

William Reynolds, Territorial Superintendent, 1841-42.

BIENNIAL REPORT
OF THE
Superintendent of Public Instruction

OF THE
STATE OF IOWA.
State Historical and
Natural History Society,
DENVER, COLO.
OCT 11 1899
NOVEMBER 1, 1895.

HENRY SABIN,
SUPERINTENDENT OF PUBLIC INSTRUCTION.

PRINTED BY ORDER OF THE GENERAL ASSEMBLY.

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State Historical and
Natural History Society,
DENVER, COLO.
OCT 11 1899

To his Excellency, Frank D. Jackson, Governor of Iowa:

SIR—In compliance with section 1583 of the code, as amended by chapter 82, laws of the Twenty-second General Assembly, I have the honor to submit to you the report of the department of public instruction for the biennial period ending September 30, 1895.

HENRY SABIN,
Superintendent of Public Instruction.

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REMARKS ON THE SUMMARY.

The tables in the pages of the directory following show the totals for the state in such close connection that comparison may readily be made. The figures are of course derived from the footings of the full tables in the appendix for the year given, in which place also may be found the total for any single county, in many of the items named.

The deductions made on page 13 will have a special interest to any who desire to determine more closely than is usual the relation of special particulars in the cost of our public schools. Pages 14 and 15 afford a bird's-eye view of the leading statistical facts, from the time such information was first gathered and preserved. Page 16 is an arrangement for the last five years, of a number of leading items, and still different from any preceding table in these pages.

If the reader obtains from the items and tables presented the kind of information for which he is at the time in search, or if a study of the relations the different totals have to each other is materially assisted by our manner of presenting the facts enumerated, we shall feel well repaid for the extra labor, and the pains taken to bring the information together in concise form, and to secure its correctness in as high a degree as is possible under the circumstances.

State Historical Society,
Natural History Society,
DENVER, COLO.
OCT 11 1899

Presented by
Secretary of State
H. L. Morris
Lara.

GENERAL SUMMARY OF STATISTICS

SECRETARIES' REPORTS.

SCHOOL DISTRICTS.

	1893.	1894.	1895.
District townships.....	1,185	1,191	1,193
Independent districts.....	3,584	3,577	3,614
Whole number of districts.....	4,769	4,768	4,807
Subdistricts.....	9,145	9,190	9,280

SCHOOLS.

	1893.	1894.	1895.
Ungraded.....	12,387	12,456	12,517
Rooms in graded.....	4,328	4,590	4,777
Whole number.....	16,715	16,976	17,294
Average duration in months.....	7.8	7.9	8.0

TEACHERS.

	1893.	1894.	1895.
Males employed.....	4,837	5,281	5,726
Females employed.....	23,464	22,782	22,117
Whole number.....	28,301	28,063	27,843
Average monthly compensation, males.....	\$ 38 73	\$ 38.19	\$ 37.68
Average monthly compensation, females.....	30.81	31.60	31.63

SCHOLARS.

	1893.	1894.	1895.
Between 5 and 21, males.....	350,730	354,995	362,364
Between 5 and 21, females.....	336,420	342,233	350,577
Total enumeration.....	687,150	697,228	712,941
Enrolled in public schools.....	513,614	522,731	533,824
Total average attendance.....	324,217	331,408	339,300
*Percentage enrollment on enumeration.....	76.2	76.1	76.6
Percentage attendance on enrollment.....	63.1	63.4	63.5
*Percentage attendance on enumeration.....	49.5	48.0	48.7
Average tuition per month per scholar.....	\$ 1.89	\$ 1.89	\$ 1.87
Average number enrolled to each teacher....	30	30	30

*Computed on enumeration of previous year, during which these statistics accrued.

SCHOOLHOUSES.

	1893.	1894.	1895.
Whole number.....	13,433	13,519	13,613
Value.....	\$15,110,494	\$15,007,468	\$15,645,543

APPARATUS.

Value.....	\$ 461,094	\$ 512,701	\$ 569,910
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DISTRICT LIBRARIES.

Number of volumes.....	122,728	151,904	151,561
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SHADE TREES ON SCHOOL GROUNDS.

Number of growing trees.....	189,676	196,095	182,610
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TEMPERANCE INSTRUCTION.

Schools teaching effects of stimulants	15,993	16,686	16,987
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TREASURERS' REPORTS.

TEACHERS' FUND.

RECEIPTS.

	1893.	1894.	1895.
On hand at last report.....	\$2,086,877.00	\$2,000,589.03	\$2,058,200.86
From district tax.....	3,908,003.04	4,121,434.76	4,305,995.81
From apportionments.....	769,159.10	807,952.13	838,531.56
From other sources.....	123,706.75	162,077.84	140,508.48
Total receipts.....	\$6,887,745.89	\$7,092,053.76	\$7,343,236.71

EXPENDITURES.

Paid teachers.....	\$4,789,323.41	\$4,957,251.10	\$5,075,492.37
Paid for other purposes.....	97,833.45	76,601.80	73,623.01
Total expenditures.....	\$4,887,156.86	\$5,033,852.90	\$5,149,115.38
On hand.....	2,000,589.03	2,058,200.86	2,194,121.33
Total.....	\$6,887,745.89	\$7,092,053.76	\$7,343,236.71

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REPORT OF THE
SCHOOLHOUSE FUNDS.

[B1]

RECEIPTS.

	1893.	1894.	1895.
On hand at last report.....	\$ 370,116.23	\$ 344,358.12	\$ 395,514.91
From district tax.....	708,390.18	717,684.25	739,887.26
From other sources.....	569,821.45	805,027.92	581,090.30
Total receipts.....	\$1,648,327.86	\$1,867,070.29	\$1,716,492.47

EXPENDITURES.

For schoolhouses and sites.....	\$ 707,170.53	\$ 896,027.53	\$ 658,656.17
On bonds and interest.....	361,891.30	420,442.18	520,931.33
For libraries and apparatus.....	10,986.65	13,430.14	13,430.10
Paid for other purposes.....	223,921.26	141,655.53	169,834.33
Total expenditures.....	\$1,303,969.74	\$1,471,555.38	\$1,362,851.93
On hand.....	344,358.12	395,514.91	353,640.54
Total.....	\$1,648,327.86	\$1,867,070.29	\$1,716,492.47

CONTINGENT FUND.

RECEIPTS.

	1893.	1894.	1895.
On hand at last report.....	\$ 605,439.77	\$ 535,586.50	\$ 543,215.48
From district tax.....	1,422,488.30	1,529,460.94	1,631,354.76
From other sources.....	229,905.97	233,299.47	221,379.58
Total receipts.....	\$2,257,834.04	\$2,298,346.91	\$2,395,949.82

EXPENDITURES.

For fuel, rent, repairs, etc.....	\$1,098,655.58	\$1,115,734.09	\$1,114,181.10
Paid secretaries and treasurers	132,863.11	135,183.45	137,673.02
For records, dictionaries, etc..	47,750.05	54,724.26	64,633.39
For text-books to be resold.....	44,852.03	35,402.25	41,156.51
For general supplies.....	202,737.63	172,708.14	209,365.61
For other purposes.....	195,389.14	241,379.24	238,897.67
Total expenditures.....	\$1,722,247.54	\$1,755,131.43	\$1,805,907.30
On hand.....	535,586.50	543,215.48	590,042.52
Total.....	\$2,257,834.04	\$2,298,346.91	\$2,395,949.82

COUNTY SUPERVISION.

EXAMINATION OF TEACHERS.

	1893.	1894.	1895.
First grade certificates issued.....	10,635	11,547	11,848
Second grade certificates issued.....	14,068	14,172	14,336
Third grade certificates issued.....	1,650	1,528	1,145
Total number issued.....	26,353	27,247	27,329
Applicants rejected.....	3,911	5,575	5,225
Total number examined.....	30,264	32,822	32,554
Certificates revoked.....	12	1	4
Average age of applicants.....	25 and 23	25 and 22	25 and 22
No experience in teaching.....	4,337	3,669	3,876
Taught less than one year.....	4,596	4,015	3,852
With state certificates or diplomas..	478	505	677

VISITATION OF SCHOOLS.

Schools visited.....	11,132	10,695	11,692
Visits made during the year.....	14,142	13,365	15,167
Educational meetings held.....	684	508	1,098

APPEALS.

Number of cases.....	67	61	62
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COMPENSATION OF COUNTY SUPERINTENDENTS.

Average received per annum.....	\$ 1,191	\$ 1,203	\$ 1,220
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PRIVATE SCHOOLS.

Number reported.....	238	270	268
Teachers employed.....	1,109	1,357	1,401
Students in attendance.....	27,454	34,103	34,153
Number of graduates.....	1,580	1,817	1,966

TEACHERS' NORMAL INSTITUTES.

GENERAL REPORT.

	1893.	1894.	1895.
Number of institutes held.....	99	99	99
Continuing weeks.....	2.4	2.3	2.3
Males in attendance.....	2,620	3,678	3,611
Females in attendance.....	16,587	18,682	18,357
Total in attendance.....	19,207	22,360	21,968

REPORT OF THE
FINANCIAL REPORT.

[B1]

RECEIPTS.

	1893.	1894.	1895.
On hand at last report.....	\$ 16,409.97	\$ 17,988.14	\$ 19,794.25
Examination fees.....	30,288.00	32,822.00	32,554.00
Registration fees.....	19,207.00	22,360.00	21,968.00
State appropriation.....	4,950.00	4,950.00	4,950.00
From other sources.....	341.27	737.29	1,062.71
Total.....	\$ 71,196.24	\$ 78,857.43	\$ 80,328.96

EXPENDITURES.

	1893.	1894.	1895.
For instruction and lectures ...	\$ 45,375.50	\$ 48,579.39	\$ 52,427.01
For incidentals.....	7,832.60	10,483.79	9,713.61
On hand.....	17,988.14	19,794.25	18,188.34
Total.....	\$ 71,196.24	\$ 78,857.43	\$ 80,328.96

PERMANENT SCHOOL FUND.

	1893.	1894.	1895.
Amount in September.....	\$4,663,770.42	\$4,695,313.76	\$ 4,707,608.70
Interest on the same.....	229,508.16	237,066.74	235,663.06

THE COST OF OUR SCHOOLS.

	1893.	1894.	1895.
For teachers' salaries.....	\$ 4,789,323	\$ 4,957,251	\$ 5,075,492
For schoolhouses, apparatus, etc.....	1,303,970	1,471,555	1,362,852
For general contingencies.....	1,820,082	1,831,734	1,879,531
Total.....	\$ 7,913,375	\$ 8,260,540	\$ 8,317,875

FIGURED ON TAXABLE PROPERTY.

Number of mills for each dollar of assessed valuation..

	1893.	1894.	1895.
Teachers' salaries.....	8.6	8.8	9.1
Schoolhouses, apparatus, etc.....	2.3	2.6	2.4
General contingencies.....	3.0	3.2	3.4
Total.....	13.9	14.6	14.9

ON ESTIMATED POPULATION.

For each individual of entire population.

	1893.	1894.	1895.
Teachers' salaries.....	2.45	2.45	2.46
Schoolhouses, apparatus, etc.....	.65	.73	.66
General contingencies.....	.91	.90	.92
Total.....	4.01	4.08	4.04

ON SCHOOL ENUMERATION.

For each youth between 5 and 21.

	1893.	1894.	1895.
Teachers' salaries.....	7.11	7.11	7.12
Schoolhouses, apparatus, etc.....	1.89	2.11	1.91
General contingencies.....	2.60	2.62	2.63
Total.....	11.60	11.84	11.66

ON TOTAL ENROLLMENT.

For each scholar enrolled in school.

	1893.	1894.	1895.
Teachers' salaries.....	9.53	9.48	9.51
Schoolhouses, apparatus, etc.....	2.54	2.81	2.55
General contingencies, etc.....	3.54	3.50	3.52
Total.....	15.61	15.79	15.58

ON AVERAGE ATTENDANCE.

For each scholar actually in attendance the average time.

	1893.	1894.	1895.
Teachers' salaries.....	15.07	14.95	14.95
Schoolhouses, apparatus, etc.....	4.02	4.44	4.01
General contingencies.....	5.61	5.53	5.54
Total.....	24.70	24.92	24.50

TABULAR EXHIBIT SHOWING THE GROWTH OF THE PUBLIC

SCHOOL SYSTEM OF IOWA FROM 1847 TO 1895, INCLUSIVE.

Year.	DISTRICTS.			SCHOOLS.				TEACHERS.				PUPILS.			
	District townships.	Independent districts.	Subdistricts.	Ungraded.	Graded.	Months.	Days.	NUMBER EMPLOYED.		AVERAGE COMPENSATION PER MONTH.	Number of persons between the ages of 5 and 21 years.	Number enrolled in public schools.	Total average attendance.	Average cost of tuition per month.	
								Males.	Females.						
	Males.	Females.	Males.	Females.											
1847		416									20,922	2,439			
1848		693		105				101	23	\$15.43	8.20	40,646	7,077		
1849		1,005		554				336	245	14.53	7.64	50,082	17,350		
1850		1,262		914		3	4	549	250	14.76	8.78	64,336	24,804		
1851		1,358		1,181				706	432			77,154	33,040		
1852		1,560		1,266				806	525			85,060	33,633		
1853		1,761		1,379		3	12	740	599			100,083	42,442	24,559	
1854		1,253		1,520			9	961	772	19.61	9.39	111,093	44,115		
1855	*														
1856		2,850		2,153				1,279	1,243	14.47	8.23	173,868	59,014		
1857		3,265		2,708				1,572	1,424	24.38	12.95	195,285	79,670		
1858	†	932	4,109	2,200				1,118	1,682	25.33	9.42	233,927	36,574		
1859	†	993	4,574	4,243				2,901	2,364	27.68	17.16	240,531	142,849	79,411	
1860	†	1,073	4,655	4,927				3,219	3,155	23.76	15.28	244,938	167,869	77,113	
1861	†	1,103	4,803	5,502				3,763	3,562	24.24	16.20	262,570	183,318	101,893	
1862	†	1,075	5,057	5,895				3,618	4,187	21.76	14.24	269,522	201,805	100,041	
1863	†	1,129	5,172	6,237		4	2	2,937	5,563	22.00	15.68	281,733	199,750	111,185	
1864	†	1,141	5,340	6,623		5	5	2,815	6,140	25.12	17.60	294,912	210,569	117,378	
1865	†	1,171	5,572	5,732		5	5	2,353	6,467	31.64	22.80	324,338	217,593	119,593	
1866	†	1,195	5,926	5,900		5	4	2,673	6,670	33.60	23.76	348,498	241,827	136,174	
1867	†	1,321	6,168	6,229		6	6	3,676	6,667	35.88	24.64	372,969	257,281	148,620	
1868	†	1,412	6,410	6,439	212	6	8	4,123	6,846	35.42	25.72	393,630	279,007	160,773	
1869	†	1,462	6,773	6,788	221	6	12	4,479	7,515	36.96	27.16	418,168	296,138	178,329	
1870	†	1,176	6,986	6,919	213	6	4	4,909	7,806	35.60	26.80	431,134	320,803	202,240	
1871	†	1,260	7,116	7,823	289	6	10	5,483	8,587	36.00	27.80	460,629	341,938	211,562	
1872	†	1,317	7,400	8,438	365	6	10	5,901	9,320	36.00	28.66	475,499	340,789	214,905	
1873	†	1,266	7,814	8,397	419	6	10	6,091	10,193	36.28	27.68	491,344	347,572	204,204	
1874	†	1,195	8,026	8,797	375	6	14	6,273	10,739	35.95	27.67	506,385	367,095	215,656	
1875	†	1,194	8,536	7,062	407	6	16	6,500	11,645	36.68	28.34	533,671	384,012	225,415	
1876	†	1,099	8,963	7,017	454	6	16	6,830	12,222	37.27	28.09	553,920	398,825	229,315	
1877	†	1,086	9,138	7,015	9,948	6	15	7,348	12,518	34.88	28.69	567,859	421,163	251,372	
1878	†	1,119	9,117	7,266	10,218	6	15	7,561	13,023	33.98	27.84	575,474	423,362	256,913	
1879	†	1,140	9,139	7,543	10,457	6	17	7,573	13,579	31.71	26.40	577,353	431,317	264,702	
1880	†	1,162	9,192	7,668	10,590	6	18	7,254	14,314	31.16	26.28	586,556	426,057	259,836	
1881	†	1,161	9,178	7,808	10,741	6	18	6,546	15,230	32.50	27.25	594,730	431,513	254,688	
1882	†	1,170	9,325	8,134	10,751	6	22	6,044	16,037	35.20	27.46	604,739	406,947	253,688	
1883	†	1,171	9,189	7,956	10,874	6	22	5,695	16,521	35.21	27.80	621,042	477,222	276,901	
1884	†	1,183	9,281	8,395	10,436	6	24	5,760	17,359	37.40	30.42	623,151	472,966	284,498	
1885	†	1,202	9,401	8,546	10,949	6	24	5,809	17,906	37.95	29.45	634,407	477,663	281,794	
1886	†	1,195	9,340	8,654	11,628	6	24	5,927	18,748	38.42	29.10	638,156	480,788	284,567	
1887	†	1,199	9,409	8,661	11,762	6	24	6,007	18,205	38.00	29.50	638,448	487,169	294,937	
1888	†	1,193	9,426	8,634	12,082	6	24	5,599	19,518	36.44	30.05	639,248	477,184	291,071	
1889	†	1,188	9,451	8,768	12,088	6	24	5,432	20,361	37.52	30.37	649,606	489,229	304,856	
1890	†	1,202	9,439	8,875	12,094	6	26	5,460	21,107	37.09	30.21	660,495	493,237	306,309	
1891	†	1,198	9,463	8,969	12,178	6	26	5,228	21,541	37.54	30.52	668,541	503,755	317,267	
1892	†	1,193	9,532	8,985	12,332	6	28	4,978	22,275	37.76	30.78	675,024	509,890	321,708	
1893	†	1,185	9,584	9,145	12,387	6	28	4,837	23,464	38.73	30.81	687,150	513,614	324,217	
1894	†	1,191	9,577	9,190	12,456	6	28	5,281	22,782	38.19	31.60	697,228	522,731	331,408	
1895	†	1,193	9,614	9,280	12,517	8	0	5,726	22,117	37.68	31.63	712,941	533,824	339,300	

* No report in 1855.

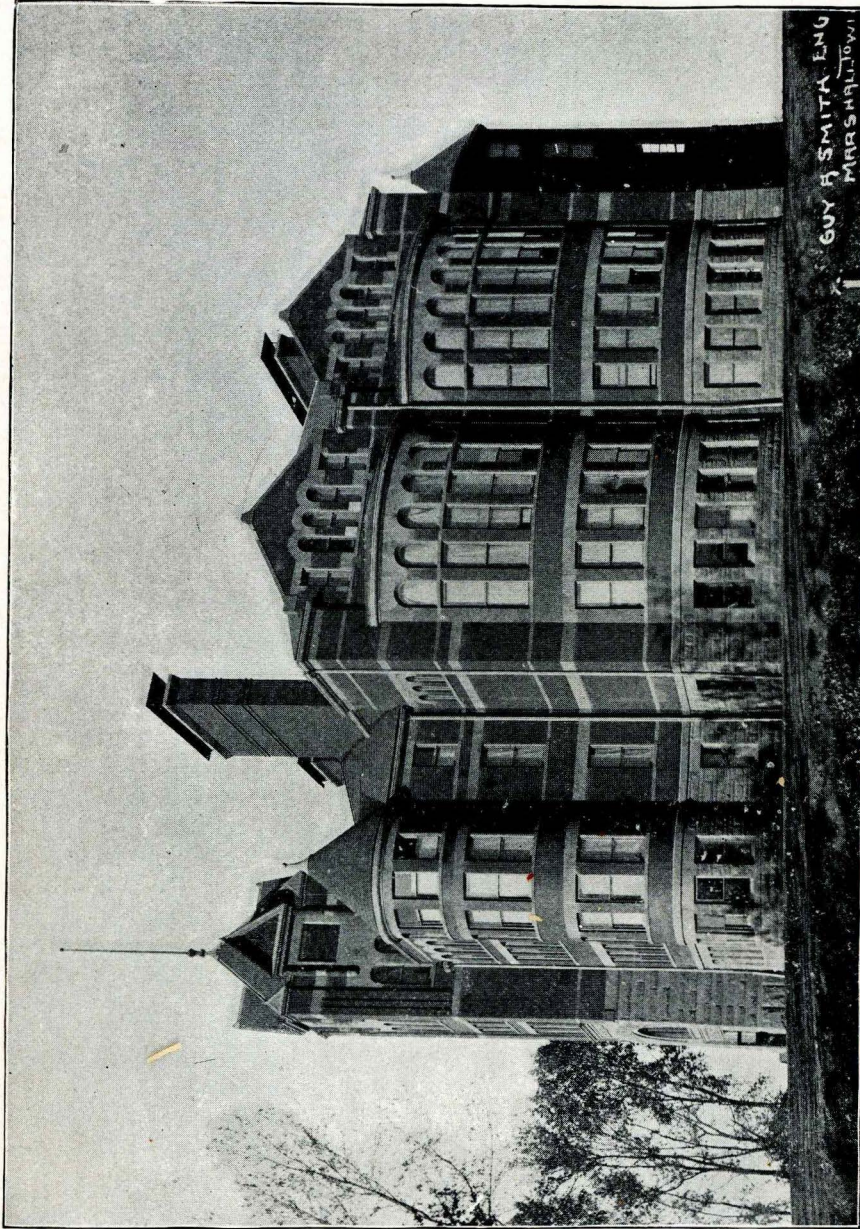
† Including independent districts.

‡ Rooms in graded schools.

Year.	SCHOOLHOUSES.				EXPENDITURES.						Annual interest of permanent fund.	Total equalized assessment of entire state.	Year.	
	Total number.	Value.	No. volumes in libraries.	No. teachers' institutes held.	Teachers' salaries.	Schoolhouses, grounds, libraries, and apparatus.	Fuel and other contingencies.	Total.						
									Annual interest of permanent fund.	Total equalized assessment of entire state.				
	Teachers' salaries.	Schoolhouses, grounds, libraries, and apparatus.	Fuel and other contingencies.	Total.										
1847										\$	12,271,000	1847		
1848	387	\$ 38,506	180		\$ 24,648	\$ 18,278	\$ 1,812	\$ 44,738	\$ 2,185		14,450,000	1848		
1849	522	68,762	287		36,814	30,955	3,450	71,219	6,138		18,509,000	1849		
1850	557	63,412	476		47,502	25,779	3,475	76,756	23,546		22,465,000	1850		
1851	804	99,708	703		54,643	18,822	4,425	77,890	20,600		28,427,000	1851		
1852	859	144,979	943		72,095	31,800	3,730	107,625	36,186		49,540,000	1852		
1853	1,005	170,564	576		87,817	30,224	3,924	121,965	50,155		72,327,000	1853		
1854											68,796	106,895,000	1854	
1855													164,395,000	1855
1856	1,333	265,799	875		147,862	128,437	15,442	291,741	102,718		181,338,000	1856		
1857	1,686	571,064	623		198,142	147,167	19,206	364,515	111,839		210,045,000	1857		
1858	2,182	971,004	249	20	148,574	98,719	51,181	298,474	103,966		179,828,000	1858		
1859	2,620	1,049,747	627	14	166,802	166,802	67,241	617,632	145,035		197,823,000	1859		
1860	3,208	1,206,840	2,325	32	445,468	158,291	52,179	655,938	142,151		193,385,000	1860		
1861	3,479	1,288,837	2,995	33	518,591	134,903	40,953	694,447	140,427		177,451,000	1861		
1862	3,676	1,290,288	3,888	56	515,939	130,805	49,027	704,771	155,217		175,000,000	1862		
1863	4,110	1,394,788	3,857	60	570,115	160,253	58,289	788,657	122,766		167,109,000	1863		
1864	4,274	1,739,131	4,840	63	686,672	199,590	78,029	964,291	135,329		165,000,000	1864		
1865	4,635	2,183,738	6,389	59	856,725	297,453	111,489	1,265,667	138,840		215,063,000	1865		
1866	5,009	2,836,757	10,334	69	1,006,623	572,593	158,739	1,737,957	165,344		220,000,000	1866		
1867	5,454	3,450,978	9,303	67	1,161,653	692,034	185,910	2,039,597	177,791		256,517,000	1867		
1868	6,000	4,397,944	8,776	65	1,330,823	917,604	415,484	2,663,911	201,403		260,000,000	1868		
1869	6,407	5,374,542	8,932	74	1,438,964	941,884	466,186	3,146,034	204,604		295,000,000	1869		
1870	6,888	6,191,633	11,399	78	1,636,951	1,038,404	378,065	3,043,420	238,356		300,000,000	1870		
1871	7,598	6,868,910	11,482	73	1,900,893	935,617	432,680	3,269,190	226,111		349,098,000	1871		
1872	8,253	7,495,926	11,633	85	2,130,407	1,212,722	722,897	4,065,666	249,077		366,076,000	1872		
1873	8,856	8,164,325	12,944	84	2,248,676	1,184,083	796,695	4,229,454	275,789		369,124,000	1873		
1874	9,228	8,232,935	10,719	92	2,447,430	1,154,745	832,646	4,443,822	304,836		374,340,000	1874		
1875	9,528	8,617,956	13,120	97	2,598,440	1,114,684	892,626	4,605,749	318,997		395,423,000	1875		
1876	9,908	9,375,833	17,122	98	2,784,099	1,168,057	1,205,618	4,957,774	283,021		401,284,000	1876		
1877	10,296	9,044,973	17,329	99	2,953,645	1,106,788	1,136,995	5,197,428	276,960		404,670,000	1877		
1878	10,566	9,161,701	20,587	99	3,011,230	1,101,956	990,213	5,103,399	284,013		401,488,000	1878		
1879	10,791	9,066,145	22,581	99	2,927,308	1,149,718	979,452	5,051,478	276,218		405,665,000			

CONDENSED COMPARISON FOR LAST FIVE YEARS.

ITEMS COMPARED.	1891.	1892.	1893.	1894.	1895.
Number of ungraded schools.....	12,178	12,322	12,387	12,456	12,517
Rooms in graded schools.....	3,854	4,123	4,328	4,520	4,777
Whole number of schoolrooms.....	16,032	16,445	16,715	16,976	17,294
Average number of days taught.....	156	158	156	158	160
Number of schoolhouses.....	13,129	13,275	13,433	13,519	13,613
Value of schoolhouses.	\$13,184,944	\$13,800,152	\$15,110,494	\$15,007,468	\$15,645,543
Schoolhouses built during the year.....	No data	No data	No data	347	305
Schoolhouses with flags.....	No data	No data	2,862	3,446	4,195
Enumeration between 5 and 21.....	668,541	675,024	687,150	697,228	712,941
Number enrolled in school.....	503,755	509,830	513,614	522,731	533,824
Average daily attendance.....	317,267	321,708	324,217	331,408	339,300
Average No. enrolled to each teacher.....	31	31	30	30	30
Average monthly tuition per pupil.....	\$ 1.80	\$ 1.81	\$ 1.89	\$ 1.89	\$ 1.87
Male teachers employed.....	5,228	4,978	4,837	5,281	5,726
Female teachers employed.....	21,541	22,275	23,464	22,782	22,117
Total different teachers employed.....	26,769	27,253	28,301	28,063	27,843
Average monthly wages, males.....	\$ 37.54	\$ 37.76	\$ 38.73	\$ 38.19	\$ 37.68
Average monthly wages, females.....	30.52	30.78	30.81	31.60	31.63
Teachers necessary to supply all schools....	16,377	16,702	17,084	17,366	17,677
Schools teaching effects of stimulants.	15,249	15,837	15,993	16,686	16,987
Teachers enrolled in normal institutes....	18,655	18,955	19,207	22,360	21,968
Expended for normal institutes.....	\$ 52,807	\$ 52,934	\$ 53,208	\$ 59,063	\$ 62,140
Average yearly salary of county supts.....	1,174	1,177	1,191	1,203	1,220
Paid for teachers' salaries.....	4,458,590	4,589,236	4,789,323	4,957,251	5,075,492
For all other purposes..	2,685,608	2,832,316	3,124,052	3,303,289	3,242,383
Total amount expended.....	7,144,198	7,421,552	7,913,375	8,260,540	8,317,875



HIGH SCHOOL BUILDING, MARSHALLTOWN

TWENTY-SEVENTH BIENNIAL REPORT
OF THE
Superintendent of Public Instruction.

INTRODUCTION.

The value of a report consists in the accuracy of the statistical tables and in the importance of the information contained in its pages. In Iowa the statute makes it the duty of the superintendent of public instruction to communicate whatever plans he may have in mind for the more perfect organization and the improvement of the common schools. This duty is one of the gravest imposed upon him by the law. In a great state like Iowa no one mind can grasp the entire situation and do justice to it in every particular.

Accordingly in compiling this report we have availed ourselves of the thoughts and opinions of the best minds in our schools. We have made no recommendations which we do not believe to be fully warranted by the experience and sound judgment of our ablest teachers. Further than this we have included no recommendations which we do not believe demanded by the immediate and imperative needs of our schools.

The new census shows us that there are over two millions of people within our borders. The school system must grow as the state grows. That which was sufficient twenty years ago is not adequate for to-day. This applies to teachers, to buildings, to text-books and libraries, in fact to everything pertaining to the school. Nearly five hundred and fifty thousand children come to the doors of our school rooms every year for instruction. Owing to circumstances which no one can control, this

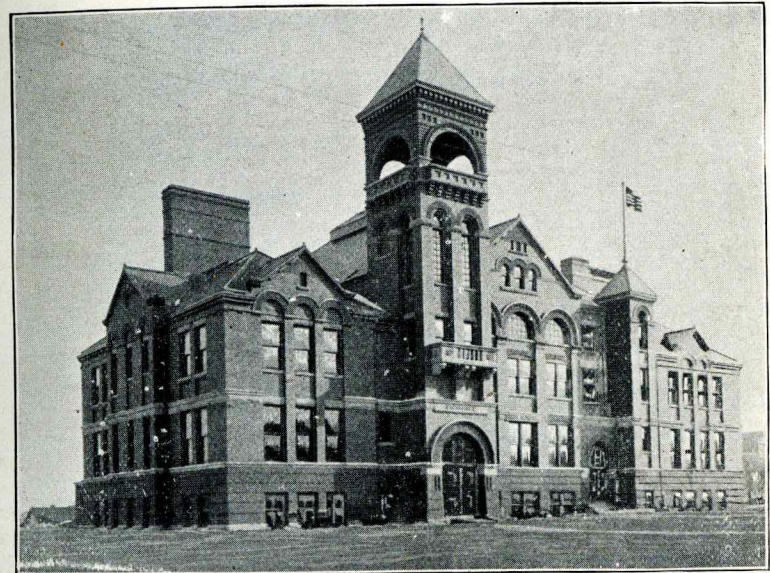
instruction must in many instances be of the most limited character.

There is such a thing as a wise economy in school affairs. But to deprive these children of the benefit of teachers skilled in the best methods, of books best calculated to inform and strengthen the mind, of schoolhouses built in accordance with the most enlightened sanitary requirements,—in short, to withhold any of the influences or environments calculated to make them upright, moral citizens, is worse than a blunder on the part of the state. It is a crime which cannot be atoned for in the lifetime of a generation.

Iowa spends eight and a half millions annually on her public schools. This is over four dollars to each man, woman, and child of the population. The question that confronts us is not how to lessen this sum, but how to get the best possible results from the money expended. If by wisely legislating we can double the efficiency of our schools, we at the same time more than double the value received for every dollar invested. But the value of the school to the child cannot be measured by dollars and cents. If through the unwillingness of the public to provide efficient means of instruction the opportunities of childhood are lost, they are lost forever. If the child is crippled, the man will be lame all his life.

We come to the body of this report in the spirit of Horace Mann:

The public school knows no distinction of rich and poor, of bond and free, or between those who, in the imperfect light of this world, are seeking through different avenues to reach the gate of heaven. Without money and without price, it throws open its doors, and spreads the table of its bounty for all the children of the state. Like the sun, it shines not only upon the good, but upon the evil, that they may become good; and, like the rain, its blessings descend not only upon the just, but upon the unjust, that their injustice may depart from them, and be known no more.



North Des Moines High School, Fourteen Rooms, Cost \$30,000.

TEACHERS.

THE GREAT NEED OF OUR SCHOOLS.

MEANS OF TRAINING TEACHERS.

SUMMER SCHOOLS.

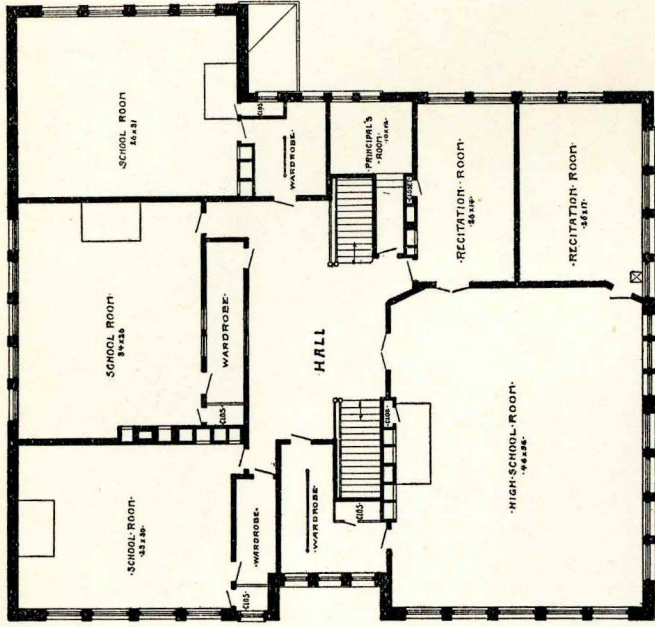
HIGH SCHOOLS.

COLLEGES.

TRAINING CLASSES.

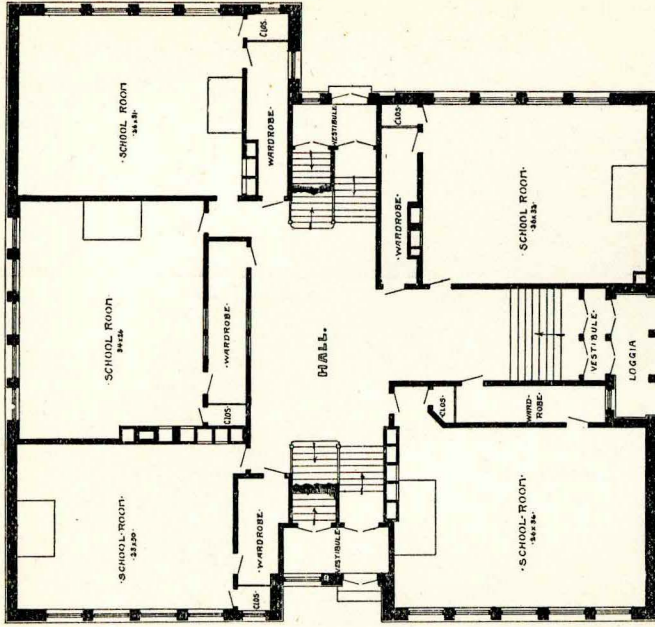
ADDITIONAL NORMALS.

INSTITUTES.



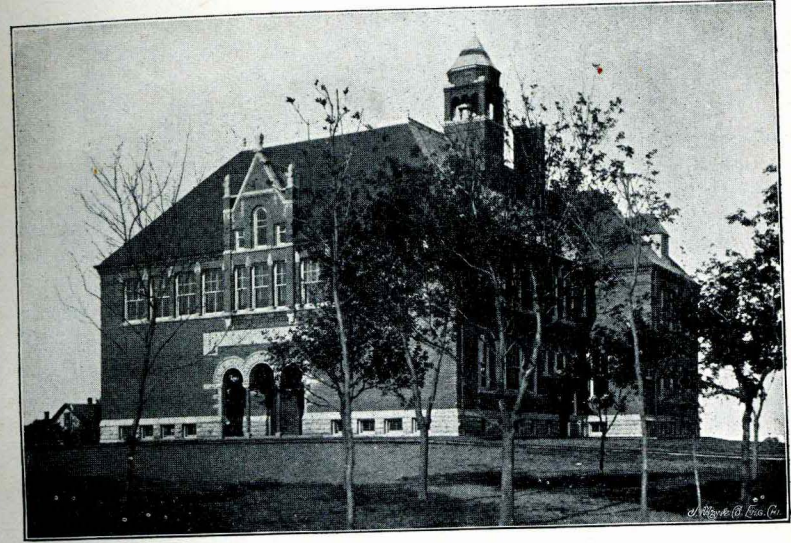
SECOND FLOOR PLAN.

SCHOOL HOUSE AT SPENCER, IOWA.



FIRST FLOOR PLAN.

SCHOOL HOUSE AT SPENCER, IOWA.



Spencer. Ten Rooms, Cost \$20,000.

THE GREAT NEED OF OUR SCHOOLS.

There is no educational question before the public of greater moment than how to secure and to maintain a supply of competent teachers for the public schools. Other states have already recognized this fact and are shaping legislation so as to meet it.

Massachusetts has just opened four new normal schools, making ten in that state. Illinois through its last legislature provided for two additional schools, making five in all. Wisconsin has six normals, with a new one to be opened the coming summer. Within the last four years the accommodations for students in her normal schools have been doubled. Pennsylvania has a peculiar system. That state is divided into thirteen normal school districts. The buildings are in the main furnished by the city in which the school is located, and each school is supported largely by local patronage. Yet during the year ending June 5, 1894, the special and direct appropriations for normal schools were over \$409,000. During the same year, in order to encourage and aid normal students, Pennsylvania paid out \$111,700. In 1894 Minnesota expended \$27,000 state appropriation for the support of institutes and training schools, \$38,000 for the support of state high schools, and \$88,000 for normal schools. During the biennial period 1893-4 California expended \$251,600 for the support and improvement of three normal schools. Rhode Island has just erected a new building for her normal school, at an expense of \$300,000. The last legislature of New York put a law upon the statute book that after January 1, 1897, no one shall be allowed to teach in a school supported by public funds who has not had some degree of special preparation for the work. According to the report of the state superintendent, New York expended in 1893 for teachers' institutes, \$28,145; for teachers' training classes, \$51,770, and for normal schools, \$320,135.

This expensive legislation has been brought about by a rapidly growing sentiment that the great need of the schools is an increase in the number of really competent teachers.

What means have we in Iowa for supplying teachers with special training for their work? Our county institutes cost the state only \$4,500 annually. True, the amount expended on them is over \$50,000, but with the exception of the \$50 paid by the state to each county, the whole amount is paid directly by the teachers. Our one normal school at Cedar Falls turns out from its different courses 150 graduates each year. A much larger number of teachers receive partial instruction covering one year or more. We have a few private normals which do good work. Our state university and some of our denominational colleges have excellent chairs of pedagogy. But when we recall the fact that 25,000 teachers are in our schools each year, that it requires nearly 17,700 to fill our school rooms at one time, we realize that our present means of training teachers for our common schools are entirely inadequate.

The statistics show that during the school year 1894-5, 3,876 teachers in our schools had no experience, and that 3,852 others had an experience of less than one year.

The schools in our towns and cities absorb nearly all the graduates of the normal school, and are also continually on the lookout for other teachers with preparation for their work, so that this army of young and inexperienced teachers find their places of work in the country schools or in those of our smaller villages. And this is repeated year after year.

We do not think it necessary to argue this point. It is conceded by every intelligent person who has given the subject any thought, that special preparation on the part of the teacher is as necessary as in any other calling or profession. We may as well look the matter squarely in the face. There is every reason to speak well of the teachers of Iowa. We have met them in associations, in institutes, and in their schools, and we know that they are doing work of which they have no reason to be ashamed. Yet only 11,848 first grade certificates have been granted during the past year, while in the same period 14,336 second grade certificates were issued, and 1,145 third grade, and this in view of the fact that the standard of county examinations is not as high as it should be. In the last ten years the increase of those holding first grade certificates has been only about 4 per cent.

We are aware that this is not a sure criterion of the condition of our teachers. The law makes no distinction between

different grades of certificates. Hence the standard varies in different counties, as each superintendent makes his own. Again, very much depends upon the closeness with which the examiner scrutinizes the papers of the candidates. Various other conditions affect the importance to be attached to these figures, but there is enough value in them to show us that our advancement is not rapid, and that there is abundant reason why we should address ourselves to the task of raising the standard of qualifications, and at the same time of placing within the reach of our teachers the means of meeting such requirements as may be reasonably demanded of them.

There are two points to be kept in view. The teachers in our common schools must have a thorough knowledge of the branches they are required to teach. No supplementary knowledge can supply a deficiency in the common English branches. We cannot expect them to teach without the use of a text-book, hence it becomes all the more necessary to instruct them how to use the text-book to the best advantage. The other point is that more teachers fail in school management, than in any other particular. They may have the requisite knowledge, but they do not possess the faculty of putting the affairs of the school in running order, and of keeping them so.

The larger part of our teachers, when they begin their work have never seen any other school than that which they attended, and hence have no high ideal in their minds toward which they are to work. As the average time of teaching in this state is not far from four years, it is apparent that every teacher should come to the work with a fair degree of skill, and not be compelled as at present to gain most of her knowledge of the practice of teaching, through costly experiment, and to the harm and neglect of her school. The children and youth of Iowa are worthy the very best teachers that can be secured for them.

Before they enter the school room, these teachers need the directions which an experienced teacher alone can give them, so that they may avoid those practices of discipline and government which nullify and destroy even the best methods of instruction.

These are the simplest and yet the most pressing wants of the majority of our teachers. They must have a better academical preparation, and broader and more practical ideas of what constitutes an acceptable school. Other qualifications are not to be overlooked, such as character, the teaching spirit, and a

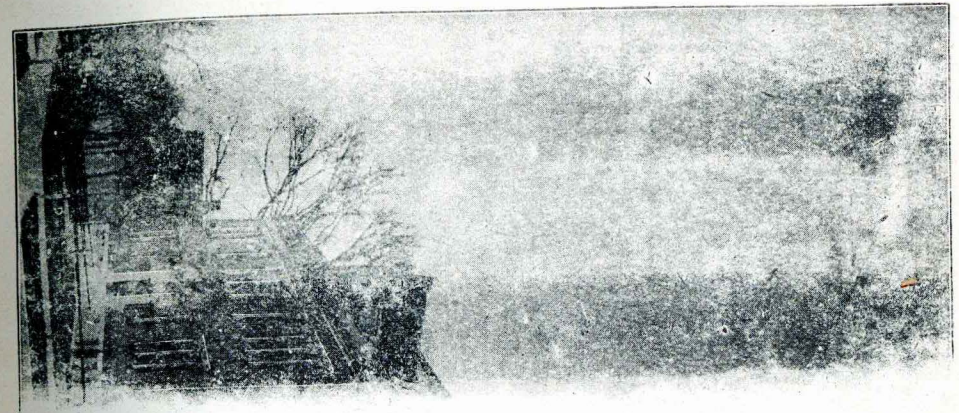
clear understanding of the purposes of an education, but these two are the minimum, without which no teacher can be successful in our common schools.

Nor is this lowering the standard of common school education. Rather, it is raising it. If as the result of their schooling, boys and girls can read intelligently, and if they have at the same time acquired a taste for good reading, if they can compute rapidly or accurately so as to meet the requirements of ordinary business transactions, if they can use the English language so as to express themselves clearly, if they write, spell, capitalize and punctuate so as not to attract attention by their ignorance, if they have such a knowledge of the government under which they live and of their country's history, that they are proud of their heritage, and determined to preserve it,—if above all things else they have become animated with the desire to live as worthy men and noble women, the teacher of that school has laid the foundations upon which a grand life may be reared, although the child may never see the inside of a college or even of a high school.

Elementary education is at the foundation not alone of all higher education, but it is the basis of good citizenship, because it is all the education which the great majority of our citizens obtain from the schools. In order that this work may be well done the state must bring the means of efficient preparation to the very doors of the teachers, and having done that, debar from the position of teacher all those who will not avail themselves of this proffered aid.

MEANS OF TRAINING TEACHERS.

There is a greater demand than ever before for good teachers. Some school boards will have none except those who hold first grade certificates. Other boards will have none but those with successful experience. Still others require that every candidate must be a graduate of some school that makes a specialty of preparing teachers for their work. The state should encourage this tendency on the part of boards, because it is so plainly in the interest of good schools. To meet this demand for trained teachers, various means are at our disposal.



SUMMER SCHOOLS.

In Minnesota the law provides for a summer school at the state university. At the session held in 1894, over 1,000 teachers were in attendance. They were experienced teachers representing every grade of work.

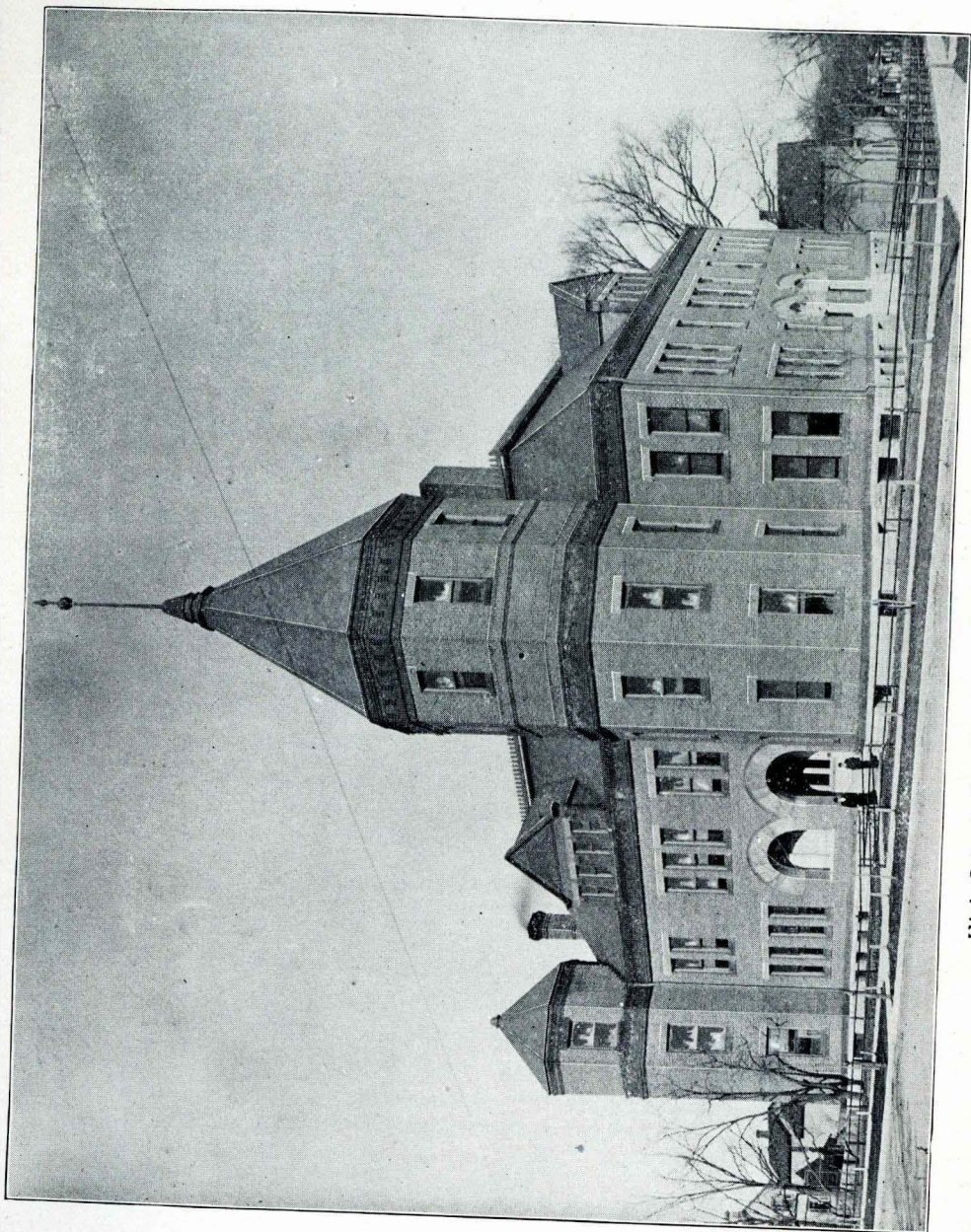
Provision should be made at our state university, during the summer vacation, for a summer school of a grade suitable for the teachers of the high schools. We have there libraries, apparatus, laboratories, museums, lecture rooms, and all the other accessories needed to make such a school a success. A similar school for grade teachers should be held at the same time at the state normal school.

We could thus put to a most profitable use the educational equipments of these institutions, which now, at that time of the year, are of no use whatever to the state. These schools would afford to our teachers the means of healthy growth in the subjects taught, and would send them back to their schools with higher aspirations, and with new and fresh enthusiasm. They could do a work for these teachers that the county normals cannot do, on account of the limitations which surround them.

THE HIGH SCHOOLS.

In the state there are something over 130 high schools with a four years' course of instruction. Many of these schools have fair libraries and apparatus, and competent instructors. The state ought to utilize these schools in the training of teachers. The instructors in these schools are many of them graduates of the normal school, the university, or of some reputable college, and the quality of high school work is improving every year. Many of their graduates go directly into our schools, without further preparation. If they have been rightly trained under a skillful teacher, these graduates have habits of thought and study, and a practical knowledge of schools gained in their course through the different grades, which gives them the key to success, and is often a fair substitute for more special preparation.

It is not true that a teacher cannot succeed without some special training. Neither is it true that professional training will supply all deficiencies in other respects. Yet it is true that a good teacher may be vastly improved if rightly instructed in the essentials of her work.



High School, East Des Moines. Ten Rooms, Cost \$50,000.

It is possible to inaugurate in the last year of the high school course, a thorough review of the common English branches, with one or two terms of work in the study of school management for the special benefit of those intending to teach. These schools should have such recognition by the state as would prove an incentive to them to arrange their courses of study so as to meet the approval of the superintendent of public instruction.

COLLEGES.

So great are the educational wants of this vast state that we ought to avail ourselves of every possible means of inducing the best talent among the graduates of our colleges to enter the profession of teaching. These graduates furnish a large proportion of our high school teachers, and many others are employed as principals in many of our smaller towns and villages, giving part of their time to supervision as well as to teaching.

Some of the smaller colleges are doing most effective educational work. They should be encouraged to make the principles of education and the art of school management part of their course, and then their graduates, having had one year's successful experience after their graduation, should be eligible to the state certificate without further examination, and at the expiration of the state certificate, to the state diploma, provided they furnish the state board of examiners satisfactory proofs of success.

TRAINING CLASSES.

New York appropriates annually out of certain funds the sum of \$60,000 for instruction in the science and practice of common school teaching, under rules and regulations prescribed by the superintendent of public instruction. The design of the law is primarily to supply competent persons to act as teachers in the rural schools.

We have taken much pains to investigate this feature of the New York school law, with a view to determine its adaptability to our wants in Iowa.

The comments from those who have a practical knowledge of its workings are so favorable, that we feel warranted in recommending a calm and candid consideration of its merits. We quote as follows from the last New York report:

No expenditure made by the state for education has yielded better returns than can be shown in the improvement of the teaching service through the agency of the teachers' training classes. This demand for

good teachers is not only filling our normal schools and colleges to overflowing, but is increasing the attendance in and demonstrating the necessity of training classes. I can see in the encouragement and development of these classes great possibilities in the direction of an improved teaching service. They partake, in a certain degree, of the nature of normal schools, and if they can be established on a firm basis, substantially aided and properly supervised, the course of study provided for them can be articulated with that of the normal schools, and thus form an important link in the development of an efficient plan to secure trained teachers for all our schools.

We are also allowed to quote from a private letter from one of the supervisors of teachers' training classes:

I am convinced that we have the right plan of training teachers for rural schools. Our plan is to establish in one hundred or more union schools or academies, training class departments, requiring as a basis of admission a minimum standard of scholarship, and laying out a course of study that shall cover a review of subject matter and at the same time give to the members of these classes during the year considerable work in the history and philosophy of education and of questioning and in methods. The members of the class also will have ample opportunity to observe methods of teaching, and frequently to act as substitutes, thus securing the experience which comes from actual practical school work.

We have printed the main features of this law, with some additional comments under the title: Important School Legislation in Other States.

ADDITIONAL NORMAL SCHOOLS.

We have in Iowa, with the one now in process of erection, four hospitals for the insane, two penitentiaries, an industrial school for boys at Eldora, and one for girls at Mitchellville. The deaf and dumb, the blind, the feeble minded, are all well provided for. It is time for us to turn our immediate attention to making preparation for more normal schools. This present general assembly ought to appoint a commission to select a site and to obtain necessary estimates with a view of submitting them to the Twenty-seventh General Assembly.

We need one school for training teachers in each section of the state. These schools need not necessarily be of equal grade with the one at Cedar Falls. A course of two years, confined strictly to preparation of teachers in elementary work, would, under our present circumstances, prove most favorable. The work of preparation for high school positions and for the upper grades, can well be left to the school at Cedar Falls and to the state university.

This plan spreads the expense of establishing these normals over several years, and therefore would prove far from burdensome to the state.

Leaving to the state normal already established and to the university the work they are now doing so well, these additional schools should be made to subserve the interests of the rural schools. Their course of study should be made to bear directly upon rural life and its environments. The instructors should be chosen because of their peculiar fitness for that distinctive line of work. We commend this subject with great earnestness to the thoughtful consideration of the members of the general assembly.

THE INSTITUTES.

The usefulness of the teachers' institutes is beyond question. As at present conducted they form an essential and almost indispensable means of partially instructing teachers for our common schools. Their origin dates back to almost the earliest days of our statehood, and many of our strongest men and women of these times were enthusiastic instructors in them.

The institute law of 1874 made a radical change in the nature of the institute, and a consequent change in the manner of conducting it. Previous to that time there was no fee charged for enrollment, and while the schools were closed and teachers were compelled to attend the institute, they were paid the same as though present in their schools. There was an element of fairness and justice in this provision, and it should have been retained in the present law. The state pays \$200 into the treasury of the agricultural fair in each county in which the fair is held, intended as an encouragement to these fairs. This is right, it is wise, the state can well afford it. But why should not the state deal as liberally by the institute as by the fair? Is agriculture of more consequence than general education? Can the farms or the product of the farms be for a moment compared with the welfare of our children? If we could we would submit the question to the intelligent people of Iowa, and willingly abide the result. The least the state can do, if it would deal righteously, would be to pay into the institute treasury each year such a sum as would release from the enrollment fee every person in the county who is actively engaged in the work of teaching. Even then as long as each teacher must pay an examination fee, the teachers of the county would still

furnish one-half the funds by which the institute is supported.

The instruction given in the institutes is not of as high grade as it should be. The character of the institute differs greatly in different counties, and is likely to vary with every change of county superintendent. The opinion is prevalent that too much time is given to cursory reviews, with the aim continually in sight of passing an examination and obtaining a certificate. To give this motive prominence destroys the life of the institute, kills all enthusiasm, and tends to bring the instruction down to the level of the district school.

It is both the quantity and the quality of academic instruction with which we find fault. We get superficial results when we attempt to cover in two weeks' time subject matter which would require at least a whole year of schooling, to do it any justice. Many of the teachers come to the institute, it is true, with very meager preparation, and this must continue until the state furnishes additional means of preparation, and insists upon a higher standard of qualifications on the part of those who aspire to be teachers.

Then again the work of instruction is often in incompetent hands. Not that the majority of the instructors are not conscientious, and desirous of doing the best they can. We believe they are eminently so. But many of them do not distinguish between teaching teachers and teaching children. Consequently under their tuition, teachers learn their lessons, just as too many children in school learn theirs, with a view to recitation only. They are not required to prepare a limited amount of work in the manner they ought to prepare it to present to their classes. The aim of the exercise does not reach beyond the recitation. The instructors fail to grasp the full intent and purpose of the institute.

The institute must be kept close to its original purpose, "the instruction of teachers and of those who may desire to teach." All others should be excluded from its rolls. The instructors should be chosen solely on account of their fitness for the work of instructing teachers. To appoint an instructor because of his locality, or for no other reason than that his influence may be available at some future time, or for some political reason, robs the teachers of their hard earned money, of their time, which is worth more than money, and defeats the purpose for which the institute is maintained.

At present this department has little control over the appointment of instructors in the institutes. There should be some requirements established, some limitations fixed by law, so that only the best material shall be selected for these responsible positions. The state by enactment can put up a bar to exclude incompetent persons much easier than the county superintendent can.

The institute fund is very large. We call attention to its gradual growth. In 1886 there was expended for instruction, \$41,417, for incidentals, \$8,363, unexpended balances, \$16,361, making a total of \$66,142. During this present year we have paid for instruction, \$52,427, for incidentals, \$9,713, unexpended balances, \$18,188, making a total of \$80,328. During the institute season of 1895, 21,968 teachers were in attendance against 18,026 in 1886.

It is much to the credit of the county superintendents that there are no charges of defalcation or fraud in the expenditure of these funds. Their disbursement should remain in the hands of the superintendent, but at the same time the board of supervisors ought to hold him to a strict accountability, and settle with him as rigidly as with any other county officer. There are many counties in which they do not do this, and thus fail to conform to the plain provisions of the law.

These funds should not be frittered away for unworthy purposes, nor should they be hoarded in the county treasury. The report at the end of the year should show that every dollar has been expended for the direct benefit of the teachers by whom it was contributed.

In this connection we have urged upon county superintendents, in counties carrying sufficient funds, to hold in the course of the year, usually in the spring, an inspirational institute. It should be ungraded and under the care of such experts in educational matters that the best teachers in the county would be glad to attend. The instructors should be persons who have something to say that is worth hearing. It should be full of fire and enthusiasm, and have something especially in the way of lectures that would draw the attention of the people to what is going on. Wherever this has been tried it has been a marked success.

In connection with a summer school for teachers at the state university, to which reference is made in another part of this report, there should be a section devoted in the main to the

interests of those who desire to work as instructors in institutes. This would prove of immense benefit to them, and through them to the teachers of the state.

It is found necessary in other states to provide means for a careful inspection by competent persons of the work done in the institutes. Such a provision should be made in Iowa. The sums expended are too vast, the interests involved are of too great moment to be longer neglected. It is impossible for the superintendent of public instruction to visit more than twenty-five of these institutes in a year. For his knowledge of them he must depend very largely upon the reports from the county superintendents. He should have the power, or rather it should be made his duty, to appoint as his agents, men and women eminently qualified, who should visit institutes as directed by him, inspect class work, lecture to the teachers and to the public on educational matters, and make a report to be incorporated with his report to the general assembly, and he should have a sufficient sum at his disposal to pay their expenses and a reasonable compensation.

The following considerations are pertinent to this whole subject:

The county superintendent, or whatever officer controls the institute, needs to have a better understanding of the relations which ought to exist between his annual institute and the work in his county. He needs to appreciate the fact that raising the grade of teachers' certificates is no criterion at all of a successful institute, especially when it ends there; that unless in his visits to the schools under his care he can see the results of the institute cropping out in increased enthusiasm and in improved methods of teaching, he cannot consider that his institute was in any respect a success.

As soon as the officer who has charge of the school interests of a county begins to look for results, he will also study the means by which he hopes to accomplish these results, and his investigations will lead him to the conclusion that not every good teacher is fitted to be a good institute instructor, and that not every good instructor is fitted to be a good institute conductor. The whole instruction of the institute must have unity if it is to have strength. There should be running through all its work the influence of one strong, clear, discriminating mind, guiding and directing every exercise to one end, and that end should be to increase and strengthen the teaching power of the teachers.

As soon as it becomes apparent that the academical instruction in the institute is incidental to the professional, and that the main purpose is to make teachers more skillful, and hence more self-reliant in the work of the school, then there will be less pressure from those who never expect to

teach, and a better attendance of those who really desire to become experts in the profession.

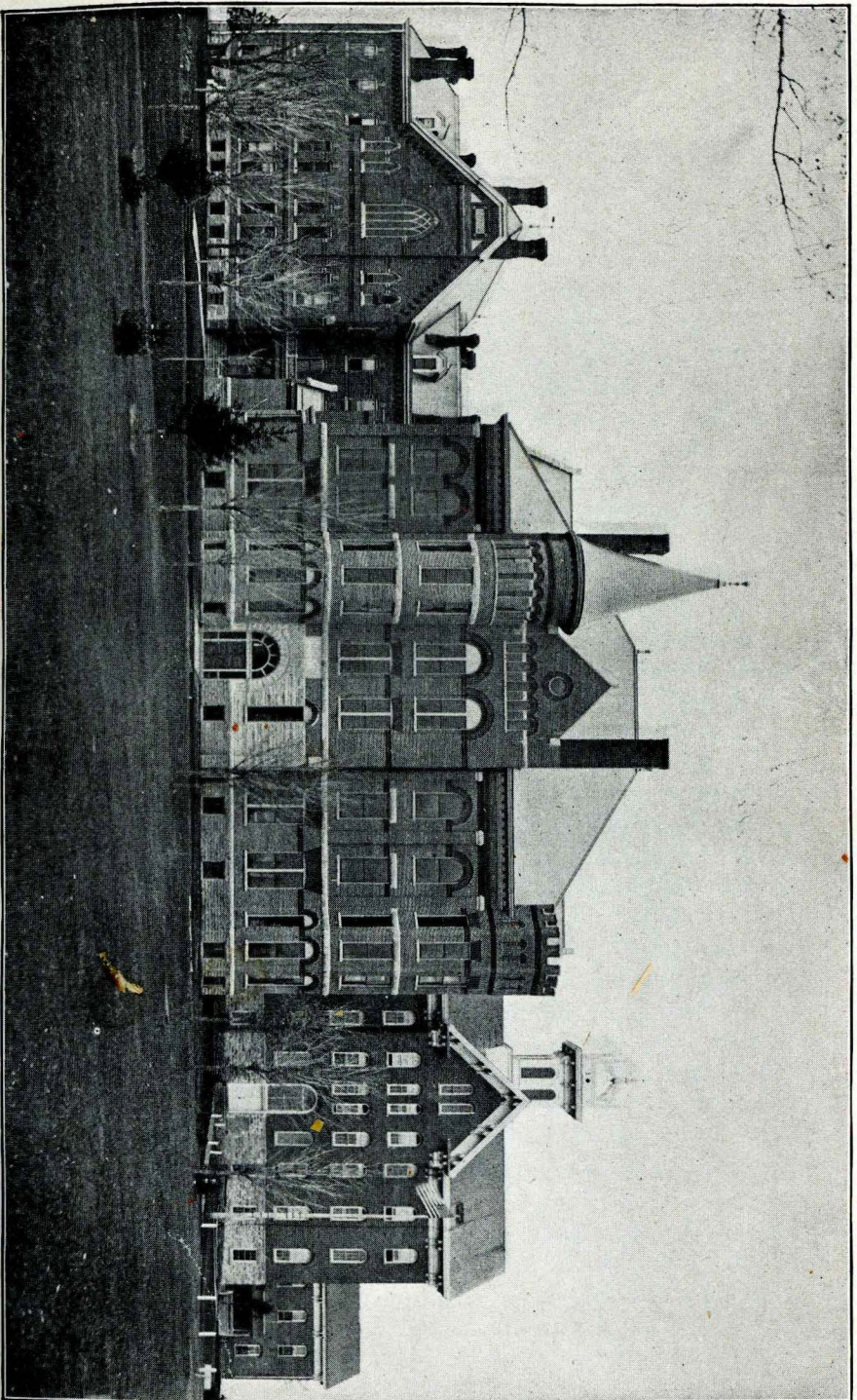
The professional work, if it is to reach the highest degree of success, must be given by those who are adepts in methods of imparting knowledge, who have that enthusiasm which begets enthusiasm, who are to the teachers in the classes as the steel is to the flint, and whose instructions are guided by that wise philosophy which induces a spontaneous, yet lasting, self-activity on the part of the learner.



Sheldon. Fourteen Rooms, Cost \$30,000.

ACTIVE EDUCATIONAL FORCES.

NORMAL SCHOOL.
STATE UNIVERSITY.
STATE TEACHERS' ASSOCIATION.
AUXILIARY ASSOCIATIONS.
OTHER ASSOCIATIONS.



SOUTH HALL

CENTRAL HALL.
State Normal School Buildings.

NORTH HALL.

NORMAL SCHOOL.

It is not necessary to add much to the reports of the board of directors and president of the normal school at Cedar Falls. They have asked for nothing which is not almost an absolute necessity. We desire, however, to emphasize the need of a larger teaching force. The present instructors receive a smaller salary than they could obtain for their services in graded schools, yet they have not in one instance failed to respond to the demands made upon them by the steadily increasing number of students.

In order to meet the exigencies of the situation during the past two years, the board, after transferring from the students' contingent to the teachers' fund, all that could safely be taken, have been forced to engage new teachers at salaries altogether disproportionate to the work expected of them. This state of affairs ought not to continue. The people have great confidence in the school, and send their young men and young women there expecting that the time and expense will be fully recompensed by their increased fitness for the position of teacher. The board do not ask for any more than the demands of the school require, if we are to meet the expectations of those for whose benefit the school was established.

It is not every grade teacher who is fitted to instruct in a normal school. We need here the most skillful, the best trained, and the most thoughtful instructors that we can obtain. We need teachers of strong personality, who can make so deep an impression upon the students, that the schools in which these students are employed as teachers, will feel the influence of their normal training.

The school is worthy of commendation in all its departments. The board both as a body and individually take great interest in the welfare and in the progress of the students. In addition to their regular meetings, a committee of their number visit the school every term, mingle freely with the students, confer with the officers, and carefully inspect all its workings. The usefulness of the school has been greatly enhanced by the

continuous good will and kindly feeling which pervades every department of the institution.

The contingent fund must also be largely increased. In several lines there is urgent call for better opportunities than can now be afforded. In short, the school stands in need of a more generous and a more ample support from the state. The work it is doing extends into nearly every county, and its influence is felt in all grades of schools. There is a great and increasing demand for teachers who have had suitable special training for their work. The school at Cedar Falls is doing all in this direction that we can expect of it under present conditions. It will do more for our schools just in proportion as the state will furnish the means.

To correct an erroneous impression that the normal school is educating teachers for our high schools only, we call attention to the statement of the president upon this point. Probably no school of its kind is doing better work for the teachers in our elementary schools. We quote directly from president Seerley's report:

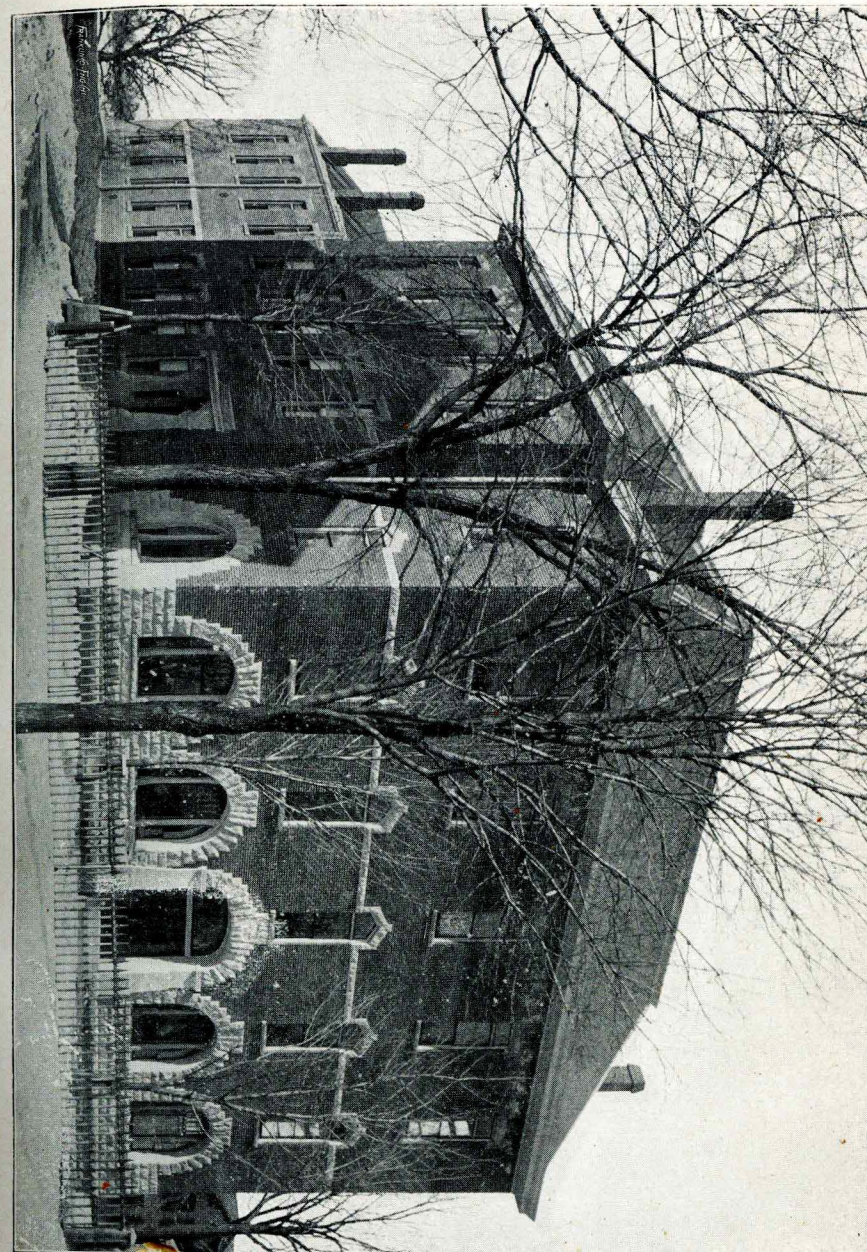
The statistics, as well as the catalogue, show that a large number of the students instructed in this school are country school teachers, and a large number of those enrolled in the first year of the course do not finish more than that at any one time, and then return to the country schools to teach. At least five hundred enrolled in the year 1894-95 will not be in school the next year, but will be teaching in the country districts of Iowa, saving their wages with the hope of returning before long to continue their education.

Very great pains have been taken so to arrange the curriculum of studies that these teachers with limited time and more limited means may get the education and training which will best fit them for work in the rural schools.

STATE UNIVERSITY.

The needs of the university are clearly set forth in the reports of the board of regents and the president. The recommendations and suggestions embodied in the reports are worthy very careful consideration.

In the collegiate department, many of the classes are reciting in rooms overcrowded, dark, and ill-ventilated, a positive



Dental Hall, Iowa State University.

menace to the health of the students. The library, of over forty thousand volumes, one of the most valuable collections of books west of the Mississippi, is in a room over the physical laboratory, where notwithstanding all the care that is taken, it is in constant danger of destruction by fire. This includes the famous Talbot library, a gift to the university, and which alone is worth \$20,000.

The natural history collection in the science building has given the university a reputation at Harvard and Yale, with the Smithsonian Institution, and even among the scientists of Europe. Some of the most valuable specimens of this collection are stored under the roof in the garret, boxed up, because no proper provision has yet been made for displaying them.

This collection should be removed as soon as possible to a fireproof building. If it should be destroyed, not only a large sum of money, but the patient labors of twenty-five years would be required to replace that part of it which could now be collected. The regents state the whole truth when they say that much of this collection can never be again secured, because of the extinction of species. It is almost criminal to allow either the library or the museum to remain longer in this exposed condition.

No one acquainted with the results which the university is accomplishing can help wondering that, with the inadequate appliances at the disposal of the regents, so high a standard has been attained in all departments of university work. The competition between schools of true university grade is as strong as in any other line of work. Rival universities are well supplied with buildings, libraries, apparatus, endowments, and everything which conduces to success. Our state university is deficient in most of these particulars, and yet the institution is steadily gaining in rank and reputation. This has been accomplished largely by the energy, enthusiasm, and untiring labors of the several faculties of the different departments. They cannot be too highly commended for their faithfulness to the trust reposed in them by the regents.

It is now an opportune time for the state to come to the rescue of the university. The policy hitherto has been to provide for the immediate wants of the institution so as to enable it to tide over each succeeding biennial period. Consequently the regents have not been able to enter upon any broad, far-reaching plans, looking to that harmonious development of the

university, which alone can make it strong in its work, and worthy this great state. They are forced to spend most of the time, when they meet, in contriving how to dole out the pittance at their disposal so as to satisfy some present emergency, without regard to what the future may require. Such action is suicidal and can bring no lasting results. In these days, when life moves so fast, a temporizing policy invites destruction. The state ought to enter upon a line of policy which is to extend over a series of five or even ten years.

While it is for the wisdom of the general assembly to devise how it can best be done, a permanent income, liberal as is worthy of a state out of debt, and fertile in its resources, should be placed at the disposal of the regents, in order that they may plan wisely and well for the substantial growth of the university in the near future. In other states, the tax of a fraction of a mill has been found to be the most effective and least burdensome way of raising a permanent revenue for university purposes. We urge the adoption of this method in Iowa, because we believe it would free the regents from many embarrassments, and would be certain to strengthen the university in every department.

STATE TEACHERS' ASSOCIATION.

During the forty years of its existence the usefulness of the state association has proved the wisdom of the men and women who founded it. It takes rank with the best and most successful of such associations in the entire country. Many of its earlier members are dead, and others have passed out of the profession, but the debt of gratitude the state owes to them can never be paid.

The meeting once a year of so many men and women, representing every phase of educational work in the state, tends to unify, strengthen, and dignify the profession. The college professor and the teacher from the rural school or the village, find that they have common interests, and can be mutually helpful.

At the meeting in December, 1894, the library section and the school directors' convention were incorporated as permanent features of the association, and the minutes of their meetings furnish some of the most interesting papers in the volume

of proceedings. The law passed by the Twenty-fifth General Assembly, authorizing this department to publish the proceedings of the state association, has proved of great benefit to the educational interests of the state. We have thus been enabled to publish two volumes of two hundred pages each, containing papers of lasting value, and to distribute them among the libraries of the state, to members of the general assembly, to members of the association, and to other persons interested in the work of education in Iowa.

As a matter of history we renew the list of those who have acted as presidents of the association, with the present address of those living, as far as we can learn it:

YEAR.	PLACE.	PRESIDENT.	LOCATED THEN.
1854.	Muscatine, Iowa City,	*J. A. Parvin,	Muscatine.
1855.	No meeting was held this year.		
1856.	Iowa City, Muscatine,	†J. L. Enos,	Cedar Rapids.
1857.	Dubuque, Iowa City,	*D. F. Wells,	Iowa State University.
1858.	Davenport,	‡C. C. Nestlerode,	Prin. Union School, Tipton.
1859.	Washington,	*F. Humphrey,	Cedar Rapids.
1860.	Tipton,	*D. F. Wells,	Iowa State University.
1861.	Muscatine,	*A. S. Kissell,	City Supt., Davenport.
1862.	Mt. Pleasant,	‡C. C. Nestlerode,	City Supt., Tipton.
1863.	Grinnell,	*M. K. Cross,	Tipton.
1864.	Dubuque,	†H. K. Edson,	Denmark Academy.
1865.	Oskaloosa,	*O. Faville,	Supt. Public Instruction.
1866.	Cedar Rapids,	‡L. F. Parker,	Iowa College.
1867.	Des Moines,	*M. M. Ingalls,	Muscatine.
1868.	Keokuk,	†T. S. Parvin,	Iowa State University.
1869.	Marshalltown,	†W. M. Brooks,	Tabor College.
1870.	Waterloo,	*J. Piper,	City Supt., Manchester.
1871.	Council Bluffs,	‡S. J. Buck,	Iowa College.
1872.	Davenport,	‡S. N. Fellows,	Iowa State University.
1873.	Iowa City,	†L. M. Hastings,	City Supt., Ottumwa.
1874.	Des Moines,	*A. Armstrong,	City Supt., Council Bluffs.
1875.	Burlington,	*J. H. Thompson,	City Supt., Des Moines.
1876.	Grinnell,	‡C. P. Rogers,	City Supt., Marshalltown.
1877.	Cedar Rapids,	‡Phebe W. Sudlow,	City Supt., Davenport.
1878.	Marshalltown,	‡Henry Sabin,	City Supt., Clinton.
1879.	Independence,	*W. J. Shoup,	Prin. Lincoln School, Dubuque.
1880.	Des Moines,	*R. G. Saunderson,	City Supt., Burlington.
1881.	Oskaloosa,	‡S. Calvin,	Iowa State University.
1882.	Cedar Falls,	‡R. A. Harkness,	Parsons College.
1883.	Des Moines,	†L. L. Klinefelter,	Co. Supt., Cerro Gordo Co.
1884.	Des Moines,	‡H. H. Seerley,	City Supt., Oskaloosa.

1885. Des Moines,	¹⁹ W. F. King,	Cornell College.
1886. Des Moines,	²⁰ M. W. Bartlett,	Iowa State Normal School.
1887. Cedar Rapids,	²¹ L. T. Weld,	City Supt., Nevada.
1888. Des Moines,	²² J. L. Pickard,	Iowa State University.
1889. Des Moines,	²³ Lottie E. Granger,	Co. Supt., Page Co.
1890. Des Moines,	²⁴ J. McNaughton,	City Supt., Council Bluffs.
1891. Des Moines,	²⁵ H. H. Freer,	Cornell College.
1892. Cedar Rapids,	²⁶ T. H. Hacker,	Co. Supt., Franklin Co.
1893. Des Moines,	²⁷ F. B. Cooper,	City Supt., Des Moines.
1894. Des Moines,	²⁸ W. M. Beardshear,	Iowa Agricultural College.
1895. Des Moines,	²⁹ R. C. Barrett,	Co. Supt., Mitchell Co.

**Deceased.*

Present Address: 1. Enos, Fla. 2. Fostoria, Ohio. 3. Waterloo. 4. Grinnell. 5. Grinnell. 6. Cedar Rapids. 7. Tabor. 8. Chicago. Ill. 9. Grinnell. 10. Fayette. 11. Iowa City. 12. Marshalltown. 13. Davenport. 14. Des Moines. 15. Iowa City. 16. Fairfield. 17. Mason City. 18. Cedar Falls. 19. Mt. Vernon. 20. Cedar Falls. 21. Nevada. 22. Iowa City. 23. Owatonna, Minn. 24. Prescott, Ariz. 25. Mt. Vernon. 26. Hampton. 27. Des Moines. 28. Ames. 29. Osage.

The following is the program of the meeting which will be held in Des Moines the coming winter:

PROGRAM OF GENERAL ASSOCIATION.

FIRST DAY.

TUESDAY, DECEMBER 31, 1895.

EVENING.

7:30—Music. Invocation. Music.
Address of welcome—Hon. George G. Wright, Des Moines.
Response—President George A. Gates, Grinnell.
President's Address—County Superintendent R. C. Barrett, Osage.
Music.

SECOND *DAY.

WEDNESDAY, JANUARY 1, 1896.

MORNING.

9:00—Music. Invocation.
Announcement of committees.

Business.

9:30—Our common school system:

Its defects—F. J. Sessions, Waterloo.

Its remedies—F. B. Cooper, Des Moines.

General discussion.

10:30—Is the laboratory method of teaching the natural sciences in the average Iowa high school feasible?

Affirmative—F. A. Lacey, Shenandoah.

Negative—O. E. French, Creston.

Discussion:

Affirmative—Inez F. Kelso, Atlantic.

Negative—Emma J. Fordyce, Cedar Rapids.

EVENING.

7:30—Music.

Lecture by Nicholas Murray Butler, of Columbia College, New York, President of the National Association in 1895.
Music.

THIRD DAY.

THURSDAY, JANUARY 2, 1896.

MORNING.

9:00—Music. Invocation. Business.

The benefits of the township high school. Is it desirable?

J. S. Shoup, Le Mars.

Discussion:

H. L. Coffeen, Decorah.

Geo. C. Fracker, Shueyville.

9:30—Address by the superintendent of public instruction, Hon. Henry Sabin.

10:00—Mentally deficient children—generally termed "feeble-minded."

F. M. Powell, superintendent Iowa Institution for Feeble-minded Children, Glenwood.

General discussion.

10:30—What can the legislature do for our public schools?

Hon. J. H. Trewin, Lansing.

Discussion:

Judge M. J. Wade, Iowa City.

Professor H. H. Freer, Mt. Vernon.

Hon. C. A. Irwin, Sioux City.

Wm. Wilcox, Des Moines.

11:15—How far should the college determine the course of study for the high school, and how far should the high school determine the course pursued in the college?

C. A. Schaeffer, President Iowa State University, Iowa City.

Discussion:

L. T. Weld, Nevada.

Thomas Nicholson, Mt. Vernon.
W. A. Deering, Tabor.

AFTERNOON.

2:00—Reports of committees:

On nominations.
On president's address.
On resolutions.

Treasurer's report.

Report of committee on necrology.

2:30—School libraries—how to establish and maintain them.

S. K. Stevenson, Iowa City.

Discussion:

O. P. Bostwick, Clinton.
W. S. Wilson, Rock Rapids.

3:00—Patriotism in our public schools.

C. P. Colgrove, Nora Springs.

Discussion:

Lillian Lewis, West Liberty.
Elizabeth Perkins, Sioux City.

3:30—Half hour among the kickers.

(At liberty to kick at anything under the sun.)

A. B. Warner, Harlan.
W. A. Doron, Monticello.
A. A. Weaver, Webster City.
A. V. Storm, Storm Lake.
J. Fletcher Brown, Indianola.
A. R. Sale, Mason City.
L. W. Parish, Cedar Falls.

AUXILIARY ASSOCIATIONS.

Since the date of the last report, four strong associations have been formed as auxiliary to the state teachers' association. The northwestern association held its first meeting at Storm Lake, May 24, 1894, and its second at Sioux City, April 18, 1895. The northeastern held its first meeting at Waterloo, November 8, 1894, and its second at Charles City, October 17, 1895. The southeastern met at Fairfield, February 14, 1895, and the southwestern at Council Bluffs, April 11, 1895.

At these meetings the attendance was far in excess of what might reasonably have been expected, being composed largely of teachers who seldom attend the state association in the winter. In many cases boards have allowed their teachers to close the schools and attend these meetings without losing the day. Teachers in the country schools and the smaller villages have

availed themselves of the advantages offered by these sectional meetings. At each of them a special section has been devoted to the directors, and the interest shown by school officers has been very encouraging.

There is no reason why these associations may not become a permanent factor in the educational forces of the state. So far from detracting from the interest and attendance at the state association, they seem to inspire teachers with a new zeal, and the meeting of that body in 1894 was by far the largest in its history.

The widespread interest awakened by these associations in different parts of the state marks an era in the history of our schools. This interest has reached far beyond the schools in our cities and towns, so that in many of our country schools we find the teacher following as far as possible the methods of the best schools. In many communities the people will not be satisfied with anything less. There is every evidence that this interest will increase rather than diminish during the coming year.

The department of public instruction has given its influence and active coöperation to encourage these meetings of teachers in each quarter of the state. The superintendent of public instruction has allowed no other engagement to interfere with his attendance. It is just also to the citizens of the cities in which these auxiliary meetings are held, to say that they uniformly give the teachers a hearty welcome and provide generously for their entertainment and for all the accommodations necessary to make the meeting a success. In order to show the general trend of the papers and discussions, we publish a synopsis of the programs.

MEETING AT STORM LAKE, MAY 24, 1894.

GENERAL ASSOCIATION.

1. Discussion of country school problem.
2. Should a national committee be appointed to report on elementary schools?
3. The cigarette habit among school boys.
4. Lecture by superintendent of public instruction.
5. Means necessary to secure needed school legislation.
6. How can we secure a supply of competent teachers?

SECTION MEETINGS.

1. What should be expected from country school teachers?
2. Helps for country school teachers, and how to get them.

3. How can we increase the salaries of country teachers?
4. State course of study for country schools.
5. Relative importance of language and arithmetic.
6. Desirable changes in the present courses of study below the high school.
7. History in the high school.
8. Claim of the high school on the time of the pupil out of school hours.
9. How may we raise the standard of the high schools and make their work more uniform?

WATERLOO, NOVEMBER 8, 1894.

GENERAL ASSOCIATION.

1. Outsiders' views of what the public schools most need.
2. Physical culture. Manual training. Civics. Supplementary reading. Schoolhouse sanitation.
3. Reading; how, what, why?
4. Needed school legislation and ways of obtaining it.
5. Are the public schools accomplishing what may be reasonably expected of them? What should the patron expect? What should the teacher expect? What may the taxpayer, who is not a patron, expect? Do the public schools meet these expectations?
6. Is it within the province of the high school to prepare pupils for college?
7. The county institute: From a county superintendent's standpoint; from a city school man's standpoint; from a country teacher's standpoint

SECTION MEETINGS.

1. Number of studies for each pupil, and length of recitation period.
2. How much should the teacher do for a pupil's social life? The boy's mother?
3. English; what, and how much? What becomes of the sixth and seventh grade boy? Rhetoricals in the grades.
4. Nature study; is it a fad? Kindergarten work in towns and villages; what is practicable? What professional recognition should primary teachers have?
5. What should be expected of country teachers: As to education; as to health; as to spirit and professional training?
6. Relative value of the branches in the common school course to the average country pupil
7. What changes are desirable in the course of study below the high school?
8. How may the standard of Iowa high schools be raised and be made more uniform?
9. The condition of country schoolhouses.
10. Rules for governing schools.
11. Moral support school officers should give teachers.
12. The relation of a college to the community.

FAIRFIELD, FEBRUARY 14, 1895.

GENERAL ASSOCIATION.

1. City supervision.
2. Duty of the board of directors. Duty of the superintendent. Duty of the principal.
3. Should public exercises in connection with high school commencements be abolished?
4. Incentives to good work.
5. Normal instruction. What is practicable? How can we obtain it for our teachers?
6. English in the public schools.
7. The importance of reading.
8. Should the high school prepare for college?
9. Child study.

SECTION MEETINGS.

1. The model schoolhouse. The director and the school. The supply of good teachers. Where can we get them? How shall we select the teacher?
2. Country schools. In what do they excel? In what are they deficient?
3. The supply of teachers for the schools of the rural districts.
4. Educational meetings in the country.
5. The child's first year in school.
6. What ought to be accomplished during the first four years in school: In reading and language? In numbers?
7. In the absence of any special training, how may the teacher of young children fit herself for her work?
8. Individual instruction. Is it practicable in the graded school?
9. Science below the high school. What to teach in geography. Recommendations from the committee of ten.
10. How much algebra should the high school graduate know? Should algebra be taught in the grammar school? In the country school?

COUNCIL BLUFFS, APRIL 11, 1895.

GENERAL ASSOCIATION.

1. Modern methods in geography.
2. Instruction in English. In the district school. In the grades. In the high school.
3. Heating and ventilation.
4. School athletics. Correlation and unification of studies.
5. Self-preparation in the absence of professional training.
6. The teaching spirit. The teacher in practical life.
7. The ideal district school. A library in every school room.
8. Patriotism and the schools.

SECTION MEETINGS.

1. School holidays.
2. Supply of text-books.
3. Is there a tendency to advance pupils beyond their capacity?
4. Writing in primary grades.
5. Uses of literature in the grades.

6. Discipline in the grammar grades.
7. Rural school libraries.
8. Educational meetings in the country.
9. Nature study in the district school.
10. Requirements for admission to high school.
11. The normal school question.

OTHER ASSOCIATIONS.

It speaks well for the educational life of the state that eighty-six counties have county associations of teachers, sixty-five report township meetings, fifty-seven have both township and county organizations, while six have neither.

There were held in the different counties during the last year 1,098 educational meetings. If we include the larger associations, we have over 1,100 meetings in the interest of the schools as a summary of the work of this character for the last year. The report at the close of the last biennial period shows eighty counties having associations, thirty-one in which township meetings were held, with a total of 684 meetings for the entire state for the last year of that period.

This growth is the result of the active, energetic work of county superintendents, aided by the enthusiastic and self-denying labors of the teachers. They may well point to it with pride. It is to be regretted that there are any counties in the state in which no special educational meetings are held during the year. We hope the next biennial report will show that in every county the teachers are organized in some form for their mutual benefit. The helpfulness of these meetings cannot be overestimated. Not alone teachers are stimulated by them to greater effort, but the entire community takes on new life, as they are brought in closer contact with their school interests.

A dead teacher in a live community is out of place. A live teacher in a dead community becomes disheartened and fails to do good work. But with a dead teacher in a dead community, God pity the children.

These small gatherings of teachers, school officers and parents, for mutual consultation and advice, are among the most useful educational agencies in the state.

It also often happens that several townships unite in one meeting, or several counties come together in an association. In

some counties regular meetings of school officers are maintained. As a good sample of such a meeting, we print the program of one held in October in Johnson county:

FORENOON PROGRAM.

COMMENCING AT 10 O'CLOCK.

Music. Silver Horn Quartette.

Paper. The People. What they have a right to expect of school officers. Prof. W. A. Willis. Discussion: F. A. Beranek, J. H. Fisher, J. W. McKray, Charles Probst.

Address. School Sanitation and Architecture. Prof. J. J. McConnell.

Paper. Benefits of School Visitation by School Officers. Samuel Lininger. Discussion: D. J. Shetler, J. M. McFaddon.

Music. Onward Roaming (*Muller*). S. U. I. Glee Club.

Paper. Township High Schools. Their value to the common school system. P. F. Schwimley. Discussion: F. J. Pudil, George Hunter, John Eggenberg.

Paper. Moral Support School Officers Should Give Teachers. Alfred Pettis. Discussion: H. A. White, S. P. Fry, William Cochran, W. H. Cotter.

Music. Chorus by pupils of Iowa City Grammar School, directed by Miss Letitia Grogan.

AFTERNOON PROGRAM.

COMMENCING AT 1:30 O'CLOCK.

Music. Blow ye Winds (*Straub*), S. U. I. Glee Club.

Paper. What constitutes a good school. E. D. Jones. Discussion: A. P. Fuhrmeister, John Petsel, Bruce Patterson.

Music. Iowa City High School Quartette.

Address. The American school. State Superintendent Henry Sabin.

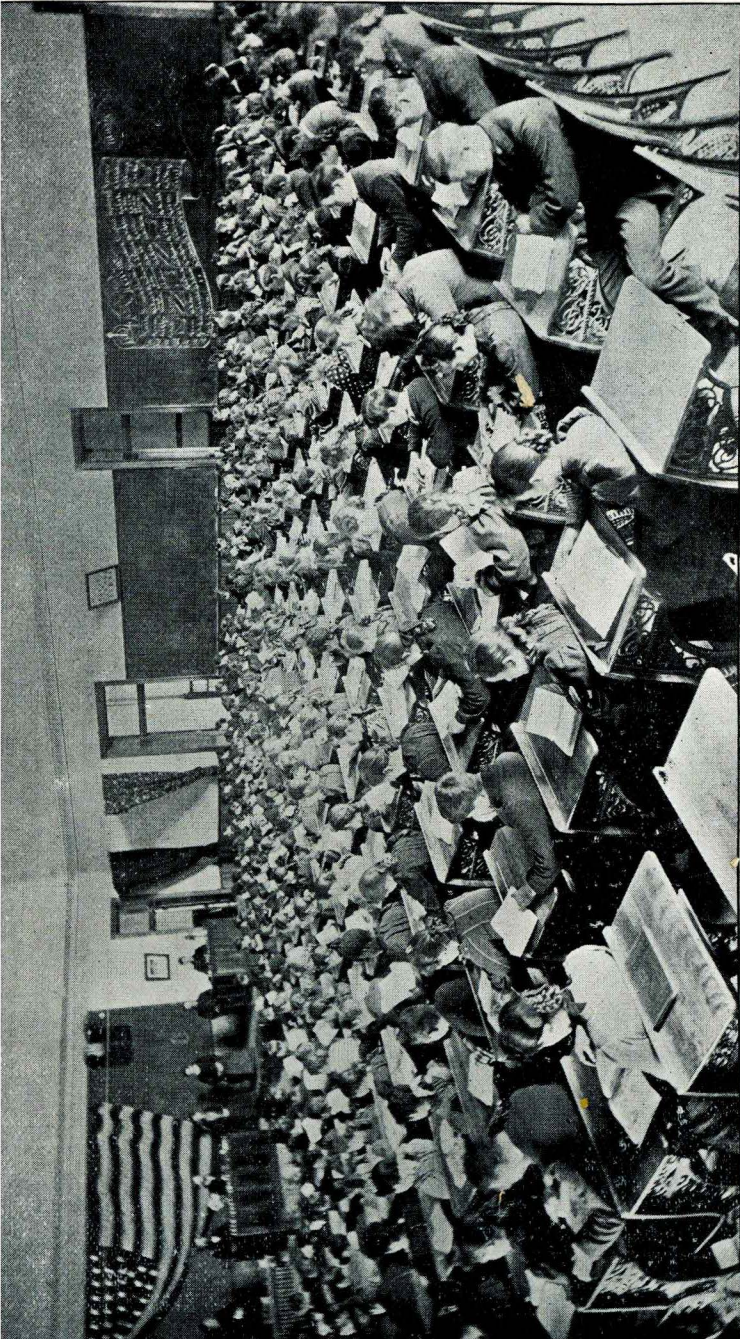
Paper. Teachers: Their appointment and dismissal. J. C. Spencer. Discussion: A. D. Thomas, E. L. Bennett, J. F. Reynolds.

Address. District Libraries: Their value to the school and the community. Superintendent W. F. Cramer.

Paper. Needed school legislation. S. K. Stevenson. Discussion: George Ackerman, J. M. Thomas.

Music. Silver Horn Quartette.

Business meeting.



Assembly Room, East Des Moines High School.

STATE BOARD OF EXAMINERS.

NEW LEGISLATION.
REPORT.

STATE BOARD OF EXAMINERS.

As required by the act establishing a state board of examiners we append a detailed account of their expenses, and also the names of all candidates to whom certificates or diplomas have been issued during the last biennial period.

We have also prepared a comparative table showing the examinations held, the number of candidates examined, the fees turned into the state treasury, and the expenses of the board during their entire existence.

While the present law is in the main satisfactory, it needs amending in several very important particulars.

At their regular meeting in June, 1895, the board appointed three of their number as a committee to consider and report what legislation is needed to make the work of the board more effective. This committee consisted of President H. H. Seerley, President C. A. Schaeffer, and Superintendent E. E. Blanchard.

Their suggestions in the main are these:

The board should have power to employ a clerk, whose whole time should be given to this work, at a salary of \$1,000 and traveling expenses. Such an officer should be competent to read many of the manuscripts, and to conduct examinations under the direction of the board.

The board should be empowered to issue to high school teachers, special certificates, based upon the branches usually taught in the high schools of the state. They should also have authority to recognize primary teachers of ability and success, and to grant them an examination calculated to test knowledge of the best methods of primary work.

In the matter of revoking certificates, while the present law should stand, giving the county superintendent power to lodge a complaint against any teacher whom he thinks unworthy a state certificate or diploma, a clause should be added giving the board power on their own motion to revoke a certificate or diploma, for any reason which if known at the time, would have prevented the granting of the same.

We believe these recommendations should be incorporated in the law. The board of examiners have not been an expense to the state. On the other hand, during the present biennial

period the receipts from fees have exceeded the expenses of the board by over \$700.

There is a manifest disposition among our teachers to work, first for the certificate, and afterwards for the diploma, which it is well to encourage.

We are thoroughly satisfied that with the secretary asked for, to do the necessary work, the number of applicants would increase so that the state would be more than reimbursed for the additional expense of \$1,000. It would relieve this office of that which is now something of a burden, and would vastly increase the efficiency of the work possible to be done by the examiners.

There is a very great demand for special certificates. It is the custom to grant them in other states. It would help the high schools and would tend towards the selection of more capable teachers.

It is especially true in regard to primary teachers, that they have not the time to fit themselves for an examination in all the branches now required for a state certificate. Primary teaching is an art, standing by itself and requiring special study and training on the part of those who expect to succeed. These teachers ask, as a matter of justice, that the board have the power to grant them deserved recognition.

In the matter of revoking the certificate or diploma, as the law now reads, the board seem to be powerless to act, except upon the complaint of the county superintendent. Occasionally reports come to the attention of the board concerning the holders of these state papers, which ought to be investigated, and which if true would be good ground for a revocation. But unless the county superintendent is willing to take the initiative, the board at present see no way in which they can act. The addition to the law of the clause recommended by the committee would free the board from occasional embarrassment.

We invite the earnest attention of the general assembly to these recommendations.

STATE DIPLOMAS.

PLACE OF HOLDING EXAMINATIONS.	DATE OF DIPLOMAS.	NUMBER APPLICANTS.		DIPLOMAS GRANTED.		Number failed.	Fees received.
		Males.	Females.	Males.	Females.		
Des Moines	Jan. 1, 1894	8	2	8	2	---	\$ 50 00
Cedar Falls	Aug. 1, 1894	1	8	1	8	---	5.00
Des Moines	Aug. 1, 1894	1	9	2	9	---	45.00
Burlington	Jan. 1, 1895	2	6	2	6	---	55 00
Des Moines	Jan. 1, 1895	8	6	6	6	---	65.00
Clinton	May 1, 1895	3	2	3	2	---	10.00
Cedar Falls	July 1, 1895	2	4	2	4	---	15.00
Des Moines	Aug. 1, 1895	2	4	2	4	---	30.00
Totals		25	31	23	31	2	\$ 275.00

SUMMARY.

KIND OF TESTIMONIAL.	NUMBER OF APPLICANTS.			CERTIFICATES AND DIPLOMAS ISSUED.			Number failed.	Fees received.
	Males.	Females.	Total.	Males.	Females.	Total.		
State certificates	216	284	500	181	259	440	60	\$ 1,410.00
State diplomas	25	31	56	23	31	54	2	275.00
Totals	241	315	556	204	290	494	62	\$ 1,685.00

STATEMENT.

Showing record of examinations held by the State Board of Examiners, together with fees received.

CERTIFICATES.

PLACE OF HOLDING EXAMINATIONS.	DATE OF CERTIFICATES.	NUMBER OF APPLICANTS.		CERTIFICATES GRANTED.		Number failed.	Fees received.
		Males.	Females.	Males.	Females.		
Des Moines	Jan. 1, 1894	31	15	21	13	12	\$ 120 00
Mt. Vernon	Aug. 1, 1894	1	6	1	3	3	16.50
Cedar Falls	Aug. 1, 1894	24	66	23	66	1	268.50
Iowa City	Aug. 1, 1894	3	6	3	6	---	27.00
Des Moines	Aug. 1, 1894	7	7	10	5	11	61.50
Des Moines	Sept. 1, 1894	4	7	3	4	4	27.00
Burlington	Jan. 1, 1895	2	3	2	3	---	9.00
Red Oak	Jan. 1, 1895	2	6	2	5	1	22.50
Des Moines	Jan. 1, 1895	44	19	33	14	16	165 00

PLACE OF HOLDING EXAMINATION.	DATE OF CERTIFICATE.	NUMBER OF APPLICANTS.		CERTIFICATES GRANTED.		Number failed.	Fees received.
		Males.	Females.	Males.	Females.		
Cedar Falls.....	Jan. 1, 1895	5	10	5	10	---	\$ 45.00
Iowa City.....	Jan. 1, 1895	2	3	2	3	---	15.00
Clinton.....	May 1, 1895	3	17	3	17	---	60.00
Mt. Vernon.....	July 1, 1895	1	4	1	3	1	13.50
Sioux City.....	July 1, 1895	4	7	2	6	3	28.50
Cedar Falls.....	July 1, 1895	42	68	42	66	2	327.00
Iowa City.....	July 1, 1895	3	6	3	6	---	27.00
Des Moines.....	Aug. 1, 1895	15	14	15	13	1	85.50
Des Moines.....	Sept. 1, 1895	8	13	7	12	2	60.00
Tabor.....	Sept 1, 1895	5	7	5	4	3	31.50
Totals.....		216	284	181	259	60	\$1,410.00

DATE OF EXAMINATIONS.

FOR STATE CERTIFICATES.

1893.

Des Moines..... December 27, 28

1894.

Mt. Vernon..... May 16, 17
 Cedar Falls..... June 14, 15
 Des Moines..... June 27, 28
 Iowa City..... June 26
 Des Moines..... August 3, 4
 Burlington..... November 30, December 1
 Red Oak..... November 22, 23
 Cedar Falls..... December 12
 Iowa City..... December 5
 Des Moines..... December 26, 27

1895.

Clinton..... April 4, 5
 Mt. Vernon..... May 9, 10
 Sioux City..... April 19, 20
 Cedar Falls..... June 11, 12
 Iowa City..... June 19
 Des Moines..... June 25, 26
 Des Moines..... August 2, 3
 Tabor..... August 29, 30

FOR STATE DIPLOMAS.

1893.

Des Moines..... December 27, 28

1894.

Cedar Falls..... June 14, 15
 Des Moines..... June 27, 28
 Burlington..... November 30, December 1
 Des Moines..... December 26, 27

1895.

Clinton..... April 4, 5
 Cedar Falls..... June 11, 12
 Des Moines..... June 25, 26

STATE DIPLOMA.

The state diploma is intended as a recognition of professional standing attained by long and successful experience. It is the presumption that those who hold these diplomas have entered upon teaching as a life work and are devoting all their energies to the practice of their profession. The life diploma is received in any county of the state as an evidence of ability to instruct the children and youth. The fee, as fixed by law, is \$5, one-half of which is returned to the candidate in case of failure.

GENERAL DIRECTIONS.

1. In his registration blank the candidate will be required to certify to the fact that he has taught or studied the branches required by law for a life diploma.
2. He must produce evidence that he has been engaged in teaching at least eight years, three of which have been in Iowa within recent date.
3. He must satisfy the board that he has a thorough knowledge of the subjects required for a state certificate.
4. He must be a resident of Iowa at the time of application.
5. The registration blank and the thesis must be filed with the president of the board at least thirty days before the date fixed for examination.
6. The thesis must in every case be in the *handwriting of the applicant*, and should be between 3,000 and 4,000 words in length.
7. The thesis will be examined by such persons as the board may designate and will be marked upon the following points:
 - a. Choice and Arrangement of Subject Matter.
 - b. English Language.
 - c. Thought and Expression.
 - d. General Appearance of Paper.
8. It will assist the board in reaching a satisfactory conclusion, and will be of material benefit to the applicant if he files:
 - a. Documentary evidence from standard reputable educational institutions certifying to the special scholarship of the applicant. The standing which the candidate attained in such institution, if certified to by the proper officer, may also be submitted.
 - b. Documentary evidence showing the ability of the applicant to teach said required subjects.
 - c. Documentary evidence showing the unqualified success and ability of the applicant as a superintendent, principal, or teacher. This evidence should be of as recent date as possible.
 - d. The names of three persons at present engaged in educational work, to whom the board may write for further information if necessary.

I. GRADUATES OF STANDARD COLLEGES.

Requirements of candidates who have taken a course of study equivalent to those prescribed in the collegiate department of the state university of Iowa.

1. File registration blank and fee.
2. File diploma and course of study taken.
3. File thesis in own handwriting on a professional subject selected by the president of the board.
4. Appear for examination at a regular meeting, and pass examination in two subjects selected by himself from the group of subjects required by law for state diplomas. The president should be notified of the subjects chosen, at the time the thesis is filed.
5. The board may also, at their discretion, require an examination purely professional in its nature.

II. CANDIDATES NOT COLLEGE GRADUATES,

but who have attained excellent rank as educators and have held an Iowa state certificate, or a paper of equal rank.

1. File registration blank and fee.
2. File thesis in own handwriting on a professional subject selected or approved by the president of the board. This thesis must be filed thirty days before the board meeting.
3. Take such examination in at least three subjects required by law for state diplomas, as the board may designate.

III. OTHER CANDIDATES

who do not apply under either I or II of this circular.

1. File registration blank and fee.
2. File thesis on a professional subject selected or approved by the president of the board, said thesis to be filed thirty days before the meeting of the board.
3. Take such examination in the subjects required by law for state certificates and state diplomas, as the board may designate.

GENERAL. APPLIES ONLY TO II AND III.

Candidates who wish to inform themselves of what will be exacted may make application for said information at the semi-annual meeting of the board previous to the time of taking said examination, by complying with numbers 1 and 2.

In all papers great importance will be attached to the use of the English language.

DATES FIXED FOR EXAMINATIONS FOR STATE DIPLOMAS, 1895.

June 25 and 26, at state capitol, Des Moines.

December 31 and January 1, 1896, at time of state teachers' association.

NOTE.—Graduates from the state normal and state university desiring information should apply to the institution from which they graduated.

All other official correspondence for the board must be with the president.

HENRY SABIN,
President Board of Examiners.

STATE CERTIFICATES.

I. EVIDENCES OF SCHOLARSHIP.

As evidence of scholarship the candidate must file his last county teacher's certificate and such diplomas as he may possess. He must designate three persons of standing as educators who can vouch for his scholarship, and to whom the board can apply for personal official information.

II. WRITING OF ESSAY.

The candidate must write an essay in one and one-half hours at the time of the examination, upon some topic in didactics that will exhibit his professional experience and ability as an educator, the topic being assigned by the examiner in charge, his selection being determined by the applicant's experience.

III. WRITING OF PAPER

The candidate will also be assigned a topic in U. S. history at the time of the examination, on which he must write a paper to be completed in one and one-half hours. This paper must be written out without delay, and cannot be copied. This will complete the examination in U. S. history, orthography, penmanship and English language, provided the other papers do not discredit the qualifications of the applicant in the English language.

IV. TESTIMONIALS AND CREDENTIALS.

1. Each candidate must file written official statements, *prepared expressly for the board*, certifying to the professional success and good moral character of the applicant. These must be from
 - a. One or more county or city superintendents or other professional educators who know the applicant and under whose supervision he has taught.
 - b. One or more school boards or directors for whom the candidate has taught, covering a period of three years' actual teaching.
2. To be assured that the candidate is successful in instruction and in government, the board will hold the right to investigate further until satisfied.

V. LENGTH OF EXPERIENCE, AND VALUE OF CREDENTIALS.

1. Three years' actual experience as a teacher, of not less than thirty weeks in each year, is required before the board will issue a certificate. Part of this time must be in Iowa, and the applicant must be a resident at the time the examination is taken.
2. The possession of a diploma from an approved college or state normal school may, at the option of the board, be accepted in the place of a part of the examination in scholastic subjects. To request any such modification requires the filing of the application, the fee of \$3.00 and the credentials, at least ten days before the semi-annual meeting of the board.

VI. PROGRAM OF EXAMINATION.

The candidate must pass an examination according to the following arrangements of subjects and time:

GROUP 1.	Questions asked.	To be answered.
Grammar	6	4
Reading	5	3
Geography	5	3
GROUP 2.		
Civil Government of the United States	5	3
Civil Government of Iowa	5	3
School Laws of Iowa	6	4
GROUP 3.		
Arithmetic	6	4
Algebra	6	4
Book-keeping	4	2
GROUP 4.		
Physiology	6	4
Botany	5	3
Physics	5	3

TIME SCHEDULE.

FIRST DAY.

- A. M.—8:00 to 9:30—Essay on U. S. History.
9:30 to 12:00—Group 1.
P. M.—1:30 to 3:00—Didactics.
3:00 to 5:00—Group 2.

SECOND DAY.

- A. M.—8:00 to 12:00—Group 3.
P. M.—2:00 to 4:00—Group 4.

VII. OTHER SUGGESTIONS.

1. Candidates are advised to arrive the day before, as allowance cannot be made for late arrival, delayed trains, or for being out of physical and mental condition due to sickness or night travel.

2. The examination in each subject will be restricted to the published program as to time.

3. All necessary material will be furnished each candidate at the time of the examination.

4. Chapter 167, laws of 1882, as amended by chapter 22, laws of 1890, found on page 58, S. L. 1892, will supply much information not possible to include within this circular.

DATES FIXED FOR EXAMINATION FOR STATE CERTIFICATES, '95.

June 25 and 26, at state capitol, Des Moines.

June 11 and 12, at state normal school, Cedar Falls.

August 2 and 3, summer school of methods, Des Moines.

December 31 and January 1, 1896, at time of state teachers' association.

Graduates of the state normal school and of the state university should address the president of the school. All other official correspondence for the board must be with the president.

HENRY SABIN,

President Board of Examiners.

E. E. BLANCHARD, *Secretary.*

RENEWAL OF STATE CERTIFICATES.

I. HOLDERS OF STATE CERTIFICATES

that procured them upon examination.

1. The applicant is required to fill out the application blank furnished by the department of public instruction and to pay the fee for said examination.

2. The applicant is required to file the following credentials:

a. Testimonials from his superintendent certifying to his present success in instruction and in government, and also to the fact that his present physical condition, and mental and moral character are such as to justify the board in granting him a renewal of his certificate.

b. He must also furnish testimonials from the boards for which he has worked during the time he held his certificate, certifying that he is successful as an instructor and as a disciplinarian.

3. The applicant must appear before the board in person where attendance may be required, and write a paper in didactics and take such other subjects as the board may require, but where the personal knowledge and acquaintance of the board with the applicant will permit, and where the first examination will justify, an original essay on an educational topic assigned by the president of the board may be substituted for personal presence at the examination. This paper must be in the handwriting of the applicant, and must show professional study and investigation.

II. HOLDERS OF STATE CERTIFICATES

given them under the law as graduates of the Iowa state normal school, or those holders of life certificates issued prior to 1873, under the former law.

1. All such persons in applying for renewal must file application as required, and the fee stated by law.

2. In addition they must furnish testimonials from superintendents and from boards under which they have worked, during the life of the certificate formerly held, that they are successful in government and in instruction, and that their physical condition and mental and moral character at the present time, fit them for doing public school work.

HENRY SABIN,

President Board of Examiners.

CERTIFICATES AND DIPLOMAS ISSUED UNDER THE PRESENT LAW, BY BIENNIAL PERIODS.

KIND OF TESTIMONIAL.	1882-83.	1884-85.	1886-87.	1888-89.	1890-91.	1892-93.	1894-95.	TOTALS.
State certificates	7	9	53	141	238	252	440	1,140
State diplomas			38	44	52	38	54	226
Totals	7	9	91	185	290	290	494	1,366

RECEIVED IN EXAMINATION FEES.

1884-85.	1886-87.	1888-89.	1890-91.	1892-93.	1894-95.	*1895.	TOTAL.
\$ 42.00	\$ 33.00	\$ 766.00	\$ 856.50	\$1,140.00	\$1,282.00	\$ 437.00	\$4,556.50

PAID FOR EXPENSES.

1882-83.	1884-85.	1886-87.	1888-89.	1890-91.	1892-93.	1894-95.	*1895.	TOTAL.
\$237.05	\$72.55	\$318.12	\$539.50	\$786.92	\$549.81	\$964.95	\$81.30	\$3,550.20

*From July 1 to September 30.

SUMMARY.

Number of certificates issued to September 30, 1893.....	700
Number of certificates issued period ending September 30, 1895.....	440
Total number issued.....	1,140
Expired by limitation.....	305
Number in force September 30, 1895.....	835
Number of diplomas in force September 30, 1893.....	172
Number of diplomas issued period ending September 30, 1895.....	54
Total number of diplomas in force September 30, 1895.....	226

STATEMENT.

Of the expenses of the State Board of Examiners from October 1, 1893,
to October 1, 1895.

WARRANTS ISSUED AND TO WHOM.

From October 1 to December 31, 1893.

	AMOUNT.
Alice L. Heald.....	\$ 16.00
A. W. McPherson.....	11.52
Total.....	\$ 27.52

From January 1 to December 31, 1894.

H. H. Hahn.....	\$ 1.10
A. W. McPherson.....	110.20
Alice H. Mendenhall.....	167.96
H. H. Seerley.....	63.09
W. F. Giessemann.....	2.20
B. W. Bowen.....	12.70
Nellie McAlvin.....	6.00
E. E. Blanchard.....	74.50
C. A. Schaeffer.....	12.25
Total.....	\$ 450.00

From January 1 to September 30, 1895.

Alice H. Mendenhall.....	\$ 182.57
E. E. Blanchard.....	216.46
Minnie D. Nash.....	6.00
H. H. Seerley.....	10.10
C. A. Schaeffer.....	24.00
W. F. Giessemann.....	12.30
J. G. McAlvin.....	6.00
B. W. Bowen.....	12.20
Total.....	\$ 469.63

STATE CERTIFICATES.

DATE OF CERTIFICATE.	TO WHOM ISSUED.	COUNTY.
December 29, 1893	E. D. Y. Culbertson.....	Greene.
December 29, 1893	John G. Grundy.....	Wright.
December 29, 1893	Kate M. Jones.....	Jefferson.
December 29, 1893	Clara Winget.....	Keokuk.
December 29, 1893	Edward H. Griffin.....	Keokuk.
December 29, 1893	Mary E. Bechly.....	Poweshiek.
December 29, 1893	Elizabeth Burgess.....	Howard.
December 29, 1893	Sherman M. Coddington.....	Black Hawk.
December 29, 1893	Emma O. Engel.....	Muscatine.
December 29, 1893	Alice Foster.....	Osceola.
December 29, 1893	Nellie Johnson.....	Mitchell.
December 29, 1893	Agnes Sullivan.....	Dubuque.
January 1, 1894	William F. Barr.....	Butler.
January 1, 1894	Charles O. Carter.....	Jasper.
January 1, 1894	A. Emmett Day.....	Polk.
January 1, 1894	Martha C. Fritschel.....	Clayton.
January 1, 1894	Amberry Farnsworth.....	Polk.
January 1, 1894	Sara L. Garrett.....	Carroll.
January 1, 1894	Lewis D. Jackson.....	Clinton.
January 1, 1894	William J. Jerome.....	Hancock.
January 1, 1894	Frank Jarvis.....	Ida.

REPORT OF THE
STATE CERTIFICATES—CONTINUED.

[B1]

STATE CERTIFICATES—CONTINUED.

DATE OF CERTIFICATE.	TO WHOM ISSUED.	COUNTY.
January 1, 1894	J. S. LePage	Mills.
January 1, 1894	Volney W. Macy	Mahaska.
January 1, 1894	Ernest C. Meredith	Mahaska.
January 1, 1894	Melvin G. Meister	Black Hawk.
January 1, 1894	Lucinda E. Nash	Jackson.
January 1, 1894	S. G. Richards	Jasper.
January 1, 1894	W. O. Reed	Marshall.
January 1, 1894	William W. Rodwell	Polk.
January 1, 1894	Eugene W. G. Vogenitz	Worth.
January 1, 1894	Retta Wood	Shelby.
January 1, 1894	Samuel S. Wright	Keokuk.
January 1, 1894	S. F. Fiester	Bremer.
August 1, 1894	Charles Reuben Keyes	Linn.
August 1, 1894	Lydia J. Rolston	Marshall.
August 1, 1894	Miranda Scoville	Grundy.
August 1, 1894	Mae Wolfe	Benton.
August 1, 1894	Mary Scott	Sac.
August 1, 1894	Oliver M. Harvey	Adair.
August 1, 1894	Fannie Katharine Laird	Buchanan.
August 1, 1894	Etta L. Brooks	Floyd.
August 1, 1894	Mary Bright Achenbach	Tama.
August 1, 1894	Elmer E. Amsden	Cass.
August 1, 1894	Owen Jesse McManus	Black Hawk.
August 1, 1894	Ella Leibrock	Clayton.
August 1, 1894	Geo. W. Curtis, Jr.	Jones.
August 1, 1894	John Raoul Byers	Kossuth.
August 1, 1894	John Henry Fellingham	Crawford.
August 1, 1894	Wm. E. Long	Cerro Gordo.
August 1, 1894	Lizzie M. Frye	Scott.
August 1, 1894	Cynthia C. Titus	Linn.
August 1, 1894	Ada May Harrison	Lee.
August 1, 1894	Cora A. Stone	Delaware.
August 1, 1894	Agnes Ethel Heightshoe	Dallas.
August 1, 1894	Laura D. Perkins	Ringgold.
August 1, 1894	Agnes N. Boal	Cerro Gordo.
August 1, 1894	Fannie A. Beckwith	Clinton.
August 1, 1894	Carrie Francis	Madison.
August 1, 1894	Harriet A. Stinson	Montgomery.
August 1, 1894	Angie Jane Elder	Sioux.
August 1, 1894	E. Sophia Hieber	Black Hawk.
August 1, 1894	Jacob Otto Belz	Black Hawk.
August 1, 1894	Sallie Van Metre	Benton.
August 1, 1894	Estella M. Harding	Clayton.
August 1, 1894	Samuel Younkin	Washington.
August 1, 1894	Edith Roberts	Washington.
August 1, 1894	William Collins	Benton.
August 1, 1894	Bertha Lucille Hill	Webster.
August 1, 1894	Jennie Hallingby	Mitchell.
August 1, 1894	Mabel Shearer	Montgomery.
August 1, 1894	Marie Ella Maguire	Cherokee.
August 1, 1894	Clara E. Dodd	Jackson.
August 1, 1894	Olive Mona Taubman	Clinton.
August 1, 1894	Carrie C. Rule	Polk.
August 1, 1894	Kittie Maher	Webster.
August 1, 1894	F. M. Allen	Mitchell.
August 1, 1894	Kittie M. Howard	Sac.

DATE OF CERTIFICATE.	TO WHOM ISSUED.	COUNTY.
August 1, 1894	Ethlyn Davies	Mitchell.
August 1, 1894	Jennie Harper	Story.
August 1, 1894	Clara B. Whitmore	Jefferson.
August 1, 1894	Margaret Montgomery	Cherokee.
August 1, 1894	Clara M. Bedford	Black Hawk.
August 1, 1894	Maurice R. Hassel	Linn.
August 1, 1894	Louie B. Morris	Pottawattamie.
August 1, 1894	Blanche Perry	Chickasaw.
August 1, 1894	Ayra E. Martin	Bremer.
August 1, 1894	Eleanor Wood	Harrison.
August 1, 1894	Ezra E. Crane	Harrison.
August 1, 1894	Frances Cross	Iowa.
August 1, 1894	Fannie J. Archer	Bremer.
August 1, 1894	Emma Frances Allison	Calhoun.
August 1, 1894	Lizzie Greer	Winneshiak.
August 1, 1894	Frances Stewart	Montgomery.
August 1, 1894	H. E. Blackmar	Cedar.
August 1, 1894	Elsie Irene Arnold	Linn.
August 1, 1894	Zuba H. Tibbetts	Lee.
August 1, 1894	Lena T. Shannon	Shelby.
August 1, 1894	Florence Rose Marshall	Clayton.
August 1, 1894	Beniah Dimmitt	Wapello.
August 1, 1894	Ida Montalow Sala	Lee.
August 1, 1894	Justus H. Stuckrath	Mitchell.
August 1, 1894	Nora May Vaughan	Black Hawk.
August 1, 1894	Cora Etta Taylor	Grundy.
August 1, 1894	M. Elizabeth Wyant	Keokuk.
August 1, 1894	Hilda G. Lundeen	Jackson.
August 1, 1894	Anna Morgan	Keokuk.
August 1, 1894	Mary Jeannette Palmer	Poweshiek.
August 1, 1894	Mary Hieber	Black Hawk.
August 1, 1894	Clara Atwood Boss	Black Hawk.
August 1, 1894	Clarence A. Draper	Black Hawk.
August 1, 1894	Lena Brown	Mahaska.
August 1, 1894	Rosa Elizabeth Magill	Bremer.
August 1, 1894	Margaret Cunningham	Black Hawk.
August 1, 1894	Isaac N. Eaton	Black Hawk.
August 1, 1894	C. F. Curtis	Greene.
August 1, 1894	Geo. Franklin Thompson	Greene.
August 1, 1894	Elizabeth Rhoda Jones	Jefferson.
August 1, 1894	Ella M. Ford	Black Hawk.
August 1, 1894	Lucy Jane Sweetser	Grundy.
August 1, 1894	N. Emma England	Mahaska.
August 1, 1894	Emma J. Randall	Johnson.
August 1, 1894	R. B. Daniel	Wright.
August 1, 1894	Georgiana Scurr	Marshall.
August 1, 1894	Lester Eugene Johnson	Clayton.
August 1, 1894	Almeron J. Stone	Appanoose.
August 1, 1894	Olive Augusta Grobel	Howard.
August 1, 1894	Dorthea Jensen	Shelby.
August 1, 1894	William Lewis Dougherty	Wayne.
August 1, 1894	John B. Morris	Cherokee.
August 1, 1894	Olaf Jacob Morgenson	Shelby.
August 1, 1894	Cyrus H. Morrill	Lee.
August 1, 1894	Frank W. Shultis	Marion.
August 1, 1894	U. D. Runkle	Linn.

STATE CERTIFICATES—CONTINUED.

DATE OF CERTIFICATE.	TO WHOM ISSUED.	COUNTY.
May 1, 1895	Millie Palmer	Clinton.
May 1, 1895	Nirma Palmer	Clinton.
May 1, 1895	Laura Talitha Pascal	Clinton.
May 1, 1895	Delia Reilley	Clinton.
May 1, 1895	Celesta F. Schoener	Clinton.
May 1, 1895	Mary Schoener	Clinton.
May 1, 1895	Emilie Seltzer	Clinton.
May 1, 1895	Otelia A. Skoog	Clinton.
May 1, 1895	Emma May Wright	Clinton.
June 5, 1895	Wilbur H. Bender	Carroll.
June 24, 1895	Chancellor J. Brower	Appanoose.
June 24, 1895	Herbert G. Lamson	Cass.
July 1, 1895	Will J. S. Brown	Linn.
July 1, 1895	Ethel Fairlamb	Lyon.
July 1, 1895	Lura Hanna	Jones.
July 1, 1895	Lenna May Huffman	Linn.
July 1, 1895	Mary Edith Hatch	Lyon.
July 1, 1895	Elizabeth Louise McCuskey	Monona.
July 1, 1895	Myrta Richardson	Woodbury.
July 1, 1895	Alice A. Roberts	Woodbury.
July 1, 1895	May Van Dorn	Monona.
July 1, 1895	George G. Washburn	Sioux.
July 1, 1895	Harriet Porter West	Story.
July 1, 1895	May Adams	Clay.
July 1, 1895	Maude Ferrel Anderson	Shelby.
July 1, 1895	Austin A. Baker	Cedar.
July 1, 1895	Bertha May Beard	Warren.
July 1, 1895	Myrtle C. Bell	Wapello.
July 1, 1895	Charles Benson	Harrison.
July 1, 1895	Everett P. Bettenga	Grundy.
July 1, 1895	Henrietta E. Brayton	Harrison.
July 1, 1895	Vlasta Brhel	Marshall.
July 1, 1895	May A. Brown	Shelby.
July 1, 1895	Charles E. Buckley	Shelby.
July 1, 1895	Ethel Agnes Burns	Plymouth.
July 1, 1895	George L. Bushyager	Franklin.
July 1, 1895	Norma Gertrude Butterfield	Delaware.
July 1, 1895	Ammon Oliver Christopher	Black Hawk.
July 1, 1895	Ella May Clark	Hamilton.
July 1, 1895	Eugene G. Clark	Boone.
July 1, 1895	Edwin G. Copeland	Jefferson.
July 1, 1895	E. P. Cunningham	Black Hawk.
July 1, 1895	Harriet Amaret Cunningham	Jones.
July 1, 1895	Edith H. Curtis	Butler.
July 1, 1895	Lillian Dale	Story.
July 1, 1895	William T. Davidson	Taylor.
July 1, 1895	Lulu Davies	Jackson.
July 1, 1895	Debbie Davis	Mitchell.
July 1, 1895	Emma C. DeGroff	Polk.
July 1, 1895	A. G. DeHart	Van Buren.
July 1, 1895	John Frederick Doderer	Winnebago.
July 1, 1895	Cora Leona Ebersole	Calhoun.
July 1, 1895	Ernest D. Ede	Delaware.
July 1, 1895	Louisa Elderkin	Black Hawk.
July 1, 1895	Lizzie M. Ellis	Fremont.
July 1, 1895	Clarissa A. Ensign	Butler.

STATE CERTIFICATES—CONTINUED.

DATE OF CERTIFICATE.	TO WHOM ISSUED.	COUNTY.
July 1, 1895	Albert Francis Ewers	Monroe.
July 1, 1895	James Townsend Fackler	Calhoun.
July 1, 1895	Adeline L. Fellingham	Crawford.
July 1, 1895	James E. Fitzgerald	Carroll.
July 1, 1895	Blanche Marion Fort	Wright.
July 1, 1895	Emma Louise Funk	Buchanan.
July 1, 1895	George Galloway	Lee.
July 1, 1895	B. Esma Galt	Tama.
July 1, 1895	Adella J. Gibson	Cass.
July 1, 1895	Ellis T. Gilbert	Pottawattamie.
July 1, 1895	Arthur M. Gray	Audubon.
July 1, 1895	John W. Grimes	Harrison.
July 1, 1895	Abbie Ruth Gunn	Lee.
July 1, 1895	Amy Hahn	Clinton.
July 1, 1895	Bessie Hall	Story.
July 1, 1895	Jennie E. Hall	Woodbury.
July 1, 1895	Julia I. Halsey	Jones.
July 1, 1895	Katie Harrod	Poweshiek.
July 1, 1895	Lillie Mae Held	Plymouth.
July 1, 1895	Hettie W. Hibben	Benton.
July 1, 1895	Orrin E. Hibbs	Black Hawk.
July 1, 1895	Carrie B. Hickman	Linn.
July 1, 1895	Libbie E. Hieber	Black Hawk.
July 1, 1895	Mina Hughes	Montgomery.
July 1, 1895	James Herbert Kelley	Black Hawk.
July 1, 1895	Upton B. Kepford	Buchanan.
July 1, 1895	Emma C. Larkin	Bremer.
July 1, 1895	Edward J. Leonard	Dallas.
July 1, 1895	Minnie Mack	Black Hawk.
July 1, 1895	Margaret E. Mackin	Buchanan.
July 1, 1895	Elizabeth Maclean	Cass.
July 1, 1895	Carlton C. Magee	Benton.
July 1, 1895	Emma Susan Mantz	Keokuk.
July 1, 1895	Lu Marsh	Jasper.
July 1, 1895	Alice J. Mason	Jasper.
July 1, 1895	Nellie Maynard	Bremer.
July 1, 1895	George Everet McCammond	Black Hawk.
July 1, 1895	Benjamin McKeen	Black Hawk.
July 1, 1895	Andrew Jackson Miller	Black Hawk.
July 1, 1895	Nellie F. Miller	Montgomery.
July 1, 1895	Arthur G. Morey	Bremer.
July 1, 1895	Herman A. Mueller	Madison.
July 1, 1895	Cora Esther Munro	Butler.
July 1, 1895	Della Frances Northey	Dubuque.
July 1, 1895	Cora Dell Patterson	Cass.
July 1, 1895	Roxy M. Peterson	Harrison.
July 1, 1895	Gordon W. Randlett	Mitchell.
July 1, 1895	Bloomer B. Rice	Shelby.
July 1, 1895	Mary B. Richardson	Jackson.
July 1, 1895	Mary H. Ripke	Black Hawk.
July 1, 1895	Etta Anna Robinson	Black Hawk.
July 1, 1895	Ida Mae Robison	Chickasaw.
July 1, 1895	Erdena Rose	Black Hawk.
July 1, 1895	Mary Rourke	Dubuque.
July 1, 1895	W. Ross Sandy	Calhoun.
July 1, 1895	John H. Schroeder	Dubuque.

STATE CERTIFICATES—CONTINUED.

DATE OF CERTIFICATE	TO WHOM ISSUED.	COUNTY.
July 1, 1895	Guy Hurlbut Scobey	Butler.
July 1, 1895	Blanche Simmons	Mahaska.
July 1, 1895	William E. Snider	Black Hawk.
July 1, 1895	Alice L. St. John	Mitchell.
July 1, 1895	Helen Adele St. John	Mitchell.
July 1, 1895	Ettie D. Strong	Pocahontas.
July 1, 1895	Orpha Thayer	Cass.
July 1, 1895	Michael H. Thielen	Black Hawk.
July 1, 1895	George Dell Thompson	Greene.
July 1, 1895	Cassius E. Tool	Hardin.
July 1, 1895	Adelaide Twinam	Washington.
July 1, 1895	Joe E. Vance	Van Buren
July 1, 1895	Ella Waters	Butler.
July 1, 1895	Orianna Wesche	Delaware
July 1, 1895	Lina Wilkinson	Madison
July 1, 1895	Frank C. Woods	Dickinson.
July 1, 1895	Alice E. Wright	Franklin.
July 1, 1895	Bertha V. Wyant	Keokuk.
July 1, 1895	Mant Bloom	Adair.
July 1, 1895	Frances Louise Davis	Johnson.
July 1, 1895	George Cutler Fracker	Johnson.
July 1, 1895	Leah May Gaymon	Johnson.
July 1, 1895	Blanche Alice Hensel	Johnson.
July 1, 1895	Zulema Kostomlatsky	Johnson.
July 1, 1895	Mary F. Linder	Johnson.
July 1, 1895	Albert T. Rutledge	Humboldt.
August 1, 1895	William W. Jeffers	Plymouth
August 1, 1895	Stephen Fitz	Hardin.
August 1, 1895	Harry Eugene Kelly	Iowa.
August 1, 1895	John Harrie Beveridge	Carroll.
August 1, 1895	H. T. Curtis	Marion.
August 1, 1895	Cathryn Rose Goble	Benton.
August 1, 1895	Hattie Myra Green	Grundy.
August 1, 1895	Harlan H. Hickman	Polk.
August 1, 1895	W. Lee Jordan	Marion.
August 1, 1895	Angus Macdonald	Wright.
August 1, 1895	Samuel B. Miller	Story.
August 1, 1895	Henry Judson van Gorder	Marion.
August 1, 1895	Mary A. Ward	Cherokee.
August 1, 1895	Mary Emily Chandler	Harrison.
August 1, 1895	Anna E. Cunningham	Black Hawk.
August 1, 1895	Nettie A. Fibbs	Ida.
August 1, 1895	Charles F. Garrett	Crawford.
August 1, 1895	Margaret C. Gilchrist	Linn.
August 1, 1895	Matilda A. Harrington	Dubuque.
August 1, 1895	Mollie Kelly	Dallas.
August 1, 1895	Cyrus Ambrose King	Winneshiek.
August 1, 1895	John R. McKee	Clay.
August 1, 1895	Samuel L. Tipton	Carroll.
August 1, 1895	Clara M. Travis	Buchanan.
August 1, 1895	Matilda A. Wild	Black Hawk.
August 1, 1895	David Williams	Van Buren.
August 1, 1895	Janet Wilson	Appanoose.
August 1, 1895	Elizabeth F. Wright	Greene.
September 1, 1895	Nettie Banister	Cherokee.
September 1, 1895	Delbert Earle Barnes	Black Hawk.

STATE CERTIFICATES—CONTINUED.

DATE OF CERTIFICATE.	TO WHOM ISSUED.	COUNTY.
September 1, 1895	Mamie Burgess	Cass.
September 1, 1895	Lucy J. Feitz	Madison.
September 1, 1895	Lawrence Focht	Montgomery.
September 1, 1895	H. Vernon Hunt	Hardin.
September 1, 1895	Clara B. Jewett	Grundy.
September 1, 1895	Lizzie Langfitt	Adair.
September 1, 1895	Mary Lewisten	Buena Vista.
September 1, 1895	Charles Wesley Lyon	Story.
September 1, 1895	Mrs. M. L. McCarty	Palo Alto.
September 1, 1895	Herbert Pease	Marshall.
September 1, 1895	Lenna Prater	Franklin.
September 1, 1895	Sarah C. Ream	Clarke.
September 1, 1895	Carrie Jane Samson	Taylor.
September 1, 1895	Alvin L. Speaker	Tama.
September 1, 1895	Martha O. Ward	Tama.
September 1, 1895	Laura J. Wyatt	Story.
September 1, 1895	John Wesley Young	Washington.
September 1, 1895	Curtis P. Beale	Fremont.
September 1, 1895	Logan L. Fees	Adams.
September 1, 1895	L. A. Glassburn	Shelby.
September 1, 1895	Ida M. Huffaker	Mills.
September 1, 1895	Maud Pinkerton	Fremont.
September 1, 1895	Henry A. Simons	Fremont.
September 1, 1895	Holly Sherman Stewart	Fremont.
September 1, 1895	Jennie A. Stiles	Fremont.
September 1, 1895	Ellen Jordan Wing	Mills.

STATE DIPLOMAS.

DATE OF DIPLOMA.	TO WHOM ISSUED.	COUNTY.
January 5, 1894	*Milan J. Garrett	Polk.
January 5, 1894	Henry H. Hahn	Monona.
January 5, 1894	Louis T. Hill	Cedar.
January 5, 1894	J. B. Knoepfler	Allamakee.
January 5, 1894	Daniel Newkirk	Polk.
January 5, 1894	*Joseph H. Richard	Hamilton.
January 5, 1894	*Charles E. Shelton	Des Moines.
January 5, 1894	Belle R. Taylor	Des Moines.
January 5, 1894	Marian S. Todd	Des Moines.
January 5, 1894	W. S. Wilson	O'Brien.
August 1, 1894	Christine M. Benson	Polk.
August 1, 1894	Martha Cox	Des Moines.
August 1, 1894	Joella Findley Gowdy	Polk.
August 1, 1884	*Lizzie Hughes	Louisa.
August 1, 1894	*Lambert Benton Moffett	Floyd.
August 1, 1894	Annette Louise Rice	Mahaska.
August 1, 1894	*Julia Scurry	Hardin.
August 1, 1894	*Phebe S. Sites	Polk.
August 1, 1894	*Elmer H. White	Polk.
August 1, 1894	*Fanny Burling Wilde	Hardin.
January 1, 1895	Ezra J. H. Beard	Jasper.
January 1, 1895	Harriet Birdsall	Polk.

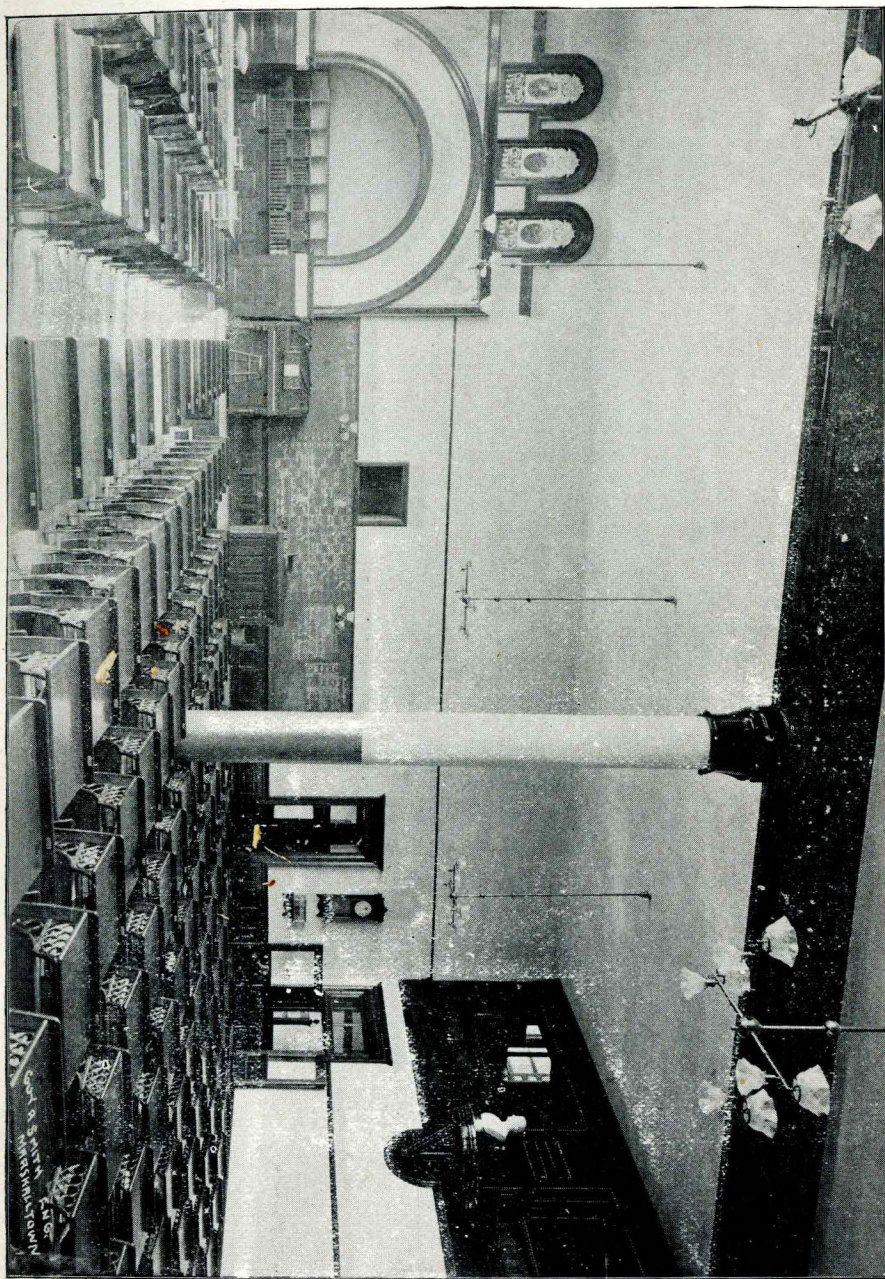
*Held state certificate in Iowa.

STATE DIPLOMAS—CONTINUED.

DATE OF DIPLOMA.	TO WHOM ISSUED.	COUNTY.
January 1, 1895	*Amy Boggs.....	Delaware.
January 1, 1895	Nell Bomaster.....	Des Moines.
January 1, 1895	Anna Marie Bosler.....	Des Moines.
January 1, 1895	Alexander M. M. Dornon.....	Louisa.
January 1, 1895	*Elmer T. Fitch.....	Clinton.
January 1, 1895	Francis M. Fultz.....	Des Moines.
January 1, 1895	*Edward Herbert Griffin.....	Keokuk.
January 1, 1895	Henry Elton Kratz.....	Woodbury.
January 1, 1895	Binnie C. McKitterick.....	Des Moines.
January 1, 1895	*Martha Jane Mellen.....	Hardin.
January 1, 1895	Florence Estella Robbins.....	Des Moines.
January 1, 1895	Anna Loretta Robins.....	Des Moines.
January 1, 1895	Clara E. Russell.....	Des Moines.
January 1, 1895	S. Lillian Russell.....	Des Moines.
January 1, 1893	William J. Samson.....	Des Moines.
January 1, 1895	Cora Linda Sennett.....	Des Moines.
January 1, 1895	*Anna E. Shepherd.....	Johnson.
January 1, 1895	Otis Ezra Smith.....	Polk.
January 1, 1895	*Libbie Addie Tower.....	Hardin.
January 1, 1895	Anna L. Zerby.....	Des Moines.
January 1, 1895	Mary Ziek.....	Linn.
May 1, 1895	Mrs. L. Elizabeth Wilson.....	Clinton.
May 1, 1895	Harriet E. Wyckoff.....	Clinton.
July 1, 1895	*Bruce Francis.....	Dallas.
July 1, 1895	*John A. Kleinsorge.....	Polk.
August 1, 1895	*Clarence Ray Aurner.....	Dallas.
August 1, 1895	*William Francis Barr.....	Butler.
August 1, 1895	*Gertrude Woodbury Dawley.....	Scott.
August 1, 1895	Huldah Harshman.....	Lee.
August 1, 1895	*Gerald N. Sabin.....	Wright.
August 1, 1895	*Ida Leonora Schell.....	Poweshiek.
August 1, 1895	Mrs. Minnie Ainsworth Wilson.....	Greene.

*Held state certificate in Iowa.

Study Hall, Marshalltown High School.



OFFICIAL PUBLICATIONS.

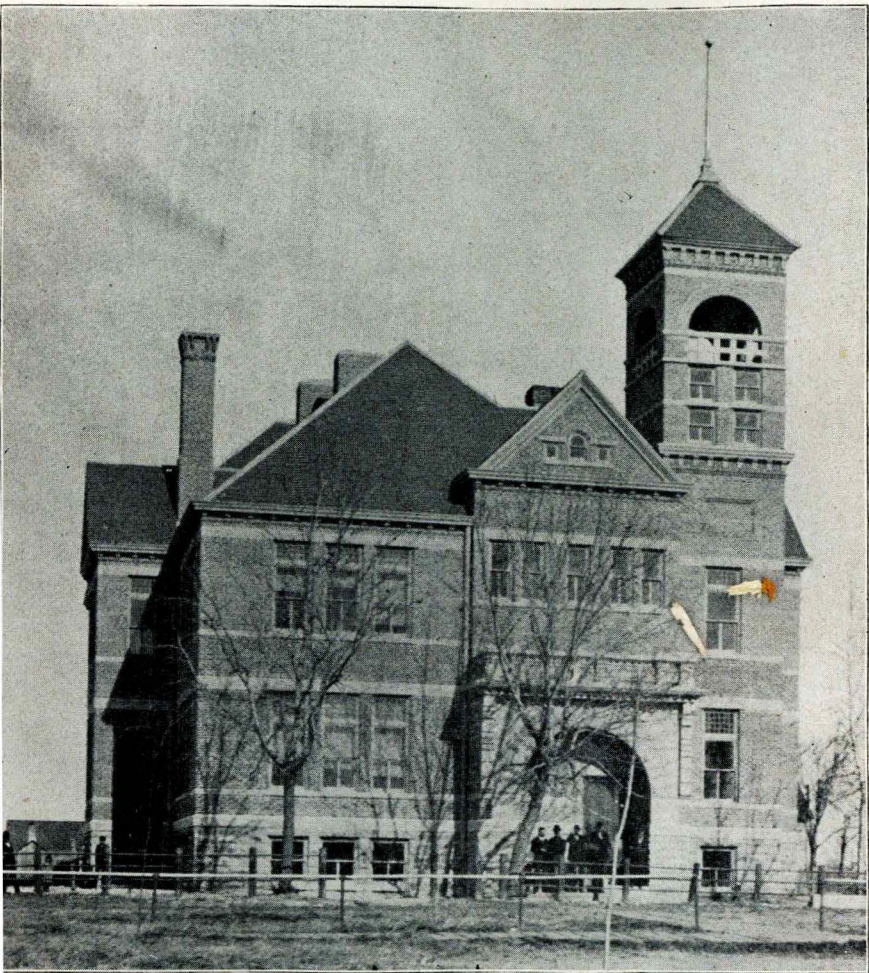
CIRCULARS OF INFORMATION.

THE HANDBOOK.

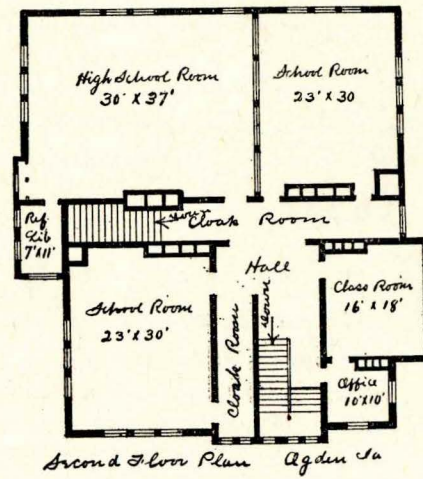
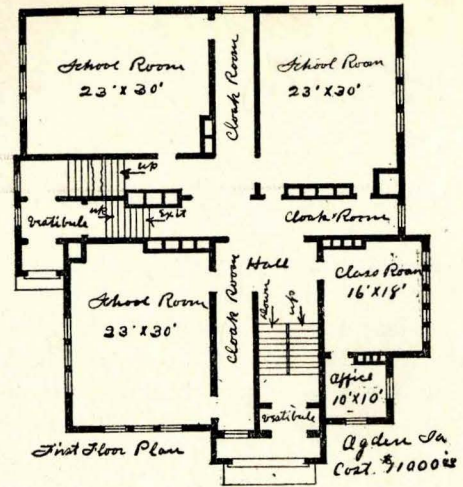
THE DIRECTORY.

FLAG DAY EXERCISES.

ARBOR DAY ANNUAL.



Ogden. Six Rooms, Cost \$11,000.



CIRCULARS OF INFORMATION.

Early in the present year this department determined to make the experiment of printing circulars pertaining to educational subjects, for distribution in the state. We had in view the idea of affording in this way information calculated to awaken a deeper interest in the schools, and thus to lead eventually to the adoption of means calculated to improve our school system.

The experiment has proved so much of a success as to warrant us in continuing the practice. These circulars fall into the hands of teachers who are anxious for just the information they contain, often they are read by those who seldom read or think upon educational matters, and they are thus invaluable as a means of educating the people. There is no other way apparent in which the work of this department can be made to exert so wide an influence.

Under each of the following titles we have issued the number of circulars indicated:

National Educational Association.....	7,500
Child Study.....	3,000
Iowa Library Society.....	3,000
School Directors' Convention.....	5,000
Needed School Legislation.....	5,000
The Rural School Problem.....	5,000
Announcement State Teachers' Association of 1895.....	15,000

In addition to the above we have sent out in 1895, 6,000 school directories, 5,000 high school statistics, 20,000 of the handbooks for Iowa teachers, 20,000 of the Flag day exercises, and 20,000 Arbor day annuals.

HANDBOOK FOR IOWA TEACHERS.

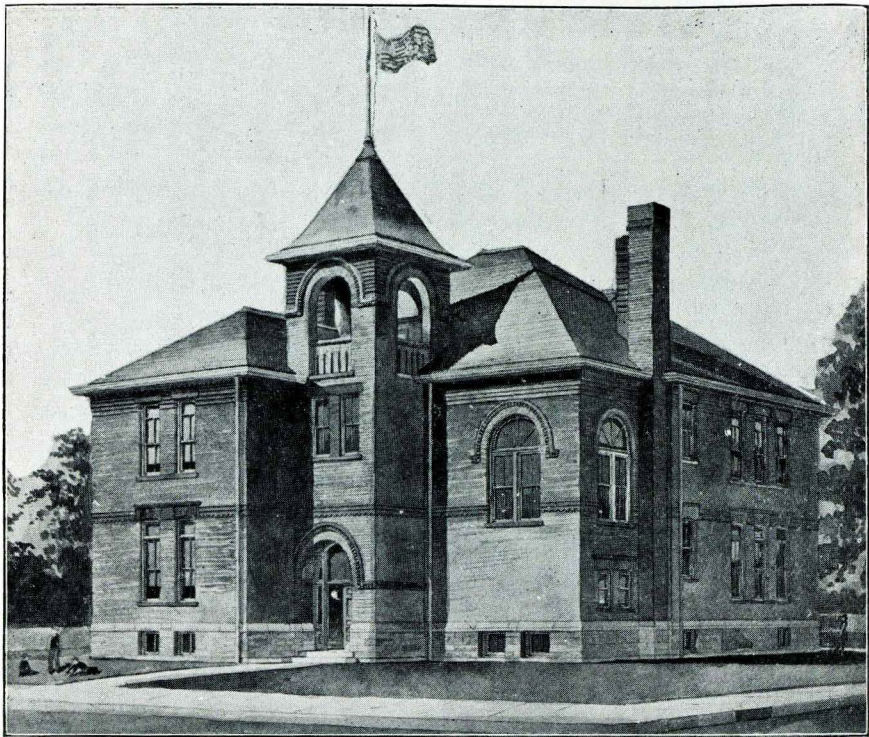
The first edition of this book was prepared in 1890, and proved such a valuable aid to them in their work, that during the last year teachers made a very general request for its republication. The new edition is a revision of the old. The course of study for country schools has been carefully revised, and improved in some essential points. The part pertaining to the civil government of Iowa and of the Nation has been compared with the latest and best authorities, the notes on school law as far as it pertains to teachers, have been enlarged, and the points of most interest to teachers more fully explained.

We have urged the use of this book, especially in the rural schools, both because it contains much valuable information, and because by following the course of study the work of instruction will be brought to a reasonable degree of uniformity in all parts of the state.

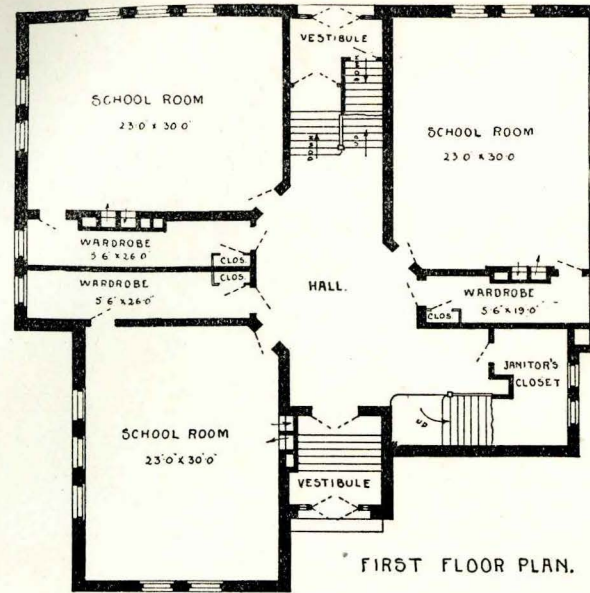
County superintendents have received the book with much favor as a great help to them in their work. We believe that boards should insist upon the course being followed in the schools under their care, and should coöperate with the county superintendent in securing its general use. It is not enough to encourage the teachers to conform to the outlines, the board should require them to do so. In this way every teacher will be able to do more for his scholars, and the work of the ungraded schools will be unified, harmonized, and permanently improved.

We believe it is the duty of the county superintendent to encourage the introduction of this handbook in the annual institute. Placed in the hands of a competent instructor, it can be made of great use. The civil government once thoroughly mastered will impart information much needed in order to give both teacher and pupil correct ideas of the nature and functions of our government.

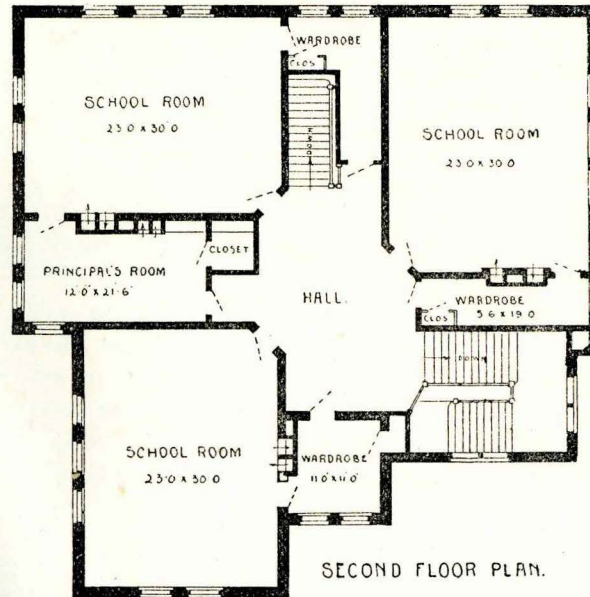
We have taken great pains with the arrangement and the matter of the entire book. Under its influence the rural schools where the course has been faithfully complied with have uniformly made good progress.



Prairie City. Six Rooms, Cost \$11,933.



FIRST FLOOR PLAN.



SECOND FLOOR PLAN.

Prairie City.

IOWA SCHOOL DIRECTORY.

In the fall of 1894 this department undertook the publication of a directory for the use of teachers and school officers. The following is the table of contents:

CONTENTS.

Department Public Instruction.
Board of Examiners.
County Superintendents.
State University—Descriptive.
State Normal School—Descriptive.
State Teachers' Association.
State Teachers' Reading Circle.
Pupils' Reading Circle.
Colleges and Seminaries.
Graded School Directory.
State University.
State Normal School.
Agricultural College.
College for the Blind.
Industrial Home for the Blind.
School for the Deaf.
Soldiers' Orphans' Home.
Institution for Feeble-minded Children.
Industrial Schools.
Summary of Statistics, 1894.
Officers State Teachers' Association, 1895.

The directory proper contains the location of the graded schools, name of the principal of the school, of the secretary of the board, salary paid principal, school enumeration of the district, and school attendance.

The information contained in this directory has been widely sought for, so that the edition issued was barely sufficient to supply the demand.

The directory has proved of especial interest to school officers. From it they have been enabled to learn what other places similar in size to theirs are doing for their schools. In some cases such information has served as an incentive to increase salaries and to require better work of teachers. The

tendency of this publication has been to give officers and teachers fuller information concerning the public schools, an object which we have endeavored to keep constantly in mind in all our efforts.

A copy of the directory was sent to the principal of every school and to the secretary of every district included in it.

PATRIOTISM.

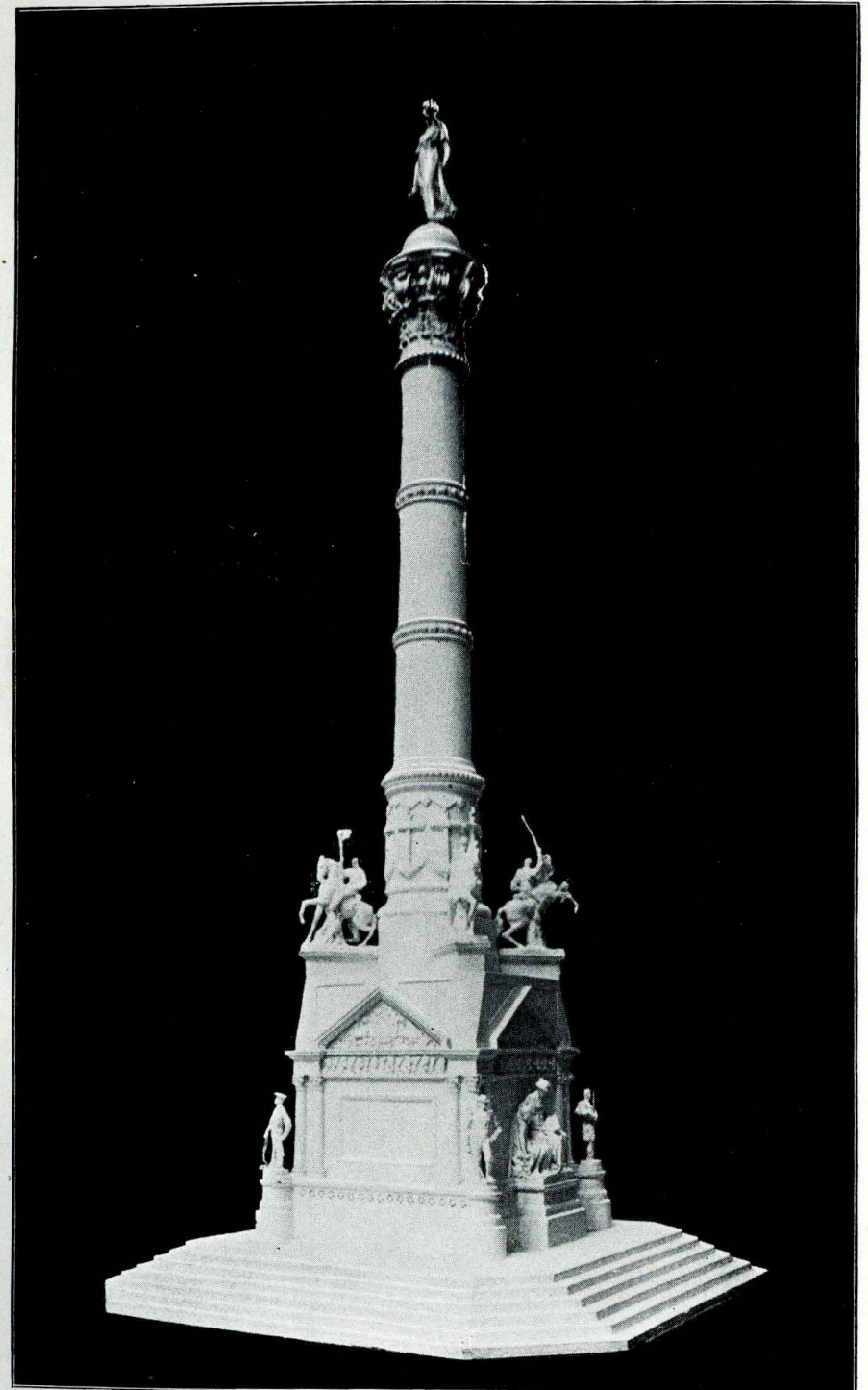
Twice during the past year we have sent to county superintendents, for use in each school room in the state, a carefully prepared program calculated to arouse and quicken love of country in the minds of the pupils.

In 1895 the birthday of Washington was very generally observed as Flag Day. This custom should be continued. While patriotism should be inculcated at all times and in different ways, the observance of this day, with special reference to the life and character of Washington, cannot fail to impress upon the child the value of integrity of purpose and purity of heart as elements essential to true greatness.

Everything calculated to keep in the minds of our children the deeds of their revolutionary sires should be carefully encouraged. They enunciated boldly the principles of republican liberty, and by their heroic sacrifices laid the foundations of our republican government.

The history taught in our schools should be real. It should catch its inspiration from the lives and words of Washington and Jefferson, of Adams and Patrick Henry, of the men who framed a constitution destined to rank with the Magna Charta of England, in all parts of the civilized world.

In connection with the annual leaflet for Arbor Day, we issued also a short program of exercises suitable for Memorial Day. It was designed, not only to commemorate the men who put down the rebellion, but also to implant and foster an American pride in American institutions. This government must live long after the last old soldier has gone to his rest. We shall fall far short of our duty as patriotic Americans if our teachings of patriotism do not inculcate the thought that the republic is perpetual.



Iowa Soldiers' and Sailors' Monument.

This department has ruled that boards of directors may, with the contingent fund not otherwise appropriated, purchase a flag for school use. Many schools have availed themselves of this provision of the law. In nearly all our cities and larger towns the flag floats over the school during certain days of every term. The practice is, however, not as universal as it ought to be. Every school should possess a flag, and the children should be taught to respect and honor it, not because the law compels it, but because it is in accordance with the promptings of that patriotic instinct which the Creator has implanted in the heart of man.

The number of schoolhouses having flags is steadily increasing. In 1893 there were 2,862, in 1894, 3,446, and in 1895, 4,195. Scott is the banner county, having 121 schoolhouses and 121 flags. Montgomery follows very closely with 113 schoolhouses and 110 flags, Wayne, 122 houses, 110 flags, and Cherokee 144 houses with 130 flags.

This has been accomplished without the aid of any special provision of law. It is the result of the patriotic sentiment which only needs to be encouraged to grow until every school owns a flag, and the children are taught to salute and respect it as the symbol of all that makes their country great.



Patriotic Leaflet

.. FOR ..

Flag Day

PREPARED AT THE DEPARTMENT OF
PUBLIC INSTRUCTION, DES MOINES.
FOR THE SCHOOL CHILDREN OF IOWA.

February 22
1895

Thrice honored name—GEORGE WASHINGTON.
The loyal and the brave and true;
Now, once again, for Freedom's son,
Unfurl our Flag, RED, WHITE, and BLUE.

To the Teachers of Iowa:

It does not seem necessary to urge upon you the necessity of teaching patriotism in the public schools of the state. And yet, in the great multiplicity of subjects which claim our attention, there is very grave danger that we may overlook the importance of cultivating in the minds of the children reverence for the flag, love of country, and gratitude towards the Nation's heroes.

The soldiers of the Civil War, many of them bending beneath the weight of years, covered with honorable scars, are a perpetual reminder of the nation's debt to them. But the heroes of the Revolution, the men who breasted the storm with brave hearts when others despaired, who fought with Washington at Trenton and Yorktown, who endured the hardships of Valley Forge, and who laid the foundations of the republic, live only in history. Their deeds must not be allowed to pass into oblivion.

In accordance with a custom now almost universal the twenty-second of February is set apart as Flag Day in Iowa. I recommend that it be observed in every public school of the state. The flag salute should be used. It is printed in this program. Do not neglect it. It can be made exceedingly impressive. On that day let the exercises in every school close with singing "America." The destinies of the Nation are in our hands. The republic can suffer no harm if the children are rightly taught.

"ONE COUNTRY—ONE LANGUAGE—ONE FLAG."

Very cordially,

Your friend and fellow teacher,

HENRY SABIN.

Ah! never shall the land forget,
 How gushed the life-blood of her brave,—
 Gushed, warm with hope and courage yet,
 Upon the soil they fought to save.
 —William Cullen Bryant.

Echoes of War and Songs of Peace

IN LOVING REMEMBRANCE OF THE HEROIC DEAD,
 AND GRATEFUL RECOGNITION OF
 THE NOBLE GRAND ARMY OF THE REPUBLIC.

EXERCISES ADAPTED FOR THE USE OF IOWA SCHOOL CHILDREN
 IN COMMEMORATION OF

Memorial Day, May 30, 1895.

What shall we teach the children to-day? Is it enough that we remind them of the debt of gratitude they owe to the men who died for the Union? The teachings of Memorial Day must reach deeper than that. True patriotism is not a sentiment alone; it rules the life, prompts actions, and stirs the emotions so that love of country becomes part of our existence. It is a good thing to raise the flag to-day on every schoolhouse, to cover every grave with flowers, and to honor the memory of the heroic dead. But let us not forget the needs of the present. We must have in every schoolhouse an American teacher, deeply in love with American institutions, imbued with an American spirit, and intent upon building up in the minds of the children a high ideal of an intelligent American citizenship. Join loyally to-day in paying a just tribute of love and gratitude to the old soldiers, living as well as dead, and then, through all the year, remember that the need of the hour is a noble, self-sacrificing patriotism, and that the country looks to the teachers in the common schools to train the future citizens of the republic so that they in turn may create and perpetuate a race of noble Americans.

Cordially yours,

HENRY SABIN,
 Superintendent of Public Instruction.



By the rude bridge that arched the flood,
 Their flag to April's breeze unfurled,
 Here once the embattled farmers stood
 And fired the shot heard round the world.

ARBOR DAY.

During the biennial period the Arbor Day annual has been issued as usual. This custom was inaugurated in 1887, and yet in many counties in the state we find school grounds on which not a tree is reported as in a healthy, growing condition. The law makes it the duty of boards of directors to plant and properly care for twelve or more shade trees on every schoolhouse site not already provided with suitable shade. This is not a discretionary matter; it is mandatory, and yet one who travels in different sections of the state will notice schoolhouse sites on which not a tree is growing, and, to all appearances, none have ever been set out. Such neglect tells its own story concerning that community.

We think, however, that the number of such sites is decreasing in Iowa. The observance of Arbor Day is gradually educating the people to a better understanding of the necessity of making the school grounds attractive and pleasant.

We print the introduction to the annual of 1894, and also that to the annual of 1895:

To Teachers in the Public Schools:

The success of Arbor Day depends very largely upon your efforts in interesting the children and their parents in the program which you arrange. We have had the annual prepared with special reference to your wants, and hope you will spare no pains to observe the day in accordance with the spirit of its founders.

We make this address to you, and not to the children, as is customary, for good and valid reasons. Traveling about the state at times, we are pained to notice the bare and desolate condition of too many of the schoolhouse yards. Often the trees which were planted in former years have been allowed to die, evidently through want of care. Seldom have we noticed any attempts to cultivate shrubbery or flowers about the grounds. Very little has been done to make the approaches to the building, or its surroundings, in any way attractive.

It is not enough to plant a tree with pleasant Arbor Day exercises. It must be cared for afterwards. The children should be taught to have a real pride in the growth of the Washington tree, the Grant tree, or of any other, even though it may have no particular name.

We are not doing enough in our schools to cultivate the esthetic nature of the pupils. We do not take advantage, especially in the country schools,

of the attractive side of nature, in bringing to the notice of the children the beautiful things concealed in the grasses, the flowers, and the trees. Teach the children that it is a crime to destroy, in wanton play, the eggs or the nests of our singing birds. Kindness to dumb animals is another needed lesson to be taught in our schools.

In a word, do not let Arbor Day exercises end with the close of the special program. Rather continue them throughout the entire school year. Let every day, in a large sense, be an Arbor Day.

Very cordially,

HENRY SABIN.

To the Teachers in our Public Schools:

Arbor Day has two missions; one of tree planting and one of nature study. Wherever there is a barren, desolate piece of ground called "the schoolhouse yard" there its mission is to plant trees and shrubs; to care for them, and to teach the children to love the trees they plant as one friend loves another. There are hundreds of such yards in Iowa to-day which need to be made beautiful and attractive to the children. Select a thrifty young tree, such as grows most luxuriantly in your section of the state, and ask some one who knows how to direct you in planting it. Interest the children in caring for it, that it may get well rooted before the dry summer months come on. Every such tree planted in Iowa soil, if it lives and grows, will prove a blessing to the district and the state.

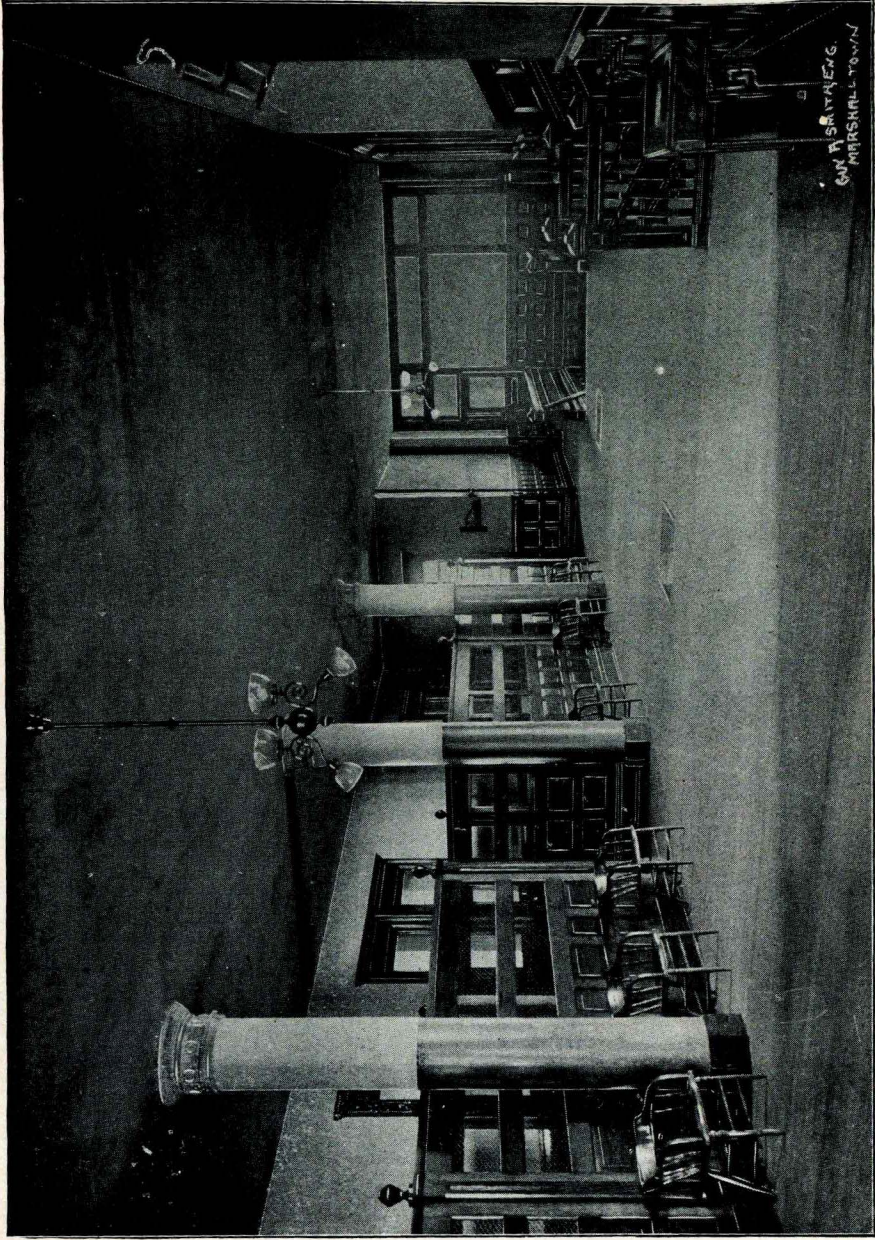
The other mission of Arbor Day is broader and reaches out into the entire realm of nature. Its exercises should be such as in after years will awaken pleasant memories, and recall the associations of a happy childhood. Nature is many-sided. She reveals her beauties in a thousand varied forms. To lead the child "to look from Nature up to Nature's God" is the work of a teacher who himself knows her secret ways, and her pleasant paths.

The spirit of Arbor Day should remain throughout the year. The exercises should be made to minister to building the character of the child. Character is always fashioned after some ideal. This should be the tendency of nature lessons, to form the right ideal of truth, reverence, and worship, as well as of knowledge. If it is not, then the golden opportunity is lost.

We send you this Arbor Day annual in the hope that it may prove an inspiration to you and your school, so that in the light of nature all good and beautiful thoughts may take root and grow in your lives and in the lives of your pupils, as the tree you plant grows in the air and the sunshine. We wish you abundant success in your calling.

Very cordially,

HENRY SABIN,
Superintendent of Public Instruction



First Floor Hall, Marshalltown High School.

TEMPERANCE INSTRUCTION.

REMARKS.

REPORT.

TEMPERANCE INSTRUCTION.

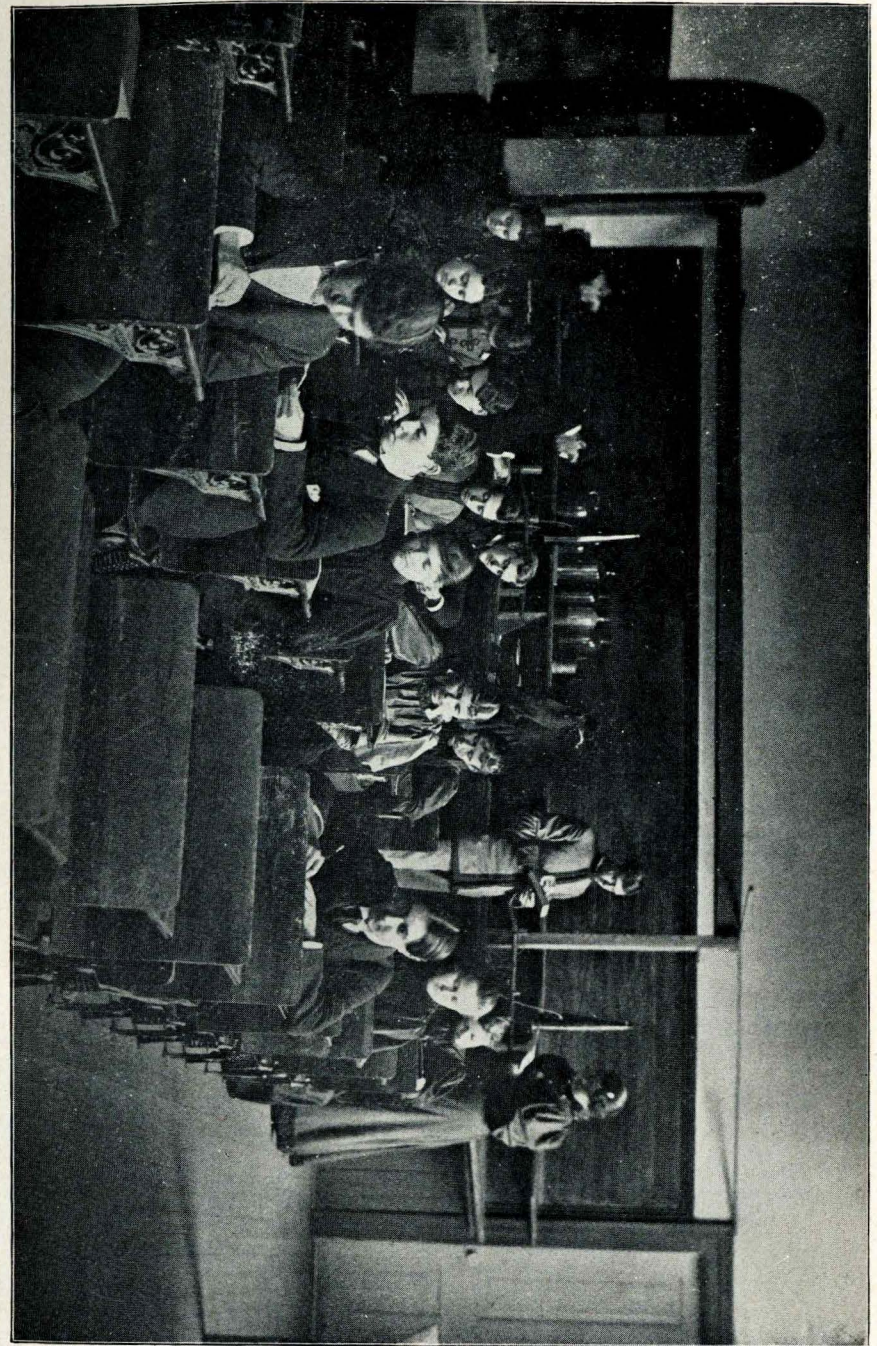
As far possible this department has endeavored to have the provisions of chapter one, of the Twenty-first General Assembly, faithfully carried out. Each county superintendent has reported to us the manner and extent to which the requirements of section one of this act have been complied with in the schools and institutes under his charge. We have sent blanks to the secretary of school boards in cities and towns, and have tabulated the answers in a compact form for publication in this report. Every county superintendent reports that in the county institute he gave the subject the consideration which the law requires. The secretaries for the different school boards report that the law is generally complied with in the graded schools of the state, as well as in all the schools in the country districts.

As far as the letter of the law is concerned there is a general compliance with its provisions. Not that there are no exceptions. There are some districts in which the most conscientious teacher, owing to complications beyond her control, finds it difficult to decide what course should be pursued. In regard to what precise method the teacher is to employ, the law is silent, as it should be. The term scientific temperance instruction is misleading. The aim should not be alone to implant in the mind of the child a vivid idea of the evils of intemperance, lest that which we hold up as a warning may become, first an impression, and afterward a hideous growth. There must be something more than this.

The chief aim in temperance instruction should be to convince the child that the only path to happiness or success lies through a life of temperance and sobriety. A high ideal of a noble life, like a beautiful picture on the walls of a room, is an ever present, all powerful influence for good.

The law itself is one in which the spirit far overshadows the letter. Unless the instruction given reaches the heart and convinces the judgment, it fails of its purpose. The boy is not greatly benefited by the instruction given in the school, if after reciting his lesson upon the ruinous effects of tobacco upon his system, and perhaps before he leaves the schoolhouse yard, he lights his cigarette and smokes it on his way home.

This law, as well as the one forbidding the sale of tobacco to minors under sixteen, is very wholesome in its tendency. Such laws, however, add new and grave responsibilities to the teacher's office. That some teachers fail to appreciate this is due simply to human nature. That others fail to appreciate the fact that precept is futile when not supported by practice, is pitiable. On the whole we believe the teachers in our schools are anxious to do their duty in observing this law. If parents, in many cases, were as watchful as the teachers, and as willing to make sacrifices if necessary, in order that their children may be taught habits of soberness and temperance, the work of temperance instruction would be much more effective.



Class in Physics, Council Bluffs.

SUMMARY

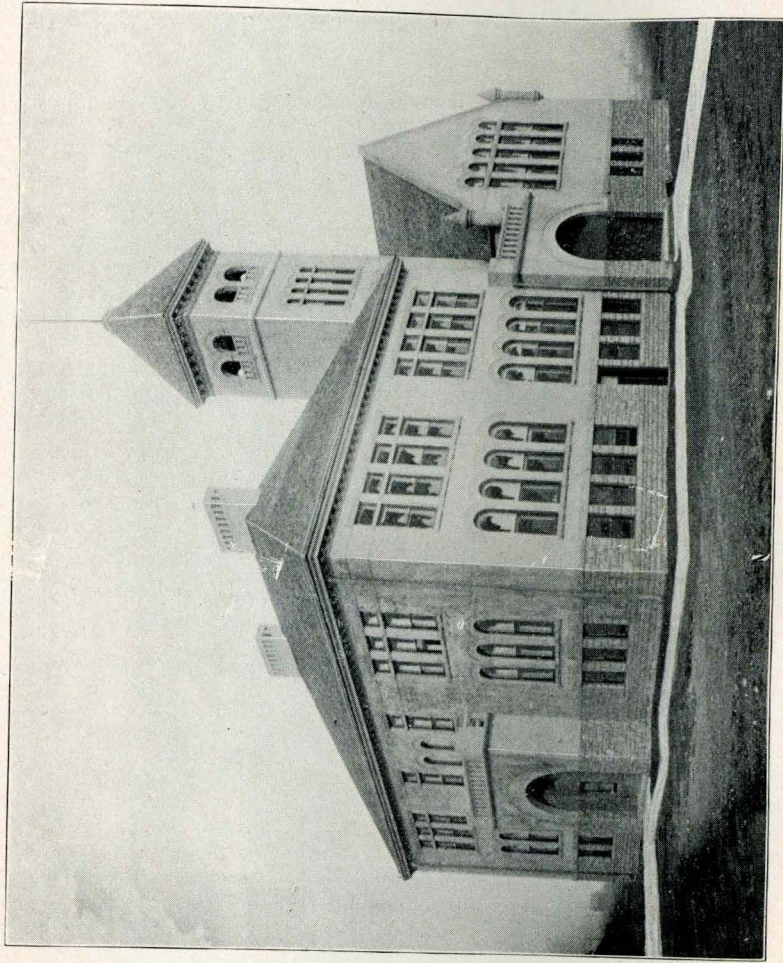
From cities and towns, regarding the manner and extent to which the require-
the teaching and study of the effects of alcoholic drinks, stimulants, and
said cities and towns, during the school year 1894-1895.

TOWNS.	PRIMARY.			
	What method is em- ployed?	Are text-books used by pupils?	Has a course of in- struction been adopted by the board?	Are your pupils sub- ject to examina- tion in this branch?
Ackley	Oral	No	Yes	Yes
Adel	Oral	No	Yes	Yes
Afton	Oral	No	Yes	Yes
Agency	Oral	No	Yes	Yes
Albia	Oral	No	Yes	Yes
Algona	Oral	No	Yes	Yes
Allerton	Oral	No	Yes	Yes
Ames	Oral	No	Yes	Yes
Anamosa	Oral	No	Yes	No
Anita	Oral	No	Yes	Yes
Atlantic	Oral	No	Yes	No
Audubon	Oral	Yes	Yes	Yes
Avoca	Oral	No	Yes	No
Bedford	Oral	Yes	Yes	Yes
Belle Plaine	Oral	No	No	Yes
Bellevue	Charts	No	No	Yes
Bloomfield	Oral	No	No	Yes
Boone	Oral	No	Yes	Yes
Britt	Oral	No	Yes	Yes
Brooklyn	Oral	No	Yes	Yes
Burlington	Book	Yes	Yes	Yes
Carroll	Oral	Oral	No	No
Cascade	Book	Yes	Yes	Yes
Cedar Falls	Oral	No	No	No
Cedar Rapids	Oral	No	No	No
Centerville	Oral	No	Yes	Yes
Chariton	Oral	No	No	No
Charles City	Oral	Yes	Yes	Yes
Cherokee	Oral	No	Yes	Yes
Clarinda	Oral	No	Yes	Yes
Clear Lake	Oral	No	Yes	No
Clinton	Oral	No	Yes	Yes
Colfax	Oral	No	Yes	Yes
Columbus Junction	Oral	No	Yes	Yes
Corning	Oral	No	Yes	Yes
Correctionville	Oral	No	Yes	No
Corydon	Oral	No	Yes	Yes
Council Bluffs	Oral	No	Yes	Yes
Cresco	Oral	No	Yes	Yes
Creston	Oral	No	Yes	Yes
Davenport	Oral	No	Yes	Yes
Decorah	Oral	No	Yes	Yes
Denison	Oral	No	Yes	Yes
Des Moines—Capital Park	Oral	No	Yes	No
East Des Moines	Oral	Yes	Yes	Yes
North Des Moines	Oral	No	Yes	Yes
West Des Moines	Oral	No	Yes	No
De Witt	Oral	No	Yes	Yes
Dubuque	Oral	No	Yes	Yes
Dunlap	Oral	No	Yes	Yes
Dyersville	Oral	No	Yes	No
Eagle Grove	Oral	Yes	Yes	Yes
Eddyville	Oral	No	Yes	No
Eldon	Oral	No	Yes	Yes

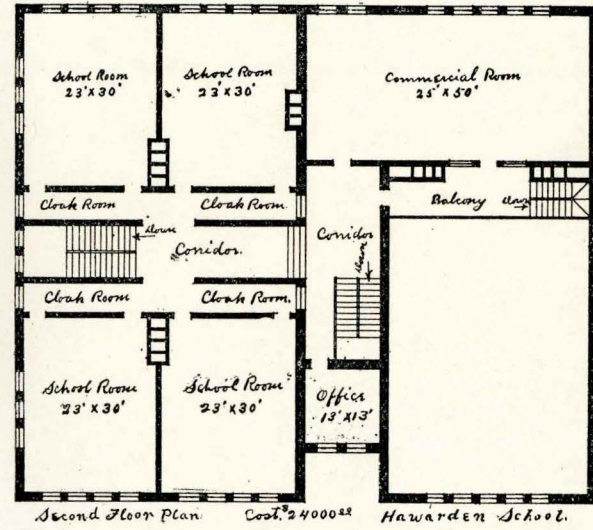
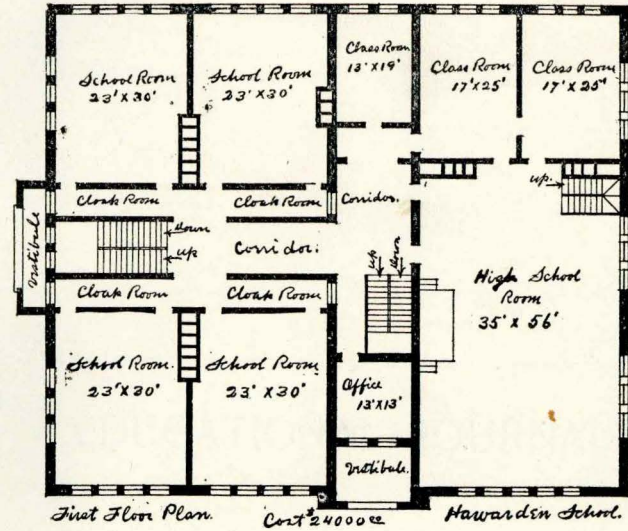
OF REPORTS

ments of Chapter 1, Laws of Twenty-first General Assembly, providing for
narcotics upon the human system, have been complied with in the schools of

TOWNS.	GRAMMAR.				HIGH SCHOOL.				GENERAL QUESTIONS.		
	What method is em- ployed?	Are text-books used by pupils?	Has a course of in- struction been adopted by the board?	Are your pupils sub- ject to examina- tion in this branch?	What method is em- ployed?	Are text-books used by pupils?	Has a course of in- struction been adopted by the board?	Are your pupils ex- amined in this branch?	Is this study given as much attention as the other essen- tial branches?	Are your teachers skilful in giving the instruction re- quired by law?	Are the board satis- fied that the law has been complied within its spirit?
Ackley	Book	Yes	Yes	Yes	Book	Yes	Yes	Yes	Yes	Yes	
Adel	Book	No	Yes	No	Book	Yes	Yes	Yes	Yes	Yes	
Afton	Book	Yes	Yes	Yes	Book	Yes	Yes	Yes	Yes	Yes	
Agency	Oral	Yes	Yes	Yes	Oral	Yes	Yes	Yes	Yes	Yes	
Albia	Oral	Yes	Yes	Yes	Oral	Yes	Yes	Yes	Yes	Yes	
Algona	Oral	Yes	Yes	Yes	Book	Yes	Yes	Yes	Yes	Yes	
Allerton	Oral	Yes	Yes	Yes	Book	Yes	Yes	Yes	Yes	Yes	
Ames	Oral	No	Yes	Yes	Book	Yes	Yes	Yes	Yes	Yes	
Anamosa	Book	Yes	Yes	Yes	Book	Yes	Yes	Yes	Yes	Yes	
Anita	Oral	Yes	Yes	Yes	Book	Yes	Yes	Yes	Yes	Yes	
Atlantic	Oral	Yes	Yes	Yes	Book	Yes	Yes	Yes	Yes	Yes	
Audubon	Oral	Yes	Yes	Yes	Book	Yes	Yes	Yes	Yes	Yes	
Avoca	Oral	No	Yes	Yes	Oral	No	Yes	Yes	No	Yes	
Bedford	Oral	Yes	Yes	Yes	Book	Yes	Yes	Yes	Yes	Yes	
Belle Plaine	Oral	No	Yes	Yes	Book	Yes	Yes	Yes	Yes	Yes	
Bellevue	Charts	No	Yes	Yes	Oral	Yes	Yes	Yes	Yes	Yes	
Bloomfield	Oral	Yes	Yes	Yes	Charts	No	Yes	Yes	Yes	Yes	
Boone	Oral	Yes	No	Yes	Book	Yes	No	Yes	Yes	Yes	
Britt	Book	Yes	Yes	Yes	Book	Yes	Yes	Yes	No	Yes	
Brooklyn	Oral	Yes	Yes	Yes	Book	Yes	Yes	Yes	Yes	Yes	
Burlington	Book	Yes	Yes	Yes	Oral	Yes	Yes	Yes	Yes	Yes	
Carroll	Book	Yes	No	Yes	Book	Yes	Yes	Yes	Yes	Yes	
Cascade	Book	Yes	Yes	Yes	Book	Yes	Yes	Yes	Yes	Yes	
Cedar Falls	Book	Yes	Yes	Yes	Book	Yes	Yes	Yes	Yes	Yes	
Cedar Rapids	Book	Yes	Yes	Yes	Book	Yes	Yes	Yes	Yes	Yes	
Centerville	Book	Yes	Yes	Yes	Book	Yes	Yes	Yes	Yes	Yes	
Chariton	Book	Yes	Yes	Yes	Book	Yes	Yes	Yes	Yes	Yes	
Charles City	Book	Yes	No	Yes	Book	Yes	No	Yes	No	Yes	
Cherokee	Oral	Yes	Yes	Yes	Book	Yes	Yes	Yes	Yes	Yes	
Clarinda	Book	Yes	Yes	Yes	Book	Yes	Yes	Yes	Yes	Yes	
Clear Lake	Book	Yes	Yes	Yes	Book	Yes	Yes	Yes	Yes	Yes	
Clinton	Book	Yes	Yes	Yes	Book	Yes	Yes	Yes	Yes	Yes	
Colfax	Book	Yes	Yes	Yes	Book	Yes	Yes	Yes	Yes	Yes	
Columbus Junction	Book	Yes	Yes	Yes	Book	Yes	Yes	No	Yes	Yes	
Corning	Book	Yes	Yes	Yes	Book	Yes	Yes	Yes	Yes	Yes	
Correctionville	Book	Yes	Yes	Yes	Book	Yes	Yes	Yes	Yes	Yes	
Corydon	Book	Yes	Yes	Yes	Book	Yes	Yes	Yes	Yes	Yes	
Council Bluffs	Oral	Yes	Yes	Yes	Book	Yes	Yes	Yes	Yes	Yes	
Cresco	Oral	Yes	Yes	Yes	Book	Yes	Yes	Yes	Yes	Yes	
Creston	Book	Yes	Yes	Yes	Book	Yes	Yes	Yes	Yes	Yes	
Davenport	Book	Yes	Yes	Yes	Book	Yes	Yes	Yes	Yes	Yes	
Decorah	Book	Yes	Yes	Yes	Book	Yes	Yes	Yes	Yes	Yes	
Denison	Book	Yes	Yes	Yes	Book	Yes	Yes	Yes	Yes	Yes	
Des Moines—Capital Park	Book	Yes	Yes	Yes	Book	Yes	Yes	Yes	Yes	Yes	
East Des Moines	Book	Yes	Yes	Yes	Book	Yes	Yes	Yes	Yes	Yes	
North Des Moines	Book	Yes	Yes	Yes	Book	Yes	Yes	Yes	Yes	Yes	
West Des Moines	Book	Yes	Yes	Yes	Book	Yes	Yes	Yes	Yes	Yes	
De Witt	Reading	Yes	No	No	Book	Yes	Yes	Yes	Yes	Yes	
Dubuque	Book	Yes	Yes	Yes	Book	Yes	Yes	Yes	Yes	Yes	
Dunlap	Book	Yes	Yes	Yes	Book	Yes	Yes	Yes	Yes	Yes	
Dyersville	Book	Yes	Yes	Yes	Book	Yes	Yes	Yes	Yes	Yes	
Eagle Grove	Oral	No	Yes	Yes	Book	Yes	Yes	Yes	Yes	Yes	
Eddyville	Book	Yes	Yes	Yes	Book	Yes	Yes	Yes	Yes	Yes	
Eldon	Book	Yes	Yes	Yes	Book	Yes	Yes	Yes	Yes	Yes	



Hawarden. Twelve Rooms. Cost \$24,000.



EDUCATIONAL JOURNALISM.

HISTORY.

PRESENT CONDITION.

EDUCATIONAL JOURNALISM IN IOWA.

Although Iowa was detached from Wisconsin in 1838 and admitted as a state in 1846, it was not until 1853 that an attempt was made to found a journal devoted to the cause of education. In January, 1853, The District School Journal of Education was issued at Dubuque, under the care of A. P. Wood, S. R. Gilbert acting as editor. It was in form a royal octavo, sixteen pages. The attempt of the editor to swell his subscription by going from place to place was not encouraging, and his description of the schools as he found them is a curiosity worth preserving. An extract from an editorial in one of the first numbers shows the spirit of the times:

Send in your orders, gentlemen. If we had time and space we could explain to your satisfaction, no doubt, the *modus operandi* which enables the eastern men to send you such a quantity of reading matter for so small a price, and we could also satisfy you that with the limited number of subscribers we yet have, we cannot afford to enlarge the journal. You say you can get twice as much reading matter from the east for half the money—so you can at home. We will furnish you *three* times as much for one-third of the money. We now offer it to you. We have on hand, subject to your order, several hundred copies of Greeley's Pictorial Life of Scott, several illustrated copies of old almanacs printed in Dutch, and a cart load of old congress speeches which once saved the country.

And again:

Night and day we shall battle away until our experiment becomes a *fixed fact*. The only forces we have to contend with are *ignorance, indifference* and *stinginess*. We shall endeavor to enlighten the first, arouse the second and shame the third. We have a mission to perform, and the greater the obstacles we have to surmount, the more complete will be our triumph.

In May, R. Spaulding, a bookseller of Dubuque, became the publisher of this paper. At the end of the first year, January 1, 1854, the name was changed to the Iowa Journal of Education. The editor says:

The time has not yet arrived in this state when a journal devoted exclusively to the interests of our public schools will be supported. But the time has arrived when the people will sustain an educational family journal.

The name as it appears on the title page of the second volume is, *An Educational Family Journal*. Out of 3,000 teachers in the state, however, the editor complains that only four furnished original contributions.

From 1855 to 1857 there was no educational journal in the state. In the latter part of the year 1857, J. L. Enos commenced the publication of the *Educational Voice*, at Cedar Rapids.

Mr. Enos was one of the strongest educational men Iowa has ever produced. He was temporary chairman at the time the national association was formed at Philadelphia, and was chosen one of the permanent vice-presidents.

The *Educational Voice* was conducted with great vigor. No educational journal in the state has ever surpassed it in the ability of its editorials or in the practical nature of its articles.

The aims of the *Voice*, in the words of the editor, were "to speak the wants of Iowa," not only in education, but also in improvements, mechanics, agriculture, commerce, and all else that tends to give strength and beauty to the affairs of the state.

Consequently its articles were varied and touched upon all the wants of the community. In short, the *Voice* recognized the fact that school interests have much in common with the interests of the public at large, and acted upon that fact.

The influence of the *Voice* was largely instrumental in forming the State Historical society. The *Voice* at one time boasted of 1,000 paying subscribers, and that the advertising receipts were over \$1,000. In 1858 the state association came to its aid. At a meeting held at Davenport in that year 500 subscribers were guaranteed by the members. In November, however, the editor complains that out of that number he had realized only \$10, and that of the 186 which the county superintendents agreed to take, only \$3 ever reached the publisher of the *Voice*. It is uncertain what became of the *Voice*. It disappeared. The reader of its pages, by the manly, earnest tone which pervaded them, is forced to acknowledge that Iowa has had no journal since its day, of greater, and only few of equal, merit.

In May, 1859, Rev. S. S. Howe, principal of the academy at Mount Pleasant, commenced the publication of the *Literary*

Advertiser and Public School Advocate, eight pages; subscription price, 25 cents a year. There are no copies of this magazine now extant. It was discontinued with October, 1860.

The same year, 1859, Mills Brothers, of Des Moines, commenced the publication of the *Iowa School Journal*, under the editorial care of A. J. Stevens.

The first number of the *Iowa Instructor* was issued in October, 1859, at Tipton, under the control of the executive committee of the state association, but was published at Davenport, C. C. Nestlerode being the responsible editor. It is probable that the subscription list of the *Voice* was taken as a starting point for the new journal.

At a succeeding meeting of the association, in 1860, the executive committee reported: "The *Instructor* was started at a time when it was far from popular to unfurl the free school banner. It has received no charity from the school killers. It has been derided and scoffed because it is purely an educational journal, but it has gone on the even tenor of its way, pleading for the inalienable rights of the defenseless children of Iowa."

The *Instructor* runs through three volumes. The ablest men in the state were among its contributors. Turning over its pages we find the names of S. N. Fellows, T. H. Benton, Jr., N. R. Leonard, M. Ingalls, C. C. Nestlerode, F. M. Witter, J. D. Hornby, A. S. Kissell, Miss P. W. Sudlow, and many others well known in connection with the educational history of the state.

It is not difficult to discover the object of the association in desiring to have an organ under their own direction. They were broad minded men, who were endeavoring to found an educational system adequate to the wants of a new, but rapidly developing state. They needed a journal which would serve as a means of communication not only among themselves, but between the schools and the public.

The journals of those early days would be voted dull and uninteresting by the modern reader. The articles were written by teachers who had something to say, and not by educators deeply versed in the philosophy of education. The writers had a plain, simple, direct way of putting things, and yet they evidently were imbued with the idea that the power of a teacher is in the use which he makes of his brains; that the practical utility of a school journal is in its power to awaken ideas, to arouse and stimulate thought.

It is to the influence of the educational journals published prior to 1865, that we owe the existence of a race of sturdy, enthusiastic, thinking teachers, men and women whose writings gave tone to the entire educational work of the state. More than this, to these early journals, and to those who supported them, often at a pecuniary sacrifice which they could poorly afford to bear, we owe much of whatever prestige Iowa now enjoys in the educational ranks of the Nation.

For three years the Instructor and the School Journal both managed to live. In 1862, however, they were combined and published by Mills & Company, at Des Moines, under the name of The Instructor and School Journal.

Among the articles in the first volume are the following: "English Composition," "Furnishing the School Room," in which the writer enumerates as necessary, a clock, a water pail and dipper, hooks, and outline maps; "The Farm," and "Will Clergymen Help the Teacher." The editor complains of three county superintendents who refused to take the paper from the postoffice because they had no time to read it.

From July, 1860, to January, 1861, the Journal was in a state of suspended animation. The second volume begins with the latter date, under the editorship of T. H. Benton, Jr., secretary of the board of education. That gentleman was an able writer, and under his supervision the Journal at once became influential. Its articles were mainly from the pens of Iowa writers, and treated of matters of immediate importance. The editorial department gave especial attention to those points of vital interest to the people. The selections were also of high order and showed much literary taste.

Mr. Benton entered the army in December, 1861, and the editorship of the Journal was left to chance. During the years 1864-7, we find the names of various teachers on the editorial page, evidently a committee chosen by the state association. It is impossible to follow the Journal through each year. The keen, vigorous utterances of A. S. Kissell, who ranked among the strongest and most enlightened educators of the northwest; the terse, epigrammatic sentences of Jonathan Piper; the wise, logical reasoning of D. Franklin Wells, grace its pages and make them profitable reading to the student of the educational history of Iowa.

In August, 1871, the Manual was commenced at Keokuk under the supervision of C. M. Greene, of Keokuk, and O. A. Burchard,

of Fredonia, New York. It did not continue long, for in June, 1872, the Manual was combined with the Iowa School Journal, first under the proprietorship of Edwards & Greene, and in August of that year Mr. Greene became the sole proprietor, and continued its publication at Des Moines until 1875.

In January, 1873, W. E. Crosby, of Davenport, commenced the publication of the Common School, and in 1875 bought the Journal of Mr. Greene. Mr. Crosby was for a number of years superintendent of the Davenport schools. He was at one time connected with the schools of Cincinnati, and was once secretary of the National Educational association. As a writer he possessed more than ordinary talent, being the master of terse, vigorous English, which made his journal extremely readable.

The last number of the Common School we are able to find is April, 1877. However, we think it was issued for a short time after that. With it disappeared the last vestige of the Iowa School Journal, as originated at the capital city and conducted by T. H. Benton, Jr.

With the vanishing of the School Journal ended an epoch in the history of the schools of Iowa. The men and women who wrote for its pages have nearly all ceased to take an active interest in the educational affairs of the state.

The strength of these old journals lay in the homely, common-sense character of the articles which filled their pages. There was less of pedagogy and philosophy than in the later journals. The names of Pestalozzi and Froebel are seldom found. One searches the pages in vain for those aids to teaching upon which the young teacher of the present day lays so much stress; but, on the other hand, there was more which appealed to the people, and which brought more prominently before the people of each school district the blessing of a common school education.

In 1877, a resolution was passed at a meeting of normal institute instructors, resulting in the establishment of the Iowa Normal Monthly. The first number was issued in August of that year at Dubuque, with Principal W. J. Shoup as editor and proprietor. It was designed to be an Iowa journal, devoted almost entirely to state interests. The Normal Monthly was ably conducted and was very popular. As an editor, Mr. Shoup was absolutely fearless, and did not hesitate to express his opinion upon the educational vagaries of that day. He edited his own journal in every sense of the word. Ill health forced

him to retire, and in April, 1884, he sold the Normal Monthly to J. A. Edwards and G. W. Jones. Afterward Mr. Edwards purchased the interest of Mr. Jones, and has continued the publication since under the former name.

In Mr. Shoup's valedictory he pays a worthy tribute to his wife, who, he says, had labored with him in the preparation of every number, often, when other duties were pressing upon him, doing the greater part of the work. When the cruel hand of disease drove him from his work in the editorial chair, educational journalism in Iowa suffered an incalculable loss.

The Central School Journal was issued at Keokuk in December, 1877, with J. W. Rowley as editor-in-chief. The Journal has had several editors, and always maintained a progressive character, fully up with the demands of the times. The last number of the Journal was issued in the summer of 1895.

The Northwestern Journal of Education began in the spring of 1885 and flourished for a time as a weekly journal. Although it had the best educational ability in the person of one of the ablest female writers of Iowa, it did not pay expenses and came to an untimely end.

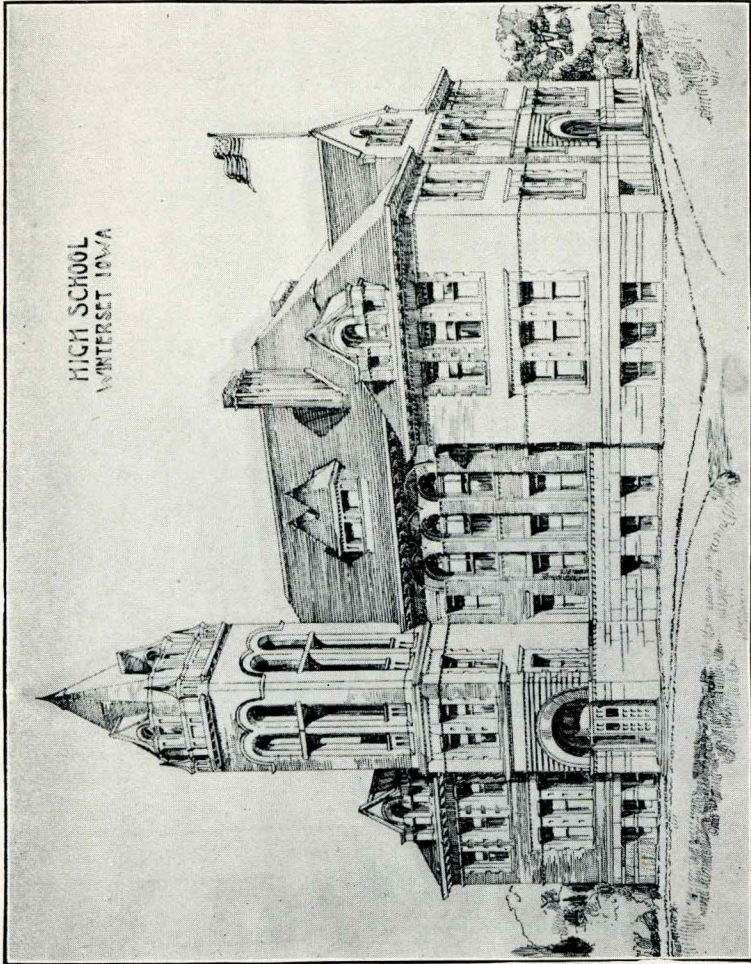
Of journals at present published in Iowa little need be said. We have referred to the Iowa Normal Monthly. The Iowa Teacher is published at Charles City. This paper furnishes the larger part of the printed matter for many county papers, leaving them a page or two for home matters.

In 1889 the Iowa School Journal was published at Des Moines under the proprietorship of C. W. Martindale. In 1892 the name was changed to Iowa Schools, and for two years Henry Sabin was its editor. At present Superintendent F. B. Cooper, of the West Des Moines schools, is editor, and J. M. Mehan, business manager.

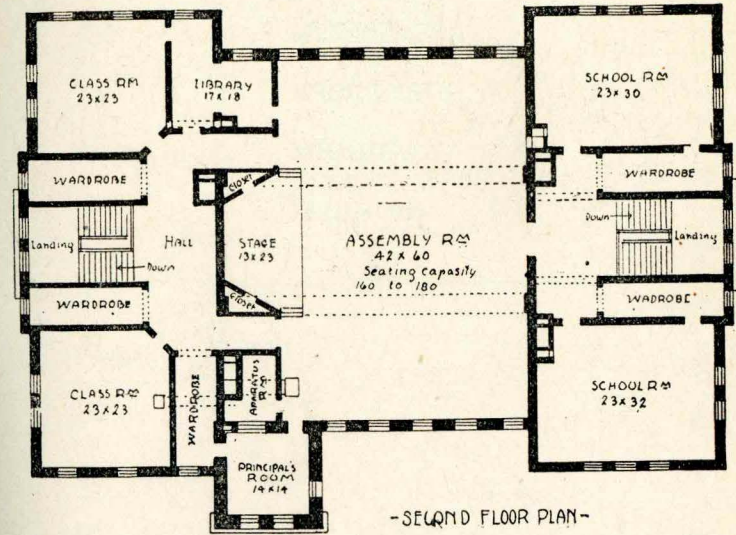
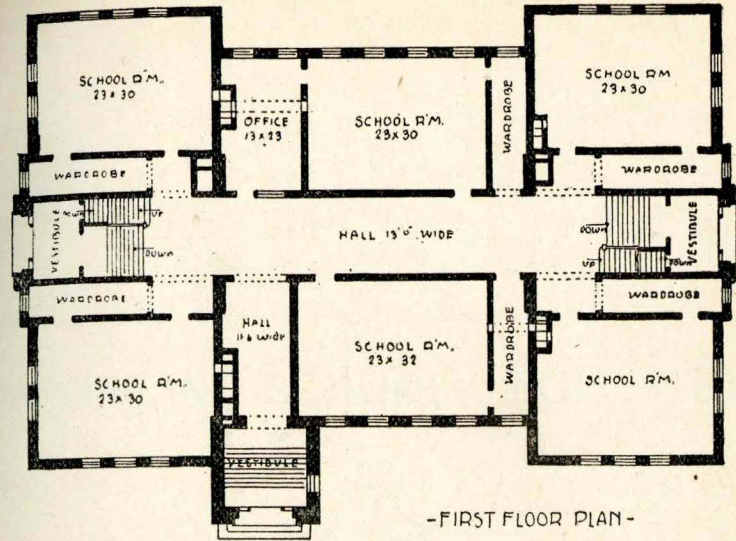
In October, 1894, the Directors' Round Table was started by J. H. Richard, of Iowa Falls. With general educational news there is also given more than the usual attention to the consideration of those subjects in which the school directors are most interested.

The educational journal most needed in Iowa is one that will reach the people in their homes as well as the teachers in their school rooms. It should be the means of shaping public opinion and of influencing legislation in favor of better salaries, more money expended in the preparation of teachers, and a

higher rate of attendance at school, enforced, if necessary, by compulsory law. The directness of its utterances should command the respectful attention of other papers. It should be, in a word, a strong, bold, cautious newspaper, discussing educational questions from the standpoints of public utility and better schools. That such a paper would be voted dull and uninteresting, because it would promise little which the 18-year-old girl could copy on the blackboard for to-day's lesson, is another strong argument for not only a better, but a very different preparation for the business of teaching.



High School, Winterset Thirteen Rooms, Cost \$25,000.



Winterset.

IMPORTANT SCHOOL LEGISLATION.

NEW YORK.

NEBRASKA.

MINNESOTA.

WISCONSIN.

MICHIGAN.

ILLINOIS.

RECENT SCHOOL LEGISLATION IN OTHER STATES.

We have gathered under this title some of the more important laws bearing upon school interests recently enacted in other states. We call attention to them as indicating the general drift of what is going on about us. The fact that the educational world moves cannot well be ignored by us. There is a spirited contest for the leadership, in which Iowa is in great danger of being left out.

We have in our schools as teachers a superior class of men and women. They are earnest, and filled with enthusiasm and zeal. They make the best of the advantages which come to them. They are looking anxiously to the Twenty-fifth General Assembly to place upon the statute books such laws as will give new life to our school interests.

NEW YORK.

TRAINING CLASSES.

We have referred to this law in another connection. Whatever merit it has consists in bringing normal training to the doors of the teachers, and in emphasizing the preparation of teachers for the rural schools. These points must be strictly observed, whatever alterations or amendments may be necessary to adapt it to the Iowa system of schools.

TEACHERS' TRAINING CLASSES.

SECTION 1. There shall be annually appropriated out of the income of the United States deposit fund, not otherwise appropriated, the sum of \$30,000, and out of the free school fund the sum of \$30,000 for the instruction of competent persons in academies and union schools, in the science and

practice of common school teaching, under a course to be prescribed by the superintendent of public instruction.

SEC. 2. The superintendent of public instruction shall designate the academies and union schools in which such instruction shall be given, distributing them among the school commissioner districts of the state, as nearly as may well be, having reference to the number of school districts in each, to location and to the character of the institution selected.

SEC. 3. Every academy and union school so designated shall instruct a class of not less than ten nor more than twenty-five scholars, and every scholar admitted to such class shall continue under instruction not less than sixteen weeks. Whenever it shall be shown to the satisfaction of the superintendent of public instruction that any pupil attending such class or classes has been prevented from attending the same for the full term of sixteen weeks, or has attended the first full term, but not the full time in the second term, during any one year; or that for any reason satisfactory to such superintendent, said class or classes have not been held for the full term of sixteen weeks, such superintendent may excuse such default and allow to the trustees of the academy or union free school in which said class or classes shall have been instructed, pay for such scholar or scholars for the time actually spent in attendance, or during which said class or classes shall have been under instruction, at the rate of \$1 for each week's instruction, as provided in section 5 of this title. The superintendent shall prescribe the conditions of admission to the classes, the course of instruction and the rules and regulations under which said instruction shall be given, and shall, in his discretion, determine the number of classes which may be formed in any one year, in an academy or union school, and the length of time exceeding sixteen weeks during which such instruction may be given.

SEC. 4. Instruction shall be free to all scholars admitted to such classes, and who have continued in them the length of time required by the third section of this title.

SEC. 5. The trustees of all academies and union schools in which such instruction shall be given shall be paid from the appropriations named in the first section of this title at the rate of \$1 for each week's instruction to each scholar who has attended for the term of time as required by section 3 of this title, on the certificate of the superintendent, to be furnished to the comptroller.

SEC. 6. The appropriation provided by this act, for the instruction in academies and union schools in the science and practice of common school teaching, shall be deemed to include, and shall include, the due inspection and supervision of such instruction by the superintendent of public instruction, and the expenses of such inspection and supervision shall be paid out of said appropriation on vouchers certified by the superintendent.

SEC. 7. Each class organized in any academy or union school under appointment by the superintendent for instruction in the science and practice of common school teaching, shall be subject to the visitation of the school commissioner of the district in which such academy or union school is situated; and it shall be the duty of said commissioner to advise and assist the principals of said academies or union schools in the organization and management of said classes, and at the close of the term of instruction of said classes, under the direction of the superintendent, to

examine the students in such classes, and to issue teachers' certificates to such as show moral character, fitness and scholastic and professional qualifications worthy thereof.

The following rules and regulations will give some idea of conditions under which these classes are formed. It will be seen that they are placed under the strict charge of the state department, and that they are subject to close and continual supervision.

I. APPOINTMENTS.

1. No school will receive an appointment unless it can fulfill the following requirements, viz.:

a. To furnish as instructor or instructors of the class for not less (each day) than three recitation hours of forty-five minutes each, a duly qualified teacher who is either (a) a college graduate, with not less than three years' experience in teaching in the public schools of the state; (b) a graduate of a normal school of this state from a higher course than the elementary course, so called, of at least two years' experience in teaching in the public schools of the state; or (c) one holding a state certificate granted in this state upon examination subsequent to 1875. Such instructor or instructors must be approved by the state superintendent of public instruction, the same as teachers employed in the several normal schools of the state.

b. To furnish a room or apartment separate from all other departments of the school in which the training class members shall be seated and no others, unless it may be the members of the graduating class of the current school year.

c. To furnish opportunity for the class or some members thereof each day to observe methods of teaching in the several grades of common school work, and, when practicable, to actually have an opportunity to teach in such grades under proper criticism and direction.

d. To conduct the recitations in the several subjects belonging to the training class work separately and distinct from all other recitations in such subjects.

e. To maintain a class of a least ten members for the full two terms of eighteen weeks each, or thirty-six weeks in the year.

f. To observe implicitly the conditions of admission to membership in the class.

2. In making assignments to institutions in the same county, reference will be had to the following considerations:

a. The proper distribution of the classes among the school commissioner districts of the state.

b. The location of the class to accommodate the greatest number of suitable candidates.

c. Such equipment of the institution as will give assurance of doing substantial work, both in the theory and practice of teaching.

3. The funds paid by the state for this instruction go into the treasury of the institution, and not to any individual. Trustees who pay a fixed

salary to their principal cannot allow teachers to share in these funds as an extra compensation.

II. QUALIFICATIONS FOR ADMISSION.

1. Candidates must be at least 16 years of age at the time of entrance.
2. They must subscribe in good faith to the following declaration: "We, the subscribers, hereby declare that our object in asking admission to the training class is to prepare ourselves for teaching; and that it is our purpose to engage in teaching in the public schools of the state of New York, at the completion of such preparation."

The principal and school commissioner must be satisfied that the candidates have the moral character, talents, and aptness necessary to success in teaching.

3. Before admission they must hold as a minimum qualification either an unexpired third grade teacher's certificate and have attained an average standing of 60 per cent in American history and civil government, under the uniform examinations, or, in addition to a regents' preliminary certificate and pass card in physiology, hold a twelve-count certificate. Four of such counts shall be in English, two in American history, two in civil government, and the other four optional.

4. Candidates entering an examination, in order to qualify for entrance to any training class, shall present to the examiner a certificate from some reputable teacher, that in such teacher's judgment the candidate is capable of passing the examination and worthy to enter a training class. Such certificate shall be forwarded to the state superintendent's office with the answer papers of the candidate.

III. ORGANIZATION.

1. The school year is divided into two terms of not less than eighteen nor more than twenty weeks each.
2. The class must consist of not less than ten nor more than twenty-five members.
3. The compensation allowed institutions for the instruction will be at the rate of \$1 for each week's instruction of each member.
4. To secure the most promising candidates, the following information should be fully announced prior to the organization of the class:
 - a. The date on which the class is to be organized.
 - b. The conditions of admission.
 - c. The character and advantages of a professional course of study.
 - d. The importance of this work in securing teachers' certificates.
5. Principals should consult the school commissioner with a view of securing, from the schools under his visitation, as members of the class, those persons who intend to teach.
6. *Three periods of 45 minutes each, every school day*, must be occupied with instruction on the topics laid down in the course of study. Outside of the time given for this separate instruction, such members of the class as have time and ability may be allowed to pursue other subjects, for which, however, no tuition may be charged.
7. Free tuition includes all subjects embraced in the uniform and state examinations.

The following law is perhaps one of the most far-reaching and progressive ever passed in any state. If its provisions are carried out, no person can be employed after January 1, 1897, to teach in the primary or grammar grade of any city, who has not had at least three years of successful experience, or in lieu thereof has not had some amount of professional training.

In a spirit of fairness, teachers are given nearly two years in which to prepare. If the law is rigidly enforced, as we presume it will be, it will raise the standard of professional teaching, and will supply the best teachers for the lower grades of city and village schools, the places in such schools that most need skilled teachers.

TO ENCOURAGE AND PROMOTE THE PROFESSIONAL TRAINING OF TEACHERS.

SECTION 1. The board of education of the public school authorities of any city, except the city of New York, or of any village employing a superintendent of schools, may establish, maintain, direct and control one or more schools or classes for the professional instruction and training of teachers in the principles of education and in the method of instruction for not less than thirty-eight weeks in each school year.

SEC. 2. Toward the maintenance and support of these schools and classes established pursuant to this act, or heretofore established and maintained for similar purposes, and whose requirements for admission, and whose course of studies are made with the approval of the state superintendent of public instruction, and under whose direction such classes shall be conducted, the said superintendent is hereby authorized and directed in each year to set apart, to apportion and to pay from the free school fund \$1 for each week of instruction of each pupil; *provided, however*, that said apportionment and payment shall not exceed in the aggregate \$100,000 in each year. Such apportionment and payment shall be made upon the report to the local superintendent of schools filed with the state superintendent of public instruction, who shall draw his warrant upon the state treasurer for the amount apportioned.

SEC. 3. If the total sum to be apportioned and to be paid as provided by section 2 of this act, shall in any one year exceed the said sum of \$100,000, the said state superintendent of public instruction shall apportion to each school and class its pro rata of said sum upon the basis described in section 2 of this act.

SEC. 4. After January 1, 1897, no person shall be employed or licensed to teach in the primary and grammar schools of any city authorized by law to employ a superintendent of schools, who has not had successful experience in teaching for at least three years, or, in lieu thereof, has not completed a three years' course in, and graduated from a high school or academy having a course of study of not less than three years, approved by the state superintendent of public instruction, or from some institution of learning of equal or higher rank, approved by the same authority, and who, subsequently to such graduation, has not graduated from a school or class

for the professional training of teachers, having a course of study of not less than thirty-eight weeks, approved by the state superintendent of public instruction. Nothing in this act shall be construed to restrict any board of education of any city from requiring such additional qualifications of teachers as said board may determine; nor shall the provisions of this act preclude the board of education of any city or village from accepting the diploma of any state normal and training school of the state of New York, or a state certificate obtained on examination, as an equivalent for the preparation in scholarship and professional training herein required.

NEBRASKA.

The most important school law passed by the Nebraska legislature of 1895 was that providing for the free attendance of non-resident pupils in the nearest high schools. This act brings a high school education within the reach of the brightest boys and girls of the neighboring rural schools. This law is worthy a careful consideration. It would free the boards of our city and town schools from the necessity of deciding who are, and who are not, non-resident pupils, which now is often exceedingly perplexing. It would incite the country schools to do better work, as their pupils can be admitted only upon the condition of having completed the course of the common school. It would tend to strengthen the high schools, both in equipment and in courses of study, as the state superintendent has power to determine what schools shall be considered within the provisions of the act.

AN ACT TO PROVIDE FREE ATTENDANCE AT PUBLIC HIGH SCHOOLS.

SECTION 1. All public high schools in this state which shall be determined by the state department of education to be properly equipped as to teachers, appliances, and course of study, shall hereafter be open to attendance by any person of school age residing outside the district, who is a resident of the state, and whose education cannot profitably be carried further in the public school of the district of his residence; *provided*, that such pupil must have a certificate, signed by the county superintendent, that said pupil has completed the common school course prescribed by the state department of education for work below the high school; *provided*, also, that such non-resident pupils shall be subject in all respects to the same rules and restrictions as those which govern resident pupils attending such high school; *provided*, that such pupils shall attend at the nearest high school, or a high school of approved grade, in the county of their residence; and *provided*, that when any high school shall be unable to

furnish accommodations to non-residents without constructing or renting additional buildings, the board of education may refuse admission to such pupils.

SEC. 2. The state department of education shall have power, and it shall be its duty, to determine annually what schools in this state meet the requirements of the preceding section and are subject to the provisions of this act.

SEC. 3. The school board of each school district in the state whose high school is attended by pupils under the provisions of this act shall, at the close of each school year, report in such form as the state superintendent shall prescribe, to the county board of each county in which such pupils are resident, the number of pupils attending such school from such county and the length of time of attendance of each pupil in weeks as hereinafter specified, and such county board shall, at their first regular meeting after the filing of such report, allow such district the sum of 50 cents for each pupil reported for each week during any part of which such pupil shall have been in attendance, and order a warrant drawn on the school fund of such county in favor of such school board for the said sum, which claim shall be enforced in the manner provided by law for other claims against counties, and the teacher's register shall be prima facie evidence of the attendance of pupils as set forth in such claim; *provided*, that when it can be shown that the actual cost of education per pupil in any high school is greater than the sum herein specified, the county board may, in its discretion, allow a greater sum, not exceeding the said actual cost of education per pupil in such high school.

SEC. 4. The county board of each county in this state shall levy annually a sufficient tax to meet the expenses contemplated by the provisions of this act, said tax not to exceed one mill on the dollar of the assessed valuation of said county for the preceding year, to be levied and collected in the manner provided by law for the levying and collection of other county taxes; and the funds so acquired shall constitute a county school fund; *provided*, that school districts which maintain schools designated by the state department of education, as provided in section 2 of this act, shall be exempt from such levy.

Approved April 8, 1895; in effect August 1, 1895.

MINNESOTA.

In 1893 the legislature of Minnesota enacted a law giving the directors of every school district power to purchase text-books for free use in the schools under their charge. It also makes it the duty of the directors to submit the question of free text-books to the electors upon the petition of five or more legal voters.

We introduce the law here as a fair model of what we need in Iowa. The whole subject of free text-books, with comments upon this law, by the state superintendent of Minnesota, will be found on another page in this report.

FREE TEXT-BOOKS.

SECTION 1. The board of trustees or board of education of each and every school district in the state of Minnesota is hereby authorized and empowered to select, adopt or contract for the text-books needful for the use of the school or schools under its charge; and the said board of trustees or board of education shall have power to purchase the text-books selected or contracted for, and provide for the loan, free of charge or sale at cost, of such text-books to the pupils in attendance at such school or schools.

Provided, That no adoption or contract shall be for a period of less than three (3) years nor more than five (5) years, during which time the text-books so selected, adopted or contracted for shall not be changed.

SEC. 2. Before any publisher, or publishers, shall enter or attempt to enter into any contract for the sale of text-books as herein provided, they shall file with the superintendent of public instruction of the state of Minnesota, a list of their books, and the lowest prices at or for which they will sell any or all of such books to any board of trustees in the state of Minnesota, and they, the said publishers, shall deposit with the superintendent of public instruction a sample copy of each book so listed, which shall represent in style of binding, mechanical execution, general make-up and matter the book or books they offer to sell to the board of trustees at or for the prices so listed, and in no case shall prices be raised above said listed prices as filed.

SEC. 3. It shall be the duty of the state superintendent of public instruction to furnish a certified copy of the list of books and prices filed, in accordance with the provisions of section 2 of this act, to the district clerk of each common school district in the state of Minnesota.

SEC. 4. Whenever five or more legal voters of any common school district in the state of Minnesota shall petition the board of trustees to submit to the legal voters thereof the question of providing free text-books to the pupils attending the schools under its charge, it shall be the duty of said board of trustees to call a meeting of the legal voters of the district, giving ten days' notice, which notice shall state that the question of free text-books will be submitted at such meeting. Such question may be submitted at any annual meeting, provided that notice shall have been previously given in accordance with the provisions of this section. In case a majority of the legal voters present and voting shall vote in favor of free text-books, it shall be the duty of the board of trustees to provide for the same.

SEC. 5. All books purchased in accordance with the provisions of this act shall be paid for out of the school funds of the respective districts; and it shall be the duty of the school districts and their school boards to see that sufficient funds are raised and set aside for the purposes of this act.

Approved March 24, 1893.

The following enactments are in the direct line of our remarks concerning the policy of encouraging college graduates to take up the work of teaching as a profession:

STATE CERTIFICATES.

The superintendent of public instruction is authorized: (1) To approve the diploma of a graduate of the normal school of another state. (2) To issue a state certificate to a graduate of a college or university upon condition that he has taught successfully in the public schools of this state one year and has received a first grade certificate. (3) To examine teachers in subjects named in the law and to issue a state certificate to persons qualified.

The time limitations of state certificates are left to the judgment of the superintendent of public instruction. Life certificates have no legal force in case the teacher abandons educational work for three years, except upon the endorsement of the same by the state superintendent.

Approved April 18, 1893.

COLLEGE DIPLOMAS.

SECTION 1. The teachers' university certificate issued by the university of Minnesota to graduates of the department of pedagogy in said university shall be valid as a certificate of the first grade to teach in the public schools of the state of Minnesota for a period of two years from date of graduation.

SEC. 2. At the expiration of two years of actual teaching the certificate of such graduate may be endorsed by the president of the university and the superintendent of public instruction upon satisfactory evidence that such service has been successful, and such endorsement shall make said certificate a permanent certificate of qualification; *provided*, that said endorsement may be canceled and its legal effect annulled by the superintendent of public instruction upon satisfactory evidence of disqualification.

SEC. 3. This act shall take effect and be in force from and after its passage.

Approved April 11, 1895.

Under the title "Means of Training Teachers" we mentioned the possibility of utilizing to a much larger extent our high schools as a means of providing a limited amount of normal instruction. In 1895 Minnesota passed the following law for that purpose:

NORMAL INSTRUCTION IN HIGH SCHOOLS.

SECTION 1. That for the purpose of providing elementary normal instruction in the state high schools of Minnesota, the sum of ten thousand (10,000) dollars, or such a portion thereof as may be needed shall be and is hereby annually appropriated out of any money in the treasury not otherwise appropriated, beginning with the fiscal year one thousand, eight hundred and ninety-five (1895), to be paid as hereinafter provided.

SEC. 2. That whenever the board of education in any city or village in the state of Minnesota, in which there is a state high school, having a four-year course, and classes doing work in each of the four grades therein, shall

provide in the senior year of their course for a review of the common school branches, geography, arithmetic, English grammar, United States history, and for instruction as to the best methods of teaching the said branches; and when the said board of education shall have notified the state high school board that the provisions of this statute shall have been fully complied with, it shall be the duty of the said state high school board to have the said school examined by the state high school inspector; and if upon said examination it shall appear that the local school board having charge of the high school so examined, has fully complied with the provisions of this statute, the state high school board shall thereupon certify the facts to the state auditor; and the state auditor shall at the end of the school year 1896, and upon the close of each succeeding school year, so long as the elementary normal instruction above described shall continue to be given in accordance with the provisions herein set forth, issue his warrant upon the state treasurer for the sum of five hundred (500) dollars in favor of the board of education having charge of the schools in which the above described work is done. Provided, however, that the state high school board shall certify each and every year to the work of each high school applying for aid under this statute before the state auditor's warrant shall issue upon the state treasurer.

SEC. 3. No pupil shall be admitted to the state high school training classes provided for in the second section of this statute who has not completed and passed the examination of the state high school board in the following branches: English composition, civil government, physiology, elementary algebra, plane and solid geometry, three years' work in Latin language, or in the modern languages, or in lieu of the three years' work in Latin or the modern languages, one year's work in natural philosophy, one year's work in general history, one-half year's work in botany and one-half year's work in physical geography or chemistry.

SEC. 4. That the state auditor's warrant shall not be drawn in favor of any board of education until the end of each school year, and only upon the certificate of the state high school board mentioned in section 2 of this statute, accompanied by the certificate of the superintendent or principal of the school applying for aid under this statute, to the effect that the teachers' training class in his school has numbered not less than eight pupils at any time during the current year.

SEC. 5. The board of education in any city or village in Minnesota applying for aid under this act shall employ a special teacher to instruct the pupils in the teachers' training class, said teachers so employed shall be in addition to the number employed by the said board in its high school during the year next preceding the date of their application for aid under this act. Said special teacher shall be a regular graduate of the school of pedagogy of the university of Minnesota, or the school of pedagogy of any other college of equal rank or of the advanced course of a normal school.

SEC. 6. That for the purpose of this act and to carry out the provisions thereof the president of the board of directors of the state normal schools shall be and is hereby made ex-officio a member of the state high school board.

SEC. 7. This act shall take effect and be in force from and after its passage.

Approved April 25, 1895.

WISCONSIN.

No state took a more advanced position or enacted more radical legislation in 1895 than Wisconsin. We are able to insert only a part of the act in relation to county superintendents. The only important proviso omitted is the one which instructs the county clerk not to place the name of any person upon the official ballot as a candidate for county superintendent who has not filed the required evidence that he has fully complied with the law.

COUNTY SUPERINTENDENTS.

SECTION 1. (Chapter 333.) No person shall be eligible to the office of county superintendent who shall not at the time of his election or appointment have taught in public schools of the state for a period of eight months, and who shall not at the time of such election or appointment hold a certificate entitling him to teach in any public school in the state, or a certificate to be known as a county superintendent's certificate, and which shall be issued by the state superintendent after examination by, and upon the recommendation of the board of examiners for state certificates.

SEC. 2. The board of examiners for state certificates shall, at the time of holding the regular examinations for state certificates now provided for by law, examine all applicants for the county superintendent's certificate herein provided for, upon the branches upon which examination is now required for a first grade county certificate, and also upon school law, upon the organization and management of district schools, and upon the supervision of district schools.

SEC. 3. The board of examiners for state certificates shall, in addition to the examination now provided for by law, hold in the month of July of each year, three examinations simultaneously at three different points in the state. The points where such examinations shall be held shall be determined by the state superintendent, and shall be chosen with reference to the accommodation of applicants in different parts of the state. The examinations so held shall be for the purpose of examining applicants for the county superintendent's certificate herein provided for. Each of the three examinations shall be held under the supervision of a member of the board of examiners, but the scope and character of the examination shall be previously determined by the board of examiners and the state superintendent. Printed questions shall be prepared on each subject upon which the applicant is required to be examined, and the board of examiners shall examine the papers written by applicants and shall file all papers so written in the office of the state superintendent.

SEC. 4. All persons passing the examination prescribed in section 3 to the satisfaction of the board of examiners for state certificates, and who shall furnish satisfactory testimonials of moral character to the board of examiners, shall, upon the recommendation of the board, receive from the state superintendent the county superintendent's certificate, which, together with the eight months' experience in teaching in the public schools provided for in section 1, shall constitute a legal qualification to hold the office of county superintendent of schools. It shall also legally qualify the holder to teach in any public school in the state for which a first grade county certificate is now a legal qualification.

DIPLOMAS.

The first section of this act authorizes the state superintendent to duplicate certificates granted by other states, provided they are of the same rank as those granted in Wisconsin. The remainder of the law is as follows:

SEC. 2. Any person holding a diploma granted upon the completion of a regular collegiate course of the state university, or upon the completion of the full course of any Wisconsin normal school, may present such diploma to the state superintendent to be countersigned. No diploma shall be countersigned except the holder thereof shall furnish evidence satisfactory to the state superintendent of good moral character and one year's successful teaching in a public school. The certificate granted upon the completion of the elementary course of any Wisconsin state normal school may be countersigned by the state superintendent. When countersigned it shall have the force and effect of a limited state certificate in this state; but no such certificate shall be countersigned unless satisfactory evidence be furnished the state superintendent of good moral character and successful experience in teaching a public school for eight months after the date of its issuance.

SEC. 3. The holder of a diploma granted by any incorporated college or university, whose regular collegiate courses are fully and fairly equivalent to corresponding courses in the university of Wisconsin, and the holder of a diploma granted by a state normal school whose course of study is fully and fairly equivalent to the courses of study in the Wisconsin normal schools, may present such diploma, together with evidence of the required standing of the college, university or normal school granting the same, to the state board of examiners. The applicant shall furnish therewith testimonials of good moral character and of two years' successful teaching in a public school after the date of issue of said diploma. The diploma recommended favorably by said board shall be countersigned by the state superintendent.

MICHIGAN.

Michigan in 1895 passed a compulsory law. The following is a summary of its principal features. It will afford useful information to those who may be interested in the subject, as it shows the trend of public opinion in that state. The following are some of its principal features:

- a. The school age for compulsory attendance:
 1. Eight to fourteen throughout the state.
 2. Seven to sixteen in cities under police regulations.
- b. The length of time pupils must attend:
 1. At least four months.
 2. Attendance not limited to four months in cities.
- c. Children exempt from the provisions of this law:
 1. Those who attend private schools.
 2. Those who have already acquired the ordinary branches usually taught in the public schools.
 3. Pupils who are physically unable to attend.
 4. Pupils living farther than two miles from a school.
- d. Truant officers—how appointed:
 1. Appointed by school board of graded and township school districts.
 2. In townships where schools are organized under the primary school law, the chairman of the township board of school inspectors is the truant officer.
 3. In cities under police supervision, the truant officer is detailed from the police force. His salary shall not be less than \$1.50 per day for time actually employed under the direction of the school board.
- e. Attendance at school:
 1. Pupils shall commence on the Monday following a notification by the truant officer.
 2. Parents must send children to school at least eight half-days in each week.
 3. Failure to comply punished by fine or imprisonment.
- f. An ungraded school may be established in any school district having a school census of 500 pupils.
- g. Juvenile disorderly persons:
 1. Habitual truants from any school.
 2. Children in school who are ungovernable.
 3. Children who do not and will not attend school.

ILLINOIS.

For many years deadlocks in school boards have been frequent in Iowa, sometimes continuing for months. They always cause bad feeling, and sometimes seriously impair the interests of the schools. It is exceedingly desirable that our law should be so changed as to render this less likely to occur in our independent city districts. The legislation in Illinois is along the line which seems very desirable for Iowa.

INCREASING THE NUMBER OF SCHOOL INSPECTORS ELECTED UNDER SPECIAL ACTS.

SECTION 1. That in all cities in this state having over 10,000 and less than 100,000 inhabitants, whose schools are now operated under special law, and where, by such special law, boards of school inspectors, consisting of six members (three in each of two districts) are elected, such board shall hereafter consist of seven members; and at the time other members of such boards are elected in April, 1895, and each three years thereafter, such additional member shall be elected for a term of three years, by all the voters entitled to vote at school elections of the entire school territory embraced in said two districts; and whenever such additional member is to be elected he shall be designated and voted for as "member of board of school inspectors at large."

SEC. 2. Whereas, an emergency exists, therefore this act shall take effect and be in force from and after its passage.

Approved March 6, 1895.

In some districts there is a strong desire to establish and maintain a kindergarten at public expense. The following act gave power to have it done in Illinois. It will be noticed that there is nothing compulsory in the act.

TO AUTHORIZE BOARDS OF EDUCATION AND DIRECTORS TO ESTABLISH KINDERGARTEN SCHOOLS.

SECTION 1. That in addition to other grades or departments now established and maintained in the public schools of the state, any school district managed by a board of education or a board of directors is hereby empowered, when authorized by a majority of all the votes cast at an election for that purpose, such election to be called and held in accordance with the provisions of article IX of an act entitled "An act to establish and maintain a system of free schools," approved and in force May 21, 1889,

to establish in connection with the public schools of such district a kindergarten or kindergartens for the instruction of children between the ages of four and six years, to be paid for in the same manner as other grades and departments now established and maintained in the public schools of such district. No money accruing to such district from the school tax fund of the state shall be used to defray the tuition or other expenses of such kindergarten, but the same shall be defrayed from the local tax and the special school revenue of said district.

SEC. 2. All teachers in kindergartens established under this act shall hold a certificate issued as provided by law certifying that the holder thereof has been examined upon kindergarten principles, and is competent to teach the same.

Approved April 17, 1895.

These extracts from legislation in other states concerning their educational interests might be greatly multiplied. They are sufficient, however, for the purpose for which they are inserted in this report. They justify the assertion that we have recommended nothing radical or strange in the changes which we have suggested. The conditions in Iowa, it is true, are different in many respects from those existing in these states, but the wants of our schools are the same, educational principles are the same, and we need such legislation along these lines as will most benefit the schools in Iowa.

Neurology.

W. J. Shoup.

W. W. Jamieson.

G. E. Reed.

W. H. Dixon.

J. K. Sweeney.

*"Back again, back again, earth unto earth;
Cradle his slumbers who cradled his birth;
Take the form tenderly close to thy breast;
Gather it lovingly home to its rest;
Fold it away, for the tenant has fled."*

IN MEMORIAM.

W. J. SHOUP.

William J. Shoup at the time of his death was the principal of the Lincoln school in Dubuque—a position which he had occupied since 1876. He was born in Pennsylvania in 1846, being 47 years old at the time of his death. Of the earlier years of his life there is little to be said. He lived with his mother on a farm near Galesburg, Ill. When the rebellion broke out, his two older brothers entered the army, as did also his younger, while he remained at home to care for his mother and sister. In 1864 he yielded to his patriotic impulses and enrolled himself as a soldier in the Union army. Only once in an acquaintance extending over many years was he ever heard to refer to this, when he remarked that he never boasted of his army record, but that he received his first drill under the enemy's fire, and his awkward squad was exercised on the field of battle. Only a year in the service, but the hardships and trials he endured developed the disease of which he afterward died. In 1873 he graduated from Knox college and after teaching at various places found his work for long years in Dubuque. In estimating his work as a teacher we must place him among the ranks of conservatives. The newer way had no especial attraction for him unless he could be convinced that it was a better way. The usefulness of a method might attract him, but not the mere novelty of it. He hated all pretense and sham; he had no patience with the tinsel and display intended only to catch the popular applause. Yet he was not narrow minded, nor was he in any sense devoid of enthusiasm in his profession. He believed in the common school; in the necessity for teaching thoroughly the common branches. It was the great study of his life how to teach well those things which the average child most needs to know.

Had Mr. Shoup lived he would have taken high rank as an author. His school books found a large sale, because they were the result of successful experiences in the school room. He was the possessor of a pure, yet vigorous literary style—both prose and poetry. The disease which enfeebled his body did not in any degree diminish his love for authorship.

In editing the Normal Monthly for some years he brought to it all the resources of heart and hand. He had his opinion upon educational matters as concerns Iowa, and he expressed them without fear or favor. But as a man, a friend, and a Christian, Mr. Shoup's character was like fine gold; or a pure garment whitened only as a fuller can whiten it. Not alone in the presence of his pupils, but at all times and places, his habits were such as they might well imitate. His pupils knew this, and they respected him as much as they loved him. He was a most genial friend and companion, manly and noble, but not frivolous nor trifling.

 W. W. JAMIESON.

WILLIAM W. JAMIESON, late superintendent of the Keokuk public schools, was born in Washington county, Pennsylvania, October 11, 1824, and died in Keokuk, Iowa, January 26, 1893.

His early years were passed upon a farm, and his opportunities for acquiring an elementary education were those afforded by the common country schools of that time. In 1847 he entered Lindsey institute, at Wheeling, W. Va., remaining there a year. He then entered Washington college, at Washington, Penn., and after three years of study was graduated from that school in September, 1851, having served as tutor in Latin and Greek during the last year of his college course. After three years of service in an academy, he resigned and removed to western Pennsylvania, where he was engaged in general merchandising.

In the meantime some of Mr. Jamieson's college friends and classmates urged him to come to Keokuk and establish there a classical school. Accepting their invitation, he arrived in Keokuk April 5, 1858, and on the 10th of May opened a private school, having for its name The Keokuk Classical and Mathematical School for Boys. The school opened with thirteen pupils, but the attendance speedily increased until an assistant teacher became a necessity. In this private school hundreds of boys were trained for the duties of life. Many of them have been highly successful in business and in the professions, and they uniformly speak with great respect and high regard for Mr. Jamieson as a teacher and a man.

In June, 1868, Mr. Jamieson was elected superintendent of the public schools of Keokuk. As rapidly as was possible he reorganized the whole system of the city schools, brought them into their proper relationships, introduced better methods of teaching, and insisted upon thoroughness of work and a high grade of scholarship.

Under his administration the Keokuk public schools took and maintained rank with the best schools of the west. While untiring in his efforts to advance the schools, he was wisely conservative, and was more anxious that the real interests of the pupils should be subserved by building the work of the schools upon a firm and enduring basis, than that notoriety should come to him or his school through attempting radical reforms of doubtful final value.

Mr. Jamieson was a man of broad charity and great kindness of heart. Singularly free from any narrow tendencies and egotism as to his own plans he was always ready to listen to suggestions from his principals and teachers, give such suggestions due consideration, and, if they met his approval, to adopt them without a thought that because the ideas were another's, the merit of his own work should seem to suffer thereby. He was a quiet worker and took no delight in newspaper notoriety. Free from affectations of all kinds, the noble honesty and beautiful simplicity of his life made his principals and teachers his personal friends, and his death carried to them all a sense of keen, personal loss.

 G. E. REED.

George E. Reed was born at Vinton, Benton county, Iowa, October 18, 1858. Mr. Reed gained his elementary education in the city schools of Vinton, and by an attendance of one year at Tilford academy. In 1880 he graduated at the Iowa agricultural college. During his college course he taught in the country schools of Iowa. After graduation he was first assistant in the Northern Iowa normal school at Algona, for four years. From a position in the Spencer public schools he went in the fall of 1893 to accept a place in the high school of Sioux Falls, S. D.

While absent, he was elected to the office of county superintendent for Clay county, and entered upon its duties January 1, 1894, in the midst of which he died, after a service of eight months. Mr. Reed entered upon this work with great energy and gave every promise that the schools of the county would continue to progress under his administration. He died at Spencer, September 3, 1894, after an illness of one week.

Superintendent Reed was at all times in deep sympathy with educational progress, and as a teacher and educator he must be ranked with the best. For hundreds who knew him, his greatest teaching is the lesson of his life and the inspiration of his death.

 W. H. DIXSON.

In the death of superintendent William H. Dixson, of the Algona public schools, the state loses a most earnest educator. Mr. Dixson was born in Oneida county, New York, in February, 1847. His early education was obtained in a country school, and during his youth and early manhood he lived in the country, carrying on the business of farming, and teaching school a part of the time. His interest in school work led him in 1873 to enter the normal school conducted by A. S. Kissell, at Des Moines. Leaving the rural schools for the graded schools, he began work as a teacher in Des Moines, in 1874, and a year or two later was advanced to be principal of the Webster school, an important ward school in the east city. In 1882 he was chosen superintendent of the Webster City schools, and in 1887 was elected superintendent of the public schools at Algona, which position he held until forced to give up all work.

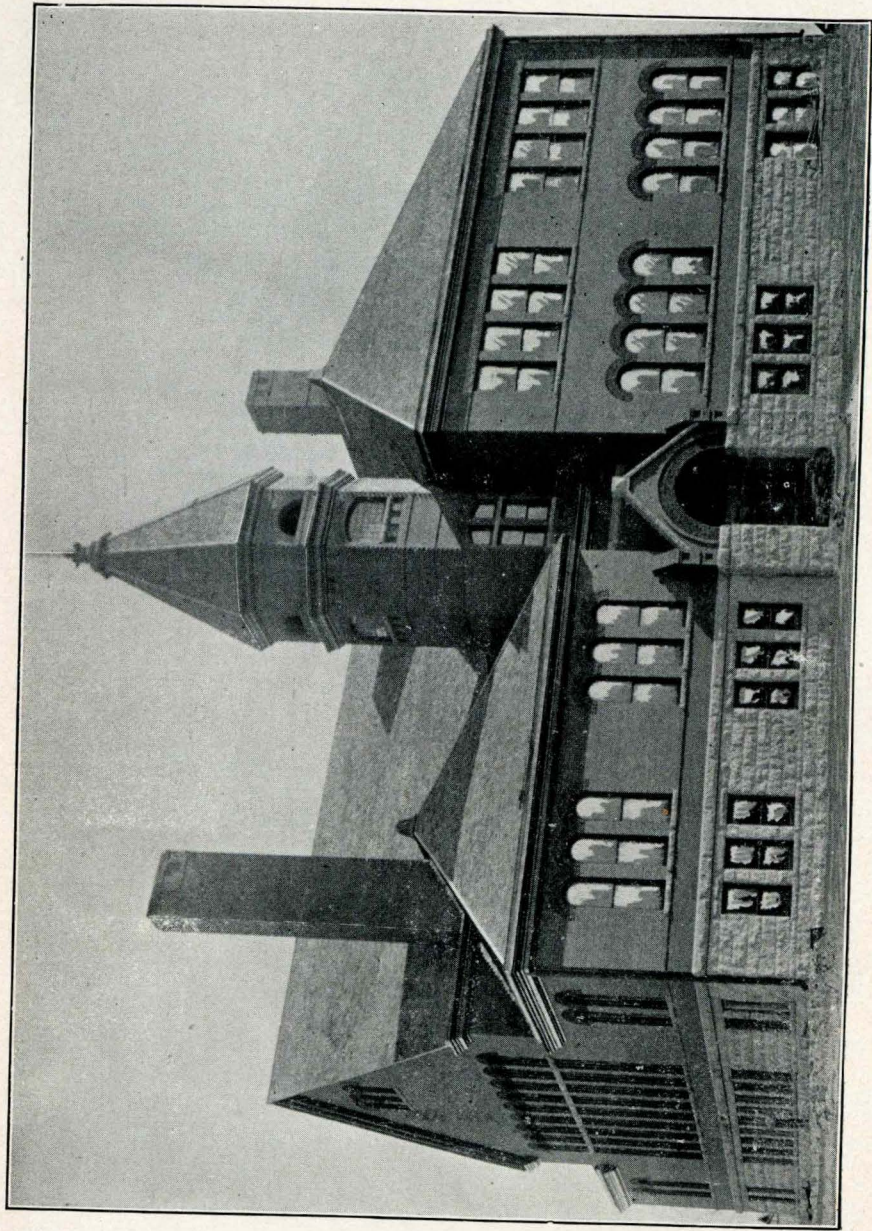
Mr. Dixson's place in the educational world was attained entirely by his own energy and ambition. Forced to earn his own living very early in life, he thus laid the foundations of a self-reliant manhood. Of great executive ability, he carried out his well-laid plans of school organization, and the discipline and system in the Algona schools are a monument to his memory. No question concerning the good of the schools was too trivial for him to notice, and while firmly holding to his own ideas of school work, he won the aid of his teachers by his genial interest in their welfare. He died mourned by the entire community. One of the touching incidents of his funeral was the procession of school children marching through the church to take a last look at their revered superintendent.

J. K. SWEENEY.

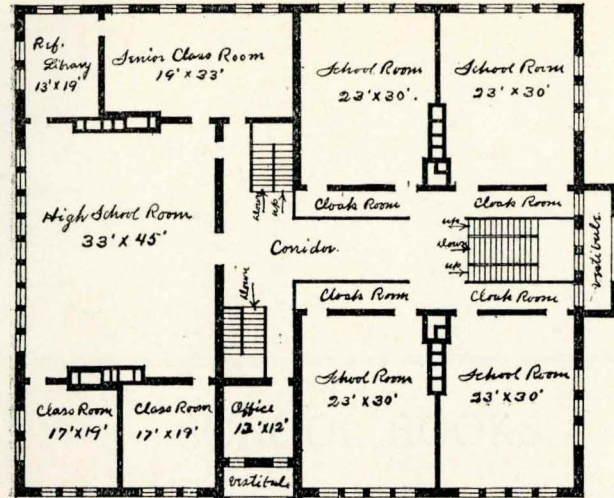
John Kane Sweeney came to Iowa in 1857, and located at Washington, filling the chair of Greek in the college at that place. He was born in 1829, and graduated from Franklin college, Ohio, in 1854. He taught at Morning Sun for six years, and after that at various places in Iowa, finishing his work at East Waterloo, in which position he remained for eight years.

Mr. Sweeney was an earnest worker in all lines of educational effort. In two of the earlier institutes, at Cedar Falls and at Iowa Falls, he had charge of the mathematics. Failing health compelled him to relinquish teaching soon after he left the East Waterloo schools. He died at his home near Waterloo, October 7, 1895.

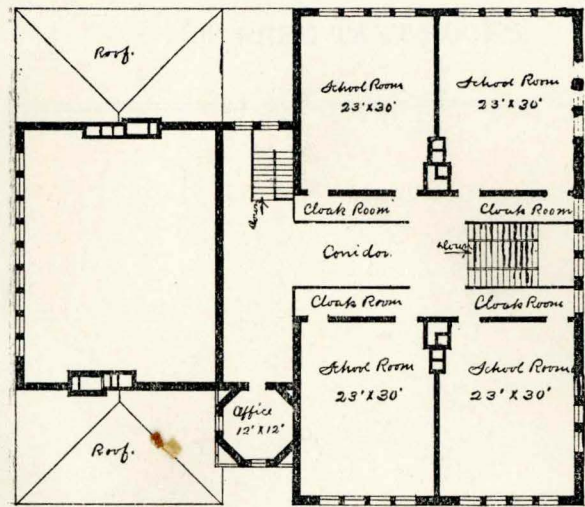
Mr. Sweeney was always active in educational gatherings, and his advice and counsel were very welcome. His fellow teachers had confidence in his judgment and in the integrity of his motives. He worked faithfully and honestly for the good of his scholars, without any ostentation or parade. Firmly believing in public school education, the schools of Iowa are to-day better and stronger because of his labors in them. A good citizen, a firm friend, an earnest teacher, and a consistent Christian, his name and his work will be held in remembrance for a long time by all who knew him.



Mount Ayr. Ten Rooms, Cost \$20,000



First Floor Plan Mt. Ayr School. Cost \$20,000



Second Floor Plan Mt. Ayr School. Cost \$20,000

SCHOOL BOOKS.

TEXT-BOOK LAW.

REPORTS.

FREE TEXT-BOOKS.

THE TEXT-BOOK LAW.

The present text-book law, as far as we are informed, is giving good satisfaction, and we have no amendments to suggest. We believe that the law, as it now stands, tends to lessen the price of books, and to prevent too frequent changes.

In view of the fact that the contracts for five years in many counties will soon expire, we have obtained certain opinions from the attorney-general of the state. We publish them as a matter of information to all who may be interested in the working of this law:

STATE OF IOWA,
OFFICE OF ATTORNEY-GENERAL, }
DES MOINES, July 11, 1895. }

Hon. Henry Sabin, Superintendent of Public Instruction, Des Moines, Iowa.

DEAR SIR—Your favor of the 2d inst. duly at hand, in which you ask my opinion upon the following question:

“The contract of adoption of text-books under the first part of chapter 24, laws of 1890, having expired, must the board of a district, before entering into another contract as empowered to do by the new section 1, from chapter 35, laws of 1894, advertise in full compliance with section 5, or may the board of such a district proceed at once to make a new contract, with any firm desired, without the formality of a notice by publication as required by said section 5?”

The amendment referred to in the Twenty-fifth General Assembly does not change chapter 24, acts of the Twenty-third General Assembly, with reference to the purchasing of text-books and necessary supplies. In my opinion, the provision of section 5, chapter 24, acts of the Twenty-third General Assembly, is mandatory, and the board of directors would have no authority to purchase text-books or other necessary supplies without advertising for bids and letting the contract to the lowest and best bidder.

The provision of section 5 creates a continuing obligation upon the board which makes a contract for text-books, etc., to advertise for bids as often as a contract is made. I cannot readily see how it can be claimed otherwise. The same reasoning that would lead to the conclusion that it was only necessary to advertise for bids and let the contract to the lowest bidder when this system of purchasing text-books was first adopted, would as readily lead to the conclusion that the power of the board having been once exercised, it would have no further authority to make another contract.

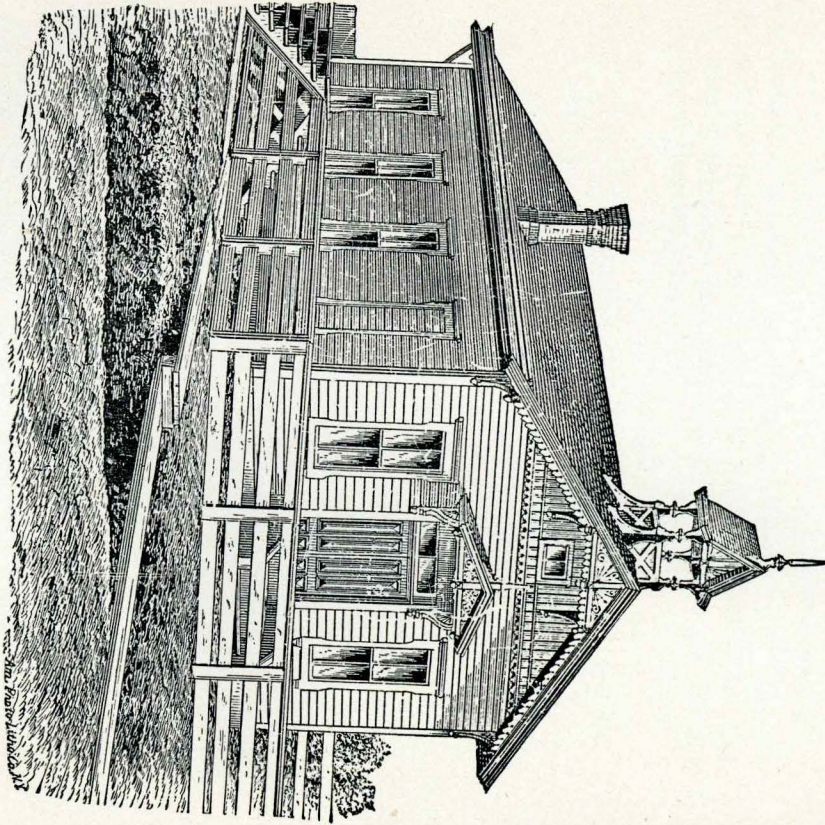
If the power to purchase text-books extended from year to year, then the manner of making such purchase must be complied with. The language of the statute commanding the directors to so advertise is no less imperative

I am therefore of the opinion that without another election of the people on the question of the uniformity of school books of the county, that the board of education may enter into another contract, such a one as is contemplated by the act, but cannot agree with the idea that a five-year contract is contemplated. Yours respectfully,

MILTON REMLEY,
Attorney-General.

We include a carefully compiled synopsis of the contract price paid for each grade of text-books, as reported by the county superintendents, in conformity with chapter 24, of the Twenty-third General Assembly.

Country Schoolhouse, Cost \$865.



CONDENSED REPORT

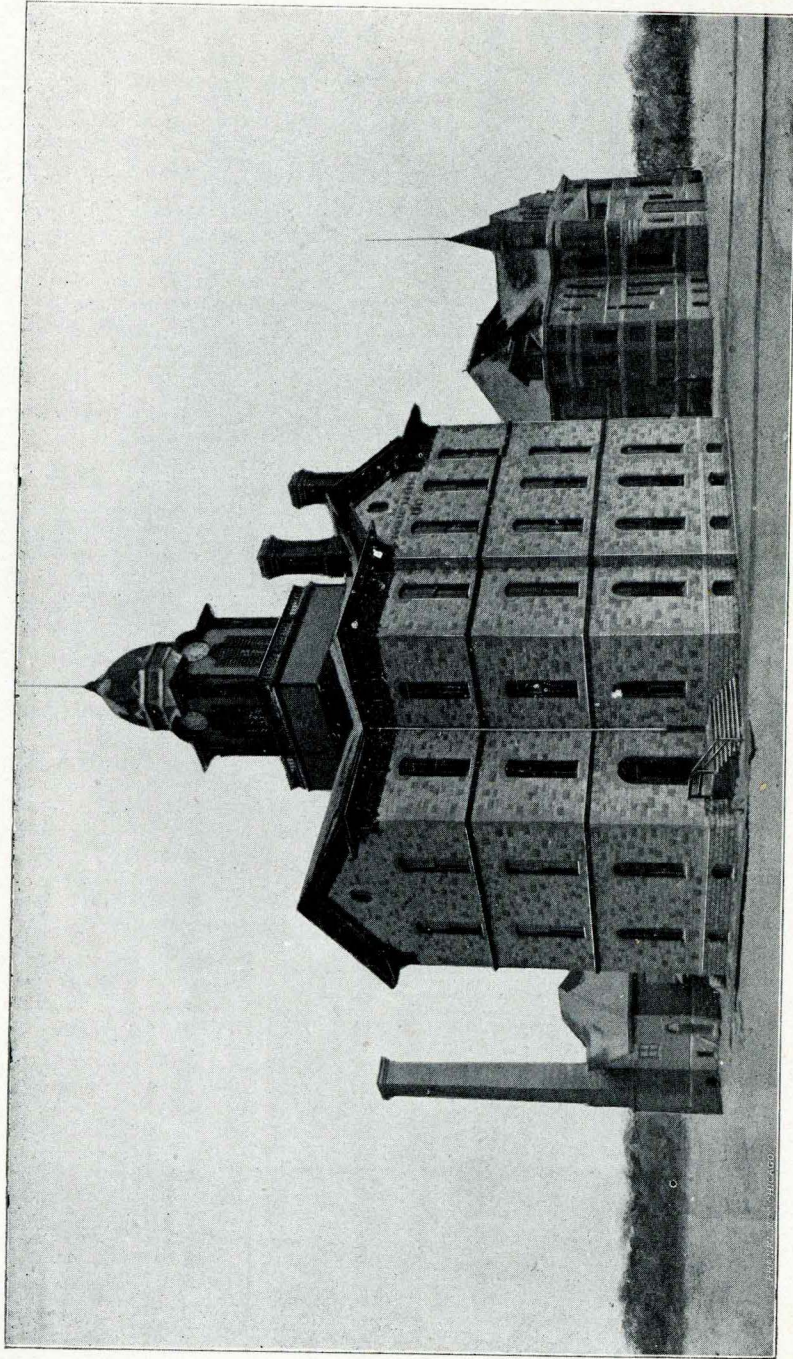
As provided for by section 10, Chapter 24, Laws of 1890, of the list of text-books selected by the county boards of education, with contract prices of said books.

TEXT-BOOKS.	Adams.	Appanoose.	Benton.	Buena Vista.	Butler.	Cherokee.	Chickasaw.	Dallas.	Davis.	Dickinson.	Emmet.	Franklin.	Greene.	Grundy.	Hardin.	Harrison.	Howard.	Ida.	Jasper.	Johnson.	Jones.
READER—First.....	\$.13	\$.24	\$.16	\$.14	\$.16	\$.16	\$.15	\$.16	\$.13	\$.18	\$.20	\$.21	\$.18	\$.29	\$.18	\$.12	\$.16	\$.20	\$.14	\$.19	\$.16
Second.....	.23	.24	.25	.24	.25	.28	.25	.28	.23	.27	.28	.32	.27	.27	.27	.24	.25	.28	.23	.28	.28
Third.....	.32	.34	.35	.30	.35	.40	.34	.40	.32	.36	.40	.42	.36	.36	.36	.34	.35	.40	.29	.38	.40
Fourth.....	.38	.40	.45	.40	.45	.56	.56	.38	.45	.52	.53	.45	.45	.45	.40	.45	.52	.52	.38	.48	.56
Fifth.....	.54	.58	.60	.72	.60	.72	.60	.72	.54	.68	.72	.80	.68	.67	.68	.58	.60	.72	.68	.72	.72
Sixth.....																					
SPELLER—	.15	.14	.15	.15	.16	.15	.15	.13	.13	.15	.16	+.15	.15	+.16	.15	.14	.15	.13	.16	.16	.13
Word Analysis.....																					
WRITING..	.72	.77	+.67	.84	.72	.72	.84	.72	+.66	.72	.84	.96	.84	.72	.77	.77	.77	.72	.72	.84	.84
ARITHMETIC—Primary	.12	.28	.23	.24	.25	.23	.27	.26	.23	.28	.28	.28	.18	.24	.28	.20	.24	.24	.26	.25	.24
Intermediate.....	.26	.40				.45	.26	.38	.30	.30			.25	.48	.34	.40			.38		.48
Complete.....	.38	.68	.49	.60	.50	.59	.64	.38	.64	.50	.48	.70	.50	.60	.48	.68	.52	.52		.54	.60
Seat Work.....							.06	.06						.06			.06				
GEOGRAPHY—Introductory.....	.44	.44	.44	.36	.44	.36	.44	.44	.41	.44	.36	.42	.44	.44	.44		.44	.44	.44	.46	.44
Complete.....	1.00	1.00	.96	.81	1.00	.81	.96	1.00	.90	.96	.81	.95	.96	.96	.80	1.00	1.00	1.00	.96	1.05	1.00
Physical.....	.80	.80		.87		1.00	.87					.88	.87	.87	.87						
LANGUAGE LESSONS—	+.53	+.18	+.32	.32	.32	+.23	.32	+.18	+.17	+.31	+.14	.33	.32	.32	.30		.32	+.31	.30	+.36	.32
Grammar and composition.....	+.41	.52	.50	+.40	.50	.51	.50	.49	.49	.49	.52	.55	.50	.50	.51	.50	.51	.45	.49	.52	.51
PHYSIOLOGY—Primary.....	.23	.24	.24	.24	.23	.24		.24				.28	.24	.24	.24	.24	.24	.23			.24
Intermediate.....	.38	.48		.40	.38		.55	.40	.45	.38	.48	.47	.40	.40	+.40	.40			+.39	.42	.40
Advanced.....	.75		.75	.80	.75	.75	.75	.75	.75	.75	.80	.88	.80		.80	.80		.75		.90	.80
HISTORY—Primary.....	.48	.48	.45	.48	.45		.45	.48		.45	.48	.53		.48	.48	.48		.48			.48
Advanced.....	.75	.80	.75	.84	.75	.75	.65	.75	.75	.75	.84	.88	.65	.80	.84	.80	.80	.75	.75	.90	.75
General.....						1.28	1.20									1.28					1.20
CIVIL GOVERNMENT.....	+.43		.45	.58	.58	.56		.58	.54			.63	.56	.85	.58	.48	.56	.54	.85	.90	.54
ALGEBRA.....	.84	.64		.86		.80	.86					1.00	.80		.90	.90	.90	.48	.84	.68	.86

CONDENSED REPORT—CONTINUED.

TEXT-BOOKS.	Linn.	Louisa.	Lyon.	Madison,	Mahaska.	Marshall.	Mills.	Mitchell.	Monona.	Muscatine.	O'Brien.	Plymouth.	Polk.	Ringgold.	Shelby.	Tama.	Warren.	Winneshiek.	Worth.	Wright.	Averages.
READER—First.....	\$.15	\$.26	\$.15	\$.20	\$.16	\$.18	\$.16	\$.20	\$.16	\$.16	\$.16	\$.20	\$.16	\$.14	\$.16	\$.16	\$.13	\$.16	\$.21	\$.18	\$.17
Second.....	.25	.28	.25	.28	.28	.26	.28	.28	.25	.25	.28	.28	.28	.24	.28	.28	.23	.28	.29	.27	.26
Third.....	.34	.40	.34	.40	.40	.35	.40	.40	.35	.35	.40	.40	.40	.34	.40	.40	.32	.40	+.41	.36	.36
Fourth.....	.45	.56	.45	.52	.56	.45	.56	.52	.45	.45	.56	.52	.56	.40	.56	.56	.38	.56	.53	.45	.48
Fifth.....	.60	.72	.60	.72	.72	.60	.72	.72	.60	.60	.72	.72	.72	.58	.72	.72	.54	.72	.73	.68	.64
Sixth.....	.20	.14	.14	.13	.14	+.14	.20	.19	.16	.15	+.13	+.13	.13	.14	.16	.14	.15	.14	+.17	.13	.15
SPELLER—																					
Word Analysis.....	.20	.14	.14	.13	.14	+.14	.20	.19	.16	.15	+.13	+.13	.13	.14	.16	.14	.15	.14	+.17	.13	.15
#WRITING.....	.77	.84	.72	.77	.72	.72	.72	.72	.80	.84	.72	.72	+.99	.77	.84	.77	.84	.72	.84	.72	.77
ARITHMETIC—Primary.....	.23	.20	.27	.24	.24	.23	.23	.24	.23	.24	.24	.24	.26	.28	.24	.28	.23	.24	.25	.27	.24
Intermediate.....	.40	.45	.48	.48	.48	.48	.48	.48	.48	.48	.48	.48	.48	.40	.40	.40	.49	.52	.49	.38	.40
Complete.....	.49	.64	.....	.52	.49	.49	.49	.49	.52	.....	.....	.....	.60	.52	.....	.....	.49	.52	.....	.55	.55
Seat Work.....	.06	.....	.....	.06	.06	.06	.06	.06	.....	.....	.....	.06	.06	.....	.06	.....	.....	.....	.....	.....	.06
GEOGRAPHY—Introductory.....	.41	.44	.30	.44	.44	.48	.48	.44	.55	.44	.48	.44	.44	.44	.44	.44	.44	.44	.45	.44	.44
Complete.....	.90	1.00	.70	1.00	1.00	1.00	1.06	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.01	.96	.93
Physical.....	.....	.....	.....	1.00	.80	.94	.....	.....	.80	.....	.....	.....	.75	.....	.94	.87	.87	.....	.....	.....	.87
LANGUAGE LESSONS—																					
Grammar and composition.....	+.32	+.28	.34	.32	.34	.30	.32	+.38	+.38	.31	.31	+.17	+.18	.30	.32	.32	.32	.32	.32	.30	.30
PHYSIOLOGY—Primary.....	.49	.49	.40	.52	.52	.50	.50	.50	.53	.52	.50	+.68	.49	.52	.52	.50	.50	.51	.52	.50	.51
Intermediate.....	.24	.24	.....	.24	.24	.24	.24	.23	.....	.....	.....	.24	.23	.24	.24	.24	.....	.25	.....	.....	.24
Advanced.....	.50	.40	.38	.40	.40	.38	.....	.40	.38	.....	.40	.40	.38	.40	.40	.40	+.39	.40	.41	.38	.41
HISTORY—Primary.....	.90	.80	.75	.80	.80	.75	.80	.....	.75	.50	.75	.75	.75	.80	.80	.80	.....	.80	.76	.75	.76
Advanced.....	.48	.48	.38	.48	.48	.45	.48	.45	.48	.....	.38	.45	.48	.48	.48	.48	.....	.48	.....	.45	.47
General.....	.75	.80	.75	.80	.80	.79	.80	.75	.84	.75	.75	.75	.75	.80	.80	.80	.75	.80	.76	.75	.77
CIVIL GOVERNMENT.....	.85	.58	.....	.58	.58	.....	.85	.54	.....	.....	.40	.54	.54	.58	.70	.58	.....	.58	.59	.....	.60
ALGEBRA.....	.75	.64	+.72	.64	.80	.75	.....	.....	.95	.....	.80	.84	.60	.86	.90	.86	.68	.86	.....	.....	.83

* Primer and first reader together. + More than one book. # Price per dozen.



Mason City. New High School. Main Building.

FREE TEXT-BOOKS.

It is worthy of note that no state which has once made the text-books used in the public schools free, has returned to the old plan of having each pupil purchase his own.

The universal testimony is to the effect that the system of free books greatly stimulates attendance, and thus promotes the efficiency of the school.

We do not intend to enter upon a full discussion of the subject at this time. The success attending the use of free books in other states is the best guaranty that the plan is feasible and practical. Having succeeded elsewhere, it can be made to succeed in Iowa. If it has accomplished all that was expected of it in states where it has had a fair trial, then it is worthy a trial in Iowa. If it has proved a blessing to the children in other communities, why should not the children in Iowa have the benefits of it?

The addition which it necessitates in the tax levy is almost imperceptible. The relief which it affords to parents, who are too often illy able to bear the expense of furnishing books, is very grateful. It takes away from many families the only excuse for not sending children to school, and it takes away from the teacher any valid excuse for not organizing her classes on the very first day of the term.

It is an economy, in point of expense, and an equally great economy in point of saving time. Besides this, it is just. Everything else, the heating, the desks, the crayon, the services of the teacher, the house, and all the other appliances of the school, except the text-books, are without money and without price. There is no good reason why books should be made an exception.

There was a time in the history of the public school when the teacher boarded around; when each farmer furnished a load of wood for the winter fires; when the boys took turns in cutting it up; when rate bills were collected; but these things have changed with the spirit of the age, and all that is now needed to make our schools free in reality, as they are in name,

is to furnish school books and supplies as we furnish all other necessities, at the public expense.

We make some extracts from reports of other states to fortify our position. These reports speak from actual experience.

MAINE.

Attention is called to the reduction in the cost of books to each pupil.

The school year here reported is the second since the law requiring towns to furnish free books, went into effect. As the result, for the first time in the history of our schools, there is practically both uniformity of books within all necessary requirements, and, what is quite as essential, prompt and full supply. And the expense of the plan has been very much smaller than was anticipated. The average cost per pupil supplied for the two years has been less than \$1 per year. The average for the last year was 58 cents.

MASSACHUSETTS.

The law in Massachusetts includes supplies of all kinds.

Taking all the pupils enrolled in the schools, the entire tax for books and supplies averaged \$1.70 per pupil. The average for the eight years since the enactment of the law is \$1.62 per annum for each child.

NEW JERSEY.

The superintendent in New Jersey specifies the following advantages of supplying text-books at public expense. He adds in another place that the law is operating to increase the registration of pupils, and to cause a much larger increase in the average attendance.

Among the advantages of supplying text-books at public expense are the following:

1. Greater economy, since books purchased at wholesale can be supplied at a less cost.
2. All pupils will be supplied with the same kind of books, thereby facilitating the organization of classes and enabling more systematic grading and instruction.
3. The transfer of pupils from one school to another without the expense of purchasing new books.
4. The saving of a great deal of time now lost at the beginning of a school term, and on the occasion of promotions, by reason of the delay of pupils in purchasing their own books.
5. The use of books under proper care and restrictions until the same are fully worn out, thus extending the life of a book almost twofold.

PENNSYLVANIA.

The superintendent in Pennsylvania makes the strong point that the statistics show a very marked increase in attendance,

especially in the upper grades, since the adoption of free text-books.

The beneficent results of the free text-book act are visible in many of the larger towns and cities. So far as has been ascertained, at the present writing, the attendance has greatly increased, especially in the upper grades. The children will no longer be kept from studying certain branches through a lack of the necessary books, nor will the boys be kept out of school, as they reach the advanced grades, because the parents are unable to purchase the text-books. The care of the books will inspire respect for public property, while the danger of infection, which some feared from soiled books, has been largely overcome by the use of paper covers, which can be cast aside and replaced by a fresh cover when a book passes into new hands. The system has not failed, except in schools whose teachers lack disciplinary power.

The free text-book law is a step towards the solution of the most momentous problem now before the people of Pennsylvania. Our industrial life attracts immigrants from foreign countries in countless numbers. Their children must be assimilated by our social and civil life, or they will drift into the criminal classes.

NEBRASKA.

The reports which come to us from teachers and school officers in Nebraska show that the law, after a trial of three years, is giving eminent satisfaction. There is nowhere a disposition to go back to the old custom.

The text-book law has been in force for three years. Our people are, almost without exception, pleased with the operation of the law. This law provides that the district board of each school district shall buy all books necessary for the children while attending school; these books are loaned to the pupils for their use. Under this law all necessary supplies, such as pens, pencils, ink, note books, stationery, etc., are also required to be furnished by the district to the pupils in attendance.

It is remarkable that since the enactment of this law, which was framed after careful consideration, and after the collection of a large amount of information regarding the text-book laws of other states, not a single amendment has been suggested in the legislature. Our people find it less expensive and more satisfactory every way than the former custom of parents furnishing their children with books and supplies at private cost.

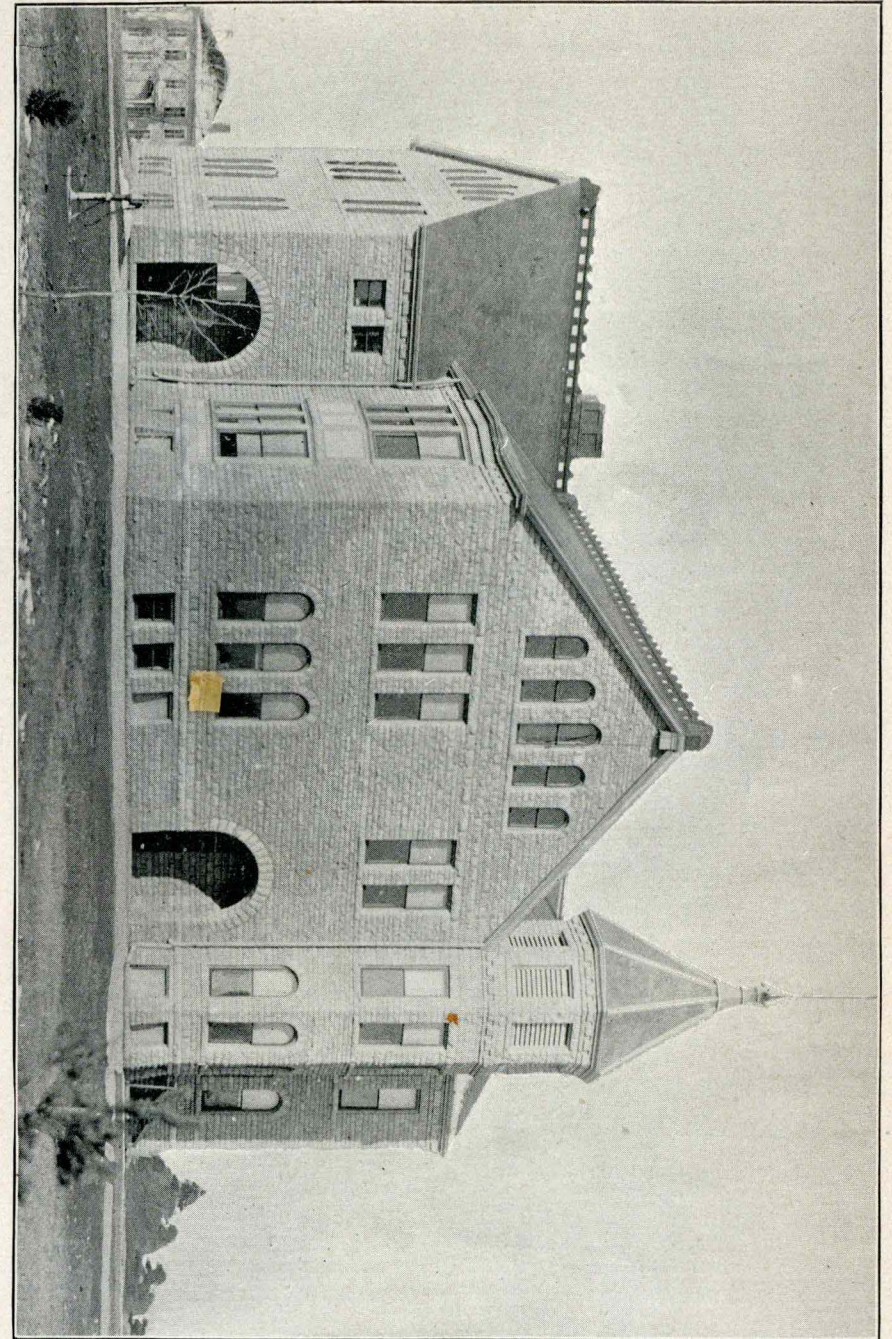
MINNESOTA.

In Minnesota it is worthy of notice that the first outlay for cost of books is about \$1 per pupil. After that the annual expense is estimated at about 30 cents.

The law of 1893, providing for free text-books, has already borne excellent fruit. At the present time nearly half the districts are loaning text-books free of charge, and a third of the remaining ones are furnishing them at cost. The latter plan, however, is not satisfactory, and the remaining step will, in most cases, soon be taken. The influence of the more progressive districts is being felt by the conservative ones, and the prospect

now is that the old plan of compelling each pupil to buy his own books will, in a few years more, be practically at an end. As nearly as can be ascertained, the first cost of the books averages about \$1 per pupil. This outlay carries the district through one year. After that the annual expense will be about 30 cents. This reduction in the cost of books is but one in the list of advantages to be gained. Organization can be completed the first day of the session, lessons assigned, and all the classes put in good working order. Pupils are supplied at once with everything needed, they know what to do, they have the means to do it, and there is no excuse for delay. In districts working under the old plan, whole weeks, and sometimes the whole term, pass away before a large percentage of the pupils are prepared to do the work which would render their presence of any value to themselves or the school. During these weeks of waiting they become restless, inattentive, and often mischievous and unmanageable. They contract indolent and vicious habits, from which they seldom fully recover. Besides, their example is contagious, and the usefulness of the school is materially impaired. Parents frequently cut the Gordian knot by keeping their children out of school altogether. This is true to an extent not even suspected, except by those who have given the matter serious consideration. It is now a common remark among county superintendents that there has been a great improvement in attendance wherever the free text-book system has gone into operation.

In view of all the facts which we can gather, we believe that a law should be enacted allowing the board at their discretion to furnish books and supplies free of cost to the pupils in the schools under their charge. There is little danger that they would take such a step unless they believe the public opinion of the district would sustain them. They should also be obliged to submit this question to the electors of the district, whenever a certain number, five or more perhaps, of the legal voters petition them to do so.



Humboldt. Eight Rooms. Cost \$18,000.

SCHOOLS.

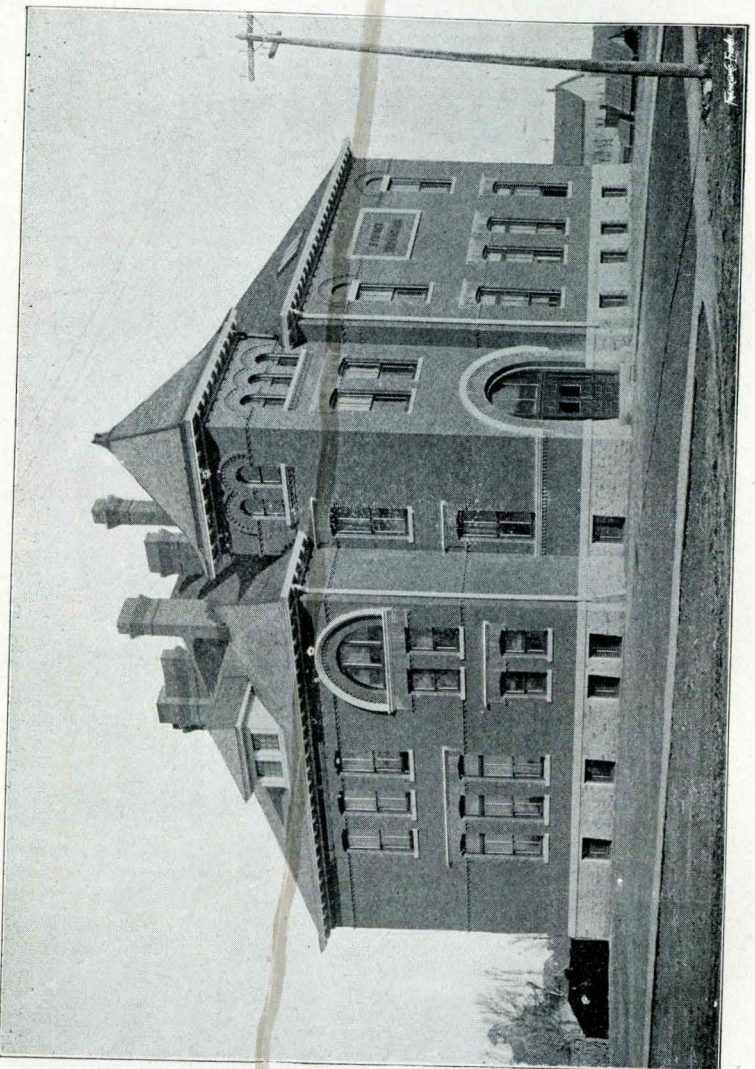
HIGH SCHOOLS.

OTHER GRADES.

COUNTRY SCHOOLS.

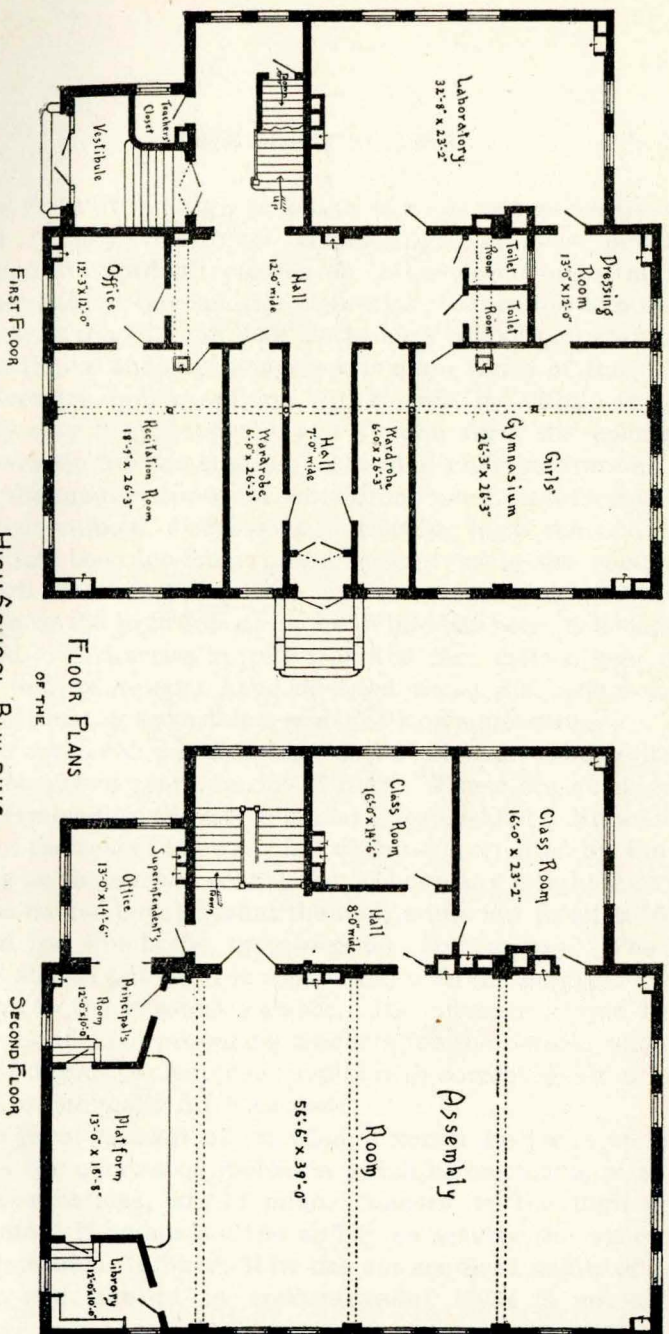
DIRECTORS.

BUILDINGS.



Stuart. High School, Cost \$14,800.

HIGH SCHOOL BUILDING STUART, IOWA



THE HIGH SCHOOL.

The right of the high school to exist is not seriously questioned in any intelligent community. It was originally designed to afford all classes of children the opportunity to gain something beyond the elementary education afforded by the district school. As long as the high school keeps within its proper limits, and does not trespass upon those of the college or university, public opinion will sustain it. While the high schools may very properly, and should, form the connecting link between the common schools and higher institutions, this is not the main purpose for which they were established.

In educational discussions concerning high schools, there has of late been too much prominence given to the relation of the high school to the college, while the vastly more important relation of the high school to the public has been, in a measure, ignored. This arises largely from the fact that college presidents and professors have directed these discussions into a channel most in accordance with their own interests.

How much can a high school do and do well? Should it have a course of two years, or one of four? These are questions to be determined by the environment of the school. No ambition to have the school upon the list of those accredited by the university or the normal school should have any weight in extending the course beyond what the instructors are fitted to teach, or that for which the taxpayers are able to pay. The high school should put itself in a position to do the greatest amount of good to the greatest number. Its influence should be felt along the lines of preparing teachers for their work, and, in a greater degree, in inspiring pupils with correct ideals of those things which make life a success.

The great amount of knowledge which he picks up in his course, the number of studies in which he has managed to pass his examinations, are of minor concern to the high school graduate. If he has not the ability to assume the attitude of an independent thinker; if he has not acquired habits of application and powers of concentration; if he is not able to

undertake lines of investigation and study, his work in the high school has not been under the direction of a master's hand.

We would not lower the tone of high school education in any degree, but we would broaden its scope. It should fit for the college or the university, as it does now, because through this avenue many students are able to fit themselves for greater usefulness. The state can afford to encourage them. But the high school must be made to subserve a far larger class whose school education must needs end there.

We quote from an Iowa superintendent, believing that "his words are words of truth and soberness:"

It is a growing belief with the writer that the doors of the high school should be opened freely to all those who are fit to get benefit from its courses. When it is evident that a boy or girl will get more benefit from the pursuit of a high school course, in whole or in part, than he would from the further pursuit of elementary school studies, he should be admitted there if he craves admission. The high school, as well as the elementary school, was established for the pupil who can get little as well as for the one who can get much. We are sometimes apt to proceed with a policy that assumes, unless a pupil can get a definite quantity in a certain grade or department, he is entitled to nothing beyond, and must stay there until he does get that definite quantity, although he never can get it. Now, a half loaf will give to a common man more nourishment, in proportion, than a full loaf to a Hercules, and we musn't deny the half loaf to the common fellow because he can't assimilate a full one. If a pupil can do and won't, if it is a case of indisposition instead of deficiency, that is a different matter. Such an one needs different treatment.

It has been asserted that the high school is patronized only by those most able to provide instruction for their children. Experience proves this to be very far from the truth. An inspection of any high school in the state will show that many of the brightest and most promising scholars come from families which make almost heroic sacrifices to keep their children in school. It is in accord with the spirit of American institutions that while the children of the wealthy are in the high school, the children of the poor man are there as well, sitting on the same benches, and enjoying the same rights and privileges. The high school is one of the great levelers of society, with this advantage, that it levels up rather than down.

We are not giving our high schools the recognition they deserve, if they are to accomplish all that we expect of them.

At present they are under no central control. There is nothing approaching any degree of uniformity in their courses of study.

The superintendent of Pennsylvania says that he can tell at a superficial glance whether a course of study was prepared by the holder of a permanent certificate or of a normal school diploma, or whether by a college graduate.

Every change of principal, especially in our smaller schools, is likely to be followed by a change in the course of study. New branches are introduced, the order of arrangement is changed, and too often the course is extended far beyond the needs of the school and the ability of the instructor. It is disastrous to good scholarship, and a waste of the people's money, for two or three instructors to attempt to carry all the branches necessary to a full course of four years. The scholarship and worth of the high school is measured by the scholarship and attainments of its teachers.

To make our high schools more useful they need a judicious but vigorous pruning, a cutting out of that which is worthless in the course of study, in order to give that which promises to be productive a chance to grow.

As in Wisconsin and Minnesota, our high schools should in some way be placed under state inspection. Such a substantial recognition should be offered them by the state, provided they comply with conditions necessary to enable them to do state work, as would prove a stimulus for them to come up to the required standard.

The establishment of township high schools and the extension of high school privileges to rural districts, we have discussed in another place.

GRADES BELOW THE HIGH SCHOOL.

It is plainly the duty of the grades below the high school to resist the attempt to thrust high school work upon them, in order that more attention may be given to the preparation of students for colleges in the last years of the high school course. We have no sympathy whatever with the attempts to modify the course so as to shorten the school life of the child. Recent studies in the physical development of children verify the fact that we have been requiring the severest mental work at a time

Exercise in Drawing, Council Bluffs.

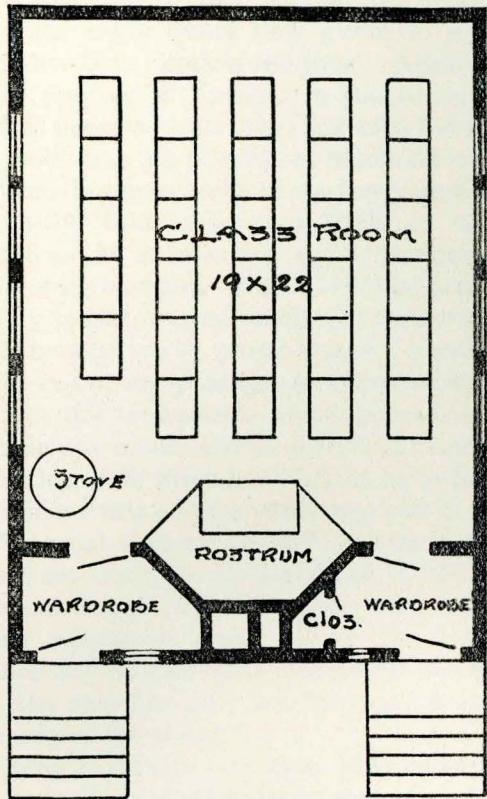


of life when the physical forces are least able to endure such exertion.

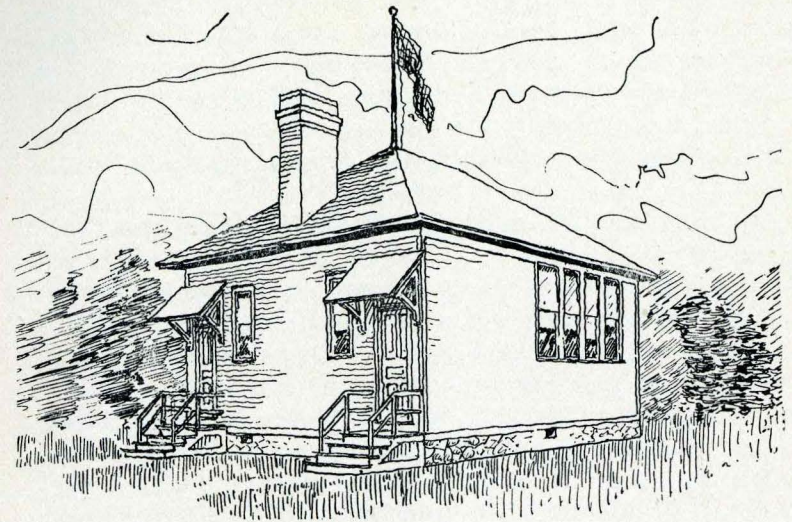
There could be some changes in the arrangement of branches, and in the time allotted to each. By throwing out much that is unprofitable and worthless in some studies, we can make room for other useful studies. We need more skillful and better informed teachers in this part of the work. But we would lengthen the eight years now given to grade work, to nine years, rather than shorten the time. Although we may rashly disregard time as an element in the education of our pupils, nature will have her own way, and take her own time, in bringing the child into the fullness of manhood and womanhood.

The work in our schools in the lower grades will bear comparison with that done in schools of the same grade in other states. It is true that children forget very much that they have once learned, Who of us does not? We read a book attentively to-day, but the events of to-morrow, or of the next day, and the next week, crowd it out. It gradually disappears, and at the end of the year we can recall scarcely any part of the book. Yet the impression which it made may have been an influence in our minds and in our life all this time. We cannot trace the intricate threads of life so as to be able to determine what influence this or that study has had in making us what we are. The most serious question for us to settle is the kind of pupils we are desirous of benefiting in these rooms below the high school. Some one has said very truly, "the heart of American education beats below the high school line; to strengthen and deepen the education of the pupils in the lower grades, the real common schools stand first among the educational needs of the times."

One thing is certain. If there is to be any distinction at all, it must be in favor of that large majority of pupils who never expect to reach beyond a common school education. There is an immense work devolving upon these grades in our cities and towns. Here we find the children of the emigrant and the foreigner. Many times they cannot speak, much less comprehend, the English language. They have the thoughts and ideas, the traditions and the customs, inherited from their ancestors. The education they are to receive is a revelation, a creation, the passing away of old things in order that all things may be made new.



Floor Plans of Country Schoolhouse.



Country Schoolhouse.

The state should insist that the teachers of grammar rooms and primary rooms should be thoroughly equipped for their special work. We ought to emphasize the idea that for a teacher to be taken from one of these lower grades and placed in a higher one is by no means a promotion. It is often the reverse. We are making our future citizens below the high school. Here we want the best teachers, the greatest freedom, and the most liberal expenditures of money. Here is carried on the work of preparing American citizens, and we need to magnify this work in the eyes of teachers. The school authorities should see to it that records and reports, always burdensome and often useless, are reduced to a minimum, so that the teacher may bring to her work a growing enthusiasm, an energy which never flags, and a vitality which endures to the end.

We are glad to note the growing disposition in all our schools to individualize the work of instruction. The idea that the teacher must work for the class, and that the individual must shirk for himself may raise the class average, as tested by the examination, but this is at a fearful cost to some of the children. The problem is not so much how to ungrade the graded school as how to ungrade the instruction, so that every child may receive his portion of meat in due season. In every large building there should be one teacher whose entire time is devoted to aiding and instructing those who for various reasons need special help and encouragement. We commend this to the thoughtful attention of superintendents and teachers in our graded schools who may read this report. It is the voice of the individual child, under the strict class system too prevalent to-day, which is heard crying out in the bitterness of his soul: "I was hungry and ye gave me no meat; I was thirsty and ye gave me no drink."

THE COUNTRY SCHOOL.

The factors that enter into the problem of improving the schools in the rural districts are so many that we cannot discuss them in the brief space allotted to this subject. The most important of them all is the supply of competent teachers.

This we have discussed elsewhere in relation to the school system at large, but if we could we would gladly emphasize twofold its importance in connection with the schools in the rural districts. Here we often find the immature girl of seventeen, untaught and untrained in her profession, blindly groping her way along, keeping school. If through her brightness and her aptness to learn, she develops into a good teacher, the school in the village or in the city elects her to a more lucrative position, and some other girl takes her place in the rural school, to be in turn transplanted and followed by a raw recruit, and so the endless procession moves on. Connect with this the fact that often one untrained teacher follows another, term after term, sometimes three in one year, and it is a wonder that the country school is as good as it is.

There has been, however, a marked improvement in these schools in many counties. There is a tendency to employ better teachers, to retain them longer in one school, and to supply them with the necessary appliances for instruction.

At all the large meetings of teachers the section devoted to the welfare of rural schools has proved one of the most profitable and interesting. The efforts of the teachers in the country districts ought to be better appreciated than they are. In their enthusiasm, and in the fullness of their labors, they compare well with the teachers in the graded schools. As we have met them in the institute and at associations, we have been forcibly struck with their intelligence and their intense desire to know the best things which pertain to the art of teaching.

The pupils in the rural schools are fairly well classified. The introduction of the state course of study has done much for them. We have been gratified to hear city superintendents in different sections of the state say that pupils coming to their schools from the country are well fitted in the branches they have studied. Such instances are sufficiently numerous to show that country schools can do good work, and that in many counties they are doing good work. But the character and qualifications of the teacher are if possible, of more consequence here than in any other part of the school system.

We desire to reiterate it, again and again, that the wisest and the most effective step to be taken, is for the general assembly to devise some means of putting into every one of these country schools not already so provided for, a teacher who is suited to, and trained for her work.

A successful teacher for the rural school must be able to adapt herself to conditions. She must know what can, and what cannot, be done in the country school. The things that render rural life attractive should be magnified before the children. There should be the greatest freedom of choice as to subjects for general instruction. There are facts concerning agriculture which the child of the farmer ought to know. There are others concerning mines and minerals, which the child of the miner should be taught. The country school cannot be made into a city school, and it ought not to be. But here in the country school is the teacher's opportunity to assert her individuality, to get close to her pupils, to impress her character upon them, and to work out problems of individual instruction—opportunities too often denied the teacher in the crowded schools of the city.

The discussion of this problem should not stop here by any means. The wisest, the most capable and the most patriotic of our citizens have commenced their education in the country. Some of our brightest and most promising boys and girls are in these schools to-day. Provision should be made so that with as little hindrance as possible they may obtain the advantages of a more extended education. The poorest child in the city has high school privileges offered him without charge. Justice and equality demand that the same privilege should be guaranteed to the boy or girl in the country. The Nebraska law is pre-eminently wise and fair, in its provision that the children from country schools may attend the high schools in cities and villages at the expense of the county. This is simply affording the children of the farmer the same advantages enjoyed by the children of the laborer in the city.

DIRECTORS.

The interest which directors have taken in educational associations has been a new feature of the school work of the state. We believe it is equally true that they have become unusually active in promoting the welfare of the schools under their charge. The law making the tenure of office of the subdirector three years has proved a wise measure. The people are learning

to be more careful in the selection of the incumbent for the important office of subdirector, there is a growing tendency to retain the same teacher a longer length of time, and the subdirector himself has a better opportunity to become acquainted with his work and with the school. We have taken special pains to ascertain from county superintendents the practical workings of the law, and the replies, with but here and there an exception, have been strongly in its favor.

The office of school director should be enlarged and its importance magnified in the eyes of the people. Only the best persons should be elected, and for no other reason than that their election will be for the highest interests of the schools. The duties devolving upon them, as enumerated by the law, are such as touch the community at vital points. Here, if anywhere, we need men and women of cool, clear judgment, who cannot be swayed from their duty by prejudice, nor tempted by selfish motives. They should be selected without regard to party or creed, color or sex, and the public should be spare in criticising them, provided they manifest an honest disposition to do their whole duty by the schools.

In this connection it is proper to repeat what we have elsewhere referred to, that in independent districts having six directors at present, the law should be so changed as to make the number either five or seven, so as to lessen the probability of a tie vote.

In September of 1895 we sent to all school boards a circular from which we make some extracts, in order that the general assembly may see the trend of our instructions to those bodies. We have endeavored not to leave the boards in doubt as to their duty in the matter and manner of complying with the law concerning temperance instruction.

COURSE OF STUDY.

We suggest the adoption of a resolution by your board at this time in something like the following form:

Resolved, That the course of study in the edition of the handbook for teachers for 1895 is adopted for use in the schools of this district, and all teachers are hereby directed to follow this course of study in the instruction given by them in their schools, until further notice.

It is, of course, unnecessary for us at this time to speak of the value of a carefully prepared outline of instruction. This is too apparent to everyone who has observed the want of system and the lack of order in schools where no course of study is in use. We feel that we can safely leave this matter in the hands of the boards of our state, believing that you will not fail to

coöperate with the county superintendent and with your teachers in securing from the course of study and the teachers' handbook all the benefits that can possibly be derived. The fact that you have a course now adopted and in use should not prevent you from utilizing this new outline, as it will apply in connection with any other course without conflicting.

The course of study contains a sufficient amount of instruction in the effects of alcoholic drinks, stimulants and narcotics upon the human system to comply with the law requiring such subject to be taught in every school. You are aware that it is essential that every district should have a textbook adopted in this study for the use of the older scholars. To the younger pupils the instruction will have to be given orally. This subject should receive the same attention as other branches of study. Please refer to the outline of the course of study on page 45 of the handbook. We have called your attention thus directly to this subject in order that, in the words of the law, you may not fail "to see to the observance of this statute and make provision therefor." The statute is MANDATORY, and does not give any school officer the least option in the matter.

There has been trouble in some counties arising from the sale of apparatus to school boards in an unlawful manner. At one time we were forced to issue a circular, and to give it wide distribution, in order to counteract the work of unprincipled agents who pretended to have the official sanction of the superintendent of public instruction for the sale of their goods. The following extract from our circular makes our position very plain:

PURCHASE OF APPARATUS.

We feel to bring anew to your attention the subject of the purchase of maps, charts, and other apparatus. Section 1729 confers upon boards the power to use contingent fund in the treasury and not needed to keep the schools in operation during the year, to buy suitable apparatus and other such appliances for the use of teachers and scholars. But the same section prohibits incurring a debt for such a purpose. In this matter the harm does not come in following the law by purchasing suitable apparatus with money on hand in the contingent fund, but from the violation of the law in giving orders on the contingent fund when the money is not in the hands of the treasurer unappropriated, that may be used for such purpose. Our supreme court hold in 80 Iowa, 121, that the law does not contemplate any purchase of maps, charts, or apparatus, that cannot be paid for with surplus contingent funds. The purchase of supplies and apparatus under this section rests entirely within the discretion of each board, and we would be the last to attempt to control their discretion in this matter, or to discourage the judicious investment of a reasonable amount to supply every school room with these teaching helps. Every school room should have a good, strong globe, a good dictionary, a few good reference books, a good map of Iowa, and a plain map of the United States, all well protected in some way from other injury than natural wear by necessary use. We think boards should avail themselves of this provision of the law and secure these very desirable teaching helps. It is the abuse of the law and the direct violation of its

plain provisions, that is to be avoided, and it is this that is condemned by us. Some unscrupulous agents have even claimed that their articles have the indorsement of the superintendent of public instruction. While this department commends the purchase of suitable apparatus by following the terms of the law strictly, we have never given an official indorsement of any single article of such kind. Our uniform suggestion to school boards is that they should not fail to exercise the same prudence in this as in other business matters. The practice of signing orders or contracts for apparatus of any kind, presuming upon the ratification of such purchase by the board at a subsequent meeting, is also clearly in violation of the law and should never occur.

The annual report of the county superintendent is due in this office the first Tuesday in October of each year. In the majority of cases he finds himself greatly hindered by the delay of district treasurers and secretaries in sending in their reports.

If boards would heed the advice given below, and compel from their officers a prompt and complete settlement at their meeting in September, the entire matter of reports would be greatly simplified, their accuracy would be promoted, and much valuable time and labor would be saved.

SETTLEMENT WITH OFFICERS.

You are aware that it is your duty at this meeting to make settlement with the secretary and the treasurer and if their reports are found satisfactory, and the treasurer accounts in full for all money that should be on hand, to enter upon your records such a statement. The intention by such act is to comply with the law and to regard the interests of the bondsmen of these officers. It should be insisted by the board that the accounts of the district be kept in an approved manner. The board should also at this meeting direct the outgoing officers to send the annual reports just approved by the board, to the county superintendent immediately, in compliance with the law.

On another page we call attention to the condition of school buildings and their surroundings. We have not failed to urge upon boards of directors and all concerned, their duty in this respect. The schoolhouse is an index of the moral and the ethical tone of the community about it. It need not be an expensive building, but it ought to be attractive and comfortable in all its surroundings.

THE SCHOOLHOUSE AND OUTBUILDINGS.

We come now to urge anew a matter that should receive marked attention in every district in the state. Every board should at all times have a reasonable knowledge as to the actual condition of every schoolhouse and site as regards cleanliness, provisions for ventilating the house, the supply of pure drinking water, and very particularly as to the matter of the necessary outbuildings. The law of the last general assembly requiring boards

to give especial attention to the matter of convenient water-closets, has met with very general approval, and very many boards are complying with the law in its spirit, but it requires constant and unremitting vigilance on the part of a board to know that their outbuildings are in all cases kept in wholesome condition for use as is required by this law. The community in which the outbuildings of the schools are always in suitable condition, may well be cited as a model. This is a matter of such immense importance that we feel to ask you to give it a very serious consideration. Unless you are quite sure that every outbuilding in your district is now in suitable condition for use, it is certainly your duty as a board to take immediate action to have such building put into proper condition, and to take such precautions as to the care of all outbuildings that they may be continuously preserved in good and wholesome condition.

Various other matters were brought to the attention of boards in this circular, such as the necessity of employing the best teachers, of visiting the schools, and of taking a large interest in their welfare.

GENERAL INSTRUCTIONS.

The success of your schools depends very largely upon the selection of a competent teacher for each school. Before you engage anyone, you ought to know something of the proficiency of the candidate in the branches to be taught, of his success in other schools, and of his character, as it will influence the conduct of the children under his care. As far as the actual work of the school is concerned, this is the most important matter you will have to consider. We also would suggest that when you find you have a successful teacher, you should by all means continue him at least through the entire school year. Nothing is more calculated to demoralize the school than a frequent change of teachers. Retaining a successful teacher at an advance in wages, is one of the very best means to improve the quality of the work done in all the schools of your district.

The present law requires you as members of your board frequently to visit the schools in your district and to encourage and aid the teachers, to see that they keep the daily register properly, that they make the required reports, and attend to such other matters as may be required by the county superintendent. We feel to urge this matter strongly upon your attention, as we know that a conscientious compliance with the law would greatly increase the efficiency of your schools, and as a board you would be better able to know what is demanded in order to make your schools more successful in the future. By frequently visiting your school, inspecting the work of the pupils, and conversing with the teacher about what is being done, you may very greatly assist in the work of instruction and discipline.

We are aware that your duties are somewhat burdensome and that there are many other matters to which we might ask your attention, but many of these will be apparent to the board when they are met to consult together with regard to the best interests of the schools of their district. While it is agreed that our common schools are our pride, and we as a people confide in them with an abiding trust, it still remains true that in many instances a school is not all that it should be, and does not afford to the children

gathered therein all the opportunities which our law intends for them. It remains for you as a board to attempt to make the very best provision possible in all these matters. We desire again to assure you that your county superintendent and the state department will gladly be of the utmost usefulness to you by aiding you in every possible manner.

HENRY SABIN,

Superintendent of Public Instruction.

Des Moines, September 5, 1895.

SCHOOL BUILDINGS.

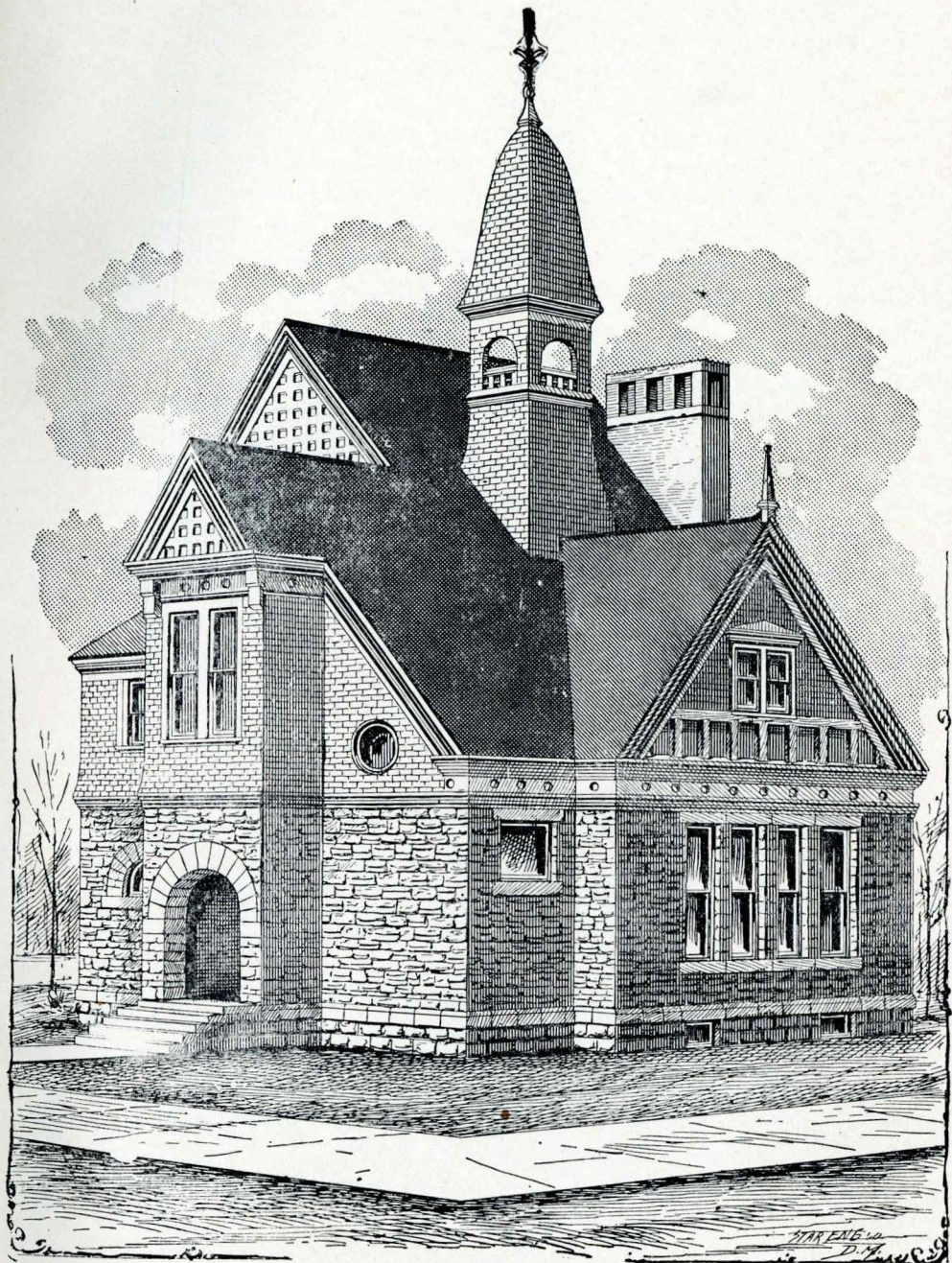
The condition of school buildings throughout the state is in a general sense very creditable. Much more attention has been paid to ventilation, heating, lighting, and sanitary conditions, than was formerly the case. Many of the buildings lately erected are models of neatness and convenience. There is an increasing disposition to expend the money not for the purpose of making a show, but for the health and comfort of pupils and teachers. The tendency to erect three-story buildings is fast disappearing. This disposition to improve in building is spreading in the country districts, and many of our rural schoolhouses are in excellent condition.

The following table compiled from the annual reports of county superintendents, while not wholly accurate, shows substantial improvement:

CONDITION OF SCHOOL BUILDINGS.

YEAR.	NEW.	WITHOUT OUT- HOUSES.	WHOLE NUMBER.	GOOD.	FAIR.	POOR.
1893.....	No data	2,081	13,433	7,875	4,081	1,477
1894.....	347	1,769	13,519	8,096	3,928	1,495
1895.....	305	1,653	13,715	8,378	3,847	1,490

It is encouraging to know that many counties have pushed the work of providing suitable outbuildings for each sex, until they can show that the law of 1894 has been substantially complied with. Yet there are to-day in some districts conditions which would disgrace the civilization of the Apache Indians. Think of sending a child brought up in a family where decency and modesty are inculcated by precept and example, to a school



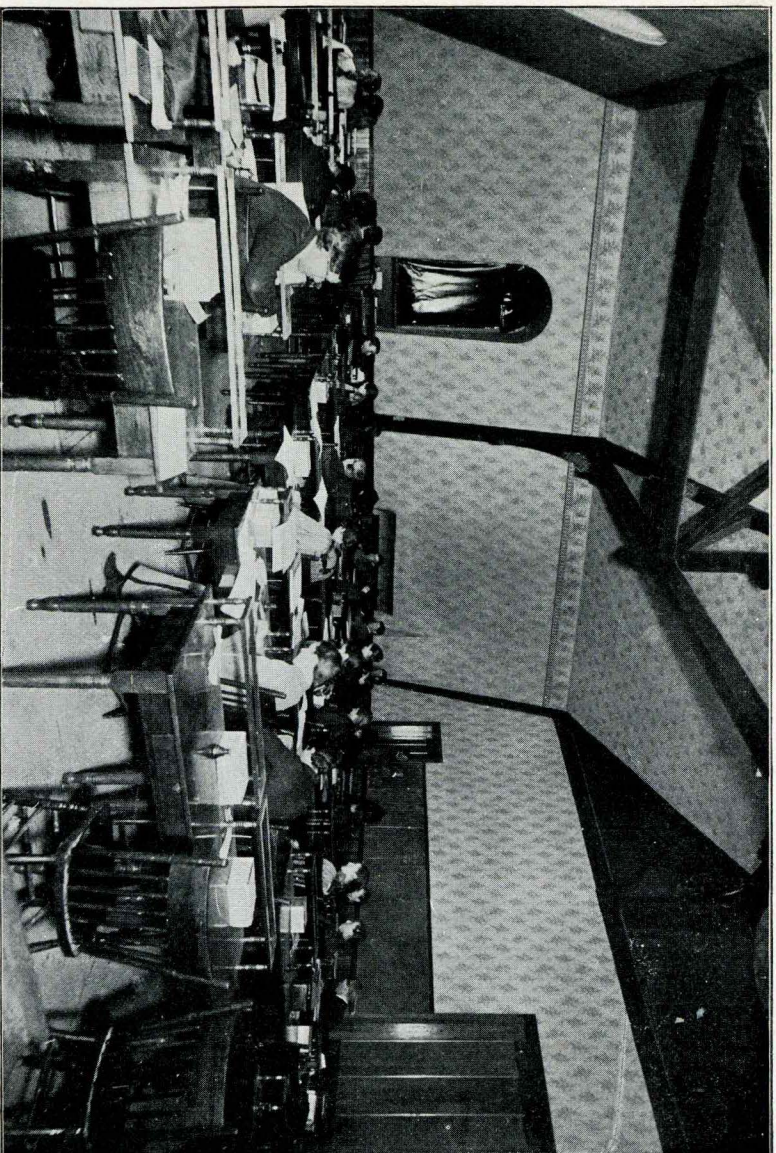
Liscomb. Three Rooms, Cost \$3,500.

for six hours a day, where there is no attempt at all at providing suitable privacy, or, what is possibly worse, where there is only a rude shed for both sexes, defiled in every possible way, marked with the most suggestive drawings and the most obscene expressions; and this, too, in enlightened Iowa.

That there is a gradual improvement, no one can deny. The act of the last general assembly has wrought some good results, but this is no time for us to stop and congratulate ourselves on our progress, while there is so much yet to be done. Horace Mann wrote: "A want of decency enforced upon boys and girls will become physical and moral turpitude in men and women."

If the women of Iowa who are so earnestly and nobly working in the cause of temperance instruction, and of patriotism, and who are just awakening to a greater interest in the public schools, or the personal purity associations, would make an investigation along the lines indicated, they would possibly find a field of labor of which they have before had no conception.

The present law regarding outhouses should be so amended as to make it the duty of the secretary of each board to certify to this office regarding the manner in which the law has been complied with, on blanks provided by the superintendent of public instruction.



COMMERCIAL DEPARTMENT, BURLINGTON HIGH SCHOOL.

ORGANIZATION.

SUPERINTENDENT OF PUBLIC INSTRUCTION.

COUNTY SUPERINTENDENTS.

TOWNSHIP v. DISTRICT.

SCHOOL ENUMERATION.

SUPERINTENDENT OF PUBLIC INSTRUCTION.

The duties devolved by the law upon this office increase with every biennial period. We think they have doubled since we became practically acquainted with them eight years ago. And yet the office force is numerically the same. A large amount of additional work comes through the increasing desire of teachers to obtain state certificates or diplomas. Under favorable conditions this work will soon extend beyond the capabilities of the office to handle it.

The formation of teachers' associations in each of the four sections of the state, to which we have given very hearty and very willing coöperation, doing everything in our power to make each a success, has added materially to our labors.

The superintendent of public instruction under present arrangements has but little time for personal inspection of school work. The work of gathering and tabulating the statistics for the biennial reports is growing every year. It requires the services of experts to prevent statistics from becoming valueless through palpable inaccuracies and ridiculous blunders. We can draw no conclusions relating to the growth of a school system unless the statistics are correct for each of a succession of years. Hence the responsibility thus thrust upon this office is of very grave importance.

The time that can be spared from the office is largely taken up with lectures at associations, and with inspection as far as possible at county institutes. We have endeavored in every way possible to make the office useful to teachers and school officers. This office ought to add to its usefulness year by year until it reaches in some form every hamlet in the state. How to do this is a question of growing importance.

At present the office has little more than advisory powers, except in the decision of appeal cases. We do not believe it

would be wise to add to its arbitrary powers, but it should have additional facilities for extending and strengthening its influence as counselor and director. It should be able to know more, through personal inspection and through accredited agents, of the actual condition of the schools and school system throughout the state.

The traveling fund placed at the disposal of this office is \$250 a year. This is much less than is allowed other offices, and is very much below the expenses which the superintendent of public instruction must incur if he does his full duty. In justice to the requirements of the office, and in justice to the school interests of Iowa, the amount ought to be at least \$600 a year.

We are impelled by a sense of justice to say that all our efforts to promote the cause of education in Iowa have been warmly seconded by county superintendents and teachers generally. Between this office and the educational forces of the state the relations are those of mutual accord, and a desire to work together for a common purpose.

The hearing of appeal cases is of such importance that we include a somewhat detailed account for the last two years.

During the biennial period 1894-5 thirty-eight appeal cases have been heard and disposed of by the superintendent of public instruction. Nine of these relate to change of boundaries, eleven to relocation of site, nine to dismissal of teachers, and the other nine to various matters which concern the schools. The cases have been disposed of as follows: Twenty-two were affirmed, nine reversed, four remanded, one dismissed, one withdrawn, one affirmed in part and reversed in part.

Hearing and deciding appeal cases forms no inconsiderable part of the work of this office, at some seasons of the year, but we do not know of any way by which this can be avoided. In many counties the county superintendent exerts a very wholesome influence by inducing parties to settle or compromise before the case comes to trial. Such a course cannot be too highly commended.

Very many of these cases are the culmination of some neighborhood dispute, perhaps extending over many years of time.

The superintendent of public instruction has uniformly refused to take up the case *de novo*, or to consider testimony other than that contained in the transcript as sent up by the county superintendent. County superintendents are instructed

to give great weight to acts of a board plainly discretionary in their nature. In all such cases the responsibility rests with the board, and their action is to be sustained, unless it is very clearly proved that they have abused the discretion vested in them by the law. The same weight is always given by this department to acts of the county superintendent, which the law commits to his discretion. The validity of a contract, of district organization, or of an election, cannot be determined by appeal to the county superintendent, or by this department.

We have also instructed county superintendents that the general intent and purpose of the law in allowing these appeals, is to furnish an inexpensive and speedy way of adjusting difficulties in school matters. Consequently they should not be decided on mere technicalities. The affidavit may be amended at the time of trial, if necessary to establish the meaning of the original. The case should not be dismissed because of some error in the affidavit which does not prejudice the rights of either party. If the affidavit is sufficient to show the ground of complaint as urged by the aggrieved party, it should give him a standing before the county superintendent.

It is just to the county superintendents to say that while it has been found necessary at times to reverse them, their decisions with hardly an exception, have shown an honest intention to do what seemed to them to be right and just. It certainly speaks well for their judgment and candor, that while 123 cases were heard by them during the last biennial period, but thirty-eight of these were brought up to this office on appeal.

THE COUNTY SUPERINTENDENCY.

The office of county superintendent has come to be considered a permanent feature in the educational system of the state. Its importance is better understood and appreciated each year. Consequently we find that there is springing up in many counties a disposition to ignore party lines, and to elect the man or woman best fitted for the place. It is certainly encouraging to know that in the heat of political strife, the interests of the schools are not forgotten.

What can be done to make this office still more effective? The answer seems very plain. Require higher qualifications,

embracing scholarship and actual experience in teaching, in order that a person may be eligible to election, and after that enlarge his powers, and give him additional facilities, so that his work of supervision may be made to tell for the progress of the schools under his charge.

We are not at all sure that it would be wise to make this an appointive office. We distrust the advisability of any plan which would remove the public schools from the direct control of the people. The term should, however, be lengthened to four years, in order that the incumbent may have such a tenure of office that he may have time to execute whatever plans he may make. The tendency everywhere noticeable to commit important trusts to hands of experts, has reached the county superintendency. Wisconsin, Indiana, Pennsylvania and New Jersey have recognized it. It is a most opportune time for Iowa to fall into the line of progress.

Following the custom of other biennial periods, the reports of the county superintendents have been carefully tabulated and the totals arranged for publication. Some of these reports are in with great promptness on the first Tuesday in October, or very soon after, and such reports are in the main models of correctness and neatness. Every year sees an improvement in this direction. This is due to efforts put forth to induce the district officers to keep their accounts accurately with each fund and to have their reports in readiness for the September meeting of the board. Where this work is well done, the county superintendent has little trouble with his annual report. On the other hand, the neglect of some of the county superintendents to compile and send in their annual reports until after the first of November, is an impediment in the way of getting our report into the governor's hands when it is due.

If these late reports were correct in their details it would make less difference, but too often they are evidently compiled in haste, are full of inconsistencies, some very important items are plainly estimated, so that in fact an expert has to make some of them over before the totals can be of any use to us. This is not true of many, it ought to be true of none. When rightly viewed this forms an additional argument that only competent persons should be eligible to the office, and that their term should be long enough for them to become accustomed to its most important duties.

This department has repeatedly called the attention of the general assembly to the necessity of an enactment making it the duty of the county superintendent to examine and audit the books and accounts of every district treasurer in his county, at least once each year. We call attention to this matter again as one of such importance that it should not be longer postponed.

The duty of examining candidates for the position of teacher is one of the most important which devolves upon the county superintendent. The instruction from this department not to issue certificates to females under seventeen years of age, and to males under nineteen, has been very generally observed. We have repeatedly urged the equity of a law that no person under eighteen years of age should teach in any public school. The state should take the responsibility of this act, and thus relieve the county superintendent from any pressure to issue certificates to young and immature girls. We should fail of our full duty if we did not urge upon the general assembly the wisdom of such a law.

It has been the custom to call the county superintendents together twice each year, once in section meetings in the spring, and again at the time of the state association in the winter. There are some counties which are without exception represented every year at the section meetings, which are held at the most convenient points. Then there are other counties seldom if ever represented, and there is as much difference in the schools of these counties as there is in the superintendents. From 75 to 80 per cent of the superintendents can usually be depended upon to be present. And about the same number attend the state meeting at the holidays. Considering the distance some of the county superintendents have to travel, and the expense, this is a very creditable showing. In this respect the law should be mandatory, and it should be equally mandatory in compelling the county board of supervisors to pay the necessary expenses of the county superintendent when the superintendent of public instruction thinks it for the good of the schools to call them together for consultation and advice.

For information, we print the program and places of meeting for 1895.

To the County Superintendent:

The county superintendents of Iowa are called to meet for consultation with the superintendent of public instruction, in accordance with section 1577 of the code, as follows:

CEDAR RAPIDS—April 3-4, at Grand Hotel.

COUNCIL BLUFFS—April 10-11, at office of county superintendent.

SIoux CITY—April 17-18, at Hotel Garretson.

DES MOINES—April 24-25, at office of superintendent of public instruction.

OTTUMWA—April 30 to May 1, at office of county superintendent.

CHARLES CITY—May 15-16, at Hotel Hildreth.

While these meetings are mainly for the benefit of county superintendents, other educational men and women will be gladly welcomed, especially any who are ex-county superintendents.

CIRCULAR.

We design to follow the plan adopted last year, of having no fixed programs at these section meetings. The fullest discussion of some of the subjects printed on the opposite page will prove both interesting and instructive.

We need the light of reason and experience, in order that we may be mutually helpful.

The educational outlook is very good in all sections of the state. The reports which come from every county show an unusual activity among both teachers and officers.

The subjects selected for discussion bear very largely upon the improvement of the ungraded schools. We believe this is right. It is the work most needed to be done. *We want your help.* Each county superintendent is at liberty to attend where he finds it most convenient, *but we believe it is his duty to attend at least one meeting*, unless prevented by sickness or some unforeseen circumstance. Visiting schools, hearing an appeal case, correspondence in the office, must not be allowed to prevent attendance. If you find no one of these subjects which interests you, bring with you some other, and there will be time to discuss it. If you do not feel that the meeting will help you, you may be able to help others by your presence and your words. Let us work as one man for the good of the cause of education in Iowa. Very cordially,

HENRY SABIN,

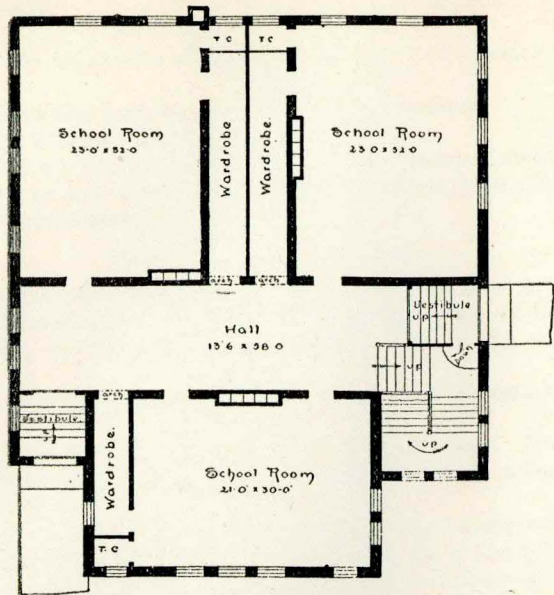
Superintendent of Public Instruction.

March 5, 1895.

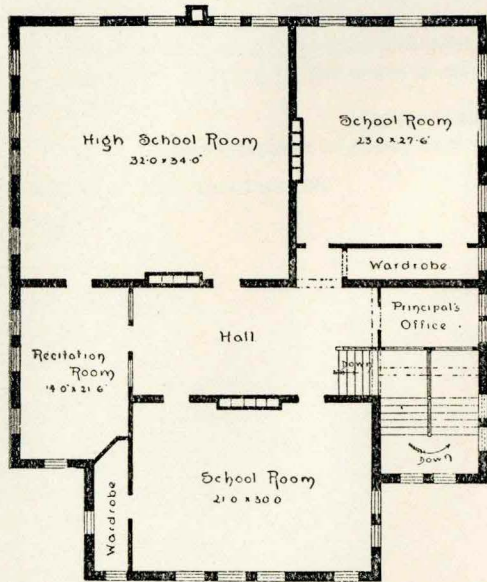
SUBJECTS FOR DISCUSSION.

1. Directors' Meetings.
2. Libraries.
3. Nature Studies.
4. New Studies for Rural Schools.
5. English Language.
6. Certificates.
7. Most Pressing Needs of Rural Schools.
8. The Institute.
9. Mental Arithmetic.
10. Is Arithmetic Well Taught?
11. Signs that Public Opinion is Improving.
12. Study of Children.
13. National Association at Denver.
14. Teachers' Reading Circle.

NOTE.—If any superintendent desires to introduce other subjects of interest to his county, there will be abundant opportunity given him to do so.



PLAN OF FIRST FLOOR.



PLAN OF SECOND FLOOR.

Adair, Milo and Osceola.



Adair, Milo, and Osceola. Six Rooms Cost \$8,500.

TOWNSHIP v. DISTRICT.

The statistics for 1895 show that there are in the state 4,807 districts. Of these 1,193 are district townships and 3,614 are independent districts. Each of these districts requires the services of a secretary and a treasurer. During the same year we paid for the services of these officers \$137,673.

There are 9,190 subdistricts in the state. In the same ratio, if by any means these subdistricts should change their organization so as to become independent, it would require over \$344,000 to pay the secretaries and treasurers.

The organic law of 1858 contemplated the township as the unit. In 1872 the law was so changed as to permit the formation of independent districts from subdistricts. Hon. Alonzo Abernethy in his report for 1872-3 says:

A large majority of the most active friends of education in Iowa have always insisted that a serious mistake was made in the incorporation of the subdistrict feature into the district township system; that if each civil township had been made a simple, single district to be governed by a board of directors chosen at large in the district, as in independent districts, much better results might have been looked for and better satisfaction given.

We have before us the report of the commissioners appointed in 1856 to revise the school laws of Iowa. It is signed by Horace Mann and Amos Dean. We quote some of the reasons which they give why the district system should be discontinued and why each civil township should be made a district:

The township as a district equalizes among a large community the burdens imposed in the erection, repairs, and outfit of schoolhouses, offers much greater facilities and inducements to establish district libraries, and to sustain and increase them.

It tends to a more equal participation in the benefit of the common school fund.

It annihilates, and forever, the possibility of cutting up a population into *small districts*, to which the district system so frequently leads.

It gives to each family in the district the choice of schools to which to send, after the location of schoolhouses is decided upon.

It leads to the creation of more commodious schoolhouses, with larger accommodations and means of instruction.

It tends to secure the services of more accomplished teachers, the accommodations being better, and the choice of schools furnishing the strongest motives to keep them in the best manner.

So fully convinced are your commissioners of the wiser policy of instituting the township in the place of the district, and thus of avoiding the small district organization, that they herewith present to your honorable body an act based upon the township system, in which they have stated at large all the provisions peculiar to that system, and given such directions as will lead to its easy adoption if desired.

Every advantage which they claimed for the township system has been fully realized, and every evil which they laid at the doors of the district organization has made itself felt.

We have read with care the reports made from time to time by the incumbents of this office. Many of them have made lengthy and strong arguments urging the adoption of the township system, and nearly all of them are on record in its favor.

The states making the greatest progress in education to-day are those which have discarded the district and have made a larger territorial division the unit of organization.

At the meeting of the national council of education at Denver, July, 1895, a report was made by a committee on state school systems. As a matter of information we quote as follows:

Indiana.—We tried the district system several years ago, and should consider it taking a long step backward to drop the township and take up the district system again.

New Hampshire.—The most far-reaching change made in the last ten years has been the substitution of the town system for the effete and impotent system of district schools. The district school had lost much of its usefulness, and was, in many towns, no longer susceptible of improvement.

New Jersey.—Hence it is that the system (district) introduced many years ago, whereby townships were divided into school districts to fit the then prevailing condition is to-day antiquated, inefficient, and expensive.

Rhode Island.—As fast as our towns have abolished the district by their own vote, they at once begin to consider the matter of a high school. So long as the districts exist we shall not have high schools, but if we can get rid of the districts we shall ultimately be able to provide high school facilities for the greater part, if not for all, of the children of the state.

Vermont.—It is doubtful if any law (township system) enacted in the state of Vermont, received under such antagonistic and discouraging circumstances, ever won more or stancher supporters than our present law during the short time it has been in operation.

The principal arguments in favor of making the civil township the unit may be stated briefly, as follows:

1. Effectiveness and economy of administration. The number of school officials would be greatly reduced, and hence there would be less liability

to loss of funds through incompetency or dishonesty. In Iowa, about 27,000 school officers are serving as members of school boards. The secretaries and treasurers receive \$135,000, annually, as compensation for their services. In Minnesota the township system would reduce the number of school officers from 18,000 to 3,000. In Wisconsin, it is estimated that the sum of \$190,000 is wasted annually upon unnecessary schools. Under the district system, there is a great waste of supplies in one school, and the want of the same in another; buildings are allowed to become dilapidated for want of attention; several school officials are paid, when one officer would suffice. In these respects the township system would effect a saving of thousands of dollars annually. It is simply applying business principles to the business affairs of the school.

2. Effectiveness and simplicity of organization. The township board of education, a certain proportion going out of office every year, should be armed with the same powers and exercise the same duties as the board of education in the city or in the independent district. They should appoint teachers, locate buildings, select text-books, determine courses of study, designate what schools pupils may attend, consolidate schools when their numbers are reduced to a certain extent, and, in fact, transact any business which may lawfully come before them.

3. The township system affords the only means through which we may hope to reach township high schools and township supervision. We believe these two points are essential in any system looking to the improvement of the ungraded schools. The township high school has become a necessity, if we are to lift the rural school out of the rut into which it has fallen. To promote the highest efficiency of such a school, it must be in complete and perfect harmony with the schools of the township. This cannot be the case unless they are all under the control of one board, and supported from the same general funds. The establishment of these high schools would furnish a needed incitement to the pupils in the lower grades in the country, and would stimulate them to remain longer in school, that they might graduate at the end of the course. It would dissipate the aimlessness of study and instruction so prevalent in the country schools of to-day.

We already have the basis of the township system in most of our counties. It is not expedient to attempt to abolish the independent city and town districts now in existence. The only road open to us is to repeal all legislation which looks to the establishment of such districts for less than 200 inhabitants on the town plat. We not only advise this, but we urge it as a matter of economy and in the interest of good schools.

Under the law as it now stands, only one-third of the sub-directors go out every year. We have but to put in the hands of the township board the same powers and duties that are in those of the boards of independent districts, and we will have a very near approach to the township system.

It is now in the power of the district township board to establish and maintain a township high school. The law needs to be

amended so as to permit two or more townships to unite for this purpose. Such a provision should be plain and straightforward in its terms, so that boards could easily understand and apply it. We believe it would result in the establishment of such schools in different parts of the state, and that it would aid us in supplying teachers for the rural schools.

In connection with this subject of township organization, there should be a provision allowing the board to close any school having too small an attendance to be profitable, and to convey the pupils to neighboring schools, and pay for the same out of the contingent fund. This provision has been on trial in Massachusetts and New Hampshire for some years, and the evidence is conclusive that it is economical and that it aids in promoting the progress of the scholars. Indeed, there is no opposition to it there to-day in any quarter.

The average cost of instruction for each scholar per month during the past year was \$1.87 for the entire state. Turning to the reports of the county superintendents and selecting at random from a few of the secretaries' reports, we find figures like these: One school, with an average attendance of three, costs \$7.52 per pupil; another of four, \$5.28; one of four, \$7.40; one of three, \$8.33; one of seven, \$4.90; one of four, \$7.50; one of seven, \$4.28; one of six, \$5.29; one of five, \$4.66; one of three, \$5.11; one of four, \$6.75, and one of one costing \$28.33.

It is only a business proposition whether it would not be better from a financial standpoint, to give boards the power to consolidate the schools in some townships, and thus enable them to pay higher salaries, to employ teachers more competent, and as a result to obtain more efficient schools for the children without increasing the tax levy. The words of Horace Mann bear directly upon this subject:

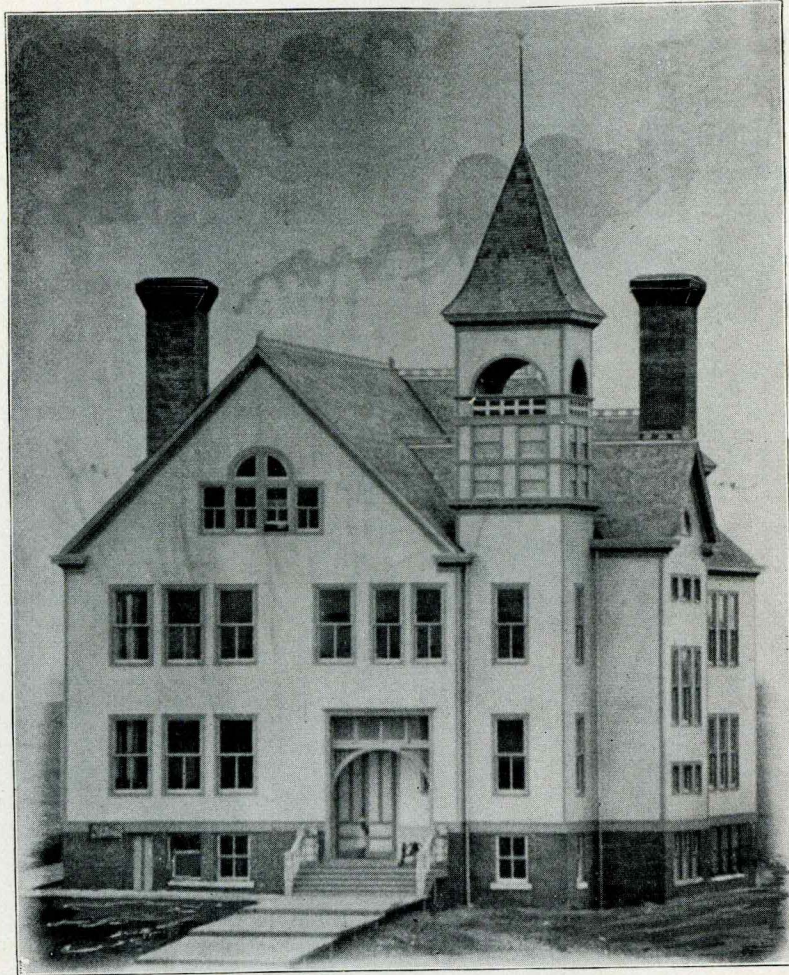
The great doctrine which it is desirable to maintain and to carry out, in reference to this subject, is equality of school privileges for all the children of the town, whether they belong to a poor district or a rich one, a small district or a large one.

SCHOOL ENUMERATION.

The returns by counties, showing the number of youth in each school district between the ages of 5 and 21 years, ought to be of the most reliable character. We regret to say that it is not. This enumeration is often estimated, it is taken by unreliable persons, in some districts in August, in others in September, and yet it is made by the constitution the basis for the distribution of quite a part of the money subject to the support and maintenance of common schools.

As a matter of comparison we print in parallel columns the census of youths between the ages of 5 and 21, as taken by the assessors for the state census of 1895, and the same item as returned to this department in the annual report from the county superintendent. The census for the state was taken in January, 1895, and that to be returned by county superintendents in September of the same year, but this can account for but very little of the great discrepancy in numbers:

COUNTIES.	Between 5 and 21, by the state census.	Between 5 and 21, by the secre- taries of school boards.	COUNTIES.	Between 5 and 21, by the state census.	Between 5 and 21, by the secre- taries of school boards.
Adair	5,780	5,518	Johnson	8,157	8,996
Adams	5,089	4,863	Jones	6,902	6,629
Allamakee	6,526	6,358	Keokuk	8,632	8,536
Appanoose	9,203	8,682	Kossuth	6,858	6,759
Audubon	4,909	4,426	Lee	13,187	12,741
Benton	8,739	8,241	Linn	17,197	17,527
Black Hawk	9,169	9,089	Louisa	4,377	4,185
Boone	9,964	9,252	Lucas	5,061	4,904
Bremer	5,491	5,181	Lyon	4,164	4,190
Buchanan	7,023	6,252	Madison	5,965	5,858
Buena Vista	5,820	5,550	Mahaska	11,457	11,008
Butler	6,042	5,806	Marion	8,463	8,229
Calhoun	5,896	5,649	Marshall	9,229	8,881
Carroll	7,687	7,069	Mills	5,539	5,782
Cass	7,867	7,516	Mitchell	5,259	5,181
Cedar	6,579	6,224	Monona	5,925	5,883
Cerro Gordo	6,655	6,090	Monroe	5,698	5,402
Cherokee	5,787	5,495	Montgomery	6,240	5,812
Chickasaw	5,850	5,978	Muscatine	8,450	8,312
Clarke	4,323	4,211	O'Brien	5,584	5,321
Clay	4,106	3,927	Osceola	2,764	2,678
Clayton	9,728	9,725	Page	8,113	7,663
Clinton	15,149	14,717	Palo Alto	4,401	4,103
Crawford	7,982	7,249	Plymouth	8,196	7,337
Dallas	7,663	7,215	Pocahontas	4,618	4,554
Davis	5,552	5,424	Polk	23,562	23,138
Decatur	6,135	5,776	Pottawattamie	16,335	16,669
Delaware	6,197	6,057	Poweshiek	6,355	6,251
Des Moines	13,191	12,351	Ringgold	5,370	5,263
Dickinson	2,133	2,314	Sac	6,099	5,534
Dubuque	20,635	20,254	Scott	15,563	15,888
Emmet	2,872	2,737	Shelby	7,031	6,294
Fayette	8,743	8,454	Sioux	7,971	7,586
Floyd	6,131	5,795	Story	7,198	6,747
Franklin	5,099	4,800	Tama	8,464	7,678
Fremont	6,466	6,151	Taylor	6,474	6,127
Greene	6,068	5,757	Union	6,215	6,299
Grundy	5,192	4,785	Van Buren	5,901	5,775
Guthrie	6,667	6,479	Wapello	11,575	10,339
Hamilton	6,808	6,325	Warren	6,497	6,716
Hancock	4,167	4,099	Washington	6,283	6,189
Hardin	7,251	7,353	Wayne	5,872	5,712
Harrison	8,468	8,477	Webster	10,074	8,438
Henry	6,028	5,753	Winnebago	4,170	4,071
Howard	4,833	4,905	Winneshiek	8,168	7,674
Humboldt	4,209	3,945	Woodbury	15,213	17,966
Ida	4,255	3,883	Worth	3,970	3,730
Iowa	6,738	6,362	Wright	5,764	5,615
Jackson	8,649	8,105			
Jasper	9,119	8,771	Totals	736,818	712,941
Jefferson	5,625	5,376			



North English. Six Rooms, Cost \$8,500.

The law should be so amended as to state definitely between what dates the enumeration must be taken, and by whom. It should in all cases be taken upon uniform blanks furnished from the state office of public instruction, and it should contain certain items such as may be deemed necessary in order to ascertain with some degree of exactness the true condition of education among all classes of our citizens.

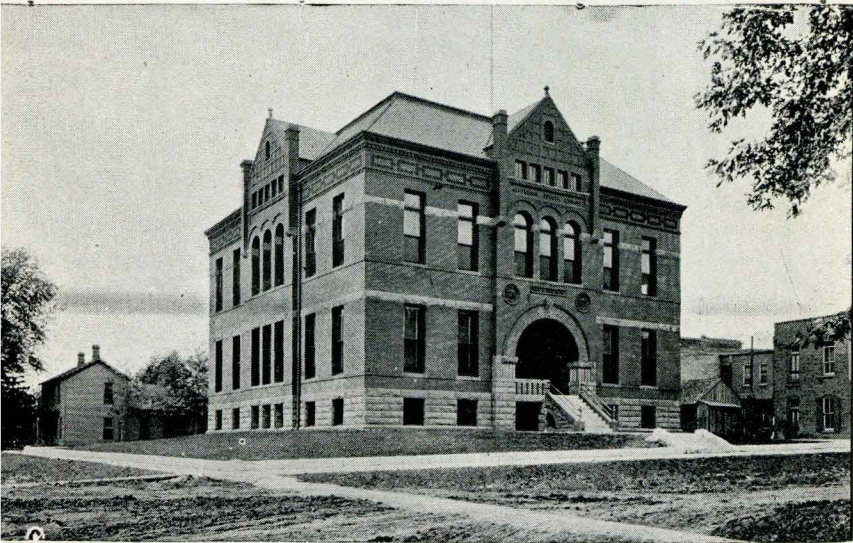
The number of youths is steadily increasing as the state grows older. The total amount of the permanent school fund January 1, 1895, was \$4,707,608.70 and it is increasing every year. The distribution of the interest of this fund is based upon the number of youths in each county. It can readily be seen that fairness and justice demand that the enumeration should be as accurate as possible.

While the following table does not bear directly upon this subject we publish it as a matter of general interest. In taking the census of 1895 some care was taken to ascertain the number of children in each county between the ages of 6 and 17 who have not been in school at all during the year. While the number is not surprisingly large considering the entire number of children in the state, it is still much larger than it ought to be. If we could ascertain the number who have been in school but a small portion of the time, or whose attendance has been so irregular as to prevent their receiving any benefits, we should swell the number very largely.

An inspection of the table will reveal that the counties having large cities have as a general thing the most children who are non-attendants at school. This suggests the inquiry whether there should not be a law conferring upon the boards of directors in city and town independent districts the power to compel the attendance of children who are habitually upon the street, at some school, either public or private, as their parents may elect. We believe some such law ought to be enacted.

Table showing the number of children over 6 and under 17 not in any school. Also showing the number who can read but not write, and the number who can neither read nor write:

COUNTIES.	Not in school.	Read but not write.	Cannot read or write.	COUNTIES.	Not in school.	Read but not write.	Cannot read or write.
Adair	26	32	47	Jefferson	14	15	47
Adams	5	9	20	Johnson	67	127	318
Allamakee	75	93	295	Jones	22	55	132
Appanoose	179	642	139	Keokuk	51	81	207
Audubon	31	106	38	Kossuth	84	31	88
Benton	66	445	91	Lee	383	112	435
Black Hawk	41	42	134	Linn	447	238	333
Boone	99	61	136	Louisa	13	27	73
Bremer	26	74	52	Lucas	56	34	85
Buchanan	36	37	77	Lyon	21	24	22
Buena Vista	40	200	44	Madison	13	28	31
Butler	55	205	41	Mahaska	93	135	437
Calhoun	26	22	73	Marion	340	147	239
Carroll	49	68	73	Marshall	63	39	63
Cass	31	39	39	Mills	28	38	126
Cedar	24	33	55	Mitchell	19	22	54
Cerro Gordo	53	47	59	Monona	51	70	70
Cherokee	7	10	35	Monroe	52	86	185
Chickasaw	34	43	101	Montgomery	33	173	123
Clarke	32	12	36	Muscatine	239	79	119
Clay	14	37	50	O'Brien	15	21	47
Clayton	100	96	200	Osceola	4	18	16
Clinton	328	88	316	Page	38	55	74
Crawford	32	54	136	Palo Alto	13	19	31
Dallas	105	37	110	Plymouth	96	38	85
Davis	16	51	84	Pocahontas	15	25	27
Decatur	12	100	103	Polk	199	144	294
Delaware	57	47	119	Pottawattamie	164	113	232
Des Moines	333	111	255	Poweshiek	38	61	104
Dickinson	13	8	15	Ringgold	25	47	49
Dubuque	203	254	230	Sac	37	45	66
Emmet	24	21	23	Scott	287	28	50
Fayette	99	72	148	Shelby	38	23	44
Floyd	21	43	127	Sioux	136	26	64
Franklin	60	39	41	Story	44	89	47
Fremont	79	49	103	Tama	58	63	195
Greene	17	28	70	Taylor	9	28	38
Grundy	47	15	60	Union	57	16	42
Guthrie	33	33	69	Van Buren	37	82	91
Hamilton	27	80	69	Wapello	418	191	487
Hancock	14	89	71	Warren	17	43	75
Hardin	40	30	56	Washington	49	48	65
Harrison	63	49	118	Wayne	13	84	74
Henry	64	61	107	Webster	58	105	148
Howard	18	29	59	Winnebago	89	26	49
Humboldt	15	58	49	Winneshiek	158	109	119
Ida	11	17	17	Woodbury	320	85	197
Iowa	40	66	159	Worth	45	61	59
Jackson	114	141	172	Wright	17	33	78
Jasper	52	97	247				
				Totals	7,569	7,407	11,102



Fairfield Public Library.

LIBRARIES.

SCHOOL LIBRARIES.

PUBLIC LIBRARIES.

BURLINGTON.
CEDAR FALLS.
CLINTON.
COUNCIL BLUFFS.
DES MOINES.
DUBUQUE.
FAIRFIELD.
FORT DODGE.
INDEPENDENCE.
KEOKUK.
LYONS.
MASON CITY.
NEVADA.
SIOUX CITY.

DISTRICT LIBRARIES.

We have thought it our duty during the last biennial period to encourage as far as possible the establishment of district libraries. In this we have received the hearty support of county superintendents and teachers. These efforts have not been wasted, although we have not accomplished all we desired.

The statistics show a total of 122,728 volumes in district libraries in 1893, 151,904 volumes in 1894, and 151,561 volumes in 1895. By persistent efforts we hope to nearly double the number of volumes within the next two years.

To know the value of books, and how to use them, is itself an education. The ability to distinguish good, healthy literature from that which is vicious and unwholesome, is a growth which should be cultivated in the youth from earliest childhood.

The increase in the number of youthful criminals is without doubt in a measure due to the reading of books which glorify crime, and which hold up the person who violates law and who eludes justice by his sharpness, as the highest type of a successful man.

The county institute or the normal school comes far short of its purpose if it fails to call the attention of teachers to the features which characterize good literature, as developed in the purest classic English. If our teachers do not know the sources of good literature how can they point them out to others? If they have no taste for good reading how can they cultivate it in their pupils?

There is pressing need of pushing this line of work. Many schools have not even a dictionary. Few of them are well supplied with reference books. There are thousands of teachers who have no resources beyond the text-book in their hands. The teacher who has not access to books of reference, to histories, geographies, travels and biographies, is shorn of half his teaching power.

It should be no small part of the work of the teacher to direct the reading of the children in the school. The shelves of the bookstores fairly groan with the weight of books prepared expressly for children. To make a suitable selection requires time, knowledge and judgment. It is possible that children are receiving an injury from the character of some of the books which they read. The book which conveys information, increases the power of expression, induces thought and makes a lasting impression is a good book for the child. He grows strong, manly and independent through reading it. On the other hand, a book from which all life and vitality has been extracted, which has been diluted until it has lost the vigor of thought and clearness of expression which characterizes the author, with a view of bringing it down to the level of the child's mind, is not a good book for children. Such a book weakens the mind, dissipates the powers of concentration, and is forgotten as soon as the covers are closed. It may be even more interesting and attractive than it was as it came from the author's hands, but it has been robbed of its power of inducing thought, and is no longer to be classed among books suitable for the district library.

The selection of a library for the public school is a matter of very grave importance, and should be undertaken only by experienced and well informed persons. There is great danger that children are reading too much. It is better for the child to read a few books well, to digest them, and to enter into the spirit of the author, rather than to read a multitude of books, and gain no clearly formed idea of any one of them. Do not bury the child under a load of rubbish until he is so surfeited with trash that he cares for nothing substantial.

DISTRICTS IN 1895 REPORTING A LIBRARY OF MORE THAN 250 VOLUMES.

DISTRICT.	Volumes.	DISTRICT.	Volumes.	DISTRICT.	Volumes.
Agency	262	Eldora	535	Newton, D. T.	400
Albia	679	Emmerson	306	Northwood	300
Alden	250	Emmetsburg	1,023	Olin	250
Allerton	1,000	Farmington	300	Orange City	300
Alton	365	Fort Dodge	535	Osage	519
Amana, D. T.	450	Fort Madison	1,000	Osceola	300
Arcadia	310	Fremon City	325	Oskaloosa	2,600
Atlantic	1,133	Gilmore	252	Ottumwa	1,100
Audubon	332	Glenwood	1,175	Palermo, D. T.	263
Beaver, D. T.	252	Grand Junction	565	Parkersburg	300
Bedford	300	Grant, D. T.	253	Pella	250
Bellevue	250	Grinnell	1,000	Perry	400
Belle Plaine	270	Grundy Center	900	Red Oak	1,500
Belmond	290	Hamburg	500	Richland	300
Boone	1,900	Independence	250	Rockford	300
Bristow	450	Iowa City	1,320	Rock Rapids	550
Brooklyn	365	Irvington, D. T.	383	Rock Valley	250
Burlington	800	Jamestown, D. T.	350	Sabula	630
Calmar	345	Jefferson	880	Sanborn	290
Carroll	600	Keokuk	1,300	Shelby	373
Cedar, D. T.	265	Keosauqua	260	Sheldon	300
Cedar Falls	500	Knoxville	700	Sibley	322
Cedar Rapids	1,250	Lake City	300	Sioux City	1,400
Centerville	327	Lansing	450	Sioux Rapids	250
Central City	300	LeClaire	495	Springdale	325
Chariton	250	Le Mars	650	Springville	250
Charles City	500	Lewis, D. T.	267	State Center	360
Clarence	500	Lincoln, D. T.	250	Storm Lake	951
Clarinda	500	Lynn Grove, D. T.	511	Stuart	650
Clinton	7,096	Malvern	700	Tipton	250
Corinth, D. T.	250	Manchester	250	Toledo	385
Corning	520	Marathon	300	Traer	300
Correctionville	345	Marengo	500	Vail	652
Cresco	349	Marion	400	Victor	300
Creston	475	Marshalltown	4,500	Villisca	360
Davenport	2,000	Mason City	700	Vinton	275
Decorah	500	McGregor	350	Wacauasta, D. T.	350
Defiance	285	Melrose, D. T.	279	Washington	500
Des Moines, E.	1,500	Missouri Valley	500	Waterloo, E.	450
Des Moines, N.	2,580	Monroe	320	Waterloo, W.	400
Des Moines, W.	4,790	Monticello	353	Waukon	640
Denison	1,125	Montezuma	500	Waverly	1,600
De Witt	400	Mount Ayr	300	Webster City	250
Dubuque	2,900	Moulton	680	West Branch	330
Dunlap	250	Muscatine	600	West Liberty	300
Eagle Grove, D. T.	299	New Cherokee	500	What Cheer	300
Eldon	250	Newell	472	Woodbine	500

In October, 1895, a circular was sent to county superintendents asking them to send the department all the information possible concerning the formation of district libraries in the various counties. The following questions were included in the circular:

1. How many districts in your county have libraries?
2. How many volumes in these libraries?
3. How were the funds raised to provide the books?
4. What advance has been made the last two years?
5. What is the present outlook for continuing the work?

From the answers received a condensed summary has been prepared, giving the facts in as clear a manner as possible.

1. How many districts in your county have libraries?

The answers to this inquiry indicate an increase in the number of districts purchasing libraries.

2. How many volumes in these libraries?

Replies show marked additions recently made to libraries in a large number of districts.

3. How were the funds raised to provide the books?

- Adair*.—Public entertainments.
Black Hawk.—Contingent fund and entertainments.
Boone.—Subscription and entertainments.
Carroll.—School entertainments, donation, and teachers giving books to the library instead of prizes.
Cass.—Lectures, entertainments, subscription.
Cerro Gordo.—Subscription, donation, school entertainments.
Cherokee.—School entertainments and teachers giving books to the library instead of merit cards to pupils.
Chickasaw.—Entertainments gotten up by teachers.
Delaware.—Contingent fund and entertainments.
Emmet.—Direct tax and school entertainments.
Franklin.—Entertainments.
Fremont.—Lectures, entertainments and subscription.
Greene.—Lectures, entertainments.
Grundy.—Donation, contingent fund, entertainments.
Guthrie.—Donation, contingent fund, entertainments.
Hancock.—Entertainments.
Howard.—Tax levy and entertainments.
Humboldt.—Tax and entertainments.
Ida.—Subscription.
Iowa.—Subscription.
Johnson.—Subscription and entertainments.
Louisa.—Entertainments, principally.
Lucas.—Entertainments.
Madison.—Entertainments.
Mahaska.—Entertainments.
Marion.—Entertainments.
Marshall.—Tax levy and entertainments.
Mitchell.—Efforts of teachers and pupils.
Muscatine.—Book companies, contingent fund, entertainments.
O'Brien.—Donation and entertainments.
Page.—Entertainments.
Palo Alto.—Subscription, entertainments, contingent fund.
Plymouth.—Hard work, donation, entertainments.
Pocahontas.—Subscription and entertainments.
Polk.—Entertainments, contingent fund.
Pottawattamie.—Donation and entertainments.
Scott.—Donation by teachers and pupils, or purchase by board.
Wapello.—Entertainments.
Warren.—Entertainments.
Washington.—Entertainments.

- Webster*.—Entertainments and contingent fund.
Winnebago.—Entertainments, contingent fund.
Winneshiek.—Entertainments.
Wright.—Entertainments.

4. What advance has been made the last two years?

- Adair*.—Not much advance has been made during the past two years.
Black Hawk.—Two years ago no rural districts had libraries.
Boone.—All the work was done within the past two years.
Carroll.—All work done in the past two years.
Cerro Gordo.—Most of the work accomplished in the past two years.
Cherokee.—Great advance has been made.
Chickasaw.—Everything accomplished in the past two years.
Emmet.—Nothing done in the last two years.
Fayette.—Perceptible increase.
Floyd.—Circulars distributed.
Franklin.—The best teachers have been raising money.
Fremont.—Slight advance.
Greene.—Number of books purchased.
Grundy.—Every district in the county has a library. A large number of books bought.
Hamilton.—Little effort made.
Hancock.—Very little.
Howard.—Larger part of the work done in the past two years.
Humboldt.—Fifty per cent increase in the two years.
Ida.—Everything accomplished in the past two years.
Johnson.—Twenty-eight libraries purchased since January, 1894.
Louisa.—Most of the work done recently.
Lucas.—Educational meetings have done some work.
Madison.—The teachers have provided themselves with reference books.
Mahaska.—Teachers' meetings have taken it up.
Marion.—Public sentiment has been aroused and a few libraries started.
Marshall.—Teachers' meetings have given the subject considerable attention.
Mitchell.—A few small libraries established, but no working organization effected.
Muscatine.—Very little perceptible advance. Discussed at educational meetings.
O'Brien.—All existing libraries established in the last two years.
Palo Alto.—More interest shown than every before. Educational meetings talking up the matter.
Plymouth.—Quite a number of libraries established.
Pocahontas.—Only reference books secured.
Polk.—But little advance.
Pottawattamie.—Marked advancement.
Scott.—Hard times and public opinion have retarded the work.
Taylor.—No advance.
Wapello.—Parents and school officers are interested in favor of libraries.
Warren.—But little progress.
Washington.—A number of books purchased.
Webster.—Not much advancement.
Winnebago.—Slow advance on account of hard times.

Winneshiek.—Slight advance.

Wright. Three libraries established.

5. What is the present outlook for continuing the work?

Adair.—Outlook for the coming year is encouraging.

Boone.—Good field for work.

Carroll.—School patrons, teachers and pupils have combined to push the work.

Cass.—Very good public spirit in favor of libraries.

Cerro Gordo.—Interest is growing.

Cherokee.—Teachers are interested.

Chickasaw.—Two enthusiastic boards have purchased bookcases.

Emmet.—Outlook discouraging.

Fayette.—Good prospects.

Floyd.—Bright outlook for the coming year.

Franklin.—Outlook is hopeful.

Fremont.—About half the districts will begin the work during the next year.

Greene.—County association has taken up the work.

Grundy.—Much work will be done in the near future.

Guthrie.—Educational leaders will help to place profitable and proper literature in the schools.

Hamilton.—School directors are anxious to benefit the schools.

Hancock.—Poor.

Howard.—Room for continued effort and better opportunity for success.

Humboldt.—Good outlook.

Ida.—Good.

Iowa.—Good.

Johnson.—Expect to have 100 libraries by another year.

Louisa.—Prospects not very bright.

Lucas.—Not very encouraging because schools need other supplies.

Madison.—Good results if we are determined and energetic.

Mahaska.—We are going to continue to agitate the subject.

Marion.—Good prospects in many localities.

Marshall.—We hope for better results.

Muscatine.—We hope further progress may be made all along the line.

O'Brien.—Patrons, teachers and pupils are very much interested.

Palo Alto.—The best teachers are working to establish libraries.

Plymouth.—Outlook good.

Polk.—Present outlook not of the brightest.

Pottawattamic.—Very promising outlook.

Scott.—Expect to accomplish something with the help of patrons of education.

Taylor.—Poor outlook.

Wapello.—Good prospect for continuing the work.

Warren.—We intend to accomplish something definite next year.

Washington.—Patrons and pupils are very much interested. Slow but sure progress.

Webster.—No plans for future work.

Winnebago.—Good prospects. Desire for libraries evident.

Winneshiek.—Districts are organizing for work.

Wright.—Teachers are enlisted for this work and the prospects are good.

FREE PUBLIC LIBRARIES.

We have taken pains to compile condensed reports of some of the more prominent city libraries. Although they do not properly come within the scope of this report, yet they form a very valuable adjunct to a system of schools. No greater boon can fall in the way of a teacher than to have free access to a good public library. The establishment of a free library in a town or city adds a perceptible impulse to the cause of popular education. Through its influence a higher tone is given to the morals of society, purer and loftier motives are placed before the young, and grander ideals lead up to noble and more useful lives.

We have not attempted any reference to the state library at Des Moines, with nearly 50,000 volumes, to the libraries at the various state institutions, to the Davenport academy of sciences, with 30,000 volumes, to the Iowa masonic library at Cedar Rapids, with 12,000, the library of Iowa college, with 20,000, Cornell, with 13,000, and others of equal merit though not so large. All these are powerful factors in the educational interests of Iowa. We would gladly give them full and complete mention if we had time and space.

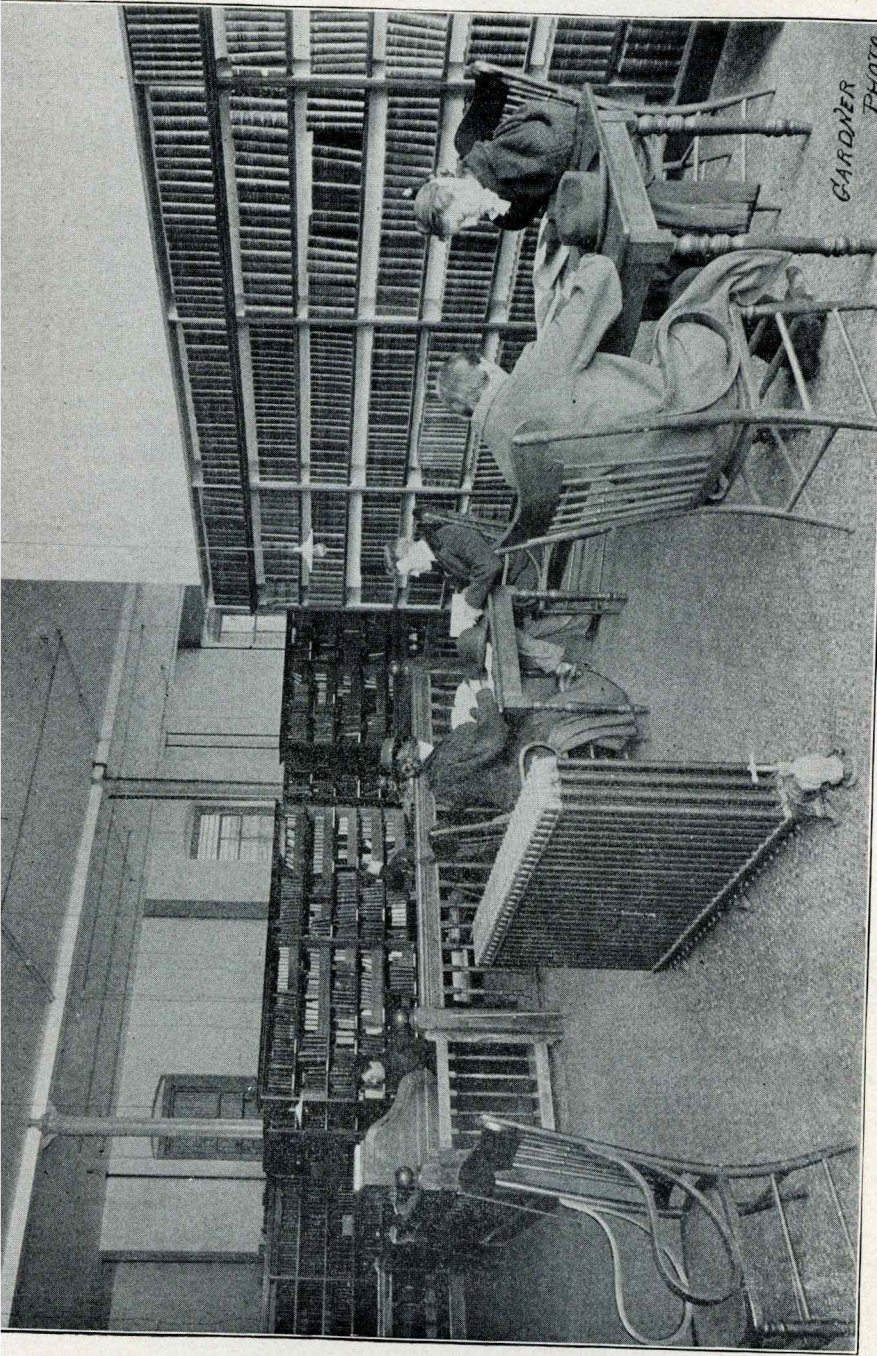
The library law as amended by the Twenty-fifth General Assembly has already produced a marked effect in adding to the number of cities in the state maintaining free libraries. These libraries will increase as the law comes to be better known and appreciated.

In a paper read by Hon. G. W. Wakefield before the library section of the state teachers' association last year, he said:

The establishment of libraries in the municipalities is strictly a part of the educational system of the state, and the taxing power is very properly exercised for that purpose. The benefits of our library laws should be more generally accepted throughout the state, and this association ought to be able, through the influence of the teachers, to secure such more general acceptance. At your next session, in the light of another year's experience, it would be well to again inquire what amendments, if any, are needed to

Des Moines Free Public Library. Office and Section of Reference Room.

GARDNER
PHOTO



our library laws to secure their general acceptance and to promote the growth and usefulness of the libraries thereby established.

Before the same session, Col. C. H. Gatch also said:

As the public library is very largely patronized by all classes, rich and poor alike, by the former because it is much cheaper than to buy for themselves, and by the latter because they have no means with which to buy for themselves, largely more is saved by even the well-to-do class on private account than is paid by them in the way of taxes on public account, and thousands of the poor have access to the best reading matter who have no other means of procuring the same. As an educational means the library may safely be said to be only second to the public school.

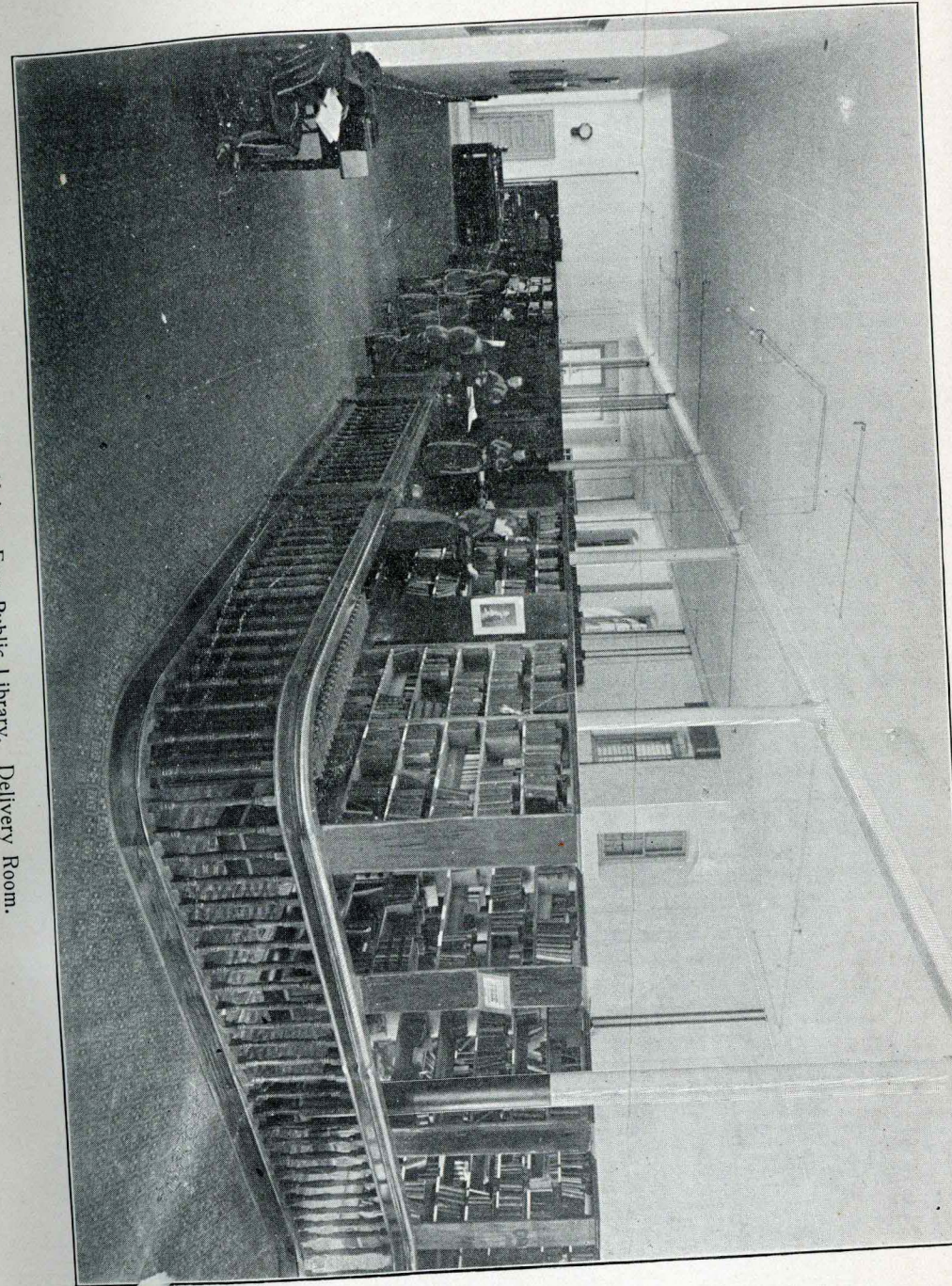
Statistics demonstrate that to be of use to the people generally, the public library must be absolutely free. The smallest charge for their use will deter the large majority from becoming book borrowers. In the city of Springfield, Mass., in a single year, after the library was made free, the number of borrowers increased from 1,100 to over 7,000, and the circulation of books from 41,000 to 154,000.

By all means let there be a free public library in every town and city of Iowa.

BURLINGTON.

On February 22, 1868, a circulating library association was established in Burlington. Hon. James W. Grimes subscribed \$5,000 for purchasing books, and stock in small amounts was taken by a considerable number of citizens. Three dollars a year was fixed as the price for the use of library books. Although quite a number of books were added from time to time to the original contribution, the library did not satisfy the demands of the public, the number of subscribers having been reduced on January 1, 1885, to a little more than seventy, and the library was quite heavily in debt. At that time the stockholders voted to turn the library over to the city of Burlington, upon condition that it should become a free public library. The gift was not accepted, however, for several months, as there was indebtedness of about \$1,000 as a lien upon the property. In July, 1885, P. M. Crapo induced the city council to accept the gift by himself guaranteeing the payment of the indebtedness. Mr. Crapo raised the money and paid the debt, also donating the first 100 books to the new free public library. Under the management of the city the library has been a success from the beginning. There is now a well selected list of nearly 15,000 books upon its shelves. The book takers number 2,300 at the present time, and an average of from 1,000 to 1,500 students and readers frequent the reading room every month. The trustees have received a small donation toward their building fund, and have saved out of the tax levied for their benefit a considerable amount, so that they have purchased a very choice building site at an expense of \$5,500, and expect during the coming year, by the extra levy of tax which has been made, and the donations which they will probably receive, to be able to commence the erection of a new library building, which will cost not less than \$40,000, and which will be dedicated exclusively to the use of Burlington's free public library.

Des Moines Free Public Library. Delivery Room.



CEDAR FALLS.

One of the sure indications of a city's literary culture, taste and education, is the presence of a public library. The Cedar Valley Horticultural and Literary association was organized February 18, 1858. The society accumulated a library of about five hundred volumes. This association terminated its existence in 1865 by donating to the library association of Cedar Falls, which association was organized upon the dissolution of the horticultural society, the library containing about five hundred volumes. In a few weeks after the new organization one hundred dollars were raised and put into new books. In 1871 these books were destroyed by fire. The association went to work to secure a new supply of books and collected about one thousand volumes. In 1878 the association turned over to the city the books and all of its interest in the same thus forming the foundation of the present library, now the property of the city, under the control of a board of trustees of nine members one elected each year. It is supported by a tax of one mill on the assessable property of the city.

The library is in good condition and increasingly well patronized and each member of the board has taken a self sacrificing interest in the life and growth of the library. There are now about 4,300 volumes. For the first six months of 1895 the librarian reports a circulation of 4,069 volumes of all classes. The kind of literature is of the best, and while a more extreme reading of history, biography and the more useful books is desirable, the reading of the community will compare favorably with that of the most cultured New England towns. The fiction read by the patrons for the first six months of the year is some sixty per cent. While this might seem an excessive amount of the lighter literature a comparison with twelve of the leading New England libraries shows their lowest average per cent as sixty-nine against eighty-seven per cent, the highest.

CLINTON.*

In March, 1864, a meeting was held in the time keeper's office in the machine shop of the Galena & Chicago Union Railroad company, which resulted in the organization of the railroad literary association of Clinton. This association at once took steps to establish a library. On the 4th of July following an excursion was given, the train being furnished without expense by Mr. I. B. Howe, superintendent of the road. From this effort together with subscriptions, \$200 were realized. This money was expended in the purchase of books, forming a nucleus of a library, which after the accessions gathered through a period of twenty years, was transferred to its present sphere of usefulness in the school system of the city.

The railroad literary association in two years had one hundred and forty-one volumes in its library. In February, 1866, the association transferred its membership, library and furniture to the young men's association of Clinton, which was organized under the general incorporation act of the state, having for its object the establishment, maintenance and management of a library, reading rooms and lectures. To the 141 volumes received from the railroad literary association, accessions were made by donations of 199 volumes, and by the purchase of 232 volumes, making a total of 573 volumes in the library at the beginning of this period of its history.

* Public school library.

From an annual membership fee of \$2, from fines, subscriptions, and from the proceeds of lecture courses, a fund was created for the maintenance of the library. In August, 1882, there were in the library exclusive of reports and pamphlets, 1,394 volumes. In November of that year the library with all its furniture was transferred to the board of education and became the property of the public schools. Mrs. Henry Sabin was elected librarian. The library was reorganized and catalogued and valuable accessions made. Under efficient management the library rapidly increased in usefulness and service to the schools.

In January, 1888, Mrs. R. S. Bingham was elected librarian and served one year and a half, since which time Mrs. O. P. Bostwick has been the acting librarian.

The Clinton public school library has at present 4,876 volumes in the circulating department. Of government reports and documents there are 753 volumes, many of which are of great value. The books have been selected largely with reference to their use in connection with the course of instruction in geography, history, literature and science. Pupils in the sixth, seventh and eighth grades and in the high school have access to the library. Classified lists of books are furnished the pupils in each grade from which they make selections with the recommendation or approval of their teacher. The library serves the pupils below the grammar school department through reading courses, closely related to the subjects in the grades, the books being furnished in sets equal in number to the membership of the class. The reading is done in class and at home under the guidance and help of the teacher. By these courses the pupils are taught the value of books, their proper use, and a taste is cultivated for good reading, so that when the child reaches the grammar school he is able to draw books from the library on his own account and do intelligent reading.

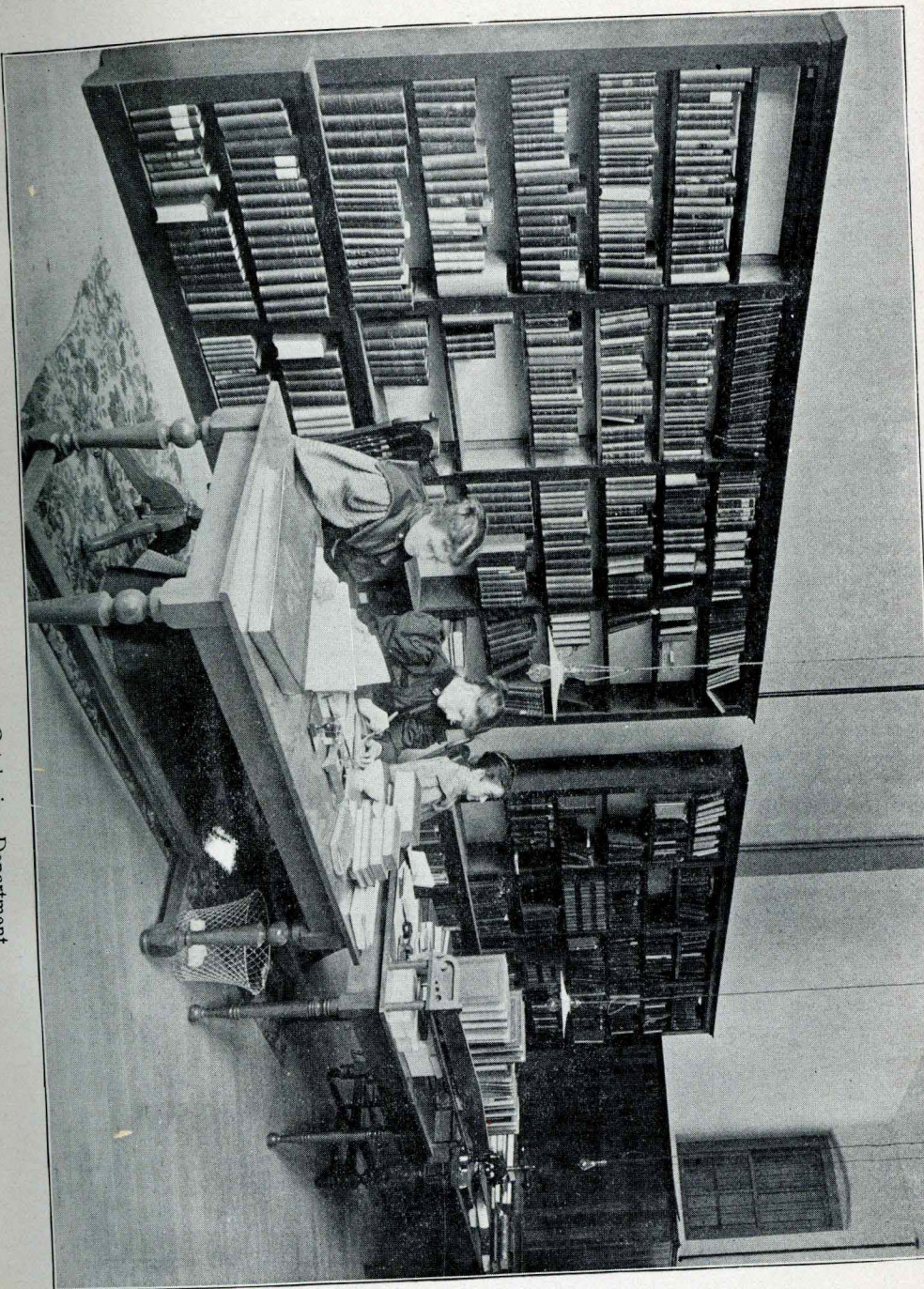
The library is an important factor in the educational system of the city. Its value and service to the schools is rapidly increasing. Last year over 10,000 volumes were drawn from the library by the pupils and teachers in the schools. The library is supported by district tax together with membership fees, about one thousand dollars being expended each year in the purchase of books and for running expenses.

COUNCIL BLUFFS.

In 1866, the first effort was made toward a free public library in Council Bluffs. The young men's library association organized and began the collection of books. Their work was destroyed by fire in 1867. The next attempt to form a library was made by the high school of the city. Hon. Horace Everett donated several hundred books, the school raised considerable sums by entertainments, and the Council Bluffs high school library association was an assured fact. Through the efforts of the Y. M. C. A., the high school turned their books over to the public, the library was moved down town, and the free library, with W. T. Robinson of the Y. M. C. A. as librarian, was organized. This association continued with slight changes for five years.

The Council Bluffs library association was incorporated in 1878. The women of Council Bluffs were invited to aid the enterprise, and went energetically to work. The proposition to vote an annual tax for the free public

Des Moines Free Public Library. Cataloging Department.



library, was submitted to the people and after many delays carried. The levy has varied from one-half mill, three-quarters mill, one mill, one-half mill, back to one mill again, which last amount is necessary to accomplish the object of the library.

The free public library has maintained its present title and form since 1881. Its headquarters have been moved from time to time, as more room was needed, and now the urgent demand is for a library building. Council Bluffs was the first city in Iowa to vote for a tax upon its people for the support of a free public library, and the friends of the organization are hopefully planning for a suitable building. The library contains about 15,000 books, and during the year ending June 30, 1895, but one book was lost. The books are free to all over 12 years who present the required certificate. D. C. Bloomer is president of the library association, and Miss Elizabeth Peterson, librarian.

DES MOINES.

The plan for the establishment of a public library in Des Moines originated in 1866, with H. Y. Smith. Col. G. A. Stewart became interested in the project, and prepared a paper for circulation, obtaining the signatures of those willing to furnish substantial aid to the new enterprise. Col. C. H. Gatch signed first, the next signature was Mr. Smith's, and third was that of Colonel Stewart. In four days the interest manifested warranted the calling of a meeting for organization, and the first articles of incorporation were adopted December 17, 1866. The officers chosen were men who took a prominent interest in city affairs, and they went actively to work to secure the necessary books.

In September, 1867, the library was opened to the public, with about 2,300 books on the shelves, the reading room being supplied with thirty newspapers and magazines. C. A. Dudley was the first librarian. Upon Mr. Dudley's resignation in 1868, he was made a life member in consideration of his efficient services. Miss Lizzie Black was the next regularly appointed librarian, and rendered helpful and gratifying service. During her short term of office, the notable presentation of the *Lady of Lyons* was given for the benefit of the library. Miss Belle Griffiths, now Mrs. Choate of Chicago, was elected to fill the vacancy caused by the resignation of Miss Black, and gave to the library efficient service, under many difficulties, until November, 1875, when she resigned the position.

The needs of the library were now greater than its income, and much of the time it was having a hard struggle for existence. The women of the city consented to take the library in charge for a period of 5 years, electing Mrs. Sarah M. Dickinson as their first president. Miss Nellie Griffiths, now Mrs. McClain of Iowa City, was appointed librarian in June, 1876. The library was transferred in September to rooms in the Art block, on Fourth street near Court avenue. In May, 1878, application was made to the city council for aid, and \$500 annually was voted from the city fund. Mrs. Ada North became librarian in 1878, and during her term gave the library its first catalogue in manuscript. The number of books at this time was about 3,500 volumes. Mrs. North left a lasting and valuable impress upon the life of the struggling association. In 1879, Mrs. W. T. Dart took up the duties of librarian and made many earnest efforts to stimulate public interest in the library and its needs.

In 1882, the library was turned over to the city of Des Moines. An appropriation of \$200 per month for the support of the library was temporarily made and afterward a tax of one-fourth of a mill was levied for the purpose, affording an annual income of about \$2,000.

Miss Stella Bebout, now Mrs. A. B. Morse, succeeded Mrs. Dart as librarian in 1887. Miss Bebout brought to the work great enthusiasm and untiring energy, and did much to popularize the library and attract public attention to the work it was doing. Her first annual report showed a yearly circulation of over 40,000 books.

In 1890, the library was transferred into rooms on the first floor of the Young Men's Christian association building on Fourth and Grand avenue. In 1891, the board of trustees became an active working organization, holding monthly meetings in the interest of the library.

The present librarian, Miss Ella M. McLoney, entered upon the duties of the position in 1891. In 1892, the first printed catalogue of the library was issued. In the same year, the city council by urgent request raised the levy for the library to one mill.

In 1895, the library was moved to the first floor of the block on the corner of Eighth and Locust streets, and is now comfortably established in its new and commodious quarters. Miss McLoney has proved an efficient librarian, understanding well the duties of her office.

* DUBUQUE.

The young men's literary association of Dubuque was incorporated March, 1859, by fifteen young men. The object was to establish and maintain a library and reading room, and to procure literary and scientific lectures. The records of the library are blank during the civil war, but in 1865 a great increase in interest was manifested. The library was moved to new quarters, and Martha A. Chaddock was elected librarian, which position she held for ten years. Many a young reader, by kindly counsel and pleasant suggestion, has she led from a mental diet of chaff and trash, dime novels and sensational literature, to the broader, higher, and when reached, the no less inviting, fields of history, literature and science. December 16, 1865, the name was changed from literary to library association, and in January, 1866, a committee was instructed to purchase \$1,000 worth of books. Year followed year and the library grew and prospered, for its officers were unusually faithful, doing much, and receiving nothing in money. The true value of the services rendered by O. P. Shiras, who served as president eleven years, and the efficient directors who aided him, in particular Dr. S. H. Guilbert; whose labors as chairman of the book committee were indefatigable for many years, will undoubtedly never be fully recognized, but they have nevertheless left a lasting impression upon the intellectual life of Dubuque. Rev. H. Ficke succeeded Miss Chaddock as librarian. After twelve years of efficient management and earnest work Mr. Ficke resigned. Mrs. Clara E. Dwight served over three years and was followed by Miss C. Wilder, present librarian.

From time to time the subject of transferring the library to the city has been under consideration, but the plan has never met with favor, for though its endowment is small, and its maintenance a constant source of anxiety to

*Membership library.

its officers, they have never failed to rally to its support when a necessity arose. There have been many in recent years whose names deserve honorable mention, and they will long be held in high esteem by their fellow citizens for their labors. Within the last five years a book fund of \$1,200 has been obtained, mainly through the efforts of Hon. Jacob Rich, as president of the association. Two bequests of \$1,000 each have also been received from the estates of N. C. Ryder and Dr. J. H. Lull, both members of the round table, and warm friends and efficient officers of the association from the beginning of its history.

* FAIRFIELD.

The Jefferson county library association was founded in the spring of 1853. In common efforts to promote its welfare the citizens of Fairfield have seemed to avoid those many local disturbances that often creep in to plague the community life of many another city and town. The library has never drawn one dollar from the hand of involuntary taxation. Its spacious grounds, its commodious building, its books, pictures and museum, have all come in obedience to laws, not statutory, but those that are written on the warm, life-giving tides of human hearts. This fact alone stamps it as one of the best of human endeavors, and gives to its present proportions a symmetry that is grand. It now has about 16,000 volumes of well selected books, a museum without a rival in the state, and is in possession of a rare exhibit of the European lace industries

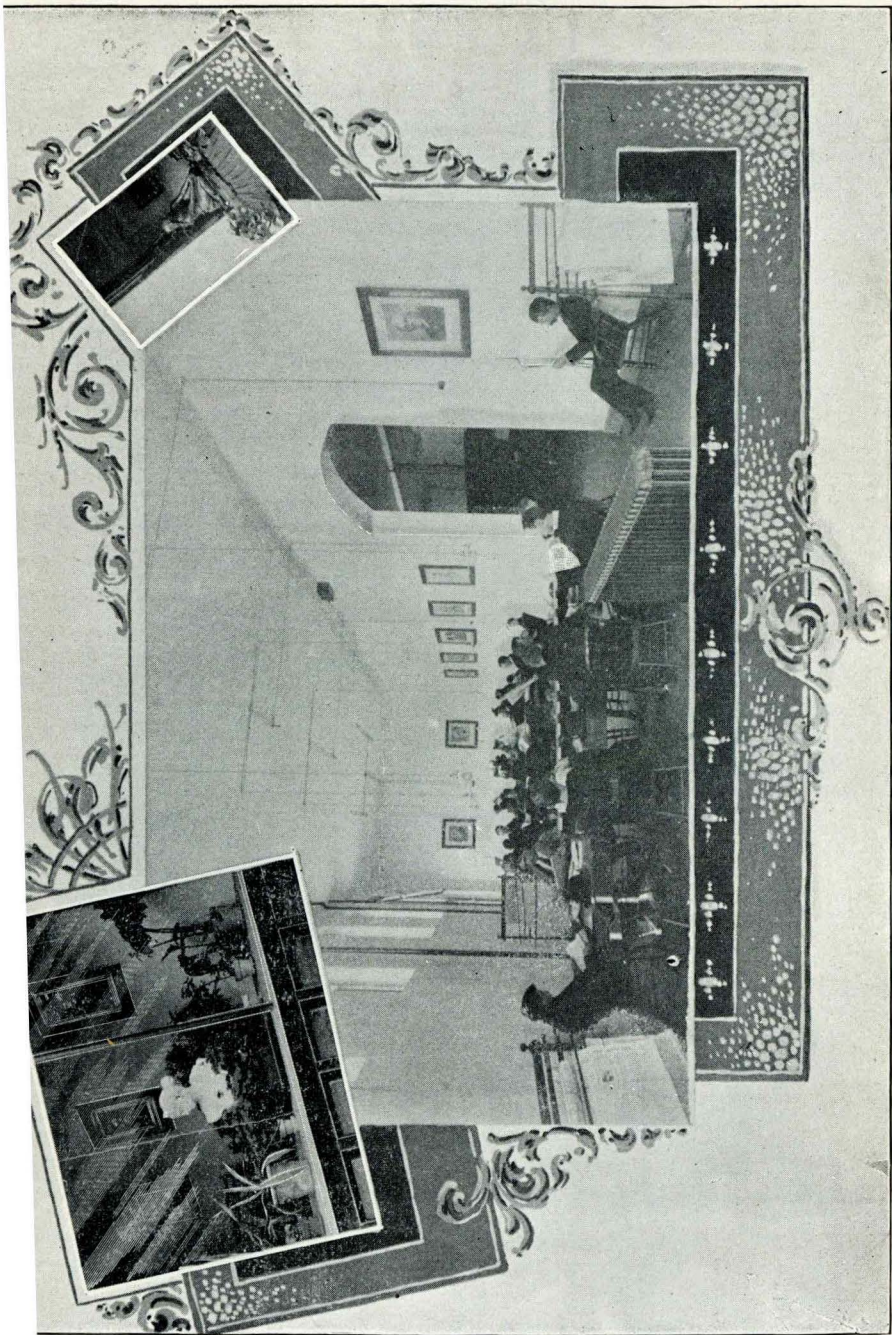
In 1853 one of its earliest certificates of stock was issued to the late Senator James F. Wilson, who had been but a few days in his newly adopted town and state. Thus was enrolled among its stockholders and members one who never ceased to think and act for its welfare and upbuilding, down to his latest conscious moments on earth. Through his personal donation or solicitation, at home and abroad, has come most of its books and much of its museum material. It was he who interested and finally influenced Andrew Carnegie to donate \$40,000 for the erection of its present and permanent home, the quarter of a block on which it stands, being the gift of Mr. and Mrs. Wilson. No man in Iowa had a higher appreciation of the value of books in exerting a healthy influence upon society than Mr. Wilson. The results of his labors form a grand illustration of what one man can do who has at heart the good of the community in which his lot in life is cast. The library at Fairfield, with all its surroundings, its museum, its well appointed rooms for lectures and for social purposes, is his most enduring monument.

This library is the rallying point for much of the social life of the city and county that is linked with education, literature and art. The building has a lecture room seated with opera chairs, accommodating 300 people. Lectures, concerts, exhibitions of literary societies, and reading clubs, are frequently held within its walls.

From these latter sources and private subscription is drawn its annual expenses, which now aggregate \$1,500. Its affairs are conducted by a board of twelve directors, elected annually. Mr. Ward Lamson, Sr., is now president, and Rollin J. Wilson, secretary. The present librarian, A. T. Wells, has been librarian for thirty-two years.

* Membership library.

Des Moines Free Public Library. Reading Room.



FORT DODGE.

The Fort Dodge library association was organized May 1, 1874. Its financial nucleus was a subscription of \$216. A room suitable for library purposes was placed at the disposal of the association free of rent, and the services of the librarian were volunteered, so that all the expense incurred for starting the library was for a few small incidentals. The second year the entire income was expended for Appleton's cyclopedia. In November, 1883, the first catalog was issued, showing 2,110 volumes. In the year 1886, owing to increased expenses and no increase of income, the number of new books purchased was much smaller, and the number of readers began to fall off.

The affairs of the library were very discouraging for the next three years, though the ladies of Fort Dodge raised \$542 by an entertainment and put the library in good financial standing in 1887. In the summer of 1889 a donation of 150 volumes was made to the library by Hon. Theodore Hawley, of Fort Dodge. The common council of the city on the first day of November, 1889, made an appropriation of \$772, being the equivalent of a one-mill tax on the assessed valuation of the city, to maintain the library for one year, to be continued at the pleasure of the city, the association agreeing to expend \$500 of the amount voted, for new books, to be the property of the city, if at the end of the year the city should decide not to aid in maintaining a free library any longer.

January 1, 1890, the library was opened as a free public library. The experiment proved so satisfactory, that at the end of the first year the city council and the association established the library as a permanent institution of the city. The library has from its foundation been conducted on the theory that in small towns it is better to expend the money available in the purchase of books that can be read at their homes by its patrons, than to expend it principally for the maintenance of a reading room, which as a rule, cannot conveniently be used by the more industrious classes of the community.

INDEPENDENCE.

The free public library of Independence was organized under section 461 of the statutes of Iowa, in September, 1873. The library contains 4,000 volumes, and an average of 900 a month are loaned, exclusive of those used in the reading room for reference. Eight monthly periodicals, with twelve weekly and three daily publications, are on file in the reading room. Eight hundred volumes were destroyed by fire May 25, 1874. The regular income for library purposes is a tax levied upon the assessed valuation of the city, and is about \$950 a year. In January, 1894, J. B. Jones donated by will \$500, and in July, 1894, Dr. George Warne bequeathed \$500 to the library. By the will of Perry Munson \$15,000 were placed in the hands of Col. Jed Lake, W. Francis, and M. Timms as trustees for the purpose of erecting a building for the library and an industrial school. The building has been completed on a lot donated by Col. Jed Lake, and the library occupies the second story free of rent. The building is 42x92 feet.

The library is open afternoon and evening and is liberally patronized by the pupils of the public schools. For several years after the organization of the library the large majority of books read were of the class of light

literature, but during the last few years standard and more useful books are the most popular. The secretary reports that the endeavor now is to leave out the trash as fast as possible and to supply the library with such books as will be useful and of especial benefit to the rising generation.

KEOKUK.

The Keokuk library association was organized and incorporated December 10, 1863, as a stock association. Stock sold at \$10 per share, life membership, \$50; subscription, \$3 per year. It was first opened for the delivery of books June 1, 1864, with four life members and one hundred and eighty-one stockholders, and with about 2,500 books for distribution. During the first year 1,000 books were added and this number was increased by 1,500 more during the second year by purchase and donation. For a number of years the association conducted a lecture course deriving most of their income from that source, and from entertainments given by the ladies of the city.

A printed catalog was issued in 1866, which has since been supplemented with written ones. A card catalog was made in 1887. In 1879, J. L. Rice in dying left a bequest of \$10,000 for the library association, which became the nucleus of an amount raised for the erection of an excellent building costing about \$25,000. The library room is on the second floor with lecture room attached, the first floor being rented and constituting the main income of the library.

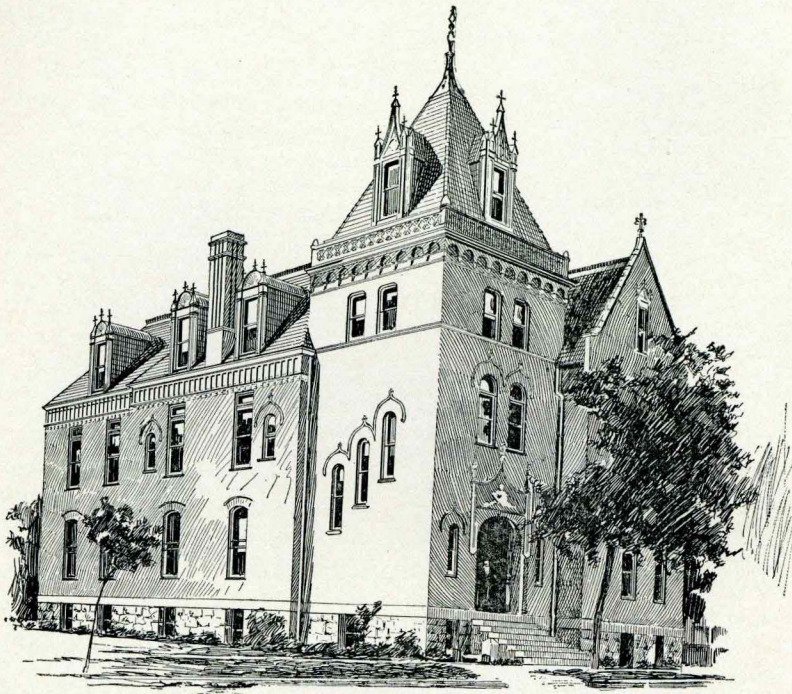
In 1883 the ladies gave an art loan exhibition netting about \$1,100 and shares of stock were sold entitling the holders of them to the use of the library for ten years.

The library was opened for the public in their own building February 24, 1883. In April, 1894, the people by their votes testified their willingness to support a library and the association leased the library building and books to the city for the term of eight years, and it was opened to the public as a free public library July 15, 1894. The city pays \$1,700 a year for the lease of the library. The rent of the lower floor amounts to \$800 a year, and the fines on books amount to \$120 a year. Thus the total income for library purposes is about \$2,620 a year.

* LYONS.

The Lyons young men's association was established about 1863, the original purpose being to maintain a public library. The association was duly incorporated in February, 1879. The public library contains over 6,000 bound volumes, about 2,000 unbound magazines and pamphlets, also a large number of maps, engravings, pictures and curiosities. The terms of subscription are \$1.50 and \$3 per annum, and entitle a member to two and six books per week, respectively. There are only about ninety members enrolled, a very low membership considering the size of the city, but this is the usual number of members for preceding years. The library is very prosperous, however, and besides meeting all current expenses, the funds permit the purchase of from \$150 to \$200 worth of books each year. The library has no endowment nor any income other than that received from subscriptions and the proceeds of entertainments given by the association. Its progress has been very fair, and it is now in first class condition in every

* Membership library.



Independence Free Public Library.

way. The library is recognized as a most excellent one by all, but it is not as well patronized as it should be.

MASON CITY.

In November, 1888, the ladies of Mason City organized a library and reading room. The entire collection of books comprised some standard histories and biographies, and a few miscellaneous volumes that had once formed part of a small membership library. From this beginning has grown slowly and steadily a good working city library, containing several of the best cyclopedias, histories, biographies and scientific works, together with a large number of volumes of poetry and fiction. A vigorous appeal to the city council in 1893 resulted in the levying of a tax of one mill for the benefit of the library. In connection with the library is a reading room, which is kept open every day and evening in the week. Many of the best magazines and newspapers, secular and religious, are on file. The reading room is very largely patronized by men, women and children, as all find their wants supplied to a certain extent. Miss Mary Hurlburt is the efficient librarian, thoroughly understanding her business. An item of interest noted by her is that the tone of the reading matter demanded is constantly being elevated. The number of books loaned in a year is increasing, and the intellectual growth of the city is encouraging. The several study clubs of the city, as well as the high school, make the city library of great use for reference purposes. The mayor has appointed nine ladies, who had always been interested in the library, as trustees, according to a recent act of the legislature. He declares them to be the most economical and conscientious board he has ever known.

NEVADA.

As early as 1875 a number of Nevada's thoughtful and earnest women began a movement for the establishment of a public library for the town. The outcome was favorable and the library became a certainty in the spring of 1876. The proceeds of a one-mill tax was allowed to accumulate until 1879, when some 300 to 400 well selected volumes were purchased, W. W. Hunt was appointed librarian and the library formally opened to the public. Its book purchasing resources were early curtailed by a reduction of the tax levy, and for nearly a decade and a half the institution was conducted simply as a circulating library with opportunity for taking out books but two evenings each week. Yet, notwithstanding these limitations, it has year by year steadily grown and exerted a marked and wholesome influence in the community. In July, 1893, a library and reading room association was formed for the purpose of enlarging the scope and work of the library. Its membership reached 250 or more. Its executive committee, co-operating with an appreciative and willing city council and library committee, rearranged the library room and established therein a well furnished reading room. The 50-cent fee previously exacted for using the library, was abolished, a superintendent was appointed, and the building was kept open for the use of visitors every week-day afternoon and evening. This arrangement still continues with slight modifications. The library has an income of about \$500 a year. Mrs. Lillian Monk is the present librarian.



Osage Free Public Library.

SIOUX CITY.

The Sioux City public library originated in the young men's literary association of Sioux City, organized in 1869. In 1871 the association had 414 books. Robert Buchanan was the first librarian, and with others who acted as volunteers, kept the library open until it passed into the possession of Sioux City. In 1877 the city bought the library, consisting of 600 books. The library had a healthy growth and was moved several times to accommodate its needs. In 1885 the city purchased a plat of ground as a site for a library building, and in 1891 commenced its erection. The structure was completed early in the summer of 1892, and was finished and fitted for occupancy in August. It is a massive five story and basement building of fine, pinkish white sandstone, and excepting the state library at Des Moines, it furnishes the finest home for a circulating and reference library to be found in the state.

On the present assessment the annual income for library purposes is about \$16,000, of which one-half goes for the purchase of books and periodicals. The selections are made very largely from lists recommended by patrons, thus answering the actual present demands of the readers. The library is classified on the decimal system, combined with the Cutter system of book numbering.

The use of the reading rooms since the opening of the new library has been most gratifying. The steadily growing patronage has made this one of the most important departments of the library. There is capacity to seat from seventy-five to one hundred. The rooms are kept open each week day from 10 A. M. to 10 P. M., and on Sundays from noon to 7 P. M. At present the current reading matter comprises twenty-two magazines and twelve newspapers, of which four are in foreign languages. The leading dailies and weeklies of the United States, as well as of Iowa, are kept for all classes, regardless of religious or political belief.

The efforts of the past year have been given entirely to the practical work of organizing the various departments of the library, and of classifying and cataloging its resources. With future growth definite steps will be taken toward bringing about closer union with the public schools, the numerous literary and art clubs of the city, and with the shops and factories.



Wickiup, Tama Indians.

TAMA INDIANS.

TAMA INDIANS.

While it does not come strictly within the limits of this report, we think it is our duty to call the attention of the general assembly to the condition of the Indian youth living on their reservation in Tama county. These children are growing up not only without any education whatever in books, but also without any of the influences calculated to lift them out of their native degradation.

There is a duty here which ought not to be longer neglected. The promptings of philanthropy alone should move us to provide some way by which these Indian youth may be taught at least the rudiments of an English education, and trained in the habits of industry and thrift.

Some time ago we wrote to the Indian agent at Toledo in regard to the educational wants of the Tama Indians, and we append the reply to our letter:

TOLEDO, IOWA, October 17, 1895.

DEAR SIR—Your letter to the undersigned in which you kindly offer to make reference to the educational wants of the Tama Indians in your forthcoming biennial report, is received. Thanking you for the same, we beg leave to make the following brief statement of facts:

The Sac and Fox Indians of Iowa, locally known as the Musquakies, are a remnant of the once powerful Sac and Fox tribe of the Mississippi. In 1855 they settled along the Iowa river in Tama county. In 1856 the legislature of Iowa enacted a law permitting these Indians to remain within the state as long as they continued peaceable. Here for forty years they have lived in the very midst of our Christian civilization, with scarcely any apparent improvement. The present enrollment is 403, and their numbers are slowly increasing. The number of school age is 117. They live in wick-i-ups, have no marriage rites, and observe their dog-feasts and medicine dance as their fathers did. Recently the ghost dance has been introduced among them. They nearly all wear the blanket. They resist all progress, and declare: As for us, we are Indians and will always be Indians. A small Christian mission and a government day school have been maintained for a few years,

but with very little benefit to them. No concerted humane or Christian effort has yet been made in their behalf.

Realizing the deplorable condition of these Indians, the citizens of Toledo and Tama, irrespective of party or creed, in June, 1895, organized the Indian Rights Association of Iowa, with the following officers and executive committee: S. N. Fellows, president; E. G. Penrose, first vice-president; E. C. Ebersole, second vice-president; J. R. Caldwell, secretary; A. E. Jackson, treasurer; H. M. Rebok, U. S. Indian agent.

The purpose of this association is to secure the lawful rights of these Indians and to promote their civilization. To this end, a movement has been set on foot to secure the establishment near this tribe of a government reservation school. This is chiefly an industrial school. It would require the appropriation, by the general government, of about \$75,000 with which to purchase a farm of 160 or 200 acres of land, to equip the farm with houses, barns, stock, and machinery, by the use of which the boys may learn general farm and mechanical work, and the girls learn laundry work, cooking, sewing, cutting and fitting garments, and all forms of domestic industry. Also, they would be taught to speak, read, and write the English language, the elements of arithmetic, bookkeeping, geography, history, and such other branches as would be most helpful to them in their condition. In all such schools, arrangements are made for moral and religious instruction of a strictly undenominational character. The aim is to consider the Indian as he is, his needs and possibilities, and to develop him as an Indian in all the habits and life of Christian civilization. This work is at once humane, patriotic and Christian.

The legal status of these Indians differs from that of any other tribe in the United States. Theirs is not a reservation. They own the land on which they live, having bought it with their own money. This land, consisting of nearly 2,000 acres, is held in trust for them by the governor of Iowa and the U. S. Indian agent. It is their land and they pay taxes the same as whites, of over \$600 annually, into the Tama county treasury. None of this money returns to them for education, but goes to benefit the whites. As a consequence of their owning this land, the U. S. Indian agent is limited in his authority over them, and the federal government is restrained from police regulation over them. It is believed therefore that in order to reach the desired results, the general assembly of Iowa should remove all legal restrictions so that the federal government may have the same control of these Indians as of those on reservations. Possibly a law granting jurisdiction concurrent with the federal government would be sufficient.

In conclusion we may say that such schools as the one for which we ask are being established for smaller tribes in other states. Why not make equal provision for the Indians in Iowa? We believe the sentiment of the people of the state will be unanimous that the general assembly of Iowa should enact such a law as will remove all restrictions and that the next congress shall give the Indians of Iowa the same advantages that have been given to the Indians of other states.

Thanking you for the interest you have shown us in this movement, we remain,
Yours respectfully,

S. N. FELLOWS,

President Indian Rights Association of Iowa.

H. M. REBOK,

U. S. Indian Agent.

We quote the following from a letter received from W. N. Hailman, superintendent of Indian schools:

I would make the following suggestion: Let Iowa, for the present, confer upon the United States concurrent, or better still, absolute jurisdiction over these Indians, pledging herself to receive them into full citizenship as soon and as rapidly as the processes of civilization render this practicable.

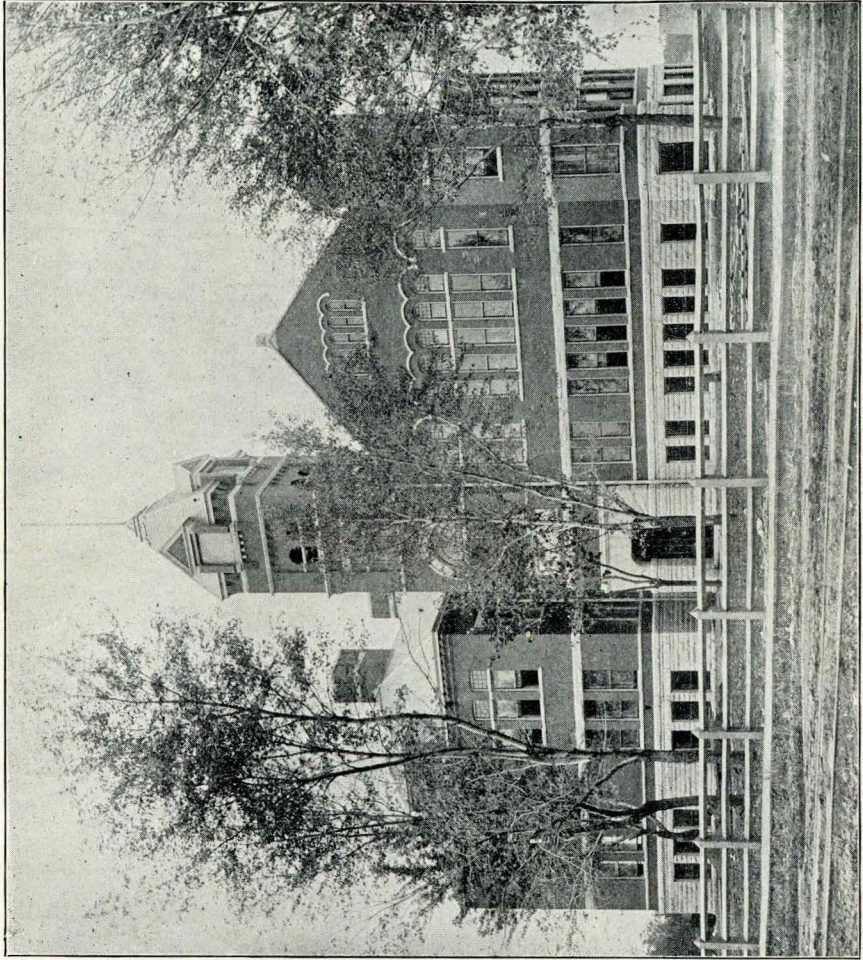
If it is thought best, as probably will be the case, to confer concurrent jurisdiction, the relation should be clearly defined, so as to avoid all clashing of authority, and all shirking of responsibility on the part of either Iowa or the United States.

Iowa might hold in trust the lands of the Indians, collect taxes, build roads, punish for crimes and misdemeanors, the United States carrying out treaty stipulations, educating the Indian youth, having full police jurisdiction, and assisting the state authorities in the administration of justice and in the execution of state laws which do not conflict with the prerogatives of the United States.

Under such an arrangement the United States could build an industrial school near the Indian land, compel the attendance of the Indian youth, devise methods for breaking up the pernicious tribal customs, secure submission to the marriage laws of the state, create opportunities for the full emancipation of Indian youth from the thralldom of savage tradition, and in due time retire and leave Iowa to deal with the new citizens as she deals with all others.

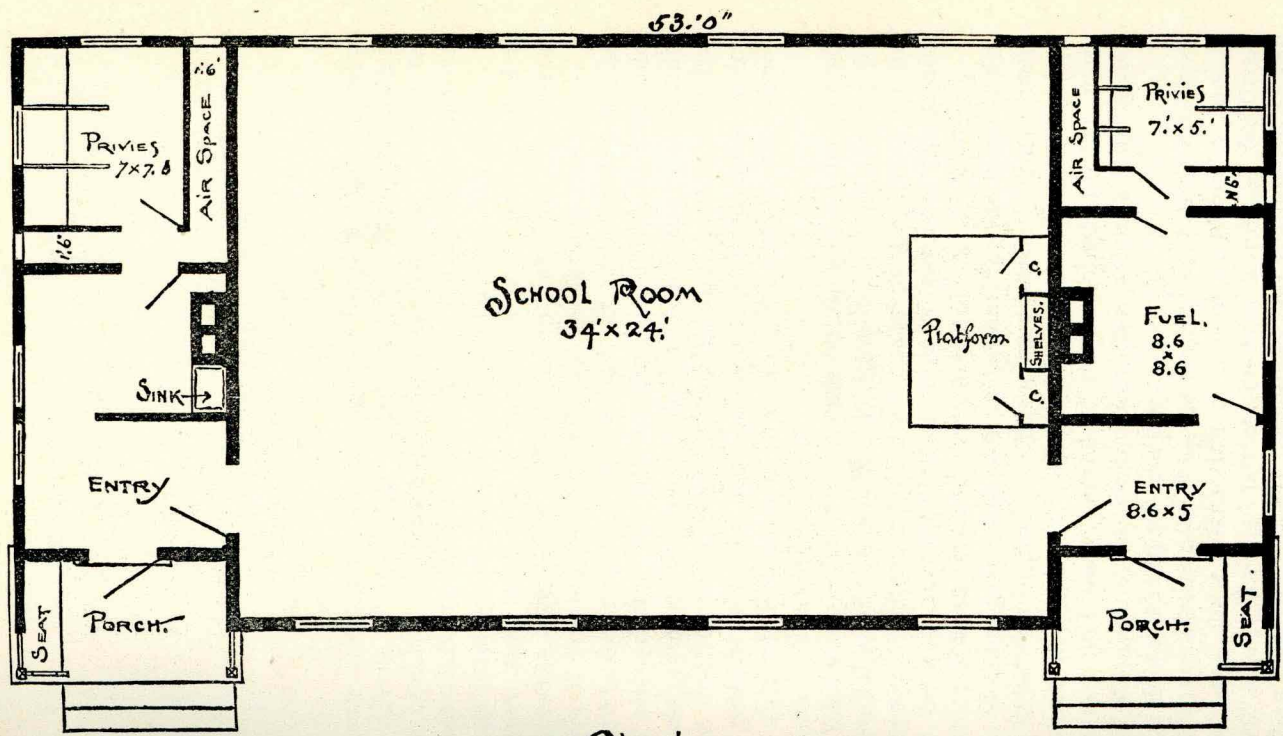
It is only necessary to add that we fully agree with the conclusions reached in these letters. It is understood that the United States is ready to purchase the necessary land, to erect buildings at a cost of \$75,000, instruct the Indian youth in useful arts and callings, and to afford them the advantages that are provided for other tribes under the care of the general government.

It is not expected that those Indians can be reclaimed who have reached maturity. They are too strongly entrenched in nature and habit. But much can be done for the children and youth. It is not an experiment by any means. The plans proposed in this case have been successfully tried with other tribes. There is no reason to think that they would fail here.



Centerville. City of Deane Co. Oct 1911

ARCHITECTURE.

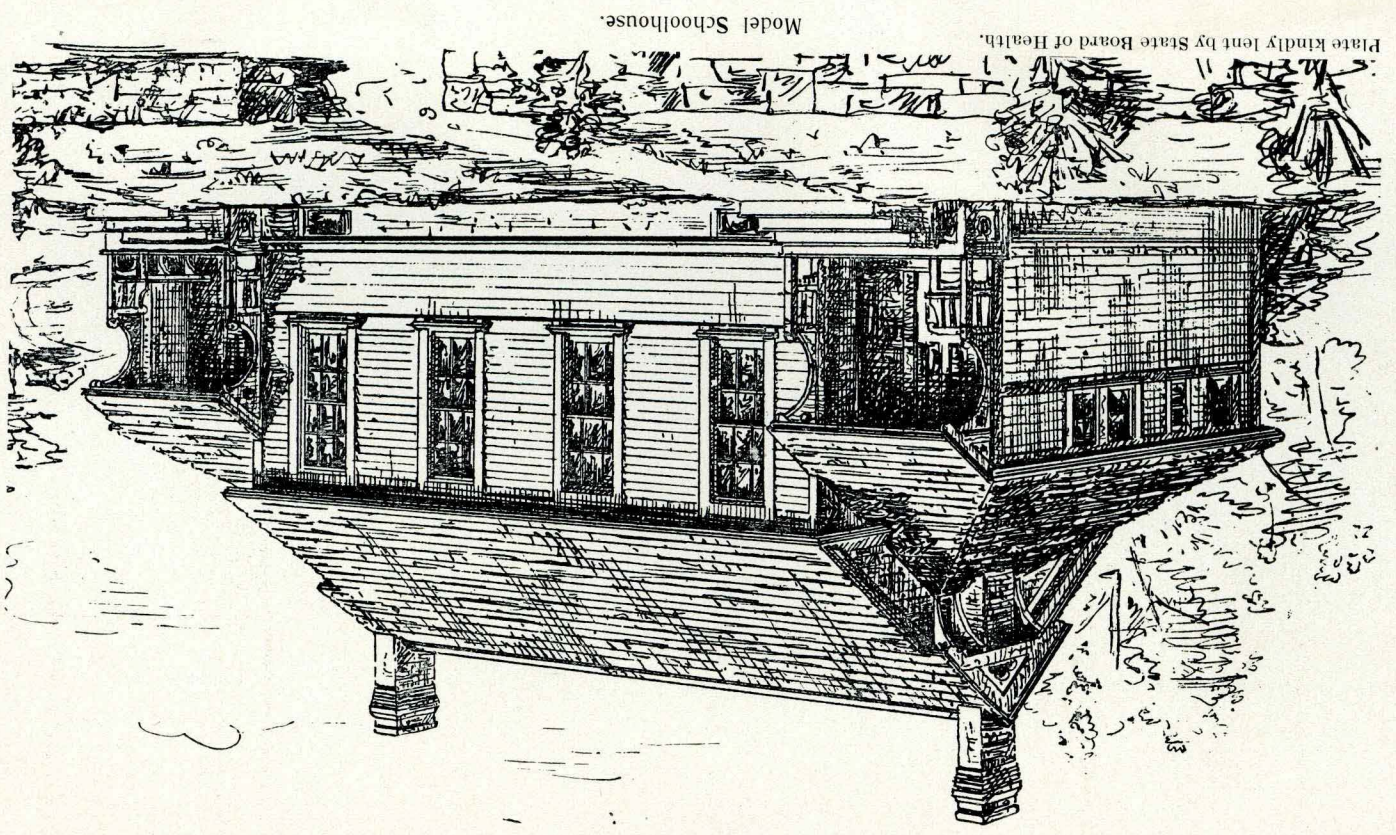


Girls' ENTRANCE.

Plate kindly lent by State Board of Health.

Boys' ENTRANCE.

Plan of Model School House.



ARCHITECTURE.

We have taken much pains to gather for this report a large number of cuts representing school buildings lately erected in different counties of the state. Persons who may be attracted by any particular house can undoubtedly obtain further information by addressing the secretary of the board at that place.

We have also been able to publish a few interiors, and in some cases the floor plans. We think no feature of this report will prove of greater interest and usefulness than this.

Our predecessor in this office called attention to the advisability of authorizing this department to publish in pamphlet form plans and specifications of desirable buildings, especially those for district schools and for our smaller places. We frequently receive calls for such plans and specifications, which we are at present unable to furnish. We renew his recommendations in this report.

It is highly desirable when a new building is to be erected, that it should as far as possible conform to modern discoveries with reference to amount of floor space in each room, to the lighting, heating and ventilation, so as to promote the health and comfort of both the teachers and scholars.

There is sometimes a disposition to sacrifice the more essential points of the building to a showy exterior. This should not be done in any case. While the building should be well proportioned and tasty, suited to its surroundings, the main point, its adaptability to the purposes for which it is designed, should be prominent in its erection.

It is frequently the case that the employment of an architect who has made the construction of school buildings a special study, will secure for the district the best approved facilities, thus adding materially to the usefulness and availability of the house, and this very often at a real saving of cost over an

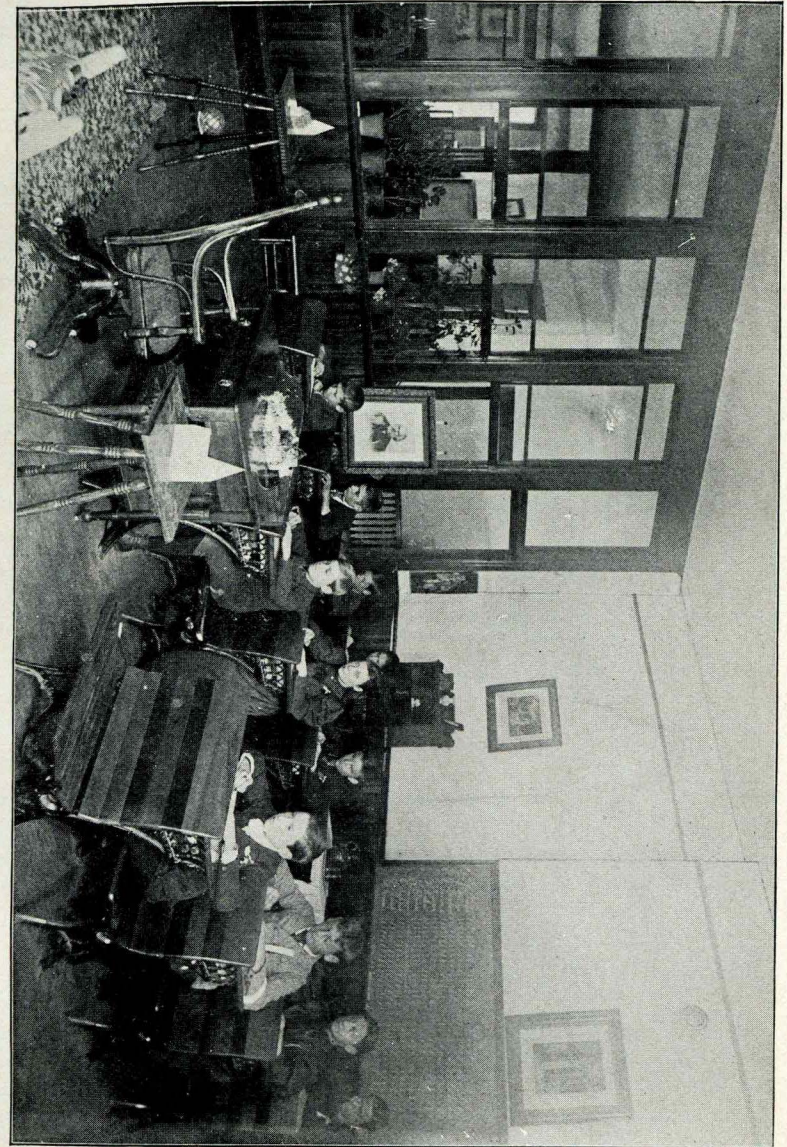
attempt to build without first procuring the most desirable plans and specifications.

While it is very gratifying to note that there is a growing interest on the part of the community in the kind and character of the buildings in which their children attend school, there is still much to be done before all the people will fully realize the importance of this matter. Even our teachers are not well posted in the details of what constitutes a building suitable for school purposes.

On this account we urge the recommendation already referred to, that this department be authorized to take such steps as will place the needed information where it can be obtained by those most interested.

The health of the children of the state is of very grave importance. It is possible that in some cases their health is injured through overcrowding by injudicious teachers, or by too ambitious parents. It is more often injured undoubtedly by their being forced to study in school rooms crowded, ill-ventilated, badly lighted, and badly heated, and in seats which cramp and deform the body and force the pupil to assume unnatural and tiresome attitudes. Few children are injured by overstudy, if they are surrounded by right sanitary conditions at school, and are subjected to such rules and regulations, both at school and at home, as tend to promote development of all the organs of the body as nature dictates.

In a few instances buildings have been planned so as to place the high school room on the lower floor, with a view to using it as an assembly hall for lectures and school entertainments. In small cities such an arrangement has been found to be very practical. In the same building as adjuncts to the high school, may be placed the village library, the gymnasium, and the museum. This plan makes the school an additional factor in the community, and it becomes the rallying point for every good cause.



CLASS IN DRAWING, BURLINGTON.

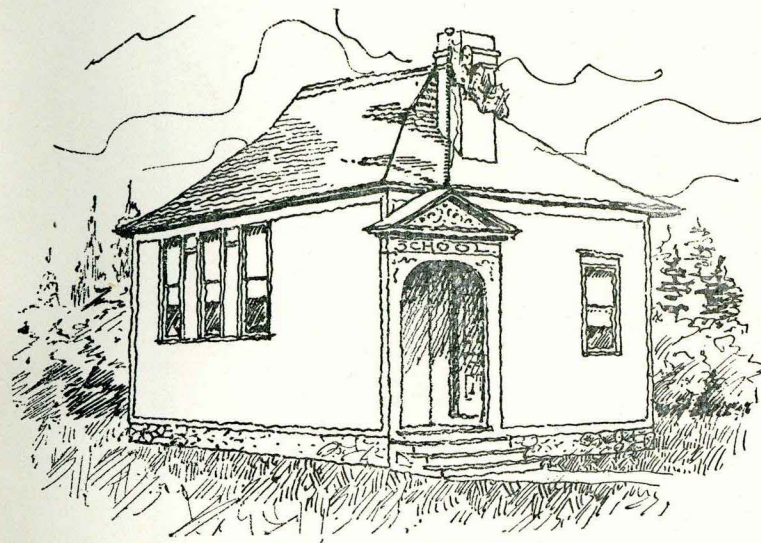
TEACHER AND PUPIL.

TEACHERS' READING CIRCLE.

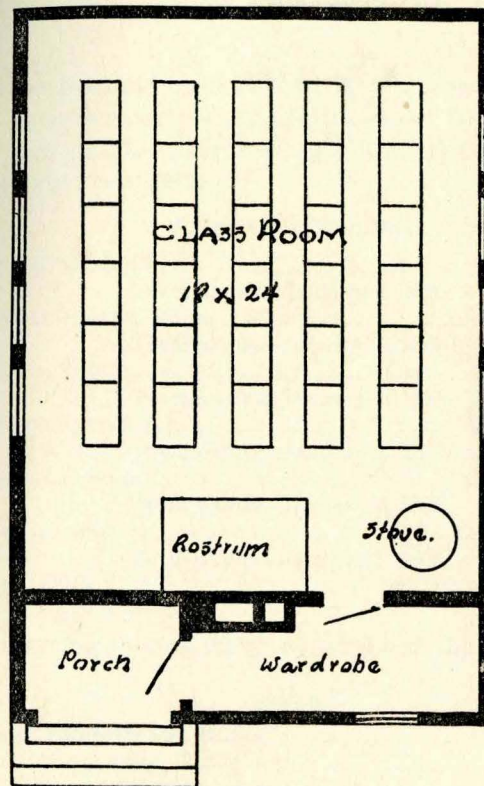
PUPILS' READING CIRCLE.

CHILD STUDY.

NATURE STUDY.



Country Schoolhouse.



Floor Plans of Country Schoolhouse.

TEACHERS' READING CIRCLE.

The state reading circle board is composed of six members selected from the county superintendents' section of the state teachers' association, with the superintendent of public instruction as president *ex officio*.

BOARD OF DIRECTORS.

W. A. McCord, Co. Supt.,.....	Des Moines
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Term expires January 1, 1896.	
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Term expires January 1, 1898.	
W. A. McCORD,	HENRY SABIN,
<i>Secretary and Manager.</i>	<i>President.</i>

The following books have constituted the course for each year:

1895-6.	
King's School Interests and Duties.....	\$1.00
Adler's Moral Instruction of Children.....	1.10
Guerber's Myths of Greece and Rome.....	1.35
1894-5.	
White's School Management.....	\$1.00
Skinner's Studies in Folk-Lore.....	1.00
Or, Hale's Lights of Two Centuries.....	1.25
1893-4.	
White's Elements of Pedagogy.....	\$.90
Shepherd's Historical Readings.....	.90
1892-3.	
Hewett's Psychology.....	\$.75
The Schoolmaster in Literature.....	1.25

The following extracts are taken from the circular sent out by the secretary:

The course for this circle is the only one uniformly recognized by the teachers of Iowa, by which a definite plan of work is outlined. Starting with a comparatively small enrollment in 1889, the older teachers point with pride to the fact that very nearly 30,000 teachers have profited from this reading.

The limited expense makes it possible for each teacher in Iowa thoroughly to inform himself as to the motives and methods of good school teaching. All of the pedagogical books on the course had their origin in an intense desire on the part of the respective authors to contribute something towards elevating an important profession. The books in the line of general literature are replete with biographical sketches of the master minds of the past and present centuries, the history of ancient and medieval times, the folk-lore of the Norsemen, Syrians, Egyptians, and Persians, together with entertaining accounts of Grecian and Roman mythology, which have had so great an influence upon the literature and art of the present time.

In testimony of his work, a handsomely lithographed diploma has been issued to each teacher who has completed the four years' course. Experience has shown that very few teachers not identified with some movement of this character will ever read books of a professional nature. It is to be hoped that the time is not far distant when those teachers who do not prepare themselves from a professional standpoint, will find it extremely difficult to secure desirable places. It is believed that Iowa has reached that stage when it will soon demand of all its teachers superior scholarship, technical and professional, and that the compensation of such a class of teachers will be forthcoming when this time shall arrive.

PUPILS' READING CIRCLE.

BOARD OF DIRECTORS.

W. A. DORAN, <i>President</i>	Monticello
LYDIA HINMAN, <i>Treasurer</i>	E. Waterloo
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COURSE OF READING—1895-1896.

Second Year or Second Reader Grade, Æsop's Fables. Bds. Price, 35 cents.

Third Year or Third Reader Grade, Anderson's Fairy Tales, First Series. Bds. Price, 40 cents.

Fourth Year or First Half of Fourth Reader Grade, Frye's Brooks and Brook Basins. Price, 58 cents.

Fifth Year or Second Half of Fourth Reader Grade, Jane Andrews' Ten Boys. Price, 50 cents. Jane Andrews' Seven Little Sisters. Price, 50 cents.

Sixth Year or First Half of Fifth Reader Grade, Ruskin's King of the Golden River. Bds. Price, 20 cents. Montgomery's Beginner's American History. Price, 60 cents.

Seventh Year or Second Half of Fifth Reader Grade, Martineau's Peasant and the Prince. Bds. Price, 35 cents. Franklin's Life, written by himself. Bds. Price, 40 cents.

Eighth Year or Advanced Grade, Lamb's Tales from Shakespeare. Bds. Price, 40 cents. Francillon's Gods and Heroes. Bds. Price, 50 cents.

BOOKS FOR THE HIGH SCHOOL DIVISION.

First Year, Ninth Grade, Irving's Sketch Book. Price, 20 cents. The De Coverley Papers. Price, 20 cents.

Second Year, Tenth Grade, Shakespeare's Julius Caesar. Price, 20 cents. Scott's Marmion. Price, 40 cents.

Third Year, Eleventh Grade, Macaulay's Second Essay on the Earl of Chatham. Price, 20 cents. Shakespeare's Merchant of Venice. Price, 20 cents. Scott's Ivanhoe. Price, 50 cents.

Fourth Year, Twelfth Grade, Emerson's American Scholar. Price, 20 cents. Arnold's Sohrab and Rustum. Price, 20 cents. Dowden's Shakespeare. Price, 35 cents.

The importance of providing good reading for the children in our schools is attracting much attention. The pupils' reading circle affords the means of doing this with the least expense, and with the assurance that only the best books will be selected. The circle was organized in 1891, under the auspices of the state teachers' association. Over 50,000 children have been enrolled as members.

There should be a circle in every school. The teacher should encourage it by every means in her power. If properly directed children are easily led into the habit of choosing good books for their reading, and that habit once formed, will last through life.

CHILD STUDY.

It is a part of the purpose of a state report to call attention to new movements along educational lines, which promise important results.

Within a short time leading educational men have undertaken what, for want of a better term, they call child study. It is an attempt to trace the development of the individual child through all stages of growth, from the first manifestations of consciousness until perfect manhood or womanhood is consummated.

The study is yet in its early stages; its progress has been slow and blundering, and its methods crude and unsatisfactory.

Yet, notwithstanding all hindrances, child study is promising great things in the future, not only for the schools, but also for the family.

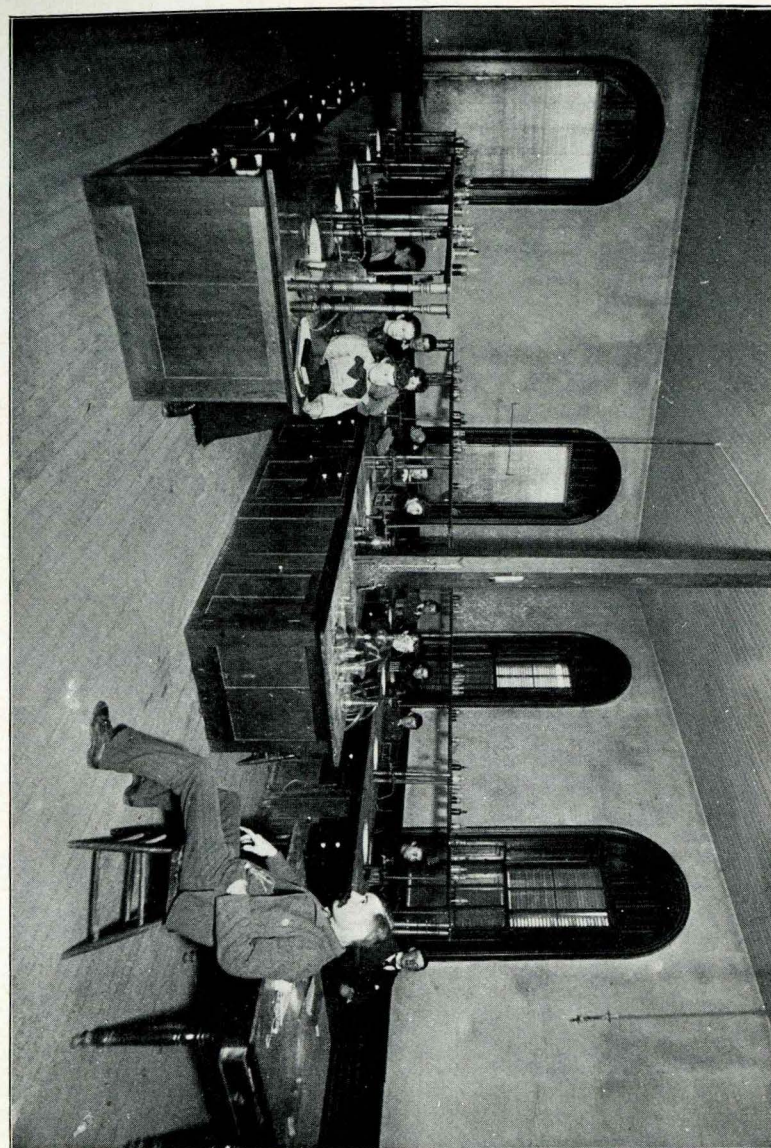
Ordinarily the teachers in the common schools are not ready to undertake this work for themselves from a scientific standpoint. They can and ought, however, to accept the conclusions which are reached by others, and to verify them from their own experience in dealing with children.

The teacher must understand the pupil whom she has to teach. We make a mistake in attempting to deal with children *en masse*, something as we do with the cattle in the yards. One child retains most readily the impressions which he gains through the eye, another those gained through the ear. One fails to distinguish colors, and another is nearsighted, and thus fails to catch the blackboard illustrations. One is partly deaf and another entirely so. The temperament of each child has a direct bearing upon the discipline of the school, and must be carefully considered in allotting punishment or in awarding praise.

The physical development and stages of growth, if understood, enable the teacher to anticipate the actions of the child, to give him intelligent direction, and often to avoid trouble by making allowances for faults due to natural causes, and which are only temporary in their nature.

The intelligent teacher will watch carefully the progress of this new study of the child. Its tendency is to break up the unvarying cast-iron standard too often applied to each and every pupil, with no discrimination. It brings into great prominence the question of what is for the good of this child, as a child, not as one of a class of children.

The old rule that children must be treated with strict impartiality, is in one sense right. There should be the same care for each, the same solicitude for the welfare of each, and love and justice should be meted out to each alike. In another sense it may work great injustice. All children have not the same capacity. What is a reasonable requirement for one, may be very unreasonable for another. One child excels in mathematics, another in language, one memorizes easily, another with equal application retains with difficulty. What the child honestly attempts to do should be the standard of praise or blame.



LABORATORY, BURLINGTON HIGH SCHOOL.

The teachers of the state should watch the growth of this form of practical psychology, with great interest. It concerns the welfare of the child, and while it requires careful thought and attention to minute particulars, it will free the teacher from mistakes in discipline and punishment, which too often worry and harass her more than actual school work. It is the worry in school life that kills, and everything which tends to reduce it to the minimum is to be hailed as a blessing to the school.

NATURE STUDY.

The term *nature studies* as used in our school vocabulary may mean very much or very little. If it is simply a device which enables a designing teacher to cover up her ignorance of important subjects, under the pretense of appearing progressive, then it has no more worth than any other senseless fad. On the other hand, if it puts into the hands of a skillful teacher the power of calling the attention of the child to the wonderful beauty and economy of nature as seen in every day life about him on the farm, or in the garden, among birds and animals and flowers, then its tendency is to cultivate the perceptive faculties, to enlist the finer sensibilities, and to give to life a deeper and broader meaning.

That is indeed a fortunate community whose teacher is an adept in the study of nature, and who knows how to enlist her school in the work.

We believe it is possible to introduce into our schools a class of work which bears directly upon agricultural life. This is attempted in Canada, we think with fair success. This work should not by any means be confined to country schools. It would be a most excellent thing if the boys and girls in our city schools knew something more than they do of the duties and pleasures of rural life.

Farm life will not always be what it is now. With the introduction of the system of postal delivery once a day at every farm house, with better roads and greater facilities for inter-communication, life on the farm will take on new attractions, and youth from the city will look to it as a very desirable

refuge from the bustle and excitement, the mad whirl of city life.

The preparation for this work on the part of teachers could be commenced in the institutes and at the state normal school. The state owns plenty of ground at Cedar Falls, so that an experiment of this kind, as far as the growth and care of trees both shade and fruit, and plants and flowers, is concerned, could be carried on with little added expense. Such a course should include so much as to make the student conversant with the fauna and flora of Iowa.

In 1890, the following circular was sent to the teachers of Iowa. It is repeated here because this subject is one in which all must have a continuous interest:

To the Teachers of Iowa:

At the recent meeting of the horticultural society we had the pleasure of inspecting a very fine display of fruit raised in Iowa. The thought occurred, why cannot the children in our public schools, especially those in the country districts, be interested and instructed by simple lessons in the raising of fruit adapted to their locality, in the growth and nature of forest trees and in the care of domestic animals? We at once wrote to Professor Budd, at Ames, concerning the matter. In reply he writes: "Text-books were found useless in Austria and Prussia. A little each day from the intelligent teacher, with object lesson in hand or in the yard, created an interest which school books could not reach."

The school yards in our state are many of them uninviting places, destitute of tree, shrub or flower. A little care every day, a few trees or shrubs set out each year and protected, would soon work a wonderful change in the surroundings of the schoolhouse. The good results would not end here, but you would find this instruction productive of better discipline, more willing study, and more rapid improvement on the part of your scholars.

There is abundant authority in the law for this work. Ever since 1874 we have had a law to encourage such instruction in connection with the work in our schools. We refer to chapter 64, laws of 1874, found on page 40, S. L. 1892. Chapter 23, laws of 1882, will authorize the board to assist you by defraying any expense necessary to procure the proper trees or shrubs.

The following is from the pen of Prof. J. L. Budd. Will you not read it carefully and act in accordance with its suggestions?

"The question of reaching our people with the elementary facts and principles of horticulture is beyond the possibilities of our few widely scattered agricultural colleges. This was realized many years ago in Europe. Austria and Prussia, with their many technical colleges and institutes, have recently begun the work of teaching the elements of horticulture in the common schools of the cities and rural districts.

"The school yards now have their flower beds, shrub patches, shade trees, and specimens of the orchard fruits and small fruits, and lessons are given in budding, grafting, inarching, transplanting, pruning, training, etc. To

prepare teachers for this work, provisions are made for attending lectures and outdoor training at horticultural institutes, while at the great institute at Proskau, in northern Silesia, over seventy teachers of the public schools were under training in the elements required by the school laws. I asked the director, Doctor Stoll, if the students took interest in the work, if they ever injured the flower beds, shrubs, etc., and more particularly whether it retarded advancement in the regular school studies. He replied that the interest was constantly on the increase, that mutilation or injury of the object lessons was rare, as the feeling of the majority was averse to it, and that the little time given each day to lessons in tree, shrub and flower culture, was a relaxation and pleasure rather than a retarding influence.

"At first I wondered why inarching was included in the elementary studies, but I found that the gathering of the seedlings to be inarched of cherry and the grape was a sort of gala day. These are planted near to or under the cultivated vine or cherry tree by the pupils, and much eagerness was evinced in watching the process of bringing down and inarching the twig, and watching its after growth, the severing from the parent plant, etc.

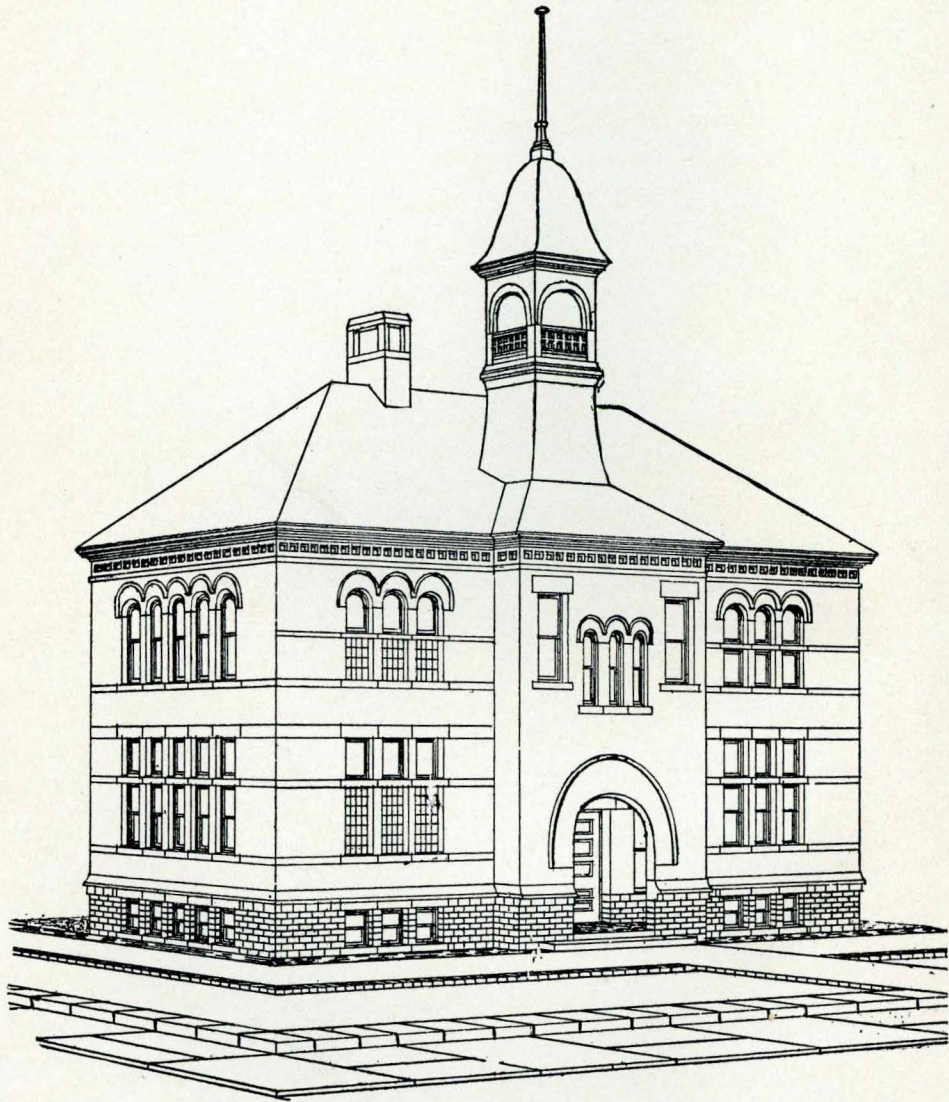
"I believe the German plan can be and should be introduced into our schools. To those who urge that our boys and girls are vandals who would soon destroy the object lessons of the school yard, I would say that with hundreds of students of all ages above 14, I have never known the wilful destruction of a flower, shrub or tree, and the same is true of the few kindergarten schools of our country where the flowers, shrubs, and neatly kept borders, are pets of teachers and pupils.

"In Michigan the planting and decorating of school yards is paving the way for teaching that plants are things of life and full of interest to young minds once awakened."

In the spring, do not wait for Arbor day, but make the selection of trees or shrubs that you desire, and either plant them or heel them in on the ground a few days in advance if the day appointed is late for planting in your section of the state.

Very cordially yours,

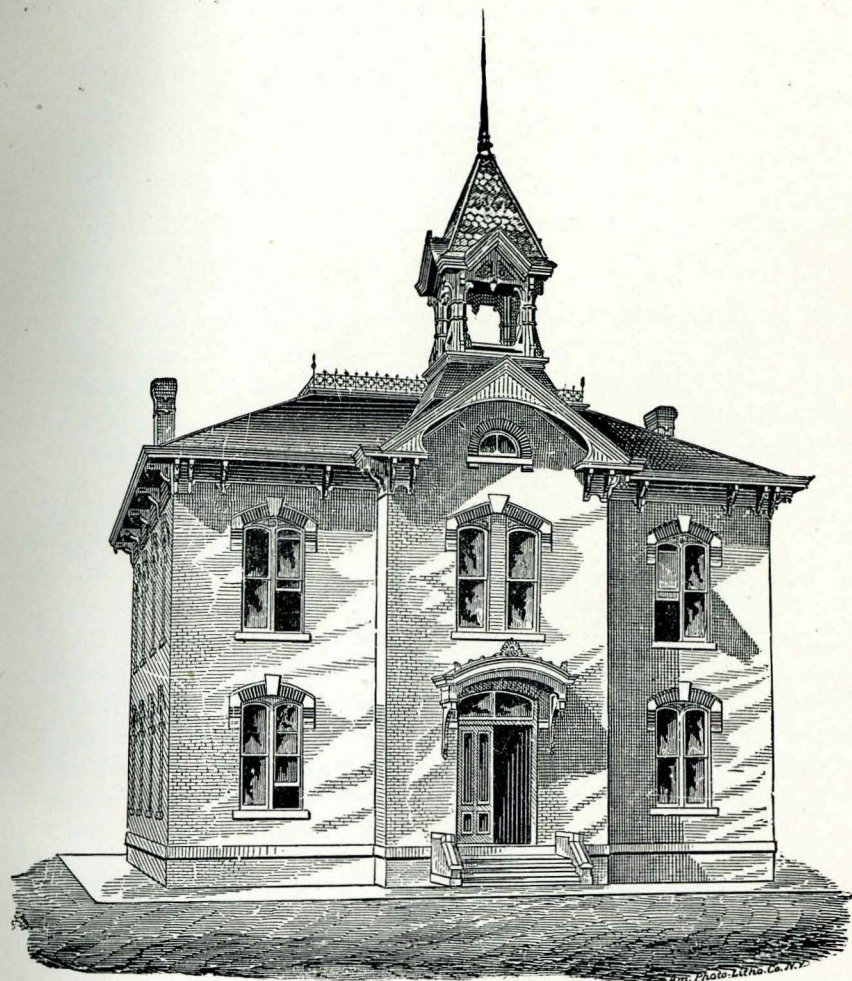
HENRY SABIN,
Superintendent of Public Instruction.



Estherville. I. Four Rooms, Cost \$7,000.

SPECIAL.

TERRITORIAL REPORT.
SEMI-CENTENNIAL.
MORAL INSTRUCTION.



Yale. Four Rooms. Cost \$3,490.

TERRITORIAL REPORT.

The first superintendent of public instruction for what is the present state of Iowa was Dr. William Reynolds. His first and only report was dated Iowa City, December 20, 1841.

Superintendent Reynolds was evidently an enthusiast, who lived as enthusiasts are apt to, far ahead of his times; in fact, we have not yet come up to the full measure of his ideas. The territorial legislature, evidently startled by his innovations, proceeded at once to abolish the office, but they could not suppress the report. It still exists in the archives of the state, and speaks in no uncertain terms of things as vital now as they were over fifty years ago.

We commend these extracts as good, healthy reading after our existence for half a century as a state. The reader will note how closely the report adheres to the lines followed by the best educators of to-day. There is an absence of those technical terms which enrich the writings of our later professional teachers, but the man of business, the teacher desiring better to understand his work, and the legislator intent upon doing his duty, can find instruction and profit in reading from the report:

It is proper here for me to observe that the office of superintendent is no nominal one. The law itself requires of him the discharge of important duties. The title would seem to demand of him others, and the wants of the community do actually demand many others. There is no officer whose whole time and talents could be so profitably spent and exerted in the service of such an unparalleled growing territory as this. To render himself generally useful, he must devote at least one-half of the coming year to traveling through the territory. He must visit, not the larger and county towns only, but he must take such steps as will make his influence felt in every neighborhood in the territory. This cannot be done without incurring considerable expense. What measures shall be taken, I respectfully submit to the wisdom of your honorable body, with the full conviction that you will, under all the circumstances, suggest the proper course and means.

The astonishing rapidity with which our territory is being settled by emigrants from every part of the union, seems to call on our legislative body for earlier and more efficient action than has ever been made by any other state or territory. Legislation in anticipation can hardly be avoided. We are hastening from infancy to maturity with such rapidity that we are forced to keep a vigilant eye to the future, and the education of our youth is one of those matters about which we cannot be too vigilant, nor begin too early to make provisions to devise the ways and means. We boast of being an intelligent people. Let us manifest our intelligence by the wisdom, the energy, and the liberality with which we provide for the intellectual training of the rising generation. There is much, may I not say everything, to do except it be to undo errors. We are just beginning to act. Let us act worthy of ourselves, and aim at nothing short of a system of education that shall be public, not in name only, but one that shall be public in the full sense of the word; one that shall render our schools free the year round to every child in the territory, and let us see to it that the schools are good ones.

No one will, it is presumed, feel at all inclined to question the right of every child to an education. It ought to rank among "the natural and inalienable rights of man." Children are not capable of taking care of and providing for themselves; they have, therefore, a claim on others for everything which is necessary for their comfortable support. They will, when arrived at a properly matured age, be expected to perform certain duties, not to themselves and their families, but to society and to God, all of which may have an important bearing upon society, and which they cannot discharge in a proper manner without a proper development of their physical, intellectual and moral powers; hence their claims to an education. And though the claims of children are first on their parents, as their natural guardians, yet in case of the failure of parents, from inability, carelessness or otherwise, their claims on society will be equally strong, though by no means to the same extent. Children have claims upon their parents according to their means and their own capabilities. Their claims upon society extend no further than to the acquisition of such a degree of training as will enable them to take care of themselves, and pursue, with advantage, their own education. The parent whose circumstances are such as to enable him to carry the education of his child beyond an elementary training, is bound to do it, nor is he justifiable in neglecting the full development of the physical, intellectual and moral faculties of his child for the sake of laying up for it wealth. Society is bound to do no more than to give it such an education as will prevent its becoming a burden to others, and that shall fit it for the performance of those relative duties for which it is held accountable to that society. This is the least amount of education for which society is bound. But let us bear in mind that just in proportion as this standard is exceeded by the munificence of society, will the intellectual and moral state of that society be elevated.

To enter into a formal discussion of these points is deemed as unnecessary, as out of place. It is presumed they are assented to by every person who has reflected much on the subject. All, all admit the importance, yea the indispensable necessity of education. Its praise is sung by young and old, rich and poor. Were a foreigner to judge of our American schools and

school systems, by the importance we attach to them, and to education, generally, as manifested by our professions as a people, he would be led to conclude that our nation formed one great society for their promotion, and that every citizen was an active member, ready with heart, hand and purse to advance the common cause. However honest may be our professions, practically we admit that education is one of those items in our policy that may on occasion, be dispensed with with impunity.

It is certainly very natural to conclude that the education of our youth is one of those interests that may be left, with all safety, to take care of itself. Facts, however, show the fallacy of such a conclusion, and facts are stubborn things. From the nature of the case, one would suppose it as necessary to pass a law obliging parents to furnish food and clothing to prevent their children from starving and freezing, as to provide by law for the cultivation of their minds. But what does experience tell us? Does it not tell us that it is just one of those things about which parents are particularly careless, if not even indifferent? Go throughout our beloved country, this boasted land of enlightened freemen, and does it not tell us that the education of our youth is treated as a matter of secondary importance when it impedes the progress in the way to wealth? Now this is considered as a matter of such supreme importance to society, to the state, one so precious in its nature, and one so liable to be neglected, that legislators find it necessary to devise plans for effecting that, by law, which fathers and mothers ought to feel bound by every tie of parental affection and care to have done voluntarily. From these premises arises the great and important question in the minds of legislators, what means can be devised to induce all parents to send their children to school? To effect this great object various means have been adopted. Is it not strange, and to us Americans, rather a humiliating fact, that one government only, and that a monarchy, has devised the means of doing this? Strange it is, but equally true, that in Prussia every subject is not only obliged to contribute to the support of the public schools, according to his means, but he is obliged to participate in their benefits by sending his children to school at least seven years. No excuse whatever is admitted short of physical inability or absolute idiocy. Well may we look on such an exercise of absolute power with wonder; and who does not contemplate it with admiration?

It were useless to say that coercive measures like those resorted to in Prussia would, to say the least, be inexpedient and unnecessary in our country. But surely our governments ought, by all means, to devise such plans in reference to this all important question, as to raise their citizens, in point of intellectual and moral acquirements, above the level of the subjects of a despot. Our kindness in providing for the education of our children should not be surpassed by that of a master to his servants.

Every state in our union, where schools are in any way supported by law, has, in an indirect manner, had recourse to coercive means. It would be impossible to pursue a system without so doing. It is true this authority is disguised in the various ways of taxation, but this does not alter the case. It is so far coercion, and so far the right is conceded to our legislatures, and this is as it should be. In every country the government is considered in the light of a parent to that country. Now if this be true in any country, how eminently is it so in our own. Then certainly it is the unquestionable

duty, not only of the general, but also of each of the state governments, to provide for the well being of society, for its own existence, safety, and healthy operations.

Society may be in two conditions, either of which would render its government easy. It may be well informed, or it may be very ignorant. In the former case the people are capable of governing themselves. In the latter they become the willing dupes and slaves of despots. The most dangerous state, undoubtedly, is the transition from one of these to the other. We boast of being the only nation which has passed this ordeal. But have we no reason to fear that we have not altogether escaped its limits? It requires neither the spirit of prophecy nor the wisdom of a sage to discern that our destiny depends mainly upon the character of our schools. The schoolmaster must understand his duty and he must perform it.

From the very nature of our government every man should have such an education as to fit him to bear a part in its management; and "he should have moral and political honesty enough to make a right use of it." In theory every citizen is a legislator; let, then, practice see to it that our citizens are fitted for their duty. In our country the will of the people is the law of the land. They declare that will through the medium of the ballot box. The poor man's vote counts as much as the rich man's—the most ignorant or vicious, as much as the wisest and most virtuous. In some of the states a certain amount of property is made a qualification for voting. With how much greater propriety might a proper degree of knowledge be required?

It argues but little that "we have" good systems of education—that we excel other nations in point of intelligence. There are many reasons other than those already enumerated why we should make better provisions for the education of our children than any other nation under heaven—and why, as a nation, we should be far more intelligent, far more virtuous, and far more religious than we are.

There is not a state in the union that can make anything like a reasonable apology for the little it has done for education—for the support of its schools—for its comparative want of intellectual and moral worth. There is not a state in which the schools are absolutely free to all the children. In some states the schools are free for a short time during each year, and several of them have increasing school funds and are evidently aiming at the right mark, viz.: To make the schools eventually free to every child the year round. To effect this great and benevolent object at once, requires only that the people be made rightly to understand the subject, that they may be convinced how infinitely it would be to their interest, not only in a moral, but in a pecuniary point of view. Why are those states, where legislative care is most exercised, so ready, every few years, to increase their taxes for the support of schools? Is it not because experience has taught them more and more the benefits of the free school system?

Let such a system be adopted to its full extent in any one of our states, or in our territory, and a properly educated teacher placed at the head of every school, and let the whole of the present rising generation be thoroughly educated under it, and who among us could be made to believe that it would ever after be laid aside for any other system? It is generally admitted that to prevent crime is much easier than to cure it. That such

a system would do much to prevent it, is certain. That it would save many a dollar now expended in visiting amusements, at the same time that it would add to our fireside enjoyments by rendering them intellectual, and that it would elevate the standard of moral and religious excellence, thereby rendering society happier and our institutions more permanent, "is as clear as though it were written with a sunbeam on the margin of the heavens." No one doubts it.

In order to have good systems of education something more is necessary than the mere enacting of laws. Here is a stream that to flow on in its course unobstructed must emanate from the proper fountain. That fountain is the will of the people; if they will to have good schools their wills must be obeyed; they will have them. Their representatives dare not disobey the call. Good systems will be devised and they will be carried into effective operation. But if the people are indifferent—if they repudiate legislation—if they refuse the necessary aid and throw abstracts in the way, legislators dare not act, and even if they do it, it is worse than useless formality. No system of education can ever be useful without a hearty co-operation of the people with those whose duty it is made, by law, to carry it into effect, and these officers must co-operate with each other. And it should ever be borne in mind that no school district can continue a good school, for any length of time, where the inhabitants do not act systematically. Every cause that requires public action requires organization, system. We spare no pains, or money, I probably might say, to organize our various political and religious parties—to act systematically, shall we value our schools—those nurseries of free politicians, and of Christians, less than those? Certainly not.

Schools must cost money, and if we would have good schools, the money must somewhere be raised for their support. Our American citizens do not in general, pay grudgingly their school bills, but there seems everywhere to exist a natural repugnance to taxation. It is true, I believe, that they will pay five dollars in any other shape rather than one by tax. Perhaps we inherit this dislike to taxation from our forefathers. But let it not be forgotten that taxation by our own consent, does not lessen our freedom, nor will the amount paid for schools, even were they altogether supported by direct taxation (a course I have no disposition, at present, at least, to advocate) make us a whit the poorer. It would be but putting our money out of our hands into our pockets for safer keeping.

It is to be regretted that our situation is such that good teachers are so hard to be found, and when found, that we are so often unable to pay them according to their merit. If our honorable legislature could do something toward remedying this deficiency, which is a growing one, it would be worth more than all they can do at the present time for the promotion of higher seminaries of learning. No one can attach more importance to academies, colleges, and universities than myself. We shall need them and must eventually have them. But our common schools are now of infinite importance. It is here our citizens are to be made. If our young men and women could be made to view the matter in its proper light, and set about the work of self-improvement in good earnest and qualifying themselves for teaching with becoming ardor, probably they might do more for the cause than we can at present look for from any other source.

THE SEMI-CENTENNIAL.

The period between 1846 and 1896 includes a time in Iowa history reaching from the inception of statehood to its present development as tenth in the list of states. At that time we had a population of 97,583. By the census of 1895, we have 2,058,069. Then there were 416 districts, 2,922 youth between 5 and 21, and 2,439 enrolled in school. The equalized valuation of the entire state was \$12,271,000.

In 1895 we have 4,807 districts, 712,941 school enumeration, 533,824 enrollment, and 339,300 average attendance. The valuation of our schoolhouses to-day is \$15,645,543 or \$3,374,543 more than the equalized valuation of the entire state in 1847.

This is a marvelous growth. But it is by no means all. The state educational institutions at Iowa City, at Ames and at Cedar Falls, are entirely the work of this half century. Denominational colleges, academies, and private schools, scattered in every section of the state, are gathering endowments, libraries and all the equipments for a successful career.

As we look back to the days when pioneers, a few of them still living in our midst, laid broad and deep the foundations of this state, and compare their outlook with the prospect that stretches out before us, we have every reason to "thank God and take courage." If we are but true to the interests of popular education, as it affects the masses of our people, who must depend upon the common school for the instruction of their children, Iowa has nothing to fear in the future.

The proposition has been made that Iowa should celebrate in an appropriate manner the fiftieth anniversary of its admission as a state. In such celebrations the school should have an important place. A movement should be inaugurated to place within reach of our schools a course of study embracing the history of Iowa. Such instruction should be a part of the work in every county institute during the summer of 1896. From the institute the work should be taken by the

teachers into the schools of every district, concluding toward the end of the fall term with such a local celebration as will enlist the active sympathy of the entire people.

Such a course as this would prove interesting and profitable. The preparation for this must begin at once. The gathering of the necessary material must embrace many particulars pertaining to territorial days. The lives of our eminent men and women, the scenes of the Black Hawk war, the part of Iowa in the civil war, our noted writers and authors, the resources and products of the state, with many other kindred topics, cannot fail to furnish an interesting field for the historian. Its effect upon the teaching of history in a general way in our schools, we believe would be beneficial and lasting.

If the plan outlined seems feasible to the teachers and people of Iowa, it will give this department great pleasure to cooperate most heartily in making it a success.

MORAL INSTRUCTION.

If the question is asked how far shall we carry moral instruction in our schools, we answer, just as far as the welfare of the citizens and the necessities of the state demand. A community in which every man is a liar, in which no kind of property is safe from depredation and plunder, where reputation is the rightful prey of the slanderer, and laws have no binding force upon any one, could not long exist under the light of our present civilization.

Society is based upon certain great cardinal principles, recognized as the foundation of our common law, and upon the general adherence to which depends the safety of our homes, and the future of our children.

In schools supported by the state there must be absolute freedom from everything that savors of sectarian or denominational bias. There can be no reserved or vested rights in which some may participate to the exclusion of others. But this does not by any means establish the claim that the public school must be secular in the same sense as the merchant makes his store or the shoemaker his shop.

The ordinary business of every day can be transacted only when men have confidence in each other's integrity. When we know a man to be destitute of this we expect to find fraud and deceit in all his dealings. If we buy a piece of land of him, we look carefully to the title deed; if he sells us a pair of shoes, we are afraid the soles are made of paper; if we obtain our coal of him, we mistrust the weight. In fact we don't care to deal with him if we can by any means avoid it. In business no one cares to what church a man belongs if so be it that he is honest, prompt, truthful and courteous. We do not care whether he is tall or short, fat or lean, broad shouldered or narrow chested; but we do want to be sure that he is accurate in his accounts, and that he gives full measure and honest weight. We do not care what side he takes in politics, or whether he votes this ticket or that, but the public will not deal with him if he keeps lewd or drunken clerks about him to insult our wives or cheat our children or servants.

There are certain accidental qualities which attach themselves to every man. They are his peculiar property, and make up the sum total of his individuality. With these we have no concern. But there are other vital qualifications which make up his character and guide him in his dealings with his fellows, and these qualifications it is the business of the public school to cultivate in the children who attend upon its instruction. Temperance, regularity and promptness in meeting business engagements, honesty in dealing with others, reverence, purity, truthfulness and obedience, respect for law, the sanctity of an oath, whatever virtues enter into the character of the typical American citizen, these must be taught to the children of all classes alike, for they are the foundation of that practical religion which alone makes this life endurable.

And so we come back to the point at issue, that there is occasion in the public schools for teaching that plain, practical, business morality which enters into the every day dealings of life, and which by teaching the child the brotherhood of man, enables him more fully to comprehend the fatherhood of God.

Is this done in the public schools of Iowa? In a measure, it is, but not as fully as it ought to be. The intellectual has the preference over the moral in many of our schools. The textbook is on the throne. Mathematics, science, literature, whatever induces brilliant intellectual results, are crowded to the front, while the growth of those finer qualities of the heart,

which make up such types of manhood and womanhood as we hope for in the coming American citizen, is left far in the background.

All the signs of the times indicate the need of more pointed, and more radical moral instruction in our schools. If we expect to stay the tide of youthful crime, we must begin at the foundation, and deal with the child as a responsible being. We must appeal more to his conscience, and impress upon him the terrible consequences of evil doing, as brought upon himself by his wrong actions.

The philosophers may philosophize as they will, but in plain language, avoiding all technical terms, we believe that Doctor Harris, the United States commissioner of education, sums the whole matter up when he says that "the personal conviction of responsibility lies at the basis of all truly moral actions."



Garwin. Four Rooms, Cost \$5,500.

GENERAL REVIEW.

REMARKS.

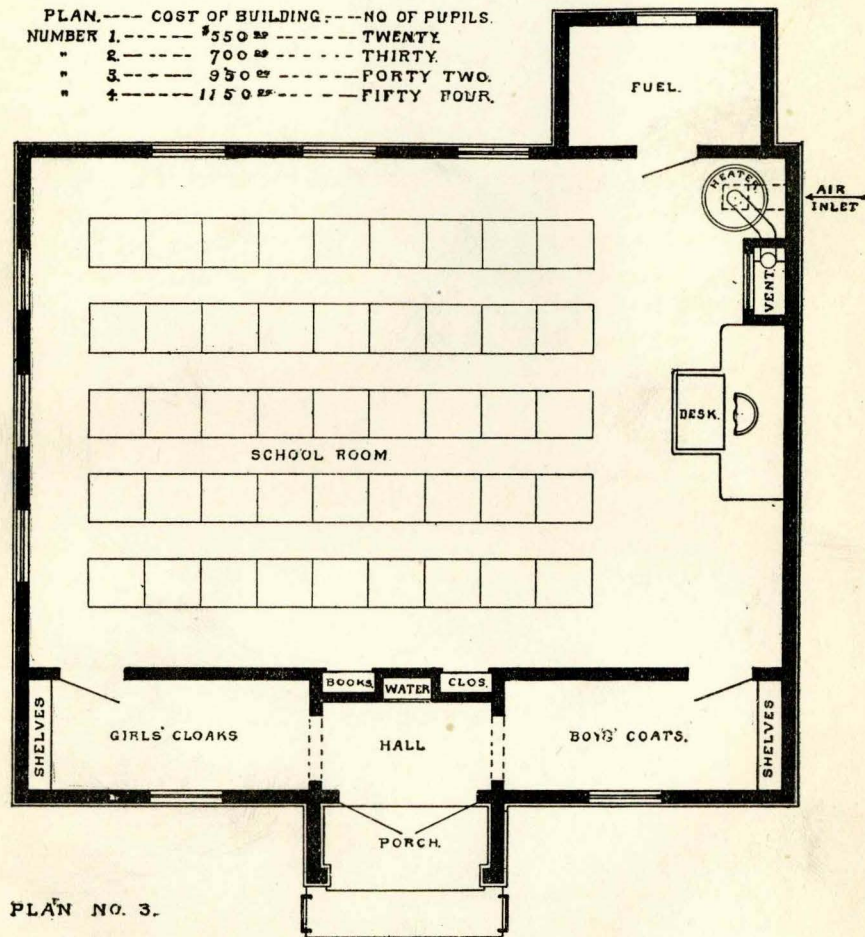
CITY v. COUNTRY.

KINDERGARTENS.

PRIVATE NORMALS.

CONCLUSION.

PLAN NUMBER	COST OF BUILDING	NO OF PUPILS
1	\$550.00	TWENTY
2	700.00	THIRTY
3	950.00	FORTY TWO
4	1150.00	FIFTY FOUR



REMARKS.

It is unfortunate that the work of compiling and writing the report from this office must of necessity be crowded into the last few weeks of the year. We are unable to see how this can be avoided, although this evil would be lessened greatly if county superintendents and school officers would file their reports promptly upon the dates required by the law.

We have endeavored to base what we have written upon the statistics of the present year, thus bringing the report down to January 1, 1896. Consequently as we have had no opportunity of revising our work, we are forced in the last pages to refer to some important matters which have been brought to our attention since the body of the report was written.

CITY v. COUNTRY.

The returns as gathered by the census bureau show that 42.34 of the people of this state live in the towns and cities, and only 57.66 per cent in the country. There are fourteen counties in which the urban population constitutes over 50 per cent, while there are only seven in which it is less than 25 per cent. It is evident that the tendency toward cities as centers of population is as marked in Iowa as in other states.

The effect of this upon our school system is worthy of consideration. It strengthens the argument made in another place that provision should be made so that when a school is so small in point of numbers as to be both unprofitable and expensive, the board should have power to close it and carry the

pupils to other schools at public expense. The tendency toward towns and cities is induced in many cases by the desire of parents to obtain better school facilities for their children.

A return to the township system and the establishment of township high schools throughout the state would do much to retain people upon their farms. What the ultimate effect of this tendency toward centers of population will be upon society is a question in sociology which can not properly be discussed here. We have referred to it here as an additional argument why we must at once provide for the rural population educational facilities equal in degree to those in the cities, and this not only as a matter of justice but of public policy as well.

KINDERGARTENS.

The state constitution provides that the distribution of public money to the schools shall be based upon the number of children between the ages of 5 and 21. There is, however, in our larger cities and towns a disposition to introduce kindergarten instruction as preparatory to the regular primary grades. The desirability of this step is not doubted by any one who has given attention to the subject. The results as obtained in other states where such a custom prevails fully justify us in urging its introduction in Iowa.

We recommend the passage of an act authorizing boards of education at their discretion to establish and maintain kindergartens provided always that the person in charge of the same shall be examined upon kindergarten principles and is fully competent to teach the same.

PRIVATE NORMALS.

We desire to add the following to what we have already said in regard to means of training teachers. There are scattered in various counties schools which make a specialty of preparing teachers. In some the object seems to be to fit teachers so

that they can pass the county examination. This is good enough as far as it goes, but it is not the legitimate end of normal school instruction. On the other hand there are schools under private control in which the instructors are themselves normal school graduates, or men of wide experience in school matters, and the work of such schools deserves recognition in something the same way as that of our colleges.

If these schools can be so organized as to unite local and state interests the state can afford to aid them by some plan which is based upon the results of their work as tested by inspection and examination.

Nothing, however, can postpone or preclude the necessity of providing additional state normal schools. The spirit of the age, the wants of our schools, and the credit of the state unite in demanding this at our hands.

CONCLUSION.

We come to the close of this report in the same spirit with which we entered upon the beginning of it. We are fully convinced that the state has no interest of greater importance than the education of her children and youth.

The boys and girls in our schools to-day will be the men and women who will shape and mold society during the first half of the twentieth century. Will the state be safe in their hands? Will they guard the elective franchise as sacredly as the old Israelite guarded the Ark of God? Will they protect the home and defend the rights of the family against all destroyers? Will they regard themselves as responsible beings, and so conduct affairs, both private and public, as those who must give an account of their stewardship?

This is a high standard, but just in proportion as it is lowered, the perils of a nation increase. This is Horace Mann's ideal citizen:

We want men who feel a sentiment, a consciousness of brotherhood for the whole human race. We want men who will instruct the ignorant, not delude them; who will succor the weak, not prey upon them. We want men who will fly to the

pupils to other schools at public expense. The tendency toward towns and cities is induced in many cases by the desire of parents to obtain better school facilities for their children.

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moral breach when the waters of desolation are pouring in, and who will stand there, and, if need be, die there, applause or no applause.

Our thanks are due to the citizens of Iowa for their cordial sympathy with our work. As we have seen them, without distinction of party or creed, crowd churches and halls to listen to an educational address, we have found cause for encouragement, because, whatever else may divide them, we have found them a unit in their attachment to their schools and school interests.

The teachers of the state have added new ties to those which have bound us to them for so many years. It would be base ingratitude on our part did we fail to acknowledge our indebtedness to them, and to place on public record our appreciation of the zeal, the enthusiasm, the real worth that characterizes the teachers of Iowa.

The deputy in this office, Mr. Ira C. Kling, has seen twelve years of service in the discharge of his duties. Careful and painstaking in all things, he has entered readily into every plan of work, and given our efforts his earnest and hearty support.

The accuracy and value of the statistics in this report are due very largely to his knowledge of our educational resources, and to his ambition to have the figures as correct as possible. He thoroughly appreciates not only the value of accurate statistics, but the danger of misleading the public through those which are inaccurate. He has been a thoroughly loyal co-worker, deeply interested in the educational progress of the state, and with an honest pride in whatever has made the work of the office a success. Our acknowledgment of the worth of his assistance is due to him, as a man and as a friend.

We have had for our secretary during this biennial period Miss Lillian G. Goodwin of Clinton. A former scholar of ours, the promise of her school days is fulfilled in the work which she has shown herself capable of doing. Quiet and ladylike, always at her post ready for duty, never shrinking or complaining when extra labor has been imposed upon her, she has been a very valuable aid in every department of our work. Her labors and responsibilities have been very largely increased by the work she has had to do in connection with the state board of examiners. She has done it with great faithfulness and to their eminent satisfaction, but she ought to be released from it, in justice to other work of the office, which demands more of her time and attention.

We commend the interests of the schools to the Twenty-sixth General Assembly, with great faith that they will receive attention in a measure commensurate with their needs. The great, the most threatening peril in our schools, is the presence of the incompetent teacher.

Respectfully submitted,

Henry Sabin.

PAPERS ON EDUCATIONAL TOPICS.

CONCURRENT MOVEMENTS IN ELEMEN-
TARY EDUCATION.

THE TEACHER SUPPLY PROBLEM.

NEEDED SCHOOL LEGISLATION.

CURRENT MOVEMENTS IN ELEMENTARY EDUCATION.

EXTRACT FROM A PAPER BY CITY SUPT. F. B. COOPER.

It is to be counted as a promising augury for education, that the problems of teaching have never been so searchingly and seriously studied as now. Question and discussion are rife everywhere; light is turned on from all quarters. Not only from the ranks of those engaged in educational work, but from pulpit and rostrum, from the secular and religious as well as educational press, proceed in unwonted measure the sounds of attack and defense of present educational methods and conditions. Nowhere is heard, however, any attempt to maintain the importance and necessity of education as a means of individual or national development and progress. That, happily, is settled; but attention is now directed toward the desirability of putting education upon safe and sure foundations suitable to the conditions and needs of human and civic life.

That school education now suffers both in administration and instruction from limitations imposed by tradition, that it does not conform wholly to the genius of the times, and that it has not reached its most desirable form are statements that must pass unchallenged in the minds of the thoughtful.

That of the old which is bad or un nourishing must give way and be replaced by that of the new which has the sanction of good sense, and in the process of transformation it will happen that what zeal proposes will sometimes be found to be unsound. Mistakes will be made. They are the usual, if not the necessary accompaniment of evolution toward better things in all human reforms. Fermentation has its dregs and its froth. The fad comes to the surface in filmy bubbles; it sparkles and glitters in the sunlight of hope, but vanishes before the breath of reason. Nevertheless, underneath the glistening and effervescent foam is the throb of new life, perhaps; and the ear that hears that throb and the judgment that sounds the meaning of that changing life, is better than the eye that sees nothing but froth or the voice that proclaims the movement, the fancy of an hour. Many a blessing has been born in the brain of the enthusiast. many a beacon for humanity's safer guidance has been lit at the zealot's torch.

Some one dreams to-day and to-morrow his dream is a fact; the fantastic notion of the present hour may become a ruling principle the next, and the fad of this year be common work another year. Every upward step the

world takes has its beginning in a dream. There is everywhere in everything, in work of every sort, the night of dreams; the gray, misty dawn; the burnishing light of the rising sun, and, behold! the world of work is transformed; "old things have passed away, all things have become new." The man or woman who dreams of better things for his race may prove a benefactor, and he who to-day startles us with the conception of a better curriculum or better methods in education may be enshrined by and by.

Another cause operating to hinder the broader and more liberal development of school work has come from the necessary employment of many poorly equipped teachers. The settlement of the country has been so rapid and the increase of population so great, that the demand for teachers has been altogether out of proportion to the supply in all parts of the country, especially so in the newer sections, so that the standard of qualification has been necessarily lower than desirable, and many with insufficient preparation have been called into work any phase of which requires for its efficient performance thoroughness and breadth of scholarship and the skill resulting from professional training. With the country practically settled and a gradually increasing population, the chances for improving the quality of the preparation of teachers will be greatly increased and the standard of teaching may be more easily raised.

During the past ten years there has been a marked and growing activity in educational ranks. The investigation of methods of teaching has been very thorough and general. Teachers' meetings have been more frequent, more generally attended and more definite in aim than ever before. Pedagogical literature has greatly increased. More books treating the subject of education have been issued during the past decade than in all time preceding. Many of these have been produced here, and many have been translations from European pedagogical literature. Most of the books published and most of the professional periodicals have been devoted to methodology, but there have been not a few excellent productions in the fields of educational psychology and history.

Reading circles have been organized in many of the states under the auspices of the state teachers' associations and books upon general literature as well as those having a professional bearing have been adopted for reading. In one state, Indiana, many thousands of these books are sold to and read annually by teachers through the reading circle influence.

Chairs of pedagogy have been established in many colleges—the best institutions in the land thus giving recognition to the desirability and need of professional training in addition to a purely literary preparation. Ten years ago there were only five or six colleges that had any pedagogical work; now, it is the exception that the better class of colleges and universities do not have such work. In many institutions the professors of pedagogy are numbered among the ablest men in the faculty. These professors exercise a wholesome influence in several directions. They not only provide instruction in the science and art of teaching for their students, and inspire them with enthusiasm for the work, but they look abroad over the field of education, study its various phases, investigate adaptation of means to conditions, consult with those engaged in the practical work of the schools, bring to them something of the philosophic atmosphere, and in these ways and others give intention to the life and work of school education. The presence of these earnest and well equipped men in the faculties

of the colleges has given to the science of teaching a dignity in the eyes of the long established professorships which it has not before possessed. * *

Both these important reports emphasize the importance of nature study, of acquainting the child with the world which is not of books, and of putting him into early and active communication with the original sources of knowledge—the things about him. It is not the intention of nature study to impart information; that is a secondary purpose. The aim is to interest children in living and growing things, and to train them to use their senses, to be alert of eye and ear, and accurate as well.

It has been said that as man is a creature of five senses, he who lacks one of the senses is only four-fifths of a man, and if he lacks two he is only three-fifths. If early in the career of a child a well considered and careful effort is made to direct his observation and to appeal to his natural interest in living and growing things, he will have started a habit and unlocked activities that will always be a source of help and of knowledge to him. If a child be so taught that he will be enabled to see four things, where without such teaching he could have only seen three things, if by that teaching he can do four things, where without it he could only have done three, the school where he received such training is worth much more to him than the one that gives him the power to read and spell without such training. It may be urged that the introduction of nature study will interfere with the teaching of the school arts. If, as held, it contributes to quickness and accurateness of observation, if it sharpens the discrimination, it must more than make up to reading and spelling what it has taken away from them, and so it will and does.

It is a fact well known to those who have watched the effect of kindergarten training, that children who have had the benefit of such training have more readiness and more power in doing the work of the elementary schools than those who have not been so trained. Hence, whatever contributes to the child's quickness and accuracy of observation, whatever brings out a waiting germ of power, increases his ability to master the common school studies.

* * * * * The effect of this study of real things, substituted for conning pages of facts about them, has reached to other departments of instruction besides that of science. Its tendency has been to put a premium upon the method of investigation in literature and history and other departments of study. Not that the child can become an original investigator, but that there are things which he can learn by and for himself. It has given emphasis to the truth that it is what a child does as a self-active being, not what he learns by rote, that gives him both knowledge and power. Popular belief, and to some extent educational practice, is still impregnated with the notion handed down from the Renaissance, when the waking intelligence of the world turned to the learning locked up in classic literature and registered the belief that "knowledge is power." Ever since that time until within a recent period education has been conducted upon the assumption that the more a man knows of books the more he can do; and so the aim and method of education have drawn inspiration from that doctrine, and filling the mind with facts, no matter what connection they bore to each other or to the pupil's experience, has been in too many instances and to too great a degree recognized as proper educational practice.

There is much more than necessary alarm shown sometimes by both teachers and parents because a child or youth may have forgotten this or that process, or can not give this or that fact after the lapse of a year or two, or perhaps of only a few months. It is no reflection upon the teaching he has received that such a thing may happen if the process or fact has been connectedly and clearly taught. The mind is not an encyclopedia, and all that has been realized there is not always subject to recall unless it is recalled with some frequency. It is true, however, that the force and influence of an impression is not lost when gained in the right way, but often the effect of it, instead of remaining as knowledge is converted into power. Things more important, more needful and closer to life are remembered. Processes and facts unused may be dissipated as the years increase, but the energy spent in their acquisition has not gone for naught, but reappears in a new and more highly developed form; it has been converted into power.

The most significant and momentous movement now on foot in education is child study. "It has in it," so a level-headed normal school president says, "the germs of revolution." Not much has been done; only a little is known, but if the revelations of a later stage in the movement are at all proportionate to those already made, we must look for radical modifications not only in the conditions that affect the physical welfare of the child, in lighting, in ventilation, in construction of school buildings, in play, in exercise and work, but also in course of study, in administration and treatment. This child study represents one of two important and emphatic remonstrances of these later days to the old introspective psychology. The other remonstrance is to be found in the development of physiological psychology which has exercised an influential bearing upon studies in the philosophy of education.

Child study has for its purpose the observation of children with a view to gathering a mass of facts relative to their growth, physical and intellectual, their mental and moral characteristics, their likes and dislikes, aptitudes, dispositions and habits. These facts will be collated, studied, classified by those competent, and conclusions arrived at. Investigation must doubtless continue for many years before final or decided conclusions can be reached upon many points. We may now be said to be in the fact-gathering stage of the science of education. This movement has been going on in a modest way for a number of years, and many experiments and investigations have already been made.

Some conclusions have been reached that point emphatically to the necessity of modification in the treatment of children. One of the results refers to the slow diffusion of nervous energy from the brain and spinal cord outward. The nervous force in the case of children communicates more readily with those muscles nearer the centers than with those more remote, as to the muscles of the upper arm more quickly than to those which move the fingers. This accounts for the tendency in children up to the eighth or ninth year of age to prefer long, sweeping movements of the arm, especially observable before the child has had school instruction. If during this period of development the fingers are exercised in doing exact work as in writing, in the fine work of the kindergarten, now happily eliminated, or in work of any kind employing the muscles at the extremities and requiring exactness, the nerve centers are unduly drawn upon and

nervous waste occurs which interferes with the proper development of both body and mind.

Another important result of child study relates to the transformation that takes place in the physical and mental organism at what is known as the age of pubescence. At from twelve to fifteen years of age the bodily organs of the individual undergo a marked change. The intellectual and emotional life also take on new characteristics. New interests appear, old ones drop out of sight. The boy now enters upon that critical time which our fathers called the "hog years," but without understanding its real import or danger. During this period of change the growth of the body is often very rapid, and the needs of the rapidly growing body cause it to appropriate more than its share of nutrition, so that the brain is insufficiently nourished, and intellectual work of good quality is next to impossible.

It is commonly supposed that the change in the physical nature of the girl is more marked than in the boy, but investigation proves the contrary. It has been shown that boys are not taller and heavier than girls of a corresponding age throughout the entire period of development, but that at twelve years old the girl begins to grow more rapidly, outstripping the boy and maintaining her greater height until about sixteen, when the boy has caught up and shows greater weight and height.

The rapid growth of the boy does not begin until about the age of fourteen, and during the two years following his growth exceeds that of the five or six years preceding. It frequently happens that a boy up to this time has maintained a good average as a student, but now there is decay of interest and slacking of effort. Up to this time the brain has been steadily increasing in weight, the boy's brain showing a little heavier than the girl's; but at the age of fourteen there is a decided loss in the weight of the boy's brain, so that it goes down to what it weighed when he was four or five years of age. The girl also suffers a loss in the weight of the brain, but it occurs earlier and is not so marked, and she has recovered her brain vigor and is at her best intellectually when the boy begins to lose his strength of brain and is at his worst. Here is another convincing evidence of the fact that the blood has been withdrawn from the brain to nourish the other bodily organs.

This poverty of brain nutrition explains many irregularities and eccentricities in the boy at this time. He loses interest in the things that before interested him, he shows dispositions and tendencies not before manifested, he is out of joint with everybody, including himself, and it frequently happens that at this stage of growth, both parental and school authority may become less respected, school becomes a prison and all tasks, except those of his own selecting, are irksome. The treatment of a boy at this critical stage is a serious problem for both parent and teacher, but an appreciative and patient attitude on their part will materially assist in tiding him safely over it, and he will then resume his former steady and commendable course.

These are only indications of the great questions that may be wrapped up in this investigation of children. It is plainly evident that we must take more counsel of the laws inscribed way back at the beginning in the life of the child, that we must be willing to consult more freely the tendencies and limitations of the child's life, and have more regard for his choices and

interests, his likes and dislikes, his comforts and discomforts. Some harm will come, but uncounted good also will grow out of the study of the child. The eye of the teacher will be more likely to have the whole boy in range. Defective makeup, conditioning factors, and varying ability will all pass before the vision and modify judgments and measures.

The fact of individual difference is the most serious and trying of all the problems of education. To ignore it is to enthrone system and rule at the expense of personal welfare. To consult it is to throw the machinery out of gear at every turn of the wheels.

There is a movement, slow, scarcely felt, but certain, toward greater liberality in the adjustment of the machinery of the school to individual needs. There now obtain in many of the best schools much more freedom and flexibility than formerly. The opinion and practice of many of those charged with school administration is that the public school should meet the child at the point of his needs, as nearly as it can and still serve the interests of the many. A delinquency in any essential particular is no longer a bar to a pupil's advancement—but it should be shown to be delinquency and not indisposition. Many changes in the direction of increased liberality in providing for the instruction and advancement of individual pupils will be made as soon as the teaching force is ample enough to permit it.

Until then, and until the qualification of teachers is of a character fully requisite for the many and increasing demands of education, those charged with directing the progress of the schools may be safely trusted to do all in their power to minister wisely to the needs of our growing American citizens

THE TEACHER SUPPLY PROBLEM.

EXTRACTS FROM A PAPER BY CITY SUPERINTENDENT S. H. SHEAKLEY.

The teacher supply problem, or rather the problem of how to man, chiefly with women, the schools of our state and nation with competent and professionally trained teachers, is one that like the poor, is always with us, and like Banquo's famous wraith, will not down. The fact that this subject is of perennial interest, and is always discussed at round tables and other teachers' gatherings, is an evidence of its real importance and of the serious danger that threatens our schools and our nation from poor instruction and poorly prepared instructors.

The main question is how to supply the rural schools with teachers trained for their work. This is the great educational problem of the day. We spend much time discussing correlation and kindred topics which are all right in their way, although their way is often devious and wearisome, when we have this live problem of teacher supply knocking each year more forcibly at our doors, and demanding admittance with a strength and vehemence commensurate with its importance. Shall we spend precious time in

hair-splitting over the Herbartian system or the weight, height or color of the eyes of our pupils, while the majority of the children lack proper instruction?

What man is there of you, whom if his own son ask bread, will he give him a stone? To show the magnitude of the problem, let me quote from a report to the national council on the rural school problem: "Undoubtedly the number of pupils enrolled in ungraded schools will reach nearly, if not quite, 50 per cent of the entire enrollment. If we include schools of two or three rooms, having practically no supervision, and which are but partially graded, the per cent would be much higher. It is very difficult to gather statistics which show the number of teachers in the ungraded schools, having anything like an adequate preparation for their work. When we take into consideration the fact that a very large percentage of graduates of our normal schools is absorbed by the schools in the cities and larger villages, and that usually the bright teachers, who have had the benefit of a partial course in the normal school, work their way into graded schools as fast as possible, it is evident that the schools in the country are mainly left to the care of novices without any special training."

If funds can be obtained from the state sufficient to permit the holding in every county of a summer school of at least six weeks' duration, which will take the place of our present institute, then progress may be made in supplying professionally trained teachers for our rural schools. But under the present system, with the duration of the summer institute decreasing rather than increasing, very little professional work can be done. I am informed that but fifteen of our ninety-nine counties, held more than a two weeks' institute during the summer of 1895. What can be accomplished toward a better preparation of teachers in that time? Very little. At best, the work can only be begun, perhaps to be repeated the following year with dry monotony and dull mediocrity. Evidently the remedy does not lie in the direction of the county institute as now developed in Iowa.

I must confess a weakness for the college bred teacher. He ought, if he has done nothing more, at least to have absorbed something of the culture popularly supposed to be lying 'round loose in the halls of *alma mater*. The college man or woman, with the influence of four years of scholastic training and contact with some of the brightest intellects of the time, should be able to take with him into his work high ideals of life and duty which cannot fail of effect upon his pupils. Many of the best teachers of Iowa to-day are those who have had the stimulus and training of the college course. Of course it is true that many fail even with the advantage of this culture, but is that not true of the graduates of our best professional schools?

There seems to be something in the college atmosphere conducive to power in teaching and in leading. This is especially true of the smaller institutions where the classes are small and a personal influence is exerted over every student by the faculty. Such institutions have done and are doing to-day a grand work for public education in our land. The distinguished educator before quoted says: "It is a fact which every one acquainted with educational progress in the western states must have observed, that those colleges in which sound scholarship is the basis of work, have produced a marked effect upon the schools of the surrounding region." But the colleges do not claim to make teacher training anything

more than incidental to their work. Their function, as that of the high school, is to furnish a training for all, a training that will better prepare every one taking it for his vocation in life, whatever that may be. Evidently the colleges cannot provide a full solution of our problem, however much they are doing and will do in the direction of teacher training.

Where, then, must we look for relief? The answer, "to the normal school," must come to the mind of each one of you. To the normal school, the avowed purpose of which is the professional preparation of teachers. No sane man acquainted with the facts will attempt to belittle the work of normal schools. Their place in the educational world is assured. They are no longer experiments, but are established factors in the educational growth of our nation. Their influence for better teaching is felt in every school room in America.

The question may be asked, would you have normal schools supported by the state, or those under private auspices? To this I would answer emphatically, those supported by the state. The state has no higher duty than to provide for the education of her teachers. It is a matter of self-preservation. In a government like ours, where everything depends on the intelligence and honesty of the citizen, every resource of the state should be taxed to the utmost to provide competent and trained teachers for our schools. In insisting on state schools I do not mean for a moment to disparage the excellent work done by some of the private normal schools of the state. They are doing a necessary work in their several localities, but they exist mainly because the state has not done her duty in establishing normal schools in every corner of her domain.

We have then reached the true solution of our problem in proposing the establishment of state normal schools in sufficient numbers to meet the requirements of the schools. While "no state provides means sufficient to give the teachers the advantage of special preparation, Massachusetts with six normal schools, and with four additional schools in course of erection, comes the nearest to it." Pennsylvania has thirteen well equipped normal schools, New York has eleven, and our sister state, Minnesota, has four. To put Iowa on an equal footing with Massachusetts would require the establishment of twenty-five normal schools and we to-day have but one. If the teachers of Iowa would unite in a determined effort to secure additional state normal schools, one in every county, if possible, the problem of teacher supply would soon be solved. We don't know our power. We are afraid to assert ourselves, and to ask for what we know to be necessary. When we realize that our services, if we are efficient, are as essential to the community as the community is to us, then will begin the dawn of the educational millenium so often the theme of the visionary enthusiast. We can accomplish almost anything, if we unite on what we want, and work with energy and intelligence toward our object. It is not enough to appoint a legislative committee, but the major part of the work must be done at home with the local member of the legislature, by bringing every influence to bear upon him, and showing him the crying need of additional appropriations for teacher training. The teachers of a county are a power in politics if united, and can do much with the legislator anxious to please his constituents and secure a re-election.

There is the further question closely allied to the main point; that of the character of the instruction in normal schools. Some would make the work, as far as possible, strictly professional in its nature, others would confine the course almost exclusively to the elementary branches joined with practice in the model school. While many of our foremost educators and thinkers incline to the latter plan it yet stands to reason that if we are to make advancement and obtain the recognition due our profession, our normal schools must be raised to a plane at least equal to that of other professional schools.

The ideal normal school is one on equal footing with other professional schools; one to which the youth, having received in other schools or in a preparatory department his foundation training, may resort, and there receive instruction in the art of teaching and the science of education. This foundation training should be more than a simple knowledge of the branches to be taught. We do require and ought to require more than this. The teacher of to-day for every school should be a man or woman of the broadest possible culture and discipline as is meet for those in whose hands is placed so great a responsibility for the future destiny of our country and the moulding of the character of her citizenship.

In a recent issue of an educational journal, the action taken in Massachusetts and New York to raise the standard of the normal school is noticed as follows: "The two states that still contend for the first honors in the establishment and development of the common school have, during the past year, taken each an important step forward in regard to the qualifications of teachers. Massachusetts, after more than half a century of experimenting in the state normal school and teachers' institute business, reinforced by a perpetual agency of experts, with probably at present the most effective system of town and rural school supervision in the country, with a score of city training schools, college and university professorships of pedagogics, President Eliot of Harvard, all the time on hand ready to be offered as chief educational crank-turner for the commonwealth, has very sensibly concluded that it is high time to stop teaching green school boys and girls the three 'R's' in the ten state normal schools. A recent law provides that, after a fixed date, only graduates of a high school course, or its equivalent, shall be admitted to these institutions. As every child in Massachusetts is now entitled to a free high school education, the least that could be demanded of state normal students is this qualification, especially as the average high school in three-fourths of the towns in Massachusetts is probably not on a par with the higher grammar school grades in the cities; but it is a good step forward, and we trust the legislature will not be scared by any shrieks of locality into the repeal of the law. New York, if we are rightly informed, has moved in the same direction, by a statute providing that every teacher shall have had at least one year's normal preparation. It strikes us that the Massachusetts scheme gets nearer the difficulty by raising the admission test to the normal school. As long as boys and girls can step from an average country district school into a state normal school, and after two years of study of common school branches receive the state certificate as qualified to teach, Brother Paine, of the Peabody normal school, would seem to be justified in his persistent assertion that the great want of the American common school teachers is

not new methods of teaching, but more knowledge of the few simple elements which every boy and girl is bound to know on peril of posing as an ignoramus."

Dr. John S. Hart, for so many years the honored principal of the New Jersey state normal school, and a well known author of text-books, thus defines a normal school: "A normal school is a seminary for the professional education of teachers. It is an institution in which those who wish to become teachers learn how to do their work; in which they learn, not reading, but how to teach reading; not penmanship, but how to teach penmanship; not grammar, but how to teach grammar; not arithmetic, but how to teach arithmetic. The idea which lies at the basis of such institutions is that knowing a thing and knowing how to teach that thing to others are distinguishable and very different facts. The knowledge of the subjects to be taught may be learned at any school."

Many of those who attend a teachers' seminary come to it lamentably ignorant of the common branches of knowledge. They have, consequently, first to study these branches in the normal school as they would study them in any other school. That is, they have first to learn the facts as matters of knowledge, and then study the art and science of teaching these facts to others. Instead of coming with their brick and mortar ready, prepared that they may be instructed in the use of the trowel and plumbline, they have to make their brick and mix their mortar after they enter the institution. This is, undoubtedly, a drawback and a misfortune. But it cannot be helped at present. All we can do is to define clearly the true idea of the teachers' seminary, and then to work towards it as fast and as far as we can." May not then be allowed us, as Dr. Hart says, to define it clearly and work toward the ideal normal school.

Our state normal school at Cedar Falls has been steadily aiming towards this high standard, a fact over which all true lovers of educational advancement have been honestly rejoiced. But the great drawback is that one state normal school for Iowa is not enough.

After the high and graded schools, where the higher salaries are paid, have been supplied with teachers professionally trained, but few are left to fill the vacancies in the rural schools. The educational needs of Iowa will not be met, as some suggest, by lowering the standard of normal instruction, but by the establishment of additional state normal schools in sufficient numbers to supply trained teachers for all classes of schools; to supply teachers not only well grounded in the common branches, but instructed in all that goes to make up a liberal culture, a culture of mind, heart and hand.

NEEDED SCHOOL LEGISLATION.

EXTRACT FROM A PAPER BY HON. A. H. DAVISON.

From a view obtained by looking at our public schools, through the statute books, one is safe in saying we have no public school system, an anomaly, the existence of which has not been made sufficiently prominent. So long as our school work "is left almost entirely to the directors of each district, or rather board of directors, to provide such schools, such courses of study, such teachers as they see fit," we can hardly be said to have a school system. Our numerous schools, often excellent in character, worthy of the pride of our people; the general intelligence and low percentage of illiteracy; the educational enthusiasm of our people, and many other things too common to need mention, seem to argue no necessity of a system, if we do not possess one. Not so. Iowa, in a general way, may be said to have passed through the formative period, the period of original development, or at least the year 1900 will close this period. The new century will bring a new period, with many changed conditions, both in our people and surrounding influences.

During the period now closing, the excellence of our schools has been due, in a large measure, to the fact that their foundations rested on the enthusiastic industry of the man establishing a new home for his family; a man whose early life and ideas of life led him to believe a good school near at hand half his home, and an object to be had at any price. With this pioneer came, also, young men and women, the best blood of older states, educated, enthusiastic, anxious to have a share in the positions, in the profits, in the honors—the unearned increment, if you please—to be won in the early days of a new state. The best days of thousands of these young men and women have been given to our schools. A single eastern normal school of my acquaintance has, during the past decade, sent to this city—Sioux City—a dozen or more of its best graduates. This condition has affected all parts of the state. While this life-giving blood is being injected into our educational veins the bodily vigor must be great. In such a period a declaration of independence might govern nearly as well as the matured constitution. It will not do to make the mistake that a commodious and elegant schoolhouse built and furnished assures to our children the benefits and blessings of a good education. There will come a day when the vital assistance we have been receiving from outside our state will not stop in our midst to a sufficient extent to guarantee the permanence of the excellence of our public schools.

We have now arrived at a condition where, by consulting the wisdom of experience, a system can be outlined in statute without doing violence to

the principle that law must be growth, must come by evolution. In Horace Mann's day the man who presumed to provide in statute for a complete system of public schools most likely would have made a dismal failure and retarded educational growth. We must have schools before a system, and laws before a system of laws upon a subject. Both these we have, and now let us have a system of school laws that exhibits in clear lines a complete system beginning with, and proceeding from, the kindergarten to the common school, the high school, and terminating with the university, supplemented at the proper places by the normal school, the industrial and agricultural schools. In a plain, business-like manner must be provided by statute, not only for the creation, maintenance, control and administration of all the schools, but also by whom and how.

The source of authority for control of courses of study, for control of conditions of advancement of students from one school to another, for the determination of the province and boundaries of each school, for the determination of the qualifications of teachers and superintendents and of control of examinations, certificates and degrees, and if this control be various or divided, the whole to be placed under the advisory or directory control of a single board, must be provided for in this system.

Realizing, no doubt, the arrival of the ripeness of time for such a system and with full knowledge of the mixed, unintelligible and contradictory condition of our present school laws and the great need that school officers have for a system of laws easy of interpretation, the heads of our educational department have for the past fifteen years been pleading with each legislature for a commission to revise and amend our school laws. The report of a properly constituted commission to so revise, enacted as a substitute for title 12 of the code, would relieve the situation. It has been proposed that the next general assembly be asked to constitute a special joint educational committee to be charged with the preparation of a comprehensive educational measure as a substitute for title 12 of the code, as the same may be reported by the codification commission. Unless some more promising scheme is suggested very soon it would seem the part of wisdom to begin a systematic campaign on this line.

Every general assembly has in its membership a number of experienced educators who can be relied upon to do good work. This preparatory work should be reinforced by a thorough study of details of systems and of the local conditions and circumstances that should have a bearing upon the matter by men able to advise such a committee. It is necessary that these advisers be not only school men, but men of affairs. It is a notorious fact that those who have only such views of education as they acquire in the school room are unfit for so comprehensive a work.

The next general assembly should not fail to make ample provision for the training of teachers. More depends upon the skill of the teacher than upon any other one thing. The conditions of the development of our state demand that a permanent system be inaugurated which will provide sufficient trained teachers for all the public schools. The trained common school teachers are of first importance. The importance of the first round in the ladder has not been sufficiently recognized. The training of teachers must reach the rural schools or the system is not complete. The farmers' school is of greater state importance than the college and

university. The intelligence and virtue of the average man marks the plane of our civilization. A few mountain peaks in the educational continent may serve as beacon lights, but it is the elevation of the plain that makes the miasma of ignorance impossible. The wages that will be paid the teacher in rural districts are so low that any system of training must be taken near to the teachers and be made practically free. Within the county some scheme of training that will reach every common school teacher should be developed and enacted into a statute. A choice of methods is open.

The plan of the Bishop bill, which failed in the last assembly for want of money to appropriate, has many friends and some strong points in its favor. This plan, which proposed to support a free training class for sixteen weeks annually in each county, would improve the schools nearest the majority of tax payers. If this plan is pursued, a number of state normal schools should be provided at an early day. Another plan that has real merit is the establishment of a county normal school in every county; a school where graduates of the township high school could receive thorough instruction in the sciences and a thorough course in English and drawing, with enough of elementary mechanics to enable them to construct simple apparatus for illustrations of school room work, besides a thorough course in methods and management. These schools would not require extensive or expensive buildings, but the faculty should be of high order. Such schools would remove the necessity for numerous state normal schools. Two or three state institutions with advanced courses of study would meet future demands.

The normal institute has served a noble purpose, but with co-ordinate training facilities. The branches taught should be made fewer and the institute take upon itself a more exclusively professional nature. All teachers should meet annually at some spring of inspiration where this enthusiasm will be fired and the fatiguing burdens of every day school work forgotten and new life and courage stored for the next year. For these reasons the enactment of laws providing other means for training teachers does not make it proper to abolish the institute. With a state board of education in full control of courses of study the normal institute can be led in new lines as it may become necessary.

In the matter of school territory the statute should make the district township the unit, and make district and township lines coincide where no physical division of the territory by streams makes this impossible. The subdirector, subdistrict and rural independent district should be abolished. The village independent district is amply provided for, and too well, as some believe, but probably not. The law governing the creation of a new independent district out of others needs to be cleared up.

Provisions for a central advanced school in townships should be made, and also for township superintendence. Every year raises the professional estimate of the value of efficient superintendence. A competent superintendent who spends one day every two weeks in the several schools of the township and holds a teachers' meeting on alternate Saturdays will add 25 per cent to the efficiency of the farmers' school. Legal existence should be given to the kindergarten for children under five years of age in towns and cities when established by vote of the electors at the annual meeting.

All public schools should be required to use a course of study authorized by the department, subject only to have added specified branches, by vote

of the people, in exceptional cases. Many of our best schools are crippled by the imposition of an elaborate course of study so out of proportion to the time to be employed that the culture and discipline to be derived from a few things well done is entirely lost and habits of superficial study established for life. The short period of teachers' contracts and service and the resulting want of permanence is an evil that can be reduced by legislation. The making the township the unit, the abolishing the office of subdirectors and the increasing the means for professional training, will tend to lessen this evil. A further provision of statute making the term of school an annual term, with vacations, and making it the duty of officers to employ teachers for the full annual term, subject to the right to terminate the contract sooner for cause, would reduce the evil to the minimum.

The qualifications for the different grades of teachers' certificates should be varied. The branches now required are no more than should be required for the lowest grade of certificate. The next grade should require a knowledge of civil government, drawing, physical geography, botany, zoology and physics, with an increased amount of professional preparation. These two grades, with a professional certificate to be granted for meritorious work, are all the county superintendent should issue. The statute should prohibit the issuance of certificates to applicants under eighteen years of age, and should compel teachers to attend local institutes and teachers' meetings in their towns and townships and assist in their conduct when requested by the township or county superintendent, but they should be entitled to receive pay for their time if the meetings are held on school days.

The present statute providing for district libraries is not sufficient. The library is essentially necessary in all schools for reasons too generally acquiesced in to need mention. If the central township school is made a part of our system, the library in townships might be located in this school and be made more extensive than if each house is supplied with a separate library. Books could be distributed to the several houses without destroying the united character of the library. The size of libraries would need to be varied, and the discretion in this matter could be left in the district board, subject to approval of the county superintendent. The contingent fund should bear the expense, and the round-about way of the present law, which is really a reason for the absence of libraries, repealed. The state board or department should furnish approved lists of books, suitable for different grades of schools, from which all books should be required to be selected, according to such rules as the department might deem wise.

The statute should forbid the erection of schoolhouses not built from detailed plans furnished by the state department, or approved by that department. Legislation of this kind means no-burden to tax payers, but rather the contrary. The building of buildings providing the best safeguards for health means years of additional life to very many people. Such plans should be provided and furnished districts on application.

The present enumeration is little less than a farce, and in many cases a fraud. This change, with the possible adoption at no very distant date of an educational qualification, for the elective franchise, will yield better results, in my judgment, than a compulsory attendance law. Truancy and vagrancy among school children of school age must be specially provided for.

Possibly it should be made the duty of police authorities to apprehend all such children and deal with them according to some wise plan that a board of charities and state educational board may jointly by law be authorized to carry into effect. This subject should not be dismissed without thorough study by those most competent for the work.

Legislation changing the number of directors, where under the present law the board consists of an even number, is very desirable. The number of dead-locks and the resulting feeling which often destroys the working force of boards of directors, should be provided against so far as possible. My experience as a school director leads me to believe that no one thing in our local school work as directors is of greater moment than to avoid all contests of this kind. A board of directors can do much for their schools when they are united in action.

In closing this paper no apology will be offered for traveling away from the usual practice of recommending patch work legislation. Already in many places the patches are three or four deep and the original fiber of our law is breaking down from the weight of riders. The man with the *mending bill* is always in the general assembly and it behooves those able to do so, to take a more comprehensive view of the situation. I do not depreciate the excellent accomplishments of our schools in the past, although it has been justly remarked that we have at times become vainglorious and boastful over our excellent facilities when a new house is built and furnished, forgetting that the material that we possess is a minor part of the good school. Our city schools are very excellent in nearly all parts of the state, but in the farmers' schools the inexperienced teacher is gaining ground, if statistics are not misleading. We are told that from 1880 to 1890 the number of schools in the state increased thirty-eight per cent, while the number of inexperienced teachers increased fifty per cent. Here I feel is a real grievance for the people who live in the townships outside the reach of the excellent city schools and a correction of this condition carries with it the cessation of a part, at least, of the stampede from the farm to the city.