louis in 1871.

After resigning his position in Chicago he spent the following year in study, lecturing and rest. He was making preparations for a trip to Europe, when, in 1878, he was elected to the presidency of the Iowa State University. He accepted the position, which he held for nine years. In 1887 he resigned the presidency, but he still retains a professorship in the University—the chair of Political Science.

Under the presidency of Dr. Pickard the State University of Iowa became more widely and favorably known than ever before. During his term of office he conferred the honors of the State University upon 1,546 graduates. The accommodations of the University in the way of new buildings and appliances were greatly increased under the administration of Dr. Pickard. Under his management the institution was brought to the dignity of dropping the preparatory department, and maintaining only college classes.

Every educational institution and work to which Dr. Pickard has put his mind and heart has prospered.

His worth as a man and his rank as an educator are shown in the high esteem in which he is held in the educational circles of our country. Once honored with the presidency of the National Educational Association, and twice elected to the presidency of the National Educational Council, the highest educational organization in the land, once in 1887 and again in 1888. At the annual meeting of the Iowa State Teachers' Association in 1887, he was elected president for the meeting of 1888. The manner in which he presided over this meeting at Des Moines gives it a mark of distinction among the association meetings of the State, for profit, for interest and for business dispatch.

Dr. Pickard presents a fine personal appearance. His bearing, manners and conversation are pleasant. To meet him and talk with him is profitable and enjoyable. He is one of God's noble workers in the cause of education.

Dr. Pickard was married August 24, 1847, at Newark, New Jersey, to Cor-

nelia Van Cleve Woodhull. They had three children, Alice, Frederick and Fanny, all born at Platteville. Alice died during the family's residence in Chicago. Mrs. Pickard is beloved by all who know her. Her husband's success is largely owing to her worth and wise counsel. All the honors he has earned she deserves to share.

CHARLES A. EGGERT, A. M., PH. D.

Prof. Eggert was born in Magdeburg, Saxony, Prussia, Oct. 1, 1835. After studying at the college of his native city he went to Berlin and entered the University there, thence to the University of Heidleberg where he took the degree of Doctor of Philosophy in 1854. After graduation he spent two years in the study of Art, principally in Italy and Paris. In the summer of 1859 he traveled extensively in England. In the latter part of that year he came to America and visited a brother at La Crosse, Wisconsin. He did not expect to remain in America when he came. But after a time he came with his brother to Delaware Co., Iowa, where they together purchased land and began farming.

In 1862 he began teaching in the High School at Davenport. In 1864 he accepted the position of book-keeper in the Muscatine National Bank where he remained ten months. In Feb. 1865 he accepted the call to the Professorship of Modern Languages in the Iowa State University, and has since held that position, now serving his twenty-fourth year.

In 1876 Prof. Eggert made a trip to Europe and visited all the principal European Universities, and attended lectures at those famous garden spots of learning in Berlin, Paris and Heidleberg.

Prof. Eggert was married to Sophy M. French of Muscatine, in 1867. In that year he received the degree of M. A. from Princeton College. This was probably due to his widely read articles on Political Economy published in all the leading Eastern Journals, through which he became acquainted with the well known political Economist, Henry C. Carey.

Extensive travel, observation and study have given Prof. Eggert a wide and intimate knowledge of the affairs of the world, especially of Europe and America. His mind is a storehouse of learning which he has at ready command, and which makes him with his refinement and culture a strong man for the University of Iowa.

AMOS A. CURRIER, A. M.

It has been nearly thirty-two years since Professor Currier came to Iowa to engage in the educational work. He is of New England birth. Born in Canaan, N. H., Oct. 13, 1832. At the age of eighteen he entered Dartmouth College, an institution that "for almost a century has prosecuted its great mission, graduating such men as Daniel Webster, Rufus Choate and a host of others who have gained national or world-wide reputation."

A. N. Currier came to Iowa in 1857, and entered Central University, at Pella, as Professor of Ancient Languages.

In August, 1861, he left the class room to enter the battle field in defense of his country. He enlisted in the 8th Iowa Infantry, and was with the regiment in all its battles until April, 1862, when he was taken prisoner at Pittsburg

Landing. After a tedious captivity, he was exchanged, and, in 1863, went into the 11th Missouri regiment until the close of the war, in 1865, when he returned to Pella, and again took his place in the University, where he remained until 1867, when he was elected to the chair of Ancient Languages in the Iowa State University.

Professor Currier is still in the State University, serving his twenty-second year. Since 1869 his work has been in the Latin Language and Literature. He has filled his place all these years with eminent satisfaction and credit to the University.

Prof. Currier was married in 1868 to Miss Celia A. Moore, at Vienna, Ohio. Miss Moore had been a teacher in the University at Pella.

In 1875 Prof. Currier, in company with Prof. L. F. Parker, of the State University, made a trip to Europe, which was a pleasant and profitable vacation from the tedious duties of the class room.

"Latin Suffixes" is the title of a book by A. N. Currier, published by Eldridge & Bros., Philadelphia.

Prof. Currier has frequently taken part in the programs of the State Teachers' Association, and his papers form some valuable contributions to the published literature of that organization.

"A cultured gentleman in his class, as well as home, he commands, by his talents and ability, the admiration and respect of those with whom he is brought in contact."

THOMAS H. McBRIDE, A. M.

T. H. McBride is a native of Tennessee. He is now and has been for ten years assistant professor of Natural Science in the State University. He was born July 31, 1848. In 1854 the McBride family moved to Henry county, Iowa.

In 1865 T. H. McBride entered Lenox College, Hopkinton, Iowa, and was there a pupil of Prof. Calvin. He afterwards entered Monmouth (Ill.) College, from which he graduated in 1869. During this time he had some experience in teaching country schools in Illinois.

After graduation he took charge of a school in Middlesex County, New Jersey, for one year, when he returned to Monmouth College as a Professor. Here he taught mathematics and modern languages till 1878, at which time he accepted the chair in the University of Iowa which he now occupies.

In 1875 Prof. McBride was married to Miss Diffenderfer of Hopkinton.

At the World's Fair at New Orleans during the winter of 1884-'5, Prof. McBride had charge of the Iowa Educational exhibit. This he managed so well as to call forth words of praise from all Iowa people interested in the exhibit. The Iowa exhibit at New Orleans was the "observed of all observers," and much was due to the efforts of Prof. McBride. He is a gentleman of varied talents and culture, whom it is a pleasure to meet.

SAMUEL CALVIN, A. M.

For fifteen years the State University has enjoyed the advantages of Professor Calvin's abilities in the department of Natural Science.

Scotland was his birthplace, February 2, 1840. He came to this country

with his parents when eleven years of age. Located for four years in Saratoga county, New York, when, in 1855, the family removed to Buchanan County, Iowa.

From 1864 to 1869, Prof. Calvin taught Natural Sciences in Lenox College, Hopkinton, Iowa. In 1869 he became Principal of the Fourth Ward School, Dubuque. This position he filled for five years, when, in 1874, he was called to the chair of Natural Science in the Iowa State University.

In 1864 Prof. Calvin enlisted in the 44th Iowa regiment, which was called out for one hundred days.

In 1869 he was married at Hopkinton to Miss Louisa Jackson, of that place.

Prof. Calvin has made a life-long study of the Natural Sciences, and is eminently qualified for this line of work in the University. He has been a regular attendant at the State Teachers' Association, and in 1880 he was elected president, and presided over the meeting at Oskaloosa in 1881.

NATHAN R. LEONARD, A. M.

For twenty-six years Professor Leonard occupied the chair of Mathematics and Astronomy in the State University. He was born in Franklin County, Ohio, November 29, 1832, Came to Burlington, Iowa, at the age of eleven. Graduated from the Presbyterian College at Burlington with the first class sent out from the institution in 1857. He taught mathematics and natural science in the College while a student. After graduation he went to Harvard as resident graduate. He returned to Iowa, and after teaching a year or more at Fairfield he was elected Professor of Mathematics and Astronomy at the State University. During his service in the University he was twice elected president *pro tem*. The first time was from the spring of 1866 to the fall of 1868, and the last time in 1870 from the outgoing of President Black until President Thacher assumed duties.

Professor Leonard labored earnestly to promote the growth and prosperity of the University. He always took an interest in the municipal affairs of Iowa City, and was for several years city civil engineer.

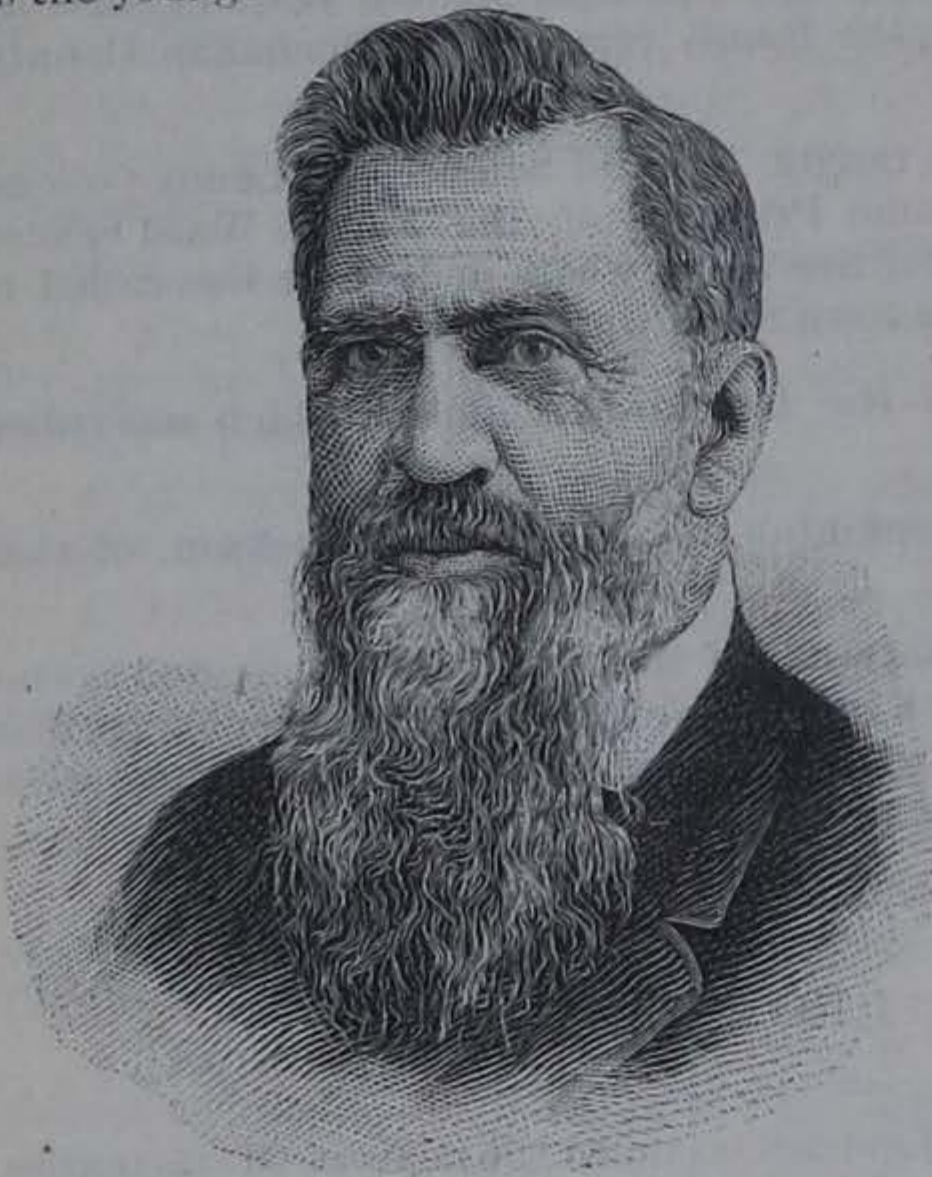
In 1886 he left the University, and with his son is now engaged in the newspaper business in Indiana.

STEPHEN N. FELLOWS, A. M. D. D.

During the past thirty years no Iowa educator has been more public spirited, and labored more zealously outside the class-room to mould public opinion, wielded a greater influence in shaping the educational thought and movements of the State, than Dr. S. N. Fellows, so well known for twenty years as Professor of mental and moral science and didactics in the Iowa State University.

Stephen N. Fellows was born May 30, 1830, in North Sandwich, N. H. He

is the youngest of eight sons of Stephen and Rachel Fellows, of English descent.



His ancestors were among the early settlers, coming to this country in the seventeenth century. When he was four years old, his family removed to Dixon, Illinois, where, in the midst of the privations of a frontier life, his boyhood was spent.

When Stephen N. was but ten years old his father died, and the Fellows family were left to struggle with poverty midst the trials and hardships of a pioneer settlement.

S. N. Fellows thus early learned to take care of himself, and he is a fair example of what may be attained under such circumstances, by perseverance, industry, and energy. His early educational advantages were meagre, but throughout boyhood he had a

thirst for knowledge, which led him to read eagerly all books and newspapers within his reach. Hard work and hard fare on the farm developed a strong physical frame, and prepared him for the struggle for learning. At eighteen he entered the Rock River Seminary, at Mt. Morris, Illinois, but his means being exhausted at the end of the fourth term, he was obliged to discontinue his studies in school for a time.

In 1851 he entered the Asbury, now De Pauw, University, at Green Castle, Indiana, and by teaching, working on the farm, and boarding himself while at school, his finances enabled him to finish his course, taking the degree of Bachelor of Arts in 1854. During his junior and senior years he was a tutor in Latin and Mathematics. Just previous to his graduation he was elected Professor of Mathematics and Natural Science in Cornell College at Mt. Vernon, Iowa. This position he held for six years, from 1854 to 1860.

In 1856 Professor Fellows joined the Upper Iowa Conference of the Methodist Episcopal Church. His chief desire in seeking an education was to become a minister of the gospel, and he only engaged in teaching in order to earn money to enable him to enter upon his duties in this field unembarrassed by debt. In 1860 he resigned his position in Cornell College to engage in pastoral work, and for seven years he filled ministerial charges at Dyersville, Tipton, Lyons and Marshalltown.

Professor Fellows was married in 1856 to Miss Sarah L. Matson, daughter of Dr. S. G. Matson, of Anamosa, a lady of fine qualities and attractive ways. They have had six children, four of whom, two sons and two daughters, are still living.

In August, 1867, by unanimous vote, and without solicitation, he was elected Principal of the Normal Department in the Iowa State University. In 1871 he received the degree of Doctor of Divinity from Cornell College.

For twenty years Professor Fellows occupied his position in the University, and during that time he was always its zealous supporter, and was thoroughly devoted to every interest of the institution. No man could have shown more complete devotion to every duty. He did excellent work for the University in the lecture field as well as in the class room, having worked in normal institutes and lectured in more than sixty counties in Iowa.

A few years ago a prominent Iowa educator said through the daily press that he believed Prof. Fellows had done more to unite the University and the public schools of the State than any other man in the institution.

In 1873, through the efforts of Dr. Fellows, the elementary normal department of the University was transformed, and became the chair of Didactics, and united with that of mental and moral science. For six years this was the only chair of Didactics in any American College or University.

This chair was founded on the idea of Dr. Fellows that since a large number of the graduates of the University become principals and superintendents of schools in the higher positions in the State, they should have some professional training, in the last years of their university course, to fit them for their positions. It was found that nearly seventy-five per cent of the school principals and superintendents in Iowa, receiving salaries of \$1,000 and upwards, received their education in colleges and universities, and of these the number educated in the State University "exceeds the number from all the other colleges and universities in Iowa."

Since the founding of the chair in 1873, an average of more than one-half the number in the successive senior classes of the University have been enrolled in the Didactic classes. This may give the reader some idea of the influence which has been exerted by Dr. Fellows, in his class-room, on the educational work of the State, the results of which will not be lost for generations to come.

As a lecturer before normal institutes on didactic professional subjects, or on general educational topics, there has not been during the past twenty years a man in Iowa whose service has been more satisfactory or more sought.

Ever since he began educational work in Iowa, Dr. Fellows has been in regular attendance at the Iowa State Teachers' Association, and of that body he was president at the Davenport meeting in 1872. No educator in Iowa has taken a more active part in the work of this association than Dr. Fellows. In 1884 he read a paper before the association at Des Moines on "The Practical Value of Education," which ranks as a masterpiece in the educational literature of this country. It has been copied and re-copied by educational journals and newspapers of nearly every State in the Union. This paper as well as many others written by Dr. Fellows shows him to be a close observer, and a scholar of wide research. He exhausts any subject which he takes in hand to consider.

Outside of educational work Dr. Fellows has exercised a wide influence in Iowa on the temperance question. His open letters on this question have attracted attention all over the land, and have been widely copied by the press. He is president of the Iowa State Temperance Alliance.

In 1887 Dr. Fellows' connection with the State University was severed. Since that time he has been in the regular pastoral work of the Methodist Episcopal Church. He is now stationed at Manchester, Iowa. He is still robust in health, and retains all the vigor, enthusiasm and progressiveness of manhood's prime. It was a great loss to the University when his connections

were severed therefrom. As a preacher in the pulpit he is thoughtful, fervid and impressive, exhibiting great power of heart and brain.

AN AUTO-EDUCATIONAL-BIOGRAPHICAL SKETCH OF
 PROFESSOR T. S. PARVIN, IOWA, 1817—87.

We were the first-born child to Josiah Parvin and Lydia Harris Parvin, and by them christened Theodore Sutton. Our advent, we have heard our parents say, was a little premature, as it anticipated by a few days the coming of the first anniversary of their marriage, for which they had arranged a double celebration. However this was no fault of ours, as we weighed but two and a half pounds, and could have afforded to have waited awhile. It may be owing to this small fact that we have never made a big noise in the



world. This event of some interest to us, as well as our parents, occurred January 15, 1817, in a small cottage among the Cedars, in the then small village of Cedarville, on the bank of the creek of that name, just before it empties into Delaware Bay, Cumberland Co., New Jersey. The proximity to the water led us to learn in boyhood to "paddle our own canoe," and this we have ever done since we reached our seventeenth year. Mother and all her kindred were of Scotch descent, and of the John Knox school of Presbyterians, and descended from a branch of the Harris family located in Rhode Island in the early days of Colonial times. Father's family were Scotch-Irish, and had been long enough in the Emerald Isle to catch the spirit and energy of that nervo-sanguineous race, and in later years

they were earnest disciples of John Wesley. The people about us in Cumberland county were a religious community, and the country subdued and tamed by a long course of discipline by the husbandman, and among them we grew to boyhood. Our first recollection is that of going to school to an elderly widow lady, daughter of a Revolutionary officer, who "kept school" for little children in her homestead, the largest house in the village. Above the school room the Masons held their meetings, and we children used to climb the broad open stairs and peep through the key-hole, to "see what we could see," which was but little, yet that little was enough to excite our childish curiosity a few years later. Father, who had been made a Mason before we were born, and then a member of the Lodge, once gratified our wish and took us into the hall. That event made a profound impression upon our life, and in later years bore its fruit. Another event about that time happened to us, which changed the whole destiny of our life and proved a "blessing in disguise." The workmen were repairing the dam across the creek, when, rather than be "dared" by the boys of our age, some six or seven years, we jumped from the bank into the sand below. That jump crippled us for life, and thus ended the hope of making a navigator of us, (as our father was a sea captain), and we were henceforth destined to plod among the books, for which we soon developed a surprising taste. Mother brought us, from the village libra-

ry, a copy of the large edition of Robinson Crusoe, which we eagerly devoured. Then father bought us a large copy of Æsop's Fables, the first book we ever owned, (and now the property of one of our grandsons.) That book we know even now "by heart." But mother was a "devout woman," and fearing we might become too worldly minded, next obtained for us, this time from her own library, "Pilgrim's Progress," "Saint's Rest," "Flavel's Sermons," works of standard orthodoxy, enough to have made a preacher of us, rather than a lawyer, as after years proved. We read the Bible through each year, from our tenth to our twenty-fifth year—and now regret we stopped then. The shorter catechism we memorized before we were seven, and at the "day-school," we were required to repeat it to the visitors of the school once each quarter, as the terms were called. Owing to our lameness we could not join the boys in their sports. Hence we were thrown much into the society of our mother, a woman possessed, in a remarkable degree, of all the loveliness of the Christian virtues. To her we owe, under God, all the good we have ever been able to accomplish, aided in later years by a wife much like unto her.

When we were ten, we had not only "gone through," as was the phrase, but mastered the Arithmetic (Daboll's), Surveying and Navigation (Guimmere's), and what was better Webster's Elementary Spelling Book (old "blue-back"), for in those days we did not put the cart before the horse, as educators foolishly do in these days, and teach children to read who never learn to spell. Father removed to the "New Country," as Ohio was called, and located in Cincinnati in the year 1829. Here we entered the common schools and soon stood at the head of our class. Our instructor, Mr. Holley (they were not then dubbed professors) was an alumnus of a New England College, and taught us Latin. At the examination at the close of the year 1831, an old gentleman, William Woodward was his name, was present, and most fortunately for us, became interested in our behalf. He had but recently founded and liberally endowed the "High School" bearing his name, later incorporated as a *College*, and to it he not only gave us a "free-pass," but furnished us with books. We have never forgotten him nor his deed of kindness to us, and the only recompense we have been able to make was to "go and do likewise," as we have, to others. There we became proficient in all the mathematical studies and in our junior year, when the professor (father of Justice Stanley Matthews of the Supreme Court of the United States) of mathematics, had a three months leave of absence, we were selected by the faculty and trustees to instruct his classes.

The next year we were elected to a position in the public schools of the city. A few months later we were elected temporarily to the principalship of the 4th district and 3d ward school, to the close of the year 1835.

We made application for the principalship, there being three assistants, the youngest at least fifteen years our senior, but were told we were too young, it would never do to have a boy-principal. Of the one hundred or more teachers the youngest *male* teacher after us was past thirty, while a majority was past forty years of age. But the Board being so well satisfied with our work, finally gave us the place, and at the close of our two years service, on the 13th September, 1837, having satisfied the Board of our intended departure, the following action was unanimously taken:

Resolved, That the Board of Trustees of Common Schools entertain a high opinion of the character and qualifications of Mr. Theodore S. Parvin, late principal teacher in the 4th district, 3d Ward, Cincinnati, and regret to learn that his proposed removal (to Iowa) and professional engagements will necessarily debar them from again availing themselves of his efficient and highly valued services in said schools.

For the encouragement of, and as a stimulus to all young teachers who aspire to success, we here relate two of the methods which led to ours, for it was generally recognized that the "boys' school" (for by this title the school was known) was in advance of those conducted by teachers of more years and far larger experience. Immediately upon taking the position temporarily we visited two gentlemen in charge of the best private school in the city, and conferred with them. They were old and experienced teachers from New York city, and became greatly interested in us, and we found their advice of great benefit to us in our inexperience. Then we visited at their homes all of the patrons of all the departments of our school, and became personally acquainted with them, especially the mothers, (we were too young and bashful to include the elder sisters of our boys), and succeeded in interesting them and getting them often to visit the school, greatly to the delight of the pupils, and the Board, too, honored us more than any of our associates with frequent visitations, and this made us feel a degree of pride that augured success.

In those days we held teachers meetings or associations, city, county and district. At one of our county associations we were selected by the committee to escort Miss Catharine Beecher, sister of Henry Ward. She was of doubtful age (older than our mother), and it was hard to find an older man, so we were drafted into the service, which led to an acquaintance with the Rev. Father Lyman Beecher and other members of the family.

The same year we held a district association at a town between Dayton and Hamilton, where Dr. McGuffey of school book fame was the leader. He was President of Cincinnati College, where in the law department we were a student, and a great favorite of ours. At this meeting we made our first public speech, and we well remember how we were led to make the venture. The church in which our meetings were held was full, and leading educators from far and near in the State were present. Dr. McGuffey came to us and said we must make a speech upon the subject then under discussion. We demurred, but he insisted until we consented. Fortune sometimes favors the timid as well as the brave, and so came to our aid, and the Doctor rose and complimented us for not only our views, but the manner in which we had presented them.

At a public examination of the Classical Female Academy of the Professor Picket (the same who had so materially aided us), we were selected as one of the examiners, and associated with the best educators and most distinguished men of the city. The report we made and published on that occasion we have at this date, and therein declare that young ladies are capable of pursuing the same course of study, and sustaining themselves equally well, with the young gentlemen of our colleges, a fact proved by that examination. The papers said that our gallantry might account for what they regarded as an overwrought opinion. We have never since changed the views we then held and promulgated.

We were at once elected Professor of Mathematics in a Female Seminary, but our proposed removal to Iowa led us to decline the position, and so we came West without so much as ever having heard of Mr. Greeley, who later gave such good advice to young men.

Before setting out for our new field of labor in the new territory of Iowa, by invitation we delivered the address before the annual meeting of the city teachers' association (in the chapel of Cincinnati College). At its conclusion we were complimented by a most distinguished Archbishop present, for the advanced and progressive views we had presented in the educational work of the teachers in the West. This from so distinguished a prelate and educator served to stimulate us to further activity in the cause.

In 1837, when Ohio adopted a new school law, creating the office of State Superintendent of Public Instruction, Samuel Lewis, who was President of the Board of Trustees of Woodward College, was elected, and he commissioned us to visit the public schools of New York and the New England States. This we did, and reported to him in December of that year. And entered his office as assistant, and aided him in the editorial work on the "Common School Director," a monthly journal issued from his office. In his office we labored till our removal from Ohio to Iowa.

During our residence in Iowa, now extending over a period of half a century, we have ever taken the same deep interest in all educational matters.

Commencing our career as private secretary to Governor Lucas (Iowa's first Governor). July 4, 1838, we had frequent conferences with him touching his recommendations in reference to the "Township system as the basis and unit of the common school system" he so urgently recommended to the Legislature.

At the third session (1840), when the Legislature created the office of Territorial Superintendent of Public Instruction, he tendered the appointment to us—which we declined.

Residing then at Bloomington, now Muscatine, we became a stockholder in the "Bloomington Educational Society." Under the act of incorporation we, in 1840, erected the first large and commodious frame school house in Iowa. Previously they had been log, and illy adapted to their purpose.

In the early fifties we were elected President of the Board of School Directors of District No. 1, and erected the largest brick school house of that date in the State. District No. 2 had preceded us, and they were built in 1850 and 1851, and "graded schools" opened in both.

Wishing to secure a corps of competent teachers, we, by correspondence with Professor Perkins of the State Normal School of New York at Albany, in 1853, secured the services of Mr. D. F. Wells and Miss Mary Lyon (now Mrs. George B. Dennison of Muscatine) who with two others built up a first class graded school. Later Professor Wells was transferred to the normal department of our State University (1856), and in 1860, upon the reopening of the

University, we again became associated with him in the educational work as professor of Natural Science—later Department of History and Political Economy in the University, where we remained till the summer of 1870.

In the spring of 1862 we became a member of the school board of Iowa City, and to us is due the credit of recognizing at that early day in Iowa the right of women to receive the same salaries as paid men for the same class of labor. Our resolution assigning the salary to the position and not the person was adopted, and under it we elected a lady, Miss Mary Lovelace, principal of one of the ward schools, and she was paid the same salary we paid her associate principals (Professor Rogers of Marshalltown being one of the three.) We were instrumental also in throwing out the old and introducing the newest style of school furniture, and other needed improvements upon the old order of things.

Upon the admission of Iowa in the Union, 1846, and the creation of the State University in 1847, and again upon its being opened upon its present basis in 1860, we were elected a member of the Board of Trustees (Regents). We, almost alone, were successful in defeating the schemes of the land-sharks to sell the lands at a nominal price, which they did at a later day (and after our time had expired), but were defeated by the Legislature. We also successfully opposed the creation of three or more branches, to swallow up the funds. But when we retired many good men residing in those localities succeeded in this, and crippled the University to an extent felt at this day.

We "helped, aided and assisted" in the organization of the Iowa State Teachers' Association in May, 1854, and quite recently called the attention of its members to the fact, of which all seemed uninformed, that it was two years older than the age assigned it by the executive committee. We have been a member of it ever since, and in 1868 were elected president. While in 1876 we had very much to do in securing the election of the *first lady president* of the association, Miss P. W. Sudlow of Davenport, who justified the choice and acquitted herself with a credit equal to any of her "illustrious predecessors." Though not now nor for several years past directly connected with our schools, we yet lend to the efforts of all engaged in school work our aid to perfect the system whose progress and development we have watched with great interest from the beginning in 1838.

IOWA STATE NORMAL SCHOOL.

BY D. S. WRIGHT, CEDAR FALLS.

The cause of public normal instruction in Iowa has never lacked for earnest friends and supporters. It early received and has often secured legislative recognition. By an act of the Second General Assembly, approved January 15, 1849, the State was divided into three normal school districts, and a school located in each: at Andrew, in Jackson county; at Oskaloosa, in Mahaska County; and at Mt. Pleasant, in Henry County. At one of these places, Andrew, a school was opened and maintained for a few years.

In 1855 the appropriation (\$500 per annum) was withdrawn. In the same year the Normal Department of the State University was created. After a prosperous existence of seventeen years, during which time it graduated 185 students, it was merged into the chair of Didactics in 1873.

From its beginning the teachers of the commonwealth have been a unit in demanding the establishment of a system of professional training in, and sustained by, the State. The members of the State Teachers' Association in their annual meetings seldom failed to pass resolutions in favor of such legislation. This demand of the teachers was ably and earnestly presented in the biennial reports of the Superintendents of Public Instruction to the General Assembly. Hon. D. Franklin Wells, in his report for 1866-'67, says: "To crown the efforts hitherto made for securing a supply of well qualified teachers, it is earnestly recommended that there be immediately established a normal and training school under the auspices of the State. Such an institution well sustained

would become a center of influence, whence would flow streams that would refresh and vivify our whole educational system."

In the fifteenth biennial report, that for 1870-'71, the Superintendent of Public Instruction, Hon. A. S. Kissell, devotes sixteen pages to the subject. He shows in clear and forcible terms the necessity and feasibility of organizing such a school, or schools, by the State. Superintendent Abernethy in his report for 1872-'73, appealed to the General Assembly in this behalf with no less force and clearness than had his predecessors.

The growing public sentiment in favor of a State Normal School or Schools found some recognition in the General Assembly in 1872, and again in 1874, but in neither case were any definite results reached.

A like bill, to establish a Normal School at Cedar Falls in the building then occupied by the Soldiers' Orphans' Home, was better treated by the Sixteenth General Assembly, (1876). It was favorably reported back by the committee on Normal Schools, and referred to the committee on Appropriations, whence it was reported back without recommendation. The bill readily passed the Senate by a vote of 26 to 14. In the House, however, it met with persistent and bitter opposition, and had it not been for the untiring zeal and heroic efforts of Hon. H. C. Hemenway, the representative from Blackhawk county, it could not have passed. It was fortunate, indeed, for the success of the measure that the district locally interested, at this time, in the establishment of the school, was represented by a man so able, so aggressive and so enthusiastic as Mr. Hemenway. He was emphatically "the man for the hour." Actuated not alone by local interest, but by a profound conviction of the importance and necessity of the cause he advocated, by dint of assiduous labor and skilful parliamentary tactics he won a proud victory, and for himself a high place among the promoters of educational progress in the State. In these labors he was ably supported by his colleague, Hon. H. P. Homer, of Blackhawk County. The final vote upon the measure in the House was reached March 5, 1876. It received but fifty-two affirmative votes, giving it a bare constitutional majority. Thus the bill was enacted, and provision made for the establishment of the State Normal School.

The vote by which this result was reached in both Houses was strictly non-partisan. The friends and enemies of the measure were almost equally divided between the two parties. Hon. E. G. Miller, who represented the 44th Senatorial District, deserves special mention for his efforts in its behalf. His wisdom framed the bill as passed. His thorough knowledge of the situation, his straight-forward business method, and his zeal, tempered with wisdom, for the cause, enabled him to win the same victory in the Senate which Mr. Hemenway afterwards so nobly won in the House. Conspicuous among the friends of the bill in the lower house were Hon. G. S. Robinson of Storm Lake, and Hon. E. H. Thayer of Clinton. Their influence and their votes were always in its favor, and the assistance which they thus gave the cause was invaluable. Both have since, during the first years of the history of the school, served as members, and each for several of these years, as President of its Board of Trustees.

The bill creating the school provides that it "shall be under the management and control of a board of directors, no two of whom shall be from the same county, their term of office to be for six years."

It further requires that all pupils who enjoy free tuition in the institution shall "sign a statement that it is their intention in good faith to follow the

business of teaching in the schools of the State." The bill appropriates \$14,500 to defray the expenses of the school for the first biennial period of its existence.

As it was late in the session when the bill was passed, the Legislature adjourned without appointing a board of management. Governor Kirkwood, therefore, appointed the first Board of Directors as follows: For the term of six years, H. C. Hemenway, of Cedar Falls, and E. H. Thayer, of Clinton; for the term of four years, L. G. Smith, of Newton, and G. S. Robinson, of Storm Lake; for the term of two years, L. D. Lewelling of Salem, and William Pattee of Janesville.

The Board held its first meeting at Cedar Falls, June 7, 1876. It organized by electing H. C. Hemenway as President; William Pattee, Vice-President, and L. D. Lewelling, Secretary pro tem. Thus organized, the members proceeded to the election of a principal for the school. They chose J. C. Gilchrist, A. M., then superintendent of the schools at Mason City. His reputation as an instructor and manager, and his veteran experience as an educator in many and various phases of school work, as teacher in ungraded schools, as county superintendent, as principal of two State normal schools in the East, one in Pennsylvania, the other in West Virginia; as principal of a private academy and as superintendent of city schools, gave him the pre-eminence over all competitors for the office; so upon his shoulders was placed the great responsibility and difficult task of launching this new enterprise of the State, and shaping its destiny.

At this meeting the formal transfer of the buildings and grounds from the trustees of the Soldiers' Orphans' Home to the Normal School Board was effected, and the necessary changes and modifications were commenced at once.

The second meeting of the Board was held on the 12th of the succeeding month, at which time the Faculty was completed as follows: M. W. Bartlett, A. M., Professor of Ancient Languages and Natural Science; D. S. Wright, A. M., Professor of Mathematics and English Literature; Miss Frances L. Webster, Teacher of Geography and History; and E. W. Burnham, Professor of Vocal and Instrumental Music. To the principal were assigned the departments of metaphysics and didactics. Professor Bartlett was already a man of recognized standing in educational circles. His selection was an earnest of the high character that the school and its work should sustain in the State, and a guarantee that the best counsels would obtain in its administration. This trust has not been disappointed in his long subsequent connection with the institution. Professor Wright resigned the presidency of Whittier College at Salem, Iowa, at the call of the Board, and has been identified with the work of the school during the thirteen years of its history. Miss Webster was a recent graduate of the State Normal School at Potsdam, New York, and had further fitted herself for the position by two years' experience in teaching in the Nebraska State Normal School. She was an accomplished lady and a versatile instructor. After two years of successful service she resigned her position, to accept a call to the California State Normal at San Jose.

The institution was formally opened at the Methodist Episcopal Church at Cedar Falls on the evening of the 14th of September, 1876. The chief exercise of the evening was the inaugural address of Principal Gilchrist. It was strong, eloquent and comprehensive. He forcibly set forth at length the aim, scope and mission of the normal school. Its aim is to produce on the part of its pupils, First, *scholarship*, including (1) knowledge of the sciences to be taught; (2) knowledge of other sciences more advanced. Second, *Professional Culture*, em-

bracing (1) the science of education, or didactics; (2) the art of teaching or pedagogics. He maintained that a new educational era is dawning upon the world, and that teachers' training schools are a product of the higher civilization of a progressive age; that *teaching is a profession*, one that in point of responsibility assumed, in point of the nobility and self-sacrifice of those who adopt it, will yield in importance to none of the so-called learned professions; that "The time must come when the profession will be invested with more liberal privileges than our age allows. And that there is no way for it to become more and more useful but through the greater worth and personal influence of the teachers themselves. But to reach this standard they must be aided. The normal school becomes the nursing mother of the profession; and the State simply upbuilds herself in upbuilding the character and the strength of those who build for her."

The first scholastic year began Wednesday, September 6, 1876, with an enrollment of twenty-seven students. This number grew to eighty-eight during the first term, and to one hundred and fifty-five during the year. Thirty-four counties were represented. This first year's work was fraught with many embarrassments and difficulties. The stinted appropriations of the Legislature were inadequate to properly equip the institution, or provide sufficient teaching force. The faculty were therefore overworked and hampered. The principal's entire time and thought were absorbed in the school and its interests. He placed his own large private library at the disposal of the students. All the faculty indeed made like sacrifices. They were often compelled to draw upon their ingenuity to meet the lack of apparatus, and oftener upon their pocket-books for other insufficiencies.

This state of affairs was not due to any financial embarrassment. The necessary repairs and modifications of the buildings had exhausted the appropriations, though most economically expended, and there was left no contingent upon which to draw. The Board had appointed to the office of Steward William Pattee of Janesville, a man of State reputation as a financier. Through the wise and careful administration of his department he made it more than self-sustaining from the first, thus creating a fund by means of which the Directors were able to relieve the pressing needs of the school in other lines. "The Colonel," as he was familiarly called, was always a favorite with the students. His dignified and courtly manners, and his native and genuine goodness of heart, readily won for him their affectionate esteem. He gave the school nine years efficient service.

Honorable mention is also due to Mrs. C. A. Schermerhorn for her valuable services as matron during the first year of the school's existence.

The Board of Directors originally instituted a curriculum consisting of three courses of study: The Elementary Course, to be completed in two years by those qualified to enter the school; The Didactic Course requiring three years; The Scientific Course requiring four. Four students who were able to take advanced standing at the beginning of the first year, were graduated in the Elementary Course at its close. By the close of the fifth year the number of graduates in this course had grown to one hundred two (102). At this time (1882) the course was discontinued, leaving only in curriculum, the Didactic Course of three years, and the Scientific course of four. At a later period, by action of the Board, the degree of Bachelor of Didactics was conferred on all graduates of the Didactic Course, and that of Bachelor of Science on graduates of the Scientific Course. Honorary degrees have likewise been con-

ferred on many who held diplomas in the discontinued course, and who have attained distinction as teachers.

As a preliminary to graduation, candidates for that honor, were annually examined by a state examining board, constituted as follows: The Superintendent of Public Instruction; the President of the State Teachers' Association; the Principal of the Normal School; and two County Superintendents—one chosen by the Superintendent of Public Instruction, and one by the President of the Board of Directors.

The continuons growth and prosperity of the school is exhibited in the table below. It is compiled from the official report of the schools:

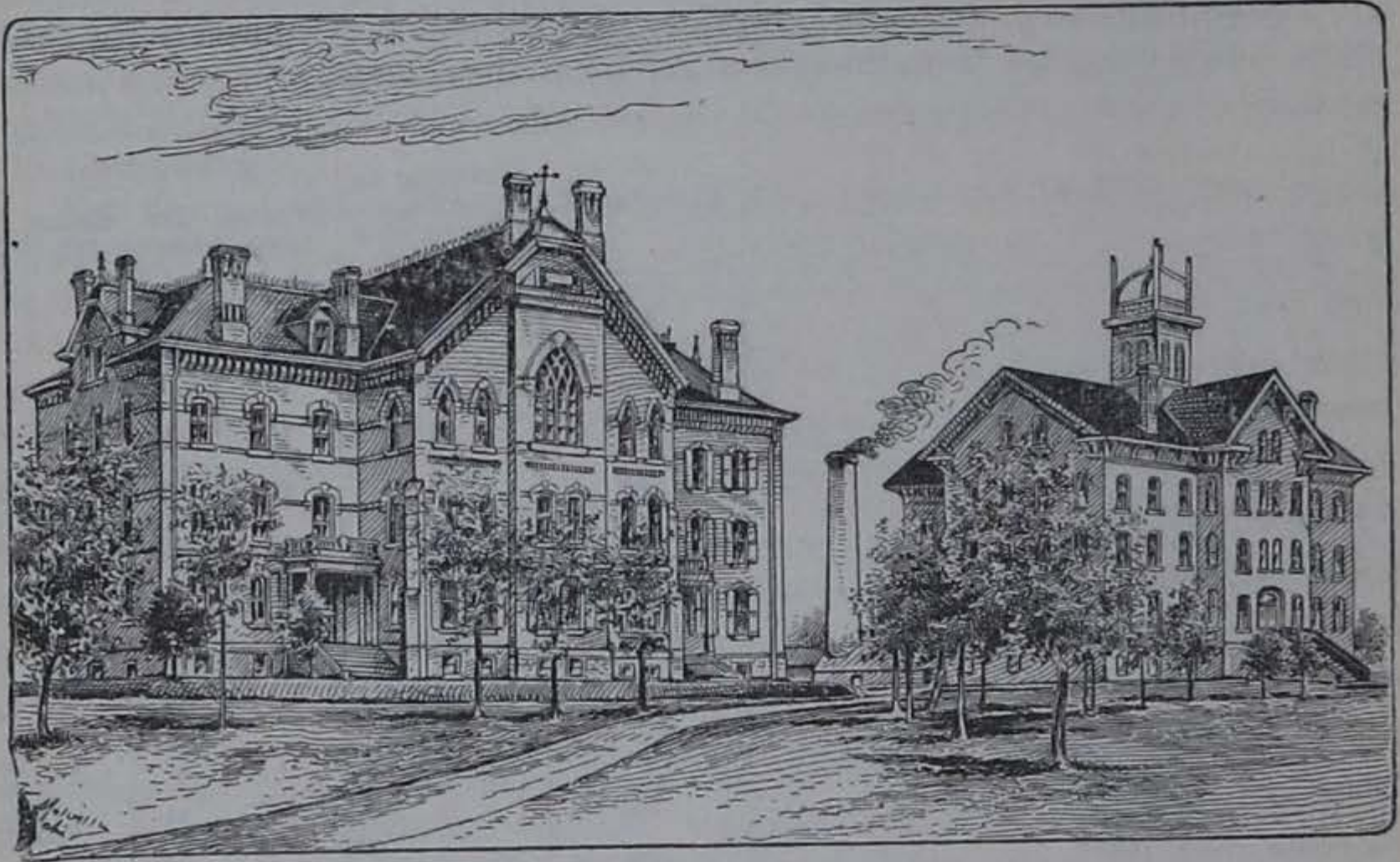
Year.	Enrollment.	Counties in Iowa Represented.	GRADUATES.			Total
			El'm'n-tary.	Di-dactic	Scien-tific	
First year, 1776-7.....	155	31	4	..	..	4
Second year, 1777-8....	237	53	13	1	..	14
Third year, 1778-9	252	57	15	2	..	17
Fourth year, 1779-80	339	58	19	1	2	22
Fifth year, 1780-1	334	63	25	2	5	32
Sixth year, 1881-2	352	66	26	5	..	31
Seventh year, 1882-3	301	67	....	16	..	16
Eighth year, 1883-4... ..	293	64	....	13	..	13
Ninth year, 1884-5.....	408	67	...	29	1	30
Tenth year, 1885-6.....	432	76	....	18	1	19
Eleventh year, 1886-7.....	435	77	...	20	4	24
Twelfth year, 1887-8.....	432	75	....	24	8	32

The enrollment for the fall term of 1888 (in session at the time of this writing) is greatly in excess of that of any previous term in the school's history, with 70 counties represented. It would be difficult to ascertain the entire number of students who have enjoyed the bounty of the state as members of the institution, as the members contained in the column headed "Enrollment" which, of course contain many duplicates. The number however will doubtless exceed two thousand. As shown in the table, the total number of graduates at the close of the twelfth year was: Elementary Course, 102; Didactic Course, 131; Scientific Course, 21, making a total of 254 graduates in all. Those who have completed only the Elementary Course are not recognized by the Board of Directors as graduates, as their diplomas confer no degree.

At the close of the second school year, upon the resignation of Miss Webster, as teacher of Geography and History, Miss S. Laura Ensign, principal of the Cedar Falls High School was elected to fill the vacancy. The Board also at this time created the department of Drawing and Accounts, and called Prof. W. N. Hull, Principal of Hull's Academy at Youngstown, Ohio, to occupy the new position. The faculty, thus strengthened, and the exchequer increased by more liberal appropriations, the school continues to grow and prosper in a correspondingly increasing ratio. In 1880, Miss Anna E. McGovern, a graduate of the school, was added to the faculty as Assistant in Methods. From that

time the faculty remained practically unchanged till 1884, when Miss Maude Gilchrist, an accomplished lady, a daughter of the Principal, and a graduate of the Normal School and of Wellesley College was elected Teacher of Natural Science.

The position of Teacher of Vocal and Instrumental Music has been filled as follows: First year, E. W. Burnham; second and third years, J. Monroe Hobson; fourth to ninth years, inclusive, Miss Ida B. McLagan; tenth to twelfth years, Miss Mary Wheeler Bagg. The present incumbent is Miss Julia Curtiss.



IOWA STATE NORMAL SCHOOL.

By 1880, the growth of the institution, its reputation at home and abroad, and the success of its graduates, and of teachers not graduates who had enjoyed its advantage, evinced that the school had passed the experimental stage and had taken its place among the prominent features in the educational system of the commonwealth. The appropriations for its support by the General Assembly were no longer in doubt, but was as cheerfully given as to the other institutions of the state. In 1882 the school had so far outgrown its accommodations, that the erection of an additional building was an imperative necessity. The sum of thirty thousand dollars was appropriated by the legislature for this purpose, which amount was increased ten thousand dollars through the liberality of the citizens of Cedar Falls. The corner-stone of the building, South Hall, was laid Aug. 29, 1882. It is large, commodious and elegantly finished, without and within. Its appointments are well adapted to the want of the school. The chapel is a beautifully frescoed room 78 by 45 feet, and has a seating capacity of seven hundred. The model Schoolroom and Library are also large, well-lighted and beautiful apartments.

At the close of the tenth year, important changes were made in the faculty. Prof. Gilchrist retired from the principalship, and established a Northern Iowa Normal School at Algona. Miss Gilchrist also withdrew from the institution, to accept a professorship in Wellesley College. The Board of Directors in casting about for a successor to the retiring Principal, unanimously decided that he must be an Iowa school man, one thoroughly identified, and in sym-

pathy with the educational system of the state. From the wealth of material at command, they selected Homer H. Seerley, A. M., the efficient and popular superintendent of the city schools of Oskoloosa. To Prof. Seerley the election came entirely unsought, and unexpected. After two weeks of careful deliberation, he accepted the call, resigned his position at Oskoloosa, and entered at once upon the discharge of the duties and responsibilities of his new position. At a subsequent meeting of the Board, Miss Delia K. Knight of Racine, Wis., was elected to the vacant chair of Natural Science.

Important changes in the institution followed. The school was placed in sympathy with the other educational agencies of the state. The per cents of county superintendents were received as evidence of fitness for admission to the school. A special course of study was created for the accommodation of graduates of approved high schools, in which grades from such schools were duly received and credited. This has proved a popular feature and has invited a superior class of students to the institution. Another special course was marked out for the benefit of teachers of experience and ability, who could spend but a single term in a school of methods. The entire curriculum was revised to adapt it to the requirements of the law, upon candidates for state diplomas and state certificates. The old system of visitation by the state examining board was discarded, and in its place an arrangement was effected by which candidates for graduation might enter a special examination, held in the Normal buildings, by the State Examining Board, for a state certificate or diploma.

By act of the twenty-first General Assembly, the Superintendent of Public Instruction was made a member, and ex-officio president of the Board of Directors of the State Normal School. The manifest wisdom of this action is already realized by the school, and in the future must add incalculably to its power for good.

At the second commencement anniversary the Normal Alumni association was organized. It has always been sustained with credit to its *alma mater*. Though the school is young, many of its alumni are attaining distinction in their chosen vocation. They honor the school in word and work and the school delights to honor them.

The students of the Normal throughout all its history, have been, with few exceptions, remarkable for their industry, intelligence and self-reliance. Teachers make the best of students. Knowing the value of time they have never been disposed to waste it in frivolity and idleness. Knowing the importance of good-government in school, they have governed themselves accordingly. Good order and decorum have always been the rule, and disorder, the exception. Already has the school sent out into the state an army of trained teachers two thousand strong. They have gone forth into their work equipped with more thorough knowledge of the subjects to be taught, and with better methods of instruction, not only to do more efficient service in their own school-rooms, but to kindle a higher enthusiasm and a noble inspiration in the hearts of other teachers with whom they come in contact. The Normal School is a child of the state—the youngest in the sisterhood of her educational institutions. The achievements here recorded are but the history of her infancy and youth. With the continued and enlarged bounty of the state which she serves, the continued sympathy and confidence of the friends of education, and with the blessings of the Good Father who has helped her hitherto, she will grow in strength as she grows in years.

HOMER H. SEERLEY, M. PH.,

PRESIDENT OF THE IOWA STATE NORMAL SCHOOL, CEDAR FALLS, IOWA.

Country teacher, college student, high school principal, city superintendent, and president of the Iowa State Normal School, are the rounds in the ladder of Pres. Serley's educational career.

Homer H. Seerley is a native of Indiana. He was born in the humble home of a farmer, August 13, 1848, near the city of Indianapolis. From 1852 to 1854



the Seerley family lived in Stark county, Ill., in the latter year emigrating to Iowa. On the farm where the family settled at South English, Keokuk county, Homer H. Seerley grew up to manhood. The hardships and inconveniences experienced in a new country, the independence of farm life, the labor and industry incident to the business, all conspired to develop in the young man that self-reliance, strength of character, and industrious habits that go so far toward making a successful man. He early resolved to acquire the best education obtainable in the institutions of the State. At the age of eighteen he began the execution of his purpose by entering the Preparatory Department of the

State University at Iowa City, in 1866. In one year he was prepared for the Freshman class, but lack of funds prevented his return to the University in the following autumn. He decided to teach, and during the two succeeding years became pretty well initiated in the duties of a country school teacher.

The first school taught by Mr. Seerley was not considered "a marvelous success" by the County Superintendent, A. J. Kane, who did not spare the young teacher a general "overhauling." After the Superintendent's visit, the following appeared in the county paper:

Union District No. 3, Liberty township, Homer H. Seerley, teacher; salary, \$30.00 a month. Order, poor; method of instruction, middling; general condition of school, bad.

This was bitter medicine for the young teacher, but it had the right effect. The like did not occur again. His was a nature to profit by criticism, and this is a characteristic of the true teacher. Let him who cannot profit by and endure criticism keep out of the profession of teaching.

Those were the days of compulsory institute attendance, and from three of those sessions, Mr. Seerley caught the inspiration of the teacher's high calling. One of these institutes was conducted by Prof. Jona Piper, one of Iowa's pioneer educators. To this veteran institute conductor much is due for implanting in the mind of this young teacher correct ideas of the fundamental principles and methods of education. Hundreds of Iowa teachers can pay the same compliment to this old educational soldier—Jona Piper.

In 1869, with his "pocket full of money?" made by teaching, and working on the farm, Mr. Seerley, at the age of twenty-one, entered the Freshman class of the State University. By "baching it," and living economically, he managed to remain in school continuously until he finished his course of study, in June, 1873. Graduating from the Philosophical Course, he received the degree of Ph. B., and, after the requisite time, M. Ph. He also pursued and completed the course in Didactics, under the direction of Dr. S. N. Fellows. His professional training, under Dr. Fellows and Miss Sarah Longbridge, proved very helpful to him, and is the kind of training much neglected by those who contemplate teaching.

After graduation Mr. Seerley secured the assistant principalship of the Oskaloosa High School. The following year he was elected principal, and the next year, 1875, was chosen superintendent of the schools of Oskaloosa. The country teacher of seven years before, with a salary of \$30.00 per month, had now become city superintendent, with a salary of \$1,200 a year. Mr. Seerley occupied the superintendency of the Oskaloosa schools for eleven years. During this time his salary was raised from \$1,200 to \$1,600 per year. The enrollment of pupils in the schools reached 1,600. There were five school buildings occupied by thirty-one teachers. He resigned his position to accept the presidency of the Iowa State Normal School, at Cedar Falls, in 1886. This position he now occupies. His administration is marked with an executive ability, a professional enthusiasm, and a vigor of labor, which makes him eminently successful in his place. He is broad and liberal in his educational ideas and sympathies, and lives in close relation to the public school system of our State. He has the love and respect of the hundreds of students who enter the school for professional training.

Professor Seerley is a popular institute conductor. For nine successive years he conducted the Mahaska County Normal Institute with the same marked enthusiasm and success which has always characterized his school work. Scores of teachers owe their first inspiration in the work to Professor Seerley's instruction in the Institute. Mr. Seerley's abilities have been complimented with all the honors of the State Teachers' Association. He has attended every meeting of the Association since 1873. At the meeting at Independence, in 1879, he was chosen a member of the executive committee, and was chairman of the committee at one of the largest meetings ever held in Iowa, that of 1883, at Des Moines. So well did he perform the duties of this office that he was elected president of the Association, for 1884. His "President's address" before the Association, in December, 1884, was one of the ablest ever given before a body of Iowa teachers. It was published in the Biennial Report of the State Superintendent, in 1886. This meeting, over which he so ably presided, elected him delegate to the National Teachers' Association at Saratoga.

His paper read before the meeting of 1885, on the "Tobacco Habit and its Effect on School-work," met with universal praise for its bold and positive exposition and denouncements of the tobacco habit with its evil effects on school work. At the meeting of the State Teachers' Association, in Des Moines, in December, 1888, President Seerley read an able paper on the "Mission of the Normal Institute." On this subject, one of great importance to the school system and the teachers' profession in Iowa, he has clear and well defined ideas which we hope may influence for the improvement of our institute system.

President Seerley is comparatively a young man, for he has only turned his

fortieth year. The cause of education in Iowa will receive great benefit from his work if he is spared to labor among us. His strong constitution and robust health promise long years of service.

D. S. WRIGHT, A. M.

One of the potent factors in the success of the Iowa State Normal School since its establishment, in 1876, has been the professional work and personal influence of Prof. D. S. Wright. He is a native of Ohio, born in Highland county, Dec. 7, 1846. His parents, both of whom are living, are members—his father a minister—of the Society of Friends, of which society he has been a



life-long member. He enjoyed in youth the usual educational advantages of a farmer's boy,—the winter months in the country school, and the remainder of the year spent in hard labor on the farm. As he approached young manhood he was possessed of an ardent desire to acquire a thorough literary education. At sixteen he set out to accomplish this aim; and partly by teaching and partly upon borrowed money, he was enabled, in 1871, to complete a classical course of instruction, receiving upon graduation the degree of A. B. and three years later the honorary degree of A. M.

In 1872 at the age of twenty-five he came to Iowa, and assumed at once the position of associate president of Whittier College, located at Salem, Henry county, Iowa. In 1874 his associate, Prof. C. C. Pickett resigning, he was chosen president of the institution by its board of directors. The college prospered for two years under his efficient management, but in 1876, he reluctantly resigned its presidency to accept the chair of English Language and Literature in the Iowa State Normal School at Cedar Falls; he has therefore been connected with the state normal school from its origin. He was transferred in 1881 by the normal board of trustees from the chair of language and literature to that of mathematics, which position he now fills.

Prof. Wright first appeared as a writer for the IOWA NORMAL MONTHLY in 1881-'2 in a series of ironical educational articles entitled "The Scroggs Family." They were written under the *non de plume* of Theophilus von Puff. Since then he has contributed many valuable papers to the NORMAL MONTHLY. His articles always find a host of appreciative readers among Iowa teachers. As an institute conductor and instructor he is well and favorably known in the state. He is always at home with a class of teachers. His didactic talks and lectures are familiar, practical and entertaining. He treats his students to no fine-spun untried theories, but to conclusions and inferences largely drawn from his own experience in the different grades of school-work. There is a

quiet vein of humor in these talks which takes a decidedly sarcastic tendency when exposing the shams and follies of educational quacks and pretenders.

In connection with his work in the State Normal School Prof. Wright has written and published two books—one a work entitled "A Drill Book in English Grammar," has reached a third edition and has been helpful to many teachers in presenting, and to many pupils in mastering, the intricacies of English syntax. His latest book is a "Teachers' Hand Book of Arithmetic," a manual of helps and methods. Much of the subject matter of this book originally appeared in a series of articles by Prof. Wright in the IOWA NORMAL MONTHLY. The articles met with such great popular favor that the writer was encouraged to put the material in permanent book form.

The book was issued in August, 1888, and the sales have already been gratifying to the publishers. It is just such a book as should be in the hands of teachers in normal institute work and we bespeak for it a wide circulation at institutes during the coming season. The methods given in the book are not the untried theories of a novice, but have endured successfully the thorough and practical test of the school room for many years.

Prof. Wright is esteemed and respected by all who meet him to know him. Where he has once instructed in a normal institute, he is always wanted a second time. He is and has been for several years an active worker in the State Teachers' Association and he has read a number of able papers before that body of Iowa educators.

S. LAURA ENSIGN, A. M.

Among the women who have been prominent in educational work in Iowa during the past ten years, few are so favorably and widely known as Miss S. Laura Ensign who has had the department of Geography and History in the Iowa State Normal School since 1878.

Miss Ensign was born Oct. 3d, 1848, in Castile, Wyoming county, N. Y. Her early childhood was spent at the place of her birth. She with her family came to Iowa in 1854. She was early desirous of acquiring an education. In the course of events she entered the Upper Iowa University and remained there one year. She afterwards entered the Iowa State University pursuing her studies for five years and graduating from the classical course in 1876. Before entering the State University Miss Ensign had taught six years in the country schools of Butler and Grundy counties. After graduating she was elected assistant principal of the Cedar Falls High School and she filled this position so successfully that at the end of two terms she was made principal. In 1878 Miss Ensign was elected to the chair of Geography and History in the State Normal School at Cedar Falls which position she now occupies. She is in the 19th year of her educational work. She is very industrious in her profession, untiring in her efforts to advance the pupils who come under her instruction, and to promote the interests of the institution with which she is connected.

For many years she has been an attendant and worker at the meetings of the State Teachers' Association. She has contributed several valuable papers to the programs at different times.

Miss Ensign has had a large experience in normal institute work, having taught in many different county normals during the past ten years. She is

enthusiastic in her special work and has published Outline Hand Books of Geography and U. S. History and Ancient, Medieval and Modern History. These "Outlines" are guides to the study of the subject treated, according to the topical method. The success and popularity of these Outlines are shown by the fact that the total circulation has reached 30,000. The Outline and Note-Book in U. S. History is now used in sixty different schools. The books are very suggestive to teacher and pupil and prove a great help in the study of the subjects.

THE IOWA STATE AGRICULTURAL COLLEGE.

W. I. CHAMBERLAIN, LL. D.

ORIGIN AND EARLY HISTORY.

In 1858 the Iowa Legislature passed an act establishing the Iowa Agricultural College for the purpose of giving academic instruction to the industrial classes, and appropriated \$10,000 to purchase a farm for the location of the college buildings and for experiments in agriculture.

Among the early enthusiastic friends of the enterprise thus inaugurated were Hon. H. A. Richardson, Hon. B. F. Gue, Hon. Wm. Lundy, Hon. Chas. Foster, Hon. J. B. Grinnell, Suel Foster and Wm. Duane Wilson.

The first Board of Trustees appointed under the act were, M. W. Robinson, Timothy Day, John Wright, G. W. F. Sherwin, Richard Gaines, Suel Foster, J. W. Henderson, E. G. Day, John Palter, Peter Melendy, Gov. R. P. Lowe and Wm. Duane Wilson.

In 1859 the trustees purchased a farm of 648 acres in Ames, Story County, on the line of the Chicago and Northwestern Railway.

In 1862 Congress passed a bill "donating public lands to the several States and Territories which may provide colleges for the benefit of agriculture and the mechanic arts." This act was the basis of the present endowment of the College.

The first Faculty in 1869-70 consisted of the following members: Hon. A. S. Welch, M. A., President; Geo. W. Jones, M. A., Professor of Mathematics; Hon. Norton S. Townsend, M. D., Professor of Practical Agriculture; Albert E. Foote, M. D., Assistant Professor of Chemistry; O. H. St. John, B. S., Assistant Professor of Geology; Miss Catherine S. Potter, Matron; Miss Augusta Mathews, teacher of Piano Music; Miss Lillie Beaumont, teacher of French and German; Hon. Hugh M. Thompson, Superintendent of the Farm.

The courses of study adopted at the first embraced very thorough instruction in all the natural sciences, with their special application in agriculture and the mechanic arts. Also instruction in English language and literature, and in French and German.

Among the early professors who have since become well known in connection with other colleges and universities, we name the following with the colleges to which they went from here, and are now: Prof. N. S. Townsend, Ohio State University; Prof. I. P. Roberts, Cornell University; Prof. Geo. W. Jones, Cornell University; Prof. W. A. Anthony, Cornell University; Prof. C. E. Bessey, Acting Chancellor Nebraska State University; Prof. W. H. Wynn, President Midland College, Atchison, Kansas; Prof. H. J. Detmers, Illinois Univer-

sity and Ohio State University; Prof. T. E. Pope, Massachusetts Technological Institute.

PRESENT FACULTY, BUILDINGS AND EQUIPMENTS.

Faculty—W. I. Chamberlain, LL. D., President, Ethics, Civics and Practical Agriculture; A. S. Welch, LL. D., Psychology and History of Civilization; M. Stalker, M. Sc., V. S., Veterinary Science; J. L. Budd, M. H., Horticulture; E. W. Stanton, M. Sc., Mathematics and Political Economy; D. S. Fairchild, M. D., Pathology, Histology, Therapeutics and Comparative Anatomy; C. F. Mount, C. E., Civil Engineering; James Rush Lincoln, Capt. 1st Regt. I. N. G., Military Science and Tactics; Byron D. Halsted, Sc. D., Botany; Chas. W. Scribner, M. E., Mechanical Engineering and Drawing; Alfred A. Bennett, M. Sc., Chemistry; Herbert Osborn, M. Sc., Zoology and Entomology; J. C. Hainer, B. Sc., M. D., Physics; Rev. A. C. Barrows, A. M., English Literature, History and Latin; Loren P. Smith, M. Sc., Agriculture and Farm Superintendent; Miss Lillie M. Gunn, Preceptress, French and German; Mrs. Ida M. Riley, Librarian, Elocution; Mrs. Eliza Owens, Domestic Economy; Miss Eva T. Pike, Organist, Vocal and Instrumental Music; J. Wiechardt, M. E., Foreman and Instructor in Machine Shops; L. F. Koebler, Assistant in Chemistry; John Tillie, D. V. M., House Surgeon in Veterinary Department; E. A. Kirkpatrick, B. Sc., Assistant in English Composition, Rhetoric and Mathematics.

Non-Resident Lecturers—Louis Schooler, Surgical Therapeutics; F. E. Crutenden, M. D., Ophthalmology; W. B. Niles, D. V. M., Surgery.

Officers of the Experiment Station—Captain R. P. Speer, Director; G. E. Patrick, M. Sc., Chemist; A. A. Crozier, M. Sc., Botanist; C. P. Gillette, B. Sc., Entomologist; John Craig, Director's Assistant.

Courses of Study—While this College has held fast to the letter and spirit of the organic law in providing the very best facilities and courses of instruction in "Agriculture and the Mechanic Arts and in Military Tactics," it has also followed the law in "not excluding other scientific and classical studies," "in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions of life."

Six courses of study are offered, all scientific, technical or industrial, according to the clear intent and in the full spirit of the organic law of Congress that founded the College. They are in brief (1) in Industrial Science; (2) for Ladies in Science, Literature and Domestic Economy; (3) in Agriculture and Horticulture; (4) in Mechanical Engineering; (5) in Civil Engineering; (6) in Veterinary Science.

Thorough instruction is also given in piano, pipe organ and vocal music, instruction in vocal music being free in the freshman year. The long winter vacation, from November 14 to February 28, permits teachers in the common schools to teach a winter school of sixteen weeks, and keep right on in college thus nearly paying their way through.

THE INCOME

from national endowments and appropriations amounts to about \$60,000, over \$25,000 of which is expended each year directly upon investigations and experiments, and instruction in agriculture and horticulture.

BUILDINGS.

The largest or main college building is shown in the engraving herewith.

It is four stories high above the basement, and is 158 feet long by 112 deep

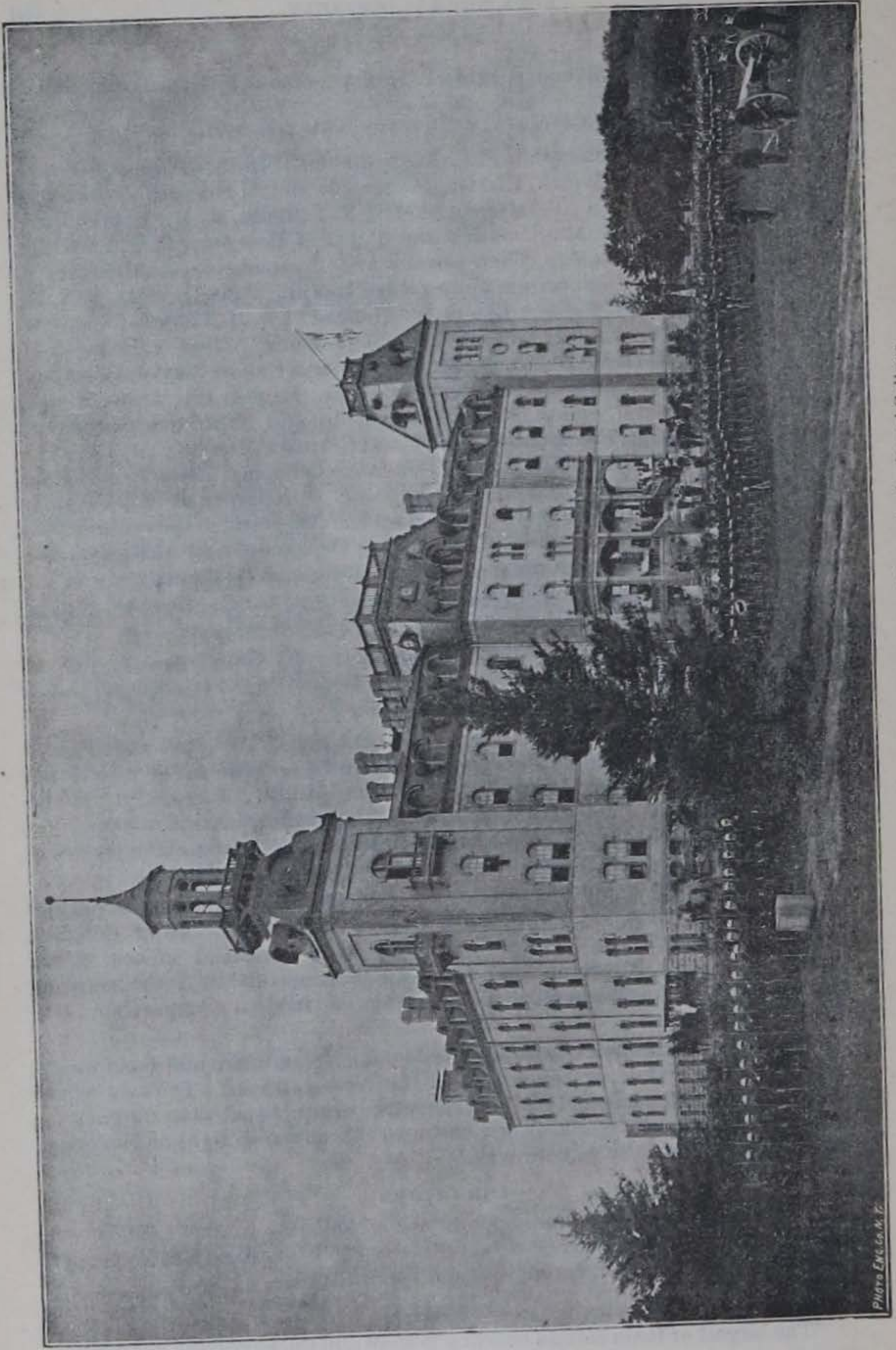


PHOTO ENG. CO. N. Y.

Main College Building and College Battalion of Iowa Agricultural College.

through the wings. In the basement are the dining room, kitchen, rooms for help, one large society room and the postoffice. On the first floor, proper, are the chapel, the library, reception rooms, recitation rooms, music rooms, and offices of the teachers and of the steward. On the second floor are several recitation rooms and rooms for professors and students. On the third and fourth floors are students' rooms and the zoological and geological museums. About two hundred students can be accommodated with rooms in this building. All the rooms are heated by steam and lighted by electricity. Pure spring water is supplied in all the stories of the building, forced up by a steam pump.

There are on the large and beautiful College Campus eleven other buildings used exclusively for college purposes, aside from the barns, creamery, store houses, and the dwellings of the professors, foremen and assistants. There is accommodation for 300 students, and there are abundant facilities for instruction.

COST OF BUILDINGS.

The total of all appropriations by the State to June, 1887, for buildings, permanent fixtures, machinery and apparatus and expenses of trustees, etc., is \$454,098.75, so that it is fair to say that the cost to the State of the buildings and fixed apparatus is over \$300,000, besides the movable apparatus paid for from the interest on the national endowment.

THE COLLEGE CAMPUS

is one of the most extensive in the West; a beautiful park where the principles of landscape gardening have been so carefully obeyed as to please the eye and cultivate the taste.

THE VETERINARY DEPARTMENT

is one of the few complete veterinary colleges of the land. It graduates doctors of veterinary medicine, equipped with a thorough scientific knowledge and training.

THE MECHANICAL DEPARTMENT

is thoroughly equipped with machine shops for instruction in wood and iron work; the plant, machinery and apparatus costing over \$40,000. It graduates its students competent to act as mechanical and electrical engineers, foremen in shops, and experts in mechanism, etc.

THE CIVIL ENGINEERING DEPARTMENT

is fully equipped, too, with necessary instruments, models and drawing facilities, and is in charge of a competent professor, while all the mathematical studies of the general course strengthen this department also. Its graduates are fitted to enter upon the duties of county surveyors and railway engineers.

THE AGRICULTURAL AND HORTICULTURAL DEPARTMENTS.

Far more money is expended annually upon these departments, including the experiment station, than upon any other three departments. The trustees have endeavored to provide the best instructors and the best experimenters that the country affords. Much paid labor is furnished to the students in these departments, in connection with farm crops and stock, and the orchard, garden and plat experiments.

PHILOSOPHY, HISTORY, MATHEMATICS, LANGUAGE AND LITERATURE.

While not a school of philosophy, or a classical college, thorough though not extended instruction in the above subjects is given, chiefly as an essential basis for, and aid in the distinctive work of the college. The studies pursued under these general heads are English Language and Composition, Elocution, Rhet-

oric, English Literature, History, (Ancient, Mediæval and Modern), French, German, Latin, Political Economy, Commercial Law, Psychology, History of Civilization, and Ethics. The drill in Mathematics is exceedingly thorough.

The College catalogue gives a full account of the method pursued in each of these studies, and shows that they all form essential parts of one or the other of the industrial courses. The catalogue will be sent to any address on application to the President of the College, Ames, Iowa.

The College has lately issued an original and artistic pamphlet. It contains twelve full page photo-engravings of exteriors and interiors of buildings, and of general views accompanied by verbal descriptions. It gives an excellent idea of the large opportunities for a thorough scientific, technical and agricultural education offered free to the industrial classes of the State.

Though commonly called "Agricultural College," it is by its organic law "Mechanical" also. It is indeed one of the best schools of pure technological science in the land. Our young people who desire such an education should at least send to the President at Ames, for this illustrated pamphlet.

REV. W. I. CHAMBERLAIN, A. M., LL. D.

PRESIDENT OF IOWA AGRICULTURAL COLLEGE, AMES, IOWA.

Born in Sharon, Litchfield County, Connecticut, February 1837. His family removed to Hudson, Ohio, in the spring of 1838, where he spent his early life on a farm with the privileges of the common school and the academy. In 1859 he graduated in the classical course at Western Reserve College, Hudson, Ohio, now Western Reserve University at Cleveland. Received the degree of A. M. in 1861. From 1859 to 1861 he was a teacher in Shaw Academy, Colamer, Ohio. In 1861 he became a tutor of Greek and Mathematics in Western Reserve College, which position he retained for two years, when he accepted the superintendency of the public schools at Cuyahoga Falls, Ohio. He labored in that capacity for two years. He returned to Western Reserve College as Professor of Greek and Latin in 1869, and remained there three years.

From 1865 to 1880 W. I. Chamberlain owned and managed a farm at Hudson, Ohio. In 1880 he was made Secretary of the Ohio State Board of Agriculture at Columbus. From this position in 1886 he was called to the presidency of Iowa Agricultural College at Ames.

Since 1865 President Chamberlain has taken great interest in agricultural affairs, and has written papers on agricultural subjects for various publications, chiefly for the American Agriculturist, New York; The Country Gentleman, New York; Rural New Yorker, and Ohio Farmer. His official duties from 1880 to 1886 as Ohio State Secretary of the Board of Agriculture gave him a wide knowledge and experience in that field, and with his educational experience, made him well fitted for the position he now occupies. He is an active and aggressive worker, already well known in our State Teachers' Association.

W. I. Chamberlain was ordained a minister November 30, 1886, by a council called by Washington Gladden's church. He received the honorary title of LL. D. in June, 1886, from Rutgers' College, New Brunswick, N. J.

DENOMINATIONAL COLLEGES IN IOWA.

BY PRESIDENT W. M. BROOKS, TABOR COLLEGE, TABOR, IOWA.

The history of Iowa shows her not unworthy of the name so often given by orators and writers, "The Massachusetts of the West." Iowa educators have striven to make every grade of schools the best of their class. The fact that Iowa stands first in the per cent of her people above ten years of age who are able to read, shows that their efforts have not been fruitless.

The denominational colleges of Iowa have been established as distinctively Christian schools, and a complete history of each would contain much worthy of commendation, in devotion, in sacrifice, in missionary spirit.

There are no doubt incidents of real heroism in the history of schools, of which we know little more than the names that have passed forever into oblivion.

The limits of this paper preclude anything more than the outline of the history of the denominational colleges of Iowa.

It is impossible with the few facts at hand and the limited time given, to present anything like a complete record of the attempts to establish schools for higher education in Iowa. The history of any part of the country which has been for fifty years occupied with intelligent citizens, will, if fully written, contain the record of many private schools, some designed to supply a temporary want, others which were designed to be permanent, but were started without counting the cost. Many a school that has been maintained with difficulty for a time and then failed (so the world says), has been a real success in its influence upon men and women, who are worth more to the world ever after because that school once existed.

No faithful teacher ever did his best without leaving an impress upon the characters of his pupils, and whatever else fails influences upon character are upon the imperishable.

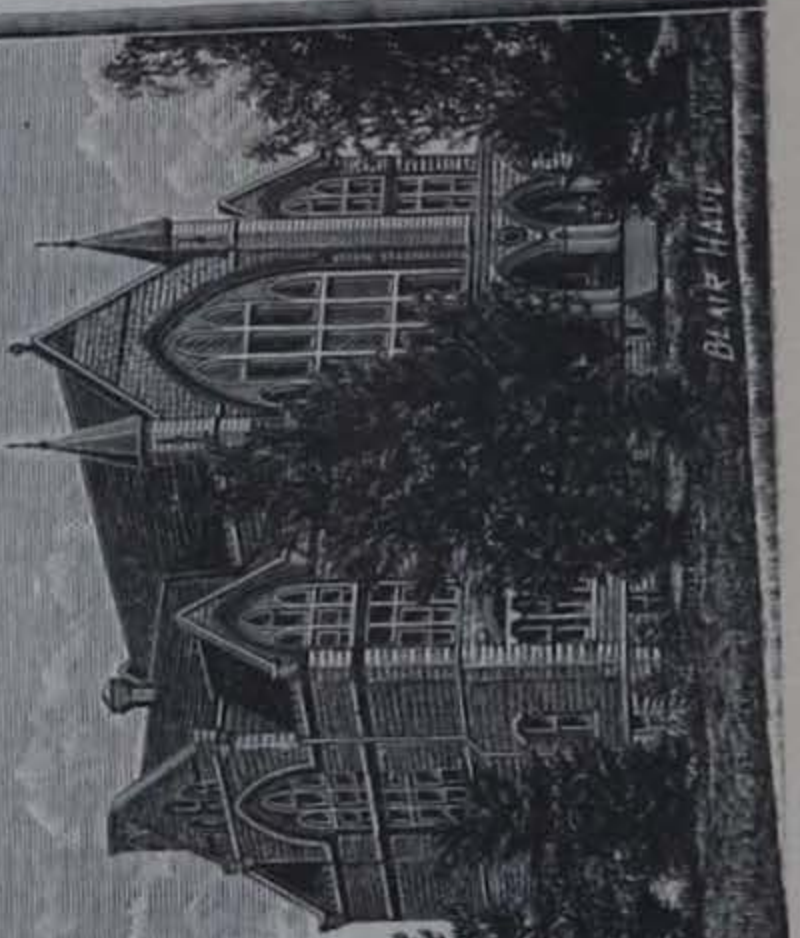
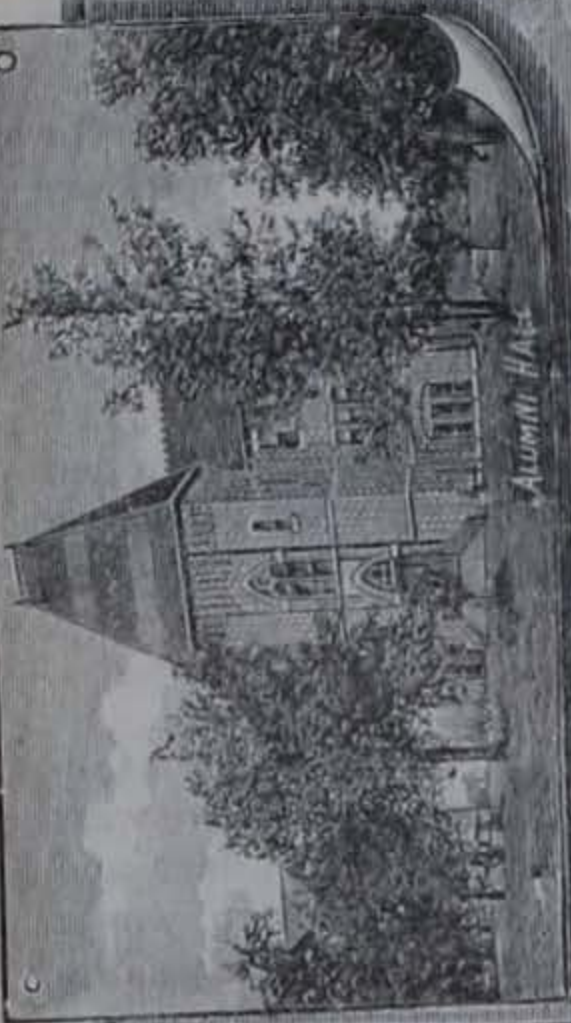
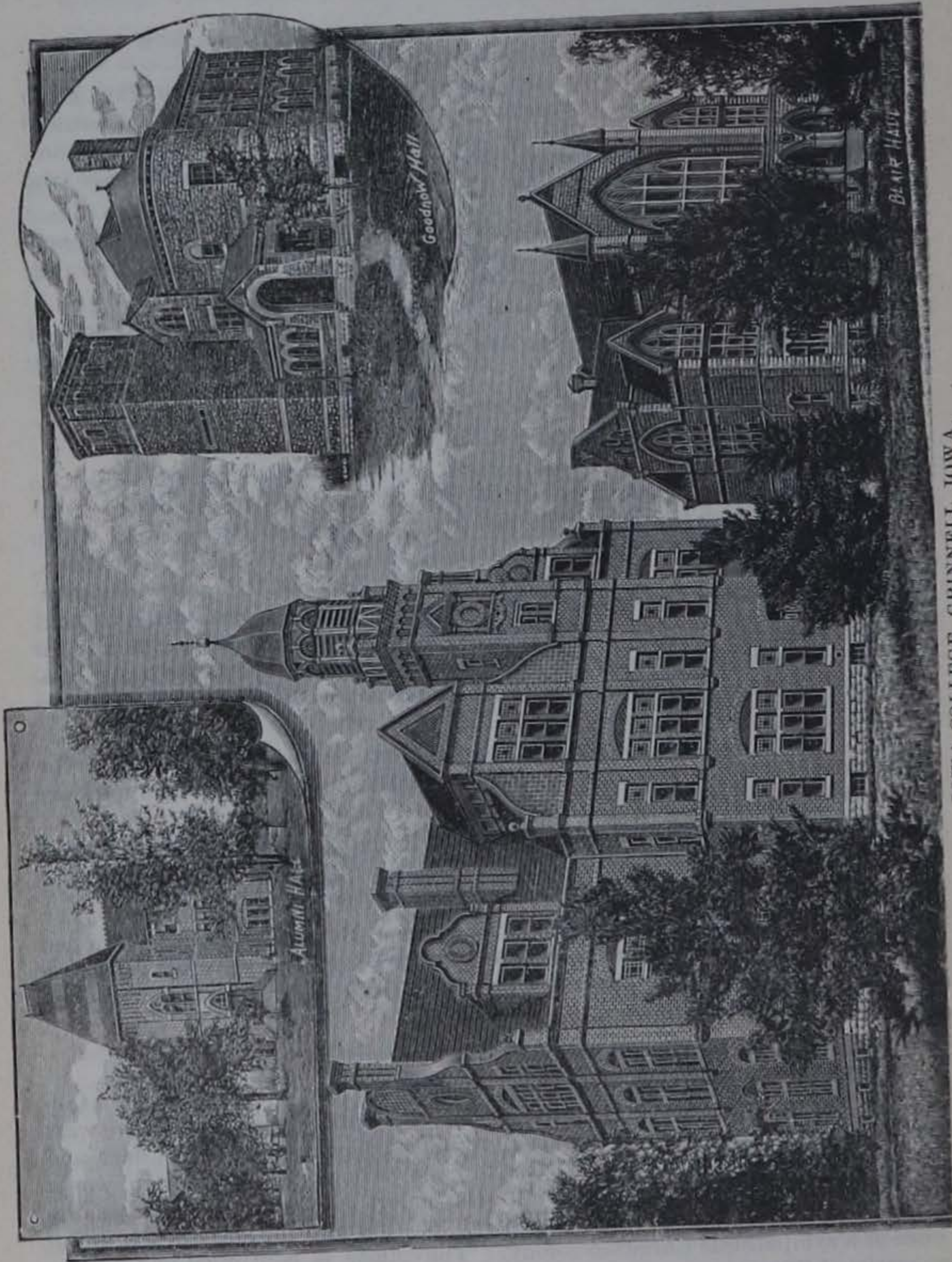
Early in the history of Iowa there were private schools, called academies, opened at Denmark, at Dubuque, and at Kaneshville, now Council Bluffs, but the first college organization of which we have any record is that of

Lenox College, founded in 1856 at Hopkinton; Burlington College, founded in 1852; and Griswold College, founded in 1872, at Davenport, have not furnished me with the facts in their history, hence their faith, their sacrifices, and their successes are not noted here.

IOWA COLLEGE.

A Board of Trustees was organized June 10, 1846, to establish Iowa College. Chief among the founders were the "Iowa Band," who came to the west as home missionaries, and took steps to found a college, while as yet deer and buffalo were hunted upon our prairies, and the "whoop" of the Indian was a familiar sound. The college began at Davenport in 1848. In 1858 it was removed to Grinnell to secure a more central location and the surrounding influence of a sympathetic Christian colony. The college is controlled by the Congregational Church.

June 17, 1882, the buildings of Iowa College were completely destroyed by a tornado, but the storm did not destroy the courage of its friends. "This stupendous calamity so roused the friends of the college throughout the land that



IOWA COLLEGE, GRINNELL, IOWA.

within three years the two original buildings were replaced by four new and better ones. The work of the college was not interrupted."

"It is a pleasure in this connection," (when so much is said about soulless corporations), "to be able to state that the Chicago, Rock Island and Pacific Railroad was not among the small donors toward the rebuilding of the college. This railroad generously contributed about six thousand dollars in freight bills to that work."

It is difficult to name some of the men who have aided in the growth of the college without seeming to do injustice to others whose names are omitted. The college owes much to Hon. J. B. Grinnell, the founder of the colony at Grinnell; to Professor Leonard F. Parker, who had charge of Grinnell University before the removal of Iowa College. Rev. George F. Magoun, D. D., who was president from 1864 to 1884, has done much for the college, which its friends will never forget. Rev. George A. Gates was elected to the presidency in 1887. He is fortunate in having this privilege of entering upon work, the foundations of which have been so well laid. The college has enrolled in the forty years of its existence more than five thousand students. It is growing constantly in all directions. During the last year gifts and pledges to the amount of more than fifty thousand dollars have come to it.

The graduates from the classical and scientific courses number 186, of whom 20 are ladies. The graduates from the literary course number 114.

The present property of the college is valued at about \$400,000. The college was never so prosperous and the outlook never so full of promise as it is now.

IOWA WESLEYAN UNIVERSITY.

is located at Mt. Pleasant, Iowa. It was chartered in 1855, growing out of the Mt. Pleasant Collegiate Institute, established some years before. It is under the control of the Methodist Episcopal Church. It has an endowment of about \$100,000. The library contains more than 3,000 volumes.

The presidents of the University have been Rev. L. W. Berry, D. D.; James Harlan, afterwards known as Senator Harlan; Rev. Chas. Elliott, D. D.; Rev. G. B. Jocelyn; Rev. Chas. Holmes, D. D., Rev. John Wheeler; Rev. John Spaulding, Ph. D.; Rev. J. T. McFarland, A. M., D. D., who has been president since 1881.

The institution now has a list of alumni numbering 425. The attendance for the year 1887-'8 was 306. The faculty includes fifteen instructors besides the president. It is thought that President Elliott at Iowa Wesleyan University in 1859 conferred the first degree of Bachelor of Arts ever bestowed on a female graduate of a college in this or any other country.

WESTERN COLLEGE.

The Iowa annual conference of the United Brethren people assembled in Muscatine in August, 1855, and took the first steps for the establishment of a college in the Northwest. The Board of Trustees, elected at this time, located the college on the prairies eight miles south of Cedar Rapids. A donation of six thousand dollars by William H. Shuey, of that neighborhood, determined the location. The college was left three miles from any railway station. For several years from its founding its course was steadily upward, and it attained a wide and well-earned reputation. Its halls were crowded and its classes filled with students, many of whom were of rare talent and promise. The first class graduated in 1864, and the school did a very creditable work at this loca-

tion until June, 1881. The friends of the school, feeling that a more desirable location could be secured, at this time opened bids for various communities of the State of Iowa, and after a careful consideration the institution was relocated at Toledo, Iowa, and in the fall of 1881 the first term of school was opened in that place. The experience of recent years has demonstrated beyond a question the wisdom of the change. The removal marked a new era in the history of the college. The citizens of Toledo gave, and give, their heartiest support to the institution. The main building was erected at the cost of about sixty thousand dollars. It is three stories and a basement, and is eighty by one hundred and fifty feet. A neat brick structure of commodious proportions has been secured for a Conservatory of Music. The college church, of skilful architecture, has been built at a cost of \$17 000, and the authorities are now completing a brick building for a young ladies dormitory, known as the Mary Beatty Hall. The endowment funds have been increased to two hundred thousand dollars. The first president was Rev. Solomon Weaver, a brother of Bishop Weaver, of Ohio. Rev. Wm. M. Beardshear, D. D., has been president since 1881.

The total number of graduates from the regular college classes is 132. The growth of the school in recent years has been most encouraging in finances, number of students, increase of patrons, and efficiency of work done. The outlook for the future is the brightest of its history.

CORNELL COLLEGE.

The year 1857 is named as the one in which Cornell College was founded, but the Iowa Conference Seminary, the forerunner of the College, was opened at Mt. Vernon in 1852. Rev. S. M. Fellows was principal, and Miss C. A. Fortner assistant. Cornell College is under control of the M. E. Church.

Of the location Bishop Gilbert Haven said in a letter to the New York Advocate: "Never have I seen a lovelier landscape than that which stretches out from Mt. Vernon, the site of Cornell College. From that open, or that shaded top your eye takes in the loveliest lay of land that any college in America looks upon, at least any that I have seen."

(Other colleges will not feel envious, for Bishop Haven had not seen all the beautiful college sites even in Iowa.)

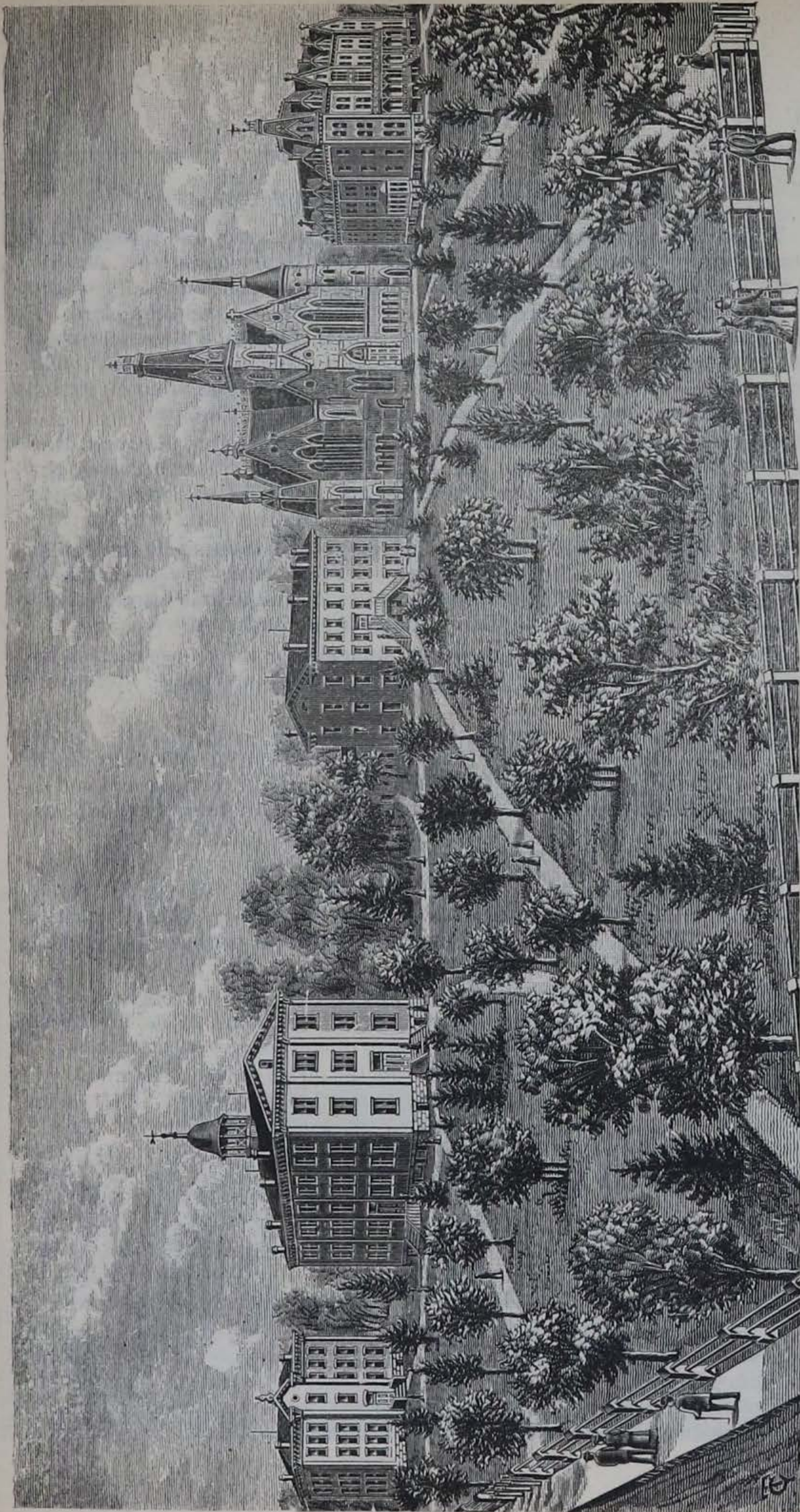
Cornell College seems to have been fortunate in securing a "Board of Trustees who have been intensely interested in her welfare, and who have had good judgment and great financial ability."

G. B. Bowman, R. W. Keeler, J. G. Dimmitt, H. W. Reed, D. N. Cooley, A. J. Kynett, Bishop E. G. Andrews, Bishop J. F. Hurst, and W. F. Johnson have been presidents of the Board of Trustees. The college owes much to H. A. Collin, who has been treasurer since 1860. The college has fine substantial buildings erected at a cost of about \$150,000.

Rev. R. W. Keeler, D. D., dean of the theological department of Central Tennessee College, was the first President of Cornell College. Since 1863 Rev. W. F. King, D. D., has been President, and under his direction it has had a large success. The graduates number 371, "nearly one-half of whom are either ministers or teachers."

The catalogue of 1887-'8 shows a total enrollment of 536. From the first 6,600 students have been enrolled at Cornell College.

The college was named for the late lamented W. W. Cornell of New York city. The alumni and other friends of the college rejoice in the present prosperity and future prospects for Cornell.



CORNELL COLLEGE, MOUNT VERNON, IOWA.

THE CENTRAL UNIVERSITY OF IOWA.

This college was founded at Pella in 1853 as "a literary and theological institution under the particular auspices of the Baptist denomination." A majority of its trustees must be members of Baptist churches, but among its instructors and students those of other faiths have always had a welcome place. Its early years were prosperous. The war of the rebellion gave it a severe check. All its students able to bear arms Prof. A. N. Currier at their head, volunteered for the defense of the Union. One hundred and twenty-four of its sons were in the army, and twenty-two gave up their lives for the cause.

The presidents of Central University have been Rev. Drs. E. Gunn, E. H. Scarff, G. W. Gardner, D. Read, and L. A. Dunn. The latter deceased Nov. 29, 1888, full of years and honors. Rev. Seth J. Axtell, M. A., now fills the office.

The courses of study in Central University are substantially the same as those of our best colleges. They include a protracted course in the classics, a thorough drill in pure and applied mathematics, a considerable introduction to physical science, and a general survey of higher philosophy.

The academic department prepares students for the college courses, and also for teaching or business. Instruction in the Bible and sacred literature is made a specialty.

The University affords students the advantages of warm Christian influences, a moral community, quiet, pleasant and healthful surroundings, the instruction and society of superior teachers, and a spirit of earnestness and enthusiasm in literary work. The rates for tuition and all necessary expenses are very low.

OSKALOOSA COLLEGE.

Rev. Aaron Chatterton and other members of the "Christian Church" planned for the establishment of Oskaloosa College as early as 1855. Articles of incorporation were secured in 1858 but the college was not open for students until 1861.

"The first year the work of the college was carried on by Professors G. T. Carpenter and J. W. Carpenter." "During all the years of its history its Faculty has been made up of men and women of culture and experience."

"The number of students enrolled from the first is 5,248. The number of graduates is 91. G. T. Carpenter, B. W. Johnson, F. M. Broner, R. H. Johnson and J. A. Beattie have each occupied the place of President." "A. T. Ross and S. P. Lacy were for a short time President pro. tem."

NORWEGIAN LUTHERN COLLEGE.

This College "was established and is supported" by "the Synod for the Norwegian Evangelical Lutheran Church of America," first at LaCrosse, Wis., in 1861. In 1862 it was removed to Decorah, Iowa. For three years the College occupied the building, now used as St. Cloud Hotel, and some rented rooms.

In 1865 a new building costing \$75,000 was erected and in 1874 an addition was made at a cost of \$25,000. "At first everything was mainly after the European gymnasium or Latin School." In 1881 the course was extended to seven years. Since that time the school has been more Americanized and the English language more used. "The number of students the first year was 11, now 130."

The number of teachers the first year was two, now eight. The college seems to be doing a good work for a class not likely to be so well cared for in any other school. Laur Larsen has been President from the first.

UPPER IOWA UNIVERSITY.

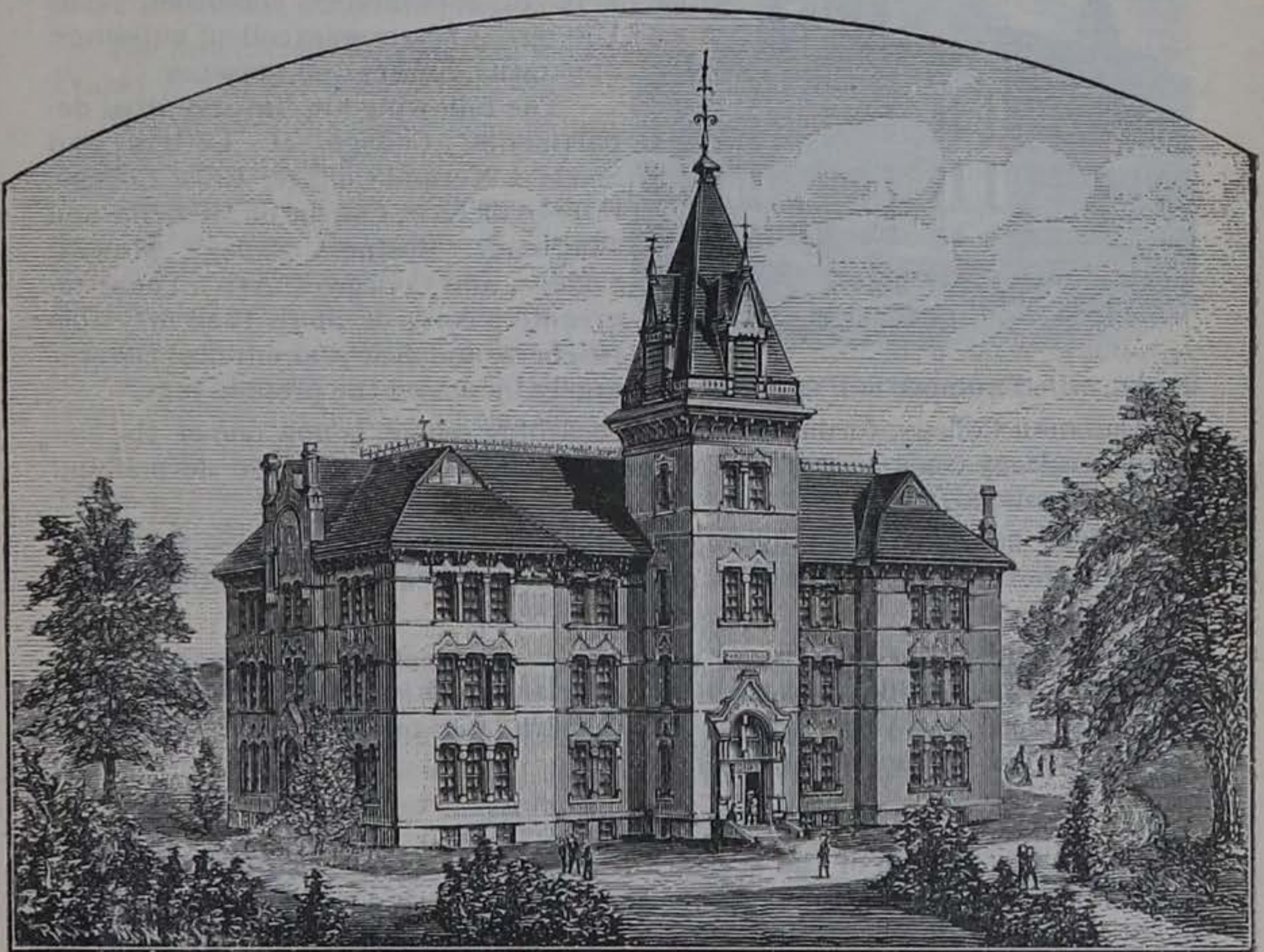
'During the winter of 1854-'5 S. H. Robertson and Robert Alexander of Fayette (to whose liberality the University owes its existence) took measures for the erection of a Seminary in the town of Fayette, Iowa.' The first term of school opened Jan. 1st, 1857, under the auspices of the Upper Iowa Conference of the Methodist Episcopal Church with Rev. Wm. Poor, A. M., as Principal. In 1858 the name was changed to Upper Iowa University. It received a charter in 1860, and Rev. Wm. Brush, A. M., was elected president. The institution was carried forward under great discouragements because of financial difficulties and lack of railroad facilities; but the efforts of its friends have been rewarded, and it has entered upon a career of prosperity which gives promise that their brightest hopes may be realized.

The number of students enrolled in 1887-'8 was 446; the entire number from the first about 5,000. Rev. J. W. Bissell, D. D., is President.

PARSONS COLLEGE.

Parsons College owes its origin to Lewis B. Parsons, a citizen of Buffalo, New York.

Mr. Parsons left by will lands in Iowa valued at \$40,000, for the purpose of



PARSONS COLLEGE, FAIRFIELD, IOWA.

founding a college, to be under the control of the Presbyterians of the State. In 1875, twenty years after his death, a location was found for the college at Fairfield. The citizens contributed at that time in money, lands, notes and subscriptions \$29,516.

The first class graduated in 1880, and "about 600, besides those who have graduated, have taken a partial course, varying from one to three years."

"The present enrollment is about 200." The college has been growing ever since first established, and its prospects both for students and funds were never better than at the present time. Rev. T. D. Ewing, D. D., is President.

DRAKE UNIVERSITY

is one of the most flourishing young institutions in the country. It was founded by Chancellor G. T. Carpenter, Elder D. R. Lucas and others in 1881, and named in honor of General F. M. Drake of Centerville, Iowa, its most munificent benefactor. The school was opened in temporary quarters Sept. 20, 1881. Most of the professors and a large number of the students accompanied President Carpenter from Oskaloosa College to the new venture, and aided greatly



in securing the almost phenomenal success that has crowned the new institution. Each year has witnessed an increased attendance over the former, and by means of well executed land schemes, donations, etc., the finances have been kept in satisfactory condition. The University possesses excellent buildings, apparatus, library and museum.

The following are the organized departments: College of Letters and Science, Normal College, Bible College, College of Law, College of Medicine and Pharmacy, Business College, Musical College, and College of Art. These aggregate a corps of more than fifty able teachers, and last year enrolled 505 stu-

dents, which number will doubtless be largely increased the present year.

Callanan College, formerly a female boarding school, is now one of the circle of colleges constituting the University, and is the seat of the normal and some other departments.

In the language of a distinguished visitor, "University Place seems designed by nature for the seat of a great literary institution," beautiful, retired and healthful.

Drake University is in no objectionable sense sectarian, but is open in all of its departments alike to those of all religions, politics, nationalities or sex—liberal, modern, and yet Christian in its spirit and methods. It is under the general control of the Church of Christ.

SIMPSON COLLEGE.

At the first session of the Western Iowa Conference of the Methodist Episcopal church, in response to a petition from the quarterly conference of Indianola station, the conference ordered that so soon as the citizens of Indianola should erect and pay for suitable buildings, worth at least \$3,000, to be used as a "Male

and Female Seminary," the conference would accept the same, assume its control, and give it its patronage.

A Board of Trustees was elected. They incorporated under the name of the "Indianola Male and Female Seminary," and erected a building in the summer of 1861. Prof. E. W. Gray was elected principal.

The citizens of Warren county contributed \$4,350 to erect the first building. The institution lived and grew under the superintendence of Professors Gray, Winons, Baker and Vernon, and in 1867 was raised to the rank of a college under the name of Simpson Centenary College.

In June, 1867, the citizens of Indianola assumed the erection of a new building, to cost \$17,500. Through the failure of the contractor it cost them much more than this before it was completed in October, 1870.

For many years the college, or possibly the college presidents "struggled under a debt." The conference has now undertaken to raise \$50,000, and the people of Indianola, as their part of it, have erected another building, now nearly completed, to cost \$12,000.

In all these years, in prosperity or adversity, the school has constantly done the work of a Christian College. Its graduates number 240 from the different departments, while the catalogues show that during the last nineteen years the aggregate number of students is 4,229.

PENN COLLEGE

Penn College is an outgrowth of an effort to revive the work of Spring Creek Academy, which was founded four miles east of Oskaloosa.

The first corporation was known as the "Iowa Union College Association of Friends," and was changed to "Penn College" in 1873.

The walls of the first college building were blown down, but the first college term opened in September, 1873, with John W. Moody as President.

Business and Normal Departments were opened, but after a few years were given up. Benjamin T. Trueblood, L. L. D., was chosen President in 1879, which place he still holds. "The number of students in the college classes has doubled since 1880." A special effort is now being made to raise \$50,000 endowment, and also money for additional buildings. The first class graduated in 1875, numbering one. In 1888 the graduating class numbered 12. In 1887-'8 there were 143 students. The graduates number 60.

In 1887 the Board of Trustees arranged to give the members of the Faculty a year's vacation from teaching one at a time, that they might have more time for special study. If colleges generally had funds for this purpose there could be no doubt of the wisdom of such action by the trustees of every college.

TABOR COLLEGE.

Deacon George B. Gaston and Rev. John Todd were the founders of Tabor College. They with others gave very largely of their property.

The school was first incorporated under the name of "Tabor Literary Institute" in 1854. An academy was opened in 1857 with W. M. Brooks as principal. In 1866 the trustees reincorporated as Tabor College. During the trying years of the civil war, though three times every one subject to military duty left for the battle-field, the school never closed. Receipts were small, but the work was carried on without debt.

After the opening of the college the average number of different students



GASTON HALL, TABOR COLLEGE.

enrolled each year for ten years was 205. Of these fifty were in the college department. The average number each year as shown by the catalogues for the last ten years is 214. Of these an average of 78 have been in the college department.

Within ten years Whitin Cottage and Gaston Hall have been erected, worth more than all the other buildings of the college, affording a pleasant home and excellent rooms for recitations and offices.

Two hundred went out from the academy to teach in the public schools, and since the opening of the college from one-third to one-half of all who have studied at Tabor have been teachers.

Of all who have been connected with Tabor College none have left a more lasting impression for good upon the character of the students than Rev. Johnson Wright, who was professor in the college from 1866 until his death in 1877.

Rev. Wm. Brooks has been at the head of the institution since the opening of the academy in 1857.

WHITTIER COLLEGE.

Whittier College Association was organized May 17, 1867. The articles of incorporation provided that the "Board of Trustees should consist of fifteen members, all of whom shall be members of the Society of Friends." The school was opened in May, 1868, in charge of John W. Woody and his wife. The first class of nine graduated in 1871. Whittier College, though named in honor of the great poet, has not escaped its share of trials. "Hard times, short crops," etc., followed by a fire in 1885, which reduced to ashes all that could burn, seemed to threaten the very life of the school, but through the efforts of Prof. John Morgan, John E. Mitchell, Nathan Cammack and others the school

opened Nov. 16, 1887, with Prof. A. J. Biddison as President, under most healthful and pleasant surroundings. The college is at Salem.

AMITY COLLEGE, COLLEGE SPRINGS, IOWA.

Amity College was founded in 1856, and though it is not denominational, it may be termed a christian institution, where the first principles of christianity and christian morals are inculcated.



The college has classical, scientific, normal, commercial, musical and art departments. There are two well equipped buildings, one erected within the past few years. The museum contains over 4,000 specimens. The li-

brary of 1,000 volumes is well supplied with books of reference. The value of buildings and grounds is about \$35,000. The college has an endowment of \$30,000.

Under the presidency of Rev. T. J. Kennedy, D. D., for the past five years the college has improved. The attendance for the year 1887-'8 was 251, the largest for seven years.

CONCLUSION.

The denominational colleges of Iowa have been founded by those who with true missionary spirit have sought to hasten the coming of the kingdom of Righteousness. If the founders have ever been blinded by denominational zeal "Let him that is without sin cast the first stone." No man can with certainty tell that as much could have been accomplished by more concentrated effort. Each college has given to the world a large return for the money voluntarily given to build it up. Whatever may be their future the past is secure, they have done a work in which all rejoice.

The streams which have yearly gone out from these fountains of intelligence have not been the least important in the moral forces which have placed Iowa among the foremost states. We may be moderate in our praises of Iowa for the U. S. census speaks her praises with no uncertain sound.

JEROME ALLEN, PH. D.

The first educational work of Jerome Allen in Iowa was done at Maquoketa, where he was principal of the Academy in that place, in 1853. After two years' work there, on the recommendation of Pres. Hitchcock, of Amherst College, his Alma Mater, he was elected Professor of Natural Sciences, in Alexander College, Dubuque. Here he worked until the collapse of that institution, in 1859. Then he became principal of Bowen Collegiate Institute, at Hopkinton, and also pastor of the Presbyterian Church at that place. In this double capacity he labored for eight years. Two years after he took charge of this school it passed into the possession of the Synod of Iowa, and its name changed and work enlarged to *Lenox College*. Of this institution he was the first president, and during the war recruited a large number of students for the army. At the close of eight years' double work in this place he was compelled, through a break-



ing down of his health, to resign, and for two years, while Superintendent of Schools at Monticello, engaged very largely in institute work in various parts of the State. While at Dubuque he was one of the early workers in the Iowa State Teachers' Association, in connection with D. Franklin Wells. Dr. Allen was the organizer of some of the first normal institutes ever held in the State of Iowa. The first one was conducted at Washington while Mr. Eldridge was County Superintendent. This school continued two weeks and was a genuine normal institute. The next one was conducted the same year at Iowa Falls for four weeks, and the year following one of six weeks in the same place, and also another of four weeks at Cedar Falls. These first institutes were held as follows: One at Washington, two at Iowa Falls, and two at Cedar Falls.

At the close of two years work in institutes and at Monticello, he removed to New York City where his *Map Drawing* was published by the house of A. S. Barnes & Co., while he also assisted in revising Monteith's *Geographical Series*, and placed in it his system of map drawing. While here he prepared and published *Methods for Teachers in Grammar*. Previous to this time he was elected by the Iowa State Teachers' Association as editor of its organ, then published at Des Moines, which honor he was obliged to decline. He was during this time joint author with Mr. Boltwood of his *Grammar*, and assisted in its preparation as far as to the end of Part II.

After laboring in institutes and literary work for two years he became a member of the faculty of institute conductors of the State of New York, where he remained three years, when he was elected professor of natural sciences at the opening of the state normal school at Geneseo, New York. Here he remained between ten and eleven years and published his handbook of Experimental Chemistry for Laboratory use. During the time he was at Geneseo he was for four years editor of Barnes' Educational Monthly and also president of the New York State Teachers' Association. He then accepted the presidency of the state normal school at St. Cloud, where he remained nearly four years, when, owing to the state of his wife's health he removed to New York City and became editor of the School Journal and Teachers' Institute. Two years ago he was elected Professor of Pedagogy in the Post Graduate Department of the University of the City of New York. At the twenty-fifth anniversary of the opening of Lenox College, Iowa, he delivered a memorial address and received the degree of Ph. D.

LITERARY WORK.

A Hand-Book of Experimental Chemistry for Laboratory Use. Geneseo.

A Grammar and Analysis. Monticello.

Methods for Teachers in Grammar. Clark and Maynard, New York.

Joint Author of Boltwood's Grammar as far as Part II. Sherwood, Chicago.

Map Drawing in Monteith's Geographies. A. S. Barnes & Co., New York.

Manual of Map Drawing. A. S. Barnes & Co., New York.

Mind Studies for Young Teachers. E. L. Kellogg & Co., New York.

Temperament in Education. E. L. Kellogg & Co., New York.

Editor of Barnes' Educational Monthly four years.

Editor of Teachers' Institute and School Journal, New York city, five years.

Short Studies in English. A. S. Barnes & Co., New York.

R. A. HARKNESS, A. M.,

PROF. OF LATIN, PARSONS COLLEGE, FAIRFIELD.

Richard Anderson Harkness, for twenty-five years in Iowa educational work, was born in Delhi, Delaware county, New York, November 25, 1839. His education was commenced in the district school. When thirteen years of age he entered the Delaware Academy at Delhi. He taught his first district school in Delaware County, New York, when only sixteen years of age. Then went to Licking County, Ohio, where he taught continuously for three years except one term, which time he attended the Dennison University at Granville, Ohio. He returned to New York in the summer of 1860, spent a year at the academy preparing for college, and entered the junior class in Union College in the fall of 1861. In two years he graduated from the classical course. After a short time spent in an academy at Cherry Valley, New York, as an assistant teacher, he came to Iowa in February, 1864, and accepted the principalship of the schools of Garden Grove in Decatur county. He remained in this position for eighteen years. In 1882 he was called to the chair of Latin in Parsons College, Fairfield, which position he now occupies.

Prof. Harkness, during the past quarter of a century, has been closely con-

nected with the work of the teachers' institute, and of the State Teachers' Association. He conducted his first institute in Wayne County, Iowa, in the fall of 1866. He has been engaged in institute work more or less from that time to the present. He has worked mostly in the counties of Wayne, Decatur, Ringgold, Clarke, Lucas and Jefferson. In connection with Prof. Frazier, of Leon, he held an institute of four weeks in the summer of 1869 at Leon, which was perhaps among the first institutes of four weeks' session, held in the State.

At the meeting of the State Teachers Association in 1866, and again in 1867 Prof. Harkness was appointed one of the editors of the "Iowa School Journal," the educational journal published under the management of the association.

Few Iowa educators have contributed so many and such valuable papers to the proceedings of the State Teachers' Association as has Prof. Harkness. He has taken a deep interest in the work of the association, and is constantly serving on some of its committees. In 1881 he was elected president of the association, and presided over its annual meeting at Cedar Falls in 1882.

Prof. Harkness is quiet and unobtrusive in his manner. Always appreciated best by those who know him best. His heart is in the educational work; his life has been devoted to it, and he will probably continue in the work while health and vigor lasts.

Prof. Harkness was married in August, 1865, to Miss Susie B. Humeston. Three children—two girls and a boy—have graced the union.

JAMES E. TODD, A. M., B. D.,

PROF. OF NATURAL SCIENCE, TABOR COLLEGE, TABOR, IOWA.

James Edward Todd was born Feb. 11th, 1846, at Clarksfield, Ohio. His father, Rev. John Todd, settled in Freemont Co., Iowa, in 1850, where the subject of this sketch received his early training. He was prepared for college in Tabor Literary Institute, then recently established. He took his college course at Oberlin College, Oberlin, O., where he received the degree of A. B. in 1867. After taking two years in Union Theological Seminary, New York, he returned to Oberlin and took the degrees of B. D. and A. M., in 1870. Having been chosen professor of Natural Sciences in Tabor College, he took one year of post graduate study in zoology, geology and chemistry, in Sheffield Scientific School, New Haven, Conn., continuing his studies with the U. S. Fish Commission, on the Atlantic coast for three consecutive seasons. In the summer of 1875, he spent two months at the Harvard Summer School of Geology, at Cumberland Gap, Tenn.

He entered upon his duties as professor in Tabor College in 1871, and has missed but five terms since. Most of that time was spent as instructor of Geology, Zoology, and Botany, i. e. Beloit College, Wis., in 1881, '2- '3, also a term in Howard University, Washington, D. C. During his college days he taught district school four terms, in Iowa and Ohio. He married, June 15, 1876, Miss Lillie J. Carpenter. He has two children, Milo Eugene, and Ella Louise.

He served as private in Co. K., 150th Ohio National Guards, in 1864. Since 1881 he has filled the position of Assistant Geologist in the Glacial Division of the U. S. Geological Survey. His work has been mainly in southeastern Dakota, upon the superficial deposits of the Missouri valley. He has published several papers in the American Naturalist, Iowa Horticultural Reports, and proceedings of the American Association for the advancement of Science, some of which have awakened wide-spread interest.

REV. JOHN WM. BISSELL, A. M., D. D.,
PRESIDENT OF UPPER IOWA UNIVERSITY, FAYETTE, IOWA.

No institution in Iowa has made greater progress during the past few years than Upper Iowa University at Fayette. The man at the head of that institution, who has guided its affairs and shaped its progress, is Rev. J. W. Bissell. He was born in Prescott, Canada, August 4, 1843. He was the youngest of a family of seven children, five boys and two girls. When John William was two years old his father died. The mother with her seven children in 1846



moved to Illinois, and settled at Lighthouse, Ogle County.

In 1860 J. W. Bissell entered Rock River Seminary at Mt. Morris, Ill. From there he entered Northwestern University at Evanston, Ill., and graduated from the classical course in 1867. Immediately after graduation he accepted

the professorship of Latin and Greek in Northern Indiana College at South Bend, Indiana. In 1868 he became principal of Brookston Academy, which position he occupied for two years. In 1870-'71 he was a student at Garrett Biblical Institute at Evanston, and at the same time served as pastor of Simpson church, Chicago. In the fall of 1871 he came to Iowa, and entered the Upper Iowa Methodist Episcopal Conference, and was stationed at New Hampton. The following year he was elected Professor of Natural Science in Upper Iowa University at Fayette. In 1873 he was elected acting president of the institution, and was formally made president in 1874.

It was in 1869, while principal of Brookston Academy, that President Bissell was married.

The educational career of President Bissell in Iowa extends back over a period of sixteen years, and the results of his work may be best measured by making a brief account of the progress and present condition of the Upper Iowa University. The institution was founded in 1857, and is under control of the Methodist Episcopal church. When Dr. Bissell became president there was but one building, now there are three. Two have been erected during the past six years. The buildings are well equipped for educational purposes with library, appliances and apparatus. In connection with the college is an observatory in which is mounted a large telescope of 8-inch glass, for the use of astronomy classes. During the past eight years the attendance has been doubled. Last year, 1887-'8, there were enrolled 446 different students; this year, 1888-'9, the enrollment will probably reach 500 students.

There are fifteen professors and instructors, well qualified in their respective lines of work.

Besides the four regular college courses there are preparatory courses, a normal department for teachers, a commercial college department, a conservatory of music, and an art department.

In the management of the institution it is the purpose to maintain a high standard of scholarship, and to keep the student's expenses as low as possible.

Everything about the school betokens prosperity. It has taken a new growth during recent years that is most gratifying to Dr. Bissell and to all friends of the school.

GEORGE THOMAS CARPENTER, A. M., F. A. S.,
PRESIDENT OF DRAKE UNIVERSITY, DES MOINES.

This distinguished Iowa educator, preacher and writer, was born in Nelson Co., Ky., March 4th, 1834, of English-German ancestors, well related on both sides of the house. His father died while he was only an infant. Seven years afterwards his mother married again and removed to Bureau Co., Ills., where the subject of our sketch grew to manhood, enured to the hardships and de-



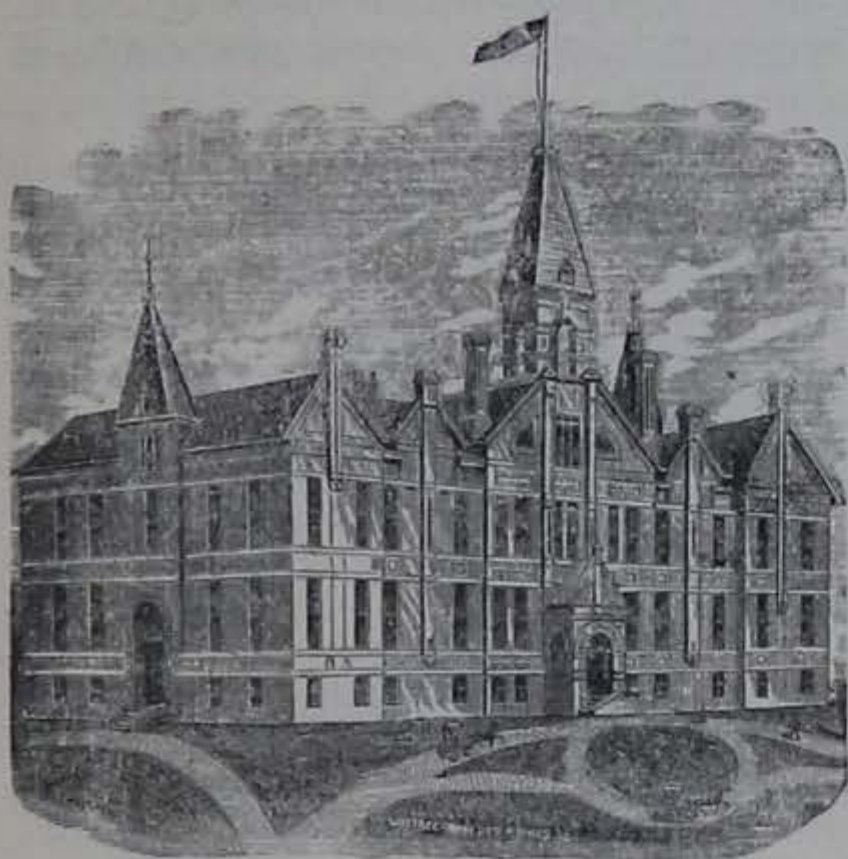
privations incident to a new country. But from early childhood he was noted for energy, industry, and uprightness of character. The old neighbors yet have many pleasant things to say of his early life. His preparation for college was received in the Princeton Academy, conducted by Prof. James Smith, a deacon in the church of the well-known anti-slavery agitator, Owen Lovejoy. While in this school he supported himself, mainly, by labor. Among many like things, he remembers to have sawed fifteen cords of wood for Mr. Lovejoy's church, during one winter.

In 1854 he made a trip into Iowa and taught his first school and made his first efforts as a minister at Greenbush, Warren Co. Returning to Illinois he taught two terms in his home district, receiving an advance of \$5.00 per month for the second term and the promise of a still greater advance if he would return and teach the school the following year. This he declined to do as he was desirous of completing a college course. In 1859 he graduated from Abingdon College, delivering the valedictory address, as he had also done on leaving the Academy. During the latter part of his college course he taught as a tutor to excellent acceptance.

After graduating, he came to Winterset, Iowa, where he taught and preached some two years with good success. In September, 1861, he and his older brother, W. J. Carpenter, were called to open and conduct Oskaloosa College. This they did under circumstances that would have wholly discouraged less determined spirits. For twenty years he remained connected with this school, most of the time he was its presiding-officer; and under his indefatigable labors and liberal devotion it achieved its best success. During this twenty years residence at Oskaloosa, he was for several years editor in chief of the *Christian Evangelist*, and filled various important educational, political and

business positions. Indeed he has always been a man of affairs, as well as a successful professional man.

June 21st, 1863, he was married to Miss Henrietta T. Drake, daughter of Judge John A. Drake, of Drakeville, Iowa, who has ever since been his loving and eminently helpful companion. From this union there have been born four children, one son and three daughters.



In 1873 Mr. Carpenter was appointed a United States Honorary Commissioner to the World's Fair at Vienna, Austria. Several months were spent at the Fair and in a tour of Europe. Sketches of this tour appeared in twenty-six interesting letters published in the *Evangelist*, of which paper he was then a proprietor. After his return he frequently lectured upon his observations abroad.

Mr. Carpenter has long been a radical Prohibitionist, and in 1879 he was unanimously nominated by the Prohibition Convention at Cedar Rapids for Governor of the State.

This honor he felt compelled to decline and the Central Committee reluctantly supplied the place with another name. Politically he has always acted with the Republicans, though sometimes scratching the ticket from temperance or other moral considerations.

For many years Mr. Carpenter has looked upon Des Moines as the place to found a great university, and several times he had looked the city over, and held confidential conversations with such objects in view. But not till in 1880 did the project seem possible. At that time a suggestion made by Elder D. R. Lucas was seized upon, and culminated in founding Drake University the following year. The plan was to form and incorporate a land company, and that this company should buy, plat and sell a large tract of land in and near the city, and that a certain per cent of the proceeds should go to a contemplated university. Not without some effort was this purpose put into effect. This having been done, articles of incorporation were drawn for the university, and a provisional Board of Trustees selected. The name and certain other matters had been left blank. At this juncture General Drake of Centerville, Iowa, who as yet had not been directly identified with the project, offered to start the endowment with a cash donation of \$20,000, conditioned that a good building should be erected, and held clear of indebtedness. In consideration of this liberal donation the Board resolved to name the institution in his honor. He has since made large additional donations to the school.

Three things ought here in justice to be stated:

1. Messrs. Carpenter, Lucas and others were the real founders of the school.
2. That General Drake has been by far the most munificent moneyed benefactor.
3. That at the time of his first contribution he did not own a dollar's worth

of property in or near Des Moines. His contributions to the university, like numerous others to other good works, were purely benevolent.

It is stating the proposition moderately to say that the university owes its existence, and almost phenomenal prosperity, more largely to Chancellor Carpenter than to any other one man. But for him the institution would never have been. Hence it is natural that he should look upon this strong and growing university as the pet and pride of his life. Already it has its Literary, Normal, Bible, Law, Medical, Commercial, Musical and Art Departments, aggregating some fifty able instructors, and six hundred students.

Mr. Carpenter is of medium size, well formed, and his once raven locks are prematurely turned to white. Though in moderately good health he is evidently beginning to realize the natural effects of his adopted motto: "Better wear out than rust out." In disposition he is companionable and liberal almost to a fault. As a preacher and teacher he is clear, logical and forcible, rather than oratorical, though his discourses are not without flights of eloquence and heart power. In mental traits he is characterized by practical common sense and energy.

REV. WM. M. BROOKS,

PRESIDENT OF TABOR COLLEGE, TABOR, IOWA.

W. M. Brooks is one of the oldest college presidents in the West. He has been at the head of Tabor College which was formerly Tabor Literary Institute, for thirty-one years. He was born at La Porte, Ohio, March 5, 1835. He graduated at Oberlin College, Ohio, at the age of twenty-two. He taught school every winter during the time he pursued his college course. On graduation in 1857 he came to Iowa, and has been closely identified with the educational work of the State ever since. From 1857 to 1866 he was President of Tabor Literary Institute. In 1866 the institution was re-incorporated, and became Tabor College, of which Dr. Brooks has been president to the present time. President Brooks has not only done a noble work for Tabor College and its interests, but he has taken part in many public interests in the State. Twice he has been County Superintendent of Fremont County. And in the pioneer institutes and teachers associations he had much to do. He attended State Teachers' Associations when he had to travel nearly the whole distance across the State to the place of meeting, in a day when there were no railroad accommodations from western Iowa, and when the journey consumed two weeks time in going and returning. This manifests an educational zeal that was common with the pioneer educators of Iowa.

In 1875 President Brooks was elected a member of the State Legislature in the interests of temperance. In the House he was not only a member of the Committee on the Suppression of Intemperance, but also of the Public Library, and was Chairman of the Committee on School Legislation. In 1876 he was chosen Presidential elector on the Republican ticket, and voted for Rutherford B. Hayes for President of the United States. He was an active member of the Board of Directors of the State Temperance Alliance during the Prohibition amendment campaign.

President Brooks has delivered lectures on religious, educational, political and temperance questions in many different places in Iowa as well as in other States. For many years he averaged one address each week.

For more than thirty years President Brooks has been one of the active and

influential workers in the State Teachers' Association. In 1868 he was president of the association. He is now a member of the Educational Council. But these few brief statements convey no idea of the value and extent of such a man's work in helping to mold the educational character of our State.

We should here state that during the past eight years Tabor College has made remarkable progress. About \$20,000 has been added to the endowment fund. The permanent property of the college has been increased \$50,000. Gaston Hall, and Whittin Cottage for ladies are two fine buildings which have been erected within eight years.

REV. WILLIAM F. KING, D. D.,
PRESIDENT OF CORNELL COLLEGE, MT. VERNON, IOWA.

One of the oldest among the leading college presidents in the Northwest is Dr. W. F. King of Cornell College, Mt. Vernon, Iowa. He is now serving his twenty-seventh year as president of that well known institution. He was born near Zanesville, Ohio, December 20, 1837, hence he is now fifty-one years of age. His parents were of old Virginia families, and were thrifty, intelligent and religious.



President King graduated from Ohio Wesleyan University in 1857. He filled the position of tutor in his alma mater after graduation until 1862, when on the solicitation of Rev. S. M. Fellows, then president of Cornell College, he came to Iowa and entered that college as Professor of Ancient Languages. Near the close of the school year President Fellows died, and in 1863 Professor King became acting president, to which position he was formally elected in 1865.

More than a quarter of a century at the head of a growing college where thousands of students have been brought under his influence, he has been an important factor in the educational work of Iowa.

His time has almost entirely been occupied in work for the college; to the upbuilding of this grand institution—an honor to the church and to Iowa—he has

devoted his whole life.

But President King has always taken a deep interest in the educational affairs of the country. He has been President of the Iowa State Teachers' Association (1885), and has been an active member of the association for many years, and also a leading member of the Educational Council. He is now a member of the National Educational Council in connection with the National Association. In the programs of these organizations he has taken part many times, and as a member of our State association he is always actively engaged on important committee work.

He has delivered addresses at high school commencements, and baccalau-

reate sermons at college commencements at various institutions in the West. Although now past fifty, his pulpit power has increased during the past few years. He is more effective as a public speaker now than ever before.

In 1870 President King received from the Illinois Wesleyan University the degree of D. D., and in 1887 he received simultaneously from his alma mater and the Iowa State University the degree of LL. D.

President King has traveled quite extensively in this country, mostly in the interests of the college, and has once visited Europe (1871). He is unusually well informed concerning the places which he has visited. He is a man of broad culture and large information, with whom it is a profit and a pleasure for one to meet and speak.

In 1876 Dr. King was elected by the Upper Iowa Methodist Episcopal Conference a delegate to the general conference of the church. He was the second time elected in 1888. Whether in the conference of the church or in the councils of teachers' associations, whenever he speaks he is listened to with the closest attention and with marked effect.

President King was married in August, 1865, to Miss Margaret McKell of Chillicothe, Ohio, who all these years has been the inspiring support and inspiration in the home of him whose public career is so well known. This cultured woman has given to President King's home a sunny cheerfulness, a beautiful flavor of hospitality, and an air of charming grace and comfort. One child, the beautiful Lucy Hayes King, gladdened their home with infant prattle and childish innocence for a dozen years, and then she was taken away to her Heavenly Father's home.

President King has a pleasant home commanding a beautiful view, and located on a tract of several acres adjoining the college campus. Here the remainder of life will probably be spent, continuing the work so grandly carried on for a quarter of a century.

The history, growth and present condition of Cornell College is the measure of President King's life and work. The college now has five buildings, employs twenty-three professors and teachers, has an alumni of 372, and in its last catalogue appeared the names of 540 students. But figures alone do not fully state the case. Additions have been made to apparatus, museum and library. Methods of instruction have been improved, and facilities to students multiplied with but little, if any, increase in expense. The chapel building cost about \$65,000, and Bowman Hall for ladies \$40,000, and by careful supervision they were substantially and economically built, and all unite in praising architectural appearance and adaptation to uses intended.

The college buildings are well equipped with the instruments and appliances of education. The library contains 8,500 volumes. The museum contains a large and valuable collection, illustrative of the various departments of Natural History. The departments of mineralogy and geology contain over 12,000 specimens, gathered from all parts of the world. The chemical laboratory furnishes admirable appliances for the individual experiments of forty students at a time, and the engineering department is alike well equipped.

The four regular courses of study in Cornell College are the classical, philosophical, scientific and civil engineering, and they are equal to those in the best colleges in the country. High standards of scholarship are maintained in all the departments. An excellent art department and a fine conservatory of music is also maintained.

WILLIAM M. BEARDSHEAR, D. D.,
PRESIDENT OF WESTERN COLLEGE, TOLEDO, IOWA.

When W. M. Beardshear came to Iowa and assumed the presidency of Western College in 1881: he was only thirty years of age. No doubt he was one of the very youngest college presidents in the United States. His nearly eight years work in the State at the head of Western College has shown him to be one of the ablest college men in Iowa. President Beardshear is a native of Ohio. Born near Dayton, November 7, 1850. He spent his early life on a farm

in Montgomery County, and was schooled to all the toil of such a life.

From the public school he entered Otterbein University, and graduated from the classical course in 1876 at the age of twenty-five. He then attended Yale Theological Seminary at New Haven, Conn.

Before his college life began he had been trained in the school of the soldier. Though but a mere boy of fourteen he served for a short time as a private in the civil war. He belonged to the 184th Ohio Volunteer Infantry.

After leaving college he entered the ministerial work in Ohio, in which he remained until he was called to the presidency of Western College, Toledo, Iowa, in 1881. During his ministerial career he was, in 1878, elected delegate from Ohio to the National Sunday School Convention at Atlanta, Georgia.

Since W. M. Beardshear came to Iowa he has been one of the most active educational workers in the State. The college under his supervision has made an excellent growth. The attendance has been tripled in six years: more than two hundred thousand dollars have been added to the building and endowment funds.

In 1881, at the time President Beardshear took charge of the institution, the college was moved from Linn County to Toledo, Tama County. The school had an excellent alumni and many staunch friends, but the college was without buildings and without endowment. During this short time, through the efforts of President Beardshear, there has been secured a conservatory building for a musical department which is now well equipped and managed; a commodious hall for young ladies secured, and at a cost of \$55,000. There has been erected a main college building, 80 by 150 feet, which is among the largest and handsomest college buildings in Iowa.

And this shows what a busy and successful man W. M. Beardshear has been as President of Western College. He has enlarged and broadened the



course of study, and gathered about him an able Faculty of teachers, and a most hopeful period of history is in prospect for the college.



WESTERN COLLEGE, TOLEDO, IOWA.

President Beardshear is a large-hearted, public spirited educator, who has taken a large interest in the educational work of the State. For six successive years he has instructed in the Tama County Institute; he has delivered numerous lectures on various educational topics before popular audiences, teachers institutes and associations, in Iowa, Illinois, Ohio and Nebraska. As a speaker he always commands attention and interest, both by his power of thought and style of delivery.

He is an active and influential member of the Iowa State Teachers' Association. He served on the executive committee of the association for three years, from 1885 to 1888. He was the chairman of the committee for the meeting in 1888, and managed the affairs of the association in a very satisfactory and commendable manner.

W. M. Beardshear was married in Ohio in 1873. In a pleasant home just across the street and fronting the college, he lives with his family—wife, two daughters, aged respectively eleven and seven, and a son one year old. He is an earnest Christian, and maintains for the right in the principles of life and of education.

Western College, Toledo, Iowa, is located in an excellent community and

healthful locality. It has a Literary Course; a Course in Science and Letters; a Course in Physics and Chemistry; a Preparatory Course that prepares for the leading Colleges, and a Special Teachers' Course. It also has a thorough Course in Music, leading to graduation and diploma. The Music Department has a separate building known as the J. C. Bright Conservatory. This building is recently established and fitted with modern improvements by the benefactors and friends in Ohio. Instruction is given on band and stringed instruments, organ, piano and pipe organ at very reasonable rates. It has a department of Art well equipped and presided over by Miss M. A. Woodmansee, of the Academy of Design, New York City. It is provided with a Business Department most completely equipped with offices and apparatus. Owing to the increased demand, this department has been greatly enlarged during the year, and is again nearly filled to its completest capacity. Instruction is given on the Typewriter, in Shorthand and in all business forms by most thorough and competent instructors. During the fall a new building has been erected for the young ladies' dormitory at a cost of about \$15,000. This building is known as the Mary Beatty Hall, in honor of Mrs. Mary Beatty, of Illinois, who gave \$10,000 toward its erection. Its rooms are commodious, well lighted and well furnished. The building throughout has modern conveniences and improvements. The attendance of the College has had gradual increase during the past seven years, and the winter term, just opened, chronicles the largest attendance of all these years. The faculty are wide-awake and efficient, and earnest for the highest welfare of the youth of to-day. The equipment in building and apparatus compares favorably with the best colleges.

GEO. F. MAGOUN, A. M., D. D.,

CHAIR OF MENTAL AND MORAL SCIENCE, IOWA COLLEGE, GRINNELL, IOWA.

Dr. Geo. F. Magoun, for twenty years president of Iowa College, and still Professor of Mental and Moral Science in that institution, was born at Bath, Maine, March 29, 1821. At an early age he prepared for college in Bath Academy. He entered Bowdoin College and graduated with the degree of A. B. in 1841 at the youthful age of twenty. He spent two years at Andover Seminary and one year at Yale in the study of Theology,

While a student in college he at different times taught district school. He afterwards taught in academies at Galena, Illinois, and Platteville, Wisconsin.

In 1848 he was ordained minister in the Congregational church. He was afterwards pastor at Galena, Ill., Davenport and Lyons, Iowa. In 1862 he was elected to the presidency of Iowa College, but the chair having no endowment he did not accept until 1864 and was then elected Professor of Mental and Moral Science. In 1867 the degree of Doctor of Divinity was conferred on President Magoun by Armherst College. In 1884 Dr. Magoun resigned the presidency of Iowa College, retaining the Professorship of Mental and Moral Science; this position he now occupies.

Under Dr. Magoun's presidency the college grew to be one of the first in Iowa and the west, in building accommodations, in the superiority of instructors, in facilities offered for study, in attendance of students, and in its financial prosperity and endowment. This has been accomplished notwithstanding great disaster has twice visited the college. In 1870 the college lost half its buildings by fire, and in 1882 all its buildings were swept away by a tornado.

The work of the school was in neither case discontinued. After the destruction by the tornado Dr. Magoun took the field in the interests of the college and with an awakened public sympathy in his favor his efforts were successful.

Within eighteen months the buildings were all replaced with structures more commodious, more beautiful in architecture, all in better style, with better furniture and apparatus throughout. In fact the facilities and accommodations of the college in every way were nearly doubled, and the regular endowment has been greatly increased. Later a fourth building was added to the accommodations of the college.

Dr. Magoun has been not only an active college president for twenty years 1864 to 1884—and been the inspiring force midst a corps of devoted teachers and a host of friends and supporters, in building up a noble institution; but he has likewise been a zealous and influential participant in public educational affairs of the State and in the general work of the church and philanthropic societies. He is, or has been, an active member of the A. B. C. F. M., the A. H. M. S., the A. M. A., the Congregational Board of Publication, American Peace Society, and the Anti-Slavery Society in ante-bellum days. He has been and is an aggressive worker for temperance reform. During the years 1878-79 and 80 he was non-resident lecturer on Home Missions at Andover Theological Seminary. He has preached at anniversaries of various missionary and educational societies and at college commencements. He is known widely not only in the West, but in New England and the East.

The Iowa State Teachers' Association has known his influences as a member from its earliest history. He has delivered many able lectures and papers before that organization.

Probably no other Iowa educator has made more frequent use of the pen for the standard periodicals of the country than Dr. Magoun. "The International Review," "Education," "The New Englander," "Congregational Quarterly," "Scribner's Monthly," "Christian Thought," "Our Day," "Knickerbocker," and many other papers and journals have received the aid of his busy pen. He is the author in part of several volumes, and of fifty or more pamphlets on Religious, Metaphysical, Educational and Historical subjects. His retirement from the executive responsibility of the college gives him now more time for literary work. He is now engaged in writing the "Life of Rev. Asa Turner," the earliest pastor in Iowa, founder of Denmark Academy and Iowa College, and a strong temperance and anti-slavery leader of a generation ago. Dr. Magoun also has in contemplation some other books of which the public will have the benefit, if his health and life are spared for the work.

In 1881 Dr. Magoun had the honor of being a delegate to the International Congress at Cologne. In the same year he was delegate to the Congregational Union of England and Wales, at Manchester, England.

These few brief statements convey little idea of the busy life of Dr. Magoun, now in his sixty-eighth year of age. His life has been devoted to the state, to education, to the church, and to the service of God. Thousands of men and women, once his pupils, know him to call him blessed. The best part of such a man's life is the part that remains unwritten.

HENRY W. PARKER, D. D.,

PROF. OF CHEMISTRY AND NATURAL SCIENCE, IOWA COLLEGE, GRINNELL.

Prof. Parker passed his early years in Ithaca, N. Y. His mother was a niece of Noah Webster, and his father, Rev. Samuel Parker, was the first appointed missionary of the American Board of Foreign Missions to Oregon, in 1834, and published large editions of a volume of explorations there, the influence of which doubtless had much to do with emigration thither, and hence with the securing of that entire territory to the United States. After graduation at Amherst College, Professor Parker studied theology at Auburn, New York.



Henry W. Parker

While in college and after, he was an earnest student of science, art and philosophy, though faithful and successful in his practical profession. He was founder of the Central Congregational Church (now Rev. Dr. Behrend's) in Brooklyn, and pastor of the leading church of the same order in New Bedford, Massachusetts. His voice failing he entered the Lawrence Scientific School at Harvard, became Professor of Chemistry and Natural Science in Iowa College, next was nine years in the Massachusetts Agricultural College, and in 1879 was called back to his former position in Iowa. Before devoting himself to science he contributed often to prominent periodicals, from the dailies to quarterlies, especially the *Literary World*, the *Crayon*, and the *Home Journal*, of which last he was art critic for several years, under the regime of Morris and Willis, and was regarded as having done much to ameliorate the tone of art criticism. His articles in the *North American Review* were pronounced by Prof. A. P. Peabody the best that were offered during the latter's editorship. In 1862 he published in Boston a volume of poems that gained him the friendship of Longfellow and other leading American poets.

Prof. Parker is the author of a volume of scientific and æsthetic essays entitled "The Spirit of Beauty," and recently issued by John B. Alden. The book has met with unusual and even highly enthusiastic commendation from such men of note as Rev. Dr. R. S. Storrs, Prof. Alexander Winchell, President J. H. Seelye, and others of like eminence, and from many leading periodicals. Its design throughout is to uphold and illustrate the lofty spiritual significance of man and of nature. The two longer essays, although the writer has faith in Darwin's doctrine of the derivation of species, are directed against those perversions of evolution that degrade or deny the divine nature of the beautiful and of man. In these papers the author takes in the whole sweep of the argu-

ment, and reviews carefully the scientific facts involved. Other papers, such as "Lessons of Crystals," "Ornament in Nature," are independent illustrations of the general topic above indicated.

JESSE MACY, A. M.,

PROF. OF HISTORY AND POLITICAL SCIENCE, IOWA COLLEGE, GRINNELL, IOWA

Professor Macy is perhaps best known among the teachers of Iowa as the author of "A Government Text Book for Iowa Schools," which for the past few years has been used extensively as a text book in schools and county normal institutes of the State.

Jesse Macy was born at Knighthstown, Indiana, June 21, 1842. He came to Jasper county, Iowa, in 1856. As soon as he reached his majority he entered the army, serving during the last years of the civil war. At the close of the war, on his return home in 1865 he entered Iowa College at Grinnell. He graduated in the classical course in 1870, and at once became a tutor in the college. He afterwards became principal in the academical department, and later Professor of History and Political Science in the college. This position he now retains. The year 1887-'8 he spent in travel and study in England, returning to his place in the college in the fall of 1888, rested by the recreative change it had given him, and broadened in culture and intellectual vision.

Prof. Macy is agreeable in manner and pleasant in conversation. He is deeply interested in everything that pertains to his special field of work.

It was in 1881 that his "Civil Government in Iowa" was first published. The book is well designed to assist teachers in giving oral instruction in local government. The book has had a large sale. In 1884 he wrote "Institutional Beginnings in a Western State," published in the John's Hopkins University Studies. It is an account of the origin of local government in Iowa, with a special account of the land associations preceding legalized government in the territory. In 1885 appeared his "Government Text Book for Iowa Schools." This was revised and reprinted in 1887. This book really takes the place of his first book published, and it is admirably suited for use as a text book. "Our Government" is the title of his last book; it appeared in 1886, and is published by Guin & Co., Boston. This book treats of all our governmental institutions, local, State and National, and their relations to each other. The style of Prof. Macy in "Our Government" is remarkably fresh, simple and clear. The subject itself is made intensely interesting. The book at once met with a hearty appreciation from all sections of the country. It received notices of commendation from every hand. Albert Shaw, editor of the Minneapolis Tribune, stated the truth in the matter when he said: This book is what the schools have been waiting for. It had no predecessors, and it has no rivals. The current compends which purport to be text books of civil government are nearly all of them running commentaries on the Constitution of the United States, while the rest are *doctrinaire* works on the theory and functions of government. Mr. Macy's book treats with admirable sense and simplicity, yet with the amplest and freshest scholarship, of the facts and realities of government. It begins where government begins—with the primary, fundamental groups. It progresses in the proper order of logic and history to the higher and more elaborate forms of political organization.

REV. S. J. BUCK, A. M.,

PROFESSOR OF MATHEMATICS AND NATURAL PHILOSOPHY, IOWA COLLEGE,
GRINNELL, IOWA.

Rev. J. S. Buck was born near Utica, Herkimer County, New York, July 4, 1835. When two and one-half years of age his parents removed to northeastern Ohio, where, in the township of Mecca, Trumbull County, his boyhood was passed. He attended school in the rural district, and select or high schools at Greene and Gustavus and Hartford in the same county, till in 1853 he entered the preparatory department of Oberlin College. He graduated from the classical department in 1858, and from the theological course in 1862. He taught his first school in Pickaway County, Ohio; next in Fulton County, Illinois; then had charge of an academy at what is now Cortland, Ohio; then was Superintendent of a Union School at West Liberty, Ohio. After he became a sophomore he taught geometry, trigonometry, surveying and natural philosophy as an under-graduate of the college in the preparatory department of the institution. He was principal of Orwell Academy, Ashtabula County, Ohio, 1860, where, in connection with the work of teaching he began to preach, and was there ordained to the ministry of the Congregational Church in 1863. In 1859 he married his lady college classmate, Miss Jane Cory. He taught and supplied churches at Orwell and Mecca, till called in 1864 to become principal of the preparatory department of Iowa College, which place he reached, and took up his residence at Grinnell, February 5, 1864. In the fall of 1864 he was elected and commissioned as captain of a company of home guards, which, armed by the State, was called out for service, and did something in arresting and guarding men taken by order of the Governor of the State. In 1865 he was elected County Superintendent of Schools for Poweshiek County, and served in that capacity for three years, 1866-'7-'8. In 1869 he was elected to the professorship which he now occupies. In 1870 he was elected President of the State Teachers' Association, and presided at the meeting held at Council Bluffs in 1871. The summer and fall of 1870 he was sent by the trustees to solicit funds for the endowment. In about six months he had taken subscriptions in Iowa of about \$20,000. At the next commencement his chair was named, without his knowledge till it was voted, the Memorial Professorship. In 1887, a citizen of Grinnell, Alonzo Steele, Esq., endowed a chair named in memory of a deceased daughter. It was at the suggestion and request of the donor that Prof. Buck should fill the chair so endowed, and so the change in the name of the chair was made, now "Myra Steele Professorship of Mathematics and Natural Philosophy." While doing his full quota of work as an officer of the college he has supplied churches for about thirteen of the twenty-five years in Iowa. He preached for the people of Chester before and after their organization in 1865, serving them nearly a year.

After serving as County Superintendent three years he resigned. Upon their repeated invitation he supplied them two years more. He then went to Gilman and labored with them seven years, aiding them in the erection of a church building. Afterward he preached two and one-half years at Toledo in Tama County.

He has several times been called to other institutions to professorships in colleges and normal schools and was solicited to accept the presidency of one of the colleges under the care of the American Missionary Association at the

south. All these calls were declined. For many years, as the member of the Faculty longest in service in connection with Iowa College, he has been the presiding officer of the Faculty in the absence of the president.

When the first President of the College resigned in 1884 he was designated by the Trustees as acting President and served for three years, lacking a month, in addition to his regular work in his department. He has served as a member of the School Board of Grinnell Independent District for eleven years and was the president of the board the last six years, refusing to accept the office longer.

He has labored abundantly in Normal Institutes in the state. Two daughters and two sons were born in his family. The second daughter was taken away in her second year. The surviving daughter is a graduate of Iowa College from the Classical Course. The oldest son is a recent graduate from the institution from the Scientific Course. The youngest son is an under graduate of the Junior College class.

In 1882 their home was wrecked by the tornado of June 17. Teachers, students, citizens, members of former congregations and fellow alumni generously aided in rebuilding a home. He was inexpressibly grateful for these tokens of friendship and esteem.

He has seen the College grow from less than 100 named in the first catalogue to 541 in the last; from having a single building to six; from three teachers to fifteen or twenty; its library three or four times as valuable; its endowment largely increased; the place grow from a small village of less than 1,000 to a city of the second class between 3,500 and 4,000 inhabitants.

Having a large circle of acquaintances, many friends, a vigorous constitution, inherited from a long-lived ancestry, and work that abundantly satisfies him, he enters hopefully upon his second quarter of a century as a teacher in Iowa.

PROF. LEONARD FLETCHER PARKER,

PARKER PROFESSORSHIP OF HISTORY, IOWA COLLEGE, GRINNELL, IOWA.

Prof. Leonard Fletcher Parker was born at Arcade, N. Y., on the 3rd day of August, 1825. His boyhood was spent upon a farm, and he enjoyed all the advantages of being poor. In his struggles to obtain for himself the advantages of a liberal education he formed habits of industry and economy, which has continued through life; and the memory of his own experience has doubtless increased the ready and kindly sympathy which he has always felt, and shown, with those under similar circumstances striving for the same object. He went to Oberlin to attend college in 1846, and graduated in 1857.

His keen sense of justice and love of fair play led him heartily to sympathize with the Oberlin spirit of that day, in zeal for righteousness, and hatred of oppression and wrong. An incident will illustrate this: While he was principal of the public schools in Grinnell, Iowa, two colored pupils came to his school. Some excitement was created in the community by the circumstance, and certain negrophobists having failed in an effort to have the school board exclude them, came around to the school house with a purpose of forcibly ejecting them. They met Professor Parker at the door, who in calm but earnest words informed them that he should protect his pupils to the last drop of his blood, and that they could enter for the purpose of interfering with

his pupils only over his body. The men left, and the question of negroes in the public schools of that town was settled.

The College authorities at Oberlin were quick to recognize the quality of Mr. Parker's scholarship, and his aptness to teach, and he was employed as tutor in Latin and Greek while he was pursuing his own undergraduate studies.

He studied Theology for a time at Oberlin, but his health failing he began the work of teaching for which he seemed especially fitted by nature and to which he has given his life.

On the 22nd day of August, 1853, he was married to Miss Sarah Candace Pearse, herself a graduate of Oberlin, and for many years a co-worker with him in his chosen profession.

In 1853 Mr. and Mrs. Parker went to Brownsville, Penn., where he organized the graded school of that city, and he continued to superintend it until 1856. In September of that year they removed to Grinnell, Iowa, which has been settled only a few years before by a New England colony, and was already attracting attention by what it had done, and was purposing to do, for higher education.

The first teaching done by Professor Parker in Iowa was as principal of the Grinnell Public Schools; but it was expected he would be employed when the institution, with the somewhat pretentious name of "Grinnell University," for which beginnings had been made, should be opened.

In 1858 the Trustees of Iowa College decided to remove that institution from Davenport to Grinnell, and the property of the proposed university was all turned over to Iowa College.

In 1859 Prof. Parker organized classes preparatory for Iowa College, and gave one entire year's service without salary. In 1860 he was by the Trustees elected Principal of the Preparatory department, the only department then open; and when the College was first formally opened at Grinnell in 1861, there was a class of twelve young men fully prepared for the Classical Course, all having taken their preparatory studies under Prof. Parker. When the College was opened Prof. Parker was elected to the chair of "Carter Professor of Ancient Languages," which position he held until 1870; and up to 1865, when President Magoun first came, he had charge of the Institution, as Senior Professor, the College being without a resident President.

But arduous as his work already stated was, it did not embrace all his labors in the cause of education. He was the first County Superintendent of Poweshiek County, and served two terms, from 1858 to 1862. At the second election he was paid the rare compliment of an unopposed and unanimous nomination by both parties. He was again unanimously nominated, but declined another election. He also served as one of the Trustees of the State University from 1859 to 1863.

When the war broke out his desire was to enlist as a soldier, but the Trustees of the College made so serious objections that for a time he deferred to their judgment and wishes; but in May, 1864, he enlisted and served as First Lieutenant of Company "B" in the 46th Iowa Infantry, until the regiment was mustered out of service.

He represented his county in the lower House of the 12th General Assembly, and as Chairman of the Committee on education rendered the State valuable service.

In 1867 he was elected a Professor in the State University but declined; but in 1870 he accepted an election to the Chair of Greek in that institution. His connection with the State University continued until 1887, though his special work was not always the same.

In 1874 History was added to his Chair, and in 1881 Comparative Philology. In 1883, at his own request, he was relieved entirely from teaching Greek, and thereafter he held the Chair of History and Comparative Philology. In 1888 he was again invited by the Trustees of Iowa College to a place in the Faculty. His acceptance of this election and return to his first love gave great joy to the Alumni, and other friends of the College, and they have undertaken the work of endowing a Chair in the College, to be named in honor of him and of his excellent wife, who was the first Lady Principal of the College, "The Parker Professorship." He was on the same day elected to a Professorship in Oberlin College, but declined it to come to the College in the state where most of his life had been given to the cause of education, and where he was so universally loved.

In all his teaching it has been his good fortune to secure in a remarkable degree the confidence and affection of his pupils. Good fortune is probably not the proper phrase. He has always had so genuine an interest in young people, has always been so ready with friendly counsel and sympathy, and often with more material aid, that pupils always admire and love him.

It has fallen to the lot of comparatively few people in Iowa to have so large a part in moulding the character of the young people of our state. For almost a generation he has not only been constantly active as a teacher of the learning found in books, but as a living example of what is worthy has inspired high ideals of life in multitudes, without which even learning may become a curse.

Professor and Mrs. Parker have had their full share of domestic affliction. They lost their two oldest sons by disease before they removed to Iowa City, and while there lost a promising son and daughter by accidental drowning in the Iowa River, leaving them but one child living, Mrs. Harriett J. Campbell, wife of Hon. John Campbell of Colorado Springs.

Professor Parker's hair has become gray, but if interest in and sympathy for youth count for anything, he will never grow old. In all the qualities that make a good and successful teacher he gives the impression of one of half his years.

Should anyone think this sketch in any respect too highly colored, let it be a sufficient excuse that it is written by a devoted pupil whose own poverty was made easier to bear, and who was himself greatly stimulated and helped by the sympathy and example of Professor Parker. Such an one must be tempted to say, *Serius in coelum redeat.*

REV. HENRY K. EDSON, A. M.,

"IOWA PROFESSOR OF THEORY AND PRACTICE OF TEACHING," IOWA COLLEGE,
GRINNELL,

Was born in Hadley, Massachusetts, October 5, 1822. After having received the common school education of those days, he began in 1837 to fit for college in the academy of his native place. He was inspired thereto by an older and favorite sister, who was a teacher of some prominence. About this time he became a Christian, and consecrated himself to the work of the Christian minis-

try. This step was also taken greatly through the influence of his sister, who helped him for good in many ways. His father had small means, and he aided himself what he could in ringing the academy bell to pay his tuition for three years of preparation for college. He also taught a district school one winter, that of 1839 and 1840. He entered Amherst College in 1840 and graduated in 1844. He was then called back by the trustees to take the principalship of Hopkins Academy at Hadley, where he had fitted for College. He remained there five years. It was necessary that he should succeed in teaching because he left college in debt \$1,000. So he gave himself with his might to the business.

He acquired great fondness for and interest in teaching. His whole soul was absorbed in it, and by the time he paid off his college debt, and acquired enough more to carry him through the theological seminary, he found that his habits and tastes were so wrought upon, if not changed, that it was difficult to divert them to seminary life. He had studied theology in part with his pastor, Rev. John Woodbridge, D. D. So, after two years more, one at Andover, Massachusetts, and one at East Windsor, Connecticut, he promptly yielded to the call from "Father Turner," to go to Denmark, Iowa, to take charge of the academy there, especially as he was in debt again to the amount of \$300. His plan was to teach two years, and then go to some church work. A good Providence placed a helpmeet in his way at this point of his life, whom he brought west with him, and who has ever shared his work, and carried bravely her part to the end just now reached and crowned. Mrs. E. died January 16, 1889. Eastern friends remonstrated against their going to Iowa, "beyond the sunset," as they said. They came in 1852 to Denmark, a little village eight miles west of Fort Madison. The place and the school were small, but they came to make a place, not to find and enjoy one. The trustees pledged them for their united work \$600 a year for two years. There were twenty-three pupils the first term, chiefly from the place. But they were filled with hope and devotion to the school. The whole number of pupils for the first year was 105. The first catalogue, issued in August, 1853, shows it was a year of beginnings. Two names only stand for the teachers. There are neighboring towns and cities represented by pupils. There is no regular course of study. The next catalogue shows enlargement in all directions. The number of teachers is doubled. Some apparatus has been obtained, and a musical department added. The following year there are six teachers, and 201 pupils from a wider field. Growth every way is manifest. In 1857 a "Course of Study" is formed, which does much to elevate the standard and stimulate the desire for education. In 1866 the number of students had reached 270, from fifteen different States. From 1857 to 1878 eighteen classes graduated. The war interfered so that two years had no graduates. In the nearly twenty-seven years of their connection with Denmark Academy there were 2,300 pupils. majority of them were from Iowa, and still remain in Iowa. But numbers of them are scattered over the country in all walks and stations, and are often heard from in expressions of gratitude for, and recognition of the work done for them at Denmark. Preachers, teachers, physicians and lawyers, as well as other callings, are represented by them. One of the first graduates is now President Adams of Cornell University, Ithica, New York. One of the later, Prof. Adams of Ann Arbor, Michigan, and still another professor at Tabor College, Iowa. Some of them are missionaries in China and Turkey, in Mexico and Micronesia. If one asks why Professor Edson did not leave the academy after the two years engagement, and become a preacher, let it be answered because the best advice he

could obtain said that he would thus leave a place of greater influence for a less; that he would do more good for the State and the world there than in any parish in Iowa. Father Turner told him that he was a born teacher, and that the Lord fitted him for it. He also told Professor Edson that he would not stand in his place and try to carry his load for \$10,000 a year. But this enthusiastic teacher loved his work, loved his pupils, and looked after all their interests, temporal and spiritual. He was satisfied with his place. He wanted no higher or better work. He coveted no other man's position. The work of training his pupils filled his time and occupied all his powers.

After twenty-six years of continuous service he felt he needed a rest. He took, with his wife, a year, 1878 and 1879, in Europe. While there he decided to insist on the resignation, which he had offered the Trustees upon going away, but which they then declined, but was accepted in the spring of 1879. Other fields were offered him in different places in our own land and on missionary ground. But he preferred Iowa, and acting in accordance with the advice of friends accepted the position in August, 1879, which he now occupies in Iowa College, making thirty-seven years of service as a teacher in Iowa.

Prof. Edson was ordained a minister by a council of congregational ministers and churches convened at Grinnell in 1881. He was president of the Iowa State Teachers' Association in 1864. Professor Edson is a Christian gentleman, careful in personal habits, cordial in manner, scholarly in tastes and habits, and in many ways a safe model for those under his instruction to imitate.

JAMES A. BEATTIE, A. M.,

PRESIDENT OF OSKALOOSA COLLEGE, OSKALOOSA, IOWA.

One of the good educational institutions in Oskaloosa, that city of schools, is Oskaloosa College. Its new president, one of its former professors, is J. A. Beattie, who has been in Iowa since 1881. During all this time he has been connected with Oskaloosa College. President Beattie was born May 11th, 1845, in Huron County, Ohio. His early life was spent on a farm in Ashland County in the edge of the western Reserve. At the age of twenty he entered Savannah Academy at Savannah, Ohio, and there prepared for college. He graduated from Bethany College, Bethany, West Va.

His first teaching experience was in the country schools of Ashland and Richland counties, Ohio. He taught four years in Savannah Academy, and was two years city superintendent of the schools of Ashland, Ohio. He then removed to Indiana and became professor in Bedford College where he remained five years. He came to Iowa in 1881, and is now busy in the midst of his eighth year in connection with Oskaloosa College.

He has done considerable institute work during the past sixteen years and has delivered a great many lectures before institutes and popular audiences.

During his career in Iowa he has made many acquaintances and friends. He has attended several sessions of the State Teachers' Association, and taken part in the discussions.

President Beattie was married Aug. 26th 1873, to Miss Maggie D. Benton of Savannah, Ohio.

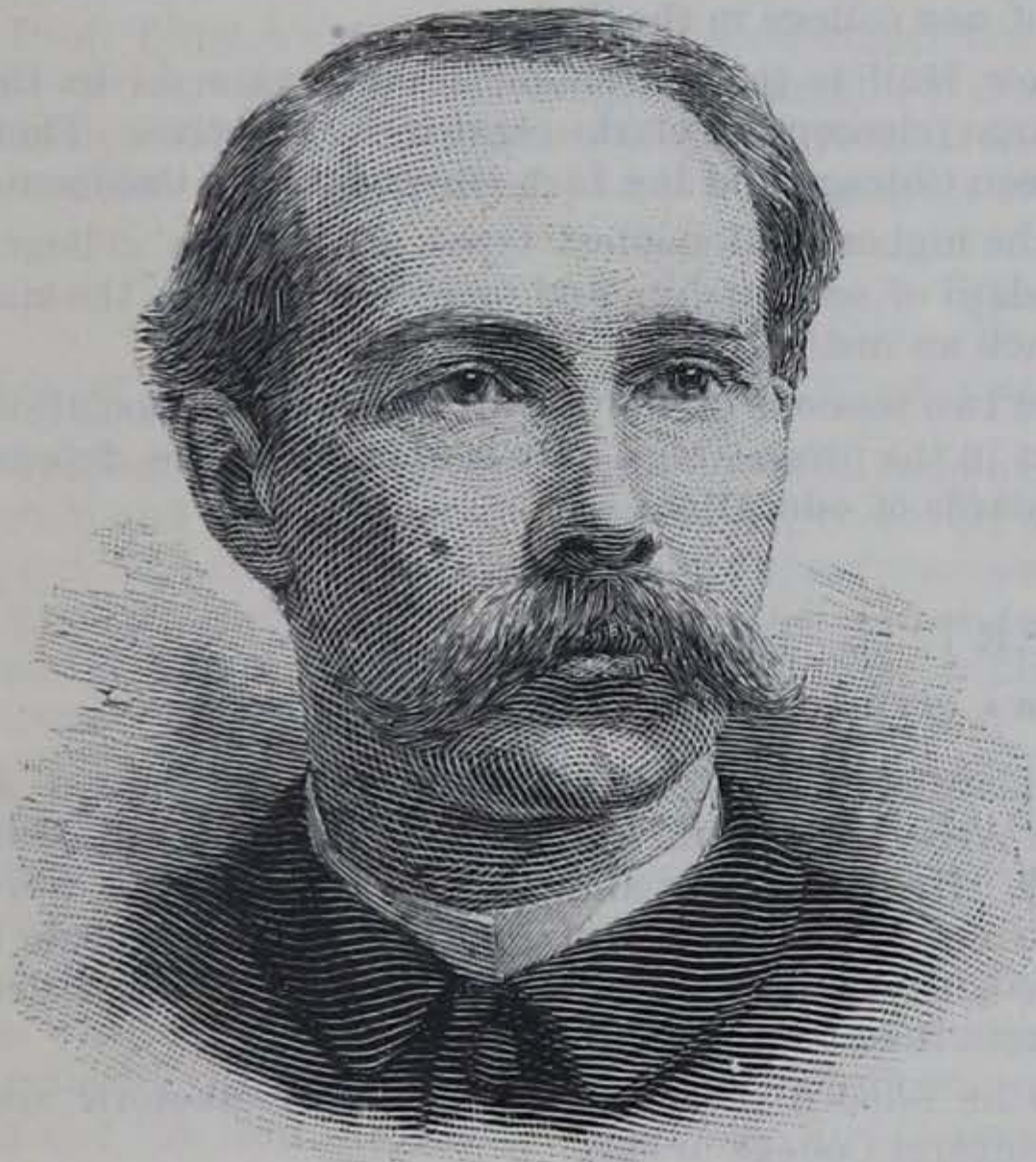
Oskaloosa College has a pleasant location in the suburbs of Oskaloosa, and the institution is in a prosperous condition.

REV. GEO. A. GATES, A. M.,
PRESIDENT OF IOWA COLLEGE, GRINELL, IOWA.

President Gates is an eastern man who came to Iowa in 1887 in acceptance of a call to the presidency of Iowa College. Soon after his election to this position, there appeared in Harper's Weekly, a sketch of him, written by Rev. A. H. Bradford of Montclair, N. J. From this sketch we take the following:

"The Rev. George A. Gates, the new president of Iowa College, has been for six years a pastor in Montclair, New Jersey. He is a man of broad and

thorough scholarship, who has distinguished himself as a close and accurate student as well as an able and inspiring preacher. His ministry has been in a community of rare culture, and his ability to reach and to impress thoughtful minds has been already fully demonstrated.



From HARPER'S WEEKLY.

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with a lower position, although he graduated among the highest in his class, and was even in those days recognized as a man of conspicuous ability. On leaving college he became principal of an academy at Morrisville, Vermont, and remained there for two years. After studying at Andover Theological Seminary he went abroad, and was for a long time under the instruction of the ablest theologians and philosophers of Germany. Godet at Neuchatel, Christlieb at Bonn, and Lotze at Gottingen were the men to whom he was most indebted. In 1880, when the First Congregational church of Montclair sent off a colony to form a new church, Mr. Gates was called to the pastorate. During his years of service as a pastor he has not only endeared himself to his own parish, but is generally regarded as one of the most promising men in the vicinity of New York. His friends predict that under the presidency of Mr. Gates, Iowa College will not only continue but surpass its already honorable record."

President Gates has entered upon his work with an ability, a zeal, and an educational tact, that have won for him a host of friends during the short time he has been in Iowa. There is no better college in the West than Iowa College, and its progress and interests are on the heart of president Gates.

The cut on page 346 shows the four buildings all of which have been erected since the destructive cyclone of June 17th 1882, when the old college buildings were completely annihilated.

In addition to these four buildings a new Ladies' Cottage has just been completed at a cost of \$12,000. The college is wholly out of debt. Last year there were in attendance 438 students. The faculty numbers sixteen, and among them are some men of national reputation. The past year has shown a marked increase in the number of collegiate students.

The college is well equipped with library, museum and scientific apparatus. It has the largest museum of any college in the State.

On the tower of Goodnow Hall is the astronomical observatory. In this observatory is mounted a large telescope—a clarke eight-inch objective. There is not a superior glass between Chicago and the Lick Observatory in California.

Iowa College is one of the highest and noblest types of western colleges. It has a pure and lofty standard of scholarship, and president Gates is the man to promote the growth of such an institution.

He has attended the last two sessions of the State Teachers' Association, and has taken an active part in the proceedings. He is fearless in the defense of right principles and standards of education.

ROBERT H. TRIPP, M. A.,

PRINCIPAL OF IOWA CITY ACADEMY AND NORMAL SCHOOL.

Prof. R. H. Tripp is a native of the State of Michigan. He graduated at the State University at Ann Arbor, Michigan, in the classical course, in 1861, receiving the degree of A. B. He took a year and a half post-graduate work at the university in Latin, Greek, Philosophy and English. Thus he made a thorough preparation for the educational work in which he has been engaged in Michigan and Iowa for more than twenty years.

Before he had graduated he filled a vacancy in the chair of Rhetoric and Logic in the Michigan Agricultural College in 1860.

During the latter part of the war, 1864, he was a member of the Christian Commission with General Sherman's Army. After the close of the war he was principal of the Kalamazoo High School for eight years, and then city superintendent of the schools of that city until 1876.

In 1878 he was elected to Professorship of the Latin Language and Literature in the Michigan University, where he served efficiently in this capacity for three years.

In 1881 Prof. Tripp accepted a call to the chair of Latin Language and Literature in the Central University at Pella, Iowa. He occupied this position for six years. During that time he was twice elected acting president by the trustees of the institution.

For a number of years there has been at Iowa City an academy which prepares students for entering the Iowa State University. In 1887 Prof. Tripp bought this school, now known as the Iowa City Academy and Normal School, and entered actively upon the work as principal of the school. This Academy which he now owns and manages, is a standard school of its grade and kind. There is no better in Iowa and the West. Its graduates are admitted to the Freshman class of the Iowa State University without examination.

The work of the school is thorough in every respect, and conducted on the most approved plan. Prof. Tripp has a faculty of nine assistant teachers, all of whom have had successful experience in their respective special departments. He himself instructs in Latin and Pedagogy.

During the past two years the attendance of the school has been increasing, and its territory is constantly widening. At present the students in attendance represent some forty or fifty counties in Iowa.

The Academy has three courses or departments, Philosophical, Scientific, Normal and Business.

Prof. Tripp is eminently fitted by long experience in High School and collegiate work, and by his scholarly attainments, to conduct successfully such an institution as the Iowa City Academy and Normal School. He is popular with the students under his charge, and is making many friends for the Academy.

C. M. GRUMBLING, M. A.,

CHAIR OF NATURAL SCIENCE, IOWA WESLEYAN UNIVERSITY, MT. PLEASANT.

Professor Grumbling was born in 1842 in Indiana county, Pennsylvania, of German and Swiss lineage. His parents, however, were both born on American soil. Until 16 years old he led the life of the ordinary farm boy, learning to plow with the shovel plow, thresh with a flail and swing a scythe, attending a country school $2\frac{1}{2}$ miles off during the three winter months, in which the principal branches taught were spelling reading, and "ciphering." In the summer of 1858 he attended an academy at Mechanicsburg, Pa., and saw his first grammar, studied geography and arithmetic, and the following winter commenced his work as a country school teacher in an old log school house, thus completing his first school term at the age of 16.

In 1860 he became a student in Otterbein University, O., attending a full year, when his studies were interrupted by the outbreaking of the civil war. On returning to his home in 1862 he enlisted for the war August 7, joining company I of the 135th Regiment Penn. Vol., and thus serving in the Army of the Potomac under McClellan, Burnside, and Hooker until after the battle of Chancellorsville, when he was honorably discharged.

Now his work as a teacher was resumed in the small towns of Indiana and Westmoreland counties. But September 4, 1864, he again enlisted in the war for one year, this time as a sailor, and was sent to the Lower Mississippi Squadron. Upon being discharged in 1865 he returned to Mechanicsburg, where he had attended his first academy and had had charge of the public school; but this time he returned to take charge of the academy, then in its tenth year. Here he taught until the fall of 1866, when his earnings from his school and his savings from the army again enabled him to enter college, this time at Mt. Union, O., where he graduated in 1868. It is not a fiction that he kept up his studies in the army and navy, for during the five years that he was out of college he gained two years on the course and entered as a junior, though when he left college in 1861 he was still in the Freshman year.

A short time before he graduated he received notice of his election as professor of mathematics in Wyoming Seminary, Delaware. He accepted and remained until the fall of 1869 when he concluded to "Go west and grow up with the country." He came directly to Iowa and applied for the principalship of the schools of Jefferson, Green County.

In 1870 he was elected to the chair of mathematics and astronomy at Simpson College, Indianola, and served in that capacity for twelve consecutive years.

In 1883 he was elected to the chair of Natural Science in Iowa Wesleyan University, and is at present serving in that capacity.

It will be seen from the foregoing that Prof. Grumbling has had practical experience in all departments of school work from the country school to the university. While for the past 16 years his labor has been given chiefly in colleges, he has kept thoroughly posted on public school matters, and is widely known and recognized as one of the most prominent institute workers in the State. He held normals as far north as Hampton before the present law was enacted, and he has conducted normals every summer since. His work in Warren, Decatur, Ringold, Taylor, Page, Union, Adair, Greene, Appanoose, Henry and other counties is well known. In Warren (his home) he conducted the normal for three years in succession, after having been employed four times previously as teacher of special branches. He ranks with Iowa's best educators in scholarship and in successful experience.

REV. SAMUEL M. FELLOWS. A. M.,

DIED AT CORNELL COLLEGE, MT. VERNON, 1863.

Born in North Sandwich, N. H., Nov. 23d 1818. In 1834, came West and settled near Dixon, Illinois. Was student and teacher in Rock River Seminary at Mt. Morris, Ill., from 1841 till 1853.

Became principal of Iowa Conference Seminary (now Cornell College), at Mt. Vernon, Iowa, in 1853. From 1853 to 1857, he was principal of the Seminary, then for two years was a Professor in the college. From 1859 to 1863, he was president of Cornell College. Here at his post and one day after commencement, he died June 26th 1863.

President Fellows was a ripe scholar and excelled in clearness of perception and accuracy of judgment. He enjoyed in a rare degree the affection of his pupils and the respect of his fellow teachers.

As a teacher he was eminently successful, and is remembered by all who knew him as one of the purest, noblest and best of men.

SAMUEL L. HOWE.,

DIED IN HENRY COUNTY, IN 1877.

From early in the fifties, Prof. S. L. Howe was engaged in Iowa educational work until the time of his death in 1877. He was one of the faculty in the college at Mt. Pleasant, with James Harlan who was afterwards U. S. Senator.

He was Henry County's first superintendent of schools, belonging to the first set of county superintendents elected under the law creating the office in 1858. He organized the first county teachers' association in Iowa at Mt. Pleasant, 1850.

He was for many years connected with Iowa Wesleyan University at Mt. Pleasant.

The Henry County Institute in 1877, passed the following resolution in memory of Prof. S. L. Howe:

Resolved—That in the death of the venerable and devoted instructor, Prof. S. L. Howe, the cause of education has lost a most zealous and valued friend, and that in his decease we as teachers of Henry County, are indeed bereaved. That after thirty years of active labor in Henry County Institutes and Normal Schools, his kind, fatherly face, his words of cheer and wisdom are truly missed. That in his life, his untiring industry, his true teacher's spirit of self-sacrificing, his devotion to truth and progress, his hatred of ignorance and oppression, we have an example worthy of our emulation and our gratitude."

SUPERINTENDENTS OF PUBLIC INSTRUCTION.

BY IRA C. KLING, DES MOINES,

[The Sketches of Drs. Reynolds and Thos. H. Benton were written by Prof. T. S. Parvin, and the sketch of A. S. Kissell by Geo. W. Jones.]

By an act of the territorial legislature passed January 13, 1841, the Governor was required to appoint, with the consent of the Council, a Superintendent of Public Instruction, to receive a salary of two hundred and fifty dollars per annum.

DR. WILLIAM REYNOLDS,

TERRITORIAL SUPERINTENDENT OF PUBLIC INSTRUCTION, 1841-42.

Dr. Reynolds was appointed by the Governor, Robert Lucas, and confirmed by the Council of the Territory of Iowa, in January, 1841. He submitted quite a full, interesting and valuable report to the Legislature December 20, 1841. The office was abolished February 17, 1842.

The Doctor was a native of England, having been born in Bristol, in the closing year, 1800, of the last century. When seven years of age he came with his parents to America, locating in Vermont, where he resided for several years. Later he removed to Pennsylvania, where he entered Girard College and obtained a classical education, though he was not, that we can learn, graduated from that institution. He did, however, graduate from the old medical school of Philadelphia, so justly celebrated in its earlier and later years. While a citizen of Pennsylvania he married, and removed with his family in the fall of 1840 to Burlington, Iowa. There he announced himself as an educator, and delivered one or more public lectures on the subject of education in December of that year. He illustrated his subjects by the use of a Magic Lantern, whence, upon canvassing his appointment in "executive session," (of which we were Secretary), a member characterized the nominee as a "traveling pedagogue with a magic lantern." He was, however, with some unanimity confirmed. The appointment had been tendered the writer, and that member from the same town was determined we should accept, hence his opposition.

In the following spring (1841) Dr. Reynolds became connected as one of the proprietors in the location of the new town of Columbus City, and removed to that then "paper town," and located. Not finding it a suitable place for the practice of either the profession of medicine or teaching, he removed in the fall of 1841 to Iowa City, the capitol having been located there in 1831, and this year a temporary capitol building having been erected for the meetings of the Legislature, then holding annual sessions. In his new location he commenced the practice of medicine, and continued therein for several years.

He then removed to Marion, the new county seat of Linn county, and engaged in teaching as principal, and continued for a period of three years. Then he removed to Mt. Vernon, and again resumed the practice of medicine for another period of three years. At this time he removed back to Iowa City, now become an educational center for "higher education." Here he taught again, became Secretary of the Board of Directors, and Superintendent of the city schools.

In the fall of 1854 he was called to Terre Haute, Indiana, to take charge of the public schools in that growing town. Returning the following year to Iowa City he made that his residence and taught school at times and practiced medicine also till the fall of 1862 when he entered the army service as surgeon.

In this service his health, failing for some years, had so far failed he returned to the city and his family, a wife, son and daughter, in the fall of 1862, and died from disease contracted in the army service June 24, 1863.

The Doctor was a Christian gentleman, a useful citizen, and there are many citizens of to-day indebted to him for kindnesses, and instruction "out of time," in whose hearts his memory is embalmed. We met him and made his acquaintance soon after his arrival in 1840, and twenty-three years later, having known him well during all these years, we watched his dying bed, and by his special request conducted the funeral (Masonic) services at the house in Iowa City, and in the old cemetery on the hill. There many noble sons of that city and the State have found their last abode on earth.—T. S. Parvin.

By the first constitution of Iowa, the General Assembly was required to provide for the election of a Superintendent of Public Instruction, who should hold his office for three years. In January, 1847, the Legislature created the office, fixing the salary at \$1,200 per annum. In April James Harlan, of Henry county, was elected to the position. The Supreme Court of the State having decided that the law creating the office of Superintendent had not taken effect at the time of the election, Mr. Harlan relinquished the duties of the office at the expiration of a few months valuable service. Senator Harlan is still living at Mount Pleasant, in Henry county.

At the following State election, in April, 1848, Thomas H. Benton, Jr., of Dubuque county, was chosen, and was also re-elected to a second term, in 1851. Mr. Benton thus gave to the State, in its early history, six years of most laborious and efficient service as Superintendent.

THOS. H. BENTON, JR.,

STATE SUPERINTENDENT OF PUBLIC INSTRUCTION, 1848-1854.

No citizen of Iowa has been longer and more prominently connected with the "Common School System of Iowa" than the subject of whom we write. Long and intimately connected with her School work, a teacher, a legislator, and president of the Regents of the State University in the interest of higher education—it is in the capacity of "Superintendent of Public Instruction" that he rendered the most efficient service to the cause of education and the progress of the State in all the elements of her greatness.

Mr. Benton was the namesake of his great uncle, Senator Thomas H. Benton, of Missouri, and born in Tennessee, Williamson county, September 5, 1816. His father Samuel was a man of ability and distinction, and later represented Texas, to which he had removed, in Congress. The influences and early training of the son were good, and to them his father sought and did add those of a higher education. The boy was sent to Huntington Academy, an institution of local repute, and later to Marion College, Missouri, under the auspices of his uncle, and there acquired a knowledge of *belles-letters* and classical literature, of which in later years he made good use. Proud of the great fame of his uncle, he early resolved to strike out as he had done, and seek a new field in which to develop his talent and win for himself a name, but rather in the field of letters than politics. Accordingly he removed to Iowa and located at Dubuque, in April, 1839. After looking about he determined to open a Classical School for the youth of both sexes, and finding a Female Seminary taught by Mrs. Louisa King, assisted by her daughter Miss Louisa C. F. King (now Mrs. Thomas Hughes of Iowa City), he negotiated for a transfer, and became her successor. He secured the services of the daughter as instructress of the modern, while he taught the ancient languages, and so established that spring the *first* Classical School in Iowa. In the summer of that year we met him in his classical halls, and ever after we were fast friends interrupted only when

"Through the waters of death he entered life."

In that enterprise he opened the way for the engrafting upon the Common School System of the coming State, in which he was to act a leading part, the higher education so necessary to the rounding out of a perfect education. To him Iowa and her people owe a lasting debt of gratitude, not merely as a pioneer builder, but as having lived to see the "cope-stone" placed 'mid the rejoicings of a happy and prosperous people, who recognized that to him they were largely indebted, and more indeed than to any other man for the crowning glory of our statehood, our Common School System, including its head-stone, the State University, with which he was so long connected in an official capacity.

When the constitution (first) of 1846 was adopted and Iowa on the 28th of December became a State, he was elected April 5, 1848, *practically* the first Superintendent of Public Instruction. Hon. James Harlan had indeed been elected the preceding year, April, but in July following the office had been declared vacant, and the election null and void, by the Supreme Court of the now State—on the ground that the publication of the Act had not been made in accordance with law. Mr., then Professor, Harlan held the office less than three months, and had not "set his house in order" for the work of organizing the school system of the State, which had largely to be done *de novo* under the act of 1847, repealing all territorial school legislation. To this new and large field of labor Mr. Benton was of all

others well adapted, possessing the learning, a well-developed system of order and method, youthful energy, a laudable ambition to succeed, and more yet, though "last but not least," a large measure of *common sense*, which enabled him to enlist others, especially the Legislators, in his aid, he made a success of his work. Soon after his election he attended the convention of State Superintendents called at Philadelphia, if we remember correctly, by Prof. Wickersham, one of the ablest and most experienced of his class. There he learned much, as he assured us upon his return, in aid of the work in his new sphere of labor. The management of the "School Lands" largely devolved upon the incumbent of his office, and added greatly to the labors and complications attendant upon the formation and organization of a school system. All this he did and did well, considering the heterogeneous character of the population, and years before Hon. Horace Mann was so much as heard or dreamed of by the Governor, Legislature or people of Iowa. And yet, because a decade later he and Amos Dean "revived the existing school laws of Iowa," the glory due Benton and his co-laborers has been sought to be transferred by the traders in reputation, to Mr. Mann.

Fiat justitia ruat coelum.

Mr. Benton was re-elected April 7, 1851, and served till April, 1854, a full period of six years, and left upon the office the impress for all time of his influence and labors.

Under the new (present) constitution of 1857, the Secretary of the "Board of Education" became *de facto* Superintendent.

Mr. Benton was elected December 11, 1858, re-elected December 21, 1859, and again December 6, 1861, when he *resigned* to go into the army as Colonel, rendered good service, and came out a General, though from long use the former title ever remained as though an integral part of his name. As Secretary he served five additional years, making eleven years in all as head of the common school system of Iowa—a longer period by several years than fell to the lot of his most favored successors.

To say, write or publish that Col. Benton, a born educator, during all these years, surrounded, aided and supported by men, and many of them in educational matters "to the manor born," and yet not *found* a school system, is "damnable treason," that "must needs be repented of," or "without the benefit of clergy," his calumniators should be cast off and out of sight forever.

Of his military services we are not to speak further than to quote from the historian of Iowa in the war: "His military record while not a glowing one, none in his department were, was a most honorable one, none more so than his, and the greatest confidence was placed in him by his superior officers." Nor are we to speak of his business or political record; this volume is dedicated to school work.

He married Miss Maria Culbertson of Cedar County, a most estimable lady, by whom he had a daughter, Miss Maria Benton Cable, who survives her parents, the mother having died in 1869, and ten years later, April 10, 1879, our friend, "the friend of our early youth," passed away.

He was "pure in thought, pure in life, honorable and honest in business, active and laborious in all good works," a Christian gentleman in the fullest sense. None descended to the tomb more honored and loved, and none more deserving the praise and remembrance of the living educators and educated of Iowa than he that tenants the silent city of the dead.
T. S. Parvin.

JAMES D. EADS,

STATE SUPERINTENDENT OF PUBLIC INSTRUCTION—1854-57.

In April, 1854, James D. Eads, of Lee County, was elected. In consequence of mismanagement of the school funds he was suspended from office March 3, 1857. Mr. Joseph C. Stone, of Johnson County, was appointed by the Governor to perform the duties of the office until a successor should be elected and qualified.

M. L. FISHER,

STATE SUPERINTENDENT OF PUBLIC INSTRUCTION 1857-8.

At the general election in 1857 Maturin L. Fisher, of Clayton County, was elected. He qualified June 9, 1857, and served until December, 1858, when the office of Superintendent of Public Instruction was abolished by the State Board of Education. Mr. Fisher brought to the position unusual ability and a marked earnestness.

Mr. Fisher had one of the finest libraries in the West, and was one of the best read men in Iowa on every topic of public interest. He died at his home in Clayton County February 5, 1879

During this period Horace Mann, Amos Dean and F. E. Bissell were elected as commissioners to submit to the Legislature a revision of the school law. Mr. Bissell was unable to serve, and the others reported a body of laws that was made the basis of the enactment of March, 1858, and which continues, in its essential features, as the present statutes on the subject.

This constitution, adopted in 1857, provided that the educational interests of the State should be managed by a State Board of Education, consisting of the Governor, Lieutenant Governor, and one member from each Judicial district. This board was required to provide for the instruction of all the youth, through a system of common schools, and had full authority to make all needful laws, except to levy taxes and make appropriations. All acts of the board, however, were subject to revision by the General Assembly.

The Board of Education remained in operation from December, 1858, to March, 1864.

During five years the board were so fortunate as to avail themselves of the superior services of Thomas H. Benton, Jr., Mr. Benton resigning the office to enter the army as Colonel of the 29th Iowa.

ORAN FAVILLE,

STATE SUPERINTENDENT OF PUBLIC INSTRUCTION 1864-67.

In March, 1864, the office of Superintendent of Public Instruction was again created, and Oran Faville elected by the General Assembly, at a salary of \$1,300 a year.

Oran Faville was born in Herkimer County, New York, October 13, 1817. Becoming a teacher at the age of 18, the rural school, the academy, the seminary and the college, during many succeeding years, found in him an earnest student or a devoted teacher, and always a true friend. Much that is valuable in our present school system is to be credited to the ripe scholarship and rare judgment of his later years. He was twice elected Superintendent of Public Instruction, but his health failing, he was compelled to relinquish his arduous labors. Mr. Faville died at his home in Waverly, Iowa, October 31, 1872.

D. FRANKLIN WELLS,

STATE SUPERINTENDENT OF PUBLIC INSTRUCTION 1867-68.

D. Franklin Wells was born in Oneida County, New York, June 22, 1830. In early life he felt impelled to prepare himself for the work of teaching. In 1852 he graduated from the State Normal School at Albany. The following year, through the agency of Prof. T. S. Parvin, he was induced to come to Iowa, and assume the principalship of one of the public schools of Muscatine, which he conducted most successfully, until in 1856, he was called to take charge of the normal department of the State University. Superintendent Faville having resigned, Prof. Wells entered upon the duties of the office March 9, 1867, by appointment of the Governor. At the succeeding general election he was chosen to fill the unexpired term, and also for the term of two years, commencing January, 1868.

In March, 1866, the General Assembly raised the salary from \$1,300 to \$1,500, and in 1868, they enlarged the duties and expenses of the officer, and committed to his hands more fully the work of perfecting our school system. But Superintendent Wells' wearying labors were proving too great for his strength. Yet an inflexible devotion to duty prevented him from dropping the work to which he was so much attached. He died in Iowa City, November 24, 1868, in his 39th year. He was intimately connected with Iowa educational work and progress for twelve years. He was President of the State Teachers' Association in 1857 and again in 1860. He possessed the rare power of inspiring others with educational zeal. No man was more active than he in the days from 1856 to 1868 in organizing and conducting teachers' institutes.

Abraham S. Kissell, of Scott County, was appointed to the vacancy and qualified January 28, 1869. At the next election he was chosen to fill the unexpired term, and also for the full term for January, 1870 to 1872.

ABRAM S. KISSELL.

STATE SUPERINTENDENT PUBLIC INSTRUCTION 1869-72.

Nearly twenty years have elapsed since A. S. Kissell was State Superintendent of Public Instruction in Iowa. But the man and his work are not forgotten. His intimate association with the educational work and progress in the early history of our State makes it a pleasant duty to pay him tribute here.

A. S. Kissell was born in Chambersburg, Pa., March 24th, 1829. He died in his home on Michigan avenue, Chicago, Sunday evening, June 10, 1888. Thus his life spanned a few months more than 57 years.

In early life his father gave him a thorough mercantile education. He established a dry goods business in Springfield, Ohio, and in two years made enough money to defray his expenses while pursuing a course in Wittenburg College. He was a tutor in that institution after graduation.

In 1854 he was married to Miss Sarah Christie of Springfield, Ohio, who lived only three months after marriage.

In 1855 Mr. Kissell came to Iowa to engage in educational work. He was principal of the first grammar school of Davenport from 1856 to 1858. In the latter year the schools of Davenport were consolidated, the office of city superintendent created, and Mr. Kissell was elected to the superintendency of the public schools of Davenport. The Davenport "Morning Democrat-Gazette" of June 13, 1888, in an obituary notice, speaking of Mr. Kissell's superintendency, says: "He filled the office with great ability for six years. He organized the training school, and brought Mrs. Mary Lee from Oswego, New York, to act as first principal, and Mrs. Mary E. McGonegal to assist her. Mr. Kissell was enthusiastic and wide awake in his profession—magnetic in his influence. The city never had a more successful principal or a more vigorous superintendent."

When Mr. Kissell, resigned the superintendency of the city schools in the summer of 1864 the School Board adopted, among other resolutions, the following: "Resolved, that as a permanent mark of our approval of the course he (Supt. Kissell) has pursued, and the lasting benefits he has conferred upon the educational interests of this city, that the school now called No. three, shall hereafter be known as the Kissell School. Resolved, that as long as the public school shall continue in our midst, so long will the untiring devotion of Mr. Kissell in its behalf, be held in grateful remembrance."

The Iowa Instructor and School Journal for July of 1864 says: "Mr. A. S. Kissell, who by his inimitable activity, has given such a distinctive character to the Davenport Public Schools, has resigned his position as Superintendent. Davenport has no citizen it can so poorly afford to lose. No man in the northwest has more comprehensive views on education. No one has more of that holy magnetic inspiration which is the result of a deep and thorough understanding of the truth. No teacher in the country has more thoroughly entered into the spirit and appreciation of modern methods of instruction in Europe. No Superintendent ever had a corps of teachers who were more truly his educational children."

One who was for many years a prominent citizen of Davenport and who was well acquainted with Mr. Kissell and his work during his eight years' service in the Davenport schools, writes thus:

"Comprehensiveness, breadth, depth characterized all the efforts by him entered upon Plan, system, thoroughness, enthusiasm, were everywhere manifested. The best of instructors as well as the best of systems of instruction for the very youngest pupil, the highest attainable standard for high school graduation, and normal teaching and training for all would-be instructors, were all incorporated in his plan for the Davenport schools. Than he no instructor more thoroughly repudiated and detested the suggestion that any novice could teach in the primary department. Than he no one more carefully sought for the best methods along the line of which the scholars could best be incited and aided to continuous progression, from the lowest grade to the full rounding out of the high school curriculum. Than he none more zealously labored to secure for the city and state educated, trained and disciplined teachers. From this broad comprehension of Mr. Kissell's grew the Davenport Training School, from which so many excellent teachers date their introduction into and their inspiration for the educational work. And the fact may here be recalled, that the absorbing thought of Mr. Kissell's after service as State Superintendent of Public Instruction in Iowa, was the establishment of State Normal Schools—the enlargement only of the thought ever present to his mind in Davenport.

"Doubtless, it was as a teacher of the teachers that Mr. Kissell excelled. In every department was his influence felt in that regard. No part of the entire range of school instruction escaped his attention. To incite the teacher to a use of the best attainable methods, to inspire with zealous endeavor to secure the best possible results, to perfect and elevate their ideals—these were his constant aims. It was ever the testimony of his teachers that his presence and his words were to them constantly operative incentives to fresh effort and more devoted zeal."

In the spring of 1858 was enacted the law creating the county superintendency in Iowa. To this office in Scott county, Mr. Kissell was elected and served from May, 1858 to October, 1859, performing the duties of the office in addition to his work as city superintendent. In the fall of 1858 he was present at that first county superintendents' convention in Iowa, held at Iowa City.

While at Davenport in 1860 Mr. Kissell was married to Mary A. Scofield. Soon after leaving Davenport in 1864, Mr. Kissell was elected city superintendent of the schools of Minneapolis, and through his influence the system of schools in that city were placed in a thoroughly organized and improved condition. He resigned his position at Minneapolis after a short service of a year, or more, and became general agent for a school-book publishing house. In this business he was so successful that he was secured by the New York Life Insurance Co. as general western agent. His salary was \$5,000 per annum. While engaged in this business his home was on his farm a few miles east of Davenport. It was while engaged in business at the above remunerative salary that he was tendered the office of State Superintendent of Public Instruction, by Governor Merrill. The office had become vacant by the death of State Supt. D. F. Wells, Nov. 24, 1868. With a yearning desire to return to educational work Mr. Kissell accepted the appointment and became State Superintendent Jan. 28, 1869. In October of that year he was elected to fill out the unexpired term and also for the next term of two years from Jan. 1, 1870, to Jan. 1, 1872.

Thus Mr. Kissell was State Superintendent for three years. During this term he labored zealously to promote the teachers' institute, and bring about the establishing of State Normal Schools for the training of teachers. He was during that three years an inspiration to the whole educational system of the state. Before and during his service as State Superintendent he maintained a large correspondence with prominent educators in the United States, England and Germany, on educational topics and methods of improving the schools.

For nearly twenty years following 1855, Mr. Kissell was one of the most active and influential members of the Iowa State Teachers' Association. In 1861 at the Muscatine meeting he was president. One needs but to refer to the proceedings of the association to learn of the important works he did as a member of the association for so many years.

On leaving the educational work in Iowa Mr. Kissell engaged in the school furniture business in Chicago. Later, he was agent for the Edison Incandescent Light Co. for Iowa and Illinois. At the time of his death he was secretary and treasurer of a Temperature Regulating Co. in Chicago which was organized with \$500,000 capital. It was while engaged in this business that he was attacked with brain disorder May 27th, 1888, which resulted in his death June 10. His remains now rest in the cemetery at Springfield, Ohio.

Mr. Kissell was an earnest christian man—and a strong advocate of the Bible in the public schools. While in the school work at Davenport he always opened the schools each day with devotional exercises. He was educated a Lutheran but was a member of the Congregational church from 1862 till the time of his death.

In April, 1870, the General Assembly raised the salary of Superintendent of Public Instruction to \$2,200 per annum, the salary at the present time (1889).

ALONZO ABERNETHY,

STATE SUPERINTENDENT PUBLIC INSTRUCTION, 1872-76.

Alonzo Abernethy was born in Sandusky county, Ohio, April 14, 1836. At seventeen, with his father's family, he moved to Fayette county, Iowa, and the following winter taught his first school. A good portion of the years immediately following was spent in college. In August, 1861, he enlisted in the 9th Iowa, serving until July, 1865, when he was

mustered out as lieutenant colonel of his regiment, and returned to his home in Fayette



county. In 1870 Prof. Abernethy was elected to preside over the school known as the Baptist College, at Des Moines, and the following year was elected Superintendent of Public Instruction, being re-elected in 1873, and again in 1875. September 15, 1876, Supt. Abernethy resigned, to accept the temporary presidency of the University of Chicago. Supt. Abernethy's administration is marked by two very important educational enactments, which have resulted in unmeasured influence upon the school system and schools of our State, and mark the beginning of one of the greatest educational revivals that has ever been felt in Iowa. The first was the law of 1873, inaugurating the present Normal Institute system, and the other the law of 1876, establishing the Iowa State Normal School at Cedar Falls. For

these two important movements Supt. Abernethy gave the untiring support of his official position and his educational ability and zeal.

In 1877 he made quite an extended tour of Europe, returning in 1878 to his fine farm near Denison, Crawford county, from which, in 1881, he was called to take charge of the Cedar Valley Seminary, at Osage, his present position, and a place for which he is eminently qualified by his extensive acquaintance with all kinds of school work.

C. W. VON COELN,

STATE SUPERINTENDENT PUBLIC INSTRUCTION, 1876-82.

Carl W. von Coeln was born near Minden, Westphalia, August 31, 1830. He received his education at a Prussian gymnasium, and in the universities of Bonn and Berlin, also serving one year as a volunteer in the artillery service of the army. He came to this



country in 1855, soon mastered our language, taught in academies in Ohio for five years, and in 1861 became a resident of Iowa. In 1863 he took the chair of mathematics in Iowa College, Grinnell, occupying that position with marked ability for nearly seven years. In 1872 he became city superintendent of the schools of West Waterloo, and in September, 1876, was appointed to succeed Supt. Abernethy. In November he was chosen for the unexpired term, re-elected in 1877, and again in 1879. Prof. von Coeln is at present in the book and stationery business, in Des Moines. The administration of Supt. von Coeln was especially characterized by efforts in behalf of the improvement of the country schools and country school supervision. He issued instructions to county superintendents forbidding the granting of certificates to females less than seven, teen and males less than nineteen

years of age. It had previously been the custom to grant certificates to girls and boys of fourteen and fifteen years of age. The county superintendents were urged to the work of visiting the country schools, and the result was a general improvement in the rural work of the schools.

In 1877 he, as chairman, with J. W. Stewart of Butler County, and C. P. Rogers of Marshalltown, were the committee who prepared the first course of study for the normal institutes of the State. He was also chairman of the committee which in 1881 prepared the graded course for normal institutes.

It was during his administration also that very effective efforts were made to establish greater uniformity among high schools. In fact all departments of educational work felt the influence of the sturdy Teutonic vigor and thought of Superintendent Von Coeln.

JOHN W. AKERS,

STATE SUPERINTENDENT PUBLIC INSTRUCTION 1882-88.

John W. Akers was born in Harrison County, Ohio, November 15, 1842. He was seven years of age when his father's family came to Iowa County. The foundations of John's education were laid in the public schools. In 1861



like the many thousands of other youths, he went forth as a volunteer soldier, remaining until his services were needed no longer, and then returning to his home in 1865, twenty-three years of age. His thoughts now turned to the school studies necessarily laid aside for the sterner realities of war, and in 1870 he graduated with honors from Cornell College, at Mount Vernon. As city superintendent, successively, of the schools in Vinton, East Waterloo and Cedar Rapids, Professor Akers won a permanent place among educational men, and in 1881 was selected by the people to preside over the educational interests of the State. He was re-elected in 1883, and again in 1885. His present residence is Des Moines.

The six years that J. W. Akers was at the head of the State Department were years of general enthusiasm throughout all lines of the public school work. He showed the elements of leadership: he marshalled the educational forces into line of greatest activity. He continued the work of his predecessor in behalf of the country schools. During his administration a great work was accomplished all over the State in the work of classification in country schools. He visited different sections of the State, and with county superin-

tendents visited the country schools, and became thoroughly acquainted with the Iowa school system and its needs.

Superintendent Akers is a ready and fluent speaker, and few men can equal him in arousing an educational convention to the point of action.

HENRY SABIN,

STATE SUPERINTENDENT PUBLIC INSTRUCTION 1888.

Henry Sabin was born in Pomfret, Windham County, Connecticut, October 23, 1829. His father, Noah Sabin, was an industrious farmer, and gave his son the best educational advantages of those days. He fitted for college at Woodstock Academy, Connecticut, and at eighteen entered Amherst, graduating in 1852 with honors. During the next five years he had charge of the union school in Naugatuck, Connecticut. The years directly following were spent as owner and principal of the Collegiate Institute, Matawan, New Jersey. In 1864 Professor Sabin was chosen principal of the Eaton grammar school in New Haven, Connecticut, in which position he acquitted himself with signal ability. Like many others,

Table Showing the Growth of the School System of Iowa, from 1847 to 1888, Inclusive.

Year	School Houses	Schools.	Average Duration		Total No. bet. 5 and 21.	Teachers Employed.	Paid for Teachers' Salaries.	Total Paid for all Purposes.	Total Assesed Value of all Taxable Prop. in Iowa.
			Mo.	Da.					
1847	.....	.....	.....	.....	20,922	.....	\$ .....	\$ .....	\$ 12,271,000
1848	.....	105	.....	.....	40,646	124	.....	.....	14,450,000
1849	387	554	4	4	50,082	581	24,648	44,738	18,509,000
1850	522	914	3	10	64,336	790	36,814	71,219	22,623,000
1851	557	1,181	.....	.....	77,154	1,138	47,502	76,756	28,465,000
1852	804	1,266	.....	.....	85,060	1,331	54,643	77,890	38,427,000
1853	859	1,379	3	12	100,083	1,339	72,095	107,625	49,540,000
1854	1,005	1,520	3	9	111,093	1,733	87,817	121,965	72,327,000
*1855	.....	.....	.....	.....	.....	.....	.....	.....	106,895,000
1856	1,333	2,153	.....	.....	173,868	2,522	147,862	291,741	164,395,000
1857	1,686	2,708	.....	.....	195,285	2,996	198,142	364,515	210,045,000
1858	2,182	2,200	.....	.....	233,927	2,800	148,574	298,474	179,828,000
1859	2,620	4,243	.....	.....	240,531	5,265	383,589	617,632	197,823,000
1860	3,208	4,927	.....	.....	244,938	6,374	445,468	655,938	193,385,000
1861	3,479	5,502	.....	.....	262,570	7,325	518,591	694,447	177,451,000
1862	3,676	5,895	.....	.....	269,522	7,805	515,939	704,771	175,000,000
1863	4,110	6,237	4	2	281,733	8,500	570,115	788,657	167,109,000
1864	4,274	6,623	5	5	294,912	8,955	686,672	964,291	165,000,000
1865	4,635	5,732	5	5	324,338	8,820	856,725	1,265,667	215,063,000
1866	5,009	5,900	5	4	348,498	9,343	1,006,623	1,737,955	220,000,000
1867	5,454	6,229	5	6	372,969	10,343	1,161,653	2,039,597	256,517,000
1868	6,000	6,651	6	8	393,630	10,969	1,330,823	2,663,911	260,000,000
1869	6,407	7,009	6	12	418,168	11,994	1,438,964	3,146,034	295,000,000
1870	6,888	7,132	6	4	431,134	12,715	1,636,951	3,043,420	300,000,000
1871	7,598	8,112	6	10	460,629	14,070	1,900,893	3,269,090	348,643,000
1872	8,253	8,559	6	10	475,499	15,221	2,130,047	4,065,666	366,076,000
1873	8,856	8,816	6	10	491,344	16,284	2,248,676	4,229,454	364,337,000
1874	9,228	9,172	6	14	506,385	17,002	2,447,430	4,443,482	373,000,000
1875	9,528	9,610	6	16	533,571	18,145	2,598,440	4,605,749	395,423,000
1876	9,908	9,859	6	16	553,920	19,052	2,784,099	4,957,774	400,000,000
1877	10,296	10,424	7	5	567,859	19,866	2,953,645	5,197,428	405,000,000
1878	10,566	10,701	7	6	575,474	20,584	3,011,230	5,103,399	405,000,000
1879	10,791	10,951	7	7	577,353	21,152	2,927,308	5,051,478	405,541,000
1880	11,037	11,088	7	8	586,556	21,598	2,901,948	4,921,249	406,000,000
1881	11,221	11,244	7	8	594,730	21,776	3,040,716	5,129,820	419,103,000
1882	11,285	13,110	7	2	604,739	22,081	3,218,320	5,558,259	440,000,000
1883	11,789	13,594	7	2	621,042	22,216	3,730,516	6,098,442	463,825,000
1884	11,975	13,393	7	4	623,151	23,119	3,696,453	6,236,971	466,000,000
1885	12,285	14,009	7	4	634,409	23,592	3,777,092	6,054,313	489,660,000
1886	12,444	14,829	7	6	638,156	24,675	3,931,033	6,332,183	495,610,000
1887	12,631	14,976	7	8	638,448	24,212	4,026,919	6,376,469	501,370,000
1888	12,752	15,465	7	14	639,248	25,113	4,107,102	6,406,569	505,729,000

*No statistics were collected in 1855.

however, looking toward the growing West, with its larger needs and greater opportunities, the year 1870 finds him superintendent of the schools of Clinton, Iowa.

Professor Sabin for the past eighteen years has been one of the most active and influential members of the State Teachers' Association. His papers before the association are among the very ablest read before that body during its thirty years of history. He has lectured before the associations of other States, and always with an ability and popularity which were an honor to Iowa educators. In 1878 he was President of the Iowa State Teachers' Association, and his inaugural address at that meeting has never been surpassed by any like address before that organization. His paper on "The Children of Crime," read before the association at one of its recent meetings has been widely copied and commented upon by the press of the country.

His work at Clinton was continuous until 1887, when the people called him to the most responsible school office in the State, a position for which he is peculiarly fitted by eminent ability and a varied experience in school work. As the present Superintendent of Public Instruction his administration of affairs will not fail to keep Iowa at the head of the column in all forward movements in educational matters.

GROWTH OF IOWA SCHOOL SYSTEM.

ARRANGED BY IRA C. KLING.

THE COUNTY SUPERINTENDENCY.

BY COUNTY SUPERINTENDENT N. W. BOYES, DUBUQUE.

EARLY HISTORY.

As introductory to this subject it will be necessary to refer, in brief, to the early enactments of the Territorial and State legislation establishing a common school system for the people of Iowa.

The first legislative assembly of Iowa convened at Burlington, November 12, 1838, and enacted a law providing for the formation of districts and the establishment of schools therein. The qualified electors when legally assembled had authority to levy taxes, to a limited amount, for the support of schools, but no supervision of the same was provided.

The second legislative assembly enacted on the 16th of January, 1840, a more extended system, which contained many excellent features, but leaving all supervisory power in the hands of directors and teachers.

The Constitutional Convention which met at Iowa City in May, 1846, to frame a State Constitution, provided, in Article 9, that the General Assembly should provide for the election by the people of a State Superintendent of Public Instruction, whose term should be three years, his duties and compensation to be prescribed by the General Assembly. Sub-division 3, of the same article, says that—

"The General Assembly shall provide for a system of common schools, by which a school shall be kept up and supported in each school district, at least three months in every year."

In compliance with the requirements of the constitution under which the State was admitted in December, 1846, the General Assembly in session January 15, 1849, enacted that on the first Monday of April, 1851, at the township election and triennially thereafter, there shall be elected a Superintendent of Public Instruction, and in section 1081, same act, Code of 1851, set forth his general duties, as follows:

He shall have a general supervision of all the *district schools* of the State, and see that the school system is as early as practicable put into uniform operation; shall visit every county at least once during his term of office, confer freely with school officers, give advice relative to schools, deliver public lectures to teachers and people of the district when deemed necessary, and perform generally such duties as may tend to advance the interests of education.

His compensation was fixed at \$1,200 per year, and contingent expenses. The foregoing is the first act that we find establishing supervisory authority over the district schools. And it will be noticed that the duties were quite similar, in general, to those since required of county superintendents.

The important duties of visiting schools and examining teachers were to be done by the Board of Directors, (though they might select an examiner outside of the board), in accordance with sections 1147 and 1148 Laws of Iowa, Code of 1851. It appears of record that the office of State Superintendent of Public Instruction was created in 1847, that an election was held at which James Harlan was elected, but the Supreme Court decided said election to be void. Thos. H. Benton, Jr., served in the office during the first term under this law. Unquestionably many good acts were done and the cause of education advanced by this energetic and efficient officer, but we regret the necessity of saying that we do not find that his supervision came directly to the assistance of the district schools as intended by the section above quoted. In 1854-7 we find that James

D. Eads performed the duties of the office, and it is fair to presume that he, in his attempt to comply with the law, found the duties to be very onerous, or beyond the possibility of any man to comply with the spirit and intent of said laws, although the necessity of local supervision was plainly seen and felt by both officer and people, hence we find him in his first report to the sixth General Assembly, recommending important changes in the law relating to supervision.

By an act approved January 15, 1849, Section 1089, Code of 1851, an election of School Fund Commissioner was ordered and the duties prescribed. Several of these were the same as now attach to the County Auditor's office, and the others to the County Superintendent's, which continue to the present. In Superintendent Ead's report, as above referred to, we find the following recommendation:

I deem it important that the General Assembly should make some alterations and additions relative to the duties of the office of School Fund Commissioner, and also that the name should be changed to that of County Superintendent. No system is perfect which does not accomplish what it proposes. * * * There can be no reason why we should tolerate for another year what is made apparent to have been defective in all its past workings.

He further adds that after the title of the office is changed, that the Superintendent should visit schools and have the general supervision of all matters relating to schools in his county. He argued that a suitable person or persons could be found in each county to perform the important duties attaching to the office and that it would be entirely safe and proper to leave the selection of the officer to the electors of the county.

These suggestions were intended to show the failure of the old and the necessity of a new system of supervision, but it seems that the representatives of the people were not ready for the change at that time, December 1856, but the next Assembly, March 12, 1858, made the change, creating the office of County Superintendent, prescribed the duties, and ordered an election of this officer in April. Some of the first superintendents were elected at this time, but as all the counties did not receive the law in time, a supplementary act was passed for an election in May, 1858. At these two elections the then organized counties chose their county superintendents, but the time being irregular the Assembly provided that the first regular election of that officer should take place on the second Tuesday of October, 1859, but the incumbents were to hold until their successors were elected and qualified. Much confusion existed. The former law made it the duty of directors to visit schools and examine teachers, but we find it said in one of the State reports that "teachers were not examined and schools were not visited."

The superintendents were obliged to assume the laborious task of putting in operation a system with which the people were not familiar and the details of which they themselves did not fully comprehend.

FIRST COUNTY SUPERINTENDENTS' CONVENTION.

The law, section 2013, Code of 1860, required County Superintendents to assemble annually to consider subjects pertaining to the educational work of the county and receive instructions from the Secretary of the State Board of Education. State Superintendent Maturin L. Fisher says of the first meeting at Iowa City, September 22 and 23, 1858:

The convention was well attended. Superintendents were there from the Missouri line and the confines of Minnesota, from the banks of the Mississippi and those of the Missouri

The alacrity with which they left their homes at a busy season of the year, and came a great distance at much expense manifests their zeal in the cause of education. There has probably never assembled in Iowa a body of men better educated, more intelligent or practical than this convention of County Superintendents.

FIRST COUNTY SUPERINTENDENTS ELECTED IN IOWA, 1858-9.

The following is the list of those in attendance, who served until Oct., 1859: Allamakee, J. W. Flint; Appanoose, J. J. Cummings; Benton, Joseph Dysart; Black Hawk, Truman Steed; Boone, Jas. Phelan; Bremer, A. R. Moulton; Cedar, Joshua Maynard; Chickasaw, J. C. Strong; Clayton, Alonzo Brown; Clinton, J. Van Antwerp; Crawford, Thos. Dobson; Decatur, Thos. Johnson; Delaware, H. N. Gates; Dubuque, Wm. Y. Lovell; Fayette, S. W. Cole; Floyd, L. L. Huntley; Fremont, L. G. Bell; Greene, Orrin Jackson; Grundy, Elias Macy; Henry, Samuel L. Howe; Howard, C. E. Brown; Jackson, J. P. Edie; Jasper, Albert Lufkin; Jefferson, Reed Wilkinson; Johnson, H. W. Lothrop; Jones, Bart. Wittemore; Keokuk, Jno. Rogers; Kossuth, Chauncy Taylor; Lee, John A. Nunn; Linn, A. Manson; Louisa, W. Woodruff; Madison, Jas. Shepherd; Mahaska, J. M. Loughridge; Marion, Clayborne Hall; Muscatine, W. F. Brannan; Poweshiek, Leonard F. Parker; Scott, A. S. Kissell; Tama, Woodhull Helm; Union, I. W. McDill; Washington, T. H. Dinsmore; Winnesheik, Henry C. Bulis, total, 41. Incumbents of the office, but not present at this meeting: Adair, Geo. W. White; Adams, Ed. Homan; Audubon, L. B. Montgomery; Butler, D. W. Mason; Buchanan, O. H. P. Roszell; Calhoun, Chas. Amy; Carroll, W. H. Price; Cass, Jas. H. Brown; Cerro-Gordo, Thos. Tenney; Clarke, J. H. L. Scott; Dallas, Jas. O. Reed; Davis, Henry Dunlavey; Des Moines, R. J. Groff; Franklin, Robt. F. Piatt; Guthrie, N. B. Leinbach; Hamilton, Adam C. Baum; Hancock, G. R. Nuben; Harrison, Joseph H. Smith; Hardin, Edwin Fuller; Humboldt, Geo. W. Mann; Iowa, C. S. Jennis; Lucas, John Anderson; Marshall, I. J. Teagarden; Mills, J. W. Daniels; Mitchell, H., P. Nelson; Monroe, Sam'l Adams; Monona, C. C. Bisbee; Montgomery, W. C. Means; Page, B. B. Hutton; Polk, Sam'l Bell; Pottawattamie, Jas. B. Rue; Ringold, Wendell Poor; Sac, Geo. F. Browning; Shelby, David Bangham; Story, Geo. H. Maxwell; Taylor, E. D. Bulen; Van Buren, Anderson McPherin; Wapello, G. D. R. Boyd; Warren, J. E. Williamson; Wayne, Geo. Wright; Woodbury, H. H. Chaffe; Wright, Jacob Davidson; Winnebago, E. D. Stockton; Worth, E. D. Hinman; total 44, making at that time (1858) 85 counties which had chosen County Superintendents, and it is certain that wise selections were made, for any one who is familiar with the names of prominent public men of Iowa, for the last thirty years, will recognize many of the names in the foregoing list, and did I not know that Prof. Parvin in his article has made special mention of several of them, I should certainly do so, for they richly deserve to be remembered for their good works.

OPPOSITION TO THE OFFICE.

These early County Superintendents in Iowa laid the foundation work of the superintendency in the system so firmly, that it has had a healthy growth, notwithstanding the puerile attacks of the pretended statesmen and often unscrupulous politicians, and they were early in the field, for we find in the editorial columns of the Iowa Instructor of July 1861, the following: "Why is it that there should be such opposition to the county superintendency in Iowa, as is claimed by *politicians*, while nearly every other State that has a free school system in successful operation justly attributes the success to an efficient county superintendency? Will some *school killer*, answer?" And it is only too

true that this same class of persons has continuously to the present day assailed the office at every session of the Assembly, but the enactments have constantly increased the importance and usefulness of the office, and tended to give it confidence with the people, but the compensation of the officer has been so small, that many of the best men have left the position for better paying places. Politicians who wanted a stepping stone to something else, unsuccessful lawyers, doctors and preachers have been elected, and in some cases have brought odium upon the office. What is wanted is a practical school man for the office, and the people can well afford, and should see to it that he is well paid. When such a man is secured he should be retained term after term.

POOR PAY AND SHORT TENURE OF OFFICE.

The lack of permanency and little pay have caused hundreds of the best qualified persons to leave the office. By looking over the lists we find that sixteen counties have retained their superintendents, from six to 16 years, but the average term of all is not more than three years each. The compensation as fixed by section 2074, Code of 1860, was two dollars per day, provided that did not exceed one half of the salary of the clerk of the district court. What comparison there could be between the duties, or the value of the work done in these two offices is beyond the comprehension of the oldest school men of the State. Section 1776, Code of 1873, made the compensation three dollars per day and such additional amount as the Board of Supervisors might allow. By an act of the General Assembly approved March 20th, 1882, this section was amended by striking out the word three and inserting the word four, in lieu thereof. If Boards of Supervisors were sufficiently familiar with the duties and requirements of the office, and the pay usually obtained by those who can do a like grade of work, I think they would not be so penurious with the superintendents as at present. A person who can perform the duties of the office efficiently should receive at least five dollars per day and necessary expenses, and not be sent out among the schools to forage, in order that he may save his salary to support his wife and children at home. City Superintendents of schools are paid from six to eight dollars per day, and they have no traveling expenses. The same pay would keep good men in the County Superintendent's office, and the schools would be greatly improved in many respects. The selection of this officer should always be made from a non-partisan stand-point. As to the duties, it is impossible to make a list of everything required and expected, but by reference to the index of the school law it will be seen that it takes over fifty lines to designate the different items. Since the adoption of the general system, several amendments adding much responsibility and importance to the office have been made, viz: "An act to provide for appeals" passed by the Board of Education Dec. 24th. 1859. This act entailed a large amount of difficult and tedious work upon the superintendent, but at the same time was of great value to the general public, as it affords a speedy and inexpensive mode of adjusting in an equitable manner the disputes and abuses which arise under the administration of the intricate school law of this State.

INCREASED POWERS, DUTIES AND IMPORTANCE OF THE OFFICE.

Sec. 1766, Code of 1873, provided that teachers should be examined in physiology in addition to what was previously required. This also added to the work of the officer. By an act of the fifteenth General Assembly approved March 19, 1874, the "Teachers' Normal Institute" was provided. This added a large amount of work to the County Superintendent's office, as well as much

responsibility. For no matter how carefully he selects the conductors, or instructors he is held strictly accountable to the teachers and people of the county for what takes place, be it success or failure. As school management enters largely and perhaps principally, into the work of the institute. The object should be to select and adopt the best and most approved methods. It is essential that the Superintendent be a person of liberal culture, of extended experience in school work, being familiar with details and modern methods of instruction. The constant tendency of all enactments passed by the General Assembly during the last fifteen years has been to give this officer a larger discretion in matters of judgment and to afford him the means to supply the schools of the county with teachers who have, at least, had some professional training, though it be only what can be given in the normal institute.

The institute work has had a very salutary effect upon the country schools. Much more good might be done if Boards of Directors would consider and appreciate the efforts made by teachers to improve their qualifications and usefulness, by regularly attending the institute, and always give such teachers the preference when applications are being made for positions.

When it is remembered that those teachers contribute nearly all the money for institute expenses, give their valuable time while attending, pay for books and journals, attend teachers' meetings and examinations, all for the purpose of preparing themselves to do the public work of teaching in the most approved manner for a moderate consideration, it seems strange, and almost incredible that they are overlooked, or put aside, in some cases, and the position given to the merest novice who can obtain any grade of certificate. Short terms, and frequent change of teachers have a bad effect upon school interests. Much of the tax payers' money and valuable time of the children have been squandered in this way, but these abuses are being corrected and prevented by the vigilance and untiring efforts of the county superintendents, when making examinations and attending teachers' meetings, bringing such matters directly to the attention of the people. And nearly all local reforms in school economy must be made through the influence of public sentiment.

By an act of the General Assembly passed in 1876, women are eligible to all school offices. Section 1 of the act says:

No person shall be deemed ineligible by reason of sex to any school office in the State of Iowa.

During the last twelve years a number of ladies have been elected to the offices of county superintendent and school directors. They have performed the duties in a faithful and efficient manner, heroically braving the storms of winter, and the derision of those who thoughtlessly or viciously contemn the office or the officers, but these are the exceptions and not the rule. The good people generally hold the faithful officer in great respect, and give thoughtful consideration to his or her counsel and advice. The county superintendency is the medium of communication, connecting the State department with the common schools. By this means the co-ordinate branches of State, county and district combine to effect the general and uniform working of the school system. A series of reports from the district to the county and from the county to the State shows the result of each year's work in all the schools of the State. Through co operation and the adoption of a State course of study for normal institutes, uniform questions framed by the county superintendents, and compiled by the State department, and used in all counties, are the means of securing a better grade of teachers for the work of instruction. By the earnest and

combined efforts of teachers and school officers, the methods of instruction, classification of pupils, and uniform work by topical outlines, have greatly improved the condition of our country schools. Modern improvements in building and furnishing school rooms have been adopted, which tend greatly to preserve the health and comfort of the children, as well as to aid much in discipline.

Chapter 1, laws of 1886, requires that physiology and hygiene, with special reference to the effects of stimulants and narcotics upon the human system, be regularly taught in all the schools to all grades of pupils. Teachers must pass a satisfactory examination, showing their ability to teach the subject. This law not only increased the labors of the superintendent in making the examination, but as the medium of communication to the districts, by the State department, much correspondence and many explanations ensued. It is made the duty of all school officers "to see to the observance of this statute."

This feature entailed a large amount of individual work upon the superintendent. The law is indefinite in regard to who shall supply the necessary books, etc. The sentiment of the people in many districts was opposed to the law, and many expostulations with directors and teachers had to be made. Notwithstanding this embarrassing state of affairs, the superintendents took hold of the work of making an honest compliance with the law in earnest. State Superintendent J. W. Akers in his report says that the County Superintendents are entitled to great credit for the general success which has attended the compliance with this law. The present State Superintendent, Hon. Henry Sabin, has during the last year sent out several circular letters to the school authorities in relation to the extent and manner of teaching the subject. Reports of district secretaries show that it has been taught in about 14,000 schools, to 477,000 pupils, in the State, during the past school year. This is a remarkably good showing for the first eighteen months under the law, and in the future this subject will be regularly taught as other branches are in the schools. The last (22nd) General Assembly did not pass any acts of general importance to the schools, although the text book question received considerable attention.

This brief synopsis, as to the history, duties and benefits of superintendency, hardly does justice to so important a subject, but, want of space for the publication in a special number of an Educational Journal prevents a more extended review in its connection with the good work done by the 20,000 teachers, in the 13,000 free school buildings for the benefit of nearly 500,000 school children of this progressive State of Iowa.

While we find discrepancies, and imperfections in the school law of the State, we still find it to be a noble and inspiring system, consisting of a continuous chain, that binds together the educational interests of all the people, high and low, rich and poor, commencing at the primary school, and encircling the classical course of the University.

For our present condition let us be thankful, and firmly press forward, always keeping in view the ultimate object of developing the highest standard of citizenship and a perfect manhood, which shall become the pride and glory of the people.

NICHOLAS W. BOYES,

SUPERINTENDENT OF PUBLIC SCHOOLS OF DUBUQUE COUNTY.

In the thirty years' history of the county superintendency in Iowa N. W. Boyes has served the longest term of years of any elected to that office. For sixteen years continuously he has supervised the public schools of Dubuque county. Though now in his fifty-fifth year he is yet "hale and hearty" for several years more in the service.

Superintendent Boyes is the eldest son of English parents, who came to America in 1833. He was born on the first day of April, 1834, at Geneva, Ontario county, New York. When



but eight years old his father died, but he had been kept in school and trained so well by his mother that at this age he could read fluently from the New Testament and the old English reader, and he was equally proficient in other branches. On the death of his father he was sent to live with an uncle on a farm in Steuben county, where his education was somewhat neglected until 1845, when his mother married again, and he was brought home. In the spring of 1845 he with his step-father and family came west, and settled in Kenosha county, Wisconsin. For the succeeding eight

or ten years he worked on a farm in summer and attended the public school in the winter, and being apt and studious, he acquired a good common school education. He then attended the Waukegan Academy in Lake county, Illinois. When he had finished his work at this institution, he alternately taught school and worked at the carpenter's bench until his marriage, in 1857, to Miss Catharine E. Cummings, a native of Erie county, Pa. She has been for the past thirty-two years, not only his better half but his better threefourths, his faithful companion and a wise counsellor in all his plans. On the first of Jan. 1882, the twenty-fifth anniversary of this union was celebrated, the Dubuque city teachers and county officials turning out en masse, and showered upon Supt. and Mrs. Boyes, loads of presents and a wealth of hearty good cheer.

Since 1857, a period of over thirty years, Superintendent Boyes has been mainly engaged in educational work. He has taught school in four States—Illinois, Wisconsin, Minnesota and Iowa. In Minnesota he was Supt. of the schools of Beaver in Fillmore county. While there in the fall of 1865 he was the nominee of the Democratic party of that county for member of the Legislature.

In the summer of 1867 he came to Dubuque county, Iowa, and in the fall of that year became principal of the Dyersville public schools. He was serving his

-serving his sixth year in this position when in January, 1873, he was appointed by the Board of Supervisors to the office of County Superintendent, which had been left vacant by the death of Superintendent J. J. E. Norman. He has been eight times elected to the office, five times without an opposing candidate. During the sixteen years he has had supervision of the common schools of Dubuque county, advancement has been made in all departments of the work; improvement in school houses and furniture, in the qualifications of teachers, in the normal institute and in the actual work done in the country schools.

Before we had any State graded course of study, the Dubuque county graded course was in successful operation, and our subsequent State courses have been largely modeled after it; and years before the present State reading circle was heard of in Iowa, the Dubuque county teachers, under Mr. Boyes's direction, were quietly working to a graded reading course possessing all the main advantages of the present State course without its expense and its cumbersome machinery.

Mr. Boyes has taken an active part in the educational affairs of our State outside of his own county, and for the past ten or fifteen years has attended most of the meetings of the State Teachers' Association. He has taken part in the discussion of a number of papers before this distinguished body of educators, and he has been honored by being placed on some of its most important committees. For three years he served as member of the executive committee—one of the very highest honors a member can receive; he has twice served on the committee on needed legislation, and has been first vice-president of the association.

Elected a member of the Board of Directors of the State Normal School by the XVII General Assembly, he gave the school so much of his time and attention that he is still kindly remembered by all who were then connected with that worthy institution.

In county superintendents' conventions, district and State, Superintendent Boyes always has something practical to say on important questions. He is listened to with interest and great weight is attached to his opinions, for his remarks are comprehensive, liberal and to the point. He never adopts new methods, nor enters upon new plans without first duly and carefully considering their practical feasibility.

During the past few years he has promoted the work of the country schools by placing in the hands of each teacher a graded course of study, and a classification register, with a system of making monthly reports to his office on the condition of the work and the progress made.

It may not be out of place to suggest here that if other counties would follow the example of Dubuque in retaining their superintendents a longer time in office, when they have secured a good one, it would be far better than to make frequent changes.

JOHN McLEOD,

SUPERINTENDENT OF PUBLIC SCHOOLS OF HUMBOLDT COUNTY.

Superintendent John McLeod is one of Iowa's educational veterans of thirty years' service in the schools of the State. Though old in the work he yet retains the vigor, the freshness, the enthusiasm for which typical "born and bred Scotchmen" have long been noted. He is of Scotch descent and birth. Born in Scotland September 24, 1832, he was the third child in a family of five boys and two girls. His father, descendant of a noble Scotch stock, was a man of some distinction in the church and in education; a preacher and teacher, he was sent out as a missionary by the missionary society of Edinburgh. He was a man of dauntless courage, unwavering in the performance of every duty. His character was one of beauty, purity and simplicity, of lofty faith in God. If, as some one has said, a child's education begins a hundred years before it is born, then the subject of this sketch was indeed fortunate in his inheritance.

When John McLeod was nine years of age he, with the rest of the family moved to Prince Edward Island. Here he lived until in his twenty-seventh year. He had begun his education at a private school in Scotland, and continued in such a school on Prince Edward Island. His education, however, was largely obtained at home, which was perhaps far better than that offered by the schools accessible to him.

Mr. McLeod taught five years consecutively in the schools of Prince Edward Island. There teachers contracted for no less than a year, and the only vacation from work was two weeks in the spring and in the fall, and every alternate Saturday.

In the spring of 1859, he with two brothers came to Iowa. Since coming to Iowa he has been engaged continuously in the schools of the State, with the exception of three years spent in special study, a part of the time at Central University, Pella, Iowa, and of three years service as a soldier in the Union army during the civil war. As he was valiant in war, so he has for a quarter of a century been a faithful soldier in contending for education, for enlightenment, for truth and righteousness.

In the fall of 1881 John McLeod, who had been for several years previous to that date, teaching in Humboldt county, most of the time in Humbolt College, was elected county superintendent of schools in that county. He has been three times re-elected to the office, and is now serving his eighth year in that capacity. He has prosecuted his work as county superintendent in a quiet, faithful and efficient manner. Enthusiastic in his work, without pomp, or tinsel, or cheap show, he steadily promotes the work under his supervision. It is clearly shown by his reports to the State department that he has little faith in hot-house processes in educational affairs. He believes that the real, lasting progress in educational work can come only like "growth in grace," like growth of mind or body, like the growth of civilization, like *all healthy* growth in the realms of matter or spirit. He detests shows and shams and empty forms.

In his supervision, Superintendent McLeod is a constant inspirer of the teachers under his charge, and he is eager to use and to promote all true methods of advancing them in their work.

In the report of the State Department for 1886-7, Superintendent McLeod says of his institute work in Humbolt county, that they are trying "to teach where teaching is needed, but in all cases to give inspiration and uplift for the

great work of training the youth, and so determining the future of the race, to hold up a higher standard of professional excellence, and to exhibit the most approved methods of the best teachers."

At the meeting of the State Teachers' Association at Des Moines, December, 1888, Superintendent McLeod was made a member of the Educational Council. During his county superintendency he has taken an active part in the county superintendents' conventions of northern Iowa, as well as in that department of the State association.

PROF. ERWIN BAKER.

DIED MAY 1887.

The subject of this sketch was born in Triangle, Broom Co., N. Y., Dec. 20th, 1832. "His early life ran quiet as the brooks by which he sported," and he grew up to youth and entered Oxford Academy where he obtained an elementary education. Later he attended Union College, Schenectady, N. Y., and graduated in 1854. He began at once his career as a teacher.

In 1856 he came West and settled in Mahaska Co., Iowa. Here he continued teaching, beginning first in Eddyville, until in 1872 when he was called to the responsible position of County Superintendent of Mahaska County.

In 1859 Mr. Baker married Miss Margaret Mehanna of Mahaska County. To them one daughter, Margie, was born in the year 1874. In 1861 Mr. Baker purchased a farm, and along with his work in the normal schools he managed and improved this homestead.

In 1872 they left the farm and moved to Oskaloosa. What Mr. Baker had been educationally in the narrow sphere of a few townships, he now became in educational circles of the State, a leader. He made marked improvements in methods of examination, and advanced new ideas concerning the Normal Institutes and other educational methods. No man in Iowa did more to bring the Normal Institute to a high standard than Mr. Baker. No sooner had he left this county work than demands upon his time set in. For full a decade he was active in conducting these, the teachers' colleges. For seven years he was called to conduct the Institute of Butler County. He worked in half an hundred counties during these years and did his work uniformly well. These facts brought him prominently before the State Teachers' Association where his counsels were often sought in matters of importance. He was the candidate of his party (Democratic) for the office of State Superintendent at one time, and would have filled the place well indeed had he been called. His work was always careful and painstaking, thorough and acceptable. He was kind and charitable, true to a friend, zealous in good works, and always in harmony with what he deemed right. He was a Sir Knight of distinction, and his counsels were valuable in the work of Iowa Masons. He was a friend to every good work that moved about him.

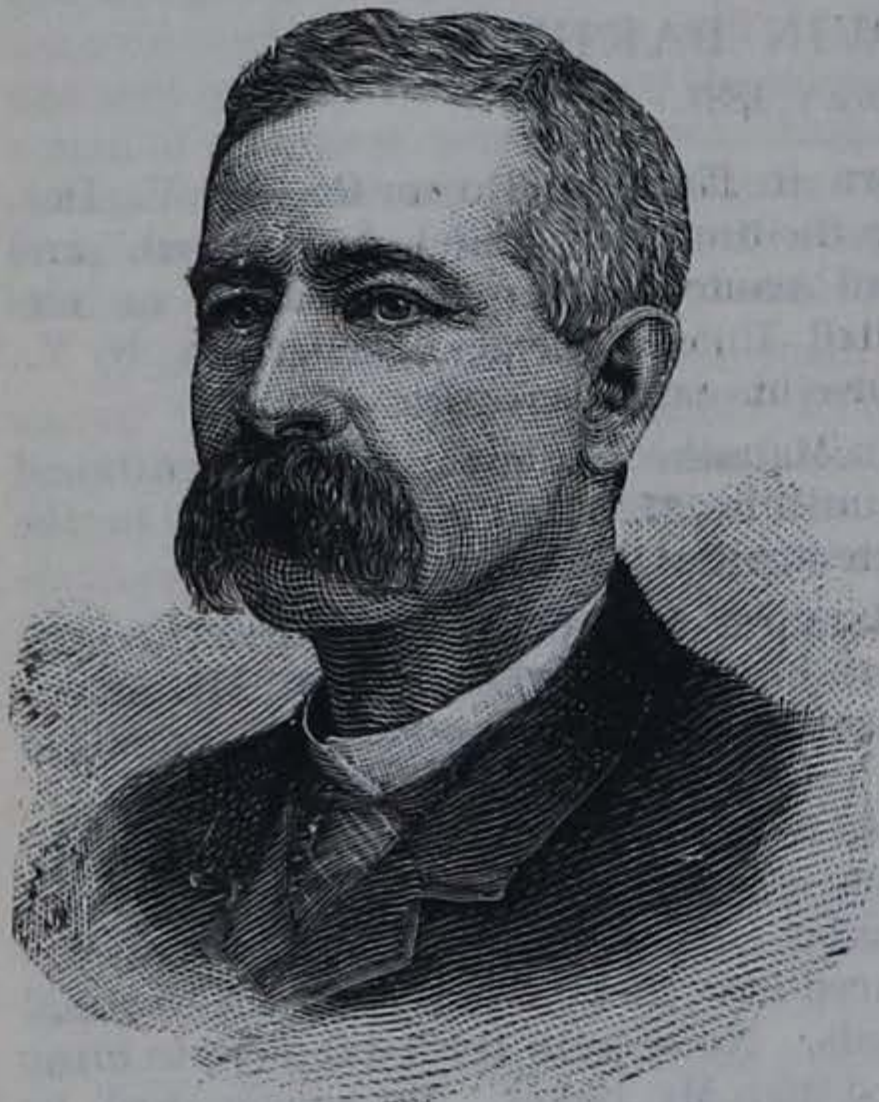
In 1881 he associated himself with the Acme Coal Company of Oskaloosa as its secretary and manager. In 1886 he accepted additional yet similar duties in the Edison Electric Light Company. For these two Institutions he labored very hard and prospered. This strain upon his not over robust frame was too much, and he sank to rest in the true and noble citizen's grave in the silent city of the dead in May, 1887. With Iowa education the name of Erwin Baker will long be associated, and he will live in the hearts of his hosts of friends always. Such lives are never lost.

EZRA H. BALLARD,

SUPERINTENDENT OF THE PUBLIC SCHOOLS OF EMMET COUNTY.

Supt. Ballard of Emmet County, though a native of New York, has been a resident of Iowa for twenty years. At different times he has served about eight years in the County Superintendency of Emmet County.

He was born at Helena, N. Y., November 18, 1843. His early life was passed at Fort Covington and at Ogdensburg, N. Y. After attending the public schools and Fort Covington Academy he entered the State Normal School at Albany, N. Y. After leaving the State Normal School, he came West and entered the medical department of Ann Arbor University, Michigan, from which he graduated in the Spring of 1868. In August of that year he came to Iowa to engage in the practice of medicine at Estherville Emmet County.



Before coming west Mr. Ballard had had considerable experience in teaching, three years of which had been in the public schools of Ogdensburg, N. Y. When a vacancy occurred in the Superintendency of Schools in Emmet County in 1870, Doctor Ballard was appointed to fill the office.

He was elected to the office in 1871 and again in 1873. He thus gave the county five years of service at that time.

From 1884 to 1879 he was County Treasurer of Emmet County. On retiring from this office in 1879 he gave his whole attention to the practice of medicine. In 1885 he was again elected by the people to the County Superintendency and re-elected for a second term in 1887. The people of his county evidently are confident of his ability to manage the public school interests of the county.

Supt. Ballard is laboring, with success to establish a course of study and a system of classification in every school in the County. The teachers standard of qualifications is being raised by means of a thoroughly organized normal institute. He is accomplishing good results for the cause of education in Emmet County.

He has been connected with the public affairs of Emmet county for so many years, nearly eight years as county superintendent, and five years as county treasurer, that he is thoroughly conversant with the educational condition and needs of the county, and with the school finances of the same. His thirteen years of official service in the county proves his success and popularity.

RICHARD A. MATHEWS.

EX-SUPERINTENDENT OF JASPER COUNTY.

The subject of this sketch is an Iowan by birth and education. He was born in 1852, in the country, near the town of Sully, in Jasper county, Iowa. Here he lived on a farm until he was seventeen years of age, when he began teaching country schools and attending the academy of Iowa College at Grinnell. He entered the collegiate department as a student of the classical course



in which he graduated with the degree of A. B., in 1879. He received his first teacher's certificate, in 1869, from Prof. L. F. Parker, now of Iowa College, who was then county superintendent of Poweshiek county. He was principal of the Lynnville schools for the year 1876-7.

In the month of November following his graduation in June, 1879, R. A. Mathews was elected Superintendent of Public Instruction of Jasper county. His first term in office was fruitful of such good work in behalf of the common schools and education in the county that he was re-elected in 1881. He served in the county superintendency from Jan., 1880, to Jan., 1884. During his official career he established an Educational Exhibit Department

at the Jasper county annual Fair, had a building erected for accommodating the same, and secured the permanent offer of \$100, in premiums, annually. This plan is still maintained with improvements in Jasper County.

He managed to keep up a good professional enthusiasm among his teachers by means of the normal institute, and frequent county and township teachers' associations. He also edited a wide-awake educational column in the *Newton Journal*. He was an earnest advocate for the establishment of school libraries for the country schools, and awakened Jasper County to practical results in this direction.

Superintendent Mathews took an active part in the district and State meetings of county superintendents, as a member of which he did efficient service, and in which he held various official and committee positions.

His four years superintendency were successful in promoting the interests of the country schools and this was done largely by raising the professional standard and qualifications of the teachers of the county.

Born and bred on the farm, Mr. Mathews has always had an interest in agriculture and improved stock. He has been a land and stock owner some years. Since leaving the County Superintendency, much of his time has been spent in writing in the interests of improved farm stock for the agricultural press, and as traveling press representative in the several fine stock districts. He has won a wide reputation as a writer in this line. He is now engaged in "Live Stock Journalism" in Chicago, being "Live Stock Editor" of the *Orange Judd Farmer*, Chicago, which is, perhaps, the most widely known and popular journal of its kind published in the West. Having been one of the founders of the *News Letter* in the college in 1874, and having written for the press every year since, the subject of our sketch is already "and old newspaper man."

SYLVESTER W. HEATH,

SUPERINTENDENT OF THE PUBLIC SCHOOLS OF POWESHIEK COUNTY.

Supt. Heath, of Poweshiek county, is a native of Indiana, born near Muncie, April 7, 1852. His parents were of English-German descent. They were pioneer settlers in Indiana, coming there as early as 1828, to make a home and clear a farm in a dense wilderness.

The subject of this sketch spent his early life in labor on a farm, ditching, splitting rails, chopping wood and all the work accompanying farm life. He attended the district school from two to three months during the winters and spent the long winter evenings at home with his books. Books of history, science and travel were eagerly devoured and had a great educative influence on the mind and character of the farmer boy.



Sylvester W. had the advantage of wise counsel from a father who had been a teacher and who was then in charge of the schools of the township in which he lived. His father encouraged him to become a teacher. After teaching one term he entered the National Normal School at Lebanon, Ohio, and pursued the teacher's course. After teaching school in his home district for five terms he was visited by the city superintendent of the Muncie schools and engaged as a principal of

the Washington school, as successor to Maj. A. W. Clancy, who had been elected county superintendent. After spending four years in the graded school work Mr. Heath came to Iowa, in 1883, and entered the mercantile business, in which he still holds an interest, in Brooklyn, Poweshiek county.

In 1885 Mr. Heath was nominated and elected superintendent of the schools of Poweshiek county, and in 1887 he was re-elected by an increased majority, running far ahead of his ticket.

No superintendent in Iowa is working harder, or more effectively for the schools of his county than Superintendent Heath. He is a good educational revivalist, and this is what every county superintendent ought to be. His circular letters to teachers and school officers, his school visitation, system of school exhibits, and the normal institute, are the means by which he accomplishes his work. Assisted by an earnest corps of teachers, he has established in the county schools a system of classification, and adopted a uniform course of study. His teachers are all using a classification register, and report to the superintendent's office each month. During the year 1887-8 there were one hundred pupils in the county who finished the common school graded course of study. At the institute of 1888, and also at the county fair, was held an educational exhibit, which consisted of over six hundred pieces of school work of various kinds.

Superintendent Heath's Historical Chart of Poweshiek County has been the means of awakening great interest in the study of local geography and history among the pupils of the public schools. He is also the inventor of 'Math-

ematical Blocks," which are successfully used in many schools. They are adapted to advanced, as well as to primary grades. He believes in a close supervision of the schools by the county superintendent. And though he has an excellent system of teachers' reports showing the condition of every school in the county each month, yet he does not fail to visit the schools to learn the character of the work that is being done, that he may know what to do to improve the work.

In 1885 Superintendent Heath lost his wife who had been his companion for eight years. Recently he was married again to Miss Minnie Skinner, who was a successful and well known teacher in Poweshiek County, and who, as his wife, ably encourages and assists him in the discharge of his official duties. Superintendent Heath unites with his virtues as an educator the graces of a Christian gentleman, and wherever he is known he is respected, appreciated and honored.

OLE O. ROE,

SUPERINTENDENT OF PUBLIC SCHOOLS OF STORY COUNTY.

The man who has been superintendent of public instruction in Story County for the past seven years is a native of Norway. In that country he was born near Bergen, June 4, 1854. When only six years of age he came with his parents to America and settled in Clinton County, Iowa, in 1862. He has lived in Iowa ever since, and in Story County since 1868. He obtained his elementary education in the common schools of Clinton and Story Counties. He began teaching his first term of school in Story County May 1, 1871. In 1875-6 he attended the Iowa Polytechnic School, a private institution then in operation at Des Moines, under the management of Prof. F. W. Corliss. In 1877 he entered the Law Department of Simpson Centenary College, from which he graduated in June, 1878. He was married in 1879 to Miss Sarah Olson.

In 1878 Ole O. Roe was elected principal of the school at Story City in Story County and served in that capacity until he was elected County Superintendent in the fall of 1881. He has been renominated without opposition and re-elected in 1883, in 1885 and again in 1887. He is now serving the second year of his fourth term in office. His majority in his last election was greater than that of any preceding election. Supt. Roe is perhaps one of the most careful superintendents in the discharge of his official duties, whether it be in making his official reports, or in examining teachers, or in supervising the schools, or in holding teachers institutes. He rides no hobby, but brings up in good order all departments of work belonging to the Superintendency. He is heartily supported by his teachers and the people of the county in his educational movements. He is thoroughly awake to every movement that will advance the teachers and Schools of Story County.

He has his normal institute well organized and graded; teachers' associations, county and township, are regularly held, and the work of classification in the country schools is begun in that careful systematic way that insures success.

Supt. Roe has a peculiar faculty of putting into effect his educational plans, in a pleasant manner without noise or friction. Supt. Roe has for several years taken part in the work of the State Teachers Association. He is also a member of the Educational Council.

RUFUS H. FROST.

EX-SUPERINTENDENT OF CASS COUNTY.

Rufus H. Frost was born in New Hampshire, January 23, 1842. In his boyhood he attended the district schools of the community in which he lived, and in these schools acquired the rudiments of an education. During the war he served for a short time in the construction department of the Union army. Returning from his service in the army he entered Kimball Union Academy, Meriden, New Hampshire, where he graduated in 1865.

After teaching for some time in New Hampshire he came to Illinois, locating in Charleston, where he taught school and studied law. Later he removed to Springfield, where he was for a time principal of a ward school. During his residence in Springfield he completed his course in law in the office of Cullom & Zane. Upon leaving Springfield he located at Mendota, Illinois, but after a short residence there was compelled by failing health to seek a different climate. In 1876 he removed to Atlantic, Cass County, Iowa, where he was at once employed as principal of one of the schools of that city. He remained in that position for three years, until he was appointed by the Board of Supervisors, June 5, 1879, Superintendent of Public Instruction for Cass County, to fill a vacancy caused by the resignation of Mr. H. A. Disbrow.

He was elected by the people to this office four consecutive terms, receiving at his third term every vote in the county except one, which was probably his own. At the close of his fourth term he declined to be a candidate for re-election, and retired from office January 1, 1888, after eight and a half years service.

As a county superintendent Mr. Frost has been conspicuously successful. From the first he has held high rank among his associates in the educational work of the State.

When the "Advisory Council" was created he was made a member, a position which he held for about six years; he was likewise a member of the "Educational Council" from the creation of the organization until about two years ago. He served one term as a member of the executive committee of the State Teachers' Association. His best work, however, has been done in his own county. Mr. Frost is possessed of two traits of character to a marked degree. They are patience and persistence. When he entered upon his work as county superintendent, he first looked the ground over carefully and thoroughly, and having determined what things most needed to be done set to himself the task of doing them—not all at once but just so much as could be carried forward without danger of lapses that are apt to follow when one undertakes more than he can accomplish.

As a result of his work the schools improved steadily from the first. The people became more interested, the teachers became more devoted, and the pupils became more deeply in earnest in their work.

Among the definite and tangible things which Mr. Frost has done for the schools of Cass county are the following: 1. He introduced a system of monthly reports. Each teacher makes a report to the county superintendent at the end of each month. These reports are kept on file in the office, and in the aggregate make a record of school work that is very valuable.

2. He has worked steadily and persistently for the improvement of the teachers of the county. To unite the teachers, as well as to enlist them more heartily in their work, he organized a county association which during his administration held monthly meetings during the school year.

3. He corrected public sentiment in certain respects.

It should be noted in this connection that in all his efforts for the improvement of the schools under his charge, he has commanded the respect and has secured the assistance of both patrons and teachers, and he retired from office followed by the sincere respect of all with whom he had to do while in the public service.

This sketch would be incomplete were it to close without the statement being made that all of this work has been done under the added burden of physical suffering. It is one thing for a man who enjoys perfect health to do well the work that devolves upon him. It is another and a greater thing for him to do successfully his work with one hand, while he makes an unceasing struggle against disease with the other. For years Mr. Frost has suffered intensely with asthma. It is hoped by his friends that a period of rest from the exacting duties of the position which he has recently vacated may serve to reinvigorate him, and fit him for still further usefulness and still higher success in the cause of education.

IRA C. KLING,

DEPUTY STATE SUPERINTENDENT, DES MOINES.

Mr. Kling was born in Walworth County, Wisconsin, July 4th, 1848. He began teaching before he was seventeen years of age. He came to Cerro Gordo County, Iowa, in 1867, and engaged in teaching. He attended the Iowa State University for one year and the Wisconsin State Normal School at Whitewater for the same length of time.

In 1875 while teaching in the Mason City High School, he was elected superintendent of the schools of Cerro Gordo County.

In April, 1877, he resigned the office to accept the position of deputy, under State Superintendent Von Coelln. He continued in this position for five years, remaining a few months under Superintendent Akers' administration.

In 1882-3 he had charge of the schools of Sioux Rapids, Iowa, for a year and a half, when he engaged in managing a bank in that place. In 1885 he moved to Florida, where in 1886 he had charge of the public schools of the city of Bartow. After two years sojourn in Florida he returned to Iowa, and in Jan. 1888 he was recalled to his former position as deputy by State Superintendent Sabin.

For this position in which he has now had more than six years experience, he is eminently fitted. He discharges the duties of his position with efficiency and promptness. He has the interests of our great public school system on his heart. No one now visits the rooms of the State Department of Education in the capitol at Des Moines without feeling that Deputy Superintendent Kling is the right man in the right place. Much of the efficiency and success of the Department depends on the efforts of the Deputy, and the school people of Iowa are well pleased with Deputy Kling's manner and work.

MARY ALDA TATE.

SUPERINTENDENT OF PUBLIC SCHOOLS OF WASHINGTON COUNTY.

The supervision of the schools of Washington County for the past year has been in the hands of the lady whose name heads this sketch. With the exception of five years spent in Lake City, Minnesota, Miss Tate has lived all her life in Washington County, the place of her birth. In 1883 Miss Tate graduated in the classical course of Washington Academy, at Washington the capital of the County. This course in the Academy prepares students for the junior year in our western colleges. Miss Tate had the honor of being the salutatorian of her class which was composed entirely of classical students.

Miss Tate had six years experience as a teacher in the schools of Washington County before her election to the office of County Superintendent in 1887. She began her official duties Jan. 1st 1888, and is now serving the second year of her first term. In this short time she has done all that could be done to advance the educational interest of the County. She is doing much to raise the teachers' standard of qualification. Her Normal Institute in 1888 was fruitful of good results, with such instructors as J. R. Bowman of Davenport, and J. J. McConnell of Atlantic.

Supt. Mary Tate is following the plan of holding County Teachers' Associations for the purpose of awakening her teachers to greater professional enthusiasm and a better knowledge of their work.

WILLIAM DENTON REEDY,
SUPERINTENDENT OF THE PUBLIC SCHOOLS OF TAMA COUNTY.

The subject of this sketch was born and educated in Iowa. Near Toledo, Tama County, he first saw the light March 10, 1853. He has lived in Tama County all his life. He attended the country and village schools of his neighborhood. When he was seventeen years of age his father died. Determined to get an education, he was now obliged to earn money to defray his expenses. By hard work, and the loan of some money from friends, he was financi-



ally enabled to attend the graded schools and academy at Grinnell. Not being very strong physically, his health did not endure the confinement and toil of student life, and he was obliged to give up the idea of attending college. Mr. Reedy taught in the country schools, was engaged in a bank, then engaged in teaching again in winters and farmed in summers, then entered a Real Estate office, was for a time sub-treasurer of Tama County, from which business he retired to the farm, somewhat broken down in health. After a time he became principal of the Chelsea schools in Tama County, and was twice re-elected. In the spring of 1885 he was tendered the principalship of the Dysart schools, but he decided to accept the principalship of the Shelton, Nebraska schools, at \$1000 per year. But before entering upon the duties of the position, his

friends persuaded him to resign and accept the nomination for County Superintendent of schools in Tama County. He entered the race for the nomination with several able competitors. He was nominated and elected, and after two years of service to the schools of the county he was re-elected for a second term in 1887, with a majority eight times greater than that by which he was first elected. His three years' service in supervising the public school work of Tama County have been years of faithful work, of devotion to official duties, of efficient and persistent effort to better the common schools. He has done much in the way of establishing a uniform graded course of study, and a system of classification in the country schools of the county. Already a large number of pupils have completed such a course and received the common school diploma.

Supt. Reedy uses every means within his power to advance the grade of his teachers and raise the standard of the schools. During the year 1887-8 there were 100 of his teachers pursuing the State Reading Circle course. County and township teachers' meetings are held which are well attended, and they are made of great profit to the teachers. His institutes rank with the best in the State. They are likewise well attended, the enrollment reaching as high as 364.

In connection with his official duties Supt. Reedy edits and publishes the "Tama County Teacher," which he uses as a means of awakening and elevating the public and professional educational sentiment of the county.

Though not able to obtain a college education himself he is a strong advocate of a thorough elementary and higher education. For several years he

has maintained habits of study while engaged in educational and other work, and is now as proficient as many who have enjoyed greater collegiate advantages.

Supt. Reedy is a thorough christian man, upright in all his ways, and devoted to whatever is right in office, in education, in life.

RICHARD C. BARRETT,

SUPERINTENDENT OF THE PUBLIC SCHOOLS OF MITCHELL COUNTY.

R. C. Barrett was born at Waverly, Iowa, October 1st, 1858. He lived at the place of his birth until he was twelve years of age, when he moved with his parents to a farm seven miles from Waverly. He attended the district school till he was eighteen and then in 1880 entered Decorah Institute, at Decorah, Iowa, an institution under the management of J. C. Brickenridge a well known Iowa educator.

He taught his first school in 1878, in La Fayette Township, Bremer County, in the same district in which the writer—editor of the *NORMAL MONTHLY*—had previously taught his second term of school. During the winter of 1880-81 he taught in Winneshiek County and resumed his studies in the spring of 1881. In the fall of that year he was elected principal of the Frankville schools, Winneshiek County.



In 1882 he became an instructor in Decorah Institute, where he served for some time. While teaching in the Howard County Normal Institute at Cresco in the spring of 1883, he was elected principal of the Riceville schools, Mitchell County. He occupied this position when elected County Superintendent in 1885. Both political parties kindly tendered him the nomination, and this

act was generously repeated in 1887. He has had the hearty endorsement of the people in his official work.

Superintendent Barrett by faithful and efficient effort is steadily advancing the schools of Mitchell County. He has the Normal Institute well organized and graded with a four years course. The attendance at the Normal Institute has increased each year under Superintendent Barrett's superintendence. The country schools have been well classified and organized with a definite line of work to pursue. Teachers' associations are frequently held, and they are well attended. A Teachers' Library Association has been organized, the object of which is to supply its members with choice books and reading matter.

Superintendent Barrett is an active participant in all the district and State educational associations. In 1887 he was chairman of the executive committee of the Northern Iowa County Superintendent's and Teachers' Association, and in 1888 was elected president of that organization to succeed J. S. Shoup of Woodbury County.

In December 1888 he was secretary of the County Superintendent's and Normal Department of the State Teachers' Association.

But little past thirty years of age, he is now serving his fourth year in the county superintendency, with a success that merits many re-elections to the office.

JOSEPH C. HADLEY,

SUPERINTENDENT OF THE PUBLIC SCHOOLS OF HARDIN COUNTY.

Superintendent J. C. Hadley was born in Clinton County, Ohio, and his early life was spent on his father's farm, about fifty miles from Cincinnati. His elementary education was obtained from the country schools of Clinton county. When he reached the age of fifteen he entered the Southwestern Normal School at Lebanon, Ohio, which was under the charge of Dr. Holbrook. He remained there but a short time, and later, in the fall of 1874, he entered Wilmington



College, Ohio. He pursued the classical course, and graduated in 1880 receiving the degree of A. B. During the pursuit of his college course he spent one year in teaching to replenish his finances. That year was spent in teaching in Wayne County, Indiana.

Mr. Hadley spent the year 1880-1 in the public school work, and in the fall of 1881 became an instructor in the college from which he graduated. After one year's experience in college work Mr. Hadley came to Iowa in the fall of 1882, and took charge of New Providence Academy, Hardin county, which was a school at that time very much run down, and did not appear to be in a promising condition. Mr. Hadley took hold of the work with an energy and determination that brought success, and in four years time the facilities and ac-

commodations of the school were increased and likewise the attendance. The academy is now in a prosperous condition, and is doing much toward preparing teachers for Hardin and neighboring counties.

In the spring of 1886 a vacancy occurred in the county superintendency in Hardin county, and J. C. Hadley, principal of New Providence Academy, was appointed to fill the vacancy. At the following fall election he was elected to fill the unexpired term. In the fall of 1887 he was re-elected for a second term. He had had seven years' experience in the school work before entering the office of county superintendent. His work at the head of New Providence Academy gave him a wide acquaintance with the schools and teachers of Hardin county. For three years now he has labored faithfully for the common schools under his supervision. The work has been improved. The grade of the teachers has been steadily raised. The best instructors obtainable have been engaged to teach in his normal institute each year, and the institute has been made a success. County and township teachers associations have been organized to aid the country teacher. He has also worked along the line of establishing greater system in the work of the country schools. A course of study, a plan of classification, and a system of reports, has materially advanced the work.

The normal institute work follows a four years graded course, and when teachers finish the course they are granted institute diplomas. A class of nine graduated at the institute of 1888.

The people have learned that in Superintendent Hadley the public schools of Hardin county have a faithful and an efficient friend, and a zealous worker in their behalf.

CHARLES E. MOORE,

SUPERINTENDENT OF THE PUBLIC SCHOOLS OF GREENE COUNTY.

Superintendent C. E. Moore was born in Summersville, Cass County, Michigan, September 25th, 1853. His parents were natives of Pennsylvania, but of English descent. The political complexion of the Moore family has been Whig and Republican without variation. When he was five years old his parents moved from town and settled on a farm where he lived until 1865. In that year the family came to Iowa and settled on a farm near Waterloo, Black-Hawk County. Here C. E. Moore lived for fifteen years. He passed through all the experiences of the average farmer boy, and became schooled to the toil and hard work incident to farm life, performing a man's work from the time he was thirteen years of age.



During the winter seasons he had the privilege of attending the district school. During the winter months of 1874-5 he attended the West Waterloo High School which was under the supervision of C. W. Von Coelln, who afterwards became State Supt.

In March 1875 he was examined by Alfred Townsend, superintendent of schools in Black Hawk County, and obtained his first teacher's certificate. After teaching four terms of school he entered Prairie Home Seminary at Waterloo, a school presided over by Miss Anna Fields. Here he pursued his studies with diligence for two years and a half. He returned again to teaching, and after two term's work entered the Iowa State Normal School in the spring of 1878, and after two years of study, graduated in the spring of 1880. Since that time Mr. Moore has been constantly engaged in public school work, teaching in the schools of Black-Hawk, Tama, Marshall, Bremer, Shelby and Greene counties. In 1883 while teaching in Tripoli, Bremer County, he was married to Miss Aurelia E. Colladay, a daughter of Ex-Senator Colladay of Wisconsin. In September of that year he took charge of the Grand Junction schools. He retained the principalship of the schools of Grand Junction until his election to the county superintendency of Greene County, upon the duties of which office he entered Jan. 1st, 1888.

Superintendent Moore brought into the office of County Superintendent, ten year's varied experience in the public school work. His five year's work in Greene County gave him knowledge of educational affairs in that County. His first year in the office has been fruitful of good results. He enters the work with a zeal to better the schools of the County. He endeavors to raise the professional standard of his teachers by means of a good Normal Institute and enthusiastic associations.

J. L. BUECHELE,

SUPERINTENDENT OF THE PUBLIC SCHOOLS OF BLACKHAWK COUNTY.

Jacob Leonard Buechele was born in the city of New York, February 9, 1854. During his first three years of life he lived in the city of New York, in Philadelphia, and near Harrisburg, Pa. In the spring of 1857 his parents came to Blackhawk county, Iowa, and there his home has been ever since. He obtained his common school training in the country schools of Blackhawk county. In 1873 he entered the preparatory department of Cornell College, Mt. Vernon, Iowa. After attending two terms he was obliged to discontinue his studies for



some time in order to earn money to defray expenses. He was obliged to "paddle his own canoe" in getting money to pay his way in college.

About this time occurred an event which would have discouraged many a one from ever trying to meet the expenses of obtaining a college education. Some time before, he had persuaded his father to sign the bond of the district treasurer of the Fox township school district. He could not sign the bond himself as he was not a land owner, and he promised that if any loss occurred he would make up the deficiency. But he was a victim of misplaced confidence. In 1875 it was discovered the treasurer was a defaulter to a considerable amount, and true to his promise Mr. Buechele must now earn money to make up this defalcation. He was

obliged to give up his cherished dream of attending college till his promise was fulfilled.

Possessed of great patience and persistence he did not give up in discouragement, and in the fall of 1882 he was enabled to again return to college, and was admitted to the Freshman class.

He was three times honored in his own township with election to the assessorship, and in 1880 he was census enumerator for the township.

When he returned to Cornell College in 1882 he had had five years experience as a teacher in the country and village schools of Blackhawk county. He remained in college until December, 1885, when he left to arrange for entering upon the official duties of County Superintendent of Blackhawk county, to which position he had been nominated and elected while he was away at school.

In June, 1886, he returned to Cornell College to receive the degree of Ph. B. and a diploma from the normal course, both of which courses he had pursued and completed.

Mr. Buechele's last three years at college were years of hard and continuous study, for he pursued his studies in vacation as well as in term time, in order to complete his course the sooner.

On January 1, 1886, he entered upon the duties of his office with a determina-

tion to do all within his power for the advancement of the common schools of Blackhawk county. Though he attempted no radical changes he at once set about in a quiet way to effect some much needed improvement.

In 1887 his work was heartily endorsed by the people in giving him a re-election to the office for a second term.

Superintendent Buechele is earnest in his endeavors to help his teachers; he is faithful in the discharge of his official duties, thoroughly honest in all his business and educational methods.

On June 28, 1888, he was married to Miss Carrie S. Bodell, who had been a teacher for several years in the schools of East Waterloo. She now affords him a cheerful support in all his endeavors.

W. A. McINTIRE,

SUPERINTENDENT OF THE SCHOOLS OF WAPELLO COUNTY.

Perhaps the greatest obstacles in the way of a more thorough and efficient supervision of the common schools of a county, is the frequent change in the office of county superintendent. Wapello county presents a fair example of what may be accomplished where the county superintendent is given a long tenure of office.

W. A. McIntire is now serving his twelfth year as superintendent of schools in Wapello County. He was born and educated in Iowa. His birthday was April 11, 1849. His home has always been in Wapello county. His early life was that of a farmer boy on his father's farm near Ottumwa.

When he first attended the country school it was in a log school house, for there were several hundred such in Iowa when he was a lad. Later the old log school house was supplanted by a very convenient frame building.

Superintendent McIntire was educated at Iowa Agricultural College at Ames. While yet a student, he began teaching in 1870. He was engaged in teaching altogether five years before his election to the office he now holds, in 1877. After serving two years as superintendent he was defeated for a second term, but in 1879 he was re-elected, and he has been re-elected at the expiration of each term since. He is now one of the three oldest county superintendents serving in Iowa. It is gratifying to note that in all his elections Superintendent McIntire has had the unanimous and hearty support of the teachers of the county.

Superintendent McIntire believes that good normal institutes will do much toward making an efficient corps of teachers. In 1881 he adopted a course of study for the institute in Wapello County. The institute is now following a graded course. The best of instructors are engaged for institute service, and under the general direction of the county superintendent thorough work is done.

In 1884 he introduced into the country schools a graded course of study and system of classification. He has been very successful in the operation of this plan. His teachers manifest a willingness to carry out his plans. The pupils in the county schools are examined each month, the questions being furnished by Superintendent McIntire. He himself examines candidates for completing the common school course.

He is agreeable in manner and conversation, and effects his plans without noise or friction.

FRANK J. SESSIONS,

SUPERINTENDENT OF THE PUBLIC SCHOOLS OF LINN COUNTY.

In Jones County, Iowa, in 1853 was born the present superintendent of public instruction in Linn County. He was educated at Cornell College, Mt. Vernon, to which place his parents moved while Frank J. was yet a boy. At intervals while attending college, he enjoyed some experience in teaching country school. He completed the normal course for teachers at Cornell College, while pursuing regular Collegiate work. Some time in 1876 Mr. Sessions left college and embarked in the newspaper business, which he followed for three years. At this time his father was in the mercantile business at Mount Vernon, and being in failing health, Frank J. left journalism and engaged with his father in business until the fall of 1883, when he entered the educational work for which he is eminently fitted, and in which he has proved a practical success. He became principal of the Mt. Vernon graded schools, and after one year's service in that position, he was chosen principal of the Springville schools in the same county. Here in a short time he did much in the way of establishing organization and system in the schools under his charge. In 1885, when the people of Linn county elected Mr. Sessions to the county superintendency, they did the best possible thing for the common schools and teachers of Linn county. Superintendent Sessions was elected to the office in 1887 without opposition from any source. He is now in the third year of his superintendency.

He has aroused a general interest in, and given a general impulse to the common school work in Linn county that it has never before known. He makes a specialty of having good normal institutes and county and township associations for his teachers. He is introducing a course of study with classification in the country schools with a good degree of success.

Superintendent Sessions, since engaging in the educational work, has been an active member of the State Teachers' Association. In 1887 he was president of the county superintendents' department of the association, and before the general association in that year he read an able and notable paper on "Air Lined Routes to an Education."

ASA O. STANGER,

SUPERINTENDENT OF PUBLIC SCHOOLS OF DELAWARE COUNTY.

Superintendent Stanger was born and educated in Delaware county. His birthday was February 28, 1859. After attending the public schools he entered Lenox College at Hopkinton, from which institution he graduated.

He has been engaged in school altogether ten years, all of the time in Delaware county. This experience gave him not only a knowledge of the schools of the county, but at the same time fitted him for the office he now holds. He was principal of the public schools at Hopkinton, when he was elected county superintendent in 1887. He has been in office a little more than a year, but long enough to prove his efficiency as a county superintendent. He is faithful and zealous in the discharge of his official duties, and in his efforts to promote good work in the common schools of the county.

MANOAH HEDGE,

SUPERINTENDENT OF THE PUBLIC SCHOOLS OF MAHASKA COUNTY.

M. Hedge, the present County Superintendent of Mahaska County, was born in Coshocton County, Ohio, June 22, 1846. The time that could be spared from the farm was spent in the district school. Came to Iowa with his father's family in 1865, locating at Eddyville, Iowa, where he attended the Eddyville high school for a year. He taught his first term of school in Wapello



County, in 1866, in a log cabin in the timber, with puncheon floor and seated in the old fashioned way. The enrollment of seventy-six pupils who gathered in from their farm homes in the timber, pretty thoroughly taxed his untried powers as a teacher. It was found to be congenial work, however, and has occupied most of his years since that time. Three years later he attended Oskaloosa college for a part of two years. Close application to study somewhat impaired his health and he was compelled to lay books aside and seek out-door work for a season, but continued studying and teaching as opportunity offered. In 1877 he was married to Miss Laura Skaggs, of Chillicothe, Mo., a lady whose

pure devotion and good judgment has contributed largely to his usefulness and success in life.

In 1879 Mr. Hedge was chosen principal of the Beacon Schools, Mahaska County, after having served one year in the grammar department. Here he remained two years, and he always refers to these years as among the most enjoyable of his life, because of the new field of usefulness which they opened to him.

He left Beacon to accept the principalship of the Prairie City schools in Jasper County. Here he prepared the first course of study for the Prairie City schools. He took an active part in all educational meetings of the county. After two years of service in Prairie City he was invited by the school board of Oskaloosa to take charge of the Fourth Ward Schools in that city. He accepted the position, which he retained for two years.

In 1885 Mr. Hedge was nominated and elected County Superintendent of Mahaska county: and in 1887 he was re-elected to that office. Mahaska is one of the old counties of the State, and has long had a wide reputation for the excellent character of its public schools and the progressive spirit and *esprit de corps* of its teachers. Supt. Hedge is eminently fitted to superintend the school system in such a county. Under his supervision the work has even been improved, especially in the country schools. A uniform course of study and a classification system, with register, has been adopted and placed in the schools. Pupils who graduate from the common school course are admitted into the city

graded schools without examination. Supt. Hedge is a firm believer in the Iowa Teachers' Reading Circle, and has a large number of his teachers pursuing the course. His normal institute follows a graded course of study and he employs only first-class instructors.

With his teachers he is kind, genial, and pleasant. In him they feel that they have a friend and counsellor, and their earnest support is given to his educational plans and methods.

LOTTIE ESTELLE GRANGER,

SUPERINTENDENT OF THE PUBLIC SCHOOLS OF PAGE COUNTY.

For the second time in the history of the Iowa State Teachers' Association has a lady been elected to the presidency. The first lady president was Miss P. W. Sudlow of Davenport, who presided in 1877; the second, the president-elect who will preside at the meeting of 1889, is County Superintendent Lottie E. Granger, of Clarinda, Page county.

Miss Granger was born and educated in Ohio. The seventh child in a family of eight children, she first saw



the light on her grandfather's farm near Granville, O., January 28, 1888. While she was yet a baby her father removed to a town in a remote part of the county of her birth, where he engaged in the hotel business. She developed into a wide-awake, active, frolicsome child, and at the tender age of four she was started off to school, probably that she might not be in the way of folks at home. The bright and active child made rapid advancement in school, and when, at the age of seven, the family removed to the country, she with her older sister were the astonishment of the whole school because of their attainments. From seven to sixteen her home was in the country. She regularly attended the district school, mak-

ing such rapid progress as the limited advantages of the school would allow, and carrying off all the prizes, for she was never second in any of her classes. She loved the freedom of the country, with its pure air, its forest and meadow, its long lanes and winding stream, its long summertime rich with song of birds and blooming flowers. To all these she was a friend. Midst such surroundings she romped and climbed and explored, a typical rural maid, and grew into perfect, healthful womanhood.

When she had rounded her sixteenth birthday, she, prompted by an ambi-

tion to do something for herself and be independent, decided to try teaching. With a recommendation from her teacher she appeared before the county board of examiners at Newark for examination, and secured a certificate. Soon after she was teaching her first school in the vicinity of her early childhood, near Johnstown, Ohio. For one dollar per day she taught this school of seventy-five pupils for a term of three months, and after paying her board had \$42 left from the proceeds, the first money she ever earned for herself. The following winter she spent at home and attended the district school, and for the two successive summers taught a term of three months.

Miss Lottie Granger was now in her nineteenth year. For some time it had been her fondest dream, her heart's greatest desire to obtain a liberal education. But how to realize her dream was the problem which she herself must solve, for her father with his large family and reverses of fortune, was unable to assist her.

Granville, near her birthplace, is a town of schools and colleges. She longed to enter within the walls of the college building as a student, but the stern hand of circumstances seemed to close the doors against her. However, in the fall of 1876, she on her own responsibility, made arrangements with the president of Shepardson College, then a "Young Ladies' Institute," to enter as a student for one term. She anticipated teaching in the following winter to earn money with which to pay her expenses. Fortune favors the brave. She proved a bright and faithful student, and when the term had closed, the president of the institution called her into his study one day to propose to her a plan whereby she might be enabled to remain in school to pursue and complete a course of study. He arranged for her to borrow money to meet her necessary expenses, and offered to let her work for her board, taking her note for the balance due, to be paid after she had finished her course and had an opportunity to earn money. This plan was followed out, and to Dr. Shepardson, who thus aided her, she owes a debt of gratitude which words could feebly express. It was indeed fortunate for her that she met with Dr. Shepardson at that important period in her career. For such men there is a reward greater than this world can offer.

On completing her work at Granville she boarded a railway train westward bound, and landed in Kansas, where near the town of Shawnee in "Little Blue School," she entered upon the work, where she taught for six months during the fall and winter of 1880-1. In the spring of 1881 Miss Granger came to Iowa, and in the following September began work as a teacher in the public schools of Shenandoah, Page county. Here she remained about five years, resigning her position on the 1st of January, 1886, to assume the official duties of County Superintendent, to which she had been nominated and elected the fall previous. In 1887 Superintendent Lottie Granger was re-elected for a second term. She has proved to be in this capacity, what she was as a student and teacher, thorough, faithful, successful. She ranks with the most efficient county superintendents in Iowa, and the cause of the common schools and teachers under her supervision has been promoted and the work quickened. She has taken an active interest in County Superintendents' Conventions and in the State Teachers' Association, and of the latter she was unanimously elected president at the Des Moines meeting, December, 1888. To her the honor came unexpectedly and unsought. She will preside at the annual meeting in December, 1889.

W. E. PARKER,

SUPERINTENDENT OF PUBLIC SCHOOLS, BUCHANAN COUNTY.

W. E. Parker of Buchanan County is second only to N. W. Boyes of Dubuque County in his number of year's service in the county superintendency. He entered upon the duties of this office in January 1876, and is now serving his fourteenth year. Though second in length of official career, he is second to none in his activity and efficiency as a County Superintendent. He has accomplished a great work for the common schools and teachers under his supervision. His Normal Institutes, Teachers' Associations and school Officers' Conventions have elevated the public educational thought of the whole County. In no other county in the State is better or more systematic work being done in the country schools.

He is a very hard worker, and is faithful and devoted to his official duties and the cause of education.

NANNIE TORRANCE,

SUPERINTENDENT OF THE PUBLIC SCHOOLS OF KEOKUK COUNTY.

Supt. Nannie Torrance, the first lady ever elected Superintendent of Keokuk County, is a fair example of what may be termed "a self-made woman."



Possessed of patience, pluck and persistence, she has acquired a liberal education and is winning well merited success in the educational work. She is an Iowan by birth, born in Fremont, Mahaska County, April 25, 1859, and since her first year of age her home has been at Sigourney, Keokuk County.

While yet in her infancy her father enlisted in the defense of his country in the civil war, and was killed in the battle of Shiloh. Thus she has no recollection of her father, and never knew the protecting care and guardianship that he would have afforded her had he been spared. The mother and five children, of whom Nannie was the youngest, were left in poor circumstances, to struggle for themselves as best they could.

Supt. Nannie Torrance was educated in the public schools of Sigourney, graduating from the High School in her sixteenth year. She at once began teaching in the country schools of Keokuk County, and continued teaching until her election to the County Superintendency in the fall of 1885.

The last three years of her teaching, preceding her election to office, was in the Springfield school. During her service there her salary was raised each

succeeding term. Her school sent to the World's Fair at New Orleans in the winter of 1884-5, the only exhibit of school work from Keokuk County.

The county superintendency came to Miss Torrance unsought. She was first nominated without her consent and without her knowledge. Her ten year's successful work in the schools of the County was well known, and though nominated on the Republican ticket in a county casting a Democratic vote of some 200 or 300 majority, she was elected by a majority of 29 votes. So well did she perform the duties of the office that in her election to a second term she received 285 majority. The people of Keokuk County are evidently satisfied that she is improving the schools and advancing the teachers of the County.

We may here make some mention of the work that Supt. Torrance is accomplishing in Keokuk County. In order to have a means of communication between herself, her school officers and teachers, and further to arouse a greater public interest in the schools, she publishes a County School Journal,—“The School Visitor”—which is taken by all the teachers of the County and is sent free to all the school officers of the County. In addition to this she conducts an educational column in the “Sigourney News” each week.

Miss Torrance has been very successful in establishing a uniform course of study and classification in the country schools of Keokuk County. She places in the hands of each teacher a manual of course of study with outlines of work for each month in the country schools, and sends monthly from the office examination questions based on this course, and requires the papers from the pupils sent to her twice during the year. The teachers are furnished with Monthly Report Cards which are used to report to the parents. The teachers are required to make monthly reports to the County Superintendent.

In 1888 there were thirty graduates from the common school course. Supt. Torrance visited each school that had students to graduate and conducted the examination herself. She remained at each place for the graduating exercises which were largely attended, and took advantage of the opportunity to explain to the patrons the objects, aims and advantages of the graded course of study. This has awakened great interest in the work over the County.

The plans of Supt. Torrance in her work are seconded and earnestly supported by as wide awake and progressive class of country teachers as there is in any county in Iowa. The county monthly educational meetings are well attended and an enthusiastic interest is always manifested.

Supt. Torrance makes it a point to have good normal institutes for her teachers each year. She engages for conductors such educators as H. H. Seerly, R. G. Saunderson and D. S. Wright.

Keokuk County during the year 1888 was foremost in the State as to the number of teachers pursuing the State Reading Circle work.

Superintendent Torrance takes an active interest in educational associations. She attended the national meetings at Madison, Saratoga and Chicago; visited the exposition at New Orleans in 1884. In our State associations she has been a member of the educational council for three years; has been secretary of the county superintendents department, and in 1887 was elected a member of the State Reading Circle Board for three years.

Deprived by financial circumstances of the privilege of attending college she, nevertheless, has been a student as well as an educator. She has gained considerable proficiency in Latin and German, and has completed the four years' Chautauqua course, graduating in Chautauqua in the summer of 1887.

This sketch would be incomplete without a reference to the earnest Christian character of the woman, and the active part she takes in the Sabbath school, church and temperance work of Keokuk county.

J. S. SHOUP,

EX-SUPERINTENDENT OF SCHOOLS OF WOODBURY COUNTY.

J. S. Shoup was born at Freeport, Pa., Feb. 28, 1841. He was educated at Abbington, Illinois, where he graduated in 1859. He served as a soldier in the Union army during the civil war. In 1870 he came to Iowa and was elected assistant principal of the Council Bluffs High School. After three years successful service here he went to Nebraska and engaged in school work for two years; then returned to Onawa, Iowa, where he remained one year. He then became principal at Smithland, and later at Danbury, in Woodbury County. While principal at Danbury he was in the fall of 1883 elected County Superintendent of Woodbury County. He was re-elected to the office in 1885. His career as County Superintendent extended from January, 1884, to 1888. He was during this time one of the most active and influential workers among the County Superintendents of Iowa. He was president for three years of the Northern Iowa Principals' and County Superintendents' Association, which includes about 40 Northern Iowa counties. He has also held prominent positions in the State Teachers' Association, and in the Educational Council. He is an able writer on educational topics, always stating his thoughts with force, clearness, and elegance of diction. He is thoroughly acquainted with our Iowa school system concerning the improvement which he has clear, practical and well defined ideas.

He made an excellent County Superintendent, and did much to unify and advance the common schools under his supervision.

JOHN W. STEWART,

COUNTY SUPERINTENDENT OF BUTLER COUNTY, 1872-1882.

No man is more deserving of mention among the county superintendents of the past thirty years in Iowa, than John W. Stewart of Shell Rock. As he was a valiant soldier in the war for human freedom and the preservation of the Union from 1861-65, so he was a courageous defender of the interests of the common schools and right principles of education in his ten year's service in the superintendency of schools in Butler County, from 1872-82. Never was a County Superintendent more devoted to the cause of the common schools and teachers than John W. Stewart. His official career extended over one of the most wonderful decades in Iowa educational history. It was the time when the Normal Institute was being formed into the graded system of instruction and professional training for teachers. He was one of the committee of three who prepared the first course of study for the Normal Institutes of Iowa. Than he no County Superintendent did more to give order, system and uniformity to the Normal Institute. His Butler County Normal Institutes were "regular old revivals" as the teachers were wont to call them. In these institutes the editor of the NORMAL MONTHLY received his first professional training and enthusiasm. Supt. Stewart brought to his teachers such instructors as Jona Piper; A. W. Stuart; Erwin Baker; James Hannan and H. H. Freer. Dear Reader, you better believe that the 150 teachers in that County on the prairies, that annually gathered in institute session under the instruction of such educators, were filled with an educational enthusiasm and a professional zeal that was carried into every school and felt in every community in Butler County. []

Supt. Stewart believed in a close supervision of the schools, and every teacher in the County was always working to get his school in the best possible condition before the Supt. called in his tour of inspection. Alas, that county superintendents of to-day should pay so little attention to the official duty of visiting and supervising the common schools. Supt. Stewart, though at times badly afflicted with the rheumatism, kept up his school visitation even when a man had to accompany him to help him in and out of his conveyance. Such devotion to duty has rarely been shown in Iowa education.

Twelve years ago Supt. Stewart was doing for the country schools of Butler County just what superintendents have begun to do generally over the State during the past four years, that of establishing a uniform course of study with a system of classification and record in the country schools. Twelve years ago in Butler County the country teachers at the close of each term left a complete record of the classification of the school and the standing and progress of each pupil, a duplicate of which was filed in Supt. Stewart's office.

He yet lives in his home in Shell Rock, but severely afflicted with rheumatism, so that he is almost entirely helpless, dependent upon some member of his family to dress him, to feed him, or to move him in his invalid's chair about his room. He bears it all with a patience which few men possess. To his country he has been a patriotic citizen, a brave soldier and a noble educator.

PRIVATE NORMAL SCHOOLS IN IOWA.

BY J. WERNLI, PRINCIPAL OF N. W. NORMAL INSTITUTE, LEMARS.

Among the educational institutions of the State of Iowa, the Private Normal Schools deserve special mention. Many years before the State Normal School was established, in 1876, even before the Normal Institutes became general over the State by receiving aid from the public funds, some of our educational pioneers opened private schools for the special training of teachers for the public schools.

Whoever may have been the founders of these schools; whatever the qualifications of these teachers may have been; they certainly were convinced of the need of trained teachers for our public schools; they were moved by the exalting thought that their mission be the education of skilled teachers for the common schools. They heroically inaugurated, often without the aid of others, their difficult enterprise, sacrificing their means, often their health, and, when not crowned with success, their names as teachers, for their noble work. For very often the difficulties surpassed their means and their strength, and more than one of these noble leaders were buried beneath the ruins of their enterprise among people without sympathy for them and their benevolent plans.

More than any other schools these private Normal Schools have to endure. The different denominational schools regard them with distrust, because these private normals stand on the broad platform of the public school system; but they are also regarded as illegitimate upstarts, because they refuse to collect money for an endowment fund. And while they act for the welfare of the public schools, and have a mission which cannot be reached by well graded high schools, yet even these agitate and work against the private Normals, be-

cause these receive some of their talented students. Thus they have been struggling, and bravely fighting their way. And their privations and sacrifices were not in vain. Under these difficulties and adversities they rooted deep in the heart of the people, and some of them grew strong and mighty, sending their influence far beyond the borders of our State. Many graduates and undergraduates with clear heads, great mental and moral strength, and high purposes, have come from these schools; and the present demand for better teachers is in a great measure due to these schools.

To many it may seem strange that persons of high moral character, of strong and superior minds, and of unquestioned qualifications; persons who are demanded as teachers in public, and endowed private schools, and are offered high salaries, prefer to start institutions of their own, where by harder work they receive less pay. And yet, the reasons are plainly seen: The pure and exalted ideas of these persons are not generally accepted. To carry out their plans, and to realize their ideals, they necessarily must work independently and untrammelled by the rules of boards that cannot rise to the purer atmosphere in which these teachers breathe. But their ultimate success depends, after all, more upon the means, the perseverance and the financial talent of the teacher, than upon his skill as an instructor.

To give a history of each of these institutions would require the special service of their teachers. Nobody else would be able to give a history of the trials and struggles, the triumph or fate of their schools, or delineate their character, their objects and their peculiar methods.

In 1872 was organized the "Washington County Normal and Training School," which was an outgrowth of a Washington County Normal Institute of 1870, and of a convention of a week's duration in the county in the spring of 1872. This Normal School held sessions during 1872 and 1873 under the superintendence of E. R. Eldridge, then superintendent of Washington county. The typical normal institute of 1870 in Washington county, the enthusiastic convention of 1872, attended by several hundred school people, and the "Normal and Training School" of 1872 and '73, set Iowa educational circles all aglow with the "Normal" idea. At this time there was not a living, distinctive Normal School in Iowa; there was, however, a Normal Department at the State University, which at about this time was merged into a "Chair of Didactics."

From this time, 1872, began a wonderful growth of private Normal Schools, which, because of the normal revival, have endured greater permanence and success than any previous attempt. In this year Mrs. M. A. Peck opened her Ottumwa Normal School at Ottumwa. At the head of this school Mrs. Peck has continued to do good work for sixteen years. In 1874 Prof. E. R. Eldridge opened the Eastern Iowa Normal School at Grandview, later moved to Columbus Junction. Under his fourteen years management of this institution not less than 2,500 students received instruction in the school. Soon after the opening of the Eastern Iowa Normal School in 1874, the "Decorah Institute" was opened at Decorah under the management of Professor J. Breckenridge, who still conducts the school, which is in a growing and prosperous condition. It has proved a great and good influence on the schools of Northeastern Iowa. It has an annual attendance of about 500 students. In 1878 the Southern Iowa Normal School was opened at Bloomfield, Davis county, and in 1881 the Western Normal College at Shenandoah, Page county, which has had an unparalleled growth during the [past few years. Other Normal Schools were started

during the few years following 1873, which flourished for a time but are not now in existence.

There are now (1889) in Iowa no less than a dozen flourishing private Normal Schools, besides normal departments connected with nearly every academy, seminary and college in the State

The following is a list of the private Normal Schools in Iowa, with such information as found in the tabulated reports of the State Superintendent, or the table prepared by the NORMAL MONTHLY:

PRIVATE NORMAL SCHOOLS, 1888.

<i>School.</i>	<i>Location.</i>	<i>Principal.</i>
Council Bluffs Normal School	Council Bluffs	W. S. Paulson
Decorah Institute	Decorah	J. Breckenridge
Dexter Normal School	Dexter	W. H. Monroe
Eastern Iowa Normal School	Columbus Junction	
Humeston Normal School	Humeston	
Northern Iowa Normal School	Algona	J. C. Gilchrist
Northwestern Normal Institute	LeMars	J. Wernli
Storm Lake Normal School	Storm Lake	Leslie Greenwood
Western Normal College	Shenandoah	W. M. Croan
Woodbine Normal School	Woodbine	{ H. A. Kinney { C. S. Page
Southern Iowa Normal School	Bloomfield	
Ottumwa Normal School	Ottumwa	Mrs. M. A. Peck

EDWIN R. ELDRIDGE,

PRESIDENT OF THE ALABAMA STATE NORMAL SCHOOL, TROY, ALA.

Though Professor E. R. Eldridge is now engaged in educational work in the South, he was for twenty years prominently identified with the school work in Iowa.

A native of White county, Indiana, descendant of Dutch-Scotch ancestors, he was born August 31, 1843. He attended the common schools, and later Bur-



nettsville Seminary in Indiana. In 1857 he came with the family to District No 4, Washington township, Washington county, Iowa. Here he labored on a farm for two or three years, attending the district school in fall and winter. In March, 1861, he entered Washington College, but he soon laid aside his books to enlist in the Union army. He entered as a private Co. F, 11th Iowa Volunteers, on September 18, 1861, from which he was discharged the next spring on account of consumption, as was then thought by his surgeons. Notwithstanding impaired health he entered the army again May 4, 1864, as 2d

Lieutenant, Co. B, 45th Iowa, and was "mustered out" with the regiment the next fall.

His first teaching was in the home district in the winter of 1862-3. Eighty-five scholars were enrolled during the seven months term. In 1863 he returned to Washington College for a few months. In March, 1864, he was married to Sarah M. Connell, still his loving helpmate.

When Mr. Eldridge returned from the army in the fall of 1864 his health would not permit his return to teaching; he farmed for a time, and entered a partnership which, through the perfidy of his partner, proved disastrous to him financially, for he was left burdened with a debt that took him seven years of weary saving work, to clear away. He farmed and studied, and in the fall of 1869 resumed the work of teaching. He has ever since been engaged in school work.

In January, 1870, Mr. Eldridge entered upon the duties of the office of superintendent of schools of Washington county, to which position he had been nominated and elected the fall before. He was re-elected for a second term, and served in all, four years as county superintendent. He entered upon the superintendency with ten terms experience as a teacher; he had been a student of the works of such educators as Wickersham, Sheldon and Horace Mann; he had received inspiration from contact with such men as Jonathan Piper, C. C. Nestlerode, and Jerome Allen, each burning with educational zeal. In the fall of 1870 he held the Normal Institute of Washington county, which was among the very first normal institutes held in Iowa, and certainly *the first distinctively typical* normal institute, after which the institutes under the law of 1873, were modeled. This normal institute was conducted by Dr. Jerome Allen with D. W. Lewis of Washington, and F. M. Witter of Muscatine as assistants. At this institute were enrolled 216 members who had flocked in from 16 different counties. Supt. Eldridge held a four weeks' institute in July and August of 1872, and during that year and the next conducted similar normal institutes in Adams, Louisa, Clay and Kossuth counties. At the session of his normal institute in 1873 State Supt. Abernethy called a county superintendents' convention at Washington to observe its workings. There Supt. Eldridge presented the "Normal" idea as worked out in the institute. They were highly pleased. After earnest conference, State Supt. Abernethy formulated the results in a bill presented to the Legislature and the normal institute became a part of our public system of education. Prof. Eldridge since holding his first normal institute in 1870 has conducted seventy institutes in Iowa. He has returned eight times and been recalled as high as twelve times to the same county.

In 1875 he was elected by the State Teachers' Association with Alonzo Abernethy and J. W. Akers to organize and manage a State Normal Institute, and he was appointed conductor, with C. W. von Coelln, C. P. Rogers, J. H. Thompson, A. W. Ozias, Geo. W. Wedgewood and Carrie Bassett as co-workers. This State Institute was held in Des Moines in the summer of 1876, and did much toward shaping the new Normal Institute work.

No man in Iowa was ever more active in the Normal Institute work, in the work of County, District and State Educational Associations. His voice for eighteen years was heard in the discussions in associations on all important educational problems connected with Iowa educational work. He has also held various positions of trust and honor. He was president of the Southeastern Iowa Superintendent's and Principal's convention, in 1873, at Burlington,

and presided alternately with Pres. Thompson at its joint session with the State Teacher's Association. He served on the Executive Committee of the State Association from 1876 to '79, its chairman in '79. He was a member of the State Superintendent's Advisory Board from its organization to the time of leaving the State. He was also a member of the Educational Council; was three years a member of the State Reading Circle Board, and was a member of the State Board of Examiners until his resignation to go to Alabama.

It was in 1874 that Prof. Eldridge organized the Eastern Iowa Normal School at Grandview, Louisa County, where the institution remained seven years, when it was removed to Columbus Junction, a better location, and where better buildings were furnished. During his fourteen years' connection with this school about 2,500 students came under his instruction. He resigned in the summer of 1888 to accept the position which he now occupies, the presidency of the Alabama State Normal School, at Troy. In Alabama he has met with a cordial reception, and he will, while he remains, do much for the cause of education in that State. His extensive experience in Normal work, his ability as a public speaker, his habits of study, and acquaintance with Pedagogical and Psychological subjects, his sound judgment, good executive ability, and his liberal views make him a man well adapted to preside over and promote the work of the Alabama State Normal School.

J. WERNLI,

PRINCIPAL OF NORTHWESTERN NORMAL INSTITUTE AND BUSINESS COLLEGE.

Prof. Wernli was born in Thalheim, in the Canton Aargau, Switzerland, and is therefore a fellow country-man of the great teacher and educational reformer, Pestalozzi.

During his early life when not engaged in his studies at school he was diligently at work on the farm with his father. Prepared by private instruction, he passed the required examination for admission to the State Normal School at Wettingen, in 1847. From this excellent institution he graduated in 1850. This institution was then conducted by Dr. Augustin Keller, one of Switzerland's most successful and noted teachers. For the five years following his graduation he was engaged in the public schools of Switzerland. He was principal at Bonnyswyl when he resigned the work to come to America, in 1855. He was led to give up his work and come to the United States by the published letters of an eminent Swiss teacher, then traveling in America. He left his beloved school in Switzerland and started for the New World, and arrived at Oskosh, Wisconsin, on the 1st of May, 1855. He had learned to be never idle, so he began to work as a common day laborer at one dollar a day, and by careful management he was able to buy 80 acres of wild land in Waupaca County in 1857, and then commenced farming. But a little more than another year had passed away, when Prof. Wernli began teaching in the public schools of his County. And in 1860, five years after landing in America, he was elected County Superintendent of schools in Waupaca County. He was re-elected to the same office in 1862. Before the close of his official term in 1864, he was called to the principalship of the Second Ward School, Milwaukee. He had

worked there but two years when the Board of Normal Regents of Wisconsin elected him to the position of Assistant Principal of the State Normal School at Platteville. He resigned this position in 1868 on account of health, inflammation of the eyes. After a short rest he was asked by the leaders of the German M. E. church, of which he is a member, to take charge of the Northwestern German-English Normal School at Galena, Illinois. Here he was so successful, being left to manage the school according to his own plan, that he soon had over 400 students enrolled. At the head of this school he put in five years of hard work without a vacation, and in 1873 resigned, with failing health and went to Chicago.

Since 1870 Prof. Wernli has worked extensively in the Normal Institutes of Iowa. And in 1875 he removed to Le Mars, Iowa, with his family. He was Principal of the Le Mars schools for two years, and during the institute season conducted Normal Institutes in many counties of Northwestern Iowa. In 1881 he was elected Superintendent of the schools of Plymouth County. He was re-elected in 1883, and resigned the office in 1885. He then made a trip to Europe and visited Switzerland, his native land. While there, he made a study of the school system of that country by visiting schools, teachers' meetings and educational departments.

Returning to Iowa, the summers of 1885-6 were wholly occupied in conducting institutes. In the spring of 1887 he opened a new institution at Le Mars, the Northwestern Normal and Business College. He, himself founded the school, of his own means and without pecuniary assistance from anybody. The school is now less than two years old but it is an assured success. There are now over one hundred thirty students enrolled. Prof. Wernli has recently secured another large building to accommodate the growing school. The structure is 60x80, three stories high, and it has been excellently fitted up for school purposes. The school has three distinct Departments, viz: *The Normal Department* comprising a three year's course, for the instruction and training of teachers; the Business Department, for fitting young men and women for active life; and the Musical Department, for thorough training in instrumental and vocal music.

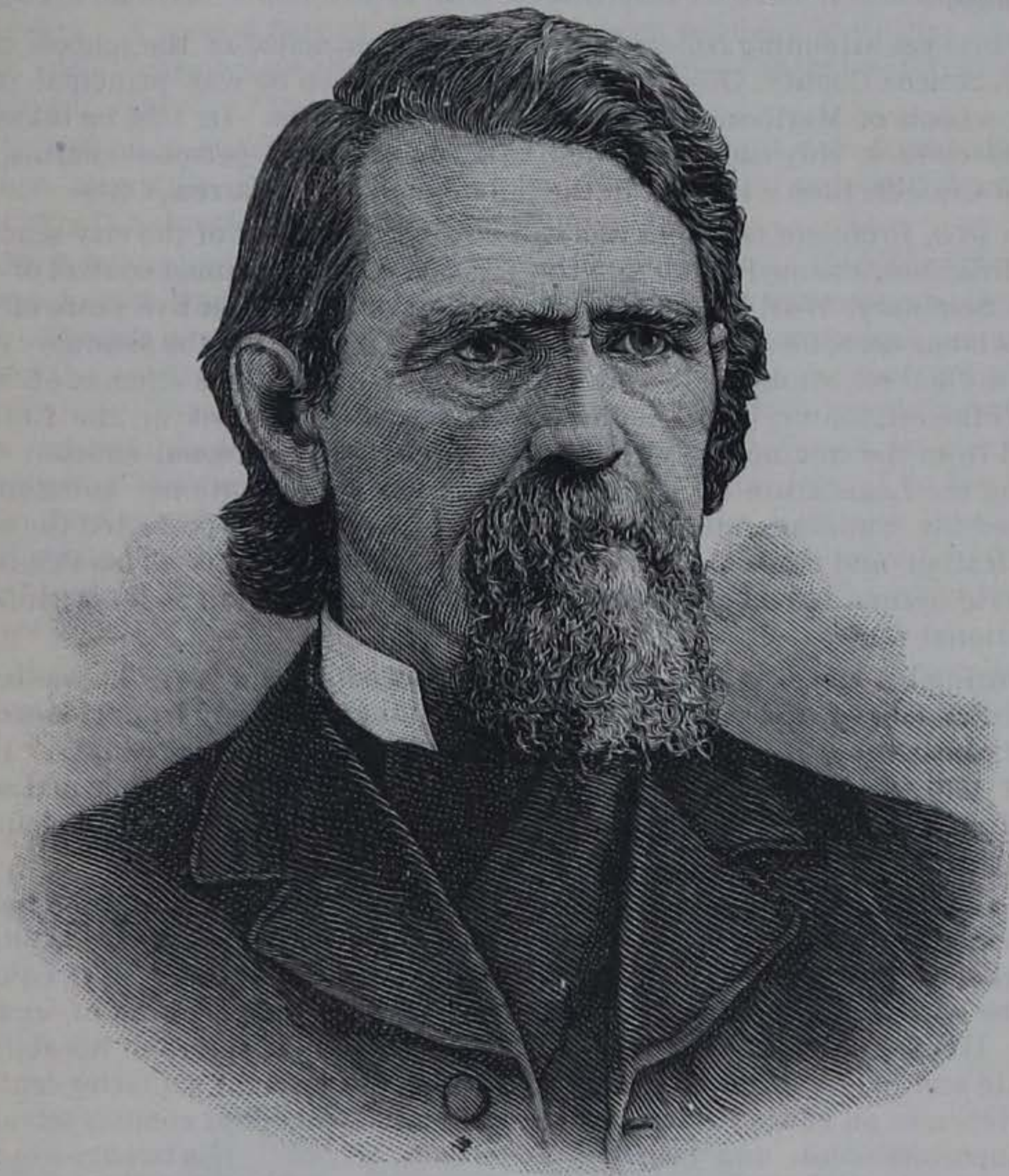
Since coming to Iowa, Prof. Wernli has been in the rank and file of the prominent workers in the State Teachers' Association. He is a member of the Educational Council, and has read several able papers before that body and the General Association.

Twice in Iowa State Convention has Prof. Wernli received a large and enthusiastic support for nomination to the office of State Superintendent of Public Instruction.

As Normal School Instructor, as Institute Conductor, and as County Superintendent, Prof. Wernli has touched the lives of thousands of teachers, and inspired them to higher aims and better methods. By education and by natural endowments, he is admirably fitted for Normal Instruction. He is in an eminent degree a teacher of teachers.

J. C. GILCHRIST, A. M.,
PRINCIPAL OF THE NORTHERN IOWA NORMAL SCHOOL.

This man has devoted thirty-five years to the work of the teachers' profession, of which eighteen years have been given to education in Iowa, and of this long professional career nineteen years have been spent in conducting normal schools in the East and in Iowa. But this bare statement means little to those unacquainted with the unremitting toils of earnest educational work. Indeed a meagre sketch like this can convey little idea of the busy life of Professor Gil-



christ. A native of Pennsylvania, the child of sturdy Scotch parents, he was born May 20, 1835, in Allegheny City. In 1836, Coitsville, Mahoning county, Ohio, became the home of the Gilchrist family. Here on a farm the subject of our sketch grew to manhood, alternately attending school and working on the farm. At the age of eighteen he entered Mahoning Institute at Poland, Ohio, then an academy of reputation, and still prosperous with collegiate powers. He attended this school until July, 1853, interrupted, however, by his going out several terms to teach and to work. He was wholly dependent on himself for means to sustain his studentship, and he hesitated not to go to the harvest fields in vacations, to do janitor work in the buildings, to teach occasional

classes of the academy, that he might add to his earnings of regular teaching in the common schools. From home he could only expect encouragement and, this was never wanting. His father died in 1854.

After leaving the academy in 1853, he taught one term at Lenox, Ashtabula County, and four more at Hubbard, Trumbull County. In April, 1855, he entered Antioch College, Yellow Springs, Ohio, of which the celebrated educator, Horace Mann, was president. He was a student at Antioch several terms, but financial fortune was against him, and his course of study was never completed at college.

While yet attending college he was one year principal of the schools of Republic, Seneca County, Ohio, and on leaving Antioch he was principal of the union schools of Marlboro, Stark County, for two years. In 1858 he takes as a life associate a lady richly endowed with mental and personal charms, Miss Hanna Cramer, then a teacher in the public schools of Warren, Ohio.

In 1859, Professor Gilchrist was chosen superintendent of the city schools of New Brighton, Pennsylvania, and the following year assumed control of California Seminary, Washington County, Pennsylvania. After five years of prosperous labor here, he projected the enterprise of converting the seminary into a State normal school under the laws of Pennsylvania. This scheme, of which he was the originator, he carried to a successful issue. Most of the funds required from the community were raised through his personal efforts. Then visiting the Legislature he secured the needed appropriations; subsequently planned the buildings, superintended their construction, perfected the school organization, and made the institution an honor to the State. This Pennsylvania State normal school is a lasting monument to his skill as an organizer in educational work.

During his labors in this direction, which occupied six years, he was county superintendent of the public schools of Washington county from 1866-69. To his administration is accredited an educational revival in that county. In the fall of 1870 he was tendered the principalship of West Virginia normal school at Fairmount. He remained here but one year owing to political change in party power of that State.

He came to Iowa in 1871, engaged in institute work for a year, then became superintendent of the schools of Mason City. His success attracted attention, and when in 1876 the Iowa State normal school was to be opened, J. C. Gilchrist was the man chosen by the trustees to undertake the difficult work of organization. His ten years' administration of this school bear record of his ability to execute and to organize. Into this institution he brought a quarter century's experience as an educator—experience as humble teacher of country schools, as city superintendent, and principal of normal schools. His twenty-five years of labor had covered the whole field of education. With this varied knowledge of school work, with strong intellect, courageous spirit and Christian faith, he gave to the Iowa State normal school a reputation that reaches beyond the borders of our own State.

On Prof. Gilchrist's retirement from this institution, in 1886, the trustees of the Northern Iowa Normal School chose him to organize, establish and conduct that institution. To him the school, now in successful operation, owes its existence. The school has an excellent location, and the probabilities are that sooner or later it will be made one of our State Normal Schools.

The Northern Iowa Normal School is in the third year of its existence.

Last year it had an attendance of about 150 students, representing thirty counties in Iowa. The teaching force is made up of a faculty of seven experienced and efficient teachers. The school has courses of study equal to any in State Normal schools; it has a model school for the benefit of the students; also musical and commercial courses, short-hand and type-writing.

Prof. Gilchrist has taken active part in the State Educational Associations of Ohio, Pennsylvania, Virginia and Iowa. He has also lectured before other State Associations. He is a life-member of the National Educational Association. He has been a member of the Educational Council in this State for several years. A special field of his labor has been teachers' institutes, the number of such bodies before which he has appeared, either as instructor, conductor or lecturer, reaching the hundreds.

In 1868 he received the honorary degree of master of arts from Allegheny College, Meadville, Pa. All his life he has been a close and untiring student, especially in subjects pertaining to his profession.

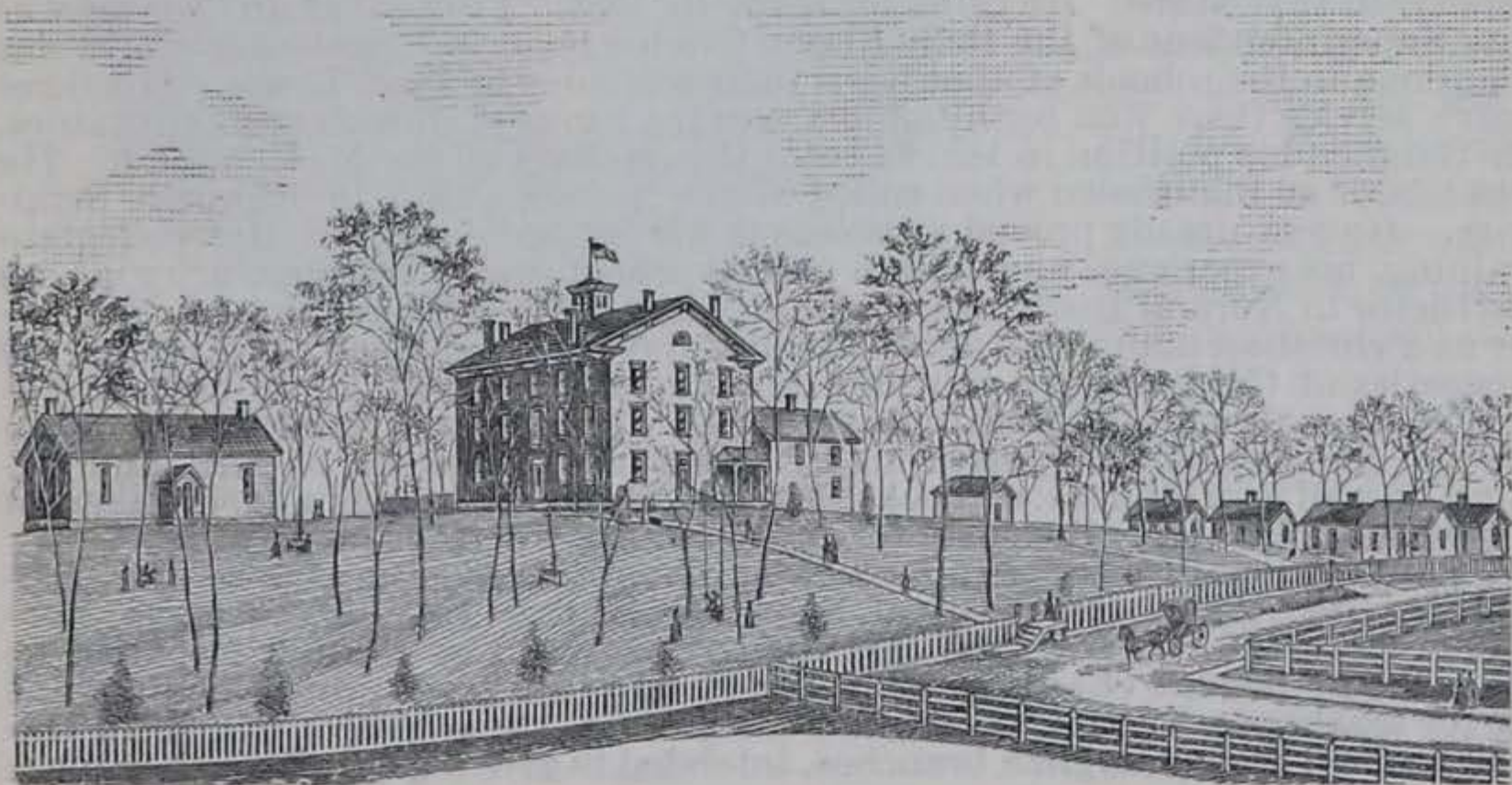
Prof. Gilchrist is a noble type of christian character. He joined the M. E. Church in 1863, and was licensed to preach in 1866, and was ordained Deacon in 1878. Though never in charge of a congregation he has preached a great deal during the past twenty years. He is a forcible, cultured and eloquent speaker, and is always listened to with the closest attention. He is the author of a new book just published by D. D. Merrill, St. Paul, entitled, "Iowa, its Geography, History and Resources." The text-book contains thirty lessons on Iowa, written in the form of a pleasing and interesting narrative. The book is handsomely illustrated, showing the scenery, and the commercial, industrial, and educational interests of the State. The book is quite a complete picture of the present condition of Iowa.

Prof. Gilchrist is best appreciated by those who know him best, and the best and noblest part of his life cannot be represented in a sketch of this kind.

WILSON S. LEWIS,

PRINCIPAL OF EPWORTH SEMINARY, EPWORTH, IOWA.

Epworth Seminary is one of the oldest and best institutions of its class in the State. It is well and favorably known throughout all Northeastern Iowa.



The Seminary is located at Epworth, a beautiful little village on the line of the Illinois Central Railroad, in the central part of Dubuque County. The school was first opened in 1857. Since that time about three thousand young men and women have received instruction in its halls, who have gone forth to honor the world with better work and nobler lives. The early years of the school were prosperous, but from 1864 to 1870 it led a precarious existence. During the past ten years the Seminary has enjoyed a large growth and constantly increasing popularity. This new growth began with the administration of Dr. J. B. Albrook, in 1878. He brought to the Seminary practical business management, broad scholarship, wise executive ability, and skill as a teacher and organizer. During his five years' administration the attendance was increased about 150 per cent. The main building was repaired, refitted and an addition built thereto, a new building erected, for chapel and society purposes, and five students' cottages placed on the grounds near the main building. He gave the Seminary an excellent reputation at home and abroad for its proportions as a school, for its healthful moral influence on its students, for the efficiency of its corps of teachers, and the thoroughness of the instruction given. The attendance reached 240 students annually.

During the administration of Prof. Geo. W. Jones there was added to the



accommodations of the school a Ladies' Hall, a commodious three-story stone building, well adapted to the purposes intended; in the main building was fitted up a library and reading room, and several hundred volumes added to the library; also through judicious advertising the territory of the school was widened.

Rev. W. S. Lewis is now the principal of Epworth Seminary. He accepted the position at an urgent call

from the Board of Trustees in the summer of 1888. He is now presiding over the affairs of the school with great success in the midst of a prosperous year. Prof. Lewis is a native of New York. He was educated at St. Lawrence University, in that State. He came to Iowa in 1881. From 1882 to '85 he was City Superintendent of the Belle Plaine Graded Schools. No better work was ever done in the schools of that town than was done by Prof. Lewis. His three year's service there won for him a place in the ranks of Iowa's best educators. He resigned his position in 1885 to enter the ministry of the M. E. church. He was pastor at Blairstown when called to the principalship of Epworth Seminary. He has already proved a success in his present position. His collegiate training, his experience and skill in graded school work, his popularity as an instructor in Normal Institutes, his ability as a public speaker and his character as a christian man, have done already, and will do much to promote the prosperity of the Seminary, to widen its influence, to maintain its high standard, and to extend its patronizing territory. Pleasant and agreeable in manner and conversation, prepossessing in appearance, a student of men and affairs, as well as a student of books, he makes many friends and awakens a general interest and enthusiasm for the Seminary wherever he goes.

Epworth Seminary offers a broad and liberal training for college, for business, for life. There are Classical, Scientific, Higher English, Teachers' Normal, Commercial, Musical and Art Departments. The Normal Department under the immediate charge of Prof. Lewis affords a good professional training for teachers. The higher English course is a three year's course in the common and higher English branches, intended to give a good English educa-

tion. The student of the Seminary may study the ancient and modern languages, the mathematics, the sciences, the common English branches, book-keeping, penmanship, vocal and instrumental music, drawing and painting—all the opportunities offered by any institution, and besides, there is the advantage of an excellent student's boarding hall, good library open to the students each school day, well organized literary societies, and rates of expense brought within the reach of any industrious student.

WM. M. CROAN,

SUPERINTENDENT OF WESTERN NORMAL COLLEGE, SHENANDOAH, IOWA.

In the history of Private Normal Schools in Iowa, the Western Normal College at Shenandoah is an example of remarkable growth. Of this institution, which has attracted so much attention in the State during the past five years, Wm. M. Croan is Superintendent and proprietor. He is a native of Indiana, born near Anderson, Madison County, July 23, 1853. In early life he



Wm. M. Croan

learned to combine habits of industry and study. He worked on his father's farm, and attended school at every opportune occasion. He early mastered the branches of the common district school, and later the township graded school. He completed a course at the Anderson Graded and Normal School, then under the control of Eld. Joseph Franklin. Anderson was four miles from his home, and he walked the round trip of 8 miles each school day during his three years' tutelage in the institution at Anderson. Not only did he walk this distance, but he also did much work on the farm mornings and evenings and during vacations. Hence in his youth he was schooled in hard work and early learned to be independent, to make his own way,

and to fight his own battles. As a student he was studious and scholarly, making rapid and thorough advancement in his course. Mr. Croan began teaching school in Madison County. He taught and earned money to defray expenses at the Northwestern Christian University, and took special work under President Burgess. After leaving college he taught in graded schools for a time. He was for some time editor of the Anderson Democrat, the official paper of Madison County. He was recalled to the educational work by being elected County Superintendent of schools in Madison County. The Indiana official reports from the Educational Department indicates that he was as active, enthusiastic and successful in this capacity as in every other position he has filled. During his administration, Madison County had a reputation for high professional standards and for general educational enthusiasm. While in this work Supt. Croan established a reputation as an energetic and progressive school man. Prof. Croan resigned the office of County Superintendent of schools in Madison County in the early spring of 1884, and moved to Shenandoah, Page County, Iowa, where he had just purchased the property of the Western Normal College. He at once became Superintendent of the Institution as well as sole proprietor of the property of the concern. In the five years that Prof. Croan has been managing this Institution, he has accomplished a work which not one school-man in a thousand would have done. The enrollment which five years ago was sixty-five students, now numbers several hundred. There are from 400 to 700 students in attendance during each one of the five terms in the year. The school has of course been enlarged correspondingly as to building accommodations, equipments, and in the number of its teachers. The school has a variety of Departments, viz: The Common School Course, Normal Course, Scientific Course, Classic Course, Business Course and Civil Engineering Course. Then there are courses in Music, Short-Hand, Typewriting and Telegraphing. Each department is under the immediate supervision of a Principal. The faculty is composed of twenty-three teachers who are especially qualified for their respective departments of work.

One of the popular features of the school is the Boarding Department which is conducted on a plan unlike that of any other college boarding department in the State. The Boarding Halls of the Western Normal College are under the general superintendence of Mrs. Croan. There are two or three different boarding halls furnishing board at different prices to suit the financial abilities, or economical desires of the students. This is an excellent plan and has proved a popular success.

Prof. Croan has all the elements of character that go toward making a successful manager of a large and growing institution like the Western Normal College. He is a shrewd, wide awake business manager who is capable of handling the finances of a great enterprise. With good executive ability, keen foresight, well designed methods of advertising, and unbounded enthusiasm in his work and belief in its success, he achieves whatever he undertakes in behalf of his institution.

Supt. Croan makes friends wherever he goes, for himself and for his school. He is genial, courteous and affable among his students, or among men of the world. It has been his ambition to build up a great independent Normal School, and this he has done beyond question.

O. H. LONGWELL, A. M.,
PRINCIPAL OF WESTERN NORMAL COLLEGE.

O. H. Longwell was born near Bentonville, Fayette county, Indiana, December 22, 1855. His lineage on one side may be traced back to good old Puritanism of the Mayflower stock, and on the other to the Longwells who controlled great linen manufactories in Ireland. His parents were thrifty, enterprising farmers who made a home in the thickly timbered portion of Indiana.



The school advantages of the neighborhood in which the subject of this sketch was born, were meager but in the Longwell home were always a supply of good books and newspapers, and many were the long winter evenings profitably spent in their perusal. By the time O. H. Longwell had reached sixteen, he had acquired a fair knowledge of the common branches. He had the good fortune to have one teacher who awakened in him a desire to obtain a better education than could be obtained in the common schools. Encouraged by his father he be-

gan that course of training which gave him that excellent preparation and fitness which he possesses for the educational work. He first enters the Newcastle High School and later Spiceland Academy, and then pursues a four years classical course in the Northern Indiana Normal School, graduating with the degree of A. B.

In Indiana he had experience as teacher in the country schools, and later as Superintendent of the Goodland public schools. Wherever he worked, he attained success. In 1880 he was called to the Chair of Language and Literature in the Southern Iowa Normal School at Bloomfield, Iowa. After two years service in that capacity Prof. Longwell was elected principal of the institution.

In 1884 he received a call from the Western Normal College at Shenandoah, and in 1885 began work as principal of that institution. In this position which he still retains, Prof. Longwell has immediate charge of the entire educational work of the institution, and he has shown himself to be a thorough organizer and a skillful teacher. The growth of the school has been marvellously rapid, but he has maintained order, system, method, and efficiency throughout all the

Graded School with a High School department. Dubuque had established a High School the same year. Both were probably influenced to do this by the Report of the Commissioners of Revision of the School Laws. Horace Mann was chairman of this Commission and in July 1856 presented the Report of which the following is a portion: "Your Commissioners can not regard any system of public instruction as complete without some liberal provision for institutions of learning higher than the primary school, where the simplest elements of knowledge only are taught. They have therefore made provision for a *High Academic*, or *Polytechnic School* as soon as the population of a county reaches the number of 20,000. This they have made a part of the common school system, being well satisfied that under that system, these higher institutions will meet with better encouragement, acquire greater strength and vigor, and dispense more certain benefit to the community than any other." The establishment of these schools was optional with the counties. In 1858 the law was passed permitting the establishment of graded schools. The law has been in force ever since though it has been amended several times. In accordance with the provisions of this law the cities and larger towns began to organize High Schools. Their growth has been steady though there was much opposition to them from various quarters. Those who had established private schools of course lost patronage as soon as it was demonstrated that the public High School could do work as well as they did. Mr. Nestlerode writes me "There was a strong feeling on the part of those who possessed a *little means* against educating children at the public expense and decidedly so to giving more than the rudiments of an education." Thus it appears that selfishness and pride were the two potent factors opposed to the public free High School. This opposition has of late years been charged to the childless tax-payer but in reality it was "generated in the atmosphere of modern academies and colleges with preparatory departments"; these did not come out and boldly fight, but gave the hiss and invented the cry of "high taxes for special education" and put it in the mouth of the tax-payer. But time has justified the wisdom of the organization of the High School. The celebrated Kalamazoo High School case in 1874 forever settled the question of the legal right of a state or district to tax itself for higher education. The High Schools of Iowa are to-day giving as good a college preparatory training as the academies do. President Angel says "that the best one-half Freshmen of the Michigan University are from the High Schools."

Then there are hundreds and thousands who obtain the elements of higher education in the High Schools that would never gain that boon otherwise. "The High Schools are carrying most important elements of higher education into the larger towns and offering them to the children of the poor and the rich at their very doors. * * * Hundreds of children of the poor have been lifted by their local schools into our best life, lifted into hopes and realizations utterly beyond their possible ambition in the days of academies." The High Schools of Iowa are sending out young men and young women very much in earnest to do something; to amount to something; to benefit mankind. Never did a school send out youth inspired with more earnestness and high resolve than did C. C. Nestlerode's Tipton High School. His was a fitting specimen and right well are his successors copying it! Keep the High School up to its present rank and manage in some way to bring a larger number of our youth into it and a few years will make it as indispensable here as it is in New England. Each year is demonstrating its fitness to live. What John S. Hart made

the Philadelphia High School, each principal may make his High School within the limits of its numbers and support, a potent factor in community, a temptation towards the highest and best citizenship, yea more than temptation, a conversion into the best citizenship. If what is here assumed can be realized then the charge of godlessness must fall so far as the High Schools are concerned, since the best citizenship cannot be godless. It *has* been realized here in Iowa, it *can* be again. Would that the Iowa High Schools were hedged about as effectually as those of Massachusetts are! "There every town of 500 families is *required* to employ a teacher competent to give instruction in history, book-keeping, surveying, geometry, natural philosophy, chemistry, botany, and Latin, while *every* town *may* do so, and in every town of 4,000 inhabitants, in addition to the above branches, the Greek and French languages, astronomy, geology, rhetoric, logic, intellectual and moral science, and political economy, must be provided for;" and all are provided.

There has been a great lack of uniformity in the work of High Schools in Iowa. Sometimes one line of work predominates, sometimes another. This is due to the fact that the courses of study have been planned by teachers, and as each has his liking and it may be hobby, this variety naturally arises. From an old School Journal we find the course of study in the Lipton High School was orthography, reading, writing, mental and written arithmetic, English grammar, geography, natural philosophy, botany, history, rhetoric, algebra, geometry, theory and practice of teaching. Latin and German were taught out of regular school hours. From this it is seen that considerable of the work was of that kind which we require done in the grammar grades. In 1861 Mt. Pleasant taught Sixth Reader, arithmetic, grammar, chemistry, geometry, botany, history, algebra, natural philosophy, Latin and French in her High School. From the report of the Superintendent of Public Instruction 1864-5 we obtain representative courses of study of that time. They are the courses of the Burlington High School.

ENGLISH COURSE.

FIRST YEAR.

First Term—Arithmetic, English Grammar, Physiology.

Second Term—Arithmetic, Algebra, English Grammar, Physiology.

Third Term—Algebra, Constitution of United States and Iowa, Book-keeping, English language.

SECOND YEAR.

First Term—Algebra, Universal History, Natural Philosophy.

Second Term—Geometry, Universal History, Natural Philosophy.

Third Term—Geometry, Ancient Geography, Rhetoric.

THIRD YEAR.

First Term—Geometry, Trigonometry, Chemistry, Rhetoric.

Second Term—Trigonometry, Chemistry, Botany.

Third Term—Surveying, Astronomy, Botany.

FOURTH YEAR.

First Term—Geology, Natural History, Moral Philosophy.

Second Term—Geology, Meteorology, Mental Philosophy.

Third Term—Geology, Reviews of all previous studies.

ENGLISH AND LATIN COURSE.

FIRST YEAR.

First Term—Arithmetic, English Grammar, Physiology.

Second Term—Arithmetic, Algebra, Latin, Physical Geography.

Third Term—Algebra, Latin or German, Constitution of United States, Book-keeping.

SECOND YEAR.

First Term—Algebra, Latin or German, Natural Philosophy.

Second Term—Geometry, Latin or German, Natural Philosophy.

Third Term—Geometry, Latin or German, Rhetoric.

THIRD YEAR.

First Term—Geometry, Trigonometry, Latin or German, Rhetoric.

Second Term—Trigonometry, Latin or German, Chemistry.

Third Term—Surveying, Latin, German, Chemistry.

FOURTH YEAR.

First Term—Geology, Latin, Moral Philosophy.

Second Term—Universal History, Astronomy, Mental Philosophy.

Third Term—Universal History, Botany, Mental Philosophy, Natural History.

A moment's comparison will show the resemblance to the Massachusetts High School course referred above. Here we find subjects some of which are claimed as the most advanced studies of the colleges of our State to-day.

At the risk of being considered tiresome we here present the course of study for High Schools reported by the Educational Council in December, 1888, and adopted by the State Teachers' Association at that time. This is supposed to be the most matured thought and deliberate judgment of the day upon this question.

CLASSIFICATION OF HIGH SCHOOLS.

1. High Schools shall be classified as follows:

- (a.) First-class High Schools, having a four years' course.
- (b.) Second-class High Schools, having a three years' course.
- (c.) Third-class High Schools, having a two years' course.

Note—As far as the third and second-class High Schools carry their courses they are to be similar in subject matter and thoroughness of instruction to the first years of the first-class High Schools.

2. The ordinary common branches, namely: Arithmetic, Grammar, Geography, United States History, Reading, Spelling and Penmanship, are not considered as a part of the High School course, and it is presumed that these are essentially completed before entrance upon High School work.

3. The details of minimum of work for High Schools that are to be considered as worthy of classification as first-class shall be as follows:

- (a.) Higher Algebra through quadratics.
- (b.) Plane Geometry.
- (c.) Latin—Cæsar (four books), Virgil (six books), Cicero (four orations); prose composition and reading of easy Latin at sight.
- (d.) One year's Greek for admission to classical course in colleges; or equivalents in German or French; or plane Trigonometry, solid and spherical Geometry, and structural Botany.

(e.) Physiology, Physical Geography, Descriptive Botany, Elementary Physics.

(f.) Rhetoric and Literature, equivalent to four terms' work.

It is recommended that the work in these two subjects be distributed throughout the entire course, and that the method of instruction be such as shall involve much practical composition in rhetoric, and actual reading and study of the works of the most prominent American and English authors in Literature.

(g.) Civics, General History, Drawing.

4. As equivalents for the Latin in an English course of four years the following studies may be substituted: Book-keeping and Commercial Arithmetic, Zoology, Political Economy, Descriptive Astronomy, Elementary Chemistry.

5. For a three years' English course the Latin may be omitted, and the other subjects as prescribed in details for course of study for first-class High Schools may be taken in three years.

6. The rank of a High School shall be determined on its application and presentation of course of study to the Superintendent of Public Instruction by a committee consisting of seven members, to be constituted as follows: The Superintendent of Public Instruction to be chairman ex-officio, three members to be appointed by the College and University Department, and three by the Department of Secondary Instruction.

RELATIONS OF HIGH SCHOOLS.

All students graduating from first-class High Schools, being properly certified by Principals or Superintendents, shall be admitted to the Freshman class in College course on trial or probation, without further evidence of preparation.

The noticeable changes recommended here are in the omission of the common branches and mental and moral sciences, and the substitution of English Literature, political Science, structural Botany, and drawing in their places. There have been some decided gains in these years. The study of Civics and Drawing is justly demanding a recognition, and a more intimate knowledge of mother tongue is imperative. The High Schools are rising to meet the emergency, and are beginning to do this work in a very satisfactory manner. Many High Schools are doing special lines of work, as in their business courses and teachers' classes. There may be theoretical objections to the Public High School giving a training in special lines. Yet if communities are willing to tax themselves to give such training, we shall be the last to say to them, nay. Moreover, as very much that is taught is common to all vocations, it seems no more than just that such branches as are needed by any class, shall be substituted for those not needed, provided that such instruction can reasonably be given. Indeed, with respect to teachers' courses in High Schools, it is almost a necessity that they be established. Normal Schools are not numerous enough to supply the demand for teachers, and the High Schools are the next best training schools for them. But the best thought in our State today, is that this work shall be left to the Normal Schools. Our State Normal School is giving full credit for academic work done in first class High Schools. One year spent in professional training at the State Normal School gives graduates in such schools a special certificate from that Institution. The State University led the way in recognizing the excellence of work done by High Schools, when in 1881-2 she admitted 25 High School graduates without examination. Graduates from 25 High Schools are now admitted to the University without

examination, and work of 37 other High Schools is accepted so far as it goes. All the colleges are following the lead of the University in this. The hands of the High Schools are thus strengthened, and the colleges in turn are benefitted.

Much attention is given to school-buildings. Nearly every village of a thousand inhabitants and upwards has its High School building and this is often the most conspicuous and elegant building in town. There is danger that too much may be attempted in this line, and in establishing and maintaining a High School the lower grades may suffer. This must be avoided. It would be sapping the very foundations of the public school structure. Schools with less than five departments can not well attempt High School work. There are to-day in Iowa one hundred ninety-two High Schools great and small. There are probably fifty more schools that are teaching some High School studies possibly a year or more of work. There were 9167 pupils enrolled in High Schools in December 1888, according to the High School Directory of the NORMAL MONTHLY.

The number now in attendance is easily 10,000. In June 1888 there were 1314 young men and women graduated from the High Schools of Iowa according to returns in the State Superintendent's office. Davenport graduated the largest number, 58. She has the largest attendance this fall having an enrollment of 261, however the two High Schools at Des Moines aggregate a larger number there being 394 enrolled in them. In October of this year there were one hundred five High Schools which taught Latin, forty-six, German, three, Greek, one, French. As opposed to this in 1875 sixty-three taught Latin, forty-five, German, seven, Greek, and three French.

Davenport has established a cooking school which is proving a success. Girls of the High School are given one lesson of one-half day in length each week. Systematic physical training and vocal music are receiving considerable attention in the larger High Schools.

The people are supporting their High Schools generously. There are four High School principals who are receiving at present salaries of \$1,500 each per annum. The largest salary ever paid to a High School principal in Iowa was \$1,800 per year. Dubuque has the honor of having established the first High School and also of having paid her principals the largest salary.

Many of these High Schools are well equipped with apparatus, libraries, museums and buildings to do a very superior class of work, and they are presenting very excellent results.

COUNTY HIGH SCHOOLS.

With the law permitting the establishment of graded schools provisions were made for the establishment of County High Schools. Maturin L. Fisher, Superintendent of Public Instruction, in his report in 1858, says: "The system of High Schools and Scholarships here presented * * * is the identical plan recommended by the immortal Jefferson to the Legislature of Virginia the next year after he wrote the declaration of Independence. Iowa, then the possession of a foreign Prince, afterwards annexed to the United States by his far-seeing policy, has been the first to adopt his statesman-like system of public instruction."

A County High School was established in 1858 under the provisions of this law at Albion, Marshall county. The measure seems to have been in advance of the public sentiment, and the aid of the State not being realized the school

languished and died in a year or two. This provision was omitted in the revision of the school law in 1858.

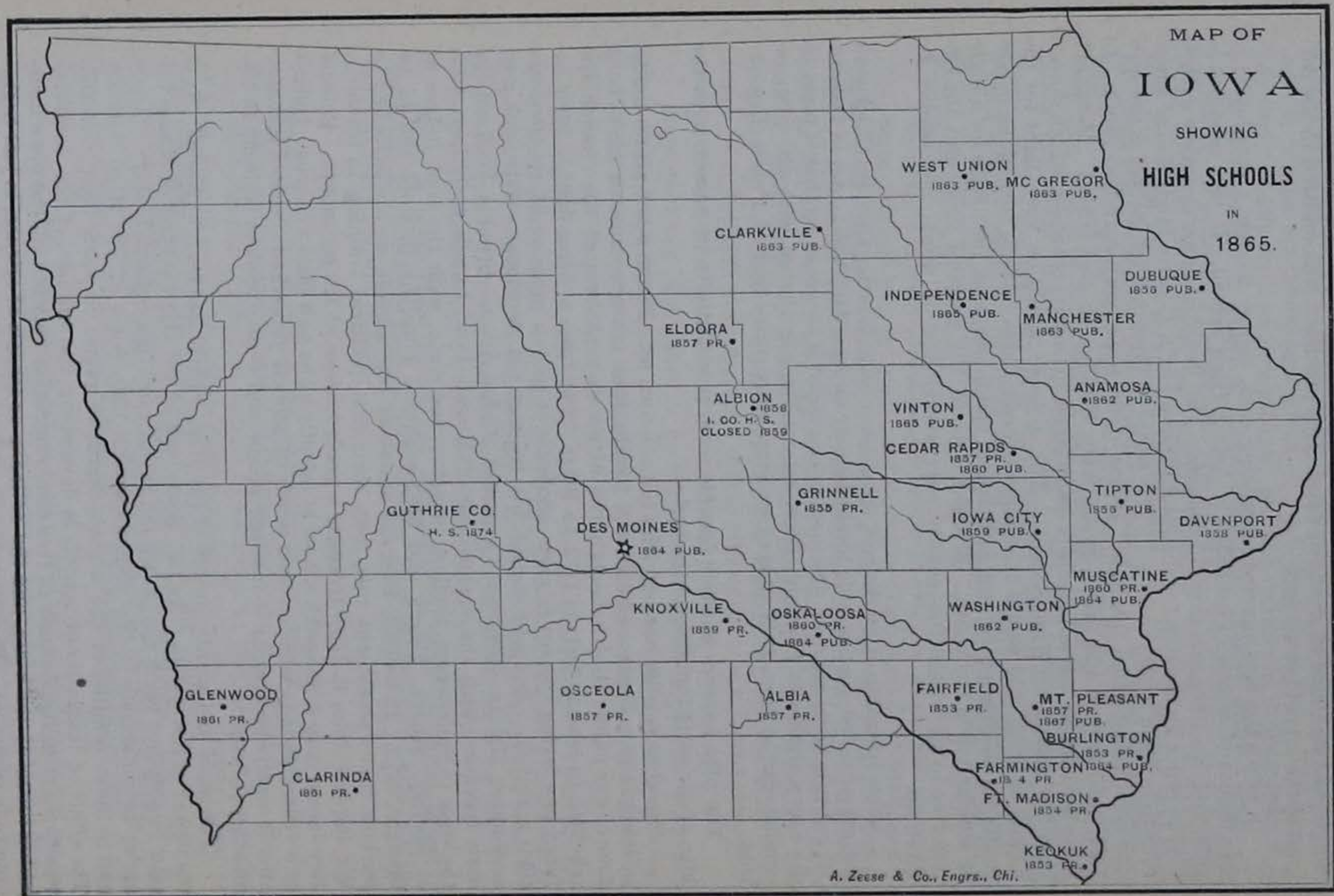
In 1870 a law was enacted permitting each county having a population of two thousand or over to establish a County High School. It was modified in 1873, and has since remained unchanged. The Board of Supervisors are authorized to order an election for the establishment of a County High School whenever they deem it best to do so. The Guthrie County High School is the only one established under this law. It has done some very excellent work. In 1884; one hundred and thirty pupils were enrolled in this school. More such schools could be advantageously established in many counties which do not have any good town High Schools. The expense would be very light for the county at large, and would be of almost incalculable value in furnishing opportunity for the higher training of teachers and in arousing the desire for a higher scholarship in the youth. Brought right to the people's doors and the tuition free to all within the county, once established it would not readily be given up.

A few township High Schools have been established. One in Chickasaw County attained considerable local celebrity under a Mr. Stout, now in Dakota. If county schools are ever destined to be graded it seems to us that it must be done by a system of Township High Schools, in accordance with the plan recommended by Hon. J. W. Akers, ex-State Superintendent of Public Instruction.

The plan appears entirely feasible, and is essentially in accord with the idea of the early founders of the system.

This then is what our inquiries have shown us. From a one year's course in 1856 to the well planned and well taught four years' courses of 1889; from four or five public High Schools in the fifties to seventeen at the close of the rebellion in 1865, to forty in 1872, to 192 in 1889; from a fierce fight in their infancy to a loving support in their adolescence and a promise of reverence in their maturity. And why should this fruitage not develop? With such men as Senator Harlan, Governor Carpenter, Judge Adams, Speaker Wolf, as the early teachers; with the enthusiasm of Kissell, Dow, Ingalls and Piper; with the vigor of Saunderson, Sudlow, Stratton and Scott, with the cool judgment of Seerley, Stuart, Young and McNaughton, a worthy product should be brought forth. In looking over the annals of our schools we are surprised to see how many prominent men took their first political training in teaching. We discover John P. Irish teaching a graded school at \$22 per month. Colonel Henderson once managed a school as adeptly as he now does a caucus. Indeed as a venerable lady who has seen much of schools remarked, "school teaching affords much opportunity to manage people and is an excellent training in elementary politics."

The rapid and sturdy growth of the High School has been universal. It is the flower of the system. As Dr. Sears said of the High Schools of Massachusetts twenty-five years ago, so we can say of our High Schools to-day: "There are no better schools in the commonwealth than some of our High Schools; and to these, families of the highest character prefer to send their children. The effect of this order of schools is developing the intellect of the commonwealth, in opening channels of free communication between all the more flourishing towns of the State, and the colleges, or schools of science, is just beginning to be observed. They discover the treasures of native intellect that lie

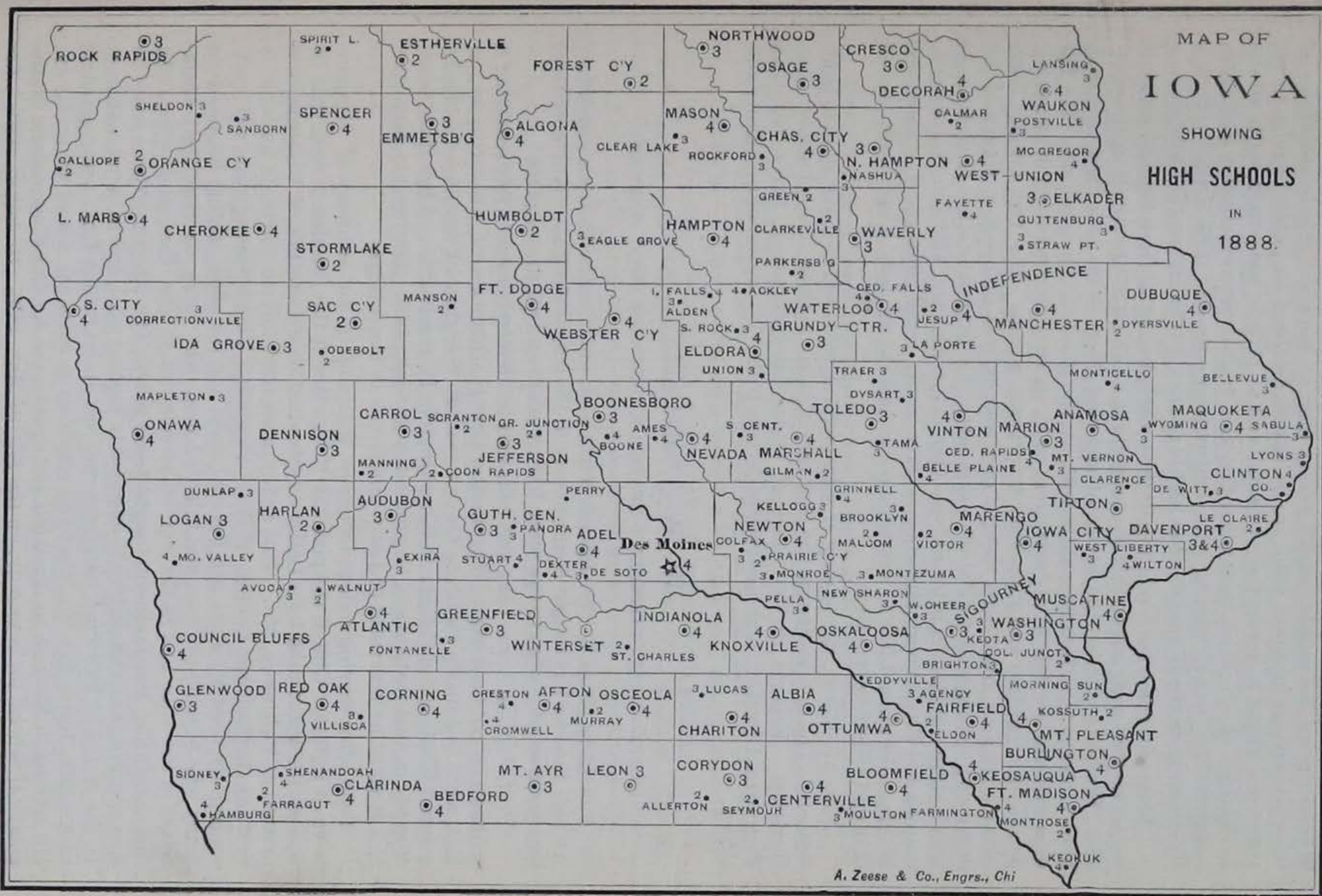


MAP I.

CORRECTION—Farmington High School established in 1844.

MAP OF
IOWA
SHOWING
HIGH SCHOOLS
IN
1888.

MAP II.



A. Zeese & Co., Engrs., Chi

hidden among the people; make young men of superior minds conscious of their powers; bring those who are by nature destined to public service to institutions suited to foster their talents; and to give to the public, with all the advantages of education men who otherwise might have remained in obscurity, or acted their part struggling with embarrassments and difficulties." To-day the people prize the High School as highly as they do the elementary schools.

There are some facts relating to the establishment of High Schools which it would be well nigh impossible to chronicle in a sketch of the limits of the present. We have adopted the device of showing these items at a view in maps. Map I. shows the High Schools in 1865, at the close of the rebellion. The figures indicate the date of organization; *pub.*, those supported at public expense; *pr.*, those organized and supported by private means. The two County High Schools are also given here, though one was extinct before that time and the other was not organized until ten years later. There may be other High Schools which were established prior to 1865. Our authorities are: Old School Journals, County and City Superintendents' reports and a large number of manuscript letters. We should like to correct any omissions we may have made and to that end solicit information.

Map II. shows the names of cities and towns which have public High Schools. The figures denote the numbers of years in the course of study. Authorities: Reports in the office of State Superintendent, IOWA NORMAL MONTHLY Directory and manuscript letters from County Superintendents and others.

W. W. JAMIESON,

CITY SUPERINTENDENT OF THE KEOKUK GRADED SCHOOLS.

For thirty years W. W. Jamieson has been identified with Iowa education. All this time he has taught continuously in the city of Keokuk. Not more than two or three educators in the State have worked so long in one place.

Prof. Jamieson was born and educated in Pennsylvania. After receiving a common school training in Washington County, the place of his birth, he, in 1847, went to Linsley Institute for one year, at Wheeling, Virginia. In 1848 he entered Washington College at Whashington, Pennsylvania. After three years of study in that institution, he graduated in Sept., 1851. During his last year as a student he was tutor of Latin and Greek in the college.

Soon after leaving college he began teaching in an academy at Morgantown, Virginia. One of the peculiar things about this academy was that it was partially endowed by a Lottery authorized by a State law of Virginia, and located at Baltimore, Md. This endowment fund formed the basis for what is now the Agricultural College of West Virginia. This academy was well patronized by West Virginia and Pennsylvania and included among its students many who became brilliant and talented men who have distinguished themselves in the army and in the learned professions in the East and West. In this institution Mr. Jamieson taught three years. The following three years he spent in Western Pennsylvania engaged in buying wool, and in merchandising. In the spring of 1858 Prof. Jamieson received an invitation from some citizens of Keokuk, Iowa, to come West and establish a classical school in that city. He arrived in Keokuk on April 5th and opened the Keokuk Classical and Mathematical School, for boys only, on the 10th of May, 1858. He began with thir-

teen pupils but under his charge the attendance increased and the school prospered. He conducted this school for ten years, sending out young men who may now be found in various departments of business and professional life throughout the West. The training that the boys received from Prof. Jamieson was of that lofty character that makes men lovers of their country and of good citizenship. He as a teacher has been worthy of his high calling, instructing the mind and guiding the pathway of youth.

In June, 1868, Prof. Jamieson was invited to the Superintendency of the Keokuk graded schools. He accordingly closed his classical school with an attendance of seventy five students in order to accept the profered position. In this position he still labors, now serving his twenty-first year. On entering the Superintendency in Sept., 1868, a majority of the pupils of his private school now entered the High School under his supervision. He at once reorganized the High School department, bringing it into harmonious relations with the lower grades. More perfect order and gradation were established in the entire system. The first class graduated from the Keokuk High School in 1872. The graduating classes since that time aggregate 321 pupils who have received diplomas.

Supt. Jamieson has constantly labored to have good teachers employed and to make the tenure of office more permanent. In this he has been quite successful. He has under his supervision a corps of competent, persevering, industrious and devoted teachers in whom, and in whose work, he feels just pride.

He has endeavored always to adapt the schools to the needs of the people, and to make the system a harmonious whole. The one man who, perhaps more than any other, has given the city of Keokuk its present high standard of education and its excellent system of public schools, is W. W. Jamieson, who for nearly thirty-one years has quietly, patiently, persistently, conscientiously labored in the city to hold up before the people and pupils right standards of education and character. Only the Great Ruler above can rightly estimate this thirty years work in a noble cause.

It may here be said that the Keokuk Schools rank with the best in the state in all that go to make a good system of graded schools.

Supt. Jamieson has witnessed the marvelous development of our public school system from its infancy, and no man in Iowa has a more patriotic pride in the schools of Iowa than he. In teachers' associations he has taken leading part, and in many normal institutes he has given valuable instruction.

J. A. WOODS,

PRINCIPAL OF GRADED SCHOOLS CLARINDA, IOWA FOR TWENTY-THREE YEARS.

J. A. Woods of Clarinda belongs to the ranks of Iowa's veteran educators. He was born in Greenfield, Mercer County, Pennsylvania, Feb. 7, 1835. Moved to Ohio, where from 1855 to 1858 he spent most of his time in study at an Academy at Kingsville.

In 1858 J. A. Woods entered one of Ohio's best educational institutions, Marietta College. He came directly to Iowa from Marietta College in 1862, and in the spring of that year began work as a teacher in the primary department of the Clarinda schools at \$28 per month. His collegiate training and his success as a teacher were soon recognized by the school board and in the fall of 1862 he became principal of the Clarinda schools. This position he occupied

continuously from 1862 to 1887 with the exception of two years 1871 to '73, when he was in charge of the Red Oak schools. Under his management the Red Oak schools were first thoroughly organized and graded. He was recalled to Clarinda in 1873 continuing there as City Superintendent until June 1887.

When J. A. Woods began work in the Clarinda schools in 1862, there were but two departments and two teachers. When he left in 1887 there was a corps of seventeen teachers and an annual enrollment of 730 pupils. He grew with the growth of the school system under his supervision. He made the Clarinda schools what they are today. In the fall of 1863, J. A. Woods was elected County Superintendent of schools in Page County. He was twice re-elected and served over five years in the double capacity of Principal and County Superintendent, resigning the latter office in his sixth year, because he found the duties of the office to arduous in connection with the increasing labors of his position as principal. He did two men's work for more than five years. He had an arrangement with the teachers of the county, whereby he was enabled to visit schools on Saturdays and during his vacation as principal. Few County Superintendents of today know anything of the trials of the early County Superintendency. Mr. Woods, during his first years service in that capacity, used his own house for an office, made his visiting tours over the country on horseback, receiving only two dollars a day for his services and paying one dollar and a half a day for the use of a horse. So he faithfully labored on for fifty cents a day, while the horse earned three times that amount. This was but the common experience of the early County Superintendents.

In Normal Institutes J. A. Woods is also a veteran worker. He instructed in every institute except two held in Page county for twenty-six years from 1862 to 1887. He has conducted institutes in other counties also.

During his more than a quarter century's labor in education in Iowa he has witnessed the marvellous growth of our state and the development of our public school system. Iowa education and schools have received the benefit of his life's best efforts, and his years of labor are crowned with success, and the "well done" of his co-workers and the Great Master of the universe.

A. W. STUART,

CITY SUPERINTENDENT OF OTTUMWA GRADED SCHOOLS.

Albion Wesley Stuart was born at Etna, Penobscot County, Maine, June 11th, 1839. His early life was passed in Orono, Maine. He attended the High School of Orono, and later Hampden Academy. From the Academy he entered Bowdoin College at Brunswick, Maine, and graduated in 1863, at the age of twenty-four. His life has been devoted to educational work. After graduating from Bowdoin, he taught for two years in Anson Academy at North Anson, Me.; then one year at Parsonsfield Academy. During the year 1866-7 he was principal of East Abington High School, Mass.

Iowa has been the field for his work for twenty-one years. In 1867 A. W. Stuart came to Iowa and became principal of the Marion Public Schools. After two years of service there, he was chosen Supt. of the East Des Moines Schools, and remained in that position from 1869 to 1872. He was Supt of the Fort Dodge Schools from 1872 to 1876. From Fort Dodge he went to Ottumwa as Supt. of the Public Schools of that city. In this position he is now serving his thirteenth year. During these twelve years the city of Ottumwa has great-

ly increased in population, and the schools have grown accordingly. Thorough organization and system have been effected by Supt. Stuart. The schools now enroll about 2500 pupils annually, and employ forty-five teachers. Supt. Stuart's salary has been increased to \$1900 per year. We state but a plain fact when we write that the Ottumwa Schools rank among the best city schools in Iowa.

Supt. Stuart has had large experience as an institute instructor. He is a close student of the science and methods of education. He is a teacher of teachers. He inspires a class of teachers while he instructs—we speak from personal knowledge, for we sat under his instruction in the Butler County Institute in 1876, and other years—we have witnessed his work since. By him we were first lead to study the lives and methods of the great teachers.

For many years he has been an active member of the State Teachers' Association, and he is at present a member of the Educational Council. In his manner he is open, pleasant, genial, communicative, whom to meet is always a pleasure.

R. G. SAUNDERSON,

SUPERINTENDENT OF BURLINGTON SCHOOLS.

R. G. Saunderson was seventeen years of age before he breathed the air of American liberty and felt the inspiring influence of her free institutions. He was born in north Ireland in 1848, the year following the "Great Irish Famine." In 1865 he came to America and stopped not until he came as far west as Linn county, Iowa. He entered the Iowa State University and graduated in the classical course in 1872 at the age of twenty-four.

His first school teaching was done in a country district in Benton county, Iowa, in 1867: Immediately after graduation he was elected to the principalship of the Burlington High School. His efficiency and success were marked from the very start. In 1873, the year after he entered upon the duties of his position, the superintendency of the Burlington schools became vacant, and Mr. Saunderson was promptly elected to that position, in which he is now serving his seventeenth year. Only two City Superintendents in Iowa have been in their present positions for a longer term of years than has Supt. Saunderson. Since beginning his work as Superintendent his efficiency has been recognized and appreciated by the School Board and people of Burlington. His yearly salary has been increased several hundred dollars during his term of office, and he is now paid \$1,900 per annum. Under Mr. Saunderson's supervision the Burlington Schools have grown to be among the largest city school systems in the State. In 1872-3 the average attendance was about 1,300 pupils, with a corps of 37 teachers. The average attendance for 1886-7 was more than 3,000, the total enrollment being 4,454. Now there are 85 teachers employed to work under Mr. Saunderson's supervision. These teachers and pupils occupy eleven separate school buildings. The High School has a yearly enrollment of 230, and employs seven teachers, including the principal, Mr. E. Poppe. These statements give something of an idea of the magnitude of the work under the charge of Supt. Saunderson. During the past fifteen years there has been a marked development in every line of work in the city system. New methods of instruction, as they have been found good by experience, have readily been introduced in all the grades. Mr. Saunderson is not one to be caught with

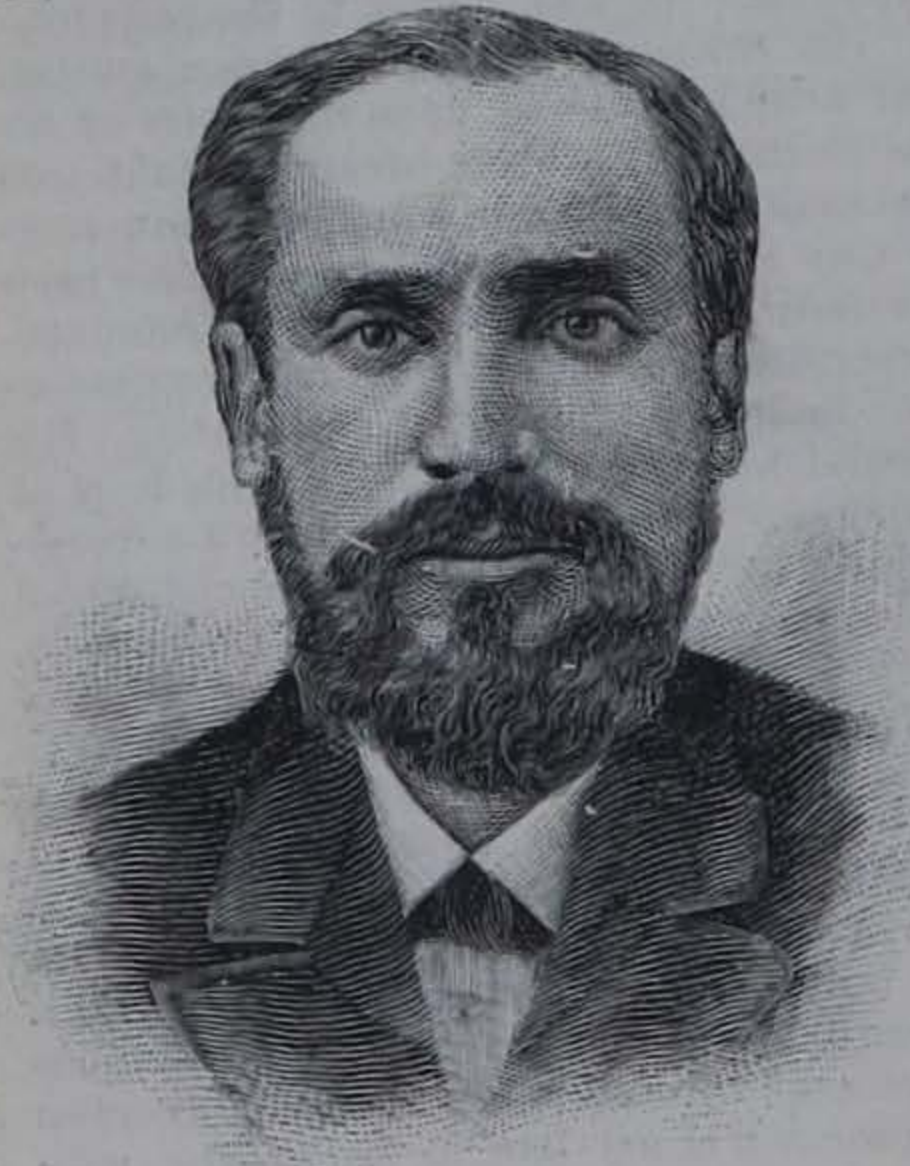
every educational "Jack-O'-lantern theory" that comes to view, and yet he is progressive, and alert to all improvement in school work. In 1876 at the Centennial Exposition at Philadelphia the Burlington exhibit of pupils' examinations in competition with like work from every civilized country received the highest commendation, and were awarded a diploma and medal—the highest award given. And this was duplicated again at "The World's Fair" at New Orleans, in the winter of 1884-5, where there was nearly as complete an exhibit of work.

One can not look through the printed proceedings of the State Teachers' Association for the past dozen years without noticing the name of R. G. Saunderson on many pages, showing the various relations he has sustained to the organization and the work he has done. The first time the editor ever saw Supt. Saunderson was at the State Association at Independence in 1879. It was at one of the day sessions, and Mr. Saunderson had the floor; his tall form towered up just in front of the chairman, and with his long arms gesturing in a vigorous manner, he was defending with fiery zeal, the Iowa High School. In this position he was pointed out to the editor, then a college student, as "Supt. Saunderson of Burlington." At that same meeting Mr. Saunderson was elected President and presided at the meeting of 1880, at Des Moines. He is at present a member of the Educational Council. As an Institute Instructor he has had a large experience, and has done institute work in several different counties in Iowa.

F. M. WITTER,

CITY SUPERINTENDENT OF THE MUSCATINE GRADED SCHOOLS.

About sixty-five years ago John Witter and Aaron Miller, grandparents of the subject of this sketch, settled in Indiana a few miles north of South Bend. In this vicinity, on Portage Prairie, in St. Joe County, Ind. Findley M. Witter was born Aug. 15, 1838. He was the first born child of a family of ten children, seven now living, of Jacob and Rebecca Witter. After attaining the



proper age he attended the district school of his neighborhood until past eleven years of age. It was in the spring of 1850, about four years after Iowa was admitted as a State, that Finley M. Witter came with his parents to Iowa, crossing the Mississippi river at Dubuque on a little horse ferry-boat. His father entered government land on Elk Creek in Delaware County, about ten miles north of Delhi, and here on a new farm in a new country the Witter family settled. For the two succeeding years Finley M. had no school advantages, for there was no school in that neighborhood. While living here he had advantages of two terms of school in a log school house. In the spring of 1854, on account of the very severe winter, the

family decided to go farther south, and accordingly they settled in Decatur county, Iowa. Here for three winters the log school house was still the temple of learning.

In the spring of 1858 Finley M., not quite twenty, desiring to see something of the wild west, made a trip, on a mule, to old Fort Laramie. At this time there were countless buffalo west of Kearney. To him this was a journey full of interest and excitement.

In the spring of 1859 he attended an Academy at Leon, Decatur county, and in the summer following taught his first term of school in a very primitive log house.

In September, 1859, he entered the Normal School Department of the Iowa State University, which was then in charge of D. Franklin Wells, who afterwards became State Superintendent. He completed the course in two years, having won a good reputation for scholarship and studious habits. After teaching a short summer school near Leon, in 1861, he was elected principal of the Preparatory Department of the State University, but on account of a schism in the faculty he resigned before the school year opened. After five months in Pleasant Valley, Johnson county, he was elected principal of the North Davenport School, as successor of W. O. Hiskey, who had resigned. F. M. Witter was then about twenty-three years of age.

His success was marked, and at the close of the spring term, in 1862, he was chosen principal of the Stone Building on Perry street. At this time A. S. Kissell, who afterwards became State Superintendent, was in charge of the Davenport city schools.

In October, 1863, Mr. Witter resigned his position to accept an agency in the Home Life Insurance Company. But in December of that year he went to Muscatine, at the earnest solicitation of Prof. D. F. Wells, and accepted the principalship of the School No. 2, now the First Ward. Here he attained such marked success as a teacher in organizing, managing and instructing that in the spring of 1864 he was requested by the School Board to submit a plan for grading the schools and for establishing a High School. Mr. Witter, after visiting several cities which had graded schools, prepared and submitted a scheme which was adopted. He was at once elected Superintendent of the city schools of Muscatine and principal of the High School. He served in this double capacity from 1864 to 1881, when he resigned in March, 1881, to accept the superintendency of the Muscatine Coal and Mining Company, whose mines were at What Cheer, Iowa. He retired from this business after two years' residence at the mines, and in the spring of 1883 bought a small farm near Muscatine. After two years' residence here he was again elected Superintendent of the Muscatine schools in the summer of 1885. This position he still retains at a salary of \$1,500 per year. He is one of Iowa's most substantial and successful school men. He has devoted a quarter of a century to actual service in the schools of the State. To him more than any other man is due the excellent system of schools in Muscatine.

Prof. Witter has long been an active member of the State Teachers' Association. Of the Southeastern Superintendents' and Principals' Association at Oskaloosa in the winter of 1874-5, he was president. He has always been a student and has a bent for the sciences. He is now president of the Muscatine Academy of Science. He has published several papers and pamphlets on Zoology, Botany, Geology and Astronomy. His re-call to his position in Muscatine after four years of absence is an indication of the estimate placed on his ability and success as a city superintendent of schools by the School Board and citizens of Muscatine. Prof. Witter's family consists of his wife, to whom he was married in 1867, and three children.

JOHN R. BOWMAN,

SUPERINTENDENT OF THE SOLDIERS' ORPHANS' HOME, DAVENPORT, IOWA.

The new superintendent of the State Soldiers' Orphans' Home at Davenport is a well-known Iowa educator. He has been engaged in school work in Iowa for the past sixteen years.

J. R. Bowman is a native of Pennsylvania, born in Masontown March 1, 1846. With his father's family he came to Iowa in 1851 and settled on a farm



in Clayton county. Here he lived until he reached manhood, working on the farm, and attending school but little of the time. But he had a strong desire to obtain an education, and accordingly at the age of twenty he left home and entered an Academy at Garnavillo for the purpose of fitting himself for a physician. He attended only a few months, then taught a term of school, and the following winter studied medicine. His studies in this direction led him to feel the need of more education, so he left his medical books and went to Iowa College where he remained two years diligently applying him-

self to study. He left College to teach for a time to earn money enough to complete his College course. He began teaching in Scott county in an ungraded school, but his work was so successful that in a short time he was called to the principalship of one of the Davenport schools, in which capacity he labored for fourteen years as a trusted and capable educator, until May, 1888 when he resigned to accept the position which he now occupies. Mr. Bowman's educational work was not confined to the schools under his charge. He has been for ten years principal of the Davenport Evening School, doing excellent work in that field. His success as an instructor placed him in demand for normal institute work in which he has had a wide experience.

In 1871 Mr. Bowman was married, and his wife, who has proved to be to him a help meet indeed, is now matron of the Home. Her rare qualities of mind and heart eminently fit her for her new field of labor.

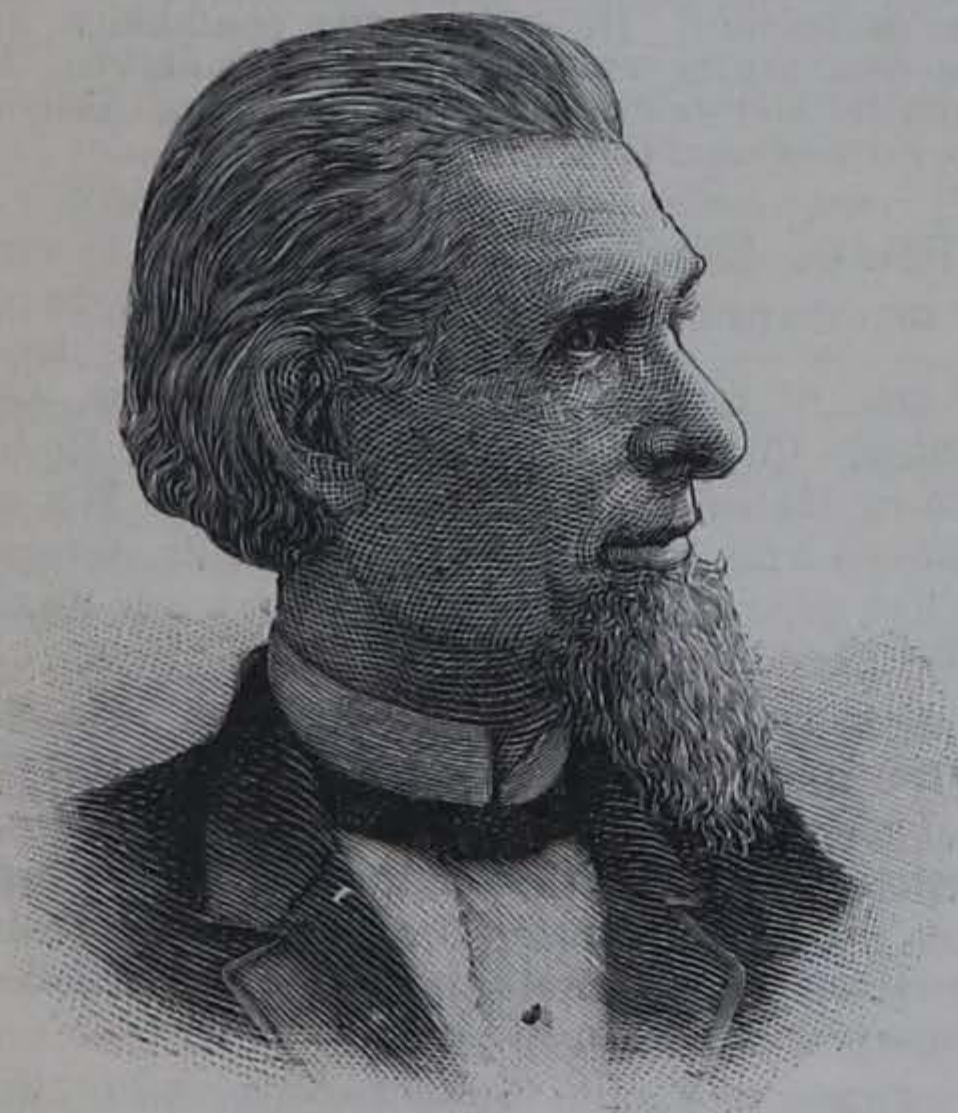
Mr. Bowman is a man of genial disposition, of good judgment, a skilful instructor and a kind but firm disciplinarian. The position he and his wife hold is one of numerous and varied duties and of great responsibility. There

are now in [the Home 357 children, and in its service fifty employes. A most excellent school is maintained. Connected with the Home is a farm of 55 acres and the stock thereon. To direct and supervise all these diversified interests, to make all the purchases and keep all accounts correct, to see that the children severally have their daily bread and clothing, and kindly care and proper training, require unremitting attention and rare executive ability. But Mr. and Mrs. Bowmann, though less than a year in the position, have shown their eminent fitness for the work and their undoubted ability to meet all requirements. They are liked by both children and employes, and are unqualifiedly commended by the Board of Trustees. In them the state has faithful and capable servants. Under their management the Home is assured of increased efficiency and usefulness.

J. B. YOUNG,

CITY SUPERINTENDENT OF THE DAVENPORT GRADED SCHOOLS.

There are four cities in Iowa that pay the superintendent of schools \$2000 a year. Davenport is one of these, and J. B. Young is its scholarly and able school superintendent. Mr. Young is now serving his twenty-first year in the Davenport schools, and his eleventh as superintendent. He is a native of New York State, having been born in Franklin Co., July 15th, 1834. Like many other Iowa school men, his boyhood years were passed on a farm, where he be-



came accustomed to all the "prose and poetry" of farm life. He was, however, early possessed with a desire to obtain a better education than the common schools of the day and place afforded opportunities for. But he was without the means. Nevertheless he determined to venture forward. By teaching school winters and working on a farm during summer vacations he earned the money needed to enable him to reach the goal of his educational ambition. He fitted himself for college at Franklin Academy, Malone, N. Y., and entered Middleburg College, Vt., graduating therefrom in the full classical course in 1861. Immediately after

graduation, he was chosen principal of Lawrenceville Academy, St. Lawrence Co., N. Y. He occupied this position until 1864, when he was invited to the principalship of Fort Covington Academy and the supervision of the Union Schools of that town. He remained in that work four years. In the fall of 1868 he came to Davenport, Iowa, having been elected principal of the High School of that city, which position he held for ten years. In 1878, when Miss Sudlow, the superintendent, was appointed to a professorship in the Iowa State

University, Mr. Young, on account of his long and acceptable service in the High School and his recognized qualifications for the place, became her successor.

The Davenport schools rank with the very first in the State. Ten schools besides the High School compose the system. Each one of these has a principal who co-operates with the superintendent in the supervision of the work thereof. In connection with one of these schools there is maintained a Training School in which graduates of the High School receive a year's thorough instruction in methods of school management and in the theory and practice of teaching before entering upon service in the schoolroom. The general efficiency of the city schools is due in no small degree to the work and influence of this school.

The High School had, in Jan. 1889, an enrollment of 270 pupils. It employs seven teachers including the principal. The total enrollment of the schools for the year 1887-8 was 4506, and the number of teachers ninety, besides ten special teachers of German.

Last fall the School Board established in connection with the public schools a cooking school, and equipped it with all the necessary apparatus and appliances. Girls of the High School and of the ninth grade of the grammar schools are admitted. 208 girls have availed themselves of its advantages. It is in contemplation to institute, next year, a department of manual training for boys.

Mr. Young is a quiet, but faithful and successful worker in the position he occupies. He keeps himself and his schools abreast of the times in all the best means and methods known to the profession. He enjoys the confidence and esteem of his teachers and of the community which he has so long served. He has been for many years an influential member of the State Teachers' Association, and is now a member of its Educational Council.

JAMES C. YOCUM,

CITY SUPERINTENDENT OF GRADED SCHOOLS, CHARLES CITY.

Among the staunch school men of Iowa of the past twelve years, J. C. Yocum, superintendent of the Charles City schools, deserves to rank. He is a native of the Buckeye State; born in Mansfield, Ohio, March 4, 1838. When a lad of eleven years of age he removed with his parents to Platteville, Wisconsin, in the fall of 1849. Here he had good educational advantages, for Platteville Academy was then flourishing under the management of Dr. J. L. Pickard. In this Academy under the instruction of J. L. Pickard and his associate teachers, the subject of our sketch acquired a thorough academical education. He then became a student at Laurence University and later studied at the New England Conservatory of Music.



James C. Yocum chose teaching for his life work and to this profession he has devoted his efforts for more than a quarter of a century. He taught his first school when about nineteen years of age, on the shore of Green Bay, Wisconsin, for \$20 a month and "boarded around" as was the custom in many localities thirty years ago.

After concluding his work as a student he was three years principal of

Brunson Institute at Point Bluff, Wisconsin, then a young institution under the patronage of the M. E. Church. Then he was two years in charge of Mount Hope Seminary, a similar school in Grant county, Wisconsin. He had two years experience in the county superintendency of schools in Adams Co. in that state. In 1869 he became principal of the Lodi public schools where he remained five years. From 1874 to '76 he was principal at Boscabel.

It was in this latter year, 1876, that J. C. Yocum was chosen superintendent of the Charles City schools, in Iowa. In this position he is now serving his thirteenth year. He brought to the Charles City schools a good ability and a wide experience that have made the schools what they are to-day: a well organized, graded system, an honor to the town in which Prof. Yocum is unanimously esteemed and appreciated. He is wholly devoted to the advancement of the work under his charge, and to the welfare of all his pupils.

He is well known and highly esteemed by the educators of Iowa. In the State Teachers' Association he has taken active part and has been honored with various offices in that organization. He has been for some time a member of the Educational Council, a representative body of Iowa's representative educators.

Prof. Yocum's family consists of his wife, to whom he was married in 1862, and seven children, the oldest one of which, a daughter, is now a successful teacher in the Charles City schools.

WILLIAM WILCOX,

SUPERINTENDENT OF THE MASON CITY SCHOOLS.

The man who is now superintendent of the Mason City schools is a native of Illinois. He was born at Elizabeth, Jo Davies County, March 1, 1847, and lived there until he was fifteen years of age. In the spring of 1863, he removed with his father to Mt. Vernon, Iowa, the location of Cornell college. This institution he entered and graduated in 1867 at the age of twenty, the youngest but one of a class of eleven members. After graduation he was elected to the Grammar School in Tipton and at the end of the first year in 1868 he was advanced to the superintendency of the Tipton schools at a good salary. In 1870 the School Board of Belle Plaine desiring a man to classify and grade schools of that place, called Mr. Wilcox to the principalship. The Tipton people were reluctant to have him leave them, and at the end of one year they recalled him. His year at Belle Plaine was fraught with success and had gained for him a large place in the affections of the people, and when it was rumored that he was to leave them, a petition signed by all the business men of Belle Plaine was presented to the School Board, which petition asked to have Principal Wilcox retained at a salary of \$1200 per annum. At the end of a year's service at Tipton, the Belle Plaine people again tendered the principalship of their schools to him, offering to raise the salary one hundred dollars above the previous offer. Prof. Wilcox remained at Tipton three years and from there went to Manchester as superintendent of schools at that place. He remained in Manchester five years, from 1874 to 1879.

In 1879 he resigned at Manchester to engage in mercantile business. In this he was successful for several years when he disposed of his business and returned to the profession of his choice. He became principal of the Bellevue schools in 1886 and at the end of one year he was elected superintendent of the

Mason City Schools, and in 1888 at close of the year he was re-elected for a term of three years at a salary of \$1,300 per year.

Supt. Wilcox always endears himself to the pupils and people of the town in which he labors. Earnest, honest, upright in all his ways; agreeable and pleasant in his manners; devoted and successful in his profession—he is deservedly appreciated.

In connection with his work at Mason City he published the Cerro Gordo County Teacher which serves as a means of awakening the people of the town and county regarding educational matters.

Supt. Wilcox has done institute work in several different counties, and has delivered lectures before institutes and normal schools.

He was married to Annie Betts, daughter of Judge Betts of Tipton, in 1870.

Z. T. HAWK,

PRINCIPAL OF GRADED SCHOOLS, AUDUBON, IOWA.

Z. T. Hawk was born in Delaware County, Ohio, in 1848. When six years of age he removed with his parents to Iowa and settled on a farm in Mahaska County. He grew up with the usual advantages and disadvantages of a farmer boy's life, attending the district school in winter and working on the farm in summer. His time at the district school was well improved, and he made good progress in his studies. Later he attended the village school at Indianapolis, Mahaska Co., then taught by an excellent teacher, A. Updegraff, who made considerable reputation as city superintendent of schools at Oskaloosa and Sigourney. After attending for a time Hull's Classical and Normal School at Oskaloosa, Z. T. Hawk began teaching at the age of nineteen. He taught country schools in Mahaska, Poweshiek and Keokuk Counties. He worked hard and spent his spare time from school duties in study. He gave special attention to primary methods. His work was successful and attracted attention, and in the fall of 1870 he was solicited to take a position in the Sigourney graded schools, then under the supervision of his former teacher, A. Updegraff. After spending one year in the intermediate and one year in the grammar department, he was called to the principalship of the schools at Denison, in Crawford County. The school at Denison was to occupy a new building and it was to be organized and graded. For this work Z. T. Hawk was especially fitted by his experience in the different grades of work, from the primary to the high school. The fact that he spent eleven years in the Denison schools is the best commentary on his success as an organizer and a teacher. He carried the school through its growth from a school of two teachers to one of nine, and he graduated the first two classes from a High School course in the Denison schools. His term of service at Denison was broken twice: first by an attendance at the Iowa Agricultural College, and second by one term's service in the County Superintendency during the years 1878-9.

In 1887 he was elected principal of the Audubon schools, and at the close of a year's service the board expressed its approval of his work by re-electing him for a term of two years. He is doing excellent work at Audubon, and the schools were never in a more prosperous condition than at present. His twenty years' experience in the school work have been fruitful of success and of advancement to the great cause in which he is engaged. One of his strong el-

ements of success is his good executive ability. Of late years he has devoted much time to the study of Natural Science and Literature in the teaching of which subjects he takes great delight. All his life a student, he has acquired an education equal in extent almost to a college course.

Z. T. Hawk was married in 1876 to Miss Emma Wheeler at Denison. She was a successful teacher in the Denison Schools for twelve years, and is now an able assistant to her husband in the Audubon schools.

J. K. SWEENEY,

CITY SUPERINTENDENT OF SCHOOLS.

John Kane Sweeney was born in Pittsburg, Pennsylvania, April 20th, 1829. He was the second child of Andrew and Rosana Kane Sweeney. In 1832 the family removed to Jefferson County, Ohio, and settled in a timbered region on what was to be a farm, but which had no improvements but a new log cabin. John K. had in this new home no school advantages until he was about nine years old, when he attended a "Subscription School" for a few months attaining some proficiency in the primary branches. When eleven years of age he had the advantage of a District school in winter seasons but in the summers his labor was needed on the farm, or in carpentry with his father. During the winter of 1846-7 he enjoyed the advantages of a Select School taught by Rev. James Patterson, who afterwards became president of West Ministry College at New Wilmington, Pa.

In the winter of 1847-8 Mr. Sweeney taught his first school, in Carroll Co., Ohio. Having earned some money of his own he returned to Rev. Patterson's Select School where he studied for about half the time for the next four years, the remainder of the time being spent in teaching. In this school he gained considerable proficiency in Latin and Greek, besides the preparatory branches. In the spring of 1852 he entered Franklin College, at New Athens, Ohio. He graduated in the spring of 1854. During his last two years as a student he was tutor in the college. This helped him to defray his expenses for which he had to make by his own efforts. After graduating Mr. Sweeney engaged in teaching. In 1855 he became principal of schools at Morrilton, Ohio. In the spring of 1857 he resigned to come to Iowa. He began work in Washington College, but after six months resigned because he could not get his salary. Entering the public school work, he was six years principal of schools at Morning Sun, and one year at Wapello. During his service at Morning Sun he was County Superintendent of schools in Wapello County for the years 1862-3. The salary of County Superintendent would not then support a man.

In 1864 he became superintendent of the public schools of Washington, where he remained four years. During the year 1869-70 he was principal at Brighton. He resigned the position to accept the superintendency of the Cedar Falls Schools. After three year's work there, he resigned on account of poor health. During the following year he was in charge of the Fairfield Schools, and during 1874-5 taught in Washington Academy.

In 1875 he became superintendent of the East Waterloo Schools, where he continued for eight years.

J. K. Sweeney has thus devoted more than twenty-five years to the educational work in Iowa, as teacher in academy and college, as principal and City Superintendent of Graded Schools, as County Superintendent and Institute In-

structor. He became a member of the State Teachers' Association in 1859 and has attended most of the sessions since, until 1884.

Mr. Sweeney was married Feb. 20th, 1856, to Miss Harriet Henderson of New Athens, Ohio, who has ever since been an efficient and inspiring helper in all his endeavors. They have since 1886 resided on their farm near Waterloo. Few men have labored so long and successfully in the educational work as Prof. Sweeney.

ORION C. SCOTT, A. M.,

CITY SUPERINTENDENT OF GRADED SCHOOLS, OSKALOOSA.

Orion C. Scott was born in Belmont, Ohio, July 14th, 1851. His father is a minister in the Methodist Protestant Church. At fourteen years of age he came with his parents to Iowa and settled at Tipton, and here he entered the High School. In the fall of 1870 he entered the Iowa State University. While pursuing his course of study he taught several terms of school, one year 1875-6, serving as Assistant in the Oskaloosa High School. This he was



obliged to do in order to replenish his finances sufficiently to meet his expenses while at school.

In 1878 he graduated in the Philosophical Course, receiving the degree of Bachelor of Philosophy. Three years later he received the degree of Master of Arts. While in the University in addition to his regular course, he pursued the Course in Didactics under the instruction of Prof. S. N. Fellows. And in 1880 for success in teaching he received the degree of Bachelor of Didactics from the University. In the spring of 1878, a few weeks before his graduation, he was elected to the principalship of the Public Schools of Tipton. He remained in charge of the schools of that place for four years, when in 1882 he was

chosen principal of the Oskaloosa High School. The Public Schools of Oskaloosa were at that time under the superintendence of H. H. Seerley, now President of the State Normal School. Prof. Scott did the work of High School Principal in such a successful and satisfactory manner which was recognized by all concerned, that in 1886, when H. H. Seerley resigned the city superintendency, O. C. Scott became the unanimous choice of the School Board as Supt. Seerley's successor. This movement was heartily seconded by the people of Oskaloosa. Since beginning work in Oskaloosa in 1882, Prof. Scott has had an increase of salary each year. He now receives \$1450 per annum as City Superintendent elected for a term of two years. His three years' service in his present position has demonstrated his professional skill and ability in supervising a system of Graded Schools. The Oskaloosa Schools have an annual enrollment of about 1600 pupils. For the accommodation of these there are

five school buildings in which are employed thirty-two teachers under Supt. Scott's supervision. The High School has an annual enrollment of about two hundred students, and employs a corps of five teachers. For the character of work done, the good practical methods used, the progressiveness of the teachers, and for thorough organization, the Oskaloosa Schools have a most excellent reputation.

Supt. Scott is one of Iowa's growing school men. He now holds a State Life Diploma from the State Board of Examiners. In Normal Institute work he has had considerable experience. In the State Teachers' Association he has for several years taken an active part, having read some excellent papers before that body.

O. C. Scott was married in June, 1879, while principal at Tipton, to Miss Mary Flagler, a graduate of a Michigan High School, and a member of the first graduating class of the Iowa State Normal School.

GEO. I. MILLER,

CITY SUPERINTENDENT OF GRADED SCHOOLS, BOONE, IOWA.

Geo. I. Miller was born at Three Rivers, Michigan, about the year 1856. He lived in Michigan until twelve years of age when, in 1868, he came with his parents to Audubon County, Iowa, where they settled on a farm near Exira. After completing his elementary education in the Public Schools, he attended Hillsdale College, Michigan, for one year. Then, in 1873, he entered the Iowa State Agricultural College at Ames. It was necessary however for him mostly to earn his own money to defray his expenses at College. And this same obstacle, which is not really an obstacle in the way of getting an education, is what has brought out the pluck, persistence, independence and individuality of many a young man, as it did in this case. He worked on the farm and taught school to secure means to carry him through College. He graduated at Ames, in the class of 1877, with high honors. The industrious farmer boy, the successful and ambitious country teacher, and the college graduate, did not have to leave home to secure a position. In returning home from college he was chosen Principal of the Exira High School. After two years' service here, he was elected to the principalship of the Audubon Public Schools. He occupied this position until his resignation, six years later. In the capacity of principal at Audubon he achieved success and attained a rank among the best and most progressive of the younger Iowa school men. To his valuable services at Audubon the School Board paid a just recognition by largely increasing his salary during his term of service. At the expiration of his labors there the Board passed resolutions highly commending the able and efficient manner in which he had conducted and managed the Audubon Schools, and expressed sincere regret at his departure. The newspapers of the town gave Supt. Miller credit for doing much in organizing and systematizing the Audubon Schools, attributing their high standing to his ability, energy and industry.

Geo. I. Miller resigned at Audubon in order to accept the superintendency of the Boone Schools, which was a marked and well deserved promotion in his professional career. He was engaged for one year beginning in the fall of 1886, at a salary of \$1200. At the expiration of the term his management had proved so successful and so satisfactory to the Board that he was re-employed in 1887 for a term of three years, with a salary of \$1300 the first year, and an in-

crease of \$100 each of the following two years. He has shown himself to be a skillful teacher and a thorough organizer in his work at Boone. The schools under his supervision are of accredited high rank. There is an annual enrollment of nearly 1200 pupils, and a corps of twenty-one teachers in the Boone Schools. The High School had in Dec. 1888 an enrollment of 126 pupils under the instruction of three teachers. Supt. Miller is a master of the arduous details of city supervision, and brings order, system and harmony into the work. In 1886 he received a Teachers' Life Diploma from the Iowa State Board of Examiners. He has been an extensive worker in Normal Institutes for the past eleven years. During this time he has been in regular attendance at the State Teachers' Association in the meetings of which he has taken active part.

D. W. LEWIS,

CITY SUPERINTENDENT OF GRADED SCHOOLS, WASHINGTON, IOWA.

D. W. Lewis was the first born child of Griffith and Anna Wood Lewis, who are now both deceased. In Knox County, Ohio, his birth occurred Oct. 20th, 1835. In his veins may be traced the blood of English, Welsh and Dutch ancestors. When he was about two years old his parents moved to Morrow County, and three years later settled on a farm near North Lewisburg, Champaign County, Ohio. His parents were teetotalers and abolitionists, taking great interest in all questions of progress and reform. The children were sent to the Public Schools and the Friends' Schools of the neighborhood.

In the fall of 1853, the Lewis family consisting of father, mother and six children, moved with emigrant wagons to Iowa, and settled near Springdale, in Cedar County. Here for several years he helped his father to improve a prairie farm, attending country schools in the vicinity during most of the winter months. Twice for several weeks he attended the Tipton Union Schools then under the management of that zealous advocate of the Graded Schools, C. C. Nestlerode. He went to Ohio and studied one term at Greenwich Academy, and two terms at Oberlin. He then went to Poughkeepsie, N. Y., and completed a commercial course at the celebrated Commercial College at that place.

His first teaching he did in the home district in the spring of 1856 before he was yet twenty-one years of age. It was a subscription school of thirteen weeks. The rate-bill amounted to \$44, and he boarded at home. Surely there was nothing in such a salary to induce one to follow the profession of teaching. But with a love for the work and a taste for scholarly pursuits, he decided to enter teaching as a life work. During the years from 1856 to 1865, besides going to school, he taught nine terms in Iowa and Ohio.

In January 1865 he went to Muscatine as Principal of No. 1. Grammar and Primary School. He served in that capacity with success until June 1868. In the fall of that year he began work as Superintendent of the schools of Washington, Iowa. He is now nearing the close of his twentieth year's labor in that position. The school year of 1871-2, he and his wife spent in the schools of the Winnebago Indians in Nebraska.

In all, W. D. Lewis has devoted more than a quarter of a century to teaching in the schools of Iowa. He ranks with the successful veterans in the State. The Washington Schools have grown up under his supervision. System,

good order, and gradation are maintained. He is quiet and unassuming in his work but none the less thorough and efficient. There is nothing of noise and tinsel and show about his work.

He is one of the pioneer institute workers in Iowa, though the condition of his health has not permitted him to do much in that field in recent years. For many years before the Normal Institute law of 1873 was passed, he instructed in institutes. He taught in two of the early institutes in Cedar County and in the first session of the Washington County "Normal Institute" and in the Muscatine County Normal at its second session. He has worked in ten sessions of the Washington County Institute either as conductor or instructor.

Supt. Lewis has taken a lively interest in County, District and State Teachers' Associations. He has attended twenty-one sessions of the Iowa State Teachers' Association and five sessions of the National Association. Of the State Association he has been treasurer since 1867, and now holds that office. He has been for some time a member of the Educational Council of the State Association.

In 1871 he was married to Miss Mary J. Hamilton who had been a teacher in the Washington Schools for seven years, most of the time in the High School. Since their marriage she has taught in the Grammar Department of the schools eight years. She has for many years been an instructor in the Washington County Institute. She is a graduate of the Normal Department of the Iowa State University in the class of 1864, and is a successful teacher in school and in Normal Institutes.

J. J. McCONNELL,

CITY SUPERINTENDENT OF GRADED SCHOOLS, ATLANTIC.

The Atlantic public schools have an annual enrollment of about twelve-hundred pupils. Twenty teachers are employed, and they all work under the Superintendency of J. J. McConnell who has supervised the work of the Atlantic Schools for the past nine years.

Tennessee is the birthplace of J. J. McConnell. He was born in 1851. When he was six years of age his family moved to Iowa. At the age of twenty, in 1871, he entered the Iowa State University. He graduated in 1876 and immediately went to Albia as assistant principal of the schools. From there he went to Oskaloosa where he was for two years principal of the high school.

In 1879 he was chosen Superintendent of the Atlantic public schools, which position he now retains at a salary of \$1200 per year.

He has had considerable experience in institute work in several different counties. His business and educational abilities were honored by the State Legislature electing him a member of the Board of Regents of the State University in 1886, for a term of six years.

Mr. McConnell is yet in his thirties, and if he continues in the school work, he yet has the best of his life to devote to the cause of education. He has proved himself to be one of Iowa's thorough and successful public school men.

J. W. McCLELLAN,

CITY SUPERINTENDENT OF GRADED SCHOOLS, VINTON, IOWA.

John W. McClellan was born in Coatsville, Chester County, Pennsylvania. He received his education in the schools of his native state, attending the public schools and then pursuing an academical and collegiate course in Academia, Pennsylvania.

He taught in the public schools of Chester county for three years, and then for two years had charge of an Academy of which he was proprietor, in his native town.

In 1869 he came to Iowa and took charge of the Marion public schools. In this position he served continuously for twelve years. In 1881 he resigned the superintendency of the schools to enter upon the duties of postmaster in Marion, to which position he had just been appointed.

During his twelve years' work in supervising the Marion schools he gained a state-wide reputation as an efficient, successful and popular City Superintendent. The Marion schools made a large growth during those twelve years. The high school, of which his wife was principal, became one of the best in the state. During these years 115 pupils were graduated, who are now occupying various positions in the business and professional walks of life.

In November, 1884, Prof. McClellan resigned the office of postmaster at Marion, his wife succeeding him in the office, in order to accept the superintendency of the Mt. Pleasant schools, which position had been made vacant by the drowning of Supt. Wolfe. After one year's service at Mt. Pleasant he was engaged on a three years' contract to take charge of the Vinton Schools, and he is now serving his first year on a second contract at Vinton.

Supt. McClellan, wherever he works, is not only a teacher but also a good citizen, and a congenial and pleasant man among men, and these elements make him one of the most popular schoolmen in Iowa.

In 1884 he received from Lafayette College, Penn., the degree of Master of Arts. In 1886 he was granted A Teacher's Life Diploma for Iowa by the State Board of Examiners.

He is one of the Iowa schoolmen who is wide awake to the demands of the day and the interests of the growing school system of the state. Of the State Association he has been a member at every annual meeting but two since 1869. He was a member of the Executive Committee of the Association for three years beginning with 1878. When the State Teachers' Reading Circle was inaugurated by the State Association, he was elected a member of, and served three years on the first Reading Circle Board of Managers. In this capacity he did arduous and efficient service for the cause.

In Normal Institute work, he has had a large experience, having instructed in several different counties.

He has had nearly twenty-five years experience in the educational work, of which seventeen years have been devoted to the schools of Iowa. Liberal in his educational views and methods, public spirited as a citizen and educator, successful and popular as a City Superintendent, he holds a deserving place in the ranks of Iowa's best schoolmen.

MRS. H. L. J. McCLELLAN,**HIGH SCHOOL PRINCIPAL.**

The lady whose name heads this brief sketch is the wife of the well known Supt. J. W. McClellan of Vinton. For more than twenty years she has been his better half, if not, his better two-thirds, in the educational work.

Mrs. McClellan was born in Cochranville, Chester county, Pennsylvania. She received her education in the public schools, and later in the Academy of Hebron Hall, in her native county. After leaving school she began teaching in Chester county where she taught for six years.

In 1869, she came with her husband to Iowa. She entered the Marion High School as principal, Mr. McClellan being superintendent, and served in that capacity for eleven years.

In 1884 she was appointed Postmaster at Marion to succeed her husband who resigned to go to Mt. Pleasant. She held the office until her resignation in 1885, preparatory to removing to Vinton at which place her husband had been chosen city superintendent. At Vinton she was chosen High School principal serving in that position until the close of the school year in 1888, when she resigned.

Mrs. McClellan is one of the most capable, efficient and best known High school principals in Iowa. She has for many years been an active worker in the State Teachers' Association, serving on various important committees. She was president of the Department of Secondary Instruction of the Association in 1888.

She is one of the few ladies in Iowa holding Teachers' State Diplomas, receiving her diploma from the State Board of Examiners in January, 1886.

S. S. TOWNSLEY,**CITY SUPERINTENDENT GRADED SCHOOLS, STORM LAKE.**

S. S. Townsley is a native of Iowa, born at Brighton, Washington county, July 20, 1852. He was the oldest in a family of six children. His parents being farmers, he grew up on the farm, inured to all the hard labor pertaining thereto. His early education was obtained in the district school of the neighborhood. When sixteen years of age he entered the Brighton public schools, continuing two years. He then went to the Eastern Iowa Normal School at that time located at Grandview, which was under the management of E. R. Eldridge. From this institution he graduated in the classical course in 1873.

After graduating he became principal of the Brighton schools near his home and where he had formerly been a student. At the close of one year's service he went to the National Normal University presided over by Alfred Holbrook, and after 50 weeks study received diplomas from the Business and Teachers Courses and the degree of B. S. for completion of scientific course.

During 1875-6 he was principal of schools at Zionsville, Indiana. He then returned to Iowa and served as principal at Columbus City two years; went to Neosho, Kansas, for one year and returned to Columbus City for two years, 1879-81.

In 1881 S. S. Townsley was elected principal of the Knoxville schools where he remained six years doing excellent work as he had in every other position he

had filled. In 1887 he became city superintendent of the Storm Lake schools where he is now nearing the close of his second prosperous year. He has been considered one of Iowa's staunch school men for several years, a successful teacher and a progressive student in all that pertains to his profession.

In normal institute work he has had extended experience both as instructor and conductor. He has been a member of the State Teachers' Association since 1875 and has frequently taken part in the program and business of the Association. In 1886 he received from the State Board of Examiners a teachers' Life Diploma for Iowa.

JAMES McNAUGHTON,

CITY SUPERINTENDENT OF GRADED SCHOOLS, COUNCIL BLUFFS.

For three years after assuming the city superintendency of the Council Bluffs schools, James McNaughton had the honor of receiving the highest salary of any one engaged in public school work in Iowa. But recently Davenport and Sioux City have taken rank with Council Bluffs in respect to Superintendents' salaries. Among the able and experienced school men who give to

Iowa's city school system the reputation for efficiency and progressiveness in all departments, none occupy a more prominent place than the subject of this sketch.

James McNaughton was born of Scotch parents, Feb. 8, 1837, at Sinclairville, Chautauqua county, New York. He inherited those sturdy mental characteristics of the Scotch which have long given that race an historical distinction.

After obtaining an elementary education in the district schools in the neighborhood of his boyhood's home, he, in the fall of 1852, entered Ellington Academy to prepare for college. He was a diligent student and thoroughly mastered every subject he studied.

While pursuing his studies he occupied a position in the Academy as an assistant teacher. During his career at the Academy he had some experience in teaching country school in vacation.

In April 1855, at the age of eighteen, he entered the last term of the Freshman year at Allegheny College. In 1856 he was obliged to leave college in order to replenish his depleted finances, for he had to pay mostly his own way at college. He taught in Lancaster Male Seminary in Garrard county, Kentucky, and for two years had charge of Bath Seminary at Owingsville in that state.

In connection with his work as a teacher during his stay in Kentucky, he



pursued his college studies and in 1862 he returned to Allegheny College, passed the examinations in the classical course, ranking highest in Latin and mathematics, and received the degree of A. B. He then went to Michigan University at Ann Arbor and there studied civil engineering, higher mathematics and chemistry, for a year, at the same time taking a course of law lectures in the University.

On leaving Ann Arbor he returned to New York and continued the study of law at Fredonia. But the public schools soon laid claim to his abilities and efficiency as a school man, and he was in 1863 elected school commissioner in the county of his birth. This office corresponds to that of the county superintendent in Iowa. After four years service in this office he was re-elected in 1867. In this capacity he labored for nearly six years, giving more system, thoroughness and efficiency to the public schools of Chautauqua county.

In 1869 he resigned the office of School Commissioner to accept the superintendency of the public schools of Corry, Pennsylvania. For the twenty years since that time he has devoted himself to the work of city superintendence of schools. After a few years' work in Pennsylvania, he came west in 1871, and since that time has spent nine years in the schools of Minnesota and nearly nine years in Iowa.

From 1877 to 1881 he was superintendent of the Cedar Falls schools, going from there to the superintendency of the Winona, Minn., schools.

After two year's service at Winona he returned to Iowa in 1883, having been elected superintendent of the Council Bluffs schools at a salary of \$2,000 per year. He is now nearing the completion of his sixth year in that position.

The Council Bluffs schools have an annual attendance of nearly 3,000 pupils. The enrollment of the High School being about 150. There are 65 regular teachers employed in the schools. The work is well organized under Supt. McNaughton's supervision. He has rare executive ability and would successfully manage a much larger system of schools than that of Council Bluffs. In those faculties of mind which make a wise legislator, a good executive, and a faithful judge, Supt. McNaughton is especially strong in the work of school supervision. These qualities, united with strong mental characteristics, broad scholarship, and more than thirty years successful experience in various fields of the educational work, make him one of the most potent workers among the educators of the West.

Aside from the work in the city schools of Iowa, Supt. McNaughton has been engaged extensively as instructor, conductor and lecturer in Normal Institutes. The work always comes to him unsolicited, and many requests for his services he is obliged to decline. In the State Teachers' Association he has held an active relation during his nearly ten years in Iowa. He has read several able papers before the Association. In the deliberations of the Educational Council, of which he has been a member, he took an active and influential part.

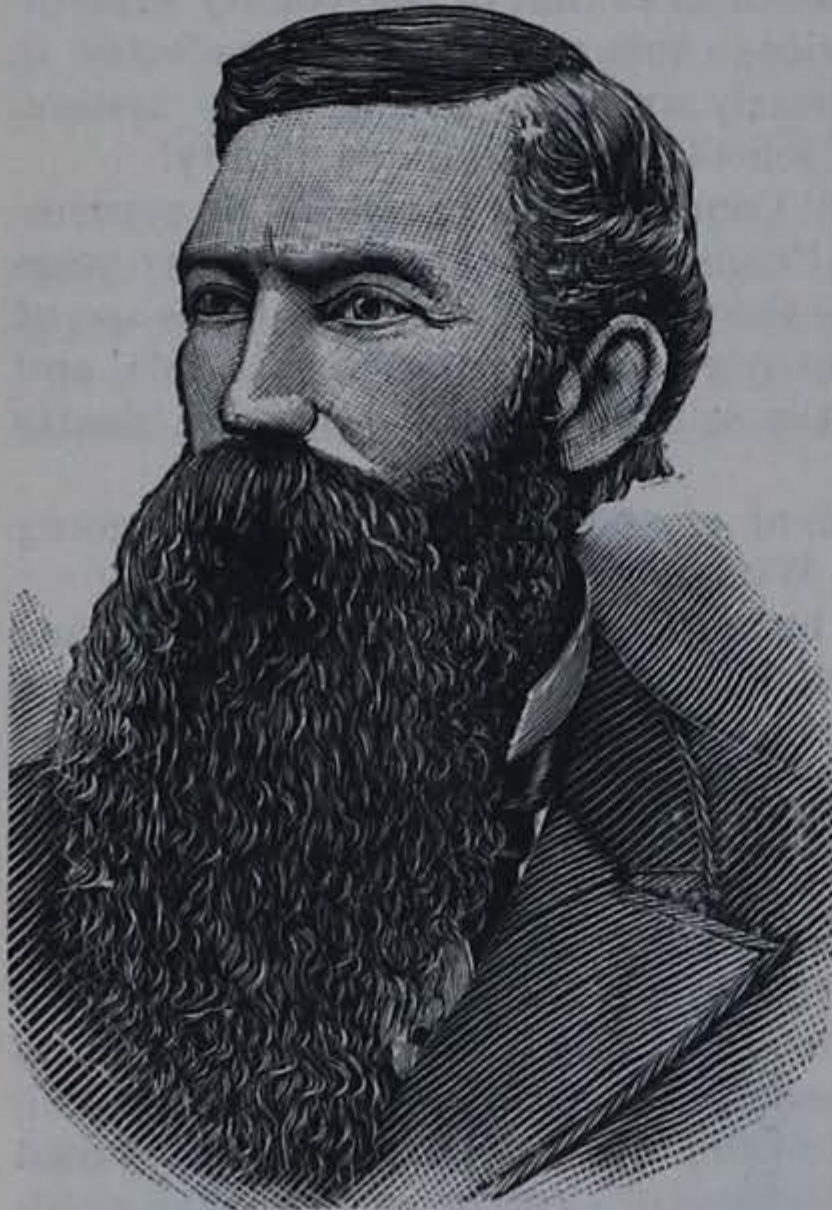
After graduating from college James McNaughton did not give up his scholarly pursuits. He in connection with his school work pursued the studies of a post graduate course, passed the required examination, and received the degrees of A. M. and Ph. D.

In 1869, the year in which he resigned the office of School Commissioner in New York, he was married to Miss A. J. Wilson, of Jamestown, N. Y. While he has been successful in life's undertakings, his marriage has proved to be the most successful transaction of his life. There are now in his home two children, a son aged fifteen and a daughter of eleven years.

ALBERT C. ROSS,

CITY SUPERINTENDENT OF HAMPTON GRADED SCHOOLS.

In a small cabin home on the heights of the Alleghaney Range, in Somerset Co., Penn., Albert C. Ross was born on the 27th day of June, 1847. There he grew to manhood under the careful guidance of christian parents. At the age of seven he commenced going to school, walking a mile and a quarter to one of the old-time log structures furnished with slab seats. From that time until he was sixteen he attended the District School regularly during the winter months, and worked hard on the farm in the summer time. In that way he early formed studious and industrious habits.



During the last four years of his school life in the country, he was fortunate in having teachers who had received Normal School training. In the summer of 1863, he attended a Normal School for one term and was then able to get a first class certificate. After teaching two terms in his native State he moved with his parents to Wooster, Ohio, in 1864. In that State he spent the time for three years in going to school in spring and fall, working on the farm in vacations, and teaching in the winter season.

Mr. Ross early exhibited the traits of a successful teacher. He had without difficulty managed large Country Schools in which many of the pupils were young men and young women grown. From a beginning at less than \$20 dollars per month his wages had increased from time to time until he received \$50 per month in a school near Elkhart, Indiana. His success in the District Schools soon gained him an election as Principal of a Ward School in the city of South Bend, Ind. After serving two years in that position he declined a re-election that he might attend school to secure a more thorough preparation for his work.

In 1870 he entered Wittenberg College, at Springfield, Ohio, where he gained a reputation for close application to his studies, for thorough scholarship, for high rank in his classes, and for good work in the Literary Society of which he was a member.

In 1874, after leaving College, he resumed the work of teaching in the capacity of Principal, at New Troy, Mich. When he had served there one year he was re-elected for another year at an increased salary; but before he had commenced its duties, he was chosen Principal of the schools at Tipton, Cedar Co., Iowa, where he began his work in September, 1875. He filled that position for nearly three years giving close attention to organization, gradation and systematic work by which he left the schools in excellent condition.

In March, 1878, he resigned his place at Tipton to accept a similar one in

the public schools of Osage, Iowa, at which place he worked with popularity and success for five years. Prof. Ross closed his work at Osage in Jan., 1883, to engage actively in the newspaper business in which he had been financially interested for a year previous. But he was soon recalled to the educational work. In the summer of 1883 he accepted the superintendency of the Hampton graded schools, where he still continues to render efficient service as an educator in the midst of his sixth year in that position. He is serving on a two-year contract and is doing a good work for the Hampton schools. He is familiar with graded school work in every particular, up with the times on all phases of educational work and thought, and is faithful and persistent in all his duties. In management and supervision he is especially efficient. In Normal Institute work he has had much experience and in many different counties. In teachers' associations he is always ready for an active part. He has been twice secretary of the Iowa State Teachers' Association, first in 1886, and again in 1888. He has also been twice honored with the vice-presidency of the Association. He has now been in the educational work for twenty years, thirteen of which have been spent in the state of Iowa.

By uniting the skill, scholarship and efficiency of a teacher with the sterling qualities of a christian gentleman, he gains the esteem of his friends and commands the respect of the people.

FRED. A. JACKSON,

CITY SUPERINTENDENT OF GRADED SCHOOLS, MT. PLEASANT, IOWA.

Frederick Asbury Jackson was born in Springfield, Massachusetts, August 11, 1860. His father being a Methodist clergyman, he consequently lived in several different towns in Massachusetts during his childhood and youth, but most of the time in the suburban towns of Boston.

His early education was obtained in the public schools of the towns in which he lived. He entered the famous Boston Latin School, graduating in 1877. This is one of the schools of this country which have become landmarks in our history. It was founded in 1633, three years before old Harvard, and it numbers among its students such great Americans as Ben. Franklin, the Adamses, the Quinceys, Otis, Wendell Phillips, Charles Sumner and many of Boston's great men.



From the Boston Latin School in 1877 he entered the Wesleyan University at Middletown, Connecticut. He graduated from this institution in 1881 at the youthful age of twenty. His excellent home advantages, and his thorough public school and collegiate training gave him an excellent preparation for the profession in which he immediately engaged

after leaving college.

In 1881 he began teaching and has been in the work continuously ever since that time. The first year he was professor of science in Pennington Seminary, Remington, N. J. This school is among the most reputable institutions of its kind in the East. The following two years, 1882-84, he was vice principal and Professor of Mathematics and Language in Union Academy at Belleville, New York.

In the summer of 1884 he came to Iowa and was chosen principal of the Monticello public schools. He occupied this position three years. In the fall of 1885 in connection with his school duties he served as county superintendent of Jones county for four months. The vacancy in that office was caused by the resignation of Supt. Luther Foster who removed to Dakota.

F. A. Jackson was not long in gaining recognition among Iowa school men as a man of good scholarship and educational abilities. He showed himself to be a skilful organizer by at once putting order and system in the Monticello Schools which for some time had been in a poorly organized condition.

In April 1887 he resigned at Monticello to accept the city superintendency of the Mt. Pleasant Schools. After a year's service in that capacity the Mt. Pleasant School Board showed their appreciation of his tact, energy and success as superintendent by electing him for a term of three years. He is now serving his first year on the first three-year contract ever made by a Mt. Pleasant School Board. Supt. Jackson is doing an excellent work for the Mt. Pleasant Schools. He is a man of scholarly attainments and practical views. He rides no hobby in his educational work, but believes in conducting the schools on a plan to meet the wants and conditions of the times.

In the State Teachers' Association he is already well and favorably known, and has taken part in the programme at different times. He has done more or less institute work each summer since coming to Iowa, in which he has proved a success. He is a public spirited citizen as well as a practical teacher. In 1885 he was married to Miss Emma Jennings of Sewickley, Penn

C. C. DUDLEY,

CITY SUPERINTENDENT OF GRADED SCHOOLS, MAQUOKETA.

Charles C. Dudley was born in Guilford, New Haven County, Connecticut, January 29, 1841. His early education was obtained in the district school. When fifteen years of age he entered the Guilford Institute where he pursued his studies for five years. It was his intention to prepare for Civil Engineering. While a student in the institute, he was placed in charge of classes in mathematics for one term in the absence of an instructor. The satisfaction expressed



with his work and his own love for it, led him to contemplate teaching as a profession.

On leaving Guilford Institute in 1861 at the age of twenty he engaged in teaching in one of the districts in the town of Clinton, Connecticut, within a stone's throw of where Abraham Pierson called together the first class in the founding of Yale College. For this first term's work he received \$16 per month and "boarded around, seven meals to a scholar" for the sixty-four pupils enrolled in his school. At increased pay he remained in this school three winters. He then went to teach in the largest district of his native town

where he served three successive winters, working on the farm during the summer.

In 1867 he was chosen to a position in a graded school in the city of Bridgeport Conn. He was re-elected in 1868 but resigned in order to accompany his parents to Jones County, Iowa. He had been in his new home but a few months when he was solicited to return to Bridgeport to take charge of the school in which he had worked before coming West. He accepted the call and after one year's service, he was elected principal of the Union School, one of the largest in the city. At that time the nine school districts of Bridgeport were all independent districts. His ability, efficiency and success as a principal placed him in demand in Bridgeport. He was again called to the district in which he first taught in that city. He was offered a five year contract at \$1,500 per year. The contract was made legal by a special committee appointed by the voters of the district without a dissenting voice, in special meeting convened for that purpose. This is perhaps the only five-year contract ever made with a public school teacher in the United States.

In 1876 at the urgent request of his aged parents he returned to Iowa and soon after his arrival he was chosen to take charge of the schools of Maquoketa. In this position he is now serving his thirteenth year. He has acted as High School principal and city superintendent. The schools have grown during his career. Assuming charge of the Maquoketa Schools when they were in a chaotic condition, he soon reduced them to order and system, and with superior tact, sound judgment, and good executive ability, he has built up and controlled the schools without friction. The first class graduated from the High School in 1879. Large classes have continued to graduate each year since that time. The pictures of 117 graduates now adorn the High School room.

At this time, the winter of 1888-9, the Maquoketa High School has representatives at the State University, Upper Iowa University, Cornell College and Iowa College, in Iowa; at Rockford Seminary and Dixon, Ill.; at Oberlin, O., Mount Holyoke, Mass., and at the U. S. Naval Academy, Annapolis, Md.

Supt. Dudley maintains an excellent High School and a high standard of scholarship for the students. He has demonstrated that there is no good reason why the High School should graduate a less number of boys than of girls. During the last three years he has graduated 25 boys and 25 girls. The class of 1889 contain an equal number of boys and girls, and the High School at present has more boys than girls enrolled. The minimum requirements for graduation from the High School are such as will admit the student to the Freshman class of the State University. The popularity and high character of the High School is shown somewhat by the fact that over \$7,000 tuition has been collected from non-resident pupils in the High School during Prof. Dudley's career.

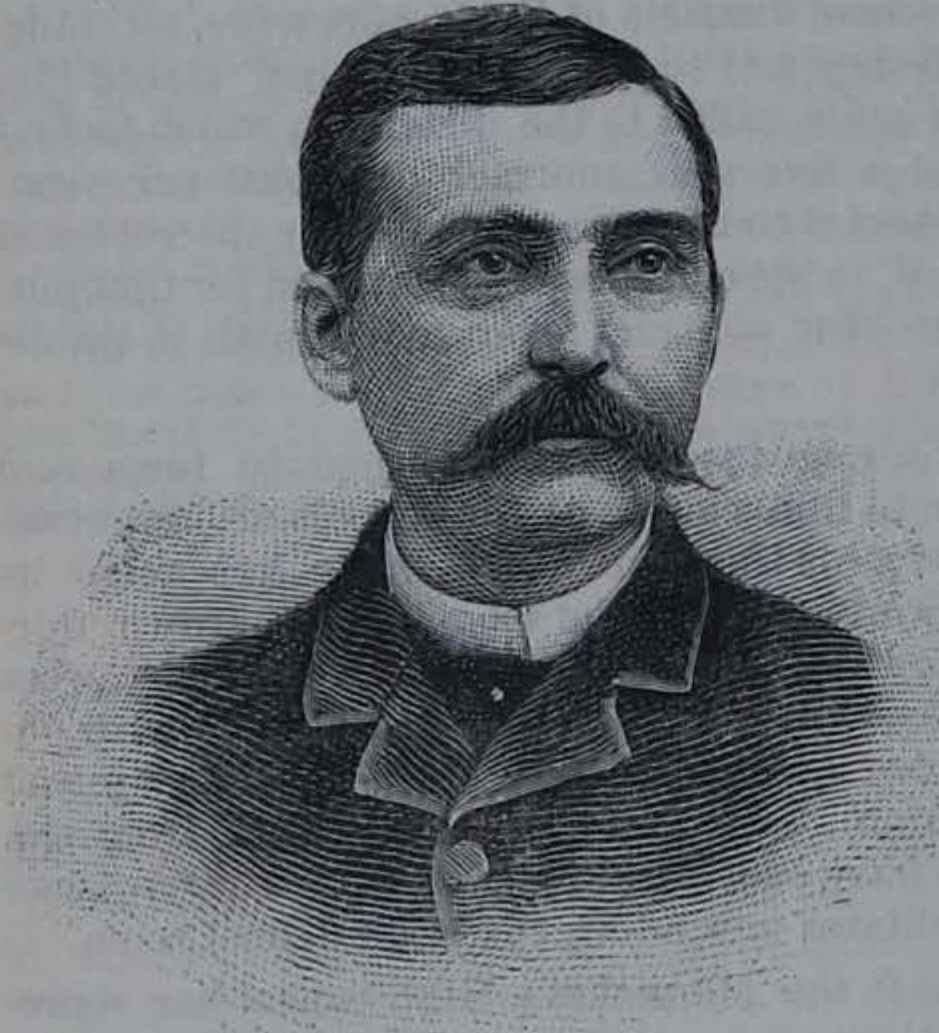
He has during his career made the best public school geological collection, perhaps, that there is in the State. It has cost the district nothing except the cabinet cases containing the specimens. He is in all that pertains to his schools and their highest interests a faithful and arduous worker, giving to them his time, and his best abilities. The high rank of the Maquoketa schools is due to the successful efforts of Supt. Dudley.

While in Bridgeport, Connecticut, he succeeded in capturing one of the best teachers in the schools of Middletown, Conn., Miss Mary Hurd. She has been his faithful and competent assistant in all his efforts and undertakings in life since their marriage. Two children, a boy and a girl, have blessed the union.

R. G. YOUNG,

CITY SUPERINTENDENT OF GRADED SCHOOLS, EAST SIDE, WATERLOO, IOWA.

Robert G. Young was born in Woolavington, Somerset county, England, March 26, 1852. The first four years of his life were spent in England and Ireland. In 1856 he came with his parents to America. The family came to the great West, crossing the Mississippi River on Christmas day, 1856, and settled at Dyersville, Iowa. His father, a Methodist clergyman, and his mother are yet living.



Robert G. received his academic education at Epworth Seminary in Dubuque county. He attended college at Upper Iowa University at Fayette from which institution he graduated in the classical course in 1874, receiving the degree of Master of Arts in 1877.

His first teaching was done in the district schools of Delaware and Fayette counties. On leaving college in 1874 he began teaching a private school at Edgewood, Delaware county, where he continued one year. He then became principal of the Durant schools in Cedar county. He did three years of very efficient work

there and gained a good reputation as a principal in the county. In 1878 he was chosen principal of the schools at Mechanicsville, in the same county. After a year's service there he was re-elected but declined in order to enter a higher position and a larger field of professional usefulness, the city superintendency of the Newton public schools, in Jasper county. From the very beginning of his professional career R. G. Young made marked growth and progressiveness in the work. His five years service at Newton showed him to be one of Iowa's most thorough and successful school men. He gave the Newton schools a state reputation for good organization and gradation, and for efficiency in methods and work.

At the close of five year's work at Newton he was re-elected for a two year's term but declined in order to assume the superintendency of the East Side, Waterloo schools to which he had been elected at a much higher salary. He is now nearing the close of his fifth year in Waterloo. In his present position he has showed in a larger degree perhaps, the same professional tact and skill before manifested in his career.

He has now been sixteen years in the educational work and well merits to rank with our staunch and successful public school men. Since 1875 Prof. Young has been engaged extensively in normal institute work as instructor, conductor and lecturer.

He has been a regular attendant at the State Teachers' Association since 1876 and besides holding various committee and official positions has frequently taken part in the programs of the Association.

In 1888 he was elected to a professorship in Drake University but declined, preferring to remain in the public school work. In June of that year he received the honorary degree of Ph. B. from Cornell College. An important event in his life occurred on Christmas morning, 1876—his marriage to Miss Irene O. Hussey of Independence, Iowa. She has been his worthy helper and able assistant in school work since his marriage. She has taught with Prof. Young most of the time since their marriage and is one of the excellent high school teachers in Iowa. She resigned her position in the East Waterloo High School in 1887 in order to attend Oberlin College, Ohio, where she has now almost completed two years of special study,

AMOS HIATT,

CITY SUPERINTENDENT OF GRADED SCHOOLS, EAST DES MOINES.

The subject of this sketch was born in Highland County, Ohio, November 23d, 1843. When fourteen years of age he came with his family to Iowa and settled on a farm near Oskaloosa, in Mahaska County.

In an old log school house in Highland County, Ohio, Amos Hiatt obtained the rudiments of an education. In Iowa his help was needed on the farm, and the only schooling he got was three or four months in winter each year. But the summer toil sweetened the few months of study. By diligent application he made good progress.

In 1862 he accepted his country's call for soldiers and entered the army as a private in Company D, of the 33d Iowa Infantry Volunteers. In 1864 he was promoted to the rank of 2d Lieut. In the expedition against Mobile he commanded his Company. He remained in the army until mustered out at the close of the war in 1865.

In 1866 he entered the Iowa State University, graduating in the classical course in 1870, receiving the degree of A. B., which in 1870 was made M. A.

Trained in the school of the farmer, of the soldier and of the University, he at the age of twenty-seven went forth as a man of experience as well as a scholar. For two terms after graduation he instructed classes in the State University. During the year 1871-2 he was principal of the Brooklyn Schools. In 1873 he was elected County Superintendent of schools in Johnson County. In that office he served one term. In 1875-6 he was City Superintendent of the Anamosa Graded Schools. He returned to Iowa City, and in 1877 became principal of Iowa City Academy, a preparatory school for the State University. He gave the Academy an excellent reputation at home and abroad over the State. He remained in charge of the Academy until 1883. Most of the time during the next two years he spent in Dakota. In 1885 he was chosen City Superintendent of the Des Moines Schools, in which position he is now serving his fourth year. Supt. Amos Hiatt's nearly four years in the East Des Moines Schools have been prosperous years for the work under his supervision. His long and varied experience in school work coupled with scholarship and ability make him especially efficient in his present position. In the schools under his charge are annually enrolled about 3600 pupils which require a teaching force of 74 teachers. The High School has an annual enrollment of more than 200, and employs seven teachers. This system of schools is excellently managed in all its departments with order and system. He is a student of the

best educational thought of the times and readily adopts wise and practical methods.

Supt. Hiatt has had considerable experience as instructor in Normal Institutes during the past fifteen years, in which work he is very successful. He has taken active part in the State Teachers' Association for several years, and has read several able papers before that body.

O. J. LAYLANDER,

CITY SUPERINTENDENT OF GRADED SCHOOLS, CEDAR FALLS.

One of the growing younger school men of Iowa is O. J. Laylander, superintendent of the Cedar Falls schools. He has been an active worker in Iowa schools, institutes and associations for ten years.

A native of Ohio, he was born in Holmes county March 11, 1868. He lived in the county of his birth until sixteen years of age, when he had his first experience in teaching school. He received \$50 a month for his first term's work, which is considerably more than is had by the average beginner in the profession.



From 1874 to 1877 he attended the Medina Normal School in Ohio. On leaving school he was induced by the greater possibilities and openings in the farther west, to come to Iowa. He purchased some land in Poweshiek county and for the next two years he devoted his time to the improvement of his farm, teaching the adjacent district school in the winter of 1878-9.

In the summer of 1879 he was elected principal of the Malcom public schools. He accepted the position and since that time has been engaged constantly in school work. Mr. Laylander remained in charge of the Malcom schools for a term of three years when he was chosen principal of the Brooklyn schools in 1882. This was a promotion which his abilities and success as a school man fully merited.

The Brooklyn schools enjoyed the advantage of his skill and experience for six years, during which time not only the schools improved and became better known, but Principal Laylander, being a studious and progressive man, grew in professional skill and reputation. Five years ago he began and carried on a systematic course of study in the languages under direction of the faculty of Wooster University, Wooster, Ohio; then he enrolled in the post graduate department of the institution and is now pursuing a course in Political and Social Science for the degree of Ph. D. This work of the student he has carried on in connection with his duties as principal. Such efforts are sure to bring reward.

In 1888 Mr. Laylander was elected city superintendent of the Cedar Falls Public Schools where he now continues at a salary of \$1300 per year.

One happy feature about Mr. Laylander's educational career in Iowa is that in every year of the ten that he has been engaged in the work, he has received an advance in salary.

For several years during the summer season he has been much occupied with Normal Institute work. In the Poweshiek County Institute he has instructed for eight successive sessions, besides instructing in various other counties. In the State Teachers' Association and in the Graded Department of the same, and in the meetings of School Master's Round Table, he is an active worker.

He is joint author with A. L. Shattuck, of a text-book in Orthography, designed for use in Normal Institutes.

Supt. Laylander was married in 1881, to Miss Anna Mulligan of Wayne County, Ohio.

MRS. T. F. M. CURRY,

A TEACHER IN THE DAVENPORT SCHOOLS, 1864-84. DIED JANUARY 15, 1888.

If it is true that "the teacher is born, not made," then Mrs. Curry was truly a born teacher. For long, devoted and successful service, for natural skill in fixing deep and abiding impressions on the minds of pupils, and awakening within them noble aspirations and lofty ideals, she has had few equals, and, perhaps, no superiors among the teachers of Iowa. It is a pleasant duty to pay tribute here to the memory of such a woman and such a teacher.

Tirzah F. M. Curry was born in Beaver county, Pennsylvania, March 8, 1823, the daughter of the Hon. William and Hannah Slemmons Morton. She was one of a family of ten children. The father, a farmer, was an influential citizen of Beaver county, and a leader in public and political affairs in that section, serving three consecutive terms in the Pennsylvania Legislature. Mrs. Morton, the mother, was a woman of refinement and education. During the daughter's early years her school advantages were meager, but there was nothing wanting in her education at home—a home with plenty of good books in it and intelligent parents to direct her study and research. To books of history and pure literature she had free access, and eagerly did she drink at these fountains of thought and knowledge. She never attended more than two or three terms at the district schools. When about eighteen years of age she taught her first term of school, in her home district. She then, in 1841, went to New Brighton, Pa., to attend a private school for girls in that place, conducted by Mrs. Eunice Critchlow, a lady of refined scholarship and marked skill as a teacher. She was the wife of Rev. Benj. C. Critchlow, then pastor of the Presbyterian church at New Brighton. Miss Morton not only became a pupil in this school, but also an inmate of the cultured Critchlow home. This was a fortunate opportunity, and the school opened up to her a new world of hopes and possibilities. Her mind was bright, and her progress was rapid, during her three years' study in this school. In the latter part of her stay there she assisted Mrs. Critchlow in teaching, and under her guidance she gained a practical knowledge of good methods of instruction. On leaving school at New Brighton, in 1844, she was married at her home, at the age of twenty-one, to Joseph H. Curry. Mr. Curry was a teacher, and he and his wife continued in the work. The five years following their marriage they taught in New Brighton, Fallston and Freedom, Pennsylvania; then removed to Grandview, Ohio, where they engaged in the work two or three years.

In 1852 they came to Iowa, and lived one year at Le Claire, in Scott county, and then removed to "Prairie Cottage" farm, a few miles north of the city of Davenport. Mrs. Curry had a natural love for teaching, and while in Le Claire opened a private school in her own residence, a commodious one, which had been recently built by the Rev. W. H. Cobb. This was the first school taught in Le Claire, and Mrs. Curry's work had a marked influence in the town.

After removing to "Prairie Cottage" farm, Mrs. Curry again taught a private school in the winter of 1858-9, and again in 1862-3. Her ability and success as a teacher attracted attention, and she was, in 1864, elected principal of School No. 4, on Locust street, in Davenport. She remained in charge of this school for six years, and exhibited such rare tact and skill, both as to instruction and school management, that in 1870 she was elected assistant principal of the city High School, which position she filled most acceptably for thirteen years. With an ardent love for her work, she thoroughly investigated every

subject she had to teach, and presented it in an interesting and enthusiastic manner that took hold of the minds of the pupils. The Davenport *Democrat-Gazette* of January 17, 1888, in speaking of Mrs. Curry as a teacher, says: "Her deportment, her voice, her method of ruling through the winning ways of affection and respect, her wide intelligence and facility of illustration in all studies in her charge, her thorough and clear methods of instruction, her unfailing love for her pupils, and deep interest in the welfare of each one, and her way of placing a careless, mischievous pupil upon his honor—these were the characteristics that rendered her services invaluable, that are remembered by all her pupils as benefactions whose worth cannot be computed. Verily, many young men and young women who were boys and girls in her schools, will 'rise up and call her blessed.'"

The amount of literary work which she accomplished in connection with her teaching was considerable and important, comprising essays and lectures before normal institutes, occasional poems, and scientific and historical articles for the press, besides abstracts and notes prepared for class work.

Blessed with fine health, she was never absent from work on account of her own illness or of inclement weather, though her home was four miles from the High school. The long illness and death of her second daughter, Alba, in 1872, compelled her absence for a few weeks. During all her long service in the schools of Davenport, she was the light of a home as well. Her children were six in number, three sons and three daughters. All survive her except the eldest son, Howard, who died at "Prairie Cottage, Nov 20, 1861, aged sixteen years, and the daughter, Alba, who lived to the age of twenty-one.

In June, 1883, Mrs. Curry resigned her position in the High school, and the general regret at her retirement was expressed by the School Board and the Davenport daily papers in terms of the highest tribute and praise. After her resignation, she was again called to teach classes in the High school, her last work there closing in June, 1886, after more than twenty years of service in Davenport, and more than thirty years in the work of teaching. In the summer of 1886, she taught classes in the normal institute in Washington county, and this work which she greatly enjoyed was the last of her loving services to the Iowa public schools.

Mrs. Curry then made her home with her youngest son, Morton, in Chicago, where she spent the few remaining days of her life on earth. Even then, though in failing health, she loved to work in the Industrial School for the poor, which was connected with the Sixth Presbyterian Church, Vincennes ave., of which she was a member. Her life closed peacefully at the home of her son in Chicago, January 15th, 1888. Her remains now rest in the cemetery at Davenport, near the scenes of her life's labors. The pall-bearers who carried her remains to the resting-place were young men, all of whom were once her pupils. The Davenport teachers, sixty-five of whom had been her pupils, attended the sad funeral rites in a body. Hundreds were present to whom she had been a teacher. The text of the funeral discourse preached by Rev. J. B. Little, of Davenport, was from Daniel: "They that be teachers shall shine as the firmament, and they that turn many to righteousness, as the stars forever and ever."

J. J. NAGEL,

PRINCIPAL OF SCHOOL NO. 4, DAVENPORT, IOWA.

Jens Jacob Nagel was born in Stubenberg, a village of Holstein, Germany, in 1846. When he was six years of age his family emigrated to America. He landed on American soil in the fall of 1852, went to St. Louis, where he lived the following winter, and came to Davenport, Iowa, in the spring of 1853. He attended the Davenport public schools, making excellent progress in his studies



and graduating from the High School at a youthful age. He taught a term of country school in Scott county when only fifteen years of age. He was also a student in the Davenport Training School, opened by A. S. Kissell, the City Superintendent, afterwards State Superintendent of Iowa. It was J. J. Nagel's good fortune to come under the instruction and training of the inspiring and enthusiastic Kissell and his assistants in the Training School. He graduated in the first class from this school in 1862. After leaving school he spent two years as clerk in the Davenport postoffice. But with his educational tendencies he soon tired of the routine work of the postoffice and took up the work of teaching, at a salary little more than half as large as he had been getting in the postoffice. He taught one year in the

grammar department of School No. 3, then under the supervision of Miss P. W. Sudlow. The next year, in 1865, he became assistant teacher in the Davenport Training School, from which he had previously graduated.

In the fall of 1867 Mr. Nagel accepted an appointment to the principalship of the Lincoln School in Minneapolis, Minn., whither A. S. Kissell had gone as City Superintendent. He remained there two years, when, in September, 1869, he was re-elected by the Davenport School Board to the principalship of School No. 6. In the fall of 1870 he was transferred to School No. 4, of which he has remained principal continuously to the present time. He is now serving his nineteenth year. In this school, under Prof. Nagel's principalship, there is an annual enrollment of 550 pupils, and a corps of ten assistant teachers. He has now been engaged in the educational work for twenty-five years without the loss of a single week of service. He is a faithful, efficient and successful teacher as his long tenure of office would indicate. He possesses the sturdy Tuetonic elements of character that make him strong in his position as teacher and principal. He is one of Iowa's worthy and successful educators.

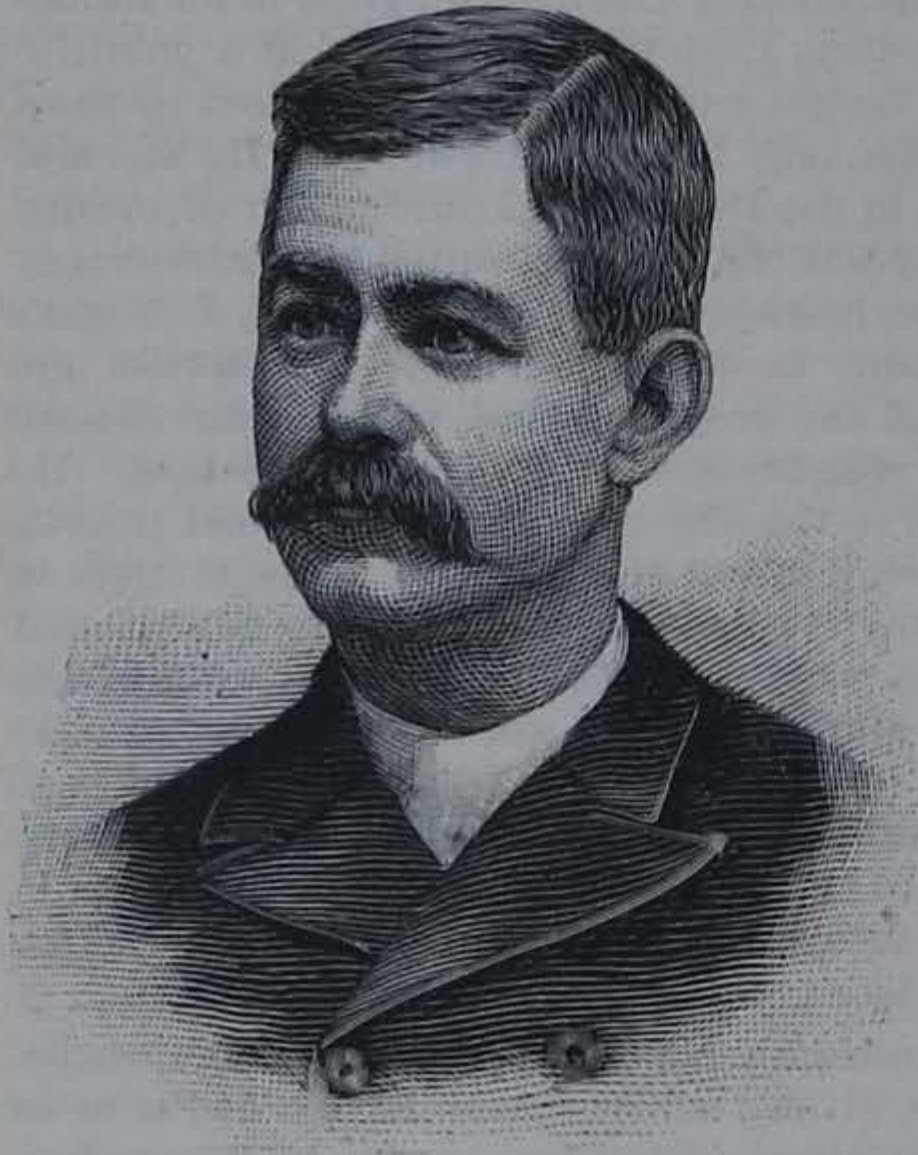
In 1872 he was married at Minneapolis to Miss Sadie Gilmore, and the happy union has been blessed with a family of five robust, healthy children.

Since 1872 he has lived on a small farm near the city limits, and his vacations are spent in managing the work there. A variety of small fruit and an apiary of 200 colonies of bees engage his attention in a way that affords rest and recreation from his school work and at the same time gives him health to prosecute the labor of his profession with vigor, zeal and success.

TOM B. MILLER,

PRINCIPAL OF THE GRADED SCHOOLS OF CLEAR LAKE.

Tom B. Miller, Secretary-elect of the Iowa State Teachers' Association, is an Iowa production. He first saw the light at Rossville, Allamakee county, March 26, 1862. His home has been in Iowa from the day of his birth. He lived at the place of his birth until five years of age. In 1869, Mason City, Cerro Gordo county, became his home. He became a pupil in the Mason City



public schools and graduated from the High School in 1881, at the age of nineteen. As a student he was apt, and his lessons were quickly and easily learned.

In the fall following his graduation he taught his first school, in Cerro Gordo county. He taught during the year 1881-2, and in the summer of 1882 his success and popularity as a teacher in the country schools gained him an election to the principalship of the Plymouth public schools. He remained at Plymouth nearly four years doing efficient service as principal, when he left to enter upon the duties of principal of the Clear Lake schools, to which position he had just been elected. Clear Lake is a town well known throughout Iowa and the West

because of its location on the beautiful lake of the same name.

Tom B. Miller is now serving his fourth year as principal at Clear Lake. He has won the reputation of being a hard worker, and an enthusiastic teacher, a good disciplinarian, and a skillful manager. The schools have constantly improved under his supervision. During his eight years' work as a teacher he has been a close student. He each year follows some methodical course of study. By this means he has mastered a course of study equal to that in many colleges.

In 1885 he passed an examination before the State Board of Examiners and received a State Teachers' certificate, which is valid anywhere in Iowa for five years. This is an indication of his attainments as a student and teacher.

Few people who have attended the State Teachers' Association during the past seven years but that know of the genial, good-natured Tom B. Miller. For seven years he has been appointed a member of the enrolling committee and he has always been diligent in the performance of his duties. His acquaintance and popularity in the State Association was made manifest at the last meeting at Des Moines, December, 1888, by his unanimous election to the office of Recording Secretary of the Association for 1889. He will no doubt fill this office with honor to himself and to the Association.

Principal Miller has already had considerable experience in Normal Institute work, having taught in six different sessions.

J. P. HENDRICKS,

CITY SUPERINTENDENT OF GRADED SCHOOLS, CEDAR RAPIDS.

The country school, high school, county superintendency and city superintendency are the steps in the rapid promotion of J. P. Hendricks in the educational work. He is a native of Ohio, born in Fairfield county, Oct. 21, 1858. When six years of age he came to Tama county, Iowa, which continued to be his home until he went to Cedar Rapids, in 1885.

He did his first teaching in a country school, in 1875. After two terms' experience he entered the Iowa Agricultural College, at Ames. He later entered



Western College, Toledo, from which institution he graduated. During the year 1880-81 he taught in the Montour and the Tama City high schools.

In the fall of 1881 he was selected County Superintendent of Schools in Tama county, and in 1883 he was re elected. His term of office was from Jan, 1882, to January, 1886. He entered the work of superintending the schools of Tama county with great energy and enthusiasm, and earnestly endeavored during his four years' service to make the public schools under his charge among the best in the State. He, in 1882, introduced into the rural schools a course of study and a system of classification. By this plan the pupils, by pursuing the common school course, and passing the required examinations, were graduated from the common schools. Supt. Hendricks was among the first County Superintendents to introduce this system into the public schools; now it is quite generally and effectually established throughout the counties of the State.

In his County Normal Institute work he adopted a graded course of study, and in 1882 graduated a class of 36 teachers from the Institute. Under his management the Institute greatly increased in attendance and efficiency. In 1881, the year before he began the work as County Superintendent the Tama County Institute enrolled 179. During his administration the attendance increased from that number to 340, at his last Institute session, in 1885.

In the State Teachers' Association he has held various official positions. He was a member of the original State Reading Circle Board for three years. In 1883 he was president of the District County Superintendents' Convention. He has read several interesting papers before State and District conventions.

J. P. Hendricks is now serving the third year as City Superintendent of the Cedar Rapids Schools. His first year's service gave such general satisfaction that at its close he was re-elected for a term of three years at a salary of \$1,800 per year. He is perhaps the youngest of the City Superintendents in Iowa who have charge of the larger school systems. No school man in the State prosecutes his work with more professional zeal and enthusiasm than Supt. Hendricks. He has established in connection with the Cedar Rapids High School, a Training School for teachers, which has proved a popular feature and a great success.

DAVID COMPTON,

PRINCIPAL OF HIGH SCHOOL, DUBUQUE, IOWA.

The Dubuque city High School is one of the oldest in Iowa, and it has perhaps the most extended course of study of any similar school in the state. The present principal of the Dubuque High School is David Compton, a native of New Jersey, born November 2, 1850.

From the district schools of his native state, he went to Pennington Seminary to prepare for College. After leaving the Seminary he taught for three years in the village schools, beginning at the age of seventeen.

He entered Princeton College, graduating with high honors in 1874. In the competitive examination he gained the Fellowship of Modern Languages. To fulfill the conditions of this Fellowship, he spent one year in post-graduate study. This year he spent in Europe, a part of the time he studied in Heidelberg and part of the time in Paris.

On returning to the United States he came West. For three years he was principal of the public schools of Mount Sterling, Illinois.

In 1879 he concluded to study medicine, and accordingly came to Keokuk, Iowa, to attend the medical college located there. He was elected as teacher of natural science in the Keokuk High School, which position he accepted. He occupied this position four years, at the same time pursuing his medical studies until he graduated.

In 1883 he was chosen principal of the Torrence School in Keokuk. In this capacity he served two years, when, after a re-election for a third year, he resigned to accept the assistant principalship of the Dubuque High School in 1885. After serving successfully in this position for three years he was in 1888 promoted to the principalship which had been left vacant by the death of F. A. Parker.

The Dubuque High School had an enrollment of over two hundred pupils in December, 1888. Prof. Compton has a corps of five assistant teachers in the High School. He is scholarly in his habits, efficient and successful in his position, and progressive in the arts of his profession.

S. S. WRIGHT,

PRINCIPAL OF GRADED SCHOOLS, KEOTA, IOWA.

S. S. Wright, who for eight years has been principal of the Keota schools, is a native Iowan; he was born in Jefferson county June 27th, 1851. He was educated in the public schools of Iowa and is thoroughly imbued with the progressive educational spirit of the state. In his early years he attended school in one of Iowa's pioneer log-cabin school houses. Attended the public schools



until sixteen years of age then was a student in various other schools among which was the "Washington Normal and Training School" under the superintendence of E. R. Eldridge. Here he came in contact with prominent educators whose burning enthusiasm set all their students aglow with educational zeal. Here Prof. Wright received an inspiration for the work which has grown with the passing years. He was at one time deputy county superintendent in Washington county and in that position became well acquainted with the public schools and the normal institute in the great institute revival of 1870-3.

S. S. Wright began teaching at the age of nineteen and has been in the work continuously since then.

In his eighteen years experience he has taught in all grades of the public schools and this eminently fits him for supervising work. He is now serving his eighth year as principal of the Keota schools. During this time the schools under his charge have made a large growth in attendance, in rank, in building accommodations. Probably no town in Iowa of equal size has so large a school and so fine and well furnished school buildings, as Keota. The high school is of such grade and character as to attract to it many students from the surrounding country.

Though deprived of the opportunity of pursuing a college course of study, Prof. Wright is nevertheless an efficient and well qualified school man. He has always been a close student of general subjects as well as in the subjects pertaining to his profession. On examination by the State Board of Examiners he was granted a State Teachers' Certificate. This is certainly an indication of his habits of study.

He has had large experience for several years in instructing in normal institutes. He is in demand for this kind of work not only in his own county where he has taught in several successive institutes and where he is best known, but he has worked in neighboring counties and has received numerous calls to do institute work, with which he has been unable to comply, because his time was already fully occupied with such work.

Prof. Wright always takes a lively interest in public affairs, educational or

otherwise. He is a regular attendant at the State Teachers' Association in the exercises of which he has taken active part.

In fact he is one of the school men who is up with the times in professional skill, and knowledge of educational topics. He is most warmly esteemed and most appreciated by those who know him best. He has a host of friends among Iowa school people.

A. A. WEAVER,

CITY SUPERINTENDENT OF GRADED SCHOOLS, WEBSTER CITY.

The subject of this sketch was born on a farm near Forestville, Chautauqua county, New York. Here he spent his boyhood days. After attending the district school he entered Fredonia and Forestville Academies for several years. He afterwards finished a course at Whitestown Seminary, in Oneida county.



Later he came West and entered the Michigan State University at Ann Arbor, which he left before graduating, to take charge of Angola Academy, N. Y. Mr. Weaver was for some time teacher of Latin and Mathematics in Forestville Academy, in the town near where he was born. He came to Iowa in 1877, and was principal for one year at Steamboat Rock, Hardin county. His previous experience in school work and his success at Steamboat Rock gained him an election to the principalship of the Iowa Falls schools in 1878. The fact that he remained in charge of the schools of that place for nine consecutive years attests his abilities and success as a school man. During the year 1887-8 he was general agent for the Standard School Book

Company of St. Louis.

In 1888 he became City Superintendent of the Webster City Schools, where he is still retained.

He has had fifteen years' experience in the school work of which nearly twelve years have been in Iowa. In supervising graded schools he accomplishes his work without friction and with an ease that bespeaks good executive ability. In the Iowa Falls High School he established a college preparatory course, and he has done the same at Webster City. He thoroughly understands the educational work in Iowa, and the true position occupied by the High School.

In his work he is genial and pleasant with pupils and teachers, and is popularly appreciated wherever he teaches. His courteous and gentlemanly demeanor is admired by all who know him.

His educational work has not been confined wholly to the school room; he has had considerable experience in instructing in Normal Institutes in different counties in Iowa.

In the State Teachers' Association he has taken part in the programme at different times. His papers read before that body have always shown a research and comprehension that commanded consideration.

Prof. Weaver was married in 1873 to Miss F. E. Clark, of Cattaraugus County, New York. She had been his former pupil. There are now in his family two daughters.

H. B. LARRABEE,

CITY SUPERINTENDENT OF GRADED SCHOOLS, CRESTON.

Hadley B. Larrabee was born in Jackson, Susquehanna county, Pennsylvania, August 18, 1849. He began teaching at the age of seventeen, in the schools of his native county. After successful experience in country schools he was one year teacher in the graded schools of Great Bend, Pa. In 1871 he went to Michigan and entered Hillsdale College. During his college career he was employed as teacher of the class in Geometry for several terms. He graduated in June, 1875.

After graduating he returned to Pennsylvania and was soon elected principal of Pleasant Mount Academy. This position he continued to fill for three years, during which time the academy was improved, and built up, its influence widened and attendance increased.

In 1878 he resigned the principalship of the Academy to enter upon the duties of county superintendent of schools of Wayne county, to which office he had been elected in May 1878. His scholarship and educational experience in different departments of school work especially fitted him for the office. With good ability as an executive and organizer coupled with characteristic energy, he gave order and system into the 220 schools under his supervision. His success in this office was such that he was accorded a unanimous re-election in 1881, and re-election in 1884 was assured. But in that year he declined to be a candidate for the office, having determined to engage in educational work in the West.

At about the same time in the summer of 1884 he was chosen city superintendent at Helena, Montana, Humbolt, Neb., and Creston, Iowa. He accepted the position at Creston, beginning work there in the fall of 1884. He is now nearing the completion of his fifth year in that capacity. He has the esteem and confidence of the people of the thriving city of Creston whose chief pride is in their public schools. During the present school year Creston has erected one of the finest high school buildings in the state. The high school had an attendance of 146 in the fall of 1888. The total annual enrollment in the Creston schools is 1,700 pupils. There are thirty teachers employed, occupying eight different buildings. The Creston schools under Supt. Larrabee's supervision have an excellent reputation for good order and gradation; for thoroughness of instruction and efficiency of teachers.

Supt. Larrabee has had a wide and successful experience in normal institute work as instructor and conductor, in Pennsylvania, Iowa and Nebraska. He has numerous calls each season for institute work.

Since coming to Iowa he has been a member of the Iowa State Teachers' Association and at the meeting in 1888 was elected a member of the Educational Council.

His five years at Creston have demonstrated his ability as a city superintendent of schools. Energetic, enthusiastic, progressive, with marked executive ability, he successfully advances the work under his charge.

R. S. BINGHAM,

CITY SUPERINTENDENT OF GRADED SCHOOLS, CLINTON.

Reuben Saxton Bingham was born in the town of Floyd, Oneida County, New York, November 5th, 1836. His parents being engaged in Agriculture, Reuben's early life was spent on the farm. When eighteen years of age he entered Fairfield Seminary, N. Y., to prepare for college. He pursued his studies at the Seminary from 1854 to 56 with the exception of the winter of 1855 and 1856 when he was engaged in teaching country school. At \$16 per month



he earned and saved money to help defray his expenses while attending the Seminary. From Fairfield Seminary he went to Hamilton College, Clinton, N. Y., from which institution he graduated in June, 1860.

On leaving college he became principal of an Academy for one year, then entered the law department of Hamilton college. He pursued the study of law until February, 1862, when he re-entered school work as principal of New Columbus Academy, in Luzerne county, Pa. He served in that position until March, 1865. He was then principal of Wilson Collegiate Institute, in Niagara county, N. Y., for a short time. From December, 1865, to July, 1867, he was principal of Elmerville Seminary,

N. Y.

At the close of his service in Elmerville Seminary he went to Utica, and engaged in the insurance business, in which he continued until 1873.

His taste for scholarly pursuits led him to return to teaching. He entered the Norwich, N. Y., High School teaching two years there.

In 1875 Prof. Bingham came to Iowa and was chosen City Superintendent of the Marengo schools. He had already won a reputation as a thorough school man before coming to Iowa. His five years' superintendence of the Marengo schools showed his ability, tact and skill as an educator. In 1880 he returned to the East and became principal of the Claremont, N. H., High School, but after one year in that position he came to Iowa, and assumed the superintendency of the Cedar Falls schools. His seven years in that capacity were fruitful of the same success which had before characterized his work. In all departments he maintained orderly and systematic work. His efficiency in the work gained him the election to the City Superintendency of the Clinton schools in December, 1887, to fill the vacancy caused by the resignation of Henry Sabin, who then entered upon the duties of State Superintendent. The Clinton schools are as good as the best in Iowa, and Supt. Bingham is maintaining their well established reputation and rank. During the past year Clinton has erected the finest High School building, perhaps, there is in the State.

In the work of the State Teachers' Association and of the Normal Institute, R. S. Bingham takes a prominent part. He has instructed in many different County Institutes with popularity and success.

In 1862 Prof. Bingham was married to Miss Esther S. Brooks, of Clinton, N. Y. There are now in the family two children, the older one, a boy, is cashier in the First National Bank of Marengo, Iowa, and the other a daughter, is a student in the Clinton High School.

WILLIAM J. SHOUP,

PRINCIPAL FOURTH WARD GRADED SCHOOLS, DUBUQUE.

W. J. Shoup has given about twenty years' service to the public schools of Iowa. Fifteen years of this time he has been principal of the Fourth ward school in Dubuque. He is the father of the Iowa Normal Monthly established in 1877, is the author of a school register, and also the author of two recent publications, "Easy Words for Little Learners" and "Shoup's Graded Speller."

This last named book, perhaps the crowning work of his life, reaches the highest point yet attained by spelling-book publications.



This Iowa teacher and author was born in Armstrong county, Pennsylvania, March 15, 1846. He is the seventh child of parents in whose veins coursed the blood of Dutch, Scotch and Irish ancestors. When William J. was six years of age the Shoup family moved west to Galesburg, Illinois. In this town and on a farm in Henry county his boyhood and youth were passed.

In the latter part of 1864, at the youthful age of eighteen, he enlisted in the Union Army in the war of the rebellion where three brothers had already entered. He was placed in a veteran regiment, the 48th Illinois. While in active service he was taken sick and had a long and nearly fatal illness, from the effects of which his constitution never fully recovered.

After the war was over he entered Knox College at Galesburg, Ill. In 1869 the fatal illness of both his sister and widowed mother called him from his senior year in college, to which he did not return until 1873 at which time he completed his course and received the degree of B. S., which was made later M. S. As a student he was solid and thorough, excelling in Mathematics. He at one time greatly distinguished himself in college by finding a general solution for a difficult problem in Snell's "Olmsted" (mechanics) which the author of the book had himself supposed incapable of a general solution.

During the interim in his college career W. J. Shoup taught in Iowa. He was first a high school teacher at Fairfield, he was then successively principal at Marysville, Hartford and Indianola. He was four months at Bellevue, Nebraska, before coming to Dubuque. In the position in which he is now serving his sixteenth year, he succeeded Prof. Samuel Calvin now of the Iowa State University.

Prof. Shoup was married June 29, 1871, to Miss Cymantha Whipple who had been his college class mate. She is a woman of rare intellectual and literary qualifications and has been an able assistant in all his labors. During his seven years editorship of the Normal Monthly she shared with him the editorial labors and duties. She is clear, pleasing and thoughtful in her literary style.

In 1884 Prof. Shoup, on account of failing health was obliged to dispose of the Normal Monthly and to give up school work for one year. He has since contributed many valuable articles to the Normal Monthly and has written for various literary magazines.

He is an excellent Institute Instructor and has been engaged more or less in the work for the past sixteen years. In the State Teachers' Association he has taken prominent part. In 1879 he was President of the Association. His

papers read before that body always attract attention, and command consideration and respect.

In this Souvenir Number, devoted to a commemoration of the educational work of Iowa, it seems fitting that we should give a somewhat extended review of the latest Iowa production in the way of school books—Shoups Graded Speller, published by D. D. Merrill, St. Paul, Minn.

Though no name were given on the title-page, we believe that the old-time readers of the *NORMAL MONTHLY* would recognize the author before reading many pages; his originality, dry humor, and personal force are unmistakable, even in a spelling-book—a field where surely such qualities have seldom been displayed. Not that any one need look here for whims or eccentricities.

Prof. Shoup has always been distinguished by a conservatism that will forever preserve him from hobbies and fantastic experiments. The Graded Speller is the work of no theorist or enthusiast, but of a practical teacher who knows not only what is desirable, but what can be done and how to do it.

This book, which is designed to succeed the "Easy Words for Little Learners" recently noticed in these columns, is arranged in four grades, corresponding to the 3d, 4th, 5th and 6th readers in advancement—an arrangement which commends itself at once to every teacher. The earlier grades contain, interspersed among the other exercises, lessons which embody a thorough drill on all the diacritical marks according to Webster. These are not merely inserted so that they *may* be learned, but things are so arranged that they *must* be learned. With these are given exercises in plurals, word-groups, homonyms and entertaining language lessons. Here is a story, "Camping on the Island," with numerous blanks to be filled from the accompanying spelling lessons. Here the pictures that show the unfilial conduct and imminent fate of the Two Naughty Chickens, the story to be written out by the scholars, in response to some highly suggestive questions. Then there are plenty of interesting and ingenious exercises on the defined homonyms—exercises that will be downright fun for the youngsters, and yet will effectually prevent Ferdinand from ever presenting his "complements" and Miranda from "excepting" an invitation.

Two or three lessons on such nouns and verbs as *con'tract* and *contract'*, serve to fix in the memory the simple and important law of accent by which they are distinguished.

Meanwhile, the more common and useful rules of spelling—such as are capable of being a real help to the learner—are introduced, one at a time, and each with its enforcing drill.

In the Fifth Grade, while the other subjects are continued in more difficult forms, the topic of word-analysis is taken up. The lessons first given are much like those in some other recent spellers, differing chiefly in the pains that have been taken to use no word not self-explanatory, after its prefix or suffix has been defined. Thus, under the prefix *de* we have *depress*, but not *descend*, as the meaning of *scend* would not be known to the children. However, lists made in this way are perforce very incomplete, and necessitate the omission of many of the commonest prefixes, and of nearly all the most interesting forms of derivative words. To meet this difficulty, we find in the Sixth Grade reference tables of prefixes and suffixes, followed by a number of exercises where not the puzzling Latin word, but the *Latin root as used in English* is defined, and followed by its list of derived forms. Thus the pupils learn that *scend* means *climb* and *flect* means *bend*, and with their reference tables, and analyzed ex-

amples, as a guide, they proceed to find out what *descend* and *reflect*, etc., mean. Well does the author say "Definitions evolved in this way are of infinitely more value than are those learned parrot-like from the dictionary. The one method is in the highest sense *educational*, while the other may be dwarfing to the intellect."

This Sixth Grade contains a few pages of "test-words" for reviews, examinations, spelling-matches, etc., also a group of the words most liable to be misspelled or mispronounced in the exigencies of later life, including the most commonly used medical, military, scientific and ecclesiastical terms. One of the most frequently consulted pages will be that one giving a list of those Greek and Latin proper nouns which are oftenest used. The accent is marked, and the simple rules governing the English pronunciation of such names are given.

Probably the most striking feature of this grade—one found in no other speller, we believe, is the closing list of more than 4,000 synonyms, alphabetically arranged. Even if the teacher does nothing with them but to use them as spelling lessons, the mere juxtaposition, the forcing of the meaning of the word into the mind as with repeated hammer-strokes, is in itself a language lesson, yes, a literary training of no mean value. But if the teacher enforces and illustrates and discriminates by the use of the suggested exercises, the effect produced may be immensely heightened.

"But," some may say, "all these things are in the unabridged dictionary." True: but to children, knowledge in the dictionary is like gold in the quartz vein, while knowledge in the spelling-book is the gold dollars in the pocket.

Of the shrewd, practical and often witty "Notes to the Teacher," there is no need to speak. They give such suggestions as all sensible teachers will be glad to get and to act upon.

For the mere teaching of spelling we believe this speller is excelled by none; for the teaching of pronunciation and the use and meaning of words, it has never, to our knowledge, been equaled. Its use will be a pleasure to any intelligent teacher; a great awakening of the faculties to many a bright and eager pupil.

WILLIAM G. RAY,

CITY SUPERINTENDENT OF GRADED SCHOOLS, GRINNELL, IOWA.

In Barry county, Michigan, Feb. 19, 1857, was born William G. Ray, the subject of this sketch. At three years of age he went to Madrid, St. Lawrence Co., N. Y., to live with his grandparents. His early boyhood days were spent on the farm, and even while attending college his summer vacations were spent in farm labor.

When eighteen years of age he came to Iowa, on his own responsibility.



He became a student in Iowa College at Grinnell. At different times while pursuing his college course he taught seven terms of school in Illinois and Iowa. He graduated from Iowa College in 1882, the year in which the great cyclone disaster destroyed the college buildings. After graduation he became principal of the schools at Delta, Keokuk county, Iowa. After one year's successful service there he was chosen principal of the Guthrie County High School at Panora, the only "County High School" in Iowa. He managed the work of this school for four years, from 1883 to 1887. The Guthrie County High School has an annual attendance of over two hundred pupils, and employs five teachers.

Its students come from all portions of the county; they are those who complete a course in the rural and village schools. W. G. Ray here showed his skill as a teacher and ability as an organizer, especially in high school work. The school is well known for the excellent character and grade of work it does, and he fully maintained its good reputation.

In 1887, when a city superintendent of schools was wanted at Grinnell, W. G. Ray was chosen to the position. He is now serving his second year at Grinnell at \$1,200 per annum. The annual enrollment in the Grinnell public schools is from 700 to 800. The High School had an enrollment of 131 pupils in December, 1888.

W. G. Ray is now only thirty-one years of age and has much yet before him. He is a growing man in his profession, and if he continues in it he will yet win great achievements for schools and education.

J. W. JOHNSON,

EDITOR OF SATURDAY GLOBE, OSKALOOSA.

James W. Johnson, for several years prominent in the public school work, and now well known as the editor of the Saturday Weekly Globe of Oskaloosa, occupies a place in the ranks of Iowa's representative educators. A native of the Buckeye State, he was born in Muskingum County, June 21st, 1849.



When fifteen years of age he came to Iowa with his parents and settled in Mahaska County. His boyhood and youth were spent on the farm, and his time was divided between work on the farm and attendance at the District School. He spent three winters in the Indianapolis Schools in Mahaska Co., then under charge of A. Updegraff, who was an excellent teacher and principal, and who gained considerable reputation as City Superintendent of schools in Oskaloosa and Sigourney. Mr. Johnson spent one year with Prof. Amaziah Hull in his Normal School. He also spent nearly two years pursuing his studies in the Iowa State University.

J. W. Johnson devoted about twelve years to the educational work

While yet a student he had several terms' experience in teaching country schools. Later he was engaged in the schools of Sigourney, Earham, Winterset, Knoxville and Oskaloosa. As grade teacher, high school principal and city superintendent, he was always popular and successful, and was a growing, progressive man in the profession.

In 1875 he was elected county superintendent of schools in Mahaska county. He entered upon the duties of that office January, 1876, and served two years. His liberal education, professional training and experience, and intimate ac-

quaintance with the Mahaska county schools, gave him eminent fitness for the office of County Superintendent. During his term of office he organized and established the Teachers' County Library and Educational Association. He prepared and published a course of study for the rural schools of the county. His institutes were seasons of professional revival, and the attendance greatly increased. He edited an educational column from 1874 to 1877 in the Oskaloosa Standard and Herald, which was perhaps the first work of that kind done in the State. He ranked with the most active, successful and influential county superintendents in Iowa.

After leaving the county superintendency he was for three years following 1878 city superintendent of the Knoxville graded schools. During the year 1881-82 he was principal of the Oskaloosa High School. In Normal Institutes he has had an extensive experience, either as an instructor or conductor, having worked in eleven institutes, always with accredited success.

In the State Teachers' Association he was an influential member, taking part in the business and literary parts in the programs.

Mr. Johnson has not confined his efforts to education in the school room. He has been active and successful in other directions. Trained on the farm he has always taken great interest in all the agricultural industries of the country. He has been especially interested in the dairy business. For four years he superintended the Oskaloosa creamery. He is a leading member in both the state and national Dairy Associations. Being thoroughly conversant with the great industry, a sound thinker and a ready writer he has been called upon to read many papers before those bodies. He is now secretary of the State Dairy Association, and has been for the past five years, superintendent of the Dairy department of the Iowa State Fair.

In 1884 Mr. Johnson became editor of the Oskaloosa Saturday Globe in which business he is now engaged. For many years before he entered upon editorial work, he had desired to make journalism his life work. In this wide field of usefulness and influence he is in a work for which he seems especially adapted by training, varied experience and natural endowments. He wields the pen with power and influence for the right in society, politics and education. He is still an active teacher through the columns of the Saturday Globe. The Globe is a model family paper for all classes; it is clean, pure, liberal, comprehensive in its scope and character. It is true to the best interests of the city, the county and the state in which it is located. The editor is an active citizen in all public movements for the improvement of Oskaloosa and the surrounding country. In that live city he is now secretary of the Board of Trade which is one of the most active and effective organizations of its kind in the state.

MRS. M. B. SEVERANCE.

Mrs. Severance was educated in the public schools of Davenport in which she was afterwards a teacher for nearly twenty years. She began as teacher in the primary department of school No. 3 in the spring of 1866, and showed such remarkable qualifications for the work she had chosen that she was given from time to time more difficult and responsible places in the schools, until in 1868 she was placed in charge of the Grammar Department of the school in which she began her teachings. In that work she had no superior in the city. In Feb., 1872, she was appointed principal of the same school, then the largest in Davenport. With skill and devotion she met the responsibilities of the position, in which she made a marked success. She was principal of School No. 3 from 1872 till the time of her death. She passed to her reward Sept. 23, 1885.

L. W. PARISH,

CITY SUPERINTENDENT OF GRADED SCHOOLS, INDEPENDENCE.

L. W. Parish has spent nearly eleven years in the superintendence of graded schools in Iowa, besides five or six years in educational work in Illinois and the East. A man of culture and exact scholarship, liberal in his educational views, and earnest in his profession, he holds a well-deserved prominence among the best city superintendents of schools in Iowa.



He is a native of the Commonwealth of Massachusetts. At Springfield, in that State, he first saw the light on the glorious 4th of July, 1850. Here he passed his childhood and youth. He enjoyed the advantages of the excellent public schools of his native town. He attended the Springfield High School for two years, and the New Haven, Conn., High School about a year and a half. He finished his preparation for college at Hopkins Latin Grammar School. After this thorough preparatory training, he entered Yale College, graduating in 1872.

On leaving college he at once entered upon his career as a teacher. He began teaching in the High School at Bradford, Connecticut, continuing there nearly two years. During 1874-5 he taught in Glastonbury Academy. At the close of his services there he came to Iowa. His first position in the State was that of principal of the public schools of Traer, where he continued one year. In 1877 he was chosen principal of the Rock Island, Ill., High School. His ability and success as a school man were readily recognized. When he had served two years at Rock Island, he was elected City Superintendent of the East Side Des Moines Schools. His six years' labor in that capacity demonstrated his tact as City Superintendent, his skill as a master of school organization and gradation, and his progressiveness in methods of education. There is nothing of the "show and shoddy" about his work. High standards of culture and scholarship are maintained by him in his schools. A student of the best educational literature, he readily puts into use the good and the practical. No more honest, earnest, thorough work was ever done in the East Des Moines Schools, than was done by L. W. Parish.

In 1885 he became Superintendent of the Independence Schools, where he is now serving his second year on a three year contract at a salary of \$1700 per year.

Since coming to Iowa he has been intimately associated with the work of the State Teachers' Association. From 1882 to 1885 he was a member of its executive committee, being chairman in the latter year. His management of the Association was satisfactory to all. Before the General Association and in the Graded Department of the same, he has read papers of various subjects at different times. His papers always show careful study, clearness of thought and forcibleness of expression. Supt. Parish was married April 4th, 1877, to Miss Emma Stuart.

Prof. Parish was City Superintendent of the West Des Moines Schools from 1879 to 1885. "East Side," on the previous page, is a misprint. Under Supt. Parish's management the West Des Moines Schools had an annual enrollment of about 3,700 pupils and employed a corps of 80 teachers.

ALLEN ARMSTRONG,

CITY SUPERINTENDENT OF GRADED SCHOOLS, SIOUX CITY.

DIED NOV. 21, 1888.

Allen] Armstrong, for eight years, superintendent of the Council Bluffs schools, and for twelve years superintendent of the Sioux City schools, gave Iowa education twenty years of valuable service. This well known Iowa school man was born in Belleville, Ohio, July 21, 1838. He died at his home in Sioux City, Iowa, Nov. 21, 1888. His life thus spanned half a century of years,



one half of which were devoted to the teacher's profession. It was the express wish of the father that his son, Allen Armstrong, should be educated and trained for the profession to which he gave his life-work. He graduated from the Ohio State Normal School, and from Baldwin University. He had already had some experience in teaching and after graduating from Baldwin University he became an instructor in that institution. In 1867 he was chosen superintendent of the Springfield, Ohio, schools. While there in 1868 he was married to Miss Mary Waterman Harrison.

In the year of their marriage, 1868, Prof. and Mrs. Armstrong removed to Iowa to engage in school work. They settled at Council Bluffs where Prof. Armstrong became city superintendent of schools. He continued in that position from 1868 to 1876. In that time he gained a well merited high place among the city superintendents of the state.

In 1876 he was elected superintendent of the Sioux City schools, where he continued until the time of his death. During his career in Sioux City the place more than doubled its population and the schools increased in proportions accordingly. During his twelve years service his salary was increased from \$1,400 per year to \$2,000. When he took charge of the schools only 25 teachers were required. In 1888 the corps of regular teachers numbered 78. In this twelve years the attendance was more than trebled, the total annual enroll-

ment in 1888 being about 3,700 pupils. The course of study, the organization and the gradation of the schools were all the work of Supt. Armstrong, and all who are acquainted with the high standard of the Sioux City schools know best of the excellent character and quality of his work. He was a master of school classification, organization and superintendence in all its details. He thoroughly comprehended the mission of the public school and the High school. It was shown by his work, his public addresses and by his annual reports that he had clear and practical views on the educational wants of the country, standards of culture, processes of education, and methods of teaching. He was thoroughly imbued with the progressive spirit of the times and made advancement in his work with the passing years.

In speaking of Prof. Armstrong as a teacher the Sioux City Journal says: "He was one of the best types of the teacher because he taught character as well as books, and taught all things well." His death in November, 1888, after a long sickness, was not unexpected, but it nevertheless brought sorrow to thousands of hearts. Among the resolutions passed by the Sioux City School Board were the following: "Resolved, That the pupils of the schools, past and present, mourn the departure of one whose best love and ambition have been to make these scholars better and wiser men and women and more honorable and manful citizens.

Resolved, That in all his relations his personal and private aspirations have been sunk in his zeal as an instructor, and in this task he has been brave, wise and self denying.

Resolved, That we shall ever cherish his memory as a man of exalted character, a disinterested public teacher and one who has endeared himself to all by his manly conduct and unwavering devotion to the public good in his chosen calling."

The resolutions adopted by the Sioux City teachers manifested deepest feeling and sorrow at the loss of the one who had been so long their faithful director and wise counsellor.

Of the State Teachers' Association and of the Educational Council Allen Armstrong was an influential member. In 1874 he was president of the Association. Many times during the past twenty years he took part in the exercises of the Council and of the Association. His opinions always commanded respect and consideration. His name appeared on the printed programs of the Association for the meeting in December, 1888, but death claimed him one month before. In the Association's memorial of Supt. Armstrong, these fitting words are found: "Those of us who knew him so well can testify that it was ever his highest and greatest ambition that his work should be well and thoroughly done. No man possessed a keener dislike for superficial work. And he was ready at all times to raise his voice, in his plain but emphatic manner, against everything that even in the slightest degree verged upon professional discourtesy." The Association also passed resolutions expressive of warm esteem and deep regard for the deceased and sympathy for his bereaved widow. Mrs. Armstrong was the faithful and efficient assistant to her husband in his schools both at Council Bluffs and at Sioux City, and for nearly three months during his long sickness in the fall of 1888, she did his work as superintendent of the schools.

Prof. Armstrong was a member of the Congregational church, and a devout Christian. He was a faithful and true man in every relation in life.

His strong Christian character and influence touched thousands of lives and the world was made better and happier by his having lived in it.

C. H. GURNEY,

CITY SUPERINTENDENT OF GRADED SCHOOLS, MARENGO, IOWA.

C. H. Gurney was born in Dutchess county, N. Y., in 1847. When ten years of age he came with his parents to Illinois. He finished a course of study in the Kewanee High School and then entered Hillsdale College, Michigan. In 1873 he graduated with honors from the classical course, receiving the degree of A. B. As a student he was apt, diligent and thorough. During his

career as a student he was obliged to remain out of college several terms to teach in order to meet the expenses at school.

When he graduated in 1873 he had already a successful experience in the public school work. In January, 1874, he was chosen principal of schools at Salem, Nebraska. He remained in that position two years. In 1876 he removed to Iowa, having been elected principal of the Villisca graded schools. His four years' service there won him a good reputation as a school man. In 1880 he became Superintendent of the Shenandoah schools, where he did excellent service for eight years. During his term of service his salary was advanced several hundred dollars. Honest, earnest, thorough, efficient in all the details of the work under his charge, is Supt. Gurney.

He is now serving his first year as Superintendent of the Marengo schools. Every year he is engaged as instructor or conductor in several institutes. He has worked in many different counties in Iowa and Nebraska. Wherever he once instructs his services are always wanted again. In the State Teachers' Association he takes active part. He is at present a member of the Educational Council.

ELIAS F. SCHALL,

PRINCIPAL OF THE SECOND WARD AND HIGH SCHOOL, MUSCATINE.

Elias F. Schall was born Sept. 11th, 1856, in St. Joseph County, Michigan, where on his father's farm he spent the early years of his life. After attending the country school in the vicinity of his home, he entered the Ann Arbor High School, from which he graduated in 1881, and entered the University of Michigan, class of '85. At the end of his sophomore year he went to Detroit to take a position as clerk in a wholesale and retail book store. In the



fall of 1883, the position of assistant teacher in the Muscatine High School was tendered him, from which time his attention has been given to school work. Mr. Schall's services were so acceptable to the Board of Education of the city, that at the end of the first year he was advanced to the Assistant Principalship, and one year later was unanimously elected to the responsible position of Principal of the Second Ward and High School, to which place he has been re-elected each year since, and is now serving his fourth year at the head of one of Iowa's first class High Schools. During his service he has shown himself to be an untiring worker, always sustaining the reputation of the school, and

watching over its interests with the most zealous care. Being a close observer, and student of school life wherever opportunity is afforded, his duties are rendered all the more easy, and under his administration the school has taken rank as one of the finest disciplined and best working High Schools in the State. It has an enrollment of 125 pupils, and Mr. Schall has three Assistants who are ably seconding him in his work. In addition to his work in the High School, he also has the immediate supervision of the eight grades below.

On the 8th of June, 1887, Principal Schall was united in marriage to Miss Anna B. Cloud, who as his faithful First Assistant, had nobly seconded his purpose to give Muscatine a model High School, and in whom he found a most de-

voted companion. The days of their happiness were but few, for, before a year had rolled by, death entered their happy home and called her to her eternal rest. Patiently and tenderly the loving husband administered to her wants through a long illness with fond hopes that a kind Providence would spare her to him, but, alas, His will was otherwise and, on the 12th of April, her intense sufferings were brought to an end, congestion of the brain being the cause of her death, and the beloved husband was left to mourn.

Mr Schall is a consistent member of the First Presbyterian Church, and takes an active interest in widening the influence of the society. He is also a leading member in several of the young men's social organizations in the city. He is thoroughly devoted to his life work, and stands in the front rank of the younger educators of Iowa.

GEO. CHANDLER,

CITY SUPERINTENDENT OF GRADED SCHOOLS, OSAGE, IOWA.

The subject of this sketch is widely and favorably known in Iowa as the author of "A History and Civil Government of Iowa," for use in schools. He is also well known as an instructor in Normal Institutes. He belongs to the growing progressive younger Iowa educators. Geo. Chandler was born at Geneseo, Ill., May 6, 1856. When he was two years of age his parents removed to



their former home at Milton, Mass. He was a pupil in the graded schools of Milton, and also of Boston, and attended the Milton High School for two years and a half by the time he had reached fourteen. He was studious and quick to learn, making rapid progress in his studies.

In Sept., 1870, he came with his parents to Howard county, Iowa. In the following winter he taught his first term of school, in Howard county, at twenty-two dollars per month, completing a four months' term before he reached his fifteenth birthday. Probably no other school man in the State began teaching at such an early age. His success as a teacher at this youthful age is indicated by the fact that he taught four terms more in the district.

From 1870 to 1883, while not engaged in teaching or attending school, he worked on the farm and at carpentry. In 1877, at the age of twenty-one, he entered the Iowa State Normal School, and in 1879 completed the elementary course. During the next four years he taught at Lake City, Calhoun County; Riceville, Mitchell County; Charlotte, Clinton County, and Mitchell in Mitchell County. He resigned the principalship at the latter place at the close of the fall term in 1883, to assume the duties of County Superintendent in Mitchell County, to which office he had been elected in October.

He soon made an excellent reputation as a County Superintendent, but before his first term expired he was in 1885 elected Superintendent of the Osage city schools. At the end of one year's service in the Osage schools he was re-elected for a term of three years at a salary of \$1,000 per annum. He has just been re-engaged for another term of three years at a salary of \$1,250 per year. This bespeaks with what success and popularity he has supervised the Osage schools during the past four years.

In 1884, while in the County Superintendency, he prepared his "History and Civil Government of Iowa," which is so extensively used in High Schools and Normal Institutes in Iowa. Prof. Chandler has for several years made a special study of civil government, state and national, and the editor understands that he is now preparing "A Civil Government of the United States."

Few if any school men of Prof. Chandler's age have had so large an experi-

ence in institute work as he. He has instructed in the Mitchell County Institute for fifteen sessions, and is engaged to teach for the sixteenth session. He has taught two sessions each in Clinton, Jones and Howard counties, and three sessions in Winnebago. In 1889 he will do institute work in all of the above mentioned five counties, besides work in other counties. Few men are so much in demand to do institute work. He is at home with a class of teachers, as well as with pupils in the school room.

In 1883 Prof. Chandler was married to Miss Bessie McCook of Riceville. The union has been blessed with three children.

MELVIN F. AREY,

CITY SUPERINTENDENT OF GRADED SCHOOLS, FT. DODGE, IOWA.

In Hampden, Penobscot County, Maine, was born, in the year 1844, Melvin F. Arey, who has been for twelve years superintendent of the Ft. Dodge Schools in Iowa.

At the early age of four, Melvin F. Arey began his education in the public schools of Maine. During his early life his time was divided between school and work on the farm. When twelve years of age he entered an academy to prepare for college.



In 1861, he entered Bowdoin College. It was just at the time when the people of the country were aroused to the horrors and magnitude of the civil war. Mr. Arey enlisted soon after entering college, and served under General Banks in Louisiana. On returning from the war, he re-entered Bowdoin College and graduated in 1867.

Mr. Arey seemed early to be inspired with the desire to be a teacher. At the early age of sixteen he opened a private school in his native district, in which he was so successful, that he was called to teach the public school the following winter. The measure of success which attended his efforts in this school had much to do with determining his life-work. He continued to teach District School during each winter of his academic and college student life. After graduation from Bowdoin in 1867, he was made principal of Hampden Academy, and at the same time served as a member of the supervisory school committee of the town. Mr. Arey was afterwards principal of Franklin Academy, Dover, N. H., for a short time, leaving this to assume charge of the East Maine Conference Seminary, at Buckport, one of the largest and best known of high grade seminaries of New England.

The seminary prospered under his administration, but he found the work too confining, and he was compelled to give it up and seek a change of climate. So he came to Iowa in 1872, and soon opened a private school at Cedar Rapids, which

he conducted for one year with such a degree of success, that many influential citizens offered to aid him in founding a college in that place. But he declined to stay and accepted an election to the superintendency of the Cedar Falls graded schools. In that capacity he won a deservedly high rank among the Iowa school men. In 1877 he was chosen superintendent of the Ft. Dodge Schools in which position he still labors, serving his twelfth year. He has the hearty support of the people of Ft. Dodge. He manages the schools under his charge with a scholarship, skill, and tact that brings the highest success. Supt. Arey is an educator who, though quiet in his work and unassuming in manner, is thorough, earnest, honest and efficient in his profession, never shirking any duty that falls to him to perform.

The Ft. Dodge schools have an annual enrollment of about 1,100 pupils and employ a force of twenty-two teachers. This work under Supt. Arey's supervision receives careful attention in all departments. He is master of the details and methods of organization and gradation.

In normal institutes he has had considerable experience and always with success.

In the State Teachers' Association he has done good service. From 1885 to 1888 he was a member of the Executive Committee. He has been a member of the Educational Council from its organization and for some time has been secretary, having been several times re-elected to the office.

HORACE M. REBOK,

PRINCIPAL OF THE TAMA CITY PUBLIC SCHOOLS.

One of the younger Iowa school principals is Horace M. Rebok of Tama City. He was born near Chambersburg, Pennsylvania, in 1864. He lived in that State until fourteen years of age. He then lived four or five years in Ill. In 1882 he moved to Tama County, Iowa.

After gaining the rudiments of an education in the common schools, he entered the preparatory department of Westfield College in Ill., where he pur-



sued his studies two years. He entered Western College at Toledo, Iowa, in the fall of 1882, and remained there three years. From Western College he went to Otterbein University in Ohio, entering the senior class. He graduated with the degree of A. B. in June 1886. During the whole year he was in Otterbein University, he ranked the highest in his class. He left the school with strong commendations of the president and faculty as to his good ability and excellent habits.

After graduating he was for a short time principal of a Ward School in Abilene, Kansas. He returned to Iowa in March 1887, and became Assistant Principal of the Dysart Schools. That

spring he was elected principal of Gladbrook Schools. After one year's service there he was re-elected at an advanced salary. He was later in the summer elected principal of the Tama City Schools at a larger salary, and he resigned

at Gladbrook to accept the better position. Ever since Mr. Rebok entered the school work he has been promoted each year. He is an energetic young school man, and his scholarship and enthusiasm in his profession bespeak for him greater promotions in future.

MISS P. W. SUDLOW,

FORMER CITY SUPERINTENDENT OF DAVENPORT SCHOOLS.

Among the women in the ranks of Iowa educators none have held more prominent and important positions than Miss Phebe W. Sudlow of Davenport. She has worked in almost every department from the lower grammar grades of city schools up to a professorship in the State University. Her thirty years in the profession have been fruitful of success to herself and her work, and of benefit and blessing to the thousands of young people who have come under her teaching and influence.

She received her education in the common schools and the academy in Ohio, and began teaching a country school at the early age of fifteen. It was a small school in a little log school house with a very young teacher, but the pupils were interested because the teacher was earnest and faithful, and the school was as great a success as anybody's first school ever has been. When eighteen, she was asked to teach the "winter school" in the district at home.

In 1856 Miss Sudlow removed with the family to Iowa, and it was in Davenport that she entered upon her career of nearly thirty years as an Iowa teacher. She began as an assistant in sub-district No. 5 of the Davenport schools, in the fall of 1858. The next twenty years of her work in Davenport were years of personal growth and advancement in her profession. These years constituted a series of promotions from an assistant position in a sub-district at a salary of \$300 per year through the different departments to the office of City Superintendent at a \$2,000 salary. After working in different departments until 1860, she then became principal of Grammar and District School No. 3, in which position she continued with but little change until her election, in Feb., 1872, to the principalship of the Davenport Training School. When she began as principal of School No. 3, her salary was \$400, but for several years previous to her leaving the position it was \$1,200 per year. Her experience, and long service in the different grades of school work, and her acknowledged tact and skill as a teacher, combined with her knowledge of the arts of the profession and her abilities as a scholar, gave her eminent fitness for the principalship of the Training School for Teachers. After nearly two years' service in that capacity, in the summer of 1874 she was unanimously chosen City Superintendent of the entire system of Davenport Schools, as successor to W. E. Crosby. She was the first lady teacher in Iowa to receive a salary of \$2,000. She continued in that position until her resignation four years later. Miss Sudlow filled the office with marked ability. Of her superintendency one of the Davenport papers said: "We do not hesitate to affirm that at no period during the past twenty years has there been such absolute freedom from complaint, disaffection, jealousies or friction among the teachers than during the years in which Miss Sudlow has been Superintendent. Certainly, also, our schools have never given better evidence than now of thoroughly efficient instruction, or of real progress, on the part of pupils."

In June, 1878, Miss Sudlow was elected to a Professorship in the Iowa State University at a salary of \$1,700 per year. In order to accept this position she

resigned the superintendency at Davenport, just having been re-elected to that position for the fifth year. The Davenport School Board on accepting her resignation adopted the following, July 8, 1878:

"WHEREAS, Miss P. W. Sudlow, for many years an efficient teacher and superintendent of our city schools, has been called to and accepted a Professorship in the State University, and her resignation reluctantly accepted by this Board.

"Resolved, That while we rejoice in her promotion to the higher school work of the State, we sincerely regret her withdrawal from our city schools, in which she has earnestly and successfully labored, and accomplished so much in bringing them to their present prominent position among the schools of the country."

Miss Sudlow was heartily welcomed to a place in the Faculty of the State University, as Professor of English Language and Literature. Her natural abilities and scholarly attainments made her an excellent acquisition to the corps of instructors in the University. After four years of service in the University she tendered her resignation, much to the regret of the friends of the institution. At the close of her labors in June, 1881, the Faculty of the University held an informal meeting, and through Prof. Leonard expressed to her their regret at her retirement, and assurance of their friendship and esteem for her and appreciation of her labors with them. Miss Sudlow was presented with a very beautiful Paris clock by President Pickard, as a gift from the Faculty.

She intended her resignation at the University to close her professional career, but her services have since been strongly demanded in the schools of Davenport, where she has done some teaching since 1881. She is now principal of school No. 1, in that city.

Miss Sudlow has the honor of being the first lady president of the Iowa State Teachers' Association, and the only lady president from the organization of the Association in 1854 to the meeting of 1888, when Supt. Lottie E. Granger was elected to that office. Miss Sudlow presided at the meeting in Cedar Rapids, Iowa, in 1877.

In 1878 she received from Cornell College, Iowa, the honorary degree of Master of Arts.

To say that Miss Sudlow has been successful in the various positions she has occupied in school work for thirty years, is to say but little. Words can not measure the work of the capable christian woman, devoted to her profession, faithful in the performance of every duty, skillful and efficient as a teacher, and sympathetic with all the best interests of her pupils. In those qualities of mind and heart which make a teacher's highest success, she is especially strong.

AUTHORS AMONG IOWA TEACHERS.

BY PRIN. F. E. PLUMMER, DES MOINES.

Jerome Allen, formerly President of Lenox College, Hopkinton, Iowa, author of an "English Grammar," "Manual of Map Drawing," "Mind Studies for Young Teachers." See page 357.

Dr. J. C. Armentrout, formerly Instructor of Physiology, Iowa City Academy, author of "outlines in Physiology and Hygiene."

C. E. Bessy, formerly Professor of Botany, I. A. C., Ames, author of a "Botany."

Mrs. A. B. Billington, Secretary of State Superintendent, author of "Poems," and miscellaneous articles.

Thomas M. Blakesly, Professor of Mathematics, University of Des Moines, author of "Elements of Geometry,"

C. M. Boutelle, Principal of Schools, Decorah, author of "Man Outside"; is also a writer for Frank Leslie's Magazine.

Leonard Brown, formerly Superintendent of Schools, Polk county, author of "Poems of the Prairies," and "Iowa, the Promised of the Prophets," and "Protection."

George Chandler, Principal of Schools, Osage, author of a "History and Civil Government of Iowa."

A. N. Currier, Professor in Iowa State University, author of "Latin Prefixes and Suffixes."

Amos Dean, first President of S. U. of I., author of two volumes on "Civilization."

Samuel Dewell, formerly Principal of Schools, Magnolia, author of a "Geography of Iowa."

J. L. Enos, formerly an Institute Conductor, author of an "Intellectual and Practical Arithmetic."

Laura S. Ensign, Instructor in the I. S. N., Cedar Falls, author of "Outline Methods in History and Geography."

Stephen N. Fellows, Professor of Mental and Moral Science and Didactics, S. U. of I., edited "Watts' Improvement of the Mind," and "Page's Theory and Practice."

J. C. Gilchrist, Principal of Northern Iowa Normal School, Algona, author of a "Geography of Iowa."

W. W. Gist, Professor of English Language and Literature, Coe College, Cedar Rapids, author of "Lessons in English: Composition, Grammar and Rhetoric Combined."

Prof. Goodyear, one of the Proprietors of the Cedar Rapids Business College, author of "Single and Double Entry Book-keeping."

James Hall, Professor in S. U. of I., author of "Geological Survey of Iowa."

Minnie T. Hatch, Principal of Washington Building, Des Moines, author of a series of "Children's Stories," published in the Iowa State Register; also, miscellaneous poems.

G. Hinrichs, formerly Professor of Sciences, S. U. of I., author of "Elements of Chemistry," and "Elements of Physics."

J. D. Hornby, Principal of Logan Schools, author of a "School Register."

W. N. Hull, formerly of the I. S. N. S., Cedar Falls, author of works on "Book-keeping," "Physiology," and "Drawing."

Geo. W. Jones, Editor of the Iowa Normal Monthly, author of "Sketches of Ten American Authors."

O. J. Laylander, Superintendent of Schools, Cedar Falls, and A. L. Shattuck, Principal of Schools, Victor, are joint authors of "Orthography."

Jessie Macy, Professor in Iowa College, Grinnell, author of "Civil Government of Iowa," and "Our Government: How it Grew, What it Does, and How it Does it."

Herman Martin, formerly Principal of High School, Des Moines, author of a series of "Arithmetics."

T. A. McBride, Professor of Natural Science, S. U. of I., author "Plant Record."

W. M. McClain, formerly Proprietor of Iowa City Academy, author of a work on "Book-keeping."

Emelin McClain, Vice Chancellor of the Law Department, S. U. of I., author of "McClain's Annotated Code," and "Outlines of Criminal Law and Procedure."

J. L. McCreery, formerly teacher in Dubuque, author of a collection of "Poems."

J. M. Mehan, proprietor of Capital City Commercial College, Des Moines, author of "A Chart of Political History"; also, in preparation, a "Manual of Business Correspondence."

George I. Miller, Superintendent of Schools, Boone, author of "Topical Analyses of Alcohol, Tobacco and Opium."

R. Anna Morris, Supervisor of Elocution and Physical Culture in West Des Moines Schools, author of "Hand-Book on Physical Culture."

H. Olerich, Jr., Principal of Schools, Arcadia, author of "Various Essays."

A. N. Palmer, one of the proprietors of the Cedar Rapids Business College, Cedar Rapids, author of "Palmer's Guide to Muscular Writing."

H. W. Parker, Professor in Iowa College, Grinnell, author of "The Spirit of Beauty: Essays Scientific and Æsthetic"; also, author of a poem, "The Story of a Soul," as well as many magazine articles published in the Forum and the North American Review.

T. S. Parvin, at one time State Librarian, author of "Educational History of Iowa"; also is a magazine and newspaper writer on miscellaneous topics.

Jonathan Piper, formerly an Institute Conductor, author of "Graded Seat Work in Arithmetic."

Frank E. Plummer, Principal of High School, Des Moines, author of "Words: Their Spelling, Choice and Pronunciation." The appendix contains a chapter entitled "A Literary Man's Kit O' Tools."

Mrs. R. S. Pollard, Fort Madison, author of "Pollard's Synthetic Method," and a series of "Primary Readers." She also wrote under the assumed name of "Kate Partington."

Mrs. Emily Purkhiser Hornberger, formerly special teacher of Penmanship and Drawing, Nevada, author of a series of "Drawing Books."

E. M. Rand, County Superintendent of Schools, Mitchell county, author of "School Laws."

W. O. Riddell, teacher of History in the Woodbine Normal School, Woodbine, author of "A Comprehensive Outline of the History of the United States for the Use of Teachers and Pupils."

N. Rosenber, formerly County Superintendent of Schools, Jefferson county, author of "Civil Government of the State of Iowa."

J. M. Ross, formerly editor of the Iowa School Journal, author of a "Geography of Iowa."

Charles E. Shelton, Principal of Schools, De Witt, author of "Numerical Charts," and "Numerical Game."

W. J. Shoup, Principal of Fourth Ward School, Dubuque, author of "Easy Words for Little Learners," and "Shoup's Graded Speller."

J. P. Simpson, formerly Principal of Lucas Academy, Lucas, author of "Simpson's Historical Key."

Miss P. W. Sudlow, formerly Superintendent of Schools, Davenport, and W. E. Crosby, also formerly Superintendent of Schools, Davenport, joint authors of "Language Lessons."

Howard Tripp, formerly a teacher, Le Mars, author of a collection of "Poems."

Vina Warr, Principal High School, Independence, author of a collection of "Poems."

George S. Wedgwood, formerly Superintendent of Schools, Atlantic, author of "Topical Analysis."

A. S. Welch, formerly President of I. A. C., Ames, author of an "English Grammar," and "Talks on Psychology."

Mrs. A. S. Welch, of the I. A. C., Ames, author of a "Cook Book."

W. M. Welch, County Superintendent of Schools, Jackson county, author of "How to Organize, Classify and Teach a Country School."

C. A. White, Professor of Sciences, S. U. of I., author of a "Geography of Iowa," and "Geological Survey of Iowa."

J. D. Whitney, Professor in S. U. of I., author of several volumes pertaining to "Geology" and "Mineralogy."

D. S. Wright, Professor in State Normal School, Cedar Falls, author of "A Teacher's Handbook of Arithmetic."

EDITORIAL EXPLANATION.

The biographical part of this volume is incomplete. The sketches of many prominent workers of the past and present do not appear here because the editor was unsuccessful in his efforts to obtain the data. But in the historical articles reference and respect is paid to the names of scores of worthy men and women whose sketches should appear in this volume to render it complete in respect to biographical history. But the data was not obtainable for such sketches.

No doubt many mistakes have crept into this volume which time and investigation will correct.

IOWA STATE TEACHERS' ASSOCIATION.

On pages 285 and 286 may be found brief accounts of the Iowa State Teachers' meetings held in 1854, which were the first held in the State. The president of the Association at these first two sessions, Muscatine, May 10, 1854, and Iowa City, Dec. 27, was J. A. Parvin, who, though not a teacher, was prominently connected with early education in Muscatine, as a member of the School Board.

In 1855 no meeting was held, but in 1856 a meeting was called at Iowa City, and the Association reorganized with a new constitution. Two sessions were held in 1856. J. L. Enos was president. He was then located at Cedar Rapids. For two years following January, 1857, he was editor of the "Voice of

Iowa," the official educational journal of the State, published at Cedar Rapids. He was one of the two or three most active pioneer institute conductors. During the year 1858 he instructed in six institutes in as many different counties. He continued as institute conductor for several years. In 1864 he conducted fourteen institutes, and in 1865 fifteen institutes. He was the author of an "Intellectual and Practical Arithmetic." He now lives at Enos, Florida.

With the exception of Humphrey, Cross, Ingalls, Hastings, Thompson and Rogers, the presidents are all sketched elsewhere in this volume. As to present condition of the Association and the several departments, see page 302.

PRESIDENTS OF THE ASSOCIATION.

DATES AND PLACES OF MEETING.

1. 1854—	{ Muscatine } { Iowa City }	.. J. A. Parvin	16. 1870—	Waterloo	Jona. Piper
			17. 1871—	Council Bluffs	J. S. Buck
	1855—	No Meeting	18. 1872—	Davenport	S. N. Fellows
2. 1856—	{ Iowa City } { Muscatine }	.... J. L. Enos	19. 1873—	Iowa City	L. M. Hastings
			20. 1874—	Des Moines	A. Armstrong
3. 1857—	{ Dubuque } { Iowa City }	.... D. F. Wells	21. 1875—	Burlington	J. H. Thompson
			22. 1876—	Grinnell	C. P. Rogers
4. 1858—	Davenport	C. C. Nestlerode	23. 1877—	C. Rapids	Miss P. W. Sudlow
5. 1859—	Washington	F. Humphrey	24. 1878—	Marshalltown	H. Sabin
6. 1860—	Tipton	D. F. Wells	25. 1879—	Independence	W. J. Shoup
7. 1861—	Muscatine	A. S. Kissell	26. 1880—	Des Moines	R. G. Saunderson
8. 1862—	Mt. Pleasant	C. C. Nestlerode	27. 1881—	Oskaloosa	S. Calvin
9. 1863—	Grinnell	M. K. Cross	28. 1882—	Cedar Falls	R. A. Harkness
10. 1864—	Dubuque	H. K. Edson	29. 1883—	Des Moines	*L. L. Klinefelter
11. 1865—	Oskaloosa	Oran Faville	30. 1884—	Des Moines	H. H. Seerley
12. 1866—	Cedar Rapids	L. F. Parker	31. 1885—	Des Moines	W. F. King
13. 1867—	Des Moines	M. M. Ingalls	32. 1886—	Des Moines	M. W. Bartlett
14. 1868—	Keokuk	T. S. Parvin	33. 1887—	Cedar Rapids	L. T. Weld
15. 1869—	Marshalltown	W. M. Brooks	34. 1888—	Des Moines	J. L. Pickard

*Supt. W. W. Speer, of Marshall Co., was president, but in the absence of him and of the first vice-president, the second vice-president, L. L. Klinefelter, acted as president of the Association.

C. C. NESTLERODE.

It would have been a pleasure to the editor to present a complete sketch of C. C. Nestlerode, but only a few meagre statements regarding his life and work were obtainable. He was born March 17, 1824, in Center county, Pennsylvania. His early education was such as the Elementary Spelling Book, the Old English Reader, Dabboll's Arithmetic, and Kirkham's Grammar, afforded. He came to Iowa in 1854, and for the following eight years no school man in Iowa was more enthusiastic and influential in promoting the growth of our public schools. With all his mind and heart he believed in the "union" or graded schools, and the public high school. He built up a system of graded schools at Tipton which made the place a landmark in Iowa educational history. He was a successful leader and organizer, and by his success in the Tipton Union Schools and through his personal influence secured the State legislation of 1858 relative to the establishment of graded schools in Iowa. For his work in the Tipton Schools, see page 289.

He was one of the most active and influential workers in the State Teachers' Association for eight years following 1854, in which year he attended the second session of the Association. He was twice president of the Association, first in 1858 and next in 1862. In these early years of the State Association he was first among the first in all movements and action toward influencing public opinion in favor of a better system of education. In 1862 he resigned his position as principal of the Tipton schools, where he had served eight years, and in the fall of that year returned to Ohio. He now lives at Fostoria, O.

A. S. WELCH, LL. D.

While in California for the benefit of his health, A. S. Welch died at Pasadena, Wednesday; March 14, 1889. He is another of Iowa's noble band of educators who has laid down the teacher's scepter.

Having graduated from Michigan University at Ann Arbor in 1844, and having a successful experience in public schools in Michigan, he in 1852 became the first principal in the Michigan State Normal School at Ypsilanti where he continued for ten or twelve years. He then went to Florida for his health. While in that state he was elected to the United States Senate and after two years service in that political office he resigned to accept the presidency of the Iowa Agricultural College which opened with him as president in 1869. For twenty years he had been connected with the college either as president or professor. He was a peer among his peers in the advanced educational thinkers and workers in the west.

BUSINESS EDUCATION IN IOWA.

BY C. BAYLESS, A. M.

The history of Iowa is one of which every "Hawkeye" is justly proud. Our prosperity as a people, our advancement in material wealth and in all that goes to make up a great State, is largely due to our educational institutions, whose foundations were laid by the first settlers of this commonwealth.

Out of the public schools, in rapid succession, have sprung the high schools, seminaries, colleges and universities in every section of the State. These schools have been further supplemented by schools of business, agriculture, medicine, theology and law, until nothing remains to be desired but to improve and perfect the system along the entire line.

The special province of the business college is to supplement the grand work of the public and high schools in order to more thoroughly prepare young ladies and gentlemen for the active pursuits of business. The history of this special line of work has never been written, and statistics relating to it are very meager, therefore we can only generalize and present such facts as are readily obtainable, aided by our recollections of more than twenty-five years in this field of labor.

To A. Bayless, Jr., should be accorded the honor of establishing the first Commercial College in Iowa. Its doors were opened to the public in the city of Dubuque on the 3rd day of October, 1858. In 1859 it was incorporated, and A. Bayless became its first President. In 1862 he associated with him in the business, the writer of this article. In 1863 the founder of this Institution died, and C. Bayless succeeded to the Presidency, which position he has held to the present time. In 1865, a Commercial College was opened in the city of Davenport and also one in Burlington under the auspices of the Bryant & Stratton chain of Colleges. In 1866, Bayless & Miller opened a Commercial College in Keokuk under the former name. This partnership lasted about three years, and was then dissolved by mutual consent. In 1872, a Business College was opened in the city of Des Moines. Commercial, or business colleges as they are now generally called, have been started from time to time in nearly every city in the State of three thousand inhabitants and upwards. Very few, however, have succeeded in cities of less than ten thousand inhabitants; even in the larger places important changes have been made, both in the proprietorship and names of the schools. But it is safe to assert that business education in Iowa stands upon a firmer foundation and promises greater usefulness and permanency to-day than ever before in its history.

From the last published report of the United States Commissioner of Education, we obtain some interesting statistics. The total number of Business Colleges in the U. S. in 1887 was two-hundred and seventeen. Of this number Iowa claims seventeen with an actual attendance of 4015. Only three States report a larger attendance, and in proportion to population, Iowa stands far ahead of all others. Only three States report a larger number of instruct-

ors, and in proportion to the number in attendance, Iowa again takes the first position. From these facts it is fair to infer that business education in this State is popular with the people.

Not only does Iowa take a leading position among the States of the Union in regard to the matter of business education, but also in many other important respects, which have a direct bearing upon this subject. It is but little more than forty years since Iowa was admitted into the Union as the twenty-ninth State. According to the census of 1880 she was tenth with respect to population, having gained one point over her sister States, upon an average, in every twenty-one months of her existence. This remarkable advance in population, is by no means the only feature of Iowa's wonderful progress. Only those who have studied and compared the facts revealed by the last census are aware that Iowa stands first among the States of the Union in respect to proportion of persons over ten years of age able to read and first in respect to male white population from fifteen to twenty able to write. The census brought to light also the fact that Iowa was first in respect to production of Indian Corn per capita; first, in respect to the production of oats per capita; first, in the aggregate production of all grains and of all food per capita; first, in respect to the yield of corn per acre; first, in respect to the clip of wool per sheep; first, in respect to the production of butter at factories, and this latter industry has now grown to immense proportions. A further comparison in regard to the yield of crops per capita, reveals the fact that the average production in the United States of all cereals and potatoes was three thousand one hundred and thirty-one pounds for each inhabitant, while Iowa's productions of these elements of human food was twelve thousand one hundred and eighty pounds for each man, woman and child found in the State in June, 1880. This was nearly four times as much, proportionately, as was produced by the entire country at large, and it is believed that this aggregate of production in proportion to population, is without a parallel.

These facts have a strong bearing, not only upon the business interests of this State, but also upon the subject of business education. Every one of our ninety-nine counties have one or more railways within their borders, and to-day we have eight thousand three hundred and forty-six miles of these highways of civilization to transport and market the immense surplus required to carry on the various interests necessarily involved in the production, distribution and exchange of Iowa's wealth requires a special education for those who are called upon to record and show the results of her various business enterprises. Earnest efforts are now being put forth by the Business Colleges of Iowa to thoroughly train their students for the practical work of life. The large patronage bestowed upon them clearly indicates that they are appreciated by the public. They are better to-day than they were ten years ago, and we believe the next five years will show a still greater advance.

"The Business Educators Association" is doing much to raise the standard of business education throughout the country and quite a number of Iowa men are active members of that organization.

The following is an alphabetical list of Business Colleges in Iowa, taken from the last report of the United States Commissioner of Education:

1. Bayless Business College, Dubuque, C. Bayless, Principal.
2. Cedar Rapids Business College, Goodyear & Palmer, Principals.
3. Clinton Business College, O. P. Judd, Principal.
4. Capital City Commercial College, Des Moines, J. M. Mehan, Principal.
5. Davenport Business College, J. C. Duncan, Principal.
6. Decorah Business College, John R. Slack, Principal.
7. Elliott's Business College, Burlington, G. W. Elliott, Principal.
8. Hurd's Business College, Fayette, H. E. Hurd, Principal.
9. Hawkeye Business College, Storm Lake, C. J. Connor, Principal.
10. Iowa Commercial College, Davenport, Wood & Van Patten, Principals.
11. Iowa City Commercial College, J. H. Williams, Principal.
12. Iowa Business College, Des Moines, Jennings & Chapman, Principals.
13. Muscatine Business College, J. B. Harris, Principal.
14. Northwestern Business College, Sioux City, O. S. Davidson, Principal.
15. Oskaloosa Business College, L. W. Howe, Principal.
16. Ottumwa Business College, O. L. Miller, Principal.
17. Pierce's Business College, Keokuk, Chandler H. Pierce, Principal.



W. H. C. 1885

To the business educator belongs the task of directing and shaping that energy which directs and shapes the commerce of the world, and when the achievements of the great West are discussed his influence cannot be wholly ignored. He exerts a power, almost imperceptible, yet important. The friction and sharp competition of the present day are fixed elements in business. The young man who launches into business channels demands a superior training. He is taught a well defined business policy, and even diplomacy, as well as proper discretion and energy. The business educator must, therefore, be more than an old fashioned pedagogue. There must be a broadness in his ideas; he must not only teach the student in method and rudiments, but to plan, to create as well, and incite him to new ideas and new aspirations. The possibilities of a new country warrant this, and the progressive teacher sees his task.

Among the eminent teachers of the West of this order, is Prof. Charles J. Connor of Storm Lake, Iowa, formerly principal of the Hawkeye Business College at above place, and superintendent of the schools of Buena Vista County. Among his labors has been the conducting of Teachers' Institutes, and it may be mentioned that he has been attended with remarkable success. His methods are practical and at once find universal favor.

Mr. Connor was born at Vincennes, Ind., on the 13th of July, 1858. Shortly

afterward his parents removed to a farm near Sterling, Ill., where he lived until he was about sixteen years old. At that period of life he became a student of Carthage College, and during the last two of his four years at this school, he was engaged as the teacher of penmanship and bookkeeping. This line of work he subsequently followed at Genesee, Jordan and Mt. Parnassus, being called in 1882 to preside over the graded school at Newell, Iowa.

In the fall of 1883 he was elected superintendent of the schools of Buena Vista county, which necessitated his removal to Storm Lake, Ia., where he subsequently started his business school. A re-election to the office of superintendent in 1885 by a majority three times as great as he had first received, tells the story of his popularity and worth. At the County Institute in March, 1887, the teachers expressed their appreciation of his services in a very flattering set of resolutions. He has taught drawing and penmanship in 15 different county institutes, giving instructions to over 2,500 teachers.

In the fall of 1884, Mr. Conner organized the Hawkeye Business College at Storm Lake. This institution he conducted with marked success in connection with his duties as County Superintendent until the fall of 1887, when he sold his interest.

As a teacher of penmanship he is unsurpassed, and as a penman he ranks among the best in the state. He was one of the charter members of The Western Penman's Association and received the following flattering notice in the official organ of the Association:

"Charles J. Conner of Storm Lake, Iowa, manfully bears the honor of being the first president of the Western Penman's Association.

"Prof. Conner served the Association faithfully at its late meeting, and if any of his rulings gave dissatisfaction, we failed to discover the fact."

During the meeting of the State Teachers' Association, in December, 1887, he organized a department of penmanship and drawing in connection with that body, and now represents the department as one of the Executive Council.

Mr. Conner is one of the best balanced educators in the field, and labors for the good of the cause of education all along the line. Penmen rejoice to know that they have so able a representative in the public school work and as a superintendent and institute teacher, fields ripe for penmanship harvest.

We are informed that at the end of the present year he intends to withdraw from the general school work and devote his entire time to the teaching of Penmanship in one of the large cities of the State.

In June, '79, Mr. Conner was married to a bright, intelligent little school ma'am, formerly Miss Jessie Coe, of Sterling, Ill., and his family consists of one boy, a lad of eight, who shares his father's love for pen and ink, and bids fair to become one of the leading penmen of the future.

SCHOOL BOOK AGENTS IN IOWA.

JONATHAN PIPER, A. M.,

GENERAL AGENT FOR IVISON, BLAKEMAN & CO., CHICAGO.

Among all the veteran school men who belong to the pioneer educators of Iowa, none holds a more conspicuous place than Jonathan Piper. For a quarter century, beginning with 1853, he performed a noble work in the schools and teachers' institutes in this State, in all of which work none was in advance of him in efficiency, in burning enthusiasm, in active work in all movements of educational progress in Iowa. Thousands of teachers in this and other States pay him tribute for first having inspired them with educational enthusiasm and professional zeal. With the name of Jona. Piper left out the history of Iowa education can not be written.

Briefly stated, the chronology of events in his life are as follows: He was

born in New Hampshire in 1830. Passing his early life on the farm, he received that discipline of labor which the farmer boy gets by daily toil on the farm in summer and by study in the district school in winter. From the district school he went to the academy, walking six to eight miles a day in order to enjoy the privileges of such a school. He was at different times a student in Greenland Academy, South Newmarket Academy and Hampton Academy. He then entered Bowdoin College, where he pursued his studies for some time. He taught his first term of school in New Hampshire, in 1847. During the next four years he taught at Chester, Kensington and Hampton, and the last year, 1851-2, in Hampton Academy. In 1853, when at the age of twenty-three, in the flush of young manhood, he came to Iowa, and in October of that year opened Troy Academy, at Troy, Davis county, Iowa.

Troy Academy became well and favorably known and was the centre of educational inspiration and zeal to many young men and young women who afterwards became teachers. Jona Piper remained at the head of Troy Academy until 1855. The next five years, 1856 to 1861, he conducted the St. Francisville Academy in Missouri. In 1862 he returned to Iowa and opened a private school at Eddyville. In the year 1863-4 he was principal of the Eddyville public schools. During the next two years his time was almost wholly given to work in Teachers' Institutes which at that time were held at different seasons of the year instead of in the summer only as at the present time. In 1867 he was elected principal of the public school, of Manchester, Delaware county, where he continued for three years. With his leaving Manchester in 1870 his actual work in the school room ceased, and during the nearly nineteen years since that time he has been and is now general agent for the great western school book publishing firm of Ivison, Blakeman & Co.

But Jona Piper's educational work in Iowa did not close with his career in the school room. For the next twelve or fifteen years he continued to engage extensively in the work of our normal institutes as instructor, conductor and lecturer. Perhaps his greatest work in Iowa education was done in the Teachers' Institutes. He who was all aglow with enthusiasm for better work and better methods in our public schools was especially fitted to inspire and to train teachers. Many are the loyal tributes paid to his work in this volume by various writers.

Certainly no man in Iowa has done more toward founding and establishing the Normal Institute as an efficient part of our school system than Jona Piper. He conducted an Institute as early as 1854, at Troy, Davis county. He also conducted the Mahaska County Institute for the years 1861 and 1862. He worked, either as instructor or conductor, in Institutes in the following counties in 1864: Wapello, Clinton, Monroe, Decatur, Lee, Bremer, Louisa and Tama. During the year 1865 he conducted Institute in twenty different counties in Iowa, and as many more the following year. The first *Normal* Institute of four weeks held in Iowa was conducted by Mr. Piper at Oskaloosa in 1867. (See page 308.) This was the beginning of a movement which in the next six years became general in several counties and finally resulted in the Normal Institute law of 1874. During his career in Iowa he has appeared in hundreds of Institute sessions in the capacity of instructor and lecturer.

As a lecturer before Normal Institutes and Teachers' Associations Jona Piper always is interesting, thoughtful, forcible, enthusiastic, even sublimely eloquent at times. The rare ability to inspire a whole body of teachers and kindle new zeal in their hearts, he possesses in a high degree. A ready and even brilliant speaker his voice is familiar to all who have attended the Iowa State Teachers' Associations in the past twenty-five years. He has done valiant service in the work of the Association.

Though Mr. Piper did not graduate from college he has always been a student and a great reader. The school room and the Institute have been the college which has given him his best training. He has received the degree of A. B. from the Iowa State University, and the degree of A. M. from Iowa College and from Bowdoin College, honors which came to him unsought and in some cases without his knowledge.

With headquarters now at 149 Wabash avenue, Chicago, he represents Ivison, Blakeman & Co., whose excellent school and college text books are too well known to need any commendation here. This firm is one of the most extensive and popular in America.

V. L. WILSON,

CEDAR RAPIDS, IOWA; AGENT FOR VAN ANTWERP, BRAGG & COMPANY.

It is now ten years since V. L. Wilson entered the service for the great school book publishing house of Van Antwerp, Bragg & Co., of Cincinnati. With the exception of a few months, in Kansas, Missouri, Illinois and Indiana, he has worked in Iowa all of this time. We venture the statement that no school book representative in the state is acquainted with a greater number of Iowa teachers than V. L. Wilson.



The fact is he was born in Iowa, educated in the schools of Iowa, and became a teacher in the schools of the state himself. He is an Iowan all over. Van Buren is the county of his birth and in his parental home on the farm in that county he passed his boyhood. After attending the district school he went to Troy Academy. Later he attended the Southern Iowa Normal School at Bloomfield, Iowa. He acquired a thorough academic education. It might here be added that he learned to read from McGuffey's Readers, studied his spelling lessons in the Eclectic Speller, obtained his knowledge of arithmetic from "Ray," and learned the science and art of speech from Harvey's Grammar. On the whole, the books of Van Antwerp, Bragg & Co. played no small part in the education of Mr. Wilson, and at the same time gave him such an intimate acquaintance with the Eclectic Series as to efficiently and success-

fully represent the books to the educational public in after years.

On leaving school he entered the profession of teaching. His first term was taught in his native county—Van Buren—near his home. He spent three years in teaching in Kansas. Wherever he taught he was successful. While engaged in the educational work he was very active in establishing and promoting literary and debating societies. He himself was a good debater and succeeded in working up a great enthusiasm among young people for that kind of exercise. While engaged in teaching he was ever a diligent student, his natural tastes leading him in the field of biography.

Mr. Wilson had been teaching nearly four years when his abilities were sought by the well known publishers which he now represents in Iowa. After considering the matter for some time, he left off teaching and began work for Van Antwerp, Bragg & Co. in 1879 in Kansas. He has been in the employ of this house continuously since that date.

This great school book publishing company established in the West, which Mr. Wilson so efficiently and popularly represents, has had an honorable business career of more than fifty years. McGuffey's Readers and Ray's Arithmetics were the first books published by the company and these two series were the beginning of the Eclectic Educational Series which now numbers over 200 volumes and are used in the schools of every state and territory in the Union and have an annual sale of more than four million copies.

In the extensive business of Van Antwerp, Bragg & Co. Mr. Wilson has much to do in Iowa. He is well informed on the merits of text-books and concerning the needs of the schools. In all his work he is courteous, kind and gentlemanly. He fills his position with credit to himself and honor to the publishers. The school book agent has a place to fill and a work to do in the education of the country. He is a sort of a missionary who carries to the schools better books giving better methods. By displacing the old and impractical he

introduces the new and improved to meet the requirements of the advancing age.

Mr. Wilson, for the past ten years, has been in attendance at Iowa State and District Associations, and he has done much at different times toward making the occasions pleasant and enjoyable.

W. G. SMITH,

GENERAL MANAGER OF D. D. MERRILL SCHOOL BOOK PUBLISHING HOUSE,
ST. PAUL, MINN.

William Goodhugh Smith was born in Kent county, England, almost under the shadow of Canterbury Cathedral, and came to America with his parents when ten years of age. Nine successive years were spent in Racine county, Wisconsin, attending school in the winter and working on a farm in the summer.



At the age of twenty years he taught his first term of school near Racine, Wis., and the five years following taught school in different parts of Wisconsin, but attended Beloit College during the early summer and early fall of each year.

In the spring of 1873 he made a trip into Iowa, and engaged as Principal of Schools at Mitchell, successfully filling the position for three years. While at Mitchell he had drawn and published a map of Mitchell county. This venture proved highly complimentary and fairly successful.

A year or two of unsatisfactory business experience at Mitchell caused him to make a journey to Minneapolis. Here a position was offered him in the popular Cur-

tiss' Commercial College, which he filled for nearly six years.

In the spring of 1885 he was engaged by D. D. Merrill, of St. Paul, to manage the building up of the "Merrill School Book Series." The vigorous development of this series of books, and the complete overthrow of objections, heretofore raised, to the Minnesota text books, are accreditable, in a large manner, to the gentlemanly treatment he has extended to patrons of the house, and his faithful work has effected much toward the satisfactory prominence the Merrill publications have lately attained.

He is wide awake to the educational demands of the West, and knows just what essential elements are necessary in the make-up of a good text-book. Two of Iowa's representative school men have contributed to the list of D. D. Merrill's publications, and these contributions are among the very best books of their kind published. They are Gilchrist's "Geography of Iowa," and Shoup's "Graded Speller."

Mr. Smith was married in 1877 to Ella W. Stock, of Mitchell, Iowa, and has two children, a boy of nine and a little girl of five years.

J. N. HUNT,

CHICAGO, ILL.; GENERAL AGENT FOR TAINTOR BROS. & CO., NEW YORK.

J. N. Hunt and the school book publishing house of Taintor Brothers & Co. which he represents, need no introduction to our readers. Mr. Hunt, the "towering giant" among the school book agents of the West, has travelled in Iowa more or less for the past thirteen years.

This well known school book representative is a native of Pennsylvania,



having been born in Lawrence county in that state Feb. 1, 1851. Like the majority of the men successful in educational work he was schooled in hard work on the farm. In winter he attended the district school in the neighborhood. He afterwards entered an academy where he pursued his studies for several terms.

After leaving the academy Mr. Hunt removed to Illinois where in 1868 he taught in a country district his first term of school. He continued one year at teaching in Illinois.

In 1869 he returned to his native state and spent three years in college at Meadville. He graduated from the college in 1872.

After graduation he was elected principal of the New Castle graded schools in Pennsylvania. His experience in teaching and his college training made success easy in that position.

He continued at Castello for two years when he resigned to accept an agency for school books. He was not long in this business before he won success. He came to Iowa in 1875 and has done considerable missionary work in the Iowa educational field during the years succeeding that date.

For several years Mr. Hunt's headquarters were at Rock Island, Illinois, but for the past few years his principal office is in Chicago. He is a popular representative of a well known publishing house. The books of Taintor Brothers & Co. have an extensive circulation over the whole country from east to west. The publishers are up with the times in the improvement of school books. Their series of Readers, Spellers, Arithmetics, Language Books, etc., etc., are of that excellent grade and character which win even where there is the closest competition.

J. N. Hunt thoroughly understands the condition and needs of the public schools. Not a little of his own time and thought have been given to the improvement of school books. Any inquiries concerning good school books should be addressed to J. N. Hunt, Chicago.

A. W. CLANCY,

DES MOINES, IOWA; AGENT FOR A. S. BARNES & CO.

Albert Worthington Clancy was born in Jefferson county, Ohio, and spent his ladhood days in attending the country schools and coasting on the hills. His early life was spent in the country in part and in part in the village and city. Later in life he joined the corps known as the Hoosier Schoolmasters,

and after spending some fifteen years of his life in that occupation, filling the



various positions, he was invited to take a position with one of the leading book houses of the country. He is to-day known as the Iowa agent for A. S. Barnes & Co., the well-known school book publishers. Mr. Clancy has been a resident of Iowa for about eight years, and perhaps to-day knows as many people in the state as almost any other man. He has hosts of friends, and has a plan of accomplishing results and performing his work that is peculiarly his own. He is now in his fortieth year, is young, fresh and vigorous, and has that go-ahead-activeness that always gives success. He was married in May, 1888, to Miss Rochelle Henderson, a bright and accomplished lady of Minneapolis, Minnesota. They are now residing at 719

3rd street, in the city of Des Moines. Their friends are always welcome, and their generosity is without limit. Visit them at their home, and you will become acquainted with a couple that you will be glad to have as permanent friends.

J. P. MINER,

GENERAL AGENT FOR D. D. MERRILL, PUBLISHER, ST. PAUL.

Justin Perry Miner was born October 1st, 1859, at Sheridan, Chautauqua county, New York, where his parents still reside. Till the age of fifteen he attended the district school near his home, when not required to assist with the work on his father's farm. In the fall of 1874 he entered Forestville Free



Academy, from which institution he graduated in the class of 1879 in the classical course. During these five years, however, he taught two terms in a district school, and spent one-half of a year in the State Normal School at Fredonia, New York.

In the fall of 1879 he came to Alden, Iowa, and taught one year in the schools at that place, and the following year held the position as teacher of languages and mathematics in the Iowa Falls High School. In the summer of 1881 he placed himself under a private tutor in Maine, and spent twelve weeks making final preparations for entering Har-

vard College. He passed the entrance examinations successfully in October, and was admitted to the class of '85. At Harvard he made a specialty of languages, ancient and modern. Being obliged to pay a large part of his expenses, he did considerable private tutoring, in German and French, acted as chapel monitor, and assisted in a college bookstore.

Graduating in 1885, he engaged as principal of schools at Grafton, Dakota, which position he held for two years, resigning in the summer of 1887, to enter the employ of D. D. Merrill, publisher, St. Paul, Minn. His name is now familiar to hundreds of teachers in Minnesota, Dakota, Iowa and Nebraska, and his gentlemanly, scholarly ways will be remembered by teachers with pleasure. He represents the house with dignity and with credit wherever he goes, and he takes pride in presenting to the educational public the superior school text-books of D. D. Merrill. Mr. Miner was married October 24, 1888.

THE NATIONAL YOUNG FOLKS' READING CIRCLE

Has an appropriate place in the history of education in Iowa, having been represented by one of Iowa's prominent school superintendents, Mr. W. F. Cramer of Waverly, as Manager or State Secretary. Since its first organization the membership of the Circle has also been larger in Iowa than in any other state, and this condition still exists. Superintendent Cramer first enlisted the parents and children in his own city, and formed several local circles. From Waverly the interest in the work extended to other towns and cities, and in several places the country schools have become identified with it through the efforts of the county superintendents. This is notably the case in Poweshiek county, where County Superintendent S. W. Heath has taken special pains to make the objects and advantages of the Circle known. In McGregor, Miss Jessie Brown a teacher in the eighth grade, enlisted the interest and co-operation of some of the business men of the place and succeeded in raising a fund of thirty dollars, with which she secured the use of a room and partly furnished it. Upwards of forty children at once became members of the Circle, and a little later they raised over sixty dollars by a dime exhibition in the interests of the Circle. From this beginning other Circles were formed in similar way by other teachers, and this kind of work is continually going on in different parts of the state. In this way the children and young people are being educated through an agency which has hitherto been too much neglected, though it is quite as important as any other, not excepting the regular school work.

The National Young Folks' Reading Circle was organized in the summer of 1888, and the first year's course of reading was entered upon Sept. 1st. The board of directors is composed of Rev. Lyman Abbott, D. D.; Wm. H. Rideing of the Youth's Companion; Mrs. Mary A. Livermore; Rev. John Bascom, D. D.; Miss Frances E. Willard and Prof. J. W. Stearns, of Wisconsin University. The board of counselors comprises eighteen names of men and women prominent in educational and library work, among whom are Mary E. Burk of the Cook County Normal School, Chicago; A. E. Winship, editor of the Journal of Education; Henry Sabin, State Superintendent of Public Instruction, Iowa; Richard Edwards, State Superintendent of Instruction, Illinois; J. M. Greenwood, Superintendent of Public Schools, Kansas City; Sarah L. Arnold, Supervisor of Primary Schools, Minneapolis; Thos. J. Gray, President State Normal School, St. Cloud, Minn.; and F. M. Crunden, Librarian St. Louis Public Library.

The required books for the first year are arranged in three groups: 1. For children twelve years old and under; 2. For children from thirteen to sixteen years of age; 3. For youth and adults seventeen years old and upwards. There are ten books in each group or grade, with an alternate for each book. Our Young Folks' Monthly gives notes and directions as an aid in reading the books from month to month. Each member on payment of an annual fee of twenty-five cents, is presented with a certificate of membership and a nickel badge in the shape of a small book. At the completion of a year's reading a certificate of progress is given, and at the end of four years a diploma of graduation will be given. The membership fee is designed to cover the necessary expenses for printing and postage during the year. The required books may be found in most public libraries, or they may be ordered from the central office at special rates. The selection of books is made by the united vote of all the Directors and Counselors, and each group comprises books of history, biography,

science, fiction, travel, poetry, &c., and are intended to cover the whole period of literature and history.

The Central Office is under the management of Mr. S. R. Winchell, at 106 Wabash Avenue, Chicago, to whom application should be made, with stamp, for circulars of information.

C. BAYLESS, A. M.,

PRESIDENT OF BAYLESS BUSINESS COLLEGE, DUBUQUE, IOWA.

In the valley of the Susquehanna, nine miles above Binghamton, N. Y., there stands a large farm house, built by General John Bayless, in 1839, the year when the subject of this sketch was born. A Presbyterian church was erected at about the same time upon a lot which was formerly a part of the Bayless homestead, and the school house was not far away. This was the nucleus around which clustered a settlement that composed a small country



village. Six sons and three daughters here spent their childhood days in one of the brightest, happiest homes in that section of the country. Gen. Bayless gave his children such educational advantages as the place afforded, and then sent them abroad to higher schools of learning. The family are now widely scattered. One of the sisters and all the brothers still survive. One son is a farmer and stock dealer, one a manufacturer, one is engaged in the insurance and banking business, one is a clergyman, one a real estate and lumber dealer,

and the subject of this sketch has been for more than a quarter of a century, at the head of Bayless Business College, at Dubuque, Iowa. The name of C. Bayless, has been so long associated with this pioneer Business College, that it has become almost a household word. Over seven thousand students have availed themselves of its advantages, and it continues to hold a leading place in the business educational circles of the Hawkeye State.

PERSONAL MENTION.

W. F. Cramer, City Superintendent of the Waverly Schools, graduated from Cornell College in 1879. He is serving his ninth year in his present position. His salary is \$1600 per year. Is a member of the Educational Council.

C. P. Rogers is serving his fifteenth year as superintendent of the Marshalltown schools. Salary, \$1,800 per year. He is a graduate of the Iowa State University. He has been twenty years or more in the school work, and ranks with Iowa's ablest and most successful City Superintendents.

F. B. Cooper has been nearly six years superintendent of the LeMars schools. He was recently re-elected at a salary of \$1,800 per year. A member of the State Board of Examiners and of the Executive Committee of the State Teachers' Association.

HISTORY OF THE WORK IN IOWA OF THE TEACHERS' CO-OPERATIVE ASSOCIATION.

Every year many new teachers from the East, those who stand the highest in Eastern States, join the ranks of Iowa teachers. And each year we see some of our best men and women teachers suddenly having calls to prominent positions in other States, and leaving us for more responsible positions. The history of education in Iowa would not be complete without a brief review of the work of the Teachers' Co-Operative Association, through which the more important of these changes are brought about.

Five years ago we visited Chicago, and called at the office of the Association. It was then just beginning its work. We found Mr. Brewer in the back end of a very dark room, working away alone by gaslight. He had but one desk and two chairs. We learned that he formerly was manager of the Western office of Ginn, Heath & Co., the prominent school book publishers of Boston. He had been with them five years, and so became acquainted with all the leading educators of the West. Aside from his wide acquaintance with educators, all of Mr. Brewer's capital consisted of "hard work," which he knew how to do and was willing to do.

The work of building up an agency of this kind, of making it known, and of overcoming unreasonable prejudice, was no small task. With what success this has been done is shown from a list of some of the Iowa positions which have been filled by this Association, and a list of Iowa teachers they have sent to other States. We clip the following from a recent Manual published by Mr. Brewer:

LIST OF IOWA POSITIONS FILLED BY THE ASSOCIATION.

SUPERINTENDENCIES AND HIGH SCHOOL PRINCIPALSHIPS.

Fontanelle, Harlan, Monona, Bonaparte, Floyd, Nashua, New Hampton, Iowa Falls, Farmington, Marengo, Atlantic, Bryan, Wolcott, Dyersville, Arcadia, East Waterloo, Bentonsport, Gilman, Nora Springs, Manchester, Rock Rapids, Cedar Falls, Traer, Ottumwa, Elliott, Little Sioux, Rock Valley, Le Mars, Bryant, Avoca, Mitchell, Earlham and Brighton.

ASSISTANT PRINCIPALSHIPS, GRAMMAR AND PRIMARY.

Marshalltown (three), Shenandoah (two), St. Charles, Onslow, Keokuk, Onawa, Nashua, Marengo, Gilman, Glenwood, Fontanelle, Atlantic, Akron, Sibley (four), Osage, Manchester, Cedar Falls, Maquoketa.

SPECIALISTS.

Bloomfield, Music; Waterloo, Commercial College; Storm Lake, Commercial College; Cedar Rapids, Sciences, Coe College; Charles City, Drawing

Teacher; Mt. Pleasant, Elocution; Shenandoah, College, Elocution; Hull, classics, in Academy; Marshalltown, training teacher; Hopkinton, College President; Blirstown, Assistant, Seminary.

LIST OF IOWA TEACHERS WHO HAVE BEEN PLACED BY THE ASSOCIATION.

FROM	TEACHER.	TO
Morrison,	C. S. Dean,	Fayette, Ala.
Agency,	Miss L. Chamberlain,	Akron, Iowa.
Harlan,	Geo. R. Chatburn,	Plattsmouth, Neb.
Des Moines,	Prof. Barry,	Crown Point, Ind.
Maquoketa,	Miss Dunbar,	Salina, Ind. Ter.
Hopkinton,	W. A. Cruisinberry,	Floyd, Iowa.
Springdale,	W. S. Bye,	Wolcott, Iowa.
Lyons,	W. Leeper,	Nashua, Iowa.
Tabor,	L. B. Avery,	Marshall, Minn.
Preston,	John Jones, Jr.,	New Hampton, Iowa.
College Springs,	W. J. Whiteman,	Greeley, Col.
Dubuque,	E. C. McClelland,	Juneau, Wis.
Alta,	Miss C. L. Green,	Green Bay, Wis.
Indianola,	Frank M. Rea,	New Auburn, Minn.
Onawa,	I. O. Brown,	Hokah, Minn.
Allerton,	Mrs. L. B. Avery,	Marshall, Minn.
Rockford,	H. E. Martin,	Reading, Mich.
Glidden,	Fanny Bixby,	Tuscola, Ill.
College Springs,	M. M. Warner,	Lena, Ill.
Marshalltown,	W. E. Taylor,	Peru, Neb.
Des Moines,	C. M. Wirick,	Metropolis, Ill.
Baxter,	R. D. Jones,	Normal, Ill.
Wayland,	John A. Vandyke,	Plainview, Minn.
Humeston,	A. B. Noble,	Monono, Iowa.
Gilman,	Geo. O. McBroom,	Corydon, Ky.
Des Moines,	L. H. Gehman,	Hays City, Kan.
Monona,	Helen Johns,	Onawa, Iowa.
Storm Lake,	L. A. Wheeler,	Galesville, Wis.
Clarion,	A. J. Kimmel,	Elk Point, Dak.
Davenport,	B. W. Brintnall,	Olympia, W. T.
Farmington,	H. R. McCullough,	Bentonsport, Iowa.
Dunlap,	O. F. McKim,	Ashmore, Ill.
Lake Park,	T. McNally,	Norwood, Minn.
Springdale,	F. A. Thomas,	Gilman, Iowa.
Webster City,	W. S. Bye,	Nora Springs, Iowa.
Bentonsport,	Miss Gensman,	Glenwood, Iowa.
Corydon,	H. R. McCullough,	Burtonview, Ill.
Charles City,	M. J. Elrod,	Bloomington, Ill.
Ft. Madison,	M. A. Greenlees,	Gibson City, Ill.
Webster City,	G. H. Stempel,	Kendallville, Ind.
Carroll,	E. E. Blanchard,	Rock Rapids, Iowa.
Iowa City,	F. B. Lawrence,	Elliott, Iowa.
Audubon,	A. C. Lloyd,	Maquoketa, Iowa.
Grinnell,	J. Hornberger,	Fremont, Neb.
Chariton,	Edith C. Buck,	Le Mars, Iowa.
Nora Springs,	Chas. Smith,	Monona, Iowa.
Hartley,	W. S. Bye,	Mitchell, Iowa.
Toledo,	E. A. Thomas,	Gilman, Iowa.
Moingona,	Frank Jarvis,	Earlham, Iowa.
Mt. Vernon,	D. C. Cagwin,	Brighton, Iowa.
Grinnell,	W. G. Dixon,	Monona, Iowa.
Des Moines,	Emma Wolcott,	Wadsworth, Ohio.
Anita,	Alice F. Goodwin,	West Farmington, Ohio.
Des Moines,	Alonzo McKinley,	Manawa, Wis.
Lamont,	L. B. Wilson,	St. Paul, Minn.
Wapello,	P. J. Wheaton,	Mabel, Minn.
Keosauqua,	Oscar Hale,	Holton, Kan.
Rockwell City,	M. C. King,	Kirwin, Kan.
College Springs,	Theo. Axline,	Webb City, Mo.
Charles City,	Mary Stinson,	Carthage, Mo.
Boone,	Julia A. Henry,	Arapahoe, Neb.
Monona,	Hattie M. Pierce,	Arapahoe, Neb.
Council Bluffs,	C. C. Hitchcock,	Elkton, Ky.
Columbus Junction,	R. Damon,	Scotland, Dak.
Marshalltown,	E. Eldridge,	Troy, Ala.
College Springs,	Kate M. Miles,	Boise City, Idaho.
	John O. Taylor,	Idaho City, Idaho.

This Association is doing a work equally large in other States. They have recently moved to a fine suit of spacious offices on Dearborn street, at No. 70, and have now a large corps of clerks. Their reception rooms are provided with books and educational papers, and teachers are always welcome. They send their "Manual" free to all teachers.

PERSONAL.

G. W. Sampson is one of Iowa's growing schoolmen. A graduate of Simpson College, Indianola, he has been ten years in the school work. He has been principal of schools at Corydon and Tama City. He is now serving successfully his fourth year as Superintendent of the Belle Plaine Schools. He is a thorough Institute instructor.

Mrs. R. S. Harris is serving her eighteenth year as principal of the West Side School, Atlantic, Iowa.

Ella W. Noble is one of the most efficient City Superintendents. She will soon close her fourth year at Chariton.

Ira P Clark has been nearly seven years principal of the Corning Schools.

One of the best High School principals in Iowa is Julia J. Sweet, who has been nearly thirteen years principal of the Clinton High School.

W. F. Chevalier has been Superintendent of the Ames public schools since 1879. He was educated at Marietta College, Ohio.

Mrs. Lou M. Wilson was educated at Newberry, Vermont. She became principal of the Irving School, in West Des Moines, in 1871, and continued in that position with such success for fourteen years, that in 1885 she was elected City Superintendent of the West Des Moines schools, which position she now holds. Mrs. Wilson has expressed her intention to leave the public school work in Iowa at the close of the present school year, 1889.

A. B. Warner has an excellent reputation in Iowa as an efficient public school organizer and institute instructor. He was educated at Kirksville Normal, Missouri. He became principal of the Allerton schools in 1882, where he continued until 1885, when he was elected to his present position, as City Superintendent of the Harlan Schools.

Park Hill was educated at Eastern Academy, Connecticut. He has successfully supervised the Anamosa schools since 1879.

Geo. T. Foster has been Superintendent of the Cherokee Schools since 1881. He was educated at Beloit College, Wisconsin.

W. C. Davis, of Avoca, is serving his sixth year as Superintendent of the Schools of that place. He is an educator of many years successful experience.

Supt. G. W. Ashton was educated at Milnwood Academy, Pa. He was some time principal at Ames, and several years City Superintendent of the Boonsboro Schools. He is now serving his seventh year as County Superintendent of Schools in Boone County.

Geo. B. Phelps, who has been County Superintendent of Clinton County Schools since 1885, is a graduate of the Iowa State Normal School. He is an efficient Superintendent. He had several years' experience in country and graded school work in Clinton County before his election to the office he now fills.

R. D. Jones, a graduate of Iowa College, was principal of the Guthrie County High School from 1880 to 1883. From 1883 to 1886 he was principal of the West Des Moines High School. He is now Professor of English Language and Literature in Normal University, Ill.

E. J. Esgate graduated from Cornell College in the classical course in 1884. While yet a student he had made a good record as school principal at Gilman, Iowa. In 1884 he became principal of the Marion High School, and after one year's service he was elected City Superintendent, which position he now fills. The Marion schools are growing. A new building was erected in 1888 to accommodate the increasing attendance. Supt. Esgate is an earnest, devoted and capable School Superintendent.

N. C. Campbell, who was for several years principal of the Keokuk High School, is now serving his third year as City Superintendent of the Fort Madison Schools.

Thomas M. Irish has been teaching nearly twenty-two years in the schools of Dubuque. Since 1868 he has been principal of the Third Ward School in that city. He was born at Iowa City Feb. 7, 1841. He grew up to manhood and received his education there.

Thomas Hardie has been secretary of the Dubuque Board of Education since 1863. In the Dubuque system of schools the secretary of the Board receives a salary of \$1 200 per year, and performs the official work of a City Superintendent, and in this capacity Mr. Hardie has done efficient service for 26 years. He has held various public offices during this period. He has been twice elected to represent Dubuque County in the State Legislature.

Charles G. Kretschmer has been principal of the Fifth Ward School, Dubuque, for thirty years. He is a native of Prussia, Germany, having been born in that country in 1822. He there received his education. In 1849 he came to America and engaged in teaching in St. Louis for four years. In 1853 he came to Dubuque and taught a private school for six years. In 1859 he was elected to his present position. No other public school teacher in Iowa has been engaged so long in one position.

James E. Welch, principal of the First Ward School, Dubuque, is a native of New York. He obtained his education in the Dubuque city schools, graduating from the High School. He was for a time first assistant teacher in the High School, and since 1878 has occupied his present position.

H. E. Hammond ranks among the able public school men and Normal Institute instructors in Iowa. He was educated at Amherst College. He has spent many years in the school work. From 1880 to 1884 he was in charge of the Jefferson schools. Since 1884 he has been Superintendent of the Carroll schools.

H. E. Robbins, Superintendent of the Lyons schools, was educated at the Illinois State University. He has successfully filled his present position since 1880.

John Jones, Jr., has been engaged in school work in Iowa for ten or twelve years. From January, 1881, to 1885, he was County Superintendent of the schools of Iowa county. Since 1885 he has been principal at Preston one year, and is now serving his third year as principal of the New Hampton schools.

P. W. Kauffman was educated at Iowa Wesleyan University. He was for a time Superintendent of the Mt. Pleasant schools. He is now nearing the close of his fifth year as Superintendent of the Red Oak schools. He is a good organizer, and an excellent instructor whether in the school room or the Normal Institute.

W. S. Wilson, Superintendent of the Sheldon schools, is one of the leading school men of Northwestern Iowa. He was educated at the Pennsylvania State Normal School. He has occupied his present position since 1880. His salary is now \$1,100 per year.

Lucy Curtis, prominent among the workers of the State, was educated at the Illinois Normal University. From 1877 to 1879 she was principal of the Wheatland schools in Clinton county, Iowa. For the past ten years she has been in charge of the State Center schools, in Story county. Her salary is \$1,000 per annum. She is a member of the Educational Council of the State Teachers' Association, also member of the State Board of Examiners.

J. B. Knoepfler, formerly of Michigan, has been engaged in school work in Iowa about ten years. Since 1883 he has been principal of the West Union schools.

J. H. Thompson, a native of Ohio, was City Superintendent of the West Des Moines schools from 1872 to 1879. He died Sept. 22, 1879. He had been engaged several years in the school work in Ohio, and five years in Illinois before coming to Iowa. He was one of the ablest among Iowa school men during his seven years' work in the State. In 1875 he was president of the State Teachers' Association at its annual meeting at Burlington. He was well known in educational circles in Iowa, and was held in great endearment by the people of Des Moines and the thousands of school children under his charge.

Prof. Wm. McClain died at Des Moines on October 14th, 1887. He was a native of Ohio and commenced teaching in that State at the age of 19. He was for some time at the head of Salem Institute in Ohio. In failing health he came to Iowa in 1855 and engaged in farming in Cedar county. He did not lose his interest in educational affairs, however. Cedar county was one of the educational centers of the State, and in institutes and teachers' meetings, State and County, he took active part. In 1867 he opened the Iowa City Commercial College and Iowa City Academy a year or two later, and his Academy was of such a high order that it was officially recommended by the State University as a preparatory school for that institution. He conducted the school until within a few months of the time of his death. Prof. McClain was an educator of life-long experience and in his lines of work and method of teaching he was an original thinker, and his success in teaching was due greatly to the fact that he strove to cultivate correct thinking rather than mere book learning.

S. M. Mowatt was born in Scotland and educated at the Edinburgh Training School in that country. Since coming to this country he has filled various educational positions. In recent years in Iowa he was principal of the Winterset schools from 1878 to 1884. Since 1884 he has been at the head of the Leon public schools in Decatur county. He is a well qualified and efficient school principal. He is closely identified with the work of the Teachers' Association.

W. A. Willis is serving his fifth year as City Superintendent of the Iowa City schools. He has done efficient work there since 1884.

Abbie S. Abbott, formerly principal of the Marshalltown High School, is now principal of the Cedar Rapids High School. She is well and favorably known as a High School principal and Normal Instructor. Her salary in her present position is \$1,200 per year.

H. C. Hollingsworth, who has been Superintendent of the Centerville schools since 1883, is one of our solid school men. He was educated at Iowa Wesleyan University at Mt. Pleasant. He was principal of schools of Morning Sun before he engaged in his present position. The Centerville schools have an annual enrollment of about 950 pupils. Supt. Hollingsworth's salary is \$1,200 per year. He is an enthusiastic worker in Normal Institutes and Teachers' Associations.

One of the best High School principals in the larger cities of the West is F. E. Stratton, of the Davenport High School, of which he has been principal since 1883. The High School under his charge has an annual enrollment of over 300 pupils and employs six assistant teachers. He has served three years as a member of the State Teachers' Reading Circle Board.

County Supt. O. A. McFarland, of Chickasaw county, has had ten or twelve years' experience in school work. He has been Superintendent of the schools of Chickasaw county since January, 1886. He is doing an excellent work in the schools under his supervision. Hard work and good qualifications for the office make him a success.

L. B. Carlisle is serving his fourth year as Superintendent of the Albia schools. He is teaching on a three-year contract at a salary of \$1,300 per year. He is one of the solid men of Southern Iowa.

Miss Lou E. Chambers, now principal of Jackson School Building of the Cedar Rapids schools, has been teaching in the schools of that city nearly twenty years. For the greater part of this time she has been principal of the Adams school. She is a graduate of the Cedar Rapids High School. Her long tenure of office attests her efficiency and success as a principal.

For eighteen or twenty years, Miss Sarah E. Thompson has been a teacher in the Cedar Rapids Schools, most of this time she has been principal of the Madison School. Few lady teachers in Iowa have served so long and so successfully in the public school work. Miss Thompson was educated in the East, at Alleghany Seminary.

C. W. Martindale has done good work for nearly five years as principal of the Corydon Schools.

E. G. Cooley was educated at the Iowa State University. Having served as principal of the Strawberry Point schools for three years with such popularity and satisfaction to the people, in 1885 when L. T. Weld resigned at Cresco, Mr. Cooley easily obtained an election as his successor. In entering upon his present position he followed one of the best school men in Iowa. Mr. Cooley has maintained the high character of the schools in every way.

Julia L. Scofield is well appreciated at Fairfield as City Superintendent of the schools. She began in her present position in 1885. Her salary is \$1000 per year.

Few educators are better known in northern Iowa than J. Breckenridge principal of Decorah Institute at Decorah, Iowa. He has managed that institution for the past fifteen years. It now has an annual attendance of nearly 500 students. He is one of the veteran institute conductors in Iowa. He has worked in institutes in nearly all of the counties of Northeastern Iowa, and in several counties in the northwestern part of the State.

J. B. Young, superintendent of the Toledo Schools has been well known as a successful school manager and normal institute instructor for several years. He was five years principal of the Traer Schools before going to Toledo. In his quiet unassuming way he accomplishes his work with thoroughness and success. He is most appreciated by his pupils and those who know him best.

W. J. Dean is now serving his fourth year at the head of the What Cheer Schools. His salary is \$1,000 per year. He is active in Teachers' Associations and the work of Normal Institutes.

J. W. Jaringan performs the double work of supervising the Montezuma Schools and of editing the *Montezuma Republican*. The schools and the newspaper plainly show that a live, wide awake man is at the helm.

S. M. Cart has been superintendent of the Indianola Schools since 1883. There is no more successful school superintendent in Southwestern Iowa than Supt Cart. As instructor and conductor in normal institute work he is in demand every year.

Chas. E. Shelton is the well known principal of the De Witt Schools. He is serving his fourth year there. His salary is \$1200 per year.

H. H. Davidson was educated at the Iowa State University. For some time previous to 1881 he was principal of the Marble Rock Schools in Floyd County. In the fall of that year he was elected County Superintendent of schools in that County. At the end of one term he was re-elected. Thus his career in the office of County Superintendent extended from Jan. 1882 to 1886. In the fall of 1886 he became principal of the schools of Estherville where he continues with success, greatly to the satisfaction of the people of that growing town. The schools have made marked growth under his supervision.

H. H. Freer has been a professor in Cornell College, Mt. Vernon, Iowa, for about nineteen years. He is an alumnus of that institution. His work in the college during this long period of years has done much toward building up the school and promoting the general interests of the institution. He is widely and favorably known in Iowa as a thorough and successful institute conductor. He is a regular attendant at the State Teachers' Associations, and always takes active part in all work of the Association.

L. T. Weld, for thirteen years principal of the Cresco Schools and Superintendent of the Cedar Rapids schools during 1885-6, is now serving his third year as Superintendent of the Nevada schools. Supt. Weld was born in Michigan in 1839. In the civil war he served as gunner in the First Michigan Artillery. After the war he resumed the profession of teaching in which he has been engaged constantly for nearly twenty-five years. He has always been a close student. For some time after the war he pursued a course of study in Latin and Greek under private instructors. He is considered one of the solid school men of Iowa. In 1887 he was president of the State Teacher's Association.

C. B. Marine, superintendent of the Schools of Benton county is a graduate of Cornell College. He is an able man and during the past three years has been one of the strongest and most effective county superintendents in the state. He has a thorough understanding of the school system and labors zealously to promote and to improve the work under his charge. His institutes are well conducted and rank with the best.

Dan. Shea is serving his third term in the County Superintendency in Winnesheik County. He is an active worker and has done much for the cause of the Common Schools under his supervision.

E. C. Bellows has been superintendent of the schools of Butler county since 1885. He was educated at the Iowa State Normal School. He has done all his educational work in Butler county, which in all counts about twelve years. He made an excellent record for several years as principal of the Parkersburg schools.

J. A. McLean has been superintending the Villisca schools for about three years. His salary is \$1,000 per year. The schools employ ten teachers and enroll 570 pupils annually.

T. H. Hacker will soon have completed his third term in the County Superintendency of Franklin County. He is one of the faithful, earnest, able and efficient County Superintendents of the state.

Supt. J. F. Riggs of Henry county has made a fine success of Country School organization and classification in that county. He is a firm believer in the gradation of country schools.

Rev. L. A. Dunn, D. D., President of the Central University of Iowa, was born at Bakersfield, Vt., June 12, 1814, and was therefore in the seventy-fifth year of his age at the time of his death. He died of Apoplexy on Thanksgiving day 1888, with no warning that his end was so near. He was for twenty-nine years pastor of the Baptist Church in Fairfax, Vt., and for the last seventeen years has been closely identified with the educational interest of the Baptist denomination in Iowa. The college loses a strong supporter and a most ardent friend, one whose place will not soon be supplied in very many respects. His remains were buried in Fairfax, the scene of his early labor.

The Sioux City School board elected Charles W. Deane, of McKeesport, Pa., as city Superintendent of the Sioux City schools to fill vacancy caused by the death of Supt. Armstrong. He was elected for the spring term, beginning April 1, 1889, and for the next school year at \$2,000 salary. The *Sioux City Journal* says: "He is selected from among a number of educators of experience and only after a searching investigation of systems and results. Mr. Deane is 32 years of age, is married, his family comprising a wife and three children. He has had twelve years experience as a teacher and Superintendent, is a graduate of the Pennsylvania State Normal School, and also of Alleghany College, of Meadville, Pa. He has been Superintendent of the McKeesport schools for five years, and is recommended as an able, Christian gentleman, young in years, but old in experience, and is an earnest worker in his chosen profession. He is personally fine looking, and his nature and character are such as to secure confidence from teacher and scholar. His methods are modern and progressive. In short, he is deemed "just the man."

CORRECTIONS.

In the statistical report of the State Normal School on page 333 the first three dates should read 1876-7, 1877-8 and 1878-9 successively.

The date of Miss Lottie E. Granger's birth should read Jan. 28, 1858, on page 414.

The date of O. J. Laylander's birth should read March 11, 1858, on page 468.

EDUCATIONAL JOURNALISM IN IOWA.

Educational Journalism in Iowa was begun thirty-six years ago. The first publication in Iowa, devoted to the interests of the schools, was a monthly, commenced at Dubuque in January, 1853, under the title of the "District School Journal of Education." It was published by R. R. Guilbert, who was assisted by Chandler Childs of Dubuque. The first numbers contained 16 pages but it was soon increased to 24 pages. After two years existence, the "District School Journal of Education" was discontinued. During the next two years, 1855 and '56, Iowa was without a school journal. In January, 1857 "The Voice of Iowa" was begun by J. L. Enos, of Cedar Rapids. "The Voice" was a monthly magazine varying in size from 16 to 32 pages. It was ably edited and its pages glowed with an educational zeal characteristic of the heroic pioneer educators of that day. "The Voice" was strong and enthusiastic in its efforts to bring about the permanent establishment of the state Teacher's Association, the Teacher's Institute, the County Superintendency and the "Union Schools." In the two volumes of "The Voice," 1857 and 1858, is preserved much of the educational history of that momentous period in our educational history. Though "The Voice" was made the organ of the state Teacher's Association which pledged to subscribe for a certain number of copies, yet, it is presumed that for want of support, it was suspended in 1859, or rather it was merged into a new journal which was begun in October '59 under the control of the executive committee of the state Teacher's Association. The new journal, similar in form to "The Voice," was called *The Iowa Instructor*. It was published at Tipton which seemed to be the head quarters of the executive committee. C. C. Nestlerode, no doubt, had much to do with the journal. *The Iowa Instructor* was published until Oct. 1862, exactly three years, when it was united with the *Iowa School Journal*, which was begun in 1860 and edited by Thomas H. Benton, Jr., Secretary of the State Board of Education.

From that time, Oct. 1862, the combination was published under the title of the *Iowa Instructor and School Journal*. This paper continued under the control of the Secretary of the State Board of Education and later the State Superintendent, jointly with the executive committee of the State Teacher's Association. In 1868 the name of the paper was changed to "The Iowa School Journal" and was continued under that name until its suspension in 1875. From 1870 or '71 the journal was under the control of C. M. Green.

During 1871-2 a monthly school journal was published, called "The Manual."

In Jan., 1874 the "Common School" was started at Davenport under the editorship of W. E. Crosby, a former city superintendent of the Davenport schools. In less than a year the paper was discontinued.

To the *Iowa School Journal* during its fifteen years existence is attributed an important influence in connection with the development of our educational system. It had for contributors many of the ablest and most prominent school people of Iowa.

For the next year or two after the *Iowa School Journal* was discontinued the state was without an educational paper. In the early part of the year 1877 a meeting of normal institute conductors was held in Des Moines. A strong feeling was expressed that some one should start an educational journal for Iowa. Such a journal was begun by W. J. Shoup, principal of the Fourth Ward

School, Dubuque. His journal was none other than the *Iowa Normal Monthly*, the first number of which appeared in August, 1877. It had the sympathy and support of State Superintendent C. W. Von Coelln who made the Normal Monthly the official organ of the State Department, ordered copies sent to each County Superintendent in the state and published the following ruling:

"A board of directors can undoubtedly provide themselves from the contingent fund with the journal which is the official exponent of this department, without any special provision; since it is of as much necessity to them as blank books for use of secretary and treasurer."

This ruling still remains in force. The able manner in which the Normal Monthly was conducted at once brought to its support the hearty endorsement of the educators of Iowa and the State Teacher's Association, at its December, 1877 meeting, made it the organ of the Association. The thousands of bound volumes of the Normal Monthly preserved in the libraries of the teachers of Iowa attest the high appreciation in which the Journal is held in Iowa. In 1881 James A. Edwards became associated with W. J. Shoup, as business manager, in the publication of the Normal Monthly. By this combination the advertising patronage and the subscription list were greatly increased. In April, 1884, Prof. Shoup was compelled to give up all editorial work and school work as well, on account of failing health. His interest in the Normal Monthly was purchased by the present editor, Geo. W. Jones. In the fall of 1884 the Normal Monthly concern was incorporated by the owners and organized into a stock company which now numbers among its stock holders many of the best school men and women in the state. This volume is some indication of the present prosperous condition of the Monthly.

The Iowa Teacher is the title under which a school journal was published at Marshalltown from October, 1882 to April, 1886. *The Teacher* was started through the instrumentality of W. W. Speer, superintendent of Marshall county. It was owned and published by Marvin and Morrissey with whom was associated for some time Supt. Churchill of Black Hawk county. In April, 1886, *The Teacher* was merged in the *Northwestern Journal of Education*, a weekly paper which had been started in Des Moines in July, 1885 under the business management of Geo. S. Cline and editorial control of Miss Ella Hamilton, later, Mrs. Durley. The N. W. Journal of education was discontinued in June, 1886.

In January, 1878, the *Central School Journal* was begun at Keokuk, by County Superintendent W. J. Medes, of Lee County. The editorial control afterwards passed into the hands of Miss Lida G. Howell, of Keokuk, with J. C. Paradice as manager. Since 1886, Geo. E. Marshall, principal of the Keokuk High School, has shared with Miss Howell the editorial labors connected with the *Central School Journal*.

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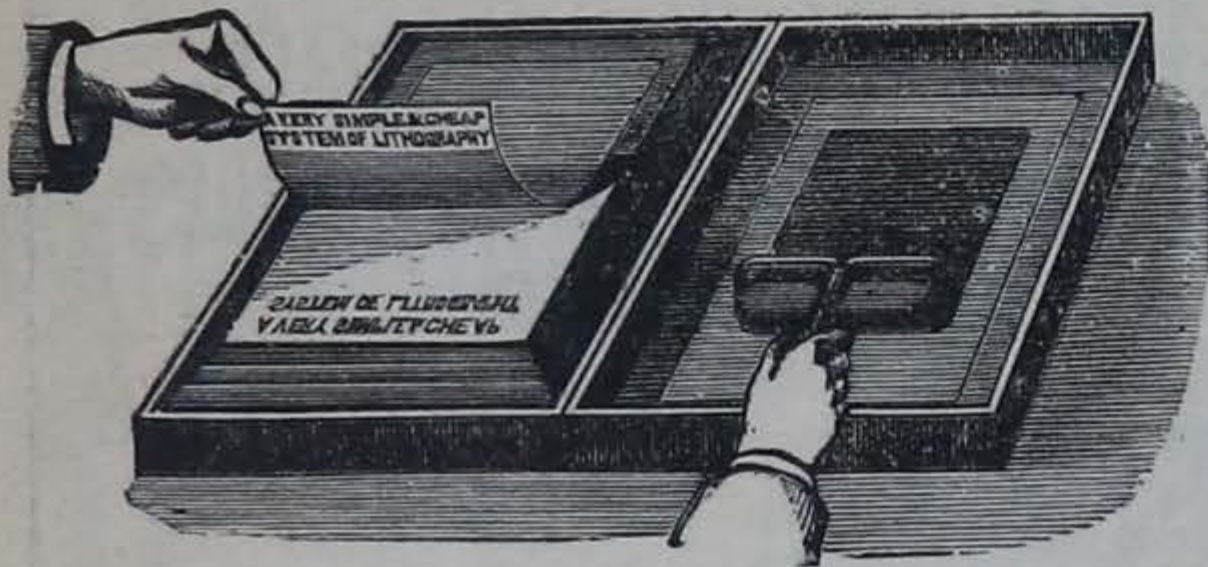
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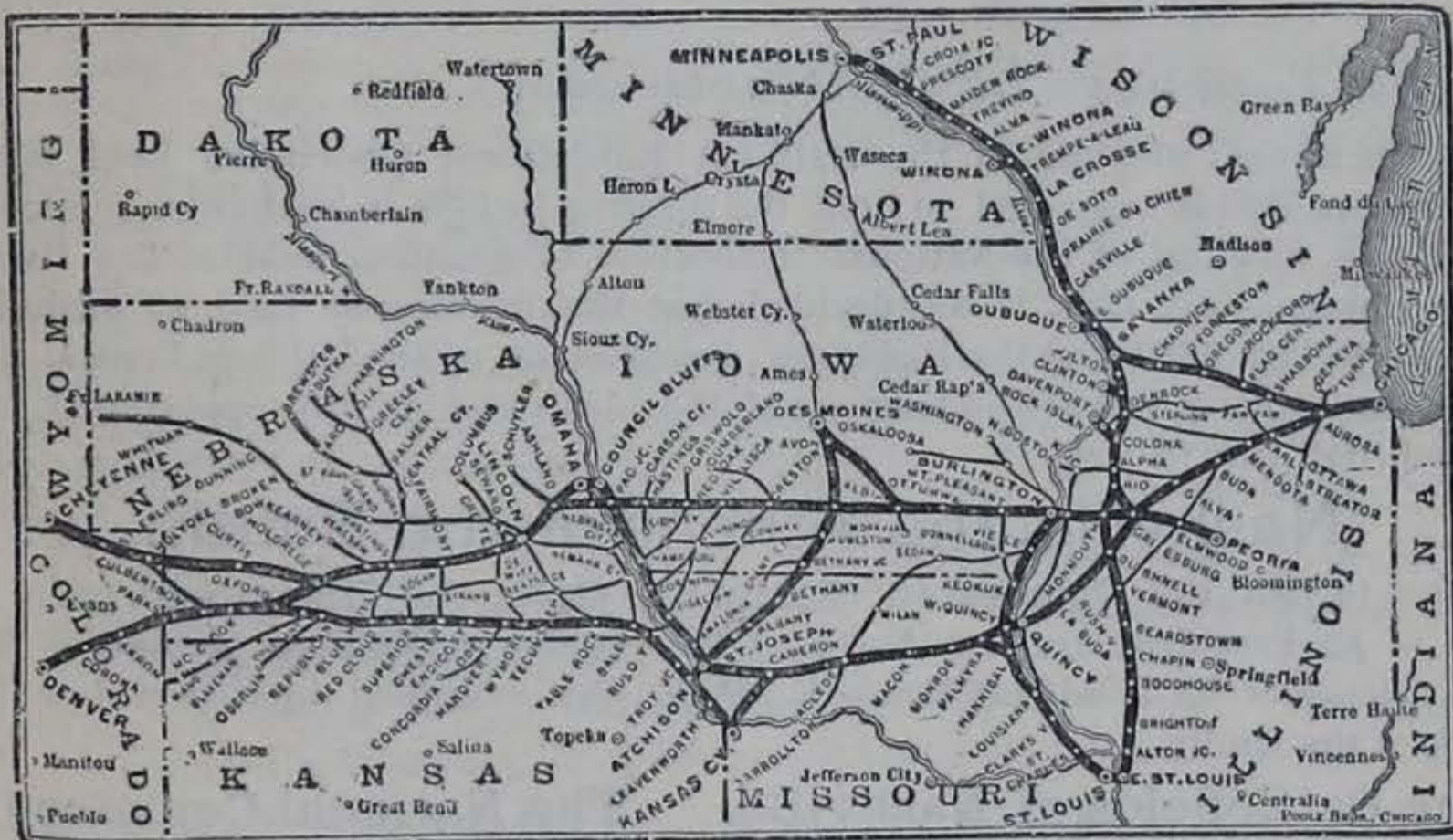
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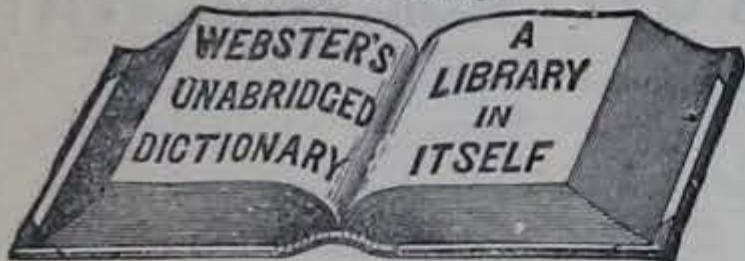
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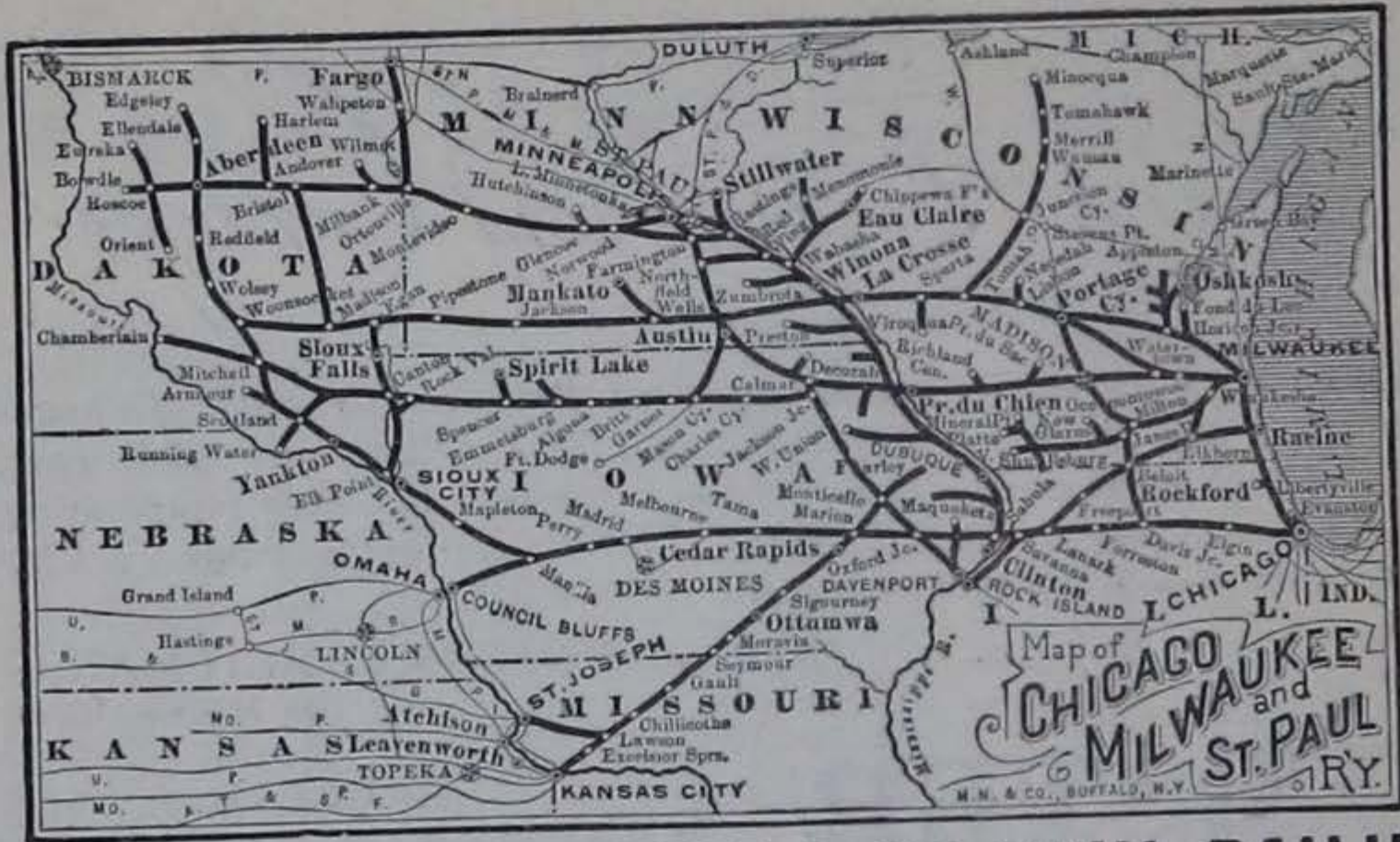
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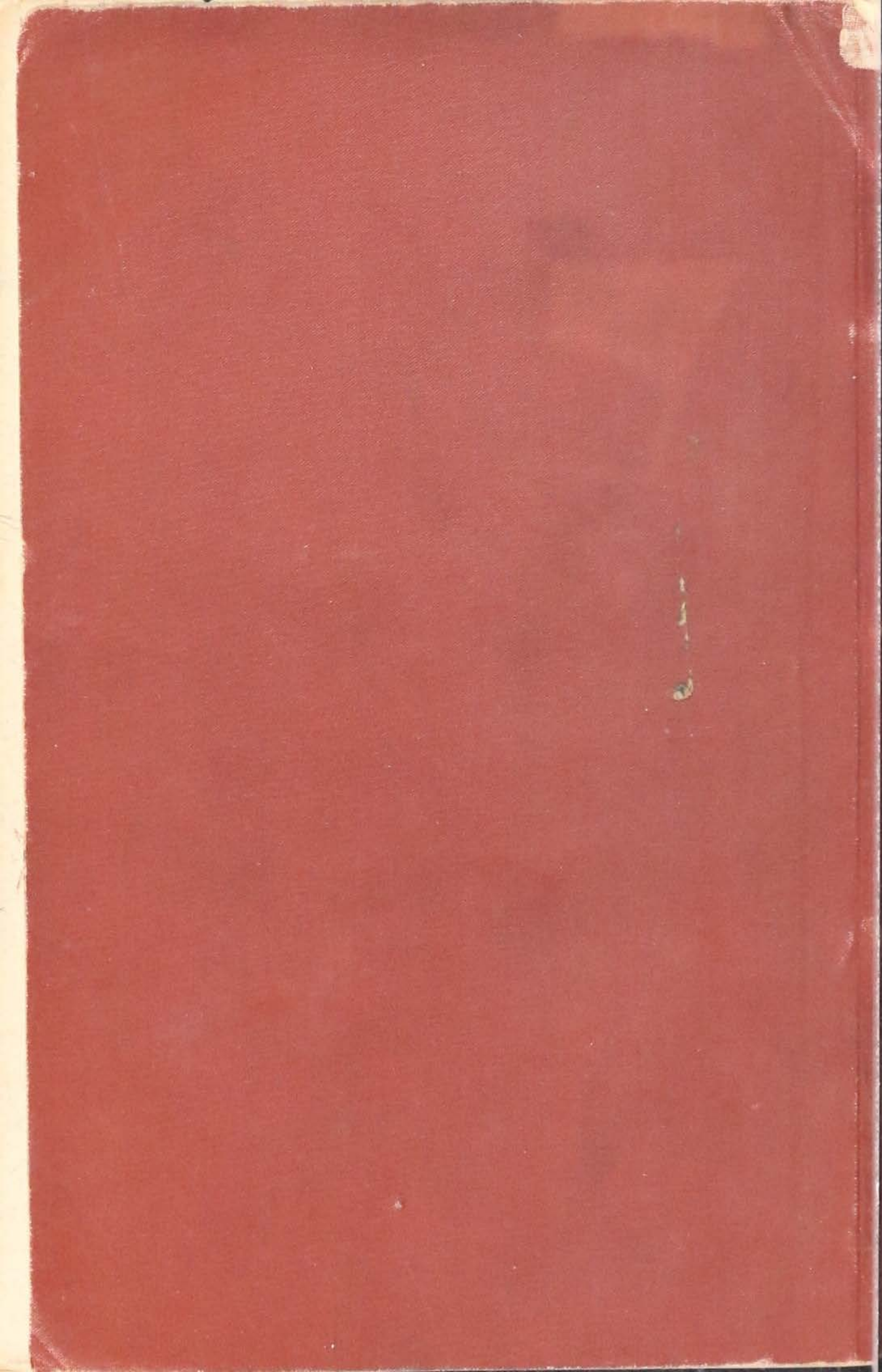
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